

Requested by Representative FAHEY

**PROPOSED AMENDMENTS TO  
HOUSE BILL 2009**

1 In line 2 of the printed bill, after “education” insert “; creating new pro-  
2 visions; amending ORS 326.051, 327.016, 327.180, 327.185, 327.190, 327.201,  
3 327.208, 327.222, 327.224, 327.235, 327.254, 327.362, 327.837, 329.095, 329.485,  
4 334.217 and 336.680 and section 2, chapter 6, Oregon Laws 2024; repealing  
5 ORS 327.214 and 337.065; and declaring an emergency”.

6 Delete lines 4 through 8 and insert:  
7

8 **“PERFORMANCE GROWTH METRICS**

9  
10 **“SECTION 1. Sections 2 to 6 of this 2025 Act are added to and made**  
11 **a part of ORS 327.006 to 327.133.**

12 **“SECTION 2. As used in sections 2 to 6 of this 2025 Act:**

13 **“(1) ‘Disaggregated’ means separated based on student group.**

14 **“(2) ‘Eighth-grade mathematics proficiency rate’ means the per-**  
15 **centage of students in the eighth grade who are determined to be**  
16 **proficient or above in mathematics, as determined under rules adopted**  
17 **by the State Board of Education.**

18 **“(3) ‘Five-year completion rate’ means the percentage of students**  
19 **who received a high school diploma, a modified diploma or an extended**  
20 **diploma or who received a certificate for passing an approved high**  
21 **school equivalency test such as the General Educational Development**

1 test (GED) within five years of the student beginning the ninth grade.

2 “(4) ‘High school diploma’ means a diploma that is awarded to a  
3 student upon satisfaction of the requirements prescribed by ORS  
4 329.451 (2).

5 “(5) ‘Local metric rate’ means the percentage of students who meet  
6 or exceed an indicator of a measurable student performance outcome.

7 “(6) ‘Ninth-grade on-track rate’ means the percentage of students  
8 who, at the end of the summer following the year the students began  
9 ninth grade, completed one quarter of the credits required for high  
10 school graduation.

11 “(7) ‘On-time graduation rate’ means the percentage of students  
12 who received a high school diploma or a modified diploma within four  
13 years of the students beginning the ninth grade.

14 “(8) ‘Regular attendance rate’ means the percentage of students  
15 who are absent, as determined by Department of Education policy, for  
16 less than 10 percent of the school days for which the students are en-  
17 rolled.

18 “(9) ‘Regular early-grade attendance rate’ means the percentage of  
19 students in kindergarten through grade two who are absent, as deter-  
20 mined by Department of Education policy, for less than 10 percent of  
21 the school days for which the students are enrolled.

22 “(10) ‘School district’ means:

23 “(a) A common school district or a union high school district;

24 “(b) An education service district that has enrolled students in any  
25 grade from kindergarten through grade 12 for specialized services;

26 “(c) A public charter school;

27 “(d) An approved recovery school;

28 “(e) The Youth Corrections Education Program;

29 “(f) The Juvenile Detention Education Program;

30 “(g) The Oregon School for the Deaf; or

1       **“(h) Eligible day treatment programs and eligible residential treat-**  
2 **ment programs for education services to children who are in treat-**  
3 **ment programs as described in ORS 343.961.**

4       **“(11) ‘Student group’ means the following student groups:**

5       **“(a) Economically disadvantaged students, as determined based on**  
6 **rules adopted by the State Board of Education;**

7       **“(b) Students from racial or ethnic groups that have historically**  
8 **experienced academic disparities, as determined under rules adopted**  
9 **by the State Board of Education;**

10       **“(c) Students with disabilities;**

11       **“(d) Students who are English language learners;**

12       **“(e) Students who are foster children, as defined in ORS 30.297;**

13       **“(f) Students who are homeless, as determined under rules adopted**  
14 **by the State Board of Education; and**

15       **“(g) Any other student groups that have historically experienced**  
16 **academic disparities, as determined by the State Board of Education**  
17 **by rule.**

18       **“(12) ‘Third-grade reading proficiency rate’ means the percentage**  
19 **of students in the third grade who are determined to be proficient or**  
20 **above in English language arts, as determined under rules adopted by**  
21 **the State Board of Education.**

22       **“SECTION 3. (1) Each school district that receives moneys from the**  
23 **State School Fund shall measure outcomes of the students of the**  
24 **school district as provided by this section.**

25       **“(2)(a) The State Board of Education shall develop statewide targets**  
26 **for the following metrics:**

27       **“(A) On-time graduation rate;**

28       **“(B) Five-year completion rate;**

29       **“(C) Ninth-grade on-track rate;**

30       **“(D) Eighth-grade mathematics proficiency rate;**

1       **“(E) Third-grade reading proficiency rate;**  
2       **“(F) Regular attendance rate;**  
3       **“(G) Regular early-grade attendance rate; and**  
4       **“(H) Local metric rates.**  
5       **“(b) For the purpose of this subsection:**  
6       **“(A) The board shall develop a list of no more than five local met-**  
7 **rics; and**  
8       **“(B) Each school district shall select one local metric from the list**  
9 **developed under subparagraph (A) of this paragraph.**  
10       **“(3) Based on the statewide metric targets developed under sub-**  
11 **section (2) of this section, the Department of Education shall establish**  
12 **metric targets for similar school districts, as determined by the de-**  
13 **partment. The metric targets for similar school districts shall include:**  
14       **“(a) On-time graduation rates, including:**  
15       **“(A) The overall on-time graduation rate.**  
16       **“(B) Gaps in disaggregated on-time graduation rates.**  
17       **“(b) Five-year completion rates, including:**  
18       **“(A) The overall five-year completion rate.**  
19       **“(B) Gaps in disaggregated five-year completion rates.**  
20       **“(c) Ninth-grade on-track rates, including:**  
21       **“(A) The overall ninth-grade on-track rate.**  
22       **“(B) Gaps in disaggregated ninth-grade on-track rates.**  
23       **“(d) Eighth-grade mathematics proficiency rates, including:**  
24       **“(A) The overall eighth-grade mathematics proficiency rate.**  
25       **“(B) Gaps in disaggregated eighth-grade mathematics proficiency**  
26 **rates.**  
27       **“(e) Third-grade reading proficiency rates, including:**  
28       **“(A) The overall third-grade reading proficiency rate.**  
29       **“(B) Gaps in disaggregated third-grade reading proficiency rates.**  
30       **“(f) Regular attendance rates, including:**

1       **“(A) The overall regular attendance rate.**

2       **“(B) Gaps in disaggregated regular attendance rates.**

3       **“(g) Regular early-grade attendance rates, including:**

4       **“(A) The overall regular early-grade attendance rate.**

5       **“(B) Gaps in disaggregated regular early-grade attendance rates.**

6       **“(h) Local metric rates, including:**

7       **“(A) The overall local metric rate.**

8       **“(B) Gaps in disaggregated local metric rates.**

9       **“(4)(a) The department shall collaborate with each school district**  
10 **to develop performance growth targets for the school district to make**  
11 **progress toward meeting the metric targets established under sub-**  
12 **section (3) of this section. The board shall adopt by rule requirements**  
13 **for a school district not identified in section 2 (10)(a) or (c) of this 2025**  
14 **Act for the purpose of developing differentiated performance growth**  
15 **targets for the school district.**

16       **“(b) The performance growth targets must:**

17       **“(A) Be based on data available for longitudinal analysis; and**

18       **“(B) Be developed based on guidance established by the department.**

19       **“(5) When developing performance growth targets, the department**  
20 **and school district shall:**

21       **“(a) Review disaggregated student data;**

22       **“(b) Apply a process adopted by the department for the purpose of**  
23 **strategically developing equitable policies and programs; and**

24       **“(c) Identify which student groups are most at risk of not meeting**  
25 **performance growth targets.**

26       **“(6)(a) The department shall make available technical assistance to**  
27 **school districts to assist school districts in meeting performance**  
28 **growth targets. The technical assistance must include identifying and**  
29 **implementing best practices for meeting performance growth targets.**

30       **“(b) For the purpose of providing technical assistance under this**

1 subsection, the department may enter into a contract with any entities  
2 the department determines are qualified to provide the technical as-  
3 sistance.

4 **“SECTION 4.** The requirements of section 3 of this 2025 Act related  
5 to the development of performance growth targets first apply to the  
6 2026-2027 school year.

7 **“SECTION 5. (1)** Each year, each school district that receives  
8 moneys from the State School Fund shall review the school district’s  
9 progress toward meeting the performance growth targets developed as  
10 provided by section 3 of this 2025 Act.

11 **“(2)** Results of the school district’s review of progress made toward  
12 meeting performance growth targets must be:

13 **“(a)** Made available at the main office of the school district and on  
14 the school district’s website.

15 **“(b)** Presented to the governing body of the school district at an  
16 open meeting, following:

17 **“(A)** Oral presentation of the results by an administrator of the  
18 school district to the governing body of the school district; and

19 **“(B)** Opportunity for the public to comment on the results at an  
20 open meeting.

21 **“(c)** Provided to the Department of Education.

22 **“(3)(a)** Based on information received under subsection (2) of this  
23 section, the department shall determine each year whether the school  
24 district met the performance growth targets developed for the school  
25 district as provided by section 3 of this 2025 Act.

26 **“(b)** In addition to determinations made under paragraph (a) of this  
27 subsection, the department may establish a procedure for conducting  
28 performance audits on a random basis or based on just cause as al-  
29 lowed under rules adopted by the State Board of Education and con-  
30 sistent with ORS 327.141.

1       **“(4) If a school district does not meet the performance growth tar-**  
2 **gets developed as provided by section 3 of this 2025 Act:**

3       **“(a) After two years of not meeting the performance growth tar-**  
4 **gets, the school district must accept coaching and support from the**  
5 **department. Through the coaching, the department shall advise and**  
6 **counsel a school district on how to meet performance growth targets**  
7 **and shall assist a school district with ongoing professional develop-**  
8 **ment and peer collaboration.**

9       **“(b) After three or more years of not meeting the performance**  
10 **growth targets, the school district must participate in intensive**  
11 **coaching as provided by ORS 327.222. A school district that participates**  
12 **in intensive coaching shall receive additional funding based on rules**  
13 **adopted by the State Board of Education. The school district must use**  
14 **the additional funding as prescribed by the department based on rule**  
15 **of the board.**

16       **“(c) After four or more years of not meeting the performance**  
17 **growth targets, the school district shall, in addition to participating**  
18 **in intensive coaching as described in paragraph (b) of this subsection,**  
19 **authorize the department to prescribe the uses of up to 25 percent of**  
20 **the moneys available to the school district from:**

21       **“(A) The State School Fund as follows:**

22       **“(i) For a common school district or a union high school district,**  
23 **the amount received as a general purpose grant under ORS 327.013.**

24       **“(ii) For an education service district, the amount received under**  
25 **ORS 327.019.**

26       **“(iii) For a public charter school, the amount received under ORS**  
27 **338.155.**

28       **“(iv) For an approved recovery school, the amount received under**  
29 **ORS 327.029.**

30       **“(v) For the Youth Corrections Education Program, the amount**

1 received under ORS 327.026.

