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DEPARTMENT OF
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Oregon's
Consolidated State Plan
Under the Every Student Succeeds Act

ESSA
Every Student
Succeeds Act

Final State Plan Submission – August 18, 2017

Oregon Department of Education

Dear Oregonians,

Student Succeeds Act (ESSA).
and schools. Our State Plan development process was grounded in extensive outreach and engagement efforts with thousands of Oregonians, including schools and districts, families and communities, tribal leaders, policymakers and state agency representatives to in Oregon. Throughout this process, we encouraged educators and communities to think big, be bold, and to innovate.

Receive a rigorous, relevant, well-rounded, engaging educational experience founded on equitable access and opportunity;
Benefit from individualized and personalized learning;
Experience a school community that embraces partnerships with businesses, colleges, and community-based organizations in order to support a stud -emotional growth.

Communities called for better supports for educators to:
Deliver culturally-responsive, developmentally-
population;
Advance and grow professionally as teacher-leaders;
Make data-informed decisions to address student learning needs.

Communities thoughtfully asserted the need for systemic change to:
Address and increase family and community engagement;
Ensure the quality or success of a school is measure
offerings, the supports they provide students, expanded learning opportunities, amongst others;
Shift from the deficit-based approach to supporting schools with opportunity for growth to a model that incentivizes, inspires, and promotes growth and continuous improvement.

aspirations for Oregon students. As such, our State Plan represents the collective voices of our state. And to that end, we encourage Oregonians to continue to provide feedback to inform the development of the full consolidated state plan, which will be submitted May 3, 2017 to the U.S. Department of Education.

Thank you for the work you do and for your investment in ensuring our State Plan addresses the needs of every Oregon student.

Sincerely,

(b)(6)

Salam A. Noor, Ph.D
Deputy Superintendent of Public Instruction

Cover Page

Contact Information and Signatures	
SEA Contact: Theresa Richards, D.Ed. Director of Federal Systems Office of Teaching, Learning, and Assessment	Telephone: 503-947-5922
Mailing Address: Oregon Department of Education 255 Capitol St. NE Salem, OR 97310	Email Address: theresa.richards@state.or.us
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Salam A. Noor, Ph.D. Deputy Superintendent of Public Instruction	Telephone: 503-947-5740
Signature of Authorized SEA Representative (b)(6)	Date: **August 18, 2017**

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Assurances

☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

☒ Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.

☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Table of Contents

Cover Page 3

Programs Included in the Consolidated State Plan 4

Assurances 5

Executive Summary 10

Section 1: Consultation 14

Section 2: System of Performance Management 22

Section 3: Challenging State Academic Standards and Assessments 27

Section 4: Statewide Accountability System and School Support and Improvement 29

- i. Student Groups 29
- ii. Minimum N-Size 30
- iii. Establishment of Long-Term Goals 33
- iv. Indicators 39
- v. Annual Meaningful Differentiation 52
- vi. Identification of Schools 56
- vii. Annual Measurement of Achievement 61
- viii. Continued Support for School and LEA Improvement 61

Section 5: Supporting Excellent Educators 68

Section 6: Supporting All Students 81

- Systems Alignment and Coherence 83
- State Strategies to Support All Students 87
  - School Transitions PreK-12 87
  - Well-Rounded Education 97
  - School Conditions for Student Learning 105

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs) 110

Title I, Part C: Education of Migratory Children 113

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk 121

Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement 124

Title IV, Part A: Student Support and Academic Enrichment Grants 131

Title IV, Part B: 21st Century Community Learning Centers 133

Title V, Part B, Subpart 2: Rural and Low-Income School Program 136

Title VII, Subtitle B: Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act 137

Appendix A: Measurements of Interim Progress 142

Appendix B: General Education Provisions Act (GEPA) Section 427 146

Table of Contents by Program Requirements
Aligned to the USED Template

The U.S. Department of Education (USED) has given states the option of using a revised USED template or a state-specific one developed with CCSSO. We have chosen the latter approach with a template that maintains the thematic organization that we'd been working towards since the beginning. We have updated our template to cover all requirements in the revised USED template. The table of contents below indicates where we have addressed each requirement in the new template.

State Plan Requirements by Program	Item(s) from Revised Template	Oregon State Plan (pages)
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)		
Eighth Grade Math Exception	A.2.i-iii	27
Native Language Assessments	A.3.i-iv	27-28
Statewide Accountability System and School Support and Improvement Activities (1111(c) and (d))		
Subgroups	A.4.i.a-d	29-30
Minimum N-Size	A.4.ii.a-e	30-33
Establishment of Long-Term Goals	A.4.iii.a-c	33-39
Indicators	A.4.iv.a-e	39-52
Annual Meaningful Differentiation	A.4.v.a-c	52-56
Identification of Schools	A.4.vi.a-g	56-60
Annual Measurement of Achievement	A.4.vii	61
Continued Support for School and LEA Improvement	A.4.viii.a-f	61-67
Disproportionate Rates of Access to Educators	A.5	76-80
School Conditions	A.6	110-111
School Transitions	A.7	111-112
Title I, Part C: Education of Migratory Children		
Supporting Needs of Migratory Children	B.1.i-iv	113-119
Promote Coordination of Services	B.2	119-120
Use of Funds	B.3	120
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk		
Transitions Between Correctional Facilities and Local Programs	C.1	121
Program Objectives and Outcomes	C.2	121-123
Title II, Part A: Supporting Effective Instruction		
Use of Funds	D.1	68-69
Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	D.2	69-72
System of Certification and Licensing	D.3	72-73
Improving Skills of Educators	D.4	73-74
Data and Consultation	D.5	74-75
Teacher Preparation	D.6	75-76
Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement		
Entrance and Exit Procedures	E.1	124-125

SEA Support for English Learner Progress	E.2.i-ii	126-129
Monitoring and Technical Assistance	E.3.i-ii	129-130
Title IV, Part A: Student Support and Academic Enrichment Grants		
Use of Funds	F.1	131-132
Awarding Subgrants	F.2	132
Title IV, Part B: 21st Century Community Learning Centers		
Use of Funds	G.1	133-134
Awarding Subgrants	G.2	134-135
Title V, Part B, Subpart 2: Rural and Low- Income School Program		
Outcomes and Objectives	H.1	136
Technical Assistance	H.2	136
Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B **McKinney- Vento Citation**		
Student Identification	I.1	137
Dispute Resolution	I.2	137-138
Support for School Personnel	I.3	138
Access to Services	I.4	138-139
Strategies to Address Other Problems	I.5	139-140
Policies to Remove Barriers	I.6	140
Assistance from Counselors	I.5.i-v	140-141

Executive Summary

In December 2015, Congress signed the Every Student Succeeds Act (ESSA) into law. This law is the broadest federal education law in the country; it replaces No Child Left Behind (NCLB) and requires every state to develop a State Plan. Deeply rooted in advancing educational equity and truly building systems that eliminate systemic and historical barriers to student success, ESSA serves as a renewed commitment for Oregonians to work together to ensure each and every student in our state has the opportunity to learn, thrive, and reach his or her full potential.

ESSA provides supplemental public school funding to support the learning needs of students navigating poverty, English Learners, and other students who have been historically underserved. ESSA acts as additional leverage to provide a high-quality education for each one of our students. With that said, ESSA does not address the funding gaps that exist in Oregon and across the country. Therefore, the work ahead must take a strategic approach to align and unify our efforts to build, implement, and invest in systems that meet the learning needs of every pre-K through postsecondary student.

We have an opportunity to create a state plan that reflects a shared vision for Oregon's students and schools. Our State Plan allows us to ensure students have access to rigorous content standards and assessments, design a balanced assessment system that informs instruction and meets accountability requirements, redesign the state report card to reflect academic and non-academic school factors, continue alignment of standards and outcomes from pre-school to post-secondary education and training, increase opportunities for a well-rounded and supportive education, strengthen personalized learning and student engagement, and ensure students graduate on time and ready for college and work.

Under NCLB, states established an emphasis on closing achievement gaps by requiring annual reporting of test scores and graduation rates by student group. Despite its intentions, NCLB lacked flexibility and had unintended consequences. An overemphasis on foundational skills like reading, writing, and math in many cases led to a cut in programs and activities, as well as a narrowing of curriculum in subjects like science, history, foreign language, the arts, physical education, career and technical education, and others. This approach, while well-intentioned, has stymied what we know is best for students: providing rich learning opportunities that embrace a well-rounded education from pre-K through high school.

ESSA returns a great deal of autonomy and authority to states, including the flexibility to design accountability and support systems that work to improve outcomes for Oregon's students and schools. The new law encourages states and schools to innovate, while at the same time it maintains a focus on equity and accountability. In place of the NCLB one-size-fits-all approach, states have the flexibility to set their own goals for improving student achievement and graduation rates. States also have more flexibility in how they identify and support schools and districts that show opportunity for growth along multiple measures. Oregon will move forward in taking advantage of each area of flexibility in an effort to build systems that represent and work for Oregon students and schools.

ESSA is a welcomed change and extends the promise of an excellent, well-rounded education to every student, regardless of race, family income, background, home language, or disability. We want this type of education for every one of our learners. At the Oregon Department of Education (ODE) we are working hard to develop a State Plan under ESSA that represents the hopes, dreams, aspirations, and values for Oregon's students and schools. Many Oregonians have been engaged in conversations about our renewed commitment to improving outcomes for students in our state, but our hope is that more will share their thinking, expertise, and perspectives as we move forward. Together, we are primed to rebuild and strengthen partnerships locally and statewide, use data and evidence to guide decisions, leverage and elevate promising practices, and build

capacity by ensuring school and district leaders have the tools and resources they need to support each one of their students on a path to success.

Oregon's Commitments Under ESSA

Central to Oregon's State Plan and the work ahead are key commitments that were generated through the feedback and voices of Oregonians. We believe these commitments serve as the foundational tenets and levers to strengthen and shape our educational system to better serve Oregon's students.

1. **Commitment One: Prioritizing and Advancing Equity**
   ESSA is intended to promote educational equity. Equity in education is the notion that each and every learner receives the necessary resources they need individually to thrive in Oregon's schools regardless of their national origin, race, gender, sexual orientation, disability, home language, or family income. Every student deserves an education that prepares him or her for lifelong success and active citizenry. In Oregon, we want to put every one of our learners on a path to success from birth through high school. Whether our students choose to go off to college or straight into the workforce, it's critical that their school experience is full of opportunity. As a state, prioritizing equity in Oregon means actively initiating and leading conversations about equity; it means collecting and analyzing data and continually learning; sharing state and local data with stakeholders to identify disparities, and taking action; it means proactively seeking partnerships with community-based organizations, culturally-specific and linguistically-diverse groups, tribal governments, and representatives who share in the collective effort to improve access, opportunity, and learning outcomes for all students.

2. **Commitment Two: Extending the Promise of a Well-Rounded Education**
   While ESSA defines a well-rounded education to include a wide variety of subjects and areas of study, Oregon believes a well-rounded education moves beyond the courses students take, and into the essential knowledge and skills students are learning in those courses. We know that a well-rounded education provides the knowledge and skills to live, learn, work, create, and contribute. It also ensures that each and every student is known, heard, and supported. Our goal is to establish and actualize a definition of well-rounded education that focusses on the whole student and their community, the learning experiences they are given, the knowledge and skills they learn, and the beliefs and attributes they develop.

3. **Commitment Three: Strengthening District Systems**
   ESSA provides the opportunity for educators at the state, local, and tribal level to reclaim decision-making for students, schools, and the communities they serve. In Oregon, we believe that education is local and in order for systems like accountability, assessment, school improvement, and educator effectiveness to meet the needs of our diverse student population, they must be implemented and supported locally. Building capacity of local education agencies and school leaders will take an investment of time and resources. Our 197 school districts experience unique challenges; at the same time, each district has great strengths. As a state, we must re-ignite our sense of collaboration and continuous improvement by establishing better networks for districts to collaborate, grow and thrive. This work is messy, does not occur in a vacuum, and will take time to realize. However, we believe this is the right time to innovate and change the conversation and culture from compliance and technical assistance to one of support and partnership.

4. **Commitment Four: Fostering Ongoing Engagement**
   Purposeful engagement under ESSA reinforces the importance of community by elevating the "it-takes-a-village" approach. In Oregon, we believe in embracing this approach because improving our education system takes everyone – students, families, educators, policymakers, and communities – to ensure we are fostering equity and excellence for each and every learner. ODE leadership and staff are committed to ongoing reflection through feedback loops and two-way communication opportunities, including

measuring agency-wide progress towards measurable goals and objectives. In other words, ODE is committed to continuous improvement to foster relationships, build capacity, and better serve schools and districts. The success and sustainability efforts to engage communities across the state extends locally, particularly with regard to Oregon's most vulnerable students and communities, which requires robust and thoughtful partnerships.

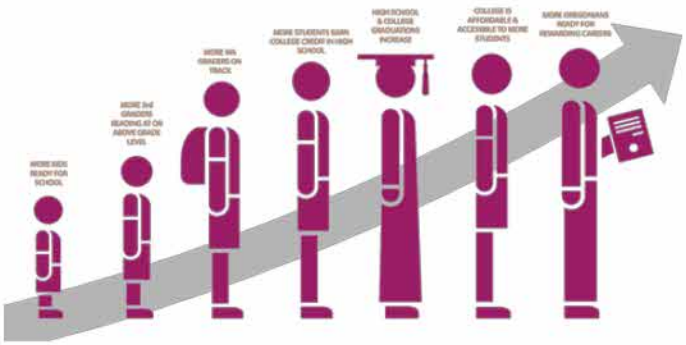
Oregon's State Vision and Long-Term Goals

Oregon's State Plan under ESSA was developed to align with the ODE's comprehensive vision for education. From its inception, the law offers Oregon key levers to advance its work and meet progress towards ambitious statewide goals.

ESSA is focused on ensuring that each and every Oregon student graduates from high school college- and career-ready with the support and opportunities they need to learn and thrive. Oregon's state plan offers an opportunity to enhance our larger state vision, while building on existing systems that that are working well. Each of the goals listed – (1) start strong, (2) transition successfully, (3) graduate college- and career-ready, and (4) experience outstanding customer service – support students through their PreK-12 journey. The goals serve as critical cornerstones to continue our work to build school and district capacity.

40-40-20 Goal

The 40-40-20 goal reflects a statewide aspiration to markedly improve individual and statewide prosperity in Oregon. Individuals with higher levels of education are more likely to earn higher wages, have rewarding careers and make positive contributions to their community. The goal calls for 40 percent of Oregonians to receive a bachelor's degree; 40 percent of Oregonians to receive an associate degree or certificate; and the remaining 20 percent to earn a high school diploma or equivalent by the year 2025.Through creating equitable access to a high-quality education and a seamless path to future opportunities, more Oregon students will prosper, ultimately benefitting us all. Under ESSA, 40-40-20 is broader than statewide prosperity but also applies to individual, student prosperity. It is about building the kind of seamless system – from birth through high school – that ensures each and every one of our students has the opportunities to be successful.



Oregon's Equity Lens

Oregon has set a vision that all students receive a relevant, rigorous, and well-rounded education from birth through postsecondary. This vision, along with a set of core beliefs (Oregon's *Equity Lens,* Oregon Education Investment Board, 2013) represent how we think about and approach supporting all students.

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead all children to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe children receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the overrepresentation of children of color in special education and the underrepresentation of these children in "talented and gifted" programs.

We believe that the children who have previously been described as "at risk," "underperforming," "underrepresented," or "minority" actually represent Oregon's best opportunity to improve overall educational outcomes.

We believe in access to high-quality early learning experiences and appropriate family engagement and support, recognizing that we need to provide services in a way that best meets the needs of our most diverse segment of the population.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our children and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen—and have the courage to share decision making, control, and resources.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of great teaching. An equitable education system requires providing teachers with the tools and support to meet the needs of each child.

Oregonians value diversity and recognize that different backgrounds, perspectives, and ideas foster strength. Educators and communities have a long-standing commitment towards creating respectful and inclusive learning environments and eliminating discrimination or harassment in all forms, levels, or aspects.

Section 1: Consultation

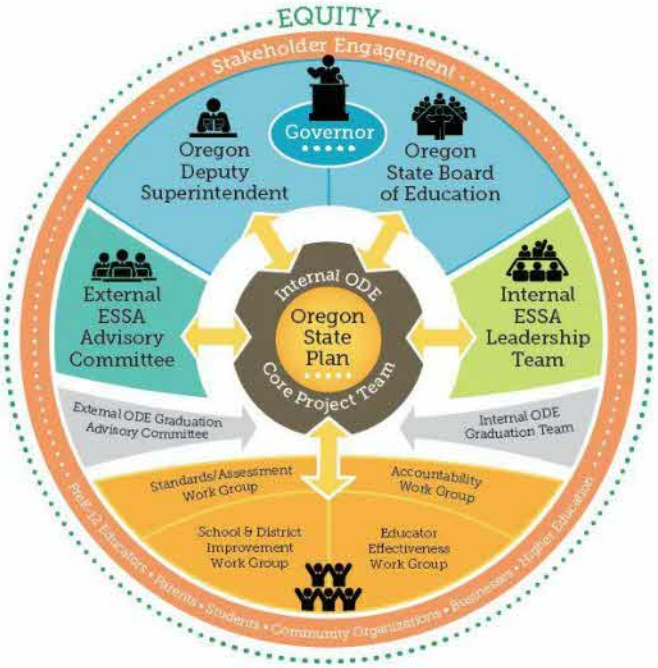
ESSA requires states to engage in meaningful consultation with a variety of stakeholders and tribal governments through a collaborative process in the development and implementation of the state plan.

Oregon's Vision for Stakeholder Engagement
The Oregon Department of Education will develop and strengthen local partnerships to build capacity, empower voices, and make progress towards Oregon's vision to improve educational opportunities and equity, particularly with regard to underserved and underrepresented students and communities.

The partnerships that exist between and among federal, state, and local governmental agencies, like tribes, school boards, and mental health and human service organizations – serve to address misconceptions, empower new voices, and ensure shared ownership for the continuous improvement of our students, schools, and systems. Partnerships encompass those beyond the traditional school day such as before and after school programs, online supports, business and community advocates, culturally-specific organizations, and higher education institutes. To that end, ODE is committed to continuing its engagement with communities, developing resources to support districts, understanding local context and needs, and working together to improve outcomes for every student.

Our Goals for Engagement:

1. Articulate and amplify key messages that highlight the state's education priorities as the driver for Oregon's State Plan;
2. Build sustained momentum in support of state priorities;
3. Make significant progress towards a State Plan that is informed by perspectives from across the state;
4. Adhere to Oregon state and ODE policies on tribal consultation and engagement;
5. Galvanize communities across the state to support a shared vision of student success;
6. Provide internal staff the support and resources needed to increase collaboration internally across offices as well as externally with stakeholders, tribal governments, and key partners;
7. Create opportunities for families, communities and education leaders alike to share input that informs the crafting of the State Plan.



Along with a vision and goals, ODE developed a theory of action and an approach to guide meaningful consultation and overall state plan development in three phases:

- Phase I – Plan and Inform
- Phase II – Targeted Outreach and Public Input
- Phase III – Feedback and Draft Plan

Phase I: Plan & Inform (January-June 2016)
Phase I of our communications and engagement plan was dedicated to establishing a shared vision amongst ODE staff, external stakeholders, and tribal governments, based on the priorities and values of Oregonians. Seeking public input through meaningful stakeholder engagement created an opportunity for the Oregon Department of Education to not only connect with current education advocates, but to seek out those who feel disconnected or who have not been historically engaged in a public education dialogue. In Phase 1, ODE:

- Conducted 13 regional community forum conversations; engaging over 900 Oregonians including educators, school leaders, families, higher education partners, business leaders, and communities. Participants were asked to *Reimagine Education in Oregon* by talking about their hopes, dreams, and aspirations for Oregon's students and schools. The forums generated rich conversation that highlighted the values that this Plan is grounded in.
- Established 4 technical work groups that developed recommendations under key areas of flexibility: Standards & Assessment, Accountability, School Improvement, and Educator Effectiveness. Workgroup members were selected based on their broad expertise, geographic representation and racial and ethnic diversity. ODE received over 300 applications from educators, parents, community members, business leaders, community based organizations, higher education, and early learning representatives.
- Three work groups provided recommendations on the English Learner ESSA components: EL Identification, EL Reclassification/Exit, and EL Accountability (see Power Point for information and the composition each of the work groups).
- Appointed an external advisory committee of education practitioners to review and provide input on components of the State Plan. This committee is made up of 45 members who include teachers, principals, superintendents, education partners, community based organizations, and advocacy organizations. The committee convened in-person four times to advise the Deputy Superintendent on critical decision points represented in Oregon's State Plan.
- Collected input on recommendations through conference presentations, feedback sessions, and webinars.
- Communicated high-level information related to ESSA and Oregon's State Plan development timeline with ODE staff and educators through ODE's monthly newsletter called *Education Update.*
- Convened the ODE American Indian/Alaska Native (AI/AN) Advisory Panel and the Tribal Education Cluster (government to government) Members to collect input on AI/AN perspectives

Phase II: Targeted Outreach (July through December 2016)
Phase II aimed to promote the facilitation of two-way dialogue with targeted groups of stakeholders and tribal governments about key aspects of Oregon's State Plan. Meetings and feedback sessions went deep into exploring aspects of the law and subsequent regulations in the areas of standards and assessment, accountability, school improvement, and educator effectiveness. Some of the topics of these conversations included accountability and reporting indicators and how to ensure we are measuring what we value as a state; the opportunity to fully develop a balanced assessment system and take advantage of flexibility offered at the high school level; the systems in place to support culturally-responsive instruction and the growth and development of our educators; and, providing the necessary supports and systemic change to sustain improvement. In Phase II, ODE:

- Continued its work with the 4 technical work groups to develop recommendations;
- Worked with partner organizations to extend its reach;
- Targeted its engagement efforts to include communities of color, school board members, teachers, students, families, tribal governments, community members, paraprofessionals, specialized instructional support personnel, special education professionals, early learning community members, policy advocates, legislators, and other stakeholders;

- Established a process to review and solicit input relative to the English Learner components of ESSA and Oregon's State Plan;
- Conducted 7 regional community forums in partnership with local education agencies to share components of Oregon's Draft Plan Framework;
- Identified stakeholder concerns, challenges, and barriers to implementing ESSA, including stakeholders' biggest lingering questions, suggestions, and improved recommendations for the State Plan. Continued to seek input from the ODE American Indian/Alaska Native (AI/AN) Advisory Panel and the Tribal Education Cluster (government to government) members on AI/AN perspectives

By the end of Phase II, ODE staff garnered feedback from a broad representation of stakeholders to inform the development of a draft state plan framework. The table below represents stakeholders consulted.

Phase III: Feedback and Draft Plan (November through April 2017)
Phase III provides a framework for synthesizing feedback and recommendations from across the state in order to draft and inform the development of Oregon's State Plan. Oregon has committed to a transparent process that articulates how feedback is being used to guide and inform next steps. Starting in Phase I, ODE has:

- Released and posted a comprehensive recap of the thirteen community forums held across the state on its website;
- Generated a summary document following each ESSA Advisory Committee meeting to shed light on the conversation through a thematic approach and share the progress to date with Oregonians;
- Sent out monthly newsletter updates to district Superintendents, administrators, and teachers;
- Synthesized and analyzed data (both quantitative and qualitative) from conference feedback sessions, targeted engagement efforts, and tribal consultation that included a myriad of audiences from legislators, to students, to classified staff, and school board members along the way to write a plan reflective of the constituents served across Oregon;
- Developed a report summarizing the feedback received on proposed recommendations for Oregon's State Plan.
- Synthesized and included input received from conversations with Oregon's 9 federally recognized tribes.
- Synthesized and included the ODE American Indian/Alaska Native (AI/AN) Advisory Panel and the Tribal Education Cluster (government to government) Members' input.
- Worked with the Northwest Comprehensive Center to synthesize, analyze, and report out on the stakeholder input given through a 30-day public comments period on Oregon's Draft State Plan

It is critical to note that submission of Oregon's State Plan to the U.S. Department of Education in May 2017 is not the end of this work. Once approved, the State Plan acts as a blueprint for the work ahead. The systems and components described in this document require and necessitate collaboration between state and local leaders, dedication and commitment from educators, and a unified and collective effort aimed at closing achievement and opportunity gaps.

Table 1.1 Consultation

Group	Date & Outreach		Example Activities
Educators	January 2016	OEA Educational Symposium	**ESSA Technical Work Groups:** Of the nearly 160 technical work group participants, 35 represented teachers from across Oregon in various
	April, May, June 2016	Technical Work Groups	

Group	Date & Outreach		Example Activities
	September, December 2016, January 2017	Deputy Superintendent's Advisory Council	content areas and disciplines. **Deputy Superintendents Advisory Council** – This 35 member council represents elementary and secondary teacher leaders from across the state that convene quarterly to advise the Deputy Superintendent of Public Instruction and serving as critical thought partners. **Teacher Groups** – In partnership with the Oregon Education Association, teachers have received regularly updates on ESSA including scheduled feedback sessions and opportunities to add their voice to the conversation.
	October 2016	Principal and Teacher Leader Conference (COSA)	
	January 2017	Licensed Staff Communicators, Salem-Keizer School District	
	February 2017	Salem-Keizer Education Association Licensed and Classified Staff	
Principals, administrators and other school leaders	July 2016	Malheur Summer Institute	**Principals, Administrators, and School Leaders –** ODE's partnership with the Confederation of School Administrators (COSA) has provided Oregon's administrators the opportunity to learn and provide feedback by engaging in critical conversations with ODE staff during conference presentations, work sessions, webinars, and surveys. **Oregon's Statewide System of Support for Schools in Improvement** – Leadership coaches tasked with coaching and supporting building-level principals of schools identified for improvement and bringing together district-level personnel assigned to write and support improvement planning.
	August 2016	Assessment Institute (COSA)	
	August 2016	Odyssey Conference, Bend, Portland	
	August, October, December 2016; February 2017	Oregon's Statewide System of Support for Schools in Improvement	
	October 2016	Special Education Conference (COSA)	
	October 2016	Teaching with a Purpose Conference	
	November 2016	New Special Education Director's Conference	
	September 2016 and January 2017	OACOA/Superintendents Academy (COSA)	
	October and November 2016	New Principals Academy (COSA)	
	December 2016	Mentoring Network Meeting	
	December 2016	School Law Conference	
	January 2017	Winter Administrators Conference (COSA)	
Title IA Committee of Practitioners	February 2016 May 2016 November 2016,	Webinar meetings	**Committee of Practitioners (COPs)** advise ODE on rules, regulations and polices

Group	Date & Outreach		Example Activities
	February 2017		
Human Resource Directors	July, August, September 2016	Oregon School Personnel Association	**Oregon School Personnel Association** – Regional leadership convening of Human Resource Directors.
School Librarians; Paraprofessionals	October 2016	School Libraries & ESSA	**Oregon's School Librarians** – Librarians across the state have actively engaged in ESSA conversations by calling attention to how school libraries act as a support for all students. **Oregon School Employee Association** – Supporting thousands of paraprofessionals across the state, OSEA's Board of Directors provided feedback and shared information on ESSA broadly with their members, encouraging them to attend regional feedback sessions facilitated by ODE staff.
	February 2017	Salem-Keizer Education Association Licensed and Classified Staff	
	October, December 2016	Oregon School Employee Association	
Charter School leaders; Private School Leaders	July, October 2016	ESSA & Charter Schools	**Charter School Engagement** – Charter School leaders engaged early in the development of Oregon's State Plan to provide feedback on work group recommendations and how new flexibility can work to strengthen charter schools in Oregon.
	August 2016	ESSA & Online Schools Meeting	
	November, December 2016	ESSA & Private Schools	
School Boards	July, November 2016	OSBA Conferences	**Oregon School Boards Association (OSBA)** – OSBA's summer and fall conference created mini sessions for ODE staff to engage with members of school boards statewide.
	December 2016	Medford School Board	
	January 2016	Salem-Keizer School Board	
Local ESD's (including those in rural areas)	August 2016	Willamette ESD	**Education Service District meetings with ODE Staff** – ESDs in Oregon have been engaged monthly through various channels to better understand how ODE can leverage their unique ability to support schools and districts.
	October, December 2016	ILC (Intra-ESD Council)	
	December 2016	OAESD Conference	
	January 2017	Malheur ESD	
	January 2017	Superintendents & ESD Superintendents	
Parents	July 2016	PTA parent forums and national webinar	**Parent Teacher Association (PTA)** – Representatives from Oregon's PTA have enlisted ODE's help in better understanding the new law to better communicate and share information with their constituents; PTA representatives attended
	November 2016	Migrant Parent conference	
	Spring 2016 & Winter 2017	Regional community forums	

Group	Date & Outreach		Example Activities
			community forums, participated in technical work groups and served on the ESSA Advisory Committee.
Students	December 2016	Capitol Ambassadors, Student Council Representatives feedback session	**Capitol Ambassadors Program Feedback Session** – 45 regionally-represented student council members interested in public policy strengthened Oregon's State Plan by sharing how the state and local districts can better support all students.
	January 2017	Leadership Students, Baker High School	
	Spring 2016 & Winter 2017	Regional Community Forums	
Civil Rights Organizations and Equity Advocates; EL and Communities of Color	January 2017	Self Enhancement Inc.	**EL Advisory Group** – This advisory group played a critical role in the development of the EL indicators and what they mean for students learning English as a second language in Oregon's classrooms. **Self Enhancement Inc.** – The largest nonprofit organization supporting African American students and historically underserved students in the greater Portland area provided great insight into building community based partnerships and strengthening the relationship between schools and community-based organizations (CBOs).
	January 2017	Latino Network	
	February 2017	Urban League	
	October 2016	House Bill 3499 Advisory Group	
	December 2016	Community Advisory Group	
	December 2016	Migrant Parents Conference	
	February 2017	House Bill 2016 Advisory Group	
	November 2016 – February 2017	EL Advisory Group	
Business Community Representatives	November 2017	Oregon Business Council	**School Visits** – Oregon's Deputy Superintendent had an opportunity to visit six different Career Technical Education programs and meet with business community representatives and educators to talk about strategies that engage all students.
	Spring 2016 & Winter 2017	Regional Community Forums; school visits	
Higher Education, Educator Preparation Programs, and Researchers	September, November 2016; January 2017	Oregon Coalition for Quality Teaching and Learning (OCQTL)	**Oregon Coalition for Quality Teaching and Learning** – Broad representatives from higher education and state education agencies (Early Learning, Chief Education Office) and partners and practitioners from across the state who meet bi-monthly, help to strengthen Oregon's plan through a collaborative process.
	January 2017	Higher Education Coordinating Commission Meeting	
	January 2017	Educator Preparation Leadership Cadre	
Education Partners	Monthly Updates	Partner Meetings	**Deputy Superintendent Monthly Partner Meetings** – Education
	September,	Oregon Coalition for	

Group	Date & Outreach		Example Activities
	November 2016; January 2017	Quality Teaching and Learning (OCQTL)	partners from across the state including Stand for Children, Confederation of Oregon School Administrators, Oregon School Boards Association, Chalkboard Project, Oregon Education Association, Oregon Association for Education Service Districts, Chief Education Office, meet monthly with Oregon's Deputy Superintendent. These partners have served as critical thought partners and ambassadors in the development of Oregon's State Plan.
	December 2017	Quarterly Communication Director's Partner Meeting	
State Board of Education	August 2016	State Board Retreat	**State Board of Education –** The State Board of Education received regular updates on Oregon's State Plan development, including its engagement with stakeholders. Members on the State Board have attended regional community forums, participated in ESSA Advisory Committee meetings, served on technical work groups, and participated in tribal consultation.
	October and December 2016	State Board Meeting	
	June, July, October 2017, February 2017	ESSA Advisory Committee	
	January 2017	State Board Work session on ESSA	
	February 2017	ESSA State Plan First Reading	
Governor and Chief Education Office	September, November 2016; January 2017	Oregon Coalition for Quality Teaching and Learning (OCQTL)	**Governor & Chief Education Office –** Monthly updates on ESSA and Oregon's State Plan development process.
	Monthly Updates		
State Legislature	December 2016	ESSA Update	**State Legislature –** Deputy Superintendent Salam Noor and ODE Leadership provide updates on Oregon's State Plan progress and what the law means for Oregon's students, schools, and educators.
	January – February 2017	House & Senate Education Hearings	
Early Learning	September 2016	Early Learning Council	**Early Learning Conference –** Participants provided feedback to ODE staff, calling attention to the opportunities to strengthen Oregon's Plan by elevating early learning and the important role early education plays in a child's learning and growth.
	November 2016	Early Learning Conference Pre-K-3 (COSA)	
		Oregon Coalition for Quality Teaching and Learning (OCQTL)	
Youth Development and adult learning agencies	September 2016	Youth Development Council	**Youth Development –** Leaders from the Youth Development Division provided ongoing support by participating as active members on ODE's Internal Leadership Team for ESSA.
	January 2017	Youth Development and ESSA	

Table 1.2 Tribal governments and American Alaska Native engagement

Tribal Government	Date	Activities
Oregon's federally recognized governments	January-March 2017	ODE met with each of Oregon's 9 federally recognized tribes to seek input and inform the State Plan
	January 2017	Meeting with Coquille Indian Tribe
	January 2017	Meeting with Klamath Tribes
	January 2017	Meeting with the Confederated tribes of Grand Ronde
	January 2017	Meeting with the Confederated Tribes of Siletz
	February 2017	Meeting with Burns Paiute Tribe
	February 2017	Meeting with the Confederated Tribes of Umatilla Indian Reservation
	February 2017	Meeting with Cow Creek Band of Umpqua Tribe
	March 2017	Meeting with the Confederated Tribes of Warm Springs
	March 2017	Meeting with Confederated Tribes Coos, Lower Umpqua, and Siuslaw
Education Cluster (Government to Government) Representatives from 9 federally recognized tribes; primarily Education Directors, Tribal Education Committee members, and Tribal Council	July 2016, Sept 2016, Dec 2016, March 2017	ODE utilized quarterly meetings to solicit input on the State Plan
American Indian Alaska Native Advisory Panel; comprised of 25 members	July 2016, Sept 2016, Dec 2016, March 2017	ODE utilized its existing American Indian Alaska Native Advisory Panel to solicit input on the State Plan

Section 2: System of Performance Management

Oregon's statewide System of Performance Management is designed to engage districts, schools, and communities in effective planning and implementation of programs and systems by positively influencing the adults that influence student outcomes and create equitable opportunities for all students. The Oregon Department of Education will employ an integrated planning process guided by Oregon's equity lens and driven by a local Comprehensive Needs Assessment to support the development of local plans that also meet the statutory and regulatory requirements.

ODE is developing capacity to provide a more coherent approach to supporting districts through cross-agency collaboration and streamlining processes and initiatives. ODE has recently launched a cross-office initiative between the Office of Teaching, Learning, and Assessment and the Office of Student Services. The aim is to build coherent supports to districts and schools driven by a review of data and local context / need. This initiative will serve as the cornerstone for providing differentiated supports to districts and schools specifically aligned to root-cause outcomes, disaggregated student achievement data, and next steps informed by the district's diagnostic review. This integrated approach also models how districts might leverage multiple funding streams and supports in order to improve student outcomes. By leveraging expertise around evidence-based and effective practices to support the diverse needs of learners in Oregon, we can improve, in real time, outcomes for students. Table 2.1 describes the timelines for the System of Performance Management for all districts.

District Plans for Continuous Improvement

All schools and districts in Oregon are called upon to engage in continuous improvement to improve outcomes for their students. ODE has developed a planning model that begins with an analysis of data and moves from goals to action plans through implementation. Currently, all districts and schools in Oregon have access to Indistar®, a web-based planning tool, through which district-level Continuous Improvement Plans (CIP) and school-level Comprehensive Achievement Plans (CAP) are developed and monitored in a continuous improvement cycle.

Districts may use other tools and platforms to develop their continuous improvement plans such as the AdvancEd systems accreditation process or the Baldrige District Improvement Framework. Regardless of the instrument selected, districts will:

- Engage in processes to review and analyze data, including, but not limited to statewide summative data, accountability data, formative assessment data, access to high-quality early learning, attendance/chronic absenteeism, locally collected data and information and qualitative (e.g. survey) data.
- Engage stakeholders* and tribal nations (and eligible Title VI programs) in a comprehensive needs assessment driven by data analysis.
- Apply an equity lens and culturally responsive practices throughout the continuous improvement process to ensure that the needs of historically and traditionally marginalized students**, and historically underrepresented populations*** are addressed in a respectful and inclusive learning environment and that outcomes for these students improve.
- Where necessary, conduct a deeper diagnostic review to assist in priority development and action planning.
- Develop broad, systems- and need- aligned priorities to frame the improvement plan.
- Develop discrete, differentiated action steps for district departments and schools that align to the overall improvement priorities.

- Develop and communicate periodic routines to review the implementation of improvement priorities and action steps that are driven by leading indicators of success and that allow for differentiated adjustments as needed.
- Develop and communicate processes to update stakeholders and tribal nations on the implementation and progress made.

  * Stakeholders and tribal nations include: district and school educators and staff, students, parents and families (particularly, parents and families of students most directly impacted), community members which may include culturally specific community-based organizations, Oregon's federally recognized tribes, school board members, early learning providers, and other community partners.

  ** "Historically and traditionally marginalized students" means English learners, Black and African American students, American Indian and Alaskan Native students, Latino and Hispanic students, Asian and Pacific Islander students, Multi-racial students, students experiencing poverty, students with disabilities, and students who are LGBTQ.

  *** "Historically underrepresented populations" means demographic groups whose representation in high-quality early learning, career and technical education (CTE), science, technology, engineering and math fields, advance placement courses and other college-level educational opportunities does not mirror the demographics of the school building, and typically includes historically and traditionally marginalized student populations.

ODE is developing a more integrated and comprehensive planning process across state and federal grants received to increase coherence across all program areas and improve outcomes for students. This comprehensive process will allow and encourage districts to use and leverage multiple funds based on a Comprehensive Needs Assessment.

Comprehensive Needs Assessment

ODE will leverage the use of one Comprehensive Needs Assessment that will serve to streamline and replace the multiple needs assessments currently required across grant programs. It will be used by districts to inform the development of their district and school plans. Oregon's Comprehensive Needs Assessment process engages districts in a review of major systems that impact outcomes for students, including:

- Instruction – including standards / curriculum, instruction and assessment, equitable access to well-rounded education, Multi-Tiered Systems of Support;
- Professional Learning – including the systems and structures to identify what teachers, administrators and other staff need to better support all learners;
- Engagement – including systems and processes to analyze and improve engagement with stakeholders* and tribal nations;
- Leadership – as a practice for district office staff, building leaders and educators;
- Academic, Social and Emotional Supports – including opportunities to enhance culturally relevant pedagogy and practices, improve mental health supports, improve nursing and counseling supports and to connect with other partners and community-based organizations to improve supports for students;
- Resource Review – questions and submission of evidence to ensure districts are differentiating resources to schools based on need; and
- Current Policies/Initiatives – a review of current policies and strategic improvement initiatives to better understand existing structures and efforts and to identify barriers and opportunities.

Local Planning
The Comprehensive Needs Assessment process will guide districts and schools through a structured process of locally reviewing both quantitative and qualitative data and information that will help identify local areas of strengths, challenges, and areas for improvement. The Comprehensive Needs Assessment process aims to elevate areas of opportunity for continuous improvement that are then supported by more discrete action steps and evidence-based interventions and programs to move improvement efforts forward. District plans will be designed for multi-year implementation that will require an annual review and potential updates to the action steps and improvement activities.

