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**Oregon Department of Education
Administrative Overview
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Introduction

The State of Oregon's public education system consists of public school districts, community colleges, and education service districts, with their own respective governing bodies. The Oregon Legislature created the Oregon State Board of Education to set the educational policies and standards of Oregon's state schools and community colleges. Its mission is to "consider the goals of modern education, the requirements of a sound, comprehensive curriculum best suited to the needs of the students and the public and any other factors consistent with the maintenance of a modern and efficient elementary and secondary school system and community college program" (ORS 326.011). In support of the board's mission, the Oregon Department of Education provides policy and expertise in:

- The establishment of state standards for public kindergartens, elementary and secondary schools.
- Adopting rules for the general governance of public kindergartens, elementary and secondary schools.
- Prescribing the required or minimum course of study.
- Adopting rules regarding school and interscholastic activities.
- Adopting rules prohibiting discrimination in public schools (ORS 326.051).

In addition, the Department of Education manages the Oregon School for the Blind, the Oregon School for the Deaf and education programs for adjudicated youth (ORS 326.310).

The Oregon State Department of Education functions under the control and operation of the Oregon State Board of Education, with the Superintendent of Public Instruction serving as administrative officer (ORS 326.111). It is the responsibility of the Oregon Department of Education to administer the educational policies and standards of the Oregon State Board of Education. The Superintendent of Public Instruction serves as the chief facilitator of educational policy enacted by both law and the guidance of the State Board of Education (ORS 326.310).

History

The Oregon State Constitution of 1859 established a system of common schools, and designated the governor as Superintendent of Public Instruction with the provision that after five years the Legislative Assembly would be allowed to create an independent office for this purpose (Const., art. 8). The Legislative Assembly exercised this right in 1872 by enacting a law designating an elected four-year position, salary, and providing office space in the state capital (O.L. 1872, p. 146).

The 1872 law also created the State Board of Education. From 1872 to 1941 the board consisted of the Governor, the Secretary of State, and the Superintendent of Public Instruction. It was required to meet each January and July and was assigned the power to:

- Authorize the use of textbooks.
- Prescribe rules for schools.
- Sit as a Board of Examination to grant life diplomas and certificates to teachers.
- Grant diplomas and certificates without examination to people presenting authentic diplomas or certificates from other states.
- Revoke any diploma or certificate for “immoral or other unprofessional conduct” (O.L. 1872, p. 149).

The superintendent also held additional duties to the overall mandate "to exercise a general superintendence of the county and district school officers and the public schools of the state" (O.L. 1872, p. 146). This included the requirement to annually visit public schools in every county statewide for the purpose of inspection, providing advice, and gathering statistics. If possible, they were also required to attend county teacher's institutes and assist in the organization and development of institute work in each county. Additionally, he was to visit the chartered higher education institutions of the state to gather and verify statistical information to be presented to the Legislative Assembly. (O.L. 1899, p. 209-210)

In order to assure proper and standard local administration of education laws, the superintendent prepared and distributed a uniform series of blanks, business forms, and rules and regulations to county school officers. The superintendent also prepared informational circulars directed to school officers that dealt with topics such as school management and teacher responsibilities (O.L. 1899, p. 209-210).

Furthermore, the law authorized the superintendent to supply a list of required studies to be taught in public schools, to supervise the vote among county superintendents for the adoption of a standard series of textbooks, and to annotate and compile school laws ordered published by the Board of Education during his term of office (O.L. 1872, p. 147-148). In 1887 he was designated, in conjunction with the Board of Education, as the final arbiter of all questions and disputes concerning the interpretation of school laws (O.L. 1887, p. 607).

In 1899 the Legislative Assembly rewrote the school laws and gave additional duties and responsibilities to the superintendent. The new law created various boards and commissions to supervise programs and advise on special education concerns. The new law required a state Board of Examiners to create questions for all state teacher certification tests, with the superintendent appointing members. The board filled this role until it was abolished in 1935 (O.L. 1899, p. 209; O.L. 1935, ch. 38). Teachers were required to successfully complete an

examination for a specific teaching "class" and show evidence of good moral character. The superintendent exercised the power to grant and revoke certification and a 1911 law established a chain of appeal to the Board of Education (O.L. 1911, ch. 58). During this time period, the superintendent became responsible for administering a mandated examination of 8th grade students. In 1905, the superintendent was made responsible for preparing examination questions; prescribing uniform rules for conducting examinations; and providing blank certificates of graduation to county superintendents (O.L. 1905, ch. 75).

