

# The OREGON Plan

## The Every Student Succeeds Act

### FREQUENTLY ASKED QUESTIONS: Learn More about Oregon’s Plan

#### The Big Picture

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#### What is the Every Student Succeeds Act (ESSA)?

The Every Student Succeeds Act (ESSA) replaces No Child Left Behind (NCLB). The law is deeply rooted in advancing educational equity and building systems that eliminate systemic and historical barriers to student success. As a part of the law, all states were required to develop and submit a state plan.

#### What is Oregon’s Plan?

Oregon’s Plan is our state’s response to ESSA and represents the hopes, dreams and values for Oregon’s students and schools. While the plan itself addresses specific federal requirements, it also serves as a renewed commitment for Oregonians to work together to ensure all students in our state have the opportunity to learn and thrive. Central to Oregon’s Plan and the work ahead are key commitments generated through the feedback and voices of Oregonians. We believe these commitments serve as the foundational tenets and levers to strengthen and shape our educational system to better serve Oregon’s students:

- Prioritizing and Advancing Equity
- Promoting a Well-Rounded Education
- Strengthening District Systems
- Fostering Ongoing Engagement

#### What are the “big shifts” as a result of Oregon’s Plan?

This year we will move away from labeling schools and toward a co-created model of support and partnership. The big shifts include:

NCLB	ESSA
Rating of schools (1-5)	Rating of individual measures
Focusing school improvement supports directly at school level	Focusing school improvement supports on <u><i>schools as part of a larger district system</i></u>
Identifying & labeling low-performing schools	Describing and differentiating supports for schools based on need & in concert with district engagement
Promoting top-down, hierarchical accountability	Encouraging mutual, shared accountability
Engaging few stakeholders in improvement planning process	Broadly engaging tribes and stakeholders in improvement planning and implementation

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### Why is this work important?

The State of Oregon, its communities, school districts, and schools all share a responsibility for the success of each student. Improving outcomes for students will require a collective commitment, *from all of us*, to share responsibility and work together to create a more equitable, well-rounded, and engaging education that can sustain change within each local community's unique context across our state.

### What can school districts expect to experience?

The Oregon Department of Education (ODE) will be contacting districts to collaborate, review local and state data, determine needs, focus resources and implement systems to support students where the needs are greatest. In partnership, we will identify all the local, state and federal resources we can target to better serve student needs.

## Accountability & Supports

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### What are the big shifts within Oregon's new accountability and supports model?

Oregon's accountability model is one piece of our educational system that helps give us a better understanding of what is working well, and determine where we need improvements to help students succeed. As we reflect on the past two decades under No Child Left Behind (NCLB), we have learned some key lessons. To meet the needs of local communities, Oregon's Accountability Model shifts toward:

- *Measuring Success of a School and District Beyond a Test Score*

No one data point can capture a school's effort to improve student outcomes. Oregon has expanded the data used for its accountability system to include Chronic Absenteeism, 9<sup>th</sup> Grade On-Track, English Learner (EL) Progress towards Proficiency and the 5-Year Completion Rate.
- *Recognizing Individual Schools as a Part of a District System*

Districts are the hub for improving systems that are not working for students. Districts are aware of local context and have a greater understanding of local student assets and needs. Districts, with support from ODE, will lead, support and monitor their efforts to improve student outcomes in schools.
- *Focusing Resources Equitably*

Oregon's Plan calls for making necessary investments where they are needed most – and where they belong – by jointly putting our federal, state and local resources where they must be: with each student who is unable to succeed in our school system today. ODE will support districts to align and combine improvement supports and resources.
- *Differentiating Supports*

Applying a one-size-fits-all model for improvement has not worked. Moving forward, ODE and district leaders will work together to review local data and develop improvement plans that take into account the assets and values of the community they serve.

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### Why does accountability data matter?

Oregon’s accountability model is one piece of our educational system that helps give us a better understanding of what is working well, and determine where we need to make improvements so we can help students succeed. No one data point can capture a school’s effort to improve student outcomes.

