THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	Statewide School Accountability
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The development of the new Index represents a substantial effort from the Office of the Superintendent of Public Instruction (OSPI), the State Board of Education (SBE), and numerous other stakeholders participating in the Every Student Succeeds Act (ESSA) workgroups. The Board will want to be assured that the new Index follows the methodology described in the ESSA plan, meets the requirements specified in state law, and begin to consider the manner in which to improve the Index.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The memo provides the first glimpse of the winter 2018 version of the School Index results that are derived from the new indicators and following the methodology described in the ESSA plan. The memo elaborates on the key findings summarized below. • The new Index may favor elementary schools, as these schools have the highest average Index rating and appear to be disproportionately over-represented in the highest performing school list. • The new Index ratings appear to be more strongly correlated to socioeconomic status of the school, than the old Index. • The performance on the School Quality and Student Success (SQSS) measures is substantially different on the basis of school level. Elementary schools perform better on the measures than do middle or high schools.

STATEWIDE SCHOOL ACCOUNTABILITY

Policy Considerations

Among the many duties specified in 28A.657.110, Sections (2) (3) and (4) authorize the State Board of Education (SBE) to develop the Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional state support. In cooperation with the OSPI, the SBE shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index.

In September 2017, the Office of the Superintendent of Public Instruction (OSPI) submitted the Washington Every Student Succeeds Act (ESSA) State Plan to the U.S. Department of Education (USED) for approval. As required, the USED approved Washington's plan and notified the OSPI about the approval in January 2018. The Washington ESSA plan included a description of the School Achievement Index (Index) that was cooperatively developed by the SBE and OSPI through a series of meetings of the ESSA Accountability Systems Workgroup in 2016 and 2017.

This is the first report to the SBE on the new school Index that is derived from the new indicators and from the new methodology described in the approved ESSA plan. The Board will want to be assured that the new Index follows the methodology described in the ESSA plan, meets the requirements specified in state law, and consider the manner in which the SBE should lead the effort in improving the Index.

Summary of Key Findings

- The new Index appears to favor elementary schools, as these schools have the highest average Index rating and appear to be disproportionately over-represented in the highest performing school list.
- The new Index ratings appear to be more strongly correlated to socioeconomic status of the school, than the old Index.
- The performance on the School Quality and Student Success (SQSS) measures is substantially different on the basis of school level. The inclusion of the SQSS indicator appears to favor elementary schools. Additional work will be undertaken to determine whether this is true of other indicators.

Achievement Index

Beginning in December 2017 and through January 2018, school district personnel were provided with the raw data that would be used in the Index computations. This data review period was the school districts' primary opportunity to clean up data and to ensure that the results were as clean and accurate as possible. When the review period concluded, the OSPI ran the Index coding, computed Index ratings per the approved methodology, and when ready, provided school districts with preliminary Index ratings for their schools.

The OSPI Office of Student Information provided Index results to the SBE in mid-February. The public release is planned for mid-March, so the results and findings discussed here should be considered

preliminary, although substantive updates or changes to the results are not anticipated. Because this is the first year of the new index several major changes to the Index are noteworthy.

1. The new Index uses an aggregated three-year average of data rather than three individual years of data to calculate Index ratings.
2. The new Index no longer uses the Targeted Subgroup calculation (a simple average of seven historically lower performing student groups that has the potential to carry substantial weight) which most often lowered the overall Index rating for a school.
3. The new Index includes the new indicators of English Learner (EL) Progress and School Quality and Student Success (SQSS).

Because of the changes specified above, it would be inappropriate to compare the Index ratings from years past to the current Index ratings on a school by school basis. However, it would be appropriate to consider broad and higher level characteristics of the Index ratings and the characteristics of the highest and lowest rated schools on the Index.

Index Ratings

Based on the new Index methodology described in the ESSA State Plan, an Index rating was calculable for 1971 schools (Figure 1). School Index ratings ranged from a low of 1.000 to a high of 10.000. The average school Index rating was 5.7168. Findings from the analysis shown in Figure 1 are as follows.

- The new methodology of aggregating three years of student data resulted in calculating ratings for approximately 170 additional schools because of the new methodology of aggregating three years of student data.
- The average Index rating of elementary schools is the highest at 6.044 and the average rating of high schools is lowest at 5.269, while middle schools are just a little higher at 5.499.
- Elementary schools represent approximately 63 percent of all schools with an Index rating but 79 percent of the highest performing schools.
- High schools represent approximately 18 percent of all schools with an Index rating but only three percent of the highest performing schools.

Figure 1: shows the Index ratings and number of highest/lowest performing schools by school level.

	Elementary Schools	**Middle Schools**	**High Schools**	**All Schools**
Number	1037	354	352	1971
Mean (Index)	6.0443	5.4985	5.2693	5.7168
Distribution of Highest and Lowest Performing Schools				
Schools in Top Five Percent*	81	16	< 10	103
Schools in Bottom Five Percent*	50	19	17	105
*Note: the number of schools in the top five percent and bottom five percent differs because of counting tie scores at the threshold cut points.				

