PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3081

Date: October 28, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Public Survey

BACKGROUND

As part of the needs assessment process, Portland Public Schools made a survey available to the public to provide input regarding the investment priorities for the potential Student Success Act funds.

Building upon the engagement work that led to the development of the Portrait of a Graduate and Educator Essentials, the survey cross-walked the components of the vison with the allowable funding opportunities in the SSA.   In an effort to elevate the voices of those students and families for whom the funding is targeted, the results of the survey are being provided disaggregated by race and by service or need.

The survey was placed on Portland Public Schools web page on October 1, 2019 and remained open through the end of October.

ANALYSIS OF SITUATION

There were 862 respondents to the survey of which:
    57% were parents or guardians,
    19% were teachers,
    10% were other employees,
     1% were principals or building administrators,
    10% were community members, and
     3% reported as "Other".

The respondents' self-reported race and ethnicities were as follows:
    83% White,
     5% Hispanic,
     4% Asian,
     4% African American,
    <3% American Indian, Native/Indigenous, Pacific Islander, and
     5% reported as "Other".
    *The total exceeds 100% as respondents could select multiple categories.

1

In addition the survey asked respondents to self-identify if they were members of one or more of the student/family groups that the SSA funding is intended to benefit. There were 726 respondents to this prompt and the self-reported results were as follows:

        9.9% were navigating poverty,
        4.6% were homeless,
      12.5% were LGBTQ,
        3.3% were migrant,
     18.9% were students or families of color,
     21.8% were students with a disability,
       5.2% were emerging bilingual students,
       5.0% were in foster care, and
     18.9% were students experiencing mental health needs.

The following is a listing of the top investment priorities aligned to the Portrait of a Graduate by the racial groups above.

Table 1. Top Two priorities for Investment by Race.

Race or Ethnicity of the Respondent	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Hispanic	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	81.3%
Hispanic	Developing resilient and adaptable lifelong learners by reducing academic disparities	78.8%
Asian	Developing resilient and adaptable lifelong learners by reducing academic disparities	82.1%
Asian	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	67.9%
African American	Developing transformative racial equity leaders by reducing academic disparities	86.2%
African American	Developing resilient and adaptable lifelong learners by reducing academic disparities	82.8%
Native American	Developing transformative racial equity leaders by reducing academic disparities	75.0%
Native American	Developing resilient and adaptable lifelong learners by reducing academic disparities	75.0%
White	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	70.1%
White	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	69.4%

A couple of patterns emerged in the data. First, the respondents of color generally expressed a greater sense of urgency in the identified priorities. Second, there was considerable consensus in the priorities identified by respondents of color organizing around two key funding opportunities: (1) reducing academic disparities, and (2) providing equitable access to academic courses. The number one priority for our White respondents was connected to meeting the mental health needs or behavioral health needs of students.

Table 2. Top 2 Priorities for Investment by Self-Identified Need.

Self-Identified Need Membership	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Students in Poverty	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	80.6%
Students in Poverty	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	79.2%
Homeless	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	90.9%
Homeless	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	88.2%
LGBTQ	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	76.1%
LGBTQ	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	75.9%
Migrant	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	85.2%
Migrant	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	82.1%
Special Education	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	70.3%
Special Education	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	68.2%
Foster	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	94.3%
Foster	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	86.1%
Mental Health	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	79.3%

| Mental Health | Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs | 74.8% |

There was a striking consensus across these groups on the desire to prioritize funding to meet their needs by prioritizing and meeting students' mental or behavioral health needs.

For our Emerging Bilingual students and Students and Families of Color there was an additional focus on the need to reduce academic disparities.

Table 3. Top 2 Priorities for Investment by Self-Identified Need: Bilingual and Students and Families of Color.

Self-Identified Need Membership	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Bilingual	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	85.0%
Bilingual	Developing transformative racial equity leaders by reducing academic disparities	85.0%
Students and Families of Color	Developing transformative racial equity leaders by reducing academic disparities	80.3%
Students and Families of Color	Developing resilient and adaptable lifelong learners by reducing academic disparities	78.8%

Reducing academic disparities and better meeting students' mental or behavioral health needs were the two most endorsed areas in the development of educator essentials.

Table 4. Top Priorities for Investment by Self-Identified Need: Bilingual and Students and Families of Color.

Educator Essentials	Critical to accelerate
Supporting staff to become more inclusive and responsive to diverse learners in order to reduce academic disparities	67.0%
Supporting staff to become caring, empathetic, and relational in order to meet students' mental or behavioral health needs	62.7%
Supporting staff as they center racial equity and social justice in their practice in order to reduce academic disparities	59.9%
Supporting staff to become adaptive, resilient and open to change in order to reduce academic disparities for students	59.6%

There was less urgency associated with the Educator Essentials relative to the supports for the Portrait; however, there was clear alignment across both. The highest priorities for supporting our educators centered on racial equity work and the social emotional skills that are needed to support our students.

Finally, there were over 200 responses to the open ended question on the survey. These responses were categorized as done with the responses in the focus groups and community meetings. The most prominent themes that emerged were:

1. Expanding arts programming (62 respondents),
2. Reducing class sizes (38 respondents),
3. Providing for the mental health and behavioral health needs of students (36 respondents),
4. Providing for the needs of special education students (17 respondents),
5. Improving curriculum (reading, social studies, math/steam with 13 respondents), and
6. Focusing on racial equity (13 respondents).

STAFF RECOMMENDATION

This is an information item.
The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

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

(Initials)
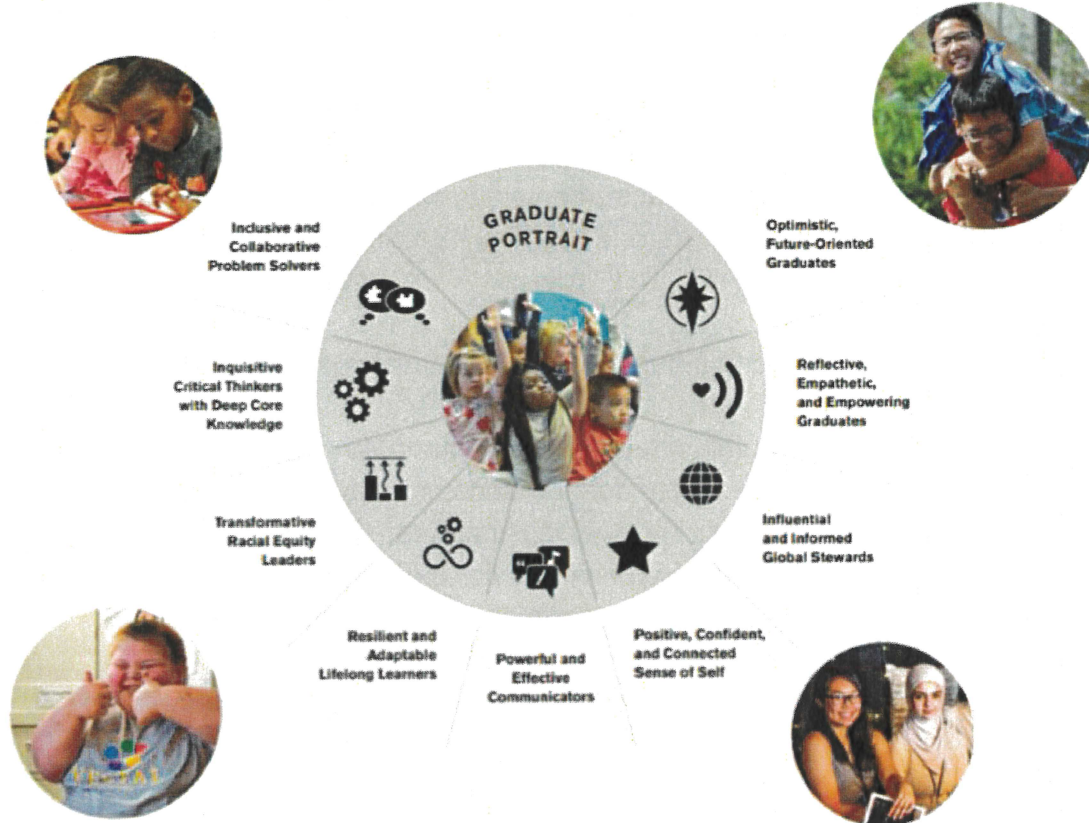
ATTACHMENTS
    A.   Stakeholder Survey