2 “(vi) For the Juvenile Detention Education Program, the amount  
3 received under ORS 327.026.

4 “(vii) For the Oregon School for the Deaf, the amount received  
5 under ORS 343.243.

6 “(viii) For eligible day treatment programs and eligible residential  
7 treatment programs, the amount received under ORS 343.243.

8 “(B) Grants awarded from the Student Investment Account under  
9 ORS 327.195.

10 “(5) For the purpose of providing coaching under this section, the  
11 department may enter into a contract with any entities the depart-  
12 ment determines are qualified to provide the coaching.

13 “(6) For the purpose of prescribing the uses of the moneys identified  
14 in subsection (4)(c) of this section, the department shall:

15 “(a) Present the proposed uses of the moneys to the governing body  
16 of the school district at an open meeting of the governing body that  
17 occurs no later than January 31 of the school year preceding the  
18 school year during which the department will be prescribing the uses  
19 of the moneys; and

20 “(b) Enter into a partnership with an organization that specializes  
21 in budgets for public kindergarten through grade 12 schools to provide  
22 additional training and consultation services for a school district for  
23 which the uses of moneys will be prescribed.

24 “(7) The State Board of Education shall adopt by rule timelines and  
25 criteria for reconsideration of whether a school district shall remain  
26 subject to the provisions of subsection (4) of this section. The criteria:

27 “(a) Must take into consideration data from the statewide assess-  
28 ment system and interim assessments; and

29 “(b) May allow the department to determine that a school district  
30 is making satisfactory progress, as defined by rule, toward meeting



1 performance growth targets and is no longer subject to the provisions  
2 of subsection (4) of this section.

3 **“SECTION 6. (1) The review of a school district’s progress toward**  
4 **meeting performance growth targets under section 5 (3) of this 2025**  
5 **Act shall first be made based on the 2026-2027 school year and a school**  
6 **district may first be required to accept coaching and support under**  
7 **section 5 (4)(a) of this 2025 Act for the 2028-2029 school year.**

8 **“(2) Notwithstanding subsection (1) of this section, a school district**  
9 **that had agreed to participate in the intensive program under ORS**  
10 **327.222 prior to the effective date of this 2025 Act:**

11 **“(a) May complete the terms of the school district’s agreement for**  
12 **participation; and**

13 **“(b) Is not subject to a review of the school district’s progress to-**  
14 **ward meeting performance growth targets under section 5 (3) of this**  
15 **2025 Act until the school district completes the terms of the school**  
16 **district’s agreement for participation.**

17 **“SECTION 7. ORS 327.222, 327.224 and 327.235 are added to and made**  
18 **a part of sections 2 to 6 of this 2025 Act.**

19 **“SECTION 8. ORS 327.222 is amended to read:**

20 **“327.222. (1) The Department of Education shall establish an intensive**  
21 **coaching program for school districts [*with the highest needs in this state.*]**  
22 **that do not meet performance growth targets for three or more years,**  
23 **as described in section 5 of this 2025 Act.**

24 **“[(2)(a) *The department shall identify and select school districts to partic-***  
25 ***ipate in the intensive program. The department may not select a public charter***  
26 ***school under this section.*]**

27 **“[(b) *A school district that agrees to participate in the intensive program***  
28 ***must participate in the program for at least four years.*]**

29 **“[(3) *A school district that agrees to participate in the intensive program***  
30 ***shall be eligible for additional funding from the Statewide Education Initi-***

1 *atives Account. The additional funding shall be based on rules adopted by the*  
2 *State Board of Education and shall be calculated based on the ADMw of the*  
3 *school district, as calculated under ORS 327.195.]*

4 “[4] (2) A school district that [*agrees to participate*] **participates** in the  
5 intensive **coaching** program shall:

6 “(a) Commit to regular student success plan meetings to monitor prac-  
7 tices;

8 “(b) Use data to track student progress;

9 “(c) Ensure school employees receive appropriate professional develop-  
10 ment and training;

11 “(d) Create safe and inclusive learning environments;

12 “(e) Improve school and school district practices and structures to support  
13 teaching and learning; and

14 “(f) Improve the skills of the members of the school board.

15 “[5] (3)(a) For the purpose of assisting school districts participating in  
16 the intensive **coaching** program, the department shall establish student  
17 success teams. **To the greatest extent practicable, student success teams**  
18 **shall assist school districts in person and while on site at the school**  
19 **district.**

20 “(b) Student success teams shall be [*composed of*]:

21 “(A) **Led by a person who has at least seven years of relevant ex-**  
22 **perience, as determined by the department, in systems change, cur-**  
23 **riculum and instruction, leadership, finance, human resources, school**  
24 **district board governance, local district continuous improvement**  
25 **plans, labor and management relations or community engagement;**  
26 **and**

27 “(B) **Supported by** personnel with expertise in school and school district  
28 improvement strategies, including the use of differentiated instruction and  
29 inclusionary practices.

30 “(c) A student success team is not a government body and is not subject

1 to any statute or rule applicable to a public body.

2 “[6](a)] (4)(a) Under the intensive **coaching** program, student success  
3 teams shall:

4 “(A) Advise and counsel school districts on how to improve performance  
5 outcomes; and

6 “(B) Develop recommendations for meeting performance growth targets.

7 “(b) School district boards and superintendents of school districts partic-  
8 ipating in an intensive **coaching** program must:

9 “(A) Accept all recommendations of the student success teams related to  
10 the use of **State School Fund moneys**, Student Investment Account grant  
11 moneys and additional funding received under this section. A school district  
12 that does not accept the recommendations made under this subparagraph is  
13 not eligible for additional funding under this section.

14 “(B) Consider, and may accept, all recommendations of the student suc-  
15 cess teams not described in subparagraph (A) of this paragraph.

16 “(c) A school district that receives recommendations under this subsection  
17 must issue a report that:

18 “(A) Describes the recommendations;

19 “(B) Identifies the recommendations that will be implemented and the  
20 timelines for implementing the recommendations; and

21 “(C) Identifies the recommendations that will not be implemented and an  
22 explanation for why the recommendations will not be implemented.

23 “(d) The report required under paragraph (c) of this subsection must be:

24 “(A) Made available at the school district’s main office and on the school  
25 district’s website; and

26 “(B) Distributed to the school district community, including employees  
27 of the school district and families of the students of the school district.

28 “**SECTION 9.** ORS 327.224 is amended to read:

29 “327.224. (1) The Student Success Teams Account is established in the  
30 State Treasury, separate and distinct from the General Fund.

1       “(2) The Student Success Teams Account shall consist of:  
2       “(a) Moneys transferred to the account from the Statewide Education In-  
3 initiatives Account;  
4       “(b) Moneys appropriated or otherwise transferred to the Student Success  
5 Teams Account by the Legislative Assembly; and  
6       “(c) Other amounts deposited into the account from any source.  
7       “(3) Moneys in the Student Success Teams Account are continuously ap-  
8 propriated to the Department of Education for the purpose of funding the  
9 intensive **coaching** program for school districts [*with the highest needs*] es-  
10 tablished under ORS 327.222, including funding any costs incurred for stu-  
11 dent success teams under that program.  
12       “**SECTION 10.** ORS 327.235 is amended to read:  
13       “327.235. The Department of Education shall make a report to the com-  
14 mittees of the Legislative Assembly related to education no later than Feb-  
15 ruary 1 of each year regarding the implementation of ORS 327.175 to 327.235  
16 **and sections 2 to 5 of this 2025 Act.** The report must include an annual  
17 performance review of **each school district and, if applicable,** each eligible  
18 applicant, as defined in ORS 327.185. The report must:  
19       “(1) **For eligible applicants for a grant awarded from the Student**  
20 **Investment Account under ORS 327.195,** identify whether the eligible ap-  
21 plicant received a grant under ORS 327.175 to 327.235.  
22       “(2) For **school districts and** grant recipients, include a comparison of  
23 the **school district’s or** grant recipient’s progress toward meeting perform-  
24 ance growth targets compared with the actual performance growth targets  
25 [*established*] **developed** by the department for the following:  
26       “(a) On-time graduation rates and five-year completion rates, including  
27 the overall rate and disaggregated student group rates;  
28       “(b) Ninth-grade on-track rates, including the overall rate and disaggre-  
29 gated student group rates;  
30       “(c) **Eighth-grade mathematics proficiency rates and** third-grade

1 reading proficiency rates, including the overall rate and disaggregated stu-  
2 dent group rates;

3 “(d) Regular attendance rates **and regular early-grade attendance**  
4 **rates**, including the overall rate and disaggregated student group rates;  
5 [*and*]

6 “(e) **Local metrics rates, including the overall rate and the disag-**  
7 **gregated student group rates; and**

8 “[*e*] (f) Any optional local metrics or any targets related to student  
9 mental and behavioral health needs established by the State Board of Edu-  
10 cation **for purposes of ORS 327.175 to 327.235.**

11 “**SECTION 11. (1) The amendments to ORS 327.235 by section 10 of**  
12 **this 2025 Act become operative on January 1, 2028.**

13 “**(2) The Department of Education shall make the first report re-**  
14 **quired under ORS 327.235, as amended by section 10 of this 2025 Act,**  
15 **no later than February 1, 2028, based on the 2026-2027 school year.**

16

## 17 “ALIGNMENT WITH OTHER PROGRAMS

18

19 “**SECTION 12.** ORS 327.180 is amended to read:

20 “327.180. (1) In addition to those moneys distributed through the State  
21 School Fund, the Department of Education shall award grants from the  
22 Student Investment Account. Grants shall be distributed as provided under  
23 ORS 327.195.

24 “(2) The purposes of grants distributed under ORS 327.195 shall be to:

25 “(a) Meet students’ mental or behavioral health needs; and

26 “(b) Increase academic achievement for students, including reducing aca-  
27 demic disparities for **each student group identified in section 2 (11) of**  
28 **this 2025 Act.**[:]

29 “[*A Economically disadvantaged students, as determined based on rules*  
30 *adopted by the State Board of Education;*]

1        “[B] *Students from racial or ethnic groups that have historically experi-*  
2 *enced academic disparities, as determined under rules adopted by the State*  
3 *Board of Education;*]

4        “[C] *Students with disabilities;*]

5        “[D] *Students who are English language learners;*]

6        “[E] *Students who are foster children, as defined in ORS 30.297;*]

7        “[F] *Students who are homeless, as determined under rules adopted by the*  
8 *State Board of Education; and]*

9        “[G] *Any other student groups that have historically experienced academic*  
10 *disparities, as determined by the State Board of Education by rule.]*

11        “(3) Grant moneys received under ORS 327.195 may be used by a grant  
12 recipient only for:

13        “(a) Increasing instructional time, which may include:

14        “(A) More hours or days of instructional time;

15        “(B) Summer programs;

16        “(C) Before-school or after-school programs; or

17        “(D) Technological investments that minimize class time used for assess-  
18 ments administered to students.

