

Curriculum Directors Meeting

Northwest Educational Service District 189



As you prepare to introduce yourself, what are you thinking as you look at this picture?

Please share one thought when you introduce yourself.



Outcomes for today:

- Review updated information about the Washington School Improvement Framework
- Reflect about the Special Education program in your district and accessibility for all students.
- Continue our learning about equity and especially students with disabilities.
- Review Since Time Immemorial
- Receive updates from NWESD on curriculum, assessment, and content.
- Leave with some new ideas and protocols to use in your district.
- Collaborate with colleagues about your districts

Starting with the Why...

Every Student Succeeds Act (ESSA)

Pursuing Equity through Closing Gaps

Continuous Improvement for All Schools

Obtain and Retain Effective Educators

Flexibility on Use of Resources



Improvement Mindset

Everyone is in the business of continuous improvement.

Schools are identified for support to improve student learning—they are not identified as failing.

The arc of progress: Honor what works + explore opportunities to innovate

Different needs require different supports.

Change takes time.



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Culturally Responsive Communication Style Guide

- **Asset-based rather than deficit-based framing**
 - “Schools identified for Comprehensive support” versus “Comprehensive Schools”
 - “Student groups” versus “Subgroups”
- **Person-first language**
 - “Students with disabilities” is better than “Special Ed student”
 - “Student impacted by homelessness” is better than “Homeless students”
- **When in doubt, ask!**
 - Ask individuals or groups their preferred reference language (e.g. preferred pronouns, racial/ethnic identification, etc.)

Thank you to PSESD’s Equity in Education Department!



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What is the Washington Improvement Framework (WSIF)?



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No Child Left Behind Era: Identified the bottom 10% of schools in Priority and Focus (federal and state)

Every Student Succeeds Act Era: Establishes a baseline of performance--schools that fall under this are identified for Comprehensive or Targeted supports.

Achievement Index

1. Proficiency
2. Graduation Rate

By All Students + Disaggregated by Student Population

WA School Improvement Framework

1. Proficiency
2. *Growth*
3. Graduation Rate
4. *English Learner Progress*

School Quality Student Success (SQSS)

5. *Attendance*
6. *9th Graders on Track*
7. *Advanced Course Taking (Dual Credit)*

