



EDUCATION SUMMIT

Beyond the Rankings: Fixing our Education System



Courtney Neron-Misslin

Oregon State Senator



Dan Goldman

Superintendent
Northwest Regional Education
Service District



Travis Reiman

Superintendent
Hillsboro School District



Andy Saultz

Dean
Lewis and Clark Graduate School
of Education & Counseling,



27 August, 2026



07:30 - 9:30 am



PCC Rock Creek Campus



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**Agenda, Speaker Info and
Event Details found here:**



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Andy Saults

Dean

Lewis and Clark Graduate School
Of Teaching and Counseling



Making Sense of Oregon Education Policy

The discontinuity between caring and results

Overview

- My background
- Teacher preparation
- Teacher preparation trends
- What is really happening?
- Solutions



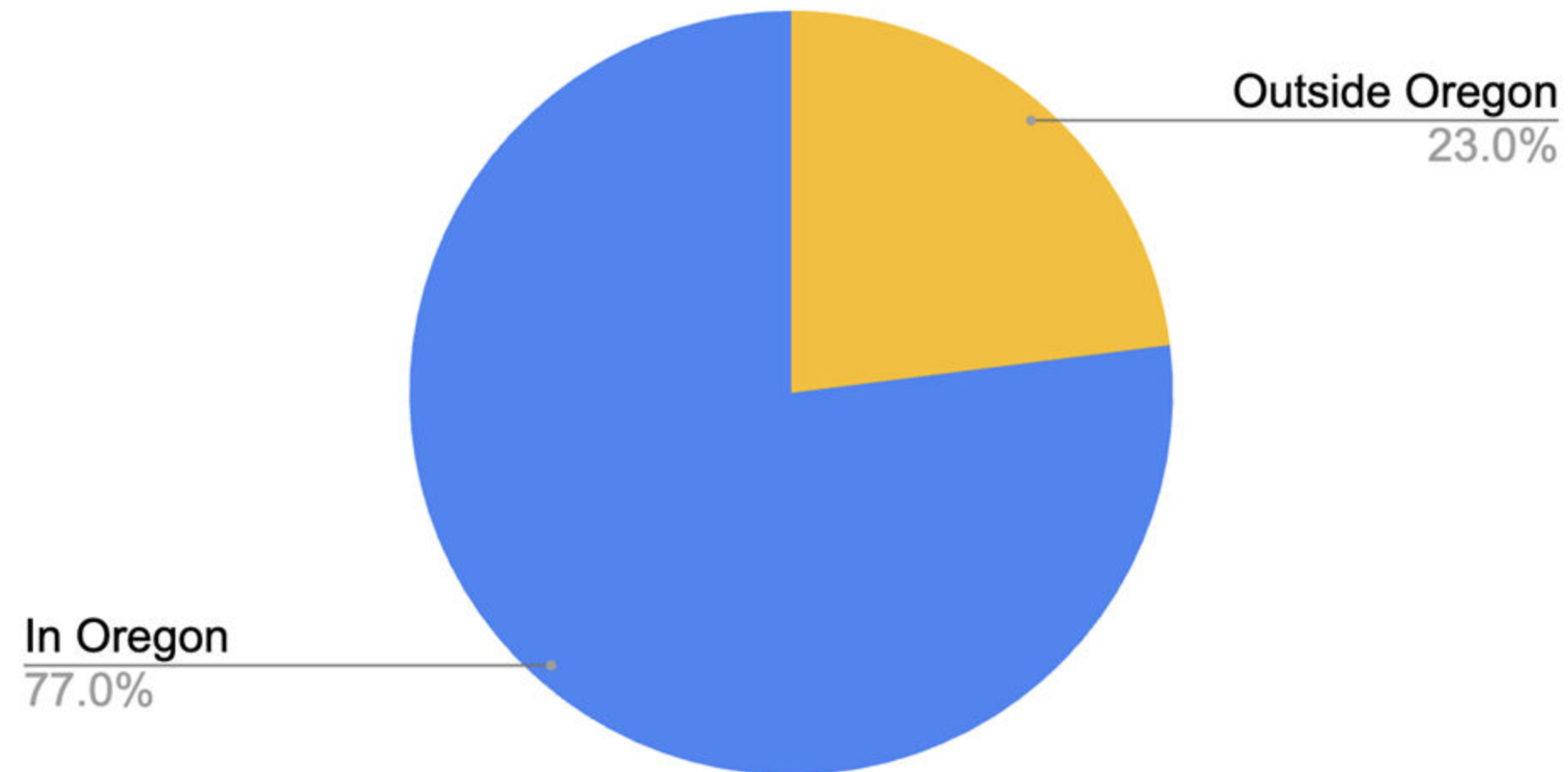
Teacher Preparation

- Teachers are the most important in school factor for student learning

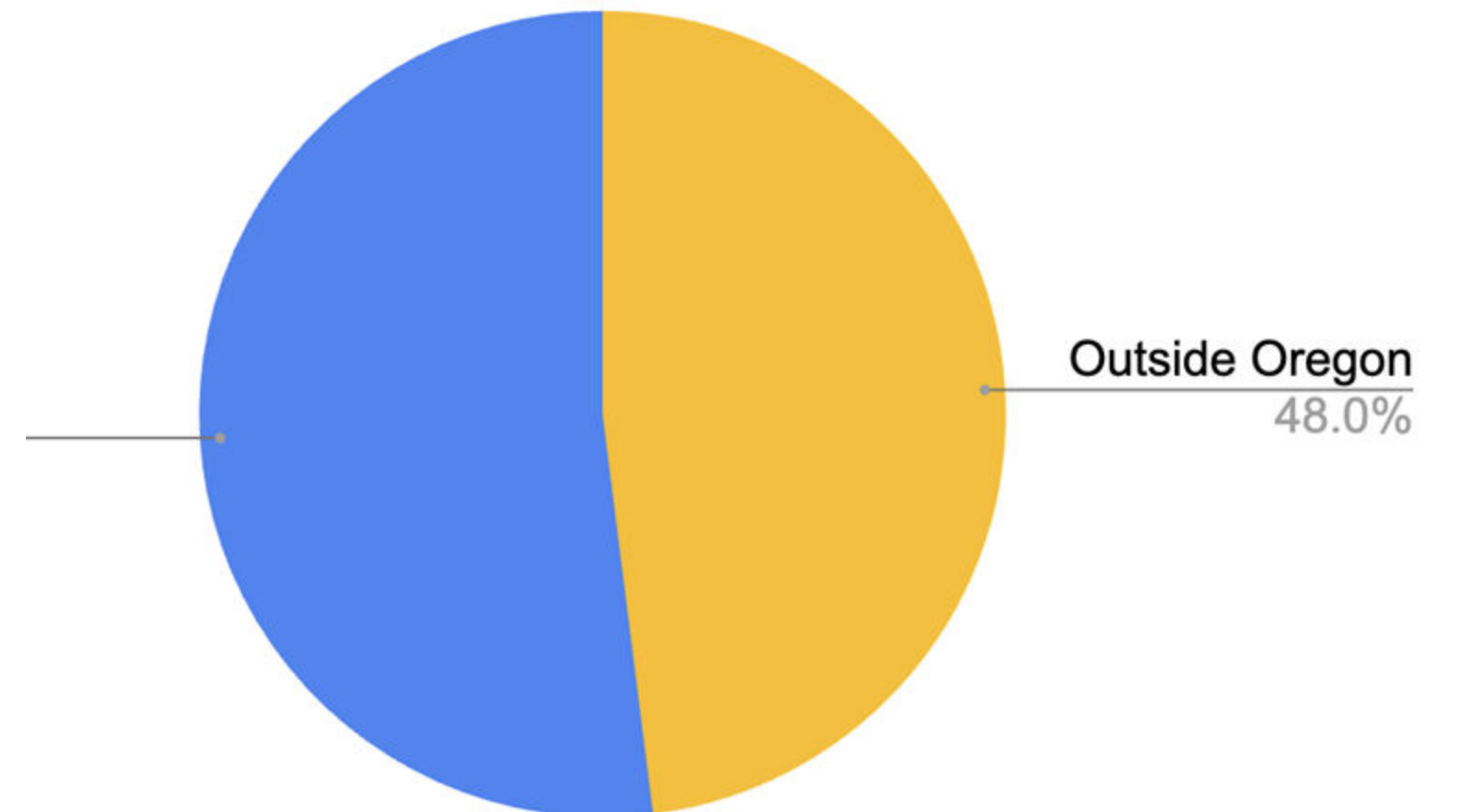


Teacher Labor Market Trends

2013-2014



23



Two Primary (false) Narratives

We just need more money.

- Money is necessary but not sufficient
- Oregon has seen historic increases in public education funding and has not seen corresponding increases in achievement

Teachers unions are the problem.

- Some of the highest academic achievement states have some of the strongest unions

What's Really Happening?

- Oregon lacks a coordinated system that learns, adjusts, and collects data in a systematic way to center student learning and academic achievement



Solutions

In order to address the systemic issues plaguing Oregon schools, we must commit to being:

Data-Driven

By being unapologetically empirical with our evaluations of what is working and what is not.

Values-Driven

By creating structures and processes we believe in, and communicating the value (opt out as a symptom).

Research-Driven

By developing an independent policy research center to collect, communicate, and evaluate what is working to inform education policy.

Contact me

- asaultz@lclark.edu



Dan Goldman

Superintendent

Northwest Regional Education
Service District



“Every system is perfectly designed to get the results it gets”



Dan Goldman, NWRES D Superintendent
August 27, 2026

**“Is Oregon
designed for
failure?”**

- Elizabeth Miller, OPB



What is an ESD?

334.005 Mission; purpose; accountability.

(1) The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing **equitable, high quality, cost-effective and locally responsive educational services at a regional level.**

(2) An ESD plays a key role in:

- (a) Ensuring **an equitable and excellent education for all children** in the state;
- (b) Implementing the Oregon Educational Act for the 21st Century;
- (c) Fostering the **attainment of high standards of performance** by all students in Oregon's public schools;

and

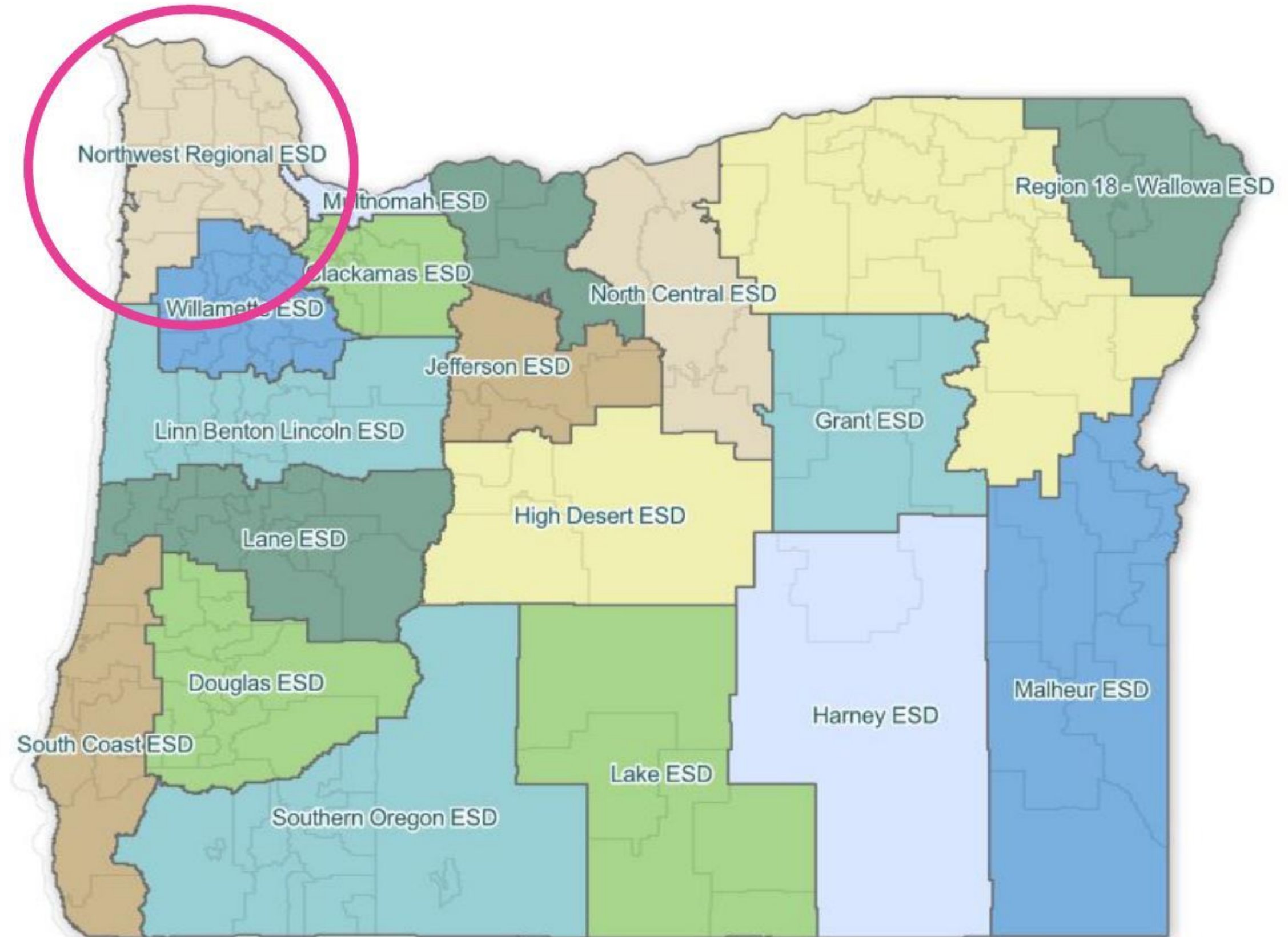
- (d) **Facilitating interorganizational coordination and cooperation among educational, social service, health care and employment training agencies.**

