

Orientation to the Next Phase of the Statewide Accountability Framework

Linda Drake, Senior Policy Analyst, SBE

Ben Rarick, Executive Director, SBE

Achievement and Accountability Workgroup

April 12, 2013

State Accountability Initiatives from 1993 to the present

Commission
on Student
Learning
1993-1999

Academic
Achievement
and
Accountability
(A+)
Commission
1999-2005

State Board of
Education

2005-present

- System Performance Accountability (SPA) Committee
- Achievement and Accountability (AAW) Workgroup

Commission on Student Learning (1993-1999), A+ Commission (1999-2005)

The Commission on Student Learning

- Recommend steps to assist schools and districts where learning is below expected levels
- Did not succeed in creating an accountability system
- Expired June 30, 1999

A+ Commission

(SSB 5418, 1999)

- Duties and functions transferred to the A+ Commission
- Identify criteria for successful schools and those in need of assistance
- Proposed a system, but not passed into law

SBE's Work on the State Accountability System, 2005-present

The System Performance Accountability advisory (SPA) committee of the SBE 2007-2010; recommendations largely adopted into law (E2SSB 6696, 2010)

- Current accountability system including Required Action process

Developed a fair, consistent, and easily understood achievement index

- ESHB 2261 (2009) directed the SBE to continue to refine the index
- Flexibility offered by US Department of Education led to opportunity to create a single tool for recognition and identification of schools for additional support—Achievement and Accountability Workgroup

Summary of State Accountability System Work

Work on state accountability has been on-going over two decades

Challenging work, balancing:

- State control and local control
- Federal and state, funding and law

A major purpose and responsibility of the SBE

Collaborative roles for OSPI and SBE in the development and implementation of an accountability system

Two Key Pieces of Legislation on Accountability Signed into Law in 2013

E2SSB 5329

- Use Achievement Index for System; eliminate title-eligibility as criteria.
- Establish Phase II of R.A.D. Process

ESSB 5491

- Establish statewide indicators of education system health.
- Establish performance goals for the K12 system.

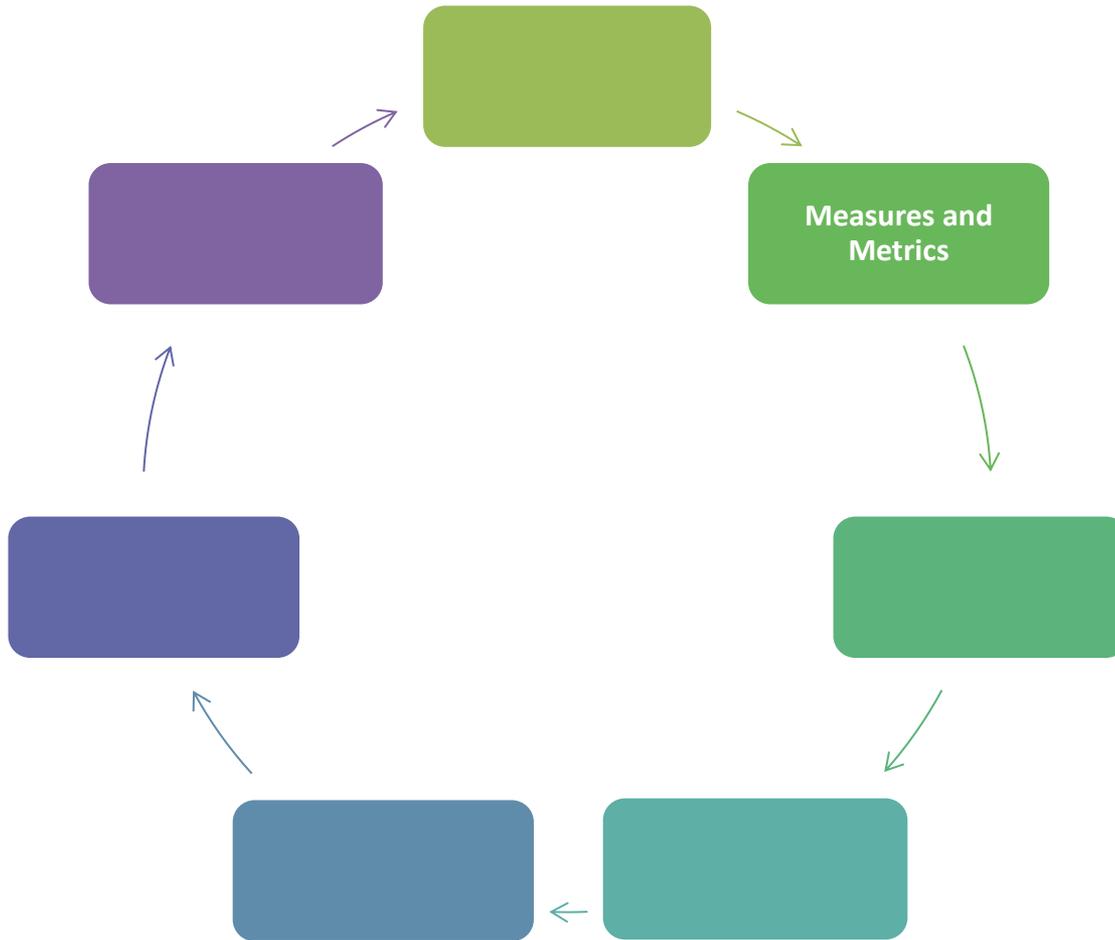
Key Issues of Consideration for E2SSB 5329

