



REPORT TO THE LEGISLATURE

# School Accountability Funding Report

2018

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## Executive Summary

Our education system is guided by a single question: Are students learning? To answer that question, many elements are needed, such as attendance and graduation rates. For each element, baselines must be established. Schools must make sure that all students meet the baselines in all elements. When students fall behind, the state should provide support (financial and/or expert) to help those schools improve.

In 2017, state legislation passed requiring the Office of Superintendent of Public Instruction (OSPI) to create and submit a plan for additional school accountability supports. Approval of the plan will add \$5 million to school accountability funding in fiscal year 2019.

Timing of the state legislation aligns with federal legislation. In December 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA). The law requires states to submit long-term plans for, among other items, school accountability. OSPI's plan was approved by the U.S. Department of Education on Jan. 16, 2018. At its core, the plan will help accelerate the closing of opportunity gaps between student groups. More federal dollars need to be provided to schools to close opportunity gaps. Legislative approval of this plan will result in more federal dollars going directly to schools, and state funds will be utilized to supplement those federal funds. Braiding state and federal dollars in support of school improvement activities is highlighted in the ESSA Consolidated Plan.

This report presents the school improvement strategy and funding plan for a support model delivered by a strong collaborative network of OSPI and key education partners. The \$5 million in state funding in fiscal year 2019 will enable OSPI to:

1. Begin a long overdue transition to shifting federal funding out to districts and provide district leadership teams guidance to braid funding sources in the interest of each and every student;
2. Support administrators to hire and retain great teachers; and
3. Focus tiered intervention on academics, social-emotional learning, attendance, staying on track at grade-level, and dual-credit/advanced course-taking.

Persistent opportunity gaps drive a comprehensive support and improvement plan that will utilize:

- Knowledge of school and district needs across the state, including a focus on effective strategies for educator recruitment and retention.
- Effective collaboration with districts, educational partners, and researchers to drive varied supports.
- Engagement of diverse internal and external stakeholders.
- Better aligned state and federal accountability systems and inform future policy recommendations.

Washington must engage in dramatic system redesign that acknowledges the diverse needs of students and schools by providing academic and nonacademic supports and services through a multi-tiered system of support.

## Background

Senate Bill 6696 (2010) required the Washington State Board of Education to create a coherent and effective accountability framework that “provides 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.” The resulting accountability system was implemented in two phases:

- Phase I recognized schools that had done an exemplary job of raising student achievement and closing the achievement gaps using the Washington achievement index, and it targeted the lowest five percent of persistently lowest-achieving schools.
- Phase II focused on the implementation of the Washington achievement index for identification of challenged schools in need of improvement, including those that were not Title I schools, and the use of state and local intervention models and federal and state funds through a comprehensive system of differentiated support, targeted assistance, and intervention beginning in the 2014–15 school year.

In 2013, SB 5329 required the annual identification of “persistently lowest-achieving schools” using the achievement index. This identification led to the establishment of tiered categories: for schools, “priority” and “focus”; for districts, “Required Action Districts” (RAD). Below are the current criteria. A full listing by year can be found in Appendix C.

The criteria for Priority and Focus schools receiving supports and services are:

- a. Priority Schools: Based on low performance in the “All Students” category
  - i. Schools with proficiency in Reading/Math (combined) over three years that is less than 40 percent (federal guidance).
  - ii. Schools with an adjusted 5-year Graduation Rate over three years that is less than 60 percent (state/federal guidance).
  - iii. Lowest performing schools based on Achievement Index (state guidance).
  - iv. Current Priority schools continuing forward (federal guidance).
  - v. Lowest five percent of persistently lowest achieving schools (PLAs) in Reading and Math over three 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 three years that is less than 60 percent (state/federal guidance).
  - ii. Lowest 10 percent of schools based on subgroup performance in Reading/Math (combined). Proficiency in Reading/Math (combined) over three years for these schools is less than or equal to 13.82 percent for at least one subgroup (state/federal guidance).
  - iii. Current Focus schools continuing forward (federal guidance).

**Table 1: Schools Identified as Priority or Focus; Required Action Districts**

<b>Fiscal Year</b>	<b>Priority (Federal   State)</b>	<b>Focus (Federal   State)</b>	<b>RAD</b>
2013–14	69 (64   5)	105 (98   7)	0
2014–15	108 (83   25)	163 (114   49)	4
2015–16	119 (93   26)	133 (97   36)	4
2016–17	117 (92   25)	129 (97   32)	5
2017–18	104 (79   25)	111 (83   28)	5

Funding support for Priority and Focus schools has been made available through a combination of and state appropriations and federal Title I, Part A funds.

**Table 2: State and Federal Support for Priority and Focus Schools**

<b>Fiscal Year</b>	<b>State</b>	<b>Federal</b>	<b>Total</b>
2013-14	\$3,600,000	\$8,154,413	\$11,754,413
2014-15	\$6,681,000	\$8,616,622	\$15,297,622
2015-16	\$7,235,000	\$9,213,748	\$16,448,748
2016-17	\$9,352,000	\$9,186,416	\$18,538,416
2017-18	\$9,352,000	\$16,388,310	\$25,740,310

In addition, technical assistance has been provided to Washington state’s lowest performing schools based on the current criteria and paradigm for identification and improvement.

The following supports and services are examples of what has been provided throughout the years to identified schools:

- Monetary grants allocated to each school to support the school action planning process.
- Leadership coaching for the building principal and targeted district staff focused at implementing effective strategies in leadership, instruction, data analysis, assessment, and intervention.
- Instructional coaching provided in the content areas of English Language Arts, English Learners, Mathematics, Positive Behavioral Intervention & Support, and Students with Disabilities.
- Data analysis/assessment to support the improvement planning process.
- Ongoing professional learning opportunities.

## Funding Plan

Funds available for 2018–19 total approximately \$30,740,310. The federal program portion is \$16,388,310, and the state program portion is \$14,352,000. This includes the \$5,000,000 additional funding of SB 5883 (2017). Various funding options were developed and analyzed to determine how resources could be most effectively deployed to deliver the redesigned whole-agency, tiered system of support with focused capacity building.

