THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

**Renton School District**
**300 SW 7th Street**
**Renton, Washington**
**425-204-2300**

# System Performance Accountability (SPA) Meeting
# February 9, 2010

## AGENDA

**1:00 p.m.** **Welcome and Framing the Issues:**

- **SPA Work for 2010**
- **Update on SBE Legislation for Required Action**
- **SBE Recommendations to OSPI on English Language Learners**
- **Joint SBE/OSPI Recognition Program**
- **SBE Performance Goals and College and Career Readiness Goal Options**

Kris Mayer, SPA Board Lead
Edie Harding, Executive Director
Pete Bylsma, SBE Consultant

**2:00 p.m.** **Perspectives on College and Career Readiness Indicators: National and Other State Efforts**
Alissa Peltzman, Associate Director, State Leadership & Policy Development, Achieve
Bill Porter, Senior Policy Consultant, Achieve

SPA Member Discussion and Feedback

**3:30 p.m.** **Race to the Top Initiatives for Low Performing Schools and Districts**
Edie Harding, Executive Director
Janell Newman, Assistant Superintendent, District and School Improvement, OSPI

SPA Member Discussion and Feedback

**4:25 p.m.** **Wrap Up and Next Steps**
Kris Mayer, SPA Board Lead
Edie Harding, Executive Director

**4:30 p.m.** **Adjourn**

# Race to the Top

Systems Performance Accountability Workgroup

February 9, 2010

Edie Harding – SBE Executive Director

Janell Newman- OSPI Assistant Superintendent for School and District Improvement

# Race to the Top SPA Discussion

1. Provide a quick overview of Race to the Top
2. Discuss potential state strategies and initiatives for lowest achieving schools
3. Examine state examples of RTTT Round 1 applications for lowest achieving schools
4. Examine profiles of lowest achieving schools in our state and needs those schools and districts have
5. Discuss ways to improve our potential list

# What is Race to the Top?

- A federal grant program that could deliver $150-$250 million to Washington state and its school districts to promote education reform
- Phase II applications are due June 1
- Winners will be announced by Sept. 30

# Why is RTTT important to Washington?

- The reforms promoted by RTTT will help:
  - Improve instruction and assessments to boost student learning
  - Allow our students to be competitive in global society
  - Create and retain great teachers and leaders
  - Improve math and science achievement for students
- RTTT incentivizes education change
  - It fits with ESHB 2261, which will create a new school funding system

# What is Race to the Top?

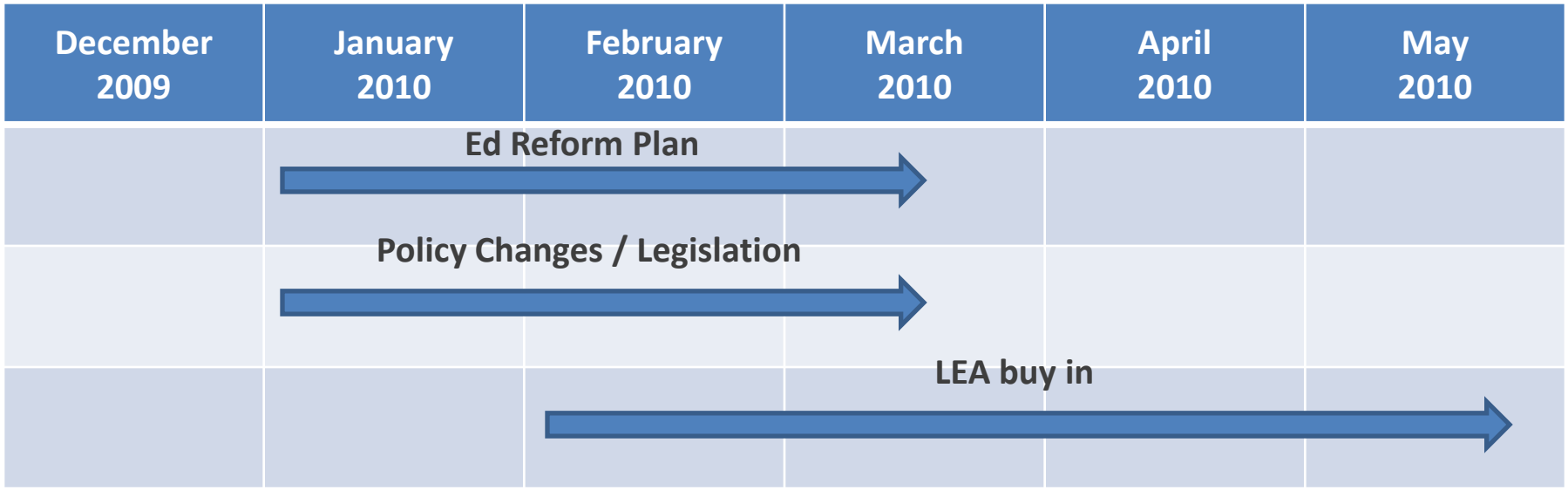
- RTTT is part of the American Recovery and Reinvestment Act.
- ARRA defines four areas of funding priorities:
  1. Standards and assessments
  2. Teacher/leader quality
  3. Data collection and use
  4. Lowest Achieving "struggling" schools

# The grant application

- The Department of Education will score all applications based on a 500-point scale.
- The points will be divided into six criteria and one competitive priority, as follows:

| | Points |
|---|---|
| Criteria A: State success factors | 125 |
| Criteria B: Standards and assessments | 70 |
| Criteria C: Data systems to drive instruction | 47 |
| Criteria D: Great teachers and leaders | 138 |
| Criteria E: Turning around the lowest achieving schools | 50 |
| Criteria F: General criteria | 55 |
| Competitive priority: STEM | 15 |

# Race to the Top Timeline




**RTTT Round 2 Timelines:**

- Final application due to USDoE on June 1, 2010

**New Requirements:**

- Develop a state educational reform plan and theory of action
- Develop an application for RTTT based on the plan
- Secure LEA (district sign-offs) via a Memorandum of Understanding
- Meet the grant's very prescriptive scorecard

# RTTT – Washington's Status

## Criteria B, C, D, E: The "Four Assurances"[1]

Compliant with RTTT criteria

0% 100%

### Standards and Assessments

- SA1 Washington is committed to developing and adopting common standards
- SA2 Washington is committed to developing and implementing common high-quality assessments
- SA3 Washington is supporting transition to enhanced standards and high-quality assessments

### Data systems to drive instruction

- DS1 Washington has fully implemented a statewide longitudinal data system
- DS2 Key stakeholders have access to and use State Data
- DS3 Stakeholders use data to improve instruction

Compliant with RTTT criteria

0% 100%

### Great teachers and leaders

- TL1 Providing alternative pathways for aspiring teachers and principals
- TL2 Differentiation of teachers and principals based on performance
- TL3 Ensuring equitable distribution of effective teachers and principals
- TL4 Reporting the effectiveness of teacher and principal preparation programs
- TL5 Providing effective support to teachers and principals

### Turning around lowest-achieving schools

- LS1 Intervening at the lowest-performing schools and districts
- LS3 Turning around lowest-achieving schools

## Criteria A, E, F

### State Success Factors

1. Building strong statewide capacity to implement, scale, and sustain proposed plans
2. Enlisting statewide support and commitment
3. Raising achievement and closing gaps

### General

1. Making education funding a priority
2. Demonstrating significant progress

- CS2 Ensuring successful conditions for high-performing charter and other innovative schools

### STEM

- ST1 Rigorous course of study in mathematics, sciences, technology and engineering
- ST2 Community partners assist teachers in integrating STEM content across grades / disciplines, promoting effective instruction, and offering applied learning opportunities for students
- ST3 More students prepared for advanced study and careers in STEM, including underrepresented groups and women

1 These thematic areas are what the U.S. Department of Education (ED) calls the "Four Assurances." The ED considers them to be priority areas that will drive the most education reform and have focused federal funds around them

SOURCE: U.S. Department of Education, team analysis

# Race to the Top: Vision and Reform

**Vision**

Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

**Education Reform Plan**

Strengthen our P-20 system to support our students and educators.

# State Strategies Related to School Turnaround

- Establish clear, consistent and measurable criteria to identify persistently lowest-achieving schools and their districts with greatest need for intervention
- Develop strategies and provide resources (including tools, approaches, training, and technical assistance) to support successful turnarounds
- Promote disciplined, coordinated execution of initiatives, with focus on results and accountability

# Current Initiatives

1. Develop framework for identifying 5% persistently lowest-achieving schools
2. Build OSPI team and external to support turnaround efforts under federal school improvement guidelines- voluntary in 2010
3. Propose required action legislation for turnaround efforts using federal school improvement guidelines to be implemented in 2011 for districts with persistently lowest-achieving schools

# Potential RTTT Initiatives

1. Serve additional districts and schools under turnaround initiative that might include schools in lowest 10% that are not served under Title I

2. Cluster similar school efforts for specific professional development and support:

- Alternative schools
- Tribal schools
- Schools with large ELL populations

# Potential Initiatives

4. Create cadre of turnaround teachers and principals to serve in lowest achieving schools

5. Review and vet private or public providers that provide group of education management operations to support turnaround models

6. Provide professional development for educators in effective instructional practices

# SPA Member Tasks

1. Examine other states plans for lowest achieving schools

2. Examine profiles of lowest achieving Washington schools

3. Provide feedback on propose initiatives

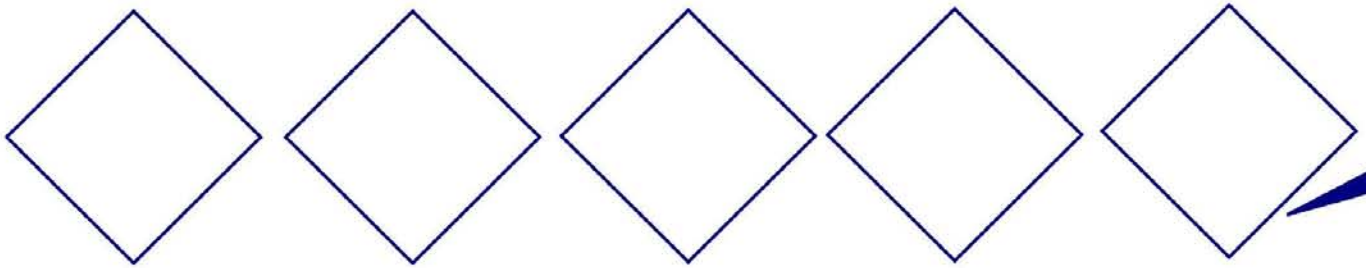
# SPA Member Feedback

- After reviewing the sample RTTT states plans for lowest achieving schools initiatives and share 2 things you like or dislike about their plans

- What do you think is important based on the review of profile schools for us to consider for initiatives to make schools successful?

- What do you think of the concepts of the six WA potential initiatives ? What changes/adds do you have?

**Premise: The goal is to create a school and/or district accountability determination that values and incentivizes college and career readiness.**



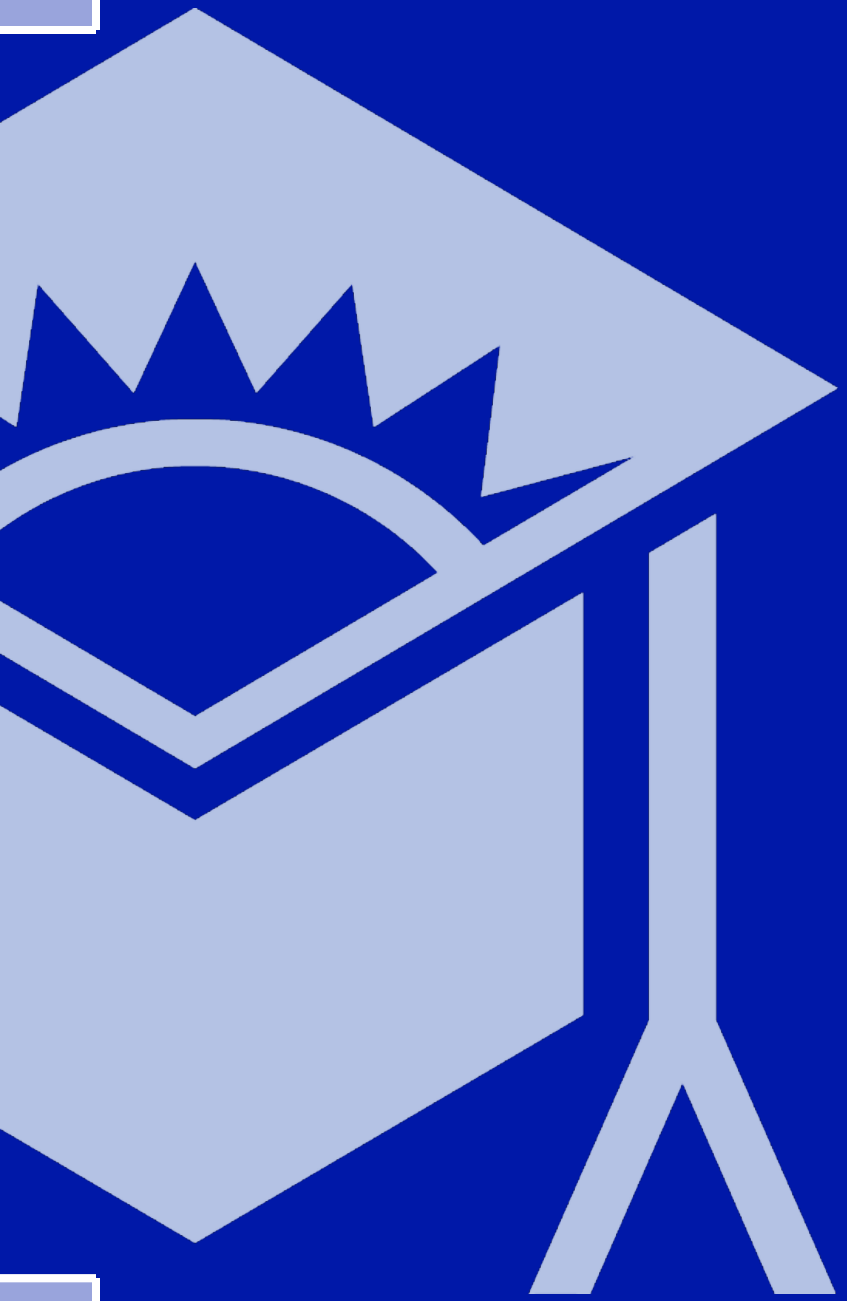
Select the 5 indicators you value the most. You can include indicators not in the chart.

What is the relative level of priority for including each of these indicators in accountability determinations? Which indicators should be weighted most heavily? Why?

What are the likely benefits of prioritizing these indicators in school accountability determinations?

What are the likely challenges of prioritizing these indicators in school accountability determinations?

To what extent does your state system already uses the indicators? How significantly is this vision from your current state accountability system? Would it require incremental or more extensive change?



