Update on Current Work of the Washington State Board of Education

Presentation to ESD 105

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Affirmation

- *The State Board of Education exists to look out for the interests of kids.*

  □ *Interest group for kids.*

  □ *Forward-thinking thought leadership.*

    ▪ *Linking new standards to a new regime of assessment/accountability*

    ▪ *How does online learning "fit" into the state's definition of basic education?*

    ▪ *How does competency-based credit translate to competency-based funding?*

Main Topics for Today's Discussion

- Graduation Requirements Rule Revisions

- 180-day Waiver Criteria Discussion

- Revising the Accountability Index by Incorporating Student

Growth Data

Graduation Requirements Rule Changes for Graduating Class of 2016

Within the 20 credit framework already in rule, changes to WAC 180-51-066:

- Increased English from 3 to 4 credits.
- Increased Social Studies from 2.5 to 3 credits; specify .5 credits of civics.
- Clarified that the 2 credits of health and fitness means .5 credits of health; 1.5 credits of fitness.
- Decreased elective credit requirements from 5.5 to 4.
- Made Washington State History and Government a non-credit requirement that must be successfully passed and note that the requirement has been met on the student transcript.
- Established a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements while earning one credit.

Changes to WAC 180-51-050:

Removed the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.

Example: WLP Credit (8 districts currently have policies in place)

Some Myths on Graduation Requirements

- Myth: The Board implemented "Core 24"

  - Fact: Core 24 Does Not Exist Anymore. Current requirement is 20 credits.

- Myth: The Board is "about to implement" a 4th credit of science.

  - Fact: Only legislature to make this change, through additional funding

- Myth: The Board requires all student to follow a baccalaureate pathway to graduation

  - Fact: Board aligns graduation requirements with HECB minimum requirements, but allows

    (indeed, encourages) non-baccalaureate pathways through the HBBP.

- Myth: There was no fiscal estimate of the grad requirements changes from November.

  - Fact: Per statute, Fiscal estimate was performed by OSPI and reviewed by Legislature.

Next Steps?

- How will competency-based crediting change the landscape?

- The future of Graduation Requirements hinges on the on-going implementation of *McCleary*.

- Supreme Court identified career and college-ready graduation requirements as part of the package of reforms the state should be implementing as it funds the revised definition of basic education.

Current Types of 180-Day Waivers
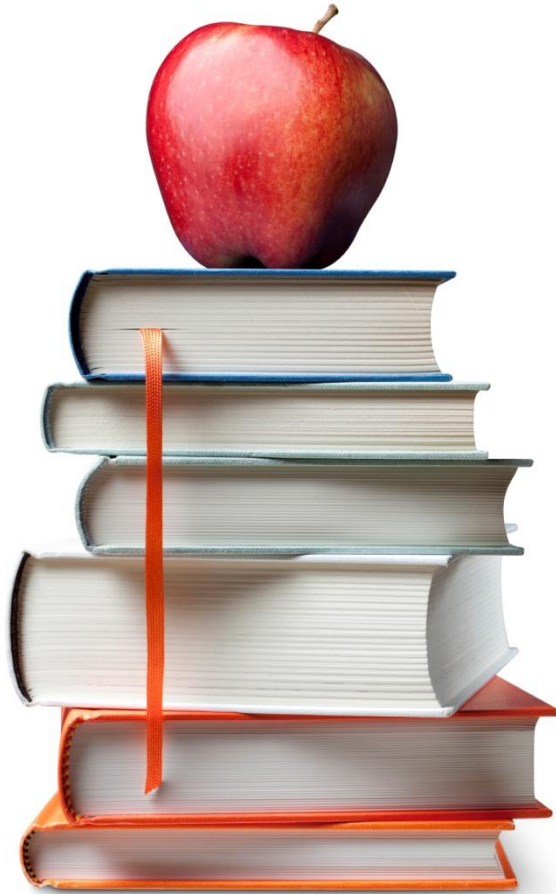
Option 1 - Regular Request
Option 2 - Economy and Efficiency
Option 3 - Fast Track
Innovation Schools/Zones

Waivers – The Issues

- What is the purpose of waivers?
  - Historical lack of evaluative criteria.

