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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.

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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

Norms

During our time together…

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

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BIG SHIFTS

Where we've been and where we're headed

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Federal Education Law

Elementary and Secondary Education Act (ESEA), 1965

No Child Left Behind (NCLB), 2002

ESEA Flexibility Waiver, 2012

Expired Aug 1, 2016

Every Student Succeeds Act (ESSA), December 10, 2015

Oregon's Four Commitments

1. Advance Equity
2. Promote a Well-Rounded Education
3. Strengthen District Systems
4. Foster Ongoing Engagement

Opportunity to Engage

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

NCLB	ESSA
Rating of schools (1-5)	Rating of individual measures
Focusing school improvement supports directly at school level	Focusing school improvement supports on *schools as part of a larger district system*
Identifying and labeling low-performing schools	Describing and differentiating supports for schools based on need and in concert with district engagement
Promoting top-down, hierarchical accountability	Encouraging mutual, shared accountability
Engaging few stakeholders in improvement planning process	Broadly engaging stakeholders in improvement planning and implementation process

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Oregon's Accountability Model

Indicator	Elem/ Middle	High Schools
Chronic Absenteeism	X	X
ELA Achievement	X	X
Math Achievement	X	X
ELA Growth	X	
Math Growth	X	
English Learner Progress	X	X
9th Grade On-Track		X
4-year Graduation		X
5-year Completion		X

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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?

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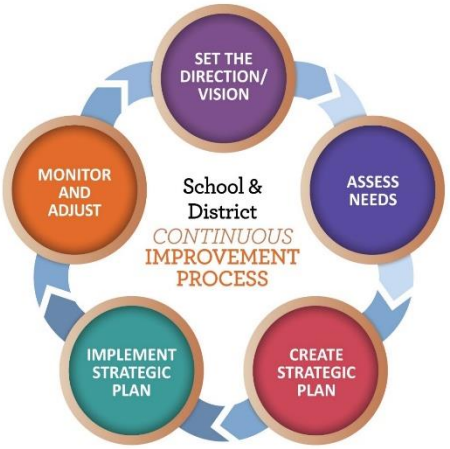

CONTINUOUS IMPROVEMENT

Deepening our understanding

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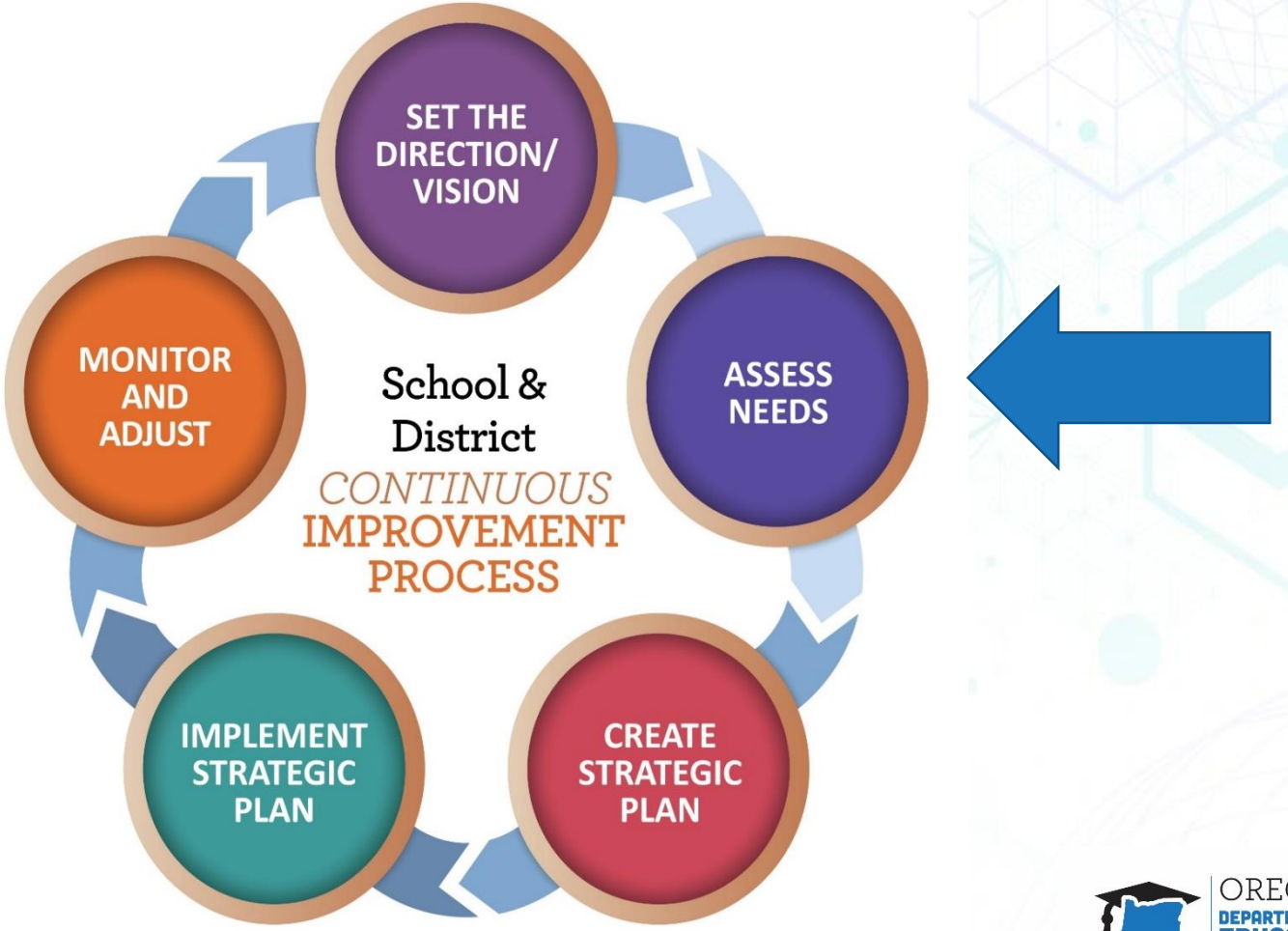
Continuous Improvement Process



