

# Report on the Implementation of Senate Bill 141

Building Shared Accountability within Oregon's  
K-12 Education System

December 2025

Oregon Department of Education



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## A Message from the Director

Dear members of the Oregon Legislative Assembly,

Thank you for your leadership and commitment to Oregon's students.

Senate Bill 141—also known as the 2025 Education Accountability Act—is a major legislative achievement that creates a new statewide system for improving student outcomes and strengthening accountability throughout Oregon's K-12 education system. The law, passed with significant effort from lawmakers and support from education partners, sets clear expectations for school districts and the state, and provides clear authority for the Oregon Department of Education (ODE) to implement a new shared accountability framework. Senate Bill 141 charts the course for a foundational shift in how ODE collaborates with and delivers services to Oregon's school districts and students by:

- **Measuring student outcomes** using an expanded list of statewide metrics (e.g., early-grade attendance, third-grade reading, eighth-grade math, graduation rates) and ensuring that this data is used to drive continuous improvement.
- **Setting local performance growth targets** and requiring districts to show progress.
- **Providing defined, dynamic, and differentiated supports** for districts, ranging from technical assistance to coaching to state-directed use of funds.
- **Reducing administrative burden** by consolidating grant application processes and reporting at the state level.
- **Increasing transparency** through data visualizations and improved access to financial and academic data.

The passage of Senate Bill 141 reflects a shared commitment to improving outcomes and ensuring that resources and strategies are aligned with the agency's five Priorities for Student Success<sup>1</sup>. ODE has been implementing this legislation since the publication of our original action plan in June 2025. We have already made meaningful progress, including:

- **Reorganizing internally to strengthen ODE's capacity** to align and focus how we support school districts in meaningful ways.

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<sup>1</sup> ODE Priorities for Student Success: High-quality learning experiences; aligned and focused educational systems; engaged partners and communities; safe and inclusive schools; and committed and supported staff.

- **Transitioning ODE's district support system** to a regional delivery model, enabling more strategic, targeted, and comprehensive resource deployment.
- **Engaging with 34 school districts** to begin streamlining reporting processes and consolidating grant applications, including piloting a unified application.
- **Launching data dashboards** with user-friendly visuals and longitudinal data, making school, district, and state spending and performance information accessible for districts and the public, and enabling year-over-year analysis.
- **Developing the initial administrative rules** that establish clear targets, measure improvement, and track progress.

These efforts, and others, lay the groundwork for a more efficient, responsive, and outcomes-focused K-12 education system led by Oregon's state education agency.

While there is more work ahead, we are excited about the path forward. This progress has been made possible through collaboration with education leaders, tribal governments, community partners, and our dedicated staff. Together, we are building a system that is responsive, equitable, and focused on student success.

Thank you again for your partnership, commitment, and ongoing support as we continue the critical work ahead.

Sincerely,

Dr. Charlene Williams

Deputy Superintendent of Public Instruction

Director, Oregon Department of Education

## Executive Summary

Senate Bill 141 (2025), also known as the 2025 Education Accountability Act, was introduced by Governor Tina Kotek and passed by the Oregon Legislative Assembly during the 2025 legislative session. SB 141 is designed to strengthen and expand Oregon's education accountability system through shared responsibility, public transparency, streamlined state processes, and enhanced oversight and support of school districts to drive improvements in student outcomes. This shared accountability framework spans all levels of Oregon's K-12 education system, including the Oregon Department of Education (ODE), the Legislature, Education Service Districts (ESDs), Tribes, school districts, education partners, and community organizations.

Key provisions of Senate Bill 141 include:

- Establishing a clear set of evidence-based metrics to monitor student outcomes and requiring districts to set measurable improvement goals beginning in the 2026-27 school year;
- Granting ODE explicit authority to monitor district progress, reinforce successful practices, and provide support or direction as needed; and
- Reducing administrative barriers that divert time and attention from teaching and learning.

