

System Performance Accountability (SPA) Meeting  
June 8, 2010

WEBINAR AGENDA

**INSTRUCTIONS FOR COMPUTER CONTACT AND DIALING IN:**

1. Please join my meeting.

<https://www1.gotomeeting.com/join/149998633>

Meeting ID: 149-998-633

2. Join the conference call: 1-866-200-5786; code 3540546

**1:00 p.m. Welcome and Informal Networking**

Dr. Kris Mayer, SPA Board Lead  
Ms. Edie Harding, Executive Director

**1:05 p.m. Washington Achievement Awards 2009 and Changes for 2010**

Ms. Sarah Rich, Research Director  
Dr. Pete Bylsma, SBE Consultant

SPA Member Discussion and Feedback

**1:45p.m. Race to the Top Grant Application Addressing Persistently Low Achieving Schools and Education Reform Plan Proposed Metrics for Goals**

Ms. Edie Harding, Executive Director  
Dr. Pete Bylsma, SBE Consultant

SPA Member Discussion and Feedback

**2:15 p.m. Break**

**2:30 p.m. Persistently Low Achieving Schools: Voluntary School Improvement Grants and Required Action Proposed Criteria and Schedule for OSPI and SBE Rules**

Ms. Edie Harding, Executive Director  
Dr. Janell Newman, Assistant Superintendent, District and School Improvement, OSPI  
Ms. Tonya Middling, Director, Project Development, OSPI

SPA Member Discussion and Feedback

**4:00 p.m. Adjourn**

## Systems Performance Accountability (SPA) Notes April 13, 2010

Attendees: Kris Mayer, Phyllis Bunker Frank, Connie Fletcher, Bob Harmon, Erin Jones, Mary Alice Heuschel, Janell Newman, Wendy Rader-Konofalski, Myra Johnson, Mack Armstrong, Bill Williams, Anne Luce, Martha Rice, Pete Bylsma, Edie Harding, Aaron Wyatt, Sarah Rich, Don Rash

### Washington Achievement Awards

Mr. Aaron Wyatt, SBE Communications Manager, updated the work group members on the 2009 Washington Achievement Awards, which will be given to 174 schools on May 5<sup>th</sup>. The main award ceremony will be at Hazen High School in Renton. There are six categories for the awards based on the SBE Accountability Index: overall excellence, language arts, math, science, extended graduation rate and gifted education. Next year, awards for closing the achievement gap will also be included. Work group members also suggested that an improvement award be added.

### Recognition for Closing the Achievement Gap

Dr. Pete Bylsma, SBE Consultant, outlined four options for achievement gap awards: two options were proposed for closing the socioeconomic gap and two options were proposed for the racial/ethnic group.

For closing the socioeconomic gap options 1 and 2 would use the SBE Accountability Index matrix. Both options would look at the difference in average between the non-low income and low income rows. The two year average in both rows must be at least a 4.0; 2 of the 5 cells in a row must be rated each year; the overall Accountability Index must be 4.0 and there must be fewer than 10% of students designated as gifted. Under Option 1 which is criterion referenced, any school that had a difference between the row averages between low income and non low income of less than 1 in both years. Under Option 2, which is norm-referenced, when a school's 2 year average in the low income and non low income puts it in the top 5% for each of the school levels: elementary, middle, high school or comprehensive, it would be recognized. Under Option 1, 30 schools would be recognized in 2010 and under Option 2, 108 schools would be recognized in 2010.

For closing the racial/ethnic gap options 3 and 4 would use the SBE modified matrix for subgroups. Both options would look at the difference in average of lowering performance groups (American Indian, Black, Hispanic and Pacific Islanders) and higher performing groups (Asian, White). The two year average in both rows must be at least a 3.50; 4 of the 9 cells in a row must be rated each year; the overall Accountability Index must be 4.0 and there must be fewer than 10% of students designated as gifted. Under Option 3 which is criterion referenced, any school that has less than a .50 difference between the row averages in two consecutive years would be recognized. Under Option 4, which is norm-referenced, schools whose difference in the top 2-year average of the two combined race/ethnic group rows puts them in the top 5% for each of the school levels: elementary, middle, high school or comprehensive, it would be recognized. Under Option 3 fewer schools would be recognized than under Option 4.

The SPA work group preferred Option 1 for closing the socioeconomic gap and Option 3 for closing the achievement gap. They felt the criterion referenced system was better because there is no competition for the awards and it supports cooperation among schools and districts. They also felt that the schools should not get any award if they have a major achievement gap. They also suggested that we notice those schools for multiple years of improvement and highlight them in our awards (e.g., when the improvement row averaged 6.0 over a 2-year period).

### **Update on School Improvement Grants for 2010 and Looking Ahead**

Dr. Janell Newman, Assistant Superintendent, District and School Improvement, OSPI shared her office's work on the federal school improvement grants process. A total of 41 schools from 21 districts applied. The timelines were very aggressive. School districts were notified in early February and had a month to apply for a grant. A total of nine school districts and 18 schools were awarded school improvement grants for the 2010-11 school year. Tacoma School District elected to do one closure and two school turnaround models in addition to several transformation models. The other school districts (Grandview, Highlight, Longview, Marysville, Seattle, Sunnyside, Wellpinit and Yakima are pursuing the transformation models). Janell shared the rubrics and interview process they used for awarding the grants. Some districts were not pleased they did not receive a grant. A total of \$47.6 million was awarded to districts for three years. Janell also presented information on the Washington Improvement and Implementation Network (WIIN Center), which is providing technical assistance particularly to those to districts with schools in the lowest 10% of low achieving in the areas of instruction, self assessments, and effective leadership and teaching. All the SIG grants have now been posted on the OSPI Web site.

### **Washington's Final Education Reform Bill (E2SSB 6696) Next Steps for Accountability ESEA Reauthorization SBE Trip to D.C. to Discuss SBE Accountability Index**

Ms. Sarah Rich, SBE Research Director, shared an overview of the Obama administration's Blueprint for reauthorization. The key elements include a focus on improvement and growth not just performance, adoption of career and college ready standards (Common Core), continue to test annually in reading and math but allow states to add other subjects, allow state flexibility in intervention, eliminate school choice and tutoring, ensure effective teachers are distributed equitably, monitor the effectiveness of teacher preparation programs, and find ways to evaluate the effectiveness of ELL programs. She also provided a comparison chart between No Child Left Behind and the ESEA Blueprint. Reauthorization of ESEA is not expected until next year.

Ms. Edie Harding discussed the considerations for developing rules for the new education reform bill for Required Action. Some of the issues are: what criteria should OSPI adopt to determine which schools and districts move to required action as well as the timeline expected for Required Actions to submit a plan. Edie also discussed the trip to the U.S. Department of Education with Bob Harmon from OSPI to ask the USED Title I staff to consider allowing Washington to use its new SBE Accountability Index in place of the current NCLB system. USED officials were complimentary of SBE's "thinking outside the box". They suggested we continue to use it for recognition and that they would share with their policy staff. They did not support the exemption of ELL students for 3 years even with our additional accountability expectations. They also were concerned that we averaged all the indicators and outcomes into one number for a compensatory system rather than continuing to allow schools to be identified for not making progress in one area (a conjunctive system).

### **Washington's Education Reform Plan and Race to the Top Update**

Ms. Edie Harding, Executive Director, provided an overview of the state's Race to the Top grant application. She highlighted the education reform plan with its four goals: All students will: 1) enter kindergarten prepared for success, 2) be competitive in math and science nationally and internationally, 3) attain high academic standards regardless of race, ethnicity, income or gender and 4) graduate college and career ready. Edie then discussed how the \$250 million would be allocated between the

state and districts. The required components districts must sign on to receive a basic allocation include implementing: the Common Core, formative and summative assessments, an instructional improvement data system; a new teacher and principal evaluation system, improving math and science instruction. An additional amount would be available through competitive grants for four innovation clusters: Teacher and Leader Development and Effectiveness, Persistently Low Achieving Schools, Improving College and Career Readiness and Closing the Achievement Gap, and STEM. These clusters provide the opportunity for districts to be bold and go beyond the requirements in SB 6696 the state's education reform bill.

SPA workgroup members suggested that in some cases districts might want to do more than one cluster because there are some connections between the clusters such as effective teaching and low achieving schools. They liked the idea of groups of clusters coming together to work on

**The next SPA meeting will be June 8 on a SBE Webinar 1:00-4:00 p.m.** which will cover the following topics:

- Draft content for implementation of Required Action Rules (Edie and Janell)
- Final recommendations for Achievement Gap Awards and other Award Changes (Pete)
- Report on how to use prototype schools for Accountability (Pete)
- Update Race to the Top Grant Submission (Edie)

## **Persistently Low Achieving Schools: Voluntary School Improvement Grants and Required Action Proposed Criteria and Schedule for OSPI and SBE Rules**