In 1899, specialization in textbook selection became formalized with the creation of the state Board of Textbook Commissioners. From 1901 to 1927 this board was appointed by the governor and reported to the Board of Education. They chose textbooks to be used for six-year time periods (O.L. 1899, p. 87). In 1927, the Board of Education began appointing members to the board (O.L. 1927, ch. 321). Although in later years the board retained its quasi-independent status, its authority was limited in 1953 by the requirement to submit a multiple list of textbooks from which the Board of Education could choose (O.L. 1953, ch. 121).

The Legislative Assembly created the State Board for Vocational Education in 1919. Growing interest in the field as well as federal funds provided by the National Vocational Education Act served as catalysts for this action. Members of this board consisted of the Board of Education (ex-officio) and four additional members appointed by the governor to represent agriculture, labor, employees, and "home interests." The board's responsibilities included cooperating with the federal government and distributing federal funds, administering Oregon laws relating to vocational education, formulating programs for integration into the public schools, certifying vocational education teachers and institutions, and reporting biennially to the Legislative Assembly (O.L. 1919, ch. 348). A 1923 state law required the board to coordinate a statewide program for vocational rehabilitation based on the 1920 federal law designed to speed the return of disabled workers to civil employment (O.L. 1923, ch. 137). The board ceased to function as a separate entity in 1941 when it joined the Board of Education as a division (O.L. 1941, ch. 370).

A specialized commission focusing on immigrants was created in 1925 and placed under the control and supervision of the Superintendent of Public Instruction. The Commission of Americanization consisted of five members who were appointed by the Board of Education and responsible to the superintendent. This commission coordinated the effort to create a standardized course of study in the public schools to "promote and advance the work of Americanization among the immigrant population." The commission also focused on Americanizing adult immigrants through education (O.L. 1925, ch. 317). A 1959 law repealed the statutory authority for the commission and associated functions (O.L. 1959, ch. 121).

In response to the perceived poor physical health of World War I inductees, the superintendent appointed a committee in 1919 to investigate how the schools could promote physical exercise and training. Additionally, a 1919 law made physical education classes compulsory for public school students while a 1925 law gave the superintendent the added duty to supervise the physical examination of elementary school students to discover problems with vision, hearing, or the existence of "external obvious defects." (O.L. 1919, ch. 68; O.L. 1925, ch. 27)

The superintendent also sat on various educationally related boards and commissions. As a member of the Oregon Library Commission, he worked to shape policy and programs in the developing State Library. Part of his responsibility as a member of the Board of Education was to sit on the controlling boards of trustees for higher education institutions. This ended in 1932

when control of state universities and colleges was integrated under the Board of Higher Education.

The power and influence of the superintendent's office continued to increase during the 1925 to 1950 period. The staff size increased to implement new programs and initiatives related to the challenges to the education system posed by the Great Depression, World War II, and increasing popular interest in providing educational services to disabled students. In the context of the added duties, a staff increase from two in 1926 to six in 1941 was seen as inadequate. Funding was the second lowest in the country.

The single largest task for the superintendent's office between 1933 and 1940 was operating the emergency education programs established with federal funds. These programs were directly under the superintendent's control until 1936 when authority was transferred to the office of the Director of Education and Recreation in the federal Works Progress Administration (WPA). The WPA focus consisted primarily of education, recreation, and nursery school programs. Throughout the war years, the superintendent cooperated with various state, local, and federal programs for a number of purposes such as rationing and scrap collection. In 1939 he gained the power to disburse and administer all funds made available from the federal government for educational purposes in Oregon (O.L. 1939, ch. 358).

Enhanced state funding of local school districts further increased the influence of the superintendent. A 1947 law created the Basic School Support Fund that guaranteed each school district a minimum level of state support as well as extra funds for transportation and special programs. The superintendent could deny funds to school districts that did not meet state standards for school buildings, staff, organization and curriculum (O.L. 1947, ch. 357).

