OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

EII Presentation to the African American/Black Student Success Advisory Group

March 5, 2021

1. Relationships and Connections
2. EII Overview
3. Program-by-Program Overview
    - Intensive Coaching Program
    - What we are learning with SIA implementation
4. Advice and Questions

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

We are here to share

but also, to listen.

Moments for questions and reflections will be integrated throughout the presentation.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Essential Questions

1. Are we getting at the right things? Do you see evidence of positive change and/or substantive progress in this work?

2. What suggestions do you have for improving our implementation going forward?

3. With regard to coaching - what do you see as the most foundational needs for districts in the realm of professional development?

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

EII Overview

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

The Office of Education Innovation and Improvement exists to:

1. Share a vision and provide support for the manifestation of a thriving educational system in Oregon for complex and dynamic times.
2. Acknowledge and address an inequitable educational system in Oregon that includes supporting students of color, students navigating poverty and disabilities, and racial or ethnic marginalized groups that have historically experienced academic disparities.
3. Support, listen and elevate the learning, capacity-building, and wisdom at district, school, community and family levels.
4. Lead and embody programs and practices that center core values of equity, accountability, responsibility, and reciprocity.
5. Advance the work of ODE through a culture that centers learning, innovation, improvement, well-being and care.

Established in July 2019

The charge of this new office within ODE includes:

- Implementing the Student Investment Account within the Student Success Act.
- Overseeing the development and implementation of components of the Student Success Act including the coordination of cross-office projects; building coherence across ODE's use of coaches to support district improvement efforts; developing a streamlined approach to continuous improvement planning; and implementing accountability systems.
- Strengthening internal partnerships within the agency to bring more coherence to the Student Success, ESSA, IDEA, and Perkins work across all offices.
- Attending to national and worldwide education reform efforts in order to make informed decisions regarding which approach should be embraced, rejected, or modified for the Oregon model. *While the goals and objectives may be quite clearly stated, the most appropriate and acceptable approach to achieving those goals is often elusive.*

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Responsible for Six Aligned Programs

In October 2019, the Oregon Department of Education (ODE) completed an organizational "re-balancing" that brought together the current programmatic makeup of EII which includes:

1. **The Student Investment Account:** Two teams work together to launch, communicate, coach, administer, improve, and evaluate this new SSA program.
2. **District and School Effectiveness:** Federally funded and required program under ESSA focused on coaching and continuous school improvement.
3. **Intensive Coaching Program:** Also referred to as Student Success Teams, this new SSA program offers four-years of sustained engagement and intervention through invitations to districts with significant needs for improvement.
4. **High School Success:** Passed as Measure 98, this program focuses on changing instructional practices and expanding opportunities for grades 9-12.
5. **Every Day Matters:** An initiative focused on reducing chronic absenteeism through attention to student belonging and engagement.
6. **Early Intervention Information Systems:** Provides resources and TA for skilled use of data systems.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

#WholeTeamEffort

EII is one team on one team on one team.

Team	Director	Programs	Staffing (2021-23)
Systems Capacity and Improvement	Rachael Moser	Student Investment Account	22 positions
Grant Management and Monitoring	Cassie Medina		
District and School Effectiveness	Tim Boyd	Federal School Improvement State Intensive Coaching Program	9 positions
Programs and Practices	Maggie Mashia	High School Success (M98) Every Day Matters (Chron. Abs.) Early Intervention and Information Systems (EWS)	16 positions

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

High School Success

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

High School Success (Measure 98)
History

Ballot Measure 98

Goal: Improve graduation rates

Passed with 65% voter support (November 2016)

High School Success Fund

$303 million total (2019-2021)

Designed to support district & charter schools serving students in grades 9-12

Submission of Plans to Establish or Expand:

- Dropout Prevention
- Career & Technical Education
- College Level Education Opportunities

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

High School Success (Measure 98)

What's in a High School Success Plan?

(Covers a minimum of 4 years)

Description of Eligibility • Goals & Activities • Short & Long-Term Outcomes

How are Plans Reviewed and Approved?

Peer Review • Equity Check • ODE Approval

How will Success be Measured?

(Annual Review of Performance Targets & Intended Outcomes)

Graduation Rates • Ninth Grade On-Track • Dropout Rate • Regular Attendance
5-Year Completion Rate

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

High School Success (Measure 98)
Eligibility for Funds

Eligibility for Funds: All recipients must demonstrate eligibility for funds, including:

1. Teacher Collaboration Time around Data
2. Equitable Assignment of Students to Advanced Courses
3. Systems Ensuring On-time Graduation
4. Practices to Reduce Chronic Absenteeism

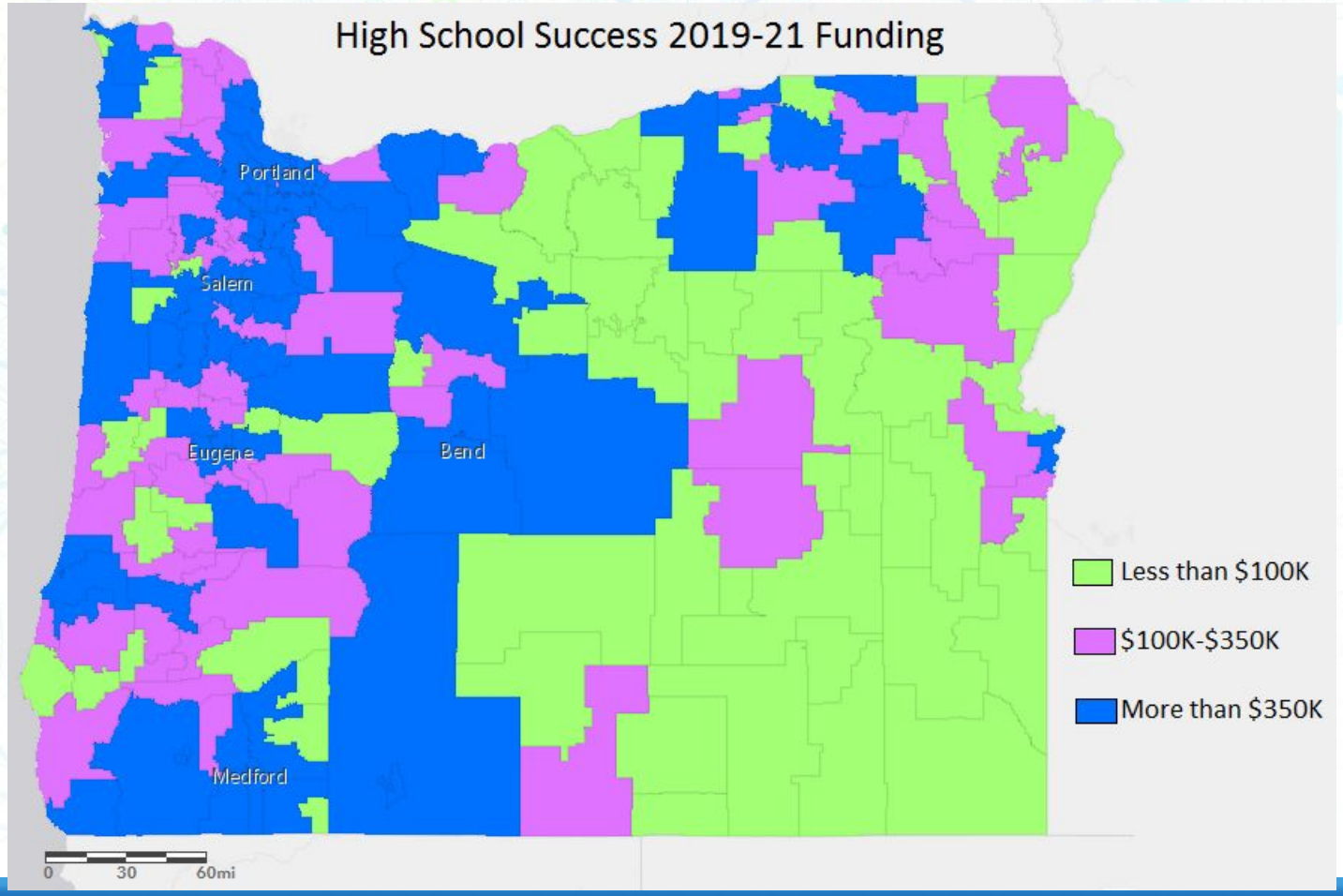
Program Areas: Depending on the level of funding, recipients must spend funds in three program areas:

- Drop-Out Prevention
- Career & Technical Education
- College-Level Opportunities

Equity: While not originally called out in the law, ODE staff include equity considerations in the needs assessment, application process, and peer review.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

High School Success (Measure 98)
Implementation Story



OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Every Day Matters

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Every Day Matters - Chronic Absenteeism
History

The Chronic Absenteeism program was established in 2015 and provides $6.4 million in funding to implement Oregon's Chronic Absenteeism Plan to increase regular attendance of students by developing a culture of care in all K-12 schools.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Every Day Matters
Overview of Program

For 2019-21:

- ODE continued working directly with 27 school districts identified for targeted support in 2017-19 with the highest rates of chronic absenteeism.
    - Reviewed their root causes of chronic absenteeism to develop equity-based plans to support changing systems and adult behaviors, thereby increasing engagement of students.
    - Received grants ranging from $27,000 to $200,000 (2020 adjusted).

- Oregon Association of Education Service Districts (OAESD) spent $1.5 million (2020 adjusted) on statewide support through:
    - 10 regional, ESD-housed, plans. Plans were created after a thorough review of the needs of the region, focusing on awareness and systemic changes to improve school climate and culture.
    - Professional learning in trauma-informed practices, reviews of communication and communication plans, analyses of policies that inhibit students from attending regularly, and how to use data to steer toward equity.

- **Through SB 5723 (2020 Second Special Session), funding was eliminated for the second year of the 2019-21 biennium (from $6.4M to $3.2M).**

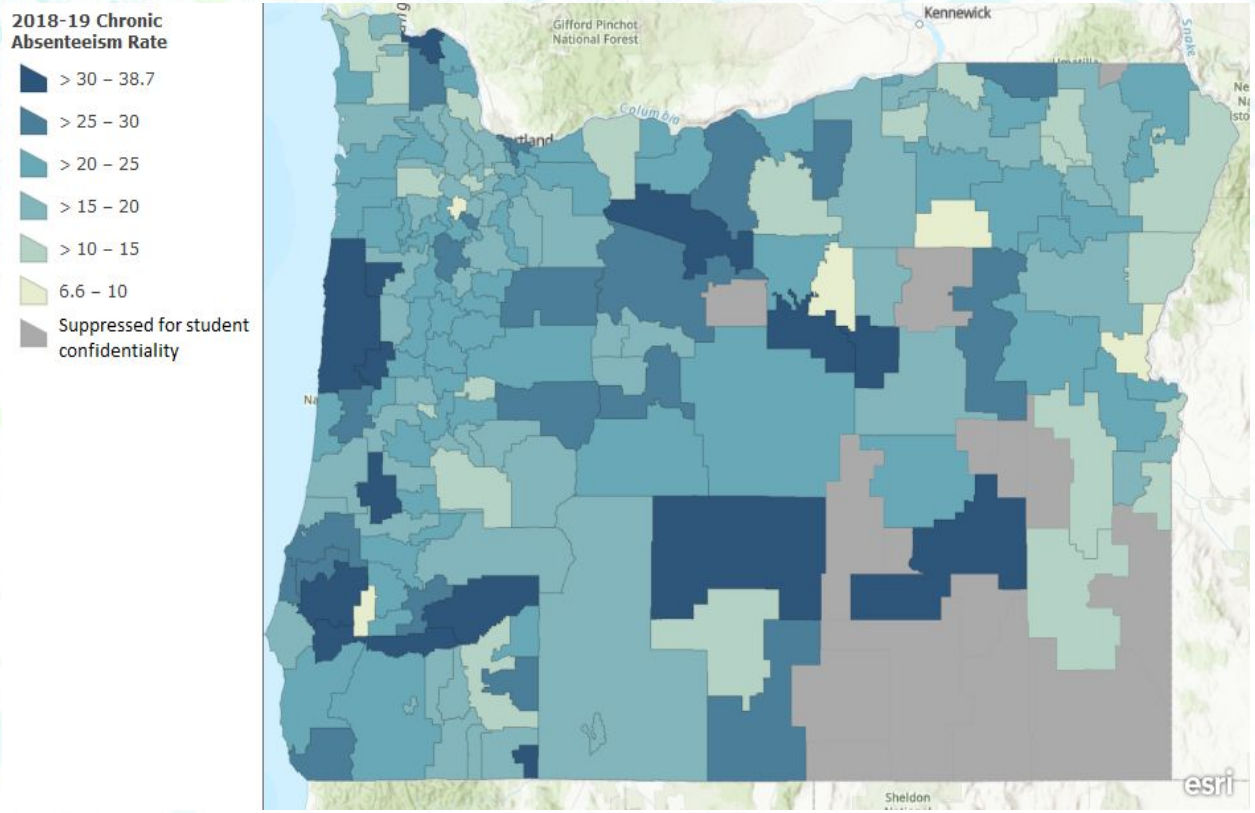
OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Every Day Matters
Funding/Budget

Did You Know?