(3) An ESD's role is one of **leadership and service.**

ESDs

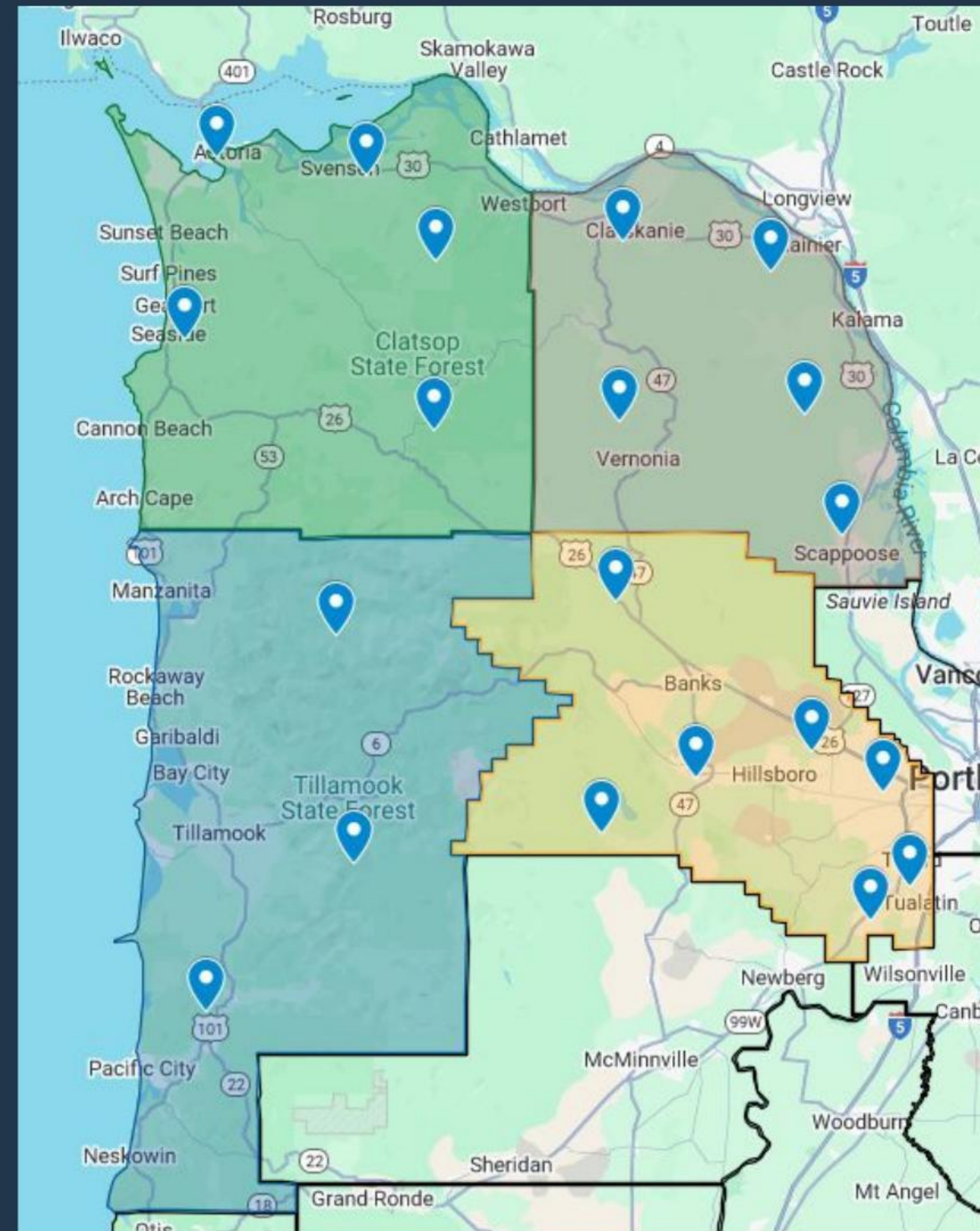
“Ensure an equitable and excellent education for all children”

“Facilitate interorganizational coordination and cooperation among educational... and employment training agencies.”



Northwest Regional ESD

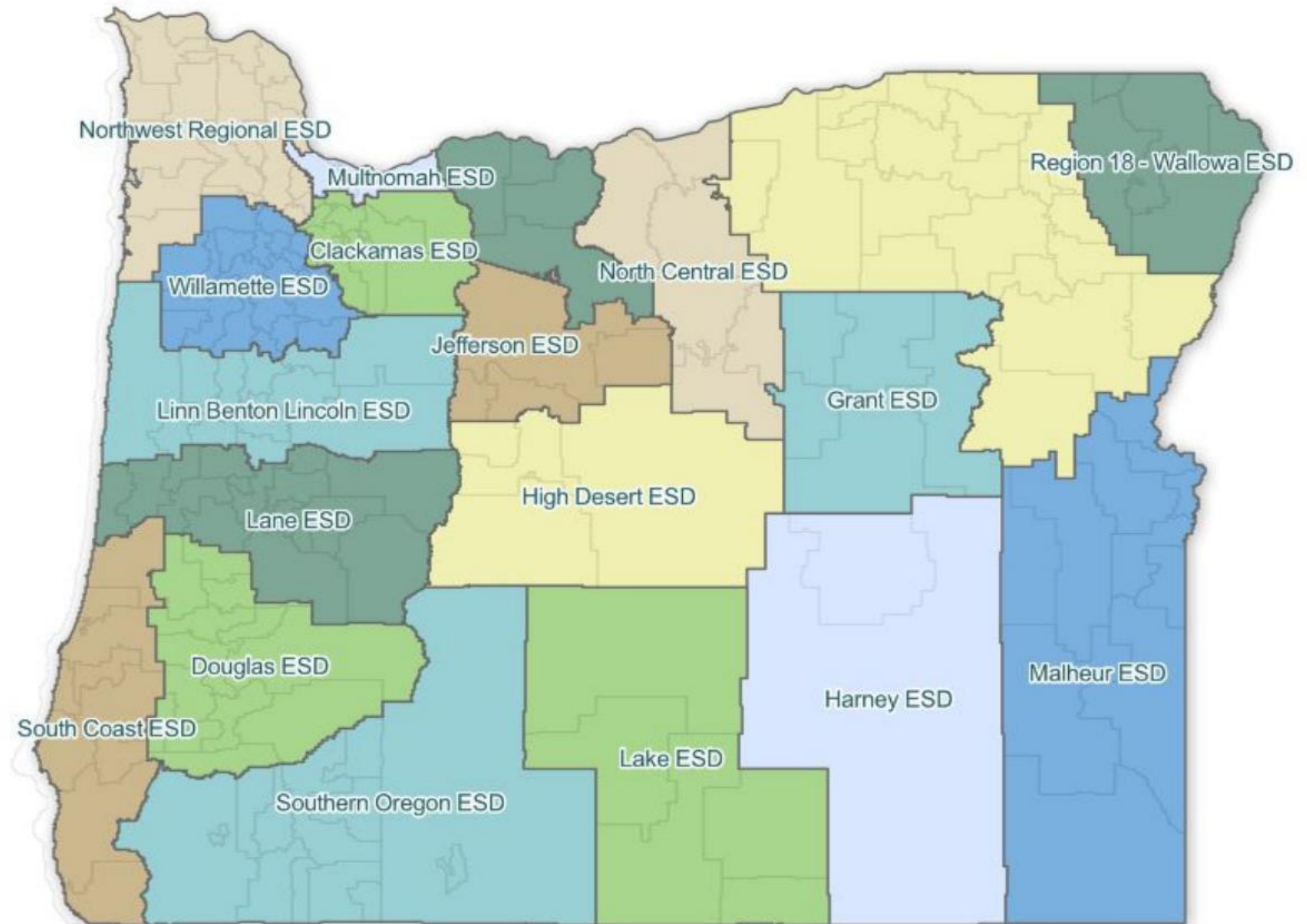
- ~100,000 K-12 Students
- 20 School Districts (11 Small/Rural)
- 186 Public Schools
- 4 Counties
- 3 Community Colleges
- 3 CTE Regions
- 2 Workforce Boards
- 3 STEM Hubs
- 2 Early Learning Hubs
- 2 Childcare Resource & Referrals
- 3 Coordinated Care Orgs



ESDs

“Ensure an equitable and excellent education for all children”

“Facilitate interorganizational coordination and cooperation among educational... and employment training agencies.”

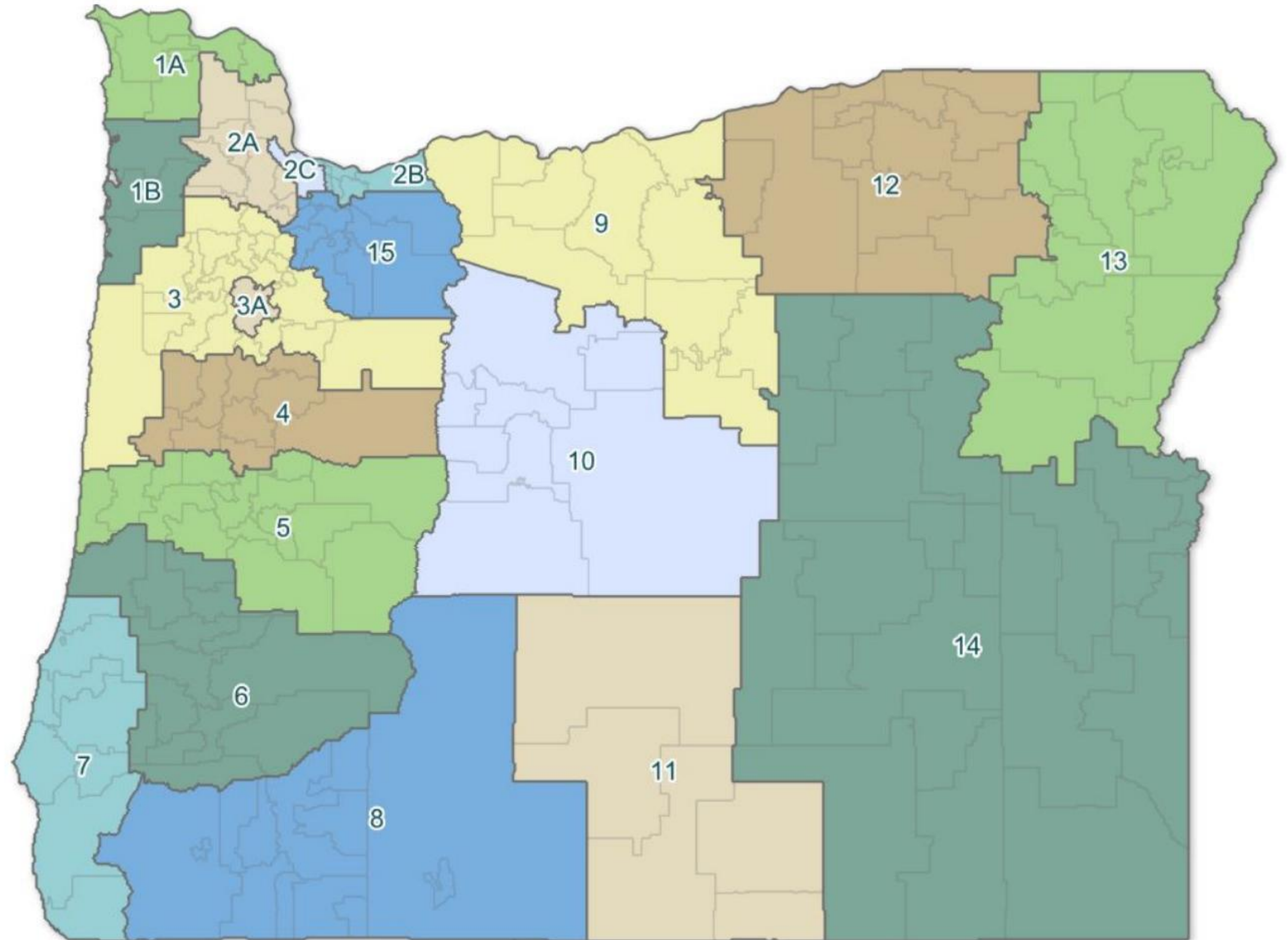


CTE Consortia

Career Technical
Education

Connect high school and
college students with
high-wage, high-demand
careers.

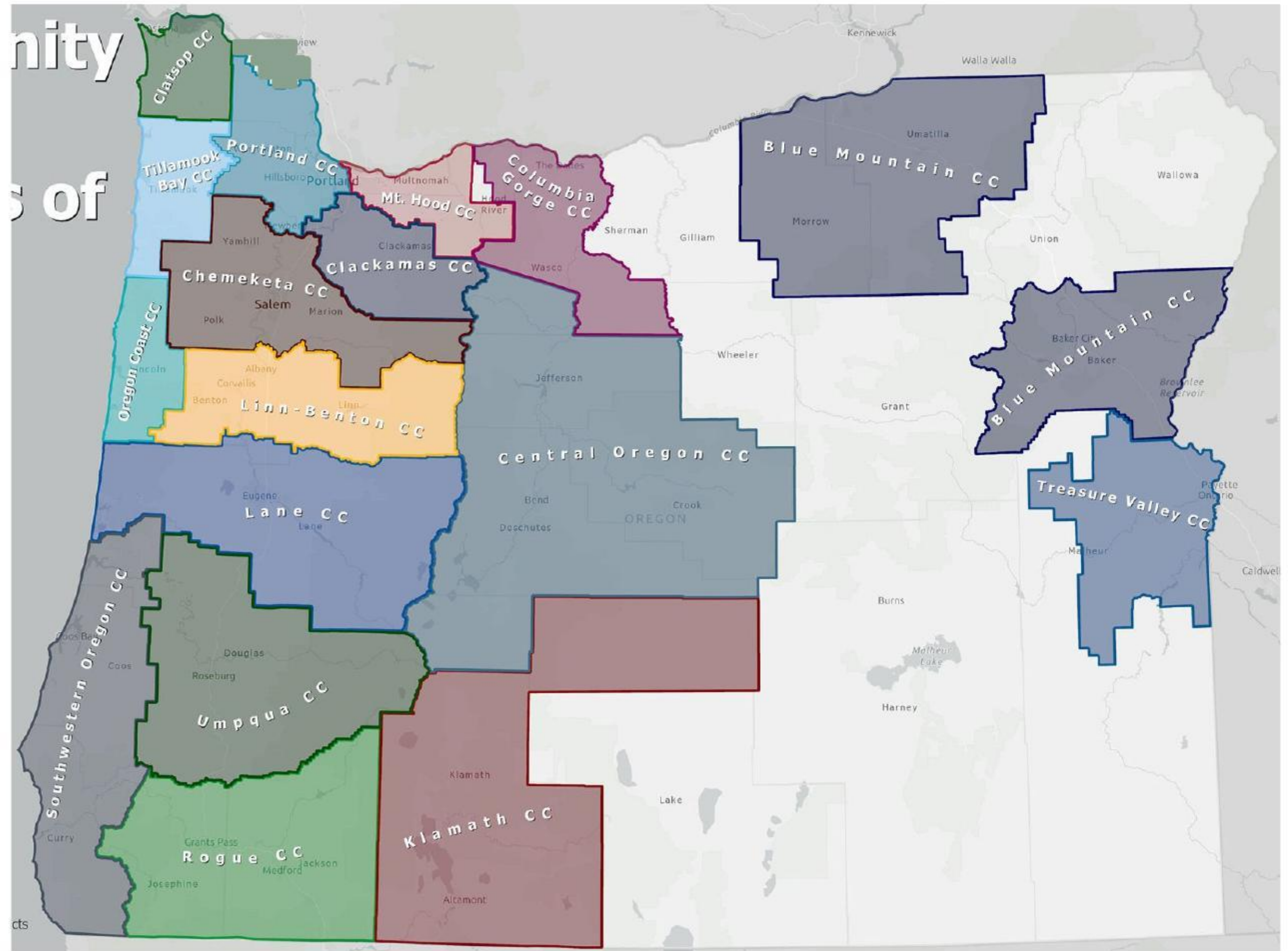
Coordinate regional
training pathways and
align education
programs directly with
local workforce needs.



