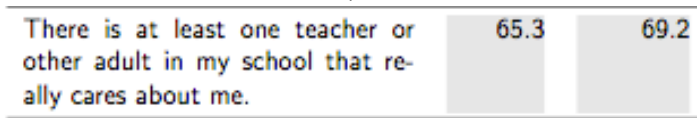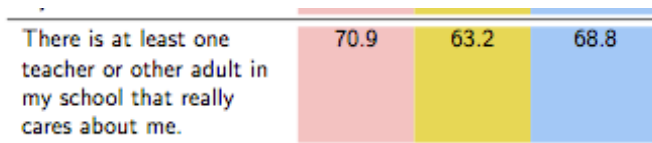To: Colt Gill, Dave Novotney.

From: Nancy Willard, Director of Embrace Civility in the Digital Age

Email: nwillard@embracecivility.org 541-556-1145

Re: Ensuring Accountability

Date: February 19, 2019

This message will address how to best ensure the programs that are implemented under HB 2224 achieve the highest level of success.

But I will start with this survey data from SWS 2009 - 8th and 11th grade students:

There is at least one teacher or other adult in my school that really cares about me.	65.3	69.2

Now SWS 2018 - 6th, 8th, 11th grade students

There is at least one teacher or other adult in my school that really cares about me.	70.9	63.2	68.8

Positive staff student relationships are a critically important core component of positive school climate and trauma informed practices. This data indicates a HUGE concern and there has been absolutely NO attention to correcting this in nearly a decade. There are plenty of other examples in the survey data. This practice has got to stop!

So how do we remedy this? We ensure there is effective assessment by a broad-based team, objectives are expressed in terms of data, and effectiveness is evaluated in terms of the data. Data driven continuous improvement.

I suggest that the funding approach proceed like it is my understanding Race for the Top proceeded -- but I may not fully understand this. I suggest that there be some specific requirements set forth for districts/schools to receive funding. "If you want access to these funds, this is the process and components you will have to follow."

I suggest some funding at ODE to develop a template schools/districts can use to implement this. When I helped 40% of the districts in Oregon write their first technology literacy plan, I provided them with a "fill in the blanks" template. I traveled to the ESDs in the smaller regions. In the morning, I gave a workshop and in the afternoon, teams from each of the districts used my template with a team from their district filling in the details locally. Except in Burns, I just worked with all of the one room districts to just complete this. Providing the districts/schools with a "fill in the blank" template will cut their working time and word smithing time and keep them focused on critically important details.

Positive School Climate Team

Establishing such a team is critical. Colt, you asked about the PBIS Team. This is an okay start. However, this document from NASP is what I consider to provide the best framework for proceeding: https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools

Here is where I would suggest taking a component from SB 12 and moving it over to HB 2224 -- the component of student and parent involvement. As currently in SB 12, this is really nebulous. "To receive funds, the district/schools must include authentic parent and student voice on their Positive School Climate planning team and present the plan to both parents and students for review and comment before finalization." Boom! Done! This will be one of the best ways to achieve local accountability.

Needs Assessment

Must review survey data from the SWS/OHT survey (I am going to address this survey in another email), any local survey data, plus focus group insight (parent and student focus groups), disciplinary and incident data, and any other data the district/school perceives to be meaningful to identify key areas to focus on.

Objectives

Must state objectives in terms of anticipated improvement in data and other findings. Your guidance may suggest addressing certain issues, set forth in Recommendation 3 of your Advisory Committee report. You might suggest pulling the language from this into the statute.

Implementation Strategy

Must adopt programs or practices in accord with ESSA regulations for evidence-based, with strong support for level D, Demonstrates a Rationale. This is from my book, Engage Students to Embrace Civility. This guidance was provided by USDOE. U.S. Department of Education (2016) Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.

> Demonstrates a Rationale. To demonstrate a rationale, the intervention should include:
> 1) A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and
> 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention.

In an excellent article explaining the significant benefit of this category by the Brookings Institute, it was noted that the "evidentiary cupboard" is bare. This is the case in the area of bullying prevention. As noted it is not possible for any district or school to implement an practice in bullying prevention that has demonstrated effectiveness, because there are none.

The ESSA "Demonstrated a Rationale" category is exceptionally helpful and fully supports the concepts of continuous improvement by using approaches that have a likelihood of success, with a commitment to evaluation. As the Brookings Institute article noted:

> Crucially, for many purposes the law also treats as evidence-based a fourth category comprising activities that have a research-based rationale but lack direct empirical support—provided, that is, that they are accompanied by "ongoing efforts to examine the effects" of the activity on important student outcomes. Those six words, if taken seriously and implemented with care, hold the potential to create and provide resources to sustain a new model for decision-making within state education agencies and school districts—a model that benefits students and taxpayers and, over time, enhances our knowledge of what works in education. West, M. R. (2016) From evidence-based programs to an evidence-based system: Opportunities under the Every Student Succeeds Act. Brookings Institute. https://www.brookings.edu/research/from-evidence-based-programs-to-an-evidence-based-system-opportunities-under-the-every-student-succeeds-act/.

I am totally on the same page as the author of this article. I would suggest 3 components: a) well specified logic model grounded in research, b) likely to improve relevant outcomes (or likelihood of success), c) local evaluation. All 3 are critically important.

Overall Evaluation Plan

Describe how the overall implementation strategy will be evaluated. This should be based on evaluating the assessment data to determine whether there has been positive change and if not what else may need to be done.