

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 10, 2015**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
<b>2</b>	<b>PROPOSED - MUTUALLY RESPONSIBLE ACCOUNTABILITY SYSTEM</b>	Information Item

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**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**BACKGROUND/DISCUSSION**

Superintendent of Public Instruction, Sherri Ybarra, will give an update on the State Department of Education.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**SUBJECT**

Draft of Mutually Responsible Accountability System.

**REFERENCE**

February 16, 2012	State Board approval of First Draft of ESEA Waiver
June 19, 2014	State Board approves revisions and new one year ESEA Waiver
March 19, 2015	State Board approves revisions and new three year ESEA Waiver
April 16 2015	State Board approves revisions and new one year ESEA Waiver

**BACKGROUND/DISCUSSION**

Idaho received a waiver from No Child Left Behind (NCLB) 1116 School Improvement provisions in October 2010. This waiver was for three years. Idaho submitted a one year request for renewal of the ESEA Flexibility Waiver on July 31, 2015.

The US Department of Education approved Idaho's ESEA flexibility renewal through 2015-2016 schoolyear. Idaho received permission to pause the current rating system (Five Star Accountability System) for the 2015-16 year. This pause also gave us time to develop a new accountability plan. This new plan will replace the original plan.

The new plan proposed by the Idaho State Department of Education is based on requirements of the US Department of Education (USDOE) for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and on the recommendations from the Accountability Oversight Committee and stakeholder input.

**IMPACT**

Idaho State Department of Education will hold Districts accountable for meeting the Annual Measureable Objective (AMO) targets. District scores will reflect the schools average scores. Districts will hold schools accountable for meeting the AMO targets in order that the district's targets will be met.

**ATTACHMENTS**

Attachment 1 – Accountability Plan Power Point Presentation	Page 3
Attachment 2 – Annual Measurable Objective Growth Targets	Page 15

**STAFF COMMENTS AND RECOMMENDATIONS**

The Department will provide an overview of the proposed amendments to Idaho's ESEA waiver request. The presentation is intended to give the Board an opportunity to provide feedback before the final waiver request is brought forward for the Board's consideration at the February 2016 Board meeting.

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**BOARD ACTION**

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DRAFT November 4, 2015

# MUTUALLY RESPONSIBLE ACCOUNTABILITY PLAN FOR IDAHO DISTRICTS AND SCHOOLS

Superintendent's Webinar

November 5, 2015

DRAFT November 4, 2015

# ISSUES WITH THE FIVE STAR SYSTEM

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- ✗ High performers not meeting growth targets ratings dropped.
- ✗ Growth measure important but the calculation was overly complex.
- ✗ The Idaho Department of Education and Districts need to be mutually accountable.
- ✗ Districts lack flexibility in setting ambitious but attainable targets for schools.
- ✗ What did parents and educators gain from the system?
- ✗ Comparisons were made between very different types of schools.



DRAFT November 4, 2015

## ESEA FLEXIBILITY RENEWAL=OPPORTUNITY

- ✗ Transition to a new test and accountability system.
  - + Incorporate recommendations from the Accountability Oversight Committee
  - + Incorporate stakeholder and district feedback
- ✗ Considerations
  - + Allow the ISDE to concentrate efforts. 115 districts and 48 LEA's Charters rather than 726 schools.
  - + Support local control.
  - + Maintain focus on growth for all students, and faster growth for those farther behind
  - + Propose a system likely to be approved by USED

