

Idaho's Next Generation Accountability System

Overview of Idaho's ESEA Waiver and the Five Star Rating System



Purpose of Waiver

- Federal:
 - To bridge the gap while Congress works to reauthorize NCLB
 - To provide additional flexibility to states and districts
 - To align states to Race to the Top initiatives
- State:
 - Establish a new higher lever of accountability that uses multiple measures to determine a school's performance
 - Align Idaho's accountability system with Students Come First, Race to the Top, and ESEA components
 - To implement a comprehensive plan for public education in Idaho



Three Principles

- Principle 1: College and career-ready expectations for all students
- Principle 2: State developed differentiated recognition, accountability and support
- Principle 3: Supporting effective instruction and leadership



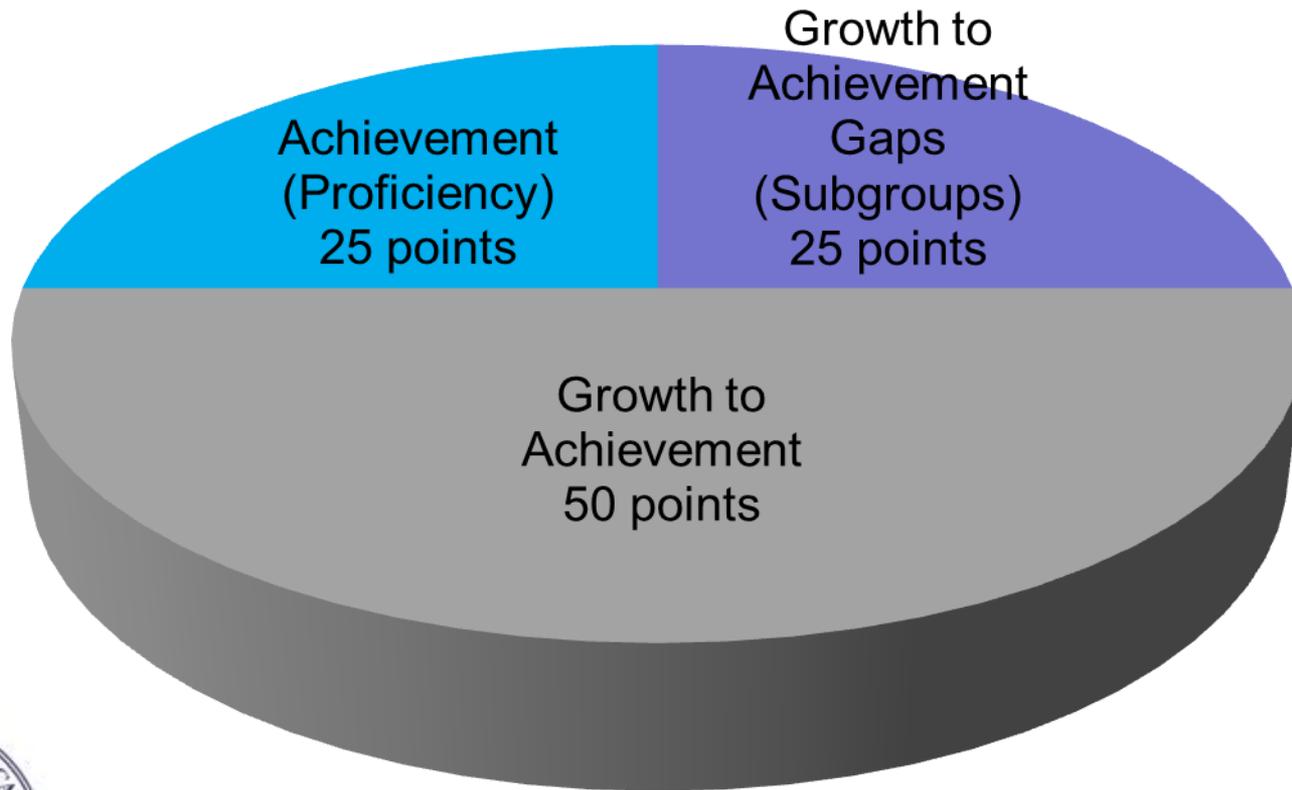
State Developed Differentiated Recognition, Accountability, Support



