ACHIEVEMENT & ACCOUNTABILITY WORKGROUP WEBINAR

September 18 & 20, 2012

Washington State Board of Education & Office of Superintendent of Public Instruction

WEBINAR GOALS

- Explain AAW purpose and composition
- Provide overview of ESEA flexibility request
- Describe SBE and OSPI roles in creating and revising Index
- Share overview of current Index and possible revisions
- Review timeline and materials
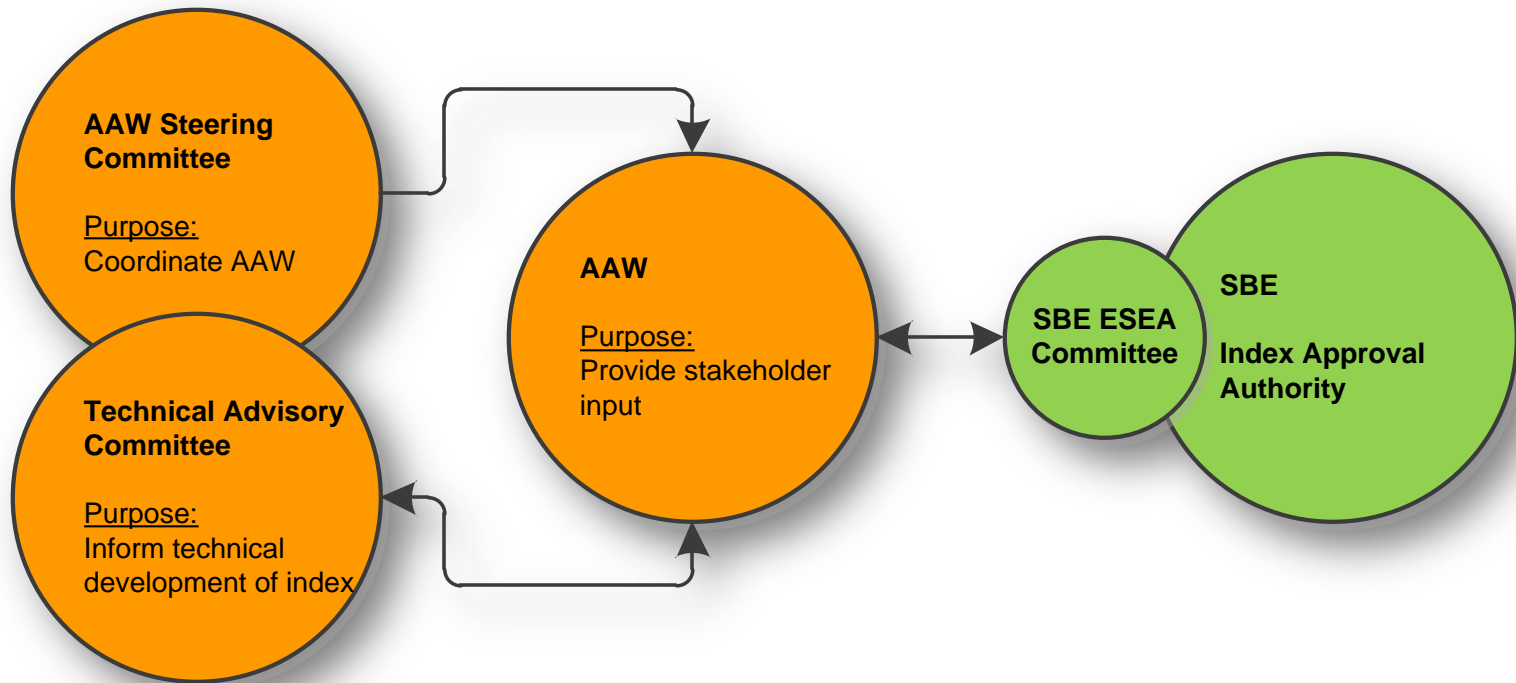- Respond to questions

AAW PURPOSE

- Provide input on a revised Index, including:
  - What performance indicators to include (e.g. achievement, growth, growth gaps, career/college readiness)
  - How to measure opportunity gaps
  - What weight to assign various performance indicators
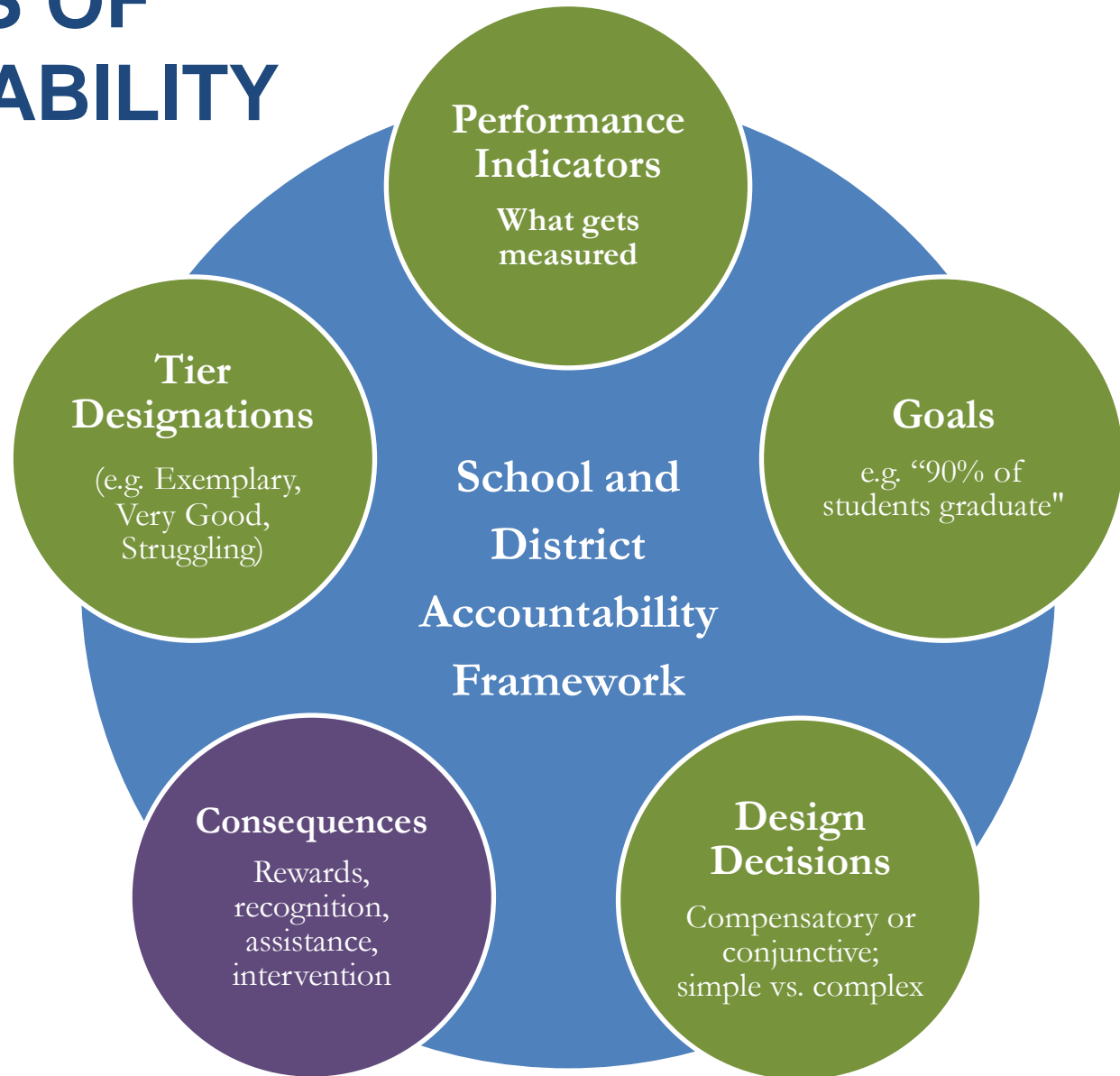- Advise SBE on elements of an accountability framework to ensure all students graduate career and college ready

