Oregon’s Plan for ESSA
Every Student Succeeds Act

OSBA Summer Board Conference
July 16, 2016
What is ESSA?

**Every Student Succeeds Act**

- Most recent version of the federal government’s biggest K-12 law, the **Elementary and Secondary Education Act**, which first came into effect in 1965
- Main goal: to advance education **equity**
- Replaces the 2001 reauthorization known as **No Child Left Behind**
- Provides more state and local control; **flexibility**
- Retains **safeguards** to ensure appropriate accountability/responsibility
What Does this Mean for Oregon?

A Renewed Commitment to Oregon’s Education Goals

- ODE is creating an Oregon State Plan that will take advantage of ESSA’s increased flexibility in these 4 key areas:
  - Assessment
  - Accountability
  - School Improvement
  - Educator Effectiveness
We are committed to:

- Designing a collaborative plan that will improve both teaching and learning and student achievement in Oregon.

- Improving student outcomes and boosting graduation rates.

- Closing the state’s achievement and opportunity gaps and having a state plan founded on educational equity.

- High-quality instruction and educational leadership; every student should be taught by an effective and culturally-responsive teacher in every school led by a strong and effective leader.

- Leveraging effective strategies for school improvement and transforming underperforming schools.
How are we Engaging Stakeholders?

▶ **Four Work Groups**
  ▶ Focused on key areas of flexibility

▶ **Community Forums**
  ▶ Public input from diverse communities across Oregon

▶ **ESSA Advisory Committee**
  ▶ Education partners, educators

▶ **Existing Groups**
  ▶ e.g., Deputy Superintendent’s Advisory Council

▶ **Online Feedback**
  ▶ [www.ode.state.or.us/go/ESSA](http://www.ode.state.or.us/go/ESSA)
  ▶ ESSA.Oregon@state.or.us

Members of the Deputy Superintendent’s Advisory Council discuss ESSA and the implications for educators across Oregon.
Community Forums

By the numbers
▶ 13 forums held
▶ Approximately 850 Oregonians participated

Who is attending?
- Educators
- Parents
- Higher Education
- Students
- Business Representatives
- Community Members

Community forum participants at the Early Learning Center in Pendleton
What Questions are we Asking?

Small Group Table Discussion Questions

1. What school characteristics are most important?

2. How should we measure school success?

3. How do we ensure all students are successful?

Medford and Southern Oregon Community members share their thinking with Deputy Superintendent Salam Noor
What are we Hearing from Stakeholders?

“Not only do we need to meet students where they’re at, we need to take them where they want to go.”
- Malheur County Participant

Preliminary Themes

Ensure a rigorous, relevant, well-rounded, engaging educational experience for all students

Personalize and individualize learning in order to ensure students acquire knowledge and skills best suited for their next steps

Malheur Community Forum discussion
Preliminary Themes

Ensure a rigorous, relevant, well-rounded, engaging educational experience for all students

High Expectations for All
- Asset-based approach
- Culture of caring

Enrichment Opportunities
- Access to music, P.E., health
- Extracurricular Options

Inclusive, Safe Environment
- Meeting social and emotional needs
- Ensuring students have ongoing access and supports to resources to meet basic needs

“Students should be graduating with curiosity and a love for learning, not just mastery of content.”
-Eugene Participant
Preliminary Themes

Personalize and individualize learning in order to ensure students acquire knowledge and skills best suited for their next steps

Real-world experience
- Internships
- Apprenticeships
- Externships

Alternative pathways to demonstrate knowledge & skills
- Career-technical education
- Science, technology, engineering, math

Support through Mentorship
- Teachers, school staff
- Community involvement
ESSA Strategic Planning Process

1. Articulate Oregon’s Vision and Priorities
2. Identify Opportunities for ESSA to Support State Priorities
3. Determine Strategies
4. Plan for Implementation
Timeline for State Plan

April-June 2016
- Work groups convene
- Advisory groups provide feedback
- Solicit stakeholder feedback

July-Aug 2016
- Finalize recommendations
- ODE teams draft state plan
- Targeted stakeholder engagement

Sept-Dec 2016
- Plan adjusted based on USDE rules
- Stakeholder engagement cont.
- Presented to State Board for review in Oct; approval in Jan

Jan–March 2017
- Posted for public comment
- Plan adjusted based on stakeholder input
- **Final Plan submitted March 6**

➢ Determine strategies and plan for implementation
Oregon State Plan
Every Student Succeeds Act (ESSA)
Summary of ESSA Requirements & Work Group Recommendations
ESSA Requirements:
Standards & Assessment

- **Academic Standards;**
  - States must adopt “challenging” academic standards in reading, math, and science.
  - Achievement levels must be aligned with higher education and Career and Technical Education (CTE) institutions.