### How does Oregon measure school performance under the new accountability model?

Oregon’s accountability model represents available state-level data to convey student outcomes and provide a broad picture of school performance over time. The following data points (indicators) are used:

Indicator	Elementary & Middle School	High Schools
Chronic Absenteeism	X	X
English Language Arts Achievement	X	X
Math Achievement	X	X
ELA Growth	X	
Math Growth	X	
English Learner Progress	X	X
9th Grade On-Track		X
Four-Year Graduation		X
Five-Year Completer		X

### How does Oregon’s accountability model meaningfully differentiate schools for support?

Under the new model, each indicator above is ranked by levels (1-5). Level 3 represents the state average. Schools identified for Comprehensive and Targeted Supports for Improvement are defined as:

- Comprehensive Supports for Improvement – These include schools in the bottom 5 percent of all schools in the state and schools with a four-year graduation rate below 67 percent.
- Targeted Supports for Improvement – Any school with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and five-year completer rate.

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As part of Oregon’s commitment to strengthening district systems, ODE will partner with school districts to better support schools in need of targeted or comprehensive supports (see partnerships below).

### How does ODE define educational equity?

*Educational Equity* is defined as: “The equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.”

### What supports are available?

<p><b>PARTNERS</b> Districts with no CSI or TSI Schools</p>	<p>A host of federal and state initiatives and programs are available to districts in Oregon. Examples include Title I-A Basic Programs, 21<sup>st</sup> Century Grants, the State Personnel Development Grant (SPDG-MTSS), High School Success, Chronic Absenteeism, English Learner Success, CTE and more. Each initiative or program supports aspects of the continuous improvement process such as through diagnostic needs assessments or with implementation efforts such as coaching.</p>
<p><b>OPPORTUNITY &amp; INNOVATION PARTNERS</b> Districts with some CSI or TSI Schools</p>	<p>Additional improvement supports for districts with some CSI-TSI schools will be afforded to districts, in a differentiated manner, as aligned to local context and need, and with consideration of district participation in other federal and state supports (such as those listed above).</p>
<p><b>PRIMARY PARTNERS</b> Districts with several CSI or TSI Schools</p>	<p>Districts with three or more CSI-TSI schools will receive the most intensive supports and resources, including a district improvement liaison that guides the continuous improvement process. The district improvement liaison is charged with supporting the district leadership team to ensure collaboration and connection with any other state-leveraged initiative, program and coach or consultant supporting the district.</p>

### Partnership



#### What does partnership mean and why is it important?

Partnerships are founded on a shared vision and goals with the aim of making progress toward those goals. For Oregon, our collective vision to improve educational opportunities relies on the partnerships between the state and local districts. Our partnership starts by co-creating an approach that works for you (school districts) and helps us (ODE staff) better support your efforts.

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### How will the Oregon Department of Education serve as a partner to Oregon's school districts?

ODE staff will be partners and we will co-create solutions and systems with you.

- We are ready to listen humbly, think innovatively, and acknowledge that this critical work is going to take significant effort and deep partnership to be successful.
- We will come ready to listen, to co-create a plan for improvement, to learn alongside district and school leaders, and to garner additional learning opportunities.
- We will support school district efforts with a variety of useful tools, supports and resources.
- We will collaborate with school districts to review state and local data and ensure relevant and timely resources and supports are delivered to meet student needs within each diverse local context.

### What is the role of school district leaders?

We encourage school districts to lead with local expertise. Districts are in a better place to understand their local context and can align current local and state resources as well as new ESSA resources to meet the unique needs of the diverse students they serve. Our focus on partnership will take a collaborative approach where:

- Districts serve as the hub for schools where students need new and different kinds of support to succeed.
- Districts are the key decision makers.
- Districts lead, support, and monitor efforts to improve student outcomes in schools.

### What types of partnerships exist?

School districts who demonstrate need and who desire to partner with ODE will be supported through partnership. Primary partners and Opportunity and Innovation partners will receive fiscal resources and technical assistance from ODE staff.

