Oregon Department of Education Accountability Survey Report

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Background

The Oregon Legislative Assembly passed [House Bill 2656](#) in June 2023. Section 3 of this bill required:

> (1) The Superintendent of Public Instruction shall convene an advisory committee to explore options for expanding or revising the education accountability framework in this state.
>
> (2) The advisory committee convened under this section must include representatives of school districts, teachers' unions and post-secondary institutions of education.
>
> (3) The advisory committee convened under this section must review accountability programs in other states and make recommendations to the superintendent on the expansion or revision of the education accountability framework.

Subsequently, the Oregon Department of Education (ODE) convened an advisory committee, called the Accountability Workgroup, facilitated by ODE staff and led by Director Williams. As part of its charge, the Accountability Workgroup partnered with ODE to develop an Accountability Survey.

Survey Design & Administration Window

The purpose of the Accountability Survey was to learn what information Oregonians value about their K-12 public school system to re-imagine how ODE might expand or revise Oregon's education accountability framework. The survey was intended for parents/caregivers, community members, school and district educators and staff, policymakers, and other adult Oregonians.

The survey was designed with input from the Accountability Workgroup, ODE staff, and external consultant feedback. The final Accountability Survey and the instructions given to respondents are in Appendix A. The survey was translated into seven additional languages that follow the same format (Spanish, Russian, Vietnamese, Simplified/Traditional Chinese, Chuukese, and Arabic). The data in this report was collected from May 10, 2024 to June 10, 2024 and participants responded anonymously.

Survey Respondents: Who Completed the Survey?

Question 1: Student vs. Adult

The first question in the Accountability Survey was a routing question to remove students who may have received a link to the survey, but who are not the intended audience. ODE engaged students for this project through other channels. Given the survey was anonymous, this is the only question that would identify whether the respondent is an adult versus a K-12 student. If a respondent selected "K-12 student" to this question, they were automatically routed to the end of the survey. The survey received 1,406 individual responses; forty-one responses indicated they were students and were removed prior to analysis. The total number of survey responses included in this report is 1,365.

Question 2: Roles/Perspectives

Respondents were allowed to select all roles or perspectives that applied to them and about 34% selected multiple roles or perspectives. The survey supplied six roles or perspectives and an "other" category that the respondent could type in. This was a required survey question, so the total number of respondents was 1,365. If a respondent typed in multiple responses for "other" it was only counted once. However, if a respondent selected multiple roles or perspectives such as educator, school/district administrator, and parent/caregiver, their response was counted once under each of those categories.

Figure 1 shows the number of respondents associated with each role or perspective. The data table below the figure reiterates this count and provides the percentage of total respondents (N=1365) who selected this role/perspective. Since respondents could select multiple roles/perspectives, these percentages sum to more than 100%.

About half of respondents indicated they were parents/caregivers and/or educators— 47.4% and 44.5%, respectively. Community member perspectives are represented by about 30% of respondents and school or district administrators by about 16% of respondents. There were fewer responses by members of a Tribe in Oregon and education policymakers (0.40% and 2.3%, respectively). Some examples of what respondents typed in the 'other' category include roles or perspectives such as grandparent, coach, college professor, etc.

Figure 1. Frequency and Percent of Responses by Role or Perspective

Q2. Which of the following describes your role or perspective? Select all that apply. (N = 1365)

	Parent/ Caregiver	Educator	Community member	School or district administrator	Member of a Tribe in Oregon	Education Policymaker	Other
Frequency	647	608	399	224	5	31	140
% of 1365	47.40%	44.50%	29.20%	16.40%	0.40%	2.30%	10.30%
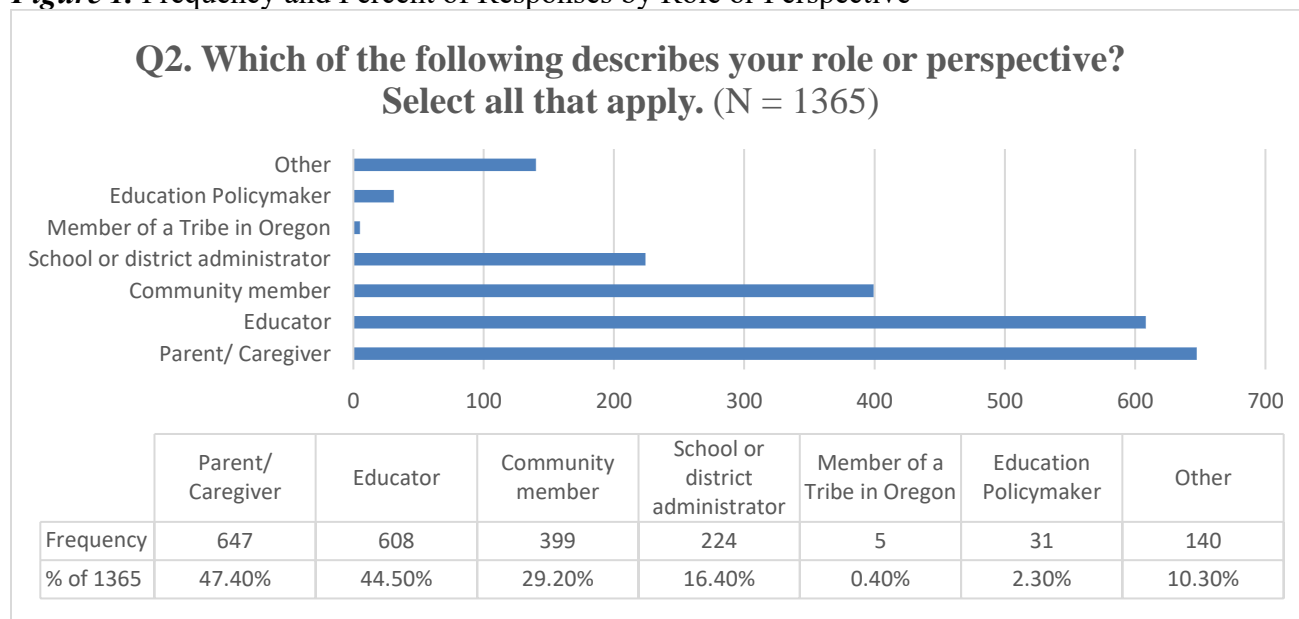
Question 3: Race/Ethnicity

Respondents were asked to indicate their race(s) or ethnicity, though it was not a required survey item. There were six options provided in addition to an 'other' category where respondents could type in their race(s) or ethnicity. Respondents were directed to select all that apply, and many respondents selected multiple race(s) or ethnicities. These responses were recoded into the multiple races category. Figure 2 shows the frequency of responses. Most respondents were White (N=1067; 78.2%) followed by Multiple Races (N=98; 7.2%).

Figure 2. Frequency of Responses by Race(s) or Ethnicity

Q3. What race(s) or ethnicity do you identify with? Select all that apply. (N = 1365)

	Native Hawaiian/ Pacific Islander	Other	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino/a/x	No Response (Blank)	Multiple Races	White
Frequency	3	8	14	18	29	54	74	98	1067
Percent	0.2	0.6	1	1.3	2.1	4	5.4	7.2	78.2
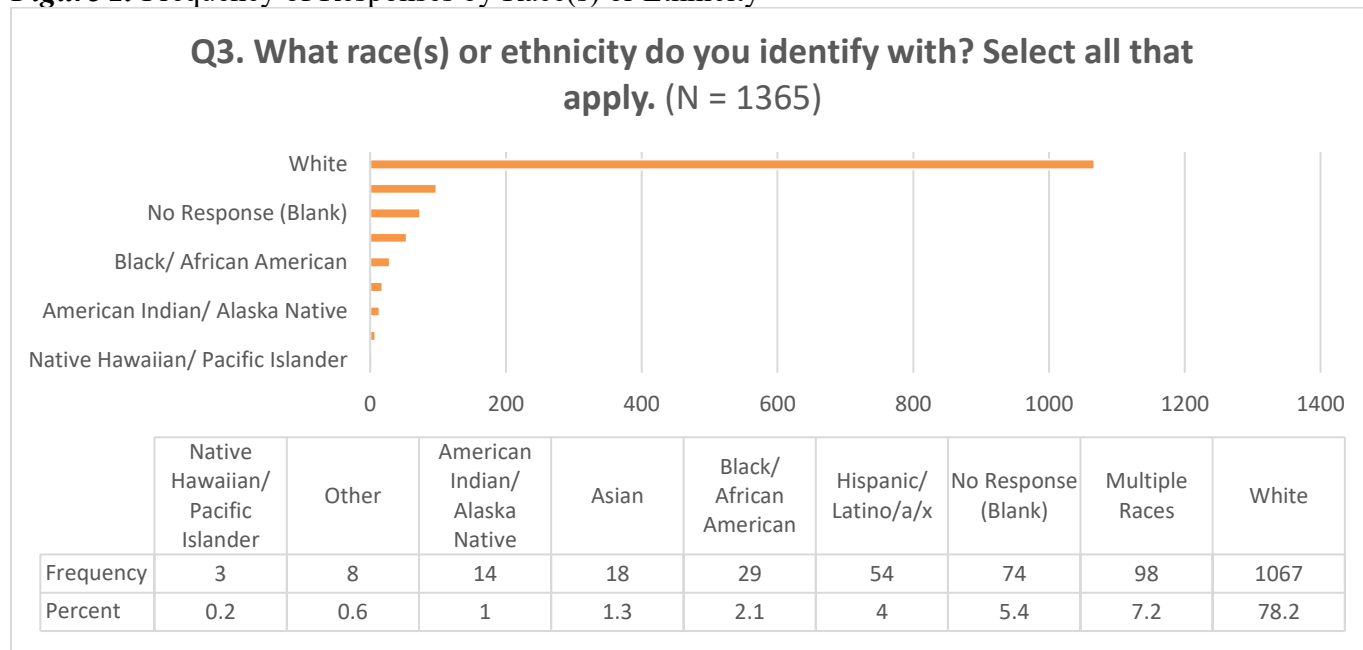
Question 4: Gender

The survey included a question about gender and allowed four options (female; male; non-binary; or another gender). This question was not required and, as shown in Figure 3, a small percentage of survey respondents left this item blank (N=34; 2.5%). Most of the survey respondents self-identified as female (N=1047; 77%).

Figure 3. Percent of Responses by Gender (N=1365)

Q4. What gender do you identify with? (N = 1365)

- Female — 76.7%
- Male — 18.4%
- Non-binary — 1.6%
- Another gender — 0.8%
- No response — 2.5%
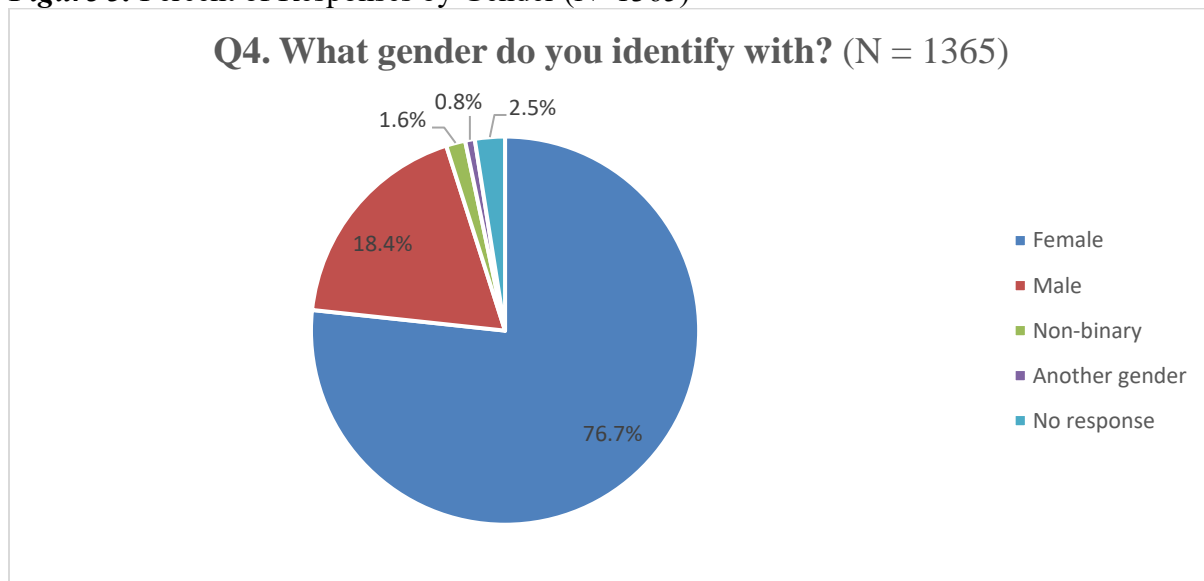
Question 5: County

The survey asked respondents to indicate what county they live in, though the question was not required. ODE pre-populated the survey with all counties in the state. Table 1 shows the frequency and percentage of responses by county. The most represented counties in the survey responses include Multnomah (N=293; 21.5%), Washington (N=197; 14.4%), and Marion (N=115; 8.4%) counties. Four respondents typed in "don't live in Oregon." When researched further these respondents are educators or school/district administrators who responded to the survey from a work perspective.

Table 1. Frequency and Percent of Responses by County

County (in alphabetical order)	Frequency	Percent
No response	13	1
Baker	4	0.3
Benton	29	2.1
Clackamas	83	6.1
Clatsop	20	1.5
Columbia	9	0.7
Coos	11	0.8
Crook	3	0.2
Curry	66	4.8
Deschutes	33	2.4
Douglas	64	4.7
Grant	3	0.2
Harney	2	0.1
Hood	9	0.7
I don't live in Oregon.	4	0.3
Jackson	43	3.2
Jefferson	7	0.5
Josephine	6	0.4
Klamath	8	0.6
Lake	5	0.4
Lane	94	6.9
Lincoln	9	0.7
Linn	36	2.6
Malheur	12	0.9
Marion	115	8.4
Morrow	6	0.4
Multnomah	293	21.5
Polk	34	2.5
Tillamook	12	0.9
Umatilla	68	5
Union	9	0.7
Wasco	8	0.6
Washington	197	14.4
Wheeler	1	0.1
Yamhill	49	3.6
Total	1365	100

Question 6: Disability

The survey asked respondents if they or anyone in their immediate family has a disability. Figure 4 shows that about two-thirds of respondents did not self-identify as having a disability or indicate someone in their immediate family as having a disability (N=854; 62.6%); however, a little over one-third answered the question, "Yes" (N=495; 36.3%). The specific type of disability is unknown.

Figure 4. Percentage of Responses by Disability Question

Q6. Do you or does anyone in your immediate family have a disability? (N = 1365)

1.2%

36.3%

62.6%

- No response
- No
- Yes
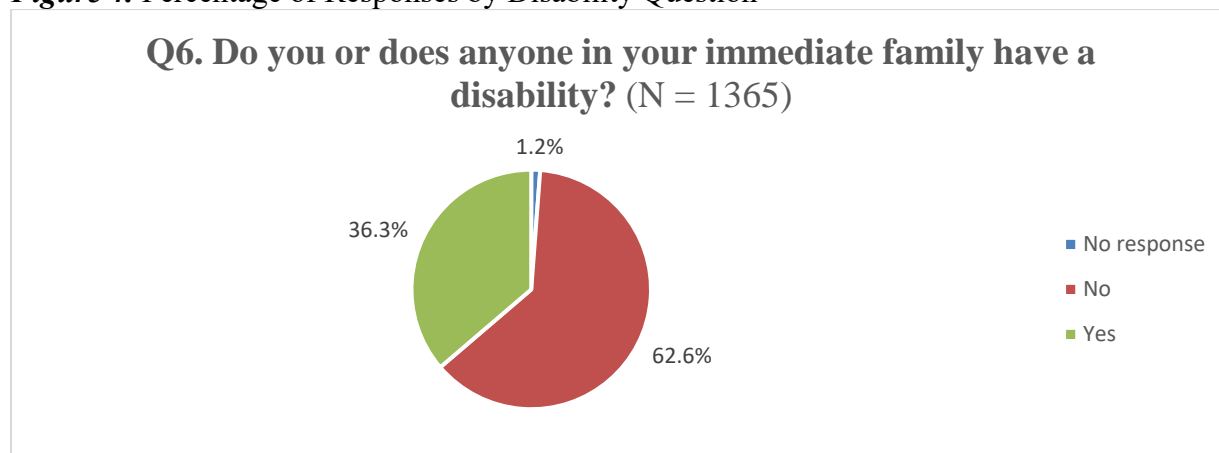
Question 7: Other Languages

Respondents were asked to indicate if they or their children (if applicable) speak a language other than English as their primary language. As shown in Figure 5, most respondents indicated, "No" (N=1260; 92.3%).

Figure 5. Percent of Responses by Other Language Other Than English as Primary Language

Q7. Do you or your children (if applicable) speak a language other than English as your primary language? (N = 1365)

6.9%   0.8%

92.3%

- No response
- No
- Yes
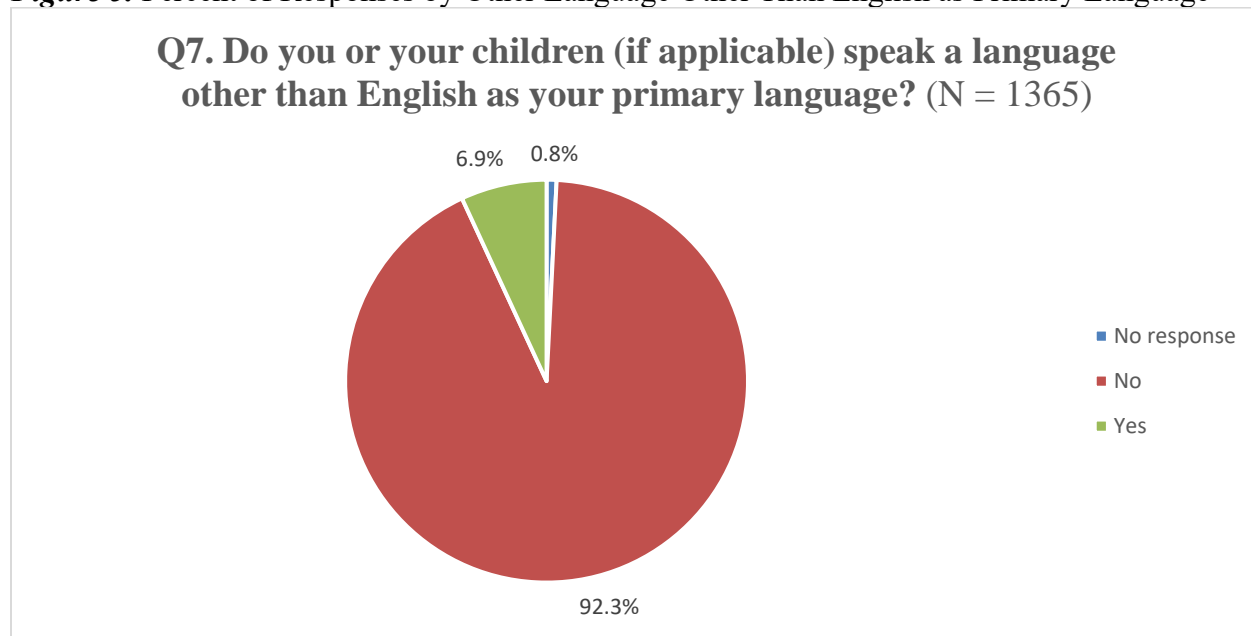
Question 8: Organization

Respondents were asked to respond to the following optional question: "If you are completing this as part of your work, or from the perspective of your organization, what organization do you work for?" About 40% responded to this question (N=563 out of 1365). Responses were categorized as shown in Table 2. The most common perspective/organization was School District (N=335) followed by K-12 School (N=57). Percents listed are out of 563.

Table 2. Frequency and Percent of Responses by Category

Category	Frequency	Percent
Business	10	1.8%
Charter School	5	0.9%
Community- Based Organization	42	7.5%
County Services	13	2.3%
Early Childhood	11	2.0%
Education Organization	7	1.2%
Education Service District	16	2.8%
Finance	1	0.2%
Health Agency	4	0.7%
Higher Ed	29	5.2%
K-12 School	57	10.1%
Private School	3	0.5%
School District	335	59.5%
State/ Government Agency	27	4.8%
Tribal School	2	0.4%
Youth Services	1	0.2%
Grand Total	**563**	

Question 9: Child Attending K-12 Public School in Oregon

Respondents were asked if they currently have a child attending a K-12 public school in Oregon. As shown in Figure 6, a little more than half indicated they do have a child attending a K-12 public school in Oregon (N=699; 51.2%).

Figure 6. Percent of Responses by Child Who Currently Attends K-12 Public School in Oregon

Q9. Do you currently have a child attending a K-12 public school in Oregon? (N = 1365)

51.2%   48.8%

■ No
■ Yes
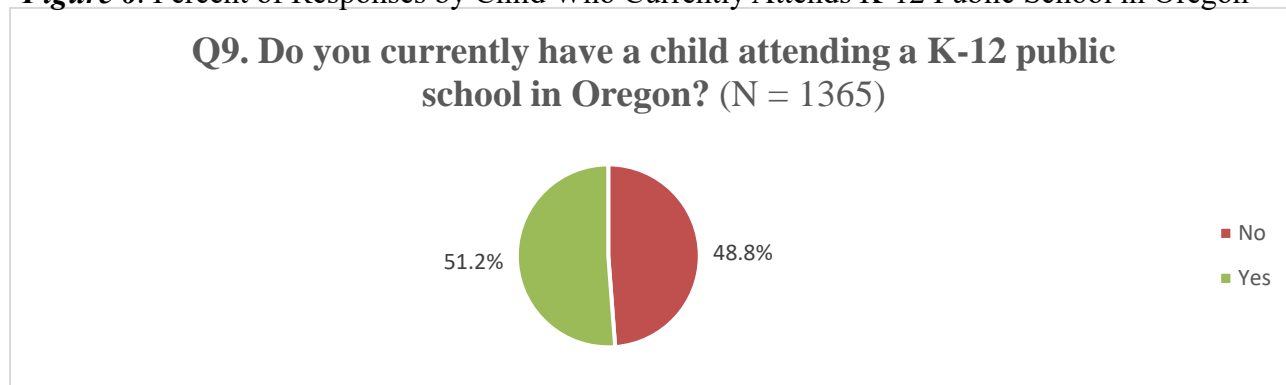
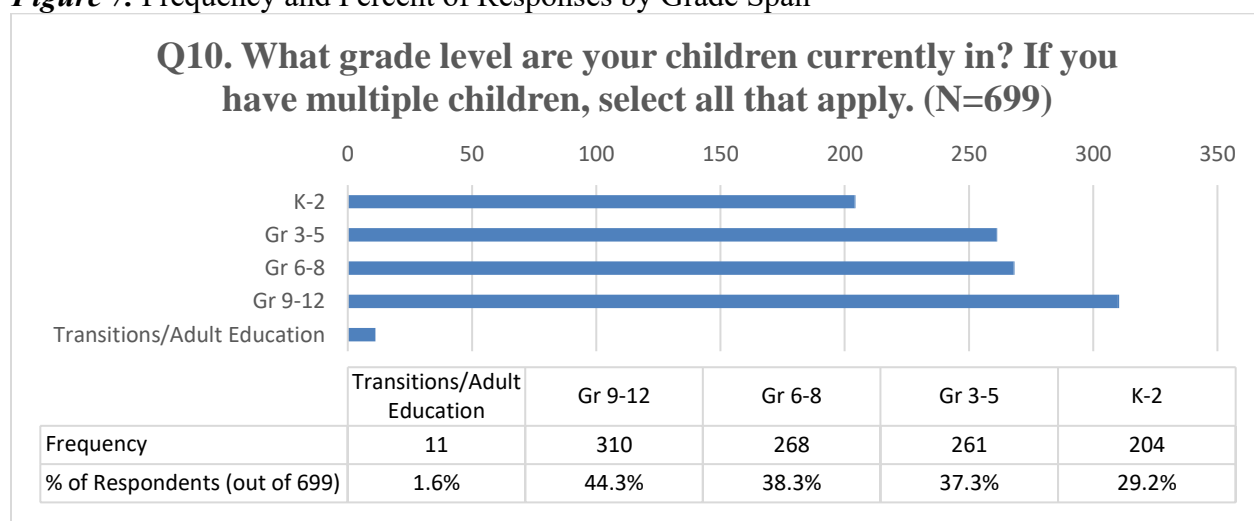**Question 10: Grade Span of Children**

Those who indicated they had one or more children currently attending a K-12 public school in Oregon (N=699) were subsequently asked to select the associated grade level(s) of their children. Respondents were given five options: K-2, Grades 3-5, Grades 6-8, Grades 9-12, and/or Transitions/ Adult Education. Respondents with multiple children were asked to select all that apply.

