



ORIS

OREGON INTEGRATED SYSTEMS FRAMEWORK

School Level Systems Health Needs Assessment

Version 1.0
Updated May 2019



OREGON
DEPARTMENT OF
EDUCATION

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Oregon Integrated Systems Framework Needs Assessment

Purpose of ORIS Needs Assessment

With collaboration through a cross-agency work group and input from practicing educators in Oregon districts, the Oregon Department of Education (ODE) created this evidence and stage-based needs assessment tool for the purpose of assisting schools and districts in identifying systems strengths and opportunities for growth that align with indicators of the ORIS Framework.

The ORIS Framework is highly adaptable to the unique contexts of Oregon's schools and districts, grounded in implementation and improvement science, multi-tiered delivery systems and is built upon a foundation guided by equity principles. The domains of this framework include Leadership, Talent Development, Stakeholder Engagement & Partnerships, Inclusive Policy & Practice, and Well-Rounded-Coordinated Learning Principles. These domains represent the evidence based systems that districts and schools need to ensure are strong in order to achieve desired outcomes for their educational communities.

The self-assessment format encourages teams of educators to engage in conversations, while considering the guiding questions and possible sources of evidence as they substantiate the scores they assign to each indicator. This process creates an important a source of information for district and school teams to use when they develop their improvement plans. The information provided through the Guiding Questions, Evidence and Artifacts are meant to provide team members with examples of resources that may be in existence in schools or districts. Teams do not need to gather actual samples of evidence or artifacts for distribution prior to or during the actual needs assessment process.

Additional elements of the comprehensive needs assessment process includes evaluation of multiples sources of data, stakeholder input and engagement as described in the **Oregon District and School Comprehensive Needs Assessment Process Guidance** resource. An example of how teams may engage stakeholders as they assess needs and elevate priority planning actions may be to share the results

of the school or district based ORIS needs assessment results alongside other data points with stakeholders to facilitate meaningful dialogue, feedback and gather diverse points of view. As noted above, neither the District or School versions of the ORIS Needs Assessment Tool are designed to be administered with stakeholders directly.

Stage-based Scoring Criteria

The team will score each indicator with respect to its stage of implementation. The stage-based scoring criteria that apply to all indicators are as follows:

0 = Laying the Foundation. No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

1 = Installing. One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.

2 = Implementing. All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide. All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

When to Administer the ORIS Needs Assessment?

The ORIS Needs Assessment may be administered on a regular basis to monitor stages of implementation across the domains and indicators.

Some teams may self-assess annually; others may want to assess themselves a few times per year. Teams should plan to meet for 2-3 hours for their first administration and at least 60-90 minutes for subsequent administrations. Over time, teams can expect to become more efficient and focused on changes that result from their implementation efforts.



How to Administer the ORIS Needs Assessment:

Key roles for an effective self-assessment process are the Facilitator and the Note Taker. The team should identify one person to facilitate their structured conversations and score assignment for each indicator. Generally, this Facilitator is someone who understands the ORIS Framework and is able to articulate what it looks like when a district fully implements the components identified in this tool. In addition, the Facilitator is experienced in group facilitation and understands the stages of implementation associated with the scores.

Because the conversation develops shared understanding of the indicators and consensus around the scores beyond the numerical score, a designated Note Taker plays a vital role in the process. The Note Taker captures the team members' perspectives and notes the sources of evidence that support the team's scoring decisions for future reference.

Prior to Assessment, the Facilitator may email a copy of the ORIS Needs Assessment. Also, using a room with a projector for group viewing of the indicators and/or note taking can be helpful for facilitation.

During the Assessment, the Facilitator walks the group through an overview of the ORIS Needs Assessment, including its purpose, desired outcomes, and scoring criteria. Second, they work through each indicator in the following five steps:

1. Read aloud, or allow participants time to read the Indicator and its Components
2. Solicit clarifying questions from participants
3. Confirm participants' shared understanding of the Indicator and Components
4. Discuss which Components are / are not present in the current school context
5. Guide the participants through any discussion pertaining to the list of example Artifacts and Evidence available to support their scoring rationale
6. Poll for a group agreement on the stage of implementation score (remember, 0 = no components in place, 1 = One or more, but not all, components are in place, etc.)