By November 1, 2013, SBE must:

“propose rules for adoption establishing an accountability framework that creates a unified system of support for challenged schools in need of assistance that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions.”

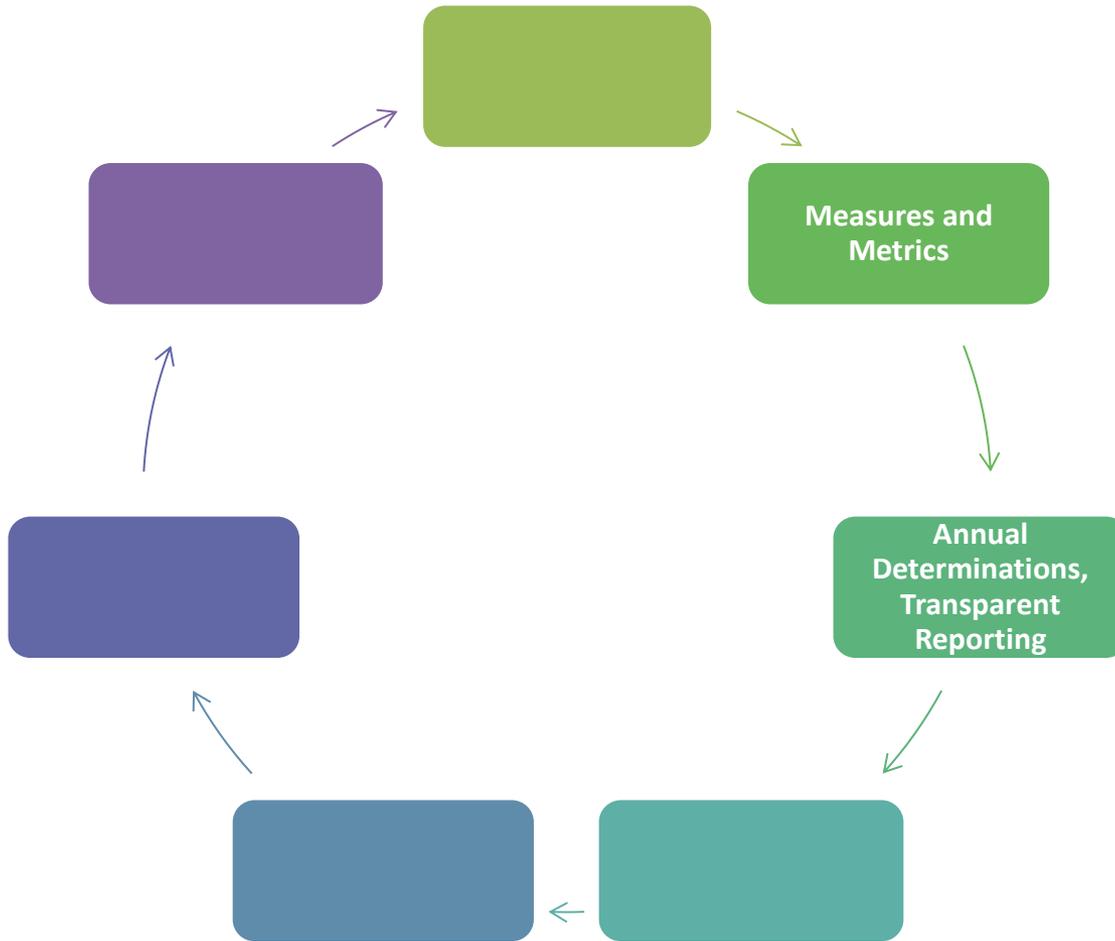
✓ SB 5329 – Section 12

Accountability Framework



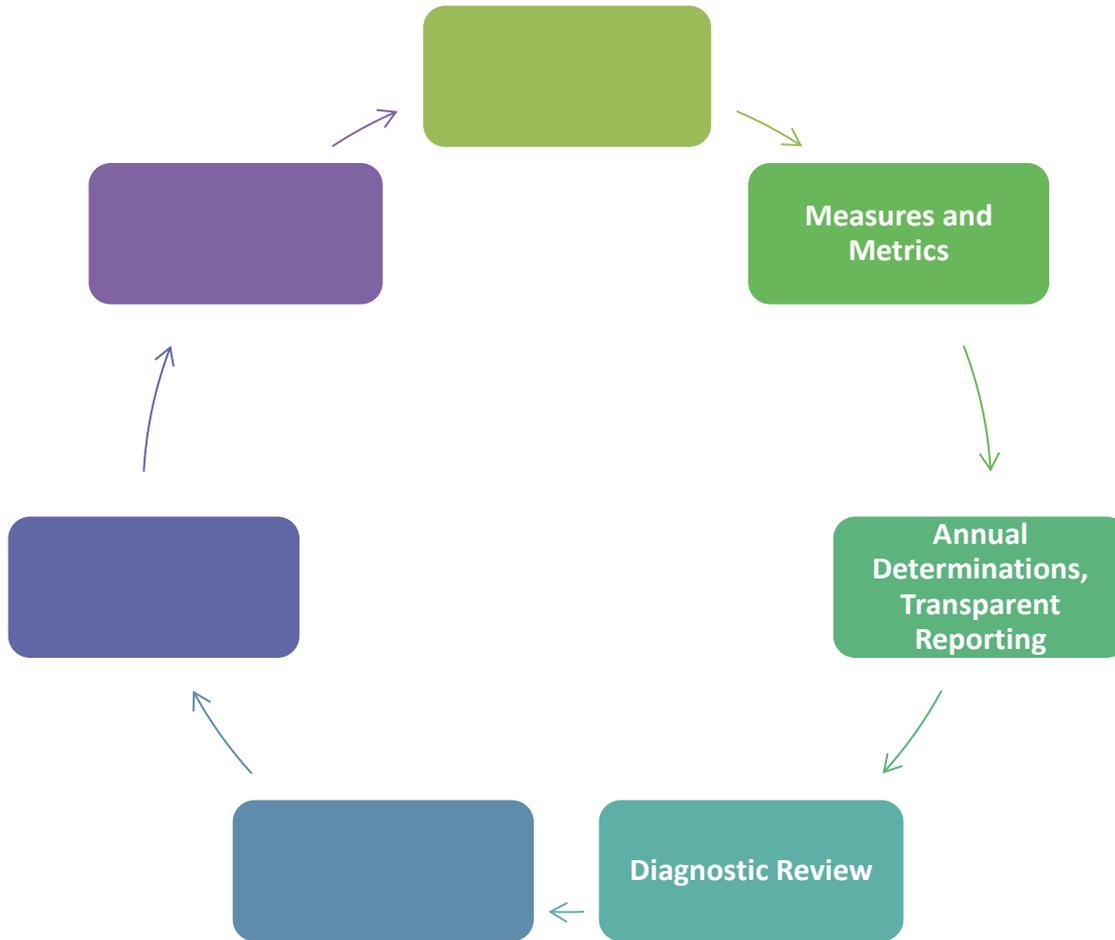
Example Framework
from: *Roadmap for
Next-Generation
State Accountability
Systems*, edition 2,
Council of Chief State
School Officers
(2011).

