

The OREGON Plan

The Every Student Succeeds Act

QUESTION STARTERS: Start a Conversation

Engage educators, school board members, families, and your community in a conversation about improving our schools.

Focusing on Continuous Improvement

- What capacity does my school district have to effectively develop improvement plans that are designed to respond to a schools' needs?
- What capacity does my school district have to allocate funds and align resources to improvement initiatives?
- Where can we (as school district leaders) support the work and monitor progress? Where do we need to bring in additional expertise?
- What evidenced-based interventions have been tried in our district? Which services or practices have proven most effective for our most underserved students and closing the opportunity and achievement gaps?
- What additional support do we need from ODE to support low-performing schools?

Supporting English Learners (EL)

- Is the success of ELs in my district a priority? Who is responsible and what mechanisms are in place for keeping track of this information and on the radar of district leaders?
- How accurate is our current data on ELs? Where are improvements needed?
- How do we plan to set aggressive but achievable goals for ELs in our district? Who needs to be involved in the development of these goals, and how will we hold ourselves accountable for them?
- What is my district's procedure for entry and exit from EL services? How will this change under ESSA in my district?

Access to Effective Educators

- How can we use data to recruit and retain effective teachers and leaders in schools with the greatest need? What data do we need to inform these decisions? Have teachers been engaged to help develop and refine strategies?
- Where in my district (ie. subject areas, geographic areas, grade levels) is there the highest turnover of effective teachers and leaders? What can be done to retain them?

The OREGON Plan

The Every Student Succeeds Act

- What promising practices exist in our district for getting the most effective teachers in front of the most disadvantaged students? What practices can we consider from other districts?
- What supports can ODE provide to strengthen and improve teacher and leader quality?

Addressing School Climate

- How are schools in my district addressing school climate as a part of their behavior management strategy? What metrics are they tracking internally? What supports do they need to make these connections?
- What training do teachers and school leaders need on behavior management and programs like restorative justice and positive behavior interventions and supports? How can we ensure our educator workforce develops these skills during their preparation programs and sustains them through high-quality professional development?
- How can we better support schools with high rates of out-of-school suspensions, expulsions, and other exclusionary discipline practices? What resources do we need to lead this work?

Addressing Funding Gaps

- How might our school district prioritize and target funding to close gaps? Which students, schools, and issue areas need the most attention?
- What community partners or providers can extend the reach of targeted funds and lend capacity to our school district?
- How will we communicate an equitable funding strategy to the public and engage stakeholders in the process?

Accessing High-Quality Instructional Materials

- Who is responsible for the adoption of curriculum and instructional materials? What does this process entail? Does the criteria used to evaluate materials during the adoption process include an emphasis on alignment to the state's academic standards?
- Where are the greatest inequities in access to high-quality instructional materials? Do we have the data we need in our district to identify these gaps?

The OREGON Plan

The Every Student Succeeds Act

- If our school district develops or purchases any instructional materials, are these resources high-quality? Free of bias? Representative of all students?
- How can we develop feedback loops with practitioners and students on the quality and relevance of instructional materials in our district?

Communicating about Implementation

- Where can parents and families in my district access information?
- What is my district's plan to communicate clearly and consistently with all educators and families about the implementation process? What is my role (as a district leader) to help communicate?
- What types of relevant resources and materials do we have to help educators and families understand changes under ESSA?

Contact Information

How can ODE help you?

Accountability and Reporting: Jon Wiens jon.wiens@state.or.us

Federal Programs: Deb Lange deb.lange@state.or.us

District and Improvement: Tim Boyd tim.boyd@state.or.us

Strategic Communications: Meg Boyd meg.boyd@state.or.us