

Development of a School Performance Accountability Framework—Introduction

September 11, 2013

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Linda Drake, Research Director

Goals for Accountability Work for this Meeting

- SBE updated on key next steps
- Provide direction on options for setting goals for ESSB 5491
- Provide direction on policy issues of framework development
 - The process for making decisions on assigning districts to Level II required action
 - “Recent and significant improvement or progress”
 - Education Accountability System Oversight Committee and the Required Action Plan Review Panel
- Provide input to OSPI staff on accountability system design

Introduction

- Review July SBE Meeting Discussion and AAW Feedback
- Overview of the morning
- Timeline for possible required action assignment for the next three years
- Timeline of the next 6 months

Key Points from July Meeting Discussion

E2SSB 5329

- Success will not only be dependent on money and school capacity, but also deep motivation, cultural and belief shifts in the schools and community.
- The implementation of a school's plan may be most successful when it is done through balanced leadership rather than top-down directives.
- During the evaluation and reevaluation process, successful and unsuccessful strategies should be identified.

ESSB 5491

- The response to ESSB 5491 should not result in two evaluation systems.
- Decision-makers should have access to analysis of Washington's data in comparison to other states and the nation.



Key Feedback from AAW



E2SSB 5329 Discussion Topics

Feedback

How should the type and scale of support for districts in the 5329 accountability system vary with school designations?

Support should be flexible and based on the unique needs of the school. The credibility of school improvement professionals is critical to the success of the support. The support should be adequately funded based on school size and needs.

How should the Board operationally define “recent and significant progress” as exit criteria for Required Action?

Use an exit trajectory that is based on a definite goal instead of a moving target. Currently, a school can enter or leave the PLA list based on how other schools have performed since the list is calculated from the bottom 5% rather than a cut score.

How should the accountability framework address the transition to the Common Core State Standards?

Numerous questions about the effect of Common Core State Standards on test results. What is the predicted impact of the transition? The accountability framework should be open to being continuously evaluated and reworked if necessary.

Key Feedback from AAW

ESSB 5491 Discussion Topics	Feedback
WaKIDS	Majority: Wait to set a performance goal until longitudinal data is available
4th Grade Reading	Mixed: 100% of all kids should be proficient, but realistic growth goals should be used
8th Grade Math	Mixed: 100% of all kids should be proficient, but realistic growth goals should be used
4-Year Cohort Graduation Rate	Mixed: Aspirational goal of 100%, but may need to incorporate realistic gradual increases
HS Graduates in Postsecondary Education, Training, or Employment in 2nd and 4th quarters	Unanimous: Significant interagency collaboration is needed for preparing the data at ERDC for the indicator and setting the performance goal
Remediation Rate in College	Unanimous: Interagency collaboration is needed for setting the performance goal

Overview

Accountability Framework

School and System Indicators

Performance Levels

Reporting System

Interventions and Support

Standards and Assessments

Overview

Accountability Framework

School and System Indicators

- Direction on options for establish 5491 goals
- Update on submitting the revised Index to the US Department of Education