- Primary Partnerships will be established with school districts with significant numbers and percentages of schools eligible for supports.
- Opportunity and Innovation Partnerships will be established with school districts with fewer numbers or percentages of Comprehensive or Targeted Support.



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### Tribal Consultation

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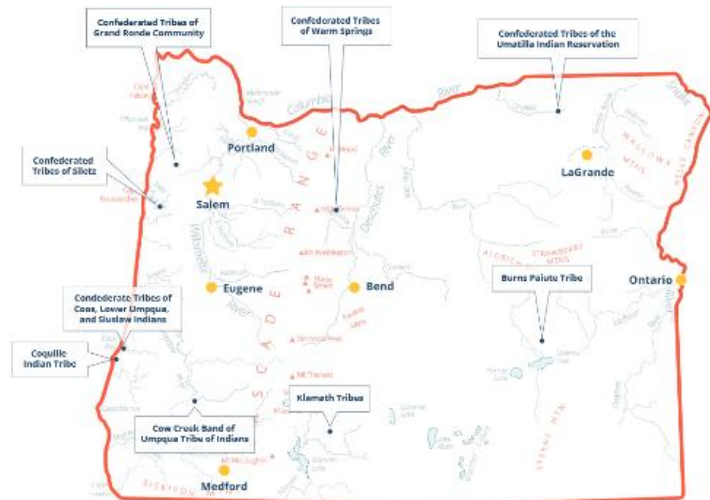
#### What is tribal consultation?

Consultation is a formal process typically conducted face-to-face between tribal appointed officials (or representatives as tribal officials) and the highest level of decision-making authority. Effective consultation is direct, timely, and interactive with the intent to exchange information and receive input on an action having tribal implications. The process relies on ongoing communication to build and nurture trusting, sustained relationships.

#### Who are the nine (9) federally recognized tribes in Oregon and where are they located?

[Oregon has nine unique and distinct federally recognized tribes](#) who serve as sovereign nations. The tribal consultation process may look different for each tribe:

- Burns Paiute Tribe
- Cow Creek Band of Umpqua Tribe of Indians
- Confederated Tribes of Siletz Indians
- Confederated Tribes of Coos, Lower Umpqua, & Siuslaw
- The Confederated Tribes of Grand Ronde
- Confederated Tribes of the Umatilla Indian Reservation
- Coquille Indian Tribe
- The Klamath Tribe
- Confederated Tribes of Warm Springs



#### Why is tribal consultation important?

Tribal Consultation is an integral part of improving district systems and serving American Indian students across the state. Establishing and maintaining formal consultation is essential to ensure educational and cultural values are preserved for future generations.

#### What are the consultation requirements under the Elementary and Secondary Education Act (ESEA)?

Section 8538 of the Elementary and Secondary Education Act (ESEA) requires affected local education agencies (LEAs) to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs. The U.S. Department of Education released this [memo and frequently asked questions document for more information](#).



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### Continuous Improvement

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#### What is continuous improvement?

Continuous improvement is an ongoing, systemic, cyclical process. In this cycle, the results of previous efforts are examined in order to determine where to focus new efforts. The continuous improvement process is guided by a needs assessment, informed by a robust review and analysis of data and supported through ongoing and meaningful engagement with stakeholders. The continuous improvement process results in the development of an ambitious, priority-driven action plan.

#### What is Oregon's Integrated Systems Framework?

[Oregon's Integrated Systems Framework \(ORIS\)](#) consists of five categories for all school districts to assess and address the health of their systems. The domains are:

- Leadership
- Talent Development
- Stakeholder Engagement & Partnerships
- Inclusive Policies, Structures & Practices
- Well-Rounded, Coordinated Learning Principles



The domains represent the evidence-based systems that districts and schools need to ensure are strong in order to achieve desired outcomes for their educational communities.

#### Where can we learn more, receive training, and get real-time support with ORIS?

Please visit ODE's [continuous improvement process and planning](#) web page for resources and contact information.