Legislation in 1941 and 1943 strongly emphasized education for disabled students and placed the central responsibility for direction and program coordination with the superintendent (O.L. 1941, ch. 480; O.L. 1943, ch. 219). The primary goals of the resulting program were to provide for the "(1) actual instruction and reeducation of children already handicapped, and (2) prevention of the occurrence or development of handicaps." Categories of handicaps included "vision, hearing, speech, crippled, low vitality, and maladjusted" ("The Program for the Education of Handicapped Children," 1945 report to the Legislative Assembly).

The superintendent was involved in various other efforts aimed at enhancing the quality of education in Oregon. Federally funded programs included those related to school lunches, Native American education, and the educational clauses of the "GI Bill of Rights." From 1931 to 1955 the superintendent sat on the Apprenticeship Commission with the state Labor Commissioner, the director of the Board for Vocational Education, and a member of the state Industrial Accident Insurance Commission. The commission had jurisdiction over minors receiving wages in conjunction with learning a trade or business (O.L. 1931, ch. 101; O.L. 1955, ch. 719). The superintendent was also appointed to the Educational Agency for Surplus Property in 1947. This agency acquired surplus property by donation or purchase from the federal government and provided it to tax supported or non-profit private educational institutions (O.L. 1947, ch. 124).

Provisions for the nomination and election of the superintendent also changed during this period. The 1939 Legislative Assembly dropped party affiliations from the process and separate nonpartisan ballots were provided for both primary and general elections (O.L. 1939, ch. 351).

From 1942 to 1961 the office was filled by election on nonpartisan ballots. In 1961 the Legislative Assembly passed a law making the office appointive by the Board of Education. The Oregon Supreme Court declared this unconstitutional in 1965 and a constitutional amendment to place the method of selection in the hands of the Legislative Assembly was defeated in 1966. Another attempt to repeal the constitutional provision requiring election was defeated in 1980.

The 1951 Legislative Assembly dictated that the state's Department of Education would be the central agency responsible for the state's general educational activities. Before this reorganization no legal basis existed for a department despite that the title had been informally used for some time to describe the cooperative actions of the superintendent, the Board of Education, and associated boards and commissions. After the reorganization the superintendent retained power as the leading member of the Board of Education. While the board was a separate body with statutory authority over educational policy, the superintendent as head of the new department remained the obvious controlling force. Additionally, the 1951 reorganization removed the Governor and the Secretary of State from the Board of Education and made each of the seven board positions elected (O.L. 1951, ch. 197).

The increased involvement of the federal government affected the Department of Education. In 1965 federal grant funds amounted to \$2.5 million, and increased substantially to \$60 million in 1977. Significant federal programs were funded by the National Defense Education Act of 1958, the Vocational Education Act of 1963, the Economic Opportunity Act of 1964, and the comprehensive Elementary and Secondary Education Act (ESEA) of 1965. The federal government consolidated many of its educational programs with the 1981 Educational Consolidation and Improvement Act. Federal or state law required the establishment of advisory committees to assist the department. Areas covered by these committees included: instructional radio and television, textbooks, private schools, private vocational schools, adult education, migrant education, Title IV-ESEA, handicapped, basic skills, nutrition education, community college operations and construction, community schools, compensatory education, apprentice related training, child development, personnel management, small schools, personal finance and economics, health education, and talented and gifted.

Further growth in the role of the state Department of Education came from the public mandate that the state should develop more general educational opportunities in addition to the higher educational opportunities already provided. From this expectation grew the vocationally oriented community college system. Another movement has been the growth of programs aimed at specific student populations such as Native Americans, the gifted, and disabled.

Both decision-making and funding of education in Oregon have moved toward less local control in recent decades. The state has encouraged consolidation of school districts as an efficiency measure. The involvement of more state funding of education accelerated with the passage of Measure 5 in the 1990 election. This required that strict limits be placed on school funding through property taxes with the difference to be made up from state general fund money. Moreover, the state is now requiring more equality in the amount of money spent per student by districts throughout the state.

The most comprehensive restructuring of public education in the state's history passed the Legislative Assembly in 1991. The Oregon Educational Act for the 21st Century grew out of a 1983 presidential commission report titled "A Nation at Risk." The report highlighted problems in education, recommended steps for improvement, and urged a renewed national commitment.

