



ESSA Accountability Workgroup

Andrew Parr, State Board of Education
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Section 1111 - State Plans



Section 1111 - State Plans

- (a) Filing for State Grants – must file a State Plan (p. 19)
- (b) Challenging Academic Standards and Academic Assessments
- (c) Statewide Accountability System**
- (d) School Support and Improvement Activities
- (e) Prohibition
- (f) Existing State Law
- (g) Other Plan Provisions
- (h) Reports – State Report Card
- (i) Privacy
- (j) Voluntary Partnerships
- (k) Special Rule – BIE Schools (p. 51)

Section 1111 covering the State Plan encompasses only 32 of the 391 page document.

The requirements for the state accountability section is covered in 4 pages.



Section 1111 (c) (4)

➤ Description of the Statewide Accountability System

- Long-Term Goals
 - Proficiency, Graduation, ELPA21
- Indicators
 - Proficiency
 - Growth (non-high schools)
 - Graduation (high schools)
 - Progress in achieving English language proficiency
 - Measures of Other School Quality
- Annual Meaningful Differentiation
- Identification of Schools
- Annual Measurement of Achievement – 95 Percent Participation
- Partial Attendance (0.5 Years in School)



Long-Term Goals

- “...Establish ambitious State-designed long-term goals, which shall include measurements of interim progress toward meeting such goals...”
 - For the All Students group and student subgroups, increases in
 - Academic achievement as measured by ELA, math, and science proficiency
 - High school graduation rates
 - All goals must be set for the same length of time
 - For English Learners, increases in the percentage of such students making progress in achieving English language proficiency

Seemingly, the State could propose the same Uniform Bar for all schools (like AYP) or school-level AMO types of performance targets.

Considerations and Questions

1. These Goals as described in RCW 28A.150.210 and WAC 180-105-020 may not conflict with ESEA as amended.
2. What should the time frame for Goal Attainment be?
3. States may design Linear-Exponential-Step (2- or 3-Year) interim increases?
4. Given our experiences with ESEA, should the State Plan include a mechanism to reset goals?
5. What shall the measure(s) be as derived from the ELPA21?
 - Percent making a gain on the ELPA21.
 - Percent reclassifying from ELPA21.
 - Median Point Gain by the students at the school.



Indicators

- For all public schools in the State and based on the long-term goals
 - **Proficiency** on the ELA, math, and science assessments
 - **Growth** for non-high schools
 - **Graduation** rate for high schools
 - Progress in achieving English language proficiency
 - At least one indicator of school quality or student success

These are both new indicators for the Achievement Index.

Considerations and Questions

1. For the English language proficiency goals, should the system include:
 - Multiple measures?
 - What measures?
 - Percent showing a point gain?
 - Percent reclassifying?
 - School median point gain?
2. School quality or student success
 - Multiple measures?
 - What measures?
 - Exclusionary discipline?
 - Chronic absenteeism?
 - Student engagement and motivation?



Annual Meaningful Differentiation

- “Establish a system of meaningfully differentiating, on an annual basis, all public schools in the State, which shall...”
 - Be based on all the indicators
 - Each indicator must carry ‘substantial’ weight
 - Have the ability for differentiation of student groups that are consistently underperforming on all indicators
- Achievement Index

Considerations and Questions

1. How does the indicator weighting change with the additional indicators?
2. Should the State Plan describe a transition phase for an Index that includes new indicators?
3. Potential to add elements to the Index without overcomplicating.
4. Reconstitute the Current and Former ELL student groups?

The Board has stressed the importance of maintaining year-to-year Index comparability. We start this work anticipating minimal changes to the Index.



Washington Achievement Index

The Achievement Index, as currently designed, meets most of the requirements specified in the ESSA.

School Level	ESSA Requirement	Current Index Design	Meets ESSA Requirement?
All Levels	Measures of proficiency on annual assessments	ELA, math, and science proficiency rates	YES
ES & MS	Growth measure and/or another valid and reliable academic indicator	Growth Model SGPs	YES
HS	Four-year adjusted cohort graduate rate, with discretion to use the extended-year adjusted cohort rate	Extended-year adjusted cohort rate	YES
All Levels	Progress in achieving English language proficiency		NO
ES & MS	One indicator of school quality		NO
HS		Dual Credit Participation	YES



Identification of Schools

- Based on the system of school differentiation (Achievement Index), establish a methodology to identify
 - beginning in 2017–18, one statewide category of schools for comprehensive support and improvement, as described in subsection, which shall include—
 - not less than the lowest-performing five percent of all schools receiving funds under this part in the State;
 - all public high schools in the State failing to graduate one third or more of their students; and
- And identify schools with a “consistently underperforming” subgroup of students.

Considerations and Questions

1. Should the one category of schools continue to be referred to as Priority Schools?
 - Based on lowest Index rating?
 - Based on lowest proficiency rates?
2. How to define the “lowest performing 5 percent” of Title I schools for comprehensive support?
 - Based on lowest Index rating?
 - Based on lowest proficiency rates?
3. How many schools with a low performing subgroup should be identified for targeted support?
 - Should these be referred to as Focus Schools?
 - On what specific measure(s) should these schools be identified?



