

July 11-12, 2012 Meeting Highlights

Note: The materials listed below are available in the [online packet](#).

On July 11-12, the State Board of Education (SBE) met at Western Washington University in Bellingham, Washington, to:

- Approve private schools for 2012-2013 academic year.
- Review SBE's statutory authority for statewide K-12 accountability.
- Preview the work plan and objectives of the Achievement and Accountability Workgroup.
- Receive an update on Washington State's provisional flexibility waiver from the Elementary and Secondary Education Act (ESEA).
- Explore the underlying principles, core concepts, and key design choices behind the development of a revised Achievement Index.
- Discuss draft rule language pertaining to SBE's 180-day waivers.
- Review 180-day waiver requests.
- Review the 2012 Washington State Institute for Public Policy report on the impact of the Learning Assistance Program on Student Outcomes.
- Discuss a recent report on the educational effects of the opportunity gap.
- Review the recommendations of Quality Education Council's Compensation Technical Working Group.

STATE BOARD OF EDUCATION ACTIONS

SBE approved the following:

- Option One 180-day waivers for the following school districts:
 - Auburn, Battle Ground, Cascade, Cusick, Kelso, North Franklin, Prosser, Republic, Stevenson-Carson, Tacoma, Thorp, and West Valley.
- Expedited Option One 180-day waivers for implementation of the Washington Kindergarten Inventory of Developing Skills for the following school districts:
 - Bremerton, Centralia, East Valley, Mabton, Mary Walker and Renton.
- The 2012 State Board of Education Accountability Resolution.
- The Achievement and Accountability Workgroup Charter.
- Filing of the CR 102 in anticipation of rule revisions pertaining to criteria for evaluation of requests for 180-day waivers.

SBE has requested information from the Columbia School District No. 400 for potential approval of its request for a 180-day waiver at SBE's Special Meeting on August 6.

SBE STATUTORY AUTHORITY FOR ACCOUNTABILITY

SBE's authority for developing a framework for school accountability is established in the law that created the present agency in 2005, in the 2009 act redefining basic education, and in the omnibus education reform legislation that set the current state policy for school accountability in 2010.

In ESHB 5732, the 2005 Legislature declared that "The purpose of the state board of education is to provide advocacy and strategic oversight of public education [and] implement a standards-based

accountability system.” The Legislature reiterated this purpose in SHB 2261, requiring SBE “to develop criteria to identify schools that are successful, [those] in need of assistance, and those where students persistently fail, as well as to identify a range of intervention strategies.” The act amended the State Board’s enabling statute, RCW 28A.305.130, to clarify that the agency’s purpose is to “implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement.” E2SSB 6696, from the 2010 session relating to education reform, gave specific direction to SBE in carrying out the responsibilities charged to it for school accountability. That legislation provides sufficient authority for SBE, in collaboration with OSPI, to move forward with work on a revised Achievement Index.

ACCOUNTABILITY RESOLUTION AND WORKGROUP CHARTER

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 student achievement and school performance, close achievement/opportunity gaps, and increase the quality of instruction for all students, including students with disabilities, English language learners, and students from historically underserved subgroups.

The rationale for this work is outlined in the Achievement and Accountability Resolution, available in the online packet.

To better inform the work and encourage broad-based stakeholder feedback, SBE and OSPI will convene an Achievement and Accountability Workgroup (AAW). The role of the AAW is outlined in the AAW Charter, also available in the online packet. The workgroup will play an instrumental role in supporting SBE and OSPI in the Achievement Index and accountability framework’s design.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY WAIVER UPDATE

The United States Department of Education has granted Washington a provisional waiver from the ESEA requirements. Districts were notified prior to the approval letter being received of the approval’s imminence due to requirements that districts publish a draft budget by July 10. The early notification allowed districts to adjust the 20 percent Title I set asides for transportation and supplemental educational services that will need to be incorporated back into district budgets.

OSPI will hold a series of webinars primarily designed for districts with Priority, Focus, and Emerging (formerly referred to as Persistently Lowest-Achieving) schools. These districts will need to dedicate up to 20 percent of their Title I funds to improving outcomes at these schools.

STATE ACCOUNTABILITY SYSTEM – UNDERLYING PRINCIPLES AND CONCEPTS

Beginning in July 2012 and culminating with an approved revised Index in September 2013, SBE, in partnership with OSPI, will consider necessary elements of a revised Achievement Index to fulfill the responsibility of SBE in the ESEA flexibility provisional waiver and as defined in Senate Bill 6696, which included expectations for two phases of development of an accountability system. Phase I of the work includes the development of the following:

1. Principles to guide the development and implementation of the accountability system.

2. Goals, which includes the purposes, uses, and theory of action of the system.
3. Performance Indicators to measure performance and improvement.
4. Design decisions, including relative weight of performance indicators, additional data to include such as ELL data, and tier labels.
5. Consequences including rewards, sanctions, and interventions.

