# The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

New Market Skills Center
7299 New Market St. SW
Tumwater, Washington
360-570-4505

**November 9-10, 2010**

**AGENDA**

**Tuesday, November 9**

**8:30 a.m.** **Call to Order**
Pledge of Allegiance
Welcome by Mr. Joe Kinnerk, Executive Director, New Market Skills Center
Agenda Overview

**Consent Agenda**
The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special Board discussion or debate. A Board member; however, may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- **Approval of Minutes from the September 15-16 Meeting (*Action Item*)**
- **State Board of Education Strategic Plan 2010-14 *(Action Item)***
- **Private Schools *(Action Item)***

**8:45 a.m.** **SBE Data Dashboard on Strategic Plan**
Ms. Edie Harding, Executive Director
Mr. Aaron Wyatt, Communications Manager

Board discussion

**9:15 a.m.** **OSPI Fiscal Analysis of SBE Graduation Requirements**
Mr. Shawn Lewis, Assistant Superintendent, OSPI

Board discussion

**Graduation Requirements Part I: Survey Feedback, Culminating Project, Credit Framework, and High School and Beyond Plan Discussion**
Dr. Kathe Taylor, Policy Director
Ms. Sarah Rich, Research Director

Board discussion

**10:30a.m.** **Break**

**10:45 a.m.** **Graduation Requirements Part II: Survey Feedback, Culminating Project, Credit Framework, and High School and Beyond Plan Discussion**
Dr. Kathe Taylor, Policy Director

Board discussion

**11:35 a.m.** **Technical Fixes for SBE Rules Public Hearing on Final Rule**
Mr. Brad Burnham, Legislative and Policy Specialist

**11:40 a.m.** **Required Action District Public Hearing on Final Rule**
Ms. Edie Harding, Executive Director

**11:50 p.m.** **Public Comment**
**Note:** All comments should be provided in writing to the Executive Assistant. Comments can be submitted at the meeting or by email to loy.mccolm@k12.wa.us.

**12:30 p.m.** **Lunch and Honoring of Representative Dave Quall**

**1:30 p.m.** **Joint Meeting with the Professional Educator Standards Board (PESB)**

- 1:30 p.m. **Results of Study of Pay Incentive for National Board Certified Teachers to Teach in High-Need Schools**
  - Ms. Jeanne Harmon, Center for Strengthening the Teaching Profession
    Dr. Marge Plecki, University of Washington
  - Discussion on study's potential policy options and future lines of inquiry by members of boards
- 2:15 p.m. **Improving Educator Workforce Development and Local Staffing Practices**
  - Developing Human Capital in Schools and Districts
    Dr. Marge Plecki, University of Washington
  - New State-level Initiatives in Washington
    Ms. Jennifer Wallace, PESB
  - How Can the PESB and the SBE jointly support change and improvement
- 3:15 p.m. **Break**
- 3:30 p.m. **State Education Draft Plan Goals: PESB/SBE Strategic Plan Related Objectives**
- 4:30 p.m. **Issues for Joint Advocacy During 2011 Legislative Session**

**5:00 p.m.** **Adjourn for Dinner with PESB Members**

**Wednesday, November 10**

**8:00 a.m.** **Graduation Requirements at Chiawana High School**
Mr. Jared Costanzo, Student Board Member

**8:15 a.m.** **Graduation Requirements Part III: Survey Feedback, Culminating Project, Credit Framework, and High School and Beyond Plan Discussion**
Dr. Kathe Taylor, Policy Director

Board Discussion

**10:15 a.m.** **Break**

**10:30 a.m.** **Science Strategies/Plans: Next Steps**
Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI
Ms. Ellen Ebert, Science Director, OSPI
Ms. Gilda Wheeler, Program Supervisor, Environmental and Sustainability Education, OSPI
Scott Munro, Principal, Hearthwood Elementary
Kari McArthur, 5th Grade Teacher, Hearthwood Elementary

**11:15 a.m.** **Public Comment**
**Note:** All comments should be provided in writing to the Executive Assistant. Comments can be submitted at the meeting or by email to loy.mccolm@k12.wa.us.

**12:00 p.m.** **Lunch and Executive Session on Follow Up to Executive Director Evaluation**
Building B "Fishbowl"

**1:00 p.m.** **OSPI Math and Science High School End of Course Assessments for Graduation Discussion**
Dr. Joe Willhoft, Assistant Superintendent for Assessment, OSPI
Dr. Alan Burke, Deputy Superintendent, OSPI

**2:15 p.m.** **Break**

**2:30 p.m.** **State Education Plan**
Ms. Edie Harding, Executive Director
Ms. Sarah Rich, Research Director

Board discussion

**3:15 p.m.** **Public Comment**

**Note:** All comments should be provided in writing to the Executive Assistant. Comments can be submitted at the meeting or by email to loy.mccolm@k12.wa.us.

**3:45 p.m.** **Business Items**

- High School Graduation Requirements Resolution ***(Action Item)***
- Required Action District Final Rule ***(Action Item)***
- Technical Fixes for SBE Rules Final Rule ***(Action Item)***
- State Board of Education Calendar for 2012 and 2013 ***(Action Item)***

**4:20 p.m.** **Board Liaison and Stakeholder Meeting Protocol**

Board discussion

**4:40 p.m.** **Reflections and Next Steps**

**5:00 p.m.** **Adjourn**

# Directions to Phoenix Inn Suites (360) 570-0555

YAHOO!

**Total Time: 55 mins, Total Distance: 48.76 mi**

Summary and Notes

START A **17801 International Blvd, Seatac, WA 98188**

FINISH B **Phoenix Inn Suites (360) 570-0555**
★★★★
**415 Capitol Way N, Olympia, WA 98501 -1024**

Start: SeaTac Airport
End: Phoenix Inn

Save Cancel

| | | Distance |
|---|---|---|
| A | 1. **Start at 17801 INTERNATIONAL BLVD, SEATAC going toward S 184TH ST** | go **1.21** mi |
| | 2. Turn L on **S 200TH ST** | go **0.44** mi |
| | 3. Take ramp onto **I-5 S** | go **45.32** mi |
| | 4. Take exit **#105/STATE CAPITOL/CITY CENTER/PORT OF OLYMPIA** onto **E BAY DR** toward **#105B/PORT OF OLYMPIA** | go **0.7** mi |
| | 5. Continue on **PLUM ST SE** | go **0.49** mi |
| | 6. Continue on **EASTBAY DR NE** | go **315** ft |
| | 7. Turn L on **STATE AVE NE** | go **0.42** mi |
| | 8. Turn R on **CAPITOL WAY N** | go **0.13** mi |
| B | 9. **Arrive at 415 CAPITOL WAY N, OLYMPIA, on the** L | |

Time: 55 mins, Distance: 48.76 mi

# Directions to 7299 New Market St SW, Tumwater, WA 98501-6536

YAHOO!

**Total Time: 58 mins, Total Distance: 52.76 mi**

Summary and Notes

START (A) **17801 International Blvd, Seatac, WA 98188**

FINISH (B) **7299 New Market St SW, Tumwater, WA 98501-6536**

Start: SeaTac Airport
End: New Market Skills Center

Save Cancel

| | | Distance |
|---|---|---|
| (A) | 1. **Start at 17801 INTERNATIONAL BLVD, SEATAC going toward S 184TH ST** | go **1.21** mi |
| | 2. Turn (L) on **S 200TH ST** | go **0.44** mi |
| | 3. Take ramp onto **I-5 S** | go **49.86** mi |
| | 4. Take exit **#101/TUMWATER BLVD/OLYMPIA AIRPORT** | go **0.33** mi |
| | 5. Turn (L) on **TUMWATER BLVD SW** | go **0.73** mi |
| | 6. Make a Sharp (L) Turn on **NEW MARKET ST SW** | go **0.2** mi |
| (B) | 7. **Arrive at 7299 NEW MARKET ST SW, TUMWATER, on the (L)** | |

Time: 58 mins, Distance: 52.76 mi

When using any driving directions or map, it's a good idea to do a reality check and make sure the road still exists, watch out for construction, and follow all traffic safety precautions. This is only to be used as an aid in planning.

# Directions to 7299 New Market St SW, Tumwater, WA 98501-6536

YAHOO!

**Total Time: 13 mins, Total Distance: 6.59 mi**

Summary and Notes

START (A) **Phoenix Inn Suites (360) 570-0555**
★★★★
**415 Capitol Way N, Olympia, WA 98501 -1024**

FINISH (B) **7299 New Market St SW, Tumwater, WA 98501-6536**

Start: Phoenix Inn
End: New Market Skills Center

Save Cancel

| | | Distance |
|---|---|---|
| (A) | 1. **Start at 415 CAPITOL WAY N, OLYMPIA going toward THURSTON AVE NW** | go **0.19** mi |
| | 2. Turn (L) on **4TH AVE E** | go **0.42** mi |
| | 3. Turn (R) on **PLUM ST SE** | go **0.49** mi |
| | 4. Bear (R) on **E BAY DR** | go **0.5** mi |
| | 5. Take (L) ramp onto **I-5 S** toward **TUMWATER/PORTLAND** | go **3.72** mi |
| | 6. Take exit **#101/TUMWATER BLVD/OLYMPIA AIRPORT** | go **0.33** mi |
| | 7. Turn (L) on **TUMWATER BLVD SW** | go **0.73** mi |
| | 8. Make a Sharp (L) Turn on **NEW MARKET ST SW** | go **0.2** mi |
| (B) | 9. **Arrive at 7299 NEW MARKET ST SW, TUMWATER, on the** (L) | |

Time: 13 mins, Distance: 6.59 mi

# Directions to Phoenix Inn Suites (360) 570-0555

YAHOO!

**Total Time: 13 mins, Total Distance: 6.72 mi**

Summary and Notes

START A **7299 New Market St SW, Tumwater, WA 98501-6536**

FINISH B **Phoenix Inn Suites (360) 570-0555**
★★★★
**415 Capitol Way N, Olympia, WA 98501 -1024**

Start: New Market Skills Center
End: Phoenix Inn

Save Cancel

| | Distance |
|---|---|
| A 1. **Start at 7299 NEW MARKET ST SW, TUMWATER going toward 73RD AVE SW** | go **0.14** mi |
| 2. Turn R on **TUMWATER BLVD SW** | go **0.58** mi |
| 3. Turn R to take ramp onto **I-5 N** toward **SEATTLE** | go **3.9** mi |
| 4. Take exit **#105/STATE CAPITOL/CITY CENTER/PORT OF OLYMPIA** onto **HENDERSON BLVD SE** toward **PORT OF OLYMPIA** | go **0.26** mi |
| 5. Turn R on **HENDERSON BLVD SE** | go **0.13** mi |
| 6. Continue on **E BAY DR** | go **0.61** mi |
| 7. Continue on **PLUM ST SE** | go **0.49** mi |
| 8. Continue on **EASTBAY DR NE** | go **315** ft |
| 9. Turn L on **STATE AVE NE** | go **0.42** mi |
| 10. Turn R on **CAPITOL WAY N** | go **0.13** mi |
| B 11. **Arrive at 415 CAPITOL WAY N, OLYMPIA, on the** L | |

Time: 13 mins, Distance: 6.72 mi

# Directions to 111 Market St NE, Olympia, WA 98501-6903

YAHOO!

**Total Time: 1 mins, Total Distance: 0.18 mi**

Summary and Notes

START A **Phoenix Inn Suites (360) 570-0555**
★★★★
**415 Capitol Way N, Olympia, WA 98501-1024**

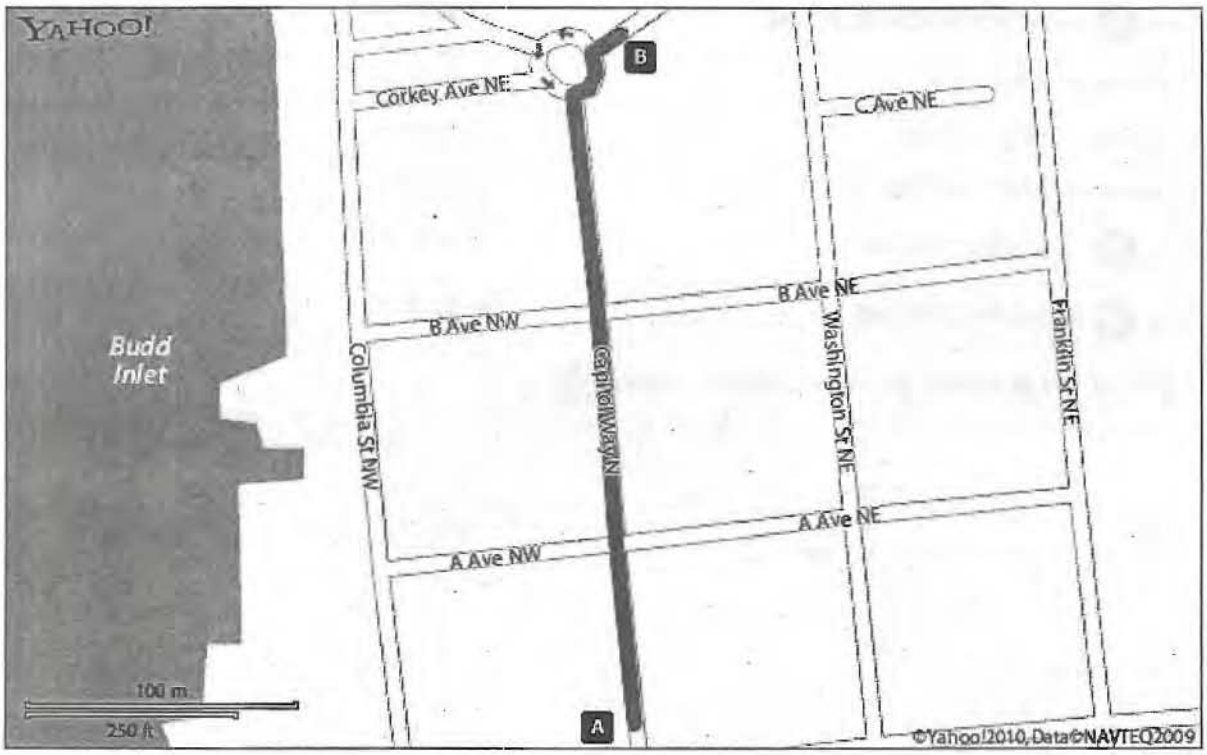
FINISH B **111 Market St NE, Olympia, WA 98501-6903**

Start: Phoenix Inn
End: Mercato's

Save Cancel

| | | Distance |
|---|---|---|
| A | 1. **Start at 415 CAPITOL WAY N, OLYMPIA going toward A AVE NE** | go **0.16** mi |
| | 2. Turn R on **MARKET ST NE** | go **121** ft |
| B | 3. **Arrive at 111 MARKET ST NE, OLYMPIA, on the** R | |

Time: 1 mins, Distance: 0.18 mi




When using any driving directions or map, it's a good idea to do a reality check and make sure the road still exists, watch out for construction, and follow all traffic safety precautions. This is only to be used as an aid in planning.

# Directions to 111 Market St NE, Olympia, WA 98501-6903

YAHOO!

**Total Time: 14 mins, Total Distance: 6.87 mi**

Summary and Notes

START (A) **7299 New Market St SW, Tumwater, WA 98501-6536**

FINISH (B) **111 Market St NE, Olympia, WA 98501-6903**

Start: New Market Skills Center
End: Mercato's

Save Cancel

| | Distance |
|---|---|
| (A) 1. **Start at 7299 NEW MARKET ST SW, TUMWATER going toward 73RD AVE SW** | go **0.14** mi |
| 2. Turn (R) on **TUMWATER BLVD SW** | go **0.58** mi |
| 3. Turn (R) to take ramp onto **I-5 N** toward **SEATTLE** | go **3.9** mi |
| 4. Take exit **#105/STATE CAPITOL/CITY CENTER/PORT OF OLYMPIA** onto **HENDERSON BLVD SE** toward **PORT OF OLYMPIA** | go **0.26** mi |
| 5. Turn (R) on **HENDERSON BLVD SE** | go **0.13** mi |
| 6. Continue on **E BAY DR** | go **0.61** mi |
| 7. Continue on **PLUM ST SE** | go **0.49** mi |
| 8. Continue on **EASTBAY DR NE** | go **0.12** mi |
| 9. Turn (L) on **MARINE DR NE** | go **0.47** mi |
| 10. Bear (L) on **MARKET ST NE** | go **0.18** mi |
| (B) 11. **Arrive at 111 MARKET ST NE, OLYMPIA, on the** (L) | |

Time: 14 mins, Distance: 6.87 mi

# MERCATO
Ristorante

Tuesday, November 9, 2010, 6:30 p.m.

**Note: We do not need your orders ahead of time. This is just an FYI of the limited menu that will be provided for your Board dinner on November 9. We will not be directly billed, so please pay on your own and you will receive the per diem reimbursement when you submit your travel voucher. Thanks!**

## Starter Selections

insalata mista 3 caesar salad 4 pear & gorgonzola salad 5

## Dinner Selections

bistecca al mercato

balsamic marinated grilled new york strip with yukon gold mashed potatoes & citrus blanched broccolini. 23

petto di pollo al forno

citrus marinated chicken breast roasted in our hearth oven

and served with yukon gold mashed potatoes & sautéed garlic spinach. 17

salmon reale selvatica

pan seared wild salmon fillet finished with a citrus honey glaze

and served with yukon gold mashed potatoes & sautéed green beans. 20

portobello mushroom & mozzarella ravioli

fresh portobello mushroom & mozzarella ravioli tossed with grape tomatoes & toasted pine nuts in a light citrus butter sauce. finished with gorgonzola cheese. 15

lasagne alle ragu

neapolitan-style layered pasta with meaty ragu sauce, parmesan, mozzarella & ricotta cheese. baked golden brown in our hearth oven & served over marinara sauce. 13

pizza carbonara

parmesan cream sauce, rosemary chicken breast, crispy pancetta & garlic marinated roma tomatoes

with fontina & provolone cheese. finished with fresh oregano. 12

pizza margherita

fresh mozzarella, fresh basil & roma tomato with marinara sauce. 10

September 15-16, 2010
Puget Sound Educational Services District 121
Renton, Washington

MINUTES

**September 15, 2010**

**Members Attending:** Chair Jeff Vincent, Co-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Bunker Frank, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Mary Jean Ryan, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu, Mr. Warren Smith (15)

**Members Excused:** Dr. Kris Mayer (1)

**Staff Attending:** Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor Mr. Brad Burnham, Ms. Sarah Rich, Ms. Ashley Harris (7)

**Call to Order**

The meeting was called to order at 8:31 a.m. by Chair Vincent.

**Announcements**

Mr. Stephen Nielsen, Assistant Superintendent of Financial Services, welcomed the Board to the PSESD. He introduced Dr. Jonelle Adams as WSSDA's new Executive Director, commending her for her strong leadership skills.

Dr. Adams addressed the Board saying that she expects that the Washington State School Directors' Association (WSSDA) will have increased leadership and visibility in K-12 education, increased advocacy and collaborative partnerships for K-12 funding, and highly effective school board leadership at both the local and state levels. She encouraged the Board to attend the WSSDA conference in November and announced the theme as "Powering Up for 2011 and Beyond."

**Consent Agenda**

**Motion** was made to approve the following consent agenda items as presented:

- Private Schools
- July 13-15, 2010 Board Meeting Minutes
- August 10, 2010 Special Board Meeting Minutes

**Motion** seconded

**Motion** carried

**SBE Strategic Plan and Components**
Ms. Edie Harding, Executive Director
Dr. Kathe Taylor, Policy Director
Mr. Aaron Wyatt, Communications Manager
Ms. Sarah Rich, Research Director
Mr. Brad Burnham, Legislative and Policy Specialist

The Board discussed ideas for its new Strategic Plan in March, April, May, and July. The plan was prepared with five goals as follows:

1. Advocate for an effective, accountable, governance structure for public education in Washington.
2. Provide policy leadership for closing the achievement gap.
3. Provide policy leadership to increase Washington's student enrollment and success in secondary and post-secondary education.
4. Promote effective strategies to make Washington's students nationally and internationally competitive.
5. Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation.

The Board discussed each goal and staff provided information to clarifying questions from members.

A work plan was prepared according to the objectives, strategies, timeline, and products/results. The work plan is laid out month by month from October 2010 through September 2011 with categories as follows:

- Goals.
- Board key decisions due.
- Board meeting topics and work sessions.
- Public outreach and additional meetings.
- Staff follow up.
- Reports and studies due.
- Current contracts.
- On the radar screen.

The communication outreach strategy will include:

- Primary objectives.
- Media strategy.
- Messaging principles.
- Materials needed.
- Media outreach.
- Stakeholder outreach.
- Qualitative goals.
- Measureable goals.

Timelines are as follows:

| ***Date*** | ***Key Decisions*** |
|---|---|
| November 2010 | • Final graduation requirements<br>• Final Required Action Districts (RAD) Rule |
| January 2011 | • RAD designation<br>• Middle school study<br>• SBE 2012 calendar |
| March 2011 | • Draft graduation requirements rule<br>• Math standard setting<br>• Math and science collection of evidence<br>• Innovative waivers rule adoption<br>• RAD plan approval |
| May 2011 | • Final graduation requirements rule |
| July 2011 | • SBE Budget |
| August 2011 | • High school math End-of-Course exam cut scores |
| September 2011 | • Work plan and communications plan<br>• Finalize 2011-2012 budget requests |

Ms. Harding reviewed the budget issues for the Board for the next two years. She answered clarifying questions on the fiscal year 2011 cuts. Chair Vincent discussed the need for the Board to be more creative about how the work gets done. The initiatives for the legislative session could cause an impact on the Board and its work.

Mr. Burnham gave an overview of some issues that will possibly be part of the legislative session. However, they will most likely be overshadowed by the budget issues.

**Organizing SBE Meetings for 2010-11**
Ms. Connie Fletcher, Co-lead
Dr. Steve Dal Porto, Co-lead

With a new work plan in place to carry out the Strategic Plan, and the additional cuts to the Board's budget for FY 11, the Board needs to revisit the operation of the Board meetings to ensure that it uses time effectively and efficiently for deliberation and actions.

Ms. Fletcher and Dr. Dal Porto provided the following considerations and recommendations as a starting point for discussion:

1. Review ways to be effective as Board members –a handout was provided from the National Association of State Boards of Education (NASBE) titled "Boardsmanship Review," which provided helpful information for the members' review.
2. Extend Board meeting on second day to 5:00 p.m., if needed, with business decisions as the last item before reflections and next steps.
3. Incorporate work sessions into regular Board meetings.
   a. Any additional work sessions needed would be done via Webinar.
   b. Do not create any new charters as the Board did for Meaningful High School Diploma (MHSD) and the Systems Performance Accountability (SPA) work unless needed.
   c. Fold SPA work into regular Board meetings and/or have two additional work sessions per year outside of Board meetings. MHSD will no longer meet.
4. Ensure that all local district or organization presentations are directly germane to the Board's current work.
5. Allow for public comment directly after each topic upon which the Board will make a decision – this portion of public comment will be for the current topic only.
6. Provide a primer for guests on how to address the Board.
7. Board members will provide a written report from liaison meetings attended.

Discussion followed. Board members will look at their liaison assignments and contact Loy by October 1 if they have any desired changes. This report will be incorporated into the Executive Committee planning for future Board agendas.

**SBE Graduation Requirements**

Dr. Kathe Taylor, Policy Director

The Board was asked to come to agreement on the following:

- Core graduation credit requirements.
- Policy recommendations, based on the work of the Core 24 Implementation Task Force, to increase flexibility and timeline.
- Phase-in strategy and timeline.

Changes to the high school and beyond plan and culminating project were reviewed, but no action will be taken until the November 2010 meeting.

The Board was asked to look at five graduation requirements options and consider the following four questions:

1. Do we want a common college/career pathway that students are automatically enrolled in? (State graduation requirements are by definition a common pathway).
2. What are the core requirements that all students should take for a common college/career pathway?
3. What does flexibility mean? Can a student substitute courses for the common pathway? If so, under what circumstances and when?
4. How many credits must all students earn for a diploma?

Dr. Taylor reviewed the five options being presented to the Board for consideration.

**Public Comment**

David Westburg, Operating Engineers #609

Mr. Westburg represents the classified employees of the Operating Engineers #609. He thanked the Board for its work. There are problems that arise when teachers from other unions are not included in school improvement grants and the process that SB 6696 requires. The collaboration, transparency and lack of accountability are not being seen. There are 700 classified employees in the Seattle School District and although OSPI and the federal government have approved school improvement grants, there has been no collaboration whatsoever. In Cleveland High School, the enrollment is 700 students and around 500 are free and reduced students with a lunch room that holds 100. In their school improvement grant, they decided to go from two lunch periods to one lunch period. That means that at least 70 percent of students in free and reduced lunch status would have to find another option for lunch. There are no options close to Cleveland High School and the students would need to travel at least two miles to get lunch in less than 30 minutes. If collaboration doesn't happen, precious education dollars are spent needlessly fighting occurrences such as this. With discussion from the union, they were able to resolve this issue.

Catherine Ahl, League of Women Voters of Washington

The proposal to make Washington State History a non-credit requirement and add .5 credit of civics is one that the League of Women Voters of Washington can enthusiastically support. If Washington State History is proposed to be eliminated as a requirement for graduation, the League will strongly oppose. Students need to learn about their state's history, government, and constitution as a background for further studies in U.S. History and civics. The League asked Representative Dave Quall to sponsor a bill requiring a class in civics as a graduation requirement and HB 2132 unanimously passed both houses of the legislature in 2009. Ms. Ahl

asked the Board to visit a class of seniors at a local high school and ask them if an election is being held this year and what offices will be on the ballot. She said to ask them the names of their local officials and what they do. The Board would be surprised at how little they know about their government. With a civics class required for graduation, maybe we can begin graduating young people who will be involved and participating citizens.

Steve Cotterill, Director of Career and Technical Education, Snohomish School District
Mr. Cotterill shared his personal views on the Core 24 proposal graduation requirement options the Board is considering as follows:

1. To truly be career ready, students also need to be able to apply academics in context and some academic skills need more attention and development. Schools need to provide opportunities for students to take courses that help them explore the relevance of their education by creating authentic situations they may face in their careers, a skill that takes practice and intentional instruction that may need to be tailored to a student's specific career goals. He believes mandated courses are designed to accomplish this.
2. All students need foundational academic knowledge, especially in math and English language arts and in today's economic environment, all high school students need the academic skills necessary to pursue postsecondary education without remediation. Mr. Cotterill does not think it is widely understood that core academic areas are also the basis for all newly approved CTE courses in Washington State, as all new course frameworks must identify the essential learning's from all academic areas for program approval through the OSPI CTE office.
3. Mr. Cotterill believes the intent of the Basic Education Act was to provide the opportunity for students to complete 24 credits for graduation rather than require 24 credits for graduation. The current school funding formula bears this out as it currently only provides funds for 180 days of instruction. RCW 28A.150.220 has established the school educational day to be 5.5 hours in length, which equates to the maximum 22 credits for graduation as long as a student does not fail to complete a course.
4. The orange option provides the most flexibility to students and school districts, provided policy consideration #2 is included in the recommendation.

Janne Endreo, Seattle School District
As a parent of children in the Seattle School District, Ms. Endreo feels there is not enough guidance in the schools. By dropping the 150-hour requirement, there will be no minimum bar set for students. The WAC pertaining to the 150-hour requirement says there needs to be 50 minutes of instruction by a teacher. Mixed messages are given to the districts and they have failed in the state audit. The school is not following the rules and laws and the District is not holding the schools accountable. Ms. Endreo urged the Board to reconsider dropping the 150-hour requirement and put a bottom line on ensuring that schools provide the minimum time of instruction. Schools are not providing enough time in the classroom for students to learn.

Kim Howard, Washington State Parent Teacher Association (WSPTA)
The WSPTA appreciates the time taken by the Board to carefully consider the complexity of changing course requirements and increasing the number of credits required for graduation. The WSPTA knows that currently the number one reason that students fail to graduate is due to insufficient credit attainment. They also know that many students have to take non-credit bearing remedial classes in college. These are problems that need to be addressed to provide all kids with a solid foundation for the future. The WSPTA appreciates the boost in academic requirements and that the Board is more clearly tying the state's graduation requirements to the requirements that are needed for today's college and career options. However, there is concern about those students that are struggling with the current levels of academic requirements. Increased support is needed for those students during the earlier grades to ensure success in these classes at the high school level. One way to address this would be to initially choose the yellow option, which offers the core academic course requirement add-ons, flexibility for students, and the least number of total state-level credits required. The WSPTA supports the idea that all students should have the opportunity to take 24 credits as soon as possible. They also support the phase-in of 24 credit requirements over time, as long as the need for students

support programs were fully funded along with the implementation of new requirements. Districts may incur additional costs to meet the requirement of an additional credit of English and an additional .5 credit of civics, if implemented. Rather than hiring additional teachers, if districts simply shift instruction, what will they choose to give up? Ms. Howard encouraged the Board to ask some districts that question. WSPTA is also concerned about the statement under the 2013 implementation. Ms. Howard and others at WSPTA are looking forward to continuing to work with the Board as it moves forward on the final graduation requirements decision in November.

Lisa Jaret, Washington State Arts Commission

Ms. Jaret thanked the Board for their commitment to setting a high, but reachable, bar for all students. She thinks that two credits in the arts is a very good idea because it will produce more thoughtful, empathetic, collaborative young people. This year, IBM commissioned a global CEO study and asked CEO's in small and large companies and industries, what they felt was the most important leadership competency needed to manage in an increasingly complex world. The top answer was creativity. The arts support creativity and nurture it in unique and important ways. Learning in and through the arts also increases student and teacher engagement, helps students synthesize learning across multiple subject areas, and helps them process and communicate this learning in different ways. The arts develop creative habits of the mind and support the development of 21st century skills, such as critical thinking and problem-solving.

Flexibility is important because one size does not fill all in a one million student system. She understands that there are many circumstances that would require variations in graduation pathways and is in favor of building in options within the system. Ms. Jaret hopes that as the policy is refined, there will be guidelines that help people understand that the arts are a core subject because of the overall educational value they offer. Taking K-12 arts classes is no more about producing professional artists than math classes are about producing professional mathematicians.

Wes Pruitt, Workforce Training and Education Coordinating Board

Mr. Pruitt presented his version of the Core+Program of Study and graduation requirement proposal that is similar to the green or orange options presented today. In his version, he indicated a subject as:

- Career Exploration, which meets as a minimum the exploratory CTE standards as approved by OSPI.
- Program of Study, which are courses determined by the high school and beyond plan and can include world language credits, CTE credits, and/or "career concentration" credits.
- Career Concentration is coursework in which students gain knowledge and skills that further prepare them for their individual postsecondary plans per the high school and beyond plan.

Mr. Pruitt believes that the yellow, blue, and turquoise options are not acceptable because all kids are not getting the necessary skills needed. He is concerned that there is no flexibility in the requirements for struggling students and would like to see electives waived for those students if they need further instruction in other areas to succeed. A good counseling program is important and there needs to be funding for that.

Anne Luce, Partnership for Learning

On behalf of the business community, Partnership for Learning urges the Board to move forward, adopt, and implement the 24 credit package approved by the Board in 2008, which is now being referred to as the orange option. Currently, Washington State has one of the lowest numbers of credits required to graduate in the nation. The state has set a low bar for our students and as a result, graduates are not prepared to succeed in work or college after graduating high school. A college and work ready education is more important than ever. With a challenging economy, family wage jobs are scarce and without technical and high level skills,

jobs are difficult to come by. The adoption of the orange option changes this and prepares students to compete nationally and internationally for jobs. It is important that our state sets our kids up for success in whatever education or training they choose to pursue after high school. A low bar for high school graduation hurts the kids who most need the skills to participate in our economy. Kids should have to opt-in for a high school course curriculum that prepares them for college and work. The adoption of the orange option would ensure that students are prepared to succeed in a competitive 21st century. We have an obligation to ensure all students are ready to succeed in college and work and are not shut out of opportunities. The Partnership for Learning urges the Board to adopt the orange option and Ms. Luce thanked the Board for their time and dedication on this issue.

**Arts Video**

Mr. Wyatt showed the Arts competition winning video from Vashon Island High School to the members.

**Graduation Requirements Continued**

Social Studies Related Recommendations
Ms. Kelly Martin, Program Supervisor, Social Studies and International Education, OSPI

Ms. Martin discussed two of the proposed changes to social studies: 1) Adding .5 credits of civics; and 2) Making Washington State History and Government a non-credit requirement on the student transcript. She also noted the recent publication of the tribal sovereignty curriculum. RCW 28A.230.093 states that:
*"If after July 26, 2009, the state board of education increases the number of course credits in social studies that are required for high school graduation under RCW 28A.230.909, the board shall also require that at least one half credit of that requirement be coursework in civics."*

The law requires that the course include:
1. Federal, state, and local government organization and procedures.
2. Rights and responsibilities of citizens addressed in the Washington State and United States Constitutions.
3. Current issues addressed at each level of government.
4. Electoral issues, including elections, ballot measures, initiatives, and referenda.

Currently, the SBE WAC 180-51-066 requires students to earn 2.5 credits in Social Studies for graduation; including .5 credit of Washington State History and Government The OSPI WAC 392-410-120 requires a one semester course in Washington State History and Government in grades seven through twelve, combined, but not at each grade level.

Washington State History and Government are often taught in seventh grade, to the relevant Grade Level Expectations. However, to receive credit, the course must be taught to high school level standards (grade nine or above).

The proposed change is to make Washington State History and Government a non-credit requirement, which will be noted on student transcripts. The proposal will:
- Require that the course and content are still taught.
- Alleviate the confusion about earning credit for a middle school level course.
- Likely have little effect on districts.
- Allow OSPI's recommendations and GLEs to remain consistent.

If the course remains in its current form, OSPI will need to consider altering the GLEs in order to reach high school level rigor and districts will need clear direction from OSPI and SBE regarding placement of this course.

Washington State History content must include the study of the Constitution of Washington State and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state. The tribal sovereignty curriculum, Since Time Immemorial (STI), was created in response to HB 1495 in 2005, which encourages the teaching of tribal history. It encourages teachers and students to address essential questions in the context of tribes in their own communities. It also recommends an integrated approach by providing three levels of curriculum for each of the OSPI recommended social studies units. Members can access the website at tribalsov.ospi.k12.wa.us for further information.

Graduation Requirements Continued
Dr. Kathe Taylor, Policy Director

Dr. Taylor reviewed the policy considerations provided by the Core 24 Implementation Task Force (ITF). Discussion continued with clarifying questions being addressed.

Further discussion continued for the orange and green options.

**SBE Rules and Waivers**
Mr. Brad Burnham, Legislative and Policy Specialist
Ms. Edie Harding, Executive Director

Rule Revisions for Mathematics Graduation Requirements

1. At the July 2010 meeting, the Board reviewed proposed changes to the math graduation requirements rule to address three issues: Provision for taking classes simultaneously.
2. What constitutes an appropriate sequence?
3. Provisions for placing out of required courses.

Required Action District Implementation

The 2010 Legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading. Steps to be taken to determine which districts could become Required Action Districts are as follows:

- By December 2010, and annually thereafter, the OSPI shall develop a list of the five percent persistently lowest achieving Title I or Title I eligible schools.
- By January 2011, and annually thereafter, the OSPI shall recommend to the SBE Required Action Districts based on the availability of federal funds for school improvement and OSPI criteria as defined in rule.
- In January 2011, and annually thereafter, provided federal funds are available, the SBE will designate the Required Action District(s) based on OSPI's recommendations.

At the July 2010 Board meeting, the SBE and OSPI presented draft language for their respective rules. The Board asked for additional clarification from OSPI on its criteria and the final proposed criteria were provided for Board members in the packet for this meeting.

The SBE rule outlines the actions and dates for the Required Action Process, which includes:

- Designation of Required Action District.
- Process for submittal and approval of a required action plan.
- Process for review panel is requested.
- Process for submittal and approval of a required action plan, when mediation or superior court review is requested.
- Failure to submit or receive approval of a required action plan.

- Release of a school district from designation as a Required Action District.

Ms. Harding provided timeline scenarios depending on the different decisions that Required Action Districts or State Board of Education made in terms of acceptability of the Required Action District plan. The draft rule provided by OSPI for review was submitted.

Rule Revisions for GED Eligibility

ESSHB 1418 establishes a framework for a statewide dropout re-engagement program to provide education and services to older youth who have dropped out of school or are not expected to graduate from high school by the age of 21. Under the legislation, students enrolled in dropout re-engagement programs are eligible to take the General Educational Development (GED) test.

After discussion with the State Board for Community and Technical Colleges, it was determined that the GED Eligibility rule does not need an amendment at this time.

Rules Revision for Technical Fixes

In 2009, the Board began a periodic review of its rules, as stipulated by WAC 180-08-015. The review process is designed to fix outdated text and to align the rules with the current work of the Board. The draft amendment fixes inaccurate references to rules and statutes. The inaccuracies have developed over time due to modifications or deletions of the referenced rules and statutes.

Basic Education Program Requirements Waivers

In 2004, the Board granted the Tacoma School District a waiver from the 180-day requirement for 18 days through the 2006-07 school year for the Tacoma School of the Arts. Although the waiver ended in 2007, the District continued to structure their calendar as if they had an approved waiver. Currently, the District is requesting a renewal waiver of 19 days for SOTA. They are also requesting a new waiver for the Science and Math Institute of 19 days and a new waiver for Stewart Middle School of 11 days. These would all be one year waivers.

**Public Comment**

Jonelle Adams, Washington State School Directors Association (WSSDA)
WSSDA is pleased to share their perspectives on the Board's work on the meaningful high school diploma and high school credit requirements. They appreciate the task and challenges that lay before the Board in reaching a consensus. WSSDA supports the concept that high standards for our students promote higher achievement and success beyond high school. They support multiple pathways to a meaningful high school diploma, which prepares students to be college or career ready. WSSDA members appreciate the Board's position that Core 24 will not move forward unless it is fully funded by the legislature. The unfortunate reality is that, given the state's budget challenges for the next few years, there is very little chance for additional funding to support a move to mandating 24 credits. Without full funding, many districts will be seriously challenged to provide the teachers and the facilities needed to comply with a 24 credit schedule. It is still possible to effect changes that will improve achievement and promote a high level of college and career readiness and WSSDA is pleased that the Board is considering options to keep the state moving forward in these difficult financial times. They believe the best approach is one that is flexible, manageable and incremental, and ensures that implementation will be viable and sustainable. It is extremely important to the school boards that they have as much latitude as possible in offering a credit configuration that aligns with the college and/or career interests of their respective diverse student populations. Starting with Core 20+4 will allow our local school directors to provide the flexibility needed in their communities, minimize the initial fiscal impact and provide local districts with a feasible approach. WSSDA looks forward to continuing to work with the Board and others as we shape an approach to meet the state's overarching goal of the Education Reform Act of 1993 – to provide students opportunities "to

become responsible citizens, contribute to their own economic well-being, and enjoy productive and satisfying lives."

Wendy Rader-Konofalski, Washington Education Association (WEA)
The WEA's position on Core 24 has always been that it be as flexible for districts and students as possible; be fully funded (which is not likely anytime soon); provide resources for all struggling students to succeed; and decrease, not increase, barriers for student success. We should recognize our state's success on the SAT scores of our students, the highest in the nation, and we have the highest percentage of high school students taking the test at 54 percent. One-third of those taking the test were students of color, showing distinct progress on closing the achievement gap. We need to acknowledge this when we talk about how poor the test scores in the state are because this shows a different story.

The WEA encourages the Board to stay the course on SB 6696 and not tweak it, but let it proceed as it was drafted. Earlier comments by Mr. Westburg make clear why the highly collaborative nature written into SB 6696 is so important and why we pushed so hard for that. The school improvement grants that are currently being implemented were not subject to that SB 6696 language. The WEA does not think any changes are necessary to make it any clearer than it is. As soon as the Required Action Districts are designated and put into action, all unions and stakeholders are required to be involved. There was a comment about making the evaluation section strong with regard to test scores and evaluation. First of all, that would not be in the purview of the Board to present any amendment on that part of the bill. The only part of the bill that the Board has purview over is the accountability section. Also, there are many reasons why that would be premature. Currently, the evaluation pilots are up and running and they should be allowed to finish their work.

Ann Randall, Washington Education Association (WEA)
The Board would be proud of the work of the evaluation pilots that were established in SB 6696. There are collaborative efforts between all the education stakeholders and great work is being done. Student growth issues are being looked at and there is an emphasis on what research shows to be the best way to evaluate educators for the benefit of student success. These are learning laboratories or incubators and we need to stay the course on the work. The Student Improvement Grant (SIG) schools – previously called Merit schools – are a collaborative venture and the WEA is viewing them as learning labs to see what works to improve student achievement.

Tim Knue, Washington Association of Career and Technical Education (ACTE)
The ACTE is in support of the orange option with a full 24 credits and the ability to waive two credits for extenuating student circumstances. The orange option creates the structure for the greatest opportunity to allow students to individualize their high school education and does not pit one subject against another. The ACTE also feels this will foster integration and collaboration among subjects and allows for a sequencing of courses, determined by the student that will allow them to graduate with a skills set that meets their personal goals to find their preferred future. Within this structure, students have the opportunity for the six credits needed to complete a skills center program if they choose. Success for CTE, in this option, will be in the definition of the three career concentration credits. ACTE looks forward to working with the Board in developing the definition so that it reflects the value of CTE opportunities for all students. The other vital component is the use of Navigation 101 to ensure the quality of the high school and beyond plan so students and parents fully understand that they have control and positive choices that will work for them. One size does not have to fit all and a CTE route is not a 'less than' route to succeed.

Mark Mansell, Superintendent, LaCenter School District
Mr. Mansell said that serving on the Meaningful High School Diploma (MHSD) committee and the Implementation Task Force (ITF) was a wonderful experience. He was able to see the

Board's work and said he trusts the Board to do the right thing. There are many districts statewide that trust what the Board is doing. We can all agree that the current state of requirements is unacceptable and are behind the times. If money was no issue, there would be 24 credits; however, money is an issue so we're stuck. The Board has been consistent not to enact anything without funding. The Board will choose what is best in the options provided today. Mr. Mansell encouraged the Board to find an option but not lower the bar for the vision of 24. He asked the Board to uphold its promise to the educational community and give the districts 20 but not more than 24.

John Ketler, Tacoma School District
Mr. Ketler discussed the reason for the waiver request that will be up for approval at the business meeting on Thursday for the Tacoma School of the Arts (SOTA), Science and Math Institute (SAMI), and Stewart Middle School. He explained that the purpose of the waivers is to provide extended school days to substitute for a set number of days when no instruction is offered, but other opportunities, such as internships, are offered. He gave examples of the accomplishments that have occurred in the three school locations and stated that SOTA has a 95 percent graduation rate. Mr. Ketler is proud of the students and their accomplishments and asked the Board to consider granting the waiver for his students' continued work.

The meeting was adjourned at 4:51 p.m. by Chair Vincent

**Thursday, September 16, 2010**

**Members Attending:** Chair Jeff Vincent, Co-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Bunker Frank, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Mary Jean Ryan, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu, Mr. Warren Smith (15)

**Members Excused:** Dr. Kris Mayer (1)

**Staff Attending:** Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor Mr. Brad Burnham, Ms. Sarah Rich, Ms. Ashley Harris (7)

**Call to Order**

The meeting was called to order at 8:01 a.m. by Chair Vincent.

**Student Presentation "Photosynthesis"**
Ms. Anna Laura Kastama, Student Board Member

Ms. Kastama talked about the importance of photosynthesis in life and related education as being a vital part of a student's life. She expressed the importance of community involvement and talked about the connections that the School of the Arts has with the community. Ms. Kastama said "the point of education is for students to learn how to be part of the world and encouraged the Board to always remember to involve everyone in the education of students."

**OSPI Briefing on 2010 State Assessment Results**
Dr. Joe Willhoft, OSPI Assistant Superintendent for Assessment
Dr. Alan Burke, OSPI Deputy Assistant Superintendent

The OSPI implemented new tests called Measurements of Student Progress (MSP) for grades three through eight and the High School Proficiency Exam (HSPE), this spring, for all students. The MSP and HSPE have some changes from the previous tests, including the elimination of extended responses. Some middle school students took the test online; the remainder of the students used paper and pencil. A phase-in for all students to take the test online will be

implemented over the next few years. These assessments measure how well students perform on the state standards. The assessments are also used to fulfill the testing requirements under No Child Left Behind (NCLB). The classes of 2011 and 2012 must meet the high school standards in reading and writing assessments to receive a diploma. For the class of 2013, students will also be required to meet the math and science standards.

The reading, writing, and science assessments were based on standards that have not been changed in five years. The math tests were based on the new math standards adopted two years ago and thus comparisons to previous years under the old math standards should be taken cautiously. In August 2011, the Board will set the cut scores for the exams and assessments for the new science standards, which will be implemented next year. The SMARTER Balanced Assessment Consortium will examine the creation of the new assessments using the Common Core standards.

Dr. Willhoft gave an overview of the 2010 Measurements of Student Progress (MSP) and High School Proficiency Exam (HSPE) results showing the difference in percent meeting standards from 2009-2010. He then presented the transition to new testing timelines as follows:

<u>Spring 2010</u>

- First year of grades three through eight MSP and HSPE.
- New grades three through eight mathematics assessments aligned to new content standards.
- Began online testing in grades six through eight in reading and math.

<u>Spring 2011</u>

- End-of-Course (EOC) math exams; new grades five and eight science exams.
- Online testing: add grades four and five in reading and math and grades five and eight in science.

Dates are set for the testing and will be announced at a later date.

Dr. Burke gave an overview of the impact of first year EOC and 2013 math test requirements as follows:

Current students needing to take EOC:

- Enrolled in Algebra I/Integrated I 77,000
- Enrolled in geometry/Integrated II 77,000

In grade ten or lower, students took courses before 2010-2011:

- Previously took Algebra I/Integrated I 108,000
  - ✓ Now in grade 10 69,000
  - ✓ Now in grade 9 35,000
  - ✓ Now in grade 8 4,000
- Previously took geometry/Integrated II 39,000
  - ✓ Now in grade 10 35,000
  - ✓ Now in grade 9 4,000

OSPI is considering having just one exam for the class of 2013 in either Algebra I or Geometry. Annual Yearly Progress (AYP) requires one exam for at least grade ten. In addition OSPI has concerns about the cost of using the collection of evidence process for math. Many students may choose to do this and it is expensive to administer, particularly if they end up taking the assessment and meeting standard on a second try and also do the collection of evidence.

**Renton School District Perspectives on New Measurements of Student Progress**
Ms. Anna Horton, Assistant Principal, Lindbergh High School
Mr. John Schmitz, Principal, Dimmitt Middle School
Ms. Janet Fawcett, Principal, Highlands Elementary School

Ms. Fawcett gave an overview of how the test worked for Highlands Elementary School. Teachers observed that students were tired and discouraged trying to complete the test. They determined that the test should either be shorter or could be completed in a two-day period. There was concern that it might not be appropriate for English language learners and those with developmental issues.

Mr. Schmitz expressed concern about the length of the test. Reading took quite a bit of time. There seemed to be some student ambivalence. The test provides valuable data and is a high stakes indicator for student achievement so the districts take it seriously. The teachers are doing their best to keep up with the math standards. Dimmitt didn't participate online this year but Mr. Schmitz hopes to use the online process in the future.

Ms. Horton talked about the challenges of ever-changing graduation requirements. Keeping track to determine what tests need to be taken for graduation within the District. Lindbergh had 800 students taking the math test at the same time, which was an impact to the school. The length of the tests was difficult. Students will do fine with online testing; however, the resources to do that are a challenge. The more lead time for this the better. Parents are asking questions about when their children will take the tests for algebra and geometry. As the requirements are changing, it would be good to know what the formatting will be of the questions being asked.

Members asked clarifying questions and discussion continued. One of the most effective ways for struggling students to succeed in math in high school is to use a support class in addition to the math class they are enrolled in.

**Graduation Requirements Continued**

The Executive Committee presented a revised version of the graduation requirements as per the discussion on Wednesday. The revised version is as follows:

Phase-in considerations were presented, including:

1. Phase in over six years, beginning in middle school, with one planning year (Implementation Task Force recommendation).
2. Make no-cost or minimal cost changes effective as soon as possible.
3. Provide a window and a deadline for districts to determine when all changes will be made.

Proposed Phases:

| *SBE Action* | *Year Funding Would Need to Begin* | *Year Rule Put in Place* | *Graduating Class Affected* |
|---|---|---|---|
| ✓ Add math rule | Already in rule | 2009 | 2013 |
| ✓ No rule changes | N/A | 2010 | 2014 |
| ✓ Add one credit of English<br>✓ Add .5 credit of social studies (specifying .5 in civics education)<br>✓ Specify that math or science must be taken in senior year<br>✓ Implement no cost policy recommendations | Assumes these changes can be made with minimal state fiscal impact | 2011 | 2015 |
| ✓ No rule changes | N/A | 2012 | 2016 |
| ✓ Add remaining credits<br>✓ Start high school and beyond plan in middle school; clarify requirements | 2013<br>Assumes funding is based on marginal costs to add new graduation requirements, not the costs to fund all of the underfunded parts of basic education | 2013 | 2018 |

The proposed changes to the high school and beyond plan and to the culminating project, recommended by the Meaningful High School Diploma Advisory Committee and presented to the Board in January 2010, were reviewed briefly. Feedback on the changes will be sought and brought to the Board for discussion in November 2010.

**Public Comment**

Mary Fertakis, Tukwila School Board
Listening to the Board has reaffirmed Ms. Fertakis' reasons why local control and flexibility are so important to districts and their boards of directors. During the graduation requirements discussion, there was no mention of English language learners. The Tukwila School District has a non-English speaking population of 60 percent, so a normal progression of classes looks very different than the color coded charts presented today, for those students. They are in classes for English language learners, which are "electives" and do not count towards English or math credits. These students need the language skills to be successful academically, but if they are not able to accomplish this along with their required credits, they will not be able to graduate on time. If we do the right thing to support student needs by giving them more time in school, the extended high school career then counts against us for AYP purposes since an on-time graduation rate is one of the cells. The more diverse our communities become, the more important classes like civics will become. The Tukwila School District understands the importance of teaching immigrant and refugee students what it means to exercise the rights and responsibilities of living in a democratic republic. The District has student representatives on the school board; however, they cannot have elective credit for their service. According to HB 1495, the tribal curriculum applies only to recognized tribes, though districts are asked to teach about the local tribes in their communities. The Duwamish tribe is an unrecognized tribe and Ms. Fertakis distributed a copy of the resolution to the Board, which was passed in 2008 and

presented to the Duwamish Tribal Chair, stating that the District intends to continue to tell the story of the Duwamish people as a sign of respect. Art classes serve as an equalizer in the District. Ms. Fertakis asked the Board to consider allowing a cross-curricular credit as an option. Infusing the arts in education develops the creativity that is so valued by many of the organizations that our students will eventually be working for and adds relevance to the overall education we want to provide to our students. She thanked the Board for their work.

Ann Varkados, Bethel School District

Ms. Varkados met with administrators in her District after yesterday's discussion on graduation requirements and received supportive feedback from them for:

1. Civics embedded in social studies courses.
2. All four high school principals support the ability for students to make up two courses that they might have failed within the 24 credits.
3. Culminating project – the District gives .5 credits over three years work embedded in course work. If increasing this, please give districts resources.
4. Implement all at once with funding; gets too confusing and science will be a challenge.
5. Rigor through CTE, career concentration, arts, and foreign language options to keep students interested in school.

Janne Endreo, Seattle School District

If the Board decides to remove the 150-hour requirement, Ms. Endreo encouraged the Board to consider what it will replace the requirement with. If it is not replaced with something, the districts will be confused as to what to use as guidance. This has been an ongoing discussion in the Seattle School District. She encouraged the Board to take their time in making a decision because it is too rushed and needs to have a viable substitute.

Una McAlinden, Arts Ed of Washington

We've already heard that employers and business leaders are seeking enhanced creativity in the people they hire. In the 2008 survey, when asked to name the educational experiences that are indicators of creativity, school superintendents ranked arts study as the highest indicator of creativity. But there has been a gap between understanding this need for creative learning and putting it into meaningful practice. By specifying two arts credits, you change that. For more than a decade, credible research has been available that consistently demonstrates better outcomes for students highly involved in the arts: better grades, less likelihood of dropping out, and more positive attitudes about school. The studies also show that the benefits of high levels of arts participation makes the greatest difference for economically disadvantaged students. We know which kids are getting the arts (in school or at home) already. As a matter of social justice, we all need to make sure that this benefit is provided to all students, not just those who can afford it. Making the two credits of arts a requirement changes that and ensures that all students receive the benefits of arts learning as rigorous, relevant, and relationship-based. Ms. McAlinden understands and supports the need for flexibility and individualization for students – and must renew her caveat, from the July meeting, about the risk of a default waiver. The orange option addresses that with the auto route being two credits of arts. Clarity of expectations to school administrators, counselors, families, and especially to students is very important. She believes that the student who takes the auto route of the orange option will get a balanced and well-rounded education that addresses their social, emotional, physical, and cognitive growth - and ArtsEd wholeheartedly applaud the Board for that!

Frank Ordway, League of Education Voters

Mr. Ordway supports the revised orange option, discussed earlier today. Flexibility is important but often the flexibility can cause disparity with students who struggle. We need student flexibility after they graduate from school and the orange option allows them flexibility in life. It is important to ensure that students who are not attending college will be prepared to succeed in life. It is critical that the Board capitalize on the support of the legislature, for the orange option. The League looks forward to working with the Board more closely with local levels to eliminate the achievement gap.

Mark Mansell, Superintendent, LaCenter School District
The Board has made a difference, even though the requirements are not yet implemented. The mere conversation has changed the focus in districts. Twenty-four credits work for LaCenter School District and set the bar for students. Many districts across the state are moving forward and others are not ready. We cannot wait. Mr. Mansell is frustrated and expressed the importance of taking off the gloves with the legislature and not letting them off the hook. He thanked the Board for its consistency. Mr. Mansell will take what the Board had to say in this meeting to the districts and trusts the Board to make the right decision to support students and implement the rules in support of students. He suggested a webinar meeting soon, for the Implementation Task Force members and encouraged quick feedback from stakeholders when implementation occurs.

Dave Powell, Stand for Children
As the new Policy Director for Stand for Children, Mr. Powell looks forward to working with the Board to ensure children in Washington State achieve at the highest levels. He is concerned as to whether a choice is being made between greater student flexibility and greater district or local flexibility. He suggested that this is a false choice. Since the job of districts is to ensure students are succeeding in their academic endeavors, what is best for kids will ultimately be best for districts as well. The flexibility of the proposed orange option affords students, within an automatic framework of college and career preparation, is clearly best for all students. Concerns were raised that the orange option would not be best for struggling students due to the amount of support needed to help students meet the challenge of the number and nature of the required credits. As a former teacher of students with disabilities in high-poverty schools, Mr. Powell disagrees with that conclusion. High-performing educational systems are high-performing because they set high expectations for all students as a starting point. Once the expectations are set, students and educators will rise to the challenge set. The Board's task is to set a framework of high expectations that will allow all Washington students to get degrees that automatically sets them up to pursue their dream. Mr. Powell commended the Board for thinking ahead about how these requirements will be supported, implemented, and phased-in. He asked the Board to remember that the question at hand is not what funding or resources will be provided to support the graduation requirements. The question is whether the Board should set high expectations for Washington's students or not. A vote for the revised orange option will be doing just that.