In 2019, the Student Success Act (SSA) was signed into law. The SSA marks a turning point in Oregon for advancing educational achievement and reducing academic disparities for students of color; students with disabilities; emerging bilingual students; students navigating poverty, homelessness, and foster care; and other historically underserved student groups.

In fall 2018, the Board of Education and the Superintendent of Portland Public Schools (PPS) launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision, *PPS reImagined*, was created after dozens of community meetings involving hundreds of stakeholders. The Vision illustrates PPS' goals for the graduating class of 2030 and describes the educational experience that will increasingly be the reality for each of our graduates.

The SSA is how *PPS reImagined* actualizes the Graduate Portrait and Educator Essentials which comprise the Vision.

We recognize and appreciate the ways the PPS community informed *PPS reImagined*. As we look forward to the opportunities provided by the Student Success Act to advance the Vision PPS reImagined, PPS is again asking for input on the community's priorities regarding the ways the Vision may be accelerated with the support of the SSA funds.

GRADUATE PORTRAIT

Inclusive and Collaborative Problem Solvers

Inquisitive Critical Thinkers with Deep Core Knowledge

Transformative Racial Equity Leaders

Resilient and Adaptable Lifelong Learners

Powerful and Effective Communicators

Positive, Confident, and Connected Sense of Self

Influential and Informed Global Stewards

Reflective, Empathetic, and Empowering Graduates

Optimistic, Future-Oriented Graduates

The Graduate Portrait is a clear and ambitious description of what the community wants its students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers. A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world. While we believe that all the components for the Portrait of a Graduate are important, we ask you to rate each action item below in terms of its role in accelerating the vision:

	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	O	O	O
Developing a positive, confident, and connected sense of self in each student by meeting students' mental or behavioral health needs	O	O	O
Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	O	O	O
Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	O	O	O
Developing influential and informed global stewards by providing equitable access to academic courses	O	O	O
Developing transformative racial equity leaders by reducing academic disparities	O	O	O
Developing resilient and adaptable lifelong learners by reducing academic disparities	O	O	O
Developing optimistic and future-oriented graduates by reducing academic disparities	O	O	O

The Educator Essentials are distilled from community-wide input regarding the knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait. The Educator Essentials include content and practice knowledge, along with the human-connectedness aspects of collaborating, supporting, and teaching and learning. While we believe that all the components for the Educator Essentials are important, we ask you to rate each action item below in terms of its role in accelerating of the vision:

	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Supporting staff as they focus on being consistent and reliable in their efforts to meet students' mental or behavioral health needs	O	O	O
Supporting staff as lifelong learners by providing them time to collaborate and review student data and develop strategies to support all students	O	O	O
Supporting staff as they center racial equity and social justice in their practice in order to reduce academic disparities	O	O	O
Supporting staff to become more inclusive and responsive to diverse learners in order to reduce academic disparities	O	O	O
Supporting staff as they connect and collaborate in order to create strong partnerships for student success	O	O	O
Supporting staff to become self-aware and reflective by allowing them time to collaborate and review student data and develop strategies to support all students	O	O	O
Supporting staff to become innovative, global, and pragmatic in order to create strong partnerships for student success	O	O	O

11

	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Supporting staff to become caring, empathetic, and relational in order to meet students' mental or behavioral health needs	○	○	○
Supporting staff to become adaptive, resilient, and open to change in order to reduce academic disparities for students	○	○	○

Please identify your role/relationship with the district (Select all boxes that apply)

☐ Parent/Guardian

☐ Student

☐ Teacher

☐ Other Employee

☐ Principal/Building Administrator

☐ Community Member

☐ Other

If Applicable, please choose your school:

[▼]

How would you best describe your race/ethnicity? (Select all boxes that apply. Note that you may select more than one group.)

☐ Asian

☐ Black/African American

☐ Hispanic/Latinx

☐ Native Hawaiian/Pacific Islander

☐ White/Caucasian

☐ Multiple

☐ Native American/Alaska Native

☐ Other

Would you describe yourself or your student as fitting into one or more of the following categories? (You may select more than one.)

☐ Navigating Poverty

☐ Homeless

☐ LGBTQ

☐ Migrant

☐ Student/Family of Color

☐ Student with a Disability (IEP/504)

☐ Emerging Bilingual Student (English Language Learner)

☐ Foster Care

☐ Student Experiencing Mental Health Needs

Do you have any other suggestions or comments?

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Date:	October 28, 2019
To:	School Board
From:	Russell Brown, Ph.D.
Subject:	Student Success Act (SSA) – Staff Meeting Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools worked with the Portland Association of Teachers to plan and deliver an engagement opportunity at each of our schools during the October 22, 2019 staff meeting.

A video introduction and paired script were provided to all buildings in order to support and ensure a common experience in our schools.

During the meeting, the staff were guided through the protocol to address the following:

1. What resources do you as school site principals and educators need to support success of underserved students?
2. How are the needs of our diverse students going unnoticed, unrecognized, or unaddressed?
3. How are needs different for each priority student group identified in the Student Success Act?

Native American/Indigenous Students, Students of Color, Students w/ Disabilities, Emerging Bilingual Students, Students experiencing poverty, Students experiencing homelessness, Students experiencing the foster care system, Students with behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with each part below)
- Part 1: Barriers or challenges
- Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered via a google form, and a team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were 889 individual comments that were categorized. Themes were organized when there were 10 or more (1% or greater of the total) responses that were aligned. Finally, the count of responses by theme was tallied.

