



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

The OREGON Plan

The Every Student Succeeds Act

Unpacking Partnership & Supports

November 2018

Learning Outcomes

- Inspire a clear spirit of partnership;
- Reinforce the Four Key Commitments of Oregon's Plan (ESSA);
- Outline ODE's collaborative approach to strengthen district systems, differentiate supports, and lead for equitable student outcomes;
- Build awareness of the at-a-glance district and school profiles as conversation drivers.



Shared Responsibility for Improving Student Outcomes





Our Four Commitments

1. Advance Equity
2. Promote a Well-Rounded Education
3. Strengthen District Systems
4. Foster Ongoing Engagement

Supporting All Students

A **well-rounded education** provides the foundational knowledge and skills to live, learn, work, and contribute and ensures that each and every student is known, heard, and supported.





BIG SHIFTS

Where we've been and where we're headed

Federal Education Law



Elementary and Secondary Education Act (ESEA), 1965



No Child Left Behind (NCLB), 2002



ESEA Flexibility Waiver, 2012

Expired Aug 1, 2016



Every Student Succeeds Act (ESSA),
December 10, 2015

Shifts in Approach & Mindset

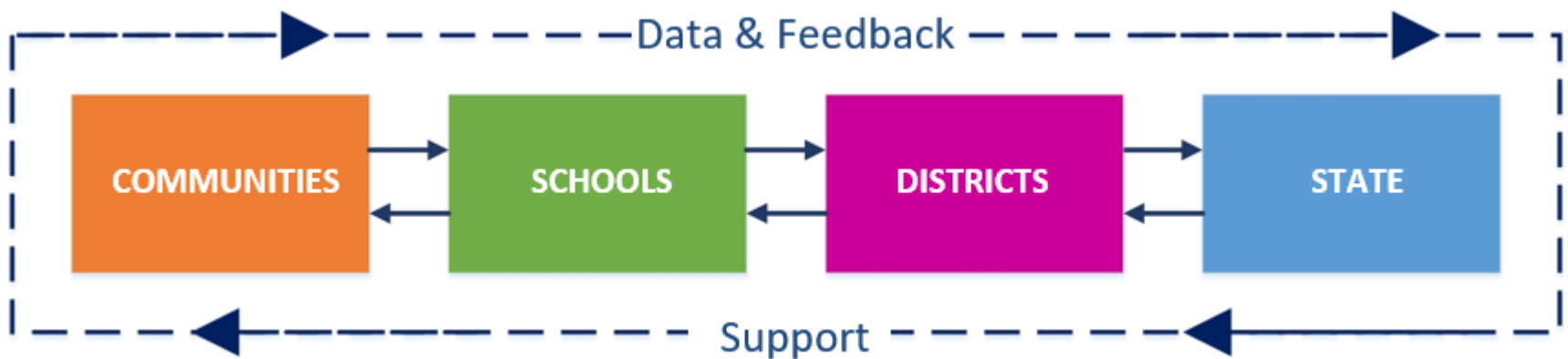
NCLB	ESSA
Rating of schools (1-5)	Rating of individual measures
Focusing school improvement supports directly at school level	Focusing school improvement supports on <u>schools as part of a larger district system</u>
Identifying & labeling low-performing schools	Describing and differentiating supports 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 stakeholders in improvement planning and implementation process

Oregon's 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 indicators are being used in the accountability system:

- Regular Attenders
- ELA and Math Achievement
- ELA and Math Growth (grades 3-8 only)
- English Learners On Track to Proficiency
- 9th Grade on Track
- Four-year Graduation Rate
- Five-year Completion Rate (includes GEDs)

STRENGTHENING DISTRICT SYSTEMS



A New Approach

- Districts will serve as the hub for improving systems that are not working for students.
- Oregon will move away from the ineffective model under No Child Left Behind (NCLB) of shaming and blaming schools.
- ODE will partner with local districts to ensure relevant and timely supports are delivered to meet student needs within each diverse local context.
- Districts will, with support from ODE, lead, support and monitor their efforts to improve student outcomes in schools.

