



Driving Education Excellence: Securing the Future for All Ohio Students

February 10, 2017

Ohio | Department
of Education

ESSA Webcast



Submit feedback using the chat function and the ESSA online survey



Reference links in the documents tab



Today's session will be available for playback



For more information, visit education.ohio.gov and search keywords: *ESSA*

Welcome from State Superintendent DeMaria



What is ESSA?

- Replacement for No Child Left Behind and ESEA waivers
- A basic, technical “infrastructure” for states, not a strategic plan
- Addresses some but not all foundational issues/topics (e.g. testing, teacher evaluations)
- Drives more, but not all, decisions to state and local level

Every Student Succeeds Act: Draft Overview

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- A photograph of a male teacher with glasses and a plaid shirt leaning over a desk to assist a young student. Several other students are seated at desks in the background, working on computers. The setting appears to be a library or a computer lab, with bookshelves visible in the background. The desks are equipped with computers and educational materials. One computer screen shows a world map, and another shows a math problem:
- $7 - 2 = 5$
- .
- Outlines process to engage stakeholders
 - Communicates timelines for future ESSA-related activities
 - Highlights significant policies contained in the draft



What ESSA Requires



What We Heard



What We Propose

**Department staff
met with more
than 70
organizations**

**1,500 participants
at 10 regional
meetings**

Engaging 15,000 Ohioans to build a responsive plan

**3,100 participants
for 11 webinars**

**11,200 responses
to online ESSA
survey**

Today's Presenters

Colleen Grady

Senior Policy Advisor

Christopher Woolard

*Senior Executive Director, Center for Accountability
and Continuous Improvement*

Academic Content Standards



Academic Content Standards

ESSA Requires:

- Adoption of challenging academic content standards that align to credit-bearing coursework in the state's public higher education system and relevant career-technical standards

Academic Content Standards

What we heard:

- Ohioans overwhelmingly remain supportive of our standards
- Career-Technical education continues to be an underutilized pathway for many students

Academic Content Standards

Ohio's Proposal:

- Conduct an ongoing process to review and revise Ohio's Learning Standards by teams of Ohio educators
- Further align relevant career-technical standards

Testing



Testing

ESSA Requires:

- Retains current testing requirements
- Continues to require states to disaggregate results by student subgroups.
- Permits use of national assessments such as ACT or SAT as a substitute for state end-of-course assessments.
- Permits computer-adaptive testing and competency-based assessments.
- Allows out-of-level testing for high school mathematics in grade 8.

Testing

What we heard:

- Loud and clear: There is a need to strategically reduce testing
- Stabilize the state-level assessment system and resist making modifications for several years.

Testing

Ohio's Proposal:

- Maintain existing assessment system to meet ESSA requirements
- Work to reduce testing in a strategic way
- Explore adaptive testing
- Explore use of competency-based science assessment

Polling Question

Which one of the following assessments would you recommend be considered for elimination?

- Fall administration grade 3 ELA
- Grade 4 social studies
- Grade 6 social studies
- American history end-of-course
- American government end-of-course
- One ELA end-of-course
- One mathematics end-of-course

Testing

Decision Point: Ohio will accept the opportunity to continue the **middle school double-testing waiver**, and will advocate with USDOE to maintain the extended waiver for *all* relevant end-of-course exams.

Accountability



Accountability System

ESSA Requires:

- Not less than one other state-set non-academic indicator of school quality or student success
- Long term and interim improvement goals for all student subgroups
- States must establish the minimum number of students (n-size) necessary for a subgroup to be included
- States must implement a single, summative rating with at least 3 performance levels for schools and districts.

Accountability System

What we heard:

- There was stakeholder support for including report card measures that are not based on test scores
- Incorporate a separate achievement indicator for students who re-take EOC tests
- Clarify and improve K-3 literacy measure
- Clarify / Revise Gap Closing and Value Added

Accountability System

Ohio's Proposal:

- Clarify “grade” definitions and provide detailed explanation of grading scale
- Use parent surveys and focus groups to make report cards more user-friendly and understandable
- Improve specific report card measures and components
- We will use the overall A-F report card grade to meet the school and district summative rating.

Accountability System

Decision Point: An additional indicator of school quality will be added to the accountability system.

This indicator will be student engagement as measured by **Chronic Absenteeism**.

