Aligning for Student Success: Integrated Guidance for Six ODE Programs

Annual Reporting 2023-24

11/12/24

Agenda

- Purpose of Presentation
- Background & Context
- Review of Progress & Investment
- What's Next - Application 2025-27

Purpose for Presentation

1)To provide background information/ context
2)To share information about our progress and focus related to the Integrated Guidance Plan
3)To provide additional information to prepare us for the 2025-27 Biennium Application process

Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for six programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

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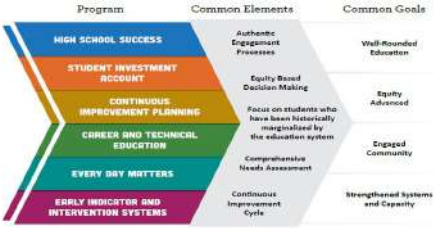
Six Programs & Common Goals



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Summary of Program Purposes

- **High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.
- **Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.
- **Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

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Summary of Program Purposes

- **Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.
- **Early Indicator and Intervention System (EIIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.
- **Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

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Equity Lens

- What are we trying to achieve?
- Who is affected by the decision?
- Have those affected by the decision been engaged in the decision making process? If so, how, when, and where?
- How does/can this decision advance equity and inclusion?
- Are there district or building level systems, policies, and/or procedures influencing this decision that may negatively impact historically marginalized groups?
- Could the decision ignore or worsen existing disparities?
- How, when, and with whom can we measure the success of this decision?
- How can this decision be communicated (especially to those affected)?

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Community Engagement Highlights

- Input activities
- Surveys
- Regional ESD Consortia group engagement sessions
- Engagement with Community-Based Organizations
- Affinity groups
- Family nights

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Our Plan

These priorities were reaffirmed:

1) Meeting students' mental and behavioral health needs, and
2) Reducing disparities and increasing academic achievement.

Report Focus:

- Equity, Diversity, & Inclusion efforts
- Behavior & Mental Health
- High School
- Middle School
- Elementary
- Early Literacy

Equity & Inclusion

- Expansion of equity & inclusion staffing at the District level
- Teams / structures that empower educators to create conditions that better support focal group students
- Student programming specifically aimed at improving outcomes for focal group students

District Level Equity & Inclusion Staffing

Equity & Inclusion TOSA - supports educators in improving academic, behavioral, & social/emotional outcomes for students (2023-24)

- Provides professional learning for staff (200+ certified staff)
- Coordinates District-level student affinity events (250+ focal groups students)
- Maintains resource bank of culturally relevant resources for educators

Student Success Navigator - directly supports focal group students & families (2024-25)

- Provides 1:1 & small group support for students (mentoring, tutoring, advocacy)
- Serves as bridge between students./families and school-based staff when needed
- Supports improved communication between schools and focal group families

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Expanding adult capacity to improve systems & support focal group students

K-12 Equity & Inclusion Leadership Team

- Collaborate with building administrator on school-wide equity initiatives
- Bring equity lens to building level leadership meetings
- Support Student Voice at the building & District level
- Developed and facilitated professional learning on Every Student Belongs for ***all*** school-based staff (based on EEAC recommendation)

Facilitators of Student Union & Alliance Groups

- Hold regularly scheduled affinity spaces for focal group students
- Teach lessons on cultural identity, history, and leadership
- Support student engagement in conferences, trips, and in-district events

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Student Focused Programming

Student Unions & Alliances (affinity groups)

- Provide support, connection, & affirmation to focal group students, reducing feelings of isolation that many children can feel even in the most welcoming schools
- Provide spaces for members to discuss issues & experiences with school leaders
- Encourage students to feel confident and proud about themselves, as well as more visible and more included in the school community.

Student affinity summits

- Connect focal group students to build community across the district
- Create spaces of deep engagement with cultural learning
- Provide opportunities for students to consider post secondary opportunities
- Strengthen connections between students & community partners

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Student Focused Programming (cont.)

High School Student Voice

- Convene a diverse group of students to be in dialogue with one another & district leaders
- Foster student empowerment & activism, helping district leaders understand what students need & are asking for
- Increase student knowledge & understanding of district initiatives & priorities
- Center the experiences of students in decision making processes

This year:

- Students meet in school-level groups regularly, & will gather at the District-level 5 times
- Students review climate survey data (building & District)
- Students have identified 3 areas of priority:
  - Mental health supports / Student safety / Student engagement
  - Students working in priority areas teams to create goals and action plans

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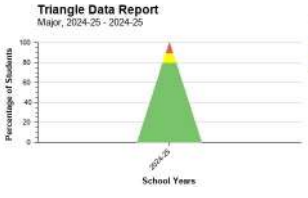
Elementary Behavior Interventionists