Correlation to School Socioeconomic Status

The data file provided by the OSPI did not contain the information necessary to compute precise correlational data between the various outcome measures and socioeconomic status, the percentage of

students qualifying for the Free and Reduced Price Lunch (FRL) program. However, a school FRL proxy variable was computed to replace the traditional school FRL rate, as the school FRL rate was not included in the data file and, a one-year FRL rate may not be the best representation of a three-year roll up of student data. The FRL proxy for school poverty used here is the three-year average school FRL rate for the 2014-15, 2015-16, and 2016-17 school years.

In Figure 2, the correlation coefficients (Pearson r) are rounded to the nearest tenth because the computed values can only be estimated given the data included in the data file. Overall, an estimate of the Index rating to the FRL proxy is -0.600, which means that approximately 35 to 40 percent of the variance found in the Index rating is explained by the proxy for school FRL rate. Given the fact that educational outcomes are highly correlated with poverty (student-level and school-level), the correlation to poverty indicated here is not surprising.

Figure 2: shows the correlation coefficients for the FRL proxy and various elements of the outcome measures and indicators.

Indicator	Correlation Between FRL 3YR Proxy and Outcome Measure	Comments
Index Rating*	Pearson r ≈ -0.600, N = 1899 Moderately strong and negative correlation	Low poverty schools tend to perform much better on the overall Index.
Proficiency	Pearson r ≈ -0.700, N = 1899 Moderately strong and negative correlation	Low poverty schools tend to perform much better on the achievement indicator.
Student Growth Percentiles*	Pearson r ≈ -0.400, N = 1542 Moderate and negative correlation	Low poverty schools tend to perform a little better on the growth (SGP) indicator.
Graduation (4-Year)	Pearson r ≈ -0.300, N = 460 Weakly moderately and negative correlation	Low poverty schools tend to perform a little better on the graduation indicator.
Graduation (Extended) Adjustment*	Pearson r ≈ 0.200, N = 460 Weak and positive correlation	Higher poverty schools are benefitting from this new element of the Index.
Graduation (Total)*	Pearson r ≈ -0.400, N = 460 Weakly moderately and negative correlation	Overall, low poverty schools tend to perform a little better on the graduation indicator.
English Learner Progress	Pearson r ≈ -0.400, N = 1019 Weakly moderately and negative correlation	Low poverty schools tend to perform a little better on the EL progress indicator.
Regular Attendance	Pearson r ≈ -0.300, N = 1899 Moderate and negative correlation	Low poverty schools tend to perform a little better on the attendance indicator.
Ninth Grade On Track	Pearson r ≈ -0.500, N = 444 Moderate and negative correlation	Low poverty schools tend to perform better on the measure.
Dual Credit	Pearson r ≈ -0.200, N = 489 Weak and negative correlation	High poverty schools do not benefit from this as much as low poverty schools.
SQSS Combined*	Pearson r ≈ -0.600, N = 1899 Moderate and negative correlation	25 percent of the variance in the measure is explained by school FRL rate.
*Note: indicates an outcome measure for which the correlation was computed from decile rating, with other correlations computed from the outcome measure percentage. Values are rounded to the nearest tenth and were computed only for schools with an Index rating ≥ 1.000		

Identification of Highest and Lowest Performing Schools

Until the Index calculations are finalized, the exact composition of the highest and lowest performing schools cannot made public. Also, the list of schools identified for Comprehensive or Targeted support cannot be made public until the school districts have been notified of the identifications by the OSPI. The OSPI preliminarily identified 879 school for either Comprehensive support or Targeted support following the methodology described in the Washington ESSA plan. A summary of the schools preliminarily identified as in need of support are tabulated in Figure 3.

- 269 schools were preliminarily identified for Comprehensive support (per the ESSA, 108 of these schools that were identified for a low graduation rate may at the district discretion, opt out of support services because the enrollment at the school is less than 100).
- 610 schools were preliminarily identified for Targeted support
- 41 schools were preliminarily identified for Targeted English Learner Progress support

Figure 3: shows the number of preliminary school identifications derived from the new Index.

Identification Type	Number of Schools
Comprehensive (Low Index Rating)	105
Comprehensive Low Graduation Rate	56
Comprehensive Low Graduation Rate Opt Out Eligible	108
Targeted 1-2 Student Groups	490
Targeted 3+ Student Groups	120
Targeted English Learner (EL) Progress	41
No Supports	1123
No Index Rating*	337
*Note: of the 2380 schools tabulated in the Index, 337 schools were not assigned an Index rating. This is most often the result when a school has a small enrollment and the indicator value is suppressed	

The relationship between school socioeconomic status and overall Index rating is more apparent when examining the highest and lowest performing groups of schools, but the relationship to school geopolitical setting is less obvious (Figure 4).