Local planning must include meaningful stakeholders and tribal nation engagement, including: educators, principals, other school leaders, paraprofessionals, specialized instructional support personnel (school counselors, school psychologists, school social workers, school librarians, school nurses, speech language pathologists), district administrators (including administrators of federal programs), other appropriate school personnel, early learning providers and educators (when appropriate) students, parents/families and community partners (including culturally specific community based organizations, when appropriate).

Local plans must describe how the district will monitor students' progress in meeting the state standards by:

- Utilizing formative and interim assessments to track student progress in meeting the standards;
- Developing and implementing a well-rounded program of instruction;
- Identifying students who may need supports and providing additional assistance; and
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for learning.

District Plan Approval

- Local plans will be reviewed by all applicable ODE program areas in a collaborative approach supported through ODE's cross-office initiative. ODE is creating an integrated and coherent support system to support schools and districts by developing cross-functional teams and mobilizing supports and resources across ODE offices, the Early Learning Division, and Oregon Development Youth Council (see Section 6 for further details). The collaborative reviews will also offer proactive opportunities to provide differentiated and tailored technical assistance and supports.

- District plans will be approved when the district clearly establishes:
  - Well-defined, measurable goals (should include long-term and interim goals at the school and district level);
  - Links between improvement priorities and needs;
  - Action steps that are evidence-based, where applicable;
  - Collaborative processes to engage stakeholders to provide input and feedback;
  - Periodic routines to review and adjust implementation of improvement priorities;
  - Systems and structures to update and engage stakeholders on the progress of implementation: and
  - Program and fiscal compliance.

Collaborative Monitoring Process
ODE staff will review fiscal and programmatic data to inform a risk assessment tool to ensure districts are receiving the appropriate support or autonomy based both on outcomes as well as compliance with federal and state regulations. The risk assessment process allows ODE to identify and flag districts and schools most in need of support from ODE and partners, including monitoring. Using a tiered model driven by risk analysis, those districts determined to be low-risk will be monitored once every three years whereas high-risk districts will receive ongoing collaborative support from multiple offices within ODE, in particular the Equity Team (including the Early Learning Division, when appropriate) aimed at reducing risk factors and improving outcomes.

Districts will be identified to participate in ODE's monitoring process, based on their relative programmatic and/or fiscal risk(s). ODE's monitoring process will leverage a collaborative, cross-program model to reduce the need for multiple monitoring sessions and to provide coherent supports to districts. Onsite supports will be designed to integrate programmatic and fiscal data to address areas in need of improvement, where needed and necessary.

Continuous Improvement
Annually, districts will review progress towards implementation of their established continuous improvement plan. Through a review of statewide and local data, districts will make necessary adjustments to the implementation of their strategies and/or interventions addressing their improvement priorities and communicate progress and adjustments to stakeholders. These updates will be communicated on district and school report cards.

ODE will annually review district-level data to proactively develop and suggest opportunities for adjustment and intervention to districts. These data reviews will be part of ODE's cross-office initiative aimed at coherence building and partnership and will serve as the central point of differentiated supports and technical assistance to districts.

Differentiated Supports
ODE's system of support is needs-based and tiered to provide the most intensive support to districts most in need. Differentiated supports will be provided to districts in two ways. First, districts can request support if / when improvement efforts slow or are ineffective. Second, specialists at ODE can propose support to districts based on a collaborative, cross-office internal review of data. By better aligning outcome data to programmatic and fiscal data, ODE can facilitate more efficient strategic planning updates to districts.

Table 2.1 outlines the timeline for rolling out the System of Performance Management for all districts and schools.

Table 2.1 System of Performance Management timelines

	2017-18	2018-19	2019-20	2020-21	2021-22 *(reset)*
July / August	Data Assembled (Statewide & Local)	Data Assembled (Statewide & Local)	Data Assembled	Data Assembled	Data Assembled
August / September	• Data review • Begin needs assessment w/ robust stakeholder engagement	• Data review • Stakeholder engagement for data review • Continuous improvement priorities confirmed	• Data review • Stakeholder engagement for data review • Updates on progress communicated	• Data review • Stakeholder engagement for data review • Updates on progress communicated	• Data review • Needs assessment w/ robust stakeholder engagement conducted • Continuous improvement priorities Identified
October / November	• Continue stakeholder engagement	• Continuous improvement priorities	• Stakeholder update on data / improvement	• Stakeholder update on data / improvement	• Continuous improvement priorities

	2017-18	2018-19	2019-20	2020-21	2021-22 *(reset)*
		communicated to ODE for publication on Report Card • Stakeholder update on data / improvement priorities	priorities • District & School Routines	priorities • District & School Routines	communicated to ODE for publication on Report Card
December / February	• Continue needs assessment with newly available data • Continue stakeholder engagement				
March / June	• Continue needs assessment with newly available data • Review of personnel, budgeting & planning for upcoming year	• District & School Routines; update on implementation progress • Planning for upcoming year (data / budget review)	• District & School Routines • Planning for upcoming year	• District & School Routines • Planning for upcoming year	• District & School Routines • Planning for upcoming year
July	• Final summation of needs assessment and emerging improvement priorities	• Reflection & Review; potential adjustments to improvement priorities	• Reflection & Review; potential adjustments to improvement priorities	• Reflection & Review; potential adjustments to improvement priorities	• Reflection & Review; potential adjustments to improvement priorities

Section 3: Challenging State Academic Standards and Assessments

a. ***Challenging State Academic Standards and Assessments*** *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[1]

Information about Oregon's current academic content standards and assessments can be found on the ODE website by clicking on these hyperlinks.

Nationally-Recognized Assessment for High Schools
Oregon will pursue the flexibility under ESSA to allow districts to use a nationally-recognized assessment in place of the statewide summative assessment. While this process moves forward, ODE will continue implementing Smarter Balanced until another option is available and determined appropriate for local-selection. ODE will establish a rigorous review process that includes:

- Involvement of key stakeholders
- Alignment to the learning standards
- Reliability and validity
- Comparability across schools and districts
- Accommodation and accessibility supports
- Clear performance targets set at appropriate levels

Balanced Assessment System
In response to the call for a more balanced assessment system, ODE will use and leverage the white paper, "A New Path for Oregon," jointly created by the Oregon Education Association, Governor's office, and ODE with recommendations for creating a system of assessment to empower meaningful student learning.

Early Learning and Kindergarten Guidelines
Oregon has created Early Learning and Kindergarten Guidelines to support standards alignment across preschool developmental guidelines and Kindergarten Common Core Standards. This work has resulted in the creation of Social-Emotional standards for Kindergarten students, and we plan to continue this important focus on social-emotional learning in the early grades. Oregon is also a member of a K-3 formative assessment consortium, and the state is preparing to pilot formative assessment in these early years to determine possible uses for this tool to identify opportunity gaps early.

b. ***Eighth Grade Math Exception*** *(ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):*

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ *Yes*
☒ *No*

c. ***Native Language Assessments*** *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):*

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

[1] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

ODE provides translated statewide assessments in the language of origin for at least 9 percent of Oregon's student population in grades K-12. Translation occurs within 3 years after the language first exceeds the 9 percent threshold, according to ORS 581-022-0620(2). At this time, Spanish is the only language that is represented in a large enough percentage of students statewide.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Currently the Oregon Assessment of Knowledge and Skills (OAKS) Science and Social Science assessments are offered in both English and Spanish. The statewide Mathematics assessment, Smarter Balanced, is offered in a Spanish/English stacked translation format. Neither the Smarter Balanced English language arts or the English Language Proficiency Assessment for the Twenty-first Century (ELPSA21) are offered in translated versions because English language is a critical component of the measured constructs of these two required statewide assessments.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

At this time, there are no other languages of origin for students that constitute a large enough percentage of the statewide student population to require additional translated versions of any Oregon statewide assessment.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

c. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

At this time, there are no other languages of origin for students that constitute a large enough percentage of the statewide student population to require additional translated versions of any Oregon statewide assessment.

Section 4: Statewide Accountability System and School Support and Improvement

i. ***Student Groups***

a. ***List each major racial and ethnic group the State includes, consistent with ESEA section 1111(c)(2)(B).***

The accountability system will use the following student groups: All students, economically disadvantaged, English learner, students with disabilities, American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Hawaiian/Pacific Islander, White, and Multi-Racial.

In addition, Oregon will continue to report on a "combined underserved race/ethnicity" student group, which consists of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Hawaiian/Pacific Islander students. The combined student group allows inclusion of the performance of these students in the accountability system in cases where no individual student group meets the minimum n-size threshold. These four student groups were chosen because these are the four racial/ethnic groups that have achievement gaps across multiple indicators in Oregon.

b. ***If applicable, describe any additional student groups of students other than the statutorily required student groups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.***

The state will include in the students with disabilities student group, for purposes of reporting the Achievement and Growth Indicators, only those students who are currently identified as students with disabilities. Oregon will not include students who were exited from special education services in the previous.

Over 4,000 Oregon students in grades 1 to 10 exit special education services and return to regular education each year. Students in grade 3-8 and 11 who have exited special education services within the previous two years have proficiency rates on statewide assessments that are 20 to 25 percent higher than the proficiency rates for students in special education, and the proficiency rates for recently exited students is often only a few percentage points below that of the population as a whole. We plan on reporting data on this student group in the Statewide Report Card. By doing so, we can more properly report for the successes students have after they leave special education services.

c. ***Does the State intend to include in the English learner student group the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner student group for not more than four years after the student ceases to be identified as an English learner.***

☒ *Yes*

☐ *No*

Achievement and growth measures will include all students who are current English learners, as well as students who have exited within the last four years. That is, former English learners will continue to be reported in the English learner student group for four years after exiting.

d. ***If applicable, choose one of the following options for recently arrived English learners in the State:***

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size

Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each student group for accountability purposes.

Oregon will use 20 as the minimum number of students for purposes of the state accountability system.

a. ***Describe how the minimum number of students is statistically sound.***

Oregon will report the most recent year of data, but also report the average of the last 3 years of accountability data. Schools and student groups that do not meet the minimum of 20 using one year of data will have accountability determinations made on three years of data. This effectively reduces the minimum n to 7 students per year for each indicator.

Tables 4.1 and 4.2 show the percentage of students who would be included in school accountability for the Achievement and Academic progress indicators. The "% Included" column represents the percentage of students in each group that would be in a school that meets the minimum n-size of 30 and minimum n-size of 20 for that group. You can see that certain groups, such as American Indian/Alaska Native and Hawaiian/Pacific Islander would have low representation at a minimum n of 30. This is because these two student groups each comprise less than 2% of Oregon's student population. However, this improves significantly when the minimum n is at 20.

Even at a minimum n of 20 the Pacific Islander and American Indian groups still have fairly low representation. To help improve this situation, Oregon instituted a "historically underserved race/ethnicity" student group with its ESEA Waiver. This group includes Black/African American, Hispanic/Latino, American Indian/Alaska Native and Native Hawaiian/Pacific Islander students. When we look at the percentage of students in each student group that is included in a school where an "underserved race/ethnicity" group meets the minimum n-size, we see that nearly all students in each student group are included in accountability determinations. This additional accountability group, together with an n-size of 20, ensures that we maximize inclusion of students while maintaining valid and reliable measures.

Table 4.1 Students included in academic achievement indicator

	Minimum n = 30		Minimum n = 20	
Student Group	**% Included**	**% Included in Underserved Race/Ethnicity group**	**% Included**	**% Included in Underserved Race/Ethnicity group**
All Students	99.9	-	100.0	-
Econ. Disadvantaged	99.8	-	99.9	-

English Learner	95.3	-	97.2	-
Students with Disabilities	97.2	-	98.7	-
Underserved Race/Ethnicity	98.6	-	99.4	-
American Indian/Alaska Native	35.9	95.7	47.6	98.1
Black/African American	68.3	98.8	74.6	99.5
Hispanic/Latino	97.8	98.7	99.0	99.4
Native Hawaiian/Pacific Islander	25.7	98.5	38.3	99.2
Asian	81.6	-	86.7	-
White	99.8	-	99.9	-
Multi-racial	83.3	-	90.4	-

We also looked at the number of schools that would be held accountable for the performance of student groups. Again, we looked at the Academic Achievement Indicator, and provide counts of *schools* that meet the minimum n-sizes using 3 years of data.

The data show that while most schools have students in these groups, they often contain small populations, especially for the American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Black/African American student groups. Moving the minimum n down to 20 does increase the number of schools accountable for these student groups, but the small populations mean that most schools do not have enough of these students to produce reliable aggregate data. Table 4.3 also shows that the use of the "Underserved race/ethnicity" group will dramatically increase the inclusion of these students in the accountability system.

Table 4.2 Students included in academic achievement indicator

	# Schools with at least one student in the group	Minimum n = 30		Minimum n = 20	
Student Group		**% Meeting minimum n**	**% Meeting minimum n for Underserved Race/Ethnicity group**	**% Meeting minimum n**	**% Meeting minimum n for Underserved Race/Ethnicity group**
All Students	1,225	96	-	98	-
Econ. Disadvantaged	1,212	94	-	96	-
English Learner	1,026	56	-	63	-
Students with Disabilities	1,196	82	-	88	-
Underserved Race/Ethnicity	1,209	82	-	88	-
American Indian/Alaska Native	974	5	88	11	93
Black/African American	863	16	92	22	96
Hispanic/Latino	1,198	76	82	84	88
Native Hawaiian/Pacific Islander	699	5	95	9	97
Asian	935	26	-	34	-
White	1,224	95	-	96	-
Multi-racial	1,147	50	-	61	-

Student Group	% Included in Underserved Race/Ethnicity group
All Students	-
Econ. Disadvantaged	-
English Learner	-
Students with Disabilities	-
Underserved Race/Ethnicity	-
American Indian/Alaska Native	91.7
Black/African American	97.6
Hispanic/Latino	97.5
Native Hawaiian/Pacific Islander	97.0
Asian	-
White	-
Multi-racial	-

b. ***Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.***

The most pressing consideration regarding a choice of minimum n-size are the reliability of the indicators and the rate of inclusion of historically underserved student groups in the accountability system. All indicators in an accountability system are subject to variability from year to year. Higher n-sizes increase the reliability and consistency of these indicators, and help to remove variability that may be outside a district's control, such as variation in student cohorts or the fact that assessment scores have an inherent standard error of measure. On the other hand, Oregon has student groups (e.g., Black/African American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) that form a fairly small percentage of the overall student population. In order to hold schools accountable for the performance of smaller student groups, the accountability system must have a minimum n-size that is small enough so that as many students from these groups are included as possible. Any choice of a minimum n-size must weigh these two competing goals.

Oregon reviewed various possible minimum n-sizes. Table 4.3 shows the approximate standard error of measure for our indicators for various n-sizes.

Table 4.3 Standard of error by n-size 20

Indicators	**Approximate Error of Measure**				
	N=10	N=20	N=30	N=60	N=100
Achievement	16%	11%	9%	6%	5%
Growth	13%	9%	7%	5%	4%
Graduation	14%	10%	8%	6%	4%
Chronic Absenteeism	12%	9%	7%	5%	4%
9th Grade on Track	12%	8%	7%	5%	4%
Five-year completer rate	12%	9%	7%	5%	4%

The numbers in the table above vary slightly because of fluctuations in the statewide averages for each indicator, but they do show that using the same minimum n-size across indicators, as required by ESSA, is very reasonable. The table also clearly shows that a minimum n-size of 20 significantly increases the

probability that a school is misclassified on an individual indicator. Much more precision is attained for large minimum n-sizes (e.g., 100) but as described below, would exclude too many students from the accountability system. After reviewing this data and the student inclusion rate data, Oregon has chosen 20 as its minimum n-size.
Lowering the minimum n-size for Oregon is a change from its current minimum n-size of 40, with schools using two or four years of data to reach this threshold. Most schools have used two years of data, which meant the effective minimum n-size was 20 students per year for each student group. In Oregon's new accountability system, 3 years of data will be used for all indicators. This means we will have an effective minimum n-size of about 7 students per year, which is one-third of our former minimum n.

While this is a significant decrease in the minimum n-size, it is acceptable in the new accountability model. Our former minimum n of 40 was created during No Child Left Behind when failure to meet a single target for any one student group on any one indicator would place the school in "Not Met" status. This high stakes approach under NCLB forced Oregon to be very conservative and to increase the minimum n-size in order to help ensure that no school failed to meet Adequate Yearly Progress due to natural fluctuations in data.

In Oregon's new accountability model, a school or student group must be low in multiple indicators in order to be identified for comprehensive or targeted support. An anomalously low result in a single indicator will not identify a school. As a result, the new system can easily tolerate a much lower minimum n-size without compromising the validity of the results, while allowing Oregon to include more students and more student groups in the accountability system.

c. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[2]

Oregon will not report accountability data for groups of fewer than 10 students. In addition, we shall apply suppression for larger student groups when reporting rates that are more than 95% or fewer than 5%.

d. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Oregon will report accountability data for student groups of 10 or more students. All data for groups smaller than 10 will be suppressed.

Long-term Goals

iii. ***Establishment of Long-Term Goals***

a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

a. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics

[2] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

assessments, for all students and for each student group of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each student group of students in the State, and (2) how the long-term goals are ambitious.

b. ***Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.***
Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

The 2011 Oregon legislature passed Senate Bill 253 as the underpinning of education reform efforts. As part of the bill, the Legislature adopted an ambitious long-term goal that came to be known as "40-40-20." This goal states that forty percent of Oregonians will have a baccalaureate degree or higher, forty percent will have an associate's degree or certificate in a skilled occupation, and the remaining 20 percent without a postsecondary credential will have at least a high school diploma or its equivalent credential.

Oregon's statewide assessments in English language arts and mathematics are aligned to college and career readiness. In particular, students who achieve Level 3 or Level 4 are considered "on track" to being college and career ready.

As a result, Oregon has set the following long term goals:

- Academic Achievement: 80% of students will achieve a Level 3 or Level 4 on statewide assessments of English language arts and mathematics. The standards for achieving a Level 3 or higher were explicitly set with college and postsecondary readiness in mind, so the 80% goal clearly aligns with 40-40-20.

- The baselines for English language arts and mathematics will vary by student group. For example, the "All Students" group baseline for English language arts is 54% and the baseline for mathematics is 43%. Measurements of interim progress will be set with the expectation of uniform progress toward the goal. Oregon is proposing the year 2024-25 to reach this goal. For the All Students group to reach this goal by 2024-25 (in 9 years), the English language arts target needs to rise 26%, which is 2.9% per year. Student groups with achievement gaps would start with a lower baseline (see Table 4.4) but would be expected to make greater gains in order to reach the long term goal in 2024-25.

- Yearly interim progress measures will be rounded to the nearest integer. Note: the baseline and goals are not expected to change, but ODE is reviewing the goal year to determine whether the number of years to reach the long term goal is appropriate.

It should be noted that attaining Level 3 or Level 4 on statewide assessments is not a requirement for graduation. In Oregon, students must demonstrate proficiency in the Essential Skills of reading, writing, and mathematics. These Essential Skills may be met through a number of pathways, including statewide assessments, other standardized assessments, and local work samples. In addition, the "cut scores" on statewide assessments are below Level 3 for mathematics and reading. As a result, the 100% high school completion goal in 40-40-20 does not necessitate that 100% of students achieve Level 3 or Level 4 on Smarter Balanced.

As shown in Table 4.4, the baseline targets range from 22% to 73% for English language arts and from 17% to 69% for mathematics. The measures of interim progress (i.e. annual targets) for each student group will rise the same percentage each year for that group toward the long-term goal of 80% for both English language arts and mathematics in order to align with the State's 40-40-20 goal.

Table. 4.4 Long-term goals for English language arts and math

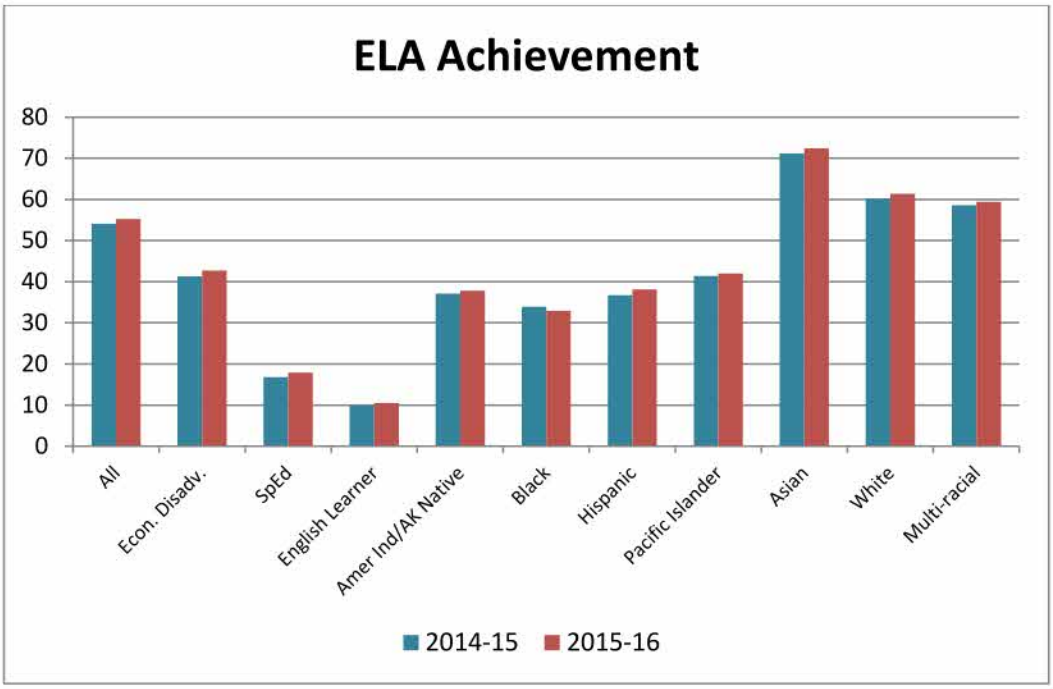
Student Groups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	**54% * (2015-16)**	**80%**	**43% * (2015-16)**	**80%**
Economically disadvantaged	**42%**	**80%**	**31%**	**80%**
English learners	**23%**	**80%**	**17%**	**80%**
Students with disabilities	**22%**	**80%**	**18%**	**80%**
American Indian/Alaska Native	**37%**	**80%**	**26%**	**80%**
Black/African American	**32%**	**80%**	**21%**	**80%**
Hispanic/Latino	**36%**	**80%**	**26%**	**80%**
Native Hawaiian/Pacific Islander	**41%**	**80%**	**29%**	**80%**
Asian	**73%**	**80%**	**69%**	**80%**
White	**60%**	**80%**	**50%**	**80%**
Multi-racial	**58%**	**80%**	**47%**	**80%**

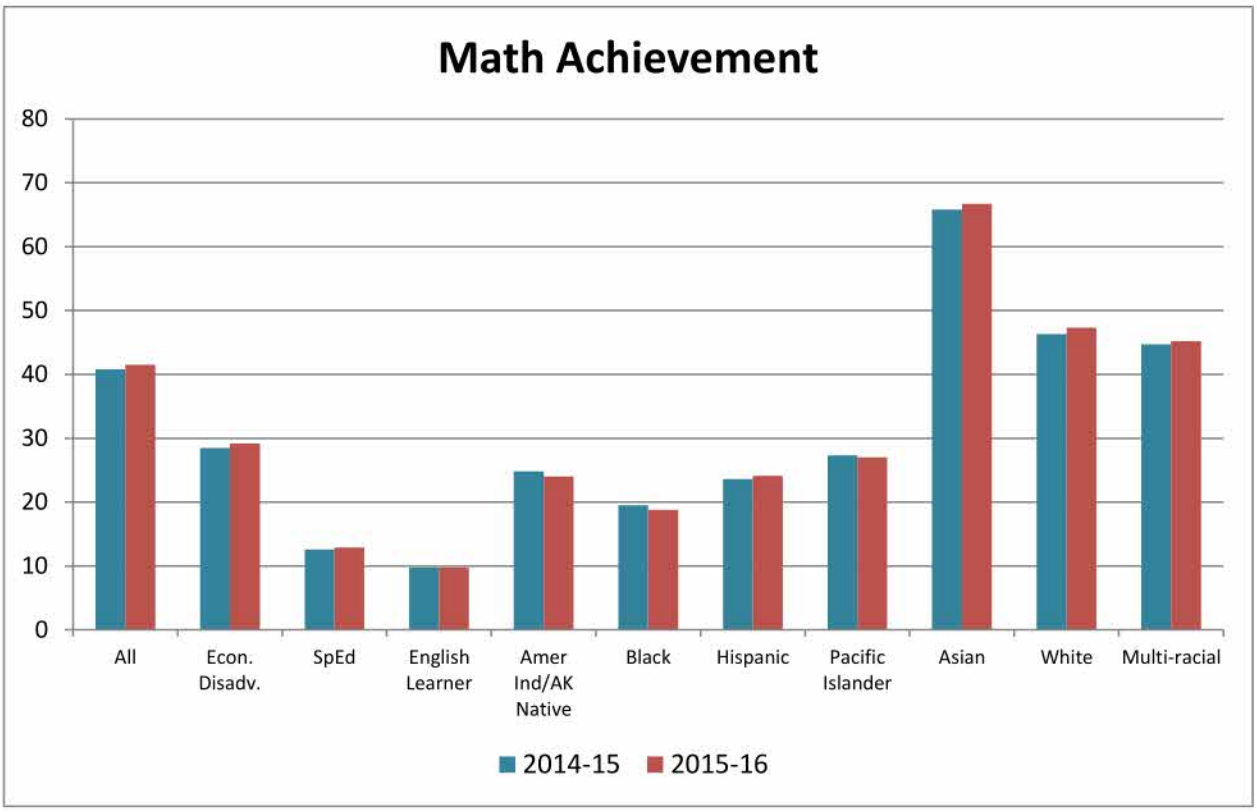
*Refers to the percentage of students in grades 3-8 and 11 who took the test who were proficient.

Results on current statewide assessments clearly show that opportunity and systems gaps exist in Oregon for our historically underserved and underrepresented student populations with regard to result. When compared to statewide averages the following student groups have large achievement gaps in the state:

- Students with Disabilities (Special Education)
- English Learners
- American Indian/Alaska Native
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander

The following charts show achievement results on English language arts (ELA) and mathematics assessments by student group.





These data clearly show that opportunity and systems gaps exist for our historically underserved and underrepresented students. Based on data from the state Kindergarten Assessment, gaps start even before Kindergarten. As we implement our state plan, ODE is committed to making these opportunity and systems gaps a priority and work with stakeholders to create urgency in addressing inequities in the state.

b. ***Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))***

1. ***Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each student group, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each student group in the State, and (2) how the long-term goals are ambitious.***
2. ***If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each student group in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.***
3. ***Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.***
4. ***Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.***

Oregon's 40-40-20 Goal establishes the state's long term goal of 100% of Oregonians earning a high school diploma or equivalent. Some students earn alternate credentials, such as a GED, and some students need more than four years to graduate. Hence, there would not be an expectation that the four-year adjusted cohort graduation rate goal also be 100%.

Oregon's goal is 90% for the four-year cohort graduation rate and is proposing the year 2024-25 for reaching this goal (Table 4.5). Interim targets will rise uniformly from the baseline for each student group (shown below in Table 4.5) to reach the goal, with each target rounded to the whole number. For example, to reach the graduation goal by 2024-25, interim targets for the All Students group will rise about 2% each year from the baseline of 74%, while the interim targets for the English learner student group will rise about 4% each year.

Table 4.5 Four-year cohort graduation rate

Student Group	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	74% (2015-16)	90% (2024-25 proposed)
Economically disadvantaged	66%	90%
English learners	51%	90%
Students with disabilities	53%	90%
American Indian/Alaska Native	55%	90%
Black/African American	63%	90%
Hispanic/Latino	67%	90%
Native Hawaiian/Pacific Islander	63%	90%
Asian	87%	90%
White	76%	90%
Multi-racial	73%	90%

Table 4.6 shows graduation gaps for the 2011-12 and 2015-16 graduating classes in Oregon by student group. There were some graduation rate methodology changes between the two years, so we will focus on the differences between groups here. Oregon has considerable gaps in its graduation rates, though there have been some significant shifts in graduation gaps over time. In particular, we have seen gains in the Black/African American and Hispanic graduation rates in the past four years. In fact, the graduation gap for these two groups is down by nearly one half over this time period. It should be noted, however, that the American Indian/Alaska Native gap has remained large.

Table 4.6 Four-year cohort graduation rates by student group

4-Year Cohort Graduation Rates					
	2011-12 Graduates		2015-16 Graduates		
Student Group	Rate	Gap with State	Rate	Gap with State	Gap Change
State Average	68.4	--	74.8	--	--
Asian	80.7	+12.3	88.0	+13.2	+0.9
Native Hawaiian/Pacific Islander	66.2	-1.8	70.1	-4.7	-2.9
American Indian/Alaska Native	50.8	-17.6	56.4	-18.4	-0.8
Black/African American	53.3	-15.1	66.1	-8.7	+7.4
Hispanic/Latino	59.5	-8.9	69.4	-5.4	+4.5
White	71.2	+2.8	76.6	+1.8	-1.0
Multi-racial	69.1	+0.7	74.4	-0.4	-1.1

Oregon also reports a 5-year cohort graduation rate (see Table 4.7). Oregon proposes to set a long-term goal of 93% for this rate. The draft goal year is 2024-25. To meet the goal by 2024-25, interim targets would rise 2% each year from the baseline of 77%. Note: the baseline and goals are not expected to change, but ODE is reviewing the goal year to determine whether the number of years to reach the long term goal is appropriate.

Table 4.7 Five-year cohort graduation rate

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	76% (2015-16)	93% (2024-25 DRAFT)
Economically disadvantaged	70%	93%
English learners	61%	93%
Students with disabilities	58%	93%
American Indian/Alaska Native	59%	93%
Black/African American	67%	93%
Hispanic/Latino	71%	93%
Native Hawaiian/Pacific Islander	72%	93%
Asian	90%	93%
White	78%	93%
Multi-racial	74%	93%

c. ***English Language Proficiency.*** *(ESEA section 1111(c)(4)(A)(ii))*

1. ***Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.***
2. ***Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.***

The first operational administration of the ELPA21 in Oregon was the 2015-16 school year. Given only one year of ELPA21, Oregon does not have sufficient information to calculate and evaluate the English Language progress indicators or establish baseline values, long-term goals, or measures of interim progress. Therefore, Oregon will calculate on track to ELP and ELP growth, evaluate their measurement properties (e.g., validity, reliability, stability, etc.), and establish baseline values, measures of interim progress, and long-term goals after the second operational administration of ELPA21 in 2016-17.

English language proficiency (ELP) is defined as the achievement of levels 4 and 5 on all four ELPA21 domains (i.e., reading, writing, listening, and speaking).

Oregon's long-term goal for English learners making progress towards English language proficiency is 90 percent. The timeline for English learners in Oregon to achieve the long-term goal is eight years (i.e., from 2017-18 to 2024-25). This goal is very ambitious given that it represents a 100 percent increase in performance from the baseline to the 2024-25 school year (i.e., 45 percent to 90 percent). The interim targets uniformly increase each school year by 5.625 points. It is important to note that these are preliminary estimates. The baseline value, interim targets, and the long-term goal are estimates based on (a) final results from 2015-16 ELPA21 and (b) preliminary results from 2016-17 ELPA21. Oregon intends to revisit the baseline value, interim targets, and long-term goal once final results of 2016-17 ELPA21 are available. Oregon anticipates negligible changes to the long-term goal and minor changes to the baseline value and interim targets.

See pages 43-45 for additional details about the English proficiency indicators.

iv. Indicators

Table 4.8 below lists the indicators that Oregon will use for accountability purposes.

Table 4.8 Accountability indicators

Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency on the statewide assessments in English language arts and mathematics.	Percentage of students at Level 3 or Level 4.
ii. Academic Progress	Academic growth (elementary and middle schools only)	Student growth percentiles for 4th to 8th graders on the statewide assessments in ELA and mathematics.
iii. Graduation Rate	Four-year cohort graduation rate	
iv. Progress in Achieving	Growth on the ELPA21	Student growth percentiles, or an equivalent

Indicator	Measure(s)	Description
English Language Proficiency	assessment Students on track to becoming proficient	model, applied to the domain level scores. An index score that reflects whether students are making adequate progress toward proficiency in English.
v. School Quality/ Student Success	Chronic absenteeism	Percentage of students absent 10% or more of enrolled days.
	Freshman on-track (high schools)	Percentage of first-time 9th graders who earn at least ¼ of their required graduation credits at the end of their first year in high school.
	Five-year high school completion rate (high schools)	Percentage of students earning a diploma, modified diploma, extended diploma, GED, or adult high school diploma.

All of the indicators listed in the table above can be derived from data that ODE is already reliably collecting, and so the listed indicators can be included in a robust, valid, reliable, and defensible accountability system in 2018. Each indicator is described in detail below.

Reporting Indicators

In addition to the accountability indicators above, Oregon's continuous improvement system will include locally reported indicators that provide additional information about the conditions for learning in schools and districts. Reporting indicators are not used to differentiate and identify schools. Because they are local measures and not collected statewide, they do not currently meet the test of reliability and validity required for accountability. They are, nonetheless, valuable data points that provide relevant local context and meaningful information not captured in the accountability data. By leveraging both accountability data as well as locally reported student progress data, we take into consideration local context and multiple measures to strengthen the identification of schools and districts most in need of comprehensive and targeted supports. Reporting indicators are found in the Table 4.9.

There was strong stakeholder input on the well-rounded reporting category and indicators. Many felt that there needed to be more accountability related to opportunity to learn as well as measures of social emotional learning and school climate/culture. ODE will continue to work with stakeholders to better define these indicators for accountability and school/district improvement and identify appropriate measures. We intend to look at measures such as CTE (Career and Technical Education) and/or STEAM (Science, Technology, Engineering, Art, and Mathematics) as future indicators in report card development.

Table 4.9 Reporting indicators for 2017-18

Category	Indicator
Opportunity to Learn	Rate and disproportionality in exclusionary discipline
Well-Rounded Education	Access to diverse learning opportunities, such as: Science, the Arts, Music, Social Sciences, Physical Education (PE), Health; Talented and Gifted (TAG); Career and Technical Education (CTE); Science, Technology, Engineering, Art, and Mathematics (STEAM); advanced learning; school library programs; expanded learning-afterschool and summer programs
	Parent and family engagement

ODE will engage parents representing diverse student groups, community-based organizations, educators, administrators, tribal governments, and advocacy groups to develop Oregon's annual Report Card for the 2017-18 school year. The purpose is to design a report card that provides clear, accessible information to parents, schools, districts, and communities. The report card will display student progress on each Accountability Indicator for each student group (i.e. All students, economically disadvantaged, English learner, students with disabilities, American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Hawaiian/Pacific Islander, White, and Multi-Racial) as well as a district's progress on the Reporting Indicators - Opportunity to Learn and Well-Rounded Education.

1. ***Academic Achievement Indicator*. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each student group; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.**

Academic Achievement

Oregon administers Smarter Balanced as its statewide assessment in English language arts and mathematics, as well as alternate assessments in these two subjects. Each of these assessments assigns achievement levels on a scale of 1 to 4, where Level 3 and Level 4 indicate the student has met state level standards. The achievement indicator is based on the percentage of students achieving level 3 or 4 on these assessments. These indicators are calculated separately for English language arts and for mathematics, and for each student group included in the accountability system (see below for description of those student groups).

Oregon uses enrollment on the first school day in May as the "snapshot" data for statewide assessments. When reporting statewide assessment results, we report students at their resident school and district on the first school day in May. For school accountability, we include only those student that have been resident in the school or district for at least half of the school year, which we call "Full Academic Year" or FAY. This is defined as being resident for more than half of the school's session days from the first school day of the year through the first school day in May. This has been Oregon's FAY calculation for many years, and it aligns with the new ESSA requirement for inclusion of students in assessment results for accountability purposes.

ESSA requires that the denominator for the achievement calculations includes at least 95% of students enrolled at the school, or the number of students participating, whichever is higher. To meet this requirement, Oregon will use the following calculation to determine the percentage of students at Level 3 or 4:

$$Achievement\ in\ ELA\ or\ Math = \frac{\begin{array}{c}Among\ students\ in\ the\ denominator, the\ number\ that \\ achieved\ Level\ 3\ or\ 4\ on\ the\ statewide\ assessment\end{array}}{\begin{array}{c}95\%\ of\ the\ number\ of\ students\ resident\ in\ the\ school \\ or\ district\ on\ the\ First\ School\ Day \\ in\ May\ that\ are\ FAY \\ OR \\ the\ number\ of\ participants\ among\ students \\ resident\ in\ the\ school\ or\ district\ on\ the\ first\ school\ day \\ in\ May\ that\ are\ FAY, whichever\ is\ higher\end{array}}$$

Note that in this calculation non-participants that drop the school or student group below the 95% threshold are counted as not meeting standard. In this way, we are meeting the ESSA requirement for the achievement calculation and also including non-participation in the accountability system. Including non-participants in

the indicator provides a proportionate response – those schools or districts with larger number of non-participants will see a proportionately large decrease in performance for this indicator.

2. ***Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each student group. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.***

Academic Progress

The academic progress will be calculated using Student Growth Percentiles for both English language arts and mathematics. Oregon will apply this growth model using assessment results in grades 3 to 8. Since the growth model requires at least one prior test score, growth percentiles will only be produced for students in grades 4 through 8. The Growth indicator will use the median growth percentile at the school or district, calculated separately for English language arts and mathematics.

Oregon will not use this growth model in high school for two important reasons. First, measuring high school growth would require us to measure growth from grade 8 to grade 11. This three year span is too long a time period to measure growth and attribute that growth to a single school, especially when one considers the impact of student mobility in the intervening years. Mobility and the long time span limit the validity of the measure when applied to students in 11th grade. In addition, Oregon is expanding the accountability indicators at high school to include Freshmen On-Track (described below) and chronic absenteeism. We believe that academic progress in high school as measured by credit attainment and progress toward a diploma is a more direct measure of student progress at high school than statewide assessments in 11th grade (which are already included as an achievement measure).

Secondly, ESSA allows for flexibility for districts to use an alternate high school assessment. The process and choice for these alternate assessments in Oregon has not been finalized. ODE will be developing this during the 2017-18 school year. However, if assessments other than Smarter Balanced are available at high school, no valid statewide growth measure for grades 8 to 11 will be possible in Oregon.

Oregon also provides a statewide assessment in Science at grades 5, 8 and 11. Some workgroup members and other stakeholders have expressed interest in adding this assessment as an accountability indicator. However, Oregon is currently developing a new science assessment aligned to the state-adopted Next Generation Science Standards. Oregon will look at including science in the accountability system after this assessment is operational, which is likely to be in the 2018-19 school year.

3. ***Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each student group; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).***

Graduation Rate

Oregon will use the four-year cohort graduation rate as the graduation indicator. This rate was first produced for the Class of 2009, and has long been used for school and district accountability in Oregon. Oregon's cohort graduation rate passed federal peer review in 2010, and closely adhered to the 2009 non-regulatory guidance. More details on the calculation of this graduation rate and detailed historical data can be found at http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx.

ESSA allows new flexibility in the assignment of high school students to schools in certain cases where a student attends multiple high schools within a district for a short amount of time. Oregon always assigns students to the most recent resident school attended in a district, and will not alter this rule in the future.