Tim Knue, Washington Association for Career and Technical Education (ACTE)
Mr. Knue thanked the Board for the time and effort to implement Core 24. The ACTE is in support of the orange option with a full 24 credits and the ability to waive two credits for extenuating student circumstances. The ACTE feels this option creates the structure for the greatest opportunity to allow students to individualize their high school education. This option does not pit one subject against another. We also feel this will foster integration and collaboration among subjects. The orange option allows for a sequencing of courses, determined by the student that will allow them to graduate with a skill set that meets their personal goals to find their preferred future. Within this structure, students have the opportunity for the six credits needed to complete a skills center program if they have the opportunity and so choose. Success for ACTE in the orange option will be in the definition for the three career concentration credits. The ACTE looks forward to working with the Board in developing the definition so that it reflects the value of CTE opportunities for all students. The other vital component is the use of Navigation 101 to ensure the quality for the high school and beyond plan and that the students and parents fully understand that they have control and positive choices that will work for them. One size does not have to fit all and a CTE route is not a 'less than' route to success.

Ricardo Sanchez, Latino Educational Achievement Project
The number of credits has never defined quality, it defines seat time. Twenty-four credits is 60 percent higher than the current requirements for college. Students fail to graduate because they

lack credits. Consider this – are you convinced that the additional credits will help the kids who need it the most?

**Arts Video**

Mr. Wyatt presented the 2010 arts contest honorable mention video for Redmond High School.

**Mathematics Systems Improvement Framework**
Dr. Kathe Taylor, Policy Director
Ms. Greta Bornemann, Director, K-12 Mathematics, OSPI

The purpose of the Mathematics Systems Improvement Framework is to provide Washington's school districts actionable steps and guidance around which a comprehensive K-12 mathematics system can be built. The Framework is built on four principles from the NCSM PRIME Leadership Framework that "drives an improved future for mathematics education."

1. Ensure high expectations and access to meaningful mathematics learning for every student.
2. Ensure high expectations and access to meaningful mathematics instruction every day.
3. Ensure relevant and meaningful mathematics in every lesson.
4. Ensure timely, accurate monitoring of student learning and adjustment of teacher instruction for improved student learning.

The key questions for mathematics improvement are as follows:

- How are we learning from past initiatives to inform systemic improvements in mathematics?
- How are we leveraging current resources to make a positive difference in the system now?
- What are we learning from research to inform systemic improvements in mathematics?

A statewide coordination of improvement efforts and support included OSPI, ESDs, and school districts. Based on a recommendation from the Washington State Mathematics Leadership team, a committee was formed to develop this project in spring 2009. The team now serves as an advisory panel for the project. OSPI's District and School Improvement and Accountability (DSIA) is piloting the Mathematics Systems Improvement Framework in its current work with districts and schools. The Framework provides DSIA the foundation to define and differentiate supports, services, and professional development planning.

There are five components for the Mathematics Systems Improvement Framework:

1. Mathematics leadership
2. Core mathematics program
3. High quality mathematics instruction
4. Mathematics assessment system
5. Mathematics intervention system

Crownhill Elementary School was one of the schools recently featured in a case study on the SBE website for winning three 2009 Washington Achievement Awards and has implemented the five components of the Framework, finding considerable improvement in mathematics achievement.

**Business Items**

Provisional High School Graduation Requirements

**Motion** was made to provisionally adopt the brown option of the graduation requirements framework as presented in the afternoon, based upon the morning's discussion on graduation requirements.

**Motion** seconded

Discussion

**Motion** to amend the credit requirements to 20+4

**Motion** seconded

Discussion

**Amended Motion** failed

**Original Motion** carried with one nay

**Policy Recommendations:**

1. 150-Hour Restriction

**Motion** was made to remove the 150-hour requirement for a high school credit. Substitute non time-based language for the current 150- hour definition and maintain the competency-based definition.

Possible substitute definitions for 150 hour credit requirement

- Successful demonstration of a unit of study as established by the district.
- Successful completion of the subject area content expectations or guidelines developed by the state.
- Satisfactory completion of all of the required work for a particular course or subject.

**Motion** seconded

Discussion

**Friendly Amendment** to remove 150-hour restriction on credit definition; substitute non time-based definition: "successful completion of the subject area content expectations or guidelines developed by the state, *per written district policy*." (The competency-based definition will remain).

**Amended Motion** carried with one nay

2. Two for one with required district reciprocity

**Motion** was made for two-for-one with required district reciprocity in support of version one: "students may earn one credit and satisfy two graduation requirements (one academic and one career and technical) by completing a career and technical course determined by a district to be equivalent to an academic core course. Districts shall set the limit on the number of "two for one" classes a student may take. Students will still need to earn the state minimum number of credits."

**Motion** seconded

Discussion

**Motion** carried

**Motion** was made to approve the remaining policy recommendations as follows:

- Start high school and beyond plan at middle school level.
- Make Washington State History and Government a non-credit requirement on student transcripts.
- Add .5 credit of civics.

**Motion** seconded

**Motion** carried

Proposed Phase-in

**Motion** was made to adopt the following phase-in option:

| SBE Action | Year Funding Would Need to Begin | Year Rule Put in Place | Graduating Class Affected |
|---|---|---|---|
| Advocate for funding beginning in 2011 to be fully funded and implemented for the class of 2016 | 2011<br>Assumes funding is based on marginal costs to add new graduation requirements – not the costs to fund all of the underfunded parts of basic education | 2011 | 2016 |

**Motion** seconded

Discussion

**Motion** carried with two nays

Name for graduation requirements

**Motion** was made to name the approved provisional graduation requirements "The Washington State Graduation Requirements – Career and College Ready."

**Motion** seconded

**Motion** carried with seven ayes/six nays

**Math Credit Final Rule**

**Motion** was made to approve the final amendments to WAC 180-51-066 for filing with the Code Reviser for proposed rule making under RCW 34.05.320.

**Motion** seconded

**Motion** carried

**Required Action Draft Rule**

**Motion** was made to approve the September 10 draft language implementing the accountability legislation for the required action districts for filing with the Code Reviser for proposed rule making under RCW 34.05.320.

**Motion** seconded

**Motion** carried

**GED Eligibility Draft Rule**

Draft rule was withdrawn as per discussion on Wednesday.

**Technical Fixes Draft Rule**

**Motion** was made to approve the draft language for technical changes to Title 180 WAC for filing with the Code Reviser for proposed rule making under RCW 34.05.320.

**Motion** seconded

**Motion** carried

**180-Day Waivers**

**Motion** was made to approve Tacoma School District's 180 day waiver requests of 19 days for the Tacoma School of the Arts, 19 days for the Science and Math Institute, and 11 days for Stewart Middle for one year only in 2010-11.

**Motion** seconded

**Motion** carried with one nay

**SBE Revised FY 11 Budget**

**Motion** was made to approve the Board's FY 2011 Revised Budget.

**Motion** seconded

**Motion** carried

**SBE 201-13 Draft Proposed Budget**

**Motion** was made to approve the Board's proposed FY 2012-13 budget to submit to the Governor.

**Motion** seconded

**Motion** carried

**Reflections**

Ms. Frank was encouraged by the Board's effective deliberation during the meeting, while taking into consideration students and state of the current budget issues.

Mr. Baca reminded everyone that today is Independence Day in Mexico and that September is National Hispanic Month.

Ms. Kastama was glad to hear that the Board believes that not one size fits all.

Mr. Smith feels it is an honor and privilege to sit on this Board. He thanked Dr. Dal Porto and Mr. Schuster for their commitment to the work of the Implementation Task Force.

Mr. Hughes feels privileged to be a member of the Board and commended the group for the good work during the meeting.

Ms. Ryan agreed with Mr. Hughes.

Mr. Liu also agreed with others about being a member of the Board.

Ms. Bragdon commended staff for the amount of thought and attention taken to facilitating the emotional discussion to get critical points across. It was a difficult task but we can feel good about the work done today.

Mr. Costanzo thanked the Board for their hard work and dedication. “Good job to everybody.”

Ms. Fletcher was happy that the Board could work together to come to a better product.

Mr. Dal Porto is glad that the Board members have learned how to agree to disagree and still come together with respect. He thanked the previous executive committee for their leadership in starting the graduation requirements process and passing on a good product to the new committee. He thanked Mr. Vincent for his leadership as Chair of the Board and his facilitation of the process at this meeting.

Mr. Vincent thanked the staff for their work in helping the Board come to a decision today.

The meeting was adjourned at 4:30 p.m. by Chair Vincent

# Approval of Private Schools

## BACKGROUND

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. A more complete description is attached for reference.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

## POLICY CONSIDERATION

Approval under RCW 28A.195.040 and Chapter 180-90 WAC.

## EXPECTED ACTION

- The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2010-11 school year.

Private Schools for Approval

2010-11

| School Information | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County |
|---|---|---|---|---|---|
| Koinonia Maxine Mimms Academy<br>Jewell Holliday<br>3019 S Angeline St<br>Seattle WA 98118-2170<br>206.721.2446 | P-12 | 15 | 15 | 15 | King |
| Red Barn Learning Center<br>Kimberly Gilreath<br>15520 Main St NE<br>(Mail: PO Box 1344  Duvall 98019-1344)<br>Duvall WA 98019<br>425.844.8608 | P-3 | 62 | 22 | 0 | King |

# The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

## STRATEGIC PLAN DASHBOARD

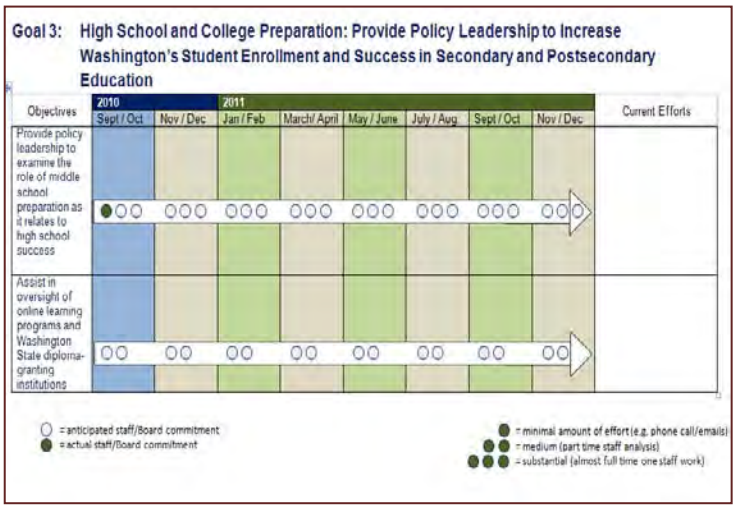
### BACKGROUND

In September 2010, SBE approved the Strategic Plan. To ensure that this plan continues to guide SBE work, staff created the strategic plan dashboard.

### SUMMARY

The strategic plan dashboard has several components:

**Part One:** Goal overview and progress bar



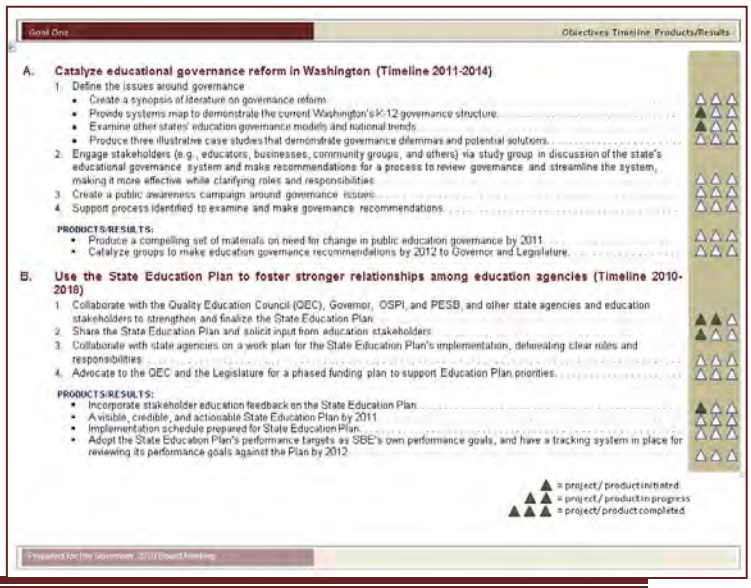

In the example left, goal 3, row 1 shows anticipated staff commitment ○○○ and the actual staff commitment ●○○ for September/October. The far right column, Current Efforts, provides notes describing work conducted during the current, two-month period.

| Key | |
|---|---|
| Top Blue | Primary goal |
| Left Column | Primary objectives for the goal |
| Colored Columns | Time progression for 2010-2011 |
| Rows | Progress in meeting goals in two-month periods. The rows show anticipated staff commitment and actual staff commitment. |
| Bottom | Key. The numbers of circles in each month are representative of the anticipated staff commitment as set forth in the strategic plan. |

**Part Two:** Objectives / Products / Results

The second page describes our specific objectives and our anticipated products and results. The progress is represented by △△△, with the number of triangles filled in reflecting the following:

▲ = project/ product initiated
▲▲ = project/ product in progress
▲▲▲ = project/ product completed




### POLICY CONSIDERATION

None

### EXPECTED ACTION

None

# The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Teaching

## Goal 1: Governance: Advocate for an effective, accountable governance structure for public education in Washington

| Objectives | 2010 | | 2011 | | | | | | Current Efforts |
|---|---|---|---|---|---|---|---|---|---|
| | Sept / Oct | Nov / Dec | Jan / Feb | March/ April | May / June | July / Aug | Sept / Oct | Nov / Dec | |
| Catalyze education governance reform in Washington | ● ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | Correspondence[i] |
| Use the State Education Plan to foster stronger relationships among education agencies | ● ● | ○ ○ | ○ ○ | ○ ○ | ○ ○ | ○ ○ | ○ ○ | ○ ○ | Collaboration[ii] |

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone call/emails)
● ● = medium (part time staff analysis)
● ● ● = substantial (almost full time one staff work)

## A. Catalyze educational governance reform in Washington (Timeline 2011-2014)

1. Define the issues around governance
   - Create a synopsis of literature on governance reform. . . . . .
   - Provide systems map to demonstrate the current Washington's K-12 governance structure. . . . . .
   - Examine other states' education governance models and national trends. . . . . .
   - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions. . . . . .
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities. . . . . .
3. Create a public awareness campaign around governance issues. . . . . .
4. Support process identified to examine and make governance recommendations. . . . . .

**PRODUCTS/RESULTS:**

- Produce a compelling set of materials on need for change in public education governance by 2011. . . . . .
- Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature. . . . . .

## B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan. . . . . .
2. Share the State Education Plan and solicit input from education stakeholders. . . . . .
3. Collaborate with state agencies on a work plan for the State Education Plan's implementation, delineating clear roles and responsibilities. . . . . .
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities. . . . . .

**PRODUCTS/RESULTS:**

- Incorporate stakeholder education feedback on the State Education Plan. . . . . .
- A visible, credible, and actionable State Education Plan by 2011. . . . . .
- Implementation schedule prepared for State Education Plan. . . . . .
- Adopt the State Education Plan's performance targets as SBE's own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012. . . . . .

= project / product initiated
= project / product in progress
= project/ product completed

# The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Teaching

## Goal 2: Achievement: Provide Policy Leadership for Closing the Academic Achievement Gap

| Objectives | 2010 | | 2011 | | | | | | Current Efforts |
|---|---|---|---|---|---|---|---|---|---|
| | Sept / Oct | Nov / Dec | Jan / Feb | March/ April | May / June | July / Aug | Sept / Oct | Nov / Dec | |
| Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students of poverty, and English Language learners | ●● ○ | ○○○ | ○○○ | ○○○ | ○○○ | ○○○ | ○○○ | ○○○ | Products[iii]<br>Presentations[iv] |
| Advocate for high quality early learning experiences for all children along the K-3 grade educational continuum | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

## A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners (2010-2014)

1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap. . . . . ▲ △ △
2. Together with OSPI, implement the Required Action process for lowest achieving schools. . . . . ▲ △ △
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index. . . . . △ △ △
4. Work with stakeholders to assess the school improvement planning rules. . . . . △ △ △
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed. . . . . △ △ △
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE . . . . . △ △ △

**PRODUCTS/RESULTS:**

- Use data to turn the spotlight on schools that are closing the achievement gap. . . . . △ △ △
- Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011. . . . . △ △ △
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012. . . . . △ △ △
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program. . . . . ▲ ▲ △
- Create district and state level data on SBE Accountability Index. . . . . ▲ ▲ △
- Work with stakeholders on creating performance measures on college and career readiness. . . . . ▲ △ △
- Revise school improvement plan rules. . . . . △ △ △
- Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal #3. . . . . ▲ △ △
- Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions. . . . . △ △ △
- Incorporate stakeholders' perspectives on their educational experiences in SBE decisions. . . . . △ △ △

## B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum (2010-2018)

1. Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes. . . . . △ △ △
2. Promote early prevention and intervention for K-3 grade students at risk for academic difficulties. . . . . △ △ △

**PRODUCTS/RESULTS:**

- SBE will support bills that increase access to high quality early learning experiences. . . . . △ △ △
- Create case studies of schools that succeed in closing academic achievement gaps in grades K-3. . . . . ▲ △ △

▲ = project / product initiated
▲ ▲ = project / product in progress
▲ ▲ ▲ = project/ product completed

# The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Teaching

## Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

| Objectives | 2010 | | 2011 | | | | | | Current Efforts |
|---|---|---|---|---|---|---|---|---|---|
| | Sept / Oct | Nov / Dec | Jan / Feb | March/ April | May / June | July / Aug | Sept / Oct | Nov / Dec | |
| Provide leadership for state-prescribed graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship | | | | | | | | | Presentations[v] |
| Create a statewide advocacy strategy to increase postsecondary attainment | | | | | | | | | Meetings[vi]<br>Products[vii] |

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

## A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship (2010-2018)

1. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements. . . . . ▲▲△
2. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials. . . . . △△△
3. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies. . . . . ▲▲△

**PRODUCTS/RESULTS:**

- Adopt new rules and related policies for the revised graduation requirements by 2011-12. . . . . ▲△△
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support. . . . . ▲△△
- Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter. . . . . △△△

## B. Create a statewide advocacy strategy to increase post-secondary attainment (2010-2014)

1. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies. . . . . ▲△△
2. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education. . . . . △△△

**PRODUCTS/RESULTS:**

- Develop a "road map" of state strategies for improving Washington students' chance for participation and success in post-secondary education; document progress annually. . . . . △△△
- Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal #2. . . . . △△△
- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs. . . . . △△△

▲ = project / product initiated
▲▲ = project / product in progress
▲▲▲ = project/ product completed

# The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Teaching

## Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

| Objectives | 2010 | | 2011 | | | | | | Current Efforts |
|---|---|---|---|---|---|---|---|---|---|
| | Sept / Oct | Nov / Dec | Jan / Feb | March/ April | May / June | July / Aug | Sept / Oct | Nov / Dec | |
| Provide policy leadership to examine the role of middle school preparation as it relates to high school success | | | | | | | | | |
| Assist in oversight of online learning programs and Washington State diploma-granting institutions | | | | | | | | | |

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

## C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success (2011-2013)

1. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a high school and beyond planning process in middle school. . . . . ▲ △ △
2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school. . . . . △ △ △

**PRODUCTS/RESULTS:**

- Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require. . . . . △ △ △
- Develop middle school policy recommendations to SBE via advisory group by 2012. . . . . △ △ △

## D. Assist in oversight of online learning programs and Washington State diploma-granting institutions (2011-2012)

1. Examine policy issues related to the oversight of online learning for high school credits. . . . . △ △ △
2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria. . . . . △ △ △

**PRODUCTS/RESULTS:**

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012. . . . . △ △ △
- Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011. . . . . △ △ △

▲ = project / product initiated
▲▲ = project / product in progress
▲▲▲ = project/ product completed

# The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Teaching

## Goal 4: Math & Science: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

| Objectives | 2010 | | 2011 | | | | | | Current Efforts |
|---|---|---|---|---|---|---|---|---|---|
| | Sept / Oct | Nov / Dec | Jan / Feb | March/ April | May / June | July / Aug | Sept / Oct | Nov / Dec | |
| Provide system oversight for math and science achievement | ● ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | ○ ○ ○ | Changed Math Rule<br>Presentations[viii]<br>Collaboration[ix] |
| Strengthen science high school graduation requirements | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Provisional Graduation Requirements |

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

## A. Provide system oversight for math and science achievement (2010-2012)

1. Advocate for meeting the State Education Plan goals for improved math and science achievement. . . . . ▲ △ △
2. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement. . . . . △ △ △
3. Monitor and report trends in Washington students' math and science performance relative to other states and countries. . . . . △ △ △
4. Establish performance improvement goals in science and mathematics on the state assessments. . . . . △ △ △

**PRODUCTS/RESULTS:**

- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington. . . . . △ △ △
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries. . . . . △ △ △
- Adopt performance goals and a timetable for improving achievement in math and science assessments. . . . . △ △ △

## B. Strengthen science high school graduation requirements (2010-2015)

1. Increase high school science graduation requirements from two to three science credits. . . . . ▲ △ △
2. Work with the HECB in requiring three science credits for four-year college admissions requirements. . . . . ▲ △ △
3. Consult with OSPI on the development of state science end-of-course assessments. . . . . ▲ △ △

**PRODUCTS/RESULTS:**

- Add third credit in science rule change for Class of 2018; with alignment to the HECB by 2011. . . . . ▲ △ △
- Request funding as phase-in for new science graduation requirements by 2013-15 biennium. . . . . △ △ △
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year. . . . . △ △ △

▲ = project / product initiated
▲▲ = project / product in progress
▲▲▲ = project/ product completed

# The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Teaching

## Goal 5: Effective Teaching: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

| Objectives | 2010 | | 2011 | | | | | | Current Efforts |
|---|---|---|---|---|---|---|---|---|---|
| | Sept / Oct | Nov / Dec | Jan / Feb | March/ April | May / June | July / Aug | Sept / Oct | Nov / Dec | |
| Review state and local efforts to improve quality teaching and education leadership for all students | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Joint report with PESB<br>Research[x] |
| Promote policies and incentives for teacher and leader quality in areas of mutual interest, and in improving district policies on effective and quality teaching | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Joint report with PESB |

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

## A. Review state and local efforts to improve quality teaching and educational leadership for all students (2010-2018)

1. Provide a forum for reporting on teacher and principal evaluation pilot programs. . . . . △△△
2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days. . . . . △△△

**PRODUCTS/RESULTS:**

- Hold joint Board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and Merit school evaluations in 2011 and 2012. . . . . ▲△△
- Discontinue 180 day waivers by 2015 (contingent on state funding) . . . . . △△△

## B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching (2010-2014)

1. Examine issues and develop recommendations on state policies related to:
   - Effective models of teacher compensation. . . . . △△△
   - Equitable distribution of highly effective teachers, including those from diverse backgrounds. . . . . △△△
   - Effective new teacher induction systems. . . . . △△△
   - Effective evaluation systems. . . . . △△△
   - Reduction in out-of-endorsement teaching. . . . . △△△
   - Effective math and science teachers. . . . . △△△

**PRODUCTS/RESULTS:**

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 legislative sessions. . . . . △△△

▲ = project / product initiated
▲▲ = project / product in progress
▲▲▲ = project/ product completed

[i] Correspondence with the University of Washington Evans School, School of Education
[ii] Meetings with PESB, DEL, Governor's office, and OSPI
[iii] Continued Education reform development
[iv] Presentation to the Race and Pedagogy conference
[v] Presentations: Youth Academy, QEC,AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference
[vi] Met with the Higher Education Coordinating Board
[vii] Continued work on the Education Reform Plan
[viii] Math presentation in the September Board meeting
[ix] Staff participation in STEM plan meetings (September and October)
[x] Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study

# WASHINGTON STATE GRADUATION REQUIREMENTS: CAREER AND COLLEGE READY

## BACKGROUND

At its September 2010 meeting, the SBE gave provisional approval to a revised framework of career and college ready graduation requirements. The revisions took into consideration stakeholder feedback the SBE received on its original 2008 Core 24 proposal, and the policy recommendations forwarded to the SBE from the Core 24 Implementation Task Force. Since September, the SBE has reached out to stakeholders in numerous ways, through face-to-face and webinar presentations, online materials (PowerPoint presentations, handouts, meeting highlights), and an online survey. The survey has generated over 4,000 responses to date, and will not be taken down until November 1. Although it is not a random survey, the responses provide a snapshot of issues on the minds of those who took the time to complete it.

## POLICY CONSIDERATIONS

For the purpose of making a decision on the final graduation requirements framework, board members will be asked to come to agreement on:

- Clarifications/refinements to the core graduation credit requirements and policy recommendations approved in September 2010.
- Changes to the high school and beyond plan.
- Changes to the culminating project (time permitting).

## EXPECTED ACTION

Approve the final high school graduation requirements framework resolution, including changes to the credit framework and accompanying policy recommendations.

## SECTION ONE: GRADUATION REQUIREMENTS CREDIT FRAMEWORK CLARIFICATIONS

Since publication of the proposed graduation frameworks, several issues have emerged that require clarification.

**Automatic enrollment**: The SBE expressed its intent for students to be automatically enrolled in all of the career and college ready requirements, unless their educational and career goals, as expressed in their high school and beyond plan, would be met more effectively with different courses. The SBE also specified which credit requirements were flexible, and which were not. For purposes of discussion, two statements are contrasted below. Which statement best describes the process the SBE envisions for students electing courses other than those in the automatic pathway?

Process prescribed by state: Stipulate in rule the same type of consent process currently in place for the third credit of math: Student, parent, and high school staff meet to agree that the choice to change from the automatic enrollment requirements better fits with the student's educational and career goals as expressed in the student's high school and beyond plan. Each party signs off. This process may be initiated as early as the end of the eighth grade year, but must be initiated by the end of the tenth grade year.

Process prescribed by districts: Stipulate in rule that districts will establish written policies/procedures outlining a process for students to change from the automatic enrollment requirements to courses that better fit with the student's educational and career goals as expressed in the student's high school and beyond plan. This process may be initiated as early as the end of the eighth grade year, but must be initiated by the end of the tenth grade year.

**Health and Fitness**. The SBE listed fitness among the student choice requirements because current statute[1] allows individual students to be excused from participation in physical education for a variety of reasons. In addition, another statute[2] stipulates that "Beginning with the 2011-2012 school year, any district waiver of exemption policy from physical education requirements for high school students should be based upon meeting both health and fitness curricula concepts as well as alternative means of engaging in physical activity, but should acknowledge students' interests in pursuing their academic interests." Health and fitness is unique, among the basic education act learning goals,[3] in having statutory provisions allowing waivers for high school students, and those waivers apply only to fitness (physical education).

For this reason, the SBE did not list fitness as a "mandatory" course because the statutory language suggests that while all students are held accountable for meeting health and fitness standards, students do not necessarily need to have fitness credits to graduate. The SBE listed .5 credit of health as a mandatory course because the statute does not permit students to be excused from health.

Concerns have been expressed by some stakeholders that the portrayal of fitness as a "student choice" will lead more students to be excused from physical education courses.

Language in the SBE's current rule[4] reads as follows:

> (e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).
>
> (i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. ***Such excused students shall be required to***

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[1] RCW 28A.230.050: All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction: PROVIDED, That individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.
[2] RCW 28A.210.365
[3] RCW 28A.150.210
[4] WAC 180-51-066

***substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.*** [emphasis added]

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

For purposes of discussion, two statements are contrasted below. Which statement best describes the SBE's intent for fitness?

Fitness intent #1: Retain the spirit of the SBE's current rule language which requires excused students to meet fitness standards and substitute equivalency credits in accordance with policies of district school boards.

Fitness intent #2: Retain the spirit of the SBE's current rule language which requires excused students to meet fitness standards, but permit students to substitute courses other than fitness for the fitness credits, as long as the courses substituted are consistent with the educational and career goals expressed in a student's high school and beyond plan.

**Local waivers of up to 2 credits**: In order to give students every opportunity to learn required knowledge and skills, the SBE provided flexibility for students to retake classes, if necessary, within the context of a regular school day by giving local administrators flexibility to waive up to two of the required 24 credits. In effect, this means that some students may graduate with as few as 22 credits. Because students cannot graduate without the "mandatory"[5] credits, practically speaking, this means that students who failed mandatory courses will not take 1-2 "student choice" classes in order to create room in their schedule to recover the failed classes.

Clarification of the SBE's intent will help direct the language for the rule. For purposes of discussion, two statements are presented below. Which statement best describes the conditions that would enable students to graduate with 22 or 23 credits? Or would both statements apply?

Waiver Rationale #1: Local administrators may waive up to 2 of the required 24 credits for students who failed 1-2 courses and retook them for credit. Students may not graduate without earning credit in the mandatory courses.

Waiver Rationale #2: Local administrators may waive up to 2 of the required 24 credits for students who failed 1-2 "student choice"[6] courses, but didn't retake them for credit. (For instance, if a student fails a student choice class, does the student need to retake that same class? Can the student take another class of interest as long as it is consistent with his or her high school and beyond plan? Or can the student just graduate with 23 credits?)

**Quantitative class in the senior year**: The SBE has deliberately structured the career and college ready requirements to more closely align with Washington's minimum four-year public college admission requirements, or College Academic Distribution Requirements (CADRs). One of the CADR requirements is a quantitative credit (math or science) earned in the senior year. The SBE

[5] Mandatory credits are English, math, science, social studies, arts, occupational education, and health.
[6] Student choice courses are arts, world languages, fitness, career concentration, and electives.

has made no mention of a quantitative credit in the senior year. Is it the intent of the Board to include this expectation in the rule when describing the automatic enrollment requirements?

## SECTION TWO: HIGH SCHOOL AND BEYOND PLAN AND CULMINATING PROJECT

The Meaningful High School Diploma (MHSD) Advisory Committee recommended changes to the High School and Beyond Plan (HSBP) and culminating project to increase consistency in implementation across districts, and explicitly connect the high school and beyond plan and the culminating project. Both requirements went into effect for the graduating class of 2008.

Reactions to the proposed changes to the HSBP and culminating project were solicited as part of the online survey, which will remain available until November 1. Staff will provide a summary of the responses at the November meeting.

**High School and Beyond Plan**. The HSBP proposal is presented below. In response to a Board member's request, a few examples of current high school and beyond plans are included in the SBE's "FYI" folder.[7]

High School and Beyond Plan[8] Proposal

The student's post-high school goals and interests, as expressed in the high school and beyond plan, shall become the basis for the student's culminating project. All students shall be required to complete a personally-relevant high school and beyond plan that includes reflective practice and shall include documentation (evidence) of a student's:

1. Personal interests and career goals.
2. Four-year plan for course-taking that is related to the student's interests and goals.
3. Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life based on personal and career interest.
5. Participation in a postsecondary site visit(s). (The committee talked about including the possibility of "virtual tours" of postsecondary institutions in lieu of actual visits).
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.

Although not explicitly part of the HSBP proposal recommendation, the list of events reinforces an expectation that the SBE has discussed repeatedly, and may want to reinforce: The HSBP is a dynamic *process*—rather than simply a checklist *product*—revisited, and if needed, revised regularly over the course of a student's secondary experience.

**Culminating Project.** The SBE's intent for the culminating project is expressed currently in rule, which states:

> *Each student shall complete a culminating project for graduation. The project shall consist of the students demonstrating both their learning competencies and preparations related to*

[7] Thanks to OSPI staff Mike Hubert and Danise Ackelson for collecting the example plans.

[8] Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.(WAC 180.51.066)

*learning goals three and four*[9]*. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.* **(**WAC 180-51-066)

The MHSD Advisory Committee proposed the following changes to the culminating project. The SBE is asked to consider the recommended changes and, time permitting, come to agreement on them. If time is short, the discussion can be tabled until January.

Culminating Project[10] Proposal

1. All students shall be required to complete a project or series of projects for graduation that is related to the student's post-high school goals and interests per their high school and beyond plan.
2. The project(s) shall include a portfolio, a presentation, and a product. The project(s) may also include, for example: a research or reflective paper, community service, job shadowing, internship, or other components deemed appropriate by the district.
3. The project(s) shall demonstrate the application of core academic skills and learning competencies from each of the following categories:
   - Learning and innovation skills (creativity and innovation, critical thinking and problem-solving, communication and collaboration).
   - Information, media, and technology skills.
   - Life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, financial literacy, leadership and responsibility, perseverance).
4. Assessment of skills and successful completion of the project shall be determined by the local school district.

**NEXT STEPS**

[9] Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and (4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

[10] Culminating project current rule: (i) *Each student shall complete a culminating project for graduation. The project shall consist of the students demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.* **(**WAC 180-51-066)

The following table summarizes the anticipated actions the SBE will take in the next six months to move the graduation requirements framework through the legislative[11] and rule-making process.

| Time Period | Action |
|---|---|
| November-December 2010 | • Review OSPI fiscal analysis.<br>• Approve final graduation requirements framework resolution.<br>• Advocate with Quality Education Council (QEC) for graduation requirements to be included among the priorities that the QEC agrees on December 14-15 2010 to forward to the 2011 Legislature.<br>• Meet with Higher Education Coordinating Board and State Board for Community and Technical Colleges to discuss common priorities and legislative strategies.<br>• Meet with key legislators to discuss SBE proposal.<br>• Draft legislation for introduction into 2011 session. |
| January-May 2010 | • Work with legislators on proposed SBE bill to authorize graduation requirements changes and appropriate funding for those with fiscal impact. |
| March 2010 | • Review and approve draft rules for graduation requirements changes. |
| May 2010 | • Hold public hearing on draft rules; give final approval, subject to legislative action. |

**EXPECTED ACTION**. Adopt the resolution (Attachment A).

[11] The Legislature has the opportunity to act on SBE changes to the high school graduation requirements before SBE adopts its administrative rule. Changes that have a fiscal impact on school districts will have a fiscal analysis conducted by the Office of Superintendent of Public Instruction (OSPI). Graduation requirements that have a fiscal impact shall take effect only if formally authorized and funded by the Legislature (RCW 28A.230.090). The SBE is committed to no additional, unfunded mandates, and will develop its administrative rule based upon Legislative action in 2011. The SBE will receive a fiscal analysis from OSPI at the November meeting.

**RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENTS: CAREER AND COLLEGE READY**

WHEREAS, Our children are our state's future and our education system must prepare them now for the challenges of the 21st century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support our education system, and

WHEREAS, Washington's Basic Education Act has stated that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, Despite a considerably changed world over the past 25 years, Washington students in the graduating class of 2011 are graduating under the same state credit requirements expected for the graduating class of 1985, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received,

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements in which all students will be automatically enrolled:

English: 4 credits
Math: 3 credits
Science: 3 credits (2 labs)
Social Studies: 3 credits (including .5 credit of civics)
Health: .5 credit
Occupational Education: 1 credit
Arts: 2 credits* (substitution allowed for one credit)
World Languages: 2 credits*
Fitness: 1.5 credits*
Career Concentration: 2 credits*
Electives: 2 credits*

Subjects that are asterisked have flexibility for substitutions, either because of state law (e.g., fitness) or because the State Board of Education is allowing students to make choices that will enable them to

pursue courses more consistent with the educational and career goals expressed in their high school and beyond plans. Up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements, and

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the culminating project to assure greater consistency of implementation across districts, and

BE IT FURTHER RESOLVED THAT It is the State Board of Education's intention, after the 2011 legislative session, to put those policy changes with no fiscal impact, as determined by the Office of Superintendent of Public Instruction, into effect for the graduating class of 2016. Within the current 20 credit framework, the following credits changes would be made:

- Increasing English from 3 to 4 credits
- Increasing Social Studies from 2.5 to 3 credits, including .5 credits of civics
- Designating .5 credit of health (while retaining 1.5 credits of fitness)

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional, no-cost policies, as determined by the Office of Superintendent of Public Instruction, to create more flexibility for districts to help students meet the graduation requirements. These policies would go into effect for the graduating class of 2016.

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the high school and beyond plan at the middle level, will be put into effect pending legislative approval and funding.

_____
Jeff Vincent, Chair

_____
Date

# RULES REVISION FOR TECHNICAL FIXES

## BACKGROUND

In 2009, the State Board of Education (SBE) began a periodic review of its rules, as stipulated by WAC 180-08-015. The review process is designed to fix outdated text and to align the rules with the current work of the Board.

At the September 2010 meeting, SBE staff presented draft revisions to SBE's rules to fix technical errors that have developed over time. Subsequent to Board approval, staff filed the proposed language with the Code Reviser and set a hearing date of Tuesday, November 9, 2010.

## POLICY CONSIDERATION

The SBE will conduct a hearing on the proposed revisions to Title 180 WAC, included in Attachment A. The revisions fix inaccurate references to rules and statutes. The inaccuracies have developed over time due to modifications or deletions of the referenced rules and statutes.

## EXPECTED ACTION

Adoption of the proposed revisions to Title 180 WAC.

**Attachment A**

AMENDATORY SECTION (Amending WSR 02-18-054, filed 8/28/02, effective 9/28/02)

**WAC 180-08-001 Purpose and authority.** (1) The purpose of this chapter is to establish the formal and informal procedures of the state board of education relating to rules adoption, protection of public records, and access to public records.

(2) The authority for this chapter is RCW 34.05.220 and ((~~42.17.250 through 42.17.348~~)) chapter 42.56 RCW.

AMENDATORY SECTION (Amending WSR 02-18-054, filed 8/28/02, effective 9/28/02)

**WAC 180-08-004 Definitions.** (1) As used in this chapter, "public record" includes any writing containing information relating to the conduct of government or the performance of any governmental or proprietary function prepared, owned, used, or retained by the state board of education, regardless of physical form or characteristics. Personal and other records cited in RCW ((~~42.17.310~~)) 42.56.210 are exempt from the definition of public record.

(2) As used in this chapter, "writing" means handwriting, typewriting, printing, photostating, photographing, use of facsimile and electronic communication, and every other means of recording any form of communication or representation, including letters, words, pictures, sounds, symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, motion picture, film and video recordings, magnetic or punched cards, disks, drums, diskettes, sound recordings, and other documents including existing data compilations from which data may be obtained or translated.

(3) The state board of education shall hereafter be referred to as the "board" or "state board."

AMENDATORY SECTION (Amending WSR 06-23-007, filed 11/2/06, effective 12/3/06)

**WAC 180-08-006 Public records officer--Access to public records--Requests for public records--Determination regarding**

**exempt records--Review of denials of public record requests--Protection of public records--Copying--Office hours.** (1) The state board's public records officer shall be the board's secretary (executive director) located in the administrative office of the board located in the Old Capitol Building, 600 South Washington, Olympia, Washington 98504-7206. The secretary (executive director) shall be responsible for implementation of the board's rules and regulations regarding release of public records and generally ensuring compliance by staff with the public records disclosure requirements in chapter ((~~42.17~~)) 42.56 RCW.

(2) Access to public records in the state board of education shall be provided in compliance with the provisions of RCW ((~~42.17.260~~)) 42.56.070.

(3) Requests for public records must comply with the following procedures:

(a) A request shall be made in writing to the secretary (executive director) or designee of the director. The request may be brought to the administrative office of the board during customary office hours or may be mailed, delivered by facsimile, or by electronic mail. The request shall include the following information:

(i) The name of the person requesting the record;

(ii) The time of day and calendar date on which the request was made;

(iii) The nature of the request;

(iv) If the matter requested is referenced within the current index maintained by the secretary (executive director), a reference to the requested information as it is described in such current index;

(v) If the requested matter is not identifiable by reference to the current index, an appropriate description of the record requested shall be provided.

(b) In all cases in which a member of the public is making a request, it shall be the obligation of the secretary (executive director), or person to whom the request is made, to assist the member of the public in succinctly identifying the public record requested.

(4)(a) The board reserves the right to determine that a public record requested in accordance with subsection (3) of this section is exempt under the provisions of RCW ((~~42.17.310 and 42.17.315~~)) 42.56.210. Such determination may be made in consultation with the secretary (executive director) or an assistant attorney general assigned to the board.

(b) Pursuant to RCW ((~~42.17.260~~)) 42.56.070, the board reserves the right to delete identifying details when it makes available or publishes any public record when there is reason to believe that disclosure of such details would be an unreasonable invasion of personal privacy: Provided, however, In each case, the justification for the deletion shall be explained fully in writing.

(c) Response to requests for a public record must be made promptly. Within five business days of receiving a public record request, the executive director shall respond by either:

(i) Providing the record;

(ii) Acknowledging that the board has received the request and providing a reasonable estimate of the time required to respond to the request; or

(iii) Denying the public record request.

(d) Additional time required to respond to a request may be based upon the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, or to determine whether any of the information requested is exempt and that a denial should be made as to all or part of the request. In acknowledging receipt of a public record request that is unclear, the executive director may ask the requester to clarify what information the requester is seeking. If the requester fails to clarify the request within five working days of being asked for said clarification, the executive director need not respond to it.

(5) All denials of request for public records must be accompanied by a written statement, signed by the secretary (executive director) or designee, specifying the reason for the denial, a statement of the specific exemption authorizing the withholding of the record, and a brief explanation of how the exemption applies to the public record withheld.

(6)(a) Any person who objects to the denial of a request for a public record may petition for prompt review of such decision by tendering a written request for review. The written request shall specifically refer to the written statement which constituted or accompanied the denial.

(b) The written request by a person petitioning for prompt review of a decision denying a public record shall be submitted to the board's secretary (executive director) or designee.

(c) Within two business days after receiving a written request by a person petitioning for a prompt review of a decision denying a public record, the secretary (executive director) or designee shall complete such review.

(d) During the course of the review the secretary (executive director) or designee shall consider the obligations of the board to comply fully with the intent of chapter ((~~42.17~~)) 42.56 RCW insofar as it requires providing full public access to official records, but shall also consider both the exemptions provided in RCW ((~~42.17.310 through 42.17.315~~)) 42.56.210 and 42.56.510, and the provisions of the statute which require the board to protect public records from damage or disorganization, prevent excessive interference with essential functions of the board, and prevent any unreasonable invasion of personal privacy by deleting identifying details.

(7) Public records and a facility for their inspection will be provided by the secretary (executive director) or designee. Such records shall not be removed from the place designated for their inspection. Copies of such records may be arranged for according to the provisions of subsection (8) of this section.

(8) No fee shall be charged for the inspection of public records. The board may impose a charge for providing copies of public records and for the use by any person of agency equipment to

copy public records. Copying charges shall be reasonable and conform with RCW ((~~42.17.300~~)) 42.56.120. No person shall be released a record so copied until and unless the person requesting the copied public record has tendered payment for such copying to the appropriate official. All charges must be paid by money order, check, or cash in advance.

(9) Public records shall be available for inspection and copying during the customary office hours of the administrative office of the board. For the purposes of this chapter, the customary office hours shall be from 8:00 a.m. to 5:00 p.m., Monday through Friday, excluding legal holidays and dates of official state board of education business requiring all board staff to be away from the office.

AMENDATORY SECTION (Amending WSR 02-18-054, filed 8/28/02, effective 9/28/02)

**WAC 180-08-008 Administrative practices regarding hearings and rule proceedings.** (1) Administrative practices before and pertaining to the state board of education are governed by the state Administrative Procedure Act, chapter 34.05 RCW, the Washington State Register Act, chapter 34.08 RCW, and the Office of Administrative Hearings Act, chapter 34.12 RCW. These acts govern the conduct of "agency action"; the conduct of "adjudicative proceedings"; and "rule making" as these terms are defined in RCW 34.05.010.

(2) The rules of the state code reviser (currently set forth in chapter((~~s 1-08 and~~)) 1-21 WAC) and the rules of the office of administrative hearings (currently set forth in chapter 10-08 WAC) shall govern procedures and practices before the state board of education for the following: Petitions for declaratory rulings; petitions for adoption, amendment, or repeal of a rule; and the conduct of adjudicative proceedings. All other regulatory actions and hearings conducted by the state board of education may be conducted informally at the discretion of the state board of education.

AMENDATORY SECTION (Amending WSR 02-18-053, filed 8/28/02, effective 9/28/02)

**WAC 180-16-162 Strike defined--Presumption of approved program operation--Strikes--Exception--Approval/disapproval of program during strike period--Work stoppages and maintenance of approved programs for less than one hundred eighty days not condoned.** (1) Strike defined. For the purpose of this section the term "strike" shall mean: A concerted work stoppage by employees of a school district of which there has been a formal declaration by their recognized representative and notice of the declaration has been provided to the district by the recognized representative at least two calendar school days in advance of the actual stoppage.

(2) Presumption of approved program. It shall be presumed that all school days conducted during a school year for which the state board of education has granted annual program approval are conducted in an approved manner, except for school days conducted during the period of a strike. The following shall govern the approval or disapproval of a program conducted during the period of a strike:

(a) Upon the submission of a written complaint of substandard program operation by a credible observer, the state superintendent of public instruction may investigate the complaint and program being operated during the strike.

(b) The district's program shall be deemed disapproved if the investigation of the state superintendent establishes a violation of one or more of the following standards or, as the case may be, such deviations as have been approved by the state board:

(i) All administrators must have proper credentials;

(ii) WAC 180-16-220((~~(2)~~)) (1) which requires that all teachers have proper credentials;

(iii) The school district shall provide adequate instruction for all pupils in attendance;

(iv) Adequate provisions must be made for the health and safety of all pupils;

(v) The local district shall have a written plan for continuing the school program during this period; and

(vi) The required ratio of enrolled pupils to certificated personnel for the first five days shall not exceed 60 to 1, for the next five days shall not exceed 45 to 1 and thereafter shall not exceed 30 to 1.

(c) Program disapproval shall be effective as of the day following transmittal of a notice of disapproval by the state superintendent and shall apply to those particular school days encompassed in whole or in part by the remainder of the strike period.

(d) The decision of the state superintendent shall be final except as it may be reviewed by and at the option of the state board of education.

(e) The program shall be deemed approved during those days of operation for which a trial court order ordering striking employees to work is in effect.

(3) Work stoppages. Nothing in this section or WAC 180-16-191 through 180-16-225 shall be construed as condoning or authorizing any form of work stoppage which disrupts any portion of the planned educational program of a district or the maintenance of an approved program for less than the minimum number of school days required by law, except as excused for apportionment purposes by the superintendent of public instruction pursuant to RCW 28A.150.290.

AMENDATORY SECTION (Amending WSR 90-17-009, filed 8/6/90, effective 9/6/90)

**WAC 180-16-164 Work stoppages and maintenance of approved programs for less than 180 days not condoned.** Nothing in WAC 180-16-162, 180-16-163 or 180-16-191 through ((~~180-16-240~~)) 180-16-225 shall be construed as condoning or authorizing any form of work stoppage which disrupts the planned educational program of a district, or any portion thereof, or the maintenance of an approved program for less than the minimum number of school days required by law except as excused for apportionment purposes by the superintendent of public instruction pursuant to RCW 28A.150.290.

AMENDATORY SECTION (Amending WSR 04-23-008, filed 11/4/04, effective 12/5/04)

**WAC 180-16-220 Supplemental basic education program approval requirements.** The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).

(1) **Current and valid certificates.** Every school district employee required by WAC ((~~180-79A-140~~)) 181-79A-140 to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC ((~~180-82-105, 180-82-120, and 180-82-125~~)) 181-82-105, 181-82-120, and 181-82-125,

respectively.

(2) **Annual school building approval.**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:

(i) Supporting the goal of basic education under RCW 28A.150.210, ". . .to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. . .";

(ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and

(iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

(c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

(d) The school improvement plan shall address, but is not limited to:

(i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;

(ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

(3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.

(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan

for the purposes of this section.

(5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

AMENDATORY SECTION (Amending WSR 10-10-007, filed 4/22/10, effective 5/23/10)

**WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.** (1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW ((~~28A.150.220(5)~~)) 28A.305.140 and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under WAC 180-18-050 (3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW ((~~28A.150.220(5)~~)) 28A.305.140 and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district.

(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

AMENDATORY SECTION (Amending WSR 10-10-007, filed 4/22/10, effective 5/23/10)

**WAC 180-18-050 Procedure to obtain waiver.** (1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 (1) and (3) shall occur at a state board

meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least fifty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW ((~~28A.150.220(5)~~)) 28A.305.140 and WAC 180-16-215. The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

(b) A district is not eligible to develop and implement a plan under this section if:

(i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or

(ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC 180-18-040.

(c) A district shall involve staff, parents, and community members in the development of the plan.

(d) The plan can span a maximum of three school years.

(e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.

(f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.

(g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This

maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

| Scenario | Number of learning improvement days funded by state for a given school year | Maximum number of waived days allowed under this section for the same school year |
|---|---|---|
| A | 0 | 3 |
| B | 1 | 2 |
| C | 2 | 1 |
| D | 3 or more | 0 |

(h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:

(i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;

(ii) Reducing the achievement gap for student subgroups;

(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:

(i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;

(ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;

(iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;

(iv) Implement strategies designed to recruit, place, and retain effective staff;

(v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;

(vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;

(viii) Institute a system for measuring changes in instructional practices resulting from professional development;

(ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;

(x) Develop teacher and school leader effectiveness;

(xi) Implement a school-wide "response-to-intervention" model;

(xii) Implement a new or revised instructional program;

(xiii) Improve student transition from middle to high school through transition programs or freshman academies;

(xiv) Develop comprehensive instructional strategies;

(xv) Extend learning time and community oriented schools.

(j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.

(k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:

(i) Members of the plan's development team;

(ii) Dates and locations of public hearings;

(iii) Number of school days to be waived and for which school years;

(iv) Number of late-start and early-release days to be eliminated, if applicable;

(v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;

(vi) Description of how the plan aligns with the district and school improvement plans;

(vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;

(viii) Description of the innovative nature of the proposed strategies;

(ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and

(x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.

(l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.

(m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:

(i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;

(ii) Reducing the achievement gap for student subgroups;

(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.

(o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC 180-18-040(1) and subsections (1) and (2) of this section.

AMENDATORY SECTION (Amending WSR 06-23-006, filed 11/2/06, effective 12/3/06)

**WAC 180-38-020 Definitions.** The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

(1) "Student" shall mean the same as defined for "child" in RCW 28A.210.070(6).

(2) "Chief administrator" shall mean the same as defined in RCW 28A.210.070(1).

(3) "Full immunization" shall mean the same as defined in RCW 28A.210.070(2).

(4) "Schedule of immunization" shall mean the beginning or continuing of a course of immunization, including the conditions for private school attendance when a child is not fully immunized, as prescribed by the state board of health (((~~WAC 246-100-166(5)~~)) chapter 246-100 WAC).

(5) "Certificate of exemption" shall mean the filing of a statement exempting the child from immunizations with the chief administrator of the private school, on a form prescribed by the department of health, which complies with RCW 28A.210.090.

(6) "Exclusion" shall mean the case or instance when the student is denied initial or continued attendance due to failure to submit a schedule of immunization, or a certificate of exemption in accordance with RCW 28A.210.120.

(7) "School day" shall mean each day of the school year on which students enrolled in the private school are engaged in educational activity planned by and under the direction of the staff, as directed by the chief administrator and applicable governing board of the private school.

(8) "Parent" shall mean parent, legal guardian, or other adult *in loco parentis*.

AMENDATORY SECTION (Amending WSR 02-14-125, filed 7/2/02, effective 8/2/02)

**WAC 180-52-070 Approved standardized tests for use by students receiving home-based instruction--Examples--Assistance.** (1)(a) Pursuant to RCW 28A.200.010((~~(3)~~)), the state board of education will provide a list of examples of standardized achievement tests that a parent may use to assess and determine whether their child is making reasonable academic progress.

(b) Tests on the list are approved by the state board of education on the basis that they are standardized achievement tests.

(c) Parents may use a standardized test that does not appear on the list of examples if it has been evaluated by a test evaluation organization recognized by the state board of education and cited on the state board web page.

(d) Parents may contact the state board of education office for assistance in determining if a test of their choosing that is not on the list of examples is standardized.

(2) The list of examples of standardized achievement tests shall be:

(a) Made available on the web page of the state board;

(b) Included in the following publication of the office of the superintendent of public instruction, "*Washington's State Laws Regulating Home-Based Instruction*"; and

(c) Provided on request.

(3) The list of examples of standardized achievement tests on the state board web page may not be changed without prior approval of the state board of education.

AMENDATORY SECTION (Amending WSR 04-20-093, filed 10/5/04, effective 11/5/04)

**WAC 180-72-050 Adult education defined.** For the purpose of this chapter "adult education" shall be defined as set forth in RCW 28B.50.030((~~(12)~~)) which provides as follows: "Adult education" shall mean all education or instruction, including academic, vocational education or training, basic skills and literacy training, and "occupational education" (((~~WAC 180-51-061(2)~~)) chapter 180-51 WAC) provided by public educational institutions and community-based organizations, including common school districts for persons who are eighteen years of age and over or who hold a high school diploma or certificate: However, "adult education" shall not include academic education or instruction for persons under twenty-one years of age who do not hold a high school degree or diploma and who are attending a public high school for the sole purpose of obtaining a high school diploma or certificate: Nor shall "adult education" include education or instruction provided by any four year public institution of higher education.

AMENDATORY SECTION (Amending WSR 03-04-053, filed 1/29/03, effective 3/1/03)

**WAC 180-90-112 Definitions.** The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Approved private school" means a nonpublic school or nonpublic school district conducting a program consisting of kindergarten and at least grade one, or a program consisting of any or all of grades one through twelve which has been approved by the state board of education in accordance with the minimum standards for approval as prescribed in this chapter.

(2)(a) "Reasonable health requirements" means those standards contained in chapter ((~~248-64~~)) 246-366 WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter ((~~48.48~~)) 43.44 RCW.

(3)(a) "Minor deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel, and which does not raise a question as to the ability of the school to provide an educational program which is in substantial compliance with the minimum standards set forth in WAC 180-90-160, and which, therefore, does not preclude the granting of full approval.

(b) "Major deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel but raises a question as to the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160, but is not so serious as to constitute an unacceptable deviation.

(c) "Unacceptable deviation" means a variance from the standards established by these regulations which either:

(i) Constitutes a serious, imminent threat to the health or safety of students or school personnel; or

(ii) Demonstrates that the school is not capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160.

(4) "Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

(5)(a) "Non-Washington state certificated teacher" means a person who has:

(i) A K-12 teaching certificate from a nationally accredited preparation program, other than Washington state, recognized by the U.S. Department of Education; or

(ii) A minimum of forty-five quarter credits beyond the baccalaureate degree with a minimum of forty-five quarter credits in courses in the subject matter to be taught or in courses closely related to the subject matter to be taught; or

(iii) A minimum of three calendar years of experience in a specialized field. For purposes of this subsection the term "specialized field" means a specialized area of the curriculum where skill or talent is applied and where entry into an occupation in such field generally does not require a baccalaureate degree, including, but not limited to, the fields of art, drama, dance, music, physical education, and career and technical or occupational education.

