



WASHINGTON'S EVERY STUDENT SUCCEEDS ACT

WASHINGTON'S ESSA CONSOLIDATED PLAN

PUBLIC COMMENT WEBINARS

AUGUST 2017



Starting with the Why...

Every Student Succeeds Act

Emphasis on Equity - Growth and Gaps

Continuous Improvement for All Schools

Obtain and Retain Effective Educators

Flexibility on Use of Resources



Washington's ESSA Consolidated Plan



This Consolidated Plan is a critical turning point in our state's educational system, building on our path of innovation and excellence in education for our 1.1 million students.

This Plan is a requirement of the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, entitled Every Student Succeeds Act (ESSA).



Washington's ESSA Consolidated Plan

- The U.S. Department of Education published a Revised State Plan Template for the Consolidated State Plan issued in March of 2017.
 - Superintendent Reykdal determined that OSPI would submit the revised Plan in place of the earlier DRAFT of Washington's ESSA Consolidated Plan.
- Washington's ESSA Consolidated Plan, the original, will remain as a guide to the state.
 - Many people worked many hours on both documents and the work of these volunteers is to be commended and valued.
- Both documents will guide the state through the implementation of ESSA as well as inform the state's steps to build a strong educational system that supports each and every one of our students.



Public Comment and Submission Timeline





Accountability Indicators

Grade Span	Academic Indicators			School Quality or Student Success Indicators
Elementary	Proficiency on the statewide assessments in ELA and Math	Academic growth as measured by Student Growth Percentiles (SGPs)	English Learner Progress	Chronic Absenteeism
Middle				
High	Proficiency on statewide assessments on ELA and Math	Graduation Rate	English Learner Progress	Chronic Absenteeism
				9 th Graders on Track
				Advanced Course-Taking (dual credit)

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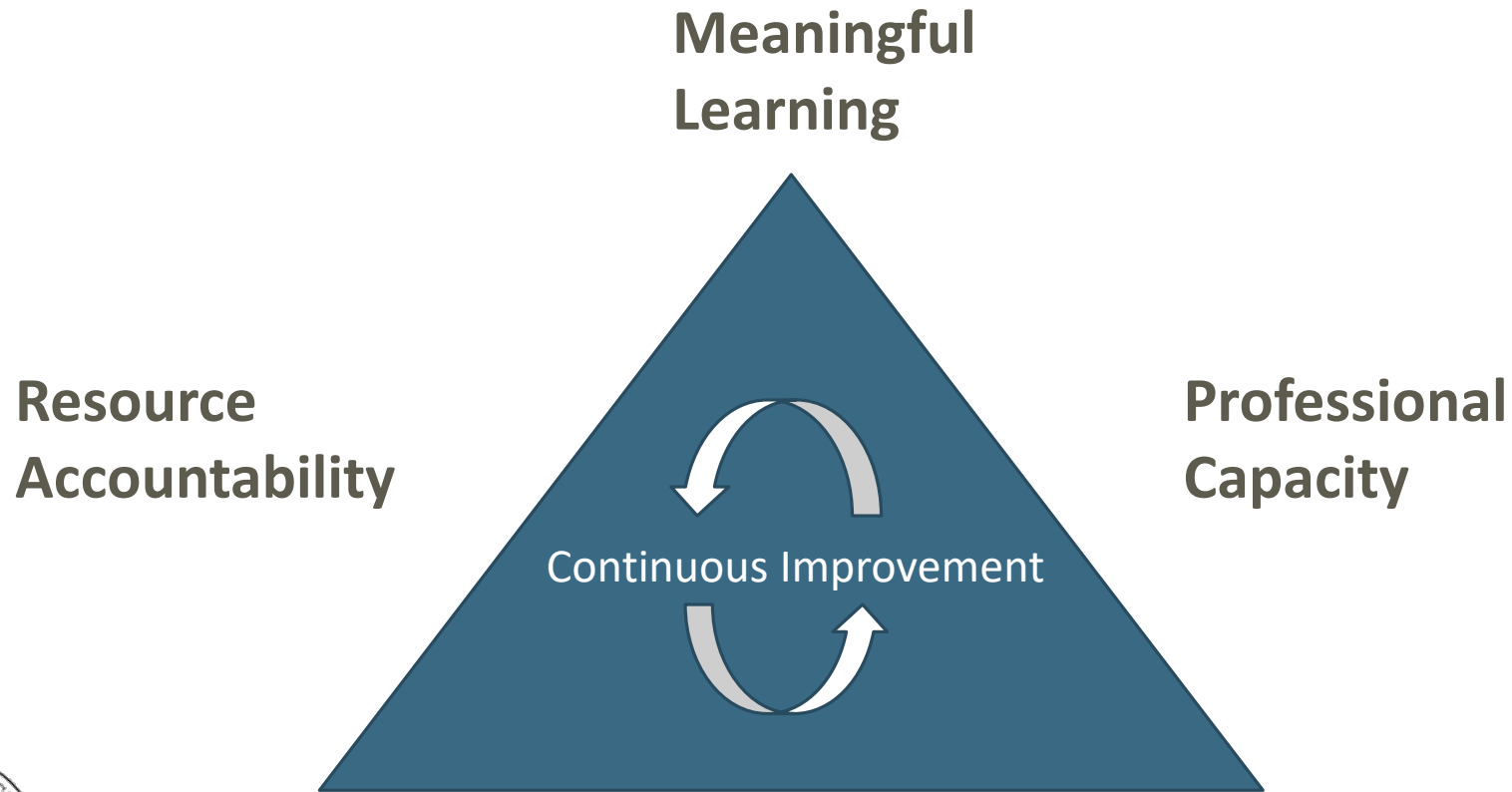


Revised or New Accountability Information

WASHINGTON'S ESSA CONSOLIDATED PLAN



Key Elements of Accountability System



Accountability System Model

How are measures included in the Accountability System?

OLD SYSTEM/PREVIOUS DRAFT

The Washington Achievement Index produced a summative score, based on a weighted combination of measures, scored on a scale from 1–10.

NEW DRAFT

The measures are still on a 1–10 scale, but each measure will now be scored on a decile distribution. This model provides an even distribution of scores and helps to differentiate between schools.

