

SBE STRATEGIC PLAN GOAL TWO: PROVIDE POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP

BACKGROUND

The State Board of Education (SBE)'s Goal Two: Provide Policy Leadership for Closing the Academic Achievement Gap has two objectives:

1. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners.
2. Advocate for high quality early learning experiences for all children's K-3 educational continuum.

The purpose of this memo is to highlight briefly the current status of:

- Student achievement gaps from the state assessment data.
- SBE/Office of Superintendent of Public Instruction (OSPI) joint initiatives to address the achievement gap:
 - The Washington Achievement Index¹ to recognize schools closing the achievement gap through the Washington Achievement Annual Awards.
 - The MERIT schools and new Required Action Districts for the persistently lowest achieving schools.

The Board will designate the Required Action Districts recommended by OSPI at this Board meeting.

Additional reading material has been provided separately for the Board members and our award winning teachers to read on the achievement/opportunity gap and policy issues/programs to address making headway on closing the gap.

Achievement Gap Data

The SBE received the latest state assessment information in September 2010 that showed there continues to be a substantial achievement gap for students of color, students in poverty, and English language learners.

The following tables describe race/ethnicity, poverty, and English language learner gaps over time for math, science, reading, and writing. All tables reflect student performance on the 2010 High School Proficiency Exam (HSPE) and, for 2009 and earlier, the Washington Assessment of Student Learning (WASL)².

¹ SBE staff has replaced the former name, SBE Academic Index, with a new name that more accurately describes the index used to determine the joint SBE/OSPI awards: Washington Achievement Index.

² Pacific Islander students were disaggregated from Asian students starting in 2008 and are therefore not included in the historical data comparisons.

Achievement Gap Data: 2010 High School Proficiency Exam Compared to 2000 Washington Assessment of Student Learning.

Mathematics – Grade Ten

The grade ten **mathematics** race, ethnicity, and income achievement gaps have remained largely unchanged for African American, Hispanic, American Indian/Alaska Native, and low income students. English language learner gaps have increased.

Math	2000	2010
African American-Caucasian Gap	28.4%	28.3%
Hispanic-Caucasian Gap	27.5%	27.2%
American Indian/Alaska Native-Caucasian Gap	22.8%	24.6%
ELL – All Students Gap	27.7%	32.4%
	2005	2010
Low Income –Non Low Income Gap	27.4%	26.8%

Science – Grade Ten

The grade ten **science** race and ethnic achievement gaps are persistent for African American and low income students and has **increased** for American Indian/Alaska Native, Hispanic, and English language learner students.

Science	2003	2010
African American-Caucasian Gap	27.1%	28.5%
Hispanic-Caucasian Gap	25.2%	30.2%
American Indian/Alaska Native-Caucasian Gap	20.4%	26.0%
ELL – All Students Gap	29.0%	42.3%
	2005	2010
Low Income –Non Low Income Gap	25.6	27.3

Reading – Grade Ten

The grade ten **reading** race, ethnicity, and income achievement gaps have **decreased** by about one third in ten years. The English language learner gap has increased.

Reading	2000	2010
African American-Caucasian Gap	27.9%	18.3%
Hispanic-Caucasian Gap	30.2%	20.9%
American Indian/Alaska Native-Caucasian Gap	25.2%	17.4%
ELL – All Students Gap	47.6%	55.6%
	2005	2010
Low Income –Non Low Income Gap	23.3%	18.0%

Writing – Grade Ten

The grade ten **writing** race, ethnicity, and income achievement gaps have **decreased** most dramatically in ten years, for all groups except English language learners, where the gaps have increased.

Writing	2000	2010
African American-Caucasian Gap	18.7%	10.5%
Hispanic-Caucasian Gap	23%	13.3%
American Indian/Alaska Native-Caucasian Gap	19.3%	13%
ELL – All Students Gap	18.6%	41.5%
	2005	2010
Low Income –Non Low Income Gap	25.9%	12%

SBE Achievement Gap Joint Initiatives with OSPI

a. Washington Achievement Awards

The SBE is responsible for implementing a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement.³ The SBE has provided a variety of ways to recognize closing the achievement gap, including the joint SBE/OSPI Washington Achievement Index⁴ that will provide new special recognition awards for 24 schools (February 2011) that are closing their achievement gaps for students from diverse race/ethnic backgrounds. This recognition will be awarded to schools that are closing gaps overall, closing gaps in comparison with demographically similar schools, and closing gaps over the previous year. In addition to this recognition, all schools may now access their Achievement Index data. This data includes information on student achievement in reading, science, writing, mathematics, extended graduation rates, as well as improvement over time, and a comparison to schools with similar demographics.

b. Programs for Persistently Lowest Achieving Schools: MERIT and Required Action

The SBE's work for a new statewide accountability system includes a new [Required Action process](#) adopted by the state legislature in the 2010 session⁵ to address the needs for dramatic turnaround in our persistently lowest achieving schools, many of which contain students of poverty and diverse racial/ethnic backgrounds. OSPI will use federal school improvement grants to support these schools through the SBE's required action districts designated. A similar program will also be funded on a competitive, but voluntary basis called MERIT schools (see Attachment A for an overview of the current MERIT schools). Both the required and voluntary schools are Title I or Title I eligible and are identified by OSPI through an annual list of the bottom five percent persistently lowest achieving schools. This list was based on math and reading state assessments and low high school graduation rates averaged over the last three years. A total of \$7 million is available for 2011. Both Required Action Districts and MERIT schools will be expected to follow all the federal school improvement grant rules, which include using one of four intervention models: 1) turnaround, 2) restart, 3) closure, or 4) transformation. For more details on these four models see Attachment B.

See the SBE flyer under Attachment C for the Required Action District steps. The unique features of the Required Action process are: 1) district participation is mandatory to receive the federal school improvement grant, and 2) districts must open up the collective bargaining agreements to address issues in schools creating required action plans, if needed, to implement the plan.

³ RCW 28A.305.130

⁴ SBE staff has replaced the former name SBE Academic Index with a new name that more accurately describes the awards: Washington Achievement Index.

⁵ RCW 28A.657 (formerly 2ESSB 6696)

Both the RADs and MERIT schools will have performance audits and develop plans based on that audit to determine which of the federal intervention models to use. Schools will receive between \$50,000 to \$2 million per school based on their plan and budget. Below is a chart that describes, compares, and contrasts the MERIT schools and Required Action District schools implementation from 2010-12.

	MERIT	Required Action Districts (RADs)
2010	<ul style="list-style-type: none"> • Schools on lowest five percent list of persistently low achieving schools • Voluntary, competitive process • Performance Audit • School Improvement Plan – no required public process • OSPI approves plan and provides money • \$42.5 million funded 18 schools in nine districts • Funding for three years 	<ul style="list-style-type: none"> • No RADs
2011	<ul style="list-style-type: none"> • Schools on lowest five percent list of persistently low achieving schools • Voluntary, competitive process • Performance Audit • School Improvement Plan with required public process to identify which of four intervention models to implement 	<ul style="list-style-type: none"> • Schools on lowest five percent list of persistently low achieving schools • Mandatory, non-competitive process for those districts that did not apply for 2010 federal school improvement grants and/or who have new schools on the list • SBE designates RAD based upon OSPI recommendation (four to six schools in one or more districts) • Performance Audit • Required Action District plan for schools identified • RAD must hold public hearing on plan and collaborate with staff and community to develop RAD plan to identify which of four intervention models to implement • RAD must open up collective bargaining agreement if signed after June 10, 2010 • If no agreement on plan, RAD goes into mediation and possibly the courts, April – June • OSPI review plan

