

# State Board of Education Update



**BEN RARICK,  
EXECUTIVE DIRECTOR**



# Why Revise the Achievement Index?



ESEA Waiver opens the door . . .

1. Replace federal accountability system with aligned state system that applies to all schools, not just Title I funded schools

2. Fulfill legislative expectations:  
ESHB 2261 (2009)  
E2SSB 6696 (2010)

3. Incorporate newly available student growth data for a fairer representation of school performance

4. Focus on closing opportunity gaps



# Revised Index Principles



## Alignment with system goals

- Preparing students for post-secondary education, gainful employment, and citizenship.

## Student growth data

- Equitable way to evaluate school and district performance.

## Disaggregation by subgroup

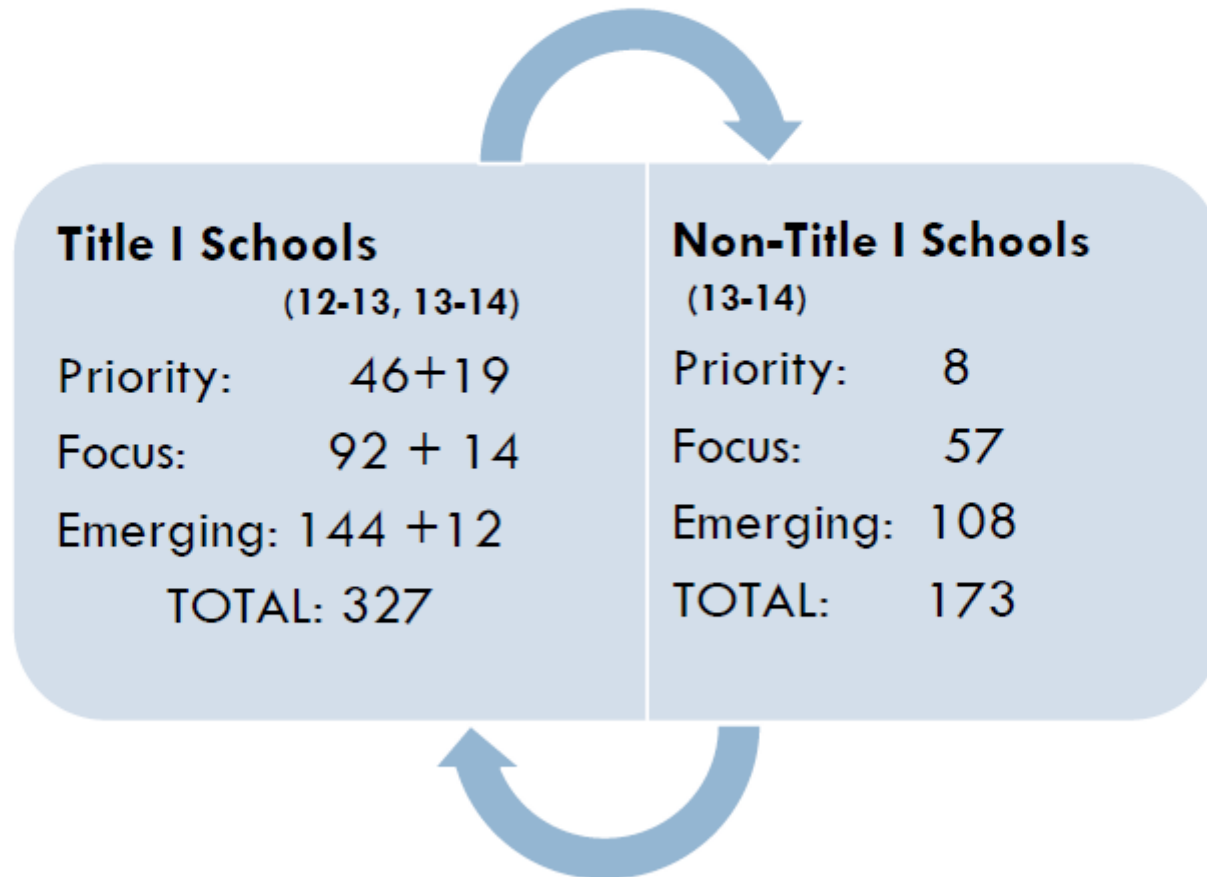
- Necessary to ensure that achievement and growth gaps are not hidden.