(b) "Exceptional case" means that a circumstance exists within a private school in which:

(i) The educational program offered by the private school will be significantly improved with the employment of a non-Washington state certificated teacher. Each teacher not holding a valid Washington state certificate shall have experience or academic preparation appropriate to K-12 instruction and consistent with the school's mission. Such experience or academic preparation shall be consistent with the provisions of (c) of this subsection; and

(ii) The school which employs a non-Washington state certificated teacher or teachers pursuant to this subsection employs at least one person certified pursuant to rules of the state board of education and (c) of this subsection to every twenty-five FTE students enrolled in grades kindergarten through twelve. The school will report the academic preparations and experience of each teacher providing K-12 instruction; and

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section and as verified by the private school, meets the age, good moral character, and personal fitness requirements of WAC ((~~180-79A-150~~)) 181-79A-150 (1) and (2), has not had his or her teacher's certificate revoked by any state or foreign country. (WAC ((~~180-79A-155~~)) 181-79A-155 (5)(a).)

(c) "Unusual competence": As applied to an exceptional case wherein the educational program as specified in RCW 28A.195.010 and WAC 180-90-160(7) will be significantly improved with the employment of a non-Washington state certificated teacher as defined in (a) of this subsection.

(d) "General supervision" means that a Washington state certificated teacher or administrator shall be generally available at the school site to observe and advise the teacher employed under provision of (c) of this subsection and shall evaluate pursuant to policies of the private school.

AMENDATORY SECTION (Amending Order 21-88, filed 12/14/88)

**WAC 180-96-040 Regular high school education program--Definition.** As used in this chapter the term "regular high school education program" means a secondary education program operated pursuant to chapters ((~~180-50~~)) 392-410 and 180-51 WAC leading to the issuance of a high school diploma.

# RULES REVISION FOR ACCOUNTABILITY

## BACKGROUND

The 2010 Legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving (PLA) Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading. The State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) were both given authority to develop rules in order to implement E2SSB 6696.

At the September 2010 meeting, SBE staff presented draft rules for the Required Action District process. Subsequent to Board approval, staff filed the proposed language with the Code Reviser and set a hearing date of Tuesday, November 9, 2010.

## POLICY CONSIDERATION

The SBE will conduct a hearing on the proposed revisions to create a new chapter in Title 180 WAC for accountability. The proposed revisions are included in Attachment A. Beginning in January 2011 and annually thereafter, the SBE would designate one or more districts for Required Action based on recommendations from the Superintendent of Public Instruction. By May 15, 2011 and annually thereafter the SBE will approve the Required Action District's plan or notify the Required Action District if its plan is not approved with the reasons why. Processes are also provided to address Required Action Districts that reach an impasse or that must revise their plans.

## EXPECTED ACTION

Adoption of the proposed rules for Chapter 180-17 WAC.

**Attachment A**

# Chapter 180-17 WAC

## ACCOUNTABILITY

NEW SECTION

**WAC 180-17-010 Designation of required action districts.** In January of each year, the state board of education shall designate as a required action district a school district recommended by the superintendent of public instruction for such designation.

NEW SECTION

**WAC 180-17-020 Process for submittal and approval of required action plan.** (1) Except as otherwise provided in WAC 180-17-030, school districts designated as required action districts by the state board of education shall develop a required action plan according to the following schedule:

(a) By April 15th of the year in which the district is designated, a school district shall submit a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in RCW 28A.657.050.

(b) By May 1st of the year in which the district is designated, a school district shall submit a required action plan approved by the superintendent of public instruction to the state board of education for approval.

(2) The state board of education shall, by May 15th of each year, either:

(a) Approve the school district's required action plan; or

(b) Notify the school district that the required action plan has not been approved stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty days of notification that its plan was

rejected. The state board of education shall approve the school district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050; or

(b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten days of the notification that the plan was rejected. The review panel shall consider and issue a decision regarding a district's request for reconsideration to the state board of education by no later than June 10th. The state board of education shall consider the recommendations of the panel and issue a decision in writing to the school district and the panel by no later than June 20th. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education by July 30th. The state board of education shall approve the plan by no later than August 10th if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within twenty days of the panel's decision. The state board of education shall approve the district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050.

NEW SECTION

**WAC 180-17-030 Process for submittal and approval of a required action plan when mediation or superior court review is involved.** (1) By April 1st of the year in which a school district is designated for required action, it shall notify the superintendent of public instruction and the state board of education that it is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. Mediation with the public employment relations commission must commence no later than April 15th.

(2) If the parties are able to reach agreement in mediation, the following timeline shall apply:

(a) A school district shall submit its required action plan according to the following schedule:

(i) By June 1st, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.

(ii) By June 10th, the school district shall submit its required action plan to the state board of education for approval.

(b) The state board of education shall, by June 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

(3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in RCW 28A.657.050. After receipt of the superior court's decision, the following timeline shall apply:

(a) A school district shall submit its revised required action plan according to the following schedule:

(i) By June 30th, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.

(ii) By July 7th, the school district shall submit its revised required action plan to the state board of education for approval.

(b) The state board of education shall, by July 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

NEW SECTION

**WAC 180-17-040 Failure to submit or receive approval of a required action plan.** The state board of education shall direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

NEW SECTION

**WAC 180-17-050 Release of a school district from designation as a required action district.** (1) The state board of education shall release a school district from designation as a required action district upon recommendation by the superintendent of public

instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW 28A.657.100.

(2) If the board determines that the required action district has not met the requirements for a release in RCW 28A.657.100, the school district shall remain in required action and submit a new or revised required action plan under the process and timeline as prescribed in WAC 180-17-020 or 180-17-030.

# JOINT MEETING WITH THE PROFESSIONAL EDUCATOR STANDARDS BOARD (PESB)

## BACKGROUND INFORMATION / PREVIOUS BOARD ACTION

Annually, the PESB and the SBE meet jointly to discuss areas in which the individual roles and responsibilities of each board may come together collaboratively to expedite improvements to our education system and increase student learning results.

This year, our focus is twofold:

1. Development and equitable distribution of a highly-effective educator workforce; and
2. The emerging state education plan and how the SBE and PESB can work together to ensure its success.

There are background cover sheets and/or reading materials in preparation for each of four components of the joint meeting agenda:

1. Results of Study of Pay Incentives for National Board Certified Teachers to Teach in High Need Schools
2. Improving Educator Workforce Development and Local Staffing Practices
3. State Education Reform Plan and PESB / SBE Strategic Plan
4. Issues for Joint Advocacy During 2011 Legislative Session

A more detailed, timed agenda follows this cover memo.

## POLICY CONSIDERATION

Note a significant amount of time is reserved for members to pose questions, engage in discussion, and suggest strategies for each or both boards to undertake or advocate.

## EXPECTED ACTION

None. This is for our joint session discussion with the PESB.

# Annual Joint Meeting with State Board of Education

**1:30 Results of Study of Pay Incentive for National Board Certified Teachers to Teach in High-Need Schools**

- Introduction to Study
  Edie Harding, SBE
  Jeanne Harmon, Center for Strengthening the Teaching Profession
  Marge Plecki, University of Washington

**2:15 Improving Educator Workforce Development and Local Staffing Practices**

- Overview / initiatives in Washington State (10 min)
  Jennifer Wallace, PESB
- Developing human capital in schools and districts (25 min)
  Marge Plecki, University of Washington
- Board Questions of presenters and discussion: How can the PESB and SBE jointly support change and improvement? (25 min)

**3:15 Break**

**3:30 State Education Reform Plan and PESB/SBE Strategic Plans**

- Overview of State Education Plan Goals & Objectives (5 min)
- SBE new provisional graduation requirements (10 min)
  Kathe Taylor, SBE
- Credential-level case study on grad requirements; supporting appropriate endorsement for assignment; accreditation redesign (10 min)
  Jennifer Wallace, PESB
- Board discussion (35 min)

**4:30 Issues for Joint Advocacy During 2011 Legislative Session**

- Overview of position statement (5 min)
  Edie Harding, SBE
  Jennifer Wallace, PESB
- Joint Board Discussion, modifications, adoption (25 min)

**5:00 Recess – Travel to Mercato Ristorante for Dinner with State Board of Education**

# NATIONAL BOARD CERTIFICATION TEACHER MOBILITY AND RETENTION RATES STUDY

## BACKGROUND

In national research and in Washington State, there are documented differences in the teacher mobility and retention rates, based on school characteristics and student performance. Washington State uses two policy levers to incentivize effective teaching. The first encourages eligible teachers to pursue National Board Certification. The second is to encourage concentrations of National Board Certificated teachers in challenging schools.

Washington has one of the highest numbers of National Board Certified Teachers (NBCT) in the nation. The 2009 Legislature appropriated $64.8 million to support National Board Certification. A revolving fund supports conditional loans for eligible certification candidates. Teachers who hold a certificate from the National Board for Professional Teaching Standards earn an annual salary enhancement of $5,000. This stipend is included in a teacher's pension calculation and may be continued if an NBCT becomes a principal. NBCTs with fulltime teaching assignments earn up to an additional $5,000 if they teach in "challenging" schools.[1]

Due to the significant investment in these policies, the State Board of Education and the Professional Educator Standards Board want to know the effectiveness of these two incentives in the distribution and mobility patterns of teachers who earn National Board Certification as compared to those teachers who do not earn National Board Certification based upon school characteristics.

The State Board of Education awarded a contract to the Center for Strengthening the Teaching Profession (CSTP), in September 2009 for a nine month period, to determine if the two incentives for attaining National Board Certification and serving challenging schools make a difference in the mobility, distribution, and retention patterns among the National Board Certified Teachers, compared to teachers that teach in schools with similar characteristics and do not obtain this certification. CSTP completed its final report that was due in June 2010.

The executive summary of the final report is attached. The joint boards will be asked to give their thoughts on the potential policy recommendations and future lines of inquiry.

[1] Challenged schools are defined by students in poverty under Free and Reduced Lunch with 50 percent of student headcount in high school, 60 percent in middle school, and 70 percent in elementary school.

# *Executive Summary: Study of the Incentive Program for Washington's National Board Certified Teachers*

Prepared for
Washington State Board of Education

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by

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# Executive Summary

## Introduction and Study Purpose

Across the nation considerable resources have been invested in supporting teachers through the National Board for Professional Teaching Standards (NBPTS) certification process and beyond as a means of improving the quality of the teacher workforce. The rapidly growing cadre of National Board Certified Teachers (NBCTs) in Washington state and the state policy incentives that support them prompt a closer look at their distribution within and across districts and schools. The purpose of this study is to provide research and analyses in relation to two statewide incentives for acquiring National Board (NB) certification and serving in challenging schools. Due to substantial investments in these policies, the State Board of Education is interested in baseline information on the initial impact of the policy incentive program. In this report, we describe these baseline results regarding the supply, distribution and retention of NBCTs in Washington state. In 2007-08, the Washington State Legislature increased the annual salary enhancement for NBCTs to $5,000 and added an additional bonus of $5,000 for those who work in the state's highest poverty schools. In this study, we examine the teacher workforce both prior to and after recent changes in the state's incentive program.

## Study Methods and Findings

The study was conducted using surveys and secondary analyses of state databases to examine the characteristics of NBCTs, the types of schools and districts in which they work, the assignments they assume, their retention and mobility patterns, and the views of teachers and principals regarding NB certification and the state's incentives. Comparisons are made to all teachers statewide and to a similar group of teachers who have not obtained NB certification. Surveys of a sample of NBCTs, non-NBCTs and administrators were conducted during the 2009-10 school year. Secondary analyses of state datasets included all Washington NBCTs working in public schools over a four year period (2006-07 through 2009-10). This Executive Summary provides an overview of the major findings.

### *Increasing Numbers of NBCTs Statewide*

From 2000 onward the number of teachers applying for achieving NB certification has grown considerably. Washington state ranked second in the nation for the number of new NBCTs in 2009 (1,251), and now ranks fifth nationally in the total number of NBCTs (4,006). The number of NBCTs working as classroom teachers in K-12 public education in Washington more than tripled from 2006-07 to 2009-10, raising the proportion of teachers who are NBCTs from 1.9 to 6.0 percent of the total teacher workforce. The vast majority of those who achieve NB status work as classroom teachers, both prior to and after NB certification.

### *Characteristics and Distribution of NBCTs has Changed with Increasing Numbers*

Thirty-one percent of all Washington NBCTs certified in 2009. Washington NBCTs are increasingly younger with mid-career levels of experience, and a larger proportion are female or hold advanced degrees than teachers statewide. The NBCTs certified in 2009 reflect increasing proportions of teachers of color, though still lower than state averages. The regional distribution of NBCTs in teaching assignments roughly corresponds to the statewide pattern, with the exception of the Central Puget Sound region where 43 percent of NBCTs are located compared to 37 percent of teachers statewide. A slightly smaller proportion of NBCTs are located in schools within towns or rural areas, and a slightly larger proportion of NBCTs work in middle schools and high schools compared to other teachers.

While a larger proportion of NBCTs are located in low-poverty schools and in schools where students typically perform better on the state's student assessments (e.g., Washington Assessment of Student Learning), the proportion of NBCTs located in higher-poverty schools (over 60 percent students served by Free or Reduced Price Lunch program - FRPL) has increased in recent years and is growing closer to the state average (20 percent of NBCTs compared to 22 percent of non-NBCTs in 2008-09). NBCTs were located in schools with similar proportions of students of color compared to teachers statewide. Proportionately more NBCTs hold endorsements in mathematics, science and English/Language Arts than other teachers, though due to data limitations it is not possible to know if those holding a particular endorsement teach in their endorsement area.

### *Most NBCTs Remain in the Classroom; Few Change Formal Assignments*

The overwhelming majority of Washington NBCTs (91 percent) work as classroom teachers for at least a portion of their formal assignment. The remaining 9 percent of NBCTs serve in other support, specialist or administrative roles. From one year to the next, approximately five percent of NBCTs working as classroom teachers change from a teaching position to another type of assignment, most often to a support staff, specialist or school administrative position.

### *NBCTs Add New Leadership Responsibilities*

Survey results show that NBCTs hold a variety of both formal and informal roles, and that the types of roles they assume increase following certification. Surveys confirm that the most common types of roles taken up after certification include school-based coach or lead teacher, and district curriculum or subject matter specialist. The majority of NBCTs indicated they are somewhat or very interested in future leadership roles,

particularly with regard to mentoring beginning teachers or experienced teachers in a content area.

### *Teacher Retention Rates Rise in Recent Years for Both NBCTs and Non-NBCT; NBCTs Move More Frequently but Exit at Lower Rates*

Since 2006, the percentage of teachers who stay in the same school from one year to the next has risen from 83 to 87 percent, due in part to the recent economic downturn. Retention rates are similar for NBCTs and non-NBCTs, though NBCTs have higher rates of mobility from one school or district to another, and lower rates of exiting the workforce compared to teachers statewide. We also examined the retention and mobility patterns of NBCTs to a comparison group of teachers similar to NBCTs but who had not obtained NB certification. We found that NBCTs and the comparison non-NBCT teachers had similar rates of retention but that NBCTs showed a pattern of higher rates of mobility (movement between schools and districts) and lower rates of exiting the workforce. However, for both NBCTs and comparison non-NBCTs, as the proportion of students of color in a school increases, the percentage of teachers who stay in the school from one year to the next, declines. Retention rates do not vary substantially for teachers holding endorsements in mathematics and science, though they reflect higher rates of mobility among NBCTs in some fields. Analyses by regional location or school level (e.g., elementary, middle, or high) reveal minimal differences between NBCTs and comparison non-NBCTs, with differences driven in part by the NBCTs overall higher rates of mobility in and out of district.

### *Challenging Schools Are Among the State's Lowest Performing*

The "challenging schools" criteria was established by the state specifically for the purpose of awarding the additional bonus of $5,000 for NBCTs working in identified schools. The current challenging schools criteria, which is based on student poverty, captures most of the state's lowest performing schools and reflects a segment of the student population that is struggling academically. Among the schools on the state's school improvement lists (persistently lowest achieving schools identified as Tier I or II ), all 26 Tier I schools and 19 of the 21 Tier II schools also are identified as challenging schools. The remaining two Tier II schools that did not meet the poverty criteria cut off included a middle school and a junior high. In our analysis of the challenging schools, very few of the schools served students who scored at or above the state mean on 4$^{th}$, 7$^{th}$ or 10$^{th}$ grade reading or mathematics assessments in any given year. Overall, challenging schools also serve larger proportions of students of color than schools statewide.

### *Change in Challenging Schools Criteria Impacts Types of Schools and Number of Teachers Eligible for Incentive*

The revision of the challenging schools criteria in 2008, which lowered the poverty cutoff for middle and high schools (from 70 percent, to 60 and 50 percent

FRPL, respectively), increased the number of secondary schools eligible for the challenging schools incentive. The total number of eligible schools increased by 43 percent from 2007-08 to 2009-10. The change increased both the proportion of secondary schools and the proportion of schools with 800 or more students enrolled. The proportion of challenging schools located in Eastern Washington declined from 58 to 49 percent, though the actual number of schools identified as challenging increased in the region. Changing the school criteria also increased the potential number of NBCTs eligible to receive a bonus, either by NBCTs staying in a school now designated as challenging, or by increasing the potential options to move to an opening in a challenging school.

### *More NBCTs in Challenging Schools and Districts After Incentive, but Many Schools Still Have None*

Both the overall number and proportion of NBCTs working in challenging schools and districts increased during the first three years of the incentive. The total number of NBCTs working as classroom teachers in challenging schools increased from 79 in the Baseline Year (2006-07) to 746 in Year Three (2009-10) of the incentive program. The increase is partly due to the changing school criteria after the first year. However, the percentage of NBCTs of the total workforce in challenging schools increased three percent alone in Year Three indicating that the number of NBCTs was increasing substantially, even after the change in criteria. The number of NBCTs located in a single school also increased during the first three years of the incentive. Fifteen percent of the challenging schools in Year Three had four or more NBCTs working as classroom teachers, compared to only two schools in the Baseline year. Prior to the incentive program, 69 percent of the districts with challenging schools had no NBCTs in their district. By Year Three, this percentage had dropped to 40 percent, and the number of districts with more than ten NBCTs jumped from two to 24.

Nevertheless, three years into the initiative, 42 percent of challenging schools had no NBCTs teaching in their buildings. A disproportionate number of challenging schools without NBCTs are located in rural areas, especially rural and remote areas, and in Western Washington outside of ESD 121. These challenging schools are also more likely to be small (enrollment under 200 students). However, among challenging schools that serve the highest percentages of students of students of color (75 percent or more), a similar proportion have NBCTs as those that have none.

### *More Teachers in Challenging Schools Earning NB Certification; NBCTs Stay in Challenging Schools*

The most common pattern for increasing the number of NBCTs in challenging schools was for teachers within that school to earn NB certification. A small number of NBCTs moved from a non-challenging to a challenging school in any given year (between four and ten percent). While the policy encouraged more teachers in challenging schools to pursue NB certification than resulted in moves by NBCTs into

challenging schools, it can be argued that both strategies are valid. Some would suggest that "growing your own" staff capacity within a high-need school is an effective strategy for school improvement. The study also found that NBCTs are retained at higher rates in challenging schools than other teachers in challenging schools, and NBCTs statewide. Survey responses confirm that among NBCTs certified in 2008 and working in challenging schools, 79 percent indicated that the bonus significantly or moderately contributed to their decision to stay. The fact that NBCTs tend to move at higher rates within their districts than other teachers suggests that they might also be willing to relocate to a challenging school, particularly if they didn't have to change districts. However, the data also indicate that within the current economic climate, fewer teachers are exiting the workforce, and as a result, the number of opportunities to move from one school or district to another may be limited.

### *Challenging School Bonus a Factor in Teachers' Decisions to Pursue Certification*

While many factors influence a teachers' decision to pursue NB certification, such as viewing the process as a professional development opportunity to strengthen their teaching (two-thirds of NBCTs report this as a strong reason), monetary factors have become another important consideration. Survey respondents in challenging schools provide evidence that after 2007, the monetary incentives were a strong factor in the decision of NBCTs to pursue certification. Seventy-three percent of NBCTs working in challenging schools who certified in 2008 or 2009 indicated that the potential for increased compensation was a strong reason to pursue certification compared with 33 percent of NBCTs working in challenging schools who certified in 2007 or earlier. Sixty-four percent of teachers in challenging schools who have not yet chosen to pursue NB certification reported that the bonus would have a "high impact" on their decision to pursue certification, and an additional 23 percent indicated a moderate impact on that decision. The survey responses of principals in challenging schools confirm that the challenging schools stipend had an impact on encouraging staff to pursue certification with 85 percent indicating a high impact and 15 percent indicating moderate impact. More than any other support or incentive offered, principals agreed that the challenging schools stipend was an important factor in the decision of teachers in their school to pursue certification.

### *NBCTs Positive Contributions to Instruction, Student Learning and School Community*

Based on survey findings, NBCTs report that earning NB certification positively impacted their ability to evaluate individual student needs, use assessments to inform instruction, use multiple instructional strategies and make a difference in student achievement outcomes. In addition, NBCTs in challenging schools reported that becoming an NBCT impacted their ability to understand how cultural and linguistic factors, as well as poverty, affect student learning. Principals confirm that NBCTs had a positive impact on the teachers' ability to work with students and their contribution to

the quality of the professional community. In particular, 78 percent of principals indicated a very positive impact of NBCTs' ability to contribute to the quality of the professional community, and 74 percent identified as very positive their ability to assume coaching and mentoring responsibilities.

## Policy Implications

The current incentive program for NBCTs has served as an important policy lever in several ways. First, it has acknowledged and rewarded teachers statewide who earned NB certification. The current policy recognizes that all students should have access to high quality teachers, and by rewarding all NBCTs, it recognizes a high standard of professional practice across school contexts. The current policy also acknowledges that not all schools and students have equitable access to high quality instruction. By encouraging NBCTs to work in challenging schools, it promotes and supports their work in schools where they are most needed. Additionally, the incentive program has supported a mechanism for promoting high-quality professional development through the certification process itself, which may positively impact teachers' professional practices regardless of whether or not they earn the credential.

While a number of positive outcomes have occurred during the initial implementation of the incentive policies, there remain areas for improvement so that a greater impact can result across a broader range of school and district contexts. These areas of improvement include the following:

- **The policy is not yet reaching all schools**. While there has been an improvement in the equity of the distribution of NBCTs across schools and districts during this time period, areas of concern remain. There are proportionately fewer NBCTs in challenging schools that are small and in rural or remote areas of the state, particularly in Western Washington outside the Central Puget Sound region.

- **Additional attention is needed to further diversify both the overall teacher workforce and those who become NBCTs**. While the proportion of NBCTs who are teachers of color has increased over this time period, it is still lower than the statewide average. The striking mismatch between the proportion of students of color and teachers of color continues to be a challenge, both for all teachers statewide and for NBCTs.

- **Some academically struggling schools do not meet the current criteria for a "challenging school."** There remain a few schools on the state's list of persistently lowest achieving schools that are not identified as challenging (e.g., do not meet the poverty threshold).

- **The implementation of the incentive program is largely driven by individual teacher choice.** The challenging schools bonus is dependent on

individual teachers locating and pursuing potential openings in identified schools, and also dependent on the frequency and availability of potential openings. These openings are influenced by regional labor market conditions and varying teacher retention rates. For some, the uncertainty of future legislative funding and the timing in late spring of the notification for eligible schools also may present unintended obstacles for those who might consider NB certification.

- **There is no explicit link to other state or local improvement efforts.** The incentive to support NBCTs could be linked to the state's school improvement plans or other initiatives to support student learning. The current incentive does not contain any mechanism to systematically match teachers to schools where their skills may be most useful. Many NBCTs have interests and abilities in areas of leadership, mentoring and coaching that could be better tapped.

- **The current policy does not offer differential approaches to address local needs**. Giving districts greater discretion or capacity in identifying from among their own schools those they deem "most challenging" might help them tailor the placement of NBCTs in the most strategic way. This would allow districts to make adjustments to their individual contexts and conditions. The state policy does not address differential district ability to support candidates through the NB process. It is important to recognize that individual district capacity to support teachers through the NB certification process varies greatly, and indeed less than half of the districts with challenging schools (58 of 136) currently offer any kind of local support for their candidates (e.g., release time or help with videotaping).

### *Potential Policy Options*

Given the outcomes to date and the areas for potential improvement of the state's incentive program, there are a number of options for consideration by policymakers. Provided below are several suggestions that are intended as prompts for further policy conversations:

- **Continue with the incentives in place as they are currently constructed.** The incentives both reward accomplished teaching more broadly while strategically targeting the state's highest-need schools. If this option is selected, it would be important to further monitor whether the positive outcomes continue in subsequent years.

- **Make a minor adjustment to ensure that all schools identified as persistently low-achieving are included in the list of challenging schools.** The criteria for identifying challenging schools could be amended to consider both poverty and student performance by including any of the remaining Tier I or Tier II schools on the state's school improvement list that are

not also identified as challenging (e.g., do not meet the poverty threshold). In any given year, this would likely be a small number of schools.

- **Consider strategies that may further support increases in the number of NBCTs in challenging schools, particularly those currently untouched by the policy.** As previously described, proportionately larger numbers of challenging schools in rural and remote areas of the state, have no NBCTs. One strategy to consider is to improve the access to information about NB certification to teachers in these areas. This could be accomplished by utilizing NBCTs to deliver informational sessions and have conversations with colleagues. Districts without access to NBCTs could be provided with supports and incentives for teachers who decide to pursue certification. Another approach would be to consider expanding the support for Take One, a professional development opportunity that allows teachers to complete one National Board entry. This strategy provides an introduction to the certification process. School teams could also be encouraged to participate in Take One together. Another strategy would be to develop specific incentives that would encourage groups of NBCTs to move together to challenging schools. This approach has been utilized in other states.

- **Focus on developing an information network that would assist in linking the specific staffing needs of challenging schools with teachers' skills and experiences.** One option would be to create an information system using online resources that encourages leaders to customize their communication with NBCTs who might be interested in relocating to a challenging school. This system could include information about a school's specific improvement plans and specify the types of teacher knowledge, skills, and abilities that are most needed in that context.

- **Give high-need districts greater discretion to decide which schools are "challenging."** Another option would be for the state to consider giving high-need districts greater discretion or capacity in identifying from among their own schools those they deem "most challenging." This increased flexibility might help districts tailor the placement of NBCTs in the most strategic way, given the individual contexts and conditions present within the district. There are considerable challenges implied in trying to design and implement a more flexible approach, and these factors would need to weighed against potential benefits.

## Future Lines of Inquiry

This study provides a baseline for understanding the initial impact of state policy on NBCTs and the teacher workforce statewide and in challenging schools. It is unclear if the current trends regarding an overall increase in NBCTs and their distribution in challenging schools will continue. Given tight budgets due to the economic downturn, it is not possible to predict the trends in hiring, staffing, and retirement rates that may impact the number and types of available openings for NBCTs to consider. Therefore, it

will be important to continue to monitor the changing labor market conditions and its relation to the impact of the incentive program.

As the incentive program matures, it will be important to inquire about the impact of NBCTs on student learning. Given that the state is making progress in developing the capacity to link individual students and teachers, this type of inquiry will be possible in the future. In designing an inquiry of this type, it will be necessary to have a carefully constructed comparison group of teachers. Additionally, it is important to recognize that NBCTs are part of a larger solution for improving the quality of instruction in schools. Addressing achievement gaps and improving student learning is complex work in challenging schools. Thus, assessing the impact of NBCTs on student learning involves understanding the variance in the demographic conditions, access to resources and supports, school culture and community, and leadership dynamics within the schools and districts in which teachers work.

In sum, our analyses of the initial implementation of the state's incentive program for NBCTs indicates that there is evidence of improvement in addressing the dual goals of increasing the overall numbers of NBCTs and providing increased access to NBCTs in challenging schools. It will be important to watch whether these trends continue in subsequent years.

**Improving Educator Workforce Development and Local Staffing Practices**
Reflecting research and policy emerging in many states and federal initiatives, the PESB's goals, strategies, initiatives, and policies reflect a significant shift toward creating a comprehensive educator development system that supports a continuum of educator development that begins with recruitment and extends career-long.

| Previous | Now / Future |
|---|---|
| "Firehose" approach to supply | Pipeline |
| Candidate interest drives enrollment | State / local need drives enrollment |
| Student teachers are "guests in schools" | Field placement benefits student learning / veteran teachers |
| Supervising interns = veteran release time | Mentoring = co-teaching, integration, skilled support, impact on students |
| Beginning teachers marks end of preparation | Career-long, support continuum of professional growth; opportunities and access to retooling |

The PESB has implemented numerous measures that have greatly strengthened the continuum in areas in which it holds authority and responsibility, including: more rigorous, clinically-based preservice preparation program and certification standards; greater access to a broader range of preparation options and providers; second tier certification rooted in professional practice and requiring student based evidence; pathways and financial incentives for veteran teachers to strengthen their content knowledge and credentials; and support and incentives for individuals from underrepresented populations to complete college and pursue a career in teaching math, science or other shortage areas. What is discussed in recent literature and reflects the experience of the PESB, however, is that the transformation required to truly establish a high-quality educator development system will require a broader statewide approach, including state-specific analysis and strategies for addressing the policy and practice barriers that prevent fundamental change in local district practices with regard to staffing and workforce development. For example, the PESB and others desire growth and expansion of residency-model preparation programs. Recruiting into these type of programs, however, requires district clarity and commitment related to the number of teaching positions they will have available. One barrier to this is that Washington school districts recruit and hire very late, due to uncertainty about enrollment and apportionment; what one Washington superintendent recently called "the tyranny of the immediate".

As another example, because the state lacks predictive models for districts to be able to project their future workforce needs, taking into account fluctuations in economic situation, it is difficult to match up recruitment, preservice production, and distribution strategies with an unclear picture of district demand. The PESB has emerging data tools, and initiatives underway to create strong partnerships between preparation programs and school

districts, and PESB staff will highlight some of these. But more fundamental data and systems approach is clearly implied.

Behind this cover are excerpts from several reports that describe the current status and needed changes in educator workforce development at the local and state level. One report excerpt's authorship included Marge Plecki from University of Washington's Center for Study of Teaching and Policy, who will also be present to discuss this issue and assist the Board's in engaging in dialogue around joint support for change.

## Few districts take advantage of state policy that allows them to offer paid teaching positions during alternative route training.

### State Policy

Both traditional and alternative programs' clinical experience must be "sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing."

However, there is no clear minimum amount of field experience required before candidates can take a paid teaching position.

### Existing Programs

But few districts currently provide employment during alternative route training, in part because they do not forecast workforce needs well enough or early enough to utilize alternative route candidates. As a result, many alternative route participants **complete their clinical internships without pay** for a full school year.

**51%** of 2008 TNTP Teaching Fellows reported that being able to work while earning their teaching certificate was the **single most attractive benefit** of joining their program.

Sources: WAC 181-78A, and review of alternative-route programs approved by the Professional Education Standards Board (PESB) for 2009-2010. Some programs allow students to exit after only a half-year internship, pending demonstration of meeting all other program requirements.

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## Common Practices and Emerging Strategies

Activities under way at the state, district, and school levels represent current thinking about how to leverage people, money, and time to pursue learning improvement goals. Relatively little research establishes the effectiveness or feasibility of these strategies, but some scholarship helps to understand what these strategies are trying to accomplish and what their prospects for success might be. Table 1 offers an overview of emerging (re)allocation strategies, which purport in some way to bring the resources of people, money, and time more closely in line with improvement agendas.

Although scholarship has often examined the policy systems and strategies for generating and distributing revenues from states to individual districts, less research has been done to investigate the ways in which resources are configured at the level of the individual school. Generally speaking, we know that teachers are not evenly distributed across schools, and it is often the case that schools serving children in poverty have lower teacher retention, less experienced staff, and higher percentages of teachers who lack the preparation and expertise necessary for their teaching assignment (Ingersoll, 2002; Boyd, Lankford, Loeb, & Wyckoff, 2000). Leaders at state, district, and school levels are grappling with ways to reduce these inequities so that all students have the teachers they need and all schools are productive learning environments that support high-quality teachers and teaching. Some of the emerging strategies include alterations to teacher compensation systems that reward performance or provide differential pay for particular knowledge and skills (Milanowski, 2003). Other ideas include reorganizing time in the school day for teachers to collaborate and participate in professional learning and reallocating staffing to accomplish particular improvement strategies, such as lowering class size in targeted grades or subject areas (Odden & Archibald, 2001). Each of these emerging strategies involves making decisions about how money, time and people are allocated.

In our discussion that follows, we elaborate on these strategies, along with further discussion of the dynamics underlying the allocation of people, money, and time. We also further discuss the creation of incentives, which constitutes a special case of resource allocation or reallocation.

**Table 1. Range of Efforts to (Re)Allocate Resources and Create Incentives That Support Learning Improvement Agendas**

| | | | |
|---|---|---|---|
| State action | • Policies regulating the credentialing of teachers, administrators, and renewal of credentials | • Adjusting state funding formulas (base funding)<br>• Altering state salary schedules, guidelines<br>• Allocating funds for particular categories of staff<br>• Allocating funds to support staffing for hard-to-staff schools, special learning needs<br>• Allocating funds to professional development for teachers or leaders<br>• Changing rules governing resource use (e.g., to make categorical funding flexible) | • Specifying days set-aside for professional development, etc. |
| District action | • Reallocating staff to schools to address inequities<br>• Proactive recruiting and incentives<br>• Adjusting hiring practices<br>• Support and incentives for accomplished teachers (e.g., NBCTs)<br>• Leadership development policies and incentives<br>• Greater induction support<br>• Partnerships with training institutions | • Alternative funds allocation, weighted student formulas, school-based funding<br>• Alternative compensation systems and incentives, merit/performance pay, group-based rewards, knowledge/skills-based pay<br>• Nongovernmental revenue (partnerships, philanthropy, etc.)<br>• Investment in leadership development | • Requirements governing time for professional development<br>• Requirements governing instructional time<br>• Supporting additional time for staff<br>• Supporting additional time for struggling students (e.g., through tutoring, extended day) |
| School | • Greater school discretion in hiring<br>• Expanded systems of novice teacher support<br>• Greater use of accomplished teachers (e.g., NBCTs)<br>• Redirecting teachers' work with special needs<br>• School-community partnerships as a source of expertise | • School-based budget management and authority<br>• Investing in specialized staff<br>• School-community partnerships as a revenue source | • Restructuring the school day (e.g., block scheduling, team time blocks)<br>• Restructuring staff time for professional development, planning<br>• Expanding the school day and year (after school, summer) |

### Allocation of People and Expertise

Policies and practices at multiple levels of the educational system determine who has responsibility and authority for ensuring that human capital is developed and distributed in equitable and effective ways across districts and inside a district's schools. First, state policies that regulate teacher and principal credentialing affect the pool of available educators, as do institutions of higher education that engage in the professional preparation of educators. Though the dynamics of the labor market lie largely beyond the reach of educational leaders at the local level, their efforts can enrich the pool and bring some new individuals to fill open positions. Given the pool of possible candidates—and given the existing staff resources at one time—strategies for bringing human resources to bear on learning improvement priorities concentrate on

- Hiring staff.
- Distributing staff to schools.
- Attracting and retaining qualified teachers.
- Matching staff skills with students' learning needs.

*Hiring staff.* Districts serve as the primary hiring agent, subject to state requirements regarding certification and locally bargained agreements regarding hiring processes. A typical urban district hiring process consists of a candidate's formal application, a paper screening done by a human resource department, a district human resource interview, and a district referral for an interview at a school for a specific school placement. Three factors contribute to the failure of districts to consistently hire high-quality teachers: late vacancy notification requirements, teacher association transfer requirements, and late budget timetables and inadequate forecasting (Levin & Quinn, 2003). In a study of 510 Pennsylvania school districts, only one-quarter of the districts advertised outside of the state, and 17 percent advertised only within the district (Strauss et al., 2000). In this same study, one-third of districts reported that they filled full-time openings with district substitute teachers or part-time teachers already known to district officials. The authors also note that "most districts spend less than two hours with candidates prior to hiring them" (Strauss et al., 2000, p. 412). The nature of hiring practices underscores possible entry points for improving the ways that new human resources are secured—in particular, by reconsidering the operation of central office

human resource departments, the way hiring is implicated in collective bargaining agreements, and the expanded role of schools in the hiring process.

While district hiring practices often limit the ability of the school principal to screen and select teachers that possess the particular skills needed at the school, there is a trend toward allowing greater school-level decision-making discretion with respect to hiring staff. Some urban districts, like Chicago and Seattle, have adopted hiring processes that allow applicants to apply directly to the school, giving more control to principals and site hiring teams to select candidates. This is particularly advantageous for hard-to-staff schools that suffer from chronic teacher turnover. Though a decentralized hiring system provides an opportunity to have closer interactions with potential hires, it assumes that the school has (1) accurately assessed the specific learning needs of the students in the school and the school's existing capacity to meet those needs, (2) determined the types of skills needed to be a successful teacher in the specific subject area(s) and context of the unfilled position, and (3) developed a hiring process that determines not only if candidates possess those skills but also if they can be successful using them given the school context. The move toward the greater authority and responsibility of principals for hiring and retaining staff has important implications for the ways school administrators are prepared for their positions and, once in them, helped to learn how to do them well.

***Distributing teachers to schools.*** Most districts distribute teaching resources (as well as many other staff resources, like counselors, reading specialists, instructional coaches) through a set of procedures based primarily on student enrollment, student-teacher ratios, and the number of students with special learning needs. This process provides a base allocation of teachers and other instructional and support staff to individual schools. Under this base teacher allocation model, schools are typically budgeted for *average*, not actual, teacher salaries (Rubenstein & Miller, 2005). As various studies point out, this traditional method yields intradistrict spending disparities. Research conducted by Steifel, Rubenstein, & Berne (1998) reports low variations in base funding across schools in each city, but it also finds lower teacher salaries in high-poverty schools, sometimes offset by more staff relative to pupils. The low salaries are indicative of the number of inexperienced teachers generally found in most high-poverty schools. Further still, a study looking at dollars spent per school in four urban districts showed that averaging teacher costs

drives significant amounts of money out of schools serving poorer students and toward better-off schools (Roza & Hill, 2004). Findings such as these have prompted leaders to seek alternative allocation strategies that help to level the playing field for more affected schools, such as through weighted student funding and school-based funding (see the discussion that follows concerning the allocation of money).

*Attracting and retaining qualified teachers.* A more specific picture of who enters teaching and what affects their longevity in teaching positions is being developed by research, which helps pinpoint the kinds of schools and districts most likely to be successful in recruiting and retaining teachers, as well as the impact of school working conditions and compensation—not to mention teacher preparation, induction, and mentoring strategies—on teacher recruitment and retention (summarized in Allen, 2005). This line of research also helps to determine the efficacy of particular recruitment and retention strategies and policies in bringing new teachers into the profession, including specifically targeted populations.

Working conditions and compensation, in particular, are likely to have particular relevance to questions of resource (re)allocation. The research provides some support for the expected conclusion that schools with greater administrative support and teacher autonomy have lower attrition (Allen, 2005). Similarly, increased compensation tends to increase the rate of teacher retention, but that result depends on factors such as teachers' gender, level of experience, and job satisfaction (Allen, 2005). As for the recruitment of new teachers, various strategies are being tried, among them early recruitment efforts and loan forgiveness programs, but these are not well studied yet (Allen, 2005). Leadership at several levels has a central role in fashioning and implementing these strategies, and yet we know less than we should about the way leadership tools such as compensation and incentives help leaders manage the human resource of the school's teaching workforce. Leadership and the organization of the school clearly have a lot to do with how likely staff members are to stay in their positions (Ingersoll, 2001).

*Matching teachers' skills with student learning needs.* Even if school leaders are able to attract qualified teachers to their schools, whether through traditional or site-based hiring systems, they are still left with the challenge of configuring staff and supporting and retaining teachers in ways that will maximize student learning. This challenge is particularly evident with novice

teachers, who need additional support and assistance as they develop their craft in the first few years of teaching. There, a "support gap" typically exists between novice teachers in low-income schools as compared to their colleagues in more affluent schools (Johnson et al., 2004). Novice teachers in low-income schools are less likely to come to their positions through timely hiring, less likely to have experienced mentors, and less likely to have access to a curriculum that is aligned with state standards (Johnson et al., 2004). Other recent research regarding more accomplished teachers—those who have earned certification from the National Board for Professional Teaching Standards—also highlights disparities in the distribution of this teaching resource among high- and low-poverty schools: In five of six states studied, poor, minority, and low-performing students were less likely to have access to teachers with National Board Certification (Humphrey, Koppich, & Hough, 2005). Ensuring that all teachers are adequately prepared, matched to their teaching assignment, and supported in their work is an enormous challenge.

Related to this notion of matching teacher skills with student needs is the challenge of ensuring that proper strategies and support are provided to populations with special learning needs, particularly students who qualify for special education or who are English language learners. Landry (1999), among others, asserts that through a series of intensive instructional interventions, nearly 75 percent of struggling readers identified in kindergarten and first grade can be brought up to grade level without the need for placement in special education. These struggling students are often placed in special education services based on their categorization as having mild or moderate learning disabilities. However, the kind of early assistance that is needed is dependent upon the ability of school support staff to work closely and collaboratively with classroom teachers to design and implement appropriate strategies for meeting the identified learning needs.

Allocating and nurturing the appropriate human resources to address the learning needs of student populations such as these have huge implications for school leaders in particular. First of all, they have the responsibility to foster a more collaborative school culture and infuse relevant professional development opportunities to support it. Furthermore, they often have an important role in recruiting and assigning teachers or other staff to work with youngsters with special learning needs and to do so equitably, with attention to the match between teachers' strengths and students learning needs. As for English

language learners (ELL), that match is not always close, as demonstrated by research in California that found systematic inequity in ELL students' access to instructional resources, such as fully certified teachers and appropriate instructional materials (Gandara, Rumberger, Maxwell-Jolly, & Callahan, 2003). This research identified resources that are necessary for ELL students to achieve high academic standards, among them, well-qualified teachers whose primary assignment is to work with the ELL students, rigorous curriculum and courses for all ELL students and affirmative counseling to take those courses, and professional development for all teachers, with a specific focus on effective strategies for teaching English throughout the curriculum. Each of these aspects of high-quality instruction implies the judicious allocation of human and other resources by district and school leaders, beginning with providing ELL students with capable teachers. Ensuring that all teachers are adequately prepared, matched to their teaching assignment, and supported in their work is an enormous leadership challenge. It is a key aspect of managing human resources effectively, efficiently, and equitably.

### Allocation of Money

Another responsibility that districts and school leaders have is allocating money from federal, state, and local revenue streams. These revenue streams include base allocations from the state, categorical funds from both federal and state sources, and revenues from nongovernmental sources. Leaders at several levels of the system face important challenges in securing and allocating these sources of money and in directing them toward learning improvement priorities. Emerging practices highlight leaders' efforts to

- Address inequities in base funding allocations.
- Decentralize spending authority to the schools.
- Make productive and flexible use of categorical funding sources.
- Secure nongovernmental funding and direct it coherently to learning improvement priorities.

***Addressing inequities in base funding allocation.*** The amount of base funding is traditionally determined by state finance formulas and provided to each district. The funding is primarily driven by student enrollment and the staff-to-student ratios that set the number of teachers, administrators, and

other staff units. A perennial debate about base funding centers on whether existing practices are equitable and adequate as funding is distributed from states to districts and then to schools. Rubenstein & Miller (2005), along with many other researchers and analysts, note the importance of achieving "vertical equity"—ensuring that schools serving students with different levels of needs receive differentially appropriate levels of resources. While the equity and adequacy of state funding formulas are not a focus of this paper, a state's particular funding mechanisms and policies do affect leaders at both district and school levels and set the stage for local leaders' efforts to allocate resources in an equitable fashion.

In one emerging strategy for addressing issues of funding inequities among schools within the same district, a weighted student funding formula, sometimes called student-based budgeting, is established to provide differential levels of resources according to the individual needs of students. This approach differs from the typical practice of using standardized staff-to-student ratios based simply on total student enrollment. Recent examples of districts adopting this method have shown evidence of progress toward greater resource equity among schools within districts. For example, an analysis of the shift to student-based budgeting within the Houston Independent Schools and Cincinnati Public Schools, using a newly developed tool called the student-weighted index, revealed that staff-based budgeting results in varying degrees of inequitable resource allocation, while the implementation of student-based budgeting yielded significant equity gains in both districts (Miles & Roza, 2005).

***Decentralizing spending authority.*** A related strategy gaining prominence, called school-based funding, deemphasizes the centralization of budgeting and financial administration at the district level and instead relocates it at the school level, empowering individual sites to make funding decisions to affect student learning. Budgeting practices in the United Kingdom and Australia allow for certain percentages of "flow through" funding that pass from the central government directly to schools and offer a potentially viable model for emerging school-based allocation practices in the United States (Odden, 2001). The former example allows for 85 percent of funds to flow directly to the school site, whereas the latter allows for 87 percent. In Edmonton, Alberta, Canada, 90 percent of school budgets are under site control (Committee for Economic Development, 2004). In the United States at present, there are at least five urban

districts that give schools control over their budgets: Cincinnati, Houston, Milwaukee, Sacramento, and Seattle. Such models pose a substantial challenge to current resource allocation practices at state, district, and school levels, with implication for leaders and leadership at all levels.

Inherent in both alternative strategies described above is the shift toward decentralized spending authority, which necessitates closer attention to resource matters by school-level leaders. The assumption is that school leaders and staff are in a better position to decide the appropriate way to maximize spending and utilize human resources to achieve more equitable learning environments for their students. Decentralization also implies that principals and other school leaders have the skills and supports they need to make informed decisions regarding matters of budget and finance. Once again, this kind of budgetary discretion implies a new role for principals and also for district leaders, who shift from making allocation decisions to supporting—as well as monitoring—the decision making of others. These role changes have particular implications for how leaders are prepared initially and how, once in administrative or other leadership roles, their professional knowledge is developed to enable them to handle increasing school-level authority and responsibility for budgets.

***Making productive, flexible use of categorical funding for learning improvement.*** In addition to base funding allocations, categorical funds comprise a significant source of revenue and, hence, offer leaders at the district and school levels an important additional source of funds to allocate and manage. This funding supports compensatory programs targeted for specific students, for example, economically and educationally disadvantaged students. For the most part, though, these funds are passed down from federal and state levels, through districts and into schools. Among those programs most widely known are those supporting remedial services for educationally disadvantaged youngsters (Title I), special education services, and English as a Second Language (ESL) programs. These special funds come with strict guidelines and accountability measures that involve a great deal of documentation and compliance.

An ongoing criticism of categorical funding is its lack of flexibility to be used as districts and schools determine the most appropriate and effective allocations—in this sense, the rules accompanying categorical funding often constrain the leaders' allocation options considerably. Categorical funding,

in many ways, serves as a means for federal or state institutions to exert influence on schools, which sometimes results in less flexibility or authority at the district or school level. In California, since 1980, unrestricted funding declined on average by 8 percent, while categorical funding increased by 165 percent (Timar, 2004). Yet this kind of funding is both a constraint and an opportunity for leaders at multiple levels. By one argument, the present system of categorical finance lacks a coherent policy focus and systematic structure, targeting an overwhelming collection of educational inadequacies (Timar, 2004). This perspective begs for an overall rethinking of categorical programs, especially by policymakers at state and federal levels, that shifts them from an externally directed school finance system with fixed, multiple objectives to one more concentrated and embedded in a local context and more responsive and accountable to local needs and performance goals. In response to these critiques, recent provisions in some categorical programs (Title 1 is an example) allow a more simplified process for leaders to access, use, and account for education dollars and greater flexibility in how those dollars are used. One job of educational leaders at both district and school levels is to become familiar with these and other provisions designed to liberate the funding of education from the bureaucracies and roadblocks that typically burden it (Walter, 2001).

***Securing nongovernmental funding and directing it coherently to learning improvement priorities.*** Nongovernmental funding—from school-based fundraising (often through the Parent Teacher Association [PTA]), school-business partnerships, not-for-profit organizations, and educational philanthropies—presents educational leaders with important opportunities but also potential constraints. Increasingly, district and school leaders are looking toward nongovernmental sources of revenue to provide extra learning opportunities for students and staff. This possibility expands the resource allocation challenge to include the entrepreneurial work of generating discretionary resources that can be used to address specific needs. Given chronic shortages of funding and other key resources, leaders are under some pressure to become more entrepreneurial and proactive in seeking sources of funding.

This activity affects how principals or district leaders spend their time and, as with other aspects of resource allocation, calls into question whether or not they have the skills needed to engage in this type of role. The reliance on external, usually temporary (e.g., one to three years) funding from dif-

ferent nongovernmental sources, each with its own agenda, also raises questions about the leaders' ability to create a coherent focus on local learning improvement priorities and sustain it over the long term. In some districts in pursuit of a coherent focus on teaching and learning, district or school leaders may forego opportunities to bring in significant new funding sources—even turning down millions of dollars—because these sources would distract from the learning improvement priorities to which the district has made long-term commitments (McLaughlin & Talbert, 2002).

Nongovernmental funding also raises fundamental issues of equity, given the differential access of schools to such sources. For example, of the various types of support PTAs provide to schools, fundraising is probably the most well known to parents, teachers, and school leaders. Whether through formal fundraising vendors or a school auction or bake sale, PTAs help raise additional funding for schools that can be used at their own discretion. Some local PTAs are able to raise enough money to hire a full-time certificated position for their school, whereas others raise barely enough to break even on their fundraising efforts. This poses for district leaders yet another issue of equity among schools, given the wide variations in the capacities of individual school communities to raise additional funding.

School-business partnerships and philanthropic aid to schools pose a related set of allocation issues for leaders. These sources can offer funding (as well as other kinds of resources, such as expertise) that can contribute in various ways to a learning improvement agenda. Some partnerships involve the provision of monetary funding or teaching supplies and equipment by a business where schools reciprocate by giving public credit for their donations. Others, particularly at the high school level, entail well-defined purposes that are established between the school and business, where business professionals engage in the curriculum through actual teaching or other course support. Some partnerships are able to provide apprenticeships that serve as on-the-job training. Philanthropies provide yet another source of resources for districts and schools. Some of this funding is tied to support particular groups of students in need or to fund specific reform initiatives, such as the transformation of comprehensive high schools or improved instruction in math and science. At other times, the efforts of philanthropies are focused on systemic improvements such as leadership development, strategic planning, or community empowerment.

While nongovernmental sources of revenue are often viewed as being more flexible and honed to specific local needs, they also present their own set of reporting requirements and political expectations that must be addressed and managed by educational leaders. In combination with each other or with existing school and district initiatives, they raise the specter of incoherence, as potentially competing priorities vie for leaders' time and attention and those who work directly with students receive potentially mixed messages.

### Allocation of Time

A third resource for leaders to allocate is time—for instruction, planning, professional learning activities, and other important functions of the school. Here, school, district, and state leaders encounter important opportunities for restructuring the time available for these purposes and for helping participants develop new images for how to use the time, once available. Emerging leadership practices focus on at least these areas:

- Rearranging time for instruction and other interactions with students.
- Making time for collaboration and professional learning related to learning improvement agendas.
- Expanding time available for learning improvement activities.
- Guiding the use of restructured time toward a learning improvement agenda.

***Rearranging time for instruction and other interactions with students.*** In recent years, district and school leaders have been experimenting extensively with reform strategies that reorganize the amount and arrangement of time in the school day available to teachers for instruction, and they have encouraged teachers to utilize the new time structures in ways that will improve student learning. Examples of strategies to reallocate or refocus instructional time include block scheduling, literacy blocks, team teaching, and interdisciplinary teaching (Walter, 2001). In the context of high school transformation initiatives, these experiments have often taken the goal of "personalizing" the education of adolescents, through time blocks (e.g., advisories) in which faculty who have long-standing relationships with students can interact with students outside of the normal structure of subject-based classroom work in conjunc-

tion with a change in teacher loads and assignments that make this kind of interaction possible (Darling-Hammond, 1997).

***Making time for collaboration and professional learning related to learning improvement agendas.*** Parallel to the reorganization of instructional time are efforts to rearrange the time for classroom teachers, educational assistants, and other school staff to work collaboratively with one another on planning or engaging in various activities that support professional learning. While the bulk of their time in schools is spent working directly with students, educators need time to pursue skill development and other kinds of professional learning opportunities that will allow them to do a better job of instructing students and meeting the diverse needs in the classroom. And there is generally some down time in the day or week that could be put to this purpose—though it takes conscious effort to overcome barriers to using time this way, as in one large city system in which the collective bargaining contract guarantees middle school teachers one lunch period and two prep periods in an eight-period day, while discouraging the use of these prep periods for professional development (Center for the Study of Teaching and Policy, 2001)

To use time differently, such as for professional development purposes, leaders need to know how time (and money) is currently spent on these functions—a challenge that turns out to be more difficult than it may appear. Currently, the absence of uniform reporting requirements inhibit comparisons across districts or schools regarding how professional development time is used or even what money is spent on it (Miles et al., 2005; Killeen, Monk, & Plecki, 2002; Odden et al., 2002). Time devoted to professional learning is often provided through a combination of state and local resources, which often fund extra days in the school calendar for professional development activities. Additionally, individual teachers make decisions about how to spend time on professional development that is required for them to meet certification renewal requirements. The most common practice for meeting these certification renewal requirements is for teachers to acquire "clock hours" that are paid for by the teacher and spent on activities of their own choosing. These activities are not necessarily linked to professional development that teachers actually need to improve in the specific context of their classroom. Furthermore, many teachers do not consider the professional development they do receive from their district or school to be valuable or relevant (Farkas,

Johnson, & Duffet, 2003). The mismatch may occur for many reasons, but chief among them is that "these activities are frequently short in duration, unrelated to individual classrooms, and unconnected with the work of colleagues" (Neville & Robinson, 2003, p. 8). What may be of far greater use—and is most difficult to allocate and account for—are forms of "job-embedded" professional development that happen in real time across the school day, as teachers interact individually or in groups with peers, instructional coaches, teacher leaders, or knowledgeable administrators (Knapp, Swanson, & McCaffery, 2003).

To make time for job-embedded professional work, problem solving, and other matters of joint concern to school staff, many schools are attempting to build time into the regular school day for shared work, collaboration, and staff development. Through block scheduling and creative student programming, schools can create several-hour blocks to be used to accommodate these professional development activities (Miles & Darling-Hammond, 1998). The assumption here is that this established time is used for staff-guided learning and decision making related to the specific instructional needs of the students and teachers in the school, not for training determined by someone else or for the transmission of administrative directives.