- Most of the highest performing schools are in urban or suburban geopolitical settings and the schools have relatively low school FRL rates.
- Most of the lowest performing schools are in urban or rural geopolitical settings and the schools have relatively high school FRL rates.

Figure 4: shows the number of highest and lowest rated schools and average school FRL rate by the school geopolitical setting.

	Urban		Suburban		Town		Rural		All Schools	
	N	FRL %	N	FRL %	N	FRL %	N	FRL %	N	FRL %
Schools in Highest Five Percent*	29	16.2	65	15.4	< 10	17.8	< 10	25.6	103	16.2
Schools in Lowest Five Percent*	41	78.8	17	69.5	13	84.0	24	79.9	105	77.1
*Note: the average school FRL rate is shown for the schools for which the rate could be computed. For reference purposes, the average school FRL rate (3-Yesr FRL proxy) for the state was approximately 47.2 percent.										

The schools identified for Targeted support are tabulated in Figure 5, which includes the school FRL rate and the overall Index rating. Schools with larger numbers of low performing student groups are typified by higher school FRL rates and lower overall Index ratings.

Figure 5: shows the number of schools, the FRL rates, and the overall Index ratings for schools preliminarily identified for Targeted support.

	Schools	Average School FRL Rate*	Average School Index Rating
Targeted – 1 Group	366	52.4	5.262
Targeted – 2 Groups	138	58.0	4.251
Targeted – 3 Groups	53	59.9	3.676
Targeted – 4 Groups	40	63.1	3.126
Targeted – 5 Groups	18	69.5	2.794
Targeted – 6 Groups	< 10	69.6	2.667
Targeted – 7 Groups	< 10	73.6	2.683
All Targeted	**624**	**55.7**	**4.658**
*Note: the average school FRL rate (FRL proxy variable) was calculable for 612 schools.			

Impact of the SQSS

One of the biggest changes to the Index is the addition of measures of School Quality and Student Success (SQSS), although the SQSS indicator was assigned a fairly low weight (5 to 15 percent) in the Index calculation. Figure 6 shows the average SQSS decile rating for the SQSS indicator by school level and then individually by measure for the school levels. Elementary schools perform better than middle and high schools (6.420, 4.728, and 4.946, respectively) on the SQSS indicator overall. So, the addition of the SQSS indicator appears to benefit elementary schools more than other schools.

Looking more closely at the SQSS measures in general and the Regular Attendance measure in particular, notice that the average decile rating for elementary schools (6.420) is substantially greater than middle schools (4.650) and more than double the average decile rating for high schools (3.000). This finding supports the findings of other research showing that regular attendance is most prevalent in

the early grades and is lowest in the upper grades. The inclusion of regular attendance in the Index benefits elementary schools over middle and high schools.

A total of 24 middle schools and junior high schools earning an Index rating operated under a grade configuration that included the 9th grade (grades 7-9 and 8-9). For analytical purposes, these 24 schools are categorized as middle schools, yet the schools were rated on SQSS measures that include Ninth Grade On-Track and Dual Credit participation, measures typically associated with high schools. On the Ninth Grade On-Track measure, middle schools posted a substantially higher average decile rating (7.750) than the average high school rating (5.540) on the same measure. On the Dual Credit participation measure, middle schools perform considerably lower (4.500 decile average) than high schools (6.760 decile average).

Figure 6: Average decile rating and percentage for the SQSS measures by school level.

	Elementary Schools	Middle Schools	High Schools	All Schools
Schools with an Index Rating	1037*	354*	352*	1971*
Decile Ratings				
School Quality and Student Success	6.420	4.728	4.946	5.736
Regular Attendance	6.420	4.650	3.000	5.380
Ninth Grade On-Track		7.750	5.180	5.540
Dual Credit		4.500	6.760	6.170
Percent of Students				
Regular Attendance	89.7	85.1	73.1	85.1
Ninth Grade On-Track		82.5	68.4	70.0
Dual Credit		25.1	46.2	40.1
*Note: the value represents the number of schools by school level with an Index rating ≥ 1.000.				

School Recognition

In February 2018, the SBE and the OSPI met with the Educational Opportunity Gap Oversight Accountability Committee to discuss several accountability-related topics including the topic of school recognition for exemplary performance. The SBE is preparing an update on some possible options for school recognition that the Board is expected to discuss. In particular, the SBE, OSPI, and EOGOAC all expressed an interest is limiting recognition to schools with small or decreasing performance gaps. However, the manner in which to accomplish this requires further discussion of the Board and with partner agencies.

Required Action Districts

Five school districts are currently designated for Required Action (RAD) by the OSPI and SBE. The preliminary school identifications for the RADs are as follows.

- Marysville SD: of the 27 schools in the district, more than 10 were preliminarily identified for support.
- Soap Lake SD: three schools are in the district.
- Tacoma SD: of the 64 schools in the district, more than 10 schools were preliminarily identified for support.
- Wellpinit SD: of the 8 schools in the district, at least one school was preliminarily identified for support.
- Yakima SD: of the 28 schools in the district, at least 10 schools were preliminarily identified for support.

