

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24



An Excellent and Equitable Education for All Students:
A State and Local Partnership for Accountability
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Executive Summary

An Excellent and Equitable Education for All Students: A State-local Partnership for Accountability

Introduction

In 2005, the Washington State Legislature directed the State Board of Education (SBE) to “implement a standards-based accountability system to improve student academic achievement.”¹

To this end, SBE has consulted with national experts, studied the experiences of other states, and commissioned research on barriers to school improvement, effective models for change, and the effects of teacher mobility and assignment policies. SBE has also conducted extensive work with stakeholders from across the state to solicit their ideas, concerns, and suggestions. The progress of this work has been regularly reported to the Washington State Legislature.

In 2009, the Legislature passed ESHB 2261, which acknowledged the capacity of an SBE accountability framework to “create a unified system of support for challenged schools.”² The Legislature directed SBE, in consultation with the Office of Superintendent of Public Instruction (OSPI), to provide a report by December 1, 2009, that includes:

- An accountability index to identify exemplary schools that deserve recognition and schools where persistently low student achievement indicates a need for additional support and intervention to accelerate improvement.
- A proposal and timeline for a voluntary system of state support to improve low-achieving schools.
- A proposal and timeline for a comprehensive system of required state intervention to improve the lowest-achieving schools and districts that have not demonstrated significant improvement through the voluntary system.³

SBE presented a report and draft legislation to meet that deadline. This is an updated report that responds to feedback and Board action on January 4, 2010. SBE acknowledges that a comprehensive system of improvement, referred to in this report as “required action,” can only take effect if authorized by the Legislature. Current state law provides for voluntary – but not mandatory – participation in state-provided school and school district improvement programs. Approval of this proposed framework for accountability will signal a dramatic

¹ RCW 28A.305.130

² RCW 28A.305.225

³ RCW 28A.305.225

change in the way low-achieving schools and their districts are identified and served.

What an Accountability System Can Achieve

Many Washington students still lack access to an excellent and equitable education.

Washington's schools have clearly demonstrated that it is possible to improve student achievement. Over the past decade, schools have learned how to use assessment data to align curriculum to state standards and to improve the quality of instruction in diverse classrooms. Many schools and districts have also built systems for continuous improvement and personalized instruction. OSPI has likewise demonstrated its capacity to provide services that help schools improve.

What we lack is a systematic way to apply all that has been learned about how to *sustain and accelerate* school improvement for all students, schools, and districts.

President Obama and U.S. Secretary of Education Duncan are encouraging states to focus on the urgent need to dramatically improve the bottom five percent of persistently low-achieving schools.

Washington will follow federal school improvement guidelines to help turnaround our persistently low-achieving schools. Districts with persistently low-achieving schools had the option in the spring of 2010 to apply for federal funds designed to spur significant change in student achievement. A total of 47 schools in 27 districts were identified as persistently low achieving and thus were eligible to apply for a portion of the four-year, \$42.5 million school improvement funds. Of those districts, 21 applied for the funds on behalf of 41 schools. OSPI then selected 9 districts and 18 schools to receive a portion of the \$17 million allocated for school year 2010-2011.

SBE's proposed accountability system is designed to expand upon this work, providing districts with the resources, expertise, and authority to rise to the challenge, a strong set of effective models for guidance, and broad public support for the work they must do.

The SBE's Proposal

SBE has created a coherent and effective accountability framework to ensure that there is: 1) an excellent and equitable education for all students; 2) a continuous improvement for all schools and districts; 3) one federal/state system; and 4) a state and local collaborative effort to assist persistently low-achieving schools. Through this accountability system we expect to improve student

achievement for all students to prepare them for postsecondary education, work, and citizenship.

Identifying High Achieving Schools and Persistently Low-Achieving Schools

SBE has developed an accountability index that provides a clear and comprehensive measure of student achievement. The accountability index will help districts focus improvement efforts where they are most needed and identify and confront achievement gaps. It will also identify schools that “beat the odds” in helping disadvantaged students, shining a bright light on the example the schools set.

State assessments of reading, writing, math, and science, as well as the extended graduation rate, are included in the accountability index. The SBE accountability index will also be used to recognize high-achieving schools in an annual joint SBE/OSPI Recognition Program. SBE also plans to work with OSPI to advocate for federal adoption of this accountability index to identify persistently low-achieving schools in replacement of the Annual Yearly Progress (AYP) matrix, either through amendment of the Elementary and Secondary Education Act (ESEA) or through a U.S. Department of Education waiver.

SBE believes that its accountability index provides a better system than the current federal AYP matrix. For now, however, SBE proposes using federal criteria,⁴ to identify persistently low-achieving schools. This will ensure a unified federal/state system of accountability.

The federal criteria will be:

1. Federal criteria comprise the persistently lowest-achieving five percent of Title I and Title I-eligible Washington schools in a step of federally required improvement. This metric includes both absolute student performance and improvement in performance in the “all students” category in reading and math as well as high schools with graduation rates that are less than 60 percent..

Following analysis of these factors, districts with persistently low-achieving schools will be notified of their status as Required Action Districts. Approximately one to five districts with a total of fifty schools will be included in the initial identification for federal funding support.

The Voluntary System

⁴ The federal criteria are defined in the new federal school improvement guidelines that are a part of Title I of the Elementary and Secondary Education Act.

A district may participate on a voluntary basis in 2010, based on the federal criteria above. A voluntary district will have the opportunity to participate in the OSPI school and district improvement program and be eligible for federal school improvement funds. OSPI will conduct a district academic performance audit that focuses on student achievement issues and will work with the district on how to address the issues identified. The district must select one of the four required federal models for school improvement described below. OSPI will focus on building the district's capacity to improve student achievement..

The Required System

If approved by the legislature, in 2011 OSPI will notify the district and SBE that the district is a recommended Required Action District and must participate in a state legislatively-mandated improvement process based on the federal criteria listed above.

The district may seek reconsideration of its required action status by bringing any evidence to OSPI about why it should not be so classified.

SBE will designate the district as a Required Action District. The Required Action Districts will then begin following the required action process.

OSPI will conduct an academic performance audit of each Required Action District using experts in comprehensive school and district reform. The audit will focus on student achievement and will include (but not be limited to):

- Student demographics and mobility rates
- Feeder patterns between schools
- The 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 school best practices

Following the audit, the local school board, in collaboration with its administrators, teachers and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community will develop a required action plan based on the audit findings and

select an appropriate model for change from among either the four federal models listed below or state/local models (to be defined in Phase II).

Federal Models for Phase I (Voluntary in 2010, Required in 2011)

<u>Turnaround:</u>	Replace the principal and no less than 50 percent of the staff, adopt a new governance structure, and implement a new or revised instructional program.
<u>Restart:</u>	Close the school and reopen it as a charter school or a school led by an educational management organization.
<u>Closure:</u>	Close the school and transfer students to a higher-performing school.
<u>Transformation:</u>	Implement a transformation strategy that: - o Develops teacher and school leader effectiveness. - o Institutes comprehensive instructional reform strategies. - o Extends learning and teacher planning time. - o Creates community-oriented schools. - o Provides operating flexibility and intensive support.

Federal funds will be available for use in Title I and Title I-eligible schools; other schools, and schools that choose a state or local model for change, will require state and/or local support.

State and Local Models for Phase II (Beginning in 2013)

In the next biennium, SBE will propose state and local models for Phase II (beginning in 2013), based on lessons learned in Phase I. State funds would be available for districts that choose a state model, but not a local model.