Promoting Continuous Improvement for ALL



A SPIRIT OF PARTNERSHIP



Differentiated Supports

- With stakeholder input, ODE developed an accountability model designed to surface schools and districts who might benefit from additional supports
- Local data, information and context is essential in determining how to approach continuous improvement efforts

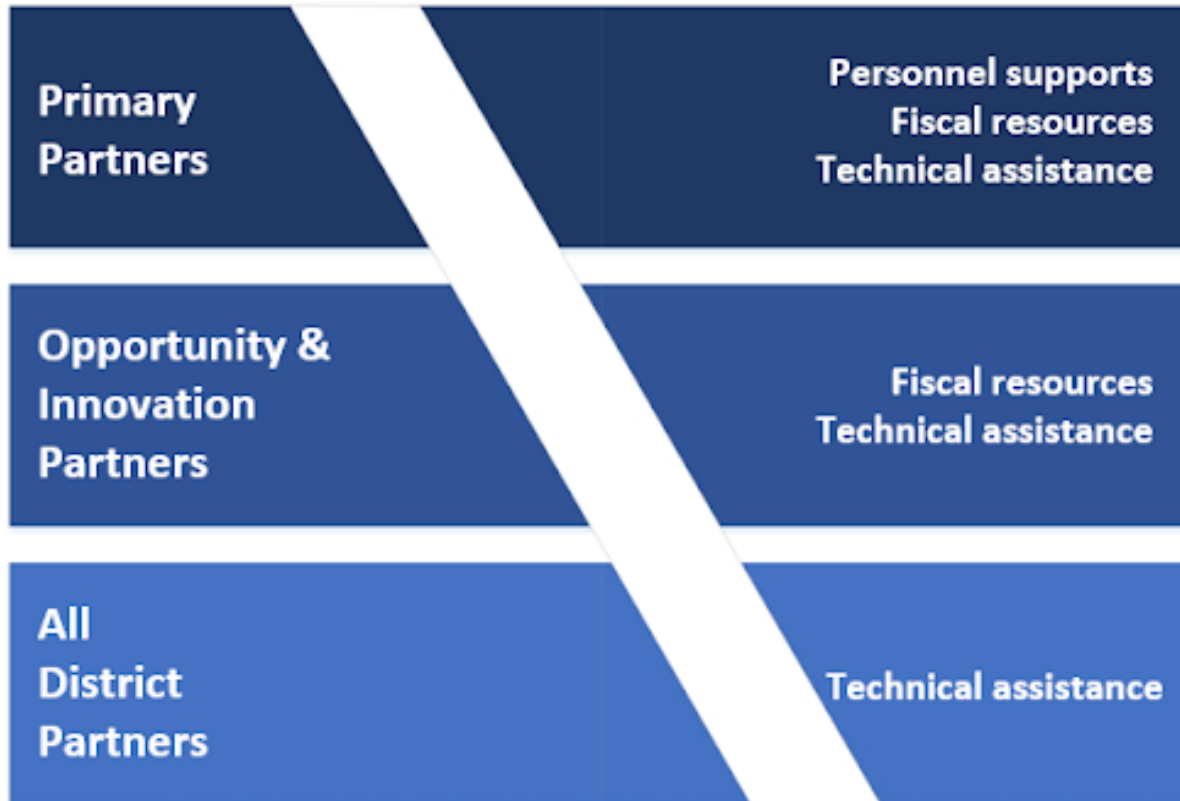


Meaningfully Differentiated Supports

Under the new model, each indicator will be 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.

Responsive Partnership



ODE Aims to Provide:

- Opportunities to listen and understand local context, successes, and challenges
- Needs assessments at district and school level
- Improved planning tools
- Fiscal resources
- Personnel supports: coaching, facilitation and technical assistance
- Emphasis on implementation, monitoring and adjustments
 - Learning network structures
 - Professional development opportunities

TOOLS & RESOURCES



At-A-Glance Profiles



ODE produces school performance reports designed to:

- ***inform*** parents, caregivers, communities, & educators; and
- ***improve*** schools and districts

New reports are data rich, reader friendly, and personalized to reflect local programs and areas of strength.

Goals for At-A-Glance Redesign

- Design reports that are meaningful, especially for parents from historically underserved communities;
- Show relevant state-level data to help foster family and community engagement;
- Create a tool that provides schools and districts a platform to highlight areas of success and growth, while also clarifying potential areas for improvement.



At-A-Glance Stakeholder Engagement: *What we Heard*

- To know how their school/district creates a welcoming, safe & inclusive environment.
- A design that is simple, multi-colored, and easy to read and understand.
- A report that emphasizes progress through relevant and actionable data.

Remember these?



South Salem High School

1910 Church St SE
Salem, OR 97302 (503) 399-3252
www.southsalem.com

DISTRICT Salem-Keizer SD 24J
SUPERINTENDENT Christy Perry
PRINCIPAL Lara Tiffin
GRADES SERVED 9-12

For more report card measures,
including detailed demographic
information, visit
www.oregon.gov/ode/reports-and-data



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FROM THE PRINCIPAL

Dear Parents and Community Members,

During the 2016-2017 school year, all juniors in the state of Oregon took the Smarter Balanced Assessment, otherwise known as SBAC, to assess students' knowledge of academic standards in English Language Arts and Math. On the following pages, you will see school-wide results on the SBAC as well as graduation rates.

