



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	<u>Accountability Changes and ESSA</u>	
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Policy Considerations / Key Questions:	<p>The State Board of Education is granted an important voice on the manner in which the Achievement Index is made compatible with the Every Student Succeeds Act (ESSA). The Board is collaborating with the Superintendent’s staff to ensure the redesigned Index meets the needs of the Superintendent and the Board’s vision for the Index.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. Would the Board support a change in practice (discussed by the Accountability Systems Workgroup (ASW)) to not publicly report a summative Index rating for schools? 2. Does the Board support a change in practice (supported by the ASW) to develop a four-tiered classification system for schools? 3. Does the Board support the manner in which schools are held accountable for low participation rates on the statewide assessments? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Since the March SBE meeting, the ESSA Accountability regulations were overturned by the U.S. House of Representatives, the U.S. Senate, and signed by President Trump. This means that states must only meet the requirements in the ESSA and provide only the information required in the Updated Consolidated State Plan template when submitting their ESSA plans to the U.S. Department of Education. The Superintendent reconvened the ESSA ASW and created an Accountability Technical Assistance Committee (TAC) to make recommendations on certain State Plan components prior to the submission of the Washington ESSA Consolidated State Plan. The memo provides an update on the work of the ESSA ASW and ASW TAC to further Board discussion.</p>	



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ACCOUNTABILITY CHANGES AND THE ESSA116

Board Authority and Responsibility

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 Office of the Superintendent of Public Instruction (OSPI), the SBE shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index. In cooperation with the OSPI, the SBE shall seek approval from the United States Department of Education for use of the Washington Achievement Index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system.

The State Board of Education is granted an important voice on the manner in which the Achievement Index is made compatible with the Every Student Succeeds Act (ESSA). The Board is collaborating with the Superintendent's staff to ensure the redesigned Index is compatible with the ESSA to meet the needs of the Superintendent, but also meets the transparency and validity requirements insisted upon by the Board.

The Board should reflect on the fact that the ESSA Accountability Systems Workgroup (ASW) task is to make recommendations to the Superintendent, and on issues involving the Index, the Board and the Superintendent must jointly develop the new Index to meet the requirements of both entities. Over the course of this and the next two meetings, the Board will be hearing about recommendations and potential changes to the Index from the ESSA ASW and the ASW Technical Assistance Committee (TAC), and in the event the Board's opinion is not in alignment with the ASW recommendation, the Board should be prepared to call out the misalignment and clearly articulate a preference or position and communicate that to the respective workgroups and the Superintendent.

The Three Big Ideas to Focus On for the May ESSA Discussion

The No Child Left Behind Act imposed punitive sanctions for not meeting participation requirements. To what degree would you advocate for the development of less punitive actions as a means to improve participation on statewide assessments?

The ASW supports the idea of four labels (Index tiers) for schools rather than the current six. What is your opinion on this possible change?

The ASW discussed the idea of not publicly reporting the summative Index ratings for schools. What is your opinion on this possible change?

Summary and Key Questions

In April and September of 2017, states will submit their consolidated state plans describing statewide accountability systems and how they will spend federal funding under the Every Student Succeeds Act. The state education agencies (SEAs) are assigned the primary responsibility for developing and filing the state plan, but many state boards of education have statutory authority for carrying out elements of the plan, and most are likely take a formal vote on their plans before they are sent to the U.S. Department of Education (USED). The National Association of State Boards of Education (NASBE) created a policy update document for state board of education members to review prior to voting on any such state plan. The document is included as part of the board packet and can be accessed [here](#).

Before the Board considers an official action, it is worthwhile to consider what will be on the agenda for this and the next SBE meetings.

- In May, the Board will hear about the work of the ESSA ASW on the topics of summative ratings, tier labels, and factoring participation rates into the statewide accountability system. The Board will also hear about the options put forth on the above-cited topics by the newly created Accountability Technical Assistance Committee (ASW TAC). This is an excellent time for the Board to provide guidance to staff and to make formal or informal recommendation on the topics to the ASW and the Superintendent.
- In July, the scheduled work of the ASW and the ASW TAC will be completed and the Board is expected to get an update on all of the other concerns specified by the Superintendent. At a minimum, these concerns include the new English Learner measure derived from the ELPA 21, and the weighting schemes for the next Index version that will utilize the English Learner and the School Quality and Student Success (SQSS) indicators. The Board is expected to provide guidance to staff and to make formal or informal recommendation on the topics to the ASW and the Superintendent.
- In September, the Board will seek clarity on elements of the ESSA State Plan the Superintendent is expected to present on in May and July.

Some of the key questions are as follows:

1. Does the Board support a change in practice (discussed by the Accountability Systems Workgroup) to not publicly report a summative Index rating for schools?
2. Does the Board support a change in practice (supported by the ASW) to develop a four-tiered classification system for schools?
3. Does the Board support the manner in which schools are held accountable for low participation rates on the statewide assessments?
4. After hearing from the Superintendent and his staff in May, what will be the next steps for the Board in July and September regarding ESSA State Plan submission to the USED? When or will the Board take an action on the Plan and would that action occur at the July meeting?

Accountability and the ESSA

Soon after being elected to the position of Superintendent of Public Instruction, Superintendent Reykdal announced his intention to submit Washington's ESSA Consolidated State Plan to the U.S. Department of Education on September 18th, 2017. While there are several good reasons for the selection of this submission date, high on the list was likely the desire to carefully consider public input on the plan and to provide the Governor, Legislature, and other stakeholders with an additional review of the plan after

revisions. The Draft Consolidated State Plan is found [here](#) and a summary of public comments on the first public draft of the plan is found [here](#).

Repeal of the ESSA Accountability Regulations

The ESSA Accountability Regulations were published May 2016 in draft form in the Federal Register and final regulations were published by the Department on November 29, 2016. On February 7, the U.S. House of Representatives voted to overturn the ESSA accountability regulations after considering a joint resolution of disapproval under the Congressional Review Act (CRA) and on March 9, 2017, the U.S. Senate voted to block the accountability regulations. The bill was sent to President Trump, who signed the bill on March 27. With repeal of the regulations and until new regulations are issued, states are only required to meet the ESSA as written and to provide the required information specified in the template. Find more information about the impact of the repeal of some of the ESSA Accountability rules in Appendix A.

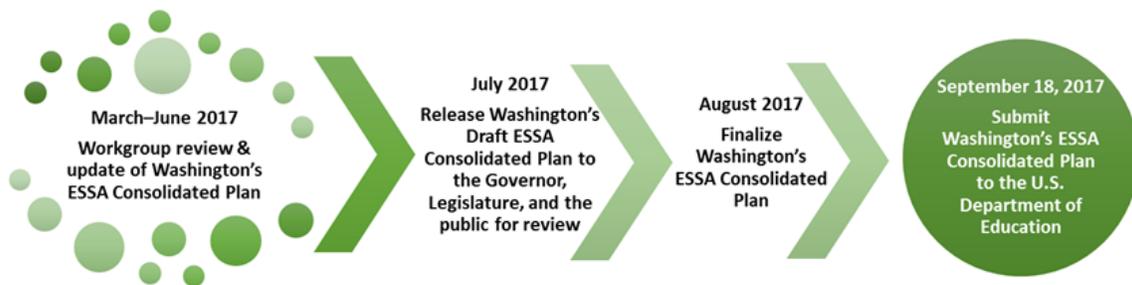
In anticipation of President Trump’s signature on the bill, the U.S. Department of Education (USED) created and distributed an updated consolidated state plan template for state officials to follow in writing their state plans. Per the OSPI, the updated template is shorter and asks for less information than the template developed under the Obama administration. Twelve states submitted ESSA state plans to the USED during the early-April submission window. A summary of and more information on the twelve state plans, created by Education Week, can be found [here](#) and in Appendix B.

Timeline of Activities

Superintendent Reykdal announced that he would submit the Washington ESSA Consolidated State Plan on September 18th. This later submission date afforded the OSPI additional time in which to address certain elements not fully defined in the draft plan. As part of a news release on April 12th, the Superintendent publicly announced the reconvening of certain ESSA workgroups (ESSA ASW and the formation of the ASW TAC) for the purpose of addressing the remaining issues regarding the ESSA Consolidated State Plan. The Superintendent’s timeline taken from the April 12th news release is shown on Figure 1 and a more detailed timeline is included in Appendix B.

Figure 1: Shows the Superintendent’s timeline for completing the ESSA Consolidated State Plan.

Timeline for completion of Washington’s ESSA Consolidated Plan



ESSA Accountability System Workgroup

In the fall 2016, the Consolidated State Plan Team put forth recommendations to the Superintendent that an accountability workgroup provide input to the OSPI on certain Consolidated State Plan components. To this end, Superintendent Reykdal tasked Deputy Superintendent, Dr. Michaela Miller,

with reconvening ESSA Accountability Systems Workgroup to accomplish the unfinished ESSA accountability tasks specified below.

- Identify tier labels of school performance.
- Identify state-determined actions for schools that do not meet the 95 percent participation rate on assessments.
- Refine the metric for meaningfully differentiating schools - including the English Learner progress measure, weighting of indicators, and inclusion of targeted subgroups.

To accomplish these tasks, the ESSA ASW was scheduled to meet on three occasions between the March and May SBE meetings, but met only twice as the April 25th meeting was postponed and has been tentatively rescheduled for early June. The final ASW meeting is scheduled to be a full day event to be held on June 22nd.

Summative Rating

When the ASW met in the summer of 2016, the draft ESSA Accountability Regulations specified that the meaningful differentiation of schools must include a single summative determination for each school. In the spring and summer of 2016, the ASW discussed but did not reach consensus on the topic of creating and reporting a summative rating for schools as the outcome of the system of meaningful differentiation. Two recommendations and a minority opinion were put forth to the Consolidated State Plan Workgroup on October 20th:

- Recommendation 1: Assigning only a name (or label) to a school. The Consolidated Plan Team voting did not support this option.
- Recommendation 2: Assigning a 1 to 10 (summative) rating, a name (or label), and adding color codes. The Consolidated Plan Team narrowly supported this option.
- Minority Opinion: The state should not utilize a summative rating.

With repeal of the regulations, the state need only meet the requirement in the ESSA and provide the information required in the State Plan Template.

- Section 1111(c)(4)(C) of the ESSA states that the state must develop a system of meaningful differentiation of all schools based on all indicators and for all student groups.
- Section A(4)(v)(a) of the Template requires the state to describe the system of annual meaningful differentiation of all public schools in the State...that includes a description of how the system of differentiation is based on all indicators in the State's accountability system for all students and for each subgroup of students.

At the March 29, 2017 meeting of the ASW and with the knowledge of the repeal of the regulations, a discussion was had on whether to compute and publicly report a summative rating for schools. Some ASW members favored computing but not publicly reporting or displaying a summative Index rating. Without a publicly displayed summative rating, a stakeholder cannot answer questions such as, "How good is the school doing? Is this school doing better than most? If so, how much better?" Such an identification is less transparent and less informative for the typical stakeholder parent than the current practice. The Board is expected to discuss the topic not publicly reporting a summative rating for schools.

The Board is expected to discuss whether to publicly report the summative Index rating for schools.

Tier Labels

In May 2013, the SBE discussed the tier rating scheme when the Index was in the midst of a major revision that would include new growth model data. At the time, the Index utilized and the Board mostly supported a five-tier system to rate schools as Exemplary, Very Good, Good, Fair, or Struggling. Also at the time, the Legislature was considering but did not pass bills requiring the OSPI and the SBE to use an A-F rating system in place of the descriptive tiers. Archived meeting materials indicate the Board historically opposed (and continue to oppose) the idea of the A-F rating system and directed staff to explore and present options for a six-tiered school rating system.

Then in July 2013, the SBE staff made a presentation to the Board addressing the Board’s concerns about the negativity of the term “Struggling” in characterizing schools. During discussion, a board member presented the option of adding a sixth tier to the revised Index which would place Focus Schools into a new Underperforming tier with other lower performing schools. The additional tier would recognize the important differences between Priority and Focus Schools. After discussing what to name the two lowest categories, the Board decided to modify the Index to include a sixth tier, label the lowest tier “Priority – Lowest 5%”, and label the second lowest tier “Underperforming”. This six-tiered system has been in use for the last four Index versions.

In the summer of 2016, the ASW put forth a recommendation to the Consolidated State Plan Team that the system of differentiation result in a color coded tier label for all schools. However, neither the ASW nor the Consolidated State Plan Team made a recommendation on the number of tiers, the color coding scheme, or the tier labels. The draft Consolidated State Plan delegated this work to an accountability workgroup to be completed prior to the Superintendent submitting the plan.

