Turning Around our Persistently Lowest-Achieving Schools: UPDATE

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The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Teaching

A Combined Effort

Responsibilities For Persistently Lowest Achieving Schools	
OSPI	SBE
Identifies Persistently Lowest-Achieving Schools	Designates Required Action Districts (RAD)
Implements U.S. Department of Education School Improvement Grants (Merit Schools and Required Action Districts)	Approves RAD Plans
Recommends RADs	
Oversees Performance Audit	
Reviews RADs Plans	

Purpose

- Provide background about SIG/*MERIT* Schools
- Provide information regarding Required Action under ESS2B 6696

School Improvement Grants (SIG)

- Purpose: Turn around lowest 5% schools nationwide (PLAs)

- 2010-11 Allocation:
  - $42.5 million ARRA over three years

Schools Identified as Tiers I & II in 2009-2010

- 47 schools in 27 districts are defined as "persistently lowest-achieving."
  - 44 are traditional public schools
  - 3 are alternative schools

Schools with N < 30 continuously enrolled students excluded to ensure accuracy needed for valid and reliable determinations.

New Achievement Metrics

Absolute

Data on state assessment indicate student achievement in reading and mathematics in “all students” is extremely low.

Growth

Data indicate a lack of growth on those assessments over a number of years in the “all students” group.

Definitions

Persistently lowest-achieving:

- **Tier I:**
  - Any Title I school in improvement, corrective action or restructuring that:
    - Is among the lowest-achieving 5% in the "all students" group in reading & mathematics for the past 3 consecutive years ***(Tier I – Achievement)***; or
    - Is a high school that has a weighted-average graduation rate that is less than 60% based on the past 3 years of data. ***(Tier I – Graduation)***
  - (2009-10 only) Or for newly eligible schools, any school that:
    - Has not made AYP for at least the past 2 consecutive years; and
    - Is no higher-achieving than the highest-achieving school identified above. ***(Tier I – Newly Eligible)***

Definitions

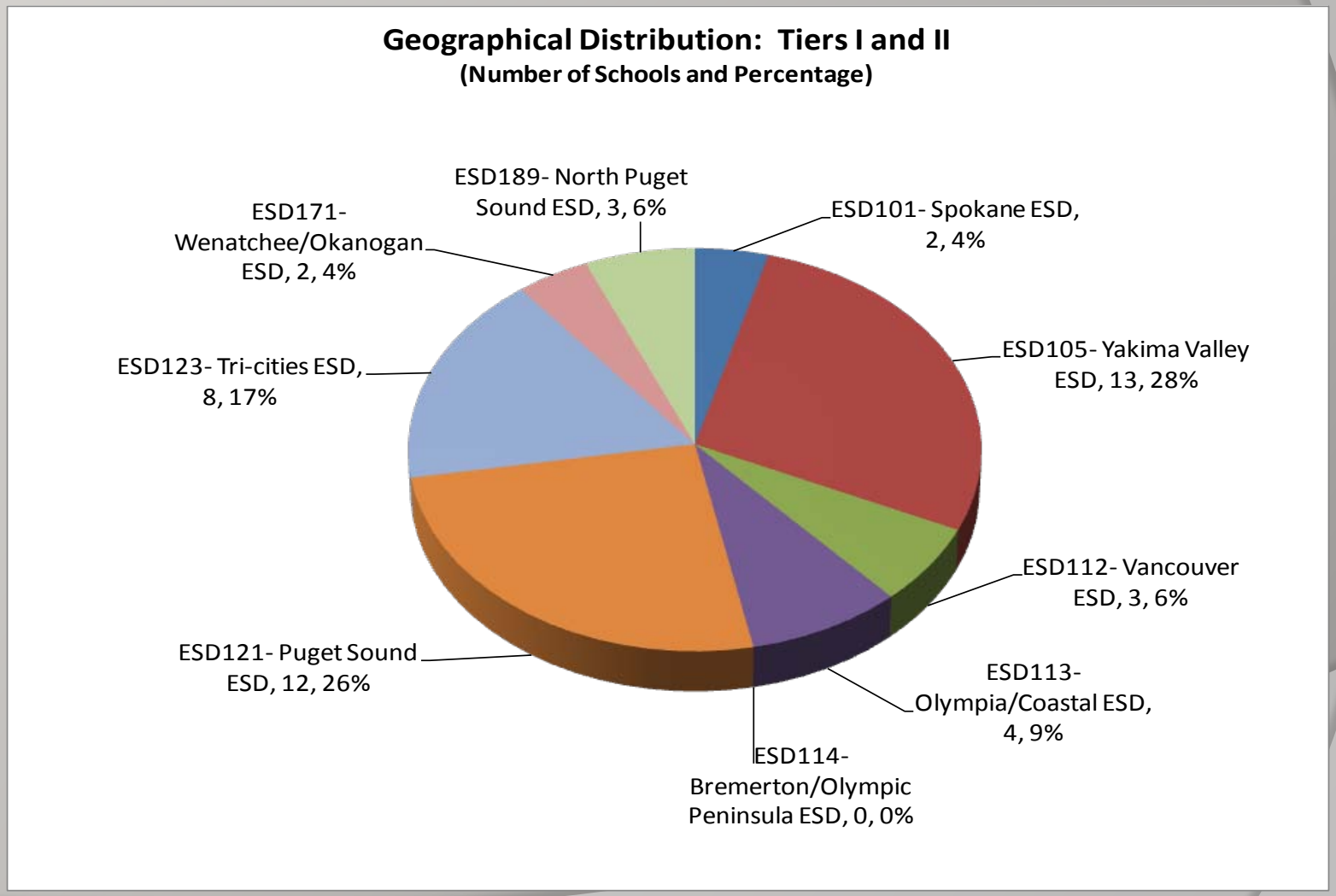
- **Tier II:**
  - Any secondary school that is eligible for, but does not receive, Title I funds that:
    - Is among the lowest-achieving 5% of secondary schools in the "all students" group in reading & mathematics combined for the past three consecutive years ***(Tier II –Achievement)***; or
    - Is a high school that has a weighted-average graduation rate that is less than 60% based on the past 3 years of data; ***(Tier II – Graduation)***,
    - (2009-2010 only) Or, for newly eligible Tier II schools , is a Title I eligible secondary school that:
      - Has not made AYP for at least the past two consecutive years;
      - Is no higher-achieving than the highest-achieving school identified above; and
      - Is in Step 5 of Improvement with a decreasing performance trend. ***(Tier II – Newly-Eligible)***

