



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

COVER: UPDATE ON THE REQUIRED ACTION WORKGROUP

Prepared for the September 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.

Goal Four: Provide effective oversight of the K-12 system.

Other

Relevant to Board roles:

- Policy Leadership
- System Oversight

Advocacy

Communication

Convening and facilitating

Policy considerations/ Key questions: Do the types of changes proposed in the memo align with the current SBE position on required action as an element of the statewide accountability system?

Materials included in packet:

- Memo from the State Board of Education (SBE) staff.
- Briefing paper jointly developed by the Office of Superintendent of Public Instruction (OSPI) and SBE on Comprehensive support schools.

Synopsis: RAD was designed in a manner to meet requirements in state law and is generally aligned with elements of the No Child Left Behind (NCLB) Act, not the reauthorized Every Student Succeeds Act (ESSA). As such, a number of changes to RAD are needed.

The OSPI and the SBE formed a task force engaged in the joint exploration of the Required Action District program data and potential policy options for state directed support to districts that aligns with the broader accountability and support structure implemented by the OSPI.

The SBE and the OSPI plan to engage in a coordinated rulemaking process to update the RAD process in a manner to make RAD more aligned with the OSPI school support structures and models and more compatible with the ESSA.



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Background on Required action

Required Action District (RAD) is a process developed per legislative directive for the primary purpose of supporting districts and schools that were not making progress after implementing a school wide turnaround model as a Priority school (or School Improvement Grant recipient) for a number of years. The process was designed in a manner to meet requirements in [state law](#) and is generally aligned with elements of the No Child Left Behind (NCLB) Act, not the reauthorized ESSA. As such, some changes to required action are needed.

Through the 2017-18 school year, eight school districts were identified for and subsequently released from required action status (Figure 1). None of the RAD Cohort 1 schools were awarded School Improvement Grants (SIG) prior to being identified for required action, while all of the RAD Cohort 2 schools were awarded SIGs prior to identification for required action. RAD Cohort 1 school districts were released from required action status after implementing a school wide improvement model for three years, while RAD Cohort 2 school districts were released from required action status after implementing a school wide improvement model for more than six years. Soap Lake School District (SD) was assigned to required action under RAD Cohort 1 but was exited with the RAD Cohort 2 school districts.

Figure 1: shows the years of identification and release for the school districts and schools assigned to required action (RAD).

| School | District | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------|------------|-------|-------|-------|-------|------|------|------|------|
| Lakeridge ES | Renton | RAD | RAD | RAD | Exit | | | | |
| Morton JSHS | Morton | RAD | RAD | RAD | Exit | | | | |
| Onalaska MS | Onalaska | RAD | RAD | RAD | Exit | | | | |
| Soap Lake MSHS | Soap Lake | RAD | RAD | RAD | Exit | | | | |
| Soap Lake ES | Soap Lake | | | | | RAD | RAD | RAD | Exit |
| Quil Ceda Tulalip ES* | Marysville | SIG/P | SIG/P | SIG/P | SIG/P | RAD | RAD | RAD | Exit |
| Stewart MS | Tacoma | SIG/P | SIG/P | SIG/P | SIG/P | RAD | RAD | RAD | Exit |
| Washington MS | Yakima | SIG/P | SIG/P | SIG/P | SIG/P | RAD | RAD | RAD | Exit |
| Wellpinit ES | Wellpinit | SIG/P | SIG/P | SIG/P | SIG/P | RAD | RAD | RAD | Exit |