Performance Levels

Reporting System

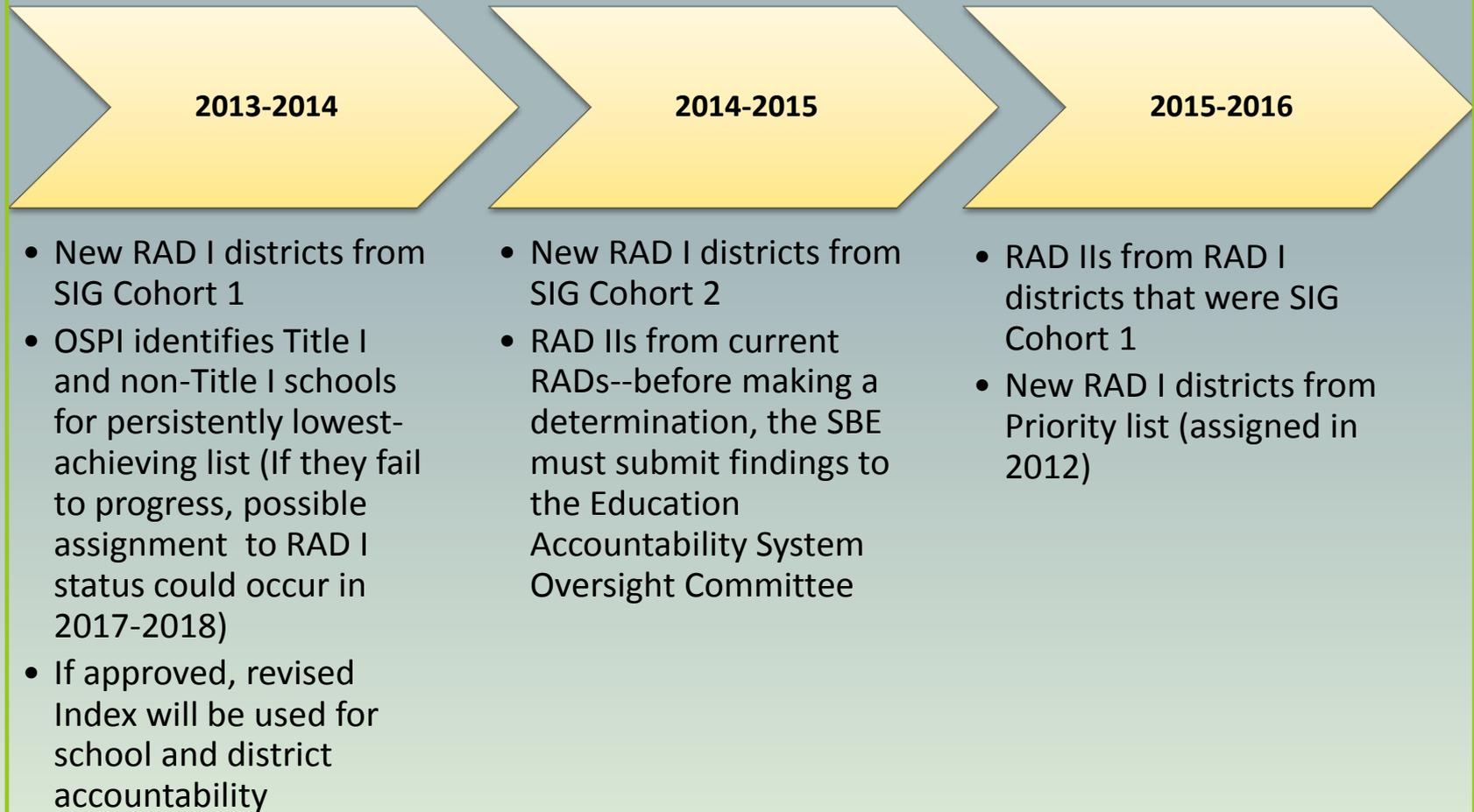
Interventions and Support

- Direction on process for assigning districts to RAD II status
- Input to OSPI on System Design

Standards and Assessments

- Update on the implications of field testing the Common Core State Standard assessment (SBAC)

Timeline for Possible Assignments of RAD I and RAD II



Timeline for Next Six Months

September Meeting

- Consider options for setting 5491 goals
- Review and discuss draft accountability system rule language
- Give input to OSPI on system design

November Meeting

- Vote to propose accountability framework rules
- Review of guidelines for development of required action plans
- Review of OSPI's system design
- Joint meeting with OSPI, Workforce Board, EOGOAC, and WA Student Achievement Council on 5491 goals
- Discuss draft 5491 report (Due December 1)

January Meeting

- Possible designation of new required action I districts
- Public hearing on accountability system rules

