
ESEA FLEXIBILITY REQUEST

August 29, 2012

Joint Select Committee on Education Accountability

Bob Harmon, Assistant Superintendent, OSPI

Andy Kelly, Assistant Superintendent, OSPI

Bill Mason, Director of Operations, OSPI

Sarah Rich, Policy Director, SBE

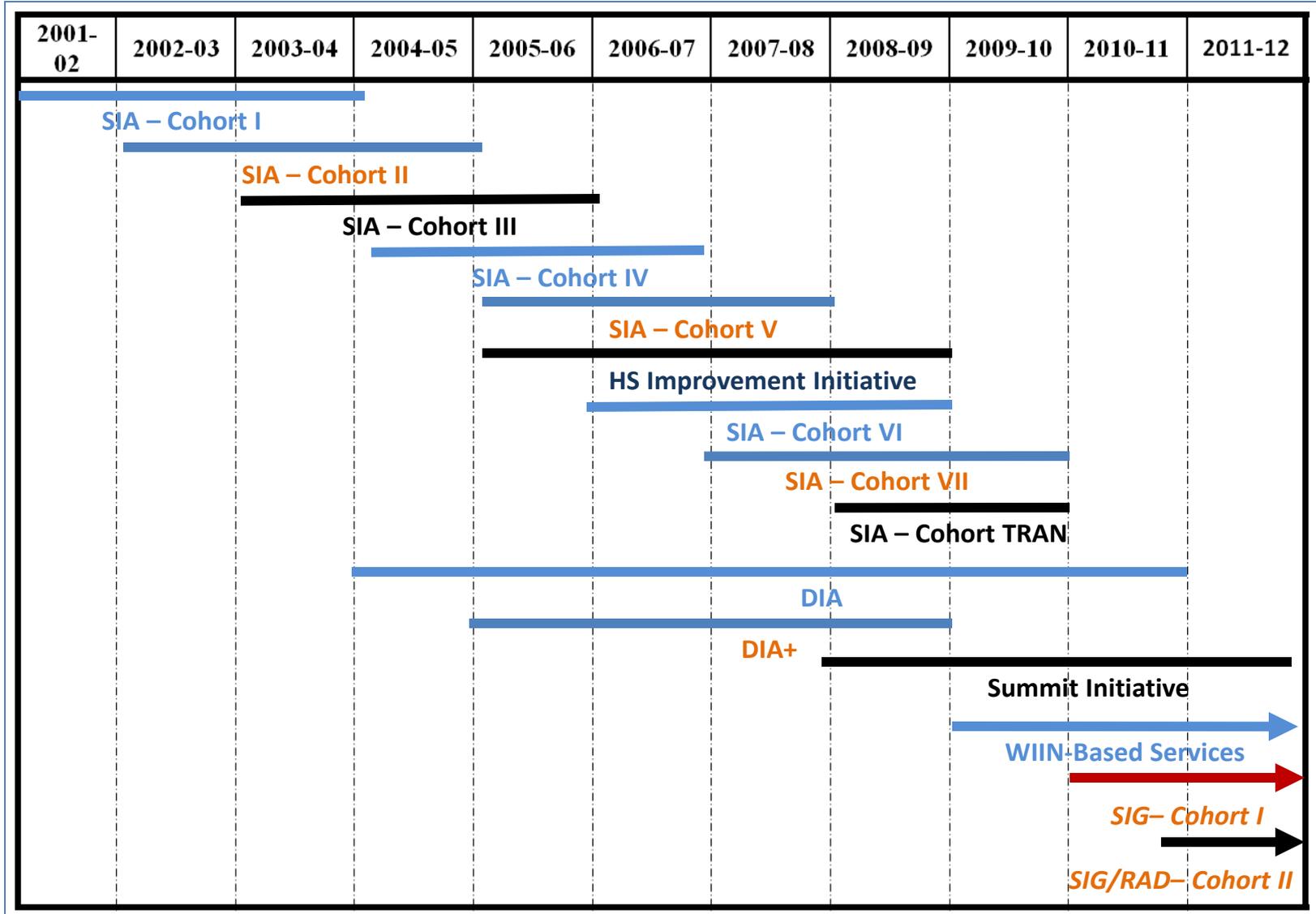
GOALS FOR PRESENTATION

- Provide brief history of school improvement in Washington State
- Share background for *ESEA Flexibility Request*
- Describe highlights of Principle 2
- Outline criteria used for each classification of schools identified through Principle 2
- Share requirements and support/services
- Describe process to transition to new Accountability System and Index
- Respond to questions

