

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

**A Presentation to the Senate Education Committee
December 3, 2009**

Edie Harding, SBE Executive Director

What Are We Asking For In 2010?

Remove the current limitation on state intervention in persistently low achieving schools through a new mandatory process called “**Required Action.**”



Why Are We Doing This?



What is the Problem?

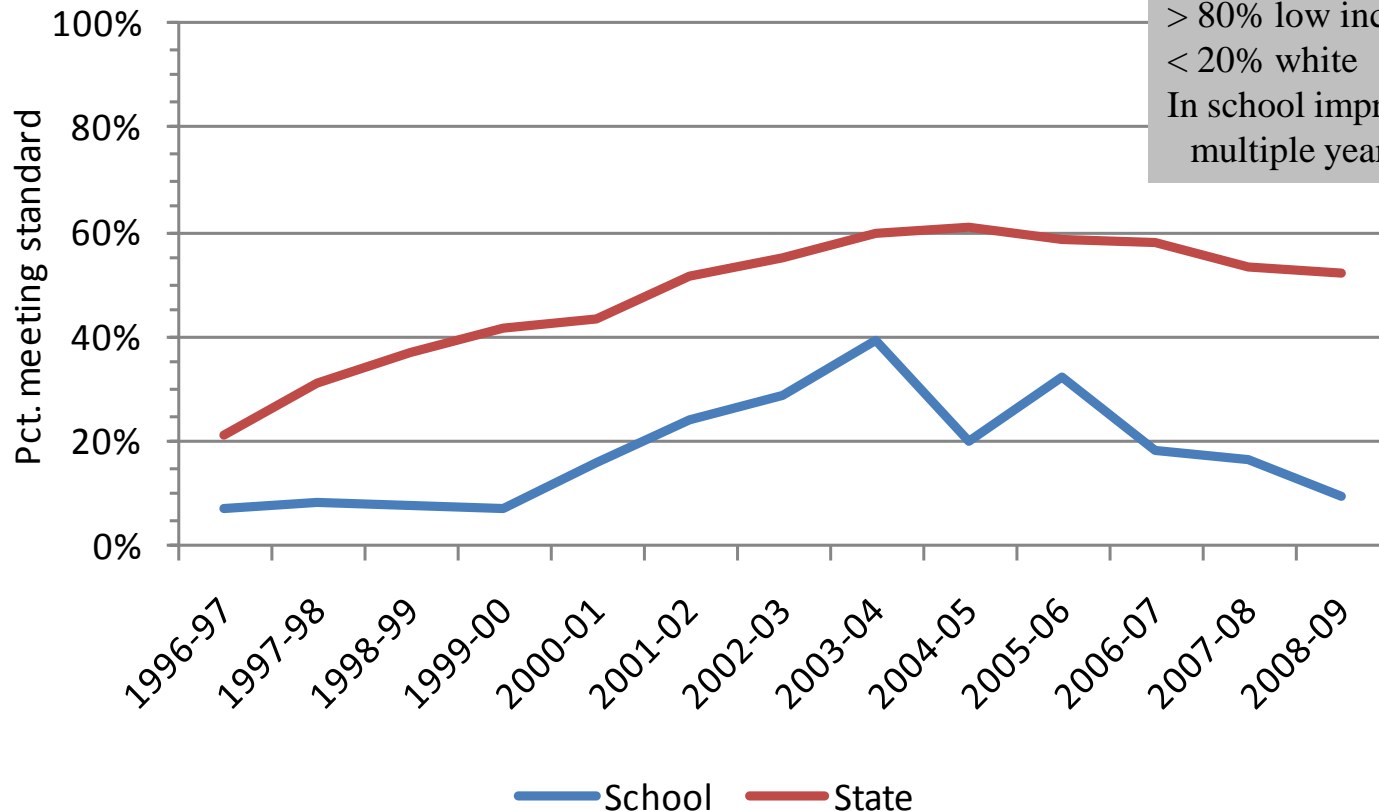
For a limited number of schools and districts performance for students is very low and has not improved significantly for a long time.

We will initially serve approximately 50 schools in up to five districts.



