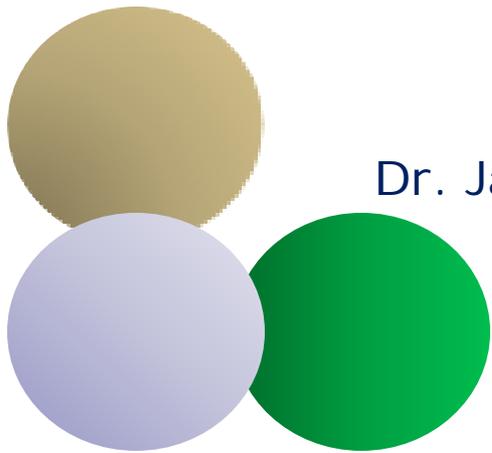


Systems Performance Accountability Update

A Presentation to the Washington
State Board of Education



Ms. Edie Harding, SBE Executive Director
Dr. Janell Newman, OSPI District and School Improvement
Dr. Pete Bylsma, SBE Consultant

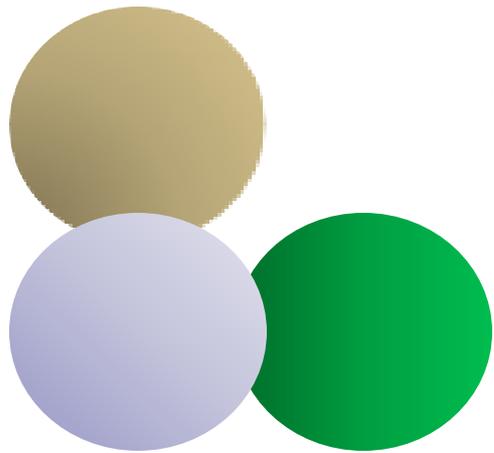
A Comprehensive Accountability System

- A comprehensive accountability system is a unified state/federal initiative to address the core challenges in our persistently low achieving schools.
 - Washington's laws currently prohibit the state from intervening in persistently low achieving schools.
 - Our students deserve better.



SBE Accountability Framework

- Board endorsed January 2009
 - Legislature approved and asked for detail in report and proposed legislation by December 2009
 - Accountability Index
 - Voluntary Assistance to Districts
 - Required Action if No Improvement



SBE Accountability Framework

Feedback:

- Comprehensive Accountability System (Fed and State)
- Collaborative Partnership between State and Local District
- Resources to Implement
- More work needed on the Provisional Accountability Index (i.e. achievement gap, sub groups)



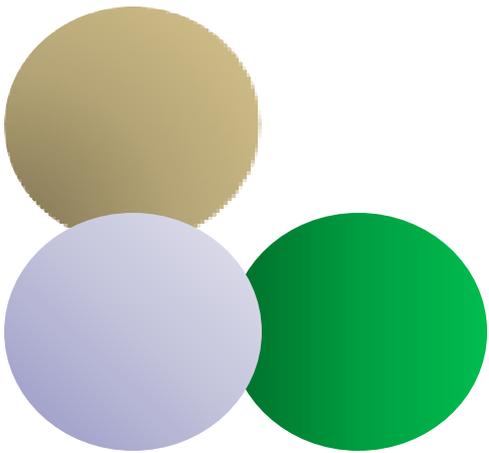
Topics for Discussion

1. How do we move forward on a single state/federal accountability program?
 2. How will current voluntary state assistance programs evolve in the context of new federal guidelines?
 3. What is the proposed process for moving to Required Action?