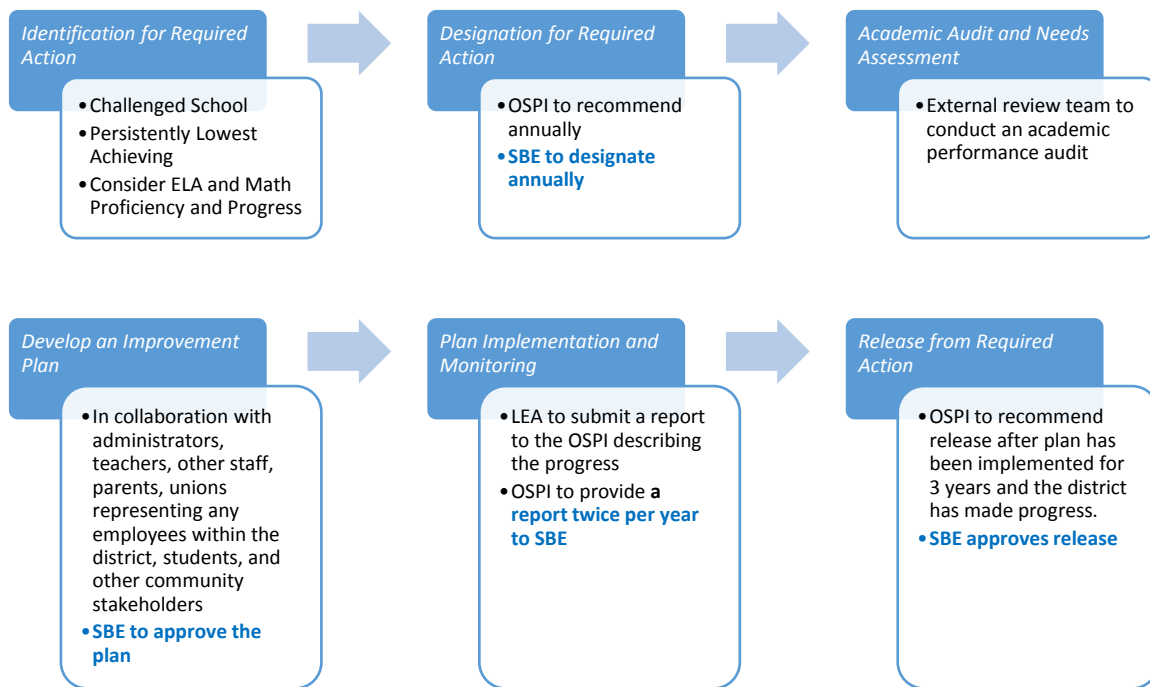
*Note: Quil Ceda ES and Tulalip ES were awarded SIGs in sequential but separate years and were subsequently combined into a single school at the request of the Marysville SD. The 2010-11 school year is represented on the table as 2011 and other school years follow the same rule.

Through the spring and summer of 2018, the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) have formed a task force engaged in the joint exploration of Required Action District program data and potential policy options for state directed support to districts that aligns with the broader accountability and support structure implemented by the OSPI. Our joint work will result in a predictable, structured communication plan on School Accountability which will be followed on an annual basis. Both the OSPI and the SBE strategic plans will guide the approach to considering and making adjustments to the program.

Rationale for Proposal & Background Considerations

Based on a set of options and a recommendation from the OSPI in May 2018, the SBE [released all districts](#) from RAD with the caveat that some of the released districts would continue to receive enhanced support as the two agencies work together on a proposal for a new state accountability support system to replace RAD that will align with and, for a subset of schools supplement, the supports the OSPI is providing to schools identified for comprehensive support. The goal of this collaborative effort is to better integrate the current federal framework, state initiatives, and strategic direction of the OSPI and the SBE.

Overview of the Current RAD Process



Required Action Definition

Required action is a process specified in RCW 28A.657 that creates a partnership between the state and local district to target funds and assistance to turn around certain schools.

Identification for Required Action

RCW 28A.657.020 (2-3) specify that the Office of the Superintendent of Public Instruction (OSPI) shall determine whether a school is a challenged school in need of improvement and whether a challenged school in need of improvement is also a persistently lowest-achieving school for purposes of the required action district process. The identification must take into account the three-year school proficiency rate (reading/ELA and math combined) and progress on the statewide assessments (change in proficiency rate over three years). **Note:** the language does not specifically limit identification to these metrics.

Designation for Required Action

RCW 28A.657.030 (1-3) direct the OSPI to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. The **SBE shall annually designate** those districts recommended by the OSPI as required action districts.

Academic Audit and Needs Assessment

RCW 28A.657.040 (1) directs the OSPI to contract with an external review team to conduct an academic performance audit of the district and each persistently lowest-achieving school in a required action district to identify the potential reasons for the school's low performance and lack of progress.

Develop an Improvement Plan

RCW 28A.657.050 (1-3) specify that a required action plan must be developed in collaboration with administrators, teachers, other staff, parents, unions representing any employees within the district, students, and other community stakeholders. The school board must conduct a public hearing to allow for comment on a proposed required action plan. The school district (Local Education Agency) must submit the plan first to the OSPI for plan approval and then **to the SBE for approval**.

Plan Implementation and Monitoring

RCW 28A.657.090 directs school districts to submit a report to the OSPI describing the progress the district is making in meeting the student achievement goals based on the state's assessments and establishing evidence of meeting plan implementation benchmarks. RCW 28A.657.100 (1) directs the OSPI to provide **a report twice per year to SBE** regarding the progress made by all school districts designated as required action districts.

Release from Required Action

RCW 28A.657.100 (2) directs the OSPI to recommend the school district be released from required action after implementing a required action plan for three years, has made progress (as defined by the OSPI in rule) including progress in closing the educational opportunity gap, and no longer has a school within the district identified as persistently lowest-achieving. The **SBE shall release** a school district from required action district upon confirmation that the district has met the requirements for a release or may recommend that the district remain in required action and submit a new or revised plan if the Board determines that the district has not met the requirements for release.