Figure 7 shows the frequency and percent of responses by grade span. The percent of responses was calculated out of 699—the number of respondents who indicated that they had at least one child attending a K-12 public school. Frequencies and responses sum to more than 699 and 100%, respectively, because many respondents selected more than one grade span indicating that they have children in multiple grades. Consequently, responses should be interpreted as the percentage of respondents who have at least one child within that grade span.

Other than transitions/adult education, respondents are fairly evenly distributed across K-2, 3-5, 6-8, and 9-12 grade spans though frequencies increase from the lowest to the highest grade span.

Figure 7. Frequency and Percent of Responses by Grade Span

Q10. What grade level are your children currently in? If you have multiple children, select all that apply. (N=699)

	Transitions/Adult Education	Gr 9-12	Gr 6-8	Gr 3-5	K-2
Frequency	11	310	268	261	204
% of Respondents (out of 699)	1.6%	44.3%	38.3%	37.3%	29.2%

Question 11: School Type

Similar to the previous question about grade level/span, respondents who indicated "Yes" that they have a child attending K-12 public school in Oregon were given the opportunity to select a school type for each child in the system from six options in addition to an 'other' category they could populate. Multiple responses per respondent were possible indicating that children from one family do not all attend the same type of school.

Figure 8 shows that most respondents with children attending K-12 public schools in Oregon attend traditional public schools primarily in person (N=637 out of 699; 91.1%). The frequencies and percents do not sum to 699 or 100%, respectively, because respondents were able to select all that apply. However, because respondents were not asked to indicate the number of children who attend each school type, responses should be interpreted as the percentage of respondents who have at least one child who attends a particular school type.

Figure 8. Frequency and Percent of Responses by School Type

Q11. What type of school do your children currently (or most recently) attend? Select all that apply. (N=699)

	Other (e.g., private school; homeschool; correctional facility)	Alternative school or program (primarily online/virtual)	Alternative school or program (primarily in person)	Charter school (primarily online-virtual)	Charter school (primarily in person)	Traditional public school (primarily online/virtual)	Traditional public school (primarily in person)
Frequency	14	1	32	15	37	20	637
% of Respondents (out of 699)	2.00%	0.10%	4.60%	2.10%	5.30%	2.90%	91.10%

Summary

Out of the almost 1400 survey responses, respondents are primarily White, female parents/caregivers and/or educators who speak English as their primary language. Almost 40% indicated that they or someone in their immediate family has a disability. Respondents live in many different counties across the state of Oregon, though 1 out of every 5 respondents indicated they live in Multnomah County. A little more than half have a child who currently attends a K-12 public school in Oregon. For those with a child currently attending a K-12 public school, over 90% attend a traditional public school primarily in person, and there is a fairly even distribution across early elementary, elementary, middle school, and high school with a trend toward increasing numbers from the youngest to oldest students.

Survey Analysis & Results: What Did Respondents Say about Accountability?

The Oregon Department of Education asked five questions in the survey about what Oregonians perceive to be important indicators of school quality and student success (see Appendix A, questions 12-16). Three of these questions were open responses (questions 12, 14, and 16). Two questions involved respondents selected responses using a categorical rating scale (questions 13 and 15). There was also an additional question where respondents could add additional thoughts on accountability and/or provide general input, feedback, or recommendations (question 17).

The qualitative and quantitative analyses were conducted separately and are reported separately below even though they complement one another. This means that the results below will not follow the question order in the survey, but will start with the analytic plan and results from the qualitative analyses conducted by Dr. Kathryn Torres at the Oregon Department of Education, followed by the analytic plan and results from the quantitative analyses conducted by Dr. Carla Evans at the Center for Assessment. The Summary of Findings section synthesizes the two analyses together and summarizes themes that can inform the expansion or revision of Oregon's current K-12 accountability system.

Qualitative Analytic Plan

Open-ended responses were analyzed both inductively and deductively. The first stage involved a close reading of a selected representative sample of survey responses to identify descriptive patterns and overarching themes to create initial inductive codes from the respondents' words and concepts (Maxwell, 2005). The rest of the data were then coded within a qualitative analysis data software program (NVivo) using a "two-level scheme" of broad categories and codes based on the initial codebook as well as additional codes that emerged from respondents (Miles & Huberman, 1994). Major themes that emerged from analysis served as illustrative cases of key respondent concerns surrounding their thoughts on student outcomes, Oregon schools, accountability, and recommendations to support students. Table 3 shows the frequency of responses to each open-ended question. Results are discussed below for each question.

Table 3. Frequency of responses to each open-ended survey question (Total N possible=1365)

Open-ended survey question	Frequency
Q12_What should an Oregon K-12 public school education prepare students to do	1364
Q14_Are there other important things schools can do to help students be successful, beyond what was mentioned above	944
Q16_Are there other important ways to understand the quality of a school that were not listed above	654
Q17_We know that you may have thoughts about accountability that you would like to share with us that were not captured by the above questions. Is there anything else that you would like to share with us	771

Question 12: Goals for K-12 Public Education

When asked "What should an Oregon K-12 public school education prepare students to do?" many open-ended survey responses indicated that the overall goal of a K-12 public school education should be to prepare students to be **active, productive, and civically engaged citizens** who **contribute to their communities**.

> *Public education should prepare students to interact with and contribute to a global society. It should prepare them with the social skills to exist within a community and be a contributing member of it. We want kids to be proficient at reading, writing and math, but more importantly, we want them to have the skills to hold down a job, raise a family, and give back to the community.* – School Administrator

> *Be productive and knowledgeable members of societ*y – Community Member

> *Students should be prepared to become productive, responsible, ethical, creative and compassionate members of society.* – Parent/Caregiver

To achieve these goals, most respondents mentioned that an Oregon K-12 public school education should provide students with **learning opportunities and preparation for career and/or college post-secondary pathways**.

> *Oregon K-12 Public Education should prepare students with the basic skills needed to be successful in the career field of their choice.* - Education Policymaker

> *Either enter the work force or continue education through a trade school, community college or university.* - Juvenile Justice Educator

> *Enter adulthood with skills to help them gain jobs or increase education in college.* - Parent/caregiver

In addition to **core academic skills**, several respondents also desired that K-12 students should receive learning opportunities focused on '**applied skills**,' such as financial literacy, and '**professional/transferable skills**,' such as collaboration and organization, to navigate the world after high school.

> *Students should graduate with [applied] skills in reading, writing, mathematics, social studies, and science. This includes the ability to read fluently, compose writing for real life situations such as on a job application, and use mathematics for personal finance, etc.* - Educator

> *[Schools should prepare students….] to live in an ever changing world. Personal care, personal finance and how to read, write and do arithmetic. Cooking, laundry, how to change a tire, real life necessities. How to work, be accountable for their actions and respect each other.* - Educator

Students should know their strengths, feel confident in their skills to communicate, work with others, problem solve, manage workflow, understand and be able to weight impact of their actions and choices on their community, and know how to navigate modern society. - Parent/caregiver, educator, and policy maker

Finally, most respondents articulated that students must possess **critical thinking** skills to be successful in their post-secondary endeavors.

Think critically and independently; offer routine opportunities to use executive function; use empathy and awareness to communicate and connect with peers and adults; identify their strengths and areas where they need to continue to grow - Education policy maker and evaluator

Be open minded, critical thinkers that are capable of identifying problems and ways to solve them. - Educator

Students need the gift of confidence to explore the puzzles life presents, which begin with communicating with others, collaborating, exploring, developing critical thinking skills, and discovering what is meaningful at each stage of their educational development. - Educator

A few respondents also specifically mentioned **social and emotional** competencies and the ability to respectfully **interact with people who hold different perspectives and lived experiences** are needed to be successful in the future.

Question 14: Additional Supports for Student Success

Open-ended survey responses to the question "Are there other important things schools can do to help students be successful, beyond what was mentioned here?" were aligned with responses to goals for Oregon's K-12 education. For example, **providing access to academic, college, and career planning supports** and **opportunities to build additional applied and professional/transferable skills.**

Schools should incorporate a comprehensive curriculum that is well rounded and integrates academic subjects with real world applications, employ diverse teaching strategies that cater to different learning styles, ensure a safe and inclusive environment where all students can thrive and engage parents, community organizations, and local businesses in the educational process. - Educator

Additionally, many respondents called for increasing a variety of **mental health supports** for students, ranging from school-based mental health services and trauma-informed school environments to providing additional social workers and counselors.

Add more social workers, to strengthen student-facing staff members who support mental health and biopsychosocial aspects of student's lives. - Educator

Provide mental health supports for students to access, provide support to families. - Educator

There were also calls for **increased training and adequate staffing for educators to better serve students with disabilities.**

Several respondents reported that one way to maintain a positive, engaging, and safe learning environment for students would be to **keep class and school sizes small**, preferably within community schools.

> *Keep class sizes low so students have opportunities for meaningful interaction with teachers and can get quality feedback. - Educator*
>
> *We need smaller class sizes to meet the needs of all students, and especially those with IEPs, 504s, increased rates of anxiety/depression, English Learners. I currently teach class sizes of 38+ and work 10-15 additional unpaid overtime hours per week. Teachers are burdened with increased responsibilities year over year and need administrators to implement consistent actionable discipline expectations. - Educator*

A few respondents also mentioned the importance of additional learning opportunities for educators and parents to support students, providing a range of out-of-school and extracurricular activities, and having buildings that provide healthy air and ventilation.

Question 16: Other Measures of School Quality

When asked if there were other important ways to understand a school's quality, survey respondents noted several **school features**, **student outcomes**, and **educator workforce** considerations to consider when assessing quality.

Several respondents cited **class sizes** and **school climate** as important **school features** to assess school quality.

> *Small class sizes, small schools where kids feel included and known. - Parent and Community Member*
>
> *[A] key indicator is how a person feels when they walk into the front office. Are they acknowledged warmly and treated as though they belong? Walking down the hallways: do random teachers they encounter make eye contact and seem confident and act as though they feel like they belong? This indicates the health of the culture in the school environment. - Parent, Community Member, and Educator*

Specific aspects of school climate mentioned were a sense of belonging, safety, and relationships with their teachers. Other school features respondents noted as indicators of quality were access to support services, counselors, and varied and engaging school activities and programming.

Some respondents cited several **additional systems-level outcomes**, such as graduation, discipline, and attendance rates, when considering school quality, with caveats and questions about the usefulness of this data.

> *Presently our graduation rates don't refer current reality of what I see as adjunct instructor nor what I see from our data collection related to ELA, math, and attendance rates. Our students are clearly struggling with basic reading, writing, and math skills as well as attending school regularly. Many of my undergraduate students are struggling to show basic proficiency in writing skills despite the fact that we have a high level of graduation rates in our state. - Educator*

> *The problem is that the suspension rates and therefore the school report card actually are not a measure of safety. The measure of safety is the number of kids referred to the office for behaviors and the multiple referrals with no intervention. Schools are focused on low suspension rates and so they keep dangerous acting out children in school when they should be sent home. We have a serious problem in our schools because children who are acting out in violent ways, undermining ways, disrespectful ways are not held accountable for their behaviors… - Parent, Educator, and Community Member*

> *A big one is attendance. I work with families [across] PreK-12th grades and many times they don't realize their kids are missing as much school as they do as they don't get the letters that they used to. - Educator*

Several respondents also considered **educator workforce** indicators such as teacher **recruitment** and **retention**, adequate **staffing,** and teacher **quality** as other important indicators of school quality.

> *I think the quality of a school also depends on the stability of staff as far as the loss of staff every year or so. It seems to me that a school with a stable and reliable staff pool are more likely to be consistent and attentive to the students. - Educator*

> *[Indicators such as] how many SPED resources are employed by the school or district, including FTE para educators and support staff. - Parent*

While some respondents agreed teacher quality was an important indicator, there was no consensus on the definition or how to measure it.

> *Teacher credentials and experience does not always equate to a quality teacher. Are teachers being taught how to provide explicit instruction to an array of students? Are teachers who have many "years" of experience being assessed on performance? - Educator*

Respondents also suggested that they hear **feedback** directly from families, community members, teachers, and students to better understand these indicators of school and educator effectiveness.

Rarely are students asked to provide input into their own schooling. If some of the most critical components of education are autonomy, enjoyment, and experience, all of which are difficult to assess with traditional assessment methods, then it would seem that student feedback would be an extremely valuable source of information. - Educator

Lastly, survey respondents also elaborated on the topic of **standardized tests**. For example, several respondents commented that while state standardized tests could be useful in some contexts (i.e., state-level tracking of focal student groups), they were problematic in assessing school quality. For example, some respondents expressed an opinion that state standardized tests are not useful for educators or families, provide skewed data within smaller schools, or are not potentially valid due to opt-out policies.

With the high number of opt-outs with state testing, standardized assessments do not show a complete picture of the quality of education in a school system. We need to look for other ways to show student learning. - School administrator

Students have different learning modalities/styles, so there should be more than just standardized assessments. – Education Policymaker

All standardized testing is based on how much a child wants to put into a test on any one day. Yet, we use it to measure success. A child who missed 40% of my class last year effected my overall scores and my school's scores. That is not fair nor accurate.– Educator and Parent

Specifically, these respondents called for more localized interim assessment data to be shared widely or measuring student growth on alternative assessments such as student work.

Student achievement measured by teacher assessment, not by high stakes testing that is not valid for many students. - Parent, community member, and educator

Schools using benchmark measures and progress monitoring is much more useful information for teachers, parents, and school leaders. – School or district administrator

Question 17: Recommendations for Systemic Accountability

When asked about their additional thoughts on accountability, open-ended survey responses centered on system-, state-, district-, and school-level recommendations. At the overall **system-level**, several respondents spoke of wanting the State of Oregon to provide more **funding for education** in order to provide quality education across the state for all students.

...[T]he lack of properly funded public schools at the state/federal level while holding schools/districts accountable for ever growing social responsibilities and shifts, is the core driver of inequity and our struggling educational system. - Educator

If the State of Oregon truly wants to support students, they need to focus on engaging families and keeping students in school by providing the school districts with the funds

and means to do it. The state needs to reevaluate how they distribute money instead of attaching funds to the attendance rate. Truancy is rampant and there are no real consequences for students or their families (aside from students not graduating) and therefore very little accountability. - Educator and Parent

The call for more funding for education was also met with a desire for **fiscal transparency** to understand how school funds are being utilized to support education, such as being used to fund "student-facing" positions or specific student groups in need.

> *It would be good to know how our school funds are being expended in districts. If they receive supports for historically underserved students, are the funds and energies being expended to help them, how, and how successful are they. - Community Member*

Several survey respondents also called for more accountability for schools, districts, and the state to provide **timely and impactful support** for students with an Individualized Education Program (IEP) and those with a 504 Plan.

> *I often support parents who have children who are very challenging. The school personnel are frustrated, the parents are frustrated and the youths are disengaged. I usually find that a 504 or IEP is in place but not being actually utilized and the school personnel are so frustrated that they actually impede the ability to utilize the 504 or IEP. [I recommend] better training on how to have an Individualized education and how to communicate with frustrated parents. - Community Member and Family Peer Support*

> *Accountability is making sure all student needs are met. [S]tudents with disabilities, diagnosis, dysregulation who are placed in a classroom of 32 with 1 teacher are NOT being supported and all students are suffering in their ability to learn when education time is taken up by one student. Until enough supports are in place, it is not conceivable to hold schools accountable with the current staffing and resources. - Educator*

> *Schools are held accountable for educating students, and students are held accountable for learning and participating in their education. However, attendance is at an all-time low, resulting in less participation in the education process and efforts. Schools and communities now have fewer methods of encouraging attendance and in holding students and families accountable for getting students to school in order to learn. Schools and communities are working hard to entice students to go to school, but enticement doesn't work for all. - Parent, Community Member, and Education Policymaker*

At the **school level**, respondents were primarily concerned about **student behavior** that creates unsafe or interrupted learning environments and **chronic absenteeism**.

> *Please listen to what educators are reporting about behaviors in their classrooms and schools. We all know the problems, yet there never seems to be any action taken by district personnel or building admins. It feels like we are being gaslighted, or at least ignored. - Educator*

I believe that one student's education should not be put above an entire class. If that student's behavior is so out of line that other students' education is now being hurt [then that student] needs to be held accountable for their actions. Currently in education it feels as if we need to cater to the one disruptive student and it is hurting the rest of the class. We need to have a way to still supply that student an equal education, but do so without disrupting the education of all the others in the class. - Parent, Educator, and Community Member

Some respondents highlighted the importance of **working with families and communities** in holding each other accountable and working together to improve student outcomes.

There should be continued strengthening of school/community relationships by creating infrastructure and systems that enable mutual engagement and input that support student learning and wellbeing. - Community Member

At the **district level**, respondents primarily called for more **accountability for administration** and leadership to support educators and students.

I am deeply tired of filling out surveys that are 100 percent ignored by my district. Parents have repeatedly asked for the same things over and over, the number one priority being transparency and better communication. We have been met with secrecy and gaslighting by district leadership. - Parent

There should be administrator accountability, where teachers can evaluate principals and other administrators based on support, efficiency, etc. - Educator

Finally, at the **state education level**, respondents suggested creating a **system of accountability** that considers a wide range of student experiences and outcomes.

Accountability systems should involve input from all stakeholders, including students, parents, teachers, and community members. This ensures that the measures of success reflect the community's values and priorities. Accountability systems should highlight and address disparities in educational outcomes among different student groups, ensuring that all students have equitable access to high-quality education. - Educator

We need more holistic measures to keep our school systems accountable besides standardized tests. These should be included but not the sole measure. They should also not be used to graduate students. They are designed to measure the effectiveness of the system. But several other measures may lead to more actionable data such as climate data, access to opportunity, college enrollment, etc. - Parent and Administrator

Conversely, respondents also requested that collecting data for these systems would not add **additional burden** on educators and students for data collection.

The state has so much data captured all year long. ODE needs to do a much better job at extracting that data for their needs rather than asking districts for more data. We need

the time (which equates to funds) for educators teaching our students. Small districts are drowning in reports, assessment and data requirements, which are the same as big districts, and cannot justify the staffing in those areas. This equates to burnout, turnover, and a huge loss for our students. All for the need of technology data statistics. - Administrator

Students designated as English learners are the most-assessed student demographic in schools. Not only do they participate in local and state assessments that other students take, but they also take the ELPA Screener when they enroll in school for the first time and they take the ELPA Summative annually until they reach a score of proficient ... Proficiency (and accountability) should be determined by multiple measures in the interim by English learner specialists in collaboration with parents and other teachers. IEP teams should, with the assistance of EL specialists, be able to make reclassification decisions. Parents should have the option of declining the ELPA Screener and opting out of the ELPA Summative. - Educator

Quantitative Analytic Plan

There were two questions where respondents selected responses using a categorical rating scale (questions 13 and 15). For each question, response frequencies and percentages were calculated for each possible categorical rating (most important, very important, somewhat important, not important, unsure/ I don't know what this means). The categorical ratings were used to identify the highest- and lowest-rated school actions (question 13) or types of information (question 15), as described in the sections that follow.

Additionally, descriptive and inferential analyses using cross tabulations and chi-square (χ^2) tests for significant differences between the observed vs. expected counts of categorical responses to questions 13 and 15 by group were conducted using three out of the nine background characteristics: Whether the respondent has a child currently attending a K-12 public school in Oregon (Question 9); Whether the respondent or anyone in their immediate family had a disability (Question 6); and Respondent role/perspective (Question 2).

Role/perspective was included in the analyses even though respondents could select multiple roles/perspectives because the data set could be limited to only those respondents who selected one role/perspective with an adequate percentage of the full sample remaining to conduct the analyses. For example, after filtering out respondents who selected more than one role/perspective, there were 908 out of the 1365 respondents in the filtered data set (or ~67% of the full sample). Table 4 shows the frequency and percentage of responses by role/perspective in the filtered data set. Member of a tribe in Oregon is not represented because there were no respondents who only selected that role/perspective. Findings based on role/perspective should be considered preliminary since they are based on a filtered sample.

Table 4. Frequency and percentage of responses by role/perspective in filtered data set where respondents who selected more than one role/perspective were removed

Role/Perspective	Frequency	Percent
Education Policymaker	8	.9
Administrator	155	17.1
Community Member	76	8.4
Parent/Caregiver	275	30.3
Educator	320	35.2
Other	74	8.1
Total	**908**	**100.0**

Cross tabulations and χ^2 tests on responses to questions 13 and 15 were <u>not</u> conducted for the other six respondent background characteristics because (a) the background questions that allowed respondents to select multiple responses make cross tabulations and chi-square tests potentially misleading unless there is large enough sample size to filter out any respondents with multiple selections (i.e., grade span; school type); and (b) for the survey background questions where there was one response allowed, the sample was overwhelmingly one response (i.e., 77% female; 90% White; 92% English as primary language) or too distributed across response categories to make appropriate interpretations (i.e., county). Responses for "Unsure/I don't know what this means" were removed pairwise prior to the cross tabulations and χ^2 tests. The results of these analyses are reported below.

Question 13: School Actions that Support Students' Success

Question 13 listed nine actions a school can do to help students succeed. Respondents were asked to rate how important they believe each of those actions is to students' success. The rating scale was categorical with options including most important, very important, somewhat important, not important, or unsure/ I don't know what this means. The question was required, but respondents could select "most important" for all options.

Figure 9 illustrates responses using a clustered bar chart by the nine actions a school can do to help students succeed (labeled a-i). In general, respondents tended to favorably rate all nine actions. After the figure, the three highest- and two lowest-rated school actions that support students' success out of the nine provided options are described with response frequencies and percentages. The three highest-rated actions were identified as very or most important by 85-95% of respondents. In comparison, the lowest-rated actions were only identified as most or very important by 68-70% of respondents—about 7 out of every 10 survey respondents.

Readers should be careful not to overinterpret findings because respondents were not forced to select between the options and rank order importance. However, option g (providing a safe, engaging school climate) and option a (supporting the development of social skills like cooperation, effective communication, and conflict resolution) were identified as 'most important' or 'very important' actions a school can take to support student success by at least 9 out of every 10 survey respondents.

Figure 9. Clustered Bar Chart Showing the Frequency of Responses by School Actions that Support Students' Success

Q13. The list highlights things a school can do to help students be successful. How important do you believe each of these things are to students' success? The school… (N=1365)

	i. provides access to school counselors	h.provides equitable access to resources that support learning (e.g., technology)	g. provides a safe, engaging school climate	f. offers technology and engineering classes	e. offers opportunities to have experiences (such as field trips)	d. offers a broad array of extracurricular activities and leadership opportunities	c. offers creative arts classes (such as art, music, drama)	b. offers advanced/accelerated academic classes	a. supports the development of social skills like cooperation, effective communication, and conflict resolution
1. Most Important	592	718	1052	382	297	343	387	315	687
2. Very Important	510	449	243	746	636	703	740	633	544
3. Somewhat Important	208	137	59	222	385	273	213	381	124
4. Not Important	44	42	8	11	45	44	24	36	10
5. Unsure/I don't know what this means	11	19	3	4	2	2	1	0	0

Three Highest-Rated School Actions (85%+ Most/Very Important)
- (option g) **Providing a safe, engaging school climate** was rated as most important by about 77% of respondents (N=1052) and another 18% rated it as very important (N=243)—94.9% cumulative percent of very and most important.

- (option a) **Supports the development of social skills like cooperation, effective communication, and conflict resolution** was rated as most important by about 50% of respondents (N=687) and another 40% rated it as very important (N=544) —90.2% cumulative percent of very and most important.

- (option h) **Provides equitable access to resources that support learning (e.g., technology**) was rated as most important by about 53% of respondents (N=718) and another 33% rated it as very important (N=449) —85.5% cumulative percent of very and most important.

Two Lowest-Rated School Actions (68-70% Most/Very Important)
- (b) **offers advanced/accelerated academic classes** was rated as most important by about 23% of respondents (N=315) and another 46% rated it as very important (N=633)—69.5% cumulative percent of very and most important.

- (e) **offers opportunities to have experiences (such as field trips)** was rated as most important by about 22% of respondents (N=297) and another 47% rated it as very important (N=636)—68.4% cumulative percent of very and most important.

Cross Tabulations & Chi-Square (χ^2) Tests

Cross tabulations and χ^2 tests were computed for categorical responses to question 13 based on three respondent background characteristics: whether the respondent has a child who currently attends a K-12 public school in Oregon (Question 9); whether the respondent themselves or someone in their immediate family has a disability (Question 6); and role/perspective selected (Question 2; filtered to include only respondents who selected one role/perspective).

The cross tabulations show the frequency and percentage of categorical responses (i.e., most important, very important, somewhat important, not important) by group (e.g., they or an immediate family member has a disability vs. those who don't). χ^2 tests are used to make inferences about the population. For example, what is the probability that there is a relationship between responses to question 13 and whether a person or an immediate family member has a disability in the larger Oregonian population? Only cross tabulations with statistically significant differences between observed and expected counts ($p < .05$) are reported below.

