



OREGON  
DEPARTMENT OF  
EDUCATION

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# A RENEWED VISION FOR OREGON'S ACCOUNTABILITY SYSTEM

January 2025



# TABLE OF CONTENTS

Letter from Dr. Charlene Williams. . . . . 3

Executive Summary. . . . . 5

Building Oregon’s Reimagined Accountability Framework . . . . . 7

Oregon’s Reimagined Accountability Framework . . . . .10

Advisory Committee Recommendations for Educational Accountability in Oregon . . . . .13

    Recommendation #1: Improve Public Transparency and Data Sharing . . . . . 13

    Recommendation #2: Review Oregon’s Approach to Funding and Investing in K-12 Education . . . . . 15

    Recommendation #3: Reduce State Grant Requirements and Reporting . . . . . 17

    Recommendation #4: Measure Impact & Take Action . . . . . 19

Closing. . . . .21

Appendix A: Snapshot of Recommendations and Aligned Considerations . . . . .22

Appendix B: Accountability Advisory Committee Member Organizations. . . . .24

Appendix C: Oregon’s Accountability Ecosystem. . . . .28

Appendix D: A Proposed Framework for Accountability . . . . .30

Appendix E: Accountability in Education: Research Summary . . . . .37

Appendix F: Advisory Committee Deep Dive Sessions . . . . .38

# LETTER FROM DR. CHARLENE WILLIAMS

As a passionate educator committed to eliminating the disparities that persist in Oregon’s educational system, I see this report as a significant step in our journey toward justice and equity in learning. We know that Oregon’s education system has ranked low nationally, with persistent inequities. If we are truly committed to changing the education system in significant ways that transform experiences and outcomes for students, there is no question that we need to redesign the current system and how we think about the resources within it. This work begins with a clear, united vision—one that holds us all accountable.

This report represents seven months of focused collaboration by an advisory committee composed of diverse representatives from across Oregon—community-based organizations, philanthropic partners, district leaders, advocates, and more—all coming together to push for bold, urgent action from the State. The Advisory Committee crafted recommendations designed to bring trust, transparency, alignment, and lasting improvements in both academic achievement and the well-being of Oregon’s scholars.

The recommendations in this report rest on five shared values that provided a foundation for our work:

1. **Meaningful Relationships:** Recognizing that supportive, caring relationships are foundational to every student’s success.
2. **Reciprocal and Shared Accountability Among All Partners:** Commitment to collective responsibility across all levels of the system.
3. **Systems-Level Continuous Improvement:** Constantly working to close gaps and remove systemic inequities.
4. **Multiple Measures that Matter:** Defining success by various metrics that reflect the full scope of students’ growth and needs.
5. **Sufficient and Responsive Resources and Capacity:** Ensuring schools and communities have what they need to support every child.

## Why this work now?

Oregon is at a critical juncture. We cannot keep hoping for incremental change. This is a chance to renew our vision for educational accountability and commit to real partnership. The path forward centers on what matters most for Oregon’s scholars—ensuring they have the support, resources, and opportunities to thrive.

An Advisory Committee was convened by ODE to explore and recommend revisions to Oregon’s accountability framework, and took on their charge from [House Bill 2656](#). Yet, as we dug in, it became apparent that Oregon lacked a consistent and coherent accountability framework. What we had was a detailed ecosystem of existing programs and accompanying requirements, but an ecosystem is not enough. Oregon’s scholars deserve a cohesive framework that shows us not only where we are but

where we can go and how we can do better to lift them up and give them the educational opportunities they deserve. This Advisory Committee has set out to deliver exactly that: a framework that can serve as a roadmap to move the dial on educational outcomes.

Oregon's public education system is shaped by the interaction between federal and state law, programs, and initiatives. Since 2020, Oregon, along with many states across this nation, has faced enormous challenges, such as: declining enrollment in its schools, chronic absenteeism, stagnant academic achievement, and increased demands on educators (to name a few). State leaders and policymakers – as well as partners – are responsible for improving outcomes by creating the conditions for scholars to flourish in Oregon schools. In order to set a foundation and clear path forward, Oregon must adopt an Accountability Framework for Oregon's K-12 Education System. The Advisory Committee developed a first draft of [Oregon's Accountability Framework](#) as a starting point for review, engagement and finalization.

In Oregon, we need to set ambitious goals for every scholar. What follows are clear, universal goals that I believe we can achieve by 2030 if we adhere to the Advisory Committee's recommendations and the accompanying framework:

- Every scholar is **reading at or above grade level by grade 3**
- Every scholar is **proficient in math by grade 7**
- A statewide, on-time **graduation rate of 90%**
- **95% of Oregon graduates enroll in post-secondary education or career training, enlist in military service, or are employed in meaningful careers within 2 years of high school graduation**

Oregon's communities want students to be ready to learn, ready to earn, and ready to contribute after graduation. This horizon is within our grasp if we all share the responsibility of what it means to be accountable to and for them.

### Thank You

I want to extend my deepest thanks to every member of the Advisory Committee. Every perspective was essential to shaping the framework that reflect our shared commitment to equity and excellence.

### In Love and Justice

In recent years, I often sign emails with "in love and justice" in an effort to remind myself and others that educating our students requires both loving them and holding them and ourselves to high standards. True love compels justice. Justice for Oregon's scholars is an education system that leads to students feeling like they belong and high-quality academic outcomes and learning experiences for each and every student. Let's turn the tide for our schools. A just educational system is accountable to the vision and delivers on the promise of a high quality education.

In love and justice,



Dr. Charlene Williams

# EXECUTIVE SUMMARY

This report presents a framework and recommendations to Oregon's Governor related to Oregon's education accountability system. These recommendations were developed by the [House Bill 2656](#) Advisory Committee in collaboration with the Oregon Department of Education (ODE).

The 40 Advisory Committee members, charged with reviewing accountability programs in other states and supporting the development of recommendations, included representation from large, medium, and small school districts, partner and community-based organizations, philanthropic organizations, Education Service Districts (ESDs), and the Tribes. Together, this diverse group learned together by reviewing Oregon's current accountability ecosystem, gaining insight from [statewide listening sessions](#) and [statewide survey results](#), and hearing from Oregon's youth, state leaders, and international experts. Further, the group engaged with [accountability research](#) including a high-level scan of other state's accountability systems which provided insight into best practices aligned with the committee's shared values and Oregon's vision for student success.

As the Advisory Committee dug into the many disparate parts of Oregon's accountability ecosystem, including state and federal programs, funding and reporting requirements and other unique efforts, they found Oregon lacked a coherent framework for accountability (see [Appendix C](#)). This launched the effort to engage in research focused on best practices across the nation in order to create a clear, focused, values-based framework for accountability. Additional information regarding the Accountability Advisory Committee Deep Dive Sessions focusing on building the framework can be found in [Appendix F](#).

Their shared thinking and input resulted in [Oregon's Reimagined Accountability Framework](#) alongside a set of recommendations that cast a renewed vision for accountability – a vision that takes a broader view, recognizing the need to understand accountability in a larger context that centers reciprocity, partnership and action. Oregon's Reimagined Accountability Framework outlines key conditions needed for all students to thrive nested within a set of Student Success Priorities. The five priorities, named below, while developed by the Advisory Committee, are representative of work happening across the nation to create stronger and more equitable accountability systems that serve all of our students.

- **High-Quality Learning Experiences:** Some states track access to well-rounded curricula, including fine and performing arts (e.g., Connecticut, Michigan, North Dakota, Wyoming), health (e.g., Maryland, Michigan), and advanced coursework (e.g., Arkansas, Idaho, Mississippi, Oklahoma), ensuring all students receive diverse, rigorous learning opportunities.
- **Aligned and Coherent Systems:** States (e.g., Maryland, Florida) measure student progress over time, emphasizing systemic alignment to track long-term learning outcomes. Maryland also incorporates measures of pre-K qualifications and outcomes. Several states (e.g., Mississippi) have aligned their respective pre-K to post-secondary systems (e.g., educator preparation, provision of early learning, screening and assessment, science-based literacy instruction, and promotion/intervention policies) to address and improve reading and writing. Some states (e.g. New Mexico) also adopt a shared accountability model, dividing responsibility for student outcomes across all the schools the student attended to promote coherence.

