

## An Excellent and Equitable Education for All Students: A State and Local Partnership for Accountability

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## A Call to Action

*Parents send their children to school with great hope – one that we all share. Each of our children deserves the opportunity to thrive and reach his or her full*

*potential. We must insist on boldness now and hold ourselves accountable to act. No child's education should hold them hostage from a bright future.*



## Thinking About Your Work Today

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- This is a major opportunity to act!
- We need time to:
  - Discuss this presentation with you.
  - Review the final federal school improvement guidelines.
  - Share this draft with our stakeholders to perfect this report and the bill language.
- Only a small number of districts (1-5) with a total of 50 schools that will be in Voluntary or Required Action.

## Topics for Today's Presentation

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1. Federal Initiatives
2. SBE Accountability Framework
3. Federal & State Criteria for Identifying our Persistently Low Achieving Schools
4. Examples of Low Achieving Schools in the New Federal Measures
5. Voluntary and Required Action Districts Definition
6. SBE and OSPI Identification Process for Persistently Low Achieving Schools
7. Voluntary Action Process
8. Required Action Process

## Federal Initiatives

# Federal Draft Initiatives: Race to the Top and School Improvement

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- Address bottom 5% of persistently low achieving schools (Title I and Title I eligible schools) in improvement.
- Change conditions dramatically: Use turnaround models in schools and provide significant funds.
- Remove state barriers to allow the state to:
  - Intervene in low achieving schools.
  - Permit charters.
  - Improve efforts to recruit and retain effective staff.

## SBE Accountability Framework

## The Legislative Directive

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ESHB 2261 acknowledged the work of SBE in its creation of a new Accountability Framework. The bill requested more detail on the following:

- An accountability index to identify schools for recognition and additional support.
- A proposal and timeline for a voluntary system of support for persistently low achieving schools.
- A proposal and timeline for a formalized, comprehensive system of improvement targeted to more ‘challenged’ schools and districts.

A report is due to the Legislature December 1.

## Our Commitment as a State

(slide 1 of 3)

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- OSPI and SBE will ensure our Accountability Framework is seamless for our work together.
- We will integrate the new draft Federal School Improvement Guidelines to ensure we are operating under one system.
- We will support the work of the Quality Education Council to improve funding for all schools.

## Our Commitment as a State

(slide 2 of 3)

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- We will build upon the SPA work over the last two years, which includes:
  - A continuous system of improvement for schools and districts.
  - A joint state/local collaboration for Voluntary and Required Action.
  - A focus on improvement and additional state criteria to determine which districts move into Required Action.

## Our Commitment as a State

(slide 3 of 3)

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- We have completed the groundwork needed:
  - Commissioned a study of policy barriers.
  - Explored effective models for change.
  - Learned from other states' education reform efforts.
  - Worked extensively with educators, parents, and community members in developing the comprehensive Accountability Framework.

# Washington State Board of Education (SBE) Accountability Framework

## Key Components of the SBE Accountability Framework

1. An excellent and equitable education for all students.
2. Continuous improvement for all schools and districts.
3. One federal/state system.
4. State and local collaborative effort.

## Office of Superintendent of Public Instruction (OSPI) Identification Process

- Step One:** Identify persistently low achieving schools (and their districts) using proposed federal school improvement guidelines (include non-Title I schools).
- Step Two:** Use additional criteria to examine school and district performance.
- Step Three:** Identify the lowest performing schools (and their districts).

All Districts Not Identified for Voluntary or Required Action

### Annual Efforts

The districts create School and District Improvement plans to address issues of student achievement.

OSPI provides limited technical assistance.

Districts with Persistently Low Achieving Schools Identified for Voluntary or Required Action

Voluntary Action Districts

Required Action Districts

The local board will select one of the four Federal School Improvement Models: (turnaround, restart, closure, transformation).

### Positive Outcomes

1. Improve student achievement for all students to prepare for postsecondary education, work, and citizenship.
2. Build the capacity of districts to help students improve.
3. Close the achievement gap.
4. Lower dropout rates.

