

March 9-10, 2011

## AGENDA

### Wednesday, March 9, 2011

**8:30 a.m. Call to Order**

Pledge of Allegiance

Welcome by Rhen Niles, Student, 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 January 12-13, 2011 Meeting (*Action Item*)**

**8:40 a.m. SBE Strategic Plan Data Dashboard**

Ms. Edie Harding, Executive Director

Mr. Aaron Wyatt, Communications Manager

Board Discussion

**8:55 a.m. SBE Strategic Plan Goal One: Governance**

Ms. Edie Harding, Executive Director

Mr. Jesse Burns, Contractor, SBE

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

**10:30 a.m. SBE Strategic Plan Goal One Continued**

Ms. Edie Harding, Executive Director

Mr. Jesse Burns, Contractor, SBE

**11:30 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](mailto:loy.mccolm@k12.wa.us).

- 12:00 p.m. Lunch and Nominations for Executive Committee at Large**  
Dr. Kris Mayer, Board Member  
Ms. Amy Bragdon, Board Member
- 1:00 p.m. Common Core Update**  
Ms. Jessica Vavrus, Assistant Superintendent, OSPI
- 1:30 p.m. Legislative Update**  
Ms. Edie Harding, Executive Director  
Mr. Brad Burnham, Legislative and Policy Specialist
- Board Discussion
- 3:00 p.m. Break**
- 3:15 p.m. Required Action District Update**  
Ms. Sarah Rich, Research Director
- 3:45 p.m. Waiver Applications and Discussion of Innovative Waivers**  
Mr. Brad Burnham, Legislative and Policy Specialist  
Ms. Sarah Rich, Research Director
- Board Discussion
- 4:25 p.m. Basic Education Act Compliance Rule Revision**  
Mr. Brad Burnham, Legislative and Policy Specialist
- 4:35 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](mailto:loy.mccolm@k12.wa.us).
- 5:00 p.m. Adjourn**

**Thursday, March 10, 2011**

- 8:30 a.m. Student Presentation**  
Mr. Aaron Wyatt, Communications Manager  
Mr. Jared Costanzo, Student Board Member
- 8:45 a.m. Student Video Contest on CTE, Math, or Science**  
Mr. Jared Costanzo, Student Board Member  
Ms. Anna Laura Kastama, Student Board Member
- 9:00 a.m. Connections: High School to College**

Dr. Kathe Taylor, Policy Director  
Dr. Randy Spaulding, Director, Academic Affairs, Higher Education  
Coordinating Board (HECB)  
Ms. Jan Yoshiwara, Deputy Executive Director, Education, State Board for  
Community and Technical Colleges (SBCTC)

Board Discussion

**11:00 a.m. Break**

**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](mailto:loy.mccolm@k12.wa.us).

**11:45 a.m. Lunch**

**12:30 p.m. Standard Setting Plans for High School Math EOC Exams and Science  
Measurement of Student Progress (MSPs)**

Ms. Cinda Parton, Director of Assessment Development, OSPI

**1:30 p.m. Washington Achievement Awards and Index**

Ms. Sarah Rich, Research Director  
Mr. Aaron Wyatt, Communications Manager

**2:15 p.m. Data Systems**

Ms. Sarah Rich, Research Director  
Dr. Carol Jenner, Senior Forecast Analyst, ERDC  
Mr. Bill Huennekens, Data Governance Coordinator, OSPI

**3:15 p.m. Break**

**3:30 p.m. Board Discussion on Data Systems Continued**

**4:30 p.m. Business Items**

- Election of New At Large Members (**Action Item**)
- Waiver Requests (**Action Item**)
- Potential Legislative Positions (**Action Item**)
- Approval of Standard Setting Plan (**Action Item**)

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

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



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

	Distance
<b>A</b> 1. Start at 17801 INTERNATIONAL BLVD, SEATAC going toward S 184TH ST	go 1.21 mi
2. Turn <b>L</b> 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 <b>L</b> on STATE AVE NE	go 0.42 mi
8. Turn <b>R</b> on CAPITOL WAY N	go 0.13 mi
<b>B</b> 9. Arrive at 415 CAPITOL WAY N, OLYMPIA, on the <b>L</b>	

Time: 55 mins, Distance: 48.76 mi

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

Total Time: 58 mins, Total Distance: 52.76 mi

Summary and Notes

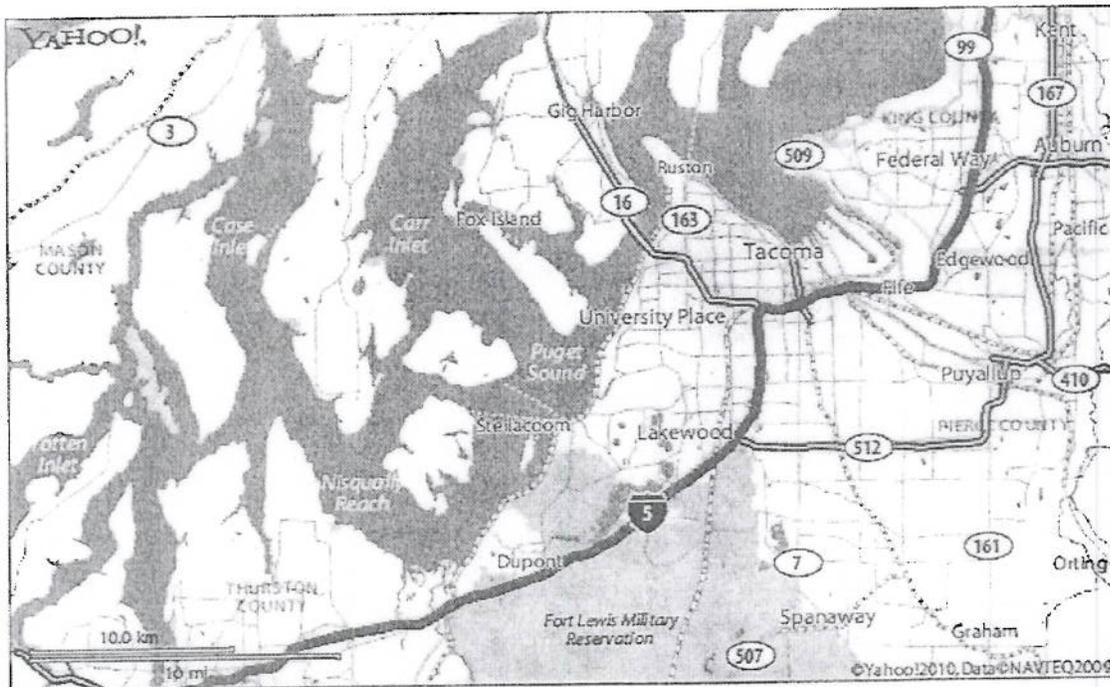
**START** **A** 17801 International Blvd, Seatac, WA 98188

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

Start: SeaTac Airport  
End: New Market Skills Center

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

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

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

Time: 13 mins, Distance: 6.59 mi

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



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

	Distance
<b>A</b> 1. Start at 7299 NEW MARKET ST SW, TUMWATER going toward 73RD AVE SW	go 0.14 mi
2. Turn <b>R</b> on TUMWATER BLVD SW	go 0.58 mi
3. Turn <b>R</b> 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 <b>R</b> 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 <b>L</b> on STATE AVE NE	go 0.42 mi
10. Turn <b>R</b> on CAPITOL WAY N	go 0.13 mi
<b>B</b> 11. Arrive at 415 CAPITOL WAY N, OLYMPIA, on the <b>L</b>	

Time: 13 mins, Distance: 6.72 mi

# The Washington State Board of Education

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

## WHERE WOULD YOU LIKE TO EAT?

The Members are on their own for dinner on March 9. Below is a list of some restaurants in the downtown Olympia area. Behind this cover sheet is directions from the Phoenix Inn to the restaurant locations listed.

- Anthony's Homeport  
704 Columbia St. NW  
360-357-9700
- Budd Bay Café  
525 Columbia St. NW  
360-357-6963
- Basilico Italian  
507 Capitol Way S  
360-570-8777
- Mercato's  
111 Market St. NE  
360-528-3663
- Ramblin Jacks  
520 4<sup>th</sup> Ave. E  
360-754-8909

# Directions to Anthony's Homeport (360) 357-9700



Total Time: 1 mins, Total Distance: 0.25 mi

### Summary and Notes

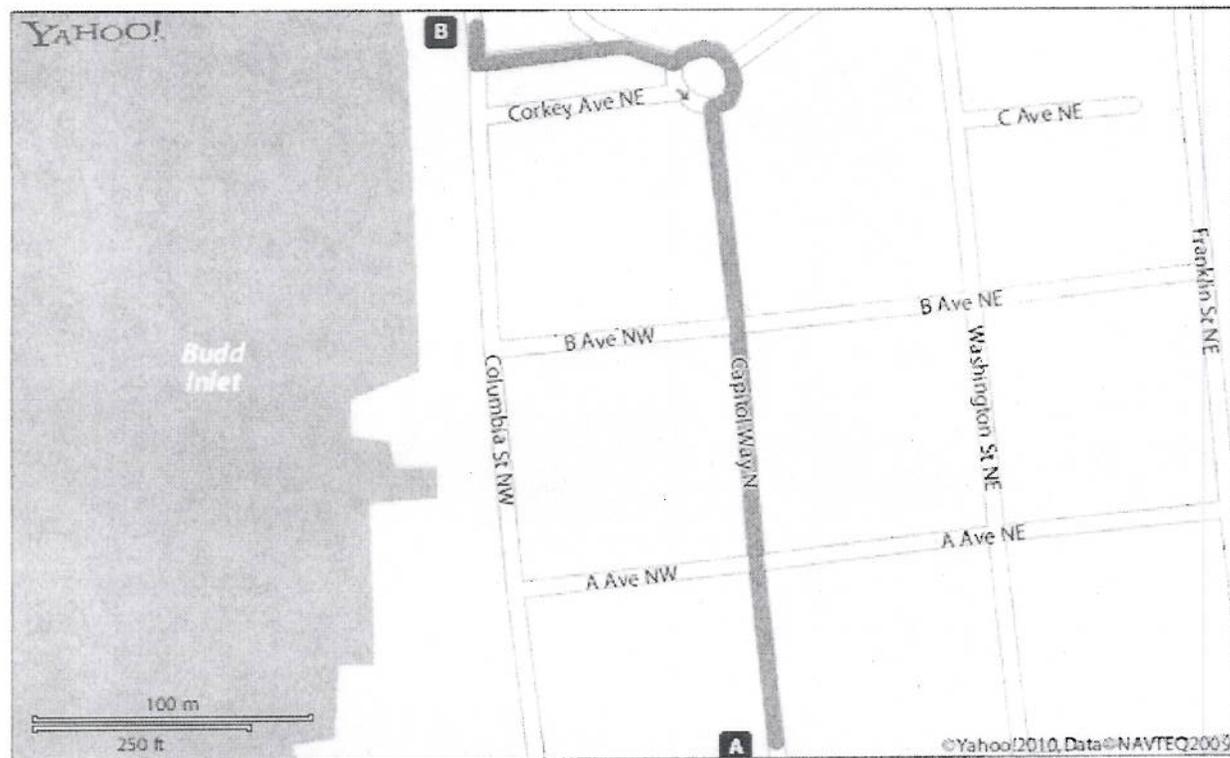
**START** **A** 415 Capitol Way N, Olympia, WA  
98501-1024

**FINISH** **B** Anthony's Homeport (360) 357-9700  
★★★★  
704 Columbia St NW, Olympia, WA  
98501-1292

Start: Phoenix Inn  
End: Anthony's Homeport

	Distance
<b>A</b> 1. Start at 415 CAPITOL WAY N, OLYMPIA going toward A AVE NE	go 0.16 mi
2. Turn <b>L</b> on a local road	go 420 ft
3. Turn <b>R</b> on COLUMBIA ST NW	go 49 ft
<b>B</b> 4. Arrive at 704 COLUMBIA ST NW, OLYMPIA, on the <b>L</b>	

Time: 1 mins, Distance: 0.25 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 525 Columbia St NW, Olympia, WA 98501-1034



Total Time: 1 mins, Total Distance: 0.12 mi

### Summary and Notes

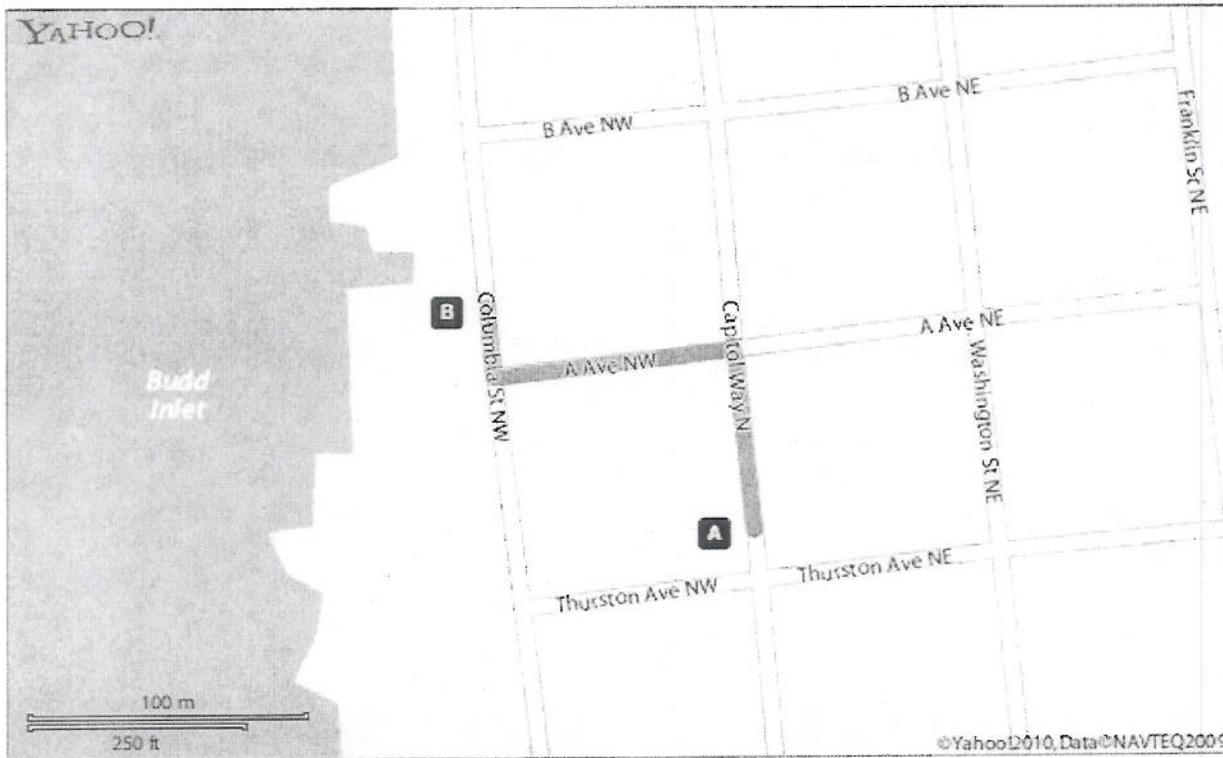
**START** **A** 415 Capitol Way N, Olympia, WA 98501-1024

**FINISH** **B** 525 Columbia St NW, Olympia, WA 98501-1034

Start: Phoenix Inn  
End: Budd Bay Cafe'

	Distance
<b>A</b> 1. Start at 415 CAPITOL WAY N, OLYMPIA going toward A AVE NE	go 240 ft
2. Turn <b>L</b> on A AVE NW	go 315 ft
3. Turn <b>R</b> on COLUMBIA ST NW	go 95 ft
<b>B</b> 4. Arrive at 525 COLUMBIA ST NW, OLYMPIA, on the <b>L</b>	

Time: 1 mins, Distance: 0.12 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 507 Capitol Way S, Olympia, WA 98501**  
**0.3 mi – about 2 mins**

Start: Phoenix Inn  
End: Basilico Italian

 415 Capitol Way N, Olympia, WA 98501

1. Head **south** on **Capitol Way N** toward **Thurston Ave NW**  
Destination will be on the right  
About 2 mins

go 0.3 mi  
total 0.3 mi

 507 Capitol Way S, Olympia, WA 98501

These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the map results, and you should plan your route accordingly. You must obey all signs or notices regarding your route.

Map data ©2011 Google

Directions weren't right? Please find your route on [maps.google.com](http://maps.google.com) and click "Report a problem" at the bottom left.

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



Total Time: 1 mins, Total Distance: 0.18 mi

#### Summary and Notes

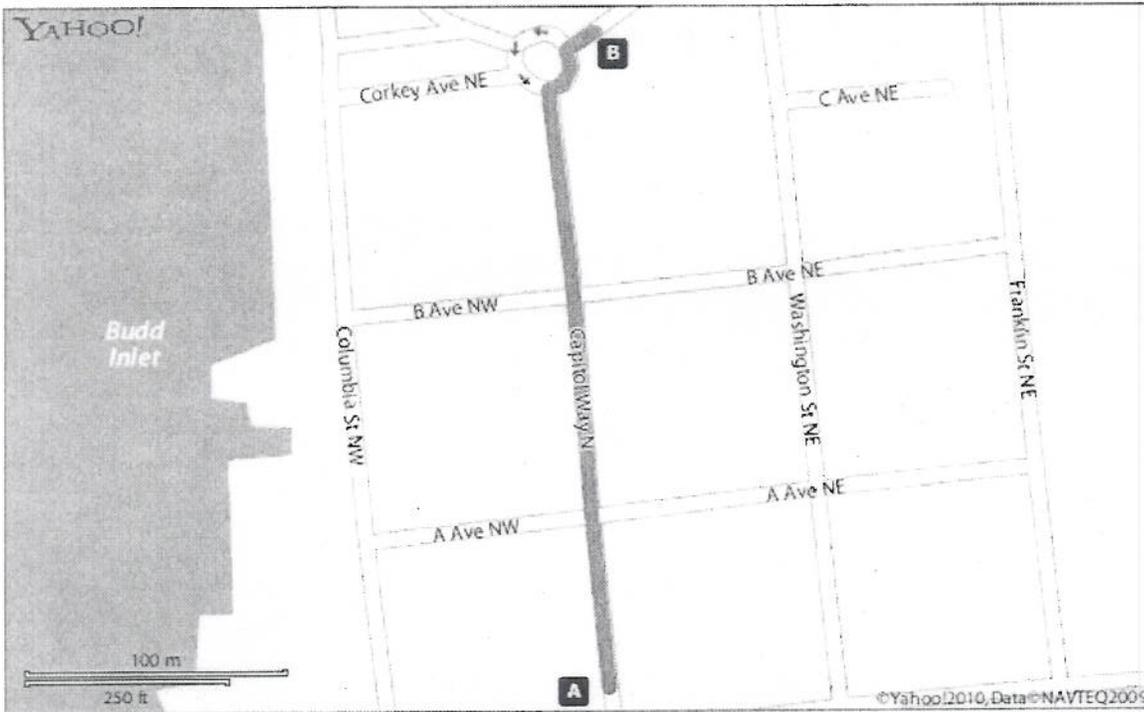
**START** **A** 415 Capitol Way N, Olympia, WA 98501-1024

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

Start: Phoenix Inn  
End: Mercato's

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

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 520 4th Ave E, Olympia, WA 98501-1111



Total Time: 2 mins, Total Distance: 0.44 mi

### Summary and Notes

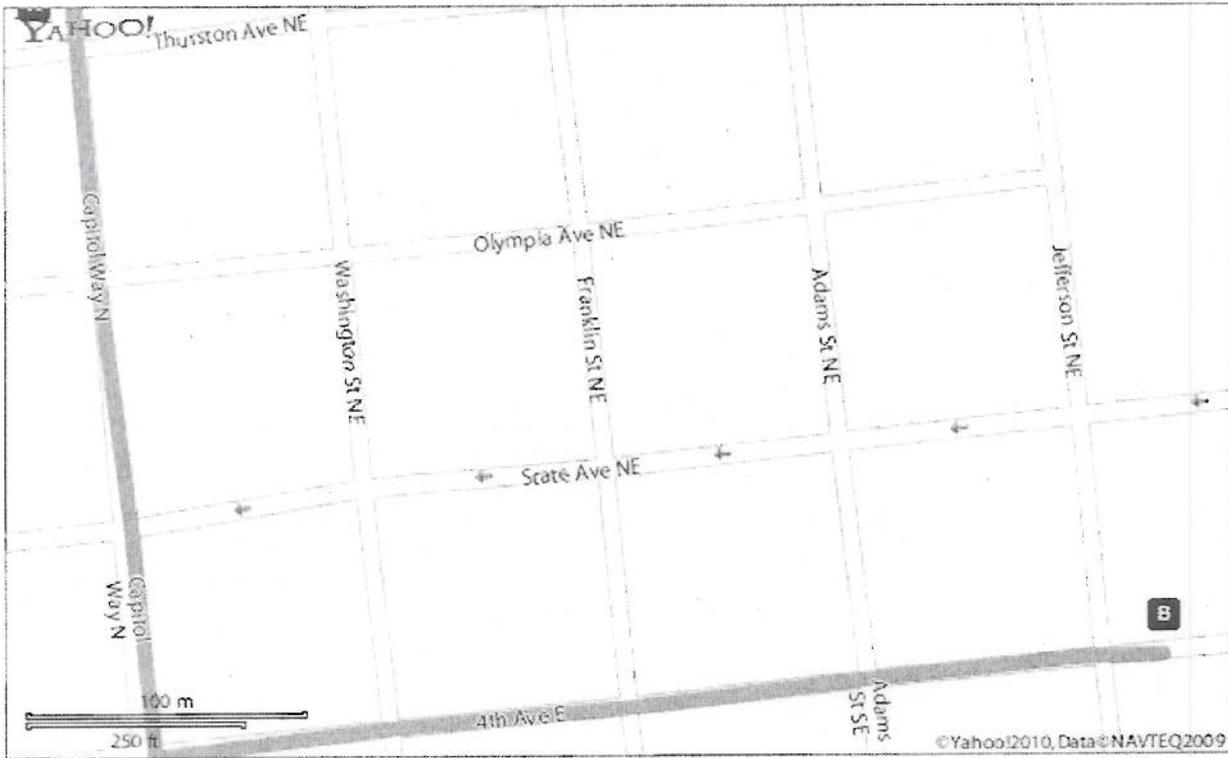
**START** **A** 415 Capitol Way N, Olympia, WA 98501-1024

**FINISH** **B** 520 4th Ave E, Olympia, WA 98501-1111

Start: Phoenix Inn  
End: Ramblin Jacks

	Distance
<b>A</b> 1. Start at 415 CAPITOL WAY N, OLYMPIA going toward THURSTON AVE NW	go 0.19 mi
2. Turn <b>L</b> on 4TH AVE E	go 0.25 mi
<b>B</b> 3. Arrive at 520 4TH AVE E, OLYMPIA, on the <b>L</b>	

Time: 2 mins, Distance: 0.44 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.