Section 34 of the Act directs ODE to report to the interim committees of the Legislative Assembly a summary of:

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

- (a) Improve grant consolidation, reporting, data collection and public transparency before the 2026-27 school year;
- (b) Improve and align internal operations across programs and offices in the department before the 2026-27 school year; and
- (c) Organize state and regional efforts to elevate best practices and responsive support for school districts before the 2026-27 school year.

(2) The status of the implementation of the provisions of this 2025 Act.

## Background: Legislative Requirements and Agency Commitments

In June 2025, the Oregon Department of Education (ODE) began implementing Senate Bill 141 and established internal structures to deliver this work. As implementation progressed, ODE identified additional opportunities to better align implementation with legislative intent and position the agency to successfully achieve the outcomes outlined in the bill. Since its passage, implementation efforts have evolved, and these refinements are reflected in the updated implementation plan (Appendix A).

While SB 141 outlines specific requirements related to reporting, rulemaking, and key supports for districts, ODE has also committed to additional actions that focus on internal transformation to better serve districts and education partners; many of these efforts are currently underway.

2023-2024	<ul style="list-style-type: none"><li>• HB 2656* Passes, Advisory Committee Meets, and Accountability Report is Published</li></ul>
2025 Session	<ul style="list-style-type: none"><li>• Oregon Legislature Passes Senate Bill 141</li></ul>
July 2025	<ul style="list-style-type: none"><li>• ODE Realigns Operational Structure</li></ul>
October 2025	<ul style="list-style-type: none"><li>• Initial Formal Rulemaking Launches</li></ul>
December 2025	<ul style="list-style-type: none"><li>• ODE Reports on Implementation Progress</li></ul>

\*HB 2656 (2023) directed the establishment of an advisory committee to explore options for expanding or revising Oregon’s educational accountability framework.

## Making Progress Toward Shared Accountability

ODE has laid the foundation to consolidate grants, increase public transparency through access to educational data and information, and expand the existing continuum of district supports.

### Grant Consolidation and Unified Application District Pilot

Districts and ODE expend significant resources to process grant applications and administer grant funding. Through ODE's myriad grant-in-aid programs, districts provide information via the application process, the grant agreement and execution process, and through performance and budget reporting. The information required from districts is often unintentionally redundant, misaligned, or inconsistently accessible across programs, creating inefficiencies. Through the Grant Consolidation and Unified Application District Pilot, ODE will seek a targeted, more focused, and broadly applicable set of information from districts. This will reduce the overall time spent on reporting, increase the utility of the information provided to support data-informed decision making, and increase resources available for teaching and learning.

Since passage of Senate Bill 141, ODE has:

- **Identified redundancies in grant reporting.** ODE reviewed all grant reporting requirements imposed on school districts and identified unintentional redundancies; ODE also identified district reports that can be decreased in frequency, eliminated, or consolidated.
- **Leveraged national expertise.** ODE contracted with nationally recognized consultants (Watershed Advisors) to learn from other states' grant reduction/consolidation efforts. The consultants work closely with ODE and district staff to review and consolidate the application questions, develop the technological tools and system functionality to collect information, and provide key insights and learnings from other states to inform Oregon's approach and help navigate challenges and barriers.
- **Launched Unified Application Pilot Program.** ODE is collaborating with 34 school districts representing small, medium, large, rural, and urban communities<sup>2</sup> to pilot the unified grant application in the 2026-27 academic year. This pilot application will launch in spring 2026 for funding during the 2026-27 academic year and will provide crucial

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<sup>2</sup> Adel SD 21, Arock SD 81, Black Butte SD 41 (K-8) then goes to Sisters, Burnt River SD 30J, Dayville SD 16J, Diamond SD 7, Double O SD 28, Drewsey SD 13, Frenchglen SD 16, Harney County SD 3, Hillsboro SD 1J, Huntington SD 16J, Jordan Valley SD 3, Juntura SD 12, Lincoln County School District, Long Creek SD 17, Mapleton SD 32, McDermitt, Monument SD 8, North Clackamas SD 12, Pine Creek SD 5, Pine Eagle SD 61, Pinehurst SD 94, Plush SD 18, Portland SD 1J, Reynolds SD 7, Roseburg School District (Douglas County SD4), Salem-Keizer SD 24J, South Harney SD 33, Spray SD 1, Suntex SD 10, Troy SD 54, Ukiah SD 80R, and Vernonia SD 47J.

feedback and insight to support a scaled, statewide launch of the unified application in the future.

