

**STATE BOARD OF EDUCATION – TOPIC SUMMARY**

**Topic:** Update on Educator Evaluation System OAR revisions

**Date:** April 9, 2015

**Staff/Office:** Theresa Richards, Office of Learning/ISAA Unit

**Action Requested:**  Informational Only     Adoption     Adoption/Consent Agenda

**ISSUE BEFORE THE BOARD:** Update on revised OAR 581-022-1723/Teacher and Administrator Evaluation and Support including ESEA Flexibility Waiver requirements.

**BACKGROUND:**

Senate Bill 290, enacted by the 76<sup>th</sup> Oregon Legislative Assembly in 2011, required the State Board to adopt core teaching standards and educational leadership/administrator standards to improve student academic growth and learning by: (a) assisting school districts in determining the effectiveness of teachers and administrators and in making human resource decisions; and (b) improving the professional development and the classroom and administrative practices of teachers and administrators. The State Board adopted Oregon Administrative Rules for educator evaluations in December 2011.

In January 2012, ODE submitted Oregon’s Elementary and Secondary Education Act (ESEA) Flexibility Waiver to the U.S. Department of Education (USED) to obtain flexibility regarding specific requirements for the No Child Left Behind Act of 2001 (NCLB). The waiver required the state to develop and adopt guidelines for local teacher and administrator evaluation and support systems.

The creation of an educator evaluation system was a serious and deliberate process that took time and effort. Senate Bill 290 provided the foundation and key elements to guide the development of educator evaluation and support systems. The Oregon Department of Education (ODE), under the leadership of the former Governor, brought together a diverse workgroup to develop a framework for teacher and administrator evaluation and support systems based on other state models. This workgroup, which included teachers, administrators, and representatives from education advocacy organizations, worked over the course of a year to develop the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*.

After the *Oregon Framework* was developed, districts around the state piloted variations of a matrix and a percentage model. After three years of review, discussion, research, and piloting, Oregon selected a matrix method for combining multiple measures for professional practice, professional responsibilities, and student learning and growth in teachers’ and administrators’ summative evaluations.

Oregon’s final state guidelines including the Oregon Matrix were submitted to USED in May 2015 as a requirement of the ESEA Waiver. ODE staff presented the Oregon Matrix to the State Board as an information item in May 2014. Oregon has since received approval (conditional) from USED in October 2014 and all districts are required to use the Oregon Matrix for their summative evaluation in the 2014-15 school year. OAR 581-022-1723 has been revised to reflect this ESEA waiver requirement. ODE has provided professional development to districts on the Oregon Matrix throughout the school year.

In June 2012, the State Board endorsed the [Oregon Framework](#) as the state’s guidelines for local educator evaluation systems. This would allow the framework to be changed. With that intent, the proposed OAR revision states that district evaluation and support systems must be designed to meet or exceed the requirements defined in the Oregon Framework.

The purpose of the state guidelines is to provide districts guidance as they develop or align and implement local systems. The state criteria ensure local evaluation systems are rigorous and designed to support professional growth to improve practice and student learning and growth.

### **2015 ESEA Flexibility Waiver Renewal**

Oregon's current ESEA Flexibility waiver will expire at the end of the 2014-2015 school year. ODE submitted a request for a three-year renewal of Oregon's ESEA waiver on March 30, 2015 <http://www.ode.state.or.us/search/page/?id=3475>.

In October 2014, Oregon's state guidelines for educator evaluation systems, including the Oregon Matrix, were approved by USED with one condition that needed to be resolved in the 2015 Waiver renewal: *"How will Oregon's [teacher and principal] evaluation model ensure consistency and rigor when setting and evaluating Student Learning and Growth (SLG) goals using state assessment data?"*

To address this condition, ODE co-developed with OEA, COSA, Chalkboard, and district representatives two options that meet USED requirements. Both methods use Student Growth Percentile (SGP) data from the Oregon Growth Model to determine student growth for the state assessed student learning and growth (SLG) goal. Each district will be able to select between the two options provided by the state.

<http://www.ode.state.or.us/initiatives/nclb/principle-3--student-growth-percentiles-in-educator-evaluations-318.pdf>

ODE staff will present information to the Board on the proposed options for using Student Growth Percentiles in educator evaluations submitted in Oregon's ESEA Waiver renewal.