*Expanding time available for learning improvement activities.* While the school day and year are of fixed length, time for instructional purposes or other forms of support for learning (including professional learning) is not limited to the official school day or year. Three other time-related resource allocation strategies expand the amount of time for students who fall short of meeting academic standards: tutoring, an extended day, and summer school programs. First, tutoring programs combine an expanded time for instructional support with a new personnel resource (often volunteers from the community, ranging from senior citizens, community business members, and parents, and sometimes school staff members). Tutoring programs require scheduling that allows for the instructional interactions to happen, whether during the normal school day, before or after school, or otherwise. Leaders face a particular challenge in making sure that this allocation of time and people pays off: For example, they may need to ensure that appropriate structures are in place, such as coordination of the program by a certified teacher, one-to-one tutoring sessions, trained tutors that use specific strategies that

cover subject matter aligned with classroom curriculum, and tutoring that is consistent and ongoing (Wasik & Slavin, 1993).

Initiating extended day and summer school programs, however, is a more common action taken by schools and districts to allocate more time to instruction for certain categories of student. A number of research studies point to the effectiveness of after-school programs to improve student's academic and behavioral outcomes (Vandell, Pierce, & Dadisman, 2005; Mahoney, Stattin, & Magnusson, 2001). Summer school programs have long been a solution for students that have fallen behind in their academic development. A meta-analysis shows that the average student in summer school programs outperforms the 56 to 60 percent of similar students not participating in summer school programs. While research on the effectiveness of summer school programs on student achievement as a whole has been mixed, the general research consensus seems to indicate that summer school has the potential to positively affect at-risk students if implemented in a high-quality manner (Cooper, Charlton, Valentine, & Muhlenbruck, 2000). A further benefit can be arranged, as in one district that is experimenting with the use of summer school as a laboratory for the intensive professional development of teaching staff at the same time that it serves students who need additional help (Swinnerton, 2006).

***Guiding the use of time toward a learning improvement agenda.*** Attention to the restructuring of time comes with a caution, noted by some scholars who remind us that time is always in short supply in teaching, a profession in which there is ultimately no limit on the time that could be put to a task that is, in some sense, never finished (Hargreaves, 1997). In such instances, efforts to change the way teachers use time in relation to learning improvement priorities often carry with them an implication that teachers should invest ever more time in an expanding set of responsibilities; a parallel situation confronts educational leaders (see Portin, Schneider, DeArmond, & Gundlach, 2003 for a discussion of the expansion in school leaders' responsibilities). Given that tendency, "the line between continuous improvement and interminable improvement is a fine one, and school change efforts often fall afoul of it" (Hargreaves, 1997, p. 79).

But that caution notwithstanding, a more basic issue concerning the allocation of time confronts school, district, and state leaders. While all these efforts create a structure of time that *can* be used for purposes related to

learning improvement agenda, there is no guarantee that the time *will* be used accordingly. This expectation creates a related and fundamental leadership challenge, concerned with guiding and directing how time is used and with motivating participants to use time in these ways. Leaders have various tools for accomplishing this end, among them, specifying tasks to be accomplished in newly created time blocks; assigning and supporting joint work by teacher teams, like collaborative curriculum planning (e.g., see the case of Parkside Alternative Middle School in Copland & Knapp, 2006); developing professional learning activities, often with the assistance of outside groups, to make use of time blocks (Marsh et al., 2005); and modeling the use of time or otherwise working to build a professional culture that supports learning-focused time use (see Knapp & Associates, 2003, pp. 24–28).

In supporting productive use of restructured time, mandates have limited usefulness. Here, leadership that *shows*, rather than tells, staff what to do with their time, and then supports and reinforces those activities on an ongoing basis, is more likely to further learning improvement goals. And part of the motivational puzzle may be the allocation of other resources, such as incentives, that reinforce educators' will to undertake particular tasks and use their time well.

### The Role of Incentives in Developing Human Resources

While many kinds of incentives can be imagined, educational leaders wishing to pursue a learning improvement agenda that treats equity as a central goal face questions about incentives—as well as disincentives—that affect who does what in relation to the agenda. Here, as elsewhere in the realm of resource reallocation, leaders are concerned with using resources to develop other resources, in this case the human resources of the school or district. A special case involves the creation of incentives that encourage skilled teachers to work in hard-to-staff schools, teach subject areas that are difficult to fill, and provide rewards for improvement. A parallel set of incentives may be developed for administrators, and there are some instances of this in play. Incentives represent a further element in the leaders' repertoire for directing resources more specifically at learning improvement priorities, but they raise difficult questions about their immediate and "collateral" effects.

In recent years, much of the research regarding incentives has revolved around the principles of merit pay and performance-based pay. According to

Goldhaber et al. (2005), economic theory suggests that merit pay could be a successful way to improve schools by attracting more able people to teaching and motivating them to be more productive. Furthermore, current standardized pay schedules may deprive the managers of public schools of the authority to adjust an individual teacher's pay to reflect both teacher performance and market realities (Ballou & Podgursky, 2001), though there are relatively few instances of public schools that have tried such pay systems to see if they would work. On the other hand, merit pay can be problematic because it can cause teachers to focus on only a limited number of tasks that are connected to rewards as opposed to a more comprehensive focus (Murnane & Cohen, 1986). Under such arrangements, a sense of competitiveness can arise among staff members that can erode collegiality between staff members. This possibility has caused some leaders to experiment with group-based rewards for improved performance, such as the strategy used in North Carolina's ABC program, on the grounds that such arrangements could mitigate the threat to collegiality potentially posed by individual reward systems. But such an approach may do little to address what some see as the most significant concern of many teachers regarding merit-pay systems: that judgments about compensation will be based on subjective factors and conditions that are outside of their control (Goorian, 2000). However, the increased focus on developing value-added models for assessing the growth in student learning provides another opportunity to consider merit-based strategies based on a more "objective" appraisal system that avoid some of the major concerns with this type of incentive-based approach to compensation.

Relatively few public school systems have implemented merit-based salary schedules. Private, nonsectarian schools are at least twice as likely as public schools to use something they call "merit pay" (Ballou & Podgursky, 2001). Denver is currently in the process of implementing a version of a merit-pay system called the Professional Compensation System for Teachers, or ProComp.

In contrast to merit- and performance-based pay incentives is an alternative teacher compensation strategy known as knowledge-and-skills-based pay that attempts to avoid some of the pitfalls of merit pay. Instead, skill-based pay rewards teachers for attaining and being able to use knowledge and skills valued by a school, district, or state given a predetermined standard (Milanowski, 2003). In addition, this approach allows for the maintenance of

current salary schedules while directly relating teacher pay to the acquisition and utilization of desired skills, be it oriented toward curriculum and content, leadership, or other related skills vital to high-quality instructional practice in the classroom. An important component of this compensation method involves how the determination of the set of skill standards is made. To date, this determination has been made through collaborative efforts between district and school level leaders, teachers' associations, and school boards. As in the Denver example, developing this type of alternative compensation system requires time, primarily to establish trust among all affected groups and to develop clarity about the standards to be used in making determinations about the level of knowledge and skills.

Other types of incentives are also being considered as a means to attract teachers to hard-to-staff, high-poverty, and/or low-performing schools. Strategies such as loan forgiveness programs, additional compensation, and housing assistance are all part of current policy debates regarding ways to improve the likelihood that all students have access to high-quality teachers and teaching. But here, astute school and district leaders are acutely aware that non-monetary incentives are also important to teachers in shaping their job satisfaction. Few teachers believe that increased compensation is the one best solution. Rather, teachers tend to rate other school-based factors, such as well-behaved students, strong collaborative working environments, and supportive administrators, just as or more important than increased compensation (Farkas et al., 2000). Whether or not these non-monetary incentives and supports are present inside schools is primarily a function of the quality of district and school level leadership and of specific leadership actions—even actions that bring non-monetary resources (like restructured time and expertise) to bear on school working conditions.

## Unanswered Questions and Enduring Dilemmas

The emerging practices described offer glimpses into how the exercise of learning-focused leadership can reshape the challenges and constraints of resource allocation. Yet issues related to resource allocation, particularly the development and allocation of human resources, encompass a wide terrain and raise a range of questions that need to be pursued, both by those who are experimenting with new approaches and strategies and by those who wish to study them.

### Important Unanswered Questions

There are important unanswered questions related to the four key allocation issues, noted earlier in the report, that confront leaders who take seriously the improvement of learning for all students. These questions concern (1) the ways in which leaders use resource allocation as a tool for closing the achievement gap; (2) how leaders mediate and negotiate the political pressures associated with resource decisions and their distribution—as well as how they acquire the authority to make these decisions; (3) how the structuring of school time, staffing, and programs aligns with what students and teachers need to improve learning; and (4) how leaders develop human capital by providing supports and incentives that foster higher performance.

*Questions about leaders' use of resources to close the achievement gap.* If the purpose of leadership, as we conceive of it, is to create powerful and equitable learning opportunities for students and professionals, then questions regarding the equity and adequacy of resources emerge. Examples of these questions are:

1. How, if at all, do particular resource strategies and decisions in a given state, district, or school setting reflect the leaders' commitment to closing the achievement gap? In what ways are these strategies and decisions shaped by (a) the leaders' understanding of equity and resource adequacy, and (b) a coherent theory of action that connects resources with student learning?

2. How do policies, rules, structures, and leadership roles enable (or frustrate) leaders' attempts to distribute resources in ways that encourage greater equity in learning outcomes? To align money, people, and time with learning improvement priorities?

3. In what valid and effective ways can leaders use student performance as a means for evaluating the efficiency and adequacy of resource (re)allocation practices and demonstrate whether or not the achievement gap is being closed?

4. What other benchmarks besides student performance can inform leaders or other audiences at school, district, and state levels about the progress being made using resource strategies to close the achievement gap?

*Questions about leaders' efforts to mediate and negotiate the political pressures associated with resource-related decisions.* While leaders may have the authority to make resource decisions, they may not have the opportunity to do so because of the political pressures associated with existing resource structures and the assumptions about investment priorities. These pressures pose challenges to leaders at all levels of the education system and prompt these questions:

5. What are the political pressures associated with resource-related decisions—especially where these decisions concern the reallocation of existing resources from one use to another to address learning priorities? How do leaders identify, negotiate, or navigate these pressures?

6. Given the complexities of governance structures and the occasional conflicting expectations for education, how do leaders at any given level of the education system craft a coherent approach to allocating resources? What does a coherent approach look like across levels of the system?

7. What (re)allocation strategies and incentives bring high-quality staff to hard-to-staff schools, without unmanageable repercussions elsewhere in the system (e.g., political backlash, unmet needs elsewhere in the system)?

8. How, if at all, do or can leaders at different levels of the system (state, district, school) coordinate their actions, decisions, or strategies to accommodate the political realities of resource allocation? Are there approaches to coordination that are particularly effective, given the intention to focus on learning improvement?

*Questions about leaders' efforts to organize the structure of schools in ways that improve learning.* As our discussion makes clear, the configuration of people, money, and time creates structures that reflect resource-related decisions and the structure that guides educational opportunities. Important questions exist about leaders' ability to track the translation of resources into actual use.

9. At the school level especially, how do leaders organize the time of staff and students to align with instructional priorities and address inequities?

10. In what ways do leaders make significant and regular time blocks available to staff for planning and professional development as part of their daily work across a school year? And how do they encourage or support the productive use of these time blocks to pursue learning improvement priorities?

11. How do leaders at varying levels of the education system figure out whether resources are being used appropriately and what configurations of resources contribute the most to learning improvement goals? What evidence shapes their understanding of effectiveness?

*Questions about leaders' efforts to provide supports and create incentives that enhance the quality and quantity of human capital.* Ensuring powerful and equitable learning throughout a school system hinges on leaders' capacity to distribute human capital in ways that support a learning agenda and place well-qualified teachers in schools and classrooms where they are most needed. Furthermore, strategies concerning human capital are also especially concerned with the *development* of human capital—that is, with the means to improve the quality of staff expertise throughout the sys-

tem. Central to this task is the development of the leaders' own expertise, alongside that of teachers and other staff.

12. How do leaders provide ongoing support and creative incentives that encourage higher levels of performance? What strategies, methods, or configurations do leaders find particularly effective in meeting learning improvement challenges?

13. How do district leaders ensure that students in struggling schools receive an equitable share of human resources to support learning?

14. What do state-local systems do to guide, support, and enable the professional learning of leaders with regard to resource (re)allocation strategies and the effective provision of incentives?

15. How are school leaders, in particular, helped to learn what they need to know about resource (re)allocation, especially in settings where they are granted more resources and increased discretion over allocation decisions?

### Enduring Dilemmas

These questions present significant challenges for the field and for leaders in education, and answers will not be easy to develop. In pursuing these questions, educators and scholars will need to keep in mind some fundamental dilemmas or tensions that are ever-present in the process of allocating resources. Threaded through these dilemmas are ideologies that become part of the context in which leaders approach questions about resources and, hence, are a central feature of the politics of resource allocation.

*More resources or more efficient uses of existing resources?* Resources are always scarce (economists often assert that scarcity is part of the definition of a "resource"). In such a context, it is natural for leaders who wish to mount a learning improvement initiative to seek additional resources rather than reallocating what they already have. Doing so is fully justified if the activities that depend on those resources cost more or require greater expertise than is currently available. But the search for more resources begs questions about how efficiently current resources are being used, as one segment of the public will

routinely remind educators. Given the frequent difficulties in showing a clear pay-off for investment, these interests balk at anything that would increase the cost of public education, while a counter faction in the public will always press for greater outlays. This ideological see-saw is a constant feature of the resource allocation process.

*Stay the course or continue to experiment?* Resource allocation is often thought of as an "investment" of dollars, time, and people in the enterprise of public education, and like many investments the presumed "pay-off" is unlikely to show up in the near term. It takes years to educate a child, and it takes years to create and sustain solid educational programs, no less a powerful learning improvement initiative, especially in large complex school systems. Such a situation breeds impatience, and the impulse to try something new is ever-present in deliberations about the prospective uses of resources. That impulse is also fueled by the external expectation of instant results, a fact of life in contemporary politics of public education. Yet the counter position can also be argued, and often is: We need to stay the course and give our current way of investing dollars time to show its potential. This voice for continuity of investment is more likely to come from within the public education system than without, and it may also reflect simple inertia or desire not to disturb an existing status quo. Whatever the reason, the timeline of resource decision making about resources (which occurs at least annually in the state, district, or school budgeting cycle) is likely to afford repeated opportunities to change course before the evidence is in. With each opportunity, the two sides of this endless debate are likely to express themselves.

*Act on available evidence or develop better evidence?* Resource allocation takes place in the midst of considerable uncertainty. As noted above, the timeline for decisions moves forward inexorably, and often there is not sufficient good data on the questions at hand to make a judgment that is well informed (see Knapp, Copland, Swinnerton, & Monpas-Huber, 2006, for a fuller discussion of what data-informed leadership entails). This fact prompts the impulse to ask for more and better data and to resist premature decision making until more convincing evidence is available. But the call for more and better data belies several counter tendencies (besides the public's impatience for instant results, noted above): the lack of a fully developed knowledge base about the connections between investments and results, no matter what the data; the cost of creating better data sources, which diverts resources from the original

purposes; and the inherent ambiguity of much data, necessitating interpretation (Honig & Coburn, 2005). For these reasons, it is hard for decision makers to make the uncertainty about resource allocation go away, even though at some cost the uncertainty can be reduced.

These enduring dilemmas do not make the earlier questions pointless or the aspiration to make resources do a better job of supporting learning improvement an endless series of shots in the dark. There is much that we do understand about the dynamics and consequences of resource allocation in support of learning improvement, and attaining greater clarity about what educational leaders are trying to do can only help. The goal is not final, irrefutable answers to the difficult questions nor the elimination of enduring dilemmas that will never go away. The goal is a continued search for an ever-greater understanding and the pursuit of well-conceived strategies that show the promise of supporting powerful, equitable education for all students.

# STATE EDUCATION PLAN GOALS: STATE BOARD OF EDUCATION AND PROFESSIONAL EDUCATOR STANDARDS BOARD STRATEGIC PLANS

## BACKGROUND

The State Board of Education (SBE) and the Professional Educator Standards Board (PESB) have developed new strategic plans. The intent of both boards is to develop their own goals with some objectives that support each boards work as well as the draft state education plan. In the recent Third Biennial Joint Report from SBE and PESB, a crosswalk between the two boards' new goals and the two boards' objectives that support the draft state education plan were identified. A short summary of those objectives are in attachment A. The SBE will highlight its new provisional graduation credit requirements framework (attachment B), which relates to goal four. The PESB will highlight emerging plans for a case study of the credential-level impact of the provisional graduation requirements and will also highlight components of their road map to preparation program accreditation redesign.

## POLICY CONSIDERATION

The following questions are offered for the joint boards to discuss:

1. What should the boards consider to enable districts to be successful in implementing the SBE new state graduation requirements?
2. How can the boards work together on policy issues to close the achievement gap?
3. How can the boards work together on policy issues related to improving math and science achievement?

## EXPECTED ACTION

None

**Attachment A**

**Third Biennial Joint Report SBE/PESB (pages 4-6)**

| State Board of Education Goals | Professional Educator Standards Board Goals |
|---|---|
| Advocate for an effective, accountable governance structure for public education in Washington | Facilitate and advocate for improved statewide educator data collection and use when needed to inform state policy |
| Provide policy leadership for closing the achievement gap | Establish an effective, systemic approach to recruitment of high caliber prospective educators into high demand area and from underrepresented populations |
| Provide policy leadership to increase enrollment and success in secondary and post-secondary education | Provide policy and programmatic support to ESDs and school districts to ensure a quality educator workforce |
| Promote effective strategies to make Washington's students nationally and internationally competitive in math and science | Ensure that Washington's educator preparation programs supply highly-effective educators that meet statewide demand |
| Advocate for policies to develop the most highly effective k-12 teacher and leader workforce in the nation | Collaboratively establish policy and system supports for quality educator development along the career continuum |

**State Education Reform Plan**

One of the most important ways we have worked together over the last two years is through our joint work on the State Education Reform for Race to the Top and legislation for E2SSB 6696 and ESHB 2261. The SBE and PESB have recently developed new strategic plans for each board which include ways for us to collaborate together. In addition, the SBE and PESB are developing objectives in their goals to address the State Education Reform Goals and Operating Conditions.

The chart below shows how SBE's and PESB's objectives and goals address the State Education Reform Goals.

| State Education Reform Goals | Related SBE Objectives | Related PESB Objectives |
|---|---|---|
| All Washington students will enter kindergarten prepared for success in school and life | Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum | Collaborate with school districts and ESDs to develop policies and programs that focus on equipping current educators with skills for closing the achievement gap for P3-12 students |
| All Washington students are competitive in mathematics and science nationally and internationally | Provide system oversight for math and science achievement<br><br>Strengthen science high school graduation requirements | Establish and uphold high and relevant preparation program standards that incorporate rigorous content knowledge To enable all students to graduate able to succeed as learners and citizens<br><br>Recruit high caliber candidates and provide quality preparation opportunities through strong, field-based partnerships between school districts and preparation programs |
| All Washington students attain high academic standards regardless of race, ethnicity, income or gender | Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English Language Learners<br><br>Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum<br><br>Review state and local efforts to improve quality teaching and educational leadership for all students | Ensure that preparation programs are responsive and relevant to the diverse needs of Washington's communities<br><br>Develop policies and incentives to support equitable distribution of highly effective educators statewide<br><br>Advocate for scholarships that support recruitment and retention of high caliber prospective educators from underrepresented populations |

| State Education Reform Goals | Related SBE Objectives | Related PESB Objectives |
|---|---|---|
| All Washington students graduate able to succeed in college, training, and careers | Provide leadership for a state prescribed graduation requirements that prepare students for post-secondary education, the 21st century world of work and citizenship<br><br>Create a statewide advocacy strategy to increase post secondary attainment<br><br>Provide policy leadership to examine the role for middle school preparation as it relates to high school success | Advocate for educator professional development opportunities that are accessible and relevant and that lead to positive impacts on student learning, and help close the achievement gap<br><br>Inform districts of their out-of-endorsement assignments and provide strategies for alleviating these situations<br><br>Facilitate entry into educator preparation programs by supporting academic preparedness, access, and affordability and expanding the options available to obtain quality preparation |

# The Washington State Graduation Requirements
## Class of 2016
## Career and College Ready

| CORE COURSES | CREDITS |
|---|---|
| English | 4 |
| Math | 3 |
| Science (2 Labs) | 3 |
| Social Studies | 3 |
| Arts | 1 |
| Occupational Education | 1 |
| Health | .5 |
| High School and Beyond Plan (HSBP) | |
| Arts | 1* |
| World Languages | 2* |
| Fitness | 1.5* |
| Career Concentration | 2* |
| Electives | 2 |
| Summary | |
| Total Required Credits | 24** |
| Culminating Project | |

Mandatory

Meets or exceeds HECB minimum subject requirements

Student Choice – *may substitute per HSBP

At the end of 8th grade, students would be automatically enrolled in a career and college program of study, one that prepares them for both career options and four-year public college admission, unless they substitute courses according to their HSBP.

**Up to 2 credits could be waived by local administrators for students who have failed a class and taken the appropriate credit recovery classes to regain the credit. Students must earn the designated credits in the mandatory subjects.

Note: Private schools must meet the state mandatory requirements . Private schools may elect to use career concentration and electives for their local requirements. (RCW 298.195.010)

### What's Changed?

| Subject | 2013 | 2016 |
|---|---|---|
| English | 3 | 4 |
| Math | 3 | 3 |
| Science | 2 (1 lab) | 3 (2 labs) |
| Social Studies | 2.5 | 3*** |
| Arts | 1 | 2 * |
| World Language | 0 | 2* |
| Health & Fitness | 2 | Health .5, Fitness 1.5* |
| Occupational Education | 1 | 1 |
| Career Concentration | | 2* |
| Electives | 5.5 | 2 |
| | Total: 20 | Total 24 |

*** 3 (including .5 credit of civics (RCW 28A.230.090), including a study of U.S. and Washington Constitution (RCW 28A.230.170)

As approved by SBE 2010.09.15

| Apprenticeship/Certificate/Technical Example Schedule (Green= HSBP Student Choice Courses) | |
|---|---|
| 9th Grade Semester 1 | 9th Grade Semester 2 |
| English | English |
| Algebra 1 | Algebra 1 |
| Physical Science | Physical Science |
| CTE Graphic Arts | CTE Graphic Arts |
| Occupational Education | Occupational Education |
| Health | Fitness |
| 10th Grade Semester 1 | 10th Grade Semester 2 |
| English | English |
| Geometry | Geometry |
| Biology (Lab) | Biology (Lab) |
| Fitness | Fitness |
| World History | World History |
| Math support class | Math support class |
| 11th Grade Semester 1 | 11th Grade Semester 2 |
| English | English |
| Applied Math (third credit elective choice) | Applied Math (third credit elective choice) |
| CTE Equivalent Science (Lab) | CTE Equivalent Science (Lab) |
| US History | US History |
| CTE | CTE |
| CTE | CTE |
| 12th Grade Semester 1 | 12th Grade Semester 2 |
| English | English |
| Contemporary World Problems | Contemporary World Problems |
| Weight Training | Civics |
| CTE/Skills Center | CTE/Skills Center |
| CTE/Skills Center | CTE/Skills Center |
| CTE/Skills Center | CTE/Skills Center |

# The Washington State Graduation Requirements Class of 2016 Career and College Ready

## Policy Recommendations

1. Remove 150-Hour restriction on credit definition and substitute the following non time-based definition: "Successful completion of the subject area content expectations or guidelines developed by the state, per written district policy." (The competency-based definition will remain.)
2. Two-For-One with required district reciprocity. Students may earn one credit and satisfy two graduation requirements (one academic and one career and technical) by completing a career and technical course determined by a district to be equivalent to an academic core course. Districts shall set the limit on the number of "two for one" classes a student may take. Students will still need to earn the state minimum number of credits.
3. Start High School and Beyond Plan at middle school level.
4. Make Washington State History and Government a non-credit requirement, and require transcripts to note that the student has met the Washington State History and Government requirement.
5. Add .5 credit of civics.

## Next Steps

1. Gather cost proposal from OSPI
2. Collect feedback in September and October
3. Finalize and adopt new graduation requirements in November
4. Introduce legislation in the 2011 Legislative Session
5. Implement cost items when funded

We want your feedback!

Please take our graduation requirements survey, available at www.sbe.wa.gov under "The Latest."

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

# Joint Policy Position Statements for the 2011 Legislative Session

The State Board of Education and the Professional Educator Standards Board are committed to supporting the goals of the State's education reform plan Goals. The SBE and the PESB will jointly urge the Governor and the Legislature to support continued progress.

- Stay on track for Quality Education Council (QEC) 2011 study and recommendations for changes to the educator compensation system. Changes need to result in better alignment between the continuum of educator development supported in state policy and requirements, and support of recruitment and retention of high caliber education professionals.

- Maintain plans to fully implement the statewide teacher and principal evaluation system in the 2013-14 school year. Data from this system is foundational for many of the goals of the state's education reform plan, including targeting professional development in support of improved teacher and principal effectiveness and accountability and continuous improvement of our educator preparation programs.

- Ensure in immediate term that limited state fund for mentoring and induction targets districts hiring new teachers and that QEC recommendations include plans for eventual statewide funding and implementation.

- Insist on OSPI full implementation of an E-certification system; a user interface for educators on licensure status and requirements as well as public information on educator credentials.

- Uphold high standards and accountability based on measures of educator effectiveness for all educator preparation programs; traditional or alternative.

- Support and ensure that OSPI:
    - Establishes means for collecting and maintaining information that are reliable and scaleable; and
    - Creates and maintains interactive web-based tools that display state and district data trends over time with a focus on actionable information based on current knowledge

- Support legislation that will establish and support a research agenda to answer key questions in education policy and establish best practices leading directly to student achievement.

- Support strategies to close the achievement gap for students of diverse race and ethnic backgrounds, students in poverty, and English language learners.

- Support strategies to ensure equitable distribution of highly effective educators.

- Support legislation and funding for professional development that addresses the increased content rigor, cultural competency, and language acquisition reflected in standards for preservice preparation.

- Support strategies to ensure that Washington students are nationally and internationally competitive in math and science.

# GRADUATION REQUIREMENTS AT CHIAWANA HIGH SCHOOL

Materials will be provided at the meeting.

# SCIENCE STRATEGIES/PLANS: NEXT STEPS

## BACKGROUND

One of the SBE's strategic planning goals is to promote effective strategies to make Washington's students nationally and internationally competitive in math and science. In order to accomplish this goal, the SBE is providing system oversight for math and science achievement and strengthening science high school graduation requirements. Being competitive in science and math nationally and internationally is also a goal of the draft Washington State Education Reform Plan.

At the September 2010 meeting, the SBE received a report on state leadership for a Math Systems Improvement Framework. At the November 2010 meeting, the SBE will receive a report on science.

The Office of Superintendent of Public Instruction (OSPI) has recently produced a "state of the state" description of science education. The report, "Science Education in Washington State," is still in draft form. The executive summary is included as Attachment A in this packet; the full report will be in members' "FYI" folders distributed at the meeting.

OSPI staff will use the report as a jumping off point to discuss the following three questions:

1. How are we leveraging current resources to make a positive difference in the system now?
2. How are we learning from past initiatives to inform systemic improvements in science?
3. What are we learning from new research in science to inform systemic improvements in science?

The principal and a teacher from Hearthwood Elementary School in the Evergreen School District (Clark County) will join the OSPI staff to report on their successful efforts to improve science achievement. Hearthwood Elementary School has 445 students; 52.3 percent of them are on free or reduced lunch. Tables based upon the SBE accountability index[1] show the improvements Hearthwood made in science achievement from 2007-2008 to 2009-2009 (See Attachment B). Preliminary data from 2009-2010, not yet available publicly, indicate that the science improvement trend continues to be strong.

## EXPECTED ACTION

None; information only.

[1] See the SBE Accountability Look Up Tool at: http://www.sbe.wa.gov/documents/Accountability%20Index%20Look%20Up%20Tool.xls.

**Attachment A**

# Executive Summary

The purpose of this report is to describe the current state of science and STEM education in Washington State and the policies and programs supporting science and STEM education. Key findings include:

### Science Teachers and Teaching

In Washington State there are currently 7,482 valid teaching certificates with a science endorsement. 3,620 of these are associated with secondary teacher employment. This past year, 704 teaching certifications with one or more science endorsements were issued in Washington State.

Survey data of Washington fourth grade teachers obtained from the 2005 NAEP (National Assessment of Educational Progress) showed that twenty-one percent of teachers self-reported teaching science less than one hour per week. Sixty-two percent of eighth grade teachers on the same assessment self-reported teaching science for an average of 3 – 4.9 hours per week. Using information gleaned from course enrollment data, the most commonly taught science classes in Washington State include biology, chemistry and physical science.

### State and National Assessment Results

A review of assessment results indicates that thirty-four percent (34%) of students met standard on the 2010 5$^{th}$ grade Measure of Student Progress (MSP) state science assessment. Fifty-four percent (54%) of students met standard on the 2010 8$^{th}$ grade science assessment (MSP) and forty-five percent (45%) of students met standard on the 2010 10$^{th}$ grade science assessment (HSPE).

NAEP test results showed that twenty-eight percent (28%) of Washington 4th grade students performed at the proficient or above level on the 4$^{th}$ grade 2005 science assessment. Thirty-three percent (33%) of Washington grade 8$^{th}$ grade students performed at the proficient or above level on the 8$^{th}$ grade 2005 NAEP science assessment.

In 2010, forty-one percent of Washington's ACT-tested high school graduates met the science College Readiness Benchmark. Nationally, only 29 percent of ACT-tested high school graduates met the science College Readiness Benchmark. Of the students taking the 2009 SAT Subject Area Biology and Physics tests, more than 50% of Washington's test takers scored above the national averages. In four of the six 2009 AP science tests, the mean for Washington's test-takers was higher than the national mean scores.

### Standards and Materials

In 2009 the Washington State K-12 Science Learning Standards were revised and adopted. At the national level, the National Research Council (NRC) of the National Academies of Science published a draft of a Conceptual Framework for Science Education which will be used to inform the development of the next generation national science standards. *Achieve* will develop the new science standards that are expected to be completed in 2012.

The English Language Arts Common Core standards include Reading and Writing Standards for Literacy in Science and Technical Subjects for grades 6–12. Standards for K–5 reading and writing in science and technical subjects are integrated into the K–5 Reading and Writing standards.

In 2009, OSPI led the development and adoption of the Washington State K-12 Integrated Environmental and Sustainability Education (ESE) Learning Standards. OSPI developed and adopted K-12 Education Technology Standards in 2008.

In 2009, OSPI conducted a science instructional materials review and recommendation of three basic science curricula each for elementary, middle, and high school grades. Approximately, 70% of school districts surveyed are using science materials in the elementary grades that are aligned with the 2009 science standards. A smaller number of school districts surveyed are using materials in the middle and high school grades that are aligned with the 2009 science standards. LASER alliances developed an "At a Glance" summary for teachers and administrators. Where curriculum gaps were identified, LASER alliances provided teacher support tools.

### Graduation Requirements

In September 2010, the State Board of Education provisionally adopted the *Washington State Graduation Requirements: Career and College Ready* requiring three credits of science, two of which must be a lab science. Students in the class of 2013 and beyond must pass the science High School Proficiency Exams (HSPE). As a result of new legislation, beginning in 2012 the HSPE will be an end-of-course (EOC) test in biology.

### Capacity Building Programs and Support

Beginning in the 2008 – 2009 school year, each of the nine Educational Service Districts (ESDs) has one science coordinator who provides regional professional development and technical assistance related to science curriculum and instruction. Additionally, the Mathematics and Science Instructional Coach Program provided funding in the 2007-09 biennium for 25 math coaches in 2007-08, and 25 math and 25 science coaches in 2008-09. With reduced funding the program continues and coaches provide site based professional development.

Since 1999 LASER has provided and continues to provide financial, professional development, and technical assistance to individual classrooms, schools, school districts and to consortia of school districts, called LASER Alliances. Through June 30, 2010, educators in more than 200 Washington school districts have received science education products, services and technical assistance from the LASER network.

Federal grant support has been received for programs including the Mathematics and Science Partnership (MSP) Program. The MSP Program supports partnerships between the mathematics, science, and/or engineering faculty of institutions of higher education and high-need school districts. Currently, there are ten funded MSP projects in Washington, seven of which are focused on science and/or STEM.

The legislature allocated funding to designate up to three high schools and three middle schools in Washington as STEM lighthouse schools to identify, share, and promote best practices in STEM education. The legislature directed OSPI to develop a STEM Plan detailing goals and strategies for improving STEM education.

Since June 2008, the Partnership for Learning has been coordinating the design of a STEM Initiative, including the launch of the Washington STEM Center. The Washington State Mathematics,

Engineering, Science Achievement (MESA) Program provides enriching opportunities for underrepresented students in grades K-12.

### Issues for Further Consideration

Issues for further consideration identified in the report include: addressing time for and the quality of instruction of science in elementary school; opportunities to integrate science and STEM education through relevant learning experiences; funding and support for teacher professional development focused on science content and effective teaching practices; addressing the “opportunity and access gap” (i.e. achievement gap) in science; and developing scaffolding strategies to bridge state standards to anticipated Next Generations Science Standards.

**Attachment B**

| School | District | Grade Span |
|---|---|---|
| Hearthwood Elementary School | EVERGREEN (CLARK) | K-5 |

## 2008-2009

| INDICATORS | OUTCOMES | | | | | |
|---|---|---|---|---|---|---|
| | Reading | Writing | Math | Science | Extended Grad Rate | Average |
| Achievement of non-low income students | 6.0 | 6.0 | 5.0 | 5.0 | . | 5.50 |
| Achievement of low income students | 4.0 | 4.0 | 3.0 | 3.0 | . | 3.50 |
| Achievement vs. peers | 4.0 | 7.0 | 5.0 | 7.0 | . | 5.75 |
| Improvement from the previous year | 7.0 | 7.0 | 7.0 | 7.0 | . | 7.00 |
| Index scores | 5.25 | 6.00 | 5.00 | 5.50 | NA | 5.44 Tier: Very Good |

## 2007-2008

| INDICATORS | OUTCOMES | | | | | |
|---|---|---|---|---|---|---|
| | Reading | Writing | Math | Science | Extended Grad Rate | Average |
| Achievement of non-low income students | 5.0 | 6.0 | 4.0 | 2.0 | . | 4.25 |
| Achievement of low income students | 3.0 | 4.0 | 2.0 | 1.0 | . | 2.50 |
| Achievement vs. peers | 2.0 | 6.0 | 2.0 | 1.0 | . | 2.75 |
| Improvement from the previous year | 4.0 | 7.0 | 2.0 | 1.0 | . | 3.50 |
| Index scores | 3.50 | 5.75 | 2.50 | 1.25 | NA | 3.25 Tier: Fair |

# OSPI MATH AND SCIENCE HIGH SCHOOL END OF COURSE ASSESSMENTS FOR GRADUATION

## BACKGROUND

One of the SBE's strategic planning goals is to promote effective strategies to make Washington's students nationally and internationally competitive in math and science. In order to accomplish this goal, the SBE is providing system oversight for math and science achievement and strengthening science high school graduation requirements. Part of the SBE's system oversight is to establish performance improvement goals in science and mathematics on the state assessments. The SBE is also expected to consult with the Office of Superintendent of Public Instruction (OSPI) on the development of state science end-of-course (EOC) assessments.

Statute[1] charges the superintendent of public instruction *in consultation with the state board of education,* to develop statewide end-of-course assessments for high school mathematics that measure student achievement of the state mathematics standards. The assessments will be implemented statewide in the 2010-2011 school year.

Students in the graduating class of 2013 will be required to meet both math and science standards, which means that they must meet standard in two end-of-course math assessments: algebra 1/integrated mathematics 1 and geometry/integrated mathematics 2, and a science assessment[2]. The SBE will set the cut scores for those exams in August 2011.

If the Common Core English and Math standards are adopted, new assessments could be implemented as early as 2014-15. The Smarter Based Consortium that Washington has joined along with 30 other states will be examining the creation of these new assessments using the Common Core standards. The Consortium received $160 million to begin its work. How the new assessments would be integrated into Washington's assessment system is yet to be determined.

OSPI staff will outline the complexities to implement the current schedule for graduation tests, and explain in greater detail the issues surrounding the state assessments, their relationship to potential Common Core assessments, and the connections of the assessments to high school graduation. In order to formulate a position on the OSPI recommendations, the SBE may be interested in pursuing such questions as:

- What are OSPI's thoughts or recommendations about the 2013 assessment requirements for graduation?
- What do you think needs to change in order to ramp up student achievement in the coming years?

[1] RCW 28A.655.066
[2] This year's 10th graders will take a comprehensive science assessment in 2011; in 2012, students will take an end-of-course science assessment.

- If the Common Core Standards are college and career ready standards, how will the consortium set performance levels—on the basis of what is needed to be college-ready, or on the basis of what is needed to graduate from high school?

**EXPECTED ACTION**

None; information only.

# STATE EDUCATION PLAN UPDATE

## BACKGROUND

Washington submitted a Race to the Top (RTTT) grant application in the second round to the U.S. Department of Education, but was not selected as a winner. Of a possible 500 points, Washington received 290.6 (58 percent of 500). The weakest areas for Washington were in teacher and leader effectiveness; lack of closing the achievement gap; no charters and few innovative schools; provisional adoption of the common core standards and making state funding for education a priority. The SBE staff recommended the following considerations for any revisions based on the feedback from the RTTT reviewers.

- Washington needs a clear, comprehensive, systematic State Education Plan in order to improve outcomes for students. Without a clear plan, Washington is unlikely to improve student outcomes.
- Every element of the Reform Plan must have meaningful timelines and clear action steps supported by specific strategies.
- The academic achievement gap and the high school dropout rates need immediate and specific attention. Implementation of research-based strategies must be a statewide focus.
- The state needs to be clear about what 'career and college ready' means and how it is measured.
- The state needs a plan for compensating, promoting, and retaining teachers and principals using student growth as a significant factor.
- The state needs a plan for removing ineffective teachers and principals.

Washington's RTTT Steering Committee (Governor, SBE Chair and SPI) agreed to revise the education plan submitted as part of the RTTT proposal. The purposes of the Washington Education Plan[1] would be to:

- Establish a roadmap for all Washington State education agencies, boards, departments, divisions, and offices to align action plans, and monitor and report on progress.
- Establish priorities on which investment and policy decisions will be based.
- Rally support for education reform across the state.
- Develop a common communication tool for discussing Washington's common education priorities.

The RTTT consultant was retained in early September to continue the work this fall with the Steering Committee. The chair of the Professional Educator Standards Board was added to the Steering Committee. In addition, it was decided that the Quality Education Council should be included in the review of the state education plan as that body must make recommendations to the legislature to phase in full funding for basic education over the next ten years. The latest

[1] The SBE is calling the State Plan the Education Plan, others from the Steering Committee still refer to it as the Education Reform Plan.

revised plan contains the four original goals with strategies, progress indicators, and expected results. The Department of Early Learning, the Higher Education Coordinating Board, and the State Board of Community and Technical Colleges have provided input. This latest draft of the education plan will be vetted in November with various stakeholders[2] and a survey tool for feedback will be posted on line. These stakeholders will also be asked for their priorities. Based on the feedback, the plan will be revised and presented to the Quality Education Council (QEC) by the Steering Committee. After priorities are determined, the state education plan will be revised and action steps, measures, and timelines will be added. Next steps for the Steering Committee include finalizing the plan and developing a legislative strategy for codifying the plan.

In addition the State Board of Education developed its 2010-14 strategic plan that contains objectives to support the draft state education goals.

## POLICY CONSIDERATIONS

The Board shall review and provide feedback on the draft education plan strategies and expected results for each of the four goals.

- Attachment A provides an overview.
- Attachment B provides the feedback tool on the bigger picture strategies and end results.
- Attachment C provides the detailed back up on the strategies and end results.

## EXPECTED ACTION

Board members shall discuss the strategies and end results and fill out the survey to provide their feedback as part of the stakeholder review process.

[2] Stakeholder groups include: Association of Washington Business, Coalition for Excellent Schools Now, Congressional delegation, Early Childhood Groups, Education Associations, Ethnic Commissions, Governor's Commission on Transforming the Budget, Higher Education Groups, Legislative Leaders, Major Private Funder Group, Parents, Professional Educator Standards Board, Quality Education Council, State Board of Education, OSPI STEM group, Technology Alliance, and Urban League.

# *Washington State 2010 Education Reform Plan*

OVERVIEW

October/November 2010

# Objectives for Feedback Session

1. Clarify purposes of Education Reform Plan
2. Share overview of current draft of plan and steps to finalize it
3. Review process for securing feedback from stakeholder groups
4. Solicit your feedback on goals, strategies, and expected results: use a feedback tool

# Purposes for WA Education Reform Plan

1. Establish a roadmap for all Washington State education agencies, boards, departments, divisions, and offices to align action plans, and monitor and report on progress
2. Establish priorities on which investment and policy decisions will be based
3. Rally support for education reform across the state and among policy makers, the public, and practitioners
4. Develop a common communication tool for discussing Washington's common education priorities

# Education Reform Plan Graphic

VISION

*All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship*

**To Realize This Vision, We Will Make Sure that Students:**

GOALS

- Enter kindergarten prepared for success in school and life
- Compete in Mathematics and Science Nationally and Internationally
- Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender
- Graduate Able to Succeed in College, Training, and Careers

WHAT WE WILL ACHIEVE

# Strategies Linked to Goals

| Goal | Strategies |
|---|---|
| ***All Washington Students Enter Kindergarten Prepared for Success in School and Life*** | 1. Develop capacity, skill, and education levels of pre-K providers<br>2. Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities<br>3. Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices) |

# Strategies Linked to Goals

| Goal | Strategies |
|---|---|
| ***All Washington Students Compete in Mathematics and Science Nationally and Internationally*** | 1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels<br>2. Implement a statewide K-12 math improvement model that is aligned with "Response to Intervention"<br>3. Create and implement a statewide K-12 science improvement model that is aligned with research<br>4. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education<br>5. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)<br>6. Increase the amount of instructional time in elementary school dedicated to mathematics and science<br>7. Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools |

# Strategies Linked to Goals

| Goal | Strategies |
|---|---|
| ***All Washington Students Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender*** | 1. Implement Full day kindergarten in Washington's elementary schools, starting with the lowest income districts and schools<br>2. Reduce class size in the early grades in Washington's lowest income districts and schools<br>3. Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior<br>4. Recruit, prepare, and retain educators -- skilled teachers and building-level leaders -- who possess skills and knowledge in language acquisition and cultural competency<br>5. Partner with parents, communities, advocates, employers and post-secondary educators in educating every child<br>6. Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington's communities<br>7. Deliver differentiated, personalized instruction<br>8. Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities<br>9. Create an accountability system that includes rewards and incentives for equity *and* excellence<br>10. Generate and support innovative school models |

# Strategies Linked to Goals

| Goal | Strategies |
|---|---|
| ***All Washington Students Graduate Able to Succeed in College, Training, and Careers*** | 1. Provide equitable and full educational funding to support career and college readiness<br>2. Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards<br>3. Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention<br>4. Implement rigorous and aligned pre-school through first year of college ("P-13") standards, curriculum and assessments<br>5. Implement dropout early warning and intervention systems to support students at risk of dropping out<br>6. Implement rigorous career- and college- ready graduation requirements<br>7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs<br>8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion ("P-20") – to forward timely decision making, research, policy, practice, public reporting, advocacy |

# Process for Soliciting Feedback

- Share draft of goals, strategies, and expected results
- Engage stakeholder groups (see following page)
- Use key questions
- Identify feedback patterns; incorporate into revised plan
- Share revised reform plan and priorities with Steering Committee and QEC for reaction & decision making

# Process for Soliciting Feedback

| *Stakeholder Groups* |
| --- |
| Association of Washington Businesses |
| Coalition for Excellent Schools Now |
| Congressional delegation |
| Early Childhood Groups |
| Education Associations |
| Ethnic Commissions |
| Governor's Commission on Transforming Washington's Budget |
| Higher Education Groups |
| Legislative education leaders |
| Major Private Funder Groups |
| Parents |
| Professional Educator Standards Board |
| QEC Leadership Group |
| State Board of Education |
| OSPI STEM workgroup |
| Tech Alliance |
| Urban League |

# Process for Soliciting Feedback

***Use Key Questions:***

1. Rank the four goals – from most important to less important
2. Provide feedback on each goal, its associated strategies, and expected results as follows:
   a. Describe in a few words what each goal means
   b. From the list of existing strategies, prioritize the strategies that are essential to carrying out each goal
   c. For the top three strategies you have prioritized, consider the expected results and indicate their level of importance to measuring the success of each strategy
   d. Indicate in a few words those strategies that are missing from each particular goal area

# Timeline for Completing Plan

| Date | Action |
|---|---|
| October 28 | Post Survey Tool |
| Weeks of November 1st & 8th | Conduct Focus Groups; align lessons learned and needs analysis to strategies |
| November | Identify patterns within feedback; incorporate |
| Week of November 15 | Share revised reform plan and feedback process with Steering Committee and QEC |
| Weeks of November 29 and December 6th & 13th | Establish baseline data and projected targets for each Expected Result; establish action plans |
| Weeks for December 6th, 13th, and 20th | Refine Education-related Legislative Agenda, Organizational Changes, and Budgets |
| Week of December 13 | Share revised reform plan and priorities with Steering Committee and QEC |
| January 2011 | Write and Edit New Version of 2010 State Education Reform Plan Document; and Implementation Plan |
| January 2011 | Develop Communication and Dissemination Plan |
| February 2011 | Disseminate |
| March 2011 | Allocate funds to priority strategies |

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS
October 29, 2010

**Attachment B**

## GOALS

***Please rank the four goals from most important to less important***
(place an "X" in the appropriate column)

| Goal | Level of Importance 1=highest priority | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| All Washington Students Enter Kindergarten Prepared for Success in School and Life | | | | |
| All Washington Students Compete in Mathematics and Science Nationally and Internationally | | | | |
| All Washington Students Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender | | | | |
| All Washington Students Graduate Able to Succeed in College, Training, and Careers | | | | |

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS
October 29, 2010

## STRATEGIES AND EXPECTED RESULTS

***Goal:*** ***All Washington students will enter kindergarten prepared for success in school and life***

a. Circle the two (2) most important strategies associated with achieving the kindergarten readiness goal
b. Circle the single (1) most important expected result associated with each of the two (2) most important strategies
c. Indicate if any key strategies are missing
d. Indicate if any expected results are missing

| Strategies | Expected Results |
|---|---|
| 1. **Develop capacity, skill, and education levels of pre-K providers** | • Increases in numbers of teachers who meet *Early Childhood Education and Assistance Program* (ECEAP) professional development qualifications and requirements |
| 2. **Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities** | • Reduction of students identified for special education services (K-3)<br>• Increases in access to quality early learning settings<br>• Increases in children who are from low income household who participate in *Early Childhood Education and Assistance Program* (ECEAP)<br>• Increases in accredited child care and early learning childhood providers |
| 3. **Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices)** | • Increases in early grade reading and mathematics achievement (preK-3) |

**Any missing strategies?** _____

**Any missing expected results?** _____

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS
October 29, 2010

**Goal:** ***All Washington students compete in mathematics and science nationally and internationally***

a. Circle the three (3) most important strategies associated with achieving the science and mathematics performance goal
b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
c. Indicate if any key strategies are missing
d. Indicate if any expected results are missing

| Strategies | Expected Results |
|---|---|
| **1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels** | • Increases in overall and disaggregated mathematics' and science performance levels on state, national, and international assessments in all tested grade levels<br>• Increases in high school students performing in the top quartile of SAT and ACT mathematics and science scorers<br>• Reductions in the number of students required to enroll in remedial mathematics' courses in college<br>• Increases in Washington high school graduates obtaining a mathematics' and/or science related post-secondary degree or certificate<br>• Increases in number of students studying STEM-related fields |
| **2. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education** | • Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience |
| **3. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)** | • Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience |
| **4. Increase the amount of instructional time in elementary school dedicated to mathematics and science** | • Increases in overall and disaggregated mathematics' performance levels in 3rd, 4th, and 5th grade<br>• Increases in overall and disaggregated science performance levels in 5th grade |

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS
October 29, 2010

| Strategies | Expected Results |
|---|---|
| 5. **Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools** | • Increases in the number of students, including low-income students and those from every ethnic subgroup, completing post-secondary college, certificate, apprenticeship, and other career training programs in STEM related fields<br>• Increases in students performing at levels 3,4, or 5 on AP STEM-related exams |

**Any missing strategies?** _____

**Any missing expected results?** _____

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS
October 29, 2010

***GOAL: All Washington students attain high academic standards regardless of race, ethnicity, income or gender***

a. Circle the three (3) most important strategies associated with realizing the achievement gap goal
b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
c. Indicate if any key strategies are missing
d. Indicate if any expected results are missing

| Strategies | Progress Indicators & Expected Results |
|---|---|
| 1) **Implement Full day kindergarten in Washington's elementary schools, starting with the lowest income districts and schools** | • Increases in Washington public school Kindergarten students (disaggregated) participating in public funded full-day kindergarten |
| 2) **Reduce class size in the early grades in Washington's lowest income districts and schools** | • Increases in 3rd grade disaggregated performance (literacy, numeracy) |
| 3) **Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior** (*Response to Intervention* includes screening, diagnostic, progress monitoring/benchmarking, and outcome assessments; high quality initial ('core') instruction, and research-based intervention when needed) | • Reductions in low income students and those from every ethnic subgroup identified for special education services<br>• Increases in low income students and those from every ethnic subgroup ***de***classified from special education services<br>• Increases in the number of students receiving learning support services (bilingual, reading, mathematics) outside of special education |
| 4) **Recruit, prepare, and retain educators -- skilled teachers and building-level leaders --who possess skills and knowledge in language acquisition and cultural competency** | • Reductions in demographic gap between educators and the students they teach<br>• Increases in education as a chosen career among the state's highest-ranked high school graduates |
| 5) **Partner with parents, communities, advocates, employers and post-secondary educators in educating every child** | • Increases in student attendance<br>• Reductions in student suspensions<br>• Numbers of students on track/off track to graduate<br>• Reductions in drop out rates |
| 6) **Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington's communities** | • Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup*<br>*(American Indian, Asian, Black, Hispanic, Pacific Islander, White |
| 7) **Deliver differentiated, personalized instruction** | • Increases in overall and disaggregated performance of low income students and those from every ethnic subgroup in all subjects at all tested grade levels |

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS
October 29, 2010

| Strategies | Progress Indicators & Expected Results |
|---|---|
| **8) Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities** | • Increases in overall achievement in all subjects and all tested grade levels<br>• Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup*<br>*(American Indian, Asian, Black, Hispanic, Pacific Islander, White |
| **9) Create an accountability system that includes rewards and incentives for equity and excellence** | • Increase in students who graduate meeting college entrance requirements (HECB College Academic Distribution Requirements) |
| **10) Generate and support innovative school models** | • Increases in High schools making the greatest gains in reducing gaps in achievement among subgroups |

**Any missing strategies?** _____

**Any missing expected results?** _____

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS
October 29, 2010

**GOAL:** ***All Washington students graduate able to succeed in college, training, and careers***

a. Circle the three (3) most important strategies associated with achieving the college readiness goal
b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
c. Indicate if any key strategies are missing
d. Indicate if any expected results are missing

| Strategies | Progress Indicators & Expected Results |
|---|---|
| 1. **Provide equitable and full educational funding to support career and college readiness** | • Stable, dependable, and clear funding formulae<br>• Levels of compensation for teachers, administrators, and classified staff that approximate state labor-market compensation rates for state-funded work groups |
| 2. **Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards** | • Reductions in educator workforce projection supply and demand gap |
| 3. **Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention** | • Increases in numbers of educators receiving low marks on evaluation system that are put on an improvement plan, not granted tenure, and/or that leave the profession |
| 4. **Implement rigorous and aligned pre-school through first year of college ("P-13") standards, curriculum and assessments** | • Increases in overall student achievement in all subjects and all tested grade levels |
| 5. **Implement dropout early warning and intervention systems to support students at risk of dropping out** | • Reductions in cohort drop out rates<br>• Increases in high school four year and extended-graduation rates |

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS
October 29, 2010

| Strategies | Progress Indicators & Expected Results |
|---|---|
| **6. Implement rigorous career- and college- ready graduation requirements** | • Increases in students meeting new Washington Graduation Requirements – Career and College Ready<br>• Increases in students performing at college entrance standards (SAT = XXX; ACT = XXX)<br>• Decreases in students needing remedial/development courses in Community and Technical Colleges<br>• Increases in students staying in college beyond freshman year and those with credit accumulation equivalent to 15 or more credits<br>• Increases in completion rates in Community and Technical colleges<br>• Increases in students completing by age 25 post-secondary college, certificate, apprenticeship, and other career training programs |
| **7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs** | • Increases in students taking college entrance examinations (ACT and SAT)<br>• Increases in students completing dual credit courses or earning credit from college coursework while in high school<br>• Increases in college bound scholarship students enrolling in a college or university<br>• Increases in students enrolled in formal post-secondary programs and/or college |
| **8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion ("P-20") – to forward timely decision making, research, policy, practice, public reporting, advocacy** | • Increase in customer/user satisfaction of P-20 and educator workforce dashboards |

Discuss your feedback

Turn in this document!

Thanks!