- **Engaged Communities:** Some large school districts and states (e.g., Chicago, Philadelphia, California, and Illinois) assess parent and community engagement, recognizing that strong partnerships improve student success.
- **Safe and Inclusive Schools:** Some large school districts and states incorporate student responses from climate surveys (e.g., California CORE Districts, Philadelphia, Illinois, Kentucky, Maryland, and North Dakota), chronic absenteeism rates (nearly all states including Tennessee), and measures of inclusion for students with disabilities (e.g., New York City, North Dakota) to assess school environments. Some states and large districts (e.g. New Mexico and Chicago) take a more expansive view of safety data, incorporating data on bullying, communicable disease prevention, and responses to bias-based incidents.
- **Committed and Supported Staff:** Some large school districts and states (e.g., Chicago, Maryland) evaluate teacher and leader development, recognizing that strong, well-supported educators are critical to student achievement. Other large school districts and states (e.g., Philadelphia, Tennessee, South Carolina) administer education workforce surveys to staff, educators, and school leaders in order to understand working conditions, prioritize needs, and allocate resources effectively. Some states (e.g. Maryland) incorporate measures of teacher mentorship, collaboration time, and access to career ladders, while many states include measures of teacher retention.

By examining models implemented from across the nation, Oregon can design an accountability system that is innovative, reciprocal, and grounded in proven practices.

The research and discussions of the Advisory Committee also spurred a set of recommendations which aim to breathe life into Oregon’s Reimagined Accountability Framework. These recommendations serve as a call to action to Oregon’s leaders on behalf of all scholars and especially those who have been underserved by our current educational system.

- **RECOMMENDATION #1: Improve Public Transparency and Data Sharing.** Ensure the public has easy-to-understand and timely information to support a shared understanding of how all parts of the education system are serving children.
- **RECOMMENDATION #2: Review Oregon’s Approach to Funding and Investing in K-12 Education.** Strengthen Oregon’s education funding model and systematize investments.
- **RECOMMENDATION #3: Reduce State Grant Requirements and Reporting.** Align the number of state grant requirements to minimize administrative burden on Oregon school districts.
- **RECOMMENDATION #4: Measure Impact & Take Action.** Respond to persistent low performance with focused resources and interventions. ODE will utilize a continuum of supports and key metrics to drive school improvement statewide.

# BUILDING OREGON'S REIMAGINED ACCOUNTABILITY FRAMEWORK

Accountability in education is often defined in the context of academic performance data, such as end-of-year test results. Academic outcomes are critically important to monitor – and they are not sufficient to account for the health of systems, or the needs, strengths and ambitions of our educational communities.

Oregon's current accountability system is incredibly complex, consisting of a mix of state and federal programs, requirements, and funding streams. The current system has many disparate parts and throughlines rather than a coherent framework. The impact of separate programs and requirements result in inefficiencies, duplicative processes and further underscores the need for change. Moving from the current ecosystem toward a cohesive accountability framework, that takes into account all levels of school governance (local, state, federal) as well as input from families and communities will enable us, as a state, to lead with transparency and empower leaders to continue to build capacity for student learning and school improvement. **The framework thus serves as an anchor for school districts, as well as ODE and policymakers to get laser-focused on priorities, levers and metrics that will drive student success.** This shift aligns with current research that calls for accountability systems to be reciprocal and comprehensive, focused on capacity building, performance-based on its means for gauging progress and success, and informed by multiple measures that illuminate what is working and what needs to be improved.

## Key Resources

The below resources informed the development of Oregon's Accountability Framework:

- [Oregon's Accountability Ecosystem](#): A summary of this document and visual that represents the current system can be found in [Appendix C](#).
- [Accountability in Education: Research Summary](#): A summary of the research can be found in [Appendix E](#).

For ODE's Director, Dr Charlene Williams, and the Advisory Committee, accountability in Oregon's education system must:

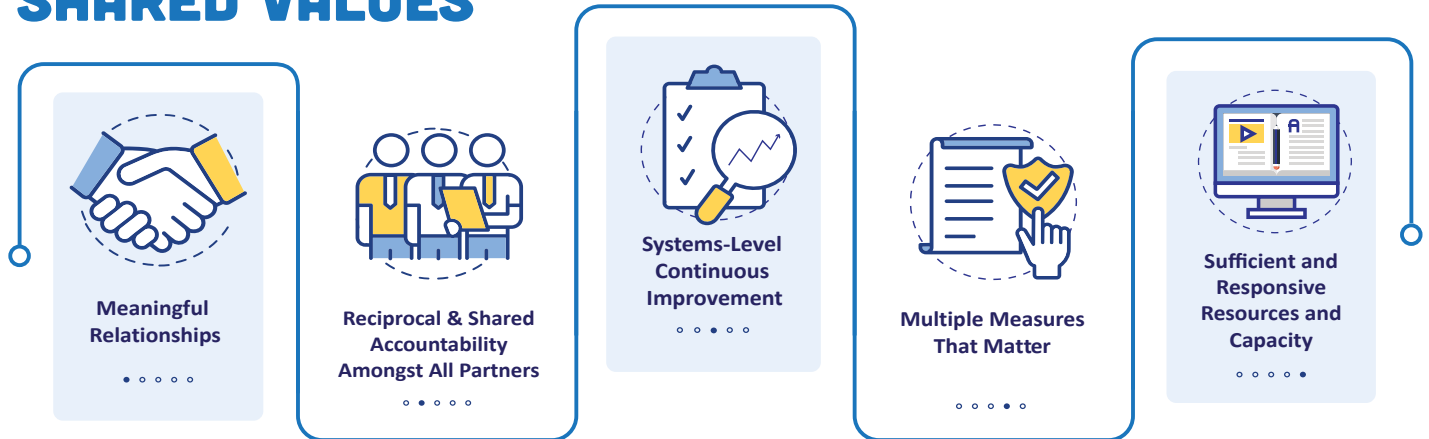
- Be reciprocal – a collaborative system where everyone has a role and shares responsibility for the systems' outcomes with contributions from all partners being uplifted and shared.
- Ensure resources are appropriately, effectively and efficiently utilized to produce positive experiences and successful outcomes for students such as safety and belonging, engagement in learning, and preparation for college and career.
- Be rooted in service to all of Oregon's students, especially those who have been historically underserved including Black, Latinx, Indigenous, Asian, Pacific Islander, and Tribal students,

students with disabilities, students who identify as LGBTQ2SIA+; multilingual learners; students navigating foster care, houselessness, and poverty, and those with limited access to resources due to rural location.

[Oregon's Reimagined Accountability Framework](#) was designed by the Advisory Committee after months of learning, visioning, and engaging in dialogue with one another. What became explicitly clear through this process is that accountability is: mutual, nuanced, collaborative, and requires systems change, systems efficiency, and appropriate levels of funding. A fundamental message from the Advisory Committee is that **we need to focus on creating the conditions for student success and eliminating efforts that are not making progress in meeting that goal.**

Fundamental to this framework are a set of **shared values** designed to ensure that our education system delivers on the promise of providing an exemplary education for all Oregon students. Across all of the shared values is a core belief that partnerships and collaboration are foundational to creating the conditions needed for all students to thrive.

# SHARED VALUES



## Meaningful Relationships

- Schools and staff are critical to facilitating authentic engagement and nurturing relationships between students, families and caregivers, community partners, and the broader education ecosystem.
- Partnering and prioritizing collaboration with students, families, educators, and community members (especially those most marginalized) should be central to building, creating, and imagining school systems. This includes leaning on and uplifting the strengths of the partners involved to ensure effective collaboration.

## Reciprocal & Shared Accountability Amongst All Partners

- Measures of accountability need to be transparent, clearly designed, and research-aligned.
- Roles and responsibilities of all partners need to be consistent, understood and aligned with the needs of the students and community.
- The perspectives of students, families, and community organizations - with an emphasis on those who have been historically, and are currently underserved - must inform accountability measures.

## Systems-Level Continuous Improvement

- Building, creating, and imagining an adaptive and dynamic accountability system requires continuous improvement based in research, knowledge and skills, flexibility, and empowerment.
- Continuous improvement at the local level should foster continuous improvement at the state and federal levels (and vice versa) bringing expertise to the forefront and creating agency to effect efficient change.
- Continuous improvement should be used to illuminate what is working and what to adopt, adapt, or abandon with specific attention to addressing and redressing bias.

## Multiple Measures that Matter

- There needs to be a balance between local, state, and federal contexts that takes into account localized needs while ensuring that existing systems of measurement are integrated when available.
- Holistic understandings of student learning should include qualitative and quantitative data about student belonging and well-being alongside academic growth and achievement.
- Valuing growth toward and beyond proficiency to ensure ambitious goals and equitable outcomes is a core premise when measuring “success.”

## Sufficient and Responsive Resources and Capacity

- Student success requires that schools and districts have adequate resources to address the needs of their students.
- Dedicated funding mechanisms and effective spending needs to be a consistent throughline as it serves as a lever that leads to more equitable outcomes for students.
- School districts need time and capacity to implement change ideas coupled with feedback from state and community partners.

