

House Bill 3055

Sponsored by Representatives YUNKER, WRIGHT; Senators NASH, SMITH DB (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**. The statement includes a measure digest written in compliance with applicable readability standards.

Digest: Requires each school district to have students take tests and improve test scores for the school district to receive certain state moneys. (Flesch Readability Score: 69.1).

Requires school districts to comply with statewide summative assessment participation requirements and to demonstrate improved student achievement on statewide summative assessments to be eligible for state funding related to the High School Graduation and College and Career Readiness Act.

Eliminates the directive to the Department of Education to apply for a waiver of state assessment requirements under federal law.

A BILL FOR AN ACT

1
2 Relating to statewide summative assessments; creating new provisions; amending ORS 327.883; and
3 repealing ORS 329.482.

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

5 **SECTION 1.** ORS 327.883 is amended to read:

6 327.883. (1) The State Board of Education shall by rule adopt eligibility requirements, biennial
7 plan guidelines, biennial plan submission deadlines, reporting criteria and audit processes to ensure
8 that amounts apportioned under ORS 327.859 improve students' progress toward graduation begin-
9 ning with grade 9, increase the graduation rates of high schools and improve high school graduates'
10 readiness for college or career.

11 (2) The requirements for eligibility adopted under subsection (1) of this section must include:

12 (a) The requirement that the biennial plan include:

13 (A) A district needs assessment and an explanation of how the establishment or expansion of
14 career and technical education programs, college-level educational opportunities or dropout-
15 prevention strategies addresses those needs.

16 (B) A description of how the school district will establish or expand career and technical edu-
17 cation programs, college-level educational opportunities and dropout-prevention strategies in com-
18 pliance with ORS 327.874.

19 (C) The four-year plan of the school district relating to the establishment or expansion of career
20 and technical education programs, college-level educational opportunities and dropout-prevention
21 strategies, as provided by ORS 327.874.

22 (b) The requirement that the school district demonstrate in the biennial plan how the school
23 district will:

24 (A) Provide sufficient time for teachers and staff of students in grade 9 to review data on
25 students' grades, absences and discipline by school and by course and to develop strategies to ensure
26 at-risk students stay on track to graduate;

27 (B) Implement district-wide evidence-based practices for reducing chronic absenteeism in grades

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 9 through 12;

2 (C) Assign high school students to advanced and dual-credit courses based on academic quali-
3 fications in order to avoid bias in course assignments; and

4 (D) Implement systems to ensure that high school students, including English Language
5 Learners, are taking courses required for on-time graduation.

6 (c) If necessary for the success of the establishment or expansion of career and technical edu-
7 cation programs, college-level educational opportunities and dropout-prevention strategies, the re-
8 quirement that a school district must demonstrate in the biennial plan that the school district will:

9 (A) Cooperate, coordinate or act jointly with other school districts, education service districts,
10 regional achievement collaboratives, post-secondary institutions or other education partners, in-
11 cluding professional learning communities, to achieve the purposes of the High School Graduation
12 and College and Career Readiness Fund and to maximize benefits from apportionments under ORS
13 327.859;

14 (B) Cooperate, coordinate or act jointly with nonprofit programs and community-based organ-
15 izations that have demonstrated achievement of positive outcomes in work with underserved student
16 populations;

17 (C) Consult with federally recognized Oregon Indian tribes, as required by rule of the State
18 Board of Education; and

19 (D) Use evidence-based criteria to determine appropriate staffing ratios and class sizes to
20 achieve the purposes of the fund and to maximize benefits from apportionments under ORS 327.859.

21 **(d) The requirement that, for the statewide summative assessments administered for**
22 **mathematics and language arts at least once in grades 9 through 12 for purposes of 20 U.S.C.**
23 **6311, the school district comply with the percentage requirements for the annual measure-**
24 **ment of achievement that applies to all students and to all students in each subgroup of**
25 **students identified in 20 U.S.C. 6311.**

26 **(e) The requirement that the average student academic achievement, as measured by the**
27 **statewide summative assessments administered for both mathematics and language arts at**
28 **least once in grades 9 through 12 for purposes of 20 U.S.C. 6311, has improved as compared**
29 **to both the previous school year and the 2018-2019 school year.**

30 **SECTION 2. (1) The amendments to ORS 327.883 by section 1 of this 2025 Act become**
31 **operative on July 1, 2026.**

32 **(2) The amendments to ORS 327.883 by section 1 of this 2025 Act apply to distributions**
33 **commencing with the 2026-2027 distributions.**

34 **SECTION 3. ORS 329.482 is repealed.**

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