

Update on the Accountability System

STATE BOARD OF EDUCATION MEETING

MARCH 6, 2018



Objectives

- 1) Decision Points: (Must be determined before public release on March 14th)
 - Name for Index
 - Colors
 - Tier Labels
- 2) Required Action District –Co-Decision making on Future Changes (March, May, July)
- 3) Awards- SBE and OSPI



Starting with the Why...

Every Student Succeeds Act

Pursuing Equity through Closing Gaps

Continuous Improvement for All Schools

Obtain and Retain Effective Educators

Flexibility on Use of Resources



Improvement Mindset

Everyone is in the business of continuous improvement.

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

The arc of progress: Honor what works + explore opportunities to innovate

Different needs require different supports.

Change takes time.



Titles may change
Based on decisions w/
SBE

Comprehensive

Supports required to all identified comprehensive schools.

Targeted

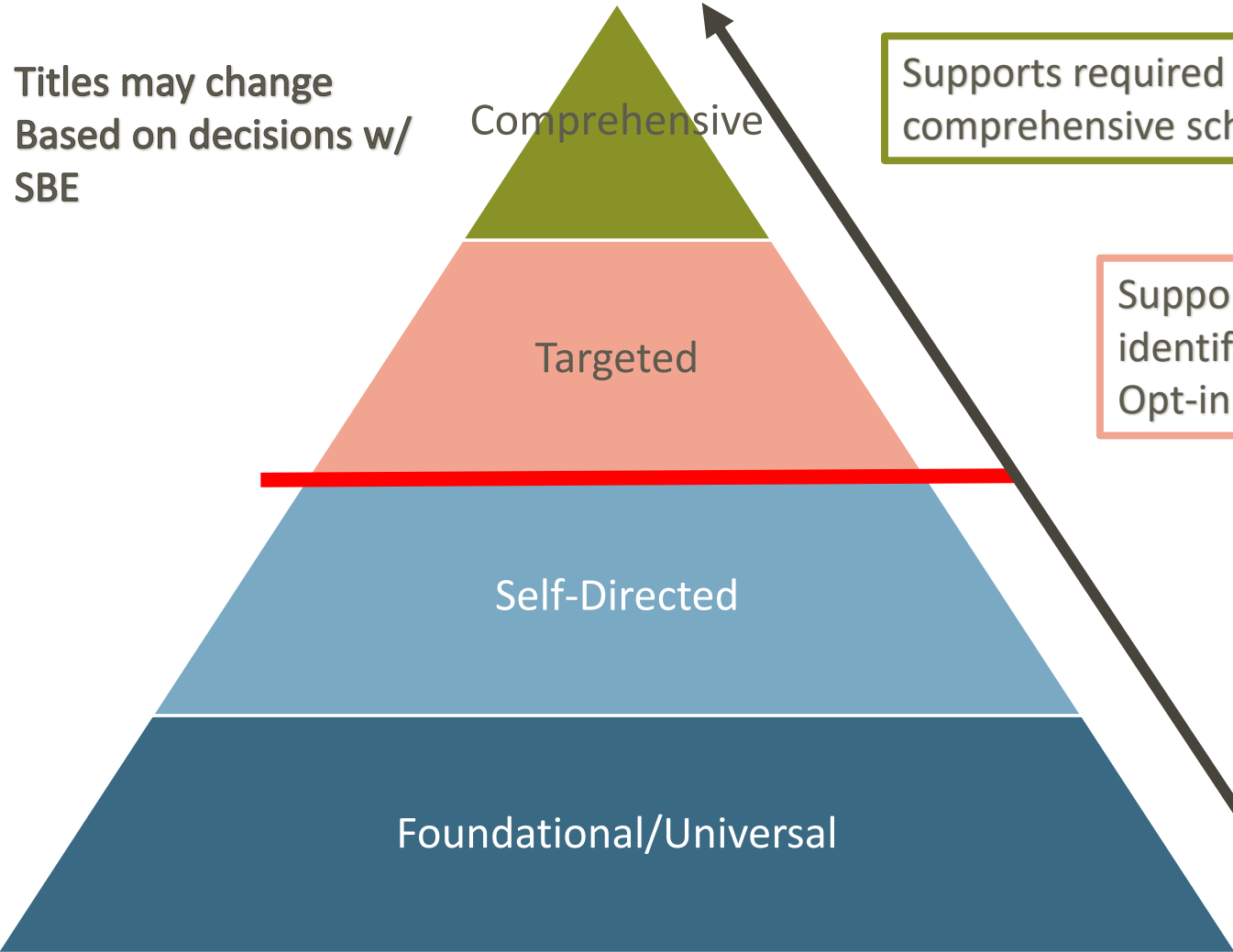
Supports available to districts with identified targeted student groups. Opt-in Grants

