

# STATE BOARD OF EDUCATION

**HEARING TYPE:**       X   INFORMATION/NO ACTION

**DATE:**                March 12, 2007

**SUBJECT:**            **ACCOUNTABILITY/SYSTEMS PERFORMANCE COMMITTEE  
UPDATE AND OVERALL BOARD GOALS**

**SERVICE UNIT:**     Edie Harding, Executive Director  
State Board of Education

**PRESENTERS:**        Dr. Kristina Mayer, Committee Chair, and Mary Jean Ryan, Chair  
State Board of Education

## **BACKGROUND:**

The Accountability/Systems Performance Committee held its second meeting on February 22. The Committee worked on goals and a framework for its work this year. At the January Board meeting, the Committee identified several topics it will be working on (among other things): examining data needed to improve school achievement; creating an annual SBE report; and creating a mandate for any school that does not meet its performance goals to engage in improvement efforts.

Several briefing papers and items will be discussed at our next Committee meeting March 29 including: an in depth background information piece on accountability with details on Washington's assessments as well as information on required accountability and reporting, benchmarking policy options for the Education Report Card, and sample report cards from other states. (These are available upon request.)

The advisory group members joined the Committee in the afternoon to discuss the current school improvement process and how it could be improved. The Committee and its advisors were sent the material from Greg Lobdell's (from the Center for Educational Effectiveness) paper with some additional comments from staff. Key information from that paper as well as a state map of the schools working on school improvement is provided behind this tab. Kris Mayer will update you on the Committee's work.

Mary Jean Ryan will work with the Board on an overall framework and goals for the Board to consider as the work of the Accountability/Systems Performance Committee and the Meaningful High School Diploma Committee proceed this year.

**School Improvement Assistance (SIA): Adequate Yearly Progress (AYP)**

Map of school districts and stages of AYP status in the 2006-07 school year

**Map Key\***

- = Out of Improvement Status
- = Year 1
- ◆ = Year 2
- ▲ = Year 3
- ✖ = Closed

\*The number inside the symbol indicates the number of schools in that district at that step of SIA.



**Washington K-12 School Districts**



Map generated 3/14/00  
Bill & Melinda Gates Foundation

# School Improvement Assistance (SIA): Adequate Yearly Progress (AYP)

Map of school districts and stages of AYP status. (As of February 2007)

	District	School Improvement Status
1.	Aberdeen	Out (1)
2.	Auburn	Year 2 (1)
3.	Brewster	Out (2)
4.	Bridgeport	Out (1); Year 3 (1)
5.	Burlington-Edison	Year 2 (1)
6.	Cape Flattery	Out (1)
7.	Clover Park	Out (1); Year 2 (1)
8.	College Place	Year 2 (1)
9.	Concrete	Out (1)
10.	Creston	Out (1)
11.	Eastmont	Year 1 (1)
12.	Grandview	Out (1); Year 3 (1); Year 1 (1)
13.	Granger	Out (1); Year 3 (1)
14.	Highline	Out (2); Closed (1); Year 1 (3); Year 2 (1)
15.	Hood Canal	Out (1)
16.	Hoquiam	Year 3 (1)
17.	Inchelium	Out (1)
18.	Kennewick	Year 2 (1)
19.	Longview	Year 3 (1)
20.	Mabton	Out (1); Year 2 (1)
21.	Moses Lake	Year 1 (1)
22.	Mount Adams	Out (1)
23.	Mount Vernon	Year 1 (1)
24.	North Beach	Out (1)
25.	North Franklin	Year 1 (2)
26.	Ocean Beach	Out (1)
27.	Okanogan	Out (1)
28.	Oroville	Out (1)
29.	Othello	Out (3); Year 2 (1)
30.	Pasco	Out (1); Year 1 (2); Year 2 (2); Year 3 (3)
31.	Peninsula	Year 1 (1)
32.	Puyallup	Year 2 (1)
33.	Quillayute Valley	Year 1 (1)
34.	Quinalt Lake	Out (1)
35.	Quincy	Out (1)
36.	Raymond	Out (1)
37.	Renton	Year 1 (5); Year 2 (1)
38.	Seattle	Out (4); Year 1 (1); Year 2 (5)
39.	Shelton	Year 1 (1)
40.	Soap Lake	Out (1)
41.	Spokane	Year 1 (1)
42.	Sunnyside	Out (1); Year 1 (1); Year 3 (2)
43.	Tacoma	Out (8); Year 3 (2)
44.	Taholah	Year 2 (2)
45.	Toppenish	Out (4)
46.	Vancouver	Year 1 (1); Year 2 (1); Year 3 (1)
47.	Wahluke	Out (3)
48.	Wapato	Out (2); Year 1 (1); Year 2 (2)
49.	Warden	Out (1); Year 3 (1)
50.	Yakima	Out (9); Year 1 (1); Year 3 (3)

