



Washington State Legislature

Joint Select Committee on Education Accountability

Interim Report
September 2012

Committee Membership:

Senator Christine Rolfes, co-chair

Representative Cathy Dahlquist, co-chair

Senator Andy Hill

Representative Susan Fagan

Senator Steve Litzow

Representative Kristine Lytton

Senator Rosemary McAuliffe

Representative Sharon Tomiko Santos

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Executive Summary

In 2010, the Washington State Legislature passed Engrossed Second Substitute Senate Bill (E2SSB) 6696. The legislation created an accountability system intended to be implemented in two phases. Phase I uses federal guidelines to designate the lowest achieving schools that are eligible for federal Title I funds to apply for a federal School Improvement Grant (SIG) to implement federal intervention strategies. The system was voluntary for the first year but a required action process began in 2011. Four Required Action Districts (RAD) have been designated. In 2011, the RADs began the first year of implementing a three-year federal SIG to improve the school culture and increase student performance. However, it is projected that federal funds for future cohorts of RADs will not be forthcoming.

Intent language in the 2010 legislation provides for a Phase II beginning in 2013 using a state Accountability Index, if federally approved, to identify schools in need of improvement, including those that are not Title I schools, to implement state and local intervention models with state funds. However, the current Accountability Index did not receive federal approval.

The 2010 legislation also created the Joint Select Committee on Education Accountability (Committee). The Committee was to convene no earlier than May 2012. The Committee's tasks include, among other things, examining options and models for significant state action, particularly in the case of a persistent lack of improvement by a Required Action District, and determining appropriate decision-making responsibilities and consequences at the school, district, and state levels. The Committee must submit an interim report to the legislative education committees by September 2012 and a final report with recommendations by September 2013. The authorizing statute for the Committee is in [Appendix A](#).

The Committee's membership appointments were completed June 20, 2012. The Committee met twice prior to September 2012 and heard presentations on the history of accountability in the state of Washington and the current status of the accountability system, including the impact of the federal law waiver recently obtained by the Office of the Superintendent of Public Instruction (OSPI). The waiver is granted through the end of the 2012-13 school year and will be extended through the end of the 2013-14 school year if Washington meets the conditions required for the extended waiver, including creating a state accountability system with student achievement goals and identifying struggling and "reward" schools. The Committee discussed and created a preliminary work plan through September 2013 to guide the future work of the Committee.

Background Information

In 2010, the Legislature passed E2SSB 6696, which was the culmination of a three year effort by the State Board of Education to create an accountability process. The process is intended to have two phases. Phase I uses federal guidelines to identify the lowest 5 percent of the persistently lowest achieving schools eligible for federal Title I funding, and uses federal School Improvement Grants (SIG) to implement federal intervention models. Phase II is intended to use the Washington Accountability Index to identify the lowest achieving schools, including schools that are not eligible for the federal Title I funding, and use state funds to implement state and local interventions in the schools.

Phase I of the Accountability Process: 2010-2011.

Under E2SSB 6696, Phase I of the process requires the OSPI to develop and use criteria that conforms to federal criteria to annually identify schools each December that are the persistently lowest achieving schools.

As E2SSB 6696 was under consideration, the US Department of Education was finalizing the criteria and guidance for distribution of expanded SIG grants. The first round of identified schools and districts (Cohort I) participated on a voluntary basis in 2010, with 47 schools identified using the federal criteria, and 18 schools in nine school districts receiving three-year SIG grants starting in 2010-11.

After E2SSB 6696 was enacted, in December 2010 the OSPI identified 50 persistently lowest-achieving Title I schools in 37 districts for 2011. Fifteen school districts applied, and ten schools in ten school districts received SIG grants starting in 2011-12 (Cohort II). (See <http://www.k12.wa.us/Improvement/SIG/CohortIIAwardees-DistApps.aspx>)

In accordance with the legislation and if federal funds are available, starting in January 2011 the OSPI must annually recommend to the State Board of Education (SBE) the school districts that should be designated as a required action district (RAD). A RAD must have at least one identified persistently lowest achieving school

OSPI recommended four of the 2011 SIG recipients that had the lowest levels of achievement and were on a downward trajectory to be designated for Required Action. At the January 2011 Board meeting, the Board agreed and designated four Required Action Districts:

- Lakeridge Elementary School, Renton School District;
- Morton Junior-Senior High School, Morton School District;
- Onalaska Middle School, Onalaska School District; and
- Soap Lake Middle and High School, Soap Lake School District.

