

Student Success Act

Student Investment Account



The Student Success Act includes \$200 million to enhance the State School Fund, with the remaining funds primarily divided among three key accounts:

- A Student Investment Account (at least 50%)
- An Early Learning Account (at least 20%)
- A Statewide Education Initiatives Account (up to 30%)

There are two stated purposes for the funds distributed under the **Student Investment Account**:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities for:
 - Economically disadvantaged students;
 - Students from racial or ethnic groups that have historically experienced academic disparities;
 - Students with disabilities;
 - Students who are English language learners;
 - Students who are foster children;
 - Students who are homeless; and
 - Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

Allowable Use

Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

Reduce Class Size and Caseloads

Provide a Well-Rounded Education

- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians.

Performance Growth Targets will be set in collaboration between participants and ODE in these metrics:

- On-time graduation and 5-year completion rates
- Ninth grade on-track rates
- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics

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Engagement

Community and family engagement is required in the development and accountability of district **Needs Assessments**.

- Develop an authentic communications process that includes students, parents, school employees and community representatives to discuss local needs and goals. Intentionally reach out to students and parents of historically underserved communities.

The Oregon Department of Education is committed to collaborating with, learning from and communicating to stakeholders across the state to strengthen and shape our education system to better serve Oregon students.

District Needs Assessments must address:

- Reducing academic disparities;
- Meeting students' mental or behavioral health needs;
- Providing equitable access to academic courses;
- Allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students; and
- Creating strong partnerships for student achievement.

Needs Assessment development must be conducted in a manner that is inclusive of:

- School employees
- Students, and the parents of students, who are:
 - Economically disadvantaged;
 - From racial or ethnic groups that have historically experienced academic disparities;
 - Experiencing disabilities;
 - English language learners;
 - Foster children;
 - Homeless; and
 - Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.



Student Investment Account Applications, Grant Agreements and annual audits must be **presented in public meetings** with the community invited to attend and comment.

As ODE works with the State Board of Education to develop rules for the Student Success Act, communities will be engaged to inform decisions.

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Local and State Level Transparency and Accountability

Districts and charter school plans:

- Approved by the board of the district or charter school with opportunity for the public to comment
- Available at the main office and on the website

Annual audits:

- Available at the district
- Presented to the local board
- Reviewed by ODE

If the audit identifies issues, ODE may:

- Collaborate to identify and implement specific interventions
- Provide technical assistance
- Deduct amounts from future distributions



When a district does not meet performance growth targets:

- The district may submit an explanation
- ODE, considering the explanation, may:
 - Require participation in a coaching program
 - Direct the expenditure of future funds

Districts must conduct performance reviews every four years

ODE may conduct random or risk-based audits of districts

District Supports

Coaching:

ODE shall establish a coaching program for districts that do not meet the performance growth targets. A public charter school may participate in the coaching program only if the public charter school received a grant directly from the department and did not meet the performance growth targets.

Participation in the coaching program must be for at least one year, unless the department allows for a shorter period of time. Under the program, the department shall advise and counsel grant recipients on how to meet performance growth targets and shall assist grant recipients with ongoing professional development and peer collaboration.



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District Supports

Intensive Program:

- ODE shall identify and select school districts to participate in the intensive program.
- A school district that agrees to participate in the intensive program must:
 - Participate in the program for at least four years.
 - Shall be eligible for additional funding.
 - Commit to regular student success plan meetings to monitor practices.
 - Use data to track student progress.
 - Ensure school employees receive appropriate professional development and training.
 - Create safe and inclusive learning environments.
 - Improve school and school district practices and structures to support teaching and learning.
 - Improve the skills of the members of the school board.
- ODE shall establish student success teams composed of personnel with expertise in school and school district improvement strategies, including the use of differentiated instruction and inclusionary practices. Student success teams shall:
 - Advise and counsel school districts on how to improve performance outcomes; and
 - Develop recommendations for meeting performance growth targets.
- School districts participating in an intensive program must:
 - Accept all recommendations of the student success teams related to the use of Student Investment Account grant moneys and additional funding; and
 - Consider all recommendations of the student success teams.

