



LPRO: LEGISLATIVE POLICY AND RESEARCH OFFICE

K-12 EDUCATION REFORM, 1985-2017

BACKGROUND BRIEF

In 1983, the National Commission on Excellence in Education published its report titled *A Nation at Risk*. The report detailed challenges facing the United States' kindergarten through 12th grade education systems and ushered in an era of education reform aimed at improving student achievement. Broadly defined, education reform consists of policy efforts at the national, state, or local level to improve outcomes for students by making changes to education systems.

In the intervening 35 years, Oregon has enacted and modified or repealed several large-scale reform measures, a few ballot initiatives, and many small-scale bills. Listed below are key state and federal legislation, ballot initiatives, state board actions, and court decisions arranged chronologically by year.

1985

House Bill 2943 defined basic education in elementary and secondary schools and specified the subject matter to be taught. The state assumed primary responsibility for funding basic education and the State Board of Education (SBE) was directed to establish curriculum goals and testing procedures.

The measure was to take effect only if a retail sales tax was approved by voters.

School Districts: 309
Public Schools: no data
Students: 447,527

1987

Senate Bill 524 established the Oregon Pre-Kindergarten Program administered by the Oregon Department of Education (ODE). The program was funded via competitive grants and included a parent education component.

School Districts: 306
Public Schools: 1,222
Students: 449,307

House Bill 2020 established the School Improvement and Professional Development program to encourage the development of educational goals for schools and provide for grants-in-aid for professional development. The bill also established a beginning teacher support program including the use of mentor teachers. In addition, the measure created the Oregon Teacher Corps to provide academic loans to potential teachers.

House Bill 2768 abolished the Oregon Educational Coordinating Commission, replacing it with the Oregon Office of Educational Policy and Planning headed by a governor-appointed director. The measure provided for the establishment of a seven-member advisory council.

House Bill 3379 created a Governor’s Commission on School Funding Reform to identify options to reduce the reliance on local property taxes for funding elementary and secondary education in Oregon. The bill required that the commission submit its recommendations to the 1989 Legislative Assembly.

1988

On September 1, the Governor’s Commission on School Funding Reform issued its report, “Small Steps to a Distant Goal.” The commission proposed state assurance of a basic education program for students and equity for taxpayers. It recommended the following legislative actions:

*School Districts: 304
Public Schools: 1,214
Students: 455,895*

- changes to school district tax bases;
- prohibiting operating levies from 1989 to 1991;
- providing \$150 million for offset against school property taxes in the next biennium and smaller offsets in subsequent biennia;
- modifying the basic school support formula;
- providing additional state support for select school districts;
- providing additional state funding for educating students with severe disabilities;
- increasing the state’s role in assessment and evaluation of educational programs, including statewide testing, a six-year cycle for standardization visits, and annual self-evaluation by districts;
- defining and determining the cost of basic education;
- establishment of a Basic Education Guaranteed Funding Program;
- requiring the state to fully fund the cost of all mandates that increase local expenditures;
- requiring all school districts to provide K-12 education; and
- instructing the Office of Educational Policy and Planning to study district reorganization.

1989

Senate Bill 1018 established the Oregon Coordinating Council for Children and Families and required coordination of services among the Department of Human Services, ODE, and the Oregon Youth Services Commission.

*School Districts: 303
Public Schools: 1,206
Students: 461,752*

House Bill 2001 established a statewide 21st Century Schools Program, allowing school districts to apply to SBE for waivers of certain requirements to innovate the way schools were managed, organized, and financed. The bill required districts to apply for the program, and include in each application the goals of the proposed program, the measurable outcomes, and the statutes or rules that would need to be waived to accomplish the stated goals. The measure required that districts submit annual reports

for each approved program to an advisory committee and required the Oregon Department of Education (ODE) to oversee implementation.

House Bill 2306 removed the Teacher Standards and Practices Commission's (TSPC) authority to establish degree-granting requirements for public and private teacher education programs. The measure also repealed the requirement for teachers to attend continuing professional development in order to renew teaching certificates.

SBE adopted Oregon Administrative Rule 581-022-0503, requiring 990 hours of instructional time in grades 9 through 12, 900 hours in grades 4 through 8, 810 hours in grades 1 through 3, and 450 hours in kindergarten.

1990

In May's primary election, voters passed Measure 5A, which was an advisory question referred by the 1989 legislature asking voters whether the current system of financing public schools should be changed. Measures 5B through 5E, which related specifically to increasing certain types of taxes, all failed in the same election.

