



Welcome!

ESSA Advisory Committee

Meeting #1

June 9, 2016

Workgroup Presentations



- ▶ Record your questions and comments on color-coded Post-It Notes to be placed on the wall charts
- ▶ Your recorded questions and comments will be discussed during the panel discussion at the conclusion of today's meeting
- ▶ Use the blue sheet to record feedback that will be shared with workgroup members at their next meeting

Standards & Assessment



Charged with considering how best to:

- ▶ Support districts in implementing the state's rigorous content standards
- ▶ Tailor our state's assessment system to both meet the requirements under ESSA and the needs of students and educators to improve student outcomes throughout students' PK-20 experience

Standards & Assessment



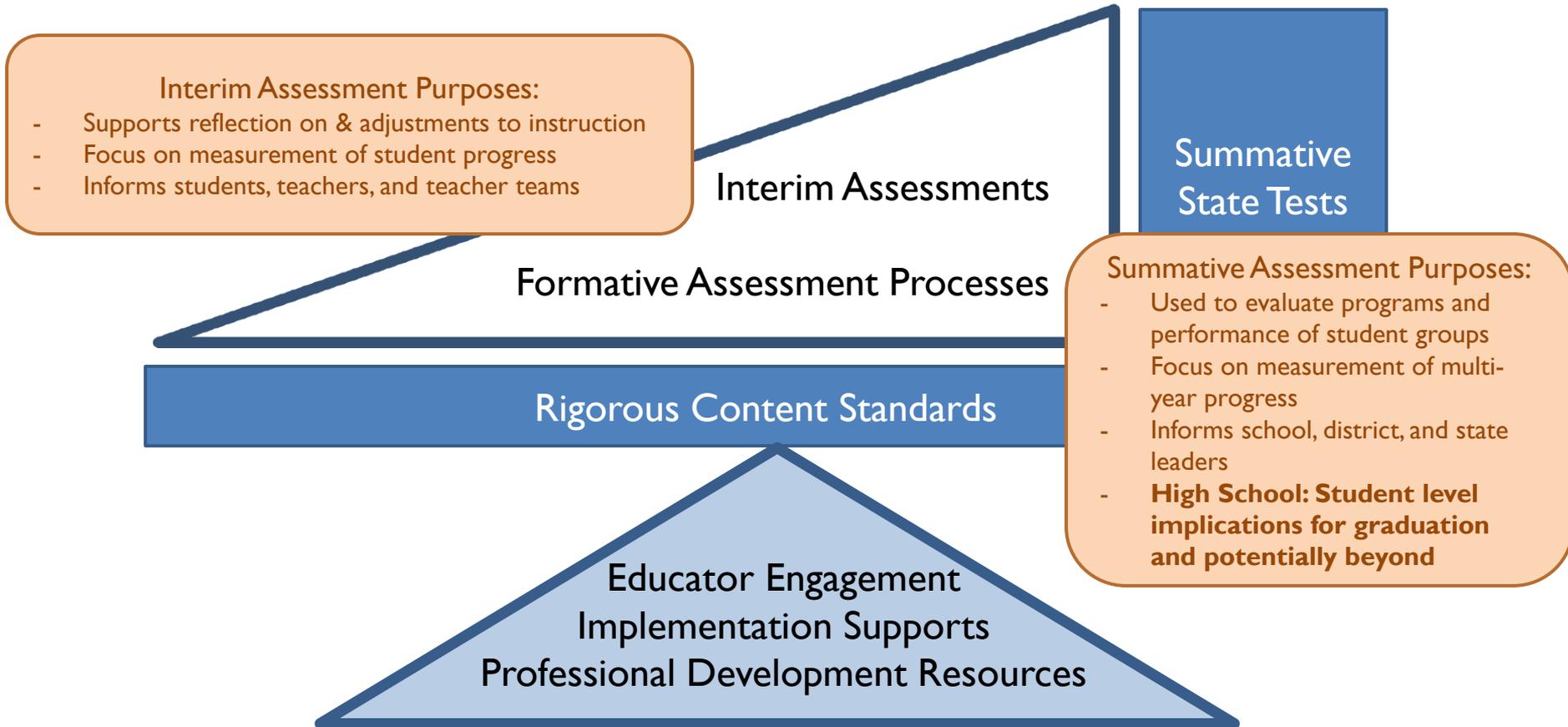
Opportunities

- ▶ Clarify the prioritization and progression of content standards across grade levels to support school and district implementation of content to ensure alignment to the standards.
- ▶ Develop Oregon's long-term vision for a statewide assessment system that includes interim and summative assessments
- ▶ Evaluate how best to leverage available flexibility for high school assessment selection to promote equitable opportunities and outcomes for all of Oregon's students.

