



# OREGON ACHIEVES TOGETHER

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## The Every Student Succeeds Act: Ensuring Equity and Excellence for Every Oregon Learner

A Draft Framework Summary

Oregon Department of Education | December 2016



## The Every Student Succeeds Act (ESSA)

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In December 2015, Congress signed the Every Student Succeeds Act (ESSA) into law. This law is the broadest federal education law in the country; it replaces No Child Left Behind (NCLB) and requires every state to develop a State Plan that details how the state will transition to the new law and take advantage of additional flexibilities. The new law extends the promise of an excellent, well-rounded education to every student, regardless of race, family income, home language, or disability. ESSA is the major federal legislation aimed at supplementing public school funding to support the learning needs of students navigating poverty, English Learners, and other students who have been historically underserved. ESSA returns a great deal of autonomy and authority to states, including the flexibility to design accountability and support systems that work to improve outcomes for Oregon's students and schools. The new law encourages states and schools to innovate, while at the same time it maintains a focus on equity and accountability. In place of the NCLB one-size-fits-all approach, states have the flexibility to set their own goals for improving student achievement and graduation rates. States also have more flexibility in how they identify and support struggling schools and districts.

### Requirements under ESSA

ESSA requires states to do the following:

- Adopt challenging academic content standards that align to higher education and relevant career and technical education (CTE) expectations;
- Annually administer state tests in reading and mathematics in grades 3-8 and once during high school, as well as science assessments in selected grade bands;
- Require a 95 percent test participation in the state tests by all student groups; ESSA also allows states to create their own testing opt-out laws;
- Establish long-term and interim goals of achievement for all students and each student group;
- Develop an accountability system that “meaningfully differentiates” school performance annually. Accountability measures must include academic achievement, graduation rate, an additional achievement measure that may be a growth measure, performance of all student groups, achievement of English learners and additional measures of school quality or student success (such as students’ access to rigorous coursework, school climate and absenteeism rates);
- Use their accountability systems to identify schools and districts in need of comprehensive support, as well as those in need of targeted support due to one or more persistently underperforming subgroups of students;
- Provide support for schools and districts identified as needing comprehensive and targeted support; and
- Implement plans that ensure equitable access to effective teachers for students navigating poverty and students of color.

### The Purpose of this Document

The purpose of this document is to share a summary of the draft framework for Oregon's State Plan under ESSA. This summary does not represent the entirety of Oregon's State Plan, but rather, aims to highlight some of the key components and specific ideas that have emerged from the work to date. The information in this document is considered a draft for review and input. You are invited to view a detailed draft of the components [here](#). To provide feedback on the components, click [here](#).



## State Strategic Vision and Priorities

The Oregon Department of Education will make a series of policy decisions in response to the new federal law. Before making any of those decisions, however, ODE and its internal ESSA Leadership Team thought comprehensively about the state’s vision for education and how this federal law plays a role in making that vision possible. Deputy Superintendent Salam Noor and ODE leadership then reexamined the agency’s existing mission, vision, values, and goals with the intent to ensure all components sufficiently captured the desired strategic direction.



## ODE’s Mission, Vision, and Goals

**Mission:** The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities.

**Vision:** Every student will have access to and benefit from a world-class, well-rounded, and equitable educational system.

**Goals:**

1. Start Strong
2. Transition Successfully
3. Graduate College and Career Ready
4. Experience Outstanding Customer Service

Oregon’s State Plan under ESSA is being developed to align with ODE’s comprehensive vision for education. Focused on ensuring that each and every Oregon student graduates from high school college- and career-ready with the support and opportunities they need to thrive, ESSA offers Oregon an opportunity to enhance its larger state vision, while reinforcing the fact that we have many systems that are working well. The Every Student Succeeds Act provides Oregon with additional leverage to advance this work.

## 40-40-20 Goal

The 40-40-20 goal reflects a statewide aspiration to markedly improve individual and statewide prosperity in Oregon. Individuals with higher levels of education are more likely to earn higher wages, have rewarding careers and make positive contributions to their community. The goal calls for 40 percent of students to receive a bachelor’s degree; 40 percent of students to receive an associate degree or certificate; and the remaining 20 percent to earn a high school diploma by the year 2025. Through creating equitable access to a high-quality education and a seamless path to future opportunities, more Oregon students will prosper, ultimately benefitting us all. Under ESSA, 40-40-20 is not just about statewide prosperity but also applies to individual, student prosperity as well. It is about building the kind of seamless system – from birth through high school – that ensures each and every one of our students has the opportunities to be successful.

