



# Oregon Quality Assessment Practices Networked Improvement Community

Carnegie Summit  
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# Introductions



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*“Behind every assessment experience and hidden in its results is a living, breathing student.” – Rick Stiggins*

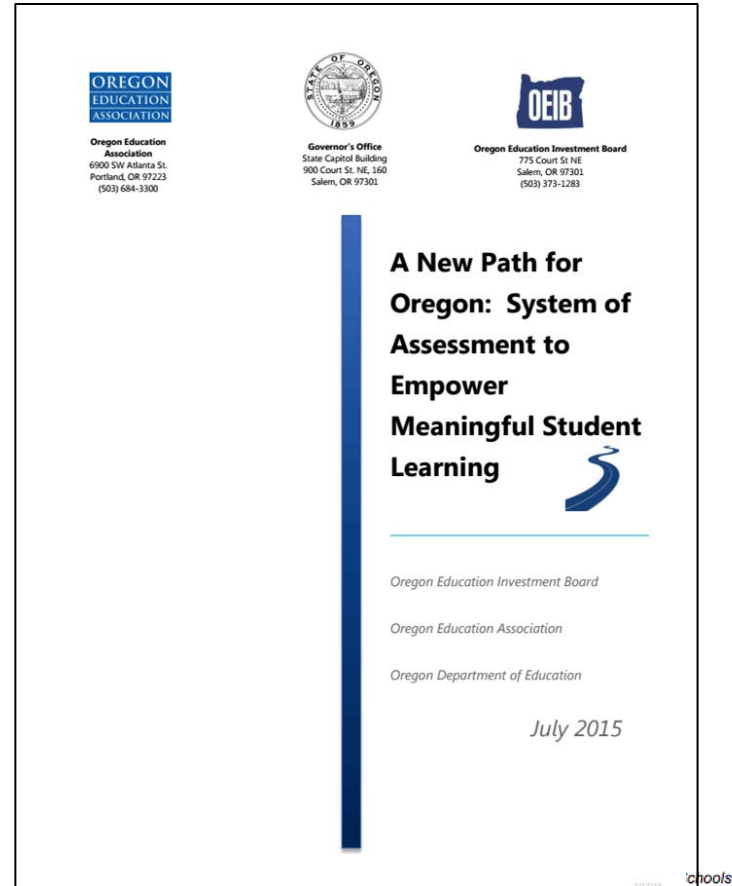
# Oregon Education Policy & Practice Leaders



# The Foundation of the Work

- Assessment Work Group
  - Governor's Office, Department of Education, OEA, Educator members
  - Purpose - highlight need for balanced system of assessment and give educators chance to co-create solutions
  - Elevated guiding principles of quality assessment
  - 11 distinct recommendations

*Available at [www.oregoned.org/newpath](http://www.oregoned.org/newpath)*



**OREGON EDUCATION ASSOCIATION**  
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Portland, OR 97223  
(503) 684-3300

**STATE OF OREGON**  
Governor's Office  
State Capitol Building  
900 Court St. NE, 160  
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**OEIB**  
Oregon Education Investment Board  
775 Court St. NE  
Salem, OR 97301  
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**A New Path for  
Oregon: System of  
Assessment to  
Empower  
Meaningful Student  
Learning**

Oregon Education Investment Board  
Oregon Education Association  
Oregon Department of Education

