

ESSA Element in Letter to Supt. Reykdal	Requested Documentation or Materials	STATUS
The measure of chronic absenteeism should provide for the exclusion of certain school supervised activities.	<ul style="list-style-type: none"> ● Copy of draft rule (WAC) change ● Copy of draft changes for the CEDARS Guidance document 	<ul style="list-style-type: none"> ● Attached is the WAC language. ● The CEDARS absence collection will be refined for the 2018-19 school year to align with the WAC changes. All CEDARS changes need to be finalized by Dec. 2017. ● The indicators used under ESSA require 3-years of data (for the first calculation we will be using 2014-15, 2015-16, and 2016-17. Any changes made to CEDARS would be phased in to the indicator calculations. ● In parallel to the WAC and CEDARS changes, OSPI has been working with some districts to better understand their local absence data collection and how the WAC and statewide CEDARS changes may impact the chronic absence indicator. One district's comments are attached below.
The exclusion of science assessment data in this version of the Achievement Index should be made explicitly temporary.	<ul style="list-style-type: none"> ● Explicit statement of "temporary removal" in the Draft ESSA plan pending further federal guidance. ● Placeholder in new Index design in the ESSA plan 	<ul style="list-style-type: none"> ● We should add language saying we intend to include in 2021.
The proposal to identify nearly half of the state's schools as part of the school improvement process poses resource and policy challenges for the state that requires additional discussion.	<ul style="list-style-type: none"> ● Description of the OSPI plan to support schools in the Draft ESSA plan ● Transition plan to support Priority and Focus Schools. 	<ul style="list-style-type: none"> ● This work will be ongoing and OSPI welcomes an agenda item at an upcoming SBE meeting.
Your proposal relative to long-term goals (including goals for the English Learner progress measure) remains unclear to us relative to the original goals proposed in the November 2016 draft	<ul style="list-style-type: none"> ● Description in Draft ESSA plan 	<ul style="list-style-type: none"> ● Link to ESSA plan http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSARevisedConsolidatedPlan.pdf ● Long-term goals starts on page 23

<p>plan and the goals required to be set by the Board under RCW 28A.305.130 (4).</p>												
<p>The number of tiers and names or number rating system associated with the tiers in the Index still needs resolution.</p>	<ul style="list-style-type: none"> • Described in ESSA plan to meaningfully differentiate schools. • Results of beta-testing that include the numbers and types of schools in each tier or label. 	<ul style="list-style-type: none"> • We can include language from the draft Plan about the approach to meaningfully differentiating schools – the 1–10, and the multiple tiers of identification. That our ID categories are tied to support. • Other tier conversations (such as calling some schools exemplary, very good, etc.) could be considered by SBE in coming months. <table border="1" data-bbox="1052 435 1740 678"> <tr> <td>Comprehensive</td> <td>104</td> </tr> <tr> <td>Comprehensive, Graduation rate <67%</td> <td>111</td> </tr> <tr> <td>Additional Targeted (two+ subgroups below threshold)</td> <td>283</td> </tr> <tr> <td>Targeted (one subgroup below threshold)</td> <td>347</td> </tr> <tr> <td>Additional Targeted Category: English learner progress (lowest 5% of EL schools)</td> <td>49*</td> </tr> </table>	Comprehensive	104	Comprehensive, Graduation rate <67%	111	Additional Targeted (two+ subgroups below threshold)	283	Targeted (one subgroup below threshold)	347	Additional Targeted Category: English learner progress (lowest 5% of EL schools)	49*
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<p>The types of schools identified by the proposed Index weights requires some analysis by the Board to understand the true impact of the new methodology. Understanding the proposed definition of ‘targeted school’ is critical to this discussion as well.</p>	<ul style="list-style-type: none"> • Describe Targeted Schools in ESSA plan. • Business rule documentation for identifying Targeted and Comprehensive schools. 	<ul style="list-style-type: none"> • Targeted, additional targeted, and EL targeted – but these descriptions may have already included when we paste in from above about tiers. • The process and approach for identifying schools is outlined as above and in the draft plan. There will be ongoing work and input by TAC and the ESSA core team to develop business rules as issues arise. There will be a transparent process and documentation. 										
<p>The Board wishes to have a better understanding of how the Achievement Index will display and operate in the context of the Report Card, including how summative scores will be displayed on the front page.</p>	<ul style="list-style-type: none"> • Mock-up of potential web displays • Commitment “on the record” as to the future SBE role in “look and feel” of the Index on the Report Card. 	<ul style="list-style-type: none"> • We can provide the same slides that were used at 6/20 board meeting- with the dashboard mock-up • A meeting is starting at OSPI around the school report card redesign with the Learning Policy Institute and Linda Darling-Hammond. • There will be a Report Card workgroup – SBE staff and/or board members can have representation on the workgroup. • There will also be multiple opportunities for stakeholder input on the design of Report Card (parent input, surveys, etc.). 										

		<ul style="list-style-type: none"> ● OSPI can commit to bringing drafts/wireframes to SBE meetings and at such time as they are available during the development process.
<p>The Board wishes to receive results from beta-testing of Index models in advance of the August 2017 special board meeting.</p>	<ul style="list-style-type: none"> ● Documentation and preliminary business rules provided to the SBE on or before August 11. 	<ul style="list-style-type: none"> ● We have been and are working on the analysis of the index simulation and will be ready to discuss at the special board meeting on August 16.

EXHIBIT A: INPUT FROM A DISTRICT REGARDING THE FEASIBILITY OF CHANGING THE ABSENCE DEFINITION TO EXCLUDE SOME SCHOOL-RELATED ABSENCES

“This is very difficult data to get at. We have over 40 absence codes in use (and not all of them used correctly). The absence code for School Activities is often used for Sports as well as academic reasons. Our attendance is coded for up to nine different periods, and then totaled to reach an absence total count, with each period receiving a specific percentage, not by counting how many students miss a half day or more of school.”

For chronically absent students, I used the figure of 18 or more absences. The data I used showed approximately 15% of our total population for school year 2016-17 were considered chronically absent by the current ESSA metric.

- I can tell you that school activities account for an average of 8.6% of absences for the chronically absent students, and an average of 14.3% of all students.
- School activities have no effect on elementary school attendance; only on middle and high school. School activities have a smaller impact on middle schools than high schools.
- Absences for suspensions/expulsions and state testing (if coded correctly) were not taken into account, so are included in the total. I tried to only exclude school activities.

EXHIBIT B: EL Progress Measure Definition and Description (copy from the draft Plan)

EXHIBIT C: LONG TERM GOALS

copy long-term goals language from draft Plan for:

- 1) Academic Achievement (proficiency)
- 2) Graduation rate
- 3) EL progress (1% per year)

Also include 2 tables (one for proficiency, one for grad) showing incremental progress needed (or some other illustration that subgroups will need larger/faster gains)

Four-Year Graduation Rate	Starting Point	Annual Improvement	Long-Term Goal
All Students	80%	1%	90% by 2027

Low-income students	70%	2%	90% by 2027
etc			

EXHIBIT D: Categories of Support and Numbers of Schools Identified

Comprehensive	104
Comprehensive, Graduation rate <67%	111
Additional Targeted (two+ subgroups below threshold)	283
Targeted (one subgroup below threshold)	347
Additional Targeted Category: English learner progress (lowest 5% of EL schools)	49*

Number of schools identified as Additional Targeted (two or more subgroups below the threshold) or Targeted (one subgroup):

Number of Subgroups	Number of Schools Identified (N=630)
1 (Targeted Support)	347
2 subgroups (Additional Targeted Support)	144
3 subgroups (Additional Targeted Support)	62
4 subgroups (Additional Targeted Support)	53
5 subgroups (Additional Targeted Support)	17
6 subgroups (Additional Targeted Support)	7

(add definitions of these categories (lift text from draft plan))

EXHIBIT E: Weights

Andrew Parr as provide analysis

EXHIBIT F: N-Size

Include language from Plan and the table showing more inclusiveness, showing this approach (20 combined 3 year) includes more than alternatives. See page 20 in the ESSA DRAFT plan.