Community College Boundaries

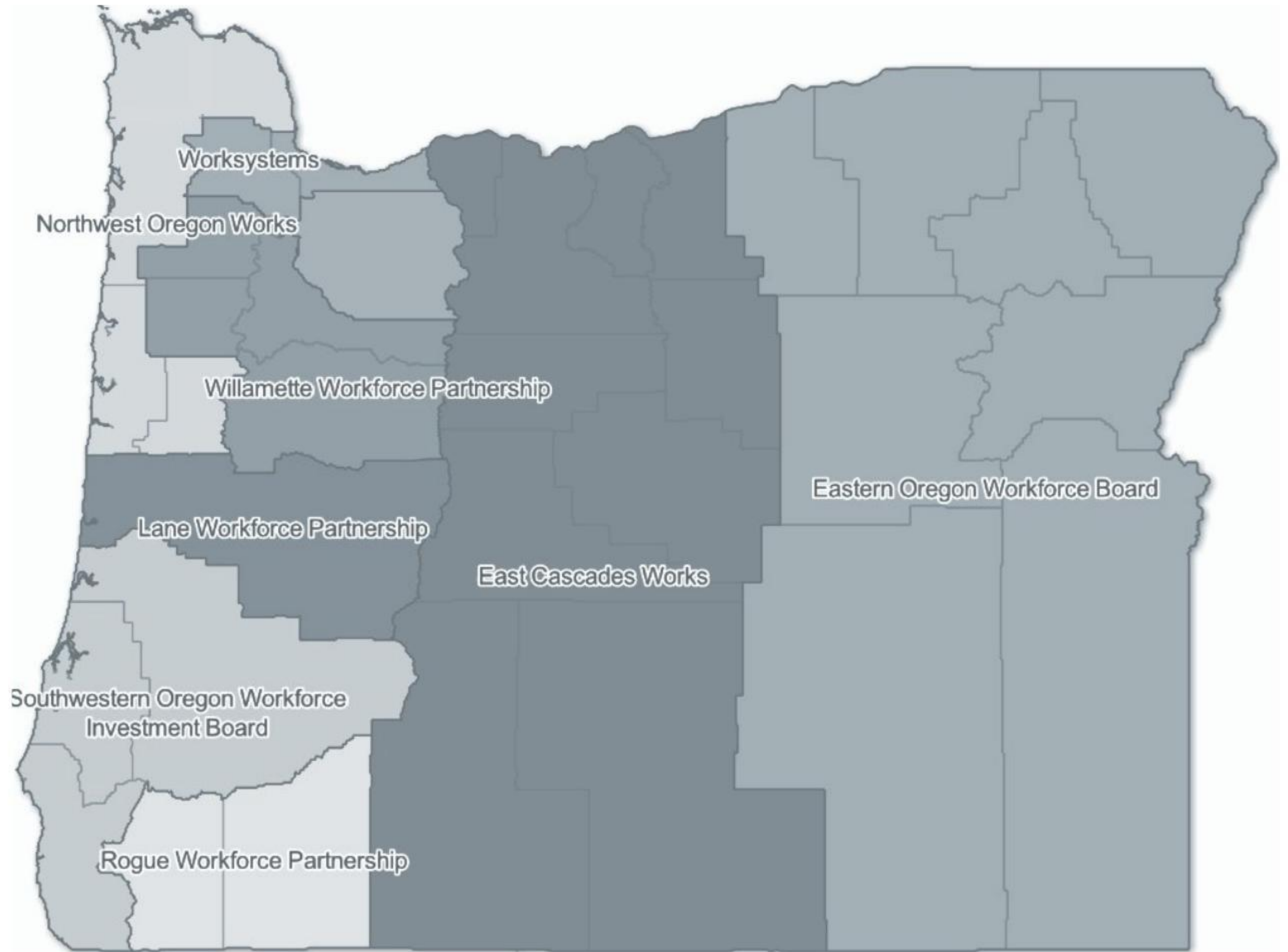
Provide open-access, affordable education and localized training

Meet regional economic and workforce development demands



Workforce Boards

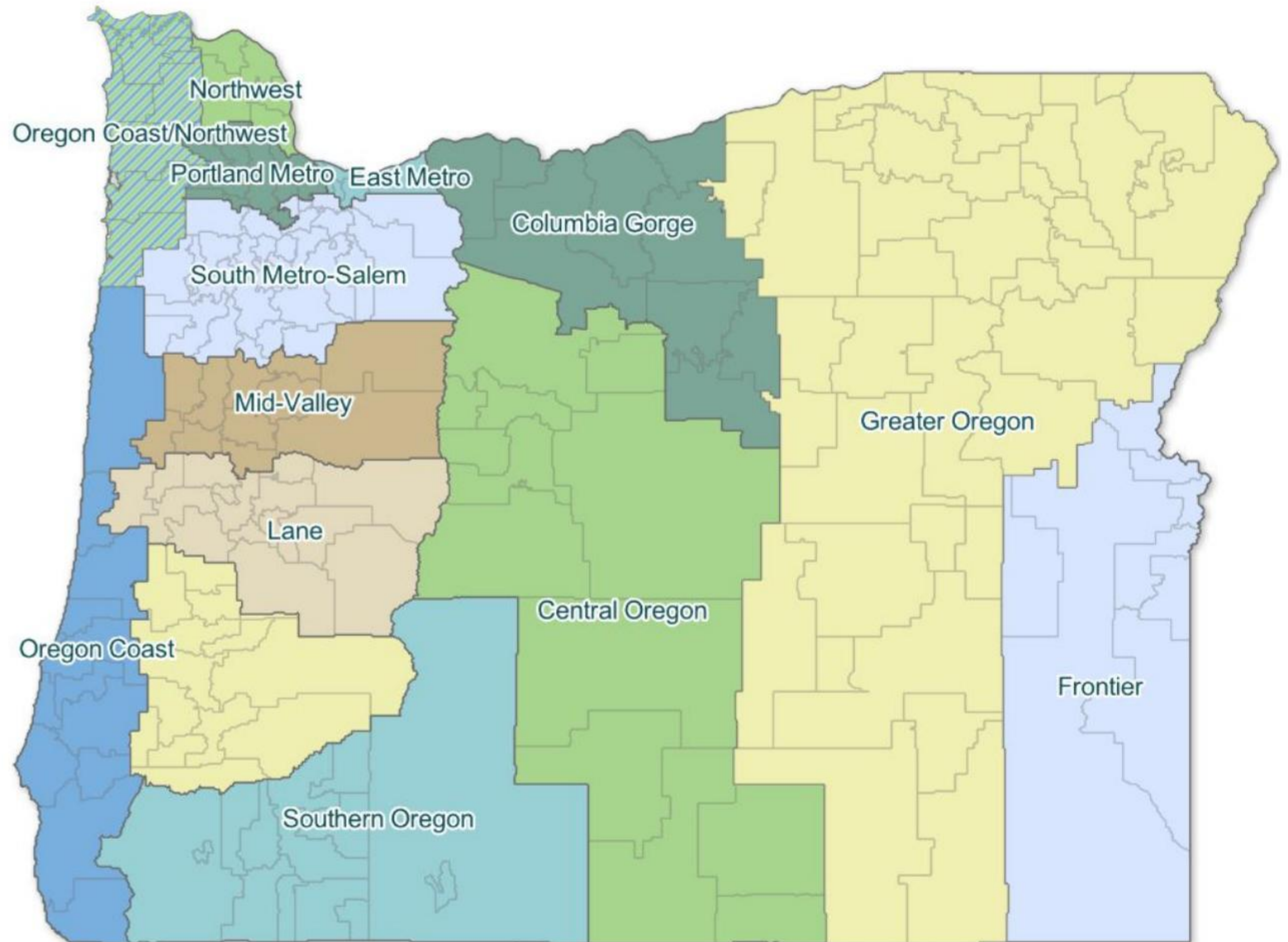
Align education, training, and employment programs so that Oregonians gain skills for high-wage jobs and local businesses stay competitive.



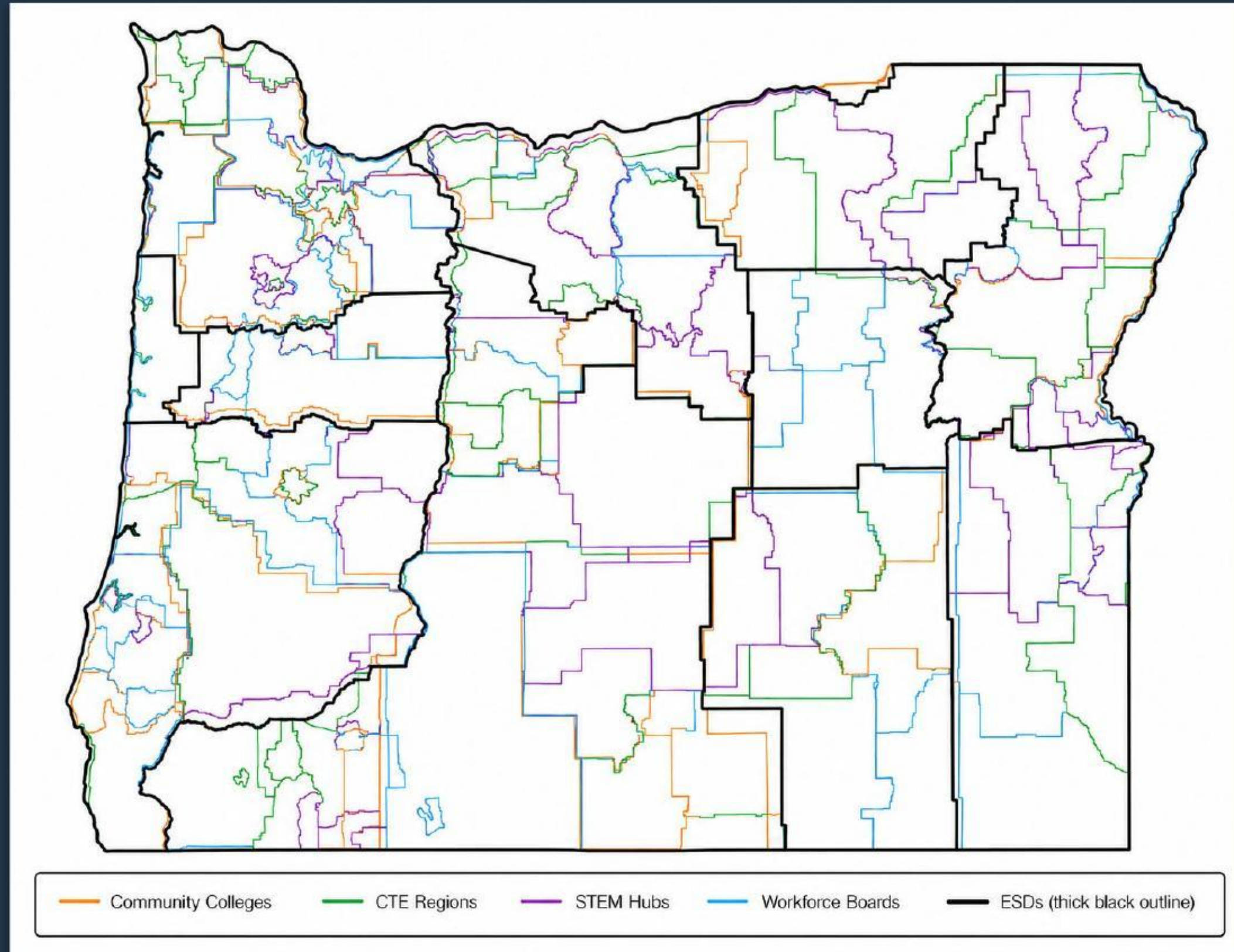
STEM Hubs

(Science, Technology,
Engineering,
Mathematics)

Build local partnerships
between schools,
communities, and
businesses to prepare
students for high-demand
careers



Misalignment for workforce/career pathways...



K-12 Workforce/CTE Investments



In 2020-2021, Washington had \$684,517,000 in state funding expenditure for 9-12 grade CTE, with 168,718 CTE participants.

\$4,057 per participant



In 2021-2022, Oregon had \$61,700,000 in dedicated state funding expenditures in K-12 Career related learning services, with 166,598 CTE participants.

\$370 per participant

An Aligned Education Improvement & Support System

Three levels. Different roles. One shared goal: student success.

STATE LEVEL



Oregon Department of Education

State agency that sets direction and support for the entire education system.

