THE STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma

System Performance Accountability Policy Framework

State Board of Education Meeting

Edie Harding, Executive Director
Pete Bylsma, Andy Calkins and Meghan O'Keefe, Consultants
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DRAFT Policy Framework for System Performance Accountability

A fundamental premise:

<u>All</u> students deserve a quality education

Meaningful Accountability: We Must Ensure that No Student Falls Through the Cracks

- Most schools and districts are doing a good job educating kids **BUT**
- 70,500 students (1 out of 14) are in struggling schools
- We are all responsible for the success of our students

Legislative Requirements for SBE

1. Adopt criteria to identify schools and districts:
   a) Which are successful
   b) In need of assistance, and
   c) Those where students persistently fail
2. Identify schools and districts in which intervention strategies are needed
3. Identify a range of intervention strategies
4. Identify performance incentive systems

Washington State Board of Education

(RCW 28A.305.130(4))

SBE Work To Date (Jan. 2007- Oct. 2008)

Reviewed:

- OSPI school and district improvement programs
- Other states' school improvement programs and intervention mechanisms
- National studies
- SBE State and Local Policy Barriers Study

Received Direct Feedback from Practitioners:

- School District Administrators, Teachers and School Board members at SBE meetings, stake holder meetings and consultant work groups

Draft Guiding Principles Based On Feedback

1. All students will have a quality education
2. Basic Education will be redefined and funded
3. A reciprocal relationship will be created between the state and local school district for student success
4. The state will create one unified accountability system

Meaningful Accountability: Guidance for Policy Framework

Key Components:

1. Accountability Index to provide useful data
2. Preventive, proactive system for all
3. Intensive assistance and redesign strategies such as Innovation Zone
4. Academic Watch in cases of continuing lack of improvement

Proposed Accountability Index: Average of 20 Measures

5 OUTCOMES

4 INDICATORS

	Reading	Writing	Math	Science	Ext. Grad rate	Avg.
Achievement						
Low-income Achievement						
Achievement vs. Peers						
Improvement						
Average						Index

Up to 13% of Schools Need Extra Help

Proposed Tiers	Index Range	Percent of WA schools (2007)	Percent of WA districts (2007)
Exemplary	3.00 – 4.00	4%	1%
Good	2.00 – 2.99	32%	35%
Acceptable	1.00 – 1.99	51%	59%
Struggling	0.00 – 0.99	13%	5%
Priority (eligible for Innovation Zone)	0.00 – 0.99	TBD	TBD

Note: 267 schools were in the struggling tier, of which 103 were alternative schools or served special populations; 16 districts were in the struggling tier.

Struggling Schools ➡ Priority Schools: A Deeper Analysis

- Schools (and districts) identified in struggling tier will undergo deeper analysis to determine which are eligible for Priority School status.

Index Used for Recognition

Must meet minimum criteria over a 2-year period

3 options: 20 “inner” cells, 10 “averaged” cells, all 30

	Reading	Writing	Math	Science	Ext. Grad rate	Avg.
Achievement						
Low-income Achievement						
Achievement vs. Peers						
Improvement						
Average						Index

Preventative, Proactive System

- Support all schools (and districts) in all tiers with a core level of services and tools
- Provide targeted assistance in specific areas where needed (e.g., closing the achievement gap for African-American students)

Range of Options for Districts with Priority Schools for Intensive Assistance

- OSPI District Summit Program
  (currently districts defined under NCLB rules)
- **SBE Innovation Zone**
- District-Initiated Plan

SBE Innovation Zone for Priority Schools

- Voluntary (District Opts in)
  - Small clusters of schools encouraged
- SBE criteria drives *transformational*, not incremental reform
  - More flexibility with people/HR
  - More flexibility with time/scheduling
  - More flexibility to allocate $$ strategically
  - More flexibility on program design

How does the SBE Innovation Zone Help Districts?

