



ORIS

OREGON INTEGRATED SYSTEMS FRAMEWORK

District Level Systems Health Needs Assessment

**Version 1.0
Updated May 2019**





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Oregon Integrated Systems Framework Needs Assessment

Purpose of ORIS Needs Assessment

With collaboration through a cross-agency work group and input from practicing educators in Oregon districts, the Oregon Department of Education (ODE) created this evidence and stage-based needs assessment tool for the purpose of assisting schools and districts in identifying systems strengths and opportunities for growth that align with indicators of the ORIS Framework.

The ORIS Framework is highly adaptable to the unique contexts of Oregon's schools and districts, grounded in implementation and improvement science, multi-tiered delivery systems and is built upon a foundation guided by equity principles. The domains of this framework include Leadership, Talent Development, Stakeholder Engagement & Partnerships, Inclusive Policy & Practice, and Well-Rounded-Coordinated Learning Principles. These domains represent the evidence based systems that districts and schools need to ensure are strong in order to achieve desired outcomes for their educational communities.

The self-assessment format encourages teams of educators to engage in conversations, while considering the guiding questions and possible sources of evidence as they substantiate the scores they assign to each indicator. This process creates an important a source of information for district and school teams to use when they develop their improvement plans. The information provided through the Guiding Questions, Evidence and Artifacts are meant to provide team members with examples of resources that may be in existence in schools or districts. Teams do not need to gather actual samples of evidence or artifacts for distribution prior to or during the actual needs assessment process.

Additional elements of the comprehensive needs assessment process includes evaluation of multiples sources of data, stakeholder input and engagement as described in the **Oregon District and School Comprehensive Needs Assessment Process Guidance** resource. An example of how teams may engage stakeholders as they assess needs and elevate priority planning actions may be to share the results

of the district based ORIS needs assessment results alongside other data points with stakeholders to facilitate meaningful dialogue, feedback and gather diverse points of view. As noted above, neither the District or School versions of the ORIS Needs Assessment Tool are designed to be administered with stakeholders directly.

Stage-based Scoring Criteria

The team will score each indicator with respect to its stage of implementation. The stage-based scoring criteria that apply to all indicators are as follows:

0 = Laying the Foundation. No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

1 = Installing. One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.

2 = Implementing. All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide: All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

When to Administer the ORIS Needs Assessment?

The ORIS Needs Assessment may be administered on a regular basis to monitor stages of implementation across the domains and indicators.

Some teams may self-assess annually; others may want to assess themselves a few times per year. Teams should plan to meet for 2-3 hours for their first administration and at least 60-90 minutes for subsequent administrations. Over time, teams can expect to become more efficient and focused on changes that result from their implementation efforts.



How to Administer the ORIS Needs Assessment:

Key roles for an effective self-assessment process are the Facilitator and the Note Taker. The team should identify one person to facilitate their structured conversations and score assignment for each indicator. Generally, this Facilitator is someone who understands the ORIS Framework and is able to articulate what it looks like when a district fully implements the components identified in this tool. In addition, the Facilitator is experienced in group facilitation and understands the stages of implementation associated with the scores.

Because the conversation develops shared understanding of the indicators and consensus around the scores beyond the numerical score, a designated Note Taker plays a vital role in the process. The Note Taker captures the team members' perspectives and notes the sources of evidence that support the team's scoring decisions for future reference.

Prior to Assessment, the Facilitator may email a copy of the ORIS Needs Assessment. Also, using a room with a projector for group viewing of the indicators and/or note taking can be helpful for facilitation.

During the Assessment, the Facilitator walks the group through an overview of the ORIS Needs Assessment, including its purpose, desired outcomes, and scoring criteria. Second, they work through each indicator in the following five steps:

1. Read aloud, or allow participants time to read the Indicator and its Components
2. Solicit clarifying questions from participants
3. Confirm participants' shared understanding of the Indicator and Components
4. Discuss which Components are / are not present in the current school context
5. Guide the participants through any discussion pertaining to the list of example Artifacts and Evidence available to support their scoring rationale
6. Poll for a group agreement on the stage of implementation score (remember, 0 = no components in place, 1 = One or more, but not all, components are in place, etc.)

