



OREGON'S ROADMAP TO STUDENT SUCCESS

OREGON DEPARTMENT OF EDUCATION 2026-2028 STRATEGIC PLAN

January 2026



**READY TO
EARN, LEARN,
& THRIVE**

MESSAGE FROM DR. WILLIAMS

It is my honor to share with you Oregon's Roadmap to Student Success. This plan sets the stage to transform Oregon's public education system through shared commitment and accountability. The challenge is clear: we are not where we need to be, and our students deserve a better, more coherent path to achieving their full potential. This plan sets ambitious education goals and outlines the strategies we will take—starting at the Oregon Department of Education—to elevate outcomes and experiences for Oregon's scholars. This roadmap represents our commitment to ensuring each scholar has what they need to leave our system ready to learn, ready to earn, and ready to thrive in our communities.

Oregonians are all in and committed to prioritizing the essential practices and measures of K–12 success that matter most!

Over the years, Oregonians have voiced a clear and consistent call—across advisory councils, commissions, committees, plans, and policy frameworks—we MUST do more for our students. Therefore, this plan represents months of collaboration among ODE leadership and staff. Together, we reviewed existing plans, frameworks, standards, and guidance to create alignment and coherence across our work with an agency-aligned, future-forward plan that includes priority outcomes, strategies, milestones, and targets.

Leadership and Foundation

Since the beginning of her administration, Governor Tina Kotek has made education a top priority. Under her leadership, as well as the guidance of the State Board of Education, Oregon's education system stands on a firm foundation. This Strategic Plan strengthens that foundation by aligning priorities and outcomes toward deliberate, measurable actions that support student success.

Our Focus

ODE's roadmap centers on coherence, equity, and measurable progress. It paves the way for progress grounded in the understanding that true equity and social justice lead to better outcomes for students. When systems are designed to be equitable, students experience stronger academic achievement, improved well-being, and greater long-term success. This plan lays the groundwork for systemic change through agency actions: working collaboratively with school districts, tribal partners, educators, and communities to close gaps, elevate achievement, and build systems that support every learner.

This process has empowered ODE to confront longstanding challenges, including siloed work, reactive approaches, and limited internal systems for measuring and communicating progress. This plan will address those challenges while leveraging the agency's strengths:

- Mission-driven, highly collaborative, and expert staff
- Strong partnerships
- An unwavering commitment to eliminating education inequities in Oregon through systemic, justice-oriented approaches.

ODE is dedicated to continuous improvement in ways that can be felt and seen by our staff, districts, schools, and—most importantly—educators and students.

The Three Pillars

As you'll see, the Strategic Plan is organized around three pillars:

ACADEMIC EXCELLENCE

BELONGING AND WELLNESS

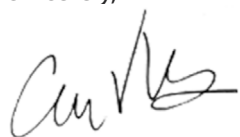
SHARED ACCOUNTABILITY

Each pillar includes outcomes and strategies to guide our work. By aligning priority outcomes and strategies under these pillars, ODE will accelerate progress and ensure that resources are deployed where they can have the most significant impact.

Phase two of this work will include the creation of an implementation and monitoring plan that outlines specific, concrete actions the agency will take to ensure progress towards the key outcomes outlined in this Strategic Plan.

This is more than a document—it is a commitment to action, accountability, and prioritizing the success of Oregon's scholars. We are proud to share this vision and look forward to partnering with you to deliver the outcomes Oregon's students deserve.

Sincerely,



Dr. Charlene Williams

Director, Oregon Department of Education

ACKNOWLEDGMENTS

The Oregon Department of Education (ODE) acknowledges the dedication and expertise of the staff members who contributed to the development of this strategic plan. This work was made possible through the collaborative efforts of the Agency Workgroup and the Executive Steering Committee, whose commitment to alignment and continuous improvement guided every step of the process. We are grateful for the time, insight, and leadership provided by colleagues across multiple offices and programs. Their participation ensures that this plan reflects shared priorities and positions ODE to deliver on its mission for Oregon students. In addition, ODE acknowledges the efforts of Education Northwest, which provided facilitation and background support.

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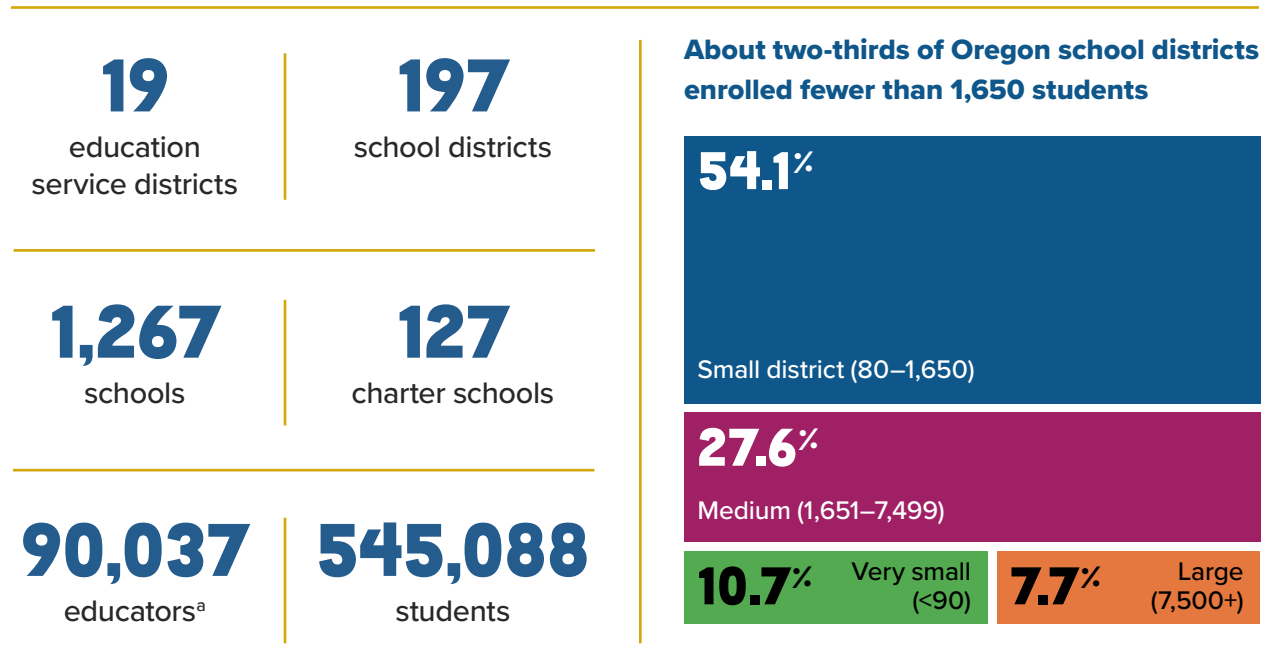
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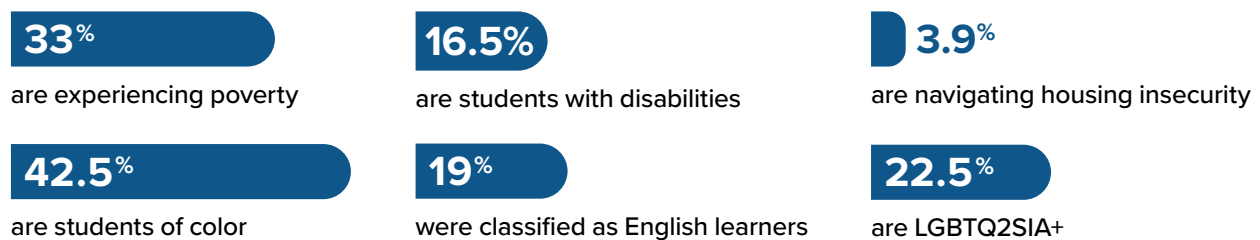
INTRODUCTION

Oregon’s education system serves a diverse student population across urban, suburban, and rural communities. With nearly 200 school districts and thousands of educators, the state is committed to providing equitable learning opportunities for all students.

Figure 1. Oregon’s education system at a glance



A significant share of Oregon students are part of focal groups¹ for which the state provides targeted supports



^a Among educators, 14 percent of teachers, 15 percent of administrators, 19 percent of counselors, and 26 percent of educational assistants identify as people of color.