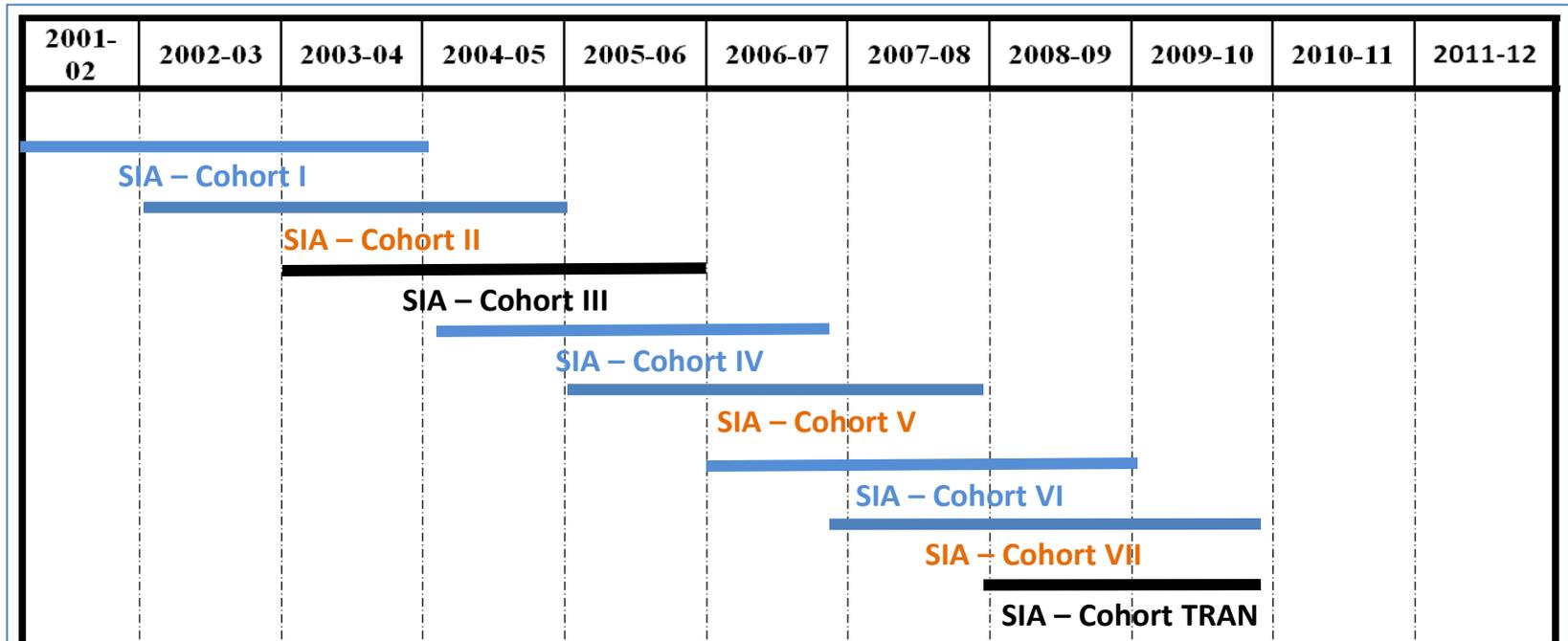


HISTORY: STATE & FEDERAL POLICY & FUNDING FOR SCHOOL AND DISTRICT IMPROVEMENT

SCHOOL IMPROVEMENT: TRANSITIONING TO MEET NEW CHALLENGES



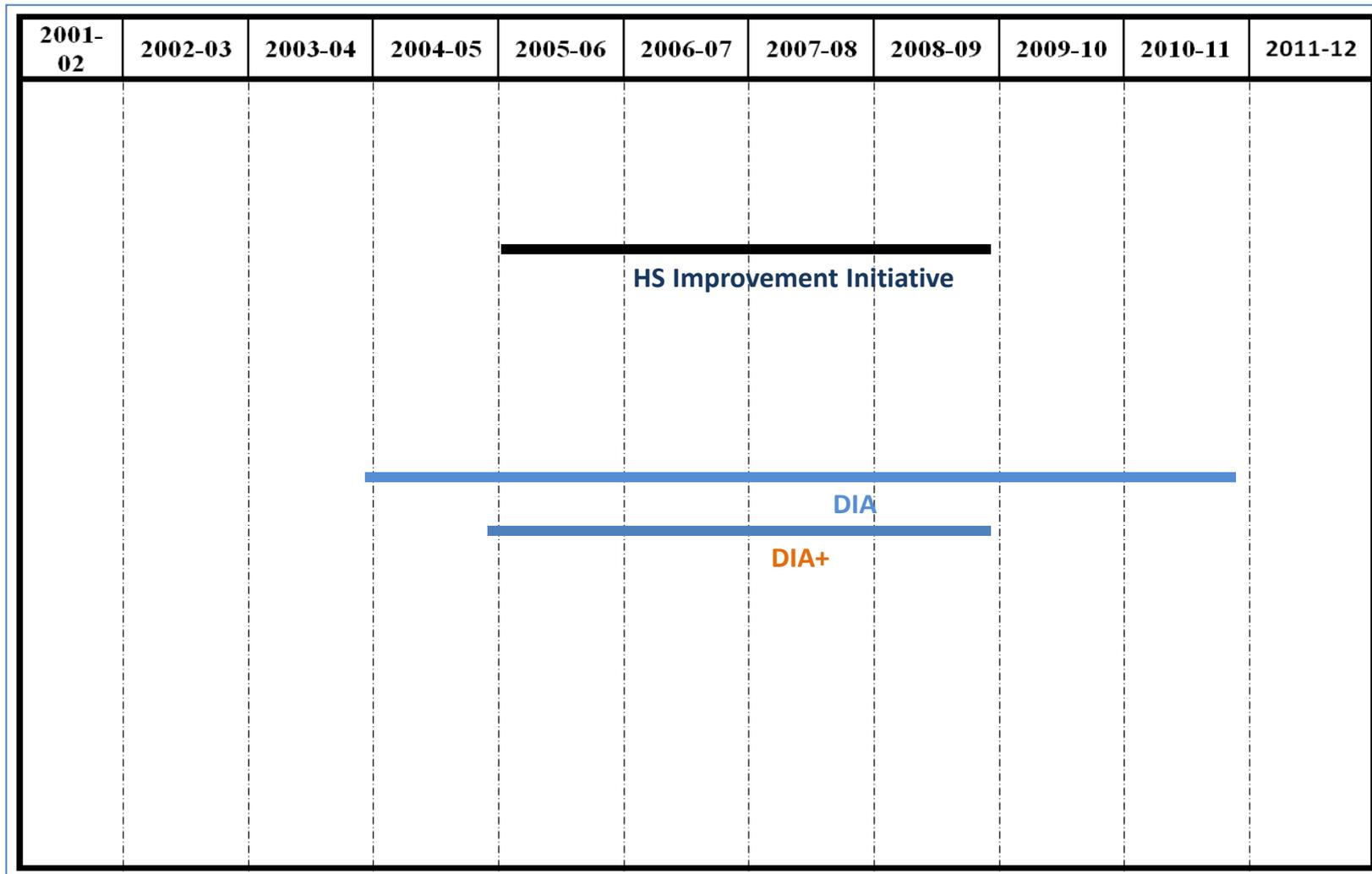
2001-10: STATE FOCUSED ASSISTANCE AND FEDERAL SCHOOL IMPROVEMENT GRANT FUNDS



State	\$.781	\$ 1.75	\$ 3.05	\$ 3.05	\$ 4.05*	\$ 4.05	\$ 4.05	\$ 4.05	\$ 2.00	\$ 0.00	\$ 0.00
Federal		\$ 1.9	\$ 3.16	\$ 5.8	\$ 7.08	\$ 7.04	\$ 7.3	\$ 14.5**	\$ 15.3	\$ 14.8	\$ 15.7
Other					\$ 1.0*	\$ 1.0	\$ 1.0	\$ 1.0	\$ 0.00	\$ 47.9***	

Annual Funding Sources and Amounts to Support School Improvement
(funding amounts expressed in millions)