Action

No Board action is anticipated for this agenda item.

Links Referenced in the Memo

Washington ESSA State Plan

http://www.k12.wa.us/ESEA/ESSA/default.aspx

Balfanz, R. & Byrnes, V. (2012). The Importance of Being in School: A report on Absenteeism in the Nation's Public Schools. Retrieved from https://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf.

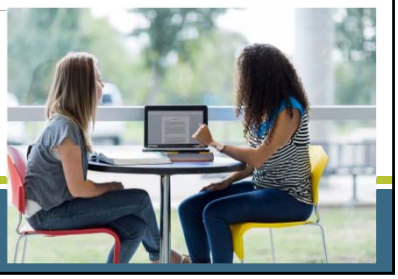
Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

Washington's ESSA Consolidated Plan

Implementation 101

STATE BOARD OF EDUCATION BOARD MEETING

MARCH 6, 2018



Starting with the Why…

Every Student Succeeds Act

- Pursuing Equity through Closing Gaps
- Continuous Improvement for All Schools
- Obtain and Retain Effective Educators
- Flexibility on Use of Resources

2

Improvement Mindset

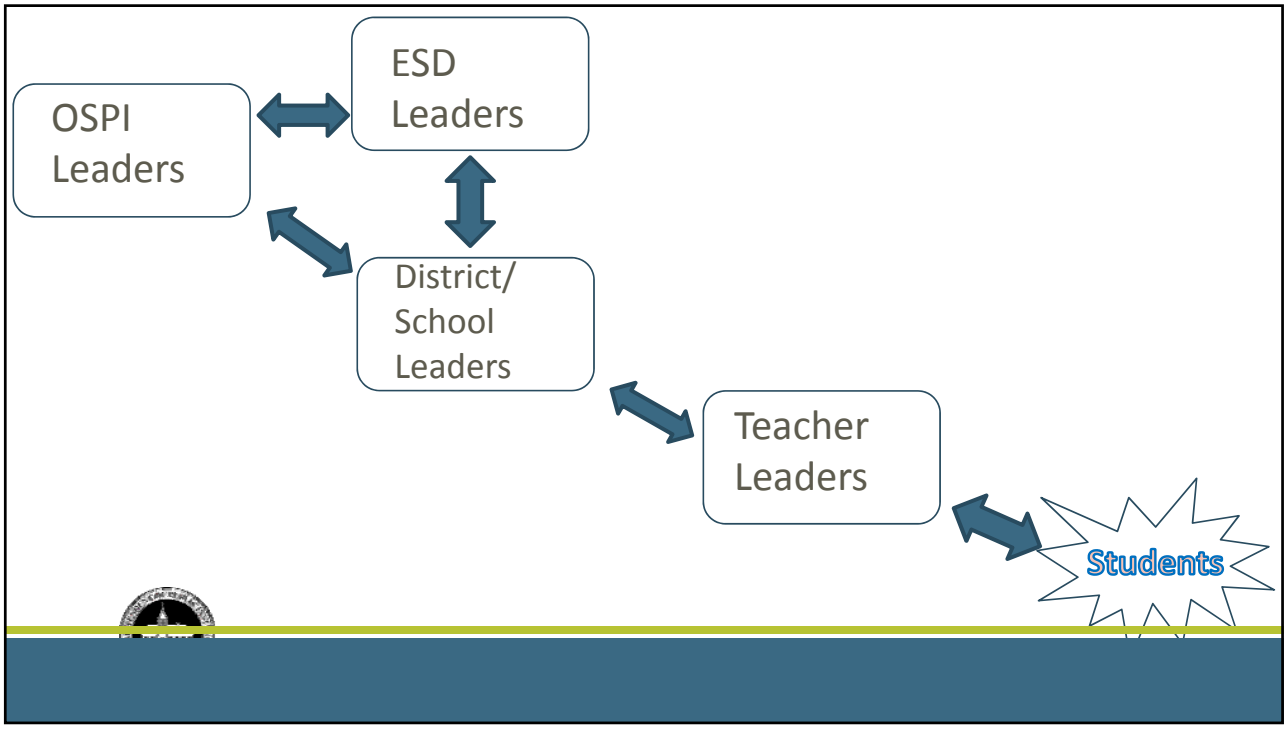
Everyone is in the business of continuous improvement.

Schools are identified for support to improve student learning—they are not identified as failing.

Honor what works + explore portunities to innovate

Different needs require different supports.

Change takes time.



The What: Accountability Framework

Description

ESSA says states must annually meaningfully differentiate schools, and specifies some measures that must be included and gives flexibility on other measures.

Washington's framework: each measure is mapped from a percentage to a 1–10 score.

Those measure scores are combined to yield an overall index score ranging from 1–10.