AAW COMPOSITION

AAW INPUT PROCESS

ELEMENTS OF ACCOUNTABILITY

Performance Indicators — What gets measured

Goals — e.g. "90% of students graduate"

Design Decisions — Compensatory or conjunctive; simple vs. complex

Consequences — Rewards, recognition, assistance, intervention

Tier Designations — (e.g. Exemplary, Very Good, Struggling)

School and District Accountability Framework

AAW INPUT

Phase I: Achievement Index

- **October 2012 – April 2013**
- What performance indicators should be included in the revised Index?
- How should the Index measure opportunity and achievement gaps?
- How should performance indicators be weighted, and what targets should be set?

Phase II: Accountability Framework

- **June 2013 – December 2013**
- What should a state accountability framework include?
- What state and local models for intervention should be employed?

WHY IS THIS GOOD FOR KIDS?

- Teachers and administrators will have the tools they need to self-assess and **improve student growth and achievement.**

- Administrators and policymakers will have the information they need to effectively allocate resources, supporting **continuous improvement for <u>all</u> of our students.**

ESEA FLEXIBILITY BENEFITS

1. Allows flexibility to determine new ambitious and achievable annual targets for reading, mathematics, and graduation rates.

2. Eliminates AYP determinations and associated sanctions for **schools** in improvement.

    -   20% set-aside of Title I, Part A funds for Public School Choice and Supplemental Education Services

    -   10% set-aside for professional development for schools.

3. Eliminates associated sanctions for **districts** in improvement.

    -   10% set-aside for professional development for districts.

ESEA FLEXIBILITY REQUIREMENTS

1. Ensure college- and career-ready expectations for all students.

    -   Common Core State Standards (CCSS) and Smarter Balanced
        Assessment Consortium (SBAC) in Washington

