

Failing Schools (E2SSB 5329)

1. **Purpose:** The 2015 Washington State Legislature provided proviso language in its 2015 Operating Budget (ESSB 6052, Section 513 (17)) to provide grants that support three main performance outcomes within the public schools in Washington State.
 - a. Create a differentiated system of accountability and support that permeates all schools in Washington State. Rewarding exemplar schools and identifying schools that are under-performing, both Title I and non-Title.
 - b. Recommend to the State Board of Education those schools within Washington State that, despite significant intervention, continue to be amongst the lowest performing, for RAD (Required Action District).
 - c. Support through targeted investment: Fiscal Grant, Leadership and Instructional Coaching to ensure the success of all Non-Title Priority, Focus, and RAD schools statewide.
2. **Description of services provided:** The services provided to schools as a result of ESSB 6052 legislation include: fiscal grants to identified schools to support their Student and School Success Action Plan, leadership coaching provided to the building principals of identified schools and targeted district staff, instructional coaching provided in the classrooms of identified schools, and data analysis/assessment to support the improvement planning process. In addition, a fixed amount is also assigned to support the administrative expenses and investment within OSPI related to the growth in program by increasing the number of schools identified statewide and differentiating the fiscal support.
3. **Criteria for receiving services and/or grants:**
 - a. Priority Schools: Based on low performance in the “All Students” category
 - i. Schools with proficiency in ELA/Math (combined) over 3 years that is less than 40% (federal guidance).
 - ii. Schools with an adjusted 5-year Graduation Rate over 3 years that is less than 60% (state/federal guidance).
 - iii. Lowest performing schools based on Achievement Index (state guidance).
 - iv. Current Priority schools continuing forward in 2015-16 (federal guidance).
 - v. Lowest 5% of persistently lowest achieving schools (PLAs) in ELA and Math over 3 years (federal guidance).
 - b. Focus Schools: Based on Subgroup performance in the “All Students” Category
 - i. Schools with an adjusted 5-year Graduation Rate over 3 years that is less than 60% (state/federal guidance).
Lowest 10% of schools based on subgroup performance in ELA/Math (combined). Proficiency in ELA/Math (combined) over 3 years for these schools is less than or equal to 13.82% for at least one subgroup (state/federal guidance).
 - ii. Current Focus schools continuing forward in 2015-16 (federal guidance).
 - c. RAD (Required Action District)
 - i. The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school

identified as persistently lowest achieving will be designated as required action district. The SBE may designate a district that received a school improvement grant as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest achieving and meets the criteria for designation established by the superintendent of public instruction.

4. Beneficiaries in 2016-17 School Year:

School Districts:	46
Schools:	62

5. FY 17 Funding:

State Appropriation	\$9.352 million (FY17)
FTE	2.66

6. Are Federal or other funds contingent on state funding? No

7. First year funded:

- 2013-14

8. Programmatic changes since inception: None

9. Evaluations of program/major findings: Each identified school in Washington State is required to submit a Student and School Success Action Plan that is reviewed at least three times annually by the Office of Student and School Success staff. These plans, along with ongoing data analysis provide the “prescription” to ensure ongoing growth and proficiency of the students in identified schools. In addition to the student performance gains, the Office of Student and School Success monitor changes/improvements in educator practice of both the building leadership and teaching staff. Through the formalized Instructional Review Process, all Priority, Focus, and RAD schools who are not exhibiting growth will continually be both scrutinized and supported for growth and targeted intervention.

10. Major Challenges faced by the program: It is clear that we are not yet changing the trajectory or reducing the achievement gaps for all our students. Additional funding in the OSPI administrative team would provide greater oversight and coaching in the field in a differentiated way to each of our schools. Additional funding targeting the school based grants would provide additional resources in our most struggling schools and additional dollars supporting the Office of Student and School Success Regional Improvement Networks, targeting the collaboration with our ESDs, would also allow a greater degree of both intervention and support. Important as we consider additional investments to reward developed systems where progress is being made and differentiate allocation based both on success of the network and density of identified schools by region.

11. Future opportunities: ESSB 6052 continues to put all schools on common footing in terms of accountability for results and shared understanding of the improvement process. The continuation of the Office of Student and School Success Regional Improvement Networks, in partnership with the 9 (nine) regional ESDs provides the infrastructure around differentiated support and coaching that will ensure the success of each school in our state.

12. Statutory and/or Budget language:

Budget Proviso:

The 2015 Washington State Legislature provided proviso language in its 2015 Operating Budget (ESSB 6052, Sec. 513 (17) - \$7,235,000 of the general fund—state appropriation for fiscal year 2016 and \$9,352,000 of the general fund—state appropriation for fiscal year 2017 are provided solely for the implementation of chapter 159, Laws of 2013 (Engrossed Second Substitute Senate Bill No. 5329) (persistently failing schools).

13. Program Contact:

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