**What are the characteristics of the “struggling schools” and how are they struggling?**

The 353 schools that did not meet AYP or remain in school improvement were referred to by Greg Lobdell as the “struggling schools”

## Struggling Schools - Demographics

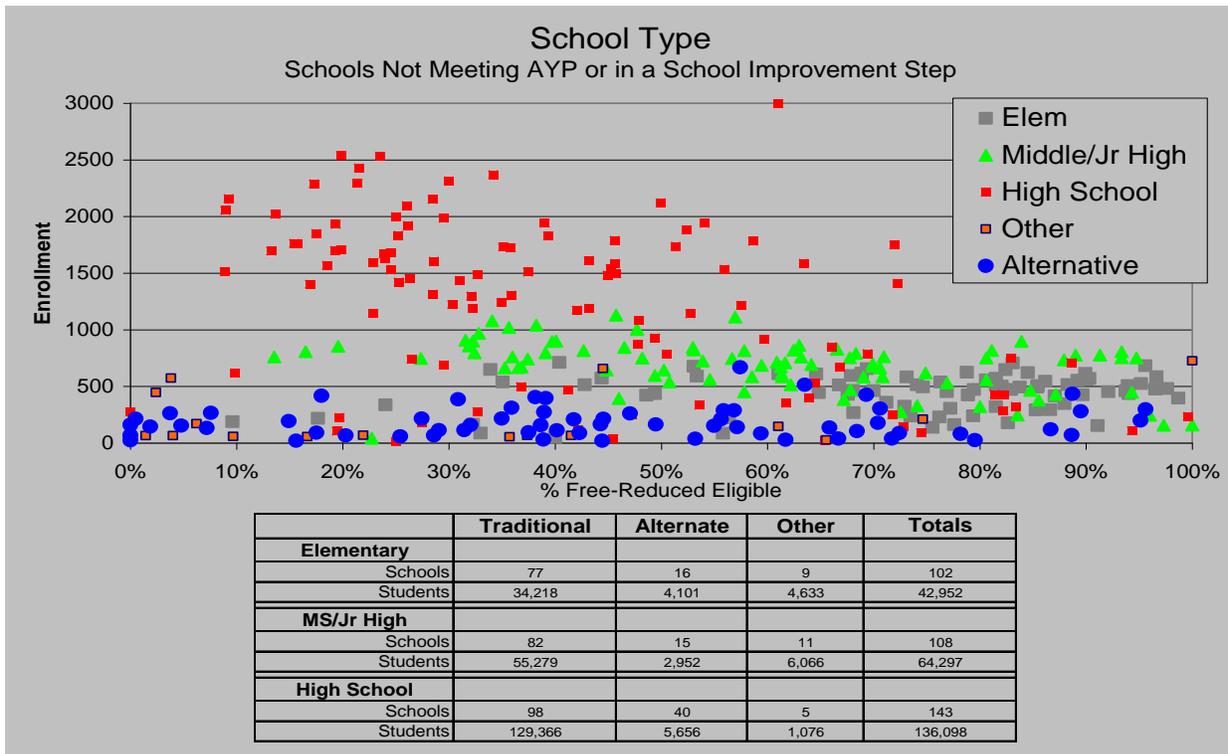
<b>Ethnicity</b>	<b>State</b>	<b>Struggling Schools</b>
American Indian/Alaskan Native	2.8%	3.8%
Asian	7.9%	9.1%
Black	5.7%	9.4%
Hispanic	13.7%	22.4%
White	69.2%	53.5%

<b>Poverty</b>	<b>State</b>	<b>Struggling Schools</b>
Elig. For Free-Reduced Meals	36.7%	46.6%

<b>Language</b>	<b>State</b>	<b>Struggling Schools</b>
Receiving ELL/ESL Services	7.4%	13.9%

**"Struggling Schools":** Those who did not meet AYP in 2006 or those who met AYP in 2006 but are still in NCLB School Improvement (353 schools highlighted in this analysis)

- Compared to schools statewide, the struggling schools have a higher percentage of racial/ethnic minority students—46% compared to 31% statewide; a higher percentage of students eligible for free-reduced price meals—47% compared to 37%; and a higher percentage of students receiving ESL/ELL services—14% compared to 7%.