19        “(b) Addressing students’ health or safety needs, which may include:

20        “(A) Social-emotional learning and development;

21        “(B) Student mental and behavioral health;

22        “(C) Improvements to teaching and learning practices or organizational  
23 structures that lead to better interpersonal relationships at the school;

24        “(D) Student health and wellness;

25        “(E) Trauma-informed practices;

26        “(F) School health professionals and assistants; or

27        “(G) Facility improvements directly related to improving student health  
28 or safety.

29        “(c) Reducing class sizes, which may include increasing the use of in-  
30 structional assistants, by using evidence-based criteria to ensure appropriate

1 student-teacher ratios or staff caseloads.

2 “(d) Expanding availability of and student participation in well-rounded  
3 learning experiences, which may include:

4 “(A) Developmentally appropriate and culturally responsive early literacy  
5 practices and programs in prekindergarten through third grade;

6 “(B) Culturally responsive practices and programs in grades six through  
7 eight, including learning, counseling and student support that is connected  
8 to colleges and careers;

9 “(C) Broadened curricular options at all grade levels, including access to:

10 “(i) Art, music and physical education classes;

11 “(ii) Science, technology, engineering and mathematics education;

12 “(iii) Career and technical education, including career and technical stu-  
13 dent organization programs and payment of student fees, costs and instruc-  
14 tors of those programs;

15 “(iv) Electives that are engaging to students;

16 “(v) Accelerated college credit programs, including dual credit programs,  
17 International Baccalaureate programs and advanced placement programs;

18 “(vi) Dropout prevention programs and transition supports;

19 “(vii) Life skills classes; or

20 “(viii) Talented and gifted programs; or

21 “(D) Access to licensed educators with a library media endorsement.

22 **“SECTION 13.** ORS 327.185 is amended to read:

23 “327.185. (1) As used in this section, ‘eligible applicant’ means any of the  
24 following entities:

25 “(a) Common school districts and union high school districts.

26 “(b) The Youth Corrections Education Program or the Juvenile Detention  
27 Education Program.

28 “(c) Public charter schools that are not virtual public charter schools, as  
29 defined in ORS 338.005, and that have a student population of which:

30 “(A) At least 35 percent of the student population is composed of students

1 from the following student groups:

2 “(i) Economically disadvantaged, as described in [ORS 327.180 (2)(b)(A)]  
3 **section 2 (11)(a) of this 2025 Act;**

4 “(ii) Racial or ethnic groups that have historically experienced academic  
5 disparities, as described in [ORS 327.180 (2)(b)(B)] **section 2 (11)(b) of this**  
6 **2025 Act;** or

7 “(iii) Students with disabilities, as described in [ORS 327.180 (2)(b)(C)]  
8 **section 2 (11)(c) of this 2025 Act;** and

9 “(B) The percentage of the students from student groups identified under  
10 subparagraph (A) of this paragraph is greater than or equal to:

11 “(i) The percentage of all students in the school district who are eco-  
12 nomically disadvantaged, if eligibility is determined based on the percentage  
13 of students who are economically disadvantaged;

14 “(ii) The percentage of all students in the school district who are from  
15 racial or ethnic groups that have historically experienced academic dispari-  
16 ties, if eligibility is determined based on the percentage of students who are  
17 from those racial or ethnic groups; or

18 “(iii) The percentage of all students in the school district who are disa-  
19 bled, if eligibility is determined based on the percentage of students who are  
20 disabled.

21 “(2)(a) Eligible applicants may apply for a grant from the Student In-  
22 vestment Account to receive a distribution under ORS 327.190.

23 “(b) Notwithstanding ORS 338.155 (9), a public charter school that is not  
24 an eligible applicant may not apply for a grant under this section.

25 “(3) Prior to preparing a grant application, an eligible applicant must:

26 “(a) If the eligible applicant is a school district, determine whether the  
27 school district will allow public charter schools sponsored by, or located  
28 within, the school district to participate in the grant application and the  
29 grant agreement.

30 “(b) If the eligible applicant is a public charter school, determine whether



1 the public charter school intends to apply for a grant and provide notice of  
2 that intent to the school district in which the public charter school is lo-  
3 cated and to the Department of Education.

4 “(4)(a) If an eligible applicant is a school district and decides to include  
5 public charter schools in the grant application and grant agreement, the  
6 school district must provide all public charter schools sponsored by, or lo-  
7 cated within, the school district the opportunity to participate in the grant  
8 application and grant agreement.

9 “(b)(A) A public charter school is not required to participate in the grant  
10 application and grant agreement of a school district.

11 “(B) If a public charter school does not participate in a grant application  
12 and grant agreement under this subsection:

13 “(i) The ADMw of the public charter school may not be used in the cal-  
14 culation of the school district ADMw for grants distributed under ORS  
15 327.195; and

16 “(ii) The public charter school is not entitled to any grant moneys dis-  
17 tributed under ORS 327.195.

18 “(C) If a public charter school participates in a grant application and  
19 grant agreement under this subsection:

20 “(i) The public charter school and school district shall enter into an  
21 agreement for the distribution of moneys or the provision of services, in-  
22 cluding any accountability measures required of the public charter school  
23 by the school district;

24 “(ii) The ADMw of the public charter school shall be used in the calcu-  
25 lation of the school district ADMw for grants distributed under ORS 327.195;  
26 and

27 “(iii) The public charter school is entitled to any grant moneys or services  
28 provided for in the agreement entered into under this subparagraph.

29 “(5)(a) For the purpose of preparing a grant application, an eligible ap-  
30 plicant must determine:

1 “(A) Which of the allowed uses identified in ORS 327.180 (3) the eligible  
2 applicant will fund with grant moneys; and

3 “(B) Which of the eligible uses identified under subparagraph (A) of this  
4 paragraph the eligible applicant will designate to meeting student mental  
5 and behavioral health needs.

6 “(b) An eligible applicant shall make the determinations required under  
7 paragraph (a) of this subsection by:

8 “(A) Engaging in strategic planning; and

9 “(B) Considering the recommendations of the Quality Education Commis-  
10 sion established under ORS 327.500 and recommendations from the advisory  
11 groups formed by the Department of Education for the purposes of the  
12 statewide education plans developed and implemented by the department.

13 “(6)(a) The strategic planning required under subsection (5) of this section  
14 must include:

15 “(A) A completed needs assessment, as described in ORS 329.095;

16 “(B) An analysis of the potential academic impact, both for the students  
17 of the eligible applicant and for student groups identified in [*ORS 327.180*  
18 *(2)(b)*] **section 2 (11) of this 2025 Act**, from the allowed uses that would be  
19 funded by grant moneys; and

20 “(C) The creation of budgets for the allowed uses that would be funded  
21 by grant moneys.

22 “(b) The strategic planning required under subsection (5) of this section  
23 must take into consideration:

24 “(A) Input from the community of the eligible applicant, including school  
25 employees, students from student groups identified in [*ORS 327.180 (2)(b)*]  
26 **section 2 (11) of this 2025 Act** and parents of those students; and

27 “(B) Data collected by the eligible applicant to enable the eligible appli-  
28 cant to make equity-based decisions.

29 “(7) Based on the strategic planning described in subsection (6) of this  
30 section, the eligible applicant shall develop a four-year plan for the use of

1 grant moneys. The plan must be updated every two years and must:

2 “(a) Identify which allowed uses identified in ORS 327.180 (3) will be  
3 funded with grant moneys and which of those uses will be designated to meet  
4 student mental and behavioral health needs.

5 “(b) Describe how the allowed uses identified under paragraph (a) of this  
6 subsection will be used to:

7 “(A) Meet students’ mental and behavioral health needs;

8 “(B) Increase academic achievement for students of the eligible applicant;  
9 and

10 “(C) Reduce academic disparities for student groups identified in [*ORS*  
11 *327.180 (2)(b)*] **section 2 (11) of this 2025 Act** who are served by the eligible  
12 applicant, and identify which of those student groups will benefit from the  
13 allowed uses that are being funded with grant moneys.

14 “(c) Include the budgets for the allowed uses to be funded with grant  
15 moneys.

16 “(d) Be approved by the governing body of the eligible applicant at an  
17 open meeting, following:

18 “(A) Provision of the plan at the main office of the eligible applicant and  
19 on the eligible applicant’s website;

20 “(B) Oral presentation of the plan by an administrator of the eligible ap-  
21 plicant to the governing body of the eligible applicant; and

22 “(C) Opportunity for the public to comment on the plan at an open  
23 meeting.

24 “(e) Be a part of the local district continuous improvement plan described  
25 in ORS 329.095, if the eligible applicant is a school district.

26 “(8) To apply for a grant, an eligible applicant must submit an application  
27 every two years in a format and according to timelines prescribed by the  
28 Department of Education. The application must include:

29 “(a) A completed needs assessment, as described in ORS 329.095;

30 “(b) The plan developed under subsection (7) of this section; and

1 “(c) Budget estimates for each of the allowed uses identified in the plan  
2 developed under subsection (7) of this section that will be funded by grant  
3 moneys.

4 **“SECTION 14.** ORS 327.190 is amended to read:

5 “327.190. [(1) As used in this section:]

6 “[*(a) ‘Disaggregated’ means separated based on the student groups identi-*  
7 *fied in ORS 327.180 (2)(b).*]

8 “[*(b) ‘Five-year completion rate’ means the percentage of students who re-*  
9 *ceived a high school diploma, a modified diploma or an extended diploma or*  
10 *who received a certificate for passing an approved high school equivalency test*  
11 *such as the General Educational Development test (GED) within five years of*  
12 *the student beginning the ninth grade.*]

13 “[*(c) ‘High school diploma’ means a diploma that is awarded to a student*  
14 *upon satisfaction of the requirements prescribed by ORS 329.451 (2).*]

15 “[*(d) ‘Ninth-grade on-track rates’ means the percentage of students who, at*  
16 *the end of the summer following the year the students began ninth grade,*  
17 *completed one quarter of the credits required for high school graduation.*]

18 “[*(e) ‘On-time graduation rate’ means the percentage of students who re-*  
19 *ceived a high school diploma or a modified diploma within four years of the*  
20 *students beginning the ninth grade.*]

21 “[*(f) ‘Regular attendance rates’ means the percentage of students who are*  
22 *absent, as determined by Department of Education policy, for less than 10*  
23 *percent of the school days for which the students are enrolled.*]

24 “[*(g) ‘Third-grade reading proficiency rate’ means the percentage of stu-*  
25 *dents in the third grade who are determined to be proficient or above in Eng-*  
26 *lish language arts, as determined under rules adopted by the State Board of*  
27 *Education.*]

28 “[*(2)*] (1) The Department of Education shall review all applications for  
29 grants from the Student Investment Account that comply with the require-  
30 ments prescribed by ORS 327.185.

