

**PROPOSED AMENDMENTS TO
HOUSE BILL 3075**

1 On page 1 of the printed bill, line 2, after “332.505” insert “and sections
2 14 and 16, chapter 36, Oregon Laws 2012”.

3 On page 2, after line 8, insert:

4 **“SECTION 3.** Section 16, chapter 36, Oregon Laws 2012, is amended to
5 read:

6 **“Sec. 16.** (1) Each school district and education service district shall form
7 an achievement compact advisory committee.

8 “(2) An achievement compact advisory committee shall be responsible for
9 developing an achievement compact and ensuring that an achievement com-
10 pact is implemented.

11 “(3) The governing body of a district shall appoint the members of an
12 achievement compact advisory committee. The members shall consist of
13 teachers, administrators and other appropriate education personnel who are
14 employed by the district. When an employee organization represents educa-
15 tors of a district, the superintendent of the district, at the direction of the
16 governing board of the district, shall collaborate with the local president of
17 the employee organization to recommend the appointment of educators to the
18 achievement compact advisory committee.

19 “(4) An achievement compact advisory committee shall:

20 “(a) Develop plans for achieving the district’s outcomes, measures of
21 progress, goals and targets expressed in an achievement compact, including
22 methods of assessing and reporting progress toward the achievement of goals

1 and targets; and

2 “(b) Recommend outcomes, measures of progress, goals and targets to be
3 contained in the district’s achievement compact for the next fiscal year.

4 “(5) Each achievement compact advisory committee shall present its rec-
5 ommendations in a report to the governing board of the district no later than
6 [February] **May** 1 of each year. An achievement compact advisory
7 committee’s report and recommendations shall be considered by the govern-
8 ing board of the district when entering into an achievement compact for the
9 next fiscal year. The governing board shall file the achievement compact
10 advisory committee’s report with each achievement compact it adopts and
11 forwards to the Oregon Education Investment Board.

12 “**SECTION 4.** Section 14, chapter 36, Oregon Laws 2012, is amended to
13 read:

14 “**Sec. 14.** (1) For the purposes of this section:

15 “(a) ‘Achievement compact’ means an agreement entered into between the
16 Oregon Education Investment Board and the governing body of an education
17 entity as described in this section.

18 “(b) ‘Education entity’ means:

19 “(A) A school district, as defined in ORS 332.002;

20 “(B) An education service district operated under ORS chapter 334;

21 “(C) A community college district or community college service district
22 operated under ORS chapter 341;

23 “(D) The Oregon University System established by ORS 351.011;

24 “(E) A public university of the Oregon University System, as listed in
25 ORS 352.002; and

26 “(F) The health professions and graduate science programs of the Oregon
27 Health and Science University operated under ORS chapter 353.

28 “(c) ‘Governing body of an education entity’ means:

29 “(A) For a school district, the school district board.

30 “(B) For an education service district, the board of directors of the edu-

1 cation service district.

2 “(C) For a community college district or a community college service
3 district, the board of education of the community college district.

4 “(D) For the Oregon University System, the State Board of Higher Edu-
5 cation.

6 “(E) For a public university of the Oregon University System, the presi-
7 dent of the university.

8 “(F) For the Oregon Health and Science University, the Oregon Health
9 and Science University Board of Directors.

10 “(2)(a) Prior to the beginning of each fiscal year, the governing body of
11 each education entity must enter into an achievement compact with the
12 Oregon Education Investment Board for the fiscal year.

13 “(b) Governing bodies of education entities identified in subsection
14 (1)(b)(A) to (C) of this section shall enter into achievement compacts as part
15 of the budgeting process under ORS 294.305 to 294.565 and shall submit
16 achievement compacts to the board prior to:

17 **“(A) October 15 of each year for governing bodies of education en-
18 tities identified in subsection (1)(b)(A) or (B) of this section; or**

19 **“(B) July 1 of each year for governing bodies of education entities
20 identified in subsection (1)(b)(C) of this section.**

21 “(c) The board shall specify a process for adoption and a timeline for
22 submission of achievement compacts for education entities identified in sub-
23 section (1)(b)(D) to (F) of this section.

24 “(d) The board shall provide to each school district a number quantifying
25 the district’s estimated level of funding for the next fiscal year compared to
26 the determination of funding needed to ensure that the state’s system of
27 kindergarten through grade 12 public education meets the quality goals
28 specified under ORS 327.506.

29 “(3)(a) The board shall establish the terms for achievement compacts.

30 “(b) The terms of an achievement compact may include:

1 “(A) A description of goals for outcomes that are consistent with the ed-
2 ucational goals identified in ORS 329.015, the findings described in ORS
3 351.003 and the mission of education provided in ORS 351.009.

4 “(B) A description of the outcomes and measures of progress that will
5 allow each education entity to quantify:

6 “(i) Completion rates for:

7 “(I) Critical stages of learning and programs of study;

8 “(II) The attainment of diplomas, certificates and degrees; and

9 “(III) Achieving the high school and post-secondary education goals es-
10 tablished in ORS 351.009 and a projection of the progress needed to achieve
11 those goals by 2025;

12 “(ii) Validations of the quality of knowledge and skills acquired by stu-
13 dents of the education entity; and

14 “(iii) The relevance of the knowledge and skills acquired by the students
15 of the education entity and the means by which those skills and knowledge
16 will contribute to the workforce, the economy and society as described in
17 state policy.

18 “(C) Other information suggested by the governing body of an education
19 entity and approved by the board.

20 “(c) Notwithstanding the terms described in paragraph (b) of this sub-
21 section, for an achievement compact entered into by an education entity
22 identified in subsection (1)(b)(F) of this section, the terms of the achievement
23 compact shall be limited to the enrollment of, and attainment of degrees by,
24 Oregon residents in programs for which the state provides funding.

25 “(4)(a) The governing body of each education entity shall identify a target
26 number and percentage of students for achievement of the outcomes, meas-
27 ures of progress and goals specified in the achievement compact for the fiscal
28 year.

29 “(b) The governing body of each education entity shall provide a target
30 number and percentage of students for the aggregate of all disadvantaged

1 subgroups, as defined by federal law or specified by rules adopted by the
2 board. The target number and percentage of students must reflect the edu-
3 cation entity's goals of improving education outcomes for disadvantaged
4 student groups and closing any student achievement gaps between disadvan-
5 taged student groups and other student groups.

6 “(5) As part of the process of entering into an achievement compact, the
7 governing body of an education entity shall ensure that open communi-
8 cations are provided to parents, students, teachers or faculty, employees,
9 exclusive bargaining representatives and community representatives for the
10 purposes of explaining and discussing the outcomes, measures of progress,
11 goals and targets specified in the achievement compact for the fiscal year.
12 The open communications must be provided during each education entity's
13 public budget process.

14 “(6) The board shall specify the format of the achievement compacts and
15 provide model achievement compacts to the governing body of each education
16 entity.

17 “(7) The board may adopt a timeline and method for governing bodies of
18 education entities to provide the board with a report at the end of a fiscal
19 year that describes the achievements made by the education entities during
20 the fiscal year. The report:

21 “(a) Must include disaggregated data for each disadvantaged student
22 group specified by the board; and

23 “(b) May state achievements in numbers and percentages and in relation
24 to the outcomes, measures of progress, goals and targets specified in the
25 achievement compact for the fiscal year.”.

26 In line 9, delete “3” and insert “5”.

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