Self-Directed

Supports available to all schools/districts, but are opt-in or competitive grants.

Foundational/Universal

Supports available to all Schools/Districts. (i.e. Rule guidance, OER materials)



Decision Point #1- Name of Index

RCW - By November 1, 2013, the state board of education shall propose rules for adoption establishing an **accountability framework** that creates 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.

The state board of education shall develop a **Washington achievement index** to identify schools and school districts for recognition, for continuous improvement, and for additional state support.

Discussion: How do we label this new system with a focus on continuous improvement?



Decision Point #2: Color Display Preferences

This is actually orange!

Two key elements:

1. Shading moves darker at BOTH the top and the bottom.
2. No red color palette included.
3. ADA compliant

OSPI brand colors and suggested transparencies

#49473b R=73 G=71 B=59 Body font color	#5d5b4e R=93 G=91 B=78	#757365 R=117 G=115 B=101	#98978b R=152 G=151 B=139
#dd4f29 R=221 G=79 B=41 Main orange	#e86948 R=232 G=105 B=72	#ee8b64 R=238 G=139 B=100	#f7bc9a R=247 G=188 B=154
#a1ab24 R=161 G=171 B=36	#b7c333 R=183 G=195 B=51	#cbd743 R=203 G=215 B=67	#dee969 R=222 G=233 B=105
#244a5f R=36 G=74 B=95 Main blue	#3a6983 R=58 G=105 B=131	#688e99 R=104 G=142 B=153	#b8d6d8 R=184 G=214 B=216



Orange to Blue



Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latinx of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	Current ELL	Low Income	Students with Disabilities
ELA Proficiency Rate	72.4%	66.7%		40.9%	63.2%		70.4%	76.6%		62.5%	25.4%
Math Proficiency Rate	43.7%				31.9%		38.8%	48.2%		29.4%	16.9%
ELA Median SGP	35						26	38		33	
Math Median SGP	40						48	40		40	
Graduation Rate	88.9%	85.0%		72.0%	81.2%		80.2%	92.3%	65.5%	84.5%	72.6%
EL Progress Rate*	55.8%										
Regular Attendance Rate	75.3%	63.4%	92.3%	61.7%	73.4%	69.2%	67.6%	77.6%	77.4%	67.1%	62.5%
Ninth Grade On Track Rate	65.2%			62.5%	59.5%		55.5%	68.2%	62.1%	56.0%	58.6%
Dual Credit Rate	51.3%	46.9%	47.5%	34.9%	46.9%	32.6%	43.3%	55.0%	16.3%	42.6%	14.5%



Blue to Green

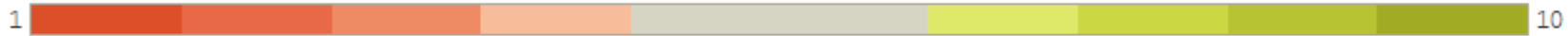


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Decision Point #2- Color palette of Index

RCW – The index shall be based on criteria that are fair, consistent, and transparent. Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments. **The index shall be developed in such a way as to be easily understood by both employees within the schools and school districts, as well as parents and community members.**

Discussion: How do we use colors within the index to make it fair, consistent and transparent AND easily understood?

