



MEMBERS

X	Angela Uherbelau		Jenny Pool-Radway	X	Kali Thorne Ladd
	Aryn Frazier	X	Jaclyn Caires Hurley	X	Marie Chisholm-Burns
X	Cynthia Richardson	L	Jennifer Simonson	X	Mark Jackson
X	Djimet Dogo	E	Jennifer Wilson	X	Nelly Patiño-Cabrera
	George Mendoza	X	Jimmy Howard	X	Sonya Moody-Jurado

OTHER ATTENDEES

	Andre Bealer		Johnna Timmes	X	Yasmin Solorio
X	Rachael Moser	X	Javier Cervantes	X	Jessica Ventura, OIRA
		X	Kirsten Ray	X	Dr. Charlene Williams
X	Dr. Candice Castillo	X	Isabella Jacoby, ODE	X	Andrea Lockard, ODE

Topic/Lead	Notes/Main Points	Decisions/Action Items
Federal Update (Kirsten Ray/Jessica Ventura)	<p><i>Meeting starts at 1:03pm. Federal update moves to top of agenda.</i></p> <p>Jessica: Director for Office of Immigrant and Refugee Advancement (OIRA), with in Oregon Department of Human Services (DHS). District leaders have shared that there is often uncertainty on who verifies warrants, how communication threats are handled, etc. Theres more of a desire for clarity and predictability. This led to the EO26-04. The purpose is to ensure executive agencies are aligned and that families can know what to expect from public systems.</p> <p>Kirsten: Its focus is ensuring state coordination for immigrant and refugee communities to promote dignity and safety, to ensure state agencies remained aligned and coordinated with federal immigration actions as enforcement activities are affecting many systems at once. We’re also seeing this in healthcare, social services programs, housing, licensing, etc. Systems Oregonians interact with on a regular basis. Dr. Williams sits on the Council. What the EO does is it establishes the council for Immigrant and Refugee coordination. Led and chaired by Jesscia at OIRA and is focused on internal</p>	

alignment with agencies. Provides structure for agencies to provide information.

First council meeting was February 11th. Second meeting is this week. Governor Kotek joined the first meeting. High level plan - first six weeks is formalizing coordination structure. This means mapping guidance and messaging, establishing clear process for elevating issues to the Governor's Office, and ensures coordination is systematic rather than ad hoc. First 3 months – implementing coordinating plan to further coordinate systems across agencies. 1 year – greater predictability and alignment across state government and reduce risk of service disruption, ensure confidence of our systems.

Jessica: Community engagement work is continuing on top of managing and leading the Council. We have regular points of contact with RJC and full Council later this week. We have partnerships with Oregon for All Coalition. We have standing parter meetings with Oregon Advocacy Commissions Office. Happy to spend time here as well, as I know not everyone is on the full RJC.

Kirsten: This is a council made up of state agencies. Theres 10 agencies written in EO and Governor may chose to bring in other agencies.

Jessica: One of our point of contacts will be with Association of Counties. That will be another touch point with local governments.

Kali: Theres a bill to protect ICE in schools. Do you engage or testify in bills like that? What's your legislative interaction?

Jessica: Still part of the executive branch. In order to support a bill, we still have to get direction from Governor on it. We're constantly meeting with parters and members of legislator on questions on what's going on.

Angela: What can the state and local governments do when ICE breaks state laws? What can Oregon State Police be directed or local officers do? Can that be addressed at main RJC? Appreciate alignment and internal alignment but there are concerns on what tools are available to interrupt harm being done.

Kirsten: We can't speak to how the Council will

directly interact with that but I can just say its concerning to see some of the actions happening. We'll see what comes through session, appreciate you bringing that.

Djimet: Some people are telling us if ICE shows up to our door, we shouldn't open the door unless we see a signed judge warrant, but now we are getting conflicting information. What should we follow?

Jessica: Happy to follow up with you on that.

Javier: We did have an advocacy letter related to immigration protections on increased scrutiny in the legislature. We had a letter endorsed and sent to both presiding officers, President Wagner and Speaker Fahey. That went out about a week or two ago. The Criminal Justice Reform Committee drafted and sent it out. Can send it out.

Kali: Did it support 4079?

Javier: Yes. HB 4079 had a work session.

Kali: Theres a hearing tomorrow morning

Cynthia: I will be there tomorrow.

Accountability Overview (ODE) – 30-35 minutes

- **Overview of the Cluster Groups or Similar Sized Districts as it relates to metrics**

Rachael: ODE will share general overview of accountability work. Also, the thinking about similar sized districts and how that came to be.

Dr. Williams: We have our folks from ODE joining us. This may be a recap for some of you, as we are implementing SB141.

Dr Williams shares "SB141 Similar District Presentation for RJC.pptx" slides

We use the term scholar, a word used to see the full capacity of children and learners of all ages. We want citizens leaving our systems ready to learn, earn and thrive in our communities. It will take all of us. We convened an accountability group who informed what it would take to reform education in the state. Built on the Student Success Act, and by December of '24 the advisory committee submitted a report to the legislature based on the learnings.

We are in the thick of implementation. The five practices the committee made were:

1. High quality learning experiences
2. Aligned and focused educational systems
3. Engaged partners and communities
4. Safe and inclusive schools
5. Committed and supported staff

Big picture goals are “one band, one sound”. Relentless focus on improving student outcomes – we know where aren’t where we want to be. We use key areas to drive change. These include reducing bureaucracy so leaders can focus on students, expanding and strengthen continuum of district supports, and improve public transparency.

We have done the work as an agency and working with partners around implementing SB141. We are in the cadence of adopting rules. We will launch that piolet program with 34 districts.

There’s also the piece of modernizing Chart of Accounts. There is work at foundational levels at how they code, how they’re spending their dollars. The chart of accounts is a project 20 years in the making. How do we get a specificity that doesn’t overburden districts but still gives people enough info to make decisions and choices they make.

This all goes into the window of public transparency. Division 22/24 Review has been the most popular with accountability. Its similar to a car routine check up, ensuring things are in place to help move. It’s one of the levers but not all of the levers.

We now have three times a year that districts will be providing interim assessments to provide updates to their community. Encouraging folks to participate in local school districts conversations on those assessment reviews.

We are reorganizing internally at ODE to be more focused and intentional with what districts need. Providing specific supports when it comes to improvement. Our three pillars remain

1. Academic excellence
2. Belonging and wellness. We have the shortest school year, and every instruction minute counts.
3. Shared accountability

Kali: Curious because you said four interim assessments, last time we were discussing what the

other was.

Dr. Williams: Math, iReady, Smarter Balance, STAR.

Angela: Have a question on the dashboard. Want to acknowledge the work that went in to creating it. Really good work. Noticed that the current version, if you want to see how schools are doing in your district vs state, but it doesn't show students with disability or poverty.

Dr. Williams: Can get back to you about it.

Andrea Lockard: We will get back to you.

Nelly: Could you clarify whether the three assessments are aligned or integrated with existing assessments, such as the ELPA? Also, what is the approximate duration of each assessment? How long are students given to complete them?

Dr. Williams: One of the requirements was for the interim to be aligned with state standards. Can't speak to ELPA because it is its own assessment piece. Ideally, I know we often treat assessment like it's not an instructional day. We want to operate from a stance of assessment should be an integral part of instruction. And the way we prep teachers to help create that reality for students will be key.

Andrea Lockard: We will be a starting process of codeveloping interim test implementation guidance. Will test out test windows, test time, etc. more details to come

Angela: Do these assessments take into consideration multilingual students or those enrolled in dual language programs?

Dr. Williams: Yes.

Jaclyn: How will interims differentiated for multilingual learners?

Dr. Castillo: Will keep those in mind.