In 2018-19, **112,588 students** (20.4%) were absent for 10% or more of their enrolled days.

Where Are Students Chronically Absent in Oregon?



OREGON DEPARTMENT OF EDUCATION

Oregon Department of Education

Grant-In-Aid: Student Achievement Grants (Impacts)

Chronic Absenteeism Grants – Outcome Highlights

In a rural district, high school students who had chronic absence issues began attending 100% of the time after building strong relationships with school staff subsequent to district focus on attendance.

In a small, more rural district, one family experiencing houselessness had students in grades 1 and 3. These students had attendance rates between 60%-70%. By working with the students on what mattered to them, these students became regular attenders.

In central Oregon, one student had 30% attendance. Focusing on the root cause brought to light that the student had one pair of clothes that were washed daily. Providing support for the family and access to resources has resulted in that student's attendance improving to 70%.

In one metro district, chronic absenteeism had decreased by more than 2% midway through the 2019-2020 school year. This was down almost 5% from the 2017-2018 school year.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Early Indicator and Intervention System

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Early Indicator and Intervention System
History

The Student Success Act, House Bill 3427, creates a grant program and technical assistance to aid school districts with implementing early indicator and intervention systems (EIIS).

The goal of the EIIS grant program is to align school, district, and community systems to help students stay on track to graduate from high school.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Oregon Department of Education Grant-In-Aid:
District Capacity & Technical Assistance Grants

Early Indicator and Intervention Systems

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$5.7 million	-	$5.7 million

- ORS 327.367 (1) creates a grant program to assist school districts with implementing early indicator and intervention systems (EIIS) to help students stay on track to graduate from high school.
- EIIS systems can provide educators with quality and customizable tools to monitor data points and analyze key indicators of student progress, attendance and behavior, as well as the ability to monitor the effectiveness of interventions.
- $3.6 million is available to school districts and charter schools based on their respective average daily membership, multiplied by $3.
- In 2019-21, ODE made available grants to 127 school districts and charter schools.
- To support recipients of EIIS grants, an additional $2.1 million is allocated to provide technical assistance for activities identified in ORS 327.367 (3)

* Corporate activity tax dedicated to support the Student Success Act of 2019.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Early Indicator and Intervention System

Hopes Ahead:

- **Every Oregon district** will have access to a valuable tool in supporting pathways to adult success for all students
- All districts will **implement with an equity lens**
- **Community partners will be engaged** in efforts to support all students
- **Graduation rates** and future options improve for all

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Federal School Improvement
Comprehensive & Targeted Support and Intervention

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

CSI/TSI
History and Overview

Timeframe	Designation	Key Attributes
2002 - 2012 (NCLB)	"Failing Schools"	Title I schools failing to meet Adequate Yearly Progress (AYP) for more than two years; focused on achievement
2012 - 2016 (ESEA Flexibility Waivers)	Priority & Focus Schools	The bottom 5% of Title I schools (Priority); Title I schools with student groups that fell in the bottom 5%; factored in growth to accountability model and expanded designation and support windows to four years
2016 - present (ESSA)	Comprehensive / Targeted Support & Intervention Schools	Expanded designation to include all schools, regardless of Title status. ESSA allows states to include measures of school quality (regular attenders in OR)

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

CSI/TSI
History and Overview

Comprehensive Support & Intervention Schools

- Any Title I school with a Level 1 in at least half of the rated indicators.
- Any high school with a four-year graduation rate below 67%.

Targeted Support & Intervention Schools

- 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.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

CSI/TSI
School Breakdown

Oregon in Context

CSI Schools

- TOTAL: 94 CSI
- 37 “Regular” Title I
- 51 Charter / Alternative

TSI Schools

- TOTAL: 174 TSI
- 105 Title I
- 69 Non-title
- 18 Charter
- 22 High Schools
- 32 Middle Schools
- 102 Elementary

Distribution

- 34 districts (35%) are serving 193 schools (72%)
- 50 districts have only one ID’d school

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

CSI/TSI
Funding

Federal School Improvement Grants (1003a Funds)

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	-	≅$10.0 million	≅$10.0 million

- Under the Every Student Succeeds Act (ESSA), states may reserve up to 7% of the total Title IA allocation and distribute to eligible schools and school districts
- Funds follow all Title IA allowability rules AND
- Activities must meet certain evidence-based provisions of the law
- **The current approach aims to situate school performance within a larger school district context**
- Developed more robust processes for plan development including community engagement and inclusion of local data / information
- Plans are approved by the department and reviewed periodically for progress and alignment
- Various changes, including COVID-19, have impacted progress and the lack of accountability data has impacted to what degree progress can be evaluated

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

CSI/TSI
Implementation Story

November 2018

Revised accountability measures were released

2019

School districts were notified of identified schools and planning/ budget requirements

Spring/Summer 2019

Regional continuous improvement workshops were conducted

December 31, 2019

100% of school districts in Oregon submitted Continuous Improvement Plans and subsequent 1003a plans / budgets

March 2020

Implementation, progress and updates were impacted by COVID-19

Present

Currently reviewing updates from districts receiving 1003a funds and monitoring decisions and direction from the US Department of Education

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

State Intensive Coaching Program

OREGON DEPARTMENT OF EDUCATION

Oregon Department of Education

Grant-In-Aid: Student Achievement Grants

Intensive Coaching through Student Success Teams

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$25.0 million	-	$25.0 million

- The Student Success Act established an Intensive Coaching Program (ICP) "for school districts with the highest needs in the state"
- The ICP represents an evolution from some past coaching models, and strives to set the right balance between support and accountability
- The 2019-21 Legislative Adopted Budget was approved at $12.0 million for Year 2 of the biennium; however, SB 5723 (2020 Second Special Session) reduced this amount to $4.0 million
- Decision was made to implement this program at the start of the 2021-23 biennium to ensure enough time to establish an effective program framework
- Staff are currently in the process of finalizing recruitment processes for Student Success Team stewards; finalizing a list of eligible districts to begin invitations; and establishing grant agreements for participant districts
- When fully implemented, the Department anticipates that $25 million of grants and supports will be provided to between 5 to 8 highest-need school districts in the state

*** Corporate Activities Tax dedicated to support the Student Success Act of 2019.**

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Program Details

Several data models were developed to establish a list of eligible districts. Those models took into consideration a needs index and an outcomes index.

- **Needs** – determined by percentages of students who are experiencing poverty, historically underserved, ever English Language Learners or receiving special education services under an IEP or 504 plan

- **Outcomes** – an index comprised of the four common metrics articulated in the SIA (3rd grade reading, 9th grade on-track, attendance rates, and graduation rates)

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Data & Eligibility

This intensive program is by invitation and only school districts are eligible.

School districts opt into the program for additional support and funding.

