

IMPLEMENTING ENGROSSED SECOND SUBSTITUTE SENATE BILL 5329

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Outcomes

- Review shifts in accountability policy and resources
- Understand the unified accountability system outlined in 5329
- Understand OSPI's role in implementation



Accountability Policy Shifts...

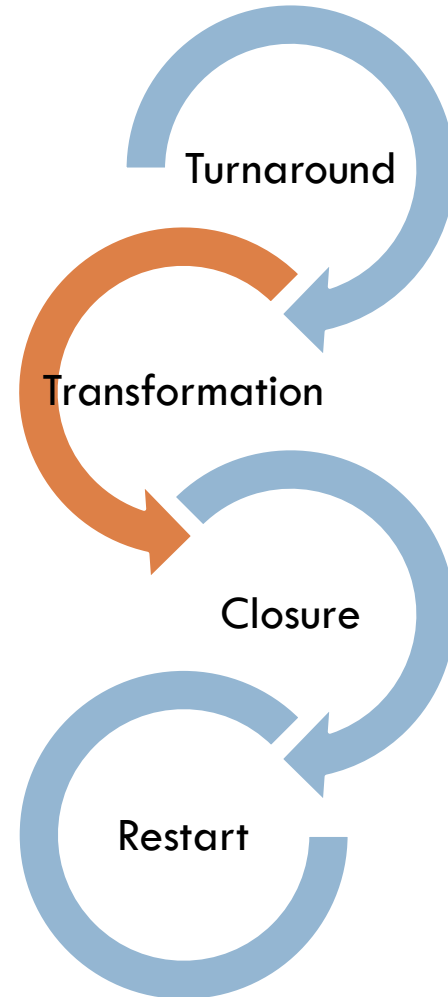
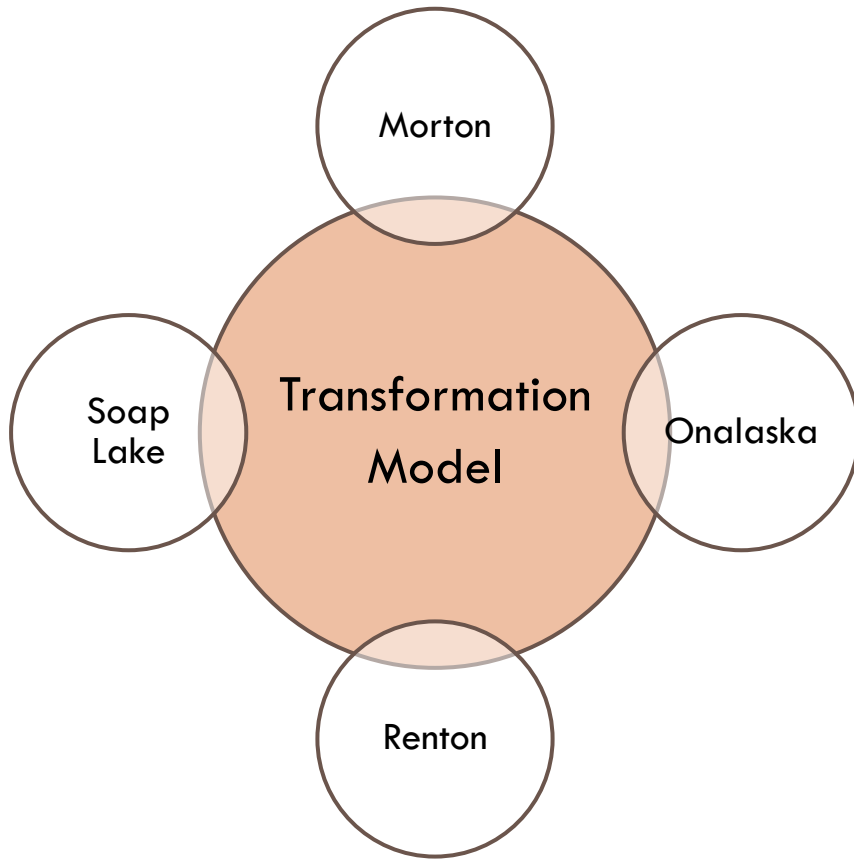
Past