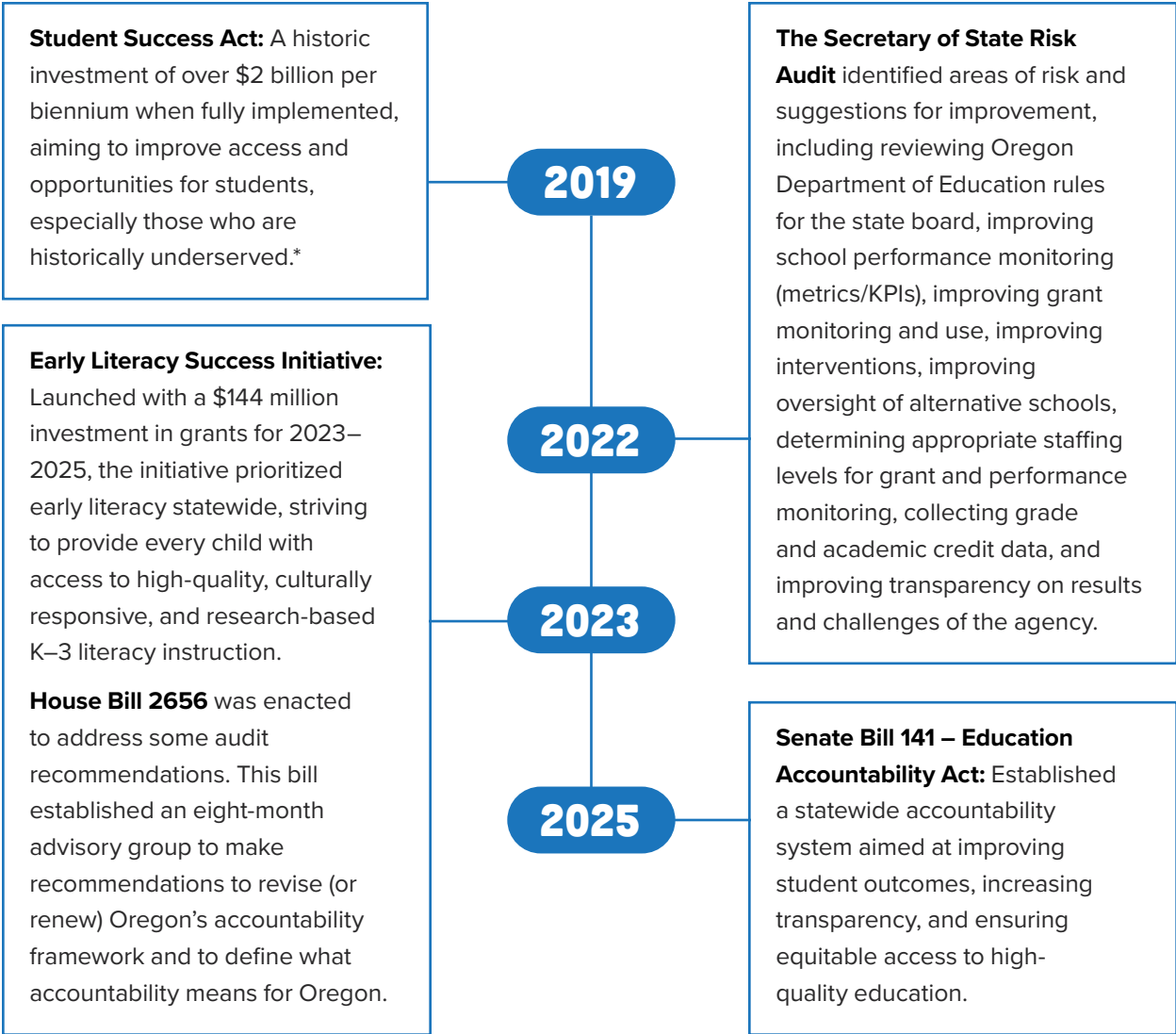
Sources: Oregon Department of Education internal analysis; [2024–25 Oregon State Report Card](#).

¹ The definition of focal student groups is outlined in the [Integrated Guidance \(SIA\) for 2025–27](#) (p.18).

Oregon is taking action to support student learning, but more is needed to help all students reach their potential

Students have faced declines in learning outcomes for nearly ten years in Oregon. The COVID-19 pandemic and the shift to remote instruction only exacerbated those declines and continued to widen opportunity gaps for currently and historically underserved students. To address these challenges, the state has made significant efforts to boost student outcomes with increased investments and targeted supports, starting with the landmark Student Success Act in 2019 (figure 2).

Figure 2. Since 2019, the state of Oregon has made significant investments in student success

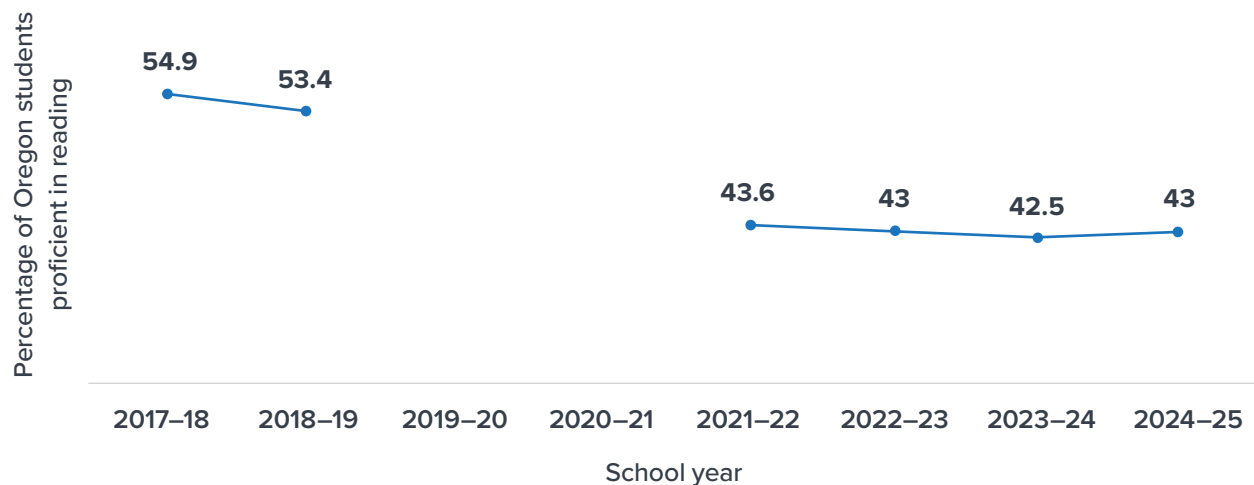


*Full and impactful implementation of this legislation was significantly delayed by the COVID-19 pandemic, which resulted in hiring and funding freezes, among other delays.

Sources: [K–12 Education — Systemic Risk Report](#), [SB 1045 Accountability Act](#), [Early Literacy Success Initiative](#), [HB 2656](#), [SB 141](#).

Oregon has a clear statewide commitment to improving student outcomes, as evidenced by these significant investments and initiatives, as well as the continued dedication of educators and communities. Yet academic progress continues to be slower than desired. For example, between spring 2022 and spring 2023, Oregon was the only state that did not improve in math achievement and one of 10 states that lost ground in reading.² Furthermore, during the 2024–25 school year, 43 percent of Oregon students who took the Smarter Balanced Assessment Consortium reading assessment were proficient in reading (figure 3). This was a slight improvement from 2023–24 but still well below the 53.4 percent reached in 2018–19. Additionally, figure 4 shows that in 2024–2025, 66% of students were regular attenders, down from 79.6 in 2018–2019, and 81.8% of students who began high school in the 2020–21 school year graduated within four years.