Dr. Castillo shares slides for "SB141 Similar Districts and Charters"

Dr. Castillo: Part of that similar grouping isn't just by chance but there's methodology behind it. We want

to ensure we are looking at many factors so when we talk about comparisons, they can be as fair as possible. This is just one of those leavers. Would like to introduce:

*Isabella Jacoby, Director of Data and Stewardship
Andrea Lockard, Director of Assessment and Student Reporting.*

Andrea Lockard: This is an evolving conversation. We like to look at districts, the ability to collaborate is important.

Isabella Jacoby: Cluster districts are based on student demographics and community characteristics. We have a tree of accountability metrics. For this presentation we were zoning in on Similar District Targets.

High level view of how we got here – we started with district and charter schools. From there we looked at size and locale grouping based on virtual and non-virtual status. Then went into demographic clustering within each group. Then split that within different clusters that are similar on demographic and community characteristics. Resulted in four clusters for non-virtual charters, and two virtual charter groups.

Based on feedback and research, we selected the variable selections of: Poverty, English learner population, distance to nearest public two and four year institution of higher education, students from racial/ethnic groups that historically experience academic disparity.

Angela: Have deep concerns on cluster model. Not sure where it came from. This direction didn't come from legislature and am not aware of any successful state that has made difference in using this model. Would like to know more why ODE made this decision. Our students are capable, seems like there will be different outcomes for different districts.

Isabella: It does come from the Oregon Accountability At. Our goal is to look at outcome variation within those customers but within that cluster there's a huge variation. Hoping to help direct all success within those clusters. Want to help us inform what attainable outcomes look like across the state.

Dr. Williams: Those statewide targets are for all districts.

Dr. Castillo: There's a lot of variables going into that, but across the country there is a tangible need, especially post covid, like comparing every state agencies. When we are monitoring our districts, we can differentiate but we can still have sustainable and attainable baseline. One that comes to mind is Illinois that uses similar benchmarking, Ohio and Indiana as well.

Jaclyn: As a representative of the district with the highest numbers of multilingual learners in the state, I would appreciate not being compared equally to districts not teaching in two languages.

Isabella: Really great factor. We did include English language learner in the clustering.

Jaclyn: I appreciate that. Would appreciate having a statewide test in Spanish like we did with OAKS, and that bilingual achievement is different than monolingual achievement.

**Legislative Update
(Rachael)**

• **Potential Advocacy**

Rachael: Appreciate the ongoing conversation. Know we'll be back with our ODE colleagues as there continues to be work happening on that front. Will share where we are legislatively.

For bills still moving through processes
On k-12 bucket

- HB 4149 – Sponsored by Rep. Levy and Marsh. Focused on codifying protections in state law. Will go to Senate Ed for public hearing tomorrow, has a work session on Thursday.
- HB 4154 – Sponsored by Rep. Wise. Connected to absenteeism. Really aimed at providing transparent information around attendance more often, around 4 times a year. In Senate Education, has hearing tomorrow, and work session on Thursday.
- SB 1581 – Sponsored by Sen. Neron. Related to school meals for all. In Ways and Means
- SB 1596 – Sponsored by Sen. Frederick. Allows district to do play based learning for k-5. Had a hearing this morning and has a work session on Wednesday.

K-12 funding

- HB 4050 – sponsored by Rep. McIntire. Requires LPRO to conduct study on education. Referred to Ways and Means.
- HB 4112 – Rep. Hudson – outdoor school funding. In Ways and Means.

Early Literacy

- HB 4022 – Sponsored by Rep. Bowman. Relates to Dolly Parton Imagination Library. Had public hearing and work session last week.

Childcare

- HB 4057 – sponsored by Rep. Walters. For Child Care Caucus. Possible work session Tuesday.
- SB 1535 – sponsored by Sen. Anderson. Would require DELC to study childcare. Has work session on Tuesday on joint committee on education.
- HB 4079 sponsored by Rep Finger McDonald. This has public hearing tomorrow, with work session Thursday morning.
- SB 1538 –Had public hearing this morning, and work session on Wednesday.

Angela: Is HB 4011 dead?

Rachael: Yes its dead.

Budget Calendar Preview (Javier)

Javier shares Budget Engagement Timeline:

- March Budget instructions published March 17
- Kick off meeting with agencies March 17
- May-July REIS presentations
- September: Agency request budget due
- September – November: REIS review and advising
- January Governor’s Budget

Javier: If your two-year term is expiring this spring, please respond and let us know if you want to return or conclude your service. March 16th is the deadline to respond. Recruitment window for new members will be open March 16-27th. A reminder you have received an email to update your contact info.

Meeting concludes at 2:29pm

Meeting Materials



RJC Feb 2026 Follow Up.docx.pdf



SB141 Similar District Presentation



2026 RJC_Advocacy Letter_Comprehensiv

Zoom Chat

13:01:57 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

Agenda for today's meeting:

- Federal Update (Kirsten Ray/Jessica Ventura) – 15 minutes
- Accountability Overview (ODE) – 30-35 minutes
 - o Overview of the Cluster Groups or Similar Sized Districts as it relates to metrics
 - o Legislative Update (Rachael) – 15 minutes
 - o Potential Advocacy
 - o Budget Calendar Preview (Javier) – 5 minutes
- Remember to update contact information

13:03:38 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

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13:05:23 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

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- Budget Calendar Preview (Javier) – 5 minutes
- Remember to update contact information

13:05:41 From Rachael Moser, Oregon to Hosts and panelists:

Appreciate you joining us today, Kirsten and Jessica!

13:17:41 From Kali Thorne Ladd to Hosts and panelists:

HB 4079 was the bill I was referencing.

13:19:29 From Jessica Ventura | Oregon OIRA to Hosts and panelists:

we are going to be best friends!

13:21:07 From Jessica Ventura | Oregon OIRA to Hosts and panelists:

feel free to reach out any time Jessica.n.ventura@odhs.oregon.gov

13:22:03 From Jessica Ventura | Oregon OIRA to Hosts and panelists:

has a public hearing tomorrow

13:22:28 From Jessica Ventura | Oregon OIRA to Hosts and panelists:

<https://olis.oregonlegislature.gov/liz/2026R1/Committees/SED/2026-02-24-08-00/Agenda>

13:23:06 From Dr. Charlene Williams to Hosts and panelists:

I need sharing access

13:38:05 From Rachael Moser, Oregon to Hosts and panelists:

Division 24 Standards is the parallel for Education Service Districts for those not familiar with that set of standards

13:43:54 From Jimmy Howard | DOS to Hosts and panelists:

I have to head to my next meeting, thank you for this update.

13:45:23 From Nelly's iphone to Hosts and panelists:

Could you clarify whether the three assessments are aligned or integrated with existing assessments, such as the ELPA? Also, what is the approximate duration of each assessment? How long are students given to complete them?

13:48:43 From Nelly's iphone to Hosts and panelists:

One more: Do these assessments take into consideration multilingual students or those enrolled in dual language programs?

13:48:58 From Jaclyn Caires-Hurley to Hosts and panelists:

How will interims differentiated for ML learners?

13:50:19 From Jaclyn Caires-Hurley to Hosts and panelists:

Or any movement on bringing back a state test in Spanish?

13:50:31 From Nelly's iphone to Hosts and panelists:

Are districts part of the development of this guidance?

13:55:04 From Dr. Charlene Williams to Hosts and panelists:

Back in 2 seconds

13:59:41 From Kali Thorne Ladd to Hosts and panelists:

I need to head to my next meeting. Hopefully you can send out the slides?

13:59:46 From Angela Uherbelau she/her to Hosts and panelists:

My understand of other states that have been successful in moving the needle for students DON'T treat different districts differently - they have high expectations of all and focus their resources where they are needed the most. Can you share which successful states use the cluster model that ODE is proposing? This model feels like it skirts uncomfortably close to a "separate but equal" philosophy.