## Tool for practitioners and policymakers

- Used by educators, parents, and community members for both internal improvement and external accountability.



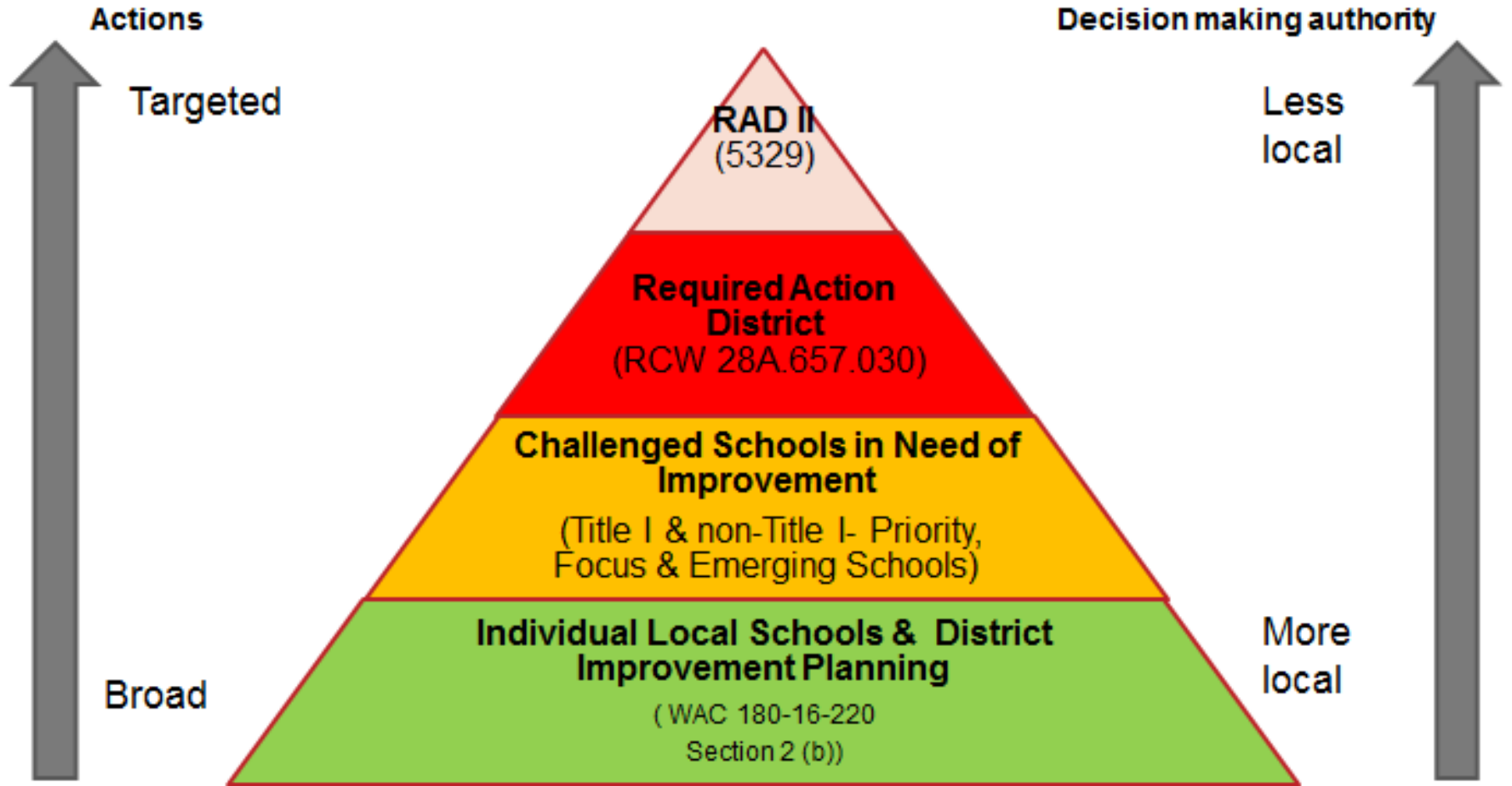
# Unified System of Accountability



**Total: 500 out of 2300 schools in WA= Approximately 22%**



# Accountability System Design



# New Features of Level II



In Level II OSPI and the local school board collaborate on required action plans; if they cannot agree, OSPI submits a plan:

## Bill Language from E2SSB 5329, section 11

“If the superintendent of public instruction and the school district board of directors are unable to come to an agreement on a level two required action plan within ninety days of the completion of the needs assessment and review conducted under subsection (2) of this section, the superintendent of public instruction shall complete and submit a level two required action plan directly to the state board of education for approval.”  
(Page 19, Section 11 (4), lines 35 to page 20 line 3.)



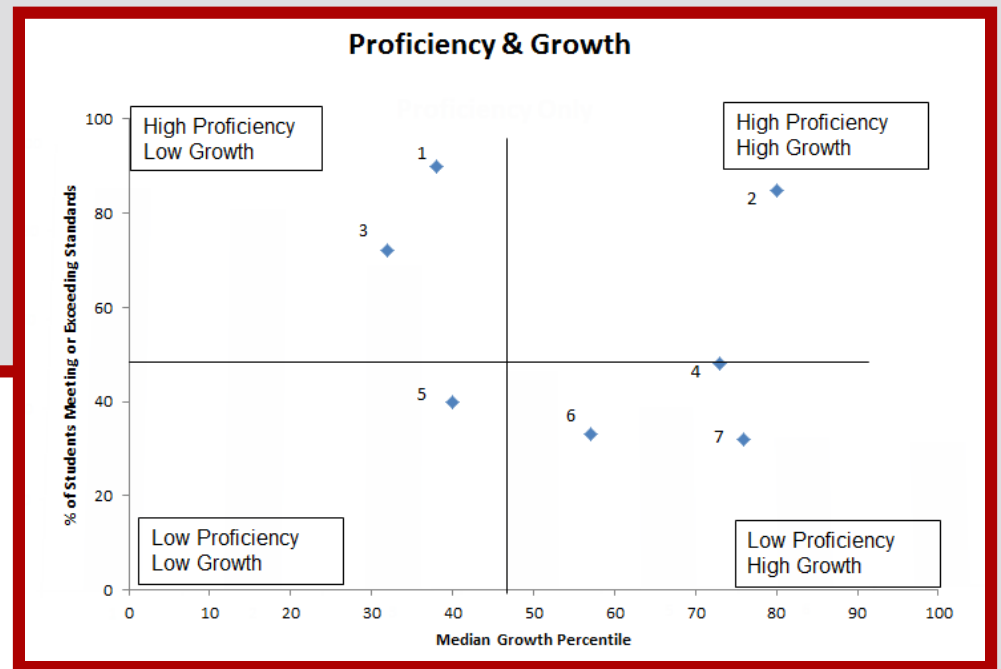
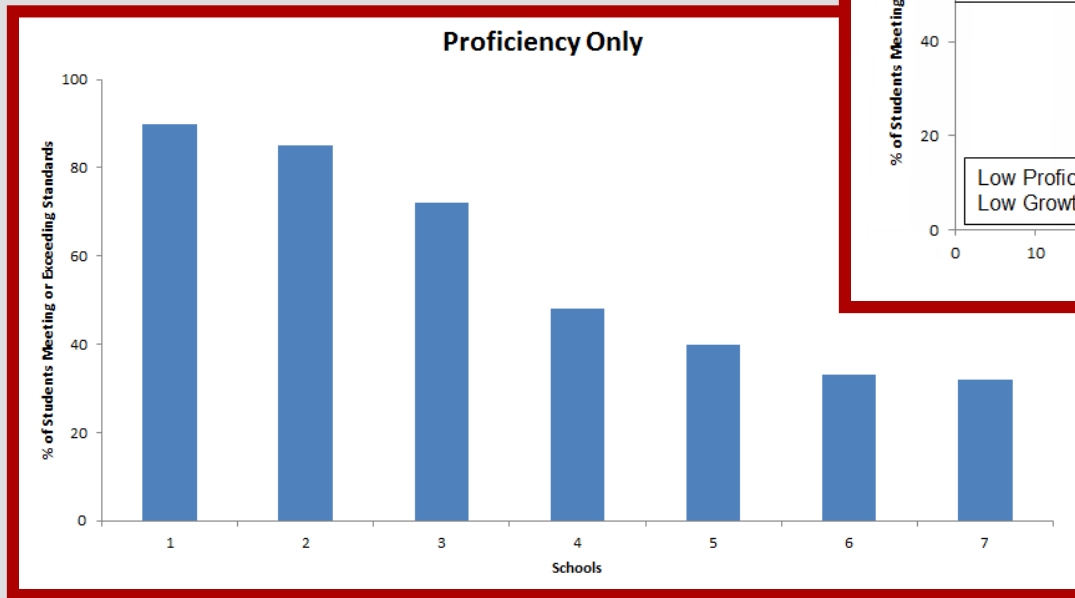
# What is Changing?