## *GOAL #1: All Washington students will enter kindergarten prepared for success in school and life*

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **1. Develop capacity, skill, and education levels of pre-K providers**<br>a. Implement comprehensive professional development and compensation system<br>b. Enhance child care licensing requirements and policies<br>c. Deliver quality early childhood education degree and certificate programming for aspiring educators; partner with Community and Technical Colleges<br>d. Provide health, mental health, and social emotional consultation in early childhood settings<br>e. Expand registry for early childhood professionals<br>f. Provide data, information, and systems to increase quality of early childhood education (*Quality Rating and Improvement System*) | • Increases in numbers of teachers who meet *Early Childhood Education and Assistance Program* (ECEAP) professional development qualifications and requirements<br>• Improvements in assessment data from Quality Rating and Improvement System in regard to teacher quality, available resources, best practices, and professional development for teachers, and parent access and information |
| **2. Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities**<br>a. Expand and enhance *Early Childhood Education and Assistance Program* (ECEAP)<br>b. Increase access for children and their families to participate in accredited child care and early learning programs by implementing a Quality Rating and Improvement System<br>c. Expand home visitation services to at risk families<br>d. Expand P-20 longitudinal data system to include identification and prioritization of early learning data indicators and analyses<br>e. Implement statewide parent outreach and engagement campaign; partner with Community and Technical Colleges to deliver online parent education courses | • Reduction of students identified for special education services (K-3)<br>• Improvements in school readiness, including academic and social/emotional indicators on *Washington Kindergarten Inventory of Developing Skills'* (WaKIDS) kindergarten readiness assessment indicators<br>• Increases in access to quality early learning settings<br>• Increases in children receiving support from *Working Connection Child Care* subsidy program who receive 12 months of care without interruption<br>• Increases in schools using WaKIDS' kindergarten readiness assessment<br>• Increases in children who are from low income household who participate in *Early Childhood Education and Assistance Program* (ECEAP)<br>• Increases in accredited child care and early learning childhood providers |

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| 3. **Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices)**<br>a. Adopt and implement *Washington Kindergarten Inventory of Developing Skills* (WaKIDS) and early learning development benchmark process<br>i. Provide incentives for all schools and districts to use Kindergarten assessment process and early learning and development benchmark process<br>b. Implement the K-12 Reading Model and expand to include birth-5 early literacy skills<br>c. Fund and facilitate implementation of the K-12 Math Improvement Framework to include birth-5 early numeracy skills<br>**d.** Align *Early Learning Guidelines* with K-12 Learning Standards | • Increases of incoming Kindergarteners' progress on social emotional readiness assessment in one school year (WaKIDS disaggregated developmental and formative assessment data including social-emotional, language development, cognitive, and physical)<br>• Increases in early grade reading and mathematics achievement (preK-3) |

## *GOAL #2: All Washington students compete in mathematics and science nationally and internationally*

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels**<br>a. Adopt the Common Core mathematics standards<br>b. Implement a statewide K-12 math improvement model that is aligned with research on Response to Intervention*<br>c. Create and implement a statewide K-12 science improvement model that is aligned with research<br>d. Align the College Readiness Mathematics Test to the mathematics' Common Core State Standards; administer in 11th or 12th grade*<br>e. Participate in the SMARTER/Balanced Assessment Consortium to develop and implement mathematics formative and summative assessments<br>f. Provide professional development for implementation of the newly revised mathematics and science standards/assessments<br>g. Replace the current high school mathematics assessment with two (2) end-of-course assessments that will measure Algebra 1 and Geometry skills and knowledge<br>h. Provide support to school districts in obtaining aligned mathematics and science instructional materials, including on-line materials and software to access it<br>i. Provide support for WA students to participate in a state in TIMMS or PISA assessment programs (requires establishing a benchmark and performance targets for TIMMS and PISA as a result of first administration)<br>j. Implement the new proposed Washington State Graduation Requirements<br>k. Implement the new mathematics graduation credit and end-of-course requirements for the classes of 2013 and beyond.<br>Increase student participation in dual credit course offering in mathematics and science (e.g., AP, College in the High School)<br>*includes leadership, instructional materials, professional development, intervention for struggling students, and screening, diagnosis, and progress monitoring | • Increases in students completing Algebra I by 8th grade<br>• Increases in students completing Algebra II or its integrated equivalent<br>• Increases in overall and disaggregated mathematics' and science performance levels on state, national, and international assessments in all tested grade levels<br>o Reductions in achievement gaps in mathematics<br>• Increases in high school students performing in the top quartile of SAT and ACT mathematics and science scorers<br>• Reductions in the number of students required to enroll in remedial mathematics' courses in college<br>• Increases in Washington high school graduates obtaining a mathematics' and/or science related post-secondary degree or certificate<br>• Increases in number of students studying STEM-related fields |

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **2. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education**<br>a. Provide incentives for college students and talented mathematics and science professionals to pursue mathematics and science teaching careers, including providing science and mathematics professionals certification and salary recognition for work-related experience<br>b. Deliver *Higher Education Coordinating Board* professional development activities directed at middle and high school (Title II funds) | • Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience |
| **3. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)**<br>a. Increase opportunities for teachers to add mathematics and science related endorsements through programs such as conditional loans (e.g., the "retooling" program for current teachers)<br>b. Create a specialty endorsement for elementary mathematics and science specialists; includes providing incentives for teachers to obtain the certificates and implementation of an equitable statewide distribution strategy | • Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience |
| **4. Increase the amount of instructional time in elementary school dedicated to mathematics and science**<br>a. Provide professional development to teachers on math and science models (see Goal 2, Strategies 2 and 3) | • Increases in overall and disaggregated mathematics' performance levels in 3rd, 4th, and 5th grade<br>• Increases in overall and disaggregated science performance levels in 5th grade |
| **5. Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools**<br>a. Partner with business/industry, colleges and universities, organizations, and communities to provide opportunities for educators and students to engage in the application of science, technology, engineering, and mathematics | • Increases in the number of students, including low-income students and those from every ethnic subgroup, completing post-secondary college, certificate, apprenticeship, and other career training programs in STEM related fields<br>• Increases in students performing at levels 3,4, or 5 on AP STEM-related exams |

***GOAL #3: All Washington students attain high academic standards regardless of race, ethnicity, income or gender***

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| 1) **Implement Full day kindergarten in Washington's elementary schools, starting with the lowest income districts and schools** | • Increases in Washington public school Kindergarten students (disaggregated) participating in public funded full-day kindergarten |
| 2) **Reduce class size in the early grades in Washington's lowest income districts and schools** | • Increases in 3rd grade disaggregated performance (literacy, numeracy) |
| 3) **Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior** (*Response to Intervention* includes screening, diagnostic, progress monitoring/benchmarking, and outcome assessments; high quality initial ('core') instruction, and research-based intervention when needed) | • Reductions in low income students and those from every ethnic subgroup identified for special education services<br>• Increases in low income students and those from every ethnic subgroup ***de***classified from special education services<br>• Increases in the number of students receiving learning support services (bilingual, reading, mathematics) outside of special education |
| 4) **Recruit, prepare, and retain educators -- skilled teachers and building-level leaders --who possess skills and knowledge in language acquisition and cultural competency**<br>a. Recruit high-caliber students and professionals -- from underrepresented populations -- into high demand education fields and geographic locations<br>b. Provide models to districts and schools on effective professional development for cultural competency and language acquisition | • Reductions in demographic gap between educators and the students they teach<br>• Increases in education as a chosen career among the state's highest-ranked high school graduates |
| 5) **Partner with parents, communities, advocates, employers and post-secondary educators in educating every child**<br>a. Support the implementation of a family involvement coordinator in every school<br>b. Ensure district leaders use data to improve and sustain their work to engage communities and families<br>c. Support and encourage specific district leadership actions for<br>i. family and community involvement<br>ii. family and community outreach that involves *all* families and community demographic groups in meaningful ways | • Increases in student attendance<br>• Reductions in student suspensions<br>• Numbers of students on track/off track to graduate<br>• Reductions in drop out rates |

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **6) Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington's communities**<br>a) Expand middle school and high school guidance counseling programs<br>b) Provide ongoing academic support for middle and high school students to master rigorous and increased academic college and career readiness standards<br>c) Implement Positive Behavior Support systems K-12<br>d) Implement 'on track to graduation' data systems starting in middle school to identify, monitor, and support every student at risk (Dropout Early Warning Intervention Systems)<br>e) Use research-based strategies to provide the support needed for students to be successful in courses needed for graduation (e.g., AVID, extended learning time, project based learning, etc.)<br>f) Invest in more college credit acquisition programs for high school students from Washington's highest needs schools and classrooms (Running Start, AP, IB, dual credit, early college programs, online programs, GEAR UP, etc.)<br>g) Increase availability of credit recovery, alternative credit acquisition, and student re-engagement programs<br>h) Support the full implementation of a coordinated school (and environmental) health program, ensuring that students are connected with the health (and environmental) services necessary for successful learning | • See Progress Indicators & Expected Results for #5 above<br>• Numbers of students with high school and beyond plans aligned with new Washington Graduation Requirements – Career and College Ready<br>• Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup*<br>• Reductions in incidences of bullying at all grade levels (cyber, telecommunications, face to face) (See also #5 above)<br><br>*(American Indian, Asian, Black, Hispanic, Pacific Islander, White |
| **7) Deliver differentiated, personalized instruction**<br>a) Support equitable distribution of highly effective educators and specialty roles<br>b) Provide funding for students with special needs to meet state and national standards, including those eligible for special education, English Language Learner, and additional academic support services | • Increases in overall and disaggregated performance of low income students and those from every ethnic subgroup in all subjects at all tested grade levels |

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **8) Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities**<br>a. Implement district and school improvement and intervention models and process | • Increases in overall achievement in all subjects and all tested grade levels<br>• Increases in student performance among schools identified as *Persistently-Lowest Achieving* (PLA) over three years<br>• Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup<br>*(American Indian, Asian, Black, Hispanic, Pacific Islander, White |
| **9) Create an accountability system that includes rewards and incentives for equity and excellence**<br>b. Incent and reward schools that demonstrate progress on equity and excellence indicators<br>c. Incent and reward schools that demonstrate progress on graduating students that successfully complete WA State Board of Education graduation requirements<br>**d.** Incent and reward low income students and those from underrepresented populations who graduate | • Reductions in state and district achievement gap component of Accountability Index (SBE/OSPI)<br>• Increases in High schools making the greatest improvement in students successfully completing the new Washington Graduation Requirements – Career and College Ready<br>• See also Goal 4, Strategy 1 (ample funding)<br>• Increase in students who graduate meeting college entrance requirements (HECB College Academic Distribution Requirements) |
| **10) Generate and support innovative school models**<br>a. Implement transformational school models and programs in partnership with colleges, universities, not-for-profit and private partners, education management organizations and other national providers | • Numbers of districts implementing evidenced-based school models<br>• Increases in High schools making the greatest gains in reducing gaps in achievement among subgroups |

## *GOAL #4: All Washington students graduate able to succeed in college, training, and careers*

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| 1. **Provide equitable and full educational funding to support career and college readiness**<br>a. Implement state funding necessary to support all students' basic educational needs<br>b. Support the development of performance incentives that encourage performance improvement and recognize district and school performance | • Increases in levels of funding to the level that supports delivery of sound basic education program<br>• Stable, dependable, and clear funding formulae used to<br>o distribute funds to schools at levels that support delivery of sound basic education program<br>o reward and recognize districts and schools for meeting student and efficiency performance standards (See also Goal 3, Strategy 9)<br>o provide appropriate financial weight to offset demographic conditions within a school or district, including (but not limited to) foster care, mobility, crime rates, poverty rates, teacher experience/performance, student achievement etc.<br>o encourage program flexibility based on performance<br>• Levels of compensation for teachers, administrators, and classified staff that approximate state labor-market compensation rates for state-funded work groups |

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **2. Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards**<br>a. Implement high program standards that incorporate rigorous content knowledge, demonstrated instructional effectiveness, and cultural competency in professional practice.<br>b. Develop and implement career development and career ladders for educators<br>c. Provide comprehensive information on the state's current educator workforce profile, and data on projected workforce need<br>d. Implement embedded professional development system for both teachers and leaders<br>e. Provide mentors for all beginning teachers<br>f. Strengthen connections between colleges of education and higher education institutions to deliver high quality educator preparation<br>g. Build capacity at the state, regional, district, school and classroom levels to implement and support reforms | • Increases in prospective educators enrolled in educator preparation programs who performed in top XX% of all high school graduates on ACT and SAT examinations<br>• Reductions in educator workforce projection supply and demand gap |
| **3. Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention**<br>**a.** Revise laws and rules on teacher/principal tenure<br>**b.** Improve the dismissal process to ensure that every classroom has an effective teacher and every school has an effective principal | • Increases in educators evaluated using multiple measures of teacher effectiveness (including student growth) as part of licensure, hiring, placement, tenure, and retention decisions<br>• Increases in numbers of educators receiving low marks on evaluation system that are put on an improvement plan, not granted tenure, and/or that leave the profession |

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **4. Implement rigorous and aligned pre-school through first year of college ("P-13") standards, curriculum and assessments**<br>a. Adopt and implement Common Core Standards<br>b. Implement the new State Board of Education high school requirements<br>c. Provide curriculum, instructional supports, and instructional materials that are differentiated, personalized and aligned<br>d. Provide curriculum material reviews to districts to inform curricular selection decisions<br>e. Develop, adopt and use assessments that are consistent with state goals and standards including adopting and implementing assessments from state consortia<br>f. Align all state and locally-adopted assessments into a comprehensive system including screening, progress monitoring, diagnostic assessments, and outcome assessments | • Increases in schools and district personnel trained in new Common Core Standards<br>• Increases in overall student achievement in all subjects and all tested grade levels |
| **5. Implement dropout early warning and intervention systems to support students at risk of dropping out**<br>a. Provide rigorous, relevant instruction to better engage students and provide skills needed to graduate<br>b. Provide academic support for improving student achievement for students at risk of dropping out<br>c. Implement programs to help students and educators improve behavior and social skills<br>d. Provide adult advocates to support students at risk of dropping out | • Reductions in student suspensions<br>• Numbers of students on track/off track to graduate<br>• Reductions in cohort drop out rates<br>• Increases in high school four year and extended-graduation rates |

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **6. Implement rigorous career- and college- ready graduation requirements**<br>a. Implement State Board of Education new graduation requirements<br>b. Require all middle and high school students to formulate a "high school and beyond plan" – including a trajectory that leads to career- and college-readiness<br>c. Expand partnerships with colleges, universities, and training providers designed to prepare students for and educate students about post secondary certificate, apprenticeship, career training programs, and college programs and curricular demands<br>d. Tie high school graduation standards to two and four year college entrance requirements | • Numbers of students who have "high school and beyond plans" and follow them<br>• Increases in students meeting and exceeding standards on high school statewide proficiency exams<br>• Increases in students meeting new Washington Graduation Requirements – Career and College Ready<br>o Increases in districts implementing high school graduation requirements (Goal: 100% by 2016)<br>• Increases in students performing at college entrance standards (SAT = XXX; ACT = XXX)<br>• Decreases in students needing remedial/development courses in Community and Technical Colleges<br>• Increases in students staying in college beyond freshman year and those with credit accumulation equivalent to 15 or more credits<br>• Increases in completion rates in Community and Technical colleges<br>• Increases in students completing by age 25 post-secondary college, certificate, apprenticeship, and other career training programs |
| **7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs**<br>a. Recruit more eligible 7th and 8th grade highest needs students for the College Bound Scholarships to cover college tuition at public colleges in WA<br>b. Increase dual credit opportunities (IB, AP, concurrent programming, Tech Prep)<br>c. Provide the opportunity for students to take, receive results from, and receive guidance based on a college readiness test in their junior year of high school<br>d. Provide mentoring, tutoring, and support to potential first generation college students | • Increases in students taking college entrance examinations (ACT and SAT)<br>• Increases in students completing dual credit courses or earning credit from college coursework while in high school<br>• Increases in college bound scholarships awarded<br>• Increases in college bound scholarship students enrolling in a college or university<br>• Increases in students enrolled in formal post-secondary programs and/or college |

| Strategies | Progress Indicators & Expected Results (in RED) |
|---|---|
| **8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion ("P-20") – to forward timely decision making, research, policy, practice, public reporting, advocacy**<br>a. Improve P-20 longitudinal data and information systems that link early learning, K-12, higher education program, and workforce data<br>i. Provide data support to classroom teachers and principals for informing classroom practice<br>ii. Set clear and fair parameters for defining, measuring, and reporting on student growth, educator effectiveness, and school progress<br>iii. Provide comprehensive data on the state's current educator workforce profile, supply, and demand<br>b. Support public and researcher access to the P-20 longitudinal data | • Increases in availability of user friendly, accessible, time sensitive, and instructionally relevant P-20 data<br>• Increases in access to and ease-of-use associated with P-20 data system tools and repositories (data warehouse, dashboards, reports, query tools)<br>• Increases in availability and accuracy of educator workforce projection data<br>• Increase in customer/user satisfaction of P-20 and educator workforce dashboards<br><br>Facilitates tracking of Progress Indicators and Expected Results #1-7 above, among those linked to other goals |

The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

**Business Items – November 9-10, 2010 Meeting Proposed Motions**

| Content | *Staff Recommendation | Action |
|---|---|---|
| **1. Consent Agenda**<br>• Approval of Minutes from the September 15-16 Meeting<br>• State Board of Education Strategic Plan 2010-14<br>• Private Schools | **Motion:**<br>Move to approve the Consent Agenda. | |
| **2. High School Graduation Requirements Resolution** | **Motion:**<br>Move to approve the resolution of Washington State Graduation Requirements:<br>Career and College Ready | |
| **3. Required Action District Final Rule** | **Motion:**<br>Move to approve the new rule WAC 180-17 to implement the accountability legislation for the required action districts for filing with the Code Reviser for proposed rule making under RCW 34.05.320 | |
| **4. Technical Fixes for SBE Rules Final Rule** | **Motion:**<br>Move to approve the technical changes to Title 180 WAC for filing with the Code Reviser for proposed rule making under RCW 34.05.320 | |
| **5. State Board of Education Calendar for 2012 and 2013** | **Motion:**<br>Move to approve the calendars for 2012 and 2013 for SBE meetings | |

*****Please note that these recommended motions are consistent with the direction proposed by staff in the materials provided with the Agenda. The motions are subject to modification at the election of any Board member. The Board may also elect not to proceed with a motion on an agenda item.

**WASHINGTON STATE BOARD OF EDUCATION**
**MEETING DATES FOR 2012-2013**

| Dates/Locations for 2012 | Locations for 2013 |
|---|---|
| January 11-12<br>Olympia<br>TBD | January 9-10<br>Olympia<br>TBD |
| March 14-15<br>TBD | March 13-14<br>Olympia<br>TBD |
| May 8-9<br>TBD | May 8-9<br>TBD |
| July 10-12<br>to include Retreat<br>TBD | July 9-11<br>to include retreat<br>TBD |
| September 12-13<br>TBD | September 11-12<br>TBD |
| November 8-9<br>TBD<br>(combined with PESB) | November 14-15<br>TBD<br>(combined with PESB) |

# STATE BOARD MEMBER LIAISONS

## BACKGROUND

The State Board of Education members have been assigned liaison roles to various groups. Board members were provided the opportunity to update or change their liaison roles in September. From feedback received, the revised list was created for further discussion at the November meeting.

## POLICY CONSIDERATION

Due to budget considerations this year, Chair Vincent has asked Board members to reduce their travel by ten percent. Board members are asked to examine the agendas of their respective groups and determine if they need to attend the meetings. The SBE will pay for one member to attend each WSSDA regional meeting; if another member wishes to attend he/she will be asked to do so at his/her own expense.

## EXPECTED ACTION

None. This is a Board discussion item.

**Attachment A**

## BOARD MEMBERS ASSIGNMENT TO LIAISON GROUPS

| Organization | Primary Liaison |
|---|---|
| AWSP | Amy Bragdon |
| AESD | Steve Dal Porto |
| ESD 101 (Spokane) | Amy Bragdon |
| ESD 105 (Yakima) | Phyllis Frank |
| ESD 112 (Vancouver) | Bob Hughes |
| ESD 113 (Olympia) | Bob Hughes |
| OESD 114 (Bremerton) | Kris Mayer |
| PSESD (Renton) | Connie Fletcher |
| ESD 123 (Tri Cities) | Steve Dal Porto / Phyllis Frank |
| NCESD 171 (Wenatchee) | Steve Dal Porto |
| NWESD 189 (Anacortes) | Sheila Fox |
| Learning First Alliance | Connie Fletcher |
| HECB: Higher Education Coordinating Board | Sheila Fox |
| PESB: Professional Educator Standards Board | Sheila Fox |
| PSE: Public School Employees of Washington | Warren Smith |
| PTA: Parent Teachers Association | Eric Liu |
| QEC: Quality Education Committee | Mary Jean |
| SBCTC: State Board for Community and Technical Colleges | Bernal Baca |
| Steering Committee for Education Reform | Jeff Vincent |
| WALA: Washington Association for Learning Alternatives | Phyllis Frank |
| WASA: Washington Association of School Administrators | Steve Dal Porto |
| WASC: Washington Association of Student Councils | Anna Laura Kastama / Jared Costanzo |
| WEA: Washington Education Association | Bernal Baca |
| WFIS: Washington Federation of Independent Schools | Jack Schuster |
| Washington Business Roundtable/Association of Washington Businesses & Partnership for Learning | Jeff Vincent |
| WSSDA: Washington State School Directors' Association | Connie Fletcher |
| WTECB: Workforce Training and Education Coordinating Board | Phyllis Frank |
| WSSDA Regional Meetings:<br>1. Director Area 1<br>2. Director Area 2<br>3. Director Area 3<br>4. Director Area 4<br>5. Director Area 5<br>6. Director Area 6<br>7. Director Area 7<br>8. Director Area 8<br>9. Director Area 9<br>10. Director Area 10<br>11. Director Area 11 | 1. Sheila Fox and Bob Hughes<br>2. Bernal and Connie Fletcher<br>3. Warren Smith<br>4. Kris Mayer<br>5. Jack Schuster<br>6. Bob Hughes<br>7. Steve Dal Porto<br>8. Phyllis Frank<br>9. Amy Bragdon<br>10. Steve Dal Porto<br>11. Phyllis Frank |

# Cost of Proposed Graduation Requirements

Office of Superintendent of Public Instruction

November 9, 2010

# Statutory References for Fiscal Analysis

- ***2009 c 548 s112 states in part***: "it is the intent of the legislature that no increased programmatic or instructional expectations be imposed upon schools or school districts without an accompanying increase in resources as necessary to support those increased expectations"

- ***RCW 28A.150.220*** (3)(b) provides that the basic education instructional program shall provide students the opportunity to complete twenty-four credits for high school graduation, subject to a phased –in implementation of the twenty-four credits as established by the legislature. The State Board of education has the authority to determine course distribution requirements in accordance with RCW 28A.230.090.

- ***28A.230.090*** provides that: "Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation."

# Cost of Implementation for the Proposed Graduation Requirements
## Analysis as of November 2, 2010

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| **Operating Costs:** | | | | | |
| Total Cost for Initiation of the HSBP in Eighth Grade | $ 3,844,220.84 | $ 3,878,930.33 | $ 3,897,009.05 | $ 3,866,729.50 | $ 3,809,859.45 |
| Total Cost for High School Updates to HSBP | $ - | $ 2,602,070.66 | $ 5,604,054.91 | $ 8,998,801.31 | $ 11,522,950.81 |
| Additional High School Counselor Needs | $ - | $ 2,286,024.19 | $ 7,493,552.93 | $ 12,723,395.90 | $ 15,911,451.45 |
| Total Cost of Additional Materials | $ - | $ 1,337,839.62 | $ 222,973.27 | $ 222,973.27 | $ 222,973.27 |
| Additional Instructional Time | $ - | $ - | $ - | $ 35,448,228.89 | $ 35,772,423.32 |
| **One Time Only Capital Facility Costs:** | | | | | |
| Total Facility Cost based on survey responses | $ - | $ 28,365,360.00 | $ - | $ - | $ - |
| **Total Costs Per School Year** | **$ 3,844,220.84** | **$ 38,470,224.80** | **$ 17,217,590.16** | **$ 61,260,128.87** | **$ 67,239,658.30** |

Note: Facility Costs are a one time only cost and may be begin as early as 2012.

***The Science Class Size information below is not considered to be a cost of the requirements and is only provided as supplementary information for the Quality Education Council***

**Lower Class Size- Science for every 1 student** $ 3,418,997.37**

** Approximate cost to reduce to 22.5 is $19,796,000

Current science course class size and funding is not differentiated within the current prototypical model.

# Initiation of HSBP in Eighth Grade

- Development of a High School and Beyond Plan in Eighth Grade is a necessary component to meaningful adoption of the Proposed Graduation Requirements
- Assumptions
  - Basic Education Class Size of 28.53
  - 13 hours of certificated staff time
  - $2,625 per prototype school for materials, supplies and support costs

# Updates to HSBP in High School

- Annual updates and revisions to the High School and Beyond Plan will be required for each student throughout their high school career
- Assumptions
  - Phase-In for Class of 2016 and beyond only
  - Basic Education Class Size of 28.53
  - 10 hours per year of certificated time
  - $5,250 per prototype school for supplies and support

# Added Counselor Responsibilities

- High School Counselors will be required to monitor significantly more individual requirements and ensure that student choice options are reflected in the High School and Beyond Plan
- Assumptions
  - Additional 0.5 FTE per prototypical school should be allocated approximating an average 1 hour of time per student per year.

# Additional Materials

- Where requirements are increased, additional instructional materials to be purchased by school districts
- Assumptions
  - State responsibility for the cost of foreign language, arts, English, science, and civics textbooks will increase
  - Costs were based on textbook survey data
  - Ongoing costs are for MSOC replacement of textbooks on a six year cycle
  - Analysis used individual course data – but approximation of formula =(students x 4 credits x $63)

# Additional Instructional Time

- Additional credit requirements will create additional student FTE costs to the state. Added student FTE is comprised of students who currently do not take a full 24 credits and those who are recovering credit
- Assumptions
  - Net funded student FTE increases in senior year, through running start, and/or through skill centers.
  - Total of 8% increase in FTE is assumed each year with 60% of that increase (4.7% of student population) represents students who will take one or two classes with the other 40% (3.3% of student population) representing students who will take between than three and five classes.
  - Students will not begin accessing the additional FTE until their junior or senior years

# Facility Costs

- In some districts, the additional requirements may require additional facilities. Based on capacity survey data collected from school districts as of October 30
  - 50.6 additional science classrooms would be required
  - 24.6 additional art classrooms would be required
  - 39.2 additional general classrooms would be required.
  - Costs were assumed based on construction cost and square footage estimates.
  - Many districts do not require additional facilities
  - Survey data represented 147 districts and 57.5 of student population. Data should not be extrapolated to population as significant number of non-reporting districts have had declining enrollment in past years.

# Additional State Board Changes

OSPI has evaluated the following SBE options and determined that they do not have a fiscal cost if implemented:

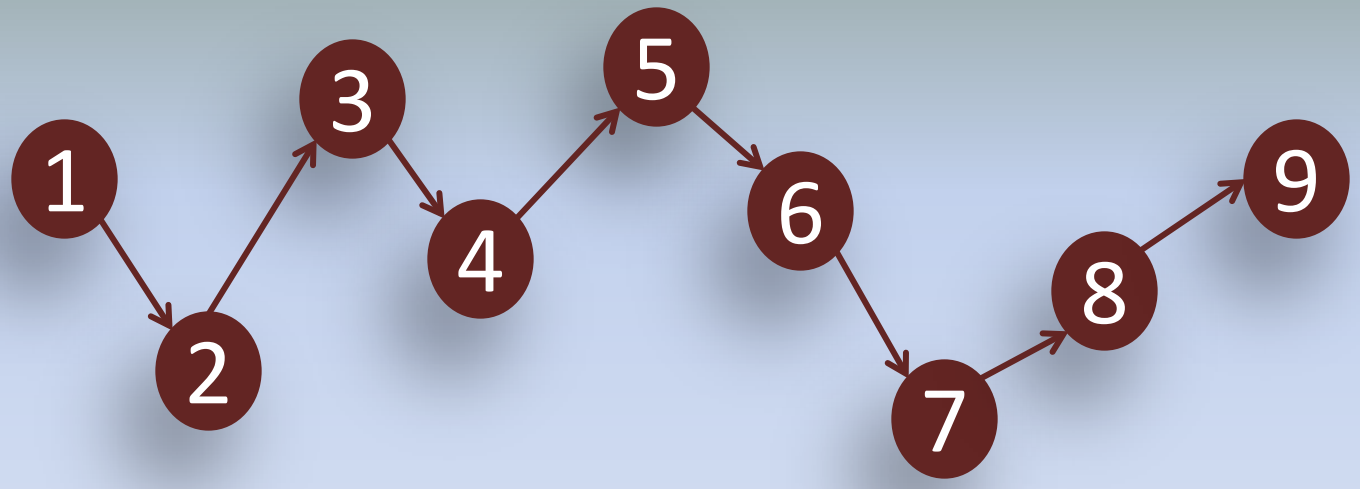
- Within the current 20 credit framework, the following credits changes:
  - Increasing English from 3 to 4 credits
  - Increasing Social Studies from 2.5 to 3 credits, including .5 credits of civics
  - Designating .5 credits of health (while retaining 1.5 credits of fitness)

- Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
- Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements .
- Make Washington State History and Government a non-credit requirement that must be successfully passed and noted met on the student transcript

# Questions

- Contact:
  - Shawn Lewis, Office of Superintendent of Public Instruction
    - Email: shawn.lewis@k12.wa.us
    - Phone: 360-725-6111

# Graduation Requirements Decision Points




**Kathe Taylor, Ph.D.**
**Policy Director**
**The Washington State Board of Education**

# Are there any changes needed to the resolution?

1

- Any significant changes to the Whereas… sections?

- Any significant changes to the Be It Resolved…sections?

# What changes do you want to make to the High School and Beyond Plan?

2

- Add the 7 components recommended by the MHSD Advisory Committee?

  AND/OR

- Make automatic enrollment pathway decisions part of the HSBP process?

# Seven Proposed HSBP Components

2

- Personal interests and career goals
- Four-year plan for course-taking that is related to the student's interests and goals
- Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices
- Budget for postsecondary education or training and life based on personal and career interest
- Participation in a postsecondary site visit(s) (Virtual?)
- Completion of an application for postsecondary education and training
- Completion of a resume

# How would you clarify the fitness requirement?

3

- Allow students to substitute other courses for fitness, per the HSBP?

  OR

- Require students to take fitness unless they are excused, per statute?

# What principles should guide the local waiver policy?

4

Affirm the authority of local administrators to waive up to 1-2 credits for individual students, provided:

- those students attempt 24 credits <u>and</u> earn credits in all mandatory courses?

# What principles should guide the courses required for automatic enrollment?

5

- Affirm that the purpose of the automatic enrollment pathway is to keep all post high school options open to students?

  AND

- Specify that the automatic enrollment pathway will align with the minimum admission requirements of four-year public WA colleges (including quantitative class in senior year)?

# What action should be taken on the culminating project?

6

- Make the changes recommended by the MHSD Advisory Committee?

# Proposed Changes to Culminating Project

6

- Relate the culminating project to a student's post-high school goals and interests per their HSBP
- Specify that the project shall include a portfolio, presentation, and a product (as well as any additional components districts might choose to add)
- Require students to demonstrate the application of core academic skills and learning competencies from each of three categories

# Proposed Changes to Culminating Project

6

Three categories of skills (one from each)

1. Learning and innovation skills (creativity/innovation, critical thinking and problem solving, communication, collaboration)
2. Information, media, and technology skills
3. Life and career skills (flexibility/adaptability, initiative and self-direction, social and cross-cultural skills productivity and accountability, financial literacy leadership and responsibility, perseverance)

Survey

# Graduation Requirements Survey Results

Kathe Taylor Ph.D.
Policy Director

Sarah Rich
Research Director

Survey

# Graduation Requirements Survey

Purpose:
to gather feedback from stakeholders and inform discussion of the final graduation requirements framework.

Methodology:
- Web-based survey
- Not possible to repeatedly fill out survey from same computer
- Survey up from October 5 – 31, 2010

Results:
- 4090 survey responses
- also received 209 emails, 205 in support of mandatory fitness

Analysis:
Staff coded open ended responses into one of 51 possible categories. Categories of responses were included in the memorandum if they were made by 1% (41) or more of respondents.

Survey

# Demographic data (Tables 1 and 3, page 2)

Place of Residence:

| | % of Respondents | # of Respondents |
|---|---|---|
| Western Washington | 72% | 2960 |
| Eastern Washington | 20% | 817 |
| Central Washington | 6% | 252 |
| No Response | 1% | 61 |

Size of Local School District:

| | % of Respondents | # of Respondents |
|---|---|---|
| Medium (500-10,000) | 47% | 1919 |
| Large (over 10,000) | 44% | 1819 |
| Small (less than 500) | 6% | 263 |
| No Response | 2% | 89 |

Survey

# Primary Role of Respondent (Table 2, page 2)

| | % of Respondents | # of Respondents |
|---|---|---|
| K-12 Teacher | 46.5% | 1901 |
| Parent | 16.2% | 662 |
| Counselor | 9.8% | 402 |
| Other | 9.0% | 368 |
| School Administrator/Principal | 5.0% | 203 |
| District Administrator | 3.2% | 131 |
| College Faculty or Administrator | 2.5% | 103 |
| Student | 1.8% | 74 |
| Superintendent | 1.6% | 66 |
| No Response | 1.3% | 55 |
| School Board Member | 1.1% | 46 |
| Advocacy Group Member | 1.1% | 45 |
| ESD Staff | 0.7% | 27 |
| Legislator | 0.1% | 4 |
| State Policy Maker | 0.1% | 3 |

Survey

# High School and Beyond Plan: How important is it for students to complete each of the proposed new components? (Table 4, page 3)

| | 1 | 2 | 3 | 4 | 5 | No Response |
|---|---|---|---|---|---|---|
| Personal interests and career goals | 3.2% | 4.8% | 15.0% | 21.2% | 46.9% | 8.9% |
| Four-year plan for course taking that is related to the student's interests and goals | 5.5% | 8.2% | 19.6% | 23.2% | 34.5% | 9.1% |
| Research on post secondary training and education, related to one's career interest, including comparative information on the benefits and costs of available choices | 4.9% | 8.4% | 20.6% | 23.8% | 33.1% | 9.2% |
| Budget for postsecondary education or training and life, based on personal and career interests | 7.9% | 11.5% | 24.0% | 21.2% | 25.6% | 9.8% |
| Participation in postsecondary site visit(s). (Perhaps 'virtual tours' of postsecondary institutions in lieu of actual visits) | 13.0% | 13.4% | 25.8% | 17.5% | 20.0% | 10.2% |
| Completion of an application for postsecondary education and training | 9.9% | 11.1% | 20.6% | 20.8% | 27.5% | 10.2% |
| Completion of a resume | 5.0% | 5.5% | 13.5% | 18.7% | 48.0% | 9.3% |

Survey

# Is there anything else SBE should require in the High School and Beyond Plan? (Table 5, page 4)

| | % of Respondents | # of Respondents |
|---|---|---|
| Students should not be forced into a plan early on before they are ready to select a career. The HSBP must remain flexible and not lock students into a particular path. | 2.3% | 93 |
| The HSBP should include career exploration opportunities, such as mock interveiws, completing job applications, job shadowing, and/or internships. | 2.0% | 80 |
| The HSBP should include financial literacy and/or financial aid information. | 1.5% | 60 |
| If there are more requirements, schools will need additional funding, resources, and/or more counselors. | 1.4% | 58 |
| The HSBP needs to be inclusive of students who plan to do something other than go directly to a four year college. It currently seems to exclude CTE options. | 1.4% | 56 |
| There should not be anything else required. | 1.0% | 42 |

Survey

# Activities that would make the HSBP an active, dynamic process (Table 6, page 5)

| | % of Respondents | # of Respondents |
|---|---|---|
| Career exploration or planning curriculum that is part of the school's academic course of study (Navigation 101 or similar curricula) | 61.9% | 2531 |
| Annual conferences among students, parents, and teachers to review students' educational and career goals | 56.5% | 2311 |
| Regular opportunities to meet with school counselors | 53.2% | 2176 |
| In class assistance | 49.6% | 2028 |
| Other | 23.3% | 953 |

Survey

# Other activities that would make the HSBP an active, dynamic process (Table 7, page 5)

| | % of Respondents | # of Respondents |
|---|---|---|
| Funding, resources, and more counselors are needed | 5.1% | 209 |
| Career exploration, such as mock interviews, completing job applications, job shadowing, internships | 2.3% | 94 |
| More parental involvement | 1.4% | 58 |

Survey

# Importance of three proposed components for culminating project (Table 8, page 6)

| | 1 | 2 | 3 | 4 | 5 | No Response |
|---|---|---|---|---|---|---|
| Portfolio | 9.4% | 7.3% | 16.9% | 18.8% | 36.4% | 11.20% |
| Presentation | 8.0% | 5.9% | 16.6% | 16.5% | 42.3% | 10.70% |
| Product | 11.2% | 9.0% | 20.7% | 17.1% | 29.5% | 12.60% |

Survey

# Questions or comments on suggested changes to the culminating project (Table 9, page 6)

| | % Respondents | # Respondents |
|---|---|---|
| The culminating project is not a meaningful requirement. Many students see this as another 'hoop' to jump through. | 3.9% | 161 |
| The culminating project is an unfunded mandate. It adds to an already overburdened staff. | 1.5% | 61 |
| "Product" is an unclear term. | 1.2% | 49 |
| The culminating project should be eliminated. | 1.0% | 41 |
| The components of the culminating project should be left up to local districts. | 1.0% | 40 |
| The culminating project would be more valuable if the state provided guidelines to make it more consistent among districts. | 1.0% | 39 |

Survey

# Comments/feedback on the 24-credit automatic pathway (Table 10, page 8)

| | % of Respondents | # of Respondents |
|---|---|---|
| Fitness should be mandatory, not a student choice. | 21.1% | 861 |
| This is not inclusive of students who plan to do something other than attend a four-year college. | 8.2% | 334 |
| Make sure students have the flexibility to take four years of music, art, and/or world language. | 6.2% | 254 |
| This is too difficult for many students. There is not enough room for remediation and more students will drop out. | 4.7% | 194 |
| Funding and resources are critical to implement this plan. The system is stretched to its limit. Rural schools/districts have specific resource/teacher recruitment challenges. | 4.1% | 166 |
| These rigorous requirements are a positive step forward. | 2.8% | 115 |

Survey

# Comments/feedback on the 24-credit automatic pathway continued (Table 10, page 8)

| | % of Respondents | # of Respondents |
|---|---|---|
| There should be more flexibility to substitute courses. | 2.6% | 106 |
| Students need more electives to explore new interests. | 2.0% | 80 |
| There should be more requirements for math, science.* | 1.7% | 70 |
| We need more CTE options. | 1.4% | 58 |
| Occupational education needs to be defined. Is this the same thing as CTE? | 1.2% | 48 |
| Overall this is not a good proposal. | 1.1% | 43 |
| Ensure there are accomodations for English Learners and students receiving special education. | 1.0% | 41 |

*This category of comment was primarily in favor of additional math and science requirements, but also includes mention of additional requirements for world language, occupational education, global issues, history, citizenship, consumer education, and child development, among others.

Survey

# Who should be involved in the consent process if students choose courses outside the automatic pathway (Table 11, page 9)

| | % of Respondents | # of Respondents |
|---|---|---|
| Use the same consent process currently in place for the third credit of math: student, parent, and high school staff agree that the choice better fits with the student's educational and career goals as expressed in the student's High School and Beyond Plan. | 43.3% | 1770 |
| Use a consent process that involves the student, parent, and counselor. | 40.3% | 1648 |
| Other (Please fill in the box below). | 9.7% | 396 |
| No Response | 6.7% | 276 |

Survey

# Comments on process for student choice substitutions (Table 12, page 10)

| | % of Respondents | # of Respondents |
|---|---|---|
| Funding, resources, and more counselors are needed to support any change. The system is stretched to its limit. | 1.5% | 60 |
| Consent for student choice classes should be ultimately up to the student and parent/guardian. | 1.2% | 50 |

# STAKEHOLDER FEEDBACK ON PROPOSED GRADUATION REQUIREMENTS FRAMEWORK

## BACKGROUND

At its September 2010 meeting, the SBE gave provisional approval to a revised framework of career and college ready graduation requirements. After the meeting, the SBE reached out to stakeholders in numerous ways, through face-to-face and webinar presentations, online materials (PowerPoint presentations, handouts, meeting highlights)[1], and an online survey. The survey, available to the public from October 5-31, 2010, generated 4,090 responses.

As of this writing, the SBE had received 215 e-mails; 206 of those expressed support for fitness to be a mandatory requirement, not a student choice. All correspondence is included in a notebook for Board members to review; formal letters are in members' FYI folders.

Board members will have an opportunity at the November meeting to add and discuss any feedback they received from stakeholders, and use it to inform discussion of the final graduation requirements framework. The Workforce Training and Education Coordinating Board notified the SBE that it will consider a resolution of support for specific aspects of the graduation requirements proposal[2] at its November 18, 2010 meeting.

This memorandum summarizes the feedback received from the online survey. Although the online survey was not a random survey, the responses provide a snapshot of the issues that were most relevant for those who took the time to complete it. See Attachment A for a copy of the original survey.

### Survey Demographics: Who Responded

Most (72%) of the respondents were from Western Washington, and almost half (46.5%) identified themselves as teachers.

Tables 1 - 3 summarize the demographic data collected from the survey.

[1] http://www.sbe.wa.gov
[2] The draft resolution reads: "…That the Workforce Board endorse the State Board of Education proposal for requiring two credits of a career concentration in their college and career ready graduation requirements, the proposed two-for one policy for career and technical education courses deemed equivalent to core academic courses, and the proposed rules for the High School Plan and Culminating Project. The legislature should re-prioritize state spending to accommodate the fiscal impacts of these new requirements."

Table 1
Place of Residence in Washington State

| | % of Respondents | # of Respondents |
|---|---|---|
| Western Washington | 72% | 2960 |
| Eastern Washington | 20% | 817 |
| Central Washington | 6% | 252 |
| No Response | 1% | 61 |

Table 2
Primary Role of Respondent

| | % of Respondents | # of Respondents |
|---|---|---|
| K-12 Teacher | 46.5% | 1901 |
| Parent | 16.2% | 662 |
| Counselor | 9.8% | 402 |
| Other | 9.0% | 368 |
| School Administrator/Principal | 5.0% | 203 |
| District Administrator | 3.2% | 131 |
| College Faculty or Administrator | 2.5% | 103 |
| Student | 1.8% | 74 |
| Superintendent | 1.6% | 66 |
| No Response | 1.3% | 55 |
| School Board Member | 1.1% | 46 |
| Advocacy Group Member | 1.1% | 45 |
| ESD Staff | 0.7% | 27 |
| Legislator | 0.1% | 4 |
| State Policy Maker | 0.1% | 3 |

Table 3
Size of Local School District in Which Respondent Resides

| | % of Respondents | # of Respondents |
|---|---|---|
| Medium (500-10,000) | 47% | 1919 |
| Large (over 10,000) | 44% | 1819 |
| Small (less than 500) | 6% | 263 |
| No Response | 2% | 89 |

**Survey Responses: High School and Beyond Plan**

Three questions on the survey were related to the High School and Beyond Plan (HSBP). The first question listed the components of the HSBP that the SBE will consider adding to give more direction and to ensure greater consistency across districts. Respondents were asked to rate how important it was for students to complete each of the proposed new components (A “5” rating was a strong endorsement).

Generally, respondents were supportive of the seven components, although to varying degrees. Completion of “personal interests and career goals” and a “resume” were rated the highest, while “participation in postsecondary site visits” was rated the lowest. Table 4 summarizes the ratings of the proposed new components.

Table 4
Ratings of Proposed New Components to High School and Beyond Plan

| | 1 | 2 | 3 | 4 | 5 | No Response |
|---|---|---|---|---|---|---|
| Personal interests and career goals | 3.2% | 4.8% | 15.0% | 21.2% | 46.9% | 8.9% |
| Four-year plan for course taking that is related to the student’s interests and goals | 5.5% | 8.2% | 19.6% | 23.2% | 34.5% | 9.1% |
| Research on post secondary training and education, related to one’s career interest, including comparative information on the benefits and costs of available choices | 4.9% | 8.4% | 20.6% | 23.8% | 33.1% | 9.2% |
| Budget for postsecondary education or training and life, based on personal and career interests | 7.9% | 11.5% | 24.0% | 21.2% | 25.6% | 9.8% |
| Participation in postsecondary site visit(s). (Perhaps ‘virtual tours’ of postsecondary institutions in lieu of actual visits) | 13.0% | 13.4% | 25.8% | 17.5% | 20.0% | 10.2% |
| Completion of an application for postsecondary education and training | 9.9% | 11.1% | 20.6% | 20.8% | 27.5% | 10.2% |
| Completion of a resume | 5.0% | 5.5% | 13.5% | 18.7% | 48.0% | 9.3% |

The second question was open-ended, “Is there anything else SBE should require in the high school and beyond plan? Seven types of comments were endorsed by 1% of the respondents or more: Staff synthesis of those comments[3] is included in Table 5. The most frequent comment expressed concern about maintaining sufficient flexibility for students to change their plan as they progressed through school; some respondents worried that students would be asked to make decisions before they really knew where they were headed.

[3] A subset (10%) of respondents used the open-ended opportunity to say “Maintain or increase the physical education credits.” Another subset (1.6%) of respondents responded that “Requirements should leave flexibility so students can take four years of music or art.” However, because those responses are not germane to the question, they are not included in Table 5.

Table 5
Categories of Comments about High School and Beyond Plan

| | % of Respondents | # of Respondents |
|---|---|---|
| Students should not be forced into a plan early on before they are ready to select a career. The HSBP must remain flexible and not lock students into a particular path. | 2.3% | 93 |
| The HSBP should include career exploration opportunities, such as mock interveiws, completing job applications, job shadowing, and/or internships. | 2.0% | 80 |
| The HSBP should include financial literacy and/or financial aid information. | 1.5% | 60 |
| If there are more requirements, schools will need additional funding, resources, and/or more counselors. | 1.4% | 58 |
| The HSBP needs to be inclusive of students who plan to do something other than go directly to a four year college. It currently seems to exclude CTE options. | 1.4% | 56 |
| There should not be anything else required. | 1.0% | 42 |

The third question asked what it would take to assure that the HSBP was an active process that involved students, parents and staff, rather than simply a “check-off” list of courses. Respondents were provided a set of choices, and could check as many as they wanted. Among the choices listed, the response endorsed most frequently (by almost 62%) was “career exploration or planning curriculum that is part of the school’s academic course of study (Navigation 101 or similar curricula). Table 6 illustrates the level of endorsement for each of the choices listed.

Table 6
Activities That Might Make the HSBP an Active, Dynamic Process

| | % of Respondents | # of Respondents |
|---|---|---|
| Career exploration or planning curriculum that is part of the school's academic course of study (Navigation 101 or similar curricula) | 61.9% | 2531 |
| Annual conferences among students, parents, and teachers to review students' educational and career goals | 56.5% | 2311 |
| Regular opportunities to meet with school counselors | 53.2% | 2176 |
| In class assistance | 49.6% | 2028 |
| Other | 23.3% | 953 |

In addition, respondents could check “other” and add their own suggestions. Three types of comments were endorsed by 1% of the respondents or more. Staff synthesis of those comments[4] is included in Table 7.

Table 7
Other Activities That Might Make the HSBP an Active, Dynamic Process

| | % of Respondents | # of Respondents |
|---|---|---|
| Funding, resources, and more counselors are needed | 5.1% | 209 |
| Career exploration, such as mock interviews, completing job applications, job shadowing, internships | 2.3% | 94 |
| More parental involvement | 1.4% | 58 |

**Survey Responses: Culminating Project**

Two questions on the survey related to the culminating project. The first asked respondents to rate how important it would be for students to complete each of the three proposed culminating project components the SBE will consider adding to give more direction and ensure greater consistency across districts. Of the three components, the presentation and portfolio were endorsed most frequently (58.8 and 55.2 percent of the respondents rated these components

[4] A subset (7.1%) of respondents used the open-ended opportunity to say “Maintain or increase the physical education credits.” However, because that response is not germane to the question, it is not included in Table 7.

with a “4” or “5.”). Slightly less than half (46.6%) rated the third component, “product,” with a “4” or “5”; comments indicate there was some uncertainty about what “product” meant. Table 8 summarizes the responses.

Table 8
Importance of Three Proposed Components for Culminating Project

| | 1 | 2 | 3 | 4 | 5 | No Response |
|---|---|---|---|---|---|---|
| Portfolio | 9.4% | 7.3% | 16.9% | 18.8% | 36.4% | 11.20% |
| Presentation | 8.0% | 5.9% | 16.6% | 16.5% | 42.3% | 10.70% |
| Product | 11.2% | 9.0% | 20.7% | 17.1% | 29.5% | 12.60% |

Respondents were also given an opportunity to ask questions or provide comments on the suggested changes to the culminating project. Six types of comments were endorsed by 1% of the respondents or more. Staff synthesis of those comments[5] is included in Table 9.

Table 9
Questions or comments on suggested changes to the Culminating Project

| | % Respondents | # Respondents |
|---|---|---|
| The culminating project is not a meaningful requirement. Many students see this as another 'hoop' to jump through. | 3.9% | 161 |
| The culminating project is an unfunded mandate. It adds to an already overburdened staff. | 1.5% | 61 |
| "Product" is an unclear term. | 1.2% | 49 |
| The culminating project should be eliminated. | 1.0% | 41 |
| The components of the culminating project should be left up to local districts. | 1.0% | 40 |
| The culminating project would be more valuable if the state provided guidelines to make it more consistent among districts. | 1.0% | 39 |

[5] A subset (2.7%) of respondents used the open-ended opportunity to say “Maintain or increase the physical education credits.” However, because that response is not germane to the question, it is not included in Table 9.

**Survey Responses: Career and College Ready Automatic Enrollment Pathway**

The SBE expressed its intent for all students to enroll in the 24 credit automatic enrollment pathway, unless other courses would better help them meet the educational and career goals expressed in their high school and beyond plans. This section of the survey presented the proposed credit requirements and asked respondents for their comments and feedback. Thirteen types of comments were endorsed by 1% of the respondents or more. Staff synthesis of those comments is included in Table 10.

Table 10
Comments/feedback on the 24-credit automatic pathway

| | % of Respondents | # of Respondents |
|---|---|---|
| A. Fitness should be mandatory, not a student choice. | 21.1% | 861 |
| B. This is not inclusive of students who plan to do something other than attend a four-year college. | 8.2% | 334 |
| C. Make sure students have the flexibility to take four years of music, art, and/or world language. | 6.2% | 254 |
| D. This is too difficult for many students. There is not enough room for remediation and more students will drop out. | 4.7% | 194 |
| E. Funding and resources are critical to implement this plan. The system is stretched to its limit. Rural schools/districts have specific resource/teacher recruitment challenges. | 4.1% | 166 |
| F. These rigorous requirements are a positive step forward. | 2.8% | 115 |
| G. There should be more flexibility to substitute courses. | 2.6% | 106 |
| H. Students need more electives to explore new interests. | 2.0% | 80 |
| I. There should be more requirements for math, science.* | 1.7% | 70 |
| J. We need more CTE options. | 1.4% | 58 |
| K. Occupational education needs to be defined. Is this the same thing as CTE? | 1.2% | 48 |
| L. Overall this is not a good proposal. | 1.1% | 43 |
| M. Ensure there are accomodations for English Learners and students receiving special education. | 1.0% | 41 |

*This category of comment was primarily in favor of additional math and science requirements, but also includes mention of additional requirements for world language, occupational education, global issues, history, citizenship, consumer education, and child development, among others.

See Attachment B for sample comments that illustrate each category represented in Table 10.

Other comments made by fewer than 1% of respondents include: reducing or eliminating the arts requirement, getting back to basics and ensuring that students can spell/write/compute, there should be less flexibility than currently proposed, there should be no opportunity to waive credit requirements, students need financial literacy classes, this should all be a local control issue left up to districts, fewer credits overall should be required, students need a health and fitness plan, students should start to accumulate credits in middle school, there should be more room for career exploration, students need flexibility to choose the path they want, more parental involvement is needed, different learning styles and aptitudes should be considered, districts need statewide guidelines for implementation, and students should demonstrate they are competent in a subject before they can opt out.

**Survey Responses: Decisions About Student-Choice Classes**

This question asked for feedback on a process for a student to choose courses that were not in the automatic enrollment pathway. Specifically, the item asked, "When a student wishes to choose courses other than those in the automatic pathway, whose consent should be required?"

The survey provided four options that suggested the involvement of different combinations of people. Two options were very similar, describing a consent process that involved the student, counselor and parent. Combining these two options showed very strong support (83.6%) for the involvement of the student, parent, and counselor in the consent process. Table 11 summarizes the responses.

Table 11
Who Should be Involved in Consent Process if Students Choose Courses Outside the Automatic Pathway

| | % of Respondents | # of Respondents |
|---|---|---|
| Use the same consent process currently in place for the third credit of math: student, parent, and high school staff agree that the choice better fits with the student's educational and career goals as expressed in the student's High School and Beyond Plan. | 43.3% | 1770 |
| Use a consent process that involves the student, parent, and counselor. | 40.3% | 1648 |
| Other (Please fill in the box below). | 9.7% | 396 |
| No Response | 6.7% | 276 |

Respondents were also given an opportunity to ask questions or provide comments on the process for student choice substitutions. Two types of comments were made by 1% of the respondents or more. Staff synthesis of those comments[6] is included in Table 12.

[6] A subset (9.2%) of respondents used the open-ended opportunity to say "Maintain or increase the physical education credits." However, because that response is not germane to the question, it is not included in Table 9.

Table 12
Comments on Process for Student Choice Substitutions

| | % of Respondents | # of Respondents |
|---|---|---|
| Funding, resources, and more counselors are needed to support any change. The system is stretched to its limit. | 1.5% | 60 |
| Consent for student choice classes should be ultimately up to the student and parent/guardian. | 1.2% | 50 |

**EXPECTED ACTION**

None. This stakeholder feedback from the online survey is provided to inform the SBE's discussion of the final graduation requirements framework.

**ATTACHMENT A**

Graduation Requirements Survey

On September 15, 2010, the Washington State Board of Education (SBE) provisionally adopted the new Washington State Graduation Requirements.

The proposed graduation requirements result from three years of work by SBE members, the Core 24 Implementation Task Force (final report here), educational leaders, teachers, parents, and other stakeholders.

SBE has developed these graduation requirements with the goal of ensuring all students' successful transition to careers, college, and the community.

SBE will move to final adoption at its November 9-10, 2010, meeting. The legislature must authorize changes and provide funding.

This survey asks for your feedback on three components of the Washington State Graduation Requirements:

1. The High School and Beyond Plan
2. The Culminating Project
3. Mandatory and Student-Choice Courses

Thank you for taking the time to provide your perspectives!

The High School and Beyond Plan

The purpose of the high school and beyond plan is to get students thinking about their education and career goals and what courses they should take to pursue their goals (e.g. someone interested in mechanical engineering as a career might take more science, math, and Career and Technical Education courses to help them reach that goal).

Though SBE requires all students to complete a high school and beyond plan, the district is responsible for determining what is in the plan and evaluating whether students have completed it.

SBE is considering adding the following elements to the high school and beyond plan to make the requirements more consistent across districts and more relevant to students.

1. Please evaluate how important it is for students to complete each component as part of their high school and beyond plan (five stars would be considered an essential component of the high school and beyond plan).

| | Proposed New Element of the HSBP |
|---|---|
| Personal interests and career goals | |
| Four-year plan for course taking that is related to the student's interests and goals | |
| Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices | |
| Budget for postsecondary education or training and life, | |

| | |
|---|---|
| based on personal and career interests | |
| Participation in a postsecondary site visit(s). (Perhaps "virtual tours" of postsecondary institutions in lieu of actual visits) | |
| Completion of an application for postsecondary education and training | |
| Completion of a resume | |

2. Is there anything else SBE should require in the high school and beyond plan?

3. SBE would like the high school and beyond plan to be an active and dynamic process involving students, parents, and staff, not just a check-off list of courses the student has taken or plans to take. What would it take to make that happen in schools?
[ ] In class assistance.
[ ] Regular opportunities to meet with school counselors.
[ ] Annual conferences among students, parents, and teachers to review students' educational and career goals.
[ ] Career exploration or planning curriculum that is part of the school's academic course of study (eg., Navigation 101 or similar curricula).
[ ] Other (see below).