Table 1. Top Staff Ranked Priorities for SSA

Staff Priorities	Frequency	Percent	Cumulative Percent
Social emotional supports for students	166	18.7	18.7
More building-based instructional supports (staff)	73	8.2	26.9
Aligned Systems	53	6.0	32.8
Coordination of services with external partners/providers	53	6.0	38.8
More time dedicated to educator professional development	50	5.6	44.4
Smaller class sizes	50	5.6	50.1
More educator directed collaboration and planning time	41	4.6	54.7
Culturally sustaining and engaging curriculum	39	4.4	59.1
Future Focused Learning	39	4.4	63.4
Strategic teacher recruitment and support	33	3.7	67.2
Instructional Materials & Tech	29	3.3	70.4
Support for English language learners and bilingual students	29	3.3	73.7
More staffing for Special Education	28	3.1	76.8
Academic interventions	22	2.5	79.3
Extended Learning	22	2.5	81.8
Family Engagement	21	2.4	84.1
Effective behavior management systems	17	1.9	86.1
Full Continuum of Special Education Services	17	1.9	88.0
Operations - Nutrition	17	1.9	89.9
More support for middle and high school learners	15	1.7	91.6
Early Childhood	13	1.5	93.0
Operations - Modernization	12	1.3	94.4
Salary and Staff Wellness	10	1.1	95.5
<1% and single responses	40	4	100.0
Total	889	100.0	

The 889 responses fell into 23 themes.

A desire to see investments to support the Social Emotional Learning needs of our students emerged as the most frequently identified theme (166 responses) Social emotional learning was reported as a need at over the twice the rate of the highest category.

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

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

_____ *(Initials)*

PORTLAND PUBLIC SCHOOLS

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501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

Date:	October 29, 2019
To:	School Board
From:	Russell Brown, Ph.D.
Subject:	Student Success Act (SSA) – Feedback from Families Experiencing Homelessness

BACKGROUND

As part of the needs assessment process, Portland Public Schools engaged our students and families who are experiencing homelessness. Given the sensitivity and legal obligations for privacy, PPS could not have a focus group meeting for this constituency. Instead, dedicated staff members reached out and interviewed a number of our families who are experiencing homelessness in order to gather their input regarding priorities for the use of the SSA funds.

Responses were gathered and subsequently recorded in a google form. A team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were 35 individual comments that were categorized. Themes were organized when there were 5 or more responses that were aligned. Finally, the count of responses by theme was tallied. The two top themes are listed below.
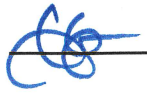
Table 1. Top Ranked Priorities for SSA.

Top Priorities	Frequency	Percent	Cumulative Percent
Coordination of services with external partners/providers	13	37.1	37.1
Social emotional supports for students	6	17.1	54.3

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

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

_____ *(Initials)*

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Telephone: (503) 916-3081

Date:	October 29, 2019
To:	School Board
From:	Russell Brown, Ph.D.
Subject:	Student Success Act (SSA) – Community Session Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools established a series of engagement opportunities for our community. The following is a list of these events:

Thursday 10/17 Community Engagement at Lent 6:00-7:30 p.m,

Saturday 10/19 Community Engagement co-sponsored by Coalition of
Communities of Color at Faubion 9-10:30 a.m.

Saturday 10/19 Focus Group – Head Start 4800 NE 74th Ave 12:30-1:30 p.m.

Monday 10/21 Focus Group – Migrant Education 6700 NE Killingsworth St.
9:00-10:00 a.m.

Monday 10/21 BESC Self-guided engagement 3:00-5:30 p.m

Tuesday 10/22 Community Engagement co-sponsored by STAND for children at
Roosevelt 6:00-7:30 p.m.

Thursday 10/24 Community Engagement Special Ed/Mental and Behavioral
Health Focus at Pioneer 6:00-7:30 p.m.

During the meetings, community members were guided through a protocol to address the following:

1. What resources do you as school site principals and educators need to support success of underserved students?
2. How are the needs of our diverse students going unnoticed, unrecognized, or unaddressed?
3. How are needs different for each priority student group identified in the Student Success Act?

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Native American/Indigenous Students, Students of Color, Students w/ Disabilities, Emerging Bilingual Students, Students experiencing poverty, Students experiencing homelessness, Students experiencing the foster care system, Students with behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with each part below)
- Part 1: Barriers or challenges
- Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered and subsequently recorded in a google form. A team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were over 1000 individual comments that were categorized. Themes were organized when there were 10 (1%) or more responses that were aligned. Finally, the count of responses by theme was tallied.

Table 1. Top Community Ranked Priorities for SSA

Community Priorities	Frequency	Percent	Cumulative Percent
Social emotional supports for students	236	23.4	23.4
Coordination of services with external partners/providers	146	14.5	37.9
Culturally sustaining and engaging curriculum	77	7.6	45.6
Strategic teacher recruitment and support	72	7.1	52.7
More time dedicated to educator professional development	63	6.3	59.0
Aligned Systems	56	5.6	64.5
Family Engagement	46	4.6	69.1
Future-Focused Learning	40	4.0	73.1
More building-based instructional supports (staff)	36	3.6	76.7
Academic interventions	30	3.0	79.6
Full Continuum of Special Education Services	29	2.9	82.5
Support for English language learners and bilingual students	29	2.9	85.4
Smaller class sizes	28	2.8	88.2
Historic Systems of Oppression	18	1.8	90.0
Data-Informed Decision Making	13	1.3	91.3
<10 to single responses	88	9	100.0
Total	1007	100.0	

The 1007 responses fell into 16 themes. The first two themes had substantially greater levels of representation (37.9% of the whole) than the remainder of the topics. By count, these two themes had 2-3 times as many responses associated with them than any of the remaining themes:

1. Social emotional supports for students, and
2. Coordination of services with external partners/providers.

The next cluster represented 14.8% of the responses and was comprised of the following two themes:

3. Culturally sustaining and engaging curriculum, and
4. Strategic teacher recruitment and support.

The final cluster of themes represented 11.8% of the responses and included:

5. More time dedicated to educator professional development, and
6. Aligned Systems.

The representation in the remaining themes trailed off with none have over 5% representation in the community responses.

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

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

_____ *(Initials)*

Student Outreach and Engagement for the Student Investment Account

Background

Between October 1, 2019- February 6, 2020, PPS facilitated student focus groups and conversations in high schools that have a high population of students of color and those who the SIA guideline indicates. We engaged diverse youth in high schools, who could use their lived experiences to identify solutions that support the social and emotional needs of students.

Engagement Plan

Location/Group	Frequency of Engagement
Jefferson High School	4 class visits
Madison High School	12 class visits
Roosevelt High School	4 class visits
District Student Council	2 meeting discussions
Lincoln High School	1 class visit
Student Engagement at Community Events	4 events

Summary of Feedback

Following is a summary from the student engagement sessions. The feedback was organized into themes that emerged across the discussions with a representation of responses for each theme.

