



**EVERY STUDENT SUCCEEDS
ACT (ESSA)
Update on Oregon's
State Plan**

*Presented by
the Oregon
Department
of Education
December 2016*

OREGON DEPARTMENT OF EDUCATION STRATEGIC PLAN

GOALS



START STRONG

Supporting students throughout their PK-12 journey

Every student enters school ready to learn.

TRANSITION SUCCESSFULLY

Every student is supported and on track to meet expected grade-level outcomes through a well-rounded education.

GRADUATE COLLEGE AND CAREER READY

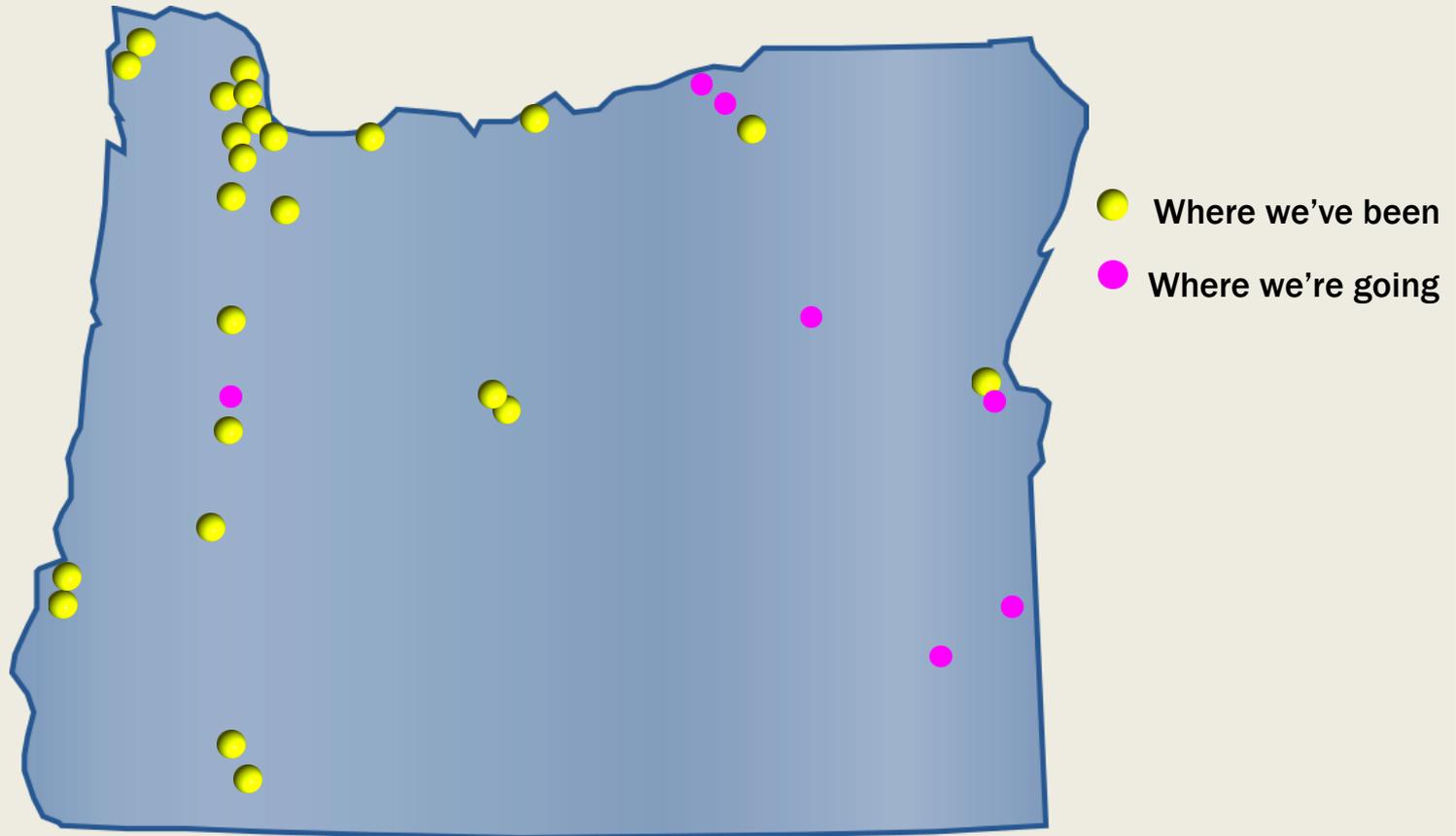
Every student graduates from high school ready for college, career, and civic life.