4. If you checked "other," what else is necessary to make the high school and beyond plan an active and dynamic process?

<u>The Culminating Project</u>

The culminating project is an experiential, hands-on experience that gives students a formal opportunity to demonstrate their knowledge and skills. SBE requires that the project reflect a student's ability to: think analytically, logically, and creatively; integrate experience and knowledge to form reasoned judgments and solve problems; and, understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

Each district has its own requirements for the Culminating Project as well. Culminating Project expectations vary from district to district.

SBE is considering adding the following elements to the culminating project to create greater consistency across districts and relevance to students.

5. Please evaluate how important it is for students to complete each component as part of their culminating project.

| | Project components |
|---|---|
| Portfolio | |
| Presentation | |
| Product | |

6. Questions or comments on suggested changes to the culminating project

Career and College Ready Automatic Enrollment Pathway

SBE expects all students to be automatically enrolled in courses that will enable them to pursue a career program of study AND meet the minimum subject requirements for admission to Washington State four-year public colleges. These courses include:

4 credits of English
3 credits of math
3 credits of science (2 labs)
3 credits of history (including .5 credit in civics)
1 credit of occupational education
.5 credit of health
2 credits of world language*
2 credits of arts*
1.5 credits of fitness*
2 credits of career concentration*
2 credits of electives*

Total: 24 Credits
* Student Choice - Some substitutions permitted. Only one arts credit may be substituted.

7. Provide comments/feedback on this automatic pathway in the space below.

Decisions about Student-Choice Classes

8. The provisional graduation credit requirements provide several opportunities for students to substitute courses based on their high school and beyond plan. When a student wishes to choose courses other than those in the automatic pathway, whose consent should be required?
( ) Use the same consent process currently in place for the third credit of math: student, parent, and high school staff agree that the choice better fits with the student's educational and career goals as expressed in the student's high school and beyond plan.
( ) Use a consent process that involves the student only.
( ) Use a consent process that involves the student and parent only.
( ) Use a consent process that involves the student, parent, and counselor.
( ) Other (Please fill in the box below).

9. Questions or comments on the process for student choice substitutions

Now tell us a little about yourself.

10. I answered this survey primarily from my perspective as a:
( ) Superintendent
( ) School Board Member
( ) District Administrator
( ) School Administrator/Principal
( ) K-12 Teacher
( ) Parent
( ) Legislator
( ) Advocacy Group Member
( ) State Policy Maker

( ) Counselor
( ) College Faculty or Administrator
( ) Student
( ) ESD Staff
( ) Other (please fill in box below)

11. Title/Role (for those marking 'other')

12. Which part of the state do you live in?
( ) Central Washington
( ) Eastern Washington
( ) Western Washington

13. Size of your local school district
( ) Small (less that 500)
( ) Medium (501-10,000)
( ) Large (over 10,001)

Thank You!
Thank you for taking our survey. Your response is very important to us.

**ATTACHMENT B**

Sample comments illustrating comments/feedback on the 24-credit automatic pathway (Table 10).

***A. Fitness should be mandatory, not a student choice.***

I oppose the 1.5 Fitness Education credits as a Student Choice. This should not be a student choice-it should be included in the mandatory section under Core Courses.
–Multiple respondents

Fitness is one of the biggest issues in the United States. Students hear about it, but they don't see the picture as a whole. They may learn about it in health, but they can only understand if they actively participate in prevention. It is also a lifelong benefit that they are missing; therefore it needs to be required.
--Student

I am deeply concerned and in disbelief that fitness is under the "student choice" category. We live in a country were childhood obesity has increased so much that our First Lady has made it her mission to fight the obesity epidemic with her "Let's move!" initiative. How can SBE disregard the importance of mandatory physical activity in a high school curriculum? We need to do what is best for our children and require fitness during the school day. If fitness is not mandatory in high school, the state of Washington is definitely taking two steps back, while our country's leaders are making every effort to move forward for the health and wellbeing of students.
–K-12 Teacher

***B. This is not inclusive of students who plan to do something other than attend a four-year college.***

It is unrealistic to expect that a pathway to four-year colleges is relevant to every student/family. Do not limit opportunities for students by imposing another layer of arbitrary compliance on students. This will drive the college bound into running start to avoid it and the many others to drop out.
– Superintendent

I think it does a disservice to students who are not four-year college material. It also sends the message that careers that do not require a four-year degree and the people who are engaged in those professions are somehow less valuable than those who do attend college or are employed in a field that requires a college degree. It stresses too much the student who is not intellectually capable of passing such a curriculum. It is a "one size fits all" take in a world where everyone is different. It does not take into account the individual student and his/her needs and abilities. It is an unprofessional idea coming from a profession that claims to be "for all children." I do not support it in the least.
–Counselor

Not all students need or should be expected to graduate with skills for four-year university. A two-year community college (or voc program) should be an acceptable option. Forecasts indicate only 20-25% of the jobs anticipated in the next 20 years will require a four-year degree-- and 60% will require a technical/voc program. Why set up a whole system to overtrain

students? Because well intended SBE members believe everyone in public schools is just like them and should have four-year degree options…
--Superintendent

### *C. Make sure students have the flexibility to take four years of music, art, and/or world language.*

With school districts, often the minimum becomes the maximum. Listing two credits in the arts may be interpreted by some districts to limit students to ONLY two arts credits. Many music students currently take their performance class all four years of their high school career and these same students also take four years of foreign language. These new graduation requirements will make it virtually impossible to continue this pattern. Music students already often need to take summer courses and online courses to meet current graduation requirements, especially in districts that add their own requirements on top of state requirements. This is too difficult for many students. There is not enough room for remediation and more students will drop out.
–Multiple respondents

TWO CREDITS OF ARTS? You know that some districts will read this and limit students to ONLY two credits of arts. You cannot produce a well-rounded human being with only two credits of arts. What happens to kids who wish to pursue music as a career? They CAN'T? My daughter had to stop taking French after two years because it was either drop that or drop Choir. Many other students already have to take summer courses to fill graduation requirements because they wish to take arts, language, and music all four years, especially in districts that add their own requirements on top of the state requirements. What's next, will the school districts begin to choose the students' careers for them? Kids need guidance to make the correct choices, but they MUST be allowed to make those choices themselves. They should not be forced to choose a career path at the high school level. They need to be exposed to all the possibilities, and they need to develop as PEOPLE before they choose the size of their cubicle! Please ensure that students who wish to take music and the other arts all four years of their high school experience may do so!
–Parent

### *D. This is too difficult for many students. There is not enough room for remediation and more students will drop out.*

I think that we are going to lose a lot of students due to the third year of math requirement. I also teach GED classes part-time at the community college. I will be seeing those students that leave K-12 over in my GED classes.
–School Administrator/Principal

This is great in theory. The 'typical' college bound students have been completing this type of coursework for years. However, other students have not. For students who do not view these requirements as attainable, they will quit before they begin. Yes, some students will 'rise to the occasion' and satisfy these requirements. Many others will not. I suggest we look at the middle school curriculum to determine which graduation requirements could and should be earned at that level. For example, Washington State History credit can be earned in middle school, but I don't believe that is the standard across our state. Let's make it the standard. Let's give all middle school students the opportunity to satisfy that graduation requirement while in middle school. With the incorporation of STEM coursework at the middle school level, is it possible to

earn some of the occupational and/or career connection credits while in middle school. This is about hope. Simply increasing graduation requirements without increasing opportunities does not translate into creating hope.
–District Administrator

***E. Funding and resources are critical to implement this plan. The system is stretched to its limit. Rural schools/districts have specific resource/teacher recruitment challenges.***

These requirements are extremely unrealistic with the current funding model. DO NOT go there until there is adequate basic education funding. We can't afford it out of levy dollars.
–Superintendent

The three credits in science will be a hardship for small rural school districts. Finding staff and funding will be barriers.
–District administrator

DO NOT PROPOSE ANYTHING THAT IS NOT FUNDED BY THE STATE. School districts cannot manage any further UNFUNDED mandates. IT WILL NOT BE DONE UNLESS FUNDED.
–School Board Member

***F. These rigorous requirements are a positive step forward.***

If we really want to compete in a global economy with high stakes, these requirements are necessary. Continuing to decrease or eliminate requirements means that students graduate from high school with little or no basic life skills. As it is now the reading HSPE is getting shorter (passages and number of questions). Based on the 8th grade NAEP, it's our graduation hurdle -- wow, 12 grades but really they only have to read at an 8th grade level. No wonder so many students have to take remedial English/Math when they move to college/technical training.
–K-12 Teacher

Vital that we go in this direction for the well being of students in Washington State.
–K-12 Teacher

***G. There should be more flexibility to substitute courses.***

I do not believe the kids should be made to take a fitness class. This time could be spent on a class that is of more interest to them or will help them more in the future.
–Parent

While the arts, career, and electives are important, some students need to be able to substitute support classes. These new requirements are inconsistent with an RTI model that says almost all students can master academic content, with extra support.
–District Administrator

Three math OK if math level not specified; am not in favor of two world languages except as electives. Need clarification on occupational vs. career concentration. Same for two art credits; leave requirement as one and allow students to choose more in electives if they wish.
--Counselor

### *H. Students need more electives to explore new interests.*

This is still too restrictive for students and funnels all of them into a single pathway. Not all students are the same, yet this plan treats them that way and presumes that they will follow on to college. The real strength of the American education process is that it allows students to self-select their education to meet the need for all different careers. It is very important to continue to educate students to live good, productive lives that use their strengths and not to funnel everyone in one direction. Two electives will not allow students to do this.
–School Board Member

Exploration of self and the world are paramount. Forcing students into pathways, and restricting opportunities for holistic experiences while in high school, are not what's best for kids or society.
–K-12 Teacher

### *I. There should be more requirements for math, science.*

Four years of math and four years of science should be required.
–K-12 Teacher

We need to have four years of math and science required for our students to compete in the world. Less PE would allow this!
–Counselor

### *J. We need more CTE options.*

This has the potential to be disastrous. The 24 Credit requirement will gut CTE and the arts. Instead, more students taking credits in art and career and technical programs, the very students who need this kind of program will be mired in retaking required math, science, world languages classes they have failed. Also, in our district students, in CTE, students are able to earn hundreds of community college credits in technical programs via articulations with community colleges. These opportunities will be subsumed my having to re-take traditional, required courses. ADD, THE BOTTOM LINE IS DO NOT IMPLEMENT ANY OF THIS REQUIREMENT WITHOUT FULL FUNDING. To do so otherwise will have grave consequences, fiscally. You call this College and Career readiness but it is really a BA prep program without a technical prep pathway. How are we going to deal with requirements for increased capital improvements for laboratories for sciences, and highly qualified certification for new and old credit requirements? These changes will cause unemployment because of certification issues that are inherent to this poorly planned implementation. Have you considered the impacts of other policy impositions such as end of course exams in algebra, geometry, and science on the policies you have manufactured?
–Superintendent

CTE courses must be included in "Career concentration" and "Electives". Additional CTE courses need to be designed and added to the curriculum so that more careers are represented.
—K-12 Teacher

### *K. Occupational education needs to be defined.*

Please clarify the definitions of "occupational education" and "career concentration". How are they the same--or different--how do they relate to career and technical education?
–District Administrator

"Career concentration" is unclear. How is that different from "occupational education"? What is it's purpose? It seems like two credits worth is a lot of filler.
--Parent

***L. Overall this is not a good proposal.***

I will be quitting my job as a high school counselor because I am tired of tracking credits. This is going to make it so much worse. It's sad.
–Counselor

With this schedule I would send my kids to private school.
–Parent

This emphatic commitment to credits and time will KILL my school. I run the largest alternative school in Eastern Washington. I get everyone else's dropouts/ push outs. They come to me "over-aged and under-credited" and are a long ways from the finish line, which is now 20 credits. I graduated 96 kids last spring. They all met the testing standards. We have more kids going to the community colleges in Spokane than any other program in the state. We don't need MORE demands; we need more resources and support to deal with homelessness, pregnancy, employment needs, and mental health interventions-- not more algebra. Do you understand the depth of the trauma that exists in the lives of the kids who are not making it through the middle class maze that is a comprehensive high school???
–School Administrator/Principal

***M. Ensure there are accommodations for English Learners and students receiving special education.***

I am strongly opposed to mandating this pathway. There are many ways to be successful, and not all require a four-year degree. This plan will discourage English Language Developing students and IEP students and many students who have struggled academically and need support for non-four-year plans, such as community college, technical college, or apprenticeships. While I understand that community colleges recommend that students come prepared with a four-year college prep background, not all students will be able to meet those requirements with all of the HSPE support that is required… With the current lack of affordable or realistic credit-retrieval options, I don't see how we can encourage all of the students who get behind to stick it out and meet all of the requirements. What are the specific substitutions for bilingual students who are learning the English language?
--Counselor

English Language Learners often get squeezed because ELL classes count as electives. Some of that coursework should be counted toward core requirements.
--K-12 Teacher

# *Study of the Incentive Program for Washington's National Board Certified Teachers*

Prepared for
Washington State Board of Education

**June 2010**

by

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# Executive Summary

## Introduction and Study Purpose

Across the nation considerable resources have been invested in supporting teachers through the National Board for Professional Teaching Standards (NBPTS) certification process and beyond as a means of improving the quality of the teacher workforce. The rapidly growing cadre of National Board Certified Teachers (NBCTs) in Washington state and the state policy incentives that support them prompt a closer look at their distribution within and across districts and schools. The purpose of this study is to provide research and analyses in relation to two statewide incentives for acquiring National Board (NB) certification and serving in challenging schools. Due to substantial investments in these policies, the State Board of Education is interested in baseline information on the initial impact of the policy incentive program. In this report, we describe these baseline results regarding the supply, distribution and retention of NBCTs in Washington state. In 2007-08, the Washington State Legislature increased the annual salary enhancement for NBCTs to $5,000 and added an additional bonus of $5,000 for those who work in the state's highest poverty schools. In this study, we examine the teacher workforce both prior to and after recent changes in the state's incentive program.

## Study Methods and Findings

The study was conducted using surveys and secondary analyses of state databases to examine the characteristics of NBCTs, the types of schools and districts in which they work, the assignments they assume, their retention and mobility patterns, and the views of teachers and principals regarding NB certification and the state's incentives. Comparisons are made to all teachers statewide and to a similar group of teachers who have not obtained NB certification. Surveys of a sample of NBCTs, non-NBCTs and administrators were conducted during the 2009-10 school year. Secondary analyses of state datasets included all Washington NBCTs working in public schools over a four year period (2006-07 through 2009-10). This Executive Summary provides an overview of the major findings.

### *Increasing Numbers of NBCTs Statewide*

From 2000 onward the number of teachers applying for achieving NB certification has grown considerably. Washington state ranked second in the nation for the number of new NBCTs in 2009 (1,251), and now ranks fifth nationally in the total number of NBCTs (4,006). The number of NBCTs working as classroom teachers in K-12 public education in Washington more than tripled from 2006-07 to 2009-10, raising the proportion of teachers who are NBCTs from 1.9 to 6.0 percent of the total teacher workforce. The vast majority of those who achieve NB status work as classroom teachers, both prior to and after NB certification.

### *Characteristics and Distribution of NBCTs has Changed with Increasing Numbers*

Thirty-one percent of all Washington NBCTs certified in 2009. Washington NBCTs are increasingly younger with mid-career levels of experience, and a larger proportion are female or hold advanced degrees than teachers statewide. The NBCTs certified in 2009 reflect increasing proportions of teachers of color, though still lower than state averages. The regional distribution of NBCTs in teaching assignments roughly corresponds to the statewide pattern, with the exception of the Central Puget Sound region where 43 percent of NBCTs are located compared to 37 percent of teachers statewide. A slightly smaller proportion of NBCTs are located in schools within towns or rural areas, and a slightly larger proportion of NBCTs work in middle schools and high schools compared to other teachers.

While a larger proportion of NBCTs are located in low-poverty schools and in schools where students typically perform better on the state's student assessments (e.g., Washington Assessment of Student Learning), the proportion of NBCTs located in higher-poverty schools (over 60 percent students served by Free or Reduced Price Lunch program - FRPL) has increased in recent years and is growing closer to the state average (20 percent of NBCTs compared to 22 percent of non-NBCTs in 2008-09). NBCTs were located in schools with similar proportions of students of color compared to teachers statewide. Proportionately more NBCTs hold endorsements in mathematics, science and English/Language Arts than other teachers, though due to data limitations it is not possible to know if those holding a particular endorsement teach in their endorsement area.

### *Most NBCTs Remain in the Classroom; Few Change Formal Assignments*

The overwhelming majority of Washington NBCTs (91 percent) work as classroom teachers for at least a portion of their formal assignment. The remaining 9 percent of NBCTs serve in other support, specialist or administrative roles. From one year to the next, approximately five percent of NBCTs working as classroom teachers change from a teaching position to another type of assignment, most often to a support staff, specialist or school administrative position.

### *NBCTs Add New Leadership Responsibilities*

Survey results show that NBCTs hold a variety of both formal and informal roles, and that the types of roles they assume increase following certification. Surveys confirm that the most common types of roles taken up after certification include school-based coach or lead teacher, and district curriculum or subject matter specialist. The majority of NBCTs indicated they are somewhat or very interested in future leadership roles, particularly with regard to mentoring beginning teachers or experienced teachers in a content area.

### *Teacher Retention Rates Rise in Recent Years for Both NBCTs and Non-NBCT; NBCTs Move More Frequently but Exit at Lower Rates*

Since 2006, the percentage of teachers who stay in the same school from one year to the next has risen from 83 to 87 percent, due in part to the recent economic downturn. Retention rates are similar for NBCTs and non-NBCTs, though NBCTs have higher rates of mobility from one school or district to another, and lower rates of exiting the workforce compared to teachers statewide. We also examined the retention and mobility patterns of NBCTs to a comparison group of teachers similar to NBCTs but who had not obtained NB certification. We found that NBCTs and the comparison non-NBCT teachers had similar rates of retention but that NBCTs showed a pattern of higher rates of mobility (movement between schools and districts) and lower rates of exiting the workforce. However, for both NBCTs and comparison non-NBCTs, as the proportion of students of color in a school increases, the percentage of teachers who stay in the school from one year to the next, declines. Retention rates do not vary substantially for teachers holding endorsements in mathematics and science, though they reflect higher rates of mobility among NBCTs in some fields. Analyses by regional location or school level (e.g., elementary, middle, or high) reveal minimal differences between NBCTs and comparison non-NBCTs, with differences driven in part by the NBCTs overall higher rates of mobility in and out of district.

### *Challenging Schools Are Among the State's Lowest Performing*

The "challenging schools" criteria was established by the state specifically for the purpose of awarding the additional bonus of $5,000 for NBCTs working in identified schools. The current challenging schools criteria, which is based on student poverty, captures most of the state's lowest performing schools and reflects a segment of the student population that is struggling academically. Among the schools on the state's school improvement lists (persistently lowest achieving schools identified as Tier I or II ), all 26 Tier I schools and 19 of the 21 Tier II schools also are identified as challenging schools. The remaining two Tier II schools that did not meet the poverty criteria cut off included a middle school and a junior high. In our analysis of the challenging schools, very few of the schools served students who scored at or above the state mean on 4$^{th}$, 7$^{th}$ or 10$^{th}$ grade reading or mathematics assessments in any given year. Overall, challenging schools also serve larger proportions of students of color than schools statewide.

### *Change in Challenging Schools Criteria Impacts Types of Schools and Number of Teachers Eligible for Incentive*

The revision of the challenging schools criteria in 2008, which lowered the poverty cutoff for middle and high schools (from 70 percent, to 60 and 50 percent FRPL, respectively), increased the number of secondary schools eligible for the challenging schools incentive. The total number of eligible schools increased by 43 percent from 2007-08 to 2009-10. The change increased both the proportion of secondary schools and the proportion of schools with 800 or more students enrolled. The proportion of challenging schools located in Eastern Washington declined from 58 to 49 percent, though the actual number of schools identified as challenging increased in the region. Changing the school criteria also increased the potential number of NBCTs eligible to receive a bonus, either by NBCTs staying in a school now designated as challenging, or by increasing the potential options to move to an opening in a challenging school.

### *More NBCTs in Challenging Schools and Districts After Incentive, but Many Schools Still Have None*

Both the overall number and proportion of NBCTs working in challenging schools and districts increased during the first three years of the incentive. The total number of NBCTs working as classroom teachers in challenging schools increased from 79 in the Baseline Year (2006-07) to 746 in Year Three (2009-10) of the incentive program. The increase is partly due to the changing school criteria after the first year. However, the percentage of NBCTs of the total workforce in challenging schools increased three percent alone in Year Three indicating that the number of NBCTs was increasing substantially, even after the change in criteria. The number of NBCTs located in a single school also increased during the first three years of the incentive. Fifteen percent of the challenging schools in Year Three had four or more NBCTs working as classroom teachers, compared to only two schools in the Baseline year. Prior to the incentive program, 69 percent of the districts with challenging schools had no NBCTs in their district. By Year Three, this percentage had dropped to 40 percent, and the number of districts with more than ten NBCTs jumped from two to 24.

Nevertheless, three years into the initiative, 42 percent of challenging schools had no NBCTs teaching in their buildings. A disproportionate number of challenging schools without NBCTs are located in rural areas, especially rural and remote areas, and in Western Washington outside of ESD 121. These challenging schools are also more likely to be small (enrollment under 200 students). However, among challenging schools that serve the highest percentages of students of students of color (75 percent or more), a similar proportion have NBCTs as those that have none.

### *More Teachers in Challenging Schools Earning NB Certification; NBCTs Stay in Challenging Schools*

The most common pattern for increasing the number of NBCTs in challenging schools was for teachers within that school to earn NB certification. A small number of NBCTs moved from a non-challenging to a challenging school in any given year (between four and ten percent). While the policy encouraged more teachers in challenging schools to pursue NB certification than resulted in moves by NBCTs into challenging schools, it can be argued that both strategies are valid. Some would suggest that “growing your own” staff capacity within a high-need school is an effective strategy for school improvement. The study also found that NBCTs are retained at higher rates in challenging schools than other teachers in challenging schools, and NBCTs statewide. Survey responses confirm that among NBCTs certified in 2008 and working in challenging schools, 79 percent indicated that the bonus significantly or moderately contributed to their decision to stay. The fact that NBCTs tend to move at higher rates within their districts than other teachers suggests that they might also be willing to relocate to a challenging school, particularly if they didn’t have to change districts. However, the data also indicate that within the current economic climate, fewer teachers are exiting the workforce, and as a result, the number of opportunities to move from one school or district to another may be limited.

### *Challenging School Bonus a Factor in Teachers' Decisions to Pursue Certification*

While many factors influence a teachers' decision to pursue NB certification, such as viewing the process as a professional development opportunity to strengthen their teaching (two-thirds of NBCTs report this as a strong reason), monetary factors have become another important consideration. Survey respondents in challenging schools provide evidence that after 2007, the monetary incentives were a strong factor in the decision of NBCTs to pursue certification. Seventy-three percent of NBCTs working in challenging schools who certified in 2008 or 2009 indicated that the potential for increased compensation was a strong reason to pursue certification compared with 33 percent of NBCTs working in challenging schools who certified in 2007 or earlier. Sixty-four percent of teachers in challenging schools who have not yet chosen to pursue NB certification reported that the bonus would have a "high impact" on their decision to pursue certification, and an additional 23 percent indicated a moderate impact on that decision. The survey responses of principals in challenging schools confirm that the challenging schools stipend had an impact on encouraging staff to pursue certification with 85 percent indicating a high impact and 15 percent indicating moderate impact. More than any other support or incentive offered, principals agreed that the challenging schools stipend was an important factor in the decision of teachers in their school to pursue certification.

### *NBCTs Positive Contributions to Instruction, Student Learning and School Community*

Based on survey findings, NBCTs report that earning NB certification positively impacted their ability to evaluate individual student needs, use assessments to inform instruction, use multiple instructional strategies and make a difference in student achievement outcomes. In addition, NBCTs in challenging schools reported that becoming an NBCT impacted their ability to understand how cultural and linguistic factors, as well as poverty, affect student learning. Principals confirm that NBCTs had a positive impact on the teachers' ability to work with students and their contribution to the quality of the professional community. In particular, 78 percent of principals indicated a very positive impact of NBCTs' ability to contribute to the quality of the professional community, and 74 percent identified as very positive their ability to assume coaching and mentoring responsibilities.

## **Policy Implications**

The current incentive program for NBCTs has served as an important policy lever in several ways. First, it has acknowledged and rewarded teachers statewide who earned NB certification. The current policy recognizes that all students should have access to high quality teachers, and by rewarding all NBCTs, it recognizes a high standard of professional practice across school contexts. The current policy also acknowledges that not all schools and students have equitable access to high quality instruction. By encouraging NBCTs to work in challenging schools, it promotes and supports their work in schools where they are most needed. Additionally, the incentive program has supported a mechanism for promoting high-quality professional development through the certification process itself, which may positively impact teachers' professional practices regardless of whether or not they earn the credential.

While a number of positive outcomes have occurred during the initial implementation of the incentive policies, there remain areas for improvement so that a greater impact can result across a broader range of school and district contexts. These areas of improvement include the following:

- **The policy is not yet reaching all schools**. While there has been an improvement in the equity of the distribution of NBCTs across schools and districts during this time period, areas of concern remain. There are proportionately fewer NBCTs in challenging schools that are small and in rural or remote areas of the state, particularly in Western Washington outside the Central Puget Sound region.

- **Additional attention is needed to further diversify both the overall teacher workforce and those who become NBCTs**. While the proportion of NBCTs who are teachers of color has increased over this time period, it is still lower than the statewide average. The striking mismatch between the proportion of students of color and teachers of color continues to be a challenge, both for all teachers statewide and for NBCTs.

- **Some academically struggling schools do not meet the current criteria for a "challenging school."** There remain a few schools on the state's list of persistently lowest achieving schools that are not identified as challenging (e.g., do not meet the poverty threshold).

- **The implementation of the incentive program is largely driven by individual teacher choice.** The challenging schools bonus is dependent on individual teachers locating and pursuing potential openings in identified schools, and also dependent on the frequency and availability of potential openings. These openings are influenced by regional labor market conditions and varying teacher retention rates. For some, the uncertainty of future legislative funding and the timing in late spring of the notification for eligible schools also may present unintended obstacles for those who might consider NB certification.

- **There is no explicit link to other state or local improvement efforts.** The incentive to support NBCTs could be linked to the state's school improvement plans or other initiatives to support student learning. The current incentive does not contain any mechanism to systematically match teachers to schools where their skills may be most useful. Many NBCTs have interests and abilities in areas of leadership, mentoring and coaching that could be better tapped.

- **The current policy does not offer differential approaches to address local needs**. Giving districts greater discretion or capacity in identifying from among their own schools those they deem "most challenging" might help them tailor the placement of NBCTs in the most strategic way. This would allow districts to make adjustments to their individual contexts and conditions. The state policy does not address differential district ability to support candidates through the NB process. It is important to recognize that individual district capacity to support teachers through the NB certification process

varies greatly, and indeed less than half of the districts with challenging schools (58 of 136) currently offer any kind of local support for their candidates (e.g., release time or help with videotaping).

### *Potential Policy Options*

Given the outcomes to date and the areas for potential improvement of the state's incentive program, there are a number of options for potential consideration by policymakers. Provided below are several suggestions that are intended as prompts for further policy conversations:

- **Continue with the incentives in place as they are currently constructed.** The incentives both reward accomplished teaching more broadly while strategically targeting the state's highest-need schools. If this option is selected, it would be important to further monitor whether the positive outcomes continue in subsequent years.

- **Make a minor adjustment to ensure that all schools identified as persistently low-achieving are included in the list of challenging schools.** The criteria for identifying challenging schools could be amended to consider both poverty and student performance by including any of the remaining Tier I or Tier II schools on the state's school improvement list that are not also identified as challenging (e.g., do not meet the poverty threshold). In any given year, this would likely be a small number of schools.

- **Consider strategies that may further support increases in the number of NBCTs in challenging schools, particularly those currently untouched by the policy.** As previously described, proportionately larger numbers of challenging schools in rural and remote areas of the state, have no NBCTs. One strategy to consider is to improve the access to information about NB certification to teachers in these areas. This could be accomplished by utilizing NBCTs to deliver informational sessions and have conversations with colleagues. Districts without access to NBCTs could be provided with supports and incentives for teachers who decide to pursue certification. Another approach would be to consider expanding the support for Take One, a professional development opportunity that allows teachers to complete one National Board entry. This strategy provides an introduction to the certification process. School teams could also be encouraged to participate in Take One together. Another strategy would be to develop specific incentives that would encourage groups of NBCTs to move together to challenging schools. This approach has been utilized in other states.

- **Focus on developing an information network that would assist in linking the specific staffing needs of challenging schools with teachers' skills and experiences.** One option would be to create an information system using online resources that encourages leaders to customize their communication with NBCTs who might be interested in relocating to a challenging school. This system could include information about a school's specific improvement plans and specify the types of teacher knowledge, skills, and abilities that are most needed in that context.

- **Give high-need districts greater discretion to decide which schools are "challenging."** Another option would be for the state to consider giving high-need districts greater discretion or capacity in identifying from among their own schools those they deem "most challenging." This increased flexibility might help districts tailor the placement of NBCTs in the most strategic way, given the individual contexts and conditions present within the district. There are considerable challenges implied in trying to design and implement a more flexible approach, and these factors would need to weighed against potential benefits.

## Future Lines of Inquiry

This study provides a baseline for understanding the initial impact of state policy on NBCTs and the teacher workforce statewide and in challenging schools. It is unclear if the current trends regarding an overall increase in NBCTs and their distribution in challenging schools will continue. Given tight budgets due to the economic downturn, it is not possible to predict the trends in hiring, staffing, and retirement rates that may impact the number and types of available openings for NBCTs to consider. Therefore, it will be important to continue to monitor the changing labor market conditions and its relation to the impact of the incentive program.

As the incentive program matures, it will be important to inquire about the impact of NBCTs on student learning. Given that the state is making progress in developing the capacity to link individual students and teachers, this type of inquiry will be possible in the future. In designing an inquiry of this type, it will be necessary to have a carefully constructed comparison group of teachers. Additionally, it is important to recognize that NBCTs are part of a larger solution for improving the quality of instruction in schools. Addressing achievement gaps and improving student learning is complex work in challenging schools. Thus, assessing the impact of NBCTs on student learning involves understanding the variance in the demographic conditions, access to resources and supports, school culture and community, and leadership dynamics within the schools and districts in which teachers work.

In sum, our analyses of the initial implementation of the state's incentive program for NBCTs indicates that there is evidence of improvement in addressing the dual goals of increasing the overall numbers of NBCTs and providing increased access to NBCTs in challenging schools. It will be important to watch whether these trends continue in subsequent years.

## Introduction

High-quality teachers are one of the most valued resources in any school system as good teaching is essential to support student learning. The National Board for Professional Teaching Standards (NBPTS) has been at the forefront of efforts to raise the professional status of teachers and to encourage high quality teaching. Since 1993, NBPTS has been setting standards for accomplished teaching and certifying teachers who meet the criteria. National Board (NB) certification has become one of the most visible nationwide efforts to recognize and reward teaching quality. States have invested considerable resources in supporting teachers through the certification process and beyond, as a means of improving the quality of the teacher workforce.

Washington state now ranks fifth nationally in the total number of National Board Certified Teachers (NBCTs). The rapidly growing cadre of NBCTs in the state and the state policy incentives that support them prompt an examination of their characteristics and distribution within and across schools and districts. In 2007-08, the Washington State Legislature increased the annual salary enhancement for NBCTs and added a bonus for those who work in the state's highest poverty schools. In this report, we describe the baseline results from a study of the supply, distribution and retention of NBCTs in Washington state, both prior to and after recent changes in the state's incentive program.

The study was conducted using surveys and secondary analyses of state databases to determine the characteristics of NBCTs, the types of schools and districts in which they work, the assignments they assume, their retention and mobility patterns, and the views of teachers and principals regarding the impact of NB certification and the state's incentives. Comparisons are made to all teachers statewide and to a similar group of teachers who have not obtained NB certification.

## Study Purpose

The purpose of this study is to provide research and analyses in relation to two statewide incentives for acquiring NB certification and serving in challenging schools. Due to substantial investments in these policies, the State Board of Education (SBE) is interested in baseline information on the initial impact of the policy incentive program. The study questions are as follows:

**Overall Question**: Do the incentives for attaining National Board certification and serving in challenging schools make a difference in the mobility, distribution and retention patterns among NBCTs compared to teachers with similar characteristics who teach in schools with similar characteristics and do not obtain this certification?

**Sub-questions**:

1. What are the characteristics of the teaching workforce in challenging schools, both prior to, and after the incentive began, and how have these characteristics changed over time?
2. In what ways are the characteristics of NBCTs different from other teachers statewide, in terms of: a) the level of education and experience; b) the types of schools (elementary, middle or high) and districts in which they teach; c) overall retention/mobility rates; d) gender, age and race/ethnicity; and d) the certification and endorsements held?
3. What are the mobility/retention patterns of NBCTs in different types of schools and districts (e.g., elementary, middle, high, socioeconomic status) and how do these patterns compare with teachers with similar characteristics who do not obtain this certification, both before and after the incentive program began?
4. What are the characteristics of the schools and districts in which NBCTs are located statewide (e.g., by region, socioeconomic status level, percent students of color, student performance), and in what ways are they similar and different from state averages?
5. What proportion of NBCTs work as classroom teachers either full or part-time? Who and how many have moved from teaching to principal, assistant principal, or some duty root other than that of a classroom teacher (e.g., instructional support specialist, librarian, etc.)?
6. In what ways do NBCTs affect the culture of the school/department where they work, and does it depend on other factors as well, such as the proportion or number of other NBCTs that are present?
7. What do educators believe are the strengths and weaknesses of the current incentive program, and how could the weaknesses be addressed?
8. What are the policy implications of these findings?

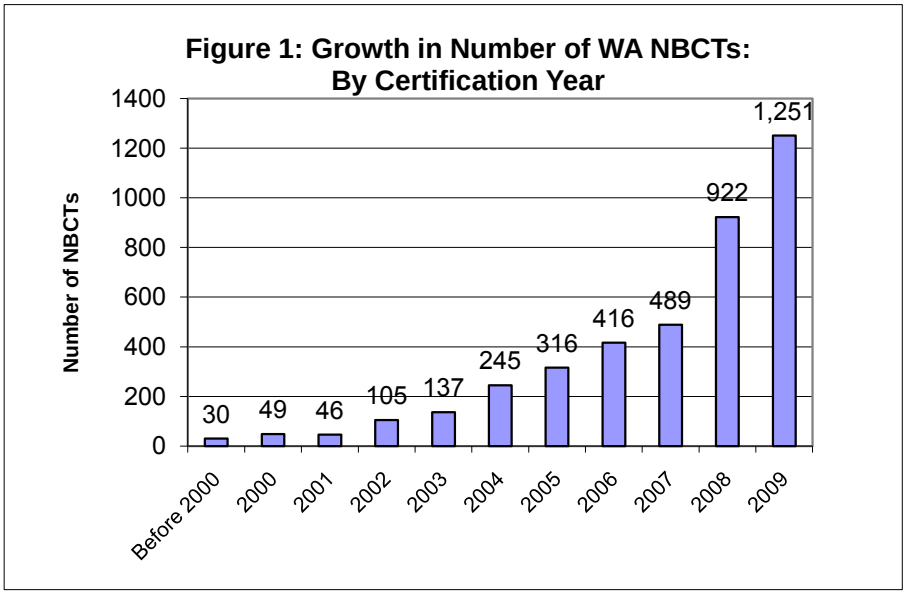
In this report, we provide data and analyses in response to these questions. Additional detailed data tables and other supporting documents are located in the Appendices.

## The State Policy Context for National Board Certified Teachers in Washington[1]

In the early years of the NBPTS effort in Washington state (from 1994 to 1999) only 30 Washington teachers received NB certification. However, in the past decade, the number of teachers applying for and achieving NB certification has grown considerably. As of November 2009, the total number of Washington teachers with NB certification reached 4,006. Though some have since retired and others work elsewhere, the vast majority (92 percent or 3,686) were working in the Washington public education system in the 2009-10 school year. As a result of this substantial growth of NB teachers in recent years, Washington state ranked second in the nation for the number of new NBCTs

[1] For a brief summary of the research literature about National Board Certified Teachers, please see Appendix A.

in 2009 (1,251), and now ranks fifth nationally in the total number of NBCTs (4,006). Figure 1 shows the growth rate in the number of individuals awarded NB certification in Washington state since 2000.




In 2000, the Washington State Legislature passed a $3,500 bonus for NBCTs. A year later, the Washington Initiative for National Board Teacher Certification began as an effort to recruit and support teachers through the process of certification and to build the infrastructure for a network of accomplished teachers throughout the state. Promoted as a means of improving teacher quality, the goal was ultimately to help Washington students achieve higher standards. Through joint funders,[2] the Washington Initiative provided more than $4 million to support assessment fees, development of a network, increased awareness of NBPTS and candidate support programs at universities around the state (Stokes, St. John, Helms & Maxon, 2004).

In 2007-08, the Washington State Legislature increased the annual salary enhancement for teachers who achieve NB certification from $3,500 to $5,000. Beginning in 2007-08, NBCTs were also eligible to receive an additional $5,000 bonus as a teacher or other certificated instructional staff in schools identified as "challenging" by the state. Challenging schools were initially defined by 70 percent of students participating in the Free or Reduced Price Lunch Program (FRPL). Given the predominance of elementary schools identified as challenging using this measure, the 2008-09 Washington State Legislature changed the criteria to include 50 percent of student FRPL headcount for high schools, 60 percent for middle schools and 70 percent for elementary schools.

[2] This effort was funded by the Bill and Melinda Gates Foundation, the Stuart Foundation and Washington Mutual.

In the past, most candidates who applied also were awarded a scholarship to pursue certification. In 2009-10, however, the scholarship was changed to a conditional loan. Compounding this analysis is the economic downturn in which teachers may have fewer opportunities to move from one school or district location to another as nearly half of the districts in the state issued reduction in force (RIF) notices to three percent of the state's workforce in Spring 2009. While an analysis of the impact of RIF notices revealed that 87 percent of teachers were later rehired (Plecki, Elfers & Finster, 2010), the considerable uncertainty generated by layoff procedures may have influenced the number of potential openings for NBCTs to consider.

## Study Methods

In order to respond to specific research questions about how incentives for attaining NB certification may have impacted the distribution, retention and mobility patterns of Washington NBCTs in challenging schools and throughout the state, we employed two research strategies: 1) analyses of longitudinal databases encompassing all of the state's classroom teachers from 2006-07 to 2009-10; and 2) surveys of NBCTs, teachers identified as potential candidates to pursue NB certification, and principals during the 2009-10 school year.

### *Database Analyses*

The University of Washington (UW) research team provided a rigorous quantitative analysis of existing data through a longitudinal, multiple-year design. The design permits comparisons to be made between NBCTs and other teachers statewide beginning in 2006-07 (baseline) and in three successive years (2007-08, 2008-09 and 2009-10).[3] While a number of state databases are used in this study, the core data comes from the Washington state personnel database (S-275), the certification database, and school and district demographic information.[4] We were able to integrate data across the various state databases and match information with lists of NBCTs who received certification. The resulting quantitative analyses generate a portrait of how NBCTs are situated, both statewide and in challenging schools, as compared to the overall teacher workforce in Washington.

We identify teachers as NBCTs in the school year in which they receive certification. Non-NBCTs include those teachers who have never pursed NB certification as well as those who were unsuccessful or who have not completed the certification process. To focus more closely on how NBCTs are distributed across districts and schools, we compare district and school characteristics of NBCTs to those of teachers statewide (non-NBCTs), as well as a group of non-NBCTs who share similar

[3] Analyses with the 2009-10 data are based on preliminary personnel data.
[4] At the time of the writing of this report, the school demographic data was not uniformly available for the final year of analysis (2009-10) and consequently, some data elements were not used for Year Three. Additionally, given the timing of the state's student assessments, student performance data was not yet available for 2009-10.

characteristics. We calculate retention and mobility rates through the use of four categories: stayers in the same school, movers in district, movers out of district and exiters. Definitions of these terms are located in Appendix B. We are also interested in how district and school characteristics change when teachers moved from one school or district to another following the incentives. The year prior to the changes in incentives (2006-07) serves as a baseline for the study and we refer to it throughout the report as the Baseline Year. The first year of the challenging schools incentive for NBCTs was 2007-08 and we refer to it as Year One. In Year Two (2008-09), the state's definition of a challenging school changed. The final year of the study is 2009-10, and is referred to as Year Three.

***Surveys***

Washington's existing state databases do not provide information on why teachers decide to pursue NB certification, the impact of incentives on their decision to pursue certification or move to a challenging school or their views regarding the contribution of NB certification on classroom practice, student learning and school community. To understand how NB certification and the incentive program may have impacted teachers' decisions and professional practice, a series of surveys were designed.

The Center for Strengthening the Teaching Profession (CSTP) launched three online surveys on October 1, 2009. One survey was designed specifically for currently certified Washington NBCTs, while a second survey targeted their principals. A third survey was sent to teachers identified by NBCTs or their principals as strong future NBPTS candidates. The NBCT survey was emailed directly to NBCTs, with a request to forward the non-NBCT survey and the principal surveys. The Association of Washington School Principals (AWSP) sent a message to all principals on October 2, requesting that they forward the non-NBCT survey to their school staff who would be strong potential NB candidates. The surveys closed on October 15, 2009. In November, NBPTS certification results were announced for the 2009 NBCTs. In March 2010, a fourth survey was sent to 1,224 of the new 2009 NBCTs. Data on response rates is located in Appendix C.

NBCT survey respondents represent a cross-section of NBCTs statewide. The Washington NBCT respondents proportionately matched NBCTs across the state along a number of characteristics including gender, years of teaching experience, highest degree earned and ethnicity. However, proportionately fewer NBCTs from the Central Puget Sound region (ESD 121) (25 percent) responded to the survey compared to the overall population of NBCTs in that region (43 percent).

For the NBCT survey administered in October 2009 (NBCTs certified through 2008), the proportion of respondents from challenging schools (23 percent) was slightly higher than the state average (17 percent). Respondents to the 2009 NBCT survey administered in March, also reflected a higher proportion of NBCTs in challenging schools (36 percent) compared with the statewide average (22 percent). See Appendix C for more detailed information on survey respondents.

## Study Findings

The findings for this study are presented in five parts. First, we examine characteristics of NBCTs in Washington state and the schools and districts in which they work and provide comparisons with state averages. Next, we analyze retention and mobility patterns for NBCTs, including a comparison with teachers who have similar characteristics but did not obtain NB certification. Third, we examine the characteristics of the state's challenging schools and the teachers who work in them, noting changes that occurred prior to and since the incentives were enacted. Fourth, we consider the contributions of NBCTs to instruction, student learning and school community from the survey findings. The report concludes with a discussion of policy implications.

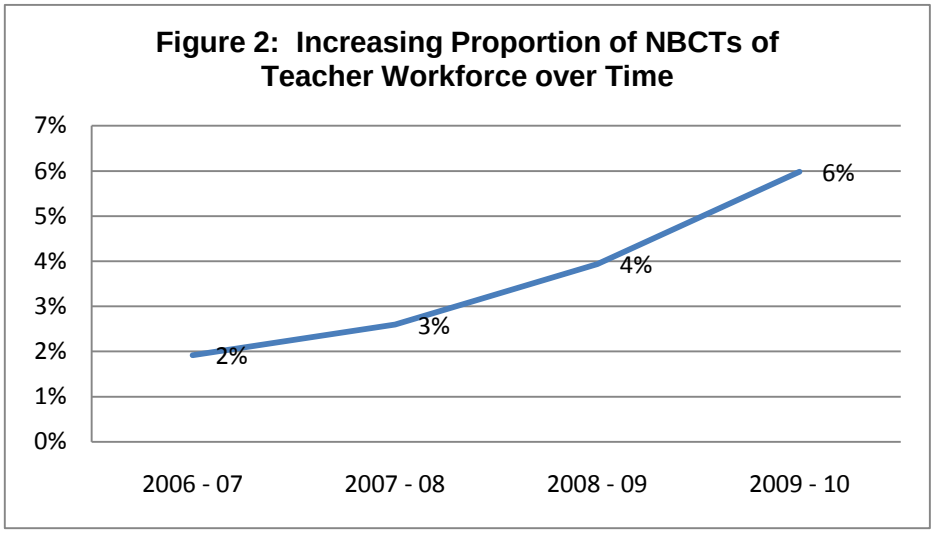
### *Characteristics and Distribution of the NBCT Workforce in Washington*

***Key Findings at a Glance***

*The number of NBCTs in Washington has dramatically increased since 2006. The vast majority of NBCTs work primarily as classroom teachers, both before and after NB certification. After certification, some NBCTs do assume additional informal teacher leadership roles and responsibilities. When compared to teachers statewide, a greater proportion of NBCTs have mid-career levels of experience and are more likely to hold a Masters degree. As it true for all teachers statewide, the proportion of NBCTs who are persons of color is much lower than the proportion of students of color served in the state. However, NBCTs are located in schools with similar proportions of students of color compared to teachers statewide.*

*The regional distribution of NBCTs roughly corresponds to teachers statewide, with the exception of Western Washington outside ESD 121 where they are under-represented. Compared to other teachers, a slightly larger proportion of NBCTs work in middle and high schools and in low-poverty schools. However, in recent years, the proportion of NBCTs located in the highest poverty schools has increased and is now close to the state average for all teachers.*

As mentioned earlier, from 2000 onward the number of teachers applying for and achieving NB certification has grown considerably. As of November 2009, Washington gained 1,251 new NBCTs, though not all of them work in the state's K-12 public education sector. As Figure 2 shows, the number of NBCTs working as classroom teachers in K-12 public education in Washington more than tripled from 2006-07 to 2009-10, raising the proportion of teachers who are NBCTs from 1.9 to 6.0 percent of the total teacher workforce. The percent of NBCTs represented in the teacher workforce in Washington is twice the national average of three percent (NBPTS, 2010). In addition to those with NB certification who work as classroom teachers, approximately nine percent of NBCTs work in other roles in public education. Appendix D-1 provides a table summarizing the number of individuals who earned NB certification and the total number of NBCTs working in the Washington education system in the baseline year and in the first three years of the incentive programs.




In 2009-10, the overwhelming majority of NBCTs (91 percent) were in classroom teaching positions for a least a portion of their assignment (3,352 teachers of 3,686).[5] The remaining 334 NBCTs (9 percent of all NBCTs) worked in other support, specialist or administrative roles, such as a counselor (26 percent), library media specialist (20 percent), or in administrative roles such as a certificated administrator (16 percent).[6] We refer to these individuals as "other NBCTs."

A small proportion of NBCTs change assignments from one year to the next. Fewer than five percent of NBCTs working as classroom teachers move to a different

[5] In our examination of how NBCTs are distributed across Washington state, we compare the characteristics of NBCTs to all teachers in the state who do not hold NB certification. We chose to display and discuss Year Three, the most recent year available (2009-10) since our analysis indicates that the overall descriptive statistics show little variation over this time period.

[6] Due to limitations in the data elements collected by state data systems, we cannot know specifically about some kinds of roles and specific duties that teachers often assume (e.g., mentor, coach, department head, etc.).

primary assignment in the following year. Of those who change from classroom teaching as a primary duty, the majority work in other support staff positions (e.g., library media specialist, counselor, etc.). In two of the three time periods examined, approximately one quarter of those changing assignments moved into a role in school administration (fewer than 15 individuals in any year). A small number of other NBCTs (not classroom teachers) change formal assignments (less than 40 individuals in any given year). For these individuals, the most common move was back to an assignment as a classroom teacher (for more information, see Appendix D-2).

While we are able to track changes in formal assignments from state data, we recognize that NBCTs are involved in other informal teacher leadership roles. Consequently, survey findings allow us to understand more about the informal roles teachers hold. The CSTP surveys asked NBCTs to indicate what role(s) they held prior to and following NBPTS certification. Results of the survey show that 95 percent of NBCT respondents indicated they were classroom teachers before certification, and 77 percent were classroom teachers after.[7] Some NBCTs (18 percent) assumed other teaching roles after certification, serving as Teachers on Special Assignment/lead teachers, and curriculum specialists or coaches, roles that give NBCTs the opportunity to help their colleagues improve. Only 2 percent of survey respondents indicated that they left the classroom after certification for administrative roles such as principals or other school/district administrators. NBCTs indicated that they assumed additional leadership roles after certification, including mentoring, consulting, and working with universities. Many respondents indicated that after certification they worked to assist colleagues through the NBPTS process as support facilitators (see Table 1 for more information).

[7] The survey respondents are not an identical group to the NBCTs represented in the database analyses and survey questions were framed in way that would capture different kinds of information. Therefore, responses to these questions will reflect differences based on the data source and population represented.

| Table 1: October NBCT Survey: What positions did you hold prior to and following NB Certification? *n=1,133* | | | |
|---|---|---|---|
| | Prior to NB Certification | After NB Certification | Percentage Change |
| Teaching Roles | | | |
| Classroom teacher | 95% (1,073) | 77% (875) | -18% |
| School Librarian/Technology Specialist | 4% (49) | 5% (56) | 1% |
| Teacher on Special Assignment (TOSA) | 3% (30) | 6% (67) | 3% |
| School-based Coach/Lead Teacher | 13% (152) | 21% (235) | 8% |
| District-Level Curriculum/Subject Matter Specialist or Coach | 8% (86) | 15% (165) | 7% |
| Administration | | | |
| School Principal | 0.5% (6) | 1% (12) | 0.5% |
| Other School-Level Administrator | 0.6% (7) | 2% (19) | 1.4% |
| District Administrator | 0.2% (2) | 0.7% (8) | 0.5% |
| Leadership Roles | | | |
| Mentor | 24% (269) | 29% (328) | 5% |
| School-level Department Head | 21% (238) | 20% (231) | -1% |
| NBPTS Support Facilitator | 0.5% (6) | 22% (245) | 21.5% |
| Private Consultant | 3% (39) | 6% (71) | 3% |
| College or University Lecturer | 6% (66) | 9% (102) | 3% |

Of those NBCTs working as classroom teachers,[8] over half have between five and fourteen years of experience (59 percent as compared to 39 percent of all classroom teachers), and the vast majority (93 percent) are full-time employees. There are fewer NBCTs at either end of the experience and age continuum, as would be expected given the minimum number of years of teaching experience required for certification. More than two-thirds of NBCTs are in their thirties and forties (68 percent), while 50 percent of the state's teachers fall in this age range. A higher percentage of NBCTs hold a Master's or higher degree compared to other teachers (85 versus 64 percent). Both Washington teachers and teaching NBCTs are primarily white and female, with non-NBCTs having a slightly higher proportion of teachers of color (8 percent) compared with NBCTs (6 percent) (see Appendix D-3 for more information). The proportion of NBCTs who identify as Asian-American is identical to all teachers statewide (2.6 percent), but the proportion of NBCTs who identify as African-American, Hispanic and Native American is lower than for all Washington teachers. Over one-third of Washington students (35 percent) represent racial and ethnic minorities, while 92 percent of the state's teachers are white (see Table 2).

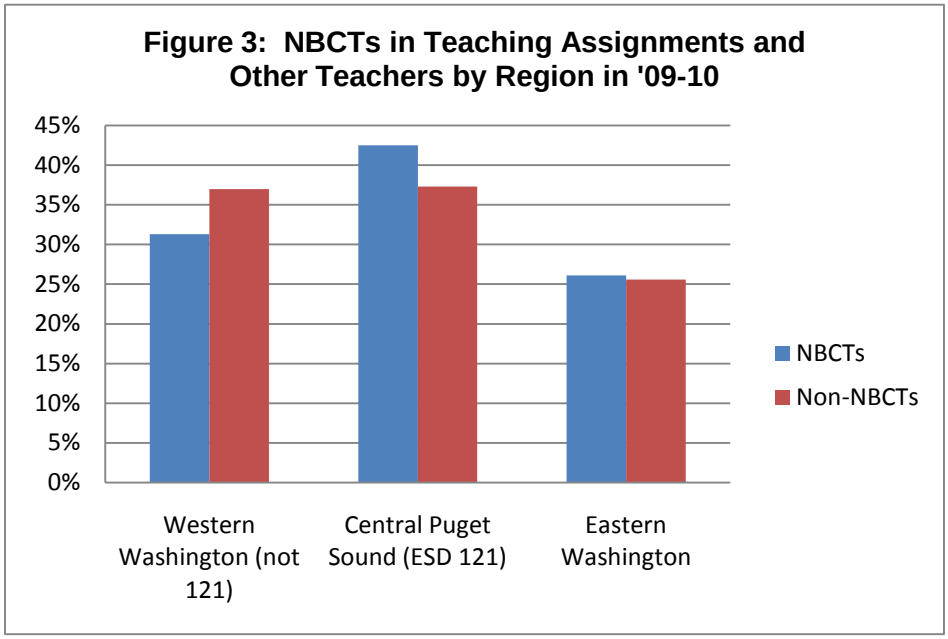
[8] In this report, we define "classroom teacher" as any individual who has been identified for any portion of their FTE assignment in the S-275 with a duty root designation of 31, 32 or 33. See Appendix B for a definition of terms.

| Table 2: Student and Teacher Race/Ethnicity: NBCTs and Other Teachers (2009-10) Compared to Students (2008-09) | | | |
|---|---|---|---|
| ***Race/Ethnicity*** | NBCTs N= 3,352 | Non-NBCTs N= 52,700 | Students Statewide |
| Asian/Pacific Islander | 2.6% | 2.6% | 8.6% |
| African American | 0.5% | 1.5% | 5.5% |
| Hispanic | 1.7% | 2.7% | 15.3% |
| Native American | 0.5% | 0.8% | 2.6% |
| White | 94.9% | 92.0% | 64.8% |

Given the large number of NBCTs who certified in 2009, some differences emerge when comparing the most recent cohort of NBCTs with NBCTs who certified earlier. For example, nearly as many Hispanic NBCTs certified in 2009 (n = 35) as did Hispanic NBCTs who certified in all prior years (n = 41). This was true for nearly all teachers of color, as the number who certified in 2009 alone at least doubled. When examining years of teaching experience, 21 percent of NBCTs who certified in 2009 had less than six years of teaching experience, compared to just five percent of those who certified in prior years (see Appendix D-4 for details).

