



PORTLAND PUBLIC SCHOOLS

OFFICE OF FUNDED PROGRAMS AND SCHOOL PERFORMANCE

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3789 AND (503) 916-3458

Date: November 22, 2019

To: School Board, Superintendent Guadalupe Guerrero

From: Kregg Cuellar, Deputy Superintendent, Instruction & School Communities
Leslie O'Dell, Senior Director, Funded Programs & Early Learners
Scott Whitbeck, Senior Director, Continuous Improvement and Operations

Subject: Update on District Support for Schools Identified for Improvement under the Every Student Success Act (ESSA)

This memorandum is an update on the progress of District support for schools identified for improvement under ESSA.

BACKGROUND ON ESSA

On August 27, 2017, Oregon's Consolidated State Plan under the Every Student Succeeds Act (ESSA) was approved. The Oregon Department of Education (ODE) accountability model shifts the focus to strengthening district systems with accountability and supplemental funding moving from individual schools to comprehensive district improvement efforts.

In the fall of 2018-2019 school year, ODE identified schools in need of Comprehensive Supports for Improvement (CSI) and Targeted Supports for Improvement (TSI). Under ESSA, schools are identified as CSI or TSI. The following indicators were used by the state to identify CSI-TSI schools:

- Chronic absenteeism
- English language arts / math achievement
- English language arts / math growth
- English Learner progress towards proficiency
- 9th grade on track to graduate
- 4-year graduation
- 5-year completion

All schools in the state are ranked by levels 1-5 on the above indicators, with one being the lowest performance and five the highest, the state average is three. To be identified as a CSI school, the school had to be federally categorized as Title I and be rated a level one at least half of the above indicators. CSI identification included any high school with a four-year graduation rate below 67%. TSI schools were identified as having a specific sub-group of students with a level 1 in at least half of the indicators. Below is a listing of the CSI, TSI and Title I schools in our district.

| CSI | TSI | | Title I Only |
|-----------------------|--------------|------------------|--------------------------|
| Alliance | Astor* | Lee* | Grout |
| Boise-Eliot Humboldt* | Beaumont* | Maplewood* | Harriet Tubman |
| Cesar Chavez | Bridger | MLK Jr | Harrison Park |
| Lent | Chapman | Mt Tabor* | Marysville |
| Rigler | Chief Joseph | Ockley Green | Whitman |
| Rosa Parks | Faubion* | Peninsula | Woodlawn |
| Scott | George | Roosevelt | |
| Sitton | Irvington | Roseway Heights* | |
| Trillium | James John | Sabin | |
| | Jefferson | Vestal | |
| | Kelly | Woodmere | <i>*New to TSI 19-20</i> |
| | Lane | | <i>Title I Schools</i> |

The Oregon Department of Education (ODE) requires that all districts receiving federal funds create a District Continuous Improvement Plan (DCIP). DCIPs must be developed with input from district, school, and community stakeholders. They are based on multiple sources of data including perception surveys and student assessment results. The plan must also include differentiation of resources and supports for schools depending on their unique needs and performance levels.

Guidance from the state directs school districts to use a continuous improvement process for developing their plans. PPS has adopted Improvement Science as our process to develop our improvement plans. Tools in Improvement Science enable us to identify root causes of problems and promising practices to improve in the targeted areas. This process evaluates what is working and what needs to change, establishes a process to engage stakeholders to effect change, leverages effective practices to implement a plan and uses data to monitor and make timely adjustments to improve outcomes.

SUPPORT FOR IDENTIFIED SCHOOLS

The district provides a variety of supports for CSI, TSI, and Title I schools. Schools in these categories receive additional FTE, professional development and increased individualized attention.

CSI, TSI, and Title I schools, that by the staffing formula would only have one administrator, were allocated an additional 0.5 FTE. These schools utilized this FTE (in combination with Equity FTE) for either a full-time Assistant Principal or School Climate Specialist.

