

## Oregon Accountability and School Improvement under ESSA 2017-2018 District Supports

### Overview

Oregon extends the promise of an excellent, well-rounded education to every student, regardless of race, family income, home language, or disability as described in the [Oregon Plan](#) under the Every Student Succeeds Act (ESSA). With this commitment in mind, the Oregon Department of Education (ODE) is poised to begin supporting districts in analyzing preliminary accountability data and a collaborative review of district and school systems to elevate areas of opportunity for improvement. This early engagement will provide adequate time to develop priority-driven improvement plans and to align differentiated supports from ODE for the start of the 2018-19 school year.

### What You Should Know:

- ODE is currently analyzing preliminary accountability data to begin supporting districts and schools suggested for Comprehensive and Targeted supports in the fall of 2017;
- Schools will not be officially identified for Comprehensive or Targeted Support until the fall of 2018;
- District supports, in the spirit of partnership, will be aimed at closing opportunity and systems gaps as described in Oregon’s revised accountability and support model (see Indicators below Table 4.14);
- For complete details on Oregon’s Accountability Model click [here](#) (see sections v, vi and vii).

Table 4.14 Overview: Accountability Indicators

Category	Indicator	Grade Span		
		Elementary	Middle	High
Opportunity to Learn	Growth in English Language Arts (ELA)	Yes	Yes	
	Growth in Math	Yes	Yes	
	Chronic absenteeism	Yes	Yes	Yes
Academic Success	Achievement in ELA	Yes	Yes	Yes
	Achievement in Math	Yes	Yes	Yes
	English learner proficiency English learner growth	Yes	Yes	Yes
College and Career Readiness	Graduation rate /four-year cohort			Yes
	Freshman on-track			Yes
	Five-year completion rate			Yes

### Important Shifts under ESSA (Accountability and School Improvement)

Under Oregon’s improved accountability and support model, school improvement will take an approach that:

- (1) Situates schools as part of a larger district system. Moving forward, districts will be the point of contact for identified schools. Districts will lead, support and monitor their own efforts in support of schools.
- (2) Incorporates local data and local context. When determining how to best select and implement supports based on need, districts will leverage stakeholder input and local factors.

These changes to Oregon’s approach provide greater transparency and enhance opportunities to differentiate supports and resources to schools as directed by the districts, in partnership with support and guidance from the ODE.

### Overview of Timelines & Supports

Supports and offerings to districts will be differentiated and tailored to the local contextual needs of the district and schools.

Traditionally, supports have focused solely on fiscal and coaching resources with a state monitoring or reporting protocol. Under Oregon’s new approach, supports are expanded to cover the breadth of an effective and comprehensive improvement cycle. This process begins with initial district engagement, needs assessment and planning, followed by implementation supports (including coaching and fiscal resources) and is capped by an iterative, district-led routine used to determine plan progress. These routines will also be used as the feedback loop between school, district and state.

Fall 2017	<p>District Engagement</p>	<p>A facilitated, one-day process that elevates district systems of strength and systems of potential need through a two-part format:</p> <ol style="list-style-type: none"> <li>1. A facilitated data review using both state and local data resources</li> <li>2. Stakeholder listening sessions</li> </ol> <ul style="list-style-type: none"> <li>• The process prepares districts to be ready for the next step in their continuous and strategic improvement planning process by identifying strengths to build upon and isolating areas where further diagnostics and/or root-cause analyses may be warranted.</li> <li>• The format is designed to be collaborative, takes a strengths-based approach, and includes a range of stakeholders.</li> <li>• The process is designed to build mutual understanding and trust between the district and state and frames the opportunities for supports in the spirit of collaboration and partnership.</li> </ul> <p>Grants and Guidance Participating districts receive planning grants to offset any costs associated with the engagement protocol. Districts are also provided guidance and facilitation support in preparation for and during the protocol. Superintendents are provided with a summary overview at the day’s end.</p>
Winter 2018	<p>Performance Management Support</p> <ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Planning</li> <li>• Implementation</li> </ul>	<p>Technical assistance is provided at this phase to districts in support of:</p> <ul style="list-style-type: none"> <li>• Comprehensive needs assessments,</li> <li>• Subsequent strategic and continuous planning,</li> <li>• The identification of needed resources and implementation supports.</li> </ul> <p>Partnering districts will receive state-level support to streamline traditional state-required processes for conducting needs assessments, developing plans and for braiding and blending funding to meet intended outcomes across programs and initiatives in order to reduce burden and create efficiencies.</p> <p>Implementation supports, including fiscal resources, will be available to support district and school plans and needs. Examples include leadership or executive coaching, Multi-Tiered System of Supports (MTSS) coaching, equity supports, etc.</p>

Spring or Fall 2018	District Routine Development	Technical assistance is provided as districts establish and implement quarterly routines to monitor their strategic plan implementation and the progress of schools. This process serves as a feedback loop from school to district, district to school and district to state, and is designed to create the conditions whereby district successes and areas of need are systematically examined and acted upon in a supportive and timely manner, beginning at the district level.
Fall 2018	Comprehensive and Targeted Schools Officially Identified	The cycle begins anew with district engagement protocols for newly identified districts. Districts that have previously begun the process (in 2017) will continue to receive supports through the 2021 school year.

**What's Next?**

The ODE District and School Effectiveness Team, in collaboration with other state teams, will begin reaching out to districts with schools suggested for Comprehensive and Targeted supports in October 2017. In the meantime, any questions or concerns can be addressed by reaching out to ODE contacts as follows:

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