

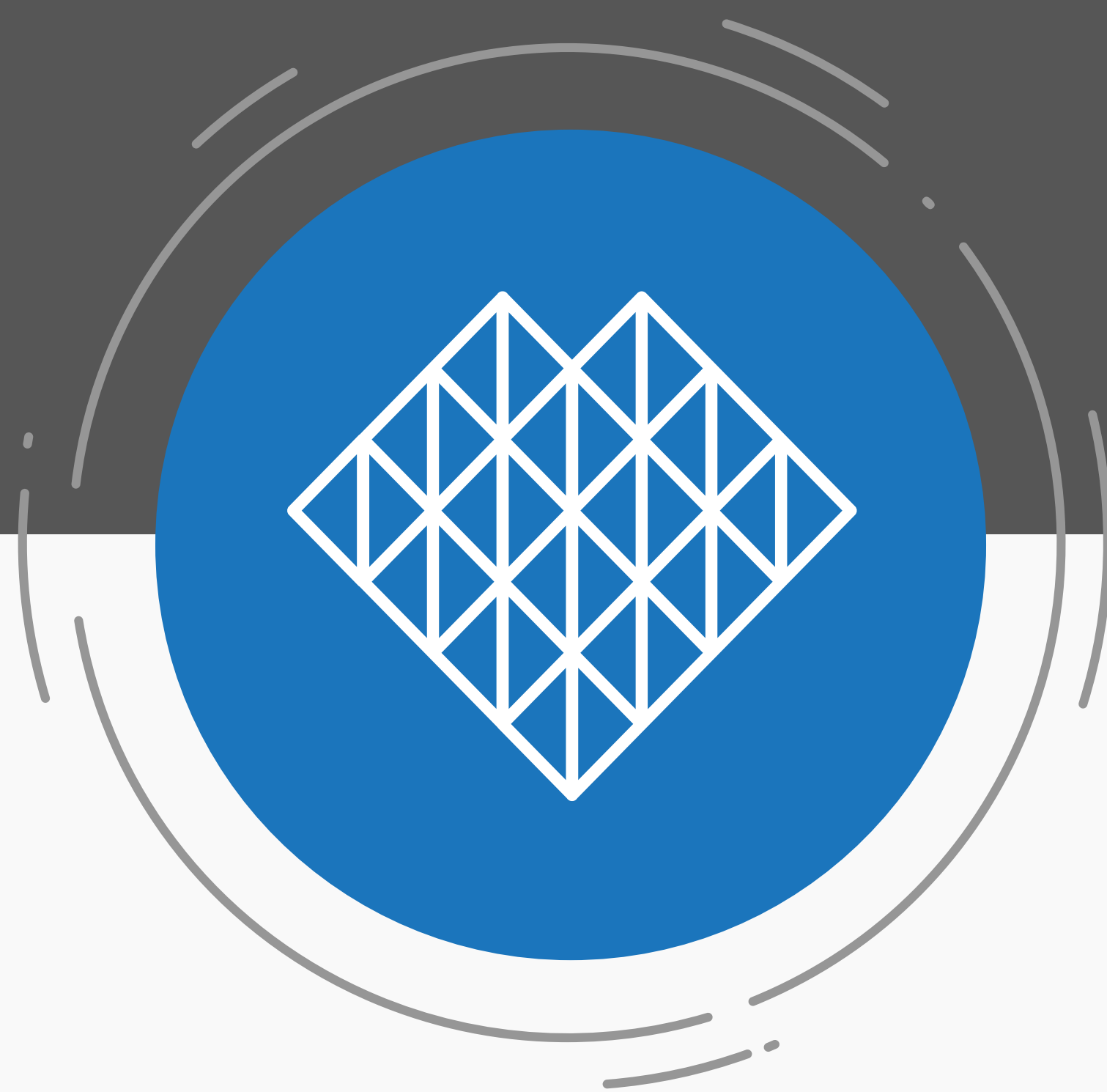
Oregon Data for Decisions

A guide for district considerations for the 2021-22 school year



OREGON
DEPARTMENT OF
EDUCATION

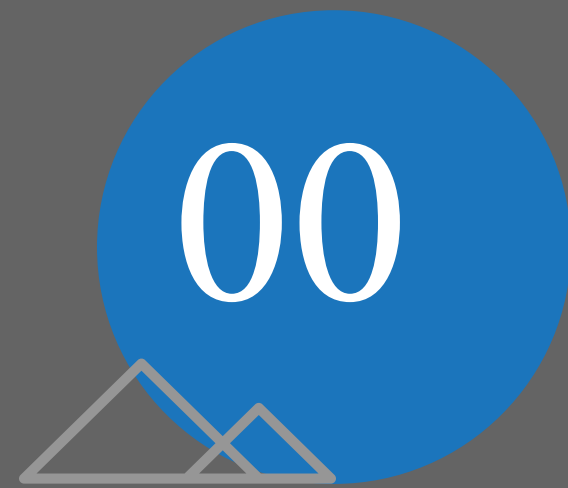
Oregon achieves . . . together!