To poll for agreement, many Facilitators use a cadence "Hold your score up on the count of three... 1, 2, 3" and participants use fingers or note cards to indicate their score. This technique helps team members to have an equal voice in the scoring decision. Meanwhile, the Note Taker records key discussion points and the agreed upon scores in the summary score sheet at the end of the assessment tool.

After the assessment, the Facilitator and Note Taker debrief with one another to ensure consistent understanding of notes, evidence and scores. They provide the scoring results of the ORIS needs assessment to the team, along with a summary of the discussion for future reference.

Results may also be used to communicate with the educational community (stakeholders) as well as for improvement planning. Overall results may be displayed in two ways to inform priority setting and planning:

- (a) Indicators by stage of implementation at a single point in time (e.g., number of items scored 0, scored 1, etc.) for understanding current strengths and areas of opportunity, and
- (b) Average scores by indicator, domain and total for progress trends across time periods (e.g., year to year).



Overview ORIS Needs Assessment Domains & Indicators

ORIS DOMAINS	INDICATORS
 <p>Leadership</p>	1.1 Guiding School Vision & Mission
	1.2 Using Data to Prioritize & Plan
	1.3 Routines and Structures
	1.4 Distributed Leadership
 <p>Talent Development</p>	2.1 Staff Growth
	2.2 Professional Learning
	2.3 Evaluation Process
 <p>Stakeholder Engagement & Partnerships</p>	3.1 Inclusiveness, Recruitment, & Participation
	3.2 Communication Systems to Gather & Share Information
	3.3 Review and Incorporate Stakeholder Input
 <p>Well-Rounded, Coordinated Learning Principles</p>	4.1 Student Centered & Relational Principles for Learning
	4.2 Materials & Practices to Inform Instruction
	4.3 Cultivate Academic Success
	4.4 Data-Informed Decision Making
	4.5 Provide Multi-Tiered Systems of Support
 <p>Inclusive Policy & Practice</p>	5.1 Equity & Access
	5.2 Identifying & Removing Barriers to Success



Leadership

Indicator 1.1 Guiding School Vision and Mission

Leadership across the educational community (students, staff, families, community and school board) cultivate a shared vision, mission and culture that emphasize the belief that **ALL** students are capable of success, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes.

Components include:

- The educational community collaboratively focuses on increasing and maintaining positive student outcomes in their vision, mission and culture.
- Leaders nurture a culture that supports the belief that **All** students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, are capable of success.
- Leaders guide the educational community to draw from the vision and mission to support decision-making.

Stage of Implementation:

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1 = Installing. One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.

2 = Implementing. All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide. All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion

- Were members of our educational community (i.e. school staff from various grade levels and roles, early learning and afterschool providers, families and community partners) engaged in a process of creating or revising the vision and mission?
- Can educational community members articulate the vision and mission?
- How do the vision and mission reflect evolving contexts and diverse perspectives?
- How do the vision and mission focus on student outcomes?
- How does our culture demonstrate our belief that **ALL** students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, can succeed?
- How does our vision and mission inform our decision-making?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Vision and mission documentation.
- Meeting agendas, rosters and minutes, with documentation of diverse representation across education community (including school staff from various grade levels and roles, early learning and afterschool providers, families and community partners who work with students).
- Results of climate and culture surveys indicating the vision and mission serve as a guiding philosophy in decision-making and practices in the school.
- Participation and outcome data indicating broad integration of and positive outcomes for members of all student groups across all courses, programs, and extracurricular activities.
- Articulation of the vision and mission statements by members of the school community including students and other stakeholders.



Leadership

Indicator 1.2 Using Data to Prioritize and Plan

Priorities and improvement plans are collaboratively developed and based on student needs, as evidenced by multiple data sources.

Components include:

- When developing priorities and improvement plans, school leaders use a collaborative, comprehensive needs assessment process that includes examination of multiple data sources.
- Priorities and plans align with student needs and school vision and mission.
- Priorities and plans include short- and long-term measures to inform on-going evaluation of implementation progress.
- Priorities and plans align with evidence- and/or research-based strategies, actions, and practices.
- All staff can articulate the school's priorities and can identify their own professional goals within the school's priorities.