- **Revised Index:**
  - ✦ Removes peers, improvement indicators
  - ✦ Adds SGP growth in reading and math for grades 4-8 and high school
  - ✦ Will disaggregate by every federal subgroup (includes ELL and Former-ELL)
  - ✦ In future years, adds dual credit/industry certification rates for high schools

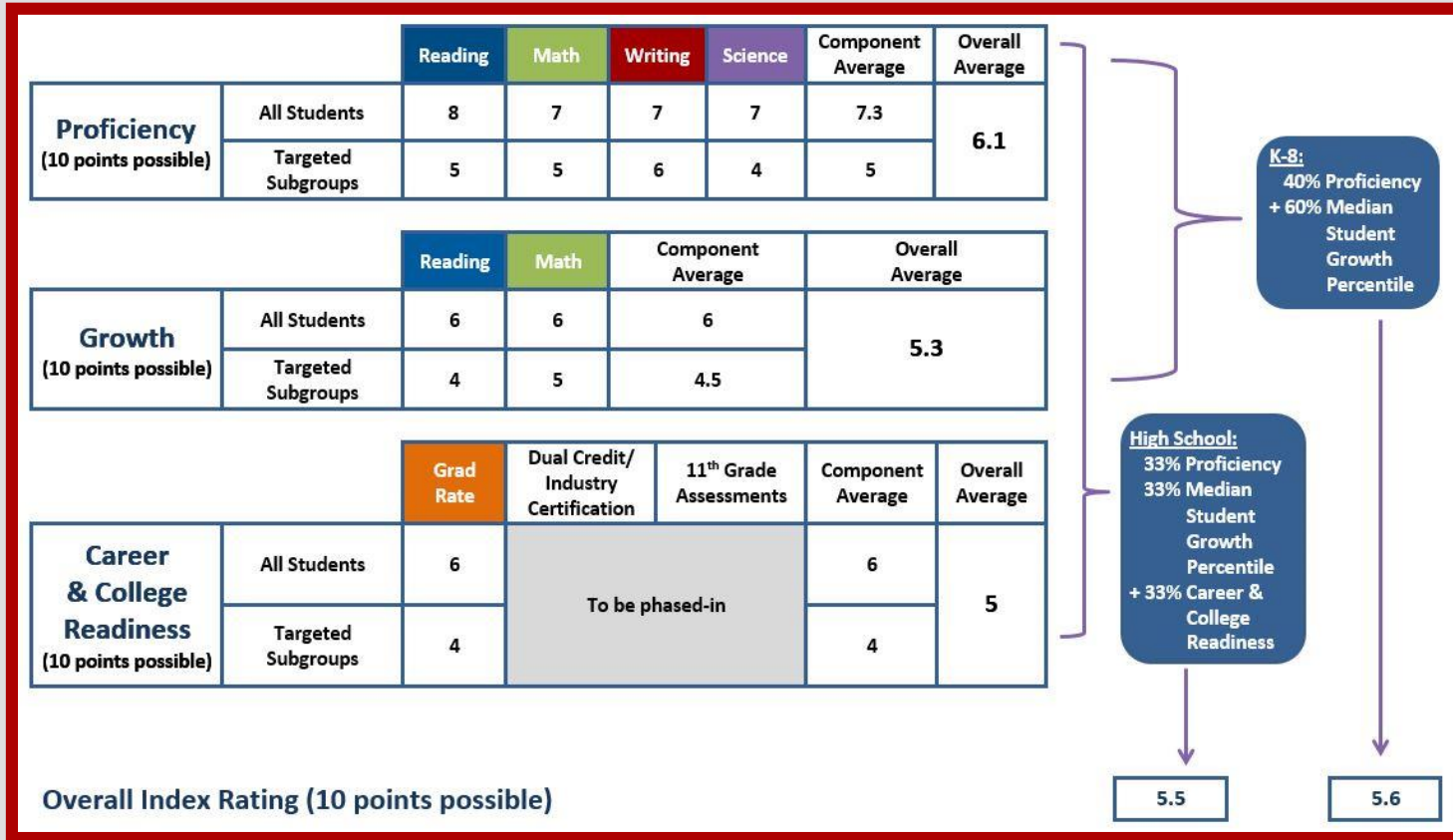


# Proficiency + Growth = Better Evaluation





# Revised Index



# Tier Labels



TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

← Current Labels

Revised Labels



Tier Labels	Definitions
Exemplary	Top 5% of schools that meet proficiency standard
Very Good	Approximately the next 15% of schools
Good	Approximately the next 30% of schools
Fair	Approximately the next 30% of schools
Underperforming	The next 5% of schools + Schools with large achievement gaps (approximately 10%)
Priority – Lowest 5%	Bottom 5% of schools

Intent is to establish initial distribution, then develop objective cut scores as we transition to Common Core. Ultimate goal: many more schools strive for and gravitate to 'good' 'very good' and 'exemplary' tiers.