In response, the State Board of Education issued "An Action Plan for Excellence" which pressed for improved student learning and program performance. In 1987 the Legislative Assembly established funding to encourage school districts to develop educational goals and assess progress toward those objectives. A 1989 law authorized school districts to restructure their educational programs and services to better meet new goals.

The aim of the 1991 law include raising the academic standards for all students; emphasizing parental involvement in education; giving local schools more freedom from state regulation; encouraging learning opportunity partnerships with local businesses and communities; and assessing student performance and requiring accountability for results. When the program is fully implemented, students will be required to demonstrate proficiency in a number of subjects in order to receive a Certificate of Initial Mastery (CIM) in about the 10th grade and a Certificate of Advanced Mastery (CAM) in about the 12th grade. (O.L. 1991, ch. 693) Representatives of the Board of Education conduct on-site visits to school districts in order to judge the effectiveness of their implementation of new educational standards. The board is also charged with appointing the twelve members of the state 21st Century Schools Advisory Committee. The committee proposes rules related to implementing the law. Furthermore, the superintendent is required to issue an "Oregon Report Card" each year in which the state of the public schools and progress toward the new goals are outlined. (O.L. 1991, ch. 693)

The Department of Education began a series of statewide tests in 1991 for grades 3, 5, 8, and 11, where student performance is evaluated against pre-determined standards. The state testing system was strengthened in 1995 when the Legislature revised the Oregon Educational Act for the 21st Century, requiring students to achieve a certain standard of performance on the state tests for the CIM and CAM. Each school was also required to establish a 21st Century Schools Council. The Councils are responsible for developing and coordinating improvements for staff professional development, the school's instructional program, and plans for new program implementation that arise from the new educational standards (O.L. 1995, ch. 660). This was further expanded in 1999 with House Bill 3186, which required an update of common curriculum goals to meet rigorous academic standards, with relevant assessment methods to determine student's knowledge and skills. It also set criteria for the CIM and CAM, and required that at least six broad career endorsement areas of study will be offered (O.L. 1999, ch. 871). Currently, a school district may offer to students a Certificate of Initial Mastery in any of the following: History, Geography, Economics and Civics, Physical Education, Health, the Arts and a Second Language (O.L. 2003, ch. 302). The Certificate of Advanced Mastery rewards students who have obtained a higher level of proficiency in a subject. Schools are required to fully implement their CAM programs by September 2008. To qualify for a Certificate of Advanced Mastery, students must meet the requirements of the Certificate of Initial Mastery for reading, writing, mathematics and science. Then, they need to have an educational plan based on personal, career and academic goals, with an educational profile documenting their progress and achievement, meet career-related learning and extended application standards, and participate in career learning activities. In addition to earning credits, beginning in the 2006-2007 school year, students will need to fulfill some of the CAM requirements simply to graduate (2003-04 Oregon Report Card, 35).

Charter schools in a district offering a CIM and CAM can qualify for these certifications. During the 1995-96 school year, the Department developed new, more rigorous academic content and performance standards for students. The State Board of Education adopted them in late 1996.

In 1999, the "Project Success for Oregon's Educational Future" program was established. This temporary program expired on July 1, 2001 and was designed to make recommendations to improve the environment that impacts student learning, conduct, advancement, safety and participation in learning to the Governor, the Legislative Assembly, the State Board of Education, etc. It was a seven-member committee including the Superintendent of Instruction, Speaker of the House of Representatives, President of the Senate, the Governor, Commissioner of the Bureau of Labor and Industries, Chancellor of the State Board of Higher Education, the Commissioner for Community College Services and fourteen others that represented the public. The project was to primarily focus on: reading and mathematics, class size, updating textbooks and instructional materials, parental involvement, safe learning and teaching environment, the implementation of the Oregon Educational Act for the 21st Century, teacher training and educational requirements, and the education of special needs children (O.L. 1999, ch.1080).

In 1999, public charter schools were authorized with the goal of creating "a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system." The goals of Oregon's public charter schools include increasing student learning and achievement, increasing the choices of learning opportunities for students, to better meet individual student academic needs and interests, build stronger working relationships between educators, parents and community members, encourage the use of different and innovative learning methods, provide opportunities in small learning environments for flexibility and innovation, with the possibility of applying to traditional public schools, create new professional opportunities for teachers, establish additional forms of accountability for schools, and to create innovative measurement tools (O.L. 1999, ch. 200). Charter schools... were designed to create new, innovative and more flexible ways of educating all children within the public school system (2001-2002 Oregon Report Card, 25). In 2003, charter schools were allowed to participate in the CIM and CAM programs (O.L. 2003, ch. 302).