4. ***Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.***

English Language Progress Indicator

The English Learner Accountability Workgroup recommended that Oregon use two indicators for the English language progress indicator. The rationale behind this recommendation is to support a comprehensive view of English language progress through the use of two distinct but complementary measures. These indicators are (a) percent of English learners on track to English language proficiency (ELP) and (b) ELP growth. The on track to ELP indicator is criterion-referenced because it measures English learner progress as compared to a fixed set of expectations for ELP attainment. The ELP growth indicator is norm-referenced since it measures English learner progress as compared to peers with similar characteristics (e.g., prior achievement, enrolled grade, time identified as an English learner, etc.).

The data source for these indicators is the English Language Proficiency Assessment for the 21st Century (ELPA21). The ELPA21 has four domains (i.e., reading, writing, listening, and speaking), and Oregon intends to report each indicator by domain as well as the combination of all four domains for current English learners, students with interrupted formal education (SIFE), dual-identified, recently arrived, long-term, and English learners in bilingual programs.

On Track to English Language Proficiency

The first indicator uses the initial ELP level, current ELP level, and years identified as an English learner to determine whether an English learner is on track to ELP. Oregon intends to use a seven year English language attainment trajectory for all current English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson-Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), and an eight year English language attainment trajectory for SIFE and dual-identified English learners. The reason for the eight year trajectory is because SIFE and dual-identified English learners typically require additional time to attain ELP (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Table 4.10 and 4.11 below illustrate the seven year and eight year trajectory expectations. Furthermore, the tables also represent the uniform procedure Oregon will apply consistently to English learners.

Table 4.10 Seven-year trajectory expectations for English learners (except SIFE and dual-identified)

Initial ELP Level (Year 1)	Years Identified as an English Learner					
	2	3	4	5	6	7
Level 1	Level 2	Level 2	Level 3	Level 3	Level 3	Proficient
Level 2	Level 3	Level 3	Level 3	Proficient		
Level 3	Level 3	Level 3	Proficient			
Proficient						

Table 4.11 Eight-year trajectory expectations for SIFE and dual-identified English learners

Initial ELP Level (Year 1)	Years Identified as an English Learner						
	2	3	4	5	6	7	8
Level 1	Level 2	Level 2	Level 2	Level 3	Level 3	Level 3	Proficient
Level 2	Level 2	Level 3	Level 3	Level 3	Proficient		
Level 3	Level 3	Level 3	Proficient				
Proficient							

English learners are on track to ELP if they meet or exceed the trajectory expectations across all four ELPA21 domains given their initial ELP level and years identified as an English learner. For instance, suppose an English learner had an initial ELP level of 1 on all four domains, is not SIFE or dual-identified, and has been identified as an English learner for four years. According to the trajectory in Figure 1, this student would need a level 3 or higher on all four ELPA21 domains to be on track to ELP. Oregon intends to calculate the percent of students on track to ELP for each student group, domain, and a combination across all domains. The figure below shows a sample display of the percent of English learners on track to ELP. Note that the data in table 4.12 are for illustrative purposes only.

Table 4.12 Sample display of percent on track by student group, domain, and combined

Student Groups	On Track to ELP by Domain				On Track to ELP (All Domains)
	Reading	Writing	Listening	Speaking	
All English	70%	63%	74%	76%	72%
SIFE	41%	39%	45%	48%	44%
Dual-Identified	34%	33%	38%	39%	35%
Recently Arrived	67%	64%	69%	71%	68%
Long-Term	37%	36%	41%	43%	39%
Bilingual Program	72%	67%	76%	77%	73%

ELP Growth

The second indicator is ELP growth as measured by median growth percentiles. The model Oregon plans to use is a modified conditional status model (see Castellano & Ho, 2013) due to the small number of English learners in high school grades (see Goldschmidt & Hakuta, 2017). The specification of this model includes the current year ELPA21 domain scale score as the outcome and the prior year ELPA21 domain scale score as the covariate while adjusting for time identified as an English learner, current enrolled grade, SIFE, and dual-identification (see Hakuta & Pompa, 2017). Oregon will transform the residual (i.e., the difference between the observed and predicted current year ELPA21 domain scale score) to a percentile. This percentile is known as the percentile rank of residual and is equivalent to a student growth percentile (see Castellano & Ho, 2013).

The interpretation of the student growth percentile is the ranking of the student on the current year ELPA21 domain scale score as compared to academic peers with the same prior year ELPA21 domain scale score and who are in the same grade, have the same time identified as an English learner, and are SIFE and/or dual-identified (if the student is SIFE and/or dual-identified). Oregon will calculate the median growth percentile for each student group and report it by domain and the combination of all four domains. The figure below shows a sample display of the median growth percentiles. Note that the data in table 4.13 are for illustrative purposes only.

Table 4.13 Sample display of median growth percentiles by student group, domain, and combined

Student Groups	Median Growth Percentile by Domain				Median Growth Percentile (All Domains)
	Reading	Writing	Listening	Speaking	
All English Learners	51	49	54	59	54
SIFE	31	29	32	33	32
Dual-Identified	29	27	30	32	30
Recently Arrived	49	46	51	54	50
Long-Term	32	30	33	36	32
Bilingual Program	56	54	57	61	57

5. ***School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each student group. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.***

Oregon's school quality/student success indicators grew out of extensive stakeholder outreach, beginning with statewide community forums in the spring of 2016. Common themes arose around what constitutes a high quality school and a high quality, well-rounded education for students. Oregonians identified a number of indicators of a quality school. These included rigorous and well-rounded education, school climate, personalized learning, equity, culturally responsive services, and a desire to measure the success of students and schools in multiple ways, including academic, social-emotional learning, and the capacity of schools to prepare students for their next steps.

ODE took those themes to its ESSA Workgroups to inform workgroup recommendations around school and district accountability. The Accountability workgroup's task was to identify additional accountability

indicators beyond the current indicators of achievement on statewide assessments, growth on statewide assessments, and graduation rates. The workgroup expressed the same desire as stakeholders in general to create a broader accountability system, and engaged in a deep discussion about possible indicators that could be used to broaden the system, including school climate, well-rounded education, and college- and career-readiness. However, as a requirement of ESSA, new accountability indicators must be valid, comparable, and measured statewide in order for the system to fairly differentiate schools. The workgroup realized that current state data is somewhat limited, and many of the qualities that people value in schools are very heavily dependent on local conditions. Data currently available to the state are limited to that which are required by federal, state law, or state mandate. The workgroup also considered attendance data, discipline data, course enrollment patterns, and credit attainment for 9th graders, career technical education participation, and other data available to the state.

Other potential measures were more difficult to quantify or would not meet the ESSA requirement that the measure be disaggregated by each student group. An example would be family and community engagement which would not only be difficult to quantify, but would also not be able to disaggregate the data by student group. A third set of measures are those which the group felt were important, but either needed more study or would need new data collections from the state.

After much discussion the workgroup recommended that ODE include chronic absenteeism, freshmen on-track, and extended year graduation rates. They also recommended that we look further into school climate issues, breadth and depth of curriculum, advanced coursework opportunities, student readiness prior to high school, and other indicators. ODE will be reviewing these data points further to determine whether the state should adopt them as accountability indicators in the future.

School Quality/Student Success

Oregon will add three indicators of school quality or student success to its accountability system: chronic absenteeism, freshmen on track, and five-year completer rates. Each of these indicators has been reported for multiple years in Oregon, and they are all valid, reliable, statewide, and differentiate school performance. Each of these indicators is discussed in more detail below.

- **Chronic Absenteeism**

  Oregon defines chronic absenteeism as being absent from school for 10% or more of school days. While attendance rates have been part of school accountability since the beginning of NCLB, the notion of Chronic Absenteeism first emerged as a state priority in 2011-12 when Oregon's Education Investment Board required that districts set goals on reducing the rates of absenteeism in Oregon's schools. ODE first reported on chronic absenteeism rates that year, and in 2012-13 the measure was incorporated into school and district report cards. Detailed chronic absenteeism reports are posted on the ODE website.

  Interest in this measure has grown, and in 2015 the Oregon Legislature enacted House Bill 4002 which directed ODE and the Chief Education Office (CEdO) to jointly develop a statewide education plan to address chronic absenteeism of students in the public schools of this state. This plan can be found on the ODE website.

  Chronic absenteeism is linked to a host of poor outcomes for students including low reading performance (Attendance Works, 2014), future discipline issues, low graduation rates (Belfanz & Byrnes, 2012), and drop-out (Belfanz at al., 2014; Mac Iver & Mac Iver, 2010). In fact, chronic absenteeism rates are often our best predictors of on-time graduation rates and drop-out in Oregon and nationally; second only to grade point average. (Belfanz ; Burke, 2015). Chronic absenteeism

data provides important information on students prior to 3rd grade, and children who are chronically absent in preschool and kindergarten are less likely to read by third grade (Chronic Absenteeism in the Nation's Schools).

ODE has published Oregon data related to chronic absenteeism and dropout rates in the "Dropout Indicators" data brief and in the "School Attendance, Absenteeism, and Student Success" research brief. All of these reports highlight the importance of this measure and its relation to academic outcomes for students.

Oregon is well-positioned to report on chronic absenteeism and, as mentioned above, has reported this data for a number of years. ODE collects days present and days absent for all public school students enrolled in standard programs in Oregon through our student level cumulative Average Daily Membership (ADM) data collection. Excused and unexcused absences are both included in "days absent" in this collection. Detailed rules for the calculation of days present and days absent is included in the following ADM manuals and trainings resources.

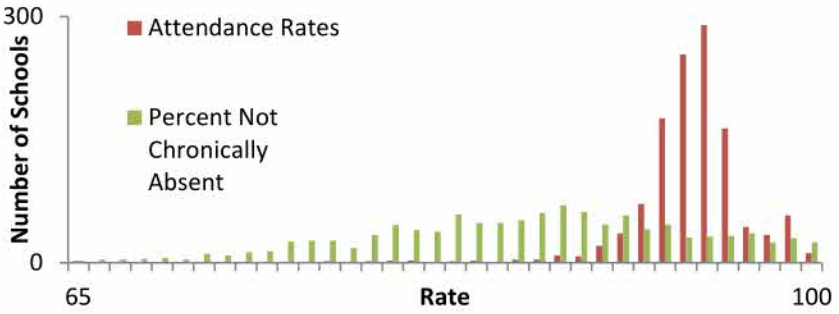
The statewide definition for days present and days absent results in attendance measures that are valid, comparable, statewide, and can be calculated on an individual student basis. As mentioned above, Oregon defines a student as chronically absent if they are absent (excused or unexcused) for 10% or more of their enrolled days in a school. We calculate this at both the school and district level.

When reporting data for school or district accountability we need to ensure that the individual student determinations of chronic absenteeism are as valid and reliable as possible. Students with short enrollment in a school district could have an absence of one or two days put them over the 10% absenteeism rate. Unless we look at enrollment over a longer period we can't be sure if this is a short-term or one-time event, or a signal of a continual attendance issue that needs to be addressed. In addition, students who transfer out of a district may be reported as absent until there is confirmation that the student has transferred or left the district; that is, the student is officially unenrolled. These mobile students may have absences at the end of their enrollment period that would artificially label them as chronically absent, and for reasons outside of the control of the district.

For the above reasons, when calculating Chronic Absenteeism at the school or district level, Oregon uses students enrolled on the first school day in May that have been enrolled for at least 75 days, which is about half of the school year from the first school day through the first school day in May. At the district level, we look at all days the student is enrolled in the district, regardless of school. When calculating school level data, we use only those days the student is enrolled in the school.

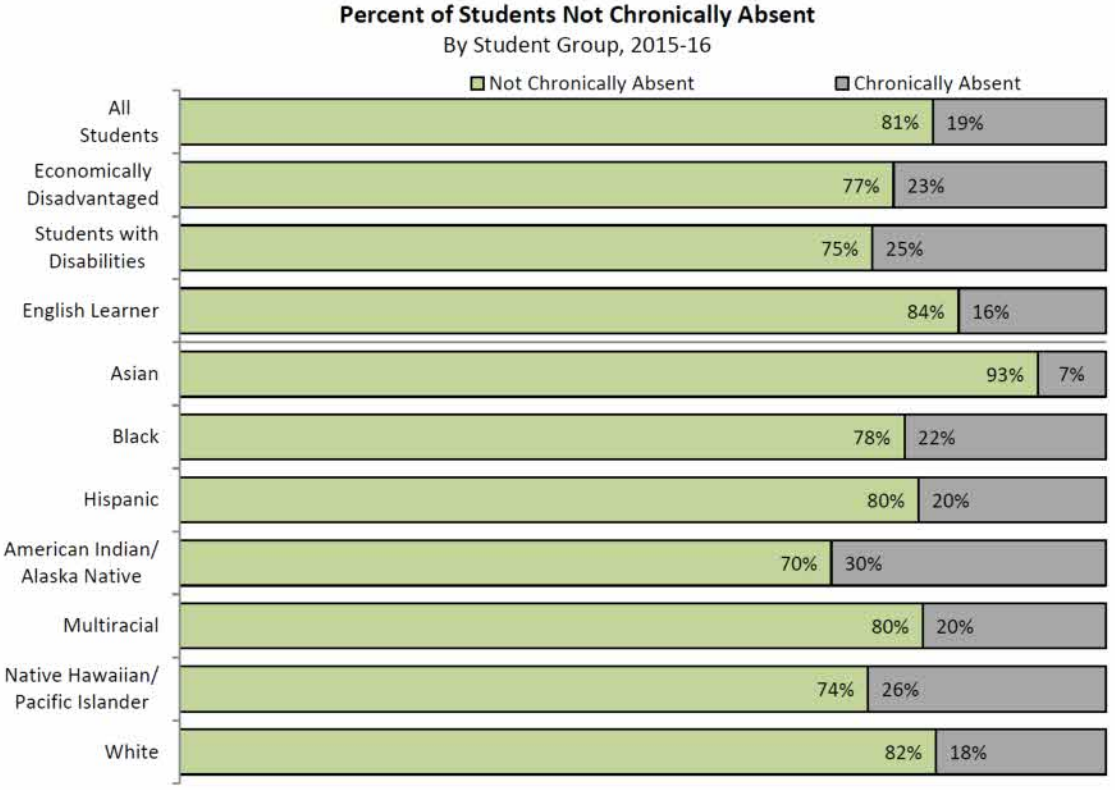
We aggregate the data at the school or district level as the percentage of students that are chronically absent. All students in kindergarten through 12th grade are included in the calculation. State level data for the 2015-16 school year shows that 18.7% of Oregon's students are chronically absent. The state is in the process of setting a long-term goal for reducing the rate of chronic absenteeism.

This measure differentiates schools, and in fact differentiates schools with much greater success than the aggregate attendance rate measure that was used under NCLB in Oregon. The following graph is a histogram comparing rates of chronic absenteeism and attendance rates by school.



These data show that chronic absenteeism rates clearly differentiate schools, and are a significant improvement over the use of average attendance rates for that same purpose. It is clear that chronic absenteeism aligns with state priorities, and is a valid and reliable statewide indicator that can be used in a system of annual school differentiation.

Chronic Absenteeism also differs across student groups. Those groups with an historic opportunity and systems gap also tend to have higher rates of chronic absenteeism. The rates of chronic absenteeism by student group are shown in the chart below.



These data show a clear correlation between attendance and student achievement and graduation rates. In particular we see the highest rates among students experiencing poverty, students with disabilities, Black/African American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander student groups.

- **Freshman On-Track**

  Oregon defines freshman (i.e., a first-time 9th grader) as "on-track" if they have completed at least six credits by the end of 9th grade, or one-quarter of the districts required credits for graduation, whichever is higher. This measure was first reported for Oregon districts in 2011-12 and first reliably reported at the school level for the 2013-14 school and district report cards.

  Research on the importance of credit attainment early in high school is widespread. Chicago Public schools have been working on the issue of 9th grade on track for more than a decade. Their measure jointly involved attendance and credit attainment, and there are numerous studies showing the results in Chicago, with examples available at http://www.attendanceworks.org/chicago-research-validates-on-track-approach-for-9th-graders/. Oregon first looked at Freshman On-Track statewide through Achievement Compacts, first developed in 2011-12. These Compacts required districts to set targets for 9th graders On-Track. At that time the measure followed Chicago's lead and combined attendance and credit attainment. Oregon quickly separated these into two discrete indicators, and now we collect and report data on chronic absenteeism separately (see above) and reserve the term Freshman On-Track for the credit attainment measure.

  Starting in 2013-14, Oregon collected Freshman On-Track data at the student level for all first-time 9th graders in the state. This student level data collection allows us to disaggregate data by student group and also to conduct research studies that connect Freshman On-Track data with attendance data, dropout rates, graduation rates, and other indicators.

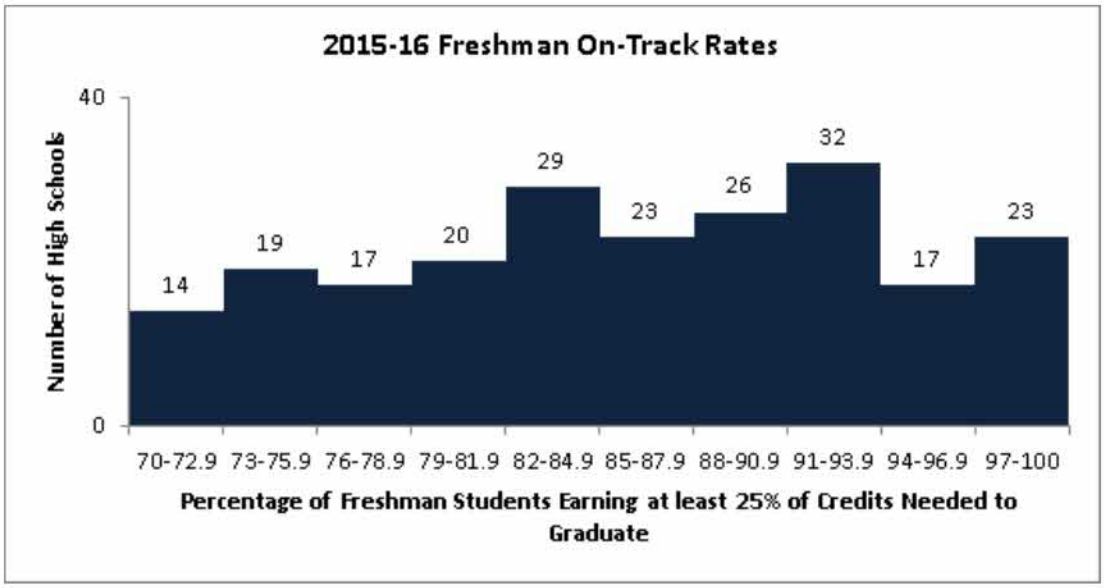
  Oregon data show that the Freshman On-Track measure strongly correlates with other high school outcomes. For example, research has shown that Oregon students not on-track at the end of 9th grade are sixteen times as likely to drop out as sophomores compared to those students who were not credit deficient. On-track status also correlates with other academic outcomes, such as graduation rates and statewide assessment results.

  Because Oregon collects student-level data on Freshman-On-Track and has clearly defined rules for the submission of these data, the data reported are valid, reliable, statewide, and can be disaggregated by required accountability student groups.

  For school and district accountability, we base the Freshman On-Track rate on the number of first-time 9th graders enrolled on the first school day in May, consistent with our reporting rules for many other indicators. In particular, the percentage of Freshman On-Track is defined as:

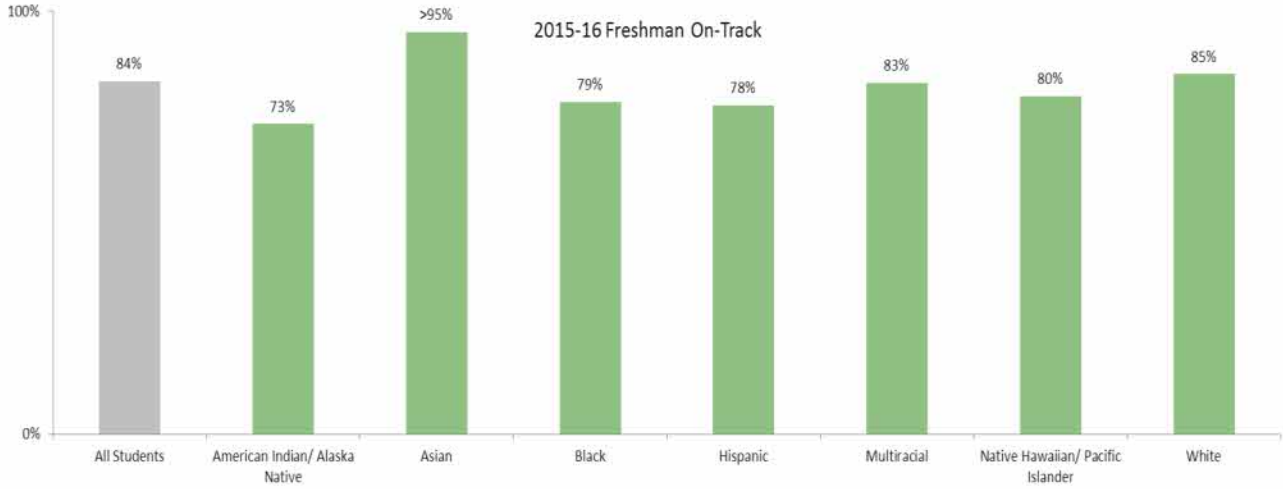
$$Freshman\ On\ Track\ Rate = \frac{\begin{array}{c} Among\ the\ students\ in\ the\ denominator \\ the\ number\ that\ have\ earned\ at\ least\ one-quarter \\ of\ their\ required\ graduation\ credits\ by\ the \\ of\ their\ first\ year\ in\ high\ school \end{array}}{\begin{array}{c} The\ numer\ of\ first-time\ 9th\ graders \\ enrolled\ on\ the\ first\ school\ day\ in\ May \end{array}}$$

  This measure also differentiates schools. The figure below shows a histogram of high schools in Oregon against their percentage of students that are Freshman-On-Track.

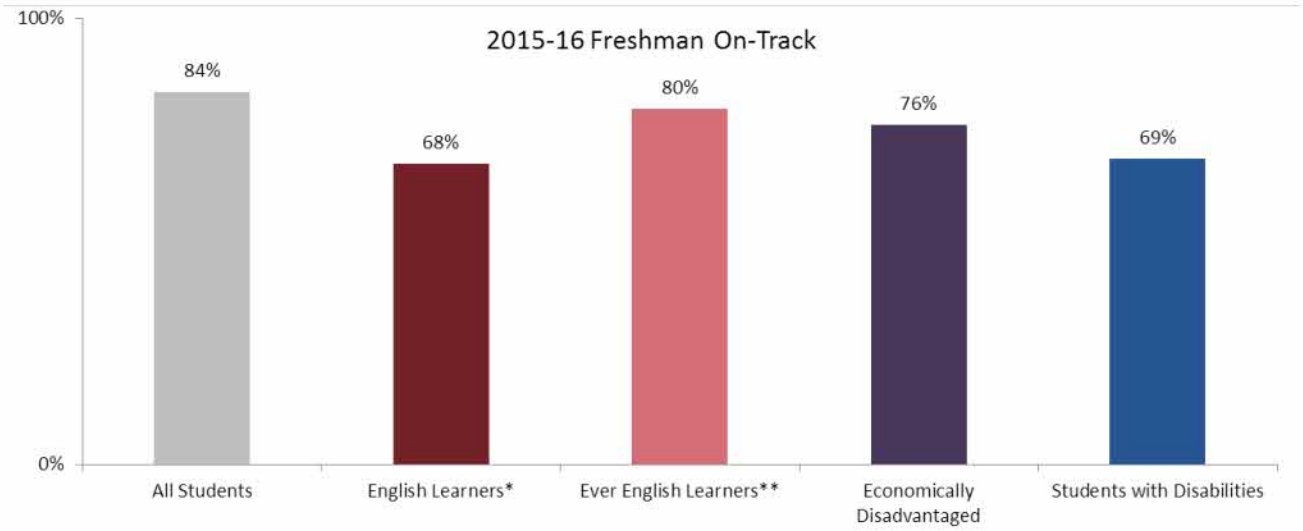


There are a few schools (typically alternative schools) with lower rates of Freshmen-On-Track, but we excluded them from the graph above to better highlight this measure's ability to differentiate all high schools.

Oregon also sees significant differences in the Freshmen-On-Track rates by student group, as the chart below shows.



Again, we see that four racial/ethnic groups show an opportunity and systems gap: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander. We also see disparities among English learners, economically disadvantaged, and students with disabilities, as shown below.



Note the particularly low rates of Freshmen-On-Track for active English learners and students with disabilities. The "Ever English Learner" includes students who were identified as English learners in 9th grade or who were identified at any time in the past, but have exited services before 9th grade. Data shows that students who exit English learner status prior to 9th grade have outcomes that are comparable to those of the general population.

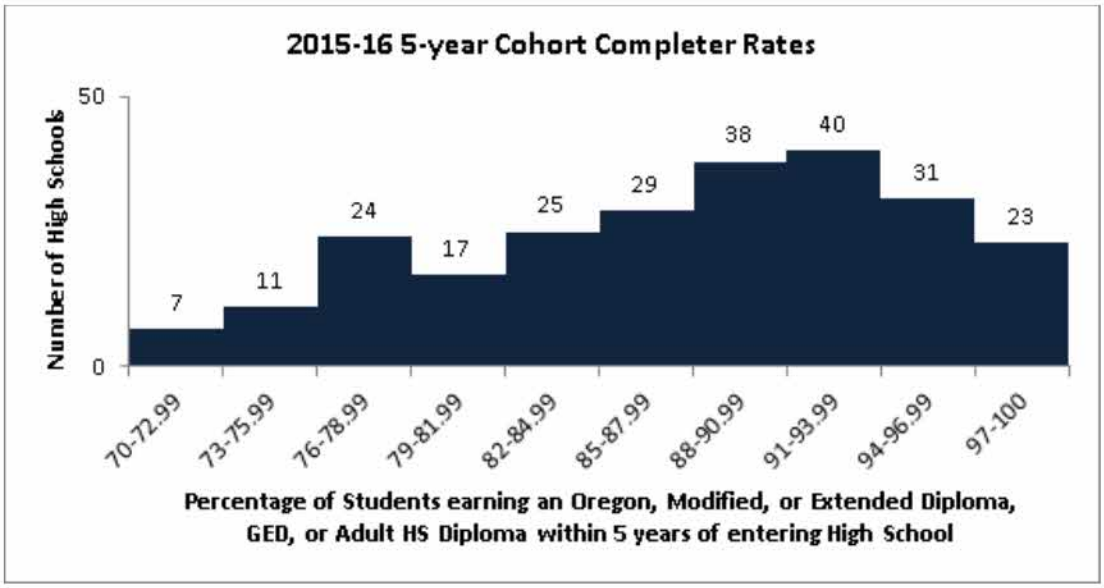
- **Five-year High School Completion Rates**

  Oregon's 40-40-20 goal sets the aspirational goal that all students in Oregon earn a high school diploma or equivalent. Oregon measures progress toward this goal using the five-year high school completion rate, which is the percentage of students earning a regular or modified diploma or an extended diploma, GED or adult high school diploma. The latter three outcomes are not included in the four-year cohort rate, but do represent important outcomes for students. In addition, the completer rate more appropriately includes successful outcomes for students enrolled in alternative programs or alternative schools, who often serve students that arrive off-track for graduation within four years.

  This measure should not be viewed in isolation. The combination of on-time graduation (as measured by the four-year cohort graduation rate) and the five-year completion rate provides a more complete picture of student outcomes for parents and the community. By using both of these measures in the accountability system, we highlight the importance of each and also create a more equitable measure for alternative schools in the state.

  Oregon has been calculating the five-year high school completer rate since 2009-2010. These rates are valid, comparable, statewide, and can be disaggregated by each accountability student group. These rates are calculated in the same way that cohort graduation rates are calculated – they follow each class of incoming 9th grade students, adjusting for transfers in and out, to determine the percentage that earn a high school diploma or its equivalent within five-years of entering high school.

  These rates also differentiate schools, as the histogram below demonstrates:



There are a few schools with lower rates of Freshman On-Track, but we excluded them from the graph above to better highlight this measure's ability to differentiate all schools.

v. ***Annual Meaningful Differentiation***

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each student group. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

The purpose of Oregon's accountability system is to identify schools that could benefit from additional supports and interventions. State resources are limited, however, so the accountability system will focus on identifying those schools most in need either for the school as a whole, or for particular student groups. Oregon's system of annual meaningful differentiation will be based on a combination of indicators. The indicators used for accountability determinations based on the 2017-18 school year are listed in the table 4.14.

Table 4.14 Accountability indicators for 2017-18

Category	Indicator	Grade Span		
		Elementary	Middle	High
Opportunity to Learn	Growth in 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	Graduation rate			Yes

Readiness	/four-year cohort			
	Freshman on-track			Yes
	Five-year completion rate			Yes

The accountability above, with the exception of the English language proficiency indicators, will be calculated for each of the following student groups: All Students, Economically Disadvantaged, English Learners, Students with Disabilities, American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, and Multi-Racial.

The accountability indicators will be calculated as follows:

- **Academic Achievement**: Calculated as the percentage of students achieving Level 3 or Level 4 on the statewide assessment (ELA or math). The denominator shall consist of all students enrolled on the first school day in May.

- **Academic Progress**: Calculated as the median growth percentile for students on the statewide assessment (ELA or math) using the Student Growth Percentiles model.

- **Progress of English learners**: A combined measure that looks at growth percentiles and a measure of students who are on-track to proficiency.

- **Graduation Rate**: Uses the four-year adjusted cohort graduation rate.

- **Chronic Absenteeism**: The percentage of students absent for 10% or more of the days they are enrolled in the school. The rate displayed on report cards will be the percentage of students that are regular attenders.

- **Freshman On-Track:** The percentage of students earning at least one quarter of the credits required for graduation by the end of their first year of high school.

- **Five-year completion rate**: The percentage of students with a high school diploma or equivalent, such as a GED, extended diploma, or adult high school diploma, by the end of their fifth year after entering high school.

Schools will generally be evaluated on six or seven indicators, though small schools may not meet the minimum n-size on each indicator, and so may be evaluated on fewer indicators. These indicators will apply uniformly to all schools in the state, including charter schools, with the exception of the grade band differences.

Each indicator will be measured on five levels as defined in Table 4.15.

Table 4.15 Indicator Level Criteria

Level	Criteria
Level 5	Meets the long term goal.
Level 4	Meeting the interim target, but not yet meeting the long term goal.
Level 3	Below the interim target, but not in the lowest 30% of schools.

Level 2	In the lowest 30% of schools, but not in the lowest 10%.
Level 1	In the lowest 10% of schools.

When calculating levels for student groups, we will use the "cut scores" that are used for the "All Students" group. However, we will add the rule that any student group that is meeting the Measure of Interim Progress for that group will receive a "rating" of not lower than Level 3. This will help the state focus the accountability system on those schools most in need of supports and interventions.

The determination of schools selected for support and improvement will be based on the indicators for which a school or student group is Level 1 or Level 2. Determination rules may vary slightly from year to year in order to ensure that at least 5% of schools are identified for comprehensive improvement.

Comprehensive Support and Improvement (CSI) Schools:

- Level 1 in at least half of the rated indicators (including weights, as described below), or
- Level 1 or Level 2 on all academic indicators, or
- High schools with graduation rates at or below 67%.
- Title 1 schools with chronically low performing student groups.
  - Schools with a student group performing at the "targeted" level for three or more years and that has not shown improvement.

Targeted Support and Improvement (TSI) Schools:

- Identify schools where at least one student group meets the criteria listed in the comprehensive improvement school definition, or
- Meets the above criteria for the school as a whole or for an individual student group.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

The accountability system will apply additional weights to academic growth for elementary and middle schools, and to graduation for high schools. Table 4.16 indicates the weights that will be applied. Note that "combined schools" are schools serving high school grades as well as students in grades 7 or lower.

Table 4.16 Draft Accountability Indicator Weights

Indicator	Grade Span			
	Elementary	**Middle**	**High**	**Combined**
Achievement in ELA	1	1	1	1
Achievement in Math	1	1	1	1
Growth in ELA	2	2		2
Growth in Math	2	2		2
EL Progress	2	2	2	2
Four-year cohort rate			2	2
Chronic Absenteeism	1	1	1	1
Freshmen on Track			1	1
Five-year completion rate			1	1
Total	**9**	**9**	**9**	**13**

These weights will be applied as follows: If a school is rated as Level 1 on an indicator with double weight, this indicator will count as 2 toward the total number of indicators that triggers comprehensive or targeted improvement. For instance, a school will be identified for comprehensive improvement if the "All Students" group is Level 1 in both ELA and math growth and on at least one other indicator.

The total weight applied to the academic indicators is much higher than that for the School Quality/Student Success indicators, and low performance on the academic indicators is sufficient to trigger identification for comprehensive or targeted support.

The accountability system will report both the most recent year's data for each indicator and the three year average for that indicator. For each school and each student group, we will use the higher of the three-year average or the one-year rate, provided they meet the minimum n-size requirement. This will allow schools to benefit from recent improvements as well as take advantage of the stability attained by using a longer year trend.

ODE is working with stakeholders on the alignment of House Bill 3499—Oregon's English Learner Strategic Plan and ESSA. See Section 6, pp. 117-119 for a description of the work underway.

c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

Oregon uses a "feeder-receiver" system whereby each school serving only grades below 3 uses the 3rd grade achievement results of the school to which the largest number of those students move to in 3rd grade.

Schools serving high school grades, together with grade 7 or lower (e.g., 7-12 or K-12 schools) will use a combination of indicators.

Schools that do not meet the minimum n-size on at least two indicators will be reviewed on an individual basis to determine if a comprehensive or targeted improvement designation is appropriate. This review will look at additional years of accountability data for the school. It will also include a review of locally collected data (e.g., locally administered assessments) to supplement the limited accountability data available.

Alternative schools and youth corrections schools will be included in the accountability system; however, the indicators used for their designation for comprehensive or targeted improvement will be based on their five-year completion rate, rather than the four-year graduation rate. Many of these students are not on track when entering these schools, and basing accountability determinations on the five-year high school completion rate will provide a better measure of the effectiveness of these schools. In addition, Oregon's system of supports and interventions will look at the unique circumstances for each of these schools (local data on credit recovery and increased attendance/engagement) in order to make final accountability determinations and recommend supports and interventions.

Newly opened schools will not be included in the state's accountability system until they have completed their second year of operation. By basing accountability determinations on two years of data, we will have the data we need to ensure these schools are appropriately designated. In addition, by including high schools after their second year of operation, we will be able to include data on graduation outcomes.

vi. ***Identification of Schools***

a. ***Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.***
b. ***Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.***
c. ***Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any group of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.***
d. ***Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" group of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))***

One essential part of Oregon's commitment to equity is ensuring students historically underserved and underrepresented receive and benefit from an equitable, well-rounded education that prepares them for success in their next steps, whether that be directly into the workforce, community college, or a university. ODE will take action towards closing opportunity and systems gaps by establishing district-level partnerships and differentiated supports for students demonstrating the greatest need.

Two major shifts Oregon will take to support these schools are: (1) Situating schools as part of a larger district system; and (2) Incorporating local data and local context when determining how to best select and implement additional supports based on need, stakeholder input and local factors. These two changes to Oregon's approach provide greater transparency and enhance opportunities to differentiate supports and resources.

School determinations will be based on the indicators for which a school is Level 1 or Level 2 (see table 4.15 for description of the levels).

Comprehensive Support and Improvement (CSI) Schools:

- Level 1 in at last half of the rated indicators (including weights, as described below), or
- Level 1 or Level 2 on all academic indicators, or
- High schools with graduation rates at or below 67%.
- Title 1 schools with student groups that show opportunity for growth along multiple measures.
    - Schools with a student group performing at the "targeted" level for three or more years and that has not shown improvement.

Targeted Support and Improvement (TSI) Schools:

- Any school where at least one student group meets the criteria listed above for comprehensive support and improvement school identification, or

- Meets the criteria for the school as a whole or for an individual student group.

Beginning in August, 2017, ODE will review accountability data and modeling to review schools suggested for comprehensive and targeted supports. Districts with multiple schools identified for Comprehensive and/or Targeted Support and Improvement will be engaged first. Given limitations with ODE capacity and fiscal resources, districts that demonstrate a commitment to improving schools through partnership, authentic stakeholder engagement and the use of evidence to drive improvement will be prioritized to receive improvement resources (1003a funds) for implementing improvement strategies for Comprehensive and Targeted Support and Improvement schools.

Districts will participate in the Readiness and Screening Protocol to build local context, analyze local reporting measures and data and develop priority improvement areas for further diagnostic review and plan development. Districts will be selected as follows:

a. Districts that establish a commitment to engage in the improvement process will move forward with supports and resources and will be designated as a "Comprehensive District Improvement Partner."
b. Districts that establish a commitment to engage in the improvement process and establish, through local data and context that comprehensive or targeted supports are not needed, will receive no immediate designation, but will receive access to technical assistance.
c. Districts that do not demonstrate such a commitment will see schools identified for supports and maintain designation as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) Schools and will independently implement improvement plans approved by ODE.

Districts under "a" (above) will conduct root-cause analysis through broad stakeholder engagement and collaboration using evidence-based diagnostic tools for strategic plan development. These assessments will serve as base-line data to be used to validate implementation of strategic plans upon consideration for exit.

e. <u>Year of Identification</u>. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

As part of Oregon's commitment to equity, Oregon will preliminarily identify CSI and TSI schools during the summer of 2017 with planning activities occurring during the 2017-18 school year. Official identification of the first cohort of CSI and TSI schools will occur during the summer of 2018, with the first year of implementation activities occurring during the 2018-19 school year.

Subsequently, Oregon will identify additional CSI schools every three years, with the next identification occurring the summer of 2021 and will identify TSI schools every summer following the 2018-19 school year. The table below further articulates the identification timelines for CSI and TSI Schools.

Table 4.17a: identification timelines

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
CSI	Preliminary Identification of Cohort 1; Development of school	Official Identification of Cohort 1; Implement school	Continued implementation; Adjusted supports / interventions	Continued implementation; Adjusted supports / interventions	Identification of Cohort 2; Development of school improvement	Implement school improvement plans and district monitoring

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	improvement plans and district monitoring routines	improvement plans and district monitoring routines	based on routine outcomes	based on routine outcomes; Initial exit considerations for Cohort 1	plans and district monitoring routines Exit considerations for Cohort 1; Progressive interventions for Cohort 1 schools who failed to make significant progress	routines for Cohort 2; Exit considerations for Cohort 1; Progressive interventions for Cohort 1 schools who failed to make significant progress
TSI	Preliminary Identification of Cohort 1; Development of school improvement plans and district monitoring routines	Official Identification of Cohort 1; Implement school improvement plans and district monitoring routines	Identification of Cohort 2; Development of school improvement plans and district monitoring routines Continued implementation for Cohort 1; Adjusted supports / interventions based on routine outcomes	Identification of Cohort 3; Development of school improvement plans and district monitoring routines Continued implementation for Cohorts 1 & 2; Adjusted supports / interventions based on routine outcomes Initial exit considerations for Cohort 1;	Identification of Cohort 4; Development of school improvement plans and district monitoring routines Continued implementation for Cohorts 1, 2 & 3; Adjusted supports / interventions based on routine outcomes Exit considerations for Cohort 1 and initial exit considerations for Cohort 2; Progressive	Identification of Cohort 5; Development of school improvement plans and district monitoring routines Continued implementation for Cohorts 2, 3 & 4; Adjusted supports / interventions based on routine outcomes Exit considerations for Cohort 2 and initial exit considerations for Cohort 3; Progressive

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Interventions (TSI Cohort 1 who fail to exit considered for CSI Cohort 2;)	Interventions (TSI Cohort 2 who fail to exit considered for CSI Cohort 2a;)

Table 4.17b: activities and processes for LEAs in support of CSI and TSI schools and plans.