### Increasing Public Transparency of K-12 Education

Oregon's K-12 education system is complex, but access to information about it shouldn't be. ODE is increasing transparency and public accessibility about the performance of the education system through improved data collection, data stewardship, and data visualization. By collecting the right data from the right entities at the right time; ensuring integrity, consistency, and regularity in the data collected; and understanding the goal of informing different audiences for different reasons, ODE is evolving the infrastructure and systems used to make public information truly accessible. Ultimately, this will enable identification of trends, gaps, and successes over time, and support targeted, data-informed decision-making on behalf of districts, ODE, and the state legislature.

Since passage of Senate Bill 141, ODE has:

- **Leveraged industry expertise.** ODE contracted with nationally recognized leaders (Gartner) and conducted a needs assessment of the agency's data governance structure and business intelligence architecture. The consultant provided key insights into ODE's internal practices, systems, and infrastructure that impact data collection, reporting, and transparency. These insights are critical inputs as ODE evolves tools and standards for data collection, data reporting, and data sharing.
- **Completed environmental scan, sought feedback on design and end-user experience.** ODE contracted with partners at the University of Oregon's Behavioral Research and Teaching to complete a 50-state scan of state education agency data dashboards. The findings included recommendations regarding design features and technical architecture; design features were vetted during education and community partner engagements.
- **Launched early data dashboards.** ODE launched several fiscal transparency dashboards<sup>3</sup> featuring user-friendly visualizations and longitudinal data views that make school, district, and state resource and spending allocations accessible to taxpayers, enabling year-over-year analysis to promote efficient and effective investments. These early

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<sup>3</sup> Legislators & Policymakers:

<https://www.oregon.gov/ode/schools-and-districts/FiscalTransparency/Pages/Legislators-and-Policymakers.aspx>

Parents & Community: [https://www.oregon.gov/ode/schools-and-](https://www.oregon.gov/ode/schools-and-districts/FiscalTransparency/Pages/Understanding-Your-School%27s-Finances.aspx)

[districts/FiscalTransparency/Pages/Understanding-Your-School%27s-Finances.aspx](https://www.oregon.gov/ode/schools-and-districts/FiscalTransparency/Pages/Understanding-Your-School%27s-Finances.aspx)

School & District Administrators: [https://www.oregon.gov/ode/schools-and-](https://www.oregon.gov/ode/schools-and-districts/FiscalTransparency/Pages/School-Administrators-and-District-Finance-Managers.aspx)

[districts/FiscalTransparency/Pages/School-Administrators-and-District-Finance-Managers.aspx](https://www.oregon.gov/ode/schools-and-districts/FiscalTransparency/Pages/School-Administrators-and-District-Finance-Managers.aspx)



version dashboards will be refined over time based on feedback from partners, the public, and other interested users.

- **Established centralized webpages.** ODE consolidated its research and data briefs to a centralized webpage<sup>4</sup> for partners to view information on assessments, curriculums, funding, report cards, and other reports. ODE repeated the approach to consolidate all statewide student, school, and education workforce surveys on a centralized webpage.<sup>5</sup>
- **Reestablished Chart of Accounts (COA) committee.** ODE engaged districts through surveys and consulted software vendors on feasibility. In addition, ODE reformed the Program, Budget, and Accounting Manual (PBAM) and COA to expand accounting guidance, added grant codes for improved tracking of restricted funds, and refined definitions to support consistency and training, especially for smaller districts.