Additionally, CSI schools and a number of other TSI schools have all been assigned a full-time permanent substitute teacher, called a Site Support Instructor (SSI). The SSI covers classrooms when an absent teacher substitute request goes unfilled. This position allows CSI schools to continue their instructional and climate programs without utilizing key staff to cover vacancies. Also, CSI and Title schools were staffed using 2018-19 ratios, whereas other schools staffing ratios were increased slightly. The below chart shows the 2019-20 staffing model.

| Grade | Title I / CSI Schools | | Other Schools | |
|-------|-----------------------|-------------------|--------------------|-------------------|
| | Maximum Class Size | Class Size Ranges | Maximum Class Size | Class Size Ranges |
| KG | 28 | 15-28 | 29 | 15-29 |
| 1 | 30 | 16-30 | 31 | 16-31 |
| 2 | 30 | 16-30 | 32 | 17-32 |
| 3 | 30 | 16-30 | 33 | 17-33 |
| 4 | 34 | 18-34 | 35 | 18-35 |
| 5 | 34 | 18-34 | 35 | 18-35 |
| 6 | 34 | 18-34 | 35 | 18-35 |
| 7 | 34 | 18-34 | 35 | 18-35 |
| 8 | 34 | 18-34 | 35 | 18-35 |

The seven CSI-identified schools and two additional TSI schools are under the leadership of Area Senior Director Oscar Gilson. These schools receive additional monthly professional development to build their capacity as instructional leaders and strengthen their ability to implement strategies and transform outcomes at their school with a focus on racial equity and social justice.

All of the CSI, TSI, and Title I schools receive more frequent visits from their Area Senior Director to provide direct support for the needs of the school and for professional development of the school administration. These schools are visited weekly by Area

Senior Director Gilson to provide coaching and feedback to the principal through observations of classroom instruction, Professional Learning Community (PLC) meetings, staff meetings, and Instructional Leadership Team (ILT) meetings. The district will also partner with external organizations to provide additional targeted professional development and coaching for each of these nine principals.

CSI, TSI, and Title I schools have also been prioritized in the roll-out of Multi-Tiered Systems of Support (MTSS) as they are all included in Cohort 1 training this year. MTSS is a framework that focuses on the “whole child.” It supports academic growth and achievement but also focuses on behavior, social-emotional needs, and attendance. The MTSS training is conducted in partnership with Solution Tree and is designed for principals and a school team to attend (6) full-day sessions with follow-up coaching in their schools between trainings. The training guides school teams to implement systems to address student academic and behavioral needs for all students, called Tier I, and provides a framework for addressing students in Tier II and III that need additional support.

INTEGRATED IMPROVEMENT STRATEGY

The Division of Instruction and School Communities (ISC) is utilizing an integrated improvement strategy to transform central office to better support schools in their efforts to improve student achievement.

All departments within ISC - The Office of School Performance (OSP), The Office of Teaching and Learning (OTL), and The Office of Student Support Services (OSSS) - are intentionally working to align the supports provided to schools.

The Chiefs of each office meet weekly to coordinate the efforts of the three focus areas of the Division’s work: MTSS, the Guaranteed and Viable Curriculum (GVC), and Leadership Development.

A larger team of leaders from the three offices are organized in cross-departmental teams to support a cohort of schools. Division leaders have been visiting schools and examining disaggregated student data. This information is being used to better understand the unique needs of each school and the supports that our CSI, TSI, and Title schools specifically need.

SCHOOL CONTINUOUS IMPROVEMENT PLANS

Foundational to ODE’s accountability plan is engaging in cycles of continuous inquiry and improvement. All CSI, TSI, and Title I schools participated last spring in learning

how to use Improvement Science in the creation and implementation of a continuous improvement plan.

One of the key features of Improvement Science is the Plan Do Study Act (PDSA) cycle where schools implement a change idea and study its effectiveness for continuous improvement specific to closing academic gaps. Schools have been implementing these cycles this fall to test out improvement ideas to see if they are meeting the intended goal.

