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Date: April 7, 2025  
To: Senate Education Committee  
From: Parasa Chanramy, COSA  
Subject: COSA Testimony on SB 141 - 3 and - 4 Amendments

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Good Morning Chair Frederick, Vice Chair Weber, and Members of the Senate Education Committee:

For the record, Parasa Chanramy with COSA. We are here to speak in support of Senate Bill 141 with the -3 and the forthcoming -4 amendment.

As we've stated before, we're all in for shared accountability for the right things, and with meaningful and effective support in place. In our work, the details matter and we appreciate the Governor's office working with us to help further refine key components of this bill.

**Strengthening shared accountability.** The amendments require ODE to report on their implementation progress, and state that the Department must complete key work streams ahead of the 2026-2027 school year. Those key work streams include:

- Improve grant consolidation, reporting, data collection and public transparency;
- Align internal operations across programs and offices in the Department; and
- Organize state and regional efforts to elevate best practices and responsive support for school districts

All of these changes are critical to ensuring that ODE is able to provide high-quality, consistent, and coordinated support to districts.

**Ensuring high-quality support on the ground.** The amendments elevate the importance of highly skilled and experienced teams, coaches and experts who can provide support on-site. For example:

- A requirement that folks providing support have at least seven years of experience in systems change, curriculum and instruction, leadership, finance, human resources, school district board governance, local district continuous improvement plans, labor and management relations or community engagement.
- And to the greatest extent practicable, student success teams shall assist school districts in person and while on-site at the school district.

In implementation, our hope is that when providing support to districts, the Student Success Teams have experience working in school districts/schools with similar demographics and communities (rural/urban/suburban) as the districts they are supporting.

**Directed spending plans.** The amendments require ODE to present their plan to the school board no later than January 31st, and require that the Department partner with an organization that specializes in K-12 finance to help provide additional training and consultation for directed spending plans.

**In implementation, we also must ensure that there are clear guardrails for directed spending.**

- **For up to 25% of State School Fund directed spending.** At a minimum, directed spending should be in compliance with i) local Oregon budget laws, ii) negotiated employee contracts; iii) other contractual obligations (ex. transportation and debt service); and take into consideration iv) district policies (ex. fund balance); and v) maintenance of effort.
- **For Student Investment Account directed spending.** At a minimum, direct spending is in compliance with i) local budget laws and ii) within the allowable uses for Student Investment Account. Additionally, the Department should take into consideration community engagement data and consider how directed spending may have an unintended impact on other Integrated Programs.

**Refining entry and exit criteria from intervention.** The amendments articulate that these details will further be developed in the rulemaking process. In implementation, we believe that the Department:

- Should review multiple criteria and measures that also include a district's interim assessment data for entry/exit from intervention;
- Consider school level data for districts with multiple schools
- Communicate – verbally and in writing – with districts ahead of the start of an intervention period i) why a district is identified for intervention, ii) what support will be provided; and iii) what criteria must be met to exit based on a shared framework for district improvement.

**Elevating the value of interim assessments.** The amendments permit the use of district adopted interim assessments, as long as they are on an state-approved list (note: COSA would like to see the number of approved interim tests be increased). The amendments also increase the number of times interim assessment data are reviewed with building level leaders and school boards. Interim assessments allow us to track student growth throughout the year. We appreciate the inclusion of these assessments into our state accountability system so that we have actionable data to inform our improvement efforts.

Thank you again for the opportunity to testify today. We look forward to our continued work together to strengthen our accountability system with clear goals and meaningful support systems in place so we can support the success of each and every student in Oregon.