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Ways and Means Subcommittee on Education

Every Student Succeeds Act (ESSA)

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Every Student Succeeds Act

Presentation Overview

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Salam Noor	Introduction	
Sarah Drinkwater	History of the Federal Act	Slides 3-4
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History of the Federal Act

Federal Education Law & Reauthorization



Elementary and Secondary
Education Act (ESEA), 1965



No Child Left Behind (NCLB),
2002



ESEA Flexibility Waiver, 2012
Expired Aug 1, 2016



Every Student Succeeds Act
(ESSA), December 10, 2015



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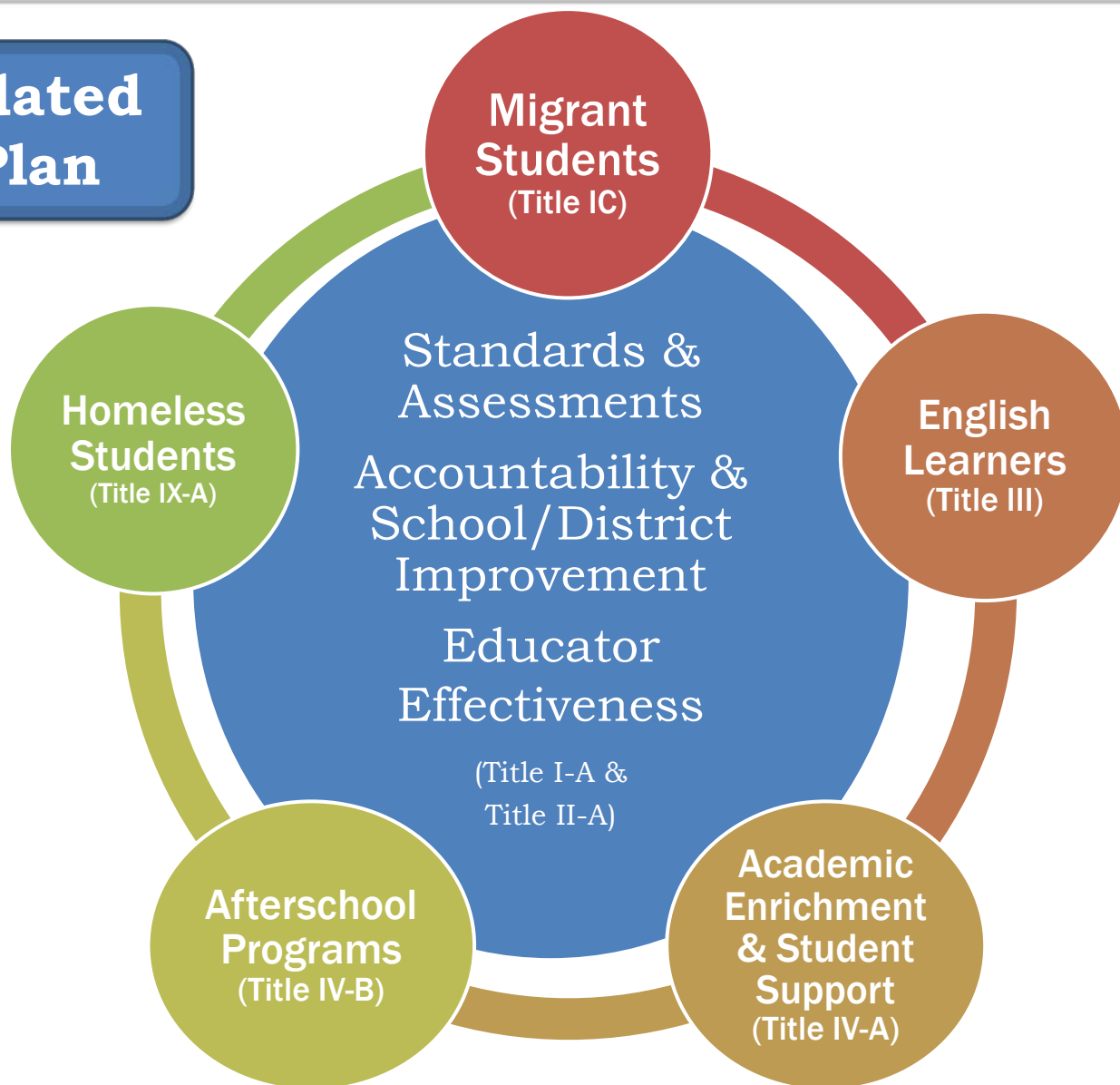
Introduction of the Every Student Succeeds Act (ESSA)

What is ESSA?