# The Washington State Board of Education

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

Old Capitol Building, Room 253  
P.O. Box 47206  
600 Washington St. SE  
Olympia, Washington 98504

January 12-13, 2011  
New Market Skills Center  
Tumwater, Washington

## MINUTES

### January 12, 2011

**Members Attending:** Chair Jeff Vincent (phone), Vice-Chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Mary Jean Ryan, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Mr. Bob Hughes, Mr. Eric Liu (phone), Mr. Warren Smith, Dr. Kris Mayer, Ms. Amy Bragdon (16)

**Staff Attending:** Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Mr. Brad Burnham, Ms. Sarah Rich, Ms. Ashley Harris, Ms. Colleen Warren (8)

### Call to Order

The meeting was called to order at 8:32 a.m. by Vice Chair Dal Porto.

Mr. Joe Kinerk welcomed the Board to the New Market Skills Center.

### Consent Agenda

**Motion** was made to approve the November 9-10, 2010 meeting minutes with a friendly amendment to the language on the Strategic Planning original motion on page 39 of the Board packet.

**Motion** seconded

**Motion** carried

### SBE Data Dashboard on Strategic Plan

Ms. Edie Harding, Executive Director

Mr. Aaron Wyatt, Communications Manager

Mr. Wyatt reviewed the strategic goals snapshot with the members and explained the representation of the products/results. Ms. Harding reviewed each goal and explained the progress made by SBE staff on each goal.

**SBE Strategic Plan Goal Two: Provide Leadership for Closing the Academic Achievement Gap Objective A: Joint Strategies to Close the Achievement Gap**

Ms. Edie Harding, Executive Director  
Ms. Sarah Rich, Research Director

Overview of Goal Two Topics

The SBE Goal Two: Provide Policy Leadership for Closing the Academic Achievement Gap, has the following objectives:

1. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners.
2. Advocate for high quality early learning experiences for all K-3 educational continuum.

The SBE received the latest state assessment information in September 2010 that showed a continued substantial achievement gap for students of color, students in poverty, and English language learners. Tables were presented to the members, describing race/ethnicity, poverty, and English language learner gaps over time for math, science, reading, and writing.

At the November 2010 Board meeting, SBE adopted the schedule for identification, designation, approval of the plan, and contingencies for an impasse through mediation and the courts if the plan is not agreed upon. In November 2010, OSPI adopted rules that address the criteria for how persistently lowest achieving schools would be identified and which school districts would be recommended for required action to the SBE for designation, as well as the exit criteria. OSPI intends to provide up to half of the federal school improvement grant funds for Required Action Districts. The timeline for SBE and OSPI action is as follows:

December 2010	OSPI identifies the list of the bottom five percent of persistently lowest achieving schools and notifies districts that they will be recommended to SBE for required action.
January 2011	SBE designates Required Action Districts and provides a model letter for districts to use to communicate with parents.
January-February 2011	OSPI conducts Performance Audits and RADs; develops plans and budgets.
March 2011	OSPI reviews RAD applications. SBE approves RAD plans at a special meeting on March 31 and funding is awarded.

The 2010 awards will include 24 schools to be recognized with closing the achievement gap in an awards ceremony scheduled for April 24, 2011.

Board Reflections on Reading Materials for Goal Two

The members broke into work groups, facilitated by the award winning teachers, for a work session and came back to the large group to report out on their discussion as follows:

Strategic Plan Goal Two: Closing Achievement Gaps - Small Group Discussions

Board Roles: Advocacy—Policy Leadership—Communication—System Oversight—Convening — Facilitating

**Group One:** Jay Maebori, Washington Teacher of the Year (facilitator), Mary Jean Ryan, Bernal Baca, Connie Fletcher, Edie Harding

### Three main themes:

Collaboration is important:

- It is not just up to the schools to help kids.
- Students must take responsibility as well as parents/guardians.
- Work with higher education.
- Important for teachers not to give up on kids.
- Listening to what different groups of students want, such as young African American males important.
- We need ways to be more proactive, not reactive to situations.

ELL triple segregation article, thought provoking:

- What is the best way to teach ELL students?
- Politically hard to shift resources.
- ELL students don't learn the same way.
- Teachers need to decide what model works best.
- Teachers newly minted from Teacher Prep programs unprepared to teach ELL students.
- Need to tighten up licensure requirements for ELL endorsement.

Innovation:

- Look at new high school models.
- Look at different staffing, such as high needs teacher/counselor in each building.
- Look at new models for underperforming schools.

**Group 2:** Kelly Aramaki, Milken Educator Award (facilitator), Sheila Fox, Jared Costanzo, Bob Hughes, Randy Dorn, Sarah Rich

### Major themes

- We already know what works, but we don't always put it into practice (e.g. using varied examples, having students think aloud, distributed practice).
- Teacher preparation: there have been major improvements in teacher preparation. The pro-cert standards include student voice, relevance of student background, and differentiation. Student motivation according to their own interest is critically important but is not the only thing – teachers also need to teach standards. We can embed the things students need to know in areas where they have interest. Professional development for existing teachers is critical.
- Relationships: Be relentlessly respectful, respectfully relentless.
- Technology and student engagement must be deliberately built.

**Group 3:** Nicola Wethall, Presidential Award for Excellence in Mathematics and Science Teaching (facilitator), Steve Dal Porto, Phyllis Frank, Jack Schuster, Anna Laura Kastama, Kris Mayer, Kathe Taylor

### Major themes

- Advocate for differentiated instruction.
- Improve alignment within system of feeder schools (elementary, middle, high) to assure systematic interventions with struggling learners.
- Advocate that race, ethnicity, and gender-responsive approaches to school improvement are considered.
- Advocate for systemic cultural change and the political will to make the changes that are needed, including addressing promotion and tenure policies based on effectiveness rather than longevity.
- Home-school connection between family/mentor (significant adults/guardians/parents) and students is essential.

- State is populated with immigrant communities that may not know how to engage with schools, or may not feel safe engaging with schools.
- Better communication system.
- We need a different model—less a management model than one of leadership and education to intervene strategically as a student progresses through the grades. Recognize good, comprehensive professional learning communities, recognize what good instruction is, what an authentic, measurable partnership supportive of students' learning is?
- Importance of heterogeneous groups.

### Overview of Programs for School and District Improvement

Ms. Sarah Rich, Research Director

Ms. Tonya Middling, Acting Assistant Superintendent, OSPI

Cece Mahre, Yakima School District

Sandra Yager, Longview School District

The purpose of the School Improvement Grants is to turn around the lowest five percent of schools nationwide. Approximately \$7.3 million will be available for the 2011-12 school year for districts selected for cohort II, which includes districts designated for required action. Hopefully, this same amount will be available for the following two years for Cohort II.

The schools eligible to receive School Improvement Grant (SIG) funds are:

Tier I Schools – Any Title I school in improvement, corrective action, or restructuring that:

- Is among the lowest achieving five percent of Title I schools in improvement, corrective action, or restructuring in the state for the five lowest achieving such schools.
- Is a high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is below 60 percent over a number of years.

Tier II Schools – Any secondary school that is eligible for, but does not receive Title I, Part A funds that:

- Is among the lowest achieving five percent of secondary schools or the five lowest achieving secondary schools in the state that are eligible for, but do not receive Title I funds.
- Is a high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is below 60 percent over a number of years.

Tier III Schools – Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

Ms. Middling gave an overview of School Improvement Grants (SIG), including all four federal intervention models: Turnaround, Restart, Transformation, and School Closure. The Cohort I (MERIT schools) that applied and received \$17.3 million in SIG funds in 2010 will receive funds for two more years. These schools are under the voluntary process. She also shared the improvement timeline effective 2011-12.

There are no major changes for the 2011 SIG competition. There are a few changes to the 2011 non-regulatory guidance addressing: flexibility to generate new lists; pre-implementation; and parent and community engagement. The three year program evaluation will be conducted by a national research firm – Human Resources Research Organization, and includes:

- Providing comprehensive evaluations of state improvement initiatives: Summit Districts (2008-12); MERIT Network and Required Action Districts (2010-13); WIIN (2010-13).
- Delivering data based reports that:

- ✓ Support leaders in making timely revisions and adjusting resources and support based on analysis of actionable data.
- ✓ Assist state and local level parties to determine outcomes and overall effectiveness of improvement initiatives.
- ✓ Identify improvement processes, tools, and products that can be scaled district-wide, regional, and statewide to improve learning, teaching, and leadership.

#### MERIT Schools Briefings

Ms. Mahre gave an overview of Adams Elementary, Stanton Academy, and Washington Middle School, as schools receiving the SIG funds.

Ms. Yager gave an overview of Monticello Middle School as a school receiving the SIG funds.

Board discussion followed with Ms. Mahre and Ms. Yager answering clarifying questions.

#### **OSPI Required Action District Recommendations**

Ms. Tonya Middling, Acting Assistant Superintendent, OSPI

The methodology used for the required action recommendations includes:

- Following guidance of added ranks method.
- Final ordering: schools in lowest five percent in both reading and math; total “added ranks”; and lack of progress relative to state.

Schools are ranked in priority order based on:

- The lowest levels of achievement in the all students group in reading and math combined for the past three consecutive years.
- The schools with the lowest rate of improvement in reading and math combined for the past three years.

OSPI will prioritize district applications based on:

- Districts that have been designated for Required Action.
- Districts with Tier I or Tier II schools on the Persistently Lowest Achieving list for consecutive years.

Additional consideration for final selection may include:

- Geographic distribution of Tier I and Tier II schools through the state.
- Number of schools within each tier.
- Size of schools within each tier.

According to E2SSB 6696/RCW 28A.675, Required Action Districts:

- Will be designated by the SBE and will not compete for the federal funds, but they must follow the requirements for the Federal School Improvement Grants and SB 6696.
- Must allow for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of the federal intervention models and findings from the academic performance audit.

In the case of impasse, agreement will be reached either through mediation or superior court. If no plan is submitted or the plan is not approved, SBE shall direct the Superintendent of Public Instruction to require the local school district to redirect its Title I funds, based on the academic performance audit findings.

A district may be recommended for removal from Required Action after three years of implementation if the district has no school, or schools, on the list of persistently lowest achieving schools. The school, or schools, on the list of persistently lowest achieving schools must have a positive improvement trend in reading and math on the state's assessment in the "all students" category, based on a three year average.

Timelines were presented as follows:

December 2010-January 2011	<ul style="list-style-type: none"> <li>December 1 – LEA's notified of OSPI's RAD recommendation.</li> <li>December 15 – Reconsideration requests due.</li> </ul>
January – March 2011	<ul style="list-style-type: none"> <li>January 12 – SBE designates RADs.</li> <li>OSPI conducts school and district level academic performance audits.</li> <li>LEA reopens CBA in areas needed.</li> <li>March 4 – LEA application/Required Action Plan development and submission due.</li> <li>RAP approved by SBE.</li> </ul>
April – July 2011	<ul style="list-style-type: none"> <li>SBE awards grants to LEAs.</li> <li>LEAs begin pre-implementation including recruiting, selection, and placement of school administrators and instructional staff.</li> </ul>
August – October 2011	<ul style="list-style-type: none"> <li>MERIT districts and schools create and implement the first 90-day plan.</li> </ul>

The Required Action Districts being recommended to the Board for approval during this meeting are:

- Morton Junior/Senior High School, Morton School District.
- Onalaska Middle School, Onalaska School District.
- Lakeridge Elementary School, Renton School District.
- Soap Lake Middle/High School, Soap Lake School District.

**Public Comment**

Ramona Hattendorf, Washington State Parent Teacher Association (WSPTA)

The WSPTA's vision is for every child to reach his or her potential. They don't expect to achieve this vision alone and believe that family, community, and government should partner to support and reinforce each other's efforts. Increasingly, though, students are not getting the core education they need and private efforts to supplement raise concerns of inequities. The WSPTA commends the Board for their efforts to ensure all children get the opportunities they need to transition to college or careers. The WSPTA is also concerned about the achievement gap. There is success in classrooms where educators can provide differentiated instruction and promote critical thinking, but our recession has left local districts struggling to fund these enhancements and state funds that gave schools flexibility in this area have been cut. Ms. Hattendorf gave an overview of the WSPTA's priorities for the 2011 Legislative Session including: 1) stay the course on basic education; 2) help our children reach math and science standards; and 3) reach 100 percent literacy. The WSPTA supports statewide adoption of early phonological awareness screening and the statewide implementation of research-based, direct, explicit and systematic literacy instruction in every classroom. The WSPTA supports funding education first in any budget process undertaken by the Legislature. The cumulative effects of cuts will leave our learners vulnerable and have long term economic consequences. Going forward, we need to make deliberate and strategic investments. We need to follow through on steps we've already identified, which are: 1) pay for the basics kids really need; and 2) follow the research and make sure all kids are on a path to reach their potential.

Heather Cope, League of Education Voters (LEV)

Ms. Cope commented on the legislative positions that are being discussed later in the meeting. The LEV urges the Board to maintain their momentum on aligning high school exit requirements with post-secondary expectations. We cannot go backwards on math and science. The LEV agrees with staff recommendations to maintain assessments as graduation requirements. For math, the LEV is open to ideas around specific assessments. The LEV is concerned about the absence of the Career and College Ready high school graduation requirements from the SBE legislative priorities.

**Teacher Recognition**

The Board welcomed the following teachers and recognized them for their excellence in serving the children of Washington State:

- Teacher of the Year, Jay Maebori, Kentwood High School
- Milken Award, Kelly Aramaki, John Stanford International School
- Presidential Award in Math, Nicola Wethall, Oak Harbor High School
- Presidential Award in Science, Karen Borders, Key Peninsula Middle School was unable to attend the recognition.

The teachers were recognized and asked to give an overview of the work they do to make a difference in student’s lives.

**State Fiscal Situation and Implications for K-12**

Mr. Shawn Lewis, Assistant Superintendent, OSPI

In September, the Governor implemented an across the board cut to all state general fund programs, excluding basic education, pensions, and debt payments of 6.287% or \$520 million. In November, the deficit increased and the state now must prepare for a supplemental budget to address at least \$1,115 million shortfall in the current fiscal year, ending June 30, 2011. Work is being done to prepare for a 2011-13 biennial budget that addresses a \$5.7 billion shortfall.

Mr. Lewis indicated that the cuts only apply to a small portion of the education budget and gave an overview of the impact from the Governor’s proposed supplemental budget cuts, as follows:

<b>Programs</b>	<b>Amount in Millions</b>	
Education Reform (assessment savings)	\$8.7	Reduction
OSPI Administration and Program Funding	\$3.4	Reduction
School-based Medicaid Services	\$3.3	Eliminate
Levy Equalization	\$18.0	Reduction of 6.3 percent retroactive
K-4 Enhancement	\$81.5	Eliminate, full year retroactive
Highly Capable Student Funding	\$7.0	Eliminate, full fiscal year 2011
Education Job Funds	\$208.4	Use for basic education costs

The 2011-13 biennium outlook shows a state projected biennial shortfall of \$5.7 billion. As part of the shortfall, the state will:

- Restore cuts to I-728 and I-732 over four years, beginning in the 2011-12 school year.
- Increase employer pension contributions (pension savings proposed by the Governor will still result in an increase in the pension contribution paid by school districts).

State funding for K-12 will be impacted by all above hurdles.

Mr. Lewis reviewed the six-year outlook with members and answered clarifying questions.

## **Quality Education Council Report and Governor's Recommended Budget and Education Policy Issues**

Mr. Shawn Lewis, Assistant Superintendent, OSPI

The January 2010 QEC recommendations were:

1. Do not decrease funding in 2009-10.
2. Adopt crosswalk/baseline.
3. Three year phase-in of transportation, beginning 2011-12.
4. Three year phase-in of non-related employee costs, beginning 2011-12.
5. Seven year phase-in of full day kindergarten.
6. Five year phase-in of K-3 class size to 1:15, beginning 2011-12.
7. Three year phase-in of early learning for at-risk three and four year olds, beginning 2011-12.

The QEC work plan for 2010 included:

- Identifying measurable goals and priorities for the educational system, utilizing the state Reform Plan and current performance data as a baseline.
- Implementing a schedule for revised graduation requirements and increased hours of instruction.
- Making necessary reports to the Legislature regarding classified staff adequacy and capacity of school districts, to implement new funding including class size reductions.
- Recommending programs and funding to close the achievement gap, increasing graduation rates, and decreasing the dropout rate to include:
  - ✓ Recommending an improved learning assistance program, including funding methodology.
  - ✓ Recommending an improved transitional bilingual program, including funding methodology.
  - ✓ Reviewing recommendations made by the Achievement Gap Oversight and Accountability Committee.
  - ✓ Reviewing recommendations made by the Building Bridges Workgroup.

The draft January 2011 QEC recommendations include:

1. Continue implementation of SHB 2776 and preserve funding necessary to deliver basic education including Levy Equalization, highly capable, and K-3 reduced class size funding.
2. Support opportunities to graduate prepared for postsecondary education employment and citizenship.
3. Close the opportunity gap for disadvantaged students and students of color.
4. Support programs that strengthen education professionals.
5. Support improvements in math and science.
6. Invest in early learning.

The QEC will release their report soon. The Local Levy Technical Working Group recommendations are due on June 30, 2011 and the Compensation Technical Working Group begins on July 1, 2011.

## **OSPI Legislative Initiatives - Math and Science Graduation Requirements**

Mr. Bob Butts, Assistant Superintendent, OSPI

Ms. Ellen Ebert, Science Director, OSPI

To graduate from high school, current law requires the students in the Classes of 2013 and 2014 to meet standards on two end-of-course high school math assessments and either the comprehensive science HSPE or a newly developed biology end-of-course assessment. These assessments are in

addition to the requirements that students meet standards on the reading and writing assessments. For the Class of 2015 and beyond, the comprehensive assessment option is eliminated.

Mr. Butts proposed three questions for the members to consider:

1. Are our current plans for math and science end-of-course assessment graduation requirements fair to our students?
2. Will these plans, once implemented, actually improve math and science achievement?
3. If not, what changes and actions are needed?

The current science assessment graduation requirements include:

1. RCW 28A.655.061
  - Beginning with the Class of 2013, students must meet state standards in science or an alternative/alternate assessment in order to graduate.
2. Senate Bill 6444 (operating budget – 2009 session)
  - OSPI, in consultation with SBE, will develop a high school end-of-course assessment measuring the science standards in biology. This will be implemented in the 2011-12 school year.
3. In December 2010, OSPI recommended whether additional end-of-course assessments in science should be developed.

