

EDUCATION ACCOUNTABILITY IN WASHINGTON STATE:

WHAT IS THE STATE LAW (AND HOW DID WE GET HERE)?

JOINT SELECT COMMITTEE ON EDUCATION
ACCOUNTABILITY

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PREFACE

“Accountability”

- Performance Indicators
 - Something that gets measured (test scores, graduation rates, other).
 - For someone (all students, certain grade levels, student subgroups).
- Performance Goal
 - A target. A timeline.
 - Could include benchmarks along the way.
 - Could measure levels of performance and/or changes over time.
- Performance Tiers
 - A way to distinguish between exemplary, meeting standard, needing improvement, struggling.
- Consequences Based on Performance
 - Rewards, recognition, opportunities for continuous improvement, assistance, intervention.

OVERVIEW

- **Before 2010**
 - Commission on Student Learning
 - Reading and Math Goals
 - Academic Achievement & Accountability Commission
 - Federal No Child Left Behind (NCLB/ESEA)
 - State Board of Education
- **2010 to Present**
 - Federal School Improvement Grants (SIG)
 - E2SSB 6696 and Required Action Districts
 - ESEA Waiver

COMMISSION ON STUDENT LEARNING (CSL)

- **SSB 5953 (1992) and ESHB 1209 (1993)**
 - Created the CSL to develop:
 - State-level student learning standards
 - Essential Academic Learning Requirements (EALRs)
 - Now the Reading & Math EALRs reflect the Common Core Standards
 - Student assessments
 - Washington Assessment of Student Learning (WASL) (RWSM 4-7-10)
 - Now the WASL is the MSP/HSPE & EOC Exams
 - Recommendations for a statewide accountability system that includes an awards program, assistance program, and a system to intervene where students persistently fail to learn the state standards
 - In November 1997, CSL K-4 reading accountability recommendations
 - In October 1998, CSL accountability system recommendations.
 - *The CSL expired June 30, 1999.*

READING AND MATH GOALS

- **2SHB 2849 (1998)**

- *Enacted the CSL recommendations regarding a statewide accountability system for K-4 reading.*
 - Each school district required to set 3-year, district-wide goals to increase the number of students meeting the state reading standard on the 4th grade WASL.
 - *Minimum required decrease of 25% in the percentage of students not meeting standard*
 - Each elementary school also to set school goals.

(October 1998, CSL makes recommendations for an accountability system to the Legislature, including improvement goals in additional academic areas.)