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Guiding Questions for Team Discussion

- What data sources are used to develop the school priorities and improvement plans (e.g., systems health, perceptual data, disaggregated student outcome data (behavioral, academic, attendance), chronic absenteeism, transition points, staff evaluation feedback, educational community input)?
- Do we emphasize data disaggregation for deeper understanding?
- How are all staff engaged in a transparent and collaborative needs assessment and improvement planning process?
- Does our school improvement plan align with our district goals, vision and mission?
- Do the priorities and improvement plans include short- and long-term progress monitoring indicators? Do our priorities address gaps at the earliest possible point of intervention?
- Can our staff describe school priorities and how they are aligned with their individual professional goals?
- Does the improvement plan address the breadth of what happens in the school including instructional efforts not involved in statewide testing?
- Does the plan address counseling, nutrition programs, before and after school programs, interactions with the district or school foundation, booster group or parent teacher organization, corporate partners, local not for profits including libraries and museums, etc.?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Data sources that describe systems health, perceptions, disaggregated student outcome data, chronic absenteeism, transition points, staff evaluation feedback, educational community and partner input.
- Collaborative and thorough needs assessment process documents.
- Improvement plan priorities, goals, measurable outcomes, and evidence-based strategies or promising practices that fully describe the engagement of all staff across all disciplines (not limited to those included in statewide testing) and inclusive of ancillary and other non-instructional staff in the school.



Leadership

Indicator 1.3 Routines and Structures

Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes.

Components include:

- Leaders ensure data-informed decision-making routines occur across all levels (e.g., school, grade, classroom, group, and student) to gauge planned progress and outcome goals.
- Leaders' decision-making routines include celebrations, course corrections, and timely and equitable allocation of resources and supports.
- Leaders regularly use proactive, systematic communication and feedback loops with stakeholder groups to address (discuss) plan and student progress.

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Guiding Questions for Team Discussion

- Do leaders ensure that teams meet regularly to monitor plan progress and student outcome goals?
- Do leaders schedule time at least quarterly for staff to collaboratively and intentionally examine schoolwide progress with a focus on evaluating data disaggregated by student demographic characteristics to identify student groups who may be disproportionately over or under represented in specialized instructional categories?
- Do leaders work collaboratively with early learning, afterschool, and other community partners that work with schools and families routinely to fully leverage community resources to benefit children?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Internal and external team meeting agendas, rosters and minutes.
- School calendar or schedule.
- Data on student progress in easy to read formats.
- Data showing participation as well as success of students by student group demonstrating broad inclusion of students reflecting the makeup of the student body.
- School policies and budget allocations that demonstrate equitable student access and opportunities for success.



Leadership

Indicator 1.4 Distributed Leadership

Leadership responsibilities are distributed; there exists an intentional balance among professional empowerment, authority, and accountability.

Components include:

- School Leadership Team uses multiple perspectives when making decisions.
- School Leaders encourage, support, and distribute leadership opportunities and responsibilities across the educational community.
- School culture promote honesty, transparency and collective efficacy.
- School Leaders have negotiated authority to make school-level decisions.

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Guiding Questions for Team Discussion

- Is the School Leadership Team comprised of individuals with diverse perspectives that are representative of the educational community?
- Is the educational community regularly surveyed, polled or asked for feedback regarding important school decisions?
- How does the school culture promote honesty, transparency and collective efficacy?
- What opportunities and responsibilities do other school teams and the educational community have for leadership and innovation?
- How is decision-making authority from the district to the school defined and balanced?
- What role does the Equity Lens play in decision-making?
- How is leadership and decision-making informed by and shared with families and key community partners?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Committee membership, leadership and other roles are documented and exhibit diverse membership.
- Surveys, reports, or feedback forms used by School Leadership Team to make decisions.
- Team meeting agendas, norms, rosters and minutes.



Talent Development

Indicator 2.1 Staff Growth

Recruitment and retention efforts include the cultivation of a diverse workforce and opportunities for growth.