With repeal of the regulations, the state must meet only the requirement in the ESSA. Section 1111(c)(4)(D) of the ESSA specifies that a state must identify, based on the system of meaningful differentiation, schools for Comprehensive Support, Targeted Support, and additional statewide categories of schools at the discretion of the state. Section A(4)(vi) of the Updated Template requires the state to identify schools for Comprehensive Support, Targeted Support, and any other categories of schools the state may choose to identify.

At the March 29, 2017 ASW meeting, the workgroup heard a presentation from the OSPI that included tier label schemes adopted by other states in their ESSA plans. The presentation was meant to show that states have opted to include from three to six summative labels using a variety of generic to descriptive terms for the school classifications (Figure 2).

Figure 2: Examples of school labels adopted by states to meet ESSA requirements.

Example A	Example B (ASW Favored)	Example D	Example E	WA
			Tier 1	Exemplary
		Mastering	Tier 2	Very Good
	Exemplary	Mentoring	Tier 3	Good
Other	Commendable	Meeting	Tier 4	Fair
Targeted Support	Underperforming	Leading	Tier 5	Underperforming
Comprehensive Support	Lowest Performing	Learning	Tier 6	Lowest 5%

After discussions and a series of votes, the ASW showed a preference for four school classification tiers and unspecified tier (or school) labels. Members discussed the possibility that the tier names could align with verbiage used elsewhere in assessment reporting and accountability. One example of this type of labeling scheme were the terms Exceeds Expectations, Meets Expectations, Approaches Expectations, and Below Expectations. The ASW also generally supported verbiage based in some manner on the level or type of support the school receives each year in its school improvement effort. While the ASW supported the four-tier system, the ASW did not agree upon tier names and did not discuss how schools should be distributed across the tiers.

The Board is expected to discuss whether to decrease the number of school classification tiers, names for the tiers, and the distribution of schools in tiers.

At the March 29, 2017 ASW, workgroup members addressed the idea of moving from the current six-tier rating system to a four-tier school rating system. The Board is expected to discuss this topic and provide guidance or a preference to staff and the Superintendent on the following questions.

1. How many school classification tiers should be used for the next Index version?
2. What names or descriptors should be applied to the tiers?
3. Until Index rating cut points can be established, should the distribution of schools in tiers be equal (quartiles for example) or unequal (5-15-30-30-15-5 percent, as is the current practice)?

Factoring Low Participation in Statewide Assessments

In the summer of 2016, the ASW recommendation on student participation in statewide assessments was broadly aligned with the ESSA Accountability regulation (§200.15). The regulation specified that failing to meet the participation requirement, for the all students group or for any subgroup of students in a school, must result in at least one of three specified actions. As an alternative, a state had the option of developing another action or set of actions described in its State plan that is sufficiently rigorous to improve the school's participation rate so that the school meets the requirements. The final regulation also stated that any school that fails to assess at least 95 percent of all students in any year must develop and implement an improvement plan that would likely lead to higher participation rates. With the repeal of the regulations, Washington must only meet the requirements of Section 1111(c)(4)(E) of the ESSA specifying that the state plan must include a clear and understandable explanation of how the State will factor the participation requirement into the statewide accountability system.

Through the summer 2016, the ASW members expressed strong opinions and had several robust discussions on the topic. In October 2016, the ASW reached consensus on a recommendation to the Consolidated State Plan Team to task the accountability workgroup to develop details around state determined actions for schools that do not meet the 95 percent participation rate threshold. The ASW developed the recommendation around three overarching requirements:

1. The actions should be non-punitive supports that do not affect the rating or funding of schools.
2. The supports and technical assistance should be designed to assist schools in meeting the participation requirement.

3. Actions and supports should be tiered (which is taken to mean escalating or increasingly consequential) in the event improvement does not occur.

On the topic, the Draft Consolidated State Plan states that, the accountability workgroup shall develop details around state-determined actions for schools that do not meet 95 percent participation rate. Those actions should be non-punitive supports that do not affect the rating or funding of schools. The AAW would define and recommend these supports and the technical assistance that would be used to help schools meet 95 percent participation. The AAW would also recommend and define tiered accountability if improvement wasn't made.

As presented to the ASW on March 29 and again on April 12, the current practices of the OSPI would likely meet the requirements of the ESSA and be approved by the USED. On the topic of factoring low participation rates into statewide accountability, Washington currently takes the following actions.

- Students who do not participate but should have participated are assigned a scaled score of zero and are counted as non-proficient. This action could result in a lower proficiency rate for the school and a lower school Index rating.
- Schools not meeting the participation requirement must address the issue in their annual School Improvement Plan (SIP) by designing and implementing actions for the purpose of increasing the participation in statewide assessments.
- Schools not meeting the participation rate threshold for the all students group are not eligible for recognition.

The Board will want to discuss how to factor low participation rates into the school accountability system. Are the current practices sufficient? Too rigorous? Too forgiving?

The ASW has yet to engage in the next round of discussions on the role of low participation in school accountability, but the topic was on the agenda for the April 25th ASW that was postponed. There is a strong likelihood that the topic will be on the agenda of the next ASW meeting. In the meantime, the Board is expected to have a discussion on the topic in order to provide guidance to the ASW in making a recommendation to the Superintendent. As part of the discussion, the Board may want to consider these questions.

1. The current practices listed above might be considered as punitive by some. Should some or all of the current practices be eliminated? If there are no consequences (non-punitive) for low participation, what will incentivize a change in behavior?
2. Should escalating actions include some type of warning for schools when participation rates are not adequate? How many warnings should a school receive before a support or intervention is implemented?
3. While requiring an annual participation threshold for all student groups, the ESSA does not prohibit the use of averaging for the statewide accountability system. Do you support the idea of exploring options for a two- or three-year uniform averaging for schools or student groups as a means to meet the 95 percent participation requirement?

ESSA Technical Advisory Committee

In a March 24 email to a select group of data savvy individuals, Superintendent Reykdal announced the creation of a new Accountability Technical Advisory Committee (TAC). The TAC's mission is to provide

recommendations or options to the ESSA ASW based on analyses of state assessment and accountability data and research-based best practices. Specifically, the Accountability (ASW) TAC was tasked with working on the following four areas:

- Developing and defining the measure of English learner progress
- Provide specific options for the weighting of indicators
- Develop options for including targeted subgroups in identifying schools for comprehensive support
- Review and confirm definitions of the SQSS measures (absence, dual credit, and 9th grade on track).

The Accountability TAC is intended to be focused on technical issues, and will be comprised of 8–10 members that specialize specifically in data and the application of that data within the accountability framework. The work of the ASW TAC will be led and supported by the OSPI and will focus on quantifying questions or issues around accountability.

The ESSA Technical Assistance Committee met on two occasions between the March and May SBE meetings. The meetings were scheduled as two- to three-hour face-to-face events with virtual connections set up for those unable to attend in person.

At the April 12, 2017 TAC meeting, the work and an approximate timeline was proposed by Dr. Deb Came, who is providing the TAC leadership with Katie Weaver-Randall, and whose Student Information staff is providing the necessary support. On account of the compressed timeframe in which to complete this work, Dr. Came proposed a very ambitious schedule for the purpose of providing options and informing the ESSA ASW (Figure 3).

TAC Member	Affiliation
Andrew Parr, Ph.D.	SBE
Brian Rick	Bellingham SD
Fengyi Hung, Ph.D.	Tacoma PS
Glenn Malone, Ed.D.	Puyallup SD
Jason Greenberg Motamedi, Ph.D.	Education NW
Marge Plecki, Ph.D.	Univ. of Washington
Sarah Rich	North Thurston SD
Scott Poirier	WEA
Tom Hirsch, Ph.D.	OSPI NTAC

Primary OSPI data support for TAC
Deb Came, Ph.D.
Katie Weaver Randall
Lance Sisco
Morgan Sampson

The following tasks were delineated by the OSPI for the TAC to address, and the SBE requested that another task (long-term goals) for the TAC to address at a yet-to-be determined time.

- Review and confirm the definitions of the School Quality and Student Success (SQSS) measures (Chronic Absenteeism, Dual Credit Participation, and 9th Grade Course-Taking Success)
- Method for including targeted subgroups in identifying schools for Comprehensive Support
- Defining the measure of English Learner (EL) progress
- Define options for the specific weighting of indicators for the Index (system of meaningful differentiation required in the ESSA)
- Distribution of 1-10 scores across indicators
- Averaging across years, content areas, and subgroups (weighted vs. unweighted)
- How to handle missing data (e.g., small N in one of the years)
- The manner in which to address the Index computations using various school configurations (i.e., schools with different combination of indicators after suppression rules)

On April 26, the ASW TAC discussed aspects of the SQSS measures for the purpose of creating precise definitions suitable for school accountability. The OSPI provided numerator and denominator options for each of the SQSS measures, and data from which to analyze and assess results. After a robust discussion, the TAC was in fairly good agreement as to the most suitable options for the Dual Credit Participation measures and the Chronic Absenteeism measure, while the discussion on the 9th Grade Course-Taking Success measure was cut short. The TAC is presently analyzing de-identified live data to support the recommendation-making process. Several themes to the discussions are noteworthy.

- The TAC is carefully considering how potential measures differentially impact various student groups. In other words, the measures are examined through an equity lens.
- The TAC is examining the results for bias based on various school factors and different school grade-level configurations.
- The TAC is assessing the definition options in a manner that increases the visibility of all student groups, especially the groups with small N-counts at schools whose results are more often than no suppressed.
- The TAC is taking care to ensure the definitions are fair to schools and do not require additional data collections or additional reporting burdens for schools or districts.

Figure 3: Approximate timeline and tasks for the ASW Technical Assistance Committee.

Date	TAC Activity and Work Requirement
April 12	TAC Meeting: Orientation to work; identify TAC’s data needs, and agreement on approach to getting the tasks completed.
April 17-21	OSPI provide data to TAC on the three SQSS measures to support April 26 th TAC meeting discussion.
April 26	TAC Meeting: Discuss the three SQSS measures and create measure definitions recommendations; introduce discussion on low N size for all measures.
May 1-5	OSPI provide data to TAC on all measures to support discussion of low N sizes for May 10 th TAC meeting discussion
May 10	TAC Meeting: Discuss low N sizes and craft recommendation; introduce discussion of 1-10 rating for each subgroup.
May 15-19	OSPI provide data to TAC to support discussion on 1-10 rating for each subgroup and how to combine targeted and all students into one score for each measure.
May 24	TAC Meeting: Discuss 1-10 rating for each subgroup and approaches to combining targeted and all students into one score.
May 29-June 2	OSPI provide data to TAC that has all the measures, by school with all decisions applied so TAC can work with different weighting to see how it impacts different size schools and schools with different proportions of targeted groups.
June 7	TAC Meeting: Finalize recommendations in briefing papers and measure documentation template for presentation to the ASW.
June 21	TAC Meeting: Finalize recommendations in briefing papers and measure documentation template for presentation to the ASW.

On April 13, the SBE requested that the OSPI consider tasking the ASW TAC with reviewing the methodology and data for the long-term goal setting required in state law and the ESSA. The Draft Consolidated State Plan describes the long-term goals for the Achievement indicator as a combination of the students meeting standard on state assessments plus those who are not meeting standard but are making adequate growth toward proficiency, as indicated by the Washington Growth Model.

Action

The Board is expected to discuss all of these topics and provide guidance for staff for their work in the reconvened ESSA workgroups.

Hyperlinks to websites and documents referenced in the text of this memo:

NASBE Policy Update on the questions State Boards should be asking about their ESSA State Plans.

http://www.nasbe.org/wp-content/uploads/Amundson_State-Plans-Final.pdf

Washington ESSA Draft

Plan <http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf>

Summary of public comments on the ESSA Draft Plan

<http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf>

Summary of ESSA State Plans submitted during the early-April submission window

<http://www.edweek.org/ew/section/multimedia/key-takeaways-state-essa-plans.html>

Additional information on the 2016 Washington Achievement Awards.

<http://www.k12.wa.us/EducationAwards/WashingtonAchievement/>

Appendix A – What does the Repeal of the Accountability Regulations Mean?

Factoring Participation on Assessments in Statewide Accountability

WHAT THE ESSA SAYS: Section 1111(c)(4)(E) of the ESSA specifies that the state must annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the statewide assessments. The state plan must include a clear and understandable explanation of how the State will factor the participation requirement into the statewide accountability system.

WHAT THE REGULATIONS SAY: The final regulation (§200.15) specifies that falling short of the participation requirement, for the all students group or for any subgroup of students in a school, must result in at least one of the following actions:

1. A lower summative determination in the State’s system of annual meaningful differentiation.
2. The lowest performance level on the Academic Achievement indicator in the State’s system of annual meaningful differentiation.
3. Identification for, and implementation of, a targeted support and improvement plan.
4. Another State-determined action or set of actions described in its State plan that is sufficiently rigorous to improve the school’s participation rate so that the school meets the requirements.