The \$5,000,000 would be used to provide school improvement supports to schools through state dollars, increasing the federal funds available to schools. School improvement activities that will be funded include, but are not limited to:

1. Pilots for multiple subgroup Targeted schools to conduct action research on effective tiered supports for student subgroups.
2. Networked improvement communities focused on the implementation of State Best Practices Menus.
3. Networked improvement communities related to serving students with disabilities and English Learners.
4. Development and delivery of educator retention and recruitment strategies in partnership with OSPI's Educator Growth and Development.
5. Focused investments in Educational Services Districts to support additional capacity building efforts regionally.
6. Development and delivery of foundational supports available to all schools and Targeted schools with one student subgroup below the established benchmark.
7. Development of organized technical assistance and professional learning platforms to be accessed by school stakeholders.

If approved, approximately \$2 million would be directed to networked and regional capacity building and action research (items 1 and 2). Approximately \$3 million would be directed to further development of tiered supports, including intensive and foundational (items 3-6). Utilizing state funds as described in the list above (items 1-6) allows OSPI to systematically increase the amount of federal funds received by identified schools. A portion of OSPI's federal dollars are currently being used to support state level activities—if approved, this plan lessens and eventually eliminates this type of reliance on federal dollars.

OSSI will engage with OSPI's Center for the Improvement of Student Learning (CISL) and the implementation of the Washington Integrated Student Supports Protocol (WISSP) to build additional capacity around the tiered system of support model. Capacity building for a tiered system of support will improve a school's ability to address improvement of the School Quality or Student Success (SQSS) indicators (attendance, 9th grade on-track, and advanced course-taking). Other educational partners, such as ESDs and specialized contractors, will be involved in this tiered system.

OSPI will establish a continuous improvement process in collaboration with education partners and the improvement network to jointly create, monitor, and evaluate progress towards state goals. As supports and services are determined to result in positive, negative, or neutral outcomes, appropriate adjustments will be made in collaboration with district stakeholders. OSPI is aware that local collective bargaining may be occurring in districts that are being supported; open lines of communication will be important during the continuous improvement process.

## **Examination of Current System**

While some supports have been effective, many have not and are poorly suited for both the short and long-term work identified by data systems, educators, and school and district leaders.

Two recent events have accelerated changes in state accountability. First, the passage of ESSA created new requirements that in many areas did not align with Washington's existing accountability system. Second, when State Superintendent Chris Reykdal took office in January 2017, he asked for an agency-wide evaluation of existing programming and structures to identify assets and gaps across the system.

Evaluating the existing system fell into three broad categories:

- A listening and learning tour,
- A school improvement pilot, and
- An analysis of education turnover and retention.

### **Listening and Learning Tour**

OSPI strongly felt the need to seek out and engage school leaders, educators, and students. Beginning in summer 2017, the agency's Office of System and School Improvement (OSSI) embarked on a representative tour of 30 Washington schools. The objectives of the visits are as follows:

- Acquire an understanding of the strengths and challenges of the schools by observing, talking, and listening to teachers and school personnel, LEAs, and their stakeholders.
- Demonstrate visibility, responsiveness, and desire to build relationships with the field/stakeholders.
- Re-brand the field's understanding of the state's improvement function as one of service and partnership versus compliance, top-down mandates, and inflexible supports through thoughtful questioning and listening.
- Communicate Superintendent Reykdal's priorities and key elements of the transition to Every Student Succeeds Act (ESSA).
- Leverage information gathered from the visits to design a more diverse and comprehensive set of services and technical support offered to LEAs and schools.



As of the publication of this report, OSSI had visited 25 schools. School staff appreciated the opportunity to share information about their schools and the visits highlight the diversity of challenges and strengths of identified schools in improvement. Broad themes have emerged, including:

- An appreciation of the shift in framing and approach from punitive towards supportive; a recognition that these schools often deal with exceptional challenges (i.e. poverty, trauma, English language learners, etc.); and, that despite extraordinary challenges some many of these schools have outstanding leadership and instruction.
- Negative impact of educator turnover (both teachers and administrators) and challenges in recruitment, particularly in rural schools.
- Unmet needs for social-emotional and mental health services and supports.
- Critical need to develop capacity across the system, not just at the school building level but also with district leadership and within OSPI.
- Inefficient and ineffectual requirement to complete multiple plans related to school improvement and other designations.

Students articulated appreciation for teachers who challenge and support them instructionally and in key activities that engage them, such as sports, arts, and leadership opportunities. Students in some schools expressed concerns about school climate and school facilities.

An example of the themes is found at Toledo Middle School, about 50 miles south of Olympia. Toledo students shared their experiences with water fountains that didn't work, buildings that leaked and/or that are dilapidated, and a community that has struggled to pass a school bond to improve and renovate the schools' infrastructure. While the superintendent commented that the building situation was not in crisis, it was becoming more challenging to maintain and more costly to renovate over time. Toledo School District is a small, rural school district. Staff wear multiple hats and develop often creative solutions to get tasks done. (As one example, the superintendent must do all of state accountability work himself.)

While nearly every school struggles to meet the rising social-emotional and mental health needs of students, Toledo has unique challenges. Unlike larger, more resourced LEAs, the district is unable to provide the counseling students need and must rely on an untrained "intervention specialist." Furthermore, community wrap-around supports – such as private practice that might be found in larger metropolitan areas – don't exist in the community.

### **School Improvement Pilot**

Through an application process, nine schools were identified to participate in a School Improvement Pilot during the 2017–18 school year. OSSI is working with schools that

were previously identified as Priority or Focus to identify effective support structures to include in supports to schools as they are identified. The following schools are involved in the pilot: Eatonville Elementary School, Garry Middle School, Holmes Elementary, North Beach Junior High School, Olympic Middle School, Sequim Middle School, Shaw Middle School, Warden Middle School, and Yelm Middle School. District leaders are included in this pilot, and their insights will inform the state’s redesigned support system for Comprehensive and Targeted support along with other efforts to examine the system in place.