To poll for agreement, many Facilitators use a cadence "Hold your score up on the count of three... 1, 2, 3" and participants use fingers or note cards to indicate their score. This technique helps team members to have an equal voice in the scoring decision. Meanwhile, the Note Taker records key discussion points and the agreed upon scores in the summary score sheet at the end of the assessment tool.

After the assessment, the Facilitator and Note Taker debrief with one another to ensure consistent understanding of notes, evidence and scores. They provide the scoring results of the ORIS needs assessment to the team, along with a summary of the discussion for future reference.

Results may also be used to communicate with the educational community (stakeholders) as well as for improvement planning. Overall results may be displayed in two ways to inform priority setting and planning:

- (a) Indicators by stage of implementation at a single point in time (e.g., number of items scored 0, scored 1, etc.) for understanding current strengths and areas of opportunity, and
- (b) Average scores by indicator, domain and total for progress trends across time periods (e.g., year to year).



Overview ORIS Needs Assessment Domains & Indicators

ORIS DOMAINS	NA INDICATORS
 <p>Leadership</p>	1.1 Guiding District Vision & Mission
	1.2 Using Data to Prioritize & Plan
	1.3 Routines and Structures
	1.4 Distributed Leadership
 <p>Talent Development</p>	2.1 Staff Growth
	2.2 Professional Learning
	2.3 Evaluation Process
 <p>Stakeholder Engagement & Partnerships</p>	3.1 Inclusiveness, Recruitment, & Participation
	3.2 Communication Systems to Gather & Share Information
	3.3 Review and Incorporate Stakeholder Input
 <p>Well-Rounded, Coordinated Learning Principles</p>	4.1 Student Centered & Relational Principles for Learning
	4.2 Materials & Practices to Inform Instruction
	4.3 Cultivate Academic Success
	4.4 Data-Informed Decision Making
	4.5 Provide Multi-Tiered Systems of Support
 <p>Inclusive Policy & Practice</p>	5.1 Equity & Access
	5.2 Identifying & Removing Barriers to Success



Leadership

Indicator 1.1 Guiding District Vision and Mission

Leadership across the educational community (students, staff, families, community, and school board) cultivate a shared vision, mission, and culture that emphasize the belief that **ALL** students are capable of success, with an emphasis on protected classes and historically and currently underserved and marginalized student groups.

Components include:

- The educational community collaboratively focuses on increasing and maintaining positive student outcomes.
- Leaders nurture a culture that supports the belief that **ALL** students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, are capable of success.
- Leaders guide the educational community to draw from the vision and mission to support decision-making.

Stage of Implementation

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3 = Sustaining Districtwide: All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion

- Were members of our educational community (i.e. school staff from various grade levels and roles, early learning and afterschool providers, families and community partners) engaged in a process of creating or revising the vision and mission?
- Can educational & community members articulate the vision and mission?
- How do the vision and mission reflect evolving contexts and diverse perspectives?
- How do the vision and mission focus on student outcomes?
- How does our culture demonstrate our belief that **ALL** students can succeed, including protected classes and historically and currently underserved and marginalized student groups?
- How does our vision and mission inform our decision making?

Artifacts and Evidence to Guide Team Discussion (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Vision and mission documentation
- Meeting agendas, rosters, and minutes with documentation of diverse representation across education community (including school staff from various grade levels and roles, early learning and afterschool providers, families and community partners who work with students)
- Results of climate and culture surveys indicating the vision and mission serve as a guiding philosophy in decision-making and practices in the district
- Participation and outcome data indicating broad integration of and positive outcomes for members of all student groups across all courses, programs, and extracurricular activities.
- Articulation of the vision and mission statements by members of the district community including students and other stakeholders.