13:59:52 From Rachael Moser, Oregon to Hosts and panelists:

Yes, we'll make sure to share slides

14:11:25 From Jaclyn Caires-Hurley to Hosts and panelists:

As a representative of the district with the highest #s of ML learners in the state, I would appreciate not being compared equally to districts not teaching in two languages

14:12:41 From Isabella Jacoby (she/her) | Oregon Department of Education to Hosts and panelists:

Final groups and clusters are posted at <https://www.oregon.gov/ode/accountability/pages/default.aspx>

14:14:00 From Angela Uherbelau she/her to Hosts and panelists:

Just a reminder, Oregon is 50th - we are the last - of all states in 4th grade reading scores when compared to like states:

<https://www.wweek.com/news/state/2026/02/01/leaving-it-up-to-the-locals-impedes-oregons-much-needed-reading-recovery/>

14:17:07 From Andrea Lockard (she/her) | ODE to Hosts and panelists:

Thanks, everyone - appreciate the opportunity!

14:23:02 From Angela Uherbelau she/her to Hosts and panelists:

Thank you Rachael - HB 4011 on mandatory bargaining is considered dead, yes?

14:28:41 From Yasmin Solorio, Gov Office (she/her) to Hosts and panelists:

Contact info update :) https://docs.google.com/forms/d/e/1FAIpQLSeMA5o4VfTihVmOE5gGN4-y7BjnR_8WisLijwv5ofkRMaFwQ/viewform

14:29:00 From Dr. Charlene Williams to Hosts and panelists:

Thanks, Everyone!

14:29:13 From Rachael Moser, Oregon to Hosts and panelists:

Thank you all!

14:29:23 From Jaclyn Caires-Hurley to Hosts and panelists:

Thank you!



Racial Justice Council Education Committee

February 23, 2026

Dr. Charlene Williams, ODE Director



Shared Accountability Updates



EDUCATION ACCOUNTABILITY

SHARED RESPONSIBILITY. REAL RESULTS.

Our Vision for Accountability

Every scholar, a word used to see the full capacity of children and learners of all ages, flourishes academically, socially, emotionally, and holistically at every stage of their education. Students become citizens who are ready to learn, ready to earn, and ready to thrive in their communities.

Change for Oregon's scholars must begin with the Oregon Department of Education and extend from the instructional core to the school door.

How We Got Here

June 2023

House Bill 2656

Directed ODE to convene a group of advisors to review the state's accountability framework and make recommendations to expand or revise it.

1

December 2024

Accountability Report

ODE published the Advisory Committee Report and Recommendations: [A Renewed Vision for Oregon's Accountability System.](#)

3

January 2024

Advisory Committee

ODE facilitated monthly Accountability Advisory Committee meetings.

2

June 2025

SB 141 Passes

Oregon Legislature passed SB 141. Governor Kotek signed the bill into law.

5

March 2025

Senate Bill 141

Governor Kotek introduced Senate Bill 141.

4

July 2025
Implementation

ODE begins implementation.

6



Priorities for
**STUDENT
SUCCESS**

1. High-quality learning experiences.
1. Aligned & focused educational systems.
1. Engaged partners & communities.
1. Safe & inclusive schools.
1. Committed & supported staff.



Big Picture Goals

- Build a **stronger, equitable accountability system**
- Provide **meaningful, timely support to districts**
- **Increase transparency and public trust**
- **Reduce administrative burden** through streamlined reporting
- **Relentless focus on improving student outcomes** - including academic and social-emotional outcomes

**ONE
BAND!
ONE
SOUND!**

Three Key Areas Driving Change



1. **Reduce Bureaucracy to Improve Student Outcomes:** unified application to streamline process for programs, funding, and services.

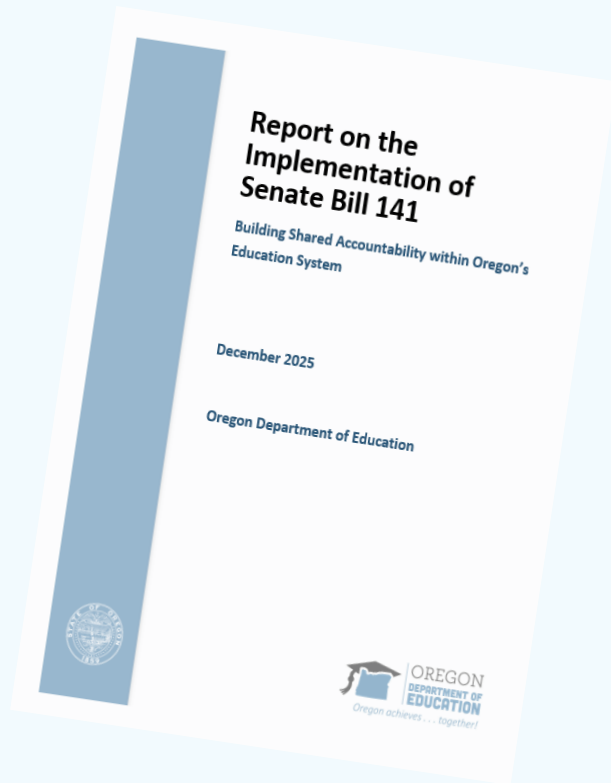


1. **Expand and Strengthen Continuum of District Supports:** dynamic, differentiated support for districts.



1. **Improve Public Transparency:** improved access to and clarity of information for districts, families, policy makers, and the public.

Implementing Senate Bill 141



- Fall - Winter 2025: Orient, organize, operationalize
- Winter 2025 - Summer 2026: Develop and adopt rules for statewide and district performance
- Spring 2026: Launching Unified Application (reducing administrative burden)

Modernizing the Chart of Accounts and the Public Accounting Administration Manual

Where We Are Now

- Ongoing public engagement and partner feedback sessions
- Entering second public comment period
- Preparing to return to the Board for rule adoption in March and April
- Transitioning from system design to implementation planning

Where We Are Headed

- Develop clear implementation guidance for districts and vendors
- Build a statewide training and technical assistance plan
- Launch a phased rollout with readiness supports for education agencies
- Partner with vendors to align systems and timelines
- Monitor early implementation and refine based on feedback

Improve Public Transparency



What's Been Done:

- ✓ Developed Oregon online report card
- ✓ Developed fiscal transparency dashboard
- ✓ Evaluated data collection and fiscal landscape to inform dashboard development

What's Still Ahead:

- Consolidate public access by reducing the number links/pages containing core data
- Develop web-based dashboards that enable side-by-side comparisons across years and key indicators
- Standardize naming and layout across public data pages
- Establish metrics to collect usage, accessibility, and stakeholder feedback

Division 22/24 Review



What's Been Done:

- ✓ Onboarded third party consultant
- ✓ Initial scoping interviews
- ✓ Landscape scan

What's Still Ahead:

- July 2026: Consultant review complete
- Sept 2026: Launch rulemaking
- Dec 2026: Legislative report submitted; rule revisions complete

Interim Assessments

- **Current Status:** Vendor selection process has concluded. Three interim assessments were approved by SBE January 15th, 2026.
- **Statutory Requirement:** SBE adoption of vendor selection by Jan 31, 2026; district implementation for 2026–27 academic year.
- **Challenges:**
 - Vendor contracts and phase-in.
 - Data reconciliation across systems.
 - Utility of assessment data (performance vs. improvement input).



2026 State Board Rule Adoption

Interim Assessments (January)

- Provides opportunities to collect student progress that can be used to adjust and support real-time feedback for program changes and inform educators, students, and families. Captures data more frequently to inform instruction and system-level support.