	MERIT	Required Action Districts (RADs)
	<ul style="list-style-type: none"> OSPI approves plan and provides money by March 31 Approximately \$3.5 million for four to six schools in one or more districts Funding to schools for three years for implementation 	<ul style="list-style-type: none"> SBE approves/disapproves plan by March 31 Review panel process available if district wants to appeal SBE disapproval Approximately \$3.5 million for four to six schools in one or more districts (OSPI has determined that RADs will get up to half of the cohort funding for the federal school improvement grants) Funding to schools for three years for implementation OSPI has criteria for how SBE delists RAD
2012	<ul style="list-style-type: none"> Same process for cohort III Unclear if additional funds from federal government will be available beyond cohorts I and II 	<ul style="list-style-type: none"> Same process, except those who applied and did not receive funds previously in 2010 or 2011 may be designated as RADs in 2012 Unclear if additional funds from federal government will be available beyond cohort II

Both [SBE](#)⁶ and OSPI⁷ adopted rules for the new Required Action District process this fall. At the November 2010 Board meeting, the SBE adopted the schedule for identification, designation, approval of the plan, and contingencies for an impasse through mediation and the courts if the plan is not agreed upon. In November 2010, OSPI adopted rules that address the criteria for how persistently lowest achieving schools would be identified and which school districts would be recommended for required action to the SBE for designation, as well as the exit criteria. OSPI intends to provide up to half of the federal school improvement grant funds for Required Action Districts. OSPI has developed an evaluation of both programs and is in the process of hiring an external evaluator.

Timeline for SBE/OSPI Actions

- December 2010: OSPI identifies the list of the bottom five percent of persistently lowest-achieving schools and notifies districts that they will be recommended to SBE for required action.
- January 2011: SBE designates Required Action Districts and provides a model letter for districts to use to communicate with parents. (Attachment D)
- January – February 2011: OSPI conducts Performance Audits and RADs; develops plans and budgets.
- March 2011: OSPI reviews RAD applications and SBE approves RAD plans at special meeting on March 31; funding awarded.

⁶ WAC 180-17

⁷ WAC 392-501-707-730

Strategic Plan Goal Two, Objective B: Advocate for High Quality Early Learning Experiences memo is provided under the Thursday morning tab.

POLICY CONSIDERATION

At the January Board meeting, the Board will examine some of the strategic plan actions to be considered under these two objectives. Under the first objective, the Board will reflect and discuss the readings provided in the December packet on closing the opportunity gap. After that discussion, the Board will receive an update on the Office of Superintendent of Public Instruction's (OSPI) work to address persistently lowest achieving schools through the federal school improvement grants using one of four intervention models. In 2010 the MERIT schools participated on a voluntary basis for Cohort I receiving the newly revised federal school improvement grants. In 2011, there will be some schools (and their districts) mandated to participate through SBE's designation of Required Action Districts and some schools that compete through a voluntary process known as MERIT schools for Cohort II. The amount of federal school improvement grant funds for Cohort II is \$7.3 million, significantly less than the funding for Cohort 1, which was \$42.5 million. SBE will also need to approve the Required Action District plans before they are eligible to receive the federal school improvement grants, which will occur at a special meeting teleconference on March 31, 2011. This is faster than our rule indicates by six weeks, but OSPI wants to begin some initial RAD and MERIT school meetings on implementation in April. A draft of the foundational elements for the Board to consider in developing a rubric is under Attachment E. Staff would like feedback on the elements of the attached rubric.

EXPECTED ACTION

The SBE will designate four to six schools, in their respective school districts, with persistently lowest-achieving schools for Required Action. OSPI has notified the school districts and will provide SBE with the official list by the January Board meeting. OSPI is currently waiting to receive approval on its revised school improvement grant plan from the U.S. Department of Education, which includes a list of the five percent persistently lowest achieving schools and the proposed Required Action Districts.

Attachment A

MERIT SCHOOLS OSPI SELECTED IN 2010

District	2010-11 District Grant Amt	School	Intervention Model	Percent of staff new to building	Principal new to building	Primary Strategies Source: 'Funded District Highlights' at http://www.k12.wa.us/Improvement/SIG/default.aspx
Grandview	\$1,373,190	Grandview MS	Transformation	16.3%	No	Response to Intervention (RTI); extended school day; summer programs; professional development for teachers and leaders; assignment of most highly qualified staff to the building.
Highline	\$1,789,500	Cascade MS	Transformation	26.3%	Yes	Increase instructional rigor; create a college going culture; implement best middle school practices.
		Chinook MS	Transformation	23.1%	Yes	
Longview	\$696,528	Monticello MS	Transformation	6.3%	Yes	Increased learning time; data driven instruction; building-wide positive culture.
Marysville	\$2,104,197	Totem MS	Transformation	26.8%	Yes	Professional development; literacy and math coaches; extended school day.
		Tulalip Elem	Turnaround	57.1%	Yes	
Seattle	\$2,100,973	Cleveland HS	Transformation	32.6%	No	Science Technology Engineering Mathematics (STEM) academies within the school; project based learning; extended school day; professional development; community partnerships.
		Hawthorne Elem	Transformation	20%	No	Emphasis on arts education; four additional school days; extended school days; professional development; new school operations manager will relieve some principal duties to free that individual up to be an instructional leader; family and community involvement.
		West Seattle Elem	Transformation	60%	Yes	Additional four days of instruction; family engagement; professional development; positive learning environment.
Sunnyside	\$1,866,027	Sunnyside HS	Transformation	10.6%	Yes	Extended school day; intervention programs; professional development; instructional coaches; performance pay.
Tacoma	\$4,500,001	Angelo Giadrone MS	Turnaround	68.6%	Yes	Extended day; use of data; summer program; AVID; 90 minute instruction for literacy and math; world languages focus.
		Hunt MS	Closure	NA	NA	Closure
		Jason Lee MS	Transformation	32.6%	No	Extended day; use of data; summer program; AVID; 90 minute instruction for literacy and math; standards based instruction; arts education focus.
		Stewart MS	Turnaround	82.4%	Yes	STEM focus; extended day; use of data; summer program; AVID; 90 minute instruction for literacy and math.
Wellpinit	\$447,641	Wellpinit Elem	Transformation	11.7%	Yes	RTI; improved coordination with early learning programs; after school and summer instructional time.

Yakima	\$4,019,510	Adams Elementary	Transformation	35.7%	Yes	RTI for math (already used in reading); intentional use of data, early learning alignment; additional 20 instructional days; professional development and collaboration.
		Stanton Academy HS	Transformation	17.4%	No	RTI; additional 300 hours per year of instruction; accelerated math; rigorous CTE program; creating a culture of belonging.
		Washington MS	Transformation	30.4%	Yes	RTI; additional 300 hours per year of instruction; accelerated math; teacher collaboration; developing academic language for ELLs; parent and community involvement; alignment with feeder elementary (Adams).

Components of the Four Federal Intervention Models⁸

There are four federal intervention models: 1) turnaround, 2) transformation, 3) closure, and 4) restart.

The **closure** model does not require any of the components below, but does require that students are sent to schools in the district that are high achieving.

The **restart** model has the district convert the low achieving school and reopen under a charter organization (not authorized in Washington) or education management organization, which is a non-profit or for profit organization that provides whole school operation services to a district (permissible in Washington). Organization must be selected through a rigorous review process. A restart must enroll within grades it gives any former student who wishes to attend the school.