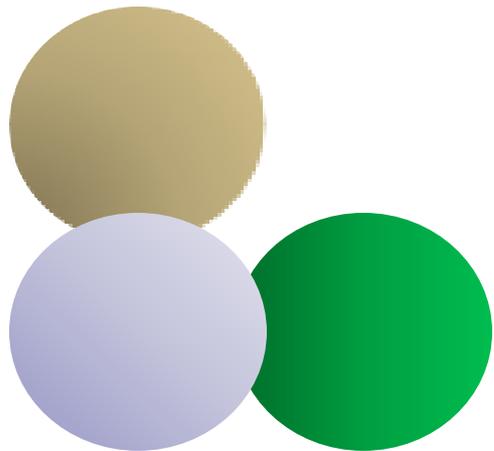
Federal Initiatives: Race to the Top and School Improvement

- Address lowest 5% of persistently low achieving schools (not just limited to Title I schools)
 - Change conditions dramatically
 - Remove state barriers to intervention



School Improvement Grants to States - Proposed Regulations

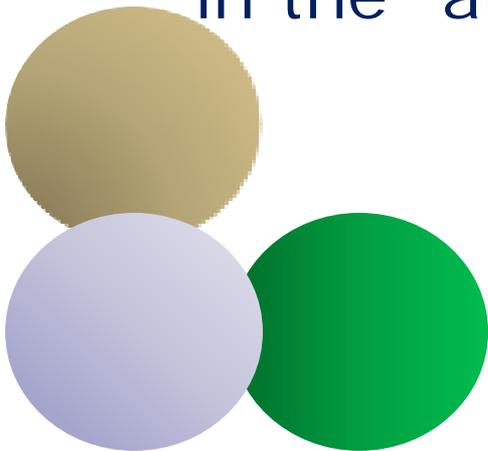
- Purpose: Turn around lowest 5% of schools nationwide
- Allocation for FY 2009-11 (ARRA and FY 2009 funds): \$3.546 billion
- Timelines:
 - » Input to Department of Education by September 25, 2009
 - » Final Regulations Published: November/December, 2009
 - » Applications Due: January, 2010
 - » Funds Allocated to State: July, 2010



New Achievement Metrics

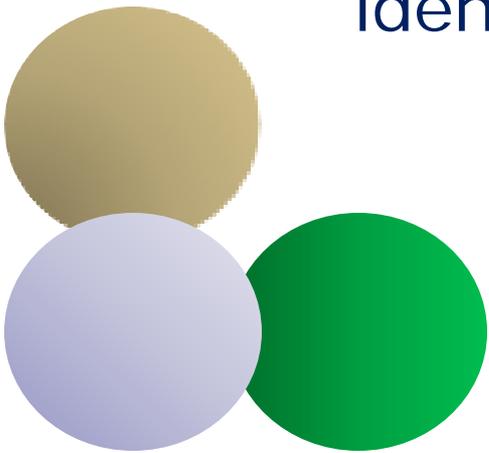
ABSOLUTE: Data indicate overall student achievement in reading and mathematics in “all students” is extremely low.

GROWTH: A school exceeds the average gains of the State in reading and mathematics in the “all students” category.



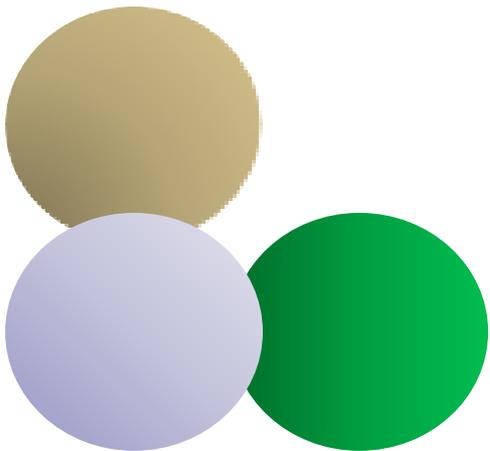
Persistently Low-Achieving Schools

- Tier 1: Lowest 5% of Title I schools in Steps 1-5 in state
- Tier 2: Equally low-achieving secondary schools that are Title-eligible
- Tier 3: Title I schools in Steps 1-5 not identified in Tier 1



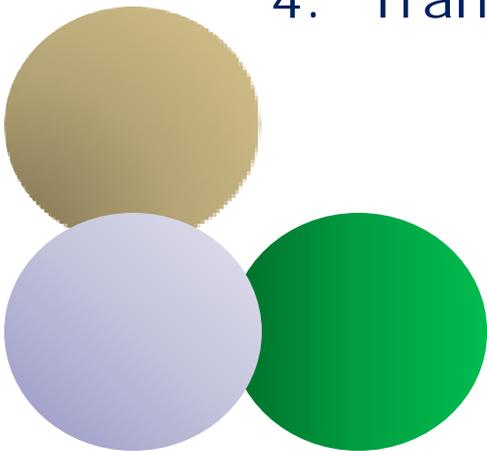
Funding for Voluntary Action

- Funding: Provide districts significant resources to ensure school's ability to implement reforms.
- No district is required to apply.