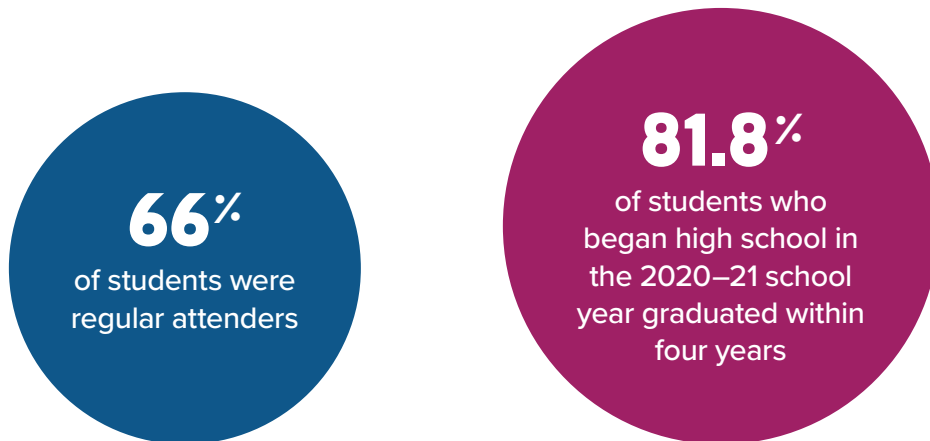
Figure 3. Since the COVID-19 pandemic, reading proficiency levels among Oregon students have remained below 50 percent



Note: Data for 2019–20 and 2020–21 are missing due to assessment challenges during the COVID-19 pandemic.
 Source: Oregon Department of Education assessment group reports, <https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx>.

² Education Recovery Scorecard: The First Year of Pandemic Recovery: A District-Level Analysis.
<https://educationrecoverycorecard.org/wp-content/uploads/2024/01/ERS-Report-Final-1.31.pdf>

Figure 4. 2024–2025 attendance and graduation rates



Source: Oregon Department of Education internal analysis; [2024–25 Oregon State Report Card](#); [Oregon Statewide Annual Report Card for the 2018–2019 School Year](#).

The disparity between investment and outcomes signals a pressing need for the Oregon Department of Education (ODE) to improve alignment and to maximize support for districts, improve student outcomes, and reduce opportunity gaps for focal student groups.

This strategic plan enhances agency alignment and builds a framework for more effective collaboration to accelerate growth and ensure equitable student outcomes

ODE supports teaching and learning statewide through many critical tasks: articulating a vision and priorities for K–12 education, administering funding, defining and managing oversight functions, crafting and implementing policy, building relationships and engaging partners and stakeholders, and facilitating a broad communications effort. To carry out these roles, the agency has developed numerous plans and frameworks over the years with supporting programs, initiatives, and strategies shaped by engagement with education service districts, school districts, families, educators, community partners, and Tribes.

By improving alignment across the system, ODE can provide clear and consistent guidance, reduce duplication, provide targeted support where it is most needed, and strengthen

There remains a gap between strong strategic intent and coordinated action, outcomes, and accountability. This challenge underscores the need for a new approach that maximizes resources and impact.

This strategic plan addresses that challenge by focusing on strategic alignment.

its role as an effective collaborative partner to districts. Alignment ensures that resources work together toward shared goals, enabling the agency to better support education partners and accelerate progress, particularly for historically underserved students.

Alignment means:



A clear and unified vision for agency-level priorities and targets that all agency offices, teams, and staff members strive toward



Coordinated support for districts that targets local needs but also focuses on priorities



Streamlined guidance and processes to reduce duplication, ensure efficiency, and emphasize strategic priorities

The critical role of education equity

ODE has a strong commitment to education equity and a directive to close gaps in educational outcomes among students. As a result, equity is one of the core values guiding this strategic plan. The plan builds on ODE's ongoing equity work by increasing agencywide alignment on goals and strategies to improve outcomes for historically underserved student groups. For example, the plan was informed by multiple Student Success Plans for focal groups as well as the 2021–2025 ODE Equity Strategic Plan, which aimed to align and guide the agency's internal equity work.³ This 2026–2028 Strategic Plan weaves the goals and initiatives from those documents into one coherent agencywide road map with aligned pillars, priorities, and strategies. In addition, the strategic plan supports *action toward equity* by establishing concrete and measurable approaches to implementation, monitoring, and continuous improvement.

“Education equity ensures fair policies, practices, and resource allocation to support historically and currently marginalized students and families, including civil rights-protected groups. As Oregon's student population grows more diverse, schools must address disparities such as the academic achievement gap, which disproportionately affects traditionally marginalized communities. True equity requires commitment from educators at all levels to prepare every student for success beyond high school.”

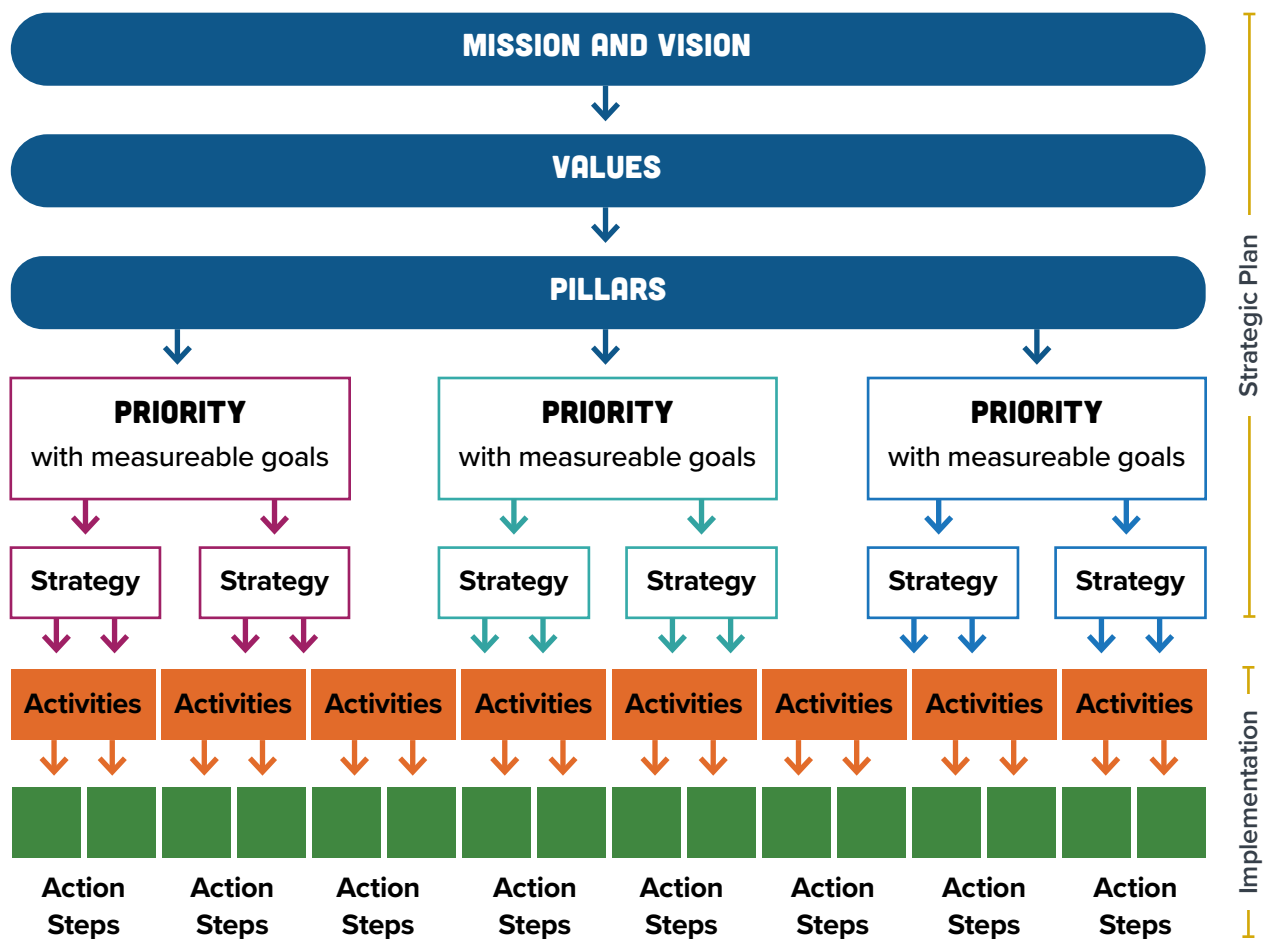
[ODE Education Equity Stance](#)

³ 2021–2025 ODE Equity Strategic Plan. <https://drive.google.com/file/d/13kEVBSbRa3XGN7dJIDF76YizNO26xuem/view>

A framework for action

To design the strategic planning process and conceptualize how the final plan will produce the desired outcomes, Education Northwest, in collaboration with WestEd, reviewed strategic plans from 10 state education agencies and two local education agencies, with a focus on the strategic planning processes, structural elements in each plan, and commonly addressed topics.⁴ The findings from this review informed the development of a high-level framework for ODE’s strategic planning process. Figure 5 depicts the components included in this strategic plan (i.e., mission and vision, values, pillars, priorities, and strategies), as well as the components that will be included in a forthcoming supplementary implementation, monitoring, and evaluation plan.

