

## Aligning for Student Success

Aligning for Student Success is a new Oregon Department of Education (ODE) initiative that integrates six separately created federal and state educational investments focused on educational innovation and improvement.

Bringing six programs together operationally creates significant opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, ODE developed a framework for success that meets the core purposes of each program while trying to create a stronger framework from which we can mark progress, look for long-term impacts, and develop the learning approach to monitoring and evaluation that is a hallmark of high-performing educational systems.

One of the aims of this effort is to significantly decrease administrative burden and administrative confusion while putting forward a single application and combining processes for planning, needs assessment, community engagement, budgeting, and evaluation.

The full, 164 page ODE guidance can be found here: [Aligning for Student Success](#).

### 6 Aligned Programs

- High School Success (HSS)
- Student Investment Account (SIA)
- Continuous Improvement Planning (CIP)
- Career and Technical Education - Perkins V (CTE)
- Every Day Matters (EDM)
- Early Indicator Intervention Systems (EIS)

Taken together, these six programs target four common goals:

### Equity Advanced

Each of the six programs integrated under this guidance are linked to outcomes that would end the predictable disparity in academic success and student wellbeing based on both poverty and race. Each initiative contributes to creating richer and more meaningful learning conditions where children, young people, their families, and educators are seen as whole.

## Engaged Community

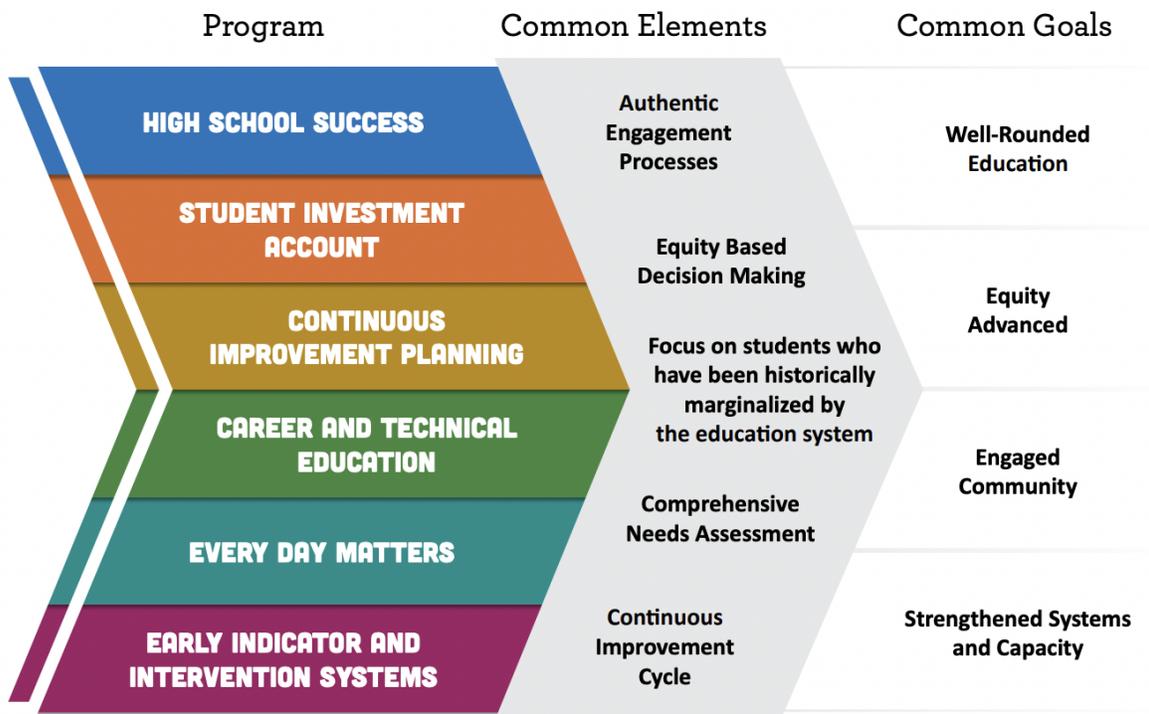
Communities form the larger education system that supports families and students. Deepening relationships, partnerships, and engagement with communities is critical to achieve equitable outcomes and build healthy school and district systems.

