

Achievement Index, Public Charter Schools, & Waiver Rules



A Presentation to the PESD
December 14, 2012

Ben Rarick
Executive Director

Achievement Index - Topics

1. The Accountability Resolution
2. The Achievement and Accountability Workgroup
3. The current Index overview
4. The anticipated role of the revised Achievement Index in a statewide accountability framework
5. Revision rationale and principles
6. Student growth example
7. Revision timeline
8. Index indicators
9. Next steps (December)



2012 Resolution

The 2012 Accountability Resolution.

- A revised Achievement Index
- Statewide accountability framework

The Washington State Board of Education
Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

Accountability System Resolution - Washington State Board of Education

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Washington State Legislature has established as the primary goal of our educational system the provision of instruction of sufficient quality and quantity to prepare students to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship; and

WHEREAS, the Washington State Legislature assigned the State Board of Education responsibility and oversight for creating an accountability framework that provides a unified system of support for challenged schools, increases the level of support based upon the magnitude of need, and uses data for decisions; and

WHEREAS, the Achievement Index developed by the State Board of Education in 2009 was intended to be the foundation of the new accountability system and has since been used for school recognition purposes only due to constraints contained within the federal No Child Left Behind legislation; and

WHEREAS, the Elementary and Secondary Education Act flexibility waiver process presents the opportunity to reform Washington's accountability framework to utilize one unified methodology for recognizing schools and identifying schools in need of assistance; and

WHEREAS, the State Board of Education recognizes the persistent achievement and opportunity gaps among English Language Learners, students of color, students with disabilities, and students in poverty; and

WHEREAS, the incorporation of student growth data into the Index will support a fair and equitable approach to measuring the state's progress toward the paramount goal of the educational system; and

THEREFORE, BE IT RESOLVED that the State Board of Education will begin development and implementation of "Phase II" of the accountability system established under RCW 28A.657, will focus on revising the Achievement Index to incorporate student growth, and will establish a unified system for evaluating school and district performance in Washington State; and

FURTHER, BE IT RESOLVED that the State Board of Education is hereby adopting the following principles and statements of belief to guide its revision of the Index:

- The key performance indicators utilized in the revised Index will be aligned with the goals of preparing students for postsecondary education, gainful employment, and citizenship.
- The incorporation of student growth data will establish a fair and equitable means of evaluating school and district performance over time.
- Aggregate assessment results mask large achievement and growth gaps impacting our most vulnerable student populations. Disaggregation by subgroup is a necessary feature of any revised Index.

Prepared for the July 11-12, 2012 Board Meeting

The Achievement and Accountability Workgroup - Purpose

Provide input on a revised Index, including:

- What performance indicators to include (e.g. achievement, growth, growth gaps, career/college readiness)
- How to measure opportunity gaps
- What weight to assign various performance indicators

Advise SBE on elements of an accountability framework to ensure all students graduate career and college ready



AAW Composition



AAW Input



Phase I: Achievement Index

- **October 2012 – April 2013**
- What performance indicators should be included in the revised Index?
- How should the Index measure opportunity and achievement gaps?
- How should performance indicators be weighted, and what targets should be set?



Phase II: Accountability Framework

- **June 2013 – December 2013**
- What should a state accountability framework include?
- What state and local models for intervention should be employed?

