ESEA FLEXIBILITY WAIVER UPDATE

Joint Select Committee on Education Accountability

November 28, 2012

Presented by:

Alan Burke, Ed.D., Deputy Superintendent of K-12 Education

Maria Flores, Assoc. Director of Innovation, Research & Policy, Student and School Success

Office of 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?

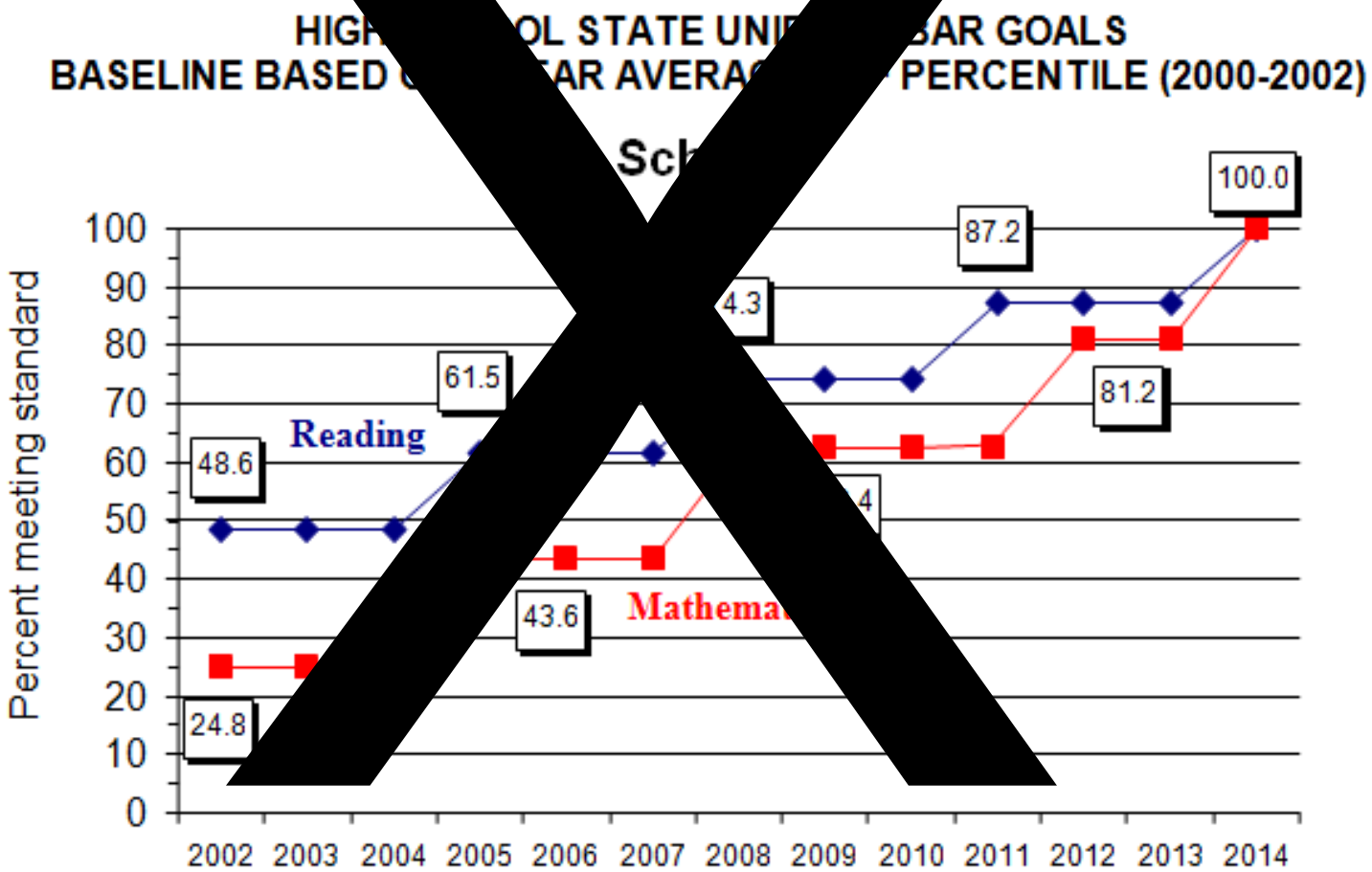
Highlights:

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.