Once a Required Action District chooses a model for change, the school board will collaborate with its staff and community to develop an implementation plan, budget requirements, and outcome metrics. This required action plan must specify how the district will address the academic performance audit findings.

If any parties disagree and there is an impasse in developing a required action plan, SBE will have several options available. The options under discussion in this report include: OSPI redirecting Title I funds to the district, mediation or

binding arbitration between the parties in disagreement, and making plan elements mandatory in statute for prospective collective bargaining contracts.

SBE must approve the required action plan, which then becomes a binding agreement between the local school board and SBE. OSPI will then provide resources (including expertise, professional development, instructional coaching, and other services) that help the district implement the plan.

Required Action Districts must report to SBE and OSPI quarterly on their progress, identifying the strategies and assets they are using to solve problems, evidence of fidelity to the plan, evidence of impact on student achievement, and student achievement data.

After three years under required action status, OSPI will notify SBE that a Required Action District is either ready to exit required action status or that it is not making sufficient progress in improving student learning, based on the federal criteria that defined the persistently low-achieving schools in the district.

Upon OSPI's recommendation, SBE will either approve the district's release from required action status or require the local school board to adopt either a different model or revise its strategies in a new required action plan in collaboration with its staff and community.

If there is legislative approval in the 2010 Legislative Session, the required action program will begin in winter of 2011.

Resources and Timeline

There is approximately \$42.5 million in federal school improvement funds that would support a Phase I three-year cohort of Voluntary and Required Action Districts beginning in 2010. Additional state funding or federal Race to the Top competitive grants would be needed to fund non-Title I schools, and those schools that choose a state or local model for change.

2010 Legislative Update – The Passage of SB 6696

In the spring of 2010, Governor Gregoire signed SB 6696 into law. This omnibus legislation includes many of the State Board's suggested components of required action, including:

1. Support for schools with federal funds beginning in 2011.
2. A local plan for improvement, with input from all stakeholders.
3. A partnership between the state and local districts to help schools continue to improve through data-driven and research-based reforms designed to :
 - a. Increase achievement for all students.
 - b. Close the achievement gap.

c. Reduce the dropout rate.

SB 6696 does contain a few differences from SBE's original proposed legislation.

1. Ongoing collaboration with the Achievement Gap Oversight Committee is now required.
2. In the audit findings, the audit team must also examine unique circumstances or characteristics to a school or district.
3. Race to the Top grant funds are included as a potential funding source.
4. A Legislature and Governor-appointed review committee will evaluate appeals by districts if SBE disapproves the plan.
5. A joint-select committee on education accountability (formed no earlier than May 2012) will explore further potential steps to address schools in Required Action that fail to improve.

A Call to Action

Thanks to the hard work and dedication of Washington's educators, we have made important improvements in overall student achievement in the last 15 years. But we have yet to keep the fundamental promise of equal education for all Washington students – a promise that is central to our state's constitution and values.

To address this critical shortcoming, the 2009 Legislature took bold action to redefine basic education, improve funding, and set in motion a process to create a strong and effective school accountability program.

At the same time, the federal government, which years ago promised to “leave no child behind,” has refocused its efforts on turning around the nation's lowest performing schools – schools in which many children are, indeed, being left behind.

These two developments signal an opportunity to take an important step forward – a step that is urgently needed and that will directly benefit children who deserve better schools, better skills, and the hope for better lives.

Each of our children deserves the opportunity to thrive and reach his or her full potential. We must insist on boldness now and hold ourselves accountable to act. No child's education should hold them hostage from a bright future.

An Excellent and Equitable Education for All Students: A State-local Partnership for Accountability

Introduction

In 2005, the Washington State Legislature directed the State Board of Education (SBE) to “implement a standards-based accountability system to improve student academic achievement.”⁵ See [Appendix A](#) for a list of State Board of Education members.

In 2009, the Legislature, through ESHB 2261, directed SBE to create a revised accountability framework that will result in “a unified system of support for challenged schools.”⁶ See Appendix B for statutory language. The Legislature required SBE, in consultation with the Office of Superintendent of Public Instruction (OSPI), to provide a report by December 1, 2009, that includes:

- An accountability index to identify exemplary schools that deserve recognition, and schools where persistently low student achievement indicates a need for additional support and intervention to accelerate improvement.
- A proposal and timeline for a voluntary system of support to improve low-achieving schools.
- A proposal and timeline for a comprehensive system of required state intervention to improve the lowest-achieving schools and districts that have not demonstrated significant improvement through the voluntary system.⁷

This draft proposal and its accompanying proposed legislation respond to that legislative directive. SBE acknowledges that a comprehensive system of improvement, referred to in this report as “required action,” can only take effect if authorized by the Legislature. Current state law provides for voluntary – but not mandatory – participation in state-provided school and school district improvement programs.

What an Accountability System Can Achieve

Many Washington students still lack access to an excellent and equitable education.

⁵ RCW 28A.305.130

⁶ RCW 28A.305.225

⁷ RCW 28A.305.225

Washington's schools have already demonstrated that it is possible to improve student achievement. Over the past decade, schools have learned how to use assessment data to align curriculum to state standards and to improve the quality of instruction in diverse classrooms. Many schools and districts have also built systems for continuous improvement and personalized instruction. Local school districts have worked with their unions to develop collective bargaining agreements to support changes that improve student achievement, such as family/teacher partnerships and new teacher assignment practices.

At the state level, OSPI has demonstrated its capacity to provide services that help challenged schools improve.

What we lack is a systematic way to apply all that has been learned about how to *sustain and accelerate* school improvement for all students, schools, and districts.

President Obama and US Secretary of Education Duncan are encouraging states to focus on immediate and sustained efforts to dramatically improve student achievement in the bottom five percent of the persistently lowest-achieving schools.

Washington will follow federal school improvement guidelines to help turnaround our persistently low achieving schools. Districts with persistently low-achieving schools had the option in the spring of 2010 to apply for federal funds designed to spur significant change in student achievement. A total of 47 schools in 27 districts were identified as persistently low achieving and thus were eligible to apply for a portion of the four-year, \$42.5 million school improvement funds. Of those districts, 21 applied for the funds on behalf of 41 schools. OSPI then selected 9 districts and 18 schools to receive a portion of the \$17 million allocated for school year 2010-2011.

SBE's proposed accountability system is designed to expand upon this work, providing districts with the resources, expertise, and authority to rise to the challenge, a strong set of effective models for guidance, and broad public support for the work they must do.

The Progress of Washington's School Reform and the Need for a Coherent Accountability System

This proposed accountability framework has evolved in the context of Washington's ongoing effort to raise student achievement to levels consistent with the requirements of today's economy and society.