2. Implement state-developed system of differentiated
    recognition, accountability, and support.

3. Support effective instruction and leadership.

    -   Teacher and Principal Evaluation Project (TPEP) in Washington

4. Reduce duplication and unnecessary burden on school districts
    by the State.

UNPACKING PRINCIPLE 2

Principle 2: Implement State developed system of differentiated recognition, accountability, and support.
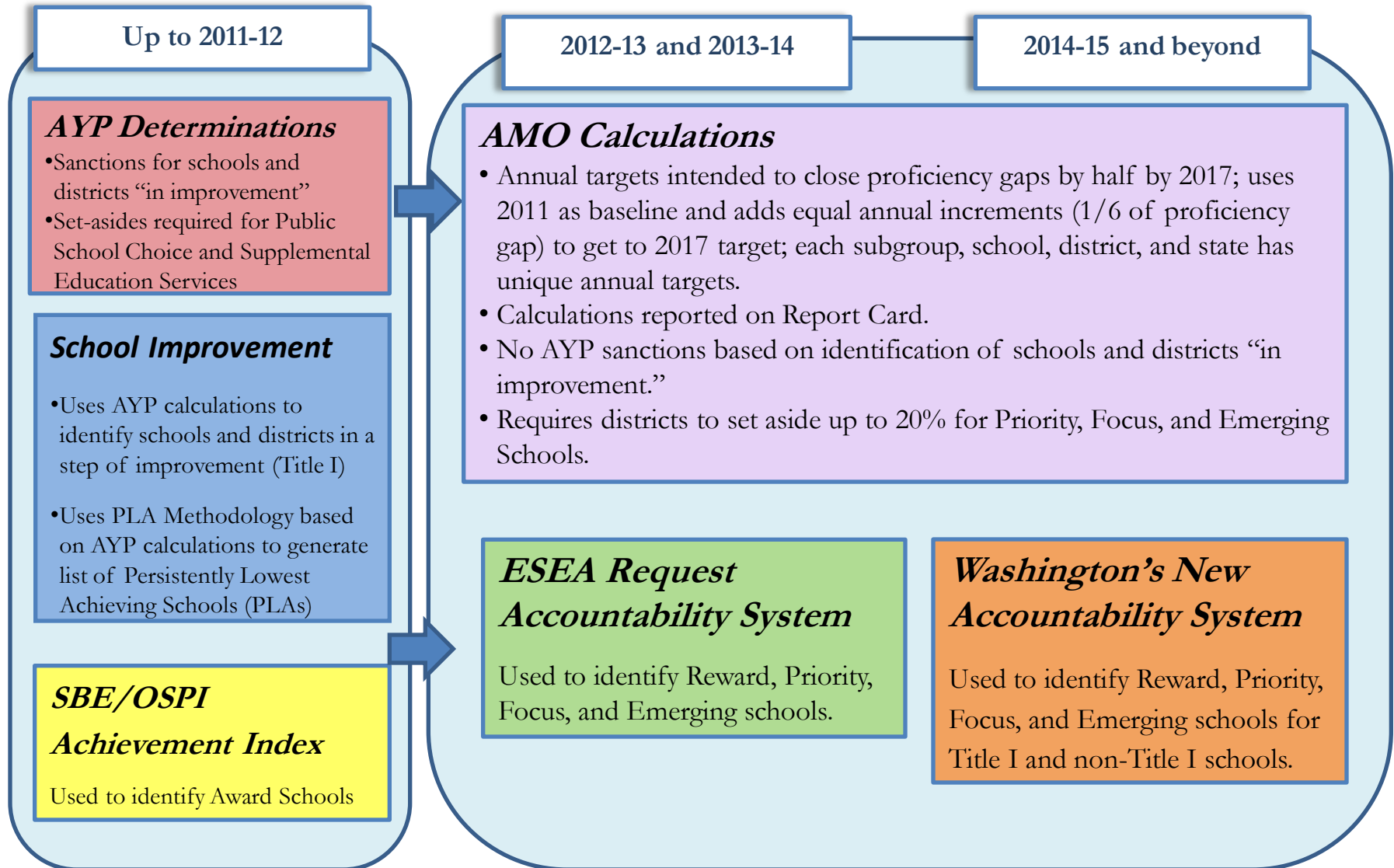
PRINCIPLE 2 REQUIREMENTS

- Set ambitious and achievable Annual Measurable Objectives (AMOs)

- Identify:

| Reward schools	Priority schools	Focus schools	Emerging schools
• Provide incentives and recognition for high-progress and highest performing Title I schools.	• Identify lowest performing schools and implement interventions aligned with **turnaround principles.**	• Identify and implement **meaningful interventions** (e.g., turnaround principles) in schools with the lowest performing subgroups.	• Identify other low-performing Title I schools and provide incentives and support.

- Build state, district, and school capacity

ACCOUNTABILITY SYSTEM BASED ON ESEA REQUEST

Up to 2011-12

2012-13 and 2013-14

2014-15 and beyond

AYP Determinations
- Sanctions for schools and districts "in improvement"
- Set-asides required for Public School Choice and Supplemental Education Services

School Improvement
- Uses AYP calculations to identify schools and districts in a step of improvement (Title I)
- Uses PLA Methodology based on AYP calculations to generate list of Persistently Lowest Achieving Schools (PLAs)

SBE/OSPI Achievement Index
Used to identify Award Schools

AMO Calculations
- Annual targets intended to close proficiency gaps by half by 2017; uses 2011 as baseline and adds equal annual increments (1/6 of proficiency gap) to get to 2017 target; each subgroup, school, district, and state has unique annual targets.
- Calculations reported on Report Card.
- No AYP sanctions based on identification of schools and districts "in improvement."
- Requires districts to set aside up to 20% for Priority, Focus, and Emerging Schools.

ESEA Request Accountability System
Used to identify Reward, Priority, Focus, and Emerging schools.

Washington's New Accountability System
Used to identify Reward, Priority, Focus, and Emerging schools for Title I and non-Title I schools.

STATE UNIFORM BAR GOALS UNDER OLD NCLB REQUIREMENTS

HIGH SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)
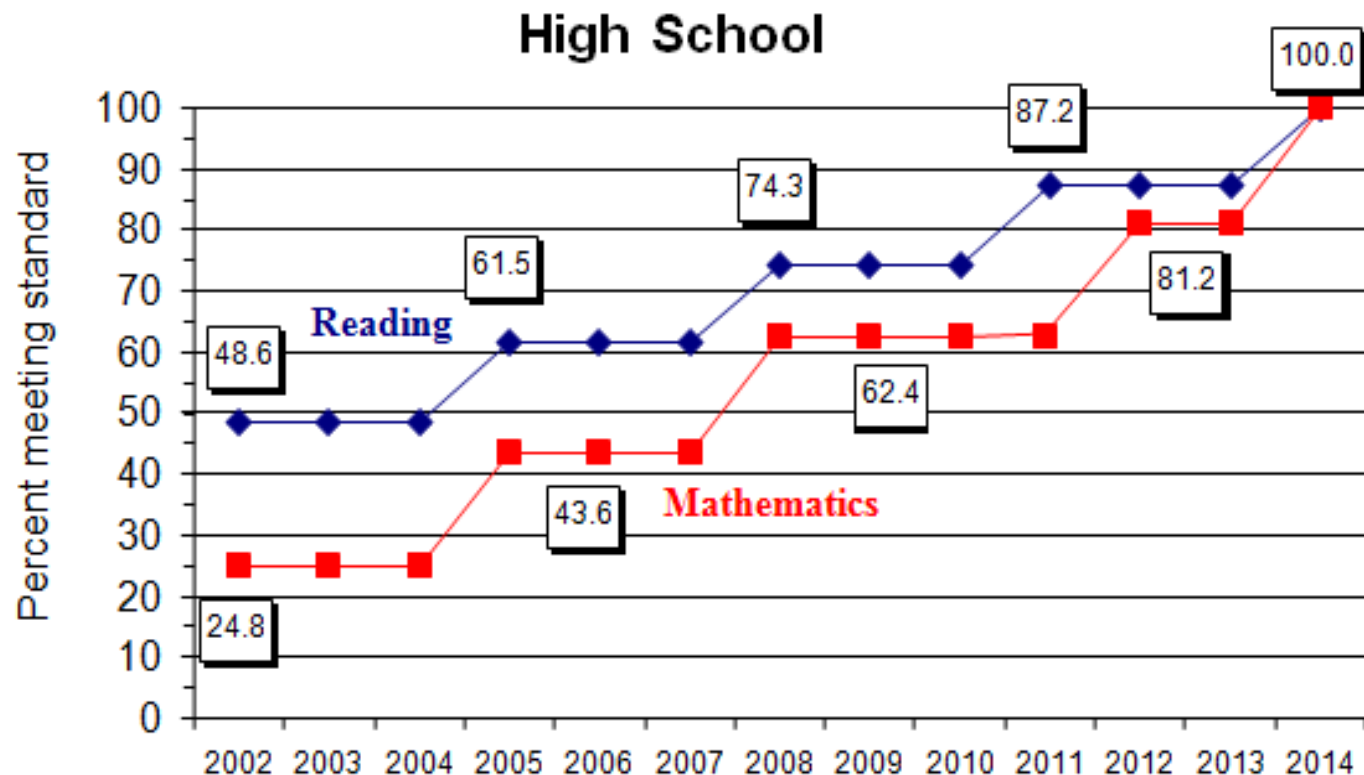
ESEA REQUEST & AMOs