### Enhancing District Performance and Continuum of Supports

ODE's current approach to supporting school districts can feel fragmented, inconsistent, and at times incomplete. ODE and districts lack shared clarity on when support or intervention occurs, what it looks like, and what the indicators are that it is successful. ODE seeks to expand and strengthen its defined, dynamic, and differentiated continuum of supports aligned with the Priorities for Student Success. Through targeted, prioritized, and responsive support provided by a single, coordinated ODE team, every district will have what they need to improve district performance and ultimately student outcomes.

Since passage of Senate Bill 141, ODE has begun:

- **Developing a Regional Support Team delivery model.** ODE launched an effort to evolve its system of district supports to a regional delivery model, enabling ODE to deploy supports and resources to districts in a more strategic, targeted, and comprehensive manner. These teams will hold primary responsibility for identifying gaps and needs across each region and developing a plan for holistic support. Instead of districts navigating multiple disconnected conversations, they'll have a trusted partner who listens, brokers resources, and guides improvement using clear protocols. An initial phase of this expansion will accompany the Unified Application District Pilot, launching spring 2026 for the 2026-27 academic year.
- **Identifying training and support needs for ODE staff.** Scaling its existing regional support team model will bring additional ODE staff into this functional structure,

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<sup>4</sup> [Oregon Department of Education : ODE Research and Data Briefs : Reports & Data : State of Oregon](#)

<sup>5</sup> [Oregon Department of Education : Statewide Student, School, and Education Workforce Surveys : Schools & Districts : State of Oregon](#)

requiring a level of training, coaching, and skill development over time to ensure all teams are equipped to effectively assess district performance and needs, and the need to develop strategies to deliver targeted support.

- **Establishing 25 essential practices in alignment with the Priorities for Student Success.** Evidence-based best practices are critical to district performance and student outcomes. ODE is aligning its continuum of supports to these 25 essential practices. This will inform Regional Support Teams' use of the continuum of supports to provide necessary assistance depending on identified district needs. These practices are being co-developed with ODE staff, experts, and districts.

### Internal Structure and Organization

Over the past few biennia, ODE has experienced significant growth (in programs, personnel, and fiduciary responsibility). This growth has been primarily through accretion over time, presenting an opportunity to re-balance and re-align functional organization across the agency. The internal structure of the agency does not – and should not – be recognized as an independent priority or work effort. However, internal alignment around organizational priorities, clear and shared expectations and definitions of success, and continuous orientation to improving student outcomes flow most successfully from a balanced and aligned organizational structure. Disciplined project management is also a critical component of successful implementation of SB 141.

Since passage of Senate Bill 141, ODE has:

- **Created a new agency leadership structure.** ODE adopted a new agency leadership structure, establishing a Deputy Director of Academics, a Deputy Director of Operations, and a Strategic Initiatives Officer. This model was designed to improve operational efficiency, build leadership capacity and pipeline, and align agency staff, teams, and efforts more effectively around priority initiatives. ODE modified its leadership meeting structures and cadence to improve efficiency, strengthen internal communication, and build shared ownership and collaboration across the agency.
- **Reorganized the agency.** ODE reorganized, resulting in the shifting of teams across the agency to better balance workloads and workflows and aligning teams around shared functions.
- **Developed intentional internal communication structure and approach.** Clear and consistent internal communication and change management are critical to moving significant efforts forward. ODE developed an internal communications strategy coupled with a change management approach to ensure all ODE employees understand the

priority outcomes of Senate Bill 141, feel empowered and prepared to carry that message forward, and see their individual role in ensuring collective success.