Leadership

Indicator 1.2 Using Data to Prioritize and Plan

Priorities and improvement plans are collaboratively developed and based on district and school needs, as evidenced by multiple data sources.

Components include:

- When developing priorities and improvement plans, leaders use a collaborative, comprehensive needs assessment process that includes examination of multiple data sources.
- Priorities and plans align with student needs and district vision and mission.
- Priorities and plans include multiple short- and long-term measures to inform on-going evaluation of implementation progress.
- Priorities and plans align with evidence- and/or research-based strategies, actions, and practices.
- All staff can articulate the district's priorities and can identify their own professional goals within the district's priorities.

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Guiding Questions for Team Discussion

- What data sources do we use to develop the district priorities and improvement plans (e.g., systems health, perceptual data, disaggregated student outcome data, chronic absenteeism, transition points, staff evaluation feedback, educational community input)?
- Do we emphasize data disaggregation for deeper understanding?
- How are all staff engaged in a transparent and collaborative needs assessment and improvement planning process?
- Does our district improvement plan align with our state standards and goals?
- Do the priorities and improvement plans include multiple short- and long-term progress monitoring indicators? Do our priorities address gaps at the earliest possible point of intervention?
- Can our staff describe district priorities and how they align with their individual professional goals?
- Does the plan address counseling, nutrition programs, before and after school programs, interactions with the district or school foundation, parent teacher organization, corporate partners, local not for profits including libraries and museums, etc.?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Data sources that describe systems health, perceptions, disaggregated student outcome data, transition points, staff evaluation feedback, educational community and partner input
- Collaborative and thorough needs assessment process documents
- Improvement plan priorities, goals, measurable outcomes, and evidence-based strategies or promising practices that fully describe the engagement of all staff across all disciplines (not limited to those included in statewide testing) and inclusive of ancillary and other non-instructional staff in the school



Leadership

Indicator 1.3 Routines and Structures

Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL schools, staff and students, with an emphasis on service to protected classes and historically and currently underserved and marginalized student groups.

Components include:

- District ensures data-informed decision-making routines to review progress and goals at both district and school levels.
- Decision-making routines include celebrations, course corrections, and timely and equitable allocation of resources and supports.
- District regularly uses proactive, systematic communication and feedback loops with stakeholder groups to address (discuss) plan and school progress.

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Guiding Questions for Team Discussion

- Do teams meet regularly to monitor planned progress and student outcome goals?
- District leaders schedule time at least quarterly for staff to collaboratively and intentionally examine districtwide progress with a focus on evaluating data disaggregated by student demographic characteristics to identify student groups who may be disproportionately over or under represented in specialized instructional categories.

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Internal and external team meeting agendas, rosters, and minutes
- District assessment calendar or schedule
- Data on student progress assessment systems in easy to read formats
- Data showing participation as well as success of students by student group demonstrating broad inclusion of students reflecting the makeup of the student body.
- District policies and budget allocations that demonstrate equitable student access and opportunities for success



Leadership

Indicator 1.4 Distributed Leadership

Leadership responsibilities are distributed; there exists an intentional balance among professional empowerment, authority, and accountability.

Components include:

- District Leadership Team uses multiple perspectives when making decisions.
- District Leaders encourage, support, and distribute leadership opportunities and responsibilities across the educational community.
- District culture promotes honesty, transparency and collective efficacy.
- District Leaders have negotiated authority to make district-level decisions.

