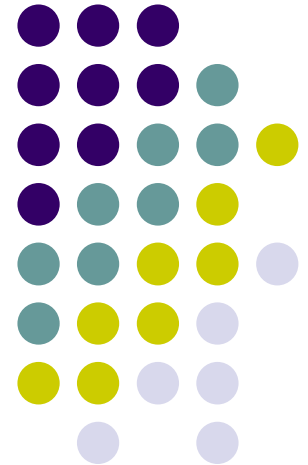


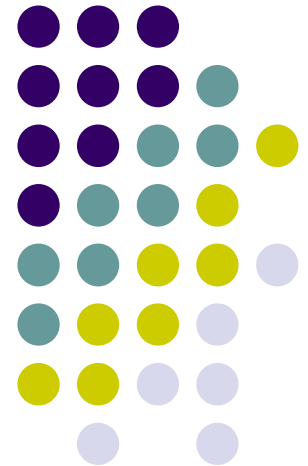
Regional District Assessment Coordinator Meeting

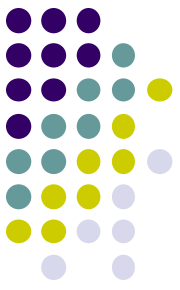
NWESD
June 2018



Welcome & Introductions

NWESD
June 2018

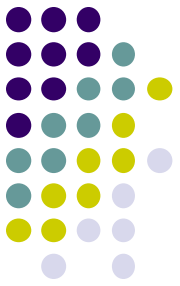




Assessment News from the State

- Expedited Assessment Appeals
- Grade 12 SBA test rescores
- LAA/LDC Bridge to college and COE - ocal
- Data/TIDE/WAMS
- WaKIDS

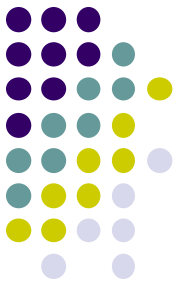
Debrief of Spring Testing



- Teams of 5-7
- Recorder to take notes
- Time keeper-15 minutes

- What worked?
- Suggestions for next year?
- What creative solutions did you employ this year?

Topics



- Logistics: Scheduling & technology
- Supports & Accommodations
- Students and TA Users experiences and problem areas
- TIDE, ORS, and data issues
- Communications, refusals and use of preliminary data from ORS
- Graduation & State assessment requirements



Topic #1

● Logistics: Scheduling & technology

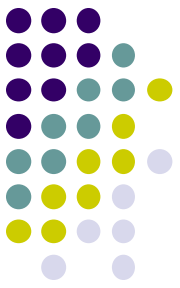
- What worked?
- Suggestions for next year?
- What creative solutions did you employ this year?



Topic #2

● Supports & Accommodations

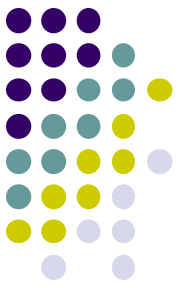
- What worked?
- Suggestions for next year?
- What creative solutions did you employ this year?



Topic #3

● Students and TA Users experiences and problem areas

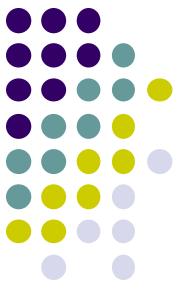
- What worked?
- Suggestions for next year?
- What creative solutions did you employ this year?



Topic #4

● TIDE, ORS, and data issues

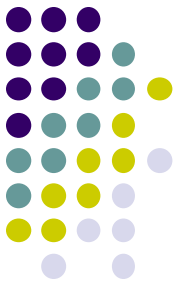
- What worked?
- Suggestions for next year?
- What creative solutions did you employ this year?



Topic #5

● Communications, refusals and use of preliminary data from ORS

- What worked?
- Suggestions for next year?
- What creative solutions did you employ this year?

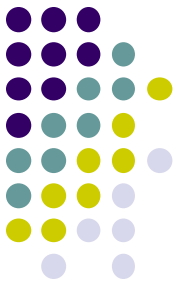


Topic #6

● Graduation and state assessment requirements

- What worked?
- Suggestions for next year?
- What creative solutions did you employ this year?