Guidance for K-8 schools has one goal in each of the following areas: reading/language arts, mathematics, and culture/climate. High Schools have included goals that address the closing of gaps in graduation rates and secondary readiness rates for historically underserved students. Out of these goals, schools implement PDSA cycles while Area Senior Directors are monitoring these plans and providing feedback on an on-going basis.

The central team will continue to monitor progress at schools identified as in need of improvement and modify support as needed. The finalization of the district strategic plan/district continuous improvement plan this spring will provide next steps in district support for these schools.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

 KC (Initials)

ATTACHMENTS

A. Presentation Slides



Update on District Support for Schools Identified for Improvement Under ESSA

Portland Public Schools

Kregg Cuellar, Deputy Superintendent of Instruction and School Communities

Leslie O'Dell, Senior Director of Funded Programs and Early Learning

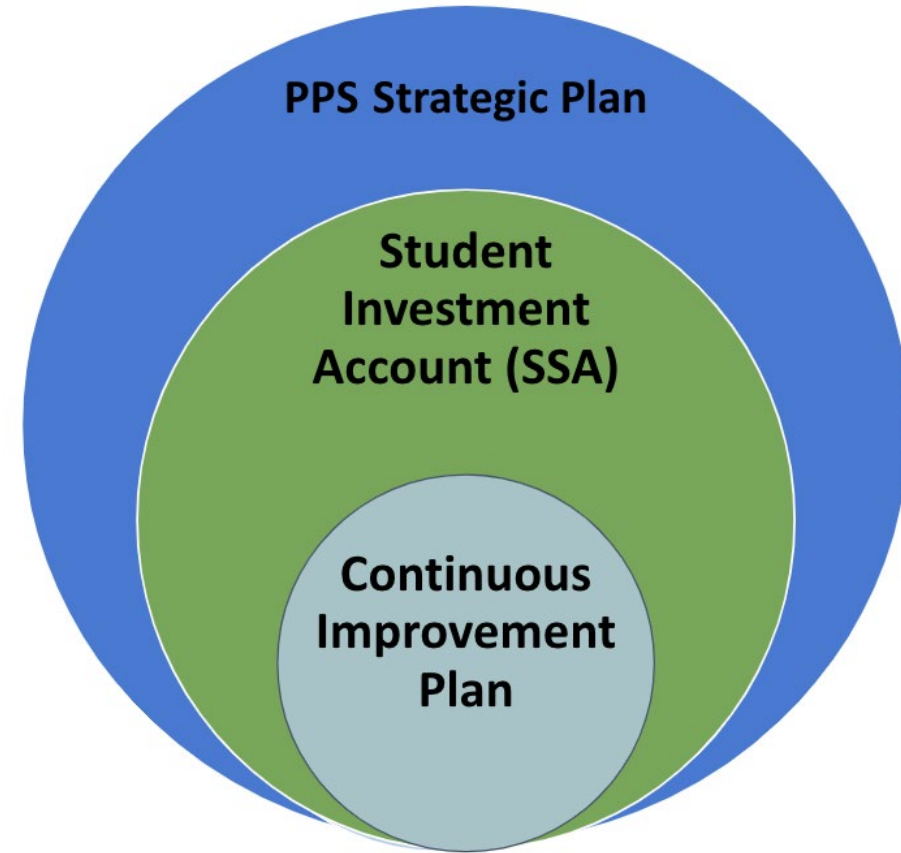
Scott Whitbeck, Senior Director of Continuous Improvement and Operations

December 3, 2019





District Continuous Improvement Process





What is the Continuous Improvement Process?



- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan; and,
- Use data to monitor and make timely adjustments to improve outcomes.





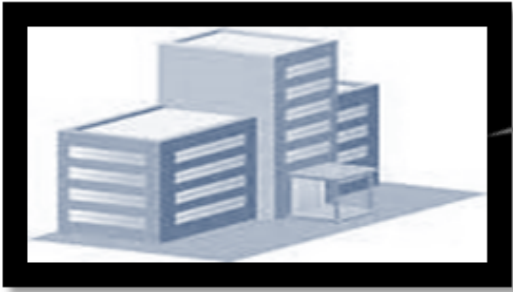
Identified Schools

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Integrated Improvement Strategy



Transform the Central Office to better support schools



Improve schools and accelerate student achievement





WE ARE STRONGER TOGETHER!