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Reflecting on Experience

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?*

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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

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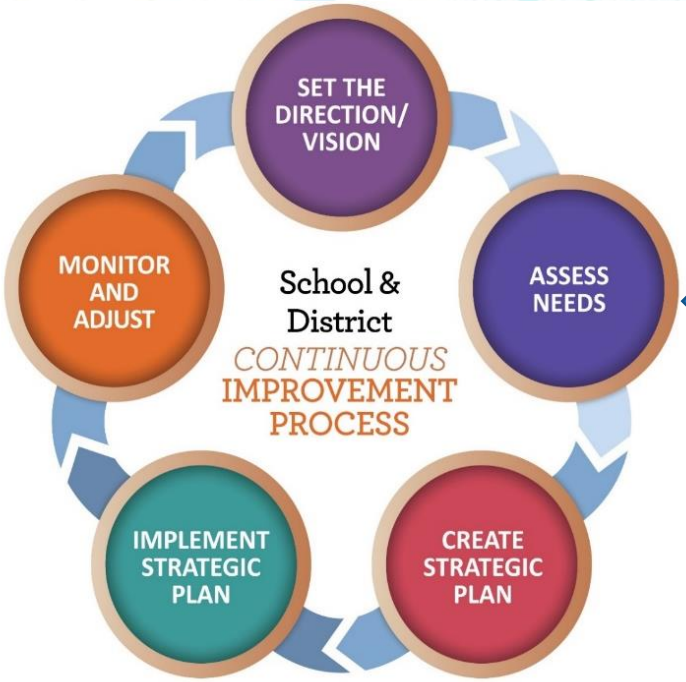
Continuous Improvement Process



Essential parts of a Comprehensive Needs Assessment Process:

1. **Student outcome data**
2. **Systems health data**
3. **Perception data**

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Oregon Integrated Systems Framework

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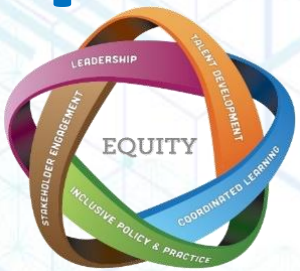
Opportunity to Engage



- 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

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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?