Update on ESSA and WSIF



Washington School Improvement Framework

SPRING 2018

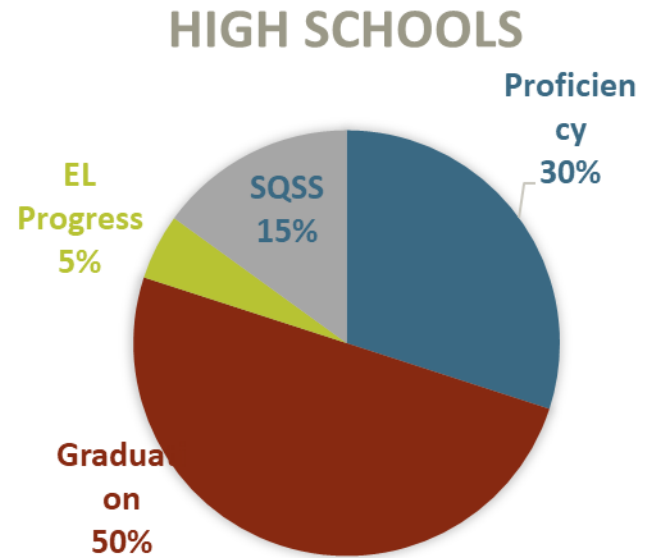
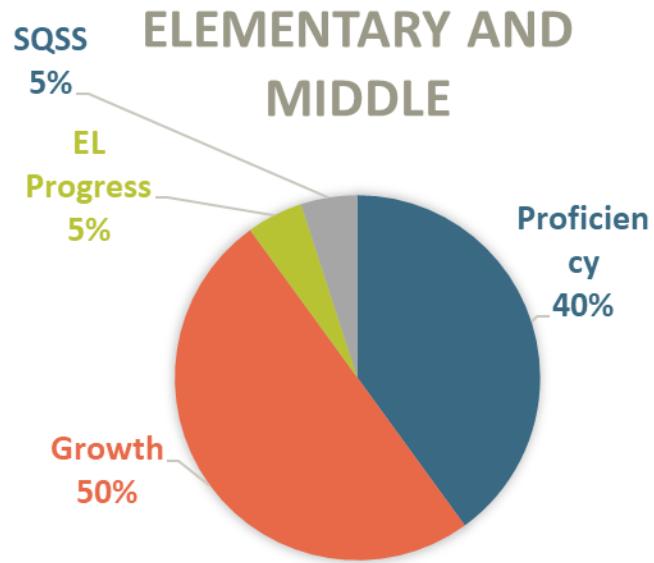


Washington School Improvement Framework Indicators

	Academic Outcomes				Opportunities to Learn		
	Proficiency ELA & Math	Student Growth	English Learner Progress	Graduation	Regular Attendance	9th graders on track	Dual credit Advanced Course taking
Elem & Middle	✓	✓	✓		✓		
High School	✓		✓	✓	✓	✓	✓



Weighting the Measures



Identified Schools

Comprehensive –
All Students

- Composite score for all students and all indicators is below the cut score (≤ 2.3)