Figure 5. Framework for the Oregon Department of Education 2026–2028 Strategic Plan



Source: This framework was inspired by [Rhode Island’s Strategic Plan for Public Education: 2022–2027](#) (p. 2).

⁴The results of the landscape scan can be made available upon request.



THE PROCESS

ODE has many existing plans and frameworks with supporting programs, initiatives, and strategies in effect. Recognizing this prior and ongoing work, the development of this strategic plan was intentionally designed as an alignment exercise.

To begin the process, the ODE team, facilitated by Education Northwest, developed a crosswalk of approximately 25 ODE plans, frameworks, standards, and guidance documents. An overview of the crosswalk can be found in Appendix A (the full crosswalk is available upon request). These 25 documents are not an exhaustive list of agency plans, frameworks, standards, and guidance documents, but they do represent countless hours of prior engagement with diverse partners and Oregonians who are invested in improved student outcomes. The crosswalk exercise revealed a central insight: **ODE's strategic initiatives are abundant and deeply aligned with its vision, yet their collective impact relies on greater coherence and clearer measures of success.**

ODE has invested years in community engagement and collaborative planning, resulting in numerous initiatives shaped by families, educators, Tribes, and partners across the state. Rather than starting from scratch, this process honors that work by weaving together existing plans, frameworks, and priorities into a unified road map for the agency.

In tandem with the crosswalk effort, two ODE groups guided the strategic planning and alignment process: a 19-member Agency Workgroup representing diverse offices and programs, and a 15-member Executive Steering Committee composed of agency leadership. Before these two groups launched their work, Education Northwest interviewed members to gather insights and expectations, shaping the process and the final plan. The Agency Workgroup met in October and November 2025 to review the crosswalk and identify priorities, strategies, and targets. The Executive Steering Committee provided strategic guidance, refined outcomes, and approved the final plan. Figure 6 below illustrates the cadence, flow, and focus of the series of workgroup and steering committee meetings.



Figure 6. Two key groups from the Oregon Department of Education guided the strategic planning process



Education Northwest and members of the workgroup and steering committee also met numerous times with ODE leadership, the ODE communications team, and key members of the ODE Accountability Steering Team to guide, align, and finalize the strategic plan.

The overall process emphasized the need to focus on ODE’s three strategic pillars of Academic Excellence, Belonging and Wellness, and Shared Accountability and to concentrate on priority outcomes, high-leverage strategies, and monitoring and evaluation as a path toward success.

The process also empowered ODE to confront a longstanding culture of siloed work, reactivity rather than proactivity, and a shortage of internal systems to measure and convey progress on organizational priorities. ODE aims to address these challenges through this strategic plan as well as a supporting implementation and monitoring and evaluation plan that will be developed in early 2026. These efforts will leverage the agency’s many strengths, including a mission-driven, highly collaborative, and expert staff; robust partners, relationships, and system-building acumen; and an unwavering commitment to equity. ODE is pursuing continuous improvement in ways that can be felt and seen by its own staff as well as by education service districts, local education agencies, schools, and, most importantly, educators and students.

Through all this collaboration, ODE has created a strategic plan that exhibits shared priorities, enhances internal alignment, and reinforces its commitment to Oregon’s students and communities.

The following section provides an overview of the strategic plan, which reflects the Governor’s education priorities⁵ and Senate Bill 141, as well as the critical and diverse needs of our educators, communities, partners, and students.



⁵ Governor’s Priorities for Improving Educational Outcomes. <https://www.oregon.gov/gov/priorities/pages/education-and-child-care.aspx>



PLAN OVERVIEW

Mission

The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities.⁶

Vision

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

Values

Equity

Excellence

Accountability

Integrity

Pillars and outcomes

The ODE strategic plan is organized around three pillars that guide the agency's work:

ACADEMIC EXCELLENCE

BELONGING AND WELLNESS

SHARED ACCOUNTABILITY


Within each pillar, the plan identifies priority outcomes—what ODE will drive toward within the pillar. The priority outcomes represent universal aims (i.e., inclusive of each and every student) that the agency will pursue through targeted strategies (i.e., focused approaches for focal groups) in service of those universal aims.⁷ By aligning strategies under these pillars, ODE will accelerate progress toward key outcomes and ensure that resources are deployed where they can have the greatest impact.



⁶ ODE Vision, Mission, and Values. https://www.oregon.gov/ode/about-us/Documents/Pages%20from%201170823_ODE_Strategic%20Plan%208.5x11_2016%20V7%20Values.pdf

⁷ Targeted Universalism and Snapshots of Focal Student Groups. <https://www.oregon.gov/ode/StudentSuccess/Documents/TargetedUniversalism.pdf>




Figure 7. Overview of the Oregon Department of Education strategic plan



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:

<div style="text-align: center;">  <p>ACADEMIC EXCELLENCE</p> </div> <p>Ensure every student has equitable access to learning opportunities and develop the skills and knowledge they need to thrive in school, career, and life.</p> <p>Priority outcomes</p> <ul style="list-style-type: none"> • Increased student achievement in ELA • Increased student achievement in math • Increased opportunities for focal student groups • Increased graduation rates • Increased postsecondary readiness 	<div style="text-align: center;">  <p>BELONGING AND WELLNESS</p> </div> <p>Build inclusive, safe, and supportive environments where every student and adult feels seen, valued, and ready to learn together.</p> <p>Priority outcomes</p> <ul style="list-style-type: none"> • Increased regular 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) 	<div style="text-align: center;">  <p>SHARED ACCOUNTABILITY</p> </div> <p>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.</p> <p>Priority outcomes</p> <ul style="list-style-type: none"> • Streamlined process for gathering and utilizing information from school districts • Established continuum of supports • Improved customer satisfaction and employee satisfaction
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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

Alignment between ODE 2026–2028 Strategic Plan pillars and Priorities for Student Success

**HIGH-QUALITY
LEARNING EXPERIENCES
FOR ALL STUDENTS**

**ALIGNED AND FOCUSED
EDUCATIONAL SYSTEMS**

**ENGAGED PARTNERS
AND COMMUNITIES**

**SAFE AND
INCLUSIVE SCHOOLS**

**COMMITTED AND
SUPPORT STAFF**

The three pillars of this strategic plan are designed to support and build upon the **Priorities for Student Success outlined in ODE’s Shared Accountability Framework** and identified here to the left. The priorities highlight the key conditions students need to flourish, while the pillars describe how ODE structures its efforts to help districts establish those conditions. **Together, they form a unified approach: the pillars direct the agency’s actions, and the priorities guide local systems.**

Source: A Renewed Vision for Oregon’s Accountability System (p.12).
<https://www.oregon.gov/ode/accountability/Documents/Oregon%20Reimagined%20Accountability%20Framework.pdf>





THE THREE PILLARS AT WORK

This section includes ODE's three strategic pillars, their priority outcomes, and the high-leverage strategies ODE will pursue to achieve each outcome. The strategies were identified through the previously described crosswalk activity as well as as well as facilitated an iterative discussion and decision-making processes among the workgroup, steering committee, and leadership team.

Two-year targets and one-year milestones for all of the Priority Outcomes in Academic Excellence and for Priority Outcome 1 in Belonging and Wellness will be generated in early 2026 using the metrics and definitions approved by the State Board of Education.⁸ Priority Outcomes 2 and 3 in Belonging and Wellness as well as all of the Priority Outcomes in Shared Accountability will be generated in early 2026 using metrics and definitions from ODE. Furthermore, ODE continues to keep a long-term vision on ODE's legislative Key Performance Measures (KPM). See appendix B for more information about KPMs.