The legislation provided a timeline and process for the OSPI to furnish written notice of the designation to the RADs and for a RAD to request reconsideration of the designation. None of the designated RADs requested reconsideration. A designated district must notify all parents of students in the identified school of the designation and the required action process that will be followed.

The OSPI is required to contract with an external review team, with expertise in school and district reform, to conduct an academic performance audit of the RAD and the identified school to identify potential reasons for the low performance. The audit must include specified areas of review. The audit findings must be made available to the district staff, community, and the SBE.

A plan must be developed by the RAD with school employees, employee unions, parents, students, and community members to address the findings in the audit. The plan must contain specified components, including implementation of one of the four federal intervention models. However, one of the four models is to establish a charter school and under the state legislation a RAD may not establish a charter school without express legislative authority. The OSPI must provide assistance in developing the plan if requested by the RAD.

The RAD must obtain comment on the proposed plan at a public hearing. Any collective bargaining agreement with a designated RAD must be changed, if necessary, to implement the required action plan. If the district and employee organizations are unable to agree, then the parties must request that the Public Employee Relations Commission (PERC) mediate in accordance with a specified timeline. If the mediation is unsuccessful then the executive director of PERC must certify the disputed issues for a decision by the Superior Court. In accordance with a specified timeline and process, the Court must enter an order selecting the required action plan proposal that best responds to the issues raised in the school district's academic performance audit and must allow implementation of one of the four federal intervention models. Each party must bear its own costs and attorney's fees. Each of the RADs were able to negotiate a Memorandum of Understanding with local bargaining units to amend the local bargaining agreement to implement the plan, so the PERC process has not yet been needed.

Plans must be submitted to OSPI to determine consistency with federal guidelines and to the SBE for approval. Under the legislation, the SBE must approve a proposed plan only if the plan meets the requirements set forth in the legislation and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. For the first designation in 2011, a Review Team of SBE Board members and staff read the plans and academic performance audits and made initial recommendations to approve Renton and not to approve Morton, Onalaska, and Soap Lake. The RADs presented their plans to the SBE at a Special Board meeting on March 31, 2011. Renton was approved, and based on their verbal presentations Morton and Soap Lake were given approval under the condition that they submit revised plans that included their verbal comments made that day. Both districts submitted revised plans and were approved. Onalaska was not approved because the SBE believed the plan did not adequately address each of the academic performance audit areas of concern.

In accordance with the legislation, if the SBE does not approve a plan, a district must either submit a new plan or can request reconsideration from a Required Action Review Panel (Panel). The Panel is composed of five individuals appointed by the Speaker of the House, the President of the Senate, and the Governor, but is convened by OSPI only on an as-needed basis. Reconsideration is based on whether the SBE gave appropriate consideration to the unique circumstances of the district, as identified in the performance audit. The Panel can reaffirm the SBE's rejection of the Plan, recommend approval, or recommend changes to secure approval.

The Onalaska School District chose to revise its Required Action plan and resubmit to the SBE so the Review Panel was not convened. The SBE Review Team recommended approval of the revised plan, and on April 28, 2011, a second Special Board meeting was held where the SBE found that Onalaska's revised plan addressed the previous concerns and approved the plan, allowing Onalaska to move forward with implementation.

Once approved, a plan must be implemented in the school year immediately following the district's designation as a RAD, unless federal funds are not available. If a school district has not submitted a final plan for approval or has not received SBE approval by the beginning of the school year in which the plan is to be implemented then the SBE may direct the OSPI to redirect the RAD's federal Title I funds based on the academic performance audit findings. Since the four RAD plans were approved no Title I funds were redirected by the OSPI.

The district must submit progress reports and OSPI must provide a report twice a year to the SBE on the progress made by all the RADs. OSPI reported to the SBE on November 2011 (RAD Update) and September 2012 (RAD Assessment Data).