X = required O = permissible		
	Turnaround	Transformation
Hiring, developing, and retaining great principals and turnaround leadership		
Replace principals (for transformation model, the principal will not be replaced if he/she has been involved in recent whole school improvement).	X	X
Provide principals with flexibility in hiring and retaining staff, scheduling, and budget to improve student achievement outcomes and high school graduation rates.	X	X
Adopt a new governance structure to address turnaround of schools (may hire a chief turnaround officer to report directly to the superintendent).	X	O
Hiring, developing, and retaining great teachers		
Screen all staff, rehiring no more than 50 percent.	X	
Implement new strategies for hiring and retaining effective teachers (financial incentives, career ladders).	X	X
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment.	X	

⁸ This chart was created from the language in Four Federal Models which can be found in the Federal Register under: <http://www.gpoaccess.gov/nara/index.html>

X = required O = permissible		
	Turnaround	Transformation
Identify and reward school leaders and teachers who have increased student achievement and graduation rates and identify and remove those who have not.	O	X
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account student growth data and other multiple measures such as observation based assessment, collections of professional practice, and increased high school graduation rates.	O	X
Provide a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	O	O
Institute a system for measuring changes in instructional practices resulting from professional development.	O	O
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	O	O
Provide staff with high quality, job embedded professional development.	X	X
Implement a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials, and interventions		
Use instructional program that is research-based and vertically aligned to each grade and state standards.	X	X
Promote continuous use of student data to inform and differentiate instruction to meet academic needs of individual students.	X	X
Conduct periodic reviews to ensure curriculum is implemented with fidelity.	O	O
Implement a school-wide response to intervention model.	O	O
Provide additional support and professional development to teachers to support students with disabilities and ELL students.	O	O

X = required O = permissible		
	Turnaround	Transformation
Use and integrate technology based supports and interventions as part of instructional program.	O	O
Increase graduation rates.	O	O
Increase rigorous, advanced courses.	O	O
Improve student transition from middle to high school.	O	O
Establish early warning systems.	O	O
Increase number of advanced high rigor courses in turnaround high schools.	O	O
Use student data		
Provide ongoing mechanisms for family and community engagement.	X	X
Promote continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction.	X	X
Provide increased learning time and create community oriented schools		
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education as well as enrichment and service learning. Increased learning time includes longer school day, week, or year schedule to increase total number of school hours.	X	X
Provide appropriate social-emotional and community-oriented services and support for students.	X	X
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies.	O	O
Extend or restructure the school day.	O	O
Implement approach to improve school climate and discipline.	O	O

X = required O = permissible		
	Turnaround	Transformation
Expand pre-kindergarten and full day kindergarten.	O	O
Provide Operational Flexibility and Sustained Support		
Give school sufficient operational flexibility (staffing, calendar, and budget).	X	X
Ensure schools receive intensive ongoing technical support from districts, states, and external partners.	O	X
Allow school to be run through a new governance arrangement such as a turnaround division through the state or local district.	See page one	O
Implement a per-pupil school based budget formula that is weighted, based on student needs.	O	O

Examples of new schools under turnaround or restart could be a theme such as STEM or dual language academy.

Sample letter for Parents and Guardians in Schools for Required Action

DATE

NAME

ADDRESS

CITY, STATE, ZIP

Dear NAME of DISTRICT parent/guardian:

The Washington State Board of Education has designated NAME OF DISTRICT as a Required Action District.

What does this mean for my child?

Children in our lowest-achieving school(s), NAME OF SCHOOL(S), will benefit from increased resources to raise student achievement. Some of the benefits you may see, beginning in the 2011-2012 school year, include the following:

- Extending the school day.
- Reducing class sizes.
- Increasing training opportunities for our teachers.
- Buying additional materials and technology.

What does this mean for our district?

Our district will spend the next few months working with staff, administrators, and parents to develop a plan to improve student achievement. You will receive a letter in the future providing more details about how you can join us in developing a plan that will best benefit our students.

The plan must be based on one of four federal models:

1. *Turnaround*: Replace the principal and 50 percent of staff.
2. *Restart*: Open the school under a third party education management organization.
3. *Closure*: Send students to higher-achieving schools in the district.
4. *Transformation*: Replace the principal. Reform the instructional environment, develop teacher and school leader effectiveness, increase community engagement, and extend learning time.

The plan will then be submitted to the Office of Superintendent of Public Instruction and the Washington State Board of Education for approval. Once the plan is approved, NAME OF SCHOOL(S) will be eligible to receive grants of \$50,000 to \$2 million per school per year for three years.

Next Steps

Developing a plan for improvement is going to take some work, but together I'm confident that we can and will make positive changes in our students' achievement.

Thank you for your dedication and commitment to your children. I'll be in touch again soon.

Sincerely,

SUPERINTENDENT'S NAME

Draft Foundation for Rubric for Required Action District Review

<p>Academic Performance Audit</p>	<p>OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or a school district subject to audit.</p> <p>OSPI shall establish audit criteria. The audit shall include, but 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, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, alternative secondary schools best practices, and any unique circumstances or characteristics of the school or district.</p> <p>Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.</p>	<p>SBE will review the academic performance audit information on each district and see how the district incorporates the findings into its plan.</p>
<p>Required Action Plan</p>	<p>The local school district superintendent and local board of a required action district shall submit a required action plan to SBE upon a schedule SBE develops.</p> <p>The Required Action Plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist districts as requested in plan development. The local school board will hold a public hearing on the proposed required action plan.</p>	<p>SBE will review OSPI's recommendations for each RAD plan and ensure that the plan addresses each of the elements in A through E.</p>

	<p>The required action plan must address the concerns raised in the audit and include:</p> <ul style="list-style-type: none">a) Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by Legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a Required Action District by the State Board of Education within three years of implementation of the plan.b) An application for a federal school improvement grant or a grant from other federal funds for school improvement to OSPI.c) Budget for adequate resources to implement.d) Description of changes in district or school policies and practices to improve student achievement.e) Metrics used to assess student achievement to improve reading, math, and graduation rates.	
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Work Session on SBE Goal Two:

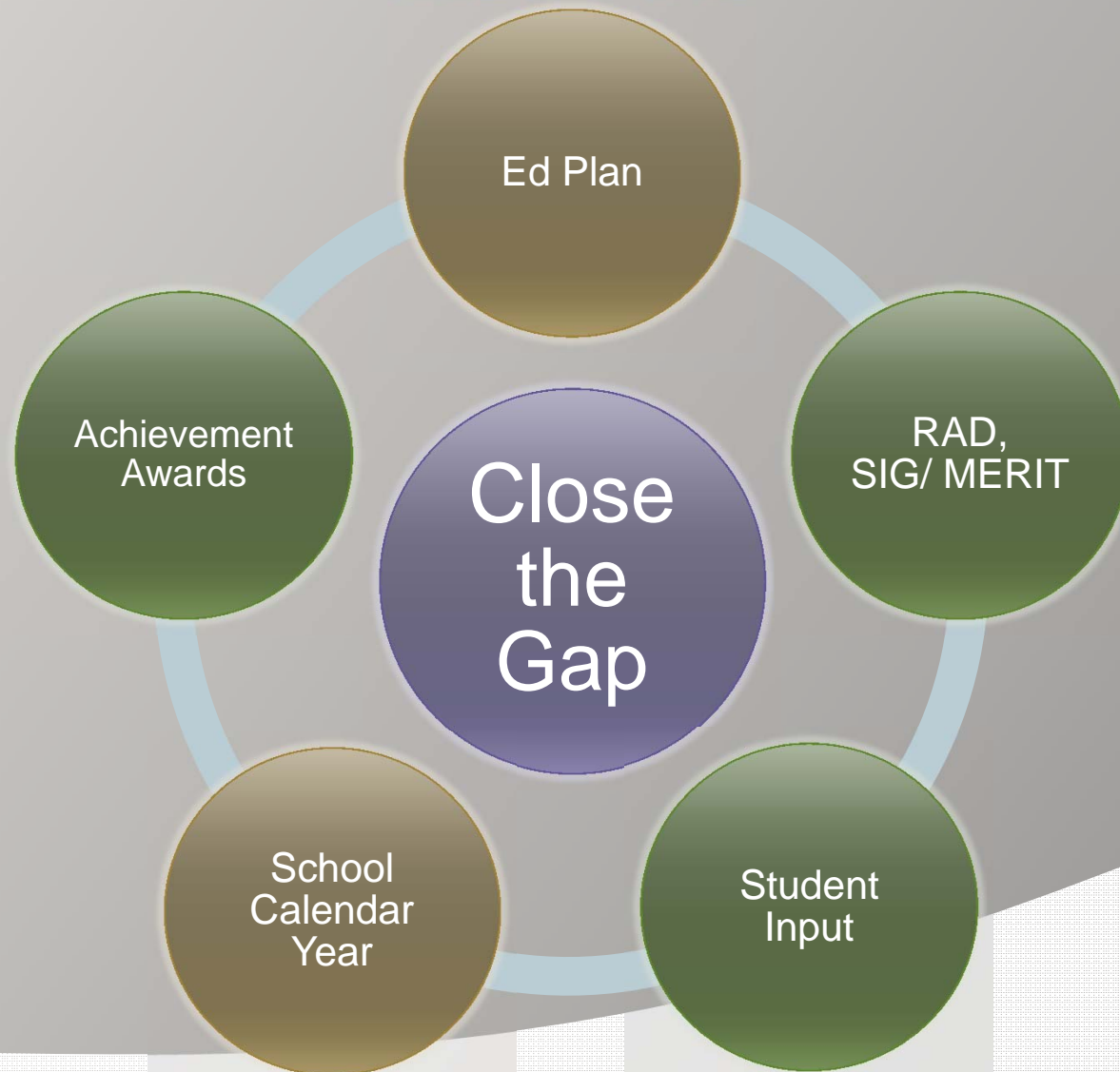
Policy Leadership Closing the Achievement Gap