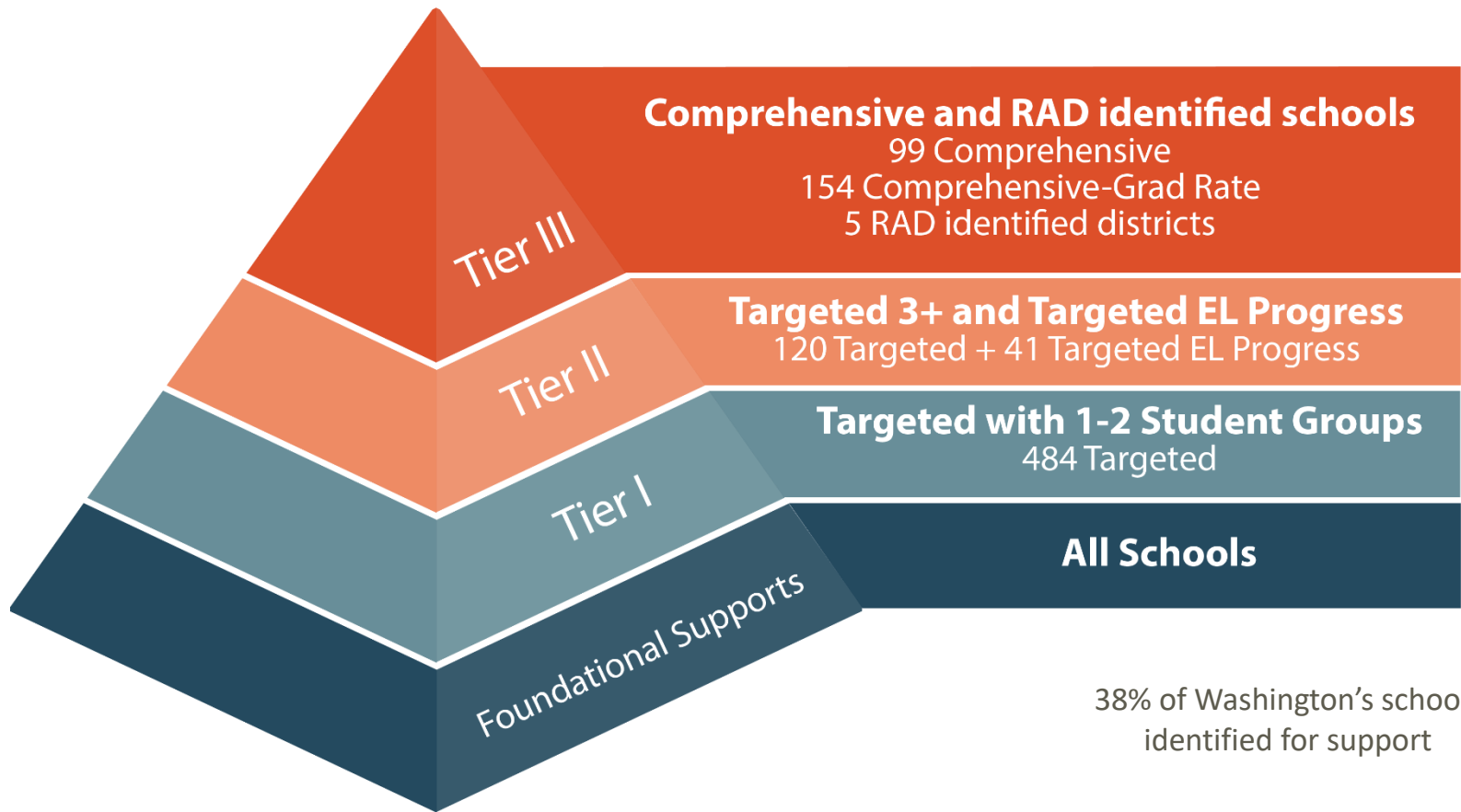
Comprehensive –
Graduation Rate

- Graduation Rate $\leq 66.6\%$