*School Districts: 300
Public Schools: 1,190
Students: 472,394*

In November's general election, Measure 5 passed, amending the Oregon Constitution to establish limits on property taxes. The measure established a limit of \$5 per \$1000 real market value for school taxes. If taxes exceed this limit, then each taxing district had its tax rate proportionately reduced until the limit was reached.

1991

Senate Bill 122, the Minority Teacher Act of 1991, established a state goal that the number of minority teachers employed in public schools would be proportional to the number of minority students by 2001.

*School Districts: 300
Public Schools: 1,190
Students: 472,394*

Senate Bill 814 created the State School Fund and the School Funding Equalization Formula. Previously, the state had provided basic support to districts on a per-pupil basis. The new formula took into account the needs of each district's student population by assigning weights to students based on need, and then distributing funding based on each district's weighted population.

Senate Bill 917 required the merger of all school districts not offering K-12 education.

House Bill 2098 repealed administrative school district statutes and changed school district merger procedures. School district administrative statutes were established in 1957 and required detailed reorganization plans at the local level as part of school district mergers. This bill simplified school district merger procedures by repealing the 1957 requirements.

House Bill 2108 revised requirements for the revocation of teaching certificates, allowing the Teacher Standards and Practices Commission (TSPC) to consider a crime committed and its circumstances when determining revocation or denial of renewal.

House Bill 2109 established a uniform student accounting system and prescribed the minimum information that ODE could collect from local education agencies.

House Bill 2421 abolished the Oregon Textbook Commission and gave responsibility for setting guidelines and criteria to SBE.

House Bill 3565, also called The Oregon Educational Act for the 21st Century, provided for extensive changes for early childhood through adult learning, to be gradually implemented over the next 20 years. ODE and the Office of Community College Services were to take the lead in implementing the plan. The measure required constant legislative oversight, evaluation, and action. The measure provided assurance that mandated changes would not be enforced against local districts unless adequate state funding was available. The bill required:

- SBE to adopt upgraded curriculum goals and essential learning skills by 1992;
- ODE to continue and expand a public accountability system, including on-site school standardization visits; monitoring of local school district self-evaluations; statewide testing of all students in grades 3, 5, 8, and 10; and collection of data for an annual statewide report card;
- establishment of site-based management committees with teachers as the majority of members in every district by 1994 and in every school by 1995;
- SBE to appoint “Distinguished Oregon Educators” beginning in 1992-93 to act as technical advisors and offer assistance to school districts;
- the Board of Higher Education to develop programs of research, teacher and administrator preparation, and continuing professional development by 1993;
- pre-K program to serve 50 percent of Head Start-eligible children by 1996 and 100 percent by 1998; as federal funds increase, state funds must be used to extend the program to families whose incomes exceed the federal limits;
- ODE to administer Early Childhood Education Improvement Program, offering incentives to school districts willing to develop innovative solutions and introducing some Head Start concepts into the lower primary grades; SBE to report to the legislature in 1993 on the feasibility of implementing nongraded K-3 programs in all public schools;
- ODE to develop plans to meet the learning and developmental needs of middle school students and report to the legislature in 1993;
- SBE to prepare guidelines and models for school choice by July 1, 1992;
- all high schools to offer Certificates of Initial Mastery (CIM) at the 10th grade level beginning in 1996-1997. After earning CIM, students will be entitled to attend any public educational institution in the state that will enroll them and that offers the Certificate of Advanced Mastery (CAM);

- all high schools to offer the CAM beginning in 1997-1998, involving at least two years of study or work combined with study, and offering college preparation and at least six broad occupational categories of academic professional technical endorsements;
- ODE to establish learning centers by 1995 to help students no longer in school to earn certificates;
- SBE to propose rules by 1993 for students who wish to work during the school year and have not earned their CIMs; and
- ODE to conduct research with the goal of gradually lengthening the school year to 220 days (in contrast to the existing 175 days) by 2010, subject to review by the legislature.

1993

Senate Bill 26 reorganized Education Service Districts (ESDs). The measure outlined regions and service areas, specified expectations, changed election procedures for boards, expanded duties, and codified procedures for mergers and boundary changes.

School Districts: 295
Public Schools: 1,217
Students: 510,122

House Bill 2500 and House Joint Resolution 10 would have implemented a sales tax to be directed to education. HJR 10 was referred to voters by the 1993 legislature as a means of providing replacement school funding required under the property tax limitation adopted in Ballot Measure 5 (1990). Because the ballot measure did not pass, the bill never took effect.