OSPI will recommend two agency-request bills to the Legislature as follows:

1. **Mathematics:** The first bill will amend current law to require students in the Classes of 2013 and 2014 to meet the standard on only one high school mathematics end-of-course assessment instead of two. Since most students in grades ten and eleven are taking geometry this school year, they will be able to take the geometry end-of-course assessment as a graduation required exam this spring. Phasing in the implementation of the requirement will also give teachers and students more time to understand what is being assessed, to modify instruction, to provide appropriate assistance to students who do not meet the standards and result in a more orderly implementation.
2. **Science:** The four components of the science legislation includes:
  - Continue with the development of the biology end-of-course exam with initial implementation in spring 2011.
  - Phase in two additional science end-of-course exams, the first in physical science in 2015 and the second in integrated science in 2016. If possible, these assessments will be developed in cooperation with other states using the common core science standards that are being developed.
  - Delay the science graduation requirement until the Class of 2017. Require students in the Class of 2017 to pass the biology end-of-course exam or a biology alternative assessment to graduate.
  - Require students in the Class of 2018 and beyond to meet standards in science by passing the biology end-of-course exam or one of the additional science end-of-course exams, or appropriate alternative, to graduate.

### **SBE Legislative Strategy**

Ms. Edie Harding, Executive Director

Mr. Brad Burnham, Policy and Legislative Specialist

The 62<sup>nd</sup> Legislative Session began on January 10 and will end on April 24. The Democrats have retained a majority in the Senate: 27-22 and in the House: 56-42. The biggest challenge facing the

Legislature, this session, is how to address the significant budget deficits for the remaining part of the 2009-11 budget that ends June 30, 2011, and the biennial budget for 2011-13.

The SBE 2011 legislative positions are as follows:

1. Washington State graduation requirements.  
Staff recommendation: The Board opposes legislation that would reduce the rigor or the number of credits required for the Graduating Class of 2013.
  - Members suggested changing language to the recommendation.
2. Removing the Culminating Project as a graduation requirement for the 2011-13 school years.  
Staff recommendation: The Board supports the temporary suspension of the Culminating Project graduation requirement as proposed by the Governor for the 2011-13 school years.
  - Members were not in favor of supporting the Governor's proposal to suspend the Culminating Project.
3. Mathematics assessment graduation requirement.  
Staff recommendation: The Board supports the Governor's proposal to require students in the Graduating Class of 2014, and beyond, to pass two math end-of-course assessments, providing for the continuation of the collection of evidence as an alternative assessment.
  - No comments, recommendation stands as presented.
4. Science assessment graduation requirement.  
Staff recommendation: The Board supports keeping the science assessment graduation requirement to pass one science end-of-course assessment beginning with the Graduating Class of 2013.
  - No comments, recommendation stands as presented.
5. Temporary reduction in the basic education requirement of 180 school days.  
Staff recommendation: The Board supports maintaining the 180 school day school year requirement and opposes any reductions to the length of the school year. The Board also supports that any granted waivers from the 180 school day school year requirement not be considered applicable to any school year where a change in state law mandates that a school district provide less than the current minimum requirement of 180 school days per school year, or 180 half-days of instruction or the equivalent for kindergarten.
  - No comments, recommendation stands as presented.
6. PESB/SBE joint policy issues.  
Staff recommendation: The Board joins with the PESB in supporting legislation addressing the following policy issues:
  - a. Meaningful evaluation system for teachers and principals.
  - b. Completion of the work to develop an enhanced, collaboratively designed salary allocation model by the QEC Compensation Work Group.
  - c. Strategies to close the achievement gap.
  - d. Funding of focused professional development.
  - e. E-certification and other data bases.
  - No comments, recommendation stands as presented.
7. OSPI/Department of Early Learning.  
Staff recommendation: The Board supports legislation implementing the kindergarten readiness assessment to be used in state funded all-day kindergarten.
  - Staff and members will discuss language offline.
8. Quality Education Council recommendations.  
Staff recommendation: The Board will continue to advocate for funding to phase in new graduation requirements as the state fiscal situation improves.
  - No comment, recommendation stands as presented.
9. Financial literacy as the third math credit for high school graduation.

Staff recommendation: The Board supports incorporating high school level financial literacy standards into existing social studies courses.

- Staff and members will discuss language offline.

10. Joint Higher Education Coordinating Board, State Board for Community and Technical Colleges, and SBE.

Staff recommendation: The Board will support:

- a. Maintaining the rigor and number of credits required for the Graduating Class of 2013.
- b. Ensuring that capacity in our two year and four year institutions is provided to increase college access for students currently underrepresented in postsecondary education.
- c. Continued state support for State Need Grants (including College Bound Scholarship program).

- Language for a. above will be changed according to the language in number one above.

11. Governor's education governance proposal.

Staff recommendation: The Board will examine the Governor's proposal in the context of its own strategic plan goal to review education governance.

Staff will work on language changes and bring recommendations back to the members on Thursday.

### **180 Day Waiver Requests and Basic Education Program Compliance by School Districts**

Mr. Brad Burnham, Policy and Legislative Specialist

School districts are required to show compliance with the Basic Education entitlement requirements and the minimum high school graduation requirements. Districts demonstrate compliance by submitting SPI Form 1497 to the SBE by the first Monday in November of each school year. All 295 Washington State school districts have provided their compliance with the Basic Education entitlement requirements for the 2010-11 school year.

Applications were received by Edmonds School District and Shoreline School District for a renewal of five waiver days for 2011-14. Approval of applications will occur during business items on Thursday.

### **Public Comment**

#### Nancy Hiteshue, Washington Roundtable

Regardless of the path they choose, the power it gives students to solve problems and design innovative solutions is critical, not only to student success, but to preserving our state's competitiveness and prosperity. Students, parents, taxpayers, and employers across the state can no longer tolerate our near annual debate over whether or not to delay math requirements. Washington students need the Board to hold firm to its commitments. Statute states that students in the class of 2013 have the option to meet the math graduation requirement through either an end-of-course assessment or through the current comprehensive assessment. Based on this statute, why wouldn't we allow students the opportunity to take the comprehensive high school assessment? Right now, the state has recommended that we switch from the comprehensive assessment and end-of-course exams to the common core assessments all in a matter of five or six years. Is this really fair to districts, teachers, and students when we could simply stick with a comprehensive test and minimize disruption to the state's assessment system? Ms. Hiteshue urged the Board to not make this transition to common core standards and assessments harder than it needs to be for districts, teachers, and students.

The meeting was adjourned at 5:01 p.m. by Vice Chair Dal Porto

## **January 13, 2011**

**Members Attending:** Chair Jeff Vincent (phone), Vice-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, Mr. Bob Hughes, Mr. Warren Smith, Dr. Kris Mayer, Ms. Amy Bragdon (15)

**Members Absent:** Mr. Eric Liu (excused) (1)

**Staff Attending:** Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Mr. Brad Burnham, Ms. Sarah Rich, Ms. Ashley Harris, Ms. Colleen Warren (8)

## **Call to Order**

The meeting was called to order at 8:40 a.m. by Vice Chair Dal Porto.

## **Lessons of Impact**

Ms. Anna Laura Kastama, Student Board Member

Ms. Kastama gave an overview of her classes and experiences at the Tacoma School of the Arts. Ms. Kastama is a For Inspiration and Recognition of Science and Technology (FIRST) team member and she talked about the FIRST Robotics Competition and the process students took to perform at the competition. She explained how the Mentor Project Group (MPG) works at the school. Every student is assigned to a MPG with each group having a different task or project involving the community in some way. The students have the same MPG for all three years of their education. Graduation requirements are monitored through the MPG and students are kept up to date by a mentor in their group to ensure that graduation requirements are met on time to graduate. The Tacoma School of the Arts has a 97 percent graduation rate.

## **SBE Middle School Initiative**

Dr. Kathe Taylor, Policy Director

One of the SBE strategic plan goals is to provide policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education. An objective under this goal is to provide policy leadership to examine the role of middle school preparation as it relates to high school success. A strategy for meeting the objective is to 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.

Currently, there is no centralized pool of information about middle level education in the state. Although OSPI assigns an assistant superintendent to secondary education, there is no single department or person at the state level with responsibility solely for middle level education. Dr. Taylor referred to page 114 of the Board packet, asking members to review the potential areas of study. The potential areas are organized around the questions that will guide the inquiry. In all areas, SBE staff will look nationally and within the state for exemplary policies or practices to consider and showcase. Data will be disaggregated wherever possible to assess impacts on student groups. The members reviewed the potential areas of study and discussion followed.

## **State Education Reform Plan Draft Recommendations**

Ms. Edie Harding, Executive Director

Ms. Sarah Rich, Research Director

1,309 responses were received from the survey and focus group feedback. The responses came from SBE and Professional Educator Standards Board (PESB) members, as well as: 667 parents, 631 teachers, administrators, education advocates, and teacher union members. The following decisions were made after reviewing the feedback received:

### **Plan Content**

- Change goals to priorities and reorganize – all Washington students graduate able to succeed in college, training, and careers should be first.
- Add one additional priority – Washington educators should demonstrate the highest levels of expertise, excellence, and professionalism.
- Create Theory of Action – why, how, and toward what end – for Washington’s approach to education reform.
- Reduce number of strategies under the priorities.
- Add parent education and engagement strategy and expected results under kindergarten readiness.

### **Plan Communication, Implementation, and Coordination**

- Create public Education Reform Plan document.
- Establish action plan and accountability targets.
- Assign responsibilities for implementation planning and prioritization, including establishing targets for expected results.
- Continue cross department, agency, board, executive office, commission, and legislative collaboration on education reform.
  - ✓ Expand to include pre-school through post-secondary education departments, boards, and/or offices.
  - ✓ Expand to include one representative external leadership seat on the Coordinating Committee/Working Team and the Steering Committee/Leadership Group.

The five priorities were included as attachments for this discussion:

1. All Washington students graduate able to succeed in college, training, and careers.
2. All Washington students attain high academic standards regardless of race, ethnicity, income, or gender.
3. All Washington students will enter kindergarten prepared for success in school and life.
4. All Washington students compete in mathematics and science nationally and internationally.
5. All Washington educators demonstrate the highest levels of expertise, excellence, and professionalism.

## **SBE Strategic Plan Goal Two: Provide Leadership for Closing the Academic Achievement Gap Objective B: Advocate for High Quality Early Learning Experiences Department of Early Learning**

Dr. Elizabeth Hyde, Director, Department of Early Learning (DEL)

Ms. Bonnie Beukema, Assistant Director of Outcomes and Accountability, Department of Early Learning

The early learning plan is a ten year roadmap that:

- Provides all children a solid foundation for success in school and life.
- Coordinates the multiple systems that impact children in their earliest years.

- Measures results over time for children and families to ensure we invest in what works.
- Supports early care and education professionals in offering quality learning environments.

To implement the plan, an early learning partnership joint resolution was signed by DEL, Thrive by Five, and OSPI. The group has met consistently since the signing of the resolution and has worked on school readiness by addressing: ready and successful children; parents, families, and caregivers; early learning professionals; schools; and systems and communities.

The first year priorities for DEL in 2011 include:

- Implement the kindergarten readiness assessment (WaKIDS) as co-lead with OSPI.
- Expand and enhance the Early Childhood Education and Assistance Program (ECEAP).
- Revise and promote use of Early Learning and Development Benchmarks.
- Build statewide infrastructure for partnerships and mobilization.
- Expand P-20 longitudinal data system.
- Implement quality rating and improvement system.

The first year priorities for OSPI in 2011 include:

- Implement the kindergarten readiness assessment (WaKIDS) as co-lead with DEL.
- Implement phase-in of full-day kindergarten.
- Increase early literacy as co-lead with Thrive.

The first priorities for Thrive in 2011 include:

- Make home visiting available to at-risk families.
- Ensure social-emotional learning for parents, caregivers, and early learning professionals.
- Implement a quality rating and improvement system as co-lead with DEL.
- Increase early literacy as co-lead with OSPI.

Most priorities are supported with existing state funds, existing federal funds, and a combination of federal and private funds.

WaKIDS supports a smooth transition into kindergarten for children; informs teacher instruction; builds partnerships among parents, providers, and teachers; and focuses on whole child development.

In the fall of 2010, DEL and OSPI piloted the WaKIDS Kindergarten Readiness Assessment in classrooms in 51 districts statewide. Three assessment tools were piloted and each assessment measured four domains of child development as follows:

1. Social/emotional.
2. Literacy.
3. Cognitive.
4. Physical.

The WaKIDS pilot was implemented because there is no consistent data on child progress until the third grade and there is a need to address the preparation gap before it becomes an achievement gap. The pilot partners include: OSPI, DEL, Thrive by Five, voluntary school districts, the University of Washington, and the WaKIDS Advisory Team. The participants in the pilot include 115 classrooms in 51 school districts statewide and almost 3,000 incoming kindergartners. The three parts of the pilot are: family connection, whole child inventory, and early learning collaboration. Ms. Buekema gave an overview of the purpose of each part of the pilot.

A report due to the Legislature on January 15, 2011, will inform future funding and policy decisions about kindergarten assessment processes in Washington State.

Next steps include:

- Ensure teachers have one day of WaKIDS training before school starts, with follow-up communications and training to support teachers during the implementation of WaKIDS.
- Strengthen the Early Learning Collaboration component.
- Strengthen the pre-k through third grade alignment.

### **Public Comment**

#### **Lynn Gilliland, Washington State Parent Teacher Association (WSPTA)**

Ms. Gilliland is the founder of Read-On, which is an organization that is a voice for students who struggle to read. Ms. Gilliland referenced Dr. Reid Lyon who is the former chief of the child development and behavior branch of the National Institute of Health and Human Development. Mr. Lyon estimates that five percent of children learn to read effortlessly, while another 20-30 percent learns to read with relative ease when exposed to any kind of instruction. For about 60 percent of students, learning to read is more challenging and their success is tied directly to the efficacy of instruction. Studies show that the common trait of children with reading disorders, such as dyslexia or those who find reading remarkably difficult, is a primary weakness in phonological and phonemic awareness. Ms. Gilliland urged the Board to support the statewide adoption of early phonological awareness screening and the statewide adoption of research-based, direct, explicit and systematic literacy instruction in every classroom so that children can learn to read. Washington State has some powerful tools. The Dyslexic Program was very successful and the Kennewick model is one to look at as well. Also, the reading model from OSPI is great but it is not followed in her district and many others as well. She encouraged the Board to set a model that will help struggling students.

#### **Ramona Hattendorf, Washington State Parent Teacher Association (WSPTA)**

Ms. Hattendorf was impressed by the good conversations about early learning and the achievement gap. She encouraged stakeholders to be smart about what we are doing and how we are doing it. From the get go, we should be responding to students' needs. We know what we should do but we are not following through. Legislators are talking about using a simple proven research-based curriculum in the classroom for dyslexic children. The WSPTA is in support of the work of the Board and is looking forward to working with the members to do the work that needs to be done.

### **Business Items**

#### **SBE Required Action District (RAD) Designation**

**Motion** was made to designate, as Required Action Districts, the following four school districts recommended for designation by the Superintendent of Public Instruction:

1. Soap Lake School District.
2. Renton School District.
3. Morton School District.
4. Onalaska School District

**Motion** seconded

Board discussion

**Motion** carried

### Basic Education Compliance

**Motion** was made to certify that all 295 state public school districts are in compliance with the Basic Education approval requirements.

**Motion** seconded

**Motion** carried

### 180 Day Waiver Requests

**Motion** was made to grant the requests of Edmonds School District and Shoreline School District for waivers from the 180 day school year requirement for the number of days and school years requested. Provided, however, that the waiver granted by the Board is not to be considered applicable to any school year where a change in state law mandates that a school district provide less than the current minimum requirement of 180 school days per school year, or 180 half-days of instruction, or the equivalent, for kindergarten.

Board discussion

**Amended Motion** was made to table the original motion until the March 2011 Board meeting.

**Amended Motion** seconded

**Amended Motion** carried with two nays

### Nominations Chair for SBE Executive Committee Elections

**Motion** was made to nominate Dr. Kris Mayer and Ms. Amy Bragdon as Co-Chairs of the SBE Executive Committee elections.

**Motion** seconded

**Motion** carried

### SBE 2011 Legislative Positions

**Motion** was made to approve each of the legislative positions for the 2011 Legislative Session as follows:

1. High School Graduation Requirements

**Motion** was made to approve the position statement:

“Strongly advocate for the policy direction reflected in SBE’s Career and College-Ready High School Graduation Framework and oppose legislation that would undermine this policy direction.”

**Motion** seconded

**Motion** carried

2. Removing the Culminating Project as a Graduation Requirement for the 2011-13 School Years

**Motion was** made to remove item #2 as a legislative position at this time.

**Motion** seconded

**Motion** carried

### 3. Mathematics Assessment Graduation Requirement

**Motion** was made to approve the position statement:

“The Board supports the Governor’s proposal to require students in the graduating class of 2013 to pass one math end-of-course assessment, and students in the graduating class of 2014 and beyond to pass two math end-of-course assessments, providing for the continuation of the collection of evidence as an alternative assessment.”

**Amended Motion** was made to remove “the Governor’s proposal to require” and replace with “The Board supports requiring students in the graduating class of 2013 to pass one math end-of-course assessment, and students in the graduating class of 2014 and beyond to pass two math end-of-course assessments, providing for the continuation of the collection of evidence as an alternative assessment.”

**Motion** seconded

**Motion** carried

### 4. Science Assessment Graduation Requirement

**Motion** was made to approve the position statement:

“The Board supports keeping the science assessment graduation requirement to pass one science end-of-course assessment beginning with the graduating class of 2013.

**Motion** seconded

**Motion** carried

### 5. Temporary Reduction in the Basic Education Requirement of 180 School Days

**Motion** was made to approve the position statement:

“The Board supports maintaining the 180 day school year requirement and opposes any reductions to the length of the school year. The Board also supports that any granted waivers from the 180 school day school year requirement not be considered applicable to any school year where a change in state law mandates that a school district provide less than the current minimum requirement of 180 school days per school year, or 180 half-days of instruction or the equivalent for kindergarten.”

**Motion** seconded

**Motion** carried

## 6. SBE/PESB Joint Policy Issues

**Motion** was made to approve the position statement:

“The Board joins with the PESB in supporting legislation addressing the following policy issues:

- Meaningful evaluation system for teachers and principals.
- Completion of the work to develop an enhanced, collaboratively designed salary allocation model by the Quality Education Council’s Compensation Working Group.
- Strategies to close the achievement gap.
- Funding of focused professional development.
- E-certification and other data bases.”

**Motion** seconded

Board discussion

**Original motion** withdrawn

**Amended Motion** was made to approve the position statement:

“The Board joins with the PESB in supporting legislation addressing the following policy issues:

- Completion of the work to develop an enhanced, collaboratively designed salary allocation model by the Quality Education Council’s Compensation Working Group.
- Strategies to close the achievement gap.
- Funding of focused professional development.
- E-certification and other data bases.”

**Motion** seconded

**Motion** carried

## 7. OSPI/Department of Early Learning

**Motion** was made to approve the position statement:

“The Board supports legislation maintaining the all-day kindergarten implementation schedule. The Board also supports implementing the kindergarten readiness assessment in state funded all-day kindergarten.”

**Motion** seconded

**Motion** carried

## 8. Quality Education Council Recommendations

**Motion** was made to approve the position statement:

“The Board will continue to advocate for funding to phase in new graduation requirements as the state fiscal situation improves.”

**Motion** seconded

**Motion** carried

## 9. Financial Literacy

**Motion** was made to approve the statement:

“The Board supports incorporating high school level financial literacy standards into existing social studies courses.”

**Motion** seconded

Board discussion

**Motion** carried with six ayes and five nays

## 10. Joint Higher Education Coordinating Board, State Board for Community and Technical Colleges, and SBE Policy Issues

**Motion** was made to approve the position statement:

“The Board will support:

- Maintaining the rigor and number of credits required for the graduating class of 2013.
- Ensuring that capacity in our two year and four year institutions is provided to increase college access for students currently underrepresented in postsecondary education.
- Continued state support for the State Need Grants (including College Bound Scholarship program).”

Board Discussion

**Amended Motion** was made to approve the position statement:

“The Board will support:

- Strongly advocating for the policy direction reflected in SBE’s Career and College-Ready High School Graduation Framework and oppose legislation that would undermine this policy direction.”
- Ensuring that capacity in our two year and four year institutions is provided to increase college access for students currently underrepresented in postsecondary education.
- Continued state support for the State Need Grants (including College Bound Scholarship program).”