Using that ESSA index score, the lowest performing 5 percent of schools are identified as comprehensive support schools.

Schools will be identified for targeted support using the same threshold for specific student groups.

The approach emphasizes continuous improvement for ALL schools, not just whether a school is on or off a list.

Opportunity gaps will be visible by individual measure and overall.

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ESSA Indicators

	1	2	3	4	5		
	Proficiency ELA & Math	Student Growth	English Learner Progress	Graduation	SQSS: Attendance	SQSS: 9th graders on track	SQSS: dual credit
Elem & Middle	✓	✓	✓	no	✓	no	no
High School	✓	no	✓	✓	✓	✓	✓

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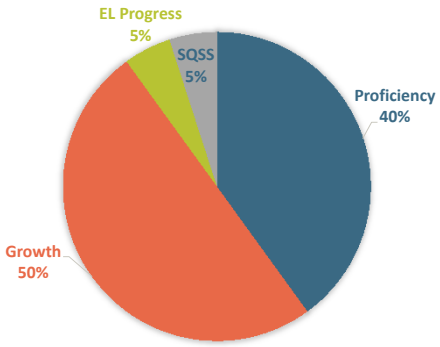
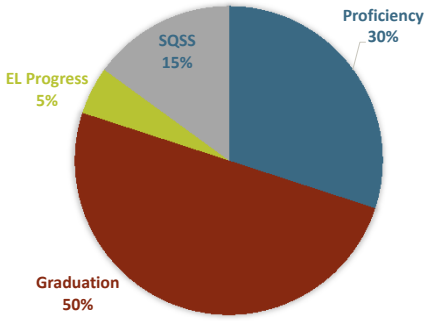
ESSA Index Weights

ELEMENTARY AND MIDDLE



HIGH SCHOOLS



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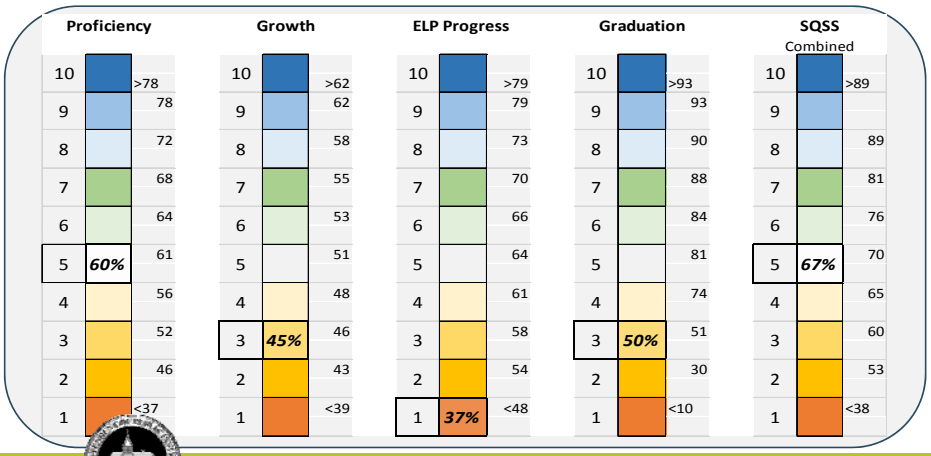
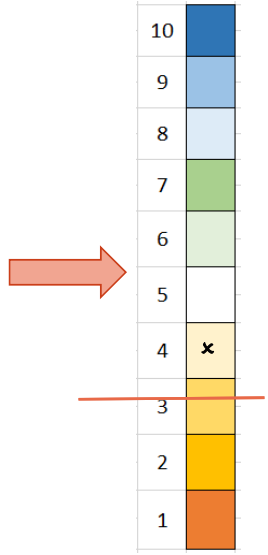
ESSA Index & Lowest Performing 5%





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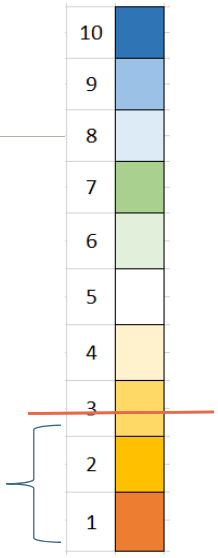
ESSA Index & Lowest Performing 5 Percent

Set a threshold marking the lowest performing 5 percent of schools (Comprehensive Support Schools).

The same threshold will be used for student group identification for Targeted Support.