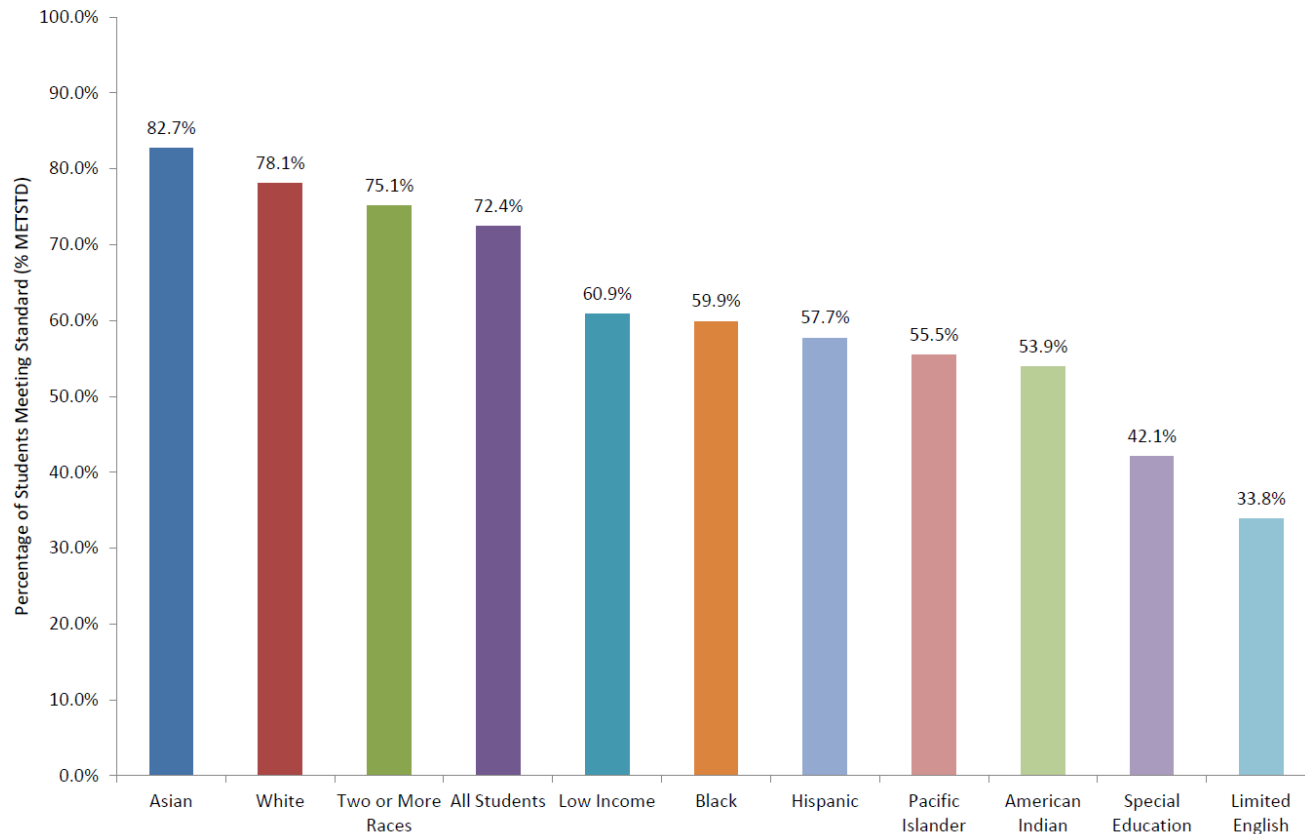
# Growth vs. Proficiency

Two different points of view



## Fourth Grade Reading Proficiency, 2012-2013

Similar gaps which reveal in the WaKids readiness data, with some exceptions.



