



FACT SHEET

Oregon Accountability

By Samantha Batel and Laura Jimenez August 2017

TABLE 1
Oregon school classification system

Design model	Decision rules		
Summative classifications	Comprehensive support and improvement schools and targeted support and improvement schools		
School classification indicators	Indicator weights		
	Elementary and middle schools		High schools
Academic achievement			
Subject(s)	Measure(s)		
English language arts and math	Percent proficient	22.2%	22.2%
Student growth			
Subject(s)	Measure(s)		
English language arts and math	Median student growth percentiles	44.4%	—
English learner progress			
Percentage of students on track to English language proficiency and median student growth percentiles		22.2%	22.2%
Early warning			
Chronic absenteeism and percentage of ninth graders earning at least one-fourth of their required graduation credits		11.1%	22.2%
Persistence			
Four-year graduation rate and five-year completion rate (percentage of students earning a diploma, an extended diploma, GED diploma, or adult high school diploma)		—	33.3%
College and career readiness			
		—	—
Enrichment and environment			
		—	—

Notes: Oregon uses a set of decision rules with assigned indicator weights of one or two points. The percentages for each category of indicators reflect the weight of each indicator relative to the total number of indicators and their corresponding points. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

TABLE 2
Oregon school improvement

Activities by school year for first and second cohorts

First cohort timeline		Second cohort timeline
2017-18	<ul style="list-style-type: none"> Collect data to identify comprehensive and targeted support schools Conduct readiness and screening protocols and needs assessments Review and approve applications for funding 	2021-22
2018-19	<ul style="list-style-type: none"> Notify schools of identification Launch district and school support system 	2022-23
2019-20	See above	2023-24
2020-21	<ul style="list-style-type: none"> Determine if schools met improvement targets by end of school year, including approval by stakeholders Sustainability planning for schools meeting improvement targets 	2024-25

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TABLE 3
Oregon school improvement funding

Grant structure and amounts

Competitive grants	✓*
Formula grants	✓
Maximum amount, comprehensive schools	TBD
Maximum amount, targeted schools	TBD

*Oregon's plan describes the considerations for "funds made available for improvement activities" but does not describe whether these are competitive grants. Since it specifically says funds for planning activities will be distributed via a formula, this analysis assumes that improvement activity funds will be distributed by competitive grant.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 4
Oregon school identification details

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	Not based on student performance on all accountability indicators
Low graduation rate	Use of four-year or extended-year adjusted cohort graduation rate not described
Chronically low-performing subgroups	—
Consistently underperforming subgroups	Unclear how subgroup performance on all accountability indicators is considered
Low-performing subgroups	Unclear if distinct identification criteria used or if the criteria are the same for all targeted support and improvement schools

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

A selection of Oregon's key school improvement strategies

- Districts must demonstrate commitment to partner with the state to implement evidence-based strategies
- Readiness screening and consultation to assess health of district-level systems
- Following implementation of evidence-based interventions, engagement in planning to sustain long-term improvements

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