- **Established internal governance structure and project management for SB 141/Shared Accountability Implementation.** Clear roles and responsibilities, and consistent monitoring and progress tracking are foundational elements to deliver the implementation of Senate Bill 141. The governance structure includes a steering team, workstreams, and task forces, as well as clear tracking and monitoring mechanisms to ensure adequate resources and collaboration.
- **Selected and onboarded consultant for Division 22/24 review.** SB 141 directs third-party review of Divisions 22 and 24, which set standards for school districts and education service districts. ODE, through the Northwest Comprehensive Center, is working with Education Northwest to review existing rule compliance approaches and processes specific to Division 22 and Division 24 standards. The consultant will develop findings and recommendations, and ODE will update rules in 2026.

## Rules and Reports per Senate Bill 141

Implementing SB 141 requires more than new systems and supports – it also requires clear, consistent rules to guide how the law is carried out across Oregon. As a result, there are many components of this bill that require ODE to develop and propose administrative rules for consideration and adoption by the State Board of Education (SBE).

Adoption Date	Rule Description
December 2025	Expanded Definitions (Section 2) Metrics & Targets (Sections 3 and 4) – Includes statewide performance targets, Local metrics, differentiated metrics, and performance growth targets. Repeal Publisher Fees (Section 27)
January 2026	Interim Tests (Sections 24 & 25)
March 2026	Chart of Accounts (Section 34)
May 2026	Meeting Performance Growth Targets (Sections 5 and 6)
May 2026	Intensive Coaching Program (Sections 8 and 9)
October 2028	Early Literacy (Section 26)

SB 141 requires both new and significantly amended legislative reports, along with associated timelines and purposes. Each report is intended to inform the Legislative Assembly and education stakeholders, and where applicable, may include recommendations for future legislation.

1. **Reduction of Redundancies:** ODE to prepare a report to the Legislative Assembly based on a study conducted to reduce reporting requirements that are imposed on districts. Report may include recommendations for legislation. Report to be submitted no later than December 15, 2026.
2. **Division 22 and Division 24:** ODE to prepare a report that includes findings from the third-party review of Division 22 and Division 24 administrative rules. Report may include recommendations for legislative changes. Report to be submitted 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, including an annual performance review for each school district, comprehensive comparative data on school districts and public education entities, and progress against established growth targets. Annual report to be submitted no later than February 1, 2028.
4. **English Language Learners:** ODE to amend an already required report to include how each district is progressing toward meeting objectives and needs of ELL students, including progress of learners towards meeting performance growth targets. Annual report to be submitted by January 1 of each odd-numbered year.

As Oregon moves from foundational implementation to full operationalization of Senate Bill 141, the work completed in 2025 serves as a critical springboard for the next phase. These initial actions have positioned the department to meet statutory timelines and deliver on legislative intent. The coming year will focus on translating these structural changes into measurable outcomes for districts and students. This includes advancing rulemaking, piloting streamlined processes, and deepening engagement with education partners to ensure readiness for the 2026-27 school year. The following section outlines key actions for continued implementation.

January 2026	<ul style="list-style-type: none"><li>• Division 22 and Division 24 Review</li></ul>
2026-27 School Year	<ul style="list-style-type: none"><li>• Districts Implement Interim Assessments and Additional Metrics</li></ul>
2026-27 School Year	<ul style="list-style-type: none"><li>• Districts Pilot the Consolidated Grant Application and Reporting Process</li></ul>
February 2028	<ul style="list-style-type: none"><li>• ODE Publishes Legislative Report with District Performance Reviews</li></ul>
2028-29 School Year	<ul style="list-style-type: none"><li>• ODE Introduces Directed Coaching Program and Dynamic Public Dashboard</li></ul>
2029-30 School Year	<ul style="list-style-type: none"><li>• ODE Launches Revised Intensive Coaching Program</li></ul>

## Conclusion

Through the ongoing, successful implementation of Senate Bill 141, the Oregon Department of Education is committed to improving student outcomes, reducing administrative burden for districts, setting clear and measurable statewide goals, driving continuous improvement through real-time data, and fostering collaboration with districts and education partners. Together, we are building a transparent, accountable system that balances sustained progress and calls attention to the urgency of the need for meaningful change. These efforts are designed to ensure that everyone who plays a part in Oregon's education system can focus on our collective commitment to the success of the students we serve.