Proposed Intervention Models

1. Turnaround
 - Replace principal and 50% of staff, adopt new governance, other requirements
2. Restart
 - Open under “new management” (e.g., charter)
3. School Closure
 - Send students to other schools in district
4. Transformation
 - Develop teacher and school leader effectiveness; comprehensive instructional reforms; extended learning time and creating community-oriented schools; provide operating flexibility and sustained support



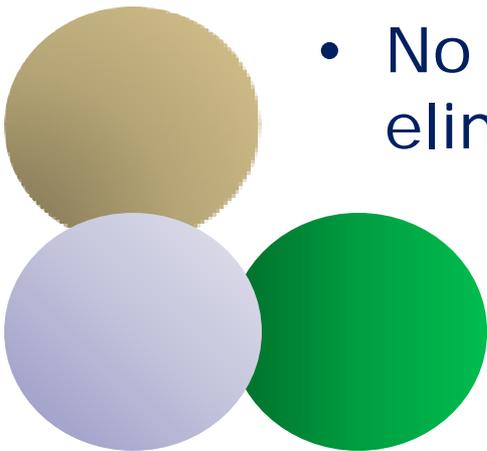
Current District / School Improvement Assistance Initiatives 2009-2010

- Summit Districts -comprehensive transformation serving eight districts
- Targeted Intensive Support to 40 districts (WIIN Center)
- Basic Assistance to remaining districts in Steps 1 or 2 of Improvement



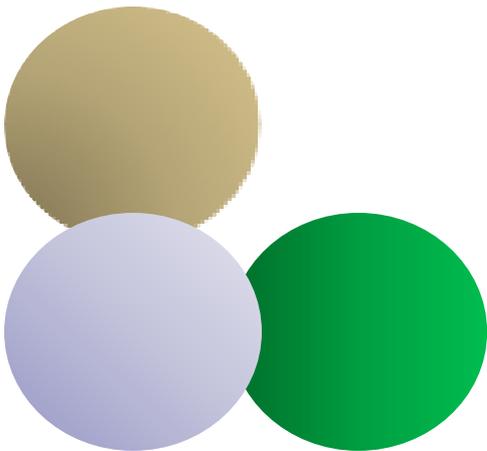
Challenges

- Contrasting Purposes: school focused or systems focused
- Notified September 3, 2009 that 2009-10 funding will not be available until July
- Commitments to 101 districts for 2009-10
- Contracts with service partners for 2009-10
 - No current NCLB responsibilities have been eliminated



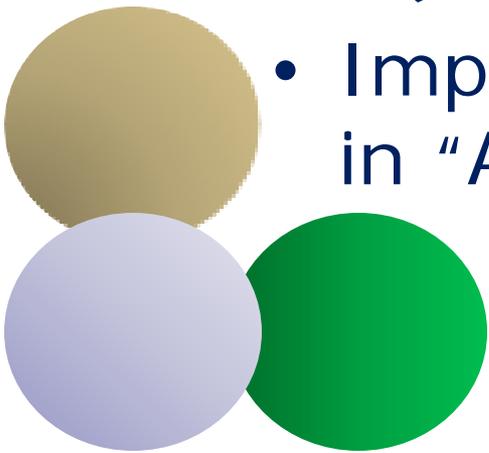
Tentative OSPI Plans

- Continue with current direction for 2009-10
- Prepare to implement final guidelines in 2010-11
- Notify superintendents and partners
 - Provide comments to the US Department of Education on proposed guidelines, emphasizing performance “systems” rather than individual schools, honoring the work underway