Supporting internal and external customers

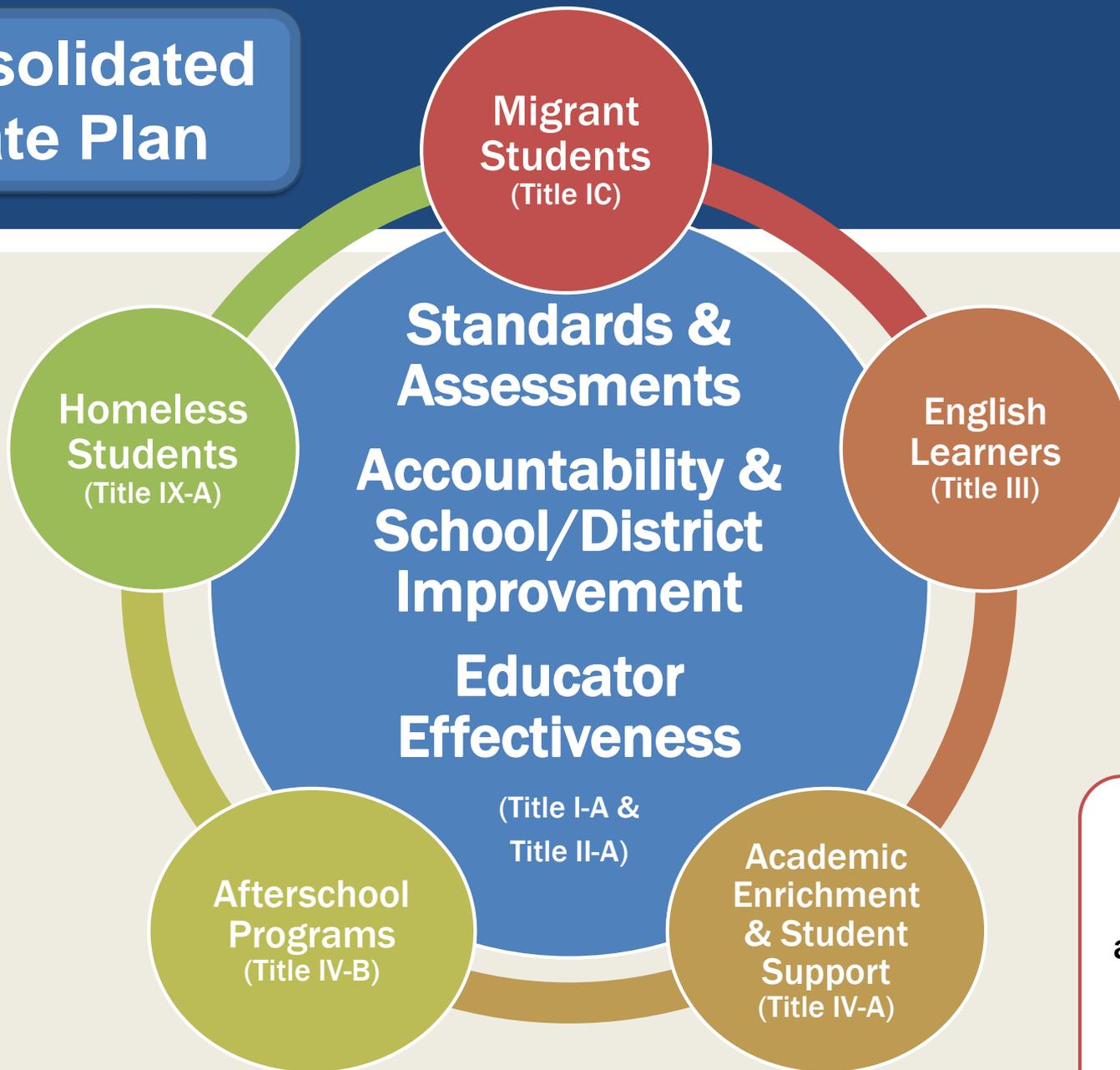
EXPERIENCE OUTSTANDING CUSTOMER SERVICE

Every student, every district, and ODE employee is supported through high-functioning business operations.

ENGAGING OREGONIANS



Consolidated State Plan



Maximizing funding flexibility and aligning funds to state priorities

WHAT DOES THE LAW MEAN FOR STUDENTS?

Ensure every student has access to a well-rounded, equitable education.



- English, reading, language arts, writing
- STEM - science, technology, engineering, mathematics
- Computer science
- Foreign languages, arts, music
- Civics and government, economics, history, geography
- CTE - career and technical education
- Health, physical education,
- Others

WHAT DOES THE LAW MEAN FOR TEACHERS?