EXHIBIT G: Dashboard Mock-up

See attached PowerPoint from the June 20 SBE special board meeting.

EXHIBIT H: Report Card Workgroup Recommendations

See attached recommendations from the ESSA Report Card Workgroup.

EXHIBIT I: Comparison to Priority / Focus School List

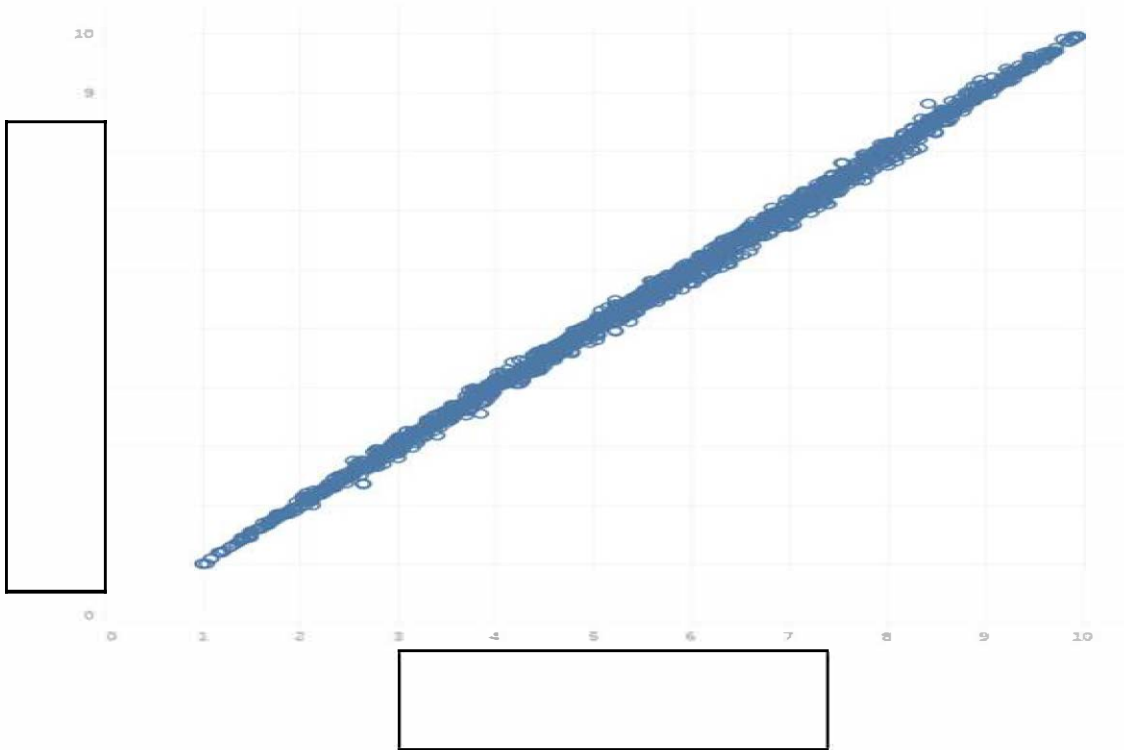
This information is included Andrew Parr's analysis.

EXHIBIT J: 3 comprehensive schools example

This information is included Andrew Parr's analysis.

EXHIBIT K: What is the impact on identification of schools when Science is not included as a measure?

Chart 1: Relationship between Multiple Measure Decile Score with and without Science



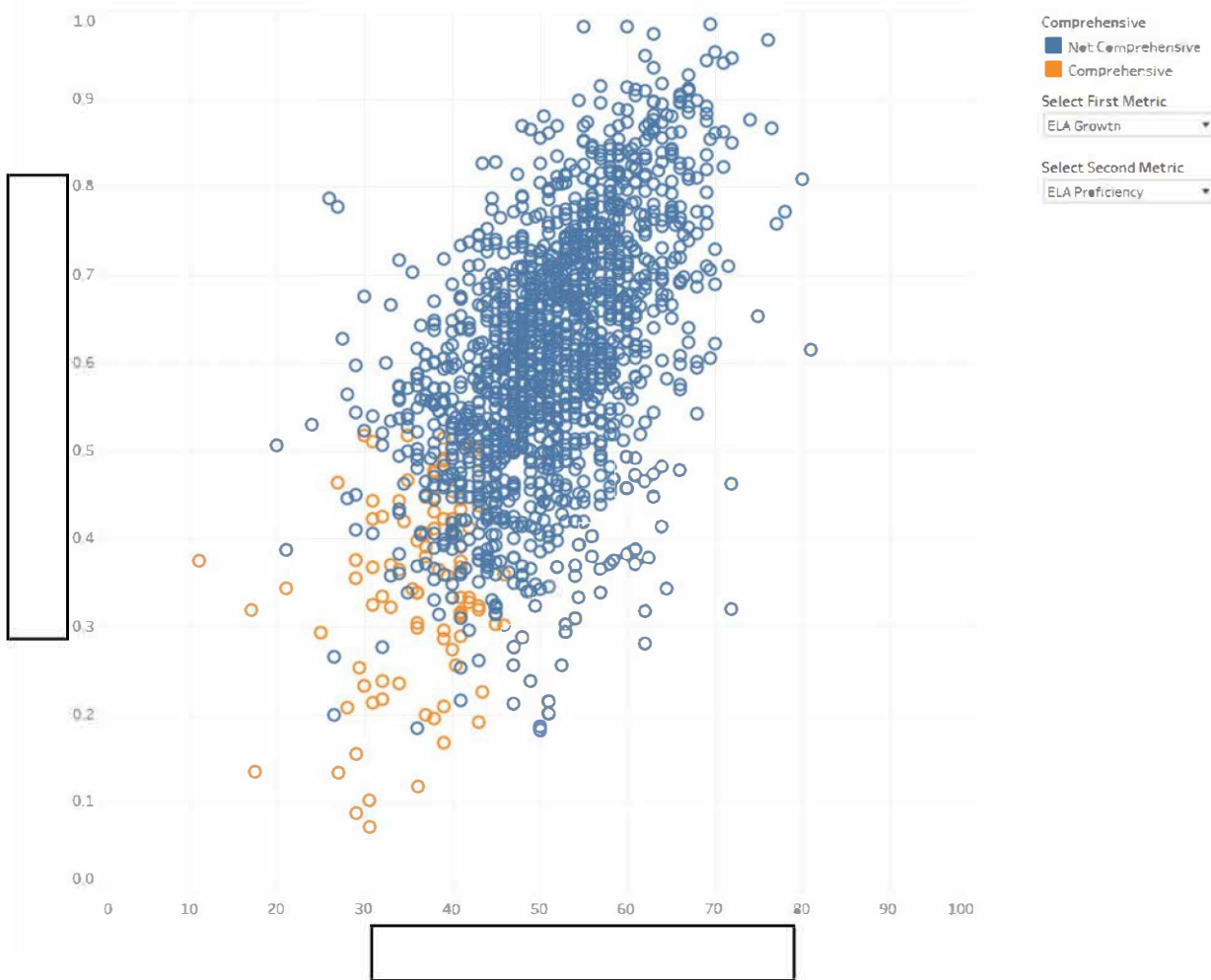
Conclusion: Very little difference in the schools decile score whether science is included or not (these two methods are highly correlated).

- Total of 5 schools change comprehensive support status (4 from not-comprehensive to comprehensive and 1 goes from comprehensive to not-comprehensive).
- The 4 schools that are identified for comprehensive support when science is removed have lower ELA and/or Math proficiency. When science was included it was responsible for moving them above the 5% cut.
- There are 51 additional subgroups in schools identified for targeted support when science is removed; and 6 subgroups that are no longer identified for targeted support when science is removed.