- Main goal is to advance education **equity**
- Provides a **well-rounded** and **supportive** education for all students
- Provides flexibility in **4 key areas**:
 - Assessment
 - Accountability
 - School Improvement
 - Educator Effectiveness
- Retains **safeguards** to ensure appropriate accountability
- States must submit a State Plan

Consolidated State Plan

Maximizing
funding
flexibility
and
aligning
funds to
state
priorities



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Oregon's Commitments Under ESSA

1. Prioritize and advance equity
2. Extend the promise of a well-rounded education
3. Strengthen district systems
4. Foster ongoing engagement



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Highlights of Changes in the Law

- No Child Left Behind Act (NCLB)
 - Every Student Succeeds Act (ESSA)
 - Oregon's State Plan

Assessment

NCLB	ESSA	Oregon's State Plan
<ul style="list-style-type: none"> Reading and math annually in grades 3-8, once in high school; science annually in grades 3-5, 6-8, and 10-12 	<ul style="list-style-type: none"> Same testing requirements ELA, math, science Allows nationally recognized test in high school, approved by the state 	<ul style="list-style-type: none"> Work towards a balanced assessment system, including formative and interim assessments Pursue a nationally-recognized assessment option for high schools in lieu of statewide assessment

Accountability

NCLB	ESSA	Oregon's State Plan
<ul style="list-style-type: none"> 100% of students proficient in reading and math by 2014 Schools must make adequate yearly progress (AYP) in all student groups 	<p>State developed accountability system including these metrics:</p> <ul style="list-style-type: none"> Academic proficiency For high schools, graduation rates Growth or other academic indicator for elementary and middle schools Progress in achieving English proficiency for English learners At least one non-academic indicator of school quality or student success 	<ul style="list-style-type: none"> State determined long term goals and interim measures aligned with 40-40-20 Accountability system designed with multiple measures – academic and non-academic indicators English language proficiency included New accountability indicators: <ul style="list-style-type: none"> Chronic absenteeism Five year completer graduation rate Freshman-on-Track No summative rating of school; uses multiple measures dashboard

Oregon's State Plan Accountability Indicators

Category	Accountability Indicators
Opportunity to Learn	Growth in ELA
	Growth in Math
	*Chronic absenteeism
Academic Success	Achievement in ELA
	Achievement in Math
	*English learner proficiency Growth on ELPA21
College and Career Readiness	*Freshman-on-track
	Four-year cohort rate
	Five-year cohort rate
	*Five-year completion rate



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*New indicators for accountability