The final regulation also states that any school that fails to assess at least 95 percent of all students or 95 percent of each subgroup of students in any year must develop and implement an improvement plan as described below.

1. Is developed in partnership with stakeholders (including principals and other school leaders; teachers; and parents and, as appropriate, students);
2. Includes one or more strategies to address the reason or reasons for low participation rates in the school and improve participation rates in subsequent years;
3. Is reviewed and approved by the LEA prior to implementation; and
4. Is monitored, upon submission and implementation, by the LEA; and

The regulation also specifies that an LEA with a significant number or percentage of schools that fail to assess at least 95 percent of all students or 95 percent of each subgroup of students in any year must develop and implement an improvement plan that includes additional actions to support effective implementation of the school-level plans described above and that is reviewed and approved by the State.

WHAT THE TEMPLATE ASKS FOR: Section A(4)(vii) of the Updated Template requires a description as to how the state factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system. The language in the template is closely aligned with the language in the law Section 1111(c)(4)(E)(iii).

COMMENTS: With the repeal of §200.15 and unless new regulations are adopted by the USED, a state will only be required to provide a description as to the manner in which the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments will factor into the statewide accountability system. This is all that is currently required in Section A(4)(vii) of the Updated Template.

The Draft Consolidated State Plan states that the Achievement and Accountability Workgroup (AAW) shall develop details around state-determined actions for schools that do not meet 95 percent participation rate. That those actions should be non-punitive supports that do not affect the rating or funding of schools. The AAW would define and recommend these supports and technical assistance that would be used to help schools meet 95 percent participation. AAW would also recommend and define tiered accountability if improvement wasn't made.

With the repeal of §200.15, it would appear that a state could include a wide array of elements to describe how participation rates factor into accountability. Washington currently factors participation rates into school accountability in the following manner.

1. Non-participants are assigned a scaled score of zero and are identified as non-proficient, a practice which serves to lower the proficiency rate and the overall rating of the school.
2. Schools (and districts) with less than 95 percent participation rates on the statewide assessments are required to describe their effort to increase rates in their school improvement plan (SIP).
3. Schools where the participation rate is less than 95 percent in either ELA or math are not eligible for recognition (for example, the Washington Achievement Awards).

Washington's current practice (all or in part) might likely be sufficient enough to meet the requirements of the ESSA.

Summative Determination Based on the System of Meaningful Differentiation

WHAT THE ESSA SAYS: Section 1111(c)(4)(C) of the ESSA states that the state must develop a system of meaningful differentiation all schools based on all indicators and for all student groups.

WHAT THE REGULATIONS SAY: The final regulation (§200.18(a)(4)) requires that the state conduct annual meaningful differentiation that results in a single summative determination for each school. To show that the system of meaningful differentiation meets the requirements, the state must describe how the performance levels and the summative determination are calculated.

WHAT THE TEMPLATE ASKS FOR: On the topic of establishing a summative rating or determination, Section A(4)(v)(a) requires the state to describe the system of annual meaningful differentiation of all public schools in the State...that includes a description of how the system of differentiation is based on all indicators in the State's accountability system for all students and for each subgroup of students.

COMMENTS: In the public comments on the preliminary regulations for this topic, much discussion was had on the inferred requirement of creating a summative rating or score for every school through the system of differentiation. The final regulatory language clearly requires a calculation that relies on variably weighted indicators from which a **summative determination** (not a summative rating or score) can be made. Taking from other language in the regulations and bill, the summative determinations include the schools identified for Comprehensive support, Targeted support, or neither.

The ESSA would appear to allow a state to create any type of differentiation system that leads to a **summative determination** or identification of schools for Comprehensive or Targeted support, provided that all indicators factor into the determination in a loosely prescribed manner. If the three-level identification system were to be adopted (Comprehensive support, Targeted support, and neither), several types of differentiation schemes not computing a summative rating or score might meet the requirements described in the ESSA.

School Designations, Classifications and Labels

WHAT THE ESSA SAYS: Section 1111(c)(4)(D) of the ESSA specifies that a state must identify, based on the system of meaningful differentiation, schools for comprehensive, targeted support, and additional statewide categories of schools at the discretion of the state.

WHAT THE REGULATIONS SAY: The final regulation (§200.18) requires that each state’s accountability system meaningfully differentiates schools by providing them with at least three distinct, clear, and understandable categories. The state may either use:

1. Determinations that include the two categories of schools required to be identified for support
 - a. schools identified for comprehensive support and improvement and
 - b. targeted support and improvement) and
 - c. a third category of unidentified schools, or
2. Determinations distinct from the categories of schools described in § 200.19.

WHAT THE TEMPLATE ASKS FOR: Section A(4)(vi) of the Updated Template requires the state to identify schools for Comprehensive Support, Targeted Support, and any other categories of schools the state may choose to identify. The language in the template is very closely aligned with the language in §200.18.

COMMENTS: At a minimum, states are required to identify, classify, and otherwise label only schools for support, as schools not identified for support could receive no label or be labeled as “other”. This would be similar to the three-label system developed for the No Child Left Behind Act (NCLB) that utilized an In Need of Improvement, Watch, and Made AYP labels. Under the ESEA Flexibility Waivers, many states migrated to school multi-tier school rating systems to provide the public and other stakeholders with a more transparent and broad overview of the performance of schools.

If a state were to meet the minimum requirements on this topic, the state would be *de facto* following the school classification model of NCLB. Providing no classification or label for schools not identified for support would broadly imply similarity when, in fact, the performance of the various schools would likely be very different. Meeting the minimum requirements might make it look as though the state is making an effort to conceal the performance of schools or be providing less transparency when the public generally seeks more transparency.

Establishment of Long-Term Goals (Achievement)

WHAT THE ESSA SAYS: Section 1111(c)(4)(A) of the ESSA specifies that the state must establish ambitious long-term achievement goals, which shall include measurements of interim progress toward meeting such goals for the all students group and for each subgroup of students as measured by proficiency on the annual assessments.

WHAT THE REGULATIONS SAY: The corresponding regulation (§200.13) states that the state plan must:

1. Identify the ambitious State-designed long-term goals and measurements of interim progress for improved academic achievement, as measured by the percentage of students attaining grade-level proficiency ... for all students and separately for each subgroup of students ...
2. Describe how the state established those goals and measurements of interim progress.
3. Apply the same academic achievement standards to all public school students in the State, except as provided for students with the most significant cognitive disabilities...
4. Measure achievement separately for reading/language arts and for mathematics.

5. Take into account the improvement necessary for each subgroup of students to make significant progress in closing statewide proficiency gaps, such that the State’s measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving.

WHAT THE TEMPLATE ASKS FOR: Section A(4)(iii)(a) of the Updated Template poses a three-part question on the topic of long-term goals for the achievement indicator as follows.

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including:
 - a. the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and
 - b. How the long-term goals are ambitious.
2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.
3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

COMMENTS: In this case the Updated Template requires the state to provide information in the State Plan that is very similar to the regulatory language. However, the law specifies that the goal be “**measured by proficiency**” instead of being “**measured by the percentage of students attaining grade-level proficiency** [on the statewide assessments].” The combination of repealing §200.13 and the reduced specificity in the law would appear to allow states more latitude in defining the criteria for setting long-term goals. For example, the combination of the following measures would appear to meet the requirements in law.

- Students meeting or exceeding standard on the statewide assessments plus
- Students not meeting or exceeding standard on the statewide assessments, but meeting their individual adequate growth percentile (AGP).

In this example, the two student groups described above would comprise the numerator and the total students tested would comprise the denominator. The resulting measure (percentage of students who are proficient or on-track to proficiency) is being “**measured by proficiency.**”

Appendix B

Summary Table of the ESSA State Plans submitted to the U.S. Department of Education during the April submission window. Created by Education Week and can be retrieved from:

<http://www.edweek.org/ew/section/multimedia/key-takeaways-state-essa-plans.html>

KEY TAKEAWAYS: STATE ESSA PLANS Twelve states and the District of Columbia have submitted plans for implementation of the Every Student Succeeds Act. The law gives states significant new leeway to set student achievement goals and calls for looking beyond test scores in gauging school performance.						
	GOALS States must set student achievement and graduation-rate goals.	SCHOOL RATINGS States must identify their bottom 5 percent of schools and those with low graduation rates, plus schools that are struggling with subgroups of students.	ACADEMIC INDICATORS States must measure academic achievement and graduation rates for high schools. They must measure proficiency and can pick another indicator for elementary and middle schools.	SCHOOL QUALITY INDICATOR ESSA requires states to choose at least one indicator of student success or school quality.	MEASURING SUBGROUPS ("N"-SIZE) States may set any minimum subgroup size for accountability.	TESTING OPT-OUTS States must address in some way schools that fall below 85 percent test participation.
Connecticut	100 percent of all students and subgroups will hit various growth targets by 2029-30; 94 percent will graduate high school in four years by 2029-30.	Rating based on a 0-100 index score	Achievement in reading and math; growth in reading and math; 4-year adjusted cohort for graduation; 6-year adjusted cohort for graduation.	Chronic absenteeism; preparation for college and career coursework and exams; participation rates on tests; postsecondary enrollment; physical fitness; access to arts education; on-track graduation for 9th graders	20 students	A school otherwise getting highest or second-highest ranking would be knocked down one ranking.
Delaware	Cut in half the share of all students and subgroups not proficient on English/language arts and math exams by 2030; cut in half the share of high school students not graduating after four years.	Index score to create a "text-based" rating	Achievement, growth, social studies in certain grades; growth of students; on-track high school graduation for 9th graders; progress in English-language proficiency; 4-, 5-, and 6-year cohort graduation rates; science in certain grade spans	Chronic absenteeism; college and career preparedness (including things like SAT and ACT scores and career certification)	15 students	A school would have to submit plan to increase testing participation, with further state action possible.
District of Columbia	By 2038-39, 85 percent of all students and subgroups will score a level 4 or 5 on the PARCC exam; 90 percent of high school students will graduate after four years.	Five-tier performance rating system	Achievement, growth, graduation rates, English-language proficiency, college-readiness measured by ACT, AP, and IB participation and scores	Chronic absenteeism; a mix of attendance indicators; choice to re-enroll in same school; standardized observations that take into account factors including classroom organization, emotional support, and instructional support	10 students	A system would monitor and assist school, with interventions possible after multiple years.
Illinois	By 2032, 90 percent of all students and subgroups will be proficient in English/language arts and math; by 2032, students in grades 3, 5, and 9 and high school graduates will meet four other percentage-based goals; 90 percent of students will graduate.	Four-tier school-rating system, ranging from "exemplary" to "lowest-performing"	Proficiency, growth, English-language proficiency, graduation rates; plans to do science proficiency, exploring fine arts and another indicator for elementary and middle schools	Chronic absenteeism; climate surveys; whether 9th graders are on track to graduate; an early-childhood education indicator; exploring an arts indicator	20 students	A school could not get top score for academic proficiency; participation rate would factor into school-improvement decisions.
Louisiana	Annual average improvement target of 2.5 percentage point gains in achievement on state reading and math tests between 2018 and 2025 for all students and student subgroups. Plan includes goal of reaching a graduation rate of 90 percent by 2025 for all students and student subgroups.	A-F school grades, based on an index scores ranging from 0-150, would be given to schools. Ratings system would shift in 2021 and again in 2024.	Achievement on state exams, including high school end-of-course exams and an ACT/WorkKeys index; growth index; graduation rate index; English-language proficiency index; school quality indicators including access to a well-rounded education and "strength of diploma" depending on grade level.	Middle schools would be measured on credit accumulation through 9th grade. High schools would be measured on the "strength of diploma" students receive. All schools would be measured on "interests and opportunities" that cover access to arts, physical education, and foreign language programs, among others.	10 students	All nonparticipants in the state exam will receive a score of zero, which will in turn impact school scores on the state's accountability system.
Maine	By 2030, 90 percent of Maine students will graduate "college and career ready"	A four-tier rating system, similar to one the state already uses, from "exceeds state expectations" to "requires review for supports"	Achievement; growth; 4-, 5-, and 6-year graduation rates; progress for English-learners	Percentage of students who have consistent attendance	10 students	Schools with participation rates between 75 and 94 percent would have to submit a plan; schools below 75 percent would have to show steps taken; participation not factored into summative school rating.

KEY TAKEAWAYS: STATE ESSA PLANS

Twelve states and the District of Columbia have submitted plans for implementation of the Every Student Succeeds Act. The law gives states significant new leeway to set student achievement goals and calls for looking beyond test scores in gauging school performance.