### **Need for a Redesigned School Improvement Model and Network**

The work done by OSSI exposed the vast range of local needs and the limited nature of existing supports and services. In addition, ESSA sets no limit on the number of schools identified for improvement. In fact, the federal law provides for a more precise view of the academic outcomes for every student by increasing the focus on student subgroups. In short, more schools will be identified for improvement. Historical data indicate a sharp increase in the number of identified schools—nearly four times the 2017–18 identification (220 schools). OSPI’s plan for support recognizes this increase.

ESSA also shifts identification labels. OSPI will identify schools for **comprehensive support** if they are in the lowest performing 5 percent of schools using the All Students category. The law also requires OSPI to identify all high schools with less than a 67 percent four-year graduation for comprehensive support. OSPI will identify schools for **targeted support** by using the cut score based on the lowest performing 5 percent of schools based on the All Students category and applying it to each of the individual subgroups for a school. Subgroups with a score below the cut score would be identified for targeted support. Schools with the lowest performance on the English Learner Progress measure will also be identified for targeted support. This approach holds all student groups to the same performance standard.

For example, if any subgroup in a school were performing under the cut score used to identify the lowest performing 5 percent for the All Students group, they would be identified for Targeted Support. A breakdown of this anticipated identification can be found in the table below.

**Table 3: Preliminary Identification of Schools (Based on Data from 2013-14 to 2015-16)**

<b>Support type</b>	<b>Projected number of schools</b>
Comprehensive	107
Comprehensive - Low Grad	100
Targeted - 7 Subgroups	1
Targeted - 6 Subgroups	6
Targeted - 5 Subgroups	15
Targeted - 4 Subgroups	53
Targeted - 3 Subgroups	53
Targeted - 2 Subgroups	153
Targeted - 1 Subgroups	351
Targeted - EL Progress	48
No Support	1103

Utilizing a networked approach, Washington state is well positioned to connect schools to best practices and provide the technical support to build upon the knowledge, expertise, and passion of its education professionals and resources. Furthermore, coherent and networked efforts are critical to address the capacity building required for the increased need for support and services, as well as the diverse range of services for which OSPI anticipates an increased demand.

Examples of education partners include external agencies such as the Educational Service Districts (ESD), Academic Development Institute (ADI), State Board of Education (SBE), Association of Washington School Principals (AWSP), Washington Association of School Administrators (WASA), the Washington Education Association (WEA), and Washington Education Research Association (WERA).

## **Additional School Accountability Supports**

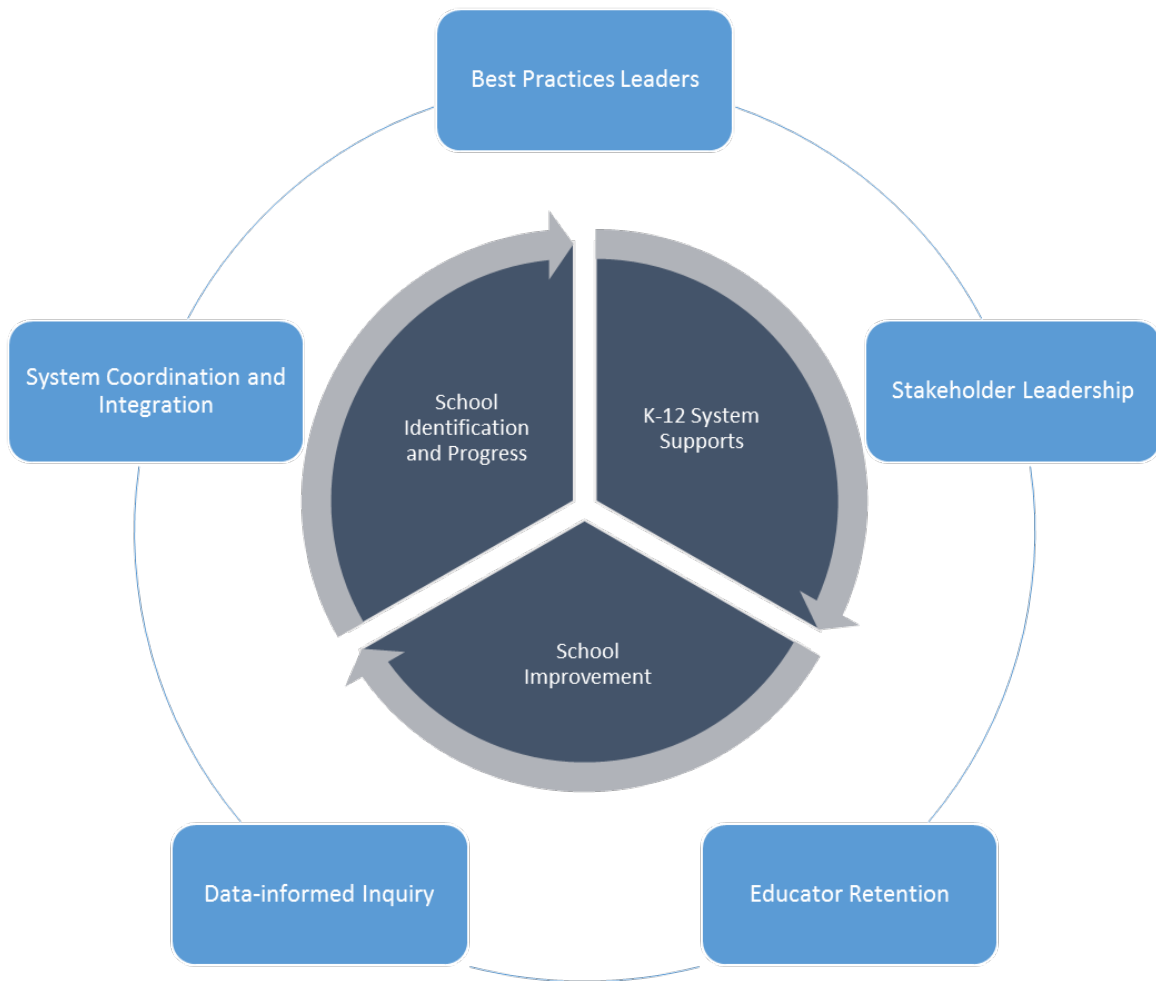
Resources are required to create, implement, and sustain a redesigned, continuous improvement model and implementation network. With continuous improvement as the focus, students and schools are best served when:

- Efforts and resources within and external to OSPI are aligned and coordinated, so messages and expectations are clear.
- Successes and challenges are broadly shared to facilitate the spread of best practices.
- Network partners engage in continuous improvement of the model.

