Oregon Integrated Systems (ORIS) Framework School Level Needs Assessment Webinar Transcript

Slide	Time	Narration
1	0:00	Welcome to the Oregon Integrated Systems (ORIS) School Level Needs Assessment Tool module. This module will take approximately 15 minutes and is intended for school leadership teams to learn more about ORIS School Level Needs Assessment Tool. By the end of this module, you will be able to administer the assessment with your team and use ORIS School Level Needs Assessment Tool data to consider next steps. Let's get started!
2	0:34	Here is our agenda. We will discuss the purpose of the ORIS School Level Needs Assessment, overview it's content, and prepare you to self-administer the assessment.
3	0:49	You may be asking yourself, "What is the ORIS School Level Needs Assessment?" This tool is a stage-based tool that can be used by school leadership teams to identify systems-strengths and opportunities for growth aligned to indicators of the ORIS framework. The ORIS School Level Needs Assessment Tool encourages team dialogue around each domain and indicator of ORIS framework. It is one source of data that school leadership teams can use as part of their comprehensive needs assessment process and when developing school improvement plans. The ORIS School Level Needs assessment can also be used as a progress monitoring tool to help school leadership teams examine the current status of implementation efforts in the ORIS framework. ORIS School Level Needs Assessment tool can be revisited 2-3 times a year by teams desiring to answer the question: How close are we to our ideal implementation of ORIS framework? To answer this question, the school leadership team has a dialogue around each indicator. Team members share perspectives, develop shared understanding, and arrive at a consensus rating for the degree to which each indicator is currently implemented.
4	2:15	The ORIS School Needs Assessment Tool has 18 indicators organized into the five domains of the ORIS framework. The domains and indicators are supported by research and support Oregon's vision for equity based inclusive education. On this slide you can see how the indicators are organized, and how each domain ranges from 2-5 indicators.
5	2:42	At the top of each page is **the domain**. For this item, the domain is Leadership. Next is the **Indicator** 1.1 – which is Guiding School Vision and Mission Just below the indicator, in the colored text box, the indicator is a **description** of the indicator. Below the indicator, on the **left, the components** are listed. Teams can check each box beside components of the indicators to help them determine the **stage of implementation, which is listed in the box on the right hand** side. Stage of Implementation remains the same on all indicators.

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		In the next section, **guiding questions** for team discussion are listed and are provided to encourage thoughtful dialogue. **Artifacts and evidence** are also included to provide valuable information to inform the team's decision making
6	3:38	The scoring summary is used to document the team consensus score for each indicator. We will return to the scoring summary momentarily.
7	3:49	A list of supplemental diagnostic tools is also provided and includes what each tool measures and helpful notes.
8	4:00	When should the ORIS School Level Needs Assessment be administered? The ORIS Needs Assessment may be used as one source of data during a comprehensive needs assessment process to self-assess stages of implementation across the domains and indicators. The assessment can also be administered on an annual basis, or 2-3 times per year by teams desiring to monitor stages of implementation multiple times throughout each school year. The first time a school leadership team assembles to complete the assessment, the team should plan to meet for 2-3 hours. Teams should plan at least 90 minutes for subsequent administrations
9	4:44	The first administration of the assessment should be led by an experienced group facilitator. This individual will need to understand the stages of implementation science as they are associated with the scores The role of note taker is a key role and vital in the process. The note taker captures the team members' perspectives and notes sources of evidence that support the team's scoring decisions for future reference. The note taker also records team scores for each item. Participants include school leadership team members, and while team compilation varies and is site dependent, it is important to have broad representation.
10	5:27	Participants score each indicator with respect to it's stage of implementation. A score of "0" indicates that no components are in place; a score of "1" indicates one or more, but not all components are in place; a score of "2" indicates all components are in place; and a score of "3" indicates all components are in place plus overall effectiveness is monitored and continuously improved. It is recommended that teams use a simultaneous visual scoring system such as using their hand to indicate a score ranging from 0-3 or a numbered card system.
11	6:09	Before the assessment, the facilitator may email or otherwise provide a copy of the ORIS Needs Assessment tool and other pertinent information to the school leadership team. Many teams find it helpful to have the indicators available for group viewing throughout the process so arranging for this is an important consideration.
12	6:32	During the assessment, the facilitator walks the team through an overview

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		including the purpose of the assessment, desired outcomes, and scoring criteria. Next, the team works through each indicator in the following steps: 1. Read aloud, or allow participants time to read the Indicator and its Components 2. Solicit clarifying questions 3. Confirm participants' shared understanding 4. Discuss components that are/are not present in the current school context 5. Guide the participants through Artifacts and Evidence 6. Poll for a group agreement on the stage of implementation score
13	7:19	For each item, the note taker (or another person designated for documenting scores) records the team consensus score and captures the team members' perspectives and notes sources of evidence that support the team's scoring decisions for future reference. Following the assessment, percentages are calculated and this information is shared with the leadership team.
14	7:45	Following the assessment, the Facilitator and Note Taker debrief to ensure consistent understanding of notes, evidence and scores, and provide the scoring results of the ORIS CNA to team, along with a summary of the discussion for future reference. Teams determine how they would like to communicate results with the educational community as well as for improvement planning.
15	8:12	This concludes the module on administering the Oregon Integrated Systems Framework school level needs assessment tool.