



Vision for School Improvement

ODE works in partnership with all schools and LEAs to encourage continuous improvement and offer differentiated supports based on circumstances and local needs. With LEAs, ODE will co-create and monitor plans that are aligned to LEA-level priorities. State efforts will be designed to support LEAs in serving as hubs for school-level improvement and in engaging stakeholders and consulting with tribes. The spirit of this partnership strives for shared accountability for improvement from the SEA to the LEA, from the LEA to the school, and from the school to local community.

Key Strategies

PROGRESS UPDATES: ODE created a new needs assessment tool (adapted from UK’s Swift Center) for all schools and piloted/refined an “engagement protocol” to begin community conversations about school data and needs in LEAs/schools that will be receiving the highest levels of state support starting in 2018-19. Modeling suggests ODE will be working with 25-30 LEAs encompassing 120-150 schools.

CHALLENGES: ODE serves a mix of urban and rural schools through targeted programs, grant funding and initiatives. The agency is working to better coordinates and align these efforts internally across divisions and programs in order to model a spirit of partnership.

TECHNICAL ASSISTANCE & COMPLIANCE

- **Templates and rubrics for improvement plans:** Developed (a) a rubric to evaluate LEA plans, (b) needs assessment rubrics and planning templates and (c) a community engagement protocol
- **Professional development:** Held convenings to review changes to applications and processes and will offer TA on implementation (and work closely with LEA leaders to craft, monitor and adjust plans)
- **Guidance:** Developed materials to explain the SI process to educators, families and community members and provided guidance to LEAs on (a) ESSA regulations for schools and LEAs, (b) the actions ODE will take to identify, support and intervene in CSI and TSI schools and (c) implementation strategies
- **Structures and processes:** Updated and moved to quarterly (replacing annual) monitoring routines for LEAs (and schools) to better track progress and identify needed adjustments

Key Updates

NEW POLICY/REGULATIONS: ODE based its requirements on federal law (no guiding state law).

NEW SEA PRACTICE: ODE will support LEAs demonstrating need and interest via either: (1) “Primary Partnerships” with more tailored support for LEAs with 3+ CSI/TSI schools, or (2) “Opportunity and Innovation Partnerships” with less intensive engagements for LEAs with 2 or fewer CSI/TSI schools; also, OR is (a) consolidating federal funding and (b) aligning federal and state activities.

Funding: Formula (negotiated)

While ODE will use a formula to identify funding targets for each school, it will not use a formal LEA application. Specific funding decisions will be made in the context of what each school and district needs and identifies as priorities.

State and School Needs

SEA

Time and space to continue improving ODE structures and routines to best support schools and LEAs

SCHOOLS

Using culturally responsive, trauma-informed, high-quality, standards-aligned instruction, and increasing assessment literacy and use of data at school and district levels

Implementation Timeline

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| Summer 2018 | SI guidance and NA released |
| Fall-Winter 2018 | CSI and TSI schools identified; partnerships with LEAs with 3+ CSI/TSI schools developed; new state report card released; planning year for LEAs begins |
| SY 2019-20 | New SI system fully implemented |
| TBD | LEA resource allocation audit |