# OREGON'S REIMAGINED ACCOUNTABILITY FRAMEWORK

Oregon's Reimagined Accountability Framework is composed of **three elements** which when taken together create the opportunity to reimagine accountability in Oregon.

## 1. **Priorities for Student Success:** Key conditions needed for all students to thrive within Oregon's education system.

The Priorities for Student Success set the stage for all students to thrive within Oregon's reciprocal accountability system. Together, the priorities take into consideration all aspects of a students' educational experience by focusing on systems and the humans at the center of those systems. Nested under each of the Priorities for Student Success are levers which provide critical actions within each of the Priorities for Student Success.

## 2. **Levers:** Critical areas that have the most impact on student outcomes.

Levers aligned with each of the Priorities for Student Success focus on the critical areas that have the most impact on student outcomes. By focusing on these critical areas, educators, state and education leaders, and community partners can help to create the conditions to ensure that all students, and in particular those students who have been underserved by the educational system, can thrive.

### **3. System Health Measurements:** Data that can be used to determine the health of the education system at different levels.

The System Health Measurements evaluate the priorities for student success by providing insight into the health of the system. In order for students to be set up for success, the system needs to be strong, transparent, and responsive, so these measures center the system rather than the student. The list of indicators is not exhaustive. Key measurements are included that align with the priorities for student success and serve as important levers by which to measure the health of our system. This allows for a focused effort on improvement data that can be used to determine the health of the education system at different levels.

# PRIORITIES FOR STUDENT SUCCESS



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## PRIORITIES

## LEVERS

## SYSTEM HEALTH MEASUREMENTS

### HIGH-QUALITY LEARNING EXPERIENCES FOR ALL STUDENTS

Research-Based, Well-Rounded Learning Experiences  
Learning Experiences that Result in Growth Toward and Beyond Proficiency  
Youth Empowerment and Preparation

- Scholars regularly attend school, read at grade level, are on track to graduate at the end of ninth grade, and achieve high school graduation.
- Scholars are engaging with reading, writing, math, science, and social science at grade level (in their native language and English).
- Scholars are college and career ready and feel empowered and prepared for life beyond school.

### ALIGNED AND FOCUSED EDUCATIONAL SYSTEMS

Data-Driven Decision Making  
Pre-K and Post-Secondary Alignment

- Continuous improvement efforts are focused on student needs and aligned with strong instructional practices.
- Multiple forms of data are used to drive decision making processes.
- There is strong alignment across Pre-K and post-secondary education.

### ENGAGED PARTNERS AND COMMUNITIES

Honoring the Lived Experiences of All Communities  
Ongoing Community Engagement  
Committed Partnerships

- Ongoing and meaningful collaboration occurs with Tribal partners.
- Community engagement practices are leveraged using intentional processes.
- Experiences of scholars are centered through regular use/consultation of Student Success Plans.

### SAFE AND INCLUSIVE SCHOOLS

Safety  
Belonging  
Mental Health Needs

- Scholars feel safe within their classrooms and schools.
- Scholars feel a sense of belonging within their classrooms and schools.
- Scholars' mental health needs are met in accordance with Oregon's Integrated Model of Mental Health.

### COMMITTED AND SUPPORTED STAFF

Staff Recruitment, Support, and Retainment  
Knowledge and Capacity Building  
Collaborative Partnerships

- Staff feel supported and valued beginning with the recruitment process.
- Staff participate in consistent job-embedded professional learning and coaching.
- State and regional partnerships between Pre-K-12, higher education, and workforce create inclusive working conditions for all staff.
- Leaders set measurable goals and provide pathways and support to all staff to reach goals.

# SYSTEM HEALTH MEASUREMENTS

## Aligning for Student Success: Integrated Guidance Plans

ODE's Integrated Guidance encompasses seven ODE programs, which are High School Success, Student Investment Account, Continuous Improvement Planning, Career Technical Education, Every Day Matters, Early Indicators and Interventions Systems (EIS), and Early Literacy.

## Continuous Improvement Plans

Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students. A continuous improvement process is the process by which districts and schools:

- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.

## Discipline Incidents

Public entities with jurisdiction over public programs and receiving funds under Every Student Succeeds Act (ESSA) and/or the Individuals with Disabilities Education Act (IDEA) are required to report all disciplinary incidents that result in in-school or out-of-school suspension, expulsion, or removal to an interim educational setting. The purpose is to collect student level discipline incidents data from School Districts, Education Service Districts, Early Intervention/Early Childhood Special Education Programs, and State Operated Programs.

## Division 22 Annual Reporting

The Division 22 Standards are the requirements that the Oregon Legislature or the State Board of Education has determined must be met in order to be a standard school district. These requirements are codified in Chapter 581, Division 22 of Oregon Administrative Rules and can be found on the [Secretary of State's Oregon Administrative Rules Database](#). The standards that districts must meet contain requirements relating to curriculum and instruction, district policies, performance and accountability, and human resources and staffing. Compliance with the Division 22 Standards ensures every student in Oregon public schools is provided with a standard, or baseline, level of service.

## Educator Equity Report

This report is produced by the Educator Advancement Council (EAC) in partnership with the Oregon Teacher Standards and Practices Commission (TSPC), Oregon Department of Education (ODE), and the Higher Education Coordinating Commission (HECC) in response to Oregon Revised Statute (ORS) 342.448, which requires reporting to the Oregon Legislature biannually on progress made towards recommendations for meeting the state's Educator Equity goals (ORS 342.437):

- **Goal 1:** The percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.
- **Goal 2:** The percentage of diverse employees employed by the Department of Education reflects the percentage of diverse students in the public schools of this state (House Bill 4031, 2022).

## Kindergarten Assessment

The process to redesign Oregon's Kindergarten Assessment is called the [Early Learning Transition Check-In: A Collaborative Engagement with Community](#) (ELTC).

The reimagined process has three distinct purposes:

- Collect a statewide snapshot of data about children and families as they begin kindergarten
- Support families in building relationships with their kindergarten educators
- Inform state-level decisions about Oregon's Early Learning System

The process honors the whole child and the assets they bring and allows for stronger relationships to be built between educators, families and students starting at the beginning of a student's K-12 career as opposed to an assessment that may ultimately serve as a barrier that also has long-term impact on the connection between school and home.

## Longitudinal Performance Growth Targets and Local Optional Metrics

Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs) are strategy-driven targets set by school districts in collaboration with the Oregon Department of Education (ODE). School districts with at least 80 students (80 ADMr) are required to set targets for each of the five common metrics (Four-Year Graduation Rate, Five-Year Completion Rate, 9th Grade On-Track to Graduate Rate, Regular Attendance Rate, and 3rd Grade English Language Arts Proficiency Rate).

## Elevating Voices in Education (EVE) Survey

The EVE Survey is an annual and anonymous survey that includes questions on topics such as workplace climate, professional learning, well-being, students, equity, and job satisfaction. Unlike prior surveys administered by ODE which largely concentrated on licensed teachers and administrators (e.g., [Teaching, Empowering, Leading, and Learning \[TELL\]](#) survey and [Oregon Statewide Educator Survey \[OSES\]](#)), the EVE Survey will focus on all licensed and classified staff employed or under contract with a public K-12 education provider in Oregon.

## Oregon Student Health Survey

Oregon's Student Health Survey (SHS) is a collaborative effort between the Oregon Health Authority and the Oregon Department of Education to improve the health and well-being of all Oregon students to help them succeed. The SHS is a comprehensive, school-based, anonymous and voluntary health survey of 6th, 8th and 11th graders conducted yearly. It is a key part of statewide efforts to help local schools and communities ensure that all Oregon youth are healthy and successful learners.

The SHS is designed to address:

- Student health and safety
- Student mental and behavioral health
- School climate and culture

## Post-secondary enrollment

Currently, Oregon collects data in the following areas: college/university enrollment, first year GPA, perseverance through second year, and percent of remedial courses taken.

## Post-school outcomes

As part of the federal reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Oregon conducts the Post-School Outcomes (PSO) data collection. This process involves annual reporting on youth who have exited secondary school and had IEPs in place at the time of their departure. Additional information about this collection can be found on the following websites: [State Performance Plan and Annual Performance Reports](#) and [At-A-Glance Special Education Profiles](#).

## SIA Common Metrics

The Student Success Act (SIA) requires that all Oregon school districts use five statewide metrics to help track progress toward increasing academic achievement and reducing academic disparities. The five required metrics are: Regular Attenders, Third Grade Reading (English Language Arts), Ninth Grade On-Track, Four-year Graduation, and Five-year Completion. Districts can also use locally defined metrics.

