



LPRO: LEGISLATIVE POLICY AND RESEARCH OFFICE

HISTORY OF PREK-12 EDUCATION REFORM, 1985-2022

BACKGROUND BRIEF

Education reform includes policy efforts at the national, state, or local level to improve outcomes for students by making changes to education systems. In 1983, the National Commission on Excellence in Education published its report titled [A Nation at Risk](#).¹ The report detailed challenges facing the United States' kindergarten through 12th grade education systems and ushered in an era of nationwide education reform aimed at improving student achievement.

SUMMARY

This brief provides a history and timeline of key state and federal legislation, administrative rules and decisions, ballot initiatives, state board actions, and court decisions related to education reform since 1985.

In order to promote readability, this brief codes education reform events using the symbol key in Table 1. Events may contain policies related to more than one policy area and are identified accordingly. [Appendix 1](#) provides a listing of events sorted by topic.

Table 1: Symbol Key for Education Reform Topics

Symbol	Education Reform Policy Type
A	Related to the organization and administration of schools and districts and school facilities and related programs
T	Related to teacher development, training, and certification
\$	Related to school, program, or state funding
C	Related to school curriculum, school days, hours of instruction, textbooks, and requirements for graduation
H	Related to student health and safety

Source: Legislative Policy and Research Office

This brief is intended only to provide historical context for education reform efforts and is not intended to provide complete policy background for all related topics. Detailed briefs on specific education topics are available on the LPRO website.

¹ National Commission on Educational Excellence. [A Nation at Risk](#). Washington, D.C., April 1983.

This brief is organized by year. Policy events are color-coded to identify the policy type as shown in Table 1. All identified policy changes are hyperlinked, where possible, to the relevant text.²

1985

House Bill 2943 A \$ C

HB 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.

1987

Senate Bill 524 A \$

SB 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.

House Bill 2020 A T \$

HB 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 A

HB 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 A \$

HB 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.

² Oregon legislative measures from 2007 forward are linked to the Oregon Legislative Information System; legislative measures from 1999 to 2006 are linked to the Oregon Session Laws for the appropriate session; legislative measures from 1995 to 1998 are linked to the enrolled measure text; and legislative measures before 1995 can be found in the physical copies of the Oregon Session Laws, available in the LPRO research library. Oregon ballot measures and voter referrals before 2003 or which were not enacted are linked to the appropriate voter pamphlet; enacted ballot measures and voter referrals from 2003 or later are linked to the Oregon Session Laws for the session immediately following enactment.

1988

Governor’s Commission on School Funding Reform report: “Small Steps to a Distant Goal.” A \$

The commission proposed state assurance of a basic education program for students and equity for taxpayers. It recommended the following legislative actions:

- 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;
- establishing 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 H

The measure 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.

House Bill 2001 A \$

HB 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 T

HB 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.

Oregon Administrative Rule 581-022-0503 (Instructional Time) C

The SBE adopted administrative rules 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

Ballot Measure 5A \$

In May's primary election, voters passed Measure 5A, which was an advisory question referred by the 1989 Legislative Assembly 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.

Ballot Measure 5 \$

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 A

SB 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.

Senate Bill 814 A \$

The measure 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 A

The measure required the merger of all school districts not offering K-12 education.

House Bill 2098 A

HB 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 T

The measure 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 A

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

House Bill 2421 C

The measure abolished the Oregon Textbook Commission and gave responsibility for setting guidelines and criteria to the State Board of Education.

House Bill 3565 A T \$ C H

HB 3565, 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 1992-1993 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 Legislative Assembly 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 A

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

House Bill 2500 and House Joint Resolution 10 \$

The measures 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 A \$

HB 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 A

HB 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 A \$

SB 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.

House Bill 2991 A T C

HB 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;
- 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.

Ballot Measure 21 \$

BM 21 amended the Oregon Constitution to allocate state lottery revenues for financing education.

1997

Senate Bill 880 A T

SB 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
- 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 A

SB 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 A C

HB 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, required districts to demonstrate continued progress toward development and implementation, and required ODE to offer incentives to districts to implement the program.

Ballot Measure 50 \$

Oregon voters enacted the measure which 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 A

SB 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.