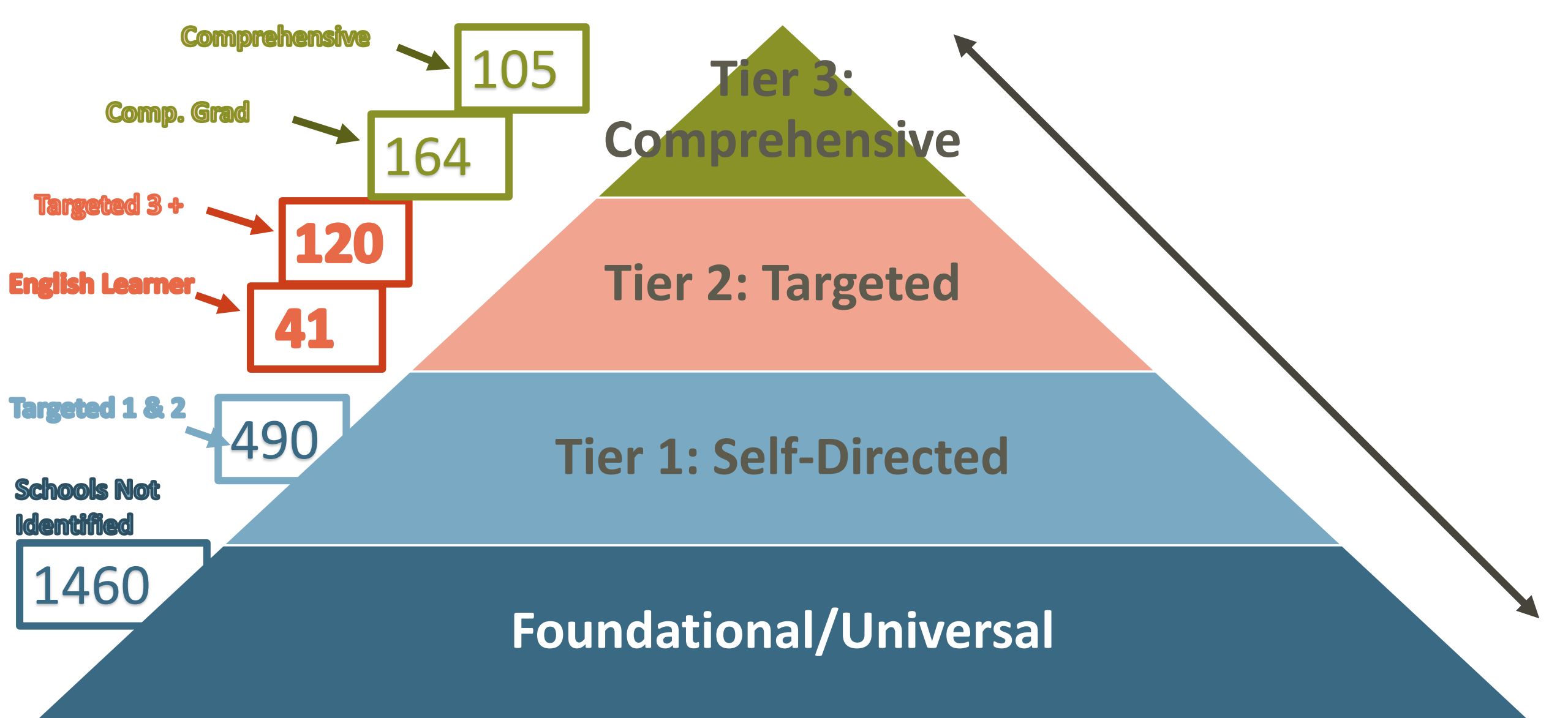


Decision Point #3- Tier Labels

RCW-

- Accountability framework that creates 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.
- It is the legislature's intent that the index provide feedback to schools and school districts to self-assess their progress, and enable the identification of schools with exemplary performance and those that need assistance to overcome challenges in order to achieve exemplary performance.
- The system must apply equally to Title I, Title I-eligible, and non-Title I schools in the state.
- Based on the framework, the superintendent of public instruction shall design a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and, if necessary, requiring intervention in schools and school districts. The superintendent shall submit the system design to the state board of education for review. The state board of education shall recommend approval or modification of the system design to the superintendent.