Note: After Washington transitions to the NGSS, science will be included in the accountability framework (after 2020 testing).

EXHIBIT L: Growth vs proficiency. Does the substantial weight given to growth mask low proficiency? Are schools with very low proficiency avoiding being identified because they do okay with growth?

Chart 2: Relationship between ELA Proficiency and ELA Growth



Conclusion: In general, schools that are low in ELA proficiency are low in ELA growth. *[We have this same information for Math proficiency and Math growth, but it tells a very similar story.]*

The next image provides decile scores for each of the measures for both the comprehensive and not comprehensive schools that were lowest performing in ELA proficiency – decile of ‘1’ in the first column.



Schools with Low Proficiency that are not identified for comprehensive support tend to have a higher index score in Math and (at least) one other measure. Growth alone is not enough to move a school with low proficiency out of comprehensive support.

Conclusion: Growth alone is not enough to move a school with low proficiency out of comprehensive support. For schools with the lowest proficiency, the ones that are not qualified for comprehensive support are generally higher in growth AND at least one other measure. In general, it is not solely growth that brings them above the comprehensive cut score.

The highest ELA proficiency level for a school identified for comprehensive support is 51.7% with 30% growth.
 The lowest ELA proficiency level among schools not identified for comprehensive support is 18.10%; with 50% growth.

Chapter 392-401 WAC
STATEWIDE DEFINITION OF ABSENCE, EXCUSED AND UNEXCUSED

NEW SECTION

WAC 392-401-005 Purpose. The purpose of this chapter is to provide a definition of absence to districts that supports accurate and consistent attendance data collection across the state. This effort will support the state and districts to address the challenge of chronic absenteeism, in an effort to improve learning outcomes and success in school for all students and to support the whole child.

NEW SECTION

WAC 392-401-010 Authority. The authority for this chapter is RCW 28A.300.046, which requires the superintendent of public instruction to adopt rules establishing a standard definition of student absence from school.

NEW SECTION

WAC 392-401-015 Definition of absent or absence. (1) "Absent" or "absence" means a student is:

(a) Not physically present on school grounds; and
(b) Not participating in instruction or instruction-related activities at an approved off-grounds location for at least fifty percent of the student's scheduled school day.

(2) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC should be reported as excused absences, unless the student is receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC.

(3) A student who is marked tardy to class is not absent unless the student otherwise meets the criteria for absence provided in WAC 392-401-015(1).

NEW SECTION

WAC 392-401-020 Excused absences. The following are valid excuses for absences from school:

(1) Participation in a district or school approved activity, that is not instruction-related;

(2) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry) for the student or person for who the student is legally responsible;

(3) Family emergency including, but not limited to, a death or illness in the family;

(4) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;

(5) Court, judicial proceeding, or serving on a jury;

(6) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;

(7) State-recognized search and rescue activities consistent with RCW 28A.225.055;

(8) Absence directly related to the student's homeless status;

(9) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;

(10) Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC, unless the student is receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and

(11) Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

NEW SECTION

WAC 392-401-030 Unexcused absences. Any absence from school is unexcused unless it meets one of the criteria provided in WAC 392-401-015.

ESSA Accountability Systems Workgroup / Technical Advisory Committee Update

STATE BOARD OF EDUCATION

SPECIAL MEETING - JUNE 20, 2017



Topics for today

- School Quality or Student Success measures
 - Comprehensive Support: Identifying the lowest-performing 5 percent
 - Targeted Support: Consistently underperforming subgroups
 - Integrating the English Learner Measure
 - Extended graduation rates (5, 6, 7 year graduation rates)
 - Long-Term Goals



Recap

Accountability

Academic Indicators

School Quality or Student Success

Elementary	Proficiency	Growth	English Learner Progress
Middle School	Proficiency	Growth	English Learner Progress
High School	Proficiency	Graduation Rate	English Learner Progress

- Chronic Absenteeism
- Chronic Absenteeism
- Chronic Absenteeism
- 9th Graders on Track
- Advanced Course-Taking (dual credit)



The Legislation Charge

“Fair, Consistent and Transparent”

Unified system of support for challenged schools that:

- Aligns with basic education,
- Increases the level of support based upon the magnitude of need, and
- Uses data for decisions.
 - **RCW 28A.657.110**



School Quality or Student Success Measures - Process

Analysis of Indicator Definitions: The TAC evaluated each indicator definition against five criteria using school-level data files and displays to inform the analysis.

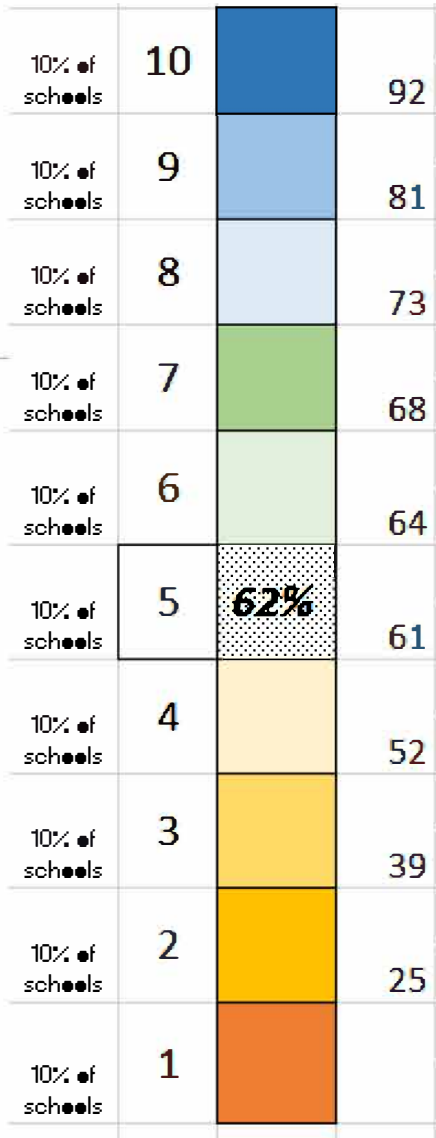
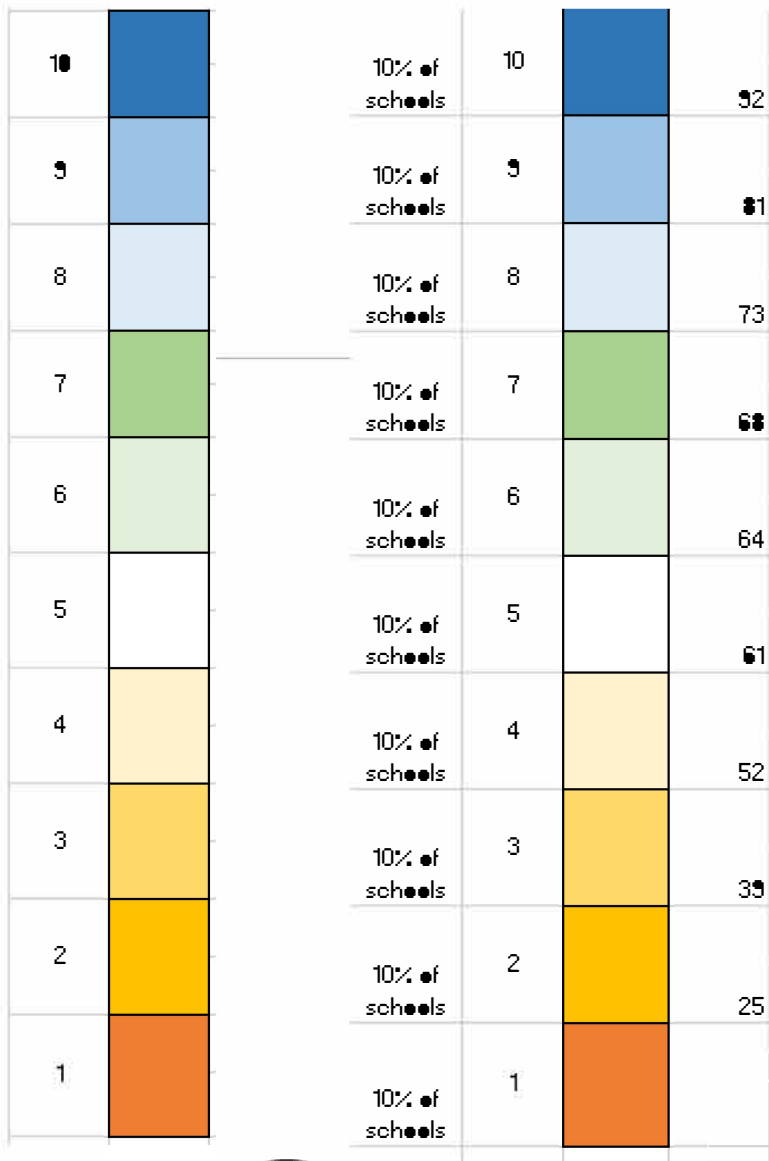
- 1) **Differentiation** – Does the indicator meaningfully differentiate school performance?
- 2) **Inclusion** – Does the indicator meaningfully include historically underserved populations?
- 3) **Data quality** – Is the indicator reliable, comparable, and statewide?
- 4) **Transparency** – Is the Indicator easy for all stakeholders to understand and translate?
- 5) **Objectivity** – Is the Indicator objective?