Cultivate racial awareness
- Implicit bias training for teachers so they can see how they are treating students differently.
- Different students get disciplined differently. When the person disciplining is the same race, they understand you.
- Last year was the first year where Black History Month assembly was organized by Black students, it was just fun and inclusive.
- The education system pays more attention to white people than people of color. I feel like there is a big difference because they want to see other kids succeed more than some. Some are born with no problems accessing education.
- Community bonding is critical because we are so diverse.
- Things that we would associate with negative/bad behavior are associated to black students. Any person in power should have more training and bias tests.
- I feel like students of color won't go get themselves help because people won't value or listen to their feelings.
- Make sure teachers treat others equally.
- The school district shuts us out like they don't care about what we think and they're gonna do whatever they want at the end of the day.
- Whenever there's a complaint of someone not white, the people higher up will ignore or try to quiet the problem.
- Racism and oppression are barriers to success; it's like people don't care.

More teachers and staff of color
- It would make more of an impact if I have teachers of color, like understanding what I go through day-to-day like racism.
- Throughout grade school and high school, there were teachers who paid more attention to me because of the color of my skin, they would put me in the spotlight, made me feel really different, made me not want to go to school. It would have been way more helpful if the teacher/counselor identified similarly because they would understand me and my experience.
- It's hard for me to talk about my problems with people who don't look like me.
- Need more teachers of color. When we are learning in the classroom, I feel more comfortable, there is a connection and shared experience.
- Depression in this generation is so big and there aren't a lot of african american therapists. The personal experience of the therapist or teacher are super important. I don't think a white therapist will know how to support students of color like if one of my friends was shot.

Academic supports at school
- Need time and someplace at school to work on stuff.
- It's hard to work and have to help with all my siblings and then get work done for class.

- Have a double class for AP, because of the amount of extra work for it.
- It's hard for people who have to work late and support their families. Teachers don't understand why we are tired and missing class and then we are penalized.
- When my sibling was in the hospital, it helped to know I had a teacher to talk to and help with my school work or give extra time for something.
- Things like SEI and SUN can help with this (mental/behavioral health) but sometimes we need help from *the people giving us the work.*
- It would help if teachers communicated with us and helped us figure out our schedules.
- The rigor gets harder as we get older and I didn't have support as a junior. Step Up was only freshman and sophomore year.
- I had Step Up starting in 8th grade. They build relationships and make sure you're on top of it.
- Need to be more vocal about 504 supports. I didn't know what it was until I found out I had ADHD.
- Give people more time to study. We get so much stuff thrown at us all of the time.
- EAs are supports to help with kids with special needs but they aren't trained to do that.

Curriculum and instruction
- More arts
- Combine the required classes curriculum with things the students are interested in.
- Have more choice for the schedule and what to take.
- The other schools have way more electives than we do and they are better.
- Offer more options like shop, coding, business, and more language classes.
- More classes where you learn things like banking, changing a tire, and taxes (adulting).
- Expand knowledge of different continents and countries.
- Diversify science and ethnic studies.
- A curriculum focused on political engagement with students and voting.

Awareness of and access to social emotional supports
- We just need a safe place to be. There's a lot of people who don't feel safe at home, to calm down and relax. These places are always expected to be something, we can't just take a breather, we don't have that in a lot of places.
- If I have access to a therapist that understands me, then I will be less fearful of being vulnerable. It's not a bad thing but it has been so stigmatized.
- I didn't know the school had a counselor we could talk to.
- There was one counselor in middle school. If you didn't reach out, you wouldn't know.
- I do understand that a counselor is in charge of a large number of students, but that is the reason why we need more counselors.
- I have been contacting the counselor because the colleges are contacting me about not getting the required materials needed. When I can't find the counselor, I go to the secretary, but the secretary is nowhere to be found, and so i don't know.
- Restorative Justice club is a space for students to come and have a say, repair broken relationships, have a voice and pact to fall back on.

- Not all teachers know how to support or help me adjust to address how I learn. SEI makes me feel really safe, not enough spaces where students can talk about their feelings and feel safe.
- We don't know a lot about college and our future. Need this to be more common knowledge earlier.
- I wish the Restorative Justice program would come back.
- Great counselors, but so many kids, there is no opportunity to just talk to when you need it.

Mental health supports
- My mental health didn't stem from high school, it started in middle school or earlier.
- It would have been helpful to get supports before it was ife and death.
- Why do I talk to the dean because I'm missing school? I need help. (Another student's response: Speak to ---, his space is always open and he helps you talk to your teachers.)
- Depression is really real and people throw it to the side and that impacts their success.

Student affinity supports
- There are a lot of great resources and clubs here, but you only hear about football.
- More funding to clubs, especially like BSU, GSA, SAGA, Unidos, etc.
- Sports was motivation for school.
- More ACP like SEI/SUN School.
- SEI programs are useful to meeting students' and seeing their emotional senses.

Non-Regulatory Guidance:
Using Evidence to Strengthen Education Investments

September 16, 2016

Purpose of the Guidance

The U.S. Department of Education (Department) has determined that this guidance is significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). See www.whitehouse.gov/sites/default/files/omb/memoranda/fy2007/m07-07.pdf. Significant guidance is non-binding and does not create or impose new legal requirements.

The Department is issuing this guidance to provide State educational agencies (SEAs), local educational agencies (LEAs), schools, educators, and partner organizations with information to assist them in selecting and using "evidence-based" activities, strategies, and interventions, as defined in Title VIII of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). If you are interested in commenting on this guidance, please email us your comment at OESEGuidanceDocument@ed.gov or write to us at the following address:

> U.S. Department of Education
> Office of Elementary and Secondary Education
> 400 Maryland Avenue, S.W.
> Washington, D.C. 20202

For further information about the Department's guidance processes, please visit www2.ed.gov/policy/gen/guid/significant-guidance.html.

The Department does not mandate or prescribe practices, models, or other activities in this non-regulatory guidance document. This guidance contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information, informed by research and gathered in part from practitioners, is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items and examples do not reflect their importance, nor are they intended to represent or be an endorsement by the Department of any views expressed, or materials provided.
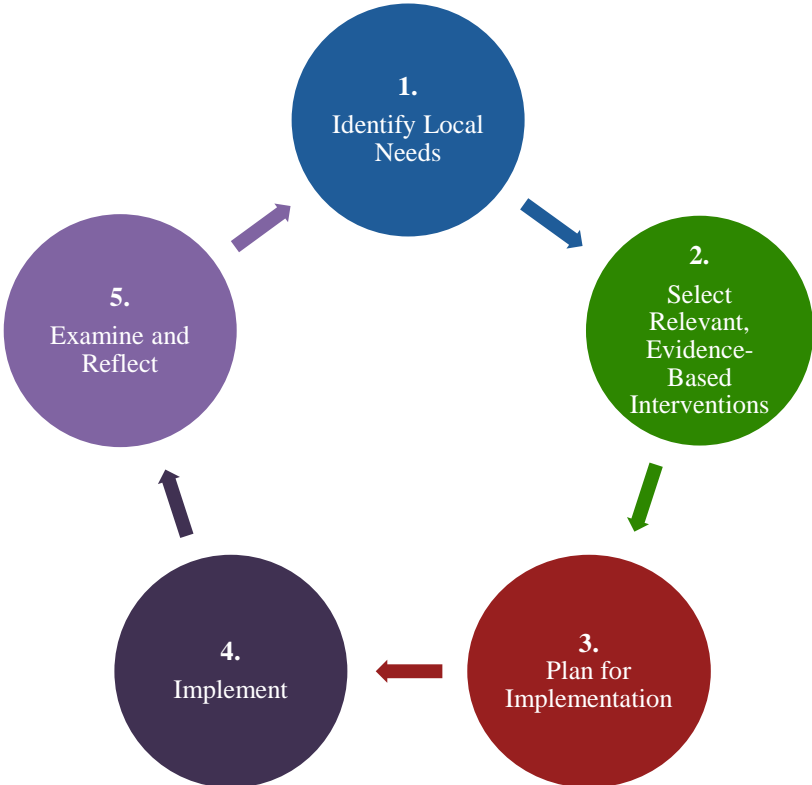
Introduction