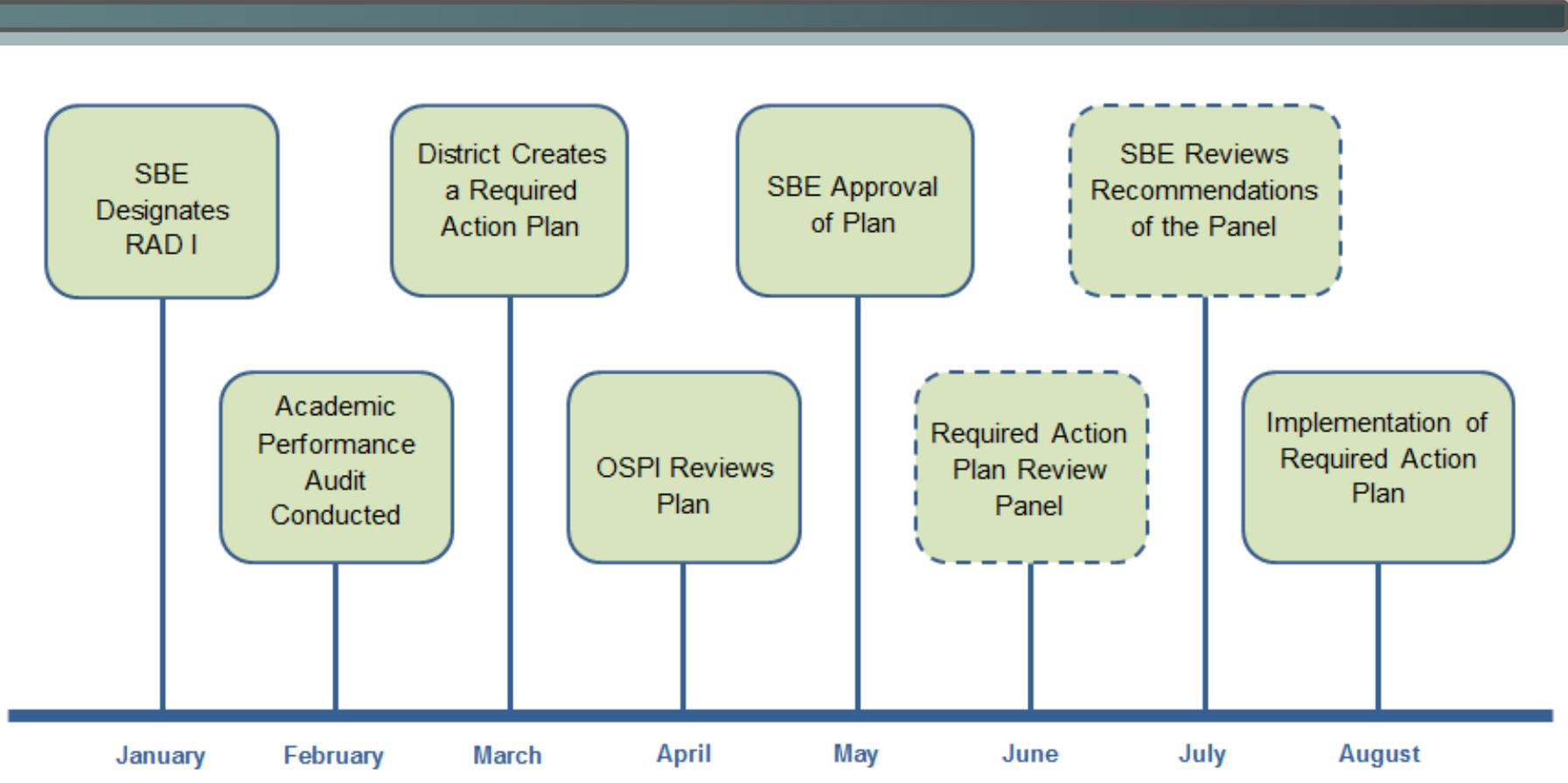


Development of an Accountability Framework Proposal

September 11, 2013