The ICP requires **at least four years** of participation.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

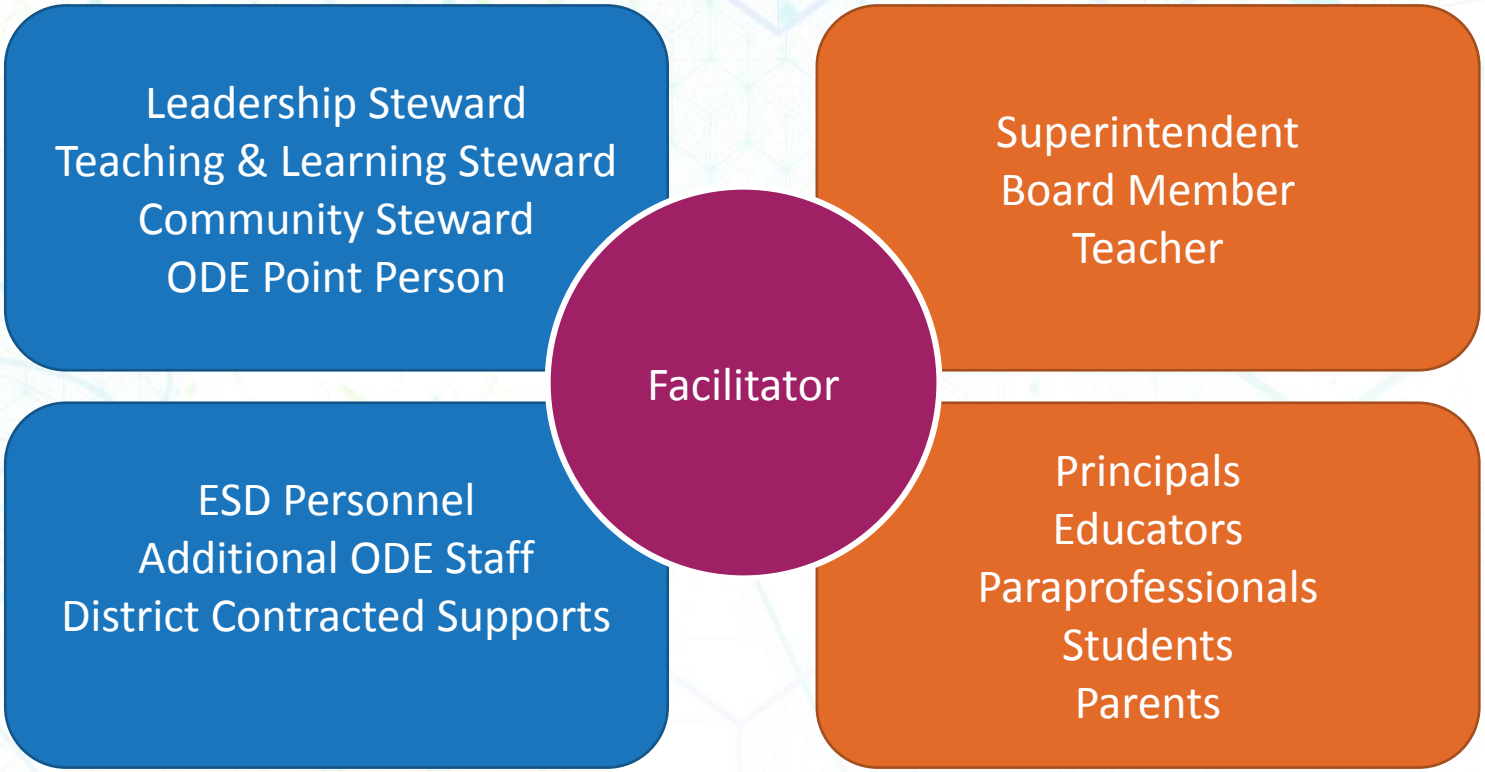
Student Success Teams

This program represents an evolution from some past coaching models where a single person supports the school district to a team approach. The linchpin of this program is the **Student Success Team**.

The Student Success Team (SST) makes recommendations to the school district. The district **must** follow the SST's recommendations as they relate to Student Investment Account funding and additional funding from their participation in the Intensive Coaching Program.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Success Teams



OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Funding

Districts that agree to participate are eligible for additional funding from the Statewide Education Initiatives Account.

The additional funding shall be based on rules adopted by the State Board of Education **and** shall be calculated based on the ADMw of the school district, as calculated under section 13 of this 2019 Act.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Intensive Coaching and Student Success Teams

Where We Are & Where We're Going

➔ **Currently:**

- Finalizing RFP for stewards and starting recruitment
- Developing RFP for professional development
- Reviewing available data to finalize eligible districts list
- Create communications plan to invite districts

➔ **Fall 2021:**

- Stewards hired. TA provider secured. Districts invited + accepted.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Student Investment Account

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Student Investment Account
History

The Student Success Act was passed in May 2019, and provides funding for three accounts:

- At Least **20%** — Early Learning Account
- At least **50%** — Student Investment Account
- Up to **30%** — Statewide Education Initiatives Account

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Student Investment Account
Funding/Budget

Student Investment Account

Close to a ~~$500~~ **150 million investment** in non-competitive grant money for districts and eligible charter schools.

The purpose of the fund is to:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement & reduce academic disparities for:
   - Students of color; Students with disabilities; Emerging bilingual students; and Students navigating poverty, homelessness, and foster care; and
   - Other student groups that have historically experienced academic disparities.