- Lack of Statutory clarity
  - What's a "school day?" (P/T Conferences: The WAKids example)
  - How does the 180 day requirement add value separate from the 1,000 hr requirement?

- The legislature has layered multiple types of waivers onto the original version.   How do they fit with each other?
  - Economy/efficiency vs. innovation vs. "local plan" waiver
  - Conflicting criteria and unclear purpose.

Board is working toward proposal

Initial concepts:

1. Parent teacher conferences approved (WaKIDS)
2. Collapse Option 3/Option 1
3. Criteria for Options 1 & 2, strengthened for renewals.
4. No cap of Days
5. No hard line on professional development days, or evidence of "local/exceptional circumstance" to justify waiver.

Board will seek input on proposed framework prior to drafting rule language, anticipate a survey in late May 2012.

Why Student Growth and Why Now?

- NCLB (Accountability 1.0) had right intent but…
  - AYP metric presents a uniform bar approach.
  - Pre-determined failure for schools.
  - Just reading and math utilized.

- The bus metaphor – "we can only drive so fast!"

- Year-to-year comparisons of two completely different groups of 4th students that happened to have attended the same school is not 'growth'

Achievement gap – taking it seriously

Achievement gap is fundamentally a student growth issue. How quickly can we close gaps in rates of growth among high and low achieving groups of children?

We need a system that helps us mount a serious plan for closing that achievement "growth" gap.

Seeing schools and children through the lens of 'growth' keeps us focused on what is important.

Understanding Performance
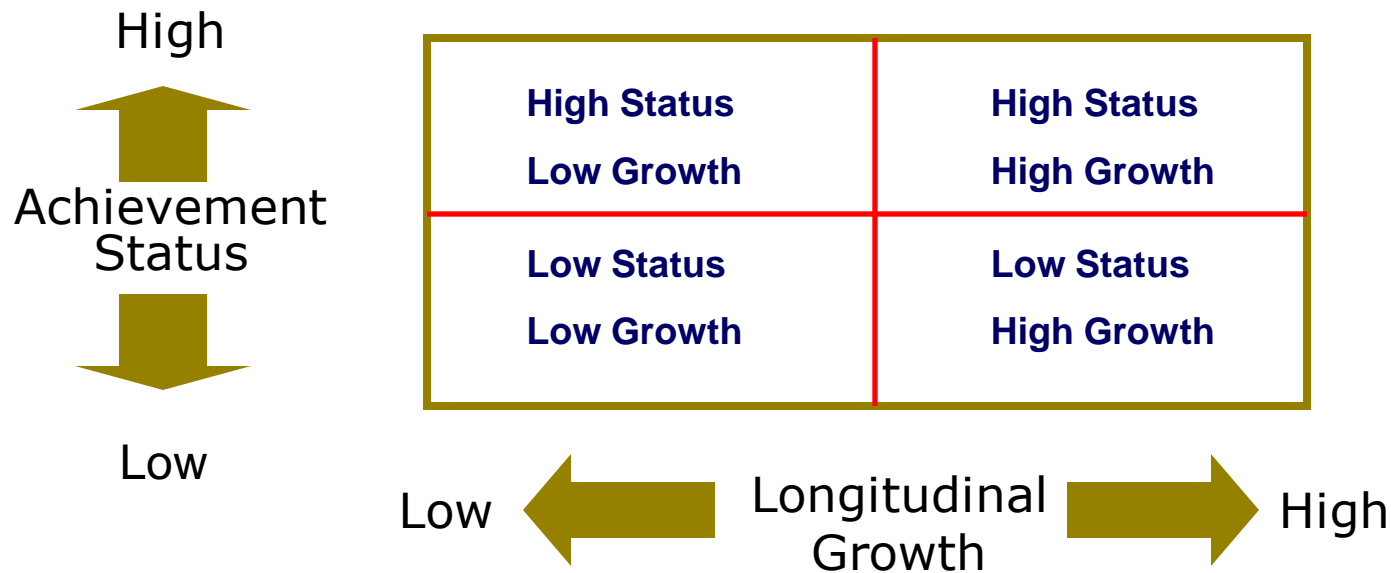
Some Key Policy Questions on Growth

How do you weight the relative importance of 'status' (the objective performance level) and 'growth' (the rate of change) in how you evaluate schools?