- Teachers have dedicated, job-embedded opportunities for collaboration and reflective practice, and they have access to professional learning to optimize that time.

This **System of Support and Improvement** for all schools operates with a strong collaborative core of districts, ESDs, OSPI and other education partners. Communities of practice bring expertise to the table for network improvement. The following graphic illustrates the various component parts of System and School Improvement, and it is followed by a brief explanation of each component part.

**Figure 1: Component Parts of OSSI’s School Improvement**



## **OSPI's Office of System and School Improvement**

OSSI is organized around three key functions: School Identification and Progress, K-12 System Supports, and School Improvement.

**School Identification and Progress** keeps the system focused on priorities, implementing with fidelity, broadcasting trends, and informing research partnerships for feedback into the system.

- Implementation Management
- Program Evaluation
- ESD, Student Information, Federal/Special Programs Partnership

**K-12 System Supports** provides tools and resources delivered within multi-tiered system of support framework to meet the academic and nonacademic needs of students. Academic, social-emotional, and career college readiness needs are all addressed as part of large scale efforts focused on:

- Graduation
- Attendance
- Grade on Track
- Advanced course-taking (Dual Credit)

Additional programming to support school systems that include climate and safety underpin these efforts:

- Student Support Integration
- Intake, Resource Coordination, and Resource Assignment
- Learning & Teaching, Migrant & Bilingual, and Special Education Partnership

K-12 System Supports also maintains and cultivates education and community partners through the Graduation a Team Effort (GATE) initiative. The effort builds local and statewide partnerships with community-based organizations and agencies to remove barriers to services and learning, improve academic success, reduce dropouts, and increase graduation rates. GATE works with these partners to:

- Reduce and eliminate academic and non-academic barriers to learning
- Align vision and outcomes across youth-serving organizations and agencies
- Coordinate efforts and share information about successful programs
- Advocate for the needs of children and youth in Washington State

**School Improvement** provides the leadership and instructional coaching and infrastructure for a tactical, tiered, and diverse approach to improvement efforts that adapt with need:

- Schools in Improvement Needs Assessment, Tracking, and Analysis
- Coach Capacity and Calibration

- Research Integration
- Educator Growth and Development Partnership
- Center for Improvement of Student Learning (CISL) Partnership

## **Improvement Network**

The remaining components comprise the improvement network and represent the integration of agency-wide efforts and education partnerships.

**System Coordination and Integration** is the intentional alignment of functions within and external to OSPI and includes:

- Student Engagement
- Assessment/Student Information
- Federal/Special Programs
- Educator Growth
- Learning & Teaching
- Special Education

**Data-informed Inquiry** coaching builds effective and intentional use of data for informed decision making and evaluation of outcomes through a cycle of inquiry and includes:

- Regional Coaching Network
- OSPI/AESD Equity & Measures Initiative
- Technical Assistance
- Professional Development
- Access to Tools

**Educator Retention and Support** efforts by mentor teachers and National Board Certified Teacher (NBCT) leaders build talent, support new teachers, and attend to educator needs that impact schools and LEAs.

**Stakeholder Leadership** are education champions who inform and inspire local and system capacity building and includes:

- Superintendent/District Leadership
- Principal
- Teacher
- Paraeducator
- Researcher

**Best Practices Leaders** are specialists that spark ideas and provide innovative solutions to challenges within the evidence-based framework and include:

- English Learner/Dual Language
- Dual Credit

- Apprenticeship
- Equity and Inclusion
- Special Education
- Family Engagement

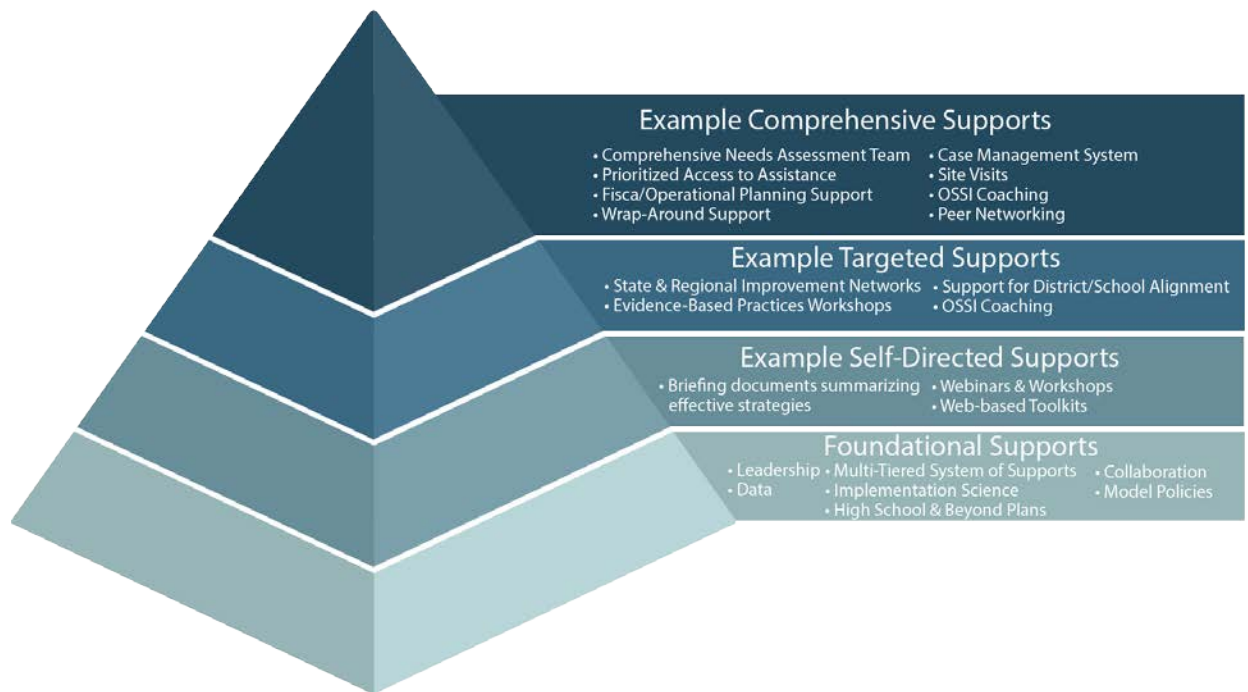
## Tiered Model of Support and Improvement Network

OSPI’s redesigned system of support involves a whole-agency, tiered approach. It enables OSPI to deploy differentiated support and technical assistance, as well as regular progress monitoring between the State Education Agency (SEA) and LEA, resulting in continuous improvement and capacity building across the education system in Washington. School improvement is more than a plan of actions. It is recognition that successful school transformation happens through systemic change.