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Guiding Questions for Team Discussion

- Is the District Leadership Team comprised of individuals with diverse perspectives that are representative of the educational community?
- Is the educational community regularly surveyed, polled, or asked for feedback regarding important district decisions?
- How does the district culture promote honesty, transparency and collective efficacy?
- What opportunities and responsibilities do other district teams and the educational community have for leadership and innovation?
- How is decision-making authority from the state to the district defined and balanced?
- What role does the Equity Lens play in decision-making?
- How is leadership and decision making informed by and shared with families and key community partners?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Committee membership, leadership and other roles are documented and exhibit diverse membership
- Surveys, reports, or feedback forms used by District Leadership Team to make decisions
- Team meeting agendas, norms, rosters, and minutes



Talent Development

Indicator 2.1 Staff Growth

Recruitment and retention efforts include the cultivation of a diverse workforce and opportunities for growth.

Components include:

- Highly-effective staff receive recognition through differentiated roles and responsibilities, formal recognition, and/or other incentives.
- Staff in leadership roles receive ongoing opportunities to advance their leadership skills.
- First- and second-year teachers and administrators have access to a district-trained mentor and opportunities to give District leaders feedback to inform improvements to these mentoring supports.
- Staff work collaboratively with district administrators to create high-quality individual improvement plans that include job-embedded differentiated support.
- Highly-effective staff that reflect the diversity of the student population are actively recruited

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Guiding Questions for Team Discussion

- How are effective staff members and educators identified, acknowledged and celebrated?
- Are leaders given opportunities to develop and strengthen their leadership skills?
- What sort of supports are new teachers and administrators given?
- How do district administrators support staff members and educators and their improvement plan goals?
- Does the district recruit staff that reflect the diversity of the student population?
- How is staff support differentiated for individual administrator, teacher, grade level, subject area, and role?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Job descriptions
- Improvement planning team agendas
- Logs of teacher leadership activities
- Professional goals and/or individual improvement plans
- Recruitment materials and processes
- Staff handbook
- Documentation of school principal and coach training, approaches, and implementation that supports differentiated/tailored support for diverse educators



Talent Development

Indicator 2.2: Professional Learning

Effective professional learning offerings are informed by trends in student outcomes and professional goals.

Components include:

- Leaders use data to make decisions about district provided professional learning content and design.
- District-provided professional learning opportunities are ongoing, collaborative, job-embedded and align with evidence based professional learning practices.
- District-provided professional learning opportunities are based on evidence/research-based practices to develop content and instructional delivery knowledge.
- District-provided professional learning opportunities address closing the gaps in belief, opportunity and achievement for protected classes and historically and currently underserved and marginalized student groups.
- Professional learning effectiveness is evaluated using evidence of changes to instructional practices and/or impact on student outcomes.

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Guiding Questions for Team Discussion

- What data sources are used to inform the content and design of professional learning opportunities? Who is involved in these decisions?
- How do we follow-up on the implementation of professional development in the classroom?
- How does our district monitor the impact of professional learning on instructional practice?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Staff surveys, feedback, evaluation forms, or other data sources after professional learning opportunities
- Professional development calendars
- Observation data collected on implementation of strategies disseminated through professional learning opportunities
- High quality and evidence based educator effectiveness rubrics/framework



Talent Development

Indicator 2.3: Evaluation Process

Evaluation process includes multiple sources of evidence and ensures each individual receives the support needed to be successful in their position.

Components include:

- Leaders use a system to help all staff understand the evaluation process specific to their role.
- Evaluation process provides staff feedback on their strengths, specific opportunities for growth, and solicits feedback for leaders' use in continuous improvement processes.
- Evaluation process is based on standards of professional practice differentiated by role and includes input from a variety of sources such as observation, interview, and student performance data.
- Staff are able to communicate the evaluation process specific to their role and responsibilities.

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Guiding Questions for Team Discussion

- How frequently are observations conducted?
- How is feedback on the evaluation system itself gathered? How are revisions to the system determined?
- How are staff supported in understanding the tools and processes used within the evaluation system?
- Do leaders have the necessary training and competencies to conduct observations and evaluation with the range of staff in their building?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Team meeting minutes, agendas, and rosters
- Staff surveys and data
- Observation schedules, logs, or goal forms
- District evaluation handbook, training materials
- High quality and evidence based educator effectiveness rubrics/framework
- Documentation of trainings and competencies of leaders



Stakeholder Engagement & Partnerships

Indicator 3.1 Inclusiveness, Recruitment, and Participation

Multiple pathways and feedback loops promote genuine partnerships among all stakeholder groups.

