

Summary of SB 6696

<p>Section 101: Intent</p>	<p>State's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.</p> <p>Definition of roles of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) for accountability outlined.</p> <p>Phase I will recognize schools for that have done an exemplary job of raising student achievement and closing the achievement gaps through SBE Accountability Index and use of federal guidelines to identify the lowest five percent of persistently low achieving schools to use federal funds and federal intervention models beginning in 2010 (voluntary) and 2011 (required).</p> <p>Phase II will implement SBE Accountability Index for identification of schools including non Title I schools in need of improvement and develop state and local intervention models with state and local funds beginning in 2013. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently low-achieving schools will continue to be used.</p> <p>The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.</p>
<p>Section 102: Identification of the Persistently Lowest Achieving Schools</p>	<p>Beginning no later than December 1, 2010, and annually thereafter, OSPI will use the federal criteria set forth in the final federal rules for school improvement to identify the persistently lowest achieving schools and their districts. This requires OSPI to do the following:</p> <ul style="list-style-type: none">• OSPI must identify a Title I school in a step of improvement that is one of the lowest achieving five percent of the state's Title I public schools (elementary, middle, high school), based on: 1) low student achievement in math and reading combined on the state assessments for all students; and 2) a lack of progress on

	<p>those assessments over a number of years for all students.</p> <ul style="list-style-type: none"> • OSPI must identify and rank the Tier II lowest achieving five percent of the state’s public secondary schools that are eligible for, but do not receive, Title I funds using the same criteria set forth above.
<p>Section 103: Required Action Districts</p>	<p>Beginning in January 2011, OSPI shall annually recommend SBE districts for designation as required action districts based on the availability of federal funds and criteria developed by SPI. Districts must have at least one of the persistently lowest achieving schools. School districts that have volunteered in 2010 or have improved shall not be included in this designation.</p> <p>OSPI will provide districts with written notice. School districts may request reconsideration of this designation within ten days.</p> <p>SBE will annually designate those districts recommended by OSPI. Districts must notify all parents with students in persistently low achieving schools that the district is in required action.</p>
<p>Section 104: Academic Performance Audit</p>	<p>OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or school district subject to audit.</p> <p>OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, and alternative secondary schools best practices.</p> <p>Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.</p>
<p>Section 105: Required</p>	<p>The local school district superintendent and local board of a required action district shall submit a required action plan to SBE</p>

<p>Action Plan</p>	<p>upon a schedule SBE develops.</p> <p>The required action plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist district as requested in plan development .</p> <p>The local school board will hold a public hearing on the proposed required action plan.</p> <p>The required action plan must address the concerns raised in the audit and include:</p> <ol style="list-style-type: none"> a) Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the state board of education within three years of implementation of the plan. b) An application for a federal school improvement grant to OSPI. c) Budget for adequate resources to implement. d) Description of changes in district or school policies and practices to improve student achievement. e) Metrics used to assess student achievement to improve reading, math, and graduation rates. <p>The plan will have to be implemented over a three year period. OSPI will review the local school district required action plan and approve that it is consistent with federal guidelines prior to the local superintendent and board submitting the plan to the SBE. Expiring collective bargaining agreements for all school districts that are designated required action districts as of the effective date of this section must have the authority for the district to reopen its collective bargaining agreements if needed to develop and implement an appropriate required action plan.</p> <p>If no agreement can be reached between district and employee organizations, then:</p> <ul style="list-style-type: none"> • Mediation through the Public Employment Relations Commission must start no later than April 15 and be completed by May 15
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	<ul style="list-style-type: none"> • Or it will be go to Superior Court with decision by June 15. <p>If it goes to Superior Court, then:</p> <ul style="list-style-type: none"> • The school district must file a petition with the superior court by May 20, and • Within 7 days of filing the petition each party must file a proposal to be implemented in a final required action plan. <p>Each party will bear its own costs for mediation or courts. All mediation shall include employer and representatives of all affected bargaining units.</p>
<p>Section 106: SBE Approves Required Action Plan</p>	<p>SBE shall approve the local district required action plan if it meets the requirements identified in Section 5. The SBE must accept for inclusion any final decision by the superior court. If SBE does not approve the plan, a reason must be provided. The district will then have an opportunity to revise the plan. OSPI will help district with resubmission of plan.</p> <p>The required action plan goes into effect for the next school year (thus a district designated in January 2011 would implement the plan in the immediate school year following designation as a required action district). Federal funds must be available to implement the plan or else it will not go into effect.</p> <p>Any addendum to the collective bargaining agreement related to student achievement or school improvement shall not go into effect until SBE approves the plan. If SBE does not approve the plan, it notifies the district in writing and district must submit new plan within 40 days.</p>
<p>Section 107: Redirect of Title I funds if no required action plan</p>	<p>SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.</p>
<p>Section 108: Implementation of Required Action Plan</p>	<p>The district will provide regular updates to OSPI on its progress. OSPI will provide technical assistance and financial resources to the district as needed.</p>
<p>Section 109: Biannual reports and delisting districts</p>	<p>OSPI will inform SBE at least biannually (twice a year) of the progress of the Required Action District's progress on its plan implementation and metrics. OSPI will recommend to SBE that a district is no longer in required action after 3 years of district implementation based on improvement in state- identified metrics. At the minimum, schools will be expected to improve student</p>