That process was set in motion in 1993, when the Washington State Legislature passed landmark legislation that led to the creation of state academic standards

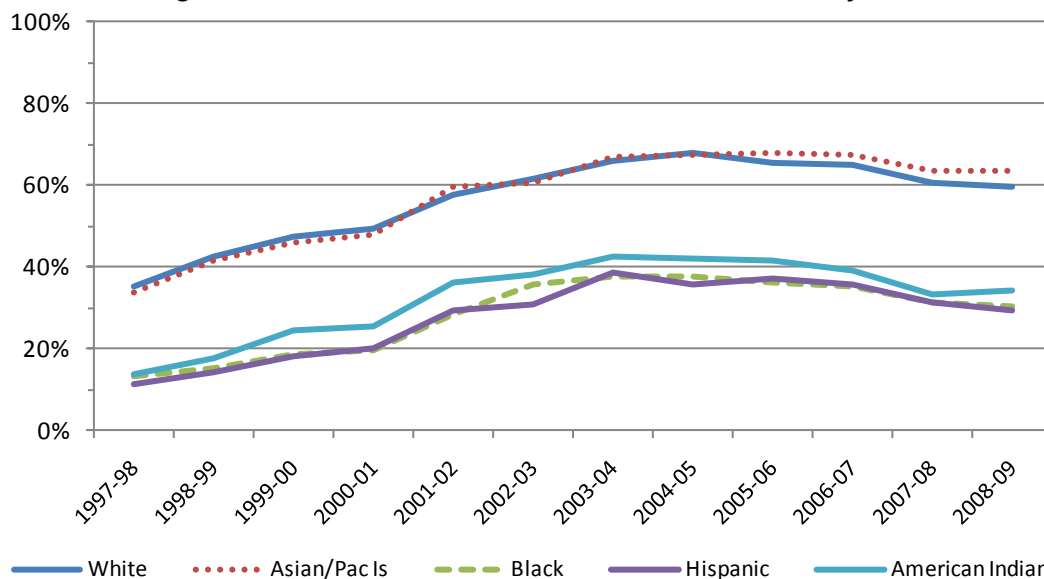
and the requirement that students meet these standards to earn a high school diploma.

Creating a standards-based education system ended the practice of awarding high school diplomas to students who lack basic skills and knowledge. Over the past dozen years, Washington's new standards-based system has helped improve student learning – especially in reading and writing – and provided educators with powerful data to analyze trends in student achievement.

Student achievement data also highlighted the achievement gaps between affluent and low income students and between white and some subgroups of Asian-American students on the one hand, and African-American, Latino, Pacific Islander, and Native American students on the other. While student achievement has risen for all groups of students, the gap has not closed, as shown in [Figure One](#).

Figure One

Percent Meeting Grade 4 Mathematics Standards, Statewide by Race/Ethnicity,



The data generated by standards-based tests present a clear picture of how our schools are performing. In spite of the good news of overall increases in student achievement, a frustrating story remains: in most cases, it is the schools with the highest concentrations of low-income students and students of color who are making the least gains in student achievement. In too many of our schools, student achievement perpetually lags, while the skill requirements of the 21st century society and economy continue to rise.

The consequences – for the students in these schools, for the communities in which they live, and for our state and nation – are potentially devastating. A

recent report by McKinsey and Company concludes that “achievement gaps have negative implications that will grow over time for the U.S. economy as diminished skills and performance in the labor force reduces national income and economic growth. For example, measuring the impact of lower performance of black and Latino students and the impact on their educational attainment, we can estimate the U.S. earnings alone would be \$120 billion to \$160 billion higher in 2008 if there was no racial achievement gap.”⁸

The Uneven Landscape of School Improvement

Some districts and schools continue to make steady gains in student achievement, and among these are “beat the odds” schools that are achieving impressive gains in student achievement with low-income students and students of color who often lack the many advantages of their affluent white peers.

Over the past six years, the OSPI School and District Improvement Program has provided assistance and interventions to schools and districts struggling to improve. OSPI’s programs have evolved based on what has been learned from these efforts. To date, their results have been mixed.

Thus, the landscape of school improvement is uneven. In some schools, students are getting a world-class education. In others – most commonly the schools with high concentrations of low-income students and students of color – they are being shortchanged.

Even some schools and districts with predominantly middle-class students are failing to make the gains in student achievement that are so urgently needed.

The Quest for Effective, Shared Accountability

The State Board of Education has worked for several years with a wide array of stakeholders and education experts to find effective remedies for our persistently low-achieving schools.

As part of its process for designing an accountability system, SBE has:

- Commissioned a study of “Trends in Teacher Retention and Mobility in Selected Washington Middle and High Schools,” by the Center for Strengthening the Teaching Profession (CSTP), which found that high levels of teacher mobility and assignment of novice teachers is occurring in high-need schools. Additional work is now underway to look at the financial incentives for National Board Certificated teachers with CSTP on retention and mobility, especially in high poverty schools.

⁸ McKinsey and Company. Detailed Findings on the Economic Impact of the Achievement Gap in America’s Schools April 2009 page 81.

- Contracted with the Northwest Regional Educational Laboratory for a study that identified insufficient or unpredictable resources, inflexibility in their allocation, lack of time for professional development and collaboration, and absence of a coherent system to recruit, develop, and retain quality staff as the chief barriers to dramatic improvement in student achievement.
- Contracted with Mass Insight to develop models for school transformation that have subsequently been adapted to serve as the basis for the new federal education policy. Study findings include that current school improvement efforts nationwide and in Washington have not led to significant student achievement efforts in the lowest performing schools and that more dramatic turnaround efforts are needed with collective solutions and reciprocal accountability among all stakeholders.
- Examined other states' accountability and intervention systems for struggling schools.
- Produced background and research papers to inform stakeholders about SBE's work, the context of state and federal requirements, and the critical importance of quality instruction tailored to student needs as well as effective leadership at the school and district level.
- Met with groups of educators, national experts, education leaders, parents, and community members from across the state to solicit their ideas, feedback, and analysis of barriers and opportunities for school improvement and the development of an effective state accountability system.
- Worked collaboratively with OSPI's School and District Improvement Program to utilize what has been learned from OSPI school improvement efforts and to build on their work.

This proposal and the draft legislation necessary to implement it (Appendix G) are built on the foundation of this work.

Core Principles for Shared Accountability

Washington's system for accountability relies on partnerships between SBE, OSPI, and local school districts to dismantle barriers to improvement while building on the following principles for success:

- Collaboration that builds local capacity is the only route to sustainable improvement that will endure beyond the period of state intervention or extra support.

- Flexibility in the school calendar, collective bargaining, regulation, and resource use is needed to direct expertise and assistance to the schools and students who need it most.
- Building statewide system capacity to provide effective assistance and professional development to local districts must be a process of continuous improvement, based on emerging national and international research and best practices.
- Reciprocal accountability must be a consistent feature of relationships between parents and schools, between schools and districts, and between districts and OSPI and SBE.

Current Status of Voluntary Action in Low-Achieving Schools

During the past six years, OSPI has established “focused assistance” programs to help struggling schools. These programs have provided targeted schools and districts with evaluations, professional development, planning assistance, coaching, and various other services to help them improve student achievement. However, participation in these programs is voluntary, and there are no consequences for under-performing schools and districts that choose not to avail themselves of these programs.

These programs are supported by federal Title I school improvement funds and state funds. The total investment for 2009-10 was \$13 million.

Initially, OSPI's assistance was targeted to individual schools. Over time; however, it became apparent that while gains in student achievement were made during the two or three years when active assistance was provided, it was often not sustained after the period of extra support ended. At the school level, sustained efforts to improve were often slowed or derailed by changes in staff or leadership or by lack of resources. Improvement was most vulnerable to deterioration when local school district leaders were not directly involved or invested in the work initiated by focused assistance.

As a result, OSPI's school improvement efforts have shifted to work with both schools and school districts. This ensures that district policy makers are engaged and committed to long-term improvement efforts.

In 2008, OSPI launched the Summit District Improvement Initiative – a new, federally-funded effort that has provided an improved, intensive set of services for eight school districts over three years. Three more districts were added to the initiative in 2009.