Based on the results reported, South Salem High School

Improved in English Language Arts in multiple areas, including students with disabilities and underserved race/ethnicities.

Improved in Math in multiple areas, including students with disabilities, underserved race/ethnicities and Hispanic/Latino.

Improved in our four-year graduation rate.

While these percentages are higher than both the state and district averages, the growth and achievement levels are not at the level we would prefer. We have high expectations

that our plans for the upcoming year will lead to more of our students meeting the standards on the SBAC. We will be emphasizing RVID (Advancement Via Individual Determination) instructional strategies school-wide, increasing the rigor in all of our classes with the goal of improving student achievement, encouraging our students to challenge themselves by enrolling in one or more of our International Baccalaureate classes, and building connections between teachers and students in order to foster safe and welcoming learning environments.

As a parent or guardian, you can support our efforts by checking in with your child each day, monitoring his or her homework. Additionally, you can review your child's grades and attendance on a daily basis through ParentVUE. Getting involved at South High is also recommended. We encourage you to consider joining one of our booster clubs (academic, athletic and music), volunteering in our Aspire program, attending student conferences and enjoying our student performances. We look forward to partnering with you to make sure all of our students reach their potential and leave South Salem High School with the foundation necessary to be successful in college and/or a career. Go Seasons!

Thank you,

Principal | Lara Tiffin

SCHOOL PROFILE

ENROLLMENT 2016-17 1,794

SELECTED DEMOGRAPHICS

MEDIAN CLASS SIZE	School	Oregon	Demographic	Percentage
English Language Arts	31.0	24.0	Economically Disadvantaged	48%
Mathematics	27.0	24.0	Students with Disabilities	13%
Science	27.0	26.0	Ever English Learner	19%
Social Studies	29.0	26.0	Different Languages Spoken	32
Self-Contained	--	--	Regular Attenders	62.4%
			Mobile Students	15.6%

IMMUNIZATION RATES

Percent of students with all required vaccines: 98

Percent of students without all required vaccines: 2

When data are unavailable or to protect student confidentiality:

* refers to groups of less than 6 students.

<5 indicates that a percentage is less than 5%

(The percent without required vaccines includes students with medical exemptions, non-medical exemptions, no immunization records, or up-to-date but incomplete immunization records. Visit <http://www.health.oregon.gov/imm/data> for more information.)

>95 indicates that a percentage is greater than 95%.

*** refers to a school that offers lunch at no charge to all students.

The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the 2016-17 report cards given the upcoming implementation of the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report indicator ratings (e.g., achievement, growth, graduation, etc.) for each school and student group on the 2016-17 Report Card (RC) Rating Details reports. These reports are accessible at <http://www.oregon.gov/ode/schools-and-districts/reportcards>. For more information about ESSA and the redesign of the school and district report cards, please visit <http://www.oregon.gov/ode/rules-and-policies/ESSA>.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES

STUDENT GROUP	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	
Economically Disadvantaged				American Indian/Alaska Native			Native Hawaiian/Pacific Islander			
On Track	77.9	75.8	77.7	On Track	* 70.3	78.4	On Track	>95	76.1	62.3
Graduation	75.8	68.1	76.4	Graduation	66.7	56.4	Graduation	71.4	70.1	75.4
Completion	81.3	78.8	84.0	Completion	83.3	66.7	Completion	60.0	73.6	91.1
Dropout	2.4	4.2	2.0	Dropout	3.6	9.1	Dropout	9.5	5.5	3.0
Ever English Learners				Asian			White			
On Track	85.2	78.7	79.7	On Track	>95	>95	On Track	88.4	85.3	88.5
Graduation	73.3	71.1	78.6	Graduation	92.3	88.0	Graduation	86.8	76.6	86.2
Completion	84.1	75.6	83.3	Completion	100.0	91.9	Completion	85.2	83.9	90.6
Dropout	4.3	4.0	2.0	Dropout	0.0	1.3	Dropout	1.7	3.6	1.5
Students with Disabilities				Black/African American			Female			
On Track	68.7	69.5	72.3	On Track	* 75.6	77.0	On Track	89.5	86.5	87.8
Graduation	50.8	55.5	64.1	Graduation	81.8	66.1	Graduation	89.9	78.4	86.8
Completion	65.2	64.9	72.5	Completion	75.0	72.2	Completion	90.9	84.6	90.9
Dropout	3.5	5.7	3.3	Dropout	3.0	6.3	Dropout	2.2	3.4	1.5
Migrant				Hispanic/Latino			Male			
On Track	90.9	76.1	79.5	On Track	82.2	77.3	On Track	85.0	80.4	83.9
Graduation	60.0	68.9	74.3	Graduation	77.9	69.4	Graduation	77.6	71.4	81.5
Completion	80.0	73.8	87.1	Completion	89.7	76.5	Completion	83.3	79.4	87.3
Dropout	4.4	4.0	2.1	Dropout	3.9	4.6	Dropout	2.8	4.5	1.9
Talented and Gifted				Multi-Racial						
On Track	>95	>95	>95	On Track	83.9	83.6	85.8			
Graduation	97.8	92.7	96.2	Graduation	81.8	74.4	82.6			
Completion	97.6	96.8	98.3	Completion	91.3	81.3	85.8			
Dropout	0.0	0.6	0.3	Dropout	3.6	4.1	2.6			