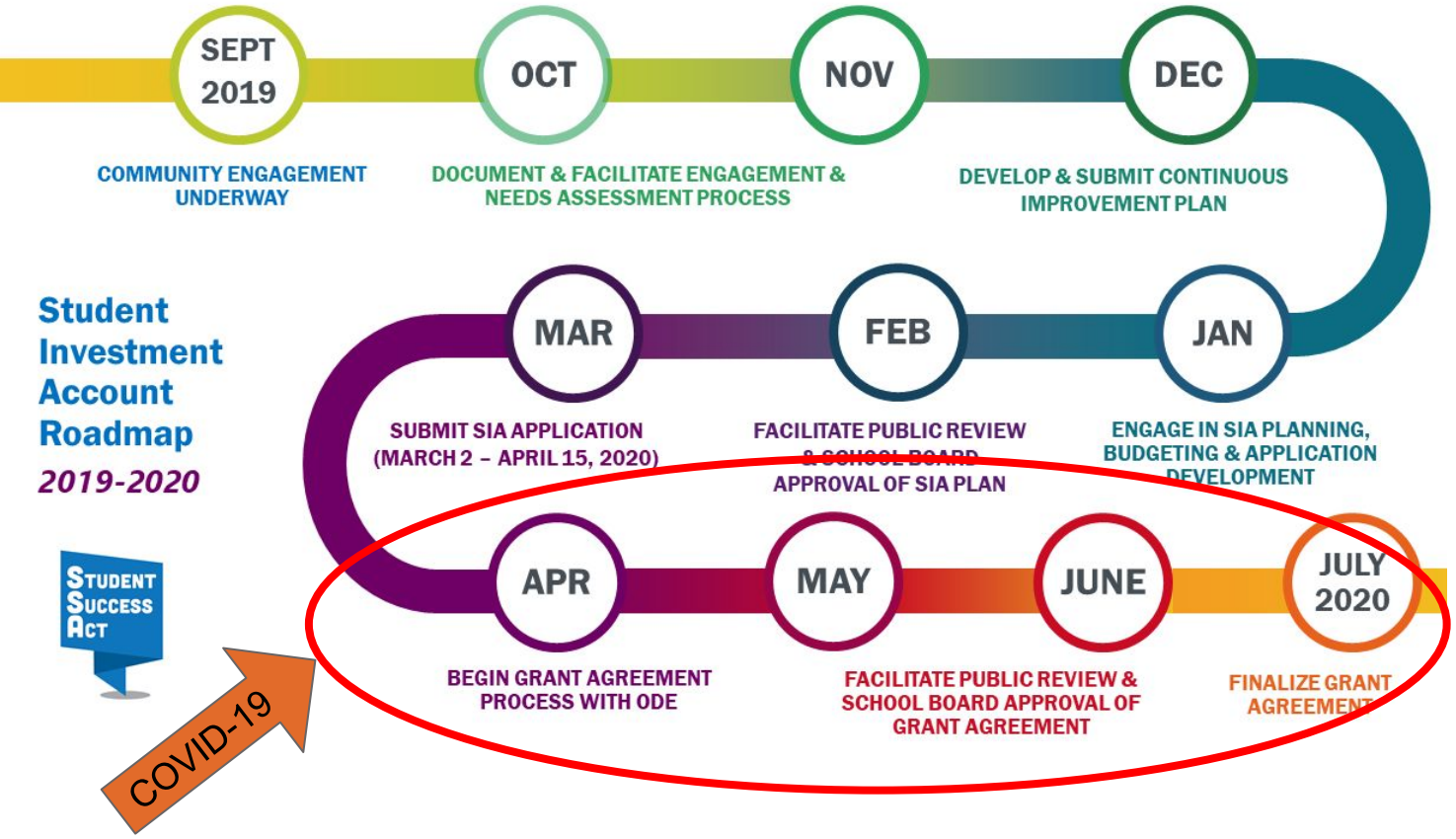
OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Student Investment Account
Eligibility for Funds

All Oregon School Districts and eligible charter schools are eligible to apply for the non-competitive SIA grant funds. To apply for funding for the 2020-21 school year, school districts and eligible charter schools needed to submit an SIA application by April 15, 2020. The only way an applicant loses access to their grant funds would be not engaging and completing work to meet application requirements that need attention following ODE's review.

The SIA requires all eligible applicants to engage focal student groups, their families, the broader community, and staff to gather input to inform their SIA plan, including planned investments within the allowable use areas.

Covid Impacts



COVID Impacts:

- Starting in April, timeline delayed while awaiting clarity from Legislature

- Reduction in funding for 2020-21 school year from $472 M to $150 M

- Release of Longitudinal Performance Growth Targets for 2020-21 school year only

- Encouragement from Legislature for applicants to prioritize meeting mental or behavioral health needs

- SIA Plan Adjustments and Amendment process for 2021-23 biennium

Community Engagement Resources

Tools You Can Use!

An asterisk (*) indicates a translated version is in the works. Documents intended for printing also have a text-only version so those using screen readers can access it.

Start Here! Guidance

Read first. This tool is intended to provide a picture of how the different templates and tools can fit together.

Student Success Act Handout

Share this handout with educators, students, parents, families, school board members and your community.

English Version
Spanish Version
Russian Version
Vietnamese Version
Chinese Version
Arabic Version

Social Media Sample Messages

Utilize social media to build awareness about the Student Success Act and your district's efforts. Don't forget to use the #StudentSuccessAct hashtag!

English Version
Spanish Version
Russian Version
Vietnamese Version
Chinese Version
Arabic Version

Student Success Logo and Social Media Graphics

Include the logo on your materials!

Blue Banner
White Banner with Transparent Background
Blue Vertical Logo
White Vertical Logo with Transparent Background

Use these images with your social media posts!

Join In
Our Students. Our Success.

Community Input Session Email Message

Customize this message and share with students, families and staff.

English Printable Version
Spanish Printable Version
Russian Printable Version
Vietnamese Printable Version
Chinese Printable Version
Arabic Printable Version

Community Input Session Flyer

Customize this message and share with students, families and staff.

English Text Only Version
English Printable Version
Spanish Printable Version
Russian Printable Version
Vietnamese Printable Version
Chinese Printable Version
Arabic Printable Version

Roadmap

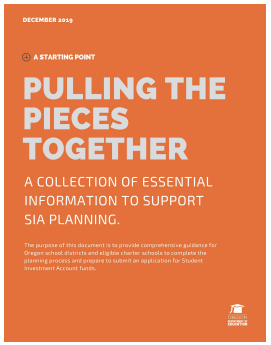
A handy visual for planning purposes.

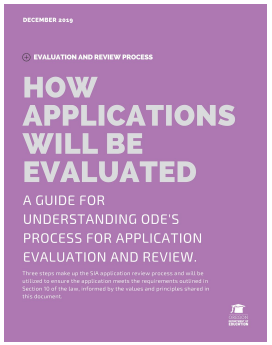
Letter to Staff

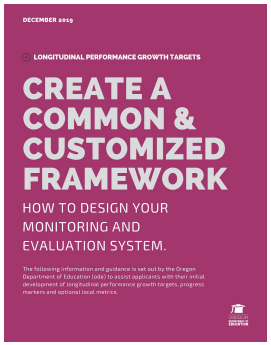
Generate awareness using this back to school letter to staff.