Do ratings vary with respect to how important different school actions are that support students' success depending on whether the respondent currently has one or more K-12 public school students in Oregon? No, respondents did not categorize the provided school actions to support students' success in significantly different ways. There were no significant χ^2 tests based on whether the respondent has a child who currently attends a K-12 public school in Oregon or not so those results are not included in this report. However, the fact that there were no statistically significant differences is a finding because it suggests current and

non-current K-12 public school caregivers/parents do not categorize school actions that support students in significantly different ways.

Do ratings vary with respect to how important different school actions are that support students' success depending on whether the respondent or an immediate family member has a disability? Yes, ratings varied for the school actions associated with options a, g, h, and i. While both groups rated these options as important, those with a disability or a family member with a disability were more likely to rate those four options as 'Most Important' more often than would be expected. Three of these options were also the highest-rated school actions across all survey respondents as noted in the previous section (options a, g, and h).

- **Supports the development of social skills like cooperation, effective communication, and conflict resolution** (option a; $\chi^2 = 8.041$, df =3, $p < .05$, N=1349)
- **Provides a safe, engaging school climate** (option g; $\chi^2 = 10.417$, df =3, $p < .05$, N=1346)
- **Provides equitable access to resources that support learning (e.g., technology)** (option h; $\chi^2 = 15.013$, df =3, $p < .01$, N=1330)
- **Provides access to school counselors** (option i; $\chi^2 = 12.146$, df =3, $p < .01$, N=1339)

Tables B.1-B.4 in Appendix B show cross tabulations with expected counts and Figures B.1-B.4 show the bar charts for Question 13 response options a, g, h, and i by disability background, respectively. Yellow highlighted cells in the tables indicate observed counts that are lower than expected counts, and green highlighted cells indicate observed counts that are higher than expected counts (differences less than 3 are not highlighted; cells with less than 5 should not be interpreted).

Based on the expected values, those respondents who indicated they or their immediate family have a disability generally selected "most important" more frequently than expected and "very important" less frequently than expected; the pattern is reversed for those who indicated no disability personally or in their immediate family. This finding should not be overinterpreted, however, because it is unclear how meaningful the difference is between "most" and "very" important. The bar charts in Figures B.1.B.4 show that the pattern of categorical responses is similar across groups such that the observed frequencies decrease across the categories from "most important" to "not important."

The five options under question 13 where there was no statistically significant relationship between the observed vs. expected categorical responses and the disability background question all focus on school-level offerings (i.e., offering advanced/accelerated academic classes, offering creative arts classes, offering a broad array of extracurricular activities and leadership opportunities, offering opportunities to have experiences, and offering technology and engineering classes). These results suggest that respondents with disabilities or who have an immediate family member with a disability believe that there are certain things that a school can do to help students be successful that are outside the typical academic or extracurricular offerings, and they tend to prioritize those things in their ratings.

Do ratings vary with respect to how important different school actions are that support students' success depending on the respondent's role or perspective? Yes, ratings varied for school actions associated with four out of the nine options under question 13 (see bulleted list below). Two of these options were also the highest-rated school actions across all survey respondents (options g and h).

- **Offers creative arts classes (such as art, music, drama)** (option c; $\chi^2 = 28.415$, df =15, $p < .05$, N=907).

- **Provides a safe, engaging school climate** (option g; $\chi^2 = 32.221$, df =15, $p < .01$, N=907).
- **Provides equitable access to resources that support learning (e.g., technology)** (option h; $\chi^2 = 30.388$, df =15, $p < .05$, N=897).
- **Provides access to school counselors** (option i; $\chi^2 = 25.909$, df =15, $p < .05$, N=901).

Tables B.5-B.8 in Appendix B show the cross tabulations with expected counts and Figures B.5-B.8 show the bar charts of observed counts for Question 13 response options c, g, h, and i by role/perspective, respectively. Yellow highlighted cells in the tables indicate observed counts that are lower than expected counts, and green highlighted cells indicate observed counts that are higher than expected counts (differences less than 3 are not highlighted; cells with less than 5 should not be interpreted).

The cross tabulations show educators for all four options tend to have observed counts greater than expected counts under the "very important" and "most important" categories. Other response patterns by role/perspective vary across the options. Other than for offering creative arts classes (option c), the bar charts show that the most common response was "most important" to the other three options and that there were similar response patterns across the roles/perspectives with the most frequently selected response being "most important," second most frequently selected being "very important," followed by "somewhat important" and "not important". Offering creative arts classes switched the order of "very important" with "most important" but the response pattern across the roles/perspectives is similar.

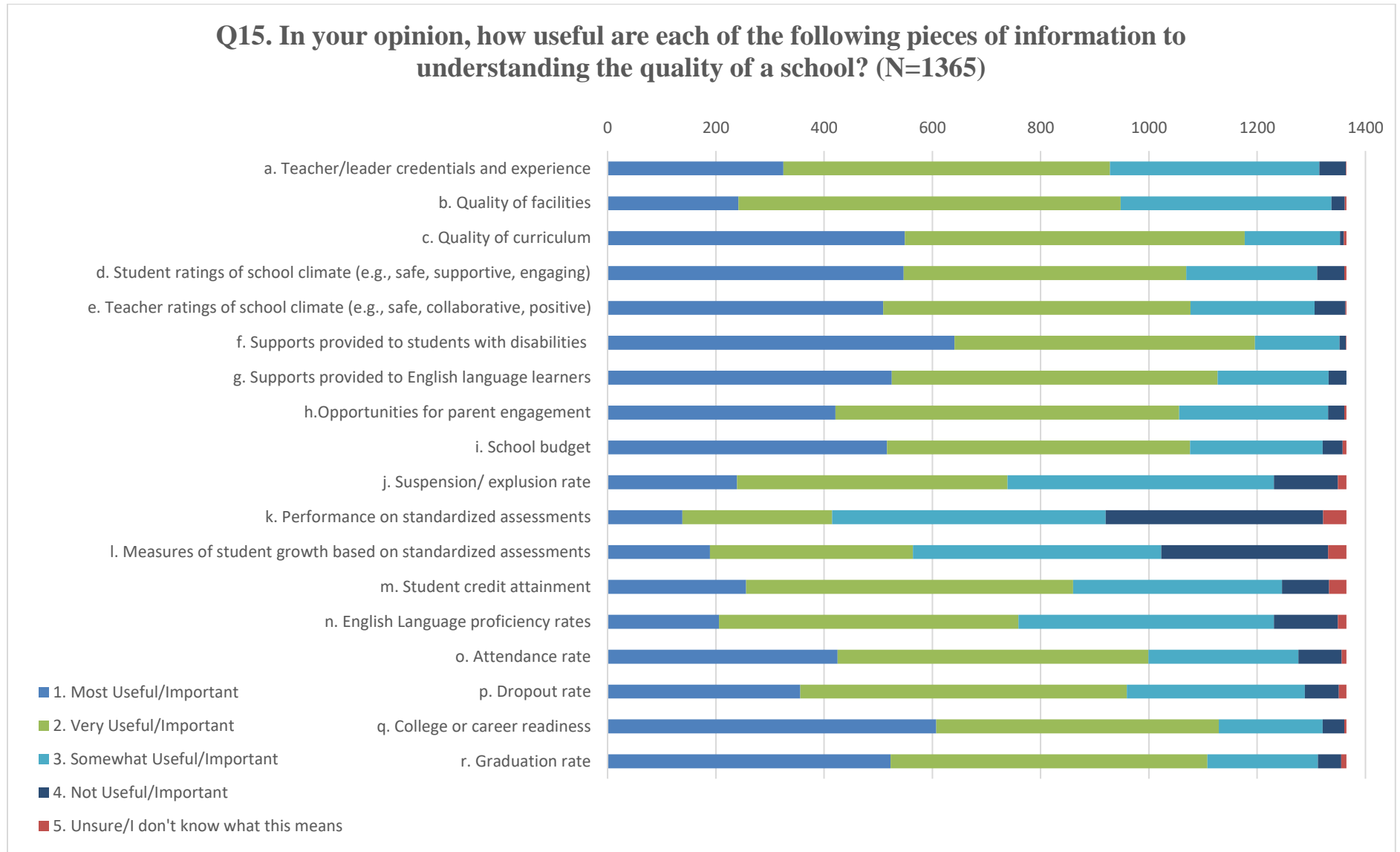**Question 15: Information to Understand School Quality**

Question 15 asked respondents to rate the usefulness of different types of information to understand how a school is doing and where improvements may be necessary. Respondents were asked to rate 18 pieces of information individually in terms of usefulness in understanding a school's quality. The rating scale was categorical with five response options including most useful/important, very useful/important, somewhat useful/important, not useful/important, or unsure/I don't know what this means. The question was required, but respondents could select "most useful/important" for all options.

Figure 10 illustrates responses using a clustered bar chart for the 18 pieces of information that could be used to understand a school's quality (labeled a-r). In contrast to responses on question 13, respondents did not tend to favorably rate all items. Two pieces of information were identified as 'not important' by about 23-30% of respondents: performance on standardized assessments (N=402; 29.5%) and measures of student growth based on standardized assessments (N=308; 22.6%). Two additional pieces of information were identified as 'not important' by about 9% of respondents: Suspension/expulsion rate (N=118; 8.6%) and English language proficiency rates (N=118; 8.6%).

The four highest-rated types of information to understand school quality were identified as very or most useful/important by 83-88% of respondents. In comparison, the lowest-rated actions were identified as most or very important by 30-40% of respondents.

Figure 10. Clustered Bar Chart Showing the Frequency of Responses by Types of Information that Inform School Quality

Q15. In your opinion, how useful are each of the following pieces of information to understanding the quality of a school? (N=1365)

Legend:
- 1. Most Useful/Important
- 2. Very Useful/Important
- 3. Somewhat Useful/Important
- 4. Not Useful/Important
- 5. Unsure/I don't know what this means

Categories:
- a. Teacher/leader credentials and experience
- b. Quality of facilities
- c. Quality of curriculum
- d. Student ratings of school climate (e.g., safe, supportive, engaging)
- e. Teacher ratings of school climate (e.g., safe, collaborative, positive)
- f. Supports provided to students with disabilities
- g. Supports provided to English language learners
- h. Opportunities for parent engagement
- i. School budget
- j. Suspension/ explusion rate
- k. Performance on standardized assessments
- l. Measures of student growth based on standardized assessments
- m. Student credit attainment
- n. English Language proficiency rates
- o. Attendance rate
- p. Dropout rate
- q. College or career readiness
- r. Graduation rate

Question 15 Survey Options and Frequency of Responses																		
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
1. Most Useful/ Important	325	242	549	547	509	641	525	421	516	239	138	189	256	206	425	356	607	523
2. Very Useful/ Important	603	706	628	522	568	555	602	635	560	500	277	375	604	553	574	603	522	585
3. Somewhat Useful/Important	387	389	176	242	229	156	205	275	245	492	505	459	386	472	277	329	192	204
4. Not Useful/ Important	49	25	7	50	57	12	33	30	37	118	402	308	87	118	80	63	40	43
5. Unsure/I don't know what this means	1	3	5	4	2	1	0	4	7	16	43	34	32	16	9	14	4	10

Four Highest-Rated Types of Information (82-88% Most/Very Important)
- (option f) **Supports provided to students with disabilities** was rated as most useful/important by about 47% of respondents (N=641) and another 41% rated it as very useful/important (N=555)—87.6% cumulative percent of very and most important.

- (option c) **Quality of curriculum** was rated as most useful/important by about 40% of respondents (N=549) and another 46% rated it as very useful/important (N=628)—86.2% cumulative percent of very and most useful.

- (option q) **College or career readiness** was rated as most useful/important by about 45% of respondents (N=607) and another 38% rated it as very useful/important (N=522)—82.7% cumulative percent of very and most useful.

- (option g) **Supports provided to English language learners** was rated as most useful/important by about 39% of respondents (N=525) and another 44% rated it as very useful/important (N=602)—82.6% cumulative percent of very and most useful.

Two Lowest-Rated Types of Information (30-41% Most/Very Important)
- (option k) **Performance on standardized assessments** was rated as most useful/important by about 10% of respondents (N=138) and another 20% rated it as very useful/important (N=277)—30.4 % cumulative percent of very and most useful.

- (option l) **Measures of student growth based on standardized assessments** was rated as most useful/important by about 14% of respondents (N=189) and another 28% rated it as very useful/important (N=375)—41.3 % cumulative percent of very and most useful.

Readers should be careful to not overinterpret these findings because respondents were not forced to select between the options and rank order importance. However, there is a clear difference in the pattern of responses on the importance of standardized assessment information (option k) and measures of student growth based on those standardized assessments (option l) for understanding school quality. In general, a significant number of respondents did not believe that standardized assessments or growth measures based on those assessments were useful/important for understanding school quality. Also, given the large percentage of respondents who identified as either having a disability or having someone in their immediate family with a disability (~36% of the survey sample), it should not be surprising that the highest-rated type of information that can be useful for understanding school quality selected was supports provided to students with disabilities (option f). The disproportionate percentage of survey respondents who either have a disability or someone in their immediate family has a disability might be one reason why standardized test scores and growth measures based on those standardized measures are so lowly rated in this survey. In other words, these findings might not generalize if a different sample was collected.

Conversely, only about 7% of the survey respondents indicated their children speak another language other than English as their primary language yet almost 83% rated supports provided to English language learners (option g) as most or very useful/important to understand school quality. Quality of curriculum (option c) and college or career readiness (option q) were also highly rated types of information.

It is difficult to meaningfully interpret why college or career readiness was highly rated, yet standardized assessment was one of the lowest-rated types of information because standardized assessments are one type of measure typically used for the purposes of indicating college or career readiness. It is possible that respondents interpreted college and career readiness more broadly as postsecondary readiness. Postsecondary readiness can include academic, career, and/or military measures, including, but not limited to, standardized assessments. For example, some states include measures of postsecondary readiness such as advanced course completion, advanced diplomas and multilingual certificates, college enrollment and remediation, industry credentials, CTE course completion, work-based learning experiences, military enlistment, etc. (see a recent WestEd 50-state analysis of postsecondary readiness indicators report for more options). More follow-up is needed to understand what respondents meant when they selected college or career readiness as an important piece of information to understand school quality.

Cross Tabulations & Chi-Square (χ^2) Tests

Cross tabulations and χ^2 tests were computed for categorical responses to the 18 options under question 15 based on the same three respondent background characteristics used with question 13. As before, only cross tabulations with statistically significant differences between observed and expected counts ($p < .05$) are reported below.

Do ratings vary with respect to how important different information is to understand school quality depending on whether the respondent currently has one or more K-12 public school students in Oregon? Yes, ratings varied for the importance of information associated with four out of the 18 options to understand school quality (see bulleted list below). One of these options—measures of student growth based on standardized assessments (option l)—was one of the two lowest-rated information to understand school quality by all survey respondents.

- **Opportunities for parent engagement** (option h; $\chi^2 = 10.552$, df =3, $p < .05$, N=1361)
- **Measures of student growth based on standardized assessments** (option l; $\chi^2 = 10.748$, df =3, $p < .05$, N=1331)
- **English Language proficiency rates** (option n; $\chi^2 = 19.714$, df =3, $p < .001$, N=1349)
- **Attendance rate** (option o; $\chi^2 = 20.247$, df =3, $p < .001$, N=1356)

Tables C.1-C.4 and Figures C.1-C.4 in Appendix C show the cross tabulations and bar charts for these four options. Yellow highlighted cells in the tables indicate observed counts that are lower than expected counts, and green highlighted cells indicate observed counts that are higher than expected counts (differences less than 3 are not highlighted; cells with less than 5 should not be interpreted).

Opportunities for parent engagement are important to both respondents with current public school students and those without; however, both groups of respondents tended to select "very important" most frequently followed by "most important" and then "somewhat important." It is difficult to know what respondents viewed as the difference between "very" and "most" important, so it is important not to overinterpret findings.

For both option l (measures of student growth based on standardized assessments) and option n (English language proficiency rates), respondents with at least one child in K-12 public school in Oregon tended to rate these pieces of information as less important than expected in comparison to those who don't currently have a child in school. Importantly, for measures of

student growth based on standardized assessments, the most frequently selected response for both those with children in public school vs. those who don't was "somewhat important," which is a different pattern than for most other options. This finding is consistent with the earlier analysis that showed that across all respondents, student growth measures were not viewed as important compared to the other school quality metrics. Interestingly, however, there was no relationship between the other lowest-rated piece of information, performance on standardized assessments (option k), and the background question about whether the respondent has a child attending a K-12 public school.

The bar chart for English language proficiency rates shows that the observed values don't follow the same pattern for those with children currently in K-12 public schools vs. those who don't. Those with children in public school right now tended to select "somewhat important" the most frequently followed by "very important"—that pattern is reversed for respondents without children currently in K-12 school in Oregon.

Those without students in school tended to select "most important" more than expected for the importance of attendance rate information, especially in comparison to those respondents who have students in public school. However, the response pattern for both groups is the same— both groups selected "very important," followed by "most important," and then "somewhat important."

Overall, those who don't currently have children attending a public K-12 school in Oregon tend to perceive opportunities for parent engagement, student growth on standardized assessments, English language proficiency rates, and attendance rates as 'most useful/important' for understanding school quality more than expected – with the opposite observed for current parents of K-12 students. It is not clear why current parents would perceive these four pieces of information differently than those who don't have current students in school; more follow-up is needed to contextualize and more fully understand these findings.

Do ratings vary with respect to how important different information is to understand school quality depending on whether the respondent or an immediate family member has a disability? Yes, ratings varied for the importance of information associated with eight out of the 18 options to understand school quality (see bulleted list below). Three of these options were also the highest-rated information to understand school quality across all survey respondents (options f, g, and q) and two were the lowest-rated (options k and l).

- **Student ratings of school climate** (option d; $\chi^2 = 8.027$, df =3, $p < .05$, N=1345)
- **Supports provided to students with disabilities** (option f; $\chi^2 = 71.543$, df =3, $p < .001$, N=1348)
- **Supports provided to English language learners** (option g; $\chi^2 = 29.050$, df =3, $p < .001$, N=1349)
- **Performance on standardized assessments** (option k; $\chi^2 = 13.098$, df =3, $p < .01$, N=1306)
- **Measures of student growth based on standardized assessments** (option l; $\chi^2 = 10.580$, df =3, $p < .05$, N=1315)
- **Student credit attainment** (option m; $\chi^2 = 13.254$, df =3, $p < 0.1$, N=1317)
- **Attendance rate** (option o; $\chi^2 = 10.259$, df =3, $p < .05$, N=1340)
- **College or career readiness** (option q; $\chi^2 = 9.288$, df =3, $p < .05$, N=1345)

Tables C.5-C.12 and Figures C.5-C.12 in Appendix C show cross tabulations and bar charts for these eight options, respectively. Yellow highlighted cells in the tables indicate observed counts that are lower than expected counts, and green highlighted cells indicate observed counts that are higher than expected counts (differences less than 3 are not highlighted; cells with less than 5 should not be interpreted).

Those who indicated either they are someone in their immediate family has a disability tended to select 'most useful/important' more frequently than expected for student ratings of school climate (option c), supports provided to students with disabilities (option f), and supports provided to English language learners (option g) and those who selected 'no' to the disability background question selected 'most useful/important' less frequently than expected. The pattern of responses by group for these three options also differs. Those who selected 'yes' to the disability question more frequently selected 'most useful/important' overall, followed by 'very useful/important.' The reverse was observed for those who selected 'no' to the disability background question—'very useful/important' was selected the most overall, followed by 'most useful/important.' It is not surprising that those with disabilities or those who have a person with a disability in their immediate family would believe student ratings of school climate and supports provided to students with disabilities or English language learners are the 'most useful/important' pieces of information about school quality.

A different pattern of responses emerges related to performance on standardized assessments (option k) and measures of student growth based on standardized assessments (option l) by disability background. Those respondents who answered 'no' to the disability background question tended to rate both performance and growth based on standardized assessments as 'most useful/important' and 'very useful/important' more than expected; the opposite was observed for those who answered 'yes' to the disability background question. They tended to select 'somewhat useful/important' and 'not useful/important' more than expected. Importantly, however, both groups selected 'somewhat useful/important' the most frequently which is why these two options were the two lowest-rated types of information overall for question 15.

Similarly, those respondents who answered 'no' to the disability background question also tended to rate both student credit attainment (option m) and attendance rate (option o) as 'most useful/important' and 'very useful/important' more than expected (and vice versa). In both groups, however, student credit attainment and attendance rate are considered 'very useful/important' more frequently than 'most useful/important'.

A slightly different pattern emerges with perspectives on the usefulness/importance of college or career readiness information. Both groups view this information as 'most important' the most frequently, but those who answered 'no' on the disability background question tended to select 'very useful/important' more than expected and the opposite for those who answered 'yes' on the disability background question.

Overall, there seems to be a preference by those who either have a disability or someone in their family with a disability for information about school quality that relates to the learning conditions and resources provided to students rather than outcome measures such as performance or growth on standardized assessments, student credit attainment, attendance rate, or college/career readiness.

Do ratings vary with respect to how important different information is to understand school quality depending on the respondent's role or perspective? Yes, ratings varied for the importance of information associated with ten out of the 18 options to understand school quality (see bulleted list below). Three of these options were also the highest-rated information to understand school quality across all survey respondents (options c, f, and g) and two were the lowest-rated (options k and l).

- **Quality of curriculum** (option c; $\chi^2 = 50.809$, df =15, $p < .001$, N=906)
- **Supports provided to students with disabilities** (option f; $\chi^2 = 35.617$, df =15, $p < .01$, N=907)
- **Supports provided to English language learners** (option g; $\chi^2 = 49.033$, df =15, $p < .001$, N=908)
- **Performance on standardized assessments** (option k; $\chi^2 = 49.374$, df =15, $p < .001$, N=875)
- **Measures of student growth based on standardized assessments** (option l; $\chi^2 = 38.889$, df =15, $p < .001$, N=882)
- **Student credit attainment** (option m; $\chi^2 = 29.928$, df =15, $p < .05$, N=890)
- **English language proficiency rates** (option n; $\chi^2 = 29.464$, df =15, $p < .05$, N=898)
- **Attendance rate** (option o; $\chi^2 = 38.816$, df =15, $p < .001$, N=902)
- **Dropout rate** (option p; $\chi^2 = 30.164$, df =15, $p < .05$, N=903)
- **Graduation rate** (option r; $\chi^2 = 31.493$, df =15, $p < .01$, N=905)

Tables C.13-C.22 and Figures C.13-C.22 in Appendix C show cross tabulations and bar charts for these ten options, respectively. Yellow highlighted cells in the tables indicate observed counts that are lower than expected counts, and green highlighted cells indicate observed counts that are higher than expected counts (differences less than 3 are not highlighted; cells with less than 5 should not be interpreted).

A respondent's role/perspective shaped their views about the usefulness and importance of information for understanding school quality. More than half of the 18 options under question 15 showed a statistically significant relationship between the option and role/perspective. We would expect differences of opinion across roles/perspectives because different roles/perspectives shape values and beliefs in known and unknown ways. For example, community members and parent/caregivers rated the quality of the curriculum 'most useful/important' more frequently than expected, and the opposite was observed for educators and administrators. Parents/caregivers and educators also frequently selected 'most useful/important' for supports provided to students with disabilities, but parents/caregivers selected that option more frequently than expected and educators selected it less frequently than expected. Almost all roles/perspectives selected 'very useful/important' related to supports provided to English language learners.

The bar graphs of observed frequencies across roles/perspectives about performance and student growth on standardized assessments show different response patterns in comparison to the other options. It is not just that these options were the two lowest-rated overall types of information across survey respondents. The additional nuance here is how unimportant educators, in particular, view both performance *and student growth* on standardized assessments for understanding school quality. It is unclear why educators and the other roles/perspectives don't think student growth on standardized assessments is a more useful/important type of information about school quality; follow-up is needed to better contextualize these findings.

Student credit attainment, attendance rate, dropout rate, and graduation rate were identified as 'very useful/important' across most roles/perspectives. In comparison, 'somewhat useful/important' was selected often for English language proficiency rates, though community members and others tended to select 'most' and 'very' more than expected.

Overall, there seems to be a preference across roles/perspectives for information about inputs and processes that shape certain student outcomes as markers of school quality. There is less of a belief in the usefulness/importance of standardized student achievement outcomes and growth measures, but there is interest in other systems-level outcomes such as student credit attainment, attendance rate, dropout rate, and graduation rate.

Summary of Findings

In support of fulfilling HB 2656, the purpose of this survey was to collect information about how Oregonians view their K-12 public school system and use the resulting information to re-imagine how ODE might expand or revise the education accountability framework to better support and improve Oregon's public schools. The desire was to collect a diverse and varied set of perspectives to ensure results from the survey reflect voices from across the state. While the survey reflects about 1,360 voices from across the state, there are some limitations in terms of the diversity of respondents and there was an overrepresentation of voices reflective of those with or having students with disabilities.

