

Accountability Implementation Action Plan

Delivering on the 2025 Education
Accountability Act

June 2025



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Introduction

The 2025 Education Accountability Act (Senate Bill 141) aims to strengthen and expand Oregon’s education accountability system through shared responsibility, public transparency, streamlined state processes, and oversight for school districts that drives change to improve student outcomes. This system of accountability extends across every level of Oregon’s education landscape, including the Oregon Department of Education (ODE), the Legislature, Education Service Districts (ESDs), Tribes, school districts, education partners, community organizations, and other stakeholders. Each plays a critical role in advancing a shared vision for student success and collective responsibility.

This plan outlines the actions that will guide ODE from the 2025–26 planning year through the first full year of implementation in 2026–27 and beyond. It brings together legislative requirements and ODE’s strategic priorities to support systemic, equitable, sustainable, and effective change—both within the agency and across Oregon’s public education system. Through this approach, ODE is advancing internal transformation to strengthen alignment, transparency, and accountability, while also partnering with districts and communities to drive meaningful improvements in student outcomes statewide.

The plan is structured around four key areas, or “Workstreams”—each workstream is composed of multiple cross-office teams working toward clear goals and outcomes. The workstreams are:

1. District Performance and Continuum of Supports
2. Public Transparency
3. Streamlining Reports and Grant Consolidation
4. Agency Internal Operations

Together, the workstreams establish the foundation for data-informed improvement efforts, equitable resource allocation, and collaborative partnerships. In Section 3, *Agency Action Plan for the 2025 Education Accountability Act*, are milestones, deadlines, status of work at the current juncture (as of June 2025), and alignment with Senate Bill 141 (SB 141) for each workstream.

To fully realize the administrative actions required by SB 141, ODE must also strengthen its internal capacity. This includes aligning staffing structures, modernizing systems, and improving cross-office coordination to support consistent implementation. The Agency Internal Operations workstream ensures ODE is positioned to lead this transformation efficiently and effectively, enabling the infrastructure necessary to support long-term impact across all areas of the plan.

Section 1

From Statute to Action: Legislative Requirements and Agency Responsibilities

This section highlights key requirements and deadlines of the 2025 Legislative Act and details the corresponding actions ODE is taking to implement them. Each requirement is rooted in statutory language and translated into clear, actionable steps that reflect legislative intent. These steps are supported by the development and implementation of an accountability system focused on identifying strengths and leveraging them to drive and sustain meaningful outcomes across Oregon’s education system.