U.S. Department of Education Requirement: Set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the state and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts.
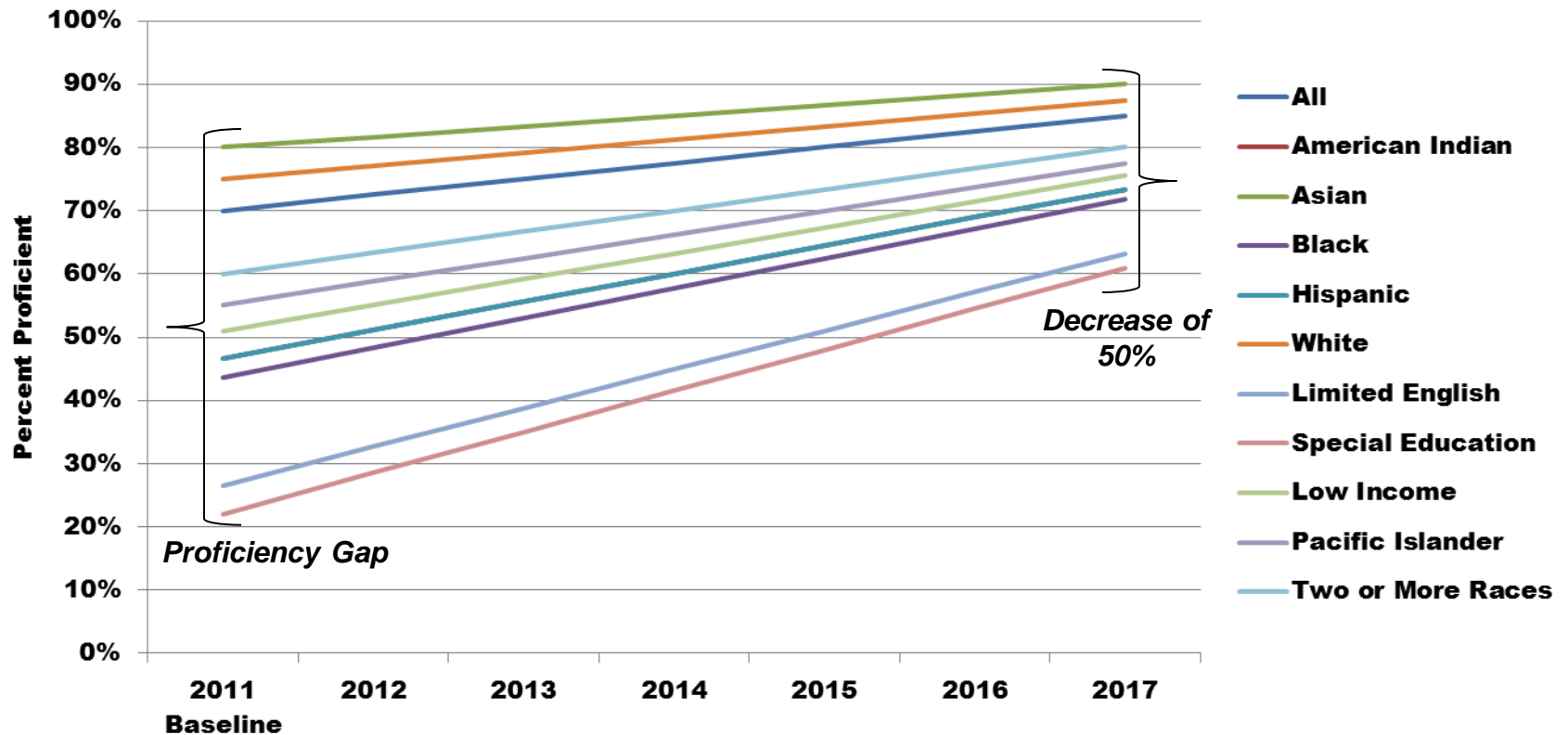
U.S. DEPARTMENT OF EDUCATION OPTIONS

A
- Set annual equal increments toward the goal of reducing by half the percent of students who are not proficient in all subcategories by fall 2017 (within six years).

B
- Move the current 2014 deadline for 100% proficiency in reading and math to 2020.

C
- Establish another AMO that is educationally sound and results in ambitious and achievable AMOs.

WASHINGTON'S CHOICE

Option A

➢ Set annual equal increments toward the goal of reducing by half the percent of students who are not proficient in all subcategories by fall 2017 (within six years).