Required Action: Identification Criteria Overview

- Persistent low student performance in both reading and math
- Over a 4-year period of time
- Across multiple grade levels (for districts)
- Improvement less than state average in "All" category

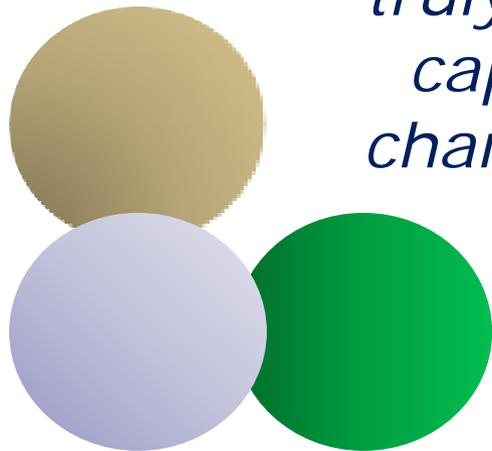


Required Action

Identification process to get to bottom 5%

1st Step: Identify bottom quartile (lowest 25%) of schools based on the percentage of “all students” meeting standard in both reading and math in each of the past 4 years

2nd Step: Deeper analysis to ensure they are *truly in need*, have the *capacity to benefit*, and are *committed to change*



Required Action Deeper Analysis

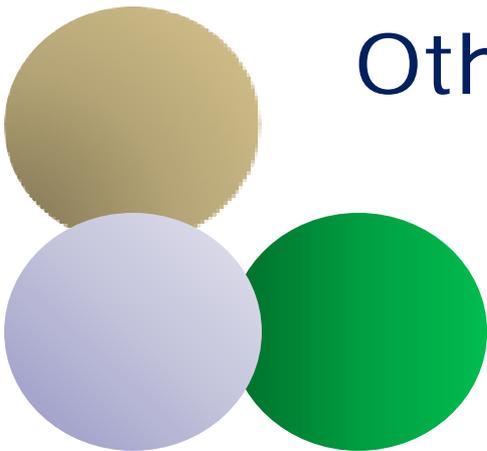
Contextual data

Additional assessment trends

Teaching and learning issues

Cells of Accountability matrix

Other data



Required Action Deeper Analysis Using Selected Matrix Data

	Outcomes					
Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. G.R.</i>	<i>Avg.</i>
<i>Non-low inc. achievement</i>	}	Gap	}	Gap		
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						
<i>Improvement</i>						
<i>Average</i>						Index

Required Action

Identification Issues to Resolve

Schools/districts not “in improvement”

Non-Title I schools

Non-regular schools

Number of students/size

Geographic location

Grades served (elem, middle, HS, K-12)