**Edie Harding** – Executive Director

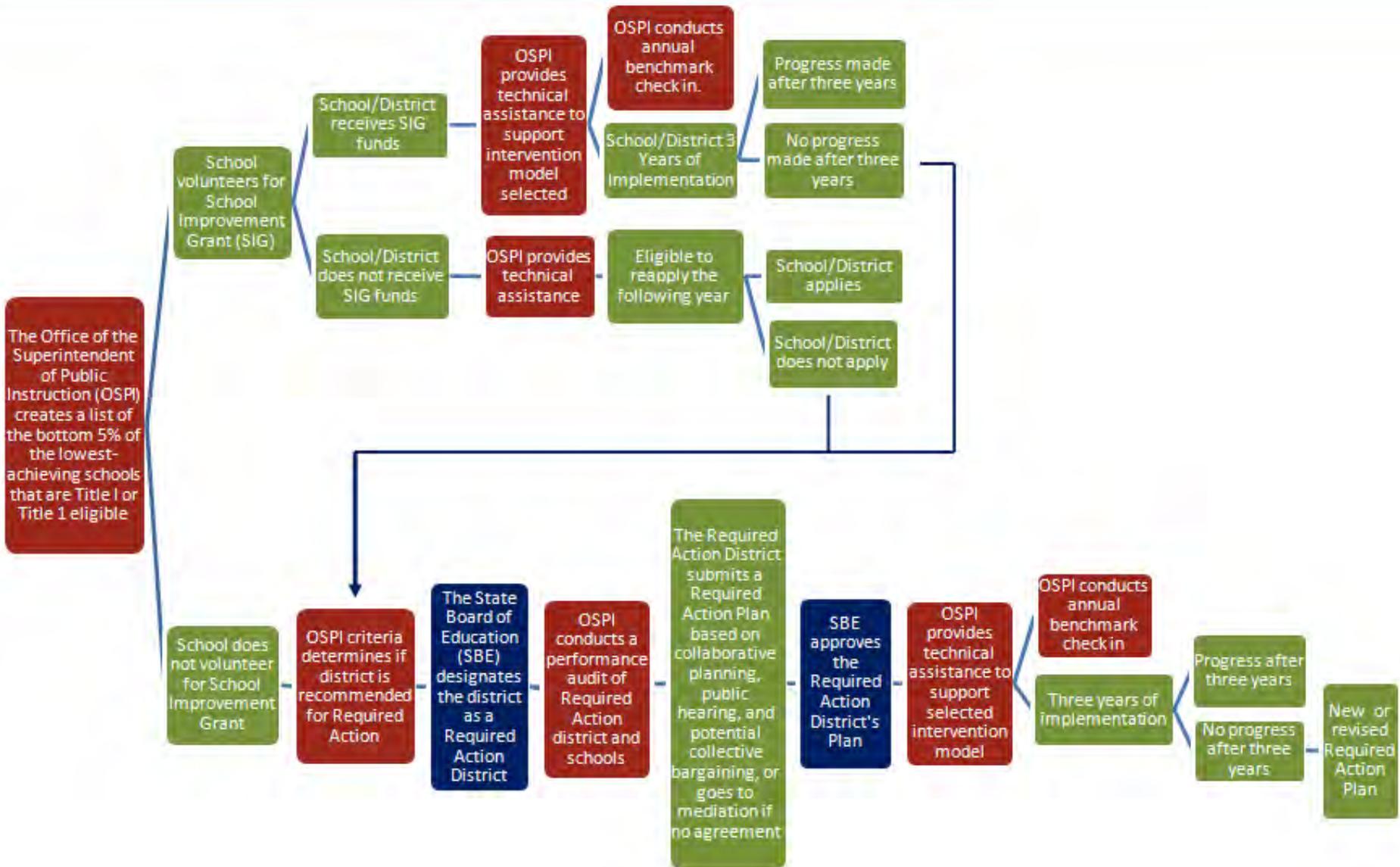
**Dr. Janell Newman** - Assistant Superintendent of District  
and School Improvement and Accountability

**Tonya Middling** - Director, District and School Improvement  
and Accountability

1. Flow Chart of Process for Required Action District and Voluntary School Improvement Grant (Edie)
2. Required Action Components (Janell and Tonya)
  - OSPI criteria for designation of Required Action District
  - OSPI criteria for delisting Required Action District after 3 years of implementation of Required Action Plan
  - Components of Academic Performance Audit
  - Components of Required Action Plan for SBE Plan
3. Required Action District Process (Edie)
4. Rule Schedule (Edie)

# Flowchart

# The Washington State Board of Education



## Part One

### Required Action District Process Schedule if Parties Agree

By November 15, 2010

1. OSPI creates rules on criteria for recommending Title I and Title I eligible schools and their districts for required action
2. Criteria for identification will include: methodology for School Improvement Grants (SIG) used for identification of bottom 5% of Title I or Title I eligible persistently lowest-achieving schools using the three tiers (OSPI will discuss) as well as additional criteria such as:
  1. did not volunteer to apply for a SIG grant in previous year
  2. in lowest 1%
  3. no improvement from previous year

By November 15, 2010

3. Criteria for release from Required Action after sufficient progress
4. **SBE creates rules for schedule of Required Action District Process**
  - a. Rule will follow schedule outlined below

By December 1, 2010 and annually thereafter

1. OSPI creates list of bottom five percent lowest achieving schools using rules established above
2. OSPI identifies schools/districts as potential Required Action District if they did not volunteer for SIG grant (Clarify in OSPI rule that school did not apply for a SIG grant in that year)
  1. Local district has 10 days to request reconsideration from OSPI upon hearing they could be recommended as a Required Action District
  2. Legislature appoints 5 members to Review Panel to assist Required Action Districts if needed based

# The Washington State Board of Education

By January 1, 2011 and annually thereafter

1. OSPI would conduct academic performance audit (timeline under discussion) of potential Required Action District(s) to look beyond the state assessment data
2. OSPI will determine federal funds available for Required Action District(s) OSPI identifies schools/districts as potential Required Action District if they did not volunteer for SIG grant (Clarify in OSPI rule that school did not apply for a SIG grant in that year)

## By January 2011 and annually thereafter

1. OSPI recommends Required Action Districts to SBE if federal funding is available (clarify in OSPI rule)
2. SBE designates Required Action Districts
3. Local district notifies parents of students in attending persistently lowest achieving schools and process they will go through to comply with requirements

## By TBA— Audit may come before Required Action Designation

1. OSPI would complete academic performance audit to help local district develop required action plan

## By April 15

1. Local districts will complete required action plan which includes consultation with various parties as well as conduct a public hearing
2. Local districts submit draft required action plan with federal school improvement application and potential model to OSPI.

## By May 1

1. OSPI confirms alignment with federal school improvement guidelines and forwards to SBE

## By May 15

1. SBE approves required action plan or sends back to district with rationale for not approving based on audit findings and requirements for required action plan under SB 6696 Section 105

## By June 1

1. OSPI Required Action District, if SBE does not approve plan, may: revise their plan within 40 days and submit to SBE or Request a Review Panel within 10 days of SBE rejection to consider if the SBE gave appropriate consideration to the unique circumstances and characteristics Panel may affirm the SBE decision; recommend the SBE reconsider or recommenidentified in the academic performance audit.d changes to the plan for required action district and SBE to consider

## By July 1

1. SBE Required Action District will submit a revised plan if SBE does not approve the first plan

## By July 15

1. SBE approves the revised plan

## By September of the school year after district is designated a Required Action District

1. Required Action District implements plan, or
2. SBE may direct OSPI to redirect Required Action District to align with academic performance audit if that district does not submit plan or plan is not approved.

## By the third year of implementation of the Required Action District plan (beginning 2014)

1. OSPI will review the progress of the Required Action District and determine if:
  1. SBE may release Required Action District from designation due to progress or
  2. Required Action District must remain in required action and submit new or revised plan

## Part Two

### Required Action District Process Schedule if Parties Do Not Agree

## Step One: Mediation

1. By April 15: A Required Action District must begin mediation with PERC if the parties are unable to resolve issues.
2. By May 15: parties must agree to mediation or go to Superior Court.
3. By June 1: Required Action District submits plan agreed to under mediation to OSPI and SBE.
4. By June 15: OSPI confirms alignment with federal school improvement guidelines; SBE approves local district required action plan based on audit findings.
5. By September of the school year after district is designated a Required Action District): Required Action District implements plan).

## Step One: Superior Court (if mediation is unsuccessful)

1. By June 15: Superior Court determines the issues needed to complete required action plan with no appeal.
2. By June 30: Local board will submit a plan based on Superior Court decisions.
3. By July 15: SBE will approve plan (pieces that Superior Court did not decide).
4. By beginning of school year succeeding that in which the Required Action District is designated : Required Action District implements plan.

## Schedule for Rules

1. Draft SBE Rule on Required Action Process schedule to State Board of Education for July 13-14 Meeting
2. Final SBE rule and public hearing for September 15-16 Meeting
3. OSPI will prepare a concurrent process for its rule on Required Action Districts criteria

# Questions / Comments

Edie Harding  
Executive Director  
[edie.harding@k12.wa.us](mailto:edie.harding@k12.wa.us)

Washington State Board of Education  
Systems Performance and Accountability Meeting  
June 8, 2010

## **Recognition in 2009 and 2010**

Ms. Sarah Rich, Research Director

Dr. Pete Bylsma, SBE Consultant

# 2009 Washington Achievement Awards: 174 schools

## Outstanding Achievement

Grade Band	# in top 5%	Index cut-off	Total awards
Elementary	53	5.280	70
Middle	19	4.875	26
High	20	4.910	52
Multiple	16	4.735	26
<b>Total</b>	<b>108</b>		<b>174</b>

## Special Recognition

Lang. Arts	36
Math	10
Science	24
Grad. rate	35
Gifted	20
<b>Total</b>	<b>125</b>

# Accountability Index Lookup Tool

Washington State Accountability Index

6/4/2010

Enter School Code:	2771					
School	District	Grade Span				
Lister	TACOMA	PK-5				

## Two-Year Averages

INDICATORS	OUTCOMES					
	Reading	Writing	Math	Science	Extended Grad Rate	Average
Achievement of non-low income students	4.5	6.0	4.0	3.5	.	4.50
Achievement of low income students	3.0	2.5	1.5	1.0	.	2.00
Achievement vs. peers	2.5	5.0	2.5	3.0	.	3.25
Improvement from the previous year	3.5	5.0	3.0	3.5	.	3.75
Index scores	3.38	4.63	2.75	2.75	NA	3.375 Tier: Fair

## 2009

	OUTCOMES					
					Extended	

# SBE Systems Performance Accountability Recommendations for 2010 (Next Year) Achievement Awards

- Add special recognition for improvement using same criteria as other awards, i.e., 2-year average of at least 6.00 (23 schools in 2009, 15 had not received recognition)
- Do not provide overall excellence recognition award for schools that have a large achievement gap
- Highlight schools that receive multiple year awards
- Add special recognition awards for achievement gap (SES and race/ethnicity) using criterion-based system

# Existing Recognition (6 areas)

- Recognition given for *Overall Outstanding Performance* using norm-referenced system
  - Top 5% of Index, by grade band (elementary, middle, high, comp.)
- *Special Recognition* given using criteria-referenced system
  - 2-year average of 6.00 in language arts, math, science, ext. grad. rate, gifted (among peers)

	Outcomes					
Indicator	Reading	Writing	Math	Science	Ext. Grad. Rate	Average
<i>Non-low inc. achievement</i>						
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						6.00* for gifted
<i>Improvement</i>						
Average	6.00*	6.00*	6.00*	6.00*	6.00*	Top 5%*