* <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

On-Track data are based on the 2016-17 school year; all other data are based on the 2015-16 school year.

See previous page for outcome definitions.

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS

Presentations for 8th grade students and parents	Oregon University System Fair
FastTrack Only Day	PSAT Day
LINK Crew (connects freshmen to upperclassmen to reduce anxiety and increase engagement)	FAFSA Night
Aspire program for college selection and scholarship assistance	Fall and spring conferences
FastTrack Parent Night	PSAT Results International Night
Senior Parent Informational Meeting	Counseling services available to all students

Data and information in the Curriculum and Learning Environment section were provided by local schools and districts, and were not verified by the Oregon Department of Education.



OREGON AT-A-GLANCE SCHOOL PROFILE

Apple Elementary School

PRINCIPAL: Jaime Escalante | GRADES: K-5 | 727 Berry St, Hazelnut, OR | 503-555-5555



Students We Serve

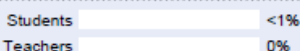


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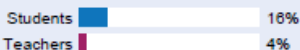
Student Enrollment

DEMOGRAPHICS

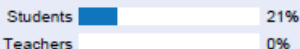
American Indian/Alaska Native



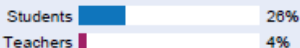
Asian



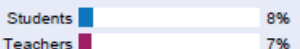
Black/African American



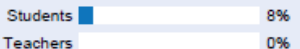
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



52%

Ever English Learners



29

Languages Spoken

13%

Students with Disabilities

95%

Required Vaccinations

>95%

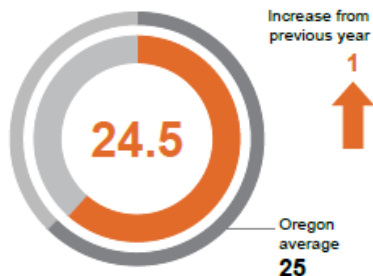
Free/Reduced Price Lunch

*Not enough students

School Environment

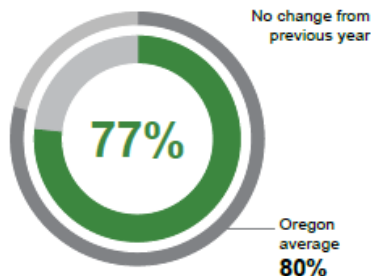
CLASS SIZE

Median class size.



REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



Academic Progress

INDIVIDUAL STUDENT PROGRESS

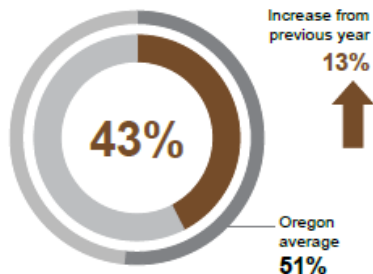
Year-to-year progress in English language arts and mathematics.



Academic Success

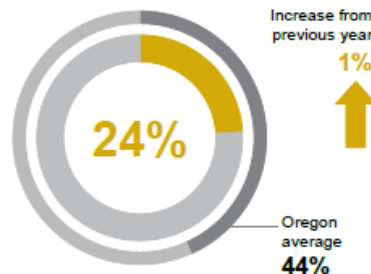
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



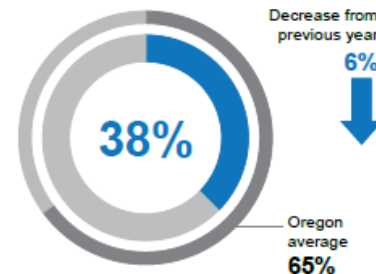
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Apple Elementary's mission is to create scholars who can grow their minds, give their personal best, and show care and concern for others.