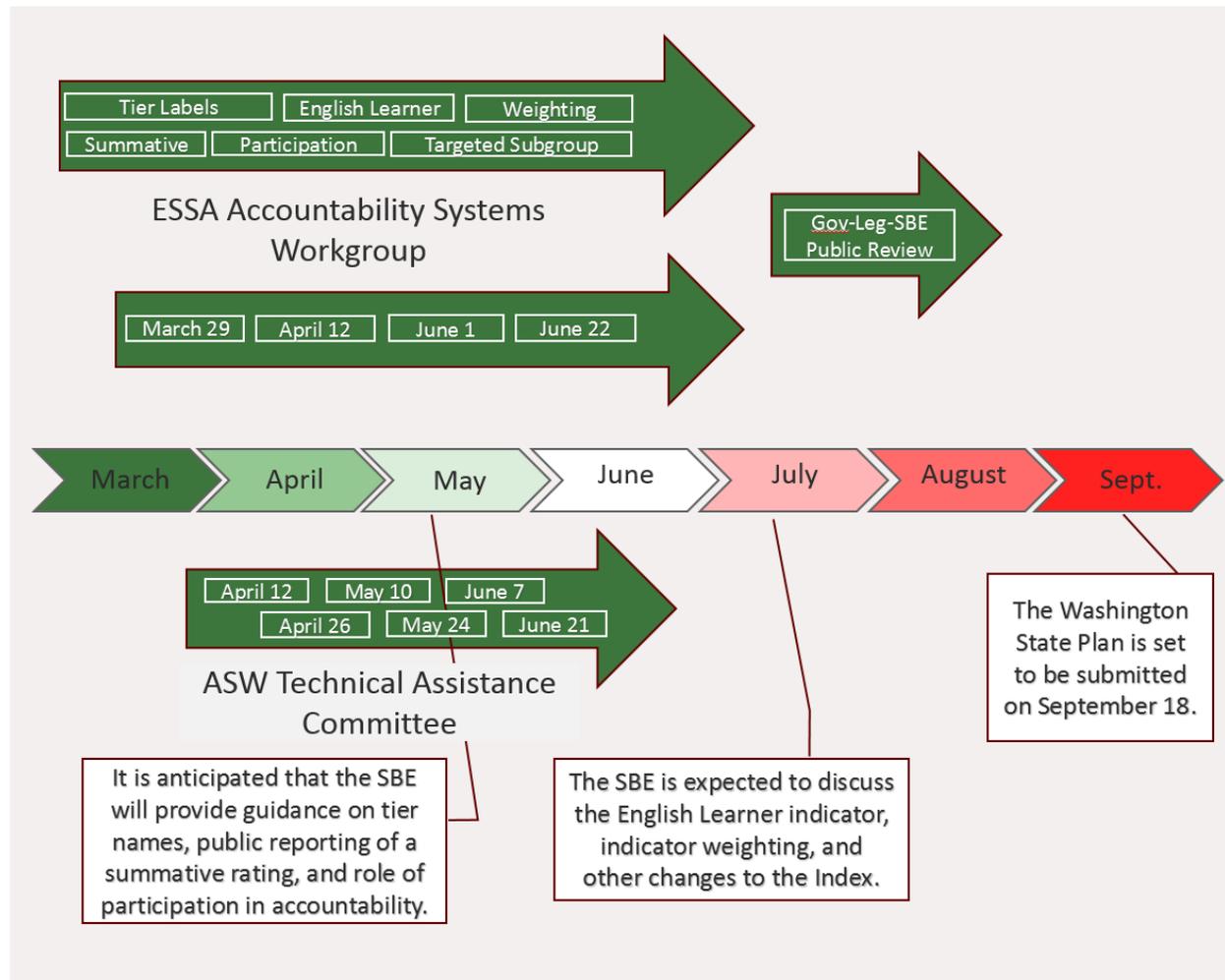
	GOALS States must set student achievement and graduation-rate goals.	SCHOOL RATINGS States must identify their bottom 5 percent of schools and those with low graduation rates, plus schools that are struggling with subgroups of students.	ACADEMIC INDICATORS States must measure academic achievement and graduation rates for high schools. They must measure proficiency and can pick another indicator for elementary and middle schools.	SCHOOL QUALITY INDICATOR ESSA requires states to choose at least one indicator of student success or school quality.	MEASURING SUBGROUPS ("N"-SIZE) States may set any minimum subgroup size for accountability.	TESTING OPT-OUTS States must address in some way schools that fall below 95 percent test participation.
Massachusetts	No long-term academic goals are set because state says it must wait for new baselines; increase overall and subgroup graduation rates by 5 percentage points by 2020.	Six-tier rating system, based on 1-100 index	Achievement in reading and math; growth in reading and math; achievement in science, 4- and 5-year graduation rates plus percentage of students still enrolled in high school; drop-out rates; English-language proficiency	Chronic absenteeism; success in 9th grade courses; successful completion of a broad and challenging high school curriculum (including things like AP and IB course-taking)	20 students	A school's overall summative rating would decline.
Michigan	Proposes that 75 percent of schools and 75 percent of all student subgroups reach various proficiency targets on state exams in English/language arts, math, science, and other subjects by 2024-25	The state included two options for A-F school grades, with one giving schools a final, summative grade, and the other only giving A-F grades to different components of the accountability system. The state also plans to create a dashboard system combining the system's six elements	100-point achievement index; 100-point growth index; four-, five-, and six-year cohort graduation rates; 100-point English-learner progress index; various school-quality indicators depending on grade level; participation in state assessments	State would include four factors in this indicator: chronic absenteeism; time spent in arts, library, and physical education programs in K-8; advanced coursework in grades 11-12; and postsecondary enrollment rates	30 students, except for English-learners, whose N-Size would be 10 students	Eligible students who do not take state exams would be recorded as having a score of zero when determining proficiency rates in the state accountability system
Nevada	By 2022, have 61 percent of all students and subgroups proficient in English/language arts and 41 percent proficient in math; have 84 percent of high school students graduate after four years.	Five-star rating tool, based on 1-100 index	Proficiency; English-language proficiency; growth; graduation rates for high schools	Student engagement; college-and-career readiness (for high schools) closure of opportunity gaps for elementary and middle schools	10 students	A school would initially be labeled with a "warning," then subject to increasing penalties after multiple years.
New Jersey	By 2030, have 80 percent of all students and subgroups meet or exceed expectations on PARCC; have 95 percent of all students and subgroups graduate after four years in high school by 2030.	Score based on 100-point scale	Achievement, growth, 4- and 5-year graduation rates, English-language progress	Chronic absenteeism	20 students	As ESSA requires, each student at the school causing a participation rate below 95 percent would be scored not proficient.
New Mexico	By 2022, 64.9 percent of students will be proficient on PARCC English/language arts test, and 61.2 percent proficient on PARCC math test.	A-F grading system	Four-, 5-, and 6-year graduation rates; achievement; growth in 4-year graduation rate; STEM readiness; English-language proficiency	"Opportunity to learn surveys" to capture climate, student engagement, and more; attendance measures; college-and-career readiness, including remediation and persistence	20 students	A school will have its A-F grade decrease by one letter if 95 percent of students don't take the state English/language arts or math test.
Tennessee	Perform in top half of 4th and 8th grade NAEP scores among states by 2019; 75 percent of 3rd graders proficient in reading by 2025; average ACT composite score of 21 by 2020; 95 percent graduation rate by 2024-25.	A-F grading system	Achievement; growth; graduation rates combined with college, career- or military-readiness measures; English-language proficiency	Chronic absenteeism and out-of-school suspensions; graduation rate indicator incorporates whether students have met ACT benchmarks or earned military or workforce certification	30 students	A school would get an F grade in academic proficiency for all student groups not reaching 95 percent participation.
Vermont	All schools score, on average, at the midpoint of the Smarter Balanced test's proficiency range by 2025; 90 percent graduation rates for all students and subgroups by 2025.	There would be five separate ratings for different accountability measures.	Achievement, growth, 4- and 6-year graduation rates, English-language proficiency, English language proficiency in schools with sufficient numbers of ELLs	College and career readiness, physical education, science, postsecondary outcomes	25 students	School's initial summative score would be multiplied by the percentage of students who took the exam.

Appendix C

The detailed timeline (Figure C1) is meant to highlight the following elements.

- The ASW is scheduled for a total of four meetings, the last of which is to be held on June 22.
- The Accountability TAC is scheduled for a total of six meetings, the last of which is to be held on June 21.
- The Legislature, Governor’s Office, the general public, and other stakeholder groups will reportedly have two additional opportunities to provide comments on the next draft version of the state plan. One review period in July and another in August.
- Superintendent Reykdal has publicly announced that he will formally submit the Washington ESSA State Plan on September 18th.

Figure C1. Timeline and activities for the ESSA State Plan finalization and submission.



Washington Achievement Awards

The Washington Achievement Awards ceremony was held at Olympic Middle School (Auburn School District) on May 3rd. Figure C2 shows how the distribution and number of awards in 2016 compare to the previous years. Learn more about the latest Washington Achievement Awards [here](#).

Figure C2: Shows the distribution and number of achievement awards over the three most recent years.

Washington Achievement Awards	Corresponding AI Year		
	2014	2015	2016
Overall Excellence	91	69	72
High Progress	187	119	135
Math Growth	84	67	72
ELA Growth	90	71	75
Five-Year Graduation Rate	26	3	4
English Language Acquisition	26	32	16
Achievement Gap Reduction	95	2	77
Total Awards	599	363	451
Total Schools Receiving Awards	402	258	280

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

National Association of State Boards of Education

➔ Seven Questions Boards Should Ask about Their ESSA State Plans

By Kris Amundson

Returning more responsibility to states for making education policy was the central premise (and promise) of the Every Student Succeeds Act (ESSA). In fact, the *Wall Street Journal* called ESSA “the biggest devolution of federal control to the states in a quarter century.”¹ Shortly after the bill passed in December 2015, states set to work on plans for using ESSA to shape policy in their states. Their assumption was that the federal government would provide some regulatory “guardrails” to guide that work.

With the recent congressional decision to rescind the accountability regulations for ESSA by invoking the Congressional Review Act (CRA), states find themselves with even more authority. How will they approach the challenges and opportunities ESSA provides? Will they ensure equity and excellence for all students?

We will find out soon. In April or September, states will file comprehensive plans for how they plan to spend federal funding.² Each state is different, and each state plan will be developed within the context of its own political and educational landscape. Since some state plans are already available online, it is possible to see how the early birds are approaching equity and excellence.

State education agencies (SEAs) have the primary responsibility for developing and filing the state plan. But state boards of education play a key role. In many states, the board has specific statutory responsibility for carrying out some elements of the plan. For example, a recent NASBE publication reported that in 31 states, state boards have

primary authority over the state summative assessment.³ In addition, 45 state boards adopt the learning standards on which the assessment should be aligned.

In addition, state boards are highlighted in ESSA as one of the groups that must be provided “meaningful” consultation. And because state boards serve as the citizen voice in education, they should also ensure that the state plan reflects input gained from stakeholders during the planning process.

In most states, the board will take a formal vote to approve the plan before it is sent on to the U.S. Department of Education (ED). Here are seven big questions board members should have answered before they vote.

1. WHAT ARE OUR GOALS FOR IMPROVING K-12 STUDENT PERFORMANCE AND OUTCOMES?

Under the accountability regulations that were invalidated by the CRA, the Education Department noted: “The final regulations give states flexibility to *create their own educational visions and incorporate new measures of school quality or student success into their accountability systems* while maintaining the core expectation that states, districts, and schools work to improve academic outcomes for all students, including individual subgroups of students.”⁴ (emphasis added)

That emphasis on creating a unique state vision should still permeate the state plan—even without these regulations. And an effective state plan must begin with clear goals. As Lewis Carroll said, “If you don’t know where you’re going, any path will take you there.”

State boards should ensure that their state

plan is built around ambitious goals and also ask for information about how those goals (and the timeline for achieving them) were developed. For states without a strategic plan, stakeholder input can help identify these overarching goals.

A focus on the goals will help boards and SEAs make tough choices on where to prioritize federal funding. For example, if the state wants to prioritize closing the achievement gap in third grade reading proficiency, then helping teachers strengthen their ability to teach literacy skills should be a focus of the state’s professional learning.

The District of Columbia’s plan, for example, sets a long-term goal that 85 percent of students will be proficient in reading. The plan further spells out that the goal applies to all students. Clearly, the need to close the achievement gap will need to drive many other decisions.

States that want to focus on providing all students with a well-rounded education could include inputs as part of their school accountability system. As part of its ESSA plan, Louisiana will begin the development of an “Interests and Opportunities” indicator, designed to promote a well-rounded education. The indicator will measure, for example, the extent to which elementary and middle schools are exposing students to high-quality arts and foreign language experiences. At the high school level, it will measure and evaluate schools’ efforts to expand access to advanced courses in both applied and academic fields. In all schools, the index aspires to measure not only the expansion of such experiences for students but also the extent to which students of all backgrounds experience the offerings fairly.