- **SSB 5418 (1999)**

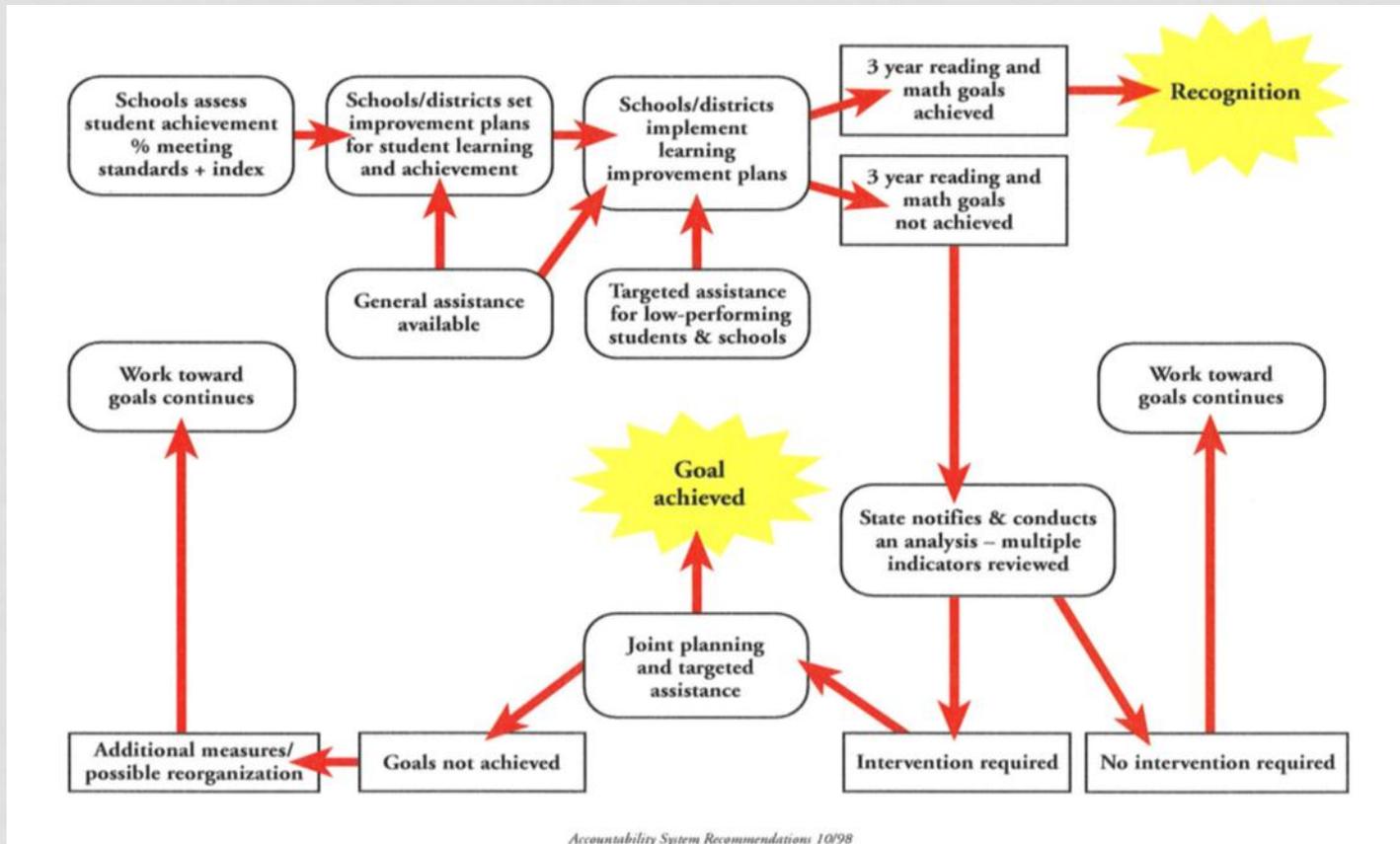
- *Added 3-year, district and school goals for 4th and 7th grade mathematics.*

(CSL expires and the Legislature creates the A+ Commission.)

- **SB 5823 (2002)**

- *Repealed the 3-year goals.*

CSL ACCOUNTABILITY SYSTEM RECOMMENDATIONS



- Extend the CSL for two years to serve as a preliminary accountability oversight group until June 30, 2001.

A+ COMMISSION

- **SSB 5418 (1999)**
 - Created the Academic Achievement and Accountability Commission (A+ Commission). Duties to include:
 - Provide oversight to the accountability system.
 - Adopt, in rule, student performance improvement goals in **all** statewide assessment academic areas.
 - Presented to the Legislative Education Committees for review and comment, within a timeframe that permits legislative action before implementation.
 - Identify the scores students must achieve to meet standard on state assessments.
 - Adopt criteria to identify successful schools and districts, those in need of assistance, and those in need of state intervention. Recognition for:
 - An increase in the percent of **students meeting standards**.
 - Positive progress on an **improvement index** (*moving students to higher levels*).
 - **Improvements despite challenges** such as high levels of mobility, poverty, ELL, and large numbers of students in special populations.

