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

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

- Set the Direction/Vision
- Assess Needs
- Create Strategic Plan
- Implement Strategic Plan
- Monitor, Work, Adjust, & Feedback Loops

School & District Continuous Improvement Process
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

Primary Partners
Personnel supports
Fiscal resources
Technical assistance

Opportunity & Innovation Partners
Fiscal resources
Technical assistance

All District Partners
Technical assistance
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?
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
433
Student Enrollment

Demographics
American Indian/Alaska Native
- Students: <1%
- Teachers: 0%
Asian
- Students: 10%
- Teachers: 4%
Black/African American
- Students: 21%
- Teachers: 0%
Hispanic/Latino
- Students: 20%
- Teachers: 4%
Multiracial
- Students: 8%
- Teachers: 7%
Native Hawaiian/Pacific Islander
- Students: 6%
- Teachers: 6%
White
- Students: 20%
- Teachers: 65%

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.
- 24.5
- Increase from previous year: 1
- Oregon average: 25

Regular Attendees
Students who attended more than 90% of their enrolled school days.
- 77%
- No change from previous year
- Oregon average: 80%

Academic Success
English Language Arts
Students meeting state grade-level expectations.
- 43%
- Increase from previous year: 13%
- Oregon average: 51%

Mathematics
Students meeting state grade-level expectations.
- 24%
- Increase from previous year: 1%
- Oregon average: 44%

Science
Students meeting state grade-level expectations.
- 38%
- Decrease from previous year: 6%
- Oregon average: 65%

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.

School Website: www.hazelnut.k12.or.us/apple
OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED
Apple Elementary School
PRINCIPAL: Jaime Escalante | GRADES: K-5 | 727 Berry St, Hazelton, OR | 503-555-5555

Outcomes

**REGULAR ATTENDERS**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>Not enough students</td>
<td>94%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>73%</td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td>72%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
<td>68%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>74%</td>
</tr>
<tr>
<td>Free/Reduced Price Lunch</td>
<td></td>
<td>77%</td>
</tr>
<tr>
<td>Ever English Learner</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td>76%</td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td>&gt;95%</td>
</tr>
<tr>
<td>Talented and Gifted</td>
<td></td>
<td>Not enough students</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>76%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>78%</td>
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**ENGLISH LANGUAGE ARTS**

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<th>Ethnicity</th>
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<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>Not enough students</td>
<td>62%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>41%</td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>40%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
<td>32%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>45%</td>
</tr>
<tr>
<td>Free/Reduced Price Lunch</td>
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<td>43%</td>
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<tr>
<td>Ever English Learner</td>
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<td>41%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td>Not enough students</td>
</tr>
<tr>
<td>Talented and Gifted</td>
<td></td>
<td>Not enough students</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>44%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>42%</td>
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**MATHEMATICS**

<table>
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<tr>
<th>Ethnicity</th>
<th>Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>Not enough students</td>
<td>41%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>7%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
<td>11%</td>
</tr>
<tr>
<td>White</td>
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<td>33%</td>
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<tr>
<td>Free/Reduced Price Lunch</td>
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<td>23%</td>
</tr>
<tr>
<td>Ever English Learner</td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td>Not enough students</td>
</tr>
<tr>
<td>Talented and Gifted</td>
<td></td>
<td>Not enough students</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>27%</td>
</tr>
</tbody>
</table>

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 weekly 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
- Zenger Farms
- Snyder Builds
- Boys and Girls Club of Portland
- Career Fair

School Website: [www.hazelton.k12.or.us/apple](http://www.hazelton.k12.or.us/apple)

For more information please visit: [www.oregon.gov/ode](http://www.oregon.gov/ode)
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.
Please Contact Us With Questions

Jon Wiens, PhD
Director of Accountability & Reporting
jon.wiens@state.or.us

Tim Boyd
Director of District & School Effectiveness
tim.boyd@state.or.us
THANK YOU!