Oregon's State Plan Reporting Indicators

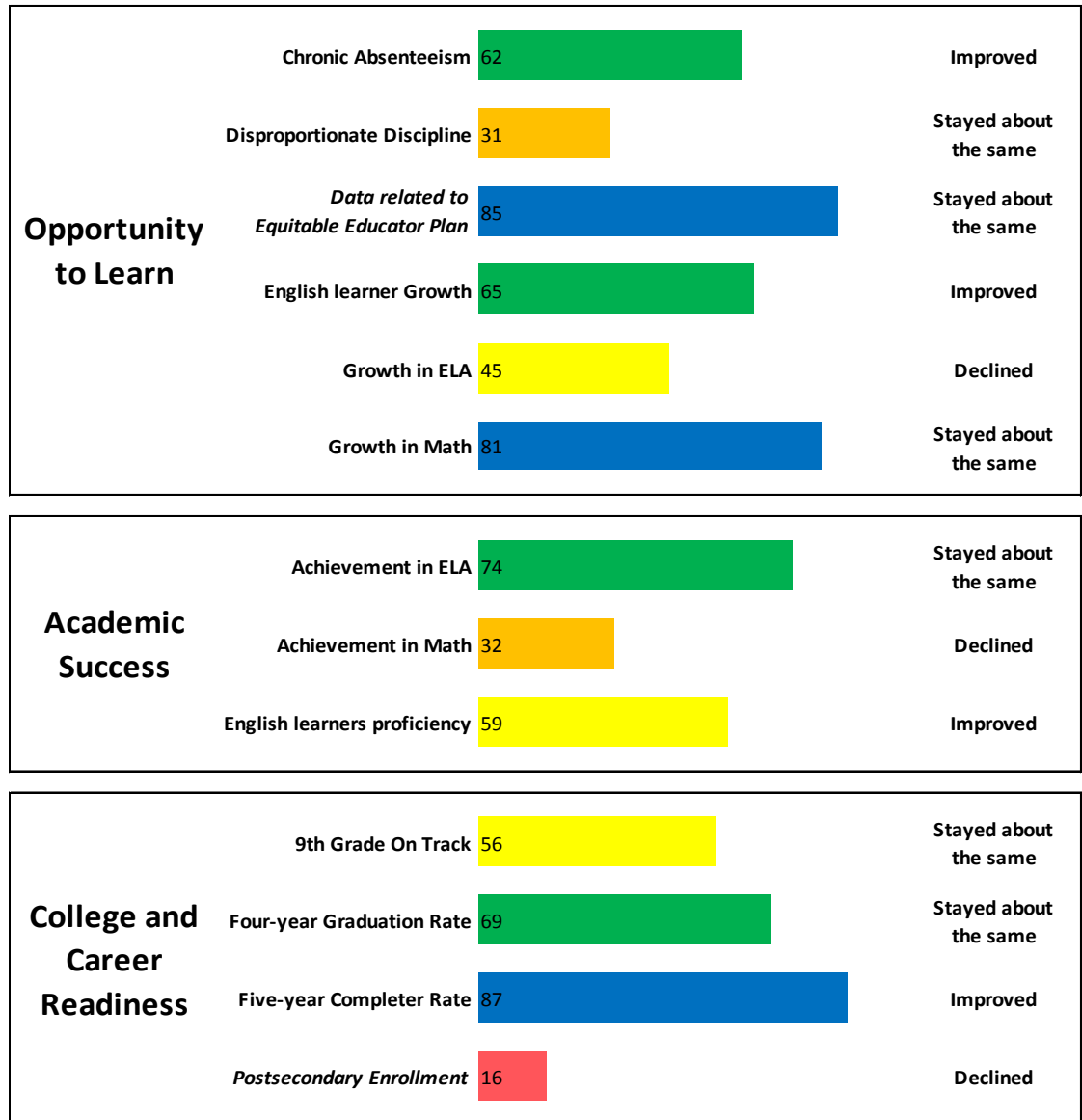
Category	Reporting Indicators
Opportunity to Learn	Rate and disproportionality in exclusionary discipline
Well-Rounded Education*	Access to diverse learning opportunities, such as: Science, the Arts, Music, Social Sciences, Physical Education (PE), Health; Talented and Gifted (TAG); Career and Technical Education (CTE); Science, Technology, Engineering, Art, and Mathematics (STEAM); advanced learning; school library programs; expanded learning-afterschool and summer programs
	Parent and family engagement

**LEA determined; local data*

Mock-Up of Report Card

- EL's included in comprehensive accountability and reporting system under ESSA
- This is just an example. We will need to develop a process for determining the dashboard look and feel

Accountability Indicators



School & District Improvement

NCLB	ESSA	Oregon's State Plan
<ul style="list-style-type: none"> Triggered corrective action for schools that failed to meet AYP in consecutive years, with annually escalating interventions Under ESEA Waiver: Priority and Focus schools were identified based on academic achievement and growth and graduation rates 	<p>Comprehensive Support and Improvement Schools State must identify:</p> <ul style="list-style-type: none"> Lowest-performing 5% of Title I schools High schools graduating < 67% of students Chronically low-performing student group(s) <p>Targeted Support and Improvement Schools with low-performing student group(s) or large achievement gaps</p>	<p>Schools identified by combination of the multiple measures:</p> <ul style="list-style-type: none"> Comprehensive Support and Improvement Schools: <ul style="list-style-type: none"> Level 1 in 4 or more indicators Level 1 or Level 2 on all academic indicators, or High school graduation rate at or <67% Targeted Support and Improvement Schools will be identified based on one or more student groups meeting the criteria listed above Process includes a review of local data and engaging stakeholders

