

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: January 9-10, 2008

SUBJECT: **SYSTEM PERFORMANCE ACCOUNTABILITY**

SERVICE UNIT: Ms. Edie Harding, Executive Director
 State Board of Education

PRESENTER: Ms. Edie Harding, Executive Director
 State Board of Education

 Dr. Evelyn Hawkins, Research Associate
 State Board of Education

BACKGROUND:

The Board approved three draft concepts at its September 2007 meeting that will guide subsequent work on the Board's System Performance Accountability (SPA) effort:

1. Performance Improvement Goals and Indicators to Measure System Progress
2. A Tiered System of Continuous Improvement for All Schools
3. Targeted Strategies for Chronically Underperforming Schools

The Board expects these concepts to receive extensive and formative public input and refinement (See the SPA Charter Adopted at the November Board meeting- enclosed with revisions in time line). In addition to the regular Board meetings, there are three work sessions with our advisors scheduled around these topics and related issues:

- October 22, 2007 (local perspectives on school improvement planning process)
- February 26, 2008 (OSPI proposed district assistance program, accreditation, SBE accountability index, proposed revision to school improvement rule)
- June 19, 2008 (performance goals and indicators, barriers to districts for increasing student achievement, and preliminary ideas on addressing chronically underperforming schools)

Board members are encouraged to attend these sessions. After each work session, the Board will be briefed on a distillation of the presentations and comments at its next scheduled Board meeting. Board members will have an opportunity to share their thoughts and provide guidance to staff as well as to listen to further public comment.

Attached is a policy memo updating you on our work, a PowerPoint summary of information from the October 22nd work session, and a copy of the SBE current rule on school improvement plans. We will be asking for Board guidance at this meeting and ideas for us to consider as part of the revision to the SBE rule on school improvement plans.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

SYSTEM PERFORMANCE ACCOUNTABILITY UPDATE

PURPOSE

The purpose is to bring the Board up to date on our work for System Performance Accountability (SPA) concepts:

1. Performance Improvement Goals and Indicators to Measure System Progress
2. A Tiered System of Continuous Improvement for All Schools
3. Targeted Strategies for Chronically Underperforming Schools

To accomplish this work, the Board staff has engaged in the following efforts:

PERFORMANCE IMPROVEMENT GOALS AND INDICATORS

Data. There are several groups that are currently meeting around the issue of K-12 data that were mandated by the legislature. One is a data feasibility study sponsored by the Office of the Superintendent of Public Instruction (OSPI) and the other is creation of a new education data center, which is a part of the Office of Financial Management. The OSPI feasibility study is to examine the expansion of a longitudinal student-teacher data system to establish better linking of data on students, teachers and student achievement. OSPI is to conduct a pilot in two school districts to identify additional data element under the statewide student data system. The SBE is part of the OSPI advisory group. To date one meeting has been held. A final report is due to the legislature November 1, 2008. The Education Data Center's function is to conduct collaborative analyses of early learning, K-12 and high education programs and issues. The Center is providing support for the P-20 Council.

Board staff has also been in discussions with OSPI and PESB about some of our perceived data needs for accountability. Because it appears a number of elements are in flux, we are waiting until this spring to push for some more definition in what we need for our own accountability system. We would like to use the June work session to explore our findings and proposals.

TIERED SYSTEM OF CONTINUOUS IMPROVEMENT

Accountability Index. A major piece of the Board's draft accountability framework is the creation of a four-tiered system for the 2,000 schools in our state.¹ The tiers are ranked in order of increasing need for assistance. The accountability framework also includes an award system for recognizing outstanding achievement or improvement in student performance. The Board's System Performance Accountability (SPA) committee has recommended that all schools participate in continuous improvement. What is expected or required of schools and the level of assistance provided to them as part of the SBE accountability system as they engage in continuous improvement will depend on the tier in which a school is placed. Our guiding principles for the index are:

- *Simple & includes readily available data*
- *Recognizes improvement*
- *Uses multiple measures*
- *Incorporates NCLB AYP & will accommodate future changes in AYP*

We have contracted with five people (Dr. Robert Linn, Mr. Pete Bylsma, Dr. Sandy Sanford, Dr. Peter Hendrickson, and Dr. Linda Elman) to examine our proposed accountability index, which would be used to identify schools in different tiers for continuous improvement. They will report back to us in January on the technical aspects of our index based on the following questions:

1. Does the proposed accountability index for identifying schools (and districts) into tiers for differing intensity of assistance (e.g., a school that falls into tier three might need to select from state-mandated curricular materials, while a school in tier one would not be required to do, but would be allowed to do so) appear reasonable?
2. Do the three components—AYP Status, Achievement Status, and Improvement Status—contribute meaningfully to the index? That is, do they each add distinct information about school/district performance important for identifying schools in need of assistance?
3. Does the proposed index appear to be technically sound?
4. Is combining all grades and content areas tested into one achievement performance measure of school/district performance technically acceptable? If not, what do you suggest?
5. Are there other state accountability index models used in identifying schools for levels of assistance and rewards that the SBE should consider in its deliberations?

¹ The Board has discussed the necessity of including districts in the school improvement process. Therefore, districts will also be assessed and be a major part of any assistance and/or intervention efforts. The specifics of how districts and schools will participate are yet to be determined.

School Versus District Continuous Improvement. We have been in many conversations with OSPI staff (Janell Newman, Shannon Thompson) about their thoughts on how to “improve” the OSPI school improvement program. They are thinking (and we agree as staff) that it makes a great deal of sense for OSPI to focus on district improvement to build sustainability rather than to approach this effort one school at a time. We have asked them to present their thinking for our Board work session on February 26th. We will need to figure out how to meld moving to a district model with our accountability index, which identifies schools. One key piece for the Board’s accountability work is to decide when districts must select from the state curricular menus for math and science. This will be a part of our discussion this spring with an expected decision this summer.

School Improvement Plans and SBE Rules. OSPI wants to revise their School Improvement Planning Process Guide for this summer. This means that the SBE should revise its current rule on the School Improvement Plan (SIP). We had a good discussion at our October work session with our advisors about the school improvement process. Evelyn has also had some insights based on her review of the 180 day waivers about the current status of school improvement plans. We would like Board guidance on considerations for revising the Board rule on school improvement plans. We would use our February work session to discuss specific changes and then draft language for you to review at your March Board meeting with the anticipation of adopting a new rule at the May Board meeting. Currently Board staff is working with OSPI to share some suggested ideas for changes to the current rule.

TARGETED STRATEGIES FOR CHRONICALLY UNDERPERFORMING SCHOOLS

Video and Studies. Several projects are underway to conduct further analysis and review of this topic. Due to the complexity, Board staff is reviewing what we can accomplish this year and what we may need to undertake in the following year. We are working with APCO on a video of student voices and their school experiences, which we expect to be completed by March. We have drafted two requests for proposals which we expect to advertise in January and solicit some major talent to help us. The first proposal would be to conduct a study of barriers to districts in achieving significant improvement in student performance. There would be a literature review, interviews with key stakeholders, and some specific exploration in several districts to engage in depth in the issues identified. We hope to have this study completed in June and to discuss in our June work session and July Board meeting. The second proposal would be to assist the Board and key stakeholders to develop a state/local partnership to create strategies for assisting chronically underperforming schools and their districts. We hope to have this study completed by September, but with some good draft ideas in July.

Symposium. We initially planned to host a symposium with researchers and practitioners this spring. Due to our heavy workload, we believe we will need to move this to October. We have had initial conversations with the Professional Educator Standards Board staff and they may be interested in working on this with us.

Outreach. We know we will need to conduct some focus groups and public outreach on these topics and these will most likely be done in next fall.



School Improvement Plans and Processes

State Board Meeting
January 10, 2008

1

School Improvement Plans and Processes



WAC 180-16-220 (SBE Rule)

- Supplemental basic education program approval requirements: (1) current & valid certification; (2) annual school building approval
- Potentially subject to withholding of basic education funds due to non-compliance
- SBE adopted revised rules in March 2002; took effect with the 2003-04 school year
- An initial purpose of SIP: guide the school accreditation process
- SBE developed a school improvement planning process and prepared a school improvement planning guide (but it is not used by schools)

2

School Building Approval: WAC Requirements



- Schools approved annually by local school district board of directors
- Annual approval process requires a school improvement plan (SIP)
- SIP based on a self-review with active participation from staff, students, families, parents, and community members

3

School Improvement Plans



- Must be data driven
- Promote student learning
- Include continuous improvement process