In 2005, Senate Bill 364 created the temporary Workforce 2005 Task Force for the purpose of examining career and professional technical education in grades 7 through 12 and higher education as a unified system that integrates education with workforce and economic development. This is a temporary program that will last until June 2, 2008 (O.L. 2005, ch. 589).

According to the 2003-2004 Oregon Report Card, the greatest challenge facing the Oregon Department of Education is the achievement gap that is reflected in both academic achievement and dropout rates. The federal No Child Left Behind Act, effort to improve academic performance and success for all students, was signed into law on January 8, 2002. It established new requirements for state-level funding, professional development of teachers, assessment of student performance, and reporting student and school information to parents and communities. The act requires that each state provide a plan of action to the federal government.

Current Organization

Division and Unit Breakdown:

Office of the Superintendent

Chief Policy Officer

Communications

Federal Liaison

State Board of Education

Office of Analysis and Reporting

Office of Assessment and Information Services

- Assessment and Accountability
- Customer Systems
- Information Services Technology
- Instructional Technology
- Internal Projects & Reporting

Office of Educational Improvement and Innovation

- Elementary/Secondary Transitions
- Private Schools and Specialized Programs
- Research and Evaluation
- Secondary/Post Secondary Transitions
- Support to Districts
- Systems Coordination and Fiscal Management

Office of Finance and Administration

- Accounting Services
- Budget and Analysis Services
- Employee Services
- Child Nutrition Programs
- Procurement Services
- School Finance

Office of Student Learning and Partnerships

- Early Childhood Education
- Low-Incidence Programs
- School-Community Partnerships
- Special Education
- State Schools

Oregon School for the Blind

Oregon School for the Deaf

Office of the Superintendent

The Office of the Superintendent exercises general superintendence of school officers and public schools, including obtaining and compiling data on the provision of technical assistance. The state superintendent acts through deputy superintendents who divide responsibilities for Department operations, instructional leadership, and legislative and policy issues. State leadership also represents and advocates for Oregon in the national forum. These goals are obtained through two additional units: Communications and Federal Liaison.

State Board of Education

The Oregon State Board of Education was established in 1951, and sets educational policies and standards for Oregon's public school districts, community college districts and education service districts. The Board works to ensure that every Oregon public school student has equal access to high quality educational services that prepare students for their next steps following high school graduation - college, work, citizenship - and enables today's students to be lifelong learners.

Office of Analysis and Reporting

The Office of Analysis and Reporting provides analysis and data in support of policymakers in the Department of Education, the Legislature, and the Governor's Office. This work is designed

to provide the most accurate and up-to-date analysis and information so that policymakers can make the best-informed decisions possible. The office also provides information to a variety of other groups and individuals, including school districts and ESDs, educational organizations, researchers, the media, and the public.

Office of Assessment and Information Services

The Office of Assessment and Information Services supports the Department of Education's roles of accountability, leadership and school improvement through the development and maintenance of a technical and information infrastructure. This is achieved through two components: First, through data collection from and reporting on Schools, Districts and Education Service Districts, and second, through the design, development and implementation of student assessments. The Office of Assessment and Information Services achieves its goals through the following units: Assessment and Accountability, Customer Systems, Information Services Technology, Instructional Technology, and Internal Projects and Reporting.

Office of Educational Improvement and Innovation

The Office of Educational Improvement and Innovation ensures that all components of Oregon's public and private educational system, pre-kindergarten through post-secondary, are effectively interconnected to provide appropriate and personalized instruction for each student. This is achieved by the following:

- To provide agency-wide planning support.
- To conduct policy analysis support for the State Superintendent and State Board.
- To provide leadership for professional technical education, school improvement and workforce development from middle school through community college.
- To provide categorical funding and system level support to ensure that all students have opportunities to achieve the State Board of Education's rigorous content and performance standards as measured by the Oregon State Assessment System.
- Administer Federal, state and private grant programs.