2005-09: PUBLIC/PRIVATE PARTNERSHIP BETWEEN WASHINGTON STATE LEGISLATURE AND GATES FOUNDATION



2010: FEDERAL SCHOOL IMPROVEMENT GRANTS

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12

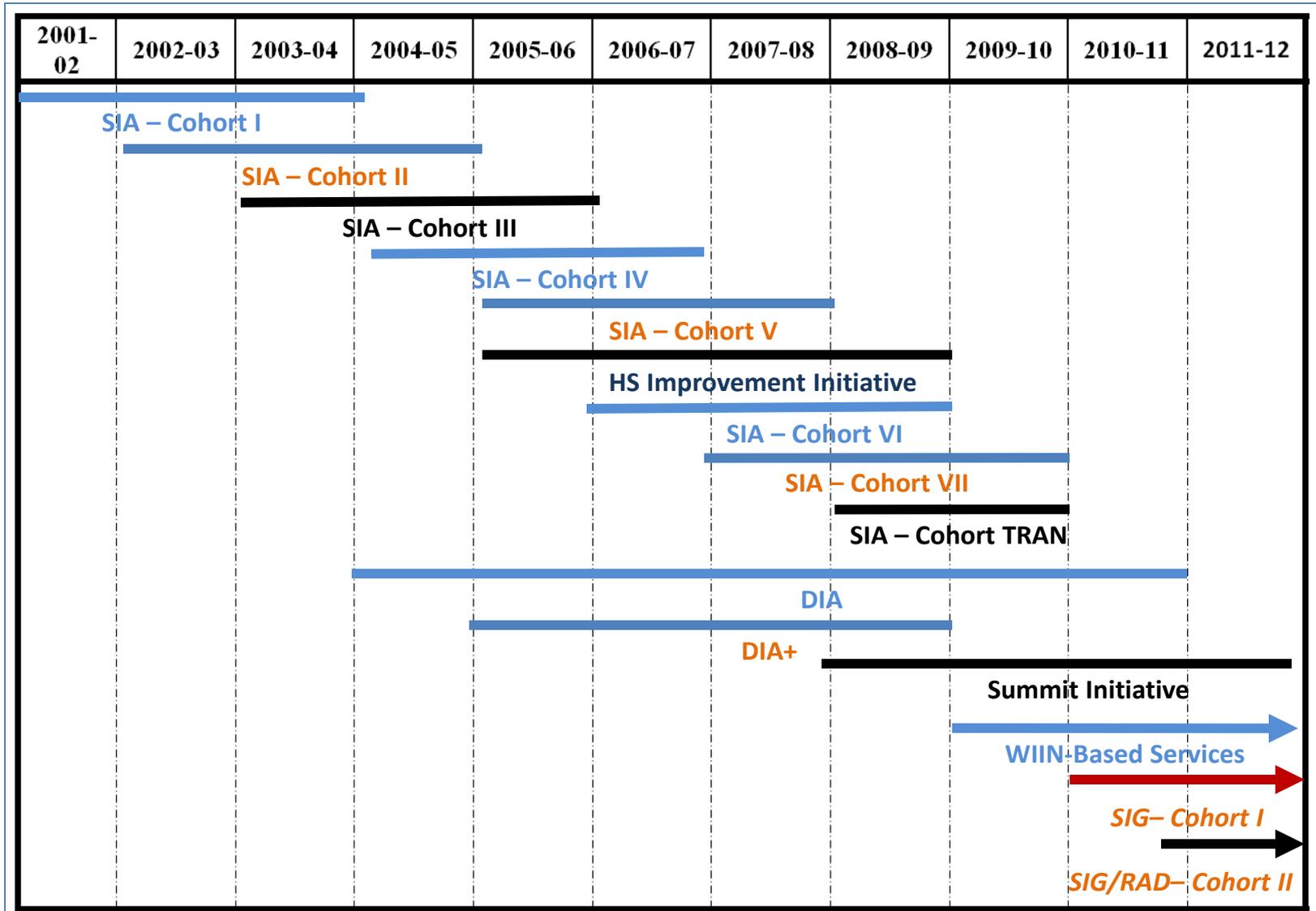
The diagram features two horizontal arrows pointing to the right. The top arrow is blue and labeled "WIIIN-Based Services", starting at the 2009-10 mark and extending to the 2011-12 mark. The bottom arrow is red and labeled "SIG-Cohort I", starting at the 2010-11 mark and extending to the 2011-12 mark.

2011: FEDERAL SCHOOL IMPROVEMENT GRANTS AND STATE REQUIRED ACTION DISTRICTS

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12


SIG/RAD—Cohort II

SCHOOL IMPROVEMENT: TRANSITIONING TO MEET NEW CHALLENGES





BACKGROUND FOR ESEA FLEXIBILITY REQUEST

CHOOSING TO BE BOLD

Every child in Washington deserves an excellent education in an effective school. The AYP system was failing our students, demoralizing our teachers, and paralyzing our districts as they worked to improve.

ESEA flexibility allows us to re-calibrate our goals, specifically focus on the identified areas for improvement and incrementally grow...for the good of ALL of our kids. The \$58 million dollars freed state-wide will allow our local communities to re-invest in the success of our students and leverage dollars in a way that will ensure we meet the moral obligation to our kids.

Randy Dorn

Superintendent of Public Instruction

WHAT DOES ESEA FLEXIBILITY REQUIRE FROM STATES?

1. Ensure college- and career-ready expectations for all students (Common Core State Standards [CCSS] and Smarter Balanced Assessment Consortium [SBAC] in Washington)
2. Implement state-developed system of differentiated recognition, accountability, and support
3. Support effective instruction and leadership (Teacher and Principal Evaluation Project [TPEP] in Washington)
4. Reduce duplication and unnecessary burden on school districts by the State

WHAT DOES ESEA FLEXIBILITY PROVIDE FOR STATES?

Highlights:

1. Flexibility to determine new ambitious and achievable annual targets for reading, mathematics, and graduation rates.
2. Elimination of AYP determinations and associated sanctions for schools in improvement, including 20% set-aside of Title I, Part A funds for Public School Choice and Supplemental Education Services and 10% set-aside for professional development for schools.
3. Elimination of associated sanctions for districts in improvement and the 10% set-aside for professional development for districts.

STAKEHOLDER INPUT COMPLETED

- House Education Committee
- Title I Committee of Practitioners
- District Superintendents in Skagit County and within Educational Service Districts (ESD) 105, 113, and 114
- ESEA Waivers Stakeholders Group
- Tribal Leaders Congress
- OSPI Cabinet
- State Board of Education (SBE) meeting
- Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- CCSSO pre-review
- ESEA Flexibility Webinars
- ESD 101, ESD 113, and Puget Sound ESD Title I Directors
- Special Education Advisory Council (SEAC)
- The Affiliated Tribes of Northwest Indians (ATNI)
- Bilingual Education Advisory Committee (BEAC)
- Private School Advisory Committee (PSAC)

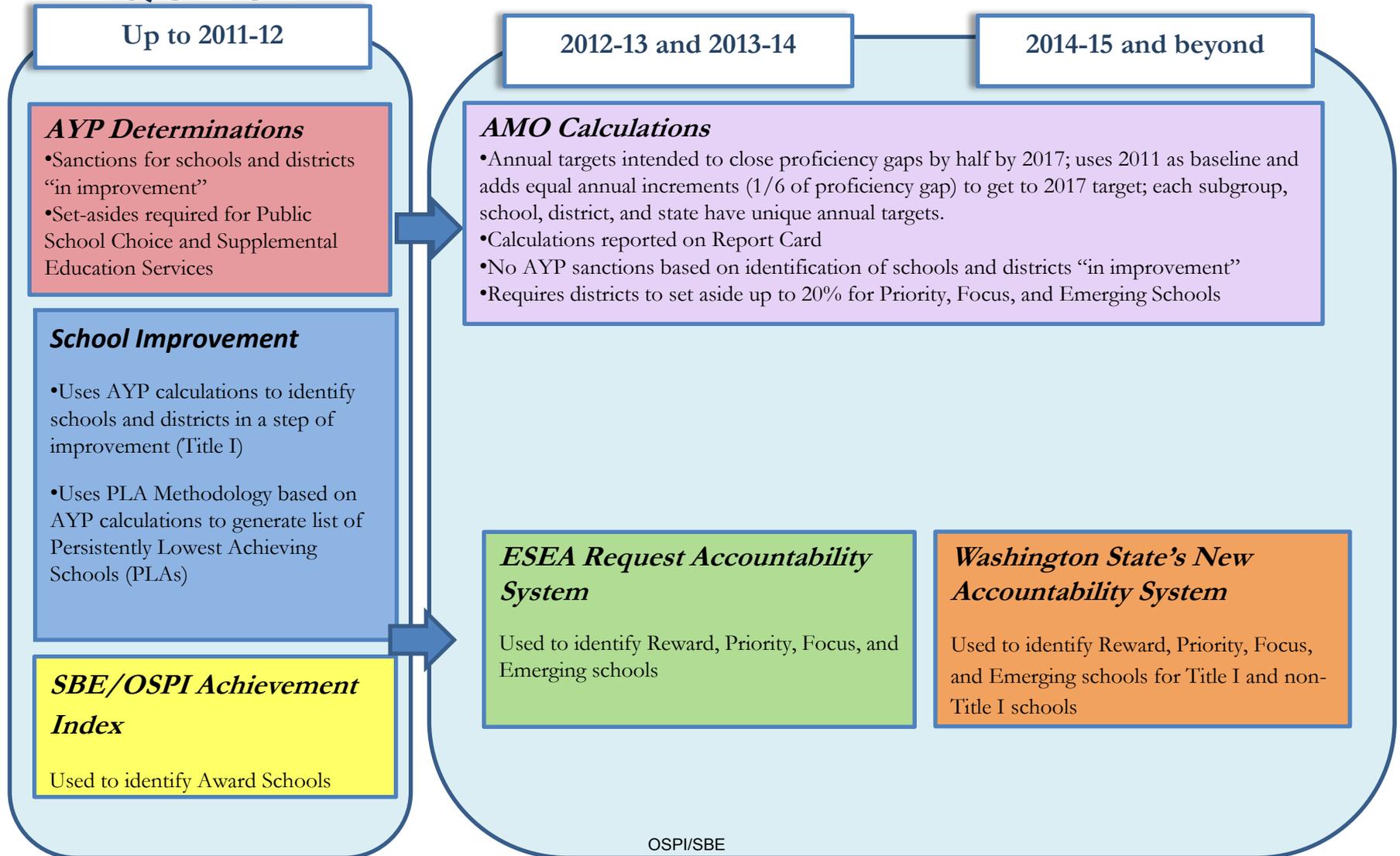
UNPACKING PRINCIPLE 2

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

STATES MUST:

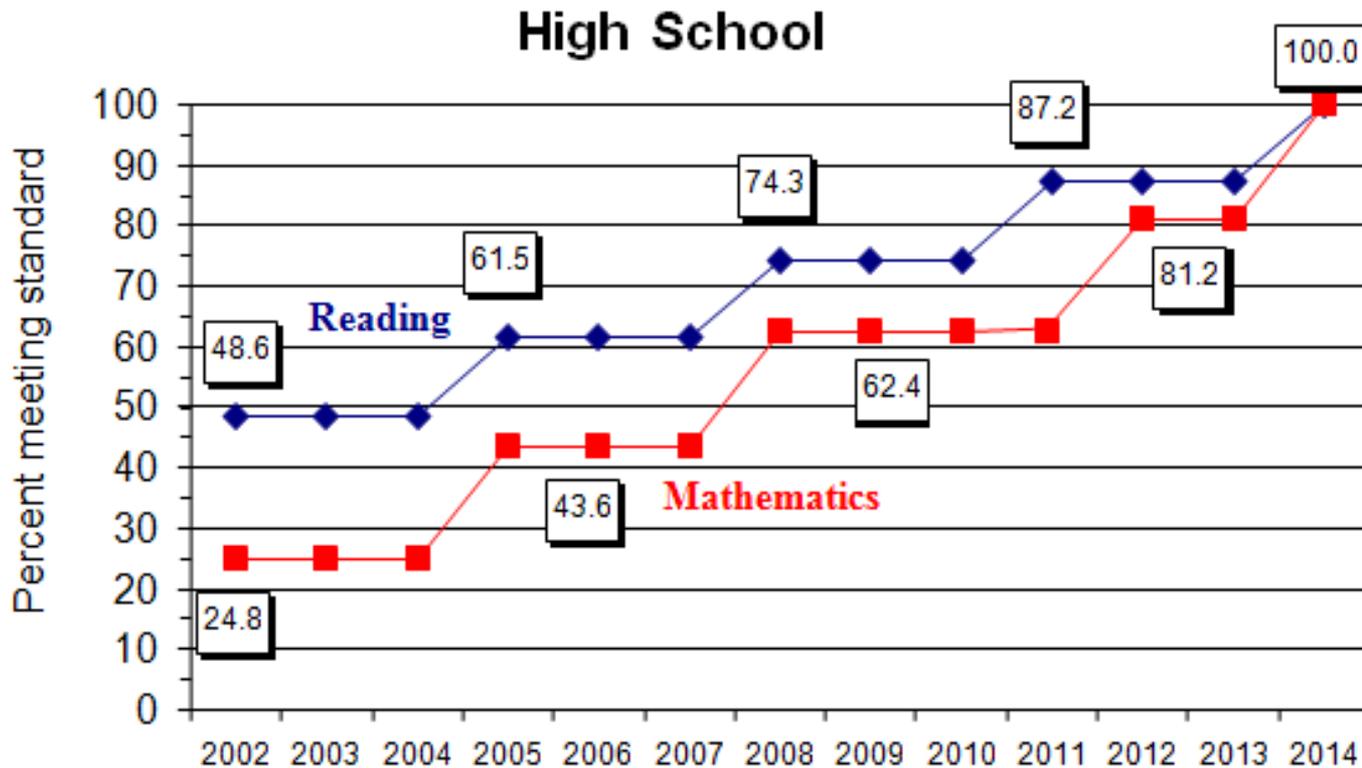
- Set ambitious, but achievable, Annual Measurable Objectives (AMOs)
- Identify:
 - **Reward schools:** Provide incentives and recognition for high-progress and highest performing Title I schools
 - **Priority schools:** Identify lowest performing schools and implement interventions aligned with the **turnaround principles**
 - **Focus schools:** Identify and implement **meaningful interventions** (e.g., turnaround principles) in schools with the lowest performing subgroups
 - **Emerging schools:** Identify other low-performing Title I schools and provide incentives and support
- Build state, district, and school capacity

ACCOUNTABILITY SYSTEM BASED ON ESEA REQUEST



STATE UNIFORM BAR GOALS UNDER OLD NCLB REQUIREMENTS

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



TRAJECTORY TO SUCCESS

Systems, like excellent teachers, must differentiate their approach based on need. The old system demanded a “one-size fits all” approach and was neither improving achievement overall nor closing the achievement gaps between our sub-populations.

The new system creates a “road map” for incremental growth and reveals an expectation that each and every year we both raise the proficiency levels for ALL students and reduce the achievement gaps among our sub-populations.

As we climb towards 100% of our kids meeting standard, the flexibility in the new system—coupled with the freedom at the building and district level to innovate—puts us on a trajectory to success.