What are the KPIs (Key Performance Indicators) upon which performance is evaluated?

What are parent and stakeholder needs – how should the data be presented and explained to the public so they can embrace and use it?
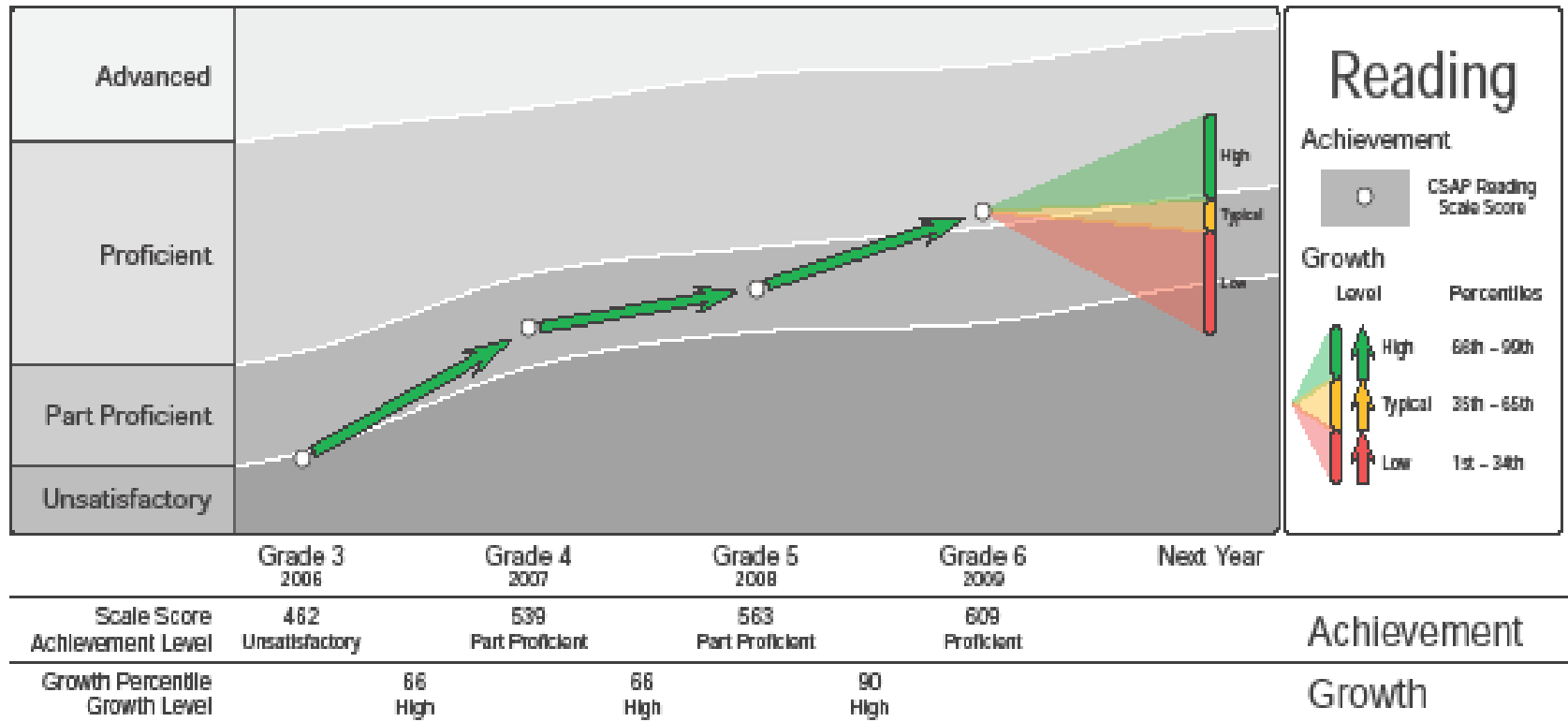
Colorado Growth Model Asks…

What is?   ➡   How much growth did a child make in one year?