**Motion** seconded

**Motion** carried

## 11. Governor’s Education Governance Proposal

**Motion** was made to approve the position statement:

“The Board sees the need to develop a comprehensive state education governance structure. The Board will examine Governor Gregoire’s proposal in the context of its own strategic plan goal to review education governance.”

**Motion** seconded

Board discussion

**Amended Motion** was made to approve the position statement:

“The Board’s strategic plan reflects the need to develop a comprehensive state education governance structure. We will examine Governor Gregoire’s proposal in the context of the Board’s strategic plan.”

**Amended Motion** seconded

**Amended Motion** carried

## 12. Teacher and Principal Evaluations

**Motion** was made to approve the position statement:

“The Board wants to ensure an improved and strong teacher and principal evaluation system that uses student growth data is developed and fully implemented.”

**Motion** seconded

**Motion** carried

## 13. Basic Education Funding

**Motion** was made to approve the position statement:

“The Board urges the Legislature to uphold the state’s Constitutional obligations to amply fund the K-12 system and to make progress on HB 2261 and HB 2776.

**Motion** seconded

**Motion** carried

## Education Proposal

Ms. Harding gave a summary of the Governor’s Education Proposal. The recommendations will go to the Steering Committee and a meeting will be scheduled later in January.

The meeting was adjourned at 12:30 p.m. and members met with legislators for the remainder of the day.

# The Washington State Board of Education

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## **SBE STRATEGIC PLAN DATA DASHBOARD**

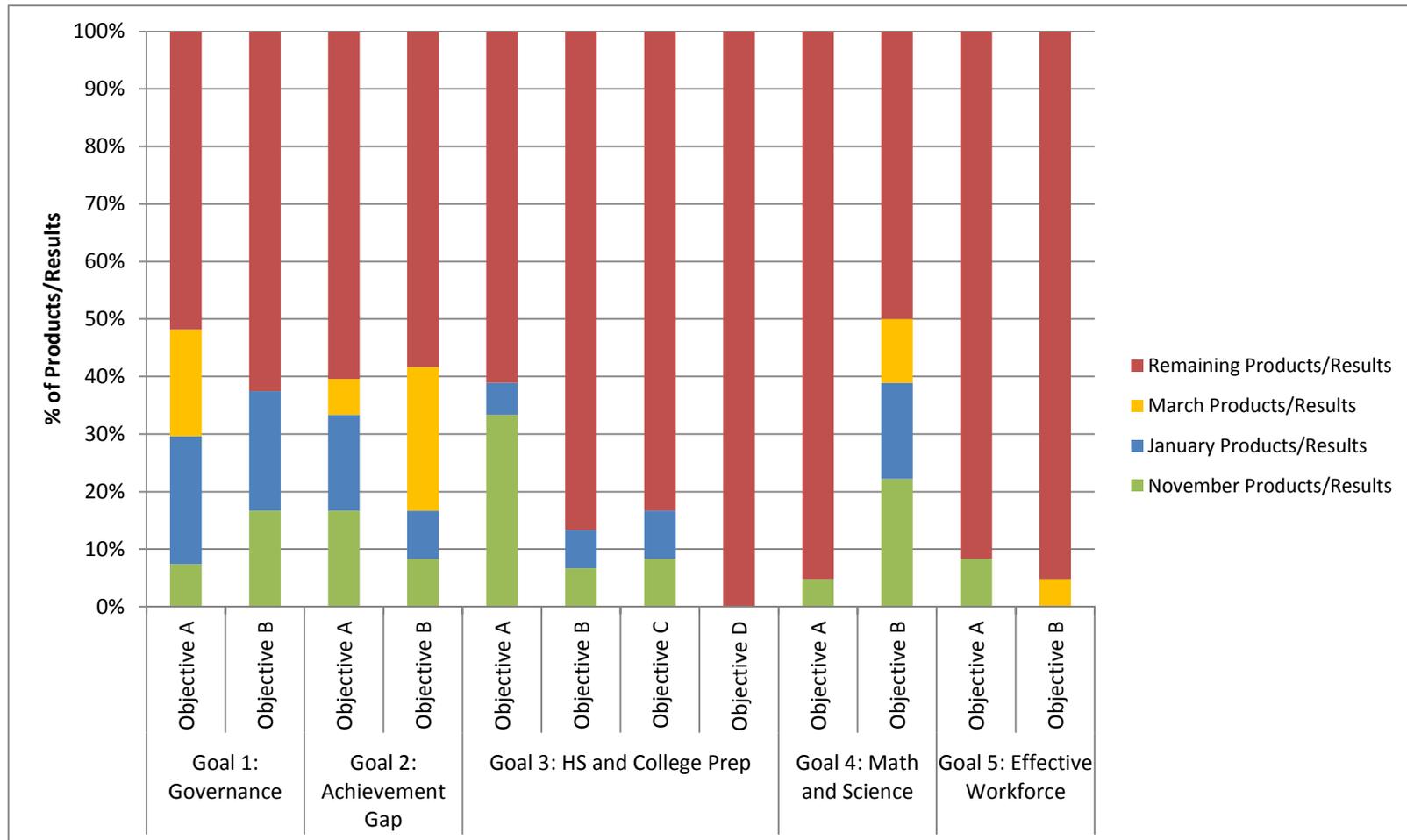
Staff will review progress on the 2011-2014 Strategic Plan

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## Strategic Goals Snapshot



# The Washington State Board of Education

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

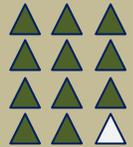
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Catalyze education governance reform in Washington									<b>Current:</b> Research <sup>i</sup>  <b>Past:</b> Correspondence <sup>ii</sup> Research <sup>iii</sup>
	● ○ ○	● ○ ○	● ● ●	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Use the State Education Plan to foster stronger relationships among education agencies									<b>Current:</b>  <b>Past:</b> Research <sup>iv</sup> Collaboration <sup>v</sup>
	● ●	● ●	● ○	○ ○	○ ○	○ ○	○ ○	○ ○	

○ = anticipated staff/Board commitment  
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● = minimal amount of effort (e.g. phone calls/emails)  
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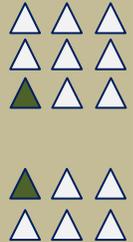
**A. Catalyze educational governance reform in Washington (Timeline 2011-2014)**

1. Define the issues around governance
  - Create a synopsis of literature on governance reform. ....
  - Provide systems map to demonstrate the current Washington 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 groups 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. ....



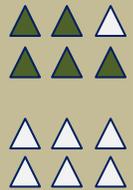
**ACHIEVEMENTS:**

- 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. ....



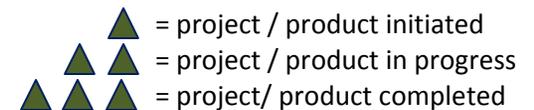
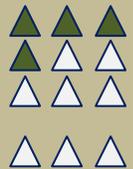
**B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)**

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, PESB, 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. ....



**ACHIEVEMENTS:**

- 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. ....



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

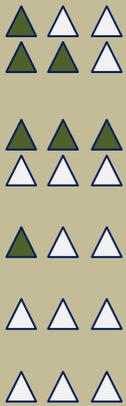
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students of poverty, and English language learners									<b>Current:</b> Index <sup>vi</sup>  <b>Past:</b> Development <sup>vii</sup> Presentations <sup>viii</sup>
	● ● ○	● ● ●	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Advocate for high quality early learning experiences for all children along the K-3 grade educational continuum									<b>Current:</b>  <b>Past:</b>
	○	●	●	○	○	○	○	○	

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

● = minimal amount of effort (e.g. phone calls/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 . . . . .
7. Reflect upon constructive alignment of allocated and supplemental opportunities to learn in a school calendar year that is efficient, effective, and equitable. . . . .



**ACHIEVEMENTS:**

- 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 Three . . . . .
- 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. . . . .



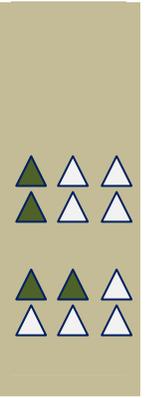
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 = project / product in progress  
 = project/ product completed

**B. Advocate for high quality early learning experiences for all children along the K through third 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 students at risk for academic difficulties. ....

**ACHIEVEMENTS:**

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



## 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					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 21 <sup>st</sup> century world of work, and citizenship									<b>Current:</b>  <b>Past:</b> Presentations <sup>ix</sup>
	●●●	●●○	○○○	○○○	○○○	○○○	○○○	○○○	
Create a statewide advocacy strategy to increase postsecondary attainment									<b>Current:</b>  <b>Past:</b> Meetings <sup>x xi</sup> Development <sup>xii</sup>
	●○	●○	○○	○○	○○	○○	○○	○○	

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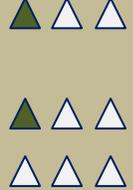
**A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship (2010-2018)**

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. . . . .



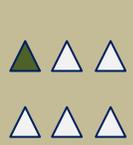
**ACHIEVEMENTS:**

- 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. . . . .



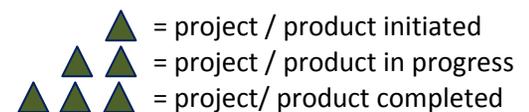
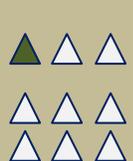
**B. Create a statewide advocacy strategy to increase post-secondary attainment (2010-2014)**

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. . . . .



**ACHIEVEMENTS:**

- 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 Two . . . . .
- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs. . . . .



# The Washington State Board of Education

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



## 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						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									<b>Current:</b>  <b>Past:</b> Documentation <sup>xiii</sup>
	● ○ ○	● ● ○	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Assist in oversight of online learning programs and Washington State diploma-granting institutions									<b>Current:</b>  <b>Past:</b>
	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	

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 ● ● ● = 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. ....



**ACHIEVEMENTS:**

- 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. ....



**ACHIEVEMENTS:**

- 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

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## Goal 4: Math and Science: Promote Effective Strategy to Make Washington's Students Nationally and Internationally Competitive in Math and Science

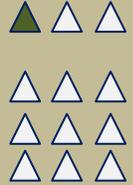
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide system oversight for math and science achievement									<b>Current:</b> <b>Past:</b> Changed Math Rule Presentations <sup>xiv</sup> Collaboration <sup>xv</sup>
	● ○ ○	● ○ ○	● ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Strengthen science high school graduation requirements									<b>Current:</b> <b>Past:</b> Approved Graduation Requirements
	●	●	●	○	○	○	○	○	

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

● = minimal amount of effort (e.g. phone calls/emails)  
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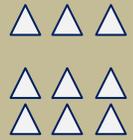
**A. Provide system oversight for math and science achievement (2010-2012)**

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. ....



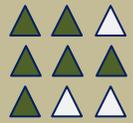
**ACHIEVEMENTS:**

- 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. ....



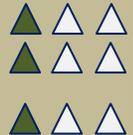
**B. Strengthen science high school graduation requirements (2010-2015)**

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. ....



**ACHIEVEMENTS:**

- 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

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

Objectives	2010		2011						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									<b>Current:</b>  <b>Past:</b> Joint report with PESB Research <sup>xvi</sup>
	●	○	○	○	○	○	○	○	
Promote policies and incentives for teacher and leader quality in areas of mutual interest, and in improving district policies on effective and quality teaching									<b>Current:</b> Web updates  <b>Past:</b> 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. . . . .



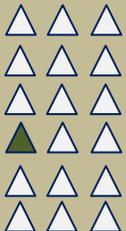
**ACHIEVEMENTS:**

- 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) . . . . .



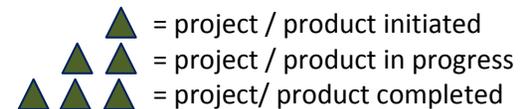
**B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching (2010-2014)**

- 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. . . . .



**ACHIEVEMENTS:**

- 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. . . . .



- 
- <sup>i</sup> 2011.02.23 Research Brief for Governance Work Session.
- <sup>i</sup> 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- <sup>ii</sup> 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- <sup>iv</sup> **2010.11-12: Completed Education Plans and Incorporated Feedback.**
- <sup>v</sup> 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- <sup>vi</sup> **2010.11-12: New Washington Achievement Gap Award. 2010 Index Data. 2010 Index Lookup Tool.**
- <sup>vii</sup> 2010.09-10: Continued Education reform development.
- <sup>viii</sup> 2010.09-10: Presentation to the Race and Pedagogy conference.
- <sup>ix</sup> 2010.09-10: 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, WSSDA State Conference.
- <sup>x</sup> **2010.11-12: Planning for January meeting, met with the Higher Education Coordinating Board, State Board of Community and Technical Colleges, Workforce Education and Training Board.**
- <sup>xi</sup> 2011.02.10 Meeting with the AWSP Associate Principals Leadership Conference
- <sup>xii</sup> 2010.09-10: Continued work on the Education Plan.
- <sup>xiii</sup> 2010.09-10: Preparation and policy brief.
- <sup>xiv</sup> 2010.09-10: Math presentation in the September Board meeting.
- <sup>xv</sup> 2010.09-10: Staff participation in STEM plan meetings.
- <sup>xvi</sup> 2010.09-10: Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study.

# The Washington State Board of Education

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## EDUCATION GOVERNANCE

### BACKGROUND

One of the State Board of Education's (SBE) strategic plan goals is to advocate for an effective, accountable governance structure for public education in Washington. The development of this goal comes from Board members' experiences over the last five years to understand and address the complexity of Washington's education system and their role in it.

The Board has been engaged in many projects, including the successful work in accountability and new high school graduation requirements. Other projects have caused the Board to pause and reflect about its role as well as that of other agencies in areas such as systems planning. Several of those projects will be examined through case studies in this paper.

Recently, the Governor has proposed a new Department of Education with a P-20 focus through a bill<sup>1</sup> she introduced in the 2011 Legislative Session.<sup>2</sup> This new Department would be run by a Governor-appointed secretary. The Department will have the full authority to run the entire Washington Education System, from early learning through higher education. A P-20 Council of 11 members would advise the Secretary of Education. This proposal did not pass out of the House or Senate Education Committees. The Senate Education Committee did have a substitute to the Governor's bill that eliminated higher education from the proposed new Department of Education. This Senate substitute did not pass out of the Ways and Means Committee although it may be brought up again if it is considered necessary to implement the budget later on in the session. As of the writing of this memo, on the House version, which is a study bill with a temporary committee, the Washington Education Council, is still being considered. All bills continue to maintain a separately elected superintendent of public instruction.

At its March 2011 SBE meeting, the Board will have a work session on governance. The purpose of this work session is to review the Governor's proposal and the other education governance bills. In addition, the policy considerations below will be reviewed and discussed.

### POLICY CONSIDERATION

The attached memo and work session will examine the following policy considerations:

- What is Washington trying to achieve in its education system?
- What does the research literature say on governance? What are the characteristics of good governance that can be used for an analytical framework?

---

<sup>1</sup> SB 5639

<sup>2</sup> An alternative bill, HB 1849, is proposed by House members that would create a Washington Education Council to provide strategic oversight and advocacy of a P-20 system. There would be 18 members: nine appointed by the Governor and nine appointed by the Superintendent of Public Instruction. The Superintendent would serve as the chief executive and chair.

- How is Washington's education governance system organized? How has it evolved over time?
- What have been the key pieces of Washington's education reform over the past several decades?
- How can we learn from the case studies on Washington systems reform about the challenges in education governance?
- How are other states and nations organized in their governance systems?
- What can SBE and others learn from its governance review?
- What are the SBE's short term responses to the proposed legislative bills for the 2011 session?
- What are the SBE's long term responses to proceeding with its governance work?

Some of the lessons learned in the memo include:

### **Literature Review**

- There is limited research on ability of governance to affect student achievement.
- This limited body of research does not identify causal linkages between governance arrangements and student achievement.
- Governance is an important determinant of the effectiveness of an educational system meeting its goals.
- There is no single best way to organize education agencies.
- Across the nation, educational governance systems are moving toward systems that centralize decision-making authority.
- Funding is an important lever for affecting educational governance.
- There are analytical tools to assist with identifying the comparative advantage of which levels of government should make particular decisions to support logical decision-making when empirical evidence is lacking.
- Educational governance reforms typically focus upon governmental agencies; however, attention should be paid to a broader network of organizations that are increasingly influencing the educational system.
- Governance across governmental and nonprofit organizations is starting to shift decision-making control from within specific governmental entities at the state or national level to networks at multiple scales and locations.

### **Washington Governance History and Today**

- Washingtonians have supported a diverse system of education governance. The strong populist nature has tended to maintain the importance of a diffuse rather than an aggregated set of roles and responsibilities.
- Once an agency or committee is created, it is hard to undo.
- For every problem, a committee will be created to study it by the Legislature.
- Systems reform through education reform efforts has been very difficult to accomplish.
- We have no P-20 systems plan but rather sets of individual initiatives across a wide variety of agencies, boards, and commissions.
- While registered Washington voters in a recent poll support some consolidation of education agencies, they believe the Superintendent of Public Instruction should be the head of the agency. The majority did not support the elimination of the Superintendent as an elected official nor did they support a governor appointed secretary of education.

- Governance needs to be set in the culture and priorities of each state. Governance changes can occur during fiscal crunches. It is one way to motivate change in education systems. Such change causes disruption in government. The question is, will it accomplish the goals desired or can such goals be accomplished and sustained through other means?<sup>3</sup>

### **Other States**

- There is a growing trend toward fewer elected chief state school officers (superintendents of public instruction) and more governor or SBE-appointed chief state school officers.
- Almost half (24) of the chief state school officers are appointed by SBEs.
- Only two states have full P-20 consolidated agencies.
- States with a central office of education are not recognized for strong postsecondary education based on a HECB review.
- Alignment of P-16 issues requires attention and strong leadership.

### **Case Studies**

- Adequate staff support, leadership, and a strong public outreach process are important when developing system wide planning efforts.
- Currently there is a lack of clarity about the roles and authority for education decision making in the state.
- Statewide plans have not provided specific deliverables and outcomes.
- The primary incentives for collaboration rest upon the good will of the partners.
- Washington's current governance system is effective in terms of checks and balances and providing citizen participation.
- Washington's current governance system is less effective for promoting higher levels of student achievement and strategic level planning.
- Governance is not the only tool for improving student outcomes. Issues of lack of funding and resources also constrain outcomes.

### **P-20 Councils in Other States**

- The right members must be at the table for coherency and continuity, and should include members from executive (Governor, early learning, K12, and higher education) and legislative branches, business, and community.
- Councils should have at least quarterly meetings.
- Members' roles and responsibilities for council should be clearly specified.
- The agenda needs to be focused and not too broad.
- The council should develop a mission, vision, and specific measureable goals.
- The council needs adequate funding and staff to do the work.

### **International Governance**

- Departments (ministry) of education at state, country, or province have:
  - The authority and responsibility to manage the education system.

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<sup>3</sup> January 20, 2011 House Education Committee hearing on education governance Education Commission for the states staff comments.

- Highly capable and well respected staff.
  - Decisions based on research.
  - Aligned standards and exams with high level of cognitive demand.
- Schools have decision-making authority for the allocation of resources, instruction, materials used, and courses offered (school districts or regional bodies if they exist do not have a strong role in these kinds of decisions).
  - Accountability for student success is with the teacher and teacher team at the building level. Student test data, while made publicly available, is not used for rewards or sanctioning teachers or schools.

### **EXPECTED ACTION**

SBE Board members will discuss and determine:

- Lessons learned from the work reviewed in the governance paper.
- Status of education governance in Washington based on governance analytical framework.
- Pros and cons of the different governance models proposed for the 2011 Legislative Session or a different model for possible recommendations to the Legislature.
- Additional information Board members would like to receive for future Board meetings on Governance.
- Strategies for engaging with stakeholders and the Legislature around the governance issues.

After reviewing the attached briefing paper, Board members are provided with assignment papers to prepare for the meeting. The first assignment is to review Washington's current education governance and the proposed legislative bills through the analytical framework proposed in this paper. The second assignment is to review the five questions posed in the discussion guide. Behind these assignments you will find a staff analysis on the pros and cons of each bill as well an examination of each bill under this framework.

