

Student Achievement

Areas of Focus	Perspective Needed
<p>Early Literacy (ELA/Reading) for all with a focus on supports for multilingual learners and students with disabilities</p> <ul style="list-style-type: none"> ● <i>Using most recent State Assessment reports for the region:</i> <ul style="list-style-type: none"> ○ <i>Around 43% of 3rd grade students assessed were identified as proficient or higher in reading.</i> ○ <i>20% of 3rd grade students eligible for Special Education services were assessed at proficient or higher in reading.</i> ○ <i>Less than 7% of 3rd grade multilingual students were assessed at proficient or higher in reading.</i> 	<p>NWRESD Schools & District Partners Teachers, interventionists, ESL teachers, ELA TOSAs, special education teachers, curriculum directors</p> <p>Families and Parents</p> <p>Outside specialists and university partners</p>
<p>Math with a focus around multilingual learners, students with disabilities, and students of color</p> <ul style="list-style-type: none"> ● <i>Using most recent State Assessment reports for the region:</i> <ul style="list-style-type: none"> ○ <i>Around 29% of 8th grade students assessed were identified as proficient or higher in math.</i> ○ <i>Less than 10% of 8th grade students eligible for Special Education services were assessed at proficient or higher in Math.</i> ○ <i>Roughly 11% of 8th grade Black/Latinx/Pacific Islander students were assessed at proficient or higher in math.</i> 	<p>NWRESD Schools; District Partners Teachers, interventionists, ESL teachers, ELA TOSAs, special education teachers, curriculum directors</p> <p>Families and Parents</p>

School Culture and Climate

Areas of Focus	Perspective Needed
<p>Student Attendance</p> <ul style="list-style-type: none"> ● <i>Using School District data:</i> <ul style="list-style-type: none"> ○ <i>Just over 30% of students in K-12 attend school regularly (90% or better attendance rate).</i> ○ <i>Roughly half of seniors in the NWRES D region are chronically absent (attend less than 90% of school days).</i> ○ <i>Regular Attenders peak in 3rd to 5th grade (roughly 77% regular Attendance) and decline in subsequent grades.</i> 	<p>District partners School counselors, attendance team liaisons</p> <p>Families and Students</p>
<p>Bullying - All Students, focus on non-binary student experience</p> <ul style="list-style-type: none"> ● <i>Using Student Health Survey Data:</i> <ul style="list-style-type: none"> ○ <i>60% of students surveyed in the Student Health Survey believe that their school welcomes students of all sexual orientations or gender identities.</i> ○ <i>Of students who self-identified as non-binary, 22% reported having been bullied in the last 30 days at school – double the percentage of students who identified as Male or Female.</i> 	<p>NWRES D Schools & District Partners Building Admin, Teachers</p> <p>Students and Families Specific focus on students who identify as LGBTQ2SIA+</p>
<p>Social-Emotional and Mental Health Support (Tier 1)</p> <ul style="list-style-type: none"> ● <i>Using District planning documents, Student Health Survey, and Student Educational Equity Development surveys:</i> <ul style="list-style-type: none"> ○ <i>65% of regional districts highlighted Student Emotional and Mental Health as a priority in their planning documents.</i> ○ <i>30% of regional districts called out Positive Behavior Intervention and Supports (PBIS) specifically in their own strategic plans.</i> ○ <i>Less than 80% of students surveyed with Student Educational</i> 	<p>NWRES D Schools & District Partners Building Admin, Teachers, Counselors, PBIS team, Attendance staff</p> <p>Students</p>

<p><i>Equity Development (SEED) said that they feel welcome at school.</i></p> <ul style="list-style-type: none"> ○ <i>23% of students surveyed with the Student Health Survey feel unsafe at school. In Columbia County, this jumps to 33%.</i> 	
<p>Student Belonging with a focus on Student groups who have been historically underserved</p> <ul style="list-style-type: none"> ● <i>Using the Student Health Survey</i> <ul style="list-style-type: none"> ○ <i>Students in historically underserved categories were less likely to report good relationships with teachers, or feeling welcomed at school.</i> ○ <i>22% of students surveyed in the Student Health Survey do not believe that an adult at school cares about them.</i> ○ <i>Nearly 40% of students of color surveyed do not feel safe at school.</i> ○ <i>Half of students surveyed do not feel that they can make a difference in their community.</i> 	<p>NWRESD Schools; District Partners Educators</p> <p>Students and Families</p>