	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
July / August	Run Accountability Model (Statewide Data)	Assemble Data (State & Local)	Assemble Data (State & Local)	Assemble Data (State & Local)	Run Accountability Model (Statewide Data)
August / September	• Communication to LEAs • Schedule Readiness and Screening Protocols • Provide planning grants to assemble protocol teams	• Formalize Identification • LEAs Communicate Priorities to ODE for publication on RC	• Data review • Stakeholder engagement to update on progress • Update of priorities to ODE • Schedule Readiness and Screening Protocols* • Provide planning grants to assemble protocol teams* (* - where needed)	• Data review • Stakeholder engagement to update on progress • Update of priorities to ODE • Schedule Readiness and Screening Protocols* • Provide planning grants to assemble protocol teams* • (* - where needed)	• Communication to LEAs • Schedule Readiness and Screening Protocols • Provide planning grants to assemble protocol teams
October / November	• Conduct Readiness & Screening Protocols • Provide Recommendations for Evidence-based tools for root cause analysis	• District routines • Adjust supports as needed • Enhance TA where needed	• District routines • Adjust supports as needed • Enhance TA where needed • Consider Increased interventions	• Fifth run of district routines • Adjust supports as needed • Enhance TA where needed • Consider Increased interventions • Sustainability planning /	• Conduct Readiness & Screening Protocols • Provide Recommendations for Evidence-based tools for root cause analysis

	2017-18	2018-19	2019-20	2020-21	2021-22
				prepare for exit	
December to February	• Conduct evidence-based needs assessments / root cause analyses with broad stakeholder engagement • Draft improvement plans				• Conduct evidence-based needs assessments / root cause analyses with broad stakeholder engagement • Draft improvement plans
March to June	• Finalize school improvement plans • Approve district plans	• District routines • Adjust supports as needed • Enhance TA where needed	• District routines • Adjust supports as needed • Enhance TA where needed • Consider Increased interventions	• District routines • Initial exit determination **OR** • Stronger Interventions	• Finalize school improvement plans • Approve district plans
July	• Finalize improvement plan budgets • Update stakeholders		• Improve sustainability planning **OR** • Reevaluate for stronger intervention	• Final exit determinations including approval from stakeholders	• Finalize improvement plan budgets • Update stakeholders

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2)(C)-(D))

Oregon's methodology for identifying Targeted Support and Improvement (TSI) Schools as described above, accounts for situations where outcomes for specific student groups would lead to identification as Comprehensive Support and Improvement Schools, if the student group were treated as an individual school. These schools would maintain TSI identification, but would receive differentiated technical assistance and support.

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Oregon will not include additional categories of schools.

vii. ***Annual Measurement of Achievement***
Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Schools with one or more student groups missing the 95% participation rate target will be identified for targeted improvement for participation and will be required to create and implement a plan for improving participation rates.

viii. Continued Support for School and LEA Improvement

a. ***Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.***

b. ***Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.***

Exit criteria will be the same for schools identified for both comprehensive and targeted supports.

Districts and schools will be deemed no longer in need of comprehensive or targeted supports when:

- the school is not identified for supports in August 2021, and
- the school establishes improved outcome (accountability) data as compared to identification (August 2017) data, and
- the review of the evidence-based diagnostic tools, as prescribed in the Readiness and Screening Protocol, establish improved systems and are confirmed by review team and stakeholders

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Historically in Oregon, more rigorous interventions for schools have been identified and applied at the end of a three- to four-year identification window. This approach, according to feedback from stakeholders (including practitioners in Oregon's currently identified Priority and Focus schools) does not put necessary systems in place early on to promote improved outcomes for schools demonstrating the greatest need. In lieu of waiting until the end of identification, stakeholders suggested that the state consider strategies germane to the concept of progressive interventions and put into place a proactive, systemic approach to continuous and sustained improvement.

To take immediate action, the state will annually review and adjust supports and interventions for identified CSI and TSI schools. When adequate progress is not being made, the state will determine the appropriate intervention through consideration of the aforementioned strategies. These include, but are not limited to:

- Directed use of resources / funds
- Increased coaching / on-site monitoring
- Consultation with ODE's Equity Unit staff
- District capacity review
- Reengaging stakeholders to conduct a diagnostic review

- Require or assign targeted professional learning
- Require participation in collaborative problem solving

Additionally, it is the state's intention to develop and implement a networked approach to supporting schools in need of additional supports. This approach will further strengthen opportunities to adjust supports and interventions in a timelier manner.

d. ***Resource Allocation Review*. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.**

Resources will be distributed via formula grants, with weighting and consideration given to:

- Planning grants to districts with multiple CSI / TSI schools
- Planning grants to districts with single CSI or TSI schools
- The total number districts to receive planning grants

Funds made available for improvement activities to be distributed with the following considerations:

- Number of plans to be funded at minimum levels
- Number of students to be served
- Number of schools designated for CSI / TSI supports
- Urban, suburban, rural, frontier status
- Opportunities for collaboration with other districts

As described in Section 2 of this plan, Oregon's System of Performance Management, districts will conduct a resource review as part of the consolidated federal application process. This integration will include questions and submission of evidence to ensure districts are differentiating resources to schools based on need. Additionally, the consolidated application process will provide better supports from ODE to districts in braiding resources to maximize impact on overall improved student outcomes.

e. *Technical Assistance*. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Resources and supports for CSI/TSI schools are outlined in Table 4.18 below.

ODE will support districts in conducting Comprehensive Needs Assessments to inform more intensive diagnostic review protocols. The combination of needs assessment and review will help identify evidence-based and/or develop innovative interventions and improvement strategies. Confirmed by local stakeholders, these improvement strategies will be monitored based on established implementation and leading indicators of success as well as locally reported student outcome data.

ODE will utilize the agency cross-office initiative to identify and leverage supports and resources identified in the Supporting All Students section of this plan as well as external resources to help districts address identified student needs. Technical assistance will be shaped by an equity lens and ongoing equity initiatives (when applicable, English Learner plan, African American/Black Student Success plan, and American Indian

Alaska Native Education plan); be individualized based on district needs and areas identified for improvement; and include culturally responsive evidence-based practices.

Results of the quarterly monitoring routines, established and implemented by the district and reported to ODE, will better support progressive interventions and adjustments in a timely manner. Previous improvement initiatives waited until the end of the identification period before leveraging differentiated interventions for schools (and districts) that did not make progress. Under this model, these adjustments will be made throughout the improvement initiative and will strengthen the overall impacts.

The meaningful differentiation of schools will serve as the methodology for identifying schools that may benefit from additional supports.

Table 4.18 Federal and state school/district designations and supports

Federal Designation	State Determined Conditions	State Designation	Resources / Supports
Comprehensive Support and Improvement School	• District w / several CSI & TSI schools; • District Leadership demonstrates commitment to engage in comprehensive improvement • Establish improvement partnership with ODE	Comprehensive District Improvement Partnership	• Planning grant • Technical assistance from ODE • Potential Systems Development and Implementation Coach • Implementation Resources • Ongoing Professional Learning and Networking
Comprehensive Support and Improvement School	• District with single CSI school • District Leadership demonstrates commitment to engage in comprehensive improvement • District develops improvement plan with support from and approval by ODE	Comprehensive Improvement Partnership (school is receiving comprehensive district supports, in conjunction with state assistance)	• Planning grant • Technical assistance from ODE • Potential Systems Development and Implementation Coach • Implementation Resources • Ongoing Professional Learning and Networking
Comprehensive Support and Improvement School	• District with single CSI school • District Leadership chooses to forgo state support • District develops improvement plan, approved by ODE	Independent Improvement Plan (district and school are implementing comprehensive improvement plans and have chosen to forego state assistance)	• Technical assistance from ODE • Access to ongoing Professional Learning and Networking
Federal Designation	**State Conditions**	**State Designation**	**Resources / Supports**
Targeted Support and Improvement School	• District with single TSI school or multiple TSI schools with similar challenges • District Leadership demonstrates commitment to engage in collaborative comprehensive improvement process • District develops improvement	Targeted Improvement Partnership (school is receiving comprehensive district supports, in conjunction with state assistance)	• Planning grant • Technical assistance from ODE • Potential Systems Development and Implementation Coach • Implementation Resources • Ongoing Professional Learning and Networking

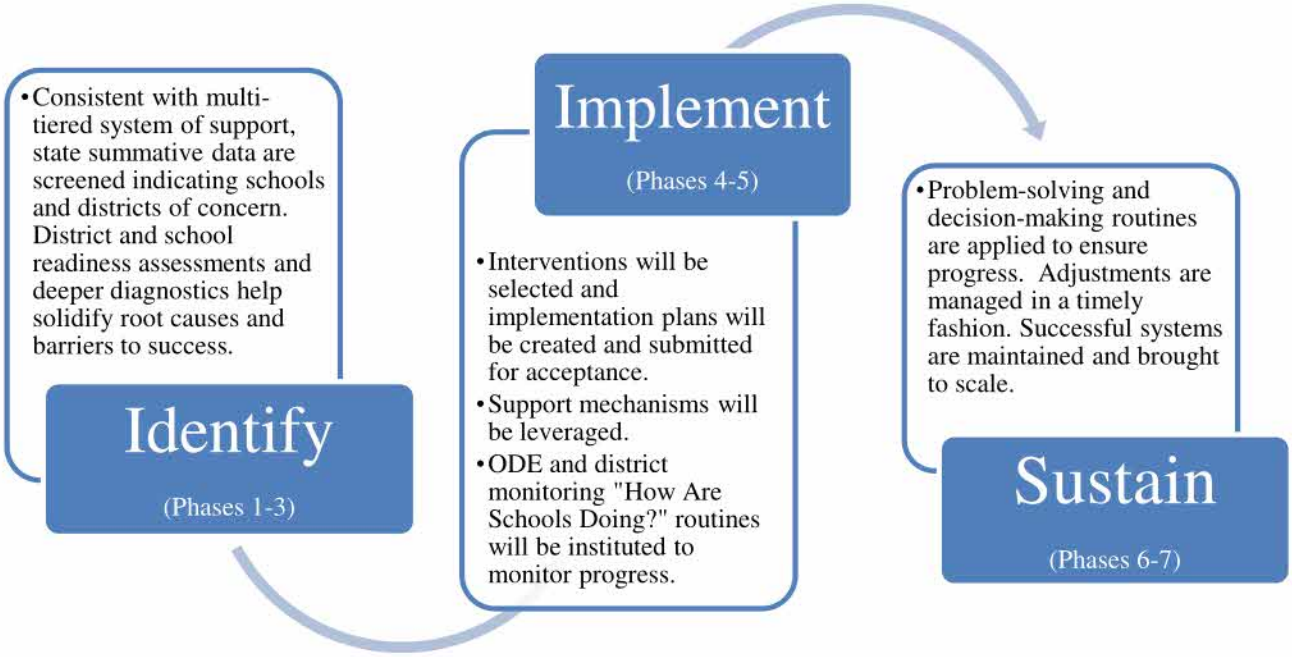
	plan with support from and approval by ODE		
Targeted Support and Improvement School	• District with single TSI school or multiple TSI schools with similar challenges • District Leadership chooses to forgo state support • District develops improvement plan, approved by ODE	Independent Improvement Plan (district and school are implementing comprehensive improvement plans and have chosen to forego state assistance)	• Technical assistance from ODE • Access to ongoing Professional Learning and Networking

Identification & Vetting Protocol for CSI/TSI Schools

Oregon's protocol for CSI/TSI school identification and vetting encompasses the following seven phases:

1. Initial identification
2. Vetting
3. Diagnostic review
4. Plan development
5. Implementation and monitoring
6. Reflection and adjustment
7. Sustainability

Oregon's equity lens will be applied throughout this process. These phases are described below and illustrated in the following graphic.



Phase for Identification and Vetting

Phase 1 - Initial Identification

The first phase of the District and School Improvement identification process is based on a multiple measures dashboard accountability plan that frames the revised Oregon School Report Card. Measures are grouped into major accountability categories including: Opportunity to Learn, Academic Success, and College- and Career- Readiness. The analysis and comparison of these summative data at the state level will serve as a screening mechanism by which districts and schools experiencing success or challenges are initially identified.

Phase 2 – Vetting

At this phase, the ODE will engage with districts and schools most in need of supports [based on initial screening results] to examine systems health and local contextual challenges underpinning low performance. The Readiness Assessment procedure engages district leadership and focus groups in an onsite consultation combined with a secondary examination of state accountability and local data. The consultation process consists of a series of questions designed to ascertain district and school systemic health related to Opportunities to Learn, Academic Success, and College- and Career-Readiness, more fully understood local contextual barriers and district willingness and capacity to engage fully with the improvement process. Through this further vetting, the final list of Comprehensive and Targeted Support districts will be finalized.

Phase 3 - Diagnostic Review

At this phase, Comprehensive and Targeted Support sites are finalized. Comprehensive support sites will be guided to develop a district implementation team ranging from executive leadership to classroom assistants and parent/stakeholder representation. This district team will be guided by ODE representation and charged with unpacking the data and results from phases 1 and 2 and, in some cases, will conduct a deeper diagnostic and root cause analysis for systems of concern. The deeper diagnostic and root-cause analysis process will use ODE approved evidence-based diagnostic tools and procedures. The results of the deeper diagnostic process will elevate problems of practice and priority areas [systems] that need development. Table 4.19 helps to illustrate the 3-step identification and selection process.

Table 4.19 Identification and selection process

INITIAL IDENTIFICATION As determined by state accountability data	**LOCAL REVIEW** Additional measures provide local context	**SELECTION** Finalize selection and establish local implementation team
Opportunity to Learn • Chronic absenteeism • Growth in ELA/Math (ES/MS only) Academic Success • Achievement in ELA/Math • English learner proficiency Growth on ELPA21 College & Career Readiness • Freshman on-track (HS only) • Graduation rate/four-year cohort • Five-year completion rate	Well-Rounded Education • Additional local measures of student performance, district and/or school climate will be used alongside state-level data • Screening through a readiness assessment protocol designed to elevate overall systemic strengths and needs, including but not limited to: o Leadership o Instruction (standards, assessment & curriculum) o Professional learning o Social & emotional supports o Engagement o Resource review	Final Selection of Comprehensive and Targeted Support schools finalized. • ODE and leadership coaches will guide districts to develop a district implementation team to include: o Executive leadership o Educators o Classified staff o American Indian/Alaska Native communities o Tribal Governments o Parents/families o Community partners Systems will be further diagnosed by local educational professionals

	○ Access to high-quality early learning ○ Current policies/initiatives	guided by ODE trained consultants (leadership coaches) in order to develop priorities, create goals and begin the process of developing a data-driven plan linked to specific areas of need.

Phase 4 - Plan Development
Following diagnostic review, ODE and leadership coaches will guide the district to select priority systems for improvement. Implementation plans will be created to follow implementation science principles and must include:

- Priority actions and justification (relationship of selected priorities to state accountability and diagnostic review will be required).
- Key action steps (including timelines and costs).
- Leading indicators (evidence) that will be collected and analyzed indicating successful implementation.
- Intentional braiding or discontinuation of concurrent district and regional early learning initiatives that support or are likely to interfere, respectively, with priority actions.
- Encourage collaboration with key stakeholders and tribal governments on development of the plan.

ODE will review and accept [or require revisions to] plans submitted by the district.

Phase 5 - Implementation and Monitoring

- **<u>Implementation</u>**
  Working to support district and school improvement plans will consist of the assignment of an ODE point of contact and the provision of ODE-sponsored or externally provided supports necessary to achieve plan success.

  ODE systems supports will be available in a variety of ways including:
  - Leveraging state-sponsored and evidence-based system initiatives
  - Adaptive Leadership Coaching
  - Technical Systems Coaching [for supporting state models that may be applied as evidence-based interventions when appropriate] such as Oregon Multi-Tiered System of Support (MTSS) Coaches
  - District Liaisons
  - Early learning and cross-sector professional learning opportunities for educators working with preschool-3rd grade students
  - Consultation with ODE's Equity Team throughout the implementation process, especially when different plans overlap, for instance the English Learners plan, African American/Black Student Success plan, and American Indian Alaska Native Education plan
  - Other

  ODE is committed to hiring/contracting coaches with: a strong track record of success in improving outcomes for historically and traditionally marginalized students, and historically underrepresented populations; a firm commitment to educational equity and ability to apply (and help others apply) an equity lens in challenging environments/systems; and appropriate knowledge, experience, and background to effectively support a district and/or school in effectively implementing their improvement plan.

- **Monitoring**
  Districts will be required to conduct and provide quarterly updates to both the ODE and the Local School Board using the How Are Schools Doing? (HASD) routine. The HASD routine consists of the following steps:
  1. Systematically gather school level implementation and student outcome data at the school and district level.
  2. Quarterly review of implementation and student outcome data via the HASD routine (a group of district leaders will be trained to conduct this routine).
  3. Submission of the HASD report [survey] to ODE in the first stage of the quarterly feedback loop.
  4. ODE will conduct its own HASD routine.
  5. Provide feedback (and when needed, onsite support) to the district following each cycle.
  6. Highlight districts and school bright spots and challenges quarterly.
  7. District will provide quarterly updates to their local school board.

Phase 6 - Reflection and Adjustment
The process outlined in phase 5 informs reflection and provides the opportunity to cement implementation and/or make course corrections when warranted.

Phase 7 - Sustainability
Phases 5 and 6 set the stage for ongoing system adaptation, refinement and sustainability. Active implementation and district routines to monitor the success of district efforts leads to the reflection, then plan and budget adjustments of Phase 6. Phase 7 is attained when the district's need for external guidance, coaching, or support decreases as their own capacity to run the model and provide ongoing support increases. All supports and resources will be allocated with this gradual release mindset from the beginning stages of engagement.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Districts with a significant number or percentage of schools identified for comprehensive or targeted supports will receive more rigorous support and technical assistance at the beginning of the identification window. In these situations, the local- and state-level monitoring routines will provide the necessary information to deliver timely adjustments to technical supports, interventions, and differentiated professional learning.

In cases where school districts and schools fail to make meaningful progress, similar interventions mentioned in 4.vii.c, above, will be leveraged.

Section 5: Supporting Excellent Educators

Supporting Effective Instruction

The Oregon Department of Education's plan for supporting excellent educators, PreK-12, considers the importance of preparation, licensure, recruitment, development, retention and advancement of educators who are excellently prepared to teach diverse student populations. Given the changing landscape of districts and schools in Oregon, the state must support stronger needs-driven, continuous, job-embedded professional learning that emphasizes culturally responsive pedagogy and practice. Stronger needs assessments in districts and schools and evidence-based strategies will support the differentiation of these opportunities and support timely, relevant professional learning opportunities for educators.

Strategies in the ESSA state plan align well with recommendations in the 2016 Report from the Governor's Council on Educator Advancement. Prior to the drafting of Oregon's ESSA state plan, Governor Kate Brown issued an executive order charging a council of practitioners and community based leaders to coordinate comprehensive supports to deliver excellence in teaching and learning, enhance Oregon's ability to elevate teacher voice, advance teacher and school leadership, and develop a coherent, transparent and accountable governance model for programs and practices that support educators throughout their careers. The council worked closely with the Governor's office to draft Senate Bill 182 establishing a statewide system to coordinate and connect networks in support of professional learning priorities, blending of funding sources, and management of innovation funds to support educators.

As council members noted in the report, "Recommendations in this report affirm Oregon's commitment to every student through a comprehensive, systemic approach to provide needed supports for PreK-12 educators serving in our schools and classrooms every day." (Executive Summary Report from the Governor's Council on Educator Advancement, p. 5).

1. ***Use of Funds* (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.**

In developing plans to improve support to educators, a multitude of recommendations and analysis from Oregon's Equitable Access to Excellent Educator Plan, the Governor's Council on Educator Advancement, the Deputy Superintendent's Advisory Council as well as feedback from districts, schools and practitioners were considered and synthesized to develop the shifts and strategies in this section of the ESSA state plan.

ODE has received valuable stakeholder input as to how Title IIA funds should be used to support educators, PreK-12. Many stakeholders feel that the Title IIA funds should remain in districts to strengthen school leadership. Other stakeholders also voiced a need for state-funded leadership development opportunities for administrators, teachers, and other school leaders. A strong message is that professional development needs to be provided equitably around the state so that educators in rural, suburban, and urban areas alike have an opportunity to benefit from relevant high-quality learning opportunities. The use of technology to engage educators in rural districts is a clear priority. Educators also expressed the need for professional development to include PreK-12 educators and in all content areas, TAG, teachers in special education, early learning, paraprofessionals, specialized instructional support personnel (school librarians, school counselors, school psychologists, school social workers, school nurses, speech language pathologists), and school and district administrators. There is also a recommendation to provide incentives for educators to participate in relevant, excellent professional learning through tuition reimbursement and stipends. Some specific recommendations

to support and strengthen administrator and educator leadership included attention to trauma-informed care, culturally responsive pedagogy and practice, the role of school counselors, and education equity.

ODE will use the Educator Advancement Council's professional learning plan to inform how the state uses Title IIA funds for statewide initiatives beginning with the federal FY 18 allocation.

- **Increase student achievement**
  Understanding the drivers for low student achievement is essential to seeing it improve. As part of Oregon's System of Performance Management, described in Section 2, ODE is developing a Comprehensive Needs Assessment and diagnostic review instruments that will better address the potential root-causes of low student achievement for different student groups. These processes will also provide stronger opportunities for districts and schools to select the right evidence-based interventions. As Oregon moves to a Comprehensive Needs Assessment and consolidated district plan for continuous improvement, the opportunities to leverage federal funds and other resources differently will allow for more holistic strategies for improvement. Many of these interventions will require professional learning for educators to see implementation with fidelity and success. As part of Oregon's revamped System of Performance Management, districts will be asked to develop more robust routines to evaluate and adjust systems and practices aimed at improving student achievement. In this case, the comprehensive professional learning systems would be aligned to the selected evidence-based intervention and would provide both feedback and inform next steps via outputs in the periodic routines. Braiding Title IIA funds with funds in other programs will allow districts the flexibility to be more responsive.

- **Improve effectiveness of PreK-12 educators, principals and other school leaders**
  While federal requirements have been eliminated, Oregon will continue to implement educator evaluation and support systems under Senate Bill 290. Recommendations from the ESSA Educator Effectiveness workgroup as well as other stakeholders suggest changes in Oregon Administrative Rule relative to Senate Bill 290. While the workgroup and other stakeholders are committed to including student learning and growth goals in educator evaluations, the use of state assessments in educator evaluations will be optional. Stakeholders have identified both strengths and challenges with the use of the Oregon Matrix as a summative model. ODE will reconvene a work group of educators and partners to determine the future of the Oregon Matrix and revisions to the OARs. ODE will also provide guidance to districts on how they can incorporate prekindergarten educators who are employed by the district into their evaluation systems.

- **Improving systems for high-quality professional learning**
  Oregon is developing systems to connect and leverage existing initiatives and resources to support the development of educator networks that will provide equitable access to high quality culturally responsive professional learning informed by local context and teacher voice. Title IIA funds, in conjunction with state investments, will provide the necessary resources to see that more educators have access to better professional learning tailored to individual needs. Professional learning opportunities will align with ongoing equity initiatives (when applicable), including: The English Language Learner Strategic Plan, African American/Black Student Success Plan, and American Indian / Alaska Native Education State Plan.

2. ***Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.***

Title II, Part A funds will be used to supplement existing state strategies to provide systems and structures necessary for ODE and districts to implement strategies to ensure all students, especially students of color,

English learners, students experiencing poverty, and students with disabilities have equitable access to excellent educators.

ODE will support investments in a comprehensive professional learning systems that provides differentiated professional learning opportunities that are:

- Driven by culturally responsive practices.
- Aligned to the national *Learning Forward* professional learning standards; job embedded and sustained.
- Informed by observation and evaluation data.
- Informed by student learning and growth goals.
- Developmentally appropriate and aligned across PreK-12, especially at key transitions points.

As a result of the Oregon Educator Equity Act, data on the diversity of Oregon's educator workforce is tracked over time and reported annually to legislators. This attention to the need for more racially and culturally diverse educators has prompted new partnerships between districts and educator preparation programs.

Additional strategies designed to ensure all students have access to excellent PreK-12 educators include:

Strategy 1: Human Capital Management
ODE will work with districts and other partners to develop more robust human capital and talent management (i.e. recruitment, hiring, retention) strategies that:

- Support development of district policies and strategies for the recruitment and retention of culturally and linguistically diverse educators.
- Foster district and school cultures that promote diversity as an asset.
- Incentivize districts to adopt alternate career pathways that elevate teacher leadership and certification in an effort to provide teachers and other educators with advancement opportunities while remaining in the classroom.
- Incentivize districts to drive educator-led professional learning efforts.
- Utilize the *Teaching, Empowering, Leading, and Learning Survey*, referred to as Oregon's TELL survey, to reflect educators' perceptions of teaching and working conditions in terms of educator recruitment and retention, school culture, and student learning.
- Align strategies with the American Indian Alaska Native Education State Plan, Objective 4, diversifying the hiring pool of AI/AN teacher candidates.

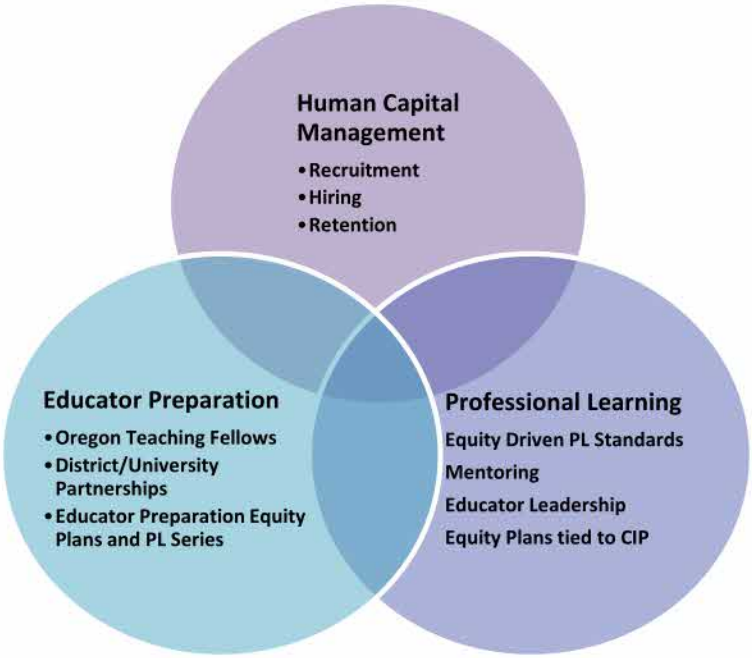
Strategy 2: Culturally Responsive Practice/Professional Development
Earlier this year, the Governor's council discussed the need to convene a team of school-based practitioners, educator preparation faculty, and community-based organizations to guide the development, improvement, and accountability of culturally responsive and sustaining curriculum, pedagogy, and practices by:

- Working with partners to ensure necessary capacity is developed, as well as common understanding of language, terms, and practices;
- Identify a professional learning framework inclusive of topics needing to be shared statewide across the continuum;
- Supporting Teachers on Special Assignment (TOSA), professional learning facilitators, administrators, and educator preparation program faculty to model culturally sustaining practices;
- Developing a strategy for recognizing exemplary programs to encourage others to replicate successes; and
- Developing success metrics and sharing annual progress reports.

ODE will work with districts and other partners to provide ongoing professional learning for educators, principals, superintendents and other district leaders aimed at improving culturally responsive practices tailored to support the unique and changing populations in districts and schools. As part of the district's comprehensive professional learning systems and structures, these components will be embedded in learning opportunities, informed by local demographic data and refined by educator observation and evaluation information. ODE will work with partners to develop systems whereby all Oregon school district educators engage in professional development that is specifically focused on closing gaps in beliefs, opportunity, and achievement for students of color, English learners, and students experiencing poverty, with a commitment to developmentally appropriate and best practices for closing gaps aligned across early childhood and K-12. Efforts will align with Oregon's African American/Black Student Success Plan, American Indian/Alaska Native State Education Plan, and English Learners Statewide Strategic Plan.

Strategy 3: Educator and Principal Preparation Programs

As a result of recent legislation, all educator preparation programs must be moving towards national accreditation, creating stronger feedback loops between those who prepare educators and those who hire educators. ODE is collaborating with the Teachers Standards and Practices Commission (TSPC) as well as the Oregon Association of Colleges for Teacher Education (OCATE) in connecting educator effectiveness data to teacher preparation programs in order to see new teachers better prepared at the start of their careers through a State Longitudinal Data System (SLDS), overseen by the Chief Education Office in partnership with all other related agencies. By establishing stronger feedback loops, information sharing and data systems, we can be more responsive in aligning preparation, standards, induction, mentoring, development and advancement strategies for preK-12 educators to ensure all of Oregon's students have equitable access to excellent educators.



Recommended investments from the Governor's Council for Educator Advancement include:

- Improved induction and mentoring support for beginning educators, PreK-12, including supports around addressing specific learners and learning needs.
- Increased state investments for scholarships to recruit linguistically and culturally diverse educators, PreK-12.

- Support a seamless system of professional learning linking Early Learning providers, including Early Learning Hubs, Head Start, Pre-Kindergarten programs, child-care providers, home visitors, and other early learning education services providers with the K-3 public school system.

Additional strategies developed through the Oregon's Equitable Access to Educators Plan include:

- Seed funding for a phased-in expansion of university/district partnerships in communities where students of color exceed 40 percent of the student population.
- Coordination of plans with partners from each equity-focused state plan work group and regular reporting to the Legislature via future Educator Equity Reports.

3. ***System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.***

In Oregon, the Teachers Standards and Practices Commission (TSPC) is responsible for educator licensure. While the agency conducts its business operations independently from ODE, a positive and collaborative partnership is currently in place. ODE and TSPC are committed to utilizing a collaborative approach to ensure alignment and coherence in systems to support educators statewide.

Educators who are employed by public schools and who are compensated for their services from public funds must hold a valid license. Licenses are required for: teachers; counselors; school psychologists; supervisors; professional technical directors; principals, program directors, and other district administrators who evaluate licensed personnel; superintendents; athletic coaches; school nurses; substitute teachers; and other personnel performing the above duties regardless of title. Click on the following link for the TSPC Licensing Guide. http://tspc.oregon.gov/licensure/licensure.asp

Below is a brief synopsis of licensure requirements in Oregon.

Preliminary Teaching: The Preliminary Teaching License is issued to new teachers who have completed a Commission-approved teacher preparation program. The Preliminary Teaching License signifies that the educator is a novice teacher who has not met the advanced competencies and experience requirements for the Professional Teaching License.

Term of License: Three years.

To meet the minimum qualifications to apply for the Preliminary Teaching License, you must:

- Be 18 years or older;
- Hold a bachelor's degree or higher (regionally accredited or foreign equivalent);
- Complete a Commission-approved teacher preparation program (official verification of completion is required);
- Pass a subject matter test for your teaching content area(s) (if necessary);
- Pass the required Protecting Student and Civil Rights in the Educational Environment exam;
- Pass a criminal background clearance, including fingerprints, if necessary.

Professional Teaching: The Professional Teaching License is an advanced teaching license that is issued to qualified applications that have demonstrated advanced competency in teaching and who have taught for at least five years. The Professional Teaching License authorizes the teacher to teach in the subject areas in which the license is endorsed and at the grade levels at which the license is authorized.

Preliminary Administrator: The Preliminary Administrator License is issued to educators who have completed an administration preparation program and hold a master's degree. It is valid for prekindergarten to grade 12 school administration in any administrator position.

Term of License: Three years. May be renewed two times.

To meet the minimum qualifications to apply for the Preliminary Administrator License, you must:

- Have three (3) academic years of experience as a full-time licensed educator;
- Hold a master's or higher degree in the arts and sciences or an advanced degree in the profession (regionally accredited or foreign equivalent);
- Complete, as part of the master's degree or separately, an initial graduate program in school administration at an institution approved for administrator education.
- Complete course on Oregon School Law and Finance or demonstrate equivalent competency. (Oregon program completers will automatically meet this requirement because the course is imbedded into all approved Oregon administrator programs.)
- Pass the required Protecting Student and Civil Rights in the Educational Environment exam;
- Pass a criminal background clearance, including fingerprints, if necessary.

Professional Administrator: The Professional Administrator License is issued to educators who have completed an initial administrator preparation program and have advanced preparation beyond a master's degree. It is valid for prekindergarten to grade 12 school administration in any administrator position.

4. ***Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.***

ODE has recently launched a cross-office initiative led by the Office of Teaching, Learning and Assessment and the Office of Student Services that involves staff from across the agency. The aim is to build coherent supports to districts and schools driven by a review of data and local context / need. This initiative will serve as the cornerstone for providing differentiated supports to district and schools specifically aligned to root-cause outcomes, disaggregated student achievement data and next steps informed by the district's diagnostic review. By leveraging the individual expertise around evidence-based and effective practices to support the diverse needs of learners in Oregon, we can improve outcomes for students in real time. ODE will provide district and regional trainings to deepen understanding of strategies to identify needs and instruction to improve learning for students with disabilities, English learners, students who are talented and gifted (TAG), and students with low literacy levels. Some specific, targeted professional learning supports to educators underway include:

- Improving multi-tiered systems of support (MTSS)
- Strengthening early learning and early elementary grade standards alignment
- Enhanced learning around early literacy
- Trauma informed care and practice
- Opportunities to promote personalized learning
- Counseling standards to promote college and career readiness, reduction in chronic absenteeism and improved graduation outcomes
- Providing guidance on universally screening for risk factors of reading difficulties, including dyslexia, in kindergarten and expanding the guidance to include screening in grades 1 and above

(State law requires that districts universally screen students in kindergarten for risk factors of dyslexia)

- Vetting training opportunities that enable teachers to both (a) understand and recognize dyslexia; and (b) provide instruction that is systematic, explicit, and evidence-based to meet the needs of students with dyslexia (State law requires that one K-5 teacher in each K-5 school complete dyslexia-related training)
- Creating a network of dyslexia-trained teachers from across the state through the Oregon Educator Network to provide ongoing instructional resources and support
- Developing guidance in the form of a state-level handbook on providing instructional support to students with risk factors for dyslexia
- Offering training on evidenced-based practices to systematically and explicitly teach the foundational skills in reading to high needs schools/districts through summer reading academies
- TAG regional trainings addressing: identification practices, historically underrepresented populations, social-emotional considerations, school-wide program models, and using data to inform policy and practice
- TAG instructional best practices in content-specific professional development
- Inclusive instructional best practices in academically diverse classrooms
- District level TAG trainings specific to needs of individual districts
- Regional and district level instructional training for typical gifted practices such as: acceleration (whole grade and subject), curriculum compacting, cluster grouping, enrichment, dual enrollment, personalized learning, and differentiated curriculum and instruction.
- Regional and district level training for twice exceptional populations
- Provision of job embedded coaching relating to students with specific disabilities such as autism. Evidence based practices are modeled. Model program training sites are spread throughout Oregon, including rural areas.
- Oregon Technology Access Program (OTAP) provides technical assistance and professional development to increase the capacity of LEAs, ESDs, and EI/ECSE providers to effectively use Assistive Technology and Accessible Instructional Materials with their students informed by the principles of Universal Design for Learning (UDL).
- ODE provides technical assistance/PD to specific LEAs based on LEA specific needs as LEAs request or data indicates. Identification of students with disabilities is one such TA/PD provided.
- HB 3499, which allocates funds to districts based on their specific needs to improve outcomes for English learners, and strategically targets activities that will provide the maximum impact and benefits to students learning English. Most districts are using these funds to improve instruction for ELs and are providing extensive professional development to teachers on SIOP, constructing meaning, AVID, and best practices for ELs.

The aforementioned list is not exhaustive, but provides a snapshot of some of the high-need areas currently being supported in Oregon.

5. ***<u>Data and Consultation</u> (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.***

During the development of Oregon's ESSA State Plan, nearly two dozen community forums were held with the explicit aim of garnering input from parents, families, teachers, students, paraprofessionals, school and district leaders, Charter School representatives, school board members, Tribal governments, and community and business partners. The resounding success and appreciation for these opportunities have not only shaped Oregon's plan and priorities for continuous improvement, but have established a practice that will be ongoing.

Leadership at the Oregon Department of Education is committed to seeing these types of feedback-gathering sessions become consistent practice.

Additionally, the Oregon Department of Education's established partnerships with organizations such as the Confederation of School Administrators (COSA), Oregon School Boards Association (OSBA), Oregon Education Association (OEA), and Oregon School Personnel Association (OSPA) enable the agency to understand the challenges and barriers facing educators and leverage the opportunities and supports through a systematic approach.

The use of data to inform decisions about educator growth and development is imperative and Oregon is poised to evolve systems and supports for educators to aimed at seeing all students in Oregon have access to and benefits from high-quality, well-rounded educational experiences. Opportunity and achievement gaps continue to persist in Oregon. Though gains are being made, the gaps are not being closed quickly enough. Several groups of stakeholders as well as a variety of venues for engagement and feedback currently support and guide Oregon's commitment to closing these gaps.

- The Oregon Coalition for Quality Teaching and Learning is comprised of representatives from the Oregon Educator's Association, Confederation of Oregon School Administrators, the Higher Education Coordinating Commission, leaders from post-secondary and teacher preparation programs, the Chief Education Office and a variety of non-profit and private partners who support education. The coalition has been an integral part of guiding the Network For Quality Teaching and Learning, a state investment aimed at improving educator effectiveness through a variety of data- and research informed strategies and initiatives.
- The Deputy Superintendent's Advisory Council is comprised of teacher leaders from across the state and is tasked with providing practitioner perspectives in shaping policy and practice.
- The Governor's Council for Educator Advancement is comprised of school and district leaders, legislators, community partners and partner organizations and is tasked with reviewing statewide data and research to shape policies and investments to improve educator effectiveness.
- Oregon School Personnel Association (OSPA)
- Charter School leaders

Though independent of one another, these groups have clearly concluded the need to better support districts and schools in addressing the needs of all learners by differentiating supports based on local context and need. The following are The following are high-level strategies that will girder ongoing support for improving educator effectiveness:

- Develop talent pipelines to support diversifying the workforce.
- Strengthen recruitment and hiring practices to improve retention rates.
- Expand mentoring and induction for beginning educators and administrators.
- Improve the quality and delivery of differentiated and culturally responsive professional learning.
- Promote teacher leadership opportunities.

Oregon will continue a process to engage all of the aforementioned groups to garner expertise and feedback in order to evaluate and continue to refine Oregon's approach to all activities designed to meet the purpose of Title II.

6. ***<u>Teacher Preparation</u> (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA***.

Oregon is currently developing plans to strengthen various points along an educator's career arc. To better support the improvement efforts, deeper analysis of drivers and barriers to change need to be studied. Feedback and analysis from stakeholders mentioned previously suggest the need to:

- Continue to utilize the Oregon Educator Equity Advisory Group which is comprised of representatives from higher education, school districts, state and local education agencies, community members, and teacher unions. The advisory group is charged with assessing and evaluating statewide educational policy regarding practices that prepare, recruit and retain racially, ethnically and linguistically diverse educators to contribute to the continuing success of diverse students, educators, families and communities.
- Continue to evaluate licensure requirements for challenges candidates of color face during the preparation phase.
- Expand school setting experiences in preparation programs to better prepare teachers and leaders to teach all students to high standards through strengthened collaboration with teacher preparation programs statewide.