Using, generating, and sharing evidence about effective strategies to support students gives stakeholders an important tool to accelerate student learning. ESEA[1] emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as "interventions"). This guidance is designed to help SEAs, LEAs, schools, educators, partner organizations and other stakeholders successfully choose and implement interventions that improve outcomes for students. Part I of this guidance reviews steps for effective decision-making and Part II of this guidance recommends considerations, resources, and criteria for identifying "evidence-based" interventions based on each of ESSA's four evidence levels in Section 8101(21)(A) of the ESEA.

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[1] Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Ways to strengthen the effectiveness of ESEA investments include identifying local needs, selecting evidence-based interventions that SEAs, LEAs, and schools have the capacity to implement, planning for and then supporting the intervention, and examining and reflecting upon how the intervention is working. These steps, [i] when taken together, promote continuous improvement and can support better outcomes for students. Links to resources, definitions for *italicized words,* and other relevant information are included in endnotes.

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        1.
   Identify Local
      Needs

5.                    2.
Examine and        Select
Reflect            Relevant,
                   Evidence-
                   Based
                   Interventions

   4.                 3.
Implement          Plan for
                   Implementation
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Step 1. IDENTIFY LOCAL NEEDS

SEAs and LEAs should engage in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examine relevant data to understand the most pressing needs of students, schools, and/or educators and the potential root causes of those needs. Interviews, focus groups, and surveys as well as additional information on students (e.g., assessment results, graduation rates), schools (e.g., resources, climate) and educators (e.g., effectiveness, retention rates) provide insights into local needs. Some questions to consider:

➢ Which stakeholders can help identify local needs and/or root causes?[ii]
➢ What data are needed to best understand local needs and/or root causes?
➢ How do student outcomes compare to identified performance goals? Are there inequities in student resources or outcomes within the State or district?

- ➢ What are the potential root causes of gaps with performance goals or inequities?
- ➢ How should needs be prioritized when several are identified?

Step 2. SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS

Once needs have been identified, SEAs, LEAs, schools, and other stakeholders will determine the interventions that will best serve their needs. By using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support), SEAs and LEAs are more likely to implement interventions successfully. Those concepts are briefly discussed below (also see Part II of this guidance for more information on evidence-based interventions):

- While ESEA requires "at least one study" on an intervention to provide *strong evidence*, *moderate evidence*, or *promising evidence,* SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence.
- Interventions supported by higher levels of evidence, specifically *strong evidence* or *moderate evidence*, are more likely to improve student outcomes because they have been proven to be effective. When *strong evidence* or *moderate evidence* is not available, *promising evidence* may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least *demonstrate a rationale* for how they will achieve their intended goals and be examined to understand how they are working.
- The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context (for more information, also see Part II and endnotes). SEAs and LEAs should look for interventions supported by *strong evidence* or *moderate evidence* in a similar setting and/or population to the ones being served. The [What Works Clearinghouse[TM] (WWC)](#) uses rigorous standards to review evidence of effectiveness on a wide range of interventions and also summarizes the settings and populations in the studies.[iii]
- Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. SEAs can work with individual and/or groups of LEAs to improve their capacity to implement evidence-based interventions.

Some questions to consider about using evidence:
- ➢ Are there any interventions supported by *strong evidence* or *moderate evidence*?
- ➢ What do the majority of studies on this intervention find? Does the intervention have positive and statistically significant effects on important student or other *relevant outcomes*, or are there null, negative, or not statistically significant findings?
- ➢ Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?
- ➢ If *strong evidence* or *moderate evidence* is not available, is there *promising evidence*?

- Does the intervention *demonstrate a rationale* that suggests it may work (e.g., it is represented in a *logic model* supported by research)?
- How can the success of the intervention be measured?

Some questions to consider about local capacity:
- What resources are required to implement this intervention?
- Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
- What is the local capacity to implement this intervention? Are there available funds? Do staff have the needed skills? Is there buy-in for the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?
- How will this intervention be sustained over time?

Step 3. PLAN FOR IMPLEMENTATION

An implementation plan, developed with input from stakeholders, sets up SEAs, LEAs and schools for successful implementation.[iv] Implementation plans may include the following components:
- ✓ A *logic model* that is informed by research or an evaluation that suggests how the intervention is likely to improve *relevant outcomes* (also see Part II of guidance for more information on logic models);
- ✓ Well-defined, measurable goals;
- ✓ Clearly outlined roles and responsibilities for people involved, including those implementing the intervention on the ground, those with a deep understanding of the intervention, and those ultimately responsible for its success;
- ✓ Implementation timelines for successful execution;
- ✓ Resources required to support the intervention; and
- ✓ Strategies to monitor performance and ensure continuous improvement, including plans for data collection, analysis and/or an evaluation (also see Step 5 in this guidance).

Step 4. IMPLEMENT

Implementation will impact the ultimate success of an intervention, so SEAs, LEAs, and schools should have ways to collect information about how the implementation is working and make necessary changes along the way. Some questions to consider:
- What information will be collected to monitor the quality of implementation? Is additional information needed to understand how the implementation is working?
- Is the implementation plan being followed? If not, why not? Are changes needed?
- Are more resources required? Do resources need to be realigned or timelines adjusted? Are stakeholders being engaged?
- What are unforeseen barriers to successful implementation?
- How is implementation working with other existing efforts?

- What does the information being collected suggest about the success of the implementation?
- Are changes needed to improve the implementation?
- Is the intervention ready to be scaled to more students or educators?