Begin Alignment of Programmatic Supports for Fall 2018-19

- Analyze Results of Agency PD Inventory (CISL)

- Complete Established Communication Plan
 - Comprehensive—personal notification, base funding and competitive grants for deeper work
 - Targeted—self directed, foundational supports
 - All schools—ESSA Index information
 - Superintendent Data Dives by ESD

- Begin Common Web Presence Implementation
 - System & School Improvement; Special Education—spring 2018



EXAMPLE



State of Washington
Office of Superintendent of Public Instruction

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Attendance and Chronic Absenteeism

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[Data](#)

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Why are we focusing on attendance?
Every absence, excused or unexcused, is a learning opportunity lost and can have significant impacts on a student's success in school and life. A student who misses 10% or more of their school days, which amounts to 18 or more days in a school year—or just two days a month—for any reason is considered chronically absent. Chronically absent students are more likely to fall behind in reading and math and less likely to graduate from high school. Addressing chronic absenteeism and developing good attendance habits is a serious problem for which we all share responsibility.



[Getting Started Toolkit](#)



[Rubric or Assessment Tool](#)



[Best Practices Strategies or Interventions](#)



[Research Summary](#)



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[FAQ](#)



Attendance



[Sign up for email alerts](#)

What's New

Upcoming Events

Notice of Rulemaking
[OSPI is revising the WAC governing absences, excused and unexcused.](#)

Contact Us
Is your school or district addressing absenteeism? Contact us and let us know what you are doing!
krissy.johnson@k12.wa.us





Study

*Who needs the support, and what is needed?
Who is doing well? What does research say?*

Comprehensive Supports	<p>Currently Have:</p> <ul style="list-style-type: none">• Indistar database• UW Min Sun analysis <p>Under Development (by June 30, 2018)</p> <ul style="list-style-type: none">• Develop research methodology for measuring effectiveness of improvement efforts• Interim measures of accountability <p>Planned (July 1, 2018 – June 30, 2019)</p> <ul style="list-style-type: none">• Alternative Accountability system recommendations
Targeted Supports	<p>Currently Have</p> <ul style="list-style-type: none">• Listening and Learning Tour summary analysis <p>Under Development (by June 30, 2018)</p> <ul style="list-style-type: none">• Ed NW compile and share PLC best practice• Map and gap analysis on OSPI PD <p>Planned (July 1, 2018 – June 30, 2019)</p> <p>Evaluate student group supports</p>
Foundational/Self-Directed Supports	<p>Currently Have</p> <ul style="list-style-type: none">• ESSA indicators and identification process• Data informed promising practices <p>Under Development (by June 30, 2018)</p> <ul style="list-style-type: none">• Ed NW literature review of SQSS indicators• Ed NW success outlier work with middle schools• Interstate PLC for SQSS <p>Planned (July 1, 2018 – June 30, 2019)</p> <ul style="list-style-type: none">• SQSS Success outlier identification and gatherings• Ed NW school climate literature review• Evaluate webinar series





Support

What tiered supports are available?

Comprehensive Supports	<p>Currently Have</p> <ul style="list-style-type: none">• Tools in Indistar <p>Under Development (by June 30, 2018)</p> <ul style="list-style-type: none">• Create and pilot a comprehensive needs assessment• District Capacity Assessment for implementing EBPs <p>Planned (July 1, 2018 – June 30, 2019)</p> <ul style="list-style-type: none">• MTSS Foundational Training Modules (Data Inquiry, TIPs, Action Planning)
Targeted Supports	<p>Currently Have</p> <ul style="list-style-type: none">• Cycle of Inquiry Training• On-line MTSS PLC• ESD-based learning communities <p>Under Development (by June 30, 2018)</p> <ul style="list-style-type: none">• Office hours <p>Planned (July 1, 2018 – June 30, 2019)</p> <ul style="list-style-type: none">• On-line modules for district/ESD leads
Foundational/Self-Directed Supports	<p>Currently Have</p> <ul style="list-style-type: none">• Foundational framework, current reality assessment and system-level key practices guide• SQSS Getting Started tool kits <p>Under Development (by June 30, 2018)</p> <ul style="list-style-type: none">• Collect effective practices tools and videos for website• Compile and organize data analysis and resource mapping tools• Expand EBP capacity• Create SQSS Companion tools with Ed NW <p>Planned (July 1, 2018 – June 30, 2019)</p> <ul style="list-style-type: none">• Develop toolkit adaptation for student groups• Deliver EBP, continue capacity building• Develop school climate, early warning system and school-base mentoring web content





Serve

How will tiered supports be communicated/deployed?