## Appendices

### Appendix A: ODE Implementation Plan

Deadline	Bill Section	Legislative Requirements	ODE Strategy
Upon Passage of the Bill	27	Repeals ORS 337.065: Publisher Fees.	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule.
Fall 2025	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.	Contract with NW Region Comprehensive Center to conduct a review of administrative rule requirements.
12/15/2025 per SB141	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: Administrative and organizational changes made to the department between 1/1/25 and 12/1/25 to improve: <ul style="list-style-type: none"> <li>– Improve grant consolidation, reporting, data collection, and public transparency before the 2026-27 school year;</li> <li>– Improve and align internal operations across programs and offices in the Department before the 2026-27 school year; and</li> <li>– Organize state and regional efforts to elevate best practices and responsive support for school districts before the 2026-27 school year; and</li> </ul> Status on implementation of this 2025 Act.	Draft a report. Follow standard procedures for internal report review. Submit report.
Winter 2025	28	Requires ODE to study the reporting requirements imposed on school districts including: <ul style="list-style-type: none"> <li>– Requirements for school districts to report to the department;</li> <li>– State reporting requirements that can be decreased in frequency, eliminated or consolidated;</li> <li>– State reporting requirements that can be aligned with federal reporting requirements, including any necessary changes to state programs to align with federal programs; and</li> </ul>	Identify all grant reporting requirements imposed on school districts. Review requested information for what can be decreased in frequency, eliminated, or consolidated. Align information requested with state and federal requirements.
Winter 2025	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	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule. Follow standard procedures for

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		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.	updating internal and external documents and materials with redefined language.
Winter 2025	3	Adds metrics to previous growth targets including early grade attendance, eighth-grade mathematics, and local metrics (the State Board of Education will adopt a list of no more than 5 local metrics and the district will choose 1 metric).	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule.
Winter 2025	3	Requires ODE to establish metric targets for similar school districts, as determined by the department. including all metrics as well as gaps in disaggregated rates based on State Board-adopted statewide targets.	Draft definition for "similar districts". Follow standard procedures for feedback. Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule.
Winter 2025	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.	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule.
Winter 2025	4	States new metrics, including early attendance, 8th grade mathematics, and local metrics, will first apply to school districts for the 2026-27 school year.	Communicate with partners.
Winter 2025	29	When conducting the review of Division 22 and Division 24 requirements, the entity shall identify: <ul style="list-style-type: none"> <li>– Standards that best support student outcomes and that should be prioritized by the department and districts;</li> <li>– Standards that make less significant contributions to the support of student outcomes and can be removed; and</li> <li>– Effective methods for enforcing whether a district is standard.</li> <li>– 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.</li> </ul>	Support and collaborate with contractor to complete review.
1/31/2026 per SB141	25	The requirements set forth in Section 24 become operative on July 1, 2026. Requires State Board of Education to adopt a list of approved interim assessments no later than January 31, 2026. The amendments noted in Section 24 first apply to the 2026-27 school year.	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule.

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Spring 2026	8 and 9	<p>Amends ORS 327.222</p> <ul style="list-style-type: none"> <li>– “Coaching” is added to the name of the Intensive Program,</li> <li>– “With the highest needs in this state” removed from the program eligibility</li> <li>– 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.</li> <li>– 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.</li> <li>– 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).</li> </ul>	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule. Follow standard procedures for updating internal and external documents and materials with added/removed language.
Spring 2026	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.	Provide guidance and support to co-develop performance growth targets.
Summer 2026	15	<p>Amends ORS 327.201 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.</p> <p>Removes language regarding grant recipients 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.</p> <p>Removes language regarding performance audit on a random basis or based on just cause (this language is added to Section 5 of the bill).</p>	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule. Follow standard procedures for updating internal and external documents and materials with added/removed language. do we have a policy or procedure for directing funds?
Fall 2026	23	ORS 327.214 is repealed: Coaching program for grant recipients that do not meet performance growth targets.	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule. Follow standard procedures for updating internal and external documents and materials with added/removed language.
Fall 2026	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/	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement.