OSPI school improvement programs consistently provide an analysis of the school and/or district's needs, a part-time district or school improvement

facilitator, targeted professional development, the expertise of needed consultants, and grant funding.

OSPI also created the Washington Improvement and Implementation Network (WIIN) Center, located in Tacoma, to carry out this school improvement work. Professional development and other services are provided at the WIIN Center.

The No Child Left Behind Act

The federal No Child Left Behind Act (NCLB) has shaped how schools and districts are selected for voluntary participation in OSPI's school improvement programs. NCLB requires that schools and districts make "Adequate Yearly Progress" (AYP) by meeting rigorous annual goals, as measured by state test results in reading and math, the percentage of students who take the tests, graduation rates (for high schools), and unexcused absence rates (for middle and elementary schools).

NCLB measures achievement at the school and district levels using a complex matrix. It requires a specific level of achievement for nine groups of students, including five ethnic or cultural subgroups, English language learners, students in special education, and low-income students. In Washington, the level of achievement required to meet AYP is raised every three years, and the goal is for all students to meet state academic standards by 2014. Currently over fifty percent of Washington schools are identified as not making adequate yearly progress

Schools are judged to be deficient if they do not meet the required level of student achievement, attendance, or graduation *in any one* of the nine student groups. NCLB requires a set of sanctions to be applied if a school or district does not make AYP for two years in a row. These sanctions become progressively more intense, but they apply *only* to those schools who have high concentrations of low-income students and therefore receive federal NCLB Title I funds.

Corrective action for schools that have not met AYP for multiple years may include requirements to replace staff, implement new curricula, extend the school day or year, close the school, or convert it to a charter school. When faced with these choices, most schools (including those in Washington) select the NCLB "other" option, which focuses on an array of different technical assistance strategies, from professional development to coaches to instructional trainers. None of these measures have been required until recently. And new proposed federal guidelines for school improvement may change the landscape. These new draft guidelines provide a more diverse menu of voluntary [turnaround models](#) that districts must select from in order to receive federal school

improvement funding.

Designing a Coherent and Effective School Accountability System

SBE has, in consultation with a wide array of stakeholders, defined the essential elements of a coherent and effective system of school accountability and improvement:

- A shared goal of an excellent and equitable education for all students.
- Continuous improvement for all schools and districts.
- A single system for both state and federal measurement of school performance.
- A system built around collaboration between the state and local school boards/districts.

The three essential parts of this system will be:

1. A fair and objective method of identifying both successful and under-performing schools and districts, based on both the proposed accountability index and additional criteria.
2. A system for *voluntary* participation in state-provided school and district improvement programs.
3. A system for *required* participation in state-provided school and district improvement programs.

To identify schools and districts in need of improvement, the legislature directed SBE to develop an easy-to-understand accountability index that could be accepted by the federal government as a substitute for current NCLB accountability provisions. This would require a federal waiver of NCLB rules or changes to the Act itself.

If waivers from or changes to NCLB are not forthcoming, OSPI and SBE will rely on the new federal school improvement guidelines to identify the persistently lowest-achieving schools.

Identifying Schools and Districts that Need to Improve

In the accountability provisions of ESHB 2261, the Washington State Legislature directed the SBE to develop a better identification process of schools most in need of improvement. The accountability index meets that demand. [Figure Two](#) shows how this proposed index would apply to a single school. It measures four indicators and five outcomes. The four indicators are:

- Achievement by non-low income students.
- Achievement by low-income students.

- Achievement compared to other schools with similar demographics (called “peer” schools).
- Improvement in student achievement.

The five outcomes are student test scores in reading, writing, math and science, plus the extended graduation rate.

Figure Two

Matrix of Accountability Measures

INDICATORS	OUTCOMES				
	Reading	Writing	Math	Science	Ext. Grad. Rate
Achievement of non-low income students.					
Achievement of low income students.					
Achievement vs. peers.					
Improvement from the previous year.					

This index is fairer than AYP calculations, and, at the same time, it reflects a more thorough measurement of student achievement by including math and science and by reducing the minimum number of students required to generate a measure (from 30 to 10) in each grade. Both OSPI and SBE are currently using the new accountability index to recognize the state’s highest achieving schools, with the 2009 awards to be announced in May, 2010.

To highlight achievement gaps, SBE proposes utilizing an additional matrix to measure the performance of each student subgroup. (Technical descriptions and analysis of the accountability index and the separate matrix for subgroups are available on the SBE website at <http://www.sbe.wa.gov>.)

As this accountability index was being refined, the federal Department of Education issued new rules for how states should identify the lowest-performing Title I schools in a step of improvement for school improvement funding. At the same time, the Department announced that federal aid to improve struggling schools will double in the next two years. The Secretary of Education has committed to using increased funding to turn around the bottom five percent of Title I schools in improvement status and other equally low performing Title I-eligible schools. The new, simplified metric will measure reading and math achievement in the “all students” category in each school in terms of absolute performance (the lowest performers) and lack of improvement over time.

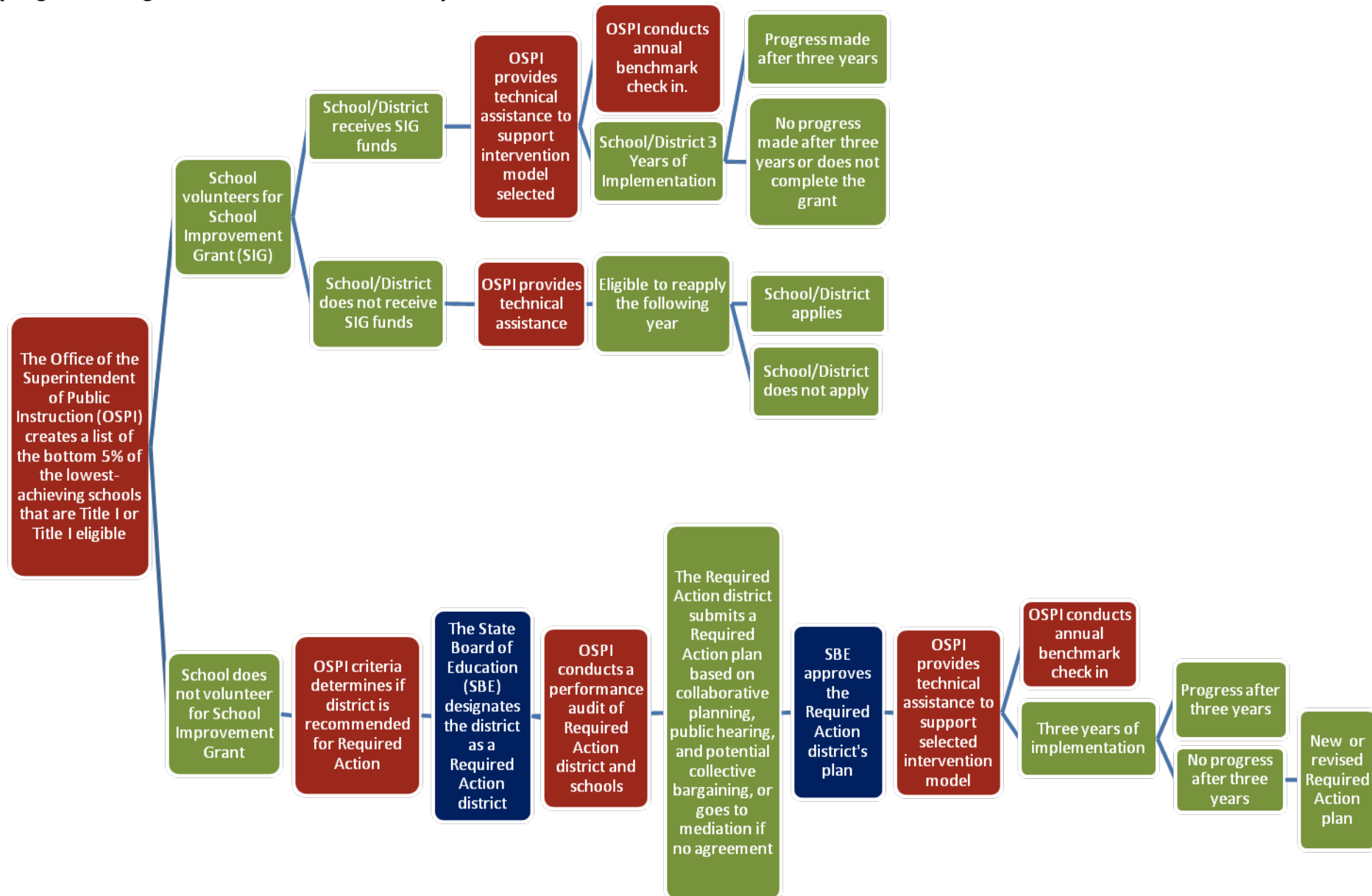
To meet these new requirements and qualify for the increased federal funding, the state must sort schools into three tiers:

- Tier I: The lowest-achieving five percent of Title I schools that are in a step of improvement, corrective action, or restructuring, as measured by the state test scores of all the school's students in reading and math as well as lack of progress (plus high schools with graduation rate of less than 60 percent).
- Tier II: Equally low-achieving Title I-eligible middle and high schools who have not received Title I funds as measured by the state test scores of all the school's students in reading and math as well as lack of progress.. . Plus high schools with graduation rate of less than 60 percent.
- Tier III: All other Title I schools that have not made AYP for more than two years.

OSPI will have the flexibility to determine:

- How to define the students included—in terms of continuously enrolled during the academic year and extended graduation rates.
- The statistical weight to assign academic achievement and improvement.
- The number of years for lack of progress (it must be at least two years).
- The statistical weight between elementary and secondary schools.

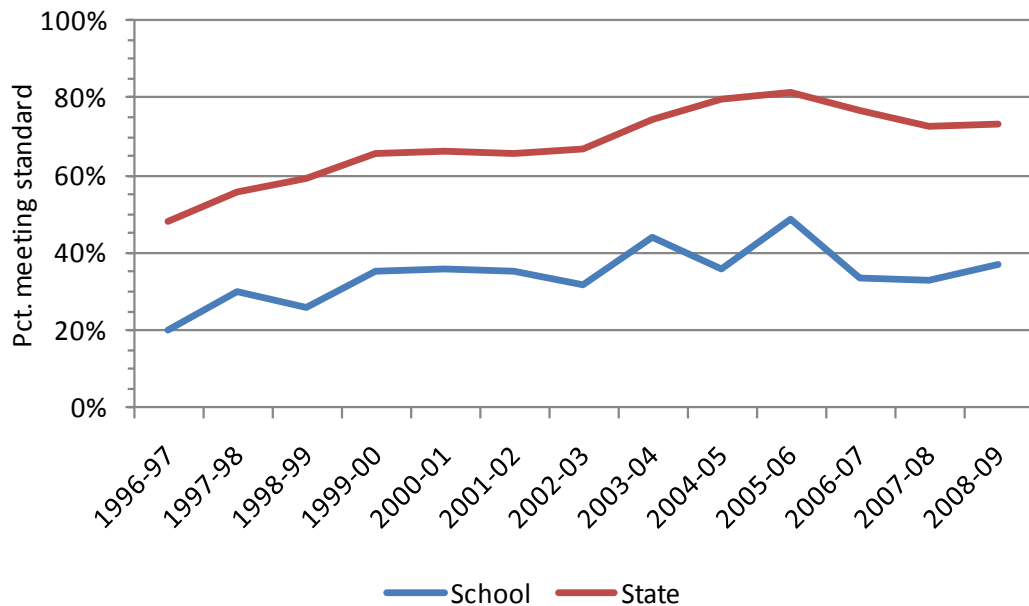
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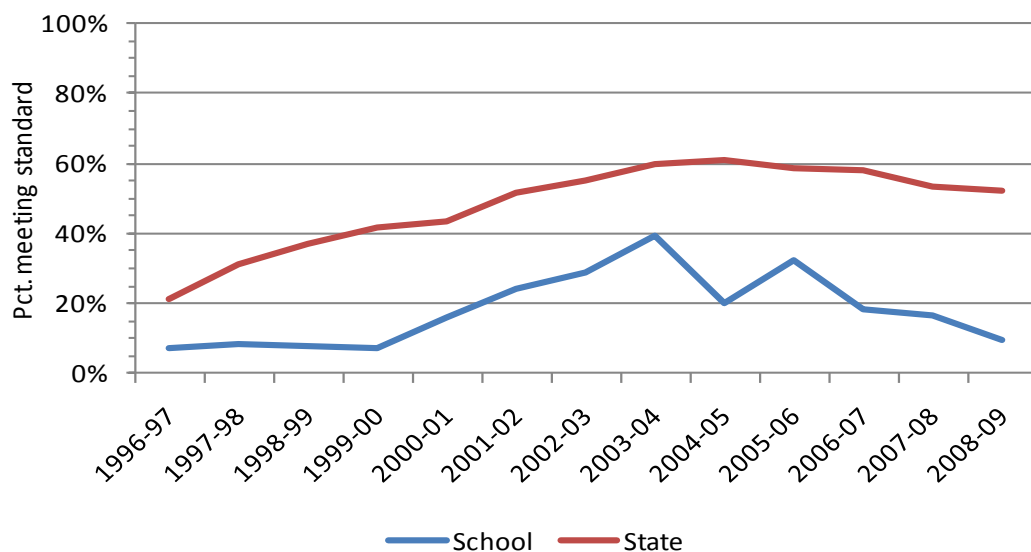
After identifying the lowest-achieving five percent of all Title I schools that are in a step of improvement, corrective action, or restructuring, OSPI will select the 5 percent lowest-achieving schools and notify their districts .

Figure Three and Four: An example of one Washington elementary school with 500 students that has had low achievement for many years and would be identified under the federal measures.

Grade 4 Reading WASL Results



Grade 4 Math WASL Results



Districts with persistently low-achieving schools will be notified of their status. . Approximately one to five districts with a total of fifty schools will be a part of the initial identification.

In 2010, districts will have the opportunity to volunteer in the federal school improvement program. There districts will include both Title I and Title I-eligible schools that have extremely low overall student achievement and have not demonstrated sufficient improvement over time

In 2011, districts will be designated as Required Action districts and will be required through a state/local partnership called Require Action to develop a required action plan that follows the federal school improvement guidelines. All districts identified as Required Action Districts may request reconsideration of their designation. SBE will assign the final designation.

OSPI will conduct an external academic performance audit using experts in comprehensive school reform and district improvement. No staff or member of OSPI, SBE, or the local school district may participate in the audit team.