Using data to inform difficult decisions

Decisions about when or how to operate school are in the hands of district leaders. These decisions are significant and complex. This guide is intended to help ensure leaders consider the array of information available to them, including patterns or categories of information that may not be county or district specific but can help inform choices being made.

Previously, many of these decisions were made at the state level with an equity review, public health and educator expertise, and a tremendous amount of statewide data. Using this guide is not required and won't replace the actual decision-making process. This guide can assist in providing assurance to districts that there has been a comprehensive review of the information available alongside the important expertise within your community, local public health authority, and your own knowledge as school leaders.



Contents of this guide

01: What kinds of data should be considered?

- COVID-19
- Care for student health, mental health, and well-being
- Connection
- Learning
- Change readiness

02: Using data well

03: Establish advisors, teams, and accountability partners

04: Determine goals and thresholds

05: Review dashboard and locally-sourced data

06: Establish a data review and communication calendar

07: Further resources

01

What kinds of data should be considered?

In some cases there is specific county or district level data that is available for district decision-making. In other cases there are patterns of regional data, statewide data, or local data that only districts or schools have access to which might inform assessment and conclusion. These categories are presented as a way to support district leaders and any teams or advisors they assemble to complete a regular and comprehensive review:

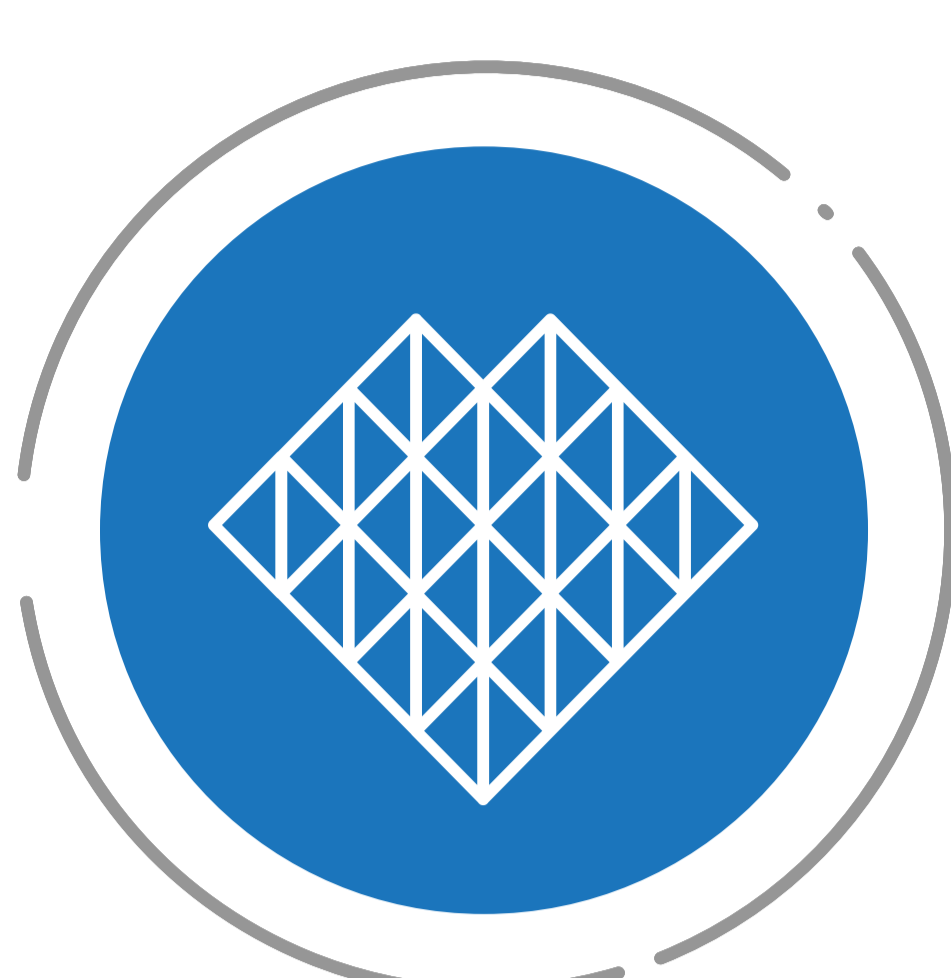


COVID-19:

Indicators in this category support situational awareness of COVID-19, including current risk levels. This includes the following types of information and questions:

- Case rates
- Vaccination rates
- Variant spread rate and new variant development in your community
- Healthcare workforce information (care capacity)
- How consistent and strong is your implementation of the RSSL Resiliency Framework health and safety protocols? Consider an audit of the following:

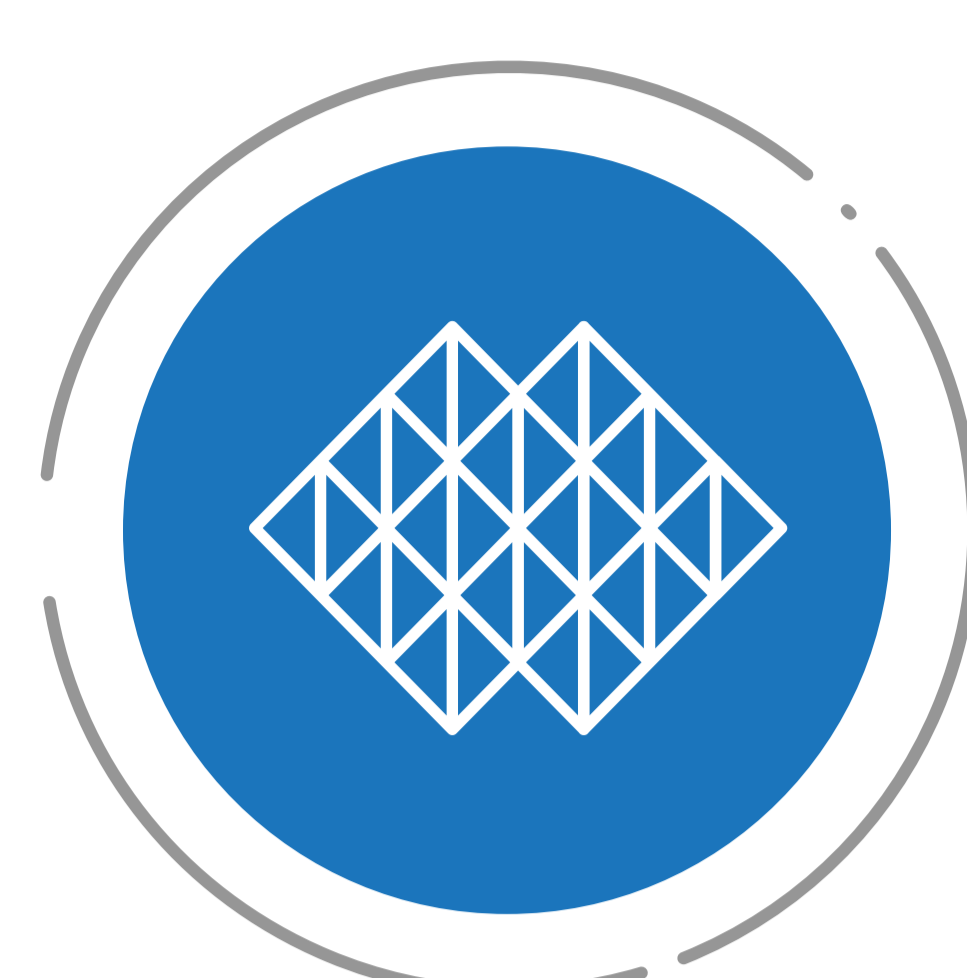
1. Assessment or scan regarding the success of staff, students, and volunteers at universal and correct use of face coverings.
2. Ability to maintain physical distancing, including outdoor classrooms and nontraditional learning environments.
3. Level of adherence to the layering of other risk mitigation efforts.
4. Air flow from windows and air filtration quality within buildings and buses.