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		guardian of a student in the district to file a complaint about noncompliance.	Propose revised rule. Follow standard procedures for updating internal and external documents and materials with added/removed language.
Fall 2026	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.	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule. Follow standard procedures for updating internal and external documents and materials with added/removed language.
12/15/2026 per SB141	29	Requires ODE 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.	Draft a report on Division 22 and Division 24 Standards (which may include recommendations for legislation). Follow standard procedures for internal report review. Submit report.
12/15/2026 per SB141	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.	Draft a report of study conducted on reporting requirements imposed on school districts (which may include recommendations for legislation). Follow standard procedures for internal report review. Submit report.
12/31/2026 per SB141	33	Amends 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.	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule. Follow standard procedures for updating internal and external documents and materials with added/removed language.
Winter 2026	28	Requires ODE to study the reporting requirements imposed on school districts including: Statutory changes that would provide for the alignment of grants, programs, planning, reporting and monitoring processes.	Identify statutory changes that would provide alignment and include them as part of the report submitted to the interim committees of the Legislative Assembly on December 15, 2026.
Winter 2026	14	Amends ORS 327.190 If the grant applicant has developed performance growth targets in accordance with requirements, ODE will confirm the applicable targets.	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule. Follow standard procedures for updating internal and external

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			documents and materials with added/removed language.
Winter 2026	5	Requires State Board of Education to 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.	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule.
Winter 2026	24	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.	Provide communication, assistance, and guiding materials to support districts in administering assessments and reporting results to the department.
1/1/2028 per SB141	10	Amends ORS 327.235 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.	Draft revisions to report template. Follow standard procedures for template review. Implement use of new report template.
2/1/2028 per SB141	10	Requires ODE to submit report 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.	Draft a report. Follow standard procedures for internal report review. Submit report.
Summer 2028	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.	Draft revisions to report template. Follow standard procedures for template review. Implement use of new report template.
Fall 2028	5	Requires ODE to expand continuum of supports. If a school district does not meet their performance growth targets, the following supports/accountability mechanisms will be put into place: <ul style="list-style-type: none"> <li>– After two years of not meeting targets, the school district must accept coaching and support from ODE.</li> <li>– 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.</li> <li>– 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, JDEPs/YCEPs, etc.</li> </ul>	Expand current continuum of support to include state interventions (directed coaching, intensive coaching program per ORS 327.222, and directed funding)

## Report on the Implementation of Senate Bill 141

		<ul style="list-style-type: none"> <li>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.</li> </ul>	
Fall 2028	5	Requires ODE to enter into a partnership with an organization that specializes in budgets for public kindergarten through grade 12 schools to provide additional training and consultation services for a school district for which the uses of moneys will be prescribed.	Identify organization for potential partnerships.
Fall 2028	5	ODE may enter into a contract with any entities the department determines are qualified to provide the coaching.	Identify entities to provide coaching.
Fall 2028	6	States review of a districts progress will apply during 2026-27 school year and a school district may first be required to accept coaching and support for the 2028-29 school year.	Communicate with partners.
Fall 2028	26	<p>Amends ORS 327.837 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"> <li>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</li> <li>Requiring the school district or public charter school to participate in school or school district training or improvement activities, as identified by the department.</li> </ul>	Follow standard procedures for rulemaking engagement. Draft administrative rule revisions based on partner engagement. Propose revised rule.
Winter 2028	11	Amends ORS 327.235 (noted in section 10) to become operative January 1, 2028 and requires ODE to submit first report no later than February 1, 2028, based on the 2026-27 school year.	Communicate with partners.