

HB 3199 -1, -2, -3 STAFF MEASURE SUMMARY

House Committee On Education

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Meeting Dates: 2/26, 4/7

WHAT THE MEASURE DOES:

The measure requires the Legislative Policy and Research Director to conduct a study regarding policies, grant programs, support programs and other initiatives implemented in Oregon to improve school attendance. The measure requires state government agencies to assist the Director and any contracted entity with the Director to conduct the study. The Director must submit the report to the Legislative Assembly by December 1, 2025. The measure declares an emergency and takes effect immediately.

Fiscal impact: May have fiscal impact, but no statement yet issued

Revenue impact: May have revenue impact, but no statement yet issued

ISSUES DISCUSSED:

- Causes of Chronic Absenteeism
- School district access to chronic absentee funding
- Data availability to track chronic absenteeism

EFFECT OF AMENDMENT:

-1 Replaces the measure. The amendment requires the Legislative Policy and Research Office (LPRO) Director to study and submit a report on policies, programs, and other initiatives implemented in Oregon intended to improve school attendance. The amendment requires the Oregon Department of Education (ODE) to create an advisory committee to recommend a policy and requires ODE to submit a report on improving school attendance. The amendment requires ODE to publish and update quarterly attendance data on their website. The amendment requires ODE to review, recommend, and develop best practices for recording student absences and responding to absences of more than 10 days. The amendment requires ODE to develop a common coding system for recording student absences. The amendment requires the State Board of Education to establish rules for allowed uses for Early Warning Grants and modifies the grant allocation formula. The amendment declares an emergency and takes effect immediately upon passage.

Detailed Summary

Attendance Study (Section 1-2)

- Requires the LPRO Director to conduct a study regarding the policies, grant programs, support programs and other initiatives implemented in Oregon intending to improve school attendance as well as policies to collect attendance data.
- Directs the LPRO Director to study the goals of each attendance program, the differences between the intent of the implementation and how it was actually implemented, the effectiveness of each program in improving attendance, and how funding levels impact the effectiveness of each attendance program.
- Directs the LPRO Director to study how the collection of attendance data helped or hindered the understanding of the impact of policies and the options for separating out the collection of data for school funding purposes, school improvement and student success.

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- Requires the LPRO Director to consider longitudinal performance growth targets, technical assistance provided by education service districts, school performance reports, and average daily membership data collection.
- Requires state government agencies to assist the LPRO director or any entity under contract with the director in conducting the study.
- Requires the LPRO Director to submit a report to the Oregon Legislature by December 1, 2025.

Attendance Advisory Committee (Sections 3-5)

- Requires ODE to convene an advisory committee to recommend a policy regarding the improvement of school attendance with an emphasis on student groups who have historically experienced academic disparities.
- Establishes membership requirements for the advisory committee.
- Requires the advisory committee to provide information to develop a memorandum of understanding with the Oregon Department of Human Services, school districts and other entities. The information includes current practices used to improve attendance that involve collaboration between school districts and the Oregon Department of Human Services and common practices that involve formal communication..
- Requires ODE to submit a preliminary report by May 30, 2026, and a final report by September 30, 2026.
- Requires the advisory committee to meet by October 31, 2025.

Attendance Data (Section 6-7)

- Defines the terms “absent,” “chronically absent,” and “regular attender.”
- Requires ODE to publish on their website attendance data provided by school districts and public charter schools related to students who are regular attenders or who are chronically absent.
- Establishes standards for the information made public including the disaggregation of data, the total number of students in average daily membership for the school district or public charter school, the total number of students who are regular attenders, percentage of students who are regular attenders, the total number of students who are chronically absent, and the percentage of students who are chronically absent.
- Requires ODE to update the data each quarter.

Recording of Student Absences (Section 8-9)

- Requires ODE to review and make recommendations for recording of student absences by school districts and school districts' responses to student absences that exceed 10 days.
- Requires ODE to develop a common coding system for school districts to record and report student absences.
- Requires ODE to submit a report to the Oregon Legislature and the State Board of Education summarizing the review, the recommendations, and best practices of recording attendance, summarizing the common coding system developed, and recommending any additional changes in administrative rules and additional legislation.

Early Warning System (Section 10-12)

- Adds a parent notification system to the grant funding for the Early Warning System.
- Requires the State Board of Education to establish rules for allowed uses for Early Warning Grants. Prioritizes the use of grants to purchase technology for attendance data analysis systems and early warning systems before they can be used for other purposes.
- Modifies the grant award from Average Daily Membership (ADM) x \$3 to ADM x \$5 and adjusts this amount for inflation each year using the Consumer Price Index for All Urban Consumers, West Region.
- Requires ODE to adjust the grant amount for school districts with a ADMw of 1650 or less to receive a minimum grant amount determined by the State Board of Education.
- Amends ORS 327.254 to allow ODE to use money in the State-wide Education Initiatives Account to fund parent notification systems.

Captions and Emergency Clause (Section 13-14)

- States that units used will not become part of Oregon Law.

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- Declares an emergency and takes effect on passage.

-2 Replaces the measure with language that is substantially similar to the -1 amendment. It adds communication strategies, attendance campaigns, and community partnerships related to chronic absenteeism to the definition of attendance initiative and adds a requirement to examine any other barriers encountered for each initiative to the LPRO Director's Study. It modifies the membership composition of the advisory commission by adding a member from the Youth Development Council. It requires ODE to update the information four times each year instead of every quarter. The amendment prioritizes the purchase of technology to assist parent notification and early warning systems.

-3 Replaces the measure with language that is substantially similar to the -2 amendment. The amendment modifies the scope of the LPRO study. It requires school districts and education service districts to assist the director in conducting the study. The amendment modifies the required report date of the study from December 1, 2025 to September 30, 2026. The amendment requires the Attendance Advisory Committee to review the LPRO study.

BACKGROUND:

In the 2023-2024 school year, the [Oregon Department of Education](#) (ODE) reported that 66 percent of students were regular attenders, or students who attended at least 90 percent of classes. Prior to the Covid-19 pandemic, for 2018-2019 school year, ODE reported that 79.6 percent of all students were regular attenders.

According to the [National Center for Education Statistics](#), poor attendance can lead to poorer performance in subsequent years and that people who did not complete high school missed more days of school in first grade than their peers who graduated high school.