Identified for Comprehensive Support



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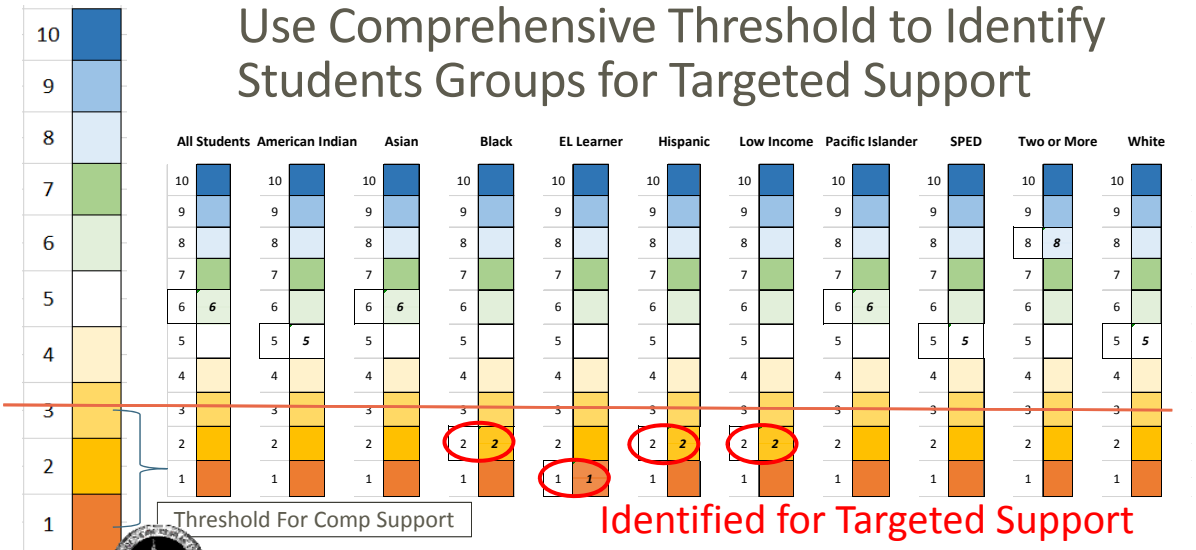
Use Comprehensive Threshold to Identify Students Groups for Targeted Support



Graduation Rate

The graduation rate indicator has the four-year rate as its foundation, for which schools will receive a 1–10 score.

- Then a school may get "extra credit" (or an additional point or two) based on extended-year graduation rates.
- The "extra credit" is based on the additional percentages of students that graduate in the extended timeframes (5 years, 6 years, or 7 years).
- Schools that graduate the highest percentages of students in the 5th, 6th, and 7th years will move up 2 points on the 1-10 scale, and the next highest schools will move up 1 point. Most schools will stay at the 1-10 scores that were determined by the four-year graduation rate.

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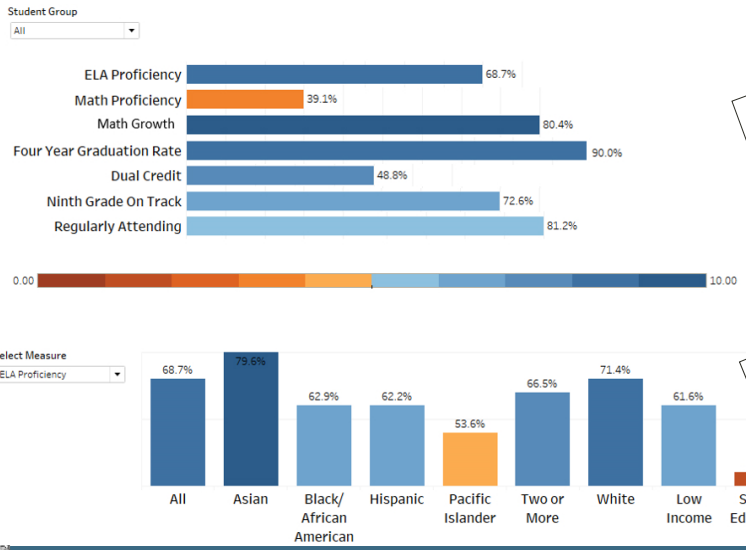
Timeline of Accountability

	14–15	15–16	16–17	17–18	18–19	19–20	20–21	21–22	22–23	23–24
ESSA Identification and Support	Proficiency Growth Graduation English Learner Progress SQSS			Data calculations Identify Planning	Support	Support	Support			
ESSA Identification and Support				Proficiency* Growth Graduation English Learner Progress SQSS**			Data calculations Identify Planning	Support	Support	Support

