

Washington's ESSA Plan for School Accountability

Woodland School Board Presentation March 2018





Starting with the Why...

ESSA does not dictate a system for federal accountability, but allows (within limits) each state to customize its own accountability framework, including allowing states to determine how to judge student performance and how to hold teachers accountable.

What are some of the changes in the shift to the Every Student Succeeds Act?

No Child Left Behind

100% Proficiency Standard

School Failure Letters Home

“Highly Qualified” Requirement

SES Set-Asides and School Choice

Required School Turnaround Models

Cascading Sanctions

Every Student Succeeds Act

Emphasis on Growth and Gaps

Schools Identified for Support

Effective Educators

Local Control on Spending

LEA and SEA Improvement Models

LEA School Supports



The What: Accountability Framework



ESSA Performance Indicators

Academic Indicators

School Quality or Student Success

Elementary

Proficiency

Growth

English Learner Progress

Chronic Absenteeism

Middle School

Proficiency

Growth

English Learner Progress

Chronic Absenteeism

High School

Proficiency

Graduation Rate

English Learner Progress

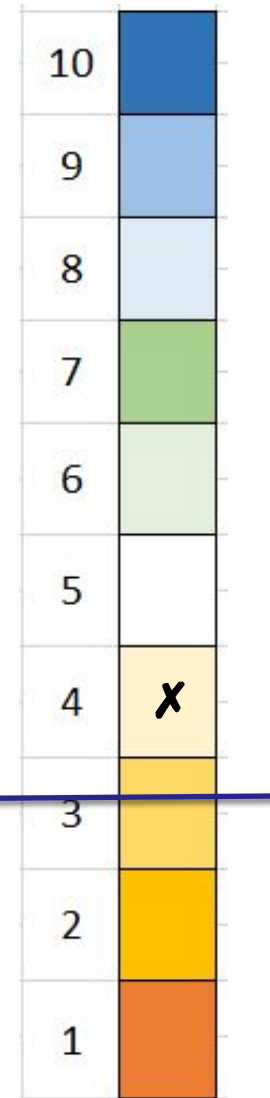
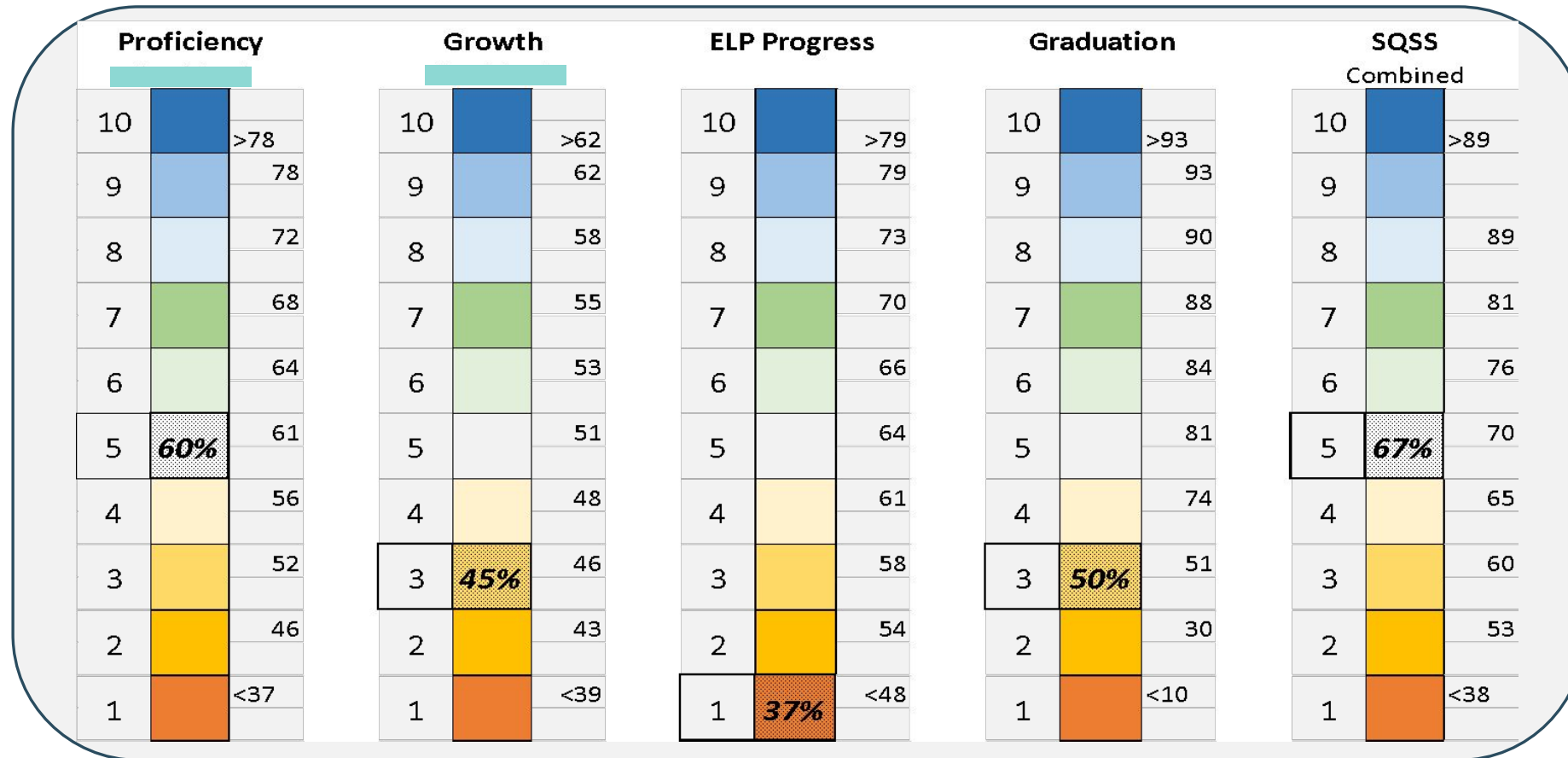
Chronic Absenteeism