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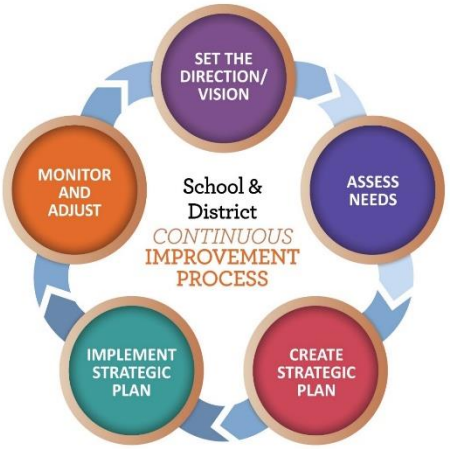

PLANNING FOR IMPROVEMENT

Getting where we want to go

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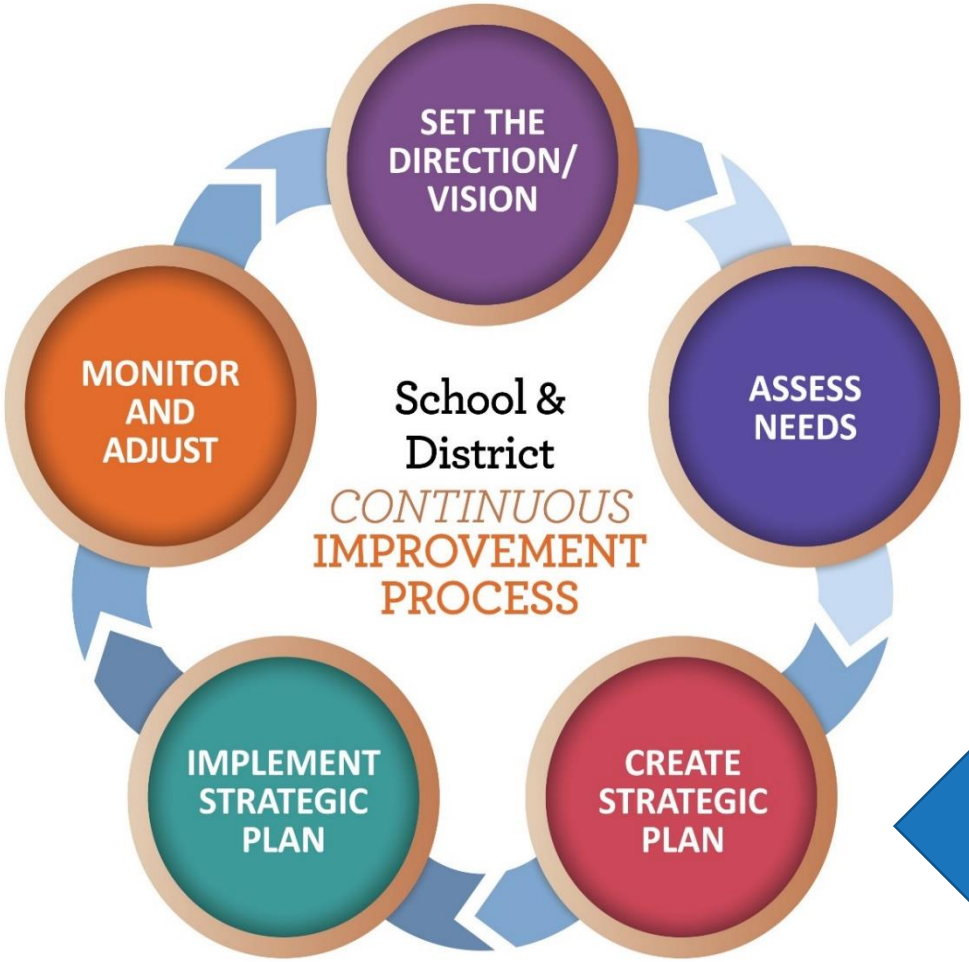
Continuous Improvement Process



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Beginning with the end in mind

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.

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Identifying Priorities

"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.