Step 5. EXAMINE AND REFLECT

As part of implementation and decision-making, there are different ways to examine how interventions are working. Performance monitoring involves tracking data about an intervention to see how performance compares to identified targets and goals. Rigorous evaluations measure the *effectiveness of an intervention*, answering questions about the impact of a specific intervention on *relevant outcomes*. These types of information are most valuable when shared with key stakeholders for decision-making. Both concepts are briefly described below (also see Part II of this guidance for information on the different levels of evidence):

- Performance monitoring involves regularly collecting and analyzing data in order to track progress against targets and goals. Performance monitoring can help identify whether key elements of a *logic model* are being implemented as planned and whether the intervention is meeting interim goals and milestones, and suggest ways the intervention could be changed for continuous improvement. Performance information can also provide insight into whether the expected outcomes are being achieved. This constitutes examining the effects of an intervention, as mentioned in evidence that *demonstrates a rationale*.
- Evaluations of effectiveness may be appropriate when SEAs and/or LEAs want to know if an intervention affected the intended student or educator outcomes. These types of evaluations may meet *strong evidence* or *moderate evidence* levels, as defined in ESEA section 8101(21) and clarified in Part II of this guidance.[v]

Some questions to consider:
- What are reasonable expectations of success and how can success be measured?
- What are interim progress and performance milestones that can be tracked?
- What have participants (i.e., students and educators) in the intervention shared about their experience and how the intervention was implemented?
- Is there the need and capacity to evaluate the *effectiveness of an intervention* through a study that could produce *strong evidence* or *moderate evidence*, or would *promising evidence* from a correlational study or performance data that *demonstrates a rationale* suffice?
- How could knowledge about this intervention be shared with others and incorporated into decision-making going forward?
- Based on information, should this intervention continue as is, be modified, or be discontinued?

Part II: Guidance on the Definition of "Evidence-Based"

Evidence is a powerful tool to identify ways to address education problems and build knowledge on what works. ESEA emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as "interventions"). Section 8101(21)(A) of the ESEA defines an evidence-based intervention as being supported by *strong evidence, moderate evidence, promising evidence,* or evidence that *demonstrates a rationale* (see text box below). Some ESEA programs encourage the use of "evidence-based" interventions while others, including several competitive grant programs and Title I, section 1003 funds, require the use of "evidence-based" interventions that meet higher levels of evidence.

In order to help SEAs, LEAs, schools, educators, and partner organizations (collectively referred to as "stakeholders") understand and identify the rigor of evidence associated with various interventions, below are the recommended considerations, resources, and criteria for each of ESSA's four evidence levels. These recommendations are applicable to all programs in ESSA. This guidance does not address the specific role of evidence in each ESSA program and therefore should be used in conjunction with program-specific guidance. *Italicized* words are defined in the endnotes.

WHAT IS AN "EVIDENCE-BASED" INTERVENTION?
(from section 8101(21)(A) of the ESEA)

"…the term 'evidence-based,' when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –
- (i)   demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
  - (I)   *strong evidence* from at least one well-designed and well-implemented experimental study;
  - (II)   *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
  - (III)   *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii)   (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
  (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Evidence Considerations, Resources, and Criteria for Levels

While the ESEA definition of "evidence-based" states that "at least one study" is needed to provide *strong evidence*, *moderate evidence*, or *promising evidence* for an intervention, SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence. Additionally, when available, interventions supported by higher levels of evidence, specifically *strong evidence* and *moderate evidence*, which describe the *effectiveness of an intervention*[vi] through *causal inference,*[vii] should be prioritized. Stakeholders should also consider whether there is evidence that an intervention has substantially improved an important education outcome (e.g., credit accumulation and high school graduation). The What Works Clearinghouse (WWC), an initiative of ED's Institute of Education Sciences, is a helpful resource for locating the evidence on various education interventions.[viii] For a longer discussion of key steps and considerations for decision-making, including but not limited to the use of evidence-based interventions, see Part I of this guidance.

The criteria below represent the Department's recommendations for identifying evidence at each of the four levels in ESEA (also summarized in Table 1 on page 12).

❖ **Strong Evidence.** To be supported by *strong evidence,* there must be at least one well-designed and well-implemented experimental study (e.g., a *randomized control trial*[ix]) on the intervention. The Department considers an experimental study to be "well-designed and well-implemented" if it meets *WWC Evidence Standards without reservations*[x] or is of the equivalent quality for making *causal inference*s. Additionally, to provide *strong evidence*, the study should:

    1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other *relevant outcome;*[xi]

    2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same intervention in other studies that meet *WWC Evidence Standards with or without reservations*[xii] or are the equivalent quality for making *causal inferences*;

    3) Have *a large sample*[xiii] and *a multi-site sample*[xiv]; and

    4) Have a sample that overlaps with the populations (i.e., the types of students served)[xv] AND settings (e.g., rural, urban) proposed to receive the intervention.

❖ **Moderate Evidence.** To be supported by *moderate evidence,* there must be at least one well-designed and well-implemented *quasi-experimental study*[xvi] on the intervention. The Department considers a quasi-experimental study to be "well-designed and well-implemented" if it meets *WWC Evidence Standards with reservations* or is of the

equivalent quality for making *causal inferences.* Additionally, to provide *moderate evidence*, the study should:

1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;

2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from other findings in studies that meet *WWC Evidence Standards with or without reservations* or are the equivalent quality for making *causal inferences*;

3) Have a *large sample* and *a multi-site sample*; and

4) Have a sample that overlaps with the populations (i.e., the types of students served) OR settings (e.g., rural, urban) proposed to receive the intervention.

❖ ***Promising Evidence.*** To be supported by *promising evidence,* there must be at least one well-designed and well-implemented correlational study with statistical controls for selection bias[xvii] on the intervention. The Department considers a correlational study to be "well-designed and well-implemented" if it uses sampling and/or analytic methods to reduce or account for differences between the intervention group and a comparison group. Additionally, to provide *promising evidence*, the study should:

1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other *relevant outcome*; and

2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from findings in studies that meet *WWC Evidence Standards with or without reservations* or are the equivalent quality for making *causal inferences*.

❖ ***Demonstrates a Rationale.*** To demonstrate a rationale, the intervention should include:

1) A well-specified *logic model*[xviii] 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.

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[i] These steps largely draw from existing decision-making frameworks and take place as part of a continuous cycle.
[ii] See here for the Department's policy letter on stakeholder engagement and here for a communication and engagement rubric for information on how they can be engaged in meaningful ways.

iii In addition to the WWC, evidence resources like the Department's [Regional Educational Laboratories (RELs)](#) and other federally-funded technical assistance centers may provide summaries of the evidence on various interventions and guidance on how existing research aligns to the ESEA evidence levels discussed in the Part II of this guidance.

iv See [here](#) for an implementation planning and monitoring tool.

v In order to ensure these evaluations of effectiveness produce credible results, SEAs or LEAs can leverage Department of Education technical assistance, including working with local RELs to plan, implement, and conduct evaluations and/or by using supporting resources like this free software to simplify analysis and reporting of evaluation results.

vi The *effectiveness of the intervention* is measured in a rigorous study (e.g. one that allows for *causal inference*) as the difference between the average outcomes for the two groups in the study.

vii *Causal inference* is the process of drawing a conclusion that an activity or intervention was likely to have affected an outcome.

viii WWC is available at http://ies.ed.gov/ncee/wwc/.