* Will include Science, in addition to ELA and Mathematics

** Inclusion of additional SQSS measures will be considered in Round II

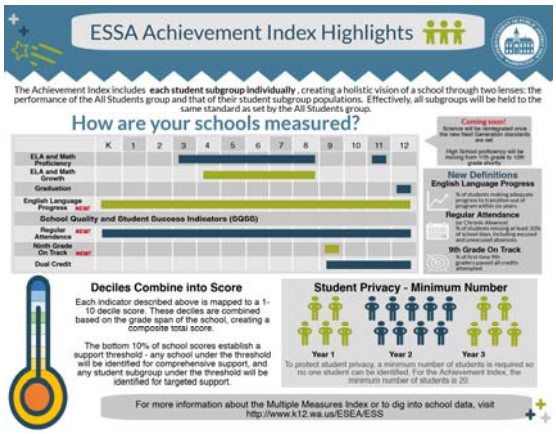
Multiple Measures – Dashboard Mockup

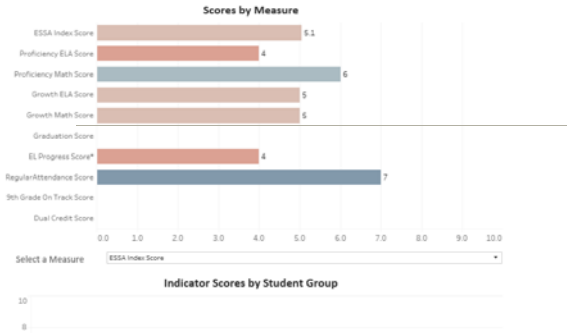


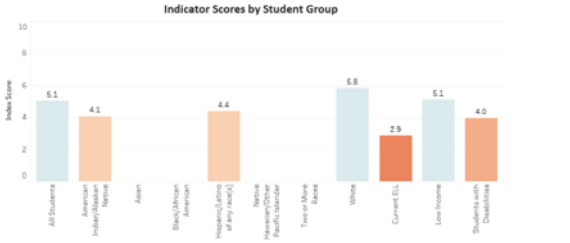
Performance by Indicator

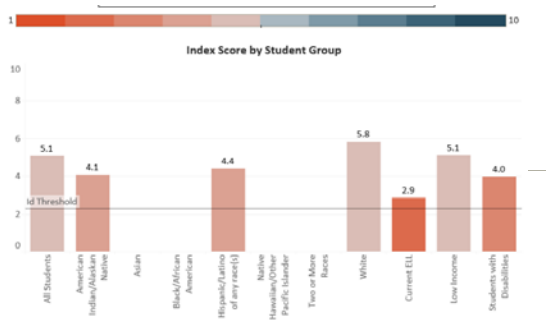
Performance by Student Group

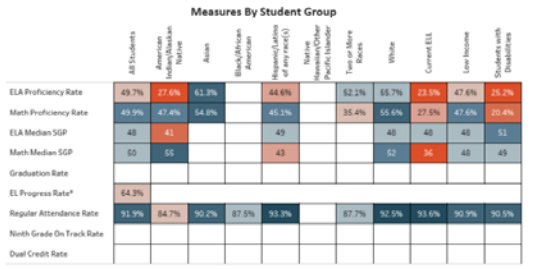
Informing Schools and Parents about the ESSA Index











http:www.k12.wa.us/ESEA/ESSA/SampleDisplay.aspx

The How: System and School Support

NCLB Era: We identified the bottom 10% of schools in Priority and Focus.

NCLB Index

1. Achievement
2. Graduation Rate

By All Students + Disaggregated by Student Population

ESSA Era: We've established a baseline of performance and all schools that fall under this are identified as either Comprehensive or Targeted.

ESSA Index

1. Achievement
2. *Growth*
3. Graduation Rate
4. *English Learner Progress*
5. *Attendance*
6. *CCR: 9th Graders on Track*
7. *CCR: Advanced Course Taking*

By All Students + Disaggregated by Student Population

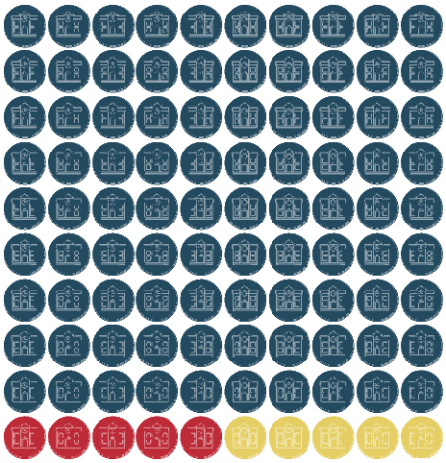
NCLB Era: We identified the bottom 10% of schools in Priority and Focus.

Required Action Districts (RAD)	• Persistently lowest-achievement (Bottom 5%)
Priority	• Low performance on the "All Students" category
Focus	• Low performance based on student group category

ESSA Era: We've established a baseline of performance and all schools that fall under this are identified as either Comprehensive or Targeted.

Comprehensive – All Students	• Composite score for all students and all indicators is below the cut score
Comprehensive Graduation Rate	• Graduation Rate < 67%
Targeted	• One or more student groups are below the cut score

NCLB Era: We identified the bottom 10% of schools in Priority and Focus.



ESSA Era: We've established a baseline of performance and all schools that fall under this are identified as either Comprehensive or Targeted.