The TAC analyzed multiple measurement options for each indicator against these questions to inform the final indicator recommendations.



Comprehensive Support Framework



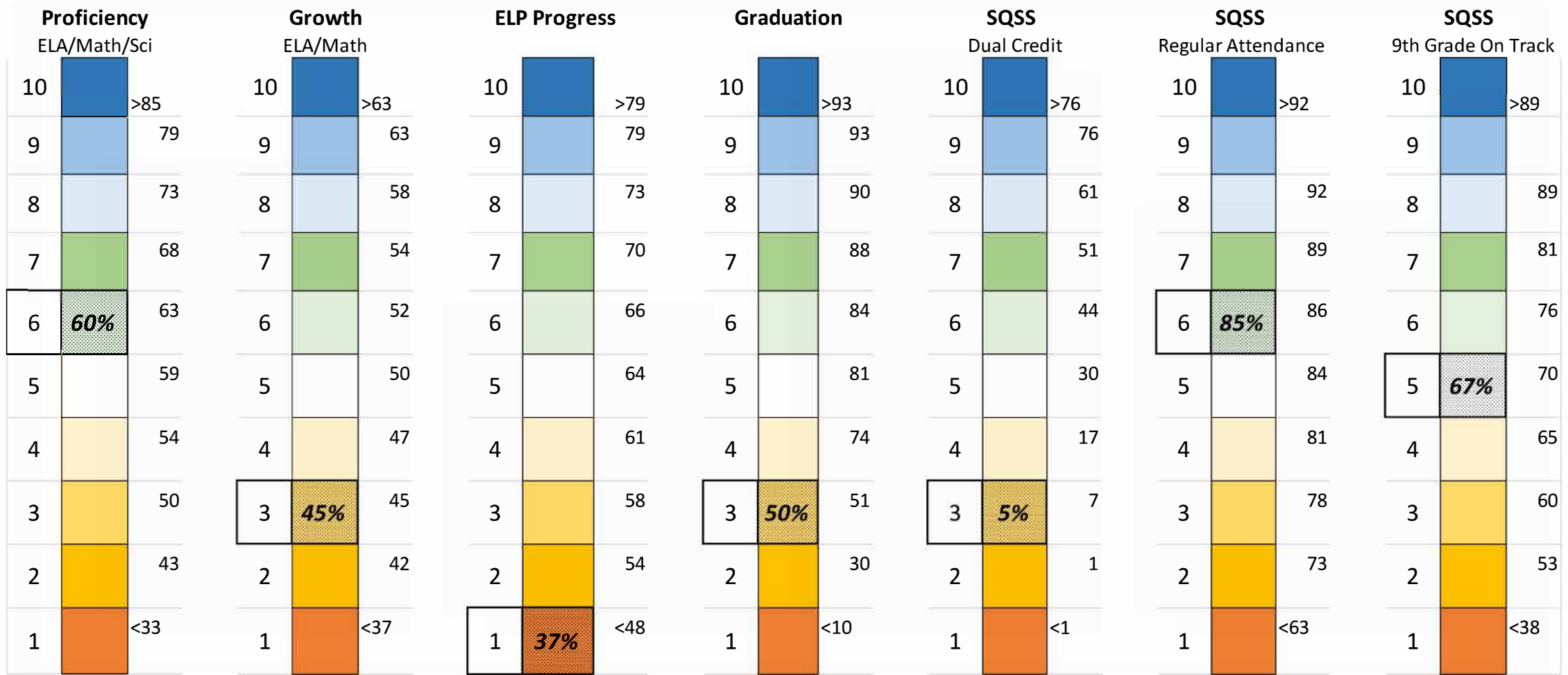


School performance by measure

- 1-10 scale, such that ~10% of schools in each— an even spread of schools from 1-10
- Cut points (thresholds) will be frozen for at least several years
- School’s performance on a measure translates to a box (decile)
- School can see how to move up, for each measure, over time



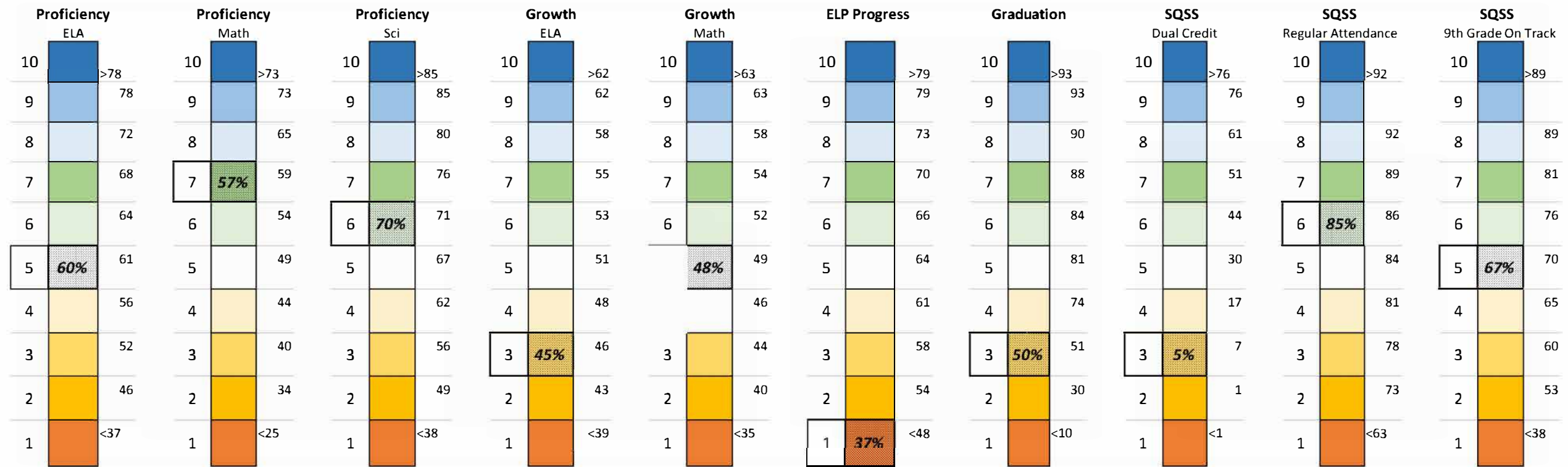
Multiple Measures Framework



This view allows schools to see measures where they face most challenges.