## Well-rounded Education

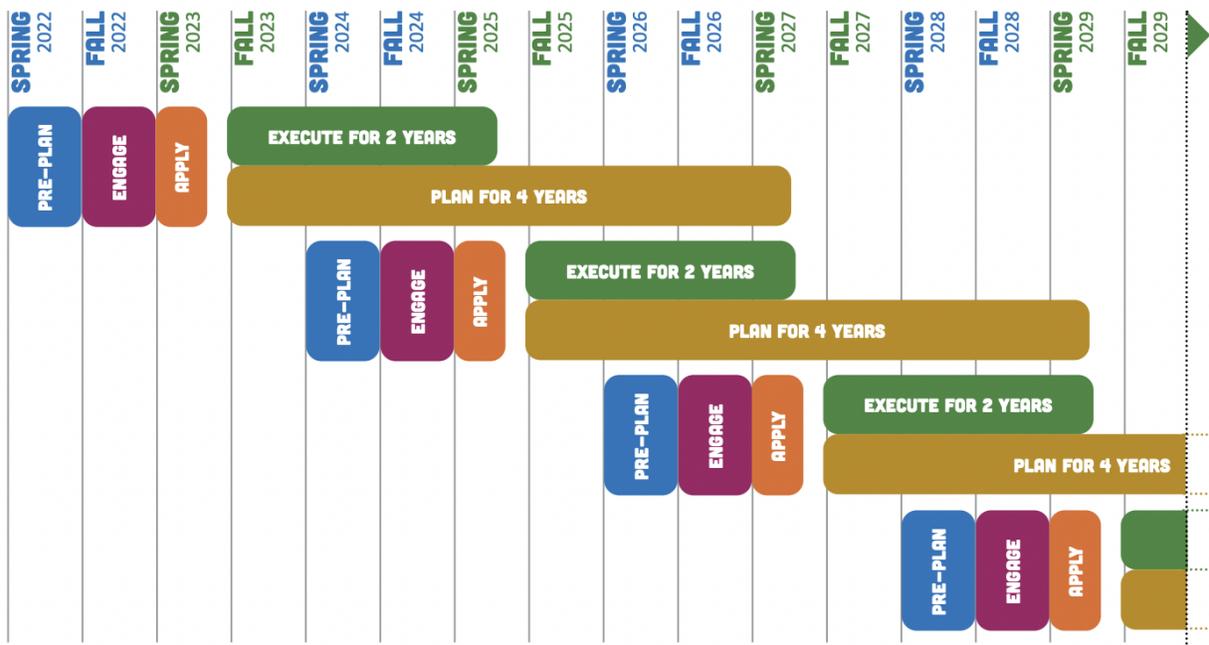
Well-rounded education moves beyond the courses students take and into the essential knowledge and skills students need to be successful in life. This requires a focus on the whole student. This means student mental and behavioral health, safety, and well-being cannot be separated from academic opportunity and achievement. This requires a commitment to pedagogy and practices that ensure students are known and seen in their learning and school experiences.

## Strengthened Systems and Capacity

Educational systems are made up of people, practices, policies, resources, community assets, and partnerships. Joint determination is needed to strengthen the capacity for whole system success. Shared responsibility and accountability for the success of students in Oregon's schools requires systemic change.



The following graphic illustrates how this guidance is implemented over the next decade.



## Individual Program Summaries

### High School Success (HSS)

High School Success is a fund initiated by ballot Measure 98 in November 2016. The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. All High School Success recipients must meet eligibility requirements in order to receive and spend funds. Eligibility requirements ensure schools and districts put systems into place designed to look at what data they collect and begin the process of improving data literacy.

Funding is provided to establish or expand programs in three specific areas:

- Dropout Prevention
- Career & Technical Education
- College-Level Education Opportunities

### Student Investment Account (SIA)

There are two stated purposes for the funds distributed under the Student Investment Account:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities for:

- Economically disadvantaged students;
- Students from racial or ethnic groups that have historically experienced academic disparities;
- Students with disabilities;
- Students who are English language learners;
- Students who are foster children;
- Students who are homeless; and
- Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

### **Continuous Improvement Planning (CIP)**

Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students. A continuous improvement process is the process by which districts and schools:

- 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;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.

### **Career and Technical Education - Perkins V (CTE)**

The Oregon Career and Technical Education (CTE) State Plan is a high level four-year strategic plan that integrates state and federal priorities into an implementation plan for the "Strengthening Career and Technical Education for the 21st Century Act" (commonly known as Perkins V). Leveraging ongoing partnerships across the state, the CTE State Plan identifies actionable strategies to ensure high-quality learning that is accessible to all learners in Oregon. The Oregon CTE State Plan was adopted by the State Board at their meeting on March 19, 2020.

### **Every Day Matters (EDM)**

The 2015 Oregon Legislature enacted House Bill (HB) 4002 which directed the Oregon Department of Education (ODE) and the Chief Education Office (CEdO) to develop a joint [statewide education plan](#) to address chronic absences of students. HB 4002 also specified elements of the plan and directed the two agencies to collaborate with representatives of the Department of Human Services, Oregon Health Authority, Early Learning Division and community and education stakeholders.

### **Early Indicator Intervention Systems (EIS)**

The Student Success Act, House Bill 3427, creates a grant program to assist school districts with implementing early indicator and intervention systems (EIS). The goal of the EIS grant program is to align school, district, and community systems to help students stay on track to graduate from high school.

The Student Success Act requires an EIS funded by the grant program to:

- Enable school districts, students, families, educators, school counselors and community organizations to help students graduate from high school; and
- Use corrective action that is based on:
  - Research on graduation rates; and
  - Individual student reports on attendance, behavior at school, academic progress, and other factors adopted by the State Board of Education.