- 102 (29%) are elementary schools, 108 (31%) are middle/jr high schools, and 143 (41%) are high schools. 257 (73%) are traditional schools, 71 (20%) are alternative schools, and 25 (7%) are other types of schools.
- 43,000 (18%) are elementary students, 64,000 (26%) are middle/jr high students, and 136,000 (56%) are high school students. 219,000 (90%) are students from traditional schools, 13,000 (5%) from alternative schools, and 12,000 (5%) from other schools.

## Where Are the Struggling Schools?

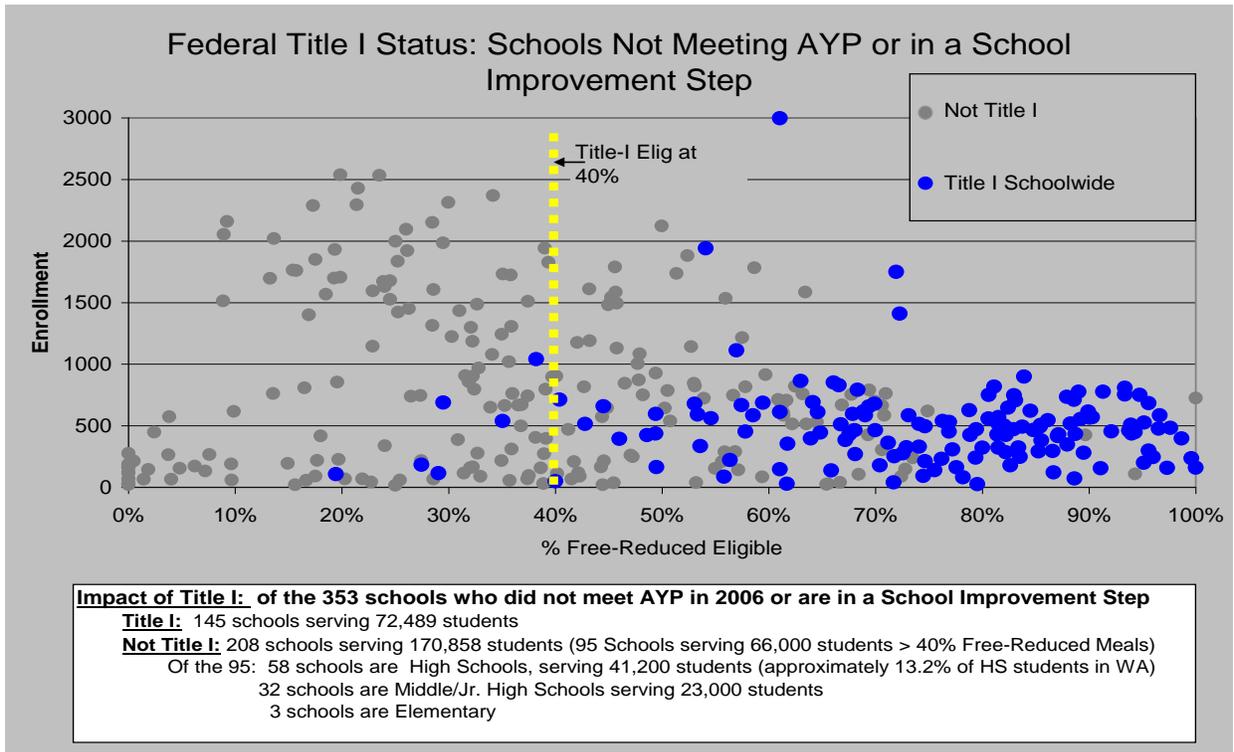
	Did Not Meet AYP or in School Improvement								Met AYP and Not in School Improvement
	TOTAL Number	Percent Within ESD	NCLB School Improvement Step						
			Year 1 (Alert)	Step 1	Step 2	Step 3	Step 4	Step 5	
<b>Eastern Washington</b>									
Spokane ESD 101	23	9.3%	14	5	2	2			223
Tri-Cities ESD 123	32	27.1%	7	14	4	5	1	1	86
Wenatchee ESD 171	21	19.1%	6	8	1	5	1		89
Yakima ESD 105	49	45.4%	10	13	5	13	1	7	59
<b>Western Washington</b>									
Vancouver ESD 112	26	14.9%	12	6	3	5			149
Olympia ESD 113	10	6.3%	5	4	1				148
Anacortes ESD 189	49	15.3%	13	23	6	7			271
Olympic Peninsula ESD 114	9	8.7%	6	1	1	1			95
Puget Sound ESD 121	134	19.4%	32	54	21	26	1		558
	<b>353</b>		<b>105</b>	<b>128</b>	<b>44</b>	<b>64</b>	<b>4</b>	<b>8</b>	