Statewide Performance Growth Targets (February)

- Sets specific targets comprised of seven common metrics, five local metrics, differentiated metrics, and any additional optional metrics.

Chart of Accounts (April)

- Assists with fiscal and data transparency by reporting and tracking expenditures connected to improving specific student outcomes.

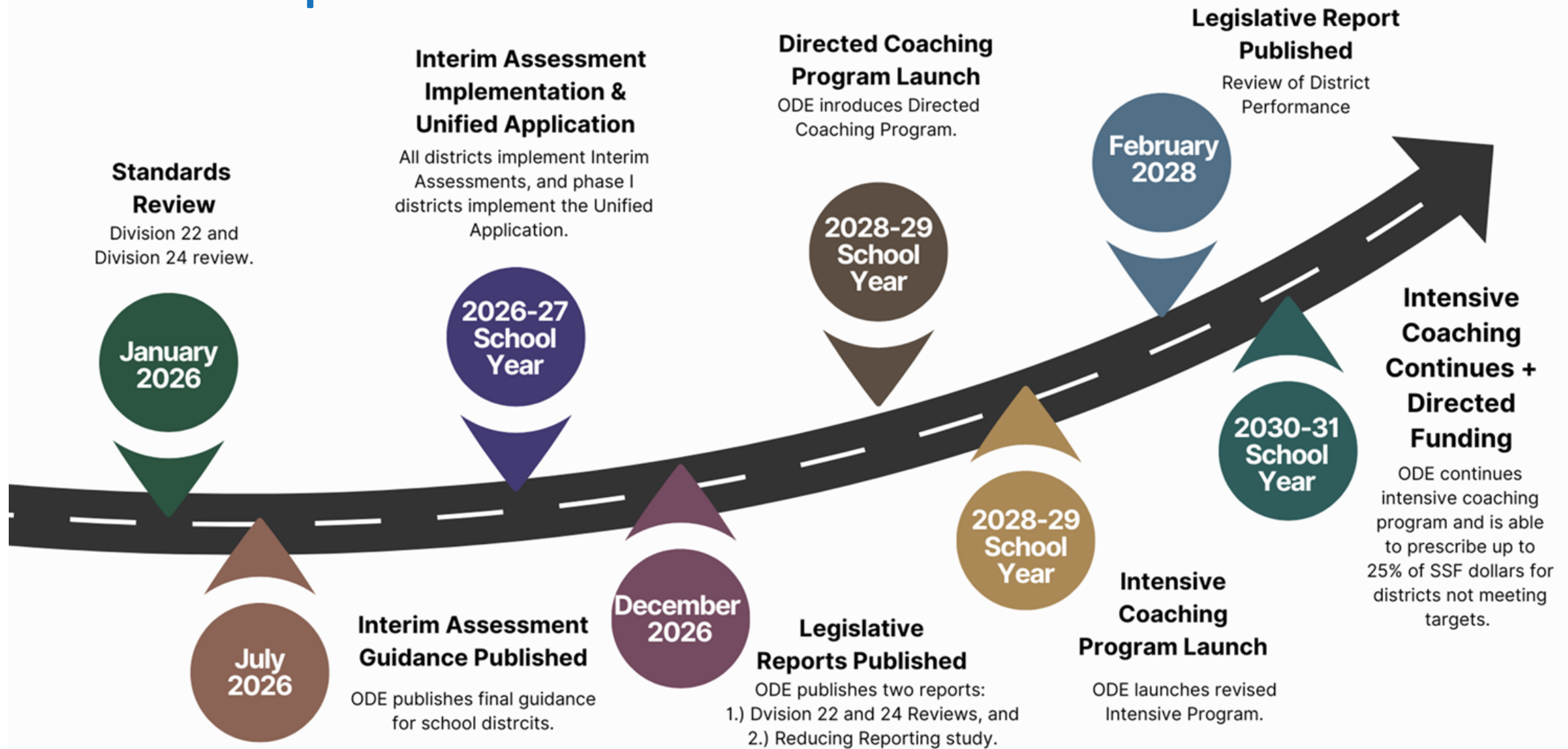
Meeting Performance Growth Targets (May)

- Formalizes the review process to determine whether districts are meeting or not meeting targets and allows ODE to provide a tailored approach to support.

Intensive Coaching Program (May)

- Aligns existing rule with new and/or differing provisions outlined in Senate Bill 141.

Next Steps



MISSION The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities.

VISION Every student will have access to and benefit from a world-class, well-rounded, and equitable educational system.

ODE uses policy, guidance, and professional development to direct and support education partners in their work:



ACADEMIC EXCELLENCE

Ensure every student has equitable access to learning opportunities and develop the skills and knowledge they need to thrive in school, career, and life.

Priority outcomes

- Increased English language arts scores
- Increased math scores
- Decreased opportunity gaps for focal student groups
- Increased graduation
- Increased postsecondary readiness



BELONGING AND WELLNESS

Build inclusive, safe, and supportive environments where every student and adult feels seen, valued, and ready to learn together.

Priority outcomes

- Increased attendance
- Increased feelings of belonging, trust, and emotional well-being among students and adults
- Increased feeling of student safety in schools (and decreased incidents of harm)



SHARED ACCOUNTABILITY

Engage and direct education partners in an integrated and transparent system of data, measures, and supports that drives continuous improvement within ODE and across districts and schools.

Priority outcomes

- Streamlined process for gathering information from school districts
- Established continuum of supports
- Improved customer satisfaction and employee satisfaction

Education equity ensures fair policies, practices, and resource allocation to support historically and currently marginalized students and families, including civil rights-protected groups.

VALUES

Equity

Excellence

Accountability

Integrity



Education Accountability Act (SB141)

Similar Districts and Charters

Isabella Jacoby, ODE Director of Data Stewardship
Andrea Lockard, ODE Interim Assistant Superintendent of Research,
Assessment, Data, Accountability, and Reporting

What are Similar Districts?

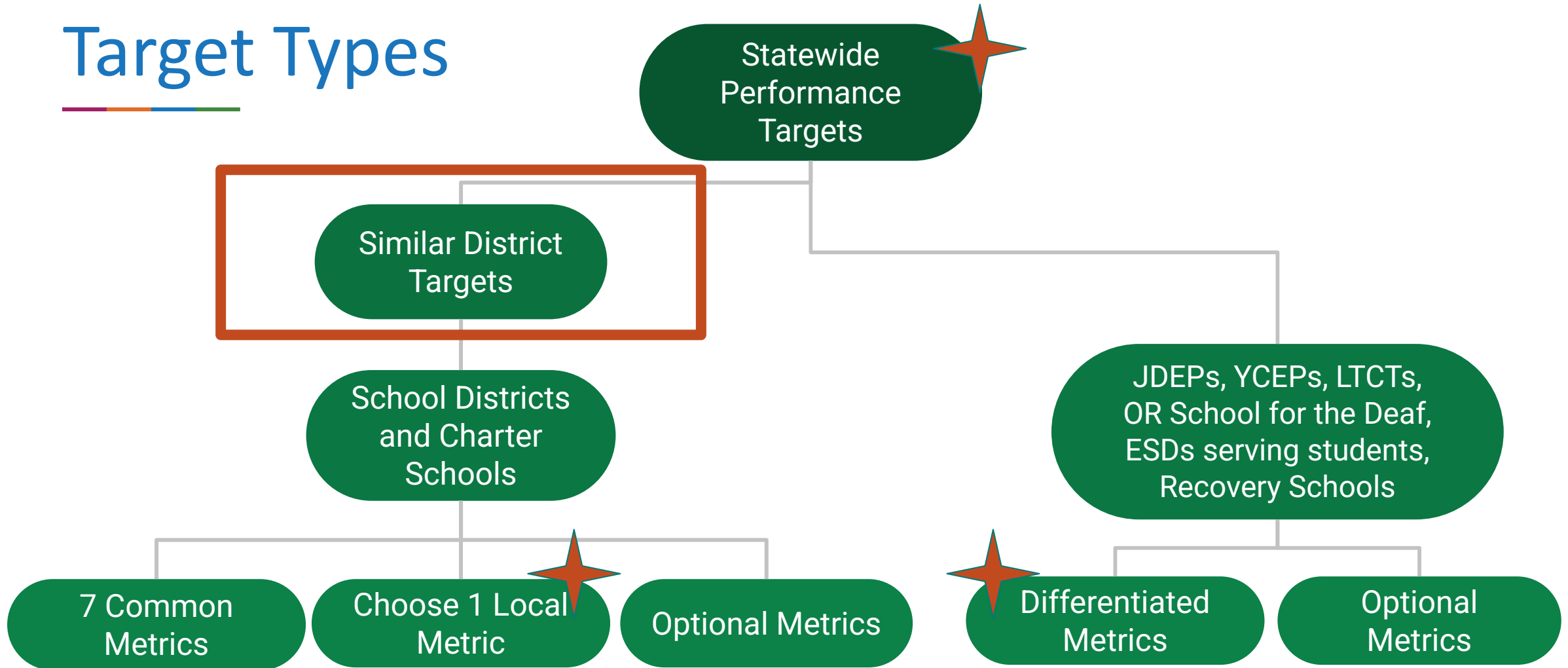
Used to establish
Performance Targets for
each Similar District
Cluster