By All Students + Disaggregated by Student Population

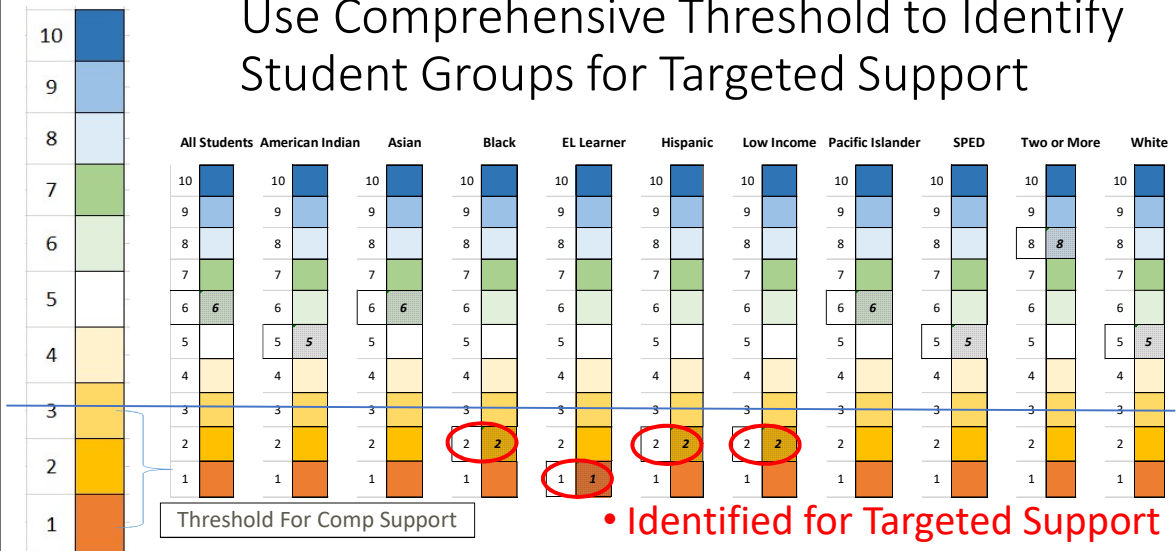


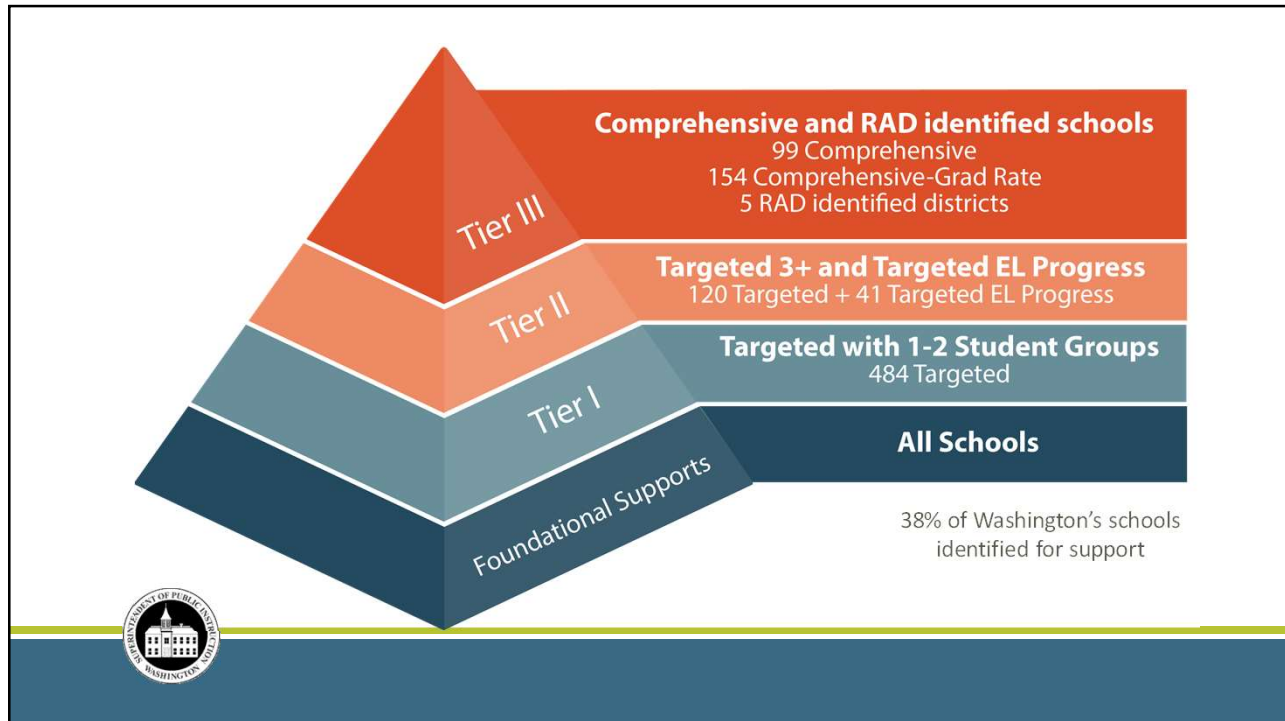
Washington School Improvement Framework Indicators

	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	✓		✓	✓	✓	✓	✓



Use Comprehensive Threshold to Identify Student Groups for Targeted Support





What does that mean in NWESD189

12 Schools identified for Comprehensive Support

(5 elem; 2 ms; 5 high)

33 Schools identified for Comprehensive Graduation Rate

17 Schools identified for Target 3+ Support

All need ELL and/or Sped Support

7 Schools identified for Target EL Progress

69 Schools identified for Target 1-2 Support

28 school districts

56 Special Education

19 ELL



OSPI Sample Reports

ESSA Index: Highlights & Key Updates

The ESSA Index 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. Effectively, all students will be held to the same standard as set by the all students group.

How are your schools measured?

Coming soon!
 Scores will be integrated since the new next generation science standards (NGSS) are set. High school grades will be moving from 11th grade to 10th grade 2018/19.

New Definitions
English Language Progress
 % of students making adequate progress in instruction and of English learners in years.
Attendance
 % of students missing at least 10% of school days with unexcused and/or tardiness.
9th Grade On Track
 % of 9th grade 9th of students who earned all credits attempted.

Measures Combine into Composite Score
 Each indicator described above is mapped to a 1-10 score. These scores are combined based on the grade span of the school, creating a composite total score.
 The bottom 10% of school scores establish a support threshold - any school under the threshold will be identified for comprehensive support, and any student group under the threshold will be identified for targeted support.