1       “[(3)] (2) If an application complies with the requirements of ORS 327.185,  
2 the department shall:

3       “(a) If the grant applicant has developed performance growth tar-  
4 gets as provided by section 3 of this 2025 Act, confirm the applicable  
5 performance growth targets; or

6       “(b) If the grant applicant has not developed performance growth  
7 targets under section 3 of this 2025 Act, collaborate with the grant [re-  
8 cipient] applicant to develop applicable [longitudinal] performance growth  
9 targets that are in alignment with section 3 of this 2025 Act. [The lon-  
10 gitudinal performance growth targets must:]

11       “[(a) Be based on data available for longitudinal analysis;]

12       “[(b) Be developed based on guidance established by the department; and]

13       “[(c) Use the following applicable metrics:]

14       “[(A) On-time graduation rates and five-year completion rates, including:]

15       “[(i) The overall on-time graduation rate and five-year completion rate.]

16       “[(ii) Gaps in disaggregated on-time graduation rates and five-year com-  
17 pletion rates.]

18       “[(B) Ninth-grade on-track rates, including:]

19       “[(i) The overall ninth-grade on-track rate.]

20       “[(ii) Gaps in disaggregated ninth-grade on-track rates.]

21       “[(C) Third-grade reading proficiency rates, including:]

22       “[(i) The overall third-grade reading proficiency rate.]

23       “[(ii) Gaps in disaggregated third-grade reading proficiency rates.]

24       “[(D) Regular attendance rates, including:]

25       “[(i) The overall regular attendance rate.]

26       “[(ii) Gaps in disaggregated regular attendance rates.]

27       “[(4)] (3) In addition to the metrics [identified] **confirmed or developed**  
28 in subsection [(3)] (2) of this section, the following may be used to develop  
29 applicable performance growth targets:

30       “(a) Local metrics; and

1 “(b) Targets related to student mental and behavioral health needs, as  
2 established by the State Board of Education by rule.

3 “[*(5) When developing performance growth targets, the department and*  
4 *grant recipient shall:*]

5 “[*(a) Review disaggregated student data;*]

6 “[*(b) Apply a process adopted by the department for the purpose of strate-*  
7 *gically developing equitable policies and programs; and*]

8 “[*(c) Identify which student groups identified in ORS 327.180 (2)(b) are*  
9 *most at risk of not meeting performance growth targets.*]

10 “[*(6)(a)*] **(4)(a)** After **confirming or** developing performance growth tar-  
11 gets, the department and grant [*recipient*] **applicant** shall enter into a grant  
12 agreement. The grant agreement must include applicable performance growth  
13 targets for measuring the academic growth of the students of the grant re-  
14 cipient.

15 “(b) A grant agreement is not valid until approved by the governing body  
16 of the grant [*recipient*] **applicant** at an open meeting following:

17 “(A) Provision of the plan at the main office of the grant recipient and  
18 on the grant recipient’s website;

19 “(B) Oral presentation of the plan by an administrator of the grant re-  
20 cipient to the governing body of the grant recipient; and

21 “(C) Opportunity for the public to comment on the plan at an open  
22 meeting.

23 “[*(7)*] **(5)** Any agreements between a public charter school and a grant  
24 recipient that is a school district shall become part of the grant agreement.

25 **“SECTION 15.** ORS 327.201 is amended to read:

26 “327.201. (1)(a) Each year, each recipient of a grant from the Student In-  
27 vestment Account shall[:]

28 “[*(A)*] conduct a financial audit of the use of grant moneys that is pre-  
29 pared in accordance with the Municipal Audit Law. [*; and*]

30 “[*(B) Review the grant recipient’s progress toward meeting the performance*

1 *growth targets in the grant agreement.]*

2 “(b) Results of the financial audit [*and progress review*] must be:

3 “(A) Made available at the main office of the grant recipient and on the  
4 grant recipient’s website.

5 “(B) Presented to the governing body of the grant recipient at an open  
6 meeting, following:

7 “(i) Oral presentation of the results by an administrator of the grant re-  
8 cipient to the governing body of the grant recipient; and

9 “(ii) Opportunity for the public to comment on the results at an open  
10 meeting.

11 “(C) Forwarded to the Department of Education.

12 “(2)(a) Based on information received under subsection (1) of this section,  
13 the department shall determine each year whether grant moneys received by  
14 a grant recipient were used as provided by the grant agreement.

15 “(b) If a grant recipient did not use grant moneys as provided by the grant  
16 agreement, the department shall:

17 “(A) Collaborate with the grant recipient to identify and implement spe-  
18 cific interventions;

19 “(B) Provide technical assistance to the grant recipient as described in  
20 ORS 327.208; [*or*]

21 “(C) **Direct amounts of future grant distributions for specific in-**  
22 **vestments; or**

23 “[*(C)*] **(D)** Deduct amounts from future grant distributions.

24 “(c) If amounts are to be deducted from future grant distributions under  
25 paragraph [*(b)(C)*] **(b)(D)** of this subsection, the grant recipient may appeal  
26 to the State Board of Education for review as provided by the board by rule.

27 “(d) If a grant recipient fails to commit to spending all available grant  
28 moneys, the department may deduct amounts not committed from future  
29 grant distributions.

30 “[*(3)(a)*] *The department shall determine each biennium if a grant recipient*

1 *does not meet performance growth targets identified in the grant agreement.]*

2 *“(b) If a grant recipient does not meet the performance growth targets:]*

3 *“(A) The grant recipient may submit an explanation for the reasons why*  
4 *the performance growth targets were not met; and]*

5 *“(B) The department may:]*

6 *“(i) Take into consideration the explanation submitted by the grant recip-*  
7 *ient;]*

8 *“(ii) Require the grant recipient to enter into a coaching program described*  
9 *in ORS 327.214; or]*

10 *“(iii) Direct the expenditure of grant moneys.]*

11 *“(4) Each grant recipient must conduct a performance review every four*  
12 *years, as required by standards adopted by the board by rule.]*

13 *“(5)(a) (3) Based on a review of the information received under sub-*  
14 *section (1) of this section, the department may require a grant recipient to*  
15 *conduct a financial audit on a specific funding area or multiple funding*  
16 *areas.*

17 *“(b) The department may establish a procedure for conducting performance*  
18 *audits on a random basis or based on just cause as allowed under rules*  
19 *adopted by the board.]*

20 **“SECTION 16.** ORS 327.208 is amended to read:

21 **“327.208. (1) The Department of Education shall make available technical**  
22 **assistance to eligible applicants, as defined in ORS 327.185, and to recipients**  
23 **of a grant from the Student Investment Account. The technical assistance**  
24 **shall include the provision of assistance with:**

25 **“(a) Strategic planning for the use of grant moneys;**

26 **“(b) Developing an application for a grant from the Student Investment**  
27 **Account; and**

28 **“(c) Identifying and implementing best practices for meeting performance**  
29 **growth targets; and]**

30 **“(d) (c) Identifying and implementing promising practices related to a**



1 grant agreement.

2 “(2) When providing technical assistance, the department shall:

3 “(a) Apply a process adopted by the department to strategically develop  
4 equitable policies and programs; and

5 “(b) Ensure that technical assistance is based on the eligible applicant’s  
6 or grant recipient’s specific needs and demographics.

7 “(3) For the purpose of providing technical assistance under this section,  
8 the department may enter into contracts with entities the department deter-  
9 mines are qualified to provide the technical assistance.

10 **“SECTION 17.** ORS 327.254, as amended by section 25, chapter 95, Oregon  
11 Laws 2024, is amended to read:

12 “327.254. (1) The Department of Education shall use moneys in the State-  
13 wide Education Initiatives Account to provide funding for statewide educa-  
14 tion initiatives, including:

15 “(a) Funding the High School Graduation and College and Career Read-  
16 iness Act at the levels prescribed by ORS 327.856;

17 “(b) Expanding school breakfast and lunch programs;

18 “(c) Operating youth reengagement programs or providing youth reen-  
19 gagement services;

20 “(d) Establishing and maintaining the Statewide School Safety and Pre-  
21 vention System under ORS 339.341;

22 “(e) Developing and providing statewide equity initiatives, including any  
23 statewide education plan developed and implemented by the department;

24 “(f) Providing summer learning programs at schools that are considered  
25 high poverty under Title I of the federal Elementary and Secondary Educa-  
26 tion Act of 1965;

27 “(g) Funding early warning systems to assist students in graduating from  
28 high school, as described in ORS 327.367;

29 “(h) Developing and implementing professional development programs and  
30 training programs, including programs that increase educator diversity and

1 retain diverse educators;

2 “(i) Planning for increased transparency and accountability in the public  
3 education system of this state;

4 “(j) Providing additional funding to school districts participating in the  
5 intensive **coaching** program under ORS 327.222;

6 “(k) Providing technical assistance, including costs incurred for:

7 “(A) The coaching [*program*] **and support** described in [*ORS 327.214*]  
8 **section 5 of this 2025 Act**; and

9 “(B) The intensive **coaching** program described in ORS 327.222, including  
10 costs for student success teams;

11 “(L) Funding public charter schools, as described in ORS 327.362;

12 “(m) Funding the Early Literacy Success School Grant program, as pro-  
13 vided by ORS 327.833;

14 “(n) Funding the Early Literacy Success Community Grant program, as  
15 established by ORS 327.843;

16 “(o) Funding any additional amounts for approved recovery schools, as  
17 provided by rules of the State Board of Education adopted under ORS  
18 327.029;

19 “(p) Funding education service districts, as described in subsection (2) of  
20 this section;

21 “(q) Funding the Youth Corrections Education Program and the Juvenile  
22 Detention Education Program through the Juvenile Justice Education Fund  
23 established under section 22, chapter 95, Oregon Laws 2024, when necessary  
24 as provided by section 23, chapter 95, Oregon Laws 2024; and

25 “(r) Funding costs incurred by the department in implementing this sec-  
26 tion and ORS 327.175 to 327.235 and 327.274.

27 “(2)(a) The amount of a distribution to an education service district under  
28 this section shall be made as provided by paragraph (b) of this subsection  
29 after calculating the following for each education service district:

30 “(A) One percent of the total amount available for distribution to educa-

1 tion service districts in each biennium.

2 “(B) The education service district’s  $ADMw \times$  (the total amount avail-  
3 able for distribution to education service districts in each biennium  $\div$  the  
4 total  $ADMw$  of all education service districts that receive a distribution).

5 “(b) The amount of the distribution to an education service district shall  
6 be the greater of the amounts calculated under paragraph (a) of this sub-  
7 section, except that, for distributions made as provided by paragraph (a)(B)  
8 of this subsection, the total amount available for distribution to education  
9 service districts shall be the amount remaining after any distributions re-  
10 quired under paragraph (a)(A) of this subsection have been made.

11 “(c) For purposes of this subsection,  $ADMw$  equals the  $ADMw$  as calcu-  
12 lated under ORS 327.013, except that the additional amount allowed for stu-  
13 dents who are in poverty families, as determined under ORS 327.013  
14 (1)(c)(A)(v)(I), shall be 0.5.