A+ COMMISSION

- **HB 1562/E2SSB 5625 (2001)**
 - *A+ Commission proposed accountability system, including a voluntary focused assistance program based on state assessment results.*
 - **Bills did not pass.**
 - **Budget provided funds** for a voluntary focused assistance/school improvement program.
 - *\$2.8 million/year, later increased to \$3 million.*
 - *Funding for district improvement (\$ 1 million) added in 2005.*
 - *State funding continued to be provided until 2011.*

FEDERAL LAW

NO CHILD LEFT BEHIND (NCLB/ESEA)

- **NCLB (2002) requires:**
 - *Reading and mathematics assessments annually in grades 3 - 8.*
 - *Science assessments in at least one elementary, middle, and high school grade level.*
 - *Adequate yearly progress (AYP) on the reading and mathematics assessments (not science), such that **ALL** students meet the state standards on the state assessments by **2014**.*
 - *High schools must also use graduation rates in the equation.*
 - *Schools and districts receiving federal **Title I** funding and not achieving AYP will be identified for accountability actions specified in NCLB, if consistent with state law.*
 - *Title I does not go to all school districts – 288 out of 295 in 2011-12 - OR all schools within those districts.*

STATE BOARD OF EDUCATION

- **ESSB 5732 (2005)**
 - A+ Commission abolished.
 - SBE charged with “implementing” a standards-based accountability system:
 - Adopt and revise, in rule, student performance improvement goals.
 - Presented to the Legislative Education Committees for review and comment, within a timeframe that permits legislative action before implementation.
 - Identify the scores students must achieve to meet standard on state assessments.
 - Legislature must be advised of initial performance standards and any changes.
 - Changes to the high school standard must be presented to the Legislative Education Committees within a timeframe that permits legislative action before implementation.
 - Adopt criteria to identify successful schools and districts, those in need of assistance, and those in need of state intervention. Recognition for:
 - An increase in the percent of students meeting standards.
 - Positive progress on an improvement index (moving students to higher level).
 - Improvements despite challenges such as high levels of mobility, poverty, ELL, and large numbers of students in special populations.
 - Identify a range of appropriate intervention strategies.
 - The **Legislature must authorize** a set of intervention strategies **prior** to any intervention.

STATE BOARD OF EDUCATION

- **ESHB 2261(2009)**

- *Legislative Intent:*

- *...a system in which the state and school districts share accountability for achieving state educational standards and supporting continuous improvement.*
 - *...based on progressive levels of support, with a goal of continuous improvement in student achievement and alignment with the federal system of accountability.*
 - *The State Board of Education should build on the work that it has already begun in these areas.*

- *SBE directed to continue to refine an accountability framework, including:*

- An **accountability index** to identify schools and districts for recognition and voluntary support.
 - Fair, consistent, transparent.
 - Uses multiple outcomes and indicators.
 - Easily understood.
 - Provide feedback for schools/districts to self-assess progress.

STATE BOARD OF EDUCATION

- **ESHB 2261** *(continued)*
 - *SBE, in consultation with OSPI, directed to develop:*
 - A proposal and timeline for a comprehensive system of voluntary support and assistance.
 - Changes that have a fiscal impact on school districts **take effect only if formally authorized** by the Legislature through legislation.
 - *SBE directed develop:*
 - A proposal and timeline for a more formalized comprehensive system for schools & districts that have not demonstrated sufficient improvement through a voluntary system. To be submitted by December 1, 2009, and include:
 - An academic performance audit using educator peer review teams.
 - Local school board corrective action plans, which are **binding** once approved by SBE.
 - OSPI monitoring of progress.
 - *SBE, in coordination with OSPI, was to seek approval from the U.S. DOE to use the accountability index and state system of support, assistance, and intervention to replace the accountability system of NCLB.*

FEDERAL SCHOOL IMPROVEMENT GRANTS (SIG)

- **US DOE Rule Changes (Fall & Winter 2009)**
 - New way to identify schools to receive federal school improvement funds:
 - *Targeted: “Persistently Lowest-Achieving” 5% of Title I or Title I eligible.*
 - *Reading & Math scores combined, for all students (also high school graduation rates).*
 - *Lowest performance AND lack of improvement.*
 - Must implement one of four federal intervention models.
 - *Turnaround, restart, closure, transformation*
 - State cannot have a law or rule prohibiting state intervention in low-achieving schools. (Also an expectation for Race to the Top Grants)
- **ARRA Funds (Starting 2010)**
 - Increase to \$42 million for three-year grant (roughly double).