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

STATE UNIFORM BAR GOALS UNDER OLD NCLB REQU MENTS



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

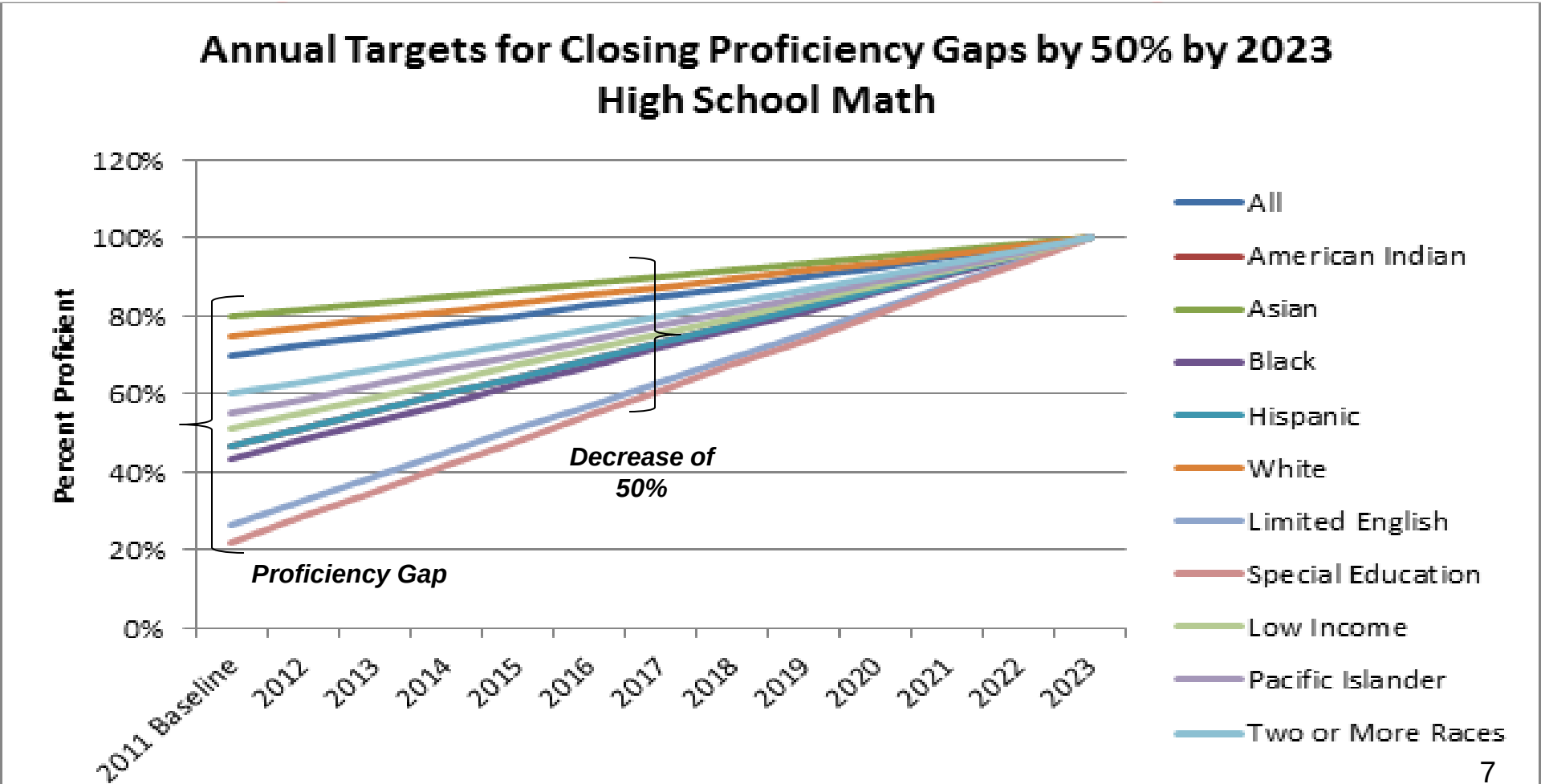
- Establish another AMO that is educationally sound and results in ambitious and achievable AMOs.