**40-40-20 Goal**  
*40 percent of students to receive a bachelor’s degree; 40 percent of students to receive an associate degree or certificate; and the remaining 20 percent to earn a high school diploma by the year 2025.*



## Oregon’s State Plan & Guiding Principles

As a part of the ESSA requirements, the Oregon Department of Education (ODE) is working to develop a State Plan for submission to the U.S. Department of Education that reflects a shared statewide vision for Oregon’s students and schools on topics such as accountability, funding, school improvement, and educator effectiveness. This Plan is *our Plan* – it’s an Oregon Plan – and a community commitment to ensuring every student has access to an excellent and equitable educational experience. To that end, ODE will design and implement an equitable, student-centered State Plan that honors the priorities of Oregon students, families, educators, and community members.

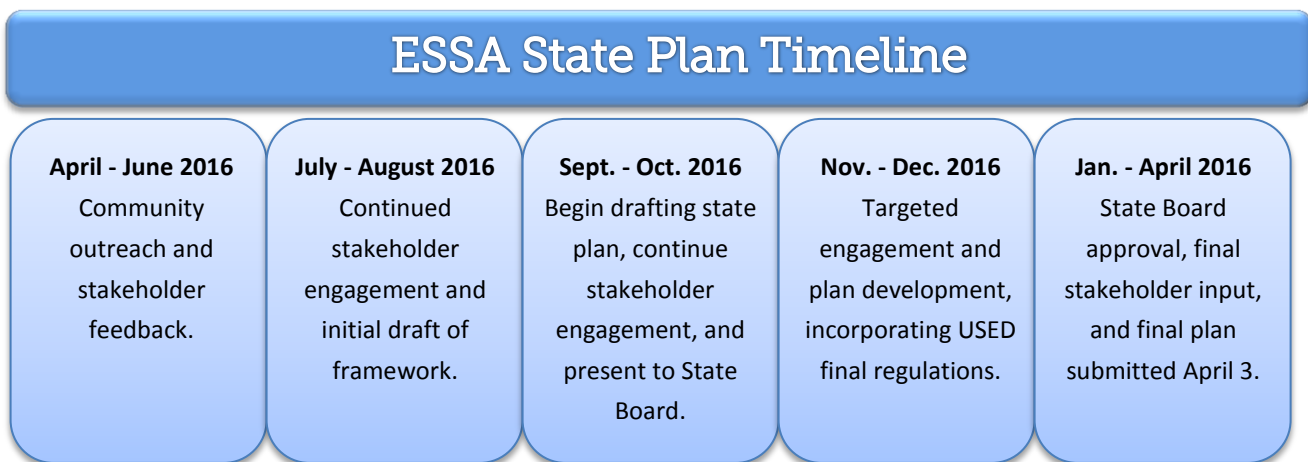
### Guiding Principles

The guiding principles below represent the collective goals for Oregon’s education system; not just goals under a new federal law, but goals that situate ESSA as a vehicle to drive change and improve outcomes for every learner in our state. For this reason a cross-office team of ODE staff developed the following guiding principles:

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 and every school led by a strong and effective leader;
- Leveraging effective strategies for school improvement and transforming underperforming schools.

### Timeline for Oregon’s State Plan





## Timely and Meaningful Consultation

ESSA requires states to engage in and provide evidence of “meaningful consultation with a variety of stakeholders” through a collaborative process focused on substantial aspects of the law. In response, ODE mapped out a communications and engagement plan to organize and align its efforts in the most effective, intentional way possible to enhance outreach, continue to strive for greater internal coherence as an agency, and improve how we (as a state agency) better serve schools and districts.

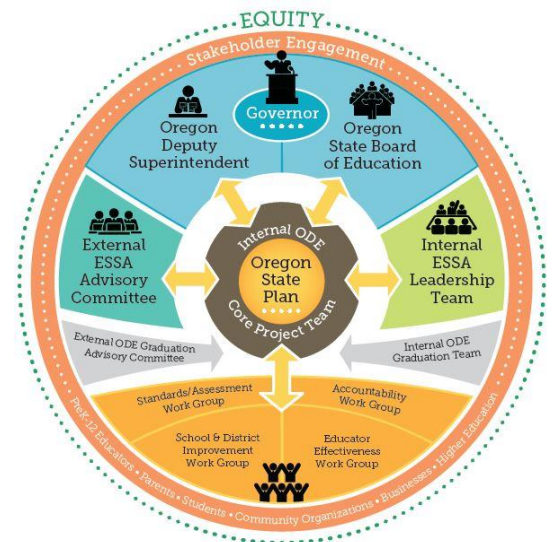
## Our Goals for Stakeholder Engagement

1. Articulate and amplify key messages that highlight the state’s education priorities as the driver for Oregon’s State Plan;
2. Build sustained momentum in support of state priorities;
3. Make significant progress towards a State Plan that is informed by perspectives from across the state;
4. Galvanize communities across the state to support a shared vision of student success;
5. Provide internal staff the support and resources needed to increase collaboration internally across offices as well as externally with stakeholders and key partners;
6. Create opportunities for families, communities and education leaders alike to share input that informs the crafting of the State Plan.

