House Bill 2478

Sponsored by Representative WALLAN (Presession filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Directs State Board of Education to conduct annual review of education standards in state. Requires standardized measures of proficiency, consultation with Higher Education Coordinating Commission and encouragement of grouping of students based on academic ability.

Establishes phonics as core academic subject.

Removes requirement that academic content standards for history, geography, economics and civics include sufficient instruction on histories, contributions and perspectives of certain individuals.

Removes suspension of requirement of showing proficiency in Essential Learning Skills as condition of earning diploma in 2023-2024 school year.

Declares emergency, effective July 1, 2023.

A BILL FOR AN ACT

Relating to student achievement; amending ORS 329.025, 329.045 and 329.485 and section 5, chapter 202, Oregon Laws 2019, and section 3, chapter 495, Oregon Laws 2021; repealing section 2, chapter 202, Oregon Laws 2019; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, and section 6, chapter 178, Oregon Laws 2021, is amended to read:

329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Education shall [regularly and periodically review and and] annually review and, as necessary, revise its Common Curriculum Goals, performance indicators and diploma requirements and any other rules or guidance that establish education standards in this state.

(b) The review and revision conducted under this section shall:

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, phonics, language arts, history, geography, economics, civics, physical education, health, the arts and world languages. Academic content standard achievement must be evaluated based on standardized measures of proficiency.

(B) Involve the Higher Education Coordinating Commission to ensure that academic content standards in mathematics, science, language arts, history and civics properly prepare students for post-secondary courses in mathematics, science, language arts, history and civics, as determined based on at least 80 percent of high school graduates of this state entering a post-secondary institution of education being able to demonstrate, upon the graduate's first attempt, proficiency in the post-secondary course.

(C) Encourage the grouping of students based on the academic ability of the students in relation to mathematics, science, phonics, language arts, history or civics, or any combination thereof.

[(B) Ensure that the academic content standards for history, geography, economics and civics include sufficient instruction on the histories, contributions and perspectives of individuals who:]
HB 2478

(i) Are Native American;
[(ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;]
[(iii) Are women;]
[(iv) Have disabilities;]
[(v) Are immigrants or refugees; or]
[(vi) Are lesbian, gay, bisexual or transgender.]
[(C) Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.]

(D) Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:

(i) Students with instruction in core academic subjects, including mathematics, science, phonics, language arts, history, geography, economics, civics, the arts and world languages;
(ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph (i) of this subparagraph, including health and physical education;
(iii) Students with the opportunity to participate in enrichment activities that contribute to a well-rounded education, including learning opportunities that may be based on service, experience or work and that may be provided through partnerships with other organizations; and
(iv) Teachers with the opportunity to collaborate, plan and engage in professional development within and across grades and subjects.

(c) Nothing in this subsection prevents a school district or public charter school from maintaining control over course content, format, materials and teaching methods.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, phonics, language arts, history, geography, economics, civics, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:

(A) Meet the academic content standards adopted by the State Board of Education; and
(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

(4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics and financial literacy to allow every student who wants to receive instruction in civics and financial literacy to be able to receive the instruction.

SECTION 2. Section 5, chapter 202, Oregon Laws 2019, is amended to read:

Sec. 5. During the 2026-2027 and 2027-2028 school years, the Department of Education shall provide professional development to teachers and administrators relating to [academic content standards adopted pursuant to ORS 329.045 (1)(b)(B), as amended by section 1 of this 2019 Act, and to]
the selection of textbooks under ORS 337.260, as amended by section 3 [of this 2019 Act], chapter 202, Oregon Laws 2019. The department may contract for the provision of professional development required by this section.

SECTION 3. ORS 329.025 is amended to read:

329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that allows students, parents, teachers, administrators, school district boards and the State Board of Education to be accountable for the development and improvement of the
public school system. The public school system shall have the following characteristics:

1. Provides equal and open access and educational opportunities for all students in the state regardless of their linguistic background, culture, race, gender, capability or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations and recognizes individual differences at all instructional levels;
3. Provides each student an education experience that supports academic growth beyond proficiency in established academic content standards and encourages students to attain aspirational goals that are individually challenging;
4. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
5. Supports the physical and cognitive growth and development of students;
6. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
7. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
8. Provides for rigorous academic content standards and instruction in mathematics, science, **phonics**, language arts, history, geography, economics, civics, physical education, health, the arts and world languages;
9. Provides increased learning time;
10. Provides students an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
11. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
12. Provides students with the knowledge and skills that lead to an active, healthy lifestyle;
13. Provides students with the knowledge and skills to take responsibility for their decisions and choices;
14. Provides opportunities for students to learn through a variety of teaching strategies;
15. Emphasizes involvement of parents and the community in the total education of students;
16. Transports children safely to and from school;
17. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
18. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities; and
19. Provides for a safe, educational environment.