Graduation rate

Level of improvement



Required Action

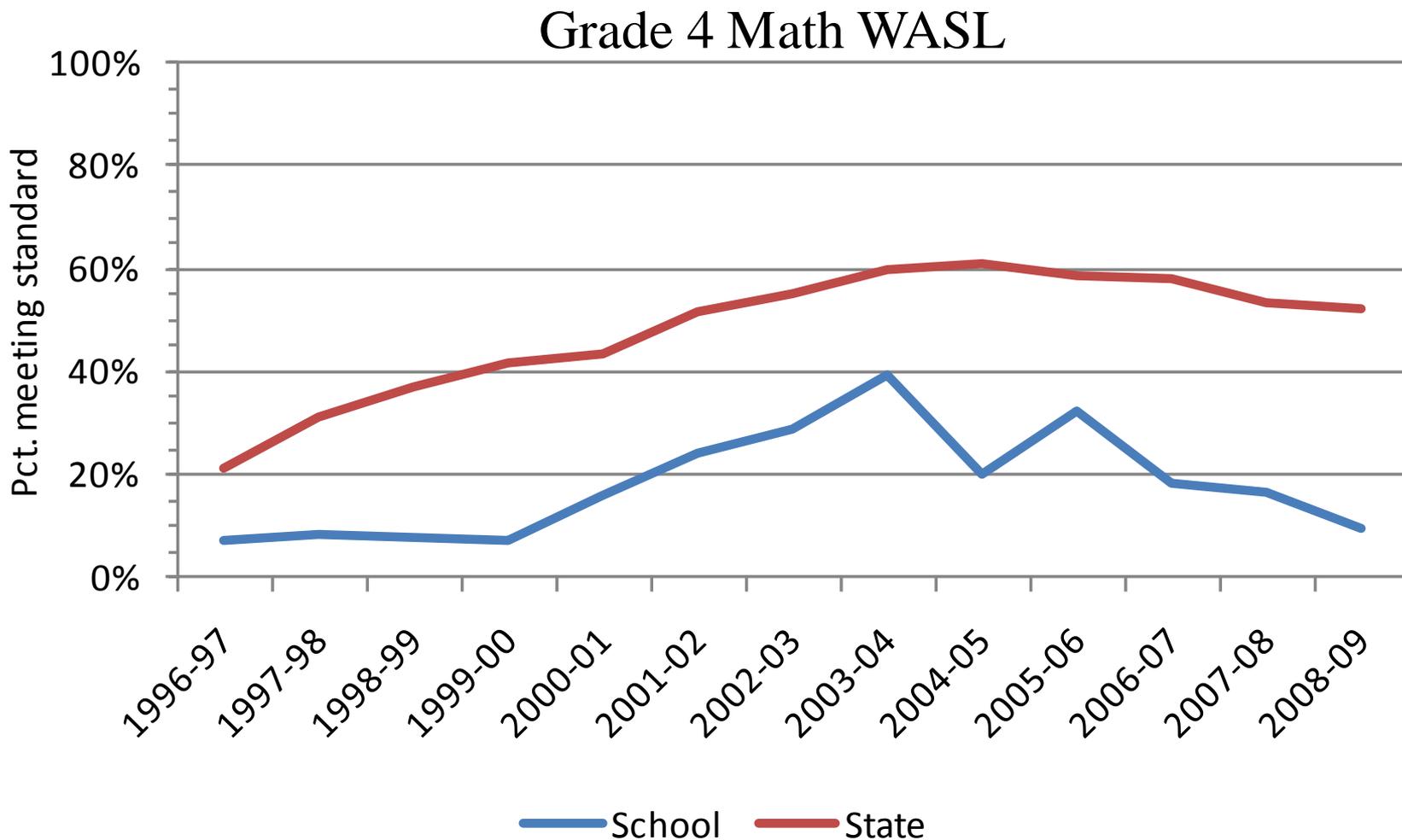
Schools vs. Districts

- Districts identified using school results
- Lowest performing schools tend to be scattered across the state
- Look at either *percentage* or *number* of students in a district enrolled in the lowest performing schools

(Is it a district problem or a school problem?)

