Deputy Superintendent’s Advisory Council

Thursday, December 1, 2016
9 am – 3 pm
Lane Community College
Center for Meeting and Learning
Agenda

Block 1
- 9:00 - 9:10 am  Welcome
- 9:10 - 10:30 am  Every Student Succeeds Act Updates
- 10:30 - 10:45 am  Morning break

Block 2
- 10:45 - 12:00 pm  Student Engagement Presentation from West Albany High School Counselors
- 12:00 - 12:45 pm  Lunch

Block 3
- 12:45 - 2:30 pm  Team Time – Dr. Noor to join

Block 4
- 2:30 - 3:00 pm  Next Steps and Closing
Norms

- Treat each other with dignity and respect.
- Be genuine with each other about ideas, challenges, and feelings.
- Listen well. Seek first to understand.
- Be accountable and responsible to the group.
- Be fully “present” at the meeting.
Where we’ve been…
Professional Learning Updates

Recommendation

1. Offer ongoing, job-embedded professional learning opportunities

What’s Next?

• Provide low-fee, ODE-sponsored workshops – ie. Summer Learning Academies
• Leverage State In-Service Day
Where we’ve been…
Professional Learning Updates

Recommendation
2. Develop a self-sustaining platform for educators to network, share best practices and resources across the state

What’s Next?
• Improve capability of the Oregon Educator Network
• Include as a “policy option package” in our proposed budget to the Governor for 2019-21
Where we’ve been…
Professional Learning Updates

Recommendation
1. Spotlight successful schools and districts

What’s Next?
• ODE to continue research briefs and newsletter updates
• ODE expands to Social Media
Today’s Objectives

• Extend our work in Theme Teams
• Continue our ESSA Discussion and get your feedback
• Hear from educational partners and colleagues on Engagement
  ◦ Counselor Presentation
Every Student Succeeds Act (ESSA)
Update on the State Plan
WHAT IS ESSA?

Every Student Succeeds Act

- Biggest Federal K-12 law; replaces No Child Left Behind
- Main goal: to advance education equity
- Provides more state and local control; flexibility in 4 key areas:
  - Assessment
  - Accountability
  - School Improvement
  - Educator Effectiveness
- Retains safeguards to ensure appropriate accountability/responsibility
- All states must submit a State Plan
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?

- 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
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>62</td>
<td>Improved</td>
</tr>
<tr>
<td>Disproportionate Discipline</td>
<td>85</td>
<td>Stayed about the same</td>
</tr>
<tr>
<td>Data related to Equitable Educator Plan</td>
<td>85</td>
<td>Stayed about the same</td>
</tr>
<tr>
<td>English learner Growth</td>
<td>91</td>
<td>Improved</td>
</tr>
<tr>
<td>Growth in ELA</td>
<td>81</td>
<td>Stayed about the same</td>
</tr>
<tr>
<td>Growth in Math</td>
<td>81</td>
<td>Stayed about the same</td>
</tr>
<tr>
<td>Achievement in ELA</td>
<td>56</td>
<td>Stayed about the same</td>
</tr>
<tr>
<td>Achievement in Math</td>
<td>32</td>
<td>Declined</td>
</tr>
<tr>
<td>English learners proficiency</td>
<td>59</td>
<td>Improved</td>
</tr>
<tr>
<td>9th Grade On Track</td>
<td>56</td>
<td>Stayed about the same</td>
</tr>
<tr>
<td>Four-year Graduation Rate</td>
<td>69</td>
<td>Stayed about the same</td>
</tr>
<tr>
<td>Five-year Completer Rate</td>
<td>87</td>
<td>Improved</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>16</td>
<td>Declined</td>
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</table>
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.
What questions do you have about ESSA?

- Please take 5 minutes to talk to your table group
- We will have a brief opportunity for Q & A before hearing more about Oregon’s State Plan components and asking for your feedback
| 1. | Continues with existing College- and Career- Ready Standards (Common Core State Standards) |
| 2. | Explores use of alternate assessment at the high school level |
| 3. | Proposes no overall rating (i.e. Levels 1-5) for accountability; instead, uses a multiple-measures dashboard |
| 4. | The accountability system will include non-academic indicators, including student absenteeism and 9th grade on track |
| 5. | Makes optional the use of student achievement on state tests a part of teacher evaluations |
We need your feedback on key components of the State Plan.

Please discuss and record your thinking – individually or as a table group – on the form provided.
TIMELINE & NEXT STEPS

April-June 2016
- Stakeholder input
  - Community Forums
  - ESSA Workgroups
  - ESSA Advisory Committee
  - Summer convening's

July-Aug 2016
- Begin drafting state plan
- Stakeholder engagement and input

Sept-Dec 2016
- Stakeholder engagement and input
- USED final regulations

Jan–April 2017
- Finalize state plan
- State Board approval
- Consult with legislators, Governor
- Public comment
- Final Plan submitted April 3

Implementation in 2017-2018
School Counselors
  - Casey Sheets
  - Ryan Graham
Student Engagement
At the September 2016 Meeting, we...

- Finalized our Engagement Themes
  - Creating & Maintaining High Expectations & Growth Mindset
  - Engagement Strategies PreK-12+
  - Support Systems
  - Learning Avenues “The New Oregon System”

- Members self-selected their teams

- Teams met to further define roles & team work began to take shape
<table>
<thead>
<tr>
<th>December 2016</th>
<th>January 2017</th>
<th>April 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Planning &amp; Development (teams will have 2-3 hours team-time in December)</td>
<td>Present Initial Leanings &amp; Garner Input from Advisory Colleagues</td>
<td>Polish &amp; Present to Deputy Superintendent Noor</td>
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Student Engagement

- Guiding Question:

  What will we recommend to the Deputy Superintendent relative to improving student engagement in Oregon?
Today - Team Time Structure

1. Gather in teams
2. Review your Processing Guide…roles/plans
3. Update any newcomers
4. Continue your collaboration & planning

January Team Time & Mini Presentations:

a. Teams will have some additional team-time to prepare a share-out.

b. All teams will share-out their initial leanings in a mini-presentation to the DSAC group for feedback & input.

c. Teams will reconvene to fine-tune based on feedback and input, then continue to prepare their final presentations (in April).
Thank You and Closing

You’ve got mail!

Please take 5 minutes to complete our short post-meeting survey.