- Title I schools(eligible or participating)
- Voluntary
- Compliance based
- Federal models
- Student Proficiency
- Less focus on subgroups
- SIG and RAD

Present

- Title I and non-Title schools (federal and state funds)
- Mandatory
- Compliance & outcome based
- Federal & state models
- Student Proficiency/Growth
- Specifically focused on subgroups and the gap
- Priority, Focus and Emerging, RAD I & II

CURRENT REQUIRED ACTION DISTRICTS



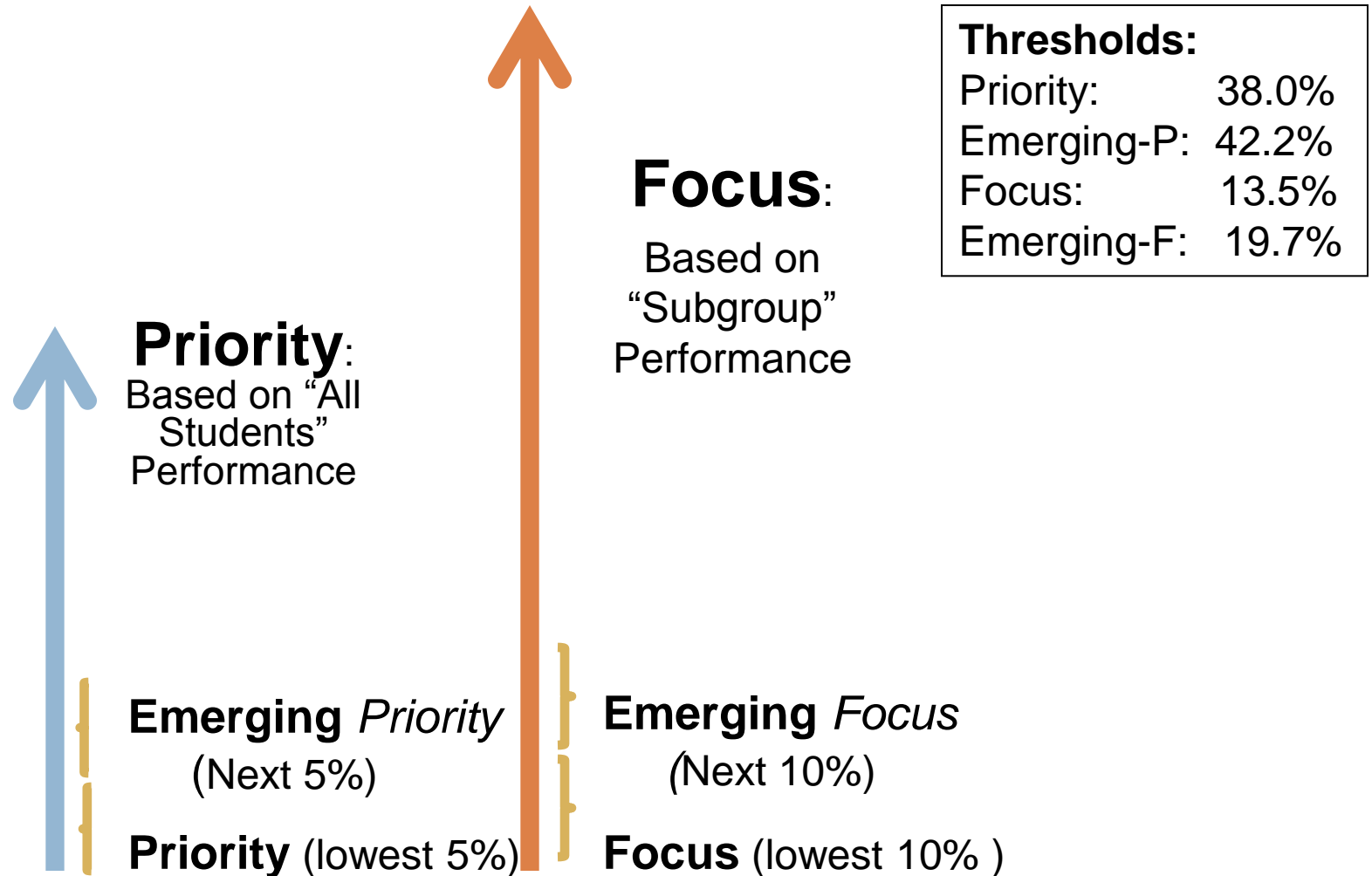
Current Required Action District Model

Federal SIG-Transformation

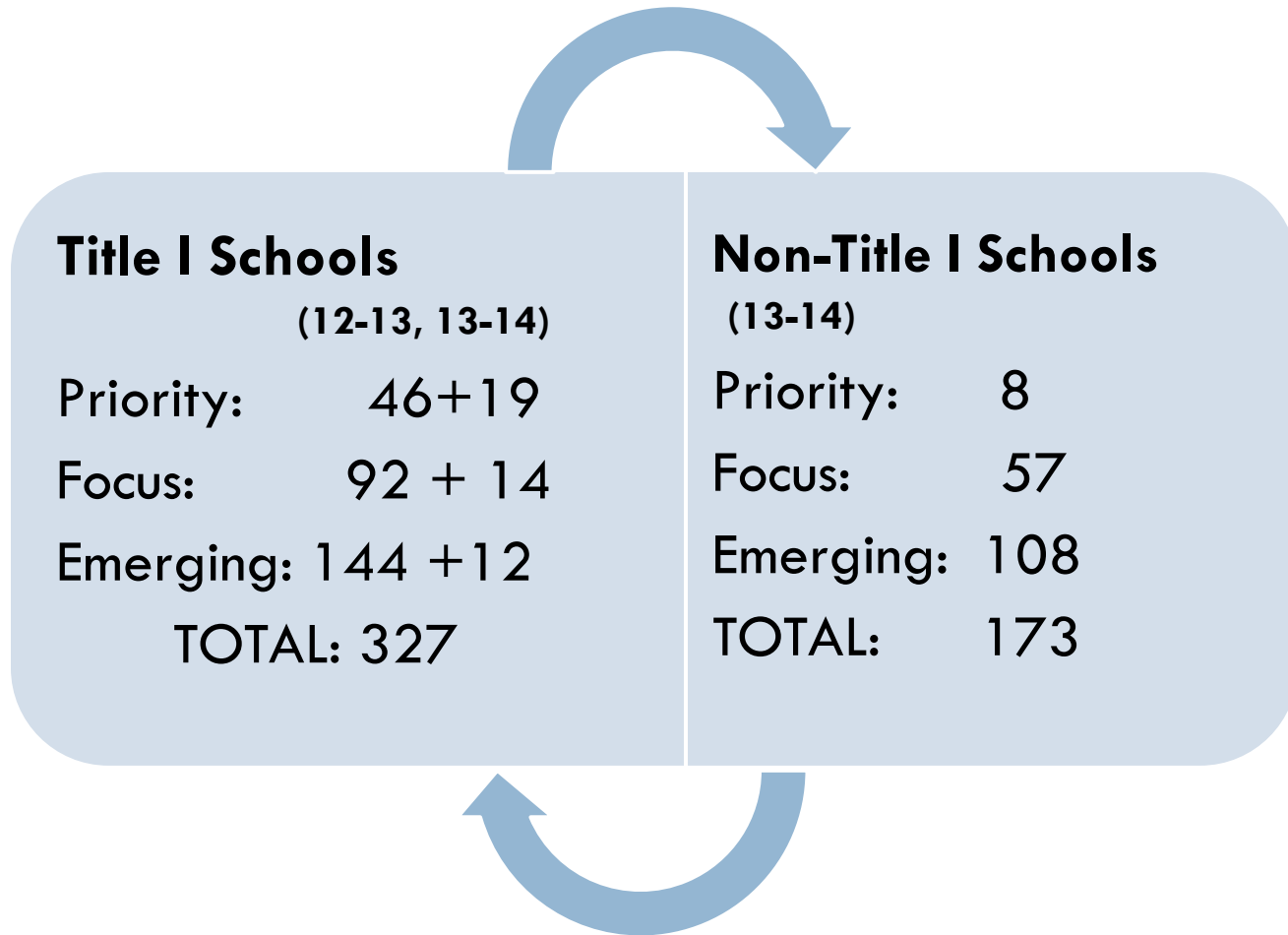
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- Replace principal
- Implement new evaluation system developed with staff
- Use student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies 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
- Provide an ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