OPTION A: SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AMOs)

NEW AMOs (Targets): Cut Proficiency Gap by Half by 2017
Sample High School - 10th Grade Reading
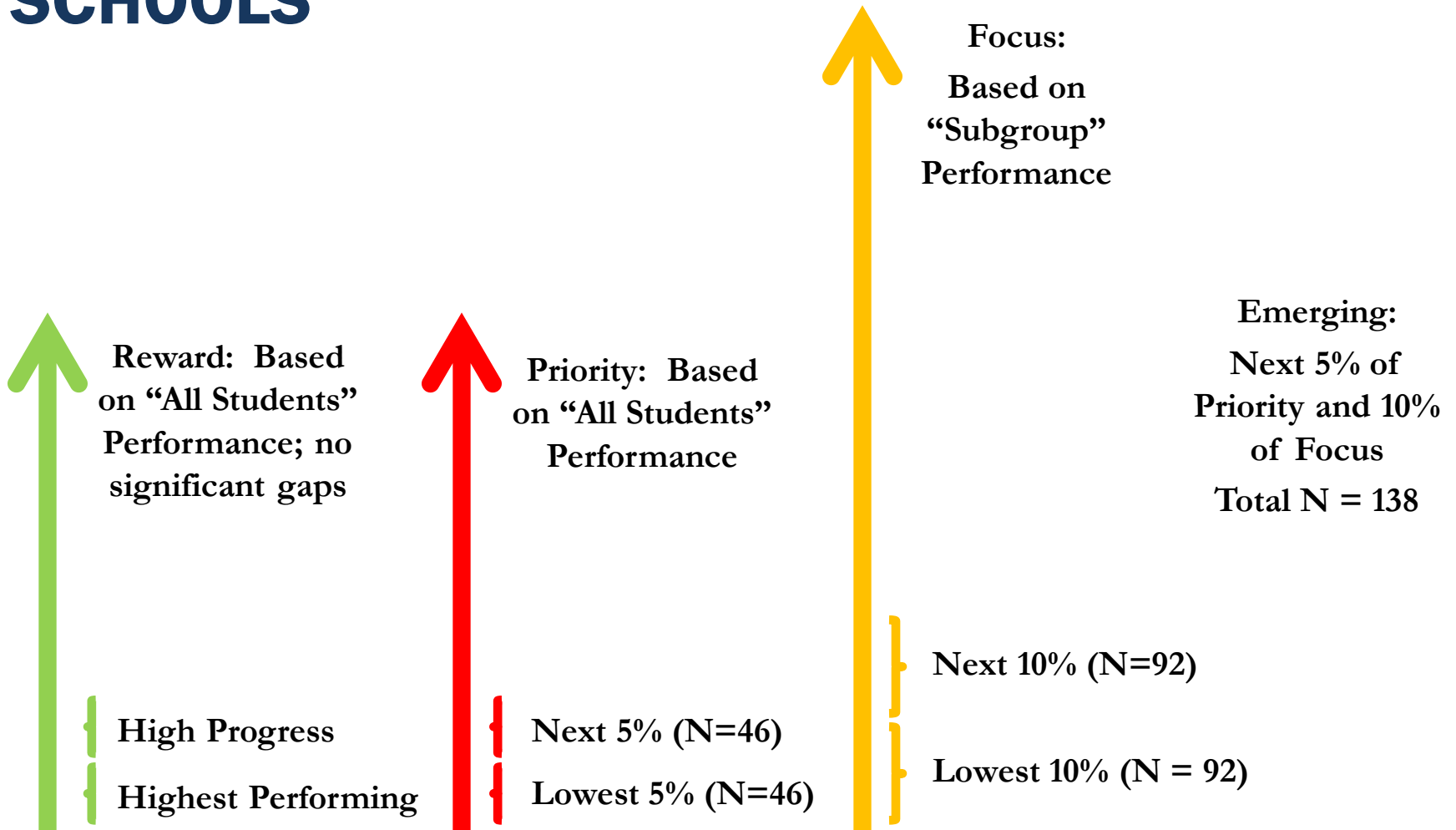## Our goal for all students: 100% meeting standard

Legend:
- All
- American Indian
- Asian
- Black
- Hispanic
- White
- Limited English
- Special Education
- Low Income
- Pacific Islander
- Two or More Races

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IMPACT OF ESEA FLEXIBILITY REQUEST

	Cohort I (2012-13) Identify Spring 2012	Cohort II (2013-14) Identify Fall/Winter 2012	Cohort III (2014-15) Identify Fall/Winter 2013
Reward Schools (Title I Schools)	• Identify *Highest Performing* and *High-Progress Schools*	• Use ESEA-approved methodology • Pilot "Draft Accountability Index"	• Use "Accountability Index"
Priority Schools (Title I+ Schools)	• Use ESEA-approved calculation for *All Students* group • Implement "turnaround principles" in 2012-13 *Note:* N=46; includes 27 SIG schools and 19 newly identified schools	• Use ESEA-approved methodology to determine "Newly Identified Priority Schools" • Pilot "Draft Accountability Index" • Implement "turnaround principles" in 2013-14 *Note*: Total for Cohorts I & II is at least 46.	• Use "Accountability Index" • Determine "Newly Identified Priority Schools" • Implement "turnaround principles" in 2014-15 *Note:* Total for Cohorts I, II, & III is at least 46.

IMPACT OF ESEA FLEXIBILITY REQUEST

	Cohort I (2012-13) Identify Spring 2012	Cohort II (2013-14) Identify Fall/Winter 2012	Cohort III (2014-15) Identify Fall/Winter 2013
Focus Schools	• Use ESEA-approved calculation for *All Subgroups with N of at least 20* • Implement "meaningful interventions" in 2012-13 *Note:* N=92	• Use ESEA-approved methodology to determine "Newly Identified Focus Schools" • Pilot "Draft Accountability Index" • Implement "meaningful interventions" in 2013-14 *Note*: Total for Cohorts I & II is at least 92.	• Use "Accountability Index" to determine "Newly Identified Focus Schools" • Implement "turnaround principles" in 2014-15 *Note:* Total for Cohorts I, II, & III is at least 92.
Joint Select Committee, OSPI, SBE	• May –Sept, 2012: Joint Select Committee convenes and OSPI, SBE engage stakeholders • Sept 2012: Interim Report	• Fall/winter 2012: Develop "Draft Accountability Index" • Jan-Aug 2013: Finalize "Accountability Index" • Sept 2013: Final Report	• Sept 2013: Final Report • Fall/winter 2013: Use "Accountability Index" • Jan 2014: Legislature approves Washington State Accountability Index and System