## Statewide Assessments and Local Assessments

Oregon's State Assessment System provides equity-centered tools and resources that help inform instructional decisions from the classroom to the state level. Educators and administrators use state tests, performance assessments, and other forms of assessments to measure how well the education system is serving students and determine how best to support them moving forward.

A balanced assessment system employs a variety of measures and types of assessment to provide the most useful information to everyone involved in improving the education system - teachers, administrators, students, parents, legislators, and the public.

- Formative assessment provides immediate usable feedback on student learning.
- Interim (or benchmark) tests serve as “checkpoints” for longer-term student progress.
- Summative tests allow a look back at the entirety of the instructional period. They provide valuable information for planning the next instructional year and beyond.

## Student Educational Equity Development Survey

The Student Educational Equity Development Survey (SEED) helps the Oregon Department of Education gather information about the educational experiences of students in Oregon. This information will help ODE to develop appropriate resources and supports for districts in Oregon, and better target those resources and supports where they are most needed. The SEED Survey will also help ODE better interpret information we are already gathering through statewide testing.

The SEED Survey gathers data from students statewide, in grades 3-11. The content of the survey varies by grade level. The survey measures student perceptions in four core domains:

- Access to learning resources
- Opportunity to learn
- Self-efficacy
- Sense of belonging

## Tribal Consultation

Section 8538 from the Every Student Succeeds Act requires affected local educational agencies (LEAs) to consult with Indian tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs. This requirement is designed “to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students.” The consultation must be done “in a manner and in such a time that provides the opportunity for such appropriate officials from Indian tribes to meaningfully and substantively contribute” to plans under covered programs. The Oregon Department of Education in partnership with tribal leaders created this toolkit with the purpose of providing a resource to school districts, particularly those who receive greater than \$40K in Title VI funding or have 50% or more American Indian/Alaska Native+ students. This toolkit is rooted in the belief that the voices of the nine federally recognized Tribes in Oregon in district school improvement planning are critical to improving outcomes and creating safe and welcoming learning environments where all students can thrive. Serving as an equity lever, consultation offers an opportunity to co-create school and district plans and establish and strengthen partnerships with Tribes throughout Oregon communities.

# ADVISORY COMMITTEE RECOMMENDATIONS FOR EDUCATIONAL ACCOUNTABILITY IN OREGON

## Recommendation #1:

### Improve Public Transparency and Data Sharing

Ensure the public has easy-to-understand and timely information to support a shared understanding of how all parts of the education system are serving children.

All Oregonians play a role in the learning and success of children across the state. In order to promote awareness and shared responsibility, the state must provide relevant and timely data and information about Oregon schools and the experiences of its students in a clear, easy-to-understand format. Clearly reported and transparent data will help all Oregonians – especially those who work in, or closely with, schools and districts – to better see the inequities in our education system in order to address them. This Advisory Committee recommends the following key considerations:

**Consideration 1.1: ODE to develop and maintain a public-facing web page with accessible and easy-to-understand data and information about Oregon’s schools in order to build transparency, increase trust, and engage in open dialogue with the general public and the education community.** The web page will build on existing efforts and, at minimum, must attend to the following:

- Accessible language and data visualizations for all members of the public;
- Timely, relevant, and disaggregated data that is downloadable;
- Data dashboards that compile results from [mandatory surveys](#) and other relevant data aligned with Oregon’s Accountability Framework;
- Sharing data responsibly in ways that elevate the experiences of focal student groups (taking into consideration schools and districts with small numbers of focal student groups) with attention to year-over-year growth;
- Web links to technical assistance, professional development, and coaching opportunities; and
- Input from external stakeholders who would be direct users and/or key messengers.

**Consideration 1.2: ODE to develop a dashboard to share school, district, and state resource and spending allocations to promote efficient and effective investments that illustrate year-over-year impact of spending.** ODE should utilize existing financial data to create user-friendly information about school district funding (local, state and federal allocations), district spending, and other key inputs. Additional inputs include, but are not limited to, school spending (including charter schools, alternative schools, online/remote schools), Education Service Districts (ESDs), partner organizations

that are receiving state dollars, and ODE. Resources for transparency in spending must be bolstered to accommodate this recommendation. This consideration would include working in partnership with Oregon Association of School Business Officials (OASBO), Coalition of Oregon School Administrators (COSA), and other education system partners to develop a plan to address how to measure efficient and effective investments over time.

**Consideration 1.3: ODE to invest in strategic communication efforts in order to raise awareness and increase understanding for all Oregonians about statewide education priorities.** This includes but is not limited to messaging campaigns, earned media, partnerships, statewide engagement, and sharing success stories of schools, districts, and community-based organizations. These efforts ensure communities across Oregon have a greater understanding and opportunities to support the success of students and the future of our state.

**Consideration 1.4: ODE to work towards increasing student participation on both the SEED Survey and the Oregon Student Health Survey.** Improved participation in these surveys will help ensure that all scholars, no matter where they are accessing their education (including charter schools, alternative and online/remote schools and programs), provide this vital information about their educational experiences.

## Recommendation #2:

# Review Oregon's Approach to Funding and Investing in K-12 Education

Strengthen Oregon's education funding model and systematize investments.

Education funding is essential to ensuring that professional and caring teachers and staff can support every student by providing high-quality instructional experiences. Oregon's schools are funded through a model that was created in the 1990's – over thirty years ago. A lot has changed in those three decades. In 2023, Governor Kotek announced next steps to review and update the calculation methodology for the State School Fund Current Service Level, which is the largest pot of education funding in Oregon. This examination of the current funding model has been completed and represents the first step in moving toward a system of reciprocal accountability wherein school districts and school boards, community partners, ODE, and the Legislature each play a critical role in delivering on the promise of a high-quality education for Oregon's scholars.

**Consideration 2.1: Evaluate, strengthen, and focus investments in education to support reciprocal accountability efforts and work toward providing adequate funding that meets the specific needs of Oregon's students.**

This consideration calls on school districts and charter schools to:

- Strategically invest state and local resources to implement evidence-based practices such as leveraging rigorous, high-quality curriculum and offering sustained professional learning for teachers and school leaders to meet student-focused outcomes as defined in Oregon's Accountability Framework.
- Utilize the resources from the Legislature to deliver a strong and equitable education for all Oregon scholars which includes building on the Student Investment Account principles – committing to equity-based decision-making and strategic resource allocation, strengthening partnerships with community-based organizations, engaging in authentic and ongoing community engagement, and facilitating integrated needs assessment processes.

This consideration calls on ODE to:

- Partner with state agencies and other key partners to critically examine the current funding direction of 100+ grant-in-aid program investments and review funding formulas to ensure alignment with and adequacy to implement Oregon's Accountability Framework.
- Examine the grant-in-aid funding processes in order to ensure system focus and alignment with Oregon's Accountability Framework.

This consideration calls on the Legislature to:

- Evaluate the Quality Education Model (QEM) work currently underway in the Legislature to put Oregon on a path to reaching QEM funding levels over time.
- Amend the statutes and/or requirements in statutes alongside the current process for funding 100+ grant-in-aid program investments using research based practices and successful models from other states.

- Allocate resources and set direction and expectations that sustain focused improvement efforts over time.

**Consideration 2.2: Legislature to provide funding to initiate and sustain implementation of Oregon’s Accountability Framework and take agency action toward each of the recommendations provided in this report.** This will require:

- Increased funding and capacity at the district level to ensure their ability to implement [Oregon’s Accountability Framework](#).
- Resources to reduce barriers and support increased partnerships with community-based organizations to work with school districts drawing on models such as the Early Literacy Success Community Grants, the Student Success Plan grants, and Summer/Afterschool Learning workgroup recommendations.
- Establishing additional positions within ODE as well as reviewing/distributing current staffing capacity to support accountability work and alignment and coordination across the Department.

## Recommendation #3:

# Reduce State Grant Requirements and Reporting

Align state grant requirements to minimize administrative burden on Oregon school districts.

State reporting and submission requirements have a direct impact on school districts and their capacity to serve and support students. A streamlined approach is long-overdue in order to effectively reduce administrative burden on school districts and prioritize limited time and resources for students and school improvement.

A key message heard from Oregonians throughout engagement related to this accountability work was that the state needs to focus on what is most important to create the conditions for student success. Dozens of lengthy applications and reporting requirements from education grants are creating an ever-increasing burden on districts. The [Secretary of State's K-12 Education - Systemic Risk Report](#) (2022) notes: "The large number of programs that ODE administers, some funded by grants that come and go, adds substantial volatility to agency operations, makes it harder for ODE to focus on top priorities, and contributes to a piecemeal approach to improving K-12 education."