Current School Identification Criteria



Unified System of Accountability



Total: 500 out of 2300 schools in WA= Approximately 22%

Accountability System Design

Actions

Decision making authority

Targeted

Less
local

RAD II
(5329)

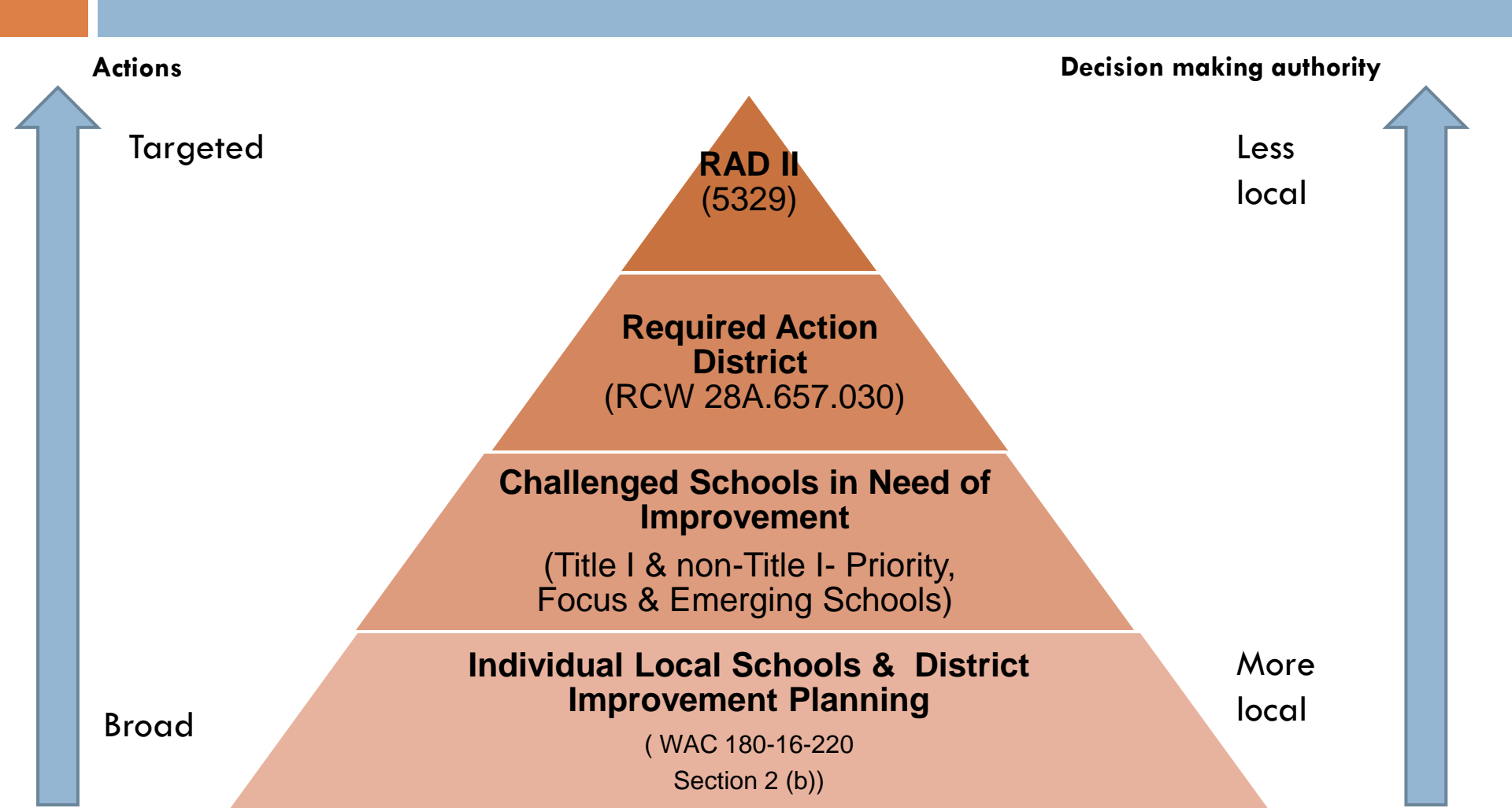
**Required Action
District**
(RCW 28A.657.030)