15 “(d) An education service district shall use moneys received under this  
16 section as provided by a plan developed by the school districts located within  
17 the education service district. A school district that declines to participate  
18 in the development of the plan or that has withdrawn from an education  
19 service district as provided by ORS 334.015 is not entitled to any moneys  
20 distributed to the education service district under this subsection.

21 “(e) A plan developed under this subsection must:

22 “(A) Align with and support the meeting of performance growth targets  
23 established for recipients of moneys under ORS 327.195 that are located  
24 within the education service district;

25 “(B) Include the provision, to recipients of moneys under ORS 327.195 that  
26 are located within the education service district, of technical assistance in  
27 developing, implementing and reviewing a plan for receiving a grant from the  
28 Student Investment Account;

29 “(C) Provide for coordination with the department in administering and  
30 providing technical assistance to recipients of moneys under ORS 327.195

1 that are located within the education service district, including coordinating  
2 any coaching [*programs*] **and support** established under [*ORS 327.214*] **sec-**  
3 **tion 5 of this 2025 Act**; and

4 “(D) Be adopted and amended as provided for local service plans under  
5 ORS 334.175 and approved by the department.

6 “(f) For the purposes of paragraph (e) of this subsection, recipients of  
7 moneys under ORS 327.195 that are located within the education service  
8 district include, as applicable:

9 “(A) Common school districts and union high school districts;

10 “(B) Any charter school that is an eligible applicant, as defined in ORS  
11 327.185; and

12 “(C) The Youth Corrections Education Program or the Juvenile Detention  
13 Education Program.

14 “(g) Each education service district must submit an annual report to the  
15 department that:

16 “(A) Describes how the education service district spent moneys received  
17 under this subsection; and

18 “(B) Includes an evaluation of the education service district’s compliance  
19 with the plan from the superintendent of each school district that partic-  
20 ipated in the development of the plan.

21 “(3) The State Board of Education shall adopt rules necessary for the  
22 distribution of moneys under this section.

23 **“SECTION 18.** ORS 327.362 is amended to read:

24 “327.362. (1) As used in this section:

25 “(a) ‘ADMw’ means weighted average daily membership, as calculated  
26 under ORS 327.013.

27 “(b) ‘Eligible public charter school’ means a public charter school that is  
28 not a virtual public charter school, as defined in ORS 338.005, and that has  
29 a student population of which at least 65 percent of the total student popu-  
30 lation is composed of students from the following combined student groups:

1 “(A) Racial or ethnic groups that have historically experienced academic  
2 disparities, as described in [ORS 327.180 (2)(b)(B)] **section 2 (11)(b) of this**  
3 **2025 Act**; and

4 “(B) Students with disabilities, as described in [ORS 327.180 (2)(b)(C)]  
5 **section 2 (11)(c) of this 2025 Act**.

6 “(2) In addition to those moneys distributed through the State School  
7 Fund, the Department of Education shall award grants under this section to  
8 eligible public charter schools from the Statewide Education Initiatives Ac-  
9 count.

10 “(3) The amount of a grant awarded to an eligible public charter school  
11 under this section = the public charter school’s ADMw × the difference  
12 between:

13 “(a) The amount of the General Purpose Grant per ADMw for the school  
14 district that has contractually established payment for the provision of edu-  
15 cational services to the public charter school’s students under ORS 338.155  
16 (2) or (3); and

17 “(b) The amount of the General Purpose Grant per ADMw that the public  
18 charter school receives under a contract for the provision of educational  
19 services to the public charter school’s students under ORS 338.155 (2) or (3).

20 “(4) The purpose of grants distributed under this section shall be to in-  
21 crease academic achievement, including reducing academic disparities, for:

22 “(a) Students from racial or ethnic groups that have historically experi-  
23 enced academic disparities, as determined under rules adopted by the State  
24 Board of Education; and

25 “(b) Students with disabilities.

26 “(5) Any eligible public charter school may apply for and receive a grant  
27 as provided by this section. A grant application must:

28 “(a) Describe how grant moneys will be used to advance the purpose de-  
29 scribed in subsection (4) of this section.

30 “(b) Specify the supports that will be:

1       “(A) Provided to students with a disability; or

2       “(B) Used to enhance special education and related services that are  
3 provided by a school district under ORS 338.165 to the students of the public  
4 charter school.

5       “(c) Identify any applicable longitudinal performance growth targets for  
6 the public charter school that have been established:

7       “(A) Under contract between the public charter school and the sponsor  
8 of the public charter school; or

9       “(B) By the public charter school or the school district in which the  
10 public charter school is located for purposes of grants from the Student In-  
11 vestment Account, as provided by ORS 327.190.

12       “(d) Be submitted based on the timelines and forms prescribed by the de-  
13 partment.

14       “(6)(a) If the department determines that a grant application complies  
15 with the requirements prescribed under this section, the department shall  
16 enter into a grant agreement with the eligible public charter school.

17       “(b) A grant agreement must include longitudinal performance growth  
18 targets for the public charter school. If the grant application identified lon-  
19 gitudinal performance growth targets, those targets shall be included in the  
20 grant agreement. If the grant application did not identify longitudinal per-  
21 formance growth targets, the public charter school shall collaborate with the  
22 department to develop longitudinal performance growth targets. Longitudi-  
23 nal performance growth targets must:

24       “(A) Be based on data available for longitudinal analysis; and

25       “(B) Use the following applicable metrics:

26       “(i) Third-grade reading proficiency rates, as defined in [*ORS 327.190*]  
27 **section 2 of this 2025 Act;**

28       “(ii) Regular attendance rates, as defined in [*ORS 327.190*] **section 2 of**  
29 **this 2025 Act;** and

30       “(iii) Any other metrics identified by the department in collaboration with

1 the public charter school.

2 “(7) After the department and the public charter school have entered into  
3 a grant agreement, the department shall award a grant to the public charter  
4 school in the amount calculated under subsection (3) of this section. A grant  
5 recipient shall deposit grant moneys received under this section into a sep-  
6 arate account and shall apply the amounts in that account as provided by  
7 the grant agreement.

8 “(8)(a) Each year, each grant recipient must submit to the department a  
9 description of:

10 “(A) How grant moneys received under this section were used to advance  
11 the purpose described in subsection (4) of this section and to meet perform-  
12 ance growth targets in the grant agreement; and

13 “(B) Progress made by the grant recipient toward meeting the perform-  
14 ance growth targets in the grant agreement.

15 “(b) A grant recipient shall provide the information required under this  
16 subsection based on the timelines and forms prescribed by the department.  
17 To the greatest extent practicable, the department shall accept the informa-  
18 tion described in this subsection in the manner that it is made available by  
19 a public charter school to the sponsor of the public charter school.

20 “(9) To the greatest extent practicable, any requirements prescribed by  
21 the department or the board under this section in relation to an application,  
22 a grant agreement or the submission of information under subsection (8) of  
23 this section shall reduce any redundancies between a grant awarded under  
24 this section and a grant awarded from the Student Investment Account. Re-  
25 duction in redundancies includes accepting for the purposes of grants  
26 awarded under this section any applicable forms or information submitted  
27 by the public charter school to the department or a school district for the  
28 purposes of a grant awarded from the Student Investment Account.

29 “(10) A public charter school and a school district may not consider  
30 moneys received by the public charter school under this section when es-

1 tablishing payment for the provision of educational services to the public  
2 charter school's students under ORS 338.155 (2) or (3).

3 “(11) Prior to February 1 of each year, the department shall submit to the  
4 appropriate interim legislative committees a report related to the grants  
5 awarded under this section. The report must describe:

6 “(a) The public charter schools that applied for the grants and the public  
7 charter schools that received the grants;

8 “(b) The longitudinal performance growth targets included in grant  
9 agreements, as provided by subsection (6)(b) of this section; and

10 “(c) Progress made toward meeting longitudinal performance growth tar-  
11 gets, as reported under subsection (8)(a) of this section.

12 “(12) The State Board of Education shall adopt any rules necessary for  
13 the distribution of grants under this section.

14 **“SECTION 19.** ORS 329.095 is amended to read:

15 “329.095. (1)(a) The Department of Education shall require school districts  
16 and schools to conduct self-evaluations and to periodically update their local  
17 district continuous improvement plans. Except as provided by paragraph  
18 (b)(C) of this subsection, the department may not require school districts or  
19 schools to conduct self-evaluations or to update their local district contin-  
20 uous improvement plans more frequently than biennially.

21 “(b) The department may require a school district to:

22 “(A) File, periodically, or at the department's request, its local district  
23 continuous improvement plan with the department;

24 “(B) Notify the department of any substantial changes, as defined by rule  
25 of the State Board of Education, to the school district; or

26 “(C) Update its local district continuous improvement plan when there  
27 has been a substantial change, as defined by rule of the board, to the school  
28 district.

29 “(c) The self-evaluation process conducted as provided by this subsection  
30 shall involve the public in the setting of local goals. The school districts



1 shall ensure that representatives from the demographic groups of their  
2 school population are invited to participate in the development of local dis-  
3 trict continuous improvement plans to achieve the goals.

4 “(2) As part of setting local goals, school districts shall undertake a  
5 communications process that involves parents, students, teachers, school  
6 employees, the educational equity advisory committee and community repre-  
7 sentatives to explain and discuss the local goals and their relationship to  
8 programs under this chapter.

9 “(3) At the request of the school district, department staff shall provide  
10 ongoing technical assistance in the development and implementation of the  
11 local district continuous improvement plan.

12 “(4) The local district continuous improvement plan shall include:

13 “(a) Goals to implement the following:

14 “(A) A rigorous curriculum aligned with state standards;

15 “(B) High-quality instructional programs;

16 “(C) Short-term and long-term professional development plans;

17 “(D) Programs and policies that achieve a safe educational environment;

18 “(E) A plan for family and community engagement;

19 “(F) Staff leadership development;

20 “(G) High-quality data systems;

21 “(H) Improvement planning that is data-driven;

22 “(I) Education service plans for students who have or have not exceeded  
23 all of the academic content standards; and

24 “(J) A strong school library program;

25 “(b) A review of demographics, student performance, staff characteristics  
26 and student access to, and use of, educational opportunities;

27 “(c) A description of district efforts to achieve local efficiencies and ef-  
28 forts to make better use of resources; and

29 “(d) A needs assessment, which shall:

30 “(A) Be conducted in a manner that is inclusive of school employees,

1 students from student groups identified in [ORS 327.180 (2)(b)] **section 2 (11)**  
2 **of this 2025 Act** and parents of those students.