The regional distribution of NBCTs in teaching assignments roughly corresponds to the statewide pattern for all teachers. NBCTs are somewhat over-represented in the Central Puget Sound region (ESD 121) where 43 percent of all NBCTs are located but only 37 percent of all teachers. In Western Washington outside the Central Puget Sound region, NBCTs are somewhat under-represented (31 percent compared to 37 percent of all teachers). As Figure 3 indicates, Eastern Washington has nearly identical proportions of NBCTs and non-NBCTs (26.1 and 25.6 percent, respectively). Additionally, nearly identical proportions of NBCTs are in schools located within suburbs or towns as compared to non-NBCTs.[9] A slightly larger proportion of NBCTs are in schools located in cities (31 percent as compared to 28 percent). Half of NBCTs teach at the secondary level (middle or high schools) compared with 45 percent of non-NBCTs statewide. Proportionately more non-NBCTs teach at the elementary school level than NBCTs (47 versus 41 percent). Appendix D-5 provides additional details.

[9] Based on school locale codes as defined by the National Center for Education Statistics (NCES).

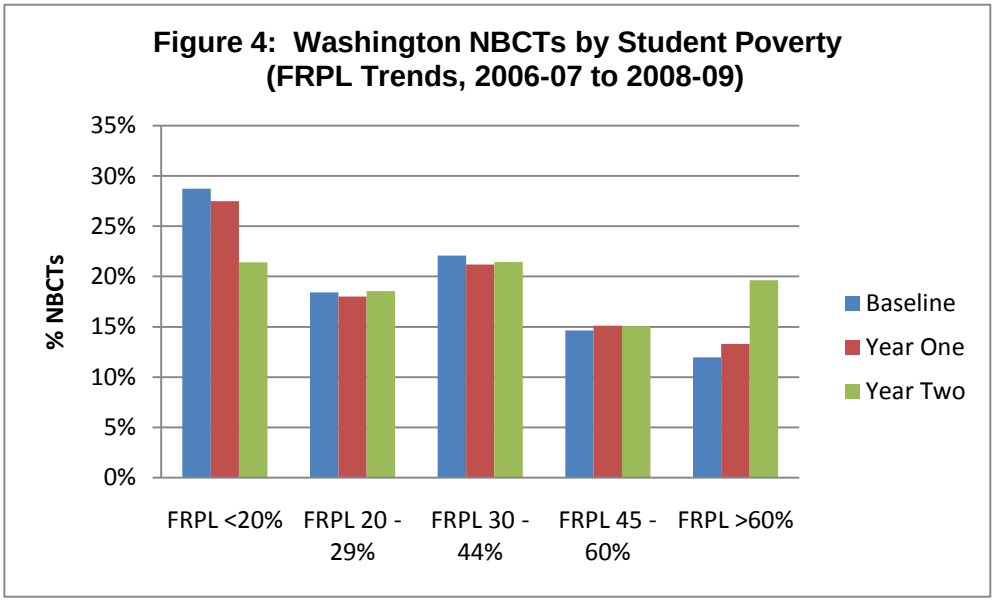



As is the case for all teachers statewide, approximately half of NBCTs are endorsed to teach at the elementary level (see Appendix D-6).[10] Higher proportions of NBCTs hold endorsements in math, science, and English/Language Arts than all teachers statewide. In 2009-10, for example, 14 percent of NBCTs held a science endorsement and 12 percent held a math endorsement, compared to 8 percent for all teachers statewide in both math and science. With respect to English/Language Arts, 22 percent of NBCTs held this endorsement compared to 14 percent of non-NBCTs. Due to data limitations, we are not able to determine if those with a particular endorsement were actually teaching in those areas.

*Student Characteristics in Schools where NBCTs and Other Teachers are Located*

Overall, a slightly higher percentage of NBCTs are located in the lowest poverty schools (FRPL less than 20 percent) than teachers statewide (21 versus 17 percent). However, in recent years, the proportion of NBCTs located in high-poverty schools (over 60 percent students served by FRPL) has increased and is growing closer to the state average (20 percent compared to 22 percent of non-NBCTs in 2008-09). Figure 4 shows the marked shift in the proportion of NBCTs from the lowest to the highest poverty schools over this time period, particularly from Year One to Year Two. NBCTs were located in schools with similar proportions of students of color compared to teachers statewide in 2008-09.

[10] These proportions represent duplicated counts, as it is common for teachers to hold more than one type of teaching credential or subject matter endorsement. Endorsement data also is more limited for teaches with 25 more years of experience due to changes in the types of credentials awarded over time.




A larger proportion of NBCTs are located in schools where students typically perform better on the state's assessments (e.g., Washington Assessment of Student Learning). By examining the percentage of students scoring at or above grade level in reading and math, we found a nine percent difference in reading and a seven percent different in math between the proportion of NBCTs serving in these schools compared with other Washington teachers. Unfortunately, this dataset does not allow us to examine the distribution of NBCTs within schools at the student level. At this time, we cannot measure the extent to which NBCTs or other classroom teachers are associated with gains made by the students that they teach. For more detailed information on the proportion of NBCTs and non-NBCTs by student FRPL, race/ethnicity and state assessments, see Appendix D-7.

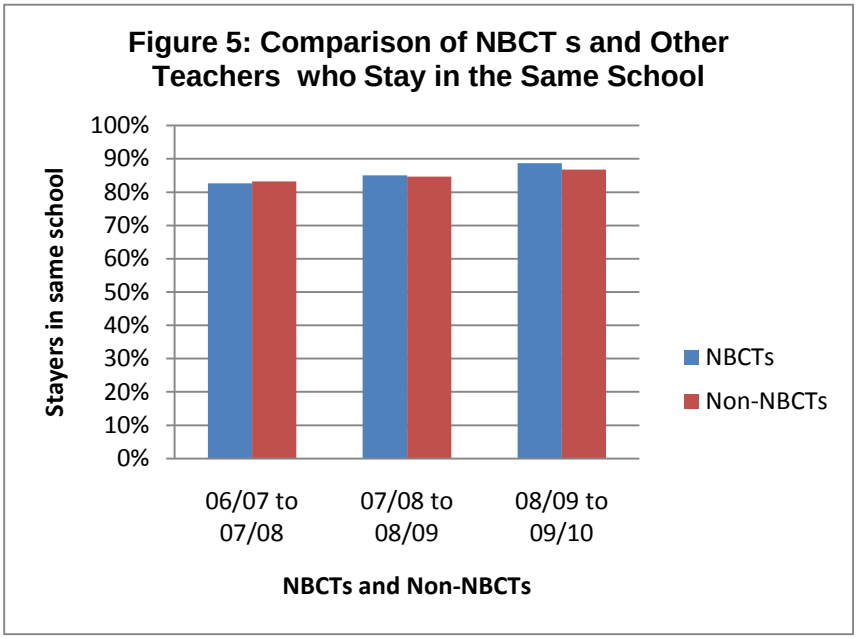
***Retention and Mobility Patterns of NBCTs and Other Washington Teachers***

***Key Findings at a Glance***

*NBCTs are retained in their schools from one year to the next at rates that are comparable to all teachers statewide. NBCTs have higher rates of mobility from one school or district to another, and lower rates of exiting the workforce compared to other teachers. The same differences are also found when comparing NBCTs to a similar group of teachers who work in the same schools as NBCTs but are not NB certified.*

*When examining retention rates by endorsement areas, no large differences were noted between NBCTs and the comparison group. Proportionately more NBCTs hold endorsements in mathematics and science than other teachers, though retention rates are not substantially different than other endorsement areas.*

On average, annual teacher retention rates in Washington are not substantially different from rates seen nationally (Marvel et al., 2006); approximately 84 percent of Washington teachers remain in their school as a teacher from one year to the next. By examining the teacher workforce in one-year intervals, similar patterns of mobility can be seen for NBCTs in teaching assignments and other Washington teachers. From one year to the next, between 83 and 87 percent of teachers are retained in the same school (see Figure 5). A slightly higher proportion of NBCTs move within their district (8 to 9 percent) compared to non-NBCTs (6 to 7 percent). A similar proportion relocate to another district in any given year (for more information see Appendix D-8).




The proportion of teachers who leave the workforce from one year to the next is lower for NBCTs (3 to 4 percent) than other Washington teachers (6 to 7 percent). This may be attributable, at least in part, to the lower proportions of novice teachers and teachers with 25 or more years of experience. It is also important to highlight the potential impact of the economic downturn from 2008 to 2009. Overall, a smaller proportion of teachers moved to another school or district or exited the workforce during this time. While this year-by-year statewide statistic is instructive and comparable over time, it is not accurate to sum these yearly rates in an effort to calculate long-term retention and mobility rates.

*Retention and Mobility Patterns Among NBCTs and Comparable Non-NBCT Teachers*

Next we examined the retention and mobility patterns of NBCTs to a similar group of teachers who have not obtained NB certification. Because teacher retention and mobility is highly correlated with certain student, school and regional characteristics, a comparison group of non-NBCTs was created by selecting teachers from within the same schools that NBCTs were located in a given year. Teachers with five or more years of experience who worked in schools where at least one NBCT was located were included in the sample. However, since proportionately fewer NBCTs have 25 or more years of experience compared to other teachers, and because experience is highly correlated with age and exiting the workforce (often due to retirement), we randomly removed a portion of the non-NBCT teachers from the sample until the proportion with 25 or more years of experience was comparable to the NBCTs in that year. The goal was to create a group of teachers who work in the same schools and who share similar characteristics, but who do not hold NB certification.

The retention and mobility patterns for NBCTs and comparison teachers reveal similar patterns, but also some differences. In both cases, the majority of teachers remain

in the same school as a teacher from one year to the next. From the earlier discussion, we also see that retention rates are gradually increasing over this three-year time period for all teachers. However, NBCTs have a slightly higher rate of mobility from one school to another, either within their district or to another district, and a slightly lower rate of exiting the workforce (see Table 3). The number of NBCTs who move to another school or district in any given year ranges from ranges from 143 to 209 individuals.

Table 3: Overall Retention and Mobility of NBCTs and Comparison Non-NBCT Teachers

| | NBCTs | | Comparison Non-NBCTs | |
|---|---|---|---|---|
| **Statewide** | Number | Percent | Number | Percent |
| ***Retention and Mobility 2006/07 to 2007/08*** | | | | |
| Stayers | 893 | 82.2% | 12,098 | 84.9% |
| Movers (in or out of district) | 143 | 13.2% | 1,209 | 8.5% |
| Exiters from WA system | 50 | 4.6% | 938 | 6.6% |
| ***Retention and Mobility 2007/08 to 2008/09*** | | | | |
| Stayers | 1248 | 84.6% | 14861 | 86.5% |
| Movers (in or out of district) | 162 | 11.0% | 1318 | 7.7% |
| Exiters from WA system | 65 | 4.4% | 1005 | 5.8% |
| ***Retention and Mobility 2008/09 to 2009/10*** | | | | |
| Stayers | 1981 | 88.0% | 18369 | 89.0% |
| Movers (in or out of district) | 209 | 9.3% | 1375 | 6.7% |
| Exiters from WA system | 62 | 2.8% | 891 | 4.3% |

For both NBCTs and comparison non-NBCTs, the percent of teachers who stay in the same school from one year to the next declines with increasing proportions of students of color. However, overall retention rates among these two groups of teachers are close to state averages for all teachers (see Appendix D-9). We also examined the retention rates of NBCTs and comparison teachers (non-NBCTs) by types of endorsements held. Only minor differences are seen across endorsement areas. It is noteworthy that retention rates do not vary substantially for teachers holding endorsements in mathematics and science. However, slightly lower retention rates were noted for NBCTs holding ESL/ELL and special education endorsements across these years. For more information see Appendix D-10.

Finally, we examined whether any differences exist between NBCTs and comparison teachers by regional location and school level (elementary, middle and high school). In this analysis, we find slightly lower rates of retention of NBCTs, most likely driven by higher rates of mobility in and out of district (see Appendix D-11).

### *Key Findings at a Glance*

*The number of "challenging schools" increased across the state during this time period, due in part to a change in the criteria that occurred in the second year of the incentive program which lowered the cut-off for secondary schools. Increases occurred in both the proportion of middle and high schools and those with an enrollment of 800 or more students. Challenging schools represent most of the state's lowest performing schools and serve larger proportions of students of color.*

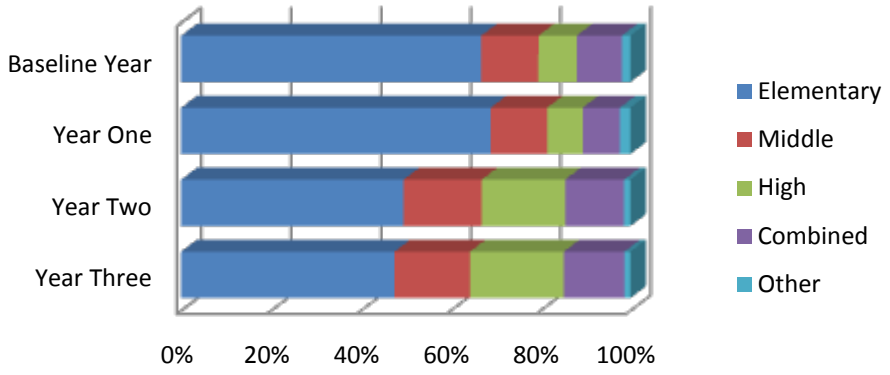
*By Year Three of the incentive program, the percent of challenging schools with at least one NBCT increased from 21 to 58 percent. Most of the increase in the number of NBCTs came from teachers earning NB certification who were already located within a challenging school. A small proportion of NBCTs moved from a non-challenging to a challenging school. Challenging schools without NBCTs are more likely to be located in rural, remote areas and in Western Washington outside of ESD 121. Challenging schools with a student enrollment under 200 are much less likely to have an NBCT working in them.*

*Retention rates of NBCTs working in challenging schools are the same or higher than NBCTs statewide and higher than the other teachers in challenging schools. After the change in criteria, more districts have challenging schools and the number of those districts with NBCTs has increased. However, there are still not enough NBCTs to go around. By Year Three, 40 percent of districts with challenging schools did not have any NBCTs working in the district.*

Beginning in the 2007-08 school year, NBCTs were eligible to receive a bonus as a teacher or other certificated instructional staff in schools identified as "challenging" by the state. Initially, the criteria included all schools with 70 percent or more students enrolled in the Free or Reduced Lunch program (FRPL). As previously described, the criteria was amended in Year Two (2008-09) to include more secondary schools by lowering the FRPL rate to at least 50 percent for high schools and 60 percent for middle schools. The 70 percent poverty rate for elementary schools remained unchanged. By examining the list of schools that would have qualified in the Baseline Year (2006-07), we determined some preliminary characteristics of the challenging schools and the NBCTs who worked in them. In the Baseline Year, 259 schools were identified as challenging and seven percent of all Washington's NBCTs (79 individuals) worked in these schools. Of the challenging schools, two-thirds (n=173) were elementary schools, 13 percent were middle schools and 8 percent were high schools. The characteristics of the schools in Year One of implementation closely resemble the Baseline Year.

With the revision of the challenging schools criteria in Year Two, the number and characteristics of eligible schools changed in specific ways. First, the total number of eligible schools increased by 43 percent (from 254 in Year One to 446 by Year Three). During this same time period, the number of middle schools more than doubled (from 32 to 75) and the number of eligible high schools increased nearly five-fold from 20 to 93. The proportion of elementary schools declined from 69 to 48 percent, though the actual number of elementary schools identified as challenging increased. Figure 6 shows how the change in the criteria for challenging schools impacted the proportion of secondary schools included. Given the increase in the number of eligible secondary schools, it is not surprising that a greater proportion of challenging schools enroll more than 800 students (an increase from 6 in Year One to 35 by Year Three). Appendix D-12 provides a more detailed description of how the challenging schools changed over this period.

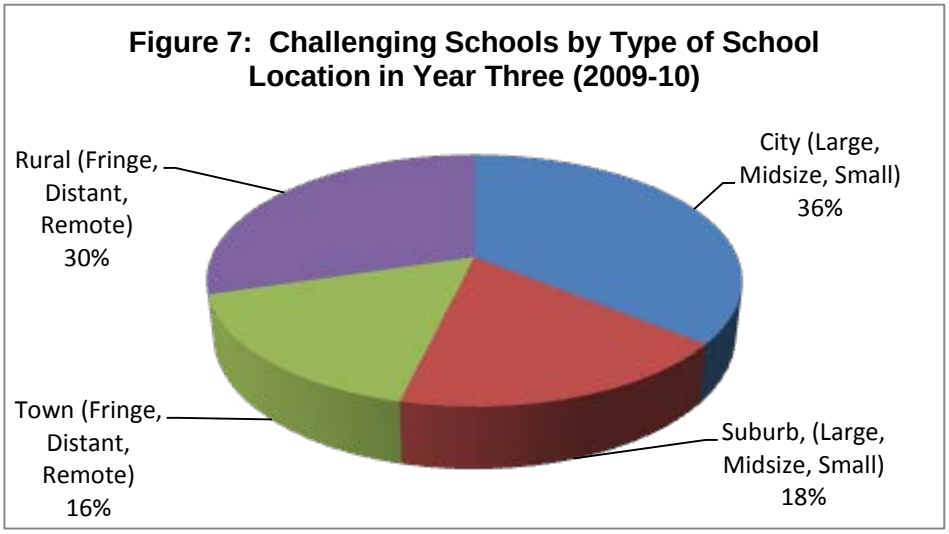
**Figure 6: Challenging Schools by School Level before and after Criteria Change**




During the period under study, the number of challenging schools increased in all regions of the state. In Year One, more than half of the state's schools were located in

Eastern Washington, and by Year Three, that percentage dropped to 49 percent. However, only 29 percent of all schools in the state are located in Eastern Washington. This indicates that a disproportionate share of high-poverty schools are located in the Eastern portion of the state.[11]

The distribution of challenging schools by the type of communities in which they were located (city, suburb town, and rural) remained essentially the same over this time period (see Figure 7). Appendix D-13 contains a table with more information on the characteristics of challenging schools).[12]




Changing the school criteria also increased the potential number of NBCTs eligible to receive a bonus, either by NBCTs staying in a school now designated as challenging or by increasing the potential options to move to a challenging school.

*Challenging Schools are Among the State's Lowest Performing*

The current challenging schools criteria, which is based on student poverty, captures most of the state's lowest performing schools and reflects a segment of the student population that is struggling academically. Among the schools on the state's school improvement lists (persistently lowest achieving schools identified as Tier I or II), all 26 Tier I schools and 19 of the 21 Tier II schools were also identified as challenging schools. The remaining two Tier II schools that did not meet the poverty criteria cut off included a middle school and a junior high. In an analysis of the challenging schools, very few of the schools scored at or above the state mean on 4th, 7th or 10 grade reading or mathematics assessments in any given year. Overall, student performance in the challenging schools across all three years is very low.[13] Among challenging elementary

[11] It should be noted that schools in Eastern Washington are more likely to be small (in terms of enrollment size) compared to other regions in the state, particularly when compared to the Puget Sound region.
[12] For comparison purposes, Appendix D-14 provides detail on the characteristics of schools statewide.
[13] Student performance data is not yet available for Year Three (2009-10).

schools, less than 13 percent served students who scored at or above the state mean on state reading and math assessments. Student performance on state assessments in challenging middle and high schools is also very low. Less than 10 percent of these secondary schools met or exceeded standard in math and reading.[14]

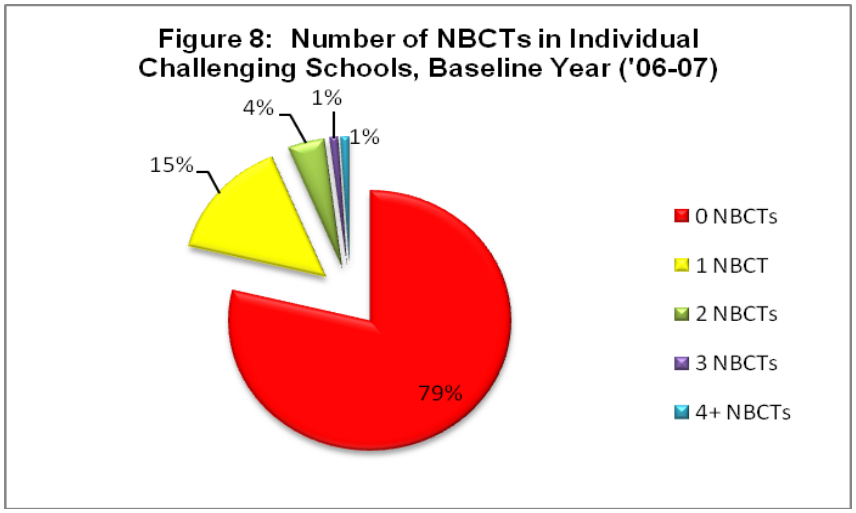
Overall, challenging schools serve larger proportions of students of color compared to other schools statewide. More than half of the challenging schools consist of schools with a student population that is more than two-thirds students of color. In Year Two, the change in school criteria increased the number of schools and the range of students by race/ethnicity. See Appendix D-15 for more information on student race/ethnicity and student performance in challenging schools.

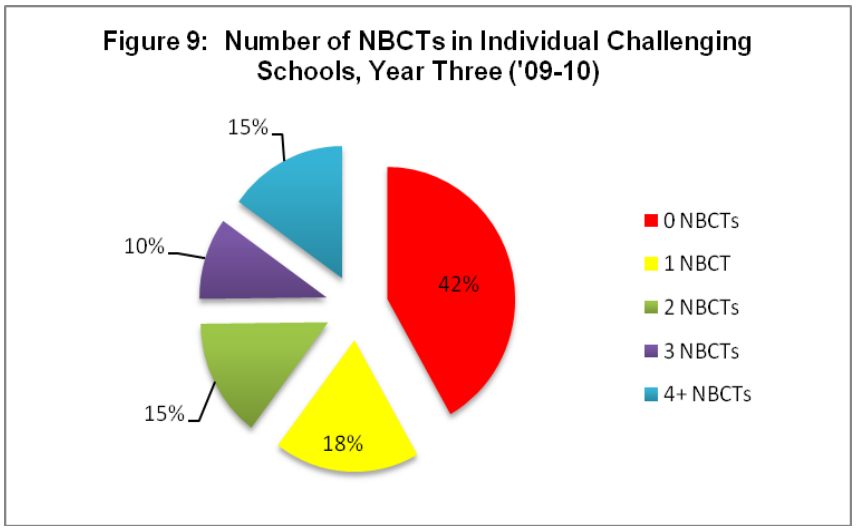
*Characteristics of the Teacher Workforce in Challenging Schools*

An examination of the characteristics of the teacher workforce in challenging schools indicates that several changes in both the number and distribution of NBCTs have occurred since the state's incentive to work in challenging schools was adopted. The total number of NBCTs working as classroom teachers in challenging schools increased from 79 in the baseline year (2006-07) to 746 in Year Three of the incentive program (2009-10). Additionally, the number of other NBCTs working in challenging schools increased from 6 to 69. It is important to note that this increase in the number of NBCTs in challenging schools was accompanied by a substantial increase in the total number of challenging schools when the criteria for eligibility changed in Year Two.

In the Baseline Year, the vast majority (79 percent) of schools that would have been designated as challenging had no NBCTs working in them. By Year Three, this percentage was nearly halved, with 42 percent of challenging schools having no NBCTs in them. Additionally, by Year Three, the percentage of schools with more than ten percent of its teacher workforce as NBCTs increased five-fold from the Baseline Year (3 to 21 percent). The number of challenging schools with four or more NBCTs working as classroom teachers increased from two in the Baseline Year to 68 in Year Three, comprising 15 percent of all challenging schools. Figures 8 and 9 provide data about the number of NBCTs in individual buildings in the Baseline Year and in Year Three. More information regarding the characteristics of the teacher workforce in challenging schools is located in Appendix D-16.

[14] Only one exception was found in the case of 13 high schools in Year Two.




While there have been clear increases in both the number of challenging schools and the number of NBCTs working in them from the Baseline Year to Year Three, it is important to note that some differences exist in the pattern and distribution of challenging schools over this time period. As described previously, 42 percent of challenging schools (n = 185) had no NBCTs in them in Year Three. In Year Three, challenging schools without NBCTs in them were more likely to be located in rural areas (especially rural, remote areas) and in Western Washington outside ESD 121 (see Figure 10). Small challenging schools (enrollment under 200 students) were much less likely to have an NBCT working in them than all other enrollment categories. However, a similar share of challenging schools (39 percent) serving very large proportions of students of color (75 percent or more students of color) have NBCTs working in them as compared to schools that do not have any NBCTs. Table 4 provides details regarding comparisons between challenging schools with and without NBCTs.

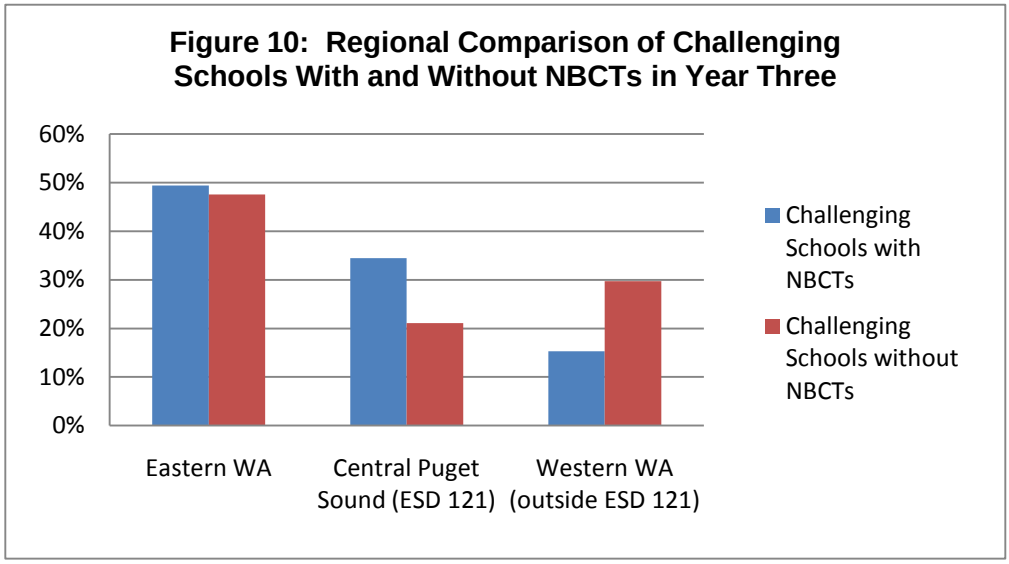


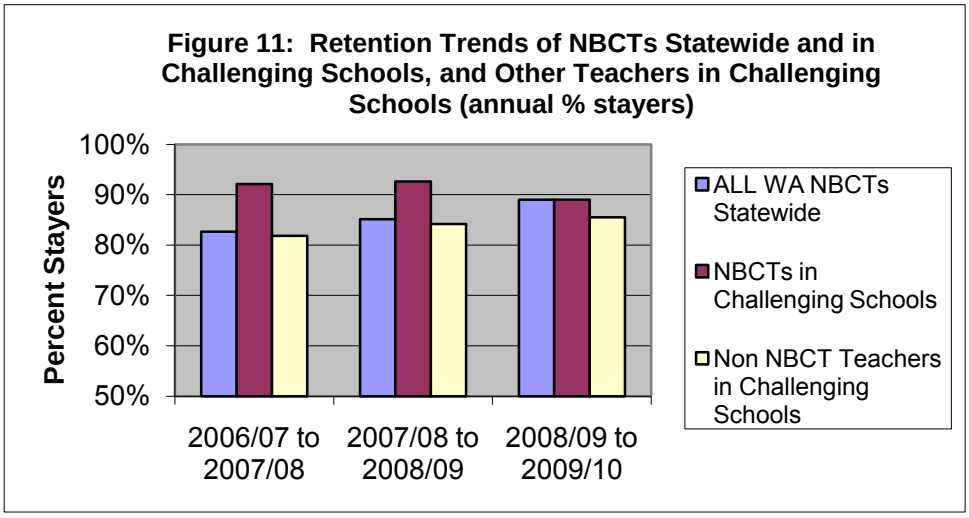
Figure 10: Regional Comparison of Challenging Schools With and Without NBCTs in Year Three
60%
50%
40%
30%
20%
10%
0%
Eastern WA
Central Puget Sound (ESD 121)
Western WA (outside ESD 121)
Challenging Schools with NBCTs
Challenging Schools without NBCTs

| Table 4: Comparison of Challenging Schools with NBCTs and without NBCTs in Year Three (2009-10) | | | |
|---|---|---|---|
| **Characteristics** | Chall Schools with NBCTs (N=261) | Chall Schools without NBCTs (N=185) | Percentage Difference |
| **Types of Schools** | | | |
| Elementary | 49% | 45% | 5% |
| Middle | 22% | 9% | 13% |
| High | 18% | 25% | -7% |
| Combined | 9% | 19% | -10% |
| Other | 1% | 2% | 0% |
| **Schools by Region** | | | |
| Eastern WA | 49% | 48% | 2% |
| Central Puget Sound (ESD 121) | 34% | 21% | 13% |
| Western WA (outside ESD 121) | 15% | 30% | -14% |
| OSPI managed sites | 1% | 2% | -1% |
| **Schools by Location** | | | |
| City (Large, Midsize, Small) | 43% | 26% | 17% |
| Suburb, (Large, Midsize, Small) | 22% | 12% | 9% |
| Town (Fringe, Distant, Remote) | 17% | 17% | 0% |
| Rural (Fringe, Distant, Remote) | 19% | 45% | -26% |
| **Schools by Size** | | | |
| Less than 200 students | 8% | 46% | -38% |
| 200-399 students | 28% | 25% | 3% |
| 400-599 students | 37% | 19% | 18% |
| 600-799 students | 14% | 8% | 6% |
| More than 800 students | 13% | 1% | 12% |
| **Schools by Minority Students** | | | |
| <45% | 24% | 36% | -12% |
| 45 to 74% | 37% | 25% | 12% |
| 75 to 90% | 24% | 17% | 7% |
| >90% | 15% | 22% | -7% |
| Not available or not reported | 0% | 1% | 0% |

*Teacher Retention and Mobility in Challenging Schools*

When comparing NBCTs in challenging schools to all NBCTs statewide, those in challenging schools stayed in the same school at higher rates from one year to the next, both in the Baseline Year and in Year One (92 and 93 percent compared with 83 and 85 percent for all NBCTs). NBCTs statewide and in challenging schools had equivalent rates of retention and mobility (89 percent) from Year Two to Year Three. We also compared the retention and mobility patterns of other teachers (non-NBCTs) working in challenging schools with NBCTs working in challenging schools. Over the three year period, NBCTs in challenging schools remained in the same school from one year to the next at higher rates than other teachers (see Figure 11). A similar proportion of NBCTs

moved to other schools or districts compared to other classroom teachers in these challenging schools, though a slightly higher proportion of non-NBCTs exited the workforce. For more information on the retention and mobility of NBCTs and other teachers (non-NBCTs) in challenging schools, see Appendix D-17.




The finding that NBCTs in challenging schools have stayed in their school from one year to the next at rates greater than other teachers in challenging schools, and greater than or equal to NBCTs statewide, may be partially explained with survey findings. The challenging schools bonus appears to be a significant factor in retaining NBCTs in challenging schools. Of the October NBCT survey respondents who certified in 2008, nearly all (91 percent) indicated that they remained in the same schools where they receive the challenging schools bonus. When asked about factors that contributed to staying at their school, more than three quarters (79 percent) indicated that the challenging schools bonus significantly or moderately contributed to their decision to stay.

*More Teachers in Challenging School Earn NB Certification*

Most of the increase in the number of NBCTs in challenging schools over the three-year time period came from teachers earning NB certification who were already located within a challenging school. We examined the movement of individuals from one year to the next, starting with the Baseline Year. By looking closely at the 118 individuals located in challenging schools in 2007, we determined whether they: (1) were located in the same challenging school in the prior year and stayed, (2) moved from a non-challenging school to a challenging school, or (3) moved from one challenging school to another. In Year One, we see that 89 percent of the NBCTs in this year were already located in a challenging school, while 10 percent moved from a non-challenging school to a challenging school. In Years Two and Three, an even larger proportion of NBCTs in challenging schools stayed in the same challenging school from one year to the next (92 and 94 percent, respectively). While these proportions changed, it is important

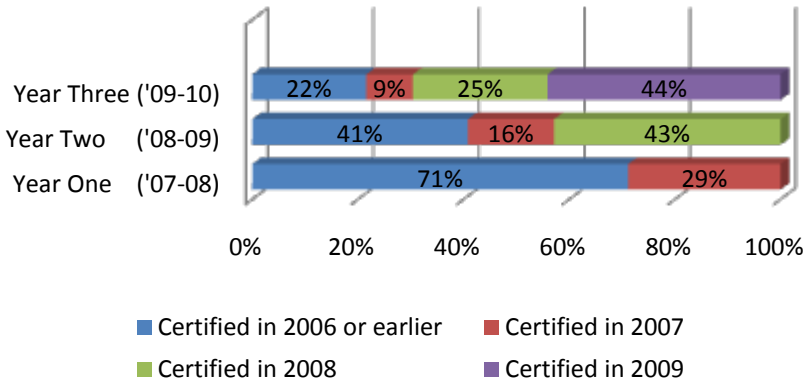
to keep in mind that the total number of NBCTs in challenging schools increased from 118 in Year One, to 746 in Year Three. Table 5 provides additional detail regarding the movement of NBCTs in challenging schools.

Table 5: NBCTs in Challenging Schools: Movement in Challenging Schools

| | Year One | | Year Two | | Year Three | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Of NBCTs located in a Challenging School in given year… | 118 | | 387 | | 746 | |
| ***Retention and Mobility*** | | | | | | |
| Stayed in same school from prior year | 105 | 89.0% | 354 | 91.5% | 699 | 93.7% |
| Moved from non-challenging to challenging school | 12 | 10.2% | 28 | 7.2% | 31 | 4.2% |
| Moved from one challenging school to another challenging school | 1 | 0.8% | 5 | 1.3% | 16 | 2.1% |

In order determine the extent to which NBCTs in challenging schools gained NB certification while working in a challenging school, we examined the data by the year in which individuals were awarded NB certification. In Year One, 71 percent of the NBCTs in the challenging schools were certified prior to the policy change and received the stipend by simply staying in their school. In each successive year, the proportion of newly certified NBCTs in challenging schools reflects a sizable portion of all NBCTs in challenging schools. Figure 12 shows how each group of newly certified NBCTs proportionately changed the NBCT workforce in challenging schools.

**Figure 12: NBCTs in Challenging Schools by Year of Certification**

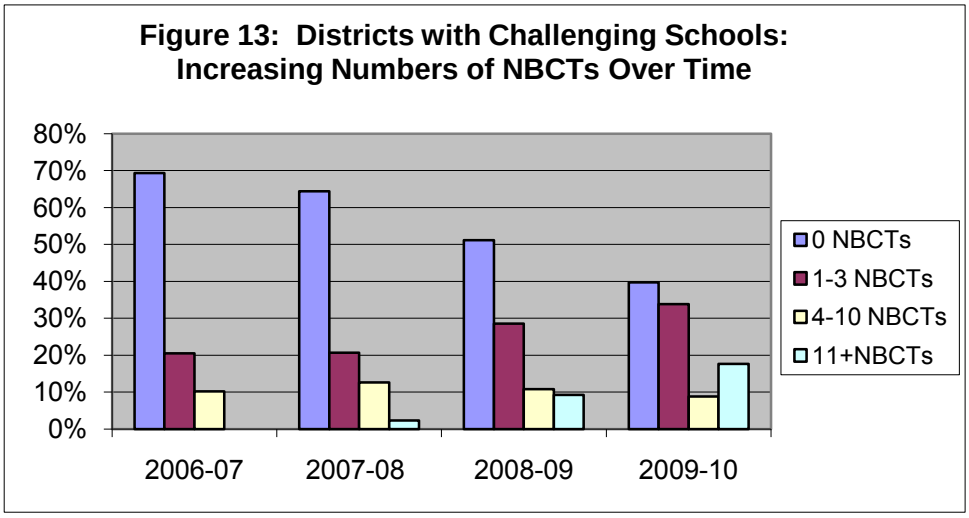


During the first three years of implementation, between 94 and 97 percent of the newly certified NBCTs were notified that they earned certification while working in a challenging school. Indeed, because of the timing of when candidates are notified that they have achieved certification, it is unlikely the newly certified individuals would have moved in the first year as a result of the policy change.

*Potential Impact on Districts*

The state's financial incentives to locate NBCTs in challenging schools have the potential to enhance the workforce of individual districts. In Year One, only 87 of the state's 295 districts (30 percent) had at least one challenging school. By Year Three, 136 districts (46 percent) had at least one challenging school. Both the number and proportion of districts with four to nine challenging schools increased (from 12 to 18 percent). It is important to remember that the number of challenging schools per district is related to school and district size.

Under the new criteria, more districts have schools that qualify, but there are still not enough NBCTs in districts with challenging schools to go around. In Year Three, 54 districts (40 percent) with challenging schools had no NBCTs working in the district. Additionally, the proportion of all districts with challenging schools that had between one and three NBCTs increased from one-fifth to one-third. Finally, the number of districts with more than ten NBCTs jumped from two to 24 (see Figure 13). More information is available in Appendix D-18.

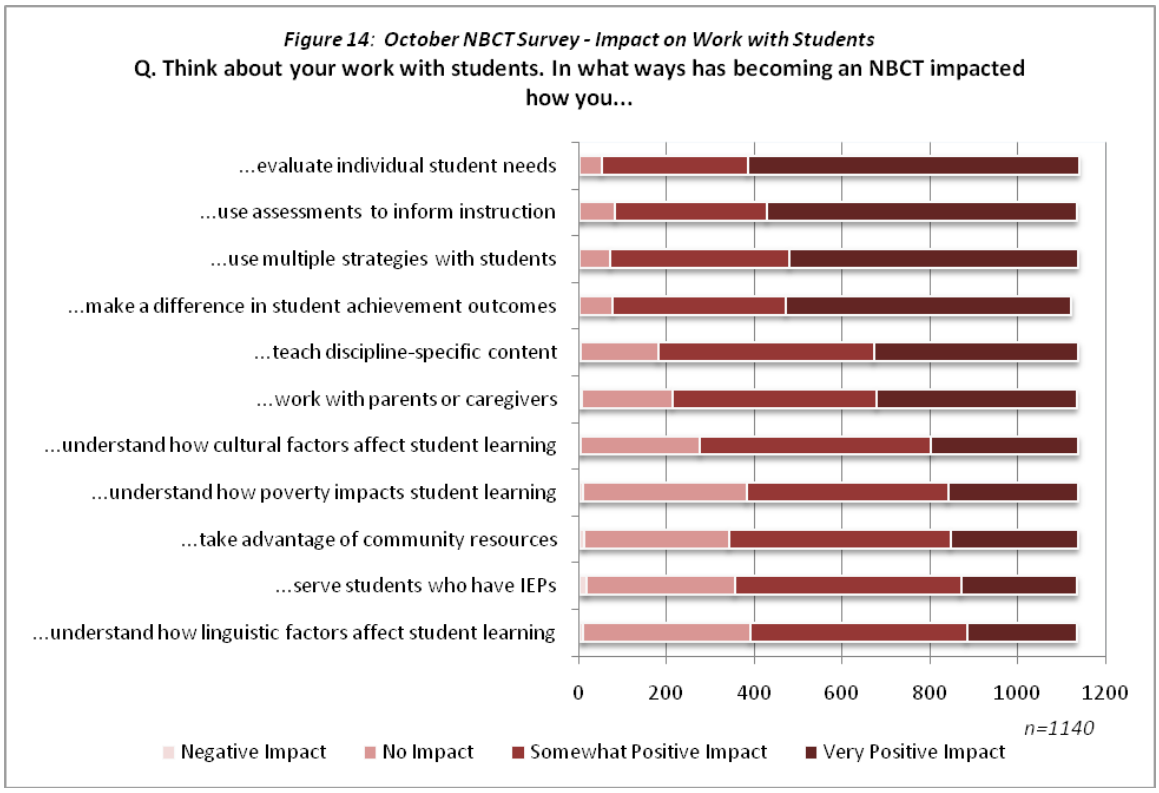


### *Key Findings at a Glance*

*NBCTs report that earning NB certification positively impacted their ability to evaluate individual student needs, use assessments to inform instruction, use multiple instructional strategies and make a difference in student achievement outcomes. Principals confirm that NBCTs had a positive impact on the teachers' ability to work with students and their contribution to the professional community. Most NBCTs are interested in assuming various leadership roles, and identified mentoring beginning teachers as the area of strongest interest. NBCT survey respondents in challenging schools agreed that becoming an NBCT impacted their ability to understand how cultural and linguistic factors, as well as poverty affect student learning.*

*The majority of NBCTs who certified in 2008 and 2009 indicated that the incentives were a strong factor in their decision to pursue NB certification. Other factors contributing to their decision included the desire for professional development to strengthen their teaching and help students meet standards.*

Based on survey findings, NBCTs report that NB certification had a positive impact on their ability to evaluate individual student needs, use assessments to inform instruction, use multiple instructional strategies and make a difference in student achievement outcomes. Nearly two-thirds of respondents (66 percent) pointed to a very positive impact in their ability to evaluate individual student needs and use assessment to information instruction (62 percent), and over half reported a very positive impact on their use multiple instructional strategies with students (58 percent). The majority of NBCTs saw a very positive impact in their ability to make a difference in student learning outcomes. Nearly the same number of NBCTs saw the NB process as having a very positive (39 percent) or somewhat positive (41 percent) impact on their ability to work with parents or caregivers. In all other categories, the majority of NBCTs reported that the process had a somewhat positive impact. There were no categories in which the majority of NBCTs indicated that the NB process had no impact or negative impact (See Figure 14).



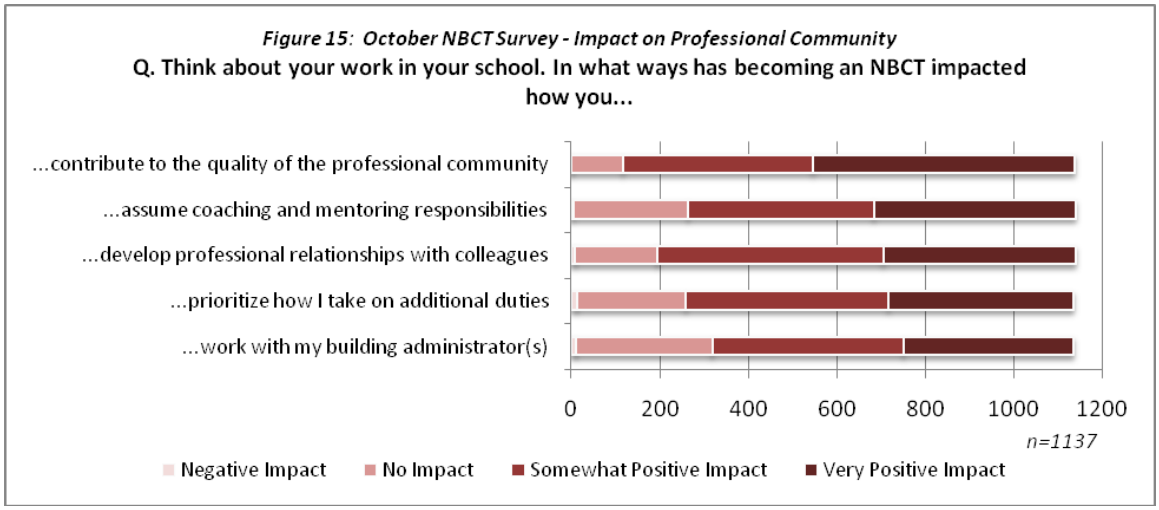

NBCTs in challenging schools reported greater impact on their practice in several areas than NBCTs in non-challenging schools. As Table 6 shows, NBCTs in challenging schools reported that becoming an NBCT impacted their ability to understand how culture and linguistic factors, as well as poverty, affect student learning. Since the NB process requires that teachers show how they impact the learning of their students, it makes sense that NBCTs who teach students from diverse cultural and linguistic backgrounds, as well as students impacted by poverty, would report greater impact in those areas.

| Table 6: Impact on Students<br>*Q: Think about your work with students. In what ways has becoming an NBCTs impacted how you…*<br>Responses: Somewhat or Very Positive Impact | | | | |
|---|---|---|---|---|
| | October '09 NBCT Survey | | March '10 NBCT Survey (2009 Cert NBCTs) | |
| | Not in Challenging Schools n=875 | In Challenging Schools n=271 | Not in Challenging Schools n=263 | In Challenging Schools n=146 |
| … understand how cultural factors affect student learning | 76% | **80%** | 71% | **81%** |
| …understand how linguistic factors affect student learning | 63% | **73%** | 63.0% | **77%** |
| …understand how poverty impacts student learning | 66% | **75%** | 59% | **80%** |

The principals in schools with NBCTs on staff were asked to rate the impact of NB certification on teachers' ability to work with students. As Table 7 shows, NBCTs and principals indicated a very positive or somewhat positive impact in every category. However, a larger percentage of principals than NBCTs indicated a very or somewhat positive impact. This may be due to the broader perspective that principals gain by seeing the range of teaching practices across a building.

| Table 7: Impact on Students: NBCT and Principal Perspectives | | |
|---|---|---|
| | October '09 NBCT Respondents (n=1140) | Principals with NBCTs on Staff (n=68) |
| | Somewhat or Very Positive Impact | Somewhat or Very Positive Impact |
| …evaluate individual student needs | 96% | **100%** |
| …teach discipline-specific content | 84% | **97%** |
| …use multiple strategies with students | 94% | **100%** |
| …use assessments to inform instruction | 93% | **98%** |
| …make a difference in student learning outcomes | 93% | **100%** |

NBCTs and their principals were also asked to rate how becoming an NBCT impacted the teacher's ability to work within the school. Again, NBCTs indicated very positive or somewhat positive impact in all categories, and they pointed to their ability to contribute to the quality of the professional community as an area of marked impact (see Figure 15).




As with the impact on students, principals with NBCTs on staff indicated a substantially stronger impact of NBCTs' abilities to work in the school than the NBCTs themselves identified (see Table 8).

Table 8: Impact on School: NBCT and Principal Perspectives

| | **October '09 NBCT Respondents** (n=1137) *Q: Think about your work in your school. In what ways has becoming an NBCT impacted how you…* | | | **Principals with NBCTs on Staff** (n=70) *Q: Think about the impact of NBCTs as they work in the school. What impact do you see in their ability to…* | | |
|---|---|---|---|---|---|---|
| | No/Negative Impact | Somewhat Positive Impact | Very Positive Impact | No/Negative Impact | Somewhat Positive Impact | Very Positive Impact |
| …develop professional relationships with colleagues | 17% | **45%** | 38% | 7% | 24% | **70%** |
| …assume coaching and mentoring responsibilities | 23% | 37% | **40%** | 4% | 21% | **74%** |
| …contribute to the quality of the professional community | 10% | 38% | **52%** | 4% | 17% | **78%** |
| …work with building administrator(s) | 28% | **38%** | 34% | 9% | 24% | **69%** |
| …prioritize how to take on additional duties | 23% | **40%** | 37% | 7% | 29% | **63%** |

The number of NBCTs in a building may make a difference in their individual impact. For example, Table 9 shows that in schools where there are very few NBCTs, their impact is often described as very positive. This may suggest that they are called on more often to assume leadership roles. As the number of NBCTs within a building grows, there may be fewer formal leadership roles, such as coaching and mentoring to assume.

However, there are caveats that are important to state when attempting to understand any findings about the number of NBCTs in a single building. First, only a handful of schools or districts have invested heavily enough in NB certification to gain high concentrations of NBCTs. Seventy percent of NBCT survey respondents reported they work in a school where NBCTs represent less than ten percent of the teaching staff, while only seven percent of the respondents reported that more than a quarter of the teachers in their school were NBCTs. Second, the number of principals responding to the survey items is small (n=70). It may be useful in the future to specifically study the culture of schools with large concentrations of NBCTs as compared to schools with few NBCTs and similar schools with none.

Table 9: Principals' Perspectives on NBCT Impact: Sorted by Number of NBCTs in Building

| | **1 - 3 NBCTs** (n=43) | | | **4 - 20 NBCTs** (n=30) | | |
|---|---|---|---|---|---|---|
| | No/Negative Impact | Somewhat Positive Impact | Very Positive Impact | No/Negative Impact | Somewhat Positive Impact | Very Positive Impact |
| ***In the school*** | | | | | | |
| …develop professional relationships with colleagues | 5% | 30% | **68%** | 11% | 18% | **71%** |
| …assume coaching and mentoring responsibilities | 3% | 15% | **83%** | 7% | 32% | **61%** |
| …contribute to the quality of the professional community | 3% | 15% | **82%** | 7% | 21% | **71%** |
| …work with building administrator(s) | 8% | 18% | **76%** | 11% | 36% | **54%** |
| …prioritize how to take on additional duties | 3% | 26% | **72%** | 15% | 37% | **48%** |
| ***Outside the school*** | | | | | | |
| …assist in the development of tools and resources for other teachers | 5% | 26% | **69%** | 7% | 43% | **50%** |
| …advocate for the needs of students and teachers | 0% | 26% | **74%** | 7% | 43% | **50%** |
| …make a greater contribution to reform efforts beyond the district | 3% | 33% | **64%** | 19% | **52%** | 30% |
| …serve on an advisory or policy making board | 8% | 39% | **54%** | 22% | **52%** | 26% |

Principals also were asked the open-ended question, "In what specific ways do NBCTs at your school impact student achievement?" Principals answered this citing a broad range of impacts. Themes that emerged and sample comments are provided below:

Theme: Teaching skills that impact student achievement (27 comments)

<u>*Instruction*</u>

- *Improved instruction leads to improved student achievement.*
- *They are intentional and deliberate about always learning more about how to be a better instructor and this is the best way to impact student's learning.*
- *Higher standards and better teaching strategies.*
- *Use of best practice to impact student achievement. Intentional and strategic with regard to lesson planning, assessments, instruction and communication.*

*Meeting the needs of students*

- *Accept assignments in working with students demonstrating the greatest need.*
- *The three teachers are in the same department and they are diligent about placement of students and if the placement is incorrect they are quick to change the placement based on data.*
- *I have found that these four teachers creatively re-design curriculum to meet the diverse needs of our students. They are very professional, well-read and exemplify the qualities would be expected in a "master teacher." They KNOW their curriculum and skillfully use their knowledge and ability to make positive things happen in the classroom.*
- *Outstanding ability to work with a variety of students from struggling readers to honors students. Very encouraging, excellent rapport with students, and accommodates students' learning needs.*

Theme: Leadership that impacts student achievement (27 comments)

- *High tide raises all ships--Master teachers raise the bar for all staff.*
- *Currently they are lead teachers for our school we are focusing on instructional strategies, student engagement and learning targets.*

*With colleagues*

- *Their work with professional collaborative learning communities. Their expertise in research based curriculums and use of technology in the classroom. Their expertise in research based strategies that enhance student achievement and extend to fellow staff.*
- *They provide teacher in-service for other staff, help struggling students through differentiated instruction, help define student engagement and effective teaching strategies.*
- *By modeling best practices and making the classroom an open studio for teacher observations.*

*Professionalism*

- *I have noticed they are much more open to professional feedback, utilize the common district-wide assessment information much more often, understand the use of informal/formal data and are much deeper in their professional conversations with others. The majority of the time, these are the staff members that want to engage in deeper thinking about their students.*
- *Greater professionalism and commitment to growth.*
- *A more professional attitude and more leadership responsibilities sought by the NBCTs.*

Other (4 comments):

- *In only one instance have I noticed any difference in the way the teacher addressed diverse student needs. This particular teacher prior to NBCT worked diligently at reviewing research in his field, working with his department to intentionally incorporate needs of WASL, SAT, and college*

*placement exams into the regular instructional materials. He continues to take the same pro-active approach to his instruction and department leadership since earning his NBC. I have not noticed any change in instruction or instructional philosophies in the other teacher's pre to post certification.*

- *Not enough teachers to make a judgment.*

There is also evidence from the survey to indicate that NBCTs will continue to positively impact their schools, districts, and the larger educational context into the future. When asked about their interest in future leadership roles, the majority of NBCTs indicated they were somewhat or very interested in assuming nine of the ten roles provided as options. The majority of non-NBCTs indicated interest in three of the ten categories, with both groups indicating the strongest interest in mentoring beginning teachers (see Table 10).

Table 10: Interest in Leadership Roles
*Q: What is your level of interest in the following leadership roles?*

| | **October '09 NBCT Respondents** (n=1105) | | **October '09 Non-NBCT Respondents** (n=643) | |
|---|---|---|---|---|
| | Somewhat or Very Interested | Not Interested | Somewhat or Very Interested | Not Interested |
| Mentoring beginning teachers | **92%** | 8% | **85%** | 15% |
| Mentoring experienced teachers in content area | **83%** | 17% | **63%** | 37% |
| Advocating for effective policies | **67%** | 33% | **61%** | 39% |
| Serving on statewide committees | **65%** | 35% | 39% | **61%** |
| Statewide conference presenter-content area | **62%** | 38% | 40% | **60%** |
| Speaking about accomplished teaching | **59%** | 41% | 44% | **56%** |
| Serving on a policy team with educators and legislators | **59%** | 41% | 41% | **59%** |
| Serving as a policy fellow with other educators | **56%** | 44% | 38% | **61%** |
| Writing about accomplished teaching | **52%** | 48% | 37% | **63%** |
| Statewide conference presenter-leadership | 45% | **55%** | 30% | **70%** |

*Bonus a Factor in Teachers' Decisions to Pursue Certification*

NBCT survey respondents indicate that there are many reasons they pursued NB certification, stemming from both intrinsic and extrinsic motivations. The extrinsic incentives have changed many times over the years. Table 11 groups responses according to the relationship between the certification year and the placement of the current monetary incentives into statute. Respondents who certified in 2008 and 2009 made the decision to pursue certification knowing that the $5000 bonus was in statute and the additional $5000 challenging schools bonus was in place. Prior to 2008, the $3500 bonus

for NBCTs was a line item subject to approval in each biennial budget, and there was no challenging schools bonus.

As Table 11 shows, the majority of NBCTs who certified in 2008 and 2009 indicate that the monetary incentives were a strong factor in their decision to pursue certification. There is a dramatic increase after 2007 in the percentage of respondents in high needs schools that indicate increased compensation as a strong factor. Other strong factors include using the certification process as professional development to strengthen teaching and as a personal challenge.

NBCTs who certified in 2009 and work in challenging schools reported that intrinsic factors were also strong influences on their decision-making; nearly three-fourths (70 percent) indicated that they decided to pursue NB certification as a professional development opportunity to strengthen their teaching, and more than half (57 percent) said that the process was a chance to strengthen capacity to help students meet standards. As the table below shows, these percentages are significantly higher than NBCTs who do not teach in challenging schools.