The core of the system divides support into three tiers. Tier 1 (Foundational and Self-Directed) will be given to all schools and districts. Those identified as having moderate levels of need will receive Tier 2 (Targeted) support. And those needing the highest level of support will receive Tier 3 (Comprehensive) support. Note that schools receiving Tier 3 help also will have access to Tier 1 and Tier 2 support.

Visually, the tiers are well represented as a pyramid, as shown below.

**Figure 2: Tiers of Support**



**Tier 1 (Foundational and Self-directed )—Build state, regional and local capacity through self-directed access, to supports related to: school improvement, school and central office leadership, data coaching, equity and inclusion, student subgroups, assessment practices, academic content knowledge, student supports, initiatives such as dual language, apprenticeship, dual credit and advanced course-taking, 9<sup>th</sup> grade on track, graduation rate, attendance, etc.**

- OSPI staff possess some of this expertise and currently provide content through various mediums and networks, such as webinars, workshops, and online learning and through Learning and Teaching Fellows.
- Highlight and promote existing professional learning organized by educational partners, resulting in greater alignment of messaging and resources provided to schools.
- All schools are looking for resources to support continuous improvement and can benefit from the supports and best practices surfaced through the State’s system of support and improvement.

**Tier 2 (Targeted)—Participate in facilitated communities of practice to address trends in school data and build state, regional and local capacity.**

- Use data for problem identification and action planning.
- Access communities of practice to allow educators and leaders to learn from each other as they tackle similar issues.
- Connect to existing Professional Learning Communities (PLCs) organized by educational partners—connecting schools and LEAs with experts outside of OSPI.
- Access high quality, engaging, and effective professional learning opportunities will be provided in these venues to honor time away from schools and students.
- Follow other industries, such as health care, which have utilized this performance management approach with success (Bryk, Gomez, Grunow, & LeMahieu, 2015).

**Tier 3 (Comprehensive)—Receive direct or small group access to instructional, leadership, equity, personnel, behavioral, implementation, financial, and new educator support experts to build state, regional, and local capacity.**

- Support and facilitate school improvement planning and reflection on execution, informing subsequent improvement plans, and implementation of identified strategies at the school or district level.
- Align availability of supports with natural planning times in schools.
- Align provided expertise with characteristics of that school's current need and desired direction, so the provided support is matched with the identified need(s).
- Support local capacity building and empowerment, maintaining a focus on effective implementation.



- Surface problems of practice to be considered by the Resource Support Advisory Committee—feeding communities of practice.
- Review processes to support ongoing program evaluation at the school, district, regional, and state levels.
- Coordinate intentional focus on data to additionally inform and evaluate practices.

Schools will access supports through an electronic request system portal which can be found on the OSPI website. This electronic system will allow connection to supports within the OSSI, across OSPI, and with partner agencies.

Tracking request types will lead to further understanding of needs and the ability to develop and direct resources more effectively. Increased and coordinated communication to schools about available supports for improvement will engage all of OSPI utilizing this tiered approach. Communication and coordination with educational partners and professional associations will also increase. The state is learning from other SEAs whose system of deploying technical assistance and professional capacity building allows direct referrals to partner agencies.

In addition to educational partners and associations, educators, and school and district leaders, members of the OSSI coaching corps are other sources of knowledge and experience that will be tapped as OSPI supports and accelerates the closing of opportunity gaps in Washington public schools.

To that end, OSPI's redesigned system of support and improvement will establish more meaningful connections with district level leadership through this plan. District and school stakeholders are key, and they often possess the greatest knowledge of systemic practices, policies, and other local requirements, including collective bargaining agreements.

## **Conclusion and Next Steps**

The agency is involved in the development of a strategic plan that will additionally guide the work of supporting schools through the single system of support and improvement. The plan described in this report responds to both persistent opportunity gaps and the dramatic increase number of schools identified for support through OSPI's continuous support model. As such, it is a significantly redesigned and holistic plan, and the additional funding of SB 5883 (2017) is a key element of this plan to provide increased and varied supports to four (4) times the number of schools that have been served in the past.

OSPI has demonstrated its organizational commitment to systemic change through its leadership, through its Every Student Succeeds Act (ESSA) submittal to the U.S. Department of Education, and countless other activities and outreaches to stakeholders in Washington. Moreover, the work of examining agency outputs, involving key stakeholders and partners, and then implementing supports in response to evaluation, will continue through this legislative session and in subsequent sessions as set forth in our strategic plan and in Superintendent Reykdal's priorities.

## Acknowledgements

Those who have served in the current support model of support and improvement have contributed greatly to the review of current services, and they are engaged in the challenging, yet rewarding, work of framing the comprehensive tiered model of support described herein. Additionally, the Office of System and School Improvement wishes to thank our education partners for their contributions, encouragement, and support.

Finally, 30 Washington schools opened their doors to our team. We enjoyed the opportunity visit education where it is happening—with educators, students, and families!

The schools visited by System and School Improvement are as follows: Harbor High School, Sequim Middle School, Kessler Elementary, Kelso High, Omak Middle School, Jason Lee Middle School, Oasis K12, Inchelium, Kiona-Benton Primary, Westgate Elementary School, Mill Creek Middle School, Rainier Beach High, Toledo Middle School, Kent Phoenix Academy, Bridgeport Elementary, Spanaway Elementary, Chiawana High, Wishram, MLK Elementary, Choice Alternative, Reardan Middle School Senior High School, Blix Elementary, West View Elementary, Davis High, Nespelem Elementary, Lake Roosevelt Elementary, White Swan High School, Wellpinit Elementary, Soap Lake Middle/High, Quil Ceda Tulalip Elementary, Stewart Middle School, and Washington Middle School.