\* Minimum 2-year average rating to earn recognition

INDEX

# Achievement Gap Recognition

- Criteria used this year were too stringent, so no schools were recognized
- OSPI/SBE want to give recognition for closing the achievement gap next school year
- Two forms of recognition are recommended (both are criteria-based)
  - Use the Accountability Index matrix, look at gap based on socioeconomic status (SES)
  - Use modified matrix for subgroups, look at gap based on race/ethnicity

# Gap in Socioeconomic Status (SES)

- Look at difference in average of non-low income and low income rows (yellow cells)

	Outcomes					
Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. Grad. Rate</i>	Average
<i>Non-low inc. achievement</i>						Compare
<i>Low inc. ach.</i>						↕
<i>Ach. vs. peers</i>						
<i>Improvement</i>						
Average						

# Gap in Socioeconomic Status (SES)

- Apply minimum criteria
  - 2-year average for each row must be at least 4.00
  - Accountability Index must be at least 4.00 each year
  - At least 2 of 5 cells in the row must be rated each year
  - Must be fewer than 10% students designated as gifted each year
- *Give recognition to any school that has a difference between the row averages of less than 1 in both years*

30 schools would have been recognized in 2009  
(1.4% of schools statewide)

- 18 elementary schools
- 2 middle/junior high schools
- 7 high schools
- 3 comprehensive (more than one grade band)

# Gap Between Race/Ethnic Groups

- Look at difference in average of 4 lower performing groups (Amer. Indian, Black, Hispanic, Pac. Is.) and 2 higher performing groups (Asian, White)

## *Results for Hypothetical School*

Subgroup	READING			MATH			EXT. GRAD. RATE			Average rating	Change from previous year
	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.		
American Indian	4	4	4	1	5	4	1	4	4	3.44	0.33
Black	3	3	3	1	3	5	1	3	2	2.67	-1.00
Hispanic	3	4	4	1	4	4	1	4	4	3.22	-0.11
Pacific Islander	4	4	4	1	5	4	1	4	4	3.44	0.22
<b>Average</b>	<b>3.5</b>	<b>3.75</b>	<b>3.75</b>	<b>1</b>	<b>4.25</b>	<b>4</b>	<b>1</b>	<b>3.75</b>	<b>3.5</b>	<b>3.17</b>	<b>-0.17</b>
White	5	4	4	3	3	4	3	4	4	3.78	-0.22
Asian	6	4	5	4	5	4	5	4	6	4.78	0.56
<b>Average</b>	<b>5.50</b>	<b>4.00</b>	<b>4.50</b>	<b>3.50</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>5.00</b>	<b>4.28</b>	<b>0.17</b>

# Gap Between Race/Ethnic Groups

- Apply minimum criteria
  - 2-year average for each row must be at least 3.50
  - At least 4 of 9 cells in the row must be rated each year
  - Must be fewer than 10% students designated as gifted each year
- *Give recognition to any school that has less than a .50 difference between the row averages in two consecutive years*
  - Number of schools to be recognized is now being computed by OSPI
  - May need to adjust minimum criteria

# Advantages

- Uses familiar matrices
  - SES recognition uses the same Index matrix as the other forms of Special Recognition
  - Race/ethnic group recognition based on modified Index used for subgroup accountability
- Recognizes the achievement gap is driven primarily by differences in family socioeconomic status
- Focuses on achievement gap that has historically existed between the various racial/ethnic groups

# Next Steps

- Met in May with SBE, OSPI staff, and Achievement Gap Oversight and Accountability Committee
- Will meet with OSPI staff this month to examine 2009 data issues and preliminary results of achievement gap recognition based on race/ethnic subgroups
- Will present final recommendations for 2010 awards to SBE in July

The Washington State Board of Education

**Race to the Top Grant  
Application**

**SPA Meeting June 8, 2010**

**Edie Harding, Executive Director**

**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.

# SPA Feedback

**Stakeholders are concerned about establishing new goals at this time.**

- Federal ESEA reauthorization process may result in a new set of goals.
- Accountability Index creates new metrics that need to be monitored.
- Too many or conflicting goals will cause frustration and confusion.
- Recommended waiting to establish goals until there is more information about federal expectations and more clarification about using the Accountability Index when determining AYP.
- Will continue discussing topic at future SPA meetings.

# Race to the Top Application

1. Review of Performance Measures Required in Section A RTTT grant
2. Lowest Achieving Schools Proposal in Section E of RTTT grant

# RTTT Section A: State Success Factors

## A1: Articulating the State's Education Reform Agenda

# RTTT Section A: State Success Factors

A1 (iii) Broad Statewide Impact allowing state to reach its goals to:

- Increase student achievement in at least math and reading
- Decrease achievement gaps between subgroups in reading and math
- Increase high school graduation rates
- Increase college enrollment and college credit earned

# The Washington State Board of Education

## GOAL ONE:

Students enter kindergarten prepared for success

2009	2013	2018
Increase full-day kindergarten* participation rates		
All-day kindergarten rate: 30% overall	All-day kindergarten rate: 40% overall	All-day kindergarten rate: 85% overall**

\* There will be results starting in 2010 from early learning and development benchmarks and a kindergarten readiness assessment process; full-day kindergarten is used as a proxy to reflect state commitment to early learning.

\*\* 2018 is used because that is the new definition of Basic Education, which includes statewide implementation of full-day kindergarten, and is expected to be fully funded as per Engrossed Substitute House Bill 2261 and Substitute House Bill 2776.

# The Washington State Board of Education

## GOAL TWO:

Students compete in mathematics and science nationally and internationally

2009	2013	2018
Raise math and science performance levels overall by <b>four percentage points</b> per year between 2009 and 2018		
Fourth grade passing rates math: 52.3% overall	Fourth grade passing rates math: 68.3% overall	Fourth grade passing rates math: 88.3% overall
Fifth grade passing rates science: 44.9%	Fifth grade passing rates science: 60.9%	Fifth grade passing rates science: 80.9%
Eighth grade passing rates math: 50.8%	Eighth grade passing rates math: 66.8%	Eighth grade passing rates math: 86.8%
Eighth grade passing rates science: 51%	Eighth grade passing rates science: 67%	Eighth grade passing rates science: 87%
Tenth grade passing rates math: 45.4%	Tenth grade passing rates math: 61.4%	Tenth grade passing rates math: 81.4%
Tenth grade passing rates science: 38.8%	Tenth grade passing rates science: 54.8%	Tenth grade passing rates science: 74.8%

# Comparison to Goals Previously Proposed

## Previously Proposed

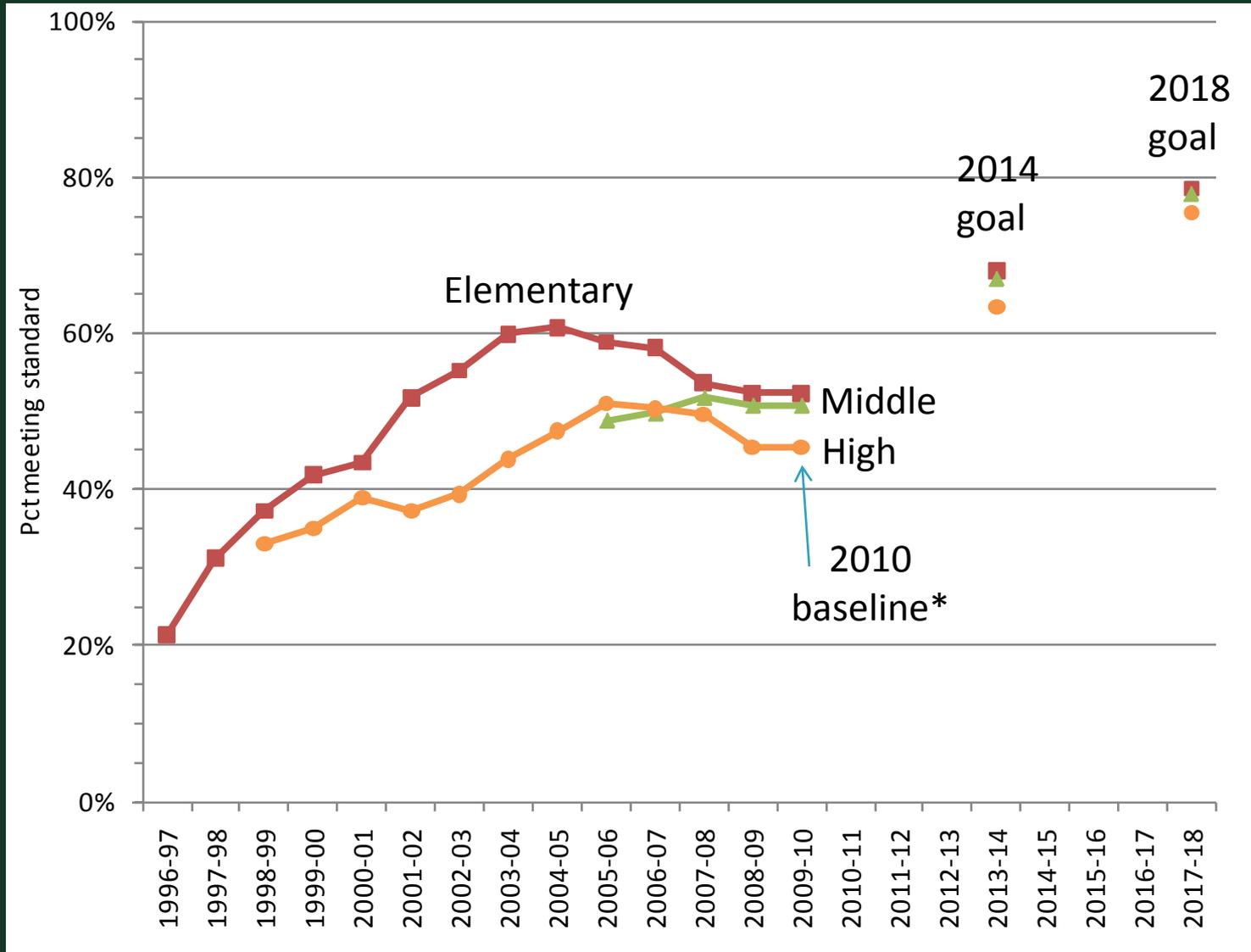
- 33% reduction in those not meeting standard every 4 years in 4 subjects for schools and districts
- 2010 was baseline year, goals in 2014 and 2018
- Combine all grades together (K-5 school has one goal using gr. 3-5)