**Challenged Schools in Need of
Improvement**
(Title I & non-Title I- Priority,
Focus & Emerging Schools)

Broad

More
local

**Individual Local Schools & District
Improvement Planning**
(WAC 180-16-220
Section 2 (b))



Rule Making- “Challenged Schools in need of improvement” Criteria

E2SSB 5329

(3)(a) Beginning December 1, 2013, and each December thereafter, the superintendent of public instruction shall annually identify challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving in the state.

(d) If the Washington achievement index is approved by the United States department of education for use in identifying schools for federal purposes, the superintendent of public instruction shall use the approved index to identify schools

OSPI Role

- Challenged schools list criteria adopted in rule
 - ▣ Federal requirements for Title I
 - ▣ Academic achievement and graduation rate of all students and subgroups
 - ▣ May include tired categories

Rule Making-Stakeholder Engagement

- Achievement and Accountability Workgroup
- Association of Washington State Principals
- Educational Opportunity Gap Oversight and Accountability Committee
- Ethnic commissions
- Governor's Office of Indian Affairs
- League of Education Voters
- Office of the Education Ombudsman
- Partnership for Learning
- Stand for Children
- State Board of Education
- Washington PTA
- Washington State School Directors Association
- Washington Education Association

Required Action Plan Guidance

E2SSB 5329

5(b) The superintendent of public instruction, in consultation with the state board of education, shall also publish a list of research and evidence-based school improvement models, consistent with turnaround principles, that are approved for use in required action plans.

OSPI Role

- Assist in the development of the plan, if requested
- Reviews plan for consistency with federal requirements

Required Action Plan Components

School districts with multiple persistently lowest-achieving schools must include separate plans for each school as well as a plan for how the district will support the schools.

- ❑ Implementation of approved model
- ❑ Application for federal or state funds
- ❑ Budget
- ❑ Description of changes in district/school and address the findings of the academic performance audit
- ❑ Identification of measures to assess student achievement
- ❑ Reopen or negotiate addendum- collective bargaining agreements

Needs Assessment-Academic Performance Audit language

RCW 28A.657.040

(2) The audit must be conducted based on criteria developed by the superintendent of public instruction and must include but not be limited to an examination of the following:

- (a) Student demographics;
- (b) Mobility patterns;
- (c) School feeder patterns;
- (d) The performance of different student groups on assessments;
- (e) Effective school leadership;
- (f) Strategic allocation of resources;
- (g) Clear and shared focus on student learning;
- (h) High standards and expectations for all students;
- (i) High level of collaboration and communication;
- (j) Aligned curriculum, instruction, and assessment to state standards;
- (k) Frequency of monitoring of learning and teaching;
- (l) Focused professional development;
- (m) Supportive learning environment;
- (n) High level of family and community involvement;
- (o) Alternative secondary schools best practices; and
- (p) Any unique circumstances or characteristics of the school or district.