Accountability System

Decision Point: The **N-Size** for subgroup evaluation will be 15.

This decision was made based on data that shows with the current N-Size of 30, many students (especially Hispanic students and English Learners) are excluded from their respective schools' subgroup analysis.

Polling Question

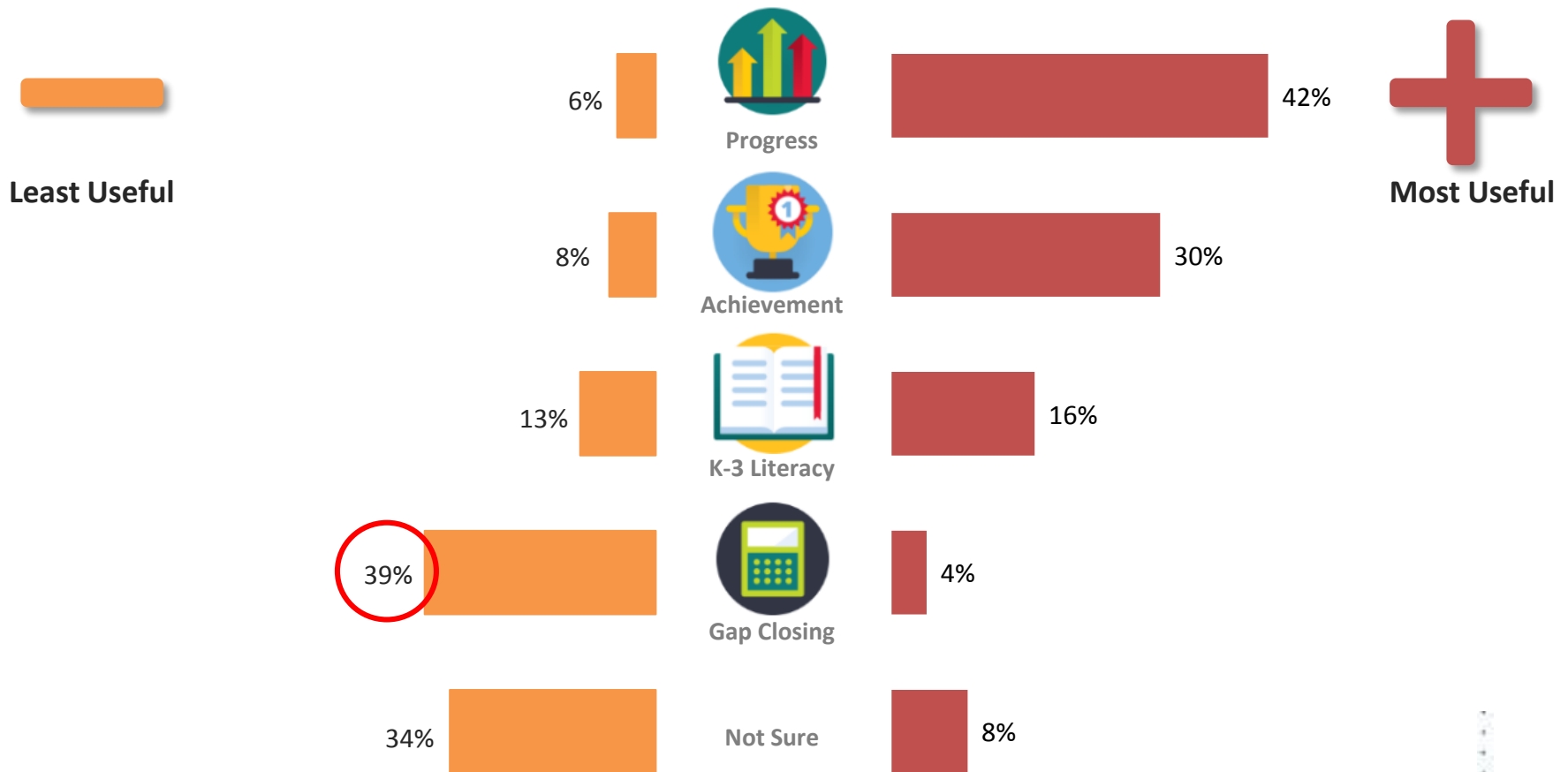
Which of the following report card components best measures school success for schools serving grades K-8?