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|--|-------------|
| 1 | Sections 2 to 6 of this 2025 Act are added to and made a part of ORS 327.006 to 327.133. | N/A | |
| 2 | Redefines “school district” to include the following: a common school district or a union high school district, education service district (who has enrolled K-12 students for specialized services), public charter school, approved recovery school, the Youth Corrections Education Program, the Juvenile Detention Education Program; the Oregon School for the Deaf, and eligible day treatment programs and eligible residential treatment programs for education services to children who are in treatment programs. | ODE will develop and propose administrative rules to align with this updated definition and implement approved changes. | Winter 2025 |
| 3 | Additional metrics are added to previous growth targets including: early grade attendance, eighth-grade mathematics, and local metric (the State Board of Education will adopt a list of no more than 5 local metrics and the district will choose 1 metric). | ODE will develop and propose administrative rules for additional metrics and implement approved changes. | Winter 2025 |
| 3 | Requires ODE to establish baseline targets for similar school districts including all metrics as well as gaps in disaggregated rates based on State Board-adopted statewide targets. | ODE will help define the terms “similar districts” using an appropriate methodology and identify district groupings. It will use this process to develop and propose administrative rules for similar district targets and implement approved changes. | Winter 2025 |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|--|--|-------------------|
| 3 | Requires ODE to collaborate with each school district to develop performance growth targets for the school district to make progress toward meeting the metric targets. | ODE will develop and propose administrative rules for expanded district definition metrics/performance growth targets and implement changes. | Winter 2026 |
| 3 | Requires the State Board of Education to adopt rules for school districts that are not a common school district, a union high school district, or a public charter school to develop differentiated performance growth targets specific to their entity type. | ODE will develop and propose administrative rules for expanded district definition metrics/performance growth targets and implement changes. | Winter 2026 |
| 3 | Requires ODE to provide technical assistance to school districts to assist them in meeting performance growth targets. | ODE will provide technical assistance to school districts, including contracting with an external provider, if necessary. | |
| 4 | New metrics, including early attendance, 8th grade mathematics, and local metrics, will first apply to school districts for the 2026-27 school year. | ODE will develop and propose administrative rules for additional metrics and implement approved changes. | Early Winter 2025 |
| 5 | <p>If a school district does not meet their performance growth targets, the following supports/accountability mechanisms will be put into place:</p> <ul style="list-style-type: none"> • After two years of not meeting targets, the school district must accept coaching and support from ODE. • After three or more years of not meeting targets, the school district must participate in intensive coaching. Participating districts will receive additional funding based on rules. • After four or more years of not meeting targets, in addition to participating in the Intensive Program, ODE is authorized to prescribe the use of up to 25% of the State School Fund or specific funding sources per type of school district, e.g. recovery schools, | ODE will implement a new continuum of supports based on the district progress monitoring protocol. | Fall 2028 |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|--|---|------------------|
| | <p>JDEPs/YCEPs, etc.</p> <ul style="list-style-type: none"> Proposing the use of money to the governing body of the school district must occur at an open meeting no later than January 31st of the school year preceding the school year in which the department will be prescribing the uses of the funds. | | |
| 5 | Requires that ODE enter into a partnership with an organization that specializes in budgets for public K-12 schools to provide additional training and consultation services. | If ODE prescribes uses of funds, ODE will enter into a partnership with an organization that specializes in budgets for public K-12 schools to provide additional training and consultation services. | Fall 2028 |
| 5 | ODE may enter into a contract with any entities that are qualified to provide coaching. | ODE will implement a new continuum of supports based on the district progress monitoring protocol. | Fall 2028 |
| 5 | The State Board of Education shall adopt by rule timelines and criteria for consideration of whether a school district shall be subject to provisions for not meeting performance growth targets. Criteria must take into consideration data from the statewide assessment system and interim assessments and may allow the Department to determine whether a school district is making satisfactory progress and is no longer subject to the continuum of supports. | ODE will develop and propose administrative rules for District Provisions for Not Meeting performance growth targets and implement approved changes. | Late Winter 2026 |
| 6 | Section 5 requirements: Continuum of Supports first apply during the 2026-27 school year, and a school district may first be required to accept coaching and support for the 2028-29 school year. | ODE will implement a new continuum of supports based on the district progress monitoring protocol. | Fall 2028 |
| | A school district that previously agreed to participate in the Intensive Program may complete the terms of the school district's participation and is not subject to a review of the program toward meeting growth targets as | N/A | |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|--|-------------|
| | noted in Section 5 until the school district completes the terms of participation. | | |
| 7 | ORS 327.222, 327.224 and 327.235 are added to and made a part of sections 2 to 6 of this 2025 Act. | N/A | |
| 8 | <p>“Coaching” is added to the name of the Intensive Program, shifting the name to “Intensive Coaching Program.”</p> <p>“With the highest needs in this state” removed from the program eligibility with eligibility shifting to a school district not meeting performance growth targets for three or more years.</p> <p>Add language to confirm that, to the extent possible, coaching from the student success teams shall occur in person and onsite at the school district.</p> <p>Student Success Teams will be led by a person who has at least seven years of relevant experience, as determined by the Department, in systems change, curriculum and instruction, leadership, finance, human resources, school district board governance, local district continuous improvement plans, labor management relations or community engagement.</p> <p>The Student Success Teams within the Intensive Coaching Program have purview over both SIA funds AND State School Fund moneys (as well as any additional funding based on district type).</p> | ODE will propose revisions to the existing administrative rule for the Intensive Program and implement approved changes. | Spring 2026 |
| 9 | “Coaching” is added to the name of the Intensive Program, shifting the name to “Intensive Coaching Program.” | ODE will propose revisions to the existing administrative rule for the Intensive Program and implement approved changes. | Spring 2026 |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|---|--------------------------------------|
| 10 | No later than February 1 of each year ODE will report on the implementation of sections 2 to 5 of this 2025 Act (in addition to ORS 327.175 to 327.235 as previously required) which includes an annual performance review of each school district. | ODE will update the report previously required by ORS 327.175 to 327.235 to include sections 2 to 5 of this 2025 Act which includes an annual performance review of each school district. | February 1, 2028 <i>per SB141</i> |
| 10 | Adds language that requires ODE to include an annual performance review of each school district and, if applicable, each eligible applicant, as defined in ORS 327.185. | ODE will update the report previously required by ORS 327.175 to 327.235 to include sections 2 to 5 of this 2025 Act which includes an annual performance review of each school district. | February 1, 2028 <i>per SB141</i> |
| 10 | <p>The annual report must include a comparison of the school district's or grant recipient's progress toward meeting performance growth targets compared with the actual performance growth targets developed by the department (including on-time graduation, five-year completion, ninth-grade on track rates, eighth grade-mathematics proficiency rates, third-grade reading proficiency rates, regular attendance rates, regular early grade attendance, local metrics, and any optional local metrics or any targets related to student mental and behavioral health needs established by the State Board of Education – including overall rates and the disaggregated group rates.)</p> <p>School districts are added to “eligible applicant” and “grant recipients.”</p> <p>Changes the language of “established” to “developed” with regard to performance growth targets.</p> <p>Adds eighth grade mathematics, regular early-grade attendance rates, and local metric rates (including the overall rate and the disaggregated student group rates) to the annual performance report previously required.</p> | | |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|--|------------------------------|
| 11 | ODE is required to first submit the report highlighting accountability metrics and continuum of supports (ORS 327.235) no later than February 1, 2028, based on the 2026-27 school year. | ODE will develop and submit the updated report highlighting accountability metrics and continuum of supports (ORS 327.235). | 02/01/28 <i>per SB141</i> |
| 12 | No substantive changes to current law (ORS 327.180) | N/A | |
| 13 | No substantive changes to current law (ORS 327.185) | N/A | |
| 14 | Conforming edits. Removes previously used definitions including: disaggregated, five-year completion rate, high-school diploma, ninth-grade on-track rates, on-time graduation rate, regular attendance rates, and third-grade reading proficiency rate. These definitions are included in Section 2 of this Act. | N/A | |
| 14 | If the grant applicant has developed performance growth targets in accordance with requirements, ODE will confirm the applicable targets. | ODE will propose revisions to the administrative rules for performance growth target co-development guidance and implement approved changes. | Early Winter 2026 |