OSPI will define the criteria for the academic performance audit. Criteria may include (but not be limited to):

- Student demographics and mobility rates
- Feeder patterns between schools
- The 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 school best practices

Following the academic performance audit, the local school board, in collaboration with its administrators, teachers and other staff, parents, unions representing any employees within the district, students and other representatives of the local community will develop a required action plan based on the audit findings and select an appropriate model for change from among the four required federal models listed below:

Four federal models for Phase I (2010-2014)

- Turnaround: Replace the principal and at least 50 percent of the staff, adopt a new governance structure, and implement a new or revised instructional program.
- Restart: Close the school and reopen it as a charter school or a school run by an educational management organization.⁹
- Closure: Close the school and transfer students to a higher-performing school.
- Transformation: Implement a transformation strategy that:
 - o Develops teacher and school leader effectiveness.
 - o Implements comprehensive instructional reform strategies.
 - o Extends learning and teacher planning time.
 - o Creates community-oriented schools.
 - o Provides operating flexibility and intensive support.

See [Appendix C](#) for a more detailed description of these federal models.

Federal funds will be available for use in Title I and Title I-eligible schools.

The school board in a Required Action District will develop an implementation plan, budget requirements, and outcome metrics. This required action plan must specify how the district will address the academic performance audit findings. The school board must hold a public hearing on the plan.

The Required Action District must submit its plan to OSPI. Then OSPI will review the plan and approve that it is consistent with federal guidelines prior to the local superintendent and board submitting the plan to the SBE.

SBE, in consultation with OSPI, must approve the required action plan, which will be a binding agreement between the district and SBE. The state will then provide resources for the district to implement the plan.

-
- ⁹ In Washington it is permissible for a school to be run by an educational management organization although charter schools are not authorized by the legislature.

Required Action Districts will regularly update OSPI on their progress, identifying the strategies and assets utilized to solve problems, the evidence of plan implementation, the evidence of impact on student achievement, and progress monitoring data.

After three years under required action status, OSPI will notify SBE that a Required Action District is ready to exit required action status or that it is not making sufficient progress, as measured by the metrics of the district's plan and improvements in meeting the federal and state criteria that resulted in the district's initial placement in required action.

SBE will then either approve the district's release from required action status or require the local school board to adopt a different model with revised strategies and a new required action plan, developed in collaboration with its staff and community.

To avoid an impasse, all school districts designated as Required Action Districts as of the effective date of this act will be required to create an authority in their new collective bargaining agreements to reopen the collective bargaining agreements if needed to develop and implement an appropriate required action plan. If no agreement is reached to create a plan within a specified time (see timeline below) mediation by the Public Employees Commission and if necessary arbitration will be required.

State and Local Models for Phase II (2013-2016)

In addition to the four federal models, state and local models will be proposed under Phase II (2012-15) based on lessons learned in Phase I. State funds would be needed for non-Title I schools, or if the district chooses to use the state Innovation Zone model. (This state model is similar to the federal "transformation" model, but provides more flexibility to tailor programs to unique local circumstances and needs.) No state funds would be available for districts that choose a local model.

Resources and Timeline

There is approximately \$42.5 million in federal school improvement that will be available to fund a beginning three-year cohort of Voluntary and Required Action Districts in 2010 for Phase I (if the Legislature adopts a measure that gives SBE the authority to require local school and district participation in state-provided school improvement programs). Additional state or Race to the Top funds may be pursued to fund non-Title I schools or the Innovation Zone state model for Phase II.

The proposed timeline for the Required Action Districts if legislature approves process is as follows:

SBE Proposed Timeline (but only bold will be in statute, rest will be in rule)

Required Action Schedule (if Parties Agree)

- Winter 2010: OSPI invites districts to volunteer, based on list of five percent of the lowest-achieving schools.
- **By December 1, 2010: OSPI creates list of five percent lowest-achieving schools and identifies schools/districts for required action (if they did not volunteer).**
- **January 2011:** (before January SBE meeting): **OSPI recommends and SBE designates Required Action Districts** (annual process)
- By April 15: Local district submits its required action plan to OSPI.
- By May 5: Local school board submits required action plan to SBE
- By May 15: SBE approves required action plan or sends it back to the district.
- By July 1: Local board will submit a revised plan if SBE does not approve the first plan.
- By July 15: SBE approves revised plan.
- **School year 2011-12 (next school year after district is designated a Required Action District): Required Action District implements plan).**

Required Action Schedule if Parties Do Not Agree

- **By April 15: A Required Action District must begin mediation with PERC if the parties are unable to resolve issues.**
- **By May 30: mediation must be completed or parties move to binding arbitration.**
- By July 1: local board submits plan agreed to under mediation.
- By July 15: SBE approves plan submitted based on mediation
- **By July 15: binding arbitration must be completed.**
- By August 15: Local board will submit a plan based on arbitration decisions.
- By September 1: SBE approves plan based on arbitration.
- **School year 2011-12 (next school year after district is designated a Required Action District): Required Action District implements plan).**

A detailed plan of both the timeline and resources needed for voluntary and required action are provided in [Appendix C](#) and [Appendix D](#).

State and Federal Actions for 2010

After two and a half years of diligent work with its stakeholders, SBE will propose a bill to the Washington State Legislature that incorporates the elements of the required action framework outlined above. This will allow SBE and OSPI to enter into a collaborative but required relationship with the local school board of a

Required Action District to conduct an academic audit, create a plan, and provide the resources and authority for implementation.

The bill will propose a process to permit the school districts and their local education associations to reopen the applicable provisions of the collective bargaining agreement to include any items based on the academic performance audit findings as subjects of mandatory bargaining. These items must be acted upon in an expeditious manner.

If any parties disagree and there is an impasse in developing a required action plan, SBE will have several options available. The options under discussion in this report include: OSPI withholding or redirecting Title I funds to the district, mediation or binding arbitration between the parties in disagreement, and making plan elements mandatory in statute for prospective collective bargaining contracts.

The federal government is expected to provide funding for the group of persistently lowest-achieving Title I and Title I-eligible schools in 2010 through its school improvement program. To receive this federal school improvement funding, and to be eligible for a Race to the Top grant, a state must not have any law or rule that prohibits the state from intervening in low-achieving schools.

Effective Programs for School and District Improvement

Under the proposed federal school improvement guidelines, the U. S. Department of Education has announced it will allocate funding for Title I and Title I-eligible schools for three years if they choose to implement one of the four federal models – turnaround, restart, closure, or transformation. SBE and OSPI will make any adjustments needed to the required action proposal if there are changes in the final federal school improvement guidelines.

SBE proposes to go beyond this new federal guidance in two important ways for Phase II:

1. SBE will seek state funding to include non-Title I eligible schools in its accountability and improvement system.
2. SBE will add state and local models to the list of models for change.

The state model SBE proposes is called the Innovation Zone. This is a model for school transformation that incorporates many of the ideas in the U.S. Department of Education's transformation model, including developing teacher and leader effectiveness, promoting comprehensive instructional strategies, extending learning time, providing operating flexibility, and changing budget and staffing. While the Innovation Zone is similar to the federal Transformation model, the Innovation Zone provides more flexibility to tailor programs unique to local

circumstances and needs. However, no federal funds would be available to school districts that choose this model.

SBE would also like to provide flexibility for school districts to use additional local models of change and innovation. Proposed local models must address the performance audit findings and use research-based principles and practices for achieving enduring success.

2010 Legislative Update – The Passage of SB 6696

In the spring of 2010, Governor Gregoire signed SB 6696 into law. This omnibus legislation includes many of the State Board's suggested components of required action, including:

1. Support for schools with federal funds beginning in 2011.
2. A local plan for improvement, with input from all stakeholders.
3. A partnership between the state and local districts to help schools continue to improve through data-driven and research-based reforms designed to :
 - a. Increase achievement for all students.
 - b. Close the achievement gap.
 - c. Reduce the dropout rate.