What should be?   ➡   How much growth is enough to reach college & career readiness?

What could be?   ➡   How much growth have other students made with the same starting point?
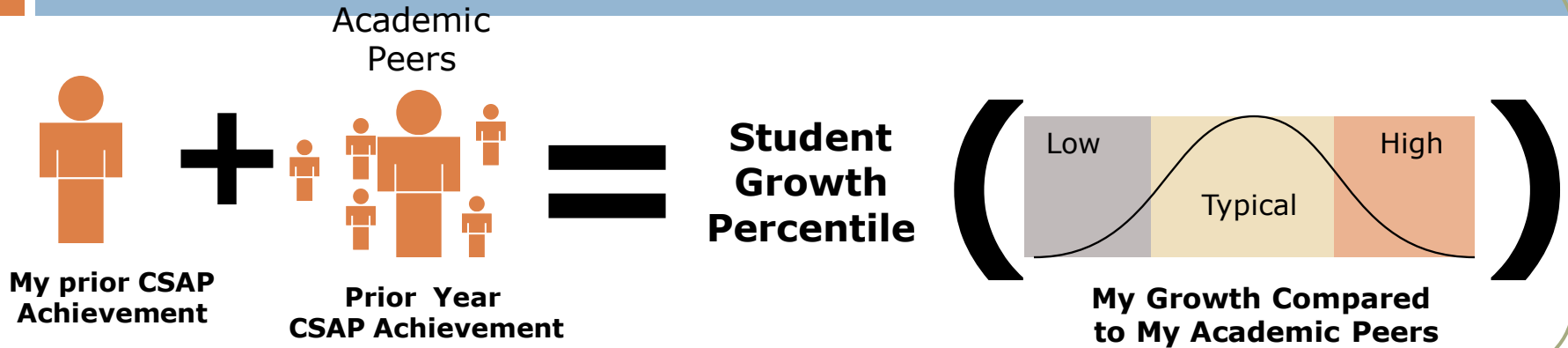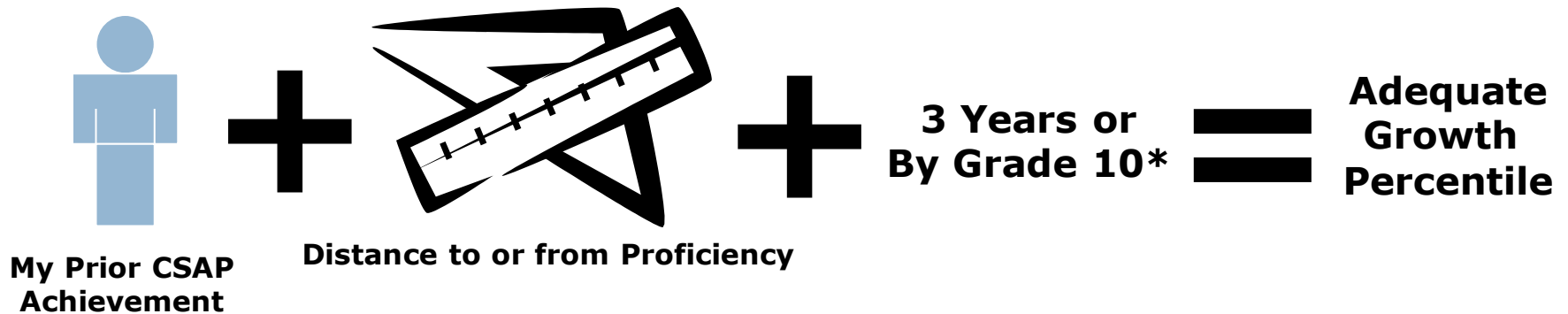
One Student's Growth Percentiles

Source: Richard Wenning

Understanding Student Growth Percentiles

Academic Peers

My prior CSAP Achievement + **Prior Year CSAP Achievement** = **Student Growth Percentile** (Low | Typical | High)

My Growth Compared to My Academic Peers

What is Student Adequate Growth Percentile (AGP)?