4

School Improvement Plans



Shall address, but are not limited to:

- Characteristics of high performing schools, including safe and supportive learning environments
- Educational equity: giving each student what she/he needs, when and how she/he needs it to reach her/his achievement potential
- Use of technology to facilitate instruction
- Parent, family and community involvement

5

More SIP Requirements



- School involvement with SIP assistance under the state accountability system or through the Elementary and Secondary Education Act shall constitute a sufficient SIP
- School improvement plan requirements may not be waived
- Not a part of Form 1497 – Minimum Basic Education Requirement Compliance form

6

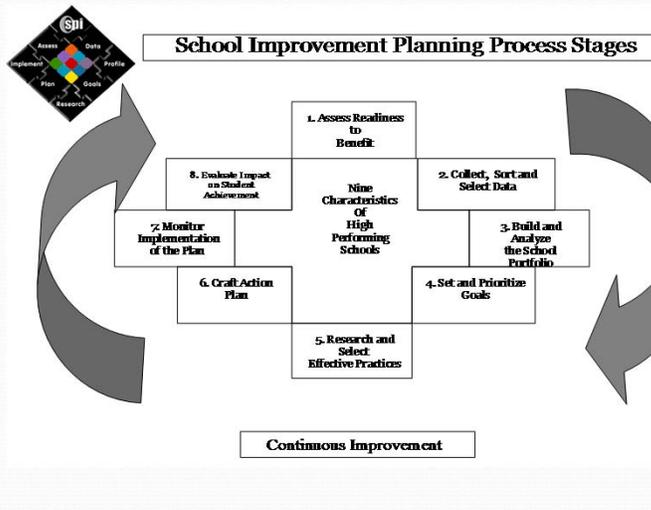
School Improvement Plans and Processes



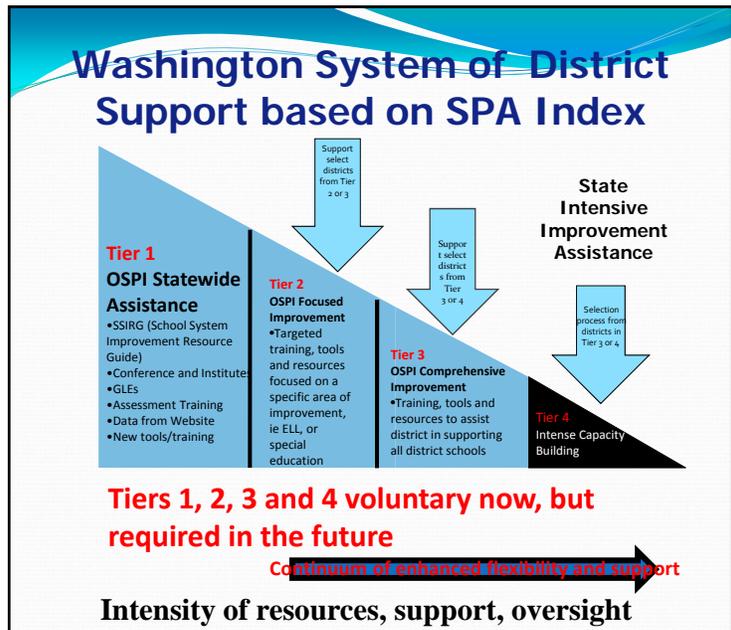
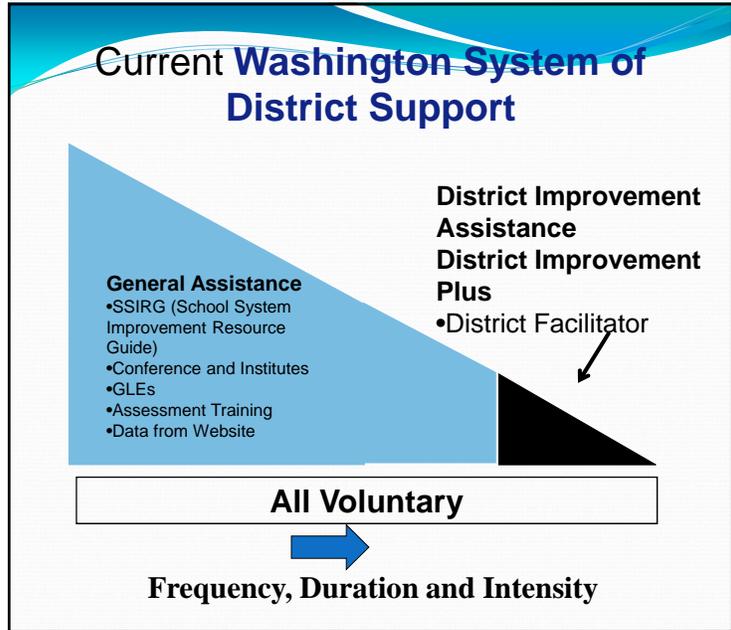
- 2006 legislature took away the public school accreditation function from the SBE
- 2002 SBE rule remains “on the book”
- OSPI has a School Improvement Planning Guide that schools may use. They would like to update it this spring based on any changes we want to make to our SIP rules use
- OSPI focused assistance program for school improvement is voluntary

