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Compliance Report for Division 22 Standard 581-022-2115: Assessment of Essential Skills

Overview:

Our district is currently not in compliance with Division 22 Standard 581-022-2115, which mandates the assessment of essential skills, collection of work samples, and the use of state scoring guides. This report outlines a two-year phased plan to bring our district into compliance, with the implementation of reading and writing assessments in the 2024-2025 school year and math and science following in the 2025-2026 school year. An essential component of this plan is robust teacher training on essential skills, fair assessment practices, and data tracking to improve instructional practices.

Key Areas of Non-Compliance:

- **Lack of Assessment of Essential Skills:** The district has not consistently administered performance assessments aligned with essential skills as defined by the Oregon Department of Education (ODE) in reading, writing, mathematics, and science.
- **Lack of Work Sample Collection:** The district has not collected and assessed work samples required to demonstrate proficiency in essential skills, as outlined in Section (2) of the standard.
- **No Use of State Scoring Guides:** The district has not used official state scoring guides to assess student work samples, necessary for ensuring standardization and consistency.

Two-Year Plan for Compliance:

Year 1: 2024-2025 School Year

Focus: Reading and Writing

Step 1: Establish Assessment of Reading and Writing Essential Skills (November 2024 – February 2025)

Action:

- Develop assessment plans and rubrics focused on reading comprehension and writing skills, aligned with ODE standards.

Implementation:

- Use the official state scoring guide for reading and writing assessments.

- Administer local performance assessments in reading and writing for students in grades 3-8 and high school.
- Ensure that high school students have multiple opportunities to demonstrate proficiency.

Teacher Training:

- Provide professional development for teachers on essential skills, focusing on how to design and implement fair assessments for reading and writing.
- Include training on using state scoring guides to ensure consistency in evaluation and fair practices.
- Emphasize using student data to track progress, guide instruction, and offer targeted interventions.

Step 2: Collection and Scoring of Reading and Writing Work Samples (February 2025 – April 2025)

Action:

- Begin collecting work samples in reading comprehension and writing.
- Each student will submit at least one work sample annually to demonstrate proficiency.

Implementation:

- Teachers will work collaboratively to ensure the standardized collection and scoring of work samples using the state's 6-point rubric.
- Begin pilot work sample collection for high school students, followed by a phased implementation in grades 3-8.

Teacher Training:

- Provide training on how to collect, score, and provide feedback on work samples.
- Focus on fair assessment practices, with teachers learning how to evaluate work equitably across different student groups.
- Guide teachers in analyzing student work to inform instructional decisions and adjust teaching strategies.

Step 3: Tracking Student Progress in Reading and Writing (April 2025 – June 2025)

Action:

- Implement a tracking system to monitor student progress in reading and writing essential skills.

Implementation:

- Utilize student management systems to track progress, ensuring students have met proficiency standards.
- Track work sample completion and proficiency levels, particularly for high school students nearing graduation.

Teacher Training:

- Provide professional development on using data from student assessments to track progress.
- Train teachers to make data-driven instructional decisions, identify student strengths and gaps, and adjust instruction accordingly.

Year 2: 2025-2026 School Year

Focus: Mathematics and Science

Step 4: Establish Assessment of Math and Science Essential Skills (November 2025 – February 2026)

Action:

- Develop assessment plans and rubrics for mathematics and scientific inquiry skills, aligned with ODE standards.

Implementation:

- Administer local performance assessments in math and science in grades 3-8 and high school, using the state scoring guide.
- Provide multiple opportunities for students to demonstrate proficiency in math and science essential skills.

Teacher Training:

- Deliver training for teachers on assessing essential skills in math and science, focusing on using fair assessment practices and state scoring guides.
- Teachers will receive support in designing math and science assessments that align with essential skills and provide meaningful insights into student progress.

Step 5: Collection and Scoring of Math and Science Work Samples (February 2026 – April 2026)

Action:

- Begin collecting work samples in mathematical problem-solving and scientific inquiry.
- Each student will submit at least one work sample annually in math and science.

Implementation:

- Standardize the collection and scoring of math and science work samples across grade levels, using the state's 6-point rubric.

Teacher Training:

- Teachers will receive training on fair evaluation methods and consistent use of the state scoring guides for math and science work samples.
- Provide guidance on using work sample data to inform instruction and offer targeted student support.

Step 6: Tracking Student Progress in Math and Science (April 2026 – June 2026)

Action:

- Use the tracking system to monitor student progress in math and science essential skills.

Implementation:

- Track essential skills mastery in math and science, with particular focus on students nearing graduation.
- Ensure that work sample completion and assessment data are recorded and monitored for progress.

Teacher Training:

- Provide ongoing professional development on data analysis and tracking student progress in math and science.
- Empower teachers to use data to identify instructional gaps, adapt lessons, and ensure students are on track for mastery.

Ongoing Monitoring and Training (2026 and Beyond)

Action:

- Establish continuous professional development on essential skills assessments, focusing on the use of data to improve student outcomes.
- Conduct annual data reviews to ensure ongoing compliance with Division 22 standards and adjust instructional strategies as needed.

Implementation:

- Teachers will participate in annual workshops on assessment best practices, scoring guides, and using assessment data to drive instruction.
- The district will regularly review student assessment data to ensure all students are making progress in essential skills mastery.

Timeline:

Action	Date	Details
Collection of reading and writing work samples	February 2025 – April 2025	Begin collecting, scoring, and tracking reading and writing work samples.
Track reading and writing progress	April 2025 – June 2025	Implement tracking for reading and writing skills mastery.
Establish math and science assessments	November 2025 – February 2026	Develop rubrics and plans for math and science essential skills assessments.
Collection of math and science work samples	February 2026 – April 2026	Begin collecting, scoring, and tracking math and science work samples.
Track math and science progress	April 2026 – June 2026	Implement tracking for math and science skills mastery.

Ongoing monitoring and training	June 2026 and Beyond	Annual review and training for continuous compliance.

Conclusion:

By following this two-year phased plan, including comprehensive teacher training on essential skills, fair assessment practices, and effective data tracking, the district will achieve compliance with Division 22 Standard 581-022-2115. Reading and writing assessments will be fully implemented by June 2025, and math and science assessments by June 2026, ensuring all students have the opportunity to demonstrate proficiency in essential skills.