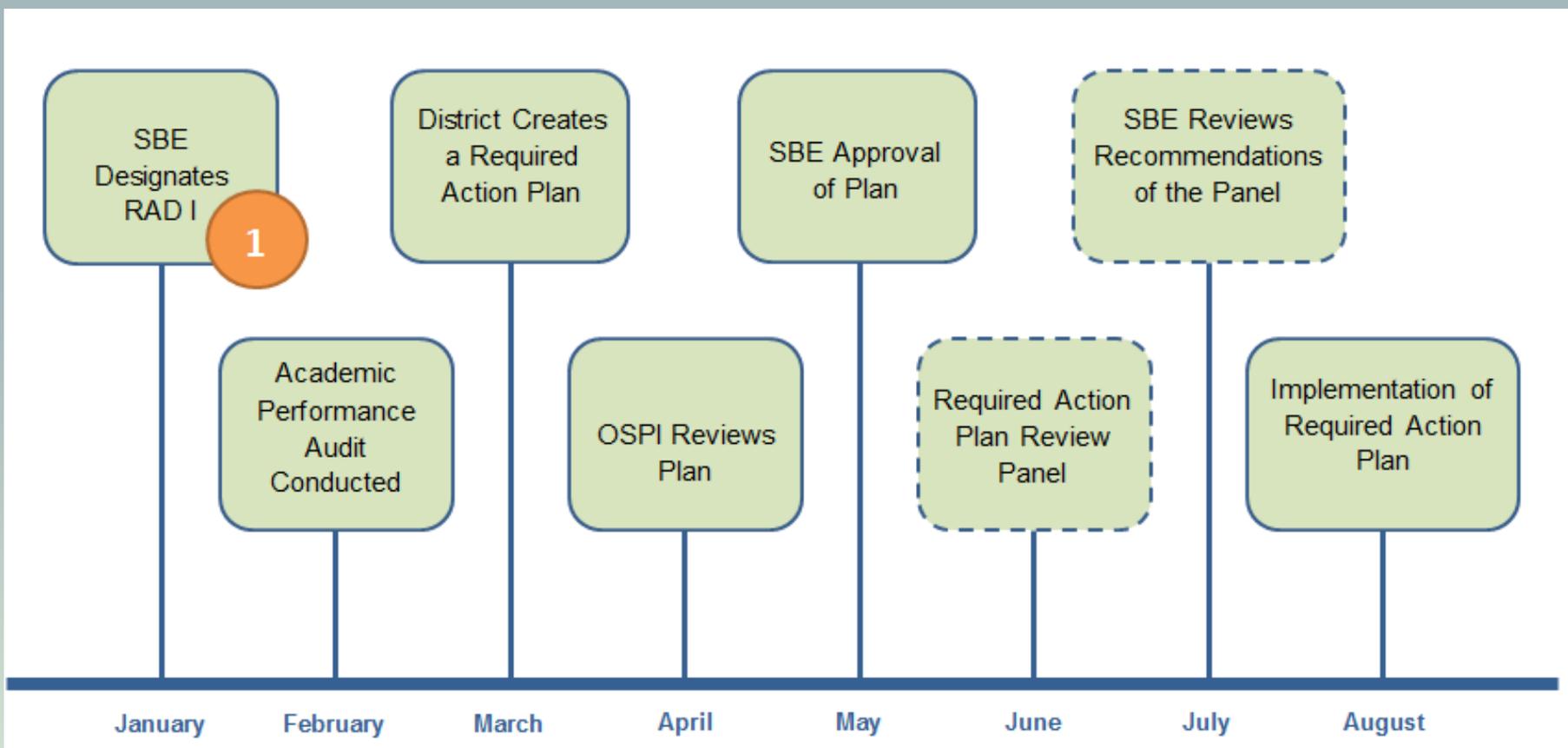
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Required Action Level I Process Timeline