7

OSPI School Improvement Process



8



SPA October 2007 Work Session



- Board Members met with advisors including teachers, ESD, WEA, principals, AWSP, superintendents, WSSDA, Partnership for Learning, business
- Advisors shared:
 - experiences with school improvement planning process
 - Recommendations for improvements of planning process

11

Advisors' Recommendations



- Avoid more state layers of review: do not bureaucratize the SIP process –we want to make real change not deal with process
- Don't want accreditation system with different requirements from SIP
- Need from state and peers:
 - flexibility in resources
 - more time to make instructional changes
 - leadership training

12



Advisors' Recommendations

- Need from state and peers (continued):
 - interventions that work for different student populations,
 - data on how students are performing through diagnostic assessments
 - ways to get more math and science teachers

13



Advisors' Recommendations

- Role for local school board and ownership at local level important for improvement effort
- Provide assistance in building district-level leadership and instructional capacity to assist schools in improving classroom instruction

14

Board's Guidance



- Are there specific issues we should examine in the WAC with regard to school approval and school improvement plans?
- Do you have ideas about our partnership with OSPI on new direction of a mandatory district (rather than school) improvement program as part of our accountability/tiered system?

WAC 180-16-220

Supplemental basic education program approval requirements.

The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).

(1) **Current and valid certificates.** Every school district employee required by WAC 180-79A-140 to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC 180-82-105, 180-82-120, and 180-82-125, respectively.

(2) **Annual school building approval.**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:

(i) Supporting the goal of basic education under RCW 28A.150.210, "...to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";

(ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and

(iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

(c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

(d) The school improvement plan shall address, but is not limited to:

(i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;

(ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

(3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.

(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan for the purposes of this section.

(5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

(1) Current and valid certification. Every school district employs teachers who are certified or hold a valid certification, or are employed as substitute teachers, in accordance with the requirements of the state board of education. In addition, classroom teachers must have a current and valid certification, or hold a valid certification, in the subject area in which they are employed. WAC 180-83-105, 180-83-120, and 180-83-125, respectively.

(2) School improvement plan requirements

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan for the purpose of the section "positive impact on student learning" shall mean:

(i) Supporting the goal of basic education under RCW 35A 180 210, "to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives..."

(ii) Promoting continuous improvement of student achievement in the state learning goals and essential academic learning requirements; and

(iii) Recognizing interdisciplinary student learning and growth related, but not limited to, Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and wellness.

(c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

(b) The school improvement plan shall address, but is not limited to:

(i) The effectiveness of essential activities as identified by the superintendent of public instruction and the educational services division, including safe and supportive learning environments;

(ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

(5) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

System Performance Accountability Charter December 2007 (with modifications in time line)

Project Purpose:

To develop a statewide accountability system with state and local policy makers, educators, parents, and citizens working together to ensure no student falls through the cracks and that no school fails its students.

Background:

When the legislature reconstituted the State Board in 2005, it transferred the responsibilities for creating a statewide accountability system from the A+ Commission to the State Board of Education. The requirements¹ for an accountability system include:

- » Setting performance improvement goals;
- » Setting cut scores on state assessments;
- » Identifying criteria for successful schools and districts in need of assistance and those where students persistently fail;
- » Identifying criteria for schools and districts where intervention and appropriate strategies are needed;
- » Creating performance incentives;
- » Reviewing the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity;
- » Providing biennial report on progress; and
- » Determining when school districts should choose from a curricular and instructional materials menu (2SHB 1906 from the 2007 Legislative Session).