Example of Low Performing School

Grade 4 Math WASL

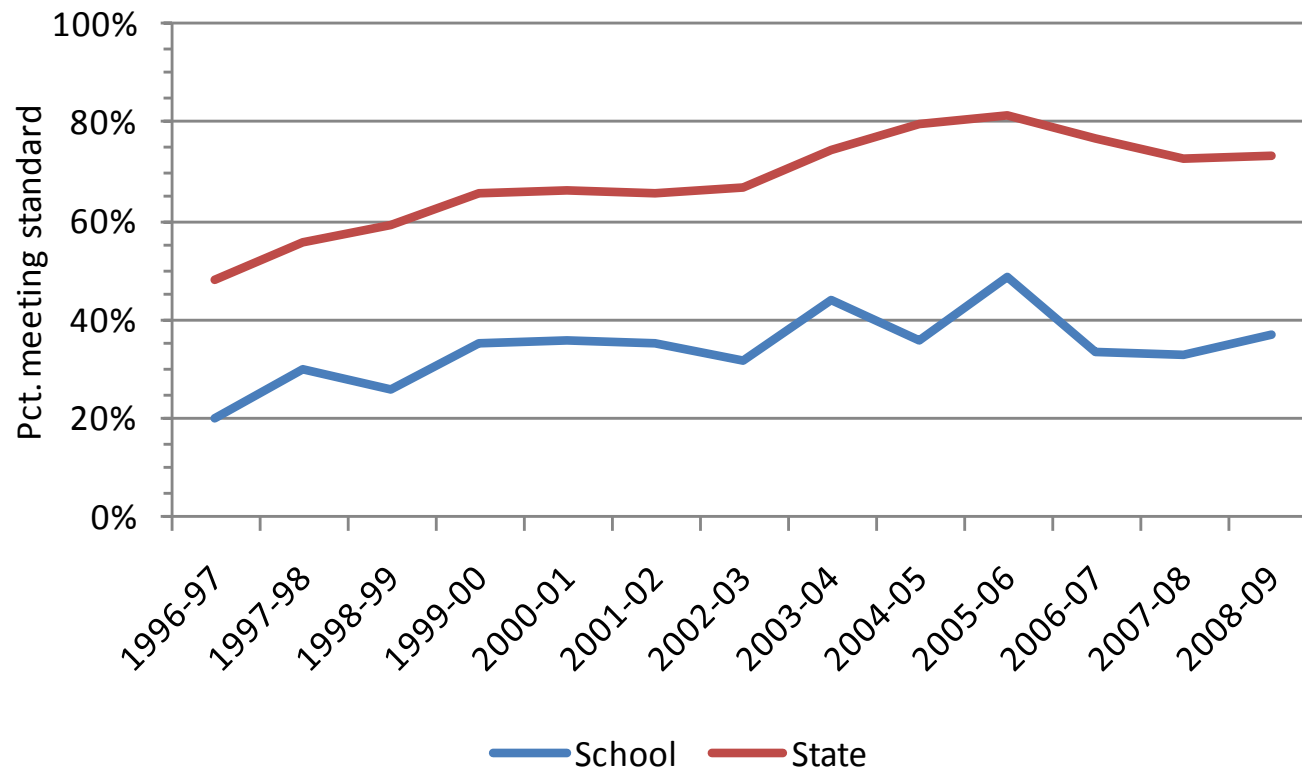


School Information

- > 500 students
- > 80% low income
- < 20% white
- In school improvement multiple years

Example of Low Performing School

Grade 4 Reading WASL

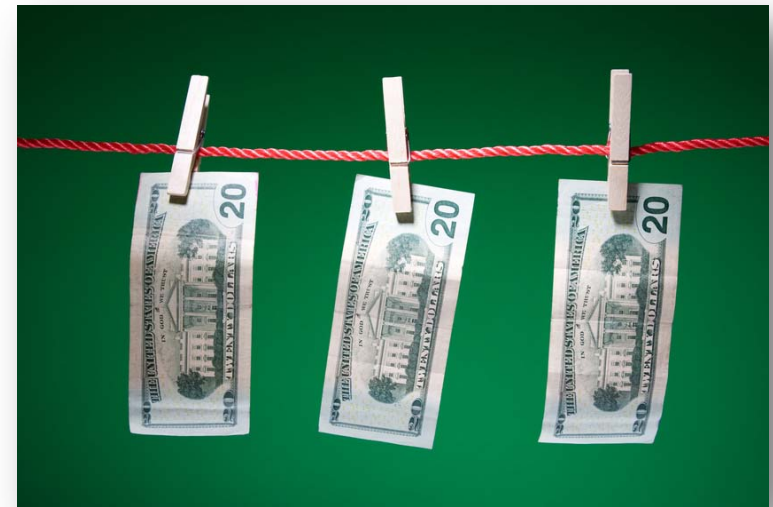


Why Now?

- The impetus of the federal initiatives on turning around the nation's lowest performing schools.
- The state, through ESHB 226 I, will develop a **new funding mechanism** for basic education and with it we need to demonstrate a **return on that investment** by making some major changes.

How Much Will This Cost?

\$42.5 million in federal funding is available in 2010-13 for the SBE Required Action Process. These funds can also support additional OSPI district and school improvement efforts.



When Will This Start?

If you approve our legislative request, the Required Action process for persistently low achieving schools will start in the spring of 2010.