ACADEMIC EXCELLENCE



Priority outcome 1. Increased student achievement in ELA

HIGH-LEVERAGE STRATEGIES

AE.1.1 Build statewide capacity to implement literacy efforts based on the science of reading and evidence-based practices to improve ELA proficiency

AE.1.2 Support districts in adopting and implementing ELA high-quality instructional materials (HQIM) that are affirming and aligned to state standards

AE.1.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration best practices

⁸ Oregon Department of Education State Board Meeting: December 11, 2025. <https://vimeo.com/event/4495183>

Priority outcome 2. Increased student achievement in math

HIGH-LEVERAGE STRATEGIES

AE.2.1 Build statewide capacity to implement effective math pedagogy and evidence-based practices to improve math proficiency

AE.2.2 Support districts in adopting and implementing math high-quality instructional materials (HQIM) that are affirming and aligned to state standards

AE.2.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration practices

Priority outcome 3. Increased opportunities for focal student groups

HIGH-LEVERAGE STRATEGIES

AE.3.1 Strengthen and differentiate support to districts that addresses the diverse needs of students

AE.3.2 Ensure every student has access to core grade-level instruction and build coherence for Tier 2 and Tier 3 instruction that is connected to core instruction

AE.3.3 Support district use of disaggregated data to identify inequities in student access and outcomes and share research-based and community-informed improvement plans

Priority outcome 4. Increased graduation rates

HIGH-LEVERAGE STRATEGIES

AE.4.1 Improve ninth-grade success by offering support to improve transitions from middle school into high school

AE.4.2 Provide districts with guidance and support to ensure that every high school student experiences an engaging course pathway that connects to their postsecondary goals

AE.4.3 Enable districts to access and use on-track monitoring systems to identify students at risk of being left behind

AE.4.4 Support districts to clarify pathways and build robust advising systems that guide students and families through personalized plans aligned to their interests and postsecondary goals

Priority outcome 5. Increased postsecondary readiness

HIGH-LEVERAGE STRATEGIES

AE.5.1 Support districts in expanding access to college credit-earning opportunities while in high school

AE.5.2 Support districts in preparing students for postsecondary transitions

AE.5.3 Increase opportunities for students to engage in high-quality career-connected learning that informs postsecondary decisions and improves employment outcomes



BELONGING AND WELLNESS



Priority outcome 1. Increased regular attendance

HIGH-LEVERAGE STRATEGIES

BW.1.1 In partnership with the Oregon Health Authority, provide schools and districts with integrated wellness, inclusion, safety, and health data analysis and interpretation

BW.1.2 Focus on blending and braiding funding to de-silo attendance approaches and supports

BW.1.3 Develop and implement School Wellness, Inclusion, Safety, and Health Framework

BW.1.4 Disseminate and center strategies to reduce absences and increase regular attendance, particularly for focal student populations

Priority outcome 2. Increased feelings of belonging, trust, and emotional well-being among students and adults

HIGH-LEVERAGE STRATEGIES

BW.2.1 Expand district use of Student Educational Equity Development (SEED) Survey analysis protocols and communication toolkit resources

BW.2.2 Establish system for data collection and analysis on district expenditures related to mental and physical health and safety

BW.2.3 Embed Transformative Social and Emotional Learning (TSEL) standards into learning standards, guidance, and professional development at all levels

BW.2.4 Ensure statewide implementation of ODE's Community Engagement Toolkit and best practices

BW.2.5 Strengthen government-to-government Tribal partnerships and tribal consultation efforts between school districts, ESDs, and Tribes

Priority outcome 3. Increased feeling of student safety in schools (and decreased incidents of harm)

HIGH-LEVERAGE STRATEGIES

BW.3.1 Examine and improve existing belonging, wellness, inclusion, safety and health data collections

BW.3.2 Establish a statewide definition of safety and harm to be utilized by civil rights, school safety and prevention, School Safety and Emergency Management (SSEM), and facilities

BW.3.3 Design, implement, and evaluate an Oregon Model for Behavior Safety Assessments

BW.3.4 Utilize a whole-child framework to address wellness, inclusion, safety, health and mental health



SHARED ACCOUNTABILITY



Priority outcome 1. Streamlined process for gathering and utilizing information from school districts

HIGH-LEVERAGE STRATEGIES

SA.1.1 Reduce redundancies in grant and data reporting requirements

SA.1.2 Differentiate reporting requirements for small districts

SA.1.3 Implement Unified District Grant Application, organized by the Priorities for Student Success

SA.1.4 Establish 360 district summaries to visualize currently “siloeed” district information

Priority outcome 2. Established continuum of supports

HIGH-LEVERAGE STRATEGIES

SA.2.1 Develop and maintain the ODE Support Suite components to identify and address gaps and ensure alignment

SA.2.2 Expand ODE’s defined, dynamic, and differentiated continuum of supports aligned with the Priorities for Student Success

SA.2.3 Improve support to districts through implementation of an aligned regional support team model across the agency

Priority outcome 3. Improved customer satisfaction and employee satisfaction

HIGH-LEVERAGE STRATEGIES

SA.3.1 Improve management and staff training and tools to ensure employees have what they need to succeed

SA.3.2 Reduce procurement timelines to improve recipient financial stability and programmatic performance

SA.3.3 Build organizational cohesion through intentional employee engagement and communication



MONITORING AND EVALUATION

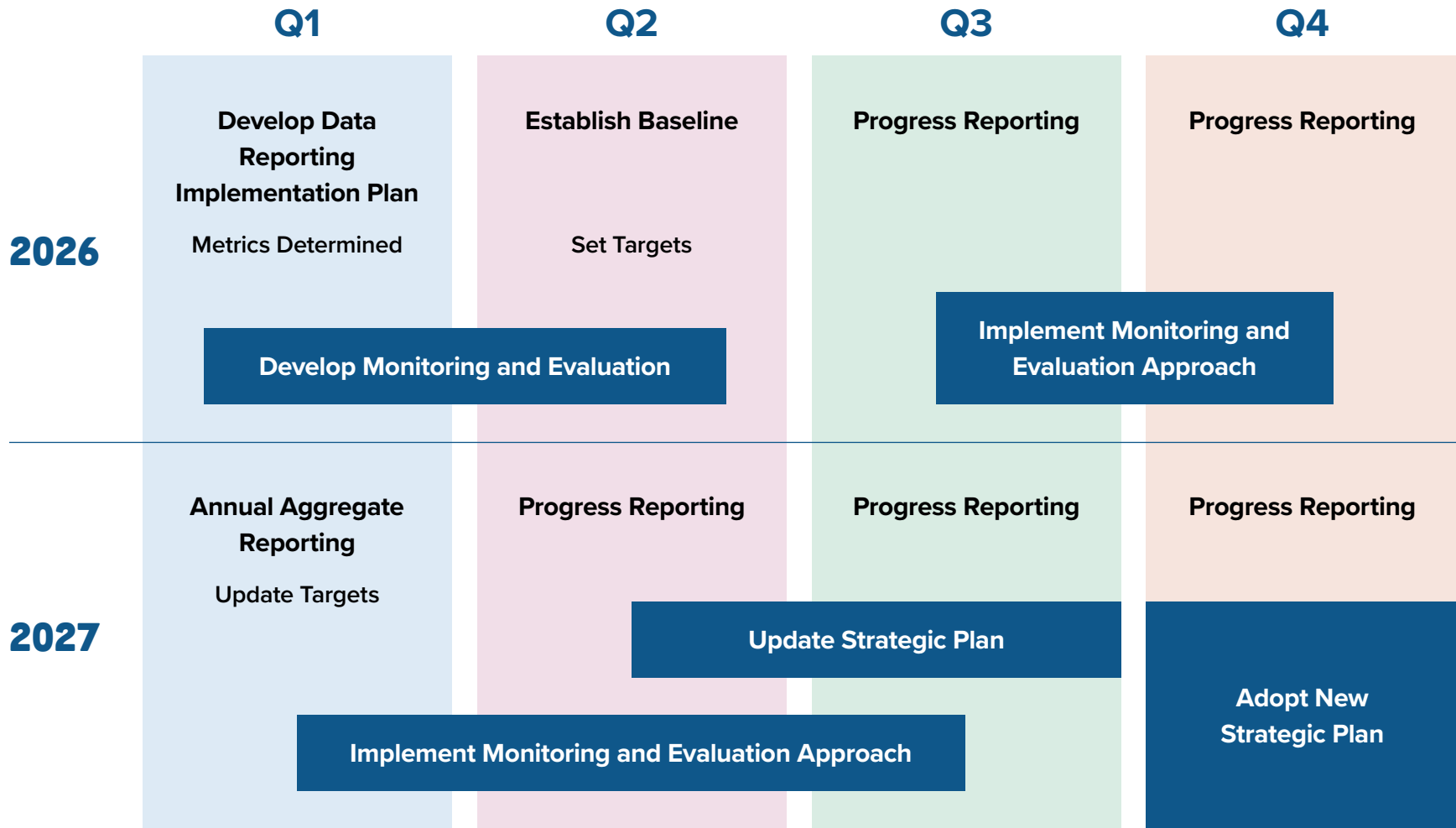
This Strategic Plan will formally run through the end of December 2027. Figure 8 depicts the monitoring and evaluation timeline and approach that ODE will utilize to track and report on progress between January 2026–December 2027. In quarters 1 and 2 of 2026, ODE will develop a data reporting implementation plan, identify metrics, and establish baseline milestones and targets for the priority outcomes. ODE will accomplish this with the support of the Office of Research, Assessment, Data, Accountability, and Reporting as well as the agency’s data stewards. In quarters 3 and 4 of 2026, ODE will focus on reporting progress both internally and externally and adjusting implementation where necessary. ODE will conclude 2026 with a year-end summary. ODE will launch 2027 with updated targets (as needed) for all priority outcomes, followed by ongoing implementation and progress reporting in quarters 2 and 3.

