

# Achievement and Accountability Workgroup: E2SSB 5329 Accountability Framework Discussion and Feedback



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# Introduction to Draft Rules



State Board of Education (SBE) draft rules for E2SSB 5329 address:

- **New features of Level II required action process:**
  - ✦ The role of the Education Accountability System Oversight Committee and the Required Action Plan Review Panel
  - ✦ Collaboration of SPI and the local school board on Level II required action plans; if they cannot agree, SPI submits a plan
- **Assignment of districts to Level II required action status**
- **Guiding principles to inform and guide OSPI in the accountability system design and implementation**



# New Features of Level II



New organization and a new role:

- The Education Accountability System Oversight Committee reviews and comments on SBE findings
- In Level II, the Required Action Plan Review Panel, if requested by a district, makes recommendations on plans before SBE final approval of plans
  - ✦ In Level I the Panel, if requested by the district, review SBE decision to reject a plan



# New Features of Level II

## Education Accountability System Oversight Committee

- Two members from each caucus of the House
- Two members from each caucus of the Senate
- Two members appointed by the governor
- One non-legislative member of the Educational Opportunity Gap Oversight and Accountability Committee

## Required Action Review Panel

- Five individuals with expertise in school improvement, school and district restructuring or parent and community involvement
- Two appointed by the Speaker of House
- Two appointed by the President of Senate
- One appointed by the governor



# New Features of Level II



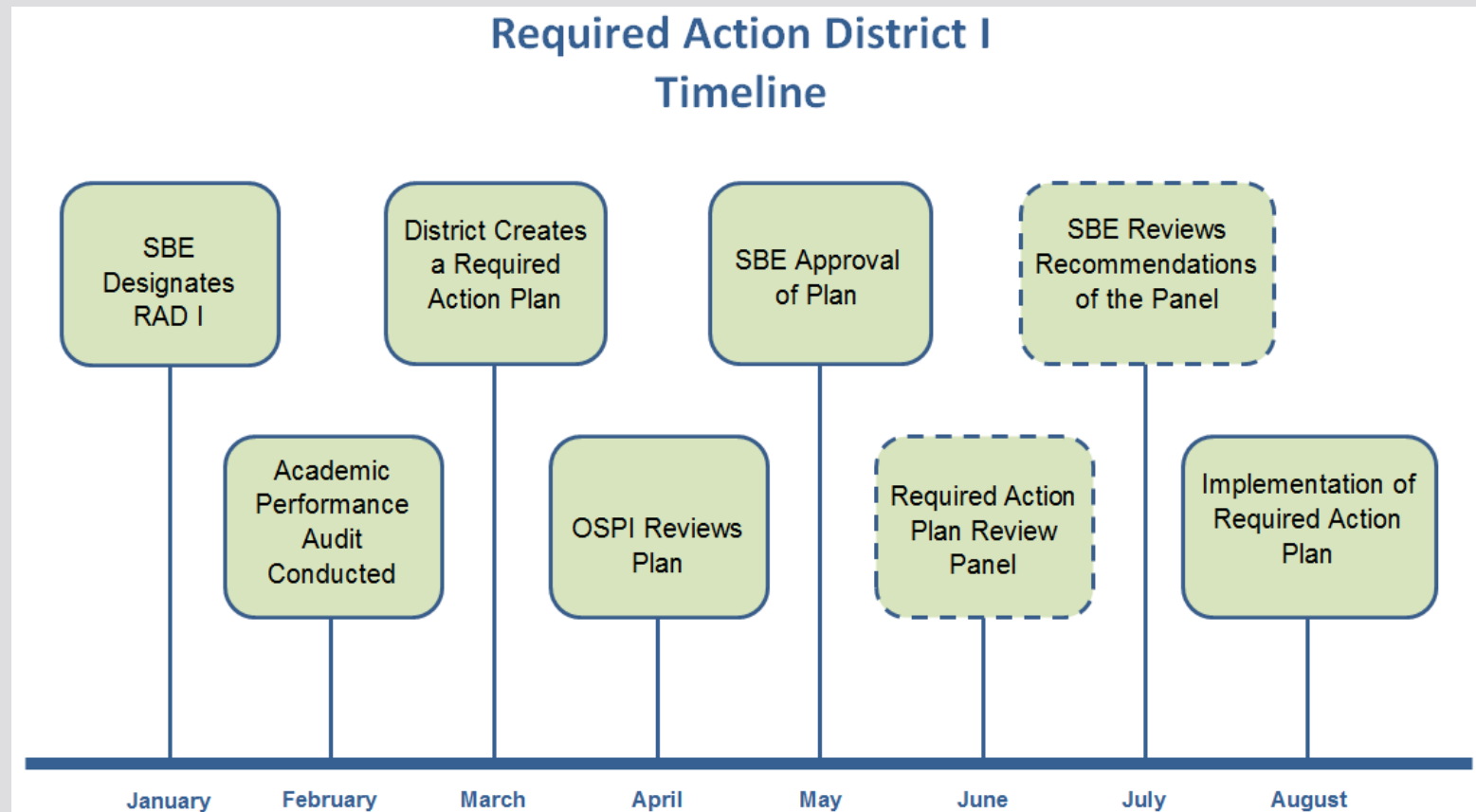
In Level II OSPI and the local school board collaborate on required action plans; if they cannot agree, OSPI submits a plan:

## Bill Language from E2SSB 5329, section 11

“If the superintendent of public instruction and the school district board of directors are unable to come to an agreement on a level two required action plan within ninety days of the completion of the needs assessment and review conducted under subsection (2) of this section, the superintendent of public instruction shall complete and submit a level two required action plan directly to the state board of education for approval.”  
(Page 19, Section 11 (4), lines 35 to page 20 line 3.)



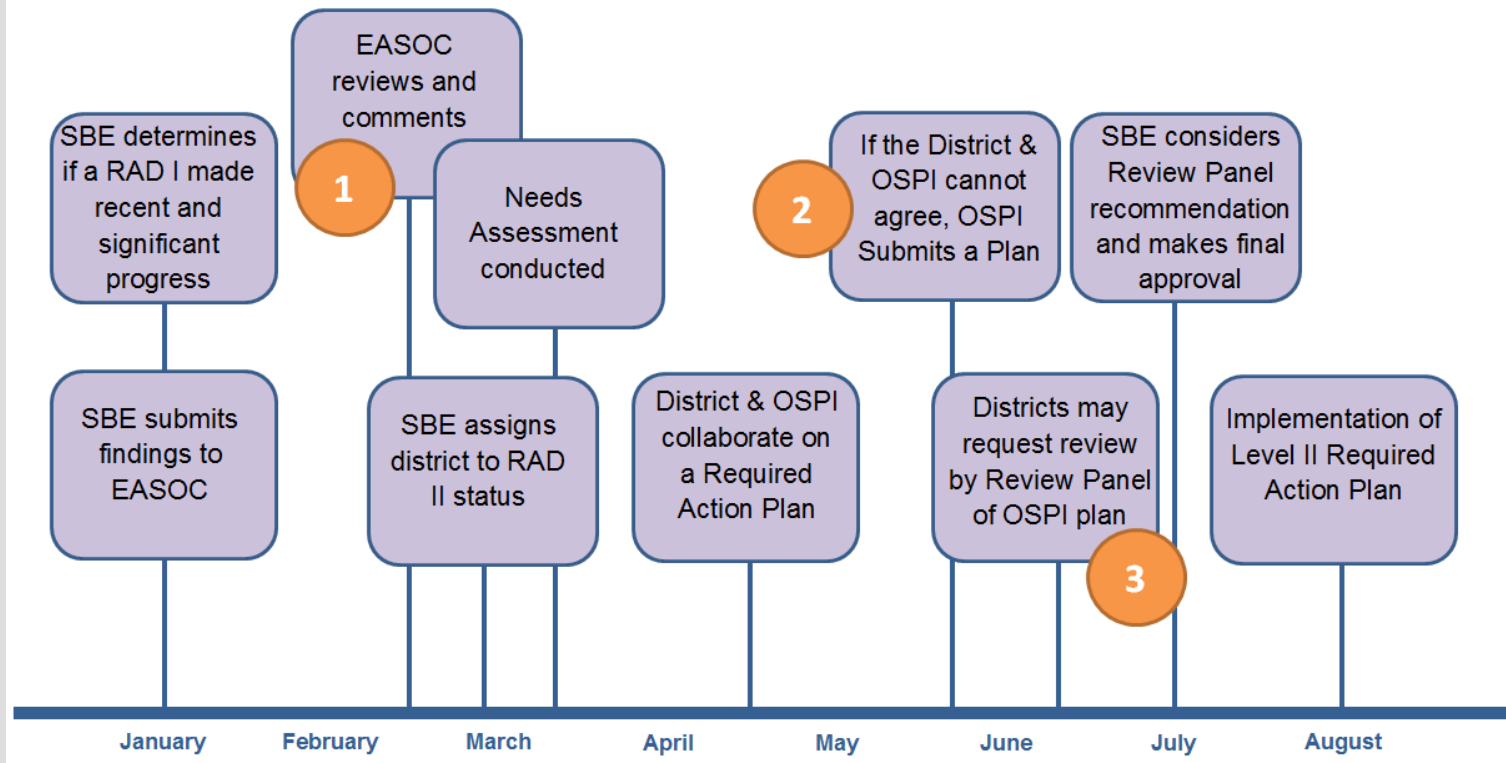
# New Features of Level II



# New Features of Level II



## Required Action District II Timeline



1. EASOC makes recommendations

2. OSPI submits a plan

3. Review by the Panel



# New Features of Level II



## Draft rule timeline:

- At least 30 days for the Oversight Committee to comment on SBE findings (WAC-17-090)
- At the request of a district, the Required Action Plan Review Panel has at least 20 days to review a plan submitted by OSPI (WAC 180-17-080)





# New Features of Level II



Feedback question:

**When does a required action plan need to be finalized to be effectively implemented for the following year?**

Type your response into the 'chat/questions' dialogue box.



# New Features of Level II



Poll #1:

**Taking into consideration that schools must be ready to implement plans by the start of the school year after being designated Level II, do the draft rules allow sufficient time for the Oversight Committee and the Review Panel to perform their roles?**

- A. Yes
- B. No



# New Features of Level II



Discussion--  
Comments?



# Assignment of a District to Level II Status



The criteria for assignment of districts to Level II status:

## Bill Language from E2SSB 5329, section 11

“schools that have remained as persistently lowest- achieving for more than three years and have not demonstrated recent and significant improvement or progress toward exiting persistently lowest-achieving status, despite implementation of a required action plan” (Section 11 (1), page 19, lines 2 to 6.)



# Assignment of a District to Level II Status



Draft rule on ‘recent and significant progress’ (WAC 180-17-060):

- Progress within the last two years,
- Enough progress to exit PLA status within three years if rate of progress persists, or
- Schools that meet Annual Measurable Objectives (AMOs) for two years



# Assignment of Districts to Level II Status



Feedback question:

**What are your biggest concerns with assigning districts to Level II status?**

Type your response into the  
'chat/questions' dialogue box.



# Assignment of Districts to Level II Status



Discussion--  
Comments?



# Guiding Principles



- Draft rules for WAC 180-17-100 articulates guiding principles in fulfillment of the SBE's responsibility to establish an accountability framework