Responses to the survey questions show that **stakeholders share some broad goals for the K-12 public education system in Oregon**. These include, but are not limited to:

- Preparing students to be active, productive, and civically engaged citizens who contribute to their communities.
- Providing students with learning opportunities and preparation for career and/or college post-secondary pathways. These learning opportunities should include core academic content and skills, as well as applied skills, such as financial literacy, and professional/transferable skills such as critical thinking, collaboration, and self-management, to navigate the world after high school and be successful in their post-secondary endeavors.

These broad goals can be used as the basis for expanding or revising the education accountability framework in Oregon because they illustrate what Oregonians value.

Findings from this survey suggest ODE consider **including other measures of school quality** in its accountability system. Respondents were clear that they value **information that goes beyond standardized test status and growth data** when thinking about what supports student success and provides insight into a school's quality. Some specific measures of school quality identified by respondents include, but are not limited to:

- Indicators that reflect school features, inputs, or conditions such as school climate surveys, supports offered to students with disabilities and English language learners, the teaching of durable skills such as critical thinking, collaboration, self-management, and communication, and equitable access to resources that support learning (e.g., technology).

At the same time, respondents also requested that collecting information on a broad array of inputs and processes that shape student outcomes and reflect on a school's quality **would not add additional burden** on educators and students for data collection. ODE already collects and reports on a broad range of information about school and district quality that could potentially

fulfill these purposes without additional data collection, depending on whether the information would be used in the formal accountability system or just for state reporting and support purposes. For example, among other potential sources of information, the SEED Survey and Student Health Survey provide insight into school climate, student belonging, access to resources and support, etc.

Respondents to this survey also **downplayed the importance of standardized test scores and growth measures based on standardized test scores as key indicators of school quality.** There are likely many reasons for this perspective, including that **almost 40% of this survey was completed by individuals who indicated they either have a disability or someone in their immediate family has a disability**. It may be the case that this group does not find value in standardized test scores or test-based growth metrics that tell them what they already know—their student is struggling academically in school. Instead, this group tended to prioritize school actions related to the learning conditions and resources provided to students rather than outcome measures. Those who completed the survey who indicated neither they nor someone in their immediate family has a disability tended to respond to questions about the value of standardized test scores and test-based growth metrics in a more nuanced way—where the information was useful/ valuable as one source of information.

Another reason why respondents to this survey may have generally downplayed the importance of standardized test scores and test-based growth metrics is a concern noted in the written comments about the quality of the data if there are high opt-out rates and a fundamental misunderstanding about the intended purpose and use of state test scores. For example, open responses indicate that some educators were disillusioned with standardized tests because they assumed they should provide information that a teacher can use to adjust their instruction during the year, but that belies a misunderstanding about how state (and almost all commercial interim) tests are designed and reported. **The state may want to increase efforts to communicate widely with parents, community members, and educators that the primary purpose of state testing is to evaluate school quality and student group performance trends over time for equity and monitoring purposes**; whereas classroom assessments are intended to inform instruction on a daily, weekly, and monthly basis. This may reduce some of the confusion and apprehension about standardized test scores and test-based growth metrics as federally required components of school accountability systems.

Overall, findings from this survey could inform the accountability redesign, including the expansion of indicators used to identify schools for support or commendation. Requirements from the *Every Student Succeeds Act* (ESSA) specify that the accountability system must produce certain designations with certain indicators and use certain methods. However, states have significant flexibility in how the indicators are combined (if at all) to produce designations and any weighting applied. **Findings from this survey suggest that the state consider lowering the weight or emphasis placed on the academic achievement and growth indicators in the state and/or federal accountability system.**

The survey is part of an initial step in gathering stakeholder perspectives on Oregon's school accountability system. **Future steps could include hiring an external group to facilitate and run an advisory committee made up of technical experts and education leaders from across the state** to develop a set of guiding principles and recommendations that provide more detailed information and guidance at the indicator level, relative to overall system design characteristics (aggregation methods; performance expectations; identifications/designations), and operational definitions/business rules. These important decisions would allow

ODE to move from stakeholder input to design and implementation within state and federal legislative constraints. In particular, **the state will need additional input from technical advisors and other constituents on what flexibilities are present in federal vs. state accountability systems, as well as the tensions and tradeoffs related to adding other measures of school quality into the state's accountability system** given the potential for unintended negative consequences, the quality of information needed, and the technical requirements under federal law (i.e., indicators used to influence support designations must be valid, reliable, and comparable statewide).

In conclusion, the purpose of this survey was to collect varied and representative viewpoints from Oregonians on what they value in a K-12 public school system. The information gleaned from the survey responses and comments provides initial insight into what is valued and how the state might expand or revise the education accountability framework to better support and improve Oregon's public schools. **Future work should continue to build upon this information to build out indicator and system design recommendations that reflect these perspectives as well as invite other perspectives into the conversation.**

References

Maxwell, J. A. (2005) Qualitative research design: An interactive approach (2nd ed.). Thousand Oakes, CA: Sage.

Miles, M. B. & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook (2nd ed.) Thousand Oaks, CA: Sage Publications.

Appendix A: Accountability Survey Form

Welcome and thank you for your interest in taking this survey! We hope to learn about how Oregonians view our K-12 public school system and use the information to re-imagine how we support and improve Oregon's public schools. Your voice and opinion matters. Diverse and varied participation will help to ensure data from this survey reflects voices from across the state. These perspectives will be synthesized into shared values that can help define an accountability framework that best represents and actualizes those values.

This survey is intended for parents/caregivers, community members, school and district staff, policymakers, and other adult Oregonians. If you are a K-12 student, please do not complete the survey. Students are engaged through other channels.

As you take the survey, keep in mind that public schools across the state vary greatly. Some are small, others large. Some operate virtually or as public charter schools, while others are alternative schools. Please consider your experiences, your community, and where you live when responding to the survey questions.

All responses will be kept confidential. This survey is anonymous. However, a limited number of researchers will have access to your responses for analysis and synthesis.

Background/Demographics

[*Indicates a required question]

1. Are you a current K-12 student?* [Yes; No]

2. Which of the following describes your role or perspective? Select all that apply.*
   a. Parent/Caregiver
   b. Educator
   c. Community member
   d. School or district administrator
   e. Member of a Tribe in Oregon
   f. Education Policymaker
   g. [other:_____]

3. What race(s) or ethnicity do you identify with? Select all that apply.
   a. Hispanic/Latino/a/x
   b. American Indian/Alaska Native
   c. Asian
   d. Black/African American
   e. Native Hawaiian/Pacific Islander
   f. White

g. [other:_____]

4. What gender do you identify with?
    a. Female
    b. Male
    c. Non-binary
    d. Another gender

5. Where do you live in Oregon? Select the county.

6. Do you or does anyone in your immediate family have a disability? [Yes; No]

7. Do you or your children (if applicable) speak a language other than English as your primary language? [Yes; No]

8. If you are completing this as part of your work, or from the perspective of your organization, what organization do you work for?
    a. [OPEN RESPONSE]

9. Do you currently have a child attending a K-12 public school in Oregon?* [Yes; No]

10. What grade level are your children currently in? If you have multiple children, select all that apply. If your children are currently transitioning between grade levels, select the level they were most recently enrolled in.
    a. Kindergarten, Grade 1, or Grade 2
    b. Grades 3-5
    c. Grades 6-8
    d. Grades 9-12
    e. Transitions/Adult Education

11. What type of school do your children currently (or most recently) attend? Select all that apply.*
    a. Traditional public school (primarily in person)
    b. Traditional public school (primarily online/virtual)
    c. Charter school (primarily in person)
    d. Charter school (primarily online/virtual)
    e. Alternative school or program (primarily in person)
    f. Alternative school or program (primarily online/virtual)
    g. [other:_____]

Public School Accountability

12. What should an Oregon K-12 public school education prepare students to do?*
    a. [OPEN RESPONSE]

13. The list below highlights things a school can do to help students be successful. **How important do you believe each of these things are to students' success?** [Not important, Somewhat important, Important, Very important, I don't know what this means]*

    The school:
    a. supports the development of social skills like cooperation, effective communication, and conflict resolution
    b. offers advanced/accelerated academic classes
    c. offers creative arts classes (such as art, music, drama)
    d. offers a broad array of extracurricular activities and leadership opportunities
    e. offers opportunities to have experiences (such as field trips)
    f. offers technology and engineering classes
    g. provides a safe, engaging school climate
    h. provides equitable access to resources that support learning (e.g., technology)
    i. provides access to school counselors

14. Are there other important things schools can do to help students be successful, beyond what was mentioned above?
    a. [OPEN RESPONSE]

15. There are different types of information you can look at to see how a school is doing and where improvements may be necessary. In your opinion, **how useful are each of the following pieces of information to understanding the quality of a school**? [Not important, Somewhat important, Important, Very important, I don't know what this means]*
    a. Teacher/leader credentials and experience
    b. Quality of facilities
    c. Quality of curriculum
    d. Student ratings of school climate (e.g., safe, supportive, engaging)
    e. Teacher ratings of school climate (e.g., safe, collaborative, positive)
    f. Supports provided to students with disabilities
    g. Supports provided to English language learners
    h. Opportunities for parent engagement
    i. School budget

j. Suspension/expulsion rate
k. Performance on standardized assessments
l. Measures of student growth based on standardized assessments
m. Student credit attainment
n. English Language proficiency rates
o. Attendance rate
p. Dropout rate
q. College or career readiness
r. Graduation rate

16. Are there other important ways to understand the quality of a school that were not listed above?
   a. [OPEN RESPONSE]

Additional Feedback

17. Is there anything else that you would like to share with us?
   a. [OPEN RESPONSE]

Appendix B: Cross Tabulations & Bar Charts for Question 13

By Disability Background Question

Table B.1. Cross tab for question 13 response option a (supports the development of social skills like cooperation, effective communication, and conflict resolution) by disability background question 6 (0=no; 1=yes)

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Disability Recoded	0	Count	418	341	90	5	854
		Expected Count	429.8	341.2	76.6	6.3	854.0
		% within DisabilityRecoded	48.9%	39.9%	10.5%	0.6%	100.0%
		% within DevelopmentSocialSkills	61.6%	63.3%	74.4%	50.0%	63.3%
	1	Count	261	198	31	5	495
		Expected Count	249.2	197.8	44.4	3.7	495.0
		% within DisabilityRecoded	52.7%	40.0%	6.3%	1.0%	100.0%
		% within DevelopmentSocialSkills	38.4%	36.7%	25.6%	50.0%	36.7%
Total		Count	679	539	121	10	1349
		% within DisabilityRecoded	50.3%	40.0%	9.0%	0.7%	100.0%

Figure B.1. Bar chart for question 13 response option a (supports the development of social skills like cooperation, effective communication, and conflict resolution) by disability background question 6 (0=no; 1=yes)

Table B.2. Cross tab for question 13 response option g (Provides a safe, engaging school climate) by disability background question 6 (0=no; 1=yes)

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Disability Recoded	0	Count	641	171	34	6	852
		Expected Count	660.8	150.0	36.1	5.1	852.0
		% within DisabilityRecoded	75.2%	20.1%	4.0%	0.7%	100.0%
		% within ProvidesSafeEngaging	61.4%	72.2%	59.6%	75.0%	63.3%
	1	Count	403	66	23	2	494
		Expected Count	383.2	87.0	20.9	2.9	494.0
		% within DisabilityRecoded	81.6%	13.4%	4.7%	0.4%	100.0%
		% within ProvidesSafeEngaging	38.6%	27.8%	40.4%	25.0%	36.7%
Total		Count	1044	237	57	8	1346
		% within DisabilityRecoded	77.6%	17.6%	4.2%	0.6%	100.0%

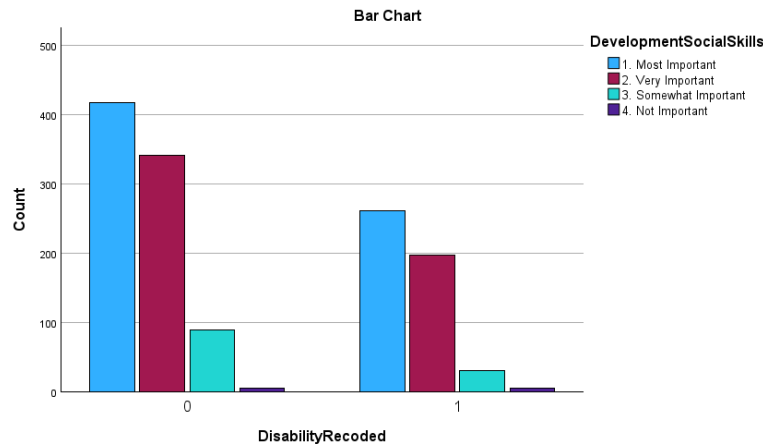*Figure B.2.* Bar chart for question 13 response option g (Provides a safe, engaging school climate) by disability background question 6 (0=no; 1=yes)

Table B.3. Cross tab for question 13 response option h (Provides equitable access to resources that support learning (e.g., technology)) by disability background question 6 (0=no; 1=yes)

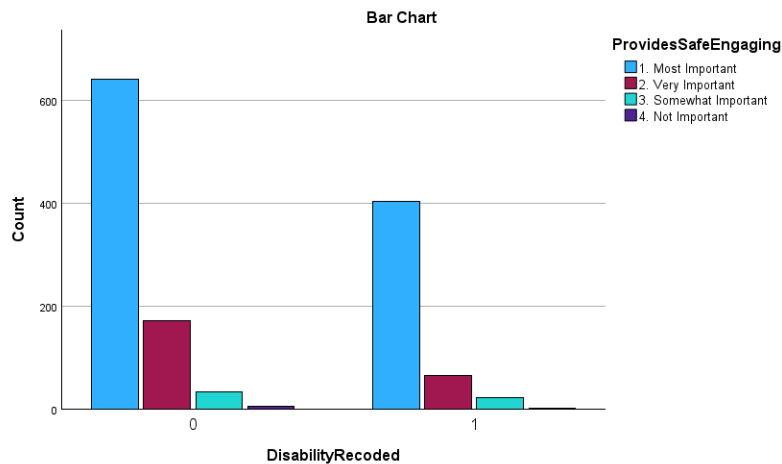|			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Disability Recoded	0	Count	423	301	97	21	842
		Expected Count	450.8	280.5	85.5	25.3	842.0
		% within DisabilityRecoded	50.2%	35.7%	11.5%	2.5%	100.0%
		% within ProvidesAccessResources	59.4%	67.9%	71.9%	52.5%	63.3%
	1	Count	289	142	38	19	488
		Expected Count	261.2	162.5	49.5	14.7	488.0
		% within DisabilityRecoded	59.2%	29.1%	7.8%	3.9%	100.0%
		% within ProvidesAccessResources	40.6%	32.1%	28.1%	47.5%	36.7%
Total		Count	712	443	135	40	1330
		% within DisabilityRecoded	53.5%	33.3%	10.2%	3.0%	100.0%

Figure B.3. Bar chart for question 13 response option h (Provides equitable access to resources that support learning (e.g., technology)) by disability background question 6 (0=no; 1=yes)

Table B.4. Cross tab for question 13 response option i (Provides access to school counselors) by disability background question 6 (0=no; 1=yes)

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Disability Recoded	0	Count	352	328	145	21	846
		Expected Count	371.5	321.0	127.6	25.9	846.0
		% within DisabilityRecoded	41.6%	38.8%	17.1%	2.5%	100.0%
		% within ProvidesAccessCounselors	59.9%	64.6%	71.8%	51.2%	63.2%
	1	Count	236	180	57	20	493
		Expected Count	216.5	187.0	74.4	15.1	493.0
		% within DisabilityRecoded	47.9%	36.5%	11.6%	4.1%	100.0%
		% within ProvidesAccessCounselors	40.1%	35.4%	28.2%	48.8%	36.8%
Total		Count	588	508	202	41	1339
		% within DisabilityRecoded	43.9%	37.9%	15.1%	3.1%	100.0%

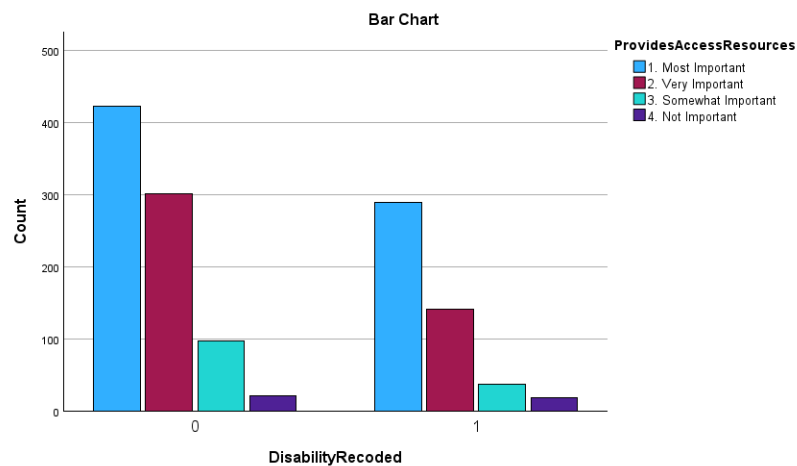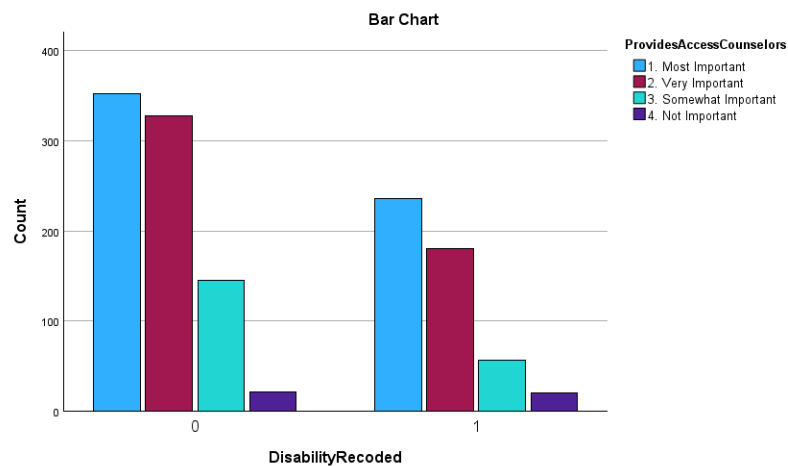*Figure B.4.* Bar chart for question 13 response option i (Provides access to school counselors) by disability background question 6 (0=no; 1=yes)

By Role/Perspective

Table B.5. Cross tab for question 13 response option c (offers creative arts classes such as art, music, drama) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	2	5	1	0	8
		Expected Count	2.3	4.3	1.3	.2	8.0
		% within RoleRecoded	25.0%	62.5%	12.5%	0.0%	100.0%
		% within OffersArts	0.8%	1.0%	0.7%	0.0%	0.9%
	Administrator	Count	39	80	33	3	155
		Expected Count	44.6	82.5	24.6	3.2	155.0
		% within RoleRecoded	25.2%	51.6%	21.3%	1.9%	100.0%
		% within OffersArts	14.9%	16.6%	22.9%	15.8%	17.1%
	Community Member	Count	19	37	14	6	76
		Expected Count	21.9	40.5	12.1	1.6	76.0
		% within RoleRecoded	25.0%	48.7%	18.4%	7.9%	100.0%
		% within OffersArts	7.3%	7.7%	9.7%	31.6%	8.4%
	Parent/ Caregiver	Count	86	140	42	6	274
		Expected Count	78.8	145.9	43.5	5.7	274.0
		% within RoleRecoded	31.4%	51.1%	15.3%	2.2%	100.0%
		% within OffersArts	33.0%	29.0%	29.2%	31.6%	30.2%
	Educator	Count	100	179	39	2	320
		Expected Count	92.1	170.4	50.8	6.7	320.0
		% within RoleRecoded	31.3%	55.9%	12.2%	0.6%	100.0%
		% within OffersArts	38.3%	37.1%	27.1%	10.5%	35.3%
	Other	Count	15	42	15	2	74
		Expected Count	21.3	39.4	11.7	1.6	74.0
		% within RoleRecoded	20.3%	56.8%	20.3%	2.7%	100.0%
		% within OffersArts	5.7%	8.7%	10.4%	10.5%	8.2%
Total		Count	261	483	144	19	907

	% within RoleRecoded	28.8%	53.3%	15.9%	2.1%	100.0%

Figure B.5. Bar chart for question 13 response option c (offers creative arts classes such as art, music, drama) by role/perspective using filtered data set with only respondents who selected one role/perspective

Table B.6. Cross tab for question 13 response option g (provides a safe, engaging school climate) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	7	1	0	0	8
		Expected Count	6.1	1.5	.3	.1	8.0
		% within RoleRecoded	87.5%	12.5%	0.0%	0.0%	100.0%
		% within ProvidesSafeEngaging	1.0%	0.6%	0.0%	0.0%	0.9%
	Administrator	Count	130	20	5	0	155
		Expected Count	117.9	29.7	6.3	1.0	155.0
		% within RoleRecoded	83.9%	12.9%	3.2%	0.0%	100.0%
		% within ProvidesSafeEngaging	18.8%	11.5%	13.5%	0.0%	17.1%
	Community Member	Count	47	21	6	1	75
		Expected Count	57.1	14.4	3.1	.5	75.0
		% within RoleRecoded	62.7%	28.0%	8.0%	1.3%	100.0%
		% within ProvidesSafeEngaging	6.8%	12.1%	16.2%	16.7%	8.3%
	Parent/ Caregiver	Count	196	58	18	3	275
		Expected Count	209.2	52.8	11.2	1.8	275.0
		% within RoleRecoded	71.3%	21.1%	6.5%	1.1%	100.0%
		% within ProvidesSafeEngaging	28.4%	33.3%	48.6%	50.0%	30.3%
	Educator	Count	253	61	6	0	320
		Expected Count	243.4	61.4	13.1	2.1	320.0
		% within RoleRecoded	79.1%	19.1%	1.9%	0.0%	100.0%
		% within ProvidesSafeEngaging	36.7%	35.1%	16.2%	0.0%	35.3%
	Other	Count	57	13	2	2	74
		Expected Count	56.3	14.2	3.0	.5	74.0
		% within RoleRecoded	77.0%	17.6%	2.7%	2.7%	100.0%
		% within ProvidesSafeEngaging	8.3%	7.5%	5.4%	33.3%	8.2%
Total		Count	690	174	37	6	907
		% within RoleRecoded	76.1%	19.2%	4.1%	0.7%	100.0%