Randy Dorn

Superintendent of Public Instruction

ESEA REQUEST & AMOs

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

U.S. DEPARTMENT OF EDUCATION OPTIONS

A

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

B

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

C

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

WASHINGTON'S CHOICE

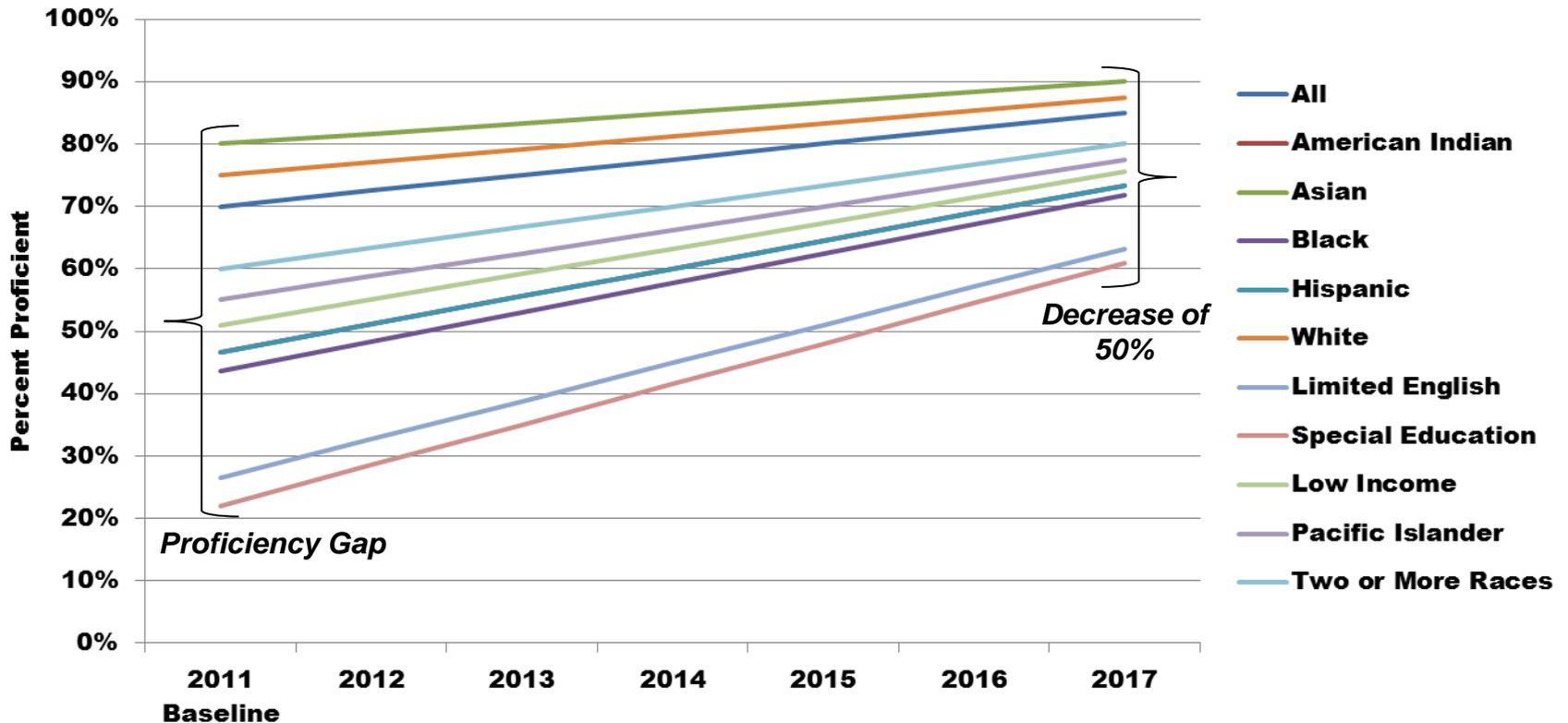
Option A

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

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

NEW AMOs (Targets): Cut Proficiency Gap by Half by 2017
 Sample High School - 10th Grade Reading

Our goal for all Students remains 100% meeting standard!



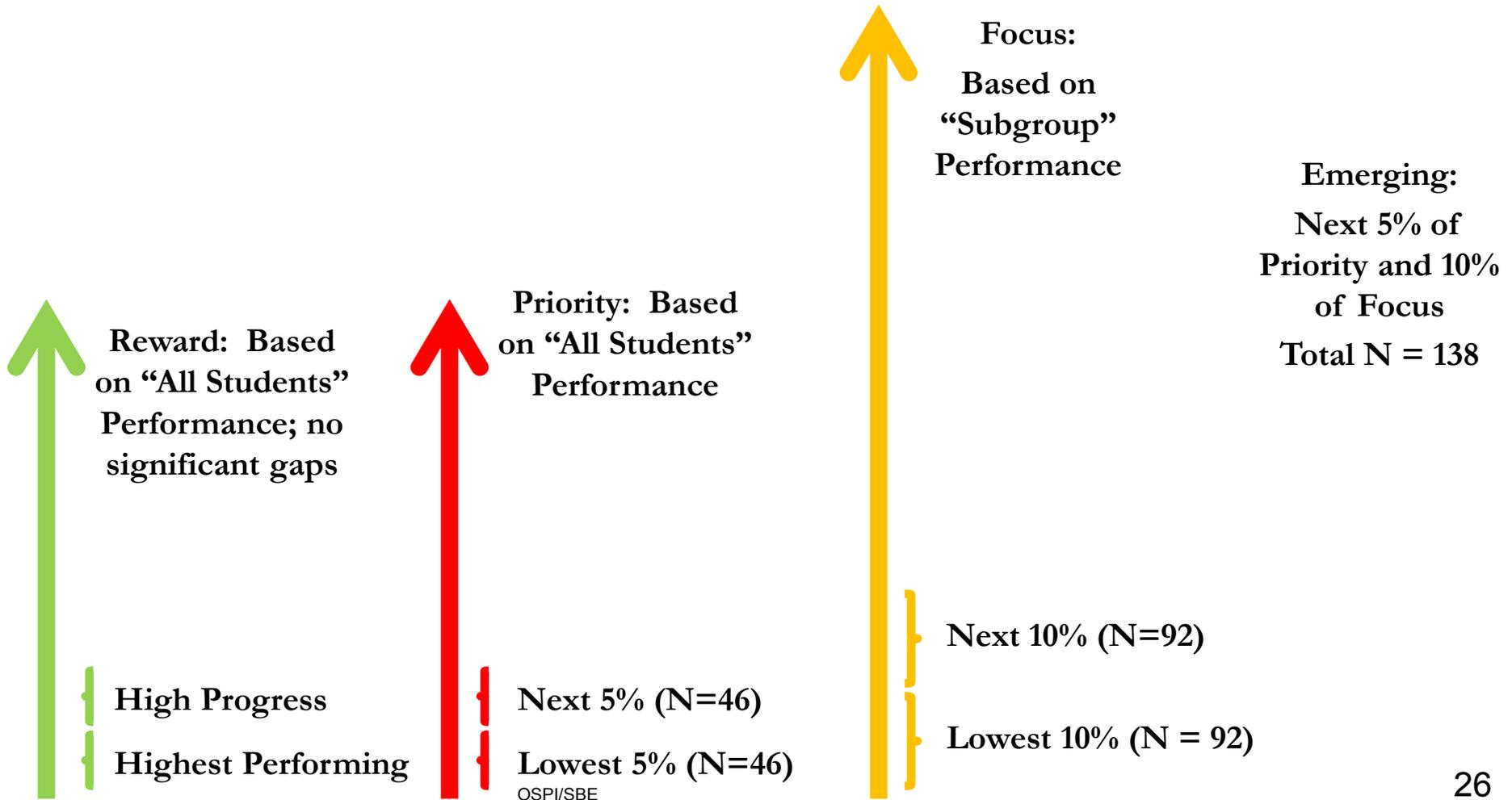
IMPACT OF ESEA FLEXIBILITY REQUEST

	Cohort I (2012-13) Identify Spring 2012	Cohort II (2013-14) Identify Fall/Winter 2012	Cohort III (2014-15) Identify Fall/Winter 2013
Reward Schools (Title I Schools)	<ul style="list-style-type: none"> Identify <i>Highest Performing</i> and <i>High-Progress Schools</i> 	<ul style="list-style-type: none"> Use ESEA-approved methodology Pilot “Draft Accountability Index” 	<ul style="list-style-type: none"> Use “Accountability Index”
Priority Schools (Title I+ Schools)	<ul style="list-style-type: none"> Use ESEA-approved calculation for <i>All Students</i> group Implement “turnaround principles” in 2012-13 <p><i>Note: N=46; includes 27 SIG schools and 19 newly identified schools</i></p>	<ul style="list-style-type: none"> Use ESEA-approved methodology to determine “Newly Identified Priority Schools” Pilot “Draft Accountability Index” Implement “turnaround principles” in 2013-14 <p><i>Note: Total for Cohorts I & II is at least 46.</i></p>	<ul style="list-style-type: none"> Use “Accountability Index” Determine “Newly Identified Priority Schools” Implement “turnaround principles” in 2014-15 <p><i>Note: Total for Cohorts I, II, & III is at least 46.</i></p>