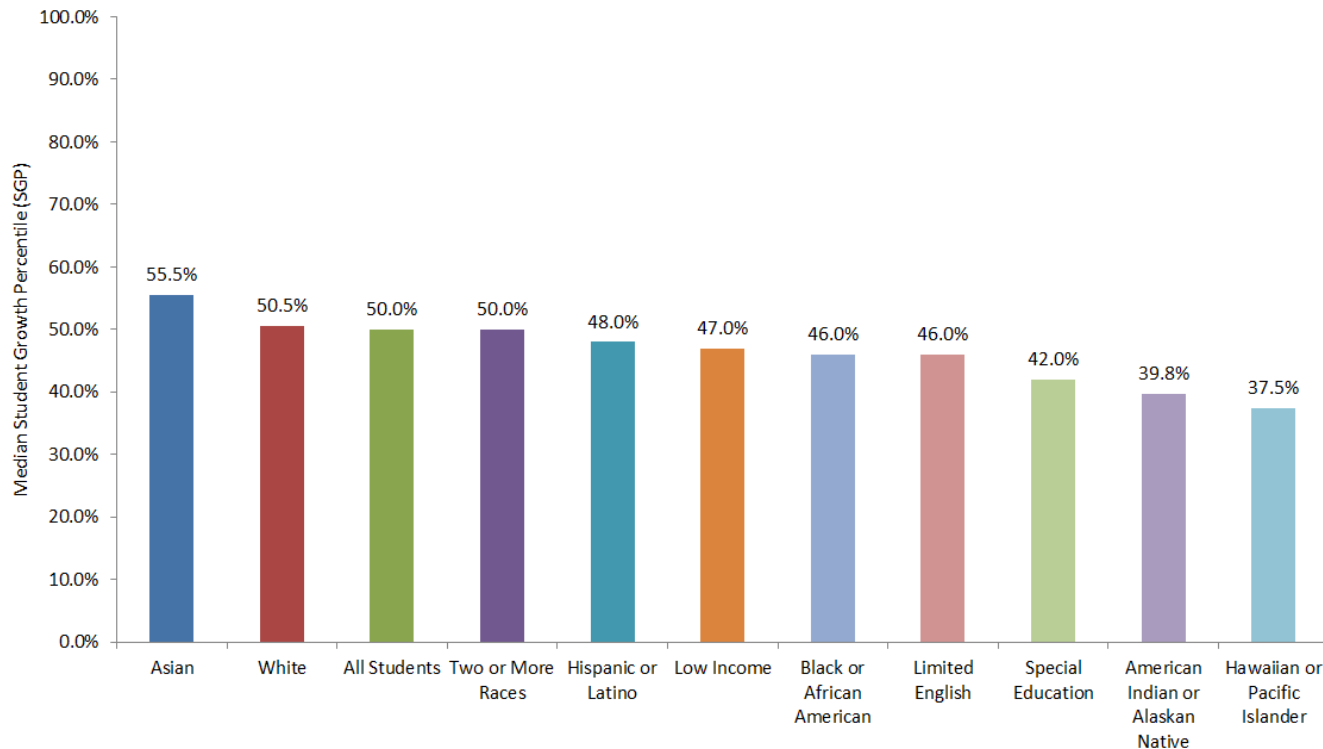
# Growth vs. Proficiency

Two different points of view



## Reading Growth Gap – Student Growth Percentiles at the Median School for Each Student Group, 2011-2012

*Key point: Growth gaps and achievement gaps are not the same (e.g. LEP and Sp.Ed – achievements gaps appear larger than growth gaps)*



# Impacts of Index Revisions



- A Fairer way of evaluating what schools do.
  - ✦ Most schools have little control over which kids show up at their door, but they do have some control over how much academic growth those students experience once they are in school. Growth is what schools do!
- The Index itself is less important than how its used -- how does it trigger resources and assistance for those schools that need it?
  - ✦ Senate Bill 5329 – More \$ for assistance, stronger OSPI role.



# Next steps



- SBE adopts ‘accountability framework’ in rule, and works with OSPI to establish business rules on Priority, and Focus schools designations.
- Negotiations with US Dept. of Education continue.
- Data vetting process with districts.
- Development of online tools and training opportunities.



# Update on Grad Requirements Discussion



# Graduation requirement guiding principles



- All students should earn certain foundational high school course credits to meet the intent of Basic Education.
- In the 21st century, all students need Science, Technology, Engineering and Math (STEM) skills; 3 credits of math and 3 credits of science are foundational courses credits.
- High school electives are important, allowing choice in course-taking, providing the opportunity to explore a range of fields of knowledge, and allowing the opportunity to pursue certain postsecondary pathways.
- Every student should have a High School and Beyond Plan by 9<sup>th</sup> grade or earlier, upon which all course-taking decisions will be based.
- All students should be preparing for their life after high school; each student's High School and Beyond Plan should identify a postsecondary pathway.





# Postsecondary Pathways



- Post-secondary pathways are locally determined, but should include, at least, the opportunity to:
  - ✦ Attend a skills center or pursue a Career and Technical Education program of study
  - ✦ Pursue a certificate or degree in a professional/technical program
  - ✦ Pursue a 4-year degree via a college, university, or college transfer program



# Stakeholder Input



<b>Stakeholder Input</b>	<b>Options</b>
24-credit framework crowds out electives.	Show general electives as unchanged.
CTE pathways need to be incorporated.	Create “personalized pathway requirements.” Change “occupational education” credit to “Career and Technical Education.”
Make sure students have enough free electives to pursue courses at a skills center.	4 electives + 3 personalized pathway requirements creates a combined 7 available credits.
Embrace a broader definition of college to include postsecondary education and training.	Use “pathways to postsecondary” as branding term for requirements.
The third credit of science and math make it harder for students to attend skills centers.	Develop state models of math and science course equivalencies. Students should get credit for the math and science they take at skills centers.