| 14 | Language regarding the requirements for developing longitudinal performance growth targets is removed. Shifts language regarding metrics from “identified” to “confirmed or developed.” Shifts language from “grant recipient” to “grant applicant.” | N/A | |
| 15 | Adds language to clarify that ODE, in addition to previous requirements, can direct amounts of future grant distributions for specific investments if the grant funds were not used in accordance with the grant agreement. | ODE will develop and propose administrative rules for Meeting/Not Meeting performance growth targets and implement approved changes. | Summer 2026 |
| 15 | Removes language regarding grant recipients | ODE will develop and propose | Summer 2026 |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|--|-------------|
| | submitting an explanation to ODE if they do not meet performance growth targets and ODE having the option to respond in a myriad of ways. | administrative rules for Meeting/Not Meeting performance growth targets and implement approved changes. | |
| 15 | Removes language regarding performance audit on a random basis or based on just cause (this language is added to Section 5 of the bill). | ODE will develop and propose administrative rules for Meeting/Not Meeting performance growth targets and implement approved changes. | Summer 2026 |
| 16 | Amends ORS 327.208. Removes identifying and implementing best practices for meeting performance growth targets as a purpose of ODE-provided technical assistance. Shifted to Section 3. | N/A | |
| 17 | Minor conforming edits to align language and section numbers. | N/A | |
| 18 | Minor conforming edits to align language and section numbers. | N/A | |
| 19 | Minor conforming edits to align language and section numbers. | N/A | |
| 20 | Minor conforming edits to align language and section numbers. | N/A | |
| 21 | Deleted by amendment and subsequent sections not reordered. | N/A | |
| 22 | Adds additional requirement for ODE's annual report to the Legislature to include progress of English language learners toward meeting performance growth targets as provided within Section 3. | ODE will update the annual Report to Legislature to include data for English Language Learners progress towards meeting performance growth targets once that data becomes available (end of 25-26 for current metrics; end of 26-27 for new metrics) | Summer 2028 |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|---|------------------------------|
| 23 | ORS 327.214 is repealed: Coaching program for grant recipients that do not meet performance growth targets. | ODE will implement a new Continuum of Supports based on the district progress monitoring protocol. | Fall 2026 |
| 24 | <p>Requires that school districts and public charter schools administer interim assessments in math and language arts to measure student academic growth during the school year.</p> <p>Requires that school districts and public charter schools:</p> <ul style="list-style-type: none"> • Select interim assessments that measure student performance growth from the list of interim assessments approved by the State Board of Education; • Administer interim assessments at least three times per school year in the areas of mathematics and language arts for students; • For interim assessments in grades K-8, review the data collected from the assessments: <ul style="list-style-type: none"> ○ At least three times each school year for building administrators, and ○ At least three times each school year at a public meeting with the superintendent, school district board, and if applicable, the governing body of the public charter school. <p>Requires the State Board of Education shall adopt a list of no more than four approved interim assessments.</p> | ODE will develop and propose administrative rules for Interim Assessments and implement approved changes. | Late Winter 2026 |
| 25 | <p>The requirements set forth in Section 24 become operative on July 1, 2026.</p> <p>The State Board of Education shall adopt a list of approved interim assessments no later than January 31, 2026.</p> | ODE will develop and propose administrative rules for Interim Assessments and implement approved changes. | 01/31/26 <i>per SB141</i> |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|--|---|---|
| 26 | <p>When a school district or public charter does not meet the goals established in the early literacy success plan, ODE may intervene by:</p> <ul style="list-style-type: none"> • Requiring the school district or public charter school to adopt textbooks or other instructional materials from the list of textbooks and other instructional materials adopted by the State Board of Education under ORS 337.050 for early literacy; and • Requiring the school district or public charter school to participate in school or school district training or improvement activities, as identified by the department. | ODE will propose revisions for the Early Literacy Success Plan administrative rule and implement approved changes. | Fall 2028 |
| 27 | Repeals ORS 337.065: Publisher Fees. | ODE will propose revisions for the Publisher Fee rule and implement approved changes. | Upon Passage of the Bill <i>per SB141</i> |
| 28 | Required ODE to study the reporting requirements imposed on school districts including: | | |
| 28 | Requirements for school districts to report to the department; | ODE will analyze current reporting requirements and engage with consultants to learn from other states' models to understand how to reduce requirements | Early Winter 2025 |
| 28 | State reporting requirements that can be decreased in frequency, eliminated or consolidated; | ODE will identify state-level barriers through legislative analysis. | Early Winter 2025 |
| 28 | State reporting requirements that can be aligned with federal reporting requirements, including any necessary changes to state programs to align with federal programs; and | ODE will analyze current reporting requirements and engage with consultants to learn from other states' models to understand how to reduce requirements | Early Winter 2025 |
| 28 | Statutory changes that would provide for the | ODE will propose legislative | Early Winter |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|---|------------------------------|
| | alignment of grants, programs, planning, reporting and monitoring processes. | changes to address state-level barriers. | 2026 |
| 28 | Requires ODE to submit a report on the study conducted regarding grant consolidation and streamlining reporting (which may include recommendations for legislation) to the Legislative Assembly related to education no later than December 15, 2026. | ODE will submit a report to the Legislative Assembly on grant consolidation and streamlined reporting (which may include recommendations for legislation) | 12/15/26 <i>per SB141</i> |
| 29 | Requires ODE to contract with a public or private entity to review the administrative rule requirements that must be met for a school district to be considered standard under ORS 327.103 or an education service district to be considered standard under ORS 334.217. | ODE will contract with a public or private entity to review the administrative rule requirements under Division 22 & 24. ODE will further build out action items around Division 22 & 24 based on engagement and this contracted review. | Fall 2025 |
| 29 | <p>When conducting the review, the entity shall identify:</p> <ul style="list-style-type: none"> Standards that best support student outcomes and that should be prioritized by the department and districts; Standards that make less significant contributions to the support of student outcomes and can be removed; and Effective methods for enforcing whether a district is standard. A process for a person who resides in the district, or a parent or guardian of a student who attends school in the district, to submit a complaint about noncompliance with a standard, including timelines for investigating and resolving the complaint. The process may require the person, parent, or guardian to first attempt to resolve the complaint with the district when the complaint involves specific types of standards. | ODE's selected contractor will conduct a review of Division 22 and 24 standards and identify priority standards and other required items for the analysis. ODE will further build out action items around Division 22 & 24 based on this contracted review. | Early Winter 2025 |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|--|------------------------------|
| 29 | ODE is required to submit a report on the review required under this section in the manner provided by ORS 192.245, and may include recommendations for legislation, to the interim committees of the Legislative Assembly related to education no later than December 15, 2026. | ODE will prepare a report to submit on Division 22 and Division 24 Standards (which may include recommendations for legislation) to the interim committees of the Legislative Assembly related to education. | 12/15/26 <i>per SB141</i> |
| 30 | Section 29 of this 2025 Act is repealed on January 2, 2027. | N/A | |
| 31 | Amends ORS 326.051 to require the State Board of Education to establish and enforce state standards for public K-12 schools including providing a process for a person who resides in the district, or a parent/ guardian of a student in the district to file a complaint about noncompliance. | ODE will develop and propose administrative rules for a Complaint Process and Timelines for Parents/ Guardians aligned with Division 22 and 24 and implement approved changes. | 12/31/27 <i>per SB141</i> |
| 32 | Amends ORS 334.217 to require the State Board of Education to establish and enforce standards to determine the adequacy of services and facilities provided by Education Service Districts. This includes all previous requirements plus providing a process for a district resident or parent/ guardian of a student to file a complaint about non-compliance. | ODE will develop and propose administrative rules for a Complaint Process and Timelines for Parents/ Guardians aligned with Division 22 and 24 and implement approved changes. | Late Winter 2026 |
| 33 | The amendments to ORS 326.051 and 334.217 (noted in Sections 31 and 32) become operative on December 31, 2026. When adopting rules for the purposes of determining how to enforce standards and providing a complaint process, including timelines for the investigation and resolution of a complaint, the State Board must take into consideration the review conducted as part of Section 29. | ODE will develop and propose administrative rules for a Complaint Process and Timelines for Parents/ Guardians aligned with Division 22 and 24 and implement approved changes. | Late Winter 2026 |
| 34 | Requires ODE to submit a report provided by ORS 192.245 to the Legislative Assembly no later than December 15, 2025 that includes the following: | ODE will submit a report to the Legislative Assembly with regards to Agency internal operation shifts on the basis of | 12/15/25 <i>per SB141</i> |