9th Graders on Track

Advanced Course Taking

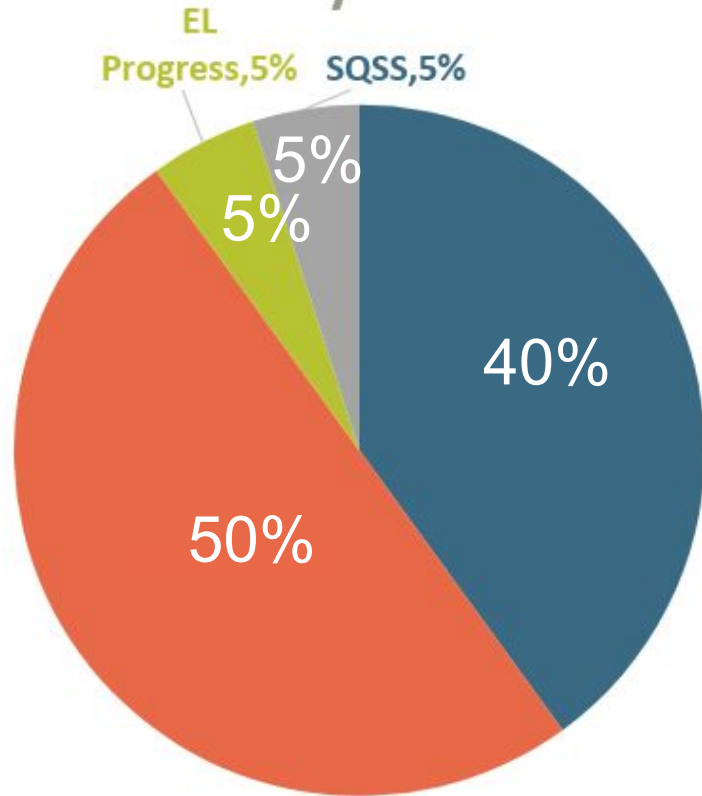


ESSA Index & Lowest Performing 5%

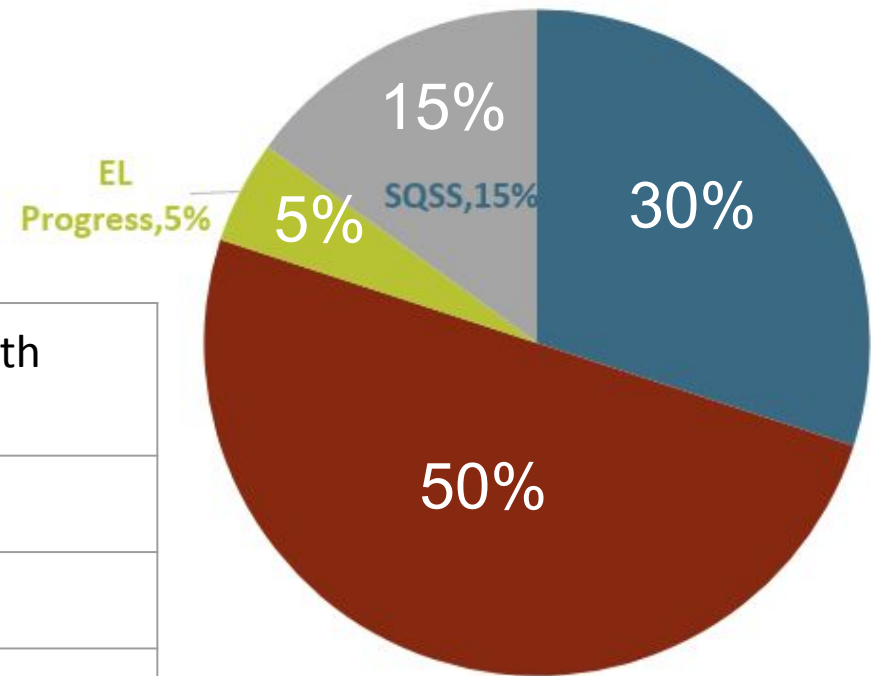


ESSA Index Weights

Elementary and Middle



High Schools



	Student Growth
	Graduation
	Proficiency
	EL Progress
	SQSS

Timeline of Accountability

	14–15	15–16	16–17	17–18	18–19	19–20	20–21	21–22	22–23	23–24
ESSA Identification and Support	Proficiency Growth Graduation English Learner Progress SQSS			<u>Data calculations</u> <u>Identify Planning</u>	Support	Support	Support			
ESSA Identification and Support				Proficiency* Growth Graduation English Learner Progress SQSS**			Data calculations Identify Planning	Support	Support	Support