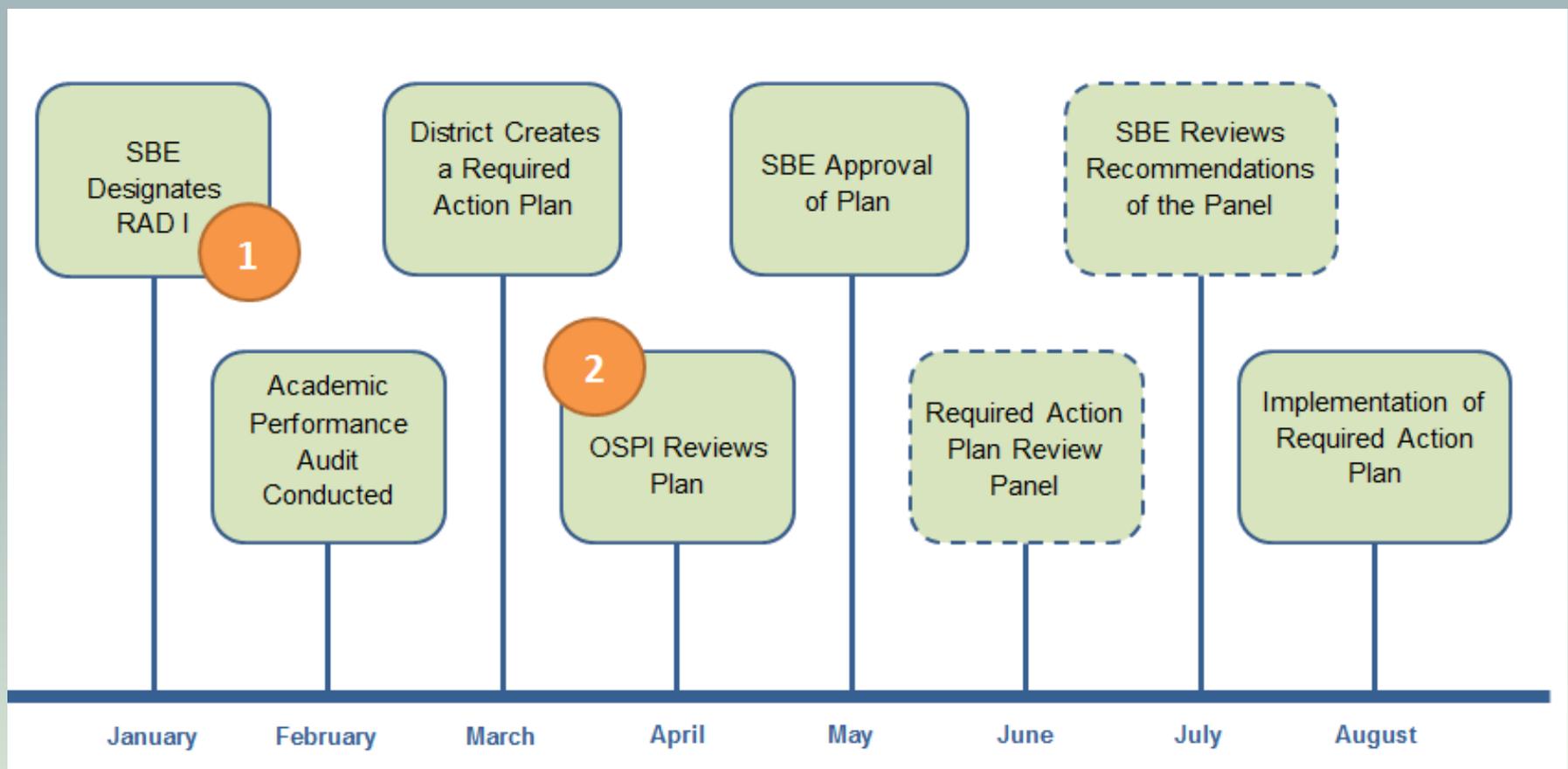
A review of the required action plans by the Required Action Plan Review Panel was not requested by current required action districts.