House Bill 3171 created the School Facility Improvement Fund. The Fund was set up to receive lottery proceeds to create jobs and further economic development by funding improvements to public school facilities. The legislation included provisions outlining the grant program requirements for school districts.

House Bill 3371 modified school district reduction-in-force procedures. The bill repealed requirements that affirmative action policies for women and minorities must be maintained when school districts lay off teachers or administrators.

1995

Senate Bill 262 corrected unconstitutional provisions in the ESD tax base system. The bill established that the 21 ESDs be designated by the SBE, and that any boundary changes be considered annexations by the new districts under the Oregon Constitution.

School Districts: 251
Public Schools: 1,213
Students: 521,945

House Bill 2991 modified the Schools for the 21st Century program passed in 1989 and the Oregon Educational Act for the 21st Century passed in 1991. The bill:

- allowed school districts to retain control over course content, format, materials, and teaching methods;
- required SBE to regularly review Common Curriculum Goals, including essential learning skills and rigorous academic content standards;
- required SBE to create a process for approval and waiver of board rules and regulations for pilot programs;
- required SBE to prepare guidelines and models for districts to pursue public choice programs by July 1, 1996;
- required improvement plans to improve efficiency and use of resources and allowed improvements to include magnet schools, public-private partnerships, safety programs, or others;
- required improvement plans to include short-term and long-term staff development plans, and encouraged the involvement of community members, parents, teachers, and others;
- required SBE to adopt standards and requirements for CIM by the 1995-1996 school year and adopt standards and requirements for CAM by March 1, 1997;
- required districts to institute CIM and CAM programs within two years of the bill's passage;
- required all students to complete at least two years of second language study;
- required ODE to implement a statewide assessment system and study the extended school year plan prior to implementation;
- required establishment of a 21st Century Schools Council in each school, with duties including developing professional development plans for school staff, improving the school's instructional program, developing and coordinating the school's improvement plan, and administering professional development grants; and
- repealed the Distinguished Oregon Educator program.

Measure 21 amended the constitution to allocate state lottery revenues for financing education.

1997

Senate Bill 880 created a Successful Schools Program and revised teacher and administrator employment statutes. The bill declared a policy of rewarding schools that meet educational improvement goals and directed SBE to establish a system of identifying successful schools and dispensing appropriate rewards. The measure required:

- SBE to consider statewide assessment results and achievement of school improvement plans;
- districts to employ teachers on renewable two-year contracts, eliminating tenure; and

School Districts: 220
Public Schools: 1,222
Students: 537,854

- districts to employ administrators on renewable three-year contracts.

In cases of non-renewal, districts were required to place teachers on programs of assistance for improvement. Non-extensions could be appealed to the Fair Dismissal Appeals Board. Under the measure, teachers could not be dismissed, laid off, or non-extended based on salary. All disciplinary actions were required to be placed in a teacher's permanent personnel file. Districts could be reimbursed by ODE for all or part of the costs related to dismissal of a contract teacher or non-extension of a contract when the district prevailed.

Administrators could appeal dismissals, but not non-renewals. For permanent teachers, the bill added violations of district rules as grounds for dismissal.

Senate Bill 917 abolished the Oregon Office of Educational Policy and Planning and divided its responsibilities between the Oregon State Scholarship Commission and the newly created Education and Workforce Policy Advisor position. The measure also dissolved the Oregon Educational Advisory Council and abolished regional workforce quality committees.

House Bill 3031 delayed the implementation timeline for the Certificate of Advanced Mastery (CAM) program, removing the requirement for districts to implement the program within two years after SBE adopted standards and rules. The bill extended the deadline for districts to institute programs until 2004. The bill required ODE to offer incentives to districts to implement the program.

Ballot Measure 50 reduced property taxes for 1997-1998 and enacted controls on their future growth. It also switched property taxes to permanent rates, reduced assessed values, and limited the annual growth of assessed value. The measure had a significant impact on local funding for school districts.

1999

Senate Bill 100 established a process for creating public charter schools as either new entities, conversions from existing public schools, or existing alternative education programs. The measure required a charter school to be approved and sponsored by a local school district or by SBE if the local board declined. The bill allowed charters to be approved for up to five years.