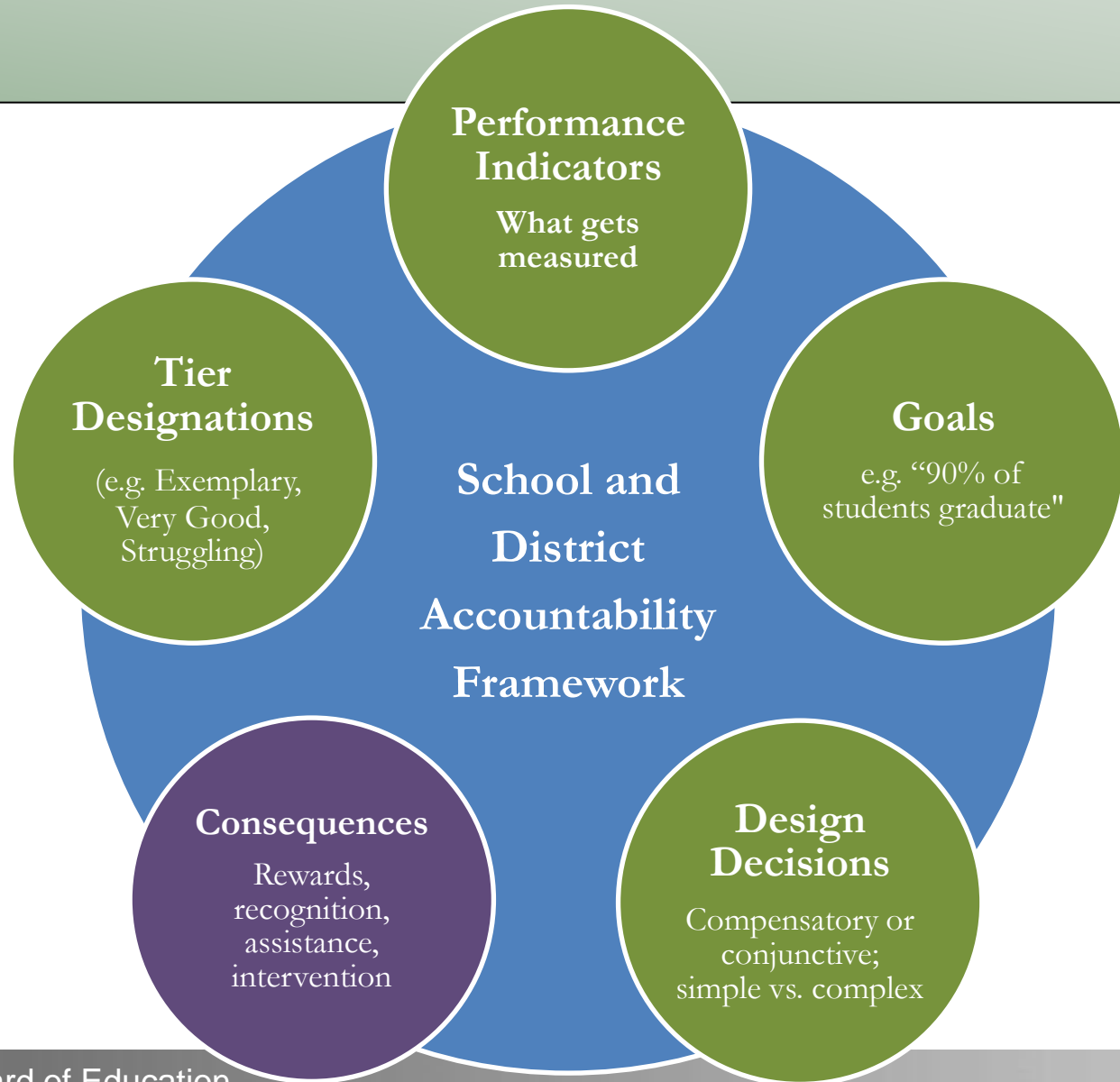
Current Index

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

School Year 2010-2011						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	6	7	5	4	7	5.80
Achievement of low income students	6	6	1	1	2	3.20
Achievement vs. peers	7	7	6	4	4	5.60
Improvement from the previous year	4	4	6	6	1	4.20
Index Scores	5.75	6.00	4.50	3.75	3.50	4.70 Good

2010-11 Achievement Gap										
INDICATORS	Reading			Math			Ext Graduation Rate			Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic stds	6	7	7	3	7	7	4	3	1	5.00
Achievement of white and Asian students	7	7	7	4	7	7	6	3		6.12
Achievement Gap										1.12

Elements of Accountability



Why Revise the Index?