Definitions

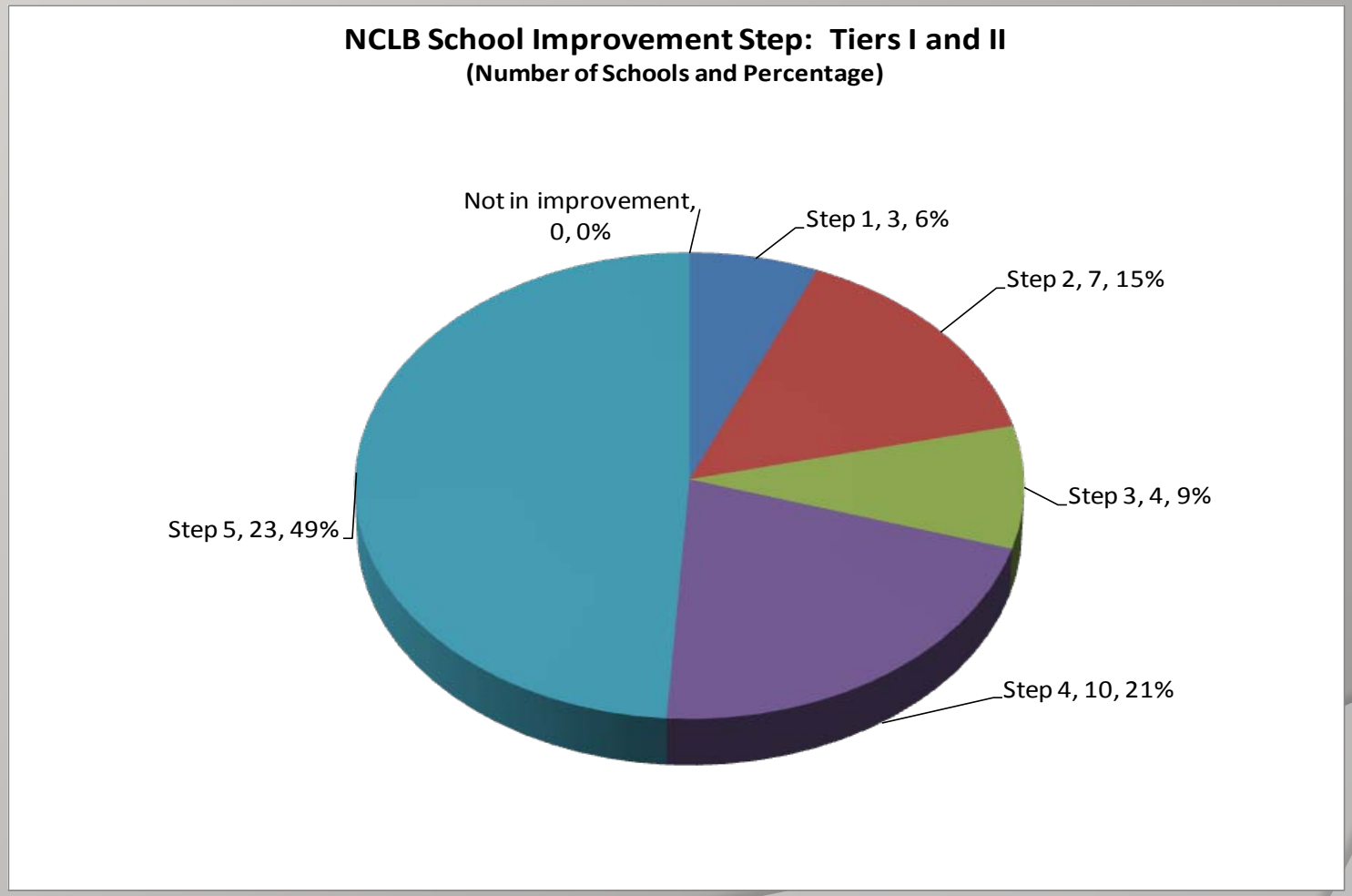
- ***Progress defined as:***
  - The school's percent increase or decrease (slope of linear regression) over the most recent three-year period compared to the state slope.