See:

<http://sbe.wa.gov/documents/2011.11.10%20OSPI%20Merit%20and%20RAD%20presentation.pdf>

<http://sbe.wa.gov/documents/2012.09.26%20OSPI%20Presentation%20on%20Required%20Action%20Districts.pdf>

Additional information about the RADs can be found at the OSPI website:

<http://www.k12.wa.us/Improvement/SIG/CohortIIAwardees-DistApps.aspx>

After three years, a school district may be released from the required action process if the RAD has made progress, as defined by OSPI, and no longer has a school within the RAD that is identified as persistently low achieving.

Phase I of the Accountability Process: 2011-2012.

As required under the 2010 legislation, in December 2011 the OSPI identified 57 Washington schools as persistently lowest-achieving for 2012 based on the federal criteria. (See 2011-12 Persistently Lowest-Achieving Schools List) However, the 2010 legislation specifically provides that the RAD process is implemented only if federal funds for school improvement are available to implement a RAD plan. At the present time the OSPI projects that it is unlikely that future federal funds will be forthcoming, so no schools or districts were recommended to the SBE under the RAD process for 2012-13.

Recognition of Schools. Under the 2010 legislation, the SBE with the OSPI must annually recognize schools for exemplary performance as measured on a state Accountability Index. The SBE must have ongoing collaboration with the Educational Opportunity Gap Oversight and Accountability Committee regarding the measures used for and the recognition of schools that are closing the achievement gap.

Phase II of the Accountability Process. Intent language in the 2010 legislation provides for a Phase II beginning in 2013 that uses a state Accountability Index, if federally approved, to identify schools in need of improvement, including those that are not Title I schools, and implements state and local intervention models with state funds. However, the current Accountability Index did not receive federal approval.

The Joint Select Committee on Education Accountability (Committee). The 2010 legislation also established the Committee. The Committee’s tasks include, among other things, examining options and models for significant state action, particularly in the case of a persistent lack of improvement by a Required Action District, and determining appropriate decision-making responsibilities and consequences at the school, district, and state levels. The Committee is directed to submit an interim report to the legislative Education Committees by September 2012 and a final report with recommendations by September 2013. The authorizing statute for the Committee is in Appendix A.

The Committee membership appointments were completed June 20, 2012. The members are:

Senator Christine Rolfes

Representative Cathy Dahlquist

Senator Andy Hill

Representative Susan Fagan

Senator Steve Litzow

Representative Kristine Lytton

Senator Rosemary McAuliffe

Representative Sharon Tomiko Santos

Additional background information: ESEA waiver

In 2012, the OSPI and the SBE applied for and received a waiver for Washington of several provisions of the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind (NCLB) Act. So far, 33 states and the District of Columbia have won flexibility on key provisions of the NCLB law, including that 100 percent of students are proficient in reading and mathematics by the end of the 2013-14 school year and the implementation of specific interventions in schools and districts that fail to make Adequate Yearly Progress towards proficiency. Instead, states receiving a waiver must propose their own accountability systems, including setting their own student achievement goals (Annual Measurable Objectives or AMOs), identifying struggling and "reward" schools, and reducing duplication and unnecessary administrative and reporting requirements. Washington's federal waiver is granted through the end of the 2012-13 school year and will be extended through the end of the 2013-14 school year if Washington meets the conditions set forth in the waiver. More information about the waiver, including a waiver request summary can be found at:

<http://www.k12.wa.us/ESEA/PublicNotice.aspx>

In April 2012, the OSPI and the SBE sent the Joint Select Committee on Education Accountability a letter inviting the Committee to partner with them to ensure that future state accountability plans are aligned with the federal waiver. The letter can be found in [Appendix B](#).

Presentation & Discussion Summaries

July 30, 2012: Committee Conference Call

Committee members had a preliminary discussion on committee process and procedures and identified a number of goals and meeting topics for the Committee to consider:

- **Committee Governance:** The Committee's authorizing legislation requires co-chairs.
 - Senator Rolfe and Representative Dahlquist were selected by the members of the Committee to be the co-chairs.
- **Goals:**
 - Not just measure but improve student performance.
 - Determine some best practices for supporting struggling schools, including the Required Action Districts, and design an assistance system for struggling schools.
 - Address fairness and equity issues.
 - Establish a work plan.
- **Meetings:**
 - Topics to include:
 - Context of when the Committee was formed (federal School Improvement Grants and Required Action Districts) and the context now (ESEA/NCLB waiver).
 - Panels of practitioner representatives from the Required Action District schools.
 - The Accountability Index: What it is now and how it might change under the ESEA waiver.
 - Include focused public comment.
 - Meet at least once prior to September 2012.
 - Maximize the time when the Committee meets rather than trying to meet more frequently.
 - Receive background information in advance of the first meeting, specifically information that the OSPI and SBE have prepared regarding the current accountability system.