REWARD, PRIORITY, FOCUS, AND EMERGING SCHOOLS

Focus:

Based on "Subgroup" Performance

Reward: Based on "All Students" Performance; no significant gaps

Priority: Based on "All Students" Performance

Emerging:

Next 5% of Priority and 10% of Focus

Total N = 138

Next 10% (N=92)

High Progress

Next 5% (N=46)

Highest Performing

Lowest 5% (N=46)

Lowest 10% (N = 92)

REQUIREMENTS FOR PRIORITY, FOCUS, AND EMERGING SCHOOLS

Requirement	Priority	Focus	Emerging
Engage in needs assessment. (Sept – Oct)	✔	✔	✔
Develop student and school success action plan using findings from needs assessment. (Oct – Nov)	✔ *	✔ *	✔ **
Implement plan aligned with turnaround principles.	✔		✔ ***
Implement plan aligned with meaningful interventions that match unique needs of school and subgroups.	✔	✔	✔
Districts: Set-aside up to 20% of Title I, Part A funds; ensure school(s) implements plans as designed; build capacity to sustain.	✔	✔	✔

*Use findings from external Needs Assessment (NA)
**Use findings from internal Needs Assessment (NA)
*****If Emerging School is identified from Priority Schools list**

SUPPORTS AND SERVICES

PRIORITY, FOCUS, AND EMERGING SCHOOLS

Supports and Services	Priority	Focus	Emerging
Leadership Coaching, Technical Assistance, and Progress Monitoring (Differentiated)	✔	✔	✔
Needs Assessment	✔	✔	Support to conduct using web-based tools
Data Packages	✔	✔	
Review of Plan by OSPI	✔	✔	✔
Access to OSPI and Educational Service District (ESD) professional development and services	✔	✔	✔
Minimal iGrants to support engagement in professional development and services	✔	✔	

OFFICE OF STUDENT AND SCHOOL SUCCESS TRANSITIONING TO MEET NEW CHALLENGES
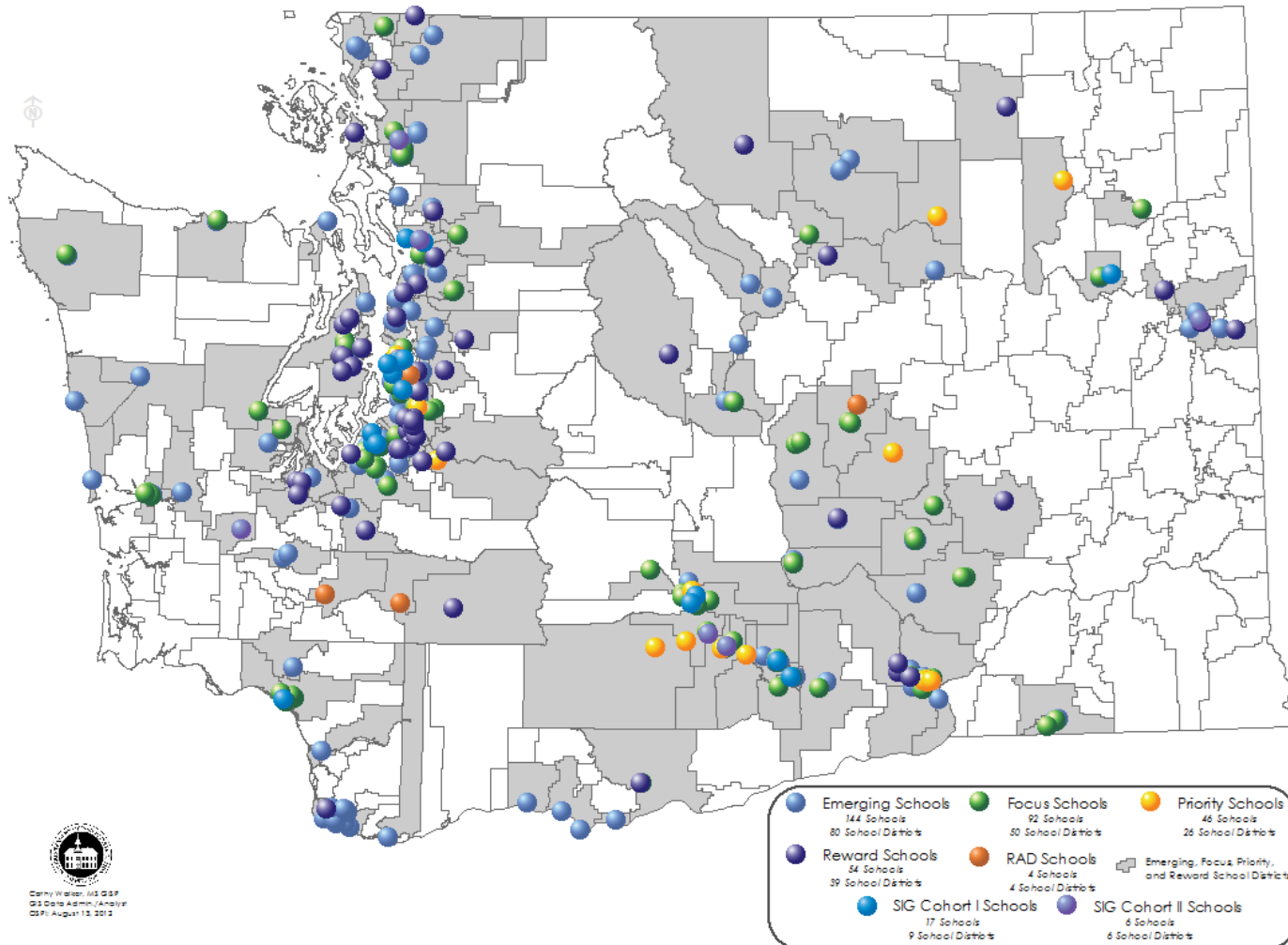
QUESTIONS?