The Office provides leadership to Oregon's districts and schools, professional development for teachers and administrators, and tools for student success through the following units: Elementary/Secondary Transitions, Private Schools and Specialized Programs, Research and Evaluation, Secondary/Post Secondary Transitions, Support to Districts, Systems Coordination and Fiscal Management.

Office of Finance and Administration

The Office of Finance and Administration provides timely and reliable fiscal and administrative services through the following units: Accounting Services, Budget and Analysis Services, Employee Services, Child Nutrition Programs, Procurement Services. This work is designed to ensure that all agency services adhere to all applicable laws and regulations while seeking solutions focused on the needs of Oregon's children. OFA contributes to an infrastructure that allows ODE staff to focus on the core mission of leadership, accountability, and school improvement.

Office of Student Learning and Partnerships

The Office of Student Learning and Partnerships is organized to support and monitor programs that provide direct services to diverse learners and to assist in the development of strategies to address unique learning differences. These unique differences manifest themselves in the

Office's units: Early Childhood Education, Low-Incidence Programs, School Community Partnerships, Special Education and State Schools (Oregon School for the Blind, Oregon School for the Deaf). This work is designed to ensure that multiple teaching and learning strategies encompass student needs derived from socio-economic, social emotional, linguistic, cultural, ethnic differences or otherwise. This focus allows learners to demonstrate their performance skills and to benefit from participation in meaningful venues as they prepare to become contributing members of the adult community. In addition, the Office works to ensure that students with special needs receive effective and appropriate programs and educational opportunities.

Primary Agency Statutes and Administrative Rule Chapters

Oregon Administrative Rule 581: Oregon Department of Education

Oregon Revised Statutes:

- 326 - State Administration of Elementary and Secondary Education
- 327 - Financing of Elementary and Secondary Education
- 328 - Local Financing of Education
- 329 - Oregon Educational Act for the 21st Century; Educational Improvement & Reform
- 330 - Boundary Changes; Mergers
- 332 - Local Administration of Education
- 333 - County Unit System
- 334 - Education Service Districts
- 335 - High Schools
- 336 - Conduct of Schools Generally
- 337 - Books and Instructional Materials
- 338 - Public Charter Schools
- 339 - School Attendance; Admission; Discipline
- 342 - Teachers and Other School Personnel
- 343 - Special Education Services
- 344 - Career and Professional Technical Education; Rehabilitation; Adult Literacy
- 345 - Private Schools
- 346 - Programs for Blind and Deaf Persons
- 348 - Student Aid; Education Endowment Fund; Planning

Chronology

- 1859 Oregon's State Constitution established a system of common schools, and designated the governor as Superintendent of Public Instruction with the provision that after five years the Legislative Assembly would be allowed to create an independent office for this purpose.
- 1872 A law was enacted which designated the Superintendent of Public Instruction as a four-year position, and designated a salary and provided office space in the state capital.
- 1872 Establishment of the State Board of Education.

- 1887 Superintendent of Public Instruction, in conjunction with the Board of Education, was deemed the final arbiter of all questions and disputes concerning the interpretation of school laws.
- 1899 The Legislative Assembly rewrote the school laws and gave additional duties and responsibilities to the superintendent. The new law created various boards and commissions to supervise programs and advise on special educational concerns.
- 1899 Oregon required a State Board of Examiners to create questions for all state teacher certification tests.
- 1899 Creation of the state Board of Textbook Commissioners.
- 1935 State Board of Examiners abolished.
- 1905 The Superintendent was made responsible for preparing examination questions, prescribing uniform rules for conducting examinations, and providing blank certificates of graduation to county superintendents.
- 1911 The Superintendent was given the power to grant and revoke teacher certification, and the State Board of Education began overseeing an appeal process concerning the granting and revoking certification.
- 1919 Creation of the State Board for Vocational Education.
- 1919 Appointment of a committee to investigate how schools promote physical exercise and training. Also, physical education courses became mandatory for public school students.
- 1925 Superintendent given the duty to supervise the physical examination of elementary school students to discover problems with vision, hearing, etc.
- 1925 Commission of Americanization established to Americanize Oregon's immigrant population.
- 1932 Jurisdiction of state universities and colleges were transferred to the State Board of Higher Education.
- 1939 The Superintendent gained the power to disburse and administer all funds made available from the federal government for educational purposes in Oregon.
- 1941 State Board for Vocational Education joined the Board of Education as a division.
- 1947 Creation of the Basic School Support Fund, which guaranteed each school district, a minimum level of state support as well as extra funds for transportation and special programs. The superintendent could deny funds to school districts that did not meet state standards for school buildings, staff, organization and curriculum

