

# Summary of HB 3038

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<p>Section 101: Intent</p>	<p>State's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.</p> <p>Definition of roles of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) for accountability outlined.</p> <p>Phase I will recognize schools for that have done an exemplary job of raising student achievement and closing the achievement gaps through SBE Accountability Index and use of federal guidelines to identify the lowest five percent of persistently low achieving schools to use federal funds and federal intervention models beginning in 2010 (voluntary) and 2011 (required).</p> <p>Phase II will implement SBE Accountability Index for identification of schools including non Title I schools in need of improvement and develop state and local intervention models with state and local funds beginning in 2013. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently low-achieving schools will continue to be used.</p> <p>The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.</p>
<p>Section 102: Identification of the Persistently Lowest Achieving Schools</p>	<p>Beginning no later than December 1, 2010, and annually thereafter, OSPI will use the federal criteria set forth in the final federal rules for school improvement to identify the persistently lowest achieving schools and their districts. This requires OSPI to do the following:</p> <ul style="list-style-type: none"><li>• OSPI must identify a Title I school in a step of improvement that is one of the lowest achieving five percent of the state's Title I public schools (elementary, middle, high school), based on: 1) low student achievement in math and reading combined on the state assessments for all students; and 2) a lack of progress on</li></ul>

	<p>those assessments over a number of years for all students.</p> <ul style="list-style-type: none"> <li>• OSPI must identify and rank the Tier II lowest achieving five percent of the state’s public secondary schools that are eligible for, but do not receive, Title I funds using the same criteria set forth above.</li> </ul>
<p>Section 103: Required Action Districts</p>	<p>Beginning in January 2011, OSPI shall annually recommend SBE districts for designation as required action districts based on the availability of federal funds and criteria developed by SPI. Districts must have at least one of the persistently lowest achieving schools. School districts that have volunteered in 2010 or have improved shall not be included in this designation.</p> <p>OSPI will provide districts with written notice. School districts may request reconsideration of this designation within ten days.</p> <p>SBE will annually designate those districts recommended by OSPI. Districts must notify all parents with students in persistently low achieving schools that the district is in required action.</p>
<p>Section 104: Academic Performance Audit</p>	<p>OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or school district subject to audit.</p> <p>OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, and alternative secondary schools best practices.</p> <p>Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.</p>
<p>Section 105: Required</p>	<p>The local school district superintendent and local board of a required action district shall submit a required action plan to SBE</p>

Action Plan	<p>upon a schedule SBE develops.</p> <p>The required action plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist district as requested in plan development .</p> <p>The local school board will hold a public hearing on the proposed required action plan.</p> <p>The required action plan must address the concerns raised in the audit and include:</p> <ol style="list-style-type: none"><li>a) Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the state board of education within three years of implementation of the plan.</li><li>b) An application for a federal school improvement grant to OSPI.</li><li>c) Budget for adequate resources to implement.</li><li>d) Description of changes in district or school policies and practices to improve student achievement.</li><li>e) Metrics used to assess student achievement to improve reading, math, and graduation rates.</li></ol> <p>The plan will have to be implemented over a three year period. OSPI will review the local school district required action plan and approve that it is consistent with federal guidelines prior to the local superintendent and board submitting the plan to the SBE. Expiring collective bargaining agreements for all school districts that are designated required action districts as of the effective date of this section must have the authority for the district to reopen its collective bargaining agreements if needed to develop and implement an appropriate required action plan.</p> <p>If no agreement can be reached between district and employee organizations, then:</p> <ul style="list-style-type: none"><li>• Mediation through the Public Employment Relations Commission must start no later than April 15 and be completed by May 15</li></ul>
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	<ul style="list-style-type: none"> <li>• Or it will be go to Superior Court with decision by June 15.</li> </ul> <p>If it goes to Superior Court, then:</p> <ul style="list-style-type: none"> <li>• The school district must file a petition with the superior court by May 20, and</li> <li>• Within 7 days of filing the petition each party must file a proposal to be implemented in a final required action plan.</li> </ul> <p>Each party will bear its own costs for mediation or courts. All mediation shall include employer and representatives of all affected bargaining units.</p>
<p>Section 106: SBE Approves Required Action Plan</p>	<p>SBE shall approve the local district required action plan if it meets the requirements identified in Section 5. The SBE must accept for inclusion any final decision by the superior court. If SBE does not approve the plan, a reason must be provided. The district will then have an opportunity to revise the plan. OSPI will help district with resubmission of plan.</p> <p>The required action plan goes into effect for the next school year (thus a district designated in January 2011 would implement the plan in the immediate school year following designation as a required action district). Federal funds must be available to implement the plan or else it will not go into effect.</p> <p>Any addendum to the collective bargaining agreement related to student achievement or school improvement shall not go into effect until SBE approves the plan. If SBE does not approve the plan, it notifies the district in writing and district must submit new plan within 40 days.</p>
<p>Section 107: Redirect of Title I funds if no required action plan</p>	<p>SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.</p>
<p>Section 108: Implementation of Required Action Plan</p>	<p>The district will provide regular updates to OSPI on its progress. OSPI will provide technical assistance and financial resources to the district as needed.</p>
<p>Section 109: Biannual reports and delisting districts</p>	<p>OSPI will inform SBE at least biannually (twice a year) of the progress of the Required Action District's progress on its plan implementation and metrics. OSPI will recommend to SBE that a district is no longer in required action after 3 years of district implementation based on improvement in state- identified metrics. At the minimum, schools will be expected to improve student</p>

	<p>achievement in math and reading within three years based on a state definition of improvement, which will include no longer ranking of lowest five percent of persistently lowest achieving schools and making gains similar to the state average in reading and math for all students.</p> <p>SBE will remove district from required action or recommend that the district remain in required action.</p>
Sec. 110	SBE and OSPI shall annually recognize schools for exemplary student performance as measured on the SBE accountability index.
Section 111	Definitions
Sec. 201 - Adopting a common set of standards for students in kindergarten through grade twelve	<p>By August 2, 2010, SPI shall revise the essential academic learning requirements (EALR) and standards for mathematics, reading, writing, and communication by adopting a common set of standards for students in kindergarten through grade twelve. The revised EALRs and standards:</p> <ul style="list-style-type: none"> <li>• shall be consistent with the duties of SPI related to the EALRs;</li> <li>• shall define what students must know and be able to do and be substantially identical with the standards developed by a multistate consortium in which Washington participated; and</li> </ul> <p>may include additional standards, if the additional standards do not exceed fifteen percent of the standards for each content area.</p>
Section 301 & 302	<p>Beginning with the 2010-11 school year, each school shall annually invite parents and community members to provide feedback regarding their experiences with the school.</p> <p>Modifies the required elements of the annual reports that schools must provide to parents and the community to include a summary of the feedback that the schools received from parents and community members.</p>