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(5329)

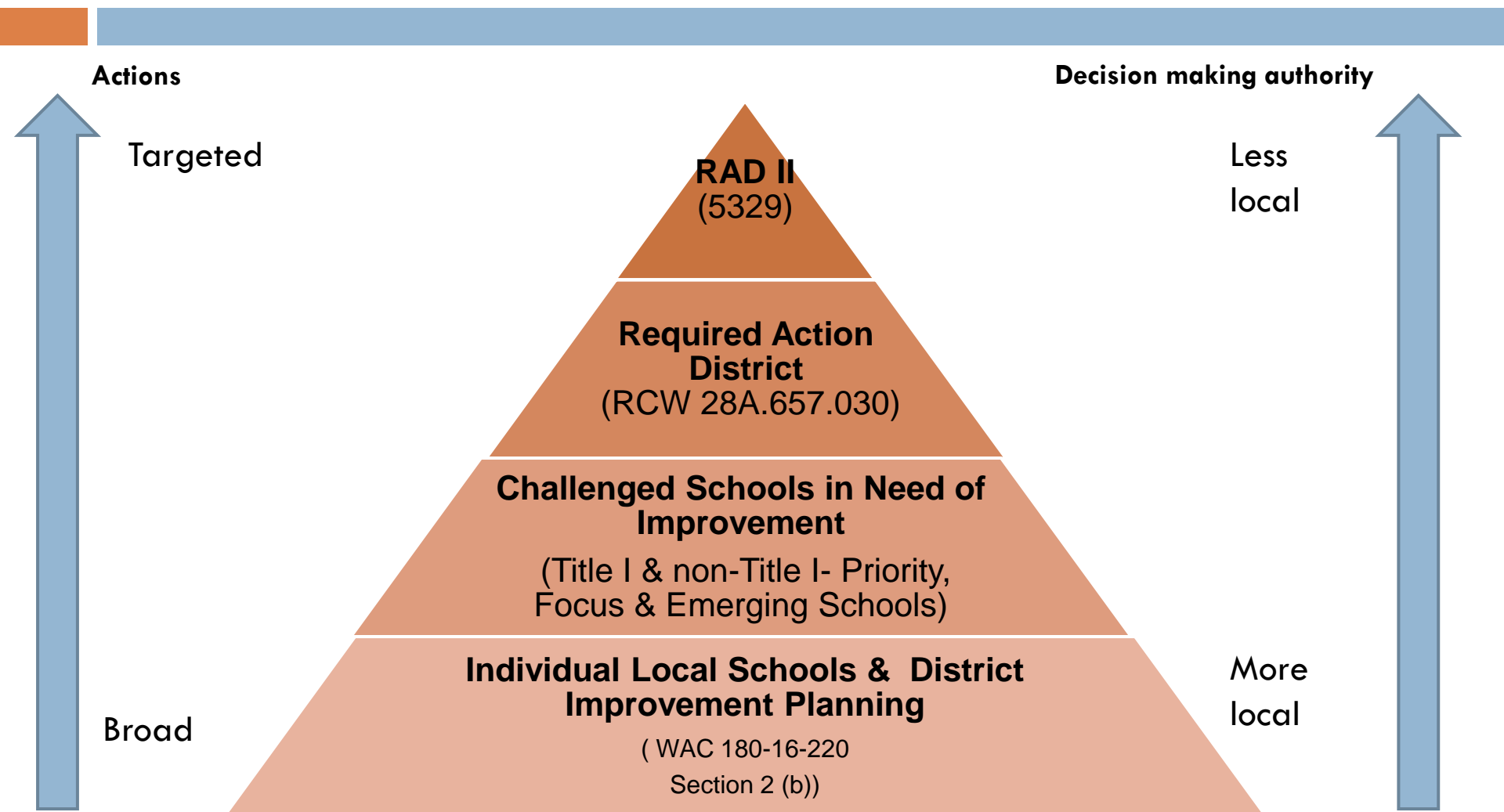
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Collaboration-SBE & OSPI

- How can the two bills work together to produce a seamless accountability package, in which system goals (SB 5491) and school metrics (E2SSB 5329) complement each others' purpose?