Here are some questions state boards should ask about the state plan’s goals:

- Has our state gone through a formal goal-setting process?
- If not, how did the state develop the

BOX 1: LOUISIANA PLANS TO TAKE ADVANTAGE OF FLEXIBILITY

In Louisiana, one goal of the state plan is to narrow achievement gaps between students with disabilities and their nondisabled peers. Accordingly, their plan specifies that districts should use funding from a variety of federal sources. School systems in Louisiana will thus include Title I, Title II, and Title III investments such as the following in their annual plans to address the challenges of historically disadvantaged students:

- high-quality, early screening and continued monitoring until the student is exited effectively from additional support services such as academic interventions, special education, or English language services;
- interventions and instructional practices that help students access grade-level learning along with their peers rather than maintaining a below-level learning gap; and
- school structures for learning that are the least disruptive and best integrated for a student's needs.

goals on which the current state plan is based?

- Does our state ESSA plan support those goals? How/how not?

2. HOW WILL OUR PLAN PROTECT EQUITY?

Congress's action under the CRA not only eliminates the key equity protections that were included in the ESSA accountability regulations, it prevents ED from ever creating regulations that are "substantially the same"—unless Congress subsequently gives it the power to do so.

So it is up to states. They must guarantee that their state plans continue to look at promising practices such as a focus on growth rather than proficiency or inclusion of metrics that incorporate civic or career readiness in addition to summative tests. Yet will SEAs, conditioned by years of the compliance-based accountability created under No Child Left Behind, be willing to innovate? Clearly, state boards need to keep asking questions that encourage innovative approaches.

States also need to call out their commitment to equity. In Ohio, which has adopted a "third grade reading guarantee," the state plan notes: "Reading is the foundation for all learning. We must identify and address reading issues as early as possible." The K-3 Literacy component looks at how successful a school is at getting struggling readers on track to proficiency in third grade and beyond.

Here are some questions state board members should ask to ensure that the state plan focuses on equity:

- How does this plan help us improve performance for students of color, students with disabilities, and students from low-income families?
- Does the state plan ensure both equity and excellence? Or does it achieve equity by defining proficiency down?
- How does the state plan communicate the importance of equity to all stakeholders?

3. HOW DOES OUR PLAN PROMOTE FLEXIBILITY IN ALLOCATING FEDERAL FUNDING?

State plans cover a wide range of federal programs. For years, states have asked for greater flexibility to allocate federal funds to address their greatest needs. ESSA offers some opportunities to move away from rigid federal requirements, but there will need to be changes on the state level to make that possible.

The plans must spell out how the state expects to allocate resources from each of the federal programs for which it will receive funds, including the following:

- Title I, Part A (financial assistance to local education agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards);
- Title I, Part C (high-quality and comprehensive educational programs for migratory children);
- Title I, Part D (educational services for neglected or delinquent children and youth in local and state institutions);
- Title II, Part A (the Teacher and Principal Training and Recruitment Fund);

- Title III, Part A (helps institutions of higher education support low-income students);
- Title IV, Part A (supports Student Support and Academic Enrichment Grants);
- Title IV, Part B (supports educational activities in community learning centers);
- Title V, Part B, Subpart 2 (supports charter schools);
- The McKinney Vento Homeless Assistance Act (supports educational programs for homeless students).

The consolidated state plan is one way to coordinate and comprehensively plan for the use of federal funds that provide critical support to schools and districts. Board members should ask whether and how their state plans to take advantage of this flexibility and what regulatory changes or internal SEA adjustments will be necessary (for one example from Louisiana, see box).

There is another way to increase flexibility of federal funding to focus on the neediest children: schoolwide Title I programs, which allow Title I funds to support reforms that benefit every student in a school that enrolls low-income students. Schoolwide programs also allow for Title I funds to be combined with other federal and state funding streams, which can focus a number of smaller funding streams into a larger and higher-impact investment opportunity. Schoolwide programs can also reduce administrative overhead.

Here are some questions state board members should ask:

- Does our state have a vision for all students that drives state spending decisions?
- Does this plan set out a comprehensive approach to meeting student needs, or does it keep funding strictly segregated by category?
- How will the SEA help local districts build their capacity for more flexible uses of federal funding?
- Has our state considered moving to schoolwide Title I funding? What policy changes would the state need to make?
- Will any state policies need to be changed to permit greater flexibility?
- How will the SEA work with ED to implement the desired flexibility?

4. HOW DOES OUR STATE PLAN IMPROVE THE QUALITY OF TEACHERS AND EDUCATION LEADERS?

Research has consistently shown that teachers are the single most important in-school factor affecting student achievement. More recently, researchers have established clear links between school leadership and student achievement.⁵ State boards that want to focus on equity must pay attention to the quality of teachers and leaders in their schools.

State boards have a significant role to play. In 33 states, the board has full control over teacher licensure, and in two additional states, that responsibility is shared. In Massachusetts, the Board of Elementary and Secondary Education (BESE) included teacher quality in its strategic plan. In 2012, BESE changed the program approval standards for teacher preparation programs across the state. These new standards ensure that teachers entering Massachusetts classrooms will be prepared to be effective on day one.

In addition, most boards control the licensure for principals and other administrators. In 36 states, boards have full or partial authority for principal/administrator licensure or the standards for their preparation and certification programs.

Boards also have responsibility for ensuring that students living in poverty, English learners, and minority students are not disproportionately served by teachers who are inexperienced, teaching out of their field, or ineffective. The Elementary and Secondary Education Act requires states to report out on the distribution of these teachers, and states should ensure that their plan makes some provision for keeping track of the quality of educators who teach the neediest students.⁶

NASBE's State Board Insight database tracks the frequency with which state boards discuss issues of teacher supply and teacher quality. The subjects appear frequently on state board agendas. Most recently, for example, the New York Board of Regents addressed licensure issues within the context of teacher shortages.

To focus on teacher and leader quality, here are questions boards should ask:

- How is our state plan designed to attract,

prepare, develop, and retain effective teachers and leaders? How do the proposed activities help develop teachers and leaders who can support and strengthen the performance of all students in the state?

- How does the plan address the need to recruit and retain teachers and leaders in high-needs areas, including special education, STEM, and other shortage areas?
- How does the plan help principals develop the leadership skills they need to support the development of effective teachers?

5. DOES OUR ACCOUNTABILITY SYSTEM MEASURE WHAT WE WANT STUDENTS TO KNOW?

One of the criticisms of NCLB-era accountability was that too many state summative assessments focused on relatively low-level thinking tasks. Other critics pointed out that too often state assessments did not measure the things that state policymakers thought were most important.

ESSA gives states the opportunity to change that. By relying on multiple measures of achievement, states can focus on issues they care about, including social and emotional learning or career readiness.

For example, the Massachusetts state plan explicitly highlights the commitment to higher order thinking: "The state will upgrade the MCAS to better measure the critical thinking skills students need for success in the 21st century."

The state accountability system may include student growth or proficiency/mastery. For states that want to highlight continuous improvement, a growth measure (measuring students across two or more points in time) would make sense. For those states that focus on ensuring all students meet at least a basic level of understanding, a proficiency/mastery metric (measuring students at a single point in time) might be better aligned with that goal.

To ensure that the state accountability system measures the things the board wants students to know, here are some questions board members should ask:

- Please share the components of our state assessment. How much time do students spend writing versus answering multiple choice questions, for example?

- How does our state assessment measure student knowledge beyond memorization?
- How do the components of our accountability system fit together to measure the goals we have adopted?

6. HOW WILL OUR STATE EVALUATE AND SUPPORT LOCAL PLANS FOR LOW-PERFORMING SCHOOLS?

Persistently underperforming schools have been a continuing challenge in education. Over the years, the federal government has tried many approaches to address this problem. Most recently, the Obama administration authorized \$7 billion in School Improvement Grants (SIG) between 2010 and 2015.

Schools receiving SIG funds needed to adopt one of a limited number of turnaround models. Initially, there were four preferred approaches: replacing the principal and at least half the teachers, converting into a charter school, closing altogether, or undergoing a "transformation," including hiring a new principal and adopting new instructional strategies, new teacher evaluations, and a longer school day.

Eventually, the program allowed more flexibility, but it remained prescriptive. The federal government's own analysis of the SIG program revealed a major problem: None of the approaches worked very well.⁷ The report concluded: "We found that the implementation of SIG-funded models had no significant impact on math or reading test scores, high school graduation, or college enrollment for schools near the SIG eligibility cutoff. In addition, there were no significant impacts within student and school subgroups. For elementary grades, we found no evidence suggesting that one model was more effective at improving student achievement than another."

With ESSA, the pendulum swung in the other direction. The law now gives primary responsibility to local districts for designing a plan to support low-performing schools. The state's role is more supportive, ensuring that local districts adopt "evidence-based" interventions and checking in on progress.

ESSA authorizes two new programs that can be focused on lower-performing schools and districts: Direct Student Services and Student Support and Academic Enrichment grants. The two programs

offer the flexibility to tailor investments based on the needs of their unique student populations, particularly students attending schools where enriching experiences and challenging coursework are rare.

Here are some questions state board members should ask about local improvement programs:

- Has our state identified a vision for a system to support school improvement statewide?
- What has our state done previously? What has worked? What has not?
- What lessons can we learn from our successes and failures?
- Is our state's turnaround vision a part of our strategy for developing teachers and school leaders? How can state policies develop and support educators working in schools with the highest need?

7. IS STAKEHOLDER ENGAGEMENT EMBEDDED IN THE PLAN AND SEEN AS AN ONGOING ACTIVITY?

ESSA calls for “meaningful consultation” with a wide variety of stakeholder groups. States have worked hard to engage with stakeholders. They have held meetings across the state, used online communications, and pulled together stakeholder work groups.⁸

A recent NASBE report found that in the summer of 2016 no state felt “confident they were doing everything right on stakeholder engagement.”⁹ Most states are recognizing that stakeholder engagement is not a one-time activity but rather a long-term initiative.

Stakeholders—especially parents—are force multipliers. They can provide critical support for boards that want to make progress. But some policies may need to be changed. For example, boards may need to revisit how to manage public testimony at board meetings or how to use technology in ways that do not violate the state's open meeting laws.

Some boards have already ensured that stakeholder engagement is part and parcel of their work. Engagement is baked into

the mission of the Illinois State Board of Education: “Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.”

Massachusetts is planning to sustain meaningful engagement even after their plan is filed. The state plan particularly focuses on representing historically underserved students. As the plan notes, “[S]takeholder voice and analysis of the strong work under way in Massachusetts districts and schools will continue to play a prominent role. . . . We will . . . offer additional opportunities for stakeholders to provide input, particularly at key junctures when we are considering significant changes to an element of the plan.”

Here are questions that should be asked about the state plan to make stakeholder engagement a central part of the board's work:

- What is the state's vision for engaging stakeholders?
- What worked in the state's outreach to stakeholders for development of the state plan? What did not? What lessons can be learned?
- What state policies need to be changed to promote greater citizen engagement?

The first state plans submitted under ESSA will shape education policy in the state for many years. Boards can and should play a critical role in developing them. These questions will ensure that state boards stay at the table throughout the process.

Kris Amundson is president/CEO of NASBE. Many education policy leaders suggested key questions boards should be asking about state plans: Special thanks to Chad Aldeman, Sandra Boyd, Michelle Exstrom, Carissa Moffat Miller, Chris Minnich, and Stephanie Wood-Garnett for their insights. Thanks to Abigail Potts and Sarah-Jane Lorenzo for research assistance in preparing this paper.

NOTES

1. “No Child Left Behind's Successor: Congress Rewrites the Bush-Era Law by Giving More Power to States,” Review & Outlook, *Wall Street Journal* (November 29, 2015).
2. A state may notify ED of its intent to submit its plan to the governor by April 3, 2017, and subsequently submit the plan to ED no later than the end of the 30-day review period or May 3, 2017, whichever is earlier.
3. Kris Amundson and Gene Wilhoit, “Take It Off the Consent Agenda: Nine Questions State Boards of Education Should Ask about State Assessment Systems,” *Policy Update* 23, no. 11 (Alexandria, VA: NASBE, April 2016).
4. U.S. Department of Education, “Accountability, State Plans, and Data Reporting: Summary of Final Regulations,” (Washington, DC: ED, November 28, 2016), <https://www2.ed.gov/policy/elsec/leg/essa/essafactsheet1127.pdf>.
5. Karen Seashore Louis et al., “Learning from Leadership: Investigating the Links to Improved Student Learning,” Final Report of Research to The Wallace Foundation (University of Minnesota and University of Toronto, 2010).
6. Elementary and Secondary Education Act § 1111(h)(1)(C)(ix).
7. Lisa Dragoset et al., “School Improvement Grants: Implementation and Effectiveness (NCEE 2017- 4013),” (Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2017).
8. Kansas Department of Education, “Kansans Can,” website, <http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can>; State of Washington Office of the Superintendent of Public Instruction, “Every Student Succeeds Act (ESSA),” website, <http://www.k12.wa.us/ESEA/ESSA/>; Colorado Department of Education, “ESSA in Colorado,” website, <https://www.cde.state.co.us/fedprograms/essa>.
9. Rachel Man and Chris Hofmann, “ESSA Stakeholder Engagement: Early Challenges and Promising Practices,” *Policy Update* 24, no. 1 (January 2017).