Students receiving Tier 3 intervention: 7.4%

Students receiving Tier 2 intervention: 10.4%

48 students

Mental Health Partnerships

Purpose:

- Counseling Appointments During the School Day
- Assist Agencies with Maintaining Full Caseloads
- Additional Mental Health Specialists on Our Campuses

Partner Agencies:

- Looking Glass
- HOOTS (White Bird)
- Ophelia's Place
- Center for Family Development
- Options
- Riverview Center for Growth (TCC)
- Stronger Oregon (Roseburg Therapy)

Partnerships

Braided Funds to Provide Services Directly to Students

- Approximately $200,000 to Partner Agencies
- Supports Provided in all Schools, K-12
- Most Counselors at Capacity
- Challenges with Maintaining Agency Staffing Levels

Family Resource Assistants

Purpose:

- Welcome and support students and families.
- Directly connect students and families with organizations offering support.
- Refer for district-level support.
  - XXX students receiving case management from McKinney Vento liaison
  - Fulfilled 83 district care & connection requests in 23-24

Approximately $50,000 for basic needs supplies

High School Focus

- Curriculum Alignment and New Materials: Language Arts, Math
- AVID: Advancement Via Individual Determination (2021 →)
- Developed SPS On Track Criteria and Tracking System (2022 →)
- Prevention: After School Study Support (2022 →)
- Credit Recovery Systems: Summer School, Night School (2021 →)
- Implementing Early Leaver Systems (2022 →)
- Implementing College and Career Readiness Day (2023 →)
- Established Professional Learning Communities (2024 →)
- Re-established District Student Voice Committee (2024 →)
- Go Beyond Campaign (2024 →)

High School Report Card Data

9th Grade On Track:	79.3%	↓ 1.1%
4 yr Cohort Grad Rate:	73.9%	↓ 2.4%
5 yr Cohort Grad Rate:	82.0%	↓ 0.5%
11th Grade ELA:	19.3%	↓ 2.1%
11th Grade Math:	6.7%	↓ 1.5%

Next Steps

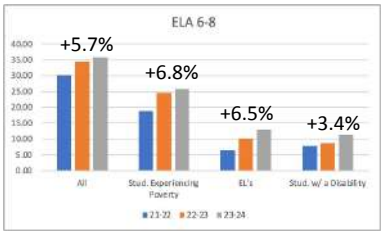
High schools have specific goals and are implementing action steps utilizing research-based strategies to realize improvements in the following areas:

- School Culture (Belonging, Student Voice, Engagement)
- Instruction (PLCs, AVID, Collaboration)
- Course passing rates
- Attendance

Middle School Update

- Review Literacy and Math 3 year Trend - State Report Card
- Content Collaboration and PLC Structure
- Professional Learning and Instructional Coaching

ELA Three Year Trend



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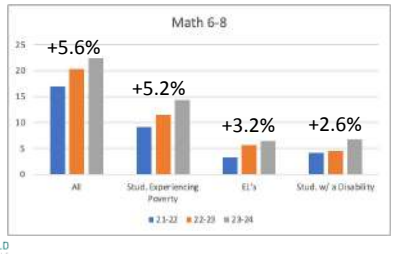
Math Three Year Trend



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How We Improve

Middle School Collaboration Agreements

Focus	Purpose and Desired Outcome	Activities to achieve purpose and desired outcome
Content 2x per week **Monday/ Thursday**	**Purpose:** to align instruction to priority standards, to examine student work and data to gauge the effectiveness of instruction **Desired Outcome:** Teams/teachers will consistently provide aligned curriculum and assessments across classrooms and settings. Using data from aligned assessments, teams/teachers will adjust instruction in real time to improve the outcomes of all students.	❑ Roles and team structures in place (SPS curriculum maps, agenda, notes, action items) ❑ Frame purpose – link to student outcomes ❑ Professional learning/guidance to support purpose ❑ **Support**: The principal provides structures, protocols, and processes; monitors
Instructional PL Instructional Coach 1x per week **Tuesday**	**Purpose:** to work on the implementation of tier 1 practices/Target Work across content areas **Desired Outcome:** Teams will receive professional learning or have time to plan how to apply their learning related to building Target work.	❑ Roles and team structures in place (agenda, notes) ❑ Professional Learning plans for tier 1 practices/Target Work ❑ Share instructional strategies and practices ❑ Problem-solve to adjust strategies and practices to meet the needs of all students ❑ Review implementation data for tier 1 practices/Target Work ❑ **Support/Facilitation**: Coach and/or Principal (Principal vision)

