

Integrated Guidance Progress Markers

As a component of the Integrated Guidance System, Greater Albany Public School District has created responses to each of the fifteen progress marker categories included within the State compliance system. Through ongoing evaluation of activities within the District, we can better evaluate the success of programs and strategies targeted at improving student outcomes. Please see how GAPS has worked to accomplish the goals and outcomes identified by the State and the progress we are making towards meeting our goals.

Start to See: Early signs of progress (3-6 months)

PM 1. Low

Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.

- Throughout the course of the grant GAPS has worked to engage teachers, students, and community groups. The primary focus of this work has been to gather information through empathy interviews and the work needing to be done around their experiences in schools as it relates to equity and inclusion.

PM 2. Medium

Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.

- GAPS has worked intently over the past year to refine and implement a series of equity practices to meet the needs of students and families. We have contracted with the Equity Collaborative to provide ongoing professional development for administrators within the District. Buildings have implemented practices to enhance communication and accountability measures for student to student bias incidents. This year, we are working with WestEd to create three pilot schools that will implement a comprehensive program that includes the creation of building based equity teams, professional learning, and school improvement plans that reflect the equity needs within each of the three buildings. The District identified an elementary, middle, and high school to pilot this intensive program.

PM 3. High

Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.

- GAPS relies upon the use of PLC's at each school to evaluate student performance data. Additionally, K-8 schools have implemented strong MTSS teams to evaluate student attendance, behavioral, and academic data to identify where additional supports are needed. There has been very intentional work done around building systems for 9th grade success through the partnership with the Center for High School Success.

PM 4. Medium

Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

- Through the adoption of a Language Arts curriculum, GAPS has utilized iReady Read for benchmark assessments and collecting data. Also, the District has implemented research based tiered interventions to close gaps with students. As a result, the District saw an increase in state testing performance at the third grade level of 6%.

Gaining Traction: Intermediate Changes (6-18 months)

PM 5. Medium

Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.

- Enhanced communication with families and intentional outreach implemented through a pilot attendance program has proven success for the District. This is evidenced through an overall increase in attendance of 10%. Participating school sites demonstrated between 12%-19% growth in attendance. Intentional work for 9th grade on-track increased performance especially for our hispanic students. South Albany High School was recognized as an AVID National Demonstration Site and the District's graduation rates continue to outperform the state average.

PM 6. Medium

Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

- Student efficacy data has been collected in a variety of ways to include, but not limited to: Our Equity, Diversity, and Inclusion department there has been extensive work done to gather student perception data through empathy interviews, which has been used to identify areas of improvement in our schools.

PM 7. Medium

Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.

- Student data has been collected and evaluated through The Center for High School Success beginning in the 8th grade year to impact work done with 9th graders. PLC work done at each school site has been used to identify gaps in performance, attendance, and behavior to address specific needs in school communities and drive both organizational change and instructional needs.

PM 8. Low

Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.

- While GAPS has continued to focus on developing and refining instruction in order to be culturally responsive, there is still work to be done. We continue to see gaps in performance for our most marginalized students. For example, we are continuing to refine systems for our dual identified students (ELL and those receiving IEP services). GAPS uses technology as an instructional tool K-12. Secondary students are issued chromebooks one-to-one with access to several digital platforms for enhancing learning and accessing curriculum (Canvas). K-8 students use the iReady Read and Math for ongoing benchmark assessments and schools use digital platforms for intervention.

PM 9. Medium

A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.

- All 9th grade student schedules are reviewed to ensure they are enrolled in credit-bearing courses for graduation. Both comprehensive high schools work with The Center for High School Success in order to build effective systems to monitor 9th grader's progress, identify interventions, and provide both academic and behavioral supports. Additionally, staff review schedules for students who receive special education and language services at the high school level so they can take first choice electives. While we ensure all students are enrolled in courses to complete graduation requirements, we continue to work on outcomes of our subgroups, especially those who are English language learners.

PM 10. Medium

Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

- GAPS K-8 schools use the Safe and Civil Schools model for establishing building wide expectations in order to create a consistent and safe environment for students. K-5 schools utilize Sanford Harmony as their SEL curriculum to provide instruction and support. All 6-12 schools utilize an advisory program to address SEL instruction. One of the middle schools has done extensive work on restorative practices and the District partners with the Center for Dialogue and Resolution to provide professional learning around restorative practices. At the middle school level SIA funds have been used to increase the number of clubs and activities to include funding for affinity groups in schools.

Profound Progress: Substantial and Significant Changes (18 months+)

PM 11. Low

Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.

- GAPS has worked diligently to build partnerships within the community to provide mental health support and to support student needs. These include, but are not limited to Ophelia's Place for supporting middle school aged girls, Trillium Family Services, Young Roots for teen parents, and the Albany Education Foundation that supports classroom based grants. Additionally, we have partnered with the Albany Chamber of Commerce for workforce development, Willamette Valley STEM Hub, and Linn-Benton Community College for career based opportunities.

PM 12. Medium

Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.

- GAPS implements best practices for budgeting and spending. Needs assessments are conducted through the evaluation of performance data at the building level as schools develop their school improvement plans, evaluate data, and garner input from students. There has not been extensive community input through this process.

PM 13. Medium

Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.

- The District utilizes a variety of nationally normed progress monitoring tools and common local assessments to evaluate student progress and growth. GAPS continues to develop and refine assessment strategies for our multilingual learners.

PM 14. Medium

Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.

- GAPS utilizes District level performance data to evaluate the health of our systems. Each school evaluates both interim and summative assessments to determine growth of their students over time. Through the use of PLC's, buildings address student performance in an ongoing manner to adjust instructional practices. Through the evaluation of student data, buildings and the District are able to develop professional learning opportunities for staff.

PM 15. Medium

Schools create places and learning conditions where every student, family, educator and staff members are welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

- Each school within the District utilizes a shared leadership model to govern school based programming. This includes, but is not limited to the creation of their school improvement plans that are based on student performance data, evaluation of behavioral data, and attendance data. At the high school level, teams review course offerings and propose new courses or new sequences of courses to meet the needs of students. The District has also developed a Collaborative Steering Committee composed of teachers and administrators to evaluate the needs of the District. This committee developed a comprehensive staff survey to identify the needs and workplace perceptions for both licensed and classified staff. Additionally, this committee was able to review several teacher evaluation models and select a new system to better meet the needs of staff. The team chose the Center for Education Leadership 5D model. This tool will be used for both evaluation and identifying areas for instructional improvement. This information was evaluated to develop a professional learning plan for all staff. The function of this committee will expand to include setting goals for class size, a professional learning model, and a source of input for the development of our next SIA plan.