**First Assignment: Fill in Reflections Column in preparation for discussion.  
Review the crosswalk in the attached memo for a description of the different bills.**

**Characteristics of Good Governance  
from Brewer and Smith<sup>4</sup> with additions from SBE staff**

Characteristic	Definition and Rationale	Reflections by Board members:		
		Current Washington Education Governance System and Proposed Legislative Bills		
		Governor Bill	House Bill	Senate Bill
<b>Stable</b>	A stable governance structure is one in which policy is made and implemented in a way that is known as far in advance as is reasonably possible. Revenue is known in advance for planning. Policies are given an opportunity to work before changes are made. There are few major changes of direction or new initiatives introduced suddenly. Leaders have tenures that allow for knowledge development and on the job learning. Stability enables actors in the system to act in a rational and planned way. This is important for the development of expertise and long term investments in capacity.			
<b>Accountable</b>	A governance structure with strong accountability is one in which there are clear lines of authority between the various parts of the system, with limited duplication of functions, so that it is possible to identify the source of the decisions. There are consequences for good/bad behavior and outcomes. Actors in a system with strong accountability understand their roles. Accountability gives the right incentives for actors within the system to accomplish their goals. There is alignment between decisions to raise revenue and decisions to spend revenue.			

<sup>4</sup> [http://irepp.stanford.edu/documents/GDF/STUDIES/08-Brewer/8-Brewer\(3-07\).pdf](http://irepp.stanford.edu/documents/GDF/STUDIES/08-Brewer/8-Brewer(3-07).pdf)

Characteristic	Definition and Rationale	Reflections by Board members:		
		Current Washington Education Governance System and Proposed Legislative Bills		
		Governor Bill	House Bill	Senate Bill
<b>Innovative, Flexible, and Responsive</b>	An innovative, flexible, and responsive governance structure is one that is adaptable to changing context and able to respond appropriately to new short and long term external demands upon it. New approaches are encouraged; many ideas are generated and spread throughout the system. Innovation, flexibility, and responsiveness are essential for a system to adapt to changing needs and ensure cutting edge knowledge is used.			
<b>Transparent and Open</b>	A transparent and open system is one in which it is clear to the public and all stakeholders how decisions are made, who makes them and participation is encouraged at every level. Transparency allows for exchange of information between the different levels of governance system. An open and transparent system is less likely to be subject to 'capture' by special interests, less likely to have corruption and bribery, and most likely to encourage public engagement and support of schools. There is an open flow of information, monitoring and evaluation data, and mechanisms to communicate performance to citizens.			
<b>Simple and Efficient</b>	A simple and efficient governance structure is one that ensures decisions are made in a timely manner and with minimal overlap or confusion among entities. Decision-making is located where knowledge is greatest. Policy is coherent and decisions across multiple domains and levels are coordinated so that there is minimal duplication and waste. The decision-making and implementation structure is not burdensome on stakeholders in the system. Costs are minimized.			

Characteristic	Definition and Rationale	Reflections by Board members:		
		Current Washington Education Governance System and Proposed Legislative Bills		
		Governor Bill	House Bill	Senate Bill
<b>Systems Planning (added by SBE staff)</b>	A comprehensive state policy plan that provides a road map for all Washington State education agencies, boards, departments, divisions, and offices to: 1) develop a system-wide plan for education and student outcomes; 2) establish priorities on investment and policy decisions; 3) implement priorities; and 4) monitor and measure progress across the education system from early learning to higher education.			

**Second Assignment: In preparation for Board discussion, use the second column to jot down your thoughts to the questions.**

**SBE Next Steps Questions and Discussion Guide**

<b>Questions</b>	<b>Board Member Reponses</b>
<p>1. After reviewing this paper, what stands out to you as areas of strength in Washington's current governance system?</p>	
<p>2. In light of the state's education goals, what areas of our current governance system need to be rethought?</p> <p><i>Goals:</i></p> <ul style="list-style-type: none"> <li>• Increase career- and college-readiness in a P-20 System.</li> <li>• Close the education opportunity gap.</li> <li>• Improve kindergarten readiness.</li> <li>• Improve student achievement in math and science.</li> <li>• Improve quality of educator workforce.</li> <li>• Increase college access, success, and graduates with certificates and degrees.</li> </ul>	
<p>3. Based on your review of the three legislative governance proposals, what are the key elements that would increase the state's ability to achieve the goals listed above?</p>	

Questions	Board Member Responses		
4. What are the pros and cons of the three legislative proposals?	Governor Pros:	House Pros:	Senate Pros:
	Governor Cons:	House Cons:	Senate Cons:
5. What additional information would you like staff to collect on governance, and what process should SBE embark upon to engage the public, stakeholders, and legislators in the governance discussion?			

## **SBE Staff Reflections on: Pros and Cons of Current Legislative Proposals and Application of Analytical Model Education Governance**

### **I. Governor's Original SB 5639**

A single Department of Education that merges higher education, K-12 and early learning agencies, boards and committees with a P-20 Council as Proposed by Governor Gregoire

#### **Pros:**

Some of the reasons<sup>5</sup> Washington might want to move toward a consolidated department of education include:

- Aligns state agencies to coherent set of priorities and outcomes.
- Increases alignment of transitions between sectors (curriculum, standards, and teacher education).
- Strengthens Governor's authority.
- Reduces the current silos.
- Speeds implementation of across the board policies.
- Provides focal point for citizens and stakeholders.

#### **Cons:**

Some of the reasons<sup>6</sup> Washington might not want to move toward a consolidated department of education.

- Current system offers more checks and balances to the system.
- K-12 issues are likely to dominate.
- Melding of diverse educational cultures may be difficult (early learning and K-12 has more rules and regulations than higher education).
- An elected chief state school officer is more accountable to the citizens.
- Strengthens Governor's authority.
- The Department of Early Learning was recently created and would now face additional restructuring.
- Creation of space to accommodate the employees from the different agencies would be challenging.
- No fiscal note provided on cost implications.
- Very few states do have consolidated education departments.

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<sup>5</sup> January 20, 2011 House Education Committee hearing on education governance Education Commission for the States staff comments. HECB January 2011 Memo "Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What's Best for Washington page 4-5  
<http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

<sup>6</sup> January 20, 2011 House Education Committee hearing on education governance Education Commission for the States staff comments. HECB January 2011 Memo "Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What's Best for Washington page 4-5  
<http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

**Governance Characteristics Framework<sup>7</sup> Used to Analyze the Governor’s proposal:**

<b>Stability</b>	<b>Strong:</b> policy made in one agency for early learning, K-12 and higher education
<b>Accountability</b>	<b>Moderate:</b> unclear who is in charge with a Secretary of Education and SPI, but fewer agencies and boards involved
<b>Innovation, Flexibility and Responsiveness</b>	<b>Weak:</b> with one large body for so many education issues, there will be less time to promote innovation, provide flexibility and responsiveness
<b>Transparency and Openness</b>	<b>Moderate:</b> public and stakeholders will know how decisions are made, but no public meetings or process for decisions is required
<b>Simplicity and Efficiency</b>	<b>Moderate:</b> less confusion for where decisions are made but due to size of department may not be more timely
<b>Systems Planning</b>	<b>Strong:</b> one agency planning for early learning, K-12 and higher education

**II. Senate Substitute Bill 5639**

Develops a single Department of Education that merges K-12 and early learning agencies, boards, and committees with a P-12 Council and maintains the Superintendent of Public Instruction along with an appointed Secretary of Education:

**Pros:<sup>8</sup>**

- Aligns state agencies to coherent set of priorities and outcomes.
- Increases alignment of transitions between sectors (curriculum, standards, and teacher education).
- Strengthens Governor’s authority.
- Reduces the current silos in early learning and K-12.
- Speeds implementation of across the board policies.
- Provides focal point for citizens and stakeholders.
- Makes sense to work with early learning and K-12 merger first before considering whether to add higher education.

<sup>7</sup> Derived from Smith and Brewer Governance Characteristics. Smith, J. and D. Brewer (2007) Reforming Educational Governance Lessons for California and Texas Rossier School of Education University of Southern California

<sup>8</sup> January 20, 2011 House Education Committee hearing on education governance Education Commission for the States staff comments. HECB January 2011 Memo “Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What’s Best for Washington page 4-5  
<http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

**Cons:<sup>9</sup>**

- Current system offers more checks and balances to the system with current boards and committees.
- Confusion about role relationship of the Secretary of Education and the elected Superintendent of Public Instruction.
- Strengthens Governor's authority.
- The Department of Early Learning was recently created and would now face additional restructuring.
- The Quality Education Council was recently created and would now face additional restructuring.
- Creation of space to accommodate the employees from the different agencies would be challenging.
- Does not include representation from private schools in governance.
- No fiscal note provided on cost implications.

**Governance Characteristics Framework Used to Analyze the Senate Substitute proposal:**

<b>Stability</b>	<b>Moderate:</b> policy made and implemented for early learning and K-12, but not higher education
<b>Accountability</b>	<b>Moderate:</b> unclear who is in charge with a Secretary of Education and SPI, but fewer agencies and boards involved
<b>Innovation, Flexibility and Responsiveness</b>	<b>Moderate:</b> there will be some ability to promote innovation, provide flexibility and responsiveness without addition of higher education issues to administer
<b>Transparency and Openness</b>	<b>Moderate:</b> public and stakeholders will know how decisions are made, but no public meetings or process for decisions is required
<b>Simplicity and Efficiency</b>	<b>Moderate:</b> less confusion for where decisions are made but due to size of department may not be more timely
<b>Systems Planning</b>	<b>Moderate:</b> one agency planning for early learning, K-12 but higher education excluded initially

<sup>9</sup> January 20, 2011 House Education Committee hearing on education governance Education Commission for the States staff comments. HECB January 2011 Memo "Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What's Best for Washington page 4-5  
<http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

### III. House Substitute Bill 1849

The newly formed temporary Washington Education Council will create a transition plan to address education governance in higher education, K-12 and early learning.

#### Pros:

- Sets up a temporary council with diverse stakeholder representation to examine governance issues.
- Focus on primary strategic oversight and advocacy board for public education.
- Does not predetermine the governance structure outcome (although a primary state agency is mentioned).
- Puts one person in charge of final system created.

#### Cons:

- Large membership (23 members) on Council and members may be too entrenched in status quo.
- Inadequate staff and resources allocated to prepare a full set of recommendations.
- Provides short timeline.
- Unclear who will be in charge of a broad department of education.
- Another committee created to study the issues when QEC, DEL, and reconstituted SBE and PESB created within the last five years.
- Higher education unlikely to accept K-12 leadership.

#### **Governance Characteristics Framework Used to Analyze the House proposal:**

<b>Stability</b>	<b>?</b>
<b>Accountability</b>	<b>Moderate:</b> Develop primary agency but not details not developed about who will run
<b>Innovation, Flexibility and Responsiveness</b>	<b>Moderate:</b> not clear, but a challenge with so many sectors involved
<b>Transparency and Openness</b>	<b>Moderate:</b> The Council has a mandate, many stake holders involved and a specific deadline to finish work. If Department is created not sure what process will be for public input
<b>Simplicity and Efficiency</b>	<b>Moderate:</b> less confusion for where decisions are made but due to size of department may not be more timely
<b>Systems Planning</b>	<b>Strong:</b> one agency planning for early learning, K-12 and higher education

## Governance Final Briefing Paper

### The Purpose of SBE's Governance Review

One of the State Board of Education's (SBE) strategic plan goals is to advocate for an effective, accountable governance structure for public education in Washington. The development of this goal comes from Board members' experiences over the last five years to understand and address the complexity of Washington's education system and their role in it.

The Board has been engaged in many projects, including the successful work in accountability and new high school graduation requirements. Other projects have caused the Board to pause and reflect about its role as well as that of other agencies in areas such as systems planning. Several of those projects will be examined through case studies in this paper.

In January 2011, the Governor proposed a new Department of Education with a P-20 focus through a bill<sup>1</sup> she introduced in the 2011 Legislative Session.<sup>2</sup> This new Department would be run by a Governor-appointed secretary. The Department would have the full authority to run the entire Washington Education System from early learning through higher education. A P-20 Council of 11 members would advise the Secretary of Education. The Superintendent of Public Instruction would remain a separately elected official. This proposal did not pass out of the Education Committees in the House or Senate in its original form. However, several different education governance bills have been proposed by both the House and Senate and are moving through the Legislature.

At its March 2011 SBE meeting, the Board will have a work session on governance. The purpose of this work session is to analyze the Governor's proposal and the other education governance bills, as well as the history of governance in Washington, with a focus on the state level. The Board will also look at how several other states and nations have organized their education systems. This paper is organized into the following sections:

- I. What is Washington Trying to Achieve?
- II. Governance: a Definition, Literature Review, and Analytical Framework
- III. Education Governance in Washington and Other States
- IV. Washington's History of Education Reform Efforts in K-12
- V. Washington Case Studies on Governance
- VI. International Education Systems Governance and How They Compare to the U.S.

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<sup>1</sup> SB 5639

<sup>2</sup> An alternative bill, HB 1849, is proposed by House members that would create a Washington Education Council to provide strategic oversight and advocacy of a P-20 system. There would be 18 members: nine appointed by the Governor and nine appointed by the Superintendent of Public Instruction. The Superintendent would serve as the chief executive and chair.

- VII. Lessons Learned
- VIII. Governor's Proposal for New Department of Education and Other Education Governance Bills in 2011 Legislature
- IX. Next Steps

Most of the focus will be on K-12, although there will be a limited review of higher education governance.

## I. What is Washington Trying to Achieve?

Through the Race to the Top application and other efforts in the past few years, including: Washington Learns, the Joint Basic Education Funding Task Force, the Governor's Higher Education Funding Task Force and the Quality Education Council, the following state challenges were reviewed:

- State funding for local school systems has not kept pace with the changes needed for a 21<sup>st</sup> century basic education.
- State funding for higher education must embrace a new way of delivering higher education with a new incentive system that funds colleges based on the number of graduates.
- Washington students are becoming increasingly diverse.
- The educational opportunity gap continues for students of low income and/or specific races/ethnicities.
- Many Washington students are graduating unprepared for success in careers, citizenship, and postsecondary education after high school.
- Washington has a low number of high school students enrolling directly in college.<sup>3</sup>
- Washington does not have a way to hold itself accountable for students' successful transition to early learning to K-12 to college.
- Student achievement in K-12 has not improved in math and science.
- Washington does not produce enough graduates with bachelor degrees in Science, Technology Engineering and Math (STEM) fields.
- Washington businesses import talent because the state cannot produce a sufficient qualified pool of applicants.<sup>4</sup>

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<sup>3</sup> NCHEMS Information Center for Higher Education Policymaking and Analysis; College-Going Rates of High School Graduates – Directly from High School, retrieved from <http://www.higheredinfo.org/dbrowser/index.php?submeasure=63&year=2008&level=nation&mode=graph&state=0>, February 11, 2011.

<sup>4</sup> NCHEMS Information Center for Higher Education Policymaking and Analysis; Net Migration by State, Age-Group, and Degree-Level, retrieved from <http://www.higheredinfo.org/dbrowser/?level=nation&mode=graph&state=0&submeasure=271>, February 11, 2011. And Findings of the Economic Needs Assessment Work Group, October 2008, retrieved from <http://www.hecb.wa.gov/boardmtgs/documents/TAB1A.ENAWorkGroupReportv11.pdf>, February 11, 2011.

Based on all of the above work, the following are the key goals identified to move our state forward:

1. Increase career and college readiness in a P-20 System.
2. Close the education opportunity gap.
3. Improve kindergarten readiness.
4. Improve student achievement in math and science.
5. Improve quality of educator workforce.
6. Increase college access, success, and graduates with certificates and degrees.

A key question explored in this paper is: Can governance of our education system facilitate or hinder achieving these priorities and drive systemic change?

## **II. Governance: A Definition, Literature Review, and Analytical Framework**

### Definition of Effective Governance

Effective governance provides for clear relationships, authorities, and responsibilities among a set of institutions to guide strategic decisions through a set of cohesive policies and processes.

### Literature Review

“Most changes in governance...have generally left institutional deposits that made school structures more rather than less complex’ (Cohen, 1990). A typical response to outside demands for changes has been to add a new department, a new layer of government or an agency. Such accretions rarely disappear. This fact prompts a caution: do not assume that through the reform of governance... the old will evaporate; it seems more likely that accommodating to new demands will complicate, not simplify” (Tyack, 1993, p. 24).

“Experience shows that there are no ‘magic bullets’ and simplistic, abrupt governance ‘reforms’ can have unintended consequences that create new difficulties, including administrative chaos and significant morale problems” (National Association of State Boards of Education, 1996, p. iii).

The multitude of variables, including beliefs and politics, make it difficult to assess which aspects of governance arrangements correlate to student achievement. For instance, many reform initiatives over the past two decades have focused upon extensive consolidation of power and restructuring of education departments at the district level (Childress, et al., 2006). Many of these reform efforts have produced mixed results that, even if positive, have produced education reform innovations that “flickered and failed,” leading to “disillusionment among teachers to public cynicism” (Tyack and Cuban, 1995, pg. 10). Identification of the critical factors responsible for any gains of these efforts is hindered by a lack of understanding of both the causal and action plans operating in the school environment.

An introductory, and non-peer reviewed, series of reports by Manna (2004, 2005, and 2006) attempts to disaggregate the multiple influences within the educational governance system to identify correlations between governance and student achievement. Manna’s 2006 findings provide:

“...nuanced support for theories that argue strong chief executives and less fragmented policy networks are likely to produce the most desirable results” (Manna, 2006 pg. 11).

“...Most important, perhaps, is the finding from the student outcomes measures that gubernatorial power appears most likely to produce desirable results in institutional arrangements that give governors control over State Education Agency chiefs but not boards. States appear to pay a price in achievement when they centralize too much. That finding suggests that there are some benefits to limiting the governor’s reach, but giving a governor a strong hand in appointing the leader of the state education bureaucracy appears to pay dividends. It may be that more independence from governors helps state board members, who are less engaged in day-to-day policy management, to provide more detached, critical, and useful oversight of state education systems” (Manna, 2006, pg. 12).

Caution should be used in applying Manna’s research, as his methods of correlating dependent variables (student achievement and state policy outcomes) with independent variables (institutional dimension of governance, financial dimension of governance, and control measures for racial and economic conditions) have some notable limitations.

Aside from Manna, Brewer and Smith (2006) conducted an extensive literature review of empirical evidence about the impact of educational governance on school improvement. They summarized their findings in two concise statements:

- Governance is an important determinant of the effectiveness of an educational system in meeting its goals.
- There is no preferred set of governance arrangements.

Brewer and Smith (2006) identified a research report by Augustine et al. (2006) as one of the more comprehensive assessments of educational governance upon student achievement. In summary, Augustine found that there is little empirical research about the direct linkage between governance and student achievement.

Along with organizations in the nonprofit and private sectors, governmental organizations are initiating and responding to changes in technological capacity, worker preferences, and other external influences for managing and leading their organizations (Awazu, 2009). Fundamental to the core of these changes is a transition from traditional Hierarchically-aligned organizations to networked organizations (Manna, 2006; Manna, 2010). Manna (2010) outlines the benefits of networked governance, including solving multidimensional problems by using resources and expertise, fostering experimentation to create adaptive solutions, and increasing the response time of networks to quickly changing circumstances. Conversely, networks are not a ‘panacea’, as agreeing upon goals, assigning accountability, managing diverse perspectives, and managing all members’ contributions can be significant challenges (Manna, 2006; Manna, 2010).

Additionally, governance across agencies is starting to shift decision-making control from within specific governmental entities at the state or national level to networks at multiple scales and locations (Keohane and Nye, 2000). An example of this is the Cincinnati Strive Program that works with a multitude of local nonprofits, businesses, and the local schools and colleges to create a seamless system for children from cradle to career. The traditional perspective of governance processes occurring within a bureaucratic setting, while still relevant, is being

complemented by the widespread adoption of coalitions interested in affecting the outcomes of education governance (Sabatier and Weible, 2007).

### Analytical Framework

Educational governance is a multi-faceted topic that has many complementary and competing definitions. Previous research demonstrates that any of these definitions can effectively be utilized. After reviewing six analytical frameworks for educational governance, staff selected Brewer and Smith's (2006) framework to be the primary analytical framework due to its:

1. Previous application in a similar study for California.
2. Utility as an assessment framework as opposed to other conceptual frameworks.