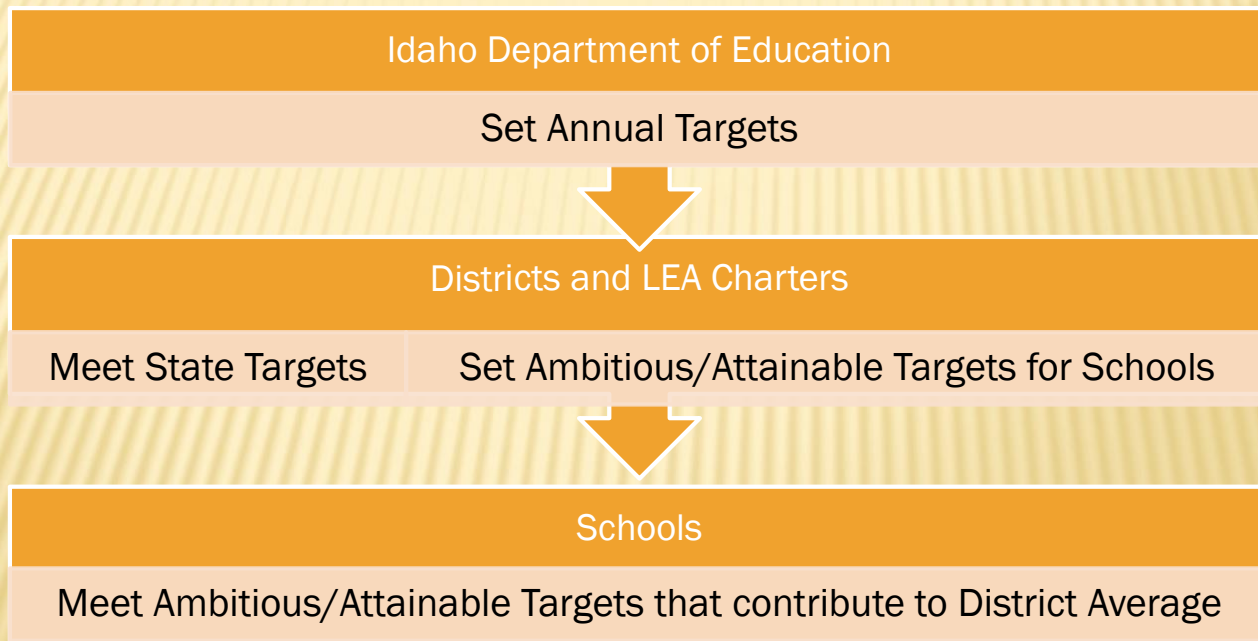
# THEORY OF ACTION

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- ✕ ISDE will support Districts and Districts will support Schools
  - + The State will set ambitious and achievable targets for districts to meet achievement goals
  - + Districts will set ambitious and achievable targets for schools to meet achievement goals.

DRAFT November 4, 2015

## AMO ACCOUNTABILITY & SCHOOL IMPROVEMENT



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# PUBLIC ACCOUNTABILITY STATE/DISTRICT/SCHOOL REPORT CARD

State Report Card

Assessment and Annual Measureable Objectives



District Report Card

School Report Card



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# DISTRICT ACCOUNTABILITY

Annual Measurable Objectives LEA (AMOs) MET		Annual Measurable Objectives (AMOs) LEA IN PROGRESS
	Met AMO's	In Progress to Meet AMO's
<b>Recognition and Rewards</b>	Eligible for recognition	Not eligible
<b>LEA Improvement Plan</b>	Improvement Plan is optional, but encouraged	AMO District Improvement Plan addressing deficient AMOs using the improvement components as identified in NCLB Section 1116(c)(7)(A).
<b>LEA Responsibilities for Individual Schools In Progress</b>	Work with any school designated as In Progress to: <ul style="list-style-type: none"> <li>• develop a school improvement plan,</li> <li>• promptly review the plan, and</li> <li>• approve the school plan if the plan meets the requirements of NCLB Section 1116(b)(2)(E)</li> </ul>	Work with any school designated as In Progress to: <ul style="list-style-type: none"> <li>• develop a school improvement plan,</li> <li>• promptly review the plan, and</li> <li>• approve the school plan if the plan meets the requirements of NCLB Section 1116(b)(2)(E)</li> </ul>
<b>Idaho State Department of Education (ISDE) Services</b>	Optional	Optional
<b>State Funding Alignment</b>	No additional requirements	Must provide plan describing aligned uses of funds

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# MUTUALLY RESPONSIBLE ACCOUNTABILITY SYSTEM

Phase *	Elementary & Middle	High School	Alternative Schools
Baseline established	State average for "all students" and subgroups for ELA and Math; see AMO Targets chart		
Phase I 2015-2016	Identify Reward Schools by October 30, 2015		
Phase I 2015-2016	Identify Priority & Focus Schools by January 30, 2016	Identify Priority & Focus Schools by January 30, 2016	Identify Priority & Focus Schools by January 30, 2016
Phase II 2016-2017	Identify Reward Schools by fall 2016	Identify Reward Schools by fall 2016	Identify Reward Schools by fall 2016
Meet Achievement Annual Measurable Objectives (AMOs) OR Meets Growth Annual Measurable Objectives (AMOs)	ISAT-% Proficient or Advanced in English Language Arts/Literacy and Math OR ISAT Growth - (Increase in % students who met growth trajectory target)	ISAT-% Proficient or Advanced in English Language Arts/Literacy and Math OR ISAT Growth – (Increase the % of non-proficient/advanced students who met growth trajectory target)	ISAT-% Proficient or Advanced in English Language Arts/Literacy and Math OR ISAT Growth – (Increase in % students who met growth trajectory target)
Meet Participation Annual Measurable Objectives (AMOs)	ISAT-Participation Rate 95% or higher	ISAT-Participation Rate 95% or higher	ISAT-Participation Rate 95% or higher
Meet 3 <sup>rd</sup> Indicator Annual Measurable Objectives (AMOs)	3 <sup>rd</sup> Indicator: Attendance Rate	3 <sup>rd</sup> Indicator: Four year cohort graduation rate	3 <sup>rd</sup> Indicator: Attendance Rate (report on Four year cohort graduation rate; hold accountable for Six year cohort graduation)
Data Reported on Report Card		Advanced Opportunities (concurrent credits, AP courses, etc.)	Credit Recovery (% of students who recovered credits)
		PTE Certificates	PTE Certificates

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# MEETING THE ANNUAL MEASUREABLE OBJECTIVE... WE HAVE SOME CHOICES.

