

Technical Assistant Addendum Oregon 2018 SPP/APR

The Oregon Department of Education (ODE) is in its second year of Needs Assistance; in both 2016 and 2017 Oregon's determination is Needs Assistance. Specifically, for 2017, Oregon is required to participate in a *Targeted Level of Engagement* with OSEP. Specific areas to address are: 1) percentage of special education students exiting with a regular high school diploma, 2) NAEP scores in both 4th and 8th grades), 3) lapsed Part B funds of 1% or more from 2014, 4) carry over monitoring from FFY 2016, and 5) proposed determination that Oregon failed to maintain financial support.

ODE has sought the following technical assistance, and the sources from which the State received assistance are as follows, with actions taken also included, where appropriate:

- a. ODE applied for intensive technical assistance from the National Technical Assistance Center on Transition (NTACT). The intensive TA was awarded with a start date of January 1, 2016 and continues to the present in collaboration with the University of Oregon and Western Oregon University. This TA supports Oregon to address six goals related to Secondary Transition: 1) Develop collaborative agreements among agencies that serve transition-aged students with disabilities (SWD) to increase expectations and communication among agencies, students and families; 2) Develop summer youth work experiences requiring better interagency collaboration and communication; 3) Improve the services that SWD receive while they are in high school (e.g. career exploration, engagement, self-directed learning, etc.); 4) Disseminate and implement evidence based practices related to transition aged SWD; 5) Provide LEAs with a district needs assessment tool for guiding district improvement efforts and; 6) Work with stakeholders to continue to review data and prioritize efforts to improve Secondary Transition outcomes for SWD. Oregon's Transition Resource Handbook is updated annually in collaboration with The Research Institute at Western Oregon University. ODE provides printed copies of the manual to Oregon educators, service providers and families of students with disabilities, as well as access to an online version.
- b. Oregon participates in monthly calls with ODE's Office of Special Programs State Lead where issues/questions/concerns are shared.
- c. ODE has reached out to the Center for IDEA Fiscal Reporting regarding financial questions and procedures with follow-up as needed for review or change.
- d. ODE staff have attended DASY conferences related to early childhood data systems, as well as IDC's Interactive Institutes focusing on Part B data reporting.
- e. Staff participate regularly in the Language & Literacy Collaborative through NCSI/AIR the which provides support for our SIMR (3rd grade reading) with plans to continue this through 2018.
- f. Staff receive regular support through NCSI as we work through scale-up efforts of our SSIP and district selection. In addition, NCSI provides clarification of SSIP requirements.
- g. ODE continues to work with the Council of Chief State School Officers (CCSSO) work groups in a collaborative effort with other states to understand root causes

and best practices for improving the graduation rate for SWD as well as reduce the dropout rate for SWD. In addition, work related to developing an alternate ELPA (English Language Proficiency Assessment) has begun.

- h. ODE began a partnership with the National Center for Intensive Intervention (NCII) in 2017 in collaboration with Oregon Response to Intervention and Instruction (ORTII). Goals of this partnership include increasing academic, behavioral, and social-emotional outcomes for students needing intensive interventions and supports. The Agency and ORTII are participating in ongoing professional learning provided by NCII through conferences, webinars, and side-by-side technical assistance, in order to be able to improve supports of regional and local coaches working within schools to support systems that will increase outcomes for students with intensive needs. Current implementation work with ORTII and NCII include identifying pilot schools to receive on-site coaching from NCII TA staff and to participate in NCII stage-based planning for students needing intensive intervention.
- i. ODE continues to partner with the SWIFT Center as we integrate the four districts that began implementation of SWIFT (Schoolwide Integrated Framework for Transformation) framework in 2016 into the scale-up of Oregon's integrated system of support that is detailed further in the paragraph below. The SWIFT framework builds capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion.
- j. Current agency efforts aim to align supports offered to districts through intra-agency cross-office infrastructure improvements. Members from multiple offices at the Agency formed the multi-tiered system of support (MTSS) training team in 2016. This team is tasked with designing, implementing, and scaling up Oregon's Integrated System of Support, ORISS. With stakeholder input, the MTSS training team is designing this multi-tiered system of academic and behavioral supports. Oregon continues these MTSS scale-up efforts began in collaboration with the SWIFT center, with representatives involved as outside partners on the MTSS training team. The inclusion of representatives from multiple offices within the Agency and outside contracted partners with expertise in specific areas represents an adaptive shift in Agency leadership, as resources from multiple funding sources are combined to serve all students within the vision of ORISS. In addition, new cross-office teams are convening to support convergence under ORISS of previously independent Agency processes. For example, the Needs Assessment Alignment Team is working to provide districts with a unified tool and platform to address reporting requirements and continuous improvement planning as specified under ESSA. In addition, the Coaching Cohesion team includes representatives of each Agency program or initiative that deploys coaches to Oregon schools. Taken together, coherence efforts in the Agency are identified through changes in teaming structures, targeted resource allocation, and innovations in the structure of supports offered to schools and districts.