Used to inform the
co-development of local
Performance Growth
Targets

Provides meaningful
similar peers to support
decision-making, learning
and continuous
improvement

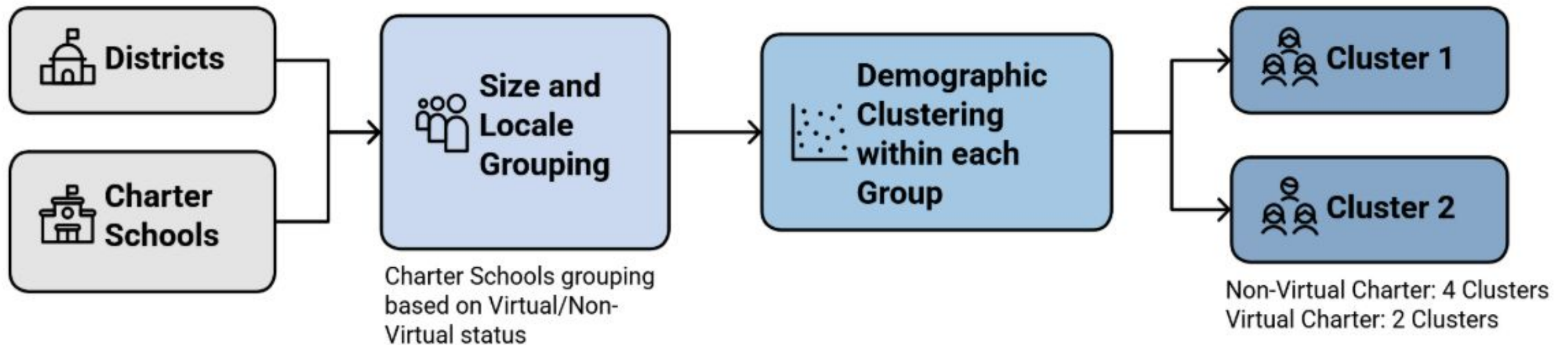
**Cluster districts are based on student
demographics and community characteristics**

Target Types



★ SBE adopts Statewide Performance Targets, up to 5 Local Metrics, and Differentiated Metric requirements

Similar District Group and Clusters

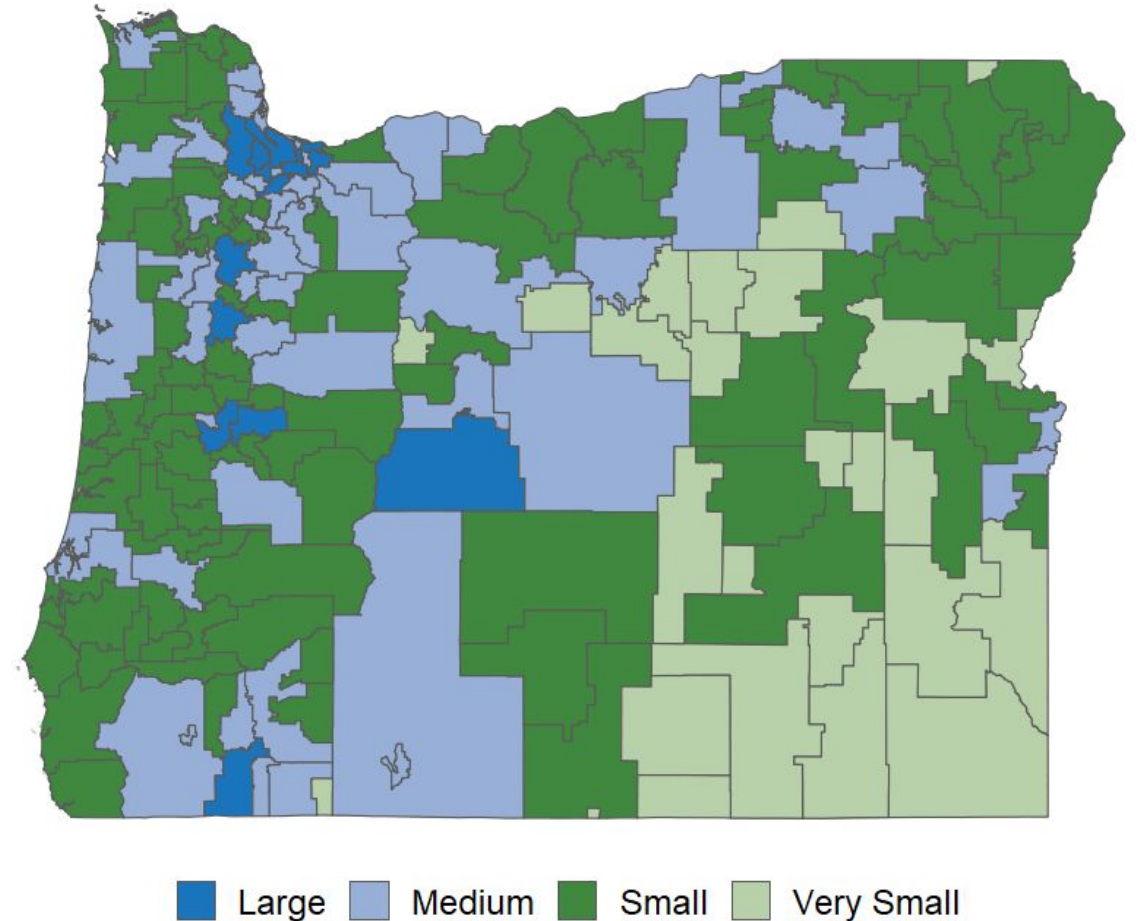


Step 1: Grouping

1. Stratify districts by size and locale

- **Large** > 7,500
- **Medium** 1,651 - 7,499
- **Small** 80 - 1,650
- **Very small** < 80
- NCES Locale (City, Suburban, Town, Rural - next slide)