Challenges with the Current Required Action Process

A number of challenges with the required action process have surfaced through the implementation of the Every Student Succeeds Act (ESSA) and consultation with stakeholders. The current process is aligned to the NCLB “shame and blame” approach rather than the ESSA “identify and support” approach. Some of the challenges are as follows:

- Identification – The Washington School Improvement Framework (WaSIF) approved for ESSA aggregates school information in a manner not conducive to measuring progress, which requires changes in the way schools are identified for RAD.
- School Improvement Plans – The current process results in certain schools developing separate improvement plans for RAD and to meet requirements for basic education compliance (WAC 180-16-220). The duplication of plans is an unnecessary burden on certain school districts and should be eliminated.
- Implementation of the Plan – The current process requires a three-year implementation time period when evidence demonstrates schools and school districts make improvements and meet exit criteria at different rates. The three-year time frame is not necessary and should be made more flexible to reflect what we have learned about school improvement.
- Monitoring – Experience has shown us that the school improvement process would benefit greatly from the solid progress monitoring of the OSPI Office of System and School Improvement (OSSI) and an external program evaluator. In addition, like the school improvement plan, the current reporting framework is burdensome and duplicative. Intentional alignment with other reporting requirements and cycles would allow more resources to be focused on school improvement.
- Release – The current exit criteria include the requirement to close or reduce opportunity gaps and make progress, as adopted in rule. The current WaSIF and processes are not conducive to making these determinations, which require changes in the manner in which schools and school districts are released from required action. In addition, the current statute will not allow a school district to be released from RAD if they have a school that is identified as persistently lowest-achieving.

Proposed Revised RAD Framework

In response to the challenges outlined above, the OSPI and SBE will engage in a coordinated rulemaking process. The revised rules will specifically address the following issues:

Implementation Timeline

The RAD workgroup envisions the identification of school districts for required action on a three-year cycle consistent with ESSA identification of Comprehensive and Targeted support schools. The workgroup understands that one or more school districts might realize quick wins from immediate required action support and that the OSPI may wish to designate these school districts for required action for the approaching school year rather than waiting three more years until the next ESSA identification. The workgroup supports a plan to designate schools in 2019, understanding that the

initial required action cohort would be subject to a one-time, two-year, support cycle until the 2020-21 school year.

The workgroup will continue to explore the potential for identification of additional RAD school districts outside of the three-year cycle if unusual or extraordinary conditions exist for a particular school provided resources and appropriate supports are available.

Identification

The workgroup recommends enhancing program transparency and visibility by including a voluntary element to the identification process. Workgroup members also broadly support the idea of maintaining the ability for the Superintendent (OSPI) to exercise discretion in recommending the designation of school districts for required action to the SBE. However, the workgroup sees the importance of maintaining the OSPI and SBE authority to compel a district to develop and implement a RAD plan.

The workgroup acknowledges that the current RAD aligned with the NCLB is in many respects, inappropriate under the ESSA. The workgroup recommends developing a new methodology using measures from the WaSIF and perhaps other metrics to identify the future RADs. Additional work is required to identify those additional criteria and how those criteria would be combined with WaSIF measures to lead to a meaningful school or school district designation. For example, identification criteria might be designed around a specific theme, problem of practice, or student population the SBE and the OSPI prioritize for more intensive support. A combination of the following identification criteria should be considered.

- The RAD identification criteria should include the three-year roll up of ELA and math proficiency rates as reported in the WaSIF and may include other WaSIF indicators and measures (separately or in combination) as determined by the OSPI.
- The RAD identification should also take into account the progress a school is making on the WaSIF. The OSPI is authorized to adopt rules to explain what may be included in the determination of a school's progress.
- At the discretion of the Superintendent (OSPI), the RAD identification may include other school information. In early and preliminary work, emerging themes for RAD servicing include but are not limited to supplemental supports based on region, by race ethnicity, or by special program participation.

Academic Audit and Needs Assessment of RADs

No change is recommended for this part of the process. The Superintendent (OSPI) expects to continue to contract with an external review team to conduct an academic performance audit of the district and each underperforming school in the district to identify the potential reasons for the school's low performance and lack of progress.

Develop an Improvement Plan

Currently, all schools and school districts are required under WAC 180-16-220 to create a data-driven school improvement plan (SIP) to promote a positive impact on student learning. The plan should include a continuous improvement process that school and school district personnel use to monitor,

adjust, and update the SIP. The workgroup agrees that there is no benefit in creating a SIP under the rule cited above and a separate RAD plan described in RCW 28A.657.050. Therefore, the SBE and the OSPI strongly support the notion that only one improvement plan should be required of the school and school district, and that the plan be developed by a broad range of stakeholders and widely distributed.