A Call to Action

Thanks to the hard work and dedication of Washington's educators, we have made important improvements in overall student achievement in the last 15 years. But we have yet to keep the fundamental promise of equal education for all Washington students – a promise that is central to our state's constitution and values.

To address this critical shortcoming, the 2009 Legislature took bold action to redefine basic education, improve funding, and set in motion a process to create a strong and effective school accountability program.

At the same time, the federal government, which years ago promised to “leave no child behind,” has refocused its efforts on turning around the nation's lowest performing schools – schools in which many children are, indeed, being left behind.

These two developments signal an opportunity to take an important step forward – a step that is urgently needed and that will directly benefit children who deserve better schools, better skills, and the hope for better lives.

Each of our children deserves the opportunity to thrive and reach his or her full potential. We must insist on boldness now and hold ourselves accountable to act. No child's education should hold them hostage from a bright future.

Appendices:

- A. [List of SBE Members](#)
- B. [SBE Current Accountability Statute](#)
- C. [Description of Federal Models in New Draft School Improvement Guidelines](#)
- D. [Implementation Timeline](#)
- E. [Resources Needed for Voluntary and Required Action Districts and State Support](#)
- F. [List of SBE Systems Performance Accountability \(SPA\) Work Group Members](#)

Resources:

- A. [Accountability System \(RCW 28A.657\)](#)

Appendix A: State Board of Education Members

1. Mary Jean Ryan, Chair
Seattle (Governor Appointed)
2. Warren T. Smith Sr., Vice Chair
Spanaway (WSSDA Elected, Western WA, Position 5)
3. Amy Bragdon
Spokane (Governor Appointed)
4. Dr. Bernal Baca
Yakima (Governor Appointed)
5. Bob Hughes
Seattle (WSSDA Elected, Western WA, Position 4)
6. Eric Liu
Seattle (Governor Appointed)
7. Jeff Vincent
Bainbridge Island (Governor Appointed)
8. John C. Schuster
Ocean Shores (Private Schools Representative).
9. Dr. Kristina L. Mayer
Port Townsend (Governor Appointed)
10. Phyllis Bunker Frank
Yakima (WSSDA Elected, Eastern WA, Position 2).
11. Randy Dorn
Superintendent of Public Instruction
12. Dr. Sheila Fox
Bellingham (Governor Appointed)
13. Dr. Steve Dal Porto
Quincy (WSSDA Elected, Eastern WA, Position 1)
14. Connie Fletcher
Issaquah (WSSDA Representative via Appointment)
15. Austianna Quick
Oroville (Student, Eastern WA)
16. Anna Laura Kastama
Tacoma (Student, Western WA)

Appendix B- SBE Current Accountability Statute

RCW 28A.305.225

Accountability framework — Accountability index — Comprehensive system of voluntary support and assistance for schools and districts — System for challenged schools — Use of state system to replace federal accountability system.

(1) The state board of education shall continue to refine the development of an accountability framework that creates a unified system of support for challenged schools, that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The state board of education shall develop an accountability index to identify schools and districts for recognition and for additional state support. The index shall be based on criteria that are fair, consistent, and transparent. Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments. The index shall be developed in such a way as to be easily understood by both employees within the schools and districts, as well as parents and community members. It is the legislature's intent that the index provide feedback to schools and districts to self-assess their progress, and enable the identification of schools with exemplary student performance and those that need assistance to overcome challenges in order to achieve exemplary student performance. Once the accountability index has identified schools that need additional help, a more thorough analysis will be done to analyze specific conditions in the district including but not limited to the level of state resources a school or school district receives in support of the basic education system, achievement gaps for different groups of students, and community support.

(3) Based on the accountability index and in consultation with the superintendent of public instruction, the state board of education shall develop a proposal and timeline for implementation of a comprehensive system of voluntary support and assistance for schools and districts. The timeline must take into account and accommodate capacity limitations of the K-12 educational system. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized by the legislature through the omnibus appropriations act or other enacted legislation.

(4)(a) The state board of education shall develop a proposal and implementation timeline for a more formalized comprehensive system improvement targeted to challenged schools and districts that have not demonstrated sufficient improvement through the voluntary system. The timeline must take into account and accommodate capacity limitations of the K-12 educational system. The proposal and timeline shall be submitted to the education committees of the legislature by December 1, 2009, and shall include recommended legislation and recommended resources to implement the system according to the timeline developed.

(b) The proposal shall outline a process for addressing performance challenges that will include the following features: (i) An academic performance audit using peer review teams of educators that considers school and community factors in addition to other factors in developing recommended specific corrective actions that should be undertaken to improve student learning; (ii) a requirement for the local school board plan to develop and be responsible for implementation of corrective action plan taking into account the audit findings, which plan must be approved by the state board of education at which time the plan becomes binding upon the school district to implement; and (iii) monitoring of local district progress by the office of the superintendent of public instruction. The proposal shall take effect only if formally authorized by the legislature through the omnibus appropriations act or other enacted legislation.

(5) In coordination with the superintendent of public instruction, the state board of education shall seek approval from the United States department of education for use of the accountability index and the state system of support, assistance, and intervention, to replace the federal accountability system under P.L. 107-110, the no child left behind act of 2001.

(6) The state board of education shall work with the education data center established within the office of financial management and the technical working group established in section 112, chapter 548, Laws of 2009 to determine the feasibility of using the prototypical funding allocation model as not only a tool for allocating resources to schools and districts but also as a tool for schools and districts to report to the state legislature and the state board .

Appendix C: Description of Federal Models in Final School Improvement Guidelines

Components of the Four Federal Intervention Models¹⁰

There are four federal intervention models: turnaround, transformation, closure, and 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). The 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	

¹⁰ 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
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	
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	X	X

X = required O = permissible		
	Turnaround	Transformation
and vertically aligned to each grade and state standards		
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
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

X = required O = permissible		
	Turnaround	Transformation
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
Expand pre-kindergarten and full day kindergarten	O	O
Provide Operational Flexibility and Sustained Support		
Give school sufficient operational flexibility (staffing, calendar, 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 1	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

Note: The full language may be found in the Federal Register December 10, 2009 Volume 74, Number 236. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Appendix C: Implementation Timetable

Fall 2009	Winter 2010	Spring 2010	Summer 2010
State SBE lays out the details of its accountability framework with stakeholders. low-achieving	State OSPI identifies 5% persistently low-achieving schools. OSPI invites districts with persistently lowest-achieving schools to participate in federal school improvement grant SBE completes the report and revised bill. SBE/OSPI/Governor send a joint bill to the legislature on the accountability framework with request for required action for districts with persistently lowest-achieving schools. Legislature acts upon the SBE proposed Accountability bill. This schedule assumes the legislature adopts the process. District Some districts that volunteer will be selected to participate in the school improvement grant program using federal funds and four federal intervention models.	State OSPI conducts academic performance audit for volunteer districts. SBE proposes rules for Required Action District process District Districts that volunteer begin work audit and pre-work to receiving additional state assistance.	State SBE adopts final rules for Required Action District process District Districts that volunteer select federal improvement model and prepare implementation plan