Note: Step 1 = failing AYP for 2 consecutive years  
 Step 2 = failing AYP for 3 consecutive years  
 Step 3 = failing AYP for 4 consecutive years  
 etc.

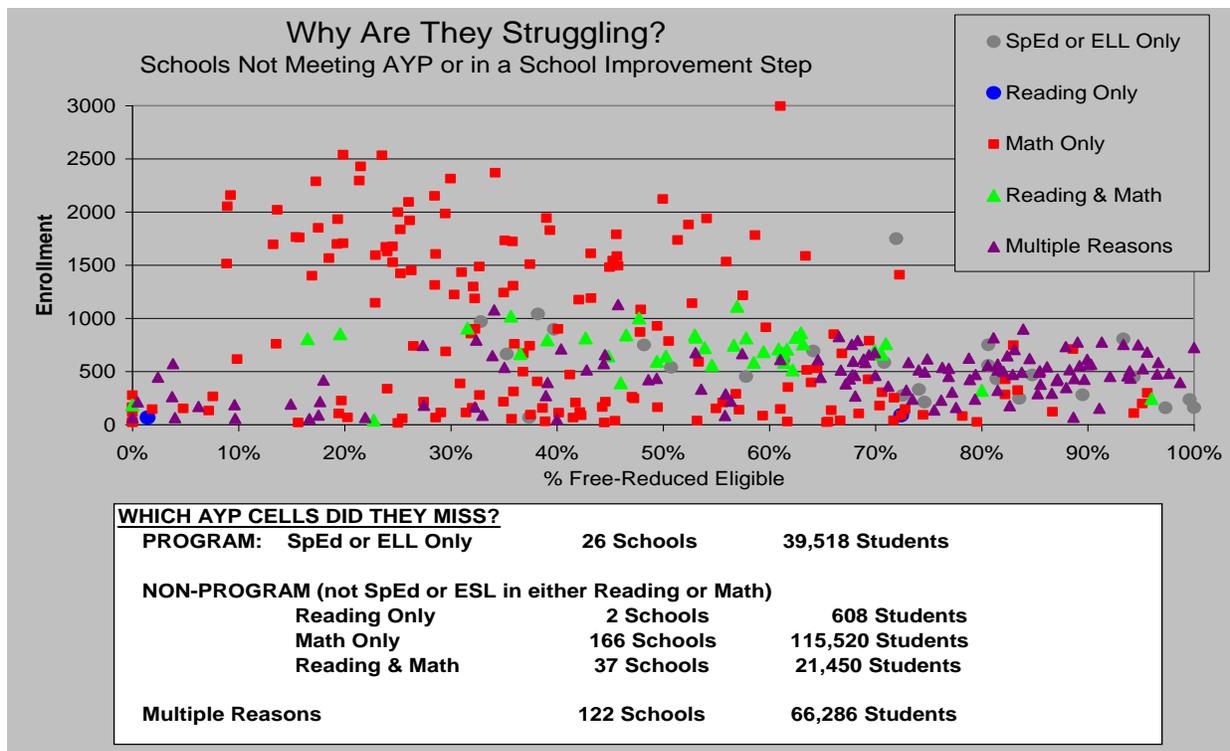
If a school is in Steps 1-5, making AYP one year causes them to stay at the same step

**"Struggling Schools":** Those who did not meet AYP in 2006 or those who met AYP in 2006 but are still in NCLB School Improvement (353 schools highlighted in this analysis)