*School Districts: 220
Public Schools: 1,275
Students: 542,809*

Senate Bill 367 designated ESDs as either standard, nonstandard, or conditionally standard as defined by rules adopted by SBE. Standard ESDs were those which met all standards; conditionally standard ESDs were those which failed to meet standards but submitted a corrective plan; and nonstandard ESDs were those which failed to meet standards and failed to submit or adhere to corrective plans.

Senate Bill 1329 directed the Superintendent of Public Instruction (SPI) to produce performance reports on schools and school districts that included information on student

performance, student behavior, and school characteristics, and assign grades to those schools based on the performance report findings. Each district was required to send a copy of the district and school performance reports to each parent or guardian of a child enrolled in the district. Criteria for school grades was to be established by SBE in consultation with parents, teachers, school boards, and school administrators. The bill required schools earning low or unacceptable performance grades to file a school improvement plan with the SPI, the district board, and the school's 21st Century Schools Council. The bill required that school improvement plans must be available at the school and at district offices.

House Bill 2753 allowed school districts to seek voter approval of local option property taxes. The measure did not allow local option tax revenues to be included in the local revenue portion of the school equalization formula, which would have reduced state funding.

House Bill 3042 delayed the requirement, established in 1995, that students must complete two years of second-language instruction by three years, from the 2001-2002 school year to the 2004-2005 school year.

House Bill 3633 created an Education Leadership Team to make recommendations regarding a definition of accountability within the educational process and to review recommendations made by the Educational Leadership Summit. The bill directed the Superintendent of Public Instruction to propose an Educational Leadership Summit to be held in February 2000. Summit participants were directed to study the latest research-based education improvement practices and develop positions on education issues identified and prioritized by the Education Leadership Team. Education subjects to be prioritized by the team were specified in the bill, as were participants in the summit. The bill required the Education Leadership Team to form subcommittees to review summit recommendations.

2000

Ballot Measure 1, or the Oregon Public School Funding and Equalization Amendment, required the legislature to fund school quality goals adequately, issue a report if it was unable to do so, and establish equalization grants.

*School Districts: 198
Public Schools: 1,277
Students: 545,033*

2001

Senate Bill 65 eliminated the requirement that students take two years of foreign-language instruction.

*School Districts: 198
Public Schools: 1,273
Students: 546,231*

Senate Bill 259 modified the mission of ESDs, changed board membership, and deleted the requirement that ESDs provide curriculum improvement services and special education programs. It allowed for the provision of these services with the consent of each ESD's component districts.

Senate Bill 260 created the ESD distribution formula, phasing in funding equalization on a per-weighted-student basis. The bill also limited revenue reductions for high-resource ESDs and set minimum state and local revenue targets.

Senate Bill 811 encouraged districts to implement programs to improve student performance, added student participation levels in statewide testing as a factor in determining a school's overall grade on school report cards, and directed ODE to include specific information on school and school district report cards. The bill modified SB 1329 (1999).

House Bill 2295 established the Oregon Quality Education Commission (QEC) and required the Governor and legislature to issue reports on education funding sufficiency in accordance with Ballot Measure 1. It required the Governor to appoint members to the commission, subject to Senate confirmation. The measure directed the QEC to determine the following:

- quality goals for state K-12 public education;
- the level of funding sufficient to ensure the system meets the quality goals;
- best practices;
- current practices, costs, and expected performance; and
- best practices and the costs and expected performance under those practices.

The measure required reports to indicate whether the legislature's budgeted amount was sufficient to fund the model determined by the QEC and the reasons for, and effects of, any insufficiencies.

House Bill 2298 created the School Improvement Fund, linked to the Quality Education Commission, to achieve the outcomes established under the Oregon Educational Act for the 21st Century.

The U.S. Congress enacted No Child Left Behind (NCLB), which required every state to deliver statewide assessments for students in grades 3 through 8, and once in high school, in English language arts and mathematics. The law required states to report results for specific subgroups of students. The law required states to bring all students to "proficient" levels on state tests by the 2013-2014 school year. States were required to make progress toward this goal by achieving "adequate yearly progress," or AYP. Specific measures were written into the law for schools that failed to make AYP. The law also required states to ensure that its teachers were highly qualified.

2003

Senate Bill 11 repealed county school district statutes and directed county school districts to become common school districts. Remaining county school districts included Crook County, Josephine County, Lincoln County, and Klamath County.