	<p>achievement in math and reading within three years based on a state definition of improvement, which will include no longer ranking of lowest five percent of persistently lowest achieving schools and making gains similar to the state average in reading and math for all students.</p> <p>SBE will remove district from required action or recommend that the district remain in required action.</p>
Sec. 110	SBE and OSPI shall annually recognize schools for exemplary student performance as measured on the SBE accountability index.
Section 111	Definitions

Part II: Evaluations

Sec. 201 District school directors' responsibilities	<p>Each board of directors will establish performance criteria and an evaluation process for its superintendent and classified staff in addition to the certificated and administrative staff which are currently required. Districts will report to OSPI on the criteria, rubrics, description of ratings, and number of staff in each rating for all groups of staff annually.</p> <p>Determines final assignment of staff based on a plan that supports the learning needs of all students with specific attention to high-need schools and classrooms.</p> <p>Adds a requirement that the district provide to the local community and its electorate information about policies concerning hiring, assignments, termination, and evaluations of staff.</p>
Sec. 202 - Establishing revised evaluative criteria and a four-level rating system	<p>Local school boards will establish revised evaluative criteria and a four-level rating system describing performance along a continuum for all certificated classroom teachers. The minimum criteria shall include:</p> <ul style="list-style-type: none"> • centering instruction on high expectations for student achievement; • demonstrating effective teaching practices; • recognizing individual student learning needs and developing strategies to address those needs; • providing clear and intentional focus on subject matter content and curriculum; • fostering and managing a safe, positive learning environment;

- using multiple student data elements to modify instruction and improve student learning;
- communicating with parents and school community; and
- exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

When student growth data, if available and appropriate, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. "Student growth" means the change in student achievement between two points in time.

Defines that an employee in the third year of provisional status shall be observed at least three times and the total observation time will not be less than 90 minutes.

Local school boards shall also establish revised evaluative criteria and a four-level rating system for principals that describes performance along a continuum. When student growth data, if available and appropriate, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. Student growth is defined the same as for certificated staff. The minimum criteria shall include:

- creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff;
- providing for school safety;
- leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements;
- assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals;
- monitoring, assisting, and evaluating effective instruction and assessment practices;
- managing both staff and fiscal resources to support student achievement and legal responsibilities; and
- partnering with the school community to promote student learning.