IMPACT OF ESEA FLEXIBILITY REQUEST

	Cohort I (2012-13) Identify Spring 2012	Cohort II (2013-14) Identify Fall/Winter 2012	Cohort III (2014-15) Identify Fall/Winter 2013
Focus Schools	<ul style="list-style-type: none"> • Use ESEA-approved calculation for <i>All Subgroups with N of at least 20</i> • Implement “meaningful interventions” in 2012-13 <p><i>Note: N=92</i></p>	<ul style="list-style-type: none"> • Use ESEA-approved methodology to determine “Newly Identified Focus Schools” • Pilot “Draft Accountability Index” • Implement “meaningful interventions” in 2013-14 <p><i>Note: Total for Cohorts I & II is at least 92.</i></p>	<ul style="list-style-type: none"> • Use “Accountability Index” to determine “Newly Identified Focus Schools” • Implement “turnaround principles” in 2014-15 <p><i>Note: Total for Cohorts I, II, & III is at least 92.</i></p>
Joint Select Committee, OSPI, SBE	<ul style="list-style-type: none"> • May –Sept, 2012: Joint Select Committee convenes and OSPI, SBE engage stakeholders • Sept 2012: Interim Report 	<ul style="list-style-type: none"> • Fall/winter 2012: Develop “Draft Accountability Index” • Jan-Aug 2013: Finalize “Accountability Index” • Sept 2013: Final Report 	<ul style="list-style-type: none"> • Sept 2013: Final Report • Fall/winter 2013: Use “Accountability Index” • Jan 2014: Legislature approves Washington State Accountability Index and System

REWARD, PRIORITY, FOCUS, AND EMERGING SCHOOLS





REQUIREMENT FOR PRIORITY, FOCUS, AND EMERGING SCHOOLS

PRIORITY, FOCUS, AND EMERGING SCHOOLS

Requirement	Priority	Focus	Emerging
Engage in Needs Assessment (Sept – Oct)	√	√	√
Develop Student and School Success Action Plan using findings from Needs Assessment (Oct – Nov)	√*	√*	√**
Implement Plan aligned with Turnaround Principles	√		√***
Implement Plan aligned with meaningful interventions that match unique needs of school and subgroups	√	√	√
Districts: Set-aside up to 20% of Title I, Part A funds; ensure school(s) implements Plans as designed; build capacity to sustain	√	√	√

*Use findings from external Needs Assessment (NA)

**Use findings from internal Needs Assessment (NA)

***If Emerging School is identified from Priority Schools list

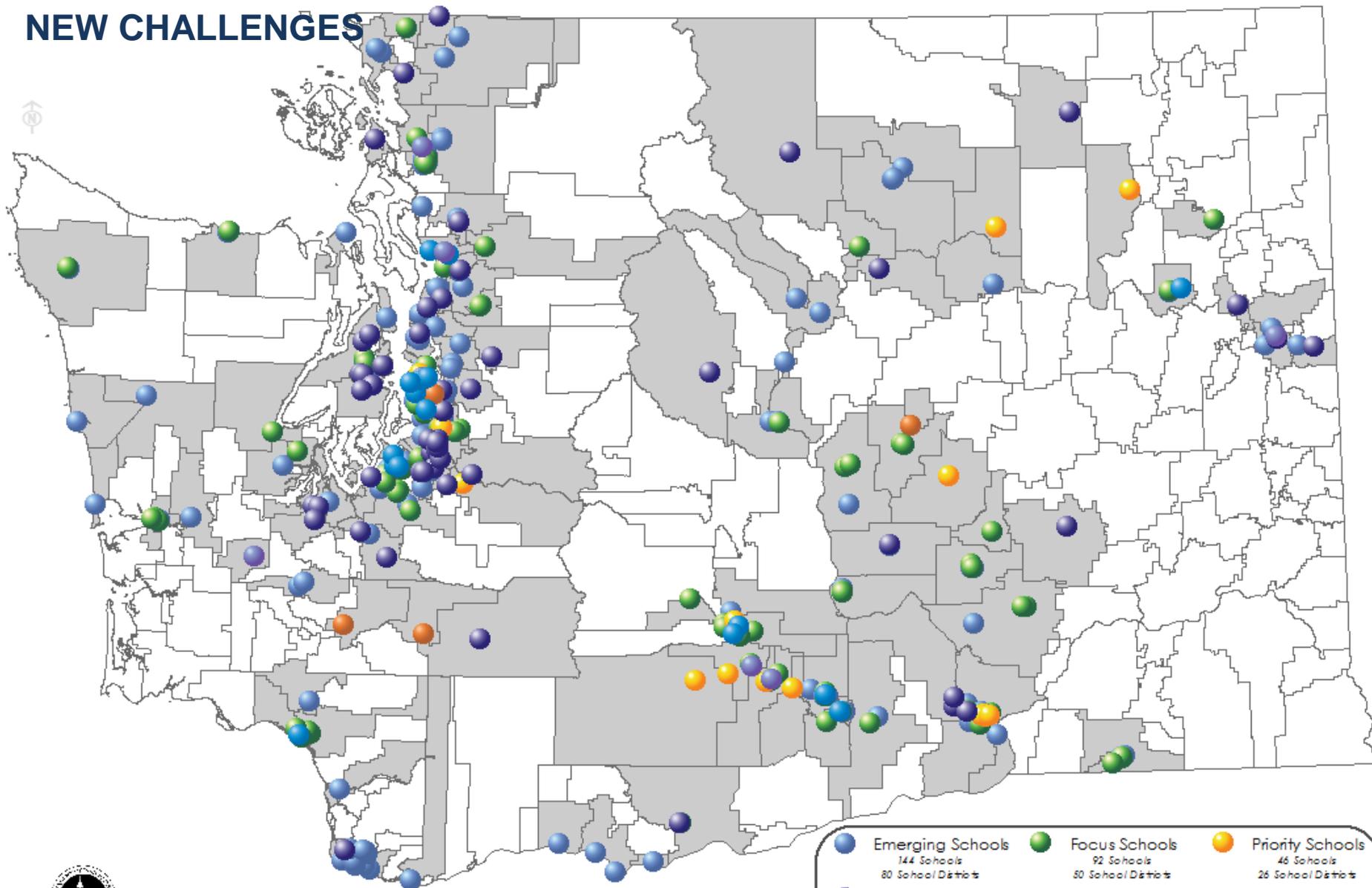


SUPPORTS AND SERVICES

PRIORITY, FOCUS, AND EMERGING SCHOOLS

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

OFFICE OF STUDENT AND SCHOOL SUCCESS: TRANSITIONING TO MEET NEW CHALLENGES



Emerging Schools 144 Schools 80 School Districts	Focus Schools 92 Schools 80 School Districts	Priority Schools 46 Schools 26 School Districts
Reward Schools 64 Schools 39 School Districts	RAD Schools 4 Schools 4 School Districts	Emerging, Focus, Priority, and Reward School Districts
SIG Cohort I Schools 17 Schools 9 School Districts	SIG Cohort II Schools 6 Schools 6 School Districts	



Carly Walker, MS GIS
GIS Data Admin./Analyst
OSSS, August 13, 2012

OSPI/SBE

THE WASHINGTON ACHIEVEMENT INDEX



Sarah Rich, Policy Director
Washington State Board of Education

SBE STATEMENT OF BELIEF:



- All students deserve an excellent and equitable education.
- There is an urgent need to strengthen a system of continuous improvement in student achievement.
- The primary goal of education is to prepare students to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship (RCW 28A.150.220).