ODE must align, focus, and prioritize their efforts in order to:

1. Decrease the burden on school districts by asking for streamlined and required information;
2. Ensure that data collections serve as accurate representations of student growth and proficiency; and
3. Share information internally across the department to reduce duplicative asks of grantees.

This Advisory Committee recommends the following key considerations:

**[Consideration 3.1: ODE to develop and present to the Legislature a set of policy recommendations \(including specific statute changes\) and operational processes designed to align, reduce and provide flexibility in grant requirements, especially for smaller school districts and Education Service Districts \(ESDs\).](#)** This work is essential in order to right-size the number of programs, support a needs-driven approach to more strategic school district spending that upholds programmatic integrity, **minimize the burden of duplicative reporting**, and ultimately, focus on priorities aligned with Oregon's Accountability Framework. At a minimum, policy recommendations should focus on:

- Adjusting eligible institutions, deadlines, and/or other administrative pieces so that grants can be aligned;
- Ensuring that all resources are guided by a clear plan that will improve outcomes;
- Reducing and streamlining school district reporting requirements;
- Aligning state grant programs, funding streams, and reporting requirements with [Oregon's Accountability Framework](#) (as applicable); and
- Meeting the needs of those most impacted and identifying where, if possible, it is necessary to adjust reporting requirements for small and rural school districts.

**Consideration 3.2: The Legislature to adopt grant consolidation policy recommendations in the 2025 Legislative Sessions in order to streamline grant-in-aid programs and reporting requirements.**

**Consideration 3.3: ODE to standardize data collection processes to address redundancies and streamline school district submissions.** By creating standardized processes for report and collection, data will be more accurate and provide a clearer picture of the strengths and areas for growth across our system.

**Consideration 3.4: Establish a process to ensure legislative initiatives align with Oregon’s Accountability Framework.** ODE to work with the Legislature to ensure that there are no new additional grant programs unless they meet an explicit need related to the existing system.

**Consideration 3.5: ODE must finish the work of grant consolidation and alignment as outlined in the 2022 ODE Grant Consolidation Report, as approved by the Joint Committee of Ways and Means, Education Subcommittee.** Based on this report, ODE has developed specific recommendations and workstreams to align state and federal grant processes. This work should be prioritized and completed so that school districts can focus their efforts less on administrative work and more on what matters to improve student outcomes. For example, ODE must:

- Develop standardized procedures on how grants are administered and operationalized to ensure coordination, alignment, communication, and evaluation aimed toward continuous improvement effort;
- Create a unified monitoring and evaluation system, so that ODE no longer evaluates results on the basis of individual grant programs, but how those programs collectively assist the districts to reach their student outcome goals;
- Align and consolidate federal title programs into a unified application and reporting system, as other states have done.

**Consideration 3.6: ODE must continue and strengthen support to small and rural school districts.** As nearly two-thirds of Oregon school districts are considered small schools, ODE must center the needs and circumstances of small districts when developing policies and processes, given that these districts have limited capacity.

## Recommendation #4: Measure Impact & Take Action

Respond to persistent low performance with focused resources and interventions ODE will utilize a continuum of supports and key metrics to drive school and district improvement statewide.

The [Secretary of State's Oregon's K-12 Education - Systemic Risk Report](#) (2022) identified 'Performance Monitoring and Support' as the number one persistent system risk to address in order to improve K-12 education and promote student success. Recommendations provided point to the need for ODE to work with state leaders and policymakers to monitor school and district performance and provide state support when needed.

An essential question that the Advisory Committee wrestled with was, "as a state, what do we do if districts continuously fail to meet student needs?" Using ODE's existing continuum of supports, the Advisory Committee identified recommendations aimed to both hold districts accountable and provide supportive interventions. The Advisory Committee recommends the following key considerations:

**[Consideration 4.1: ODE to establish clear and coordinated internal processes for supporting school districts.](#)** At a minimum, these processes should include:

- A coherent set of agency-wide protocols to align Oregon's Accountability Framework with existing initiatives and requirements including, but not limited to, Integrated Plans, Continuous Improvement Plans, Federal Programs, and Student Success Plans;
- A structure for accountability aligned with the continuum of supports and dedicated to continuous improvement efforts and progressive interventions within school districts, charter schools, online and remote schools, Education Service Districts (ESDs), and community-based organizations that receive state funding (this may include refining the continuum of supports to ensure alignment with needs);
- High-quality, research-aligned support for schools and districts to implement evidence-based practices;
- Requirements for school districts to ensure that district plans (e.g. Integrated Plans, Continuous Improvement Plans, etc.) address both student- and system- level improvement and are available for public input;
- Systems to holistically review performance and progress aligned with continuous improvement efforts;
- Evaluation practices that are guided by feedback from the students, educators, districts, and systems ODE serves;
- Recognizing, studying, and uplifting promising practices in the work of schools, districts, Education Service Districts (ESDs), and community partners.

#### **Consideration 4.2: Prioritize and leverage existing standards including Division 22 and Division 24.**

- Undergo a thorough review of [Division 22 standards](#) to provide increased clarity and value to school districts;
- Prioritize and align [Division 22 standards](#) with Oregon’s Accountability Framework to support the success of all scholars;
- Update [Division 24 standards](#) to reflect better understanding of Education Service District (ESD) conditions and impacts on district performance.

#### **Consideration 4.3: ODE to review the statewide summative assessment, including proper usage of assessment data in order to determine areas for change and improvement.** This includes the following:

- Partner with a third-party consultant to explore alternatives to current state summative testing. The report would include an analysis of the strengths and growth areas in the current approach. It would further include recommendations about specific action steps that could be taken, including but not limited to, moving in a different direction to identify criteria for standardized assessment and provide a menu of assessment options to school districts with specific intent to increase the usefulness of Oregon’s state assessment system;
- Explore options to allow students to demonstrate proficiency in languages other than English;
- Partner with the Department of Early Learning and Care (DELIC) on understanding the impact – and unrealized opportunity – of Oregon’s PreK-2 system, including, but not limited to establishing a PreK-2 assessment system; and
- Strengthen local practices related to assessments. This work might be best supported through partner organizations, ESDs, or other regional support systems.

#### **Consideration 4.4: Establish a plan and expectations for all students to participate in state assessments.** This includes presenting data to the State Legislature in upcoming sessions that leverages information learned during the statewide summative assessment review (see consideration 4.3) and outlines a plan to amend the opt-out policy.

#### **Consideration 4.5: ODE to broaden and diversify system health measurements in order to better understand and meet the needs of students and schools.** Any proposed new measurements should be closely reviewed to ensure that they are not creating an unneeded burden for school districts.

## CLOSING

The recommendations provided within this report are a result of the deep work and commitment of the Advisory Committee and their continued dedication to Oregon’s students, families, and communities. A key theme across the report and highlighted within all of the recommendations is the importance of partnership and reciprocal and shared accountability. Each person, organization, and entity within Oregon’s educational and accountability ecosystem is needed in order to ensure that all Oregon students have what they need to thrive across their educational experiences.



## APPENDIX A: SNAPSHOT OF RECOMMENDATIONS AND ALIGNED CONSIDERATIONS

<b>RECOMMENDATION #1: Improve Public Transparency and Data Sharing</b>
<b>Consideration 1.1:</b> ODE to develop and maintain a public-facing web page with accessible and easy-to-understand data and information about Oregon’s schools in order to build transparency, increase trust, and engage in open dialogue with the general public and the education community.
<b>Consideration 1.2:</b> ODE to develop a dashboard to share school, district, and state resource and spending allocations to promote efficient and effective investments that illustrate year-over-year impact of spending.
<b>Consideration 1.3:</b> ODE to invest in strategic communication efforts in order to raise awareness and increase understanding for all Oregonians about statewide education priorities.
<b>Consideration 1.4:</b> ODE to work towards increasing student participation on both the SEED Survey and the Oregon Student Health Survey.
<b>RECOMMENDATION #2: Review Oregon’s Approach to Funding and Investing in K-12 Education</b>
<b>Consideration 2.1:</b> Evaluate, strengthen, and focus investments in education to support reciprocal accountability efforts and work toward providing adequate funding that meets the specific needs of Oregon’s students.
<b>Consideration 2.2:</b> Legislature to provide funding to initiate and sustain implementation of Oregon’s Accountability Framework and take agency action toward each of the recommendations provided in this report.
<b>RECOMMENDATION #3: Reduce State Grant Requirements and Reporting</b>
<b>Consideration 3.1:</b> ODE to develop and present to the Legislature a set of policy recommendations designed to align, reduce and provide flexibility in grant requirements, especially for smaller school districts and Education Service Districts (ESDs).
<b>Consideration 3.2:</b> The Legislature to Adopt Grant Consolidation Policy Recommendations in upcoming Legislative Sessions in order to streamline grant-in-aid programs and reporting.
<b>Consideration 3.3:</b> ODE to standardize data collection processes to address redundancies and streamline school district submissions.
<b>Consideration 3.4:</b> Establish a process to ensure legislative initiatives align with Oregon’s Accountability Framework.
<b>Consideration 3.5:</b> ODE must finish the work of grant consolidation and alignment as outlined in the 2022 ODE Grant Consolidation Report, as approved by the Joint Committee of Ways and Means, Education Subcommittee.
<b>Consideration 3.6:</b> ODE must continue and strengthen support to small and rural school districts.