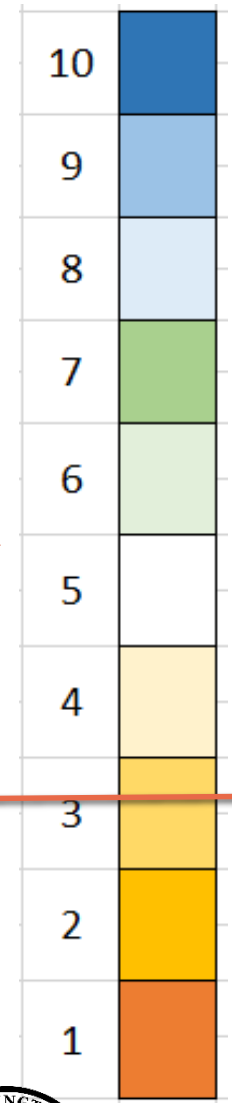
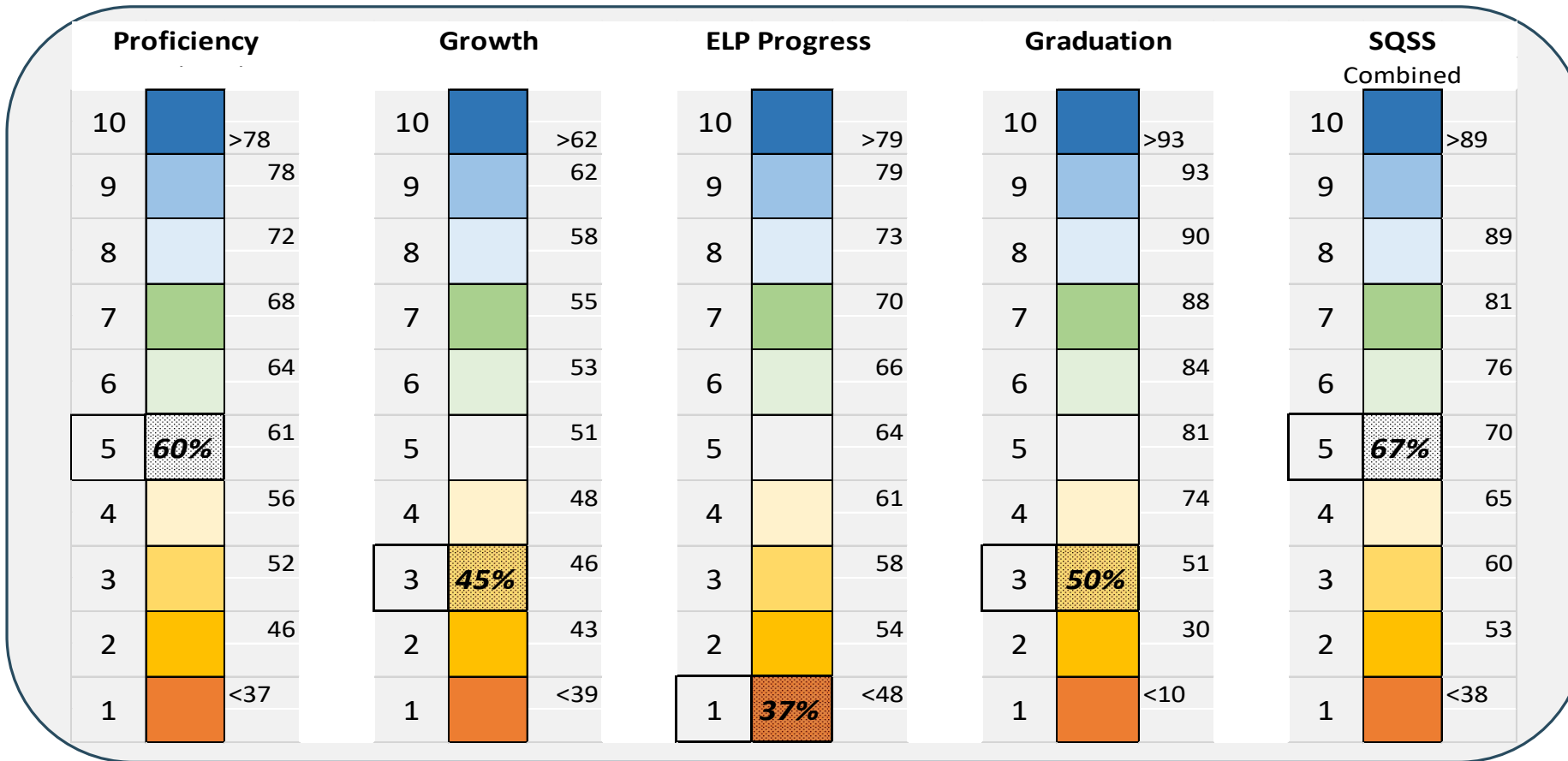
The 1–10 cut scores for measures will be set and frozen based on the All Students category, using data from 2014–15, 2015–16, and 2016–17.

The new model will combine data from three years for each measure, which will be combined for a summative score.

By combining measures across years, we allow for more inclusion and transparency.



Combined Multiple Measures & Lowest performing 5%

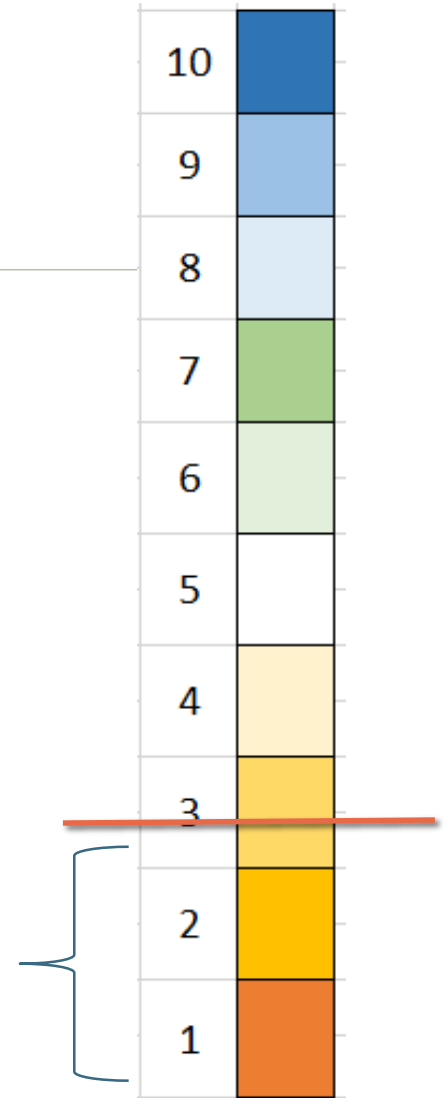


Combined Multiple Measures & Lowest performing 5%

Set a threshold marking the lowest performing 5% of schools (Comprehensive Support Schools).