- 1947 The Superintendent was also appointed to the Educational Agency for Surplus Property in 1947. This agency acquired surplus property by donation or purchase from the federal government and provided it to tax supported or non-profit private educational institutions
- 1951 The Legislative Assembly created the Oregon State Board of Education.
- 1951 The Legislative Assembly dictated that the state's Department of Education would be the central agency responsible for the general educational activities.
- 1951 The State Board of Education reorganized, removing the state's Governor and the Secretary of State from the Board of Education and having it consist of seven elected board members.
- 1953 Power of State Board of Textbook Examiners limited, due to a requirement to submit multiple list of textbooks from which the Board of Education could choose.
- 1958 Federal National Defense Education Act.
- 1959 Statutory authority for the Commission of Education was repealed.
- 1963 Federal Vocational Education Act
- 1964 Federal Economic Opportunity Act
- 1965 Federal Elementary and Secondary Education Act
- 1981 Educational Consolidation and Improvement Act
- 1987 The Legislative Assembly established funding to encourage school districts to develop educational goals and assess progress toward those goals.
- 1989 The Legislative Assembly authorized school districts to restructure their educational programs and services to better meet new goals.
- 1990 Passage of Oregon's Measure 5. Measure 5 required that strict limitations be placed on school funding through property taxes with the difference to be made up from state general fund money.
- 1991 The Oregon Educational Act for the 21st Century. Introduction of Certificate of Initial Mastery and a Certificate of Advanced Mastery.
- 1995 State Legislature revised the Oregon Educational Act for the 21st Century, requiring students to achieve a certain standard of performance on the state tests for the Certificates of Initial Mastery and Advanced Mastery.
- 1999 House Bill 3186 called for an update of common curriculum goals to meet rigorous academic standards, with relevant assessment methods to determine student's knowledge and skills. Criteria were determined for the Certificates of Initial Mastery and Advanced Mastery.

- 1999 The Project Success for Oregon's Educational Future program was established, to take recommendations to improve the environment that impacts student learning, conduct, advancement, safety and participation.
- 1999 Creation of public charter schools.
- 2002 Federal No Child Left Behind Act was enacted as an effort to improve academic performance and success for all students.
- 2003 Charter schools were allowed to participate in the Certificates of Initial Mastery and Advanced Mastery programs.
- 2005 Senate Bill 364 created the Workforce 2005 Task Force to examine career and professional technical education in grades 7 through 12 and higher education to integrate education with workforce and economic development.

Superintendents of Public Instruction

Name/Party	Term of Office	Authority
Simpson, Sylvester (D)	1/29/1873 - 9/14/1874	Appointed by Gov. Grover
Rowland, L.L. (R)	9/14/1874 - 9/9/1878	Elected 1874
Powell, J.L. (R)	9/9/1878 - 9/11/1882	Elected 1878
McElroy, E.B. (R)	9/11/1882 - 1/14/1895	Elected 1882; reelected 1886, 1890
Irwin, G.M. (R)	1/14/1895 - 1/9/1899	Elected 1894
Ackerman, J.H. (R)	1/9/1899 - 1/3/1911	Elected 1898; reelected 1902, 1906
Alderman, L.R. (R)	1/4/1911 - 1/28/1913	Elected 1910; resigned
Churchill, J.A. (R)	7/13/1913 - 6/1/1926	Appointed by Gov. West; elected 1914; reelected 1918, 1922; resigned
Turner, R.R. (D)	6/1/1926 - 1/3/1927	Appointed by Gov. Pierce
Howard, Charles A. (R)	1/3/1927 - 9/1/1937	Elected 1926; reelected 1930, 1934; resigned
Putnam, Rex (D)	9/1/1937 - 1/31/1961	Appointed by Gov. Martin; elected 1938; reelected 1942, 1946, 1950, 1954, 1958; resigned
Minear, Leon P.	2/1/1961 - 3/31/1968	Appointed by Gov. Hatfield; elected 1966; resigned
Fasold, Jesse V.	4/8/1968 - 6/30/1968	Appointed by Gov. McCall; resigned
Parnell, Dale	7/1/1968 - 3/31/1974	Appointed by Gov. McCall; elected 1968; reelected 1970; resigned
Fasold, Jesse V.	4/1/1974 - 1/6/1975	Appointed by Gov. McCall
Duncan, Verne A.	1/6/1975 - 11/15/1989	Elected 1974; reelected 1978,