- ***Title I eligible:*** Based on SY 2009-10 student data, a school is considered Title I eligible if:
  - Poverty percentage is 35% or more; or
  - The school's poverty percentage is greater than or equal to the district's poverty average.

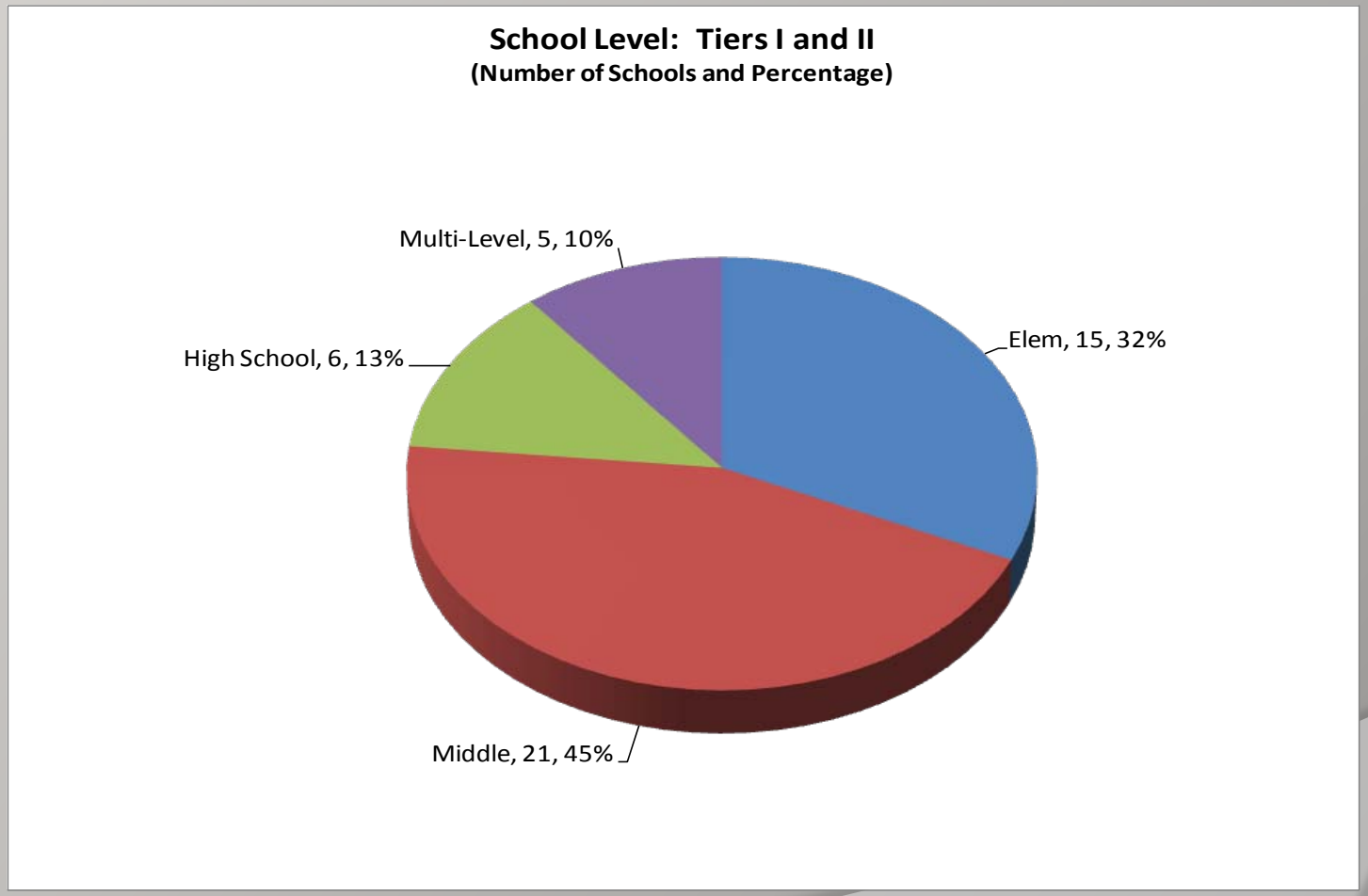
Geographical Distribution



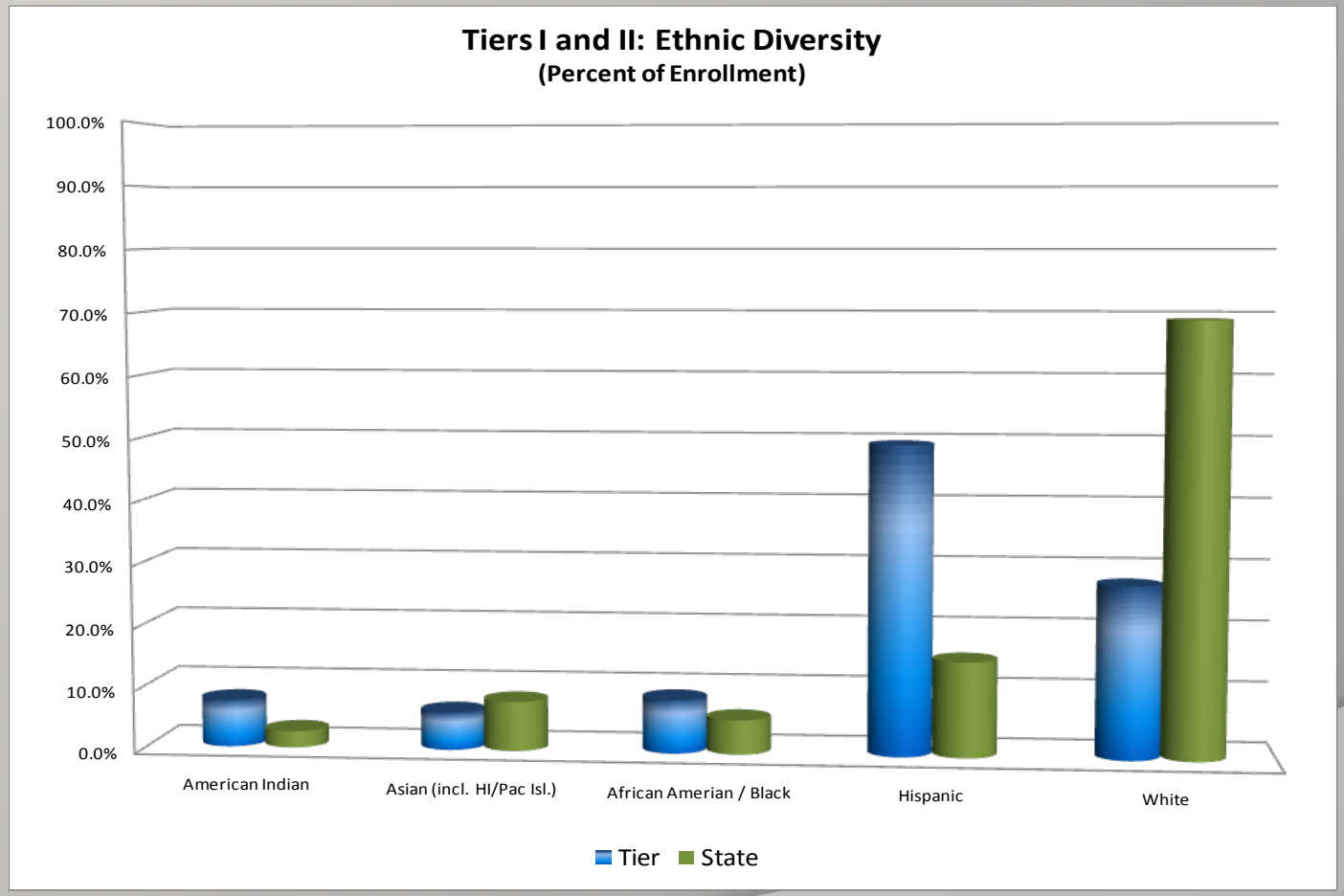
Step of Improvement



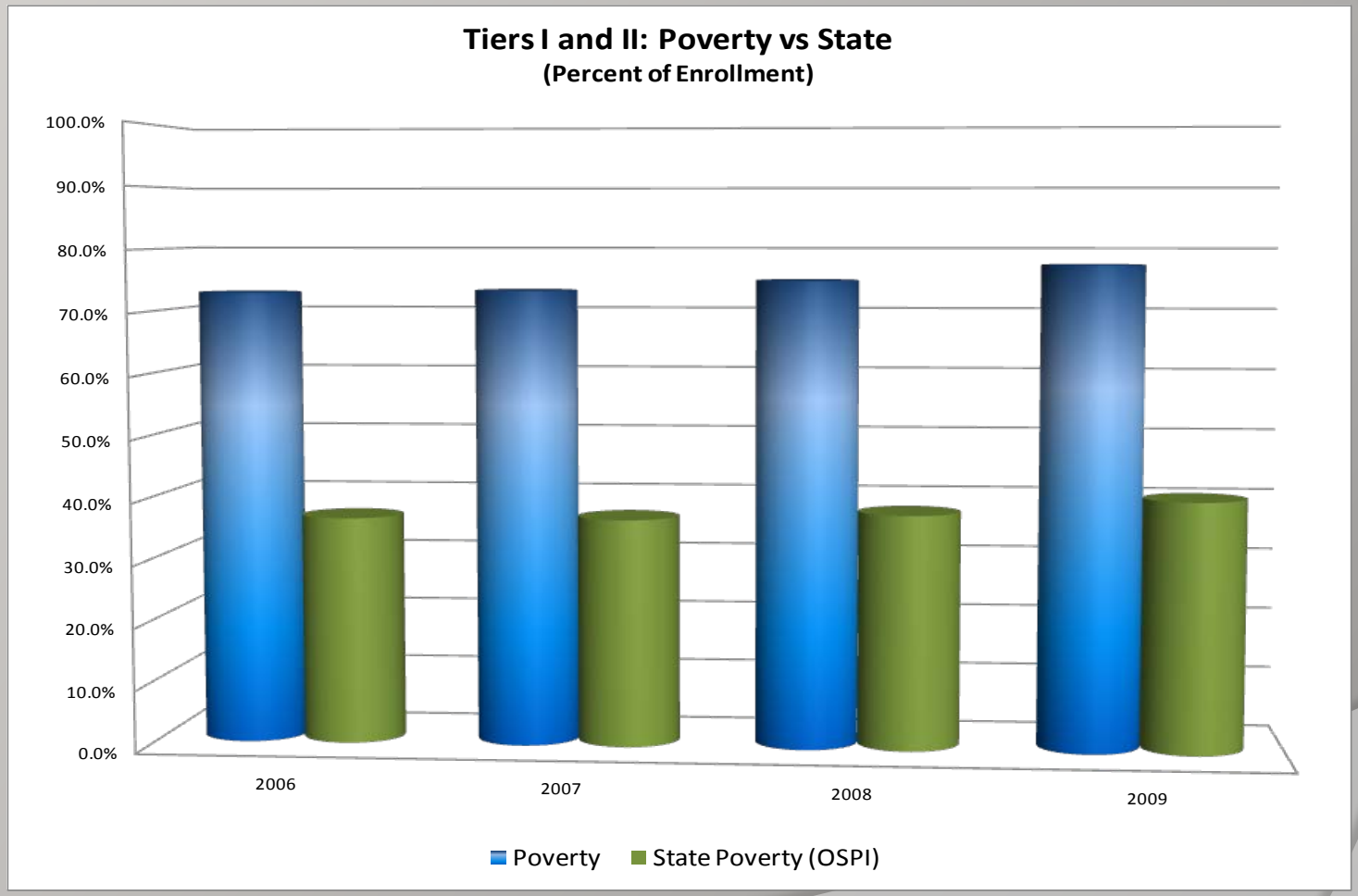
School Level



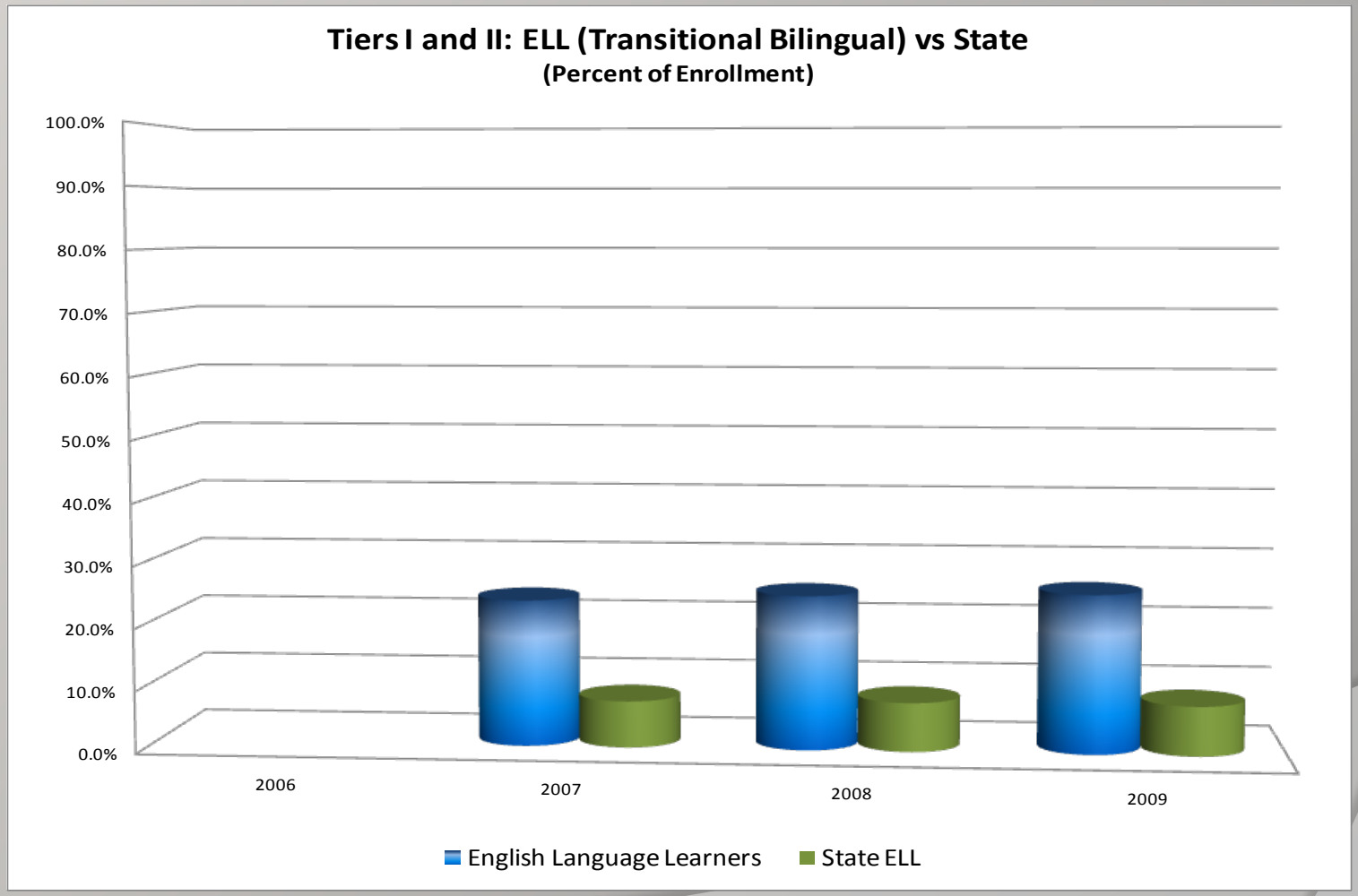
Ethnic Diversity



Poverty


Tiers I and II: Poverty vs State
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Poverty
State Poverty (OSPI)

English Language Learners



Four SIG School Intervention Models

Turnaround

Restart

Closure

Transformation

Turnaround Model Overview

Teachers and Leaders	Instructional and Support Strategies	Time and Support	Governance
• Replace principal • Use locally adopted "turnaround" competencies to review and select staff for school (rehire no more than 50% of existing staff) • Implement strategies to recruit, place, and