- Achievement
- Progress
- Gap Closing
- K-3 Literacy

Elementary School Parents value the *Progress* and *Achievement* measures of the school report card most

- Elementary school parents share mixed reviews of the *K-3 Literacy* measure.
- Overwhelmingly, parents find *Gap Closing* the least useful.

Usefulness of School Report Card Measures
among Parents of Elementary School Children (n=308)



Polling Question

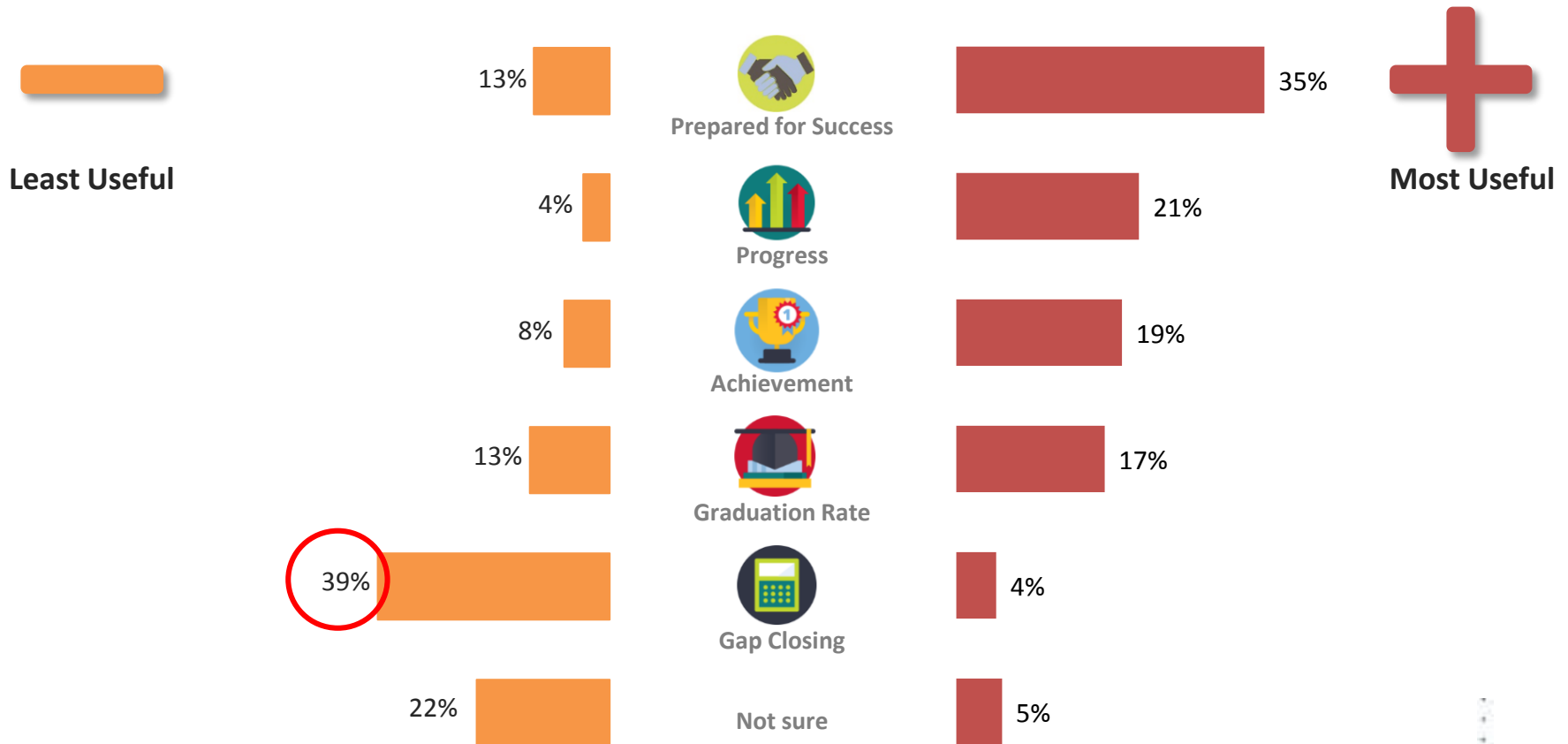
Which of the following report card components best measures school success for high schools?