Differences Between Required Action Level I and Level II Process



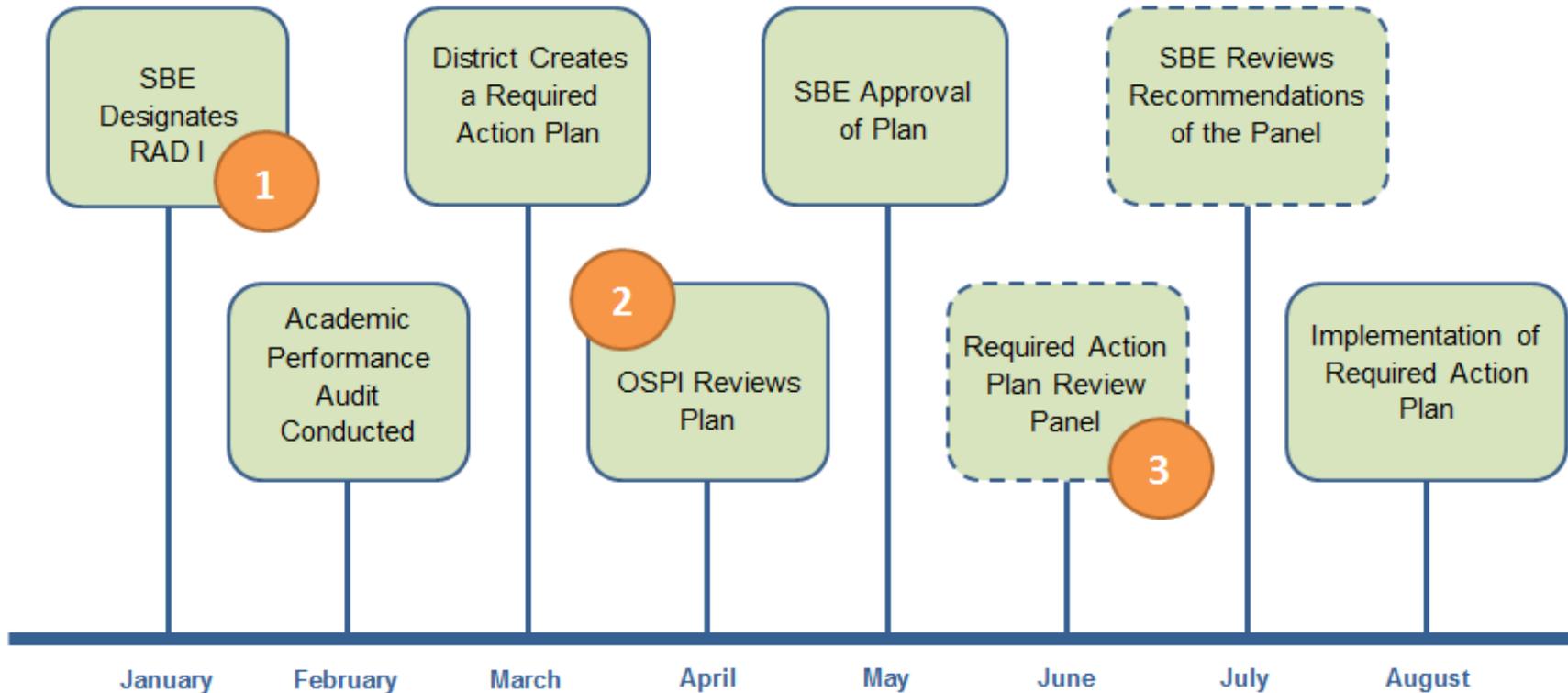
1—The Education Accountability System Oversight Committee (EASOC) must have the opportunity to review and comment on State Board of Education (SBE) findings on the required action Level I district's (RAD I) recent and significant progress prior to the SBE designating a Level II district.