Senate Bill 367 A

SB 367 required the Superintendent of Public Instruction to adopt rules for the classification of ESDs as either standard, nonstandard, or conditionally standard. Standard ESDs were those that met all standards; conditionally standard ESDs were those that failed to meet standards but submitted a corrective plan; and nonstandard ESDs were those that failed to meet standards and failed to submit or adhere to corrective plans.

Senate Bill 1329 A

SB 1329 directed the Superintendent of Public Instruction 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 Superintendent of Public Instruction, 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 §

HB 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 C

HB 3402 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 A

HB 3633, the Project Success for Oregon's Educational Future, 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 measure 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.

Executive Order 99-15 §

EO 99-15 established a collaborative process for the executive branch's calculation of the state's current service level (CSL), the amount required for the continuation of existing education programs and services.

2000

Ballot Measure 1 §

Ballot Measure 1, 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.

2001

Senate Bill 65 C

The measure eliminated the requirement that students take two years of foreign-language instruction and added a requirement for all Oregon students to have the opportunity to participate in music curriculum.

Senate Bill 259 A

SB 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 §

SB 260 created the Education Service District (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 A

SB 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 A §

HB 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;
- 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 §

HB 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.

H.R.1. - No Child Left Behind Act of 2001 A T C

The U.S. Congress enacted No Child Left Behind, 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 A

SB 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.

Senate Bill 550 A \$

SB 550 created a High Cost Disabilities Grant as part of the school equalization formula. The measure transferred \$12 million per fiscal 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 T

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

House Bill 2744 A C

HB 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.

2005

Senate Bill 300 A

SB 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.

House Bill 3129 C

HB 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 A \$

HB 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.

2007

[House Bill 2263](#) A C

HB 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 Superintendent of Public Instruction 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.

[House Bill 2574](#) A T \$

HB 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](#) C

HB 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](#) H

The measure required elementary schools to provide 150 minutes and middle schools to provide 225 minutes of physical education each week. The Department of Education was required to track the number of minutes of physical education provided to students, evaluate the physical capacity needs of schools to provide physical education, and administer a grant program to help schools and districts meet the physical education requirements of the measure.

2008

[Senate Bill 1068](#) C

SB 1068 required school districts to offer half-day kindergarten that meets academic content standards adopted by the State Board of Education free of charge and permitted school districts and charter schools to charge tuition for supplemental kindergarten through the 2009-2010 school year.

2009

[Senate Bill 44](#) **A C**

SB 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.

[Senate Bill 767](#) **A**

SB 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](#) **C**

HB 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 shown:

- 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; and
- participated in an alternate assessment for two or more assessment cycles beginning in grade 6 or earlier.

[Pendleton School District 16R 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](#) **A**

HB 3660 allowed the State Board of Education (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.

Common Core State Standards **C**

The State Board of Education adopted a set of educational standards developed jointly by the National Governors Association and the Council of Chief State School Officers.

2011

[Senate Bill 24](#) C

The measure eliminated the alternative methods students could use to satisfy mathematics or English credit requirements for high school graduation.

[Senate Bill 248](#) C \$

SB 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 2015-2016 school year.

[Senate Bill 250](#) A

SB 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](#) A

SB 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 at least a high school diploma or equivalent.

[Senate Bill 290](#) T

SB 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](#) A

SB 552 affirmed the Governor as Superintendent of Public Instruction as provided by section 1, Article VIII of the Oregon Constitution, and directed the Governor to appoint a Deputy Superintendent subject to Senate confirmation.

[Senate Bill 560](#) A

SB 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](#) A

The measure removed requirements that ODE label each school and district as outstanding, satisfactory, or in need of improvement.

[Senate Bill 909](#) A

SB 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 A

HB 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 A

HB 2301 removed the requirement that students obtain permission from their resident school districts 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 A \$

HB 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 A T \$

HB 3474 arose from the Task Force on Education Career Preparation and Development. The measure created the Educator Preparation Improvement Fund for the purposes of encouraging approved teacher education programs and school district partnerships that:

- respond to changes in K-12 education;
- encourage collaboration around delivery models that provide effective professional preparation;
- recognize the needs of the education workforce in the state;
- encourage collaborative initiatives that improve student success and achievement; and
- respond to the need for national accreditation of approved teacher education programs in the state.

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 Legislative Assembly on the status of the proposal by January 1, 2012.

House Bill 3681 A

HB 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.