As follow up to the conference call, the Committee members received the following information prior to the first meeting and also at the first meeting:

- **Washington's Current Accountability System**
 - SBE WA Achievement Index Flyer:
<http://www.sbe.wa.gov/documents/2010.12.27%20Washington%20Achievement%20Awards%20Flyer.pdf>
 - SBE Achievement Index and Achievement Awards Overview:
<http://www.sbe.wa.gov/documents/An%20overview%20of%20the%20Washington%20Achievement%20Awards.pdf>
 - 2011 Achievement Award Winners:
<http://www.k12.wa.us/EducationAwards/WashingtonAchievement/pubdocs/2011AwardWinners.pdf>

- Required Action Selection and Overview:
<http://www.sbe.wa.gov/documents/2011.05.18%20RAD%20Overview.pdf>
 - Federal School Improvement Grants: Excerpts from OSPI Websites:
<http://www.k12.wa.us/Improvement/SIG/default.aspx>
<http://www.k12.wa.us/Improvement/SIG/CohortIIAwardees-DistApps.aspx>
<http://www.k12.wa.us/Improvement/SIG/CohortI.aspx>
 - **ESEA Waiver**
 - ESEA Waiver Request:
<http://www.k12.wa.us/EsEa/pubdocs/ESEAFlexibilityRequestSummary.pdf>
 - DOE Waiver Approval Letter: [Secretary's Approval Letter](#)
 - Achievement Index Workgroup:
<http://www.sbe.wa.gov/documents/2012.07.12%20Achievement%20Index%20Workgroup%20harter.pdf>
 - **Letter from OSPI/SBE to Joint Select Committee**
 - <http://www.sbe.wa.gov/documents/2012.04.09%20Letter%20to%20the%20Joint%20Select%20Committee%20on%20Education%20Accountability.pdf>
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August 29, 2012: Committee Meeting

9:30 a.m. – 1:00 p.m.
Mercer Island Community & Event Center
8236 SE 24th Street, Room 101
Mercer Island, WA

Meeting presentations can also be found on the Committee's website:
<http://www.leg.wa.gov/jointcommittees/EAJSC/Pages/default.aspx>

Agenda

1. **Education Accountability in Washington State** - Committee staff
 - a. **Prior to 2010.** The Legislature enacted three-year reading and mathematics improvement goals recommended by the Commission on Student Learning, for districts to increase the number of students meeting the state standard on the statewide assessments. Later those goals were repealed when the Legislature created the Academic Achievement and Accountability Committee (A+ Commission). The **A+** Commission recommended an accountability system that included a voluntary focused assistance program. The legislation establishing a focused assistance program did not pass but state funds were provided until 2011 (\$3-\$4 million each biennium) for a voluntary focused assistance and school improvement program. In 2002, Congress enacted the No Child Left Behind Act, which requires ALL students to meet the state standard on reading and mathematics state assessments by 2014. Soon thereafter, the A+ Commission was abolished and the State Board of Education was charged with implementing a state accountability system, including an Accountability Index to identify schools and districts for recognition and voluntary support.
 - b. **2010 to present.** The Legislature gave ongoing responsibilities to both the SBE and the OSPI when legislation was passed establishing an accountability system that recognizes exemplary schools using an Accountability Index and targets the lowest 5 percent of persistently lowest achieving schools that are eligible for federal Title I funding using federal School Improvement Grants to implement federal intervention models. This process began as a voluntary option for school districts but became a "Required Action" process beginning in 2011. The Legislature included intent language for "Phase II" to begin in 2013, which would use the state Accountability Index, if federally approved, for identification of schools in need of improvement, including those that are not Title I schools, and use state and local intervention

models and state funds to implement a required action process. However, the Accountability Index did not receive federal approval.