The same threshold will be used for subgroup identification for Targeted Support.

*Identified for
Comprehensive
Support*



Uniform Threshold of Performance

How are schools and subgroups compared?

How are the schools in need of additional resources identified?

OLD SYSTEM/PREVIOUS DRAFT

Previously, the Department of Education would specify how many schools needed to be identified, and Washington would use the composite score to “count up from the bottom” to satisfy that requirement. Subgroups were identified based on stack ranking all subgroups and identifying the bottom performing 5% on ELA and Math.

NEW DRAFT

New structure allows the lowest-performing 5% threshold to be based on the All Students category, moving away from a normative-based to a standards-based approach.

Any school or subgroup within any school that does not demonstrate that standard will be identified for support.

For example, if any subgroup in a school were performing under the lowest-performing 5% threshold for the All Student’s decile, they would be identified for Targeted Support.

There is no limit to the number of schools to be identified.



Student Subgroups

How do we include Student Subgroups in the Accountability System?

OLD SYSTEM/PREVIOUS DRAFT

A school was given one Achievement Index score, based on averaging the Index scores of the All Students group with that of the school's Targeted Subgroups (American Indian/Alaska Native, Black/African American, Hispanic/Latino, Pacific Islander/Hawaiian Native, English Language Learners, Low Income, and Students with Disabilities).