# MEASURING AND INCENTIVIZING COLLEGE & CAREER READINESS

***System Performance Accountability Meeting***

**Bill Porter & Alissa Peltzman**
**Achieve, Inc.**
**February 9, 2010**

# IF CORE 24 IS THE ASPIRATION

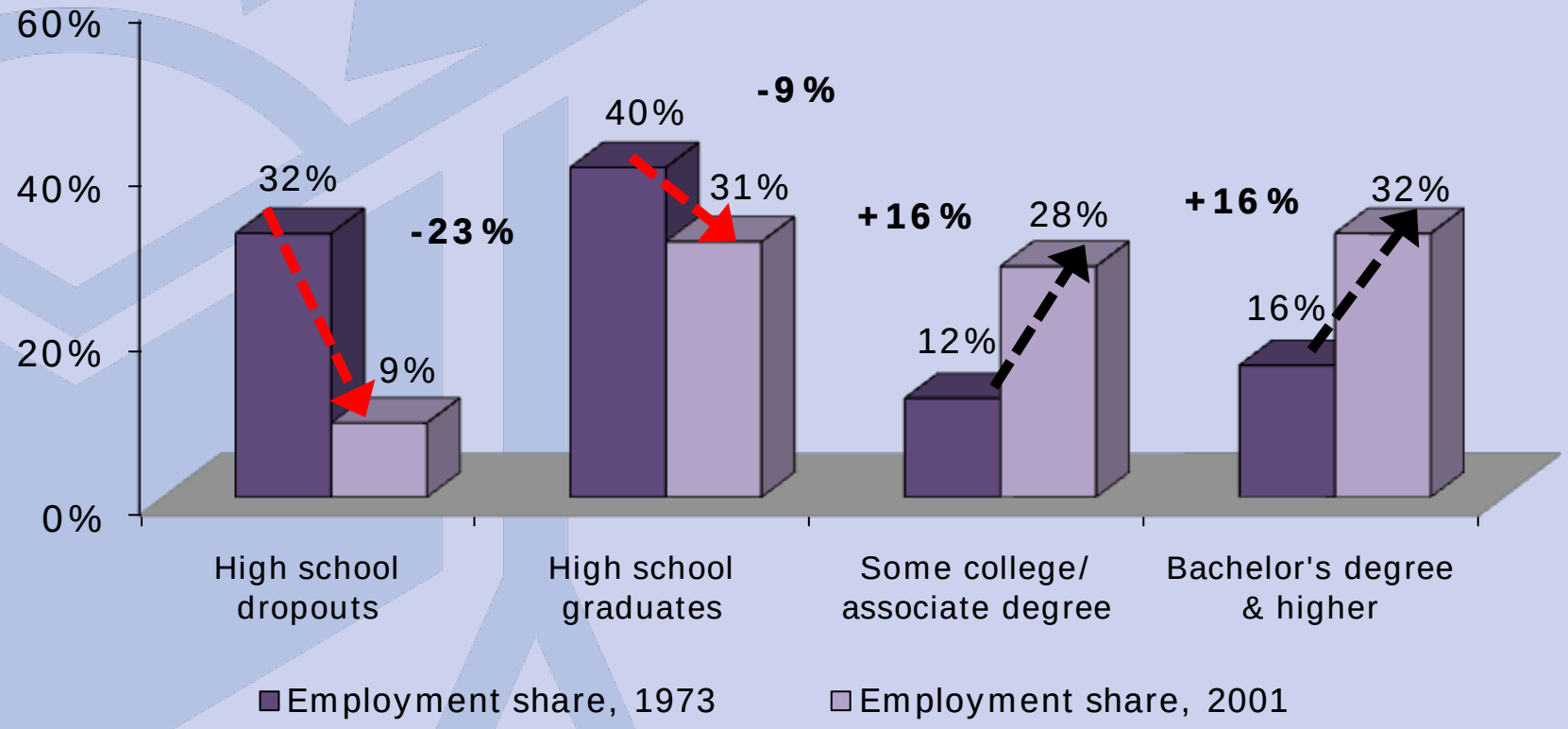
**YOUR CHALLENGE: Start Systematically Signaling College & Career Readiness**

## Key Assumptions:

- ✓ A High School Diploma Is No Longer Enough For Success
- ✓ Every Student Should Have The Opportunity To Pursue Postsecondary Education

# Jobs in Today's Workforce Require More Education & Training

Change in the distribution of education / skill level in jobs, 1973 v. 2001




Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K–16 Reform*, Educational Testing Service, 2003.

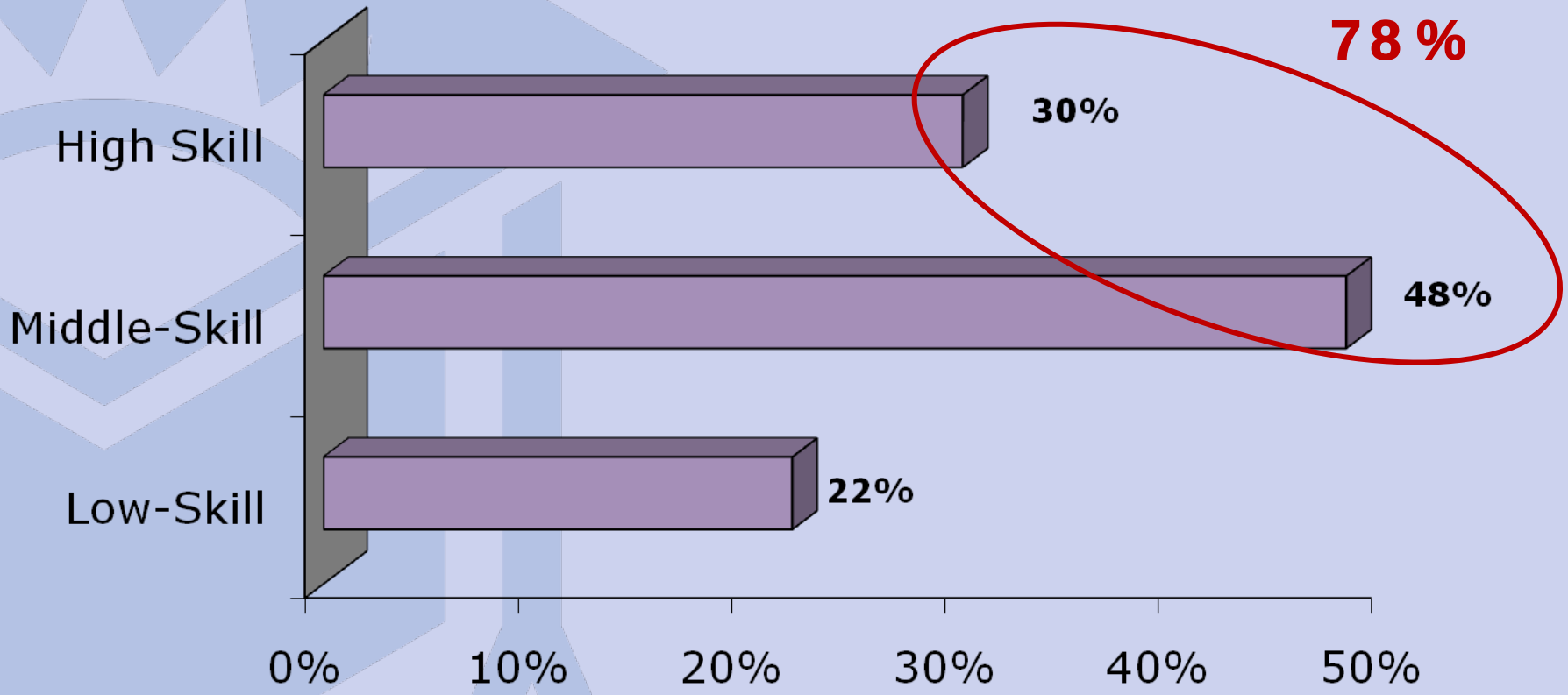
# The Rise of Middle-Skill and High-Skill Jobs

- New study breaks broad occupational groups into three categories based on BLS estimates of the educational attainment and training of people in those jobs.
  - **High-skill** occupations as those in the professional/technical and managerial categories.
  - **Middle-skill** occupations as all the others, including clerical, sales, construction, installation/repair, production, and transportation/material moving.
  - **Low-skill** occupations as those in the service and agricultural categories.

"Middle-skill" jobs require some education and training beyond high school (but typically less than a bachelor's degree), including associate's degrees, vocational certificates, significant on-the-job training, previous work experience or some college.

Source: "The Future of Middle-Skill Jobs" by Harry J. Holzer and Robert I. Lerman, Brookings Institution, February 2009.

# WASHINGTON: Projected Employment Shares by Occupational Skill Level

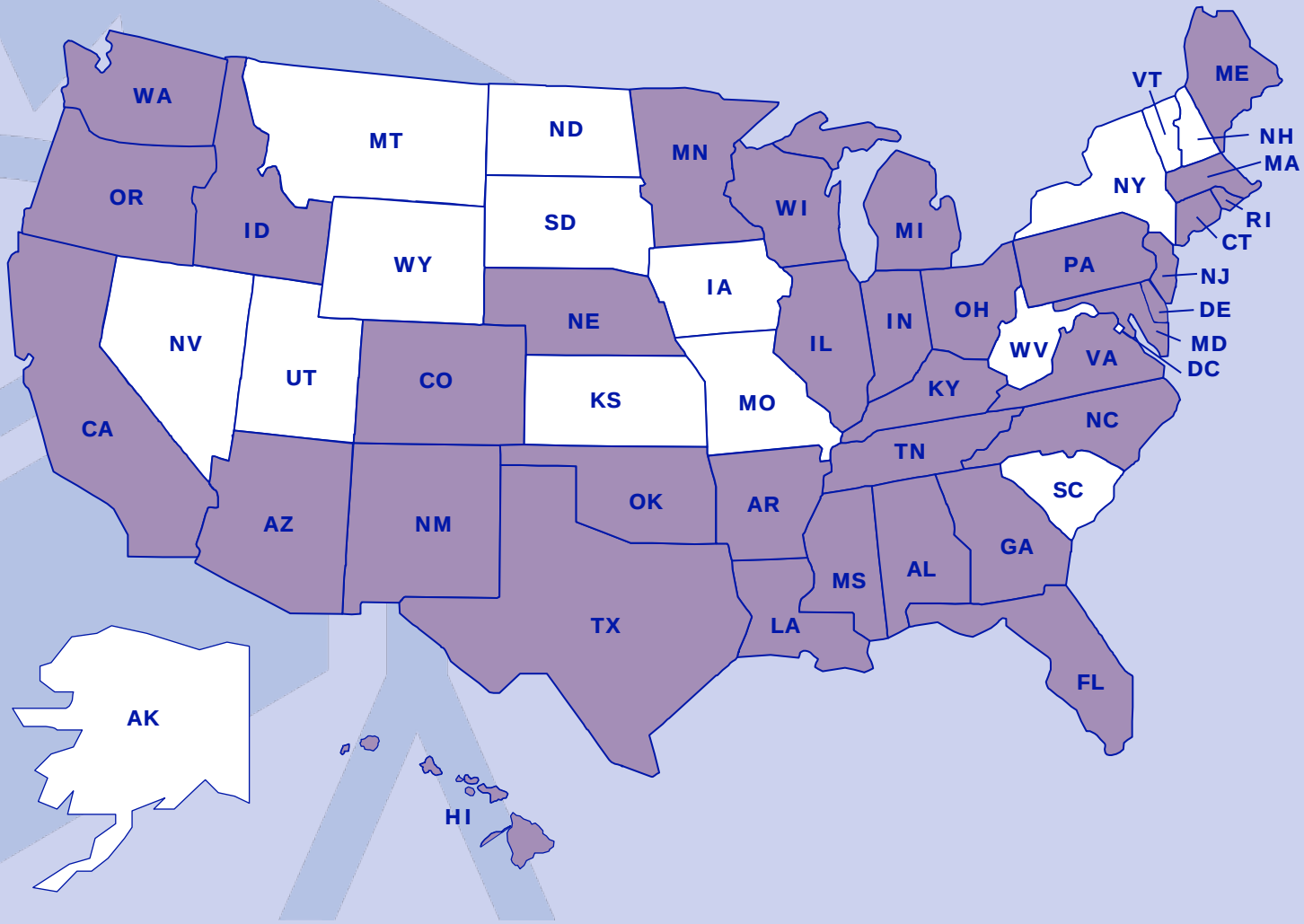



Source: Holzer, Harry & Robert Lerman (Feb 2009) "The Future of Middle-Skill Jobs." Brookings Institution; "Forgotten Middle-Skill Jobs," www.skills2compete.org

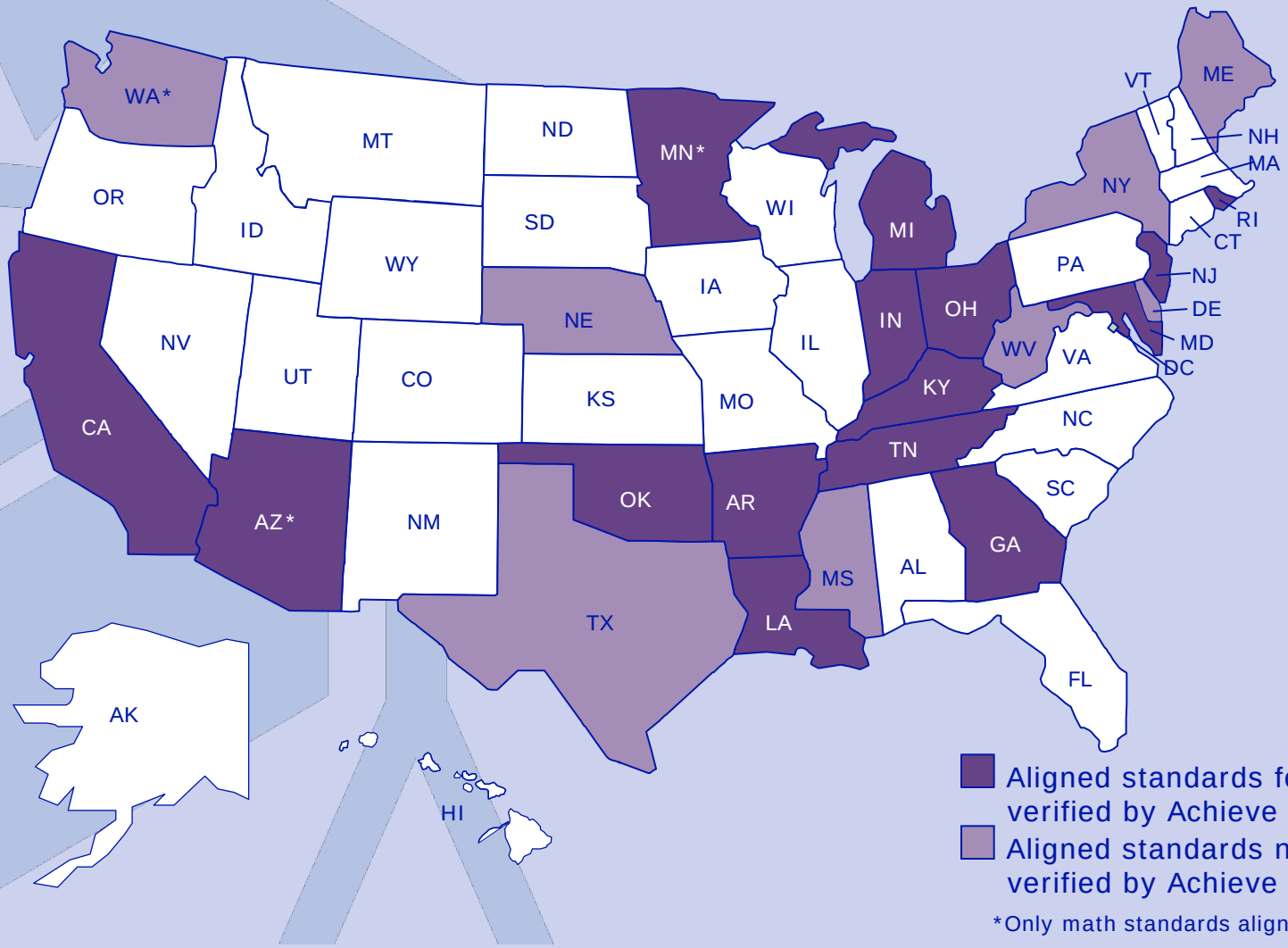
# THE SOLUTION: State-Led Efforts to Close The Expectations Gap