retain staff	• Select and implement an instructional model based on student needs • Provide job-embedded Professional Development designed to build capacity and support staff • Ensure continuous use of data to inform and differentiate instruction	• Provide *increased learning time* • Staff and students • Social-emotional and community-oriented services and supports	• New governance structure • Grant operating flexibility to school leader

May also implement any of the required or permissible strategies under the Transformation Model

Transformation Model Overview

Teachers and Leaders	Instructional and Support Strategies	Time and Support	Governance

• Replace principal
• Implement new evaluation system
  • Developed with staff
  • Uses student growth as a significant factor
• Identify and reward staff who are increasing student outcomes; support and then remove those who are not
• Implement strategies to recruit, place and retain staff
	• Select and implement an instructional model based on student needs
	• Provide job-embedded Professional Development designed to build capacity and support staff
	• Ensure continuous use of data to inform and differentiate instruction
		• Provide *increased learning time*
		• Staff and students
		• Provide ongoing mechanisms for community and family engagement
		• Partner to provide social-emotional and community-oriented services and support
			• Provide sufficient operating flexibility to implement reform
			• Ensure ongoing technical assistance

An LEA with nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.

Who applied for SIG Funds?

- 27 districts were eligible to apply on behalf of 47 schools
- 21 districts applied on behalf of 41 schools
- 37 schools applied using the Transformation model
- 3 schools applied using the Turnaround model
- 1 school applied using School Closure

Districts/Schools Selected

- Grandview
  - Grandview Middle School
- Highline
  - Cascade Middle School
  - Chinook Middle School
- Longview
  - Monticello Middle School
- Marysville
  - Tulalip Elementary
  - Totem Middle School
- Seattle
  - Cleveland High School
  - Hawthorne Elementary
  - West Seattle Elementary
- Tacoma
  - Giaudrone Middle School
  - Jason Lee Middle School
  - Stewart Middle School
- Sunnyside
  - Sunnyside High School
- Wellpinit
  - Wellpinit Elementary
- Yakima
  - Adams Elementary
  - Stanton Academy
  - Washington Middle School

MERIT

Models of Equity and Excellence through Rapid Improvement and Turnaround

Evaluation Requirements for SIG/*MERIT* Schools' Teachers and Leaders

- Implement rigorous, transparent and equitable evaluation systems for teachers and principals which are:
  - Developed with staff; and
  - Use student growth as a significant factor.
- Identify and reward school leaders and teachers who have increased student achievement and graduation rates;
- Identify and remove those who, after ample opportunities to improve professional practice, have not done so.
- Implement such strategies as financial incentives and career ladders for recruiting, placing and retaining effective teachers.