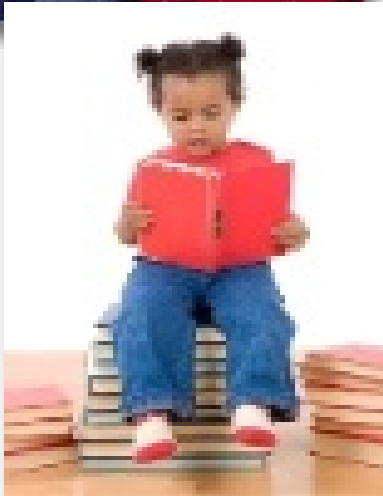
Supporting Excellent Educators

NCLB	ESSA	Oregon's State Plan
<ul style="list-style-type: none"> ■ Highly Qualified Teacher (HQT) requirements: <ul style="list-style-type: none"> – BS degree, – Demonstrate subject-matter knowledge; and – Hold certification or license in subject they teach ■ Under ESEA Waiver: Educator evaluation systems that included state assessments as a measure 	<ul style="list-style-type: none"> ■ Ensure low-income and minority students not served at disproportionate rates by “ineffective, out-of-field, or inexperienced teacher” ■ No federal requirements for evaluations ■ Teachers must meet state licensure and certification requirements 	<ul style="list-style-type: none"> ■ Embeds strategies from Oregon's Equitable Access to Educators Plan ■ Builds on recommendations from the Governor's Council on Educator Advancement ■ Educator Evaluations: <ul style="list-style-type: none"> – Continued implementation of SB290 – Removes requirement for educator evaluations to include state assessments – Workgroup to determine what additional changes are needed

Supporting All Students

Provide a well-rounded
and supportive
education for all
students, PreK-12

Address students'
academic and
non-academic needs



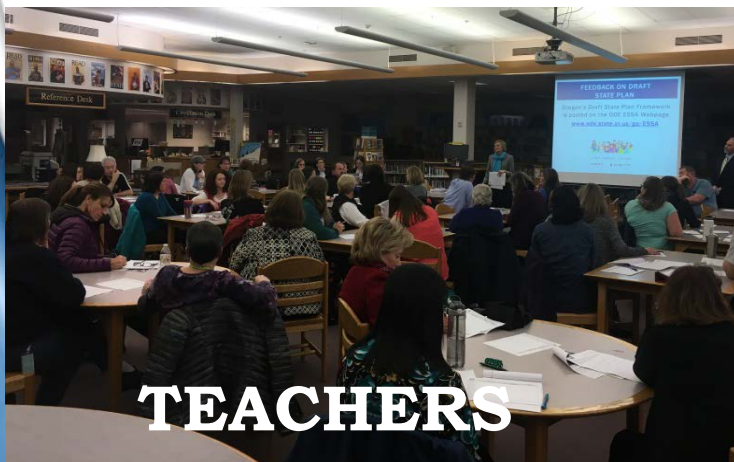


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Stakeholder Engagement

Meaningful Consultation



Collective Impact

District & Schools

- School board members
- Teachers
- Principals, administrators, & other school leaders, including ELL administrators
- Special education directors & advisory groups
- Specialized instructional support personnel, including librarians
- Local ESDs
- Education support professionals
- Charter school leaders

Families & Communities

- Parents
- Students
- Oregon's 9 federally recognized tribes
- ELL & communities of color
- Civil rights advocates and organizations
- Business community representatives
- Higher education and educator prep programs
- Education partners
- Researchers

State Policymakers & Agencies

- State Board of Education
- Governor and chief education office
- State legislators
- Early learning representatives
- Health & mental health agencies
- Youth development and adult learning agencies
- Before & after school providers