Erickson, John	12/18/1989 - 9/30/1990	1982, 1986; resigned Appointed by Gov. Goldschmidt, resigned
Paulus, Norma	10/1/1990 - 1/4/1999	Elected 1990; appointed by Gov. Goldschmidt (before elective term began); re-elected 1994
Bunn, Stan	1/4/1999 - 1/6/2003	Elected 1998
Susan Castillo	1/6/2003 - Present	Elected 2002; re-elected 2006

Biographical Note

Susan Castillo was elected Oregon's State Superintendent of Public Instruction in May 2002 and sworn into office on January 6, 2003 to a four-year term. As Superintendent she oversees more than a half million students in over 1200 public schools.

Susan is a third-generation American who grew up witnessing her mother's struggle to find employment with only an eighth grade education. Susan's commitment is to ensure that the educational needs of all students be met continues to grow. Her passion for learning and for sharing knowledge drives her work to help all students reach their full potential.

From her first year in office Susan has been focused on her six priorities to improve education in Oregon: making the education system more accountable, closing the achievement gap, literacy for all grades, improving middle and high schools, creating community schools, and making the Department of Education more efficient.

Susan unveiled a new organizational structure for the Oregon Department of Education around three core functions: accountability, leadership, and school improvement. Other initiatives she has launched to help close the achievement gap and improve performance for all students include: expanding full-day kindergarten opportunities, launching a comprehensive literacy plan so students not only learn to read but also are better prepared to read to learn, piloting a Comprehensive Guidance and Counseling Framework in ten high schools to make learning more student-focused and meaningful to their next steps in life, and building leadership in Oregon's classrooms and districts through the State Education Leadership Project grant. More than anything else, she has emphasized the strong relationship between closing the achievement gap and getting Oregon back on track to a time of economic growth and prosperity.

During the last several years, Oregon has experienced the worst budget shortfalls since World War II. Oregon's school budget suffered the second largest one-year decline in the nation in the past 15 years. Susan recognized that the responsibility for educating Oregon's children does not decline as budgets do, so she looked for ways to bring more people to the table to find innovative solutions to helping all students reach high levels of achievement. She established a Youth Advisory Team, an Underrepresented Minority Student Achievement Advisory Team, and the Professional Educators Advisory Team. She also brought in a team of key business leaders to help identify changes the Department of Education needed to make to ensure an efficient and effective operation.

Susan believes public schools are a key part of the state economy. Investing in education increases productivity and creates state and local economic growth as public schools attract new businesses and communities to the surrounding areas. With her continuous efforts on creating an education system based on strong accountability and with her sights set on increasing the number of stakeholders vested in education, it is no wonder that in 2004, she was named one of the "100 Most Influential Hispanics" in America by Hispanic Business Magazine.

As the first Hispanic woman in the Oregon Legislative Assembly, she served in the Oregon State Senate from 1997 to 2002, where she was Vice-Chair of the Senate Education Committee. She was also elected an Assistant Democratic Leader for the 1999 and 2001 legislative sessions. As a champion for Oregon's public schools, she worked to foster innovation in public schools, and remove barriers to achievement.

In addition to her duties as an elected official, Susan is a fellow in the American Leadership Forum, which is dedicated to bringing leaders together to strengthen their skills and better serve the public good. She is a board member of Birth to Three, a nationally recognized non-profit parenting education and support program dedicated to strengthening families. She is also an active board member of the Council of Chief State School Officers.

Susan received a Bachelor of Arts in Communications from Oregon State University. Prior to entering public office, she enjoyed a long career as an award-winning television journalist for KVAL-TV in Eugene, Oregon. She is married to Paul Machu and lives in Eugene.

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