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# APPENDICES

## Appendix A: Educator Assignment and Turnover

**Table 4: Percentage of Educator Retention, Mobility, and State Equity Gap Data in Washington State by Priority/Focus School Designations and School Years**

School Year	School Designation	Stayer	Mover IN	Mover OUT	Exiters	Inexperienced	Out-of-Field
2012-2013	Other	80.9%	7.6%	2.1%	9.4%	N/A	N/A
	Priority	73.3%	11.5%	4.3%	11.0%	N/A	N/A
	Focus	80.7%	4.7%	2.8%	11.7%	N/A	N/A
2013-2014	Other	81.0%	6.0%	2.8%	10.2%	18.5%	7.7%
	Priority	72.7%	10.5%	4.9%	12.0%	25.6%	8.6%
	Focus	79.6%	5.4%	4.1%	10.9%	22.9%	6.1%
2014-2015	Other	79.8%	6.2%	3.2%	10.8%	20.9%	7.5%
	Priority	74.6%	8.8%	5.4%	11.2%	27.3%	7.4%
	Focus	79.2%	6.6%	4.2%	10.1%	22.8%	6.5%
2015-2016	Other	81.3%	5.7%	3.3%	9.8%	22.6%	7.3%
	Priority	77.4%	8.1%	5.1%	9.4%	28.4%	6.0%
	Focus	79.8%	6.1%	4.4%	9.7%	25.8%	8.3%

### Educational Service District (ESD) Level Summary

**Table 5: Percentage of Educator Retention, Mobility, and State Equity Gap Data at Educational Service Districts by Priority/Focus School Designations and School Years**

School Year	ESD	School Designation	Stayer	Mover IN	Mover OUT	Exiters	Inexperienced	Out-of-Field
2012-2013	101	Other	83.60%	6.30%	1.40%	8.70%	N/A	N/A
	101	Priority	86.00%	4.40%	0.90%	8.80%	N/A	N/A
	101	Focus	82.40%	0.00%	5.90%	11.80%	N/A	N/A
	105	Other	85.30%	3.00%	3.20%	8.50%	N/A	N/A
	105	Priority	76.40%	6.90%	5.70%	11.00%	N/A	N/A
	105	Focus	87.20%	2.10%	2.50%	8.20%	N/A	N/A
	112	Other	81.40%	7.00%	1.50%	10.10%	N/A	N/A
	112	Priority	73.10%	3.80%	3.80%	19.20%	N/A	N/A
	112	Focus	84.00%	3.20%	3.20%	9.60%	N/A	N/A
	113	Other	84.50%	3.90%	3.20%	8.40%	N/A	N/A
	113	Priority	66.70%	2.80%	16.70%	13.90%	N/A	N/A

	113	Focus	82.10%	3.80%	5.10%	9.00%	N/A	N/A
	114	Other	81.90%	4.10%	3.30%	10.70%	N/A	N/A
	114	Focus	79.60%	5.80%	2.90%	11.70%	N/A	N/A
	121	Other	83.60%	4.90%	1.90%	9.60%	N/A	N/A
	121	Priority	72.10%	11.90%	2.90%	13.10%	N/A	N/A
	121	Focus	79.30%	4.50%	3.10%	13.10%	N/A	N/A
	113	Other	82.70%	6.90%	1.60%	8.80%	N/A	N/A
	113	Priority	73.40%	17.50%	1.40%	7.70%	N/A	N/A
	113	Focus	73.20%	7.60%	2.70%	16.50%	N/A	N/A
	171	Other	85.50%	3.80%	2.40%	8.20%	N/A	N/A
	171	Priority	67.30%	14.50%	5.50%	12.70%	N/A	N/A
	171	Focus	78.20%	8.10%	2.50%	11.20%	N/A	N/A
	189	Other	84.40%	5.30%	1.70%	8.60%	N/A	N/A
	189	Priority	54.90%	32.40%	5.90%	6.90%	N/A	N/A
	189	Focus	84.70%	4.00%	2.50%	8.90%	N/A	N/A
2013- 2014	101	Other	81.30%	5.80%	2.10%	10.80%	16.40%	8.70%
	101	Priority	75.00%	6.40%	4.10%	14.50%	13.00%	11.30%
	101	Focus	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	105	Other	83.00%	3.40%	4.80%	8.80%	17.40%	7.00%
	105	Priority	72.70%	7.10%	6.20%	14.00%	26.00%	6.90%
	105	Focus	82.40%	4.30%	4.40%	8.90%	23.60%	4.70%
	112	Other	83.00%	5.40%	1.90%	9.70%	19.10%	11.20%
	112	Priority	81.10%	7.20%	0.00%	11.70%	14.60%	6.90%
	112	Focus	76.10%	6.50%	4.30%	13.00%	25.00%	5.20%
	113	Other	83.00%	4.10%	4.00%	8.90%	14.80%	8.50%
	113	Priority	76.80%	5.30%	7.40%	10.50%	24.70%	16.50%
	113	Focus	77.70%	5.80%	5.00%	11.60%	4.40%	9.20%
	114	Other	81.30%	6.40%	3.00%	9.20%	10.90%	10.20%
	114	Focus	70.80%	15.30%	4.20%	9.70%	15.60%	10.10%
	121	Other	81.80%	5.20%	3.00%	10.00%	23.00%	5.90%
	121	Priority	74.10%	8.70%	4.40%	12.80%	32.10%	10.00%
	121	Focus	72.00%	8.10%	5.10%	14.90%	30.50%	4.90%
	113	Other	83.50%	5.10%	2.30%	9.10%	19.90%	7.40%
	113	Priority	72.00%	16.50%	1.80%	9.80%	21.80%	1.10%
	113	Focus	84.90%	4.90%	2.10%	8.10%	24.40%	7.40%
171	Other	82.20%	6.20%	3.30%	8.30%	16.40%	11.70%	
171	Priority	66.90%	13.60%	11.20%	8.30%	31.00%	11.60%	
171	Focus	84.90%	3.20%	4.30%	7.50%	18.00%	8.00%	
189	Other	82.90%	4.60%	2.20%	10.30%	15.00%	6.20%	
189	Priority	59.40%	30.70%	3.00%	6.90%	23.60%	6.80%	
189	Focus	77.60%	1.60%	4.70%	16.10%	24.00%	5.90%	

