Every Student Succeeds Act
Recommendations
Accountability System

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
AS1	School Quality or Student Success Indicators	Section 1111 (c)(4)(B)(v)	Include the following measures as the SQ/SS indicator as part of the Annual Meaningful Differentiation of schools, in two phases. Phase 1— 1. A measure of chronic absenteeism 2. A measure of 9th graders on track 3. Advanced course taking Phase 2—Includes the integration of (1) Industry Certification within Advanced Course taking. 1. Integrating Industry Certification within Advanced Course taking 2. Disproportionate discipline 3. School Climate and Engagement Survey 4. Teacher Assignment and Equity All other measures (2–4) will be referred to the OSPI Data Governance team and the Achievement and Accountability Workgroup for review of feasibility, collection, and integration.	Approved by Randy Dorn on November 10, 2016

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AS2	Additional information for Report Card	Section 1111 (h)(1)(C)(xiv)	Anything in recommendation AS1, Phase 2, not determined to be included as an SQSS indicator will be considered, as well as: • Verified Post-Secondary Acceptance • Seal of Biliteracy	Approved by Randy Dorn on November 10, 2016
AS3	High school graduation Indicator	Section 1111 (c)(4)(B)(iii)(II)	Include more than one measure for the high school graduation indicator as part of the Annual Meaningful Differentiation of schools: 1. The 4-Year adjusted cohort graduation rate as required 2. Extended-year adjusted cohort graduation rates: 5, 6, and 7-Year cohort rates	Approved by Randy Dorn on October 31, 2016
AS5	Annual Meaningful Differentiation	1111(c)(4)(C)	Schools will be differentiated by assigning a 1–10 rating, name, and color coded.	Approval Revised by Randy Dorn on November 10, 2016
AS6	Participation Rate	1111(c)(4)(E)	The Achievement & Accountability Workgroup shall develop details around state-determined actions for schools that do not meet 95% 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 technical assistance that would be used to help schools meet 95% participation. AAW would also recommend and define tiered accountability if improvement wasn't made.	Approved by Randy Dorn on October 31, 2016

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AS7	Identification of Schools for Comprehensive Support	1111(c)(4)(D) Identify "at least once every three school years thereafter, one statewide category of schools for comprehensive support and improvement" which shall include not less than the lowest-performing 5 percent of all schools receiving funds under this part in the State"	Identify schools for Comprehensive Support based on the All Students group in combination with targeted subgroups. This approach emphasizes the importance of targeted subgroups' performance. The Achievement & Accountability Workgroup shall review data, and consider different methods for the calculation (weights and proportions) in order to balance the importance of historically underserved populations but not skewing outcomes for schools with large populations of those students.	Approved by Randy Dorn on October 31, 2016
AS8	Identification of Schools for Targeted Support	1111(c)(4)(D)	Identify schools for targeted support by grouping race/ethnicity subgroups together, and grouping program subgroups together. This approach will identify the lowest performing from two categories: race/ethnicity groups, and the lowest performing program groups.	Approved by Randy Dorn on October 31, 2016
AS9	English Learner subgroup definition	1111(b)(3)(B)	The English Learner subgroup be Current English Learner students only.	Approved by Randy Dorn on October 31, 2016
AS10	English Language Proficiency Progress Measure	1111(c)(4) (B)(iv)	With input from BEAC and AAW, OSPI will develop an EL progress measure over the next year. Using the second year of ELPA21 data, OSPI and	Approved by Randy Dorn on October 31, 2016

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			SBE will conduct analyses and simulations.	
AS11	Long-term goals and timelines	1111(c)(4)(A)	**Overall goals**: Improvement every year, based on reducing the number of non-proficient students each year by a specified percent.	Approved by Randy Dorn on October 31, 2016
AS12A	Interim targets method – **elementary and middle schools**	1111(c)(4)(A)	For elementary and middle schools, long-term goals and interim progress toward those goals be determined using a hybrid approach, based on a combination of proficiency and adequate growth.	Approved by Randy Dorn on October 31, 2016
AS12B	Interim targets method – **high schools**	1111(c)(4)(A)	Option for a target-setting method: • Interim steps based on an end-point (which could be 100% or something less than that (see ASW11))	Approved by Randy Dorn on October 31, 2016
AS13A	Indicator weighting	1111(c)(4) (C) (i) and (ii)	Elementary Schools SQSS — Low Middle Schools SQSS — Low High Schools SQSS — Low If additional items from AS1, Phase 2 (2–4), or others are included as SQSS indicators, the AAW will consider and make recommendations on changing the SQSS weighting from low to medium.	Approval Revised by Randy Dorn on November 10, 2016