History of School Accountability in WA

Roles, Responsibilities, Next Steps

May 2017 State Board of Education Meeting

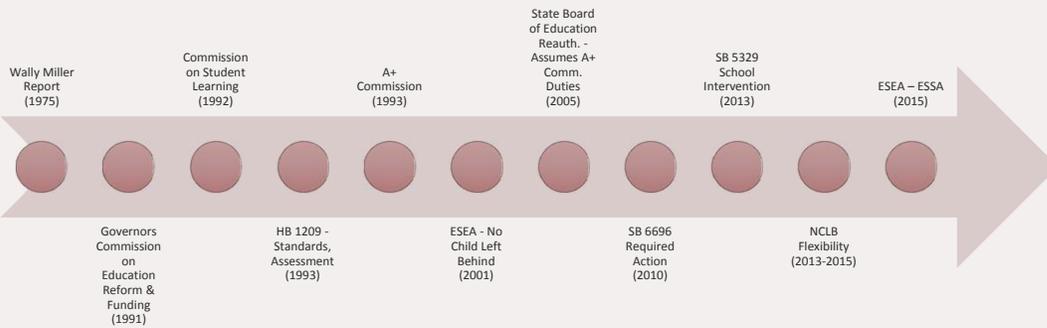
School Accountability in Washington

A Timeline of Key Events

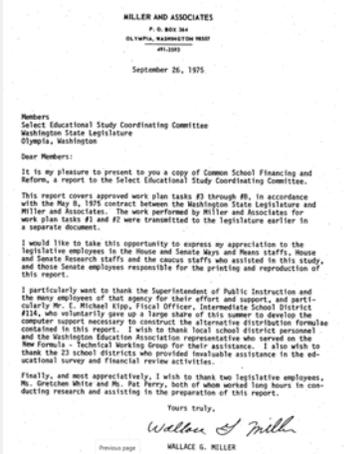


Take-away?

Slow, steady progress through the 1990s and 2000s. Accelerated progress 2009-present.



Wally Miller Report (1975)



A Statewide Student Testing Program

Throughout this study of Washington's present school system, the most important question could not be answered. That question is, how well are Washington State students doing in school, in comparison with other states or the national average? The State of Washington does not presently have a uniform, statewide system for testing students. Each school district in the state independently chooses whether or not to test their students. If a decision is made to test, the district chooses from among a half dozen or so testing programs, which publishers claim provide comparative student achievement data among states and with a national norm. The choice of which grades to test and the time of the year the test is administered is both a function of local school district discretion and of the test publisher's repertoire of available tests. The time of the year the test is administered is usually determined by the test publisher so a more valid statistical comparison can be made with a national norm. Given the decision of whether or not to test, which grades to test, and the variety of tests available, there is virtually no way a valid statistical comparative picture of how well Washington State students are doing in school can be constructed.

Other states, particularly in the past decade, have become increasingly concerned about this same issue and 30 states had passed some form of educational accountability legislation by June, 1974. (39)

(39) Phyllis Hawthorne, *Legislation by the States: Accountability and Assessment in Education*, Wisconsin Department of Public Instruction, 1974.



Governors Commission on Education Reform & Funding (GCERF) (1993)

From legislative summary:

GCERF final report:

- 4 student learning goals
 - (1) Communicate effectively and responsibly in a variety of ways and settings.
 - (2) Know and apply the core concepts and principles of mathematics, social, physical, and life sciences; arts, humanities; and healthful living.
 - (3) Think critically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems; and
 - (4) Function as caring and responsible individuals and contributing members of families, work groups and communities.
- Commission on Student Learning
 - For students:
 - Establish essential academic learning requirements (EALRs)
 - Establish statewide performance-based student assessments to replace the current standardized achievement tests.
 - Develop a certificate of mastery to serve as cumulative evidence of what students know and are able to do—earned before receiving a high school diploma.
 - For educators:
 - Develop standards for all certificated school staff of what they should know and be able to do to help all students meet the EALRs.
 - Develop a performance-based assessment system as a foundation for certifying new teachers.
 - Coordinate, plan, and implement a professional development and mentor program.
 - For schools
 - Develop a rewards program to provide incentive awards to schools meeting performance goals & a consequences program for schools & districts that persistently or dramatically do not meet performance goals.
 - Other
 - Repeal of laws & rules that inhibit increased student performance.
 - Asks the Legislature to design, enact and implement a funding system oriented toward student achievement rather than inputs.

Take-away?
18 years after W. Miller, the call for standards gains momentum:

- Academic standards
- Aligned assessments
- Educator standards
- Incentives/rewards for schools
- Funding reform



House Bill 1209 (1993) –Testing & Accountability Era Begins



36 (iii) Assessments measuring the essential academic learning
 37 requirements developed for RCW 28A.150.210(1), goal one, and the
 38 mathematics component of RCW 28A.150.210(2), goal two, shall be
 39 initially implemented by the state board of education and

ESHB 1209.SL

p. 6

1 superintendent of public instruction no later than the 1996-97 school
 2 year, unless the legislature takes action to delay or prevent
 3 implementation of the assessment system and essential academic learning
 4 requirements. Assessments measuring the essential academic learning
 5 requirements developed for RCW 28A.150.210 (2), (3), and (4), goals
 6 two, three, and four, shall be initially implemented by the state board
 7 of education and superintendent of public instruction no later than the
 8 1997-98 school year, unless the legislature takes action to delay or
 9 prevent implementation of the assessment system and essential academic
 10 learning requirements. To the maximum extent possible, the commission
 11 shall integrate knowledge and skill areas in development of the
 12 assessments.

Take-away?

HB 1209 was major turning point in WA towards standards-based system.

- 4 Goals of Basic Ed
- EALRs (standards)
- WASL (tests)

<http://lawfilesexternal.wa.gov/biennium/1993-94/Pdf/Bills/Session%20Laws/House/1209-S.SL.pdf>

No Child Left Behind (NCLB) 2001



Exhibit 1. Key Provisions of the No Child Left Behind Act

State assessments	States must implement annual state assessments in reading and mathematics in grades 3-8 and at least once in grades 10-12, and in science at least once in each of three grade spans: 3-5, 6-9, and 10-12. Assessments must be aligned with challenging state content and academic achievement standards. States must provide for participation of all students, including students with disabilities and limited English proficient (LEP) students. States must provide for the assessment of English language proficiency of all LEP students.
Adequate yearly progress (AYP)	States must set annual targets that will lead to the goal of all students' reaching proficiency in reading and mathematics by 2013-14. For each measure of school performance, states must include absolute targets that must be met by key subgroups of students (major racial/ethnic groups, low-income students, students with disabilities, and LEP students). To make AYP, schools and districts must meet annual targets for each student subgroup in the school, and must test 95 percent of students in each subgroup. States also must define an "other academic indicator" that schools must meet in addition to proficiency targets on state assessments.
Schools identified for improvement	Title I schools and districts that do not make AYP for two consecutive years are identified for improvement and are to receive technical assistance to help them improve. Those that miss AYP for additional years are identified for successive stages of interventions, including corrective action and restructuring (see below). To leave identified-for-improvement status, a school or district must make AYP for two consecutive years.
Public school choice	Districts must offer all students in identified Title I schools the option to transfer to a non-identified school, with transportation provided by the district.
Supplemental educational services	In Title I schools that miss AYP for a third year, districts also must offer low-income students the option of supplemental educational services from a state-approved provider.
Corrective actions	In Title I schools that miss AYP for a fourth year, districts also must implement at least one of the following corrective actions: replace school staff members who are relevant to the failure to make AYP; implement a new curriculum; decrease management authority at the school level; appoint an outside expert to advise the school; extend the school day or year; or restructure the internal organization of the school.
Restructuring	In Title I schools that miss AYP for a fifth year, districts also must begin planning to implement at least one of the following restructuring interventions: reopen the school as a charter school; replace all or most of the school staff; contract with a private entity to manage the school; turn over operation of the school to the state; or adopt some other major restructuring of the school's governance. Districts must spend a year planning for restructuring and implement the school restructuring plan the following year (if the school misses AYP again for a sixth year).
Highly qualified teachers	All teachers of core academic subjects must be "highly qualified" as defined by NCLB and the state. To be highly qualified, teachers must have a bachelor's degree, full state certification, and demonstrated competence in each core academic subject that they teach. Subject-matter competence may be demonstrated by passing a rigorous state test, completing a college major or coursework equivalent, or (for veteran teachers) meeting standards established by the state under a "high, objective uniform state standard of evaluation" (HOUSSE).
Use of research based practices	Schools must use effective methods and instructional strategies that are based on scientifically-based research.

https://ies.ed.gov/ncee/pubs/titel1_final/exhibits/exhibit_01.asp

Take-away?

NCLB Revolutionized Federal Role in Education.

- Testing
- Subgroup Data
- Goals (AYP)
- "Cascading Sanctions"
- School Improvement Grants (SIG)

Federal government drove accountability policy nationwide for 15 years.

House Bill 2261 (2009) – Develop ‘Accountability Index’



28 **NEW SECTION.** Sec. 503. A new section is added to chapter 28A.305
29 RCW to read as follows:
30 (1) The state board of education shall continue to refine the
31 development of an accountability framework that creates a unified
32 system of support for challenged schools, that aligns with basic
33 education, increases the level of support based upon the magnitude of
34 need, and uses data for decisions.
35 (2) The state board of education shall develop an accountability
36 index to identify schools and districts for recognition and for
37 additional state support. The index shall be based on criteria that
1 are fair, consistent, and transparent. Performance shall be measured
2 using multiple outcomes and indicators including, but not limited to,
3 graduation rates and results from statewide assessments. The index
4 shall be developed in such a way as to be easily understood by both
5 employees within the schools and districts, as well as parents and
6 community members. It is the legislature's intent that the index
7 provide feedback to schools and districts to self-assess their
8 progress, and enable the identification of schools with exemplary
9 student performance and those that need assistance to overcome
10 challenges in order to achieve exemplary student performance. Once the
11 accountability index has identified schools that need additional help,
12 a more thorough analysis will be done to analyze specific conditions in
13 the district including but not limited to the level of state resources
14 a school or school district receives in support of the basic education
15 system, achievement gaps for different groups of students, and
16 community support.

Take-away?

People didn't like NCLB!

Achievement Index was an early effort to develop a "better than NCLB" measurement tool upon which to base decisions for recognition & support.

Include more factors than NCLB toward more holistic look (growth, etc)

<http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/House/2261-SL.pdf>

7

House Bill 6696 (2010) – Establishes ‘Required Action’ Process based on Achievement Index, w/ Federal approval



1 Phase II of this accountability system will work toward
2 implementing the state board of education's accountability index for
3 identification of schools in need of improvement, including those that
4 are not Title I schools, and the use of state and local intervention
5 models and state funds through a required action process beginning in
6 2013, in addition to the federal program. Federal approval of the
7 state board of education's accountability index must be obtained or
8 else the federal guidelines for persistently lowest-achieving schools
9 will continue to be used.
10 The expectation from implementation of this accountability system
11 is the improvement of student achievement for all students to prepare
12 them for postsecondary education, work, and global citizenship in the
13 twenty-first century.

Take-away?

Required Action (RAD) was the first state program for intervention in struggling schools (until this point, it was all voluntary on part of school)

<http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/Senate/6696-S2-SL.pdf>

8

Senate Bill 5329 (2013) – Provides intervention authority to SPI via “Required Action II”



24 The legislature finds that state takeover of persistently lowest-
 25 achieving schools is unlikely to produce long-term improvement in
 26 student achievement because takeover is an unsustainable approach to
 27 school governance and an inadequate response to addressing the
 28 underlying barriers to improved outcomes for all students. However, in
 29 the rare case of a persistently lowest-achieving school that continues
 30 to fail to improve even after required action and supplemental
 31 assistance, it is appropriate and necessary to assign the
 32 superintendent of public instruction the responsibility to intercede,
 33 provide robust technical assistance, and direct the necessary
 34 interventions. Even though the superintendent of public instruction
 35 continues to work in partnership with the local school board, the
 36 superintendent of public instruction is accountable for assuring that
 37 adequate steps are taken to improve student achievement in these
 38 schools.