Which of Woodland's schools were identified as needing additional support?

Two of Woodland's schools were identified as having 1-2 student groups with scores falling into the "Targeted" supports category and one was identified with "Comprehensive" needs.

- At Woodland Intermediate School, the English Language Learner (ELL) program and one demographic group were identified as Targeted.
- At Woodland Middle School, the English Language Learner (ELL) and Special Education program were identified as Targeted.

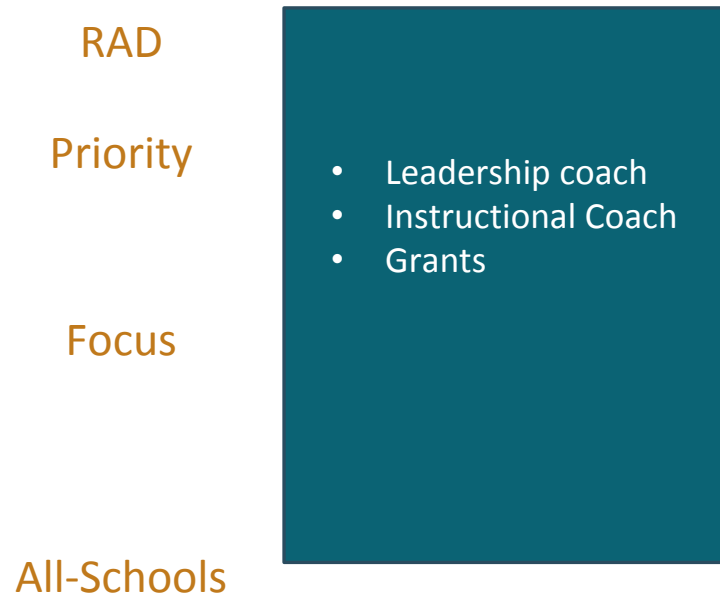
TEAM High School, Woodland's alternative high school, was identified for having a low graduation rate, however, due to the small comparable student enrollment, TEAM High is eligible for opting out of Comprehensive supports.