Accountability Framework



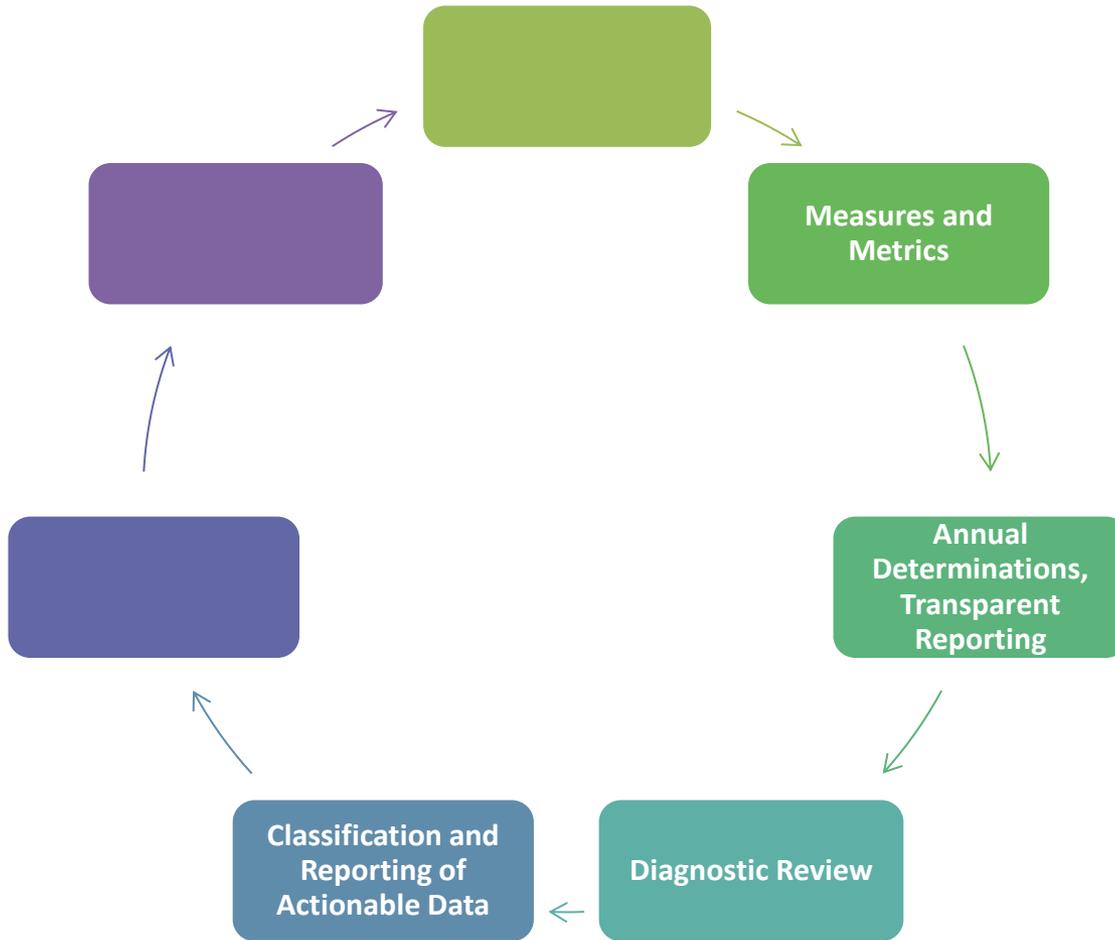
Example Framework
from: *Roadmap for
Next-Generation
State Accountability
Systems*, edition 2,
Council of Chief State
School Officers
(2011).