<b>RECOMMENDATION #4: Measure Impact &amp; Take Action</b>
<b>Consideration 4.1:</b> ODE to establish clear and coordinated internal processes for supporting school.
<b>Consideration 4.2:</b> Prioritize and leverage existing standards including Division 22 and Division 24.
<b>Consideration 4.3:</b> ODE to review the statewide summative assessment, including proper usage of assessment data in order to determine areas for change and improvement.
<b>Consideration 4.4:</b> Establish a plan and expectations for all students to participate in state assessments and proper usage of assessment data.
<b>Consideration 4.5:</b> ODE to broaden and diversify system health measurements in order to better understand and meet the needs of students and schools.

## APPENDIX B: ACCOUNTABILITY ADVISORY COMMITTEE MEMBER ORGANIZATIONS

### Organization/Partner

Malheur Educational Service District	Coalition of Oregon School Administrators (COSA)	Meyer Memorial Trust Lane
REAP, Inc.	Confederated Tribes of Siletz Indians	Lane Community College
Oregon State Board of Education	Asian Pacific American Network of Oregon (APANO)	Portland Public Schools
OregonASK – Afterschool & Summer for Kids Network	Native American Youth and Family Center (NAYA)	Tigard Tualatin School District
Oregon School Boards Association	Adelante Mujeres	Oregon Parent Teacher Association (PTA)
Hillsboro School District	Educator Advancement Council (EAC)	Portland Public Schools
Oregon Business Council	North Clackamas School District	Center for Black Excellence
Oregon School Employees Association (OSEA)	Elkton School District	La Grande School District
Oregon Education Association (OEA)	Salem Keizer School District	Umatilla School District
Coos Bay School District Board	Urban League of Portland	David Douglas School District
High Desert Educational Service District	FACT Oregon	Oregon Alliance of Black School Educators (ORABSE)
Phoenix-Talent School District	Harney County School District 3	Multnomah Education Service District
Children’s Institute	Oregon Association of School Business Officials (OASBO)	Stand for Children
Foundations for a Better Oregon (FBO)		Coalition of Oregon School Administrators (COSA) Equity Board
Education Northwest		

## APPENDIX C: OREGON'S ACCOUNTABILITY ECOSYSTEM

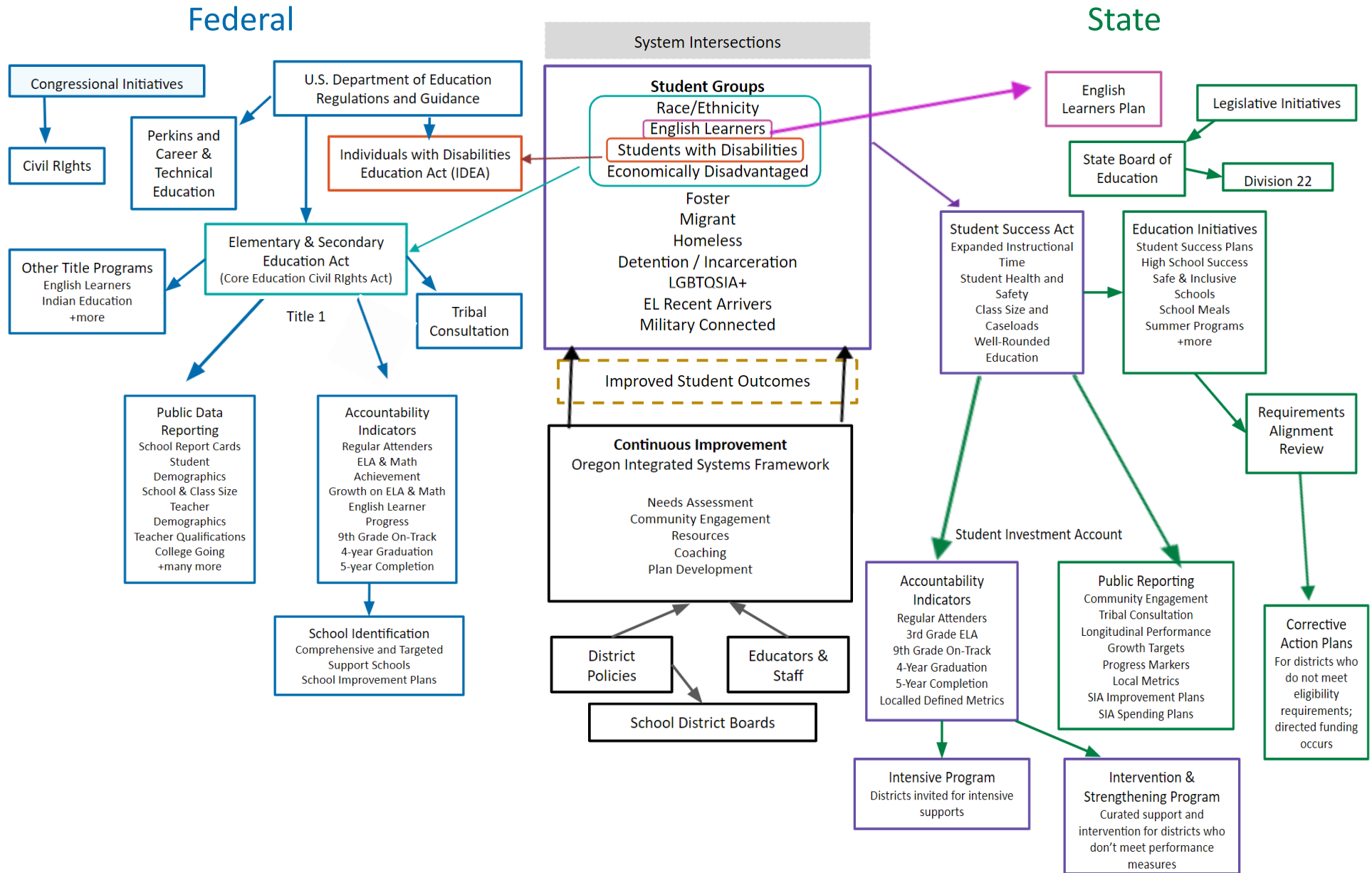
ODE administers a broad array of state and federal programs aimed at improving student outcomes. Taken together, they can be seen as both complementary and sometimes almost incoherent parts of a whole. We are using the term “ecosystem” because each initiative along with school districts and partners are involved and interconnected.

The graphic on the following page offers an illustration of how these programs connect and relate to each other and represent the components of Oregon’s current accountability ecosystem. The graphic display is broadly divided into Federal components (in blue) and State components (in green), though there are in fact overlaps between the two and some of the highlighted components touch on both state and federal requirements.

Additional information about the current system can be found in [Oregon’s Current Accountability Ecosystem](#).

# Oregon's Accountability Ecosystem

## Partial List of Components

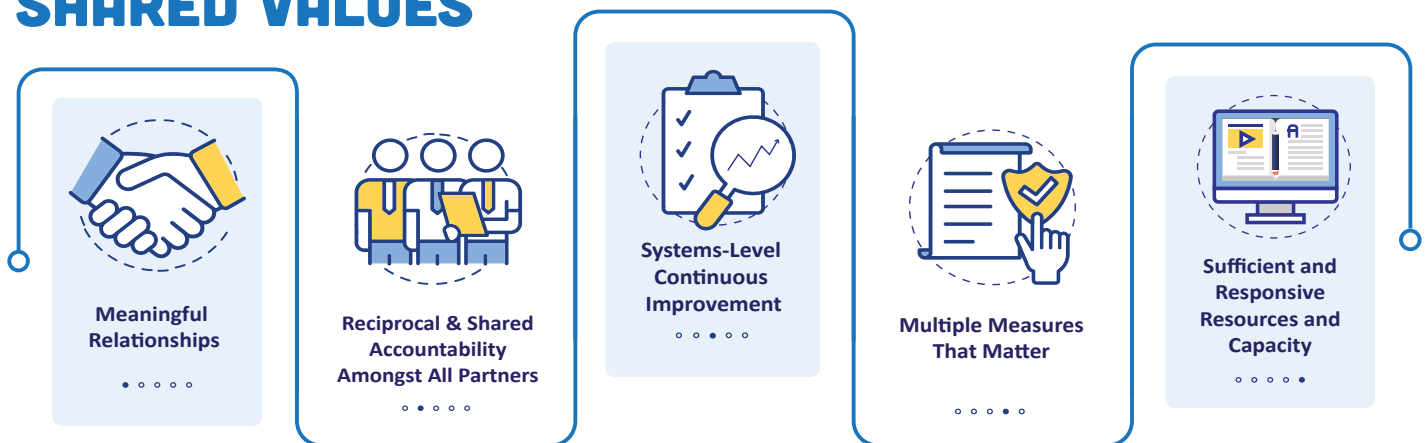


# APPENDIX D: A PROPOSED FRAMEWORK FOR ACCOUNTABILITY

Oregon’s Reimagined Accountability Framework was designed by the Accountability Advisory Committee after months of learning, visioning, and engaging in dialogue with one another. What became explicitly clear through this process is that accountability is: mutual, nuanced, collaborative, and requires systems change, systems efficiency, and appropriate levels of funding. A fundamental message from the Advisory Committee is that **we need to focus on creating the conditions for student success and eliminating efforts that are not meeting that goal.**