2. Identify variables of interest, focusing on demographic and background characteristics

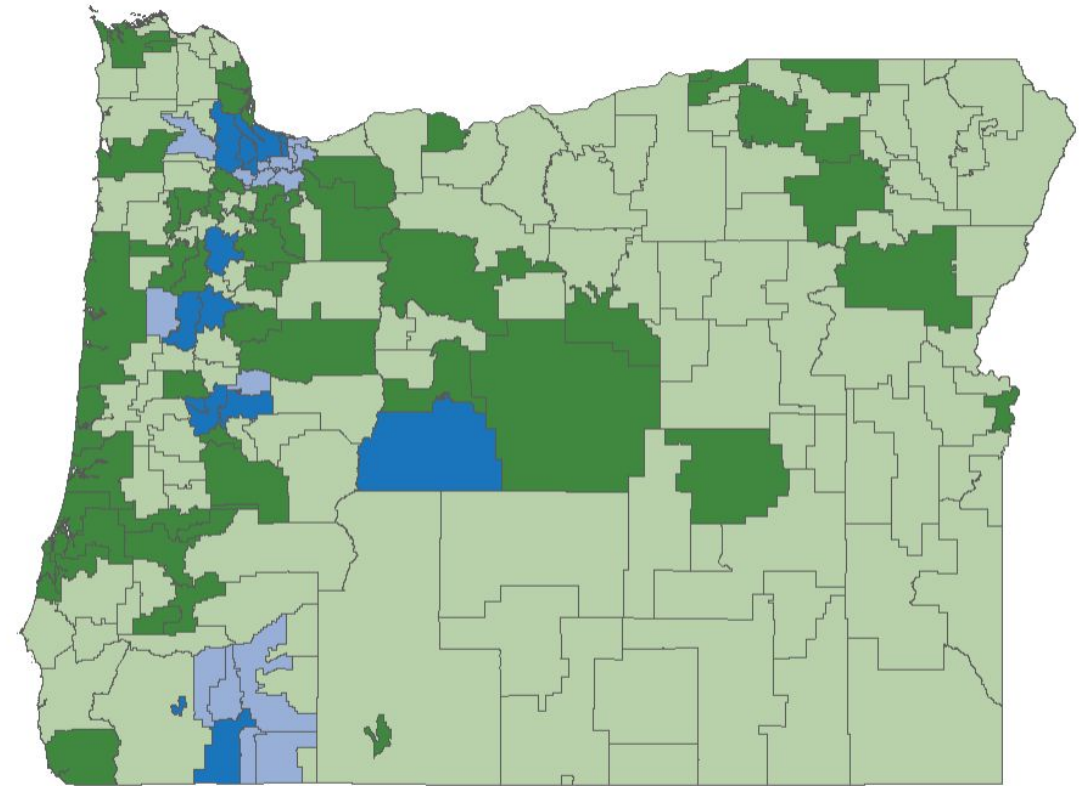


Map reflects district enrollment with charter schools separated out

Step 1: Grouping

Stratify districts by National Center for Education Statistics (NCES) [Locale](#)

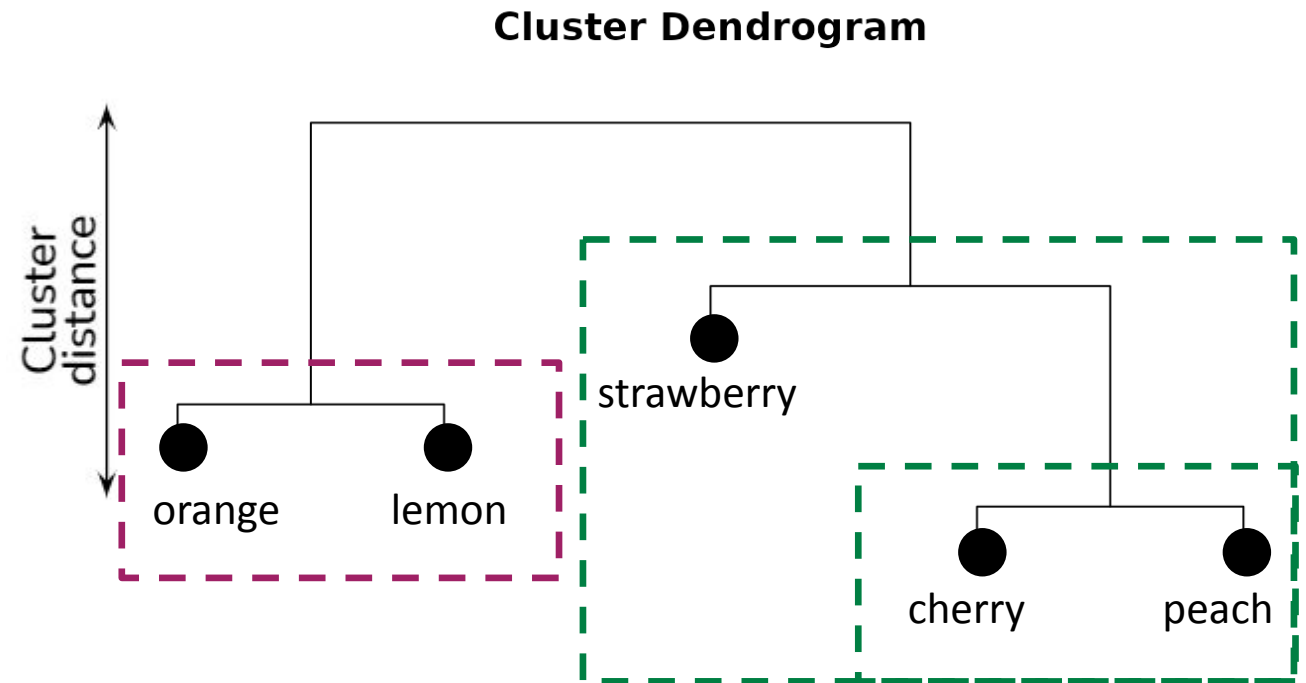
- **City** - large densely populated principal cities
- **Suburban** - urban areas located outside principal cities (> 50,000)
- **Town** - near urban areas with smaller population (< 50,000)
- **Rural** - non urban territory