The Oregon Teacher Standards and Practices Commission (TSPC) believes that every PreK-12 educator has a responsibility to meet the needs of Oregon's English learners. As such, accreditation and educator preparation requirements must support the demand for well-prepared educators to work with English learners of all ages. TSPC's English Language Learner standards apply to pre-service candidates working to become teachers, administrators, personnel service educators, and educator preparation program faculty.

TSPC actions to prepare educators at the licensure stage include: TSPC Program Review processes; required training for all Cooperating Teachers; embedded English Learner Standards within educator preparation curricula; support for educator preparation programs to pursue CAEP accreditation (Council for the Accreditation of Educator Preparation); and required inclusion of strategies within the curriculum to ensure that all new educators know how to help struggling readers.

(A5) Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[3]

ODE aims to see every student taught by an excellent educator, and seeks to ensure that students experiencing poverty, students of color, English learners, or students with disabilities are not being taught at disproportionate rates by ineffective, out-of-field teachers, or inexperienced teachers.

ODE will review, report, and address instances where students experiencing poverty, students of color, and students with disabilities are served at disproportionate rates by ineffective, out-of-field and inexperienced teachers. It is important to note, however, that through a process of engaging stakeholders across Oregon, feedback and input was clear that beginning teachers do not necessarily equate to ineffective teachers and as such, believe that local context and systems that foster continuous improvement are essential to achieving our shared goals for improving teaching and learning in Oregon.

Given the elimination of Highly Qualified Teacher (HQT) designations and the focus on state licensure and endorsement, ODE, in collaboration with TSPC, will look to revise data collections and calculations based on the definitions listed Table 5.1.

[3] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

Table 5.1 Statewide definitions for educator effectiveness

Oregon Term (Federal Term)	**Statewide Definition (or Statewide Guidelines)**
Excellent Educator	2017-18 School Year: Educators who earn the highest rating on the reported in the Teacher / Principal Data Collection 2018-19 School Year: To be determined by LEA's with collaboratively developed guidance from ODE*[4]
Ineffective teacher*	2017-18 School Year: Educators who earn the lowest rating on the reported in the Teacher / Principal Data Collection 2018-19 School Year: To be determined by LEA's with collaboratively developed guidance from ODE*
Out-of-field teacher*+	Describes teachers teaching a subject area (course) in which they have neither a regular license and the proper endorsement nor a License for Conditional Assignment
Inexperienced teacher*+	Describes teachers with a preliminary license in the subject area they teach.
Students experiencing poverty (economically disadvantaged)	Describes students meeting criteria for Free and Reduced lunch. Further conversation to include information for Child Nutrition Program.
Students of color (minority student)	Students who identify or are identified as Black/African American, Hispanic/Latino, Asian/Pacific Islander, American Indian/Alaska Native, or Multi-ethnic. The use of the term "minority" creates a narrative that is pejorative and lesser in nature while only centering on whiteness. Additionally, people of color are often "majority" on a global level and are becoming increasing more so in the Oregon student population.

In 2015, Oregon's *Equitable Access to Excellent Educators* plan was approved by the U.S. Department of Education. In the plan, an analysis of disproportionality data was provided. These data continue to be updated and reviewed. Table 5.2a provides an analysis of out-of-field and inexperienced teachers in Title I and Non-Title I schools. The analysis shows no significant disproportionalities for students of color, students experiencing poverty and students with disabilities when compared between Title I and Non-Title I schools. ODE will continue to collaborate with stakeholders to review the data and provide supports to school districts that ensure all students have equitable access to excellent educators.

Table 5.2b Disproportionality data – Out of Field

	Title I Schools	**Non-Title I Schools**		**Title I Schools**	**Non-Title I Schools**
	50%+ OOF*	50%+ OOF*		50%+ Prelim°	50%+ Prelim°

[4] * - Guidance will be developed collaboratively with personnel from ODE, school districts, teacher preparation programs and education partners. Guidance will be finalized before the start of the 2018-19 school year.

Students of Color	3.62%	3.50%	25.77%	16.19%
White Students, Not Hispanic	2.73%	3.61%	24.29%	16.26%
Students Experiencing Poverty	3.20%	4.09%	25.63%	16.52%
Students Not Experiencing Poverty	2.83%	3.20%	22.69%	16.04%
	Any OOF*	Any OOF*	Any Prelim°	Any Prelim°
Students of Color	9.46%	17.15%	34.57%	48.95%
White Students, Not Hispanic	7.00%	16.08%	30.58%	46.66%
Students Experiencing Poverty	8.43%	18.66%	33.48%	49.83%
Students Not Experiencing Poverty	6.92%	14.78%	28.60%	45.61%

* OOF= Core courses taught by Out-of-field teachers that have neither a regular license and endorsement to teach a course, nor a License for Conditional Assignment for the course.
° Prelim= Core courses taught by Preliminary teachers that hold an Initial I or Preliminary license for a course

Data includes all students enrolled and teachers assigned to teach core content courses on May 2, 2016 in schools that receive Annual Report Cards. Students Experiencing Poverty data can be misleading as some schools/districts are considered entirely impoverished due to the Community Eligibility Provision.

Collecting data on "ineffective" educators linked to specific student groups to review and address potential disproportionalities has not been past practice. Table 5.2b presents the breakdown of teachers whose evaluations were reported as the lowest possible rating and the highest possible rating, respectively, using the Principal and Teacher Evaluation data collection. These data are collected at the school-level, making a direct comparison to student groups improbable. With this in mind, the percentages of teachers earning these two ratings were first compared in Title I and non-Title I schools and no significant disproportionality is evident in this analysis. Data were then compared to the top and bottom quartiles of schools with regards to percentages of students experiencing poverty, students of color and students with disabilities. The percentage of teachers earning the lowest evaluation rating in each of these quartiles of schools also present no significant disproportionality.

Table 5.2b Disproportionality data – Excellent & Ineffective

	Level 1 (Ineffective)	**Level 4 (Excellent)**
Title I Schools	0.95%	11.80%
Non-Title I Schools	0.77%	11.57%
Difference	**0.17%**	**0.22%**
Top Quartile of Schools: Student Experiencing Poverty Counts (Schools with the most students experiencing poverty)	0.97%	8.76%
Bottom Quartile of Schools: Student Experiencing Poverty Counts	0.41%	12.45%

	Level 1 (Ineffective)	Level 4 (Excellent)
(Schools with the fewest students experiencing poverty)		
Difference	**0.56%**	**-3.69%**
Top Quartile of Schools: Student of Color Counts (Schools with the most students of color)	0.81%	8.37%
Bottom Quartile of Schools: Student of Color Counts (Schools with the fewest students of color)	0.88%	15.11%
Difference	**-0.08%**	**-6.74%**
Top Quartile of Schools: Student with Disabilities Counts (Schools with the most students with disabilities)	0.87%	10.19%
Bottom Quartile of Schools: Student with Disabilities Counts (Schools with the fewest students with disabilities)	1.10%	13.23%
Difference	**-0.24%**	**-3.04%**

Data includes all teachers reported as evaluated in the 2014-15 and 2015-16 school years as not all teachers are evaluated and reported every year. Some duplication may occur.

While the available data presents no significant disproportionalities for students of color, students experiencing poverty or students with disabilities in Title I schools, Oregon will strive to improve data collections and analysis.

During the 2017-18 school year, ODE will continue to convene stakeholder groups to establish definitions and more accurate reporting mechanisms of "ineffective" and "excellent" educators and will determine if new data collections are necessary. This will vastly improve the quality of information used to develop and implement targeted supports aimed at ensuring students of color, students experiencing poverty and students with disabilities are not taught at disproportionate rates by ineffective, inexperienced or out of field teachers and that as well as addressing potential issues around inequitable distribution of excellent educators.

ODE will also explore a combination of data that would describe instances where students of color, students experiencing poverty and students with disabilities are experiencing ineffective instruction. The use of multiple measures, including educator evaluations, experience and licensure, as well as academic and school quality measures, will provide a systems-view of the educational experience of Oregon's students and will better inform the development of supports to educators to ensure all students are experiencing effective instruction.

In order to ensure that this information is evaluated and publicly reported, ODE will take the following specific action steps. House Bill 3375, passed by the 2015 Oregon Legislature, requires the annual publication of the Educator Equity Report, highlighting key data and trends pertaining to Oregon's educator work force. This report provides one of several opportunities to publicly report progress in addressing potential disproportionalities.

To ensure LEAs and schools are reviewing their own data, ODE will require Title I Districts and Schools to review educator evaluation results and distribution data as part of the Comprehensive Needs Assessment and continuous improvement process. A summary of this analysis and strategies to address any finding of disproportionality will be reviewed in order identify opportunities to make continuous progress towards closing potential belief, opportunity, and systems gaps. ODE will provide differentiated technical assistance to districts when data analysis and needs assessments reveal disproportionalities and when it is determined that systems for professional learning are in need of additional development.

Section 6: Supporting All Students

Supporting all students is at the heart of the Oregon Department of Education's vision to "foster equity and excellence for every learner through collaboration with educators, partners, and communities" and its mission to "ensure that every student will have access to and benefit from a world-class, well-rounded, and equitable educational system." Accordingly, Oregon's state plan is aligned to this vision and promotes educational equity so that each and every learner receives the necessary support they need individually to thrive in school no matter what their national origin, race, gender, sexual orientation, disability, first language or family income. We want to put every one of our students on a path to success that prepares them for lifelong learning, success in the world of work and civic life. ODE has four strategic goals that are focused on supporting all students throughout their PreK-12 journey:

1. **Start Strong** – Every student enters school ready to learn.
2. **Transition Successfully** – Every student is supported and on track to meet expected grade-level outcomes through a well-rounded education.
3. **Graduate College- and Career-Ready** – Every student graduates from high school ready for college, career, and civic life.
4. **Experience Outstanding Customer Service** – Every student, every district, and every ODE employee is supported through high-functioning business operations.

Through Oregon's strategic goals, ODE provides guidance and assistance to districts that support the continuum of education from preschool through grade 12 and a well-rounded and supportive education for all students.

ESSA describes well-rounded education as a wide selection of academic subjects, including: the arts, humanities, sciences, civics and government, history, geography, world languages, English language arts, mathematics, writing, engineering, music, health, physical education, technology, computer science, CTE, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

While ESSA defines well-rounded education as areas of study, Oregon believes a well-rounded education moves beyond the courses taken. We know that a well-rounded education provides the knowledge and skills to live, learn, work, create, and contribute and ensures that each and every student is known, heard, and supported. We believe that a well-rounded education focusses on the whole student and their community, the learning experiences they are given, the knowledge and skills they learn and the beliefs and attributes they develop. For example, high quality STEAM (Science, Technology, Engineering, Art, and Mathematics) standards allow educators to teach effectively, moving their practice toward how students learn best—hands-on, collaborative, and integrated environment rooted in inquiry and discovery.

As we support districts in creating a well-rounded educational system, our efforts are focused on the cross-cutting skills and knowledge students need to be successful in any subject, as well as providing access for all students to a wide variety of courses and subject matter. ODE will coordinate and align supports and services to provide opportunities for students with disabilities, English learners, students who are talented and gifted (TAG), and students with low literacy levels. Strategies for well-rounded education such as personalized learning and accelerated learning are well aligned to best practices in TAG.

The following diagram and table illustrates how well-rounded and supportive education is viewed holistically and with a focus on the whole child.

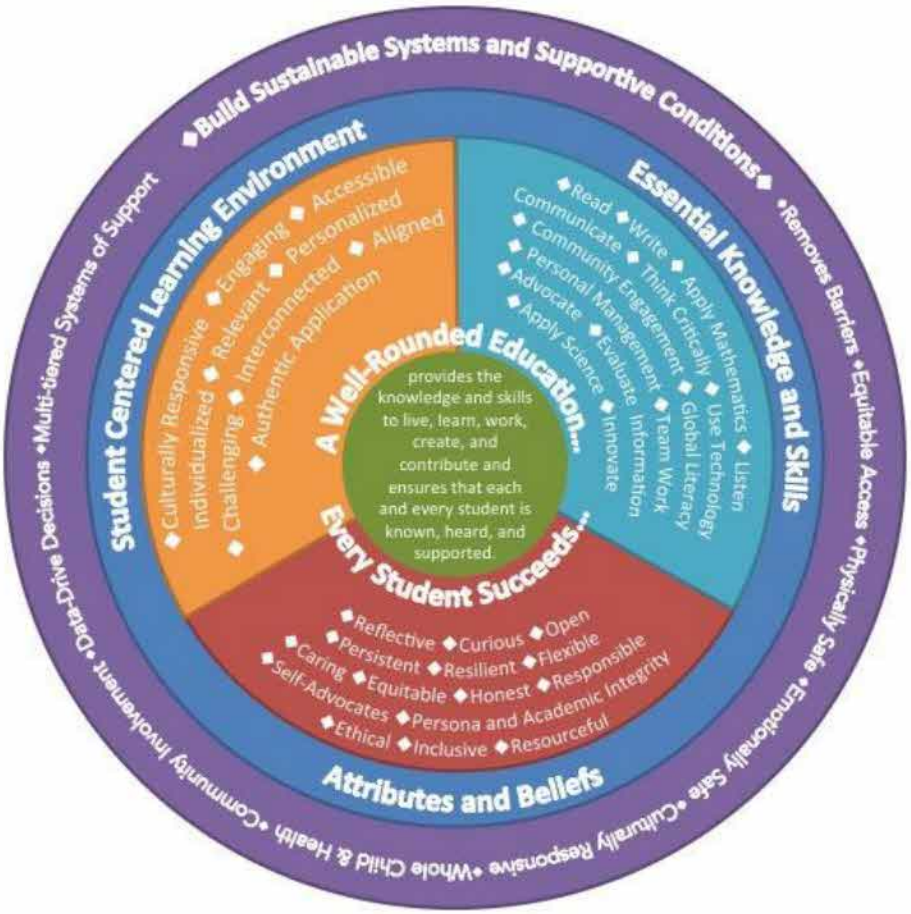


Figure 1 Well-Rounded Education Concept

A Well Rounded Education Provides….		
Student-Centered Learning Environment	**Essential Knowledge and Skills**	**Attributes and Beliefs**
• Culture and linguistically responsive, relevant and sustaining • Engaging • Accessible • Individualized and personalized • Challenging and relevant • Interconnected • Authentic application • Aligns to career and postsecondary	• Read and comprehend a variety of text • Write clearly and accurately • Apply mathematics in a variety of settings • Listen actively and speak clearly and coherently • Think critically and analytically • Use technology to learn, live, and work • Demonstrate civic and community engagement • Demonstrate global literacy	• Reflective • Curious • Open • Resourceful • Persistent • Inclusive • Empathetic • Equitable • Honest • Responsible • Self-advocates • Personal and academic integrity

	• Demonstrate personal management • Demonstrate teamwork skills and collaboration • Demonstrate problem solving • Apply scientific principles/practices to solve real world problems • Innovate • Able to access and evaluate accuracy and credibility of information • Able to self-advocate • Knows how to integrate learning • Able to apply knowledge and skills to lead healthy and active lives	• Ethical decision maker • Resilient, flexible and adaptive • Creative • Thoughtful
Systems and Supportive Conditions that...		
• Remove barriers • Provide equitable access to resources • Are physically and emotionally safe • Focus on the whole child and children's health • Provide high-quality developmental relationships • Commit to family, caregiver, and community involvement • Use data-driven decision making process • Utilize multi-tiered systems of support • Create culturally sustaining environments • Recognize diversity as an asset		

Specific state strategies to support districts in providing access to a well-rounded and supportive education for all students are found on pages 82-104 in this section of the plan. In addition, ODE is working to develop internal systems alignment and coherence to better support districts as described below.

Systems Alignment and Coherence

The Oregon Department of Education, Early Learning Division, Youth Development Council, Higher Education Coordinating Commission, and the Chief Education Office are working together and committed to creating a coherent system of support for all students. This system will more effectively align and coordinate services, supports, and funding from prekindergarten through higher education.

Systems and strategies at the state level will be designed to more effectively support districts in their efforts to support all students, guided by the state's vision, mission, and goals. This includes:

- System of Performance Management
  - Comprehensive Needs Assessment
- ODE Cross-office coordination
  - Multi-Tiered System of Support (MTSS)
  - State Personnel Development Grant (SPDG)
- PreK-12 systems alignment
- Maximizing funding flexibility

- Supports for Comprehensive and Targeted Support and Improvement Schools (described in Section 4 of this plan)

- ***System of Performance Management***
  Through the statewide System of Performance Management, described in Section 2 of this plan, ODE will provide support to districts as they develop their local plans to ensure that all students have access to a well-rounded and supportive education and opportunity to meet the state's academic standards. Through a Comprehensive Needs Assessment, districts will look at relevant data from state and local sources for all groups of students to determine greatest needs, both academic and non-academic, and identify strategies to meet those needs. Disaggregated data will include all student groups, especially those who have been historically underserved and underrepresented, including English learners, American Indian/Alaska Native, Black/African American, students with disabilities, and students experiencing poverty.
  The review of data includes more than performance on student assessments and graduation. It includes a review of district and school systems, as they exist in practice, which impact outcomes for students, including: instruction, professional learning, engagement, leadership, resource review, current policies/initiatives, and academic, social, and emotional supports

  Providing a well-rounded and supportive education involves all aspects of teaching and learning, including academic, non-academic and behavioral supports, to improve outcomes for all students. It is essential, therefore, to effectively engage PreK-12 educators in the school and district needs assessment and continuous improvement process, including teachers in each content area, special education, talented and gifted, paraprofessionals, specialized instructional support personnel (school psychologists, school counselors, school librarians, school social workers, school nurses). It is also important to meaningfully engage parents/families, tribal nations, and community members specifically for the student populations the district serves.

- ***ODE Cross-office Coordination***
  As described in previous sections, ODE is transitioning toward a more integrated support system with cross-functional teams, mobilizing supports and resources across the agency and building coherence in supporting schools and districts. Through an integrated approach, we aim to streamline key initiatives in support of one another and leverage expertise across the agency. The following theory of action was developed to guide ODE's cross-office initiative: *If ODE develops a system to systematically and collaboratively identify, support, and monitor initiative implementation, then ODE will improve cohesion, collaboration, and communication; districts, schools, and partners will be better supported by ODE; Oregon students will be better served; and customer service will be enhanced. As a result, we will have the potential to positively influence opportunity gaps for diverse student populations, including English learners, students with disabilities, underserved race and ethnicities, and students experiencing poverty.*

  To enhance this work, ODE is expanding capacity in the use of a Multi-Tiered System of Supports (MTSS) and leveraging the State Personnel Development Grant (SPDG) received from the Office of Special Education Programs (OSEP) to support schools and districts to improve academics and behaviors. MTSS assists schools and districts in implementation of programming for promotion, prevention, and intervention, while establishing a universal and integrated seamless system for rapid-response and problem-solving for continuous improvement efforts, developing a continuum of supports, providing equitable access, and providing practices that address the environment and well-being of all students, at both the school-wide and individual level. The SPDG grant has funded a variety of integrated supports, including licensure and certification scholarships for special education service provider professions, a continuum of effective and sustainable school-wide academic and behavioral support systems, multiple archived statewide literacy training sessions, and high-quality MTSS coaches.

Strategies for supporting all students extends outside of the agency as well. ODE is committed to engaging parents, families, and communities as partners and supporters of students' education. ODE will reach out and solicit support from external community-based organizations and communities of color who have been successful in engaging students of color and students experiencing poverty. Expanded learning opportunities provide students with academic enrichment, work-related learning, social-emotional supports, and caring relationships through after-school and summer programs and community-based learning.

By coordinating services and leveraging expertise and resources across the agency and externally, ODE can help advance and improve opportunities for a well-rounded education and supportive learning environments in all districts for each student. ODE will continue to explore resources such as school climate measures and other non-instructional learning supports to inform practice and policy.

- ***PreK-12 Systems Alignment***
  The Early Learning Division (ELD) supports all of Oregon's young children (birth through kindergarten) and families, with a mission to help them to learn and thrive. Investments in children's early development is the single most cost-effective strategy to improve long-term student outcomes. High-quality early learning—especially for disadvantaged children—narrows achievement gaps and increases educational attainment, leading to reduced unemployment, lower costs for education remediation, and juvenile justice expenditures over time. Additionally, investments in high-quality learning support Oregon's commitment to equity by improving access to educational opportunities and closing achievement gaps that begin before kindergarten.

  Systems' alignment across PreK-12 education, social service, juvenile justice, healthcare, and workforce development systems is essential to create opportunity for all youth. Oregon's Youth Development Council (YDC) works with children, youth, and young adults along a continuum, ages 6-24. The Council advocates for all Oregon youth, particularly for those who find themselves in the margins between engagement, disengagement, and re-engagement. The policies YDC develops and implements statewide, and the community-based and school-based organizations that they fund, focus on transition points from elementary to middle school, from middle to high school, and from high school to higher education and/or career. At the core of the Council's work is the belief that there is a need to better align the diverse systems serving youth in Oregon. Uncoordinated systems increase the likelihood of inefficiency and redundancy, and create gaps through which many Opportunity and Priority Youth (ages 16-24 not in school and not working) and Priority Youth (young people 6-15 at risk of disengaging from school) fall.

- ***Maximizing Funding Flexibility***
  By aligning our initiative work, ODE will be able to evaluate the ways in which federal formula grant programs under ESSA and other funds can work together to support state and district priorities and goals. ESSA provides greater opportunity for ODE and districts to think innovatively and maximize funding flexibility so that all students have access to a well-rounded education and equitable educational opportunities. Federal program funds provide ODE and districts with additional resources to provide access and opportunity for students who have been historically disadvantaged and underserved to achieve the same level of success as their peers. Federal funds must supplement, not supplant state funds required to provide a basic education for all students.

  Programs included in the Consolidated State Plan:
  Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
  Title I, Part C: Education of Migratory Children
  Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrant Students
Title IV, Part A: Student Support and Academic Enrichment Grants
Title IV, Part B: 21st Century Community Learning Centers
Title V, Part B: Rural and Low-Income School Program
Title VII- McKinney-Vento Act: Education for Homeless Children and Youths Program

The districts' Comprehensive Needs Assessment should drive how schools and districts plan to use their funds. ODE is developing a Comprehensive Needs Assessment that will be used for all federal programs under ESSA. The Comprehensive Needs Assessment will help districts to view these funds more holistically as a part of their continuous improvement process. ODE will model and provide guidance on how districts might leverage multiple funding streams and supports in order to improve student outcomes, based on identified needs.

State and federal funds will be leveraged to support: 1) a well-rounded educational experience for all students; 2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and 3) increase access to personalized, rigorous learning experiences supported by technology. ODE will coordinate with systems, programs, and resources that districts can currently access, to find new ways to maximize the effective use of funds.

The federal grant funds under ESSA, the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) can support efforts to provide a well-rounded education to improve PreK–12 instruction and student outcomes. Click on the following links to view examples of how federal funds may be leveraged in this way.

- Humanities Education
- STEM and CTE
- Student Support and Academic Enrichment Grants (Title IV-A)
- Title I-A School-wide Guidance

State Strategies to Support All Students

The information that follows in this section of the state plan describes state-level programs and initiatives that help to support all students, organized by:

- School Transitions PreK-12
- Well-Rounded Education
- School Conditions for Learning

While Oregon has many positive strategies in place, there is also a need for more coherence and less fragmentation in order to better serve our most vulnerable children and youth. As we move forward to implement Oregon's state plan, we will work together to build a more coherent and systemic approach to support all students with a commitment to equity.

School Transitions PreK-12

Early Learning

Early childhood learning and transition experiences for students are some of the most important systems we can build as a state. We know that successful experiences include nurturing relationships, high-quality learning programs, and developmentally appropriate supports serve as the foundational building blocks for later educational and life outcomes. A successful educational continuum is created by effective family-school-community partnerships working together to support children's social, emotional, and academic development, as well as early career experiences and community involvement.

Oregon's education goal and vision for a seamless education system from birth through college requires early learning, K-12, and health providers to reach out to each other and identify opportunities to collaborate, align work, and leverage resources to work in partnership with students, families, and the community. Outlined below are major systems and programs that the state has developed to address our early childhood learning needs.

Birth to Preschool

- **Regional Achievement Collaboratives**
  The Regional Achievement Collaborative (RAC) initiative has forged connections between schools, community organizations, businesses and local leaders to drive communities to actively support improving educational outcomes beyond the classroom. ODE and the Chief Education Office work collaboratively with RAC members to support and promote their work to review local achievement data, identify underlying problems that impede education and focus on collective impact strategies to boost academic and college and career readiness outcomes by breaking down barriers in their region on behalf of students. They use a comprehensive systems approach to working alongside communities in building capacity and sustainability to reach shared goals for college and career readiness. The RAC collaborative partnerships focused on improving key educational outcomes (RACS, STEM Hubs, Early Learning Hubs). Our support of the collaboratives reflects our commitment to working alongside local communities to reach shared goals for education and prosperity in the state.

- **Early Learning State Plan**
  The Early Learning Council (ELC) and Early Learning Division (ELD) has developed an Early Learning Council Strategic Plan that outlines a coordinated system for leadership, decision making and coordination, and identifies state systems, partners, and other entities involved in developing, approving, implementing and administering the state plan. This collaboration has resulted in the creation of an Early Learning System that includes linkages and coordination across systems that

represent K-12, health, and human services in order to strengthen birth through 3rd grade policy, planning and service coordination. The Early Learning System has three primary goals: 1) Ready children, 2) Healthy, stable and attached families, and 3) Coordinated, family centered and aligned.

- **Early Learning and Kindergarten Guidelines**
  Oregon's Early Learning and Kindergarten Guidelines have been developed for "early educators," which includes family, home-based, and center-based child care providers, Head Start and preschool teachers, kindergarten teachers, center directors, school and district administrators, parents, guardians, extended family, healthcare providers, and all others who support children and families in the growth and development of young children ages 3-5. To increase accessibility, the Guidelines are available in five languages: English, Spanish, Chinese, Vietnamese, and Russian. Additionally, the Guidelines are accompanied by a web page on the ODE website that includes extensive, domain-specific resources for families and practitioners.

- **Preschool Promise**
  Oregon's Preschool Promise leverages high-quality, local and culturally-relevant early child care and education programs and makes them available to high-promise communities where there are significant numbers of families experiencing poverty, communities and children of color, a significant number of children on the Head Start waitlists, and communities with focus or priority elementary schools. See these attached documents for more details: OPK Race Poverty FP Schools and OPK Programs by County and Ranking for Expansion,

- **Oregon Head Start Pre-Kindergarten**
  OPK is a comprehensive high quality early childhood development program offering integrated services in Education and Early Childhood Development, Child Health and Nutrition, Parent Education and Family Support. OPK programs receive funding from the Federal Office of Head Start, the Oregon Department of Education, or both. All OPK programs follow the same guidelines for providing services. Those who can participate in OPK programs are children ages three to five from families living at or below the federal poverty level. Some programs also provide Early Head Start services for pregnant women and children from birth to age three. Children in foster care and children who are homeless are also automatically eligible. At least 10% of the enrollment slots in OPK programs are reserved for children with disabilities. OPK services are free for qualifying children.

- **Head Start**
  Head Start is a federal program that promotes school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development. The program provides comprehensive services to enrolled children and their families, which include health, nutrition, social, and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services. The program emphasizes the role of parents as their child's first and most important teacher and builds relationships with families to support student learning. Head Start services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.

- **Head Start Early Learning Outcomes Framework: Ages Birth to Five**
  Head Start has designed a new framework to show the continuum of learning of infants, toddlers, and preschoolers. The Framework is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. The Framework contains the Social and Emotional Development Domain, which then is

broken down into Sub-Domains, Goals, Developmental Progressions, and Indicators, and includes resources and professional development for educators and families. Note: These resources are under review.

- **Quality Rating and Improvement System**
  The Early Learning System works to ensure that early childhood education providers have the proper training to improve the quality of care and the learning experience. This happens through subsidy assistance, education and outreach, and the Quality Rating and Improvement System (QRIS) that provides parents information to make child care choices based on options, and gives child care workers training tools and professional development opportunities. More specifically, Oregon's QRIS raises the quality and consistency of child care and learning programs, and improves the professional development of early childhood educators through training and incentives. Oregon's QRIS is a voluntary system using a set of progressively higher program standards to evaluate the quality of an Early Learning and Development program, and supporting program improvement.

- **Brain Building Oregon**
  A new website launched by the Early Learning Division with the Oregon Department of Education, promotes brain building in children from birth to five years old. The new site features 12 resources that are meant to serve as helpful examples for parents and caregivers who are supporting their children and getting them ready for kindergarten. Besides parents and caregivers, the website will also prove to be beneficial to early learning educators who are looking to add brain science into their work.

Preschool to Kindergarten

- **Early Learning Pre-Kindergarten (PreK-Grade 3 Alignment)**
  ODE works closely with the Early Learning Division to strengthen opportunities for increasing access to an early education, either through the expansion of early learning centers, resources and supports for families in their communities, or standards alignment between early learning education systems to assist with student transitions. The early learning years are characterized by tremendous growth in fine-motor skills, cognitive and language development, and social/emotional development. Preschool prepares children to transition to kindergarten and provides an opportunity for children to experience a structured setting with other kids.

- **Early Learning Kindergarten Readiness Partnership & Innovation Program**
  This program invests in promising models for connecting early learning and K-3 education across the state and promotes community and school partnerships that result in measurable increases in children's readiness for kindergarten. The Program is designed to establish scalable and replicable models for P-3 alignment at the local level, with a focus on shared professional development for early learning providers and kindergarten teachers, supporting successful transitions into kindergarten for all children, and engaging families as equal partners in children's learning and development.

- **Early Intervention/Early Childhood Special Education**
  EI/ECSE services in Oregon build on the family's strengths to meet the special needs of their child. EI/ECSE specialists give family members, preschool teachers, and caregivers ideas and help for working with and teaching the child. This is done in the places where the child usually spends time learning every day. The Oregon Department of Education contracts with local agencies to provide a statewide system of free services for young children with developmental delays and disabilities

and their families, including:

- Early Intervention (EI) - Individually designed services for children birth to age three and support for parents to enhance children's physical, cognitive, communication, social emotional and/or adaptive development.
- ECSE - Specially designed instruction for children ages 3 to the age of public school eligibility in the areas of communication, cognitive, social/emotional, adaptive, and others.

- **Kindergarten Assessment**
  The Oregon Kindergarten Assessment provides local and statewide information that gives families, schools, communities, and state-level policy makers with a snapshot of the social, self-regulatory, and academic skills of incoming students. The assessment also provides a consistent statewide tool for identifying systemic opportunity gaps, determining Early Learning resource allocation to best support students in need, and measuring improvement over time. Oregon's Statewide Kindergarten Assessment includes measures in the domains of Social and Emotional Development, Approaches to Learning, Cognition and General Knowledge, and Language and Literacy. The Kindergarten Assessment is administered within the first six weeks of kindergarten. These skills are linked to future academic success and are found in Oregon's Early Learning Standards and are used in Head Start classrooms and many preschools across the state.

- **Full-day Kindergarten**
  Beginning in the 2015-16 school year, school districts were given access to state funding to provide a full-day kindergarten program. Now over 99% of Oregon's kindergarteners participate in a full-day program. Children that attend quality full-day programs experience strong social-emotional and academic gains, improved attendance, and higher academic achievement in later grades. Effective routines and instruction, facilitation of social and emotional learning, and family engagement are some key indicators of quality that promote these positive outcomes.

Elementary to Middle School

- **Out of School STEM Innovation Grants**
  During the 2015-2017 biennium, $1.5 million was awarded to Oregon State University Extension 4H and Portland Metro STEM Partnership to create a statewide, out-of-school time STEM collaborative network to engage 4th-8th grade historically underserved youth in Oregon. This was the first state-sponsored effort of this type nationwide. Working with Oregon's 11 STEM Hubs, Oregon State University, and 75+ community partners, STEM Beyond Schools (SBS) and its providers has provided 1000 students, 70% from historically underrepresented communities with 70 hours of high quality, community-based STEM programming. These STEM grants included STEM Investment, STEM Hub Backbone, STEM Hub Programming, Math in Real Life, Adaptive Math, and Computer Science and Digital Literacy, as well as CTE grants for CTE Investments, Course Equivalency, Pathway Funding, CTE Revitalization, and CTE Summer Programs.

Middle to High School

Students begin preparation for college and careers long before they reach high school. Districts that provide a strong college-going culture, fully maximize Oregon's Education Plan and Profile, optimize career exploration and preparation tools such as the Oregon Career Information System and Naviance, and are paving clear pathways and opportunities for students and families on postsecondary options. In addition to providing engaging and personalized learning experiences, effective middle schools focus on building 21st Century learners and the social emotional skills necessary to efficiently transition to high school and beyond.

- **Early Indicator and Intervention System (EIIS)**
  ODE and the Chief Education Office are collaborating on state legislation to provide an Early Indicator and Intervention System for district access as a means to identify students who are at risk of dropping out through the use of predictive analytics. An EIIS is a process that relies on readily available data to identify, support, and monitor students at risk of failing to achieve desired outcomes, such as on-time graduation. Early indicator and intervention systems typically include, at minimum, (1) an outcome of interest determined by the district, and (2) several indicators shown to predict students' likelihood of achieving the outcome. For the Early Indicator and Intervention System, interventions that help support students improve their performance in the indicators are also identified and categorized through a tiered system of support to address school and teacher support in addition to students.

  National researchers have identified five implementation domains necessary for the professional development associated with a complete and effective system. Nationally, implementation support needs to include guidance on:
  - Establishing and training a team to use the system
  - Identifying accurate indicators and thresholds
  - Data literacy for using reports
  - Mapping appropriate interventions to individual student needs
  - Evaluating student progress and intervention effectiveness

  Specific measures and indicators for being on track to graduation and/or are in the development stage and will likely include student attendance grades K-12, student behavior grades 6-8 and course performance grades 9-12.

- **Education Plan and Profile-Career Exploration and Preparation**
  The required **Education Plan and Profile** assists students, starting in 7th grade or earlier and continuing through 12th grade, in pursuing their personal, educational, and career interests and post-high school goals. Their Education Plan and Profile serves as a personalized "road map" to guide students' learning throughout school and prepare them for next steps after high school. Students work closely with their School Counselor or advisor to develop and manage their personalized plan and profile. Districts are responsible for providing effective strategies and supports for students and their families as they bridge transitions between grade levels and work towards their postsecondary goals.

- **Oregon Youth Development Council**
  The Youth Development Council (YDC) was created to support Oregon's education system by developing state policy and administering funding to community-based and school-based youth development programs, services, and initiatives for youth ages 6-24 in a manner that supports educational success, career and workforce development with a focus on Positive Youth Development, and is integrated, measurable and accountable. The Youth Development Council was created by House Bill 4165 in 2012 and was further developed in House Bill 3231 in 2013 to build a seamless system. The Council's mandate: to help youth who face barriers to education and the workforce get back on the path to high school graduation, college and/or career. The Council ensures implementation of best practices that are evidence-based; are culturally, gender and age appropriate; address individual risk factors and build upon factors that improve the health and wellbeing of children and youth; and includes tribal best practices. The Council advocates for youth in Oregon, including changes needed in state law, policy and state funding for programs and services that support youth education, career/workforce development, and juvenile crime prevention using principles of positive youth development. Positive Youth Development (PYD)

increases resiliency factors and leads to increases in reengagement of out-of-school youth, attendance, high school graduation/completion, successful transitions to and from middle school, and in college/career and workforce readiness. PYD also decreases the number of dropouts, gang involvement, unemployment, and juvenile system contact. The following highlight Oregon Youth Development strategies and programs:

- **Focus on Opportunity Youth and Priority Youth**
  The Youth Development Council focuses its efforts on two groups of young people- Opportunity Youth and Priority Youth. Opportunity Youth are young people ages 16 to 24 who are neither enrolled in school nor participating in the labor force. Research suggests that failing to engage these youths will not only negatively impact the future trajectory of the young people, but will result in an economic loss to society. This loss comes in the form of an increased general tax burden, as well as an increased level of social burden. Nearly 59,000 youth are Opportunity Youth in Oregon. The Council also focuses on Priority Youth, those young people ages 6 to 15 who are at risk of disconnecting from the education system, are already disconnected from the education system, or are at risk of being unable to transition successfully to the labor force. An estimated 200,000 Oregon youth fall into this category. Intervening to change the trajectory of Opportunity Youth and Priority Youth is critical to the foundation of the Youth Development Council's approach.

- **Addressing Barriers to Learning**
  In Oregon, the mechanism that has been developed to support youth within the education system is the Youth Development Council. The approach is to develop statewide policy and fund community-based programs, services, and initiatives for high-needs youth that reduce barriers to learning and succeeding in life. As youth learners continue to navigate their path through the education system and transition to the labor force, it is the Council's role to identify youth who may be starting to disconnect, or those who have already disconnected, and to develop and support the mechanisms necessary to reduce the risk of disconnection or to establish reconnection.

- **Changing Funding Priorities and Program Strategies**
  The Youth Development Council makes policy recommendations related to services and the resources needed to achieve the Oregon Chief Education Office and governor's priorities related to youth development and the success of these youth. By funding community interventions statewide and evaluating the results, the Youth Development Council engages in a process of continual learning that informs the development of public policies that inform funding priorities and effective program strategies.

- **A Focus on Equity**
  The Youth Development Council also brings an equity lens to it work. It focuses on systems that have placed students at risk because of their race, ethnicity, lack of English language proficiency, socioeconomic status, gender, sexual orientation, differently abled-ness, and geographic location. Equity is essential to the Council's decision-making process when funding programs and in guaranteeing inclusion. All programs must be based on emerging research related to culturally-responsive program adaptation to ensure relevancy across the spectrum of diverse youth the Council serves. The YDC operationalizes equity within the Community Investments it funds by ensuring the following: The population served is reflective of the community's identified need; the community being served has a disproportionately high percentage of the population made of traditionally underserved individuals; activities include appropriate culturally-specific approaches; activities

specifically address disparities among youth; and activities have demonstrated results in reducing disparities among youth.

- **Reengagement System for Oregon**
  The YDC is working with the Legislature and education and workforce stakeholders to create a statewide regional re-engagement system to offer a true opportunity for the state's estimated 59,000 youth who are not in school and not working. Not reengaging youth comes with a heavy price tag. The price of inaction comes both in the form of an increase in state general tax costs, as well as in the form of an increased social burden.
  - In Oregon, one in every eight youth is an Opportunity Youth, disconnected from the education system and the labor market.
  - Of the estimated 459,500 youth age 16 to 24 in the state, nearly 59,000 are not in school and not working[2].
  - Using national cost estimates, in a single year, Oregon experiences over a $566 million direct fiscal burden as a result of youth's disconnection from school and work, as well as over a $2.2 billion social burden imposed upon individuals, families, and communities[3].

  A statewide Regional Reengagement System is the greatest area of impact that the YDC envisions for the future. Oregon has the opportunity to lead the nation with a re-engagement system that encompasses educational and workforce systems. The White House Council for Community Solutions found that investing in Opportunity Youth (16-24 years of age who are disengaged from the educational and workforce systems) was the single most effective strategy for positively impacting social issues.

- **Youth Development Council Community Engagement**
  The Youth Development Council understands its success in improving youth outcomes is reliant on the success of the strength of the partnerships and relationships it forms across the state. The YDC Community Engagement Coordinator offers technical assistance, whether that be in the form of offering best practices or through strengthening the implementation of youth-centered Collective Impact partnerships, a requirement of communities applying for the YDC's biennial Community Investments. The coordinator travels to programs across the state, connecting similar programs that might benefit from each other's lessons learned.