An opportunity to:

1. Replace federal accountability system with aligned state system, supporting continuous improvement
2. Fulfill legislative expectations
3. Incorporate student growth data for a fairer representation of school performance
4. Focus on achievement and opportunity gaps

Index Revisions

Will Include

- Student Proficiency
- Student growth
- Disaggregated data

May Include

- Workforce and post-secondary readiness
- English Language acquisition
- Improvement over time
- AMOs

Changes

- Comparison to peers
- Including English Language Learner proficiency data after 1 year of instruction (versus 3 years in current Index)

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.

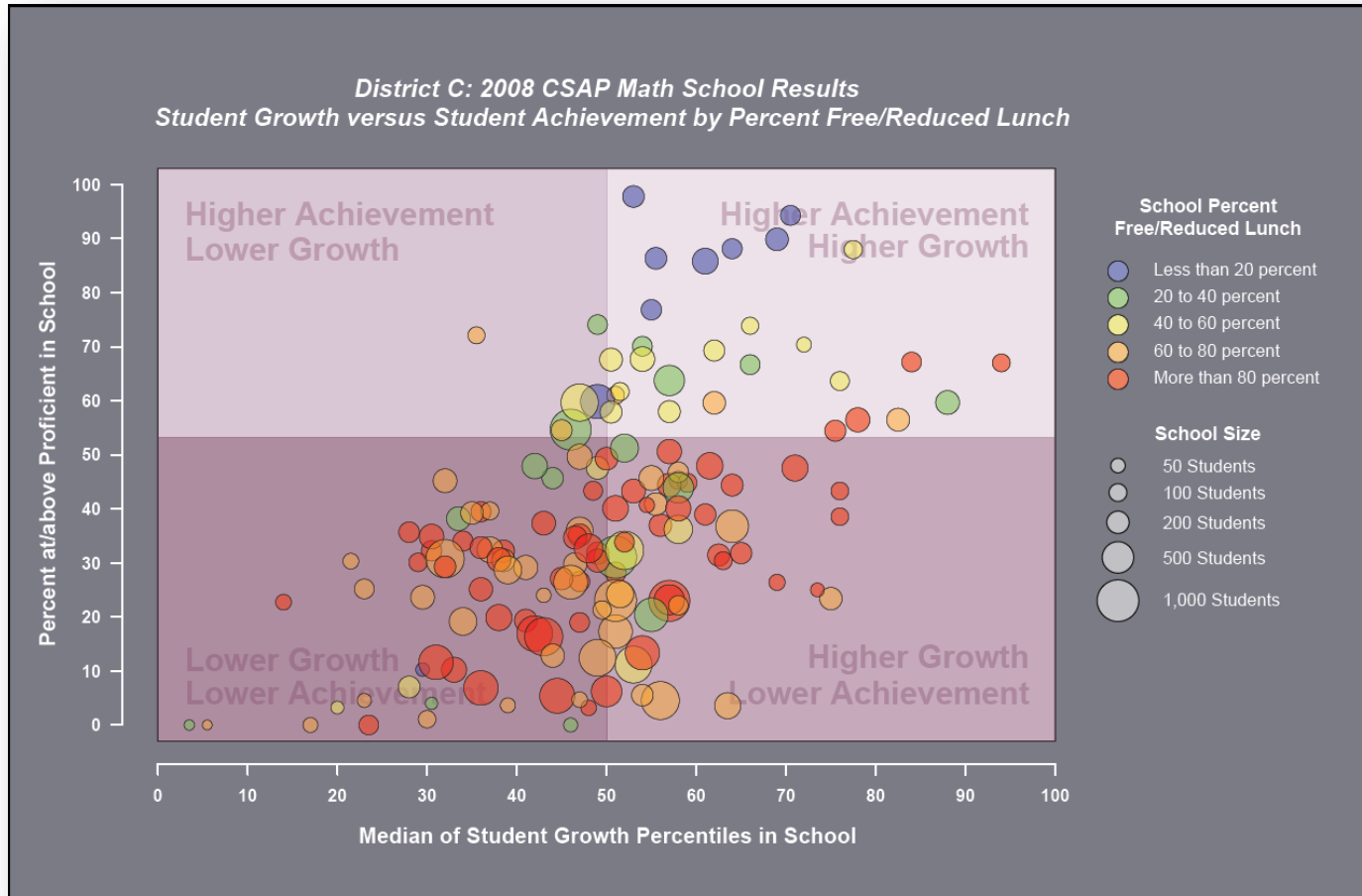
Disaggregation by subgroup

- Necessary to ensure that opportunity 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.