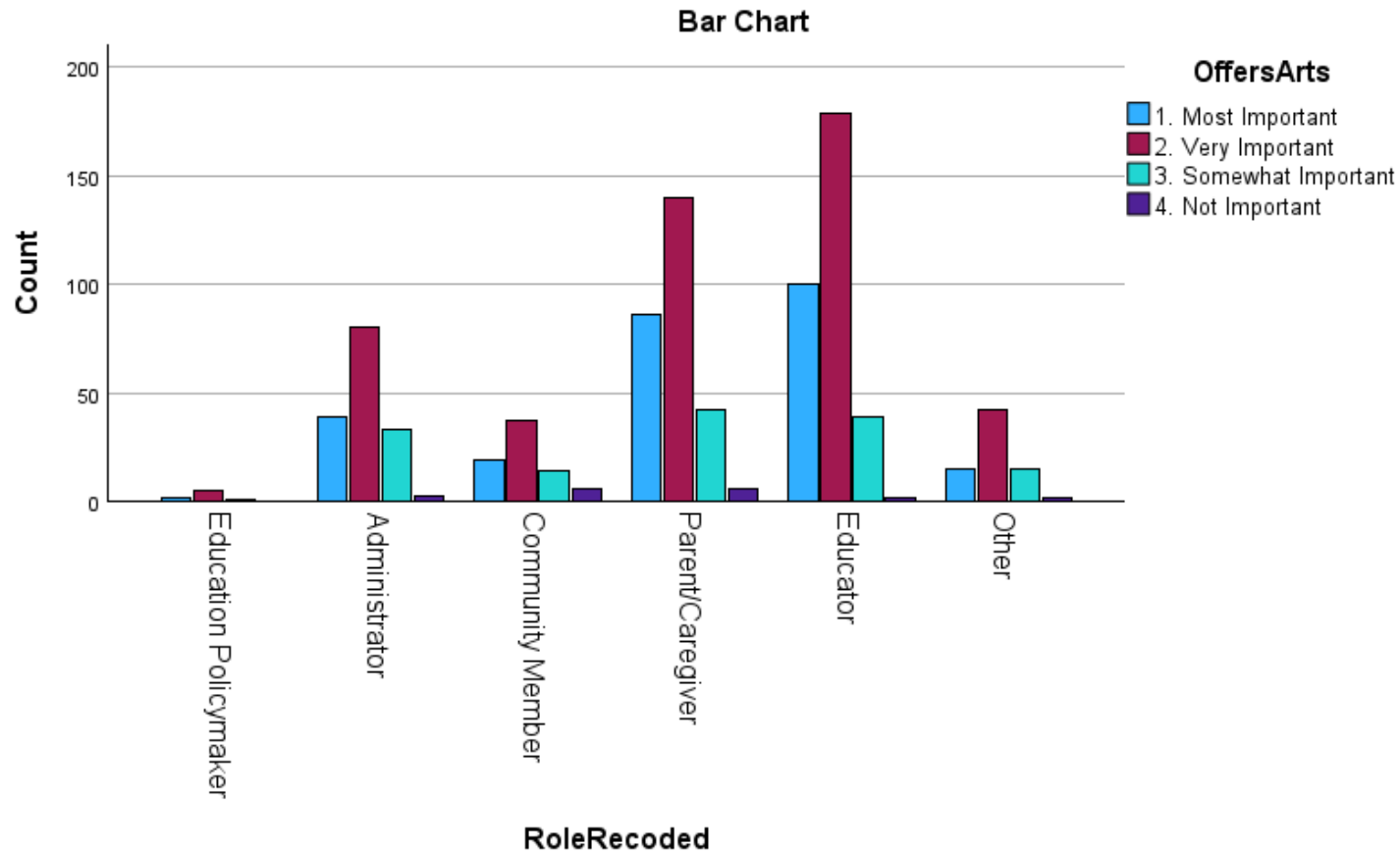*Figure B.6.* Bar chart for question 13 response option g (provides a safe, engaging school climate) by role/perspective using filtered data set with only respondents who selected one role/perspective
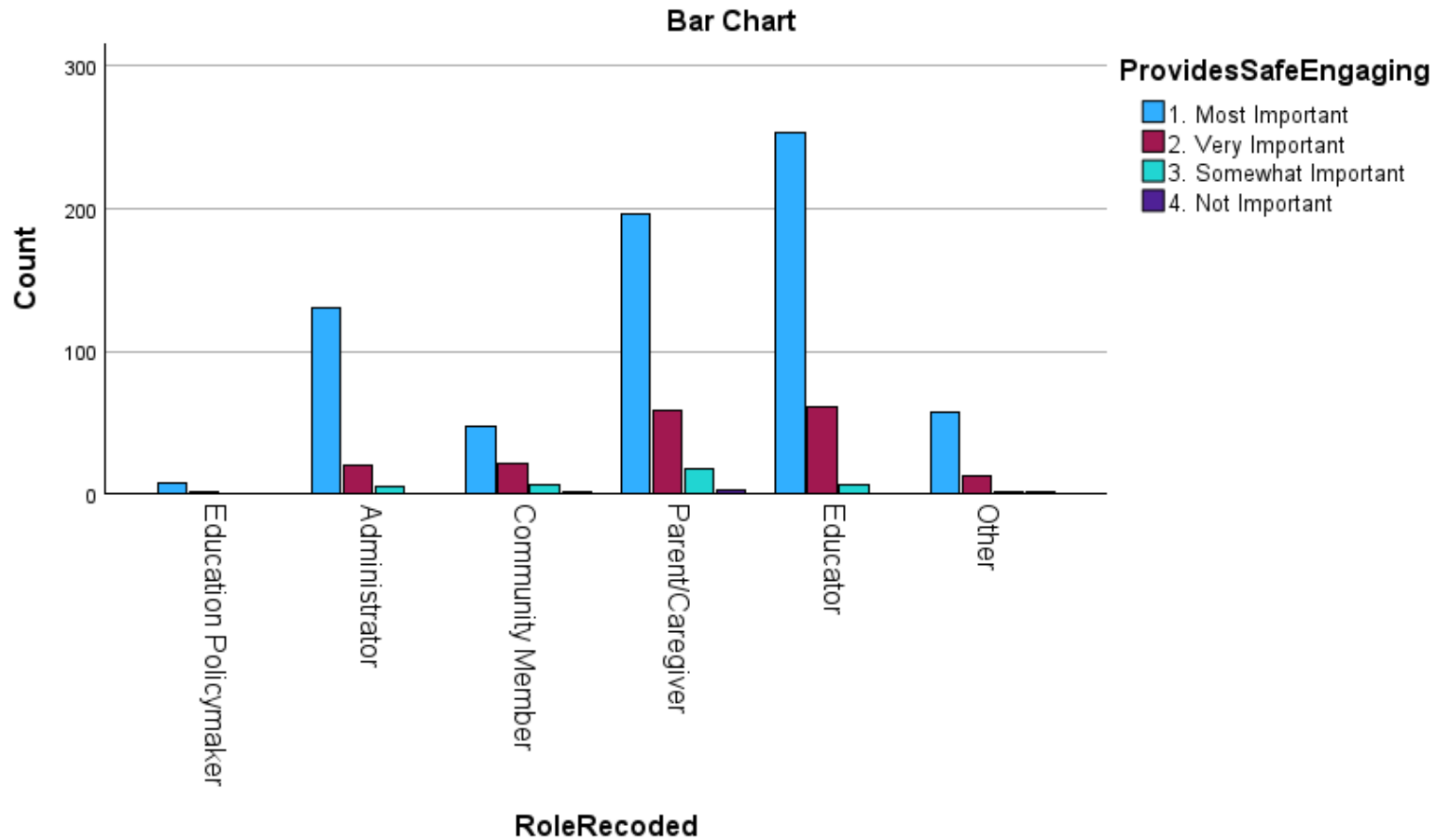
Table B.7. Cross tab for question 13 response option h (provides equitable access to resources that support learning such as technology) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	2	5	1	0	8
		Expected Count	2.3	4.3	1.3	.2	8.0
		% within RoleRecoded	25.0%	62.5%	12.5%	0.0%	100.0%
		% within ProvidesAccessResources	0.8%	1.0%	0.7%	0.0%	0.9%
	Administrator	Count	39	80	33	3	155
		Expected Count	44.6	82.5	24.6	3.2	155.0
		% within RoleRecoded	25.2%	51.6%	21.3%	1.9%	100.0%
		% within ProvidesAccessResources	14.9%	16.6%	22.9%	15.8%	17.1%
	Community Member	Count	19	37	14	6	76
		Expected Count	21.9	40.5	12.1	1.6	76.0
		% within RoleRecoded	25.0%	48.7%	18.4%	7.9%	100.0%
		% within ProvidesAccessResources	7.3%	7.7%	9.7%	31.6%	8.4%
	Parent/ Caregiver	Count	86	140	42	6	274
		Expected Count	78.8	145.9	43.5	5.7	274.0
		% within RoleRecoded	31.4%	51.1%	15.3%	2.2%	100.0%
		% within ProvidesAccessResources	33.0%	29.0%	29.2%	31.6%	30.2%
	Educator	Count	100	179	39	2	320
		Expected Count	92.1	170.4	50.8	6.7	320.0
		% within RoleRecoded	31.3%	55.9%	12.2%	0.6%	100.0%
		% within ProvidesAccessResources	38.3%	37.1%	27.1%	10.5%	35.3%
	Other	Count	15	42	15	2	74
		Expected Count	21.3	39.4	11.7	1.6	74.0
		% within RoleRecoded	20.3%	56.8%	20.3%	2.7%	100.0%
		% within ProvidesAccessResources	5.7%	8.7%	10.4%	10.5%	8.2%
Total		Count	261	483	144	19	907
		% within RoleRecoded	28.8%	53.3%	15.9%	2.1%	100.0%

Figure B.7. Bar chart for question 13 response option h (provides equitable access to resources that support learning such as technology) by role/perspective using filtered data set with only respondents who selected one role/perspective
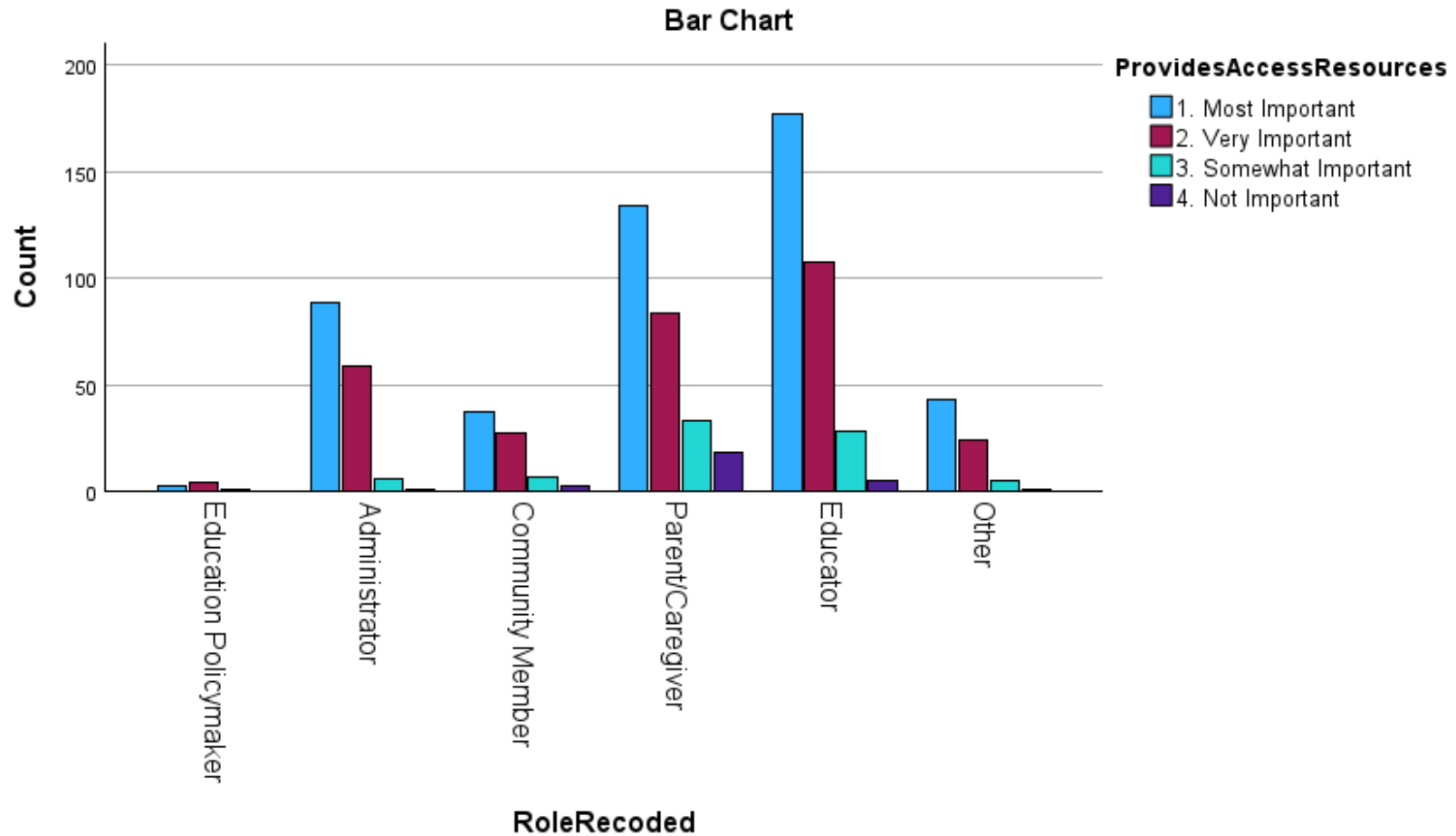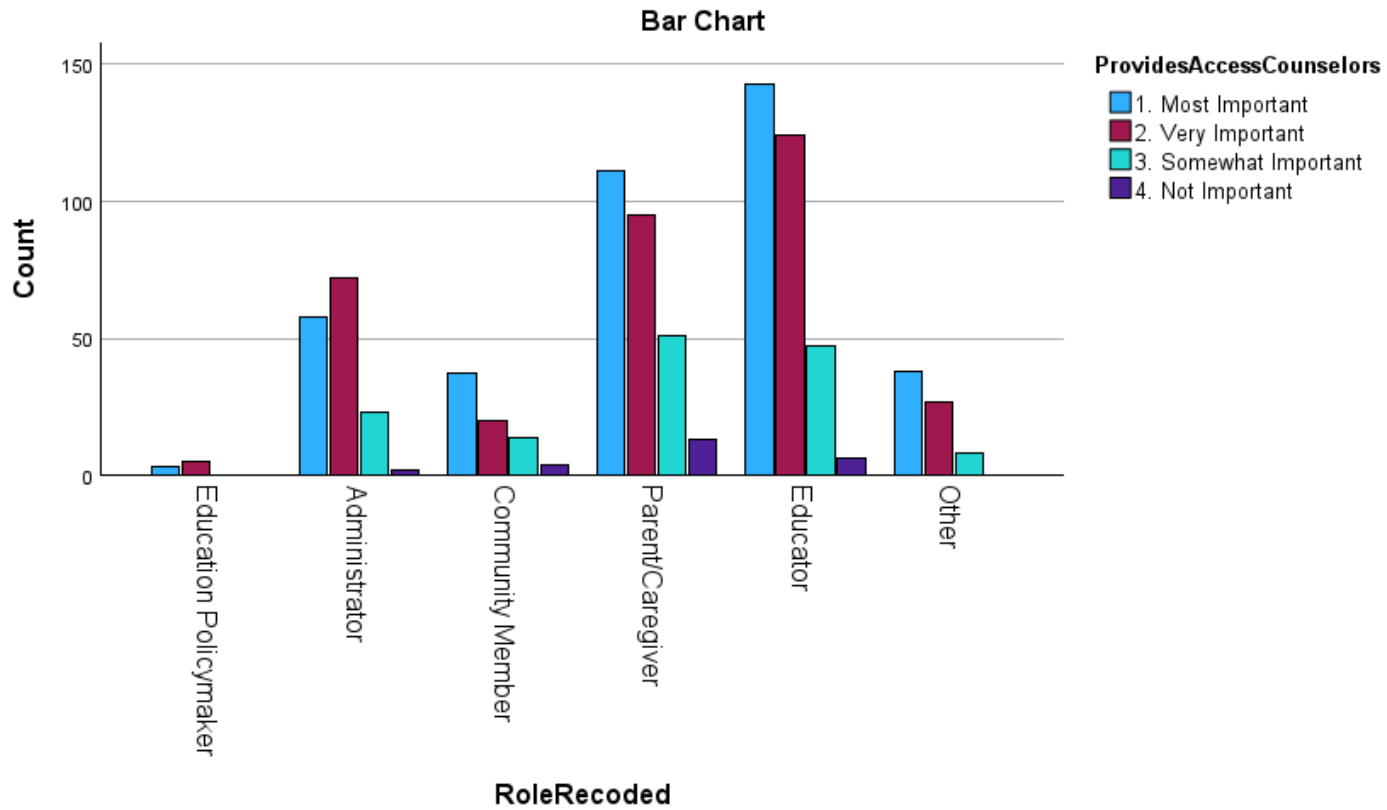
Table B.8. Cross tab for question 13 response option i (provides access to school counselors) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	3	5	0	0	8
		Expected Count	3.5	3.0	1.3	.2	8.0
		% within RoleRecoded	37.5%	62.5%	0.0%	0.0%	100.0%
		% within ProvidesAccessCounselors	0.8%	1.5%	0.0%	0.0%	0.9%
	Administrator	Count	58	72	23	2	155
		Expected Count	67.1	59.0	24.6	4.3	155.0
		% within RoleRecoded	37.4%	46.5%	14.8%	1.3%	100.0%
		% within ProvidesAccessCounselors	14.9%	21.0%	16.1%	8.0%	17.2%
	Community Member	Count	37	20	14	4	75
		Expected Count	32.5	28.6	11.9	2.1	75.0
		% within RoleRecoded	49.3%	26.7%	18.7%	5.3%	100.0%
		% within ProvidesAccessCounselors	9.5%	5.8%	9.8%	16.0%	8.3%
	Parent/ Caregiver	Count	111	95	51	13	270
		Expected Count	116.9	102.8	42.9	7.5	270.0
		% within RoleRecoded	41.1%	35.2%	18.9%	4.8%	100.0%
		% within ProvidesAccessCounselors	28.5%	27.7%	35.7%	52.0%	30.0%
	Educator	Count	143	124	47	6	320
		Expected Count	138.5	121.8	50.8	8.9	320.0
		% within RoleRecoded	44.7%	38.8%	14.7%	1.9%	100.0%
		% within ProvidesAccessCounselors	36.7%	36.2%	32.9%	24.0%	35.5%
	Other	Count	38	27	8	0	73
		Expected Count	31.6	27.8	11.6	2.0	73.0
		% within RoleRecoded	52.1%	37.0%	11.0%	0.0%	100.0%
		% within ProvidesAccessCounselors	9.7%	7.9%	5.6%	0.0%	8.1%
Total		Count	390	343	143	25	901
		% within RoleRecoded	43.3%	38.1%	15.9%	2.8%	100.0%

Figure B.8. Bar chart for question 13 response option i (provides access to school counselors) by role/perspective using filtered data set with only respondents who selected one role/perspective

By Child Attending K-12 Public School Background Question

Table C.1. Cross tab for question 15 response option h (Opportunities for parent engagement) by whether the respondent has a child who currently attends a K-12 public school in Oregon (1=yes; 0=no)

			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Public Recoded	0	Count	222	303	118	20	663
		Expected Count	205.1	309.3	134.0	14.6	663.0
		% within PublicRecoded	33.5%	45.7%	17.8%	3.0%	100.0%
		% within OpportunitiesParentEng	52.7%	47.7%	42.9%	66.7%	48.7%
	1	Count	199	332	157	10	698
		Expected Count	215.9	325.7	141.0	15.4	698.0
		% within PublicRecoded	28.5%	47.6%	22.5%	1.4%	100.0%
		% within OpportunitiesParentEng	47.3%	52.3%	57.1%	33.3%	51.3%
Total		Count	421	635	275	30	1361
		% within PublicRecoded	30.9%	46.7%	20.2%	2.2%	100.0%

Figure C.1. Bar chart for question 15 response option h (Opportunities for parent engagement) by whether the respondent has a child who currently attends a K-12 public school in Oregon (1=yes; 0=no)

Table C.2. Cross tab for question 15 response option l (Measures of student growth based on standardized assessments) by whether the respondent has a child who currently attends a K-12 public school in Oregon (1=yes; 0=no)

			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Public Recoded	0	Count	108	195	203	147	653
		Expected Count	92.7	184.0	225.2	151.1	653.0
		% within PublicRecoded	16.5%	29.9%	31.1%	22.5%	100.0%
		% within MeasuresGrowthTests	57.1%	52.0%	44.2%	47.7%	49.1%
	1	Count	81	180	256	161	678
		Expected Count	96.3	191.0	233.8	156.9	678.0
		% within PublicRecoded	11.9%	26.5%	37.8%	23.7%	100.0%
		% within MeasuresGrowthTests	42.9%	48.0%	55.8%	52.3%	50.9%
Total		Count	189	375	459	308	1331
		% within PublicRecoded	14.2%	28.2%	34.5%	23.1%	100.0%

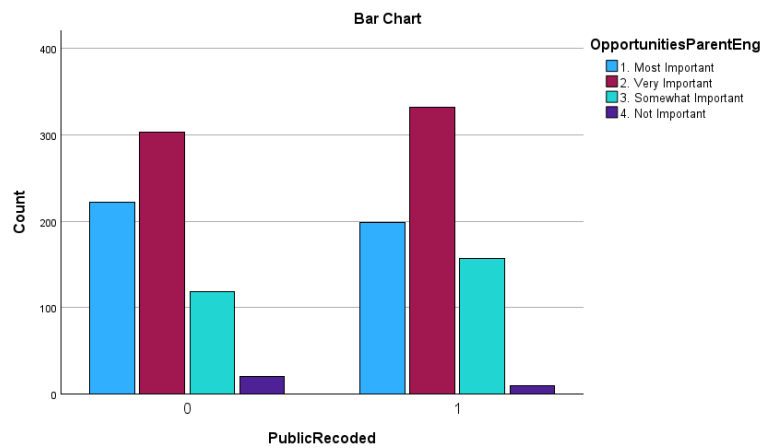*Figure C.2.* Bar chart for question 15 response option l (Measures of student growth based on standardized assessments) by whether the respondent has a child who currently attends a K-12 public school in Oregon (1=yes; 0=no)

Table C.3. Cross tab for question 15 response option n (English language proficiency rates) by whether the respondent has a child who currently attends a K-12 public school in Oregon (1=yes; 0=no)

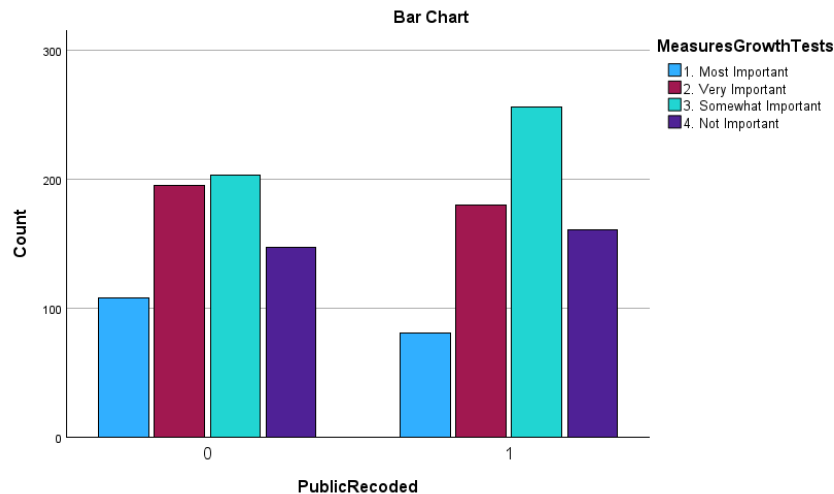|			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Public Recoded	0	Count	113	297	198	49	657
		Expected Count	100.3	269.3	229.9	57.5	657.0
		% within PublicRecoded	17.2%	45.2%	30.1%	7.5%	100.0%
		% within ELPrates	54.9%	53.7%	41.9%	41.5%	48.7%
	1	Count	93	256	274	69	692
		Expected Count	105.7	283.7	242.1	60.5	692.0
		% within PublicRecoded	13.4%	37.0%	39.6%	10.0%	100.0%
		% within ELPrates	45.1%	46.3%	58.1%	58.5%	51.3%
Total		Count	206	553	472	118	1349
		% within PublicRecoded	15.3%	41.0%	35.0%	8.7%	100.0%

Figure C.3. Bar chart for question 15 response option n (English language proficiency rates) by whether the respondent has a child who currently attends a K-12 public school in Oregon (1=yes; 0=no)

Table C.4. Cross tab for question 15 response option o (Attendance rate) by whether the respondent has a child who currently attends a K-12 public school in Oregon (1=yes; 0=no)

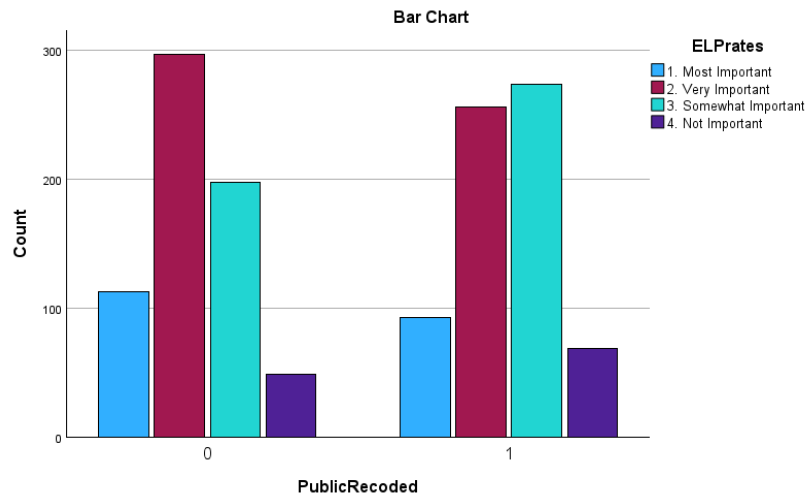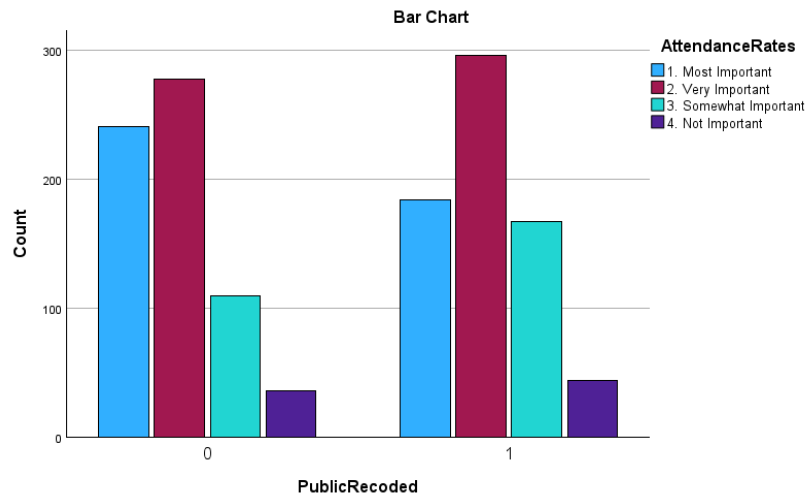|			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Public Recoded	0	Count	241	278	110	36	665
		Expected Count	208.4	281.5	135.8	39.2	665.0
		% within PublicRecoded	36.2%	41.8%	16.5%	5.4%	100.0%
		% within AttendanceRates	56.7%	48.4%	39.7%	45.0%	49.0%
	1	Count	184	296	167	44	691
		Expected Count	216.6	292.5	141.2	40.8	691.0
		% within PublicRecoded	26.6%	42.8%	24.2%	6.4%	100.0%
		% within AttendanceRates	43.3%	51.6%	60.3%	55.0%	51.0%
Total		Count	425	574	277	80	1356
		% within PublicRecoded	31.3%	42.3%	20.4%	5.9%	100.0%

