

NEXT STEPS

IMPLEMENTATION OF SB 5329 AND SB 5491

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Two Key Pieces of Legislation Re: Accountability

SB 5329

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

SB 5491

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

Key Issues of Consideration for 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 (p. 299 of packet)

Key Issues of Consideration for 5329

(continued)

- How will the Index Determine “Challenged Schools in Need of Improvement” and “Persistently Lowest-Achieving Schools” under Section 3 (3)(a)? – *p. 283 of packet*
 - Indirect Reference to Existing Structure of Priority, Focus, and Emerging Schools – Whether Title-Eligible or Not.
 - Logical Path from “Persistently Lowest Achieving” and Index definition of “Priority Schools”
 - **Suggestion: Produce comprehensive proposal to merge federal and state terminology as part of new accountability framework and revised Index.**

Key Issues of Consideration for 5329

(continued)

- How can OSPI and SBE preserve rigor in required action plans by publishing high-quality guidelines for state and federal models, as required in Section 5 (1)(b)? – *p. 285 of packet*
 - Federal turnaround models are not eliminated. The law merely allows for state models in addition to that which the federal government offers.
 - The quality and rigor of the guidelines is the key to preserving the integrity of these plans. SBE has a “consultation” role, per the new law.
 - Charter schools are not excluded from consideration for improvement plans -- see Section 6 (2)(a)
 - **Suggestion: Develop position on necessary components of high-quality guidelines for state and federal improvement models.**

Key Issues of Consideration for 5329

(continued)

- What process and procedures will the SBE use to assign districts to “Level II status” in Required Action? See Section 11 (1) – *p. 297 of packet*
 - How will the Board define “*recent and significant progress toward exiting persistently low-achieving status*” as the standard for Level II entry? Section 11 (1)
 - *What standards will SBE utilize in the evaluation and approval (or rejection) of the revised Phase II RAD plan under Section 11 (3)(b-c)?*
 - **Suggestion: Produce visual framework to show the relationship of the various tiers of schools impacted by SB 5329, and the performance metrics that determine their status.**

Possible SB 5329 Framework

Visualizing the tiers in the framework

All schools in Washington State

Challenged schools in need of improvement

(Possible Definition: Priority, Focus, & Emerging Schools + all non-title schools that perform at similar levels)

Persistently lowest achieving schools - Required Action Districts (RAD)

(Possible Definition: Priority Schools + all non-title schools that perform at similar levels)

Law now says RAD criteria shall "take into account the level of state or federal resources available"

Required Action Districts -- Level II

(Definition: Schools which have not made "recent and significant progress...toward exit)

Possible Timeline for 5329

July Meeting

Work Session:

- Defining SB 5329 Terminology and Merging Labels from Index and Federal Requirements.

- Establishment of Visual Framework that Crosswalks Index Results to School Designations in SB 5329.

September Meeting

Work Session:

- Recommendations Towards Quality Guidelines for Improvement Plans.

- Consideration of Administrative Rules to Implement Revised Index.

November Meeting

Action Item:

- Vote to submit SBE accountability framework rules proposal (does not require CR 102).

- OSPI to implement system design in 2014-15.

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)*

Key Issues of Consideration for 5491

(continued)

What process and procedures will the SBE use to set “realistic but challenging system-wide goals” for the education system?

- What form will these goals take? Over what number of years, for which groups of students?
- How do these goals relate to the final approved Index for the State Board of Education, when applicable? How do they relate to AMOs?
- To what extent have goals already been set by other state agencies for certain metrics (i.e. WaKIDS)?
- How will the SBE go about recommending “evidence-based reforms intended to improve student achievement in that area” when goals are not met? What research process would be used to define “evidence-based”?

Possible Timeline for 5491

July Meeting

Work Session

- Consideration of Goals-setting Process, Key Stakeholder Input, and AAW Involvement.
- Deadline for development of baseline data.
- Identify Committee of the Board

September Meeting

Possible Joint Meeting

- Possible invitation to identified agencies in section 2 of the bill:
 - OSPI
 - Workforce Board
 - EOGOAC
 - Stud Ach Council
- Consideration of proposals on goals.

November Meeting

Vote on goals framework

- Submission to the Legislature in December, 2013

Final Thoughts

How can the two bills work together to produce a seamless accountability package, in which system goals (SB 5491) and school metrics (SB 5329) complement each others' purpose?