OSPI, in collaboration with state professional associations representing teachers, principals, and administrators, shall create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator

	<p>training for certificated classroom teachers and principals. The models must be available for use in the 2011-12 school year.</p> <p>A new certificated classroom teacher evaluation system and a new principal evaluation system shall be phased-in beginning with the 2010-11 school year by a set of school districts selected by OSPI to participate and then implemented in all school districts beginning with the 2013-14 school year.</p> <p>OSPI will select the set of school districts to participate as a pilot in the 2010-11 school year based on agreements by local associations for classroom teachers and principals to collaborate and agreements from the districts to participate in the full range of development and implementation activities. As a part of the process, OSPI will consult with participating districts and stakeholders.</p> <p>Locally bargained evaluations emphasizing professional growth must provide that the professional growth activity conducted by the certificated classroom teacher will be specifically linked to one or more of the certificated classroom teacher evaluation criteria.</p> <p>OSPI must analyze the districts' evaluative data, consult with participating districts and stakeholders, recommend appropriate changes, and address statewide implementation issues to the legislature and Governor by July 1, 2011, and at the conclusion of the development phase by July 1, 2012.</p>
<p>Sec. 203 - Conditions and contracts of employment — Nonrenewal of provisional employees — Notice — Procedure</p>	<p>The length of time that certificated employee is subject to nonrenewal of employment contract is increased from two years to three years.</p> <p>A district superintendent may remove an employee from provisional status if the employee has received one of the top two evaluation ratings during the second year of employment by the district.</p>
<p>Sec. 204 – Analysis of the evaluation systems</p>	<p>OSPI and representatives of associations representing administrators, principals, human resources specialists, and certificated classroom teachers will analyze the evaluation systems in each of the phase-in years. The analysis will include procedures, timelines, probationary periods, appeal procedures, and other items related to the timely exercise of employment decisions and due process provisions for certificated classroom teachers and principals.</p>

<p>Sec. 205 – Distribution of funds for professional development activities for first through third-year teachers</p>	<p>If funds are provided for professional development activities designed specifically for first through third-year teachers, the funds shall be allocated first to districts participating in establishing revised evaluative criteria and a four-level rating system evaluation systems outlined in section 202 of this bill before the required implementation date under that section.</p>
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Part III Encouraging Innovations and Performance

<p>Sec. 301 - Salaries and compensation for employees — Minimum amounts — Limitations — Supplemental contracts</p>	<p>Innovative activities are added to part of “TRI” (time, responsibilities, and incentives) as items that can be included in separate contracts to increase the salaries and benefits of certificated instructional staff beyond the limitations of the district's average certificated instructional staff salary used for the state basic education allocations.</p> <p>The salaries and benefits may be increased for the implementation of specific measurable innovative activities specified by the school district to:</p> <ul style="list-style-type: none"> • close one or more achievement gaps or • focus on development of science, technology, engineering, and mathematics (STEM) learning opportunities to include professional development.
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Part IV Expanding Professional Preparation Options and Workforce Information

<p>Sec. 401 - Preservice evidence-based assessment</p>	<p>Beginning with the 2011-12 school year, all Professional Educator Standards Board (PESB)-approved teacher preparation programs must administer to all preservice candidates the evidence-based assessment of teaching effectiveness adopted by the professional educator standards board. Candidates admitted to teacher preparation programs in the 2012-13 school year and thereafter must successfully pass this assessment.</p> <p>The assessment results from each preparation program must be reported annually by PESB, the Governor, and the education and fiscal committees of the legislature by December 1st.</p>
<p>Sec. 402 - Teacher and administrator preparation program approval standards.</p>	<p>By September 30, 2010, PESB will review and revise teacher and administrator preparation program approval standards at the residency certificate level to ensure they are rigorous and appropriate standards. PESB will also review and revise the proposal review procedures for an expanded range of potential</p>