Implementation of a RAD Plan

The work group members are in broad agreement that most schools and school districts in required action will need to implement an improvement plan for more than three years in order to engage in the complex system work that will result in sustainability, but some may not. The next cohort of RADs will be a small subset of the schools currently identified for Comprehensive support under the ESSA.

Workgroup members agree that school districts may need a differing number of years to transition out of required action. The workgroup identified several options to address the question of years in RAD.

The school district could be:

- Designated as RAD for three years with the opportunity to petition for accelerated release after two years in required action if exit criteria were met rapidly.
- Required to implement a RAD improvement plan for three years and then be released if exit criteria were met.
- Required to implement a RAD improvement plan for two three-year periods and could be released if exit criteria were met after three or six years.
- Required to implement a RAD improvement plan for two three-year periods and could be released after six years.

RAD Monitoring

The workgroup agrees that two annual reports to the Board by the districts on the progress of the RADs is excessive and generally supports the idea of an annual report by OSPI with a mid-year update. As part of the structured communication plan on School Accountability SBE and OSPI staff will develop specific objectives to be met in the twice annual report to the Board. The SBE and the OSPI broadly support the idea of contracting with an external entity to conduct a multi-year program evaluation on the school districts in required action. To this end, the OSPI is seeking guidance from a current vendor on such an evaluation. As a part of the annual update to the SBE, the OSPI could present on or summarize the findings of the external evaluator annual report.

Release from Required Action

The workgroup believes the local school district provides important transparency throughout the comprehensive school support process through the open public meetings they regularly conduct. Each spring, the OSPI could recommend certain school districts for release from required action if the exit criteria were met.

Figure 2: Key changes showing elements of required action that are being discussed and considered by the SBE and OSPI.

| Section | A Challenge to be Addressed | B Possible Modification [or Outcome] | C Options addressed through Program Guidance | D Options addressed in Rule |
|---------|--|---|---|--|
| 1.0 | Overall Program Design | Integrate and align to current support structure of school improvement and school support (OSS) and provide flexibility for future OSS program changes. | Define a new program name that reflects the overall nature and design of the program. | Update and include language in rule to express intent and the requirement to align with the overall system of support. |
| 2.0 | Identification of school districts for RAD | <p>Use other or additional criteria categorized under specific themes or topics to identify some or all RADs.</p> <ol style="list-style-type: none"> 1. OSPI maintains the role of identifying schools for extra support, but with additional discretion. 2. The OSPI rule will align to SBE/OSPI adopted tiers of identification and support. <ul style="list-style-type: none"> o Comprehensive o Targeted 3+ o Targeted EL o Targeted 1-2 o Foundational | <ol style="list-style-type: none"> 1. OSPI may identify the first set of RADs for the 2018-19 school year to serve for a two year cycle, and then identify a RAD cohort for the 2020-21 SY for a full three-year cycle, and then for another three-year cycle if needed. 2. Guidance should indicate the following: <ol style="list-style-type: none"> a. School districts designated as RAD will have at least one school identified for Comprehensive support b. The list of schools for Comprehensive Support will be published each year in March. | <p>Nothing to change in SBE rule.</p> <p>OSPI will need to update and adopt new rules to accomplish the following.</p> <ol style="list-style-type: none"> 1. Clarify that schools identified are a subset of schools identified for comprehensive support 2. Define metrics and other information to be used in identification (beyond those required in RCW) 3. Clarify OSPI authority and use of discretion in the identification process |
| 3.0 | Designation of school districts for RAD | <ol style="list-style-type: none"> 1. The SBE maintains the role of designating schools for RAD based on a recommendation from the SPI. 2. OSPI doc articulates that the designation will be dependent on the | <ol style="list-style-type: none"> 1. Establish a set schedule consistent with the Board’s regular meeting schedule and the production of the WaSIF. 2. Program is designed around the ESSA 3-year identification and will be based on that timeline. | <p>A rule change should be made to designate school districts for RAD in March rather than January.</p> <ol style="list-style-type: none"> 1. Clarify duration for support <ol style="list-style-type: none"> a. minimum 3 years b. 6 years with potential to exit after 3 years |