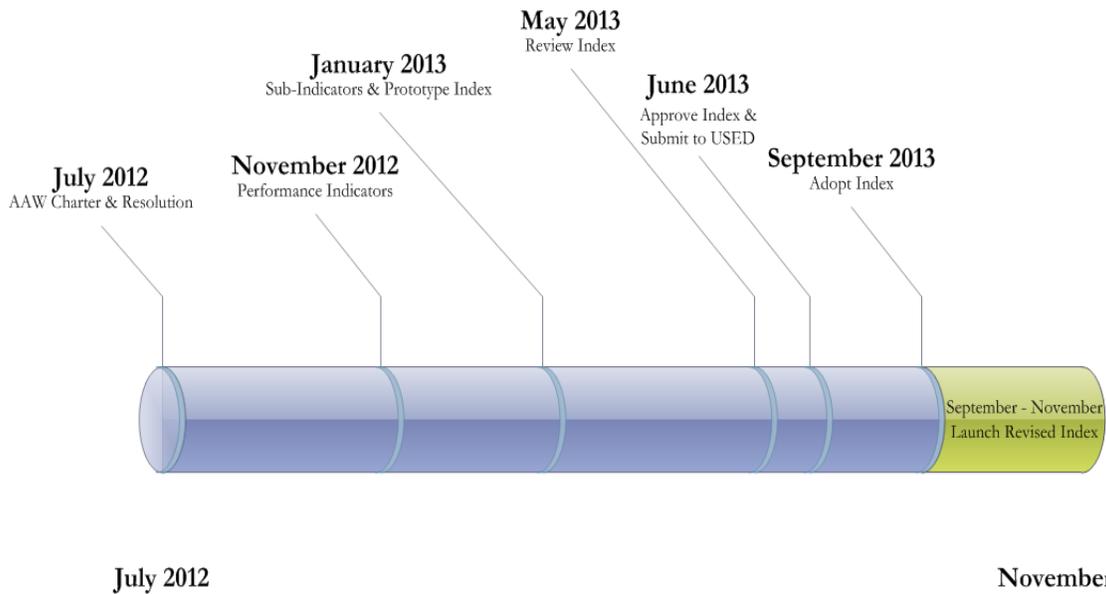
2. **ESEA Flexibility Request** - Office of Superintendent of Public Instruction (OSPI) and State Board of Education (SBE) staff

a. **A brief history of school improvement in Washington State.** Each improvement initiative was externally evaluated. However, because there is a considerable amount of variability among the schools and districts, including differences in selection criteria among the initiatives, in school demographics, in starting points in the improvement process, and in the level of support provided by each initiative, comparing the results between each initiative is difficult. Generally, the initiatives have been found to achieve some level of success in improving both student academic performance and school climate and learning environment. Evaluations can be accessed at: <http://www.k12.wa.us/Improvement/ProgramEvaluations.aspx>

- i. 2001 through 2010. To provide assistance to schools and districts identified as needing improvement, the OSPI created the School Improvement and Accountability (SIA) initiative. The SIA has provided assistance and grants to over 200 schools in eight cohorts that were identified based on federal AYP standards and federal guidelines to receive a range of research-based services and supports using a total of \$26.8 million in state focused assistance funds and \$92.5 million in federal school improvement funds over these years. Awards for individual schools ranged from \$50,000 to \$2 million. In 2010, the Washington Improvement and Implementation Network (WIIN), within the OSPI, was launched to provide school and district teams with additional assistance through professional development, strategic planning, and assessment tools.
- ii. 2005 to 2009. A separate High School Improvement Initiative used funds to provide a School Improvement Facilitator; support for an instructional coach; training in improvement planning, use of data, leadership, and best high school practices; and funding for the development and implementation of school improvement plans. Twelve high schools were selected to receive school improvement assistance over a three-year period.
- iii. 2004 to present. A District Improvement and Accountability (DIA) initiative began in 2004 and has provided assistance to over 100 districts, based on research indicating that school-based initiatives were difficult to sustain without district-level leadership and support. In 2008 the Summit District Improvement Initiative was established to provide intensive support and resources to struggling districts. Twenty-one districts were identified as needing improvement using federal guidelines. Five districts were chosen to participate in Cohort I in 2008-09. A second cohort of three districts was added in spring of 2009. There is not expected to be additional federal funding to support a third cohort. New federal school improvement grants are focused on individual schools rather than districts.
- iv. 2010 to present. In 2010, the US DOE significantly revised the criteria and approach to use of federal school improvement grants (SIG) to focus on the 5 percent of persistently lowest achieving schools. Cohort I (18 schools in 9 districts) received \$18.9 million per year for three years starting in 2009-10. Cohort II (15 schools in 15 districts, including 4 Required Action Districts) received \$7.2 million per year for three years starting in 2011-12. The OSPI does not expect additional federal funding for future cohorts of schools.