## *American Diploma Project Network Agenda*

# Today, the ADP Network Includes 35 states Educating 85% of the Nation's Students



# 23 States Have Aligned Standards




Aligned standards formally verified by Achieve

Aligned standards not verified by Achieve

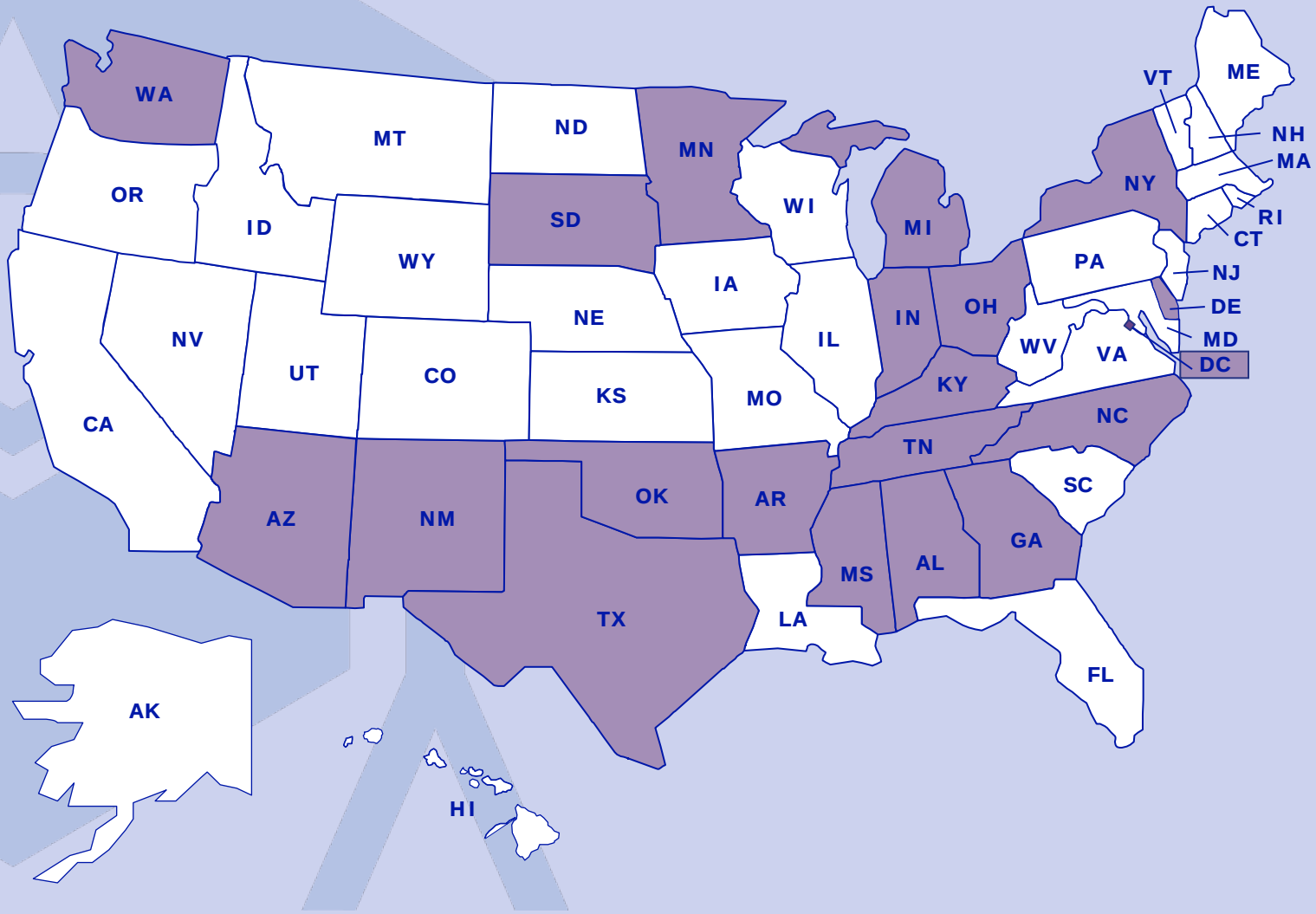
*Only math standards aligned

# Expectations Are the Same for Both College & "Good Jobs"

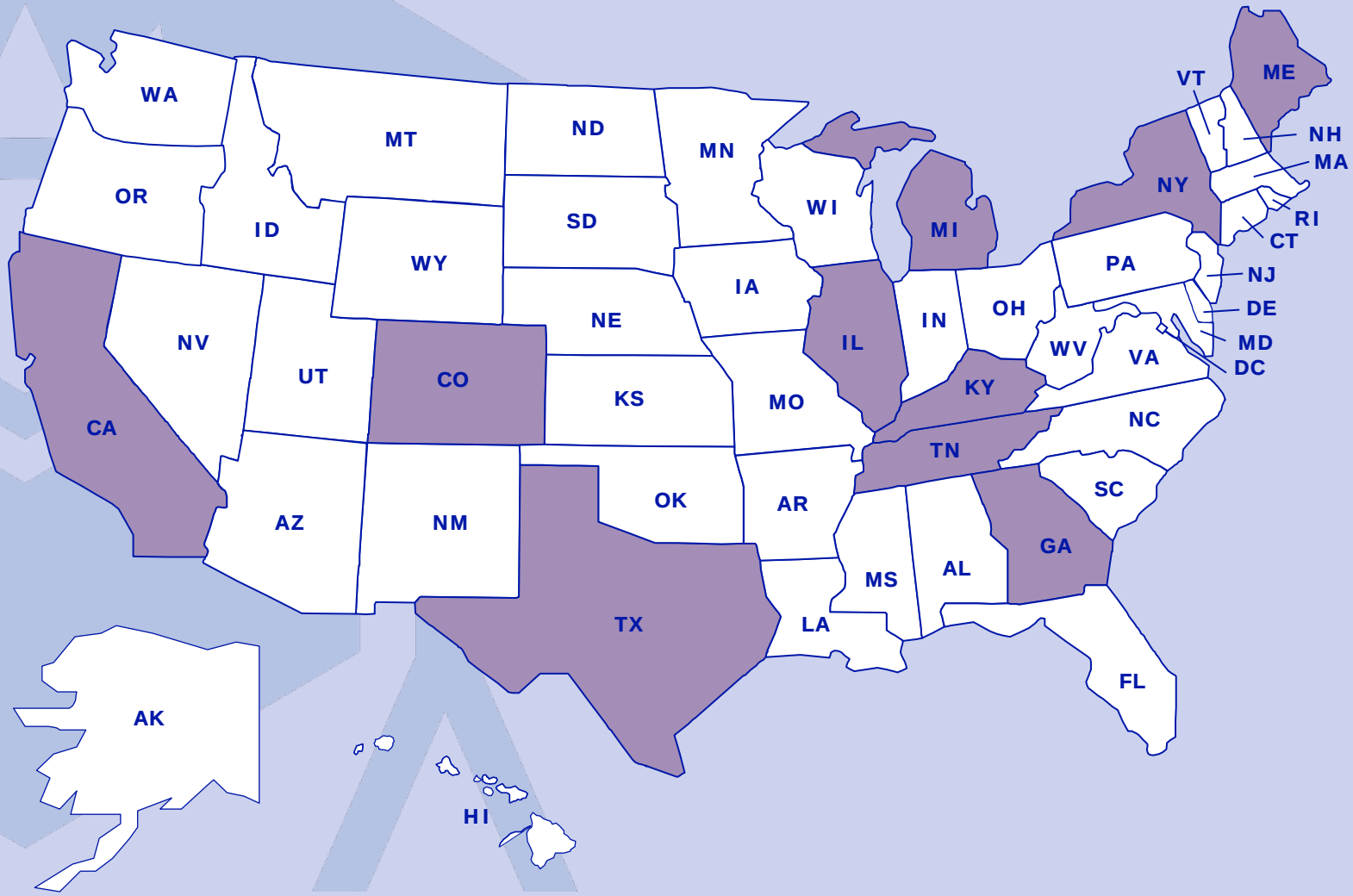
**Achieve's ADP Benchmarks** → **Common Core**

**High Degree of Convergence**

# States with College & Career Ready Graduation Requirements



# States with College & Career Ready Assessments



# What Do Current High School Accountability Systems Value?

- "*Proficiency*" on tests measuring knowledge & skills students should learn by early in high school—*not* the same as "*prepared*" for college and careers
- Graduation rates
- Other measures, such as attendance
- After-the-fact judgments, rather than indicators or progress
- Consequences, rather than incentives

**But college & career readiness rarely measured and valued**

# The Problems

# Evolving Accountability Systems

# A New Vision of Accountability

**Accountability systems need to reflect the goal of college- and career readiness for all students.**
Readiness must become the central driver.

**Readiness should not be viewed as a fixed state.**
Indicators should measure whether students are on a path toward, are meeting, and are exceeding college and career readiness.

**Accountability should provide actionable information to that can help improve teaching and learning.**
Indicators should

# Broadening Accountability Indicators to Value College & Career Readiness

| | Along the way toward college and career readiness | Meeting college and career readiness | Exceeding college- and career readiness |
|---|---|---|---|
| **Course completion and success** | ✓ Timely credit accumulation<br>✓ Credit recovery | ✓ Completion of college & career ready course of study | ✓ Participation in AP, IB and dual enrollment |
| **Achievement** | ✓ Performance on aligned assessments early in high school<br>✓ Grades | ✓ Meeting standards on anchor assessment<br>✓ Postsecondary remediation rates | ✓ College-level performance on AP and/or IB exams |
| **Attainment** | ✓ Graduation | ✓ Earning a college- and career-ready diploma | ✓ Earning dual enrollment credits<br>✓ Application to and enrollment in postsecondary |

# Range of Uses for College & Career Ready Indicators

# Defining the Baseline of a College & Career Ready High School Accountability System

# *Who Reports What*: Preview of Data from Achieve's 50 state report (2010)

## Percentage of High School Graduates Who Earn a College- And Career-Ready Diploma

| State | Annual School-level Public Reporting | Statewide Performance Goals | School-level Incentives | Accountability Formula |
|---|---|---|---|---|
| Alabama | ✓ | | | |
| Arkansas | | | ✓ | |
| Hawaii | ✓ | ✓ | | |
| Indiana | ✓ | ✓ | | |
| Louisiana | ✓ | ✓ | | |
| Mississippi | | | | ✓ |
| New York | ✓ | | | ✓ |
| Ohio | ✓ | | | |
| Texas | ✓ | ✓ | ✓ | ✓ |
| Virginia | ✓ | | ✓ | |

# *Who Reports What*: Preview of Data from Achieve's 50 state report (2010)

## Percentage of High School Graduates Who Obtain a Readiness Score on a College & Career Ready High School Assessment

| State | Annual School-level Public Reporting | Statewide Performance Goals | School-level Incentives | Accountability Formula |
|---|---|---|---|---|
| California | ✓ | | | |
| Florida | | | | ✓ |
| Louisiana | | ✓ | | |
| Michigan | ✓ | | ✓ | |
| Minnesota | | ✓ | | |
| New York | ✓ | | | |
| Oklahoma | | | | ✓ |
| Texas | ✓ | ✓ | ✓ | |

# *Who Reports What*: Preview of Data from Achieve's 50 state report (2010)

## Percentage of High School Graduates Who Earn College Credit While Still in High School

| State | Annual School-level Public Reporting | Statewide Performance Goals | School-level Incentives | Accountability Formula |
|---|---|---|---|---|
| Connecticut | | ✓ | | |
| Florida | | | | ✓ |
| Hawaii | | ✓ | | |
| Indiana | | ✓ | | |
| Kentucky | | ✓ | | |
| Minnesota | | ✓ | | |
| Ohio | ✓ | | | |
| Oklahoma | ✓ | | ✓ | ✓ |
| Texas | ✓ | ✓ | ✓ | |
| Utah | ✓ | | | |

# *Who Reports What*: Preview of Data from Achieve's 50 state report (2010)

## Percentage of Incoming First-Year College Students Who Require Remediation

| State | Annual School-level Public Reporting | Statewide Performance Goals | School-level Incentives | Accountability Formula |
|---|---|---|---|---|
| Georgia | ✓ | | | |
| Hawaii | ✓ | ✓ | | |
| Indiana | | ✓ | | |
| Kentucky | | ✓ | | |
| Louisiana | ✓ | | | |
| Missouri | ✓ | | | |
| New Mexico | ✓ | | | |
| Oklahoma | ✓ | | | ✓ |
| Texas | ✓ | ✓ | ✓ | |
| Wyoming | ✓ | | | |

# State Example: Louisiana
## *Setting Statewide Performance Goals*

- Louisiana's Board of Education adopted four college & career ready goals
- Example: *Goal #2 / Increase Readiness for Post-Secondary Education*

| Measure | 2005-2006 Baseline | 2009-2010 Target | 2013-2014 Target |
|---|---|---|---|
| % of students graduating with LA Core-4 Diploma | 58.5 | 62.5 | 72.5 |
| % of graduating class with ACT score of 18 or higher in English and 19 or higher in Math | 46.1 | 51.1 | 58.1 |

# State Example: Hawaii
# *Meaningful Public Reporting*

**Hawaii's College & Career Indicators Report**

- School-level data
- Organized by indicators to reflect exceeding, meeting and approaching college & career readiness
- Includes percentage of students:
  - ✓ Earning the college- and career-ready diploma
  - ✓ Enrolling in 2- and 4-year colleges
  - ✓ Last year's graduates enrolled in remedial courses at the state's 2-year community colleges
- First report cards in 2009; state didn't wait for all the data to get started, and continues to improve format

*For more information:*
http://www.p20hawaii.org/indicators_report.html

# State Example: Arkansas
## *Creating Incentives*

**Arkansas Smart Core Incentive Fund**

- Provide financial rewards to schools in which 90% of students have completed the Smart Core curriculum
- Schools must have maintained an overall graduation rate above the state average for the previous three years
- Monetary incentives range between $50 and $125 per Smart Core graduate, depending on percentage of graduating students who complete the Smart Core curriculum and earn the Smart Core diploma in the preceding year

*For more information:* see Act 1481, signed into law April 2009

# State Example: Florida
## *Accountability Determinations*

- Florida State Board of Education approved changes in September 2009
- Accountability formula incorporates:
  - ✓ High school cohort graduation rate, advanced-high school course-taking and success, and performance on measures of college readiness
- Schools will earn weighted credits for:
  - ✓ Number of students scoring "ready" on SAT, ACT and/or the state's College Entry-Level Placement Test (CPT)
  - ✓ Number of exams students take and the number of successful student outcomes (e.g., earning college credit, passing industry certification)

*For more information see,*
http://www.fldoe.org/board/meetings/2009_09_15/109981presentation.pdf

# State Example: Indiana
## *Triggering Supports and Interventions*

- Requires schools and districts to report the number of students who are “off track” to graduation and to advise such students about ways to recover missing credits and/or remediation options
  - ✓ Number of 9th graders who do not have enough credits to be promoted to 10th grade
- State dual enrollment funds support “fast track to college programs”
  - ✓ High school and college “blends” that offer older dropouts — over age 18 — a way to earn both a high school diploma and an associate degree
  - ✓ Taps a prominent community college in the state as the lead for this work
  - ✓ Doesn’t penalize high schools

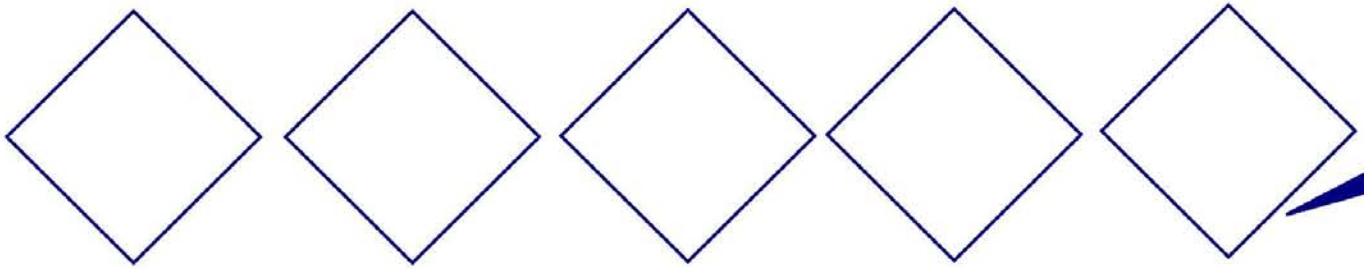
# Table Exercise:

# Constructing a College & Career Ready Accountability Model

**Design a new school and/or district accountability determination that values and incentivizes college & career readiness:**

- Which college & career readiness indicators do you value most?
- Which indicators should be weighted most heavily? Why?
- What are the likely challenges of prioritizing these indicators in school accountability determinations?
- How significantly different is this vision from your current state accountability system?
- Would it require incremental or more extensive change?