The How: District and School Support



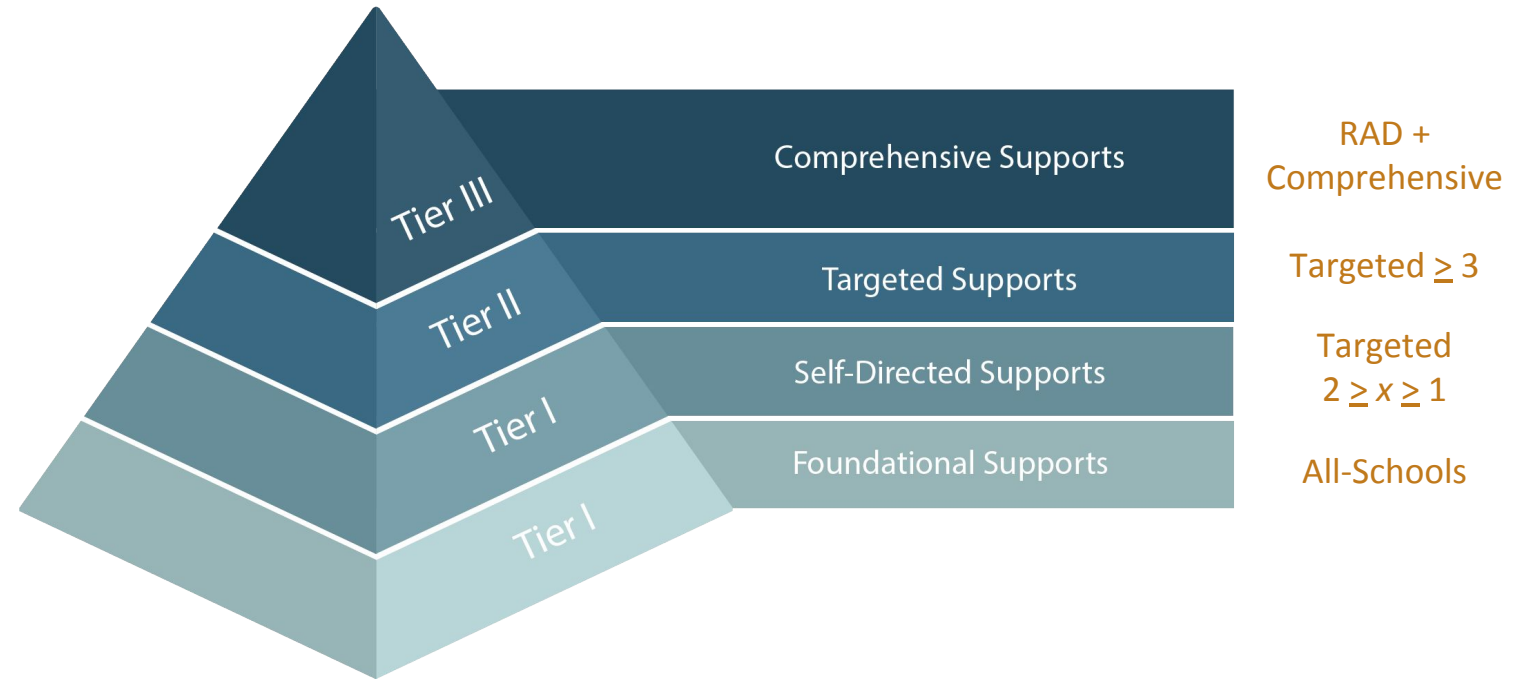
NCLB Era: We identified the bottom 10% of schools in Priority and Focus

Supports were relatively undifferentiated



ESSA Era: We've established a baseline of performance and all schools that fall under this are identified as either Comprehensive or Targeted

Supports are differentiated and matched to need



More Information to Come...

- Fiscal guidance
- New electronic grants system
- Revised Consolidated Programs Reviews
- Tiered Supports