

2015 ESEA WAIVER RENEWAL



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Oregon Department of Education

2015 ESEA Waiver Renewal



- **3-Year Renewal**



- **Waiver request due to USED
by March 31, 2015**

Stakeholder Consultation



- ODE is gathering input from stakeholders throughout the state on changes in the waiver before submitting it to the U.S. Department of Education (USED) for approval by March 31, 2015
- Information on the waiver renewal and input survey will be posted on the ODE website in February
<http://www.ode.state.or.us/search/page/?id=3475>

Principle 1: College and Career Ready



No new waiver requirements.

Oregon's waiver will describe continued statewide support for implementation of CCSS and aligned assessment for all students

- Strategic Investment funds for Professional Learning Team (PLT) conferences and CCSS/EE implementation plans

Principle 2: Focus and Priority Schools Exit Criteria



The current ESEA waiver outlines Oregon's identification, guidelines, and exit criteria for focus and priority schools.

School and District Accountability Systems



2015 Renewal:

- Update exit criteria for focus and priority schools that have not made sufficient progress to exit focus or priority status.
- Provide updated plans to ensure that districts provide interventions and supports for low-achieving students in other Title I schools.
- Update statewide plans to support and monitor districts' progress for improving school and district performance.

Priority and Focus School Identification



- Schools are identified based on their overall school rating on their State School Report Card
- Priority Schools are Title I schools with an Overall Rating of Level 1
 - Bottom 5%
- Focus Schools are Title I schools with an Overall Rating of Level 2 and have a significant achievement gap
 - Bottom 15%

~Your Feedback~



- **What exit criteria would you recommend for schools that don't make sufficient progress to exit focus or priority status?**

Principle 2: Accountability Rating “Pause”



2015 Renewal:

Determine whether Oregon will
“pause” our rating system for one
year and not rate schools based on
this year’s Smarter Balanced data

Baseline Reporting



The following data will be reported on Report Cards whether or not a pause is requested:

- Disaggregated student performance (percentage of students at Level 3 or above)
 - ✦ We must also report this against Annual Measurable Objectives (AMOs)

- Graduation rates by subgroup

Effect of a “Pause”



- No new school ratings in 2014-15; schools retain their 2013-14 school rating
- Main report card would look almost identical, but we’d report the prior year rating
- Detail sheet (i.e. rating sheet) will show “No Rating”
- Detail sheet will show Smarter Performance and Graduation as compared to AMOs, possibly growth
 - Focus and priority schools will still have data to help support their improvement efforts
- We need to identify process for determining model schools and “other Title 1” schools

Reasons to “Pause”



- Gives school and districts time to adjust/respond to the new assessments and cut scores
- Growth data (though technically possible) might not be viewed as valid
- There are potential threats to the validity of the growth model; pausing removes this risk

Reasons to Not “Pause”



- Growth can still be calculated (with some risks)
 - Because of this we can calculate ratings during the transition
- Ratings keep the spotlight on achievement gaps
- Ratings help ensure full engagement in Smarter this year

~Your Feedback~



Which option do you prefer & why?

Option A

- Pause
- Why?

Option B

- Not Pause
- Why?

Principle 3: Educator Evaluation Student Learning & Growth (SLG)



Oregon's waiver was approved in October 2014 with one "condition" that needs to be resolved.

2015 Renewal:

"How will Oregon's evaluation model ensure consistency and rigor when setting and evaluating SLG goals using state assessment data?"

Review of the Oregon Matrix

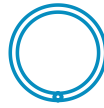


- The **Oregon Matrix** is the summative tool for combining multiple measures (Professional Practice, Professional Responsibilities, and Student Learning and Growth) to determine the educator's overall performance level and professional growth plan
- Oregon Matrix approved by USED in Oct. 2014
- Key Features of the Oregon Matrix:
 - It's the summative "wrap-up" at the end of the evaluation cycle
 - Focus remains on professional growth
 - Summative rating for reporting purposes only

Oregon Matrix

Y-Axis: PP / PR	LEVEL 4	Collegial <i>*SLG Inquiry</i> 3	Facilitative or Collegial <i>* SLG Inquiry</i> 3 or 4	Facilitative 4	Facilitative 4
	LEVEL 3	Collegial or Consulting <i>*SLG Inquiry</i> 2 or 3	Collegial 3	Collegial 3	Collegial 3
	LEVEL 2	Consulting 2	Consulting 2	Consulting 2	Collegial or Consulting <i>* PP/PR Inquiry</i> 2 or 3
	LEVEL 1	Directed 1	Directed 1	Consulting or Directed <i>* PP/PR Inquiry</i> 1 or 2	Consulting <i>* PP/PR Inquiry</i> 2
<i>*Inquiry Process</i>	LEVEL 1	LEVEL 2	LEVEL 3	X-Axis: SLG	
				LEVEL 4	

Y-Axis = PP/PR Rating



- Add up all component scores for total points possible;
- Divide by number of components in your rubric;
- Get a rating between 1 and 4;
- Use Y-Axis threshold to determine PP/PR level:
 - $3.6 - 4.0 = 4$
 - $2.81 - 3.59 = 3$
 - $1.99 - 2.8 = 2 *$
 - $< 1.99 = 1$

EXAMPLE

- District rubric with 20 components
- Component ratings:
 - 15 components were rated 3; and 5 were rated 2 = 55 points possible
 - $55/20=2.75$