Phase II includes:

- Communication designed to provide data to stakeholders and the public.
- Support for schools and districts based upon the magnitude of need.
- System evaluation, monitoring, and improvement to continually ensure goals are being met.

At the July 2012 meeting, SBE worked with a contractor to discuss recommended accountability system principles that are most relevant to a revised Index, including:

- Alignment of performance indicators to the goal of preparing students for postsecondary education, gainful employment, and citizenship.
- Meaningful differentiation of school performance.
- Inclusion of multiple student outcomes (proficiency and growth).
- Subgroup disaggregation.
- Engagement with stakeholders.

These principles are reflected in the approved Accountability Resolution, available in the online Board packet.

Members devoted significant time to the discussion of potential performance indicators for the revised Index that may complement or replace components of the current Index indicators. The Achievement and Accountability Workgroup (first meeting in October) will explore the following indicators in further detail.

- Proficiency (percent of students meeting proficiency in reading, writing, math, and science).
- Progress towards or attainment of annual measurable objectives (AMOs).
- Growth (student growth rates (median student growth percentile), percent of students making a year's growth, percent of students making adequate growth to be on track in reading and math).
- Graduation rates.
- Workforce and Postsecondary Readiness (percent of students demonstrating readiness on one of multiple indicators of workforce or college preparedness).
- Achievement gaps.
- English language learners.
- Multiple measures, which may include leading indicators, lagging indicators, and non test items.
- Improvement over time.

The addition of student growth indicators and the disaggregation of student performance by subgroup are examples of indicators that will be included in the revised Index to meet the requirements of the ESEA flexibility provisional waiver.

PROPOSED 180-DAY WAIVER RULES

SBE is required by law to adopt rules for evaluation of requests for waivers of the basic education requirement of a minimum 180-day school year. At its May 2012 meeting the Board approved the filing of a CR 101 to initiate rule-making and set directions for draft rules to be presented at the July SBE meeting.

The draft rules presented to the Board for review:

- Set criteria for evaluation of Option One waiver requests under RCW 28A.305.140 and WAC 180-18-040.
- Create a procedure through which a district may obtain a 180-day waiver solely for the purpose of parent-teacher conferences without formal action by SBE.
- Integrate Option 3 waivers into Option One by striking WAC 180-18-050(3).
- Set criteria for evaluation of Option Two “economy and efficiency” waivers under RCW 28A.305.141.
- Change from 50 days to 40 days the required length of time before a Board meeting by which applications for Option One waivers must be submitted under WAC 180-18-050(2).
- Eliminate WAC 180-18-040, concerning waivers from the student-teacher ratio requirement, as the statute it references has been repealed.
- Make other technical changes to WAC 180-18-040 and WAC 180-18-050.

IMPACT OF THE LEARNING ASSISTANCE PROGRAM ON STUDENT OUTCOMES; PRELIMINARY REPORT AND STUDY UPDATE

The Learning Assistance Program (LAP) is the state’s major program of remediation in public schools, funded at \$255 million in state funds and \$748 million in total funds in the current biennium. Allocations for this program are made to school districts based on a measure of family poverty. LAP allocations may be used to provide extended learning opportunities for students in grades K-12 who score below standard for grade level on assessments of basic skills, which include reading, writing, and mathematics.

The QEC contracted with the Washington State Institute for Public Policy (WSIPP) for research pertaining to the overall effectiveness of LAP. WSIPP staff presented the preliminary results of its quantitative analysis of the impact of LAP-funded remediation strategies on student achievement. Staff also provided an update on work done in the second phase of the study, which includes interviews with instructional staff at schools that provide LAP-funded services.

THE OPPORTUNITY GAP

Board members discussed the impact of the opportunity gap on the educational system. The opportunity gap, which disproportionately affects students with limited financial opportunities for at-home support and enrichment activities, is considered to be a significant factor in the persistent achievement gap. Board member Bob Hughes discussed tactics local and international schools employ to maximize student learning and minimize obstacles to success.

COMPENSATION TECHNICAL WORKING GROUP RECOMMENDATIONS

The Compensation Technical Working Group has published its recommendations on an enhanced salary allocation model for K-12 educators. OSPI staff presented an overview of that report, which included specific recommendations on the following:

1. Reducing the number of tiers in the existing salary schedule.

2. Accounting for different geographic regions where there may be difficulty recruiting and retaining teachers.
3. Adjusting for variations in the labor market.
4. Clarifying what kinds of salary bonuses should be available.
5. Examining how equalization in state salary allocations can be accomplished.

The report also includes what estimated costs would be to implement the group's recommendations on salaries and other compensation.

The next State Board of Education meeting will be August 6 in Olympia, Washington, at the Office of Superintendent of Public Instruction

For additional information and Board meeting materials, go to: www.sbe.wa.gov
or call the Board office at: 360-725-6025.