| Section | A Challenge to be Addressed | B Possible Modification [or Outcome] | C Options addressed through Program Guidance | D Options addressed in Rule |
|---------|--------------------------------|--|--|---|
| | | OSPI rule as written above for identification. | 3. Establish process to request resources from the biennial budget, in collaboration with OSPI, to fund the support of additional cohorts. | 2. Encourage cooperation and collaboration with district (maintaining the authority to require action). |
| 4.0 | Needs Assessment | OSPI will continue to collaborate with districts to work towards alignment of state, federal and private and/or local resources and supports. | Maintain current process with external review and input. OSPI will contract with external review team as outlined in the section. | No SBE rule authority. No change needed of OSPI |
| 5.0 | Improvement Plan | 1. Ensure the plan leverages existing strengths, ongoing supports, and engages participation and support from a broad range of stakeholders. | 1. Maintain current requirements for stakeholder engagement 2. Establish clear timeline for OSPI and Board Approvals 3. Require program evaluation plan 4. OSPI does not see the need for modification of WAC 180-16-220. To avoid duplication, both SBE and OSPI agree that a RAD Plan may be substituted for the SIP described in WAC 180-16-220. | A schedule of dates for the submission, approval, and resubmission of a non-approved RAD plan are outlined in rule. Consider updating dates with a time period (e.g. 90 days but no later than xxx) to submit the plan. |
| 6.0 | Plan implementation | 1. OSPI ensures plan is implemented and provides an annual report to the SBE on the progress of the RAD schools and annual program evaluation report. 2. OSPI and SBE to engage a contractor to | 1. OSPI and SBE to jointly implement a program evaluation plan. 2. SIP and RAD Plan implementation is monitored through an OSPI web based tool. 3. Evidence- or research-based interventions are required in the plans, requirement included in grant award | Current rule directs SBE to require the OSPI to redirect Title I funds if an school district fails to submit, have approved, or implement a RAD Plan. No changes required if RAD is required as compared to an optional program. |

| Section | A Challenge to be Addressed | B Possible Modification [or Outcome] | C Options addressed through Program Guidance | D Options addressed in Rule |
|---------|--------------------------------|---|--|--|
| | | conduct a multi-year program evaluation. OSPI is seeking guidance from the American Institute of Research on SEA school improvement program evaluation efforts. | assurances, beginning Summer 2018. | |
| 7.0 | Plan Monitoring and Reporting | Annual report to SBE and OSPI of contractor’s multi-year program evaluation. | OSPI monitors progress of the RADs toward meeting exit criteria through OSS. | Revise schedule for reporting to SBE to once annually by OSPI staff. |
| 8.0 | Release from RAD | <ol style="list-style-type: none"> 1. No change to SBE role of releasing school districts from RAD after OSPI recommends release. 2. Ensure release criteria aligns with ESSA criteria and timelines, while maintaining some discretion for OSPI and SBE. | Under ESSA, schools may petition for accelerated exit after two years. Guidance should specify whether this action would be allowable under RAD. | <ol style="list-style-type: none"> 1. Current rule requires the SBE to release a RAD if exit requirements are met, so no changes needed. 2. Current Rule defines what “significant progress” means for the purpose of maintaining a school and school district in RAD Level 1 or elevating the school district to RAD Level 2. Changes are needed here. 3. OSPI rule would need to be rewritten to define the process, timeline, and other requirements for release from RAD. |



PRELIMINARY ANALYSIS ON COMPREHENSIVE SUPPORT SCHOOLS



Purpose and Approach

This analysis was performed by OSPI staff in System and School Improvement, Assessment and Student Information, and State Board of Education (SBE) staff to identify themes in the Washington School Improvement Framework (WSIF) data for schools receiving Comprehensive supports.

The purpose is to determine possible areas where strategies and supports are most indicated to improve student outcomes and reduce persistent opportunity and achievement gaps along with informing the current consideration of potential adjustments to the state accountability system. In identifying these themes, initial areas of inquiry are also outlined to move away from evaluating single scores and work towards understanding a variety of data factors to better inform decisions on improvement supports. This proposed shift away from evaluating single scores by focusing on a variety of data factors is likely to raise more questions to be researched; the core ideas found below can serve as a basis for further inquiry as supports are designed that best meet the needs of schools and students.

The questions framed below are not intended to be mutually exclusive. Rather, the approach would lead to a more robust process to identify issues that would lead to greater improvements in student growth and proficiency. In addition, focusing on a narrower set of challenges or problems of practice will provide a greater opportunity to learn from these school and district approaches. That learning might be applied more broadly throughout our system and help build the case for additional resources to solve some of the most intractable problems we face in meeting the needs of our students.

Data tables supporting the analysis are included at the end of this brief.