My Prior CSAP Achievement + **Distance to or from Proficiency** + **3 Years or By Grade 10*** = **Adequate Growth Percentile**

*Whichever comes first.

Source: Richard Wenning

Development of Student Growth Percentiles

The SGP <u>methodology</u> (The Colorado Growth Model) was developed by the Colorado Department of Education in partnership with Dr. Damian Betebenner of the Center for Assessment and made available for free to public and private entities

- Available on <u>http://cran.r-project.org/</u>
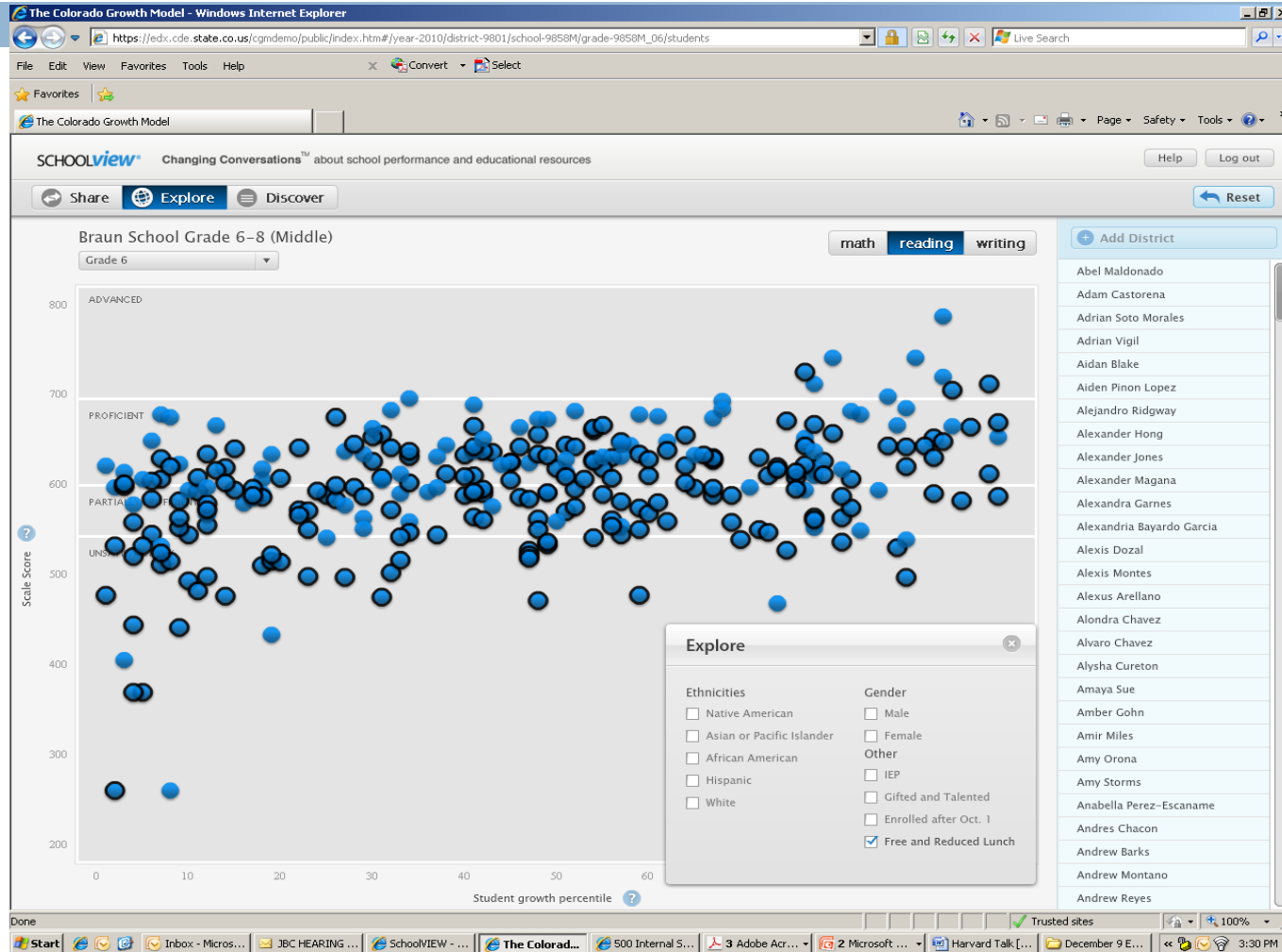- Creative Commons-Share Alike-Attribution-Commercial Use License