Student Privacy - Minimum Number
 To protect student privacy, a minimum number of students is required to report one student can be identified. For the ESSA Index, the minimum number of students is 20 student over three years.
 Year 1 Year 2 Year 3

For more information about the ESSA Index or to dig into school data, visit <http://www.k12.wa.us/ESSA>

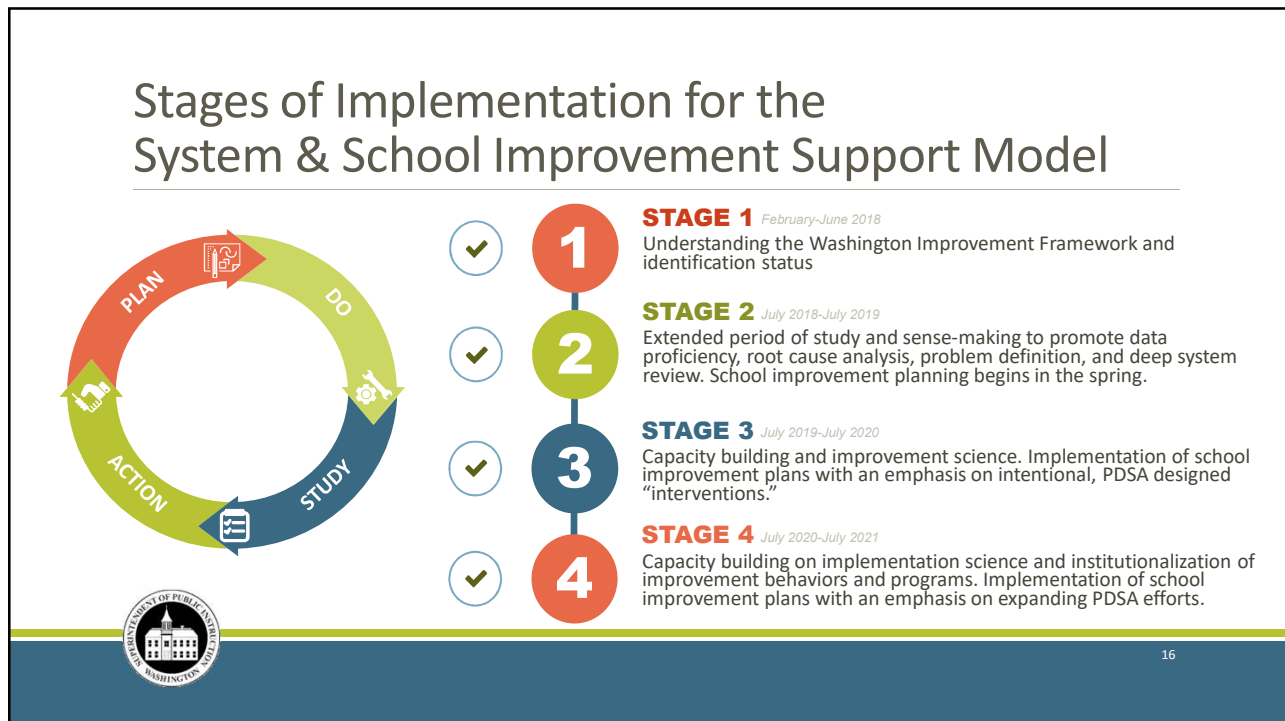
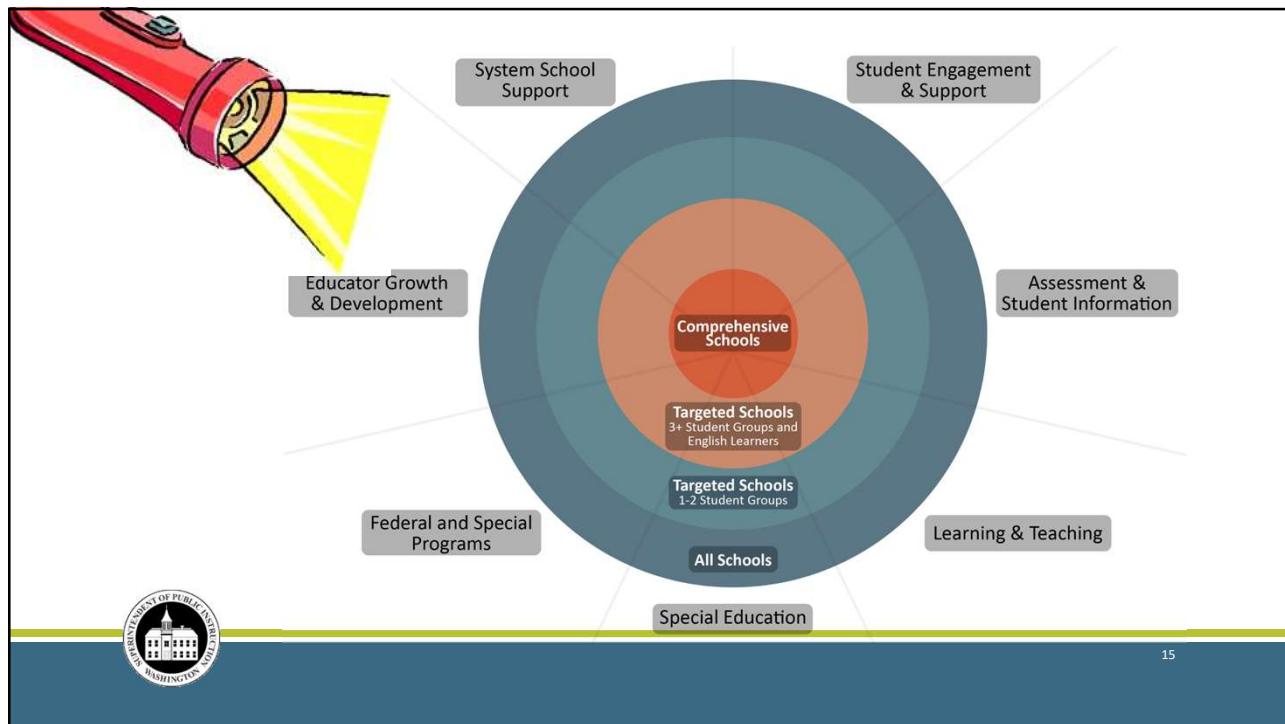
www.k12.wa.us/ESEA/ESSA/SampleDisplay.aspx