## Proposed Goals in RTTT

- 4 percentage point increase each year in 4 subjects for state (variable rate for reading and writing due to high baselines)
- 2009 is baseline year, goals in 2013 and 2018
- Only grades 5, 8, 10 (4 and 7 for writing)

# Previously Proposed Math Goals

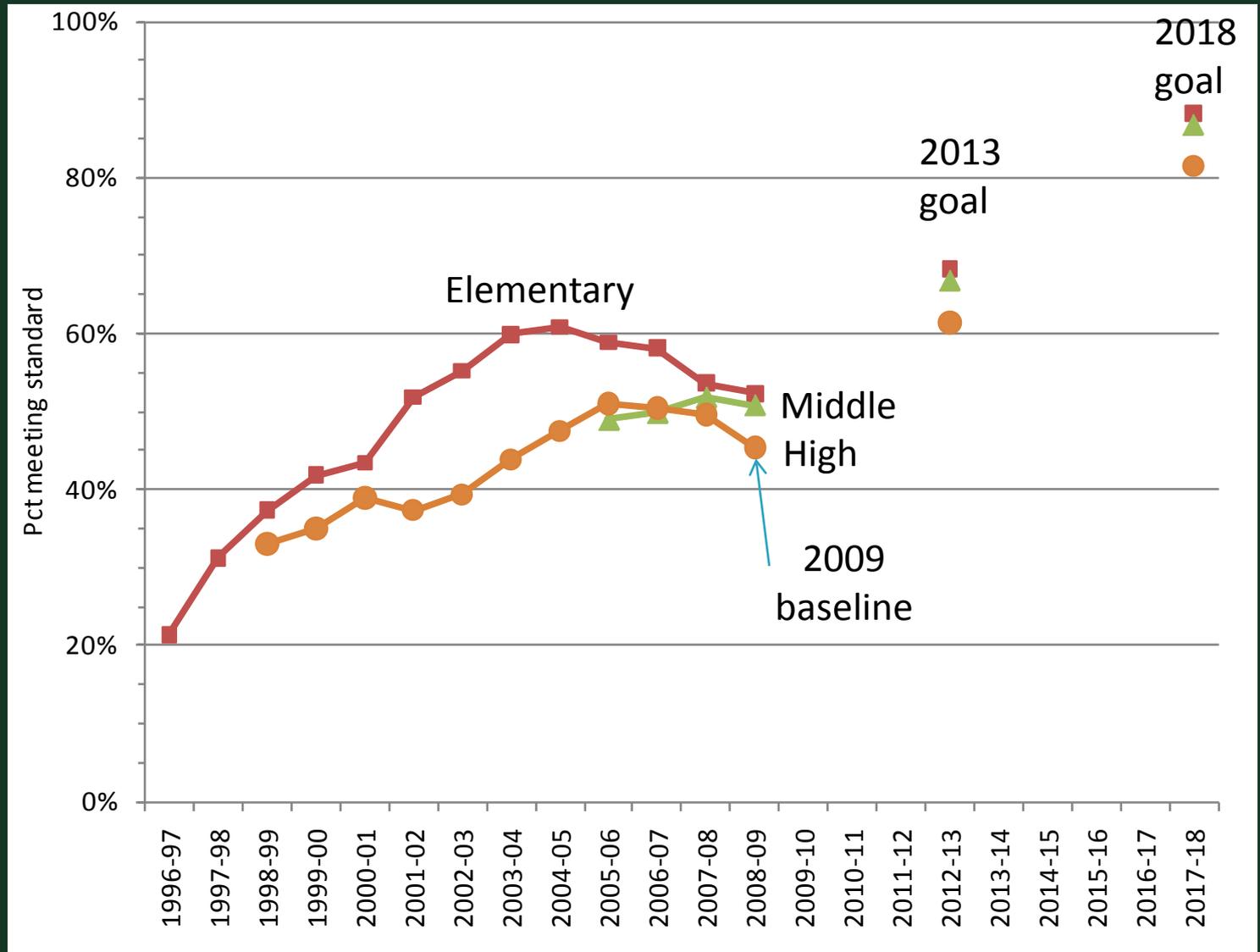
(State results shown for 1997 to 2009 in grades 4,8,10)



\* hypothetical results

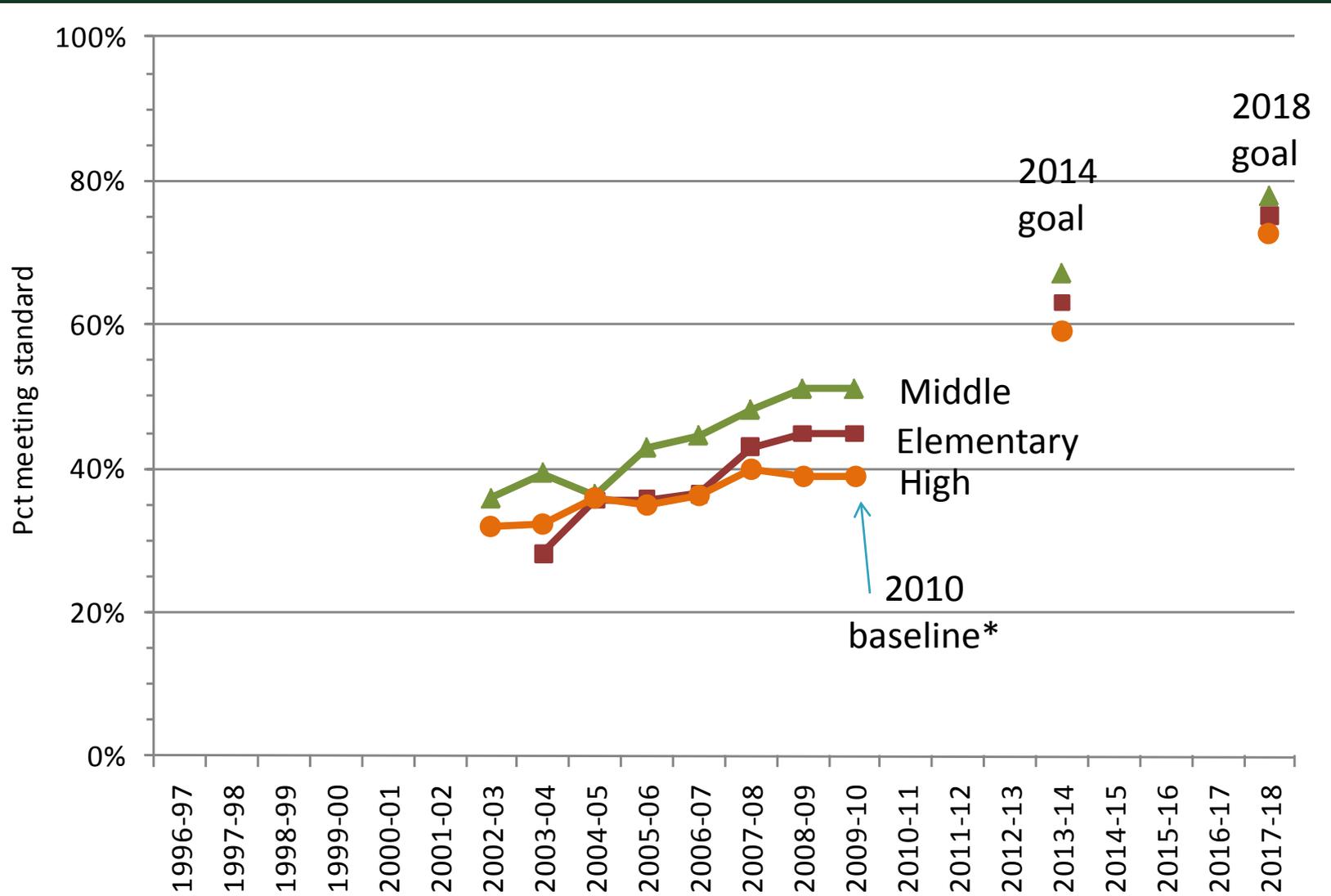
# RTTT Math Goals

(State results shown for 1997 to 2009 in grades 4,8,10)