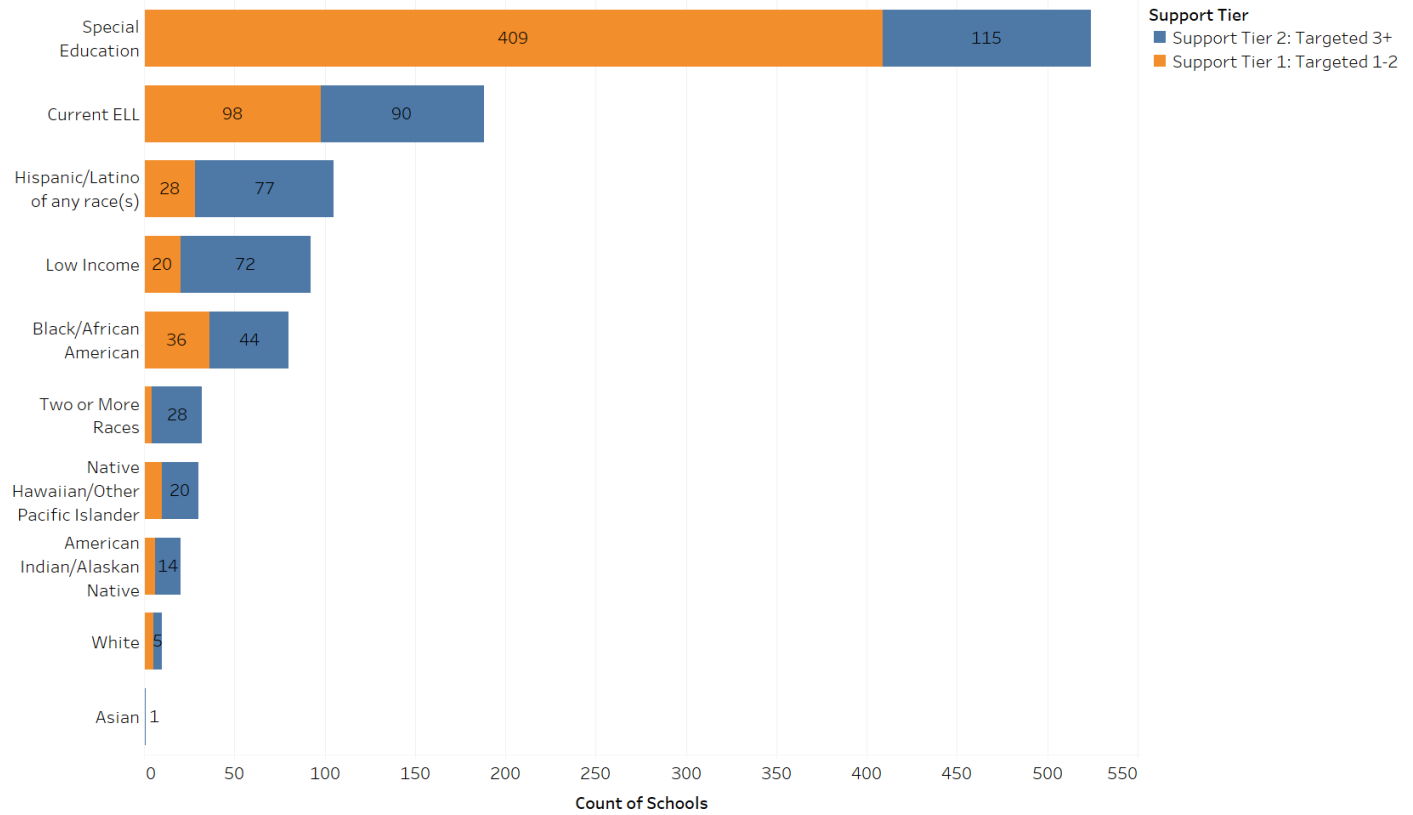
Targeted

- Targeted EL Progress $\leq 48.9\%$
- One or more student groups are below the cut score