- **The YDC's Tribal Cluster Partnerships**
  The Youth Development Council works with state agencies, community-based and school-based partners, and the 9 Federally Recognized Tribes to build a youth-centered system. Council staff attend all Tribal Education, Tribal Prevention, and Tribal Public Safety Cluster convenings, as well as all Tribal Listening Sessions with all 9 Tribes hosted by the Chief Education Office. The YDC works closely with the tribes through its funding of Community Investments and Juvenile Crime Prevention projects.

- **YDC Policies: Aligning, Coordinating, and Improving Youth-Serving Systems**
  The YDC has developed a series of policy briefs that include national and state data and best practices and recommendations for improvement in each area. Polices include Re-engaging Out-of-School Youth; Student Supports and Graduation Readiness; Youth Workforce and Training; Juvenile Justice Equity Considerations; Foster Youth in Oregon; Lesbian, Gay, Bisexual, Transgender and Questioning Youth; and Youth Gang Prevention and Intervention.

High School to Postsecondary

- **High School Graduation and College and Career Readiness Act of 2016**
  The High School Graduation and College and Career Readiness Act of 2016 (Measure 98) is a 2016 ballot initiative that provides direct funding to school districts to increase high school graduation rates. Measure 98 identifies 3 specific areas: (1) Establish or expand career and technical education programs in high schools, (2) Establish or expand college-level educational opportunities for students in high schools, and (3) Establish or expand dropout-prevention strategies in high schools.

- **Graduation Blueprint**
  ODE has created a Graduation Advisory Committee, consisting of a cross-sector of statewide stakeholders, tasked with developing a Graduation Blueprint of critical elements leading to positive graduation outcomes. This strategic collaborative has identified specific evidence-based and research-based strategies, practices, and systems designed to increase high school graduation rates and focus efforts on successful college and career readiness practices. The Blueprint contains key critical elements, such as Strong Early Learning, Quality Data Systems, Supports for Emotional, Mental, and Physical Health of Students, Alternatives to Traditional Discipline, Effective Classroom Practices, Seamless Education System P-20, and Clear Educational Pathways. Each of the elements provides specific practices of effective strategies for successful implementation, model examples from the field, and resources to assist with implementation and further research.

- **Education Plan and Profile - Postsecondary Transitions**
  Career-related learning experiences are the structured educational experiences that connect learning to the world beyond the classroom. They are documented in the student's education plan in relation to their career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills, and may also help students to clarify career goals. Accelerated learning opportunities provide students with first steps in college courses that their chosen career path may require. Partnerships with local employers and community organizations provide a variety of opportunities, building upon the community's strengths and resources. Beyond the local community, regional opportunities help increase the school's capacity, and technology offers expanding possibilities worldwide. Career-related learning experiences can take place in a variety of ways and places- in school, the workplace, or in the community. Most importantly, these experiences are about learning, not about the type of experience or the place. Career related experience resources include CTE - Creating an Internship Program: Resources and Examples, Community Asset Mapping, and Student Leadership Organizations (SLO).

- **Transitioning Students with Disabilities**
  Students with disabilities should be challenged to excel within the general curriculum and be prepared for success in their post-school lives. The implementation of the Common Core Standards provides an historic opportunity to improve collaborative practices and access to rigorous academic content for students with disabilities. Resources have been created to support educators and stakeholders to better understand how these standards integrate into special education processes. Additional resources, such as Oregon's Transitions Resource Handbook, have been created to support districts in their work to assure students with disabilities have a smooth transition into postsecondary or workforce. The Individuals with Disabilities Education Act of 2004 requires the consideration of transition needs for students beginning not later than the first IEP to be in effect when the student is 16, and updated annually thereafter. Transition services are an integral part of the student's education plan and are designed to meet their unique needs and prepare them for

further education, employment, and independent living. Secondary and postsecondary partnerships such as the College and Career Readiness Alliance Academy work to provide existing resources to school counselors, college access professionals, and higher education advisors.

- **Transitional Technical Assistance Network (TTAN)**
  The Transition Technical Assistance Network (TTAN) team was created to support the Governor's Executive Order (No.13-04 & 15-01) to further improve Oregon's systems of designing and delivering employment services for students with disabilities. As of July 2015, the Transition Technical Assistance Network includes ODE's Secondary Transition Liaison, eight full-time Transition Network Facilitators, and one Regional Employment Coordinator and Trainer. The network is in its third year of development. The role of a Transition Network Facilitator (TNF) is to act as the primary liaison for regional school districts and adult service agencies. This work includes improving communication and collaboration between agencies, and assisting school districts in supporting the efforts of Vocational Rehabilitation in the implementation of the Workforce Innovation and Opportunity Act; specifically, the provision of Pre-Employment Transition Services (Pre-ETS). The Regional Employment Coordinator and Trainer provides work training to local education agencies regarding developing and maintaining successful community work experiences.

- **Expanded Options Program**
  This program creates a seamless education system for students enrolled in grades 11 and 12 to:
  - Have additional options to continue or complete their education;
  - Earn concurrent high school and college credits; and
  - Gain early entry into postsecondary education.

- **Accelerated Learning**
  Educational experiences that provide high school students with the opportunity to earn college credit while in high school are known in Oregon as "accelerated learning" programs. Students participating in accelerated learning are usually starting on a pathway to a college degree or certificate. These programs aim to provide seamless bridges that support and encourage a college-going culture and reduce gaps in college access and academic achievement. They can smooth the transition into a college or university by enabling high school students to successfully earn college credit and better prepare for postsecondary expectations.

- **Dual Credit Opportunities**
  - **Dual Credit Courses**
    In dual credit courses, the high school teacher is qualified to act as a proxy faculty member for the college or university when teaching the course. These courses are sufficiently similar to enable the student to be described as "taking a course" from the postsecondary institution.

  - **Sponsored Dual Credit**
    In sponsored dual credit courses, a high school teacher partners with a sponsoring faculty member at a college or university to offer the course. These courses are sufficiently similar to enable the student to be described as "taking a course" from the postsecondary institution.

  - **Assessment Based Learning Credit**
    In Assessment Based Learning Credit, students do not enroll in a college course but are provided an opportunity to earn college credit by demonstrating they have achieved a course's learning outcomes.

- **Regional Promise Grants**
  These grants leverage K-12 and higher education collaboration to design learning communities that align student expectations from high school through college, to guide and prepare students for post-secondary training and educational opportunities, and to create effective accelerated learning models in communities around the state.

- **Oregon Career and Technical Education (CTE)**
  ODE collaborates with districts and postsecondary partners to build CTE programs that provide a comprehensive approach for developing student's career and college plans, which are aligned to education pathways, vertically aligned to ensure participation of historically underserved and underrepresented students, provide on-going alignment to colleges, integrated student supports, and are connected to the use of student data and regional needs to plan courses. Oregon's CTE is organized by a national framework called Career Clusters ™, which presents a complete range of related career options to students of all ages, helps them discover their interests and passions, and empowers them to choose the education pathway that can lead to success in high school, college, and their chosen career.

- **Oregon Advance CTE: State Leaders Connecting Learning to Work**
  Advanced CTE is the longest-standing national non-profit that represents State Directors and state leaders responsible for secondary, postsecondary and adult Career Technical Education (CTE) across all 50 states and U.S. territories. Advance CTE's vision is to support an innovative CTE system that prepares individuals to succeed in education and their careers and poises the United States to flourish in a global, dynamic economy through leadership, advocacy and partnerships. Their mission is to support visionary state leadership, cultivate best practices, and speak with a collective voice on national policy to promote academic and technical excellence that ensures a career-ready workforce. In early 2016, Advance CTE underwent an organizational rebrand to better reflect membership and reaffirm core values.

- **Work Based Learning - Preparation & Training**
  WBL is a proactive approach to bridging the gap between high school and high-demand, high-skill, and high-wage careers in Oregon. Oregon is currently aligning identified secondary CTE programs with pre-apprenticeship and apprenticeship programs. Oregon Department of Education, the Bureau of Labor and Industries (BOLI), and the Office of Community Colleges and Workforce Development (CCWD) are exploring the support of the Oregon Apprenticeship infrastructure through the post-secondary level to administer a pre-apprenticeship or youth apprenticeship program at the high school level. These opportunities afford students the ability to earn dual credit, develop their employability and technical skills, potentially earn a wage, and shape their postsecondary path upon completion of a secondary program.

- **CTE Revitalization Grant and Industry Partnerships**
  All state approved CTE Programs of Study require industry advisory committees. These committees serve as oversight on curriculum, industry and workforce trends and how that affects the classroom. In some schools, industry partners help teach modules and technical skills. These relationships potentially can lead to employment, apprenticeship positions, or on-going on the job training, which are aligned at the postsecondary level. Through the CTE Revitalization Grant process, the Advisory Committee made up of industry associations, employers, and business representatives review proposals submitted from across the state. They help determine if proposals meet high-wage, high-demand careers in Oregon. Partnerships have also been formed through the STEM Hubs and the STEM Council with local industry groups. These partnerships provide STEM hubs with resources and real world connections to support student learning. Examples include

Oregon Connections which provides virtual and in-person opportunities for students to work directly with professionals in the field in K-12 classrooms, Math in Real Life, and STEM hub programming grants that have allowed for teachers to participate in industry externships in order to learn how to incorporate regional STEM career opportunities into their daily lessons.

Well-Rounded Education

To support districts in creating a well-rounded educational system, our efforts are focused on the cross-cutting skills and knowledge students need to be successful in any subject, as well as providing access for all students to a wide variety of courses and subject matter. Small and rural districts often struggle to find the funding needed to offer students all the courses that students in larger districts may benefit from. Oregon is seeking new and improved pathways to provide those opportunities, including digital innovations and partnerships. When we add those efforts to the statewide initiatives designed to bring accelerated learning and college credit opportunities for all students, we know that we are one step closer to ensuring that all students have access to engage in a well-rounded education. Outlined below are systems and programs that the state has developed to support well-rounded education in Oregon.

Creating a Student Centered Learning Environment

To truly design a well-rounded education, ODE and districts must begin by creating learning environments that center on student learning needs, active engagement, and developmentally appropriate. Below are programs and systems that contribute to the creation of a student centered learning environment, focused on strategies and tools to create active student engagement with the learning process.

- **Culturally Responsive Pedagogy and Practices**
  ODE's Equity Unit works to develop comprehensive professional development and tools to support schools that are looking to examine their Culturally Responsive Practices, and their Culturally Relevant teaching materials. This is being done in an effort to meet student needs, increase student engagement, and create relevance in learning for all students.

- **Culturally Responsive Pedagogy and Practices - House Bill 3233**
  Directs ODE to distribute funding "to school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices". To effectively carry out the intent of this legislation, ODE created grant opportunities for the purpose of funding initiatives to improve educational outcomes for historically underserved students. This included a grant to support the implementation of Culturally Responsive Pedagogy and Practices for American Indian Alaskan Native students.

- **English Language Learner Strategic Plan - House Bill 3499**
  House Bill 3499 directs ODE to develop and implement a statewide education plan for English Language Learners who are in our K-12 education system. The plan will address disparities experienced by English Language Learners in every indicator of academic success, from the historical practices leading to disproportionate outcomes for the students to the educational needs of the students from K-12 education, by examining and applying culturally appropriate best practices.

- **African American/Black Student Success Plan - House Bill 2016**
  Directs ODE to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The plan will address disparities experienced by African American and Black students in every indicator of academic success; historical practices leading to disproportionate outcomes for the students; and the educational needs of the students

from early childhood through postsecondary education by examining culturally appropriate best practices in this state and across the nation. As part of the plan, ODE will be awarding grants to early learning hubs, early learning service providers, school districts, postsecondary institutions, and community-based organizations to implement strategies developed in the plan.

- **American Indian Alaska Native Education State Plan**
  In 2014, the Oregon Department of Education State Board of Education adopted the American Indian Alaska Native Education (IA/AN) State Plan. The IA/AN plan is aligned to ODE's strategic goals. The plan was created over a nine-month collaborative process, in which the American Indian Alaska Native Advisory Panel members provided feedback and guidance to ODE as a road map for state efforts to improve opportunities and outcomes for American Indian Alaska Native youth. The plan includes 11 state educational objectives with accompanying strategies and measurable outcomes.

- **Oregon Virtual School District**
  ORVSD offers online course access providing a wide variety of online courses for students attending rural schools. 138 of Oregon's 197 school districts are designated as rural or frontier. Students in Oregon's small and rural districts do not always have access to the courses needed for personalized learning and preparation for career and college. Course access through the ORVSD offers students more flexibility, increased curricular options, and alternatives to meet their unique learning interests.

- **Flexible Credit Options**
  Under the guidance of Oregon Administrative Rule 581-022-1131, districts are required to grant credit towards the diploma or modified diploma if a student demonstrates defined levels of proficiency or mastery of recognized standards through a variety of pathways. This OAR allows schools and students to create personalized learning pathways that encompass a diverse variety of educational programs, learning experiences, instructional methods, and academic support strategies. The rule is intended to address the district learning needs, interests, aspirations, and cultural backgrounds of individual students.

- **Student-Centered Assessments**
  In order to best support students in a) understanding the learning expectations, b) understanding their progress towards meeting those standards, and c) identifying tools and resources needed to close their learning gaps, teachers must be well versed in student-centered assessment practices. The following are programs designed to support teachers in the implementation of student-centered assessment practices in their classroom. Across all of the assessment projects, ODE has prioritized royalty-free, editable, shareable professional development resources, wherever possible, so that all educators in Oregon can benefit from the investment.

  - **Building Educator Assessment Literacy (BEAL) Project**
    The Oregon Department of Education in collaboration with WestED and Understanding Language - Stanford Center for Assessment, Learning and Equity (UL-SCALE) has developed a professional development series to support educators in the development of quality assessments.

  - **Performance Assessment Demonstration Sites (PADS)**
    The Performance Assessment Demonstration Sites (PADS) project is a partnership between Oregon schools, Oregon Department of Education, and the Center for Collaborative Education to provide performance assessment professional learning and implementation support. The schools participating in 2016-17 are receiving grant funds to provide additional professional learning time to work through integrating the performance assessment with their curriculum, providing instruction to prepare students, administering the performance assessment, collaboratively scoring the student work, and providing feedback to students throughout the process. All PADS materials will be licensed as open-educational

resources so that any school or district in the state could engage in this professional learning without incurring licensing costs and without limitations on sharing the performance assessments or professional learning resources.

- **Oregon Formative Assessment for Students and Teachers**
  OFAST is a comprehensive training course offered to districts through ODE that provides 5 modules to create a deep understanding of the purpose and creation of effective formative assessments. Learning modules are designed to support teachers in both the teaching and assessing of state standards. By developing the skills necessary to design, administer, and analyze the results of formative assessments, teachers will be better able to support students as they seek to gain mastery of the skills and knowledge necessary to graduate from high school college and career ready.

Cross-Cutting Knowledge and Skills

By providing students with the key cross-cutting knowledge and skills that apply to all subject areas, they will be better prepared to meet the demands of our global society. In addition, by helping students see the ways in which all learning builds on each other, we will be able to deepen their understanding of the world around them.

- **Early Learning and Kindergarten Guidelines**
  Oregon's Early Learning and Kindergarten Guidelines have been developed for "early educators," which includes family, home-based, and center-based child care providers, Head Start and preschool teachers, kindergarten teachers, center directors, school and district administrators, parents, guardians, extended family, healthcare providers, and all others who support children and families in the growth and development of young children ages three to five. To increase accessibility, the Guidelines are available in five languages: English, Spanish, Chinese, Vietnamese, and Russian. Additionally, the Guidelines are accompanied by a web page on the ODE website that includes extensive, domain-specific resources for families and practitioners.

- **Oregon Essential Skills and Graduation Requirements**
  Adopted in 2007, The Oregon Essential Skills provides students with the cross-cutting knowledge and skills necessary to become productive global citizens, and contribute to their economic well-being and that of their families and communities. These essential skills are process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The nine essential skills include:
  - Read and comprehend a variety of text
  - Write clearly and accurately
  - Apply mathematics in a variety of settings
  - Listen actively and speak clearly and coherently
  - Think critically and analytically
  - Use technology to learn, live, and work
  - Demonstrate civic and community engagement
  - Demonstrate global literacy
  - Demonstrate personal management and teamwork skills

- **STEM and Career and Technical Education (CTE)**
  In statewide efforts to better match our education system with the evolving industry and workforce needs, Governor Brown and the Oregon Legislature have made investments in STEM and CTE (HB 3072) a core priority. The 2015 session marked doubling of investments in programs ($41 million total) that create hands on learning opportunities and put additional pathways in place to smooth the transition to the world of work. In the 2017-19 biennium, there are $10.5M in K-12 STEM investments (with an additional $2M to the

HECC for wraparound services to support underrepresented students).

With 15 of the top 20 of the fastest growing occupations involving STEM/CTE skills, providing students more opportunities to gain experience in these fields will have a direct impact on Oregon reaching its 40-40-20 goal and will fuel economic growth. These occupations boast high-wage jobs and create important opportunities for both individuals and communities to prosper. Oregon STEM and CTE Initiatives include the following:

- **The Oregon STEM Initiative**
  The Oregon STEM initiative seeks to reimagine and transform how we educate learners in order to enhance their life prospects, empower their communities, and build an inclusive, sustainable, innovation-based economy. Some best practices identified in the STEM initiative include:
  - Work with the State Board of Education to recommend increased time on inquiry-based science of at least 3-4 hours per week in elementary school. Encourage elementary educators to integrate math and language arts with those science experiences.
  - Use Code.org or other national frameworks to rapidly develop statewide computer science standards and have them adopted by the State Board by 2018. These standards should be part of a more comprehensive digital literacy plan, but their development should not be delayed while the broader plan is being created.
  - Streamline grants processes to reduce administrative burden on grantees and applicants and move more toward "outcomes-based" funding for STEM Hubs.
  - Provide parent "briefs" on how to support their student in math and science.
  - Work with COSA (school and district administrators) and OSBA (school boards) to prioritize focus on applied learning in STEM and CTE.
  - Work with Regional STEM Hubs and ESDs to provide quality professional development for K-12 teachers and principals consistent with Math and Science standards and emphasizing applied learning connected to careers.

- **STEM Council**
  The STEM Council was created to guide the Chief Education Office in the development of long-term strategies to position students for STEM/CTE careers.

- **Out of School STEM Innovations**
  During the 2015-2017 biennium, $1.5 million was awarded to Oregon State University Extension 4H and Portland Metro STEM Partnership to create a statewide, out-of-school time STEM collaborative network to engage 4th-8th grade historically underserved youth in Oregon, the first state-sponsored effort of this type nationwide. Working with Oregon's 11 STEM Hubs, Oregon State University, and 75+ community partners, STEM Beyond Schools (SBS) and its providers will provide 1000 students, 70% from historically underrepresented communities with 70 hours of high quality, community-based STEM programming. These STEM grants include STEM Investment, STEM Hub Backbone, STEM Hub Programming, Math in Real Life, Adaptive Math, and Computer Science and Digital Literacy, as well as CTE grants, which include CTE Investments, Course Equivalency, Pathway Funding, CTE Revitalization and CTE Summer Programs.

- **STEM Hubs**
  The state has invested an additional $9M in the Regional STEM Hub Network for coordination and programming as well as network support, and three other STEM Innovation grants – Math in Real Life professional development, computer-based math supports, and the Computer Science initiative. STEM hubs are regional cross-sector groups that were created to generate locally driven connections between education and the workforce. STEM Hubs unite schools, nonprofits, businesses and civic leaders on the

regional level to drive local STEM education. The Hubs leverage local resources and opportunities to bring STEM to students early, engaging with them in the classroom and out-of-school workshops. In coordination with the STEM Hubs, professional development opportunities are being provided to teachers on a wide range of topics, including Next Generation Science Standards alignment and teaching science in elementary.

- **Oregon CTE's Career and Technical Education**
  The vision for the future is to refine and enhance a connected and integrated education and workforce system that promotes a smooth and successful transition of students from pre-Kindergarten through grade 12 (PK-12) to postsecondary education, and through training and entrance to the workforce. CTE is offered through the following institutions:
  - Comprehensive high schools
  - Charter schools
  - Technical centers
  - Community colleges

  Oregon's Department of Education has organized its secondary CTE programs into six Career Learning Areas with 23 Career Clusters based on state workforce requirements and originated from the 16 Career Clusters®. As part of the Oregon STEM Education Plan, and in an effort to create connections between CTE and STEM, the following promising practices have been identified:
  - Create CTE Programs of Study frameworks that are pre-designed for customization at the local level and that are aligned to local, regional, and state high-wage, high-demand careers. Recommended state priorities include: 1) biomedical and health sciences, 2) computer science, 3) manufacturing, mechatronics, and engineering, 4) and precision agriculture.
  - Work with Regional CTE Coordinators, CCWD, and community college CTE faculty to increase alignment and articulation of K-12 Programs of Study with community college CTE pathways.

Creating Access to Well-Rounded Education

In order for all students to be able to not only access, but actively engage with a well-rounded education system, ODE and districts must work diligently to create the systems and conditions that allow all students to thrive. Below are state initiatives and programs that help create educational opportunities and open up access to all students.

- **Content and Assessment Advisory Panels**
  In the Spring of 2016, ODE began to convene Content and Assessment Advisory Panels. These panels are designed to support ODE in their development of systems of support for districts and educators as they work to provide a well-rounded education for all students. The panel's responsibilities include:
  - Collaborating with other subject areas to find meaningful ways to integrate curriculum, providing connections between content areas, and supporting the development of cross-cutting knowledge and skills.
  - Analyzing Oregon's current content standards, statutes, and rules.
  - Advocating for instructional best practices and the cultivation of educator and student growth mindsets.
  - Supporting implementation of content standards and assessments.
  - Reviewing of materials designed to assist educators in implementing Oregon's adopted expectations.
  - Collaborating with a variety of educational stakeholders, including school librarians and paraprofessionals, to provide recommendations for possible revisions to update and improve Oregon content standards, instructional practices, and assessments.

- **Oregon Educator Network and Canvas**
  As part of our efforts to support districts in their work to build and support a well-rounded education, ODE will be utilizing the Oregon Educator Network and Canvas. OEN and Canvas are innovative online platforms where educators can collaborate, share resources, and find new and inventive ways to integrate technology into their classroom practices. These digital resources will be used to house resources, conduct online professional learning opportunities, facilitate online networks and digital PLCs, and provide platforms for collaboration and innovation. In addition, these resources can be developed in coordination with partnering agencies, stakeholder groups, and community resource groups. The potential for these resources is limitless, and should prove to be a valuable resource for districts and the state.

- **Oregon Charter School Program Grant**
  This grant is designed to support the planning and implementation of newer public charter schools in Oregon, and to disseminate best practices from established Oregon charter schools with proven effective practices to the rest of the public education system. General funding priorities are to fund schools that have a mission, program design, or track record of reducing or eliminating achievement and opportunity gaps for historically underserved students, reducing exclusionary discipline rates, and/or increasing graduation and post-secondary enrollment rates. All subgrantees participate in professional development focused on culturally responsive curriculum, pedagogy, educational practices, and school culture.

- **The Oregon Advanced Placement Incentive Program (APIP) and Test Fee Program**
  The APIP program helps students in low-income situations participate in rigorous academic coursework that will increase their opportunities and provide a head start into college. Funds from these programs permit states and local educational agencies to give increased numbers of low-income students the opportunity to take Advanced Placement classes and participate in other challenging programs. The Test Fee Program pays for Advanced Placement and International Baccalaureate examinations for income-qualified students. The programs are funded by a grant from the U.S. Department of Education, Office of Innovation and Improvement. The U.S. Department of Education makes available annual awards to state educational agencies for the purpose of funding the tests.

- **House Bill 3141 - Physical Education**
  In 2007, the Governor signed House Bill 3141 requiring K-5 students to receive 150 physical education minutes per week and students in grades 6-8 to receive 225 minutes per week. The instruction needs to be a sequential, developmentally appropriate curriculum that is designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives. At least 50% of the physical education class time is to be actual physical activity with as much time as possible spent in moderate physical activity. Every school district is to be in compliance by the 2017-18 school year.

- **College and Career Readiness (CCR) Alliance Academy**
  ODE received funding in partnership with the Higher Education Coordinating Commission from SB 418 designated to provide instructor-led courses that incorporate a learning community approach to online professional development. The professional development courses are applicable to school counselors, school principals, teachers who serve as advisors, college admissions counselors, graduation coaches, financial aid advisors and staff of college advising programs. Through taking these courses, educators are gaining the knowledge and skills necessary to effectively prepare all students for college and career readiness. Courses are 4-6 weeks long, relevant, culturally responsive and engaging with discussion-based content.
  Courses offered online, face-to-face, or hybrid include:
    - Building a College-Going Culture for All Students
    - College, Career, and Academic Planning
    - Financial Aid and College Applications

- College and Career Advising in the Middle Grades
- College and Career Advising for Special-Population Students
- College and Career Advising for Educators: A Module for Teacher Advisors
- Maximizing Impact on Student Success: A Module for School Leaders

Building Capacity for Educator Learning through Technology

Research tells us that teachers are the single most important factor in student achievement. As we work to improve teachers' and other educators' efficacy in digital literacy and personalized learning, we will increase student engagement, and create an educational system that addresses student needs at their core. Technology can be a powerful tool for transforming learning when educators are using digital tools effectively. Educators are using technology for instruction, reinventing approaches to learning, shrinking long-standing equity and accessibility gaps, and adapting learning experiences to meet the personalized learning needs of all learners. As the state and districts work to provide a well-rounded educational experience for all students, it is important that we leverage digital resources to not only create a student-centered learning environment that focuses on personalized learning, but that also provides content to educators and students who might otherwise not have access. It is through effective use of digital innovations and resources that we will be able to keep our well-rounded promise to all students across our state.

- **Oregon Digital Learning / Educational Technology Plan**
  The purpose of the Oregon Digital Learning / Educational Technology Plan is to create an overall strategic vision for digital learning in Oregon. The goal of this plan is to build upon the current state of digital learning in Oregon and develop a long-term strategy to transform learning experiences by providing all students equitable access to digital age learning and teaching. In order for students and educators to be prepared for the demands of this new era, classrooms, schools and other learning environments need to reflect the changes in philosophy, instructional practice, learning spaces, technologies, and learning opportunities necessary for students to be competitive and productive in the information and communication age. This plan will provide guidance for districts and schools as they plan, implement and continually improve by addressing:
  - Digital Content: Relevant curriculum and content that supports personalized learning
  - Personalized Professional Learning: Educators prepared to effectively facilitate learning in a digital age
  - Collective Impact: Leveraging community partnerships and networking enhance digital learning opportunities
  - Technology Infrastructure and Devices: Equitable access for learning and instruction
  - Policy and Funding
  - Data and Privacy
  - Innovative Leadership

- **Oregon Digital Learning Advisory Committee**
  The purpose of the Digital Learning Advisory Group is to provide stakeholder input on the State Digital Learning Plan, revision of the State Educational Technology (Digital Learning) Standards, and the redesign and expansion of the Oregon Virtual School District services. The Committee will be reviewing the supports needed for successful implementation of digital learning in Oregon schools and will be making recommendations about strategies and resources that would increase student access to digital learning opportunities.

- **Oregon EdTech Cadre**
  The Oregon Ed Tech Professional Development Cadre began in 2001-2002 as a network of educators and leaders with responsibility to teach, lead, coach and provide professional development around technology integration, and it continues to thrive 15 years later. The goal of the Cadre is to identify and disseminate

best practices targeting innovative technology integration into teaching and learning, by:

- Providing forums for networking and ongoing collaborative work,
- Effectively integrating technology standards with Common Core Content Standards,
- Focusing on exemplary staff development skills by designing staff development structures to improve practice and educator effectiveness, and
- Modeling and practicing effective instructional strategies while demonstrating emerging technologies.

- **Oregon Educator Network**

  The Oregon Educator Network (OEN) is an innovative online platform where educators can collaborate, share resources, and find new and inventive ways to integrate technology into classroom practices. OEN was developed in coordination with the Network for Quality Teaching and Learning. Created in 2013, the Network for Quality Teaching and Learning was developed to enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching and to equip educators with the resources and skills necessary to teach and inspire the next generation of Oregonians. Created by the Oregon Legislature, the Network acts as a statewide umbrella of support for educators, funding key development initiatives, including the following which are supported by OEN:

  - Supporting new educators and administrators through mentoring,
  - Providing educators with professional learning opportunities such as peer-to-peer training, mentoring and leadership groups.
  - Forming a shared virtual space where educators can work together to access, create and pool their resources that improve practice.
  - Scaling up effective practices and removing barriers to implementation.
  - Using data to document educator working conditions to determine where resources and supports are needed to provide the most effective teaching and learning environment for students.

- **Oregon Virtual School District**

  The Oregon Virtual School District (ORVSD), a program of the Oregon Department of Education, has provided digital resources and professional development to support online learning in Oregon schools. In 2015-16, ODE improved ORVSD services by adding online course access and providing a wide variety of online courses for students attending rural schools. There are 138 of Oregon's 197 school districts designated as rural or frontier. Course access through the ORVSD offers students more flexibility, increased curricular options, and alternatives to meet their unique learning interests. These resources include:

  - Access to content from the National Repository of Online Content (NROC).
  - HippoCampus rich multimedia content including videos, animations and simulations for a wide variety of educational subjects.
  - EdReady, a diagnostic and intervention tool that lets students assess their own readiness for high school or college math and get a personalized study path to fill in knowledge gaps.
  - ArcGIS licensing for schools to access a professional grade mapping tool that connects maps with data.
  - SketchUp Pro licensing for schools to access a 3D modeling computer program for a wide range of drawing applications such as architectural, interior design, landscape architecture, civil and mechanical engineering, film and video game design.

- **#GoOpen Exchange**

  In October of 2015, ODE launched the #GoOpen initiative. Oregon joined states from across the country in committing to support the use of high-quality, openly licensed educational resources in our schools. Oregon has been recognized for its leadership by the U.S. Department of Education at the #GoOpen Exchange, a gathering of state and district leaders, innovative education technology providers, and nonprofit organizations working together to support educators' transition to using openly licensed resources. Openly licensed educational resources have enormous potential to increase equitable access to high-quality education opportunities in Oregon and throughout the United States.

- **Oregon School Library Information Systems (OSLIS)**
  The Oregon School Library Information System is a K-12 website providing access to quality licensed databases within an information literacy framework. It is designed for Oregon students and educators, maintaining the school library at the heart of student research. OSLIS was established in 1998 and has operated with a variety of partners. Currently, OSLIS is a partnership between the Oregon Association of School Libraries and the Oregon State Library. OSLIS features:
  - The OSLIS Learn to Research model which supports information literacy skills development.
  - The OSLIS Citation Maker which offers instruction and templates for accurately and responsibly citing resources.
  - The OSLIS Find Information section which provides access to a variety of reliable information resources (such as magazines, newspapers, journals, encyclopedias, e-books, and multimedia content) in one location.
  - Thousands of age-appropriate articles with Lexile reading levels available through subscription databases.
  - Remote access allowing students to do research anytime, anywhere.
  - Equitable access to subscription resources provided at no cost to Oregon's K-12 community of public and private schools and homeschoolers.

School Conditions for Student Learning

Cross Cutting Strategies

- **State Personnel Development Grant (SPDG)**
  The Oregon Department of Education applied for and was selected by the U.S. Department of Education - Office of Special Education Programs (OSEP) to receive a State Personnel Development Grant (SPDG) covering the period from 2011-2016.These funds supported a variety of activities and programs that continue to positively impact student outcomes across the state. The grant has helped improve students' performance in academics and behavior through an increased number of high-quality coaches and expanded capacity of regional hubs and districts to support and sustain MTSS implementation. Through integrated supports, Oregon has developed a statewide network of high quality coaches, and an increase in the number of districts implementing MTSS with fidelity. These components have increased outcomes for all students. ODE was awarded a new grant in 2015 for the 2016-2021 years which will directly serve 30 districts implementing MTSS for academics and behavior.

- **Oregon School-wide Integration Framework for Transformation (SWIFT)**
  ODE has expanded engagement with the University of Kansas SWIFT Center to current participating districts and additional districts in the state. The partnership between ODE, the SWIFT Center, and participating school districts has supported work in five domains: Administrative Leadership, Multi-tiered Systems of Support, Integrated Educational Framework, Family and Community Engagement, and Inclusive Policy Structure and Practice. This collaborative work implements a framework that builds on current areas of strength with a focus on a self-identified goal that addresses an area of opportunity identified from data analysis. Participating districts and schools in Oregon benefit from facilitated needs assessments, visioning, feature-specific technical assistance, and guidance with data-based decision making for the purpose of developing Multi-Tiered System of Supports.

- **Oregon's Response to Intervention Initiative (Or-RTI)**
  In 2005-2006, ODE partnered with Tigard-Tualatin School District (TTSD) to lead OrRTI and provide training and technical assistance to participating districts. TTSD has developed a "Response to Intervention" (RTI) training program for ODE, as well as assisted 67 school districts with implementation. New districts

are added to this program every year in an effort to reach all parts of the state. Or-RTI provides technical assistance and builds on the skills and knowledge districts need to create systemic, accurate, and sustainable academic support for all students. RTI promotes high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions (NASDSE, 2005). RTI is a process described in IDEA 2004 for identifying students with learning disabilities.

- **Positive Behavioral Interventions and Supports (PBIS)**
  Positive Behavioral Interventions and Supports (PBIS) is intended to design systemic behavior support systems which allow students to focus on instruction and be successful in school. When districts and schools use PBIS techniques and strategies, they develop skills and knowledge to build systemic, accurate, and sustainable behavior supports for all students.

- **Student Support Personnel Services**
  The Oregon Department of Education has formed collaborative partnerships across the state to address non-academic barriers to learning through trauma informed practices, mental health supports, social/emotional learning, and health and wellness services. ODE provides technical assistance, professional development, and resources to districts and buildings, while continuing to build supports around growing areas of need. In particular, specialized student support personnel who work collaboratively with students, families, educators, and community agencies within school's multi-tiered systems are providing a greater number of services and supports to students and families in prevention, intervention, crisis response, and counseling in order to address the range of barriers to educational success.

- **Comprehensive School Counseling Programs**
  In 2016, the Oregon Department of Education formed a state-level School Counseling Content and Advisory Panel, who identified key priority goals for School Counseling, and are currently updating Oregon's Comprehensive Guidance and Counseling Framework and Student Standards. Oregon's School Counselors strategically design and deliver a Comprehensive School Counseling program that is broad in scope, preventative in design, and developmental in nature in order to align and effectively advance the mission and goals of their school and district. School Counseling programs are driven by student data, focused on addressing equity and opportunity gaps, and based on college and career readiness student standards in academic, career, and social/emotional development, and community involvement. School Counselors deliver classroom lessons, provide small group counseling, and work closely with students to individualize and personalize their educational pathway, develop the essential knowledge, skills, and mindsets for mastering the Student Standards, and support their self-directed goals, plans, and accomplishments towards graduation and successful transition to postsecondary opportunities.

  In April 2017, the Oregon State Board of Education adopted the school counseling student standards "Mindset & Behaviors for Student Success: K-12 Career and College Readiness Standards for Every Student" for Comprehensive School Counseling, in alignment with standards adoption in all other content areas. The school counseling student standards align with the American School Counselor Association (ASCA) and is part of updating the Oregon Guidance and Counseling Framework.

- **Chronic Absenteeism Statewide Plan**
  The 2015 Oregon Legislature enacted House Bill 4002 which directed the Department of Education and the Chief Education Office to jointly develop a statewide education plan to address chronic absences of students in the public schools of this state. HB 4002 also specified elements of the plan and directed the two agencies to collaborate with representatives of the Department of Human Services, the Oregon Health Authority, the Early Learning Division and community and education stakeholders. The Statewide Absenteeism Plan is organized around the five elements specified in HB 4002. Specific actions and recommendations to address

chronic absenteeism are included for each element of HB 4002. The statewide plan consists of five key elements:

- A process for publicly disclosing annual information on chronic absence rates for each school;
- Guidance and best practices for all schools and school districts to use to track, monitor and address chronic absences and improve attendance;
- A process for identifying schools in need of support to reduce chronic absences and improve attendance;
- A description of technical assistance available to schools identified as being in need of support, including technical assistance that will be provided by the department or the office; and
- The estimated costs associated with implementing the plan (HB 4002).

The state plan is organized around the five elements including specific actions and metrics, and includes a Multi-tiered Systems of Support (MTSS) framework that is comprehensive, multi-faceted, and cuts across all of the elements. The plan incorporates a network of support identified at three different levels and has identified a number of funding opportunities and resources to address absenteeism.

- **McKinney-Vento Program – Education of Homeless Children and Youth**
  The McKinney-Vento Act's Education of Homeless Children and Youth Program, ensures that homeless children and youth are provided a free, appropriate public education, despite lack of a fixed place of residence or a supervising parent or guardian. The state public school admission statute assuring the right of homeless and other children and youth in similar circumstances to enroll in schools is ORS 339.115(7). The federal McKinney-Vento Homeless Education Program requires all school districts to designate a Homeless Liaison to assist students and their families with school access and success. Every school district in Oregon has at least one designated Homeless Student Liaison to provide direct assistance to homeless families and unaccompanied youths to access and achieve in school. The Liaisons work with each other between districts to support transitions and connections for students.

Improving Conditions for Safe and Supportive Schools

- **Bullying and Harassment Prevention**
  The Oregon Department of Education is committed to fostering safe, healthy, and supportive school environments that are free from harassment, intimidation, and bullying to ensure maximum learning for every student. In April 2012, the Oregon legislature passed Senate Bill 1555 which updated Oregon's laws related to bullying, cyber-bullying, harassment, and intimidation in public schools. The amendments from SB 1555 went into effect July 1, 2012 and provided more definitive language and increased accountability for local school districts, ESDs, and public colleges relating to their anti-bullying policies. The law also requires districts to have policies in place to address sexual harassment. More information can be found in Oregon Revised Statutes chapter 339, sections 351-364 (i.e., ORS 339.351—364). School officials are required to have a policy in place that addresses teen dating violence, which was added by the legislature in April 2012 as an amendment to Oregon's domestic violence statute via HB 4077.

- **School Safety Task Force**
  This task force, created by the 2015 Legislature, was given several specific mandates and presented a report to the legislature in October of 2016. Among the recommendations that came out of the Task Force, three have been actively pursued. The Task Force determined that for the safety of all Oregon students, a state-wide school tip line was needed. The Oregon State Police championed this initiative and the legislature provided funding for the tip line in the 2016 session. Another recommendation was the need for a state-wide threat assessment process to be used by districts. This recommendation resulted in a bill before the 2017 legislature that provides ODE will manage the threat assessment process should the legislature pass the bill. Finally, the Task Force recommended the creation of a data base that contains floor plans of all school buildings in the state so that emergency personnel can access them when responding to an emergency. This

topic has yet to be taken up by the legislature and is slated for another session in the future. The Task Force continues to meet monthly and has a wide variety of representation from the field including members from Behavioral Health, County Mental Health, Law Enforcement, Education and other relevant stake holders.

- **Drug and Violence Prevention Plan**
  Various state and federal laws related to drug and violence prevention (i.e. Safe and Drug-free Schools and Communities, School Safety Plan (OAR 581-022-1420), and Prevention Education Programs in Drugs and Alcohol (OAR 581-022-0413) have common elements. In an effort to streamline the planning processes and to identify the specific elements that meet the legal requirements of each plan, an instrument was developed to meet the planning provisions of these laws.