For each AMO:

AMO Path

or

Growth Path

## 3<sup>RD</sup> INDICATOR (INCLUDED IN AMO CALCULATIONS)

- ✕ All schools with a 12<sup>th</sup> grade
  - + Graduation Rate.
  - + This is based on the 4 year cohort
  - + Idaho's baseline graduation rate is 77%
  - + What targets do we set to reach the goal of 90%?
- ✕ All other schools
  - + Attendance
  - + Idaho's baseline attendance rates are approximately 94% for elementary/middle and 92% for High Schools
  - + What should the goal be?



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# ANNUAL MEASURABLE OBJECTIVES TO MEET 100% GOAL

- ✖ USED allows States to set AMO targets to get halfway to the 100% goal in 8 years.
  - $100\% \text{ Goal} - 52.10\% \text{ P/A} = 47.9 \text{ gap}$
  - $47.9 \text{ gap} / 2 = 23.95\% \text{ gap}$  is halfway point to 100%
  - $23.95\text{gap} / 8\text{yrs} = 2.99 \text{ \%age points increase each year}$  for the AMO targets

\*AMO targets are set for All Students and subgroups using the same formula.

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**Preliminary results;** does not include continuous enrollment status or ISAT-Alt; excludes 9th & 11th graders.

increase -

%age pts

State										
nts	ELA Annual Measurable Objectives	average	proposed increase							
		2015	2016	2017	2018	2019	2020	2021	2022	2023
3	All Students	52.10%	55.09%	58.09%	61.08%	64.08%	67.07%	70.06%	73.06%	76.05%
4	Black/African Americans	31.12%	35.43%	39.73%	44.04%	48.34%	52.65%	56.95%	61.26%	65.56%
2	Asian/Pacific Islander	64.54%	66.76%	68.97%	71.19%	73.41%	75.62%	77.84%	80.05%	82.27%
4	American Indian/AK Native	28.44%	32.91%	37.39%	41.86%	46.33%	50.80%	55.28%	59.75%	64.22%
4	Hispanic/Latino	32.24%	36.48%	40.71%	44.95%	49.18%	53.42%	57.65%	61.89%	66.12%
4	Native Hawaiian/Other Pacific Island	46.76%	50.09%	53.42%	56.74%	60.07%	63.40%	66.73%	70.05%	73.38%
3	White	56.91%	59.60%	62.30%	64.99%	67.68%	70.38%	73.07%	75.76%	78.46%
5	LEP	11.42%	16.96%	22.49%	28.03%	33.57%	39.10%	44.64%	50.17%	55.71%
4	Economically Disadvantaged	39.38%	43.17%	46.96%	50.75%	54.54%	58.32%	62.11%	65.90%	69.69%
6	Students with Disabilities	13.94%	19.32%	24.70%	30.08%	35.46%	40.83%	46.21%	51.59%	56.97%
3	Two or more races	52.42%	55.39%	58.37%	61.34%	64.32%	67.29%	70.26%	73.24%	76.21%
4	Homeless	29.43%	33.84%	38.25%	42.66%	47.07%	51.48%	55.89%	60.30%	64.72%
5	Migrant	20.90%	25.84%	30.79%	35.73%	40.68%	45.62%	50.56%	55.51%	60.45%

Possibility of recalculating every year

Math Annual Measurable Objectives		State average	proposed increase 							
		2015	2016	2017	2018	2019	2020	2021	2022	2023
4	All Students	40.29%	44.02%	47.75%	51.49%	55.22%	58.95%	62.68%	66.41%	70.15%
5	Black/African Americans	20.37%	25.35%	30.32%	35.30%	40.28%	45.25%	50.23%	55.21%	60.19%
3	Asian/Pacific Islander	56.68%	59.39%	62.10%	64.80%	67.51%	70.22%	72.93%	75.63%	78.34%
5	American Indian/AK Native	18.66%	23.74%	28.83%	33.91%	39.00%	44.08%	49.16%	54.25%	59.33%
5	Hispanic/Latino	20.28%	25.26%	30.25%	35.23%	40.21%	45.19%	50.18%	55.16%	60.14%
4	Native Hawaiian/Other Pacific Island	35.86%	39.87%	43.88%	47.89%	51.90%	55.90%	59.91%	63.92%	67.93%
3	White	45.04%	48.48%	51.91%	55.35%	58.78%	62.22%	65.65%	69.09%	72.52%
6	LEP	9.93%	15.56%	21.19%	26.82%	32.45%	38.08%	43.71%	49.34%	54.97%
4	Economically Disadvantaged	28.52%	32.99%	37.46%	41.92%	46.39%	50.86%	55.33%	59.79%	64.26%
4	Students with Disabilities	12.98%	18.42%	23.86%	29.30%	34.74%	40.17%	45.61%	51.05%	56.49%
3	Two or more races	40.06%	43.81%	47.55%	51.30%	55.05%	58.79%	62.54%	66.28%	70.03%
5	Homeless	20.56%	25.53%	30.49%	35.46%	40.42%	45.39%	50.35%	55.32%	60.28%
5	Migrant	15.05%	20.36%	25.67%	30.98%	36.29%	41.60%	46.91%	52.22%	57.53%

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