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!



ACCOUNTABILITY SYSTEM BASED ON ESEA REQUEST

Up to 2011-12

AYP Determinations

- Sanctions for schools and districts "in improvement"
- Set-asides required for Public School Choice and Supplemental Education Services

School Improvement

- Uses AYP calculations to identify schools and districts in a step of improvement (Title I)
- Uses PLA Methodology based on AYP calculations to generate list of Persistently Lowest Achieving Schools (PLASs)

SBE/OSPI Achievement Index

Used to identify Award Schools

2012-13 and 2013-14

2014-15 and beyond

AMO Calculations

- Annual targets intended to close proficiency gaps by half by 2017; uses 2011 as baseline and adds equal annual increments (1/6 of proficiency gap) to get to 2017 target; each subgroup, school, district, and state have unique annual targets.
- Calculations reported on Report Card
- No AYP sanctions based on identification of schools and districts "in improvement"
- Requires districts to set-aside up to 20% for Priority, Focus, and Emerging Schools

ESEA Request Accountability System

Used to identify Reward, Priority, Focus, and Emerging schools

Washington State's New Accountability System

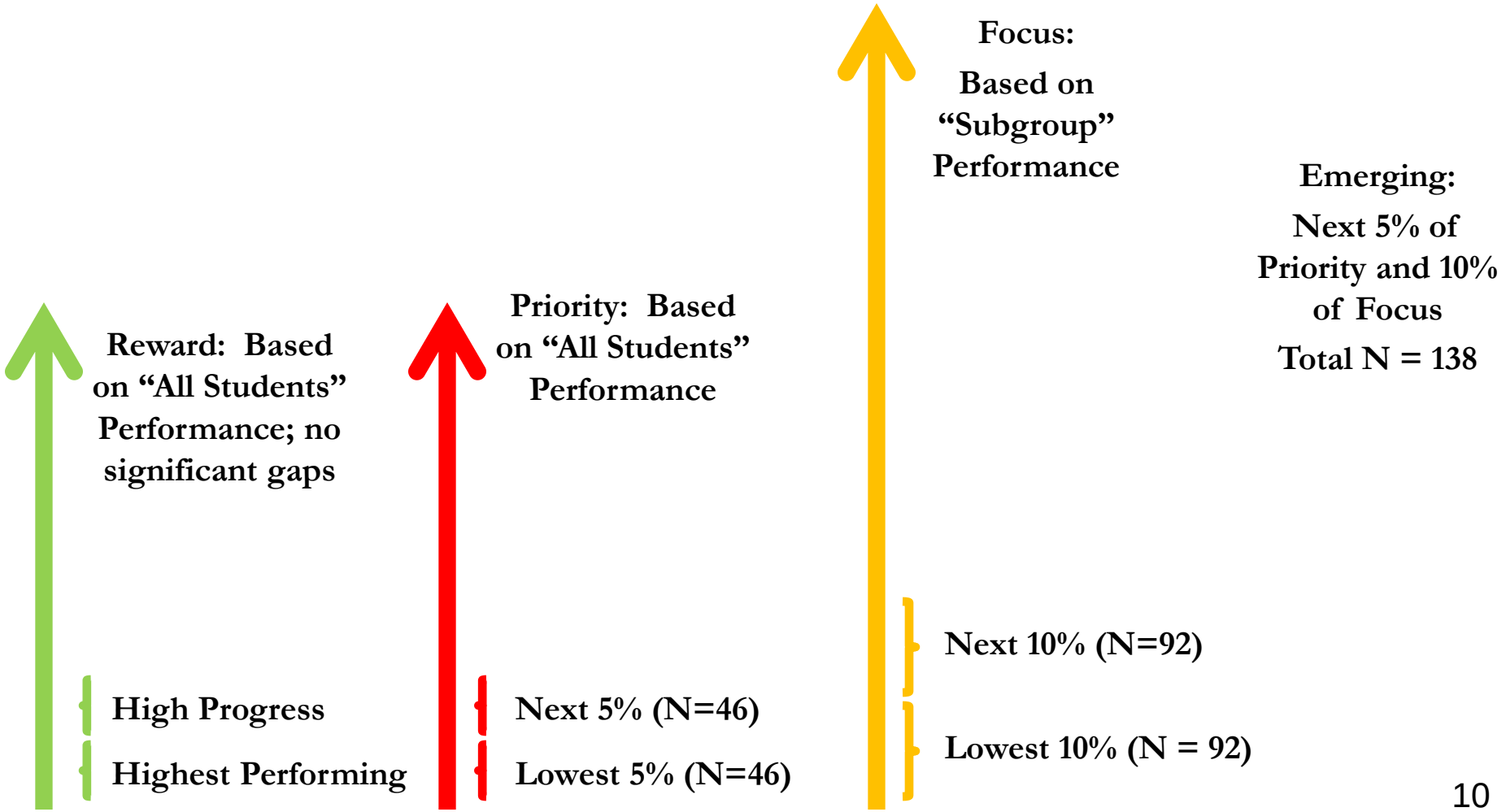
Used to identify Reward, Priority, Focus, and Emerging schools for Title I and non-Title I schools