AUTHORIZED SBE ROLE

ESHB 2261 (2009):

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

E2SSB 6696 (2010):

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

WHY REVISE THE INDEX?

An opportunity to:

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

INDEX PRINCIPLES

Alignment with system goals

- Preparing students for post-secondary education, gainful employment, and citizenship.

Student growth data

- Equitable way to evaluate school and district performance.

Disaggregation by subgroup

- Necessary to ensure that achievement and growth gaps are not hidden.

Tool for practitioners and policymakers

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

CURRENT INDEX

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

School Year 2010-2011						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	6	7	5	4	7	5.80
Achievement of low income students	6	6	1	1	2	3.20
Achievement vs. peers	7	7	6	4	4	5.60
Improvement from the previous year	4	4	6	6	1	4.20
Index Scores	5.75	6.00	4.50	3.75	3.50	4.70 Good

2010-11 Achievement Gap										
INDICATORS	Reading			Math			Ext Graduation Rate			Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic stds	6	7	7	3	7	7	4	3	1	5.00
Achievement of white and Asian students	7	7	7	4	7	7	6	3		6.12
Achievement Gap										1.12

INDEX REVISIONS

Will Include

- Student Proficiency
- Student growth
- Disaggregated data

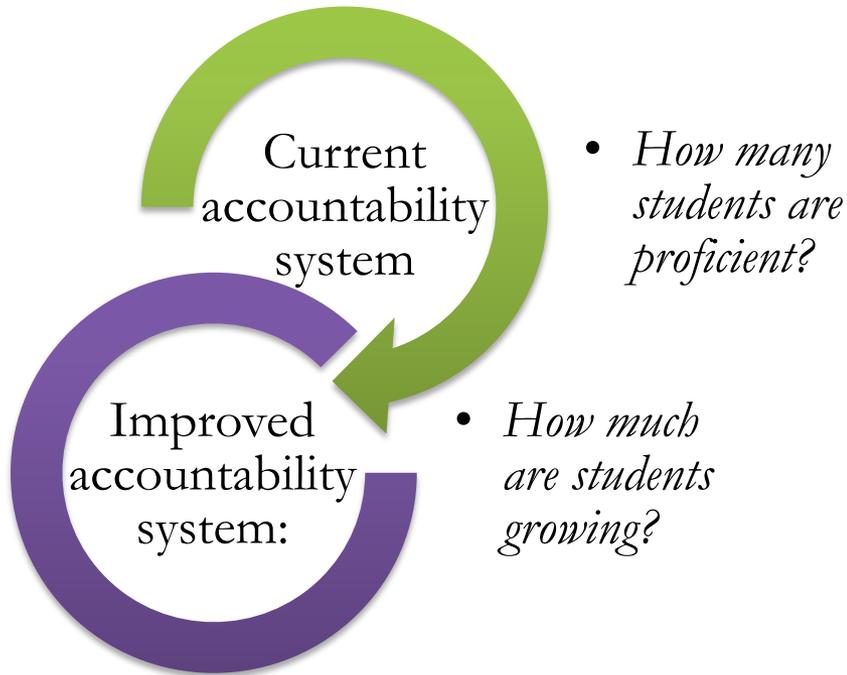
May Include

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

Changes

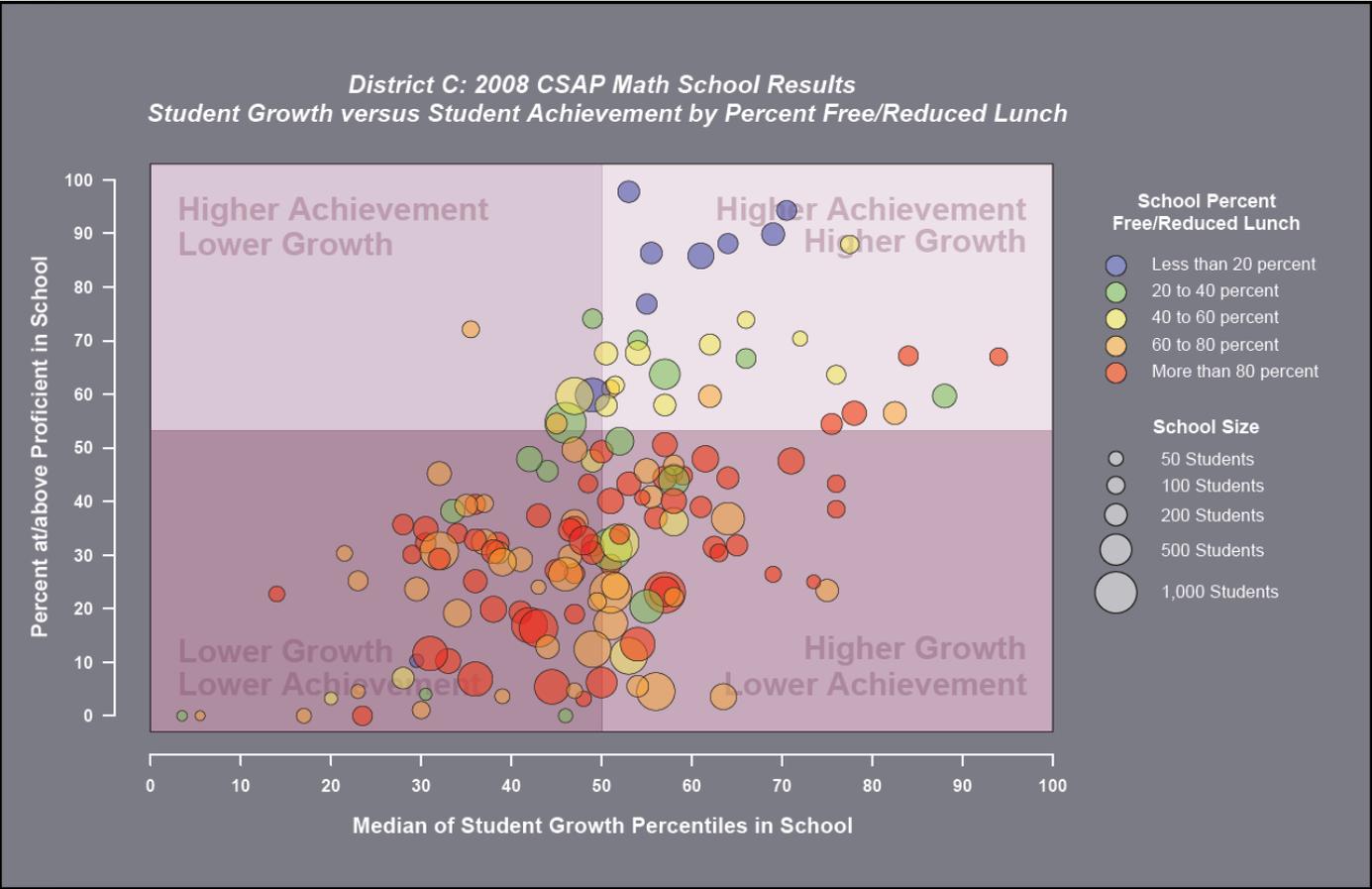
- Comparison to peers
- Including English Language Learner proficiency data after 1 year of instruction (versus 3 years in current Index)