# Previously Proposed Science Goals

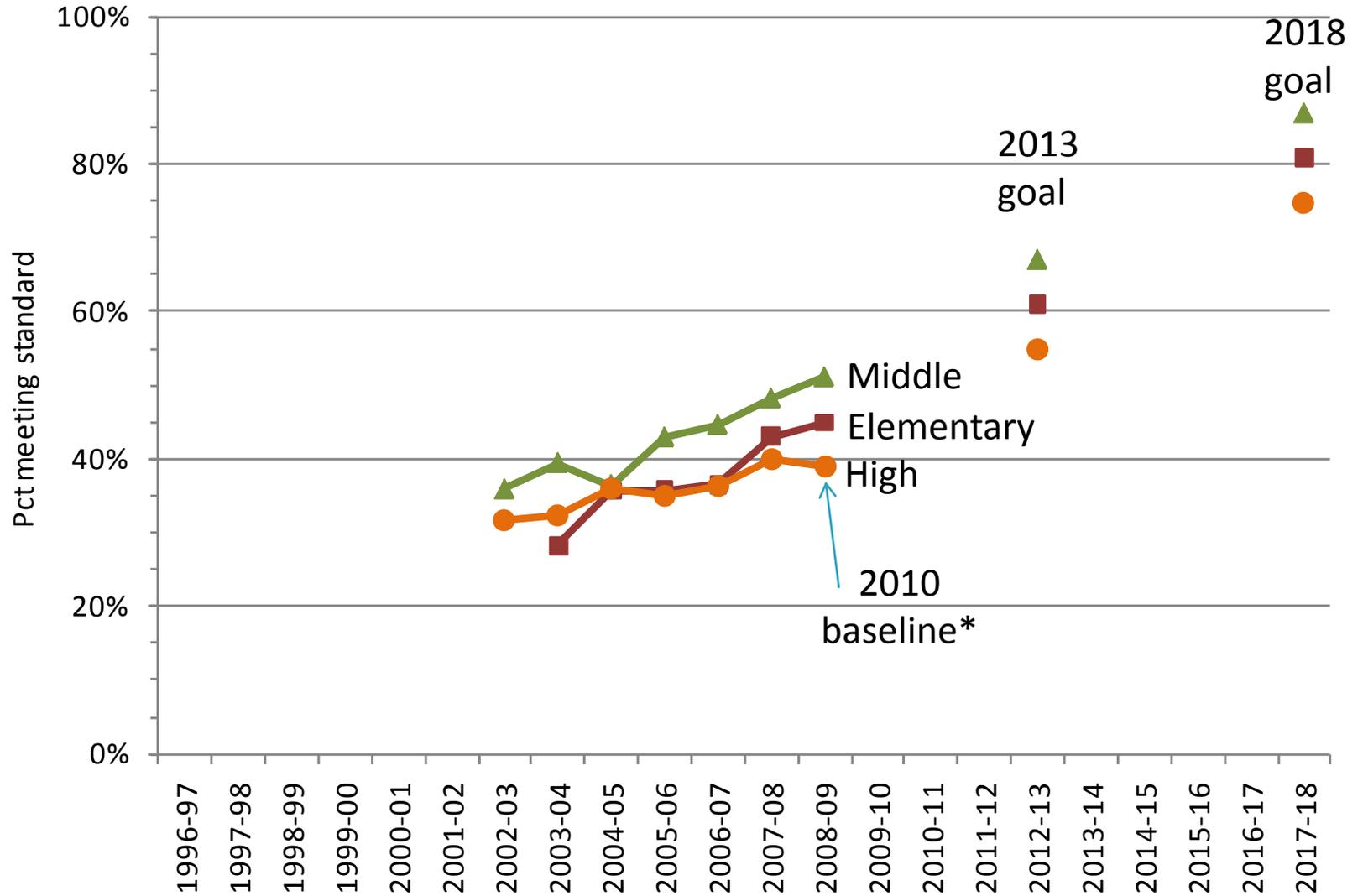
(State results shown for 2003 to 2009 in grades 5,8,10)



\* hypothetical results

# RTTT Science Goals

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



# The Washington State Board of Education

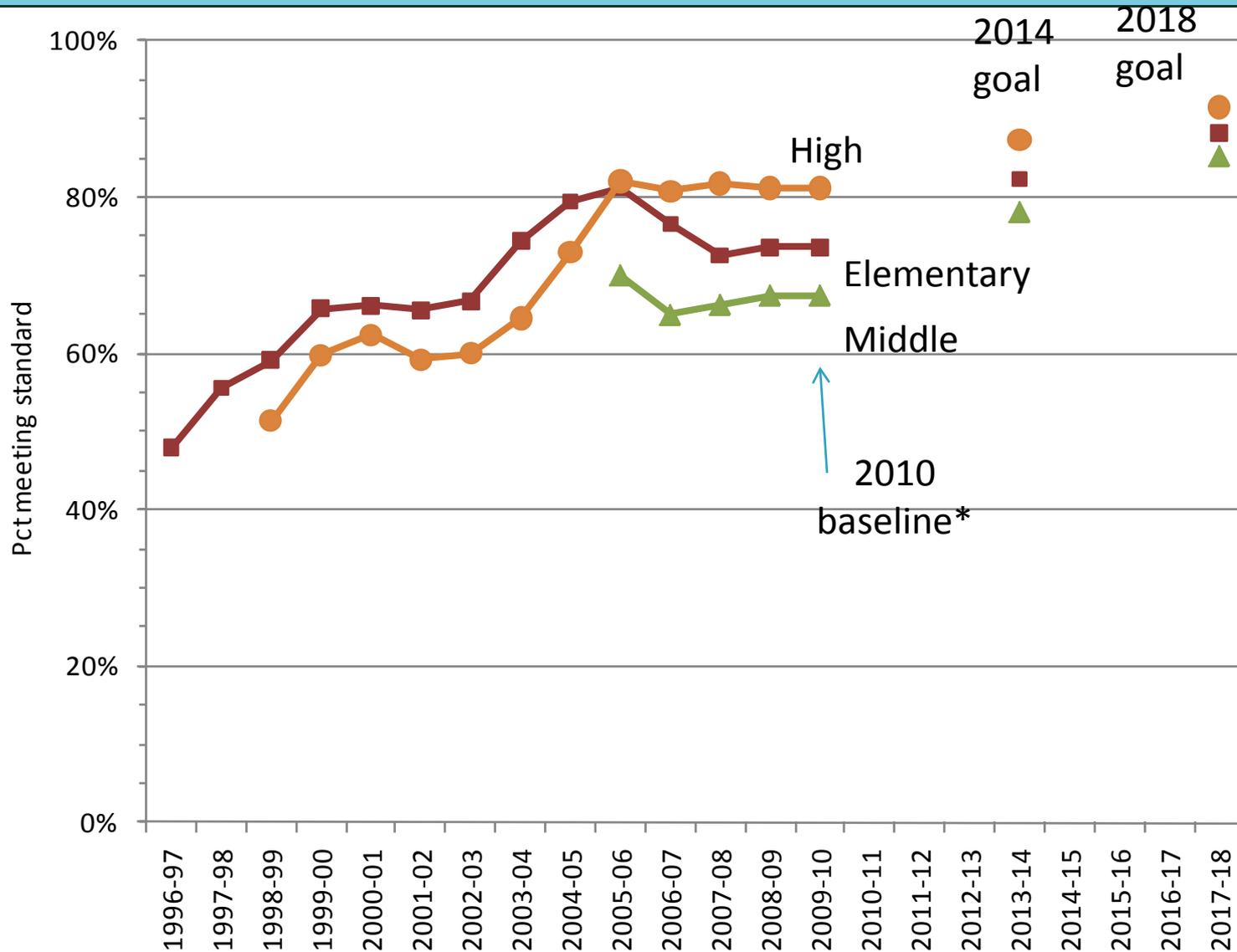
## GOAL THREE:

Students attain high academic standards regardless of race, ethnicity, income, or gender

2009	2013	2018
Close achievement gaps by increasing subgroup performance on state mathematics, science, reading, and writing exams by <b>four percentage points</b> each year per subgroup (Black, Hispanic, American Indian/Alaskan Native and Pacific Island students). (See Appendix (A)(1)-5 and Section A(3) for detail.)		
Increase absolute student performance (and eventually student growth once those measures are in place) by <b>three percentage points</b> per year between 2009 and 2018		
Fourth grade passing rates reading: 73.6% overall	Fourth grade passing rates reading: 85.6% overall	Fourth grade passing rates reading: 98% overall
Fourth grade passing rates writing: 60.4%	Fourth grade passing rates writing: 72.4%	Fourth grade passing rates writing: 87.4%
Eighth grade passing rates reading: 67.5%	Eighth grade passing rates reading: 79.4%	Eighth grade passing rates reading: 94.4%
Seventh grade passing rates writing: 69.8%	Seventh grade passing rates writing: 81.8%	Seventh grade passing rates writing: 96.8%
Tenth grade passing rates reading: 81.2%	Tenth grade passing rates reading: 93.2%	Tenth grade passing rates reading: 98%
Tenth grade passing rates writing: 86.7%	Tenth grade passing rates writing: 95%	Tenth grade passing rates writing: 98%

# Previously Proposed Reading Goals

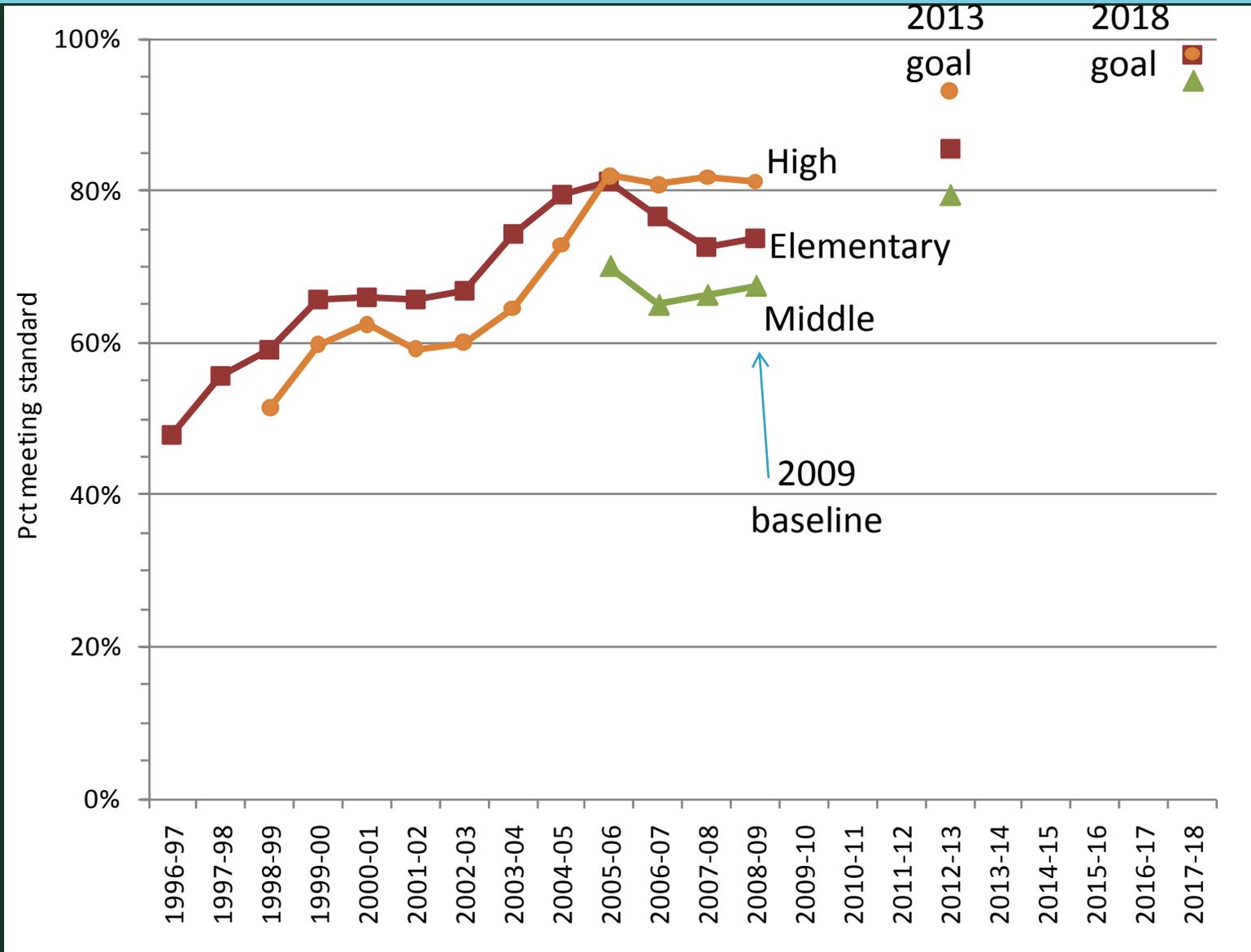
(State results shown for 1997 to 2009 in grades 4,8,10)