- Achievement
- Progress
- Gap Closing
- Graduation
- Prepared for Success

High School parents value *Prepared for Success* the most, while *Gap Closing* remains the least useful

- *Progress, Achievement, and Graduation Rate* garner similar marks for usefulness.

Usefulness of School Report Card Measures
among Parents of High School Children (n=156)



School Improvement



School Improvement

ESSA requires identification for comprehensive support:

- The lowest-performing 5 percent of schools
- High schools struggling with graduation rates (4-year graduation rate is less than 67 percent).
- Schools struggling with gaps among subgroups.
- Identify schools based on 2017-2018 results
- Maximum time period to demonstrate improvement 4 years

School Improvement

What we heard:

- Stakeholders urged use of accountability measures on Ohio's Report Card (such as value-added) as gauges for continuous improvement – not as punitive labels.

School Improvement

Ohio's Proposal:

- Ohio will ensure that the criteria for identifying Priority, Focus and Watch schools fully aligns with the report card measures
- Entrance and exit criteria will be understandable and clearly linked to improvement planning requirements

Aligned, Evidence-Based School Improvement System

Tools

Training

Supports

Improvement System

ESSA Requires:

- School improvement should be more locally driven and give schools and districts more discretion in designing school improvement plans
- School improvement plans must be based on evidence-based strategies

Polling Question

Which of the following tools or supports do you believe would be most useful to your district?

- Peer-to-Peer Network
- Decision framework
- Resource allocation tool
- Data analysis support
- Similar schools/districts performance database
- Process coaching

Improvement System

What we heard:

- Stakeholders want more local control in decision making around school improvement
- Numerous stakeholders emphasized the need for a more coherent focus on addressing the needs of students, families and communities in struggling schools

Improvement System

Ohio's Proposal:

- Continue use of OIP
- Leverage system of supports (SSTs, ESC, ITCs)
- Improve tools and training
- Create Peer-to-Peer Improvement Network
- Schoolwide Title I waiver
- Rural initiative

Educator Effectiveness



Educator Effectiveness

ESSA Requires :

- Requires plans that ensure equitable access to effective teachers for poor & minority students.
- No longer requires HQT or evaluations linked to student growth
- Requires strategies for equitable access to effective teachers that align and support human capital management.

Educator Effectiveness

What we heard:

- There is strong support for educators
- There is not consensus on the best way to evaluate educators
- Educators do not believe the evaluation system is working as it should
- Concern about student growth measures
- Broad support for professional development

Educator Effectiveness

Ohio's Proposal:

- Reflect on our current system
- Review and identify opportunities to improve the efficiency and effectiveness of the existing Ohio Teacher Evaluation System.
- Start larger conversation with stakeholders
- Consider how to define effectiveness moving forward

Polling Question

When you think of your district what do you see as the most important issue to managing educator talent?

- Recruitment & Selection
- Diversity
- Induction/Mentoring
- Performance management
- Professional development
- Equitable access to effective instruction
- Addresses shortages

Supporting All Students



Title IV Priorities

- School Climate and Safety
- STEM/Technology
- Access to rigorous coursework – AP/IB subsidies

Vulnerable Students

Improve supports, improve transitions and reduce barriers for:

- Students in foster care
- Homeless
- Military dependents
- Students involved in justice system
- Migrant students

Increased reporting of achievement for these student groups

Polling Question

When you think about the challenges facing certain vulnerable groups of students what issue do you believe your district will see as a priority?

- Academic tutoring/support
- Nonacademic support services
- Improving enrollment and records' transfer
- Outreach to families
- Improved coordination with state/local agencies

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Plan Submission and Next Steps

- The submission of the ESSA state plan on April 3 is not the end of the process.
- Once submitted, the Department begins additional stakeholder outreach to explain provisions, answer questions and plan for implementation.
- This will also be the time to address any needed statutory changes.

ESSA and Beyond

- Ohio's biennial budget process, aimed at Building for Ohio's Next Generation, has just begun
- Strategic Planning Process beginning soon at ODE
- Educator Standards Board OTES Review
- Graduation Requirement Workgroup

A close-up photograph of a hand holding a pen, poised to write on a document. The scene is bathed in a cool blue light, creating a professional and focused atmosphere. The background is blurred, emphasizing the hand and the writing instrument.

education.ohio.gov