Components include:

- Highly effective staff receive recognition through differentiated roles and responsibilities, formal recognition and/or other incentives.
- Staff in leadership roles receive ongoing opportunities to advance their leadership skills.
- First- and second-year teachers and administrators have access to a district-trained mentor and opportunities to give school leaders feedback to inform improvements to these mentoring supports.
- Staff work collaboratively with school administrators to create high-quality individual improvement plans that include job-embedded differentiated support.
- Highly-effective staff that reflect the diversity of the student population are actively recruited

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Guiding Questions for Team Discussion

- How are effective teachers identified, acknowledged and celebrated?
- Are leaders given opportunities to develop and strengthen their leadership skills?
- What sort of supports are new teachers and administrators given?
- How do school administrators support teachers and their improvement plan goals?
- Does the school/district recruit staff that reflect the diversity of the student population?
- How is staff support differentiated for individual teacher, grade level, subject area, and role?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Job descriptions
- Improvement planning team agendas
- Logs of teacher leadership activities
- Professional goals and/or individual improvement plans
- Recruitment materials and processes
- Staff handbook
- Documentation of school principal and coach training, approaches, and implementation that supports differentiated/tailored support for diverse educators.



Talent Development

Indicator 2.2: Professional Learning

Effective professional learning offerings are informed by trends in student outcomes and professional goals.

Components include:

- Leaders use data to make decisions about school and/or district provided professional learning content and design.
- School- and/or district-provided professional learning opportunities are ongoing, collaborative, job-embedded and aligned with evidence-based professional learning practices.
- School- and/or district-provided professional learning opportunities are based on evidence/research-based practices to develop content and instructional delivery knowledge.
- School- and/or district-provided professional learning opportunities address closing the gaps in belief, opportunity and achievement for protected classes and historically and currently underserved and marginalized student groups.
- Professional learning effectiveness is evaluated using evidence of changes to instructional practices and/or impact on student outcomes.

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Guiding Questions for Team Discussion

- What data sources are used to inform the content and design of professional learning opportunities? Who is involved in these decisions?
- How do we follow-up on the implementation of professional development in the classroom?
- How does our school monitor the impact of professional learning on instructional practice?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Staff surveys, feedback, evaluation forms or other data sources after professional learning opportunities.
- Professional development calendars.
- Observation data collected on implementation of strategies disseminated through professional learning opportunities.
- High quality and evidence based educator effectiveness rubrics/framework.



Talent Development

Indicator 2.3: Evaluation Process

Evaluation process includes multiple sources of evidence and ensures each individual receives the support needed to be successful in their position.

Components include:

- Leaders use a system to help all staff understand the evaluation process specific to their role.
- Evaluation process provides staff feedback on their strengths, specific opportunities for growth, and solicits feedback for leaders' use in continuous improvement processes.
- Evaluation process is based on standards of professional practice differentiated by role and includes input from a variety of sources such as observation, interview, and student performance data.
- Staff are able to communicate the evaluation process specific to their role and responsibilities.

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Guiding Questions for Team Discussion

- How frequently are observations conducted?
- How is feedback on the evaluation system itself gathered? How are revisions to the system determined?
- How are staff supported in understanding the tools and processes used within the evaluation system?
- Do leaders have the necessary training and competencies to conduct observations and evaluation with the range of staff in their building?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Team meeting minutes, agendas, and rosters
- Staff surveys and data
- Observation schedules, logs, or goal forms
- District evaluation handbook, training materials
- High quality and evidence based educator effectiveness rubrics/framework
- Documentation of trainings and competencies of leaders



Stakeholder Engagement & Partnerships

Indicator 3.1 Inclusiveness, Recruitment, & Participation

Multiple pathways and feedback loops promote genuine partnerships among all stakeholder groups.

Components include:

- All stakeholder groups are recruited with equal opportunity to participate on committees and teams that address school policy and implementation decisions.
- All stakeholder groups are represented and meaningfully engaged in school committees and teams.
- A clear, formalized process is in place for stakeholder groups to serve as volunteers within and outside of the school environment.
- School uses stakeholder data when making important decisions.

