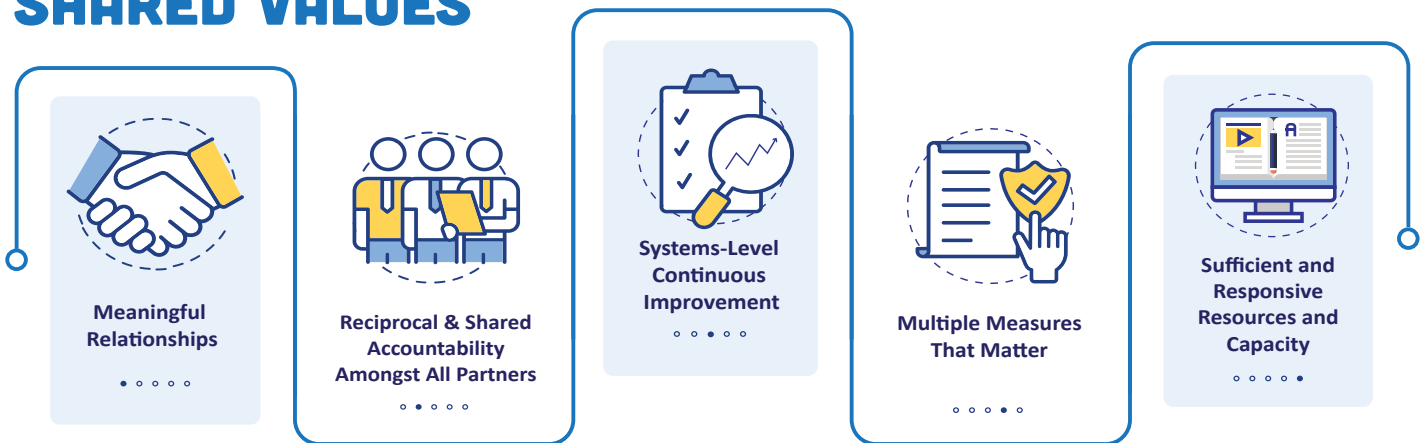


BUILDING OREGON'S REIMAGINED ACCOUNTABILITY FRAMEWORK

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 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, 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.