2014-2015	101	Other	81.20%	5.50%	2.30%	10.90%	18.40%	7.70%
	101	Priority	77.00%	5.10%	2.30%	15.70%	14.70%	6.20%
	101	Focus	89.30%	0.00%	0.00%	10.70%	3.30%	3.30%
	105	Other	79.00%	8.70%	3.40%	8.80%	19.10%	7.20%
	105	Priority	77.70%	5.10%	6.80%	10.40%	34.20%	5.00%
	105	Focus	80.20%	6.70%	4.70%	8.30%	22.30%	3.90%
	112	Other	79.50%	7.80%	2.50%	10.20%	22.70%	8.80%
	112	Priority	73.80%	4.90%	4.90%	16.40%	11.30%	12.80%
	112	Focus	79.20%	6.70%	4.60%	9.40%	29.50%	7.10%
	113	Other	81.50%	3.50%	3.80%	11.20%	16.40%	8.90%
	113	Priority	69.30%	6.70%	11.00%	12.90%	19.70%	10.40%
	113	Focus	79.90%	4.30%	7.30%	8.50%	14.60%	4.80%
	114	Other	80.60%	4.70%	3.30%	11.30%	12.90%	10.00%
	114	Priority	80.00%	20.00%	0.00%	0.00%	0.00%	23.30%
	114	Focus	77.60%	5.40%	3.40%	13.60%	9.10%	8.20%
	121	Other	80.80%	4.90%	3.50%	10.80%	25.80%	5.80%
	121	Priority	76.60%	7.60%	4.40%	11.50%	31.90%	8.50%
	121	Focus	75.80%	7.00%	5.00%	12.20%	28.90%	7.30%
	113	Other	79.60%	6.50%	3.40%	10.50%	21.30%	8.30%
	113	Priority	64.70%	22.90%	4.40%	8.00%	36.60%	5.70%
	113	Focus	79.60%	9.00%	2.80%	8.60%	18.40%	5.00%
171	Other	82.60%	3.90%	3.20%	10.30%	18.60%	15.10%	
171	Priority	80.00%	4.40%	6.70%	8.90%	30.30%	7.80%	
171	Focus	82.60%	3.80%	3.30%	10.30%	19.00%	9.40%	
189	Other	81.70%	5.50%	2.90%	9.80%	17.70%	5.70%	
189	Priority	75.80%	5.10%	5.10%	14.00%	18.60%	5.50%	
189	Focus	81.80%	6.80%	2.30%	9.10%	23.00%	7.30%	
2015-2016	101	Other	83.90%	5.70%	1.80%	8.60%	20.50%	8.90%
	101	Priority	78.40%	7.20%	2.00%	12.40%	26.00%	9.50%
	101	Focus	72.60%	8.10%	8.10%	11.30%	24.70%	17.60%
	105	Other	82.00%	4.00%	4.20%	9.80%	22.10%	7.20%
	105	Priority	83.50%	4.00%	4.90%	7.60%	33.70%	3.90%
	105	Focus	83.30%	3.40%	4.00%	9.40%	23.50%	13.60%
	112	Other	83.20%	5.60%	2.60%	8.60%	22.30%	8.10%
	112	Priority	78.10%	4.20%	7.30%	10.40%	17.90%	5.00%
	112	Focus	80.70%	6.50%	3.80%	9.00%	29.90%	10.60%
	113	Other	82.10%	5.00%	4.10%	8.80%	17.80%	8.80%
	113	Priority	71.40%	4.90%	8.80%	14.80%	18.30%	6.80%
	113	Focus	86.80%	3.40%	3.80%	6.00%	19.30%	3.50%
114	Other	78.20%	7.40%	3.30%	11.20%	16.90%	10.10%	
114	Priority	90.20%	2.40%	0.00%	7.30%	29.60%	6.60%	

114	Focus	80.50%	7.30%	3.70%	8.50%	21.60%	3.80%
121	Other	81.30%	4.80%	3.70%	10.30%	27.60%	5.90%
121	Priority	72.60%	8.40%	6.60%	12.50%	31.10%	8.00%
121	Focus	76.40%	6.10%	6.40%	11.10%	30.10%	7.60%
113	Other	80.90%	6.50%	2.70%	9.90%	24.40%	9.20%
113	Priority	80.30%	11.10%	4.00%	4.70%	29.80%	1.50%
113	Focus	78.00%	10.60%	1.60%	9.80%	17.80%	5.40%
171	Other	84.50%	3.10%	3.00%	9.30%	18.80%	10.70%
171	Priority	68.10%	16.90%	3.50%	11.40%	31.40%	3.00%
171	Focus	80.00%	5.90%	3.50%	10.50%	25.80%	7.10%
189	Other	84.50%	4.50%	2.40%	8.70%	18.40%	4.60%
189	Priority	80.20%	10.50%	3.70%	5.60%	21.90%	12.10%
189	Focus	82.50%	6.20%	4.00%	7.40%	26.40%	6.70%

	Retention percentage is less than 10% lower than the state level
	Retention percentage is more than 10% lower than the state level
	Percentage is higher than the state level
	Percentage is higher than the state level and higher than the schools classified as "Other"

A body of research on teacher recruitment and retention are well-studied and well-known, but there also exists a body of research that examines administration turnover. Plecki, Elfers, and Wills (2017) recently examined principal retention and mobility in Washington and found that a "higher proportion of Washington principals (84%) stay in schools where the poverty rate exceeds 75%" compared to national averages (p. vi)." At the same time, there are examples of some of Washington's most challenged schools having four (4) principals in the last three (3) years or getting first-time principals (i.e. principals with no previous administration experience).