Student Growth Percentiles

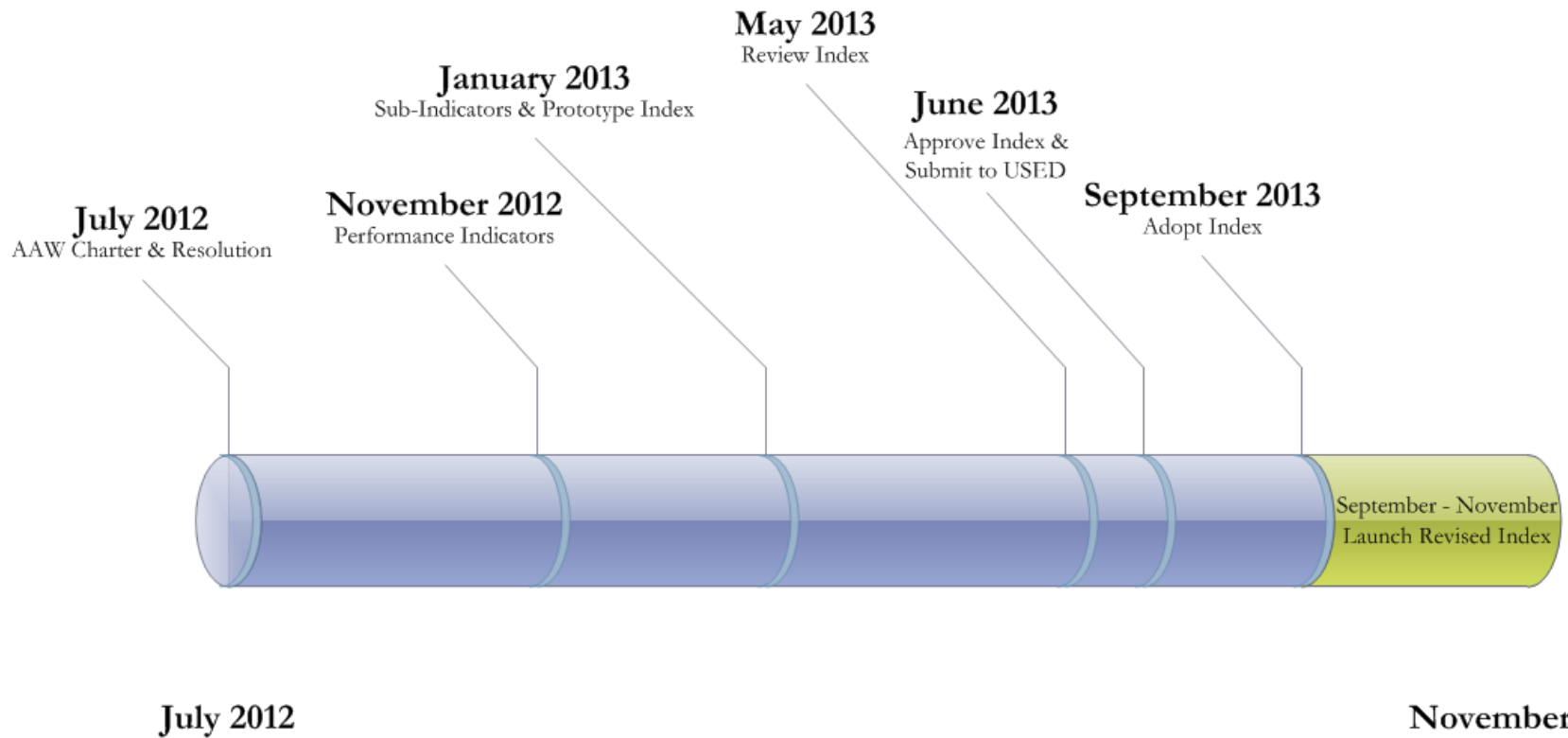


The Relationship between Growth and Proficiency

- Growth – follow the same kids
- Proficiency – follow the same grade
- What constitutes ‘adequate growth’?
 - “Keep up” versus “Catch up” growth