**Premise: The goal is to create a school and/or district accountability determination that values and incentivizes college and career readiness.**



Select the 5 indicators you value the most. You can include indicators not in the chart.

What is the relative level of priority for including each of these indicators in accountability determinations? Which indicators should be weighted most heavily? Why?

What are the likely benefits of prioritizing these indicators in school accountability determinations?

What are the likely challenges of prioritizing these indicators in school accountability determinations?

To what extent does your state system already uses the indicators? How significantly is this vision from your current state accountability system? Would it require incremental or more extensive change?

# Reflections?

- How consistent were the high priority indicators across your team?
- What are key differences between Washington's current model and the models you constructed?
- Is there political will in your state to make changes to the current accountability systems?
- What would you suggest be introduced immediately and what should be worked towards over several years?

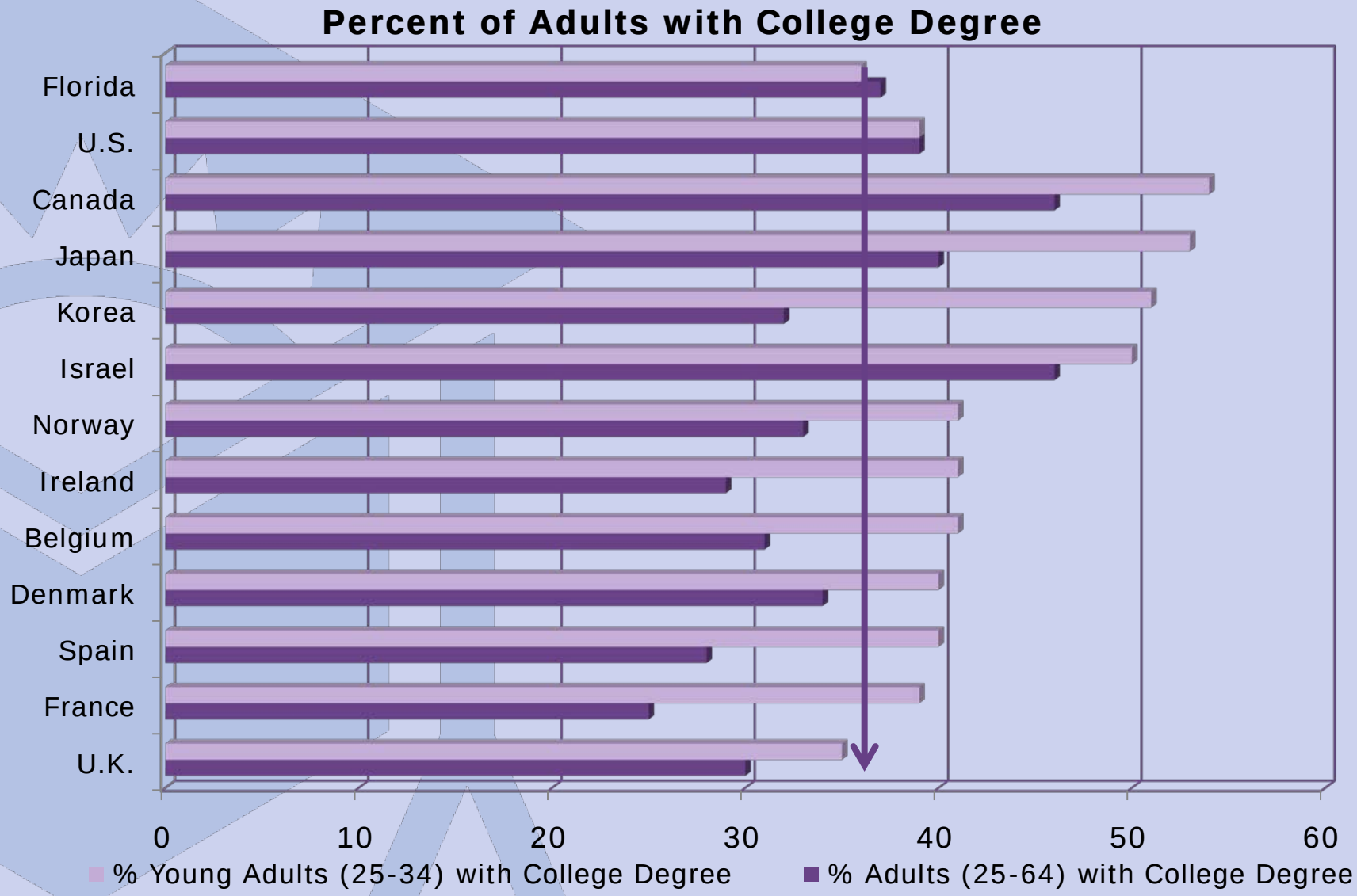
# *Advice*: Setting Statewide Performance Goals

- Identify *measurable* statewide performance goals
- Engage cross-section of stakeholders in the process
- Select indicators that reflect the goal, and calculate baseline data
- Balance ambition with reality
- Determine progress targets towards the goal… *And what will it take to succeed?*
- Build and deepen support for the goal
- Generate public reporting mechanisms

# Appendix A:

## *College and Career Readiness*
## A New Imperative for High Schools

# America's International Edge is Slipping




Source: OECD (2007), "Education at a Glance," (All rates are self-reported).
http://www.oecd.org/document/30/0,3343,en_2649_39263238_39251550_1_1_1_1,00.html

# America's International Edge is Slipping

| % of Citizens with Postsecondary Degrees Among OECD Countries, by Age Group (2007) | | | | | |
|---|---|---|---|---|---|
| | **55-64** | **45-54** | **35-44** | **25-34** | **ALL (25-64)** |
| 1. | **U.S. (37%)** | Canada (43%) | Canada (50%) | Canada (54%) | Canada (46%) |
| 2. | Canada (36%) | **U.S. (39%)** | Japan (47%) | Japan (53%) | Japan (40%) |
| 3. | Denmark (27%) | Japan (38%) | Finland (41%) | Korea (51%) | **U.S. (39%)** |
| 4. | Finland (27%) | Finland (34%) | **U.S. (40%)** | Norway (41%) | Finland (35%) |
| 5. | Sweden (25%) | Denmark (32%) | Korea (36%) | Ireland (41%) | Denmark (34%) |
| 6. | Neth. (24%) | Australia (31%) | Norway (35%) | Belgium (41%) | Norway (33%) |
| 7. | Norway (24%) | Norway (30%) | Denmark (35%) | Denmark (41%) | Australia (32%) |
| 8. | Australia (24%) | Neth. (30%) | Iceland (34%) | Spain (40%) | Korea (32%) |
| 9. | U.K. (24%) | Iceland (29%) | Belgium (33%) | France (39%) | Belgium (31%) |
| 10. | Germany (23%) | Switz. (29%) | Australia (32%) | **U.S. (39%)** | Iceland (31%) |
| 11. | Switz. (22%) | Sweden (28%) | Switz. (32%) | Australia (38%) | Neth. (30%) |
| 12. | Belgium (22%) | U.K. (28%) | Neth. (30%) | Finland (38%) | Sweden (30%) |
| 13. | Japan (22%) | N.Z. (27%) | Ireland (30%) | Sweden (37%) | U.K. (30%) |
| 14. | N.Z. (21%) | Belgium (27%) | Spain (30%) | Luxembourg (37%) | Ireland (29%) |
| 15. | Iceland (21%) | Germany (26%) | U.K. (30%) | Iceland (36%) | Switz. (30%) |
| | **Washington (42%)** | | **Washington (44%)** | **Washington (40%)** | **Washington (42%)** |

Source: OECD Education at a Glance, 2007; National Center for Higher Education Management Systems analysis of 2007 American Community Survey. http://www.higheredinfo.org

# Students Overwhelmingly Want to Succeed & Attend College

The vast majority of students intend to complete high school and go on to college:

- 93 percent of middle school students report there is "no chance" they will drop out in high school
- 92 percent of middle school students believe they will attend college.
- 94 percent of high school students say that they are planning to continue their education after high school either at a two- or four-year institution.

***But far too many of these students fail to realize these dreams***

Source: *Middle Schools Poll,* Prepared for the National Association of Secondary School Principals and Phi Delta Kappa, 2007; Civic Enterprises, *The Silent Epidemic: Perspectives of High School Dropouts,* 2006; Boys & Girls Clubs of America/Taco Bell Foundation for Teens, *Teen Graduation Crisis Survey,* 2009.

# The Importance of Rigorous Course-Taking in Closing Gaps

**Students who take challenging courses & meet high standards are much more likely to enter college ready to succeed.**

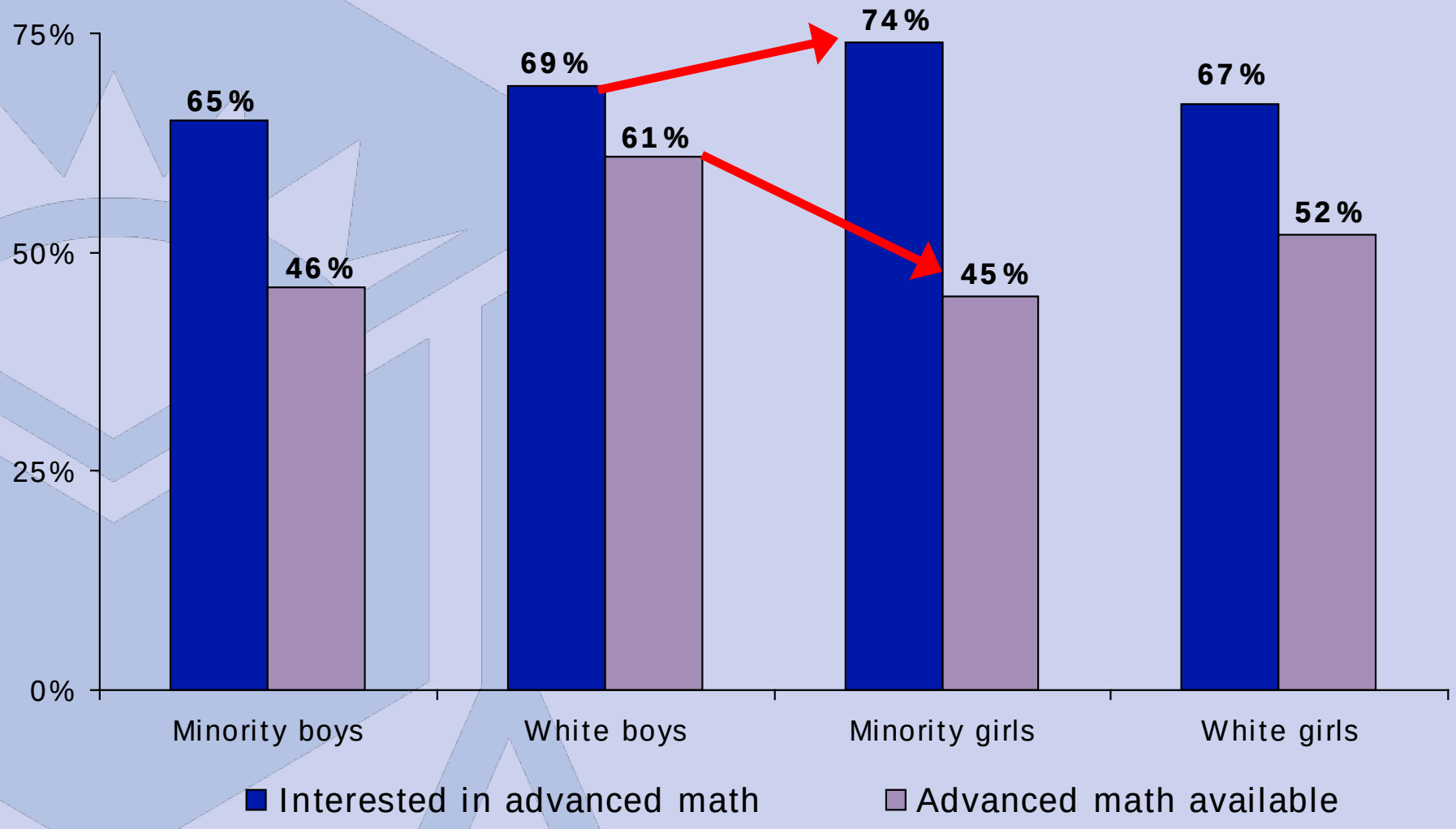
- 87% of first-generation college-going students – who took a highly rigorous course of study in high school – persisted in college or earned a degree after 18 months.
- Only 55% of first-generation students who took just a general curriculum persisted that long.

**High school students who take advanced math double their chances of earning a postsecondary degree:**

- 59% of low-income students who took advanced math in high school earned a bachelor's degree.
- 36% of low-income students who did not complete the rigorous high school course of study earned a bachelor's degree.

Horn, L. and A.M. Nuñez (2000). *Mapping the Road to College: First-generation Students' Math Track, Planning Strategies, and Context of Support.* U.S. Department of Education. http://nces.ed.gov/pubs2001/2001153.pdf; Adelman, C. (2006). *The Toolbox Revisited: Paths to Degree Completion from High School through College*. U.S. Department of Education.