## SBE Accountability Index (slide 1 of 2)

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- SBE adopted a draft Accountability Index that focuses on multiple subjects, improvement, and closing the achievement gap - May 2009.
- SBE and OSPI will use the draft index with some additions for the joint OSPI/SBE recognition school program – May 2010.

## SBE Accountability Index (slide 2 of 2)

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- SBE will consider the revisions for final Index (including subgroups) at its November meeting.
- SBE and OSPI will work with the US Department of Education to ask for a waiver and future consideration as a part of the NCLB reauthorization discussion in 2010.

## Federal & State Criteria for Identifying our Persistently Low Achieving Schools

# Federal Criteria for Persistently Low Achieving Schools

- OSPI will use new draft Federal School Improvement Guidelines to identify the bottom 5% of persistently low achieving Title I schools in a step of NCLB improvement, plus others based on three tiers.
- SBE will also look at non Title I school performance.



# Federal Criteria for Persistently Low Achieving Schools

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The schools are defined into three tiers:

- Tier I:** Lowest five percent of Title I schools in a step of improvement as defined by No Child Left Behind.
- Tier II:** Equally low-achieving secondary schools that are Title I eligible.
- Tier III:** Title I schools in a step of improvement as defined by No Child Left Behind (not identified in Tier I).

# Federal Criteria for Persistently Low Achieving Schools

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The primary metric will be based on:

- “All students” category of performance in each school for reading and math in terms of absolute performance (the lowest performers).
- Whether schools have improved at the same rate as the state average gains based on the “all students” category for reading and math (growth).

## State Criteria (slide 1 of 2)

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- Additional legally defensible state defined criteria will also be considered.
- Examples of state-defined criteria include, but are not limited to:
  - Six years of performance data on state assessments for elementary, middle, and high schools.
  - Feeder school patterns: elementary to middle to high school progression with continued low achievement.
  - Number of students and numbers of schools in district with low achievement.

## State Criteria (slide 2 of 2)

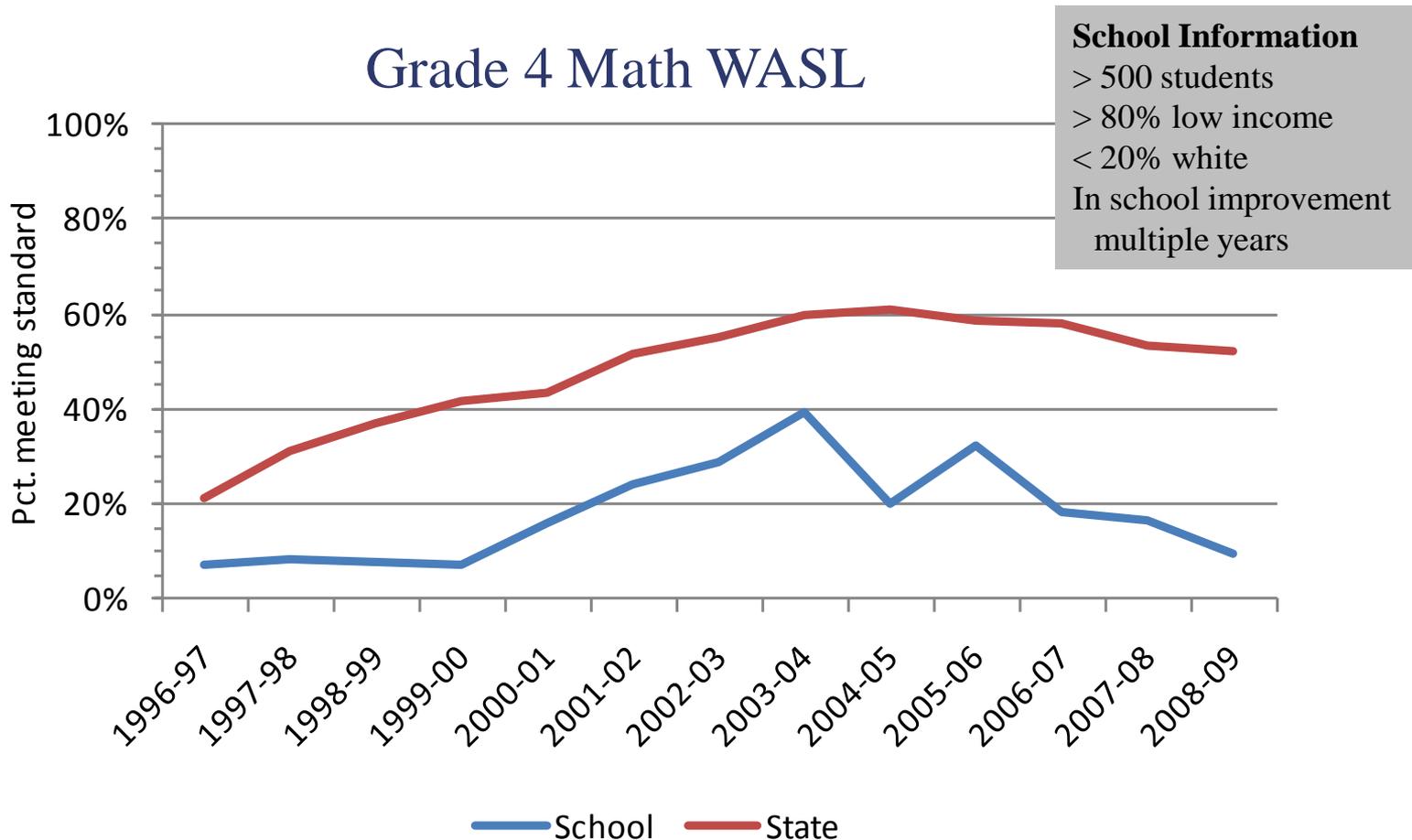
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### Examine details of low achievement:

- Extended graduation rate for high school students.
- Subgroup performance on state assessments.
- ELL performance on Washington Language Proficiency Test.
- Number of required credits ninth graders have failed.
- Perception survey data from local board, staff, students, and community.
- Local district data on student achievement.

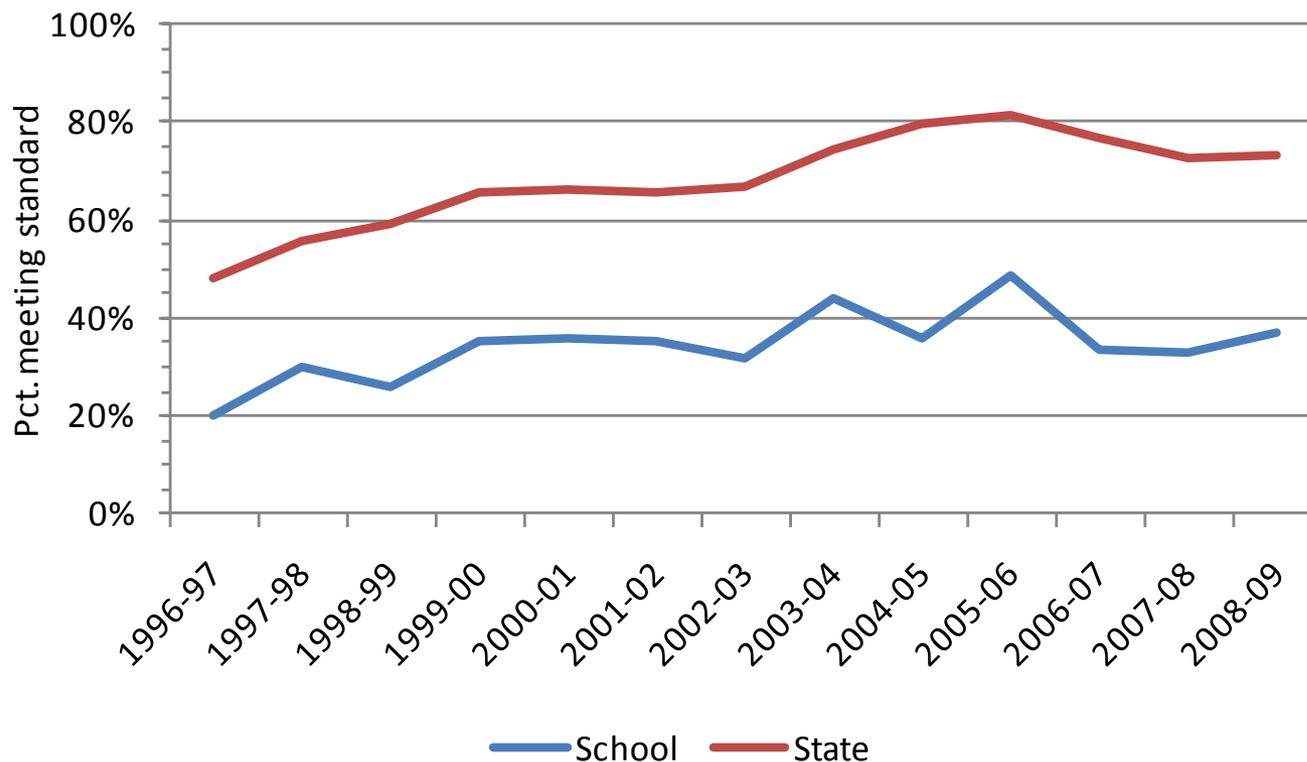
## Examples of Low Achieving Schools in the New Federal Measures