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



What are the supports and resources?





What are parental notification requirements?



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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>)



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3/28/2018

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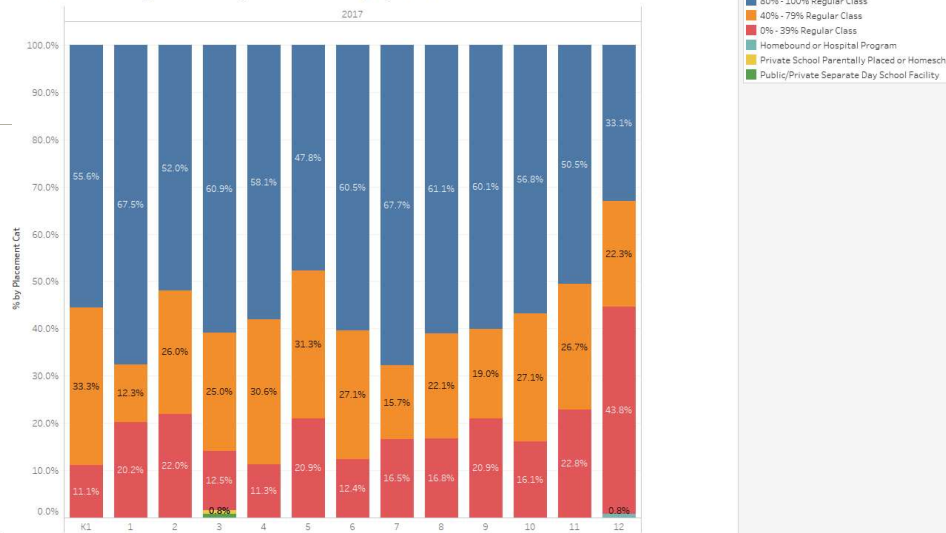
Data Dive: Students in Washington State with an IEP

MARCH 16, 2018

GLENNA GALLO, OSPI, ASST. SUPERINTENDENT SPECIAL EDUCATION



Percent of School Age Students by Placement Category and Grade Level



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

3/28/2018

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Indicators 3B and 3C. Participation and proficiency of students with disabilities on statewide assessments: *(Results Indicators)*

Participation	Actual Data FFY 2015 (% of students)	Actual Data FFY 2016 (% of students)
READING ASSESSMENT		
Grades 3-5	93.1%	93.1%
Grades 6-8	91.9%	92.5%
High School	58.7%	53.7%
MATH ASSESSMENT		
Grades 3-5	92.8%	92.8%
Grades 6-8	91.3%	91.9%
High School	51.7%	50.6%