Components include:

- All stakeholder groups are recruited with equal opportunity to participate on committees and teams that address district policy and implementation decisions.
- All stakeholder groups are represented and meaningfully engaged in district committees and teams.
- A clear, formalized process is in place for stakeholder groups to serve as volunteers within and outside of the district environment.
- District uses stakeholder data when making important decisions.

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Guiding Questions for Team Discussion

- How are stakeholder groups recruited to participate in district governance decisions?
- Are all stakeholder groups invited, including those who represent protected classes and historically and currently underserved and marginalized student groups?
- How is stakeholder input and feedback collected and used when making district governance decisions? How is the process for input and decision-making made transparent to stakeholder groups?
- What committees and/or teams currently include stakeholder representation?
- Is a formalized process in place for volunteers? Engaged stakeholders?
- Do leaders work collaboratively with early learning, afterschool, and other community partners that work with schools and families routinely to fully leverage community resources to benefit children?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Stakeholder surveys and other data sources
- Family and community events, engagement opportunities, and attendance rates
- Stakeholder engagement and decision-making protocols
- Parent Family Involvement Guidelines
- Volunteer and/or Community Service Handbooks



Stakeholder Engagement & Partnerships

Indicator 3.2 Communication Systems to Gather and Share Information

Communication systems are effective, transparent and multifaceted to ensure ongoing two-way communication.

Components include:

- Communication systems are in place to develop and sustain active working relationships among educators and stakeholder groups.
- Systems are in place to inform stakeholder groups about student progress in a timely, relevant, and meaningful manner.
- Systems are in place to assess the perceived quality of the communication between the district and stakeholder groups.
- Systems are in place to ensure all stakeholder groups have access to district information and are able to participate in public meetings and activities.
- Systems are in place to ensure stakeholder group equity of voice in decision-making.

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Guiding Questions for Team Discussion

- How does our district solicit input from stakeholder groups to include them in district policy and implementation decisions (e.g., regularly scheduled meetings, established team)?
- How does our district provide information regarding (a) *academic and behavioral instruction and support*; (b) *student progress data*; (c) *survey results*; and (d) *district committee or team decisions*?
- How does our district provide access to information by providing alternative meeting times, varied formats and structures, such as participation in other ways (by telephone, web conference, etc.)? And real time translation in multiple languages?
- Are conversations between the district and school personnel and families' and stakeholders candid, supportive, and respectful of and responsive to family member's concerns?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Stakeholder surveys and other data sources and documents in multiple languages
- Family and community events, engagement opportunities, and attendance rates
- Meeting minutes, norms, meeting protocols
- Partnership agreements, MOUs, contracts with community partners



Stakeholder Engagement & Partnerships

Indicator 3.3 Review and Incorporate Stakeholder Input

Stakeholder input is valued and genuine partnerships are established and maintained

Components include:

- Stakeholder input is reviewed by District Leadership Team to determine what district and community resources are needed and available; and to create clear processes to access these resources.
- Stakeholder input is incorporated into policy and implementation decisions and includes opportunities for constructive feedback, suggestions and questions.

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Guiding Questions for Team Discussion

- What people, materials, funding and other assets are available in our community to support district, school, and student needs?
- Who are the community partners who already help connect the district with available community resources? Who else might be able to help with this?
- How does the district help community partners connect with parents and students to achieve shared vision?
- How do we evaluate the effectiveness of district-community partnerships?
- How does our district assess the quality of family partnership and use the data to improve it?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Stakeholder surveys and other data sources
- Student health data
- Professional learning calendar
- Volunteer trainings and handbook
- Documentation of community partnerships, including partner agreements, MOUs and contracts



Well-Rounded, Coordinated Learning Principles

Indicator 4.1 Student Centered & Relational Principles for Learning

Ensuring that the district fosters the necessary conditions for student-centered learning through professional learning opportunities, coaching, resource allocation, and policies.