Edie Harding, Executive Director
Sarah Rich, Research Director

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Objective A: Joint Strategies to Close the Achievement Gap



Objective B: Advocate for High Quality Early Learning Experiences For All Children

1. Advocate to the Legislature for state funding of all day Kindergarten and reduced class sizes
2. Promote early prevention and intervention for K-3 students at risk for academic difficulties



Achievement Gap Award

INDICATORS	Reading			Math			Ext Graduation Rate			Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic students	6	7	3	1	5	1	7	7	7	4.89
Achievement of white and Asian students	6	4	5	2	3	2	7	7	7	4.67
Achievement Gap										-0.22

Schools will be recognized when the achievement gap score is zero (or negative) for each of the last two years, and when both the Black, Pacific Islander, American Indian/Alaska Native, Hispanic student group AND the white, Asian student group are both at or above 4.25

For the 2010 awards, this will be 24 schools.

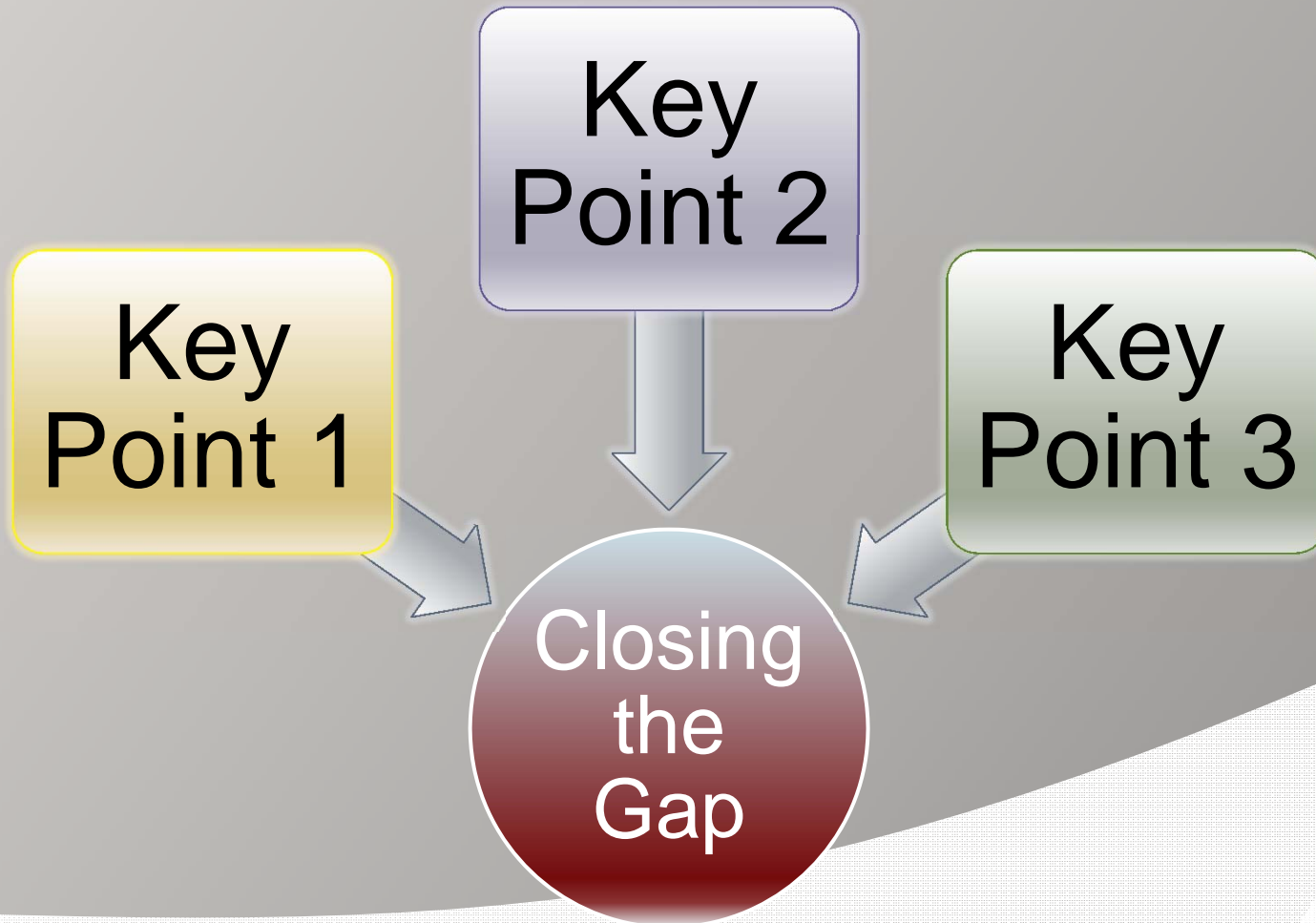
Outcomes of Work Session

Readings
and
Discussion

SIG,
MERIT,
RAD
Review

SBE
Oversight
of RAD

Discussion from Readings and Education Experiences



Discussion Groups

Jay

Bernal
Connie
Eric
Jeff
Edie

Kelly

Jared
Sheila
Bob
Warren
Sarah

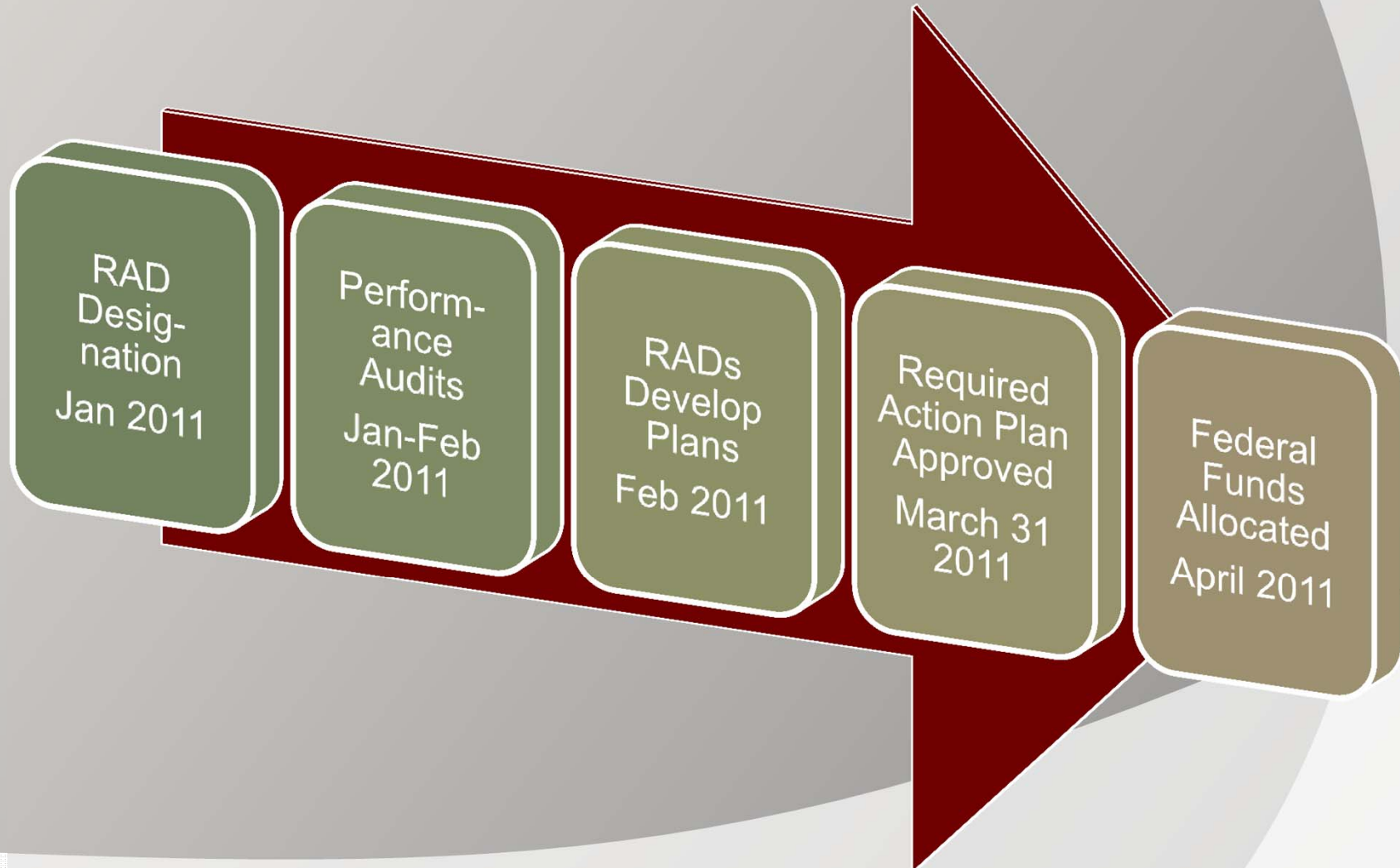
Nicola

Steve
Bunker
Jack
Kris
Aaron

Kareen

Randy
Anna Laura
Mary Jean
Kathe

RAD Timeline



Next Steps

- ⦿ Model letter for parents/guardians
- ⦿ SBE involvement in RAD Plan review
- ⦿ March 31, 2011 Special Board Meeting to approve RAD plans



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

January 6, 2011

Edie Harding, Executive Director
 State Board of Education
 600 Washington Street SE
 PO Box 47206
 Olympia, WA 98504

RE: OSPI Recommendation for Required Action Districts

Dear Ms. Harding:

After extensive research and careful consideration, the OSPI District and School Improvement and Accountability office and I have identified four districts that we recommend for Required Action, as approved in SSB 6696, and signed into law at RCW 28A.675.

I recommend designating the following districts for Required Action:

	District	School
Tier I	Soap Lake	Soap Lake Middle and High School
	Renton	Lakeridge Elementary School
Tier II	Morton	Morton Junior-Senior High School
	Onalaska	Onalaska Middle School

The schools in the table below are newly identified as persistently lowest-achieving (PLA), and show a declining improvement trend. Below are separate profiles of each school.

1. Lakeridge Elementary School, Renton School District (Tier I)

Educational Service District	ESD 121 - Renton
Location	Renton is located in King County, south of Seattle.
School Student Population	Lakeridge Elementary is a K-5 serving 468 students: <ul style="list-style-type: none"> ○ 77.4% free/reduced; ○ 25% transitional bilingual; ○ 14% special education; ○ 57% black; ○ 14% Asian; ○ 14% Asian/Pacific Islander; ○ 13.9% Hispanic; and ○ 10.4% White. Lakeridge Elementary is a Title I school in step 2 of improvement.
3 Year Reading Proficiency	47.3%
3 Year Math Proficiency	23.2%
3 Year Reading and Math Combined	35.2%

Reading and Math Improvement Trend	-5.55%
Difference from State Trend	-4.67%
Ranking in Tier I	Ranked 3rd from the lowest performing Tier I school list out of 27 schools