Proficiency	Actual Data FFY 2015 (% of students)	Actual Data FFY 2016 (% of students)
READING ASSESSMENT		
Grades 3-5	26%	24.8%
Grades 6-8	17.14%	17.47%
High School	52.44%	37.73%
MATH ASSESSMENT		
Grades 3-5	26.2%	25.43%
Grades 6-8	14.02%	14.43%
High School	21.3%	13.76%



Improving Outcomes for Students with Disabilities

Leadership	Support students with disabilities (including increased collaboration and ownership regarding students with disabilities of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality
Growth mindset	Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, and IEP-related decisions)
Evidence-based practices	Instruction and interventions within an MTSS framework leading to increased access and progress in Washington grade-level learning standards
Professional development	Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members) addressing all of the above
Resource allocation	Braided funding, consolidated application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making
Recruitment and retention	Teacher preparation programs for administrators, general educators, special educators, and related service providers focused around instruction and support for students with disabilities, including all of the above



Special Education Steve Dahl, NWESD Accessibility for All

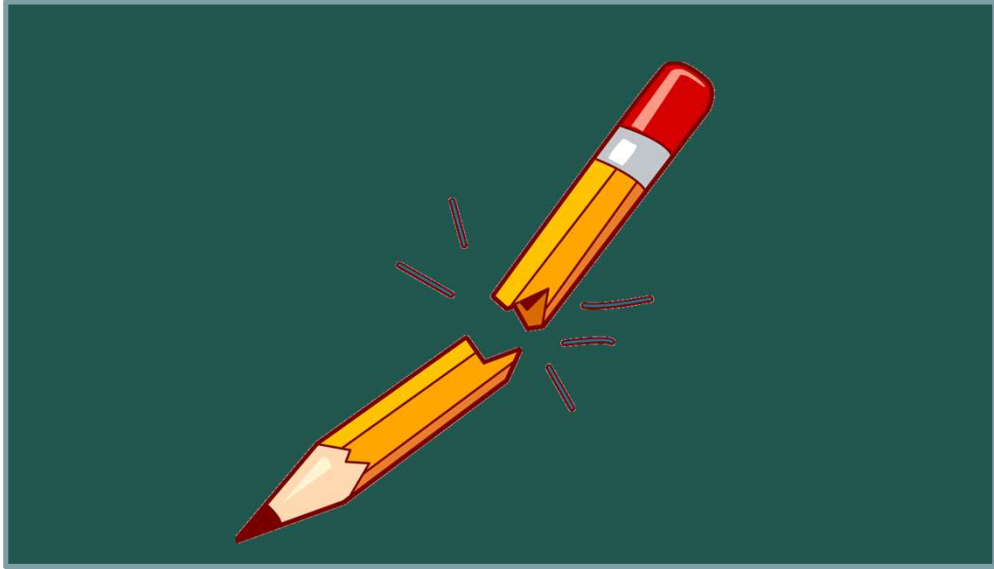
Leading for Equity: Gayle Everly



Th

- Students with Disabilities

Break Time



Since Time Immemorial
Update from the Field
Dawn Walker, Lummi Nation School

DIGITAL LIBRARY PLAYLISTS

Resources for Teaching and Learning



OSPI | Assessment &
Student Information

108 Interim Connections Playlists Now Posted to the Digital Library

All 108 Interim Connections Playlists are now posted to the Digital Library! These playlists save educators time by linking interim assessment results to instructional resources. Educators can [access the playlists in the Digital Library](#) with a registered account. In total, over 230 educators across the Consortium contributed their knowledge and expertise by creating playlists and resources to help teachers better help their students. Thank you so much for supporting this work.

To learn more about the playlists or promote them in your school, district, and ESD, check out these resources:

- [Connections Playlists information](#): Smarter Balanced public website includes sample playlists, available playlists by grade and subject, and links to the Digital Library
- [Playlist flier](#) (PDF)
- [Blog post](#)

3 Types of Playlists

Instructional Playlists

- Resources organized into progressions of skills or understanding
- Focused on content of Interim Blocks

Connections Playlists

- Built by educators based on student performance on IABs
- Organized by achievement level

Professional Learning

- Resources focused on professional development
- Topics include Assessment Literacy, Formative Assessment and Accessibility

NEW Quick start and User Guide for the Digital Library

You can find the link in the ELA section of the Coordinator Update

[Digital Library Quick Start Guide](#)

[Playlist flier](#) (PDF)

[Connections Playlists information](#)

[Access the playlists in the Digital Library](#)

NWESD Coordinators
Update

Individual Reflection

- What is the learning that is leaving the room with you today?
- What will you do with this information?

Thank you for coming!

Questions?