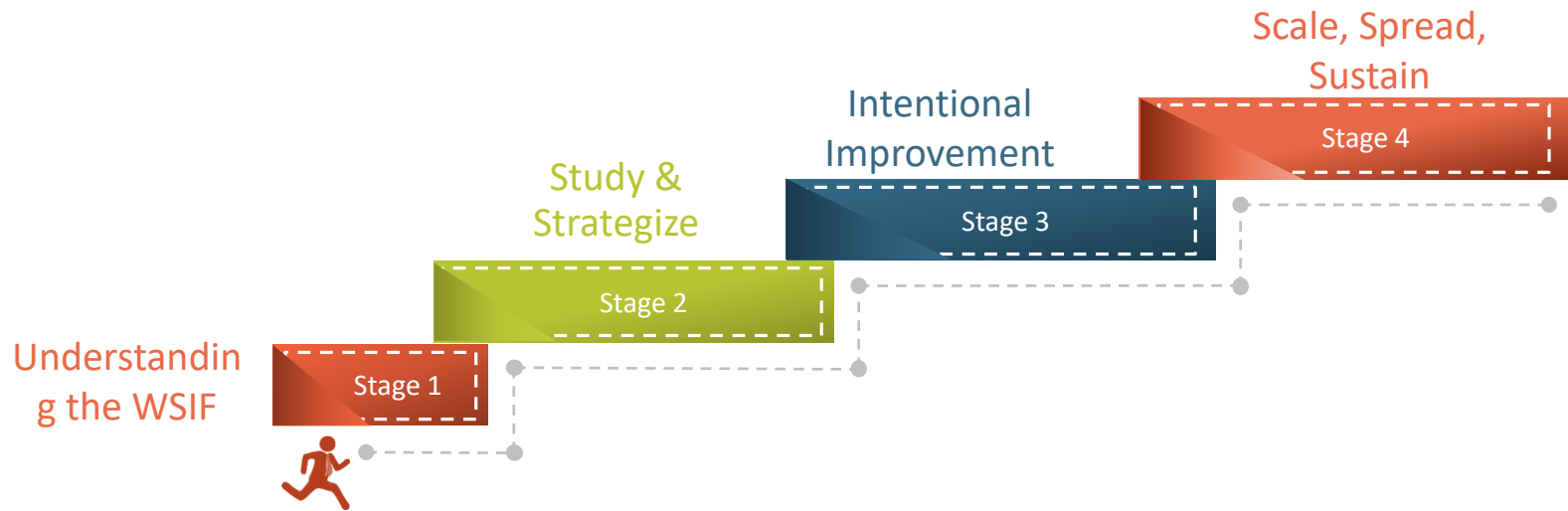
State: Student Group by Targeted Support Tier



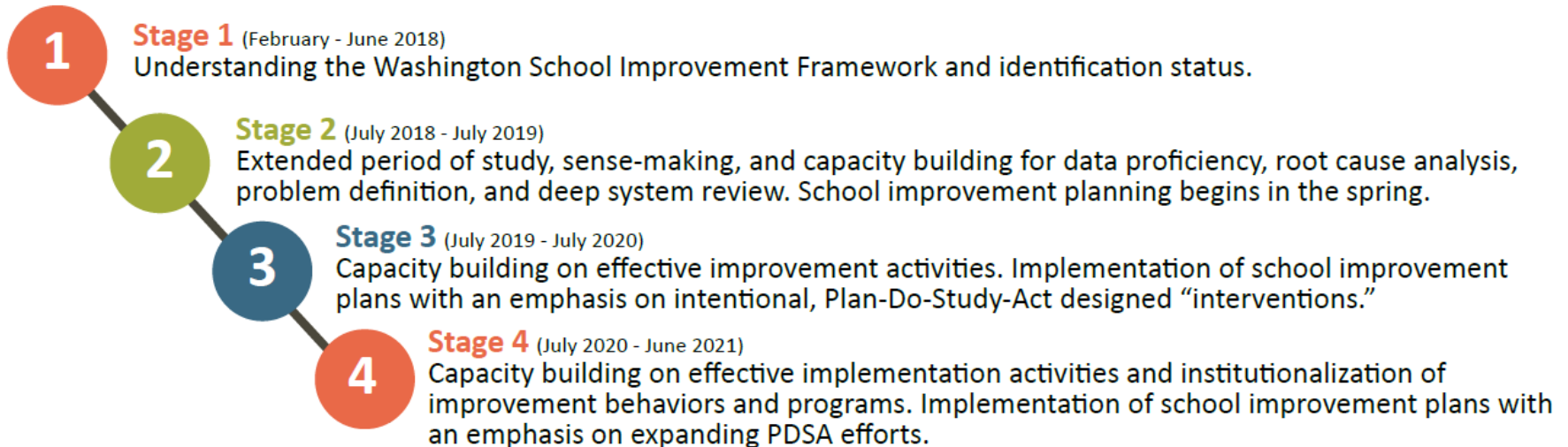
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

6/4/2018

Stages of Implementation for the System & School Improvement Model



Stages of Implementation for the System & School Improvement Support Model

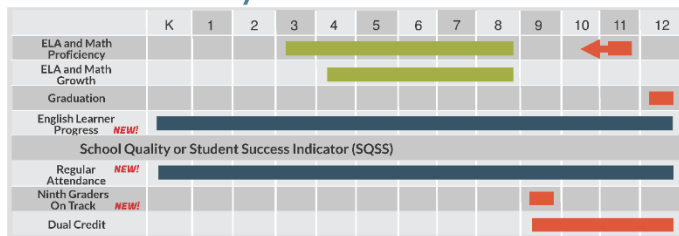


OSPI Sample Reports

Washington School Improvement Framework: Highlights & Key Updates

The WA School Improvement Framework includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations.