3 “(B) Address the following priorities:

4 “(i) Reducing academic disparities for students from student groups iden-  
5 tified in [ORS 327.180 (2)(b)] **section 2 (11) of this 2025 Act**;

6 “(ii) Meeting students’ mental or behavioral health needs;

7 “(iii) Providing equitable access to academic courses across the school  
8 district or public charter school, with specific emphasis on access by stu-  
9 dents from student groups identified in [ORS 327.180 (2)(b)] **section 2 (11)**  
10 **of this 2025 Act**;

11 “(iv) Allowing teachers and staff to have sufficient time to:

12 “(I) Collaborate with other teachers and staff;

13 “(II) Review data on students’ grades, absences and discipline, based on  
14 school and on grade level or course; and

15 “(III) Develop strategies to ensure that at-risk students stay on track to  
16 graduate; and

17 “(v) Possible partnerships with other organizations, federally recognized  
18 Indian tribes, school districts, education service districts, regional achieve-  
19 ment collaboratives, post-secondary institutions of education, education  
20 partners or nonprofit programs and community-based programs that have  
21 demonstrated achievement of positive outcomes in work with students from  
22 student groups identified in [ORS 327.180 (2)(b)] **section 2 (11) of this 2025**  
23 **Act**.

24 **“SECTION 20.** ORS 336.680, as amended by section 45, chapter 95, Oregon  
25 Laws 2024, is amended to read:

26 “336.680. (1) As used in this section, ‘approved recovery school’ means a  
27 school that is under an agreement with the Department of Education to  
28 provide students enrolled in the school with a holistic approach to:

29 “(a) Educational services for grades 9 through 12; and

30 “(b) Health care services related to recovery from substance use disorders.

1       “(2) The department shall provide or cause to be provided appropriate  
2 education for students enrolled in an approved recovery school. For the  
3 purpose of paying the costs of providing education to students enrolled in  
4 an approved recovery school, the Superintendent of Public Instruction shall  
5 make the following:

6       “(a) Payments from amounts available from the State School Fund under  
7 ORS 327.029.

8       “(b) Payments from the Statewide Education Initiatives Account, as pro-  
9 vided by rule adopted by the State Board of Education in collaboration with  
10 the advisory committee convened under ORS 336.685. The rules adopted as  
11 provided by this paragraph may include a minimum amount, a maximum  
12 amount or both for approved recovery schools.

13       “(3) The Superintendent of Public Instruction may contract with a school  
14 district, an education service district or a public charter school to provide  
15 or cause to be provided appropriate education to students enrolled in an  
16 approved recovery school. Unless otherwise specified, any educational ser-  
17 vices provided under a contract entered into under this subsection shall be  
18 paid as described in this section and not by any other state moneys distrib-  
19 uted based on average daily membership that are available to the school  
20 district, education service district or public charter school for the purpose  
21 of providing educational services.

22       “(4) The State Board of Education shall adopt by rule the standards for  
23 a recovery school to become and operate as an approved recovery school. The  
24 standards must provide that:

25       “(a) The recovery school must align, to the extent identified by the board,  
26 with standards for accreditation established by a nonprofit accrediting or-  
27 ganization composed of representatives of recovery schools and individuals  
28 who support the growth of recovery schools. The standards must include re-  
29 quirements that:

30       “(A) The recovery school, in compliance with timelines established by the

1 department, be accredited by a nonprofit accrediting organization that es-  
2 tablishes standards for recovery schools. Nothing in this subparagraph re-  
3 quires the recovery school to be accredited at the time the superintendent  
4 first enters into a contract with the recovery school.

5 “(B) Student enrollment in the recovery school is voluntary. No school  
6 district or state or local agency may compel or otherwise require a student  
7 to enroll in a recovery school. Students enrolled in an approved recovery  
8 school may not be counted in determining the number of pupils in average  
9 daily membership for purposes of ORS 334.175 (5).

10 “(C) All students who reside in this state and who meet the eligibility  
11 criteria established under subsection (8) of this section may enroll in an ap-  
12 proved recovery school if space is available. If space is not available, the  
13 approved recovery school may prioritize for enrollment student groups iden-  
14 tified in [*ORS 327.180 (2)(b)*] **section 2 (11) of this 2025 Act.**

15 “(D) The school district, education service district or public charter  
16 school with which the department has entered into a contract for a recovery  
17 school must agree to award high school diplomas, modified diplomas, ex-  
18 tended diplomas and alternative certificates as provided by ORS 329.451 and  
19 339.877. An entity that awards high school diplomas as provided by this  
20 subparagraph:

21 “(i) May not impose requirements for a high school diploma that are in  
22 addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of  
23 the State Board of Education; and

24 “(ii) Must accept any credits previously earned by students in another  
25 school or educational program in this state and apply those credits toward  
26 the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State  
27 Board of Education.

28 “(E) Except as provided by subparagraphs (F) and (G) of this paragraph,  
29 the recovery school must satisfy the same laws that apply to public charter  
30 schools under ORS 338.115.

1 “(F) All administrators and teachers at the recovery school must be li-  
2 censed by the Teacher Standards and Practices Commission.

3 “(G) An approved recovery school is not required to comply with the en-  
4 rollment requirements prescribed by ORS 338.115 (1)(bb) or (5).

5 “(H) An approved recovery school must comply with the requirements of  
6 the uniform budget and accounting system adopted by rule of the State Board  
7 of Education under ORS 327.511.

8 “(b) Recovery schools will be approved, to the greatest extent practicable,  
9 in a manner that:

10 “(A) Represents a geographic distribution across this state; and

11 “(B) Takes into consideration the needs for services by the community in  
12 which the recovery school would be located.

13 “(5) Any school that provides the services of a recovery school may enter  
14 into a contract with the superintendent to become an approved recovery  
15 school, including schools already providing the services of a recovery school  
16 and schools that are proposing to provide the services of a recovery school.

17 “(6) An approved recovery school may enter into agreements with other  
18 entities, including community-based organizations and federally recognized  
19 tribes of this state, for the purposes of providing educational and health care  
20 services to students enrolled in the approved recovery school.

21 “(7)(a) The department shall be responsible for:

22 “(A) Identifying, locating and evaluating students enrolled in an approved  
23 recovery school who may be in need of special education and related ser-  
24 vices; and

25 “(B) Ensuring that eligible students receive special education and related  
26 services.

27 “(b) For the purpose of this subsection, the department may enter into a  
28 contract with a school district or an education service district.

29 “(8) The department shall establish eligibility criteria for students to en-  
30 roll in an approved recovery school, based on input from the advisory com-

1 mittee convened under ORS 336.685 and based on research from a nonprofit  
2 organization composed of representatives of recovery schools and individuals  
3 who support the growth of recovery schools and other relevant organizations.

4 “(9) For the purposes of administering this section:

5 “(a) The State Board of Education shall adopt any necessary rules.

6 “(b) The department shall collaborate with the Oregon Health Authority,  
7 the Youth Development Division, the Alcohol and Drug Policy Commission,  
8 the Oregon Youth Authority, the Department of Human Services and local  
9 public health and mental health authorities or providers and shall coordi-  
10 nate, to the greatest extent practicable, funding of services provided in re-  
11 lation to approved recovery schools.

12 “(10) Each biennium, the Department of Education shall prepare a report  
13 on the progress, successes and challenges of approved recovery schools and  
14 submit that report to:

15 “(a) The interim committees of the Legislative Assembly related to edu-  
16 cation; and

17 “(b) The advisory committee convened under ORS 336.685.

18 “**SECTION 21.** Section 2, chapter 6, Oregon Laws 2024, is amended to  
19 read:

20 “**Sec. 2.** (1) The Department of Education shall establish and administer  
21 the Summer Learning Grant program.

22 “(2) Under the grant program, the department shall award grants for  
23 summer learning programs that are provided to incoming kindergarten stu-  
24 dents through outgoing grade 12 students. A summer learning program is  
25 eligible for a grant if the program meets all three of the following require-  
26 ments:

27 “(a) The program provides academic enrichment by:

28 “(A) Using a variety of learning strategies that align with academic con-  
29 tent standards adopted under ORS 329.045 and focused on mathematics, sci-  
30 ence, language arts or personal financial education and that, when

1 appropriate, assist with credit recovery; and

2 “(B) As appropriate, assisting with school readiness and providing tran-  
3 sition supports prior to kindergarten, prior to middle school, through the  
4 middle and high school grades or after high school graduation.

5 “(b) The program provides youth development by using a broad array of  
6 well-rounded enrichment opportunities that:

7 “(A) Include hands-on, inquiry-based and project-based learning, which  
8 may include access to the arts; and

9 “(B) Support students’ mental, emotional and social well-being.

10 “(c) The program provides equitable access, outreach and engagement by:

11 “(A) Using culturally and linguistically responsive approaches to student  
12 academic success and well-being; and

13 “(B) Engaging families as partners in students’ academic success.

14 “(3) In addition to the requirements prescribed by subsection (2) of this  
15 section, a summer learning program must be provided for a minimum of 80  
16 total hours for each session of the program. Calculations made under this  
17 subsection may include hours provided by an entity with which a partnership  
18 has been entered, as described in subsection (4)(c) of this section.

19 “(4)(a) Any school district, education service district or public charter  
20 school, or any combination thereof, may apply to receive a grant under this  
21 section for a summer learning program.

22 “(b) The department shall award a grant to an applicant based on whether  
23 the applicant meets the requirements for the grant. An application for a  
24 grant must include:

25 “(A) A description of the summer learning program and how the program  
26 satisfies the requirements described in subsections (2) and (3) of this section.

27 “(B) Documentation that the applicant has a plan for summer learning,  
28 which may include:

29 “(i) A plan developed under ORS 327.185 to receive a grant from the  
30 Student Investment Account;

1       “(ii) An early literacy success plan developed under ORS 327.831 to re-  
2 ceive a grant under the Early Literacy Success School Grant program;

3       “(iii) A plan developed under ORS 327.883 to receive a grant under the  
4 High School Graduation and College and Career Readiness Act; or

5       “(iv) A plan developed as required to receive federal funding, as identified  
6 by the State Board of Education by rule.

7       “(C) A description of how the grant will be used with other funding  
8 sources available to the applicant.

9       “(c)(A) An applicant for a grant may enter into a partnership with one  
10 or more entities to provide a summer learning program that is funded by a  
11 grant under this section.

12       “(B) Entities with which an applicant may enter into a partnership in-  
13 clude a school district, an education service district, a federally recognized  
14 Indian tribe in this state, a community-based organization, a unit of local  
15 government as defined in ORS 190.003 or a local service district as defined  
16 in ORS 174.116.

17       “(C) If an applicant applies for a grant based on a plan that includes a  
18 partnership with an entity identified in subparagraph (B) of this paragraph,  
19 the applicant must provide with the application a written letter of support  
20 from the entity. The letter must include a description of services to be pro-  
21 vided by the entity and the budget of the entity for the provision of those  
22 services.

23       “(5)(a) The department shall award grants under this section based on a  
24 formula established by the State Board of Education by rule.

25       “(b) When awarding grants, the department shall:

26       “(A) Prioritize funding for summer learning programs that serve student  
27 groups that have historically experienced academic disparities, as [*described*  
28 *in ORS 327.180 (2)(b)*] **identified in section 2 (11) of this 2025 Act.**

29       “(B) Encourage and support partnerships with entities identified in sub-  
30 section (4)(c)(B) of this section to provide expanded learning opportunities



1 during nonschool hours.