Over the two years of strategic plan implementation, ODE will regularly engage in reviews and risk mitigation exercises to assess budget and resource constraints, the shifting federal landscape, scope of control and influence, data collection and analysis challenges, and aging infrastructure systems.

This 2026–2028 Strategic Plan focuses on sharpening work currently underway at ODE. The development of the next strategic plan (starting in quarters 3 and 4 of 2027) will allow ODE to refresh and expand strategies for success based on what was learned through this monitoring and evaluation process.



Figure 8. Monitoring and evaluation timeline for the 2026–2028 Strategic Plan





APPENDIX A. CROSSWALK

Oregon Department of Education Visual Crosswalk

The Oregon Department of Education (ODE) is undergoing a Strategic Planning and Alignment process to enhance coordination, alignment, and operational efficiency across its divisions and initiatives. A foundational step in this effort is to review and map existing plans, frameworks, and priorities—both internal to ODE and external statewide—to identify areas of alignment, duplication, and gaps or opportunities for integration.

To support this work, Education Northwest developed a crosswalk of ODE plans, frameworks, and priorities. Our analysis of the data emphasizes gaps and areas of alignment, with a focus on ODE’s three strategic pillars: Academic Excellence, Belonging & Wellness, and Shared Accountability.

This document describes how we developed the crosswalk and our preliminary takeaways. It includes the following sections:

- Purpose and contents of the crosswalk
- A summary of findings by strategic pillars
- How to use the crosswalk
- Emerging themes and gaps

Purpose and Contents of the Crosswalk

PURPOSE

The purpose of this crosswalk is to:

- **Identify relationships and intersections.** Understand how core academic and equity priorities intersect with supporting operational and compliance frameworks to coordinate implementation and align operational support with strategic priorities
- **Surface gaps.** Highlight areas where objectives, metrics, or focus populations do not fully align, revealing opportunities for future policy, programmatic enhancements, or targeted interventions
- **Support accountability.** Link student success metrics to state and federal requirements, ensuring clear, transparent progress monitoring across core academic drivers and supporting operational systems
- **Promote equity and belonging.** Highlight where historically underserved student populations and equity commitments appear across frameworks, while considering student and family engagement, culturally responsive practices, and systemic supports
- **Improve alignment with ODE pillar.** Understand how plans and initiatives align with and support ODE’s three guiding pillars: Academic Excellence, Belonging & Wellness, and Shared Accountability

DOCUMENTS INCLUDED

The crosswalk includes all relevant internal plans, equity and academic frameworks, accountability initiatives, and externally referenced best practices. The documents included reflect all ODE pillars—Academic Excellence, Belonging & Wellness, and Shared Accountability—as well as priorities such as English learner supports, Tribal consultation, and early learning.

The crosswalk compiles internal ODE strategic plans, academic and equity frameworks, accountability and compliance initiatives, and external reference documents. Collectively, these resources reflect the full range of ODE’s strategic priorities—spanning academic achievement, belonging and wellness, and systemic accountability—as well as focal areas such as English learner supports, Tribal consultation, and early learning.

The crosswalk presents these documents within a single integrated framework that reflects the interconnected nature of ODE’s work. This structure highlights how strategic, operational, and compliance efforts collectively contribute to student success and equity.

Examples of key documents represented in the crosswalk include:

- **Equity and Strategic Frameworks.** *ODE Equity Strategic Plan 2021–2025, Equity Lens/Equity Action Plan, ODE Multilingual Strategic Plan, Raise Up Oregon 2024–2028*
- **Academic and Student Success Plan.** *Student Success Plans, HB3499 EL Outcomes Program, Literacy Frameworks (Early and Adolescent)*
- **Cultural and Community Engagement Guides.** *Toolkit for Tribal Consultation, Student Success Plans 2025–2030*
- **Accountability and Operations Plans.** *Accountability Framework, Accountability Implementation Action Plan, ODE Integrated Guidance, ODE IT Strategic Plan*
- **Specialized and Compliance Frameworks.** *Special Education Compliance Guidance, Career Technical Education (CTE) Program Quality Standards, Graduation Requirements, Teacher Professional Development Standards*

Anchor documents such as the *ODE Multilingual Strategic Plan* and *Student Success Plans* exemplify how ODE’s strategic work integrates equity, instructional, and policy efforts across divisions to address the needs of historically underserved student populations

SORTING CRITERIA

To analyze ODE’s extensive body of strategic plans and frameworks, we established a set of sorting criteria to catalog and compare each document in the crosswalk. The criteria range from foundational information—such as the type of document and intended purpose—to strategic considerations like goal areas, populations served, and defined indicators or metrics. Table 1 outlines each criterion, its purpose, and example entries from the crosswalk.

While the initial framework for sorting emphasized breadth—capturing the diversity of ODE’s strategic initiatives—our analysis ultimately centered on **outcomes**. As we examined documents across divisions, it became clear that the ability to track, measure, and connect outcomes was the key factor distinguishing areas of strong alignment from those with significant gaps. Focusing on outcomes allowed us to surface where strategies were clearly tied to measurable results and where goals remained aspirational but undefined.

Strategic Pillars

To align with ODE’s broader vision, a key organizing criterion in the crosswalk is the agency’s three strategic pillars:

<p>Academic Excellence</p> <p>Focuses on student learning outcomes, literacy, college and career readiness, and specialized populations such as English learners and American Indian/Alaska Native students.</p>	<p>Belonging and Wellness</p> <p>Centers equity, culturally responsive practices, family and community engagement, and attention to historically underserved populations.</p>	<p>Shared Accountability</p> <p>Emphasizes operational infrastructure, compliance, internal capacity, and data systems that enable ODE to implement and monitor strategic priorities effectively.</p>
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Sorting the crosswalk according to these pillars—and examining how each connects to outcomes—clarifies how existing plans and frameworks reinforce, extend, or leave gaps within each priority area. This outcomes-based lens also provided a way to identify where alignment between strategies, metrics, and student-level impact can be strengthened to enhance coherence across the system.

Applying this outcomes-based lens not only informed how documents were sorted, but also shaped how findings were interpreted. By viewing each framework through the questions of *“What is the intended result?”* and *“How will we know if it’s achieved?”*, the crosswalk moves beyond cataloging strategies to evaluating their coherence and measurability. The following table summarizes the criteria used to guide this analysis and illustrates how each criterion contributes to a clearer understanding of alignment, progress, and opportunity across ODE’s strategic priorities.