#### What is a Comprehensive Needs Assessment Process?

A needs assessment is a systematic process used to identify strengths and weaknesses within the context and constraints of the organization and dig deeper into root causes (Corbett & Redding, 2017). The needs assessment goes beyond student data to include data on the prevalence of effective practices. It includes a thorough examination of practices, processes, and routines. A needs assessment is not an event; it is a process. More information is available about [conducting a comprehensive needs assessment process](#).

#### Where can I access Oregon's Needs Assessment Tool?

The district and school needs assessment tool aligns to the ORIS improvement framework and can assist schools and districts in identifying areas of systems strengths and opportunities for growth as a part of a comprehensive needs assessment process. Take a look at the [school-level needs assessment](#) and the [district-level needs assessment](#).

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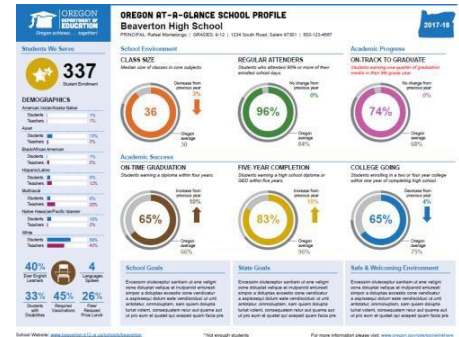
### School & District Profiles

#### What is the purpose of Oregon’s school and district at-a-glance profiles?

The purpose of Oregon’s school and district profiles is to ensure educators, families and community members have meaningful and actionable information about their local schools and districts. The profiles share data that illustrates a schools’ strengths and areas for improvement.

#### How did ODE go about redesigning the school and district profiles?

The ODE at-a-glance redesign team held several rounds of parent and community engagement from September 2017 through February 2018 with a focus on hearing the voices of parents of students from historically underserved communities. ODE also released a statewide survey, available in English and Spanish, to solicit broad feedback from across the state about the report card redesign process.



- [Parent & Family Feedback Report: Redesigning Oregon’s School and District Report Cards](#)
- [Online Survey Report](#)

Themes from the first round of engagement:

- A desire to know more about how a school or district creates a welcoming, safe, and inclusive environment for all students and their families;
- A design that is simple, multi-colored, and easy to read and understand; and
- A report card that emphasizes progress through relevant and actionable, school-specific data.

Several prototypes were developed based on this input, and based on this input, informed a second round of parent and stakeholder engagement. This included eight parent and family focus groups, including return visits to five groups. ODE staff also presented the prototypes at conferences and to ODE advisory groups.

Results from the second round of parent engagement can be found in the following reports:

- [Finalizing Oregon’s School And District Report Cards: Parent and Family Engagement Report](#)
- [Parent Engagement Overview](#)



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### Communicating with Stakeholders

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#### **What tools and resources are available to help communicate with tribes and stakeholders?**

Fostering two-way, inclusive dialogue with stakeholders is key to strengthening local partnerships, building capacity, and leading for equity. ODE is committed to continuing its engagement with communities and being responsive to the needs of districts. To that end, ODE has developed a toolkit of resources to support school and district leaders' ongoing conversations with students, families, educators and their community.

#### **ODE Resources**

- Oregon Toolkit: Frequently Asked Questions, key messages, a list of question starters, and an overview presentation to assist you in explaining and building awareness for our partnership-based improvement model.
- [Continuous Improvement](#): Access guidance on the continuous improvement process.
- [Profiles and Accountability](#): Download your school or district at-a-glance profile or accountability detail report.
- [District & School Improvement](#): Find up-to-date information on Oregon's approach to partnership and differentiated supports.

#### **Other Resources**

- Council of Chief State School Officers: [Principles of Effective School Improvement Systems](#)
- Learning Policy Institute Report: [Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap](#)
- Building State Capacity and Productivity Center: [Strategic Performance Management - Organizing People and Their Work in the LEA or SEA of the Future](#)
- Partners for Each and Every Child: [Meaningful Engagement Under ESSA - A Handbook for Local Leaders on Engagement in School Improvement](#)

### Contact Information

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#### **How can ODE help you?**

Accountability and Reporting: Jon Wiens [jon.wiens@state.or.us](mailto:jon.wiens@state.or.us)

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