2 “(c) The department shall establish the process and timelines for awarding  
3 a grant under this section. The process must be communicated on the  
4 department’s website and be easily accessible by applicants.

5 “(6)(a) Grants awarded under this section may be used for all expenses  
6 related to:

7 “(A) Providing personnel and staffing for a summer learning program,  
8 including professional development.

9 “(B) Providing summer learning, including curriculum, technology and  
10 other supplies.

11 “(C) Contracting with third parties to provide a summer learning pro-  
12 gram.

13 “(D) Providing incentives and removing barriers to student participation  
14 in a summer learning program.

15 “(E) Providing facilities that will support and accommodate a summer  
16 learning program.

17 “(F) Providing student transportation for a summer learning program.

18 “(G) Providing nutritious snacks and meals to participants of a summer  
19 learning program.

20 “(H) Engaging family members in summer learning program activities.

21 “(b) As provided by rule of the State Board of Education, a recipient of  
22 a grant received under this section may use a percentage of the grant moneys  
23 for administrative expenses. The rules shall:

24 “(A) Provide for the use of grant moneys for the administrative expenses  
25 of both the applicant and any entities with which the applicant has entered  
26 into a partnership to provide a summer learning program; and

27 “(B) Limit the percentage of grant moneys that may be used for adminis-  
28 trative expenses, as allowed under subparagraph (A) of this paragraph, to  
29 no more than a total of 10 percent of the grant amount.

30 “(7) In administering the grant program, the department shall minimize

1 administrative barriers for grant recipients while retaining accountability  
2 for resources allocated and spent. Recipients of a grant must provide to the  
3 department a report that includes:

4 “(a) The number and demographics of students served by the summer  
5 learning program;

6 “(b) Activities of the summer learning program;

7 “(c) Information regarding staffing levels of the summer learning program  
8 and training provided to staff of the summer learning program;

9 “(d) A description of how activities of the summer learning program sup-  
10 ported the requirements described in subsection (2) of this section; and

11 “(e) A report on three or more of the following outcome areas:

12 “(A) Perception surveys of the summer learning program, as provided by  
13 students, staff and families;

14 “(B) Qualitative data and stories of impact for the summer learning pro-  
15 gram;

16 “(C) Credits earned by participants of the summer learning program, if  
17 applicable;

18 “(D) Participation of the summer learning program provider in site visits,  
19 interviews or focus groups; or

20 “(E) Summer learning program evaluations by a third party.

21 “(8) The State Board of Education may adopt any rules necessary for the  
22 administration of this section.

23 **“SECTION 22.** ORS 327.016 is amended to read:

24 “327.016. (1) The Department of Education shall prepare an annual report  
25 that:

26 “(a) Identifies the total amounts that are:

27 “(A) Allocated to each school district from the State School Fund for  
28 students eligible for and enrolled in an English language learner program  
29 as provided by ORS 327.013 (1)(c)(A)(ii);

30 “(B) Expended from the amounts identified in subparagraph (A) of this

1 paragraph for students in average daily membership who are eligible for and  
2 enrolled in an English language learner program; and

3 “(C) Expended as described in subparagraph (B) of this paragraph by  
4 category of expenditure, as identified and defined by the State Board of Ed-  
5 ucation by rule.

6 “(b) Summarizes the progress for each school district on meeting objec-  
7 tives and the needs of students eligible for and enrolled in an English lan-  
8 guage learner program, **including progress of English language learners**  
9 **toward meeting performance growth targets developed as provided by**  
10 **section 3 of this 2025 Act.**

11 “(c) Provides information on the demographics of students in English  
12 language learner programs in each school district, including:

13 “(A) The average number of years students have been enrolled in an  
14 English language learner program;

15 “(B) The average number of years the students have attended their cur-  
16 rent schools;

17 “(C) The percentage of students who also receive special education and  
18 related services; and

19 “(D) Any other information identified by the department.

20 “(2) The report prepared under subsection (1) of this section must:

21 “(a) Be made available on the department’s website by June 30 of each  
22 year;

23 “(b) Be provided to each school district board by September 1 of each year  
24 and made available at the school district’s main office and on the school  
25 district’s website; and

26 “(c) Cover the school year ending June 30 of the prior year.

27 “(3) Prior to January 1 of each odd-numbered year, the department shall  
28 submit to the interim legislative committees on education a summary of the  
29 two most recent reports prepared under subsection (1) of this section.

30 **“SECTION 23. ORS 327.214 is repealed.**

1   **“INTERIM ASSESSMENTS**

2  
3         **“SECTION 24.** ORS 329.485 is amended to read:

4         “329.485. (1) As used in this section:

5         “(a) ‘Content-based assessment’ means testing of the understanding of a  
6 student of a predetermined body of knowledge.

7         “(b) ‘Criterion-referenced assessment’ means testing of the knowledge or  
8 ability of a student with respect to some standard.

9         “(c) ‘Performance-based assessment’ means testing of the ability of a stu-  
10 dent to use knowledge and skills to create a complex or multifaceted product  
11 or complete a complex task.

12         “(2)(a) The Department of Education shall implement statewide a valid  
13 and reliable assessment system for all students that meets technical ade-  
14 quacy standards. The assessment system shall include criterion-referenced  
15 assessments including performance-based assessments, content-based assess-  
16 ments, and other valid methods to measure the academic content standards  
17 and to identify students who meet or exceed the standards.

18         “(b) The department shall develop the statewide assessment system in  
19 mathematics, science, language arts, history, geography, economics and civ-  
20 ics.

21         “(3) In addition to the assessment system implemented under subsection  
22 (2) of this section, the department may make available to school districts and  
23 public charter schools an assessment system that uses criterion-referenced  
24 assessments, including performance-based assessments and content-based as-  
25 sessments to:

26         “(a) Measure a student’s progress toward mastery of the knowledge and  
27 skills of the student’s current grade level or course content level;

28         “(b) Determine the student’s level of mastery, which shall be determined  
29 regardless of the actual grade level of the student and may be determined  
30 by adapting the assessment during the assessment process as a result of the

1 performance of the student;

2 “(c) Track and provide reports on the progress of a student based on the  
3 information provided under paragraphs (a) and (b) of this subsection; and

4 “(d) Provide predictions of anticipated student progress that are based on  
5 the information provided under this subsection and not on the current grade  
6 level of the student.

7 “(4)(a) School districts and public charter schools shall implement the  
8 statewide assessment system in mathematics, science and language arts. In  
9 addition, school districts and public charter schools may implement the  
10 statewide assessment system in history, geography, economics and civics.

11 “(b) School districts and public charter schools may choose to implement  
12 the assessment system described in subsection (3) of this section.

13 **“(5)(a) School districts and public charter schools shall administer  
14 interim assessments in mathematics, science and language arts to  
15 measure student academic growth during the school year.**

16 **“(b) To comply with the provisions of this subsection, school dis-  
17 tricts and public charter schools must:**

18 **“(A) Select interim assessments that measure student performance  
19 growth from the list of interim assessments adopted by the State  
20 Board of Education;**

21 **“(B) At least three times each school year, administer interim as-  
22 sessments selected under subparagraph (A) of this paragraph in  
23 mathematics and language arts; and**

24 **“(C) For interim assessments in mathematics and language arts  
25 administered as provided by subparagraph (B) of this paragraph to  
26 students in any grade from kindergarten through grade eight, review  
27 the data collected from the interim assessments:**

28 **“(i) At least three times each school year, for the administrators  
29 of each of the schools of the school district and for the administrators  
30 of each public charter school; and**

1       “(ii) At least three times each school year during a public meeting,  
2 for the superintendent of the school district, the school district board  
3 and, if applicable, the governing body of the public charter school.

4       “(c) For the purpose of this subsection, the State Board of Educa-  
5 tion shall adopt a list of no more than four approved interim assess-  
6 ments.

7       “[(5)(a)] (6)(a) Each year the resident school district shall be accountable  
8 for determining the student’s progress toward achieving the academic con-  
9 tent standards. Progress toward the academic content standards:

10       “(A) Shall clearly show the student and parents whether the student is  
11 making progress toward meeting or exceeding the academic content stan-  
12 dards at the student’s current grade level or course content level;

13       “(B) Shall be based on the student’s progress toward mastery of a  
14 continuum of academic knowledge and skills; and

15       “(C) May be based on the student’s progress in a continuum of knowledge  
16 and skills that are not academic and that may include student behaviors that  
17 are defined by the school district.

18       “(b) School districts shall determine the method and format for showing  
19 student progress toward achieving the academic content standards. Commu-  
20 nications on student progress shall include a reasonable number, as deter-  
21 mined by the school district, of academic knowledge and skills in a content  
22 area to enable parents and students to understand a student’s progress to-  
23 ward meeting or exceeding the academic content standards. No more than  
24 three indicators of academic knowledge and skills per content area reporting  
25 category shall be required as provided by this section. A school district may  
26 use more than three indicators of academic knowledge and skills per content  
27 area reporting category if the school district implements a proficiency edu-  
28 cation system as provided by ORS 329.119.

29       “[(6)] (7) In addition to the requirements described in subsection [(5)] (6)  
30 of this section, the school district shall adopt and implement a reporting

1 system based on the school district board adopted course content of the  
2 school district's curriculum. The reporting system:

3 "(a) Shall clearly show the student and parents whether the student is  
4 achieving course requirements at the student's current grade level or course  
5 content level;

6 "(b) Shall be based on the student's progress toward mastery of a  
7 continuum of academic knowledge and skills; and

8 "(c) May be based on the student's progress in a continuum of knowledge  
9 and skills that are not academic and that may include student behaviors that  
10 are defined by the school district.

11 "[7] (8) If a student has not met or has exceeded all of the academic  
12 content standards, the school district shall make additional services or al-  
13 ternative educational or public school options available to the student.

14 "[8] (9) If the student to whom additional services or alternative edu-  
15 cational options have been made available does not meet or exceed the aca-  
16 demic content standards within one year, the school district, with the  
17 consent of the parents, shall make an appropriate placement, which may in-  
18 clude an alternative education program or the transfer of the student to an-  
19 other public school in the school district or to a public school in another  
20 school district that agrees to accept the student. The school district that  
21 receives the student shall be entitled to payment. The payment shall consist  
22 of:

23 "(a) An amount equal to the school district's expenses from its local rev-  
24 enues for each student in average daily membership, payable by the resident  
25 school district in the same year; and

26 "(b) Any state and federal funds the attending school district is entitled  
27 to receive payable as provided in ORS 339.133 (2)(b).

28 **"SECTION 25. (1) The amendments to ORS 329.485 by section 24 of**  
29 **this 2025 Act become operative on July 1, 2026.**

30 **"(2) Notwithstanding the operative date set forth in subsection (1)**

1 of this section, the State Board of Education shall adopt a list of ap-  
2 proved interim assessments to measure student performance growth  
3 no later than January 31, 2026.

4 “(3) The amendments to ORS 329.485 by section 24 of this 2025 Act  
5 first apply to the 2026-2027 school year.