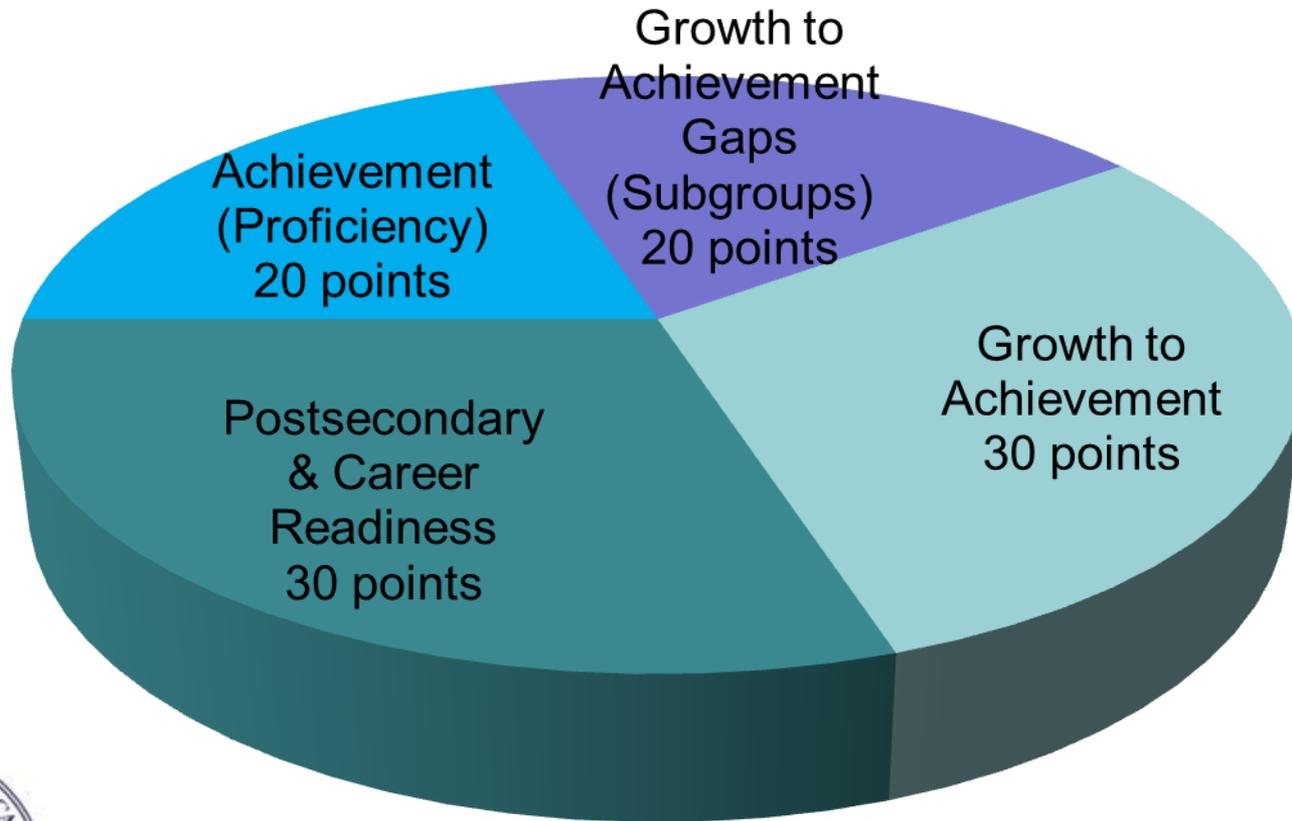
Five Star Rating System vs. Letter Grades



Elementary and Middle Schools



High Schools Serving Grade 12



Idaho's Accountability Measures



Achievement

- Measure: ISAT and ISAT – ALT
 - Reading (33.3%)
 - Language Usage (33.3%)
 - Mathematics (33.3%)
- Standard: % of students proficient and advanced



Achievement Points Eligible

Percent Proficient and Advanced	Points Eligible
95% - 100%	5
84% - 94%	4
65% - 83%	3
41% - 64%	2
≤ 40%	1