Helping educators develop the knowledge, skills, dispositions, mindsets, and relationships critical to support learning, innovations and growth.

MTSS

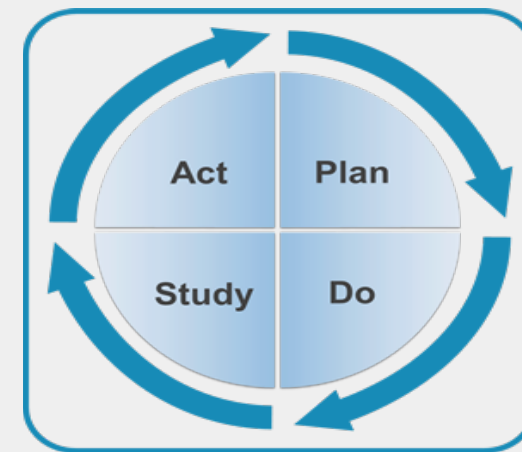
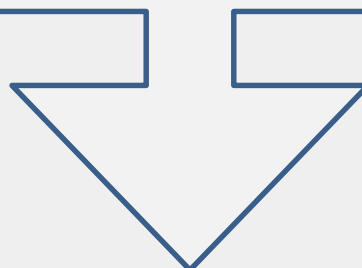
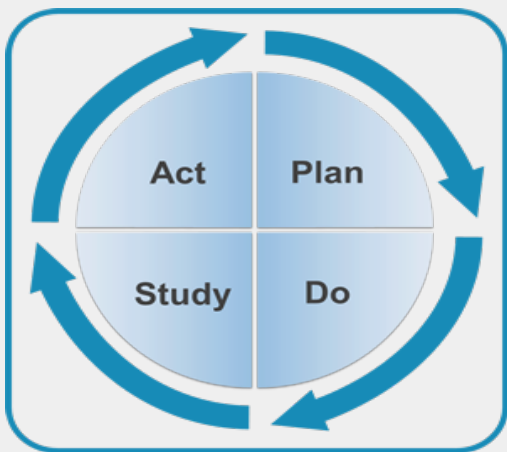
- Comprehensive continuum of supports
- Respond to diverse needs of students
- Ongoing data analysis and data-driven decision making

GVC

- Transform core instruction leading to deep learning and growth for all students
- Culturally and linguistically responsive teaching
- Engaging pedagogical approaches