Comprehensive Supports

Currently Have

- Existing Coaching structure
- Existing ESD structure

Under Development (by June 30, 2018)

- Development of new continuous improvement mentor system
- OSPI cross agency teams
- OSPI Case studies

Planned (July 1, 2018 – June 30, 2019)

- Launch of continuous improvement mentor system

Targeted Supports

Currently Have

- WSLA Partnership

Under Development (by June 30, 2018)

- Ed NW Compile and share PLC best practice
- NIC 2-day trainings
- Targeted schools summits

Planned (July 1, 2018 – June 30, 2019)

- Facilitate regional peer Learning networks

Foundational/Self-Directed Supports

Currently Have

- Online TA Request Process
- GATE Webinar series
- Partnerships with education associations
- FAQs

Under Development (by June 30, 2018)

- Communication templates
- Expand webinar series to migrant, ALE, SpecEd

Planned (July 1, 2018 – June 30, 2019)

- Continue webinar series
- Launch self-directed, web-based learning modules
- Formalize work with education partners
- Expand communication resources, i.e., print and electronic



Notification and Support Timelines

Communication
to Districts with
Comprehensive
February 28 Start

Email w/Overview
of Schools
March 7 or 8

Public Release of
Data
Week of March
12

Superintendent
Sessions at ESDs
March/April

Statewide Zoom
Meetings
March/April

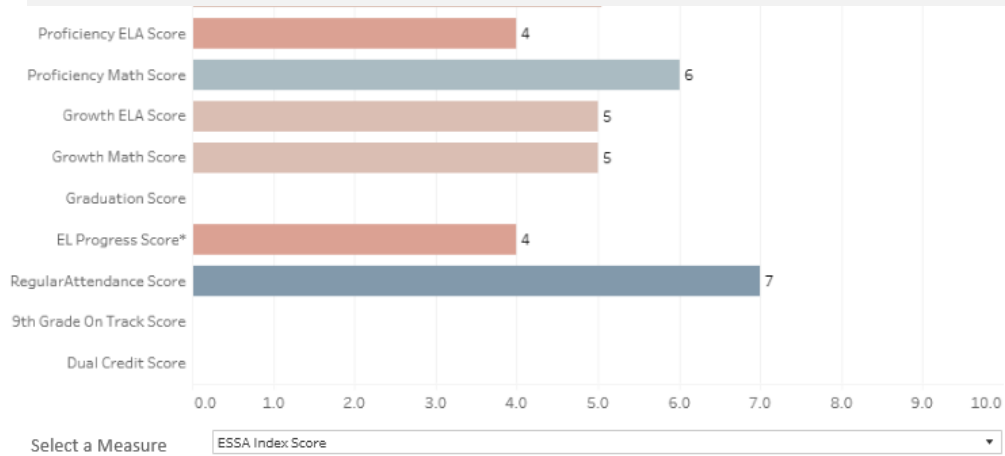


Notification and Support Timelines

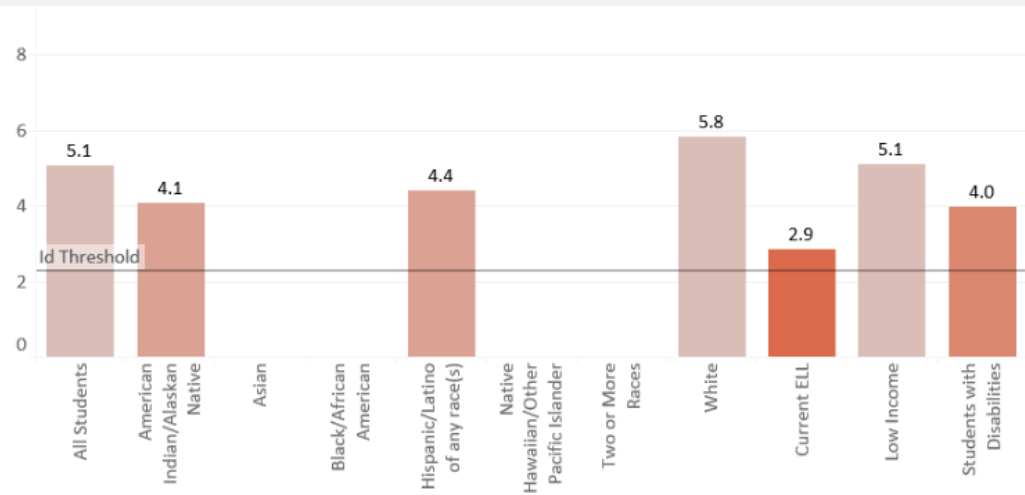