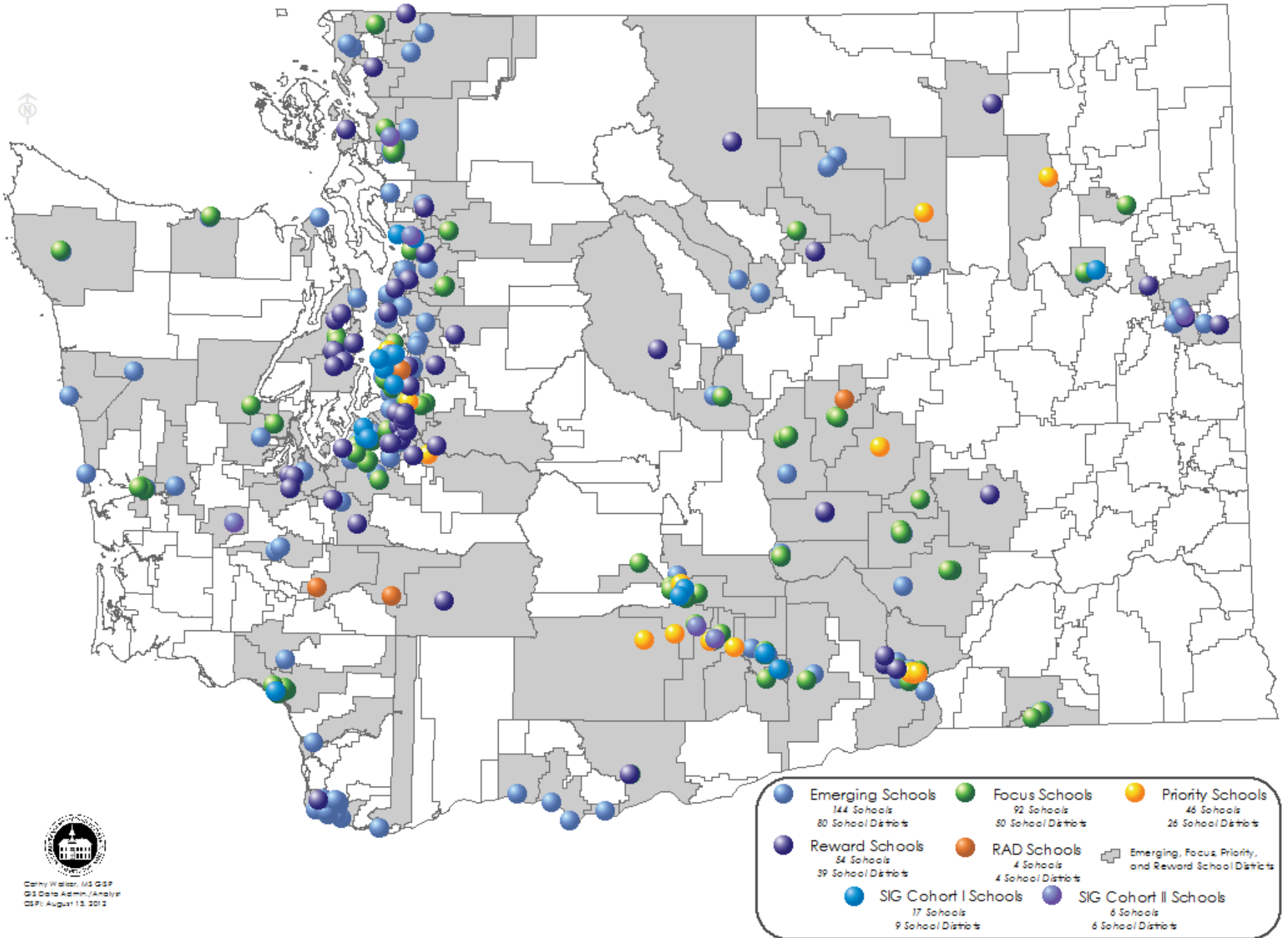
8

	2012–13	2013–14	2014–15
Notification Dates	7/12/2012	1/13/2013	1/14/2014
Based on Scores from	2008–09 2009–10 2010–11	2009–10 2010–11 2011–12	2010–11 2011–12 2012–13
System	Waiver Approved	Waiver Approved*	New SBE Accountability Index

**Subject to USEd approval of TPEP rules and proposed SBE Accountability Index*

REWARD, PRIORITY, FOCUS, AND EMERGING SCHOOLS





Cathy Walker, MS GISP
GIS Data Admin./Analyst
OSPI August 13, 2012

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**

REWARD SCHOOLS

- Highest Performing:
  - Met AYP in both Reading and Math for 3 years
  - No significant opportunity gaps
  - High Schools-highest graduation rates
- High-Progress:
  - Top 10% of Title I Schools in Reading and Math combined for 3 years
  - High Schools-most progress in increasing graduation rates

- Research Survey:
  - Identify the school and district practices, programs and policies the increased student achievement and graduation rates
  - Share disaggregated data by student programs, demographics, subject area, intervention type

