Partnerships for Continuous Improvement
District and School Effectiveness Team

Welcome!
If you want to go fast, go alone.
If you want to go far, go together.
What you will leave with today…

• Become familiar with Oregon’s new approach to supporting schools and districts under ESSA

• Deepen understanding of the continuous improvement process

• Explore timelines, tools, templates, and resources available to support schools and districts in continuous improvement planning
During our time together...

- Be present and engaged
- Respect all voices
- Take care of your own needs
- Expect and accept non-closure
BIG SHIFTS

Where we’ve been and where we’re headed
<table>
<thead>
<tr>
<th>Federal Education Law</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary and Secondary Education Act (ESEA), 1965</strong></td>
</tr>
<tr>
<td><strong>No Child Left Behind (NCLB), 2002</strong></td>
</tr>
<tr>
<td><strong>ESEA Flexibility Waiver, 2012</strong></td>
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<tr>
<td><strong>Expired Aug 1, 2016</strong></td>
</tr>
<tr>
<td><strong>Every Student Succeeds Act (ESSA), December 10, 2015</strong></td>
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</tbody>
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Oregon’s Four Commitments

1. Advance Equity
2. Promote a Well-Rounded Education
3. Strengthen District Systems
4. Foster Ongoing Engagement
Using “The Oregon Plan” one-pager:
• With a partner sort the slips into two columns (School Improvement Then vs. Now)

• Find another pair at your table and discuss how you sorted your slips and why

• Share Out
# 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</td>
<td>Focusing school improvement supports</td>
</tr>
<tr>
<td>directly at school level</td>
<td>on <em>schools as part of a larger district</em></td>
</tr>
<tr>
<td></td>
<td>system</td>
</tr>
<tr>
<td>Identifying and labeling low-performing</td>
<td>Describing and differentiating supports</td>
</tr>
<tr>
<td>schools</td>
<td>for schools based on need and in</td>
</tr>
<tr>
<td></td>
<td>concert with district engagement</td>
</tr>
<tr>
<td>Promoting top-down, hierarchical</td>
<td>Encouraging mutual, shared</td>
</tr>
<tr>
<td>accountability</td>
<td>accountability</td>
</tr>
<tr>
<td>Engaging few stakeholders in</td>
<td>Broadly engaging stakeholders in</td>
</tr>
<tr>
<td>improvement planning process</td>
<td>improvement planning and</td>
</tr>
<tr>
<td></td>
<td>implementation process</td>
</tr>
</tbody>
</table>
## Oregon’s Accountability Model

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Elem/Middle</th>
<th>High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ELA Achievement</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Math Achievement</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ELA Growth</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Math Growth</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>English Learner Progress</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9th Grade On-Track</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4-year Graduation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5-year Completion</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Reflecting and Applying Learning

Take a moment on your note taking agenda to write down:
• What shifts resonate with you in Oregon’s approach?
• Who else in your district needs to understand these shifts?
CONTINUOUS IMPROVEMENT

Deepening our understanding
Continuous Improvement Process

1. SET THE DIRECTION/VISION
2. ASSESS NEEDS
3. IMPLEMENT STRATEGIC PLAN
4. CREATE STRATEGIC PLAN
5. MONITOR AND ADJUST

School & District
COntinuous IMPROVEMENT PROCESS
Take a moment to think about your district’s needs assessment processes:

- **Who is involved?**
- **What data do you look at?**
- **When does it happen?**
Opportunity to Engage

Independently read pp. 1-4 of “Conducting a Comprehensive Needs Assessment”

- Highlight concepts that reflect current practices in your district around needs assessment processes
- Underline concepts that represent potential additions to your current practices

Share with a partner
Continuous Improvement Process

Essential parts of a Comprehensive Needs Assessment Process:
1. Student outcome data
2. Systems health data
3. Perception data
Oregon Integrated Systems Framework
• Review the District Level Needs Assessment
  • What are the 5 Domains?
  • What is the difference between the domains, indicators and components?
  • What is the scoring protocol?
  • What is the role of the guiding questions and evidence?
  • How long do you think this protocol would take to do in your district?

• Share Out
Reflecting and Applying Learning

Take a moment on your note taking agenda, to write down:

• How might the ORIS needs assessment and protocol impact the way you plan in your district?

• What additional information and data will you need to review as part of your comprehensive needs assessment process?
PLANNING FOR IMPROVEMENT

Getting where we want to go
Continuous Improvement Process

- Set the Direction/Vision
- Assess Needs
- Create Strategic Plan
- Implement Strategic Plan
- Monitor and Adjust

School & District Continuous Improvement Process
Moving from where we want to go to how we get there.

• Priorities should describe where we aim to go – but they don’t tell us how we’ll get there. Once the team has determined which priorities will come first, next and so on, they can be developed into goals.
• Goals are supported by strategies.
• And strategies are supported by actions.

Beginning with the end in mind
“Priorities should describe where we aim to go – but they don’t tell us how we’ll get there.”

Non-examples:

• Send at least 50% of staff to National Equity Project training over the next three years.
• Fully implement AVID at all school sites.
• Adopt and purchase new math curriculum, K-5.

Examples:

• Calibrate and strengthen administrator understanding and use of evaluation techniques and professional development support structures for certified educators.
• Meaningfully engage families of students groups that have been traditionally marginalized.
• **Priority:** Improve High School Graduation Rates
• **Goal:** Increase percent of students graduating high school to 85%
• **Strategy:** If we install an early warning and student support system, *then* educators will be able to identify and support students at risk, *and* more students will graduate on time.
• **Action Steps:** Discuss possible action steps at your table
• Articulated Vision and Mission
• Summary of Comprehensive Needs Assessment process
• Specific Priorities and Goals
• Evidence-based Strategies and Actions
• Measures of Evidence
• Feedback Loops and Monitoring Routines
• What did we say we were going to do?
• How are we doing?
• How do we know?
• What will we do next?
Responsive Partnership

2018-2021
District Plan
Approved Annually
Allocation Annually

2018-2021
District Plan
Approved Annually
Allocation Annually
Eligibility Reviewed Annually
Reflecting and Applying Learning

Take a moment on your note taking agenda, to write down:

• Key learnings

• Where is your district in the continuous improvement process? What are some next steps for your district team?
Next Steps

District teams need to ascertain where they are to determine what next steps will be

- Review data, conduct needs assessments, engage stakeholders
- Develop priority driven district plan with leading measures for monitoring progress
- Submit plans to ODE for review by point person

If you want to go fast, go alone.
If you want to go far, go together.
On a note card, please write:

• One thing you are going to take back and work on in your district
• Recommendations you have for improving this workshop
• Any additional resources and supports you need
GO TOGETHER

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THANK YOU!