Multiple Measures –separated by content area

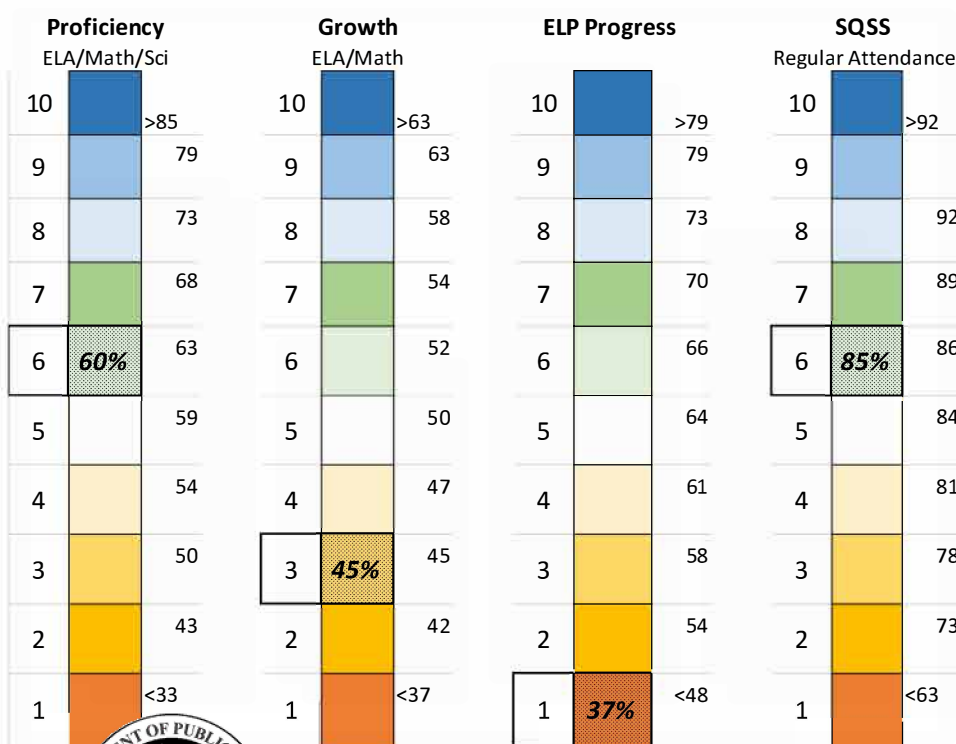


This view allows schools to see measures where they face most challenges.



Combined Multiple Measures & Lowest performing 5%

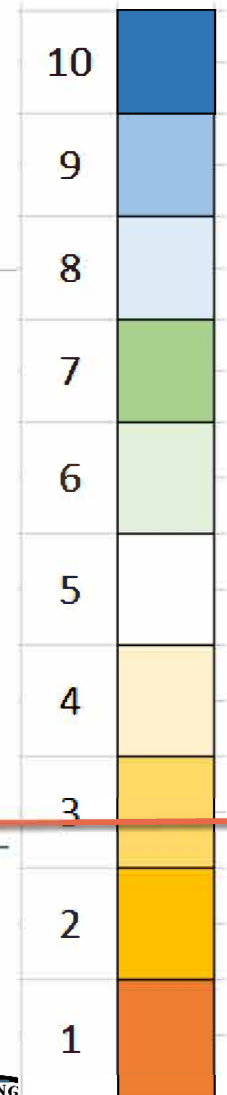
Combine Weighted to Priority



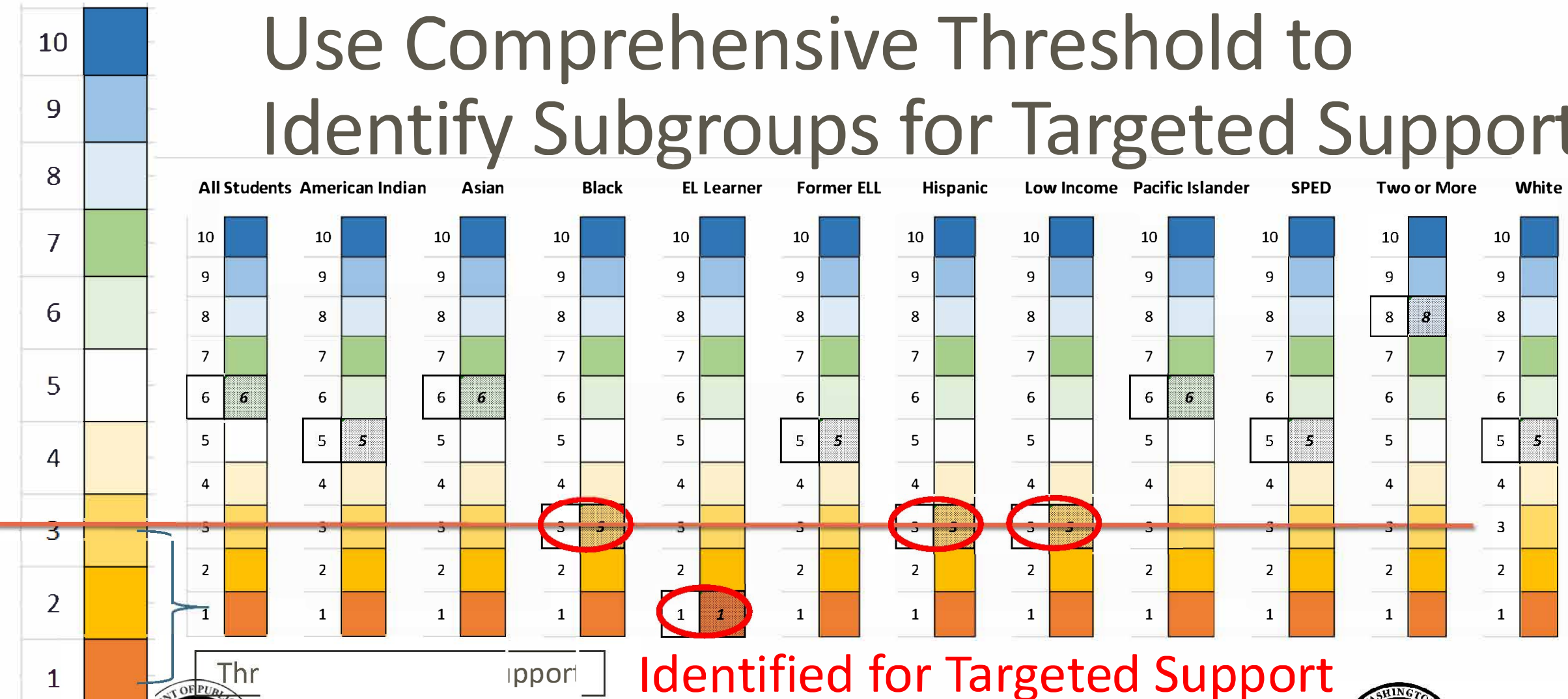
Set a threshold of Combined Multiple Measures to include the lowest performing 5%; these would be the Comprehensive Support Schools.