Current Challenges

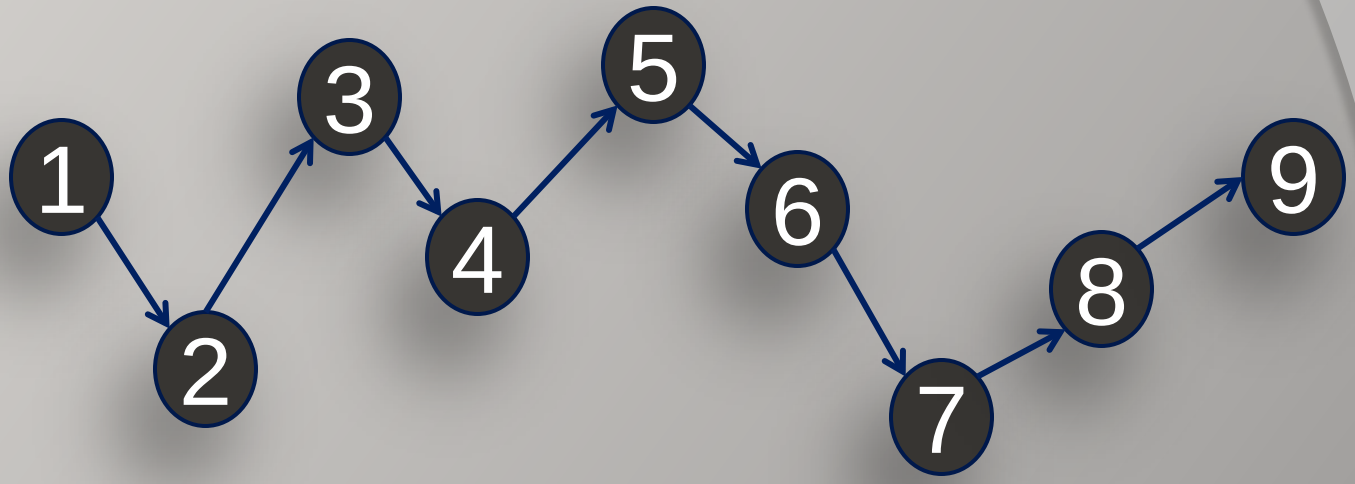
- Accelerated timelines; high expectations for change and growth in student performance
- Many years of insufficient professional development for both principals and teachers
- Building authentic parent/community engagement and having parents with us at the table.
- Confusion regarding the requirements under the federal intervention model
- Lack of Tier II and Tier III intervention materials
- Lack of Special Education curriculum

DSIA Support

MERIT Network

- 5 *MERIT* Coordinators
  - MERIT Coordinators are responsible for monitoring implementation monthly at both the district and school level via Tracker and 90 day plans;
  - Co designing PD around HRMS, improving graduation rates and student achievement on state assessment
  - Leveraging expertise offered via the WIIN

From Planning to Implementation



Moving forward to an excellent and equitable education for our students.

A review of the Required Action process

The Selection and Process

The Selection

1. The Office of Superintendent of Public Instruction (OSPI) creates a list of the bottom 5% of the persistently lowest-achieving schools that are Title I or Title I eligible

2. OSPI criteria determines if district is recommended for Required Action

The Process

3. The State Board of Education (SBE) designates the district as a Required Action District

4. OSPI conducts a performance audit of Required Action District and schools

The Process

5

The Required Action District submits a Required Action Plan based on collaborative planning, public hearing, and potential collective bargaining, or goes to mediation if no agreement

6

SBE approves the Required Action District's plan

7

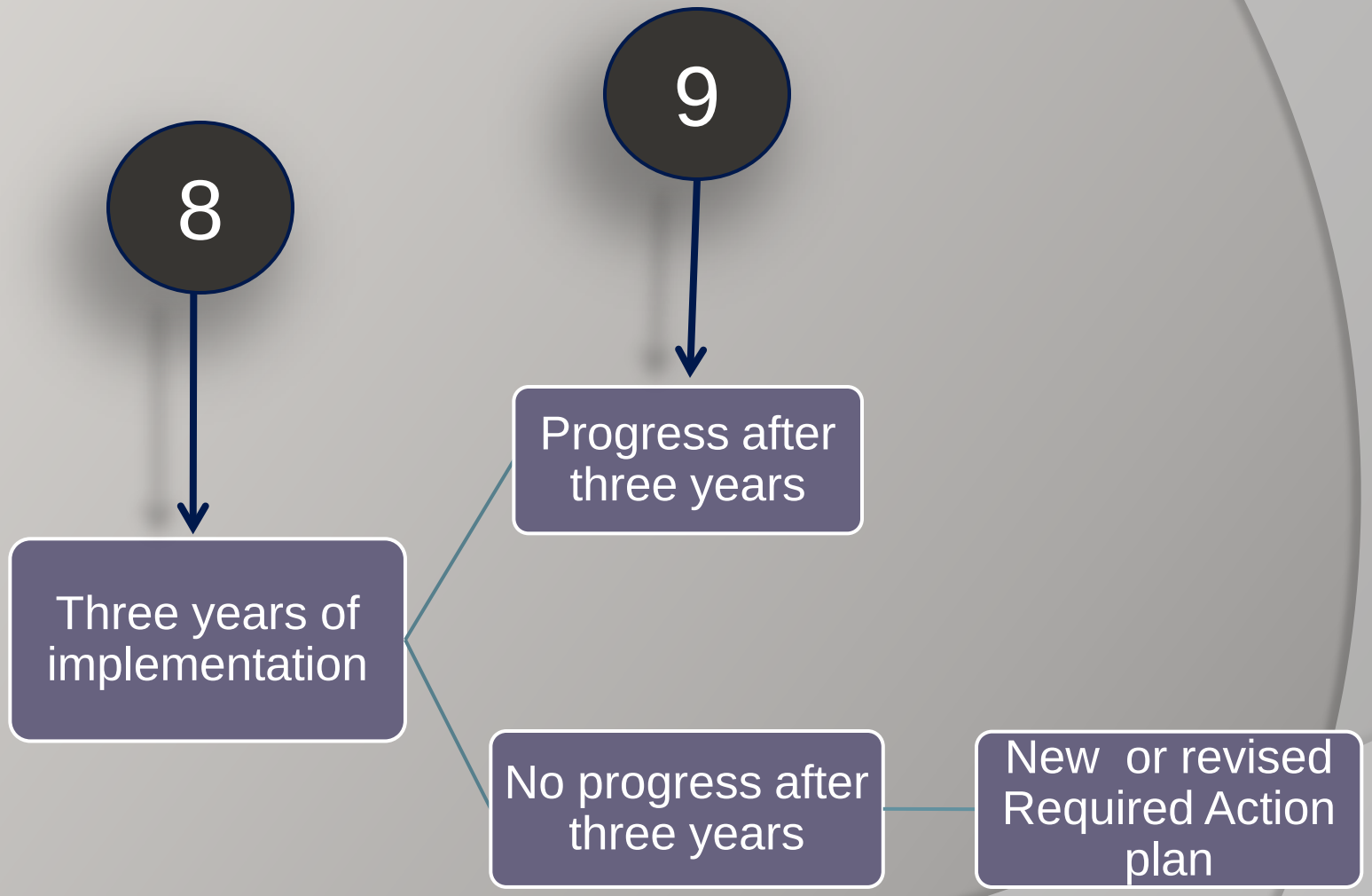
OSPI provides technical assistance to support selected intervention model