The SchoolView® and R-based <u>visualizations</u> of SGPs can be used for free for public purposes and cannot be used for commercial purposes

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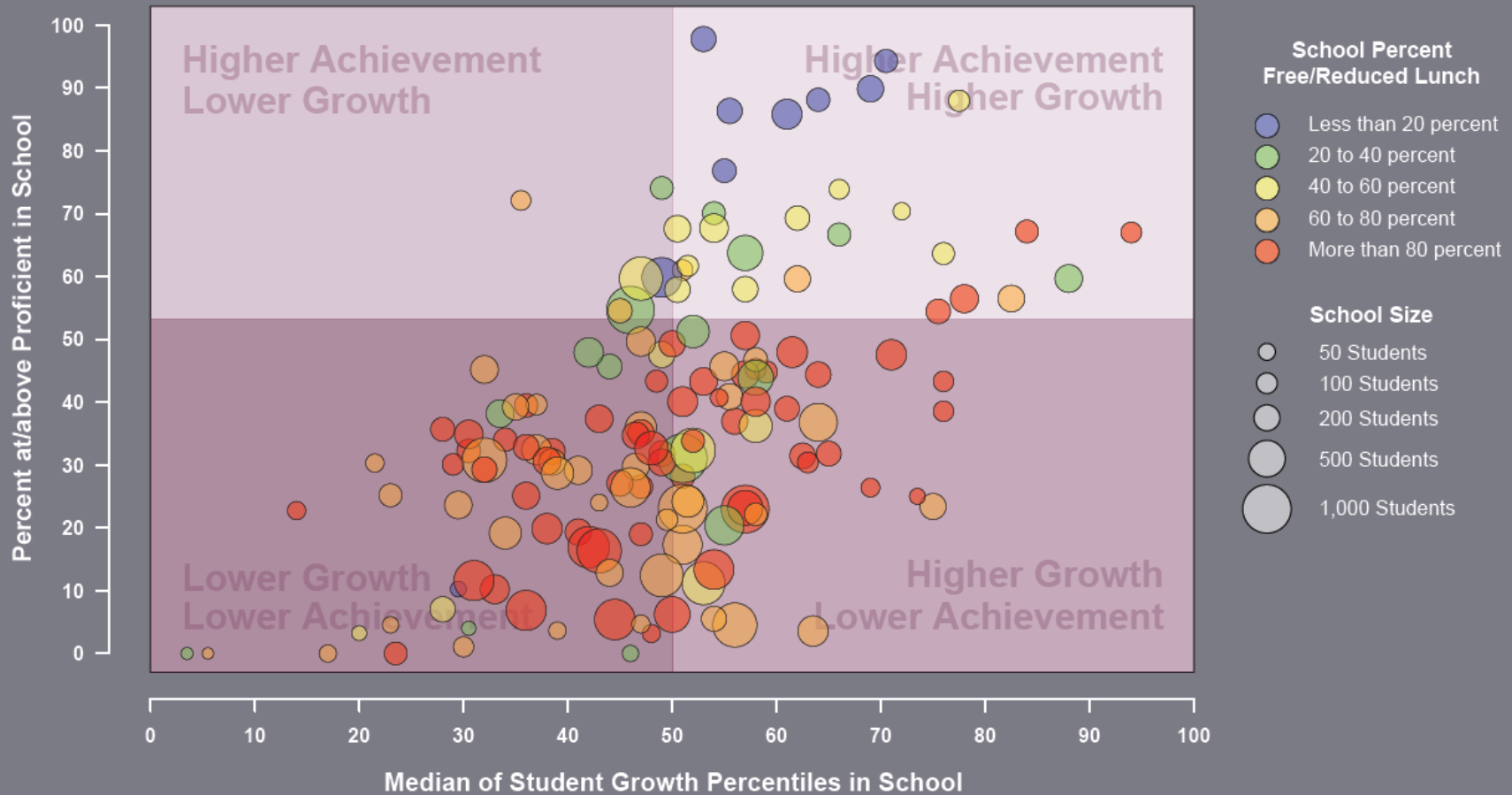
Source: Richard Wenning