Brewer and Smith's (2006) framework of good governance is below:

**Table 1: Five Characteristics of Good Governance from Brewer and Smith<sup>5</sup>**

<b>Characteristic</b>	<b>Definition and Rationale</b>
<b>Stable</b>	A stable governance structure is one in which policy is made and implemented in a way that is known as far in advance as is reasonably possible. Revenue is known in advance for planning. Policies are given an opportunity to work before changes are made. There are few major changes of direction or new initiatives introduced suddenly. Leaders have tenures that allow for knowledge development and on the job learning. Stability enables actors in the system to act in a rational and planned way. This is important for the development of expertise and long term investments in capacity.
<b>Accountable</b>	A governance structure with strong accountability is one in which there are clear lines of authority between the various parts of the system, with limited duplication of functions, so that it is possible to identify the source of the decisions. There are consequences for good/bad behavior and outcomes. Actors in a system with strong accountability understand their roles. Accountability gives the right incentives for actors within the system to accomplish their goals. There is alignment between decisions to raise revenue and decisions to spend revenue.
<b>Innovative, Flexible, and Responsive</b>	An innovative, flexible, and responsive governance structure is one that is adaptable to changing context and able to respond appropriately to new short and long term external demands upon it. New approaches are encouraged; many ideas are generated and spread throughout the system. Innovation, flexibility, and responsiveness are essential for a system to adapt to changing needs and ensure cutting edge knowledge is used.
<b>Transparent and Open</b>	A transparent and open system is one in which it is clear to the public and all stakeholders how decisions are made, who makes them and participation is encouraged at every level. Transparency allows for exchange of information between the different levels of governance system. An open and transparent system is less likely to be subject to 'capture' by special interests, less likely to have corruption and bribery and most likely to encourage public engagement and support of schools. There is an open flow of information, monitoring and evaluation data, and mechanisms to communicate performance to citizens.
<b>Simple and Efficient</b>	A simple and efficient governance structure is one that ensures decisions are made in a timely manner and with minimal overlap or confusion among entities. Decision making is located where knowledge is greatest. Policy is coherent and decisions across multiple domains and levels are coordinated so that there is minimal duplication and waste. The decision making and implementation structure is not burdensome on stakeholders in the system. Costs are minimized.

<sup>5</sup> [http://irepp.stanford.edu/documents/GDF/STUDIES/08-Brewer/8-Brewer\(3-07\).pdf](http://irepp.stanford.edu/documents/GDF/STUDIES/08-Brewer/8-Brewer(3-07).pdf)

This framework did not address every possible aspect of educational governance; nor did any of the others. SBE staff would add a sixth characteristic: **Systems Planning**, defined as follows: A comprehensive state policy plan that provides a road map for all Washington State education agencies, boards, departments, divisions, and offices to :

1. Develop a system-wide plan for education and student outcomes.
2. Establish priorities for investment and policy decisions.
3. Implement priorities.
4. Monitor and measure progress across the education system from early learning to higher education.

### **III. Education Governance in Washington and Other States**

#### Governance in Washington

Washington has been a populist state since statehood 1899. It has many separately elected officials, including the Governor and Superintendent of Public Instruction, defined in its State Constitution. The Superintendent of Public Instruction has supervision over all matters pertaining to public schools, performing such duties as prescribed by law.

Washington has also been a strong local control state. However, over the past fifty years the federal and state governments have exerted greater influence, particularly in K-12 areas related to funding, civil rights, disadvantaged and special education students, teacher qualifications, accountability, standards and assessments. While the number of school districts has decreased over time, some additional state education agencies have been added to address the needs of higher education and early learning. Please see: Attachment A: Washington's Evolution in Education Governance over the past 100 years.

While educational responsibilities have evolved for the state, regional, and local agencies, there are also numerous "influencers" on education in Washington, ranging from the federal government to the courts, from constituents to state-level committees.<sup>6</sup>

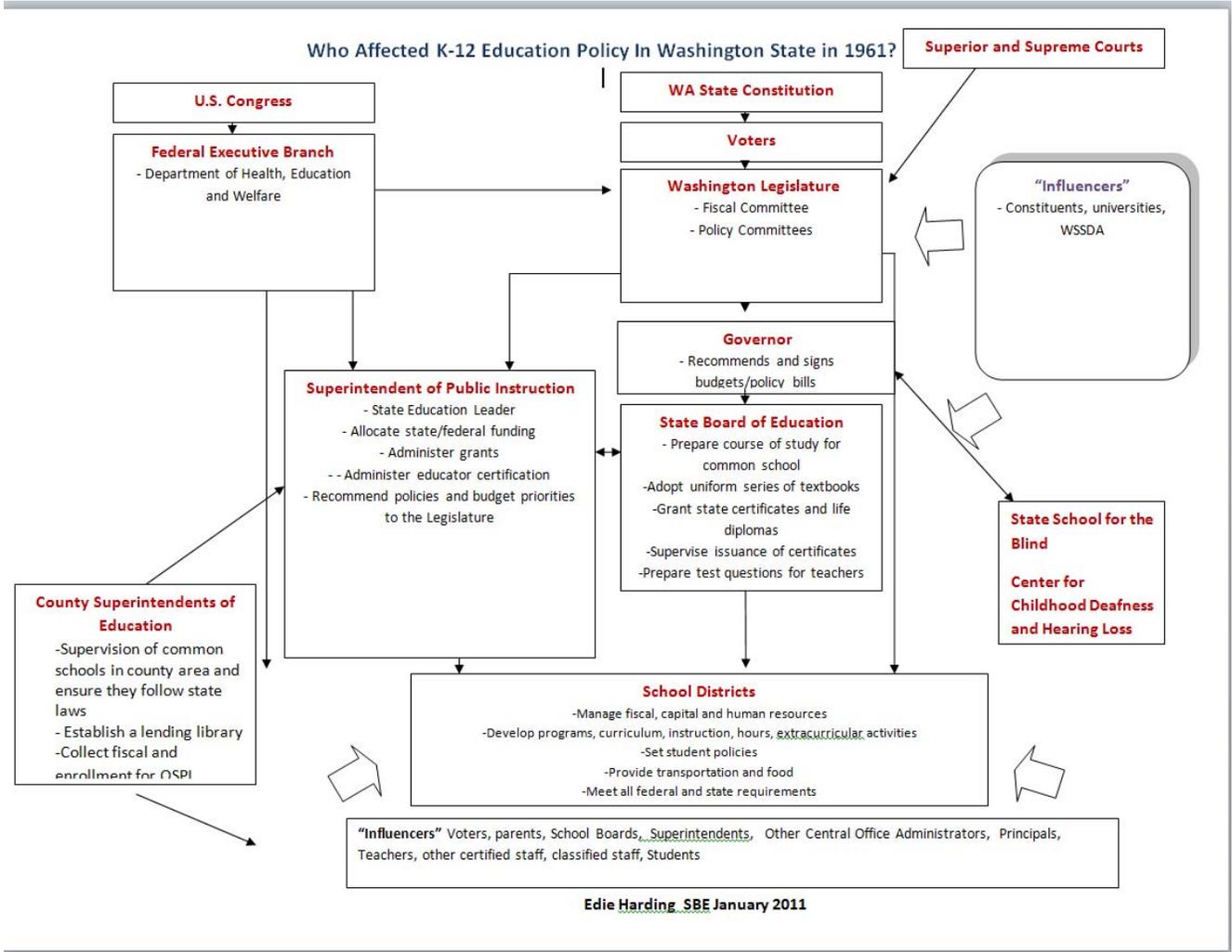
Overall, the interaction of these institutions, along with a large number of legally mandated and non-legally mandated institutions results in "...a governance and decision-making system in which responsibilities for formulating, funding, and implementing policy are blurred, fragmented, and sometimes overlapping" (Plecki et al, 1997). Reports as far back as 1946 and 1985 identify the concern about reforming educational governance as Washington's current governance system makes it difficult for the public to understand who is in charge and who should be held accountable (Plecki et al. 1997). Washington State's entire governance system was designed to include electoral complexity, and this design is evident within the educational governance system as well (Plecki et al. 1997).

The number of legislatively created groups to address education issues has expanded dramatically in recent times. The two Washington governance "quilts" (1961 vs. 2011) that follow demonstrate the changes in state and local K-12 education governance over a 50-year period.

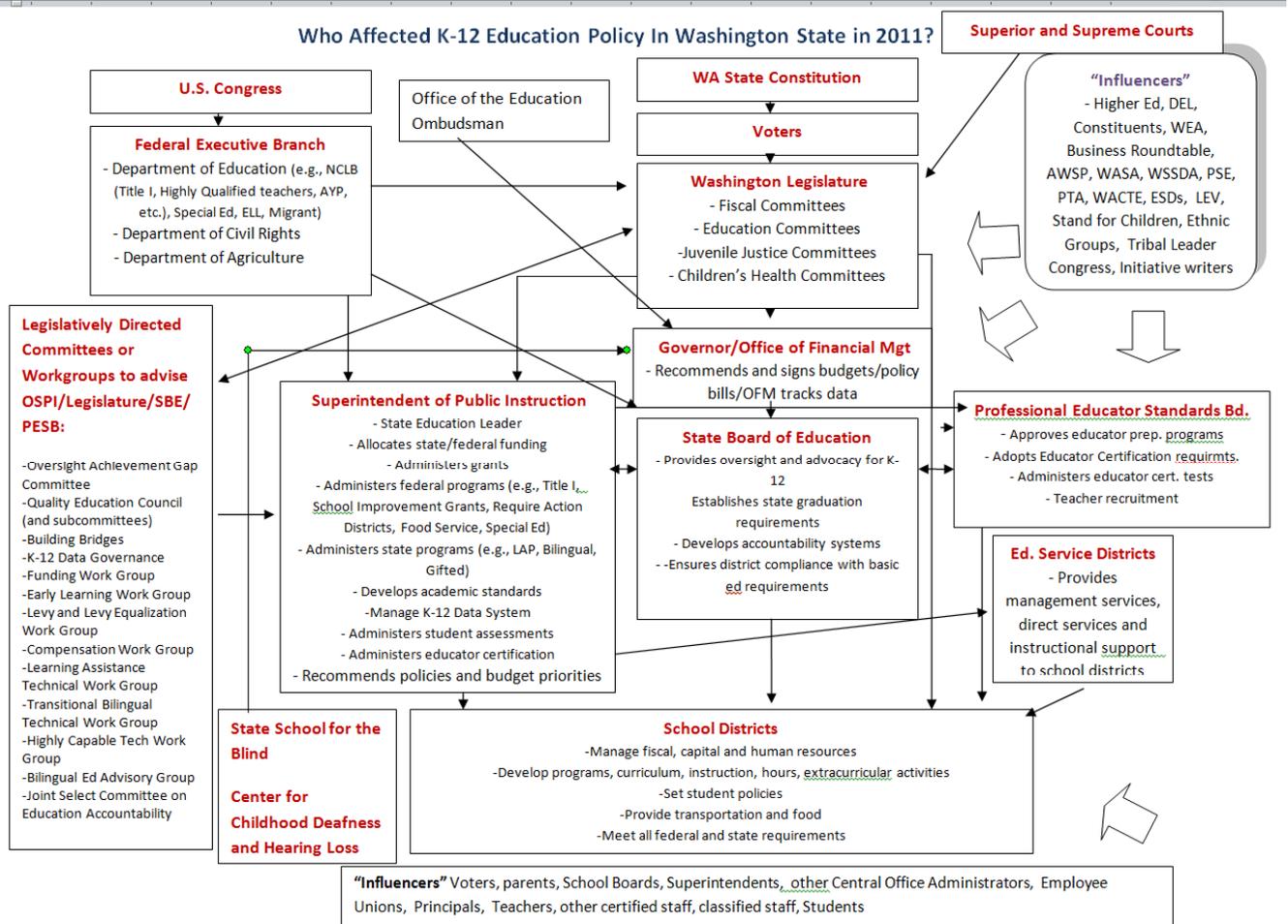
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<sup>6</sup> Higher education, in general, has fewer state and federal laws and rules to follow to administer its programs.

# Washington Governance in 1961



# Washington Governance in 2011<sup>7</sup>



<sup>7</sup> Chart by Bob Butts OSPI Staff and Edie Harding SBE Staff

For several decades, the state has increased its role in district oversight through monitoring federal and state programs, developing state standards and assessments, and ensuring accountability. School districts continue to have vital roles in managing fiscal, capital, and human resources. School districts also determine programs, curriculum, and hours of instruction that are offered to students. In short, they hire, evaluate and train staff; determine how much funding each school will get; and what the program offerings and hours will be. These are probably the most important variables for student learning. Many of these decisions are done at a district, not school building, level unlike the countries examined in Section VI later in this paper. Of particular note is the locus for accountability, which is high for state agencies and the school district, but less strong in the school building. See Attachment B for a matrix on Who Makes What Decisions in the Washington School System.

#### K-12 Governance in Other States

Over the past decade there has been a trend toward fewer elected chief state school officers and more governor or state board of education appointed chiefs. The majority of chief state school officers (also referred to as superintendents of public instruction) are appointed by their state boards of education. For more detail on individual state governance structures, see Attachment C on State Education Governance Models January 2011 from the Education Commission of the States.

**Table 2: K-12 Governance in States<sup>8</sup>**

	<b>Chief State School Officers</b>	<b>State Boards of Education</b>
<b>Appointed by Governor</b>	12	33
<b>Elected</b>	14	9
<b>Appointed by State Board of Education</b>	24	NA
<b>Mix of Appointed/Elected</b>	NA	3 Washington is in this category but is unique in that its elected board members are elected by school directors not the public at large.
<b>Appointed by Legislature</b>	NA	2
<b>Appointed by Governor and Legislature</b>	NA	1
<b>None</b>	NA	2

Many states have recognized the need for a coherent P-20 system and have created P-20 councils or statewide P-20 offices. As of 2011, Washington State had no comprehensive P-20 education plan to guide its work. A P-20 system includes oversight of a student's education beginning in preschool, continuing through elementary and secondary school, and into a two- or four-year college with completion potentially in graduate school.

<sup>8</sup> NASBE Governance Models Chart 2011 [http://nasbe.org/index.php/component/remository/Education-Issues/Governance/Governance-Models-Chart-\(1-pager\)-2010.pdf/](http://nasbe.org/index.php/component/remository/Education-Issues/Governance/Governance-Models-Chart-(1-pager)-2010.pdf/)

Washington had a Governor-chaired P-20 Council created through executive order, which included the heads of all education agencies in 2007. The Council was disbanded after one year. See the case study in this report under Section V for more details. Despite the disbanding, strong connections still exist between agencies. For example, the Department of Early Learning and the Office of Superintendent of Public Instruction have a joint resolution to implement a ten-year plan for an early learning system. Some of their first priorities include: implement a kindergarten readiness assessment, phase in full day kindergarten, and increase early literacy. SBE has worked closely with the Higher Education Coordinating Board (HECB) to align the new SBE graduation requirements with the HECB minimum admissions requirements. SBE, HECB, and State Board for Community and Technical Colleges (SBCTC) meet on a periodic basis to discuss ways to increase students' access to and success in college. The Professional Educator Standards Board works closely with the individual higher education institutions that provide teacher preparation and further certification programs. Under the Governor's proposed education governance bill SB 5639, a P-20 council would be created that reports to a new Department of Education.

**Table 3: P-20 Governance in States<sup>9</sup>**

<b>P-16/20 Councils</b>	<b>Fully Consolidated P-20 Agencies</b>	<b>Partially Consolidated P-20 Agencies</b>
<b>29 states</b>	New York, Pennsylvania	Florida, Iowa, and Michigan (universities excluded)

If Washington elects to recreate a new P-20 Council, it should take into consideration the following lessons learned:<sup>10</sup>

- Ensure the right members are at the table for coherency and continuity.
- Run at least quarterly meetings.
- Clearly specify members' roles and responsibilities for council.
- Include members from executive (Governor, early learning, K-12 and higher education) and legislative branches, business, and community.
- Keep agenda focused and not too broad.
- Develop mission, vision, and specific measureable goals.
- Provide adequate funding and staff to council.

### **Higher Education Governance in States**

Washington has a coordinating board for all of higher education: HECB and a governing board for the community and technical colleges – State Board for Community and Technical Colleges (SBCTC). The Governor appoints the regents and trustees for each college and university board.

<sup>9</sup> Education Commission of the States 2011 P-20 Governance  
<http://www.ecs.org/html/offsite.asp?document=http%3A%2F%2Fwww%2Eecs%2Eorg%2Fhtml%2Feducationissues%2FHighSchool%2Fhighschooldb1%5Fintro%2Easp%3Ftopic%3Dp%2D20>

<sup>10</sup> Education Commission of the States (2008) Landmines P-16/P-20 Councils Encounter- And How they Can Be Addressed (or Avoided Altogether)

**Table 4: Higher Education Governance in United States<sup>11</sup>**

	<b>Number of states</b>	<b>Comments</b>
<b>Governing Boards: High authority to make changes in higher education institutions</b>	22	Nine states have boards that include all four- and two-year institutions. Fourteen states have two separate boards – one for two-year institutions and one for four-year institutions.
<b>Coordinating Boards: Coordinate policy and planning functions across policy functions</b>	25	
<b>Planning Board</b>	3	

There are several different categories of state policy roles that higher education boards can play, including:<sup>12</sup>

1. Providing funding.
2. Regulating who attends the institutions.
3. Advocating for strong financial aid.
4. Steering all of higher education to align with state priorities.

“In Washington, higher education governance has arguably leaned toward both regulator and consumer advocacy roles more than it has toward provider or steering roles. The Legislature has capped tuition (regulatory) while also providing some of the highest levels of state financial aid assistance in the country.”<sup>13</sup>

A 2011 HECB study of Idaho, Pennsylvania, Florida, Minnesota, Georgia and Maryland found that states with central departments of education are not recognized for strong postsecondary planning or coherence or for excellent P-20 systems.<sup>14</sup> States such as Florida that have had good outcomes for postsecondary attainment had those in place before the consolidation. The consolidation in Florida has been faced with numerous political challenges, including dueling governors and a constitutional amendment to reverse part of the consolidation. The HECB concludes that “key P-16 issues of aligning curricula, developing college preparation and graduation standards for students, and education of qualified teachers do not necessarily

<sup>11</sup> HECB January 2011 Memo “Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What’s Best for Washington. Appendix A <http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

<sup>12</sup> HECB January 2011 Memo “Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What’s Best for Washington. Appendix A <http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

<sup>13</sup> HECB January 2011 Memo “Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What’s Best for Washington. Appendix A page 16 <http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

<sup>14</sup> HECB January 2011 Memo “Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What’s Best for Washington page 12 <http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

require a centralized governance system. They do require real attention and strong leadership. P-16 issues should be part of the job description of every education leader in Washington.”<sup>15</sup>

#### **IV. History of Education Reform in Washington over the Last 20 Years**

Washington has had numerous education reform efforts over the past several decades. Two key issues for these reform efforts include: 1) the lack of student preparedness, and 2) lack of a stable and adequate funding base. These efforts include:

- Governor Gardner’s Council on Education Reform and Funding (1993-94)
- Governor Gregoire’s Washington Learns (2005-06)
- The Joint Basic Education Task Force (2007-09)
- House Bill 2261 (2009)
- Senate Bill 6696 (2010)
- Quality Education Council (2009-Present)

While a number of major individual policy initiatives resulted from these efforts, ranging from the creation of a new Department of Early Learning to Creating a College Bound Scholarship Program, there was no overarching P-20 systems road map put in place. Tackling the education funding has proved much more difficult over the last 20 years, although progress was made through the Joint Basic Education Task Force in 2009. Over the last year, several national efforts (Race to the Top and Common Core Standards) have also prompted Washington to revise some of its educational policies. The funding crisis in 2011 has eliminated the opportunity to make significant progress in the upcoming 2011-13 biennium. See Attachment D, Washington’s History of Education Reform Efforts in K-12 for a detailed table on groups, members involved, and results for major initiatives in education reform.

#### **V. Case Studies**

In an effort to make concrete observations and recommendations about Washington’s educational governance system, staff developed three case studies to identify relevant themes from expert practitioners involved in educational reform. Two of the case studies reviewed recent education issues to describe how the education governance system of Washington is working. The case studies included the following:

1. Improving Math Achievement and Planning Across Washington’s P-20 System.
2. P-20 Council and 2010 State Education Reform Plan.
3. A comparison of the Governor of Washington State’s proposal for a new education governance system with the educational governance systems of three states.

These case studies used interviews from past and present state education agency staff (from Washington and elsewhere) and national experts. While the full set of case studies is not yet

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<sup>15</sup> HECB January 2011 Memo “Fitting Together Policy Environment, Educational Systems Designs, and Leadership: What’s Best for Washington” page 13 <http://www.hecb.wa.gov/boardmtgs/documents/TAB8-GovernancePaper-proofedfinal.pdf>

complete, initial observations and lessons learned from the first case study, *Math Achievement and Planning Across Washington's P-20 System*, will be reviewed. These case studies employed the analytical framework of good governance characteristics described in Section II.

### Data Collection and Analysis

For the background and introductory section of the case study, information about the issue was synthesized from existing research, publications, and online sources. Additionally, information and insights from individual interviews was incorporated into this section to provide a more accurate and robust description of the issue. Interview data collection consisted of individual telephone interviews that ranged from 30 to 45 minutes.