**SECTION 4.** ORS 329.485 is amended to read:

329.485. (1) As used in this section:

(a) “Content-based assessment” means testing of the understanding of a student of a predetermined body of knowledge.

(b) “Criterion-referenced assessment” means testing of the knowledge or ability of a student with respect to some standard.

(c) “Performance-based assessment” means testing of the ability of a student to use knowledge and skills to create a complex or multifaceted product or complete a complex task.

(2)(a) The Department of Education shall implement statewide a valid and reliable assessment system for all students that meets technical adequacy standards. The assessment system shall include criterion-referenced assessments including performance-based assessments, content-based as-
sessments, and other valid methods to measure the academic content standards and to identify students who meet or exceed the standards.

(b) The department shall develop the statewide assessment system in mathematics, science, phonics, language arts, history, geography, economics and civics.

(3) In addition to the assessment system implemented under subsection (2) of this section, the department may make available to school districts and public charter schools an assessment system that uses criterion-referenced assessments, including performance-based assessments and content-based assessments to:

(a) Measure a student's progress toward mastery of the knowledge and skills of the student's current grade level or course content level;

(b) Determine the student's level of mastery, which shall be determined regardless of the actual grade level of the student and may be determined by adapting the assessment during the assessment process as a result of the performance of the student;

(c) Track and provide reports on the progress of a student based on the information provided under paragraphs (a) and (b) of this subsection; and

(d) Provide predictions of anticipated student progress that are based on the information provided under this subsection and not on the current grade level of the student.

(4)(a) School districts and public charter schools shall implement the statewide assessment system in mathematics, science and language arts. In addition, school districts and public charter schools may implement the statewide assessment system in phonics, history, geography, economics and civics.

(b) School districts and public charter schools may choose to implement the assessment system described in subsection (3) of this section.

(5)(a) Each year the resident school district shall be accountable for determining the student's progress toward achieving the academic content standards. Progress toward the academic content standards:

(A) Shall clearly show the student and parents whether the student is making progress toward meeting or exceeding the academic content standards at the student's current grade level or course content level;

(B) Shall be based on the student's progress toward mastery of a continuum of academic knowledge and skills; and

(C) May be based on the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the school district.

(b) School districts shall determine the method and format for showing student progress toward achieving the academic content standards. Communications on student progress shall include a reasonable number, as determined by the school district, of academic knowledge and skills in a content area to enable parents and students to understand a student's progress toward meeting or exceeding the academic content standards. No more than three indicators of academic knowledge and skills per content area reporting category shall be required as provided by this section. A school district may use more than three indicators of academic knowledge and skills per content area reporting category if the school district implements a proficiency education system as provided by ORS 329.119.

(6) In addition to the requirements described in subsection (5) of this section, the school district shall adopt and implement a reporting system based on the school district board adopted course content of the school district's curriculum. The reporting system:
(a) Shall clearly show the student and parents whether the student is achieving course requirements at the student’s current grade level or course content level;

(b) Shall be based on the student’s progress toward mastery of a continuum of academic knowledge and skills; and

(c) May be based on the student’s progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the school district.

(7) If a student has not met or has exceeded all of the academic content standards, the school district shall make additional services or alternative educational or public school options available to the student.

(8) If the student to whom additional services or alternative educational options have been made available does not meet or exceed the academic content standards within one year, the school district, with the consent of the parents, shall make an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the school district or to a public school in another school district that agrees to accept the student. The school district that receives the student shall be entitled to payment. The payment shall consist of:

(a) An amount equal to the school district’s expenses from its local revenues for each student in average daily membership, payable by the resident school district in the same year; and

(b) Any state and federal funds the attending school district is entitled to receive payable as provided in ORS 339.133 (2)(b).

SECTION 5. Section 2, chapter 202, Oregon Laws 2019, is repealed.

SECTION 6. Section 3, chapter 495, Oregon Laws 2021, is amended to read:

Sec. 3. Notwithstanding any rules adopted by the State Board of Education, a student may not be required to show proficiency in Essential Learning Skills as a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year.

SECTION 7. This 2023 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2023 Act takes effect July 1, 2023.