Annual Measurement of Achievement

- Annually measure the academic achievement of at least 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments
- Provide a clear and understandable explanation of how the State will factor the 95 percent participation requirement into the statewide accountability system.

Considerations and Questions

1. What (if any) consequences for low participation on assessments should the State Plan describe?
2. Should the State Plan propose the option to use a 3-Year average participation rate when the current year rate does not meet the threshold?

Partial Attendance

- In the case of a student who has not attended the same school within a local educational agency for at least **half of a school year**, the performance of such student on the indicators
 - may not be used in the system of meaningful differentiation of all public schools for the school year; and
 - shall be used for the purpose of reporting on the State and local educational agency report cards for the school year.

Considerations and Questions

- In prior years, a student must have been 'continuously enrolled' for the full year to be included in school accountability.
- The ESSA lowers the time any student must be enrolled to factor into school accountability.
- How should the 'half of a school year' be defined?
 - Enrolled for at least 90 **consecutive** days before testing?
 - Enrolled for at least 90 days (**total**) that might be separated by short-term transfers to other schools?



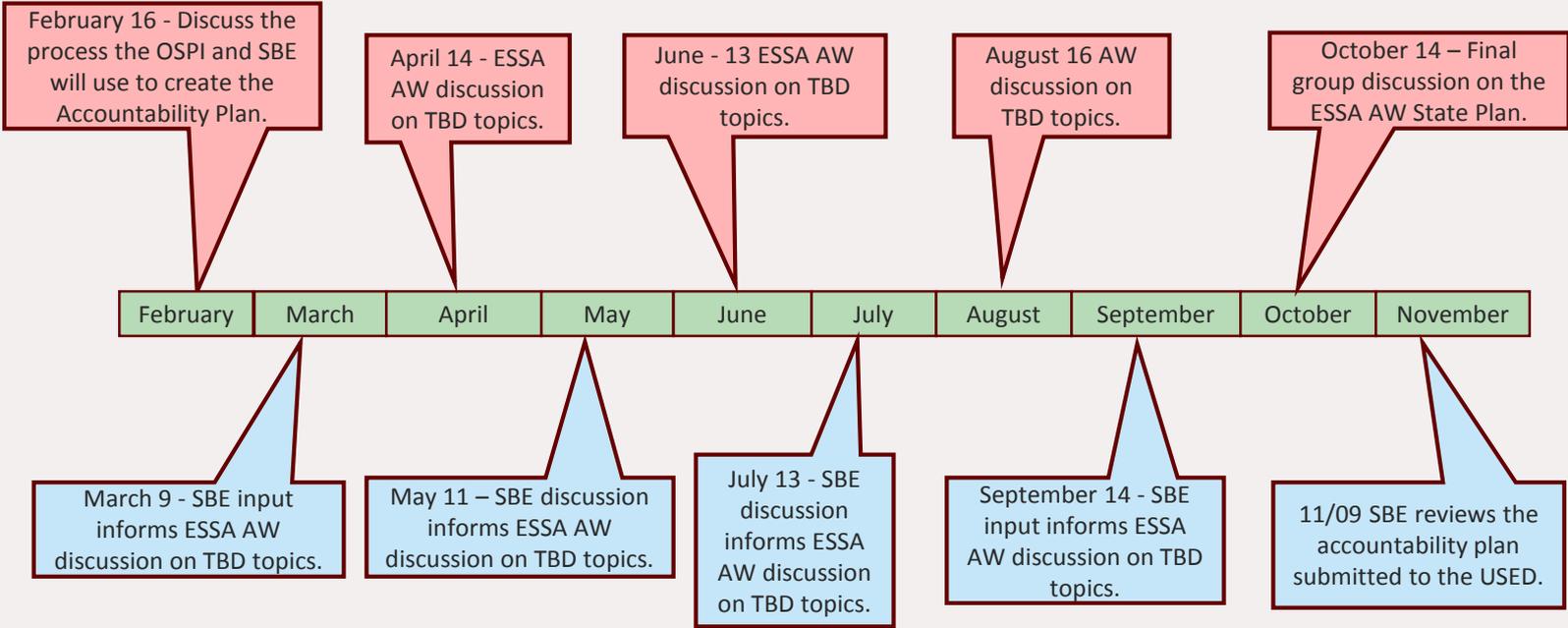
Federal Guidance

- States can expect Federal Guidance on a myriad of issues over the course of the next year.
- Recently received guidance:
 - Non-Waiver states are not required to set aside 20 percent of Title I funds for tutoring and school choice
 - States no longer have to ensure that teachers meet the “highly qualified” definition
 - To help states and districts reduce the number of tests students take
 - States are not required to hold districts accountable for their performance against AMAOs 1, 2, and 3 under Title III of the ESEA for 2014-15 or 2015–16.
- No schedule for federal Guidance has been released but more is on the way.



Timeline

ESSA Accountability Workgroup Meetings



State Board of Education Meetings



Website: www.SBE.wa.gov

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