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Colt Gill

Director of the Department of Education

TO: Co-Chair Frederick, Co-Chair McLain, & Members of the Joint Subcommittee On Ways and Means On Education

DATE: Mar 16, 2023

FROM: Kai Turner, Assistant Superintendent Office of Finance & Information Technology

RE: Question posed about Day 6 of the Oregon Department of Education's Presentation

Co-Chair Frederick, Co-Chair McLain, and Members of the Joint Subcommittee On Ways and Means Subcommittee On Education,

Thank you so much for the opportunity to provide information about Day 6 of our Presentation to the Joint Subcommittee On Ways and Means on Education. We are more than happy to continue providing information to you on our work and look forward to our continued partnership on behalf of all Oregon students. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,
Kai Turner

Questions & Answers

Question: What are the 6 districts that refused the Intensive Program?

Response:

In addition to the list below, we've attached an overview of the Intensive Program.

Districts that have accepted:

Reynolds

North Wasco

Falls City

Districts that have declined:

Salem-Keizer

Parkrose

Centennial

Myrtle Point

Coquille

Lincoln County

Intensive Program

Background

The Student Investment Account (SIA), under the Student Success Act, directs the Oregon Department of Education to “establish an intensive program for school districts with the highest needs in the state.” The Intensive Program is by invitation only, based on eligibility determined by the Department. School districts that accept the invitation must participate in the program for at least four years. ([ORS 327.222](#))

Eligibility

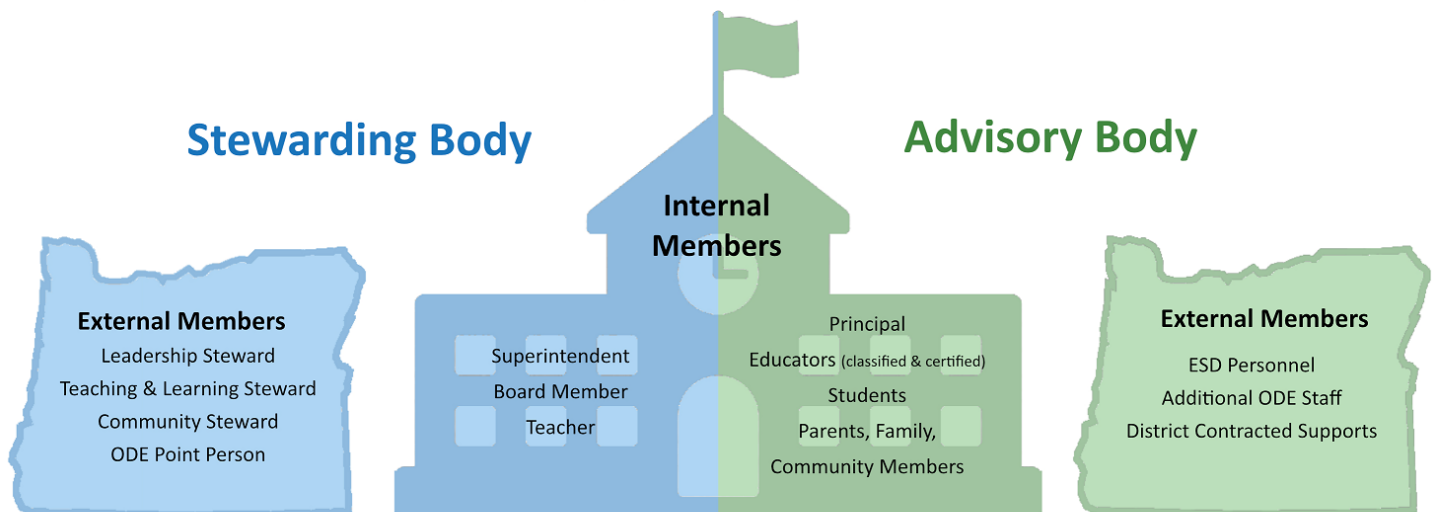
The Department developed a series of models that consider both student outcome data and district-level student demographic data to determine those districts most in need. As outcome data, the SIA Common Metrics¹ were reviewed both at the individual student-group level and for all students and were combined to form an index. The student demographic data were combined to review the percentage of focal student populations being served by the school district. These two indices were then combined to establish eligibility.

Funding & Approach

Participating districts will receive additional grant-in-aid to supplement SIA resources. Available resources are dependent on legislative action and will be distributed based on the total ADMw of participating school districts.

The Department and the participating district will collaboratively establish Student Success Teams to “advise and counsel school districts on how to improve student outcomes and develop recommendations for meeting performance growth targets.” Student Success Teams will be made of two bodies - a Stewarding body and an Advisory body - each of which will be composed of internal and external personnel. A planning phase of the grant will provide time and initial funding to establish these bodies.

Student Success Team



¹ Regular Attenders, Grade 3 ELA, 9th Grade On-Track, 4-Year Graduation, 5-Year Completion

Participation in the program requires “regular student success team meetings to monitor practice and progress” and that school boards and superintendents accept all recommendations of the success team related to the use of SIA grant monies and additional funding received through this program. Additionally, the school board and superintendent must consider all recommendations of the Student Success Team pertaining to general programs and practices.

Participating school districts are required to report on recommendations enacted and considered by the Student Success Team. Reports relating to SIA funds will describe the recommendations to be implemented as well as the rationale for implementation. They must be made available at the district office and distributed to the school district community.

Exit Criteria

After a minimum of four years, the district must meet the following criteria to exit the program:

- Student outcome data has improved to a point where the district would not be eligible for the program;
- The Student Success Team determines the district has made progress in achieving the stated goals;
- A community assessment indicates that sufficient progress has been made; and
- The school board and success teams have established a sustainability plan to preserve the progress and improvements made.

Timeline for Participating Districts