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Guiding Questions for Team Discussion

- How are stakeholder groups recruited to participate in school governance decisions? Students and youth, families, community members and partners, education professionals, school board
- Are all stakeholder groups invited, including those who represent protected classes and historically and currently underserved and marginalized student groups?
- How is stakeholder input and feedback collected and used when making school governance decisions? How is the process for input and decision-making made transparent to stakeholder groups?
- What committees and/or teams currently include stakeholder representation?
- Is a formalized process in place for volunteers? Engaged stakeholders?
- Do leaders work collaboratively with early learning, afterschool, and other community partners that work with schools and families routinely to fully leverage community resources to benefit children?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Stakeholder surveys and other data sources
- Family and community events, engagement opportunities, and attendance rates
- Stakeholder engagement and decision-making protocols
- Parent Family Involvement Guidelines
- Volunteer and/or Community Service Handbooks



Stakeholder Engagement & Partnerships

Indicator 3.2 Communication Systems to Gather & Share Information

Communication systems are effective, transparent and multifaceted to ensure ongoing two-way communication.

Components include:

- Communication systems are in place to develop and sustain active working relationships among educators and stakeholder groups.
- Systems are in place to inform stakeholder groups about student progress in a timely, relevant, and meaningful manner.
- Systems are in place to assess the perceived quality of the communication between the school and stakeholder groups.
- Systems are in place to ensure all stakeholder groups have access to school information and are able to participate in public meetings and activities.
- Systems are in place to ensure stakeholder group equity of voice in decision-making.

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Guiding Questions for Team Discussion

- How does our school solicit input from stakeholder groups to include them in school policy and implementation decisions (e.g., regularly scheduled meetings, established team)? Students and youth, families, community members and partners, education professionals, school board
- How does our school provide information regarding (a) *academic and behavioral instruction and support*; (b) *student progress data*; (c) *survey results*; and (d) *school committee or team decisions*?
- How does our school provide access to information by providing alternative meeting times, varied formats and structures, such as participation in other ways (by telephone, web conference, etc.)? And real time translation in multiple languages?
- Are conversations between the district and school personnel and families' and stakeholders candid, supportive, and respectful of and responsive to family member's concerns?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Stakeholder surveys and other data sources and documents in multiple languages
- Family and community events, engagement opportunities, and attendance rates
- Meeting minutes, norms, meeting protocols
- Partnership agreements, MOUs, contracts with community partners



Stakeholder Engagement & Partnerships

Indicator 3.3 Review and Incorporate Stakeholder

Stakeholder input is valued and genuine partnerships are established and maintained

Components include:

- Stakeholder input is reviewed by School Leadership Team to determine what district and community resources are needed and available; and to create clear processes to access these resources.
- Stakeholder input is incorporated into policy and implementation decisions and includes opportunities for constructive feedback, suggestions and questions.

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Guiding Questions for Team Discussion

- What people, materials, funding and other assets are available in our community to support district, school, and student needs? Students and youth, families, community members and partners, education professionals, school board
- Who are the community partners who already help connect the school with available community resources? Who else might be able to help with this?
- How does the school help community partners connect with parents and students to achieve shared vision?
- How do we evaluate the effectiveness of school-community partnerships?
- How does our school assess the quality of family partnership and use the data to improve it?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Stakeholder surveys and other data sources
- Student health data
- Professional learning calendar
- Volunteer trainings and handbook
- Documentation of community partnerships, including partner agreements, MOUs and contracts



Well-Rounded, Coordinated Learning Principles

Indicator 4.1 Student Centered & Relational Principles for Learning

Ensuring that relationships foster the necessary conditions for student-centered learning.

Components include:

- School personnel support **personalized learning** principles that promote learning experiences tailored to meet the unique needs and ensure strong growth of each individual student on a real-time basis.
- School personnel support **relational learning** principles that provide instruction, modeling, and classroom norms that promotes students' social competency, self-efficacy and identity.
- School personnel support **interactive learning** practices where students and teachers are both active co-participants in the learning process.