Areas for Inquiry and Themes

Three themes are emerging that have focused our thinking on supports for academics, student groups, and student success measures. The process for identifying these areas of inquiry involved analyzing:

1. Composition: School counts and Enrollment
 - a. By school level, school type
 - b. By region
2. School level and Student Group relative Performance:
 - a. Proficiency and Growth (English language arts (ELA) and Math: Combined and Separate)
 - b. School Quality and Student Success (SQSS) scores

There are 98 schools identified for Comprehensive supports. Two-thirds of them are public elementary and middle schools (66). Of the 16 high schools, 14 are alternative, reengagement, or institutional schools, so the data are not representative of most public high schools. (Table 1)

An examination of the distribution across Educational Service Districts (ESDs) in Table 2 shows:

- ESD 105 has the largest percentage of comprehensive schools as a proportion of the total schools in the region (12%, 17 schools). ESD 105 students represent 7.3% of the total state enrollment and 28% of the total students in the state receiving Comprehensive supports.
- ESD 121 has the greatest number of comprehensive support schools (21) which represents 3% of the schools in the region. ESD 121 students represent 37% of the total state enrollment and 24% of the total students in the state receiving Comprehensive supports.

When averaging common measures across all school levels (Table 3), the Proficiency ELA and Math rates are low. In looking at the average decile, the comprehensive schools rank lower in ELA (1.4) than Math (2.3). The lower ELA decile holds true at each school level as well (Table 4). ELA Growth Decile (1.5) is just a tenth of a point lower than the Math Growth Decile (1.6).

A look at the percent of enrollment for student groups in schools receiving Comprehensive supports indicates that Hispanic/Latino of any race(s), English Learners, and American Indian/Alaskan Native students are over-represented based on the percentage of the enrollment of those student groups in non-Comprehensive support schools. (Table 7). School quality and student success (SQSS) measures also indicate low regular attendance scores and ELA proficiency rates among the American Indian/Alaskan Native student group and Students with Disabilities (SWD). (Tables 5 and 6).

Theme 1: Academics

1. What supports can be provided to improve proficiency in academic areas, particularly in ELA, at each grade level in schools receiving comprehensive supports?
2. What supports can be provided to improve proficiency in ELA at each grade level for students with disabilities (SWD)?

Theme 2: Over-represented Student Groups

1. What supports and services will help improve student outcomes for student groups that are over-represented in the schools receiving comprehensive supports?
2. What supports and services will result in different outcomes for our English Learners, Hispanic/Latino of any race(s), and American Indian/Alaskan Native students, improving overall outcomes and reducing opportunity gaps?

Theme 3: Student Success Measures

1. What strategies with SQSS can be implemented with student groups to improve student outcomes across student groups?
2. What changes will be made to the manner in which we serve our American Indian/Alaskan Native students and Students with Disabilities to increase engagement and promote regular attendance and overall student success across student groups?

Next Steps for Areas of Inquiry Discussion

This background information was prepared under advisement of the joint workgroup of SBE board members and staff, as well as OSPI staff. SBE action during the May 9 and May 10 meeting directed the agencies to collaboratively develop legislation for consideration ([Exhibit K RAD Exhibit](#)), and a joint workgroup was formed in response. A comprehensive support model, aligning ESSA and WSIF, has been collaboratively developed. Key elements of the model are discussed in a separate brief. The workgroup has determined that the recommended changes may be addressed by SBE and OSPI in rule, respectively. We are not recommending joint agency request legislation at this point. An intended outcome of the September 12, 2018 discussion on this topic is to support further alignment of the state's intervention with the comprehensive support model.

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- Data derived from http://www.k12.wa.us/ESEA/essa/pubdocs/Suppressed_School_Level_Details.xlsx.
- School Level Categories extracted from EDS Directory, Washington_School_Directory_20180523.csv. The school levels are self-reported.

Table 1: Comprehensive School Counts by type.

Comprehensive School Counts by Type

| Grade Level (Self Reported) | School Type | | | | | Grand Total |
|-----------------------------|-------------|-------------|--------------|-------------|--------------------------|-------------|
| | Public | Alternative | Reengagement | Institution | Virtual, Out of District | |
| Elementary School | 50 | | | | | 50 |
| Middle School | 16 | 1 | | | | 17 |
| High School | 2 | 5 | 8 | 1 | | 16 |
| Other | 4 | 8 | | 1 | 1 | 14 |
| K-12 | | 1 | | | | 1 |
| Grand Total | 72 | 15 | 8 | 2 | 1 | 98 |

Table 2: Proficiency and Growth

| By ESD | Total Schools | Comp Schools | Percent of Schools | Percent of State Enrollment | Percent of Comp Enrollment |
|--------|---------------|--------------|--------------------|-----------------------------|----------------------------|
| ESD105 | 141 | 17 | 12.1% | 7.3% | 27.6% |
| ESD112 | 212 | 14 | 6.6% | 9.3% | 11.9% |
| ESD123 | 149 | 9 | 6.0% | 7.5% | 10.5% |
| ESD171 | 133 | 8 | 6.0% | 4.9% | 5.5% |
| ESD113 | 195 | 8 | 4.1% | 6.6% | 2.8% |
| ESD189 | 357 | 12 | 3.4% | 14.8% | 10.4% |
| ESD101 | 286 | 8 | 2.8% | 8.2% | 5.2% |
| ESD121 | 771 | 21 | 2.7% | 37.0% | 24.2% |
| ESD114 | 117 | 1 | 0.9% | 4.2% | 1.9% |
| Other | 19 | 0 | 0% | 2.3% | 0.0% |
| | 2380 | 98 | | | |