Statewide leadership. Interpret Statutes. Allocate resources. Ensure Accountability.

REGIONAL LEVEL



Education Service Districts (ESDs)

Regional expertise, relationships and shared services that support school districts from birth to 21 years old.

Share costs. Align support to local needs. Sustain partnerships. Improve outcomes.

LOCAL LEVEL



School District A

Educate students
Improve outcomes
Operate schools



School District B

Educate students
Improve outcomes
Operate schools



School District C

Educate students
Improve outcomes
Operate schools



Provide direction,
guidance & oversight



Shares data, reports & local
needs



Provide services,
programs & support



Communicate needs,
collaborates & lives
input

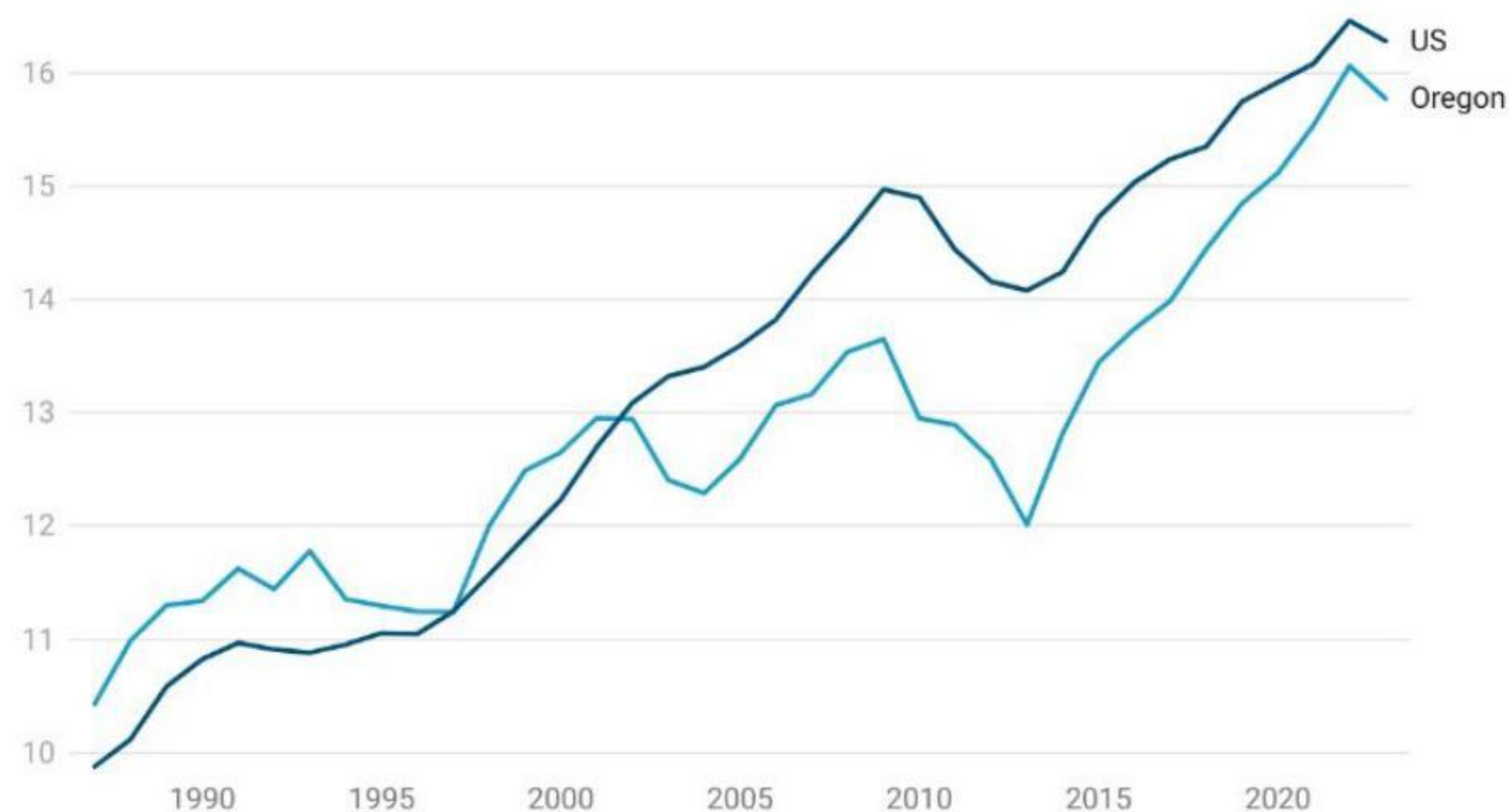
Report: Oregon ranks among worst states for public education, Washington earns top marks

by [Deb Knapp](#) | Tue, August 11, 2026 at 2:39 PM
Updated Tue, August 11, 2026 at 4:30 PM



Operational Expenditures Per Pupil, Oregon and U.S.

1987-2023, 2023 Dollars in Thousands, Adjusted for Inflation



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (State Fiscal)" • Created with Datawrapper

OREGON
BUSINESS PLAN

EDUCATION

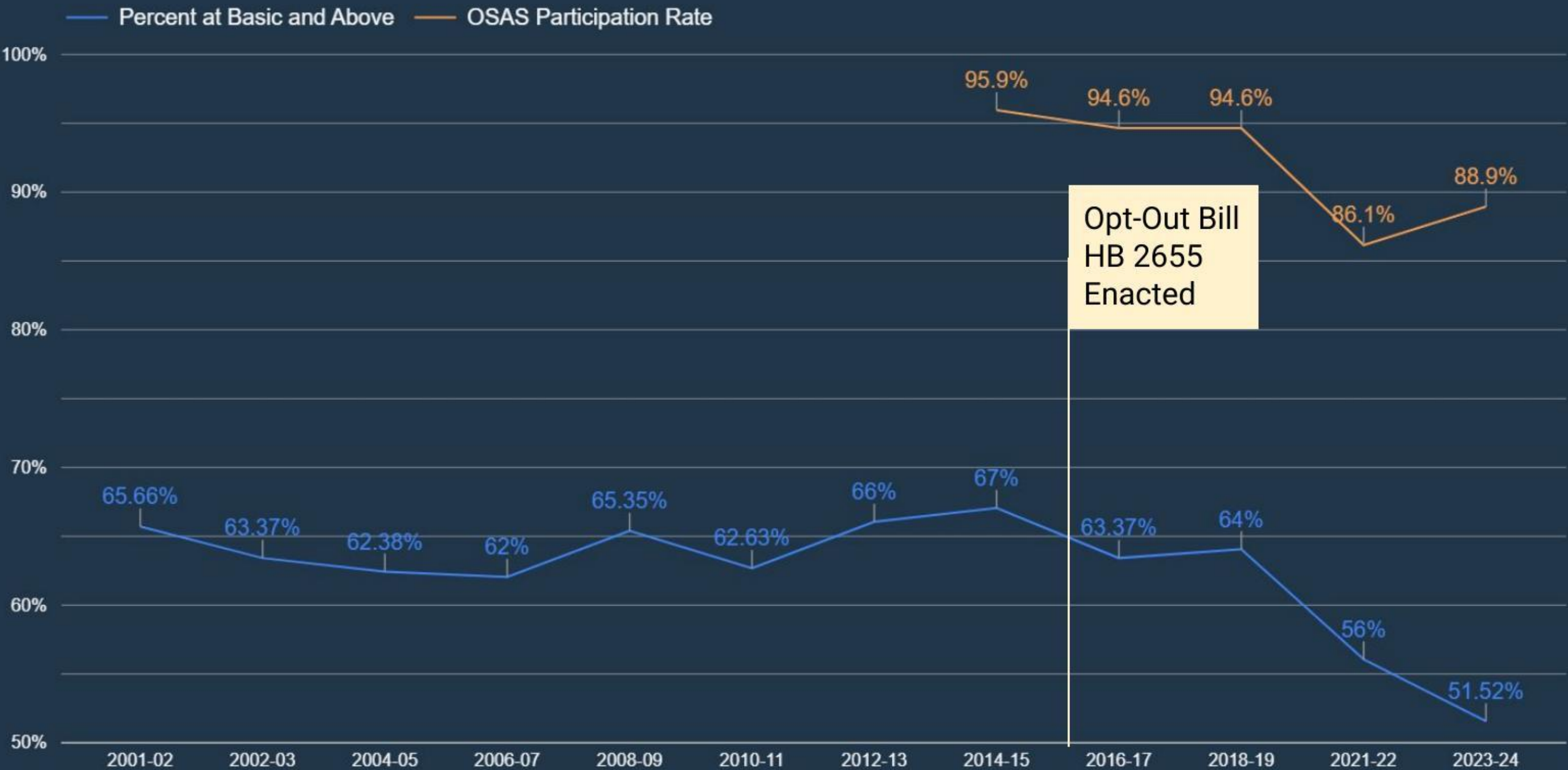
Oregon education funding committee recommends increasing school spending by \$2.5B to \$5B

The Quality Education Commission recommended increases of 22% to more than 40% in state spending on schools for the 2027-29 school years

BY [ALEX BAUMHARDT](#) - AUGUST 12, 2026 6:00 AM



4th Grade NAEP vs Participation in Testing



What needs to change?

1. Repeal “Opt Out” bill (HB 2655)
2. Design a better system that reorganizes, realigns and invests in students futures.
3. Hold everyone accountable to that system.
4. Focus on quality instruction and data-informed intervention practices to increase outcomes.





Travis Reiman

Superintendent

Hillsboro School District

Oregon K-12 Schools Storytelling

“Enrollment is down, you have more money than ever, and student scores are worse than ever.”

Here Comes “The Big Shrink”

Districts need a plan for getting smaller.

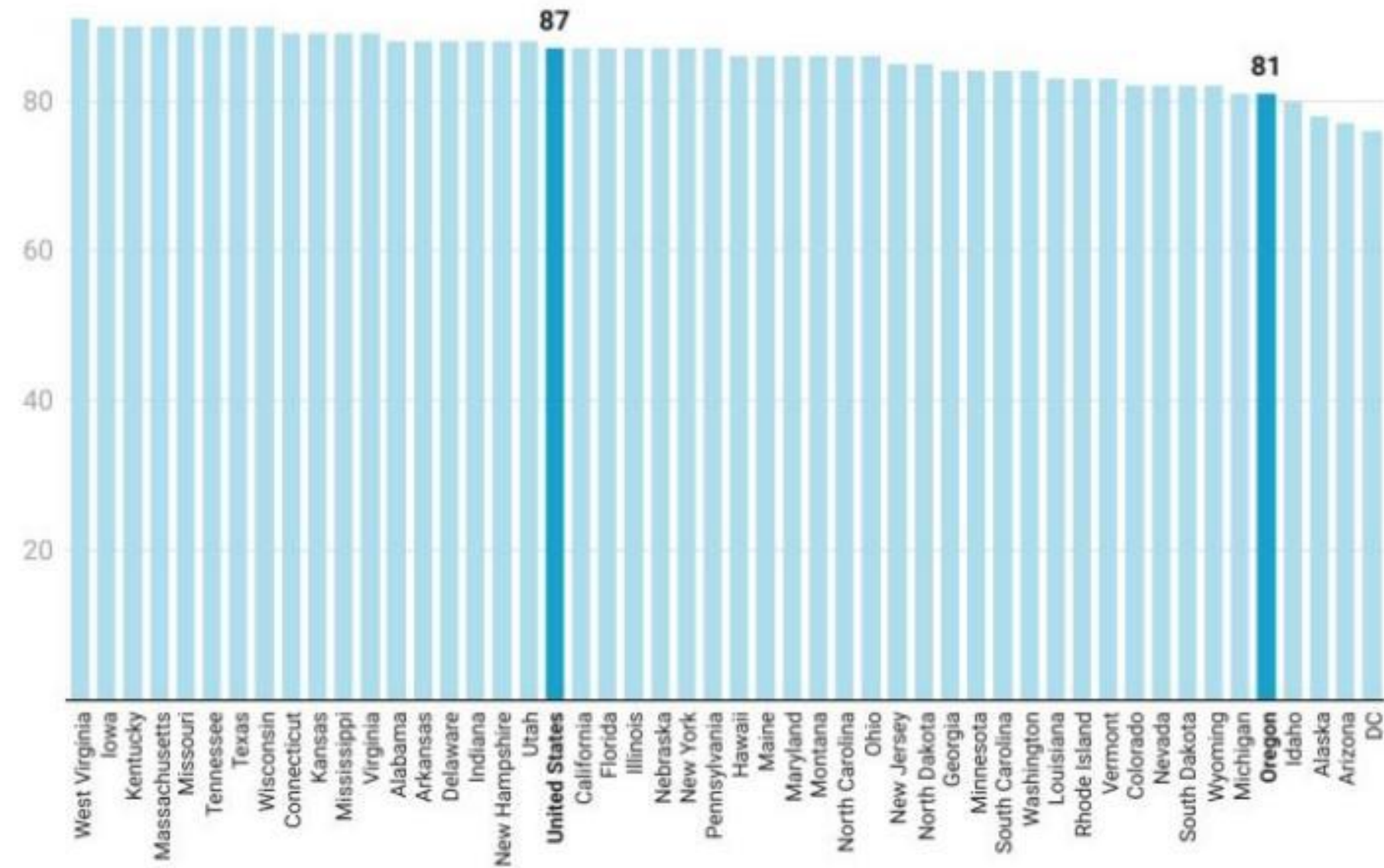


Marguerite Roza, Ph.D.

📅 Published September 2025

Oregon Among Lowest in U.S. High School Graduation Rates

Public high school 4-year adjusted cohort graduation rate (ACGR), by state or jurisdiction: 2021-22



The adjusted cohort graduation rate (ACGR) is the percentage of public high school freshmen who graduate with a regular diploma or a state-defined alternate high school diploma for students with the most significant cognitive disabilities within 4 years of starting 9th grade. Students who are entering 9th grade for the first time form a cohort for the graduating class. This cohort is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.