6

7

## “CURRICULA STANDARDS

8

9 “**SECTION 26.** ORS 327.837 is amended to read:

10 “327.837. (1) Based on the reports submitted under ORS 327.835, the De-  
11 partment of Education shall monitor a school district’s or a public charter  
12 school’s progress toward achieving the goals established in the early literacy  
13 success plan, as described in ORS 327.831 (3).

14 “(2) The department shall intervene when a school district or public  
15 charter school does not meet the goals established in the early literacy suc-  
16 cess plan.

17 “(3) When the department intervenes, as provided by subsection (2) of this  
18 section, the department:

19 “(a) Shall assist the school district or the public charter school in devel-  
20 oping a corrective action plan; [*and*]

21 “(b) May retain any or all of the amount the school district or public  
22 charter school would have received as a distribution under ORS 327.833 and  
23 may use a portion of the amount retained to prepare and assist the school  
24 district or the public charter school in implementing the corrective action  
25 plan[.];

26 “(c) **May require the school district or public charter school to**  
27 **adopt textbooks or other instructional materials from the list of text-**  
28 **books and other instructional materials adopted by the State Board**  
29 **of Education under ORS 337.050 for early literacy; and**

30 “(d) **May require the school district or public charter school to**



1 **participate in school or school district training or improvement activ-**  
2 **ities, as identified by the department.**

3 “(4) An intervention and corrective action plan shall continue until the  
4 school district or public charter school makes sufficient and sustained  
5 progress toward achieving the goals established in the early literacy success  
6 plan. The department shall determine when sufficient and sustained progress  
7 has been achieved.

8 “(5) If a school district or public charter school continues to fail to make  
9 progress toward achieving the goals established in the early literacy success  
10 plan, the department may take additional action, including not allowing for  
11 the distribution to the school district or public charter school of any addi-  
12 tional moneys under ORS 327.833.

13 **“SECTION 27. ORS 337.065 is repealed.**

14

15 **“REDUCTION OF REDUNDANCIES**

16

17 **“SECTION 28. (1) The Department of Education shall study the re-**  
18 **porting requirements imposed on school districts, as defined in section**  
19 **2 of this 2025 Act.**

20 **“(2) As part of the study conducted under this section, the depart-**  
21 **ment shall identify:**

22 **“(a) Requirements for school districts to report to the department;**

23 **“(b) State reporting requirements that can be decreased in fre-**  
24 **quency, eliminated or consolidated;**

25 **“(c) State reporting requirements that can be aligned with federal**  
26 **reporting requirements, including any necessary changes to state**  
27 **programs to align with federal programs; and**

28 **“(d) Statutory changes that would provide for the alignment of**  
29 **grants, programs, planning, reporting and monitoring processes.**

30 **“(3) The department shall submit a report on the study conducted**

1 under this section in the manner provided by ORS 192.245, and may  
2 include recommendations for legislation, to the interim committees  
3 of the Legislative Assembly related to education no later than De-  
4 cember 15, 2026.

5  
6 **“DISTRICT STANDARDS**

7  
8 **“SECTION 29. (1) The Department of Education shall contract with**  
9 **a public or private entity to review the administrative rule require-**  
10 **ments that must be met for a school district to be considered standard**  
11 **under ORS 327.103 or an education service district to be considered**  
12 **standard under ORS 334.217.**

13 **“(2) When conducting the review under subsection (1) of this sec-**  
14 **tion, the entity shall identify:**

15 **“(a) Standards that best support student outcomes and that should**  
16 **be prioritized by the department and districts.**

17 **“(b) Standards that make less significant contributions to the sup-**  
18 **port of student outcomes and can be removed.**

19 **“(c) Effective methods for enforcing whether a district is standard.**

20 **“(d) A process for a parent of a student to submit a complaint about**  
21 **noncompliance with a standard, including timelines for investigating**  
22 **and resolving the complaint. The process may require the parent to**  
23 **first attempt to resolve the complaint with the district when the**  
24 **complaint involves specified types of standards.**

25 **“(3) The department shall submit a report on the review required**  
26 **under this section in the manner provided by ORS 192.245, and may**  
27 **include recommendations for legislation, to the interim committees**  
28 **of the Legislative Assembly related to education no later than De-**  
29 **cember 15, 2026.**

30 **“SECTION 30. Section 29 of this 2025 Act is repealed on January 2,**

1 **2027.**

2 **“SECTION 31.** ORS 326.051 is amended to read:

3 “326.051. Subject to ORS 417.300 and 417.305:

4 “(1) In addition to such other duties as are prescribed by law and pursu-  
5 ant to the requirement of ORS chapter 183, the State Board of Education  
6 shall:

7 “(a) Establish **and enforce** state standards for public kindergartens and  
8 public elementary and secondary schools consistent with the policies stated  
9 in ORS 326.011, **including providing a process for a parent of a student**  
10 **to file a complaint about noncompliance with a standard.**

11 “(b) Adopt rules for the general governance of public kindergartens and  
12 public elementary and secondary schools.

13 “(c) Prescribe required or minimum courses of study.

14 “(d) Adopt rules for public kindergartens and public elementary and sec-  
15 ondary schools consistent with the policy stated in ORS 342.437.

16 “(e) Adopt rules regarding school and interscholastic activities.

17 “(f) Adopt rules that provide that no public elementary or secondary  
18 school shall discriminate in determining participation in interscholastic ac-  
19 tivities. As used in this paragraph, ‘discrimination’ has the meaning given  
20 that term in ORS 659.850.

21 “(g) Adopt rules that will eliminate the use and purchase of elemental  
22 mercury, mercury compounds and mercury-added instructional materials by  
23 public elementary and secondary schools.

24 “(2) The State Board of Education may:

25 “(a) Consistent with the laws of this state, accept money or property not  
26 otherwise provided for under paragraph (b) of this subsection, which is do-  
27 nated for the use or benefit of the public kindergartens and public elemen-  
28 tary and secondary schools and use such money or property for the purpose  
29 for which it was donated. Until it is used, the board shall deposit any money  
30 received under this paragraph in a special fund with the State Treasurer as

1 provided in ORS 293.265 to 293.275.

2 “(b) Apply for federal funds, accept and enter into any contracts or  
3 agreements on behalf of the state for the receipt of funds from the federal  
4 government or its agencies and disburse or expend the federal funds as pro-  
5 vided by ORS 327.128. This paragraph applies to federal funds to be used for:

6 “(A) Educational purposes, including but not limited to any funds avail-  
7 able for the school lunch program;

8 “(B) Career and technical education programs in public elementary and  
9 secondary schools; and

10 “(C) Any grants available to the state or its political subdivisions for  
11 general federal aid for public kindergartens, public elementary schools and  
12 public secondary schools and their auxiliary services, improvement of  
13 teacher preparation, teacher salaries, construction of school buildings, ad-  
14 ministration of the Department of Education and any other educational ac-  
15 tivities under the jurisdiction of the State Board of Education.

16 “(c) Adopt rules to administer the United States Department of  
17 Agriculture’s National School Lunch Program and School Breakfast Program  
18 for public and private prekindergarten through grade 12 schools and resi-  
19 dential child care facilities.

20 **“SECTION 32.** ORS 334.217 is amended to read:

21 “334.217. (1) The State Board of Education by rule shall establish **and**  
22 **enforce** standards to determine the adequacy of services and facilities pro-  
23 vided by the education service districts. In establishing such standards, the  
24 state board shall:

25 “(a) Consider the most economic method of providing services and facili-  
26 ties, the quality of the services and facilities according to the best educa-  
27 tional standards, and the needs of the students[.]; **and**

28 “(b) **Provide a process for a parent of a student to file a complaint**  
29 **about noncompliance with a standard.**

30 “(2) When the Superintendent of Public Instruction determines pursuant

1 to rule that an education service district is nonstandard, the district desig-  
2 nated nonstandard shall file a plan to meet standards over a specified period  
3 of time. The Superintendent of Public Instruction may accept, reject or  
4 modify the plan and order the nonstandard district to comply with the plan  
5 as approved by the superintendent. Once a plan is approved, the district shall  
6 be conditionally standard until all deficiencies are corrected. If a district  
7 corrects all deficiencies, the district shall be designated as standard. The  
8 district shall have 180 days from the date the plan is accepted to make all  
9 corrections. After that time, the Superintendent of Public Instruction may  
10 impose sanctions on the district if the district has not made the necessary  
11 corrections.

12 “(3) The state board shall establish by rule appropriate sanctions for  
13 noncompliance. The sanctions may include:

14 “(a) Mandatory merger of the nonstandard education service district with  
15 a contiguous education service district that is standard;

16 “(b) The sanctions described in ORS 342.173, if applicable;

17 “(c) The withholding of funds from the State School Fund;

18 “(d) The removal of the superintendent of the education service district;

19 “(e) The temporary governance of the education service district by the  
20 state board; or

21 “(f) Dissolution of the education service district.

22 **“SECTION 33. (1) The amendments to ORS 326.051 and 334.217 by**  
23 **sections 31 and 32 of this 2025 Act become operative on July 1, 2026.**

24 **“(2) When adopting rules for the purposes of determining how to**  
25 **enforce standards and of providing a complaint process for a parent**  
26 **to file a complaint about noncompliance with a standard, including the**  
27 **timelines for the investigation and resolution of a complaint, the State**  
28 **Board of Education shall take into consideration the review conducted**  
29 **as provided by section 29 of this 2025 Act.**

30

1                                   **“DEPARTMENT OF EDUCATION REPORT**

2  
3           **“SECTION 34. No later than December 15, 2025, the Department of**  
4 **Education shall submit a report in the manner provided by ORS 192.245**  
5 **to the interim committees of the Legislative Assembly related to edu-**  
6 **cation. The report must provide a summary of:**

7           **“(1) The administrative and organizational changes made to the**  
8 **department between January 1, 2025, and December 1, 2025, to:**

9           **“(a) Improve grant consolidation, reporting, data collection and**  
10 **public transparency before the 2026-2027 school year;**

11           **“(b) Improve and align internal operations across programs and**  
12 **offices in the department before the 2026-2027 school year; and**

13           **“(c) Organize state and regional efforts to elevate best practices and**  
14 **responsive support for school districts before the 2026-2027 school year.**

15           **“(2) The status on the implementation of the provisions of this 2025**  
16 **Act.**

17           **“SECTION 35. Section 34 of this 2025 Act is repealed on January 2,**  
18 **2026.**

19  
20                                   **“MISCELLANEOUS**

21  
22           **“SECTION 36. The unit captions used in this 2025 Act are provided**  
23 **only for the convenience of the reader and do not become part of the**  
24 **statutory law of this state or express any legislative intent in the**  
25 **enactment of this 2025 Act.**

26           **“SECTION 37. This 2025 Act being necessary for the immediate**  
27 **preservation of the public peace, health and safety, an emergency is**  
28 **declared to exist, and this 2025 Act takes effect on its passage.”.**