DSIA Recommendation	Recommend to SBE for Required Action designation.

2. Soap Lake Middle & High School, Soap Lake School District (Tier I)

Educational Service District	ESD 171-Wenatchee
Location	Soap Lake is located on state Highway 17 North, about 120 miles west of Spokane, Washington and 180 miles east of Seattle.
School Student Population	Soap Lake Middle & High School serves 192 students in grades 6-12: <ul style="list-style-type: none"> o 94.8% free/reduced; o 12% transitional bilingual; and o 27.8% Hispanic. Soap Lake Middle & High School is a Title I school in step 2 of improvement.
3 Year Reading Proficiency	43.9%
3 Year Math Proficiency	23.1%
3 Year Reading and Math Combined	33.5%
Reading and Math Improvement Trend	-6.13%
Difference from State Trend	-5.25%
Ranking in Tier I	Ranked 13th from the lowest performing Tier I school list out of 27 schools
DSIA Recommendation	Recommend to SBE for Required Action designation.

3. Morton Junior-Senior High School, Morton School District (Tier II)

Educational Service District	ESD 113-Olympia
Location	Morton is in a valley between Mt. Rainier National Park and Mt. St. Helens National Volcanic Monument.
School Student Population	Morton Junior-Senior High School serves 161 students in grades 6-12: <ul style="list-style-type: none"> o 84% White; o 53.4% free/reduced; o 17.4% special education; Morton Junior-Senior High School is a Title I eligible secondary school in step 2 of improvement.
3 Year Reading Proficiency	49.5%
3 Year Math Proficiency	29.1%

3 Year Reading and Math Combined	39.3%
Reading and Math Improvement Trend	-5.53%
Difference from State Trend	-4.65%
Ranking in Tier II	Ranked 22nd from the lowest performing Tier II school list out of 23 schools
DSIA Recommendation	Recommend to SBE for Required Action designation.

4. Onalaska Middle School, Onalaska School District (Tier II)

Educational Service District	ESD 113 - Olympia
Location	Onalaska is located in Lewis County, south of Chehalis.
School Student Population	Onalaska Middle School serves 194 students in grades 6-8: <ul style="list-style-type: none"> o 77% White; o 12.6% Hispanic; o 55.7% free/reduced; Onalaska Middle School is a Title I eligible secondary school in step 2 of improvement.
3 Year Reading Proficiency	56.3%
3 Year Math Proficiency	27.4%
3 Year Reading and Math Combined	41.8%
Reading and Math Improvement Trend	-1.87%
Difference from State Trend	-0.98%
Ranking in Tier II	Ranked 14 th from the lowest performing Tier II school list out of 23 schools
DSIA Recommendation	Recommend to SBE for Required Action designation.

Tier Definitions

Soap Lake Middle and High School and Lakeridge Elementary School are identified as Tier I - Achievement, while Morton Junior-Senior High School and Onalaska Middle School are identified as Tier II – Achievement.

Tier and Assignment	Definition
Tier I – Achievement	Any Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in the State. This is based on the past three years of achievement data in the “all students” group in reading and mathematics combined.
Tier II – Achievement	Any secondary school that is eligible for, but does not receive, Title I, Part A funds that is among the lowest achieving five percent of secondary schools. This is based on the past three years of achievement data in the “all students” group in reading and mathematics combined.

