



**National  
Urban League**

**State:** Oregon

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



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**Plan Approved:** August 30, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>• Oregon’s long-term goal is for 80% of students to be proficient in english and math by 2025. The state has set the same long-term goals for all students.</li> <li>• Oregon has chosen chronic absenteeism, freshman on-track, and five-year high school completion rate as their School Quality and Student Success (SQSS) indicators.</li> <li>• The state is not using a summative rating and therefore is not weighting indicators based on percentages, but is rather weighting based on cut scores to determine tiers of identification and support.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>• The state’s plan uses subgroup performance to identify schools for targeted support; does not otherwise rate schools.</li> <li>• The state is using an n-size of 20.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>• Any school where at least one subgroup receives a level 1 (lowest of 5 levels) on at least half of the indicators, receives level 1 or 2 on all “academic” indicators, has a graduation rate at or below 67%, or is a Title I school that shows “opportunity for growth along multiple measures”</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>• The Oregon Department of Education (ODE) speaks briefly about their intended report card, which will display “opportunities to learn,” “academic success,” and “college and career readiness” indicators.</li> <li>• Oregon does not discuss reporting school level spending, as required by law.</li> <li>• Oregon does not describe how the state will review its resource allocation among districts or give details describing how they will support districts to review spending.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>• Oregon passed House Bill 3233, which distributes funding for developing culturally responsive professional development opportunities. The state will also create partnerships across districts using local demographic.</li> <li>• The ODE set definitions for “ineffective teachers,” “out-of-field teachers,” and “inexperienced teachers.” The state’s plan committed to finalizing these definitions in the 2018-2019 school year but has not yet been updated.</li> <li>• While the state does not speak specifically about teacher/principal pipeline diversity, the Educator Equity Act tracks and reports educator diversity to legislators.</li> <li>• No timelines are listed for improving data collection that might show disproportionality or for helping districts address it.</li> <li>• Oregon has yet to determine if it will use Title II spending flexibility, but list criteria suggesting they will not. Teacher diversity and equitable access are not listed among the priorities for this spending.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>• Oregon engaged in an extensive stakeholder engagement process that included consultation with teachers, parents, students, and community based organizations.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient



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<ul style="list-style-type: none"><li>The state has also developed a planning model for continuous improvement.</li><li>The state describes how stakeholders will engage in comprehensive support, implementation, evaluating policies for increasing diverse educators and how district plans will be required to encourage stakeholder collaboration.</li></ul>	<input type="checkbox"/> Poor
<b>7. Breaking the School to Prison Pipeline</b> <ul style="list-style-type: none"><li>Oregon is using a reporting indicator called “opportunity to learn,” which measures the rate and disproportionality in exclusionary discipline.</li><li>The state will employ Positive Behavior Interventions and Supports (PBIS) alongside mandatory consolidated plans in response to exclusionary discipline practices.</li></ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<b>8. Equitable Access to Early Childhood Learning</b> <ul style="list-style-type: none"><li>Oregon was one of thirty-eight states and DC to articulate how they will use Title I funds to create and expand opportunities for high quality early childhood education.</li><li>The state also articulated how it would use Title II funds for professional development for early learning capacity building.</li></ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<b>9. Equitable Implementation of College and Career Standards</b> <ul style="list-style-type: none"><li>Oregon is using a reporting indicator called “well-rounded education” that measures access to diverse learning opportunities such as science, arts, music, social sciences, physical education, health, talented and gifted, career and technical education (CTE), Science, Technology, Engineering, Arts, and Math (STEAM), advanced learning, school library programs, and summer programs.</li><li>The state has robust dual credit opportunity initiatives and tracks CTE and work-based learning opportunities.</li><li>Less than 95% assessment participation means that school will be identified for targeted support and must create and implement a plan for improving participation rates.</li><li>Oregon’s state plan does not articulate a college and career readiness (CCR) indicator.</li></ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<b>10. Out of School Time Learning</b> <ul style="list-style-type: none"><li>Oregon identifies Title IV funds for out-of-school time learning opportunities, including for 21<sup>st</sup> Century Community Learning Centers (CCLCs).</li><li>To achieve excellent, Oregon should describe a process to support districts in using Title I funds for similar opportunities.</li></ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<b>11. Equitable Access to High Quality Curricula</b> <ul style="list-style-type: none"><li>Oregon is using a reporting indicator called “well-rounded education” that measures access to diverse learning opportunities such as science, arts, music, social sciences, physical education, health, talented and gifted, CTE, STEAM, advanced learning, school library programs, and summer programs.</li><li>While it is not a part of the accountability system, the state has made investments in the CTE and STEAM spaces.</li><li>The ODE’s comprehensive needs assessment includes social and emotional supports. The state also has extensive social and emotional learning initiatives.</li></ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b> <ul style="list-style-type: none"><li>Oregon’s plan lists out a few reporting systems including a state report card, which is still in development, an Early Learning Indicator and Intervention System, and the Educator Equity Report. The state should offer more details on the forthcoming report card, including data collection and reporting.</li></ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<ul style="list-style-type: none"><li>• Oregon will not be using a summative rating, but a 1-5 achievement scale where level 5 is meeting the long term goal and level 1 is the lowest 10% of schools.</li><li>• Oregon's dashboard will report performance on each indicator separately rather than a summative rating and uses decision rules to identify schools based on particular patterns of performance across all indicators.</li></ul>	
<b>Overall Rating</b>	<b>Sufficient</b>