b. **ESEA Flexibility/Waiver Request.** The OSPI and the SBE have applied for and received a waiver for Washington of key provisions of the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind (NCLB) Act. The waiver provides flexibility to determine new annual targets for reading, mathematics, and graduation rates, instead of requiring all students to be proficient by 2014. Additionally, schools do not have to implement specific interventions in schools and districts that are eligible for federal Title I funds if they fail to make Adequate Yearly Progress towards proficiency. However, states that receive the waiver must meet four required principles:

- i. Ensure college- and career-ready expectations for all students.
 - ii. Implement state-developed system of differentiated recognition, accountability, and support using new measures of school and district performance rather than Adequate Yearly Progress. The new measures are based on the new Annual Measurable Outcomes (AMOs) to select low-performing schools for interventions or especially high-performing schools for rewards. The measurements must include student academic growth.
 - iii. Support effective instruction and leadership.
 - iv. Reduce duplication and unnecessary administrative and reporting requirements on school districts by the State.
- c. **Accountability Index and Framework.** The Legislature has authorized the SBE to create an accountability index and framework. The Washington Achievement Index will be revised to meet the ESEA waiver’s second principle to implement state-developed system of differentiated recognition, accountability, and support. The federal waiver requires that student academic growth be one of the measures. The revised Index will include student proficiency, student academic growth, and disaggregated data; and may include additional performance indicators. The SBE has established an Achievement and Accountability Workgroup (AAW) to help determine which other performance measures will be included in the Index. The SBE’s timeline for developing the Index is shown below:



3. The Required Action Process: The Experience of Two School Districts

The Renton and Onalaska school districts were both designated as having a RAD school. The presenters shared that the designation caused anger and anxiety throughout the schools, school districts, and communities. Each district received the first year allotment of a three year federal School Improvement Grant (SIG) to create a new school culture and improve student achievement. For the 2011-12 school year, the Renton School District received \$1,049,507 and the Onalaska School District received \$715,134. The SIG required components include implementing an extended school day, extended school year, improved instruction, job-embedded professional development, continuous use of data to inform instruction, use of evidence of student learning in teacher evaluations, and the replacement of the principal. Both districts have experienced some positive results that were included in the presentations. [Appendix C](#) provides summary fiscal information regarding the RADs.

- a. Renton School District Presentation:
<http://www.leg.wa.gov/JointCommittees/EAJSC/Documents/2012Aug29/Renton%20School%20District%20Presentation.pdf>
- b. Onalaska Middle School Presentation:
<http://www.leg.wa.gov/JointCommittees/EAJSC/Documents/2012Aug29/Onalaska%20School%20District%20RAD%20Presentation.pdf>

4. Public Comment Summary

- a. What topics should the Committee examine more closely?
- b. What are your suggestions for OSPI/SBE as they continue work on the waiver?

Commenters: Ramona Hattendorf, WAPTA; Lucinda Young, WEA; and Susie Hanson, Independent Schools of Washington

The system needs to focus its efforts on student progress and individual student growth. All districts should have the data, professional development, and capacity to identify problems, develop strategies, and monitor progress like the RADs.

These districts are making progress because they knew they had access to additional resources and they used processes to get everyone in the school and community involved in improvement. But one year of data is not enough.

Federal funding is short term and is going away. But an accountability system takes time. The Legislature should be held accountable for envisioning an accountability system that is fair, realistic, simple and non-duplicative, in contrast to AYP.

Private schools and teachers also benefit from Title I dollars. There is concern that these initiatives may be compromised under the ESEA waiver.