For each case study, the following numbers of interviews have been, and will be, conducted:

<b>Case Study</b>	<b>Number of Interviews</b>	
<b>Descriptive Case Study of Education Governance Influence upon Washington Math Standards Reform</b>	12 Completed	
	3 Scheduled	
<b>Descriptive Case Study of the Strategic Alignment of Washington's Education System</b>	9 Completed	
	3 Scheduled	
	4 Pending	
<b>Comparative Case Study of Washington's Governance System</b>	National Experts	State Experts
	1 Completed	1 Scheduled
	3 Scheduled	2 Pending
	1 Pending	

The initial questions were derived from the interview criteria created by Brewer and Smith (2006) and Walsh (2009) to assess educational governance in relation to characteristics of good governance:

- Stability
- Accountability
- Innovation, Flexibility and Responsiveness
- Transparency and Openness
- Simplicity and Efficiency
- Systems Planning (added by SBE)

Case study descriptions and interview findings are organized by issue, which includes a brief review of the issue, a rationale for the inclusion of the issue as a case study, and findings from the interviewed stakeholders.

Please review Attachment E, Case Studies – Work to Date, to view the full case studies analysis.

## Synopsis of Findings to Date on Overall Effectiveness of Washington State's Educational Governance System

Although the work on the case studies is not yet complete, some of the preliminary findings are provided here. A final full report on the case studies will be completed this spring.

There was a general consensus that Washington State's educational governance system is effective with regards to:

- Maintaining checks and balances in decision-making.
- Ensuring citizen participation and engagement in educational governance.
- Implementing programs within individual agencies.

Aside from the portions of the educational governance system that work well, most interviewees identified a multitude of areas where governance is not working well. Perhaps the most challenging assessment of the current educational governance system was the following comment about the effectiveness of Washington State's educational system:

“...effectiveness is a relative term...If (one is) interested in citizen involvement and broad public involvement then (Washington's current education structure) is pretty effective. In relation to increasing student achievement—it is probably less effective.”

This comment summarizes how interviewees critiqued the efficacy of Washington State's educational governance system. Additional concerns included the following:

- **Few incentives.** There was insufficient support for collaborating or developing joint accountability amongst agencies to improve the outcomes of the education system.
- **Lack of funding.** The decentralized nature of education governance, which is based in the state's history of progressive governance ideals, could produce better results if more funding was provided.
- **Unclear authority.** Laws actually provide clarity for who does what, but the implementation of laws is influenced by the decentralized nature of governance, thereby introducing unclear lines of authority and decision-making. Collaborating and integrating across the many educational “silos” is a significant challenge as issues about power and authority become more prevalent.

Two anecdotes are worth sharing. One interviewee discussed at length the fact that both Washington and Massachusetts instituted school reforms in 1993. Over the intervening years, student achievement in Massachusetts rose to the top of the nation, while Washington State's performance did not. In the opinion of this interviewee, many of the policy and educational problems were similar—low student achievement, fractured governance, and a growing focus upon standards and accountability. However, Massachusetts' more directive approach to governance was identified as a potentially critical factor for moving Massachusetts' system forward.

In support of this idea was another interviewee's analysis of the creation, adoption, and implementation of math curricula in Washington. This interviewee perceived that the entire process of reviewing, agreeing upon, and implementing new math curricula choices embodied the dysfunction of Washington's education governance system, as OSPI, SBE, and the Legislature were all involved, and in essence no one had accountability for the decision. More

clarity of roles and responsibilities could have been provided by exercising one or more of the following options:

- SBE could have refused to get involved.
- OSPI could have assumed more leadership.
- The Legislature could have not hedged their bets by assigning multiple agencies to complete a task that could have been completed by one agency.

Overall, key findings from the descriptive case studies can be summarized as:

- Washington State's educational governance system is both effective and ineffective, depending upon what the system is thought to be accomplishing.  
Interviewees generally agreed that the current governance system is effective with regards to maintaining checks and balances, ensuring citizen participation, and implementing programs. Interviewees also generally agreed that the educational system is less effective if the goal of the educational system is to promote higher levels of student achievement.
- Unclear goals for the education governance system and limited funding were identified as barriers to improving student achievement.  
Through assessing educational governance by the six characteristics of good governance, two important themes emerged. The first was that multiple stakeholders believed that the lack of agreement or clarity about the goals and underlying purpose of the education system limited the potential for improving the outcomes of the education system. Other stakeholders focused upon the lack of funding and resources, believing that regardless of what the education governance system is, the lack of funding is the single most important constraint on improving student outcomes.
- Washington's educational governance system inconsistently embodies aspects of good governance.  
Interviewee responses about how Washington's educational governance system embodied the six characteristics of good governance included qualified support as well as clear areas for improvement. There was a general trend amongst interviewees that Washington's educational governance system embodied more of the aspects of good governance within specific initiatives, but that at a strategic level these aspects of good governance dissipated.

## **VI. International Systems and How They Compare to the United States**

Each country has its own unique philosophy on education, which in turn reflects its governance of education. There is no one best way to organize an education system, although there are similar trends.<sup>16</sup> The Department (ministry) of education at state, country, or province has: the authority and responsibility to manage the education system; highly capable and well respected staff; decisions based on research; aligned standards, and exams with a high level of cognitive demand. Most decisions on budget and staff resources, instruction, materials, and courses offered are made at the school level rather than at a higher level such as a school

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<sup>16</sup> Organization for Economic Development (2010), *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*. Chapter 11 Lessons for the United States  
<http://dx.doi.org/10.1787/9789264096660-en>

district. Accountability for student performance lies at the school level with the teachers and not through a state or federal system like No Child Left Behind.

### How does the U.S. Compare?<sup>17</sup>

The United States education system is organized differently than other countries in many ways.

Until recently, we have resisted national common standards and assessments, although in the last twenty years states have moved toward internal common systems. The federal role has gradually increased beginning with the civil rights laws, programs to help disadvantaged students, and more recently incentive grants such as Race to the Top and the national work between states on Common Core standards. Some of our state education systems lack the capacity and authority to plan and manage effectively. We have multiple layers to the system. Local school districts have more control than individual schools to design, budget and manage the schools. We have more rules than other countries that use a greater professional level of accountability. Our school districts raise local funds through taxes in addition to state funds. Those with greater funds attract better teachers and have many additional resources. Our students attend schools in highly segregated economic areas for both elementary and secondary school.

#### U.S. Strengths:

- Strong data systems.
- Americans willing to invest in education- pay more per pupil than other countries (although studies have found that the amount invested is not related to student achievement).
- Creativity and innovation are highly valued skills.
- The top schools in the country are among the best in the world.

#### U.S. Weaknesses:

- Diffuse authority and responsibility at the state level to coordinate different parts of the education system.
- Limited capacity at state level to do planning and management of the education system.
- Strong local district office:
  - Tracking in high school.
  - Students get multiple chances to succeed until age 21 then no more chance to earn diploma.
  - Inequity of school performance from district to district, and even within the schools of a specific district.
- School districts with their own tax rate that get better teachers and materials.
- Limited experimentation with innovative or charter-like schools that incorporate many of the above features in other countries that could be considered “charter” like.

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<sup>17</sup> Organization for Economic Development (2010), Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States. Chapter 11 Lessons for the United States  
<http://dx.doi.org/10.1787/9789264096660-en>

- Administrative Accountability: student achievement test data used by administrators to reward or sanction teachers/ schools.
- Place low value on student achievement as a culture.
- Low value of teaching profession.
- Countries with same or more immigrant populations outperform the U.S.
- Students believe luck is more important than hard work.

## **VII. Lessons Learned**

### **1. Literature Review**

- There is limited research on ability of governance to affect student achievement.
- This limited body of research does not identify causal linkages between governance arrangements and student achievement.
- Governance is an important determinant of the effectiveness of an educational system meeting its goals.
- There is no single best way to organize education agencies.
- Across the nation, educational governance systems are moving toward systems that centralize decision-making authority.
- Funding is an important lever for affecting educational governance.
- There are analytical tools to assist with identifying the comparative advantage of which levels of government should make particular decisions to support logical decision-making when empirical evidence is lacking.
- Educational governance reforms typically focus upon governmental agencies; however, attention should be paid to a broader network of organizations that are increasingly influencing the educational system.
- Governance across governmental and nonprofit organizations is starting to shift decision-making control from within specific governmental entities at the state or national level to networks at multiple scales and locations.

### **2. Washington Governance History and Today**

- Washingtonians have supported a diverse system of education governance. The strong populist nature has tended to maintain the importance of a diffuse rather than an aggregated set of roles and responsibilities.
- Once an agency or committee is created, it is hard to undo.
- For every problem, a committee will be created to study it by the Legislature.
- Systems reform through education reform efforts has been very difficult to accomplish.
- We have no P-20 systems plan but rather sets of individual initiatives across a wide variety of agencies, boards, and commissions.
- While registered Washington voters in a recent poll support some consolidation of education agencies, they believe the Superintendent of Public Instruction should be the head of the agency. The majority did not support the elimination of the Superintendent as an elected official nor did they support a governor appointed secretary of education.

- Governance needs to be set in the culture and priorities of each state. Governance changes can occur during fiscal crunches. It is one way to motivate change in education systems. Such change causes disruption in government. The question is will it accomplish the goals desired or can such goals be accomplished and sustained through other means.<sup>18</sup>

### **3. Other States**

- There is a growing trend toward fewer elected chief state school officers (superintendents of public instruction) and more governor or SBE-appointed chief state school officers.
- Almost half (24) of the chief state school officers are appointed by SBEs.
- Only two states have full P-20 consolidated agencies.
- States with a central office of education are not recognized for strong postsecondary education based on a HECB review.
- Alignment of P-16 issues requires attention and strong leadership.

### **4. Case Studies**

- Adequate staff support, leadership, and a strong public outreach process are important when developing system wide planning efforts.
- Currently there is a lack of clarity about the roles and authority for education decision making in the state.
- Statewide plans have not provided specific deliverables and outcomes.
- The primary incentives for collaboration rest upon the good will of the partners.
- Washington's current governance system is effective in terms of checks and balances and providing citizen participation.
- Washington's current governance system is less effective for promoting higher levels of student achievement and strategic level planning.
- Governance is not the only tool for improving student outcomes. Issues of lack of funding and resources also constrain outcomes.

### **5. P-20 Councils in Other States**

- The right members must be at the table for coherency and continuity, these should include members from executive (Governor, early learning, K12 and higher education) and legislative branches, business, and community.
- Councils should have at least quarterly meetings.
- Members' roles and responsibilities for council should be clearly specified.
- The agenda needs to be focused and not too broad.
- The council should develop a mission, vision and specific measureable goals.
- The council needs adequate funding and staff to council to do the work.

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<sup>18</sup> January 20, 2011 House Education Committee hearing on education governance Education Commission for the States staff comments

## 6. International Governance

- Departments (ministry) of education at state, country or province have:
  - The authority and responsibility to manage the education system.
  - Highly capable and well respected staff.
  - Decisions based on research.
  - Aligned standards and exams with high level of cognitive demand.
- School based (not district or higher level) decision making for the allocation of resources, instruction, materials used, and courses offered (school districts or regional bodies if they exist do not have a strong role in these kinds of decisions).
- Accountability for student success is with the teacher and teacher team at the building level. Student test data, while made publicly available, is not used for rewards or sanctioning teachers or schools.

## VIII. Governor's Proposal for a New Department of Education and Other Education Governance Bills in 2011 Legislature

Washington is not alone in examining the role of education governance. Recently, the new Governor of California, Jerry Brown, has eliminated the Secretary of Education and replaced all the State Board of Education appointees with his own appointees. The Governor of Oregon, John Kitzhaber, has created a team to design an Oregon Education Investment team with 12 members to create a unified public education system from birth to age 20. The Governor would chair the team. He proposes that the superintendent of public instruction would become an appointed rather than elected office. Oklahoma legislators are proposing bills to dissolve their state board of education and turn the board responsibilities over to the superintendent of public instruction. Utah legislators are proposing the abolishment of their state board of education and giving sole authority to their governor.

For the 2011 Legislative Session, Governor Chris Gregoire has proposed a new Department of Education under SB 5639. Although this bill, as originally proposed, did not pass out of committee, several governance bills did: a Senate Substitute SB 5639 and House Substitute HB 1849. All three will be examined as potential models for change. There was also a constitutional amendment proposed by the Senate to remove the elected office of the Superintendent of Public Instruction that did not move out of committee. The House Substitute is currently up for Floor action as this packet goes to press. There is an amendment to change the bill from creating a transition plan that will create a new education agency, to one where the temporary council would make recommendations to the Legislature.

A recent Elway poll found 57 percent of Washington voters opposed the elimination of the Superintendent of Public Instruction and the creation of a Secretary of Education.<sup>19</sup> However, 56 percent of Washington voters would support the consolidation of education agencies and would prefer that such an agency be headed by the Superintendent of Public Instruction.

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<sup>19</sup> The Elway Poll February 14 2011 (subscriber only publication)

Please see Attachment F, Washington State Education Organizations, for charts that show current status of these agencies governance and an organizational chart as well as under the Governor's proposed reorganization under her Department of Education.

**Table 5: Cross Walk on Washington Education Governance Bills**

	<b>Governor's Original Bill SB 5639</b>	<b>Senate Substitution SSB 5639</b>	<b>House Substitution SHB 1849</b>
<b>Creation of New Department of Education</b>	P-20 Department with Secretary of Education appointed by Governor	P-12 Department with Secretary of Education appointed by Governor (higher education excluded at this time but Governor will consider after transition completed whether to add higher education)	Creates temporary council to develop primary state agency for early learning, K-12 and postsecondary education
<b>Responsibilities of New Education Department</b>	<p>1) Provide leadership for the education of the state's students by:</p> <ul style="list-style-type: none"> <li>a) Promoting and measuring achievement;</li> <li>b) Respecting diverse cultures, abilities, and learning styles.</li> <li>c) Focusing on learning improvement strategies informed by research and data.</li> <li>d) Reviewing, changing, and implementing practices as necessary across and within the education sectors to further learner success.</li> </ul> <p>2) Improve the connections that facilitate student transitions to and from different educational programs and the preparation for those transitions.</p>	<p>1) Provide leadership for the education of the state's students by:</p> <ul style="list-style-type: none"> <li>a) Promoting and measuring achievement.</li> <li>b) Respecting diverse cultures, abilities, and learning styles.</li> <li>c) Focusing on learning improvement strategies informed by research and data.</li> <li>d) Reviewing, changing, and implementing practices as necessary across and within the education sectors to further learner success.</li> </ul> <p>2) Improve the connections that facilitate students' transitions to and from different educational programs and the preparation for those transitions.</p>	

	<b>Governor's Original Bill SB 5639</b>	<b>Senate Substitution SSB 5639</b>	<b>House Substitution SHB 1849</b>
	<p>3) Develop and implement and continuously evaluate and adjust a system-wide strategic plan that integrates the goals under section of this act, as well as policies, activities, and functions of the education sectors creating a powerful education system focused on student learning that transcends traditional organizational boundaries.</p> <p>4) Implement performance measures focused on learner outcomes that shall be used to continuously improve and evaluate student performance and programs focusing on improving learning.</p> <p>5) Focus on improving learning throughout the entire education delivery system including early learning, K-12 schools, community and technical colleges, and public and private colleges and universities.</p> <p>6) Improve the coordination and relationships among the state and parents, students, early learning educators and providers, local school districts,</p>	<p>3) Develop and implement and continuously evaluate and adjust a system-wide strategic plan that integrates the goals as well as policies, activities, and functions of the education sectors creating a powerful education system focused on student learning that transcends traditional organizational boundaries.</p> <p>4) Implement performance measures focused on learner outcomes that shall be used to continuously improve and evaluate student performance and programs focusing on improving learning.</p> <p>5) Focus on improving learning throughout the entire education delivery system including early learning and K-12 schools.</p> <p>6) Improve the coordination and relationships among the state and parents, students, early learning educators and providers, local school districts, community and technical colleges, and public and private colleges and</p>	

	<b>Governor's Original Bill SB 5639</b>	<b>Senate Substitution SSB 5639</b>	<b>House Substitution SHB 1849</b>
	<p>community and technical colleges, and public and private colleges and universities.</p> <p>7) Improve instructional quality and leadership practices in early learning through postsecondary classrooms.</p> <p>8) Promote partnerships with private and nonprofit organizations and other governmental entities to maximize the use of state and private resources and promote innovation.</p> <p>9) Submit budget requests for the entities and programs within the department as required by law.</p>	<p>universities.</p> <p>7) Improve instructional quality and leadership practices in early learning through secondary classrooms.</p> <p>8) Promote partnerships with private and nonprofit organizations and other governmental entities to maximize the use of state and private resources and promote innovation.</p> <p>9) Submit budget requests for the entities and programs within the department as required by law.</p>	
<b>Goals and Strategic Plan for Department of Education</b>	<p>The strategic plan required shall be based on the following system goals to provide an opportunity for:</p> <p>a) All students to enter kindergarten prepared for success in school and life.</p> <p>b) All students to compete in mathematics and science nationally and internationally, and for more students to graduate with degrees in science, technology, engineering, and mathematics.</p>	<p>The strategic plan required by section shall be based on the following system goals to provide an opportunity for:</p> <p>a) All students to enter kindergarten prepared for success in school and life.</p> <p>b) All students to compete in mathematics and science nationally and internationally, and for more students to graduate with degrees in science, technology, engineering, and mathematics.</p>	

	<b>Governor's Original Bill SB 5639</b>	<b>Senate Substitution SSB 5639</b>	<b>House Substitution SHB 1849</b>
	<p>c) All students to attain high academic standards regardless of race, ethnicity, income, or gender, and for more students from under-represented groups to earn certificates and degrees.</p> <p>d) All students to graduate able to succeed in college, training, and careers, and for more students to graduate with certificates and degrees from Washington institutions of higher education.</p> <p>In developing the initial plan, the secretary shall review:</p> <p>a) The plans created by the various education agencies and boards transferred to the department and those agencies coordinating with the department under chapter</p> <p>b) The plans developed for the federal race to the top application and related work, as well and the plans and recommendations of the quality education council.</p> <p>The strategic plan shall also include performance</p>	<p>c) All students to attain high academic standards regardless of race, ethnicity, income, or gender, and for more students from under-represented groups to earn certificates and degrees.</p> <p>d) All students to graduate able to succeed in college, training, and careers.</p> <p>In developing the initial plan, the secretary shall review:</p> <p>a) The plans created by the various education agencies and boards transferred to the department and those agencies coordinating with the department.</p> <p>b) The plans developed for the federal race to the top application and related work, as well and the plans and recommendations of the P-12 council.</p> <p>The strategic plan shall also include performance measures that address short and long-term progress in meeting the system goals.</p> <p>These measures shall be designed to be used for</p>	

	<b>Governor's Original Bill SB 5639</b>	<b>Senate Substitution SSB 5639</b>	<b>House Substitution SHB 1849</b>
	measures that address short and long-term progress in meeting the system goals.  These measures shall be designed to be used for accountability purposes.	accountability purposes.	
<b>Offices Retained</b>	SPI <sup>20</sup> , PESB	SPI, SBCTC, HECB	SPI
<b>Offices Eliminated or Restructured</b>	DEL, Early Learning Advisory Council, SBE, Office of Education Ombudsman, State School for the Blind, State Center for Childhood Deafness, WSSDA, SBCTC, HECB, Education Data and Research Center	DEL, Early Learning Advisory Council, SBE, PESB, Office of Education Ombudsman, State School for the Blind, State Center for Childhood Deafness, WSSDA, Achievement Gap Oversight and Accountability Committee, QEC	Restructure following agencies as part of a transition plan: DEL, Early Learning Advisory Council, SBE, PESB, Office of Education Ombudsman, State School for the Blind, State Center for Childhood Deafness, WSSDA, SBCTC, HECB, Education Research and Data Center, Achievement Gap Oversight and Accountability Committee, QEC, Early Learning Advisory Council, OSPI
<b>P-20 Council Membership</b>	11 members appointed by Governor representing early learning, K-12, CTE, and higher education	No	Washington State Education Council created temporarily  17 members appointed by the Governor (with recommendations from education organizations)

<sup>20</sup> Unless constitutional amendment to abolish the office

	Governor's Original Bill SB 5639	Senate Substitution SSB 5639	House Substitution SHB 1849
			<p>including:</p> <ul style="list-style-type: none"> <li>-Two representatives of early learning programs</li> <li>-One school administrator</li> <li>-One school director</li> <li>-One principal</li> <li>-One parent</li> <li>-One CTE educator</li> <li>-One K-12 teacher</li> <li>-One CTC faculty</li> <li>-One university faculty</li> <li>-One non academic employee</li> <li>-Two representatives of universities</li> <li>-Two representatives of CTCs</li> <li>-One private schools representative</li> <li>- One business community representative</li> </ul> <p>-Four legislators (non-voting)</p> <p>-Representative from Governor's Office</p> <p>-SPI</p> <p>(individuals must be included that have knowledge and experience working with historically underrepresented populations)</p>
<b>P-12 Council</b>	No	Seven members plus SPI (non voting and cannot be chair):	

	<b>Governor's Original Bill SB 5639</b>	<b>Senate Substitution SSB 5639</b>	<b>House Substitution SHB 1849</b>
		Sound, non Puget Sound Western Washington and Eastern Washington) -Two members representing K-12 appointed by Governor	
<b>Council Responsibilities</b>	The council shall advise the secretary on broad policy issues affecting the state's education system focusing on improving student learning to include, but not be limited to, system goals, the state strategic plan, state accountability measures, and implementation of evidence-based best practices	The council shall advise the secretary on broad policy issues affecting the state's education system focusing on improving student learning to include, but not be limited to, system goals, the state strategic plan, state accountability measures, and implementation of evidence-based best practices	Create a Transition Plan to address the roles and membership of an oversight and advocacy board and recommended means of designating the director of the primary state agency (rather than specifying that SPI serves this role): <ul style="list-style-type: none"> <li>- Establish primary strategic oversight and advocacy board for public education system</li> <li>- Consolidate supervision over matters pertaining to public education within a primary state agency</li> <li>- Two FTEs from OSPI will support the council</li> </ul>
<b>Phase in Time</b>	Transition plan due January 1, 2012, phase in to new Department begins July 1, 2012	Begin July 1, 2012 and complete by January 16, 2013	Progress report due January 5, 2012 Transition plan due December 5, 2012

## **IX. Next Steps**

### **Short Term**

SBE Board members will discuss:

- Lessons learned from the work reviewed in the paper.
- Board members' impressions of education governance in Washington based on governance analytical framework.
- Pros and cons of the different governance models proposed for the 2011 Legislative Session.