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	√	√	

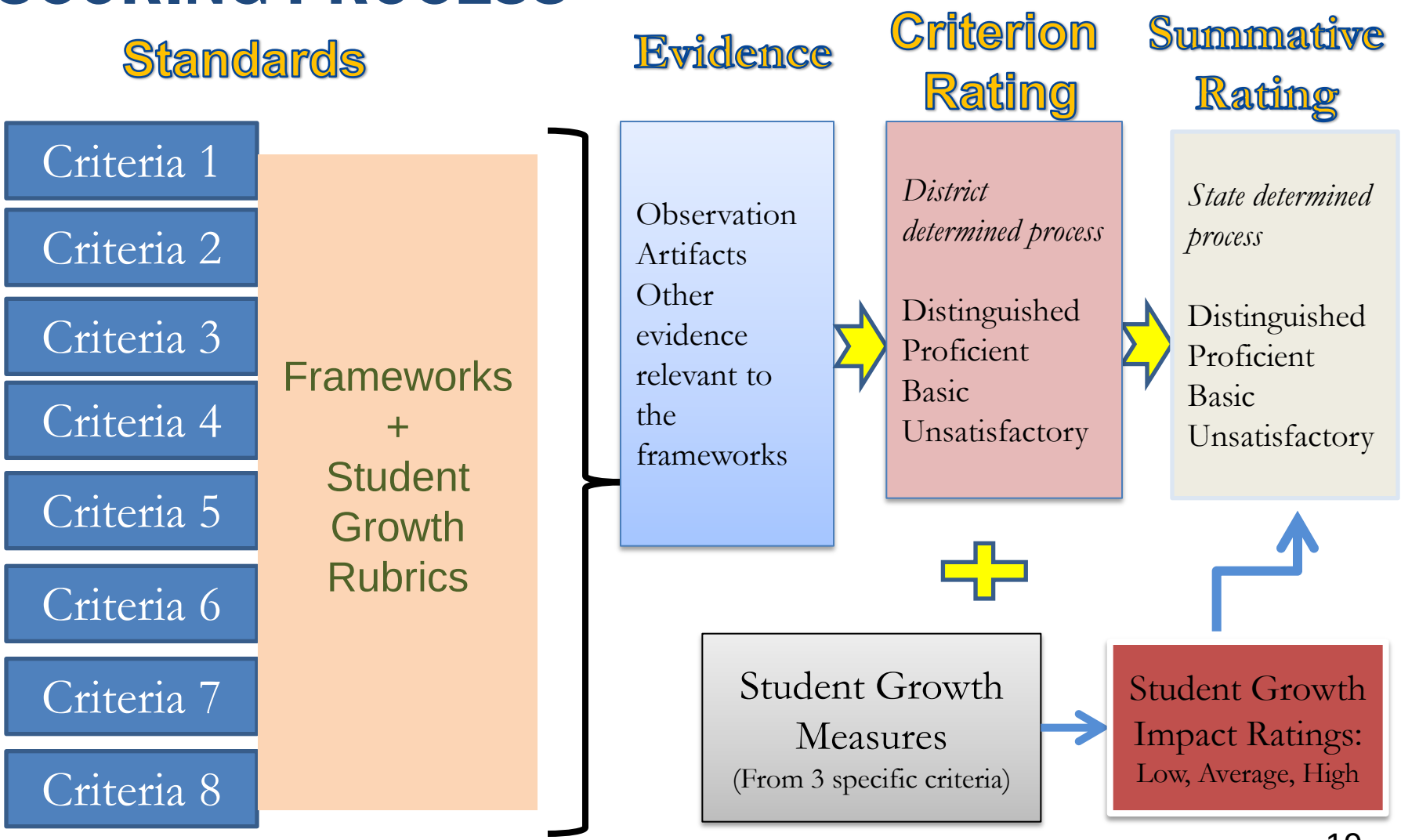
2012–13 TASKS FOR CONTINUATION OF CONDITIONAL WAIVER

1. Submit ESSB 5895 rules regarding TPEP.
2. Assure rule/statute requires all teachers to include student growth as a component of annual evaluations.
3. Submit a plan for a new accountability index for full implementation of school improvement plans in 2014-15 based on tests scores in reading and math for 2010-11, 2011-12 and 2012-13.