## Oregon Extends its Reach

Seeking public input through meaningful stakeholder engagement is an opportunity for the Oregon Department of Education to not only connect with current education advocates, but to seek out those who feel disconnected or who have not been historically engaged in a public education dialogue. To date, ODE has:

- Launched regional [community forum conversations](#);
- Established [technical work groups](#) to develop recommendations under key areas of federal flexibility: Standards & Assessment, Accountability, School Improvement, and Educator Effectiveness;
- Appointed an [external advisory committee](#) of education practitioners to review and provide input on components of the State Plan
- Collected input on recommendations through conference presentations;
- Worked with partner organizations to extend its reach;
- Targeted its engagement efforts to include communities of color, representatives from tribes, school board members, teachers, students, families, community members, paraprofessionals, special education professionals, early learning community members, policy advocates, legislators, and other stakeholders.



Purposeful engagement under ESSA reinforces the importance of community by elevating the “it-takes-a-village” approach. In Oregon, we believe in embracing this approach because improving our education system takes everyone – students, families, educators, policymakers, and communities – to ensure we are fostering equity and excellence for each and every learner. Moving forward, ODE will work to sustain intentional engagement and build upon existing relationships in order to continue to improve its efforts to serve students and schools.



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## Academic Standards and Assessments

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### What's required under ESSA?

States are required to provide an assurance that they have adopted challenging State academic standards, including content standards and English language proficiency standards for students learning English as a second language. ESSA requires each state to identify its approach to a high-quality assessment system. This includes assessments that are aligned to standards and are equitable and accessible to all students.

### Academic Standards in Oregon

Over the past six years ODE, in partnership with Oregon's teachers, principals, administrators and school board members, has worked to implement more rigorous college- and career-ready standards for all students. These are called the Common Core State Standards or more often referred to as the Oregon Standards. Oregon will continue implementing these standards under ESSA.

### Academic Assessments in Oregon

Oregon, like many other states, has administered a statewide summative (end-of-year) assessment to students in grades 3-8 and in high school and reported on the information to schools and the public for years. During the 2014-15 school year, Oregon transitioned to a new summative assessment, Smarter Balanced. Oregon will continue implementing Smarter Balanced under ESSA at this time. ODE will convene a stakeholder group in the next year to review and evaluate the implementation and outcomes of the current statewide assessment.

### Work Underway in Oregon

Under ESSA, districts are allowed to use a nationally recognized assessment in place of the statewide summative (i.e. Smarter Balanced) assessment if approved by the state. ODE will establish a process to review nationally-recognized summative assessments in order to determine which may be approved for local selection. ODE will develop an approval process for districts to request to administer a locally-selected, nationally-recognized high school assessment. For detailed information on standards and assessments, view the [draft framework](#).

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## Accountability and School Improvement

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### What's required under ESSA?

ESSA provides Oregon with an opportunity to improve its accountability system by moving toward a system of reporting that collects, shares, and communicates more broadly about the school's ability to serve all students. ESSA places a stronger emphasis on states' responsibilities for the progress of their students learning English as a second language. States are required to develop accountability systems that feature multiple measures of student growth and achievement. Each state is required to establish long-term goals around academic progress (measured yearly by an assessment) and interim progress measures that include academic progress and high school graduation for all students as well as each student group. At least one additional indicator of school quality or student success must be designed to give schools a way to demonstrate achievement outside of test scores.



## Work Underway in Oregon

With this new opportunity, Oregon is striving to build a state accountability system that is grounded in Oregon's values as a state, and:

- one that provides markers of Oregon student, school and district success;
- one that also includes required ESSA elements; and
- one that broadens the indicators used for state and federal accountability to demonstrate the value of capturing the diverse learning opportunities and services schools provide to students.

ODE staff has worked diligently to engage educators and practitioners in conversations about meaningful data and the presentation of information for schools and their communities. Under ESSA, Oregon proposes an enhancement of its current accountability system, including a more detailed, family-friendly report card and new indicators used to determine the quality of our schools.

## Proposed Components of Oregon's New Accountability System

- Will not include an overall school rating; individual indicators would be rated
- New indicators for English learner progress and school quality/student success
- Indicators will be grouped into categories
- District, state and comparison schools data will be provided for context
- Additional indicators will be reported that will not be part of the federal accountability system

## Measuring School Quality

The proposed accountability system will include additional data that provide a more complete picture of schools as systems. These data, called indicators, are used to better understand a school's strengths and areas for improvement. For detailed information on the proposed components of Oregon's Accountability System, view the [draft framework](#).

### *Category 1 - Opportunity to Learn*

This category aims to reflect whether the school has created an environment that fosters high-quality teaching and learning.

