

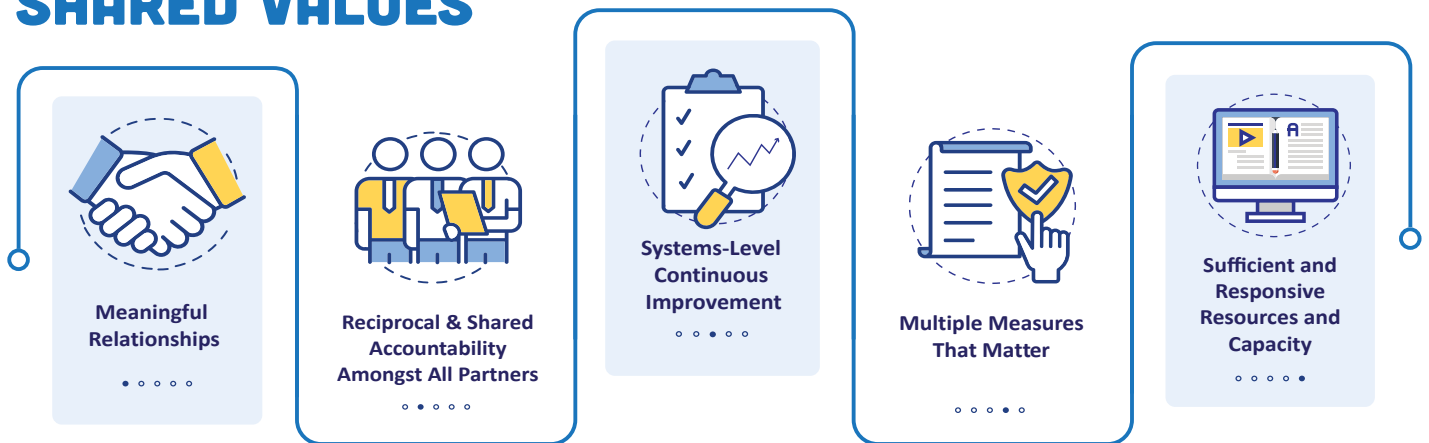
BUILDING OREGON'S REIMAGINED ACCOUNTABILITY FRAMEWORK



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 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

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 \[OSSES\]](#)), 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.