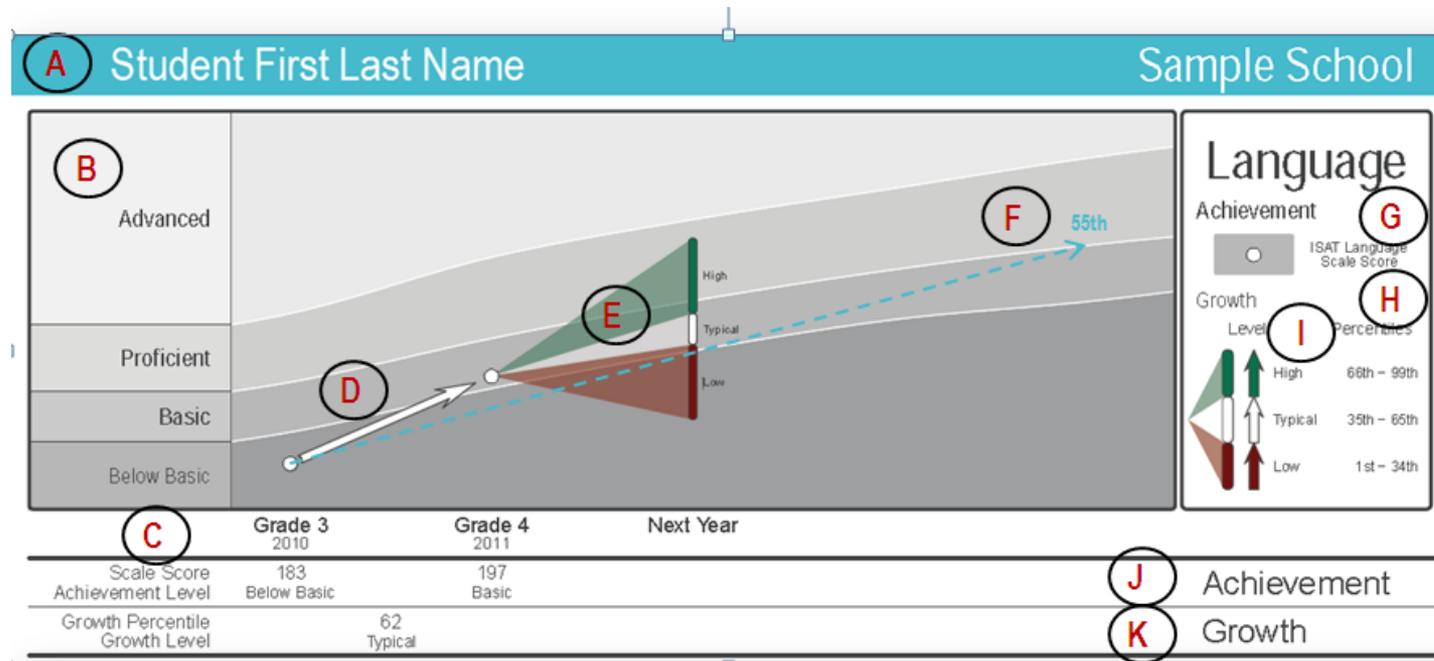


Growth to Achievement

- Measure: Idaho Growth Model based off of the ISAT
 - Reading (33.3%)
 - Language Usage (33.3%)
 - Mathematics (33.3%)
- Standard:
 - Median Student Growth Percentile (SGP)
 - How much growth does a student make compared to like scoring peers?
 - Adequate Student Growth Percentile (AGP)
 - How much growth does a student need to make to reach proficiency in three years or by 10th grade?