Figure C.4. Bar chart for question 15 response option o (Attendance rate) by whether the respondent has a child who currently attends a K-12 public school in Oregon (1=yes; 0=no)

By Disability Background Question

Table C.5. Cross tab for question 15 response option d (Student ratings of school climate) by disability background question 6 (0=no; 1=yes)

			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Disability Recoded	0	Count	320	336	161	34	851
		Expected Count	342.3	329.0	149.3	30.4	851.0
		% within Disability Recoded	37.6%	39.5%	18.9%	4.0%	100.0%
		% within StudentRatingsSchoolClimate	59.1%	64.6%	68.2%	70.8%	63.3%
	1	Count	221	184	75	14	494
		Expected Count	198.7	191.0	86.7	17.6	494.0
		% within Disability Recoded	44.7%	37.2%	15.2%	2.8%	100.0%
		% within StudentRatingsSchoolClimate	40.9%	35.4%	31.8%	29.2%	36.7%
Total		Count	541	520	236	48	1345
		% within DisabilityRecoded	40.2%	38.7%	17.5%	3.6%	100.0%

Figure C.5. Bar chart for question 15 response option d (Student ratings of school climate) by disability background question 6 (0=no; 1=yes)

Table C.6. Cross tab for question 15 response option f (Supports provided to students with disabilities) by disability background question 6 (0=no; 1=yes)

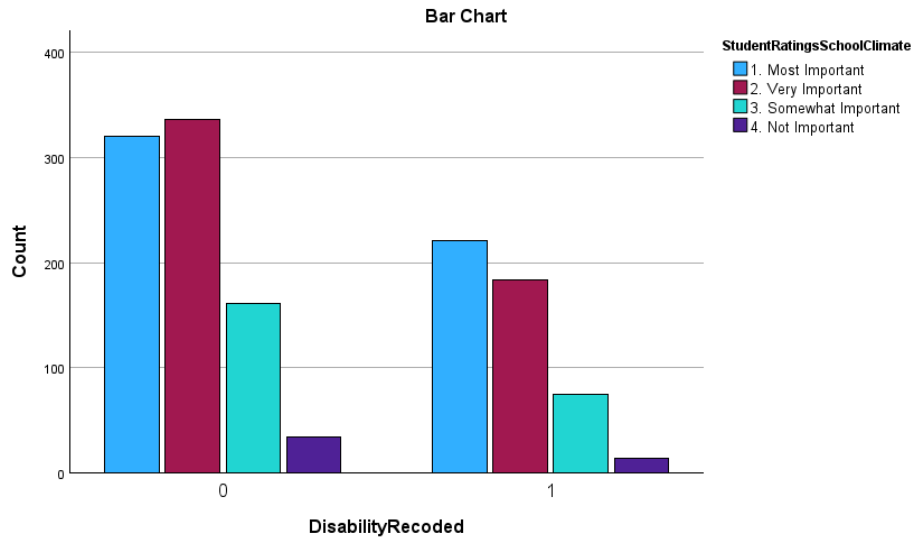|			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Disability Recoded	0	Count	330	396	115	12	853
		Expected Count	402.5	346.8	96.2	7.6	853.0
		% within Disability Recoded	38.7%	46.4%	13.5%	1.4%	100.0%
		% within SupportsSWDs	51.9%	72.3%	75.7%	100.0%	63.3%
	1	Count	306	152	37	0	495
		Expected Count	233.5	201.2	55.8	4.4	495.0
		% within Disability Recoded	61.8%	30.7%	7.5%	0.0%	100.0%
		% within SupportsSWDs	48.1%	27.7%	24.3%	0.0%	36.7%
Total		Count	636	548	152	12	1348
		% within DisabilityRecoded	47.2%	40.7%	11.3%	0.9%	100.0%

Figure C.6. Bar chart for question 15 response option f (Supports provided to students with disabilities) by disability background question 6 (0=no; 1=yes)

Table C.7. Cross tab for question 15 response option g (Supports provided to English language learners) by disability background question 6 (0=no; 1=yes)

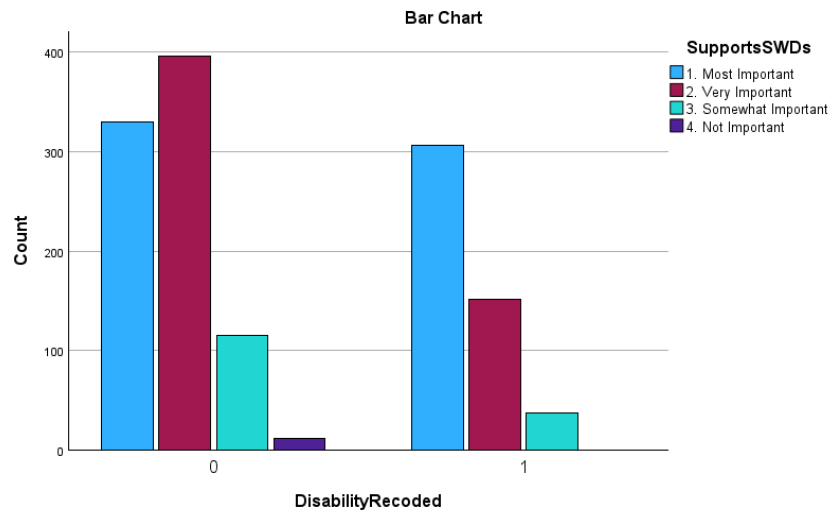|			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Disability Recoded	0	Count	283	408	140	23	854
		Expected Count	329.2	377.9	126.6	20.3	854.0
		% within Disability Recoded	33.1%	47.8%	16.4%	2.7%	100.0%
		% within SupportsELLs	54.4%	68.3%	70.0%	71.9%	63.3%
	1	Count	237	189	60	9	495
		Expected Count	190.8	219.1	73.4	11.7	495.0
		% within Disability Recoded	47.9%	38.2%	12.1%	1.8%	100.0%
		% within SupportsELLs	45.6%	31.7%	30.0%	28.1%	36.7%
Total		Count	520	597	200	32	1349
		% within DisabilityRecoded	38.5%	44.3%	14.8%	2.4%	100.0%

Figure C.7. Bar chart for question 15 response option g (Supports provided to English language learners) by disability background question 6 (0=no; 1=yes)

Table C.8. Cross tab for question 15 response option k (Performance on standardized assessments) by disability background question 6 (0=no; 1=yes)

			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Disability Recoded	0	Count	94	193	315	231	833
		Expected Count	86.7	174.1	318.3	253.9	833.0
		% within Disability Recoded	11.3%	23.2%	37.8%	27.7%	100.0%
		% within PerformanceTests	69.1%	70.7%	63.1%	58.0%	63.8%
	1	Count	42	80	184	167	473
		Expected Count	49.3	98.9	180.7	144.1	473.0
		% within Disability Recoded	8.9%	16.9%	38.9%	35.3%	100.0%
		% within PerformanceTests	30.9%	29.3%	36.9%	42.0%	36.2%
Total		Count	136	273	499	398	1306
		% within DisabilityRecoded	10.4%	20.9%	38.2%	30.5%	100.0%

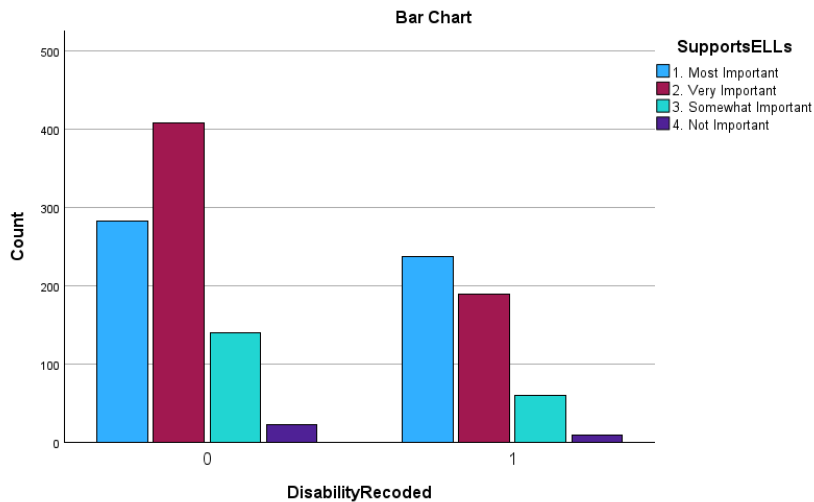*Figure C.8.* Bar chart for question 15 response option k (Performance on standardized assessments) by disability background question 6 (0=no; 1=yes)

Table C.9. Cross tab for question 15 response option l (Measures of student growth based on standardized assessments) by disability background question 6 (0=no; 1=yes)

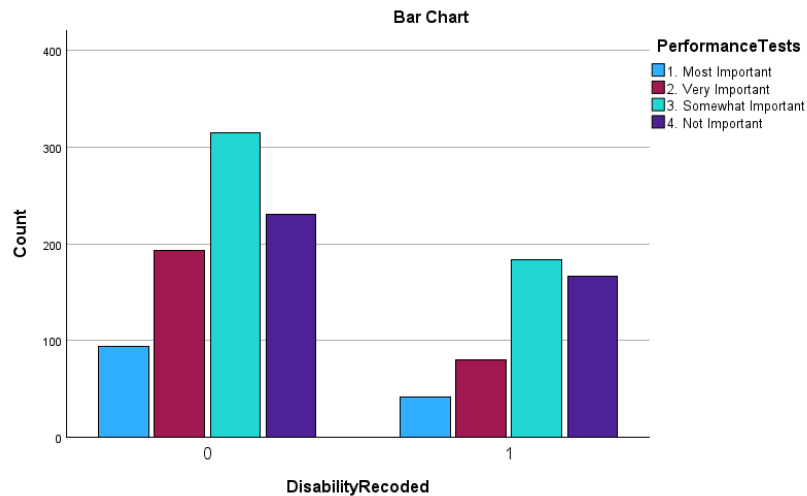|			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Disability Recoded	0	Count	132	246	282	178	838
		Expected Count	117.3	236.4	290.0	194.4	838.0
		% within Disability Recoded	15.8%	29.4%	33.7%	21.2%	100.0%
		% within MeasuresGrowthTests	71.7%	66.3%	62.0%	58.4%	63.7%
	1	Count	52	125	173	127	477
		Expected Count	66.7	134.6	165.0	110.6	477.0
		% within Disability Recoded	10.9%	26.2%	36.3%	26.6%	100.0%
		% within MeasuresGrowthTests	28.3%	33.7%	38.0%	41.6%	36.3%
Total		Count	184	371	455	305	1315
		% within DisabilityRecoded	14.0%	28.2%	34.6%	23.2%	100.0%

Figure C.9. Bar chart for question 15 response option l (Measures of student growth based on standardized assessments) by disability background question 6 (0=no; 1=yes)

Table C.10. Cross tab for question 15 response option m (Student credit attainment) by disability background question 6 (0=no; 1=yes)

			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Disability Recoded	0	Count	166	405	223	46	840
		Expected Count	162.0	380.1	243.0	54.9	840.0
		% within Disability Recoded	19.8%	48.2%	26.5%	5.5%	100.0%
		% within StudentCreditAttain	65.4%	68.0%	58.5%	53.5%	63.8%
	1	Count	88	191	158	40	477
		Expected Count	92.0	215.9	138.0	31.1	477.0
		% within Disability Recoded	18.4%	40.0%	33.1%	8.4%	100.0%
		% within StudentCreditAttain	34.6%	32.0%	41.5%	46.5%	36.2%
Total		Count	254	596	381	86	1317
		% within DisabilityRecoded	19.3%	45.3%	28.9%	6.5%	100.0%

Figure C.10. Bar chart for question 15 response option m (Student credit attainment) by disability background question 6 (0=no; 1=yes)
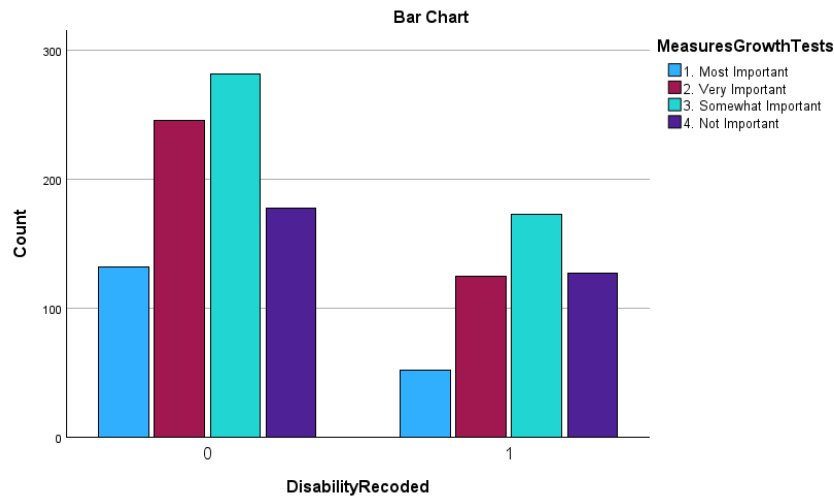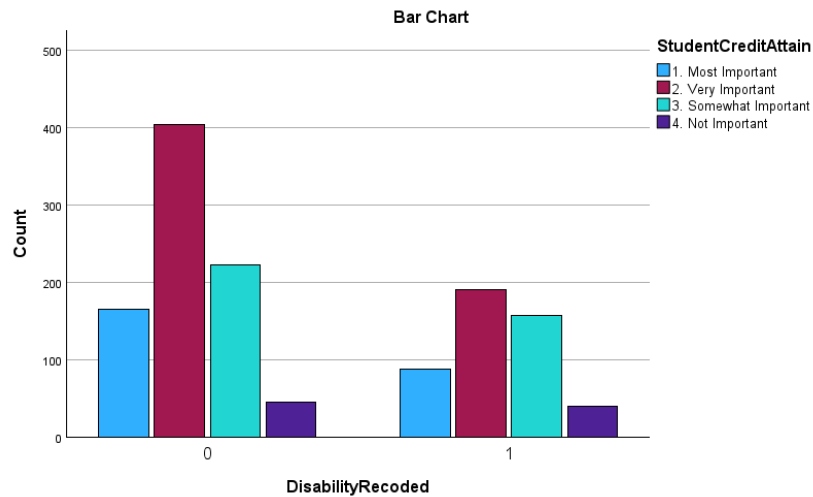
Table C.11. Cross tab for question 15 response option o (Attendance rate) by disability background question 6 (0=no; 1=yes)

			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Disability Recoded	0	Count	282	362	165	41	850
		Expected Count	262.6	362.8	173.8	50.7	850.0
		% within Disability Recoded	33.2%	42.6%	19.4%	4.8%	100.0%
		% within AttendanceRates	68.1%	63.3%	60.2%	51.2%	63.4%
	1	Count	132	210	109	39	490
		Expected Count	151.4	209.2	100.2	29.3	490.0
		% within Disability Recoded	26.9%	42.9%	22.2%	8.0%	100.0%
		% within AttendanceRates	31.9%	36.7%	39.8%	48.8%	36.6%
Total		Count	414	572	274	80	1340
		% within DisabilityRecoded	30.9%	42.7%	20.4%	6.0%	100.0%

Figure C.11. Bar chart for question 15 response option o (Attendance rate) by disability background question 6 (0=no; 1=yes)

Table C.12. Cross tab for question 15 response option q (College or career readiness) by disability background question 6 (0=no; 1=yes)

			1. Most Useful/ Important	2. Very Useful/ Important	3. Somewhat Useful/ Important	4. Not Useful/ Important	Total
Disability Recoded	0	Count	377	345	109	20	851
		Expected Count	379.0	325.8	120.8	25.3	851.0
		% within Disability Recoded	44.3%	40.5%	12.8%	2.4%	100.0%
		% within CollegeCareeerReadiness	62.9%	67.0%	57.1%	50.0%	63.3%
	1	Count	222	170	82	20	494
		Expected Count	220.0	189.2	70.2	14.7	494.0
		% within Disability Recoded	44.9%	34.4%	16.6%	4.0%	100.0%
		% within CollegeCareeerReadiness	37.1%	33.0%	42.9%	50.0%	36.7%
Total		Count	599	515	191	40	1345
		% within DisabilityRecoded	44.5%	38.3%	14.2%	3.0%	100.0%

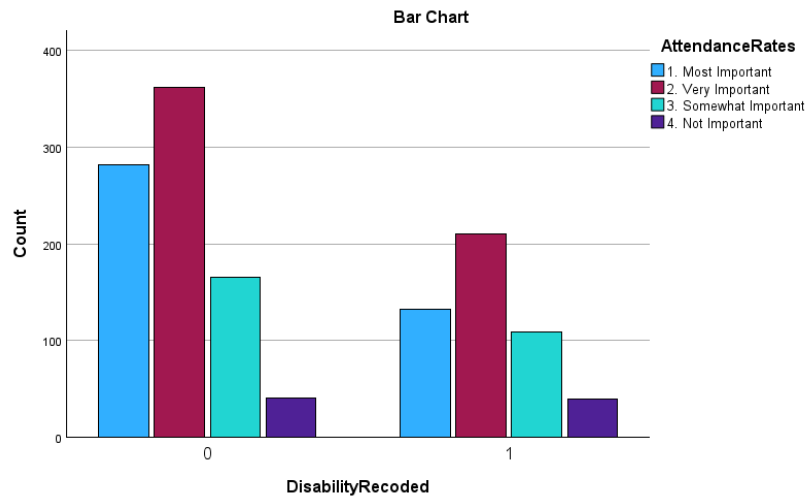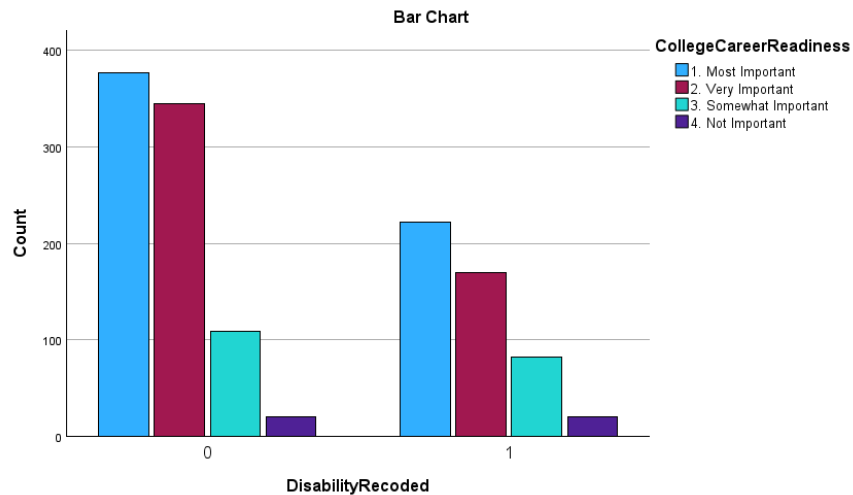*Figure C.12.* Bar chart for question 15 response option q (College or career readiness) by disability background question 6 (0=no; 1=yes)

By Role/Perspective

Table C.13. Cross tab for question 15 response option c (Quality of curriculum) by role/perspective using filtered data set with only respondents who selected one role/perspective

Role Recoded			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	1	4	2	1	8
		Expected Count	3.3	3.7	1.0	.0	8.0
		% within RoleRecoded	12.5%	50.0%	25.0%	12.5%	100.0%
		% within QualityCurriculum	0.3%	1.0%	1.8%	20.0%	0.9%
	Administrator	Count	52	76	27	0	155
		Expected Count	64.0	71.0	19.2	.9	155.0
		% within RoleRecoded	33.5%	49.0%	17.4%	0.0%	100.0%
		% within QualityCurriculum	13.9%	18.3%	24.1%	0.0%	17.1%
	Community Member	Count	39	30	7	0	76
		Expected Count	31.4	34.8	9.4	.4	76.0
		% within RoleRecoded	51.3%	39.5%	9.2%	0.0%	100.0%
		% within QualityCurriculum	10.4%	7.2%	6.3%	0.0%	8.4%
	Parent/ Caregiver	Count	135	113	23	3	274
		Expected Count	113.1	125.5	33.9	1.5	274.0
		% within RoleRecoded	49.3%	41.2%	8.4%	1.1%	100.0%
		% within QualityCurriculum	36.1%	27.2%	20.5%	60.0%	30.2%
	Educator	Count	114	158	47	1	320
		Expected Count	132.1	146.6	39.6	1.8	320.0
		% within RoleRecoded	35.6%	49.4%	14.7%	0.3%	100.0%
		% within QualityCurriculum	30.5%	38.1%	42.0%	20.0%	35.3%
	Other	Count	33	34	6	0	73
		Expected Count	30.1	33.4	9.0	.4	73.0
		% within RoleRecoded	45.2%	46.6%	8.2%	0.0%	100.0%
		% within QualityCurriculum	8.8%	8.2%	5.4%	0.0%	8.1%
Total		Count	374	415	112	5	906
		% within RoleRecoded	41.3%	45.8%	12.4%	0.6%	100.0%

Figure C.13. Bar chart for question 15 response option c (Quality of curriculum) by role/perspective using filtered data set with only respondents who selected one role/perspective
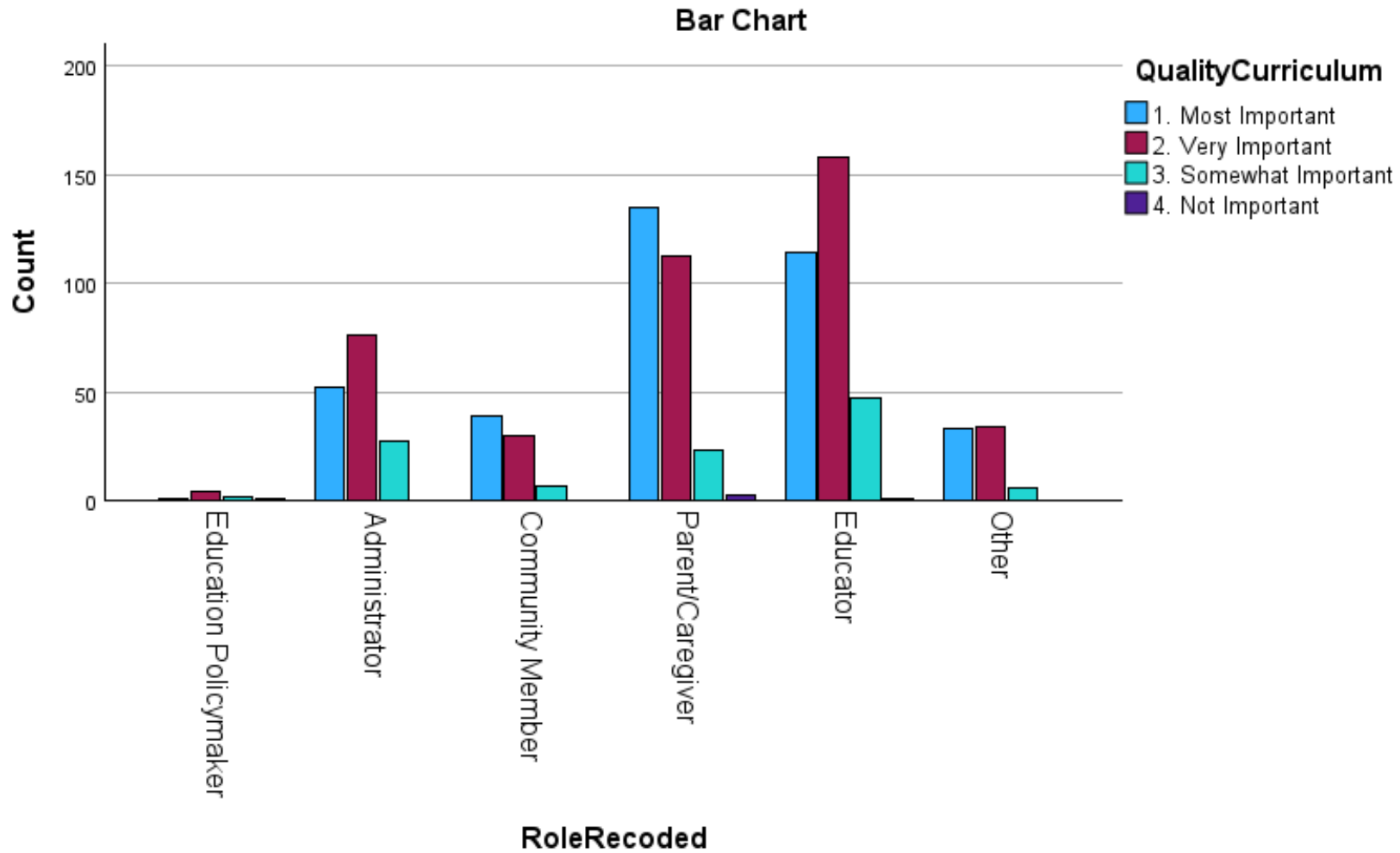
Table C.14. Cross tab for question 15 response option f (Supports provided to students with disabilities) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	2	6	0	0	8
		Expected Count	3.7	3.3	.9	.1	8.0
		% within RoleRecoded	25.0%	75.0%	0.0%	0.0%	100.0%
		% within SupportsSWD	0.5%	1.6%	0.0%	0.0%	0.9%
	Administrator	Count	61	75	18	0	154
		Expected Count	72.2	62.7	17.7	1.5	154.0
		% within RoleRecoded	39.6%	48.7%	11.7%	0.0%	100.0%
		% within SupportsSWD	14.4%	20.3%	17.3%	0.0%	17.0%
	Community Member	Count	28	32	15	1	76
		Expected Count	35.6	30.9	8.7	.8	76.0
		% within RoleRecoded	36.8%	42.1%	19.7%	1.3%	100.0%
		% within SupportsSWD	6.6%	8.7%	14.4%	11.1%	8.4%
	Parent/ Caregiver	Count	147	92	30	6	275
		Expected Count	128.9	111.9	31.5	2.7	275.0
		% within RoleRecoded	53.5%	33.5%	10.9%	2.2%	100.0%
		% within SupportsSWD	34.6%	24.9%	28.8%	66.7%	30.3%
	Educator	Count	142	140	37	1	320
		Expected Count	149.9	130.2	36.7	3.2	320.0
		% within RoleRecoded	44.4%	43.8%	11.6%	0.3%	100.0%
		% within SupportsSWD	33.4%	37.9%	35.6%	11.1%	35.3%
	Other	Count	45	24	4	1	74
		Expected Count	34.7	30.1	8.5	.7	74.0
		% within RoleRecoded	60.8%	32.4%	5.4%	1.4%	100.0%
		% within SupportsSWD	10.6%	6.5%	3.8%	11.1%	8.2%
Total		Count	425	369	104	9	907
		% within RoleRecoded	46.9%	40.7%	11.5%	1.0%	100.0%