Created with Datawrapper

Oregon Ranks Among Lowest in 4th Grade Math & Reading Performance

National Assessment of Educational Progress, 4th Grade Math Scale Score, Adjusted for Demographics

Ten Highest and Lowest Performing States

Highest Performing States



Lowest Performing States



Source: Urban Institute • Created with Datawrapper

National Assessment for Educational Progress, 4th Grade Reading Scale Score, Adjusted for Demographics

Ten Highest and Lowest Performing States

Highest Performing States



Lowest Performing States



Source: Urban Institute • Created with Datawrapper

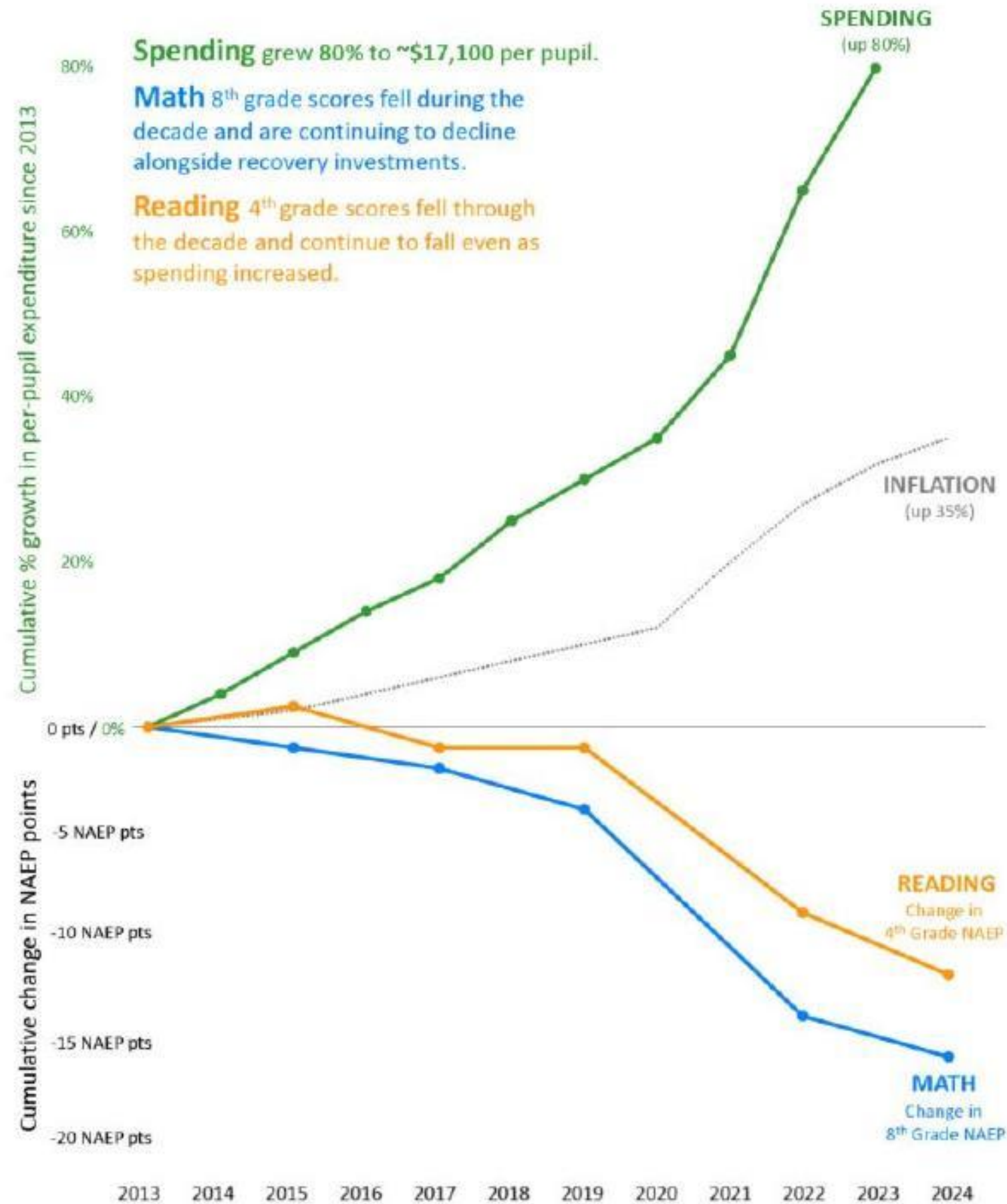
NOTE: Scores shown are adjusted for student demographics (e.g., income, race/ethnicity, language status) to enable fair comparisons across states. For example, Mississippi's adjusted scores improve significantly, while Oregon's remain low—indicating underperformance relative to its student mix.



OREGON
BUSINESS PLAN

<https://oregonbusinessplan.org/wp-content/uploads/2025/09/Oregons-Choice-09-09-25.pdf>

Oregon: Change in Spending and Scores since 2013



Analysis by Edunomics Lab using data from these sources: *Scores*: The Nation's Report Card (NAEP) 2013-2024
Spending: U.S. Census Annual Survey of School System Finances through 2023. *Inflation*: CPI, BLS. *Quoted*: EdunomicsLab.org

EDUNOMICS LAB

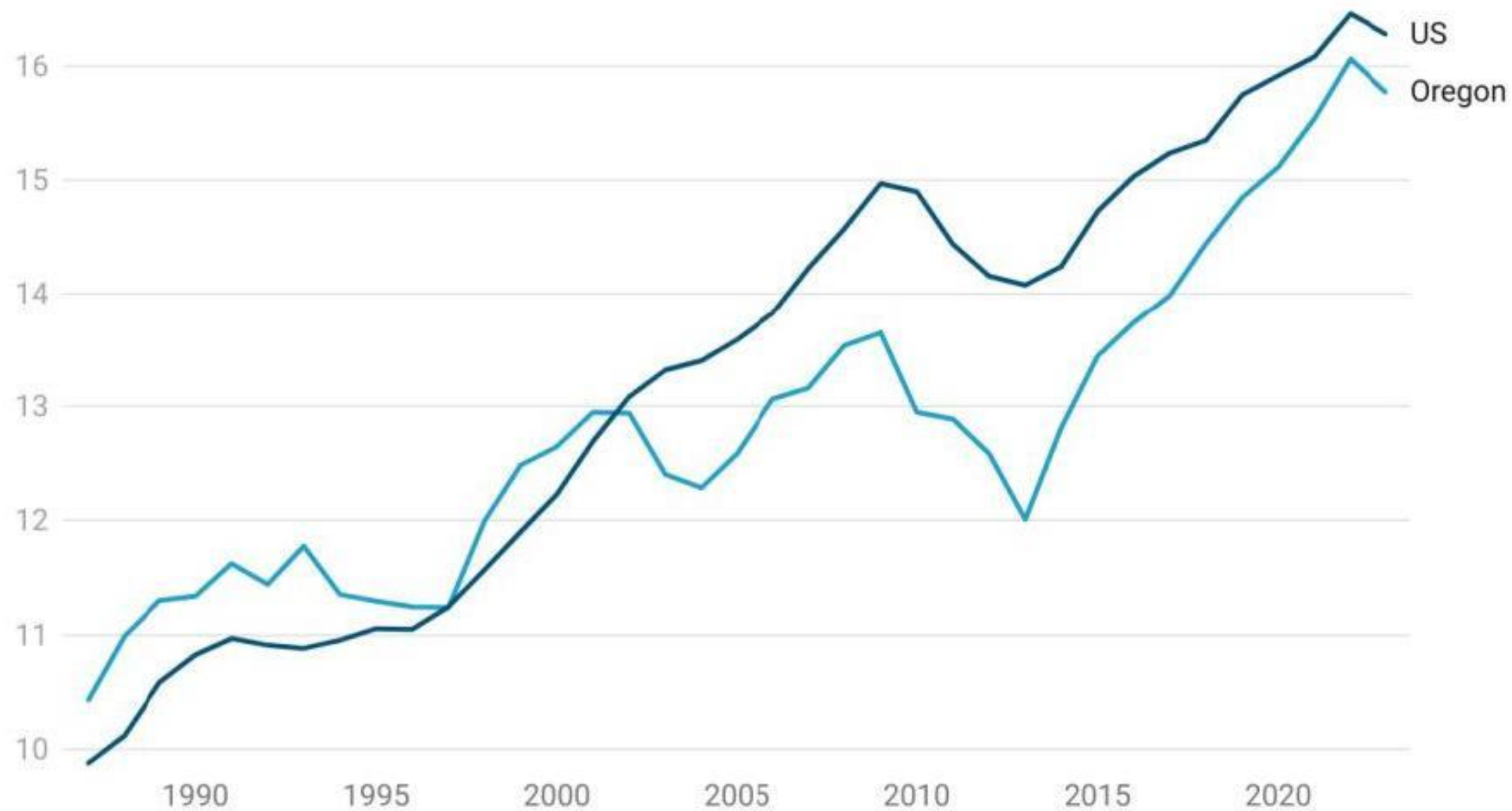
Oregon ROI analysis by Edunomics

<https://edunomicslab.org/oregon-roi-over-time/>

A Decade of Investment, No Academic Payoff for Oregon Students

Operational Expenditures Per Pupil, Oregon and U.S.

1987-2023, 2023 Dollars in Thousands, Adjusted for Inflation



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (State Fiscal)" • Created with Datawrapper

Measuring ROI: A national and state-by-state look over time

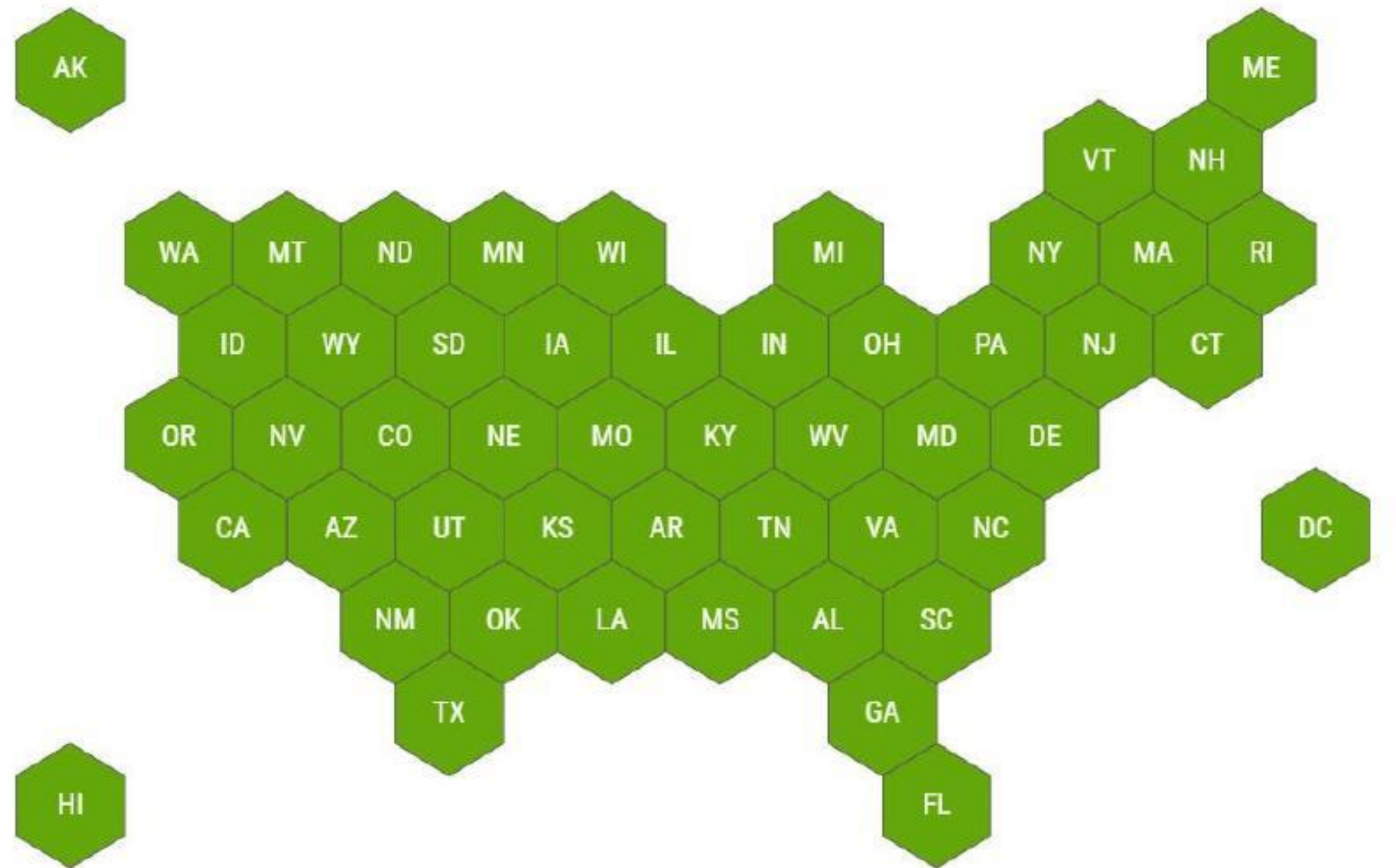
In some states, new investments, including **federal relief dollars**, correspond to reading and math gains. Others have seen no improvement, even as dollars flowed.

For example, in MS and TN, modest investments paralleled academic gains to deliver stronger ROI. In contrast, in states like MA and WA, investments outpaced inflation even as reading and math scores fell.

Edunomics Lab analyzed ROI data from 2013-2024 (NAEP scores alongside per-pupil spending) to see which states have been more (or less) successful at leveraging dollars to deliver academic improvement.

