

## ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
<b>State Educational Agency (SEA)</b>	Oregon Department of Education (ODE)
<b>Request Approved</b>	July 19, 2012
<b>Request Amended</b>	August 14, 2013
<b>ESEA Flex Monitoring Activity</b>	Part B Onsite Monitoring
<b>Monitoring Review Date(s)</b>	October 29-30, 2013
<b>Exit Conference</b>	November 26, 2013
<b>Interviews Conducted</b>	Rob Saxton, Whitney Grubbs, Jim Carlile, Carla Wade, Kim Patterson, Cheryl Kleckner, Kim Miller, Sarah Drinkwater, Brad Lenhardt, Steve Woodcock, Rae Ann Ray, Doug Kosty, Kevin Hamler-Dupras, Jon Wiens, Kathleen Vanderwall, Steve Slater, Lisa Harlan, Theresa Richards, Michelle McCoy, Martha Martinez, Brian Reeder, Denny Nkemontoh, Jesse Parsons, Shanda Brown, Shawna Moran, Tim Boyd, and Tryna Luton
<b>U.S. Department of Education (ED) Monitors</b>	Christina Imholt and Michael Wells

### OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

#### *Part B Monitoring*

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation*. This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.

- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

**HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

The SEA’s work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- ODE is engaged in ongoing collaboration with professional organizations, such as the Oregon Education Association (OEA) and Confederation of Oregon School Administrators (COSA), to support the implementation of reforms that are part of ODE’s ESEA flexibility request, including the transition to and implementation of college- and career-ready standards and supports for teachers and leaders. ODE works with these professional organizations to both gather feedback on its work and disseminate information on this work to educators across the State.
- ODE has developed and is piloting processes to progress monitor its priority and focus schools by examining outcomes data and linking technical assistance to those results.
- With support from a new State legislative initiative (Senate Bill 3233), Oregon is aligning its work related to the implementation of college- and career-ready standards and its educator evaluation system through the creation of regional and district Professional Learning Teams, which will guide LEA implementation and support alignment in these two areas.
- ODE actively works to ensure that English Learners are supported in the transition to college- and career-ready standards by:
  - including English Learner educators and Title III coordinators on its Stewardship Team, which guided Oregon’s transition work;
  - conducting outreach on the new standards to general district and school staff, as well as for district and school staff that specifically support English Learners, through joint presentations; and
  - developing parent toolkits on college and career-ready standards that is available in both English and Spanish.

**STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

**SEA Systems & Processes**

<b>Element</b>	<b>Status</b>
<b>Monitoring (EDGAR 80.40 and 2.G)</b>	Meeting Expectations
<b>Technical Assistance (2.G)</b>	Meeting Expectations
<b>Data Collection &amp; Use (§9304(a)(6))</b>	Meeting Expectations

Element	Status
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

### Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations

### Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Not Meeting Expectations
Focus Schools (2.E)	Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Meeting Expectations

### Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Under Review
Principal Evaluation and Support Systems (3.B)	Under Review

### ELEMENTS REQUIRING NEXT STEPS

Element	Status
Priority Schools (2.D)	

<b>Element</b>	<b>Priority Schools (2.D)</b>
<b>Summary and Status of Implementation</b>	The SEA provided the ESEA flexibility team with sufficient evidence to demonstrate that implementation in non-SIG priority schools is being carried out consistent with its approved ESEA flexibility request. However, through the on-site monitoring visit conducted by the ED's Office of School Turnaround on March 5-9, 2012, and indicated in the subsequent monitoring report issued on October 3, 2012, ED determined that ODE was not fully complying with all School Improvement Grants (SIG) requirements. ED is in process of reviewing documentation subsequently submitted by ODE to determine if ODE has satisfactorily addressed those findings and therefore fulfilling expectations for all priority schools.
<b>Next Steps</b>	To ensure that the SEA implements meaningful interventions in its SIG-awarded Tier I and/or Tier II schools consistent with the SIG final requirements, and therefore, may continue to count such schools as priority schools, consistent with the principles and timelines in ESEA Flexibility: <ul style="list-style-type: none"> <li>• ODE will work with the ED's Office of School Turnaround to resolve any remaining findings relating to the monitoring and/or implementation of the SIG models.</li> </ul>

<b>Element</b>	<b>Teacher Evaluation and Support Systems (3.B)</b>
<b>Summary and Status of Implementation</b>	As indicated in ED's August 14, 2013 letter, ODE has not addressed the condition placed on the approval of its ESEA flexibility request requiring the submission of final guidelines that include student growth as a significant factor in its teacher evaluation and support system. This element is being addressed through ODE's work to address that condition and resolve its high-risk status.
<b>Next Steps</b>	ODE must continue its work to resolve its high-risk status and address the outstanding condition on the approval of its ESEA flexibility request consistent with ED's August 14, 2013 letter and subsequent November 26, 2013 letter.

<b>Element</b>	<b>Principal Evaluation and Support Systems (3.B)</b>
<b>Summary and Status of Implementation</b>	As indicated in ED's August 14, 2013 letter, ODE has not addressed the condition placed on the approval of its ESEA flexibility request requiring the submission of final guidelines that include student growth as a significant factor in its principal evaluation and support system. This element is being addressed through ODE's work to address that condition and resolve its high-risk status.
<b>Next Steps</b>	ODE must continue its work to resolve its high-risk status and address the outstanding condition on the approval of its ESEA flexibility request consistent with ED's August 14, 2013 letter and subsequent November 26, 2013 letter.

#### **RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION**

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- ODE should further strengthen the SEA’s support of its LEAs, particularly its smaller LEAs as they implement college- and career-ready standards and develop and implement teacher and principal evaluation and support systems. The SEA could do so by leveraging resources and providing technical assistance and or tools to LEAs.
- ODE should consider strengthening its mechanisms for ensuring strong implementation of college- and career-ready standards across its LEAs. ODE may want to use its review of LEA needs assessments and professional development plans related to educator effectiveness and college- and career-ready standards, which is currently scheduled for January 2014, to provide feedback and set expectations for necessary modifications to LEA plans.
- ODE should strengthen its systems and structures for disseminating the resources it makes available relating to the implementation of college- and career-ready standards to ensure that LEAs, schools, teachers, families, and community members are aware of and finding those resources useful in supporting implementation. For example, ODE may want to use surveys of targeted groups or examine website usage data to help determine the effectiveness of its communication strategies.
- While ODE includes all of the required components of the report card under §1111 of the Elementary and Secondary Education Act (ESEA), the State should work to ensure that this information is transparent and easily accessible to families, for example by including all required information that is not included on the State or LEA’s Oregon Report Card on the “Details Sheet.”
- While ODE has until 2014-2015 to report for students who enroll in an in-state public institution of higher education (IHE) within 16 months of their high school graduation, the number and percentage of such students who complete at least one year’s worth of college credit (applicable to a degree) within two years of enrollment in the in-state public IHE, ODE should ensure that it is collecting and able to link all data necessary to be able to report that information as required.

#### **ADDITIONAL COMMENTS**

- ODE remains a member of the National Center and State Collaborative (NCSC) consortia, which is developing an alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities that is aligned to the State’s college- and career-ready standards. Before the alternate assessment developed by NCSC is available, ODE will begin administering in the 2013-2014 school year its own alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) that is aligned with the State’s college- and career-ready standards. ODE may continue to use this assessment. However, ODE will need to submit this assessment to ED for peer review. ED will provide ODE further information about this process and the timeline for submitting the assessment.