



A RENEWED VISION FOR OREGON'S ACCOUNTABILITY SYSTEM

December 2024



TABLE OF CONTENTS

- Letter from Dr. Charlene Williams 3
- Executive Summary 5
- Building Oregon’s Reimagined Accountability Framework 6
- Oregon’s Reimagined Accountability Framework 8
- Advisory Committee Recommendations for Educational Accountability in Oregon 11
 - Recommendation #1: *Improve Public Transparency and Data Sharing* 11
 - Recommendation #2: *Review Oregon’s Approach to Funding and Investing in K-12 Education* 13
 - Recommendation #3: *Reduce State Grant Requirements and Reporting* 15
 - Recommendation #4: *Measure Impact & Take Action* 17
- Closing 19
- Appendix A: Snapshot of Recommendations and Aligned Actions 20
- Appendix B: Accountability Advisory Committee Member Organizations 22

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’re 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.

The Advisory Committee, convened by ODE to explore and recommend revisions to Oregon’s accountability framework, took on their charge from [House Bill 2656](#). Our team convened an advisory to explore and recommend revisions to Oregon’s accountability framework. 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 and transition into our communities ready to learn, ready to earn, and ready to contribute. 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.

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.

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. These recommendations will spur the next phase of action steps and stewardship to renew the vision of educational accountability in this state.

- **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.

The recommendations articulated throughout the report serve as a call to action for Oregon’s leaders on behalf of all scholars and especially those who have been underserved in the current system.

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. Additional information about Oregon's current accountability system can be found in [The Systems We Have: An Overview of Oregon's PreK-12 Education Accountability Ecosystem \(Fall 2023\)](#) and [Oregon's Accountability Ecosystem](#).

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 with disabilities, students who identify as LGBTQ2SIA+; emerging bilingual; and those 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 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

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, rather it highlights key measurements aligned with the priorities for student success – and important levers by which to measure the health of our system. Rather than focusing on all of the data gathered as a state, by prioritizing key indicators, 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

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

- **SIA Metrics and Longitudinal Performance Growth Targets (LPGTs):** Scholars regularly attend school, read at grade level, are on track to graduate at the end of ninth grade, and achieve high school graduation.
- **Statewide and local assessments:** Scholars are reading, writing, and doing math, science and social studies at grade level (in their native language and English).
- **Post-secondary enrollment and post-school outcomes:** Scholars feel empowered and prepared for life beyond high school.

Strong, Aligned, Coherent and Focused Educational Systems

Continuous Improvement Efforts

Data-Driven

Pre-K and Post-Secondary

- **Continuous Improvement Plans:** Continuous improvement efforts are focused on student needs.
- **Division 22 Annual Reporting:** Multiple forms of data are used to drive decision making processes.
- **Kindergarten readiness assessment, SIA Metrics, and post-secondary enrollment and post-school outcomes:** Strong alignment across Pre-K and post-secondary education.

Engaged Partners and Communities

Honor the Lived Experiences of all Communities

Ongoing Community

Committed Partnerships Alignment

- **Affirmation for Tribal Consultation and/or Ongoing and Meaningful Collaboration with the tribes:** Early and ongoing involvement with Tribal partners.
- **Integrated Guidance Quarterly and Annual Review Data:** Leverage community engagement practices aligned with the Community Engagement Toolkit.
- **Integrated Plans:** Experiences of scholars are considered through regular use/consultation of Student Success Plans.

Safe and Inclusive Schools

Safety

Belonging

Mental Health Needs

- **Attendance Data and Discipline Data:** Scholars feel safe within their classrooms and schools.
- **SEED Survey:** Scholars feel a sense of belonging within their classrooms and schools.
- **Oregon Student Health Survey:** 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

Partnerships

- **Oregon Statewide Educator Survey:** Staff feel supported and valued beginning with the recruitment process. Staff participate in consistent job-embedded professional learning and coaching.
- **Educator Equity Report:** State and regional partnerships between Pre-K-12, higher education, and workforce create inclusive working conditions for all staff.

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 actions:

Action 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.

Action 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 action 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.

Action 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.

Action 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.

Action 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 action 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 action 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 action 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.

Action 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 actions:

[Action 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.

Action 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.

Action 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.

Action 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.

Action 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.

Action 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, as 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 actions:

Action 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.

Action 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.

Action 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 also 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.

Action 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 action 4.3) and outlines a plan to amend the opt-out policy.

Action 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 ACTIONS

| |
|---|
| RECOMMENDATION #1: Improve Public Transparency and Data Sharing |
| Action 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. |
| Action 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. |
| Action 1.3: ODE to invest in strategic communication efforts in order to raise awareness and increase understanding for all Oregonians about statewide education priorities. |
| Action 1.4: ODE to work towards increasing student participation on both the SEED Survey and the Oregon Student Health Survey. |
| RECOMMENDATION #2: Review Oregon’s Approach to Funding and Investing in K-12 Education |
| Action 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. |
| Action 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. |
| RECOMMENDATION #3: Reduce State Grant Requirements and Reporting |
| Action 3.1: 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). |
| Action 3.2: The Legislature to Adopt Grant Consolidation Policy Recommendations in upcoming Legislative Sessions in order to streamline grant-in-aid programs and reporting requirements. |
| Action 3.3: ODE to standardize data collection processes to address redundancies and streamline school district submissions. |
| Action 3.4: Establish a process to ensure legislative initiatives align with Oregon’s Accountability Framework. |
| Action 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. |
| Action 3.6: ODE must continue and strengthen support to small and rural school districts. |

RECOMMENDATION #4: Measure Impact & Take Action

Action 4.1: ODE to establish clear and coordinated internal processes for supporting school districts.

Action 4.2: Prioritize and leverage existing standards including Division 22 and Division 24.

Action 4.3: ODE to review the statewide summative assessment, including proper usage of assessment data in order to determine areas for change and improvement.

Action 4.4: Establish a plan and expectations for all students to participate in state assessments and proper usage of assessment data.

Action 4.5: 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 | | Coalition of Oregon School Administrators (COSA) Equity Board |
| Education Northwest | | |

