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<th>ESSA COMPONENTS</th>
<th>PRESENT IN OREGON’S PLAN</th>
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| Accountability Measures within School Quality/Success | **Chronic Absenteeism:**
It is clear the chronic absenteeism aligns with state priorities, and is a valid and reliable statewide indicator that can be used in a system of annual school differentiation. In fact, chronic absenteeism rates are often our best predictors of on-time graduation rates and drop-out in Oregon and nationally; second only to grade point average. (page 30)
Plan identifies school climate as a possible future indicator. |
| School Improvement | **Needs Assessment:**
Academic, Social and Emotional Supports – included are opportunities to enhance culturally relevant pedagogy and practices, improve mental health supports, improve nursing and counseling supports and to connect with other partners and community-based organizations to improve supports for students. (page 21)
**Identifying comprehensive and targeted supports for schools for improvement:**
**Local review includes:**
- Well-rounded education- Additional local measures of student performance, district and/or school climate measures will be used alongside state-level data
- Screening through a readiness assessment protocol designed to elevate overall systemic strengths and needs, including but not limited to:
  - Leadership
  - Instruction (standards, assessment & curriculum)
  - Professional Learning
  - Social & Emotional Supports
  - Engagement (pg. 46) |
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| Professional Development | Current language includes:  
Strengthen administrator and teacher leadership including attention to trauma-informed care, culturally responsive pedagogy and practice, and education equity (pg. 55) |
| Well-Rounded Education | Current definition:  
Our goal is to establish and actualize a definition of well-rounded education that focuses on the whole student, the learning experiences they are given, the knowledge and skills they learn, and the beliefs and attributes they develop. (pg 60). |

### Opportunities for Input

**Reasons to Cheer!**

- State plan clearly recognizes the need to support the whole child, including physical, emotional, and social health and well-being and includes the term “whole child” in their definition of a well-rounded education. The states work to “shine a light” on chronic absenteeism should be applauded. (i.e. chronic absenteeism report, state plan and pilot of trauma-informed schools.)

- Includes social and emotional supports as a part of local review under School Improvement Planning. Students with diagnosed behavioral health issues miss three times as many school days as those without behavioral health challenges. Additionally, students who perceive school to be physically or emotionally unsafe often choose to avoid school altogether. For example, youths who are bullies or are victims of bullies are more likely to miss school. The relationship is similar for students experiencing cyberbullying and face-to-face bullying.

- Professional development includes language to create a safe environment, one that is culturally responsive, addresses equity and uses a trauma-informed approach.

### Opportunities for Improvement

- Current chronic absenteeism indicator does not get at why a student misses school. Support continued development of a student-reported metric that captures student safety, engagement, sense of belonging and experience at school. Research tells us that young people leave school because of many factors- individual, family, peer, and school. Supportive relationships can buffer young people against adverse experiences and can help young people learn from adversity and thrive educationally, socially, emotionally and physically. Refer to Iowa’s Safe and Supportive Learning Environment Index (IS3 Index) as an example.

- School Improvement language could include using the Oregon Healthy Teens/Student Wellness Surveys and assessment tools like Centers for Disease Control and Prevention’s School Health Index.

- Clearly articulate the supports Districts and Schools will receive to implement improvement strategies that are focused on the whole child. There are so many programs and efforts across state systems, how will the work be coordinated? The Whole School, Whole Community, Whole Child (WSCC) Model offers one framework to connect a wide array of policies, processes and programs to support education of the whole child.

- Health education and physical education should be included in state accountability systems, school report card indicators, school improvement plans, professional development plans, addressed in needs assessment tools, and/or as a priority for funding under Title IV, Part A.

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