Index revision Timeline



Initial Performance Indicators Recommendations

Revised Index Question	Staff Recommendations	AAW Input
How should the Achievement Index measure achievement gaps?	Account for both growth and proficiency gaps	Agreed
What indicators should be included under career and college readiness?	High school graduation rates plus sub-indicators	Agreed
Should Improvement be measured in the Achievement Index?	Improvement should not be factored into a school's Index score, but should be used by the state for the purposes of reward and recognition.	Mixed. Some AAW members wanted to continue to measure improvement by either student growth or schools' performance against the Learning Index?
How should tests be weighted in the Index?	Equal weights for all tests	Agreed.
How should student subgroup data be disaggregated in the revised Index?	Further study needed.	Some AAW members were in support of super subgroups, but also wanted to add new groups for students who were former ELL, catch-up students, the lowest 25 percent, etc.

The Achievement and Accountability Workgroup – December Questions

1. What indicators should be included within Career and College-readiness?
2. How should the revised Achievement Index account for the achievement of English Language Learners?
3. How should the tiers be labeled?
4. How should performance targets be set for each indicator?



Career and College Readiness Indicators

	ACT or SAT scores	Industry Certification or CTE endorsement	AP/IB success	Dual Credit	Work-Keys	Compass or Accuplacer	Advanced coursework	College remediation	Algebra in 8 th grade	College-ready cut scores on state tests	% 9 th graders credit deficient
Colorado	X										
Florida	X	X	X	X			X				
Idaho	X		X	X		X					
Illinois	X	X	X	X	X						
Indiana		X	X	X							
Iowa										X	
Kentucky	X	X			X	X					
Louisiana	X	X	X	X							
Maryland		X									
Missouri							X				
Nevada	X		X					X			X
New Mexico	X	X		X							
New York		X									
North Carolina	X				X						
Oklahoma	X	X	X						X		
South Dakota	X										
Wisconsin	X										

Key Design Challenges to Address

- How will the revised Index relate to, or establish, the AMOs (Annual Measurable Objectives)? Priority, Focus, and Reward Schools?
- How do we best shine light on achievement gaps without suppressing student data?
- How to build an accountability system in tandem with a funding system that makes 'ample provision'?
- How to establish fair and challenging goals for student growth for high performing schools.

Public Charter Schools - Topics

1. Charter schools authorizers – defined
2. Authorizer approval process
3. SBE rule-making process
4. Support materials and questions

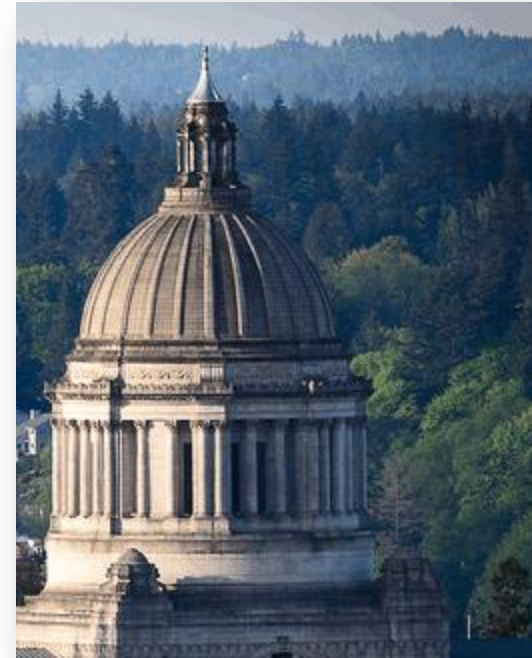


Approval of Authorizers

SBE “shall establish an annual application and approval process and timelines for entities seeking to be charter school authorizers.” Eligible authorizers: schools Boards and the Washington State Charter School Commission.