Standards & Assessment



Discussion & Progress: Long-Term Vision



Standards & Assessment



Considerations for High School Flexibility

- ▶ Peer Review of existing nationally recognized assessments must include alignment to Oregon standards and considerations for accessibility for all students
- ▶ If adopted by Oregon, high school flexibility will be implemented at the district level, not the individual student level
- ▶ Potential funding model may include state pass-through funding determined on a per-student basis
- ▶ An evaluation of Oregon's current adopted summative assessment will be a separate process and is outside the scope of this ESSA workgroup

Standards & Assessment



Key Questions

- ▶ **High School Flexibility:**
 - ▶ What considerations or criteria should be included in our evaluation process?
 - ▶ What strategies should be used to ensure all students benefit from the use of alternate high school assessment options?

- ▶ **Questions from you:**
 - ▶ What questions or considerations do you have that we should bring back to final workgroup meeting?

Workgroup Connections



Standards & Assessments

Flexibility of assessment types

State Summative Assessments

Educator Effectiveness

Role of assessments in teacher evaluation



Educator Effectiveness

Charged with how best to support districts in ensuring every student is taught by a high quality, effective teacher and every school building is led by a high quality, effective educational leader.

- ▶ This includes:
 - ▶ Implications of Senate Bill 290
 - ▶ Developing considerations to improve how the state and local districts determine the effectiveness of an educator
 - ▶ How best to infuse elements of the Equitable Access to Educator Plan into Oregon's State Plan under ESSA

Educator Effectiveness



Opportunities

- ▶ Consider potential changes to Oregon Revised Statute and/or Oregon Administrative Rule for Educator Evaluations and Support Systems
- ▶ Consider how, in the absence of HQT, to utilize our state licensure system to provide guidance rather than just compliance and monitoring
- ▶ Consider how the implementation of the Equitable Access to Excellent Educator Plan aligns with ESSA and the Oregon Plan

Educator Effectiveness



Discussion

- ▶ Defining “excellent teacher” and “excellent school leader” with Highly Qualified Teacher (HQT)
- ▶ Root causes of inequitable access to excellent teachers and school leaders for traditionally marginalized student populations
- ▶ How, if at all, state tests play a role in Growth Goals for evaluations
- ▶ The benefits and drawbacks of the Evaluation Matrix—if not the Matrix, then what?
- ▶ The true purpose of the Educator Evaluation System
- ▶ Pros and cons of a common evaluation rubric

Educator Effectiveness



Progress

- ▶ Completed comprehensive review of SB 290—Professional Practice, Professional Responsibilities, and Student Learning and Growth—recommended no changes
- ▶ Discussed long-term modifications to Oregon Administrative Rules—recommended changes
- ▶ Discussed key components of a summative evaluation model—initial leaning discussed
- ▶ Explored the intersections of Educator Effectiveness with Accountability, School Improvement, and Standards and Assessment
- ▶ Reviewed the Equitable Access to Excellent Educator Plan—key strategy recommendations made

Educator Effectiveness



Considerations

- ▶ Closing opportunity and achievement gaps
- ▶ Equity
- ▶ High quality instruction and educational leadership
- ▶ Recruitment and retention of a diverse educator workforce
- ▶ System of educator evaluation that is supportive rather than punitive

Educator Effectiveness

▶ Key Questions

- ▶ How might student achievement data be used to inform educator evaluations?
- ▶ With the idea of the Matrix in mind, what are the pros and cons of a common rubric for evaluation?
- ▶ How might Oregon's summative evaluation model combine multiple measures of professional practice, professional responsibility, and student learning and growth?

Accountability Workgroup



Charged with considering how to design an accountability and reporting system in order to support school improvement efforts and to effectively communicate school quality with Oregon parents and other stakeholders.