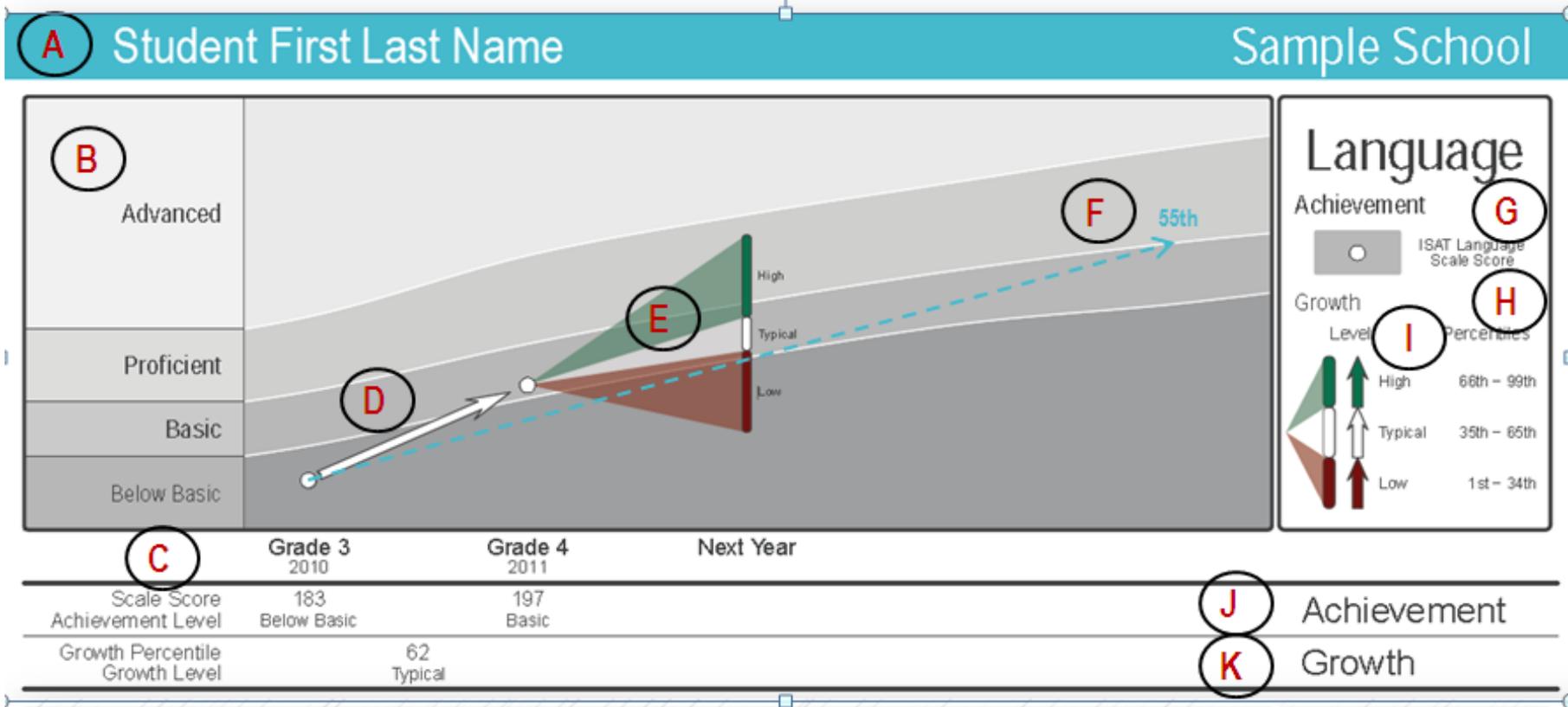
How To Read Student Growth Reports



- A. Displays the student's name and school in which the student had been continuously enrolled in SY 2010-2011
- B. Lists the proficiency level
- C. Displays the student's grade and school year
- D. Student Growth Percentile (SGP) is represented by the arrow between the two white circles, refer to I.
- E. Displays the projected growth levels necessary to earn proficiency next year
- F. Adequate Growth Percentile (AGP) is represented by the dotted line (display coming late 2012)¹
- G. Displays the subject
- H. Scale score is represented by the white circle (○)
- I. In the state of Idaho, the green growth arrow is considered high growth; white is typical; and red is low, refer to D.
- J. Displays the student's scale score and proficiency level
- K. Displays the student's growth percentile and growth level

Scale Score and Proficiency Level

How To Read Student Growth Reports



Postsecondary and Career Readiness



Postsecondary and Career Readiness

- Measure:
 - Graduation Rate (50%)
 - College Entrance/Placement Exam (25%)
 - Advanced Opportunities (25%)
- Standard:
 - College Entrance/Placement
 - % of students reaching the college readiness score on SAT, ACT, ACCUPLACER or COMPASS exams.
 - Advanced Opportunities
 - % of total eligible students (juniors and seniors) completing at least one AP, IB , Dual Credit or Tech Prep course and % of those students receiving a C or better in an AP, IB, dual credit or Tech Prep course.