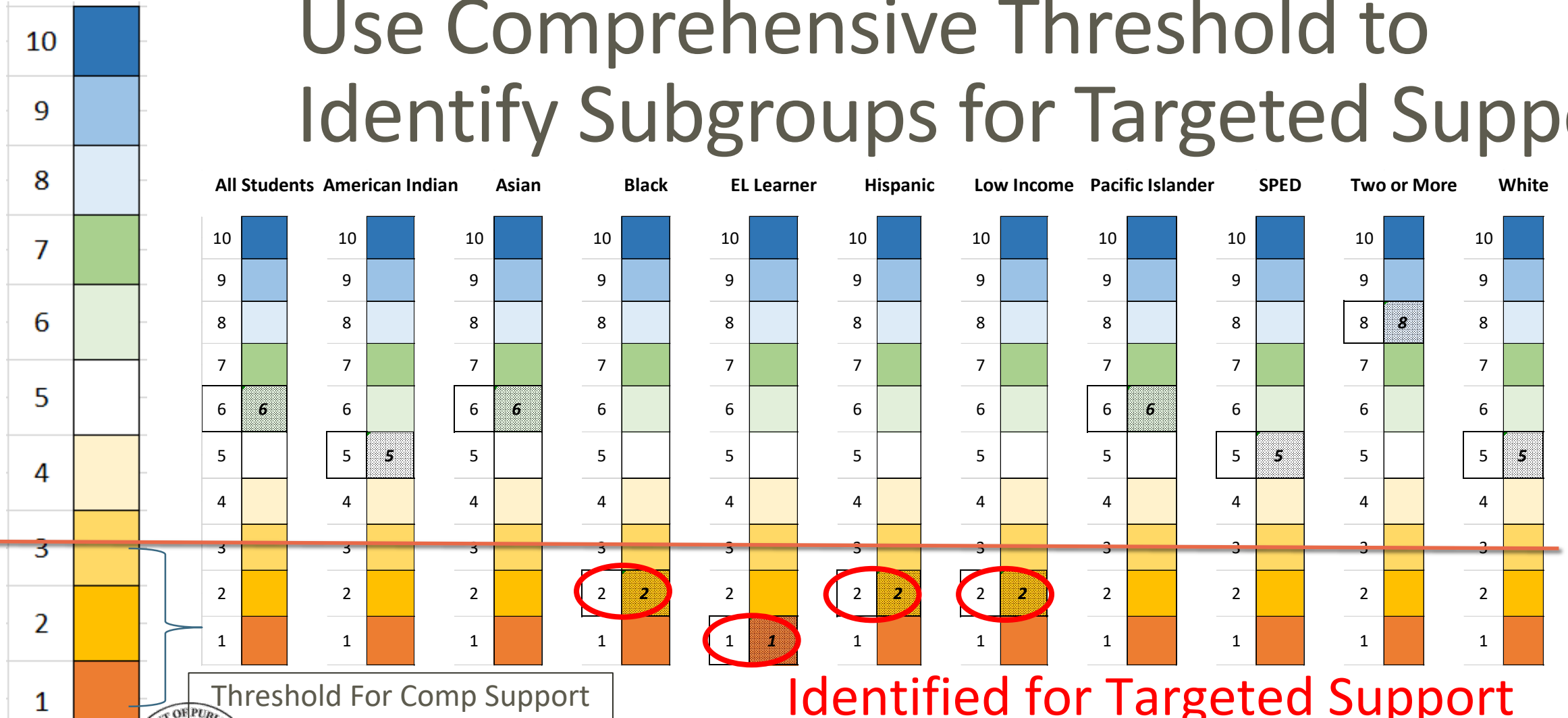
NEW DRAFT

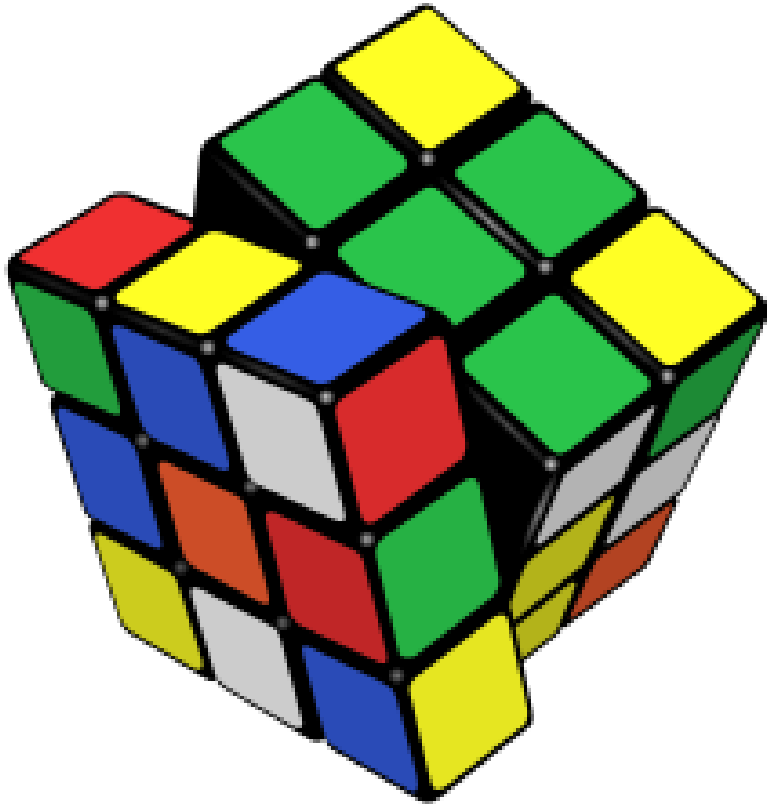
Rather than combining the scores of the All Students and Targeted Subgroups, the scores will be kept separate. Individual subgroups may be identified for support, based on the same threshold set by the All Students category.

This illuminates subgroups in need of additional support.



Use Comprehensive Threshold to Identify Subgroups for Targeted Support





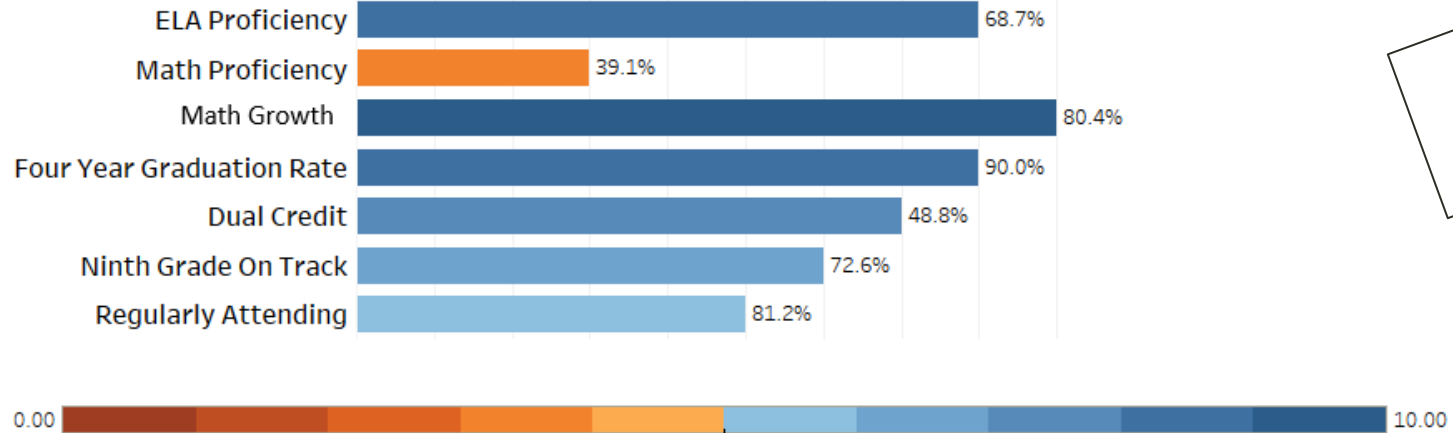
- ✓ **Measure**
- ✓ **Differentiate**
- ✓ **Support**



Multiple Measures – Dashboard Mockup

Student Group

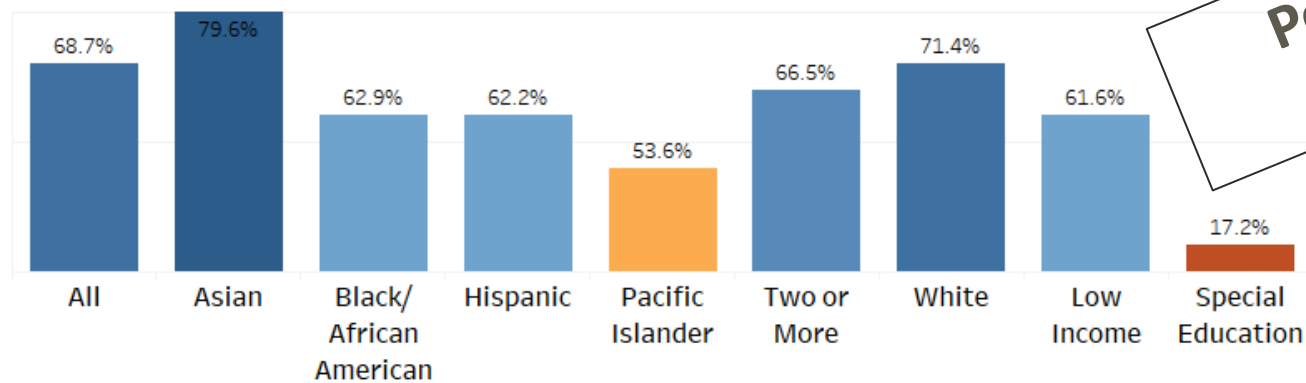
All



Performance by Indicator

Select Measure

ELA Proficiency



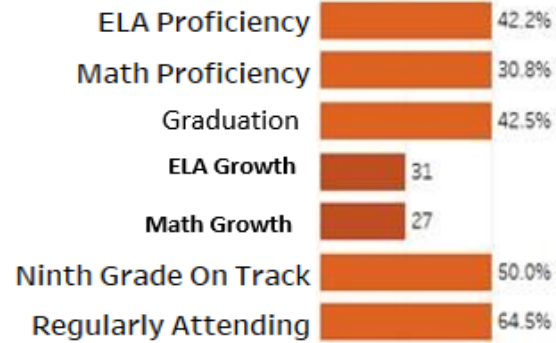
Performance by Subgroup



Multiple Measures – Dashboard Mockup

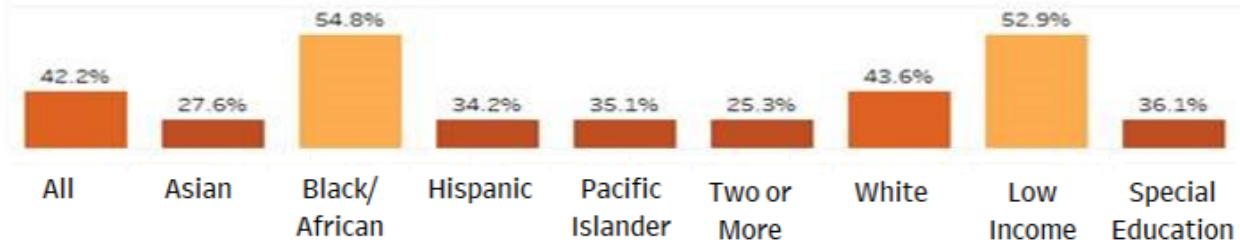
Student Group

All



Select Measure

ELA Proficiency



Graduation Rate

Which graduating cohort rate is used in Accountability?