| Bill Section | Legislative Requirements | ODE Action Items | Deadline |
|--------------|---|---|----------|
| | <ul style="list-style-type: none"> • Administrative and organizational changes made to the department between 1/1/25 and 12/1/25 to improve: • Improve grant consolidation, reporting, data collection, and public transparency before the 2026-27 school year; • Improve and align internal operations across programs and offices in the Department before the 2026-27 school year; and • Organize state and regional efforts to elevate best practices and responsive support for school districts before the 2026-27 school year. • Status on implementation of this 2025 Act. | the requirements outlined in this bill. | |
| 35 | Section 34 of this 2025 Act is repealed on January 2, 2026. | N/A | |
| 36 | Appropriates \$2,625,296 for the biennium. | N/A | |

Section 2

Key Implementation Milestones

Below is a high-level timeline of key ODE implementation actions specific to SB 141 over the next four years.

Spring – December 2025: ODE Initiates Initial Engagement, Rulemaking, and Internal Reorganization

During this first phase of work, ODE initiates administrative rulemaking processes in collaboration with the Oregon Rules Community Advisory (ORCA) and the State Board of Education (SBE) to begin implementation of SB 141. Facilitated rulemaking and engagement occur in order to define key requirements related to: additional metrics, differentiated performance growth targets, interim assessments, and the Continuum of Supports. Simultaneously, ODE begins broad engagement with stakeholders and partners—including school district leaders, education service districts (ESDs), Tribes, community organizations, and state agency partners—to co-develop guidance and ensure transparency. Internal reorganization efforts focus on aligning staff, systems, and resources to support effective implementation and customer service.

July -December 2025: ODE Operational Alignment

The Oregon Department of Education is actively engaged in strengthening the agency’s organizational structure to better support improved student outcomes. As part of this work, the agency is undergoing a strategic reorganization to ensure that core functions are effectively aligned and situated within the appropriate offices. The focus being realigning staff and programs to promote greater operational efficiency, alignment of functions, and coherence across the agency. Once this structural reorganization is complete, the agency will turn its attention to realign individual work efforts to strengthen cross-agency collaboration, reduce redundancies, reassess roles, refining responsibilities, and standardize processes and procedures to ensure staff are positioned to contribute most effectively to achieving the accountability objectives.

January 2026: State Board Adoption of Interim Assessments

The State Board of Education will adopt a list of four approved interim assessments representing legislative requirements and technical adequacy, accessibility, and appropriate test result uses defined by the department. These assessments, which will provide a snapshot of student progress in mathematics and language arts for grades K–8, must be administered by districts¹ three times per year. Guidance, training, and communication materials will be provided by ODE to ensure districts are prepared to report results to the department.

2026-27 School Year: Districts Implement Additional Metrics and Interim Assessments

During the 2026-27 school year, all districts will implement additional accountability metrics, including K-2 regular attendance, proficiency in eighth-grade mathematics, and one locally-selected metric. Also during the 2026-27 school year, all districts will administer one of the state-approved interim assessments three times per year in mathematics and language arts for grades K-8. Once administered, school and district leadership will present the data at a public meeting. ODE will monitor data reporting progress and offer targeted support for reporting interim assessment data to the department (such as technical assistance) as needed.

2026-27 School Year: ODE Partners with Select School Districts to Pilot Consolidated Grant Application and Reduced Reporting Processes

¹ “Districts” as defined in the legislation include all of the following: (a) A common school district or a union high school district; (b) An education service district that has enrolled students in any grade from kindergarten through grade 12 for specialized services; (c) A public charter school; (d) An approved recovery school; (e) The Youth Corrections Education Program; (f) The Juvenile Detention Education Program; (g) The Oregon School for the Deaf; or (h) Eligible day treatment programs and eligible residential treatment programs for education services to children who are in treatment programs as described in ORS 343.961.

During the 2025-26 school year, ODE will complete a comprehensive review of reporting requirements and establish a streamlined reporting structure aligned to the five [Priorities for Student Success](#) that will eliminate or reduce redundant, overly burdensome, or misaligned grant reporting. Guidance and updated templates will be issued, and internal systems will be adjusted to support more efficient and coherent reporting across grants, programs, and accountability processes. A pilot will be conducted for the 2026-27 school year, with statewide implementation planned for the 2027-28 school year.

2027-28 School Year: Statewide Implementation of Consolidated Grant Application and Reduced Reporting Process

Based on insights gathered during the pilot study, ODE will implement a streamlined, statewide reporting process and consolidated grant application designed to reduce administrative burden, improve data accuracy, and support more timely decision-making across districts.

February 2028: ODE Releases First Annual Legislative Report with District Performance Reviews

ODE will publish the first statewide performance and accountability report, which will include district-level progress, based on the first full year of implementation (2026–27 school year).

2028–29 School Year: ODE Launches the Directed Coaching Program with Customized Support for Districts

Districts that have not met performance growth targets for two years will begin receiving Directed Coaching under the Continuum of Supports. All support pathways will be customized to district type and performance data, with a focus on capacity building and student-centered improvement.

2028–29 School Year: ODE launches a Dynamic Public Dashboard

ODE will centralize and consolidate existing reports and data, and launch a dynamic public dashboard displaying key state and local education metrics—including financial data, available educator workforce data, accountability details, such as interim test data and disaggregated student group performance for state summative academic achievement and growth, and the status of supports provided through the Continuum of Supports.