How are your schools measured?

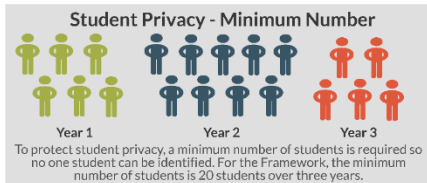


- Coming Updates!**
High School proficiency will be moving from 11th grade to 10th grade in 2018. Science will be included after the new Next Generation Science Standards test has been given.
- New Definitions English Learner Progress**
% of students making adequate progress to transition out of program within six years
- Regular Attendance**
% of students attending 90% or more school days
- 9th Graders On Track**
% of first time 9th graders who earned all credits attempted

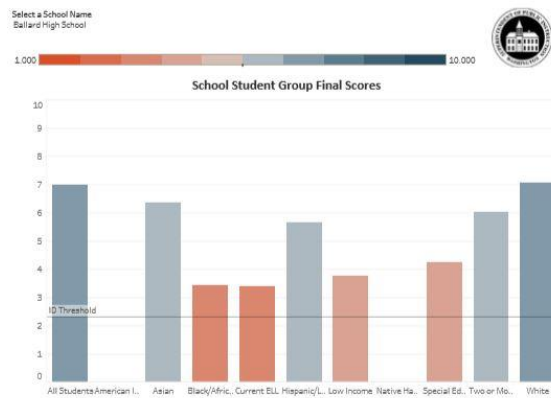


Measures Combine into Overall Score
Each indicator noted above is mapped to a 1-10 score. These scores are combined based on the grade span of the school, creating the Framework.

The lowest performing 5% of school scores establish a support threshold - any school under the threshold will be identified for comprehensive support, and any school with a student group under the threshold will be identified for targeted support.



For more information about the Framework, visit <http://www.k12.wa.us/ESSA>



Indicator Deciles By Student Group

	All Students	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino of any race/ethnicity	Native Hawaiian/Other Pacific Islander	Two or More Races	White	Current ELL	Low Income	Special Education
Proficiency ELA Decile	7	-	5	3	7	-	8	7	1	3	3
Proficiency Math Decile	3	-	1	1	1	-	1	1	1	1	3
Growth ELA Decile	-	-	-	-	-	-	-	-	-	-	-
Growth Math Decile	-	-	-	-	-	-	-	-	-	-	-
Graduation Combined Decile	9	-	8	5	7	-	7	9	5	5	6
EL Progress Decile	5	-	-	-	-	-	-	-	-	-	-
Regular Attendance Decile	5	1	7	2	3	-	3	6	2	2	2
Ninth Graders On Track Decile	8	-	10	3	5	-	8	9	4	3	4
Dual Credit Decile	8	8	9	7	7	-	8	8	5	7	5