Fundamental to this framework are a set of **shared values** designed to ensure that our education system delivers on the promise of providing an exemplary education for all Oregon students. Across all of the shared values is a core belief that partnerships and collaboration are foundational to creating the conditions needed for all students to thrive.

## SHARED VALUES



### Meaningful Relationships

- Schools and staff are critical to facilitating authentic engagement and nurturing relationships between students, families and caregivers, community partners, and the broader education ecosystem.
- Partnering and prioritizing collaboration with students, families, educators, and community members (especially those most marginalized) should be central to building, creating, and imagining school systems. This includes leaning on and uplifting the strengths of the partners involved to ensure effective collaboration.

### Reciprocal & Shared Accountability Amongst All Partners

- Measures of accountability need to be transparent, clearly designed, and research-aligned.

- Roles and responsibilities of all partners need to be consistent, understood and aligned with the needs of the students and community.
- The perspectives of students, families, and community organizations - with an emphasis on those who have been historically, and are currently underserved - must inform accountability measures.

### **Systems-Level Continuous Improvement**

- Building, creating, and imagining an adaptive and dynamic accountability system requires continuous improvement based in research, knowledge and skills, flexibility, and empowerment.
- Continuous improvement at the local level should foster continuous improvement at the state and federal levels (and vice versa) bringing expertise to the forefront and creating agency to effect efficient change.
- Continuous improvement should be used to illuminate what is working and what to adopt, adapt, or abandon with specific attention to addressing and redressing bias.

### **Multiple Measures that Matter**

- There needs to be a balance between local, state, and federal contexts that takes into account localized needs while ensuring that existing systems of measurement are integrated when available.
- Holistic understandings of student learning should include qualitative and quantitative data about student belonging and well-being alongside academic growth and achievement.
- Valuing growth toward and beyond proficiency to ensure ambitious goals and equitable outcomes is a core premise when measuring “success.”

### **Sufficient and Responsive Resources and Capacity**

- Student success requires that schools and districts have sufficient adequate resources to address the needs of their students.
- Dedicated funding mechanisms and effective spending needs to be a consistent throughline as it serves as a lever that leads to more equitable outcomes for students.
- School districts need time and capacity to implement change ideas coupled with feedback from state and community partners.

Oregon's Reimagined Accountability Framework is composed of **three elements** which, when taken together, create the opportunity to reimagine accountability in Oregon

**1. Priorities for Student Success:** Key conditions needed for all students to thrive within Oregon's education system.

The Priorities for Student Success set the stage for all students to thrive within Oregon's reciprocal accountability system. Together, the priorities take into consideration all aspects of a student's educational experience by focusing on systems and the humans at the center of those systems. Nested under each of the Priorities for Student Success are levers which provide critical actions within each of the Priorities for Student Success.

**2. Levers:** Critical areas that have the most impact on student outcomes.

Levers aligned with each of the Priorities for Student Success focus on the critical areas that have the most impact on student outcomes. By focusing on these critical areas, educators, state and education leaders, and community partners can help to create the conditions to ensure that all students, and in particular those students who have been underserved by the educational system, can thrive.

**3. System Health Measurements:** Data that can be used to determine the health of the education system at different levels.

The System Health Measurements evaluate the Priorities for Student Success by providing insight into the health of the system. In order for students to be set up for success, the system needs to be strong, transparent, and responsive, so these measures center the system rather than the student. The list of indicators is not exhaustive. Key measurements are included that align with the Priorities for Student Success and serve as important levers by which to measure the health of our system. This allows for a focused effort on improvement data that can be used to determine the health of the education system at different levels.

# PRIORITIES FOR STUDENT SUCCESS



**OREGON**  
**DEPARTMENT OF**  
**EDUCATION**

*Oregon achieves... together!*

## PRIORITIES

## LEVERS

## SYSTEM HEALTH MEASUREMENTS

### HIGH-QUALITY LEARNING EXPERIENCES FOR ALL STUDENTS

Research-Based, Well-Rounded Learning Experiences  
Learning Experiences that Result in Growth Toward and Beyond Proficiency  
Youth Empowerment and Preparation

- Scholars regularly attend school, read at grade level, are on track to graduate at the end of ninth grade, and achieve high school graduation.
- Scholars are engaging with reading, writing, math, science, and social science at grade level (in their native language and English).
- Scholars are college and career ready and feel empowered and prepared for life beyond school.

### ALIGNED AND FOCUSED EDUCATIONAL SYSTEMS

Data-Driven Decision Making  
Pre-K and Post-Secondary Alignment

- Continuous improvement efforts are focused on student needs and aligned with strong instructional practices.
- Multiple forms of data are used to drive decision making processes.
- There is strong alignment across Pre-K and post-secondary education.

### ENGAGED PARTNERS AND COMMUNITIES

Honoring the Lived Experiences of All Communities  
Ongoing Community Engagement  
Committed Partnerships

- Ongoing and meaningful collaboration occurs with Tribal partners.
- Community engagement practices are leveraged using intentional processes.
- Experiences of scholars are centered through regular use/consultation of Student Success Plans.

### SAFE AND INCLUSIVE SCHOOLS

Safety  
Belonging  
Mental Health Needs

- Scholars feel safe within their classrooms and schools.
- Scholars feel a sense of belonging within their classrooms and schools.
- Scholars' mental health needs are met in accordance with Oregon's Integrated Model of Mental Health.

### COMMITTED AND SUPPORTED STAFF

Staff Recruitment, Support, and Retainment  
Knowledge and Capacity Building  
Collaborative Partnerships

- Staff feel supported and valued beginning with the recruitment process.
- Staff participate in consistent job-embedded professional learning and coaching.
- State and regional partnerships between Pre-K-12, higher education, and workforce create inclusive working conditions for all staff.
- Leaders set measurable goals and provide pathways and support to all staff to reach goals.

# SYSTEM HEALTH MEASUREMENTS

## Aligning for Student Success: Integrated Guidance Plans

ODE's Integrated Guidance encompasses seven ODE programs, which are High School Success, Student Investment Account, Continuous Improvement Planning, Career Technical Education, Every Day Matters, Early Indicators and Interventions Systems (EIS), and Early Literacy.

## Continuous Improvement Plans

Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students. A continuous improvement process is the process by which districts and schools:

- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.

## Discipline Incidents

Public entities with jurisdiction over public programs and receiving funds under Every Student Succeeds Act (ESSA) and/or the Individuals with Disabilities Education Act (IDEA) are required to report all disciplinary incidents that result in in-school or out-of-school suspension, expulsion, or removal to an interim educational setting. The purpose is to collect student level discipline incidents data from School Districts, Education Service Districts, Early Intervention/Early Childhood Special Education Programs, and State Operated Programs.

## Division 22 Annual Reporting

The Division 22 Standards are the requirements that the Oregon Legislature or the State Board of Education has determined must be met in order to be a standard school district. These requirements are codified in Chapter 581, Division 22 of Oregon Administrative Rules and can be found on the [Secretary of State's Oregon Administrative Rules Database](#). The standards that districts must meet contain requirements relating to curriculum and instruction, district policies, performance and accountability, and human resources and staffing. Compliance with the Division 22 Standards ensures every student in Oregon public schools is provided with a standard, or baseline, level of service.

