Accountability, Support, and Improvement for Schools

Description of indicators and how they will be measured for all students and subgroups:

Academic Achievement

The Smarter Balanced Assessment Consortium (SBAC) data results for math and English language arts will be applied in Grades 3 through 8. ACT scale scores will be used in high school for all 11th grade students.

Academic Progress

The OPI will compare SBAC data from 2016 going forward and compare rate changes from one year to the next. This will apply to SBAC data for grades 3 through 8 and ACT data for 11th graders for high school progress results.

Graduation Rates

The four-year adjusted cohort graduation rates will be used and not the extended year rate.

EL Proficiency Progress

WIDA data will be used to compare current year to previous year for a progress measurement.

School Quality/Success

Stakeholders have strongly voiced using school climate as the indicator of school quality, as measured by a school climate survey.

Stakeholders indicated that effective improvement planning is the most important feature supporting student growth.

As such, stakeholders recommended a rubric be established that reflects information contained in a state designed school improvement plan template completed by each school. The rubric will be used to analyze and determine if a school's improvement plan is viable.

Determination of State minimum N

Montana adopted a minimum N size of 10. A minimum N size of 10 would include more schools in the accountability system (used to identify schools for comprehensive and targeted support every three years). At a minimum number of ten, 582 schools would be included and 92 schools would be excluded because of their small size. This decision was made based on input from the stakeholders group at the September meeting.

Calculation and weighting meaningful differentiation and summative ratings

Montana will develop a system of meaningful differentiation based on all indicators in our state accountability system for all students and for each subgroup of students. The indicators will include English learner progress, proficiency on statewide assessments, academic improvement, and graduation rates. These four indicators are important foundational measurements for schools. Each of these indicators will be given "substantial weight" in compliance with the law. Additionally, all four of the aforementioned indicators, in the aggregate, will be given much greater weight than the indicator or indicators adopted in Montana to measure school quality and success. Montana's stakeholders are

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advocating that a school quality and success indicator be weighted so that it has as much impact as possible and that this indicator include school climate.

Factoring 95% participation rate
The law requires that an explanation be provided of how the state will factor in the 95% participation rate requirement into the accountability system.

Stakeholders support identifying any school for targeted support in which the "all students" group or any student subgroups (composed of the minimum N) do not meet the 95% participation rate.

Establishing uniform procedures for data averaging
If data averaging becomes necessary, the OPI has a data governance committee that will set business rules around data averaging after seeking input from within the agency and districts and schools.

Identifying Schools for Comprehensive Support
The OPI will use the accountability indicators to identify the lowest 5% of Title I schools, all high schools with a graduation rate below 67%, and schools identified for targeted support and improvement that have not improved over three years (consistently underperforming subgroups).

Annual determination, using the accountability indicators, will be made for all public schools each year, but the ranking to determine the lowest performing 5% will occur every three years for comprehensive and targeted support. Montana will use SBAC data for 2016 and 2017, EL data, graduation data, and school climate data for Title I schools to develop a rating which will be ordered and ranked.

Identifying Schools for Targeted Support
Montana will use the same process for identification of subgroups of students in the same manner as it does for identifying schools for Comprehensive Support. This means that a school with any subgroup performing at a level equivalent to schools in the lowest 5% is identified for Targeted Support.

Exit Criteria for Comprehensive Support and Improvement

- Every three years, the OPI will identify schools for comprehensive support
- After three years, the OPI will review the list of schools and make adjustments based on schools that are no longer in the lowest 5% of Title I Schools and all high schools that improved graduation rates to be above 67%
- Schools no longer in the bottom 5% or high schools that have improved graduation rates to be above 67% will exit comprehensive support

Exit Criteria for Targeted Support

- Every three years, the OPI will identify schools for targeted support
- After three years, the OPI will review the list of schools and make adjustments based on schools whose subgroup performance exceeds the performance of the lowest 5% of schools
- Schools that have subgroups consistently underperforming will be identified for comprehensive support

Supporting and improving low-performing schools
<u>Allocation of resources:</u>

- The OPI will set aside the required 7% from Title I Part A
- The OPI will have one continuous improvement plan to support schools to include:

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    - Data driven analysis with report card and self-assessment
    - Data driven goals identified for EL improvement (if applicable), ELA, math, and climate and school quality
    - Strategies for achieving goals including professional development, technical assistance, stakeholder involvement, monitoring of progress, and measurable outcomes
- The OPI will analyze improvement on all accountability indicators and for all student subgroups
- The OPI will provide regional trainings to school leadership teams on multi-tiered systems of support (MTSS) utilizing the Montana Literacy Plan and the Montana Math Plan.
- The OPI will provide grants to schools to improve MTSS in literacy and math

<u>Ascertaining evidence-based interventions</u>

- The OPI will have one continuous improvement plan to support schools identified for comprehensive and targeted support. The OPI will provide guidance in writing their plans and give feedback to ensure evidence-based interventions are being implemented and monitored for effectiveness
    - Data driven analysis with report card and self-assessment
    - Data driven goals identified for EL improvement (if applicable), ELA, math, and climate
    - Strategies for achieving goals including identifying professional development, technical assistance, stakeholder involvement, monitoring of progress, and measurable outcomes
- The OPI will use past and current work that shows strong or promising evidence for helping schools improve, including:
    - The practices implemented under the Schools of Promise (SIG funded) initiative, such as wraparound services, student engagement, and school board coaching, have proved to be highly effective and endorsed by stakeholders. The culturally relevant strategies especially have proven highly effective for schools that serve high numbers of American Indian students, and are specifically endorsed by the stakeholders
    - Montana Striving Readers Project strategies (i.e., implementing systems to improve literacy outcomes)
    - American Indian Achievement Task Force recommendations (i.e., 3-person OPI and district team to ensure more cohesive support of districts and less duplication of efforts, and analysis of other effective OPI supports and interventions for low performing schools)
- What Works Clearinghouse
    - Institute of Educational Science Practice Guides will be aligned with the OPI supports and interventions to better support schools and districts in understanding and implementing evidence based interventions

<u>Determining the need for more rigorous interventions</u>

- After 3 years, if schools in comprehensive support are not making progress on the accountability indicators for all students and all subgroups, OPI will evaluate additional interventions, which may include:
    - Intensive support from a three person OPI and district level team
    - More technical assistance from OPI, both programmatic and fiscal
    - More funding from OPI

<u>Periodic review of resources allocations</u>

Every three years, the OPI will conduct a comprehensive review to:

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- Analyze improvement on all accountability indicators and identify what is working, what is not, and what changes need to be made within the performance management system
- Analyze the continuous improvement plans and identify what is working, what is not, and what changes need to be made within the performance management system
- Analyze funding supports in our fiscal E-Grants system and identify what is working, what is not, and what changes need to be made within the performance management system
- Seek alternative funding mechanisms.

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