Care for student health, mental health, and well-being:

Indicators in this category attend to both short and long-term insights into how the children and youth in your community are doing. This includes the following types of information and questions:

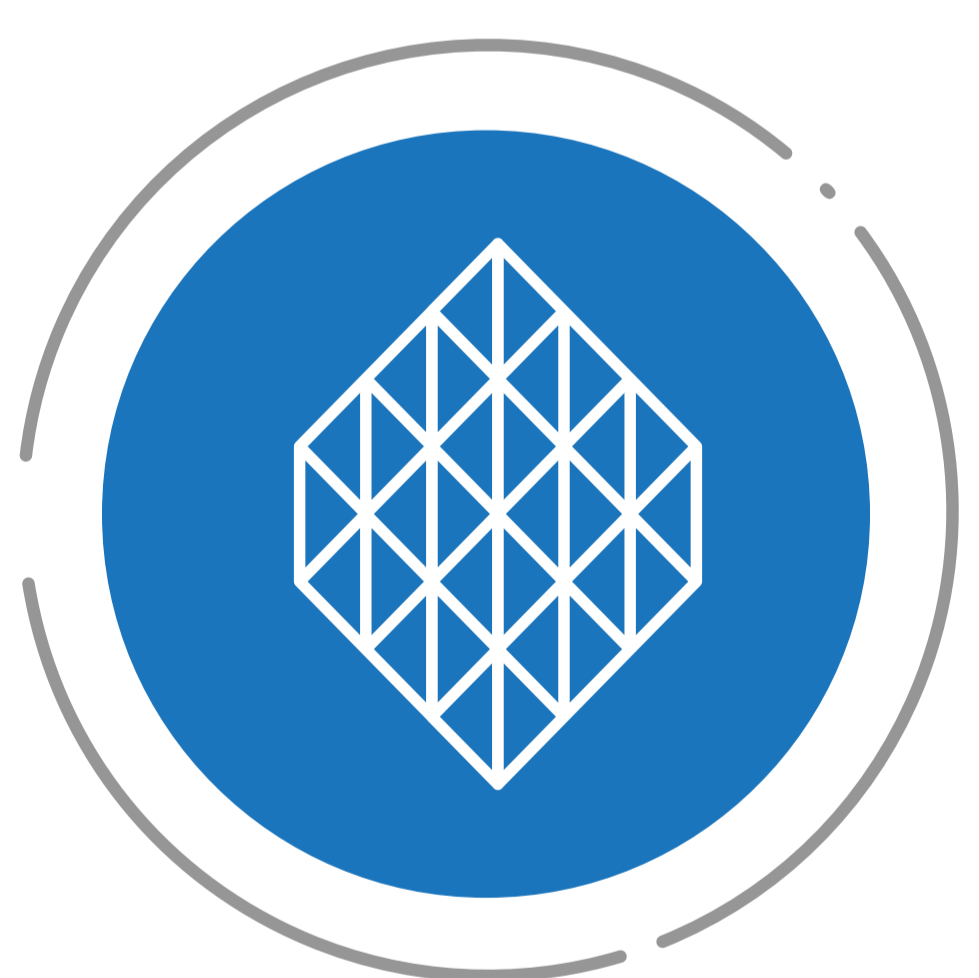
- Indicators of youth access to food and nutrition
- Measures of current student social and emotional health
- Local student health survey information, including physical health surveys and student access to health care and mental health services and supports
- Additional essential care and services provided by school (e.g. emergency shelter in case of natural disaster)



Connection:

These indicators offer insights into engagement, well-being, and the resilience of youth, educators, families, and community members. This includes the following types of information and questions:

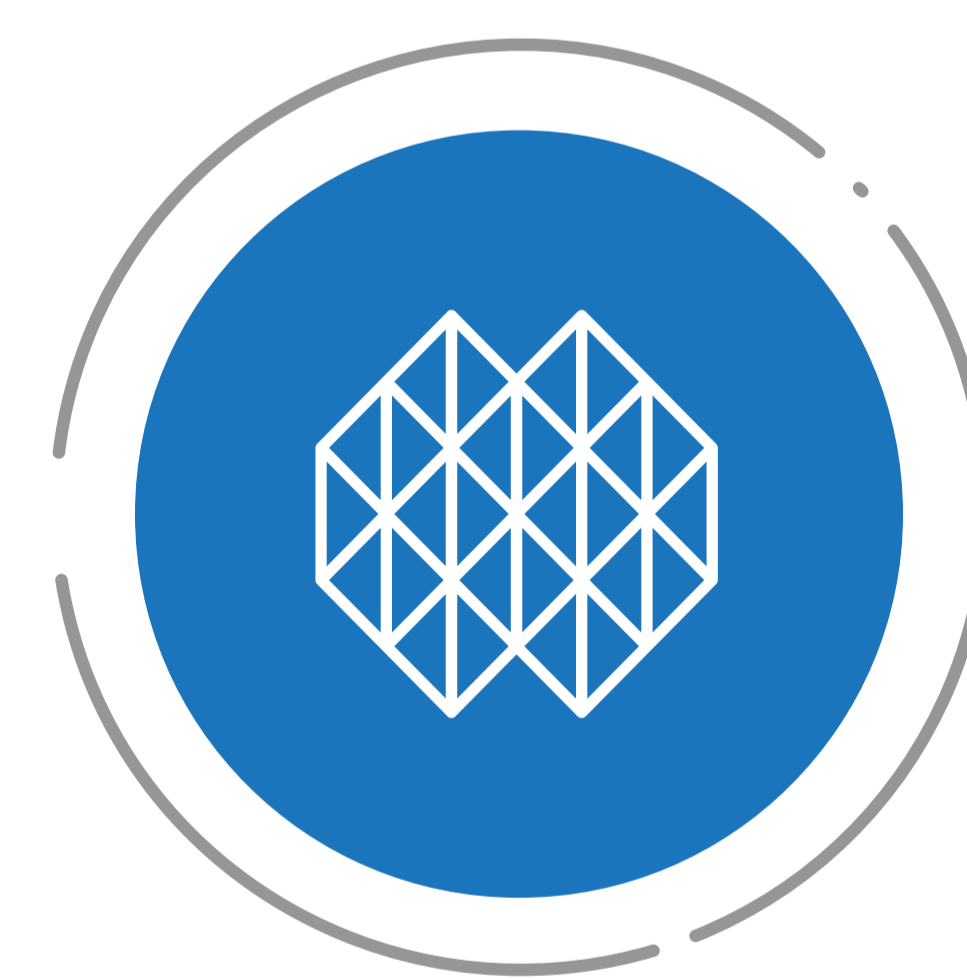
- Data on student engagement and attendance
- School climate surveys
- Local measures of belonging and social connectedness
- Ratio of students to counselors, social workers, and psychologists/psychiatrists



Learning:

Indicators in this category offer detail into student learning and overall learning conditions as well as giving attention to what is known about disproportionate impacts on learning. This includes the following types of information and questions:

- Local school and district assessment information, including formative assessments for learning
- Local school and district GPA information and course completion rates
- 9th grade on-track data (local and soon to be available statewide)
- Graduation data
- Disproportionate impacts visible in regular attender (formerly not chronically absent) data



Change readiness:

These indicators can provide insight to the level of district readiness to quickly respond to complex change. This includes the following types of information and questions:

- What is the quality of school and district level planning on health and safety and continuity of service, including organizational readiness to shift instructional models if needed?
- Training and use of data for two way communication tools between staff and students/families
- Website and social media analytics, such as click rates, on school community interests
- An honest assessment of the quality of communication protocols in place to support staff and family understanding of any direction-setting that might need to occur
- What data or information is available on staffing stability?

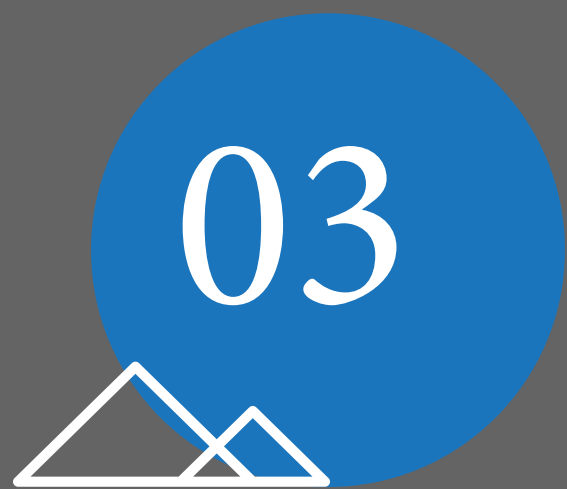


Using data well



By using a consistent, equity-guided and data-informed process that tracks progress toward established goals, district leaders can make decisions that take unintended impacts into consideration while building trust among students, staff, family, and community partners stewarding greater commitment to the shared need for in-person learning for Oregon's students.

From the data ODE has reviewed, students that have historically experienced the least success in Oregon's educational system are also the students, families, and communities that are most widely impacted by COVID-19 transmission: students of color, Native and Indigenous students, migrant students, students navigating poverty, multi-generational households, and students experiencing homelessness.