Graduation Rates

Graduation Rates	Points Eligible
90% - 100%	10
81% - 89%	8
71% - 80%	6
61% - 70%	4
≤ 60%	2



College Entrance/Placement Exam Eligible Points

Measure	ACT	English	Math	SAT	Reading /English	Math	Writing
Benchmark	21 Composite	18	22	1550 Composite	500	500	500



College Entrance/Placement Exam Eligible Points

Year 1 – School Year 2012-2013

Percent of Students Meeting the College Entrance or Placement Exam Benchmark	Points Eligible
25% - 100%	5
20% - 24%	4
15% - 19%	3
10% - 14%	2
≤ 10%	1



College Entrance/Placement Exam Eligible Points Year 2 – School Year 2013-2014

Percent of Students Meeting the College Entrance or Placement Exam Benchmark	Points Eligible
35% - 100%	5
30% -34%	4
25% - 29%	3
20% - 24%	2
≤ 20%	1



College Entrance/Placement Exam Eligible Points

Year 2 – School Year 2013-2014

Percent of Students Meeting the College Entrance or Placement Exam Benchmark	Points Eligible
45% - 100%	5
40% -44%	4
35% - 39%	3
30% - 34%	2
≤ 30%	1



Advanced Opportunities Eligible Points

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
<i>Percent Completing Advanced Opportunity</i>	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50% - 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1



Participation Rate

- Schools must test 95% of all students and all subgroups in each subject on the ISAT and ISAT-ALT.
- Participation rates less than 95% will result in a decrease of the overall Star Rating:
 - 5 Star = 3 Star
 - 4 Star = 3 Star
 - 3 Star = 2 Star
 - 2 Star = 1 Star



Star Rating Point Range

Star Rating	Total Point Range
*****	83-100
****	67-82
***	54-66
**	40-53
*	≤39



Support and Technical Assistance for Idaho's 1 and 2 Star Schools

- Annual Instructional Core Focus Visits
- Ongoing Technical Assistance
- Review of WISE Tool plan
- Intensive Monitoring
- Statewide System of Support:
 - Idaho Building Capacity Project (IBC)
 - Superintendents Network of Support
 - Network of Innovative School Leaders (NISL) formerly known as PALs
 - Response to Intervention (RTI) training and support
 - Family and Community Engagement
 - Links to other state initiatives.



Supporting Effective Instruction and Leadership



Overview

- Idaho's response to Principle 3 primarily provided an overview of the work that had already been done in Idaho around teacher evaluation and the process that the state was undertaking last year to create a system for administrator evaluation, including:
 - Adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for teaching,
 - American Recovery and Reinvestment Act Phase II Reporting Guidance,
 - Students Come First.



Students Come First

- The ESEA Waiver Application required growth in student achievement as measured by a statewide assessment and multiple measures such as parental input to be part of teacher and principal evaluations.
 - These were both components of Students Come First.
 - Since the laws were overturned the State Department of Education is working with stakeholders to come to an agreement on how these pieces can be integrated back into our evaluation system through an Educator Evaluation Task Force.



Timeline and Plan

- January - March:
 - Reconvene Evaluation Task Force
- April - May:
 - Take evaluation rule revisions forward to the State Board of Education as Temporary and Proposed Rule.
 - Receive State Board of Education approval of revisions to rule.
 - Put rule revisions out for public comment.
 - Receive final approval from the State Board of Education on Temporary and Proposed Rule.
- 2013-2014 School Year:
 - Districts may pilot revised evaluation models
- 2014-2015 School Year:
 - Full implementation of revised evaluation models in accordance with ESEA Waiver requirements.



Primary Decisions that Need to Be Made By Task Force

- Evaluation Performance Levels
- Multiple Measures (observation, portfolios, parent surveys, student surveys)
- Student Growth
- Proficiency Assessment for Administrators
- Professional Learning Plans
- Number of Evaluations and Observations
- Process for Review and Approval of Evaluations for both Principals and Teachers
- Standards for Principal Evaluation
- Due dates and timing of evaluations