Identification and Selection

A subset of schools from the lowest five percent of persistently lowest-achieving schools has been considered for required action based on the following criteria:

- a. The school district has one or more schools on the persistently lowest-achieving list;
- b. For recommendations in January 2011 only, the school district did not apply for a school improvement grant in the 2009-10 school year application period or the school is new to the list; and
- c. Student achievement in the identified school or schools has improved at a rate less than the state average in reading and mathematics combined in the most recent past three years for which data are available as measured by state assessment scores.

Priority for required action is based on the following:

- a. School's performance on state assessments demonstrates the lowest levels of achievement in the "all students" group in reading and mathematics combined for the past three consecutive years; and
- b. School's performance on state assessments demonstrates the lowest rate of improvement in reading and mathematics combined for the past three years.

I appreciate the Board's commitment to putting an end to chronically low-achieving schools and embracing reforms that will increase graduation rates, reduce dropout rates and improve teacher quality for all students. Thank you for your continued support and partnership.

Sincerely,

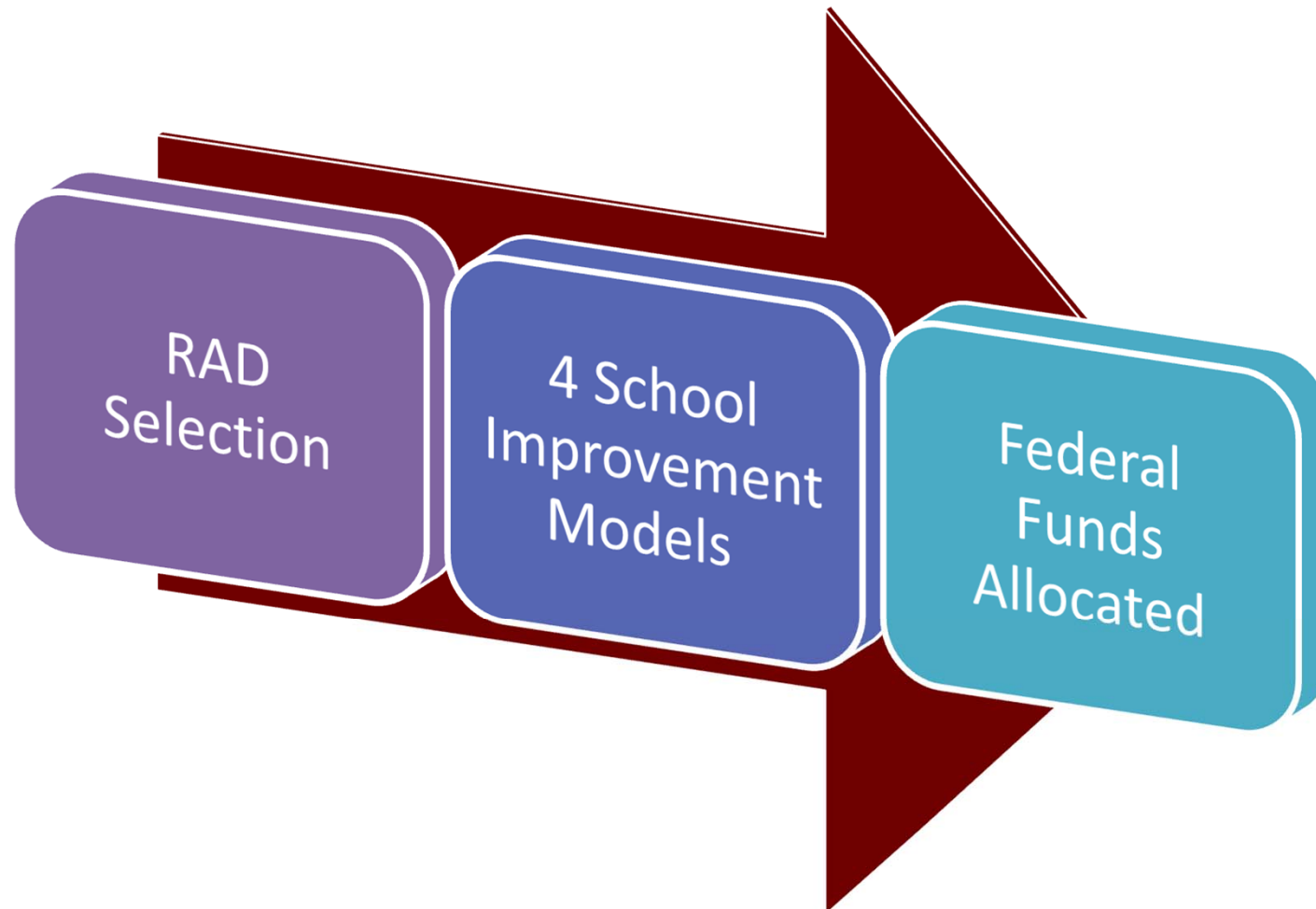


Randy I. Dorn
Superintendent of Public Instruction

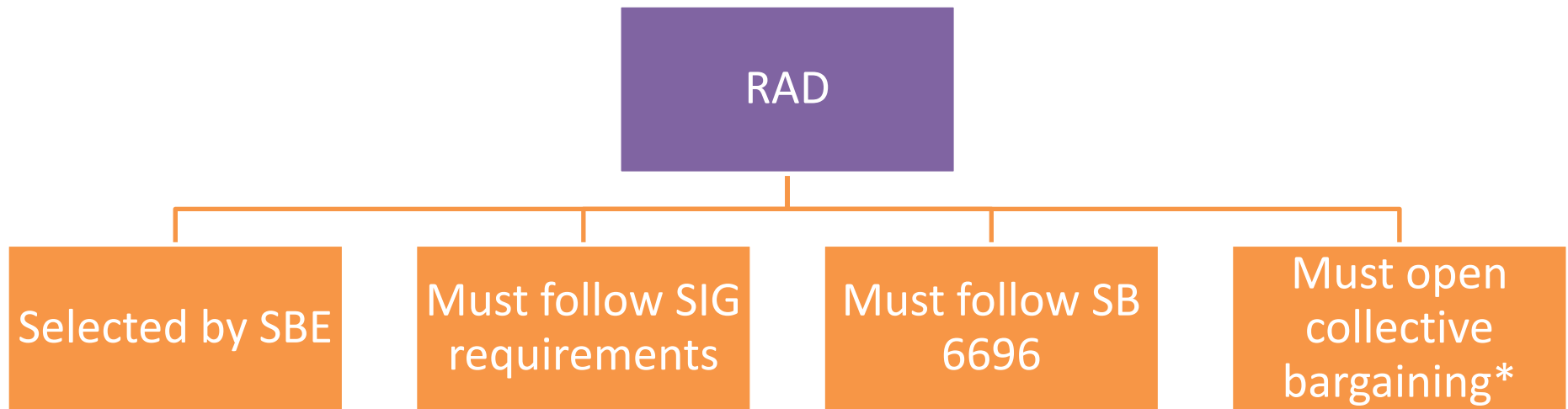
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Required Action District Process