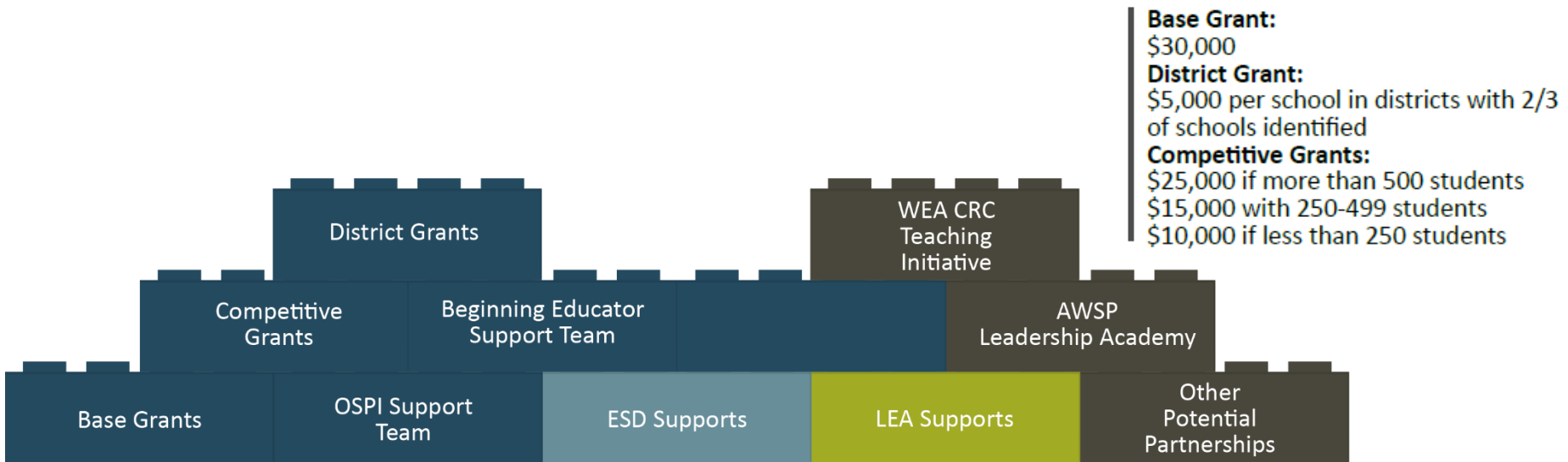
Available now on the [OSPI Report Card](#)

www.k12.wa.us/ESEA/ESSA/SampleDisplay.asp



Comprehensive Supports

2018-2019



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



Comprehensive-Grad Supports

2018-19

Base Grant:

\$15,000 if more than 200 students

\$10,000 with 101-199 students

\$5,000 if less than 100 students

District Grant:

\$5,000 per school in districts with 2/3 of schools identified



Tier II Supports

2018-19



Base Grant:

\$7,500 for EL Progress identified
\$10,000 with 3 student groups
\$15,000 with 4 student groups
\$20,000 with 5 student groups
\$25,000 with 6+ student groups

District Grant:

\$5,000 per school in districts with 2/3 of schools identified



Tier I/Foundational Supports

2018-19



OFFICE OF

6/4/2018

What are parental notification requirements?




Parent and Family Notification

- A parent notification letter for schools identified for Comprehensive and Targeted Supports is not required
- Information will be provided in the Report Card
- Responsibility to ensure the information provided through Report Card is available to all families
 - e.g., district/school newsletter or other informational documents
- ***There are other Title I LEA parent and family notification requirements which can be found in a document “What LEAs and Schools Must Send Out When” on OSPI’s Title I, Part A, LEA Communication website.***
(<http://www.k12.wa.us/TitleI/ParentFamilyEngagement/LEACommunication.aspx>)



Learn more about ESSA



State of Washington
OSPI
Office of Superintendent of Public Instruction

Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & iGrants | Data & Reports | Website Accessibility

ESEA Home

ESSA

Consolidated Program Review

Federal Program Accountability Reports

Public Notices & Waiver Requests

Contact Us

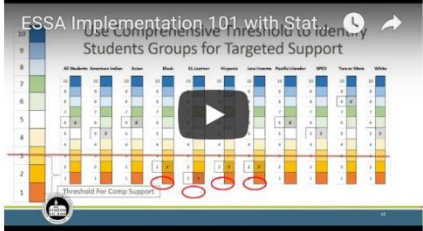
Elementary and Secondary Education Act

Every Student Succeeds Act (ESSA) Implementation

For [archived ESSA Consolidated Plan](#) Drafting and Comment Information

The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) on December 10, 2015. It is the reauthorization of the Elementary and Secondary Education Act (ESEA). ESSA will be fully operational in school year 2017-18. OSPI is in the process of implementing the law, beginning with the identification of schools for Comprehensive and Targeted supports in the ESSA Index. More information will be posted here as it becomes available.