2029-30 School Year: ODE Launches the Revised Intensive Coaching Program to Support Districts

Districts that have not met performance growth targets for three or more years will be identified for participation in the Intensive Coaching Program under the Continuum of Supports. All support pathways will be customized to district type and performance data, with a focus on capacity building and student-centered improvement.

Section 3

Agency Action Plan for the 2025 Education Accountability Act

This section outlines more detailed actions guiding the agency’s implementation of the 2025 Legislative Act. Organized around four core areas—District Performance and Continuum of Supports, Public Transparency, Streamlined Reports and Grant Consolidation, and Agency Internal Operations—each workstream includes anticipated outcomes and key actions or milestones that align with statutory requirements. While most components of the legislation are integrated into these four workstreams, some items from the bill do not fit neatly into these categories and are therefore listed separately to ensure full implementation and accountability. The progress tracking tables provide detailed information about the current status and deadlines for each key action across all workstreams and standalone items.

ODE Workstreams and Anticipated Essential Outcomes

| Workstream | Outcomes |
|--|---|
| 1. District Performance and Continuum of Supports | <ol style="list-style-type: none">1. Established a continuum of supports.2. Defined success indicators and systems for monitoring performance. |
| 2. Public Transparency | <ol style="list-style-type: none">1. Increased access to data.2. Improved availability and timeliness of information. |
| 3. Streamlined Reporting and Grant Consolidation | <ol style="list-style-type: none">1. Aligned reporting to the five Priorities for Student Success.2. Streamlined processes for gathering information from school districts and other education partners. |
| 4. Agency Internal Operations | <ol style="list-style-type: none">1. Standardized processes to promote collaboration and communication.2. Improved customer and employee satisfaction. |

Workstream #1: District Performance & Continuum of Supports

This workstream focuses on developing a more responsive, equitable, and data-informed system of support and accountability for all public education entities in Oregon. The ultimate goal is to ensure that every school district—regardless of size, type, or student population—is both supported and held accountable in ways that drive continuous, measurable improvement in student outcomes through a dynamic, data-driven Continuum of Supports.

Key agency actions include the development and implementation of a Continuum of Supports with clearly defined entry points, expectations, and aligned resources based on district needs and student outcomes.

To ensure coherence and effectiveness, the agency is aligning these efforts with the [Student Success Priority Framework](#), supporting implementation through regional teams, and strengthening progress monitoring via research-based interim assessments and enhanced data reporting.

District Performance & Continuum of Supports - Progress Tracking

| Bill Section | ODE Actions | Status | Deadline |
|--------------|--|----------------------|-------------|
| 2–6 | Develop a Continuum of Support that defines clear entry and exit points for each stage, outlining expectations, actions, and responsibilities aligned with Student Success Priorities and supported by a centralized resource repository. | To begin Summer 2025 | Fall 2026 |
| 2–6 and 15 | Develop and adopt administrative rules for the Continuum of Supports that define clear entry and exit points for each stage, establish ODE’s authority to direct future grant funds when prior investments were not used as intended, and streamline accountability provisions by removing outdated response and explanation requirements. | To begin Fall 2026 | Winter 2026 |
| 3 | Expand the existing set of performance growth targets to include early grade attendance and 8th grade math, and establish metric targets for comparable school districts. Ensure all metrics are aligned with the Student Success Priority Framework, disaggregated by student group, and integrated into the broader progress monitoring system to inform continuous improvement across the Continuum of Supports. | To begin Summer 2025 | Winter 2025 |
| 3 | Develop a menu of no more than five local metrics that districts may choose from when establishing differentiated growth targets. | To begin Summer 2025 | Winter 2025 |
| 3 | Develop and propose administrative rules to the State Board of Education that require districts to select one local metric from the approved menu and provide justification based on district needs and student demographics. | To begin Spring 2026 | Winter 2026 |
| 3 | Develop and propose administrative rules to the State Board of Education that outline guidelines and processes for expanding existing growth targets (differentiated based on district type) and establishing benchmarks for similar school districts. | To begin Spring 2026 | Winter 2026 |
| 5 | Enter into a partnership with an entity/organization that has expertise in district budgets to support districts that have been identified for directed funding on the basis of the Continuum of Supports. | To begin Fall 2027 | Fall 2028 |

| District Performance & Continuum of Supports - Progress Tracking | | | |
|--|---|----------------------|---|
| Bill Section | ODE Actions | Status | Deadline |
| 6 | Launch the Continuum of Supports informed by adopted growth targets, clearly defined entry points, and administrative rules tailored to district types (e.g., common school districts, public charter schools, and comparable districts). Ensure implementation aligns with administrative rule, the Student Success Priority Framework and supports differentiated needs across the education system. | To begin Summer 2028 | Fall 2028 |
| 8 and 9 | Update Intensive Coaching Program administrative rules (OAR 541-017-0729 to 541-017-0741). | To begin Winter 2025 | Spring 2026 |
| 10 | Develop a process to conduct annual performance reviews of each school district and, if applicable, each eligible applicant as defined in ORS 327.185 ² . | To begin Summer 2025 | Fall 2026 |
| 14 | Develop a process to support grant applicants in developing performance growth targets in accordance with requirements. | To begin Spring 2025 | Winter 2026 |
| 16-19 | Establish cross-office regional support teams within ODE, aligned with the Continuum of Supports and Student Success Priority Framework, to address district needs, support progress monitoring, and deliver coaching and technical assistance as appropriate. | To begin Fall 2025 | Spring 2026 |
| 24 & 25 | Conduct a thorough review to identify and compile a comprehensive list of technically adequate interim assessments. This list will be presented to the State Board of Education for approval. | To begin Winter 2025 | Winter 2026 |
| 24 & 25 | Develop and propose administrative rules to the State Board of Education establishing procedures for implementing technically adequate interim assessments. The administrative rules will guide the adoption of a list of | To begin Fall 2026 | Administrative Rules to be adopted no later |

² Annual performance reviews to include the following: grant recipient's progress toward meeting performance growth targets compared with the actual performance growth targets [established] developed by the department (including on-time graduation, five-year completion, ninth-grade on track rates, eighth grade-mathematics proficiency rates, third-grade reading proficiency rates, regular attendance rates, regular early grade attendance, local metrics, and any optional local metrics or any targets related to student mental and behavioral health needs established by the State Board of Education – including overall rates and the disaggregated group rates.