- **Assessments;**
  - Math and languages arts in grades 3-8 and once in grades 9-12.
  - Science once in each grade span: 3-5, 6-9, and 10-12.
ESSA Requirements:
Standards & Assessment

- If approved by the state, high schools may use a nationally-recognized assessment, in place of state assessment;
  - Must be aligned to state standards
  - States to develop technical criteria and process for approval of assessments.

- 95% participation rate;
  - States decide how to include participation rate in their accountability system.
Standards & Assessment

**Recommendations**

1. Build local capacity for standards implementation and that supports a balanced assessment system
2. Pilot interim assessments for accountability purposes statewide
3. Allow for early testing in high school for students who meet state defined criteria
4. Explore options to reduce time necessary for current summative assessments
5. Explore options for high school flexibility
   - Seek options for individual student level choice
   - Evaluate potential assessment alternatives
ESSA Requirements: Accountability

- State-defined system, including the following:
  - **Academic Indicators**
    - Academic achievement on state tests;
    - Student growth or other academic indicator;
    - English Language proficiency for EL students; and
    - Graduation rates for high schools.
  - **School Quality or Student Success Indicators**
    - At least one non-academic indicator, determined by the state (e.g. student engagement, access to advanced coursework, school climate, or other).

- States decide how much indicators will count; academic indicators must be given greater weight than non-academic indicators.
Accountability

Recommendations

1. Develop a multiple measures dashboard for reporting that includes a broad set of indicators in order to create a more complete view of schools
2. Encourage a system of continuous growth by not providing schools with an overall rating
3. Add indicators to the accountability system that help provide a more comprehensive look at schools that address
   - Equity
   - College and career readiness
   - School climate
Questions & Feedback Accountability
ESSA Requirements:
School & District Improvement

- States must identify and intervene in schools, including:
  - The lowest-performing 5% of Title I schools;
  - High schools with <67% graduation rates; and
  - Schools with underperforming subgroups that do not improve after a state-determined number of years.
    - District must develop a **Comprehensive Support and Improvement Plan**, approved and monitored by the state.
    - The state sets exit criteria and determines action if schools do not meet the exit criteria.

- States must annually notify districts when one or more subgroups of students are consistently underperforming;
  - Schools must implement **Targeted Support and Improvement Plans**, approved and monitored by district.
School & District Improvement

Recommendations

1. Identify districts (instead of individual schools) when schools are in need of Comprehensive or Targeted supports

2. Enhance district and school-level collaboration and improvement planning by including external stakeholders in the diagnostic systems review and ongoing support

3. Adjust state-level supports and ability to exit status based on a review of school-level data and demonstrated improvement over time
Questions & Feedback
School & District Improvement
ESSA Requirements: Educator Effectiveness

- Ends “Highly Qualified Teachers” (HQT) requirement;
  - ESSA requires that teachers meet state licensure and certification requirements.
    - Oregon licensure allows Licensure for Conditional Assignment (LCA) while a teacher is working towards an endorsement.
  - ESSA requires districts to report on teachers’ experience, credentials, and teaching out-of-field.

- Ends federal mandate on educator evaluations;
  - State law (SB290) and Oregon Administrative Rule remain.

- Funds to prepare and support teachers, principals, and other school leaders.
Educator Effectiveness

Recommendations

1. Allow for greater flexibility in educator evaluations by revising the OARs, specifically around the use of state assessments for evaluations, the Oregon Matrix, and other potential alternative rating tools

2. Embed and leverage the strategies outlined in the Equitable Access to Excellent Educators Plan into Oregon’s ESSA State Plan
Questions & Feedback
Educator Effectiveness
Other ESSA Provisions

- **Title IV-A: Student Support & Academic Enrichment Grants** *(formula grant)*
  - Well-rounded education;
    - Includes a wide variety of subjects, including the arts, humanities, sciences, social sciences, foreign languages, engineering, music, health, technology, computer science, CTE, PE, STEM
  - Safe and healthy students; and
  - Effective use of education technology

- **Title IV-B: 21st Century Community Learning Centers** *(competitive grant)*
  - After school programs
Other ESSA Provisions

- Preschool Development Grants funded through the Department of Health and Human Services and jointly administered by the Secretary of Education.

- Reauthorizes other federal programs including:
  - Family Engagement Centers
  - Charter Schools
  - English Language Learners programs
  - Indian Education
  - Homeless Education
Next Steps

- **Targeted Stakeholder Engagement**
  - Developing plan for targeted engagement, including tribal consultation, communities of color, educators, parents, etc.

- **State Plan**
  - ODE staff to develop draft State Plan and seek stakeholder input in the Fall of 2016
Questions?
Thank you!