- **School Health Services**
  School Nurses are employed or contracted by school districts to serve all students and work to reduce and eliminate health-related barriers to education. They intervene with actual and potential health problems; provide case management services; and coordinate communication with families, school staff and the medical home or private health care provider. The school nurse role includes development and maintenance of individualized student healthcare plans, participation in IEP & 504 processes, and training of other school personnel in medication administration and other life-saving treatment protocols. Other school health services may include physical, occupational, and speech therapy depending on student need. School psychologists and school social workers are increasingly being utilized to provide education screenings as well as support student mental health. Many of the school health services provided by districts are required under the federal Individuals with Disabilities Education Act (IDEA).

- **Health and Wellness Committees and Plans**
  All school districts participating in the National School Lunch Program or the School Breakfast Program are required to develop and implement a school district wellness policy. This requirement is a result of the Child Nutrition and WIC Reauthorization Act of 2004 and most recently, the Healthy Hunger Free Kids Act of 2010. District wellness policies provided guidelines and rules on areas such as:
  - Nutrition and Nutrition Education
  - Physical Fitness and Physical Education
  - Staff health and wellness
  - Other school and afterschool activities that promote wellness
  - Community and family involvement

  To honor districts that are going above and beyond in their efforts to create a healthy environment for all staff and students, the state initiated the School Wellness Awards in 2008 with the support of the Nutrition Council of Oregon. These awards are designed to recognize schools for their outstanding efforts to improve child health and make the connection between nutrition, physical activity and academic achievement. Each year ODE selects 3 winners of the School Wellness Award. These schools are exemplary for their outstanding implementation of school district wellness policies.

- **Social-Emotional Learning (SEL)**
  Positive social-emotional development in the early years provides a critical foundation for lifelong development and learning. Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond to others' emotions. Though children express emotions at birth, the preschool years are a critical time for learning how to manage emotions in ways that can help children build strong social skills.

  - **Early Learning and Kindergarten Guidelines**
    Oregon's Early Learning and Kindergarten Guidelines have been developed for "early educators,"

and resulted in the creation of social emotional standards for Kindergarten that are aligned with guidelines for 0-5 year olds. This is an important foundation to supporting social-emotional learning in K-12.

- **Behavioral Health Collaboration**
  ODE has been actively collaborating with OHA since 2015 around behavioral health needs of K-12 students. This work allows ODE to play a direct supporting role that assures educational stakeholders are active participants in the many programs that OHA has throughout Oregon. Also, through ODE's working partnerships with major hospital systems (Providence, OHSU, Kaiser Permanente, and Shriners) we assist in the transitioning of students with behavioral health concerns from the hospital setting back to the neighborhood school.

- **Collaborative for Academic, Social, and Emotional Learning (CASEL)**
  Oregon has partnered with the Collaborating state's Initiative to assist in developing and implementing statewide partnerships, which will work together to create conditions (using standards/competencies, policies and/or guidelines) that will support student social and emotional development in the state of Oregon. To learn more about SEL and to find resources, practical strategies, technical assistance, and training modules, visit: Center on the Social and Emotional Foundations for Early Learning (CSEFEL); Technical Assistance Center on Social Emotional Intervention (TACSEI).

- **Social and Emotional Learning for Formative Assessment**
  In order for formative assessments to be effective, students must feel respected, valued, efficacious, and engaged in the classroom. ODE, along with their partners at Education Northwest, developed materials and resources for educators to promote a classroom environment in which students can participate fully in formative assessments, while developing interpersonal and intrapersonal skills for success in school and life. The resources provide evidence-based activities educators can use to complement classroom formative assessment practices, as well as help students develop ODE's personal management and teamwork skills. Specifically, the resources focus on three aspects of Social and Emotional Learning that relate closely to formative assessment: Social belonging, growth mindset, and self-regulation. The resources contain facilitator presentation materials, student handouts, and facilitator guides and can be used with students at any grade levels.

<u>School Conditions</u> (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

(i) State law requires that each school district adopt procedures for reporting, investigating, and arriving at remedial action for complaints of harassment, intimidation, and bullying. ODE supports districts to reduce incidences of bullying and harassment by providing guidance to parents, advocates, and school district staff in accessing the district's anti-bullying complaint and appeal procedures. ODE also oversees a state-level complaint process for parents who discover that a school district does not make an LEA-level bullying complaint procedure available.

(ii) Every year, ODE carries out a comprehensive data collection surrounding discipline incidents at each of the State's school districts. Classroom removal data is collected (e.g. suspensions and expulsions), as well as offense types and associated student-specific information, including race, ethnicity, and special education eligibility.

When a significant disproportionality of students are found to be disciplined from a particular race, ethnic group, or by disability, ODE mandates that each district complete and submit a Consolidated Plan. The district's Consolidated Plan reviews areas including manifestation determinations, functional behavior assessment and behavior intervention planning, and district professional development. In collaboration with ODE, districts prepare suspension and expulsion action plans for individual correction, as well as the process by which each will review subsequent data to ensure prevent systemic issues of non-compliance.

(iii) ODE provides parents, transportation service providers, and district staff with resources to comply with applicable state and federal laws governing the use and misuse of restraint and seclusion in educational settings. ODE offers districts information regarding evidence-based training programs in the areas of de-escalation, physical restraint and seclusion. ODE also collaborates with districts in the collection of an annual report that tracks districts use of restraint and seclusion, as well as demographic characteristics of those students upon whom physical restraint or seclusion is imposed.

Additional information and descriptions of state support to districts for improving school conditions for student learning can be found on pages 100-104 in Section 6: Supporting All Students, including:

- State Personnel Development Grant
- Oregon School-wide Integration Framework for Transformation (SWIFT)
- Oregon's Response to Intervention (Od-RTI)
- Positive Behavioral Interventions and Supports (PBIS)
- Student Support Personnel Services
- School Counselors/Comprehensive Guidance and Counseling Framework and Student Standards
- Chronic Absenteeism Statewide Plan
- McKinney-Vento Program

- Bullying and Harassment Prevention
- School Safety Task Force
- Drug and Prevention Plan
- School Health Services
- Health and Wellness Committee and Plans
- Social-Emotional Learning (SEL)
    - Behavioral Health Collaboration
        - Collaborative for Academic, Social, and Emotional Learning (CASEL)
        - Social and Emotional Learning for Formative Assessment

<u>School Transitions</u> (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The Oregon Department of Education, Early Learning Division, and Oregon Youth Development Council provide support to districts in meeting the needs of all students from preschool through grade 12, including strategies for effective transitions and to decrease the risk of students dropping out. State strategies include those outlined below:

- Oregon's Kindergarten Assessment provides local and statewide information on the social, self-regulatory and academic skills of incoming students. These skills are linked to future academic success and are found in Oregon's Early Learning Standards and are used in Head Start classrooms and many preschools across the state.
- ODE is in the process of developing an Early Indicator and Intervention System (EIIS) as a means to identify students who are at risk of dropping out through predictive analytics.
- High School Graduation and College and Career Readiness Act of 2016 (Measure 98) provides resources to districts for establishing or expanding CTE programs, college-level educational opportunities for students, and drop-out prevention strategies. For example, activities may include summer academies with students whose academic performance indicates they may need some additional supports to be ready for 9th grade, induction and/or orientation programs for all incoming 9th graders, etc. ODE is developing administrative rules and guidance and will provide technical assistance and monitoring.
- The Youth Development Council is working with the Oregon Legislature and education and workforce stakeholders to create a statewide regional re-engagement system for youth who are not in school and not working.
- STEM and CTE initiatives provide students and educators with hands-on learning opportunities to engage students in their learning and provide pathways for smooth transitions to college and the world of work.

Additional information about state strategies to support districts in meeting the needs of students at all levels of schooling, PreK-12, are found on pages 82-92 in this section of the plan. Specific strategies for transitions of students to middle grades and high school to decrease the risk of dropping out include:

- Out of School STEM Innovation Grants
- Early Indicator and Intervention System (EIIS)
- YDC Reengagement System
- YDC Tribal Cluster Partnerships
- High School Graduation and College and Career Readiness Act of 2016
- Graduation Blueprint

- Education Plan and Profile
- Transitioning Students with Disabilities
- Transition Technical Assistance Network
- Expanded Options Program
- Accelerated Learning
- Dual Credit Opportunities
- Regional Promise Grants
- Oregon Career and Technical Education (CTE)
- Oregon Advance CTE
- Comprehensive School Counseling
- Work-Based Learning – Preparation & Training
- CTE Revitalization Grant & Industry Partnerships
- STEM and CTE Initiatives

1. ***Supporting Needs of Migratory Children* (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:**

The Oregon Title IC, Migrant Program operates on a three-year cycle that includes a Comprehensive Needs Assessment (CNA) in year one, a Service Delivery Plan (SDP) that addresses the needs found in the CNA in year two, and an evaluation in year three that measures the level of services given to migrant students and the fidelity of implementation in districts and ESDs that receive migrant allocations.

Parents are involved in the planning, implementation, and evaluation of the allocations and services provided by the local district or ESD. Every three years, ODE monitors the local district or ESD during the regular school year and also in the summer to assure that the unique needs of migrant students are being met, including preschool and students and students who have dropped out. At the end of the school year, an evaluation is completed at the local district or ESD level of the four migrant program goals: 1) Preschool readiness, 2) Meeting state benchmarks on state assessment in Math, 3) Meeting state benchmarks on state assessment in Reading, and 4) Graduation of migrant students. The evaluation includes required data to demonstrate meeting their migrant students' needs, recruitment and parent involvement, and a description of what the program will focus on in the following year.

Oregon's Title IC, Migrant program will identify the unique educational needs of migratory children who have dropped out of school by using data systems to identify students that have dropped out of school. The MEP will use: the National Migrant Data system "Migrant Student Information eXchange" (MSIX), the Oregon Migrant Data System the "Oregon Migrant Student Information System (OMSIS) and local data information systems in districts and Educational Service Districts. The State Comprehensive Needs Assessment for the Migrant program and the Service Delivery Plan identifying needs and services to students that have dropped out will focus on serving this population. Local plans of the migrant program will identify specific services for students that have dropped out and provide support to address barriers that lead to students reasons for dropping out. The Title IC, Migrant Program will provide at a minimum a 0.5 Graduation Specialist to every migrant program in Oregon. Many programs are adding more FTE to the Graduation Specialist positions. The Graduation Specialist will meet with every middle school and high school migrant student to make sure they are on track towards graduation. Every migrant student that drops out of school will be identified be provided support to go back to school or to get their GED.

   i. ***The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;***

The monitoring process will seek documentation to make sure that migrant students have access to all local, state and federal services. The Title IC migrant program requires joint planning at the local level to identify the needs of migrant students and to provide coordinated planning of services including language instruction for second language students. The migrant program provides services for preschool students from ages 3 on up to age 21. The preschool student's needs are assessed and services are provided based on the Service Delivery Plan at the state and local level. Students at the local level that have dropped out will be identified by a Graduation Specialist which is provided to every migrant program in Oregon to identify the student,

meet and evaluate needs and then to provide services for the student including district and High School Equivalency Program (HEP) programs in the state. A Parent Involvement Specialist is provided to every migrant program to work with families and train preschool parents to help prepare their children for Kindergarten. At the state level, the migrant Specialist and the Title III Specialist work closely together to coordinate services and provide for the second language migrant students. At the beginning of the year both programs provide a joint presentation to identify the unique needs and services that both programs provide as well as ways to collaborate together. The Equity Team at the Oregon Department of Education as well as the Federal Programs Team involves both the Title IC and Title III teams in their meetings, planning and implementation plans.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

ODE works collaboratively with local district and ESDs to make sure that all funding works together to best serve migrant students that may qualify under state funding and other federal funds. ODE provides a 0.5 ADM in state funding for all Title III students as many migrant coordinators are also Title III coordinators. The services for English learners, who may also be migrant students, enables local district or ESD leaders to plan in collaboration for both programs. Both programs have access to the drop out data at the state level.

The evaluation of joint planning at the local level is evident in the following practices. The Budget Narrative describing how the migrant allocation will be used describes collaboration with other State and Federal programs in the planning of services. During monitoring, the collaboration and evaluation of migrant services in collaboration with other services is evaluated. The End of year Evaluation for the Title IC migrant program at the end of June of every year looks at data affecting the Service Delivery Plan, recruitment and parent involvement as well as ways that the district is providing wrap around services to migrant students including Title III. The data includes local and state reports by district, ESD and state on the dropout rate and graduation rates for 4 and 5 year cohorts. Starting August, 2017 every program will be provided a Graduation Specialist who will receive a two day training as well as monthly webinar meetings and trainings. The state will provide an overseer of these Graduation Specialist who will focus on the training, support and evaluation of their local programs. An added support will be given to support students that have dropped out.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

At the local district or ESD level, many districts combine services. For example, summer school often integrates several programs including, Title IA, Title IC, and Title III. Districts can provide a robust summer school combining students and funding from several sources. Collaboration between programs makes sure that programs are not duplicating services, but instead broadening the scope of services.

Currently, all ESEA federal programs are housed in the same work unit allowing staff to routinely work together to make connections among programs and work collaboratively to support all students. Further, ODE is developing the capacity to provide a more coherent approach to supporting districts through cross-agency collaboration and streamlining processes and initiatives. See Section 2: System of Performance Management for more details.

iv. Measurable program objectives and outcomes.

The Oregon Migrant Program's Goals, Measurable Program Outcomes (MPOs) and Outcomes and data from the 2015-2018 cycle are provided below.

GOAL AREA #1: READING

- State Performance Target: In 2015-16, 49% of elementary and middle school students, and 68% of high school students will score proficient or above in reading on the Smarter Balanced Assessment.
- Concern Statement: We are concerned that migrant Priority for Service (PFS) students are scoring below all migrant students and far below non-migrant students in reading.
- Data Summary: In 2012-2013, 22% PFS migrant students in grades 3-12 scored at or above proficient on state reading assessments; only about half of PFS students are achieving at the proficiency levels of non-migrant children. Forty-two percent (42%) of migrant students scored proficient or above in reading compared to 75% of non-migrant students.
- Need Statement: The percentage of PFS migrant students in grades 3-12 scoring at or above proficient reading assessment needs to increase by more than double.
- Strategy 1-1: Provide evidence-based summer and/or extended day services to meet the identified needs of migrant students in reading.
- Strategy 1-2: Provide evidence-based family engagement opportunities to develop awareness of reading standards and strategies for parents to support their children in reading.
- Strategy 1-3: Provide evidence-based training for migrant staff on instructional strategies to increase student achievement in reading.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 1a: By the end of the 2015-16 program year and each year thereafter, 80% of migrant students participating in extended day or summer supplemental reading instructional services who attended 85% of the time will demonstrate sufficient* growth on a local reading assessment. *(*Sufficient growth will be determined at the beginning of each program term by participating projects).*	1.1.1 What percentage of students (PFS & non-PFS and binational students) receiving supplemental reading instruction demonstrated sufficient growth on a local reading assessment?	1.1.2 In what ways did local projects tailor reading instruction to meet the needs of individual students?
MPO 1b: By the end of the 2015-16 program year and each year thereafter, 80% of migrant parents who participated in parent activities related to reading will indicate increased knowledge (10% average gain for the State) of reading standards and strategies to support reading in the home as measured by a pre/post survey.	1.2.1 What percentage of migrant parents/ family members that attended at least 85% of parent reading activities increased their knowledge of reading standards and strategies?	1.2.2 What types of parent activities were provided by local sites? How effective were they perceived by those participating?
MPO 1c: By the end of the 2015-16 program year and each year thereafter, 85% of migrant staff participating in PD related to reading strategies for migrant students will use strategies during supplemental instruction as recorded on a professional practices rubric.	1.3.1 What percentage of migrant staff participating in reading PD indicate they used strategies learned or gained knowledge of the topics presented?	1.3.2 What types of PD was offered by local sites? How effective was PD perceived by those participating?

GOAL AREA #2: MATHEMATICS

- State Performance Target: In 2015-16, 55% of elementary and middle school students, and 62% of high school students will score proficient or above in math on the Smarter Balanced Assessment.

- Concern Statement: We are concerned that migrant students' math scores will continue to decrease as rigor increases with CCSS assessments and that migrant students in grades 3-12 are achieving lower proficiency rates compared to non-migrant students.
- Data Summary: In 2012-2013, decreasing math proficiency scores were exhibited by migrant students at all grade levels; only 39% of migrant students in grades 3-8 scored proficient or above in math compared to 59% of non-migrant students in grades 3-8. Only 49% of migrant students in high school scored proficient or above in math compared to 69% of non-migrant students in high school.
- Need Statement: The percent increase in math will be calculated by analyzing longitudinal growth disaggregated by PFS and non-PFS migrant students.
- Strategy 2-1: Provide evidence-based summer and/or extended day services to meet the identified needs of students in math.
- Strategy 2-2: Provide evidence-based family engagement opportunities to develop awareness of math standards and strategies for parents to support their children in math.
- Strategy 2-3: Provide evidence-based training for migrant staff on instructional strategies to increase student achievement in math.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 2a: By the end of the 2015-16 program year and each year thereafter, 80% of students participating in extended day or summer supplemental math instructional services who attended 85% of the time will demonstrate sufficient* growth on a local math assessment. *(*Sufficient growth will be determined at the beginning of each program term by participating projects).*	2.1.1 What percentage of students (PFS & non-PFS and binational students) receiving supplemental math instruction demonstrated sufficient growth on a local math assessment?	2.1.2 In what ways did local projects tailor math instruction to meet the needs of individual students?
MPO 2b: By the end of the 2015-16 program year and each year thereafter, 80% of migrant parents who participated in parent activities related to math will indicate increased knowledge (10% average gain for the State) of math standards and strategies to support math in the home as measured by a pre/post survey.	2.2.1 What percentage of migrant parents/ family members that attended at least 85% of parent math activities increased their knowledge of math standards and strategies?	2.2.2 What types of parent activities were provided by local sites? How effective were the activities perceived by those participating?
MPO 2c: By the end of the 2015-16 program year and each year thereafter, 85% of migrant staff participating in PD related to math strategies for migrant students will use strategies during supplemental instruction as recorded on a professional practices rubric.	2.3.1 What percentage of migrant staff participating in PD related to math indicate they used strategies learned or gained knowledge of the topics presented?	2.3.2 What types of PD was offered by local sites? How effective was PD perceived by those participating?

GOAL AREA #3: SCHOOL READINESS

- State Performance Target: Targets and services align to the Head Start Child Development and Learning Framework.
- Concern Statement: We are concerned that pre-K migrant children do not consistently have access to math and reading readiness skill development that results in low rates of proficiency upon entering school.

- Data Summary: In 2012-2013, 35% of migrant students in grade 3, and 15% of PFS migrant 3rd graders scored at or above proficient on state reading/language arts assessments; migrant students achieved consistently low reading scores starting in grade 3.
- Need Statement: Percentage of migrant and PFS meeting or exceeding reading and math assessments in 3rd grade needs to increase by 20%.
- Strategy 3-1: Provide evidence-based tools including progress monitoring and modeling for parents and caregivers on kindergarten readiness.
- Strategy 3-2: Provide evidence-based pre-k programs that help prepare students to enter kindergarten ready to learn (regular/summer school).
- Strategy 3-3: Collaborate with service providers/partners (OCDC, Head Start, Early Learning Hubs, early intervention services, etc.) to ensure migrant students' attendance in the programs and the alignment with appropriate standards and curriculum.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 3a: By the end of the 2015-16 program year and each year thereafter, on a rubric of parent involvement, 85% of migrant parents participating in activities related to progress monitoring and modeling for kindergarten readiness will use the following strategies on a weekly basis: reading with their child, use of the pre-k checklist, or use of the brochure that addresses the items on the migrant skills checklist.	3.1.1 What percentage of migrant parents/family members used the strategies for promoting school readiness?	3.1.2 What types of parent activities were provided by local sites to model school readiness?
MPO 3b: By the end of the 2015-16 program year and each year thereafter, 80% of preschool migrant children participating in summer school or supplemental regular term services at least 50% of the time will increase their developmental skills by a sufficient amount between pre- and post-test as measured by a valid and reliable developmental skills checklist.	3.2.1 What percentage of migrant preschool children increased their development skills?	3.2.2 What types of summer school or supplemental regular term services were provided to preschool migrant children by the local sites?
MPO 3c: By the end of the 2015-16 program year and each year thereafter, agreements with preschool providers will result in a 2% increase in migrant student enrollment in those programs with the baseline set in 2013-14.	3.3.1 What percentage increase in student pre-K enrollment was there between baseline and 2015-16?	3.3.2 Which preschool programs provided services to migrant children?

GOAL AREA #4: HIGH SCHOOL GRADUATION

- State Performance Target: By 2017, the 4-year cohort graduation rate for all students will be 78% and the 5-year rate will be 82%.
- Concern Statement: We are concerned that migrant students are not meeting state reading/language arts and math benchmark requirements needed to graduate as compared to non-migrant students.
- Data Summary: In 2012-2013, only 37% of PFS migrant HS students and 46% migrant HS students scored at proficient/above on state math assessments compared to 66% of non-migrant HS students; only

54% PFS migrant HS students, and 61% migrant HS students scored at proficient/above on state ELA assessments compared to 84% of non-migrant HS students.

- Need Statements: 1) Percentage of HS PFS migrant students who score proficient/above on state assessments needs to increase by 29% in math and 30% in ELA; 2) percentage of HS migrant students who score proficient or above on state assessments needs to increase by 20% in math and 23% in ELA.
- Strategy 4-1: Offer evidence-based academic and support services for secondary-aged migrant students to meet graduation requirements.
- Strategy 4-2: Offer evidence-based academic and support services to promote college and career readiness.
- Strategy 4-3: Offer evidence-based training to migrant parents to support their children in achievement of the accrual of high school credit, high school graduation, and postsecondary and/or career readiness.
- Strategy 4-4: Provide evidence-based training for migrant staff on instructional strategies to increase secondary student achievement and college/ career readiness.
- Strategy 4-5: Provide every program in Oregon with a 0.5FTE migrant staff and training to meet with all middle and high school students to make sure they are on track to graduate and identify and provide resources to migrant students who have dropped out of school.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 4a: By the end of the 2015-16 program year and each year thereafter, 80% of migrant students in grades 9-12 participating in MEP-funded credit recovery/accrual programs at least 80% of the time will accrue ½ credit.	4.1.1 What percentage of students in grades 9-12 participating in MEP-funded credit recovery/accrual programs accrued ½ credit?	4.1.2 What barriers did students face in working toward or completing secondary courses?
MPO 4b: By the end of the 2015-16 program year and each year thereafter, 80% of migrant students enrolled in college and career readiness/leadership activities or high school equivalency exam preparation will make progress toward the activity requirements.	4.2.1 What percentage of migrant secondary students enrolled make progress toward the activity requirements?	4.2.2 What types of college/career readiness, leadership, and HS equivalency exam preparation activities were implemented?
MPO 4c: By the end of the 2015-16 program year and in subsequent years, 80% of migrant parents who participated in parent activities related to secondary services will indicate increased knowledge (10% average gain for the State) of graduation requirements, HS equivalency programs, and/or college/career readiness options as measured by pre/post survey.	4.3.1 What percentage of migrant parents/family members indicated increased knowledge?	4.3.2 What types of parent activities related to secondary services were offered by the local sites? How effective were these activities perceived by those participating?
MPO 4d: By the end of the 2015-16 program year and each year thereafter, 85% of migrant staff participating in PD related to secondary education will use strategies during supplemental instruction as recorded on a professional practices rubric.	4.4.1 What percentage of migrant staff participating in PD indicate they used strategies learned or gained knowledge of the topics presented?	4.4.2 What types of PD was offered by local sites? How effective was PD perceived by those participating?
MPO 5d: By the end of the 2020-21 program year, the migrant dropout rate will decrease	4.5.1 What percentage of migrant students will be	4.5.2 What methods of identification for dropouts

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
from 5% to 4.1% for Priority for Service Students (PFS) and from 2% to 1.6% Non-PFS from the 2015-2016 drop-out rate.	considered dropouts from the PFS and Non-PFS migrant groups.	will be used and what resources and staffing provided to get students who have dropped out back in school.

Migrant Students Who Have Dropped Out

As part of the High School Graduation Goal, the measurable program objective will include identification of migrant students who have dropped out using state drop-out data as well district-level data. Once a student is identified, the local program Migrant Graduation Specialist will contact the student and identify barriers leading to dropping out and develop a plan to assist and coordinate support for the student to return to school or attend a program to get their GED in a High School Equivalency Program (HEP) or other educational institution. The state migrant program will provide training for the Migrant Graduation Specialists to ensure professional development of best practices, and conduct monthly meetings to ensure support and help in identifying solutions to barriers that migrant students encounter. The dropout rate of migrant students will be included in the End-of -Year Report sent to the state from the local program identifying the drop-out rate as well as steps taken to reduce and eliminate the drop-out rate of migrant students. Regular monitoring visits will also give technical support to evaluate the planning and implementation of programs to support migrant students who have dropped out.

2. ***Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.***

Oregon promotes interstate and intrastate coordination through the following:

- Works collaboratively with the state of Washington Migrant Education Program (MEP). Every three years, Oregon and Washington have an exchange in which each state's recruiter conducts re-interviews in each state. Sharing of re-interview practices and providing the required third party re-interview are of benefit to both MEP states.
- Participates in the Interstate Migrant Education Council (IMEC) which allows for meetings, trainings, and collaboration with other migrant states. Oregon's state coordinator is a board member IMEC.
- Collaborates with the Oregon Child Development Coalition (OCDC) in sending a team to California to meet with migrant families that will be traveling to Oregon during the summer to work.
- Participates in the Preschool Initiative for the Consortium Incentive Grant (CIG) that allows MEP states to provide best practices and sharing to improve preschool services to migrant preschoolers and their parents. The goal of this 10-state coalition of migrant states is to improve services to preschool migrant students.
- Participates in the National Association of State Directors of Migrant Education (NASDME). This association provides the largest platform at their national conference for the migrant program. State directors meet to discuss issues affecting migrant students and families. Over 170 migrant sessions are held to highlight best practices in migrant programs. Oregon's state coordinator is a board member NASDME.

- ODE holds five migrant director meetings yearly to improve services and coordination within the state and provides four State Parent Advisory Council (SPAC) meetings to coordinate and support migrant parents. Through a contract with Oregon Migrant Education Service Center (OMESC), monthly webinars provide a platform for coordination and support for all recruiters and data specialists. A statewide yearly training and refresher are given to all migrant data specialists. A weekly communication is sent out by the OMESC to coordinate events, disseminate information, and share communication among migrant regions. All migrant directors, migrant staff, and migrant parents are invited to participate in the Comprehensive Needs Assessment, Service Delivery Plan, and Evaluation.
- The Migrant Student Information Exchange (MSIX) is highly utilized in Oregon. All MEP staff use MSIX and Oregon Migrant Student Information System (OMSIS) to identify and assist MEP families as they move from one location to another. Communication with other states' MEPs is essential to help MEP families. Families that have school age children moving to Mexico use the Binational Transfer document provided by the MEP to assure accurate grade placement, timely entrance in the Mexican school system.
- The Title I, Part C funds will be used to provide for educational continuity through the timely transfer of school records. The Oregon Migrant Data System OMSIS is being improved and on July of 2017 will have an updated system to be able to provide a faster and timely exchange of student information. The new system will be called OMSIS 6.0 that will be able to meet the new data requirements for MSIX and provide data for state and federal reports. The state is also starting in July 2017 to go from paper Certificates of Eligibility (COEs), to electronic COEs which will allow daily COEs to be sent to the state office from programs around the state to check for accuracy and quality control. Both the development of the OMSIS 6.0 and electronic COEs were done to meet the timely transfer of school records including health which are a part of our state data system.

3. <u>Use of Funds</u> (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The State's priorities for Title I, Part C funds on the Service Delivery Plan are decided every three years as a result of Comprehensive Needs Assessment which highlights the unique migrant needs of migrant students. As describe above, the current four goals of the migrant program are: 1) Preschool Readiness, 2) Meeting state benchmarks on state assessment in Math, 3) Meeting state benchmarks on state assessment in Reading, and 4) Graduation. These priorities may change over time based on changing needs of migrant students. The Title IC migrant funds go towards statewide services, and the local district or ESD receives three yearly allocations for: 1) Regular Year, 2) Preschool, and 3) Summer Schools. These allocations must meet the four program goals mentioned above for students ages 3-21 including migrant students who have dropped out.

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. ***Transitions Between Correctional Facilities and Local Programs* (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**

The Oregon Department of Education (ODE) will work with stakeholders to identify, develop, and support policies in both Subpart 1 and Subpart 2 facilities that reduce barriers to students successfully completing a high school diploma, earning college credits, and successfully transition to their next steps. ODE recently convened a workgroup of stakeholders consisting of staff from the state child welfare agency, the Oregon Youth Authority (OYA), county juvenile programs, and school districts to determine how best to assist the transition of children and youth between correctional facilities and locally operated programs. Based on the workgroup's input, ODE will address the following three key areas in the state's plan for assisting the transitions of children and youth.

- **Transitioning students to their home district**
  In Oregon, a student may enter the system through a county program (typically covered under Title I, Part D, Subpart 2) and then be transitioned to the state closed custody program (participating in Title I, Part D, Subpart 1). Student transitions in these cases and from a Subpart 1 site into a locally operated facility are made with little problem. However, the challenge identified for these programs has been transitioning students back to their home district. To address this issue, ODE will require each local school district accepting funds under either Title I-A and/or Title I-D to identify a single point of contact for the school district and/or facility to assist in the successful transfer of students from Point A to Point B. The point of contact will work in partnership with the student's parole/probation officer (if applicable), the student's family, and other local agencies with whom the student may connect.

- **Family and community engagement**
  Stakeholders urged diligence and persistence in working with families of students being served under Subparts 1 and 2. ODE will provide guidance and professional development for school and facility staff on family and community engagement using evidence-based practices provided by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC). Professional development will also include trauma informed care and practices utilizing resources from Trauma Informed Oregon and their connections with resources from across the country.

- **Transfer of high school and college credits**
  Currently, students earning high school credit in one facility or school district may not be able to transfer credits earned to another district. Both Subpart 1 Subpart 2 facilities face challenges in this area. As a result, students face barriers to earning a high school diploma. Similarly, students enrolled in a college level course may be unable to complete the course due to a transition from the facility. ODE will work with stakeholders, including school districts and the Higher Education Coordinating Commission, to review policies and practices to address this barrier and develop consistent policies that support the transfer credits for students who are served in this program.

2. ***Program Objectives and Outcomes* (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.**

- **Increase students' access to quality instruction and teachers in Subpart 1 facilities and provide coordinated transitions for students moving through the system.**
  OYA education facilities and Long Term Care Treatment (LTCT) programs work to provide highly qualified staff. These educational programs are required to align with state standards in all content areas and students receiving diplomas must meet the same requirements as their public school peers. Recently, education programs under Subpart 1 have added courses through distance learning to give students wider access to rigorous course content and flexibility to meet their students' needs. This will continue to be part of the continuous improvement of the Subpart 1 program. Transition support also becomes very important as students take alternative pathways to high school completion or its equivalent. Closed custody facilities provide programs to help students build career skills and prepare them for successful transitions into the world of work. Like their public school peers, students in Subpart 1 facilities are able to earn dual credit which provide them opportunities to earn college credits.

- **Close opportunity and systems gaps between Subpart 2 programs to support neglected and delinquent students in their transitions to becoming successful members of their communities.**
  Under Subpart 2, there is still an opportunity gap in some locations due to the remote settings of some facilities and their local school district. ODE will broker access to resources for digital learning through connections with the Oregon Virtual School District (ORVSD). While many students receive their education in the local public school, there are a number of students who must rely on resources provided within the facility for their education. ODE will work with local districts and the locally operated facility to provide opportunities in much the same manner as that provided under Subpart 1. The Subpart 2 program will increase attention to transitional requirements through guidance and training provided to all districts and locally operated facilities. Like Subpart 1, Subpart 2 coordination includes collaboration with the OYA and state child welfare agency. ODE will continue to build on these collaborative partnerships in the implementation of both Subpart 1 and Subpart 2 of the Title I, Part D program.

- **Increase academic achievement to support students in obtaining a high school diploma or its equivalent and the skills necessary for further education and/or a career.**
  In both subparts of the Title I, Part D program, we continue to review our student achievement data provided through the Consolidated State Performance Report. Overall, our data shows that students under both subparts are making progress in reading and math. However, in Subpart 2, a deeper analysis of our data indicated that in some facilities, there is significant disparity between the number of long-term student and the number of pre- and post-tests given. We are already beginning to set performance targets for facilities to close the gap between the number of long-term students and the number of pre- and post-tests. This is an important aspect to our overall goal of increasing the number of students earning credits toward a high school diploma.

- **Increase career-related learning opportunities to support students in obtaining a high school diploma or its equivalent and the career and technical skills necessary to be better prepared to enter the workforce or postsecondary education and/or training.**

  Title I, Part D programs will support all students in career exploration and career planning tied to their Education Plan and Profile and skill building through Career-Related Learning Experiences (CRLEs) which are Oregon Diploma requirements for all students. The Education Plan serves to guide students' learning experiences and establishes post-high school goals based on academic and career interests; the Profile documents students' progress and achievement toward their goals. The students' plan includes a description of their career interests and post-high school goals for immediate entry into the workforce or postsecondary education and identifies courses and career-related learning experiences connected to their interests and goals providing opportunities to develop academic and technical knowledge and skills. CRLEs are structured educational experiences that connect learning to the world of work and are planned

in the students' Education Plan in relation to their career interests and post-high school goals. CRLEs provide opportunities in which students apply academic, career-related, and technical knowledge in a career context.

More information on the Education Plan and Profile and Career-Related Learning Experiences can be found here.

Oregon has strong Career and Technical Education (CTE) programs and supports to provide students with the academic and technical skills, knowledge, and training necessary to succeed in future careers. CTE introduces students to workplace competencies, making academic content accessible to students by providing it in a hands-on context. ODE's Title I, Part D staff and Career and Technical Education (CTE) staff will collaborate to support CTE and STEM opportunities in local Title I, Part D programs, including efforts to:

- Increase program opportunities for students and improve program quality;
- Leverage other state resources including House Bill 2246, which provides resources to all LEAs and programs under Youth Corrections and Juvenile Detention to increase high school graduation and college and career readiness, including expansion of CTE programs and dropout prevention;
- Explore ways to more thoroughly collect and use data in the state's CTE data collection to track CRLEs and CTE program outcomes for students who participate in Title I, Part D programs; and
- Involve instructors from Title I, Part D programs in ODE's applied academic and Science, Technology, Engineering and Mathematics (STEM) initiatives.

Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. ***Entrance and Exit Procedures* (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.**

Common Identification Screeners

The Oregon Department of Education (ODE) convened district staff from across the state to review current identification screener scores. Each district used different scores to determine which students are proficient. After reviewing these scores and screener manuals for the publisher's score of proficient in English, the group determined that a standard score of proficient for each of the identification assessments should be used by all districts. ODE will implement common fluent scores for each of the approved English Learner (EL) identification screeners (Table 6.1). This means that all students given a particular screener in any Oregon school will have the same level used to determine if the student is an English Learner.

Table 6.1 Initial identification screener – fluent score

<table>
<tr><th>TEST</th><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr>
<tr><td>Woodcock-Munoz</td><td colspan="12">Level 4 Broad English Overall</td></tr>
<tr><td>LAS</td><td colspan="12">Level 4 Overall</td></tr>
<tr><td>IPT</td><td>D</td><td>E</td><td colspan="4">F</td><td colspan="3">E</td><td colspan="4">F</td></tr>
<tr><td>Stanford</td><td colspan="12">Level 5 Overall</td></tr>
</table>

ODE will transition to the Oregon English Language Proficiency screener in the 2017-18 school year with full implementation in the 2018-19 school year. Fluent English scores for Oregon's English Language Proficiency screener will be available after piloting this spring.

Timeline for Statewide Implementation

ODE will transition during the 2017-18 school year with 2018-19 being the first year of the statewide EL identification procedure/criteria implementation. This two-year implementation timeline will allow ODE time to fully implement the Oregon English Language Proficiency screener and to provide training for all districts in the state. This gives districts the option of using the state designed Language Use Survey in 2017-18 or to use their current Home Language Survey (LUS). Districts also have the option of using the Oregon English Language Proficiency screener or their current identification assessment for 2017-18. If a district opts to use their current identification assessment, they are required to use the fluent score chart (Table 6.2). Beginning with the 2018-19 school year, all districts will be required to use the state Language Use Survey and Oregon English Language Proficiency screener.

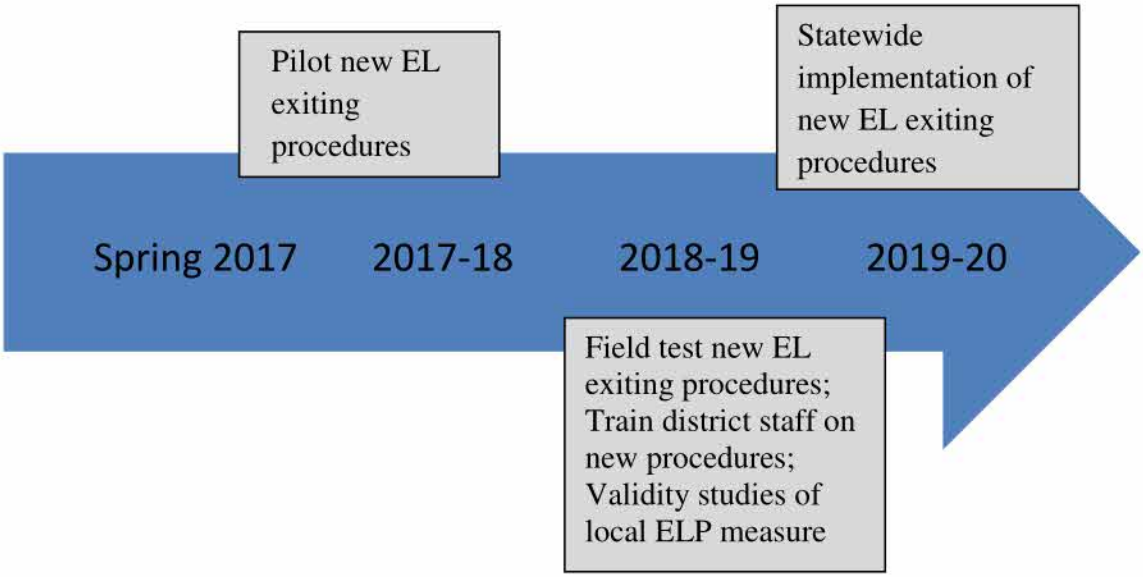
Districts must sign a statement of assurances that they will assess all potential English learners within 30 calendar days of enrollment. ODE staff will monitor compliance of the assessment timeline with the EL data collection and through Title III monitoring.

Table 6.2 Timeline for Oregon statewide EL identification procedure and criteria

2017-18 (Transition Year)	**2018-19 (Full Implementation Year)**
Districts have the option of using: The LUS developed collaboratively with districts, Stakeholders, and ODE, **or** the district's HLS used in 2016-17. ***And are required to use one of the following screeners*** • LAS • WMLS • IPT • Stanford • Oregon English Language Proficiency	Districts are required to use: The Language Use Survey AND Oregon English Language Proficiency screener.

English Learner Exit Procedure/Criteria

ODE convened a work group comprised of representatives from ten school districts, one ESD, and one higher education partner. The work group was representative of the geographic diversity of the state, and included districts with different EL population sizes and demographics, as well as urban and rural districts. Oregon plans to rely primarily on student performance on the state's adopted summative English Language Proficiency Assessment (ELPA) for English Learner (EL) exiting decisions. Most students that receive a Proficiency determination based on their ELPA results will be exited from the EL program.