\* hypothetical results

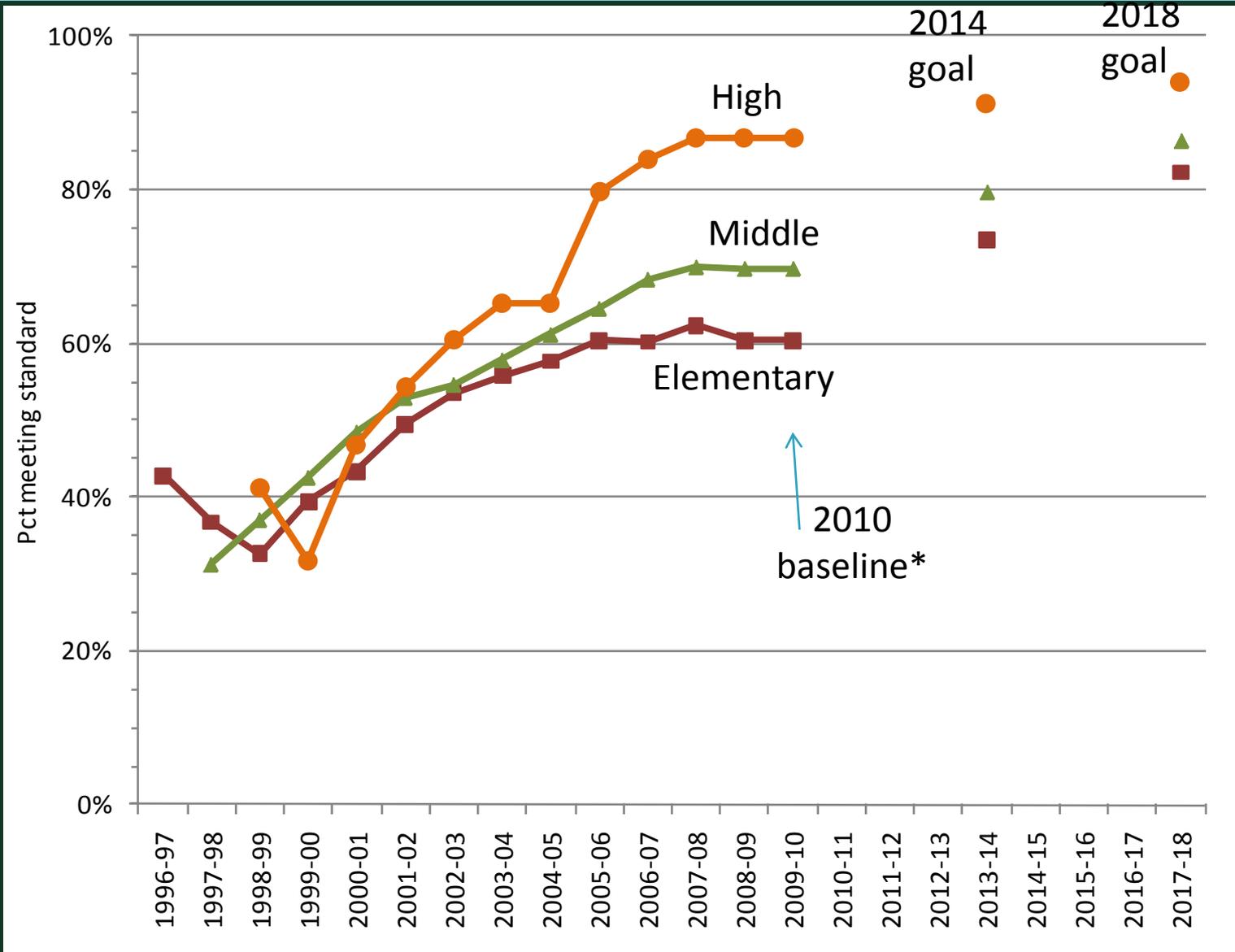
# RTTT Reading Goals

(State results shown for 1997 to 2009 in grades 4,8,10)



# Previously Proposed Writing Goals

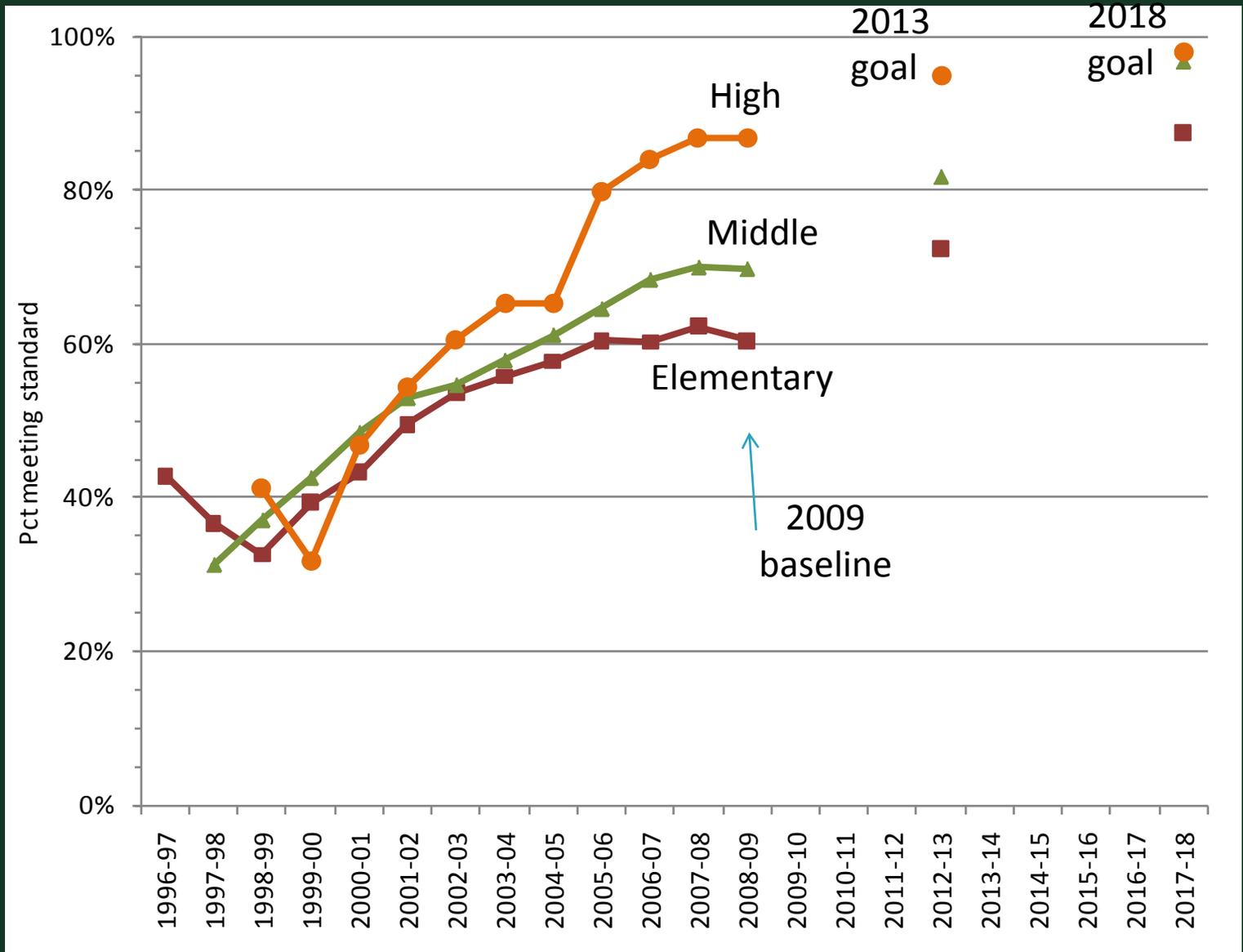
(State results shown for 1997 to 2009 in grades 4,7,10)



