Summary of:
COLLABORATION AND RECOMMENDATIONS RELATED TO ACHIEVEMENT COMPACTS

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Background

The passage of Senate Bill 1581 during the 2012 Legislative Session created "Achievement Compacts" and included a provision in Section 18 for "*state associations representing educators, administrators and governing board members of school districts... (to) recommend to the Oregon Education Investment Board collaborative models and resources…for the achievement of student success*."

Beginning in February of 2012, representatives of the Confederation of Oregon School Administrators (COSA), the Oregon Education Association (OEA) and the Oregon School Boards Association (OSBA) have held regular meetings of high level staff and officers. The purpose of these meetings was to begin to define a set of shared values (see Appendix A) related to achievement compacts and work to provide guidance and collaborative models for the parties involved in their development.

Primary Recommendations

In September, our three organizations collaborated to develop and release the first in a series of guidance documents (see Appendix B) titled: "Getting Started on Achievement Compacts – How to Set Up an Effective Collaborative Process in Your District." We are glad to present this to the OEIB as a model of collaboration for the completion and implementation of achievement compacts.

In this guidance document are several statements that direct our own organizations current and future collaboration. In sum, "…(we) recognize that meaningful collaboration doesn't happen overnight. It is fostered and sustained through open communication and efforts to establish trust…COSA, OEA and OSBA are committed to supporting and strengthening these collaborative processes through ongoing training across school districts and with opportunities to share best practices."

The guidance document includes a primer and other background information regarding achievement compacts and advisory committees. Our organizations have also recommended districts consider utilizing the Springfield School District's five-step system to demonstrate how the achievement compact process can work effectively and collaboratively. This is one possible model for districts; we recognize this process may be more involved than some districts, particularly smaller districts, are able to put into place.

This recommended model of collaboration includes:

Step 1: Select an Achievement Compact Advisory Committee

The advisory committee is responsible for utilizing a continuous improvement process to obtain clarity around where you are now, as a district, and where you need to go.

Step 2: Select an Association and District Data Team

Emphasis should be placed on selecting individuals with expertise utilizing data to improve student achievement.

Step 3: Select an Association and District Strategic Action Team

Our organizations suggest this team gather input and create a strategic plan for the district

Step 4: Select an Association and District Implementation/Evaluation Team

A sample charge for this team includes monitoring implementation, identifying strengths and concerns and determining whether implementation is successful.

Step 5: Implement the Plan

Engage your parents and community by seeking out feedback on the achievement targets and strategies of the district.

As our organizations continue to develop and refine professional development opportunities and best practices related to achievement compacts we will share them with the OEIB.

A Commitment to Collaboration

In addition to our first guidance document and regular meetings between the leaders of our organizations, there have been several notable activities undertaken to foster understanding of achievement compacts and 40-40-20 amongst our members. A few key activities include:

- OSBA, COSA and OEA jointly produced and hosted two successful webinars regarding achievement compacts on September 12 and September 27th. These were viewed live by 250 of our members and recordings of the webinars have been posted and accessed on our websites several hundred times. The webinars can be accessed at: http://www.osba.org/Calendar/Events/Webinar-Compacts-2012-09-26.aspx
- COSA invited OSBA and OEA to help conduct an informational discussion session regarding achievement compacts at COSA's annual conference this past June.
- In March 2012, OEA dedicated its 2nd Annual Symposium for Transformation in Public Education to a conversation among teachers, school administrators, parents, business and community leaders and policymakers around the state's 40-40-20 goals, the development of achievement compacts and collaboration within our communities around ensuring equity for all students.

Each organization has committed significant resources to informing their membership and engaging in discussion regarding achievement compacts. For example:

- OEA conducted statewide online training on September 17 and will also be holding additional trainings for members around the state in the month of October.
- COSA has engaged their members at statewide Superintendent meetings in April, September and October; at COSA/OASE Vision & Policy Coalition (superintendents) meetings in April, May, June, August and September; at the COSA/OASSA/OESPA Principals Conference in Bend in October; at the OACOA seminar series in May and September; and at meetings of the COSA Board and the boards of OASE, OACOA, OASSA and OESPA throughout the past six months.
- OSBA has made discussion of and solicitation of feedback about achievement compacts and 40-40-20 goals from members a major focus of 19 regional meetings hosted across Oregon this fall. OEIB staff will also be in attendance at most of the meetings to hear comments from the field and answer questions.

<u>Additional Recommendations</u>

Based on feedback from our members, our organizations would like to offer five additional recommendations we believe will enhance the supports already available to districts and improve the quality of achievement compacts.

1. *Move the compact submission date from June 30th to the fall (October)*

   Changing the date allows the compacts to be developed with the best student achievement data available and more aligns the compacts with the budget process. The most common concern our organizations hear is related to lack of up-to-date data.

2. *Provide additional staff resources at ODE and OEIB to assist districts with target setting, trajectories and the development of comprehensive technical manuals and "FAQs" related to 40-40-20 and achievement compacts.*

   Our members are very complimentary of the OEIB and ODE staff assigned to this project. As the achievement compact process matures, the complexity of queries from districts will increase. Additional staff resources will surely be needed.

3. *Create on-site teams ready to provide voluntary assistance, training or interventions for districts.*

   This should include staff from COSA, OSBA, OEA, ODE, and the OEIB to assist districts on-site at their request.

4. *Develop a clear explanation of the purpose of the achievement compact and the purpose of the new state report card.*

Our members need a clear delineation of what data is in each document, the purpose of the documents and how the two documents complement each other.

5. *Continue to focus on mandate relief and paperwork reduction.*

   During the 2011 and 2012 Sessions our organizations drafted and passed several bills that begin to reduce unnecessary paperwork, data collection and reporting. Senate Bill 1581 also suspended collection of Division 22 reports for one year. It is imperative that our districts focus their limited resources on the achievement compacts, report cards and other tools designed to improve student achievement.

Investing in Public Education

Although not specifically called for in SB 1581, our organizations would also like to reinforce the importance of making new investments in public education to provide adequacy, stability and equity as our districts strive to achieve the 40-40-20 goals.

As we listened to our members in the development of our recommendations, it is clear that they are excited and inspired to increase student achievement and provide better educational opportunities for our students. But many are asking about the commitment of the state to provide the investments necessary to achieve these outcomes; investments that never materialized under Oregon's Educational Act for the 21st Century or No Child Left Behind.

By any measure, funding for our system of public education in Oregon is at an historic low point. Oregon's school year is one of the shortest in the nation, our districts have laid off thousands of teachers, administrators and classified staff over the past 3 years and our boards have had to balance fewer programs and course offerings with increased expectations for student outcomes.

Most startling is the drastic decrease in public education's share of General Fund and Lottery Revenues. A decade ago, 59% of this budget went to education (45% to K-12.) Today, this number hovers around 51% for education (39% to K-12); without a reversal of this funding trend our members are rightfully concerned about their ability to meet the 40-40-20 goal.

Conclusion

We ask the OEIB to please give your strongest consideration to the recommendations and suggestions included in this summary and the attached documents. We are also available to answer your questions or provide you any additional information.

APPENDICES

Appendix A: COSA-OEA-COSA Achievement Compacts Partnership document
Appendix B: Guidance Document: *Getting Started on Achievement Compacts*