Figure C.14. Bar chart for question 15 response option f (Supports provided to students with disabilities) by role/perspective using filtered data set with only respondents who selected one role/perspective
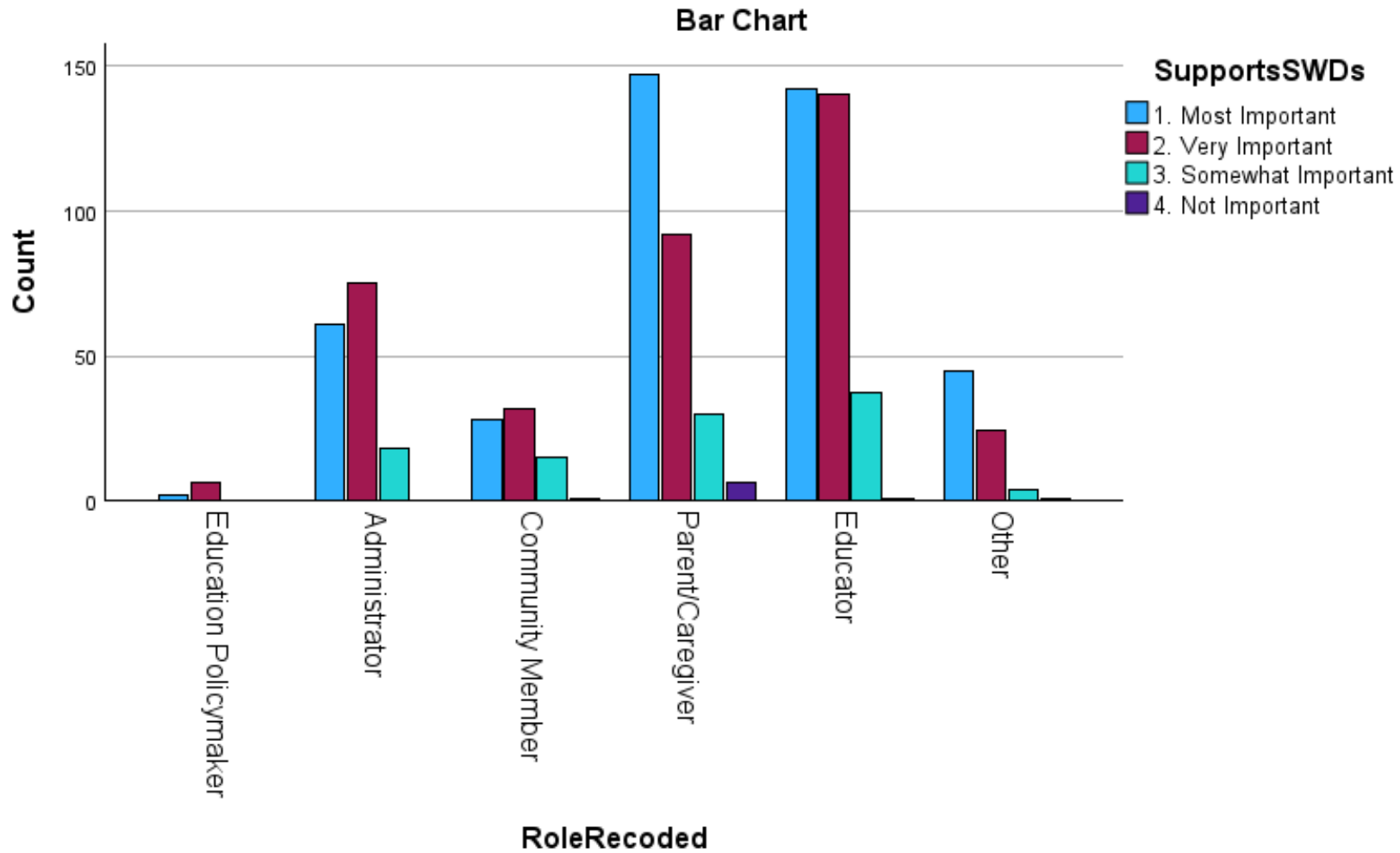
Table C.15. Cross tab for question 15 response option g (Supports provided to English language learners) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	2	6	0	0	8
		Expected Count	2.9	3.6	1.2	.2	8.0
		% within RoleRecoded	25.0%	75.0%	0.0%	0.0%	100.0%
		% within SupportsELLs	0.6%	1.5%	0.0%	0.0%	0.9%
	Administrator	Count	50	84	21	0	155
		Expected Count	57.0	70.0	23.6	4.4	155.0
		% within RoleRecoded	32.3%	54.2%	13.5%	0.0%	100.0%
		% within SupportsELLs	15.0%	20.5%	15.2%	0.0%	17.1%
	Community Member	Count	27	33	10	6	76
		Expected Count	28.0	34.3	11.6	2.2	76.0
		% within RoleRecoded	35.5%	43.4%	13.2%	7.9%	100.0%
		% within SupportsELLs	8.1%	8.0%	7.2%	23.1%	8.4%
	Parent/ Caregiver	Count	92	109	58	16	275
		Expected Count	101.2	124.2	41.8	7.9	275.0
		% within RoleRecoded	33.5%	39.6%	21.1%	5.8%	100.0%
		% within SupportsELLs	27.5%	26.6%	42.0%	61.5%	30.3%
	Educator	Count	126	147	44	3	320
		Expected Count	117.7	144.5	48.6	9.2	320.0
		% within RoleRecoded	39.4%	45.9%	13.8%	0.9%	100.0%
		% within SupportsELLs	37.7%	35.9%	31.9%	11.5%	35.2%
	Other	Count	37	31	5	1	74
		Expected Count	27.2	33.4	11.2	2.1	74.0
		% within RoleRecoded	50.0%	41.9%	6.8%	1.4%	100.0%
		% within SupportsELLs	11.1%	7.6%	3.6%	3.8%	8.1%
Total		Count	334	410	138	26	908
		% within RoleRecoded	36.8%	45.2%	15.2%	2.9%	100.0%

Figure C.15. Bar chart for question 15 response option g (Supports provided to English language learners) by role/perspective using filtered data set with only respondents who selected one role/perspective
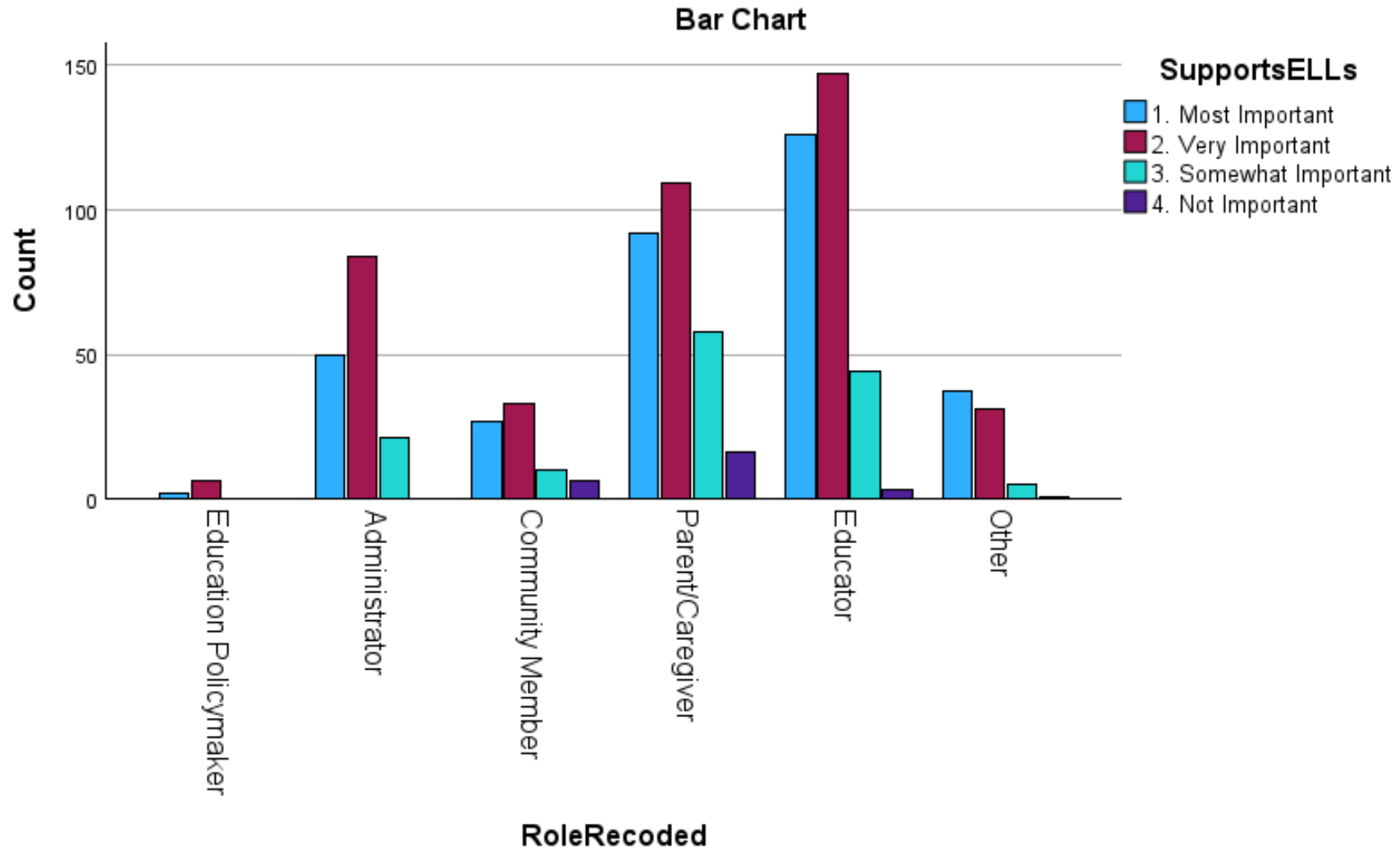
Table C.16. Cross tab for question 15 response option k (Performance on standardized assessments) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	0	1	4	3	8
		Expected Count	1.0	1.8	3.0	2.2	8.0
		% within RoleRecoded	0.0%	12.5%	50.0%	37.5%	100.0%
		% within PerformanceTests	0.0%	0.5%	1.2%	1.2%	0.9%
	Administrator	Count	16	32	60	40	148
		Expected Count	17.6	33.3	56.0	41.1	148.0
		% within RoleRecoded	10.8%	21.6%	40.5%	27.0%	100.0%
		% within PerformanceTests	15.4%	16.2%	18.1%	16.5%	16.9%
	Community Member	Count	14	20	32	9	75
		Expected Count	8.9	16.9	28.4	20.8	75.0
		% within RoleRecoded	18.7%	26.7%	42.7%	12.0%	100.0%
		% within PerformanceTests	13.5%	10.2%	9.7%	3.7%	8.6%
	Parent/ Caregiver	Count	44	66	94	60	264
		Expected Count	31.4	59.4	99.9	73.3	264.0
		% within RoleRecoded	16.7%	25.0%	35.6%	22.7%	100.0%
		% within PerformanceTests	42.3%	33.5%	28.4%	24.7%	30.2%
	Educator	Count	21	53	117	116	307
		Expected Count	36.5	69.1	116.1	85.3	307.0
		% within RoleRecoded	6.8%	17.3%	38.1%	37.8%	100.0%
		% within PerformanceTests	20.2%	26.9%	35.3%	47.7%	35.1%
	Other	Count	9	25	24	15	73
		Expected Count	8.7	16.4	27.6	20.3	73.0
		% within RoleRecoded	12.3%	34.2%	32.9%	20.5%	100.0%
		% within PerformanceTests	8.7%	12.7%	7.3%	6.2%	8.3%
Total		Count	104	197	331	243	875
		% within RoleRecoded	11.9%	22.5%	37.8%	27.8%	100.0%

Figure C.16. Bar chart for question 15 response option k (Performance on standardized assessments) by role/perspective using filtered data set with only respondents who selected one role/perspective
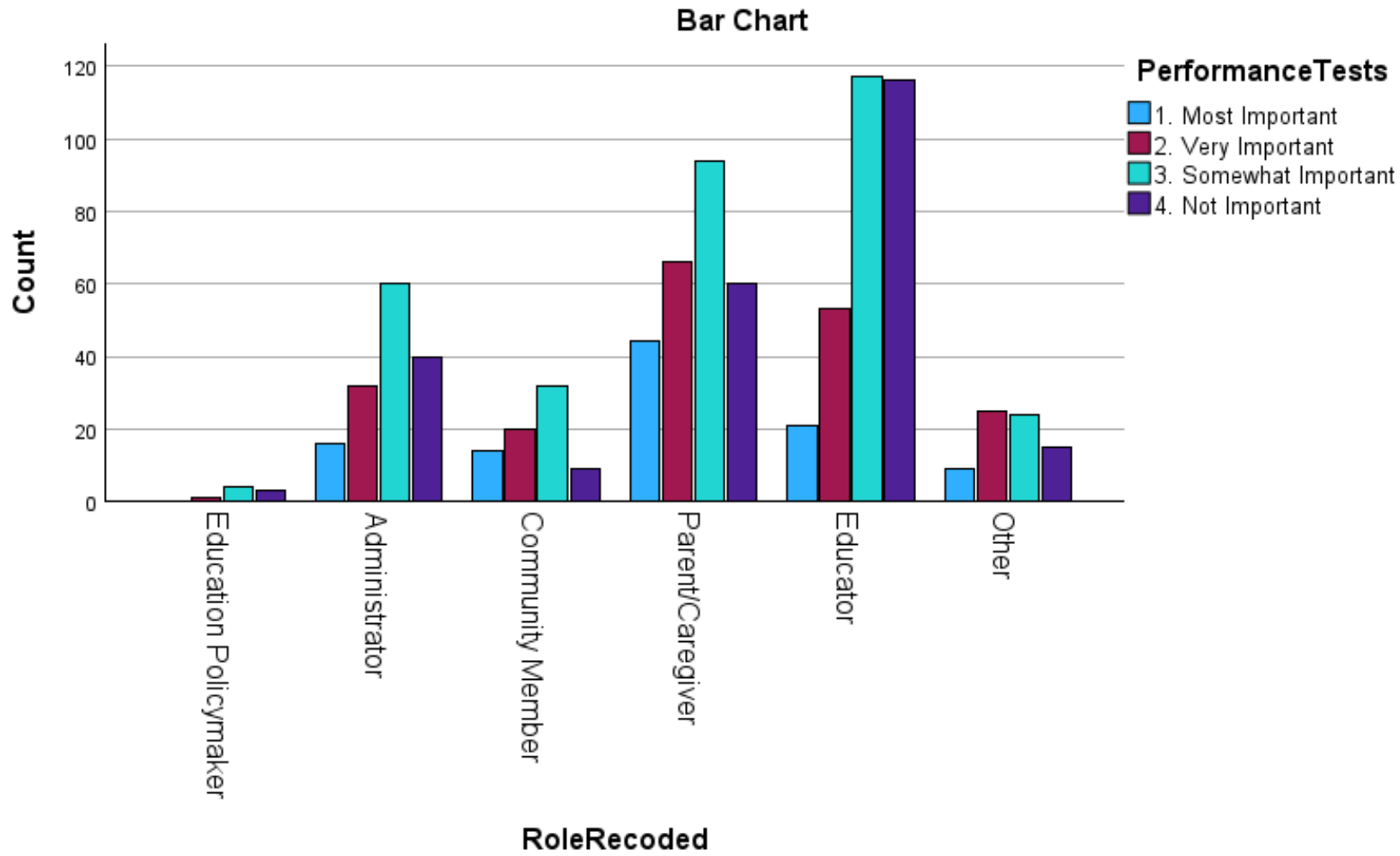
Table C.17. Cross tab for question 15 response option l (Measures of student growth based on standardized assessments) by role/perspective using filtered data set with only respondents who selected one role/perspective

Role Recoded			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	1	2	5	0	8
		Expected Count	1.3	2.4	2.6	1.8	8.0
		% within RoleRecoded	12.5%	25.0%	62.5%	0.0%	100.0%
		% within MeasuresGrowthTests	0.7%	0.7%	1.8%	0.0%	0.9%
	Administrator	Count	32	48	49	22	151
		Expected Count	23.8	45.9	48.3	33.0	151.0
		% within RoleRecoded	21.2%	31.8%	32.5%	14.6%	100.0%
		% within MeasuresGrowthTests	23.0%	17.9%	17.4%	11.4%	17.1%
	Community Member	Count	17	24	22	12	75
		Expected Count	11.8	22.8	24.0	16.4	75.0
		% within RoleRecoded	22.7%	32.0%	29.3%	16.0%	100.0%
		% within MeasuresGrowthTests	12.2%	9.0%	7.8%	6.2%	8.5%
	Parent/ Caregiver	Count	48	83	82	53	266
		Expected Count	41.9	80.8	85.0	58.2	266.0
		% within RoleRecoded	18.0%	31.2%	30.8%	19.9%	100.0%
		% within MeasuresGrowthTests	34.5%	31.0%	29.1%	27.5%	30.2%
	Educator	Count	31	81	103	94	309
		Expected Count	48.7	93.9	98.8	67.6	309.0
		% within RoleRecoded	10.0%	26.2%	33.3%	30.4%	100.0%
		% within MeasuresGrowthTests	22.3%	30.2%	36.5%	48.7%	35.0%
	Other	Count	10	30	21	12	73
		Expected Count	11.5	22.2	23.3	16.0	73.0
		% within RoleRecoded	13.7%	41.1%	28.8%	16.4%	100.0%
		% within MeasuresGrowthTests	7.2%	11.2%	7.4%	6.2%	8.3%
Total		Count	139	268	282	193	882
		% within RoleRecoded	15.8%	30.4%	32.0%	21.9%	100.0%

Figure C.17. Bar chart for question 15 response option l (Measures of student growth based on standardized assessments) by role/perspective using filtered data set with only respondents who selected one role/perspective
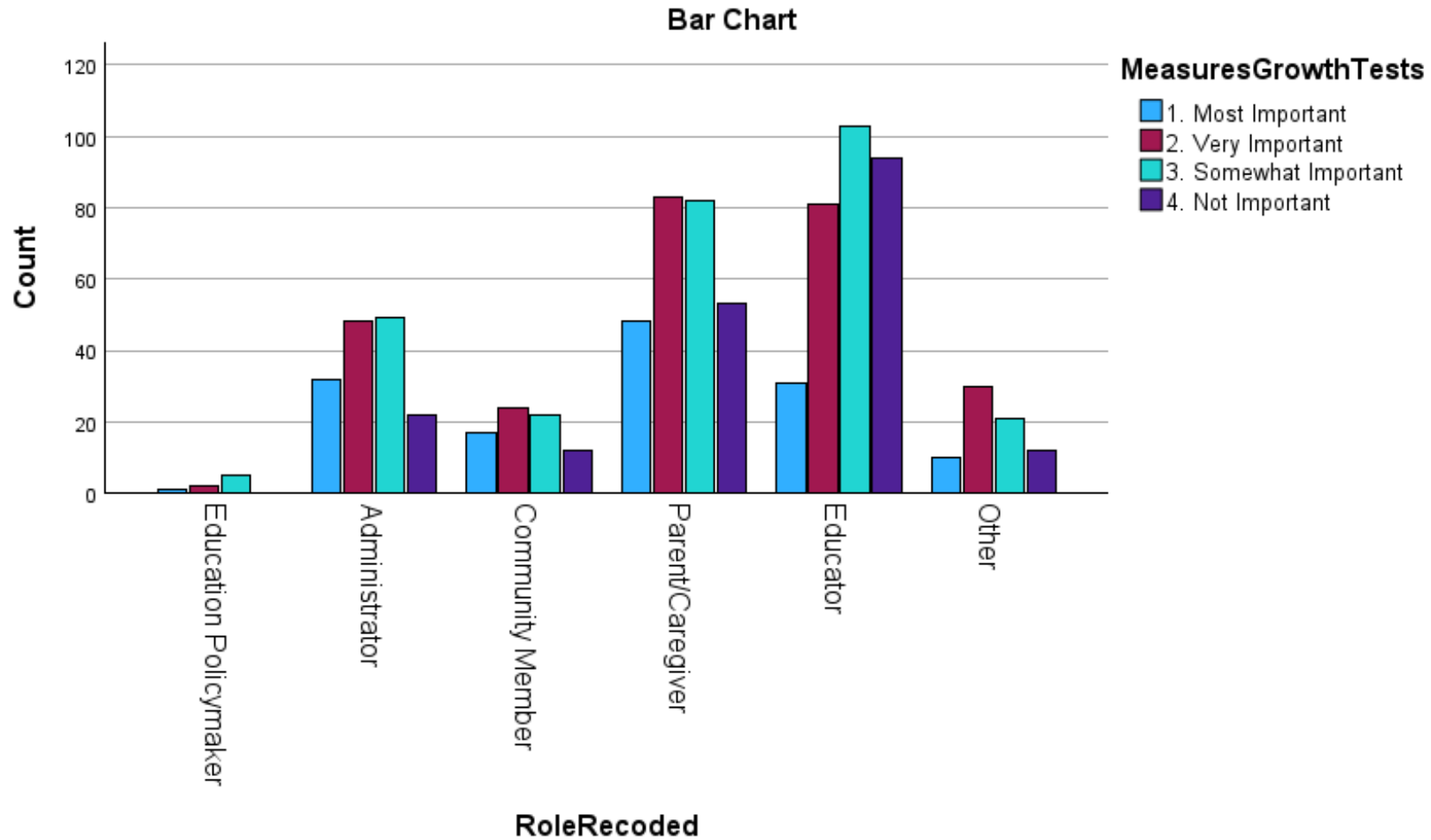
Table C.18. Cross tab for question 15 response option m (Student credit attainment) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	1	4	3	0	8
		Expected Count	1.6	3.7	2.2	.4	8.0
		% within RoleRecoded	12.5%	50.0%	37.5%	0.0%	100.0%
		% within StudentCreditAttain	0.5%	1.0%	1.2%	0.0%	0.9%
	Administrator	Count	42	76	34	2	154
		Expected Count	31.5	70.9	42.9	8.7	154.0
		% within RoleRecoded	27.3%	49.4%	22.1%	1.3%	100.0%
		% within StudentCreditAttain	23.1%	18.5%	13.7%	4.0%	17.3%
	Community Member	Count	17	34	17	3	71
		Expected Count	14.5	32.7	19.8	4.0	71.0
		% within RoleRecoded	23.9%	47.9%	23.9%	4.2%	100.0%
		% within StudentCreditAttain	9.3%	8.3%	6.9%	6.0%	8.0%
	Parent/ Caregiver	Count	56	115	75	21	267
		Expected Count	54.6	123.0	74.4	15.0	267.0
		% within RoleRecoded	21.0%	43.1%	28.1%	7.9%	100.0%
		% within StudentCreditAttain	30.8%	28.0%	30.2%	42.0%	30.0%
	Educator	Count	53	136	105	22	316
		Expected Count	64.6	145.6	88.1	17.8	316.0
		% within RoleRecoded	16.8%	43.0%	33.2%	7.0%	100.0%
		% within StudentCreditAttain	29.1%	33.2%	42.3%	44.0%	35.5%
	Other	Count	13	45	14	2	74
		Expected Count	15.1	34.1	20.6	4.2	74.0
		% within RoleRecoded	17.6%	60.8%	18.9%	2.7%	100.0%
		% within StudentCreditAttain	7.1%	11.0%	5.6%	4.0%	8.3%
Total		Count	182	410	248	50	890
		% within RoleRecoded	20.4%	46.1%	27.9%	5.6%	100.0%