## Example of Low Performing School

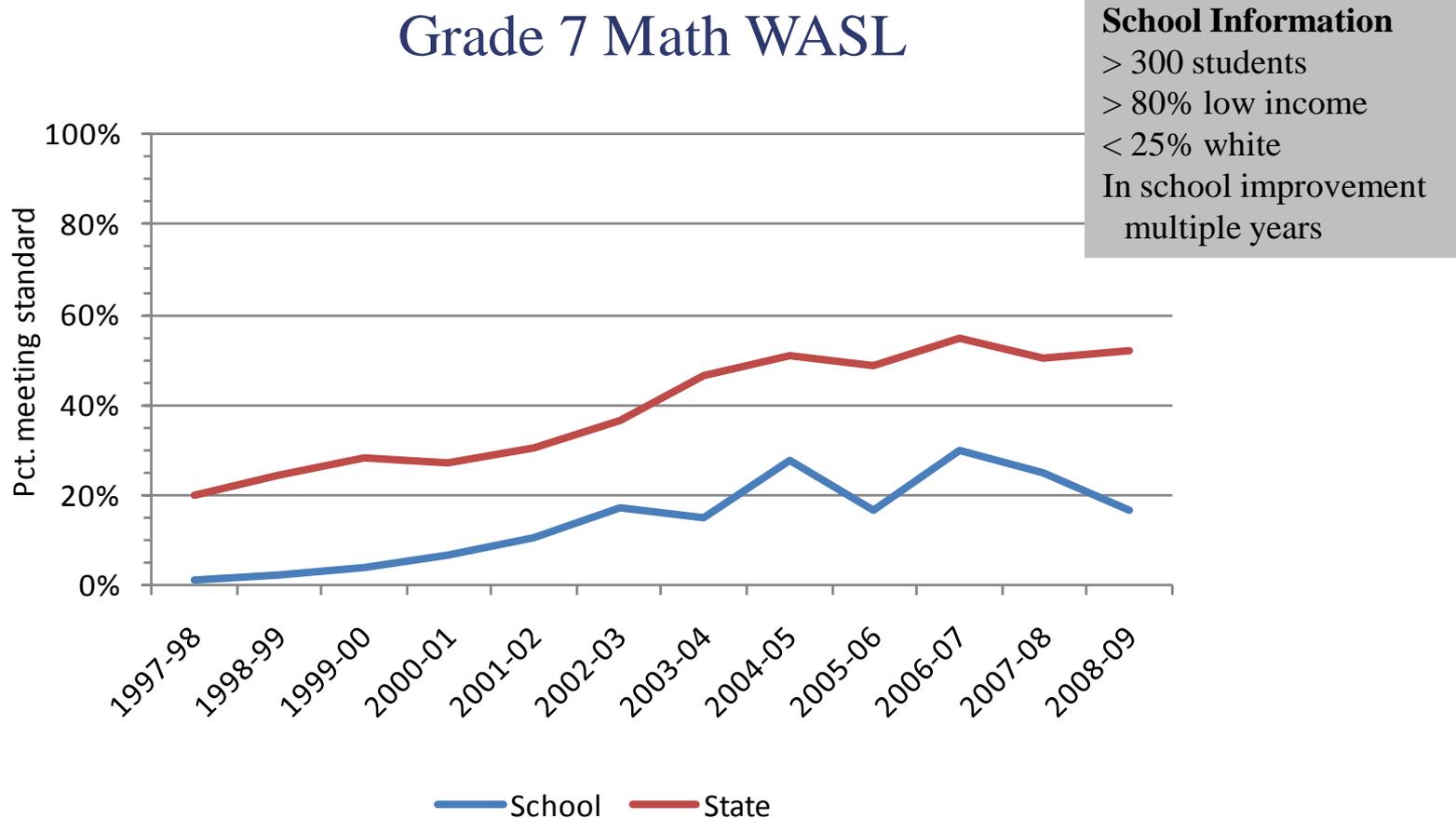


## Example of Low Performing School

### Grade 4 Reading WASL

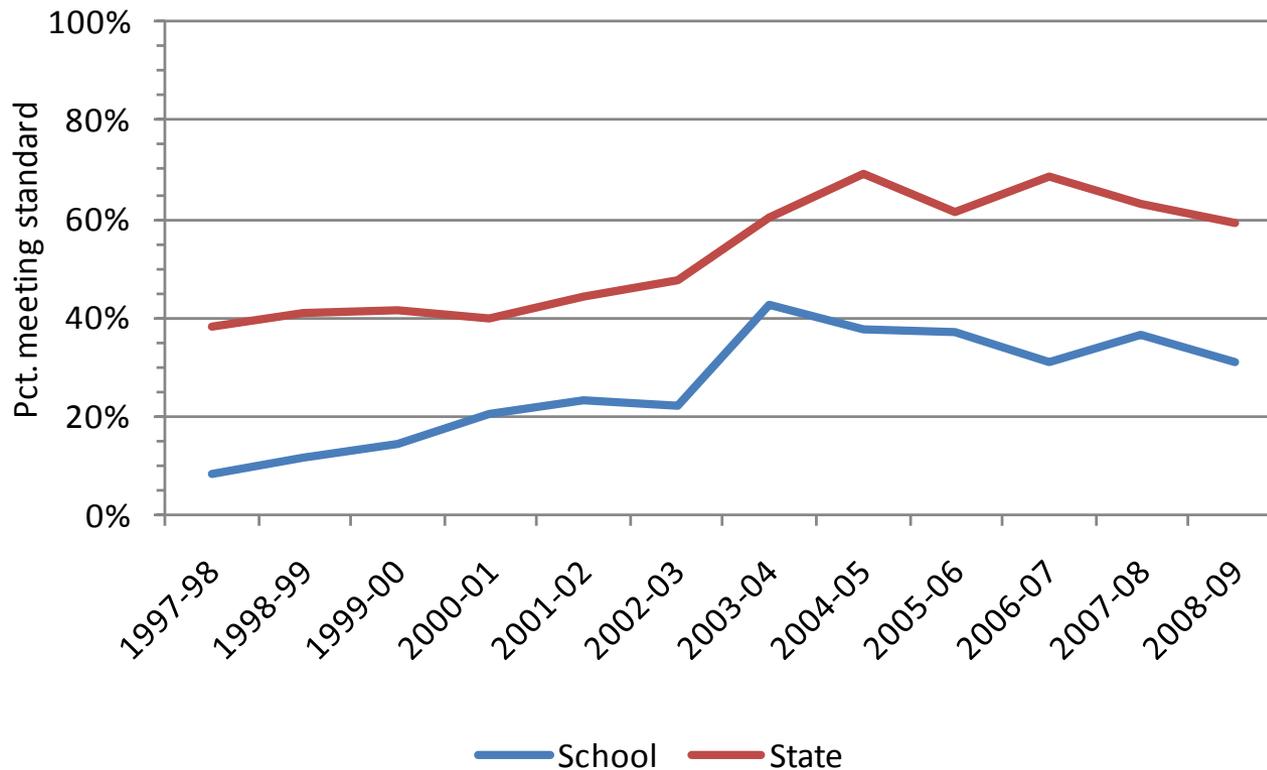


## Example of Low Performing School



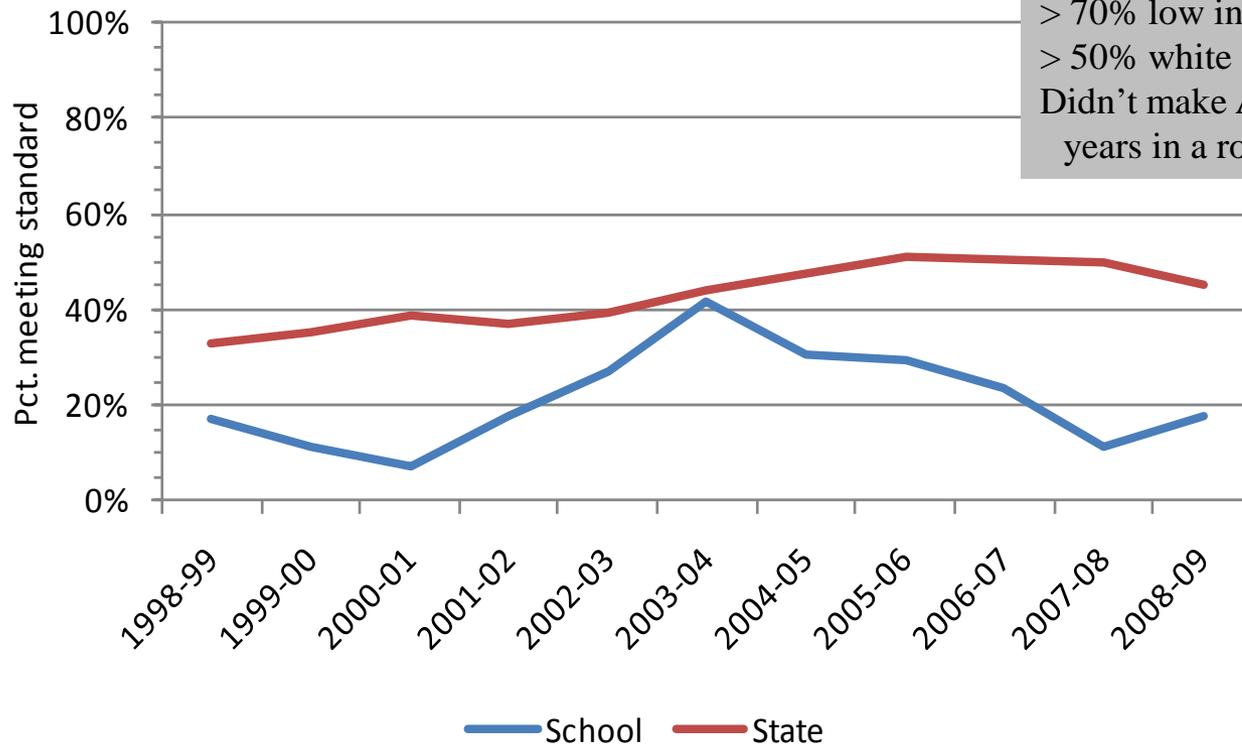
## Example of Low Performing School

### Grade 7 Reading WASL



## Example of Low Performing School

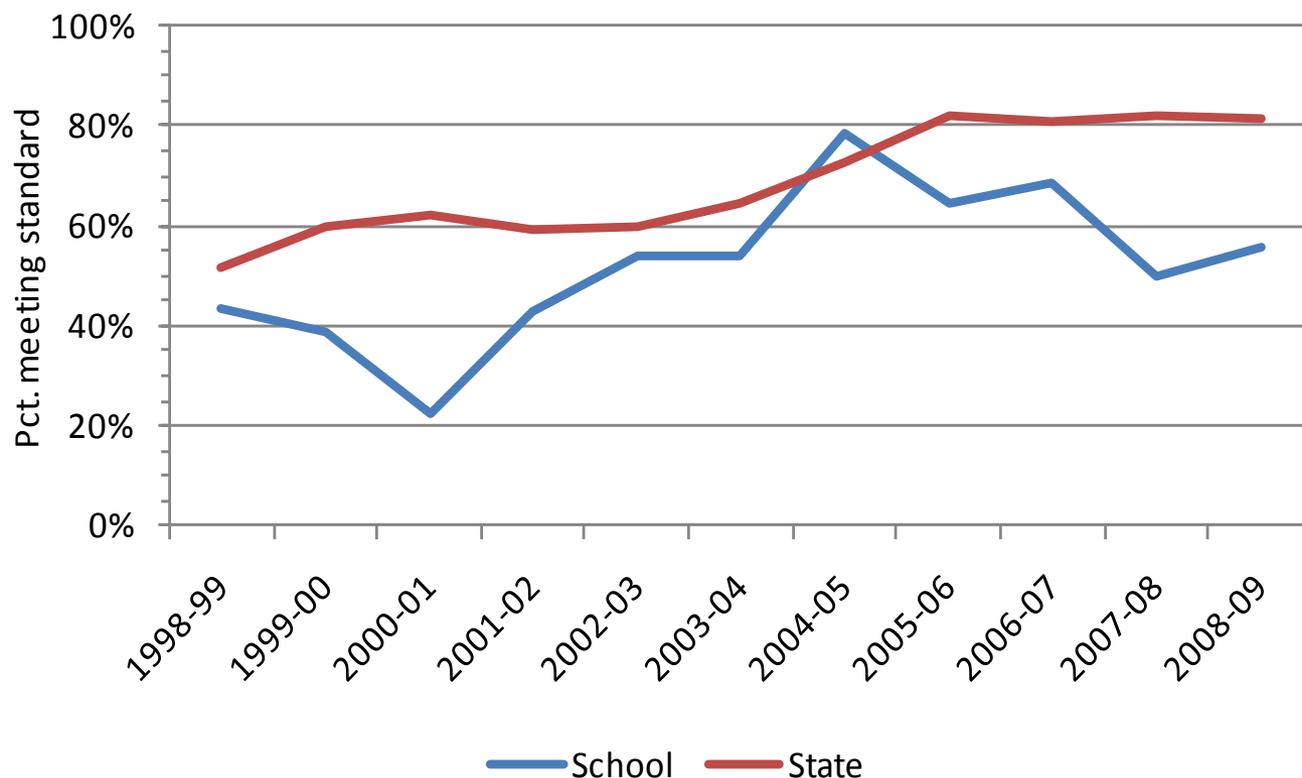
### Grade 10 Math WASL



**School Information**  
< 200 students  
> 70% low income  
> 50% white  
Didn't make AYP many years in a row, **not** Title I