E2SSB 6696 (2010)

- **Legislative Intent**

- A coherent and effective accountability framework must provide:
 - *An excellent and equitable education for all students.*
 - *An aligned federal and state accountability system.*
 - *Tools (accounting, data, assessment, and support systems) for schools and districts to be accountable.*
- **Phase I** of the system must:
 - Recognize exemplary schools using the SBE accountability index.
 - Target the lowest 5% of persistently lowest achieving schools defined under federal guidelines to provide federal funds and federal intervention models.
 - Use a voluntary option in 2010 and a required action process beginning in 2011.
- **Phase II** of the system will work toward:
 - Implementing the accountability index to identify schools in need of improvement, including those that are not Title I schools.
 - Use state and local intervention models and state funds beginning in 2013.

REQUIRED ACTION DISTRICTS

- SPI annually identifies 5% persistently –lowest achieving (PLA) schools, based on federal criteria (Title I or Title I eligible).
- SPI recommends Required Action Districts (RAD) to SBE.
 - Has at least 1 PLA school.
 - Was not awarded a SIG in 2010, or received but has failed to improve over 3 years.
- SBE designates district as a RAD.
 - District notifies parents & students.
- SPI conducts academic performance audit, using external review team.
 - Purpose is to identify potential reasons for low performance/lack of progress.
 - Examines demographics, mobility, leadership, allocation of resources, professional development, learning environment, expectations for students, family involvement.
- District submits Required Action Plan to SBE.
 - Developed in collaboration with staff, parents, union, community, plus public hearing.
 - Must meet federal guidelines for receipt of federal SIG and must implement one of the four federal school intervention models.
 - OSPI provides assistance if requested.

REQUIRED ACTION DISTRICTS

- RADs must re-open or negotiate an addendum to collective bargaining agreements if changes are necessary to implement a Required Action Plan.
 - A process is specified if there is lack of agreement, including first a PERC-appointed mediator and then resolution by Superior Court order.
- Required Action Plans are subject to approval by SBE.
 - SBE approves if the plan has the required elements AND provides sufficient remedies to address the findings in the academic performance audit.
 - If a plan is not approved, the RAD may:
 - Submit a new plan within 40 days or
 - Request a review by the Required Action Plan Review Panel*
- **Required Action Plan Review Panel:*
 - Offers an objective, external review based on whether the SBE gave appropriate consideration to the unique circumstances and characteristics of the district, as identified in the performance audit.
 - 5 individuals with expertise in school improvement, restructuring, or parent/community involvement. 2 each appointed by House & Senate; 1 appointed by Governor. Recommendations solicited from education organizations.

REQUIRED ACTION DISTRICTS

- A RAD must implement a Required Action Plan upon approval by the SBE, beginning in the next school year.
 - SPI must provide technical assistance and federal funds to implement a plan.
 - If federal funds are not available, a Required Action Plan is not required to be implemented.
 - RAD must report progress to SPI, and SPI must report twice per year to the SBE.
- SBE may direct SPI to redirect a RAD's Title I funds if the district does not submit a Required Action Plan or does not receive approval of its plan.
- SPI must recommend release of a district from Required Action:
 - After 3 years of implementing a Required Action Plan;
 - If the RAD has made progress (as defined by SPI) in reading & math scores; AND
 - The district no longer has a PLA school.
- A RAD that does not meet requirements for release must submit a new Plan.
- Joint Select Committee: Consider what should happen if a RAD continues not to make improvement after an extended period of time.

ESEA WAIVER

- **Will changes to state law be needed for Washington to implement an accountability system under the ESEA waiver?**
- **Are changes to current state law regarding the accountability system needed or desired for other policy reasons?**