

SB 141 A STAFF MEASURE SUMMARY

Senate Committee On Education

Action Date: 04/09/25

Action: Do pass with amendments and requesting referral to Ways and Means. (Printed A-Engrossed.)

Vote: 4-1-0-0

Yeas: 4 - Frederick, Gelser Blouin, Sollman, Weber

Nays: 1 - Robinson

Fiscal: Fiscal impact issued

Revenue: Revenue impact issued

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Meeting Dates: 3/12, 4/7, 4/9

WHAT THE MEASURE DOES:

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

Section 2

- Defines terms.

Section 3

- Requires all school districts receiving State School Fund money to measure certain outcomes, both overall and 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 statewide metric targets, develop performance growth targets for school districts in collaboration with the districts, provide technical assistance, and determine annually whether each school district has met its targets.
- Requires the State Board of Education to adopt by rule requirements for differentiated performance growth targets for certain local education providers.
- Allows ODE to contract with any qualified entities to provide technical assistance, as determined by the department.

Section 4

- Requires 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.

Section 5

- Requires each school district receiving State School Fund money to review and make public its own progress toward meeting growth targets.
- Requires the Oregon Department of Education (ODE) to determine annually whether the school district met its performance growth targets.
- Allows ODE to establish a process for conducting performance audits of school districts.
- 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.
- Permits ODE to contract with any qualified entities to provide coaching, as determined by the department.
- Requires ODE to present the prescribed uses of moneys to the school district's governing body at an open meeting by January 31 of the school year preceding the expenditures.
- Requires ODE to partner with an organization that specializes in school budgets to provide additional training and consultation services.
- Requires the State Board to adopt timelines and criteria for reconsidering a district's involvement in coaching programs.

Section 6

- Requires school districts' progress toward meeting performance growth targets to first be reviewed for the 2026-2027 school year and requires districts to first accept coaching for the 2028-2029 school year.
- Allows districts currently participating in the intensive program to complete their program and exempts those districts from review of performance growth targets until they complete their program.

Section 7

- Makes existing statutes part of this Act.

Section 8

- Renames the intensive program to the intensive coaching program.
- Modifies the intensive coaching program to be non-optional and apply to school districts that do not meet performance growth targets.
- Modifies the intensive coaching program to require on-site and in-person assistance by student success teams to the greatest extent practicable.
- Establishes qualification requirements for leaders of Student Success Teams.
- Adds State School Fund moneys to purview of Student Success Teams.

Section 9

- Renames the intensive program to the intensive coaching program.

Section 10

- Expands reporting requirements for ODE related to Student Investment Account grantees to all school districts and additional metrics.

Section 11

- Makes modified reporting requirements operative on January 1, 2028, and bases them on the 2026-2027 school year.

Sections 12-22

- Aligns existing programs with provisions of the measure.
- Repeals ORS 327.214, which originally established a coaching program.

Section 24

- Requires school districts and charter schools to administer interim assessments in mathematics and language arts at least three times each school year in kindergarten through eighth grade and to review the data during a public meeting of the governing body.
- Requires the State Board of Education to adopt a list of no more than four approved interim assessments.

Section 25

- Requires the State Board to adopt a list of approved interim assessments by January 31, 2026, and requires interim assessments to begin in the 2026-2027 school year.

Section 26

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- Allows ODE, when intervening based on a school district or charter school's failure to meet goals established in an early literacy success plan, to require the school district or public charter school to adopt certain textbooks or other instructional materials or to require the district or charter school to participate in certain training or improvement activities.

Section 27

- Repeals fees for publishers to have their materials considered by the State Board for inclusion on approved list.

Section 28

- Requires ODE to study reporting requirements imposed on school district, identify reporting requirements that could be reduced or removed, and possible statutory changes.
- Requires ODE to submit a report on the study to the Legislative Assembly by December 15, 2026.

Section 29-30

- Requires ODE to contract with a public or private entity to review administrative rule requirements for school districts to be considered standard.
- Establishes standards for the review.
- Requires ODE to submit a report on the review to the Legislative Assembly by December 15, 2026.

Section 31-33

- Modifies powers and duties of State Board to include enforcement of state standards, including providing a process for school district or education service district residents or parents to file a complaint about noncompliance with a standard.
- Makes modifications operative on December 31, 2026.

Section 34-35

- Requires ODE to submit a report to the Legislative Assembly by December 15, 2026, summarizing administrative and organizational changes to improve grant consolidation, align internal operations, organize efforts to elevate best practices and responsive support for school districts before the 2026-2027 school year, and implementation of this Act.

Sections 36-37

- Describes unit captions.
- Declares an emergency, effective on passage.

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 (first 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

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- Potential violations of collective bargaining agreements
- Evidence-based interventions

EFFECT OF AMENDMENT:

The amendment replaces the measure.

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:

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/>>.