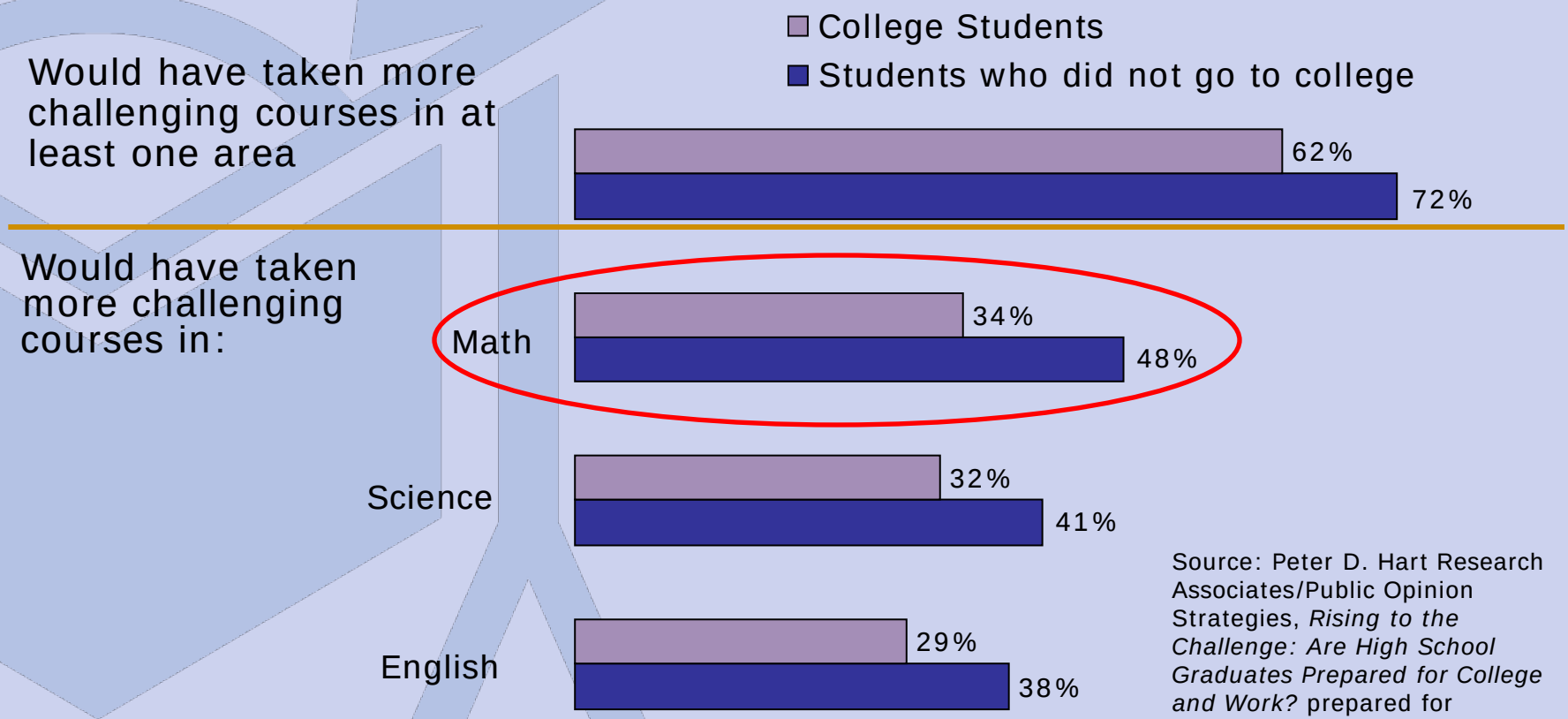
# For Minority Students, Interest in Advanced Math Greatly Exceeds Availability




Source: National Action Council for Minorities in Engineering, *Progress Toward Power: A Follow-Up Survey of Children's and Parents' Attitudes about Math and Science,* Research Letter, October 2001. Survey conducted by Harris Interactive, 1999.

# Nearly Half of Grads Entering the Workplace Regret Not Taking More Advanced Courses in High School

Knowing what you know today about the expectations of work …




Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

# The Bottom Line

- Educators and others are right to be concerned about dropout rates.
- In today's world, students who leave high school without a diploma face diminishing opportunities and a lifetime of financial struggle.
- The answer is not to continue to expect little of teenagers and to enroll low-achieving students in "easy" classes that bore them and teach them little of value.
- We owe it to students to challenge them and support them so that they graduate with the knowledge and skills necessary to succeed.

# Appendix B:

## *Putting the Pieces Together:* Designing a School Accountability Profile

# State A: Profile Method

# Example A: Profile Method

| Indicator | "Readiness Outcome" |
|---|---|
| College & Career-Ready Course of Study | Earn 3 units of credits in each of mathematics and language arts with a 3.0 GPA |
| | Earn 4 units of credit in each of mathematics and language arts with a 2.5 GPA |
| | Earn at least 3 units of credits in each content area with at least one AP/IB course and no less than a 2.5 GPA. |
| Achievement | Achieve *Proficient* performance level on combination of 4 EOC (Algebra II, Biology, English 11, Civics) |
| | Earn a 3 or higher on at least one AP test in a core subject |
| | Earn composite score of 1000 on the SAT or composite of 20 on the ACT |
| Attainment | Graduate and gain acceptance into accredited post-secondary institution |
| | Graduate and with approved career/ industry credential |

# State A: Profile Method

- There is one category with three components, one with four components, and one with two components, which yields 24 possible profiles that are acceptable (3 x 4 x 2)
- For example, one student who earns 3 units of credit with a 3.0 GPA, achieves *Proficient* on all EOCs, and graduates with an industry credential is regarded as college/ career ready. Another student has similar accomplishments in the Course of Study and Attainment categories, but scored *Basic* on the Algebra II EOC. However, this student scored 4 on the AP Statistics test, achieving an alternate college/ career ready profile.

# State B: Compensatory/ Index Method

- *Compensatory* means that higher performance on one measure may compensate for lower performance on another measure.
- An *index* involves assigning uniform values or weights to multiple indicators to create a single measure
- The values can (and often do) differ among the indicators, but once set, they do not change based on fluctuations in outcomes
- This is appropriate when indicators are regarded as having a fixed value.

# Example B: Compensatory / Index Method

| Indicator | Outcome | Points |
|---|---|---|
| College & Career-Ready Course of Study | Each mathematics or language arts credit earned; grade < B | 15 |
| | Each mathematics or language arts credit earned; grade = B | 25 |
| | Each mathematics or language arts credit earned; grade = A | 35 |
| | Bonus: Each AP course taken with AP test performance > 2 | 25 |
| Achievement | Score *Basic* on 11th grade EOC or EOG assessment in mathematics/ language arts | 80 |
| | Score *Proficient* on 11th grade EOC or EOG assessment in mathematics/ language arts | 100 |
| | Score *Advanced* on 11th grade EOC or EOG assessment in mathematics/ language arts | 120 |
| | Bonus: earn composite score of 1000 on SAT or 20 on ACT | 40 |
| Attainment | Certificate of attendance | 50 |
| | College & Career- ready diploma | 200 |
| | College & Career-ready diploma and with approved honors in career/ industry | 220 |
| | Bonus: gain acceptance into accredited post-secondary institution | 50 |

# State B: Compensatory/ Index Method

- The system is designed such that a score of 200 in each indicator category provides evidence of readiness.
- The index is compensatory in nature such that falling below standard on one element can be offset by superior performance on another.
- For example, scoring at the Basic level on the state assessment yields 80 points, but scoring Advanced awards 120 points.
- Because 100 points are earned for scoring Proficient, a Basic/ Advanced combination produces the same value as a Proficient/ Proficient combination.
- The index certainly doesn't have to be compensatory (or fully compensatory).

# State C: Conjunctive Method

- Conjunctive means that a student who misses the readiness target on any indicator has not met the overall readiness expectations.
- Appropriate when the state regards each component as critical to determinations of readiness.
- For example, a student may earn the required units of mathematics and language arts with a high GPA and graduate with a standard diploma. However, if this student scores Basic on the state assessment, he/she has not met the overall readiness criterion.

Achieve

American Diploma Project Network

For more information on Achieve, please visit Achieve on the Web at http://www.achieve.org

# Designing a College & Career-Ready Accountability System

## Appropriate & Effective Uses of College & Career-Ready Indicators

If college and career readiness is the goal for all students, the indicators used to evaluate high school performance should reflect that core goal. We recommend that states build their accountability systems around three types of indicators: ***completion of and success in the college- and career-ready course of study***, ***achievement***, and ***attainment***. Readiness should not be viewed as a fixed state where students either make it or they don't. We recommend that states design their information and accountability systems in a manner that reflects a continuum of whether students are ***progressing toward***, ***meeting*** and ***exceeding*** college and career readiness. By creating a continuum of indicators, states can accomplish two things that most accountability systems today do not. First, they can ensure that students who are identified as off-track get the attention and resources they need to get back on-track before it's too late. Second, they avoid a situation where the floor becomes the ceiling and instead provide incentives for students who achieve the college and career readiness standard earlier in high school to continue to strive for more.

***In each cell please circle the letter(s) that represent appropriate use of the indicator for your state system.***

***A= Core School and/or District-Level Accountability Determination*** ***I= Incentives & Rewards***

***T= Trigger supports, interventions and inform diagnostic review*** ***P= Public Reporting***

| | Along the way toward college & career readiness | Meeting college & career readiness | Exceeding college- & career readiness |
|---|---|---|---|
| **Course completion & success**<br>Successfully completing a rigorous core curriculum is essential for success in higher education and the workforce. Schools need to monitor progress toward completion of the core curriculum. This requires timely information on credit accumulation, so they can provide support to students at risk of failing, and help students who do fail courses to recover needed credits in a timely manner. | • Timely credit accumulation<br>*A I T P*<br>• Credit recovery<br>*A I T P* | • Successful completion of college- and career-ready course of study<br>*A I T P* | • Participation in AP, IB and dual enrollment<br>*A I T P* |
| **Achievement**<br>Performance on anchor assessment(s) can signal college and career readiness. Performance on exams in lower grades can provide indicators of progress toward readiness, triggering needed supports an interventions. | • Performance on aligned assessments early in high school<br>*A I T P*<br>• Grades*<br>*A I T P* | • Meeting standards on anchor assessment<br>*A I T P*<br>• Postsecondary remediation rates<br>*A I T P* | • College-level performance on AP and/or IB exams<br>*A I T P* |
| **Attainment**<br>While most states are moving toward calculating and reporting the cohort graduation rate, far too few are holding schools and districts accountable for improving their rates. States that have an opt-out provision for their college- and career-ready course of study should include both the percentage of students who earn a regular diploma and the percentage who earn a college- and career-ready diploma in the accountability system and establish an expectation that both rates will increase. States should consider how to incorporate data on college-going and remediation into their accountability systems. | • Graduation<br>*A I T P* | • Earning a college- and career-ready diploma<br>*A I T P* | • Earning credits in dual enrollment courses<br>*A I T P*<br>• Application to and enrollment in postsecondary<br>*A I T P* |

**when necessary quality control mechanisms have been established*

# College and Career Indicators Report Class of 2008

*President Barack Obama challenged the country to return to its position as first in the world in higher education: 60% of working age adults with a two or four year college degree by 2025.*

*The Hawai'i P-20 Council set a goal of 55% of Hawai'i's working age adults having a two-or four-year degree by 2025, an increase from 40% in 2000.*

## Vision of a High School Graduate for Hawaii Department of Education

**All public school graduates will:**

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers without need for remediation.

For Hawai'i and its residents to be competitive globally, we must increase the education of our residents. Meeting the goals for economic competitiveness requires improvement of educational outcomes at all levels:

- More children in quality early education programs and entering kindergarten ready to learn;
- More children reading at grade level by third grade;
- More youth graduating high school ready for success in careers and college;
- More high school graduates entering college and earning their degrees in a timely manner; and
- More college graduates meeting the state's workforce needs.

This report presents information on how well Hawai'i's graduates are prepared for career and college success and to achieve the State of Hawai'i Depatment of Education's Vision of a High School Graduate. The indicators are selected from data currently available and based on recommendations from the report, *Measures that Matter: Making College and Career Readiness the Mission of High Schools* (http://www.achieve.org/node/79).

The report on the Class of 2008 marks the first time that the State of Hawai'i Depatment of Education and the University of Hawai'i have produced this report in cooperation with Hawai'i P-20 Partnerships for Education and Kamehameha Schools. In the future, DOE and UH expect to issue this report each spring for the previous year's graduating class. Additional report measures are expected to be added in the future as data become available.

We appreciate your suggestions and comments about the data reported, explanations of the data and other indicators to include in this report.

Please contact Jean Osumi at josumi@hawaii.edu
Hawai'i P-20 Partnerships for Education

HAWAI'I P-20
Partnerships for Education
*Spark. Transform. Excel.*

# College and Career Indicators Report
# Class of 2008

## President Theodore Roosevelt High School

### Complex Area: Kaimuki-Kula Kaiapuni O Anuenue-McKinley-Roosevelt

### June Graduates Statistics, 2008

| | School | Statewide |
|---|---|---|
| High School Completers | 365 | 11,303 |
| Non-completers | 4 | 488 |
| Total | 369 | 11,791 |

### Exceeding College and Career Readiness

| | | |
|---|---|---|
| College Enrollment Nationwide (percent of completers), Fall 2008‡ | 251 (69%) | 5,796 (51%) |
| 2-year college | 113 (31%) | 3,499 (31%) |
| 4-year college | 138 (38%) | 2,297 (20%) |
| Advanced Placement (AP), 2007–2008 | | |
| Number of students taking AP exams | 108 | 2,932 |
| Number of exams taken | 209 | 4,498 |
| Exams scored 3 of 5 or better | 160 | 1,931 |
| Running Start Participants, Summer 2007–Spring 2008 | 32 (9%) | 487 (4%) |
| University of Hawai'i College credits attempted | 114 | 2,152 |
| University of Hawai'i College credits earned | 99 | 1,976 |

### Meeting College and Career Readiness

| | | |
|---|---|---|
| College Board SAT, Graduating Seniors 2008 | | |
| Number of students taking the SAT | 230 | 4,961 |
| Critical Reading (average score) | 492 | 456 |
| Mathematics (average score) | 527 | 473 |
| Writing (average score) | 483 | 441 |
| BOE Recognition Diploma Awarded, 2008 | 167 (45%) | 3,637 (31%) |

### Approaching College and Career Readiness

| | | |
|---|---|---|
| Hawai'i State Assessment | | |
| Reading, Spring 2006 – percent proficient | 65% | 47% |
| Mathematics, Spring 2006 – percent proficient | 36% | 27% |
| Science, Fall 2007 – percent proficient | 45% | 27% |
| High School Diplomas Awarded, 2008 | 359 | 11,087 |
| On-time graduation rate (2008 graduates) | 89% | 80% |
| June 2008 graduates enrolled at the University of Hawai'i Community Colleges (UHCC), Fall 2008 | 114 | 3,379 |
| Number of students enrolled in remedial or developmental mathematics (of those enrolled at the UHCCs) | 63 (55%) | 1,680 (50%) |
| Number of students enrolled in remedial or developmental English (of those enrolled at the UHCCs) | 56 (49%) | 1,645 (49%) |

‡ These data represent graduates' confirmed college enrollment following high school graduation and are based on reports provided by the National Student Clearinghouse. Hawai'i P-20 recommends that schools may estimate their actual college going rates to be approximately six percentage points higher than confirmed Clearinghouse enrollments. For further explanation, see technical report at http://www.p20hawaii.org/indicators_report.html.

# Proposed Performance Improvement Goals

February 2010

Dr. Pete Bylsma
Consultant, State Board of Education

## Background

The Legislature requires the State Board of Education to adopt performance goals for Washington schools and districts. This requirement is part of the Board's mandate, as described in *RCW 28A.305.130* (Powers and duties—Purpose). According to this legislation:

SBE shall adopt/revise performance improvement goals in:

- Reading, writing, science, and mathematics, by grade level
- Academic and technical skills in secondary career and technical education (CTE) programs and student attendance, as the board deems appropriate.

Goals may be established for:

- Student groups (all, low income, ELL, special education, race/ethnicity)
- School and district graduation rates and dropout reduction goals for students in grades 7-12.