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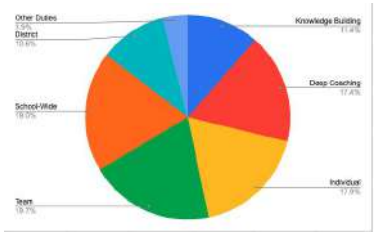
Instructional Coach Support

Schoolwide

Team

Individual



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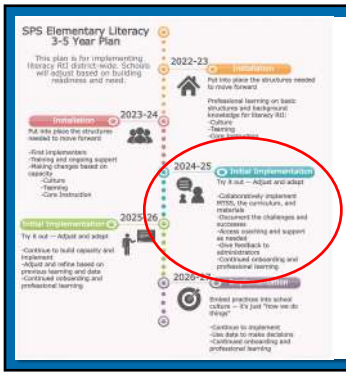
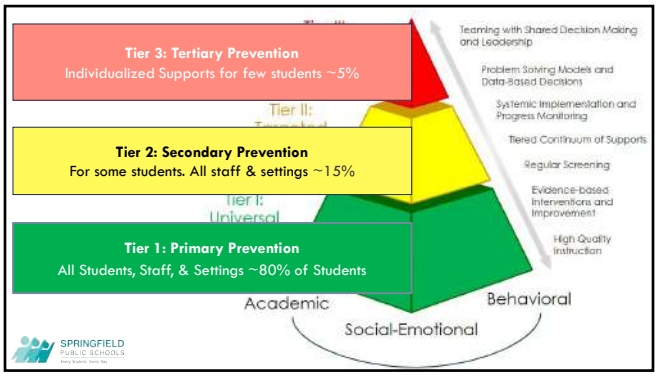


24-24 Target Literacy Outcomes

- ★ MTSS Instructional Leadership team building action plans based on ORTiI Tier 1 rubric completion
- ★ Two embedded collaboration meetings per week focused on student learning using updated PLC agendas and curriculum maps
- ★ Core review meetings 3x a year, including specialists
- ★ Fidelity of implementation with core materials and practices
- ★ Science of Reading professional learning and installation
- ★ Acquire foundational literacy skills



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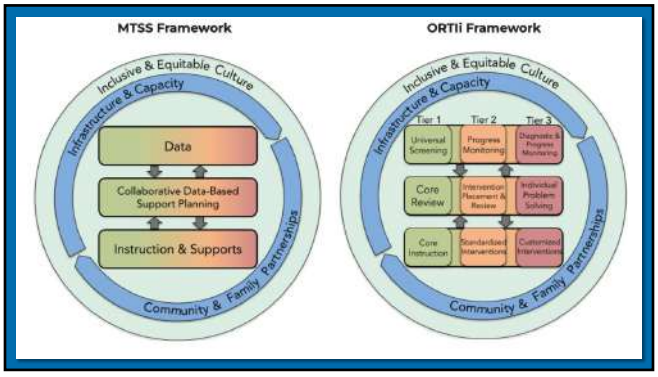
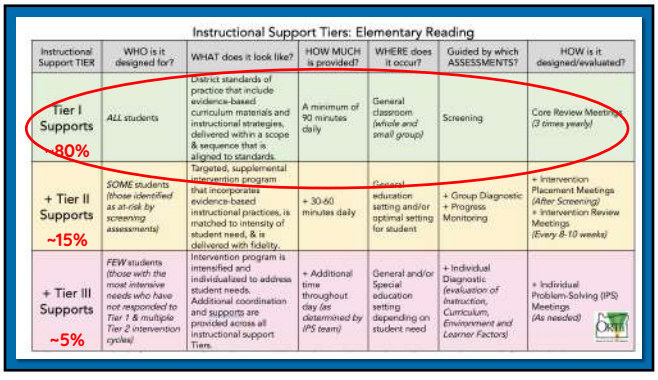
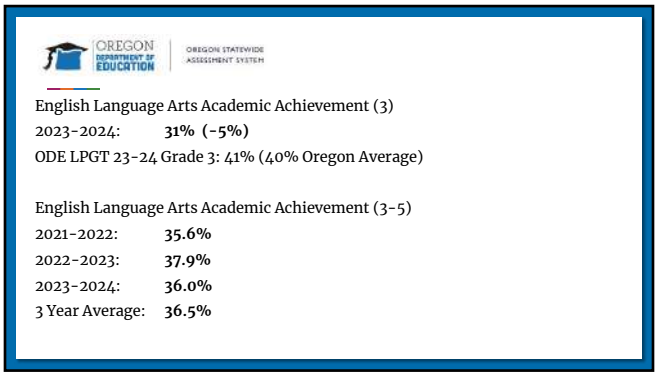