OLD SYSTEM/PREVIOUS DRAFT

Previously, the Achievement Index used the 5-year cohort rate for graduation Accountability.

ESSA requires the 4-year grad rate to be included, but gives states flexibility to include their extended graduation rate (years 5, 6, and 7). The previous draft included those extended years by weighting each year's rate into a composite graduation measure score.

NEW DRAFT

The revised draft uses the 4-year cohort graduation rate to determine the initial decile score. Then, schools/populations with relatively high extended-year graduation rates will be given a boost of 1 to 2 decile score points.

This approach acknowledges both performance on 4-year rates *and* those schools/populations that are successful in dramatically increasing their extended-year rates.



5-6-7 Year Graduation Rates

Recognizing that for some students a longer graduation timeframe is appropriate, the accountability framework (described in Section 4v) will include an upward adjustment for schools that graduate relatively high percentages of students in the extended timeframe.

Washington will also report each extended graduation rate individually (five, six, and seven year rates) on the Washington State Report Card.



EL Progress Definition

How was the English Language Progress Measure included in school accountability?

OLD SYSTEM/PREVIOUS DRAFT

Under AYP, English Learner programs had a separate system for monitoring progress.

The previous draft did not yet specify the English learner progress measure.

NEW DRAFT:

The new definition is the percentage of students who are making enough progress to transition out of the program within at most six years.

The specific number of years will vary by student and depend on the student's initial testing level. For example, students with a relatively high initial level will be expected to transition out of services faster than students who have a low initial test level.



English Language Progress Measure

Washington will calculate the ELP measure by comparing the student’s level at the base-year level (Emerging, Progressing 1, Progressing 2, or Progressing 3) to their Year 2 level (P1, P2, P3) to determine if a student is progressing.

Base Year	Year 2	Year 3	Year 4	Year 5	Year 6
Emerging (level 1 or 2 in all 4 domains)	P1	P2	P3	P3	Transition
Progressing 1	P2	P3	P3	Transition	
Progressing 2	P3	P3	Transition		
Progressing 3	P3	Transition			

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Science Assessment Inclusion

How will the inclusion of science affect accountability?

OLD SYSTEM/PREVIOUS DRAFT

Science was included in the Achievement Index.

NEW DRAFT

Science will not be included in the index as we transition to the assessment of the Next Generation Science Standards.

Science will be included in the next iteration of identifying schools for support, in 2021.



Accountability Section (4A) Changes in Washington’s ESSA Consolidated Plan

	Washington’s ESSA Consolidated Plan Section
English Learner progress definition has been revised.	A.4.iii.c. Page 29
Approach to giving extra credit for strong extended graduation rate performance.	A.4.iv.c. Page 33
Spreading school performance across 1–10 spectrum and establishing baseline cutpoints (deciles). This provides a more even distribution and differentiates schools	A.4.v.a. Page 40
Uniform threshold of performance – applies to schools and each subgroup.	A.4.v.a. Page 41
Each student is included in the All students index score, but subgroup performance is calculated separately for purposes of Targeted support. This emphasizes individual subgroups’ performance rather than combining with the overall score.	A.4.v.a. Page 47

Science will not be included until 2021.



Questions



Section A: Accountability

WASHINGTON'S ESSA CONSOLIDATED PLAN



Native Language Assessments

Washington defines *languages other than English that are present to a significant extent in the participating student population as any student/language combination that exceeds 1,000 in total across the state*. Using data from the OSPI's 2015–16 legislative report, the languages falling under that definition are (in order of frequency):

- | | | |
|-------------|---------------------------|------------------------|
| 1. Spanish | 2. Russian | 3. Vietnamese |
| 4. Somali | 5. Arabic | 6. Ukrainian |
| 7. Tagalog | 8. Marshallese | 9. Korean |
| 10. Punjabi | 11. Chinese – Unspecified | 12. Chinese – Mandarin |



Native Language Assessments

The Smarter Balanced (SB) mathematics assessment (grades 3–8 and 11) provided a full translation in Spanish. It also offered use of a glossary-based feature (translating only content-irrelevant terms) which is available in 11 languages (Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi, Russian, Spanish, Ukrainian, Vietnamese, and Yupik).

OSPI will consider in the future having assessments available in multiple languages.



Required for Federal Reporting

The following are the major racial/ethnic groups required for federal reporting:

- American Indian/Alaskan Native
- Asian
- Native Hawaiian/Other Pacific Islander
- Black/African American
- Hispanic/Latino of any race(s)
- White
- Two or More Races

The following are other groups required for federal reporting:

- Low-income
- Special Education
- English Learners



Describe any Additional Subgroups of Students other than the Statutorily Required Subgroups

Washington will also publicly report state-level student outcomes for more detailed ethnic/race categories, as collected within our student data system.

These sub-ethnic categories provide disaggregated data within each of the major federal categories. The disaggregated sub-ethnic categories within the race categories of Asian, Pacific Islander, Black, Hispanic/Latino, American Indian/Alaska Native and White can be found in the [2017 Race and Ethnicity Student Data: Guidance for Washington's Public Education System](#).



Which exception applies to a recently arrived English Learner?

OSPI plans to use a hybrid approach that is more student-centered, with districts deciding on the best approach for their students. In the proposed hybrid approach, year one ELA testing would be optional, determined at the district, school, or student level.

The determination will be made if a student is English proficient enough to take the assessment based on some or all of the following:

- Performance on the ELPA21 screener
- Performance on local assessment(s)
- Performance on student class work
- Parent input
- Teacher input



Recently Arrived English Learners would be phased into accountability, as described below:

If the recently arrived English learner student IS tested in ELA in the first year:

- Year one ELA score is not included in accountability;
- Year two ELA score is included for the growth measure at the school, district, and state level;
- Year three ELA score is included in proficiency rates and growth at the school, district, and state level.