AUTHORIZED SBE ROLE

ESHB 2261 (2009):

- Create an Index that complements the federal accountability system or replaces it altogether.
- Provide Index data for recognition of schools and for schools and districts to assess their progress.

E2SSB 6696 (2010):

- Use the Index to recognize schools for closing achievement gaps.
- Use the Index to identify schools in need of improvement, including non-Title I schools.
- Create a Required Action Process for persistently low-achieving schools.
- Develop an accountability framework.

SBE STATEMENT OF BELIEF:

- All students deserve an excellent and equitable education.

- There is an urgent need to strengthen a system of continuous improvement in student achievement.

- The primary goal of education is to prepare students to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship (RCW 28A.150.220).

WHY REVISE THE INDEX?

An opportunity to:

1. Replace federal accountability system with aligned state system, supporting continuous improvement	2. Fulfill legislative expectations	3. Incorporate student growth data for a fairer representation of school performance	4. Focus on achievement and opportunity gaps

INDEX PRINCIPLES

Alignment with system goals
- Preparing students for post-secondary education, gainful employment, and citizenship.

Student growth data
- Equitable way to evaluate school and district performance.

Disaggregation by subgroup
- Necessary to ensure that opportunity and growth gaps are not hidden.

Tool for practitioners and policymakers
- Used by educators, parents, and community members for both internal improvement and external accountability.

CURRENT INDEX

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Year 2010-2011

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	6	7	5	4	7	5.80
Achievement of low income students	6	6	1	1	2	3.20
Achievement vs. peers	7	7	6	4	4	5.60
Improvement from the previous year	4	4	6	6	1	4.20
Index Scores	5.75	6.00	4.50	3.75	3.50	4.70 Good

2010-11 Achievement Gap

INDICATORS	Reading			Math			Ext Graduation Rate			Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic stds	6	7	7	3	7	7	4	3	1	5.00
Achievement of white and Asian students	7	7	7	4	7	7	6	3		6.12
Achievement Gap										1.12

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INDEX REVISIONS

Will Include

- Student Proficiency
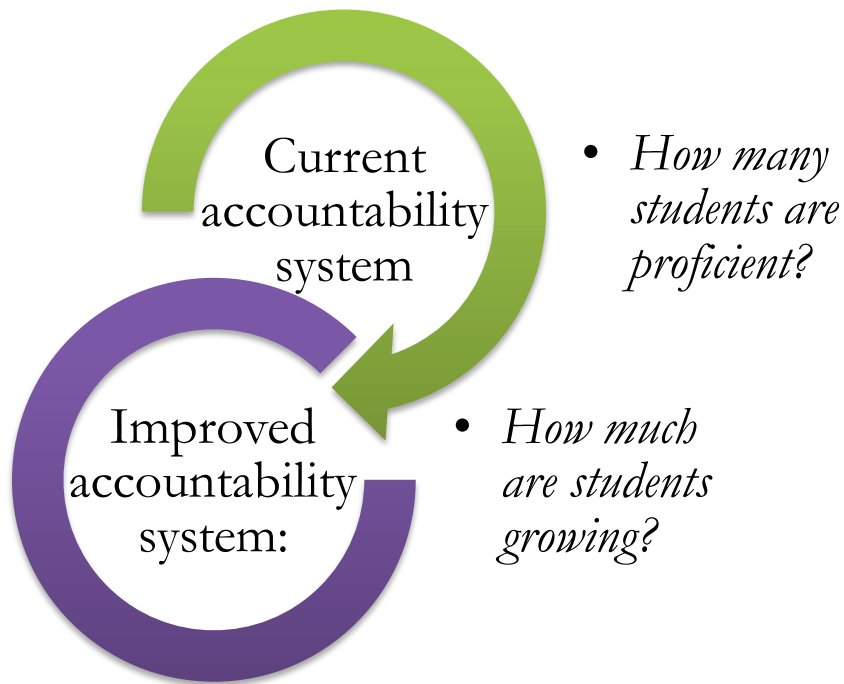- Student growth
- Disaggregated data

