

Intensive Program



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Background

The Student Investment Account (SIA), under the Student Success Act, directs the Oregon Department of Education to “establish an intensive program for school districts with the highest needs in the state.” The Intensive Program is by invitation only, based on eligibility determined by the Department. School districts that accept the invitation must participate in the program for at least four years. (ORS 327.222)

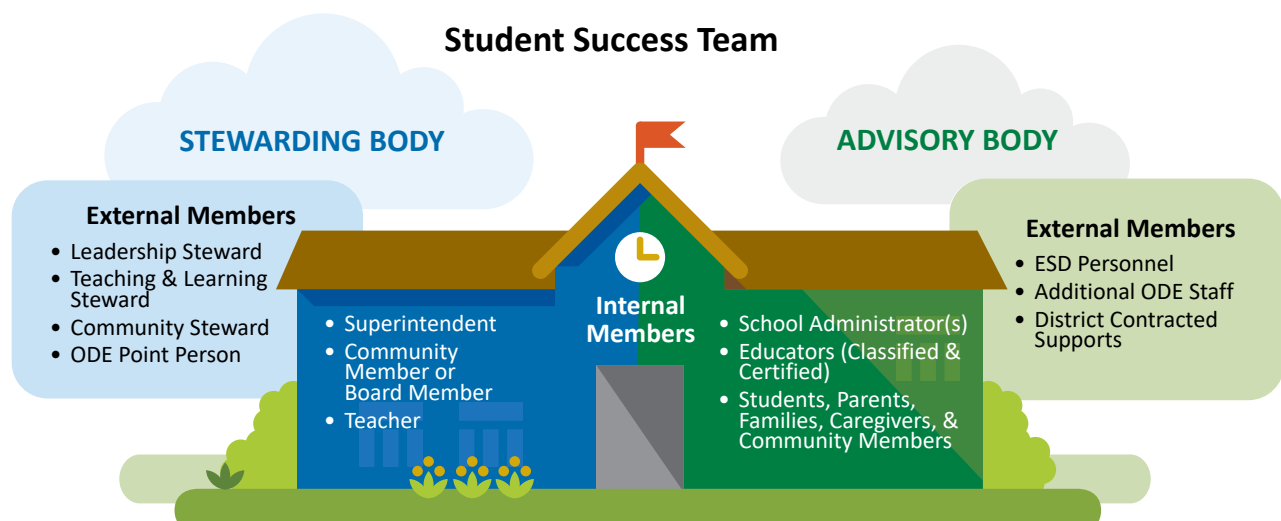
Eligibility

To determine high-needs districts across the state, the Oregon Department of Education analyzed district level outcome data and student demographic data. Outcome data, which includes Student Investment Account (SIA) common metrics – regular attendance, third-grade reading, ninth grade on track, and high school graduation, was reviewed both at the individual student-group level and for all students with these data being combined to form an index. The index and percentage of focal student populations being served by the school district were combined to establish eligibility.

Vision

The Intensive Program aims to support districts in advancing equity, authentically engaging their community, and strengthening systems and capacity. Through collaborative leadership and continuous improvement cycles, the Intensive Program was built using research aligned with improvement science and the University of Virginia’s Partnership for Leaders in Education School Turnaround work. Centering in a partnership model between the district and ODE, the Intensive Program provides a systems approach through the following:

- **STUDENT SUCCESS TEAM:** The Student Success Team is composed of both internal and external personnel. Recommendation and decision making is utilized through the Student Success Team through engaging both a **STEWARDED BODY** and an **ADVISORY BODY**.
- **STEWARDS:** Each district is assigned three Stewards who bring external perspectives and deep knowledge and skills in the focal areas of leadership, teaching and learning, and community engagement. Stewards work to leverage trust and dispositions of transformational leaders in order to attend both to climate and culture challenges as well as instructional practices.
- **ODE INTERNAL ALIGNMENT:** ODE staff meet regularly to support Intensive Program districts in an effort to examine ways to reduce burden, align processes, and reexamine policy to dismantle systems that are detrimental to student and district success.



Funding & Approach

Participating districts receive additional grant-in-aid to supplement Student Investment Account (SIA) resources. Available resources are dependent on legislative action and are distributed based on the total ADMw of participating school districts. The Department and the participating district will collaboratively establish a Student Success Team to “advise and counsel school districts on how to improve student outcomes and develop recommendations for meeting performance growth targets.” The Student Success Team is made of two bodies - a Stewarding Body and an Advisory Body - each of which is composed of internal and external personnel. A planning phase of the grant will provide time and initial funding to establish these bodies as well as hire a District Point Person (while not required, this is a highly encouraged role given the time and responsibility needed to support the Intensive Program).

The grant-in-aid associated with the Intensive Program functions differently than other programs. While a portion of the grant-in-aid can be spent to support the collaboration and coordination of the program, beyond these dollars, funds can only be spent through the recommendation process. The district team does not plan for these funds year by year, like other grant programs. Instead, recommendations formally approved by the Stewarding Body release funding over the course of the four-years. The total funding allocation is available at the onset of the program; however, the Student Success Team determines over the course of the four-years.

Participation Expectations

Participation in the program requires “regular student success team meetings to monitor practice and progress” and that school boards and superintendents accept all recommendations of the success team related to the use of SIA grant monies and additional funding received through this program. Additionally, the school board and superintendent must consider all recommendations of the Student Success Team pertaining to general programs and practices.

Participating school districts are required to report on recommendations enacted and considered by the Student Success Team. Reports relating to SIA funds will describe the recommendations to be implemented as well as the rationale for implementation. They must be made available at the district office and distributed to the school district community.

Exit Criteria

At the end of the fourth year of participation, school districts will have demonstrated improvement when:

- The Student Success Team determines the district has made progress in achieving the stated outcomes outlined in the district's Aligning with Student Success integrated plan;
- A needs assessment, including community engagement, indicates that sufficient progress has been made;
- The school board and Student Success Team have established a sustainability plan to maintain and build on the progress and improvements made; and
- Student outcome data has improved since initial identification as measured by:
 - Initial eligibility data; or
 - The district is on-track to meet their longitudinal performance growth targets outlined in their Student Investment Account grant agreement.



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