5. Member Discussion

- The work plan should address the five things that the Committee is tasked with and include both short term objectives (before the 2013 legislative session) and longer term objectives (after the 2013 legislative session).
- The SBE and the OSPI have the statutory authority to do accountability work but this group can provide some direction to the SBE. The agencies' efforts should be monitored to determine if legislative action is necessary. If there is any budget or policy legislation needed by OSPI/SBE, then this Committee should be so informed by November or December of this year.
- This Committee should do more than just advise the SBE and OSPI. Members should become experts on accountability in order to help the Legislature to act, if necessary.
- The Committee must examine what has worked and the strategies that help schools improve. Members must also understand what measurements are being used. The Index is part of that effort, but the RADs are using multiple measures. One of the lessons that must be remembered is that "what works" in Onalaska is not necessarily the same thing that "works" in Renton. It's important to identify how the state can be supportive of district approaches and district differences.
- What kind of financial support is needed to assist the RADs and other low-performing schools now that the federal funding is going away? If Basic Education were fully funded, would the level of investment in assisting struggling schools be the same?
- In addition, the Committee should examine consequences for lack of improvement.
- The Committee (and the Legislature) should have a clear understanding and agreement about the meaning of the terms "ambitious" and "achievable" targets as they pertain to the Annual Measurable

Objectives (AMO's) that must be established under the federal waiver, including the impact these words may have on students and schools. In addition, there should be discussion about how "achievable" an AMO truly is when student demographics, such as the ELL population, dramatically change within a school year. Policymakers need a better picture of which schools are in a greater state of demographic flux and how these schools are rated by the Achievement Index.

- The Committee should hear a report from OSPI on the ESEA waiver requirement to reduce reporting and administrative burdens on school districts.
- Future meetings should be held in Olympia, due to the limitations of other spaces with sufficient technology and seating capacity, and reasonable logistics and cost.
- The Committee should try to meet quarterly, with the next meeting in December around Legislative Assembly.

Preliminary Work Plan

The preliminary Work Plan for the Committee is built around two organizing ideas:

- The Legislative Charge to the Committee; and
- Key Elements of an Accountability System

Legislative Charge to the Committee

RCW 28A.657.125

... A joint select committee on education accountability is established beginning no earlier than May 1, 2012 ...

... The committee shall:

- (a) Identify and analyze options for a complete **system of education accountability**, particularly consequences in the case of persistent lack of improvement by a required action district;
- (b) Identify and analyze appropriate **decision-making responsibilities** and accompanying **consequences** at the building, district, and state level within such an accountability system;
- (c) Examine models and experiences in **other states**;
- (d) Identify the **circumstances** under which **significant state action** may be required; and
- (e) Analyze the **financial, legal, and practical considerations** that would accompany **significant state action**. . . .

Accountability System Elements:

1. Performance Indicators - What gets measured, how, and for whom
2. Performance Goals - Targets, timelines, and benchmarks
3. Performance Levels - How to distinguish between levels of performance (such as exemplary or "reward", meeting standard, needing improvement, struggling)
4. Consequences Based on Performance - rewards, recognition, continuous improvement, assistance, intervention, significant state action.

Next Meeting: November 28, 2012, in the John A. Cherberg Building on the Capitol Campus in Olympia, Washington in Senate Hearing Room 1 from 8:00 a.m. to 10:00 a.m.

Appendix A: *Authorizing Statute for the Joint Select Committee on Education Accountability*

RCW 28A.657.125

Joint Select Committee on Education Accountability -- Reports. (Expires June 30, 2014.)

(1) The legislature finds that a unified and equitable system of education accountability must include expectations and benchmarks for improvement, along with support for schools and districts to make the necessary changes that will lead to success for all students. Such a system must also clearly address the consequences for persistent lack of improvement. Establishing a process for school districts to prepare and implement a required action plan is one such consequence. However, to be truly accountable to students, parents, the community, and taxpayers, the legislature must also consider what should happen if a required action district continues not to make improvement after an extended period of time. Without an answer to this significant question, the state's system of education accountability is incomplete. Furthermore, accountability must be appropriately shared among various levels of decision makers, including in the building, in the district, and at the state.

(2)(a) A joint select committee on education accountability is established beginning no earlier than May 1, 2012, with the following members:

(i) The president of the senate shall appoint two members from each of the two largest caucuses of the senate.

