

**June 19, 2013**

## **Special Board Meeting Highlights**

On June 19, the State Board of Education (SBE) hosted a special Board meeting in Olympia, WA.

During the meeting, members discussed the following:

- Revised rubrics for review of charter authorizer applications.
- Revised Achievement Index, and Achievement and Accountability Workgroup (AAW) Input.

### **STATE BOARD OF EDUCATION ACTIONS**

SBE approved the following:

- Evaluation rubrics for review of charter authorizer applications

### **REVISED RUBRICS FOR REVIEW OF CHARTER AUTHORIZER APPLICATIONS**

Board members reviewed the revisions to the charter authorizer evaluation rubrics. Staff revised the rubrics as directed by the Board and reformatted for ease of reading and use. There was detail added to some rubrics, some new rubrics were added, and some were deleted because they were duplicative or didn't apply well to school district authorizers. Instructions and a rating scale were also included.

Generally the revisions:

- Strengthen the priority to proposals serving at-risk students,
- Make the rubric more evaluative and descriptive, and
- Add specificity and clarity.

Board members expressed appreciation for staff's work to vastly improve the rubric, making the language stronger, more objective and very clear.

### **REVISED ACHIEVEMENT INDEX, AND ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) INPUT**

Board members reviewed the AAW's final feedback report on the revised Index, and heard public comment. The original timeline included submission of the revised Index by June 30, 2013, but due to pending state legislation, the submission has been postponed in order to ensure that an immediate revision is not necessary. The Board will consider approving submission of the revised Index proposal to the U.S. Department of Education at the July Board meeting.

The AAW voted on the final feedback report and the revised Index model. The workgroup voted unanimously to approve the feedback report. Twelve members of the workgroup voted to approve the revised Index model, four voted in favor with concern, and one voted not to approve (due to concerns about growth methodology, significant changes from current Index and federal subgroups of students which overlap). The four who voted with concern were in favor of the revised Index, but felt strongly

that it should include a new way to count English Language Learners (ELL). They prefer an “Ever ELL” subgroup, less favorable is the “Current ELL” and “Former ELL” subgroups. The Board will discuss the ELL issue at the July Board meeting.

Robust public comment on the revised Index was heard from those attending in person in Olympia and those attending via K-20 networks in Spokane, Yakima and Wenatchee. Summary of public comments:

- Support for:
  - School/district/teacher accountability
  - Work to close opportunity gap
  - Capturing a snapshot of student/school achievement
  - Clear, reliable and fair accountability for districts
- Concern about:
  - Norm referencing – doesn’t promote cooperation
  - Subgroups - How do alternative assessments for special education subgroup show growth? One subgroup can put a school in struggling even if the school is doing well over all. That subgroup is most often special ed. This subgroup shouldn’t be separated and segregated.
  - Student Growth Percentiles – not a clear and transparent methodology, it’s technical and hard to understand, would prefer simple gain scores. Colorado Growth Model doesn’t measure growth of student from September to June, but instead measures an absolute score relative to peers. Look for a different growth model.
  - Tier labels – A-F legislation would kill cooperation and innovation, need to control the message to prevent damaging misuse. The term struggling has a negative connotation, says school is doing poorly, easy connection to F. Focus schools shouldn’t be in struggling. The only thing that motivates a building is success. What is the purpose of the Index? Provide feedback? Shame schools? Reward schools? Identify who needs more resources to reach a subgroup? Intimidation of accountability only works with those who have hope of success. Labels such as struggling are not motivating and won’t improve schools. Index should provide as much chance to earn success as possible.
  - Small districts – testing small groups of students provides extremely unreliable and inconsistent results, makes schools look worse than they really are

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**The next State Board of Education meeting will be July 10-11, 2013  
at ESD 101 in Spokane.**