ix An experimental study is designed to compare outcomes between two groups of individuals that are otherwise equivalent except for their assignment to either the intervention group or the control group. A common type of experimental study is *a randomized control trial* or RCT. A *randomized controlled trial*, as defined by Part 77.1 of the [Education Department General Administration Regulations](#) (EDGAR), is a study that employs random assignment of, for example, students, teachers, classrooms, schools, or districts to receive the intervention being evaluated (the treatment group) or not to receive the intervention (the control group). The estimated effectiveness of the intervention is the difference between the average outcomes for the treatment group and for the control group. These studies, depending on design and implementation, can meet *What Works Clearinghouse Evidence Standards without reservations.* An RCT, for example, may look at the impact of participation in a magnet program that relies on a lottery system for admissions. The treatment group could be made up of applicants admitted to the magnet program by lottery and the control group could be made up of applicants that were not admitted to the magnet program by lottery. If an RCT is well-designed and well-implemented, then students in the treatment and control groups are expected to have similar outcomes, on average, except to the extent that the outcomes are affected by program admission. The comparability of the two groups could be compromised if there are problems with design or implementation, which may include problems with sample attrition, changes in group status after randomization, and investigator manipulation.

x *WWC Evidence Standards without reservations* is the highest possible rating for a group design study reviewed by the WWC. Studies receiving this rating provide the highest degree of confidence that an observed effect was caused by the intervention. Well-implemented randomized controlled trials (i.e., RCTs that are not compromised by problems like attrition) may receive this highest rating. These standards are described in the WWC Procedures and Standards Handbook, which can be accessed at http://ies.ed.gov/ncee/wwc/documentsum.aspx?sid=19.

xi A *relevant outcome*, as defined by Part 77.1 of EDGAR, means the student outcome(s) (or the ultimate outcome if not related to students) the proposed process, product, strategy, or practice is designed to improve; consistent with the specific goals of a program.

xii *WWC Evidence Standards with reservations* is the middle possible rating for a group design study reviewed by the WWC. Studies receiving this rating provide a lower degree of confidence that an observed effect was caused by the intervention. RCTs that are not as well implemented or have problems with attrition, along with strong quasi-experimental designs, may receive this rating. These standards are described in the WWC Procedures and Standards Handbook, which can be assessed at http://ies.ed.gov/ncee/wwc/documentsum.aspx?sid=19.

xiii A *large sample*, as defined by Part 77.1 of EDGAR, is an analytic sample of 350 or more students (or other single analysis units), or 50 or more groups (such as classrooms or schools) that contain 10 or more students (or other single analysis units). As EDGAR provides, multiple studies can cumulatively meet the large sample requirement and the multi-site sample requirement, as long as each study meets the other requirements corresponding with the specific level of evidence.

xiv A *multi-site sample,* as defined by Part 77.1 of EDGAR, consists of more than one site, where site can be defined as an LEA, locality, or State. As EDGAR provides, multiple studies can cumulatively meet the large sample requirement and the multi-site sample requirement, as long as each study meets the other requirements corresponding with the specific level of evidence.

[xv] In order to demonstrate overlap with the population, the study or studies should show that the intervention has a statistically significant and positive effect on the specific population and/or subgroup of interest being served by the intervention.

[xvi] A *quasi-experimental study* (as known as a quasi-experimental design study or QED)*,* as defined by Part 77.1 of EDGAR, means a study using a design that attempts to approximate an experimental design by identifying a comparison group that is similar to the treatment group in important respects. These studies, depending on design and implementation, can meet *What Works Clearinghouse Evidence Standards*. An example of a QED is a study comparing outcomes for two groups of classrooms matched closely on the basis of student demographics and prior mathematics achievement, half of which are served by teachers who participated in a new mathematics professional development (PD) program, and half of which are served by other teachers. This study uses a nonequivalent group design by attempting to match or statistically control differences between the two groups. Another type of QED is a regression discontinuity design (RDD), which uses a cutoff or threshold above or below which an intervention is assigned to individuals.

[xvii] A correlational study with statistical controls for selection bias is designed to examine the strength of the relationship (not the *causal relationship*) between an intervention and a student outcome by comparing two similar groups. In an example correlational study, researchers may look at how two classrooms with similar characteristics perform on a reading assessment after one of the classes (the treatment group) participates in a new reading program. While the researcher is looking at outcomes in classrooms that look similar, there may be other important differences between the classrooms (e.g. previous reading assessment scores) that are not accounted for, but would be in more rigorous studies like experimental studies or QEDs. These types of studies cannot meet WWC standards.

[xviii] A *logic model* (also known as a theory of action), as defined by Part 77.1 of EDGAR, means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active "ingredients" that are hypothesized to be critical to achieving the *relevant outcomes*) and describes the relationships among the key components and outcomes, theoretically and operationally. More information on logic models can be found at http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015057.

Table 1. Summary of Recommended Study Criteria for Each Evidence Level

	Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrates a Rationale
Study Design	Experimental study	Quasi-experimental study	Correlational study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation
WWC Standard	Meets WWC Evidence Standards <u>without</u> reservations (or is the equivalent quality)	Meets WWC Evidence Standards <u>with</u> or <u>without</u> reservations (or is the equivalent quality)	N/A	N/A
Favorable Effects	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome
Other Effects	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere
Sample Size and Overlap	Includes a large sample and a multi-site sample, overlapping with populations <u>and</u> settings proposed to receive the intervention	Includes a large sample and a multi-site sample, overlapping with populations <u>or</u> settings proposed to receive the intervention	N/A	N/A

Appendix A - Summary of Recommendations from the Quality Education Commission

In August of each even-numbered year, the Quality Education Commission (QEC) presents the Oregon Legislature with a report that outlines best educational practices, makes recommendations for actions that the legislature and Oregon's schools can take to improve student outcomes and estimates the funding level needed to meet Oregon's K-12 education goals.

In line with the Quality Education Commission's recommendations in the August 2018 Quality Education Model Final Report, the Student Investment Act application process requires districts to build systems that cultivate continuous improvement and use a needs assessment for equity-based decision making. **The 2018 report** *stresses* **building system capacity and coherence and** *warns* *against* **plans focused primarily on discrete programs, activities and interventions.**

Summary of Guidance from the Commission

This document summarizes the Commission's guidance for continuous improvement, a focus on equity, a framework for building coherent education systems that use resources effectively and the use of improvement science. These specific recommendations draw on the work done for the 2018 Quality Education Model (QEM) report as well as for prior reports dating back to the original report in 1999. More detail on the recommendations can be found in the individual QEM reports.

Elements of a coherent continuous school improvement model include:

 A Shared Vision that promotes a positive school culture and environment that emphasizes academic excellence, shared responsibility, collaboration and mutual trust and respect.

A Common Understanding of the Problems to be Solved through honest discussion with staff, students and parents to identify which aspects of the existing system, practices and processes are at the root of the problems so that those parts of the system can be improved.