If the recently arrived English learner student IS NOT tested in ELA in the first year:

- Year one has no score and has no impact on accountability;
- Year two ELA score is included in proficiency rates but not included in growth as there is no basis for measuring growth;
- Year three ELA score is included in proficiency rates and growth at the school, district, and state level.



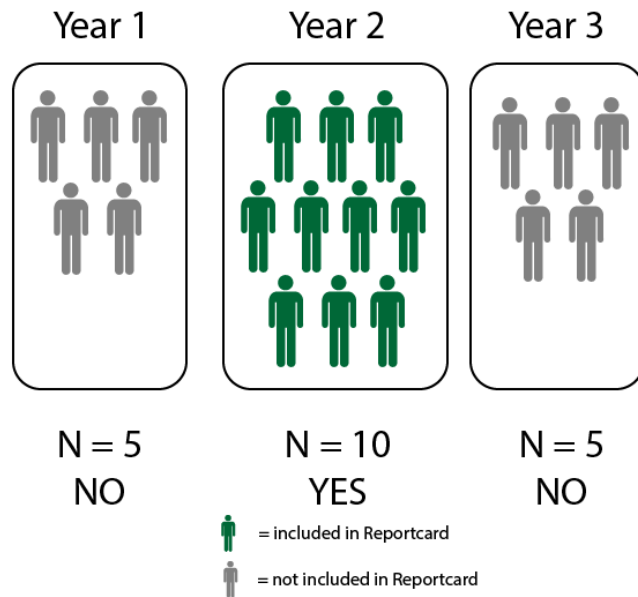
Minimum N-Size

- Washington will combine three years of data for accountability purposes, and the combined (over three years) minimum number of students to be included will be 20.
- This method will maximize the inclusion of historically under-represented subgroups while still meeting the requirements for being statistically sound.



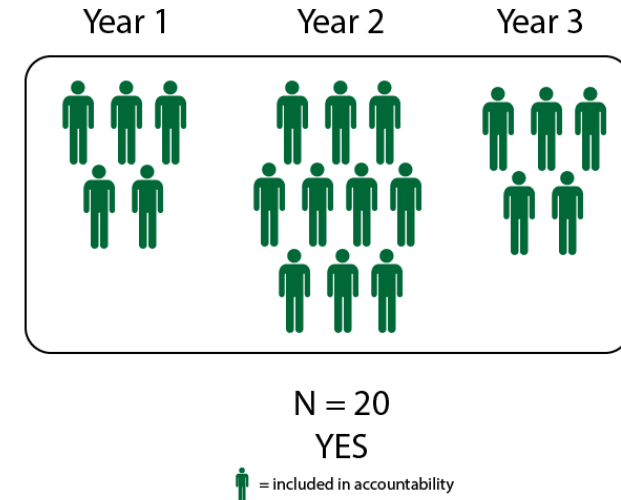
Minimum N-size

For annual reporting of measures on Washington's State Report Card: 10 is the minimum number of students for data to show. This won't change from what has been done historically.



ESSA Accountability: Using 3 years of combined data, 20 is the minimum number to be included in accountability.

This approach is more inclusive than the previous approach. This means the outcomes for more students will be included in determining which schools need the most support.

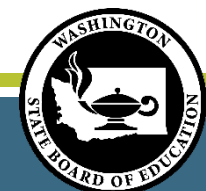
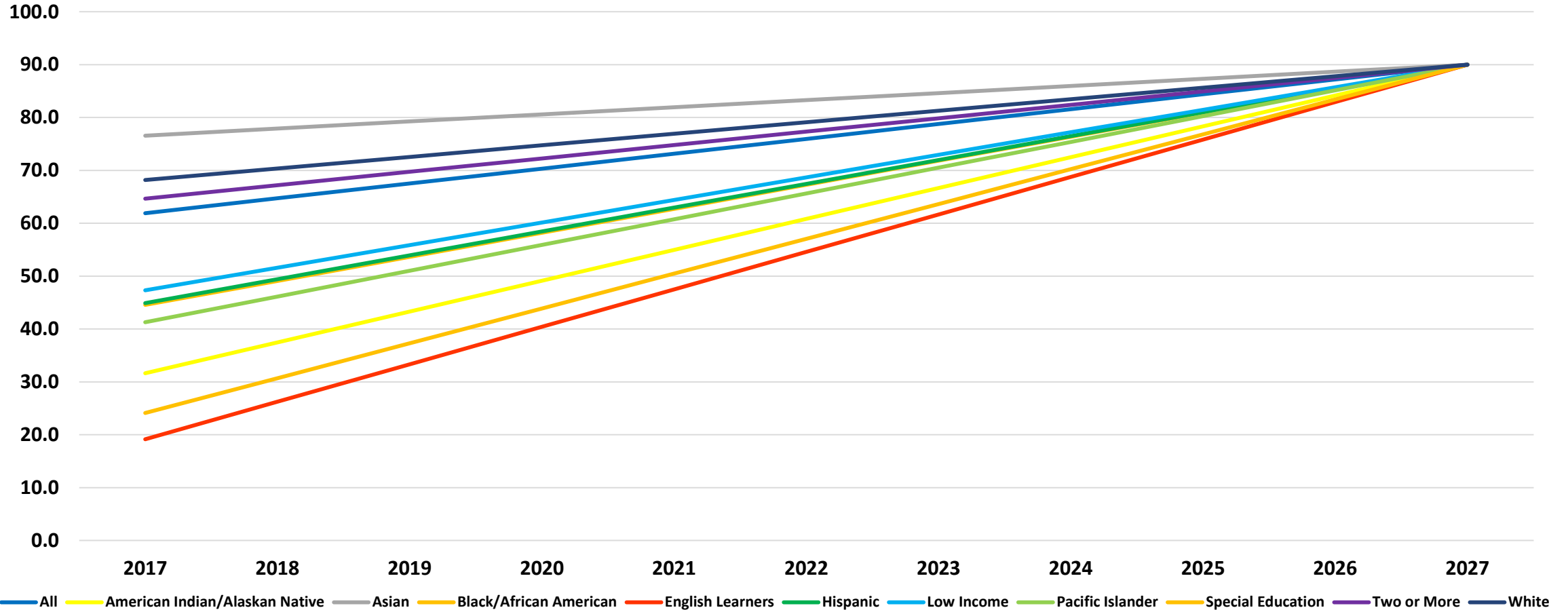


