

HB 2009 -1, -2, -3, -4, -5 STAFF MEASURE SUMMARY

House Committee On Education

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Sub-Referral To: Joint Committee On Ways and Means

Meeting Dates: 3/10, 4/7, 4/9

WHAT THE MEASURE DOES:

Requires the Oregon Department of Education (ODE) to study the adequacy of public education and submit a report by September 15, 2026.

ISSUES DISCUSSED:

- Spending middle of the pack among states; outcomes much lower
- Provisions of the measure
- Structure of Oregon's education system
- Challenges facing Oregon's education system
- Need for accountability
- Support for educators
- Structure and capacity of intensive program
- ODE internal operations and capacity
- Grant consolidation
- Data and transparency
- Qualifications of intensive program stewards
- Success rate of intensive coaching program (1st district didn't accept until 2022)
- Need for interim assessments
- Potential changes to the bill
- Implementation of takeover in other states
- Potential violations of state budget law
- Potential violations of collective bargaining agreements
- Evidence-based interventions

EFFECT OF AMENDMENT:

-1 Replaces the measure. The amendment establishes new accountability provisions and applies certain accountability structures first established in [House Bill 3427 \(2019\)](#) to districts receiving money from the State School Fund. It declares an emergency and takes effect on passage.

Detailed Summary

- Requires all school districts receiving State School Fund money to measure certain outcomes for specified student groups. Adds eighth-grade math proficiency and regular early-grade attendance rates to the metrics established in House Bill 3427 (2019).
- Requires the Oregon Department of Education (ODE) to set metric targets for similar school districts, develop performance growth targets for school districts, provide technical assistance, and determine annually whether each school district has met its targets.
- Requires each school district receiving State School Fund money to review and make public its own progress toward meeting growth targets.
- Establishes the following consequences for districts that do not meet their performance growth targets:
 - After two years, the school district must accept coaching from ODE.
 - After three or more years, the district must participate in the intensive program established in ORS 327.222.

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- After four or more years, ODE will be able to prescribe the uses of up to 25 percent of the revenue received from specified sources.
 - Allows ODE to find a district nonstandard and impose sanctions for districts that fail to comply.
 - Modifies existing statute requiring ODE to issue a report that includes an annual performance review of each school district to include all districts, not just those receiving grants from the Student Investment Account, and include progress toward expanded metric targets.
 - Allows ODE to direct future Student Investment Account grant distributions to specific investments for districts that did not use grant moneys appropriately.
 - Requires statewide assessment system to include an interim assessment during the school year, and requires school districts and charter schools to review interim assessment data beginning with the 2026-2027 school year.
 - Modifies early literacy statutes to allow ODE to require school districts or charter schools to adopt specific textbooks or instructional materials, or to participate in specific training or improvement activities.
 - Repeals statute requiring ODE to fees from publishers for the review and adoption of textbooks or instructional materials.
 - Requires ODE to study reporting requirements for school districts and submit a report to the Legislative Assembly by December 15, 2026.
 - Requires ODE to contract with a public or private entity to review administrative rule requirements for standard districts and modify rules in accordance with the review.
 - Requires ODE to establish a complaint process for parents in cases of district noncompliance with standards established in administrative rule and outlines response times for complaint process.
 - Makes conforming amendments.
 - Declares emergency, effective on passage.
- 2 Replaces the measure with language that is substantially similar to the -1. The amendment differs from the -1 in the following ways:
- Removes education service districts from definition of school district. Adds Oregon School for the Deaf, eligible day treatment programs, and eligible residential treatment programs.
 - Modifies goal of performance growth targets from meeting targets to making progress toward meeting targets. Removes comparison with similar school districts.
 - Modifies applicable date of performance growth targets from 2026-2027 school year to 2025-2026 school year.
 - Requires Oregon Department of Education to present proposed uses of moneys to governing body at an open meeting before prescribing uses.
 - Requires the State Board of Education to adopt rules for reconsidering whether a school district shall remain subject to provisions for districts that do not meet growth targets.
 - Exempts districts that participate in intensive program from review of performance growth targets until it completes the terms of its participation in that program.
 - Adds requirement that student success teams shall be led by a person who has at least seven years of relevant experience.
 - Removes Sections 12-16.
 - Requires the State Board of Education to adopt a list of no more than four approved interim assessments by January 31, 2026. Requires school districts to select from that list and administer an interim assessment at least twice each school year.
- 3 Replaces the measure with language that is substantially similar to the -2. The amendment differs from the -2 in the following ways:
- Changes the number of metrics in Section 3.
 - Changes the effective date for performance growth targets to the 2026-2027 school year.