District Performance & Continuum of Supports - Progress Tracking

| Bill Section | ODE Actions | Status | Deadline |
|----------------|--|----------------------|--|
| | no more than four approved interim assessments, evaluated for reliability, validity, accessibility, and utility in comparison to professional measurement standards. Interim test results will respectively highlight within-year progress of student learning ³ . | | than January 1, 2026 ^{*4} |
| 29 | Contract with a public or private entity to review the administrative rule requirements that must be met for a school district to be considered standard under ORS 327.103 or an education service district to be considered standard under ORS 334.217 including a complaint process about noncompliance with a standard; ODE will submit a report on the review by December 15, 2026. | To begin Fall 2025 | Contracting to occur during the 2025-26 school year Report to be submitted no later than December 15, 2026 ^{5*} |
| 31 - 33 | Develop and propose administrative rules to establish and enforce standards under Division 22 and 24, as well as a complaint process for non-compliance with standards. | To begin Spring 2026 | Administrative Rules to be adopted no later than December 31, 2027 ^{*6} |
| 34 | Elevate and report on best practices and provide responsive support for school districts by establishing regional support teams and developing a centralized resource repository aligned with Student Success priorities. | To begin Fall 2025 | Regional Support Teams and Resource Repository Summer 2026 Report to be submitted no later than December 15, 2025 ^{7*} |

³ Administrative rules should include interim assessments for grades K-8 in the areas of math and language arts that must be administered three times per year. Administrative rules should also include processes aligned with the bill regarding administrative requirements of school district personnel.

⁴ An asterisk (*) indicates that the completion date is explicitly outlined in SB 141.

⁵ An asterisk (*) indicates that the completion date is explicitly outlined in SB 141.

⁶ An asterisk (*) indicates that the completion date is explicitly outlined in SB 141.

⁷ An asterisk (*) indicates that the completion date is explicitly outlined in SB 141.

Workstream #2: Public Transparency

This workstream focuses on expanding access to timely, accurate, and actionable information to support shared accountability and informed decision-making across Oregon’s education system. Its ultimate goal is to foster trust, strengthen engagement, and promote transparency by ensuring that families, educators, and communities have clear, accessible insights into student outcomes, district performance, and the supports and resources available to schools and learners.

Key agency actions include publishing an annual performance report that compares district progress against growth targets, enhancing grant budget reporting systems, and developing dashboards that integrate academic and financial data.

| Public Transparency - Progress Tracking | | | |
|---|---|---------------|-------------|
| Bill Section | ODE Actions | Status | Deadline |
| 34 | Develop and launch a dynamic public dashboard that displays state and local education metrics and visual indicators for progress across metrics, including interim assessment data, disaggregated student group performance, and the status of supports provided through the Continuum of Supports, to enhance transparency and support data-informed decision-making. | In Progress ▾ | Winter 2028 |
| 34 | Develop and maintain an academic and financial data dashboard that integrates key educational performance metrics and financial data. This dashboard will provide partners with transparent, timely, and accessible information to support accountability, resource allocation, and strategic planning across all public education entities. | In Progress ▾ | Winter 2028 |
| 34 | Design and implement internal policies that support the new approach to public transparency outlined in the 2025 Legislative Act. These policies will guide the development, publication, and use of transparent, accessible data tools—such as performance reports, dashboards, and visual summaries—and ensure consistent, equitable communication of education data to the public, with a focus on clarity, comparability, and shared accountability. | In Progress ▾ | Fall 2027 |
| 35 | Centralize and consolidate existing ODE reports and data to make them easier to locate and access. | In Progress ▾ | Winter 2026 |

Workstream #3: Streamlined Reports & Grant Consolidation

This workstream focuses on reducing administrative burden for school districts and improving the efficiency, clarity, and coherence of state-level reporting. Along with decreasing administrative burden, streamlined reporting will allow ODE to better align district support and accountability among grant programs, as well as permit districts to increase strategic planning, continuous improvement, and effectiveness within their grant portfolios.

Key agency actions include piloting streamlined reporting and budget forms, and finalizing the new reporting system for full statewide implementation in the 2027–28 school year.

| Streamlined Reporting & Grant Consolidation - Progress Tracking | | | |
|---|--|----------------------|-------------|
| Bill Section | ODE Actions | Status | Deadline |
| 28 | Examine content of district reporting to ensure that information requested is based on federal and state statutory requirements. | In Progress ▾ | Winter 2026 |
| 28 | Train all impacted internal teams on the streamlined reporting and grant consolidation processes , ensuring clarity of roles, quality of collected information, and consistent support for districts during both the pilot and full implementation phases. | To begin Fall 2025 | Winter 2026 |
| 28 | Assess current district grant reporting requirements to determine which requirements can be decreased, eliminated, and consolidated. Additionally, study how federal and state requirements may be aligned, including any necessary changes to state requirements to facilitate this alignment. As a result of this study, determine if statutory changes would provide greater alignment of grants, programs, planning, reporting, and monitoring processes. | In Progress ▾ | Summer 2026 |
| 34 | Collaborate with external consultants (e.g., Watershed Advisors) to analyze and learn from other states that have implemented streamlined reporting and grant consolidation. This work will inform the design of Oregon's reporting structures and grant protocols to ensure they are efficient, aligned with legislative intent, and responsive to district needs. | To begin Summer 2025 | Winter 2025 |
| 34 | Design and launch a streamlined reporting and grant consolidation pilot for the 2026–27 school year , including: 1) Uniform Reporting Form, 2) Supplemental Reporting | To begin Fall 2025 | 2026-27 |

| Streamlined Reporting & Grant Consolidation - Progress Tracking | | | |
|---|--|--------------------|----------|
| Bill Section | ODE Actions | Status | Deadline |
| | Form, and 3) Integrated Grant Budget Tool that consolidates funding streams and simplifies submission for districts participating in the pilot ⁸ . | | |
| 34 | Based on pilot findings, expand reporting and budget tools for full statewide implementation of the streamlined reporting and grant consolidation in 2027–28 , including: 1) Uniform Reporting Form, 2) Supplemental Reporting Form, and 3) Integrated Grant Budget Tool. | To begin Fall 2026 | 2026-27 |
| 34 | Statewide rollout of streamlined reporting and grant consolidation process. | To begin Fall 2026 | 2027-28 |

Workstream #4: Internal ODE Operations

This workstream focuses on strengthening the agency’s internal capacity by optimizing its organizational structure, enhancing internal communication, and streamlining core functions, such as grant management, research, and program delivery. The goal is to transform ODE into a high-performing, service-oriented agency that provides equitable, coordinated, and responsive support to the field through improved collaboration and operational efficiency.