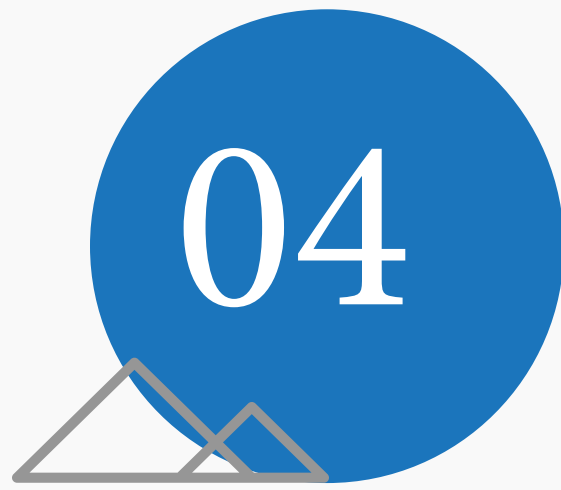


Establish advisors, teams, and accountability partners

Making equity-guided and data-informed decisions *with* advisors, teams, and/or accountability partners will assist in anticipating unintended impacts, navigating complex situations, and addressing core equity concerns. These individuals bring together experiences and expertise that inform goals and decisions. Group members could consist of school and district administrators, ESD leaders, transportation leaders, school health workers, facilities personnel, community advisors, local public health administrators, school counselors and mental health professionals, family advocates, engagement specialists, and neighboring school/district leaders.

These bodies could be formal or informal based on district size (small schools might well be a smaller circle or talking with other regional partners and be more informal), access to partners, and timing. It is ideal that districts and schools situate data-informed decision making within the context of their articulated visions and values.



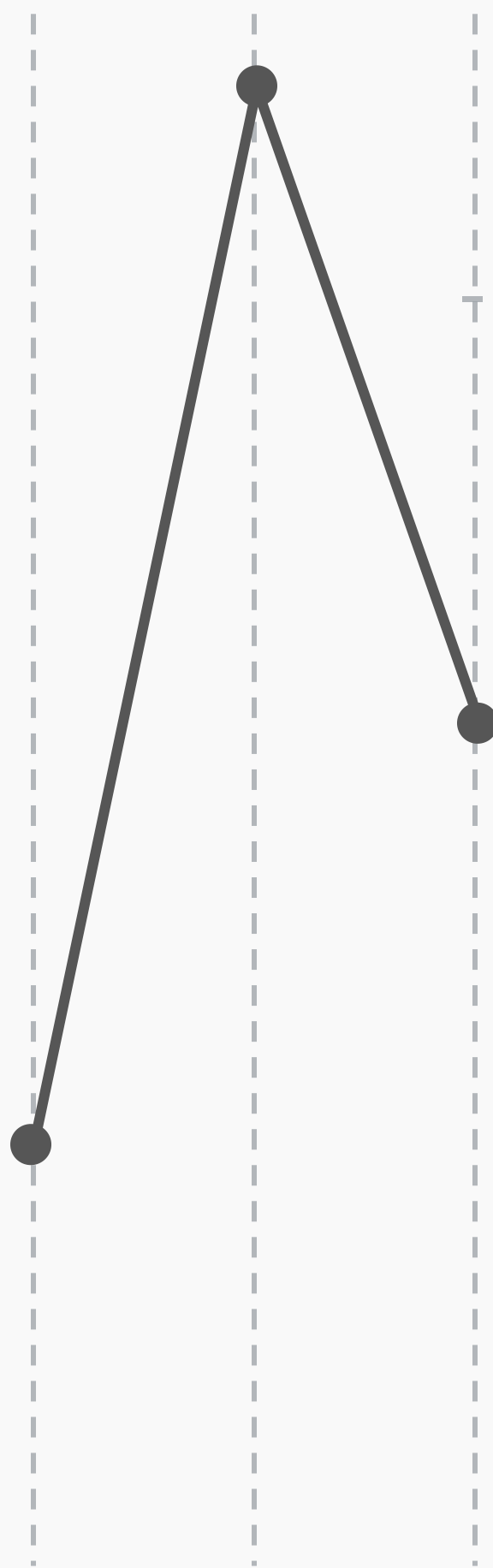


Determine goals and thresholds

Goals and thresholds represent the key tipping points, points of no return, ranges, data bands, or metrics that are deemed crucial to monitor. Ideally, they take into consideration core visions, strategies, and values established by the district and schools, including health and safety; equity; belonging; school culture and climate; learning; and community engagement.