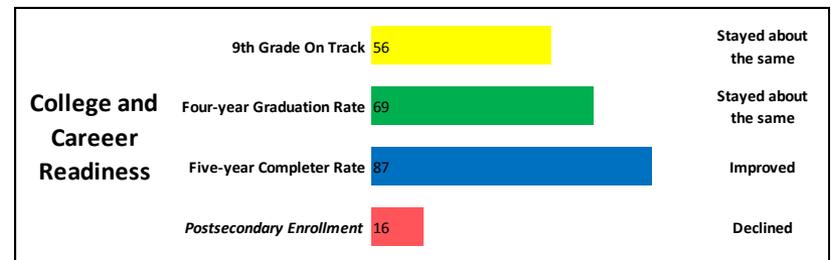
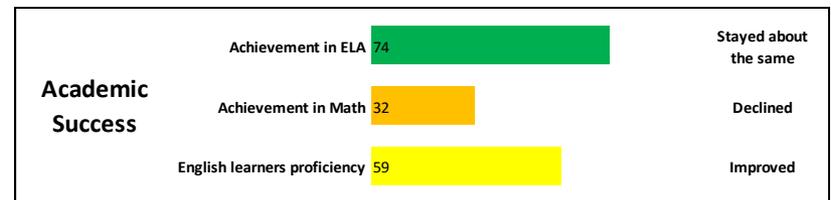
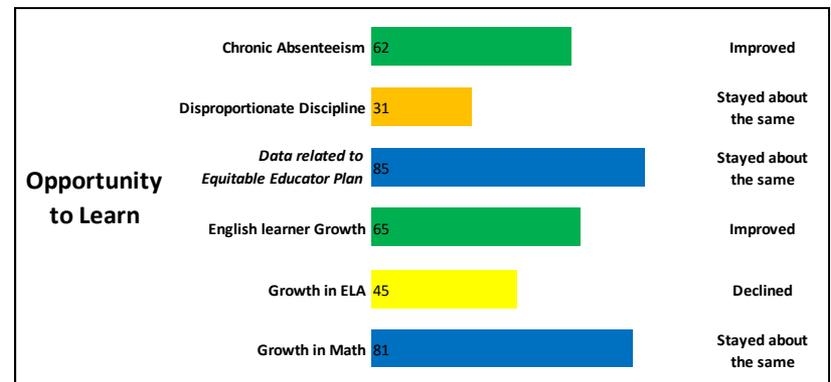
- Makes students' state test scores are an optional part of teacher evaluations
- Provides additional resources to support ongoing, meaningful, culturally responsive professional learning
- Maintains state testing in grades 3-8, 11 in Math and English Language Arts; science



WHAT DOES THE LAW MEAN FOR SCHOOL DISTRICTS?

- School and district report cards will contain more information and data in order to present a more comprehensive picture of the school and district
- Schools and districts able to share successes and areas for improvement

Accountability Indicators



WHAT DOES THE LAW MEAN FOR PARENTS AND COMMUNITIES?



- Requires districts to consult with parents and communities in the development of state and local education and improvement plans
- Emphasizes partnership and collaboration in order to improve outcomes for every student

DRAFT COMPONENTS



RECOMMENDATIONS FOR OREGON'S STATE PLAN

Standards & Assessments:

Oregon proposes to pursue flexibility at the high school level for a nationally recognized assessment option.

- Districts will be allowed to use a nationally recognized alternative assessment, approved by the state, for high schools in place of the statewide assessment
- ODE will establish a process to review potential nationally recognized assessments in order to determine which may be approved for local selection. This process will include:
 - A Request for Information (RFI) to assessment vendors;
 - Committee developed evaluation criteria; and
 - Process for use of any approved assessments

RECOMMENDATIONS FOR OREGON'S STATE PLAN

Accountability & Reporting:

Oregon proposes no overall summative rating of schools and will use a multiple-measure dashboard of indicators that reflect opportunities for students to learn, academic success, and college and career readiness.

- Oregon's proposed accountability system features:
 - No overall school rating
 - Each indicator will be rated
 - Additional indicators for English learner (EL) progress and for school quality/student success
 - Indicators will be grouped into three categories: Opportunity to Learn, Academic Success, and College & Career Readiness
- Some data collected for accountability purposes; some data for reporting purposes and not used to identify schools

ACCOUNTABILITY & REPORTING

■ Draft Indicators

(those in italics not used to identify schools)