Table 11: Decision to Pursue NB Certification
*Q: Please rate how these factors influenced your decision to pursue NB certification.*
*Response: A strong reason*

| | **NBCTs Certified in 2007 or earlier** *(bonus not in statute, no challenging schools bonus)* | | **NBCTs Certified in 2008** *(bonus in statute, challenging schools bonus funded)* | | **NBCTs Certified in 2009** *(bonus in statute, challenging schools bonus funded)* | |
|---|---|---|---|---|---|---|
| | In challenging schools *n=158* | Not in challenging schools *n=590* | In challenging schools *n=113* | Not in challenging schools *n=285* | In challenging schools *n=146* | Not in challenging schools *n=263* |
| **Potential for increased compensation** | **33%** | **52%** | **73%** | **69%** | **73%** | **71%** |
| Professional development to strengthen my teaching | 66% | 66% | 64% | 60% | **70%** | 55% |
| Personal challenge | 74% | 66% | 55% | 53% | 59% | 59% |
| Chance to strengthen my capacity to help students meet K-12 academic content standards | 47% | 38% | 44% | 36% | **57%** | 37% |
| Enabled me to earn professional certification in Washington | 20% | 21% | 25% | 33% | 19% | 34% |
| Possibility of recognition of my teaching | 24% | 26% | 24% | 23% | 19% | 22% |
| A building or district administrator encouraged me to pursue | 11% | 6% | 3% | 5% | 2% | 4% |

The non-NBCT survey provides insight into the importance of incentives to those who have been identified by their colleagues or principal as excellent potential candidates. When responses from the non-NBCTs teaching in challenging schools were examined separately, it is clear that the challenging schools stipend does make a difference in their decision-making: 64 percent reported that it has a high impact and an

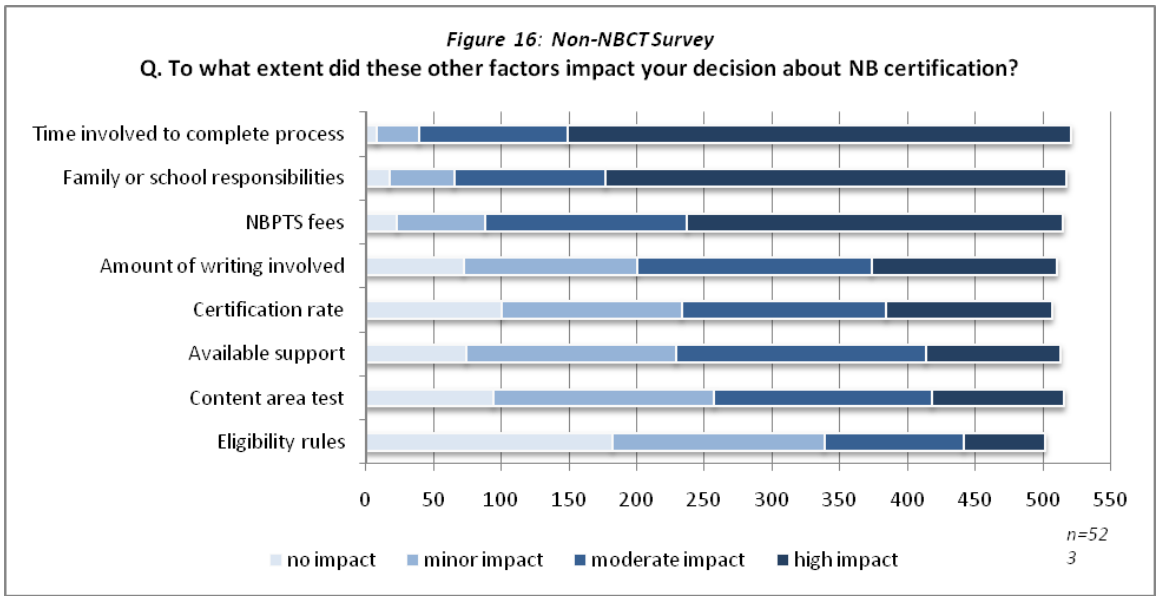
additional 23 percent say it has a moderate impact (see Table 12). Teachers in challenging schools also indicated that the conditional loan to pay NBTS fees as well as the possibility to add a subject-matter endorsement were important, while teachers in other schools did not feel as strongly about these incentives.

Table 12: Impact of Incentives on Decision-making:
Non-NBCT Responses Sorted by Challenging Schools Designation

| | Non-NBCT Respondents ***Not in challenging schools*** (n=367) | | | | Non-NBCT Respondents ***In Challenging Schools*** (n=189) | | | |
|---|---|---|---|---|---|---|---|---|
| | No Impact | Minor Impact | Moderate Impact | High Impact | No Impact | Minor Impact | Moderate Impact | High Impact |
| $5000 stipend for NBCTs | 2% | 8% | 25% | **65%** | 4% | 10% | 23% | **63%** |
| Additional $5000 for NBCTs in challenging schools | **45%** | 21% | 15% | 19% | 4% | 9% | 23% | **64%** |
| Conditional loan from state to pay NBPTS fees | 23% | 21% | 24% | **31%** | 14% | 17% | 28% | **42%** |

Responses from principals in challenging schools support these findings. Principals indicated the challenging schools stipend has an impact on encouraging staff to pursue NB certification; 85 percent report a high impact and 15 percent note a moderate impact. More than any other support incentive offered, principals agree that the high needs stipend is an important factor in the decision-making of teachers in their school.

When non-NBCTs were asked to indicate the impact of other factors on their decision-making, they report that the time to complete the process and their family or school responsibilities had a high impact. Figure 16 displays responses for teachers who have considered completing the NBPTS process but have not yet taken it on.



In response to this question, teachers used the comment section to add detail to their choices, for example, citing specific family and school-related responsibilities as barriers to starting the process. Several new themes emerged from the comments. Some respondents indicated that they are close to retiring and therefore would not complete the process. A second theme centered on uncertainty that the incentives will continue as the state budget tightens.

## Informing Current and Emerging Policy Concerns

The current incentive program for NBCTs in Washington state has served as an important policy lever in several ways. First, it has acknowledged and rewarded teachers who earned NB certification while working in a variety of school and district contexts across the state. Furthermore, the current policy also encourages NBCTs to work in challenging schools, thereby promoting and supporting NBCTs in the schools where they may be needed the most. The incentive program has also supported a means for promoting high-quality professional development through the certification process itself, which may positively impact teachers' professional practices regardless of whether or not they earn the credential. However, as is common for policy initiatives in the initial years of implementation, there may be unanticipated consequences and potential areas for improvement. In this section we discuss the outcomes of the current policy, areas for improvement, as well as future policy options for consideration.

### *Outcomes of the Current Policy*

Our analysis of the incentive program to date indicates a number of positive outcomes since its initial implementation. We highlight some of these outcomes below:

- **There are increasing numbers of NBCTs statewide and in challenging schools.** During the first three years of implementation of the incentive program, both the number of NBCTs statewide, as well as those working in challenging schools has increased.

- **The increase in the number of NBCTs is accompanied by a more equitable distribution of NBCTs across schools and districts.** A larger proportion of NBCTs are now working in higher poverty and lower performing schools, and in schools serving greater proportions of students of color.

- **The current criteria for identifying challenging schools captures most of the state's lowest performing schools.** Among the schools on the state's school improvement lists (i.e., persistently lowest achieving schools identified as Tier I or II), all 26 Tier I schools and 19 of the 21 Tier II schools also are identified as challenging schools. Very few of the challenging schools served students who scored at or above the state mean on $4^{th}$, $7^{th}$ or $10^{th}$ grade reading or mathematics

assessments in any given year. Overall, challenging schools also serve larger proportions of students of color than schools statewide.

- **The incentive provides for two valid approaches for increasing the number of NBCTs in challenging schools**. While the policy has encouraged more teachers in challenging schools to pursue NB certification than resulted from moves by NBCTs into challenging schools, it can be argued that both strategies are valid. Some would suggest that "growing your own" staff capacity within a challenging school is an effective strategy for school improvement. Encouraging teachers already located in challenging schools to pursue NB certification may serve to improve overall teaching practices in these schools. Additionally, rewarding accomplished teachers for re-locating to challenging schools may serve to increase the rate at which students in challenging schools have access to quality instruction. Alternatively, simply moving a good teacher from one school to another is no guarantee that the individual will be a good match in a different and presumably more challenging school context.

- **NBCTs located in challenging schools tend to have high rates of retention.** NBCTs have retention rates greater than or equal to other teachers in challenging schools and NBCTs statewide. Survey findings suggest that for teachers certified after 2007, the potential for increased compensation was a strong reason to pursue certification and to stay in a challenging school.

- **NBCTs represent a group of accomplished teachers potentially willing to move.** NBCTs tend to move at slightly higher rates within their schools and districts than other teachers, suggesting that they might be willing to relocate to a challenging school.

### *Implications of Current Policy and Areas for Improvement*

While a number of positive outcomes have occurred over a short period of time, there remain areas for improvement so that a greater impact can result across a broader range of school and district contexts.

- **The policy is not yet reaching all schools**. While there has been an improvement in the equity of the distribution of NBCTs across schools and districts during this time period, areas of concern remain. There are proportionately fewer NBCTs in challenging schools that are small and in rural or remote areas of the state, particularly in Western Washington outside the Central Puget Sound region.

- **Additional attention is needed to further diversify both the overall teacher workforce and those who become NBCTs**. While the proportion of NBCTs who are teachers of color has increased over this time period, it is still lower than the statewide average. The striking mismatch between the proportion of students of

color and teachers of color continues to be a challenge, both for all teachers statewide and for NBCTs.

- **Some academically struggling schools do not meet the current criteria for a "challenging school."** There remain a few schools on the state's list of persistently lowest achieving schools that are not identified as challenging (e.g., do not meet the poverty threshold).

- **The implementation of the incentive program is largely driven by individual teacher choice.** The challenging schools bonus is dependent on individual teachers locating and pursuing potential openings in identified schools, and also dependent on the frequency and availability of potential openings. These openings are influenced by regional labor market conditions and varying teacher retention rates. For some, the uncertainty of future legislative funding and the timing in late spring of the notification for eligible schools also may present unintended obstacles for those who might consider NB certification.

- **There is no explicit link to other state or local improvement efforts.** The incentive to support NBCTs could be linked to the state's school improvement plans or other initiatives to support student learning. The current incentive does not contain any mechanism to systematically match teachers to schools where their skills may be most useful. Many NBCTs have interests and abilities in areas of leadership, mentoring and coaching that could be better tapped.

- **The current policy does not offer differential approaches to address local needs**. Giving districts greater discretion or capacity in identifying from among their own schools those they deem "most challenging" might help them tailor the placement of NBCTs in the most strategic way. This would allow districts to make adjustments to their individual contexts and conditions. The state policy does not address differential district ability to support candidates through the NB process. It is important to recognize that individual district capacity to support teachers through the NB certification process varies greatly, and indeed less than half of the districts with challenging schools (58 of 136) currently offer any kind of local support for their candidates (e.g., release time or help with videotaping).

***Potential Policy Options***

Given the outcomes to date and the areas for potential improvement of the state's incentive program, there are a number of options for potential consideration by policymakers. Provided below are several suggestions that are intended as prompts for further policy conversations:

- **Continue with the incentives in place as they are currently constructed.** The incentives both reward accomplished teaching more broadly while strategically targeting the state's highest-need schools. If this option is selected, it would be

important to further monitor whether the positive outcomes continue in subsequent years.

- **Make a minor adjustment to ensure that all schools identified as persistently low-achieving are included in the list of challenging schools.** The criteria for identifying challenging schools could be amended to consider both poverty and student performance by including any of the remaining Tier I or Tier II schools on the state's school improvement list that are not also identified as challenging (e.g., do not meet the poverty threshold). In any given year, this would likely be a small number of schools.

- **Consider strategies that may further support increases in the number of NBCTs in challenging schools, particularly those currently untouched by the policy.** As previously described, proportionately larger numbers of challenging schools in rural and remote areas of the state, have no NBCTs. One strategy to consider is to improve the access to information about NB certification to teachers in these areas. This could be accomplished by utilizing NBCTs to deliver informational sessions and have conversations with colleagues. Districts without access to NBCTs could be provided with supports and incentives for teachers who decide to pursue certification. Another approach would be to consider expanding the support for Take One, a professional development opportunity that allows teachers to complete one National Board entry. This strategy provides an introduction to the certification process. School teams could also be encouraged to participate in Take One together. Another strategy would be to develop specific incentives that would encourage groups of NBCTs to move together to challenging schools. This approach has been utilized in other states.

- **Focus on developing an information network that would assist in linking the specific staffing needs of challenging schools with teachers' skills and experiences.** One option would be to create an information system using online resources that encourages leaders to customize their communication with NBCTs who might be interested in relocating to a challenging school. This system could include information about a school's specific improvement plans and specify the types of teacher knowledge, skills, and abilities that are most needed in that context.

- **Give high-need districts greater discretion to decide which schools are "challenging."** Another option would be for the state to consider giving high-need districts greater discretion or capacity in identifying from among their own schools those they deem "most challenging." This increased flexibility might help districts tailor the placement of NBCTs in the most strategic way, given the individual contexts and conditions present within the district. There are considerable challenges implied in trying to design and implement a more flexible approach, and these factors would need to weighed against potential benefits.

## Future Lines of Inquiry

This study provides a baseline for understanding the initial impact of state policy on NBCTs and the teacher workforce statewide and in challenging schools. It is unclear if the current trends regarding an overall increase in NBCTs and their distribution in challenging schools will continue. Given tight budgets due to the economic downturn, it is not possible to predict the trends in hiring, staffing, and retirement rates that may impact the number and types of available openings for NBCTs to consider. Therefore, it will be important to continue to monitor the changing labor market conditions and its relation to the impact of the incentive program.

As the incentive program matures, it will be important to inquire about the impact of NBCTs on student learning. Given that the state is making progress in developing the capacity to link individual students and teachers, this type of inquiry will be possible in the future. In designing an inquiry of this type, it will be necessary to have a carefully constructed comparison group of teachers. Additionally, it is important to recognize that NBCTs are part of a larger solution for improving the quality of instruction in schools. Addressing achievement gaps and improving student learning is complex work in challenging schools. Thus, assessing the impact of NBCTs on student learning involves understanding the variance in the demographic conditions, access to resources and supports, school culture and community, and leadership dynamics within the schools and districts in which teachers work.

In sum, our analyses of the initial implementation of the state's incentive program for NBCTs indicates that there is evidence of improvement in addressing the dual goals of increasing the overall numbers of NBCTs and providing increased access to NBCTs in challenging schools. It will be important to watch whether these trends continue in subsequent years.

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## Appendix A

## Brief Review of Literature

Across the nation, considerable resources have been invested in supporting teachers through the National Board for Professional Teaching Standards (NBPTS) certification process and beyond as a means of improving the quality of the teacher workforce. Teachers who earn certification through the NBPTS often receive pay bonuses and subsides, in some cases over the 10-year life of the credential. Increasing pressure to address teacher effectiveness and equitable placement of well-qualified teachers raises questions about the distribution of National Board Certified Teachers (NBCTs) as a teaching resource and how to structure incentives such that their expertise could be more effectively utilized. Prior studies provide evidence that the National Board certification process can identify accomplished teachers, but not all studies find a consistent link between NBCT status and greater gains in student learning. Furthermore, the inequitable distribution of NBCTs across schools and the tendency to assign higher performing students to more effective teachers raises equity questions regarding incentives that increase the supply of NBCTs irrespective of how they are located across and within districts and schools. In Appendix A, we provide a discussion of the current literature with regard to National Board certification, teaching effectiveness and distribution, and the impact of subsidies, compensation and policy mechanisms to provide incentives for teachers.

### *National Board Certification, Teaching Effectiveness and Distribution*

A growing body of research on National Board candidates, Board-certified teachers, and their professional practice provides a strong basis for understanding the nature and context of the professional certification process and potential impacts on teachers and students. Studies of the effects of NB certification on teacher knowledge and practice explore how aspects of the assessment process lead to learning gains, identifying changes in science (Lustick & Sykes, 2006) and literacy instruction (Coskie & Place, 2008; Place & Coskie, 2006), and student assessment (Lustick & Sykes; Sato, Wei, & Darling-Hammond, 2008). Researchers have also investigated how National Board standards have been used as tools in teachers' work as leaders, particularly in discussions of curricular improvement and teaching practices among colleagues (Koppich, Humphrey & Hough, 2006; Sato, Hyler & Monte-Sano, 2002).

Several studies have investigated both the validity of the National Board assessments and related student outcomes using value-added models and differences between successful and unsuccessful candidates (Bond, Smith, Baker, & Hattie, 2000; Goldhaber & Anthony, 2004; Vandervoort, Amrein-Beardsley & Berliner, 2004; Cavalluzzo, 2004). Results from these types of studies are mixed. Cantrell and his colleagues (2008) suggest that NBCTs are more effective than those who did not achieve certification, but not compared to non-applicants. Other research indicates that the impact of NB certification may vary by subject matter and the type of assessment used (Harris & Sass, 2007). Yet other studies in the past found no significant relationship between

NBCTs and student achievement (Sanders, Ashton & Wright, 2005). In its synthesis of student achievement studies, the National Research Council concluded that NBCTs make contributions to student learning above and beyond those without certification (Hakel, Koenig, & Elliot, 2008).

Earlier research on the initial supply and distribution of NBCTs suggested that applicants were more likely to be from schools with high-achieving, more affluent students (Goldhaber, Perry & Anthony, 2004). Others have identified a similar pattern of a disproportionate distribution of NBCTs in higher performing schools (Koppich, Humphrey & Hough, 2007; Goldhaber, Choi & Cramer, 2005). These findings are not inconsistent with the overall evidence that well-qualified teachers are inequitably distributed across school and district contexts (Lankford, Loeb & Wyckoff, 2002; Clotfelter et al., 2007). The considerable state and local investment in NBPTS prompts question of outcomes and impact on student learning. Some policy makers have recommended that NBCTs be recruited to work in high-needs schools where finding well-qualified teachers to serve in disadvantaged schools continues to be a concern.

***Use of Incentives to Influence Teacher Distribution***

Incentives to encourage National Board certification have been gaining prominence nationwide as states and districts have supported teachers to pursue certification and awarded annual bonuses to those who earn the credential. The emphasis on teacher effectiveness and equitable placement of teachers in high-need schools have resulted in an increasing number of states offering targeted incentives for NBCTs to work in challenging school contexts. The Teacher Incentive Fund, created in 2006 by the U.S. Department of Education, provides an example of the nationwide interest in expanding alternatives to compensation systems with the purpose of improving performance and attracting and retaining teachers in subject areas and schools in which they are most needed.

A number of studies have examined the impact of various incentives to improve teacher recruitment and retention in targeted schools. For example, Clotfelter and colleagues (2008) examined the impact of a program in North Carolina designed to provide additional compensation for teachers in the shortage areas of mathematics and science to work in high-poverty or low-performing schools. They found that a bonus of $1,800 reduced the average turnover rates in the targeted schools by 17 percent. Some researchers have distinguished between pay differentials that are given as a one-time bonus compared to incentives that are permanent salary increases, finding that one-time bonuses do not encourage teachers to stay in targeted schools after receiving the bonus (Fowler, 2003).

Other researchers have argued that the traditional teacher salary schedule (based on years of experience and level of education) does not reward teachers for their instructional expertise (Odden & Kelly, 2002). Compensation policies that use measures of teachers' instructional expertise (known as knowledge and skills-based pay) are being implemented in a number of districts throughout the country. Incentives provided for

attainment of the National Board certification is an example of a method for rewarding teachers for their instructional knowledge and ability (Milanowski, 2003; Heneman & Milanowski, 2004). These incentives can take the form of subsidizing the cost of certification or yearly salary stipends. Both of these types of financial incentives are in place in Washington state, in addition to incentives for the NBCTs who work in high poverty schools.

## Appendix B

## Definition of Terms

For the purposes of this study, teacher mobility includes both the extent to which teachers move to other schools and other districts, as well as leave the state education system. Using the Washington state personnel database (S-275), classroom teachers and NBCTs in each school under investigation are located during the initial school year, and also in subsequent years to determine their status and teaching assignment. Some NBCTs and teachers change teaching assignment or duty, the school and district in which they work, and some exit the Washington education system. We describe the criteria for the teachers and schools included in these analyses as follows:

- *Teachers* were defined as those public school teachers whose assignment is the instruction of pupils in a classroom situation and who have a designation as an elementary teacher, secondary teacher, or other classroom teacher.[15] Other teachers serving in specialist roles (e.g., reading resource specialist, library media specialist) were not included in the statewide analyses.

- *National Board Certified Teachers* include any individuals in the Washington education system holding a valid NB certificate from the National Board for Professional Teaching Standards (NBPTS) and who are registered with the state's National Board office.

- *Schools* are categorized according to grade level served. *Elementary schools* include schools with any of the grades K-6 and none of grades 7-12. Middle schools include schools serving primarily any of grades 6-9. *High schools* included any of grades 9-12 and none of grades K-8. *Combined schools* include those schools with one or more of the grades K-6 and one or more of grades 9-12.

- *Challenging schools* for the 2009-10 school year are currently defined by the State of Washington using Free and Reduced Price Lunch (FRPL) percentages, reported through Core Student Records Systems (CSRS): elementary schools with at least 70 percent FRPL, middle schools with at least 60 percent FRPL and high schools with at least 50 percent FRPL. Earlier lists of challenging schools varied slightly from this definition. This study uses the OSPI-generated lists of challenging schools for each of the two prior years.

In order to examine retention patterns, teachers are placed in one of four retention categories:

[15] As reported in the Office of the Superintendent of Public Instruction's personnel database (S-275), they are certificated instructional staff with a duty root designation of 31 or 32 or 33. Teachers whose full-time equivalent (FTE) designation was zero for the initial year were excluded from the analysis.

- "Stayers" – teachers assigned to the same school(s) in the initial school year and also in the subsequent year

- "Movers in" – teachers who moved to other schools in the same district, or changed assignment (other than a classroom teacher) within the same district

- "Movers out" – teachers who moved to other districts, either as a classroom teacher or in some other role

- "Exiters" – teachers who exited the Washington education system, either temporarily or permanently[16]

These analyses provide a basis for understanding the initial impact of state policy on the teacher workforce in challenging schools, the proportion of NBCTs who have taken advantage of the incentive, and how the impact of the bonus on challenging schools should be evaluated in subsequent years.

[16] Leavers may have retired, re-entered the system in subsequent years, left Washington to teach in another state or completely left the profession. It is not possible to distinguish voluntary and involuntary departures. It is not possible to determine whether teachers who left the state continued to be employed as teachers elsewhere.

## Appendix C

## Survey Response Data

October NBCT survey (sent to NBCTs certified in 2008 or earlier)

- Sent in October 2009 to 2717 NBCTs
- Non-deliverables: 97
- Total delivered: 2620
- Total completed: 1178
- 45% response rate
- Percentage completed by NBCTs in challenging schools: 22%

2009 NBCT survey (sent to NBCTs who certified in November, 2009)

- Sent in March 2010 to 1224 new NBCTs
- Non-deliverables: 16
- Total delivered: 1208
- Total completed: 409
- 34% response rate
- Percentage completed by NBCTs in challenging schools: 36%

Principal Survey

- Forwarded by NBCTs
- Total completed: 75
- Total completed by principals in challenging schools: 21 (28%)

Non-NBCT Survey

- Forwarded by NBCTs
- AWSP sent link to principals, with request to forward to teachers who would be strong candidates
- Total completed: 779
- Completed by principals or administrators: 63
- Total completed by teachers: 716
- Total completed by teachers in challenging schools: 189 (26%)

## Appendix D
## Additional Tables

D-1: Washington NBCTs in the Public K-12 Workforce

D-2: NBCTs Moving to Other Assignments: Changes in Primary Assignment Across Three Time Periods

D-3: Characteristics of Washington NBCTs in Teaching Assignments, Other NBCTs and Other Washington Teachers in 2009-10

D-4: Characteristics of WA NBCTs in 2009-10, by Certification Year

D-5: NBCTs in Teaching Assignments and Other Teachers by School Characteristics in 2009-10

D-6: Endorsements by Area Held by NBCTs and Other Teachers in 2009-10

D-7: NBCTs in Teaching Assignments and Other Teachers by Student Characteristics in 2008-09

D-8: Retention and Mobility of NBCTs who are Classroom Teachers and Other WA Teachers

D-9: Percent of Stayers by Student Race/Ethnicity: NBCTs and Comparison Teachers Over Three Year Time Period

D-10: Percent of Stayers by Endorsement Area for NBCTs and Comparison Teachers

D-11: Percent Stayers for NBCTs and Comparison Teachers Over Three Year Time Period

D-12: Characteristics of Challenging Schools Over Four Year Period

D-13: Regional Characteristics of Challenging Schools Over Four Year Period

D-14: Characteristics of Washington Schools: Trend Data

D-15: Characteristics of Students in Challenging Schools Over Three Year Period

D-16: Characteristics of NBCT Workforce in Challenging Schools and Teaching Force Over Four Year Period

D-17: Retention and Mobility of Washington NBCTs and Non-NBCT Teachers in Challenging Schools

D-18: WA Districts with Challenging Schools and NBCTs in Classroom Teaching Assignments

| Appendix D-1: Washington NBCTs in the Public K-12 Workforce | | | | | |
|---|---|---|---|---|---|
| School Year | Total Certified in WA | Total Working in WA | Total Classoom Teaching* NBCTs | Proportion of Total Teacher Workforce | Total Other NBCTs |
| 2006 - 07 | 1,344 | 1,211 | 1,086 | 1.9% | 125 |
| 2007 - 08 | 1,833 | 1,666 | 1,475 | 2.6% | 191 |
| 2008 - 09 | 2,755 | 2,514 | 2,250 | 3.9% | 262 |
| 2009 - 10 | 4,006 | 3,686 | 3,352 | 6.0% | 334 |

**Classroom teaching assignment with FTE designation greater than 0 in given year.*

| Appendix D-2: NBCTs Moving to Other Assignments: Changes in Primary Assignment* Across Three Time Periods | | | | | | |
|---|---|---|---|---|---|---|
| | 2006-07 to 2007-08 | | 2007-08 to 2008-09 | | 2008-09 to 2009-10 | |
| | Number | Percent | Number | Percent | Number | Percent |
| **Total NBCT Classroom Teachers** | 1086 | | 1,475 | | 2,252 | |
| ***NBCT classroom teachers changing assignment*** | 48 | 4% | 37 | 3% | 55 | 2% |
| ***Moving to assignment as…*** | | | | | | |
| District Administration | 1 | 2% | 0 | 0 | 0 | 0 |
| School Administration | 2 | 4% | 10 | 27% | 14 | 25% |
| School specialist | 3 | 6% | 8 | 22% | 7 | 13% |
| Other support staff | 42 | 88% | 19 | 51% | 34 | 62% |
| **Total Other NBCTs** | 125 | | 191 | | 262 | |
| ***Other NBCTs changing assignment*** | 19 | 15% | 36 | 19% | 34 | 13% |
| ***Moving to assignment as…*** | | | | | | |
| Classroom teaching | 11 | 58% | 23 | 64% | 22 | 65% |
| District Administration | 2 | 11% | 2 | 6% | 2 | 6% |
| School Administration | 3 | 16% | 7 | 19% | 7 | 21% |
| School specialist | 2 | 11% | 2 | 6% | 2 | 6% |
| Other support staff | 1 | 5% | 2 | 6% | 1 | 3% |

**Assignment based on OSPI's duty root categories.*

| Appendix D-3: Characteristics of Washington NBCTs in Teaching Assignments, Other NBCTs and Other Washington Teachers in 2009-10 | | | | |
|---|---|---|---|---|
| Characteristics | NBCTs N= 3,352 | Non-NBCTs N= 52,700 | Percentage Difference | Other NBCTs N= 334 |
| ***Gender*** | | | | |
| Female | 79.0% | 71.2% | 7.8% | 86.0% |
| Male | 21.0% | 28.8% | -7.8% | 14.0% |
| ***Age (in 2008)*** | | | | |
| 21-30 | 8.1% | 13.0% | -4.9% | 2.1% |
| 31-40 | 38.0% | 24.6% | 13.4% | 35.9% |
| 41-50 | 30.0% | 24.8% | 5.2% | 27.8% |
| 51-60 | 22.0% | 29.2% | -7.2% | 32.3% |
| 61+ | 3.0% | 8.0% | -5.0% | 1.8% |
| ***Race/Ethnicity*** | | | | |
| Asian/Pacific Islander | 2.6% | 2.6% | 0 | 2.1% |
| African American | 0.5% | 1.5% | -0.9% | 1.2% |
| Hispanic | 1.7% | 2.7% | -1.0% | 1.8% |
| Native American | 0.5% | 0.8% | -0.3% | 0.9% |
| White | 94.9% | 92.0% | 2.9% | 94.0% |
| ***Level of education*** | | | | |
| Bachelors or equivalent | 15.5% | 36.0% | -20.5% | 9.0% |
| Masters or higher | 84.5% | 64.0% | 20.5% | 91.0% |
| ***Experience*** | | | | |
| 0-4 years | 3.0% | 19.0% | -16.0% | 0.3% |
| 5-14 years | 58.8% | 39.0% | 19.8% | 48.0% |
| 15-24 years | 28.7% | 25.0% | 3.7% | 35.0% |
| 25 yrs or more | 9.5% | 17.0% | -7.5% | 14.7% |
| Missing | 0 | 0 | 0 | 2.0% |

| Appendix D-4: Characteristics of WA NBCTs in 2009-10, by Certification Year | | | | |
|---|---|---|---|---|
| | NBCTs Certified in 2008 or earlier | | NBCTS Certified in 2009 | |
| Characteristics | Number | Percent | Number | Percent |
| ***Individuals*** | | | | |
| Number (headcount) | 2469 | 100% | 1,217 | 100% |
| ***Gender*** | | | | |
| Female | 1,977 | 80.1% | 960 | 78.9% |
| Male | 492 | 19.9% | 257 | 21.1% |
| ***Age (in 2009-10)*** | | | | |
| 21-30 | 119 | 4.8% | 142 | 11.7% |
| 31-40 | 920 | 37.3% | 470 | 38.6% |
| 41-50 | 727 | 29.4% | 368 | 30.2% |
| 51-60 | 624 | 25.3% | 221 | 18.2% |
| 61+ | 79 | 3.2% | 16 | 1.3% |
| ***Race/Ethnicity*** | | | | |
| Asian/Pacific Islander | 61 | 2.5% | 38 | 3.1% |
| African American | 12 | 0.5% | 10 | 0.8% |
| Hispanic | 41 | 1.7% | 35 | 2.9% |
| Native American | 13 | 0.5% | 6 | 0.5% |
| White | 2,342 | 94.9% | 1128 | 92.7% |
| ***Level of education*** | | | | |
| Bachelors or equivalent | 348 | 14.1% | 193 | 15.9% |
| Masters or higher | 2116 | 85.7% | 1024 | 84.1% |
| Missing | 5 | 0.2% | 0 | 0.0% |
| ***ESD*** | | | | |
| ESD 101: Spokane | 217 | 8.8% | 123 | 10.1% |
| ESD 105: Yakima | 86 | 3.5% | 75 | 6.2% |
| ESD 112: Vancouver | 170 | 6.9% | 71 | 5.8% |
| ESD 113: Olympia | 137 | 5.5% | 75 | 6.2% |
| Olympic ESD 114: Bremerton | 113 | 4.6% | 46 | 3.8% |
| Puget Sound ESD 121: Renton | 1105 | 44.8% | 492 | 40.4% |
| ESD 123: Pasco | 174 | 7.0% | 93 | 7.6% |
| North Central ESD 171 | 113 | 4.6% | 71 | 5.8% |
| Northwest ESD 189: Anacortes | 354 | 14.3% | 171 | 14.1% |
| ***Experience*** | | | | |
| 0 to 2.9 years | 3 | 0.1% | 4 | 0.3% |
| 3.0 to 5.9 years | 131 | 5.3% | 253 | 20.8% |
| 6.0 to 9.9 years | 644 | 26.1% | 332 | 27.3% |
| 10 to 14.9 years | 669 | 27.1% | 261 | 21.4% |
| 15 to 24.9 years | 758 | 30.7% | 289 | 23.7% |
| 25 or more | 257 | 10.4% | 78 | 6.4% |
| Missing/NA** | 7 | 0.3% | 0 | 0.0% |

**Duty root 31, 32 or 33 with FTE designation greater than 0 in given year.*
***Experience data is not available for NBCTs working in classified duty roots (not required to be reported for classified staff).*

| Appendix D-5: NBCTs in Teaching Assignments and Other Teachers by School Characteristics in 2009-10 | | |
|---|---|---|
| | NBCTs N=3,352 | Non-NBCTs N=52,700 |
| ***Teachers at Schools located in...*** | | |
| Western Washington (not 121) | 31% | 37% |
| Central Puget Sound (ESD 121) | 43% | 37% |
| Eastern Washington | 26% | 26% |
| ***Teachers by Locale Code*** | | |
| City, Large, Midsize or small | 31% | 28% |
| Suburb, Large, Midsize or small | 43% | 43% |
| Town, Fringe, distant or remote | 12% | 12% |
| Rural, Fringe, distant or remote | 15% | 17% |
| ***Teachers at Schools by School Level*** | | |
| Elementary school | 41% | 47% |
| Middle school | 21% | 19% |
| High school | 29% | 26% |
| Combined | 5% | 6% |
| Not applicable/not available | 3% | 3% |

**Duty root 31, 32 or 33 with FTE designation greater than 0 in given year.*
** Region as represented by Educational Service District.*

| Appendix D-6: Endorsements by Area Held by NBCTs and Other Teachers in 2009-10 | | | |
|---|---|---|---|
| | NBCTs N=3,352 | Non-NBCTs N=52,700 | Percent Difference |
| *Endorsements (by area)* | | | |
| Other Elementary | 51.4% | 49.8% | 1.5% |
| Other Secondary | 26.4% | 22.7% | 3.6% |
| English/Language Arts | 21.8% | 13.9% | 7.9% |
| Special Ed (any level) | 14.1% | 17.0% | -2.8% |
| Science (any level) | 13.7% | 7.9% | 5.8% |
| Mathematics (any level) | 12.1% | 8.0% | 4.1% |
| Reading/Literacy | 11.6% | 8.8% | 2.8% |
| Early Childhood | 8.8% | 8.7% | 0.0% |
| Music/Art/Drama | 8.7% | 8.6% | 0.1% |
| Vocational | 8.6% | 9.3% | -0.7% |
| Foreign Language | 7.2% | 5.0% | 2.2% |
| ESL/ELL | 6.2% | 4.2% | 2.0% |
| PhysEd/Health/Coaching | 5.8% | 8.9% | -3.2% |
| Administrative | 3.3% | 3.5% | -0.2% |
| Other | 2.7% | 3.0% | -0.3% |
| Unknown (individuals) | 1.0% | 3.8% | -2.8% |
| ESA | 0.8% | 0.9% | -0.1% |

*When examining the data in this table, it is important to note that teachers often hold endorsements in more than one area. Therefore, the percentages displayed do not total to 100 percent. These endorsement categories represent aggregated data by subject area. Over 450 separate endorsement codes are listed for educators in the state's certification records.*

| Appendix D-7: NBCTs in Teaching Assignments and Other Teachers by Student Characteristics in 2008-09 | | | |
|---|---|---|---|
| Characteristics | NBCTs N=2,252 | Non-NBCTs N=54,931 | Percent Difference |
| ***Teachers at Schools with…*** | | | |
| FRPL students <20% | 21.4% | 16.5% | 4.9% |
| FRPL students 20 to 29.9% | 18.6% | 16.3% | 2.2% |
| FRPL students 30 to 44.9% | 21.4% | 24.0% | -2.6% |
| FRPL students 45 to 60% | 15.1% | 17.4% | -2.4% |
| FRPL students >60% | 19.6% | 21.8% | -2.2% |
| Not available or not reported | 3.9% | 3.8% | 0.1% |
| ***Teachers at Schools with Racial/ethnic minority students…*** | | | |
| <20% | 25.2% | 27.0% | -1.8% |
| 20-29% | 21.1% | 21.2% | -0.2% |
| 30-45% | 22.6% | 21.7% | 0.9% |
| >45% | 26.7% | 26.2% | 0.6% |
| Not available or not reported | 4.4% | 3.9% | 0.5% |
| ***Teachers in schools where students scored at or above grade level on state assessments**** | | | |
| Reading | 62.7% | 53.9% | 8.8% |
| Math | 56.7% | 50.1% | 6.6% |

**Based on number of teachers in schools where WASL scores were reported.*
*NBCTs = 2,091 and non-NBCTs = 50,989*

| Appendix D-8: Retention and Mobility of NBCTs who are Classroom Teachers and Other WA Teachers | | | | |
|---|---|---|---|---|
| | NBCTs | | Non-NBCTs | |
| **Statewide** | FTE | Percent | FTE | Percent |
| ***Retention and Mobility 2006/07 to 2007/08*** | | | | |
| Stayers | 870 | 82.7% | 43,919 | 83.3% |
| Movers in District | 97 | 9.2% | 3,536 | 6.7% |
| Movers out District | 40 | 3.8% | 1,421 | 2.7% |
| Exiters from WA system | 46 | 4.4% | 3,876 | 7.3% |
| ***Retention and Mobility 2007/08 to 2008/09*** | | | | |
| Stayers | 1206 | 85.1% | 44547 | 84.7% |
| Movers in District | 113 | 7.9% | 3274 | 6.2% |
| Movers out District | 40 | 2.8% | 1167 | 2.2% |
| Exiters from WA system | 59 | 4.1% | 3597 | 6.8% |
| ***Retention and Mobility 2008/09 to 2009/10*** | | | | |
| Stayers | 1922 | 88.7% | 45287 | 86.7% |
| Movers in District | 173 | 8.0% | 3513 | 6.7% |
| Movers out District | 18 | 0.8% | 471 | 0.9% |
| Exiters from WA system | 54 | 2.5% | 2937 | 5.6% |

| Appendix D-9: Percent of Stayers by Student Race/Ethnicity: NBCTs and Comparison Teachers Over Three Year Time Period | | | | | | |
|---|---|---|---|---|---|---|
| ***Teachers at Schools* with Racial/ethnic minority students…*** | 2006/07 to 2007/08 | | 2007/08 to 2008/09 | | 2008/09 to 2009/10 | |
| | NBCTs | Comparison Non-NBCTs | NBCTs | Comparison Non-NBCTs | NBCTs | Comparison Non-NBCTs |
| Less than 15% | 85% | 87% | 87% | 89% | 91% | 91% |
| ≥15% and <33.3 | 86% | 85% | 85% | 88% | 90% | 91% |
| ≥33.3 and ≤66.7% | 77% | 84% | 84% | 87% | 88% | 90% |
| >66.7% | 82% | 84% | 84% | 84% | 85% | 85% |

**Schools in which race/ethnicity is reported.*

| Appendix D-10: Percent of Stayers by Endorsement Area for NBCTs and Comparison Teachers | | | | | | |
|---|---|---|---|---|---|---|
| | 2006/07 to 2007/08 | | 2007/08 to 2008/09 | | 2008/09 to 2009/10 | |
| | NBCTs | Comparison Non-NBCTs | NBCTs | Comparison Non-NBCTs | NBCTs | Comparison Non-NBCTs |
| *Retention by Endorsement Area* | | | | | | |
| Mathematics (any level) | 80% | 85% | 86% | 88% | 93% | 90% |
| Science (any level) | 82% | 84% | 87% | 89% | 93% | 90% |
| Other Secondary | 83% | 85% | 86% | 87% | 89% | 90% |
| English/LangArts | 83% | 84% | 82% | 86% | 89% | 89% |
| Other Elementary | 82% | 85% | 83% | 86% | 87% | 89% |
| Reading/Literacy | 86% | 88% | 88% | 87% | 86% | 89% |
| SpED (any level) | 82% | 83% | 85% | 85% | 86% | 88% |
| ESL/ELL | 76% | 83% | 81% | 85% | 83% | 88% |
| Administrative | 76% | 68% | 85% | 75% | 83% | 83% |

| Appendix D-11: Percent Stayers for NBCTs and Comparison Teachers Over Three Year Time Period | | | | | | |
|---|---|---|---|---|---|---|
| | 2006/07 to 2007/08 | | 2007/08 to 2008/09 | | 2007/08 to 2008/09 | |
| | NBCTs | Comparison NBCTs | NBCTs | Comparison NBCTs | NBCTs | Comparison NBCTs |
| ***Teachers Retained at Schools located in…**** | | | | | | |
| Western Washington (not 121) | 83% | 84% | 86% | 87% | 88% | 89% |
| Central Puget Sound (ESD 121) | 79% | 84% | 83% | 85% | 87% | 88% |
| Eastern Washington | 88% | 88% | 86% | 89% | 90% | 90% |
| ***Teachers Retained at Schools by School Level*** | | | | | | |
| Elementary school | 81% | 85% | 85% | 87% | 85% | 89% |
| Middle school | 83% | 84% | 82% | 86% | 89% | 89% |
| High school | 84% | 86% | 87% | 89% | 94% | 91% |
| Combined or Other | 82% | 88% | 77% | 87% | 89% | 89% |

*Duty root 31, 32 or 33 with FTE designation greater than 0 in given year.*
** Region as represented by Educational Service District.*

| Appendix D-12: Characteristics of Challenging Schools Over Four Year Period | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Baseline Year 2006-07 | | Year One 2007-08 | | Year Two 2008-09 | | Year Three 2009-10 | |
| **Characteristics** | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| ***Schools*** | | | | | | | | |
| Number of Schools | 259 | | 254 | | 420* | | 446 | |
| **Schools by Size** | | | | | | | | |
| Less than 200 students | 58 | 22.4% | 54 | 21.3% | 93 | 22.1% | 107 | 24% |
| 200-399 students | 75 | 29.0% | 73 | 28.7% | 113 | 26.9% | 120 | 27% |
| 400-599 students | 82 | 31.7% | 80 | 31.5% | 123 | 29.3% | 133 | 30% |
| 600-799 students | 30 | 11.6% | 32 | 12.6% | 48 | 11.4% | 50 | 11% |
| More than 800 students | 5 | 1.9% | 6 | 2.4% | 32 | 7.6% | 35 | 8% |
| Missing/NA | 9 | 3.5% | 9 | 3.5% | 11 | 2.6% | 1 | 0% |
| **Types of Schools** | | | | | | | | |
| Elementary | 173 | 67% | 175 | 69% | 208 | 50% | 212 | 48% |
| Middle | 33 | 13% | 32 | 13% | 73 | 17% | 75 | 17% |
| High | 22 | 8% | 20 | 8% | 78 | 19% | 93 | 21% |
| Combined | 26 | 10% | 21 | 8% | 55 | 13% | 60 | 14% |
| Other | 5 | 2% | 6 | 2% | 6 | 1% | 6 | 1% |

**The definition of a "challenging school" changed in 2008-09 increasing the number of eligble schools by 166 under the new criteria. Challenging schools in this analysis included those buildings with certificated instructional staff in the given year.*

| Appendix D-13: Regional Characteristics of Challenging Schools Over Four Year Period | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Baseline Year 2006-07 | | Year One 2007-08 | | Year Two 2008-09 | | Year Three 2009-10 | |
| **Characteristics** | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| ***Schools*** | | | | | | | | |
| Number of Schools | 259 | | 254 | | 420* | | 446 | |
| **Schools by Region** | | | | | | | | |
| Eastern WA | 149 | 58% | 147 | 58% | 212 | 50% | 217 | 49% |
| Central Puget Sound (ESD 121) | 64 | 25% | 62 | 24% | 121 | 29% | 129 | 29% |
| Western WA (outside ESD 121) | 42 | 16% | 41 | 16% | 82 | 20% | 95 | 21% |
| OSPI managed sites | 4 | 2% | 4 | 2% | 5 | 1% | 5 | 1% |
| **Schools by Locale Code** | | | | | | | | |
| City (Large, Midsize, Small) | 98 | 38% | 96 | 38% | 156 | 38% | 159 | 36% |
| Suburb, (Large, Midsize, Small) | 37 | 14% | 37 | 15% | 62 | 15% | 80 | 18% |
| Town (Fringe, Distant, Remote) | 48 | 19% | 47 | 19% | 66 | 16% | 74 | 17% |
| Rural (Fringe, Distant, Remote) | 76 | 29% | 74 | 29% | 123 | 30% | 132 | 30% |

**The definition of a "challenging school" changed in 2008-09 increasing the number of eligble schools by 166 under the new criteria. Challenging schools in this analysis included those buildings with certificated instructional staff in the given year.*

| Appendix D-14: Characteristics of Washington Schools:* Trend Data | | | | | | |
|---|---|---|---|---|---|---|
| | 2006-07 | | 2007-08 | | 2008-09 | |
| | All WA Schools | | All WA Schools | | All WA Schools | |
| **Characteristics** | Number | Percent | Number | Percent | Number | Percent |
| ***Schools*** | | | | | | |
| Total Number of Schools | 2,058 | | 2,055 | | 2,084 | |
| **Types of Schools** | | | | | | |
| Elementary | 1,066 | 51.8% | 1057 | 51.4% | 1064 | 51.1% |
| Middle | 328 | 15.9% | 327 | 15.9% | 331 | 15.9% |
| High | 328 | 15.9% | 339 | 16.5% | 350 | 16.8% |
| Combined | 240 | 11.7% | 248 | 12.1% | 259 | 12.4% |
| Missing/NA | 96 | 4.7% | 84 | 4.1% | 80 | 3.8% |
| **Schools by Size** | | | | | | |
| Less than 200 students | 297 | 14.4% | 310 | 15.1% | 314 | 15.1% |
| 200-399 students | 488 | 23.7% | 487 | 23.7% | 481 | 23.1% |
| 400-599 students | 643 | 31.2% | 657 | 32.0% | 708 | 34.0% |
| 600-799 students | 259 | 12.6% | 251 | 12.2% | 235 | 11.3% |
| More than 800 students | 246 | 12.0% | 244 | 11.9% | 244 | 11.7% |
| Missing/NA | 125 | 6.1% | 106 | 5.2% | 102 | 4.9% |
| **Schools by Region** | | | | | | |
| Eastern WA | 597 | 29.0% | 597 | 29.1% | 606 | 29.1% |
| Central Puget Sound (ESD 121) | 701 | 34.1% | 691 | 33.6% | 698 | 33.5% |
| Western WA (outside ESD 121) | 760 | 36.9% | 767 | 37.3% | 780 | 37.4% |
| **Schools by Size** | | | | | | |
| Less than 200 students | 297 | 14.4% | 310 | 15.1% | 314 | 15.1% |
| 200-399 students | 488 | 23.7% | 487 | 23.7% | 481 | 23.1% |
| 400-599 students | 643 | 31.2% | 657 | 32.0% | 708 | 34.0% |
| 600-799 students | 259 | 12.6% | 251 | 12.2% | 235 | 11.3% |
| More than 800 students | 246 | 12.0% | 244 | 11.9% | 244 | 11.7% |
| Missing/NA | 125 | 6.1% | 106 | 5.2% | 102 | 4.9% |
| **Schools by Racial/ethnic minority** | | | | | | |
| <20% | 687 | 33.4% | 663 | 32.3% | 624 | 29.9% |
| ≥20 and <40% | 669 | 32.5% | 682 | 33.2% | 710 | 34.1% |
| ≥40 and <60% | 308 | 15.0% | 314 | 15.3% | 334 | 16.0% |
| ≥60 and <70% | 70 | 3.4% | 82 | 4.0% | 87 | 4.2% |
| ≥70 and <80% | 67 | 3.3% | 73 | 3.6% | 83 | 4.0% |
| ≥80% | 126 | 6.1% | 135 | 6.6% | 144 | 6.9% |
| Not available or not reported | 131 | 6.4% | 106 | 5.2% | 102 | 4.9% |
| **Schools by Student Poverty** | | | | | | |
| FRPL students <20% | 410 | 19.9% | 423 | 20.6% | 350 | 16.8% |
| FRPL students 20 to 29% | 313 | 15.2% | 300 | 14.6% | 282 | 13.5% |
| FRPL students 30 to 39% | 313 | 15.2% | 316 | 15.4% | 326 | 15.6% |
| FRPL students 40 to 49% | 277 | 13.5% | 283 | 13.8% | 302 | 14.5% |
| FRPL students 50 to 59% | 224 | 10.9% | 220 | 10.7% | 244 | 11.7% |
| FRPL students 60 to 69% | 175 | 8.5% | 177 | 8.6% | 186 | 8.9% |
| FRPL students 70 to 79% | 107 | 5.2% | 119 | 5.8% | 163 | 7.8% |
| FRPL students 80 to 100% | 122 | 5.9% | 136 | 6.6% | 154 | 7.4% |
| Not available or not reported | 117 | 5.7% | 81 | 3.9% | 77 | 3.7% |

**Based on buildings (other than district office) that have teachers (duty roots 31, 32 or 33) assigned to them in given year.*

***Schools with 10 or fewer students in a WASL grade will not have WASL data reported*

| Appendix D-15: Characteristics of Students in Challenging Schools Over Three Year Period | | | | | | |
|---|---|---|---|---|---|---|
| | Baseline Year 2006-07 | | Year One 2007-08 | | Year Two 2008-09 | |
| **Characteristics** | Number | Percent | Number | Percent | Number | Percent |
| ***Schools*** | | | | | | |
| Number of Schools* | 259 | | 254 | | 420* | |
| **Schools by Racial/ethnic minority students** | | | | | | |
| <45% | 63 | 24.3% | 60 | 23.6% | 122 | 29.0% |
| 45 to 74.9% | 66 | 25.5% | 65 | 25.6% | 130 | 31.0% |
| 75 to 90% | 66 | 25.5% | 62 | 24.4% | 86 | 20.5% |
| >90% | 52 | 20.1% | 58 | 22.8% | 71 | 16.9% |
| Not available or not reported | 12 | 4.6% | 9 | 3.5% | 11 | 2.6% |
| **Schools by Student Performance (at or above mean)**** | | | | | | |
| 4th grade Math WASL | 15 of 167 | 9.0% | 12 of 164 | 7.3% | 20 of 210 | 9.5% |
| 4th grade Reading WASL | 21 of 167 | 12.6% | 14 of 164 | 8.5% | 23 of 210 | 11.0% |
| 7th grade Math WASL | 1 of 42 | 2.4% | 0 | 0 | 2 of 83 | 2.4% |
| 7th grade Reading WASL | 3 of 42 | 7.1% | 0 | 0 | 7 of 83 | 8.4% |
| 10th grade Math WASL | 1 of 15 | 6.7% | 1 of 15 | 6.7% | 3 of 71 | 4.2% |
| 10th grade Reading WASL | 1 of 14 | 7.1% | 1 of 14 | 7.1% | 13 of 71 | 18.3% |

**The definition of a "challenging school" changed in 2008-09 increasing the number of eligible schools by 166 under the new criteria. We included challenging schools that had certificated instructional staff in a given*
***Schools reporting WASL data. Schools with 10 or fewer students in a WASL grade will not have WASL data reported*

| Appendix D-16: Characteristics of NBCT Workforce in Challenging Schools and Teaching Force Over Four Year Period | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Baseline Year 2006-07 | | Year One 2007-08 | | Year Two* 2008-09 | | Year Three 2009-10 | |
| **Characteristics** | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| **Teachers** | | | | | | | | |
| Non-NBCT Teachers | 5,751 | 99% | 5,815 | 98% | 10,489 | 96% | 10,663 | 93% |
| Teaching NBCTs | 79 | 1% | 118 | 2% | 387 | 4% | 746 | 7% |
| **Proportion of NBCTs in the school workforce** | | | | | | | | |
| 0 percent | 205 | 79% | 179 | 70% | 233 | 55% | 185 | 42% |
| 1 to 3 percent | 21 | 8% | 28 | 11% | 53 | 13% | 47 | 10% |
| 4 to 10 percent | 24 | 9% | 36 | 14% | 107 | 26% | 121 | 27% |
| More than 10 percent | 9 | 3% | 11 | 4% | 27 | 6% | 93 | 21% |
| **# NBCTs in a Single Building** | | | | | | | | |
| 0 NBCTs | 205 | 79% | 179 | 70% | 233 | 55% | 185 | 42% |
| 1 NBCT | 38 | 15% | 48 | 19% | 94 | 22% | 83 | 19% |
| 2 NBCTs | 11 | 4% | 19 | 7% | 49 | 12% | 65 | 15% |
| 3 NBCTs | 3 | 1% | 3 | 1% | 19 | 5% | 45 | 10% |
| 4+ NBCTs | 2 | 1% | 5 | 2% | 25 | 6% | 68 | 15% |

**The definition of a "challenging school" changed in 2008-09 increasing the number of eligble schools by 166 under the new criteria. We included challenging schools that had certificated instructional staff in a given year.*

| Appendix D-17: Retention and Mobility of Washington NBCTs and Non-NBCT Teachers in Challenging Schools | | | | |
|---|---|---|---|---|
| | NBCTs Classroom Teachers | | Non-NBCT Teachers | |
| **Challenging Schools** | FTE | Percent | FTE | Percent |
| ***Retention and Mobility 2006/07 to 2007/08*** | | | | |
| Stayers | 70 | 92% | 4536 | 82% |
| Movers in District | 6 | 8% | 410 | 7% |
| Movers out District | 0 | 0% | 198 | 4% |
| Exiters from WA system | 0 | 0% | 397 | 7% |
| ***Retention and Mobility 2007/08 to 2008/09*** | | | | |
| Stayers | 106 | 93% | 4672 | 84% |
| Movers in District | 7 | 6% | 358 | 6% |
| Movers out District | 1 | 1% | 159 | 3% |
| Exiters from WA system | 1 | 1% | 363 | 7% |
| ***Retention and Mobility 2008/09 to 2009/10*** | | | | |
| Stayers | 330 | 89% | 8575 | 85% |
| Movers in District | 31 | 8% | 766 | 8% |
| Movers out District | 3 | 1% | 113 | 1% |
| Exiters from WA system | 9 | 2% | 576 | 6% |

| Appendix D-18: WA Districts with Challenging Schools and NBCTs in Classroom Teaching Assignments | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Baseline Year 2006-07 | | Year One 2007-08 | | Year Two 2008-09 | | Year Three 2009-10 | |
| **Districts by # Challenging Schools** | Districts (N=86) | | Districts (N=87) | | Districts (N=129) | | Districts (N=136) | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 1 School | 39 | 45% | 37 | 43% | 60 | 46% | 66 | 49% |
| 2 Schools | 19 | 22% | 22 | 25% | 23 | 18% | 22 | 16% |
| 3 Schools | 13 | 15% | 12 | 14% | 17 | 13% | 16 | 12% |
| 4 to 9 Schools | 9 | 10% | 10 | 12% | 21 | 16% | 24 | 18% |
| 10+ Schools | 6 | 7% | 6 | 7% | 8 | 6% | 8 | 6% |
| **#NBCTs in Districts with Challenging Schools** | | | | | | | | |
| 0 NBCTs in District | 61 | 69% | 56 | 64% | 66 | 51% | 54 | 40% |
| 1-3 NBCTs in District | 18 | 20% | 18 | 21% | 37 | 29% | 46 | 34% |
| 4-10 NBCTs in District | 9 | 10% | 11 | 13% | 14 | 11% | 12 | 9% |
| 11+NBCTs in District | 0 | 0% | 2 | 2% | 12 | 9% | 24 | 18% |