Implementation of No Child Left Behind **A T C**

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 **A**

SB 1581 identified the following positions as being under the direction and control of the Chief Education Officer for matters related to the design and organization of the state's education system:

- 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 established a requirement that local education agencies sign achievement compacts as part of the budgeting process and empowered the Oregon Education Investment Board (OEIB) to establish by rule the forms, processes, and timelines for submission of achievement compacts.

House Bill 4056 **C**

HB 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.

Implementation of No Child Left Behind **A T C**

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 **A**

The measure expanded the option created in SB 250 (2011) and allowed all school districts to withdraw from and subsequently rejoin their ESDs.

Senate Bill 755 **T**

SB 755 broadened the definition of "minority" to include a person whose first language is not English and revised the goals of the Minority Teacher Act of 1991.

House Bill 2013 **A \$ H**

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

[House Bill 2636](#) **A C**

HB 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](#) **A**

HB 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](#) **A T**

The measure established the Network of Quality Teaching and Learning, consisting of OEIB, ODE, and other entities. The purposes of the network were to:

- enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching;
- strengthen and enhance existing evidence-based practices that improve student achievement; and
- improve recruitment, preparation, induction, career advancement opportunities, and support of educators.

[House Bill 3234](#) **A**

HB 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](#) **H**

HB 4087 created the Task Force on School Safety under the Oregon State Police, which was to study issues relating to school safety and incident response and submit a report to the Legislative Assembly with recommendations.

House Bill 4150 C

HB 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.

Executive Order 14-14 \$

EO 14-14 rescinded the process for determining current service level (CSL) funding that had been established in 1999 and established a process governed solely by the executive branch.

2015

Senate Bill 215 A

SB 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 sunset the office on June 30, 2019. The bill also eliminated achievement compacts as a requirement for local education agencies.

Senate Bill 447 A

The measure established the Office of School Facilities within ODE and the Oregon School Capital Improvement Matching (OSCIM) program, a grant program designed to provide matching funds to school districts for the construction, improvement, remodel, and maintenance of school facilities.

Senate Bill 553 A H

SB 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 A C

HB 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 A C

HB 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 annually from the statewide assessments through July 1, 2021. 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 A

The measure created a task force to examine how class size impacts academic outcomes in Oregon, determine appropriate class sizes, identify methods to reduce class sizes, and determine the costs of reducing class sizes. The [task force endorsed](#) class size recommendations contained in the Quality Education Model (QEM).

House Bill 3072 \$

HB 3072 created a framework, including distinct accounts and biennial appropriations, for funding CTE and STEM education programs. The measure expanded on the CTE grant program established in House Bill 3362 (2011). The measure also required ODE and the STEM Investment Council to issue a biennial report to the Legislative Assembly.

House Bill 3375 A

The measure renamed the Minority Teacher Act of 1991 the Educator Equity Act and revised requirements to be consistent with state and national education policy.

House Bill 3380 A \$

HB 3380 directed the ELD to administer a program expanding preschool options available in the state through a network of Early Learning Hubs. The measure required preschools to meet certain criteria to be eligible for funding.

House Bill 3499 C

HB 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 Task Force on School Safety H

The Task Force issued its report, as required under HB 4087 (2014), 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

Every Student Succeeds Act A T C

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

Oregon Administrative Rule 581-022-2320 (Instructional Time) C

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** H

HB 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 2015 report from the Oregon Task Force on School Safety.

Ballot Measure 98 A \$

Voters enacted Ballot Measure 98, the High School Graduation and College and Career Readiness Act, requiring direct funding to school districts to increase high school graduation rates. The measure identified three specific areas for funding:

- career and technical education programs in high schools;
- college-level educational opportunities for students in high schools; and
- dropout prevention strategies in high schools.

Executive Order 16-08 T

EO 16-08 established the Governor's Council on Educator Advancement to re-examine the structure, funding, metrics of success, and leverage of resources of the Network of Quality Teaching and Learning established by the Legislative Assembly in HB 3233 (2013). [The Council's](#) report made 10 recommendations related to teacher training.

2017

Senate Bill 13 C

SB 13 directed ODE to develop a K-12 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.

Senate Bill 182 T

SB 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 \$

HB 2246 amended Ballot Measure 98 (2016) 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. It also allowed districts to use a certain amount of funding for 8th grade programs and established certain planning and implementation requirements.

***Administration of the Every Student Succeeds Act* A**

The U.S. Department of Education approved [Oregon's Consolidated State Plan Under the Every Student Succeeds Act](#).