■ City ■ Suburban ■ Town ■ Rural

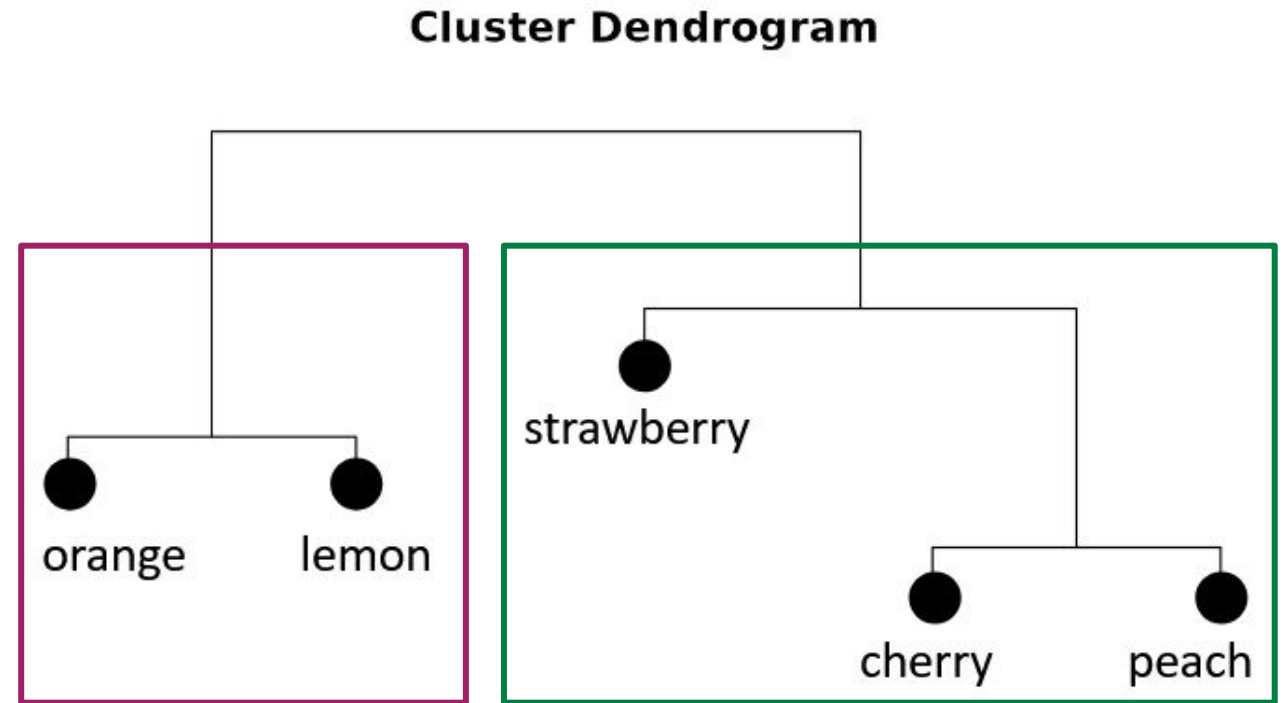
Step 2: Hierarchical Cluster Analysis

- Groups data points together into a tree of nested similar clusters
 - Each point starts out as its own individual cluster - lowest level
 - The closest two points (most similar) are joined together into a cluster
 - Process continues with closest two clusters joining at each step
- Resulting *Dendrogram* visually shows cluster merging process



Step 2: Hierarchical Cluster Analysis

- Districts with the least statistical variation (most similar) are grouped together
- As a result, may have districts in their Cluster that are similar to them on all variables or districts that are nearly identical in one variable and different in another
- Allowing clusters to vary in size maximizes similarity of districts within each Cluster



Fruits separated into 2 broader clusters

Variable Selection

- Supported by research and internal analysis
- Driven by feedback from communities, schools, districts, panels of technical experts, and the State Board of Education
- Responsive to the needs and priorities of Oregon schools
- Creating a simple but accurate model that we can explain to education partners

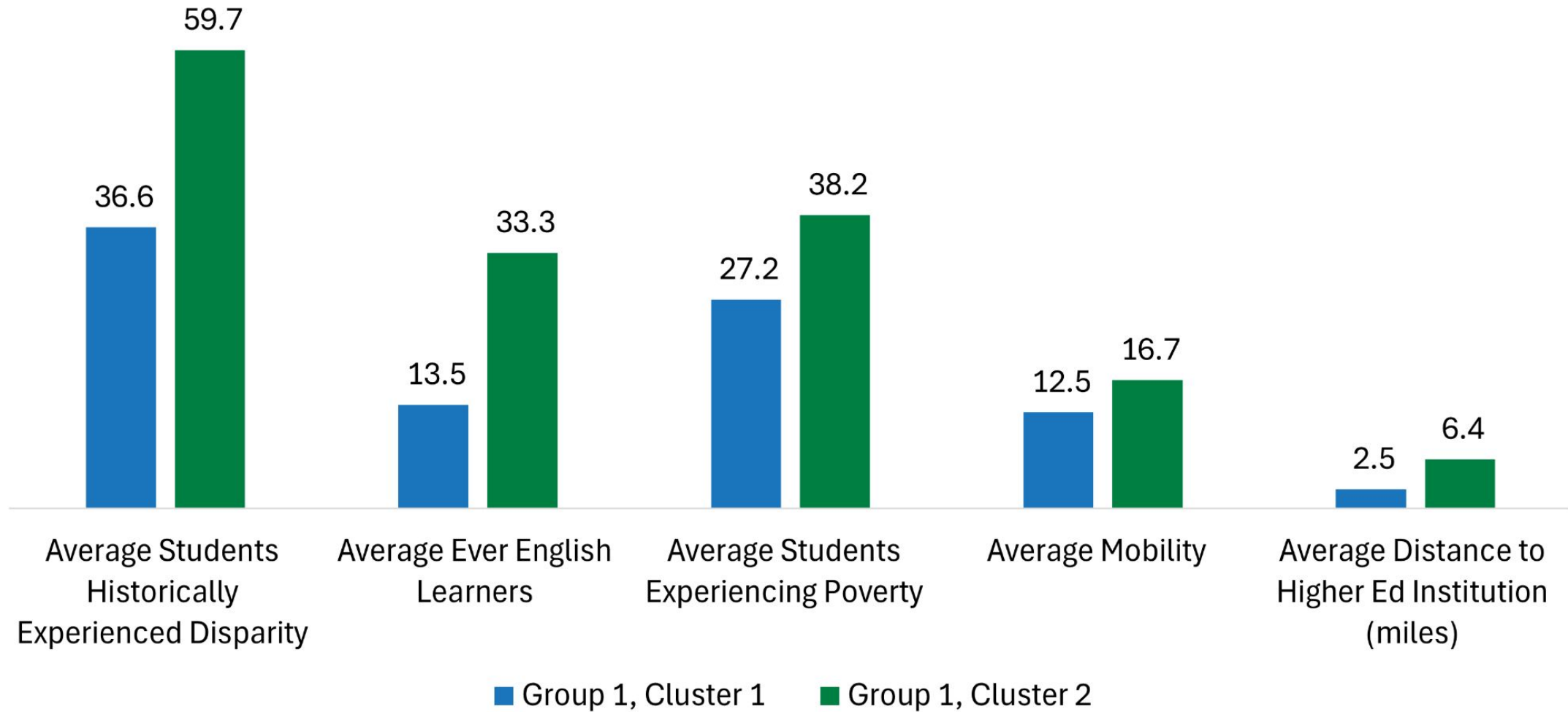
Final Variables Selected

- Poverty
- Mobility
- English Learner Population
- Students from Racial/Ethnic Groups that Historically Experienced Academic Disparity
- Distance to nearest (public) 2- and 4-yr institution of higher education