## Example of Low Performing School

### Grade 10 Reading WASL



## Voluntary and Required Action Districts Definition

## Voluntary Action District

### Definition (slide 1 of 2)

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A Voluntary Action District contains: Title I and Title I eligible schools that have extremely low overall student achievement and have not demonstrated growth in meeting or exceeding the state average performance gains in reading and math for all students in three-four years.

Additional state defined criteria will also be considered.

# Voluntary Action District

## Definition (slide 2 of 2)

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- OSPI will use external experts to conduct a district needs assessment (similar to audit described under Required Action).
- Local school district with local school board approval will select one of four federal models.
- OSPI will focus on building district capacity to address individual schools.

## Federal Models of Intervention

(slide 1 of 2)

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- **Turnaround** (replace principal and 50% of staff).
- **Restart** (close school and reopen under charter or new management).
- **Closure** (move students to high performing school).

## Federal Models of Intervention

(slide 2 of 2)

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- **Transform** (Implement a comprehensive transformation strategy) that:
  1. Develops teacher school leader effectiveness.
  2. Implements comprehensive instructional reform strategies.
  3. Extends learning and teacher planning time.
  4. Creates community-oriented schools.
  5. Provides operating flexibility and intensive support.

# Required Action District Definition

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A Required Action District contains Title I and non Title I schools that have extremely low overall student achievement and have not demonstrated growth in meeting or exceeding the state average performance gains in reading and math for all students in five-six years.