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AS13B	Weighting within the grad rate indicator: cohorts	1111(c)(4)(A)(i)(I)(bb) and 1111(c)(4)(B)(iii)(II)	Prioritize most recent cohort (4 year)	Approved by Randy Dorn on October 31, 2016
AS14	Equity Lens	Not directly cited in ESSA accountability sections of the law	OSPI and SBE, and EOGOAC review the recommendations from the CPT and the workgroups through an equity lens and incorporate a focus on equity and serving historically underserved students in the final ESSA Consolidated Plan.	Approved by Randy Dorn on October 31, 2016
AS15	Amount of Tier Names for Display for Accountability		Display 4 tier names for accountability.	
AS16	Tier Names for Display		Use terms of support for tier labels for accountability.	
AS17	Participation Rate		Top 4 options for consideration: Option 1: Embedding non-participants as non-proficient in proficiency rate calculation, and thus is factored into the index and accountability determinations. Option 3: Require improvement plan including SMART goals and plan	

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			regarding lagging subgroups. Option 7: Calculate the participation rate by subgroup and see if any subgroup is lower than all students, if so, plan is focused on those groups in form of school improvement plans. Option 8: School improvement plan, no rewards/recognition for 3 years, if no improvement after 3 years, school rating will be lowered.	
No vote was taken. All options to move forward to Superintendent Reykdal for consideration.	Tier Names/Labels of Support		Option 1: Exceeds Expectations Meets Expectations Approaches Expectations Does Not Meet Expectations Option 2: Targeted Support Award Recognition Award Achievement Award Option 3: Lowest 5% Lowest 6-25% 26-80% Highest 20% Option 4: Exemplary	

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			Commendable Under-Performing Lowest Performing Minimal Average Advanced Intensive Option 5: Minimal Average Heightened Intensive Option 6: Minimal Support Average Support Increased Support Intensive Support	
AS18	Comprehensive and Targeted Framework		"Each indicator in the multiple measures framework shall have an even distribution of schools on a 1–10 scale, and the threshold between each shall be established as a baseline. The lowest performing 5% of schools, based on the combined multiple measures, will be identified for comprehensive support. Subgroups within schools shall also have the same standard as is established for comprehensive support schools. Any school with a	

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			subgroup with combined multiple measures that falls below that threshold will be identified for targeted support."	
AS19	English Learners Progress Measure		"An English learner shall be defined to be making progress if she or he advances in at least one domain* and also does not regress in any domain. For this progress definition, the proficient levels (4 or 5) are combined. The English learner progress measure shall be reconsidered in three years (corresponding to the next timeline for identification of schools for support). There will be additional data available to assess student and school patterns of progress. Also to be reconsidered at that time are the inclusion of students' initial English language proficiency levels and other characteristics."	
AS20	English Learners Progress Measure Inclusion in the Model		"Schools that are in the lowest performing 5% of schools on the English Learner Progress measure shall be identified for targeted support, if they have not already been	

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			identified for comprehensive support."	
AS21	English Learners Progress Measure Study and Future Weighting		"As we reconsider the ELP measure, OSPI and stakeholder groups shall also study and review the interplay of English Learner populations and other measures within the accountability system."	
AS22	Extended Graduation Rate Inclusion		"The four-year graduation rate shall be the base for the graduation rate indicator. Schools that have relatively high increases in graduation rates in the extended timeframe (5th, 6th, and 7th years) shall move up on the 1–10 scale."	
AS23	9th Graders on Track Definition		"The percent of students passing all attempted credits where credits attempted >0"	
AS24	Dual Credit Definition		"The percent of students who completed a dual credit course or program (AP, IB, College in the High School, Cambridge, Running Start or Tech Prep)."	