HB 2019:
ODE's Role in Providing Supports, Accountability, and Transparency

Colt Gill, Director, ODE
April 9, 2019

OREGON
DEPARTMENT OF EDUCATION

OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

- Limited allowable uses for the School Improvement Account (SIA)
- Distribution addressing the needs of high poverty communities
- Comprehensive application requirements
- Clear performance targets
- Grant approval and agreements
- Audits
- Technical assistance + Student Success Teams
- Transparency
- ODE Oversight of Statewide Initiatives

Oregon's ESSA Implementation Commitments

Prioritize and advance equity

Extend the promise of a well-rounded education

Strengthen district systems

Foster ongoing engagement

- **Two purposes:**
  - Intensive support for identified districts
  - Coaching programs for districts not meeting their performance targets

- **Staff:**
  - Staff may include a mix of ODE staff and educators, researchers, and other professionals contracted from districts, ESDs, regional centers, universities, research centers, and other professional learning organizations

 OREGON
DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

- Effective strategic planning;
- Oregon's academic content standards and guidelines;
- School improvement frameworks;
- Differentiated instructional strategies;
- Inclusionary practices;
- Multi-tiered systems of support;

- Multi-tiered systems of support;
- Social-emotional learning models;
- The use of equity-based decision tools;
- Formative assessment practices;
- Budget planning;
- Facilitation; and/or
- Other expertise based on district needs

- **Identification**:
  - Consistently disparate outcomes for students
  - Districts serving higher numbers of students of color, students with disabilities, emerging bilingual students, students navigating poverty, and students from tribal communities
  - Readiness and commitment

- **Process**:
  - Assign a Student Success Team
  - Complete a 3rd party needs assessment in collaboration with local staff, families, students, and community
  - Share results of needs assessment with the school board and other stakeholders
  - Develop a Student Success Plan based on an improvement framework

- **Plan Implementation**:
  - 4-year support model
  - Additional per student funding will be allocated to implement plan strategies
  - Assign a Student Success Facilitator/Coach during the implementation process
  - Access to ongoing professional learning
  - Regular (at least quarterly) reports on progress with objectives and key results; leading to reflection, plan adjustment, recommitment, and continued implementation
  - Participation in Student Success Learning Networks and Partnerships with other districts

OREGON
DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

- **Purpose**:
  - A year-to-year program designed to support districts that are not meeting performance targets

- **Staff:**
  - Same model as Intensive Program, but staff may be more limited and specialized to address specific performance targets

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

- **Process**:
  - Assign a Student Success Team
  - Complete a 3rd party needs assessment focused on key performance targets in collaboration with local staff, families, students, and community
  - Share results of needs assessment with district administration
  - Develop a Student Success Plan based on an improvement framework

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

- **Plan Implementation**:
  - 1-year model
  - No additional funding provided, districts will be expected to invest SIA, SSF, or other funding to address performance targets
  - Access to ongoing professional learning, technical assistance, advice and council based on input from Student Success Teams
  - Participation in Student Success Learning Networks and Partnerships with other districts

colt.gill@state.or.us   @ORDeptED_Colt

Connect with me on instructional time, accountability, assessment, graduation, chronic absenteeism