IMPROVING OUR EVALUATION OF SCHOOL PERFORMANCE



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

STUDENT GROWTH PERCENTILES



ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP



AAW INPUT

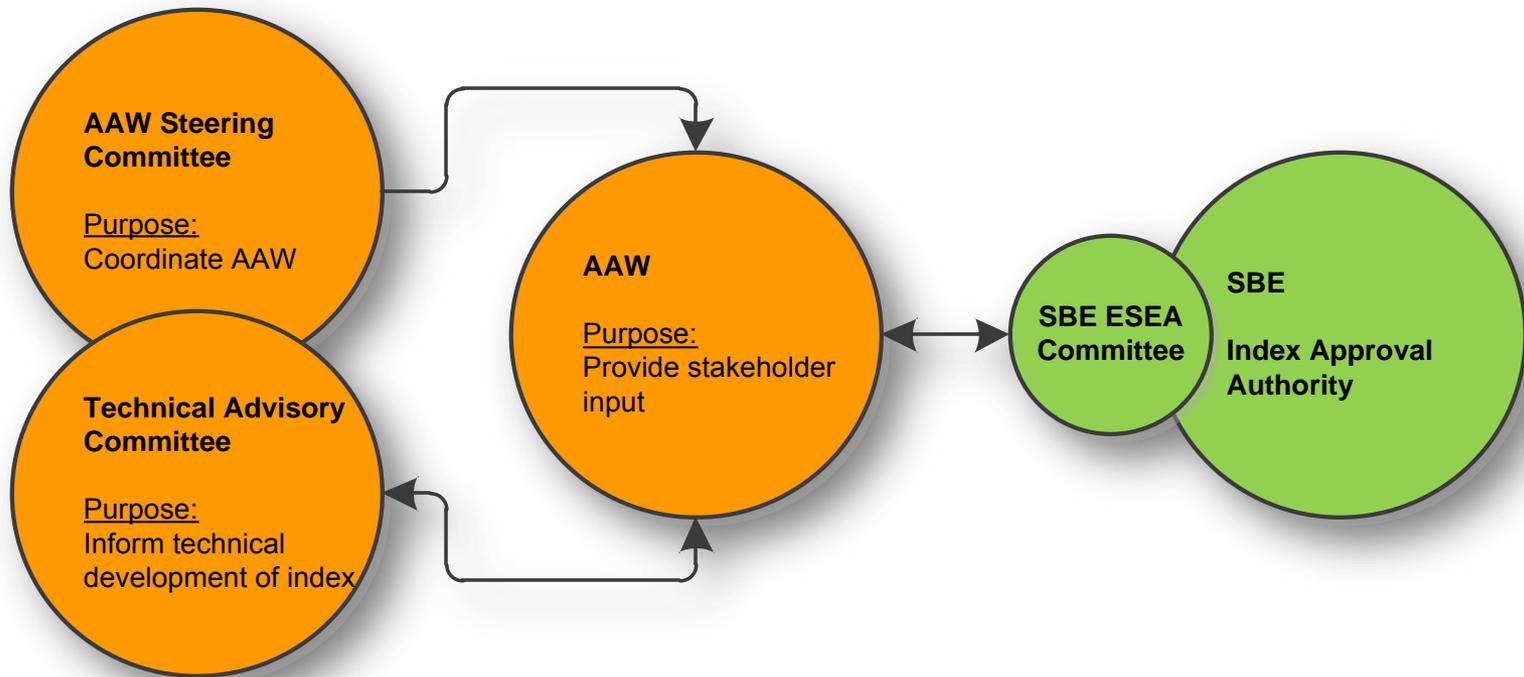
Phase I: Achievement Index

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

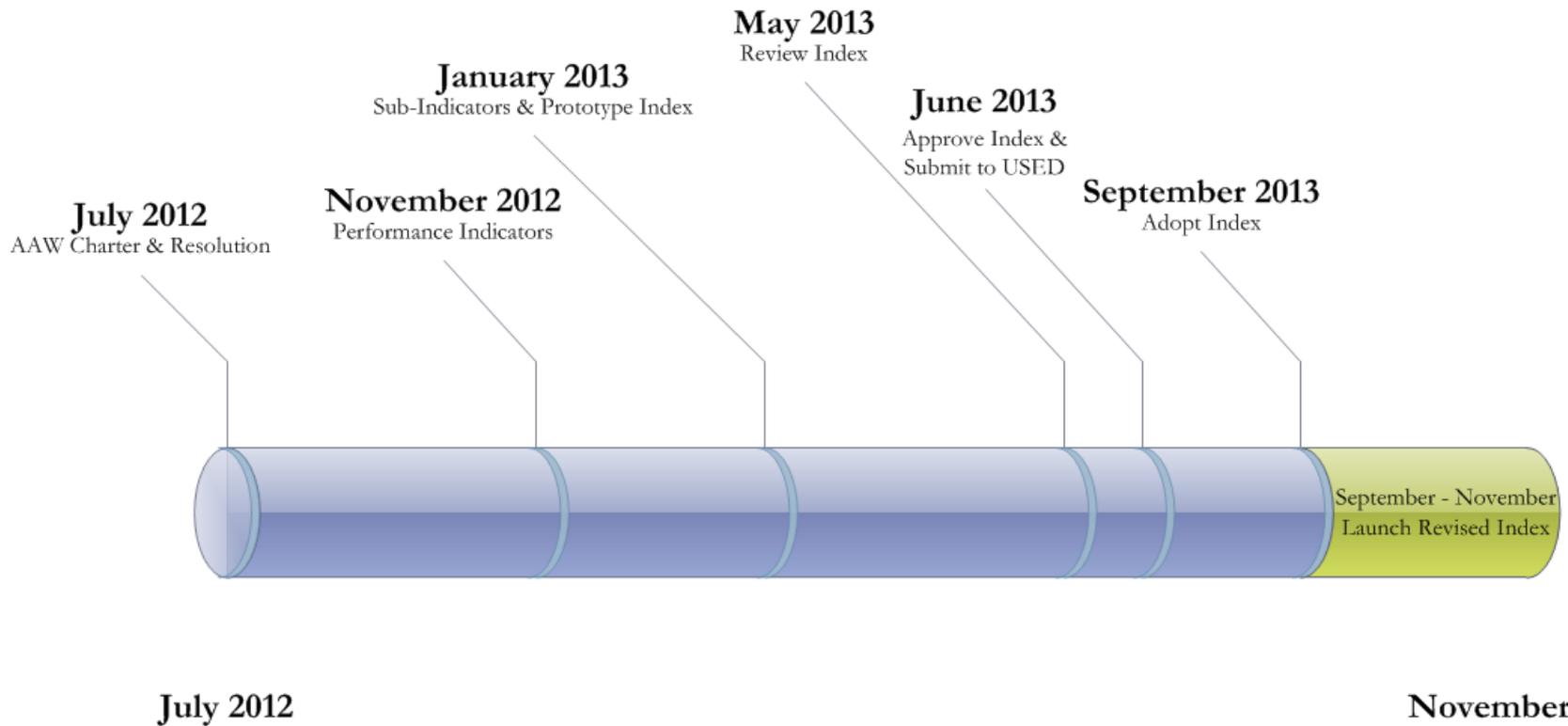
Phase II: Accountability Framework

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

AAW INPUT PROCESS



PHASE I TIMELINE



WHY IS THIS GOOD FOR KIDS?



- Teachers and administrators will have the tools they need to self-assess and **improve student growth and achievement.**
- Administrators and policymakers will have the information they need to effectively allocate resources, supporting **continuous improvement for all of our students.**



QUESTIONS