- The purpose of the accountability framework is to provide guidance to OSPI in the design of the accountability system





# Guiding Principles



Draft rule language on the transition to Common Core:

“The Board recognizes that the transition to Common Core standards creates practical challenges for shorter term goals-setting, as a new baseline of student performance is established on a series of more rigorous standards and assessments. Normative measures of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for Index performance tiers and exit criteria for required action status.” (WAC 180-17-100 (3)b.)





Poll #2:

**Should we as a state request flexibility from  
normative standards in the future?**

A. Yes

B. No



# Guiding Principles



Discussion--  
Comments?



# Guiding Principles



Draft rule language on the transition to career and college readiness as graduation requirements:

“The state’s graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the Board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of Common Core and the underlying standard of career and college-readiness for all students.” (WAC 180-17-100 (3)e.)



# Guiding Principles



Feedback question:

**What conditions would need to be in place before a move toward career and college readiness as a requirement for graduation?**

Type your response into the 'chat/questions' dialogue box.



# Guiding Principles



Discussion--  
Comments?



# Guiding Principles



Draft rule language on the recognition of success:

“Recognition of school success is an important part of an effective accountability framework. The board is committed to an annual process of school recognition, and believes that award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools, and highlighting examples of good schools that later achieve exemplary status.” (WAC 180-17-100 (3)h.)



# Guiding Principles



Questions?  
Comments?





# Guiding Principles



Feedback question:

**Using the revised Index, what categories of recognition should be considered?**

Type your response into the  
'chat/questions' dialogue box.

Poll #3:

**Should Focus schools be eligible to receive awards?**

**A. Yes B. No**



# Guiding Principles



Discussion--  
Comments?



# Guiding Principles



We did not have time to discuss all the guiding principles. Additional topics to give feedback on:

1. Statement of rigor of required action plans
2. Statement on federal planning integration and alignment
3. Requirement on consistency of standard entering and exiting R.A.D.





**Final Comments?**

**Telephone Comments  
Follow-up survey**

**Thank you!**



# Resources



- Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)
- Blog: [washingtonSBE.wordpress.com](http://washingtonSBE.wordpress.com)
- Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)
- Twitter: [www.twitter.com/wa\\_SBE](http://www.twitter.com/wa_SBE)
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