Your Direction to Us

ESHB 2261 acknowledged the work of SBE in its creation of a new Accountability Framework. The law requested more detail on the following:

- An accountability index to identify schools for recognition and additional support.
- A proposal and timeline for a voluntary system of support for persistently low achieving schools.
- A proposal and timeline for a formalized, comprehensive system of improvement targeted to more ‘challenged’ schools and districts.

A report is due to the Legislature December 1.

December Report Details

1. SBE Accountability Framework
2. Federal Initiatives
3. Criteria for Identifying our Persistently Low Achieving Schools
4. Voluntary and Required Action Districts
Process for Persistently Low Achieving
Schools



SBE Accountability Framework

Our Commitment as a State

(slide 1 of 2)

- OSPI and SBE will ensure our Accountability Framework is seamless for our work together.
- We will integrate the new draft federal school improvement guidelines to ensure we are operating under one system.
- We will support the work of the Quality Education Council to improve funding for all schools.

Our Commitment as a State

(slide 2 of 2)

- We will build upon the SBE work over the last two years, which includes:
 - A continuous system of improvement for schools and districts.
 - A joint state/local collaboration of required action for a small number of districts.
 - A focus on improvement and additional state criteria to determine which districts move into required action.

SBE Accountability Index (slide 1 of 2)

- SBE adopted a draft Accountability Index that focuses on multiple subjects, the extended graduation rate, school improvement, and closing the achievement gap - May 2009.
- SBE and OSPI will use the draft index (with some additions) for the joint OSPI/SBE recognition school program – May 2010.

SBE Accountability Index (slide 2 of 2)

- SBE will consider the revisions for final Index (including subgroups) at its 2010 January meeting.
- SBE and OSPI will work with the US Department of Education to ask for a waiver and future consideration as a part of the NCLB reauthorization discussion in 2010.

Federal Initiatives

- RTTT - \$150-\$250 million potential grant. Application Round II, June 1, 2010.
- School Improvement Guidelines: \$42.5 million.
 - Address bottom 5% of persistently low achieving schools (Title I and Title I eligible schools).
 - Remove state barriers to allow the state to intervene in low achieving schools.

Washington State Board of Education (SBE) Accountability Framework

Key Components of the SBE Accountability Framework

1. An excellent and equitable education for all students.
2. Continuous improvement for all schools and districts.
3. One federal/state system.
4. State and local collaborative effort.



Office of Superintendent of Public Instruction (OSPI) Identification Process

Step One: Identify the bottom five percent of persistently low achieving schools (and their districts) using proposed federal guidelines.



All Districts Not Identified for Voluntary or Required Action



Annual Efforts

The districts create School and District Improvement plans to address issues of student achievement.

OSPI provides limited technical assistance.



Districts with Persistently Low Achieving Schools Identified for Voluntary or Required Action



Voluntary Action Districts



Required Action Districts



The local board will select one of the four Federal School Improvement Models: (turnaround, restart, closure, transformation), with additional future local and state models



Positive Outcomes

1. Improve student achievement for all students to prepare for postsecondary education, work, and citizenship.
2. Build the capacity of districts to help students improve.
3. Close the achievement gap.
4. Lower dropout rates.





Federal & State Criteria for Identifying our Persistently Low Achieving Schools

Federal Criteria for Persistently Low Achieving Schools (slide 1 of 2)

OSPI will use new draft federal school improvement guidelines to identify the bottom 5% of persistently low achieving Title I schools in a step of NCLB improvement.



Federal Criteria for Persistently Low Achieving Schools (slide 2 of 2)

The primary metric will be based on:

- “All students” category of performance in each school for reading and math in terms of absolute performance (the lowest performers).
- Whether schools have improved at the same rate as the state average gains based on the “all students” category for reading and math (growth).

State Criteria

Additional, legally defensible state-defined criteria will also be considered, such as:

- Extended graduation rate for high school students.
- Subgroup performance on state assessments.
- ELL performance on Washington Language Proficiency Test.
- Number of required credits ninth graders have failed.
- Local district data on student achievement.



Voluntary and Required Action Districts Definition

Required Action District Definition

A Required Action District contains Title I and non Title I schools that have extremely low overall student achievement and have not demonstrated growth in meeting or exceeding the state average performance gains in reading and math for all students in five years.

Voluntary Action District

Definition (slide 1 of 2)

A Voluntary Action District contains: Title I and Title I eligible schools that have extremely low overall student achievement and have not demonstrated growth in meeting or exceeding the state average performance gains in reading and math for all students in three years.

Additional state defined criteria will also be considered.

Voluntary Action District

Definition (slide 2 of 2)

- OSPI will use external experts to conduct a district needs assessment (similar to the academic performance audit described under required action).
- Local school district with local school board approval will select one of four federal models.
- OSPI will focus on building district capacity to address individual schools.