Step 3: Appeal Process

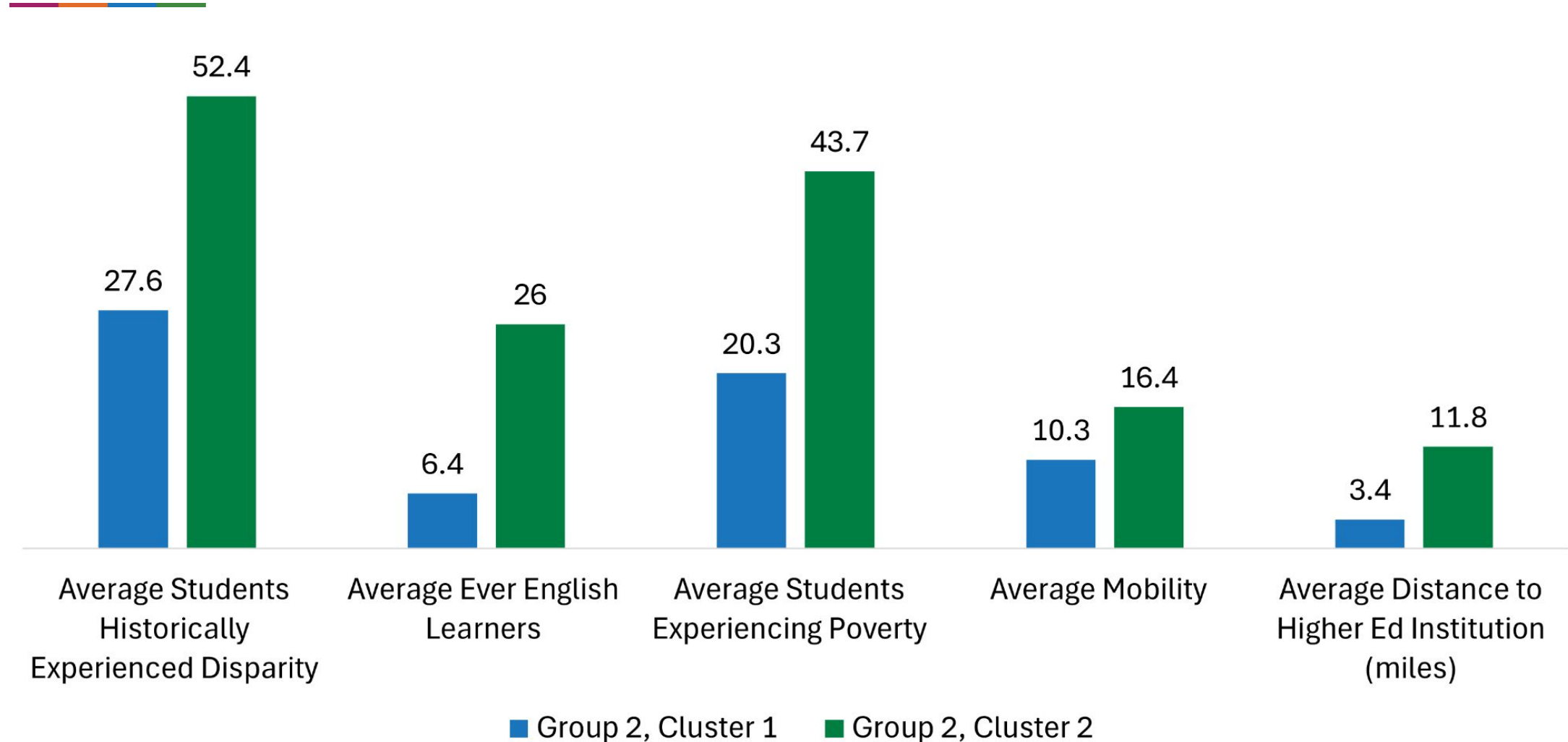
- During the appeal window, districts could appeal their Group designation (assigned based on their size and locale).
- Clusters within Groups were created using the statistical modeling process and were not appealable.
- Proposed Group moves were evaluated for statistical soundness to determine final district classification.
- Final district Group and Clusters were released on January 28, 2026 on the [EAA website](#)

Real Data Example: Group 1 Large City and Suburban Districts



Real Data Example: Group 2

Medium City/Suburb, Small Suburb Districts





Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Dr. Charlene Williams

Director of the Department of Education

ODE's Accountability and Similar Districts Presentation

Thank you for inviting us to the Racial Justice Council meeting on Monday, February 24, 2026. A copy of our [presentation is available here](#). During our meeting, we committed to following up on these questions:

Accountability:

- Reporting Question: *Why aren't more focal student groups included in the Online Report Card?*

Response: Focal student groups are included in the Online Report Card. To view focal group information, the user must select the type of data they would like to view (see image below), as the default setting shows data by race/ethnicity. The application *also allows* comparisons by IEP and SEP. To see other student groups, users must change the "View Data By" dropdown in the upper right of the screen.

ode.state.or.us/apps/OregonReportCard/Dashboard

OREGON DEPARTMENT OF EDUCATION

Oregon Online Report Card

English Español

State of Oregon [Change Institution](#)
255 Capitol Street NE, Salem 97310 | (503) 947-5600

Select School Year: 2024-2025

State Overview

Student Data

Assessment Performance and Participation

English Language Arts

Math

Science

Math Assessment

Math Assessment performance indicates the percentage of students whose scores met or exceeded Oregon proficiency standards.

Math Assessment participation indicates the percentage of students that participated in the assessment

View Data By: Student Group

Race/Ethnicity

Student Group

Gender

Grade Level

Math Performance Math Participation

Math Performance

Interim Test:

- *Could you clarify whether the three assessments are aligned or integrated with existing assessments, such as the ELPA? Also, what is the approximate duration of each assessment? How long are students given to complete them?*

Response: The interim tests on the approved list reflect areas of alignment with state-adopted math and language arts standards. While the English Language Proficiency Assessment (ELPA) is not part of the SB141 requirements, it aligns with the English Language Proficiency (ELP) standards.

ODE is working on implementation guidance that will address best practices for test administration, including recommendations for scheduling that account for test-taking time variability.

- *Do these assessments take into consideration multilingual students or those enrolled in dual language programs? How will interims be differentiated for ML learners?*

Response: The interim tests were evaluated for accessibility support, including those for multilingual learners. Some of the board-approved interim tests are available in Spanish, offer translation glossaries in several languages and varieties, and include other language tools.

- *Or any movement on bringing back a state test in Spanish?*

Response: Three of the tests on the approved interim list are available in Spanish. ODE understands how important a valid and reliable summative measure in the target language is, especially in Grades 3-5, where the language of instruction in many dual language programs across the state is Spanish. Currently, funding test development in target languages remains a challenge, though advances in trans adaptation technology may help make this more cost-effective in the future.

- *Are districts part of the development of this guidance?*

Response: Yes, district partners will join the guidance development process.

Please let us know if we can provide any further information.

In love and justice,

Dr. Charlene Williams

February 2, 2026

President Wagner and Speaker Fahey
Oregon State Legislature
900 Court St NE
Salem, OR 97301

RE: Support for comprehensive immigration packet

Dear President Wagner and Speaker Fahey:

The Racial Justice Council (RJC) advises the Governor and provides communities that have been historically excluded from decision-making tables more meaningful access to and a voice in the policy making that directly impacts the lives of Oregonians of color. Many immigrants and refugees are facing increased threats from the federal government's aggressive and inhumane strategy on immigration enforcement and deportations. Immigration issues are deeply important to the RJC because of the disproportionate impact that criminal processes can have on non-citizens and the too often racist rhetoric employed by the federal government to characterize immigrants as criminals that spreads xenophobic attitudes. People across the state, particularly those from marginalized backgrounds are extremely troubled by the federal government's assault on immigrants and refugees.

Many of the individuals on the RJC and those it represents live in fear and uncertainty tied to immigration enforcement. In the face of worsening realities, we acknowledge households are impacted and marked by circumstances that pose serious risks to their family stability, health, and overall well-being. Oregon's sanctuary laws were enacted to protect and uphold constitutional principles of separation of power. It behooves Oregon state leaders to enact policies that respond to the expanded immigration enforcement by the federal government and to protect Oregonians.

We urge passage of the following bills and budget items that provide an opportunity for the state to advance protections for immigrants in Oregon.

- SJR 203 – No Secret Police
- SB 1587 – Stop Data Brokers
- SB 1594 – Statewide Data and Public Safety Protocols
- SB 1595 – SB 476 Implementation
- SB 1538 – Right to Education Regardless of Immigration Status
- SB 1570 – Protections in Health Care Settings
- HB 4001 – DOJ Study on How the State may Address Unlawful immigration enforcement activities
- HB 4091 – Restrictions on National Guard

- HB 4150 – Public Contracts Prohibition Support
- HB 4138 – LEAVA: Law Enforcement Accountability and Visibility Act
- HB 4114 – Protect Your Door Act
- HB 4111 – Anti-Discrimination Protections Support
- HB 4079 – Safeguarding Students and Families
- HB 4123 – Housing Data Protections

Together, these measures reflect Oregon’s continued commitment to civil rights, public safety, data privacy, and consistent policy implementation across public systems.

We appreciate your work to adopt stronger protections for immigrants and refugees by supporting legislation that advances equity, protects civil rights, and strengthens agency coordination statewide. We encourage greater cooperation with community partners and agencies to ensure cohesive community care in the face of uncertainty. Your assertive action in adopting a comprehensive immigration package will prevent harm and pain to vulnerable Oregonians. Your leadership at this moment matters.

On Behalf of the Racial Justice Council,

Tristen Edwards and Paul Solomon.
Racial Justice Council Members