As data categories and indicators presented in this guide and that live on the dashboard are reviewed, consider the following questions:

- What conditions seem to universally set the whole of the community at ease? Are those conditions in place now or within reach?
- Are there thresholds that local public health and the school district find valuable to set or monitor, informed by OHA and the CDC? Consider the variables in the data dashboard to help get a sense of the kinds of information a district may want to prioritize.
- What outbreak information is available that is specific to the local community?
- How rigid or flexible are the thresholds being considered? How often might they need to be revisited as COVID and/or your risk mitigation efforts change?
- Who needs to be informed and/or consulted on thresholds set?
- Who benefits and who might be most impacted by what is being considered?
- What are the key variables that your district has identified and what are the thresholds for those key variables?
- What else could you do in an in-person setting to further protect students and staff to further limit the potential need to shift to distance learning?

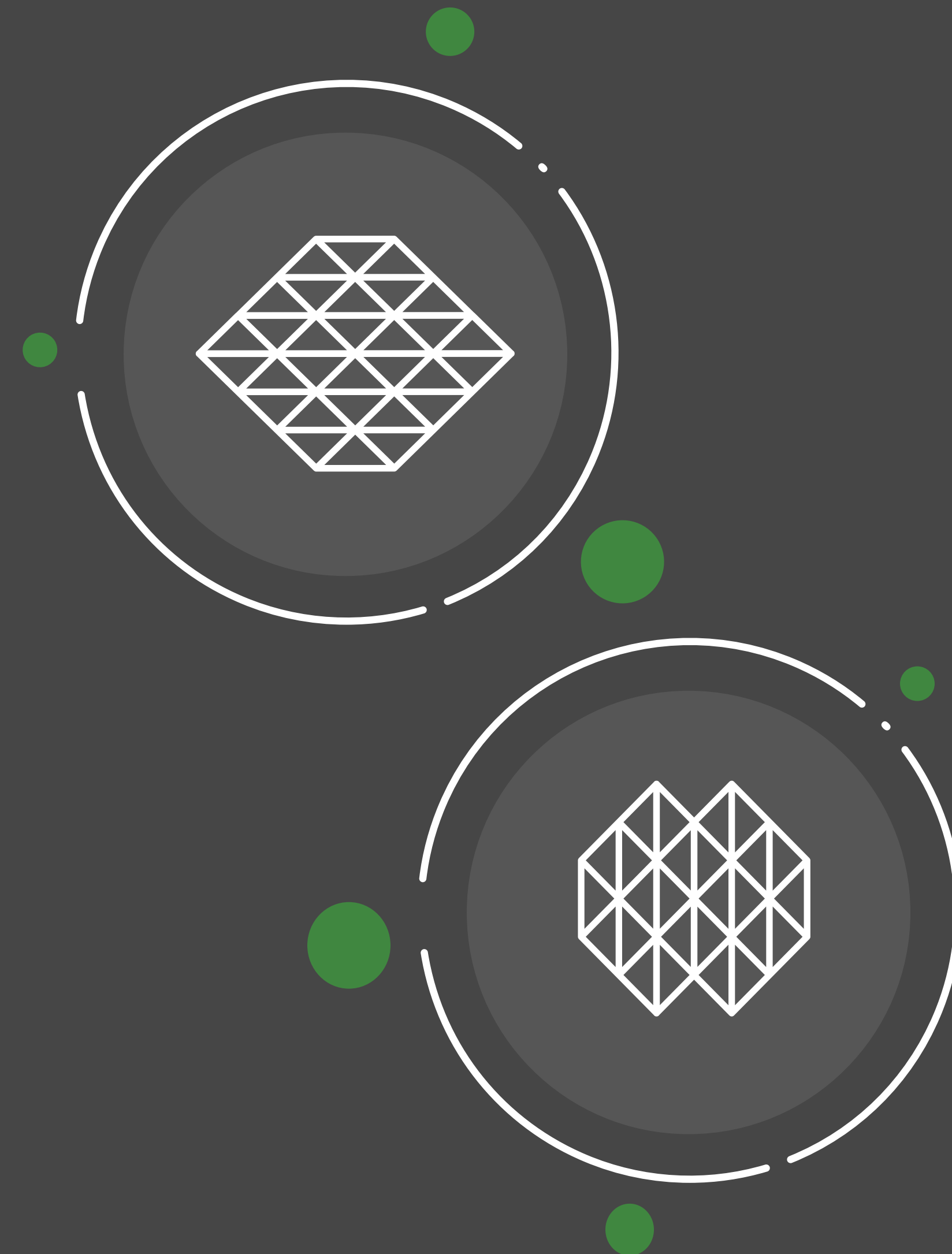


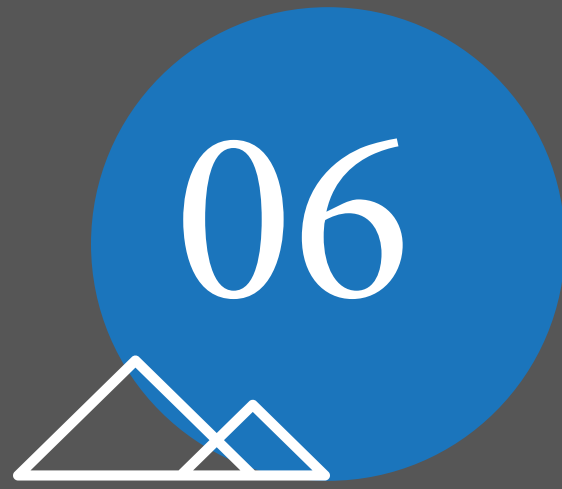


Review dashboard and locally-sourced data

With advisor(s), teams, or accountability partners, consult the dashboard and the district's local data for key indicators that align with established goals and thresholds.

The provided dashboard contains a substantial array of data for making actionable decisions; however, the district may collect other extremely useful data: daily attendance, vaccination rates, face covering adherence rates, school climate and student social and emotional health information, community feedback, staffing rates, cleaning schedules, outdoor learning spaces, number of available substitute teachers, etc. Consider every category and how it could be utilized in the developed goals and decision-making.





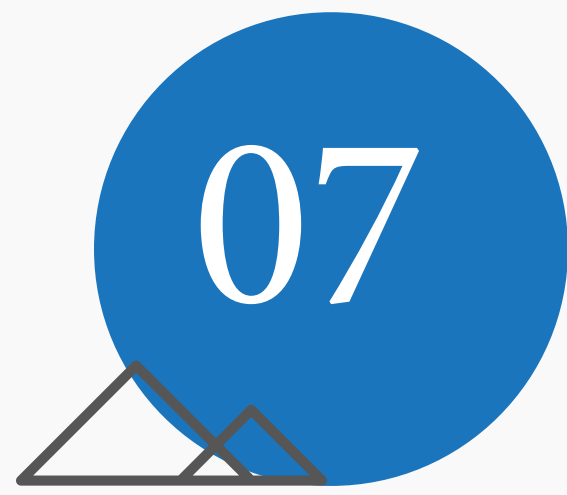
Establish a data review and communication calendar

Establishing regular data reviews, communication calendars, and other routines will help ensure the district is tracking the goals and thresholds targeted, as well as continue iterating or refining those as more research, information, and input is gathered from advisors, teams, and accountability partners.

