



# SUPERINTENDENT OF PUBLIC INSTRUCTION

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## STATE BOARD OF EDUCATION

*Jeff Vincent, Chair*

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### **Achievement and Accountability Charter**

#### **Project Purpose:**

The Washington State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI), through collaboration with state and local policy makers, educators, parents, and citizens, will develop:

1. A revised Achievement Index to enable a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. This Index will identify high-performing schools for recognition and low-performing schools for support and intervention.
2. A statewide accountability framework designed to ensure students are career and college ready by improving student achievement and closing achievement/opportunity gaps.

#### **Background:**

##### The Achievement Index

The Washington State Board of Education developed the first Achievement Index in response to the 2009 state legislation (ESHB 2261), a bill which charged SBE to develop a user-friendly school assessment tool that would do the following:

- Identify Reward schools for recognition and Priority, Focus, and Emerging schools for support and intervention.
- Utilize fair, consistent, and transparent criteria.
- Measure student performance on statewide assessments.
- Track graduation rates.

SBE staff, with the assistance of a contractor and a stakeholder workgroup, developed the current Achievement Index to meet these requirements.

Since 2010, SBE and OSPI have used the Achievement Index to recognize the state's highest-achieving schools. The Legislature identifies this as "Phase I" of a statewide accountability system (via the 2010 state legislation E2SSB 6696). "Phase II" calls for further development of the school accountability framework.

Phase II began with the March 2012 Washington State application for a flexibility waiver from the federal requirements of the Elementary and Secondary Education Act (or No Child Left Behind). The application includes a request to use a next-generation version of the Achievement Index for statewide accountability.

The flexibility requirements call for significant changes to the Achievement Index. These changes include adding student growth data, removing the peers rating, and more. The flexibility request will inform the development of the efforts of the Achievement and Accountability Workgroup.

## Connection to Board's Mission and Strategic Plan Goals

The SBE's mission is to lead the development of state policy, provide system oversight, and advocate for student success. A robust Achievement Index and an effective statewide accountability system directly supports SBE's mission, providing comprehensive and clear data to create policy and an accountability system designed to support student achievement.

A robust Achievement Index and accountability framework is essential to three Strategic Plan Goals:

- Goal Two: Provide policy leadership for closing the achievement gap.
- Goal Three: Provide policy leadership for strengthening students' transitions within the P-13 system.
- Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science

## SBE Role

The SBE has statutory authority to develop an accountability index and to partner with OSPI to propose that index as an alternative to federal accountability. Regular SBE meetings between May 2012 and September 2013 will focus on development of a revised Index. The SBE's work will focus on underlying principles, performance indicators, a prototype index, and a final revised Index.

## ESEA Committee of the SBE

The ESEA Committee of the SBE will serve as the primary communication conduit to the AAW. The Committee will analyze the feedback provided by the AAW and bring recommendations to the full Board as to the development of interim and final Index products. They will also take initial responsibility for drafting guidance to the AAW, indicating the particular areas of stakeholder feedback that the full Board seeks in the development of the revised Index.

## Achievement and Accountability Workgroup (AAW)

A group of stakeholders will be convened to inform and advise the SBE on development of the revised index. This group will respond to SBE policy questions and provide stakeholder perspectives.

The Achievement and Accountability Workgroup will meet bi-monthly through December of 2013. The meetings will occur in two phases. Phase one will focus on the development of a revised Achievement Index, beginning in October 2012 and ending in April 2013. Phase two will begin in June of 2013. We encourage workgroup members to commit to both phases, but anticipate some attrition. SBE staff is responsible for synthesizing and presenting AAW feedback to the SBE.

The workgroup will convene in the months between the regularly scheduled SBE meetings to better inform the work of SBE.

### Phase One

The SBE anticipates adopting a September resolution directing the AAW to respond to specific questions, including:

- What do stakeholders (including parents, school staff, district staff, board members, and community members) want and need from a revised Achievement Index, and what is the basis for those needs?
- What model policies or best practices have other states employed in their next generation accountability systems?
- What Key Performance Indicators (e.g. achievement, growth, growth gaps, and career readiness) should be included in the revised Index?
- How should various indicators be disaggregated to measure achievement/opportunity gaps?
- How should the Index be designed in order to plan for a smooth transition to assessments from the Smarter Balanced Assessment Consortium?
- How should various indicators be weighted, and what targets should be set?
- What tier labels should be used (e.g. A – F or Exemplary – Struggling)?

### Phase Two

Workgroup members will explore the following key questions:

- What programs do other states employ to address persistently low-achieving schools?
- What is the future of Required Action in light of the new Index?
- What state and local models for intervention could be developed, as required in E2SSB 6696?

### **Steering Committee**

OSPI and SBE staff will participate in regular Steering Committee meetings to ensure that the efforts of both agencies are aligned.

### **Technical Advisory Committee**

A technical advisory committee will provide technical expertise during the development of the Index. The purpose of the Technical Advisory Committee is to ensure that the developing Index will align with current data systems and meet the federal expectations of the ESEA Flexibility request.

### **Communications Plan**

The Achievement and Accountability communications plan includes selection and coordination of workgroup meetings, materials, and development of deliverables to the Board. Key publics will also be aware of the workgroups progress.

### **Executive Sponsors:**

Ben Rarick  
SBE Executive Director

Alan Burke  
OSPI Deputy Superintendent