2018

[Oregon Administrative Rule 581-022-2320 \(Instructional Time\)](#) C

The State Board of Education amended its rules to require each school district to ensure that at least 92 percent of all students in the district and at least 80 percent of all students at each school operated by the district receive the minimum hours of instructional time.

2019

[House Bill 3427](#) A \$ C

HB 3427, the Student Success Act, created a corporate activity tax, lowered the personal income tax rate, and directed the resulting revenue to early learning, statewide education initiatives, and grants to local school districts.

The bill required moneys allocated to local school districts to be distributed as noncompetitive grants to all school districts in the state, and directly to charter schools whose student populations exceed 35 percent historically underserved students and whose population of historically underserved students is greater than that of the surrounding district. The bill treated charter schools that do not meet that threshold as part of their sponsoring district. The bill required funds for districts to be based on weighted average daily membership, with the weight for poverty doubled to 0.5. The measure established minimum grants for the state's smallest school districts. Districts and eligible charter schools must submit a plan for use of the funds, for which the measure enacted four allowable uses: increased learning time, reduced class sizes and caseloads, well-rounded educational opportunities, and student health and safety.

The bill required districts and eligible charter schools to meet growth targets in four areas: graduation and completion rates, the percentage of students finishing ninth grade with six or more credits toward graduation, the percentage of students completing third grade reading proficiently, and the percentage of students who miss less than 10 percent of school days. In each of these areas, the bill required school districts and eligible charter schools to lift overall rates as well as decrease gaps for historically underserved students. Each year, district leadership must present the district's progress to the local school board both orally and in writing, and the school board must allow opportunity for public comment.

The bill required school districts that do not meet their annual growth targets in these areas to receive coaching assistance from high-performing contractors hired by ODE.

ODE must identify and select school districts with a long track record of achievement gaps to participate in an intensive program. Student Success Teams, contracted by ODE, will study those districts' needs and operations, and provide a set of recommended changes. Districts that agree to enter the program receive extra funding and must agree to implement the team's recommendations relating to expenditures of the Student Investment Account (SIA) grants and the extra funding. These districts must also issue a report to all district employees and enrolled families outlining the team's recommendations and the district's implementation plans.

2021

[Senate Bill 236](#) **H**

Senate Bill 236 required the state to conduct a study of suspension and expulsion in early childhood programs and banned suspension and expulsion in certified or registered early childhood programs.

[House Bill 2166](#) **T C**

House Bill 2166 created the early childhood suspension and expulsion prevention program to provide supports for providers. Additionally, the measure authorized non-traditional pathways to licensure for K-12 teachers, expanded scholarship programs for culturally and linguistically diverse students in educator preparation programs, and authorized grants to certain charter schools.

[House Bill 3073](#) **A**

House Bill 3073 made the Oregon Department of Education's Early Learning Division into an independent agency, the Department of Early Learning and Care.

2022

[House Bill 4030](#) **T**

House Bill 4030 invested nearly \$100 million in short-term programs designed to ameliorate the effects of workforce shortages in public education.

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APPENDIX I: MEASURES BY TOPIC

A: Related to the organization and administration of schools and districts and school facilities and related programs

1985 HB 2943 (1985)	1995 SB 262 (1995) HB 2991 (1995)	2005 SB 300 (2005) HB 3184 (2005)	2012 SB 1581 (2012) Oregon NCLB Waiver (2012)
1987 SB 524 (1987) HB 2020 (1987) HB 2768 (1987) HB 3379 (1987)	1997 SB 880 (1997) SB 917 (1997) HB 3031 (1997)	2007 HB 2263 (2007) HB 2574 (2007)	2013 SB 529 (2013) HB 2013 (2013) HB 2636 (2013) HB 3232 (2013) HB 3233 (2013) HB 3234 (2013)
1988 Governor's Commission (1988)	1999 SB 100 (1999) SB 367 (1999) SB 1329 (1999) HB 3633 (1999)	2009 SB 44 (2009) SB 767 (2009)	2015 HB 2016 (2015) HB 2655 (2015) HB 2928 (2015) HB 3375 (2015) HB 3380 (2015) ESSA (2015)
1989 HB 2001 (1989)	2001 SB 259 (2001) SB 811 (2001) HB 2295 (2001) NCLB (2001)	2010 HB 3660 (2010)	2017 US Approval of Oregon's ESSA Plan (2017)
1991 SB 122 (1991) SB 814 (1991) SB 917 (1991) HB 2098 (1991) HB 2109 (1991) HB 3565 (1991)	2003 SB 11 (2003) SB 550 (2003) HB 2744 (2003)	2011 SB 250 (2011) SB 253 (2011) SB 552 (2011) SB 560 (2011) SB 800 (2011) SB 909 (2011) HB 2220 (2011) HB 2301 (2011) HB 3362 (2011) HB 3474 (2011) HB 3681 (2011) NCLB Waivers (2011)	2019 HB 3427 (2019)
1993 SB 26 (1993) HB 3171 (1993) HB 3371 (1993)			2021 HB 3073 (2021)