Student Group	Percent of Students			Percent of Schools		
	% of Students Included N>=20 (over 3 years)	% of Students Included N>=10 (annual)	% of Students Included N>=20 (annual)	% of Schools Included N>7 (over 3 years)	% of Schools Included N>10 (annual)	% of Schools Included N>20 (annual)
All	99.6%	99.3%	98.0%	65.2%	61.7%	53.2%
American Indian	47.3%	39.6%	21.6%	7.0%	4.7%	1.6%
Black/African American	86.3%	81.0%	65.4%	23.4%	18.8%	10.8%
Hispanic	96.2%	94.3%	86.3%	45.6%	40.8%	29.1%



Comparison of Washington state's proposed methodology to federal minimum guidelines.

ESSA Long-Term Goals for Increasing ELA Proficiency Rates

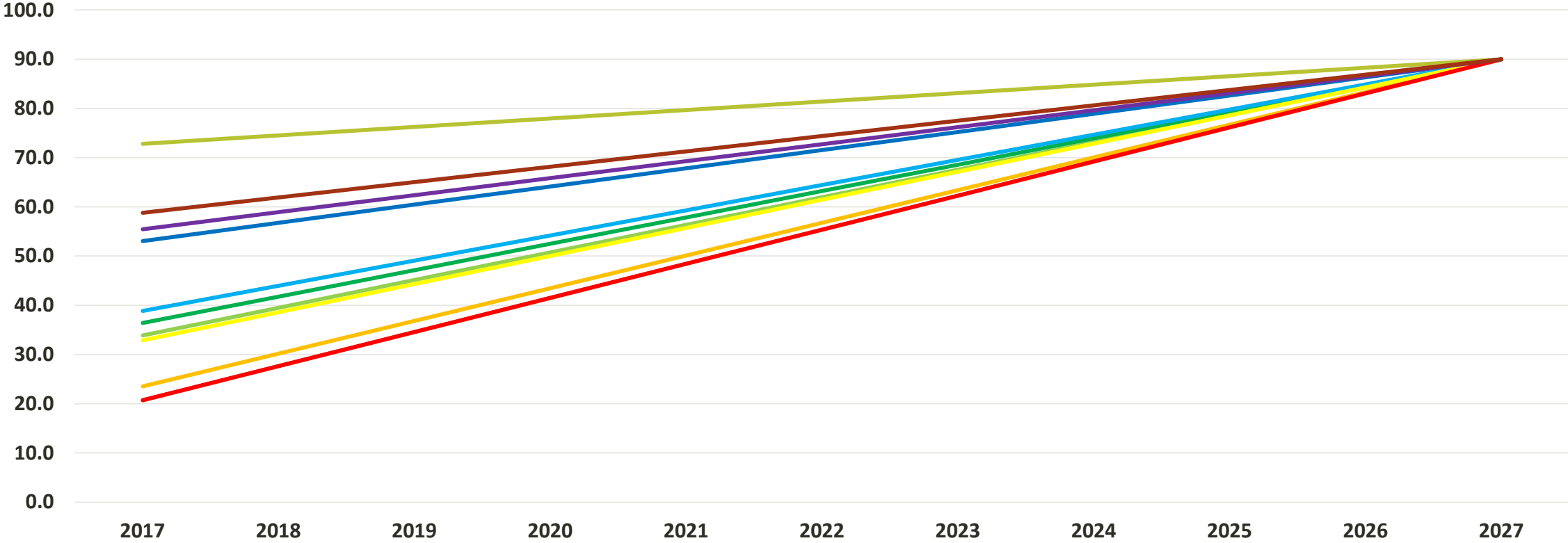


ELA Proficiency Rate Baseline and Targets

Subgroup	2017	Annual Improvement Increments (statewide)	2027
All	61.9	2.8	90
American Indian/Alaskan Native	31.6	5.8	90
Asian	76.6	1.3	90
Black/African American	44.6	4.5	90
English Learners	19.2	7.1	90
Hispanic	44.9	4.5	90
Low Income	47.3	4.3	90
Pacific Islander	41.3	4.9	90
Special Education	24.1	6.6	90
Two or More	64.7	2.5	90
White	68.2	2.2	90



ESSA Long Term Goals for Increasing Math Proficiency Rates



— All
 — American Indian/Alaskan Native
 — Asian
 — Black/African American
 — English Learners
 — Hispanic
 — Low Income
 — Pacific Islander
 — Special Education
 — Two or More
 — White



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Math Proficiency Rate Baseline and Targets

Subgroup	2017	Annual Target Increments	2027
All	53.1	3.7	90
American Indian/Alaskan Native	23.5	6.6	90
Asian	72.8	1.7	90
Black/African American	33.9	5.6	90
English Learners	20.7	6.9	90
Hispanic	36.4	5.4	90
Low Income	38.8	5.1	90
Pacific Islander	32.9	5.7	90
Special Education	20.7	6.9	90
Two or More	55.5	3.5	90
White	58.8	3.1	90



4-Year Adjusted Cohort Graduation Rate

Subgroup	2017 Estimate (Based on 2016 Graduation Rates)	Annual Target for Improvement	Projected 2027 Graduation Rates
All Students	79.1	1.1	90
American Indian	60.6	2.9	90
Asian	88.6	0.1	90
Pacific Islanders	68.2	2.2	90
Black	70.7	1.9	90
Hispanic	72.3	1.8	90
White	81.5	0.8	90
Two or More Races	77.9	1.2	90
Students with Disabilities	58.1	3.2	90
English Learners	57.6	3.2	90
Low Income	69.4	2.1	90

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Comprehensive Support and Improvement Schools

1. Washington's comprehensive support and improvement Title I schools will be identified using the combined multiple measures system
2. All high schools with less than a 67 percent four-year graduation rate, using three years of combined data
3. Targeted support schools shall be identified for comprehensive support if, after three years, a school did not make progress in moving any subgroups out of the consistently underperforming category

Will identify and notify each type of comprehensive support school on a three-year cycle.



Targeted Support and Improvement

Washington will define consistently underperforming subgroups as any subgroup whose multiple measures score falls below the threshold set by the “all students” comprehensive support identification.