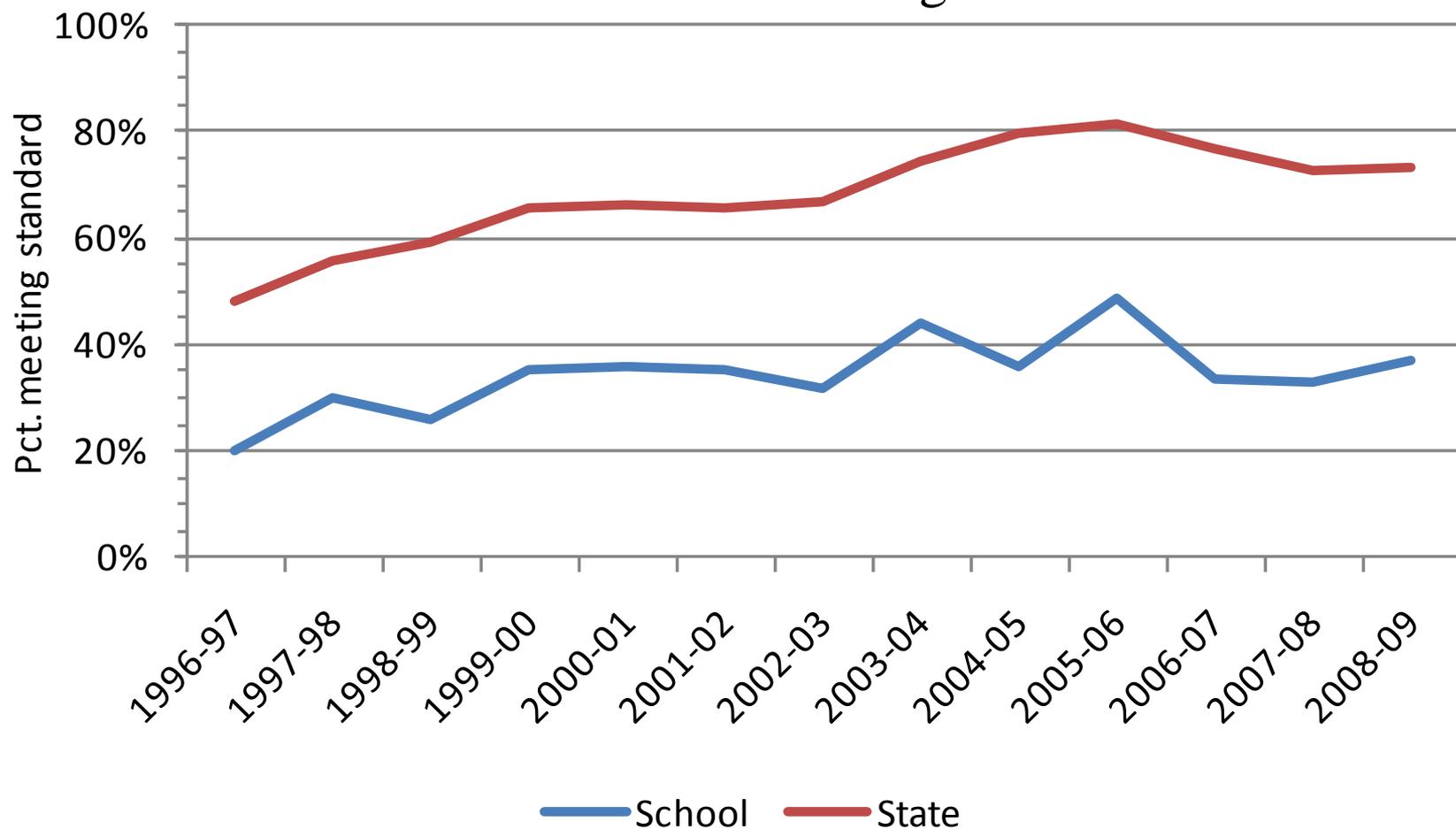


Example of Low Performing School in new Federal Matrix



Example of Low Performing School in new Federal Matrix

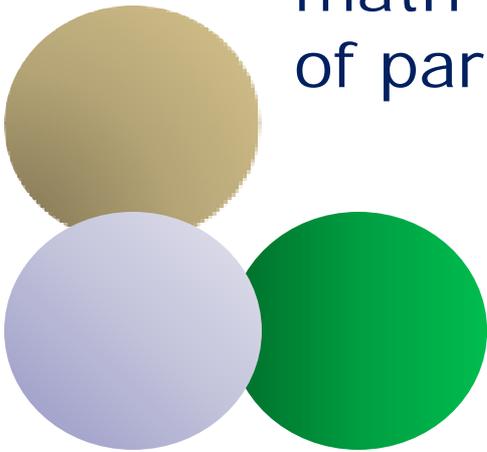
Grade 4 Reading WASL



Required Action Priority Districts

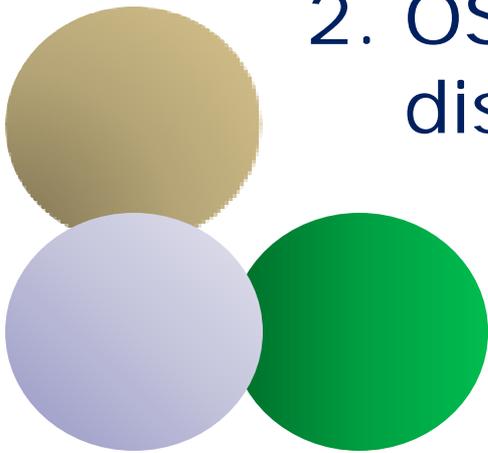
Definition:

Priority Districts contain schools (Title I and non Title I) that have not demonstrated growth in meeting or exceeding the state average performance gains in reading and math for all students in three years regardless of participation in voluntary programs.