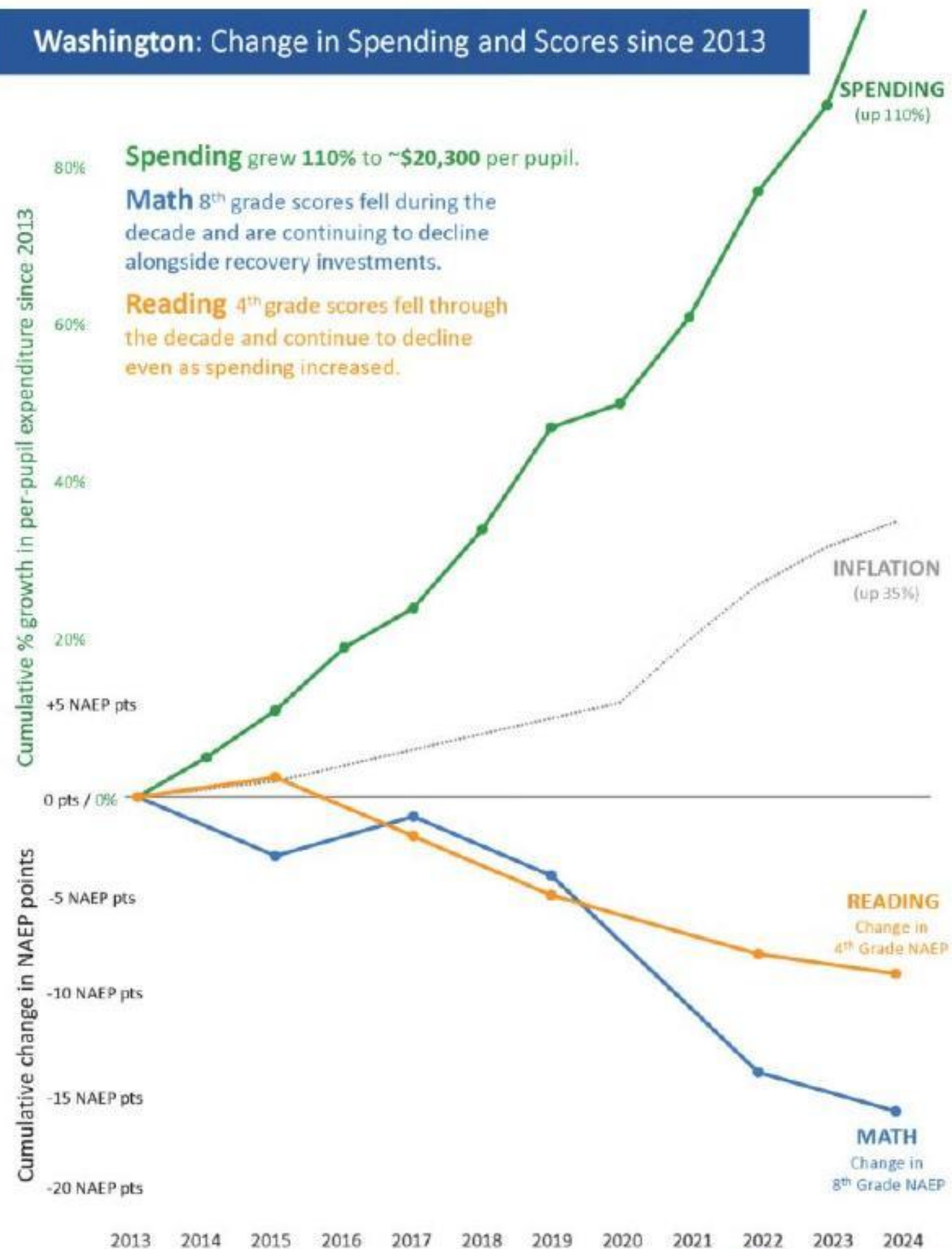
Click any state to view and download a graph of its trends.

See below for examples of how ROI varies across states and the national trend.



* A Flourish map

Washington: Change in Spending and Scores since 2013

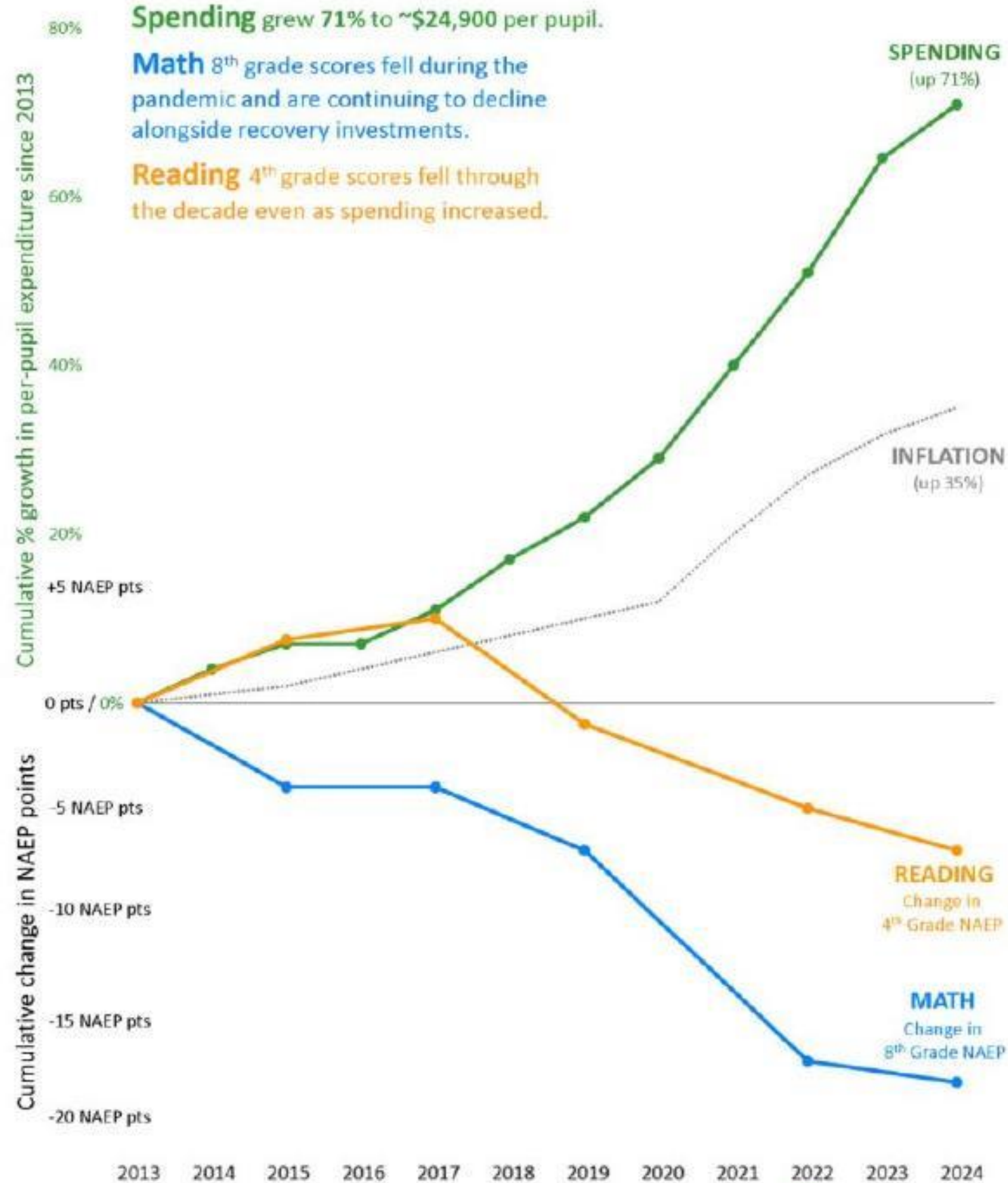


Analysis by Edunomics Lab using data from these sources: [Spending](#): The Nation's Report Card (NAEP) 2013-2024; [Spending](#): U.S. Census Annual Survey of School System Expenditures through 2021, then NAEP's Survey of the Status of the Nation's Schools for 2023; [Inflation](#): CPI, U.S. Department of Commerce; [NAEP](#): U.S. Department of Education.

EDUNOMICS LAB

Washington ROI analysis by Edunomics

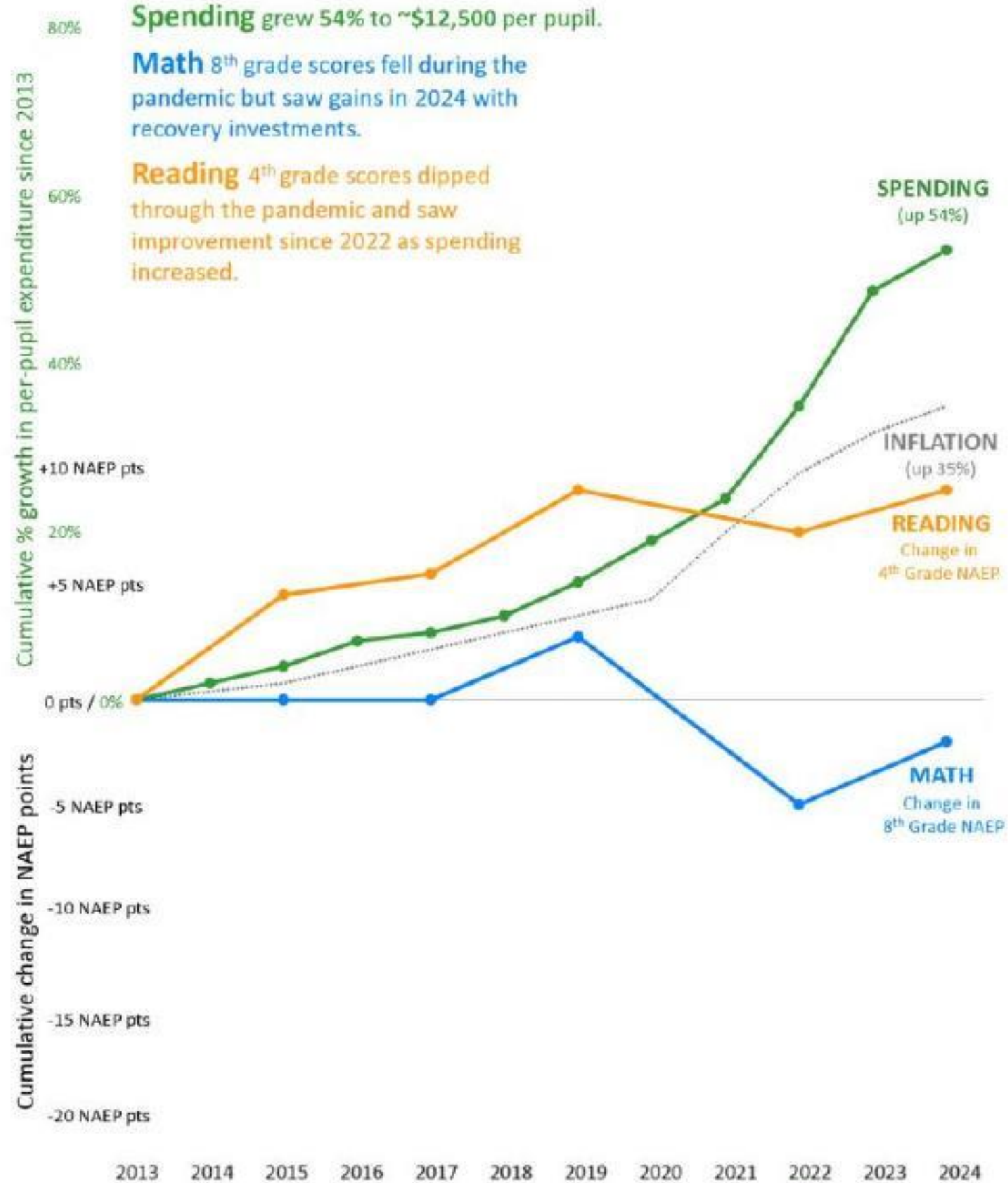
<https://edunomicslab.org/washington-roi-over-time/>