School Districts: 199
Public Schools: 1,263
Students: 554,071

Senate Bill 550 created a High Cost Disabilities Grant as part of the school equalization formula. The measure transferred \$12 million per year from the State School Fund into the High Cost Disabilities Account and required those funds be used to pay approved special education costs for high cost students. The bill also directed funding toward transportation and small schools, and increased the limit on the amount of school local option tax revenue excluded from local revenue in the school equalization formula. The measure allowed Portland Public Schools to transition from a gap bond tax to an operating tax and allowed ODE to use State School Fund dollars to pay debt service for bonds to finance capital improvements on Indian reservations.

House Bill 2575 allowed the TSPC to determine how long teaching licenses would be valid via the rulemaking process, eliminating statutory durations.

House Bill 2744 revised the Education Act for the 21st Century in response to reduced funding availability. The measure reduced the number of academic areas in which students must demonstrate proficiency for a Certificate of Initial Mastery (CIM) to math, English, and science. The measure prohibited ODE from requiring student portfolios as evidence of proficiency for CIM and directed SBE to establish a minimum number of work samples a student must complete in each subject to receive the CIM. The measure delayed implementation of the CAM program to 2008.

SBE adopted a revised Oregon American Indian Alaska Native Education State Plan. The plan laid out eleven goals related to the education of Native American students and the development of curricula, assessments, and access programs for both early learning and higher education.

2005

Senate Bill 300 created the Expanded Options Program, allowing high school students to earn both high school and college credit concurrently. The measure established requirements for participating school districts, post-secondary institutions, and students.

School Districts: 198
Public Schools: 1,289
Students: 552,322

House Bill 3129 required students to complete three years of mathematics and four years of English in order to graduate from high school. The measure increased the total number of credits required for graduation to 24. The measure also allowed students to receive a diploma by meeting or exceeding the academic content standards for English or mathematics, or displaying proficiency in English and mathematics at a level established by the SBE.

House Bill 3184 made the following changes to state law:

- reduced the ESD portion of the State School Fund to 4.75 percent;
- changed the minimum funding for ESDs;

- specified the circumstances under which ESDs could provide entrepreneurial services;
- established a pilot project for three ESDs to implement a new governance structure; and
- directed ODE to review administrative and support services provided by the department, ESDs, and districts that support classroom instruction for the purpose of identifying and evaluating redundant services.

The U.S. Department of Education began offering states limited flexibility from certain provisions of the No Child Left Behind law.

2007

House Bill 2263 abolished the Certificates of Initial and Advanced Mastery (CIM and CAM) and abolished certain programs of the Oregon Educational Act for the 21st Century, enacted in 1991. The measure added elements to local district continuous improvement plans and required the SPI to assign each school a rating to identify it as outstanding, satisfactory, or in need of improvement. The bill directed ODE to design and implement a system of progressive interventions for schools and districts that did not demonstrate improvement. In addition, the measure modified provisions relating to the Oregon Report Card and allowed school districts to prepare budgets either annually or biennially. The bill directed ODE to contract with a nonprofit entity to administer a nationally normed assessment to all students in grade 10 for the purpose of predicting success on college entrance exams.

*School Districts: 197
Public Schools: 1,285
Students: 562,574*

House Bill 2574 modified the beginning teacher and administrator mentoring program, adding required qualifications and specific training for mentors. The 2007 ODE budget bill, HB 5019, appropriated \$5 million for the mentoring program, the first funding in over 10 years.

House Bill 2848 required the awarding of modified diplomas to students who did not otherwise meet general graduation requirements if the students met requirements established by SBE. The measure also required the awarding of alternative certificates to any students who met requirements established by the school district or charter school. The measure allowed students with either a modified diploma or an alternative certificate the option of participating in graduation ceremonies.

House Bill 3141 required elementary schools to provide 150 minutes and middle schools to provide 225 minutes of physical education each week.

2008

Senate Bill 1068 required school districts to offer half-day kindergarten free of charge and permitted school districts and

*School Districts: 197
Public Schools: 1,297
Students: 565,586*

charter schools to charge tuition for supplemental kindergarten through the 2009-2010 school year.

2009

Senate Bill 44 established the Full-Day Kindergarten Implementation Committee, which was tasked with proposing legislation for a method to fund full-day kindergarten programs no later than October 1, 2010.

School Districts: 197
Public Schools: 1,305
Students: 575,393

Senate Bill 767 defined virtual public charter schools, required those schools to employ only highly qualified licensed teachers as defined in the bill, prohibited for-profit entities from employing virtual school employees unless already employed under contract, and established other regulations for virtual charter schools. The measure also established the Online Learning Task Force, which was directed to prepare a report on academic and operational issues for online education and legislation. The bill imposed a moratorium on approval of charters for virtual schools that would be established on or after the effective date of the Act, the number of students in a virtual school as of May 1, 2009, and SBE waivers of any provision of the public charter school statute for virtual schools.