2. ***<u>SEA Support for English Learner Progress</u> (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:***
   i. ***The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and***
   ii. ***The challenging State academic standards.***

In 2015 the Oregon legislature passed House Bill 3499 – Oregon's English Language Learner Strategic Plan, which directs the Oregon Department of Education to develop and implement a statewide education plan for English learners who are in our K-12 education system. The plan addresses disparities experienced by English learners in every indicator of academic success, from the historical practices leading to disproportionate outcomes for the students to the educational needs of the students from K-12 education, by examining and applying culturally appropriate best practices. As part of the plan, HB 3499 requires the following:

- Directs the Oregon Department of Education to develop and implement a statewide plan to support students eligible for and enrolled in an English language learner program. Creates the Statewide English Language Learner (ELL) Program Account for statewide activities related to English language learner programs. Funds account with an ongoing $12.5 million "carve out" from the State School Fund each biennium (funding found in HB 5017).
- Directs the Oregon Department of Education to convene an advisory group and adopt rules related to developing uniform budget coding requirements and uniform reporting requirements to provide budget transparency for the spending of moneys received by school districts as provided by the poverty weight in the State School Fund. The State Board of Education is directed to adopt coding administrative rules no later than January 1, 2016.
- Directs ODE to convene a work group related to the English language learner program policy. The work group must consist of educators, parents, community stakeholders, experts on English language learner policy and experts in collecting and analyzing data. The work group shall identify criteria for determining if a school district is not meeting the needs of students and needs targeted assistance; how school districts shall expend the funds received; and identify culturally appropriate best practices.
- Directs ODE to adopt rules regarding school interventions no later than January 1, 2016 and on long term best practices no later than January 1, 2017.
- Directs school districts to annually report, by September 1 of each year, allocations and expenditures related to English language learner programs; student demographics and progress. Directs ODE to report on data collected from school districts prior to January 1 of odd numbered years.

ODE convened an EL Outcome Improvement Advisory Group to review potential data and indicators to be used to identify districts and schools for technical assistance and progressive interventions. The indicators used to identify districts are:

- Progress in attaining English language proficiency, as measured by the state's English Language Proficiency Assessment.
- Growth in English language arts and mathematics proficiency at grades 6 to 8, as measured by state assessments.
- Five-year cohort graduation rate.
- Postsecondary enrollment of English learners.

There is overlap between the district level indicators used by HB 3499 and the school level indicators used to identify schools for comprehensive or targeted improvement, as shown by the table below:

Data Element	**HB 3499 District Indicators**	**ESSA School Indicators**
Chronic Absenteeism	No	Yes
Achievement in ELA and Math	No	Yes
Growth in ELA and Math for grades 3-5	No	Yes
Growth in ELA and Math at grades 6-8	Yes	Yes
Growth in English Language Proficiency (all grades)	Yes	Yes
Freshmen On-Track	No	Yes
Four-year graduation rate	No	Yes
Five-year graduation rate	Yes	Yes
Five-year completion rate	No	Yes
Postsecondary enrollment of ELs	Yes	No (but reported)

It's important to note that all of the data elements on the table above will appear on district and school report cards.

HB 3499 also uses a number of additional factors after the initial identification as noted above to determine whether a district is designated as "transformation" or "target." These indicators are based on a needs index which includes:

- The percentage of ELs in the district
- Poverty Rates (using the Small Area Income and Poverty Estimate from the U.S. census)
- The percentage of ELs that are economically disadvantaged, mobile, homeless, migrant, and recent arrivers
- The number of home languages spoken in the district
- Geographic diversity
- Percentage of EL's in special education
- Trends in district data (current improvement, increases, decreases)

A major difference between the HB 3499 plan and ESSA is that HB 3499 focuses on district level data, while ESSA focuses on school level data. The strength of a district focus for English Learners ensures that even if only particular schools are identified under the ESSA process, a system approach can provide resources to both schools and districts who need additional support for English Learners.

ODE is working to create reporting systems that provide districts with the opportunity to submit combined plans that meet federal and state requirements. This would include plans that speak specifically to the needs

of English Learners under ESSA and HB 3499, above and beyond current Title III requirements. Future identification of districts under HB 3499 will align with ESSA school indicators with additional needs indicators identified through supplemental assessments with districts.

The Oregon English Learner Plan, which includes the work of HB 3499, will provide further guidance to districts as they consider how to provide increased access and opportunity for English Learners across the state.

Currently 40 districts in Oregon are identified and collaborating with ODE to improve outcomes for their English learners through House Bill 3499. Supports to districts include: additional state funding, coaching, specialized professional development, district identified needs assessment, and cultural responsive support.

ODE is working to align the Oregon's English Language Learner Strategic Plan and ODE's Strategic Plan to leverage support for all districts in meeting the state's long term goals and interim measures based on Oregon's English language proficiency standards and state academic standards in English language arts and math. ODE's Strategic Plan goals include:

1. Start Strong – Every student enters school ready to learn
2. Transition Successfully – Every student is supported and on track to meet expected grade-level outcomes through a well-rounded education
3. Graduate College and Career Ready – Every student graduates from high school ready for college, career, and civic life
4. Experience Outstanding Customer Service – Every Student, Every District and ODE Employee is supported through high-functioning business operations

Oregon's English Learner Strategic Plan provides the opportunity to review district EL outcomes on long-term goals and measures of interim progress. District not meeting these goals will be provided additional support with Title III and potentially with HB3499.

ODE will use Title III funds to enhance Oregon's EL state initiatives by providing additional technical assistance and professional development to Title III eligible entities. Some activities supported by Oregon's EL Strategic Plan include:

- Professional development on implementation of Oregon's ELP Standards
- Professional development on sheltered instructional strategies
- Support for purchases of culturally relevant instructional materials
- Guidance on engaging parents and community members in their child's education
- Translation/interpretation guidance to support parent/community members

Title III funds will be used to enhance the Oregon EL Strategic Plan activities by including:

- Support for purchasing supplemental culturally relevant instructional materials
- Support for data-informed decisions to improve EL outcomes and determine professional development needs
- Professional development on evaluating EL outcomes
- Translation/interpreting Title III-required activities
- Additional Title III parent/community engagement guidance and resources
- Evaluation of Title III EL program outcomes in order to improve Title III programs
- Participation in Oregon's annual English Learners Alliance Conference – providing professional development to over 700 educators on ways to support Oregon's ELs
- Participation in cross-office collaboration to support Oregon's English Learner statewide initiatives

- Collaboration with national experts, providing ODE the opportunity to meet directly with researchers on improving outcomes for English learners
- Collaboration with Oregon's English learner advocacy groups and community-based organizations to better support teachers, administrators, parents and students
- Technical assistance provided to districts/schools whose EL outcomes do not meet the measure of interim progress or long-term EL goals as established by ODE.

The above activities are examples of available technical assistance, and additional support may be provided as appropriate. ODE's statewide Performance Management System, described in Section 2, applies an equity lens and culturally responsive practices throughout the continuous improvement process to ensure that the needs of historically and traditionally marginalized students and historically underrepresented populations are addressed and that outcomes for these students improve.

3. *Monitoring and Technical Assistance* (ESEA section 3113(b)(8)): Describe:

i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Monitoring of Title III eligible entities is ongoing and systematic. Each eligible entity is reviewed based on its own unique EL needs and outcomes. Regular monitoring includes, but is not limited to:

Annual review

- Review of EL data (counts, progress learning English, proficiency in English, effective teachers, discipline, etc.)
- Review of EL identification and exiting procedure implementation
- Review of Title III expenditures
    - Measurement of effectiveness of district provided PD for teachers/administrators of ELs
    - Measurement of effectiveness for district provided instructional materials

Biennial review

- Review of district local plans including district evaluation of EL program
- Compare data trends on EL progress – prioritize Title III eligible entities whose EL outcomes are lagging for additional technical support from ODE (for districts with 2 years of lagging EL outcomes)
    - Determine specific areas of need for each district and create a joint SEA/LEA technical assistance plan to address district specific needs

Every 3 years

- Review EL data trends on EL progress – prioritize Title III eligible entities whose EL outcomes continue to lag for program monitoring (for districts with 3 or more consecutive years of lagging EL outcomes)
    - Review and update technical assistance plan with district
- Compare data trends on EL progress – prioritize Title III eligible entities whose EL outcomes are lagging for additional technical support from ODE (for districts with 2 years of lagging EL outcomes)
    - Determine specific areas of need for each district and create a joint ODE/district technical support and assistance plan to address district-specific needs

Based on all of the above criteria, a Title III eligible entity may be selected for Title III compliance monitoring. Monitoring could be either a desk monitoring, targeted on-site monitoring based on a specific concern, or on-site comprehensive monitoring.

To assist eligible Title III districts with low EL outcomes, ODE is in the process of aligning the manner in which districts are identified for state support under HB 3499 with ODE's proposed accountability provisions under ESSA. The system of support for districts will similarly be aligned. At present, ODE provides the following support to districts identified with opportunity for growth along multiple measures under HB 3499.

- Districts were identified based on needs and achievement outcomes. Multiple indicators are used to establish English Learner language acquisition and academic progress. Additionally, the identification process looks at the needs the districts have for professional development, including instructional materials, increasing parent engagement and district communication with parents, student academic support, and potentially coaches provided to districts.
- Individualized support is available to districts based on district root cause analysis and needs evaluation.
- Research-based best practice and promising practice is required and expected. Exemplar districts are engaged to offer best and promising practice supports for other districts of like size, outcomes, and needs.
- Additional funding will be provided to districts each year of the next biennium, ending in 2020, at which time districts will be evaluated for sufficient EL student progress based upon the goals the district and ODE staff establish.

Title III support will complement the assistance provided by HB 3499 by providing additional opportunities to improve outcomes for English Learners. ODE staff supporting the HB 3499 team and Title III will collaborate on district needs and provide a collaborative, cohesive support structure.

Title IV, Part A: Student Support and Academic Enrichment Grants

1. ***<u>Use of Funds</u> (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.***

State level funds for the Title IV, Part A Student Support and Academic Enrichment (SSAE) grant program will be used to provide all districts guidance, technical assistance, monitoring support, professional development and training regarding the grant. Implementation of the grant will be coordinated with other state and federal programs and systems within ODE in order to streamline access for districts and to provide coherent supports. This includes:

- Maximizing funding by leverage state, federal, and local resources
- Providing guidance to districts to develop SSAE plans based on the district's Comprehensive Needs Assessment (described in Section 2)
- Providing technical assistance to districts to help them build capacity for implementing approved plans
- Monitoring implementation of SSAE activities and programs through ODE's Performance Management System (described in Section 2)

ODE will provide training and technical assistance to eligible/award receiving districts. Support for educators will include online platforms to facilitate professional development and sharing of online resources. The Oregon Educator Network will provide social networking opportunities for educators, allowing districts to share resources that could support district plans, facilitate collaboration, and provide peer-to-peer professional expertise. Canvas will be used to house professional development courses and trainings, along with additional resources and support materials. Through this platform, ODE will contract with outside stakeholder groups to provide support, training, and resources for districts, and foster connections between districts and external stakeholders. Both tools would be used to facilitate trainings and support for all educators within a district's system: Teachers in all content areas, special education, and TAG, paraeducators, and specialized instructional support personnel, including counselors, school nurses, school psychologists, school social workers, school librarians, school nurses and mental health providers.

ODE will provide guidance to districts to develop SSAE plans that provide a well-rounded education, foster safe, healthy, supportive learning environments, and support the effective use of technology as described in ESSA, Sections 4107, 4108, and 4109:

A. Offer well-rounded educational experiences to all students, as described in section 4107 including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects, which may include (but are not limited to):
   a. Improving access to foreign language instruction, arts, and music education
   b. Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA
   c. Providing programing to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups
   d. Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools
   e. Strengthening instruction in American history, civics, economics, geography, government

education, and environmental education

B. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108, which may include programs that:
   a. Promote community and parent involvement in schools
   b. Provide school-based mental health services and counseling
   c. Promote supportive school climates to reduce the use of exclusionary discipline and promote supportive school discipline
   d. Establish or improve dropout prevention
   e. Support re-entry programs and transition services for justice-involved youth
   f. Implement programs that support a healthy, active lifestyle (nutritional and physical education)
   g. Implement systems and practices to prevent bullying and harassment
   h. Develop relationship building skills to help improve safety through the recognition and prevention of coercion, violence and abuse
   i. Establish community partnerships

C. Increase access to personalized, rigorous learning experiences supported by technology, as described in section 4109, which may include programs that:
   a. Support high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement
   b. Build technological capacity and infrastructure
   c. Carrying out innovative blending learning projects
   d. Provide students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
   e. Deliver specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

2. *Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).*

ODE will provide allocation estimates to districts for Title IV, Part A in the same manner and timeline as other funding estimates for Titles I, II, and III. Sec 4105(a) (2) states that no allocation may be made to a district in an amount less than $10,000. If ODE's overall allocation of Title IV, Part A funds is insufficient to provide any district with the minimum $10,000 allocation, ODE will follow ESEA Sec. 4105(b) and ratably reduce funds in an amount equal to the minimum allocations. ODE will notify districts that they may join a consortium of other districts to access the funds and carry out activities jointly.

Oregon will award Title IV, Part A subgrants based on the statutory formula under section 4105(a)(1).

Title IV, Part B: 21st Century Community Learning Centers

1. ***Use of Funds* (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.**

The Oregon Department of Education (ODE) will provide capacity building, training, and technical assistance for all grantees, facilitate a peer to peer process where grantees learn from one another's successes and challenges, monitor and evaluate programs and activities, and coordinate funds received with other federal and state funds to implement high-quality programs.

ODE will use state Title IV, Part B funds to provide the following:

- **Professional Training and Technical Assistance**
  ODE will provide training and technical assistance to eligible entities that are applicants for or recipients of grant awards. Training may include virtual and in-person regional presentations to eligible entities that are applicants for grant awards.

  With each new cohort, ODE will support newly funded and especially novice grantees through a statewide training and development conference combined with sustained supports that include, but are not limited to: Sub-grantee strategies and systems to ensure alignment with school day systems, effective student assessment strategies and metrics, data collection practices and processes, front-line staff training services and plan supports, lesson planning that aligns with the school day and integrates individualized and engaged student learning strategies, re-framing conflict, trauma-informed care and practices, staff self-assessment and training development processes, family engagement requirements and best-practices, training for the site coordinator and director of human resources to include academic and youth development planning and implementation, evidence-based supervisor involvement approaches for family engagement and involvement in leadership development, statewide 21st CCLC quality improvement systems, human resource best practices, and budgeting requirements.

  ODE will conduct biannual statewide conferences through the state, plus regional trainings and individual program training and technical assistance site visits to develop in-depth training and support systems and build effective and productive professional relationships with subgrantee leaders and staff.

- **Prescreen External Organizations**
  ODE will conduct a process to prescreen external organizations that could provide assistance to grantees in carrying out Title IV-B activities and will provide a list of organizations that have successfully completed the prescreening process.

- **Comprehensive Evaluation**
  ODE will contract with an evaluator to conduct a comprehensive evaluation to monitor the effectiveness of 21st CCLC programs and use the results of state evaluations to refine, improve and strengthen the program and outcomes.

- **Risk-based Monitoring**
  ODE will conduct regular and systematic reviews of grantees to monitor for compliance with Federal statutes and regulations, including both desk-monitoring and on-site visits. ODE utilizes the Uniform Grant Guidance method to consistently maintain a Risk Assessment profile of all grantees based on

critical elements that indicate program quality (Leading Indicators for Program Quality) and those indicators that are advance notices for Program Risk.

- **Facilitate the 21st Century Advisory Group**
  ODE has established the 21st CCLC Advisory Group whose purpose is to review and improve state policies and practices to support the implementation of high-quality, effective Title IV-B programs. The advisory group involves members from school districts, partnering organizations, and advocates for afterschool programs from across the state.

2. ***Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.***

ODE will employ the following procedures and criteria for reviewing and awarding 21st CCLC grants:

- **Rigorous peer review process**
  ODE's use a two-tiered peer review process involving the use of qualified, independent reviewers after initial screening by qualified state education professionals. Peer reviewers submit a qualification application that includes the listing of professional experience and references. ODE staff first screen applications for basic eligibility qualifications and criteria, but do not scores or rank the applications. Teams of qualified peer reviewers, knowledgeable in and experienced with quality practices in afterschool programs, will then conduct a thorough review of the subgrantee applications. ODE provides peer reviewer training and practice sessions for calibration. Each reader is assigned to a three or four-person panel reviewing the same group of applications. For each application assigned, each reviewer must provide independent, detailed, objective, well-written and constructive comments.

- **Priorities used for Title IV-B 21st CCLC awards based on federal and state goals**
  ODE will make awards based on SEC. 4203(a)(3): Priority will be given to entities that serve (i) students who primarily attend (I) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and (II) other schools determined by the local educational agency to be in need of intervention and support; and (ii) the families of such students; and (B) will further give priority to eligible entities that propose to serve students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models (4204(i)(1)(A)(i), subclauses (I) and (II)).

  Oregon's 21st CCLC RFP will include priority points for applications that highlight key Oregon student-centered initiatives that reflect three of Oregon's goals: (1) Start Strong: Every student enters school ready to learn, (2) Transition Successfully: Every student is supported and on track to meet expected grade-level outcomes through a well-rounded education, and (3) Graduate College- and Career-Ready: Every student graduates from high school ready for college, career, and civic life.

  Applications will be based on a local Comprehensive Needs Assessment, encourage connections and alignment between other Title programs, Career and Technical Education (CTE) opportunities, and STEM initiatives, the leveraging of funds and braiding of resources, and highlight communication processes and protocols used to ensure articulation between the after school and school day programs.

- **Geographic diversity**
  Promote the equitable distribution of grants to different geographic regions within the state of Oregon, including urban and rural areas.

- **Eligible entities**
  Title IV, Part B grants will be available to all entities listed in Sec 4201: districts, community-based organizations, Oregon's federally recognized tribes, other public or private entity, or a consortium of 2 or more such agencies, organizations, or entities. ODE will work to increase participation of community-based and faith-based organization through communications regarding indirect rate changes according to federally-approved indirect rate provisions. Specific technical assistance will be developed to provide necessary supports for these applicant entities as appropriate.

- **Private School Consultation**
  All applicants are required to document their consultation with private schools about grant opportunities and availability of services for private school students.

- **Sustainability**
  Sustainability beyond the funding timeline is a required plan in the grant application that ODE re-visits with grantees during their service. Training and peer-to-peer technical assistance support grantees in their efforts to sustain their programs.

Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. ***Outcomes and Objectives* (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.**
2. ***Technical Assistance* (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.**

The Oregon Department of Education (ODE) will use the Rural Education Achievement Program grants to assist rural districts in meeting the state's interim and long-term goals identified in Oregon's Accountability System. Districts receiving REAP funds will identify needs from the district's Comprehensive Needs Assessment based on state and local data to determine priorities and where resources are needed. Districts will choose appropriate strategies based on their needs assessment and leverage resources appropriately, including REAP funds, to improve student outcomes

ODE provides regional technical assistance and trainings to all districts to support districts in the completion of their budget application. In addition, the state provides one-on-one assistance per district requests to address any questions, assist in developing program plans, and troubleshoot any concerns. ODE updates the district's budget application annually to address any changes recommended by districts or changes required by legislation.

The district application will address which activities under the Rural and Low-Income School Program they will be participating in and describe program objectives and outcomes specifically addressing how these funds will help students meet the challenging State academic standards.

ODE will provide technical assistance and support to districts to implement their activities through our statewide System of Performance Management, described in Section 2.

Title VII, Subtitle B: Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act

1. ***Student Identification*** ***(722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.***

The Oregon McKinney-Vento Program utilizes multiple strategies to ensure that homeless children and youth are identified and assessed for needed services:

LEA Policy Requirements: All districts are required to have a local school board-adopted policy on homeless students that supports all provisions of the McKinney-Vento Act (MV), including the responsibility for LEAs to identify and assess needs of homeless children and youths. The Oregon School Boards Association (OSBA) has updated its Sample LEA Policy on Homeless Students to include amendments made under the ESSA reauthorization. Districts provide annual assurances of MV compliance in their Continuous Improvement Plans and are monitored on a regular schedule.

Data Quality: All districts must submit annual count data on enrolled homeless children and youth in grades PK-12, including homeless children in Head Start programs. Homeless student data by district is posted on the ODE Homeless Education website, with state analysis in the annual State School Report Card. LEA risk assessment includes data quality issues such as low counts and inconsistent data.

Informed Service Providers: The ODE MV Program works to inform service provider partners of the role of LEA Homeless Liaisons and the importance of school attendance by homeless and at-risk students, to encourage referrals. Partners include the state housing agency, homeless coalitions and advisory committees, Continuums of Care and runaway and homeless youth service providers. As in other states, 211-Info is the leading information and referral system for people in need of services, including LEA Liaison contacts. Current Liaison contacts and district data are posted on the ODE website.

Needs Assessments: Liaisons training includes use of intake forms, questionnaires and interview techniques to determine student needs for services within and outside the district, including other Title programs, Child Nutrition, Guidance and Counseling, Special Education, Head Start, Early Intervention/Early Childhood Education, and Child Care services.

Student Tracking: LEAs are regularly monitored on whether they have procedures in place to determine if homeless students are attending and succeeding in school. Most LEAs use secure databases such as eSchool and Power School to monitor and track homeless student performance and attendance. LEA Subgrant applicants include measures of academic achievement within their Action Plans. Next steps involve alignment with the ODE Early Warning and Intervention System, to compile school level homeless student data and identify interventions.

2. ***Dispute Resolution*** ***(722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.***

All Oregon districts are required to have a board-approved policy on homeless students and MV dispute resolution, such as the OSBA Sample Policy on Homeless Students, which includes the same elements found in the reauthorized MV Act. Guidance on MV dispute resolution procedures and recommended protocols is available on the ODE Homeless Education webpage and at Liaison trainings, including sample determination

letters for school placement and MV eligibility. The State Coordinator prioritizes prompt dispute resolution of incoming cases, particularly contacts from homeless parents and youths. Districts are supported to presume that school of origin enrollment is in each student's best educational interest, unless doing so is contrary to the wishes of the parent, guardian or youth.

3. ***Support for School Personnel* (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.**

MV Liaison Trainings are provided for Liaisons, other LEA staff and local service providers including Head Start staff, at multiple locations every year. LEA participation is tracked to inform risk assessments and verify monitoring findings. Liaisons supplement local training with National Center on Homeless Education (NCHE) webinars and other forums. LEA compliance requires providing MV awareness training to all staff, including charter school staff, at least once per year. In addition, the Oregon Child Care Division has an online tutorial on homeless children as part of the required training for 25,000 local child care providers in the state, produced in collaboration with the ODE MV Program and available to the public online.

Trauma-Informed Practice: The ODE MV Program supports training in trauma-informed practices for Liaisons, teachers, administrators and other staff working with homeless families and youth. In partnership with Educational Service Districts and mental health services, an ODE workgroup will make recommendations and extend opportunities for this training as part of an agency initiative to support best practices in mental health.

Pupil Transportation: Technical assistance and training for student transportation staff is provided through collaboration with the ODE Pupil Transportation office and the Oregon Pupil Transportation Association. LEA Liaisons are required to include all staff, including transportation and attendance staff, in annual staff awareness trainings.

Awareness Video: A short training video is in production in early 2017, to be used by Liaisons and others to raise awareness of district duties toward homeless students. The launch of "Oregon Liaisons at Work" will coincide with the availability of the revised LEA sample policies on Homeless Students, which districts will be expected to have adopted by their local school boards.

Oregon Liaison Listserv: The ODE MV Program provides semi-monthly news and updates to Liaisons and other staff on a subscriber listserv. The weekly digest includes training opportunities, tips and articles.

4. **Access to Services** ***(722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:***

   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

Age-eligible homeless children residing in Oregon have access to all public preschools, and Head Start program slots where available. Local Head Start programs share data on enrolled homeless children with Liaisons for the annual data collections. While preschool is not a compulsory grade level, once a child has entered preschool or a district-based Head Start program, they are entitled to school of origin transportation.

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

LEAs receive support to review and revise existing school and district policies that might create barriers for homeless student enrollment and participation, including the receipt of appropriate credit for coursework at prior schools. State level coordination includes program staff for other highly-mobile populations, including migrant and foster students. Credit Recovery programs and Portable Assisted Study Sequence (P.A.S.S.) are recommended and supported.

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

The OSBA Sample Policy on Homeless Students includes an assurance that each homeless student shall be provided with services comparable to services offered to other students, including academic and extracurricular programs. Liaison trainings and consultations include inclusion requirements for programs such as magnet, charter and summer schools, career and technical education and advanced placement. Guidance on the unique needs of homeless students participating in online schools and virtual academies is in development, including recommendations for resident districts as well as online school staff. Collaboration with the state 21st Century Community Learning Centers Program (Title IV-B) has led to expansion in ability of several pilot project sites to serve homeless students. Issues involving MV students and intramural sports and school activities are managed in cooperation with the Oregon Student Activities Association and the ODE MV Program. An agreement with the state GED administration eases requirements for homeless students who do not have state-issued identification, allowing LEA Liaison verification.

5. <u>Strategies to Address Other Problems</u> (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

i. requirements of immunization and other required health records;

Oregon Health Division allows a 30-day grace period for homeless students and families to provide current information to schools on vaccinations and other health requirements, allowing time for Liaisons to assist with record retrieval and/or immunization access and health services.

ii. residency requirements;

Enacted in 1988, state law ORS 339.115(7) establishes that districts cannot exclude from admission age-eligible children and youth for lack of a fixed place of residence.

iii. lack of birth certificates, school records, or other documentation;

The OSBA Sample Policy provides that districts shall immediately enroll homeless students in the school selected, even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency, birth certificate or other documentation. Liaison's professional development includes advice on helping students obtain identification and other documentation needs.

iv. guardianship issues;

State law ORS 339.115(7) establishes that districts cannot exclude from admission age-eligible children and youths for not being under the direct supervision of a parent or guardian. Liaisons are advised to use a Surrogate Caregiver Form to provide contact information for adults in supervision of an unaccompanied minor.

v. or uniform or dress code requirements.

Oregon schools and districts have local control over uniform and dress code requirements; however state law ORS 339.133 requires all children and youth ages 5-19 to be admitted free of charge. Uniform and dress code requirements cannot create barriers to enrollment, attendance and participation by homeless or low-income students. Liaisons regularly provide clothing and shoes for homeless students, including athletic wear and shoes.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

All Oregon districts are required to have a board-approved policy on homeless students and MV dispute resolution, such as the OSBA Sample Policy on Homeless Students or equivalent, which includes the same elements found in the reauthorized MV Act. Districts are required to periodically review policies to ensure they do not create barriers for homeless students. The ODE MV Program provides training and guidance to Liaisons and district staff on an ongoing basis with regard to making accommodations for homeless students with respect to discipline issues, when the potential exists that a student's behavior was affected by the adversities of homelessness. Trauma-informed practices are promoted in general for this population. Students cannot be denied enrollment in Oregon due to outstanding fees or fines from other districts. Interstate records and transfer issues related to fees and fines are dealt with immediately by the State Coordinator. Oregon state law ORS 339.155 prohibits districts from charging fees as a condition of enrollment for students entitled to free admission.

Relative to barriers created by absences due to homelessness, the 2017 Oregon legislature took steps to modify requirements so that students with a history of homelessness, foster care, migrant eligibility, or corrections involvement may graduate with a diploma despite related loss of credits due to absences. The legislation (HB 3267) requires public and charter schools to accept and apply credits from previous schools and offer extended time for such students to meet diploma requirements. High schools are further required to provide these students with onsite access to appropriate resources to achieve a high school diploma, modified or extended diploma, or alternative certificate, and to provide literacy instruction to all students until graduation. For homeless students in other grade spans, the ODE initiative to address chronic absenteeism provides technical assistance and training to districts on using real-time attendance data and strategies that deal with root causes, and selecting more appropriate interventions than exclusionary discipline (e.g. ten-day drop/disenrollment). Regional Liaison trainings also provide information on resources and tools to address homeless student absenteeism.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The ODE MV Program will coordinate MV training for school counselors through workshops at state conferences, state professional development training modules and other vehicles. Homeless students will receive assistance from school counselors and Liaisons to successfully navigate and transition to postsecondary opportunities. Districts will be advised that all unaccompanied homeless students must receive information on their eligibility for college aid under the Free Application for Federal Student Assistance (FAFSA), and be provided with assistance to complete the forms.

Appendix A: Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

Note: the baseline and goals are not expected to change, but ODE is reviewing whether the number of years to reach the long term goal is appropriate. The tables below illustrate interim progress targets when the goal year is 2024-25.

	English language arts Interim Progress Targets									
	Accountability Year									
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All Students	**54**	**57**	**60**	**63**	**66**	**68**	**71**	**74**	**77**	**80**
Economically Disadvantaged	**42**	46	50	55	59	63	67	72	76	**80**
English Learners	**23**	29	36	42	48	55	61	67	74	**80**
Students with Disabilities	**22**	28	35	41	48	54	61	67	74	**80**
American Indian/Alaska Native	**37**	42	47	51	56	61	66	70	75	**80**
Black/African American	**32**	37	43	48	53	59	64	69	75	**80**
Hispanic/Latino	**36**	41	46	51	56	60	65	70	75	**80**
Native Hawaiian/Pacific Islander	**41**	45	50	54	58	63	67	71	76	**80**
Asian	**73**	74	75	75	76	77	78	78	79	**80**
White	**60**	62	64	67	69	71	73	76	78	**80**
Multi-racial	**58**	60	63	65	68	70	73	75	78	**80**

	Mathematics Interim Progress Targets									
	Accountability Year									
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All Students	**43**	**47**	**51**	**55**	**59**	**64**	**68**	**72**	**76**	**80**
Economically Disadvantaged	**31**	36	42	47	53	58	64	69	75	**80**
English Learners	**17**	24	31	38	45	52	59	66	73	**80**
Students with Disabilities	**18**	25	32	39	46	52	59	66	73	**80**
American Indian/Alaska Native	**26**	32	38	44	50	56	62	68	74	**80**
Black/African American	**21**	28	34	41	47	54	60	67	73	**80**
Hispanic/Latino	**26**	32	38	44	50	56	62	68	74	**80**
Native Hawaiian/Pacific Islander	**29**	35	40	46	52	57	63	69	74	**80**
Asian	**69**	70	71	73	74	75	76	78	79	**80**
White	**50**	53	57	60	63	67	70	73	77	**80**
Multi-racial	**47**	51	54	58	62	65	69	73	76	**80**

B. Graduation Rates

Note: the baseline and goals are not expected to change, but ODE is reviewing whether the number of years to reach the long term goal is appropriate. The tables below illustrate interim progress targets when the goal year is 2024-25.

	Four-Year Cohort Graduation Rate Interim Progress Targets									
	Graduation Year									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
	Accountability Year									
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All Students	**74**	**76**	**78**	**79**	**80**	**82**	**85**	**86**	**88**	**90**
Economically Disadvantaged	**66**	69	71	74	77	79	82	85	87	**90**
English Learners	**51**	55	60	64	68	73	77	81	86	**90**
Students with Disabilities	**53**	57	61	65	69	74	78	82	86	**90**
American Indian/Alaska Native	**55**	59	63	67	71	74	78	82	86	**90**
Black/African American	**63**	66	69	72	75	78	81	84	87	**90**
Hispanic/Latino	**67**	70	72	75	77	80	82	85	87	**90**
Native Hawaiian/Pacific Islander	**63**	66	69	72	75	78	81	84	87	**90**
Asian	**87**	87	88	88	88	89	89	89	90	**90**
White	**76**	78	79	81	82	84	85	87	88	**90**
Multi-racial	**73**	75	77	79	80	82	84	86	88	**90**

**The accountability year reflects interim progress targets from the previous year.*

	Five-Year Cohort Graduation Rate Interim Progress Targets									
	Graduation Year									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
	Accountability Year									
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All Students	**76**	**78**	**80**	**82**	**84**	**85**	**87**	**89**	**91**	**93**
Economically Disadvantaged	**70**	73	75	78	80	83	85	88	90	**93**
English Learners	**61**	65	68	72	75	79	82	86	89	**93**
Students with Disabilities	**58**	62	66	70	74	77	81	85	89	**93**
American Indian/Alaska Native	**59**	63	67	70	74	78	82	85	89	**93**
Black/African American	**67**	70	73	76	79	81	84	87	90	**93**
Hispanic/Latino	**71**	73	76	78	81	83	86	88	91	**93**
Native Hawaiian/Pacific Islander	**72**	74	77	79	81	84	86	88	91	**93**
Asian	**90**	90	91	91	91	92	92	92	93	**93**
White	**78**	80	81	83	85	86	88	90	91	**93**
Multi-racial	**74**	76	78	80	82	85	87	89	91	**93**

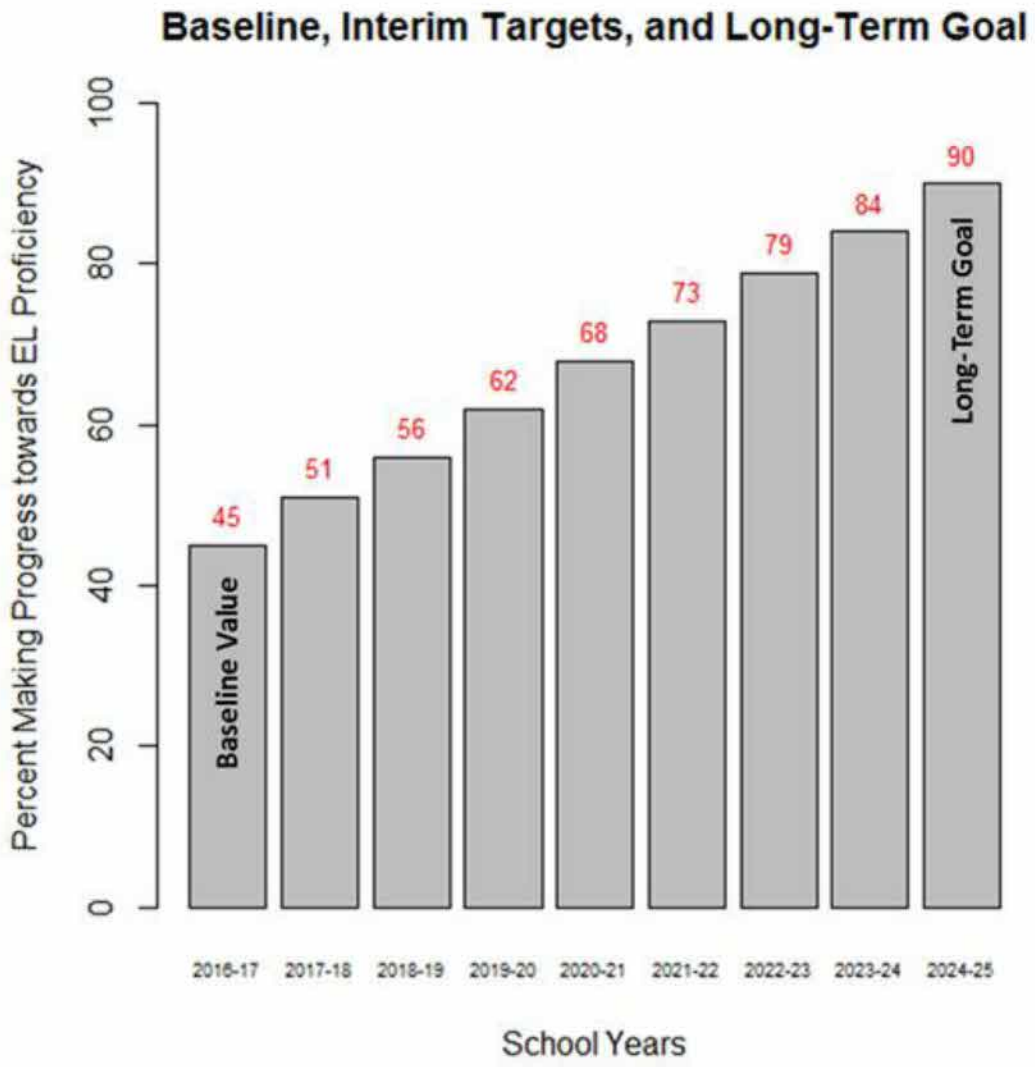
**The accountability year reflects interim progress targets from the previous year.*

	Five-Year Cohort Completion Rate Interim Progress Targets									
	Graduation Year									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
	Accountability Year									
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All Students	**82**	**84**	**85**	**87**	**89**	**90**	**92**	**94**	**95**	**97**
Economically Disadvantaged	**76**	78	81	83	85	88	90	92	95	**97**
English Learners	**63**	67	71	74	78	82	86	89	93	**97**
Students with Disabilities	**64**	68	71	75	79	82	86	90	93	**97**
American Indian/Alaska Native	**67**	70	74	77	80	84	87	90	94	**97**
Black/African American	**73**	76	78	81	84	86	89	92	94	**97**
Hispanic/Latino	**75**	77	80	82	85	87	90	92	95	**97**
Native Hawaiian/Pacific Islander	**77**	79	81	84	86	88	90	93	95	**97**
Asian	**91**	92	92	93	94	94	95	96	96	**97**
White	**84**	85	87	88	90	91	93	94	96	**97**
Multi-racial	**79**	81	83	85	87	89	91	93	95	**97**

**The accountability year reflects interim progress targets from the previous year.*

C. Progress in Achieving English Language Proficiency

Student Group	Baseline (Data and Year) (2016-17)	Long-Term Goal (Data and Year) (2024-25 Proposed)
English Learners	45%	90%



It is important to note that these are preliminary estimates. The baseline value, interim targets, and the long-term goal are estimates based on (a) final results from 2015-16 ELPA21 and (b) preliminary results from 2016-17 ELPA21. **Oregon intends to revisit the baseline value, interim targets, and long-term goal once final results of 2016-17 ELPA21 are available.** Oregon anticipates negligible changes to the long-term goal and minor changes to the baseline value and interim targets.

Appendix B: General Education Provisions Act (GEPA) Section 427

Oregon's K-12 public school system is increasingly more racially, ethically, and culturally diverse, serves more students experiencing poverty, and addresses the needs of growing numbers of emerging bilingual students (English Learners). However, these demographic shifts have often resulted in traditional systems perpetuating inequitable outcomes for historically marginalized students. The Oregon Department of Education (ODE) will ensure it addresses the needs of racially, culturally, linguistically, and culturally diverse students as well as students experiencing poverty while upholding the laws of the civil rights-protected classes through ensuring that policy, practice, and procedure eliminate barriers to ensure equitable access to an excellent education.

Additionally, ODE will also ensure that all districts and Education Service Districts (ESD's) clearly address the provisions of Section 427. All education materials will be modified to meet the needs of students with disabilities, including those for English Learners. ODE provides professional development for district, school, and ESD staff in the areas of equity, diversity, and inclusion with specialized training available for civil rights through the protected classes of race, color, sex, sexual orientation, marital status, religion, national origin, age, or disability.

Steps to Overcome Barriers

1. All districts that carry out activities for the federal programs under ESSA will be required to address how they will improve student outcomes for historically marginalized students and engage the community in which the district is located and to ensure inclusive and respectful relationships and learning environments are established. This information will be included in district's Title IA continuous improvement plans and school improvement plans.

2. All districts and ESD's will ensure communication plans include targeted distribution to families who might otherwise not have an opportunity to learn about the district policy, procedure, and practice. This may include offering parent education in languages other than English, developing partnerships with diverse community-based organizations, and ensuring child-care or meals are provided.