

**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\\_RT TT\\_Application\\_2010\\_01\\_18.pdf](http://www.state.tn.us/education/doc/TN_RT TT_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