May Include

- Workforce and post-secondary readiness
- English Language acquisition
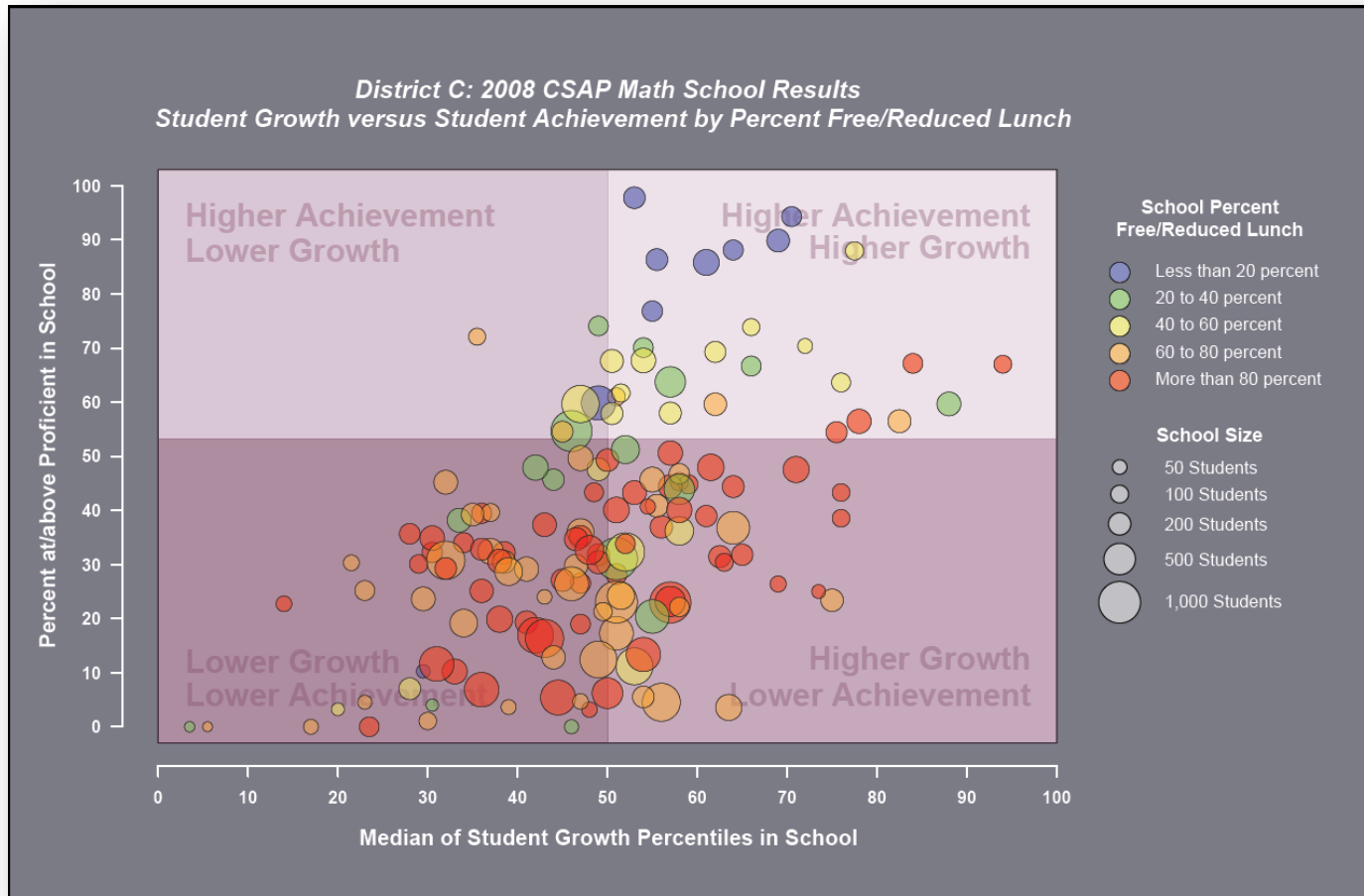- Improvement over time
- AMOs

Changes

- Comparison to peers
- Including English Language Learner proficiency data after 1 year of instruction (versus 3 years in current Index)

IMPROVING OUR EVALUATION OF SCHOOL PERFORMANCE

Current accountability system

Improved accountability system:

- *How many students are proficient?*

- *How much are students growing?*

	Low ← Longitudinal Growth → High
High ↑ Proficiency	Higher Proficiency / Lower Growth	Higher Proficiency / Higher Growth
Low ↓	Lower Proficiency / Lower Growth	Lower Proficiency / Higher Growth

STUDENT GROWTH PERCENTILES

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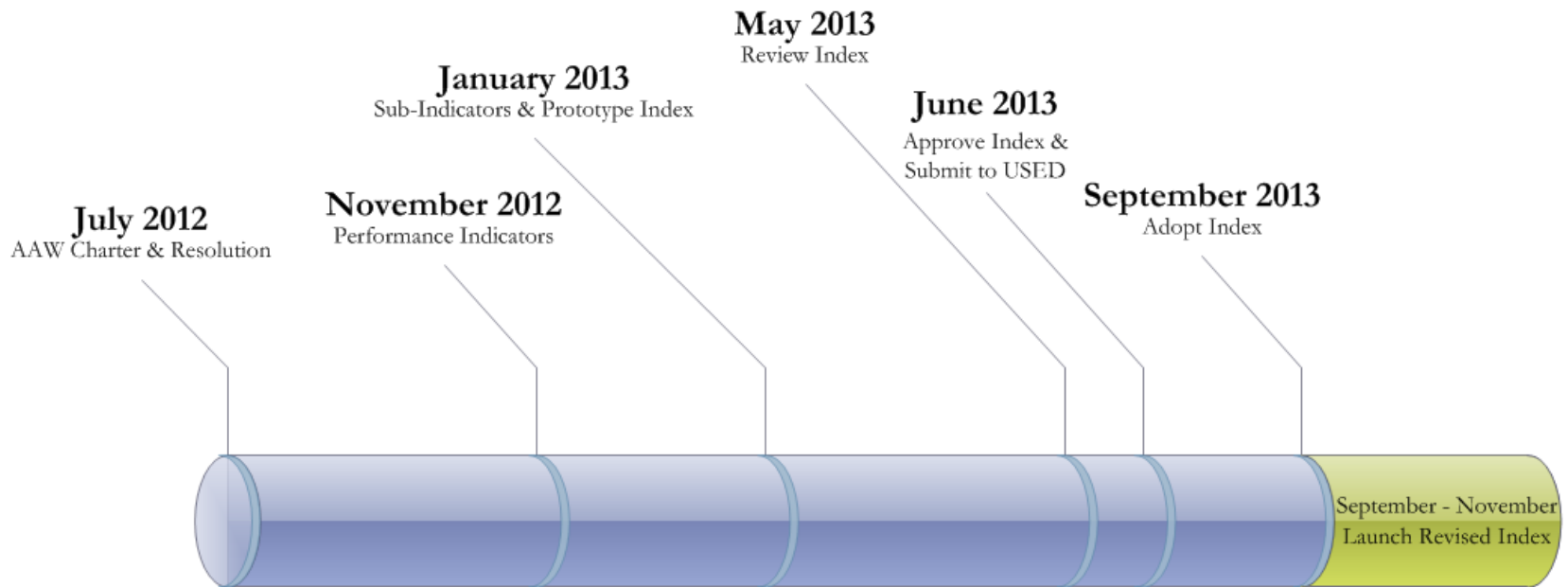Student Growth versus Student Achievement by Percent Free/Reduced Lunch

QUESTIONS?

NEXT STEPS

- Challenges
- Things to read:
  - Resolution
  - Charter

    www.sbe.wa.gov/aaw.php

INDEX REVISION TIMELINE

QUESTIONS?