Figure C.18. Bar chart for question 15 response option m (Student credit attainment) by role/perspective using filtered data set with only respondents who selected one role/perspective
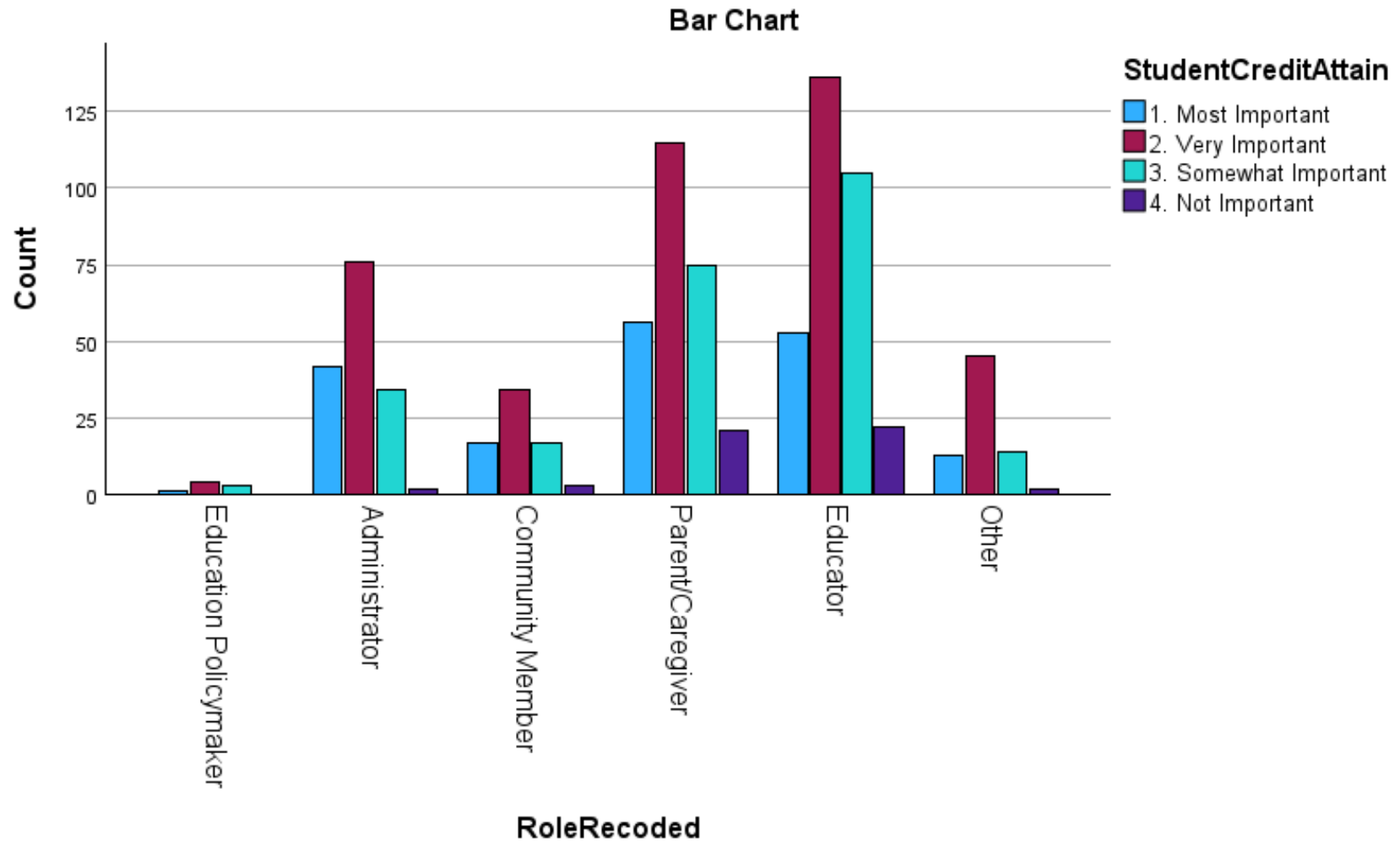
Table C.19. Cross tab for question 15 response option n (English language proficiency rates) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	0	4	4	0	8
		Expected Count	1.3	3.4	2.6	.6	8.0
		% within RoleRecoded	0.0%	50.0%	50.0%	0.0%	100.0%
		% within ELPrates	0.0%	1.0%	1.4%	0.0%	0.9%
	Administrator	Count	24	78	42	11	155
		Expected Count	26.1	66.6	51.1	11.2	155.0
		% within RoleRecoded	15.5%	50.3%	27.1%	7.1%	100.0%
		% within ELPrates	15.9%	20.2%	14.2%	16.9%	17.3%
	Community Member	Count	18	36	16	4	74
		Expected Count	12.4	31.8	24.4	5.4	74.0
		% within RoleRecoded	24.3%	48.6%	21.6%	5.4%	100.0%
		% within ELPrates	11.9%	9.3%	5.4%	6.2%	8.2%
	Parent/ Caregiver	Count	47	104	97	23	271
		Expected Count	45.6	116.5	89.3	19.6	271.0
		% within RoleRecoded	17.3%	38.4%	35.8%	8.5%	100.0%
		% within ELPrates	31.1%	26.9%	32.8%	35.4%	30.2%
	Educator	Count	46	124	123	24	317
		Expected Count	53.3	136.3	104.5	22.9	317.0
		% within RoleRecoded	14.5%	39.1%	38.8%	7.6%	100.0%
		% within ELPrates	30.5%	32.1%	41.6%	36.9%	35.3%
	Other	Count	16	40	14	3	73
		Expected Count	12.3	31.4	24.1	5.3	73.0
		% within RoleRecoded	21.9%	54.8%	19.2%	4.1%	100.0%
		% within ELPrates	10.6%	10.4%	4.7%	4.6%	8.1%
Total		Count	151	386	296	65	898
		% within RoleRecoded	16.8%	43.0%	33.0%	7.2%	100.0%

Figure C.19. Bar chart for question 15 response option n (English language proficiency rates) by role/perspective using filtered data set with only respondents who selected one role/perspective
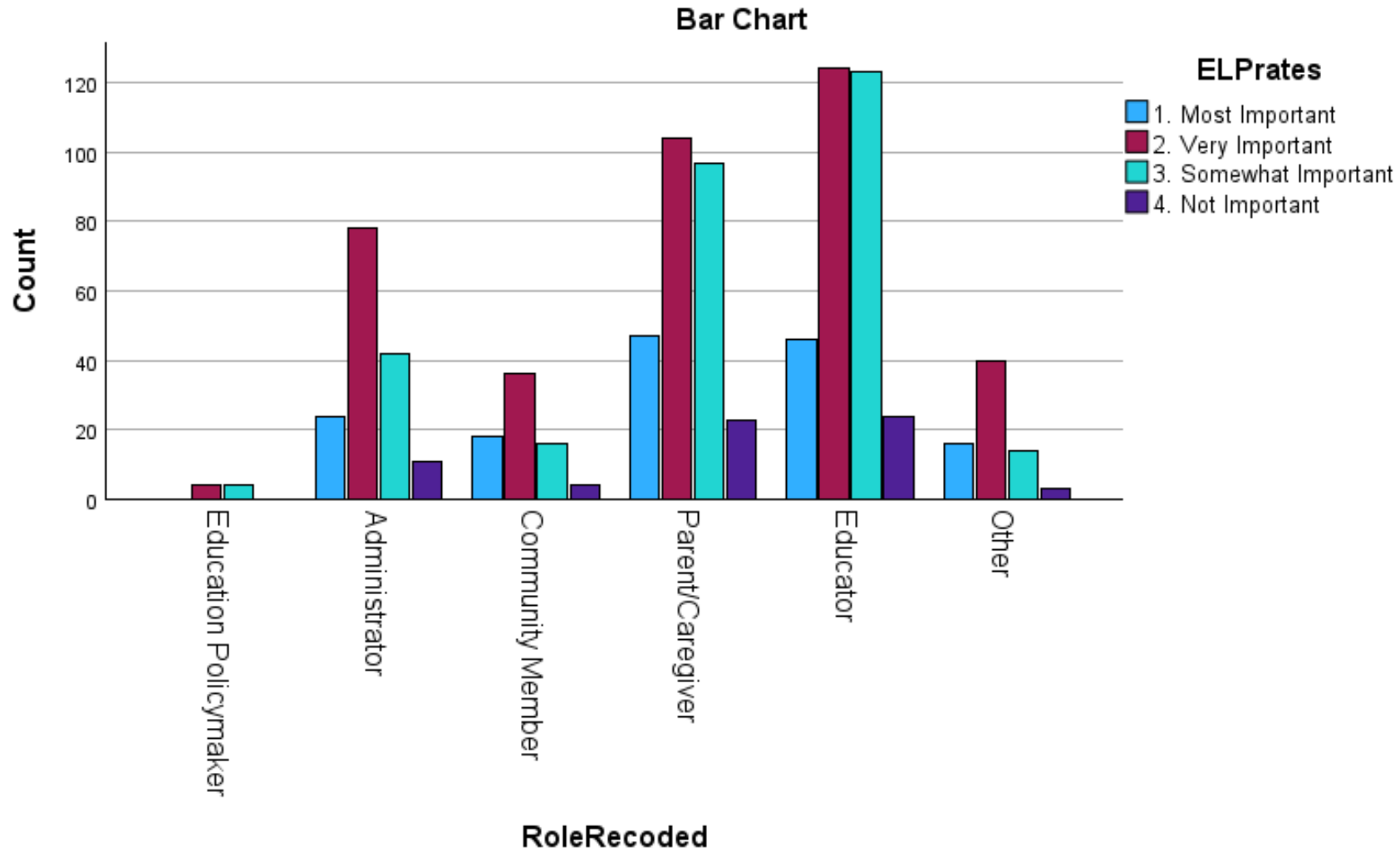
Table C.20. Cross tab for question 15 response option o (Attendance rate) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	2	4	2	0	8
		Expected Count	2.7	3.3	1.6	.4	8.0
		% within RoleRecoded	25.0%	50.0%	25.0%	0.0%	100.0%
		% within AttendanceRates	0.7%	1.1%	1.1%	0.0%	0.9%
	Administrator	Count	54	71	24	6	155
		Expected Count	52.6	63.8	30.1	8.6	155.0
		% within RoleRecoded	34.8%	45.8%	15.5%	3.9%	100.0%
		% within AttendanceRates	17.6%	19.1%	13.7%	12.0%	17.2%
	Community Member	Count	34	26	9	7	76
		Expected Count	25.8	31.3	14.7	4.2	76.0
		% within RoleRecoded	44.7%	34.2%	11.8%	9.2%	100.0%
		% within AttendanceRates	11.1%	7.0%	5.1%	14.0%	8.4%
	Parent/ Caregiver	Count	75	99	74	22	270
		Expected Count	91.6	111.1	52.4	15.0	270.0
		% within RoleRecoded	27.8%	36.7%	27.4%	8.1%	100.0%
		% within AttendanceRates	24.5%	26.7%	42.3%	44.0%	29.9%
	Educator	Count	106	141	59	13	319
		Expected Count	108.2	131.2	61.9	17.7	319.0
		% within RoleRecoded	33.2%	44.2%	18.5%	4.1%	100.0%
		% within AttendanceRates	34.6%	38.0%	33.7%	26.0%	35.4%
	Other	Count	35	30	7	2	74
		Expected Count	25.1	30.4	14.4	4.1	74.0
		% within RoleRecoded	47.3%	40.5%	9.5%	2.7%	100.0%
		% within AttendanceRates	11.4%	8.1%	4.0%	4.0%	8.2%
Total		Count	306	371	175	50	902
		% within RoleRecoded	33.9%	41.1%	19.4%	5.5%	100.0%

Figure C.20. Bar chart for question 15 response option o (Attendance rate) by role/perspective using filtered data set with only respondents who selected one role/perspective
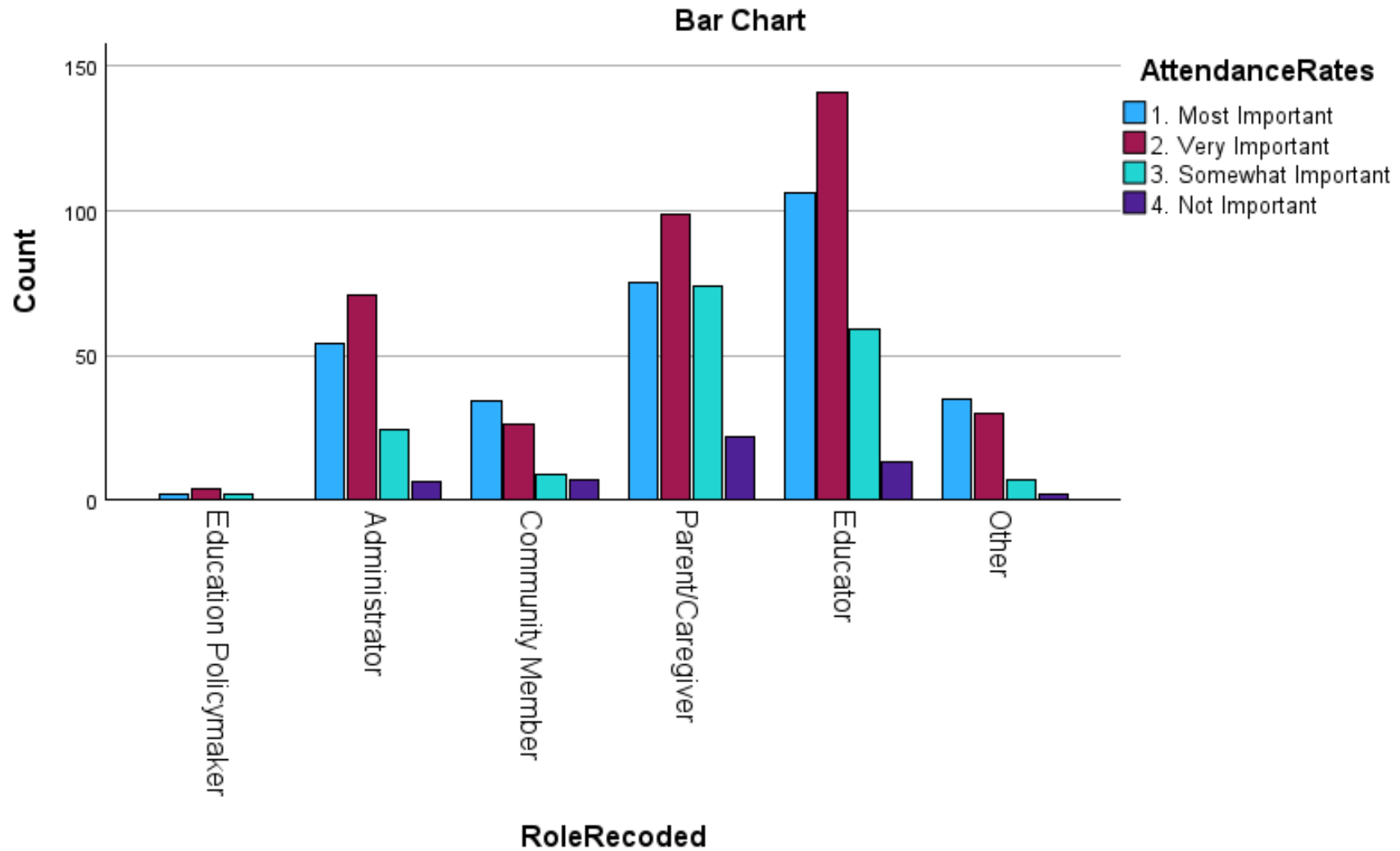
Table C.21. Cross tab for question 15 response option p (Dropout rate) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	3	3	2	0	8
		Expected Count	2.3	3.5	1.8	.3	8.0
		% within RoleRecoded	37.5%	37.5%	25.0%	0.0%	100.0%
		% within DropoutRates	1.1%	0.8%	1.0%	0.0%	0.9%
	Administrator	Count	41	82	29	3	155
		Expected Count	45.0	68.3	35.7	6.0	155.0
		% within RoleRecoded	26.5%	52.9%	18.7%	1.9%	100.0%
		% within DropoutRates	15.6%	20.6%	13.9%	8.6%	17.2%
	Community Member	Count	32	26	13	5	76
		Expected Count	22.1	33.5	17.5	2.9	76.0
		% within RoleRecoded	42.1%	34.2%	17.1%	6.6%	100.0%
		% within DropoutRates	12.2%	6.5%	6.3%	14.3%	8.4%
	Parent/ Caregiver	Count	76	109	72	14	271
		Expected Count	78.6	119.4	62.4	10.5	271.0
		% within RoleRecoded	28.0%	40.2%	26.6%	5.2%	100.0%
		% within DropoutRates	29.0%	27.4%	34.6%	40.0%	30.0%
	Educator	Count	82	141	84	12	319
		Expected Count	92.6	140.6	73.5	12.4	319.0
		% within RoleRecoded	25.7%	44.2%	26.3%	3.8%	100.0%
		% within DropoutRates	31.3%	35.4%	40.4%	34.3%	35.3%
	Other	Count	28	37	8	1	74
		Expected Count	21.5	32.6	17.0	2.9	74.0
		% within RoleRecoded	37.8%	50.0%	10.8%	1.4%	100.0%
		% within DropoutRates	10.7%	9.3%	3.8%	2.9%	8.2%
Total		Count	262	398	208	35	903
		% within RoleRecoded	29.0%	44.1%	23.0%	3.9%	100.0%

Figure C.21. Bar chart for question 15 response option p (Dropout rate) by role/perspective using filtered data set with only respondents who selected one role/perspective
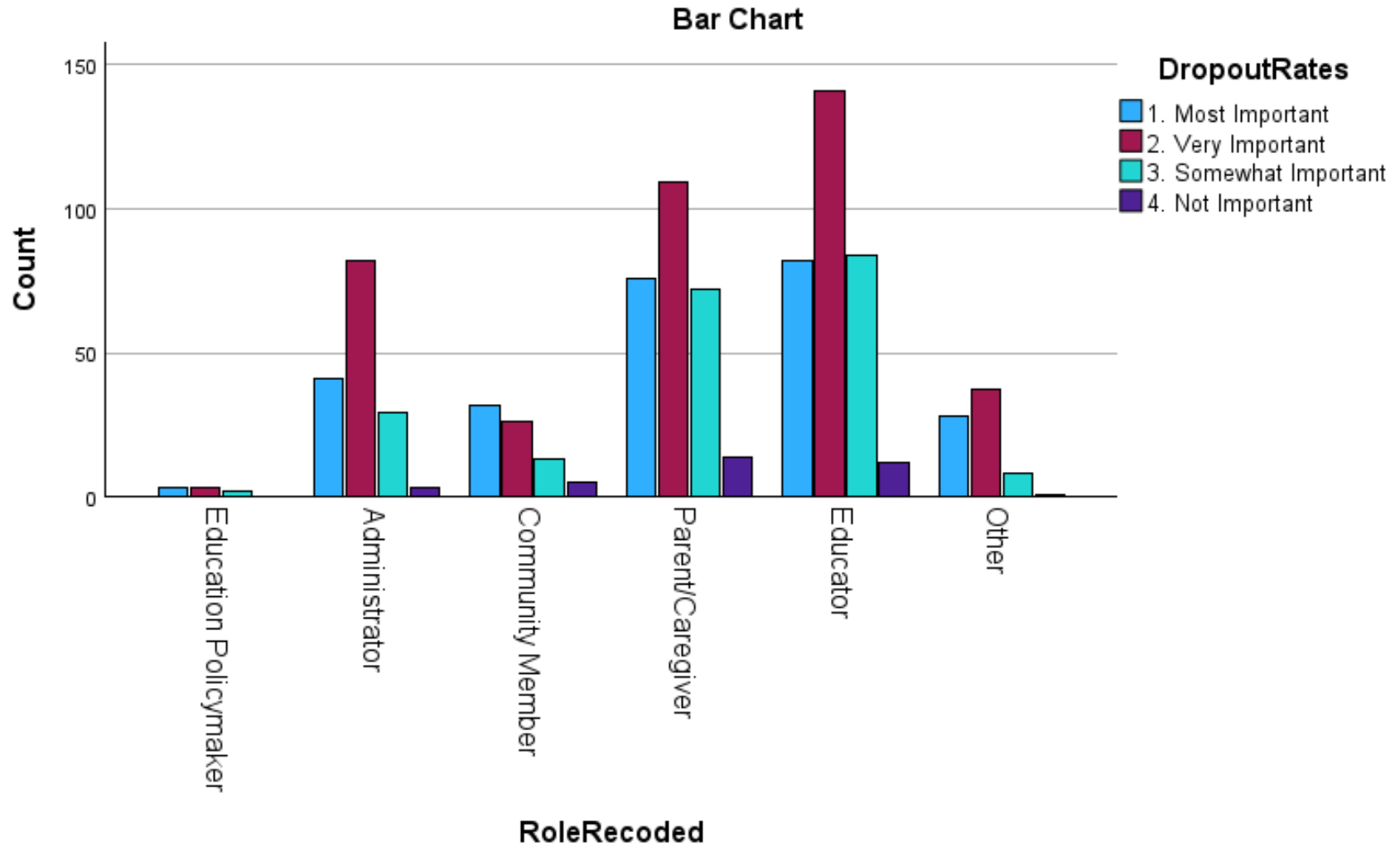
Table C.22. Cross tab for question 15 response option r (Graduation rate) by role/perspective using filtered data set with only respondents who selected one role/perspective

			1. Most Important	2. Very Important	3. Somewhat Important	4. Not Important	Total
Role Recoded	Education Policymaker	Count	2	4	2	0	8
		Expected Count	3.3	3.5	1.1	.2	8.0
		% within RoleRecoded	25.0%	50.0%	25.0%	0.0%	100.0%
		% within GraduationRates	0.5%	1.0%	1.7%	0.0%	0.9%
	Administrator	Count	59	77	19	0	155
		Expected Count	63.0	67.3	20.7	3.9	155.0
		% within RoleRecoded	38.1%	49.7%	12.3%	0.0%	100.0%
		% within GraduationRates	16.0%	19.6%	15.7%	0.0%	17.1%
	Community Member	Count	38	26	10	2	76
		Expected Count	30.9	33.0	10.2	1.9	76.0
		% within RoleRecoded	50.0%	34.2%	13.2%	2.6%	100.0%
		% within GraduationRates	10.3%	6.6%	8.3%	8.7%	8.4%
	Parent/ Caregiver	Count	125	102	37	8	272
		Expected Count	110.6	118.1	36.4	6.9	272.0
		% within RoleRecoded	46.0%	37.5%	13.6%	2.9%	100.0%
		% within GraduationRates	34.0%	26.0%	30.6%	34.8%	30.1%
	Educator	Count	107	150	51	12	320
		Expected Count	130.1	139.0	42.8	8.1	320.0
		% within RoleRecoded	33.4%	46.9%	15.9%	3.8%	100.0%
		% within GraduationRates	29.1%	38.2%	42.1%	52.2%	35.4%
	Other	Count	37	34	2	1	74
		Expected Count	30.1	32.1	9.9	1.9	74.0
		% within RoleRecoded	50.0%	45.9%	2.7%	1.4%	100.0%
		% within GraduationRates	10.1%	8.7%	1.7%	4.3%	8.2%
Total		Count	368	393	121	23	905
		% within RoleRecoded	40.7%	43.4%	13.4%	2.5%	100.0%

Figure C.22. Bar chart for question 15 response option r (Graduation rate) by role/perspective using filtered data set with only respondents who selected one role/perspective