# Previously Proposed Requirements



Subject	Requirements for the Class of 2016	Career- and College-Ready Graduation Requirements
English	4	4
Math	3	3
Science (without lab)	1	1
Science (with lab)	1	2
Social Studies	3	3
Occupational Education	1	1
Health and Fitness	2	2
Arts	1	2*
World Language	0	2*
Career Concentration	0	2*
Electives	4	2*
<b>Total Credits</b>	<b>20</b>	<b>24</b> (Up to 2 credits can be waived locally for students who have attempted 24 credits)

\* **Flexible requirements**—1 arts credit, world language credit, career concentration credit, and electives may be substituted according to a student's High School and Beyond Plan.



# Currently Proposed Requirements



Subject	Requirements for the Class of 2016 & Beyond	Proposed Career- & College-Ready Graduation Requirements
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career & Technical Education	1	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4	4
World Language (or) Personalized Pathway Requirement (PPR)		2 (Both can be PPR)
<b>Total Credits</b>	<b>20</b>	<b>24<sup>1</sup></b>

**Personalized Pathway Requirement:** Credits required to pursue a postsecondary pathway, including completing a CTE program of study, an industry certification, or 2 or 4-year college preparatory coursework. Personalized Pathway Requirements are identified in a student's High School & Beyond Plan, and locally determined.

<sup>1</sup> Up to 2 credits can be waived locally for students who have attempted 24 credits.



# Changes to Basic Education

the 1080 hour requirement



# Change in instructional hour requirements for 2014-15



- The basic education requirements for minimum instructional hours in grades 1-12 are revised as follows:

<b>Through 2012-13</b>  <b>“BEFORE”</b>	<b>District-wide annual average</b> <b>1,000 hours in grades 1-12</b>
<b>Beginning 2014-15</b>  <b>“AFTER”</b>	<b>1,000 hours in <u>each</u> of grades 1-6</b>  <b>1,0<u>80</u> hours in <u>each</u> of grades 7-12</b>



# Instructional hours – what counts?



## RCW 28A.150.205

“Instructional hours” means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, **inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.**

[1992 c 141 § 502.]

- **Shorthand interpretation: Start from when the first class begins, end when the last class is dismissed, and subtract out lunch.**



# What happens from here?



- SBE has issued FAQ guidance on calculating hours for basic education compliance.
- SBE will ask the Legislature to adopt a 24-credit graduation requirement framework for students who are seniors during the 2018-19 school year.
- Restoring Learning Improvement Days (LIDs) will address some of the unintended consequences of this change on professional development in districts.





# Timeline for charter authorizer applications

WAC 180-19-030



<b>Action</b>	<b>2013 Approval Only</b>	<b>2014 Approvals And Ongoing</b>
District notice of intent to submit authorizer application.	April 1, 2013	October 1, 2013
SBE must post authorizer application.	April 1, 2013	October 1, 2013
Closing date to submit authorizer application to SBE.	July 1, 2013	December 31, 2013
Closing date for SBE to approve or deny authorizer applications.	September 12, 2013	April 1, 2014



# Authorizer applications



- Staff recommendation and Board approval of the Spokane authorizer application, September 11. Authorizing contract executed October 10.
- Three districts submitted nonbinding notices of intent by October 1 for second round of applications, due by December 31:
  - Highline
  - West Valley (Yakima)
  - Tacoma
- SBE decisions to approve or deny must be made by April 1, 2014.



# First round of charter applications



- ❑ Commission: 19 applications received.
  - One is from private school wishing to become public charter school. All others are for new schools.
  - Three are from charter management organizations (CMO's), 16 "home-grown."
  
- ❑ Spokane
  - Three applications received, two of which are from CMO's.
  
- ❑ Authorizers have to Feb. 24 to approve or deny the applications.



# Resources



- Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)
- Blog: [washingtonSBE.wordpress.com](http://washingtonSBE.wordpress.com)
- Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)
- Twitter: [www.twitter.com/wa\\_SBE](http://www.twitter.com/wa_SBE)
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