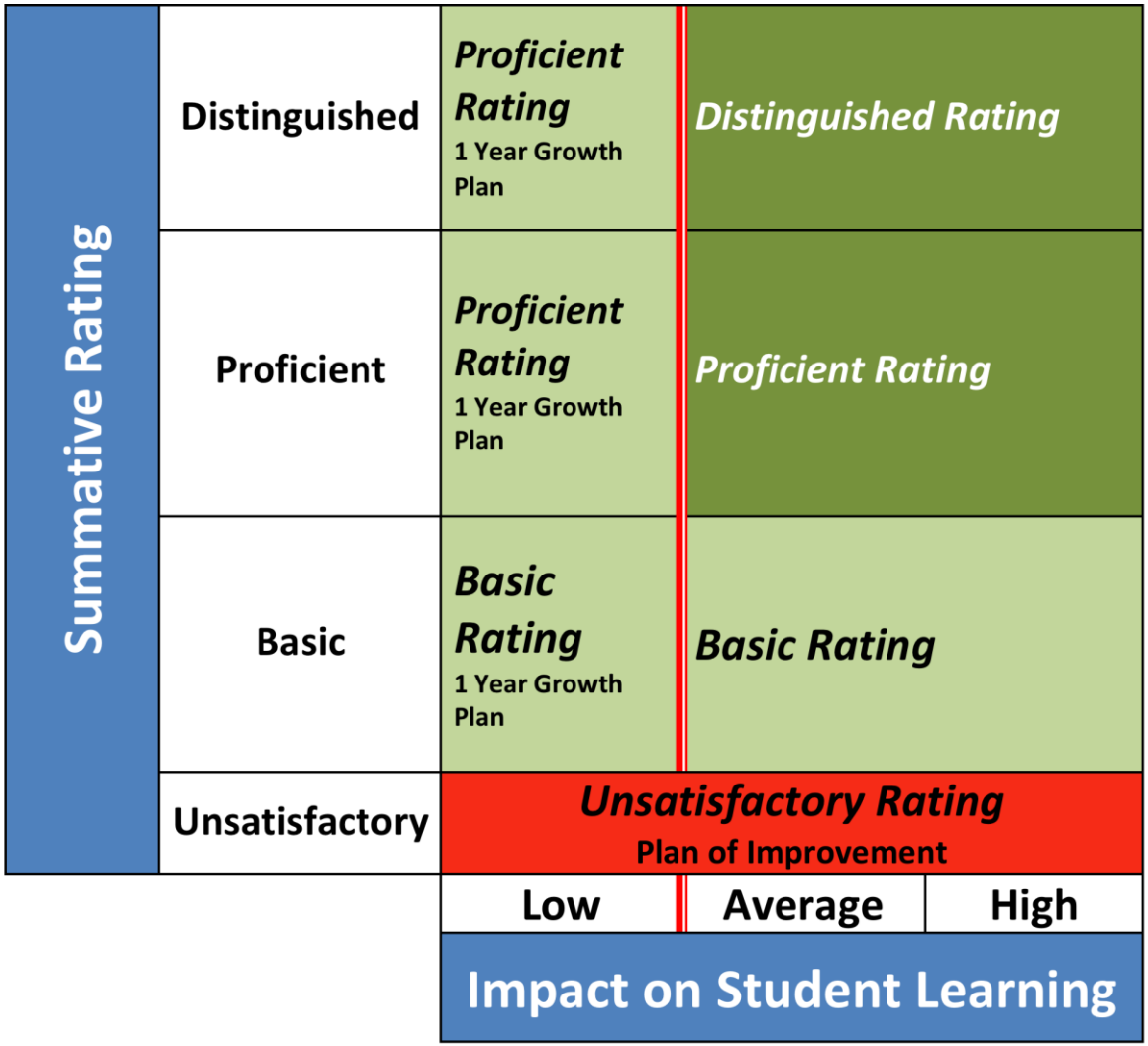
FOCUSED EVALUATION

- Includes an assessment of one of the eight criteria.
- Student Growth Rubrics from one of the three criterion (3, 6, 8 teachers) (3,5,8 principals)
  - *If a teacher chooses 3,6 or 8; their accompanying student growth rubrics will be used.*
  - *If a teacher chooses Criterion 1,2,4,5,7, the accompanying student growth rubrics from Criterion 6 will be used.*
- Approved by the teacher or principal's evaluator.
- A focused evaluation must be performed in any year that a comprehensive evaluation is not scheduled. (both teachers and principals)

COMPREHENSIVE EVALUATION SUMMATIVE SCORING PROCESS



SUMMATIVE RATING & IMPACT ON STUDENT LEARNING MATRIX



GROWTH PLAN CONSEQUENCES:

Within two months of receiving the low student growth score or at the beginning of the following school year, whichever is later, one or more of the following must be completed by the evaluator:

- Conduct two thirty-minute observations;
- Schedule monthly conferences with the teacher to discuss/revise goals, progress toward meeting goals, and best practices;
- Triangulate student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, district and state-based tools;
- Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment; and/or
- Create and implement a professional development plan to address student growth areas.

NEXT STEPS

- Send USEd a copy of the rules on or before the date they become effective (expected 1/11/13)
- Meet with a USEd team to explain the rules in conjunction with the USEd expectations enumerated in the waiver acceptance letter.
- Jointly present the SBE/OSPI revised accountability index for approval. If not acceptable initially, work with the USEd to modify the index per their requirements.

QUESTIONS