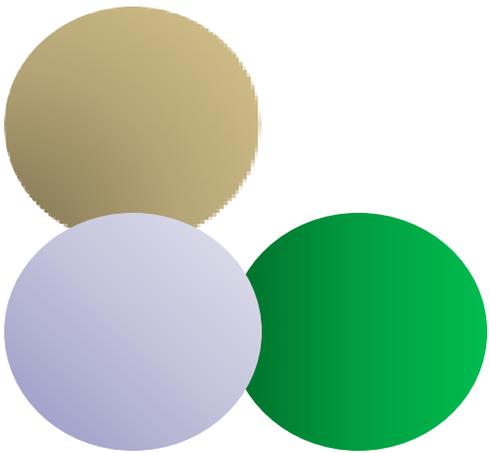
Priority Districts – Course of Action

1. Approximately three Priority Districts annually will have 2-3 years to participate in state assisted programs or use their own program to make achievement gains.
2. OSPI will notify districts and SBE of districts on Academic Watch.



Academic Watch Districts – Steps to Recovery

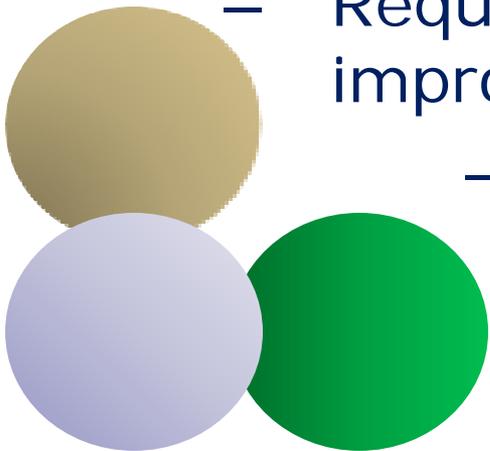
1. SBE directs OSPI to conduct an independent Academic Performance Audit.
2. OSPI will manage the Performance Audit.
3. Academic Watch Districts will receive a grant and assistance to develop an Academic Watch plan and budget.
4. The plans will include one of the four federal school improvement models (turnaround, restart, closure, transformation).
5. Local school boards can appeal this designation.



Academic Watch Districts – Steps to Recovery

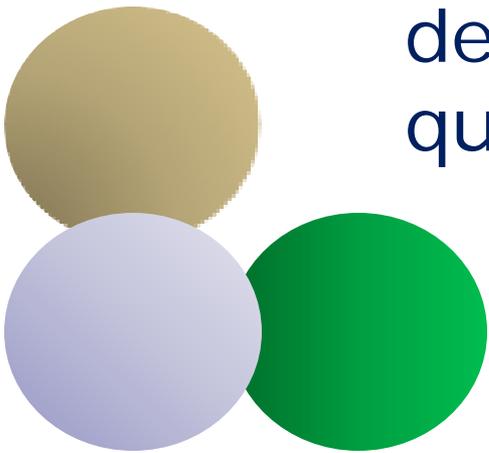
Performance Audit findings may include:

- Improved instructional program
- Reorganization of instructional time
- Requirement to select new staff or revise personnel practices
- Requirement to change school structures to improve learning opportunities
 - Requirement to strengthen family and community engagement



