

Assessment and Accountability

New Opportunities through ESSA

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Goals

- To gain an understanding of the fundamental elements of ESSA relative to state assessment and accountability systems
- To explore how best to use the flexibility provided by ESSA to promote equitable opportunities and outcomes for students
- To discuss next steps regarding ESSA implementation

Key Principles

- Committed to a plan that will improve both teaching/learning and student achievement in our state
- Committed to improved student outcomes for *all* of Oregon's students, particularly boosting graduation rates
- Committed to closing the state's achievement and opportunity gaps and having a state plan founded on educational equality
- Committed to high-quality instruction and educational leadership; every student taught by an excellent teacher, every school led by a strong educational leader
- Committed to school improvement and transforming underperforming schools

Background

- In December of 2015, the House passed the bill 359-64, and a few days later the Senate passed the bill 85-12
- President Obama signed the bill into law on December 10, 2015
- Reauthorization period is fiscal years 2017 through 2020
- ESEA flexibility waivers null and void on August 1, 2016
- New accountability systems go into effect for the 2017-18 school year
- US Department of Education will issue regulations for implementation in 2016

ESSA – Assessments

- Requires state testing in English language arts and math once per year in grades 3-8 and high school, and in science at each grade level (elementary, middle, and high school)
- Participation (95%) required for all students and groups of students
 - States may implement “opt out” policies
 - States will determine how participation is included in accountability systems
- If approved by the state, high schools may use a nationally-recognized assessment in place of the state assessment
 - Must be aligned to academic content standards
 - States will develop technical criteria and approval process

ESSA – Assessments

Criteria for high school assessment flexibility:

- Assessment must align to state adopted standards (CCSS)
- Assessment must address the **breadth & depth** of the standards and be **equivalent in content coverage**, difficulty, and quality to the state test
- Assessment must provide **comparable, valid, and reliable** data for **all** students and **each subgroup**
- Results must be expressed using the state's achievement standards (e.g., on the Smarter Balanced scale, with the Smarter Balanced cut scores)

ESSA – Assessments

- How would offering this flexibility promote equitable opportunities and outcomes for all of Oregon's students?
- What challenges might exercising this flexibility pose to ensuring equitable opportunities and outcomes for all of Oregon's students?
- How would offering high school flexibility affect the state's ability to evaluate comparability across schools and districts and accurately inform parents, communities, and policy-makers about how well each of our schools and districts is doing in serving all of Oregon's students compared to other schools across the state?

ESSA – Accountability

- Replaces Adequate Yearly Progress (AYP) with a state defined system including the following elements
 - Academic Indicators
 - Academic achievement on state tests
 - Student growth or other academic indicator
 - English language proficiency for ELLs
 - Graduation rates for high schools
 - School Quality or Student Success Indicators
 - At least one indicator determined by the state, may differ by grade band
 - For example: student engagement, parent surveys, advanced course offerings, school climate

ESSA – Accountability

- Weighting the indicators
 - States decide weighting, academic indicators must be given “much greater weight” than measures of school quality or student success
- States decide how participation rates are included in accountability systems
- Based on performance of schools and student subgroups on the indicators, states are required to “meaningfully differentiate” all public schools on an annual basis

ESSA – Accountability

- What are your thoughts about the school quality indicators that could be included in the system?
- What are the characteristics of high quality schools and why are they important?
- Do not be burdened by how these indicators might be measured and reported, this conversation is designed to keep us focused on what we value in our schools

Next Steps

2015-16 School Year

- February – March 2016
 - Recruit stakeholder workgroups
- March – June 2016
 - Convene stakeholder workgroups
 - Conduct statewide outreach for diverse stakeholder input
- May – August 2016
 - Draft consolidated state implementation plan and solicit public input

Next Steps

- 2016-17 School Year (Transition Year)
 - Develop policy, guidance, OARs based on final regulations from USED
 - Revise state plan (as needed)
 - Draft legislative proposals for the 2017 legislative session (as needed)
- 2017-18 School Year (Implementation Year)
 - Implement new accountability system and other components of state plan
 - Provide professional development, technical assistance, and monitoring to ensure effective implementation across programs

Questions and Contacts

- For more information on ESSA, please visit ODE's website
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