House Bill 2507 codified the modified diploma requirements established by SBE and added extended high school diplomas that require completion of 12 credits. To receive an extended diploma, a student must have:

- a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
- a documented history of a medical condition that creates a barrier to achievement.

Students must have participated in an alternate assessment for two or more assessment cycles beginning in grade 6 or earlier.

In *Pendleton School District v. State of Oregon*, the Oregon Supreme Court ruled that although the legislature had failed to fully fund public schools, Oregon voters in passing Measure 1 (2000) did not intend to achieve the level of funding required by the amendment through judicial enforcement.

2010

House Bill 3660 allowed SBE to determine whether to grant a waiver of residency requirements for certain existing virtual charter schools. The bill directed SBE to develop a proposed governance model for virtual public schools and conduct funding reviews for online education and participation rates of students with special needs in virtual public schools. The measure required virtual public schools to use the same budget and accounting systems as other public schools, as well as licensure of administrators.

School Districts: 197
Public Schools: 1,301
Students: 582,839

SBE adopted the Common Core State Standards, a set of educational standards developed jointly by the National Governors Association and the Council of Chief State School Officers.

2011

Senate Bill 24 eliminated the alternative methods students could use to satisfy mathematics or English credit requirements for high school graduation.

School Districts: 197
Public Schools: 1,296
Students: 570,720

Senate Bill 248 encouraged school districts to provide full-day kindergarten by doubling the State School Fund distribution for kindergarten students attending full-day programs beginning with the 2015-16 school year.

Senate Bill 250 allowed districts in certain counties to withdraw from and rejoin ESDs. The measure set out requirements for districts wishing to leave their ESDs. The measure created the Office of Regional Education Services and required ESDs to produce annual reports related to their performance and finances.

Senate Bill 253 revised the mission and purpose of post-secondary education and set numerical goals by 2025. These goals included at least 40 percent of adult Oregonians possessing a bachelor's degree or higher, at least 40 percent of adult Oregonians possessing an associate's degree or post-secondary credential, and the remaining 20 percent or less of all adult Oregonians earning a high school diploma.

Senate Bill 290 directed SBE and TSPC to adopt statewide core teaching standards. Core teaching standards were required to be research-based; developed separately for teachers and administrators; customizable for each school district; included and used in all evaluations; and measurable by multiple indicators of proficiency.

Senate Bill 552 designated the Governor as Superintendent of Public Instruction and directed the Governor to appoint a Deputy Superintendent subject to Senate confirmation.

Senate Bill 560 revised filing requirements for local school district continuous improvement plans by permitting ODE to require districts to report substantial changes or additions made to the plan or to certify that the plan did not receive substantial changes or additions after a self-evaluation.

Senate Bill 800 removed requirements that ODE label each school and district as outstanding, satisfactory, or in need of improvement.

Senate Bill 909 established the Oregon Education Investment Board (OEIB) to oversee a unified public education system from early childhood through post-secondary education. The measure also established the Early Learning Council under the auspices of the OEIB. The OEIB was directed to oversee consolidation of several boards,

foundations, and programs in both K-12 and higher education. The measure also created the office of the Chief Education Officer (CEdO).

House Bill 2220 required statewide assessments to show whether students meet or exceed academic content standards at grade level and show progress toward attainment of grade-level proficiency.

House Bill 2301 removed the requirement that students obtain permission from their resident school districts in order to attend virtual charter schools unless more than three percent of the district's students are enrolled in virtual charter schools not sponsored by the district.

House Bill 3362 made changes to charter school statutes and directed several state departments to collaborate on a statewide revitalization of career and technical education (CTE) programs. The measure established the Career and Technical Education Revitalization Grant Program to fund enhanced collaboration between educational providers and employers, and eased the requirements for establishing charter schools with a CTE focus.

House Bill 3474 arose from the Task Force on Education Career Preparation and Development. The measure created the Educator Preparation Improvement Fund for the purposes of:

- advancing university and district partnerships;
- encouraging collaboration around delivery models that provide effective professional preparation;
- providing for Oregon's educator workforce needs;
- disseminating research and best practices that address the needs of Oregon schools;
- focused collaboration around initiatives that support student success and post-secondary achievement; and
- efforts to meet national accreditation standards.