- Substantial resources for implementation
- Flexible operating conditions and streamlined compliance burden
- Pilot new internal structures and approaches
- Targeted support for classroom teachers to improve instruction
- Best opportunity to avoid greater state authority

Academic Watch: Last Resort if No Improvement

- OSPI would notify District after two (2) years if no progress for Priority Schools under intensive assistance programs (as defined by accountability index)
- OSPI would conduct performance/academic audit managed with Peer Review Team (There would be more than one, teams composed of educators)
- Team develops findings and suggests tailored strategies for District
- District develops new improvement plan based on recommendations, for OSPI/SBE approval

Academic Watch Options Once Corrective Plan is Approved by OSPI

Option A

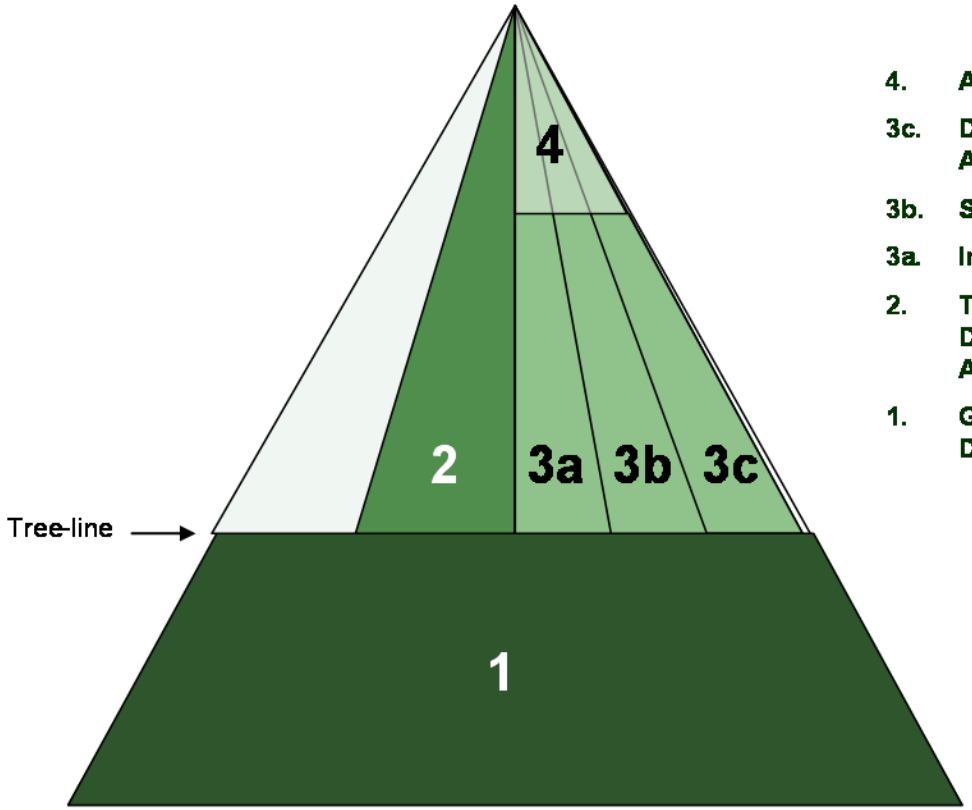
- Local school board responsible for implementation
- State provides resources
- State monitors progress

Option B

- OSPI recommends to SBE that local school board be placed under a set of binding conditions
- SBE will approve, modify or disapprove
- State provides resources
- If no progress, state will create plan for district & guide implementation

Climbing the Mountain of Student Achievement:

A Comprehensive, Integrated System of School Support for Washington State

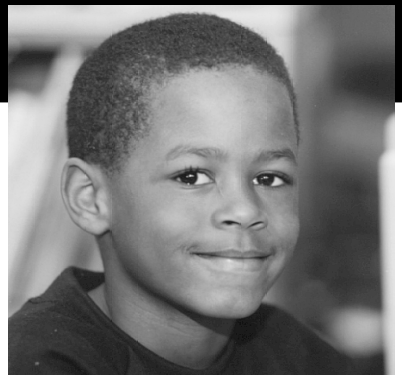


4. Academic Watch
3c. District Plan/Consulting Assistance
3b. Summit District Initiative
3a. Innovation Zone
2. Targeted Assistance for Districts Challenged in Some Areas
1. General Assistance for All Districts

Tree-line: Accountability Index

Proposed Board Actions

1. Motion to adopt the general concepts
2. Direct SBE staff to work with OSPI on refinement of:
   - Accountability Index
   - Recognition System
   - Administrative Structures
   - Resources needed
   - Final report to Board **October 2009**



“Instead of helping some kids beat the odds…

…why don’t we just *change the odds?”*

Geoffrey Canada, Founder, Harlem Children’s Zone, 2004