The Washington system of meaningfully differentiating schools is based on three years of combined data, and the definition of “consistently underperforming” is aligned with that.

The subgroups for targeted supported are: American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Black/African American, Hispanic, White, Two or More Races, English Learner, Special Education, and Low Income.

If a school has a single subgroup whose multiple measure score falls below that threshold, the school will be identified for Targeted Support.



Timeline of Accountability

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Current Identification	Data	Data	Data	Identify for Support	Support	Support	Support ^						
Phase I (first ESSA Identification)				<ul style="list-style-type: none"> • Smarter Balanced (SB) Data • Grad • Absence • 9th Grade • Dual Credit 	<ul style="list-style-type: none"> • SB Data • Grad • Absence • 9th Grade • Dual Credit 	<ul style="list-style-type: none"> • SB Data • Grad • Absence • 9th Grade • Dual Credit • EL Progress 	Identify for Support	Support	Support	Support *			
Phase II							Add Phase 2 Indicators	Add Phase 2 Indicators	Add Phase 2 Indicators	Identify for Support	Support	Support	Support ~

^2017-18 is an opportunity for OSPI to identify schools for RAD under the NCLB indicators

*2020-21 is the opportunity for OSPI to identify schools for RAD under ESSA Indicators (Phase I)

~2023-24 is the opportunity for OSPI to identify schools for RAD under ESSA Indicators (Phase II)



Additional Statewide Categories of Schools

Washington will identify an additional category of targeted support schools for consistently low-performing English Learner Progress. The schools with the lowest performance on the English Learner progress measure shall be designated for targeted English learner support.



Requirement for 95 Percent Student Participation in Statewide Mathematics and Reading/Language Arts Assessments

Proficiency = $\frac{\text{the number of students achieving a 3 or 4}}{\text{the number of tested students or 95\% of enrolled students, whichever is greater}}$

By using this calculation, Washington embeds the non-participation rate in accountability. Schools or subgroups with larger numbers of non-participants will have proportionate decreases in demonstrated achievement rates:

- Must be addressed in their school improvement plan
- May not receive state or national awards that are based on elements of the accountability plan
- If a school does not meet the participation rate of 95 percent for three consecutive years, the school's accountability rating will be lowered by one step (1–10).



Exit Criteria for Comprehensive Support and Improvement Schools

Washington will use the following criteria for schools to be eligible to exit Comprehensive supports:

1. School shall show improvement on the overall multiple measures score.
2. School shows improvement of at least one consistently underperforming subgroup's multiple measures score.
3. School is not identified during next round of identification (three years).
4. The school has a strong plan for sustainability of the progress that it has made which includes information on measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring/evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school.



Exit Criteria for Schools Receiving Additional Targeted Support

After the designated three-year support period, Washington will apply the following criteria for schools to be eligible to exit the additional Targeted support category:

1. All consistently underperforming subgroups show improvement on their multiple measures score; There are no subgroups designated as consistently underperforming during the next round of identification; and
2. The school has a strong plan for sustainability of the progress that it has made which includes information on measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring/evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school.



More Rigorous Interventions

OSPI is committed to providing supports to Comprehensive and Targeted schools throughout the three years of support that they will receive to meet the state's accountability criteria. During the three year time period OSPI will work with LEAs to monitor the impact of the school's Comprehensive or Targeted Plan to determine if the school is on a trajectory of success.

During the three years, the state will annually review and adjust supports and interventions for identified Comprehensive and Targeted schools. If progress during this time is not being achieved, the state in partnership with the LEA will determine appropriate interventions.

These may include:

- ❖ Directed use of resources/funds
- ❖ Increased coaching/on-site monitoring



OSPI will provide **individualized support** to schools and LEAs in need of improvement.



- Examine past improvement plans
- Analyze programs, systems, strategies, initiatives, assessments, staffing.
- Engage community members in improvement planning.
- Help school/LEA identify needs and plan strategies.

- Monitor implementation of planned strategies throughout the year.
- Monitor expenditures of funds for school improvement.
- For LEAs with large numbers of schools in need of improvement, conduct resource review to identify equity gaps.

- Distribute federal resources for Comprehensive schools through formula-based and competitive grants.
- Approximately \$XX available to Comprehensive schools through formula; available through competitive grant.
- Use all remaining funds for distribution to targeted schools through per-pupil formula.

- Provide on-/off- site assistance, embedded, and virtual professional learning, guidance documents, and templates.
- Develop resource hub with regionally implemented evidence-based strategies.
- Explore ways to support social-emotional learning, school climate, class size reduction, and wraparound services.

- For schools that do not exit Comprehensive status, identify external partner to conduct more rigorous needs assessment.
- Will include analysis of leadership capacity, competency at school level.
- Work with school and LEA to develop new improvement plan that includes new, more rigorous evidence-based interventions.



Technical Assistance

OSPI's System and School Improvement and the Special Programs and Federal Accountability divisions (SP&FA) will work in partnership with the nine Educational Service Districts (ESDs) to provide technical assistance to LEAs that have a significant number of identified Targeted schools. In addition, specific sections of the agency (offices of Migrant and Bilingual Education, Special Education, Civil Rights, Learning and Teaching) will be included in providing professional learning opportunities to these schools.

Topics for technical assistance that will be provided include:

- Conduct differentiated on-site support visits based on needs
- Monitor strategies and action steps for completion and success
- Support implementation of bold evidence-based school systems and structures to create powerful change
- Strategic allocation of resources



ESSA Website Links

Washington's DRAFT Consolidated Plan:

<http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSARevisedConsolidatedPlan.pdf>

Public Comment Website:

<http://www.surveygizmo.com/s3/3744105/ESSA-Consolidated-Plan-Second-Draft-Comment-Form>



Accountability System Old to New

- Link to Old System – The Achievement Index – 2010 to 2016:
<https://eds.ospi.k12.wa.us/wai/indexreport>
- Link to the previous ESSA draft (Referred to as “Prev” in page references):
<http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf>
- Link to new draft (Referred to as “New” in page references):
<http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSARevisedConsolidatedPlan.pdf>



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Translation Services

Please let us know if you need an interpreter—at no cost to you. We can answer your questions about Washington’s ESSA Consolidated Plan in your language!

Contact Carrie Hert at 360-725-6170 or carrie.hert@k12.wa.us.