Differences Between RAD I and RAD II Process



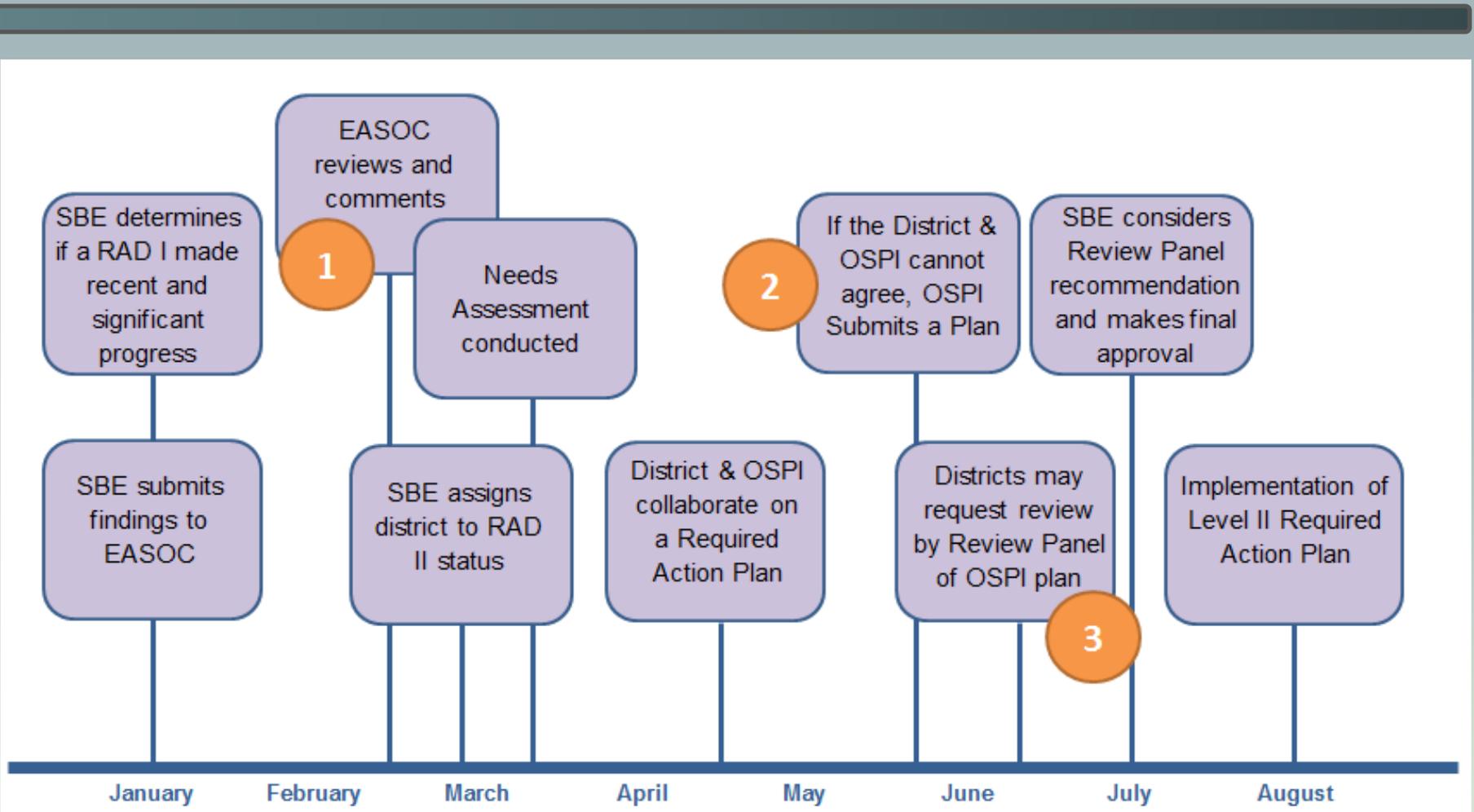
2—Office of the Superintendent of Public Instruction (OSPI) and the district collaborate on a Level II required action plan; if they cannot agree, OSPI creates the Level II plan. In Level I, the district creates the required action plan.

Differences Between Required Action Level I and Level II Process



3—The district may request a review by the Required Action Plan Review Panel of a Level II Required Action Plan submitted by OSPI to SBE. SBE considers recommendations of the Panel in approval of the Level II plan.

Required Action Level II Process Timeline



In Level II, the timeline gets compressed.

Summary of Level I and Level II Comparison

New features of Level II required action:

- 1 The Education Accountability System Oversight Committee reviews and comments on SBE findings; SBE considers their comments prior to making a Level II designation.
- 2 Collaboration by OSPI and the district on a Level II plan; if they cannot agree, OSPI submits a plan to SBE.
- 3 Districts may request a review of the plan by the Required Action Plan Review Panel. In Level II the Panel reviews the plan; in Level I, the Panel reviews SBE's decision not to approve a plan.

As a result of these features, the timeline for Level II is compressed. (The timeline would be further compressed if mediation is required.)

Considerations for Rule Language

- How the SBE decides Level II designations, including considering EASOC input.
- How the SBE decides on Level II action plan approval, including recommendations of Review Panel if given.
- Formalizing the timeline.

Achievement Index Update

- Ever ELL Update
- Status of Federal Negotiations
 - Definition of Priority, Focus, Emerging
 - Third year of growth data becomes available October
- ‘Double-testing’ Waiver
 - Waiver has impact on calculation of student growth, and Index work going forward.

Accountability Framework: Two issues to Work on

Issue #1 - “Mapping out” Level II of R.A.D. in rule

- This is primarily detailed planning work:
 1. Including input of legislative oversight committee
 2. Defining “recent and significant progress” as criteria for moving from Level 1 to Level 2.
 3. Essentially, work with the existing rules on Required Action and build in a Level 2 process.