E2SSB 6696: Required Action Districts

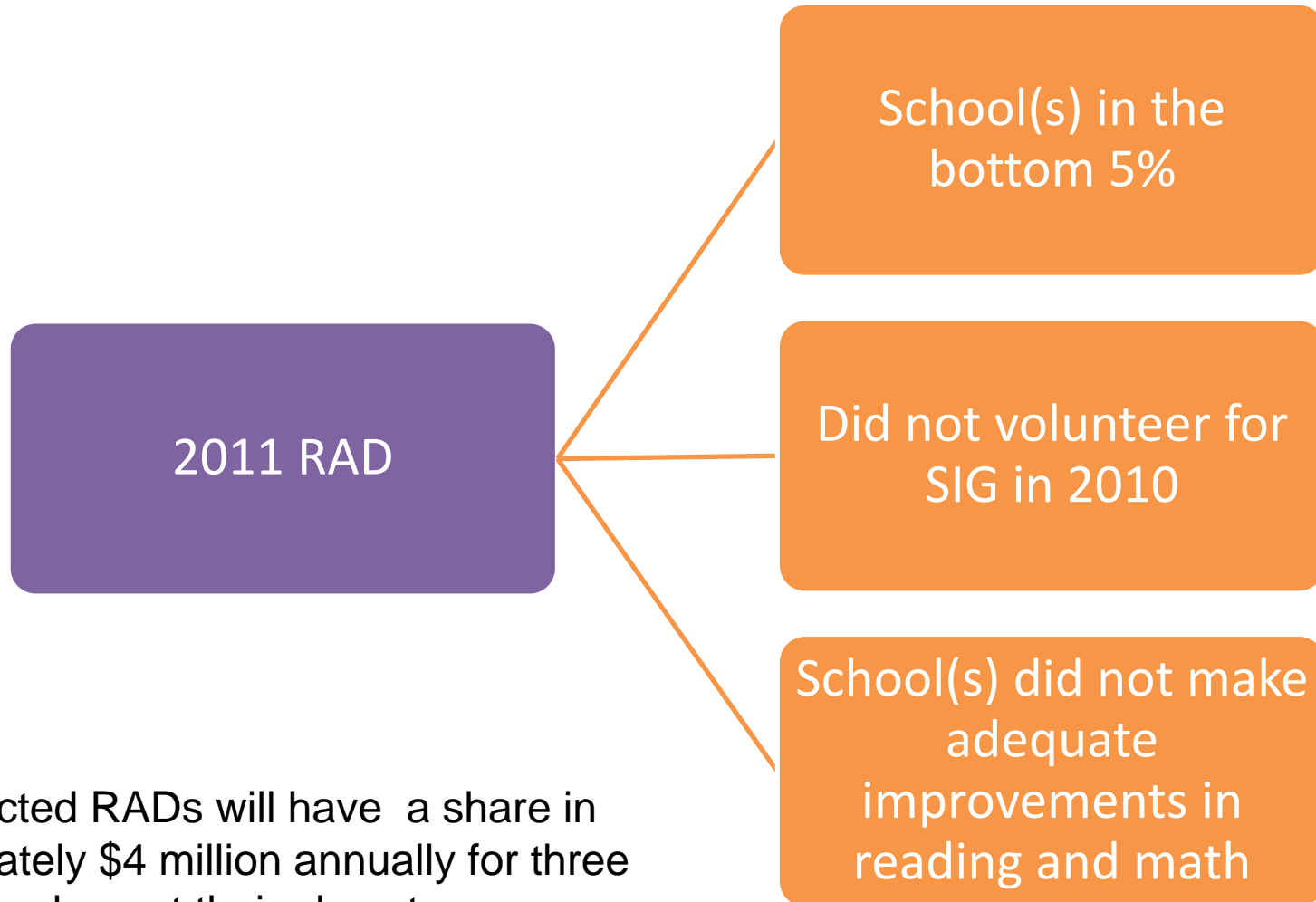


E2SSB 6696: Required Action Districts



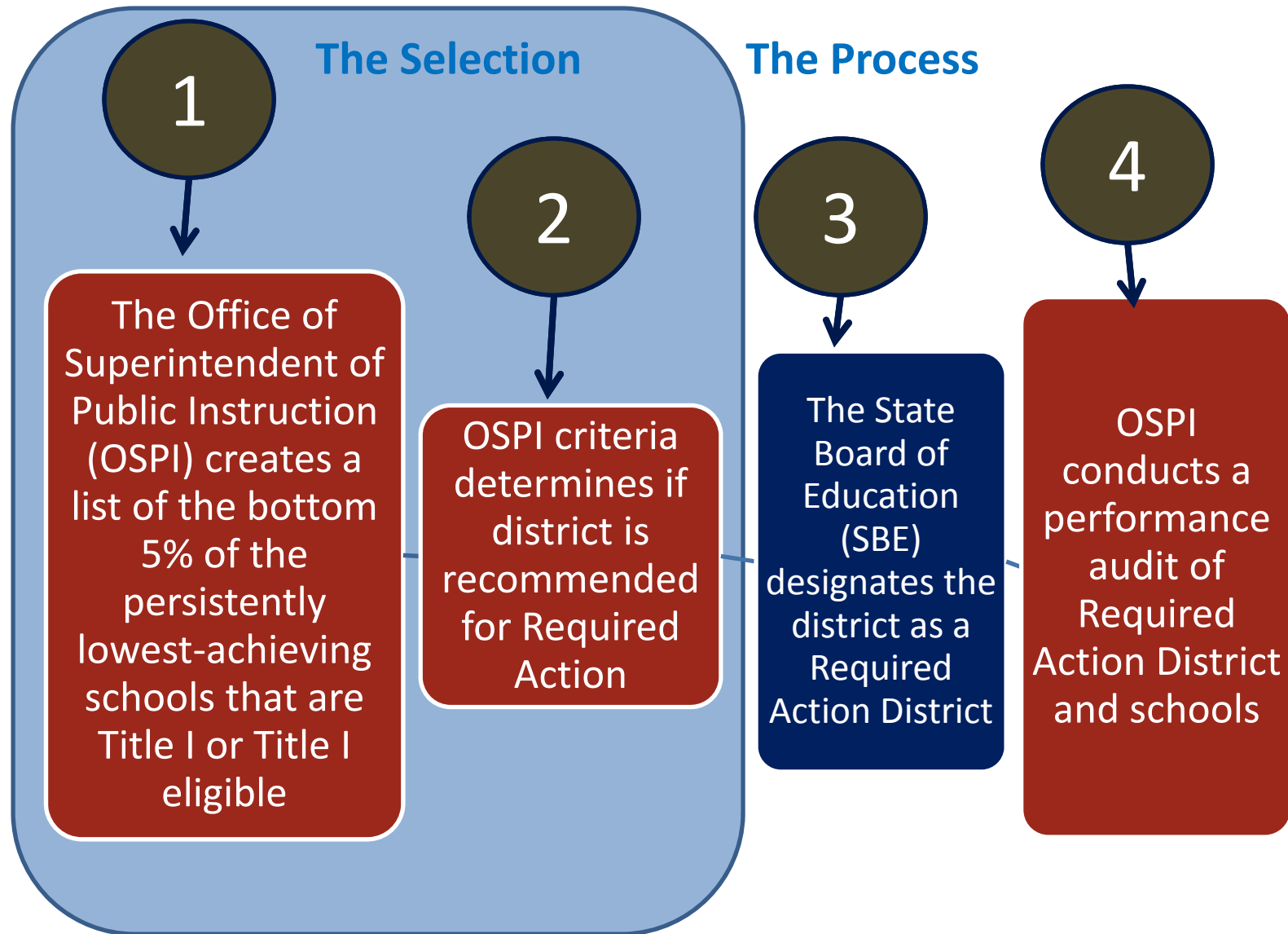
* Required Action Districts must allow for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of academic performance audit.