The Board is to adopt the goals by rule, but before the goals are implemented, the House and Senate education committees of the state legislature must review them.

The only goals currently in place are associated with federal requirements, primarily the Adequate Yearly Progress (AYP) measures related to No Child Left Behind (NCLB). These "state uniform bars" established annual performance goals in reading and math at three grade levels[1] through 2014, at which time all students are required to meet standard. NCLB also requires at least 95% of the students to participate in the state tests. Nine different student groups must meet these goals at the school and district levels. In addition, NCLB requires goals for one more indicator at the different grade levels.[2] All the goals must be met each year in order for a school and district to make AYP. Prior to NCLB, the only state goal was related to improving grade 4 reading scores.[3]

## Proposed Goals

A number of principles guided the development of this set of proposed improvement goals. Specifically, the goals should be challenging yet attainable, easy to understand, based on a group's own baseline, rely on available data, include all student groups, meet the legislative requirements, and when appropriate, be consistent with state and federal accountability measures. With these principles in mind, the following goals are proposed.

1. Improvement goals should be established in reading, writing, math, science, extended graduation rate, and WLPT (for ELLs) at the school and district levels, with the results combined across all grades (e.g., a K-5 school would have goals based on results in all its tested grades).

2. Set goals for student groups using their own 2010 baseline.

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[1] NCLB required states to administer state assessments in grades 3-8 and one grade in high school. Results for grades 3-5 are combined to generate elementary school results, and the results for grades in 6-8 are combined to generate middle school results.

[2] In Washington, the "other indicators" are the extended graduation rate at the high school level and the unexcused absence rate at the elementary and middle school levels. NCLB requires these goals to be met by the "all students" group but not the eight student subgroups, except when accessing "safe harbor."

[3] The goal was to reduce the percentage of students not meeting standard by 25% from 1998 to 2001.

3. Improvement goals should reflect a 33% reduction in those not meeting the ultimate goal (e.g., 100% meeting standard, graduating) every 4 years, beginning in 2010.[4]

4. Set the 2018 goal based on the performance in 2014. It should be re-established earlier if the 2014 goal is met before 2014.

5. Do not establish goals for secondary CTE programs, attendance, dropouts, or test participation. The state does not collect data on CTE and attendance, dropout rates are used to compute the graduation rates, and very few problems exist with student participation.

Figures 1-4 provide examples of the academic improvement goals for a hypothetical district.[5] In each case, goals are established for 2014 and 2018 based on the 2010 results. These examples show trends for the "all students" group. Each student group would have similar goals when there are at least 10 students (very few schools and districts will have goals for every group).

Other Issues

Three other issues should be discussed.

1. Consider establishing post-secondary or college-readiness goals (e.g., reducing remediation rates, increasing college-going rate, increasing college-ready rates based on credits earned). The lack of available data may restrict the scope of these goals in the near future.

2. Discuss what consequences (e.g., recognition, assistance, etc.) should occur, if any, when the goals are met or not met.

3. Discuss how best to establish goals for alternative schools.

[4] Using 2010 as the baseline and a 4-year cycle allows us to have 2014 as a critical year (the same as AYP) and gives the field sufficient notice and time to improve. The 33% reduction in 4 years is about the same as a 25% reduction in 3 years and is easy to remember.

[5] Actual "all students" results for the state are shown through 2009 for grades 4,7, and 10 (5,8, and 10 for science). The 2010 results are hypothetical.

Figure 1: Hypothetical Example of Proposed Reading Goal for a District

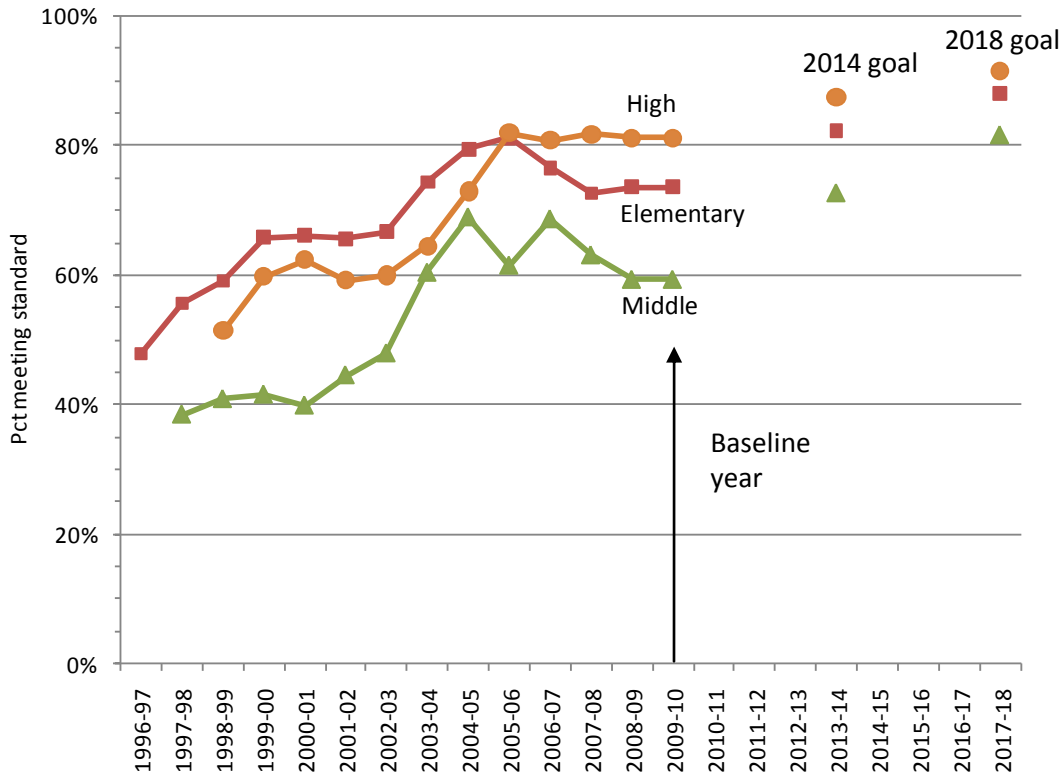



Figure 2: Hypothetical Example of Proposed Writing Goal for a District

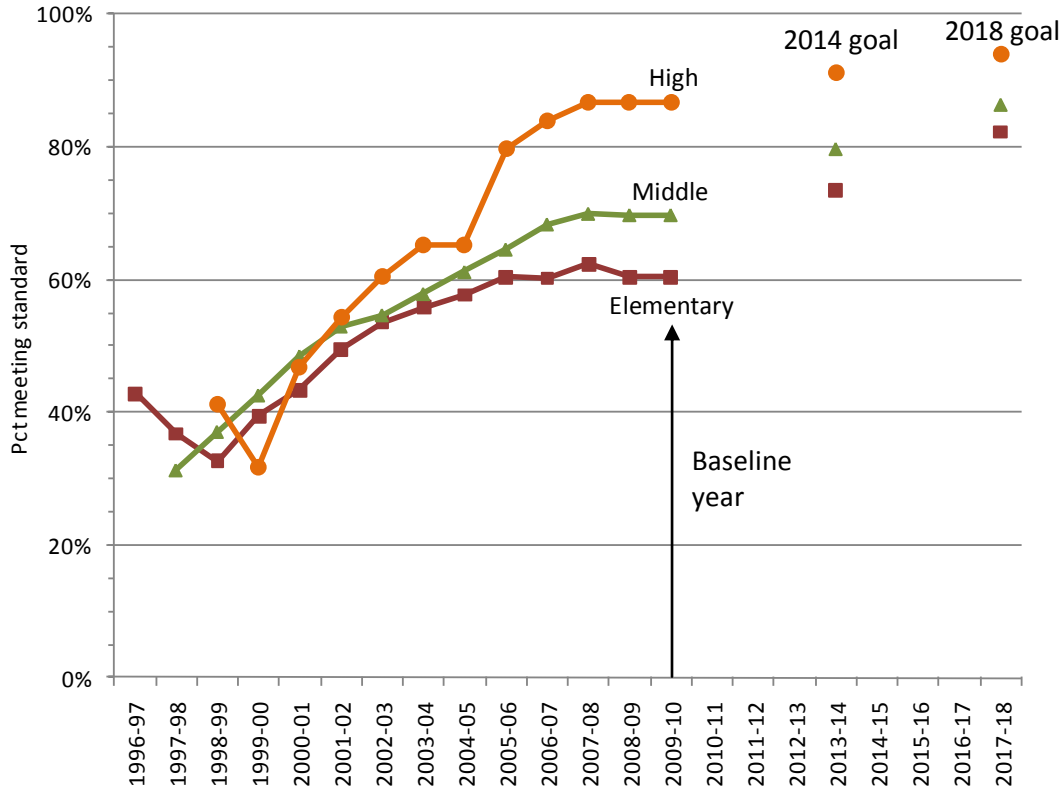


Figure 3: Hypothetical Example of Proposed Math Goal for a District

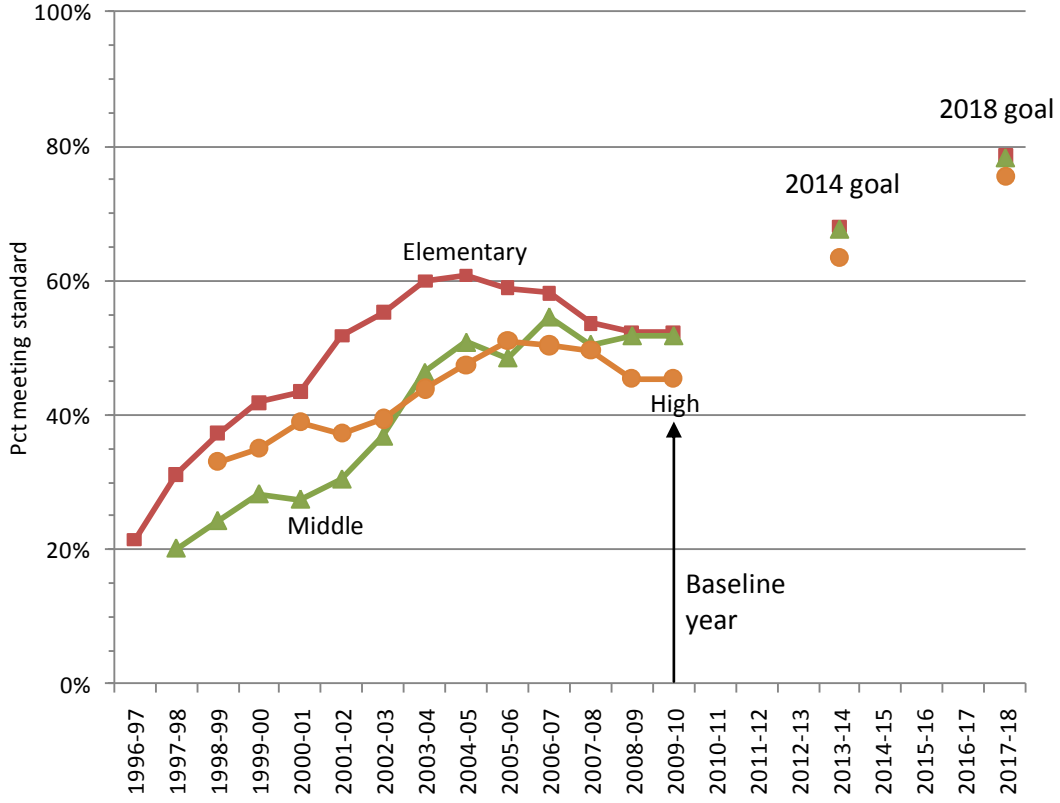
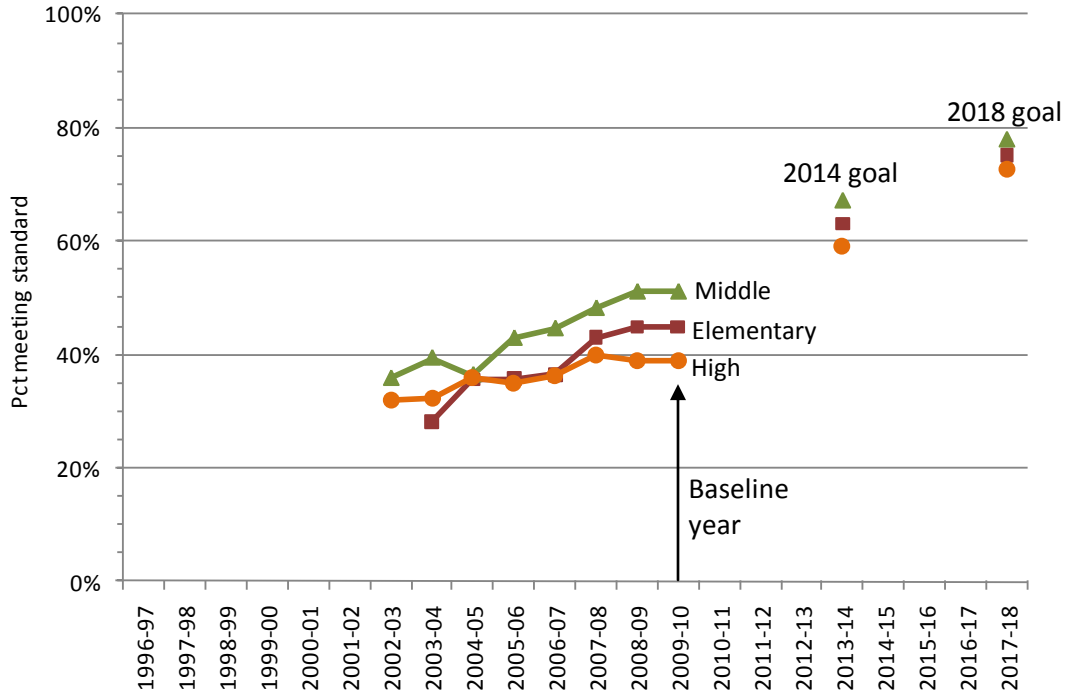



Figure 4: Hypothetical Example of Proposed Science Goal for a District



| **Washington State Board of Education System Performance Accountability (SPA) Meeting and Calendar 2010 Work**<br><br>**All meetings will be 1:00 – 4:30 p.m. (unless otherwise indicated)** | |
|---|---|
| **February 9, 2010**<br>**Renton School District**<br>**1:00 – 4:30 p.m.** | • Update on Required Action Legislation (Edie)<br>• Update on SBE Accountability Index with Feds (Edie)<br>• Update on SBE/OSPI recognition (Pete)<br>• Update on WLPT/ELL data for OSPI (Pete)<br>• SBE legislative mandate on performance goals and possible next steps (Pete)<br>• Career and college readiness goals and indicators – what other states are doing and what Washington might consider (Alissa Peltzman and Bill Porter from Achieve) and SPA feedback<br>• Race to the Top Initiatives (Edie/Janell) and SPA feedback<br><br>**Outcomes:** Take ideas to our Board for discussion as part of their strategic plan on performance goals and Race to the Top. |
| **April 13, 2010**<br>**Puget Sound ESD**<br>**10:00 a.m. – 3:30 p.m.** | • Update on progress with Feds on SBE Accountability Index (Edie, Bob H., and Pete)<br>• Proposed performance goals and career/college readiness goals and indicators (Pete) and SPA feedback<br>• State data and report cards (OSPI, SBE, and OFM)<br>• School and district improvement plans (Janell/OSPI and Brad) and SPA feedback<br>• Accountability using the prototypical schools model (Pete)<br>• Update Race to the Top Initiatives (Edie and Janell)<br><br>**Outcomes:** Prepare revisions to SBE rule on school and district improvement plans for SBE consideration in summer/fall. Prepare response to legislature on prototype schools. Take feedback to Board on performance goals and Race to the Top initiatives. |
| **June 8, 2010**<br>**Puget Sound ESD**<br>**1:00 – 4:30 p.m.** | • SBE Report Card and OSPI Report Cards (Pete and OSPI staff)<br>• Refinements to Recognition System (subgroup achievement and district recognition)<br>• Review draft changes to rules for school and district improvement plans<br>• RTTT final application<br><br>**Outcomes:** Provide feedback to the Board on how to move forward on SBE report card and SBE rules for school and district improvement. |

## System Performance Accountability (SPA) Work for 2010 Calendar Year

Below is the work we set out for SPA in 2009, which goes into 2010 — Black dot indicates it is accomplished. Hollow dot means we have work to do:

- ● Approve the provisional state Accountability Index and proposed recognition system by May 2009.
- ● Finalize OSPI-SBE recognition program(s) by July 2009 for 2009-2010 school year based on provisional Accountability Index.
- ● Work with OSPI and stakeholders to refine continuous improvement model processes, which includes OSPI voluntary support programs renamed Voluntary Action Districts (and the Innovation Zone) and Academic Watch for Challenged Schools renamed Required Action Districts, June – November 2009.
- ● Submit report and proposed legislation on accountability to the legislature by December 1, 2009.
- ○ Work with OSPI (and national groups) to request the U.S. Department of Education to use the provisional state Accountability Index when making AYP decisions, beginning with results generated in the 2010-2011 school year (we realize we may need to adapt our Accountability Index to meet federal expectations).
- ○ Develop performance goals on student achievement (new work in 2010).
- ○ Develop college and career readiness goals as part of performance goals.
- ○ Revise school and district improvement plan rules (new work in 2010).
- ○ Consider SBE Report Card indicators on topics such as college and career readiness (new work in 2010).
- ○ Examine how the prototypical school model could be used in a system of accountability (new work in 2010, as required by ESHB 2261).
- ○ QEC recommendation to create struggling schools oversight fund component for formula to address Required Action Districts. What is the SBE's role in this?