Key agency actions include completing a grant optimization project, enhancing staff training, realigning operational and academic portfolios, and establishing a clear change management strategy.

| Agency Internal Operations - Progress Tracking | | | |
|--|---|------------|-------------|
| Bill Section | ODE Actions | Status | Deadline |
| 34 | Complete a comprehensive grant optimization project to improve grant management systems, increase efficiency in fund distribution and tracking, and better align grant workflows with agency priorities. This work will streamline internal processes and enhance support for school districts and other recipients. | Complete ▾ | Spring 2025 |

⁸ Pilot participants will include a representative sample of districts based on size, region, and student demographics. Feedback from this pilot will inform full implementation.

Agency Internal Operations - Progress Tracking

| Bill Section | ODE Actions | Status | Deadline |
|--------------|---|-------------------------|-------------|
| 34 | Strengthen internal training systems to ensure staff across all levels are equipped to implement new structures, tools, and policy expectations. This includes developing role-specific training modules and ongoing professional learning aligned with the agency's evolving strategic direction. | In Progress ▾ | Summer 2026 |
| 34 | Identify and realign similar or overlapping functions —such as research, data analysis, and audit work—into appropriately structured offices. This reorganization will improve clarity, collaboration, and overall operational effectiveness. | In Progress ▾ | Summer 2025 |
| 34 | Evaluate and realign operational and academic portfolios to support more coherent program delivery, eliminate redundancies, and ensure that cross-functional initiatives are implemented effectively and efficiently. | In Progress ▾ | Summer 2025 |
| 34 | Develop and implement a comprehensive internal communication and change management plan to support transparency, staff engagement, and consistent messaging as agency-wide shifts are implemented. This plan will help manage transitions and maintain alignment across teams. | In Progress ▾ | Fall 2025 |
| 34 | The Executive Team will clearly communicate priorities, timelines, and expectations to agency managers to ensure consistent leadership, accountability, and staff support throughout all levels of the organization during the implementation of strategic changes. | In Progress ▾ | Summer 2025 |
| 34 | Review and align internal and external advisory committees to ensure they are strategically positioned to inform agency action. Committees will be tasked with providing feedback on key initiatives, promoting inclusive input, and strengthening transparency and engagement. | To begin Summer 2025 | Winter 2025 |

Additional Legislative Requirements

| Bill Section | ODE Actions | Status | Deadline |
|--------------|---|-------------------------------|----------------------|
| 22 | Revise ODE’s Annual Report to the Legislature to include English learners’ progress on meeting performance growth targets. This report will provide detailed, disaggregated data to highlight successes and challenges, inform targeted supports, and guide policy decisions aimed at improving outcomes for English language learners across the state. | To begin Upon Passage of Bill | Upon Passage of Bill |
| 26 | Propose administrative rule revisions to expand the Department’s options for intervening with school districts or public charter schools that do not meet the goals of their early literacy plan to include 1) requiring curriculum or instructional material adoption, and 2) requiring participation in school or school district training or improvement activities. | To begin in Spring 2028 | Fall 2028 |
| 27 | Propose and adopt administrative rules to remove publisher fees associated with instructional materials ORS 337.065. | To begin Upon Passage of Bill | Upon Passage of Bill |

Section 4

Legislative Reports Per Senate Bill 141

This section includes a summary of newly required and significantly amended legislative reports outlined in SB 141, along with associated timelines and purposes. These reports reflect ODE's commitment to transparency, accountability, and continuous improvement in Oregon's public education system. They cover topics such as grant consolidation, streamlined reporting, implementation of performance growth targets, and district-level progress toward growth goals. Each report is intended to inform the Legislative Assembly and education stakeholders, and where applicable, may include recommendations for future legislation.

1. **Agency Internal Operations:** The department must submit a report summarizing the administrative and organizational changes made between January 1 and December 1, 2025. These changes are aimed at improving grant management, data collection, internal operations, and public transparency in preparation for the 2026–27 school year. The report will also highlight efforts to coordinate state and regional support for school districts by promoting best practices, as well as provide an update on the implementation of the 2025 Act. *Report to be submitted no later than December 15, 2025.*
2. **Streamlined Reporting and Grant Consolidation:** ODE to prepare a report to the Legislative Assembly related to grant consolidation and streamlined reporting (which may include recommendations for legislation). *Report to be submitted no later than no later than December 15, 2026.*
3. **Performance Growth Targets, Continuum of Supports, and Comprehensive Comparative Data:** ODE to prepare an annual report on the implementation of the performance growth targets and Continuum of Supports which includes an annual performance review for each school district, comprehensive comparative data on school districts and public education entities, and progress against established growth targets. This report will serve as a transparent tool for partners, including policymakers, educators, families, and communities, to understand statewide educational outcomes, identify areas of success, and pinpoint opportunities for targeted support and improvement. *Report to be submitted no later than February 1, 2028, based on the 2026-2027 school year.*
4. **English Language Learners:** ODE to amend an already required report that shows how much money each school district receives from the State School Fund for students who are eligible for and enrolled in English language learner (ELL) programs to include how each district is progressing toward meeting goals, addressing the needs of ELL students, and how well districts are doing to support these students with reaching performance growth targets. *Annual report to be submitted by January 1 of each odd-numbered year.*
5. **Division 22 and Division 24:** ODE to prepare a report that includes findings from the review of Division 22 and Division 24 administrative rules. Based on this review, the report may also include recommendations for changes to legislation, if applicable. ODE will further build out action items around Division 22 and Division 24 based on engagement and this contracted review. *Report to be submitted no later than December 15, 2026.*

Section 5

Engagement & Communication

The purpose of the following strategic engagement and communication approaches is to ensure all partners are informed, consulted, and co-constructing aspects of implementation. The goal is to build trust, promote clarity, and increase collaboration for sustained success across the education system.