Accountability Framework



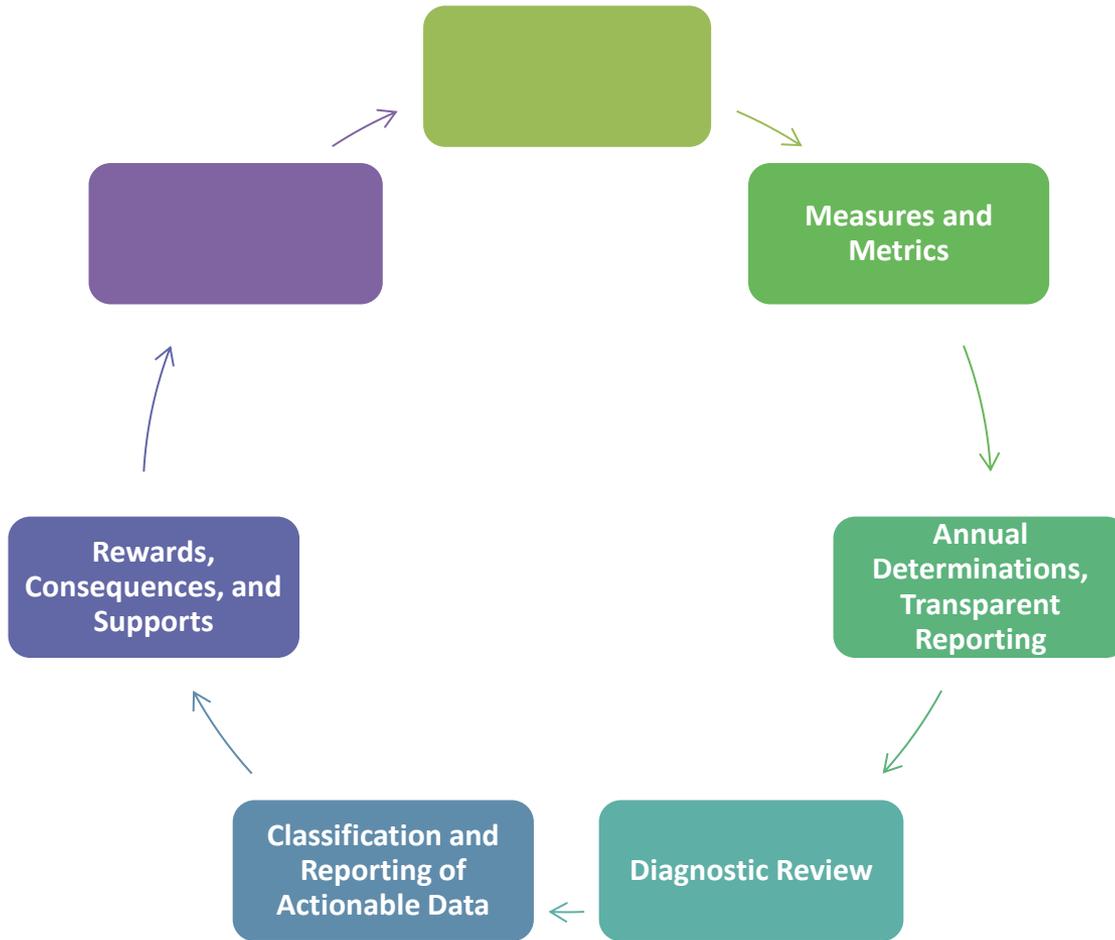
Example Framework from: *Roadmap for Next-Generation State Accountability Systems*, edition 2, Council of Chief State School Officers (2011).