The same threshold would be used for subgroup identification for Targeted Support

ID'ed for Comprehensive Support



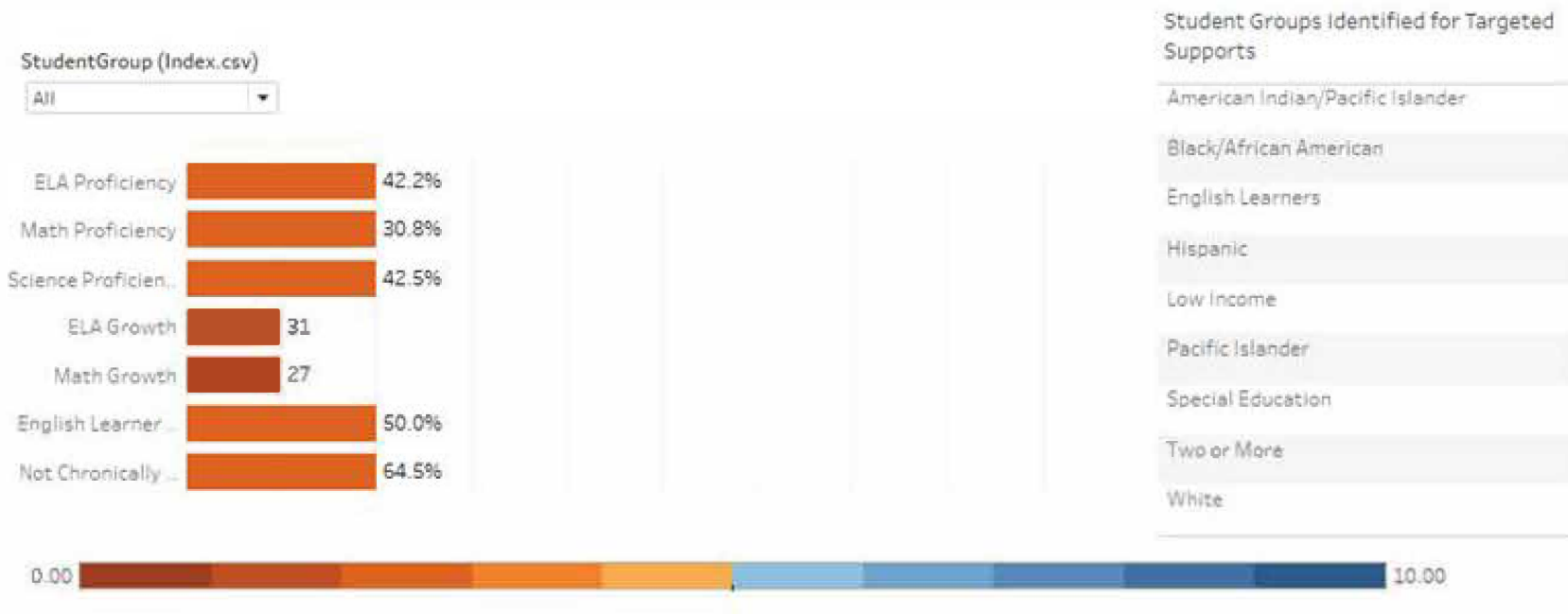
Use Comprehensive Threshold to Identify Subgroups for Targeted Support



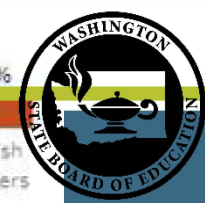
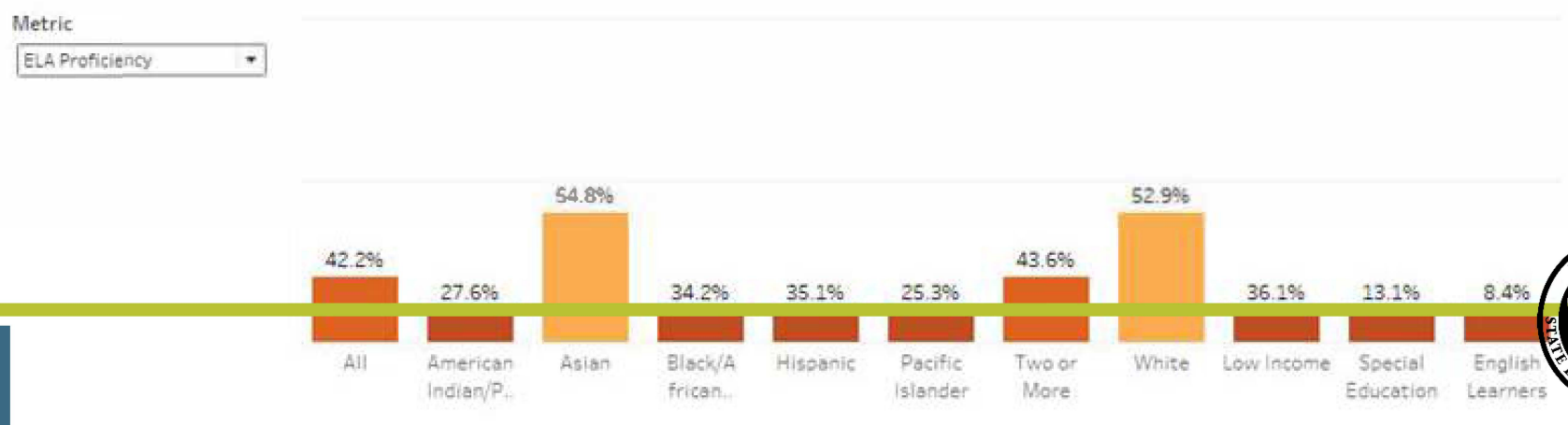
Identified for Targeted Support



Multiple Measures – Dashboard Mockup



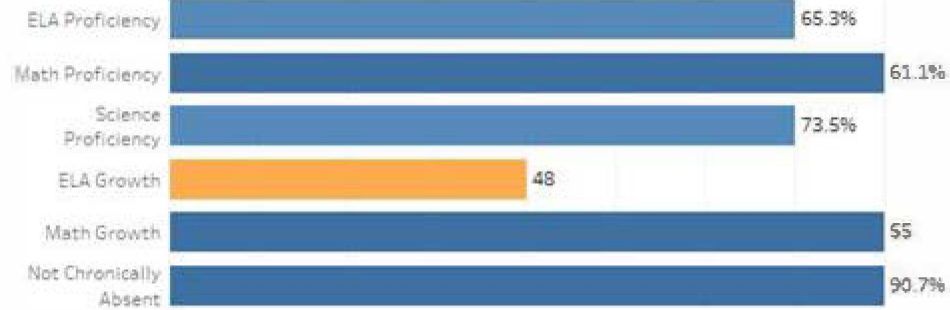
- Student Groups Identified for Targeted Supports
- American Indian/Pacific Islander
 - Black/African American
 - English Learners
 - Hispanic
 - Low Income
 - Pacific Islander
 - Special Education
 - Two or More
 - White



Multiple Measures – Dashboard Mockup

StudentGroup (Index.csv)