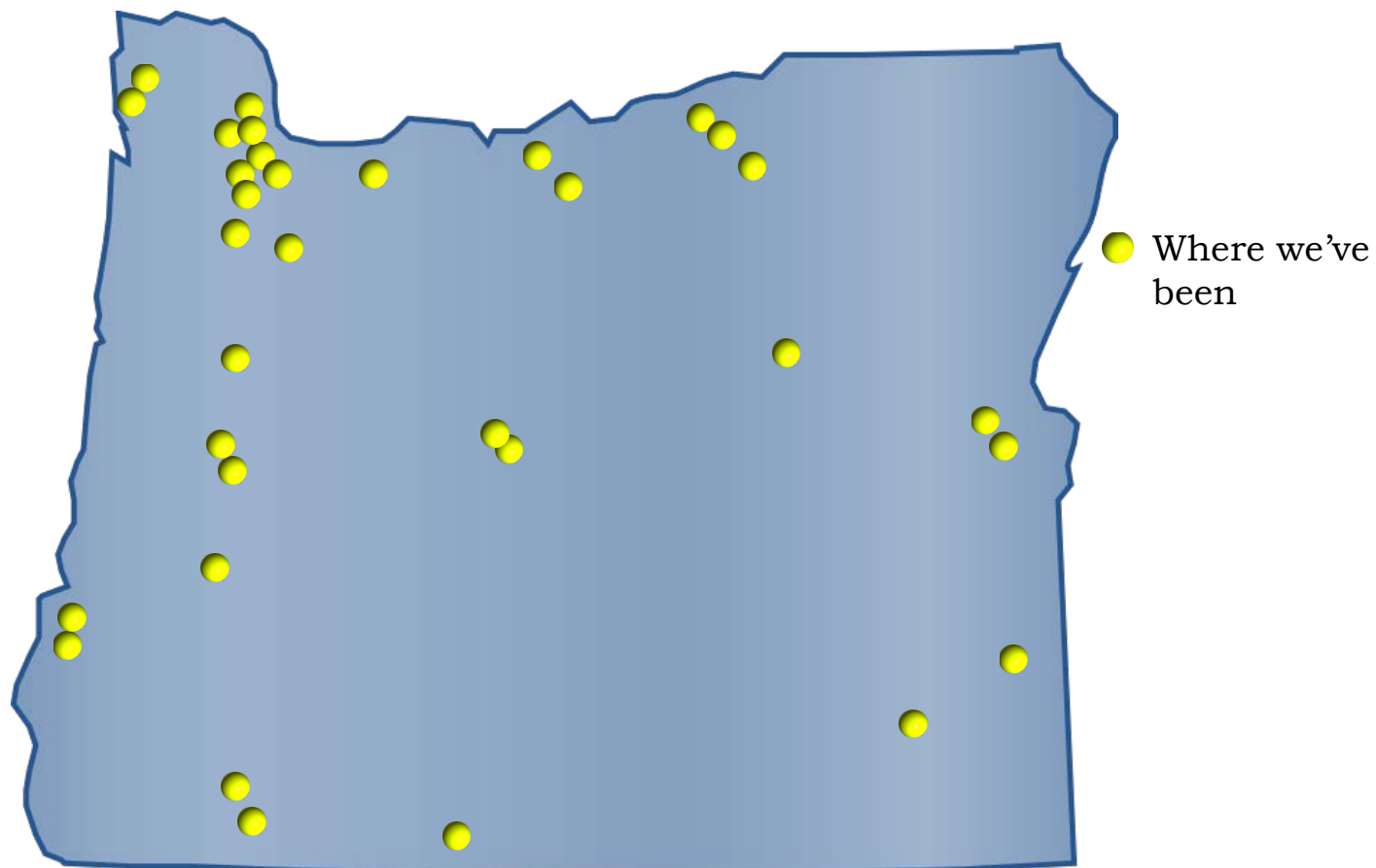
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Continued Stakeholder Engagement & Tribal Consultation in Implementation

- District Level: Part of all districts' continuous improvement planning process
- Building Coherence: ODE ESSA Leadership Group (*Representation across ODE offices, Early Learning Division & Youth Development Council*)
- ESSA Advisory Committee
- ODE is committed to ongoing and sustained engagement of stakeholders and tribal nations

Engaging Oregonians



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Timelines:

State Plan Development and Implementation

Timeline for Oregon's State Plan

April-
June
2016

- Stakeholder engagement and input
- Community Forums
- ESSA Workgroups
- ESSA Advisory Committee
- Summer convening's

July-Aug
2016

- Stakeholder engagement and input
- ESSA Advisory Committee

Sept-Dec
2016

- Targeted stakeholder engagement and input
- USED final regulations in Dec.
- Begin drafting State Plan

Jan– May
2017

- Public comment
- Finalize state plan
- Governor's signature
- State Board approval
- Public comment
- **Final Plan submitted May 3, 2017**
- USED to respond within 120 days



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ESSA Implementation Timeline

2017-2018	2018-2019
<ul style="list-style-type: none">➤ ESSA implementation begins➤ Transition to new accountability system and school identification➤ Preliminary identification of schools for Comprehensive and Targeted Support and Improvement➤ Design new report card➤ Ongoing stakeholder engagement and tribal consultation	<ul style="list-style-type: none">➤ New accountability system begins➤ Officially identify schools for Comprehensive and Targeted Support and Improvement➤ Ongoing stakeholder engagement and tribal consultation

Every Student Succeeds Act

Questions