Y-Axis Rating = Level 2

***PP/PR Scoring Rule:** If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

X-Axis = SLG Rating



- **Set two SLG goals annually**
 - Include one Category 1 goal for ELA/math, grades 4-8;
- **Score SLG goals with state SLG Scoring Rubric;**
- **Get a rating between 1 and 4;**
- **Use X-Axis thresholds to determine SLG level:**
 - 4 = both goals 4s
 - 3 = both goals 3s; one goal 3 & one goal 4; one goal 2 & one 4
 - 2 = both goals 2s; one goal 2 & one 3; one goal 1 & one 3; one goal 4 & one 1
 - 1 = both goals 1s; one goal 1 & one 2

EXAMPLE

Using the SLG Scoring Rubric:

- **One SLG goal scored 2**
- **One SLG goal scored 3**

➤ **X-Axis Rating =
Level 2**

Summative Performance Level and Professional Growth Plan



PP/PR	Level 4	3*	3 or 4*	4	4
	Level 3	2 or 3*	3	3	3
	Level 2	2	Consulting Plan 2	2	2 or 3*
	Level 1	1	1	1 or 2*	2
*Inquiry Process	Level 1	Level 2	Level 3	Level 4	
SLG					

2015 Waiver Renewal



How will Oregon’s evaluation model ensure consistency and rigor when setting and evaluating SLG goals using state assessment data?”

- For “Category 1” SLG goals in state tested subjects (ELA & Math), grades 4-8

Two Options: Districts' Choose



- ODE co-developed with the OEA, Chalkboard, and COSA two options that meet USED's waiver requirements
- Both options use Student Growth Percentiles (SGPs) based on the Oregon Growth Model
- Districts choose one option, use districtwide

Making a SGP Rating Determination



Ratings Based on Student Growth Percentile (SGP)	Much Less than Typical	Less than Typical	Typical	More than Typical
Category 1 Rating	1	2	3	4
Median SGP Criteria	1 st to 34 th percentile	35 th to 49 th percentile	50 th to 64 th percentile	65 th to 99 th percentile
Interpretation	Majority of your students have “low” growth	Majority of your students have below “average” growth	Majority of your students have “above average” growth	Majority of your students have “high” growth

Understanding Student Growth Percentiles



- **Video from Washington's Office of Superintendent of Public Instruction explains Student Growth Percentiles**
 - ❖ Though Washington uses different names, the principles of score analysis can be applied to any two-year set of scores, even across different assessments.
- **This method is not contingent on the same scale of scores from year-1 to year-2**

Understanding Student Growth Percentiles



- **SGPs measure growth for an individual student by comparing the change in his or her achievement on state assessments (Smarter Balanced) to that of his or her “academic peers” (those having similar historical assessment results)**
- **Median SGPs represent the exact middle of SGP scores**

Using Student Growth Percentiles



- Student rosters would be determined and verified by educators in English Language Arts & Math; Grades 4-8 only
- ODE will produce SGPs for each student in the state and send scores to districts
- Verified student rosters are used to determine the median SGP for each educator
- The median SGP would be used to determine an educator's rating for "Category 1" SLG

Option A – State Assigned SGPs



- For only teachers in ELA/Math; grades 4-8 and principals for Category 1 SLG
- This method does not require educators to set a Category 1 SLG *goal*
- The state Student Growth Percentiles (SGPs) are used exclusively to determine Category 1 SLG rating

Here's how Option A works



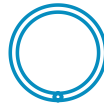
Steps	Timeline
1. Schools/teachers determine student class roster for teachers in ELA/Math; grades 4-8	Fall
2. Teachers use formative and interim assessments to inform instruction	Fall/Winter/ Spring
3. Educator verifies their class roster	Late Spring
4. Districts receive SGPs from ODE	Summer
5. District calculates the median SGP using verified educator rosters and determines SGP rating	Early Fall
6. SGP rating (for Category 1) and SLG goal rating (Category 2) used to determine X-axis rating for the matrix	Fall

Option B – Verify Category 1 Goal



- For only teachers in ELA/Math; grades 4-8 and principals for Category 1 SLG
- This method requires teachers and principals set an individual Category 1 SLG goal using the Smarter Balanced assessment
- SLG goal results are then compared with the educator's median SGP to determine Category 1 rating

Here's how Option B works



Steps	Timeline
1. Teacher reviews previous years Smarter Balanced results	Fall
2. Teacher completes SLG goal template setting targets for students on Smarter Balanced	Fall
3. Teacher uses formative and interim assessments to inform instruction	Winter/Winter/ Spring
4. Teacher verifies class roster	Late Spring
5. Districts receive SGPs from ODE	Summer
6. District calculates the median SGP using verified teacher's roster and determines SGP rating	Early Fall
7. Teacher scores Category 1 SLG goal using the state SLG Scoring Rubric	Early Fall
8. Teacher and evaluator compare SLG goal rating with SGP rating to determine Category 1 SLG rating using state criteria	Fall
9. SGP rating (for Category 1) and SLG goal rating (Category 2) used to determine X-axis rating for the matrix	Fall

~Your Feedback~



1. Which option do you think your district will choose? Why?
2. How would you recommend ODE communicate the SGP options to all districts?
3. How is educator evaluation implementation going in your district or ESD?