Massachusetts ROI analysis by Edunomics

<https://edunomicslab.org/massachusetts-roi-over-time/>

Mississippi: Change in Spending and Scores since 2013



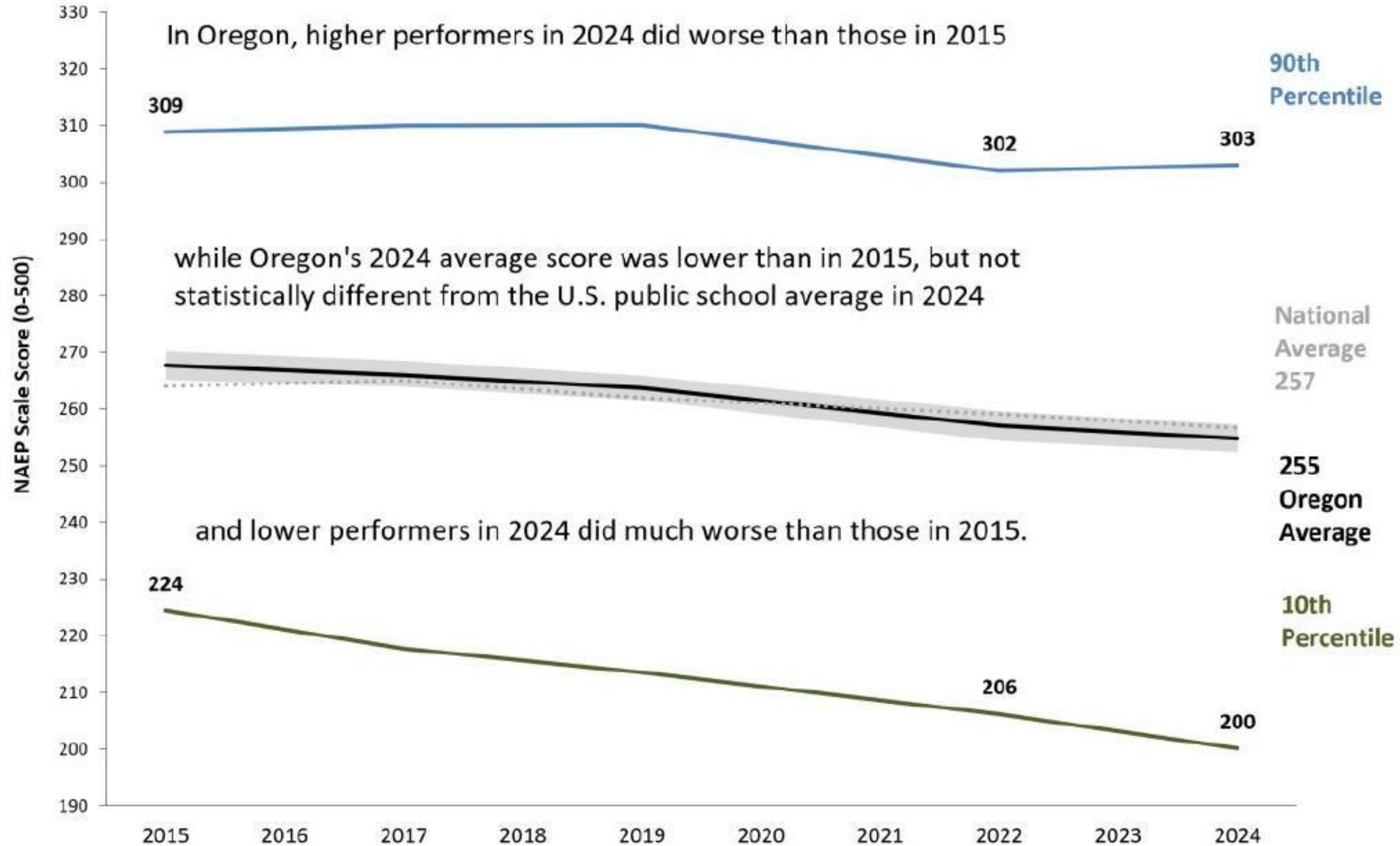
Mississippi ROI analysis by Edunomics

<https://edunomicslab.org/mississippi-roi-over-time/>

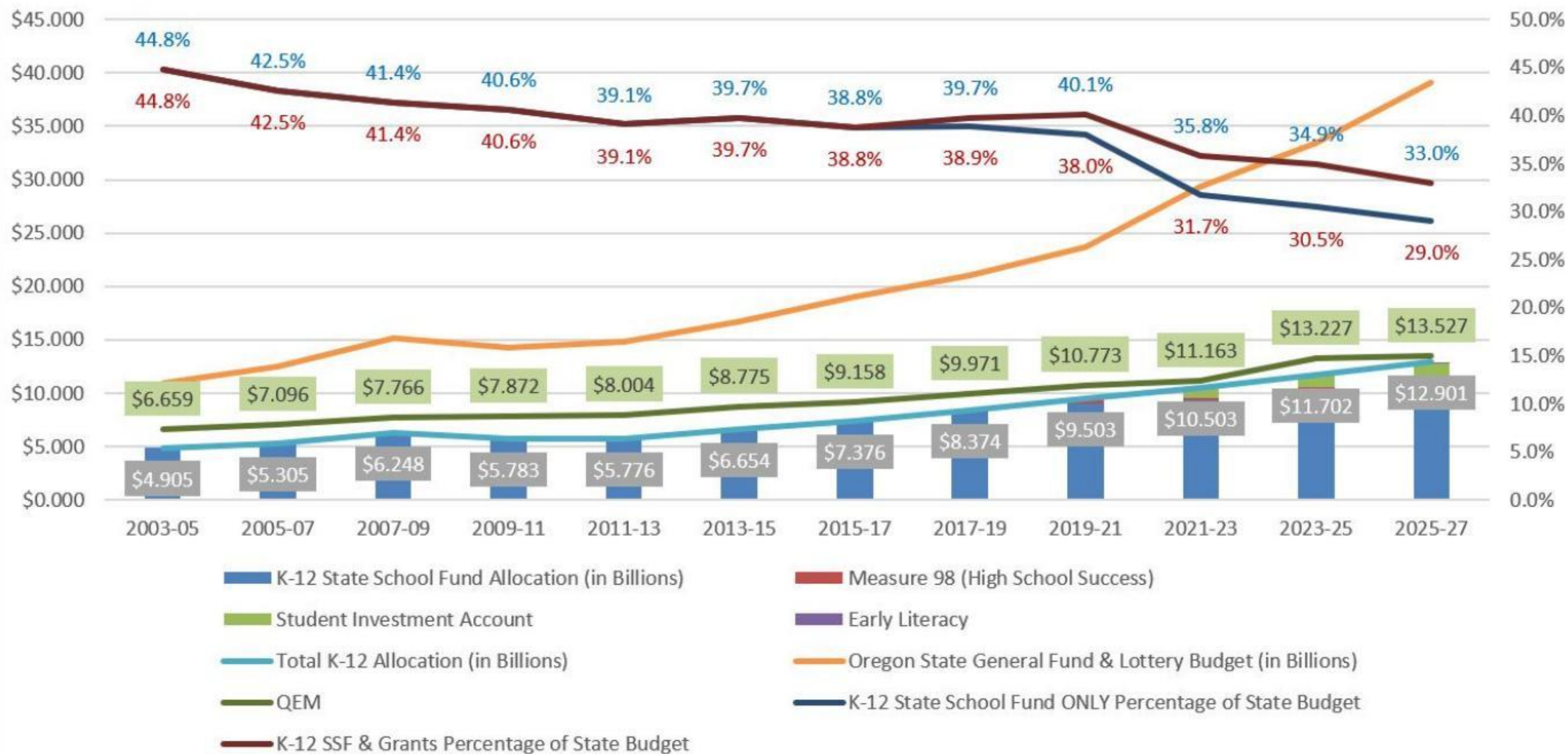
NAEP Reading Fast Facts www.nationsreportcard.gov



NAEP Grade 8 Reading Results, 2015 — 2024



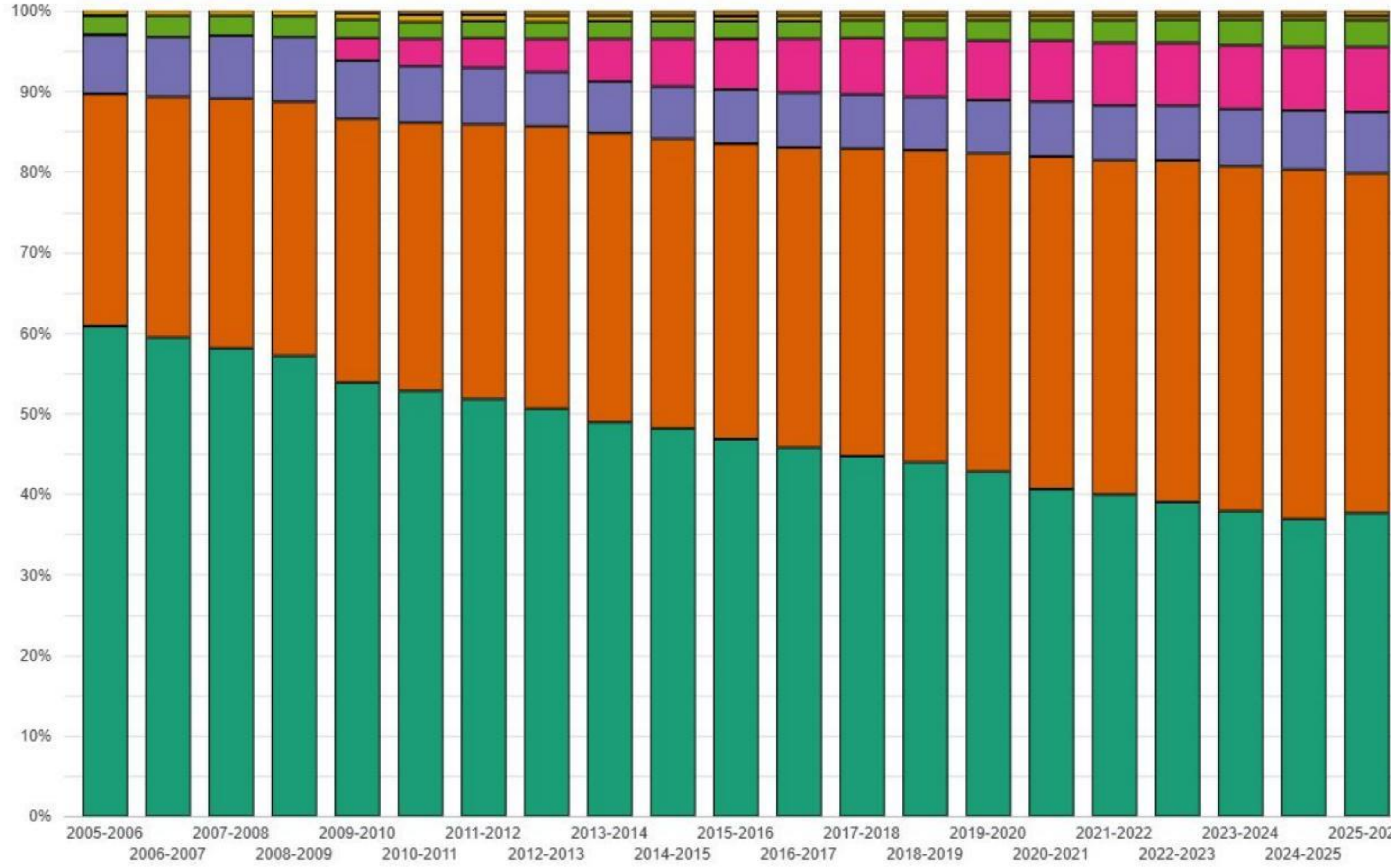
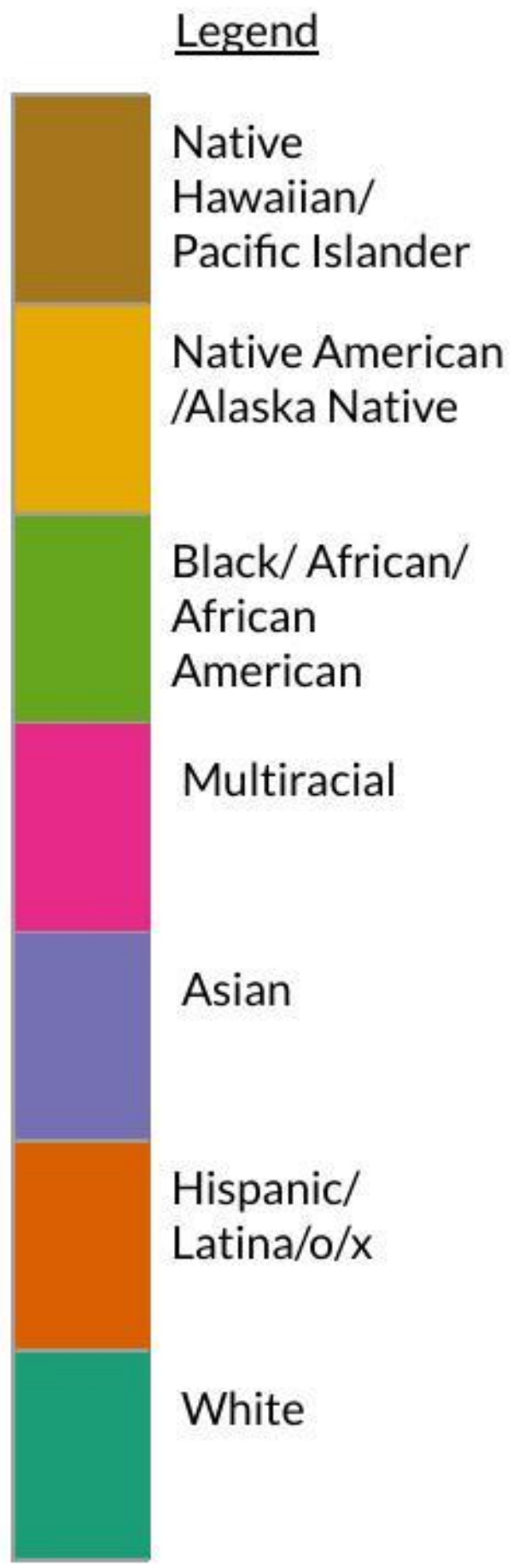
K-12 State School Fund & Grants Percentage of State Budget 2003-2027



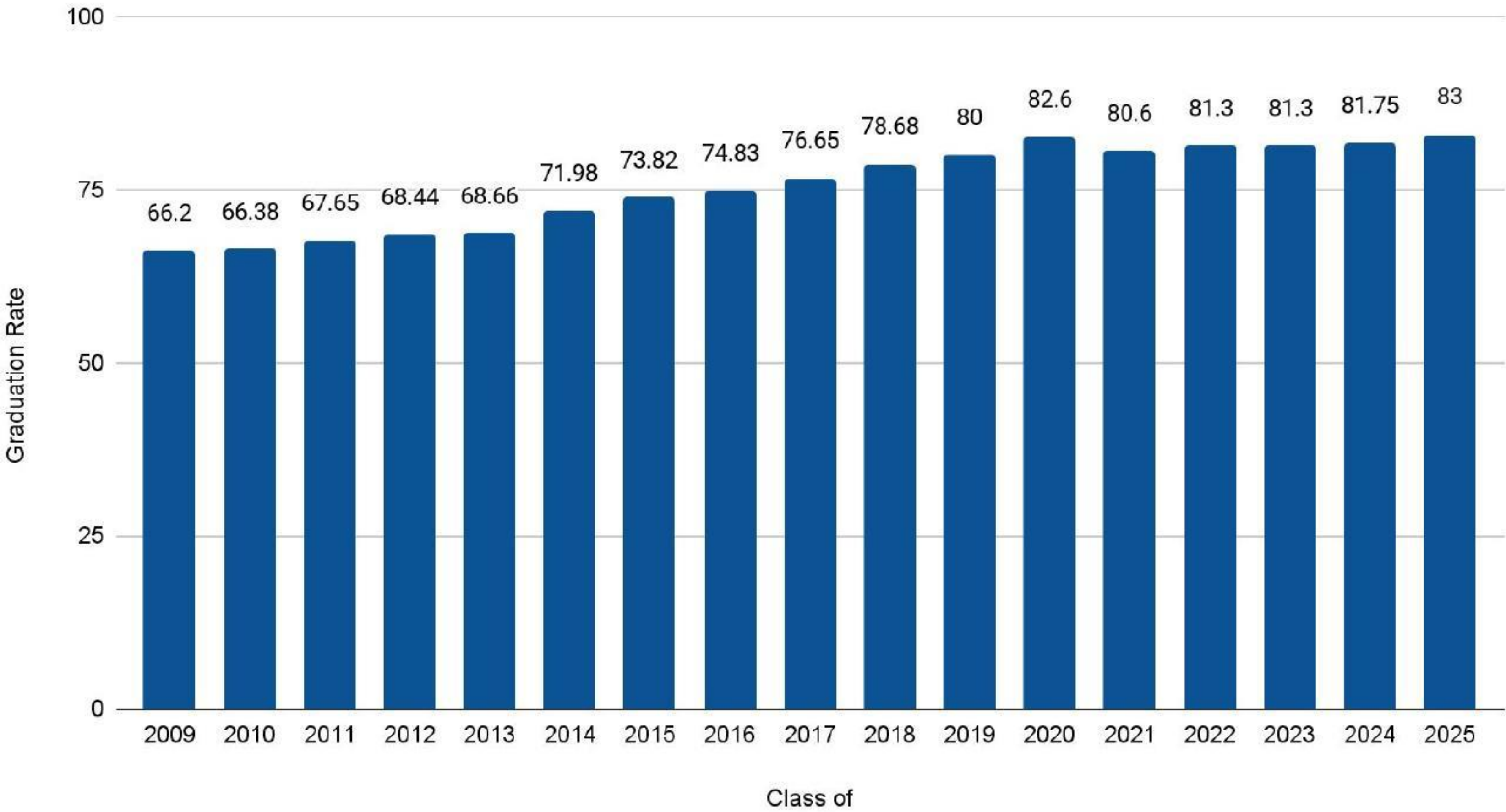
If Oregon were to invest 44% of general fund in schools (like we did in 2003), we'd go from \$11.3B to \$14.5B in annual allocation.