Consider the following questions and recommendations:

- **Consistency:** What structures can be put into place to ensure data reviews and monitoring (in relation to your goals and thresholds) occurs consistently?
- **Timing:** How frequently will the district review the available data? Daily? Weekly?
- **Trends:** Based on when decisions are made, how are changes in patterns, trajectories, and trends tracked?
- **Communication:** How frequently will the results of the review be communicated to families and the public?





Further resources

It is challenging to navigate decision-making at this speed and level of impact. The following additional tools and resources offer additional depth or insights into the kinds of choices school leaders must make at this time.



COVID-19 K-12 School Testing Impact Estimator

Schools across the country are making difficult decisions about whether and how to implement Covid-19 testing. This impact estimator, designed by Mathematica and The Rockefeller Foundation, is designed to help schools and public health agencies make these decisions. The results shown were produced by an agent-based model (ABM) created to assess the potential value of routine testing in K-12 schools, above and beyond other mitigation strategies.



New York Health and Safety Guide for the 2021-22 School Year

This guide describes a range of strategies that schools and districts should consider to be best situated to manage the risks for students and staff from COVID-19 while supporting robust and engaging learning experiences for students. It provides recommendations based on the best health and safety information currently available and is a living document that will be updated as public health conditions change.



Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students

This report from the Federal Department of Education's Office for Civil Rights tells part of a developing story by offering a series of snapshots from mid-March 2020, when many schools shifted abruptly to distance learning, to mid April 2021. This developing story prompts eleven observations about how widely—and inequitably—the pandemic appears to have impacted America's students during this time.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

August 31, 2021

Oregon.gov/ODE