Effective Teachers supported by high-quality induction, support and mentoring; context-specific professional learning that builds capacity for small group facilitation, analysis of individual student needs, strategic planning to address root causes of underachievement and partner networking; time and support for data analysis and diagnosis of student needs and sharing of expertise in solving teaching challenges; meaningful evaluations and feedback about standards aligned classroom

performance and professional collaboration; and including teacher leadership (trying, evaluating and planning new practices) in the career path.

Strong and Stable School Leadership who foster a shared vision and culture of trust and support, develop and empower effective teachers, coordinate support staff and external partners, and assure the coherence of the processes and practices that ensure every student and teacher has and meets high expectations.

Well-coordinated Support Staff who promote a culture of learning through support of both academic and personal issues.

Community Partners who add value by working on the ground to directly assist families, students and schools in solving challenges, providing wrap-around services and connecting schools to their neighborhoods.

Engaged Parents who have the necessary information to help their students stay on track and to get involved and connected to the larger school community.

The Commission recommends districts use the following framework to build coherence and maximize resource deployment.

- Provide strong supports (high quality pre-K, affordable healthcare, family wrap-around supports) for children to arrive at school prepared, healthy and eager to learn.
- Ensure that students with highest needs have access to the best teachers.
- Develop highly coherent instructional systems of standards, curriculum frameworks, assessments and course requirements.
- Articulate clear pathways for students through the system, set to global standards, with no dead ends. Set and clearly communicate high expectations for all students, including descriptions of how this step in the path prepares them for future steps and provide supports for those not yet meeting them.
- Assure an abundant supply of highly qualified teachers through grow your own programs that begin with high school students.
- Professionalize teaching by providing supports and incentives for learning and continuous improvement, increasing their role in decision-making through communities of practice, and providing more non-classroom time to improve instruction.
- Create an effective system of career and technical education and training that requires high-level academic performance from all students.

- Recruit and invest in the leadership development of teachers and staff so they can lead and develop strong systems of instruction.
- Institute a coherent governance system coordinated across the school, district, and state levels, with well-articulated priorities at each level. Provide school supports in the form of expert assistance in diagnosing problems, devising local solutions and assisting with implementation.

While the above elements and framework are a necessary component for long-term and sustainable improvement in student outcomes in Oregon, they are not sufficient. Also critical are effective educational practices and investments that are well implemented. Because needs can vary tremendously among districts and schools, each district should evaluate the investments that will have the greatest impact in each of their schools, as identified in their needs assessments. Many of these practices and investments have been discussed in the QEM reports over the years and are summarized here. The summaries are followed by a list of further sources of information that may be of interest to districts and schools.

QEM 1999 Report

This is the original QEM report which describes the key elements and components of a quality education as reflected in the Quality Education Model. Its key recommendations are:
- Targeted reductions in class sizes, particularly in the early grades;
- Provide more professional development for teachers and principals;
- Provide more instruction time, particularly for struggling students;
- Do more community outreach to promote more parent and community involvement; and
- Provide more instructional support so the benefits of good instruction are maximized.

QEM 2000 Report

This report builds on the 1999 report and recommends the following:
- Focus resources on the early grades to build a solid foundation for later learning;
- Tailor professional development to the particular needs of students in each school; and
- Focus on the social-emotional needs of students that research shows have long-term positive impacts on student outcomes.

QEM 2002 Report

The 2002 report focuses on indicators of quality and improving the equity of student outcomes. Its key recommendations are:
- Create a personalized education plan for each student and base instruction on individual student needs;

- Use data to inform their decisions about individual student needs;
- Have a comprehensive induction plan for new staff;
- Provide and encourage student connections with significant adults;
- Develop career-related learning opportunities with community-based and worksite learning options;
- Offer college course-taking and dual credit opportunities; and
- Provide wraparound services at school sites.

QEM 2004 Report

The 2004 report focuses on staff development, curriculum alignment and resources for students with disabilities.

- Target staff development so teachers can more effectively help students meet state standards;
- Improve the alignment between the K-12 curriculum and Oregon's post-secondary and employment needs;
- Look for efficiencies in providing services to high-cost special education students; and
- Encourage the state to provide more funding for those students.

QEM 2006 Report

The 2006 report focuses on allocating resources to the uses that have the most impact on student learning.

- Provide more funding to early childhood development, Pre-K programs and early reading efforts; and
- Continue high school restructuring efforts, including individual education plans, small learning communities, work-site based learning and extra-curricular programs that promote student engagement.

QEM 2008 Report

The 2008 report focuses on adequate instruction time for students, adequate collaboration time for teachers and expanded use of formative assessments.

- Add more instruction time and double-dosing in core classes for struggling students;
- Add teacher FTE in math/reading/science to allow smaller classes and more individual attention;
- Provide staff time for study, collaboration and data review aimed at better serving specific students;
- Fund more school-level leadership development; and

- Provide more resources to develop formative assessments and early indicators of students at risk of not succeeding.

QEM 2010 Report

The 2010 report focuses on math instruction, course-taking, and content articulation. The key recommendations are:

- Start offering Algebra for high school credit in the 7th or 8th grade. Analysis on Oregon course-taking data show that students who struggle with Algebra in the 9th grade are at risk of not completing their math requirements in time to graduate;
- Provide for smaller class sizes in math classes;
- Seek out teachers who have advanced endorsements in math; and
- Develop frameworks for the articulation of math courses from 4th grade through high school, and build a solid foundation in the early grades.

QEM 2012 Report

The 2012 report focuses on teacher collaboration and formative assessments.

- Enhance the collection and use of data from formative assessments;
- Spend at least 60 minutes per week analyzing assessment data with colleagues;
- Give feedback to students and parents frequently;
- Promote teacher collaboration and devote enough time and resources so it is implemented well; and
- Teacher collaboration should include setting specific goals for improving student achievement, including for individual students.

QEM 2014 Report

The 2014 report focuses on resource allocation.

- Resources must be allocated to the uses where they have the most positive impact on student learning;
- More resources should be allocated to the early grades and to schools that have more students with higher needs, including students from low-income families, English learners and students with disabilities; and
- Districts and schools should work to reduce the rate of chronic absenteeism, with attention paid to creating a school environment and culture that is more engaging for students and promoting closer connections between students and staff.

QEM 2016 Report

The 2016 report focuses on preparing students for post-secondary success.

- Schools should promote a culture of college-going, particularly among students that don't have a history of college-going in their families;
- This requires a collaborative effort among administrators, teachers, staff, students, families and the community; and
- Schools need to design structures that help staff get to know students well.

QEM 2018 Report

The 2018 report focuses on the structures and systems required for a sustainable school improvement model. The key elements of such a model were described at the beginning of this document, but more specific recommendations include the following:

- Districts and schools need to develop "network improvement communities" that provide a framework for creating coherent systems and processes for **long-term** improvement. ODE should assist districts and schools in doing this work; and
- All levels of the education enterprise should pay more attention to equity. The state must pay attention to the equitable distribution of funding to school districts, and districts must pay attention to the equitable distribution of resources to individual schools. Schools, for their part, must assure that the high-needs students in their care get an education that is tailored to their specific needs.