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Example

- 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

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ODE Planning Template

- 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

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Monitoring Routines

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

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Tools, Templates, Resources

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Schools & Districts
Information about schools and districts

Schools & Districts › Continuous Improvement Process and Planning

- Schools & Districts Home
- State E-Rate Program and Broadband Connectivity
- Resources for School and District Office Administrators
- Sign Language Interpreter Services
- Finance
- Grants and Funding Resources
- Pupil Transportation and Fingerprinting
- Report Cards
- Transfers Between Districts
- Institution Identification - School Names
- Key Dates for Accountability and Reporting
- Continuous Improvement Process and Planning
- Special Education Funding
- Special Education Funding - Private School Fiscal Requirements
- Special Education Annual Applications

Continuous Improvement Process

What is the Continuous Improveme

Schools and districts in Oregon are called upon to engage in continuous i
continuous improvement process is the process by which districts and sch

- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.

School-Level Overview

This video is an overview of the Oregon Integrated Systems (ORIS) Framework school-level needs assessment tool. School teams will gain an overview of its content and learn how to self-administer the assessment. The transcript for this video is also available. Additional information on continuous improvement in Oregon and the needs assessment tools can be found on this page.

ORIS Tools for Schools and Districts
OREGON INTEGRATED SYSTEMS FRAMEWORK

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ORIS Tools for Schools and Districts
OREGON INTEGRATED SYSTEMS FRAMEWORK

Improvement Framework

- 5 Domains to Address Systems Health
- Frequently Asked Questions - June 2018
- Continuous Improvement Overview

Planning

- School Continuous Improvement Plan Template
- District Continuous Improvement Plan Template
- District Budget Template

Needs Assessment

- District Needs Assessment
- District ORIS Needs Assessment Summary Tool
- School Needs Assessment
- School ORIS Needs Assessment Summary Tool
- Needs Assessment Guidance - Fall 2018

Updates

June 2018 – Executive Numbered Memo 007-2017-18
September 2017 – Executive Numbered Memo 002-2017-18

Research

- ORIS Research Base

Please contact Tim Boyd, Director of District and School Effectiveness, with questions or for more information.

https://www.oregon.gov/ode/schools-and-districts/Pages/CIP.aspx

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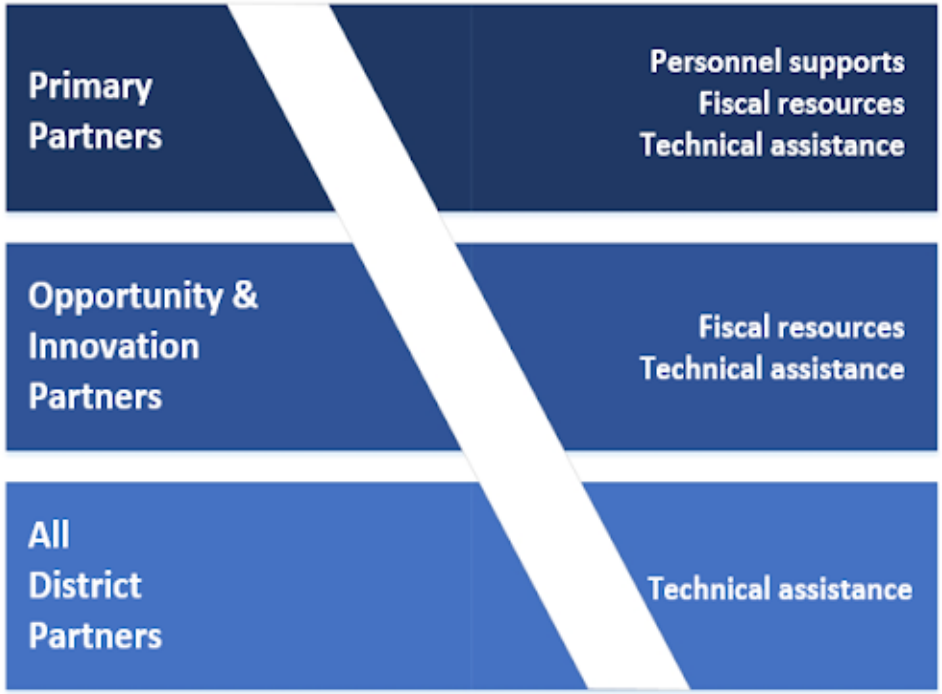
Responsive Partnership



2018-2021
District Plan
Approved Annually
Allocation Annually

2018-2021
District Plan
Approved Annually
Allocation Annually
Eligibility Reviewed Annually

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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?

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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

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Survey

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

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