Components include:

- District supports schools use of **personalized learning** principles to meet the unique needs and ensure strong growth of each individual student on a real-time basis through professional learning opportunities, coaching, resource allocation, and policies.
- District supports schools use of **relational learning** principles that provide instruction, modeling, and classroom norms that promotes students' social competency, self- efficacy, and identity through professional learning opportunities, coaching, resource allocation, and policies.
- District supports schools use of **interactive learning** practices where students and teachers are both active co- participants in the learning process through professional learning opportunities, coaching, resource allocation, and policies.

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Guiding Questions for Team Discussion

- What elements of the district-provided professional learning support personalized, relational, and interactive learning practices?
- In what way does the district provide coaching around these three key components of student-centered learning?
- How are district resources aligned with the principles and practices associated with student-centered learning?
- What, if any district policies, have been or should be changed to better align with student-centered learning?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Professional learning scope and sequences, curriculum, calendars
- Coaching systems
- Budgets
- Policy manuals



Well-Rounded, Coordinated Learning Principles

Indicator 4.2 Materials & Practices to Inform Instruction

Effective instructional practices attend to the essential knowledge and skills expected for ALL students.

Components include:

- District conducts schoolwide fidelity checks to monitor implementation of effective instructional practices.
- Formative assessment practices are supported to ensure students progress and meet learning goals.
- Professional learning opportunities and coaching include Universal Design for Learning and culturally responsive instruction.
- District provides core academic materials aligned and updated to state standards on a regular schedule in all academic disciplines.
- District policies, organizational structures, and services support schools' **interdisciplinary connections** that promote engagement through creative and critical thinking while working across disciplines.
- Intentional integration of district-**community connections** reflect the student population in district curriculum selection.

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Guiding Questions for Team Discussion

- How does the district ensure that schools are using effective instructional practices?
- How does the district determine whether school leaders support all staff to engage **ALL** students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, using effective instructional practices including modeling, opportunities for guided and independent practice, feedback, and peer interaction?
- How does the district support interdisciplinary connections among school personnel? e.g., job descriptions, collaborative planning time built into district schedule, etc.
- How does the district ensure schools are using and support use of effective and responsive instruction aligned with state standards?
- How are community resources, organizations and events reflected in curriculum and instruction?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Adopted instructional materials across all academic content areas
- Objectives, standards, guiding questions are posted in classrooms where students and/or parents can see and reflect current instruction
- Coaching frameworks and tools that reflect a focus on alignment of instructional strategies



Well-Rounded, Coordinated Learning Principles

Indicator 4.3 Cultivate Academic Success

Student attributes and beliefs are cultivated to instill a sense of personal growth and responsibility.

Components include:

- District professional learning and coaching opportunities support educators on academic behaviors, academic perseverance, and academic mindsets.
- District professional learning and coaching opportunities support educators on effective learning strategies and social and emotional skills.

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Guiding Questions for Team Discussion

- How does the district support schools in developing such student behaviors as regularly attending class, arriving ready to work (with necessary supplies and materials), paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying, and completing assignments?
- How does the district support schools in creating learning environments that help students with such skills as staying focused on a goal despite obstacles (grit or persistence) and forego distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control)?
- How does the district support schools in helping students experience belonging in an academic community, belief in their ability and competence to grow with effort, and confidence to complete a task (e.g., self-efficacy)? How do staff foster students' ability to pursue academic work that is interesting and holds value?
- How does the district support schools in using learning strategies for such skills as recalling facts (e.g., mnemonic devices), goal-setting, time management, monitoring one's own understanding, and self-correct when confused?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Professional learning scope and sequences, curriculum, calendars
- Coaching systems
- School climate surveys indicating student internalization of desirable qualities
- Educational Plans and Profiles indicating ambitious goals and clear plans to accomplish those goals



Well-Rounded, Coordinated Learning Principles

Indicator 4.4 Data-Informed Decision Making

Educators routinely review multiple sources of data to determine effectiveness, improve learning outcomes, and make data-based decisions.