All

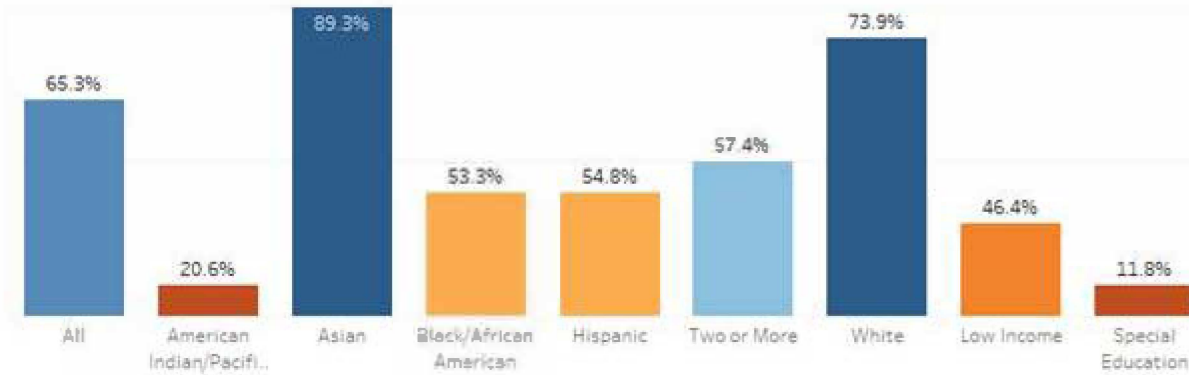


Supports

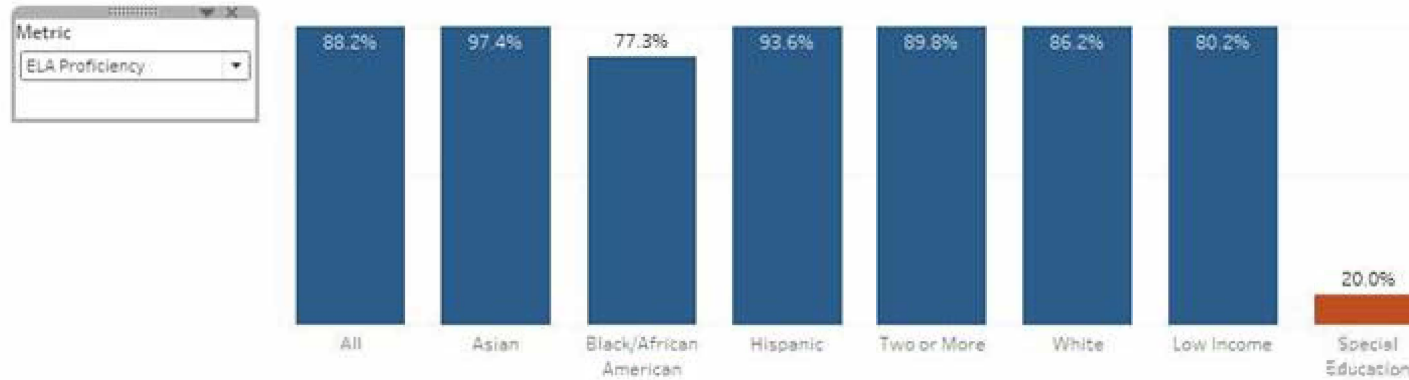
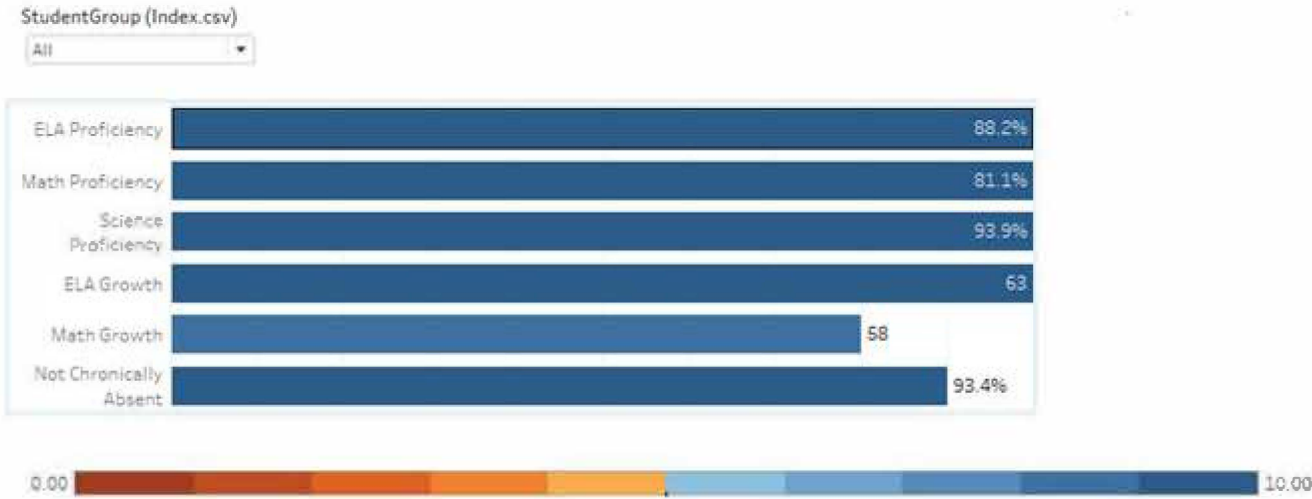
Special Education

Metric

ELA Proficiency



Multiple Measures – Dashboard Mockup



Extended Graduation Rate

ASW RECOMMENDED TO INCLUDE 5, 6, AND 7 YEAR GRAD RATES

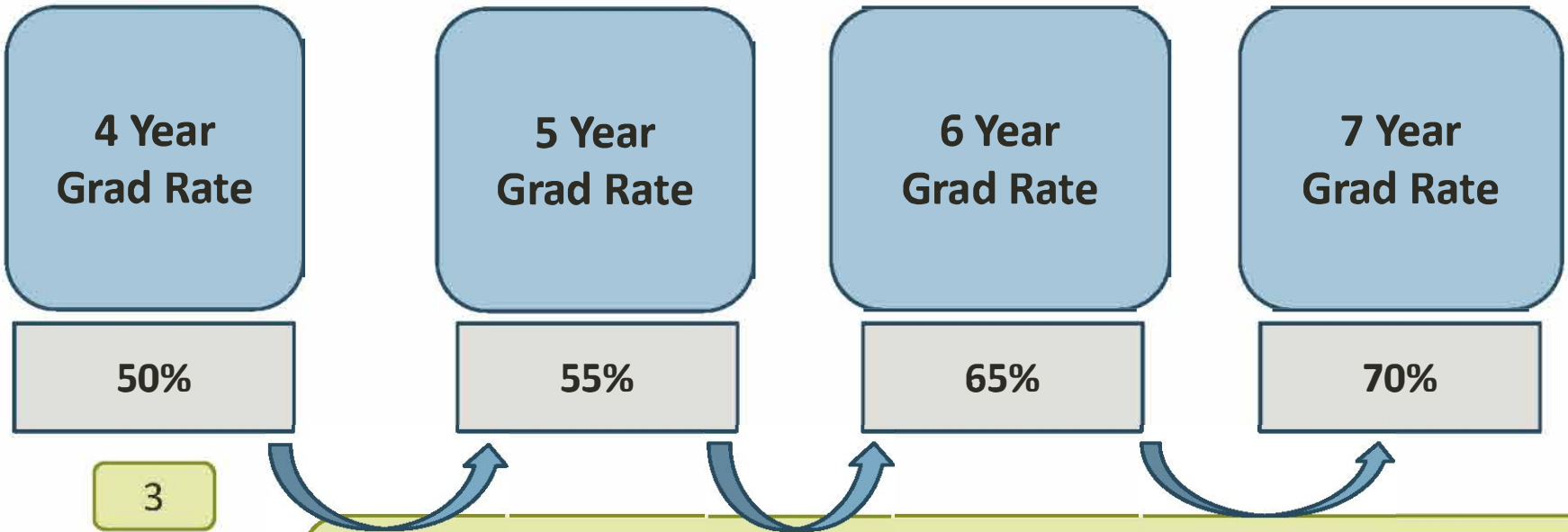


Class of 2015: 4-year rate and increase from 4- to 5- year graduation rate

Schools that start with lower 4-year rates see much larger increases from 4 to 5 year



Extended Grad Rate Options – Score Boost based on Increase from 4-year Rate



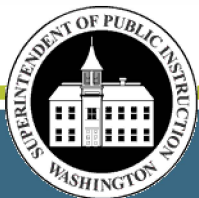
Base score would be based on the 4-Year Grad Rate. Look at percentages of students who are graduating in extended timeframe (5th, 6th, or 7th year). Schools that are graduating the most students (high end of the distribution) would be awarded 1 or 2 points, to be added to base score.