Hillsboro's Changing Landscape

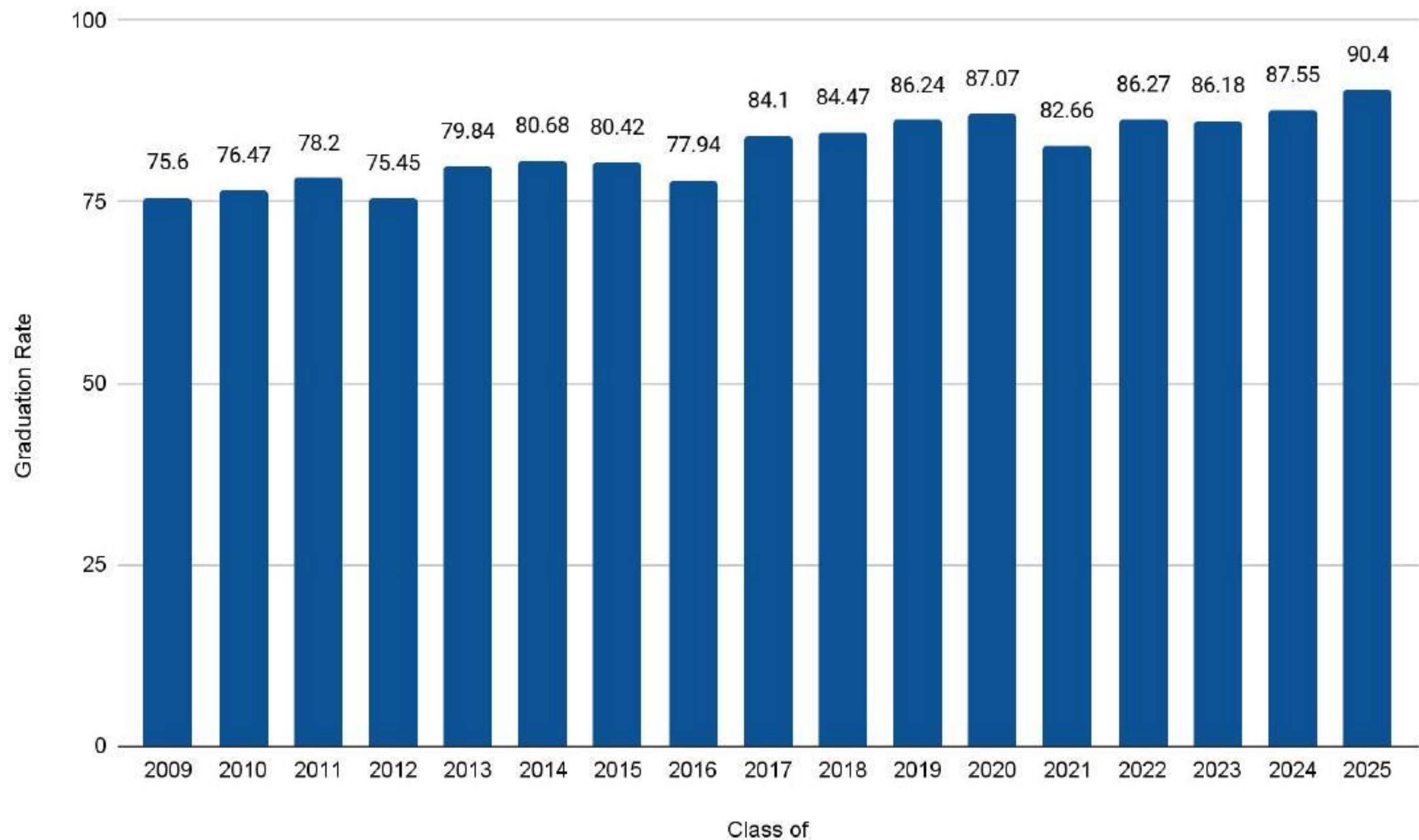
Example: Demographics



Oregon Graduation Rates



HSD Graduation Rate



Dual Language Graduation Rates

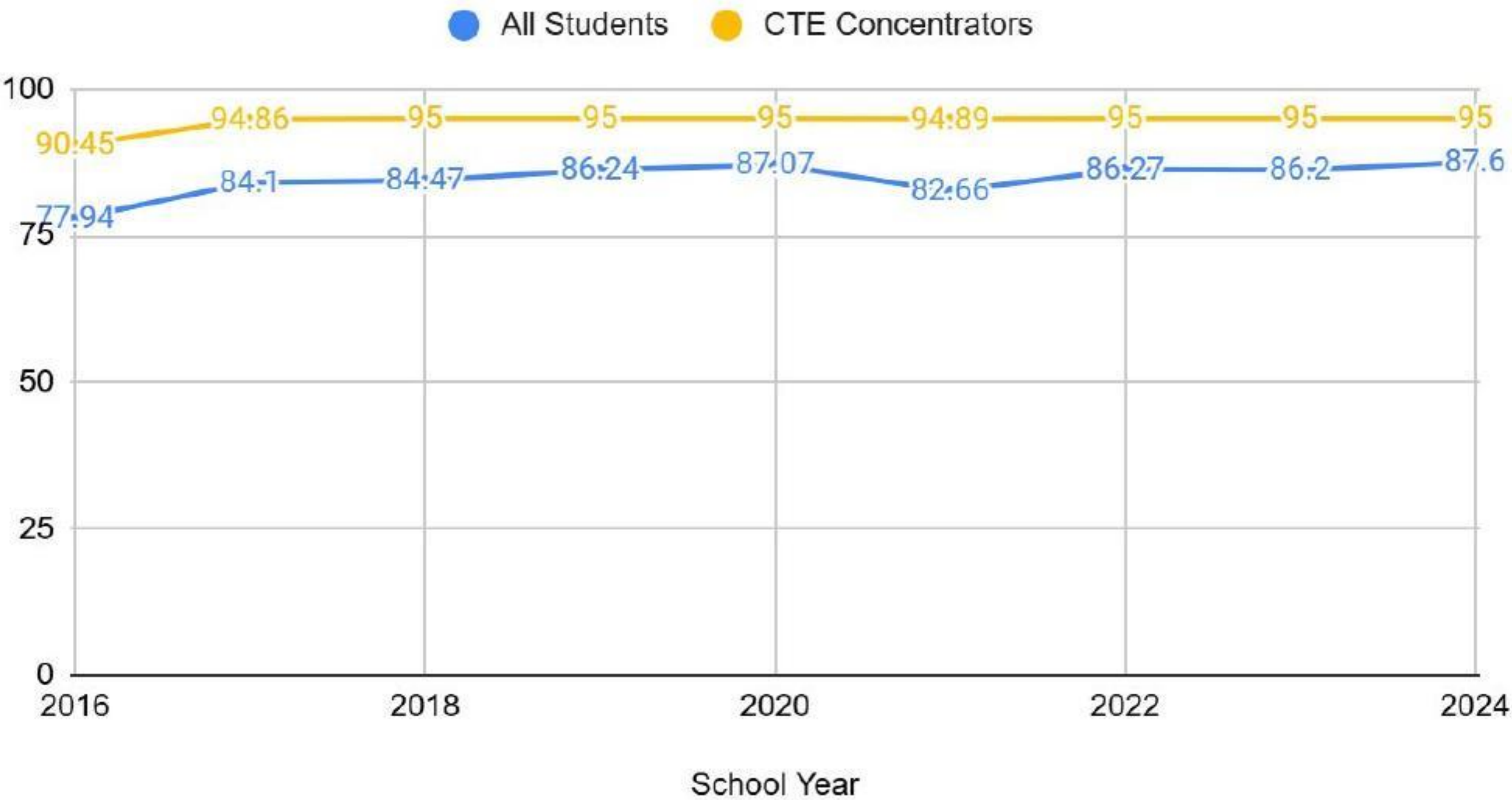


Graduation rates for Latino students in dual language programs are significantly higher than their non dual language peers.

2023-2024	HSD	Latina/o/x NonDL	Latina/o/x DL	Non-Latino/a/x DL	All DL
Graduation Rate	87.5%	75%	92%	100%	93.3%

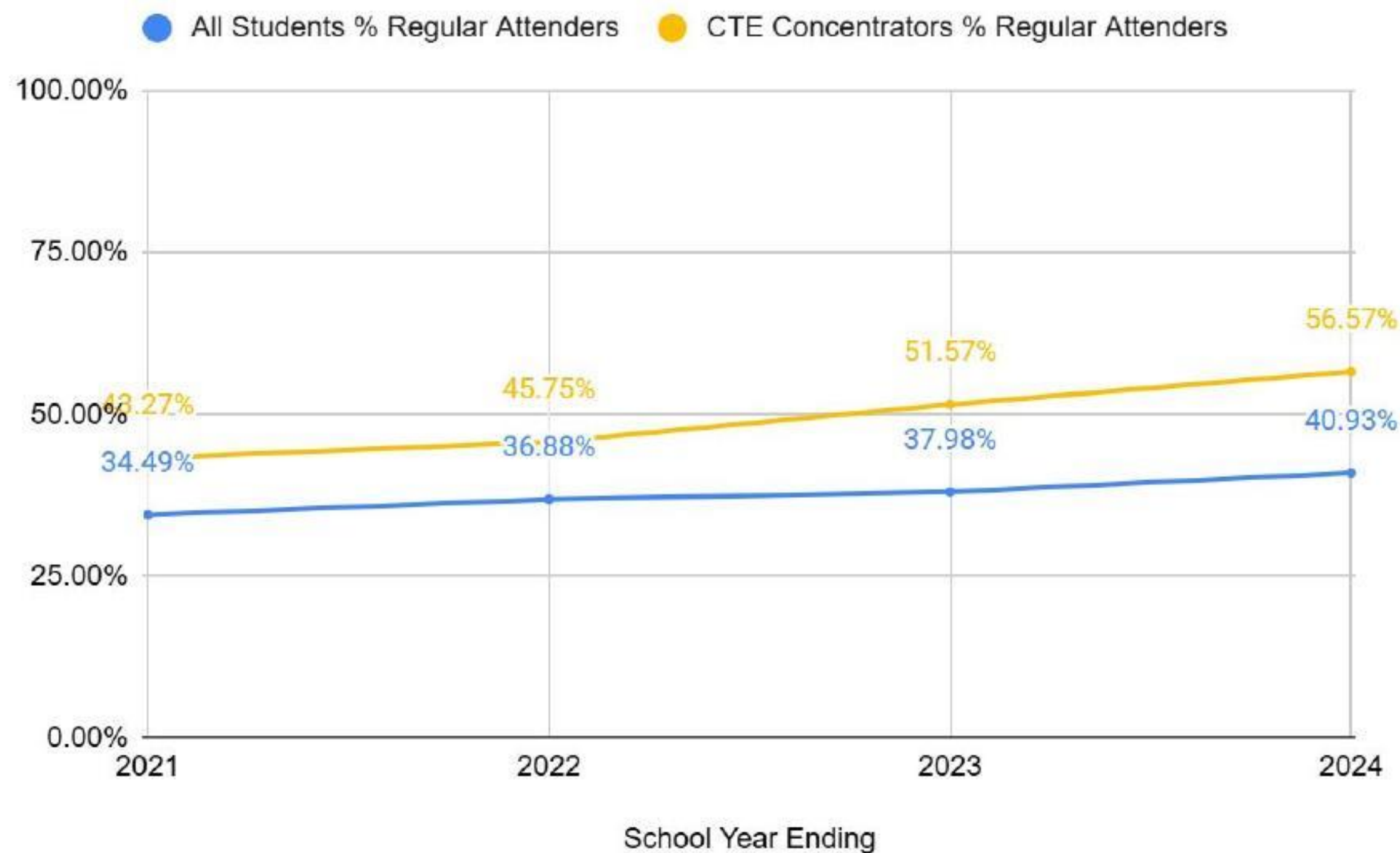
CTE Concentrator Graduation Rates- Hillsboro School District

All Students and CTE Concentrators



CTE Concentrator Attendance Rates- Hillsboro School District

Regular Attenders 12th Grade



How we're improving our schools:

1. Intensive literacy instruction PK-3
2. Primary language literacy and content instruction PK-12
3. Viable career pathways across industry sectors

Advocacy

- **Accountability is our foundation.** Understand the key drivers of our work: multilingual education, career-connected learning, and Career and Technical Education (CTE).
- **Recognize** the essential role of multilingual interim assessments and CTE data in Oregon's K–12 School Accountability System.
- **Be mindful** that new legislative mandates—though well-intentioned—delay progress on existing initiatives that directly serve students.
- **Prioritize** continued financial support, including PERS buy-down, Special Education relief, and operational funding for staffing, facilities, and sustainability.



Sen. Courtney Neron Misslin

Oregon State Senator

Senate District 13



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