Table 1. Crosswalk criteria and example entries

Criteria	Purpose	Example Entries
Source Document/ Initiative	Trace origin for reference	“ODE Multilingual Strategic Plan”, “ODE Student Success Plan”, “State Literacy Framework”
Plan Type	Quickly group related documents	Strategic plan, implementation plan, policy, toolkit
Intended Purpose/ Problem Addressed	Clarify why the document was created and what issue it seeks to solve	Address gaps in early literacy outcomes, Improve coordination of Tribal consultation, Reduce inequities in EL graduation rates
Population Focus	Track which student groups the plan is designed to impact	Multilingual learners, historically underserved students, all students, specific grade bands
Program/Goal Area	Group initiatives by function	Literacy, College & Career Readiness, MTSS, Family Engagement
Strategic Priority/Goal	The high-level priority from the plan	“Improve biliteracy rates”, “Increase graduation rates for underserved students”
Key Strategies/Actions	The actual work outlined	“Dual language program expansion”, “Targeted tutoring in grades 6–8”
Indicators/Metrics	How progress is measured	% of students exiting within 5 years, FAFSA completion rate, graduation rate for specific groups
Internal/External Driver	Show whether the practice is mandated or optional	State requirement, federal law (ESSA), national best practice
Overlap/Alignment	Highlight connections to other initiatives	“Aligns with Equity Lens & MTSS Tier 1 supports”
Gap/Unique Contribution	Capture either a missing element or a unique strategy	“No similar family engagement strategy in Literacy Framework”
Lead ODE Office/ Partner	For interdepartmental coordination	Office of Multilingual & Migrant Education, Office of Student Success
Notes/Links	Link to source document section or external references	“Page 14 – Seal of Biliteracy”

How to Use the Crosswalk

The spreadsheet document includes three sheets: Academic Excellence, Belonging & Wellness, and Shared Accountability. Toggle between the three sheets by clicking the tabs in the bottom of the application window.

In each tab, the rows represent individual ODE documents, frameworks, plans, or initiatives. The columns represent the sorting criteria (see table 1). Filter or sort by the criteria to support analysis and strategic planning.

This living document provides the source data behind the findings summarized below.

Summary of Findings by Strategic Pillars

The following summary highlights key insights within each pillar and how they collectively contribute to advancing equitable outcomes for Oregon students.

ACADEMIC EXCELLENCE



ODE has strong literacy and college and career readiness initiatives in place, yet there are opportunities to better integrate these initiatives and strengthen them both. In addition, ODE has opportunities to better integrate supports for multilingual learners, students with disabilities, and historically underserved populations.

BELONGING AND WELLNESS



Equity-focused plans and Tribal consultation guidance emphasize culturally responsive engagement and belonging. However, many instructional and compliance frameworks give limited attention to family engagement and whole-child wellness, suggesting a need for more consistent integration.

SHARED ACCOUNTABILITY



Robust compliance frameworks and reporting structures exist, including unique English learner outcomes reporting. Still, there is a less consistent focus on qualitative measures of equity, engagement, and student experiences. ODE could strengthen accountability by focusing on both quantitative and qualitative outcomes.

Emerging Themes

Education Northwest’s updated analysis of the crosswalk highlights several key themes related to the coherence, alignment, and measurability of ODE’s strategic efforts across the three pillars.

Across documents, we found a **rich landscape of strategies and commitments**—reflecting the agency’s deep investment in equity, instructional quality, and student success. However, this abundance of strategy often lacked a **clear throughline to measurable outcomes**, with limited articulation of **specific metrics, milestones, or targets** to guide and monitor progress.

These findings underscore both the **strength** and **complexity** of ODE’s current system: strong strategic intent and diverse initiatives, yet uneven mechanisms to ensure coordinated action and accountability.

Key Emerging Themes

Taken together, the findings from the crosswalk underscore a central insight: **ODE’s strategic initiatives are abundant and deeply aligned with its vision**, yet their collective impact relies on greater coherence and clearer measures of success. The following emerging themes highlight the key patterns and gaps that surfaced across documents, discussions, and frameworks—pointing to where alignment and focus can most strengthen systemwide improvement.

PROLIFERATION OF STRATEGIES WITHOUT CLEAR OUTCOMES

Across nearly every framework and plan, there is a clear abundance of strategies, priorities, and actions. However, few of these initiatives are anchored by **specific success criteria or defined milestones**. Without clear, measurable outcomes, it becomes challenging to assess the fidelity of implementation or to understand the degree to which these efforts are translating into **meaningful impact at the student level**.

LIMITED SYSTEMWIDE MONITORING AND PROGRESS TRACKING

Across the various pillars, documentation reveals limited mechanisms for consistently monitoring progress—particularly in areas tied to equity, belonging, and wellness. Existing accountability tools and data systems tend to emphasize compliance rather than continuous improvement or student experience. As a result, opportunities to use data as a driver for reflection, learning, and adaptive action remain underdeveloped.

FRAGMENTED ALIGNMENT ACROSS DIVISIONS

While there is strong thematic overlap among key frameworks—such as literacy, equity, and family engagement—the connections between them are often implicit rather than structural. Divisional efforts frequently operate in parallel, which can weaken coherence and limit opportunities for cross-pillar collaboration and shared learning. Strengthening alignment across these initiatives would create a more unified vision and reinforce collective impact.

INCONSISTENT DEFINITION OF SUCCESS

Although plans and frameworks express strong commitments and values, they vary in how success is defined and measured. In some cases, success is framed in qualitative terms—such as improved engagement or belonging—without clear quantitative metrics to substantiate progress. Establishing consistent and measurable definitions of success would bring greater clarity and accountability to the system’s improvement efforts.

OPPORTUNITIES FOR STRATEGIC INTEGRATION

The crosswalk highlights clear opportunities to strengthen connections between strategy and implementation. Aligning literacy outcomes with equity measures, or connecting wellness priorities to accountability indicators, could create more cohesive pathways for impact. Developing a common outcomes framework would not only enhance coherence and focus resources but also establish a stronger feedback loop between planning, implementation, and results.

Summary

The Oregon Department of Education’s strategic portfolio reflects a deep and enduring commitment to equity, academic excellence, and shared accountability. Collectively, the plans and frameworks reviewed in this crosswalk demonstrate a clear dedication to improving outcomes for all Oregon students, particularly those who have been historically underserved.

At the same time, the analysis highlights the complexity that comes with such a rich ecosystem of initiatives. ODE’s work spans a wide array of strategies, priorities, and goals—each contributing valuable focus areas and insights. Yet, the crosswalk reveals that the agency’s impact could be further amplified through greater coherence, stronger connections across divisions, and more consistent systems for measuring and monitoring progress.

Moving forward, the next stage of this effort offers an opportunity to translate ODE’s strong strategic intent into a unified, outcomes-driven system of improvement. By clearly defining measurable success criteria, establishing shared metrics and milestones, and aligning accountability structures across the three pillars—**Academic Excellence, Belonging & Wellness, and Shared Accountability**—ODE can more effectively ensure that every initiative contributes to a cohesive vision of student success.

Ultimately, this work underscores both the strength and the potential of ODE’s strategic foundation. The agency’s existing frameworks provide a powerful starting point for creating an integrated system that connects strategy to results—ensuring that the vision of **equity and excellence for every learner** is realized through measurable, sustained improvement across Oregon’s schools.



APPENDIX B.

KEY PERFORMANCE MEASURES

Oregon has a long history of integrating performance management into its budget process.⁹ In 1993, the Legislative Assembly required state agencies to include benchmark-based planning in performance measurement and budget policy. Later legislation, including ORS 291.110, added specific requirements for developing and reporting performance measures. Working with the Department of Administrative Services and the Legislative Fiscal Office, state agencies are required to develop key performance measures (KPMs) as part of their budget process. These measures aim to improve the efficiency and effectiveness of state programs and services by providing clear, measurable indicators of progress.¹⁰

For the Oregon Department of Education, KPMs include indicators such as regular attendance, third-grade literacy proficiency, ninth-grade on-track rates, high school graduation, and college-going rates (table B1). For example, the current KPM for early literacy requires 68 percent of third graders to meet or exceed state-wide standards in English language arts, significantly higher than the current 40.3 percent. Similarly, targets for graduation and attendance aim for long-term improvements across all student groups, including historically underserved populations.

Table B1. Oregon key performance measures, targets, and current rates

Key performance measure	State target	Actual rates (Sept. 2025)
Regular attendance. Percentage of students who are present 90 percent or more of their enrolled days in the school year	85%	66.5%
Early literacy. Percentage of students meeting or exceeding statewide academic achievement standards in grade 3 language arts	68%	40.3%
Students on track to graduate. Percentage of students on track to graduate	90%	86.6%
High school graduation. Percentage of students who graduate high school within four years	86%	81.8%
College going. College-going rate of Oregon residents into postsecondary institutions	76%	54.5%

⁹ Parks and Recreation Department Budget Shortfall and Park Closures: https://www.oregonlegislature.gov/lfo/Documents/2008_4_perf_meas_system.pdf

¹⁰ 2025 – 2027 Budget & Legislative Concepts Instructions. <https://www.oregon.gov/das/Financial/Documents/2025-27-Budget-Instructions.pdf>

Key performance measure	State target	Actual rates (Sept. 2025)
Customer service. Percentage of customers rating the agency’s customer service as “good” or “excellent”	85%	76%

Source: Department of Education Annual Performance Progress Report: Reporting Year 2025.