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- Adds a requirement that proposed uses of moneys be presented to local governing bodies no later than January 31 of the school preceding the school year during which the department will prescribe the use of the money.
- Adds a requirement that to the greatest extent practicable, student success teams will assist school district in person.
- Modifies the requirements for leadership of student success teams.
- Removes Section 30, sub 3
- Modifies provisions relating to complaints.
- Adds reporting requirement for Oregon Department of Education.

-4 Replaces the measure with language that is substantially similar to the -3. The amendment differs from the -3 in the following ways:

- Modifies the application of the bill to specific education service districts.
- Requires differentiated growth targets for non-traditional school environments.
- Requires the State Board of Education to take into account data from both the statewide assessment system and interim assessments for reconsidering a district's participation in required coaching.
- Modifies provisions relating to interim assessments, requiring them at least three times each year.
- Modifies reporting requirements for Oregon Department of Education report to take place before the 2026-2027 school year.

-5 Replaces the measure with language that is substantially similar to the -4. The amendment differs from the -4 in the following ways:

- Modifies Section 4 to specify that performance growth targets developed prior to the bill's effective date shall be the district's performance growth targets for the 2025-2026 school year, and that new performance growth targets will be applied to the 2026-2027 school year.
- Modifies Section 5, subsection 4 to specify that ODE must offer coaching to all districts that meet certain requirements.
- Modifies Section 24 to remove science from interim assessment requirements.

BACKGROUND:

In education policy, accountability generally refers to attempts to ensure that students are enrolled in high-quality, effective schools. According to the Education Commission of the States (ECS), “school accountability systems can serve many purposes, including sharing information, measuring progress toward state and local goals, and supporting greater educational equity.”^[1] Accountability systems can require schools and districts to answer to the state, their local communities, or a combination of the two. While some states have chosen punitive accountability systems, others are either support- or incentive-based.

No Child Left Behind, the federal law passed in 2001, laid out strict requirements for state accountability systems. Its replacement, the Every Student Succeeds Act (ESSA) (2015), gives states a great deal more flexibility. Under ESSA, each state had to write a plan and have it approved by the United States Department of Education (ED). [Oregon's ESSA Plan](#) was approved by ED in August 2017.

In addition to the measures outlined in Oregon's ESSA Plan, the state's accountability system includes Continuous Improvement Plans (CIPs) for districts, self-reported assurances by districts that they comply with rules enacted by the State Board of Education, school and district report cards, and accountability measures enacted as part of the [Student Success Act in 2019](#), such as the creation of performance growth targets for each district as well as the intensive program for struggling school districts.

In 2023, the legislature enacted [House Bill 2656](#), which required the Governor to convene an [advisory committee](#) to explore options for Oregon's education accountability framework. That advisory committee met throughout 2024, and produced a [final report](#) in December, 2024. The report made four recommendations:

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1. Improve public transparency and data sharing
2. Review Oregon's approach to funding and investing in K-12 education
3. Reduce state grant requirements and reporting
4. Measure impact and take action

[1] Education Commission of the States, "50-State Comparison: States' School Accountability Systems," May 31, 2018. Available online at <<https://www.ecs.org/50-state-comparison-states-school-accountability-systems/>>.