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Guiding Questions for Team Discussion

- How does the school staff utilize learner profiles to understand student interests?
- How do school staff structure opportunities for peer-to-peer learning?
- How are teachers and students co-creating learning opportunities?
- How do teacher use culturally responsive practices to build relationships with students?
- How is staff responsive to student interest, experience, culture in the design of classroom environment, content, and instructional practices?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Differentiation, universal learning design in lesson plans and assessments
- Notes and observations of student interests



Well-Rounded, Coordinated Learning Principles

Indicator 4.2 Materials & Practices to Inform Instruction

Effective instructional practices attend to the essential knowledge and skills expected for ALL students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes.

Components include:

- Effective instructional practices** are implemented with fidelity and common instructional expectations are posted and supported.
- Formative assessment practices are used to ensure students progress and meet learning goals.
- Principles of **Universal Design for Learning** and **culturally responsive instruction** are applied to ensure **ALL** students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, have access to and connections with the content.
- Core academic materials are aligned and updated to state standards on a regular schedule in all academic disciplines.
- School personnel support **interdisciplinary connections** through instruction that help students understand a variety of perspectives, and promote engagement through creative and critical thinking while working across disciplines.
- School personnel intentionally integrate school **community connections** that reflect the student population into curriculum and instruction.

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Guiding Questions for Team Discussion

- What high leverage instructional strategies across content areas are promoted or required? How are these strategies aligned with early childhood and during and after school community partners working with students?
- How do students work across disciplines to address an essential question or problem?
- How do school leaders support all staff to engage **ALL** students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, using effective instructional practices including modeling, opportunities for guided and independent practice, feedback and peer interaction?
- How do educators facilitate effective and responsive instruction using approved standards-based instructional materials?
- How are community partners and resources reflected in curriculum and instruction? How do these partnerships coordinate efforts to maximize efforts to ensure high school graduation and college and career readiness?
- Are Career and Technical Education (CTE) courses/programs of study and available college-level opportunities linked to regional workforce data projections and student's interests?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Adopted instructional materials across all academic content areas.
- Objectives, standards and guiding questions are posted in classrooms where students and/or parents can see and reflect current instruction.
- Coaching frameworks and tools that reflect a focus on alignment of instructional strategies.



Well-Rounded, Coordinated Learning Principles

Indicator 4.3 Cultivate Academic Success

Student attributes and beliefs are cultivated to instill a sense of personal growth and responsibility.

Components include:

- Staff explicitly attend to developing positive student **academic behaviors**.
- Staff develop student **academic perseverance** skills by creating a learning environment that promotes essential qualities.
- Staff develop positive student **academic mindsets** that motivate students to accomplish academic goals.
- Staff regularly demonstrate effective **learning strategies** allow students to leverage academic behaviors to maximize learning.
- Staff teach, model and promote **social and emotional skills** needed for academic success that include interpersonal qualities such as cooperation, assertion, responsibility, and empathy.

Stage of Implementation

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1 = Installing. One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.

2 = Implementing. All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide. All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

Guiding Questions for Team Discussion

- How do staff develop such student behaviors as regularly attending class, arriving ready to work (with necessary supplies and materials), paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying, and completing assignments?
- How does our learning environment help students with such skills as staying focused on a goal despite obstacles (grit or persistence) and forego distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control)?
- How do staff help students experience belonging in an academic community, belief in their ability and competence to grow with effort, and confidence to complete a task (e.g., self-efficacy)?
- How do staff foster students' ability to pursue academic work that is interesting and holds value?
- What learning strategies do staff demonstrate for such skills as recalling facts (e.g., mnemonic devices), goal-setting, time management, monitoring one's own understanding, and self-correct when confused.

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Signage/tools in classroom that demonstrate and remind students of tools
- Classroom observations



Well-Rounded, Coordinated Learning Principles

Indicator 4.4 Data-Informed Decision Making

Educators routinely review multiple sources of data to determine effectiveness, improve learning outcomes, and make data-based decisions.

Components include:

- Educators use multiple sources of aggregated and disaggregated information to make decisions about how to support academic, behavioral, and social-emotional learning at the student, class, grade band/content area and school levels.
- School uses screening and progress monitoring practices appropriate to content and grade levels to monitor and adjust student academic and behavioral supports.
- Teaming structures promote educator collaboration to plan for and respond to student progress
- School teams exist to regularly review progress and for students not making expected progress adjust instructional and/or environmental supports using decision-support criteria.