Components include:

- District uses multiple sources of aggregated and disaggregated information to make decisions about how to support academic, behavioral, and social-emotional learning at the school and district levels.
- District supports school use of screening and progress monitoring practices appropriate to content and grade levels to monitor and adjust student academic and behavioral supports.
- Teaming structures promote district-school collaboration to plan for and respond to school and district-wide student progress
- District teams exist to regularly review school improvement progress and for schools not making expected progress adjust support and intervention.

Stage of Implementation

0 = Laying the Foundation. No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

1 = Installing. One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.

2 = Implementing. All components are in place and starting to make systemic changes.

3 = Sustaining Districtwide: All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion:

- Do district staff have the knowledge and skill to understand and interpret results from all assessments utilized in the system?
- What systems exist to organize the school, district and student level data?
- Does the district have high-quality assessment systems to monitor the academic, behavioral and social-emotional supports?
- Does the district review each school's schoolwide, districtwide and student group outcomes, with an emphasis on protected classes and historically and currently underserved and marginalized student groups?
- What early warning signs does the district monitor to intervene prior to formal need for school improvement?
- What efforts are made to ensure data are formatted and communicated to effectively facilitate use by staff without undue cognitive burden or opportunities for confusion through ambiguity?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Assessment and data tools used
- Planning reflecting a systematic approach to data use
- Team meeting minutes, agendas and rosters
- Data displays used by staff to facilitate decision-making



Well-Rounded, Coordinated Learning Principles

Indicator 4.5 Provide Multi-Tiered System of Support

District systems are in place to promote academic, behavioral, and social-emotional success for ALL students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, by matching increasing levels of support to student need, goals, and interests.

Components include:

- District allocates resources and sets policies designed to maximize the effectiveness of school-based multi-tiered system of support.
- District sets clear expectations for all educators to deliver, with support, effective standards-based academic, behavioral, and social-emotional core instruction with differentiation to meet student needs and aspirations.
- District clearly articulates goals for schoolwide student achievement and growth.
- District sustains systems for providing a responsive continuum of academic, behavioral, and social-emotional supports as needed for ALL students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, to meet their goals.
- District sets clear expectations and provides support for schools plans for matching student need to level of intensity through intervention options that address specific area of academic, behavioral, and social-emotional need.

Stage of Implementation

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2 = Implementing. All components are in place and starting to make systemic changes.

3 = Sustaining Districtwide: All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion

- How does the district set and communicate clear expectations for ALL students, including protected classes and historically and currently underserved and marginalized student groups, to receive core instruction in reading, math, behavior, and social-emotional well-being using research-based core curriculum materials?
- How does the district ensure that instructional staff know whether they are consistently implementing instruction and/or intervention?
- Does the district provide schools any data systems to support the process of matching student needs to interventions?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- MTSS Handbooks
- District-wide common agreements posted (for standards, instruction, and decision rules) by grade level
- District planning documents
- District data systems access and training
- Systems to ensure ALL students, especially those who are historically and currently underserved or marginalized, are able to participate in advanced, dual-credit or college level courses that match their interests and strengths while in school.



Inclusive Policy & Practice

Indicator 5.1: Equity & Access

A welcoming, safe, and inclusive environment is expected and reinforced across all district activities and settings.

Components include:

- Cultural responsiveness and sensitivity to individual differences are consistently evident in all District activities and practices (e.g., district policy, family involvement, teaching and learning).
- Inclusive practices are routinely reviewed and evaluated to ensure a shared responsibility for student outcomes throughout the entire district community.
- Extra-curricular activities are regularly reviewed to ensure **ALL** students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, have access and opportunity to participate.
- The Oregon Equity Lens is a reference point used by staff implementing a new activity to ensure continued inclusive practices.
- District climate and culture are regularly reviewed and inform policy and other decisions that ensure basic learning needs are met.