(ii) The speaker of the house of representatives shall appoint two members from each of the two largest caucuses of the house of representatives.

(b) The committee shall choose its co-chairs from among its membership.

(3) The committee shall:

(a) Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district;

(b) Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system;

(c) Examine models and experiences in other states;

(d) Identify the circumstances under which significant state action may be required; and

(e) Analyze the financial, legal, and practical considerations that would accompany significant state action.

(4) Staff support for the committee must be provided by the senate committee services and the house of representatives office of program research.

(5) The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.

(6) This section expires June 30, 2014.

[2010 c 235 § 114.]

Appendix B: OSPI & SBE letter to the Joint Select Committee on Education Accountability



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn

Old Capitol Building • PO Box 47200 • Olympia, WA 98504-7200 • www.k12.wa.us



STATE BOARD OF EDUCATION

Jeff Vincent, Chair

Old Capitol Building • PO Box 47206 • Olympia, WA 98504 • www.sbe.wa.gov

April 9, 2012

Dear Members of the Joint Select Committee on Education Accountability:

The Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) are jointly undertaking work relative to the development of future school and district accountability systems. The purpose of the letter is to provide an update on that on-going work and extend an invitation to partner as the work of your committee gets underway.

The Washington State Legislature, through Chapter 235, Laws of 2010 (E2SSB 6696) and Chapter 548, Laws of 2009 (ESHB 2261), assigned the SBE with responsibilities for developing an accountability framework that “provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.” Additionally, OSPI has been charged statutorily with “developing and implementing the accountability tools to build district capacity and working within federal and state guidelines.” That latter charge is timely, as OSPI takes a lead role in the Elementary & Secondary Education Act (ESEA) Flexibility Request.

While there is still work to do, both agencies have achieved some success in developing and implementing elements of this framework:

1. For the past three years, SBE has implemented an Achievement Index which incorporates multiple measures to assess all public schools in Washington annually. Districts, lawmakers, parents, and other stakeholders use this Index to enhance their understanding of school performance.
2. SBE and OSPI use the data from the Achievement Index to annually recognize high achieving schools with the Washington Achievement Award.
3. SBE and OSPI identified four districts as Required Action Districts in order to ensure that they accessed federal funds to implement turnaround models in their lowest-performing schools.
4. Most recently, SBE and OSPI have partnered to craft an ESEA Flexibility Request to the U.S. Department of Education in order to move forward with the development and implementation of a sound statewide accountability system, as well as to provide relief for districts from the No Child Left Behind sanctions. A key element of the Flexibility Request is the current Achievement Index and plans to update the Index to include student growth data and disaggregated student subgroup data.

As you convene your committee and begin your work, we would like to extend an invitation to partner together to ensure that future accountability plans are aligned with the fluid events of the last few months. Specifically, SBE has established an accountability committee to serve in a liaison capacity and to support your work. In addition, OSPI staff has been designated to support the accountability work.

We look forward to working with you on this important endeavor.

Sincerely,

A handwritten signature in black ink that reads "Jeff Vincent". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Jeff Vincent, Chair
State Board of Education

A handwritten signature in black ink that reads "Randy Dorn". The signature is cursive and written in a slightly slanted, upright orientation.

Randy Dorn, Superintendent
Office of Superintendent of Public Instruction

Appendix C: Required Action Districts 3-year federal School Improvement Grants

The table below shows the actual funds awarded to the recipient school districts for the first year of the three-year School Improvement Grant; and the projected funds for years two and three based on the individual School Improvement Grant applications.

Federal School Improvement Grants - Required Action Districts							
	District/LEA	Yr 1 Actual 40%	Yr. 2 Proj. 35%	Yr. 3 Proj. 25%	Total for 3 years	Add. Request Amount	SIG Model
1	Morton JHS/SHS Morton SD	\$652,822	\$571,219	\$408,014	\$1,632,055		Transformation
2	Onalaska MS Onalaska SD	\$715,134	\$625,742	\$446,959	\$1,787,835		Transformation
3	Lakeridge ES Renton SD	\$1,049,507	\$918,318	\$655,942	\$2,623,767		Transformation
4	Soap Lake MS/HS Soap Lake SD	\$546,978	\$478,606	\$341,861	\$1,367,445		Transformation