8

OSPI conducts annual benchmark check in

Three years of implementation

The Process


8
9
Three years of implementation
Progress after three years
No progress after three years
New or revised Required Action plan

Step One: The List

1

The Office of Superintendent of Public Instruction (OSPI) creates a list of the bottom 5% of the lowest-achieving Title I or Title 1 eligible schools.

Step Two – The Proposed Criteria

OSPI establishes criteria rule for potential Required Action District

2

A. School is on the Persistently Lowest Achieving List (PLA)
B. District did not volunteer in 2010 (for 2011 process only)
C. Schools did not make progress on Reading and math in all students category and improvement rate is less than State average for last 3 years

Ranking

Schools will be ranked in priority order based on:

(i) The lowest levels of achievement in the all students group in reading and mathematics combined for the past three consecutive years; and

(ii) The schools with the lowest rate of improvement in reading and mathematics combined for the past three years.

RAD Criteria for 2012, & Annually

1. School(s) must be on the PLA list;
2. School did not make progress in reading and math in the “all students” category and improvement rate is less than the state average based on combined proficiency in the past 3 years

OSPI Makes Recommendations to SBE

2

OSPI will recommend to the SBE one or more Required Action Districts by January

- Local district has 10 days to request reconsideration from OSPI upon hearing they could be recommended as a Required Action District
- SBE designates the Required Action District(s) at its January Board meeting

SBE Designation

3

SBE designates the Required Action District(s) at its January Board meeting

Academic Performance Audit

4

For identified PLA schools, OSPI will conduct an Academic Performance Audit.

Academic Performance Audit

4

Audit must include but shall 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

The Required Action Plan

5

Districts develop a Required Action plan that

1. Addresses audit results
2. Is developed and implemented with collaboration with school and community
3. Utilizes one of four federal intervention models

The plan must be submitted

to OSPI by April 15 and SBE

By May 1

SBE Evaluation of R.A. Plan

6

By May 15

SBE approves the Required Action plan or sends it back to district with rationale for revisions

By September

School implements plan

Impasse Options

In the case of impasse, agreement will be reached either through

(1) Mediation, or
(2) Superior Court.

If no plan is submitted or the plan is not approved:

SBE shall direct the Superintendent of Public Instruction to require the local school district to redirect its Title I funds based on the academic performance audit findings.

Moving Towards Excellence

7-9

By 2014, OSPI will review the progress of the Required Action district and Will determine if the district should move out of Required Action status or engage a new Required Action plan.

Exit Criteria

- A school district may be recommended for removal from required action after three years of implementation if the district has no school or schools on the list of persistently lowest achieving schools, and
- The school or schools on the list of persistently lowest achieving schools have a positive improvement trend in reading and mathematics on the state's assessment in the “all students” category based on a three-year average.

Timeline for SIG in 2010-2011

SIG, Cohort II ($8 million per yr for 3 yrs):

- Nov 2010—FY11 application package and guidance available
- Dec-Jan 2011—ED reviews states' applications and makes awards
- Feb 2011-Mar 2011—States run school district competition
- Mar 2011—States make awards to school districts

Questions?