Effective school leadership is one of the key principles of turnaround schools, but the stability of effective leadership is also critical. There is a demonstrated relationship between principal turnover and teacher turnover (Béteille et al., 2011; Fuller et al., 2007). More strikingly, there is emerging research that posits that principal turnover has a direct negative effect on student and school level achievement (Burkhauer et al., 2012; Béteille et al., 2011).

## Appendix B: Diverse Educator Needs for Professional Learning

The Association of Washington School Principals (AWSP) serves its membership by staying informed and current in what, how, and when professional learning is offered to members. The AWSP Leadership Continuum supports and extends from early career to master school leaders. Examples of modules provided to members encompass the following topics:

- Leading Culture
- Distributed Leadership
- Effective Leadership Teams
- Equity-Focused Leadership
- Leadership Continuum
- Principal Self-care
- Student Discipline
- Systems Coherence
- Teacher Evaluation
- Principal Professional Growth
- Social and Emotional Needs of Students and Adults
- Leading w/ Technology
- Engaging the Community
- Principal Professional Networks

Similarly, the Washington Education Association (WEA) conducts regular surveys of its members on their professional learning needs. In 2015, the top five identified priorities for classroom-based staff were:

1. Instructional strategies for closing the achievement/opportunity gap
2. Differentiated curriculum and instruction
3. Creating a culturally responsive school building
4. Culturally responsive classroom management
5. Project based/applied learning

Since 2015, WEA has invested in building a cadre of WEA member experts in Culturally Responsive Classroom Management. Overall, WEA provides professional development in the following areas:

- Closing the Achievement/Opportunity Gap (Cross Cultural Competency, Culturally Responsive Instructional Strategies (CRIS))
- Special Education
- Instructional Innovation to meet Common Core State Standards
- Evaluation
- Licensure and Certification



Of the 11,087 WEA members who participated in the 2015 survey, 96 percent of respondents believe professional development is important in their career and yet only 10 percent are “very satisfied” with non-WEA professional development (offered through their LEAs and other sources).

A review of the professional learning offered by educational partners other than the WEA would yield significantly intersecting and interrelated content as has been demonstrated above. OSPI’s redesigned, tiered, networked approach intends to access the offerings provided by partners when their content is the appropriate resource for schools being supported.

## Appendix C: 2013–14 through 2017–18 Criteria for Focus and Priority Schools

The criteria in 2013–14 for Priority and Focus schools receiving supports and services were as follow:

- a. Priority Schools: Based on low performance in the “All Students” category
  - i. Less than 40% for Reading/Math combined
  - ii. Less than 60% for Adjusted 5-year Cohort Graduation Rates
  - iii. Lowest ranked schools based on Achievement Index (#1748-#1801)
  - iv. Continuing Priority from previous year
  - v. Bottom 5% of Persistently Lowest Achieving Schools
- b. Focus Schools: Based on Subgroup performance
  - vi. Less than 60% for Adjusted 5-year Cohort Graduation Rates
  - vii. Lowest 10% in Reading/Math-threshold less than or equal to 13.58% proficient in Reading/Math (combined)
  - viii. Continuing Focus from previous year

Criteria in 2014-15 for Priority and Focus schools receiving supports and services were as followed:

- c. Priority Schools: Based on low performance in the “All Students” category
  - i. Schools with proficiency in Reading/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 2014-15 (federal guidance).
  - v. Lowest 5% of persistently lowest achieving schools (PLAs) in Reading and Math over 3 years (federal guidance).
- d. 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).
  - ii. Lowest 10% of schools based on subgroup performance in Reading/Math (combined). Proficiency in Reading/Math (combined) over 3 years for these schools is less than or equal to 13.58% for at least one subgroup (state/federal guidance).
  - iii. Current Focus schools continuing forward in 2014-15 (federal guidance).

Criteria in 2015-16 and 2016-17 for Priority and Focus schools receiving supports and services were as followed:

- e. Priority Schools: Based on low performance in the “All Students” category
  - vi. Schools with proficiency in Reading/Math (combined) over 3 years that is less than 40% (federal guidance).

- vii. Schools with an adjusted 5-year Graduation Rate over 3 years that is less than 60% (state/federal guidance).
- viii. Lowest performing schools based on Achievement Index (state guidance).
- ix. Current Priority schools continuing forward (federal guidance).
- x. Lowest 5% of persistently lowest achieving schools (PLAs) in Reading and Math over 3 years (federal guidance).
- f. Focus Schools: Based on Subgroup performance in the “All Students” Category
  - iv. Schools with an adjusted 5-year Graduation Rate over 3 years that is less than 60% (state/federal guidance).
  - v. Lowest 10% of schools based on subgroup performance in Reading/Math (combined). Proficiency in Reading/Math (combined) over 3 years for these schools is less than or equal to 13.82% for at least one subgroup (state/federal guidance).
  - vi. Current Focus schools continuing forward (federal guidance).

In 2017-18, schools remained as identified for Priority and Focus unless they met these exit criteria.

- g. Priority Schools: Based on low performance in the “All Students” category
  - i. Schools received services as a Priority school in 2016-17.
  - ii. School implemented Turnaround Principles as a Priority school for required length of time (OSPI determined).
  - iii. Schools ELA/Math proficiency combined 2-year average for continuously enrolled students is in the top 95% of schools that have sufficient data to produce a 2-year combined average.
  - iv. For schools that graduate students: Grad rate 3-year average is greater than or equal to 60% based on the Adjusted 5-Year Cohort Graduation Rates.
  - v. School is not identified as Focus criteria.
- h. Focus Schools: Based on Subgroup performance in the “All Students” Category
  - i. School received services as a Focus school in 2016-17.
  - ii. School implemented Turnaround Principles as a Focus school for required length of time (OSPI determined).
  - iii. School’s ELA/Math proficiency combined 2-year average for continuously enrolled students is in the top 90% of subgroups that have sufficient data to produce a 2-year combined average.
  - iv. For schools that graduate students: Grad rate 3-year average is greater than or equal to 60% based on the Adjusted 5-Year Cohort Graduation Rates.
  - v. School is not identified under Priority criteria.

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