\* hypothetical results

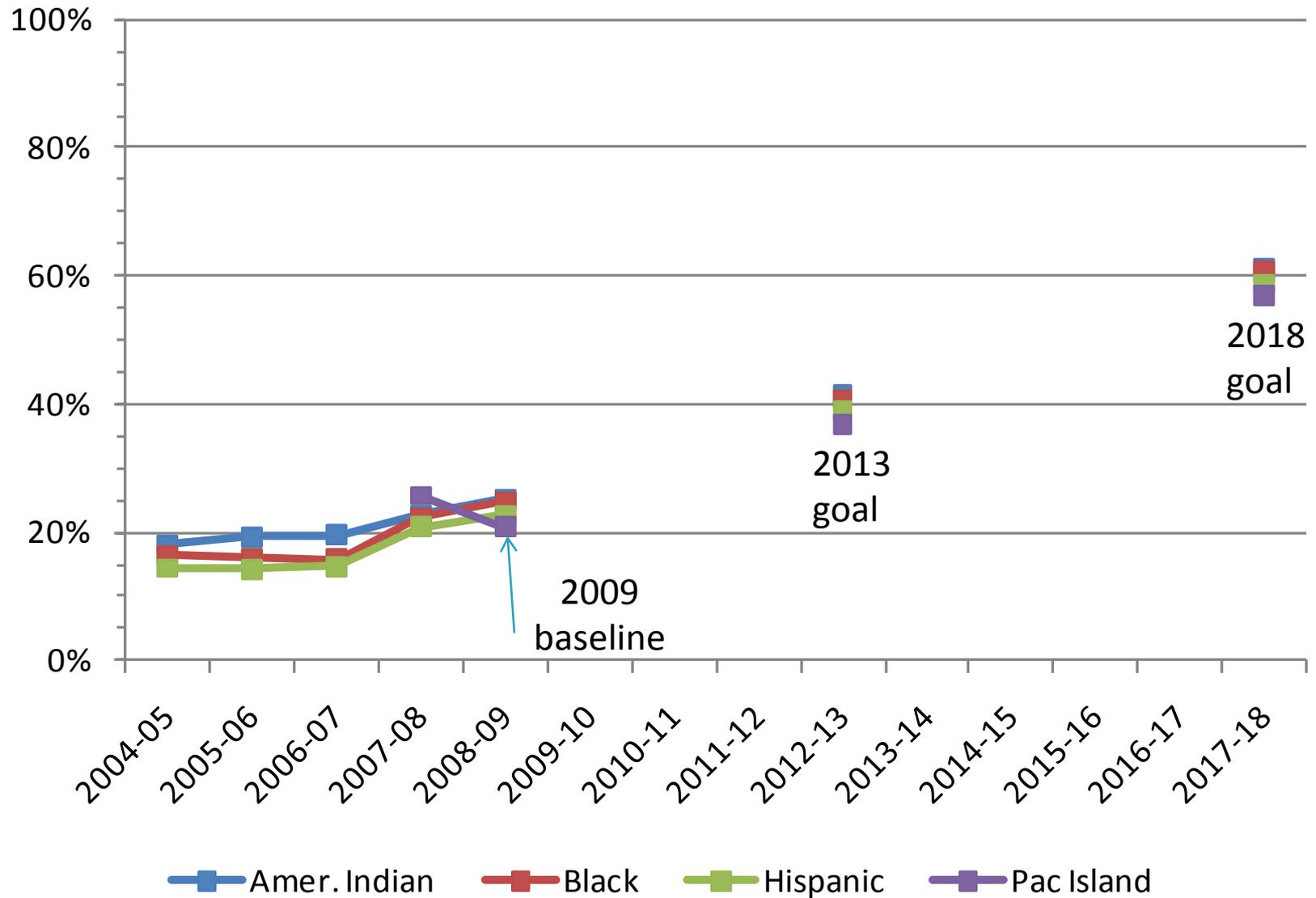
# RTTT Writing Goals

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



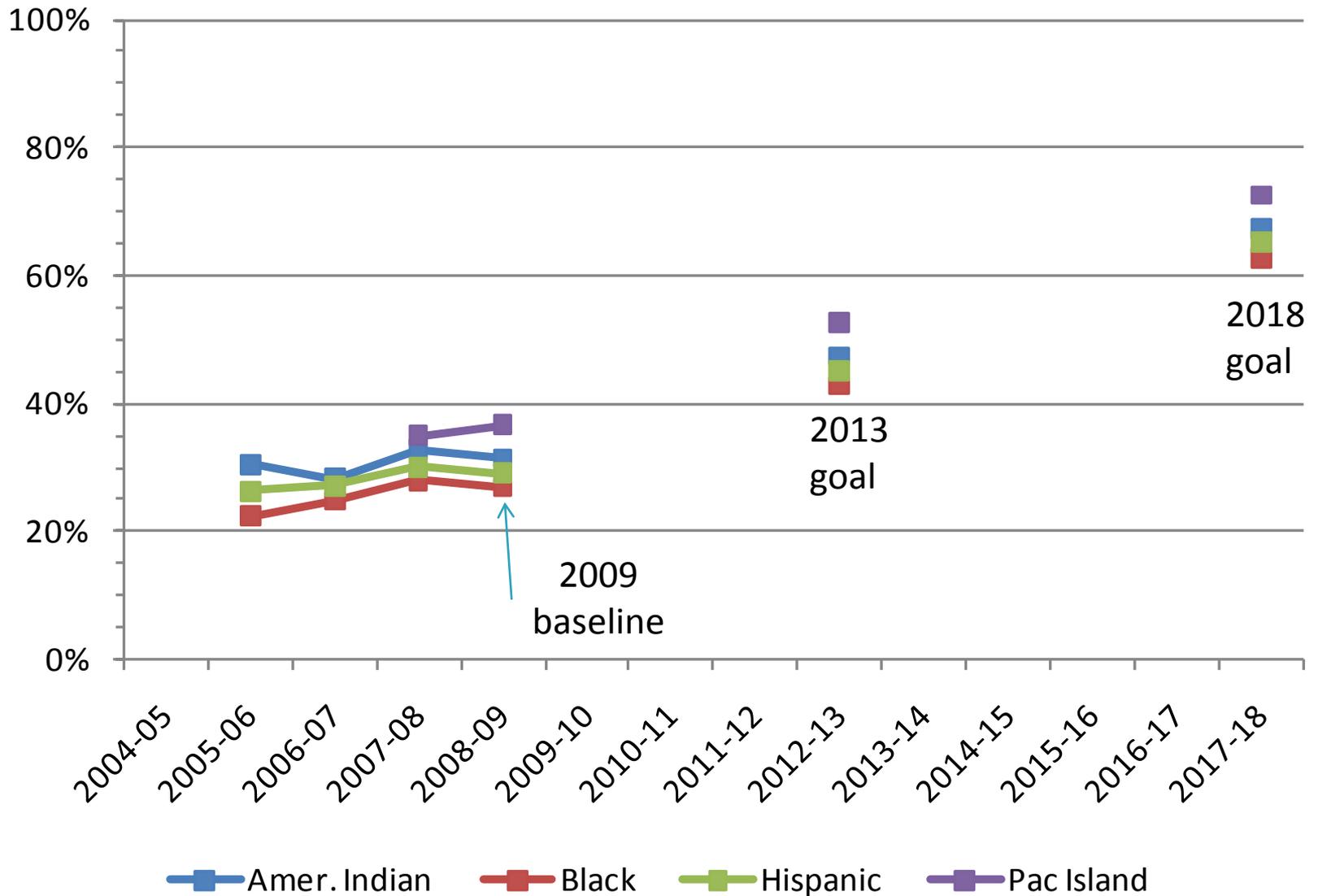
# RTTT Achievement Gap Goals

## Science, Grade 5



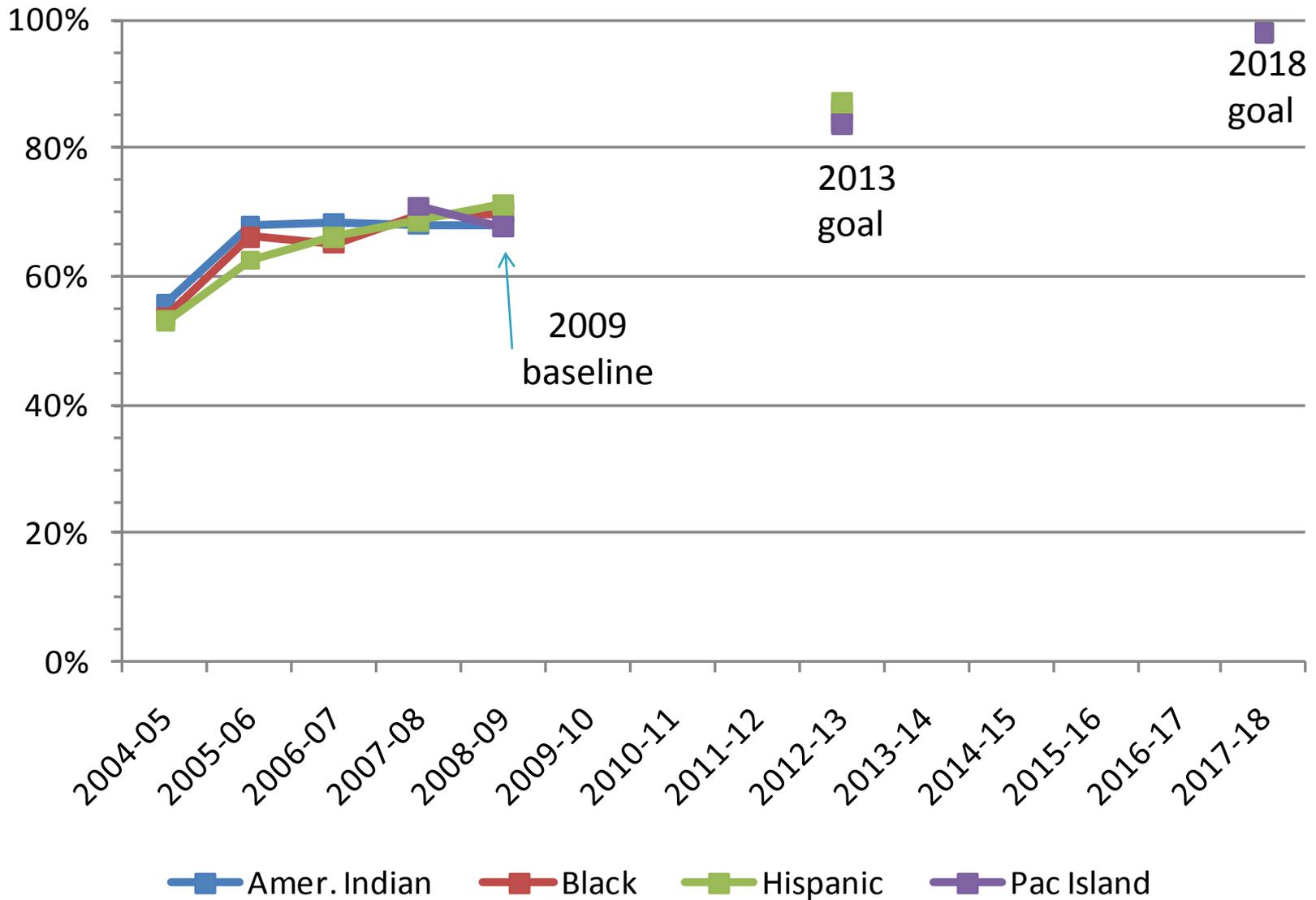
# RTTT Achievement Gap Goals

## Math, Grade 8



# RTTT Achievement Gap Goals

## Reading, Grade 10



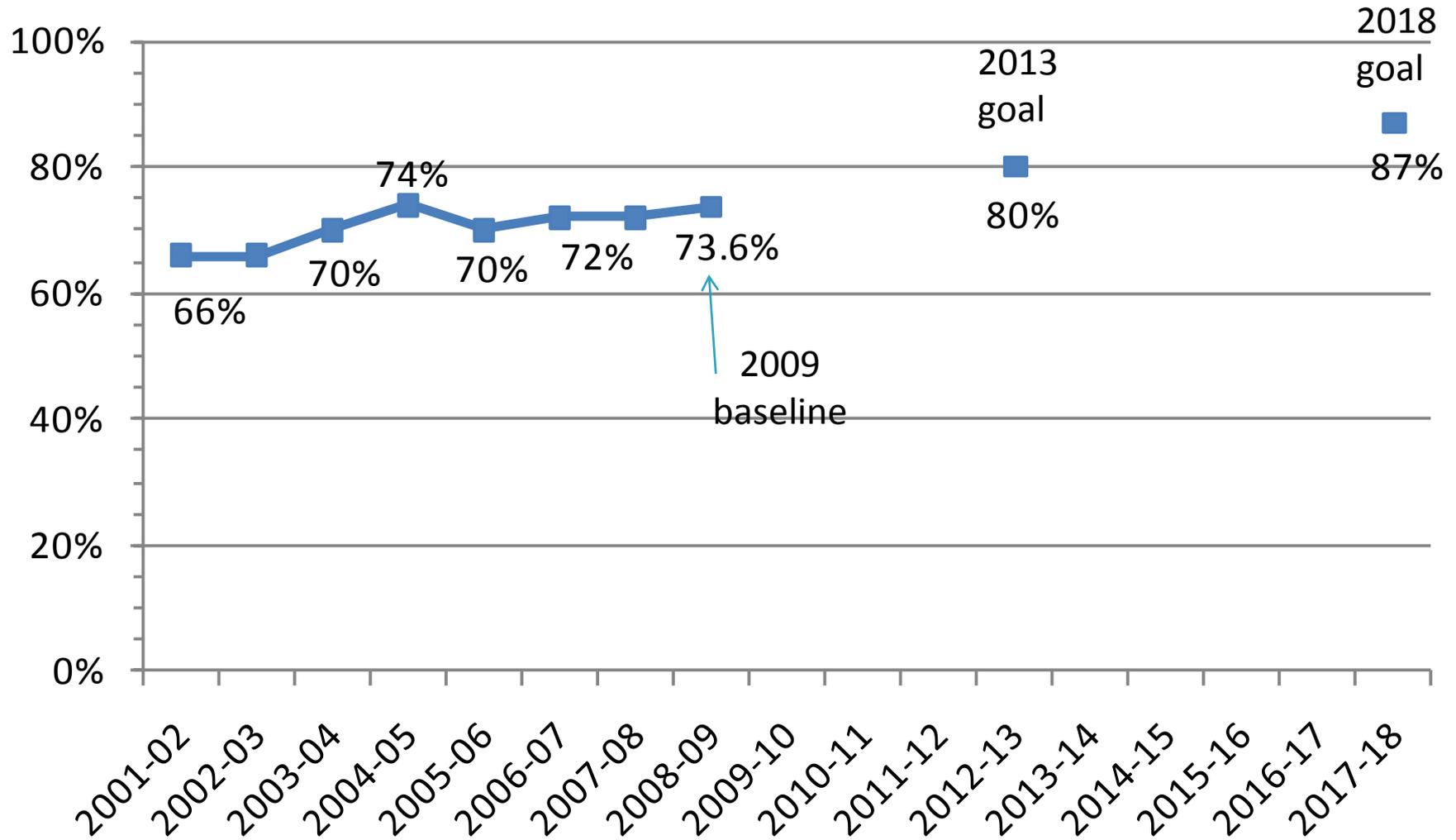
# The Washington State Board of Education

## GOAL FOUR:

Students graduate able to succeed in college, training, and careers

2009	2013	2018
Increase AP course and exam participation rates of students of color by <b>five percentage points</b> in each subgroup each year between 2009 and 2018 (See Appendix (A)(1)-5 and Section A(3) for detail.)		
Increase AP exam passing rates of students of color with scores of 3, 4 or 5 by <b>two percentage points</b> in each subgroup per year between 2009 and 2018 (See Appendix (A)(1)-5 and Section A(3) for detail.)		
Raise Washington's rank status among states for students going right to college after high school graduation, from the bottom quarter in the nation in 2008 to the US average/national midpoint in 2013, and to above the national average by 2018 (based on NCHEMS data)		
Cohort (four-year) graduation rates: 73.6%	Cohort (four-year) graduation rates: 80%	Cohort (four-year) graduation rates: 87%
Reduce cohort dropout rates: 19.4%	Reduce cohort dropout rates: 16%	Reduce cohort dropout rates: 10%
Raise number of students going to postsecondary education and training within one year of high school graduation: 63%	Raise number of students going to postsecondary education and training within one year of high school graduation: 71%	Raise number of students going to postsecondary education and training within one year of high school graduation: 81%
Increase first to second year retention in Washington's four-year colleges: 83.6%	Increase first to second year retention in Washington's four-year colleges: 86%	Increase first to second year retention in Washington's four-year colleges: 89%

# RTTT Cohort On-Time Graduation Goal



# RTTT Section E : Turning Around the Lowest Achieving Schools

## E1: Intervening in the Lowest-Achieving Schools

- ESHB 6696 adopted with  
Required Action Process for  
intervention

# RTTT Section E : Turning Around the Lowest Achieving Schools

## E2: Turning Around the Lowest-Achieving Schools

E2 (i): Identify the persistently lowest-achieving schools

E2 (ii): Support school districts in turning around schools by implementing one of four federal intervention models

# RTTT Section E : Turning Around the Lowest Achieving Schools

RTTT Funds would be used for:

- a) \$ 13 million (lowest 5%) for up to 8 schools – both under voluntary or required action process to implement one of four federal models

# RTTT Section E : Turning Around the Lowest Achieving Schools

b) \$5 million for Struggling Schools  
Innovation Cluster (lowest 6-10%) up to  
15 schools will receive technical assistance to  
focus on using elements of federal intervention  
models to prevent schools from going into lowest  
5% and support state efforts to scale up practices for  
closing persistent achievement gaps and boosting  
student achievement

# OSPI Proposed Rules for Required Action

**Dr. Janell Newman**

Assistant Superintendent of District and School  
Improvement and Accountability

**Tonya Middling**

Director, District and School Improvement and  
Accountability

June 8, 2010  
SPA Webinar

# Identification of Persistently Low-Achieving Schools

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By December 2010 and annually thereafter

1. OSPI creates list of persistently lowest-achieving (PLA) Title I or Title I eligible schools consistent with federal guidelines.
- The list of PLAs will take into account
  - (1) the academic achievement of the “all students” group in a school in terms of proficiency on the state’s assessment, and any alternative assessments, in reading and mathematics combined; and
  - (2) the school’s lack of progress on the reading and mathematics assessments over a three-year period in the “all students” group.