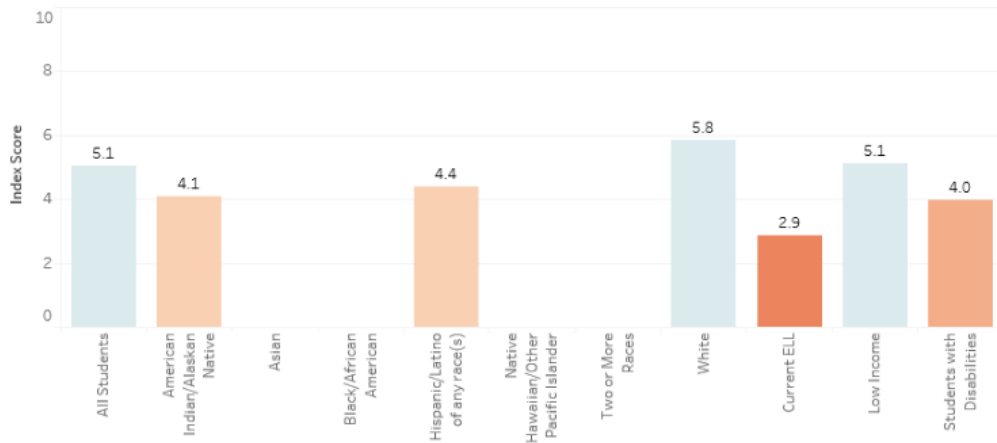
	Comprehensive	Comprehensive- Grad Rate	Targeted	All Schools
Video	✓	✓	✓	✓
Individualized Communication	✓	✓		
Email	✓	✓	✓	✓
ESD Awareness	✓*	✓*	✓*	✓*

* After district notification





Indicator Scores by Student Group



Measures By Student Group

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Math Proficiency Rate	49.9%	47.4%	54.8%		45.1%		35.4%	55.6%	27.5%	47.6%	20.4%
ELA Median SGP	48	41			49			48	48	48	51
Math Median SGP	50	55			43			52	36	48	49
Graduation Rate											
EL Progress Rate*	64.3%										
Regular Attendance Rate	91.9%	84.7%	90.2%	87.5%	93.3%		87.7%	92.5%	93.6%	90.9%	90.5%
Ninth Grade On Track Rate											
Dual Credit Rate											



Timeline of Accountability

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

* Will include Science, in addition to ELA and Mathematics

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





Study

Required Action Districts (RAD)



❑ OSPI recommends that current RAD districts are served through OSPI's tiered support model in 2018-2019

❑ OSPI requests a joint examination (OSPI/SBE) of the state accountability system as follows:

- ✓ Identify relevant RCWs (April 2018)
- ✓ Analyze and discuss potential, jointly led requests on state level accountability (May 2018)*
- ✓ Determine jointly requested legislation on state level accountability (July 2018)*

*SBE Meeting

Thank you!

Office of Superintendent of Public Instruction

Study



Support



Serve