HeraldNet
 Local Business Sports Life Opinion Obituaries Classifieds

New law has state intervene in struggling schools

Tue May 28, 2013 9:40pm **NEWS**

By Jerry Cornfield Herald Writer

OLYMPIA — One of the first Republican-sponsored education reform bills became law Tuesday and will give the state more power to intercede in schools where student performance on basic skills tests is persistently poor.

Under the legislation signed by Gov. Jay Inslee, the superintendent of public instruction will provide technical assistance to schools where student scores on reading and math assessments are consistently poor for a period of years.

If the extra attention doesn't improve student performance, the superintendent can impose a multi-year action plan on the school that prescribes such things as teaching methods and curriculum as well as how federal and state funds are spent on campus.

Superintendent of Public Instruction Randy Dorn said it is a "solid bill" which will enable the state to partner with targeted schools and shift to a leading role down the line if needed.

The prime sponsor of Senate Bill 5329 did not attend Tuesday's signing but issued a statement calling it "a great step toward ensuring that all children are successful."

Take away? HB 5329 made the state ultimately responsible to ensure all kids get access to quality education. (also, State starts to drive its own policy rather than tailing feds/NCLB...)

http://lawfilesexternal.wa.gov/biennium/2013-14/Pdf/Bills/Session%20laws/Senate/5329-52_SI.pdf

Every Student Succeeds Act, 2015 (ESEA Reauthorized)

EDUCATION WEEK



The top-line stuff: The ESSA is in many ways a U-turn from the current, much-maligned version of the ESEA law, the No Child Left Behind Act.

States would still have to test students in reading and math in grades 3 through 8 and once in high school, and break out the data for whole schools, plus different "subgroups" of students (English-learners, students in special education, racial minorities, those in poverty).

But beyond that, states get wide discretion in setting goals, figuring out just what to hold schools and districts accountable for, and deciding how to intervene in low-performing schools. And while tests still have to be a part of state accountability systems, states must incorporate other factors that get at students' opportunity to learn, like school-climate and teacher engagement, or access to and success in advanced coursework.

States and districts will have to use locally-developed, evidence-based interventions, though, in the bottom 5 percent of schools and in schools where less than two-thirds of students graduate. States must also flag for districts schools where subgroup students are chronically struggling.

The federal School Improvement Grant program is gone, but there are resources in the bill states can use for school turnarounds.

And, in a big switch from the NCLB waivers, there would be no role for the feds whatsoever in teacher evaluation.

Take-away!

- "U-Turn from NCLB"
- Effort to measure success beyond test scores
- Bring Language Learners into accountability
- Effort to defer to the states on more policy...
 - Come up with your own goals
 - Your own measures
 - Your own school rewards/supports
- But, you still gotta...
 - Test students
 - Identify struggling schools & subgroups
 - Weigh academic factors "much more"

http://blogs.edweek.org/edweek/campaign-k-12/2015/11/accountability_and_the_esea_re.html
<https://www.youtube.com/watch?v=zWQGMU-J80Q>



Some slides on SBE Role Clarification

11

Some Help on SBE Role Clarification RCW 28A.657.110 & RCW 28A.655.070



11 The office of the superintendent of public instruction is
 12 responsible for developing and implementing the accountability tools to
 13 build district capacity and working within federal and state
 14 guidelines. The legislature assigned the state board of education
 15 responsibility and oversight for creating an accountability framework.
 16 This framework provides a unified system of support for challenged
 17 schools that aligns with basic education, increases the level of
 18 support based upon the magnitude of need, and uses data for decisions.
 19 Such a system will identify schools and their districts for recognition
 20 as well as for additional state support. For a specific group of
 21 challenged schools, defined as persistently lowest-achieving schools,
 22 and their districts, it is necessary to provide a required action
 23 process that creates a partnership between the state and local district
 24 to target funds and assistance to turn around the identified lowest-
 25 achieving schools.

Take-away?

Legislature attempted to clarify SBE/OSPI roles by separating "framework" development from developing & implementing "accountability tools"

By statute, SPI is to "implement the accountability recommendations ..." of SBE

RCW 28A.655.070

Essential academic learning requirements and assessments—Duties of the superintendent of public instruction.

(1) The superintendent of public instruction shall develop essential academic learning requirements that identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals in RCW 28A.150.210, develop student assessments, and implement the accountability recommendations and requests regarding assistance, rewards, and recognition of the state board of education.

<http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.655.070>

http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/Senate/6696-52_SL.pdf

12

RCW 28A.657.110 – Some Help on SBE Role Clarification



(3) The state board of education, in cooperation with the office of the superintendent of public instruction, shall annually recognize schools for exemplary performance as measured on the Washington achievement index. The state board of education shall have ongoing collaboration with the educational opportunity gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

(4) In coordination with the superintendent of public instruction, the state board of education shall seek approval from the United States department of education for use of the Washington achievement index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system under P.L. 107-110, the no child left behind act of 2001.

<http://app.leg.wa.gov/RCW/default.aspx?cite=28A.657.110>

Take-away?

Legislature tasks SBE, in coordination with OSPI, with seeking approval of USED for use of the Index for federal purposes.

<http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.655.070>

http://lawfilesex.leg.wa.gov/biennium/2009-10/Pdf/Bills/Session%20Laws/Senate/6696-52_SL.pdf



Statutory Authority of the State Board of Education

Core SBE Duties	Accountability	High school Graduation Requirements	Basic Education Compliance	Charter Schools/Other
Advocacy & Strategic Oversight of public education	Adopt performance improvement goals for the system (Reading, Math, Writing, Science, etc.)	Establish credit requirements for high school graduates (establish graduation, other)	Monitor compliance with basic education requirements with holding of funds when necessary	Approve and monitor charter school authorizers, except charter schools under the annual cap, interstate, other
Implement Standards-based Accountability Framework	Develop an accountability framework that contains a valid system of support for critical practices	Establish no-credit requirements for graduation (including high and beyond plans, a minimum subject set through the district or cog)	Adopt rules to ensure compliance with the program of public education, a federal education approval requirement SBE may establish	Consult with OSPI in developing a monitoring state educational assessment system
Provide leadership in personneling education, ensuring respect for diverse cultures & abilities	Develop Achievement Index for Recognition (Award and Support School Improvement)	Set minimum scores for graduation on required high school assessments	May grant waivers to basic education requirements based on certain criteria	May make changes to the number and boundaries of the SBE, if possible, after by rule
Promote achievement of basic education goals	Approve Required Action Districts, review progress and plans, approve or not for additional assistance, etc.	Establish minimum scores to be achieved on assessment alternatives for graduation (including CTE, experiential or other alternatives)	Approve private schools	Collaborate with OSPI in development of a report card and a process for college readiness (ACT)
Articulate with higher education, workforce and such programs coordinate and study the system	Require OSPI to submit Title I funds to the approved Required Action Plan	Approve CTE equivalency capable course equivalency for earning high school credit		Initiate report to the legislature on the status of the assessment system, including for all assessments

Take-away?

Accountability has been major component of SBE powers & duties since reconstitution in 2005/2006.





Moving forward...

15

ESSA Passed... So What Now?

Here is the staff perspective on how to proceed



SPI indicates intention to submit plan in September.

Board has to make decisions on issues within its jurisdiction of authority in state law. I think those are:

1. Achievement Index (**RCW 28A.657.110**)
2. Performance Improvement Goals (**RCW 28A.305.130**)
3. Accountability framework (**RCW 28A.657.110**)

Most practical time to do that seems to be the July Board meeting.

In the mean time, the ASW and the Technical Advisory Committee will make a series of recommendations to Superintendent Reykdal and, by extension, the Board. That is underway.

For July,

Review draft ESSA Plan drafted by SPI (SBE staff would be involved in development of three components mentioned)

Work with SPI to build a set of visuals that sufficiently represent the policies reflected in the 3 aforementioned areas of authority. Vote on those.

Members would be asked to provide comments and feedback to the plan

Operating assumption: Build from the draft plan the Board reviewed (and was comfortable with) in January, and concentrate on proposed changes to that plan by Supt Reykdal.

Staff is seeking feedback on this outline.

Goals: Unified accountability system, effective collaboration of SBE/SPI, improvement of Index usability and visibility, opportunity to strengthen service to schools & kids.

16

SBE's Accountability Framework



Take another look at SBE [Accountability Framework](#) (click on link for **WAC 180-17-100**)

Does it need to change?

Establishment of accountability framework to improve student achievement for all children.

(1) Pursuant to the requirements of RCW 28A.657.110 (chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a 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.

Accountability Index – Major Discussions



Adding 9th grade on-track & chronic absenteeism

Add industry certification to dual credit – “advanced course-taking”

Adding English Language Learners to Index framework

Graduation rate – incorporation of 5-6-7 year rates?

Index interface: how many tiers? What are they named?

More transparency! -- Adjustment for aggregating across years to achieve minimum ‘n’ size of 20 (rather than needing 20 students in each year)

Measuring gaps! Targeted schools calculation based on index score for both race & program

Instead of taking the bottom 5% from one large stack rank, take the bottom five percent of two stack ranks – one for race (USED categories), and one for program (poverty, language, special needs, etc).

Emphasizing gap analysis in “high performing” schools, too.

New weighting scheme (adding indicators necessarily dilutes/changes weight of others)



If I had to choose just four?

1. Tiers – making sense of the number tiers, the names, and levels of service.
2. Labels – getting the language right. Not punitive, but also transparent.
3. Service - Once identified, how schools get served? What changes does SPI anticipate?
4. Participation rate requirements – how incorporated in the Plan?

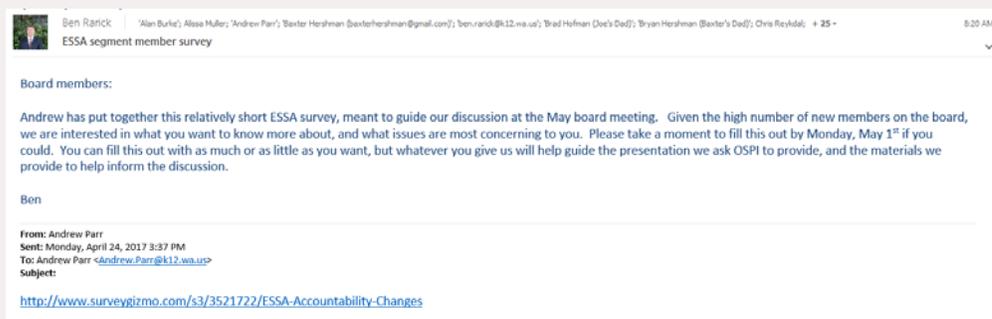
19



What Are Your Questions?

A survey has been sent to SBE members seeking input on some key issues. We look forward to your input.

If you need to find it in your inbox, its here:



20



Website: www.SBE.wa.gov
Blog: washingtonSBE.wordpress.com
Facebook: www.facebook.com/washingtonSBE
YouTube: www.youtube.com/user/sbeweb
Twitter: [@wa_SBE](https://twitter.com/wa_SBE)
Email: sbe@k12.wa.us
Phone: 360-725-6025
Web updates: bit.ly/SBEupdates



Schools with the Greatest Growth

Andrew J. Parr
Updated May 2, 2017

Highest ELA Growth Rates in the State



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP
Summitview ES	West Valley SD (Yak)	K-4	320	53	81
Jing Mei ES	Bellevue SD	K-5	257	3	80
Chambers ES	University Place SD	K-4	464	41	79
Skamania ES	Skamania SD	K-8	76	58	79
Colbert ES	Mead SD	K-6	513	25	78
Independent Scholar	Riverside SD	K-12	63	73	77
Paterson ES	Paterson SD	K-8	136	96	76
CHOICE Academy	Highline SD	7-12	139	31	76
Pioneer ES	Arlington SD	K-5	583	28	76
Waitsburg ES	Waitsburg SD	K-5	118	62	75
Fairmount Park ES	Seattle PS	PK-5	478	14	75
Dallesport ES	Lyle SD	K-5	112	69	75
Bennett ES	Bellevue SD	K-5	439	5	75
Grass Valley ES	Camas SD	K-5	539	9	75

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

Highest Math Growth Rates in the State



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	Math MSGP
Pioneer ES	Auburn SD	PK-5	492	85	94
Waitsburg ES	Waitsburg SD	K-5	118	62	87
Summitview ES	West Valley SD (Yak)	K-4	320	53	86
Rainier Prep ALE	Mary Walker SD	5-8	----	80	86
Clear Lake ES	Sedro-Woolley SD	K-6	264	48	84
Excel ALE School	Mary Walker SD	6-7	----	18	84
Bickleton ES & HS	Bickleton SD	K-12	86	15	84
Almira ES	Almira SD	K-8	109	36	84
Graham Hill ES	Seattle PS	PK-5	352	69	82
Waterville ES	Waterville SD	K-5	99	60	81
Cedarhome ES	Stanwood-Camano SD	K-5	503	17	80
Paterson ES	Paterson SD	K-8	136	96	79
CHOICE Academy	Highline SD	7-12	139	31	79
St John ES	St. John SD	K-5	79	41	79
Olympic Hills ES	Seattle PS	PK-5	290	75	79