High-Level Vision: Partner Groups & Engagement Strategy

Oregon's implementation of new performance growth targets and the aligned continuum of supports requires an inclusive, coordinated, and transparent approach to stakeholder engagement. This engagement strategy is designed to ensure that the voices of school and district leaders, educators, families, Tribes, legislators, community and advocacy partners, and internal agency staff are reflected throughout all phases of policy rollout and strategic improvement planning.

ODE will take a **phased, multi-modal approach** to engagement—using a blend of in-person and virtual channels, regular communication cycles, and feedback loops that promote clarity, accessibility, and two-way dialogue. Stakeholders will be engaged according to the relevance of each workstream and based on their role in supporting student success, with attention to regional, cultural, and organizational context.

Engagement will occur **frequently and intentionally** and will prioritize:

- **Clarity and transparency** about new requirements, timelines, and supports;
- **Collaboration and co-creation** where policies and practices require local input or adaptation;
- **Responsiveness and trust-building** through regular feedback mechanisms and refinement;
- **Equity in access** to information, tools, and voices across all district types and student populations.

The intended outcome is a shared statewide understanding of expectations and supports, stronger partnerships, shared accountability, and improved district capacity to meet the needs of every learner.

External Communications Strategy

In addition to the engagement strategy above, ODE will enlist a number of strategies for external communications with a goal of delivering transparent, timely, and tailored communications that foster trust, demonstrate progress, and promote shared responsibility. These strategies include:

- Launching an Accountability page on the ODE website that will serve as a centralized hub with regularly updated content to drive consistent messaging, transparency, and easy access to resources.
- Sharing monthly updates in ODE's external newsletter on progress made and upcoming focus areas.
- Providing regular legislative briefings to share progress, identify potential barriers, and outline upcoming work.
- Identify opportunities for press outreach (media releases, pitches, interviews, etc.) to broaden awareness of ODE's accountability work and highlight forward progress and positive outcomes.

| Partner Groups | Engagement Approach | Frequency Estimates (with adjustments as needed) | Intended Outcome |
|---|---|---|---|
| District & School Leaders | Virtual and in-person briefings, webinars, implementation guidance, feedback loops | Monthly (initial year), quarterly thereafter | Awareness, co-creation of guidance, early problem identification |
| Educators | Updates via associations (OEA, COSA), toolkits, embedded PD, surveys | Quarterly | Ensure educators understand metrics, assessments, and supports |
| Families & Communities | Family-friendly infographics, data dashboards, open board meeting requirements, targeted outreach (in partnership with districts) | 3x/year | Build public trust, inform families of district progress |
| Legislators & Education Committees | Reports, legislative briefs, committee hearings, annual Feb 1 performance report | Frequent touchpoints in year one, including Fall Legislative Days, quarterly reports, and annually thereafter or on request | Maintain transparency and support legislative oversight |
| Advocacy & Equity Partners | Working sessions, equity roundtables, public rulemaking process | Semi-annually | Ensure equity in implementation; co-develop tools and messaging |
| ODE Internal Teams | Internal leadership alignment meetings, cross-office working groups, onboarding toolkits | Weekly to monthly | Ensure collaboration and unified field support approach |
| Oregon Tribes | Virtual and in-person briefings, implementation guidance, work sessions, equity roundtables | Quarterly | Ensure equity in implementation; maintain transparency; co-creation of guidance |

Engagement Summary by Workstream

Summary Table (Snapshot)

| Workstream | Goal | Primary Audiences | Initial Rollout | Key Deliverables |
|---------------------------------|--|-------------------------------|-----------------|---|
| District Performance & Supports | Clarify performance targets and support levels | Districts, ESDs, Charters | Q3 2025 | Implementation guide, coaching overview, webinars |
| Public Transparency | Build understanding and access to data | Families, Communities, Boards | Q4 2026 | Dashboards, annual reports, family guides |
| Reporting & Consolidation | Reduce burden and align grants | Fiscal staff, legislators | Q3 2025 | Task force, survey results, legislative report |
| Internal Operations | Align internal capacity for external support | ODE Staff | Q3 2025 | Staff training, internal collaboration systems |

Section 6

Rulemaking Timeline

| ODE Workstream | SB 141 Section | Rulemaking Needed | Deadline |
|--|-------------------------------------|--|----------|
| Project Activities & Legislative Reports | SECTION 27 | Update rule for publisher fees | 07/01/25 |
| District Performance & Continuum of Supports | SECTION 3 | Comparison District Performance Targets Rule Set & Implementation | 12/20/25 |
| District Performance & Continuum of Supports | SECTION 3 | Additional Local Metrics Rule Set & Implementation | 12/30/25 |
| District Performance & Continuum of Supports | SECTION 4 | Statewide Performance Targets Rule Set & Implementation | 12/30/25 |
| District Performance & Continuum of Supports | SECTION 14 | LPGT Co-Development Guidance | 12/30/25 |
| District Performance & Continuum of Supports | SECTION 15 | Meeting / Not Meeting Performance Targets Rule Set & Implementation | 01/30/26 |
| District Performance & Continuum of Supports | SECTION 3 SECTION 4 SECTION 5 | Expanded District Definition Metrics / Performance Targets Rule Set & Implementation | 01/31/26 |
| District Performance & Continuum of Supports | SECTION 24 SECTION 25 | Interim Assessments Rule Set & Implementation | 01/31/26 |
| District Performance & Continuum of Supports | SECTION 5 | District provisions for not meeting Performance Growth Targets rule set | 05/29/26 |
| District Performance & Continuum of Supports | SECTION 8 SECTION 9 | Updates to existing rules for Intensive Program | 05/29/26 |
| Project Activities & Legislative Reports | SECTION 26 | Update rules for early literacy success plan | 10/30/28 |