### *Category 2 - Academic Success*

This category of indicators is meant to report on the mostly traditional academic outcomes seen in accountability systems. The goal is to have measures to see whether the school systems (as partially reflected in the Opportunity to Learn category) are achieving the desired effect.

### *Category 3 - College and Career Readiness*

Primarily for high schools, these set of indicators are designed to reflect how well schools and districts have prepared students for their next steps. They include graduation, completion, and postsecondary enrollment. Over time we hope to add additional indicators here.

### *Category 4 - Additional Indicators*

This category will hold data that may be more qualitative in nature, but that help provide additional context and data on schools.



## School Improvement

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### What's Required Under ESSA?

For each Title I federally funded school identified as low-performing, districts must develop a comprehensive support and improvement plan. Each school identified for low-performing groups of students must develop and implement a targeted support and improvement plan.

### Support for Low-Performing Schools

To identify schools for comprehensive and targeted support and improvement, the accountability indicators above as well as other local measures will be used to create a profile for each school. By leveraging both accountability data and locally reported student progress data, Oregon honors the need to account for local district and school context. This also allows consideration of multiple measures to better identify schools and districts truly in need of comprehensive supports. In addition, developing an evidence-based diagnostic review and needs assessment tool will provide the necessary and tangible implementation information to support the development of healthy and sustainable systems. For detailed information on the proposed plans to support low-performing schools, view the [draft framework](#).

## Support for Educators

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### What's required under ESSA?



Under ESSA, each state can create its own teacher evaluation system – if it chooses – that best meets the needs of educators and students in the state. ESSA also eliminates the federal “highly-qualified” teacher requirement; instead districts must follow the state’s teacher certification and licensing requirements. ESSA specifies that states and districts must ensure that low-income and minority students are not served at disproportionate rates by inexperienced, ineffective or out-of-field teachers. States must report on their progress in addressing inequities.

### Work Underway in Oregon

Strategies in the ESSA state plan will align with [recommendations](#) in the Report from the Governor’s Council on Educator Advancement, commissioned by Governor Kate Brown. Recommendations in this report affirm Oregon’s commitment to every student through a comprehensive, systemic approach to provide needed supports for educators serving in our schools and classrooms every day.

### Educator Development, Retention, and Advancement

ODE will support the preparation, licensure, recruitment, development, retention and advancement of teachers who are excellently prepared to teach a diverse and dynamic student population. [Oregon's Equitable Access To Educator Plan](#), a plan to recruit and retain excellent educators, was submitted to the U. S. Department of





Education and approved in 2015. Strategies outlined in the equity plan are embedded within the ESSA State Plan to achieve the objective of improving access to excellent educators for Oregon's most marginalized youth, including students of color, students with disabilities, and students navigating poverty. For detailed information about support for educators, view the [draft framework](#).

### Professional Learning and Support for Educators

Given the diverse landscape of districts and schools in Oregon, the state must support stronger needs-driven professional learning that emphasizes culturally responsive pedagogy and continuous learning. Stronger evidence-based needs assessments in districts and schools will support the differentiation of these opportunities and support timely, relevant professional learning opportunities for educators. In an effort to leverage new opportunities offered under ESSA, ODE proposes to:

- Develop routines and guidance to monitor LEA systems and culture for professional learning and incentivize innovation and partnership between and among LEAs, Educational Service Districts and external partners to elevate successful strategies and learning networks.
- Collaborate with education and community partners to provide training and support aligned to district needs identified by local comprehensive needs assessments and continuous improvement plans.
- Improve evidence-based needs assessments for districts and schools will provide opportunities to differentiate professional learning based on the needs and local context. Additionally, leveraging federal funds and established networks with enhanced alignment will support the dissemination of effective practices, resources and collaborative problem-solving opportunities.
- Adopt the [Standards for Professional Learning](#) developed by the Learning Forward organization and incorporate these standards into district and school needs assessments, strengthening the connection between professional learning and developing skills to provide instruction to students with specific learning needs.

### Educator Evaluations

The use of student achievement data on Oregon's statewide summative assessments was a required component under Oregon's ESEA Flexibility Waiver, but is not required under ESSA and thus, the use of statewide summative assessments should be optional. In an effort to leverage new opportunities offered under ESSA, ODE proposes to:

- Replace the Oregon Matrix with a data collection that disaggregates educator evaluations to, at a minimum, the Oregon Teaching Standard domains: (A) The Learner and Learning, (B) Content, (C) Instructional Practices and (D) Professional Responsibilities;
- Reconvene a workgroup to clearly define "Effective Educator" in lieu of a summative rating as determined by the Oregon Matrix;
- Streamline Oregon's District and School Achievement Indicators to reflect
  - Culture for Professional Learning
  - Systems for Professional Learning
  - Hiring, Recruitment and Retention Activities