“Authorizer”: Entity approved by SBE to

- Review, approve, or reject charter school applications.
- Enter into, renew, or revoke charter contracts.
- Oversee the charter schools the entity has authorized.



Approval of Authorizers -- Requirements

An entity seeking approval to be a charter school authorizer must submit the following to SBE:

- Strategic vision for chartering.
- Plan to support the vision, including evidence of budget and personnel capacity.
- RFP it would issue to solicit charter school applicants.
- Performance framework it would use.
- Proposed renewal, revocation and renewal processes.

SBE Rule-Making Timeline

Initial process and timelines for approval of authorizers must be established by SBE no later than 90 days from effective date – March 6.

Statutory requirements, Code Reviser dates, SBE meeting schedule mean that rule-making must be started now.



- November 8-9 – Approve filing of CR 101.
- January 9-10 – Approve filing of CR 102 with proposed rules.
- Feb. 26 -- March 6 – Public hearing on proposed rules.
- By March 6 – File CR 103 with adopted rules.

Support Materials and Questions

Website Resources:

- Detailed rule-making timeline
- Overview of SBE responsibilities with public charter schools
- Frequently Asked Questions
- Charter schools CR 101

The Washington State Board of Education

Tuesday November 27th ,2012

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PUBLIC CHARTERS


Statutory Oversight of Public Charter Schools

The following will apply if Initiative 1240 passes...

Initiative 1240 ([pdf](#)) requires the State Board of Education to establish an annual application approval process and timelines for entities seeking approval to be charter school authorizers.

The Board will begin drafting rules in November, with an anticipated public hearing on the proposed rules in February/March 2013. Public comment on the proposed rules (when available) may also be delivered by [email](#).

The Board is also responsible for producing an annual performance review on charter school authorizers, as well as a five-year review on the charter school program.



Frequently Asked Questions

Media

Public Charter Schools (pdf)	
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Handouts and Flyers

Date	Media
	Initiative 1240 (pdf)
	Initiative 1240 explanatory statement (Secretary of State 2012 Voters' Pamphlet) (link)
2012.21.16	Statement of Interest - District Survey (link)
2012.11.09	SBE Rule-making Timeline for Public Charters (pdf)

Waiver Rules - Topics

1. Four Significant Rule Changes
2. Revisions - Purposes



Draft Rules

SBE Rules, As Adopted 2012

- Criteria for evaluation of requests for Option One waivers.
- Integration of Option Three waivers with Option One.
- Creation a new category of waiver for parent-teacher conferences.
- Criteria for evaluation of requests for Option Two waivers.

Revisions - Purpose

WAC	New Rules	Purposes
180-18-040	<p>Add criteria for evaluation of Option One waiver requests. (p. 211)</p> <p>Add criteria for evaluation of requests for renewals of waivers. (p. 212)</p> <p>Integrate Option 3 waivers into Option One. (p. 211)</p> <p>Technical changes.</p>	<p>Compliance with RCW 28A.305.140. SBE oversight of BEA compliance.</p> <p>Option 3 too difficult to implement. Cannot be renewed. Not needed with adoption of Option One criteria.</p> <p>Repeal subsection made obsolete by statutory change. Clean up for clarity.</p>

Revision - Purpose

WAC	New Rules	Purposes
180-18-050	<p>Integrate Option Three waivers into Option One. (pp. 213-217)</p> <p>Add new language creating procedure for “pre-approved” waivers for full-day parent-teacher conferences. (p. 217)</p> <p>Technical and other changes.</p>	<p>Option 3 too difficult to implement. Cannot be renewed. Not needed with adoption of Option One criteria.</p> <p>Recognize value of parent-teacher conferences for student learning. Address issue around definition of “school day.”</p> <p>Extend time for districts to submit applications. Revise for clarity.</p>
NEW	<p>Add criteria for evaluation of Option Two “economy and efficiency” waivers. (p. 219)</p>	<p>Compliance with RCW 305.180.141. Statutory limit on number of waivers that may be granted.</p>

Questions?