T : Related to teacher development, training, and certification

1987

HB 2020 (1987)

1989

HB 2306 (1989)

1991

HB 2108 (1991)

HB 3565 (1991)

1995

HB 2991 (1995)

1997

SB 880 (1997)

2001No Child Left Behind
(2001)**2003**

HB 2575 (2003)

2007

HB 2574 (2007)

2011SB 290 (2011)
HB 3474 (2011)
NCLB Waivers (2011)**2012**Oregon NCLB Waiver
(2012)**2013**SB 755 (2013)
HB 3233 (2013)**2015**

ESSA (2015)

2017

SB 182 (2017)

2021

HB 2166 (2021)

2022

HB 4030 (2022)

§: Related to school, program, or state funding.

1985 HB 2943 (1985)	1993 HB 2500/HJR 10 (1993) HB 3171 (1993)	2003 SB 550 (2003)	2014 EO 14-14 (2014)
1987 SB 524 (1987) HB 2020 (1987) HB 3379 (1987)	1995 SB 262 (1995) Ballot Measure 21 (1995)	2005 HB 3184 (2005)	2015 SB 215 (2015) SB 447 (2015) SB 553 (2015) HB 3072 (2015) HB 3380 (2015)
1988 Governor's Commission (1988)	1997 Ballot Measure 50 (1997)	2007 HB 2574 (2007)	2016 Ballot Measure 98 (2016) EO 2016-08 (2016)
1989 HB 2001 (1989)	1999 HB 2753 (1999) EO 99-15 (1999)	2009 <i>Pendleton v. Oregon</i> (2009)	2017 HB 2246 (2017)
1990 Ballot Measure 5A (1990) Ballot Measure 5 (1990)	2000 Ballot Measure 1 (2000)	2011 SB 248 (2011) HB 3362 (2011) HB 3474 (2011)	2019 HB 3427 (2019)
1991 SB 814 (1991) HB 3565 (1991)	2001 SB 260 (2001) HB 2295 (2001) HB 2298 (2001)	2013 HB 2013 (2013)	

C Related to school curriculum, school days, hours of instruction, textbooks, and requirements for graduation, or specific student populations

1985 HB 2943 (1985)	2001 SB 65 (2001) No Child Left Behind (2001)	2010 State Board Adoption of Common Core State Standards (2010)	2017 SB 13 (2017)
1989 Instructional Time Rules (1989)	2003 HB 2744 (2003)	2011 SB 24 (2011) SB 248 (2011) NCLB Waivers (2011)	2018 OAR revision: Instructional Time (2018)
1991 HB 2421 (1991) HB 3565 (1991)	2005 HB 3129 (2005)	2012 HB 4056 (2012) Oregon NCLB Waiver (2012)	2019 HB 3427 (2019)
1995 HB 2991 (1995)	2007 HB 2263 (2007) HB 2848 (2007)	2013 HB 2636 (2013)	2021 HB 2166 (2021)
1997 HB 3031 (1997)	2008 SB 1068 (2008)	2014 HB 4150 (2014)	
1999 HB 3042 (1999)	2009 SB 44 (2009) HB 2507 (2009)	2015 HB 2016 (2015) HB 2655 (2015) HB 3499 (2015) ESSA (2015) OAR revision: Instructional Time (2015)	

H: Related to student health, safety, and discipline

1989 SB 1018 (1989)	2007 HB 3141 (2007)	2014 HB 4087 (2014)	2016 HB 4075 (2016)
1991 HB 3565 (1991)	2013 HB 2013 (2013)	2015 SB 553 (2015) School Safety Task Force Report (2015)	2021 SB 236 (2021)