Table 3: Comprehensive: All School Levels

Comprehensive: All School Levels

| Student Group | Avg. Proficiency ELA Rate | Avg. Proficiency ELA Decile | Avg. Growth ELA Decile | Avg. Proficiency Math Rate | Avg. Proficiency Math Decile | Avg. Growth Math Decile | Avg. EL Progress Decile | Avg. Regular Attendance Decile | Avg. Scaffolding Score |
|---------------|---------------------------|-----------------------------|------------------------|----------------------------|------------------------------|-------------------------|-------------------------|--------------------------------|------------------------|
| All Students | 27.9% | 1.4 | 1.5 | 25.4% | 2.3 | 1.6 | 3.5 | 3.7 | 1.9 |

Table 4: Comprehensive: By School Level

Comprehensive: By School Level

| School Level (Self Reported) | Avg. Proficiency ELA Rate | Avg. Proficiency ELA Decile | Avg. Growth ELA Decile | Avg. Proficiency Math Rate | Avg. Proficiency Math Decile | Avg. Growth Math Decile | Avg. EL Progress Decile | Avg. Regular Attendance Decile | Avg. School Score |
|------------------------------|---------------------------|-----------------------------|------------------------|----------------------------|------------------------------|-------------------------|-------------------------|--------------------------------|-------------------|
| Elementary School | 28.9% | 1.3 | 1.4 | 27.0% | 2.8 | 1.6 | 4.0 | 4.2 | 2.0 |
| Middle School | 34.3% | 1.9 | 1.5 | 26.4% | 2.6 | 1.6 | 2.6 | 2.4 | 1.9 |
| High School | 22.2% | 1.1 | | 12.5% | 1.1 | | 1.0 | 5.0 | 1.8 |
| Other | 20.0% | 1.1 | 1.3 | 13.9% | 1.3 | 1.8 | 1.0 | 1.7 | 1.7 |
| K-12 | 41.8% | 3.0 | 1.0 | 11.7% | 2.0 | 3.0 | | 10.0 | 2.1 |

Performance by Student Group

Table 5

Comprehensive Elementary School & Middle School

| Student Group | Avg. Proficiency ELA Rate | Avg. Proficiency ELA Decile | Avg. Growth ELA Decile | Avg. Proficiency Math Rate | Avg. Proficiency Math Decile | Avg. Growth Math Decile | Avg. EL Progress Decile | Avg. Regular Attendance Decile | Avg. School Score |
|------------------------|---------------------------|-----------------------------|------------------------|----------------------------|------------------------------|-------------------------|-------------------------|--------------------------------|-------------------|
| Asian | 48.0% | 4.6 | 3.8 | 45.0% | 6.3 | 3.4 | | 6.3 | 4.5 |
| White | 42.4% | 3.0 | 2.1 | 37.5% | 4.4 | 2.1 | | 3.6 | 2.8 |
| Two or More Races | 37.0% | 2.2 | 2.2 | 28.5% | 3.2 | 2.3 | | 3.2 | 2.4 |
| All Students | 30.3% | 1.5 | 1.5 | 26.9% | 2.8 | 1.6 | 3.7 | 3.7 | 2.0 |
| Low Income | 27.5% | 1.2 | 1.4 | 24.0% | 2.5 | 1.6 | | 3.4 | 1.7 |
| Hispanic/Latino of a.. | 26.2% | 1.2 | 1.6 | 23.2% | 2.5 | 1.8 | | 4.3 | 1.9 |
| Black/African Ameri.. | 23.8% | 1.0 | 1.2 | 18.8% | 2.0 | 1.3 | | 3.0 | 1.5 |
| Native Hawaiian/Ot.. | 22.7% | 1.3 | 2.1 | 16.8% | 2.4 | 1.6 | | 2.4 | 1.8 |
| American Indian/Ala.. | 19.5% | 1.1 | 1.3 | 17.2% | 1.9 | 1.8 | | 1.8 | 1.6 |
| Special Education | 12.7% | 1.0 | 1.1 | 12.3% | 1.3 | 1.4 | | 2.7 | 1.3 |
| Current ELL | 11.1% | 1.0 | 1.5 | 13.6% | 1.6 | 1.7 | | 4.7 | 1.6 |