Leadership Development

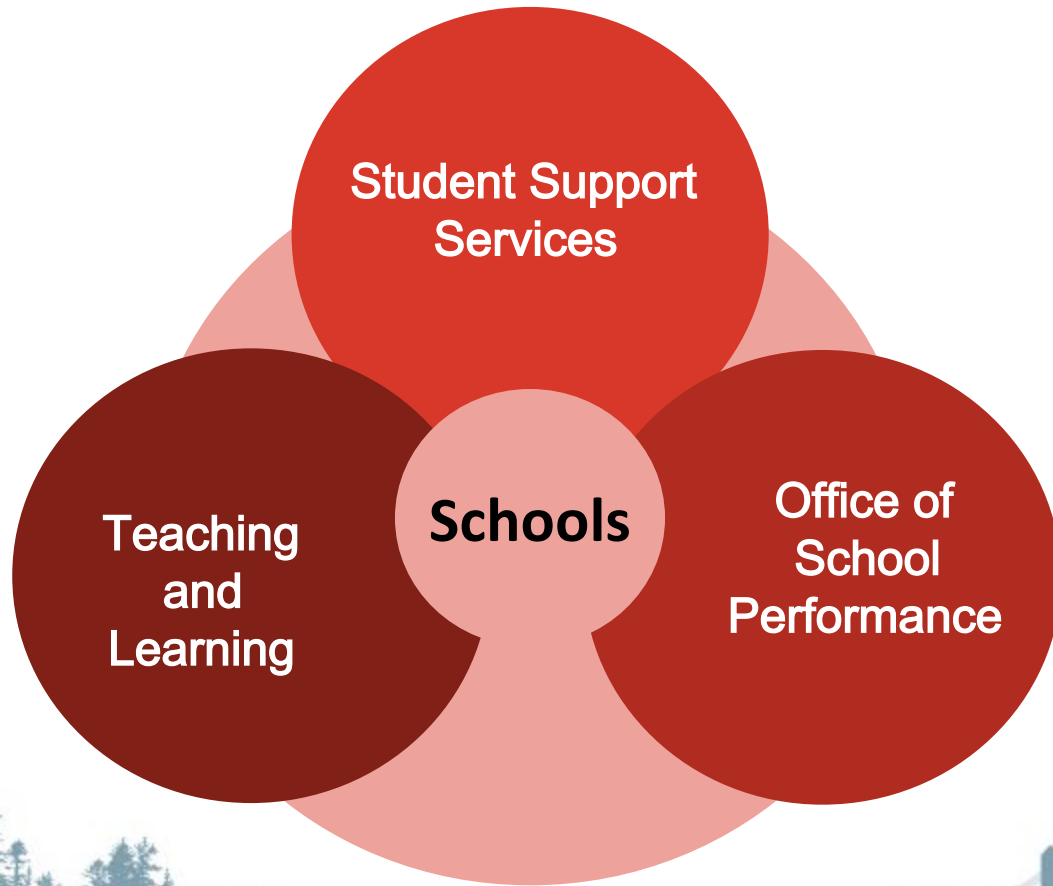
- Align leadership, management, systems, structures, teaching and learning, and resource allocation to achieve results and reduce critical disparities



Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code.



Cross-Departmental Alignment and Support



- The Division of Instruction and School Communities work to align OSSS, OTL and OSP to provide coherence and robust supports to schools
- Central office ILT visits schools as Lab Teams to understand individual school needs and provide cross-departmental support
- MTSS has organized the district into two cohorts for a rolling two year roll out, coaching and alignment with GVC and professional development





Setting the Conditions



- Regional Superintendents
- Area Senior Directors
- Reorganize Student Success / Health Dept
- Align SEL to MTSS

Organizational Structure

- LAB Teams connect district to schools
- Cross-Dept. Meetings
- Central Office-ILT
- Academic Team Meetings
- Exec-ILT

Cross-Department Alignment for Support

Leadership Development

- Leadership Institutes
- Cohort Meetings
- Partnerships for Leadership Development
- Development in MTSS

Resource Differentiation

- Staffing Ratio
- Permanent Subs for CSIs
- Equity FTE
- MTSS cohort training
- Professional Development
- MAP Assessment / Skills
- Curriculum development



Resource Differentiation/ Strategic Support

All Schools

- CO-ILT LAB Teams Visits
- Half-Day Monthly Cohort Professional Learning
- MAP Assessment for Math
- Area Senior Director Visits
- MTSS Cohort Two trainings
- Monthly district-wide professional development



TSI &/or Title I Schools

- MAP Assessment for Math and Reading
- Area Senior Director Visits every two weeks
- Improvement Science class through PSU or leaders to develop SCIPs
- Lower class-size staffing ratio
- MTSS Cohort One training / coaching academies



CSI Schools

- CO-ILT Lab Team Visits by department heads
- Full-Day Monthly Cohort Professional Learning
- Weekly Area Senior Director Visits
- Permanent Sub Position- licenced teacher
- 1-2 days of additional PD in August
- Partnerships for Leadership Development





School Continuous Improvement Plans

- 3 goal areas:
 - Reading / Language Arts
 - Mathematics
 - Culture and Climate
- High School goals focus on closing the traditional gaps in graduation rates by increasing culturally relevant instruction and secondary readiness rates for historically underserved students.
- OSP facilitates sessions to guide principals in creating their SCIPs based on priority data. OSP also conducts reviews of all SCIPs as they are submitted, and confer with principals to refine the plans.





Questions?