The measure directed TSPC to support teachers and administrators seeking to complete national board certification and to collaborate with ODE to create a comprehensive leadership development system designed to strengthen the capacity of administrators. The measure also required TSPC and ODE to work with the Oregon Coalition for Quality Teaching and Learning to propose uniform guidelines for performance evaluation measures for teachers that align with updated national teaching standards and to report to the legislature on the status of the proposal by January 1, 2012.

House Bill 3681 allowed students to attend schools located in districts where they did not reside with the written consent of the district in which the school is located. The measure eliminated the requirement that a student obtain the approval of their resident district. The measure established deadlines and an application process and contained a sunset provision.

Through a process of issuing official waivers, the U.S. Department of Education offered states wider flexibility from key portions of No Child Left Behind in exchange for adopting certain policies.

2012

Senate Bill 1581 identified the positions that would be under the direction and control of the Chief Education Officer for matters related to the design and organization of the state's education system, and established a requirement that local education agencies sign achievement compacts as part of the budgeting process. The measure identified the following positions as being under the direction and control of the Chief Education Officer: Commissioner for Community College Services, Chancellor of Oregon University System, Executive Director of Oregon Student Access Commission, Early Childhood System Director, Executive Director of the Higher Education Coordinating Commission, and Deputy Superintendent of Public Instruction. The measure also empowered the Oregon Education Investment Board (OEIB) to establish by rule the forms, processes, and timelines for submission of achievement compacts.

School Districts: 197
Public Schools: 1,261
Students: 568,208

House Bill 4056 established a 16-member Task Force on STEM Access and Success to develop strategies that encourage students to complete coursework in science, technology, engineering, and mathematics (STEM).

On July 18, the U.S. Department of Education granted Oregon waivers from certain accountability provisions of the No Child Left Behind law.

2013

Senate Bill 529 allowed all school districts to withdraw from and subsequently rejoin their ESDs.

House Bill 2013 directed the Early Learning Council (ELC) and ODE to assist school districts with the implementation of kindergarten readiness assessments and established a related grant program. It renamed "Healthy Start Family Support Services" as "Healthy Families Oregon" and expanded that program's assessments to include children from birth to age three. The measure directed the Oregon Health Authority (OHA) and ELC to develop performance metrics for prenatal care, delivery, and infant care; and establish a grant program to support the alignment of early learning systems with health systems. The measure required the standardization of screening and referral services for a voluntary statewide early learning system and required the establishment of a permanent professional development and labor management committee for child care providers. The measure

School Districts: 197
Public Schools: 1,276
Students: 587,564

also directed ELC to establish 16 regional Early Learning Hubs to support early childhood development.

House Bill 2636 created the STEM Investment Council based on the recommendations of the Task Force on Stem Access and Success. The council was charged with the advancement of educational initiatives in science, technology, engineering, and mathematics. The Council was placed under the direction and control of the OEIB, and was to assist the Chief Education Officer in developing and implementing long-term strategies to improve STEM proficiency among Oregon students.

House Bill 3232 required OEIB and other education agencies to design and implement a series of programs representing strategic investments in education, including the Oregon Early Reading Program, the Guidance and Support for Post-Secondary Aspiration Program, and the Connecting to the World of Work Program. These initiatives were designed by OEIB to rapidly improve performance on several key measures of progress, address achievement gaps, and increase levels of educational attainment and employability.

House Bill 3233 established the Network of Quality Teaching and Learning, consisting of OEIB, ODE, and other entities.

House Bill 3234 consolidated early learning programs within ODE and established the Early Learning Division (ELD) under the control of the Early Learning Council, administered by an Early Learning System Director. The new division gained control of the Child Care Office, Oregon's Pre-Kindergarten and Early Head Start programs, and various programs formerly administered by the Commission on Children and Families.

2014

House Bill 4087 created the Task Force on School Safety under the Oregon State Police, which was to study issues relating to school safety and issue a report with recommendations.

School Districts: 197
Public Schools: 1,254
Students: 567,098

House Bill 4150 revised proficiency-based assessment and grading standards for school districts. The measure required that the superintendent of any school district using proficiency-based systems either revise the duties of an existing committee or form a new committee to oversee the development and implementation of the proficiency-based system.

2015

Senate Bill 215 ended the terms of office for OEIB board members and dissolved the board. In its place, the measure created the Chief Education Office, led by the state's existing Chief Education Officer, and established a sunset date of June 30, 2019 for the office. The bill also eliminated achievement compacts as a requirement for local education agencies.