Accountability Framework



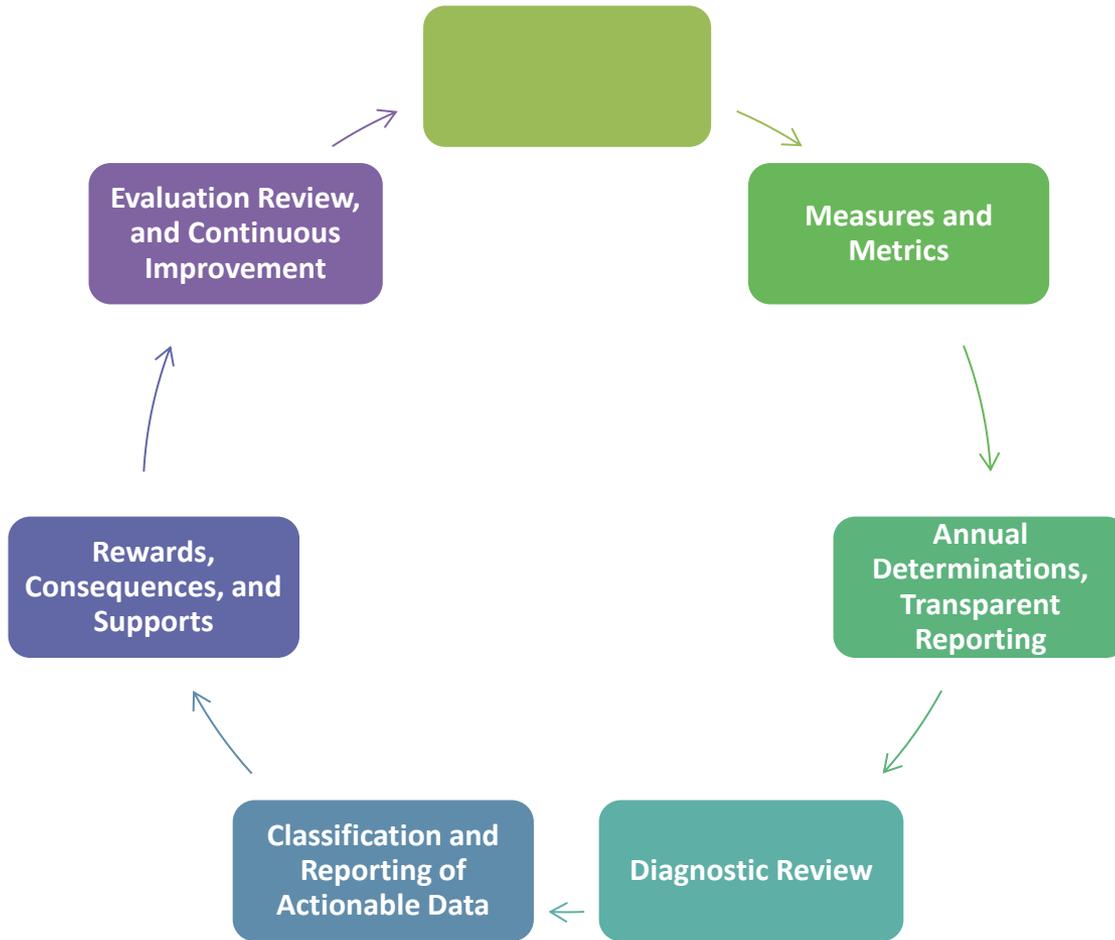
Example Framework
from: *Roadmap for
Next-Generation
State Accountability
Systems*, edition 2,
Council of Chief State
School Officers
(2011).