Stage of Implementation

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3 = Sustaining Districtwide: All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion

- What policies and practices ensure **ALL** students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, have equitable opportunities to participate in all District related activities?
- How does our district publicly seek and value a diverse student body, and actively recruit and retain staff that reflect the student body? (Physical integration)
- How does our district include health-based research to inform learning environment structures, e.g., learning environments that attend to the role of multi-sensory input, sleep, stress, nutrition, and exercise on the learning process?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Culturally responsive and sensitive practices
- Attendance data
- Enrollment and completion data across courses confirming broad representation reflective of the student demographics



Inclusive Policy & Practice

Indicator 5.2: Identify & Remove Barriers to Success

Barriers to advancement, participation, and opportunity are identified and replaced with inclusive and equitable practices in all settings.

Components include:

- District Leaders actively identify and remove barriers to inclusion and opportunity in support systems
- Trauma informed practices are well understood and embedded in all district service areas.
- Data is used to assess physical and emotional health needs and support systems are adjusted as needed.
- District activities and programs are regularly reviewed for barriers, including transportation challenges and access for those with physical limitations.
- A clear, documented, policy exists to ensure that the district's discipline plans are restorative, students are treated equitably, and consequences are based on an ethic of care.
- District scheduling practices are regularly reviewed to ensure students have equitable access and opportunity to course placement and offerings.

Stage of Implementation

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2 = Implementing. All components are in place and starting to make systemic changes.

3 = Sustaining Districtwide: All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion

- What kind of access does our district have to such student support systems as early learning and summer learning, health, nutrition, transportation, facilities to promote enrollment attendance and physical and emotional safety?
- How are policy and practice barriers routinely identified and addressed in these systems?
- What templates or protocols are in place to ensure policies are evaluated based on their effects promoting or hindering equitable access and/or outcomes for protected classes and historically and currently underserved and marginalized student groups?
- How does the district support physical and emotional wellness (including pro-social skills to responsiveness to trauma) of **ALL** students and staff, with an emphasis on protected classes and historically and currently underserved and marginalized student groups?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Documented policies and practices including, but not limited to, those related to bullying, harassment, transportation, and access to academic and social district activities.
- Feedback forms or policies regarding district practices and/or activities.
- District or program improvements that increase access.
- Partnership agreements focused on bolstering student support systems

ORIS NA Score Summary Sheet for Tracking Trends

ORIS DOMAINS	NA INDICATORS	INDICATOR SCORES	DOMAIN AVERAGE SCORES
Leadership	1.1 Guiding District Vision & Mission		____ / 12 = ____ %
	1.2 Using Data to Prioritize & Plan		
	1.3 Routines and Structures		
	1.4 Distributed Leadership		
Talent Development	2.1 Staff Growth		____ / 9 = ____ %
	2.2 Professional Learning		
	2.3 Evaluation Process		
Stakeholder Engagement & Partnerships	3.1 Inclusiveness, Recruitment, & Participation		____ / 12 = ____ %
	3.2 Communication Systems to Gather & Share Information		
	3.3 Review and Incorporate Stakeholder Input		
Well-Rounded, Coordinated Learning Principles	4.1 Student Centered & Relational Principles for Learning		____ / 15 = ____ %
	4.2 Materials & Practices to Inform Instruction		
	4.3 Cultivate Academic Success		
	4.4 Data-Informed Decision Making		
	4.5 Provide Multi-Tiered Systems of Support		
Inclusive Policy & Practice	5.1 Equity & Access		____ / 6 = ____ %
	5.2 Identifying & Removing Barriers to Success		
Total CNA Average Score		____ / 54 = ____ %	