School Districts: 197
Public Schools: 1,252
Students: 570,857

Senate Bill 447 established the Office of School Facilities within ODE and the Oregon School Capital Improvement Matching (OSCIM) program.

Senate Bill 553 limited instances under which elementary-age students could be suspended or expelled and required school districts to prevent the recurrence of behaviors that led to exclusionary discipline.

House Bill 2016 required ODE to develop and implement statewide education plans for African American students who have experienced disproportionate results in education. The bill also required ODE to form a related advisory group.

House Bill 2655 established the Student Assessment Bill of Rights, a list of rights for students and parents regarding statewide standardized testing. The bill allowed parents or guardians to excuse their children from the statewide assessments. The measure directed school districts to notify parents twice a year of the parental right to opt their students out of the tests.

House Bill 2928 created a task force to examine how class size impacts academic outcomes in Oregon. The task force endorsed class size recommendations contained in the Quality Education Model (QEM).

House Bill 3072 created the framework, including distinct accounts and biennial appropriations, for funding CTE and STEM education programs. The measure codified the general structure laid out in House Bill 3362 (2011) and created a separate account for funding STEM and CTE programs. The measure also required ODE and the STEM Investment Council to issue a biennial report to the Legislative Assembly.

House Bill 3375 modified the goals laid out by the Minority Teacher Act of 1991 and renamed it the Educator Equity Act.

House Bill 3380 directed the ELD to administer a program expanding preschool options available in the state. The “mixed delivery” preschool program would be coordinated by the Early Learning Hubs. The measure required programs to meet certain criteria for funding.

House Bill 3499 directed ODE to develop and implement a statewide plan to support students eligible for and enrolled in an English language learner (ELL) program. The measure also directed ODE to convene two work groups to deal with various ELL program policies, including uniform budget coding requirements, uniform reporting requirements, budget transparency, identifying criteria for determining if a district is not meeting students’ needs, and identification of best practices.

The Oregon School Safety Task Force issued its report, recommending four items:

1. Establish and fund a statewide tip line
2. Establish and fund a statewide threat assessment system
3. Fund and develop a statewide school floorplan database
4. Establish standardized terminology for emergency response and drills for all Oregon schools

Congress adopted the Every Student Succeeds Act (ESSA) as a replacement for No Child Left Behind (NCLB). ESSA granted states increased flexibility and required each state to submit a plan to the U.S. Department of Education for approval.

SBE amended its administrative rule relating to instructional time. The new rule required 966 hours in 12th grade, 990 hours in grades 9 through 11, and 900 hours in grades K through 8. The new rule required that at least 90 percent of all students were scheduled to receive the minimum number of instructional hours and contained provisions relating to online instruction.

2016

House Bill 4075 established a statewide school safety tip line operated by the Oregon State Police. The bill was the implementation of the first recommendation in the School Safety Task Force's report.

*School Districts: 197
Public Schools: 1,255
Students: 576,407*

Measure 98, requiring direct funding to school districts to increase high school graduation rates, passed. The measure identified three specific areas for funding:

1. Career and technical education programs in high schools;
2. College-level educational opportunities for students in high schools; and
3. Dropout prevention strategies in high schools.

2017

Senate Bill 13 directed ODE to develop a curriculum relating to the Native American experience in Oregon and provide professional development related to the curriculum. The bill also required school districts to implement the curriculum after its creation.

*School Districts: 197
Public Schools: 1,329
Students: 578,947*

Senate Bill 182 repealed the Network of Quality Teaching and Learning and established the Educator Advancement Council, charged with duties related to the distribution of resources for professional learning supports and the development of local educator networks across Oregon. The measure required the Chief Education Office (CEdO) and ODE to provide strategic direction and support to the council. The measure also required the ELD to establish policies and practices with the council that address specified early learning needs, and authorized the Higher Education Coordinating Commission to award scholarships to culturally and linguistically diverse teacher candidates.

House Bill 2246 amended ballot measure 98 and the requirements established for school districts using funds provided. The bill required districts receiving between \$100,000 and \$350,000 to use portions of the funds on both career and technical education and either college-level educational opportunities or dropout prevention strategies. The bill required districts receiving over \$350,000 per year to use funds in all three areas (career and technical education, college-level educational opportunities, and dropout prevention strategies). The bill allowed districts to use a certain amount of funding for 8th grade programs and established certain planning and implementation requirements.

Oregon's ESSA Plan was approved by the U.S. Department of Education.

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