Timetable Continued

Fall 2010	Winter 2011	Spring 2011	Summer 2011
State 1. OSPI identifies new list of 5% lowest-achieving schools. Those districts that have schools on the list and did not volunteer will be notified that they will be put into required action. District Voluntary districts implement plan and federal model under school improvement guidelines	State OSPI recommends and SBE designates Required Action Districts OSPI begins academic performance audit for Required Action Districts District 1. Required Action Districts reach out to community and staff to begin Required Action Plan SBE approval.	State OSPI will review local district required action plan to determine compliance with federal school improvement program By May 15 SBE approves required action plan or sends back to district. By April 15 Local district submits its required action plan to OSPI By May 5 Local school board submits required action plan to SBE By April 15 A Required Action District must begin mediation with PERC if the parties are unable to resolve issues By May 30 mediation must be completed or parties move to binding arbitration	State By July 15 SBE approves revised plan By July 15 SBE approves plan submitted based on mediation By September 1, SBE approves plan based on arbitration By July 1 Local board will submit a revised plan if SBE does not approve the first plan By July 1 local board submits plan agreed to under mediation By July 15 SBE approves plan submitted based on mediation • By July 15 binding arbitration must be completed • By August 15 Local board will submit a plan based on arbitration decisions • School year 2011-12 (next school year after district is designated a Required Action District): Required Action District implements plan) School year 2011-12 (next school year after district is designated a Required Action District): Required Action District implements plan)

Timetable Continued

Fall 2011	Winter 2013	Spring 2012	Summer 2014
	State Required Action Phase II three year cohort would be implemented to include non Title I schools and state and local models of intervention and state and local funding.		State OSPI recommends to SBE district no longer be Required Action District OSPI may conduct an additional audit to review why there's a lack of progress. SBE will remove districts from Required Action designation Required Action Districts must demonstrate improvement based on federal and state criteria as well as their own metrics. If Required Action District is remains in Required Action it may need to develop a new plan for resources

Appendix D: Resources Needed for Voluntary and Required Action Districts and State Support

This Appendix provides **OSPI cost estimates based on a Phase I Implementation using federal funding of \$42.5 million federal funds for three years. This amount would allow funding for one to five districts for a total of fifty schools under Phase I of the SBE proposal. Thus approximately \$14.16 million would be available per year for OSPI and the local district.**

The tables below provide cost estimates for implementing the SBE/OSPI Model for voluntary/required action in a mid-size district (25 schools) and large district (45 schools). Table 1 describes each district. Table 2 is from an excel spreadsheet depicting projected known costs. The same criteria has been used for determining total allocation as might be used to distribute Federal ARRA SIG 1003(g) funds based on proposed guidelines (all other funds are questionable).

Table 1

Descriptor	District A	District B
No. of Schools	25	45
No. of Title I Schools	12	30
No. of Tier I Schools (Title I) in a Step of Improvement	2	4
No. of Tier II Schools (Title I-eligible Secondary Schools)	1	5
No. of Tier III Schools (Title I) in a Step of Improvement	7	15
No. of Low-achieving Non Title-I Eligible Schools District will serve	1	2
No. of Schools District has Capacity to Serve	10 (Tier I = 1; Tier II =1; Tier III = 7, Non=1)	15 (Tier I = 2; Tier II =1; Tier III = 10; Non = 2)
Grant at \$500,000 per identified Title I School (Tier I and Tier III Schools)	\$4M (District has capacity to serve a total of 8 Tier I and Tier III schools)	\$6M (District has capacity to serve a total of 12 Tier I and Tier III schools)

Table 2

This table shows how funds might be distributed based on the federal guidelines for 1003(g) funds. These descriptors are not inclusive and may be expanded (e.g. restart training, charter contract/management, or other considerations).

Descriptor	District A	District B	Funding Source	TOTAL
External Needs Assessment or Academic Performance Audit	\$ 500,000	\$ 1,000,000	OSPI Holdback	
District Improvement Facilitator	\$ 100,000	\$ 100,000	OSPI Holdback	
District Continuum of Services	\$ 100,000	\$ 100,000	OSPI Holdback	
TOTAL – OSPI Technical Asst.	\$ 700,000	\$ 1,200,000	OSPI	\$ 1,900,000 *
School Review/Audit for identified schools @ \$50,000/school	\$ 500,000	\$ 750,000	District Grant (OSPI Holdback?)	
Technical Assistance Contractors @\$50,000 per identified school	\$ 500,000	\$ 750,000	District Grant (OSPI Holdback?)	
Remainder of Grant - available to district	\$ 3,000,000	\$ 4,500,000	District Grant	
TOTAL – District Grant	\$ 4,000,000	\$ 6,000,000	District Grant	\$ 10,000,000
GRAND TOTAL: This funding amount reflects OSPI Technical Assistance and District Funding for <u>2 Districts with a total of 25 participating schools for one year only.</u>				\$11,900,000

* Note: No funds to administer the program(s) are currently calculated in the projected annual costs of this model.

Note that this funding projection does not incorporate the NEW final guidance from the USED on the use of ARRA SIG (School Improvement Grant) funds as that final guidance has not yet been provided to the states. Once the final guidance is available, along with a state application process for these SIG funds, a more accurate projection can be provided regarding funds available along with future direction for the existing improvement programs.

The Continuum of District Services and Supports includes professional development emphasizing evidence-based practices and other innovations via the Washington Improvement and Implementation Center (WIIN). The Center specializes in technical assistance which builds on research around implementation science, OSPI's *Characteristics of Improved Districts: Themes from Research*, and research-supported leadership and instructional practices.

SBE has \$75,000 each fiscal year of this biennium to assist with accountability work and does not anticipate requesting additional funds for this work in this biennium.

Appendix E: List of SBE Systems Performance Accountability (SPA) Work Group Members

Past and Present SPA Members

Kristina Mayer, SBE Board Member Lead

Edie Harding, SBE Executive Director

Pete Bylsma, SBE Consultant

1. Ann Walker, Wiley Elementary, Richland School District
2. Bill Williams, PTA
3. Bob Harmon, OSPI
4. Caroline King, Partnership for Learning
5. Don Rash, AWSP
6. Erin Jones, OSPI
7. Gary Kipp, AWSP
8. George Juarez, Othello School District
9. Janell Newman, OSPI
10. Karen Davis, WEA
11. Mack Armstrong, WASA
12. Marc Cummings, Director, Public Affairs, Battelle
13. Marilee Scarbrough, WSSDA
14. Martha Rice, WSSDA
15. Mary Alice Heuschel, Renton School District
16. Mike Bernard, Madison Cooke, Inc.
17. Myra Johnson, PESB, Clover Park School District
18. Nancy Smith, PESB, Lake Stevens School District
19. Phil Brockman, Ballard School District
20. Roger Erskine, PESB
21. Ted Thomas, WSSDA

Appendix F: List of SBE Studies Conducted for Accountability Framework 2007-2009

Bylsma, Pete. "Washington's New Accountability index A Final Report to the Board." November 2009.

Center for Strengthening the Teaching Profession. "Trends in Teacher Retention and Mobility in Selected Washington Middle and High Schools." A technical report prepared for the SBE September 2007.

Mass Insight Education. "Serving Every Child Well: Washington State's Commitment to Help Challenged Schools Succeed." Final report to the SBE December 2008.

Northwest Regional Educational Laboratory. "Study of State and Local Barriers to Raising Student Achievement Dramatically for All Students." July 2008.

SBE Staff. "The National Picture of State Intervention Authority in Low Performing Schools and Districts." August 2008.

SBE Staff. "Recent Actions and Research for Consideration Under SBE accountability framework." June 2009.