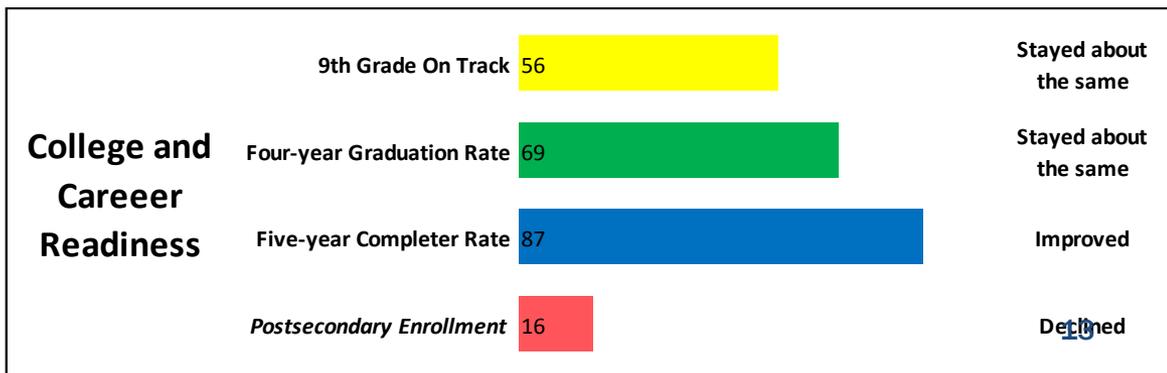
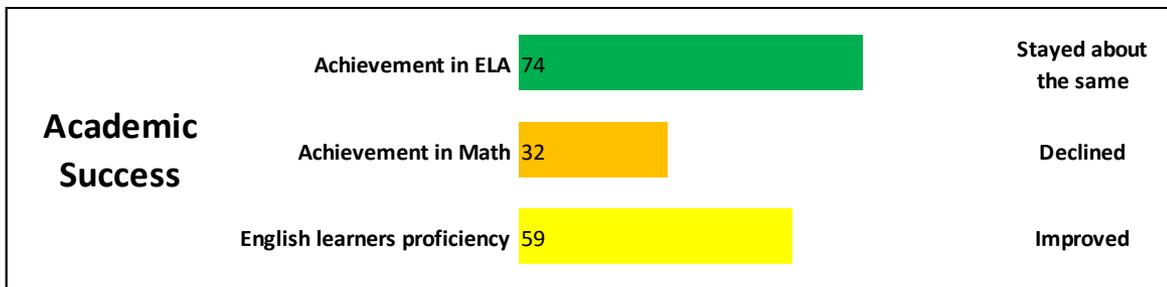
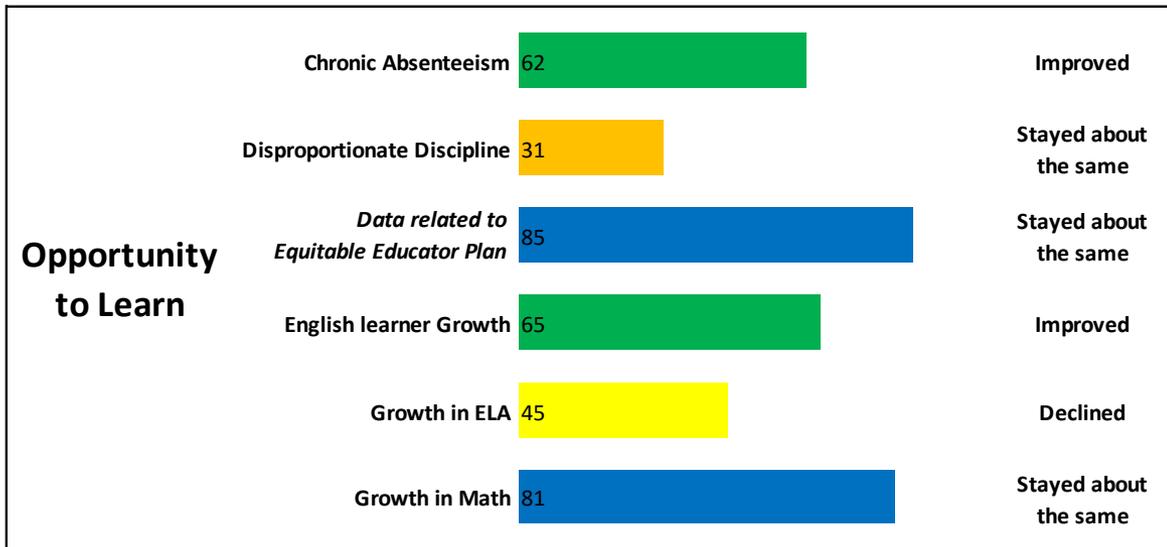
Category	Elementary/Middle	High	Future Indicators?
Opportunity to Learn	<ul style="list-style-type: none"> Chronic Absenteeism EL Proficiency EL Growth <i>Data aligned to Equitable Educator Plan</i> <i>Disproportionate discipline</i> 	<ul style="list-style-type: none"> Chronic Absenteeism EL Proficiency EL Growth <i>Data aligned to Equitable Educator Plan</i> <i>Disproportionate discipline</i> 	<ul style="list-style-type: none"> <i>School Climate Survey</i> <i>Staff absenteeism</i>
Academic Success	<ul style="list-style-type: none"> Growth in ELA Growth in Math Achievement in ELA Achievement in Math 	<ul style="list-style-type: none"> 9th Grade On Track Achievement in ELA Achievement in Math 	<ul style="list-style-type: none"> Achievement in Science
College and Career Readiness		<ul style="list-style-type: none"> Four- and five-year cohort graduation rates. <i>Postsecondary enrollment</i> Completer Rates 	<ul style="list-style-type: none"> Accelerated coursework, including CTE. Middle school on-track
Other Indicators	<ul style="list-style-type: none"> <i>Extracurricular and community opportunities</i> <i>Community and family engagement</i> 	<ul style="list-style-type: none"> <i>Extracurricular and community opportunities</i> <i>Community and family engagement</i> Access to a full curriculum 	