Students in a Grade in a School

Source: Richard Wenning

District C: 2008 CSAP Math School Results
Student Growth versus Student Achievement by Percent Free/Reduced Lunch

Source: Richard Wenning

School: ABRAHAM LINCOLN HIGH SCHOOL - 0010   **(1 Year***)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	933	32.5%	2
Mathematics	1	4		Does Not Meet	932	9.9%	6
Writing	1	4		Does Not Meet	931	14.3%	3
Science	1	4		Does Not Meet	441	12.7%	3
Total	**4**	**16**	**25.0%**	**Does Not Meet**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	806	55	78	No
Mathematics	2	4		Approaching	808	52	99	No
Writing	2	4		Approaching	804	51	96	No
Total	**7**	**12**	**58.3%**	**Approaching**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	688	55	76	No
Minority Students	3	4		Meets	780	55	78	No
Students w/ Disabilities	2	4		Approaching	85	52	99	No
English Language Learners	3	4		Meets	601	55	83	No
Students needing to catch up	3	4		Meets	569	55	92	No
Mathematics	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	689	52	99	No
Minority Students	2	4		Approaching	781	52	99	No
Students w/ Disabilities	1	4		Does Not Meet	84	37	99	No
English Language Learners	2	4		Approaching	603	51	99	No
Students needing to catch up	2	4		Approaching	691	53	99	No
Writing	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	687	51	95	No
Minority Students	2	4		Approaching	778	51	96	No
Students w/ Disabilities	2	4		Approaching	85	44	99	No
English Language Learners	2	4		Approaching	599	53	97	No
Students needing to catch up	2	4		Approaching	648	51	99	No
Total	**33**	**60**	**55.0%**	**Approaching**				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate	1	4		Does Not Meet	345	64.9%	80%
Dropout Rate	2	4		Approaching	2964	5.2%	At/below State average
Colorado ACT Composite	1	4		Does Not Meet	359	14.7%	At/above State average
Total	**4**	**12**	**33.3%**	**Does Not Meet**			

7

oring Guide for Performance Indicators on the School Performance Framework Report

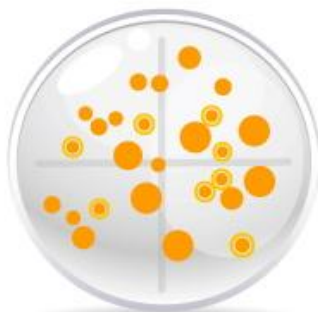| rformance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Poin
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			16 (4 for each content area)	15
	• at or above the 90th percentile of all schools.	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2		
	• below the 15th percentile of all schools.	Does Not Meet	1		
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*			12 (4 for each content area)	35
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:*			60 (5 for each subgroup group in 3 content areas)	15
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
Postsecondary and Workforce Readiness	*Graduation Rate: The school's graduation rate was:*			12 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4		
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The school's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1%.	Meets	3		
	• at or below 10% but above the state average.	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
	• at or above the state average but below 22.	Meets	3		
	• at or above 17 but below the state average.	Approaching	2		
	• at or below 17.	Does Not Meet	1		

t-Points for each performance indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut Point: The school earned ... of the total Framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improveme
	• below 33%	Turnaround

17 States with MOU

17 states have signed MOU to use the Student Growth Percentile methodology and SchoolView® display tools:

- Arizona, Colorado, Georgia, Idaho, Indiana, Kansas, Massachusetts, Missouri, Nevada, New Hampshire, New York, Oregon, Rhode Island, Virginia, Washington, West Virginia, Wisconsin

- Creative Commons-Attribution-Share Alike-Noncommercial Use
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Source: Richard Wenning