Graduation	
10	>93
9	93
8	90
7	88
6	84
5	81
4	74
3	51
2	30
1	<10

5



English Learner Proficiency Progress Measure



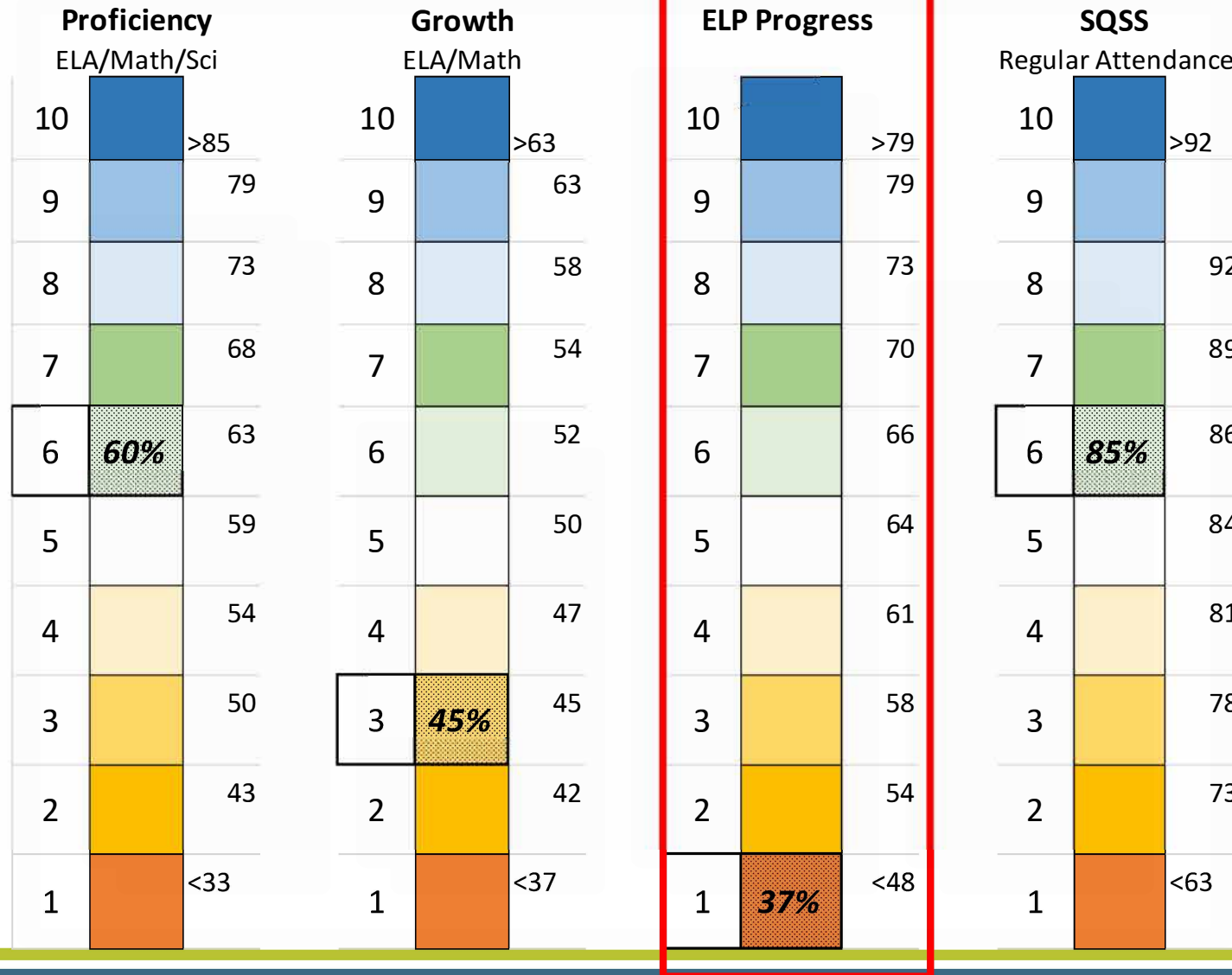
English Learner Progress Measure - Considerations

EL Progress is included in comprehensive support framework (along with proficiency, growth, grad, and SQSS)

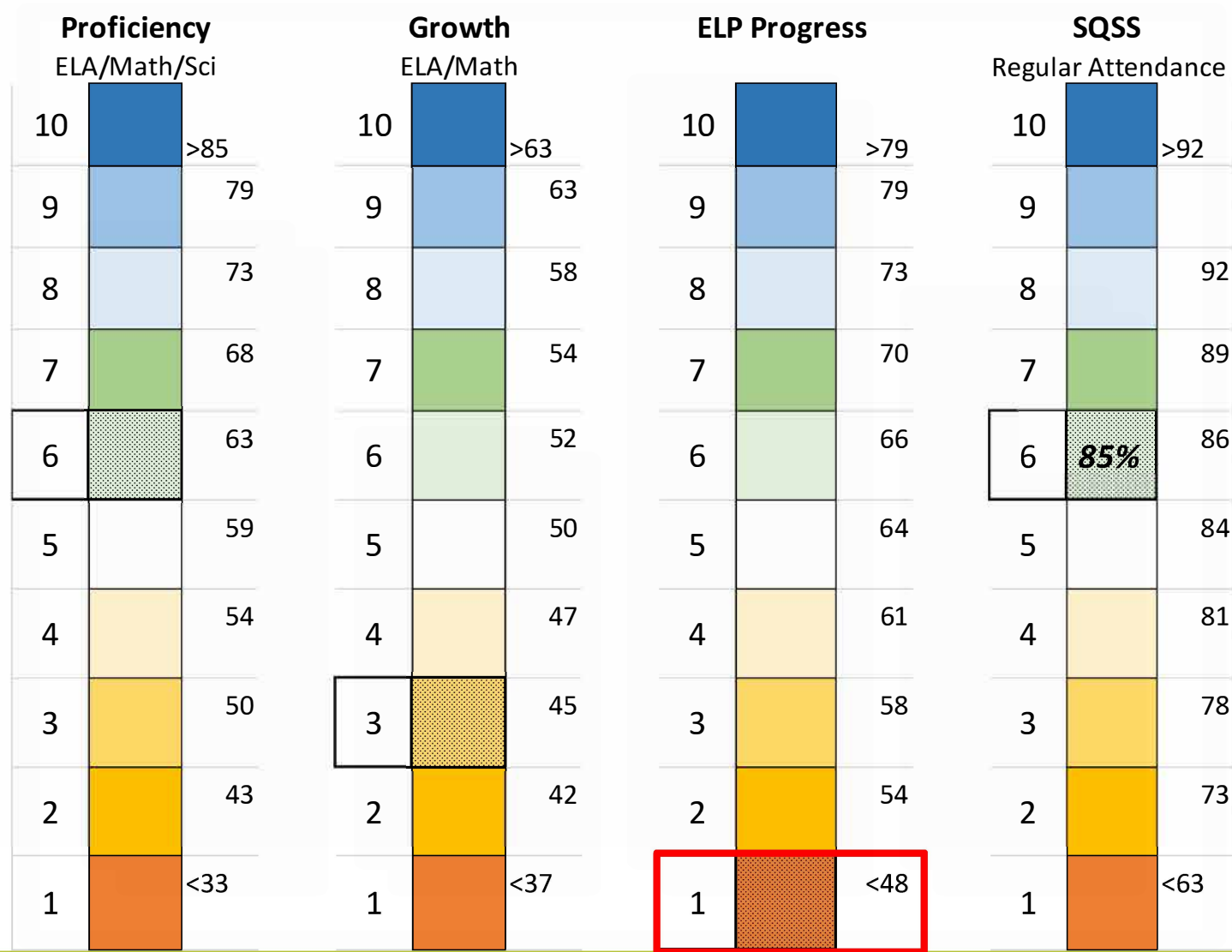
Consideration: **Use the EL indicator *as a stand alone measure to identify low-performing schools for targeted support.*** This would be a separate category of targeted support, in addition to consistently underperforming subgroups (in combined multiple measures).



Multiple Measures – Include in Comp Calc



Multiple Measures – ID Bottom 5% for Targeted



Identified for Targeted Support

English Learner Progress Measure - Considerations

Consideration: Proportionally adjust the weights of ELA Proficiency and English Learner progress based on EL population size.

For schools with larger EL populations – more weight would be given to English Learner progress.



Option #2: Proportionally adjust ELA Proficiency and ELP Progress based on population size