The KPMs represent Oregon’s vision for educational excellence and equity. However, achieving them within the two-year timeframe of this strategic plan is not immediately feasible. To ensure progress remains meaningful and realistic, this plan will adopt the targets established by the State Board of Education in December 2025 as incremental steps toward these larger goals. These objectives are based on current baselines and achievable growth targets, enabling the state to track improvement without losing sight of the ultimate vision. This approach acknowledges the gap between current performance and legal standards while emphasizing continuous improvement.

In short, the targets in this strategic plan mark an initial step toward Oregon’s legislated KPMs. They aim to speed up progress in key areas while building a foundation for reaching the state’s more ambitious goals over time.



APPENDIX C.

GLOSSARY OF COMMONLY USED TERMS

Terms to describe students

Focal student groups. Student populations identified in Oregon law and Oregon Department of Education guidance as priorities for equity-focused improvement (ORS 327.180 and related State Board rules). These include students experiencing poverty, students of color, students with disabilities, students ever classified as English learners, students experiencing housing insecurity, students navigating foster care, LGBTQ2SIA+ students, recent arrivers, migratory students, justice-involved students, and other groups that have historically experienced academic disparities. Oregon applies targeted universalism to these groups—setting universal goals for all students while using targeted strategies to meet the unique needs of each population.

Historically underserved student. Students who have experienced persistent barriers to educational success due to systemic inequities, discrimination, or lack of access to resources.

Justice-involved students. Students who currently attend or formerly attended the Oregon Juvenile Detention Education Program or the Oregon Youth Corrections Education Program.

LGBTQ2SIA+ students. Students who identify as lesbian, gay, bisexual, queer, something else, or questioning, transgender, gender expansive, or unsure.

Migratory students. A student who is younger than 22, has not graduated from high school or does not hold a high school equivalency certificate, and is a migrant agricultural worker or a migrant fisher OR has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; AND performs, or has a parent, spouse, or guardian who performs, qualifying agricultural or fishing employment for wages or personal subsistence; AND has moved recently to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work.

Recent arrivers. Students who meet the following criteria: is aged 3 through 21, was not born in any state or Puerto Rico, and has not been attending one or more schools in any one or more state for more than three full (cumulative) academic years.

Students ever classified as an English learner. Any student currently or formerly designated as an English learner. This term encompasses current, monitored, and reclassified English learners.

Students experiencing housing insecurity. Students who have been identified as McKinney-Vento eligible at any time during the school year. The McKinney Vento Act defines houseless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth sharing housing due to economic struggles (doubled up); living in a shelter, hotel, motel, or campground; or living in a public place not designed for sleeping (e.g., cars, parks).

Students experiencing poverty. This category replaced the former “economically disadvantaged” group in the Oregon Department of Education’s 2023–24 accountability data. Students experiencing poverty includes students who meet any of the following criteria: received benefits from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF), were in foster care, experienced houselessness, or received migrant education services.

Students navigating foster care. Students who have substitute care and are placed by the Department of Human Services or a Tribal child welfare agency away from their parents and for whom the department or agency has placement and care responsibility, including placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre adoptive homes.

Students of color. Students who identify with one or more racial or ethnic groups other than White, including American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian or Pacific Islander, Hispanic/Latino/a/x, and Multiracial.

Students with disabilities. Students served at any time during the school year by a special education program in which students are instructed and monitored based on decisions defined by an individualized education program. Students may qualify for special education if they are evaluated as having autism spectrum disorder, communication disorder, deaf blindness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, or visual impairment and who, by reason thereof, need special education and related services.

Other key terms

Continuum of supports. Oregon Department of Education’s structured, differentiated system of assistance for districts, ranging from universal supports to intensive interventions based on local needs.

Core instruction. High-quality instruction in the general education setting that is aligned to grade-level standards, centered on grade-level-aligned materials, and inclusive of every student in the classroom, regardless of performance level. Sometimes also referred to as Tier I instruction.

Culturally responsive. The implicit recognition and incorporation of the cultural knowledge, experiences, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining a high commitment to students’ cultural assets in instruction and

assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from white-centered cultural views of what qualifies as achievement or success.

Early literacy. Skills outlined by Oregon’s English Language Arts and Literacy Standards for grades K–5, inclusive of reading foundational skills (e.g., print concepts; phonological awareness; phonics, decoding, and word recognition; fluency), comprehension, language and vocabulary, writing, speaking, and listening. These standards reflect the literacy skills and knowledge that begin developing before students enter kindergarten and lay a foundation for more advanced literacy development in later grades.

Government-to-government Tribal partnerships. Formal, sovereign-to-sovereign relationships between the State of Oregon and the nine federally recognized Tribal governments that ensure early, regular, and meaningful consultation on policies and programs affecting Tribes. In education, this work is organized through the Government-to-Government Tribal Education Cluster, which convenes state education agencies (including the Oregon Department of Education) and Tribal representatives to identify shared priorities, coordinate actions across the P–20 continuum, and strengthen outcomes for American Indian and Alaska Native students.

High-leverage strategies. Evidence-based actions with outsized impact on student outcomes and system improvement; deliberate acts of teaching that respond to evidence during instruction.

High-quality instructional materials (HQIM). Curriculum resources that are standards aligned, evidence based, and affirming of student identity and culture.

Higher Education Coordinating Commission. Oregon’s centralized agency and policymaking body responsible for overseeing the state’s postsecondary education landscape—which includes community colleges, public universities, independent colleges, career schools, and workforce training programs.

Key performance measures (KPMs). Legislatively required indicators used to monitor and report progress on critical outcomes such as attendance, literacy, graduation rates, and college-going rates.

Multi-tiered system of supports (MTSS). An integrated, systemic framework designed to use data-based problem solving to respond to the needs of all students. MTSS is an early detection and prevention system that identifies the needs of students as they encounter obstacles to learning and provides support to move students forward.

ODE Community Engagement Toolkit. A practical, equity-focused resource developed by the Oregon Department of Education to guide districts and schools in embedding authentic community engagement throughout planning and implementation. The toolkit provides a framework for moving from required to robust engagement; strategies for building trust with families, students, focal groups, and Tribes; and tools for applying an equity lens in decision making. It emphasizes meaningful consultation and collaboration to ensure community voices shape educational priorities and outcomes.

Oregon Model for Behavior Safety Assessments. A statewide framework for assessing and addressing behavioral safety concerns in schools through proactive, whole-child approaches.

Science of reading. Neurological and cognitive science studies of how brains process written words.¹¹ The science of reading includes a broad collection of research from multiple fields of study including cognitive science, learning sciences, literacy research, and instructional science and research.¹²

Student Educational Equity Development (SEED) Survey. Used to gather student and adult perspectives on belonging, trust, and emotional well-being to inform equity-focused improvements.

Targeted universalism. An approach that sets universal aims and uses both universal and targeted processes to achieve those aims.

Theory of action. An “if, then” statement declaring the causal relationships between the components of an accountability system (i.e., context, inputs, processes, outputs, and outcomes) and intended impacts.

Transformative Social and Emotional Learning (TSEL). Oregon’s framework for integrating social and emotional learning into instruction and school culture in ways that promote equity, inclusion, and student empowerment.

Unified District Grant Application. A streamlined process for districts to apply for multiple funding sources through a single, integrated application aligned with the Student Success Priorities.

Whole-child approach. An evidence-driven framework grounded in the Centers for Disease Control and Prevention’s Whole School, Whole Community, Whole Child model, which emphasizes nurturing every dimension of a student’s development: academic, social, emotional, physical, and environmental. It integrates health, safety, and engagement strategies to ensure students are healthy, supported, and ready to learn.

¹¹ Shanahan, 2021. <https://www.readingrockets.org/blogs/shanahan-literacy/what-is-science-reading-2021>

¹² National Center on Improving Literacy, 2022. <https://www.improvingliteracy.org/resource/the-science-of-reading-an-overview>