# Academic Performance Audit

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2. For identified PLA schools, an Academic Performance Audit will be conducted.
  - Purpose is to gather data related to strengths and weaknesses in the school's structure and in classroom instruction.
  - Will be done by an external audit team consistent with Section 104 of 6696.

# Academic Performance Audit

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- The audit will include and analyze the following:
  - student demographics,
  - mobility patterns,
  - school feeder patterns,
  - performance of different student groups on assessments,
  - strategic allocation of resources,
  - alignment with the *Nine Characteristics of High Performing Schools*,
  - alternative schools best practices, as applicable, and
  - any unique circumstance or characteristics of the school or LEA.
- District recruitment, hiring and evaluation practices will also be examined.

# Pool of Eligible Schools

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Districts may be included in the pool of eligible schools being considered for required action if any of the following 3 conditions are met:

- (1) LEA volunteered and received a SIG in its first year of eligibility, and
  - (a) After three years, the PLA did not meet end of three year targets and the school remains in the bottom 5% of the PLA list, or
  - (b) Due to unforeseen circumstances, the LEA was unable to implement the selected intervention model components in its PLA(s) after one year, and the SIG was discontinued; or

# Pool of Eligible Schools, cont.

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- (2) LEA volunteered and did not receive a SIG during its first year of eligibility and
  - (a) The LEA chose not to take advantage of other available assistance provided through OSPI's LEA and School Improvement for its PLA(s) receiving Title I services, or
  - (b) The LEA did not act on the recommendations and findings from the needs assessment as reflected in the school improvement plan, or
  - (c) The LEA was eligible and chose not to re-apply for a SIG the subsequent year, and the PLA remains in the bottom 5% of the PLA list; or

# Pool of Eligible Schools, cont.

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- (3) LEA declined the voluntary option to apply for a SIG in its first year of eligibility, and
  - (a) The PLA(s) remained in the bottom five percent of the PLA list in the subsequent year, and
  - (b) The LEA did not take steps to remedy the PLA's academic performance as evidenced by multiple sources of data, or
  - (c) Contextual factors, including two consecutive years of inaccurate data that have not been reconciled through appropriate OSPI means, did not justify the LEA's decision to decline the voluntary option of applying for a SIG.

# Criteria for Recommending Required Action

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If any conditions above are met, OSPI designates district for required action, if:

- (1) the school is in the lowest 1% of schools on the PLA list, and
- (2) the school has a declining improvement trend below the statewide average over the most recent consecutive three years.

# Required Action Plan

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- District application for SIG must address the “required action plan” elements noted in Section 105 of 6696 in addition to the federal application requirements
- OSPI will verify via scoring guide and competitive process

# Removing districts from RA

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- Districts will be released from Required Action list if:
  - The district successfully implemented the RA plan and met end of three year targets evidenced by:
    - An increasing achievement trend in reading and math based on past three consecutive years of at least 10 percentage points per year; and
    - Made progress on leading indicators;
  - Other factors may include:
    - Met AYP for two consecutive years in the all students group in reading and math
    - Significantly closed the Achievement Gap for sub-groups
    - Increased graduation rates and reduced drop out rates