Special Education Support

Areas of Focus	Perspective Needed
<p>Inclusive Environments in Early childhood Special Education (ECSE) and K-12 Special Education</p> <ul style="list-style-type: none"> ● <i>Using Oregon Department of Education reports:</i> <ul style="list-style-type: none"> ○ <i>57% of students identified with Special Education eligibilities have been placed in the most inclusive environment, showing little to no increase in the past 4 years.</i> ○ <i>Clatsop and Tillamook school districts have nearly 10% more students placed in non-inclusive environments than the region as a whole.</i> ○ <i>Funding cuts created a sharp drop in students aged 3-5 with identified eligibilities being placed in inclusive environments dropped sharply in 2024-25 after several years of growth.</i> 	<p>NWRESD Schools, District Partners & Early Learning Partners Teacher, School staff, Behavior Specialists</p> <p>Families and Parents</p>
<p>Adequate Service Levels for Early Childhood Special Education (ECSE)</p> <ul style="list-style-type: none"> ● <i>Using Oregon State reporting:</i> <ul style="list-style-type: none"> ○ <i>Less than 30% of children aged 3-5 with high needs (delays in most or all of the following: Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive skills), were found to be receiving adequate service levels: Preschool 15 hours/week, Early Learning service 1x/week, and family teaching activity 1x/week.</i> 	<p>District and Early Learning Partners Preschool teachers, district Kindergarten teams (transition teams)</p> <p>ECSE staff</p> <p>Families</p>

Teacher Support

Areas of Focus	Perspective Needed
<p>Mentoring Teachers and Leaders</p> <ul style="list-style-type: none"> ● <i>Using School District planning documents and student surveys:</i> <ul style="list-style-type: none"> ○ <i>30% of regional districts identified staff retention as a priority in their own Strategic Plans.</i> ○ <i>22% of students surveyed in the Student Health Survey do not believe that an adult at school cares about them.</i> 	<p>District Partners New teachers, Mentees, Administrators</p> <p>Early Learning Providers Mentees, Program Directors</p>
<p>Content Specific Training and Coaching</p> <ul style="list-style-type: none"> ● <i>Using School District planning documents and state assessment data:</i> <ul style="list-style-type: none"> ○ <i>Half of regional district leadership indicated an interest and focus on Professional Development in their District Planning documents.</i> ○ <i>30% of the same documents referenced district priorities around Coaching [Teachers].</i> ○ <i>Reading and Math Data suggests that district staff may need support with content coaching and professional development.</i> 	<p>NWRESD Schools & District Partners Coaches, SPED Teachers</p> <p>Early Learning Providers Pre School Providers, Early Learning Hub Partners, Oregon Registry Online</p>

Graduation and Beyond

Areas of Focus	Perspective Needed
<p>CTE Opportunities for smaller districts, students of color</p> <ul style="list-style-type: none"> ● <i>Using District data:</i> <ul style="list-style-type: none"> ○ <i>Unique Career and Technical Education (CTE) offerings range by district from 1 to 19. Smaller districts have less access to unique CTE classes.</i> ○ <i>Students of Color are more likely to select certain CTE clusters (Health, Etc), but there are fewer opportunities for those classes in rural districts.</i> ○ <i>Female students make up less than 30% of Science and Technology CTE clusters.</i> 	<p>District Partners School counselors</p> <p>Students students of color</p>
<p>Artificial Intelligence in Instruction</p> <ul style="list-style-type: none"> ● <i>Regional district Curriculum & Instruction, Special Education, and Technology leaders identify need for support with Artificial Intelligence (AI). The ESD is uniquely poised to lead best-practices around AI use in the classroom and school operations.</i> 	<p>NWRESD Schools & District Partners Teachers, Instructional Staff</p>
<p>Graduation Rates</p> <ul style="list-style-type: none"> ● <i>Using State Reporting Data:</i> <ul style="list-style-type: none"> ○ <i>88% of students in the region are on track to graduate at the end of 9th grade;86% of students go on to graduate in 4 years.</i> ○ <i>83% of American Indian/Pacific Islander students are on-track to graduate at the end of 9th grade, but only 66% graduate in 4 years.</i> ○ <i>Only 60% of high school students are regular attenders and 45% proficient in English Language Arts, but 86% of students graduate in 4 years: are the graduation requirements a good</i> 	<p>Students Students with a focus on students of color (focused question about CTE and dual-credit barriers since 98% of kids in 2+ CTE classes graduate),</p> <p>Industry and Community partners (find out from regional industry partners what they are looking for</p>

<p><i>reflection of post-graduation skills needed?</i></p>	<p>and do they value those students with CTE credits? What skills do kids need to get into your company?)</p>
<p>Systemic Racial Disparities across all data sets</p> <ul style="list-style-type: none"> • <i>Student achievement data, student reported school experience, and CTE/Dual Credit Access all show that historically underserved students continue to experience discrepancies in outcomes.</i> 	<p>NWRESD Schools & District Partners Teachers, school counselors, family liaisons, behavior specialists, social workers, community partners, instructional assistants, recent graduates</p> <p>Students and Families Parents, students, student affinity groups,</p>