Accountability Workgroup



Opportunities

- ▶ Inform an accountability system that is grounded in our values as a state and provides markers of success
- ▶ Broaden the indicators used for state and federal accountability beyond the traditional academic measures (test scores and graduation)
- ▶ Consider how the accountability system can support deeper analyses and diagnostic reviews that would impact school improvement efforts

Accountability Workgroup



Discussion & Progress

- ▶ The workgroup strongly supports the development of a Multiple Measures Dashboard for reporting
 - ▶ Dashboard will broaden the set of indicators we report on, in order to create a more complete view of schools
- ▶ The workgroup has strong support for including the following School Quality/Student Success indicators:
 - ▶ Chronic Absenteeism
 - ▶ 9th Grade On Track
 - ▶ Extended year graduation rates (6 and 7 year rates)
 - ▶ Access to and enrollment in accelerated learning opportunities
 - ▶ Inclusion of CTE data into the reporting
 - ▶ Note: these must be disaggregated by student group

Accountability Workgroup



Discussion & Progress

- ▶ Workgroup is interested in the following indicators, but some questions remain (such as how to collect or how to calculate)
 - ▶ Middle school “on-track”
 - ▶ Re-engagement rates for dropouts
 - ▶ School Climate
 - ▶ Equity Indicators
 - ▶ Note: these must be disaggregated if included in accountability.
- ▶ Workgroup is committed to ensuring that indicators of Equity are included in the system.

Accountability Workgroup



Considerations

- ▶ Recent draft regulations from USED need to be reviewed in light of the groups leanings
- ▶ Workgroup supports no overall rating in order to create a less punitive and more nuanced view of schools
 - ▶ However, draft federal regulations require an overall rating
- ▶ How can the accountability system work in concert with and support other state initiatives (e.g., English learner accountability, educator equity plan)
- ▶ New system must be in place for Summer 2017

Accountability Workgroup

Key Questions

- ▶ Which school quality/student success indicators should be added to the accountability system?
- ▶ How can we define an accountability system that provides information to school and parents on the performance of schools, is not punitive, and supports equity?

Workgroup Connections



Accountability

Multiple Measures Dashboard

Indicators of Success and Opportunities for Improvement

School Improvement

Enhanced processes for differentiated support and interventions

School Improvement



Charged with developing a proposed framework of supports for schools identified for comprehensive and targeted improvement as well as developing a proposed framework for determining how and when schools will exit identification.

School Improvement



Opportunities

- ▶ Under ESSA, State Education Agencies have the opportunity to:
 - ▶ Establish clearer connections between accountability measures and district and school improvement strategies
 - ▶ Improve processes to engage LEAs in supporting low-performing schools
 - ▶ Enhance processes to differentiate supports and interventions for schools struggling to demonstrate improvement

School Improvement



Discussion & Progress

- ▶ High-level overview of Oregon's current process for supporting Priority and Focus Schools [Identification, Diagnostic Review and Planning, Monitoring, and Exit]
- ▶ Emerging consensus on principles to be strengthened at each stage of the process
- ▶ Review of national research, literature and shifts in effective practices to inform revisions to Oregon's model

School Improvement



Considerations

- ▶ Identification:
 - ▶ Eliminate the stigma (“Failing Schools” under NCLB)
 - ▶ Take into consideration local context
 - ▶ Inclusion of climate / culture measures (required under ESSA)
 - ▶ Broader achievement indicators than just summative assessment scores

School Improvement



Considerations

- ▶ **Diagnostic Review & Planning:**
 - ▶ Better diagnostic review / needs assessment will result in stronger, more focused improvement plans
 - ▶ External or third party diagnostics and review
 - ▶ Stronger engagement with district-level personnel and school boards during review and planning
 - ▶ More authentic inclusion of community and stakeholder input

School Improvement



Considerations

- ▶ **Monitoring:**
 - ▶ Earlier development of leading indicators of implementation and improvement
 - ▶ Fewer improvement priorities and revision of *Indistar* indicators
 - ▶ More options for support from ODE (training, professional development, etc.)

School Improvement



Considerations

- ▶ **Exit Criteria:**
 - ▶ Shift away from “exit” and towards sustainability planning
 - ▶ Determining “improvement” more broadly than summative data points
 - ▶ Comparing data against identification year as opposed to current year