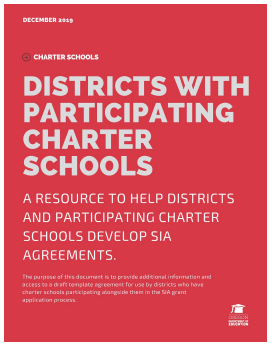
Released Fall 2019

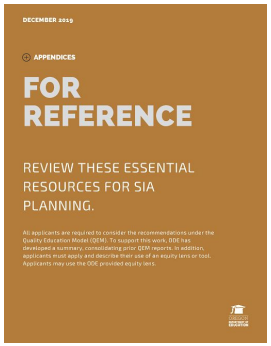
SIA Guidance Found to be Valuable











ESD SSA Liaison Partnership

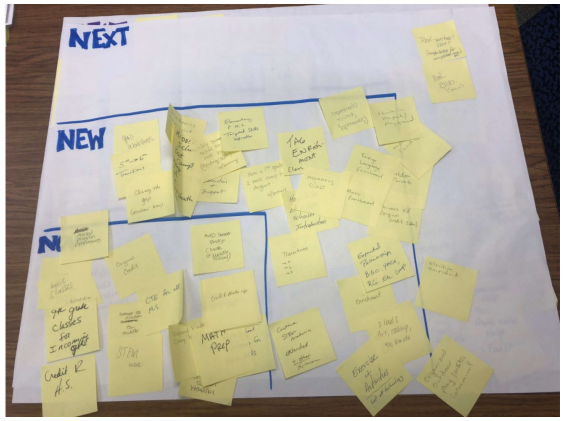
ESD SSA Support Shared Workspace

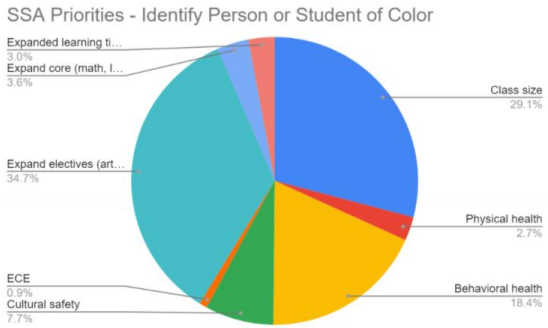
Agenda for 4/3 call + recording

1. Welcome and agenda review
2. News, updates, needs, and offers
    a. SIA Grant Application Form open to accepting incomplete applications
        i. 2 new questions in Section 2:
            1. Is this a complete SIA Grant Application? (Yes/No) - required question
            2. Please share which sections or parts of the application are incomplete and/or what supports you need to complete these sections or parts. - optional question
    b. Snapshot of Applications/Review
        i. Teams developing presentation templates upon review of applications
    c. Online Engagement Guidance released
    d. Webpage with submitted SIA Applications
        i. Links generated from SIA grant applications. Many districts submitted their district homepage and have not posted their grant applications (or it's shifted off the main page).
    e. Biweekly calls scheduled through at least end of June
    f. COVID Resources Webpage
3. Focus for day
    a. ESD Poll
        i. DIstrict Application Status - mark an "x" for close to submitting or far from submitting
        ii. What supports are you hearing districts need in order to meet the 4/15 deadline (compiling info, creating response to SIA questions, facilitating public comment, hosting virtual board meeting, entering responses in Google Form, other)?
        iii. What's your ESD's capacity to fulfill these needed supports?
        iv. What supports do you need as an ESD to continue to support districts?
            1. Amber - Possible supports for our liaisons might be how to guide our districts in concerns about future adjustment of plans if needed due to possible funding changes that may impact current plans and result in possible need of adjustment.

Beginning November 8, 2019, the SIA team has connected with ESD SSA Liaisons on a weekly or biweekly basis to preview information, share updates, gather feedback, and answer questions

Applicant Community Engagement



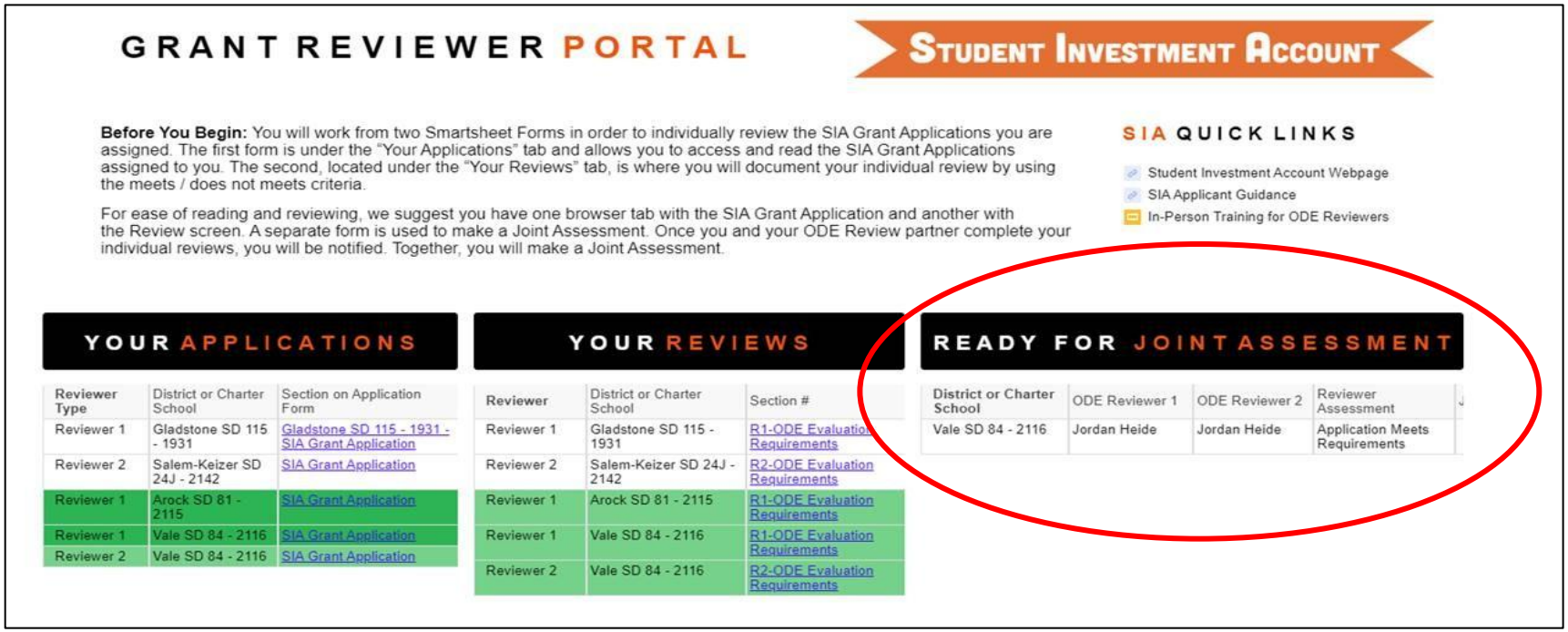


Values for Application Review

1. Keep it as simple as possible.
2. Offer the right amount of challenge and support.
3. Treat “complying with application requirements’’ like educators treat student work.
4. Grow shared responsibility and public confidence.
5. Lay groundwork to increase alignment between state and federal investments and initiatives.