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

3

Highest ELA and Math Growth Rates in the State



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

District	School	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
West Valley SD (Yak)	Summitview ES	K-4	320	53	81	86	83.5
Waitsburg SD	Waitsburg ES	K-5	118	62	75	87	81
Auburn SD	Pioneer ES	PK-5	492	85	66	94	80
Sedro-Woolley SD	Clear Lake ES	K-6	264	48	74	84	79
Mead SD	Colbert ES	K-6	513	25	78	78	78
Paterson SD	Paterson ES	K-8	136	96	76	79	77.5
Highline SD	CHOICE Academy	7-12	139	31	76	79	77.5
University Place SD	Chambers ES	K-4	464	41	79	74	76.5
Bickleton SD	Bickleton ES & HS	K-12	86	15	68	84	76
Skamania SD	Skamania ES	K-8	76	58	79	70	74.5
Puyallup SD	Sunrise ES	PK-6	517	47	72	77	74.5
Cusick SD	Cusick Jr Sr HS	6-12	145	60	70	78	74
Lake Stevens SD	Glenwood ES	K-5	576	24	74	74	74
Eatonville SD	Weyerhaeuser ES	K-5	262	42	70	77	73.5
Bellingham SD	Alderwood ES	PK-5	241	86	70	76	73
Sequim SD	Greywolf ES	K-5	506	47	68	78	73
St. John SD	St John ES	K-5	79	41	67	79	73

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

4

Highest ELA and Math Growth Rates in the State High Poverty Schools



- Growth model results from the 2015 and 2016 Smarter Balanced assessments.
- Schools with a FRL rate $\geq 85\%$ (nearly twice the state average of 44%).

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Pioneer ES	Auburn SD	PK-5	492	85	66	94	80
Alderwood ES	Bellingham SD	PK-5	241	86	70	76	73
Barge-Lincoln ES	Yakima SD	PK-5	623	94	65	73	69
Soap Lake ES	Soap Lake SD	K-5	211	90	56	75	65.5
Harrison MS	Sunnyside SD	6-8	814	89	59	69	64
Wahluke JHS	Wahluke SD	6-8	483	86	61	62	61.5
Paterson ES	Paterson SD	K-8	136	96	76	79	77.5
Union Gap School	Union Gap SD	PK-8	651	86	64	62	63

5

Highest Growth Rates in the Region (ESD 101)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Colbert ES	Mead SD	K-6	513	25	78	78	78.0
St. John ES	St. John SD	K-5	79	41	67	79	73.0
Wilson ES	Spokane SD	PK-6	376	17	67	78	72.5
Almira ES	Almira SD	K-8	109	36	60	84	72.0
Kettle Falls MS	Kettle Falls SD	5-8	213	60	65	72	68.5
Westview ES	Spokane SD	PK-6	472	71	57	76	66.5
Farwell ES	Mead SD	K-6	593	34	67	64	65.5
Hutton ES	Spokane SD	K-6	565	22	66	65	65.5
Prairie View ES	Mead SD	K-6	668	12	62	66	64.0
Meadow Ridge ES	Mead SD	K-6	557	27	51	76	63.5
Reardan ES	Reardan-Edwall SD	K-5	253	47	55	72	63.5
Selkirk MS	Selkirk SD	6-8	47	35	56	70	63.0
Seth Woodard ES	West Valley SD (Spok)	K-5	351	52	68	58	63.0
Davenport SHS	Davenport SD	6-12	327	52	60	66	63.0
Loon Lake ES	Loon Lake SD	PK-6	113	86	58	67	62.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

6

Highest Growth Rates in the Region (ESD 105)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Summitview ES	West Valley SD (Yak)	K-4	320	53	81	86	83.5
Bickleton ES & HS	Bickleton SD	K-12	86	16	68	84	76.0
Zillah MS	Zillah SD	7-8	221	56	69	71	70.0
Barge-Lincoln ES	Yakima SD	PK-5	623	93.6	65	73	69.0
Apple Valley ES	West Valley SD (Yak)	K-4	323	34	56	77	66.5
Harrison MS	Sunnyside SD	6-8	814	89	59	69	64.0
Union Gap School	Union Gap SD	PK-8	651	86	64	62	63.0
Cottonwood ES	West Valley SD (Yak)	K-4	429	32	56	69	62.5
Mattawa ES	Wahluke SD	K-5	441	82	72	52	62.0
Wahluke JHS	Wahluke SD	6-8	483	86	61	62	61.5
Ahtanum Valley ES	West Valley SD (Yak)	K-4	253	58	65	56	60.5
Goldendale Primary	Goldendale SD	K-4	342	68	68	53	60.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

7

Highest Growth Rates in the Region (ESD 112)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Skamania ES	Skamania SD	K-8	76	58	79	70	74.5
Dallesport ES	Lyle SD	K-5	112	69	75	68	71.5
Burnt Bridge Creek ES	Evergreen SD (Clark)	K-5	443	48	62	72	67.0
Dorothy Fox	Camas SD	K-5	462	11	62	69	65.5
South Ridge ES	Ridgefield SD	K-6	600	29	67	62	64.5
Harmony ES	Evergreen SD (Clark)	K-5	671	25	65	62	63.5
Tukes Valley MS	Battle Ground SD	5-8	524	33	61	64	62.5
Carrolls ES	Kelso SD	K-5	149	39	57	68	62.5
Image ES	Evergreen SD (Clark)	K-5	690	61	57	67	62.0
Yacolt Primary	Battle Ground SD	K-4	781	42	55	69	62.0
Mill Plain ES	Evergreen SD (Clark)	K-5	497	63	64	59	61.5
Grass Valley ES	Camas SD	K-5	539	9	75	48	61.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

8



Highest Growth Rates in the Region (ESD 113)

Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
White Pass ES	White Pass SD	K-6	208	70	62	78	70.0
Pacific Beach ES	North Beach SD	K-6	139	83	64	73	68.5
Jefferson MS	Olympia SD	6-8	422	38	69	67	68.0
Black Lake ES	Tumwater SD	K-6	512	37	69	65	67.0
Raymond ES	Raymond SD	K-6	276	54	64	70	67.0
Thurgood Marshall MS	Olympia SD	6-8	388	38	58	75	66.5
McKenny ES	Olympia SD	K-5	364	30	60	71	65.5
Horizons ES	North Thurston PS	K-5	676	25	68	62	65.0
Pleasant Glade ES	North Thurston PS	PK-5	427	64	57	73	65.0
McLane ES	Olympia SD	K-5	333	35	59	70	64.5
McKenna ES	Yelm SD	K-6	482	48	53	75	64.0
Toledo ES	Toledo SD	PK-5	312	52	61	66	63.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

9



Highest Growth Rates in the Region (ESD 121)

Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Pioneer ES	Auburn SD	PK-5	492	85	66	94	80.0
Chambers ES	University Place SD	K-4	464	41	79	74	76.5
Sunrise ES	Puyallup SD	PK-6	517	47	72	77	74.5
Weyerhaeuser ES	Eatonville SD	K-5	262	42	70	77	73.5
Fairmount Park ES	Seattle PS	PK-5	478	14	75	70	72.5
Gildo Rey ES	Auburn SD	PK-5	591	81	63	78	70.5
Capt Johnston Blakely ES	Bainbridge Island SD	K-4	352	6	70	71	70.5
Liberty Ridge ES	Sumner SD	K-5	446	55	69	72	70.5
Ordway ES	Bainbridge Island SD	PK-4	401	11	64	76	70.0
Shelton View ES	Northshore SD	K-6	548	10	63	76	69.5
Olympic Hills ES	Seattle PS	PK-5	290	75	59	79	69.0
Sunrise ES	Northshore SD	K-6	393	3	63	75	69.0
Mountain Meadow ES	White River SD	PK-5	495	26	70	67	68.5
Evergreen ES	Bethel SD	K-5	497	65	66	71	68.5
Evergreen Primary	University Place SD	PK-4	495	39	68	69	68.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

10

Highest Growth Rates in the Region (ESD 123)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Waitsburg ES	Waitsburg SD	K-5	118	62	75	87	81.0
Edwin Markham ES	Pasco SD	K-6	372	51	69	65	67.0
Dayton MS	Dayton SD	6-8	70	63	55	77	66.0
White Bluffs ES	Richland SD	PK-5	630	13	61	67	64.0
Westgate ES	Kennewick SD	PK-5	499	93	64	63	63.5
Cascade ES	Kennewick SD	K-5	590	46	66	58	62.0
Sunset View ES	Kennewick SD	K-5	546	49	58	61	59.5
Dayton ES	Dayton SD	PK-5	182	62	66	51	58.5
Lewis & Clark ES	Richland SD	PK-5	577	55	59	58	58.5
Park MS	Kennewick SD	6-8	865	91	56	60	58.0
Hawthorne ES	Kennewick SD	K-5	557	77	55	61	58.0

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

11

Highest Growth Rates in the Region (ESD 171)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Waterville ES	Waterville SD	K-5	99	60	64	81	72.5
Robert E Lee ES	Eastmont SD	K-4	491	75	65	77	71.0
Cascade ES	Eastmont SD	K-4	470	43	63	77	70.0
Coulee City ES	Coulee-Hartline SD	K-5	72	49	55	78	66.5
Sunnyslope ES	Wenatchee SD	K-5	315	29	61	72	66.5
Soap Lake ES	Soap Lake SD	K-5	211	90	56	75	65.5
Osborn ES	Cascade SD	3-5	261	47	55	67	61.0
Icicle River MS	Cascade SD	6-8	295	50	58	63	60.5
Mansfield ES & HS	Mansfield SD	PK-12	96	64	53	66	59.5
North ES	Moses Lake SD	K-5	283	89	65	54	59.5
Wilson Creek HS	Wilson Creek SD	7-12	78	56	58	60	59.0
Parkway School	Ephrata SD	5-6	322	59	56	62	59.0
Columbia Ridge ES	Ephrata SD	K-4	476	71	54	63	58.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

12

Highest Growth Rates in the Region (ESD 189)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Clear Lake ES	Sedro-Woolley SD	K-6	264	48	74	84	79.0
Glenwood ES	Lake Stevens SD	K-5	576	24	74	74	74.0
Alderwood ES	Bellingham SD	PK-5	241	86	70	76	73.0
Endeavour ES	Mukilteo SD	K-5	503	18	69	72	70.5
Pioneer ES	Arlington SD	K-5	583	28	76	64	70.0
Cedarhome ES	Stanwood-Camano SD	K-5	503	17	57	80	68.5
Island View ES	Anacortes SD	K-6	456	33	70	67	68.5
Garfield ES	Everett SD	PK-5	391	73	67	69	68.0
Carl Cozier ES	Bellingham SD	PK-5	261	58	66	70	68.0
Mill Creek ES	Everett SD	PK-5	663	14	69	66	67.5
Seaview ES	Edmonds SD	K-6	380	25	69	62	65.5
Elger Bay ES	Stanwood-Camano SD	K-5	291	35	69	62	65.5
Salem Woods ES	Monroe SD	PK-5	478	25	64	67	65.5
Central ES	Ferndale SD	PK-5	328	50	60	70	65.0

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

13

Highest Growth Rates in the Region (Olympic ESD)



Growth model results from the 2015 and 2016 Smarter Balanced assessments.

School	District	Grades	Enroll	% FRL	ELA MSGP	Math MSGP	AVG MSGP
Greywolf ES	Sequim SD	K-5	506	47	68	78	73.0
Helen Haller ES	Sequim SD	K-5	611	57	62	73	67.5
Pinecrest ES	Central Kitsap SD	PK-5	448	46	68	63	65.5
Chimacum ES	Chimacum SD	3-5	205	55	64	64	64.0
Belfair ES	North Mason SD	K-5	499	47	62	63	62.5
Neah Bay ES	Cape Flattery SD	K-5	166	76	63	61	62.0
Olalla ES	South Kitsap SD	K-6	343	43	62	60	61.0
Stevens MS	Port Angeles SD	6-8	555	51	55	67	61.0
South Colby ES	South Kitsap SD	K-6	392	24	65	56	60.5
Woodlands ES	Central Kitsap SD	K-5	445	52	59	61	60.0
Emerald Heights ES	Central Kitsap SD	PK-5	593	23	56	64	60.0
Manchester ES	South Kitsap SD	K-6	377	46	56	62	59.0
Roosevelt ES	Port Angeles SD	K-6	502	48	46	71	58.5

Note: schools highlighted in gray indicate a FRL rate higher than the state average of 44%.

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