## Educator Equity Report

This report is produced by the Educator Advancement Council (EAC) in partnership with the Oregon Teacher Standards and Practices Commission (TSPC), Oregon Department of Education (ODE), and the Higher Education Coordinating Commission (HECC) in response to Oregon Revised Statute (ORS) 342.448, which requires reporting to the Oregon Legislature biannually on progress made towards recommendations for meeting the state's Educator Equity goals (ORS 342.437):

- **Goal 1:** The percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.
- **Goal 2:** The percentage of diverse employees employed by the Department of Education reflects the percentage of diverse students in the public schools of this state (House Bill 4031, 2022).

## Kindergarten Assessment

The process to redesign Oregon's Kindergarten Assessment is called the [Early Learning Transition Check-In: A Collaborative Engagement with Community](#) (ELTC).

The reimagined process has three distinct purposes:

- Collect a statewide snapshot of data about children and families as they begin kindergarten
- Support families in building relationships with their kindergarten educators
- Inform state-level decisions about Oregon's Early Learning System

The process honors the whole child and the assets they bring and allows for stronger relationships to be built between educators, families and students starting at the beginning of a student's K-12 career as opposed to an assessment that may ultimately serve as a barrier that also has long-term impact on the connection between school and home.

## Longitudinal Performance Growth Targets and Local Optional Metrics

Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs) are strategy-driven targets set by school districts in collaboration with the Oregon Department of Education (ODE). School districts with at least 80 students (80 ADMr) are required to set targets for each of the five common metrics (Four-Year Graduation Rate, Five-Year Completion Rate, 9th Grade On-Track to Graduate Rate, Regular Attendance Rate, and 3rd Grade English Language Arts Proficiency Rate).

## Elevating Voices in Education (EVE) Survey

The EVE Survey is an annual and anonymous survey that includes questions on topics such as workplace climate, professional learning, well-being, students, equity, and job satisfaction. Unlike prior surveys administered by ODE which largely concentrated on licensed teachers and administrators (e.g., [Teaching, Empowering, Leading, and Learning \[TELL\]](#) survey and [Oregon Statewide Educator Survey \[OSES\]](#)), the EVE Survey will focus on all licensed and classified staff employed or under contract with a public K-12 education provider in Oregon.

## Oregon Student Health Survey

Oregon's Student Health Survey (SHS) is a collaborative effort between the Oregon Health Authority and the Oregon Department of Education to improve the health and well-being of all Oregon students to help them succeed. The SHS is a comprehensive, school-based, anonymous and voluntary health survey of 6th, 8th and 11th graders conducted yearly. It is a key part of statewide efforts to help local schools and communities ensure that all Oregon youth are healthy and successful learners.

The SHS is designed to address:

- Student health and safety
- Student mental and behavioral health
- School climate and culture

## Post-secondary enrollment

Currently, Oregon collects data in the following areas: college/university enrollment, first year GPA, perseverance through second year, and percent of remedial courses taken.

## Post-school outcomes

As part of the federal reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Oregon conducts the Post-School Outcomes (PSO) data collection. This process involves annual reporting on youth who have exited secondary school and had IEPs in place at the time of their departure. Additional information about this collection can be found on the following websites: [State Performance Plan and Annual Performance Reports](#) and [At-A-Glance Special Education Profiles](#).

## SIA Common Metrics

The Student Success Act (SIA) requires that all Oregon school districts use five statewide metrics to help track progress toward increasing academic achievement and reducing academic disparities. The five required metrics are: Regular Attenders, Third Grade Reading (English Language Arts), Ninth Grade On-Track, Four-year Graduation, and Five-year Completion. Districts can also use locally defined metrics.

## Statewide Assessments and Local Assessments

Oregon's State Assessment System provides equity-centered tools and resources that help inform instructional decisions from the classroom to the state level. Educators and administrators use state tests, performance assessments, and other forms of assessments to measure how well the education system is serving students and determine how best to support them moving forward.

A balanced assessment system employs a variety of measures and types of assessment to provide the most useful information to everyone involved in improving the education system - teachers, administrators, students, parents, legislators, and the public.

- Formative assessment provides immediate usable feedback on student learning.
- Interim (or benchmark) tests serve as “checkpoints” for longer-term student progress.
- Summative tests allow a look back at the entirety of the instructional period. They provide valuable information for planning the next instructional year and beyond.

## Student Educational Equity Development Survey

The Student Educational Equity Development Survey (SEED) helps the Oregon Department of Education gather information about the educational experiences of students in Oregon. This information will help ODE to develop appropriate resources and supports for districts in Oregon, and better target those resources and supports where they are most needed. The SEED Survey will also help ODE better interpret information we are already gathering through statewide testing.

The SEED Survey gathers data from students statewide, in grades 3-11. The content of the survey varies by grade level. The survey measures student perceptions in four core domains:

- Access to learning resources
- Opportunity to learn
- Self-efficacy
- Sense of belonging

## Tribal Consultation

Section 8538 from the Every Student Succeeds Act requires affected local educational agencies (LEAs) to consult with Indian tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs. This requirement is designed “to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students.” The consultation must be done “in a manner and in such a time that provides the opportunity for such appropriate officials from Indian tribes to meaningfully and substantively contribute” to plans under covered programs. The Oregon Department of Education in partnership with tribal leaders created this toolkit with the purpose of providing a resource to school districts, particularly those who receive greater than \$40K in Title VI funding or have 50% or more American Indian/Alaska Native+ students. This toolkit is rooted in the belief that the voices of the nine federally recognized Tribes in Oregon in district school improvement planning are critical to improving outcomes and creating safe and welcoming learning environments where all students can thrive. Serving as an equity lever, consultation offers an opportunity to co-create school and district plans and establish and strengthen partnerships with Tribes throughout Oregon communities.

## APPENDIX E: ACCOUNTABILITY IN EDUCATION: RESEARCH SUMMARY

There are varied approaches to school accountability with some systems offering a more comprehensive view of school success and others focusing on improving specific areas like student learning or teacher support. Oregon can learn from these systems by considering both the benefits and challenges of adopting similar measures. Key examples are provided below.

Some states track access to well-rounded curricula, including fine and performing arts (e.g., Connecticut, Michigan, North Dakota, and Wyoming), health (e.g., Maryland and Michigan), and advanced coursework (e.g., Arkansas, Idaho, Mississippi, Oklahoma). Other states, such as Florida and Maryland measure student progress over time, emphasizing systemic alignment to track long-term learning outcomes. Maryland incorporates measures of pre-K qualifications and outcomes. Mississippi has aligned its respective pre-K to post-secondary systems (e.g., educator preparation, provision of early learning, screening and assessment, science-based literacy instruction, and promotion/intervention policies) to address and improve reading and writing. New Mexico adopted a shared accountability model, dividing responsibility for student outcomes across all schools a student attended to promote coherence.

Nearly all states track chronic absenteeism rates to assess school climate. California CORE Districts, Illinois, Kentucky, Maryland, and North Dakota, and Philadelphia incorporate student responses from climate surveys while New York City and North Dakota include measures of inclusion for students with disabilities. States and large districts such as New Mexico and Chicago take a more expansive view through incorporating data on bullying, communicable disease prevention, and responses to bias-based incidents.

Many states recognize that strong, well-supported educators are critical to student achievement and as such include measures within their accountability systems. For example, Chicago and Maryland evaluate teacher and leader development while Philadelphia, Tennessee, and South Carolina administer education workforce surveys to staff, educators, and school leaders to understand working conditions, prioritize needs, and allocate resources effectively. Maryland, on the other hand, incorporates measures of teacher mentorship, collaboration time, and access to career ladders.

Academic research and education policy briefs also provide insight into practices that have shown promise. Such practices include the following:

- Accountability systems to be reciprocal and comprehensive;
- Accountability systems should be focused on capacity building;
- Performance-based measures are most effective for gauging progress and success;
- Accountability systems are most successful when informed by multiple measures that illuminate what is working and what needs to be improved.

Additional research can be found in the [Accountability in Education: Research Summary](#).

# APPENDIX F: ADVISORY COMMITTEE DEEP DIVE SESSIONS

During the summer of 2024, the Accountability Advisory Committee engaged in three deep dive sessions which were full-day in-person sessions aimed to focus on work products aligned with the development of Oregon's Reimagined Accountability Framework.

Advisory Committee Work Products included the following:

- Establishing and Defining Student Success Goals
- Developing Design Principles
- Determining Indicators
- Determining Responsibilities
- Developing milestones for successful implementation of recommendations and framework
- Reviewing recommendations, inputs, and discussion for a revised accountability framework

Detailed Notes from each of the Deep Dive Sessions can be found below:

- [Deep Dive Session #1](#)
- [Deep Dive Session #2](#)
- [Deep Dive Session #3](#)

Additional information regarding the Accountability Advisory Committee including members, agendas, minutes, and slide decks can be found on [Reimagining Oregon's Accountability Advisory Committee website](#).