Accountability Framework: Two issues to Work on

Issue #2 – Developing an “accountability framework”

- Board has discussed – what is a “framework” and what purpose does it serve?
- SB 5329 provides new purpose: to guide OSPIs development of system design: specific strategies for recognition, supports, and interventions.
- Challenges – provide guidance without getting into operational issues; do not reiterate statute; think present and future – what issues are coming?

Accountability Framework

A Set of Guiding Principles for the System

- Ground accountability system in objective standards of college and career readiness.
 - *Growth is a means to that end, but not the end itself*
 - *Commitment to growth adequacy*
- Normative index thresholds and equating measures can help transition to Common Core, but should be short-term.
- System unity – treat federal system as one integrated component part of overall state accountability framework.
 - *System should align composite index score to Reward and Priority designations. Labels should apply to all schools.*

Accountability Framework

A Set of Guiding Principles for the System

(continued)

- System policy integration should be reflected in streamlined program administration
 1. Integrate various corrective action and improvement plans into one unified state planning tool.
 2. Build data dashboard structure that unifies state report card, achievement index, and statewide performance goals.
- Aligning graduation requirements with Common Core
 1. New, higher academic standard reflected in 11th grade SBAC test should not be required for high school graduation before a full generation of Common Core instruction.
- Other issues addressed – expected rigor of required action plans, state goals-setting in relation to funding, guidelines for resource allocation, school recognition.

Next steps

- Statute requires “proposed” framework by November 1 to guide OSPI system design
 - Vision - work iteratively with OSPI so ultimate framework is not a surprise on November 1.
- Proposed option - posting on website November 1, and deliberate on motion at November meeting (November 14-15)
 - Avoids special meeting
- Work with members over the next 4-6 weeks on language and outstanding issues.

CHALLENGED SCHOOLS IN NEED OF IMPROVEMENT

Andy Kelly

Maria Flores

Office of Superintendent of Public Instruction

Rule Making- “Challenged Schools in need of improvement” Criteria

E2SSB 5329

(3)(a) Beginning December 1, 2013, and each December thereafter, the superintendent of public instruction shall annually identify challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving in the state.

(d) If the Washington achievement index is approved by the United States department of education for use in identifying schools for federal purposes, the superintendent of public instruction shall use the approved index to identify schools

OSPI Role

- Challenged schools list criteria adopted in rule
 - Federal requirements for Title I
 - Academic achievement and graduation rate of all students and subgroups
 - May include tiered categories

Initial Rule Making-Stakeholder Engagement

- Achievement and Accountability Workgroup
- Association of Washington State Principals
- Educational Opportunity Gap Oversight and Accountability Committee
- Ethnic commissions
- Governor's Office of Indian Affairs
- League of Education Voters
- Office of the Education Ombudsman
- Partnership for Learning
- Stand for Children
- State Board of Education
- Washington PTA
- Washington Association of School Administrators
- Washington State School Directors Association
- Washington Education Association

Accountability System Design

Actions

Decision making authority

Targeted

Less local

RAD II
(5329)

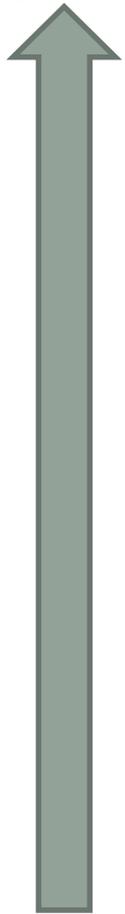
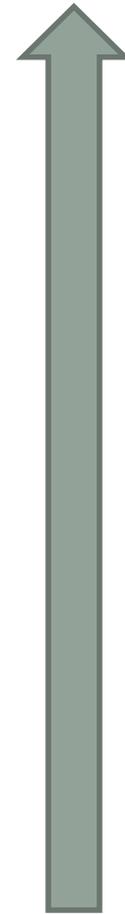
Required Action District
(RCW 28A.657.030)

Challenged Schools in Need of Improvement
(Title I & non-Title I- Priority, Focus & Emerging Schools)

Broad

More local

Individual Local Schools & District Improvement Planning
(WAC 180-16-220
Section 2 (b))



Discussion Question

Given the creation and implementation of the Index, the implementation of E2SSB 5329 and moving forward with the ESEA Flexibility Request, what are your hopes and fears connected to our work as a state system?