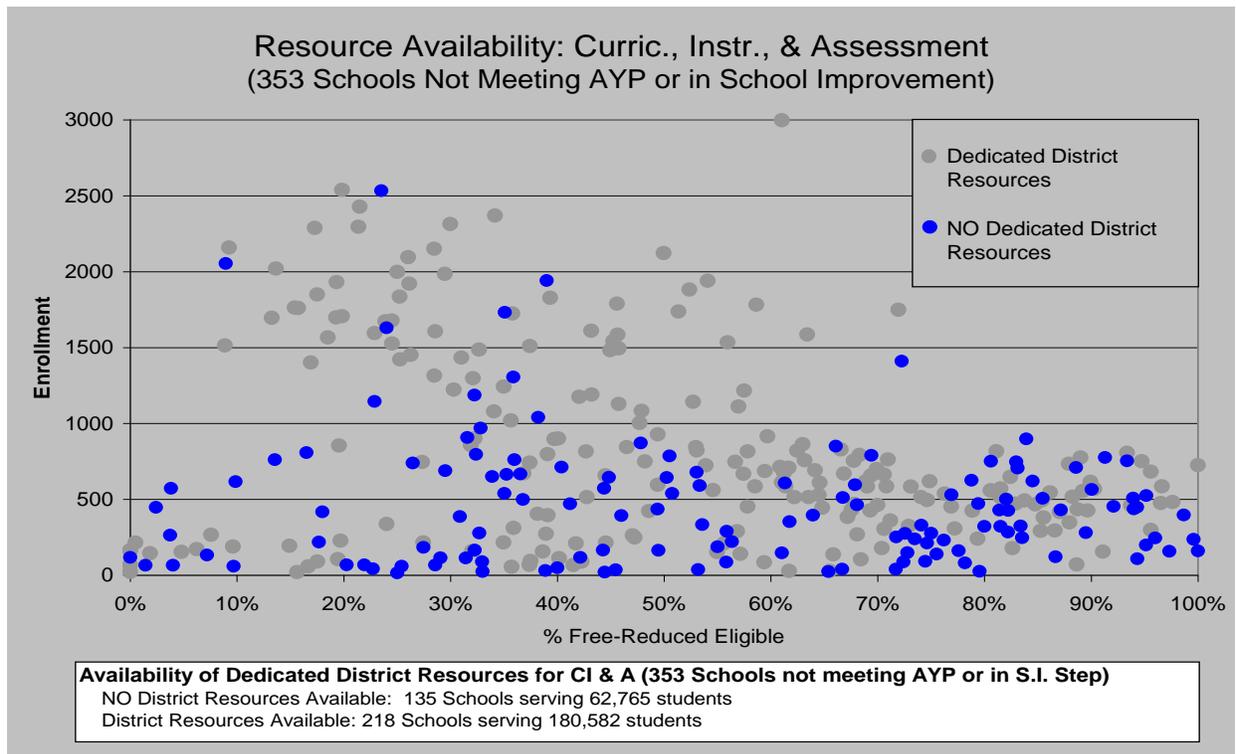
- 134 of the struggling schools are in the Puget Sound region, 125 in eastern Washington, and 94 in western Washington but not in the Puget Sound region.
- A higher percentage of struggling schools, 35%, are in eastern Washington compared to all school, 29%.



- 145 (41%) of the struggling schools serving 73,000 (30%) of the students are Title I schools.
- The remaining 208 schools serving 171,000 students are not Title I schools. Of these schools, 95 have more than 40% of their students eligible for free-reduced price meals and 58 are high schools, 32 are middle/jr high schools, and 3 are elementary schools. So, many of these struggling schools, while not Title I, still have a high percentage of low-income students.



- Most of the schools did not make AYP because of math performance, either math only or math in combination with reading and/or special ed/ELL performances. 166 (47% ) of the **schools** did not meet AYP because of math only, 122 (35%) for multiple reasons, 37 (10%) for reading and math, 26 (7%) for Special Ed or ELL only, and 2 (1%) for reading only. Unfortunately, it is not evident from the data presented how many schools with multiple reasons included math. Nevertheless, math appears to have been the biggest barrier to schools for meeting AYP for the 2006 WASL administration.
- 115,500 (47% )of the **students** are in schools that did not meet AYP because of math only, 66,000 (27%) for multiple reasons, 40,000 (16%) because of Special Ed or ELL, 21,000 (9%) because of reading and math, and 608 (less than 1%) because of reading only.



- 135 (38%) of these schools have no district resources available for curriculum, instruction, and assessment; these schools serve 27% of the students in struggling schools.