ODE Reviewer Portal

ODE Reviewers had access to their individual review portal, which included links to the SIA applications that had been assigned to them for review. The portal also notified reviewers when an application was ready for a joint assessment to be made, meaning that both reviewers had completed their individual review.



GRANT REVIEWER PORTAL

STUDENT INVESTMENT ACCOUNT

Before You Begin: You will work from two Smartsheet Forms in order to individually review the SIA Grant Applications you are assigned. The first form is under the "Your Applications" tab and allows you to access and read the SIA Grant Applications assigned to you. The second, located under the "Your Reviews" tab, is where you will document your individual review by using the meets / does not meets criteria.

For ease of reading and reviewing, we suggest you have one browser tab with the SIA Grant Application and another with the Review screen. A separate form is used to make a Joint Assessment. Once you and your ODE Review partner complete your individual reviews, you will be notified. Together, you will make a Joint Assessment.

SIA QUICK LINKS

- Student Investment Account Webpage
- SIA Applicant Guidance
- In-Person Training for ODE Reviewers

YOUR APPLICATIONS

Reviewer Type	District or Charter School	Section on Application Form
Reviewer 1	Gladstone SD 115 - 1931	Gladstone SD 115 - 1931 - SIA Grant Application
Reviewer 2	Salem-Keizer SD 24J - 2142	SIA Grant Application
Reviewer 1	Arock SD 81 - 2115	SIA Grant Application
Reviewer 1	Vale SD 84 - 2116	SIA Grant Application
Reviewer 2	Vale SD 84 - 2116	SIA Grant Application

YOUR REVIEWS

Reviewer	District or Charter School	Section #
Reviewer 1	Gladstone SD 115 - 1931	R1-ODE Evaluation Requirements
Reviewer 2	Salem-Keizer SD 24J - 2142	R2-ODE Evaluation Requirements
Reviewer 1	Arock SD 81 - 2115	R1-ODE Evaluation Requirements
Reviewer 1	Vale SD 84 - 2116	R1-ODE Evaluation Requirements
Reviewer 2	Vale SD 84 - 2116	R2-ODE Evaluation Requirements

READY FOR JOINT ASSESSMENT

District or Charter School	ODE Reviewer 1	ODE Reviewer 2	Reviewer Assessment
Vale SD 84 - 2116	Jordan Heide	Jordan Heide	Application Meets Requirements

August 2020 Special Session

1) $150M in grant funding to distribute for the 2020-21 school year
   - ODE has since released the revised allocation estimates based on this level of funding
2) Passed HB 4304, where Section 70 addresses some adjustments for the 2020-21 school year
   - Release of Longitudinal Performance Growth Targets for this school year only; ODE introduced Progress Markers for monitoring and evaluation framework
   - State Board of Education adopted temporary rules for moving forward with amended SIA plans/budgets for 2020-21 school year
   - Recipients should prioritize meeting students' mental and behavioral health needs; ODE did not formally narrow the allowable use areas

Changes & Plan Amendments

Applicants that met requirements with small changes or did not meet requirements were asked to submit additional information or changes to meet requirements. Once applicants submitted this information it was filed, and was then reviewed and approved by Application Managers.

In light of the reduction in SIA funding, the legislature provided ODE with the opportunity to create a process for plan amendments. The SIA team developed temporary rules adopted by the State Board in September to create a process for plan adjustments and amendments.

		Plan/Budget Amendments	
		If your district/school doesn't plan to make plan/budget amendments	**If your district/school plans to make plan/budget amendments**
Original Application Requirements	**If your application has met requirements**	Then, your district/school doesn't need to submit any additional information at this time. You will be moved into the grant agreement process.	Then, your district/school must submit an updated plan and budget. The updated plan and budget must be available for public comment and approved by the local school board. Once approved, you will be moved into the grant agreement process.
	If your application hasn't yet met requirements (includes applicants who meet with small changes and who don't meet requirements)	Then, your district/school must submit required changes previously communicated. Once approved, you will be moved into the grant agreement process.	Then, your district/school must submit required changes previously communicated as well as an updated plan and budget. The updated plan and budget must be available for public comment and approved by the local school board. Once approved, you will move into the grant agreement process.

March Status Updates

- 98% or 203 applications of the 207 applications received have been reviewed
  - One application is still in review
  - Remaining 3 applications are incomplete and ODE is working with those applicants to submit the missing pieces before the applications are reviewed
- 98% or 202 recipients have received a grant agreement
  - 95% or 196 recipients have a fully executed grant agreements
  - 138 grant recipients have submitted at least one claim for SIA funds

SIA Work in Progress

- Reviewing programmatic and financial progress reports submitted by recipients by 1/31/21
- Launching an RFP for SIA Technical Assistance and Coaching dollars
- Releasing a refresh of the Community Engagement Toolkit
- Recruiting and hiring of additional teammates
- Creating alignment with other initiatives

Opportunities for Alignment

- Technical assistance and coaching to support grantees in considering ways to use SIA funds to invest in activities and strategies connected to the African American Black Student Success Plan and other SEIA programs/initiatives

School Name	County	Student Enrollment	Black/African American Students	Black % Rank	Activity 1	Activity 1 Ref	Activity 2	Activity 2 Ref	Activity 3	Activity 3 Ref	Notes:
Parkrose SD 3	Multnomah	3,068	15%	1	Develop scholarship program for teacher pathway program for classified staff to recruit and retain staff of color in Parkrose.	staff of color					No detailed plan. Just planning template. Do have specific activities for other focal pops.
David Douglas SD 40	Multnomah	9,719	12%	2	add racial equity training at one school	all staff					They tie a lot of general supports (e.g., reduced class size) to equity
Portland SD 1J	Multnomah	48,559	9%	3	Increase funding to RESJ (Racial Equity Social Justice) Partnership contracts with culturally specific organizations in five strategy areas. Improves academic success for students of color. Services are provided by racially diverse staff	students of color, esp. Black and Native students	Align recruitment, hiring, placement, support, and retention criteria and processes with the Educator Essentials and racial equity competencies to diversify our workforce, especially Black and Native educators, to reflect our student demographics.	"especially Black and Native educators"			Many references to "underserved," "racial equity," "students of color"
Reynolds SD 7	Multnomah	10,940	9%	4	Culturally Responsive Curriculum	students					
Centennial SD 28J	Multnomah	6,099	8%	5	Increase academic support and targeted interventions for historically underserved populations.	HU pops	Culturally Responsive Educational Training	staff			Funds will be utilized to increase academic supports and targeted interventions for our focal student groups. We will increase social-emotional, mental health and behavioral support for all students. Providing more optimal staff-student ratios and class size in high need situations will promote equity and strengthen the health of our district overall.