July 2015

# Assessment Work in Oregon



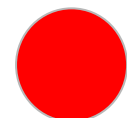
OEA Assessment Pilots



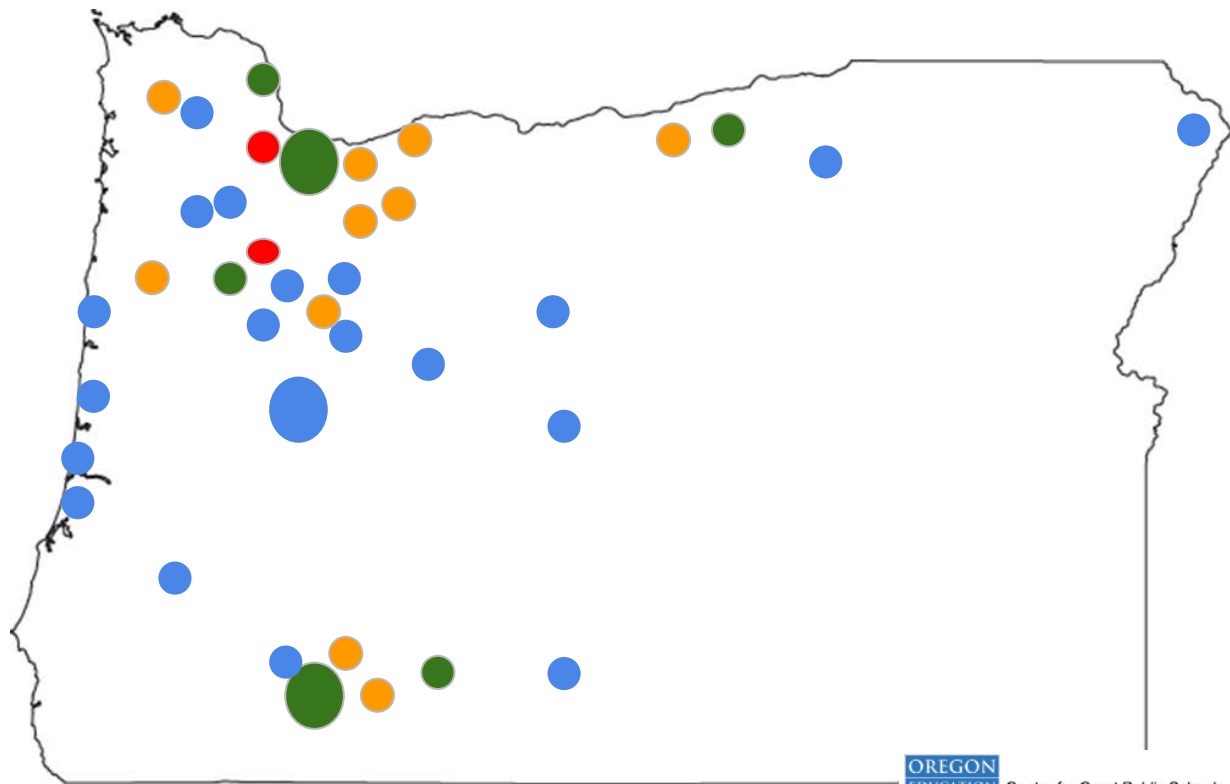
ODE Assessment Pilots



Oregon Collaboration Grant Districts



Chief Education Office Trauma Informed Pilots



# Getting Partners On Board



# Assessment Problem of Practice

Oregon's assessment processes and practices in classrooms, schools, school districts, and the state do not ensure that:

- Each educator has and uses information to support each student's learning and growth;
- Each student has and uses information to support their own learning and growth; and
- Each family has and uses information to support their student's learning and growth.



# OR-QAP Aim Measurable Goal

By June 2019, \_\_\_% of educators will effectively use information from assessment practices to support the learning and growth of all students

Spring 2017

Summer 2017

Fall 2017

Winter/Spring  
2018

#### Network Initiation

- Established problem of practice
- Began root cause analysis
- Secured commitments from Hub

#### Chartering, Cont.

- Teams established
- Kick off convening
- Root cause analysis
- Content learning for teams
- Empathy data collection

- Empathy data review
- Define aim statement
- Identify primary drivers
- Dive into research on drivers
- Content learning based on team needs

- Network social connections
- Teams begin PDSA cycles
- Expert convening on assessment
- Learning sessions: January, April, June

# What is going well

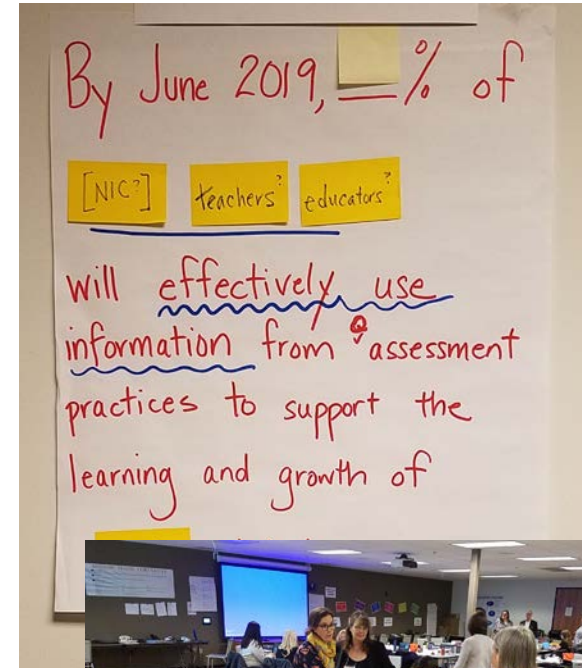
- NEA Center for Great Public Schools seed grant
- Reciprocity with state-level organizations
- Bridging of the work - connecting siloed efforts
- Recruited improvement teams at various “levels of readiness”
- Pace of our learning/work



# Our Challenges

## *Unlearning Behavior*

- Moving from a “project” to system changes among all partners
- Teams at various places of readiness for improvement science, quality assessment practices
- Placing emphasis on action periods, not convenings
- Improvement science isn't the next “thing”



# Moving Forward

- Offering expert convening
- Emphasizing local team actions
- Developing the measurement plan
- Spreading the learning from PDSA cycles
- Oregon policy & program implications
- Evaluate improvement team composition
- Sharing our learning