	<p>providers, including nonhigher education providers.</p> <p>Beginning September 30, 2010, PESB will accept and consider for approval proposals for new providers of educator preparation programs.</p> <p>By September 1, 2011, all PESB-approved higher education residency teacher preparation programs must submit to PESB a proposal to offer one or more of the alternative route programs or a summary of procedures that provide flexible completion opportunities for students to achieve a residency certificate.</p>
<p>Sec. 403 - Alternative route teacher certification Proposals — Funding</p>	<p>PESB will transition the Alternative Route partnership grant program from a separate competitive grant program to a preparation program model to be expanded among approved preparation program providers.</p> <p>Alternative Routes are partnerships between PESB-approved preparation programs, Washington school districts, and other partners as appropriate.</p> <p>New elements are allowed in the districts' teacher development plans for each candidate. The plans may include:</p> <ul style="list-style-type: none"> • mentorship during field experience • a description of how the district intends for the alternative route program to support its workforce development plan and how the presence of alternative route interns will advance its school improvement plans.
<p>Sec. 404 - Alternative route conditional scholarship program</p>	<p>Modifies RCW 28A.660.040 in order to coincide with the shift from a separate competitive grant program to a preparation program model, as established in Sec. 403, and to coincide with the shift to having all candidates successfully pass the evidence-based assessment of teaching effectiveness, as established in Sec. 401.</p> <p>Eliminates the option that the mentor of the teacher candidate can make the determination that a route three and four candidate has successfully completed the program.</p> <p>Eliminates the option that districts may include in alternative route programs additional route three candidates in nonshortage subject areas if the candidates are seeking endorsements with a secondary grade level designation.</p> <p>Adds the option that route four program candidates working under conditional certificates may serve as the teacher of record,</p>

	supported by a well-trained mentor.
Sec. 405 - Conditional scholarship programs -- Requirements -- Recipients	<p>Modifies the requirements for participation in the conditional scholarship to coincide with the shift from a separate competitive grant program to PESB-approved alternative routes to teaching programs, as established in Sec. 402.</p> <p>Adds that for fiscal year 2011, priority must be given to fiscal year 2010 participants in the alternative route partnership program.</p> <p>Limits participation in the Retooling to Teach Mathematics and Science Conditional Scholarship Program to current K-12 teachers. Eliminates the option of participation for individuals having an elementary education certificate but who are not employed in positions requiring an elementary education certificate.</p>
Sec. 406 - Review of regional educator workforce data and meeting projected need	Adds new requirements for educational service districts (ESD). Beginning with the 2010 school year, ESDs must annually convene representatives from school districts within their region and PESB-approved educator preparation programs to review regional educator workforce data, make biennial projections of certificate staffing needs, and identify how recruitment and enrollment plans in educator preparation programs reflect projected need.
Sec. 407 - Needs assessment process and analysis -- Activities requiring board approval	RCW 28B.76.230 is modified to require the Higher Education Coordinating Board (HECB) to include an examination of data from PESB as a part of its development of a comprehensive and ongoing assessment process to analyze the need for additional degrees and programs.
Sec. 408 – Determination of teacher preparation program access	HECB must establish boundaries for service regions for institutions of higher education implementing PESB-approved educator preparation programs. HECB must also determine if reasonable teacher preparation program access for prospective teachers is available in each region and will consider partnerships with other teacher preparation program providers and the use of appropriate technology. If access is determined to be inadequate in a region, the institution of higher education responsible for the region shall submit a plan for meeting the access need to the board.
Sec. 409 – Repealing of statutes	List of statutes to be repealed in order to coincide with the shift from a separate competitive grant program to a preparation program model, as established in Sec. 403, and to clean up Chapter 28A.415. RCW.

Part V Common Core Adoption

<p>Sec. 501 - Adopting a common set of standards for students in kindergarten through grade twelve</p>	<p>By August 2, 2010, SPI shall revise the essential academic learning requirements (EALR) and standards for mathematics, reading, writing, and communication by adopting a common set of standards for students in kindergarten through grade twelve. The revised EALRs and standards:</p> <ul style="list-style-type: none">• shall be consistent with the duties of SPI related to the EALRs;• shall define what students must know and be able to do and be substantially identical with the standards developed by a multistate consortium in which Washington participated; and• may include additional standards, if the additional standards do not exceed fifteen percent of the standards for each content area.
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Part VI Parents and Community

<p>Sec. 601 - Parent and community feedback</p>	<p>Beginning with the 2010-11 school year, each school shall annually invite parents and community members to provide feedback regarding their experiences with the school.</p> <p>Modifies the required elements of the annual reports that schools must provide to parents and the community to include a summary of the feedback that the schools received from parents and community members.</p>
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