Executive Numbered Memo 002-2018-19
School Improvement Identification and New Support Model

TO: Superintendents and District Administrators
FROM: Colt Gill, Director of the Oregon Department of Education
DATE: July 26, 2018
RE: School Improvement Identification and New Support Model

Oregon's State Plan under the Every Student Succeeds Act (ESSA) emphasizes a renewed commitment for Oregonians to work together to ensure each and every student in our state has the opportunity to learn, thrive, and succeed. To do this work, state, district, and school leaders will embark in a partnership to align and unify our efforts to build, implement, and invest in systems that meet the learning needs of every pre-K through post-secondary student.

This memo describes the changes to school improvement identification and the roll-out of Oregon's new model of supports aimed to strengthen district systems. This email details how, under Oregon's ESSA accountability model, the Oregon Department of Education (ODE) will identify schools to receive Comprehensive Supports for Improvement (CSI) and Targeted Supports for Improvement (TSI) along with how a tiered model of supports will be instituted through a partnership between districts and ODE. This email will be followed by additional information in the coming weeks.

Strengthening District Systems
Under Oregon's ESSA accountability and support model, school improvement will take an approach that:
- Recognizes individual schools as part of a larger district system. Moving forward, districts will be the point of contact for identified schools. This is a change from the previous model where ODE worked directly with school administrators. Districts will lead, support and monitor their efforts in support of schools.
- Differentiates supports to ensure our students and schools most in need prioritize improvement efforts and make steady progress. ODE and district leaders will use local data and local context to engage in a needs assessment process aimed at improving the selection of improvement priorities. Districts will leverage local stakeholder input and local data to develop and vet priority-driven plans.
- Shares responsibility and accountability for the success of students in all of Oregon's schools. Establishing a partnership between ODE and districts ensures ODE provides relevant and timely supports designed to meet needs within each local context.

These changes provide enhanced opportunities to differentiate supports and resources to schools as directed by districts, in partnership with support and guidance from ODE staff.

Prioritizing and Advancing Equity

Prioritizing and advancing equity in Oregon includes actively initiating and leading conversations about equity; collecting and analyzing data to better understand systemic inequities; and fostering authentic partnerships, which include community-based organizations, culturally-specific and linguistically diverse groups, tribal governments, and families who share in the collective effort to improve access, opportunity, and learning outcomes for students.

Understanding School Identification under Oregon's ESSA Accountability Model

Identification of CSI and TSI schools takes a holistic approach by looking at multiple data points called indicators. Those indicators include:

- Chronic Absenteeism
- English Language Arts (ELA)/Math Achievement
- ELA/Math Growth
- English Learner (EL) Progress towards Proficiency
- 9th Grade-on-Track
- 4-Year Graduation
- 5-Year Completion

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:

- CSI – Any Title I school with a Level 1 in at least half of the rated indicators and any high school with a four-year graduation rate below 67%.
- TSI – Any school with a specific group of students with a Level 1 in at least half of the rated indicators and any high school where a student group's four-year graduation rate is below 67%.

Please refer to this table for more information on rating levels for accountability data.

Tiered Model of Supports

ODE and our districts and schools have work to do to improve outcomes for all students. One essential part of Oregon's commitment to equity is ensuring students who have been historically underserved or are currently underserved receive and benefit from an equitable, well-rounded education. ODE will take action towards closing opportunity and systems gaps by supporting district-level partnerships and differentiated supports. Supports will be rolled-out using a tiered model, wherein those districts most in need (i.e. those with three or more CSI or TSI schools will receive the most intensive supports and resources).

- General Supports – All districts will have access to technical assistance and guidance, including resources for continuous improvement planning.
- Second Tier Supports – School districts with two or fewer combined CSI and TSI schools will have access to technical assistance and modest financial resources for improvement activities. Additional supports may be leveraged based on a review of data, context and existing improvement initiatives.

- Top Tier Supports – School districts with three or more combined CSI and TSI schools will have access to technical assistance, facilitation to support needs assessment, stakeholder engagement and planning processes, and financial resources for improvement activities.

2018-19 School Year

Date	ODE and Districts Will:
August / September 2018	ODE will: • Review preliminary and embargoed data to begin the identification of districts and schools and planning for tiered supports. • Contact school districts with three or more preliminarily identified CSI / TSI schools to begin establishing improvement partnerships. • Contact school districts with two or fewer preliminarily identified CSI / TSI schools and discuss options for supports.
October 2018	ODE will: • Formalize partnerships and tiers of supports. • Publish redesigned "at-a-glance" district and school report cards, including school identification.
October – December 2018	All Districts will: • Review accountability and local data. • Begin to develop a district-wide Continuous Improvement Plan. Districts Receiving Top Tier and Second Tier Supports will: • Receive supports and resources from ODE to engage stakeholders in developing a vision, assessing needs, and establishing priorities. • Receive supports and resources from ODE to engage in a high-level needs assessment process. • Begin to develop a district-wide Continuous Improvement Plan. ODE will: • Provide technical assistance and coordinate facilitated supports for each of the aforementioned activities as determined by the tiered support model. • Continue to develop resources and guidance.
March - June 2019	Districts will: • Submit a Continuous Improvement Plan to ODE no later than June 28, 2019. ODE will: • Differentiate feedback and approval process to school districts based on tiers of supports.

Background on School Improvement Identification and Supports

The table below outlines the shifts in school improvement models under Oregon's ESEA Flexibility Waiver (formerly Priority and Focus Schools) and Oregon's Every Student Succeeds Act (ESSA) State Plan (CSI /TSI Schools).

Identification	Priority / Focus School	CSI / TSI Identification	
Data (Indicators)	• ELA / Math Achievement • ELA / Math Growth • Graduation Rates*	• Chronic Absenteeism • ELA/Math Achievement • ELA/Math Growth • EL Progress/ EL Proficiency	• 9th Grade-on-Track • 4-Year Graduation* • 5-Year Completer*

Identification	• Weighted Indicators
	• Overall Index
	• Bottom 5% / 15%
		• Even weights across all indicators
		• Each indicator rated by level (Level 1-5)
		• Count of indicators
		    ○ CSI – Any Title I school with a Level 1 in at least half of the rated indicators and any high school with a four-year graduation rate below 67%.
		    ○ TSI – Any school with a specific group of students with a Level 1 in at least half of the rated indicators and any high school where a student group's four-year graduation rate is below 67%.	

Supports	• School-level plans • School-level improvement resources • School-level accountability for improvement	• District-level plans to develop and implement school-level plans • District-level improvement resources to support school-level activities • District-level accountability for school-level improvement	

Timing	• Identified once every four years • Progressive interventions applied if schools failed to improve after four years	• CSI Schools identified every three years • TSI Schools identified annually • Schools will be deemed no longer in need of supports based on improvement relative to identification data (see 4.viii.a and 4.viii.b of Oregon's State Plan under ESSA)

*For high school

Next Steps
Together, we are primed to rebuild and strengthen district systems to ensure each and every student, regardless of national origin, race, gender, sexual orientation, disability, home language, or family income, has access to a high-quality, well-rounded, equitable education.

Additional information will be shared in October of 2018 when data is released and official identification of schools in need of CSI and TSI supports are identified. If you have additional questions, please contact Tim Boyd at 503-947-5621.

For more information, please refer to ODE's ESSA webpage, where you can review Oregon's ESSA State Plan and find previous updates sent in September and December of 2017 about school improvement identification and supports.