NCLB Era: We identified the bottom 10% of schools in Priority and Focus

Supports were relatively undifferentiated

RAD

Priority

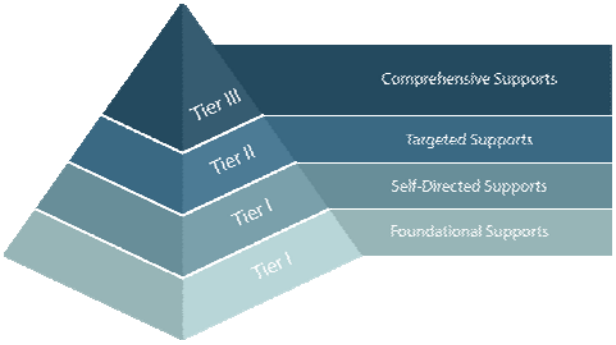
Focus

All-Schools

- Leadership coach
- Instructional Coach
- Grants

ESSA Era: We've established a baseline of performance and all schools that fall under this are identified as either Comprehensive or Targeted

Supports are differentiated and matched to need



RAD + Comprehensive

Targeted ≥ 3

Targeted $2 \geq x \geq 1$

All-Schools

Less Differentiated — Differentiation — More Differentiated

21

System & School Improvement

Study

School Identification & Progress

- Implementation & Progress Teams
- Required Action Districts
- Program Evaluation of Tiered Support Model
- ESD, Student Information, Federal/Special Programs Partnership

Support

K-12 System Supports

- Graduation Team
- Attendance Team
- Student Support Integration
- Intake, Resource Coordination & Resource Assignment
- Learning & Teaching, Migrant & Bilingual, and Special Education Partnership
- Educational & Community Partners

Serve

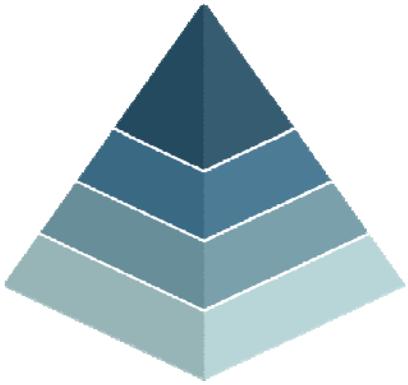
School Improvement

- SIP/Needs Assessment Tracking & Analyses
- Coach Capacity & Calibration
- Educator Growth & Development Partnership
- Networked Improvement & Communities of Practice
- Research Integration
- Center for Improvement of Student Learning Partnership

22

Begin Alignment of Programmatic Supports for Fall 2018-19

- Complete Agency PD Inventory (CISL)
- Communicate to schools
  - Comprehensive—personal notification, base funding and competitive grants for deeper work
  - Targeted—self directed, foundational supports
  - All schools—ESSA Index information
  - Superintendent Data Dives by ESD
- Implement Common Web Presence

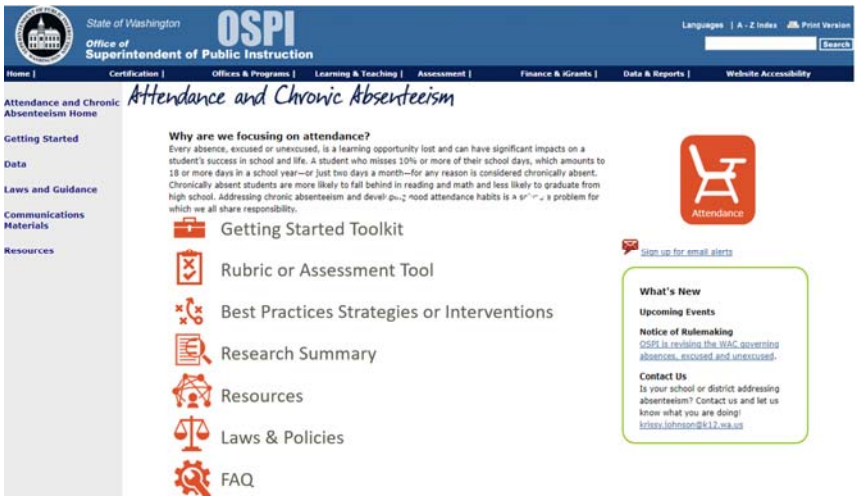


EXAMPLE

Reach out to us for help!

http://www.k12.wa.us/OSSI

EXAMPLE



Notification and Support Timelines

- Communication to Districts with Comprehensive — February 28 Start
- Email w/Overview of Schools — March 7 or 8
- Public Release of Data — Week of March 12
- Superintendent Sessions at ESDs — March/April
- Statewide Zoom Meetings — March/April

Notification and Support Timelines

	Comprehensive	Comprehensive Grad Rate	Targeted	All Schools
Video	✓	✓	✓	✓
Individualized Communication	✓	✓	☒	☒
Email	✓	✓	✓	✓
ESD Awareness	✓*	✓*	✓*	✓*

* After district notification

More Information to Come…

- Fiscal guidance
- New electronic grants system
- Revised Consolidated Programs Reviews
- Tiered Supports
- Family and Parent Notification Guidance
- Model Communication Documents

Thank you!
Office of Superintendent of Public Instruction

Study

Support

Serve