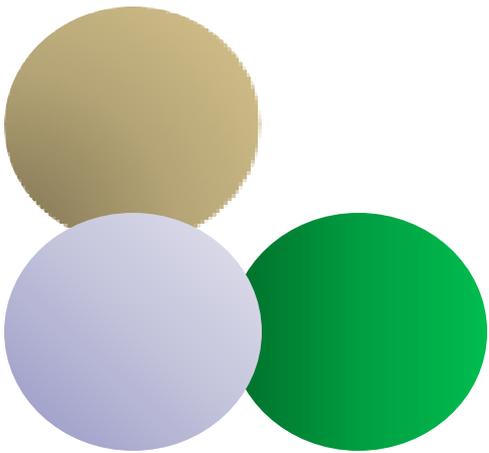
Academic Watch Districts – Steps to Recovery (continued)

6. SBE approves the local district Academic Watch Plan.
7. The District implements the plan and provides annual updates on progress.
8. OSPI provides assistance and determines when a district is qualified to leave Academic Watch.



Academic Watch Districts – Steps to Recovery (continued)

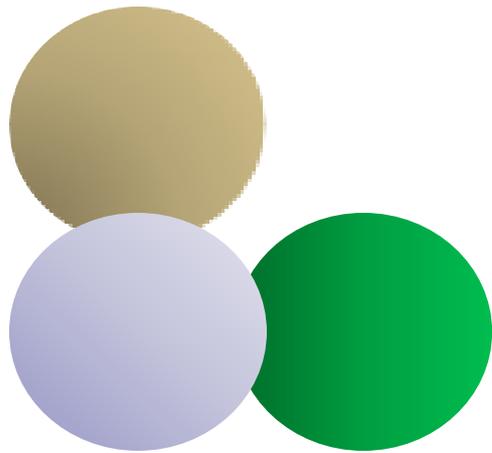
9. OSPI notifies SBE annually of a district's Academic Watch status.
10. SBE approves a district's release from Academic Watch or requires the district to select one of the four other models of federal guidelines for school improvement not previously utilized by the district.



Legislative Authority



The Legislature must approve this Required Action component, including enforcing state/local partnerships, allowing intervention, and providing the resources and authority for the Academic Watch plan to commence.



Proposed SBE Accountability Framework

Under No Child Left Behind (NCLB) and Proposed Federal School Improvement Guidelines- 2009

All Districts

Districts shall improve student achievement, lower dropout rates, and close the achievement gap through a district improvement plan (new) and the school improvement plan (revised rule).

The joint Office of Superintendent of Public Instruction (OSPI) and SBE recognition program begins in the Fall of 2009, using the proposed SBE accountability index.

The Washington State Board of Education (SBE)

Districts with Persistently Low Achieving Schools

- Pursuant with federal guidelines -

OSPI must identify the lowest performing 5 percent of Title I schools and equally low-achieving secondary schools eligible but not receiving Title I funds. Lowest performance is defined as little or no progress over a number of years in the "all student" category in reading and mathematics compared to average state performance in these same categories.

In the selection process, OSPI will consider greatest need and strongest commitment.

Voluntary Action

OSPI and selected districts will choose from among the following 4 models:

- Turnaround model:** Replaces principal and at least 50 percent of school's staff, adopting a new governance structure and implementing a new or revised instructional program;
- Restart model:** LEA closes school and reopens it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) that has been selected through a rigorous review process;
- School closure:** LEA closes school and enrolls the students who attended the school in other, high-achieving schools in the LEA; and
- Transformation model:** Develop teacher and school leader effectiveness, implement comprehensive instructional reform strategies, extend learning and teacher planning time, create community oriented schools, and provide flexibility.

The selected districts will receive significant federally funded assistance over a three year period to move their lowest achieving schools to performance that meets or exceeds the state average gains in the "all student" category in reading and mathematics.

Districts regardless of participation in voluntary programs with the lowest achieving schools and not making progress towards or meeting this standard may be referred by OSPI to the State Board of Education for required action status and established binding conditions.

Required Action

Priority districts that do not demonstrate growth based on average state gains and other criteria will be notified by OSPI that they are on "Academic Watch."

The district and state will collaborate to develop a new course of action.

- Components of action will include:
- Academic performance audit
 - Academic watch plan with one of the following models: turnaround, restart, closure, and transformation
 - SBE approval of local school board plan
 - Binding conditions
 - Resources
 - Monitoring to assess progress
 - Next steps if no progress

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