Connection to Board's Mission, Goals, and Work Plan

The Board adopted two overall goals to frame its work with accountability and the review of high school graduation requirements. The goals are:

- » Improve student performance dramatically; and
- » Provide all Washington students the opportunity to succeed in post-secondary education, the 21st century world of work, and citizenship.

¹ RCW 28A.305.130 (4)

A focus on system performance accountability is one of the top priorities for the Board's work plan in 2007-08.

Board Role

Kris Mayer will serve as the Board lead. Board members will participate in work sessions as well as regular Board meetings. The Board will adopt a final package of system performance accountability measures in July 2008 to prepare for the 2009 Legislative Session.

Scope of Work

The Board adopted a preamble to its motions on key concepts for the system performance accountability work to provide direction to staff as they develop proposals for the State Board of Education's future review. The Board wants to be clear that these are preliminary, draft concepts that will receive extensive and formative public input and refinement. The Board, in advancing these concepts, is not endorsing specific details at this point. In addition, the Board acknowledges the magnitude of the implementation challenges that these proposals may present and asks our staff to be especially sensitive to identifying potential implementation barriers as well as strategies for dealing with them as they bring forward proposals for our review.

The three draft concepts are:

1. Performance Improvement Goals and Indicators to Measure System Progress
2. A Tiered System of Continuous Improvement for All Schools
3. Targeted Strategies for Chronically Underperforming Schools

Deliverables

- Revisions to school and district improvement plans through SBE rules and guidelines
- Proposed accountability index to identify schools and districts
- Two consultant RFPs: a barrier study, state/local partnership blueprint to address chronically underperforming schools
- Video with student perspectives
- Development of tiers with detail for continuous school and district improvement
- Proposal on when school districts must adopt a state curricular menu
- Proposal on strategies for chronically underperforming "Summit Schools"
- Legislative packages for 2009 or 2010 sessions
- Proposals on revision and adoption of performance goals
- SBE report card

Timeline for Input Process and Board Deliverables

October 22, 2007	Board work session with advisors on school and district improvement plans
November 1, 2007	SPA Charter and discussion of teacher distribution study
November-December 2007	Consultant expert review of accountability index
January 9-10, 2008	Board meeting to discuss staff recommendations on WAC rule revisions and other changes for school improvement plans
January-March 2008	Begin video production to address student voices Commission studies to identify barriers in districts that prevent significant improvement in student learning and develop state/local partnerships for chronically underperforming schools (if additional funding is available)
February 26, 2008	Board work session with advisors on OSPI proposed district assistance program, accreditation, SBE accountability index, proposed revision to school improvement rule (need to include discussion on when to require locals use state curricular menu)
March-June 2008	Potential focus groups on accountability issues
March 26-27, 2008	Board meeting to discuss OSPI new district improvement plan accountability index and accreditation. Adopt rule on school improvement plans
Spring 2008	Public outreach on system performance accountability concepts at two community meetings across the state
May 14-15, 2008	Board meeting to discuss outreach and chronically underperforming schools
June 19, 2008	Board work session with advisors on performance goals and indicators, barriers to districts for increasing student achievement, and preliminary ideas on addressing chronically underperforming schools
July 23-24, 2008	Board meeting to review draft concepts for state/local partnership for chronically underperforming schools
September 30, 2008	Board reviews more refined concepts for state/local partnership for chronically underperforming schools Submit legislative and budget proposals to the Governor
Fall 2008	Continued Board outreach to key stakeholders and community on proposed legislative and budget package Board work session and meetings on performance improvement goals Board host national symposium on chronically underperforming schools (if additional funding available). Possibly joining with PESB as a partner. Determine final performance indicators
2009	Continue work on chronically underperforming schools Produce first SBE Report Card

Note we have made some changes in our dates for work products and activities

Communication Plan

The communication plan includes work sessions and public outreach meetings to be held periodically throughout the year (see Timeline) with relevant stakeholders such as educators, legislators, parents, and business representatives. A symposium with national experts focused on improving chronically-underperforming schools is considered for the fall of 2008.

Staff Project Managers

Edie Harding, Executive Director and Evelyn Hawkins, Research Associate