NEW! [2018 School District Accountability Appeal Form](#) – Due February 28, 2018



View ESSA Implementation 101 by Section:

- [The Why:](#) Dr. Michaela Miller, Ed.D., NBCT, Deputy Superintendent
- [The What:](#) Accountability Framework, Dr. Deb Came, Ph.D., Assistant Superintendent, Assessment and Student Information
- [The How:](#) System and School Support, Tennille Jeffries-Simmons, Assistant Superintendent, Office of System and School Improvement
- [Next Steps and Timeline:](#) Gayle Pauley, Assistant Superintendent, Special Programs and Federal Accountability

www.k12.wa.us/esea/essa/



Seek assistance from the Office of System and School Improvement (OSSI)

The screenshot shows the OSSI website interface. At the top, there is a navigation bar with the following links: Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & Grants | Data & Reports | Website Accessibility. Below this is a sidebar with links for System and School Improvement Main Page, Study - Data, K-12 Tiered Supports, School Improvement, Professional Development, and Contact Us. The main content area features the heading "Office of System and School Improvement (OSSI) is committed to closing the opportunity gap by working collaboratively with educational partners, researchers, districts and community leaders to create a coordinated, regionalized, and responsive support and improvement model for Washington schools. OSSI provides leadership, technical assistance and resources to schools and districts to support their efforts to prepare every student for post-secondary aspirations, career, and life." Below this are three large buttons: "Study" (Data, School Identification and Progress), "Support" (K-12 Tiered Supports), and "Serve" (School Improvement). A section titled "Find out what is happening..." contains four icons representing Graduation, Attendance, 9th Graders on Track, and Dual Credit. On the right side, there is a green box with a question mark icon and the text "Get Personalized Support From Our Team!". Below that is a "What's New?" section with links for "Upcoming Professional Development" and "Frequently Asked Questions". A green arrow points from the top right towards the "Get Personalized Support From Our Team!" box.

<http://www.k12.wa.us/OSSI>



Information and resources available on each indicator

EXAMPLE

The screenshot shows the OSPI website page for "Attendance and Chronic Absenteeism". The page features a blue header with the OSPI logo and navigation links. The main content area includes a sidebar with categories like "Getting Started", "Data", "Laws and Guidance", "Communications Materials", and "Resources". The main content area has a heading "Attendance and Chronic Absenteeism" and a section titled "Why are we focusing on attendance?". Below this is a list of resources with icons: "Getting Started Toolkit", "Rubric or Assessment Tool", "Best Practices Strategies or Interventions", "Research Summary", "Resources", "Laws & Policies", and "FAQ". On the right side, there is a red "Attendance" icon, a "Sign up for email alerts" button, and a "What's New" section with "Upcoming Events" and "Notice of Rulemaking".

State of Washington
OSPI
Office of Superintendent of Public Instruction

Languages | A - Z Index | Print Version

Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & Grants | Data & Reports | Website Accessibility

Attendance and Chronic Absenteeism Home

Attendance and Chronic Absenteeism

Getting Started

Data

Laws and Guidance

Communications Materials

Resources

Why are we focusing on attendance?
Every absence, excused or unexcused, is a learning opportunity lost and can have significant impacts on a student's success in school and life. A student who misses 10% or more of their school days, which amounts to 18 or more days in a school year—or just two days a month—for any reason is considered chronically absent. Chronically absent students are more likely to fall behind in reading and math and less likely to graduate from high school. Addressing chronic absenteeism and developing good attendance habits is a significant problem for which we all share responsibility.

Getting Started Toolkit

Rubric or Assessment Tool

Best Practices Strategies or Interventions

Research Summary

Resources

Laws & Policies

FAQ

Attendance

Sign up for email alerts

What's New

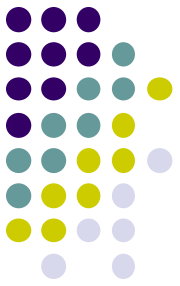
Upcoming Events

Notice of Rulemaking
[OSPI is revising the WAC governing absences, excused and unexcused.](#)

Contact Us
Is your school or district addressing absenteeism? Contact us and let us know what you are doing!
krisiv.lohnson@k12.wa.us



Planning for topics for 2018-19



Meeting dates:

November 30

January 25

March 22

June 10