## SBE & OSPI Identification Process For Persistently Low Achieving Districts

## Proposed Process (slide 1 of 3)

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1. SBE will propose legislation for allowing state/local partnership to intervene in persistently low achieving schools and their districts.
  - Federal government requires no prohibition to state intervention for federal funds.
2. OSPI will identify persistently low achieving schools (looking at all schools) based on federal and state criteria.

## Proposed Process (slide 2 of 3)

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3. Begin Phase I for 2010-2011.
  - a) Identify Title I and Title I eligible schools.
  - b) Use federal models.
  - c) Provide federal money.
4. Begin Phase II for 2012-2013.
  - a) Add non Title I schools.
  - b) Use state, local, and/or federal models.
  - c) Provide state, local, and/or federal money.

## Proposed Process (slide 3 of 3)

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5. OSPI notifies district and SBE of status as Voluntary Action District (VAD) or Required Action District (RAD.)
6. Local board with RAD may ask SBE to reconsider designation and become a VAD.
7. SBE/OSPI designates districts for Required Action.

## The Voluntary Action Process

## Voluntary Action District Options

(slide 1 of 2)

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### Option 1: Pursue Federal Models

1. OSPI conducts needs assessment.
2. Local board develops plan with staff and community input. The plan must address the model, the budget, and the metrics.
3. The VAD has three years to improve.

## Voluntary Action District Options

(slide 2 of 2)

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### Option 2: Pursue Local Model

1. OSPI will continue to identify and monitor persistently low achieving schools.
2. If no improvement in two years the district will move to Required Action.

## The Required Action Process

## Required Action Districts (slide 1 of 4)

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1. OSPI does academic performance audit for RAD.
2. With staff and community input, local board develops plan. Plan must address audit recommendations, four federal models, budget, and outcome metrics.
3. SBE approves RAD plan.
4. SBE sends RAD plan back to local board for more work.
5. Options for potential impasse...

## Required Action Districts (slide 2 of 4)

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### Impasse Options:

1. Withhold Title I funds.
2. Make performance audit findings not a part of the CBA and require the plans to be implemented.
3. Go to district funded, binding arbitration (SBE, RAD administration, union).

## Required Action Districts (slide 3 of 4)

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### Impasse Options (continued):

4. District management, SBE, and/or OSPI (or any combination of the three) go to district funded mediation.
5. District will have a co-signer for key policy and funding decisions related to student achievement.

## Required Action Districts (slide 4 of 4)

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After the state provides resources and authority for the district to act, the RAD has three years to improve based on federal and state criteria and district metrics.

1. RAD improves and designation of RAD is removed.
2. RAD does not improve, and the local board is required to redo plan.

## Legislative Components

- Timeline
- Resources
- Authority

## Timeline (slide 1 of 3)

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### Winter 2010

- Sort schools.
- Seek legislation.

### March 15, 2010

- OSPI makes recommendations for VADs or RADs.
- RADs may ask SBE for VAD designation.

### April 15, 2010

- SBE designates RADs.

## Timeline (slide 2 of 3)

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### July 15, 2010

- OSPI completes VAD needs assessment for Option I VADs and RAD performance academic audits.

### September 1, 2010

- VAD local board prepares its plan, model, budget, and metric.

## Timeline (slide 3 of 3)

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### December 15, 2010

- RAD local board prepares its plan, model, budget, and metric.

### January 15, 2011

- SBE approves RAD plan.

# Federal Resources for Voluntary and Required Action

- \$42.5 million in federal funding from school improvement is available 2010-13.
- This would cover 1-5 districts with up to 50 schools total.



# State and Other Resources for Required Action

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- Possible state funds from OSPI focused assistance for 2010-11.
- Request Race to the Top funds for state model and non Title I schools in 2010.
- Request state funding in 2011-13 for Phase II.

## Legislative Authority

The legislature must approve this Required Action component, ensuring **state/local partnerships**, allowing Required Action, and providing the resources and authority for Required Action plan to commence.



## For more information

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Go to the SBE website:

<http://www.sbe.wa.gov>

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