Washington State Board of Education
System Performance Accountability (SPA)
February 9, 2010

# Setting Performance Goals

Dr. Pete Bylsma
SBE Consultant

# Legislative Mandate

*RCW 28A.305.130 Powers and duties—Purpose*

SBE *shall* adopt/revise performance improvement goals in:

- reading, writing, science, and mathematics, by grade level
- academic and technical skills in secondary CTE programs and student attendance, *as the board deems appropriate.*

Goals *may* be established for

- Student groups (all, low income, ELL, special education, race/ethnicity)
- School and district graduation rates and dropout reduction goals for students in grades 7-12.

SBE shall adopt the goals by rule.

Prior to implementation, SBE shall present the goals to the House and Senate education committees for review and comment.

# Proposed Goals

Establish school and district improvement goals for student groups based on their own 2010 baseline

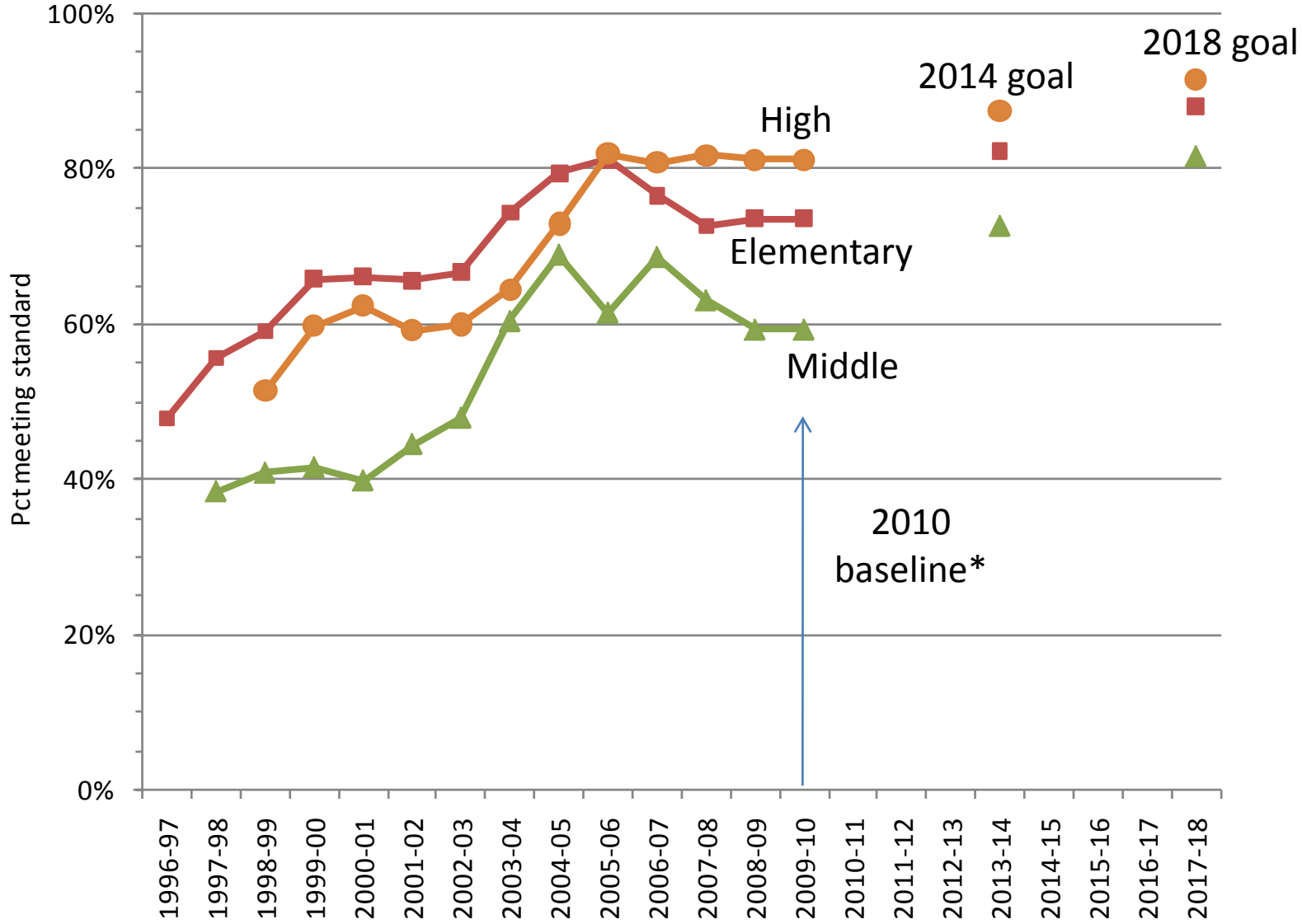
- Set goals for reading, writing, math, science, ext. grad rate
- 10 groups: All, 7 race/ethnic groups, low income, special ed
- Use progress on WLPT for ELLs (pct. on track to meet standard)
- Either have goals at 3 grade bands (elementary, middle, high)
  or just schoolwide/districtwide (all grades combined)
- Possibly include goals for college readiness

Goal: 33% reduction in those not meeting ultimate goal (100% proficiency/graduation) every 4 years; reset if goal is met early; combine all grades together (K-5 school has one goal based on gr. 3-5)

Do not establish goals for secondary CTE programs, attendance, participation, dropouts

# Example – Reading, All Students

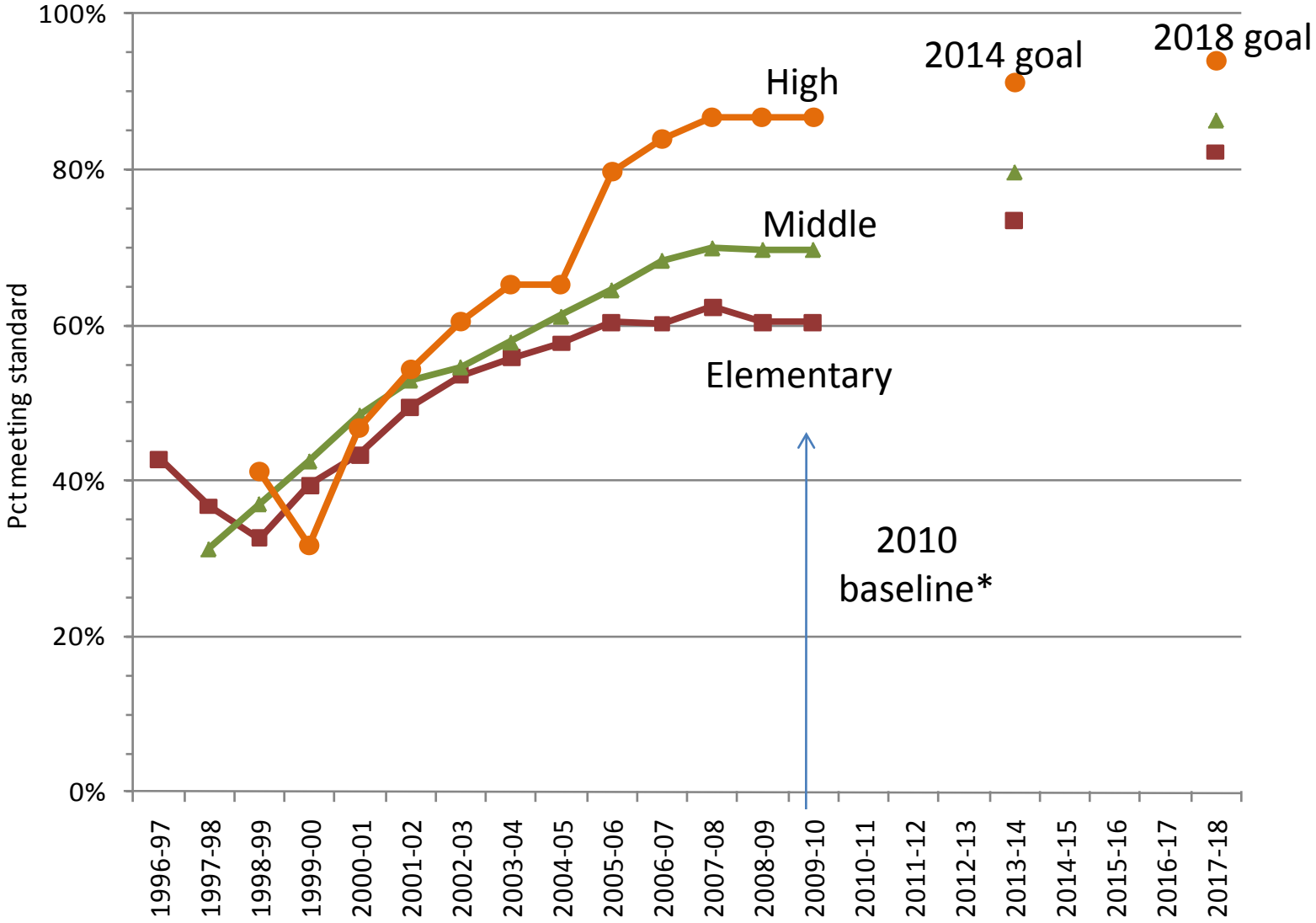
(Actual state results shown for 1997 to 2009 in grades 4,7,10)




* hypothetical results

# Example – Writing, All Students

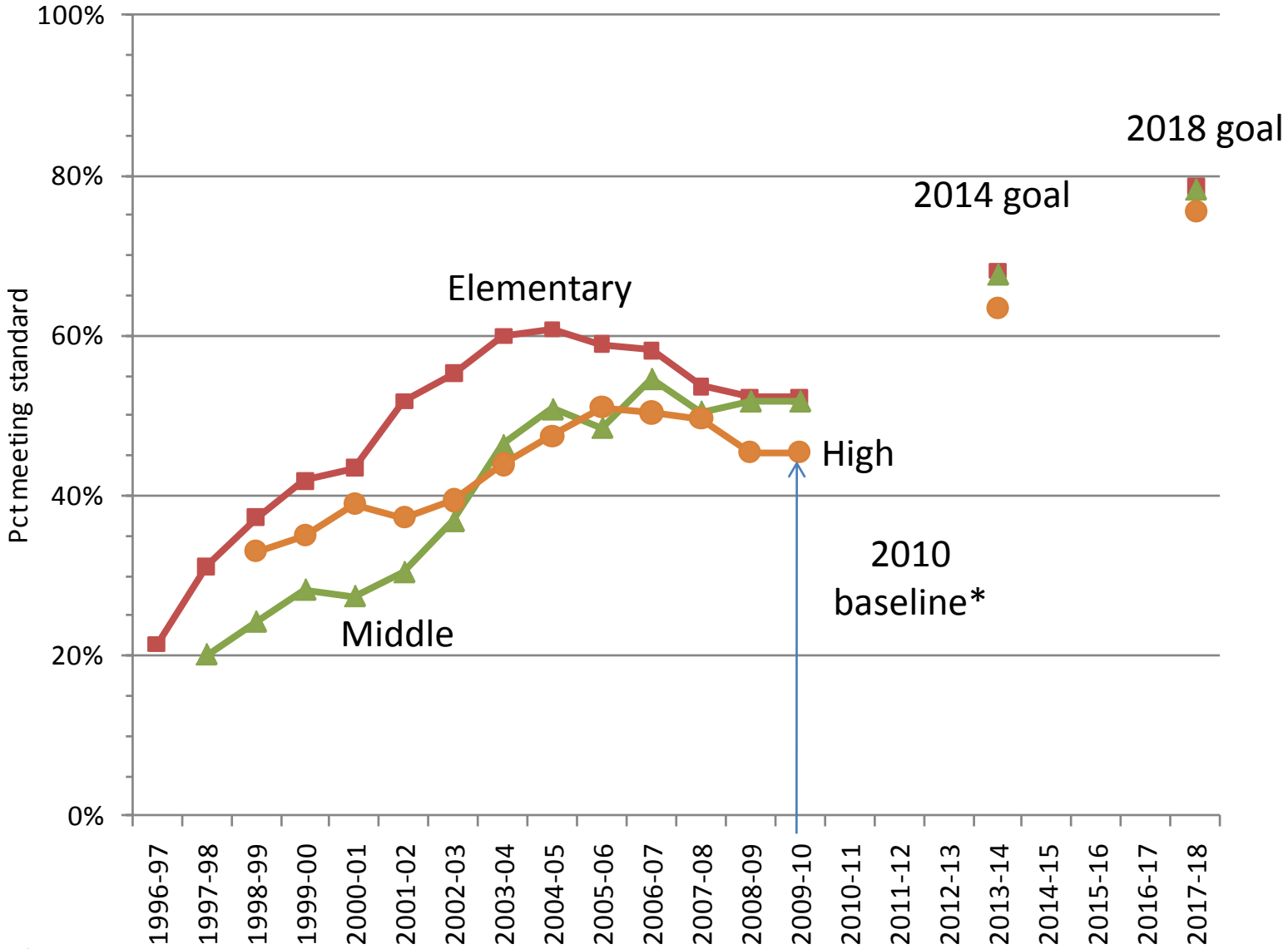
(Actual state results shown for 1997 to 2009 in grades 4,7,10)