ACCOUNTABILITY & SCHOOL/DISTRICT IMPROVEMENT

Mock-Up of Report Card

- Additional data available on “details” reports and on the web
- This is just an example. We will need to develop a process for determining the dashboard look and feel

Accountability Indicators



RECOMMENDATIONS FOR OREGON'S STATE PLAN

School Improvement:

Oregon proposes a school improvement model that identifies schools for comprehensive and targeted support and improvement by creating a profile for each school based on ratings of individual indicators within the school and for disaggregated groups of students.

- Identification of Lowest Performing Schools
 - **Comprehensive Support** (*Title I schools*)
 - Lowest rating in xx or more accountability indicators
 - All indicators in the lowest two levels
 - *Schools with graduation rates below 67% (all schools)*
 - **Targeted Support** (*All schools*)
 - Same criteria above but using data for student groups (EL, economically disadvantaged, children with disabilities)
 - Schools with persistent or large achievement gaps

RECOMMENDATION FOR OREGON'S STATE PLAN

Educator Effectiveness:

Oregon proposes to embed the key strategies outlined in Oregon's Equitable Access to Educators Plan in the ESSA State Plan.

- **Oregon's Plan Proposes to:**
 - Eliminate the Oregon Matrix as the required method for determining a summative rating in educator evaluations; make it optional or replace it
 - Focus educator evaluations on key areas of the Oregon Teaching Standards: (A) The Learner and Learning, (B) Content, (C) Instructional Practices and (D) Professional Responsibilities
 - Make optional the use of student statewide summative assessment data in educator evaluations
 - Clearly define "effective educator" for purposes of evaluation and professional growth

RECOMMENDATION FOR OREGON'S STATE PLAN

Educator Effectiveness:

Oregon proposes to use the 3% set-aside of state Title II-A funding to support and strengthen administrator and teacher leadership.

- **ODE proposes to use the additional 3% set-aside to:**
 - Enhance the understanding of culturally responsive pedagogy and instruction.
 - Establish school improvement priorities focused on improving instruction for struggling students, particularly students of color, students with disabilities, English Learners, and students experiencing poverty.
 - Develop local policies that commit to more robust talent management, including recruitment and retention of culturally and linguistically diverse educators, promoting diversity as an asset.
 - Promote the development of alternative career pathways including teacher leadership, and needs-driven professional learning.

OREGON STATE PLAN TIMELINE

April-Aug 2016

- **Workgroups**
- **Advisory Committee**
- **Stakeholder engagement**

Sept-Dec 2016

- **Initial drafting of state plan and continued stakeholder engagement**
- **Final regulations released Nov 28th**

Jan-April 2017

- **Finalize state plan**
- **Public comment**
- **State Board approval**
- **Submit to USED April 3rd (new date)**

REVISED IMPLEMENTATION TIMELINE

2017-2018

- ESSA implementation begins
- **Transition to new accountability system and school identification**

2018-2019

- **New Accountability System begins**
- **Identify lowest performing schools for Comprehensive Support and Improvement**

2019-2020

- **Identify lowest performing schools for Targeted Support and Improvement**

FEEDBACK ON DRAFT STATE PLAN

Oregon's Draft State Plan and
feedback survey is posted on the ODE
ESSA Webpage

www.ode.state.or.us/go/ESSA



Learn. Educate. Change.