Lessons Learned or Learning

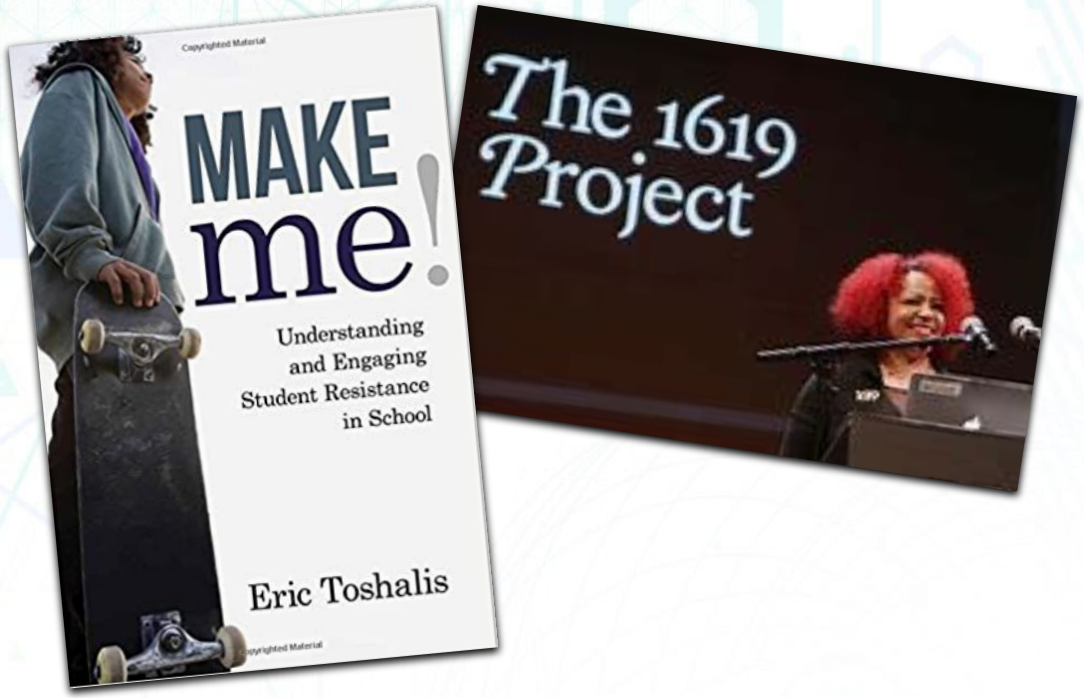
- The real promise of the law and the potential for broken promises
- Structural and networked learning roles of ESDs and CBOs
- Early signs of knowledge mobilization - and limited more to engagement, application so far and not yet with school practice or curriculum
- Need to deepen and broadly share learning on outcome mapping methodology

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

EII Moving Forward

Culturally-Sustaining/Revitalizing Pedagogy

- Framing chronic absenteeism as a symptom of inequity, and placing the burden for change on the system rather than on students and families
- Locating the drivers of chronic absenteeism in our policies, procedures, instruction, assessment, discipline, and family engagement
- Highlighting the elements that districts, schools, and educators control that can make a difference in reversing trends, and bracketing the things that we cannot control



OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Running Towards Alignment

District Protocol Staffing Objective: Based on deep understanding of a district's data and needs, EII staff work to collectively align ongoing and new supports to improve district outcomes.

Pre-Work	Protocol	Review/Reflect
Gather all available district data Review current ODE district supports	Collectively review and understand key data points - Demographics - School climate - Student learning/achievement - Family and community engagement - Staff quality, recruitment, and retention	Discuss current supports, additional needs, and potential ODE alignment Look at bright spots and barriers - What's working? - What have we learned? - What are next steps?

OREGON DEPARTMENT OF EDUCATION

SIA Community Engagement Spectrum

STANCE TOWARDS COMMUNITY	0 | IGNORE	1 | INFORM	2 | CONSULT	3 | INVOLVE	4 | COLLABORATE	5 | DEFER
INTENTION & ***POTENTIAL IMPACT TO CONSIDER***	**Protecting School/District Interests** ***Marginalizing Communities***	**Keeping Communities Updated** ***Placating & Underestimating Community Wisdom***	**Receiving Community Input** ***Tokenizing & Gatekeeping Community Engagement***	**Meaningfully Engaging Community Voice** ***Community Voice is Not Heard***	**Collaborating and Sharing Power with Communities** ***Collaborative Process Derailed by Power Dynamics***	**Communities Drive and Own the Work** ***Sovereignty and Core Agreements are Not Honored***
COMMUNITY ENGAGEMENT GOALS	Deny access to decision-making processes	Provide students, families & community with relevant information	Gather input from students, families & community	Ensure students, families & community needs and assets are integrated into process & inform planning	Ensure student, family & community capacity play a leadership role in implementation of decisions	Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities
EXAMPLE ENGAGEMENT METHODS	Closed door meeting Misinformation Systematic	Fact sheets Open houses Presentations Billboards or school electronic boards Videos Social media posts	Input sessions Focus groups Empathy interviews Surveys	Community organizing & advocacy House meetings Interactive workshops & forums with accessibility considerations Student & Parent/Family Advisory Committees	MOUs with Community-based organizations Leadership Development Community organizing Collaborative design and facilitation of community forums to ensure voice & accessibility	Community-driven planning Student or Parent/Family led community forums to assess challenges and develop solutions Consensus building Participatory Action Research and community-driven initiatives Participatory budgeting Community schools
HOW COMMUNITY ENGAGEMENT EXISTS IN SIA PLAN ***ASSOCIATED CHALLENGE***	**Focal student groups not acknowledged and/or subsumed in another category (e.g. students of color lumped into students experiencing poverty)** ***Students of color continue to be invisibilized by a system of White Supremacy***	**Communities informed that SIA is occurring but not engaged for input** ***Communities are required statutorily to receive SIA funds but do not actually matter for real input***	**Data (including disaggregated data) is used as primary resource to inform SIA strategies/activities** ***Communities are only engaged once in the process of SIA plan creation and follow-through is limited***	**Tribal consultation and engagement is central to the development of SIA plans** ***Community (and Tribal) voice is taken but not actually incorporated***	**Partnerships with community-based organizations, organizers, and other agencies** ***Partnerships are created but not honored through continual reciprocity and shared work***	**Task forces and committees with decision-making power composed of community members, target focal groups, and staff** ***Decision-making is rhetorically granted but in practice not deferred and shared with community***

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Essential Questions

1. Are we getting at the right things? Do you see evidence of positive change and/or substantive progress in this work?

2. What suggestions do you have for improving our implementation going forward?

3. With regard to coaching - what do you see as the most foundational needs for districts in the realm of professional development?

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Advice and Questions