* hypothetical results

# Example – Math, All Students

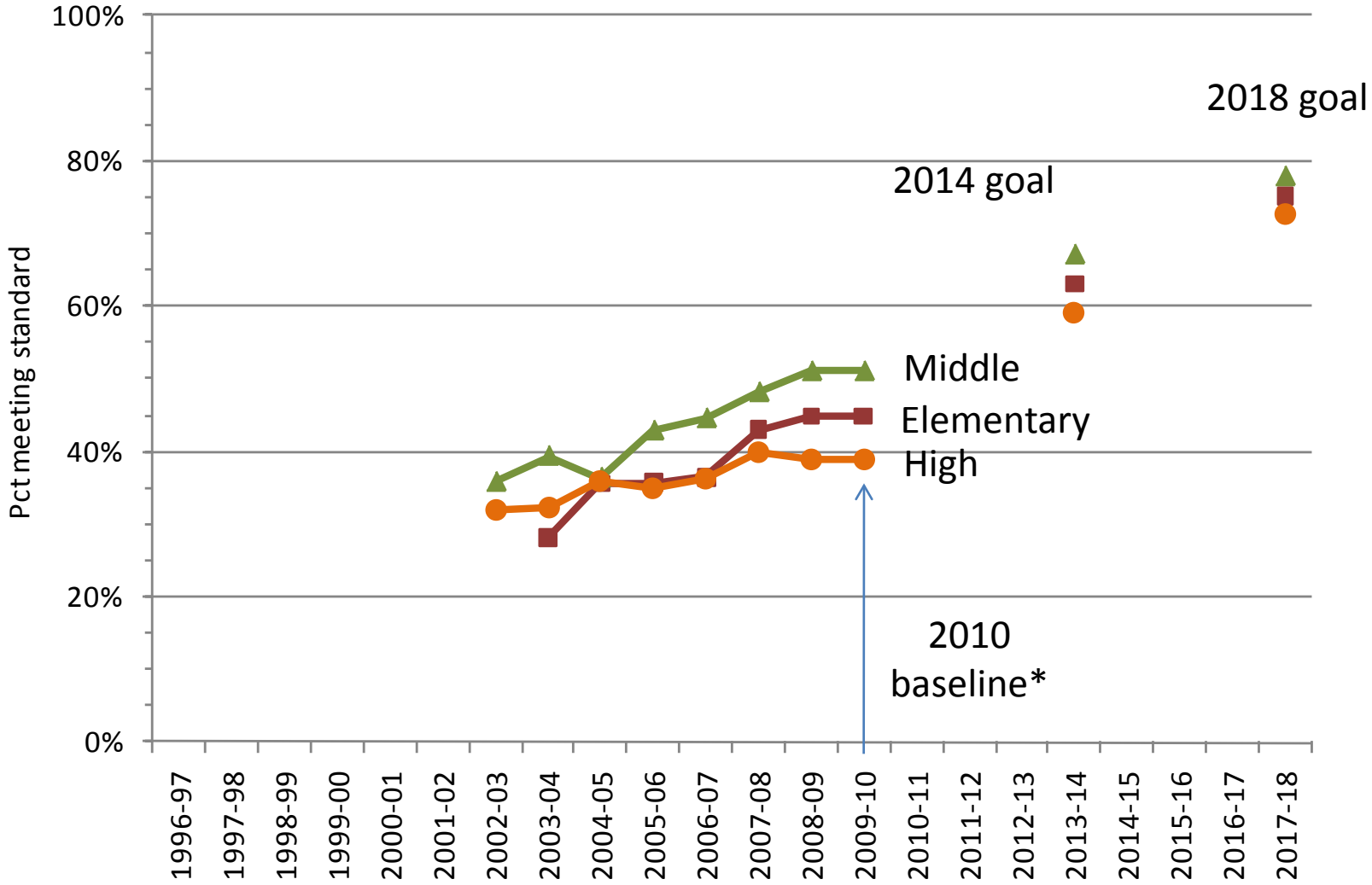
(Actual state results shown for 1997 to 2009 in grades 4,7,10)




* hypothetical results

# Example – Science, All Students

(State results shown for 2003 to 2009 in grades 5,8 10)




* hypothetical results

# Discussion

- Basic Assumptions
  - Align with state accountability – have goals in 4 subjects + grad. rate
  - Have subgroup goals using own baseline (2010)
  - Do not establish goals for individual grades
- Issues to Resolve
  - Combining grades (grade bands or schoolwide/districtwide)
  - English language proficiency goals for ELLs
  - Confirm excluded measures (e.g., CTE, participation)
  - Possible college and career readiness goals
  - Improvement metrics
    - Number of years to achieve goal (3 vs. 4)
    - Level of improvement needed (25% in 3, 33% in 4)
    - Resetting the goal when attained
    - Alternative schools
  - Consequences for attaining (or not attaining) goal

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

**SPA Feedback Form for Race to the Top**

**February 9, 2010**

State Plan Reviewed:_____

1) Identify two strengths and weaknesses of the plan reviewed.

2) What initiatives might have the greatest impact for lowest achieving schools based on the profile you have reviewed?

3) Here are our proposed initiatives. Please prioritize their importance for our RTTT grant request based on potential for greatest student impact. Add others you believe should be considered:

   a) Serve additional districts and schools under a state turnaround initiative that might include schools in the lowest ten percent that are not served under Title I.

   b) Cluster similar school efforts for specific professional development and support:
      i) Alternative schools
      ii) Tribal schools
      iii) Schools with large ELL populations

   c) Create a cadre of turnaround teachers and principals to serve in lowest achieving schools.

   d) Review and vet private or public providers that provide educational management operations to support turnaround models.

e) Provide professional development for educators in effective instructional practices including alignment of standards, instruction, assessment, and intervention to reach all children, with a particular emphasis on ELL and low-income students.

f) Other suggestions for support of the lowest-achieving schools in Washington:

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

**HOUSE BILL REPORT**
**HB 3038 Required Action for Districts With Persistently Lowest-Achieving Schools**

## Background

In 1993 the Legislature directed the Commission on Student Learning (CSL) to, among other things, adopt criteria to identify successful schools and districts, those in need of assistance, and those in need of state-level intervention. The CSL expired on June 30, 1999, without such a system being created. During the 1999 Legislative Session the Academic Achievement and Accountability Commission (A+ Commission) was created and given the same task. In 2001 the A+ Commission proposed an accountability system to the Legislature, including a voluntary focused assistance program. The legislation did not pass, but funds were, and continue to be, provided in the budget for a voluntary focused assistance and school improvement program.

In 2005 the Legislature abolished the A+ Commission and charged the State Board of Education (SBE) with identifying successful schools and districts, those in need of assistance, and those in need of state-level intervention. In 2008 the SBE adopted an accountability framework that included using an accountability index that used multiple indicators to identify schools and districts for recognition, improvement, and additional state support. The 2009 legislature directed the SBE to continue to refine the framework, including a system targeting schools and districts that have not demonstrated sufficient improvement through the voluntary system.

For the 2010 Session, the SBE, along with the Governor and OSPI, proposed required intervention for a limited number of school districts with persistently lowest-achieving schools.

## Brief Summary of Substitute House Bill 3038

- Requires the Superintendent of Public Instruction (SPI) to annually identify the persistently lowest-achieving schools in the state, using federal definitions.

- Directs the SPI to recommend, and the State Board of Education (SBE) to designate school districts for required action if they have a persistently lowest-achieving school, based on criteria established by the SPI, and subject to the availability of federal school improvement funds.

- Requires the SPI to contract for an academic performance audit for required action districts and requires these districts to prepare a plan to implement one of four federal intervention models in their persistently lowest-performing schools.

- Provides for re-opening or negotiating addenda to collective bargaining agreements to make changes needed to implement a required action plan and, if there is an impasse, provides for mediation and a superior court order to resolve disputes.

- Requires plans to be submitted to the SPI for approval (original bill has SBE approve the plans) and directs districts to implement them, subject to availability of federal funds.

- Allows for a district to request reconsideration by the SBE if the plan is rejected, based on whether the SPI gave appropriate consideration to the unique circumstances of the school district.

- Creates a joint select legislative committee to examine options and models for significant state action in the case of persistent lack of improvement in a required action district (new addition).

Senate Substitute Bill 6696 maintains the original SBE required action language with some technical adjustments and adds a requirement that the SBE have ongoing collaboration with the Achievement Gap Oversight and Accountability Committee on measures used for recognition of schools to close the achievement gap.

Achieve
American Diploma Project Network

## ADP Network States' Ability to Incorporate College- and Career-Ready Indicators into State Accountability System

If college and career readiness is the goal for all students, then the indicators used to evaluate high school performance should reflect that core goal. We recommend that states build their accountability systems around three types of indicators: c*ompletion of and success in the college- and career-ready course of study, achievement of college- and career-ready standards,* and *attainment*. Readiness should not be viewed as a fixed state where students either make it or they don't. Therefore, we also recommend that states design their information and accountability systems in a manner that reflects a continuum of whether students are *progressing toward*, *achieving* and *exceeding* college and career readiness.

The chart below presents a framework to help states organize the central college- and career-ready (CCR) indicators by type and by placement on the continuum from progressing toward, through, and exceeding readiness. Each cell indicates which of the Data Quality Campaign's Ten Essential Elements are required, as well as any additional policies that are needed for the state to report and use that indicator.

| | **Along the Way Towards College & Career Readiness** | | **Meeting College & Career Readiness Standards** | | **Exceeding College & Career Readiness** | |
|---|---|---|---|---|---|---|
| **Course Completion & Success** | *Timely Credit Accumulation*<br><br>**DQC Elements 1 + 6** | *Credit Recovery*<br><br>**(This information not tracked by DQC or Achieve.)** | *Successful completion of college- and career-ready course of study*<br><br>**DQC Elements 1 + 6** | | *Participation in AP, IB and/or dual enrollment*<br><br>**DQC Elements 1 + 6** | |
| **Achievement** | *Performance on aligned assessments early in high school*<br><br>**DQC Elements 1 + 3 + verification of vertical alignment with anchor assessment** | *Grades (with quality control mechanisms)*<br><br>**DQC Elements 1 + 6 + verification of quality control** | *Meeting standards on the college- and career-ready anchor assessment*<br><br>**DQC Elements 1 + 3 + verification of CCR performance standard on anchor assessment** | *Postsecondary remediation rates*<br><br>**DQC Elements 1 + 8 + 9 + common placement standard for postsecondary institutions** | *College-level performance on AP and/or IB exams*<br><br>**DQC Elements 1 + 7 (AP score collection only)** | |
| **Attainment** | *Graduation*<br><br>**DQC Elements 1 + 2 + 8 + 10 + use of NGA Compact Graduation Rate** | | *Earning a college- and career-ready diploma*<br><br>**DQC Elements 1 + 8 + NGA Compact Graduation Rate + verification of CCR graduation requirements (DQC Element 6 can also provide the technical capacity to use this indicator.)** | | *Earning credits in dual enrollment courses*<br><br>**DQC Elements 1 + 6 + 9** | *Application to and enrollment in postsecondary*<br>**(This information not tracked by DQC or Achieve.)** |

**Washington's Ability to Incorporate College- and Career-Ready Indicators into State Accountability System**

The chart below presents a framework to help **Washington** organize the central college- and career-ready (CCR) indicators by type and by placement on the continuum from progressing toward, through, and exceeding readiness. Each cell indicates whether **Washington** has the required element of the Data Quality Campaign's Ten Essential Elements, as well as any additional policies that are needed for the state to report and use that indicator.[1]

| | Along the Way Towards College & Career Readiness | | Meeting College & Career Readiness Standards | | Exceeding College & Career Readiness | |
|---|---|---|---|---|---|---|
| **Course Completion & Success** | *Timely Credit Accumulation*<br>**NO**<br>(Planned 2009-10) | *Credit Recovery*<br>**N/A** | *Successful completion of college- and career-ready course of study*<br>**NO**<br>(Planned 2009-10) | | *Participation in AP, IB and/or dual enrollment*<br>**NO**<br>(Planned 2009-10) | |
| **Achievement** | *Performance on aligned assessments early in high school*<br>**NO**<br>(Requires verification of vertical alignment with a CCR anchor assessment) | *Grades (with quality control mechanisms)*<br>**NO**<br>(Planned 2009-10; requires verification of quality control) | *Meeting standards on the college- and career-ready anchor assessment*<br>**NO**<br>(Requires verification of CCR performance standard on an anchor assessment) | *Postsecondary remediation rates*<br>**YES**<br>(Upon implementation of common placement standard for postsecondary institutions) | *College-level performance on AP and/or IB exams*<br>**NO**<br>(Planned 2009-10) | |
| **Attainment** | *Graduation*<br>**NO**<br>(Planned 2010) | | *Earning a college- and career-ready diploma*<br>**NO**<br>(Upon implementation of the NGA Compact rate in 2010, ***and*** inclusion of student-level transcript information in state data system in 2009-10 ***or*** the graduating Class of 2013 completes Core 24.) | | *Earning credits in dual enrollment courses*<br>**NO**<br>(Planned 2009-10) | *Application to and enrollment in postsecondary*<br>**N/A** |

[1] Based on data from the most recent Data Quality Campaign survey of states, which was conducted in the fall of 2008. For results, see: http://www.dataqualitycampaign.org/survey/states/WA. The DQC will release the results of its 2009 survey in the coming months.

September 25, 2009

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

# Washington's Race to the Top Application: Initiatives for Persistently Lowest Achieving Schools and Their Districts

**RTTT APPLICATION REQUIREMENTS for Lowest Achieving Schools**

**(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 points)***
The extent to which the state has the legal, statutory, or regulatory authority to intervene directly in the state's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

**Evidence for (E)(1):**
• A description of the state's applicable laws, statutes, regulations, or other relevant legal documents.

**RTTT APPLICATION REQUIREMENTS**

**(E)(2) Turning around the lowest-achieving schools *(40 points)***
The extent to which the state has a high-quality plan and ambitious, yet achievable, annual targets to—(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). ***(35 points)***

**Evidence for (E)(2):** • The state's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that states or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

**Washington's Strategies**

- Establish clear, consistent, and measurable criteria to identify persistently lowest-achieving schools and their districts with greatest need for intervention.
- Develop strategies and provide resources (including tools, approaches, training, and technical assistance) to support successful turnarounds.
- Promote disciplined, coordinated execution of initiatives, with focus on results and accountability.

**Washington's Current Initiatives**

1. Develop framework for identifying five percent persistently lowest-achieving schools that are Title I or Title I eligible.
2. Build OSPI team and external groups to support turnaround efforts under federal school improvement guidelines – voluntary in 2010.
3. Propose required action legislation for turnaround efforts using federal school improvement guidelines to be implemented in 2011 for districts with persistently lowest-achieving schools.

**Washington's Proposed Initiatives**

1. Serve additional districts and schools under a state turnaround initiative that might include schools in the lowest ten percent that are not served under Title I.
2. Cluster similar school efforts for specific professional development and support:
    - Alternative schools
    - Tribal schools
    - Schools with large ELL populations
4. Create a cadre of turnaround teachers and principals to serve in lowest achieving schools.
5. Review and vet private or public providers that provide educational management operations to support turnaround models.
6. Provide professional development for educators in effective instructional practices including alignment of standards, instruction, assessment, and intervention to reach all children, with a particular emphasis on ELL and low-income students.

**Links to Proposed RTTT Applications from Other States – go to Section E for each state's details:**

Illinois

http://www.isbe.net/racetothetop/PDF/application.pdf page 140-153

Tennessee

http://www.state.tn.us/education/doc/TN_RTTT_Application_2010_01_18.pdf page 119-128

Colorado

http://www.cde.state.co.us/cdegen/downloads/FederalStimulus/100118ColoradoRacetotheTopApplication.pdf page 110-126

Florida

http://www.fldoe.org/ARRA/pdf/rttt-apbud.pdf page 171-206