Instructional Support Tiers: Elementary Reading

Instructional Support TIER	WHO is it designed for?	WHAT does it look like?	HOW MUCH is provided?	WHERE does it occur?	Guided by which ASSESSMENTS?	HOW is it designed/evaluated?
Tier I Supports ~80%	*ALL students*	District standards of practice that include evidence-based curriculum materials and instructional strategies, delivered within a scope & sequence that is aligned to standards.	A minimum of 90 minutes daily	General classroom *(whole and small groups)*	Screening	Core Review Meetings *(3 times yearly)*
+ Tier II Supports ~15%	*SOME students (those identified as at-risk by screening assessments)*	Targeted, supplemental intervention program that incorporates evidence-based instructional practices, is matched to intensity of student need, & is delivered with fidelity.	+ 30-60 minutes daily	General education setting and/or optimal setting for student	+ Group Diagnostic + Progress Monitoring	+ Intervention Placement Meetings *(After Screening)* + Intervention Review Meetings *(Every 8-10 weeks)*
+ Tier III Supports ~5%	*FEW students (those with the most intensive needs who have not responded to Tier 1 & multiple Tier 2 intervention cycles)*	Intervention program is intensified and individualized to address student needs. Additional coordination and supports are provided across all instructional support Tiers.	+ Additional time throughout day *(as determined by IPS team)*	General and/or Special education setting depending on student need	+ Individual Diagnostic *(evaluation of Instruction, Curriculum, Environment and Learner Factors)*	+ Individual Problem-Solving (IPS) Meetings *(As needed)*



OREGON DEPARTMENT OF EDUCATION | OREGON STATEWIDE ASSESSMENT SYSTEM

English Language Arts Academic Achievement (3)

2023-2024: **31% (-5%)**

ODE LPGT 23-24 Grade 3: 41% (40% Oregon Average)

English Language Arts Academic Achievement (3-5)

2021-2022: **35.6%**

2022-2023: **37.9%**

2023-2024: **36.0%**

3 Year Average: **36.5%**

easyCBM

Reading Proficiency Fall 2023

Kindergarten 34.7%
1st Grade 49.4%
2nd Grade 40.2%
3rd Grade 38.6%
4th Grade: 43.2
5th Grade: 55.1%

Reading Proficiency Fall 2024

Kindergarten:	**34.1%**
1st Grade:	50.8%
2nd Grade:	49.2%
3rd Grade:	39.9%
4th Grade:	41%
5th Grade:	46.3%
6th Grade:	59.8%

Early Adopter Success

Douglas Gardens

Early adopters of essential Tier 1 & Tier 2 practices.

Highest performing Title 1 School

10% increase in passing rate on Oregon ELA assessment

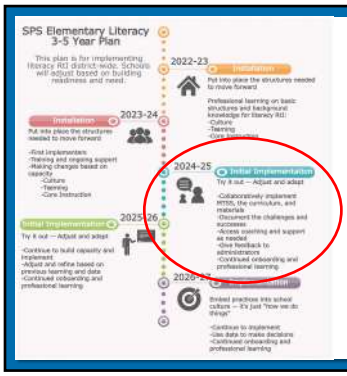
58% passing rate on ELA assessment exceeds Oregon average by 15%.

All subgroups making Level 4 or above growth as they close the gap between their score on the ELA assessment and the target cut score.

Ridgeview

Early adopters fully implementing 1 embedded collaboration meetings per week focused on student learning using updated PLC agendas and curriculum maps.

- More students closing the gap between their score on the ELA assessment and the cut score needed to demonstrate mastery.



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Extended Learning Programs - Literacy Enriched Summer School

High Dosage Tutoring within the School Day

Early Literacy Success School District Grants

Culturally Relevant Curricular Materials

Professional Development and Coaching

Culturally Relevant Curricular Materials

Selected *Magnetic Reading Foundations* as our K-2 Supplemental Materials

Focus on foundational skills for our early readers

2023-24

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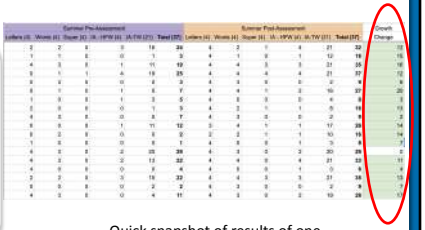
Extended Learning - Summer School

7 Elementary sites

Professional learning for all K-2 summer staff

Focus on targeted problems in 4-week unit

2023-24



Quick snapshot of results of one kinder summer group

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Professional Development & Coaching

K-2 Science of Reading PD

K-2 Summer Institute

Early Release PD

2023-24

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High Dosage Tutoring

Professional Learning for certified and classified staff at 5 identified sites

Hire additional classified staff

2024-25

COMING SOON

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What Happens Next?

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Questions & Comments