We continue our work with our School Improvement Grant by increasing learning time, supporting our students and families with community resources, and keeping our instruction intentional and focused.

State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Our school strives to ensure all students and their parents feel welcome by including bilingual staff in our school. All communication sent home through mail, phone, or text is translated for easy access. Interpreters are provided for parent conferences and other school meetings where parents are present.

We also engage in restorative justice practices and all staff coach students in social-emotional skills to ensure a safe learning environment for all.



Our Staff



23

Teachers



3

Educational assistants



1

Counselors



23%

Average teacher turnover rate



Teacher Experience

Coming in 2018-19

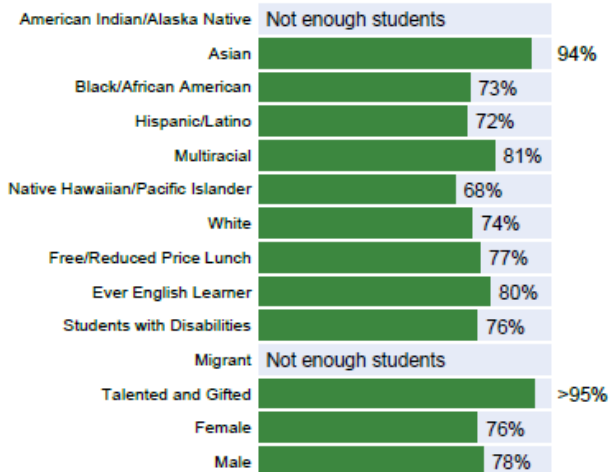


No

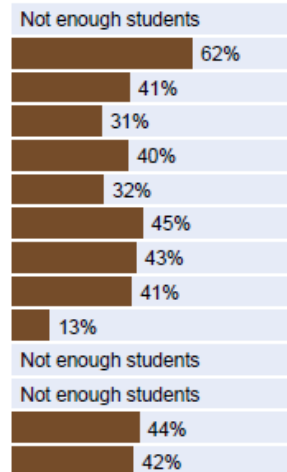
New principal in the last 3 years

Outcomes

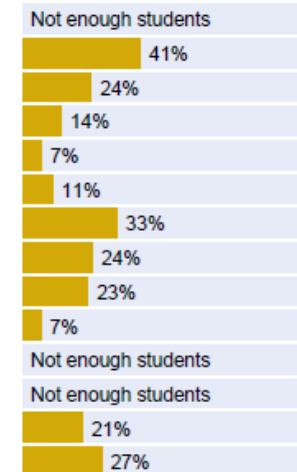
REGULAR ATTENDERS



ENGLISH LANGUAGE ARTS



MATHEMATICS



About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

To ensure a safe and secure learning environment for all of our students, our school participates in PBIS (Positive Behavior Interventions & Support). This program works with students, our counselor, school staff, and parents on a case-by-case basis to address conflict between students and to provide counseling for harassment.

We host yearly training and discussion opportunities to help students and staff recognize bullying and harassment and provide strategies for intervention.

EXTRACURRICULAR ACTIVITIES

Our school offers several academic focused extracurricular activities:

- Kindergarten transition program
- SUN program by the Boys and Girls Club of Portland

Visit our school website for more details.

PARENT ENGAGEMENT

Our school strives to engage all of our parents by providing language supports to enable families to fully engage in a Home-School partnership. All are invited to annual learning events, community activities, and the parent club (BOOSTER) events.

COMMUNITY ENGAGEMENT

We partner with local business and community partner organizations. These include literacy connections, family resources and field trips:

- SMART partnership
- STARbase
- Zenger Farms
- Snyder Builds
- Boys and Girls Club of Portland
- Career Fair



ORIS

OREGON INTEGRATED SYSTEMS FRAMEWORK

A Tool to Improve Systems

Oregon's Integrated Systems Framework consists of five domains for all school districts to assess and address the health of their systems. The domains include:

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



Start a Conversation!

Build Awareness by Using these Toolkit Items

- Oregon Plan 1-pager
- Frequently Asked Questions
- Key Messages
- Question Starters for District and School Leaders
- Presentation Slides -- A Quick Overview on Supports, Partnership, & Profiles

Explore our Web Pages for More Resources!

[Continuous Improvement](#)
[Every Student Succeeds Act](#)
[District and School Improvement](#)
[At-A-Glance Profiles](#)

**If you want to go fast, go alone.
If you want to go far, go together.**

*ore***GON**
TOGETHER

Please Contact Us With Questions



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**THANK
YOU!**