E2SSB 6696: 2011 Required Action Districts

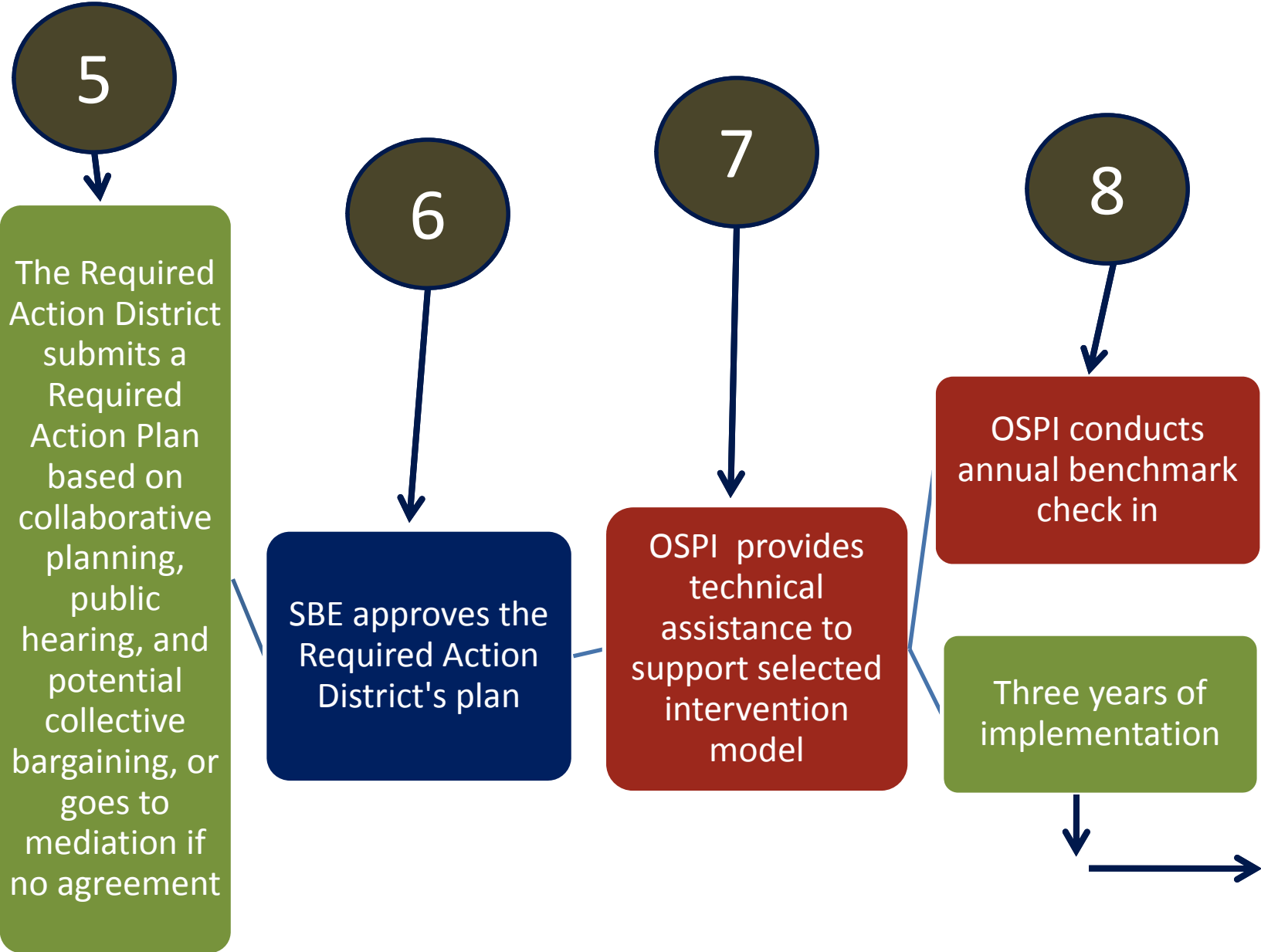


*2011 selected RADs will have a share in approximately \$4 million annually for three years to implement their plans to turnaround their schools

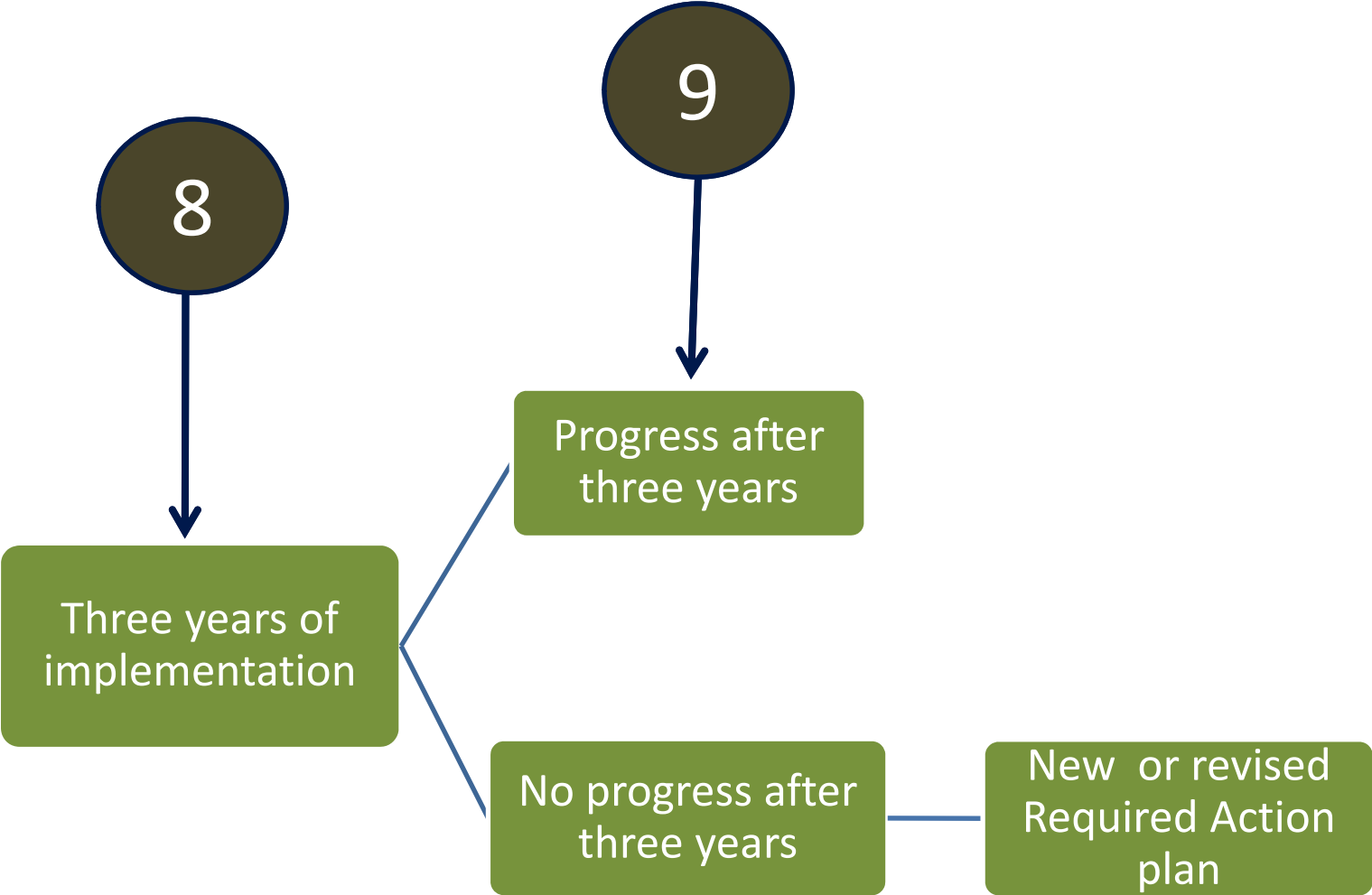
The Selection and Process



The Process



The Process



Timeline 2010-2011

- December 2010: OSPI identifies persistently lowest achieving schools and notifies districts that will be recommended to SBE for Required Action
- January 2011: SBE designates Required Action Districts
- January - February 2011: OSPI conducts Performance Audit and RADs develop plans & budgets
- March 2011: OSPI review RAD plans and SBE approves RAD plans at March 31 special meeting, OSPI awards funding.

Ideas for Rubric to Review RAD Plans

- Academic Performance Audit Findings
- RAD plan components:
 - Collaborative process
 - Local school board holds hearing on plan
 - The required action plan must address the concerns raised in the audit and include:
 - Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by Legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a Required Action District by the State Board of Education within three years of implementation of the plan.
 - An application for a federal school improvement grant or a grant from other federal funds for school improvement to OSPI.
 - Budget for adequate resources to implement.
 - Description of changes in district or school policies and practices to improve student achievement.
 - Metrics used to assess student achievement to improve reading, math, and graduation rates.