Federal Models of Intervention

(slide 1 of 2)


- **Turnaround** (replace principal and 50% of staff).
- **Restart** (close school and reopen under charter or new management).
- **Closure** (move students to high performing school).

Federal Models of Intervention

(slide 2 of 2)

- **Transformation** (Implement a comprehensive transformation strategy) that:
 1. Develops teacher school leader effectiveness.
 2. Implements comprehensive instructional reform strategies.
 3. Extends learning and teacher planning time.
 4. Creates community-oriented schools.
 5. Provides operating flexibility and intensive support.

Note: Principal replacement is part of the Transformation model



SBE & OSPI Identification Process For Persistently Low Achieving Districts

Proposed Identification Process

(slide 1 of 3)

1. SBE will propose legislation for allowing state/local partnership to intervene in persistently low achieving schools and their districts.
2. OSPI will identify persistently low achieving schools (looking at all schools) based on federal and state criteria.

Proposed Identification Process

(slide 2 of 3)

3. Begin Phase I for 2010-2011.
 - a) Identify Title I and Title I eligible schools.
 - b) Use federal models.
 - c) Provide federal money.
4. Begin Phase II for 2012-2013.
 - a) Add non Title I schools.
 - b) Use state, local, and/or federal models.
 - c) Provide state, local, and/or federal money.

Proposed Identification Process

(slide 3 of 3)

5. OSPI notifies district and SBE of status as Voluntary Action District or Required Action District.
6. Local board with Required Action District may ask SBE to reconsider designation and become a Voluntary Action District.
7. SBE/OSPI designates districts for required action.



The Voluntary Action Process

Voluntary Action District Options

(slide 1 of 2)

Option 1: District pursues federal models and federal funds

1. OSPI conducts needs assessment.
2. Local board develops plan with staff and community input. The plan must address the model, the budget, and the metrics.
3. The Voluntary Action District has three years to improve.

Voluntary Action District Options (slide 2 of 2)

Option 2: District pursues its own model and no additional funds

1. OSPI will continue to identify and monitor persistently low achieving schools.
2. If no improvement in two years, the Voluntary Action District will move to Required Action.



The Required Action Process

Required Action Districts (slide 1 of 4)

1. Working with external experts, OSPI does an academic performance audit for Required Action District.
2. With staff and community input, local board develops plan. Plan must address audit recommendations, four federal models, budget, and outcome metrics.

Required Action Districts (slide 2 of 4)

3. SBE either:

- Approves Required Action District plan
- Sends Required Action District plan back to local board for more work
- Local district is unable to produce plan that meets SBE approval, resulting in an impasse.



Required Action Districts (slide 3 of 4)

Impasse Options Under Consideration:

1. SBE directs OSPI to withhold or reallocate Title I funds.
2. Remove pertinent performance audit findings from the collective bargaining agreement (non negotiable course of action) and require the plans to be implemented in a new collective bargaining agreement.
3. Go to district-funded binding arbitration or mediation (SBE, Required Action District administration, union).

Required Action Districts (slide 4 of 4)

After the state provides resources and authority for the district to act, the Required Action District has three years to improve based on federal and state criteria and district metrics.

4. Required Action District improves and designation of Required Action District is removed.
5. Required Action District does not improve, and the local board is required to redo



Legislative Components

- Timeline
- Resources
- Authority

Timeline (slide 1 of 3)

Winter 2010

- Sort schools.
- Seek legislation.

March 15, 2010

- OSPI makes recommendations for Voluntary Action Districts or Required Action Districts.
- Required Action Districts may ask SBE for Voluntary Action District designation.

April 15, 2010

- SBE designates Required Action Districts.

Timeline (slide 2 of 3)

July 15, 2010

- OSPI completes Voluntary Action District needs assessment for Option I Voluntary Action Districts and academic performance audit for the Required Action Districts.

December 15, 2010

- Required Action District local school board approves Required Action District plan

January 15, 2010

- SBE approves Required Action District district plan and resources

Timeline (slide 3 of 3)

December 15, 2010

- Required Action District local board prepares its plan, model, budget, and metric.

January 15, 2011

- SBE approves Required Action District plan.

Voluntary and Required Action Resources

- \$42.5 million in federal funding from school improvement is available 2010-13.
- This would cover 1-5 districts with up to 50 schools total.



Legislative Authority

The Legislature must approve this Required Action component, ensuring **state/local partnerships**, allowing required action, and providing the resources and authority for required action plan to commence.



For more information

Go to the SBE website:

<http://www.sbe.wa.gov>

Contact:

Edie Harding, SBE Executive Director

Edie.harding@k12.wa.us