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Guiding Questions for Team Discussion:

- Do staff have the knowledge and skill to understand and interpret results from all assessments utilized in the system?
- What systems exist to organize the student data?
- Do we have high-quality assessment systems to monitor the academic, behavioral and social-emotional supports?
- Do we have decision rules for how assessment information is coordinated and used to support student needs?
- Are **ALL** students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, screened in academics, attendance and behavior?
- Do the middle and high school staff utilize an early warning system? Do staff review data on grades, absences and discipline by school and course to develop strategies to ensure at-risk students stay on track to graduate? Multi-tiered systems of support for students that utilize multiple sources of student data?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Evidence of student work in relation to learning goals.
- Observation of formative assessment practices including student discourse.
- Assessment and data tools used.
- Assessment calendar to show when grade-level and programmatic assessments occur.
- Planning reflecting a systematic approach to data use.
- Team meeting minutes agendas and rosters.
- Data walls or displays that exhibit growth over time (in keeping with privacy laws).



Well-Rounded, Coordinated Learning Principles

Indicator 4.5 Provide Multi-Tiered System of Support

Schoolwide systems are in place to promote academic, behavioral, and social-emotional success for ALL students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, by matching increasing levels of support to student need, goals, and interests.

Components include:

- All educators are expected to deliver, with support, effective standards-based academic, behavioral, and social-emotional core instruction with differentiation to meet student needs and aspirations.
- The school has clearly articulated goals for student achievement and growth.
- The school sustains systems for providing a responsive continuum of academic, behavioral, and social-emotional supports as needed for **ALL** students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, to meet their goals.
- School demonstrates a clear plan for matching student need to level of intensity through intervention options that address specific area of academic, behavioral, and social-emotional need.

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Guiding Questions for Team Discussion

- Do ALL students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, receive core instruction in reading, math, behavior, and social-emotional well-being using research-based core curriculum materials?
- How do instructional staff know if they are consistently implementing instruction and/or intervention?
- What formalized processes exist for student placement, and how do staff know when to adjust instruction or intervention?
- What documents exist to clearly articulate which intervention options match to specific student need?
- How do teachers document and review student placement in intervention?
- Are high school staff ensuring that ALL students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, and especially English Learners, are taking courses required for on-time graduation?
- Do middle and high school students at-risk of dropping out have access to counseling and/or coaching supports to receive early exposure to career development and post-secondary education opportunities?
- Do middle and high school students at-risk of dropping out have access to engaging summer learning opportunities? Additional instructional time such as tutoring or small-group instruction?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- MTSS Handbook
- Common agreements posted (for standards, instruction, and decision rules) by grade level
- Instructional schedule
- Coaching or intervention logs, observational data
- Education Plan and Profile for secondary students (The education plan and profile is required beginning in 7th grade; it is not restricted to high schools.)
- Systems to ensure ALL students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, are able to participate in advanced, dual-credit or college level courses that match their interests and strengths while in school.

Inclusive Policy & Practice

Indicator 5.1: Equity & Access

A welcoming, safe, and inclusive environment is expected and reinforced across all school activities and settings.

Components include:

- Cultural responsiveness and sensitivity to individual differences are consistently evident in all school activities and practices (e.g., school policy, family involvement, teaching and learning).
- Inclusive practices are routinely reviewed and evaluated to ensure a shared responsibility for student outcomes throughout the entire school community.
- Extra-curricular activities are regularly reviewed to ensure **ALL** students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, have access and opportunity to participate.
- The Oregon Equity Lens is a reference point used by staff implementing a new activity to ensure continued inclusive practices.
- School climate and culture are regularly reviewed and inform policy and other decisions that ensure basic learning needs are met.

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Guiding Questions for Team Discussion

- What policies and practices ensure **ALL** students, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes, have equitable opportunities to participate in all school related activities?
- How does our school publicly seek and value a diverse student body, and actively recruit and retain staff that reflect the student body? (Physical integration)
- How does our school include health-based research to inform learning environment structures, e.g., learning environments that attend to the role of multi-sensory input, sleep, stress, nutrition, and exercise on the learning process?

Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).

- Culturally responsive and sensitive practices
- Attendance data
- Participation data for extracurricular activities.
- Participation data by course indicating enrollments and successful completion reflecting the makeup of the student body.



Inclusive Policy & Practice

Indicator 5.2: Identify & Remove Barriers to Success

Barriers to advancement, participation, and opportunity are identified and replaced with inclusive and equitable practices in all settings.	
<p>Components include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Leaders actively identify and remove barriers to inclusion and opportunity in support systems <input type="checkbox"/> Trauma informed practices are well understood and embedded in all school service areas. <input type="checkbox"/> Data is used to assess physical and emotional health needs and support systems are adjusted as needed. <input type="checkbox"/> School activities and programs are regularly reviewed for barriers, including transportation challenges and access for those with physical limitations. <input type="checkbox"/> A clear, documented, policy exists to ensure that the school's discipline plans are restorative, students are treated equitably, and consequences are based on an ethic of care. <input type="checkbox"/> School scheduling practices are regularly reviewed to ensure students have equitable access and opportunity to course placement and offerings. 	<p>Stage of Implementation</p> <p>0 = Laying the Foundation. No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.</p> <p>1 = Installing. One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.</p> <p>2 = Implementing. All components are in place and starting to make systemic changes.</p> <p>3 = Sustaining Schoolwide: All components are in place PLUS overall effectiveness is monitored and continuously improved.</p>
<p>Guiding Questions for Team Discussion</p> <ul style="list-style-type: none"> ● What kind of access does our school have to such student support systems as early learning and summer learning, health, nutrition, transportation, facilities to promote enrollment attendance and physical and emotional safety? ● How are policy and practice barriers routinely identified and addressed in these systems? ● What templates or protocols are in place to ensure policies are evaluated based on their effects promoting or hindering equitable access and/or outcomes for protected classes and historically and currently underserved and marginalized student groups? ● How does school support physical and emotional wellness (including pro-social skills to responsiveness to trauma) of ALL students and staff, and especially for historically and currently marginalized youth, students, and families including civil rights protected classes? ● Student participation and outcomes data are reviewed in ways that can identify unintentional or implicit biases in access or inclusion. <p>Artifacts and Evidence (these are examples only; teams do not need to gather, prepare, print or bring copies of these resources to the actual needs assessment process).</p> <ul style="list-style-type: none"> ● Documented policies and practices including, but not limited to, those related to bullying, harassment, transportation, and access to academic and social school activities. ● Feedback forms or policies regarding school practices and/or activities. ● School or program improvements that increase access. ● Partnership agreements focused on bolstering student support systems. 	

ORIS Systems Health Score Summary Sheet for Tracking Trends

ORIS DOMAINS	CNA INDICATORS	INDICATOR SCORES	DOMAIN AVERAGE SCORES
Leadership	1.1 Guiding School Vision & Mission		____ / 12 = ____ %
	1.2 Using Data to Prioritize & Plan		
	1.3 Routines and Structures		
	1.4 Distributed Leadership		
Talent Development	2.1 Staff Growth		____ / 9 = ____ %
	2.2 Professional Learning		
	2.3 Evaluation Process		
Stakeholder Engagement & Partnerships	3.1 Inclusiveness, Recruitment, & Participation		____ / 12 = ____ %
	3.2 Communication Systems to Gather & Share Information		
	3.3 Review and Incorporate Stakeholder Input		
Well-Rounded, Coordinated Learning Principles	4.1 Student Centered & Relational Principles for Learning		____ / 15 = ____ %
	4.2 Materials & Practices to Inform Instruction		
	4.3 Cultivate Academic Success		
	4.4 Data-Informed Decision Making		
	4.5 Provide Multi-Tiered Systems of Support		
Inclusive Policy & Practice	5.1 Equity & Access		____ / 6 = ____ %
	5.2 Identifying & Removing Barriers to Success		
Total CNA Average Score		____ / 54 = ____ %	