School Improvement

Key Questions

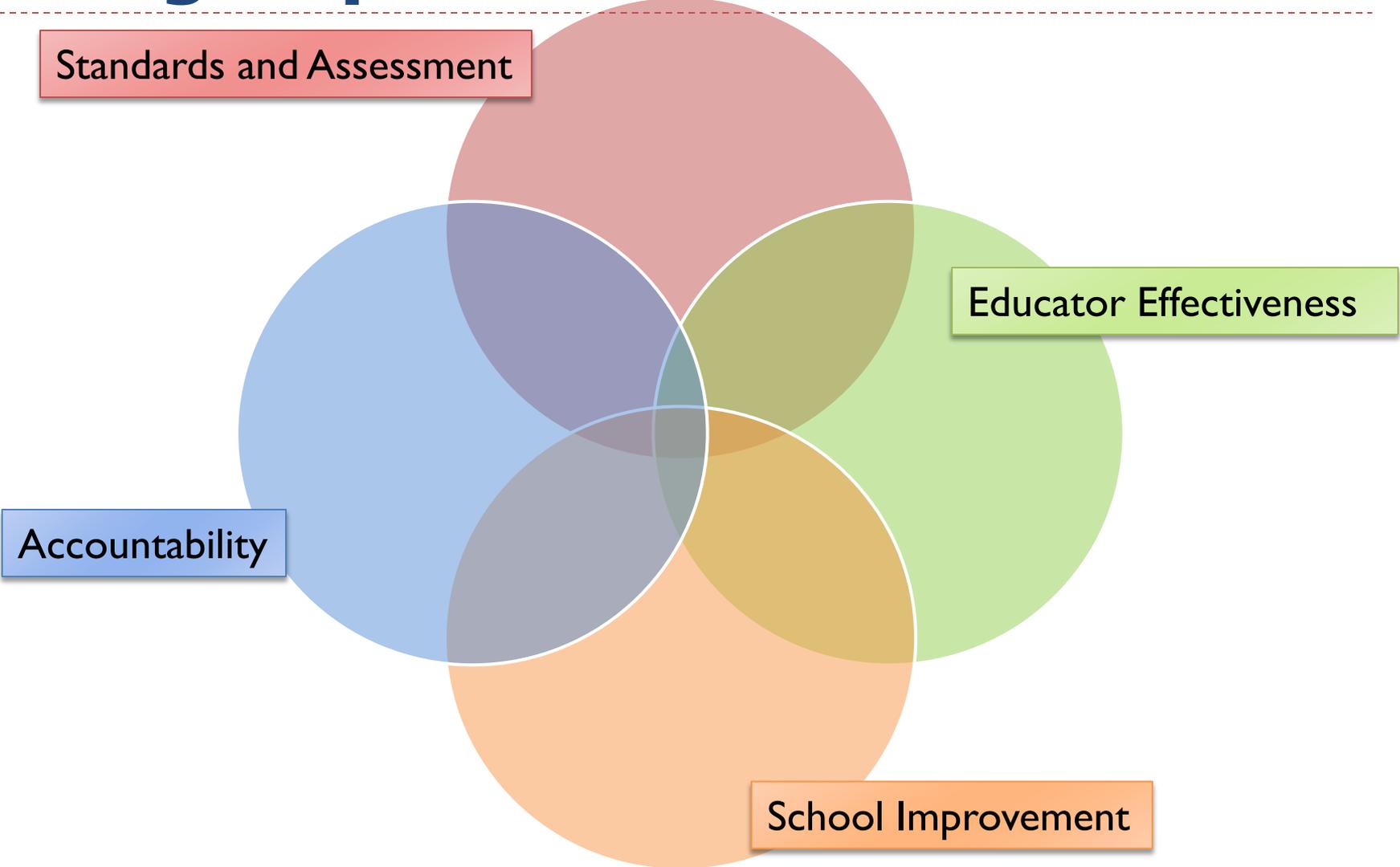
- ▶ Research suggests that improvement efforts take three to five years before sustained results are demonstrated
 - ▶ What leading measures might be used to demonstrate improvement?
 - ▶ How might schools or districts establish improvement so as to no longer need Comprehensive or Targeted Supports? [Exit Criteria?]
 - Could this benchmark be established before the end of the identification period?

School Improvement

Key Questions

- ▶ Under Oregon's Flexibility Waiver with the U.S. Department of Education, schools who failed to demonstrate improvement were subject to progressive interventions (*see handout*)
 - ▶ What might progressive interventions look like for identified schools (and districts) who fail to demonstrate significant improvement?
 - ▶ Given the new accountability requirements and model, should current Priority and Focus Schools identified for Targeted or Comprehensive supports be treated as "failing to demonstrate improvement?"

Workgroup Connections



Meeting Resources

- ▶ ESSA work group summary documents:
 - ▶ [Edition I](#)
 - ▶ [Edition II](#)
- ▶ [ESSA work group charters](#)
- ▶ [ESSA work group graphic](#)
- ▶ [ESSA web page](#)