Accountability Framework



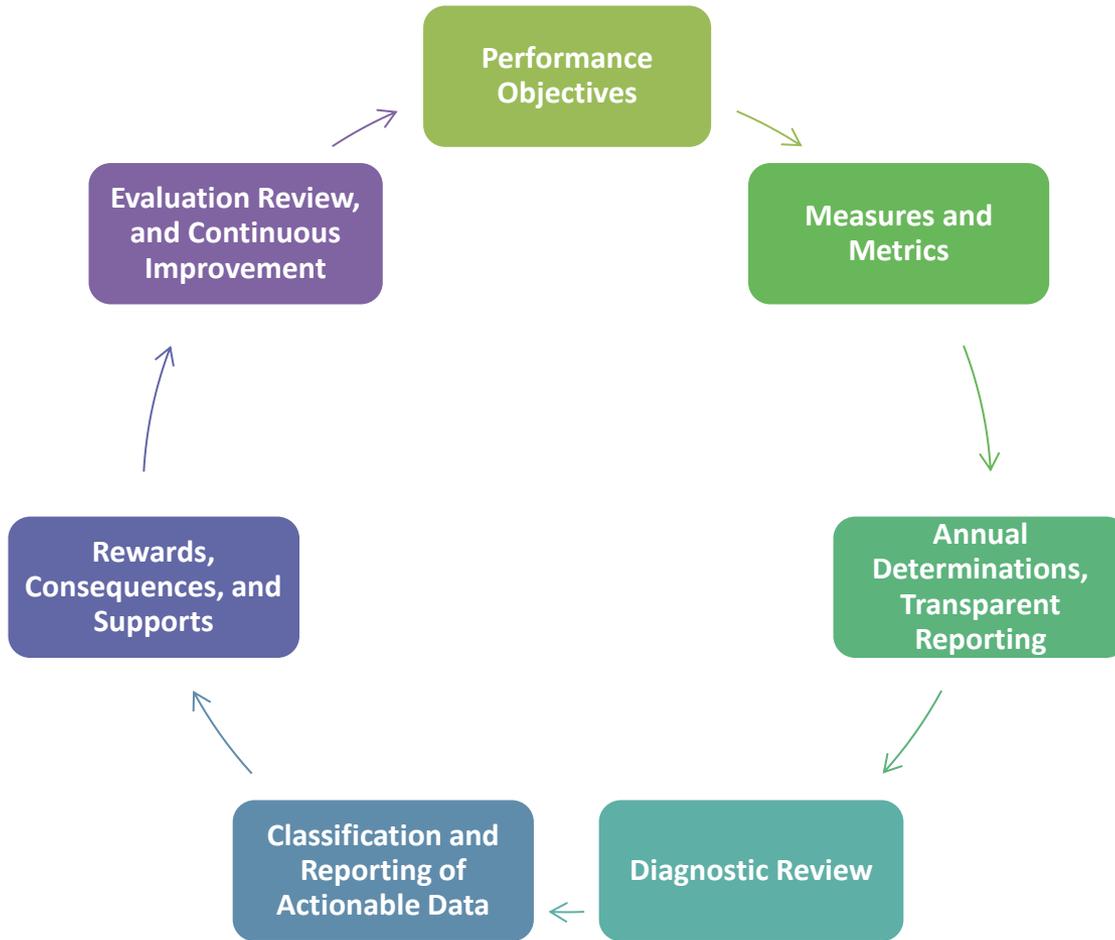
Example Framework from: *Roadmap for Next-Generation State Accountability Systems*, edition 2, Council of Chief State School Officers (2011).

Accountability Framework



Example Framework from: *Roadmap for Next-Generation State Accountability Systems*, edition 2, Council of Chief State School Officers (2011).

Accountability Framework



Example Framework from: *Roadmap for Next-Generation State Accountability Systems*, edition 2, Council of Chief State School Officers (2011).

Some Key Components of E2SSB 5329

Eliminates Title-eligibility as the state criterion for services

Establishes a separate tier of schools--'Challenged Schools in Need of Improvement'

Extending school improvement models beyond the federal models

Establishes a Level 2 Required Action process which allows SPI the authority to intercede

Key Issues of Consideration for 5329

- How will the Index determine “Challenged Schools in Need of Improvement” and “Persistently Lowest-Achieving Schools?”
- How can OSPI and SBE preserve rigor in Required Action Plans by publishing high-quality guidelines for state and federal models?
- What process and procedures will the SBE use to assign districts to Level II Status in Required Action?

Key Issues of Consideration for 5491

The goals-setting work of the Board must initially finish in December of 2013.

*“The state board of education, with assistance from the office of the superintendent of public instruction, the workforce training and education coordinating board, the educational opportunity gap oversight and accountability committee, and the student achievement council, **shall establish a process for identifying realistic but challenging system-wide performance goals and measurements, if necessary, for each of the indicators established in subsection (1).... the initial report establishing baseline values and initial goals shall be delivered to the education committees of the legislature by **December 1, 2013.**”***

✓ Section 2 (5)(a)

5491 System Indicators

WaKIDS

- Washington kindergarten inventory of developing skills

4th Grade Reading

- Percent meeting standard

8th Grade Math

- Percent meeting standard

Graduation Rate

- 4-year cohort

Post-secondary Education,
Training or Employments

- In the 2nd quarter after high school graduation, and the 4th quarter after graduation

Remediation

- Percent of students enrolled in precollege or remedial courses in college

Challenges to think about

5329

- How do you set guidelines for Required Action Plans?—what criteria should be used to approve a Required Action Plan for Level 1 or 2?
- How do you operationalize the definition of “recent and significant progress”?

5491

- What is the relationship between statewide goals and the Index?
- What resources or other constraints impact goal-setting?