

Historical Timeline and Next Steps: Supports and Interventions

- With the start of the 2012-2013 school year, Oregon moved away from NCLB requirements under a waiver from the USED that redefined accountability for schools. Based on 2011-12 data, lowest performing (bottom 15%) Title I Schools in the state were identified as Priority and Focus Schools.
- Priority and Focus Schools entered into a four-year identification period where they would receive differentiated supports and interventions to support their improvement efforts.
- The first year of identification (2012-13) served as a planning year where schools developed Continuous Achievement Plans or CAPs based on their own self-evaluation supported by the Indistar planning tool and began implementation of the CAP in 2013-14.
- Moving into the third year of the identification period, the Oregon Department of Education will review the progress of Priority and Focus schools including an analysis of report card data, school-reported data and a review of the school’s CAP to determine tiered levels of differentiated supports to schools.
- These tiers will be reevaluated moving into the fourth and final year of the identification period during the summer of 2015.

Differentiated System of Supports and Interventions

The Oregon Department of Education provides supports and interventions to Priority and Focus schools using a tiered system. Initially, identified schools were placed in tiers 2 and 3 – *Collaborative Supports and Resources* and *Directed Intervention*, respectively. During the summer of 2014, the School Improvement team will review the progress of each school to determine movement within the tiers of intervention. Schools showing marked and sustained improvement are granted increased flexibility and autonomy. Schools struggling to meet stated outcomes will receive more support including directed intervention and increased accountability.

District Level Support and Accountability for Priority and Focus Schools

School districts play a critical role in the success of Priority and Focus schools by supporting the development of systems, capacity building for school leadership as well as sustainable practices that help ensure lasting improvement. Districts with Priority and Focus schools who struggle to meet stated outcomes will receive additional supports and technical assistance in developing comprehensive plans to support schools.

Exit Criteria

Current discussions are ongoing to better articulate criteria to exit Priority or Focus status. No school will be considered for exit from Priority or Focus status until the summer of 2016 in order to ensure adequate time to build systems for sustained improvement. Though still in development, the current minimum benchmark for improvement is a report card level of “3” or greater.

General Decision Rules for Determining Tier of Support and Intervention

Report Card Level	The report card level is further informed by achievement, growth and school-provided data which serve to confirm, increase or decrease the Tier of Support/Intervention as shown. Assignment to Tiers is re-evaluated in years 3 and 4.	Tier of Support & Intervention 	Description of Tier
1	→	3	The state will consider results of the school’s annual self-evaluation, student performance data and district and school input in determining the most appropriate course of action.
2	→		
3	→	2	The annual self-assessment process is guided by a Network Leadership Coach. The school level CAP is developed with a balance of direction and autonomy around the use of supports and implementation of interventions.
	→		
4	→	1	The annual self-assessment process is guided by a Network Leadership Coach. A school level CAP is developed with a larger degree of autonomy around the implementation of interventions targeting areas identified in the self-assessment.