Table 6

Comprehensive High School

| Student Group | Avg. Proficiency ELA Rate | Avg. Proficiency ELA Decile | Avg. Proficiency Math Rate | Avg. Proficiency Math Decile | Avg. Grad Combined Decile | Avg. EL Progress Decile | Avg. Attendance Decile | Avg. Ninth Grade On Track Decile | Avg. Dual Credit Decile | Avg. School Score |
|-----------------------------------|---------------------------|-----------------------------|----------------------------|------------------------------|---------------------------|-------------------------|------------------------|----------------------------------|-------------------------|-------------------|
| Asian | | | | | 3.0 | | 7.9 | 10.0 | 3.0 | |
| Black/African American | | | | | 1.4 | | 5.3 | 8.0 | 2.9 | |
| Native Hawaiian/Other Pacific I.. | | | | | 1.0 | | 4.8 | 10.0 | 2.3 | |
| White | 23.8% | 1.1 | | 1.0 | 1.7 | | 4.3 | 5.6 | 4.0 | 2.9 |
| Special Education | 8.3% | 1.0 | | 1.0 | 1.6 | | 4.1 | 4.8 | 1.0 | 2.8 |
| All Students | 22.2% | 1.1 | 12.5% | 1.1 | 1.9 | 1.0 | 4.0 | 5.0 | 2.8 | 3.0 |
| Two or More Races | | | | | 1.6 | | 4.0 | 4.8 | | 3.2 |
| Hispanic/Latino of any race(s) | 28.6% | 1.0 | | 1.0 | 1.7 | | 4.0 | 5.6 | 1.0 | 2.5 |
| Current ELL | | | | 1.0 | 2.0 | | 4.0 | 4.6 | 1.0 | 2.4 |
| Low Income | 22.5% | 1.1 | | 1.0 | 2.1 | | 3.8 | 4.6 | 2.8 | 2.9 |
| American Indian/Alaskan Native | 21.2% | 1.0 | | 1.0 | 2.3 | | 2.9 | 2.8 | 1.0 | 3.3 |

Table 7

Percent of Total Enrollment by Student Group for schools who qualify for Comprehensive Supports comared to schools who do not qualify

| | Student Group | Comprehensive | -Comprehensive | |
|-------------------|--|----------------------|-----------------------|---------|
| Overall | All Students | 100.0% | 100.0% | 0.0% |
| | American Indian/Alaskan Native | 6.3% | 1.3% | 5.1% |
| | Asian | 3.1% | 7.5% | -4.5% |
| | Black/African American | 5.7% | 4.5% | 1.2% |
| | Current ELL | 29.3% | 10.5% | 18.9% |
| | Hispanic/Latino of any race(s) | 48.1% | 21.4% | 26.6% |
| | Low Income | 81.1% | 47.2% | 34.0% |
| | Native Hawaiian/Other Pacific Islander | 1.9% | 1.0% | 0.8% |
| | Special Education | 14.8% | 13.1% | 1.6% |
| | Two or More Races | 6.3% | 7.5% | -1.2% |
| | White | 28.7% | 56.8% | -28.1% |
| | | | | |
| | Student Group | Comprehensive | -Comprehensive | |
| Elementary/Middle | All Students | 100.00% | 100.00% | 0.00% |
| | American Indian/Alaskan Native | 6.18% | 0.98% | 5.20% |
| | Asian | 2.91% | 7.78% | -4.87% |
| | Black/African American | 5.08% | 4.37% | 0.70% |
| | Hispanic/Latino of any race(s) | 51.37% | 22.57% | 28.80% |
| | Native Hawaiian/Other Pacific Islander | 2.11% | 1.09% | 1.02% |
| | Two or More Races | 6.46% | 8.08% | -1.62% |
| | White | 25.89% | 55.12% | -29.23% |
| | Current ELL | 32.72% | 13.51% | 19.21% |
| | Low Income | 85.69% | 49.40% | 36.29% |
| | Special Education | 14.71% | 13.71% | 1.00% |
| High School | All Students | 100.00% | 100.00% | 0.00% |
| | American Indian/Alaskan Native | 5.62% | 1.33% | 4.30% |
| | Asian | 3.10% | 7.70% | -4.60% |
| | Black/African American | 7.45% | 4.75% | 2.70% |
| | Hispanic/Latino of any race(s) | 29.76% | 20.28% | 9.48% |
| | Native Hawaiian/Other Pacific Islander | 1.32% | 1.03% | 0.30% |
| | Two or More Races | 6.35% | 6.39% | -0.04% |
| | White | 46.38% | 58.49% | -12.11% |
| | Current ELL | 6.39% | 4.99% | 1.41% |
| | Low Income | 49.31% | 43.22% | 6.09% |
| | Special Education | 11.83% | 11.86% | -0.04% |