### **Long Term**

- Additional information Board members would like to receive for future Board meetings on Governance
- Strategies for engaging with stakeholders and the legislature around the governance issues

Board Member assignments to prepare for the Board meeting are found in the cover memo. They include:

1. Board members' thoughts on Washington's education governance system and the proposed bills based on the characteristics of good governance framework.
2. Board members' thoughts on questions posed in discussion guide.

## Washington's Evolution in Education Governance

Washington State has a number of state agencies, regional entities, and local school districts that govern early learning, K-12 and higher education the table below illustrates some of the major changes over the last 100 years.

### Washington State's Education Governance: Past and Present

	1911	1961	2011
<b>State Level Agencies<sup>21</sup></b>	Legislature Governor's Office Superintendent of Public Instruction State Board of Education (7 members) School for the Blind School for the Deaf	Legislature Governor's Office Superintendent of Public Instruction State Board of Education (12 members) School for the Blind School for the Deaf	Legislature Governor's Office Superintendent of Public Instruction State Board of Education (16 members) School for the Blind Center for Childhood Deafness and Hearing Loss (School for the Deaf) Professional Educator Standards Board (12 members) Office of the Education Ombudsman Department of Early Learning State Board of Community and Technical Colleges (eight members) Higher Education Coordinating Board (ten members)
<b>Regional Level Agencies</b>	37 county offices of education	39 county offices of education	Nine Educational Service Districts (ESDs replaced county offices in 1969)

<sup>21</sup> The Washington State School Directors Association was created as a state agency in 1947 under RCW 28A.345 to enable it to require dues from all school districts. WSSDA functions as an association similar to groups such as the Washington Association of School Administrators. The dues are directly deposited to WSSDA. WSSDA employees participate in the state retirement system. There is only one other similar state agency (New Jersey) like WSSDA in the U.S. WSSDA was a private voluntary association founded in the 1920s.

	1911	1961	2011
<b>School Districts<sup>22</sup></b>	2,710	425	295
<b>Schools</b>	NA	NA	2,200
<b>Public Universities</b>	2	5	6 (plus two branch campuses for the University of Washington and two branch campuses for Washington State University and a number of “centers” for the other four year institutions)
<b>Community and Technical Colleges</b>			34

### Washington Key Education Roles and Responsibilities: Past and Present

The roles of these state, regional and local education agencies have also evolved over time in response to a greater influence by both the federal and state governments in education. Those agencies with specific statutory responsibilities for education are outlined in this chart.

	1911	1961	2011
<b>State Level K-12 Agencies</b>			
<b>Legislature</b>	<ul style="list-style-type: none"> <li>Adopt policy and fiscal laws pertaining to K-12 schools and state agencies</li> </ul>	<ul style="list-style-type: none"> <li>Adopt policy and fiscal laws pertaining to K-12 schools and state agencies</li> </ul>	<ul style="list-style-type: none"> <li>Adopt policy and fiscal laws pertaining to K-12 schools and state agencies; including the funding of basic education</li> <li>Confirm by Senate Gubernatorial appointments to education boards (including higher education institutions)</li> </ul>
<b>Governor<sup>23</sup></b>	<ul style="list-style-type: none"> <li>Recommend budget and policy</li> </ul>	<ul style="list-style-type: none"> <li>Recommend budget and policy</li> </ul>	<ul style="list-style-type: none"> <li>Recommend budget and policy</li> </ul>

<sup>22</sup> Source: House of Representatives Education Committee staff

<sup>23</sup> RCW 43.06 While the statute does not grant the Governor explicit duties over K-12, the Governor makes budget and policy recommendations to the legislature on K-12 education and determines if a veto is necessary on any legislation passed related to education.

	1911	1961	2011
	<p>bills on education issues to legislature</p>	<p>bills on education issues to legislature</p> <ul style="list-style-type: none"> <li>• Appoint regents and trustees to universities</li> <li>• Appoint members of Higher Education Coordinating Board</li> </ul>	<p>bills on education issues to legislature</p> <ul style="list-style-type: none"> <li>• Appoint regents and trustees to universities and colleges</li> <li>• Appoint members to the State Board of Education; Professional Educator Standards Board (as well as higher education institutions)</li> <li>• Appoint Superintendents for State School for the Blind and State Center for Childhood Hearing Loss</li> <li>• Appoint members of Higher Education Coordinating Board and State Board for Community and Technical Colleges</li> </ul>
<b>Office of Superintendent of Public Instruction<sup>24</sup></b>	<ul style="list-style-type: none"> <li>• Biannually report to Governor on the condition of the system</li> <li>• Recommend budget and policy bills on education issues to Legislature</li> <li>• Apportion state funds</li> <li>• Travel to schools</li> <li>• Convene county</li> </ul>	<ul style="list-style-type: none"> <li>• Report to Governor and legislature on the condition of the system</li> <li>• Recommend budget and policy bills on education issues to Legislature</li> <li>• Apportion state funds</li> <li>• Travel to schools</li> </ul>	<ul style="list-style-type: none"> <li>• Report to Governor and legislature on the management and improvement of schools</li> <li>• Recommend budget and policy bills on education issues to Legislature</li> <li>• Allocation of state/federal</li> </ul>

<sup>24</sup> Article III: Section 1 and Section 22 of the Washington State Constitution. RCW 28A.300 Duties of the Superintendent.

	1911	1961	2011
	<ul style="list-style-type: none"> <li>superintendents biennially</li> <li>Decide on appeals of county superintendents</li> <li>Require reports from private schools</li> <li>Act as ex-officio president of the State Board of Education</li> <li>Prepare rules on and regulations for common schools</li> </ul>	<ul style="list-style-type: none"> <li>Require reports from private schools</li> <li>Act as ex-officio president of the State Board of Education</li> <li>Prepare rules on and regulations for common schools</li> <li>Keep records of all certificated staff</li> </ul>	<ul style="list-style-type: none"> <li>funds</li> <li>Travel to Schools</li> <li>Administer grants</li> <li>Administer Federal programs (for low income children, special education, child nutrition, teacher and principal quality)</li> <li>Develop state wide academic standards and assessments</li> <li>Administer assessments</li> <li>Administer educator certification</li> <li>Manage K-12 data systems</li> <li>Administer state programs (learning assistance, bilingual, gifted, special education, online learning, equity and civil rights, school facilities, teacher and principal quality, secondary education)</li> <li>Provide technical assistance to school districts</li> </ul>
<b>State Board of Education (SBE)<sup>25</sup></b>	<ul style="list-style-type: none"> <li>Adopt uniform textbooks</li> <li>Prepare a course of study</li> <li>Prescribe rules for schools,</li> </ul>	<ul style="list-style-type: none"> <li>Adopt uniform textbooks</li> <li>Prepare a course of study</li> <li>Prescribe rules for schools, especially</li> </ul>	<ul style="list-style-type: none"> <li>Provide advocacy and strategic oversight of public education</li> <li>Provide leadership in the</li> </ul>

<sup>25</sup> RCWs: 28A.305.130; 28A.230.090; 28A.657

	1911	1961	2011
	<p>especially attendance</p> <ul style="list-style-type: none"> <li>• Sit as examination board and grant teaching certificates</li> </ul>	<p>attendance</p> <ul style="list-style-type: none"> <li>• Sit as examination board and grant teaching certificates</li> <li>• Supervise the issuance of certificates</li> </ul>	<p>creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles</p> <ul style="list-style-type: none"> <li>• Promote achievement of the goals of RCW 28A.150.210 (Basic Education)</li> <li>• Implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement; including: performance goals, cut scores on assessments, review of assessment system, biennial report with PESB</li> <li>• Approve K-12 private schools</li> <li>• Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system</li> </ul>

	1911	1961	2011
			<ul style="list-style-type: none"> <li>• Establish high school graduation requirements or equivalencies for students, except those equivalencies established by local high schools or school district</li> <li>• Grant waivers to districts for the length of the school year; student-to-teacher ratios to implement a plan for restructuring its educational program or the educational program of individual schools within the district</li> <li>• Ensure program compliance with the requirements of the basic education act</li> <li>• Designate Required Action Districts and plan approval</li> </ul>
<b>Professional Educator Standards Board (PESB)<sup>26</sup></b>			<ul style="list-style-type: none"> <li>• Establish state policies and requirements for preparation and certification of education professionals</li> <li>• Oversee 72 education preparatory programs</li> </ul>

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<sup>26</sup> RCW 28A.410.210

	1911	1961	2011
			<ul style="list-style-type: none"> <li>• Develop preparation program entrance and completion requirements</li> <li>• Assign certification types</li> <li>• Develop requirements for continuing education of certified educators</li> <li>• Develop plans for recruitment and management of regional workforce</li> </ul>
<b>Office of the Education Ombudsman in Office of the Governor</b> <sup>27</sup>			<ul style="list-style-type: none"> <li>• Resolve complaints regarding public school system</li> <li>• Recommend strategies for school-family partnerships</li> <li>• Recommend strategies to close the achievement gap</li> </ul>
<b>School for the Blind</b> <sup>28</sup>	<ul style="list-style-type: none"> <li>• Provide education for blind students</li> </ul>	<ul style="list-style-type: none"> <li>• Provide education for blind students</li> </ul>	<ul style="list-style-type: none"> <li>• Provide education for blind and visually impaired students</li> </ul>
<b>Center for Childhood Deafness and Hearing Loss (School for the Deaf)</b> <sup>29</sup>	<ul style="list-style-type: none"> <li>• Provide education for deaf students</li> </ul>	<ul style="list-style-type: none"> <li>• Provide education for deaf students</li> </ul>	<ul style="list-style-type: none"> <li>• Operate the state school for the deaf</li> <li>• Provide statewide leadership and support for the coordination of regionally delivered educational services</li> </ul>

<sup>27</sup> RCW 43.06B

<sup>28</sup> RCW 72.40.010

<sup>29</sup> RCW 72.40.010 and 015

	1911	1961	2011
			<ul style="list-style-type: none"> <li>Collaborate with appropriate public and private partners for professional development of educators serving children who are deaf or hard of hearing.</li> </ul>
<b>State Board for Community and Technical Colleges (SBCTC)<sup>30</sup></b>			<ul style="list-style-type: none"> <li>Provide general supervision and control over the state system of community and technical colleges</li> <li>Prepare a single system operating budget request and capital budget request for consideration by the Legislature</li> <li>Disburse capital and operating funds appropriated by the Legislature to the college districts</li> <li>Ensure that each college maintains an open door policy and offers the educational, training, and service programs specified by law</li> <li>Administer criteria for establishment of new colleges and for the modification of</li> </ul>

<sup>30</sup> [http://www.sbctc.ctc.edu/general/a\\_board.aspx](http://www.sbctc.ctc.edu/general/a_board.aspx)

	1911	1961	2011
			<p>district boundary lines</p> <ul style="list-style-type: none"> <li>• Establish minimum standards for the operation of community and technical colleges with respect to personnel qualifications, budgeting, accounting, auditing, curriculum content, degree requirements, admission policies, and the eligibility of courses for state support</li> <li>• Prepare a comprehensive master plan for community and technical college education</li> <li>• Encourage innovation, coordinate research, and disseminate research findings</li> </ul>

	1911	1961	2011
<b>Higher Education Coordinating Board (HECB)<sup>31</sup></b>			<ul style="list-style-type: none"> <li>• Develop a statewide strategic master plan for higher education</li> <li>• Recommend policies to enhance the availability, quality, efficiency, and accountability of public higher education in Washington</li> <li>• Administer student financial assistance programs</li> <li>• Serve as an advocate on behalf of students and the overall system of higher education</li> <li>• Coordinate with other governing boards and institutions to create a seamless system of public education for the citizens of Washington</li> <li>• Help families save for college.</li> </ul>
<b>Regional Education Agencies</b>			
<b>County Offices of Education/ Educational Service Districts (ESD)<sup>32</sup></b>	<ul style="list-style-type: none"> <li>• Supervise common schools in county area and ensure they follow state laws</li> </ul>	<ul style="list-style-type: none"> <li>• Supervise common schools in county area and ensure they follow state laws</li> </ul>	<ul style="list-style-type: none"> <li>• Provide management services such as cooperative purchasing, clock</li> </ul>

<sup>31</sup> <http://www.hecb.wa.gov/about/index.asp>

<sup>32</sup> RCW 28A.310

	1911	1961	2011
	<ul style="list-style-type: none"> <li>• Visit schools in county and provide counsel as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a lending library</li> <li>• Collect fiscal and enrollment for OSPI</li> </ul>	<ul style="list-style-type: none"> <li>• hours for professional development, fiscal management, and insurance pools</li> <li>• Provide direct services to students such as early childhood and special education</li> <li>• Offer instructional support such as math and science, gifted, health education</li> </ul>
Local Education Agencies			
<b>Local School Districts (with elected boards)</b> <sup>33</sup>	<ul style="list-style-type: none"> <li>• Manage financial resources of district</li> <li>• Hire, promote, dismiss, and train staff</li> <li>• Develop school programs and offerings</li> <li>• Set curriculum and instruction and local graduation requirements</li> <li>• Set student policies related to attendance, promotion, graduation, and discipline</li> <li>• Provide transportation</li> <li>• Build and maintain school facilities</li> <li>• Plan for overall district</li> </ul>	<ul style="list-style-type: none"> <li>• Manage financial resources of district</li> <li>• Authorize levy and bond measures requests</li> <li>• Hire, promote, dismiss, and train staff</li> <li>• Develop school programs and offerings</li> <li>• Set curriculum and instruction, local assessments and graduation requirements</li> <li>• Set student policies related to attendance, promotion, graduation, and discipline</li> <li>• Provide transportation and food service</li> <li>• Build and maintain</li> </ul>	<ul style="list-style-type: none"> <li>• Manage financial resources of district</li> <li>• Authorize levy and bond measures requests</li> <li>• Hire, promote, dismiss, and train staff</li> <li>• Develop school programs and offerings</li> <li>• Set curriculum and instruction, local assessments, and local graduation requirements</li> <li>• Set student policies related to attendance, promotion, graduation, and discipline</li> <li>• Provide transportation and</li> </ul>

<sup>33</sup> RCW 28A.150

	1911	1961	2011
	<ul style="list-style-type: none"> <li>• Community engagement</li> <li>• Meet all state requirements</li> </ul>	<ul style="list-style-type: none"> <li>• school facilities</li> <li>• Plan for overall district</li> <li>• Engage community</li> <li>• Meet all state and federal requirements</li> </ul>	<ul style="list-style-type: none"> <li>• food service</li> <li>• Build and maintain school facilities</li> <li>• Collect fiscal, teacher and student data</li> <li>• Bargain with unions</li> <li>• Plan for overall district</li> <li>• Engage community</li> <li>• Meet all state and federal requirements</li> </ul>
<b>Universities and Colleges</b>	<ul style="list-style-type: none"> <li>• Manage financial resources of institution</li> <li>• Hire and dismiss staff</li> <li>• Develop school programs and offerings</li> <li>• Set curriculum and instruction and graduation requirements</li> <li>• Set student policies related to attendance, promotion, graduation, and discipline</li> <li>• Build and maintain school facilities</li> <li>• Meet all state requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Manage financial resources of institution</li> <li>• Hire and dismiss staff</li> <li>• Develop school programs and offerings</li> <li>• Set curriculum and instruction and graduation requirements</li> <li>• Set student policies related to attendance, promotion, graduation, and discipline</li> <li>• Build and maintain school facilities</li> <li>• Meet all state requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Manage financial resources of institution</li> <li>• Hire and dismiss staff</li> <li>• Develop school programs and offerings</li> <li>• Set curriculum and instruction and graduation requirements</li> <li>• Set student policies related to attendance, promotion, graduation, and discipline</li> <li>• Build and maintain school facilities</li> <li>• Meet all state requirements</li> <li>• Bargain with unions</li> <li>• Administer financial aid programs</li> </ul>

CURRENTLY, WHO MAKES WHAT DECISIONS IN WASHINGTON'S SCHOOL SYSTEM? <sup>34</sup>

<i>Who/What</i>	<b>Finance</b>	<b>Standards</b>	<b>Curriculum</b>	<b>Instruction</b>	<b>Assessment</b>	<b>Accountability</b>	<b>Teacher Policies (e.g., Hiring and Firing)</b>	<b>Student Policies (e.g., Promotion and Retention)</b>	<b>Programs and Services (e.g., Arts Education)</b>
<b>STATE</b>									
Governor	HIGH	LOW	LOW	LOW	LOW	MEDIUM	LOW	LOW	LOW
Legislature	HIGH	MEDIUM	LOW	LOW	MEDIUM	MEDIUM	MEDIUM	LOW	LOW
State Board of Education	LOW	MEDIUM	MEDIUM	LOW	MEDIUM	HIGH	LOW	LOW	LOW
State Superintendent (State Department)	MEDIUM	HIGH	LOW	LOW	HIGH	HIGH	MEDIUM	LOW	LOW
PESB (Educators)	LOW	HIGH	LOW	LOW	HIGH	MEDIUM	LOW	LOW	LOW
<b>REGIONAL/ COUNTY</b>									
ESD	LOW	LOW	LOW	LOW	LOW	LOW	LOW	LOW	MEDIUM
<b>SCHOOL DISTRICT</b>									
Local Board	HIGH	HIGH	HIGH	MEDIUM	MEDIUM	HIGH	HIGH	MEDIUM	HIGH
Local Superintendent (Local Department)	HIGH	HIGH	HIGH	MEDIUM	MEDIUM	HIGH	HIGH	MEDIUM	HIGH
<b>SCHOOL</b>									
Principals	MEDIUM	LOW	MEDIUM	HIGH	MEDIUM	MEDIUM	HIGH	MEDIUM	HIGH
Teachers	MEDIUM	MEDIUM	MEDIUM	HIGH	HIGH	MEDIUM	MEDIUM	HIGH	HIGH
Parents	LOW	LOW	LOW	LOW	LOW	MEDIUM	LOW	HIGH	MEDIUM
Judges	HIGH	LOW	LOW	LOW	LOW	LOW	MEDIUM	LOW	LOW
Teachers' Unions	LOW	LOW	LOW	LOW	LOW	MEDIUM	HIGH	LOW	LOW
Business Leaders	LOW	LOW	LOW	LOW	LOW	MEDIUM	LOW	LOW	LOW
Community Leaders	MEDIUM	LOW	LOW	LOW	LOW	LOW	LOW	LOW	LOW
<b>UNIVERSITIES</b>									
Administrators	LOW	HIGH	HIGH	LOW	MEDIUM	LOW	LOW	LOW	LOW

<sup>34</sup> Education Commission of the States: Tools and Resources Governance Matrix 2002 Framework <http://www.ecs.org/ecsmain.asp?page=/html/IssueCollapse.asp> This ECS tools was adapted to develop roles for Washington education decision makers. SBE staff received input from OSPI, school district superintendents and teachers, Washington Association of School Administrators on the ratings for this matrix



## State Education Governance Models January 2011 from the Education Commission of the States

### State Education Governance Models

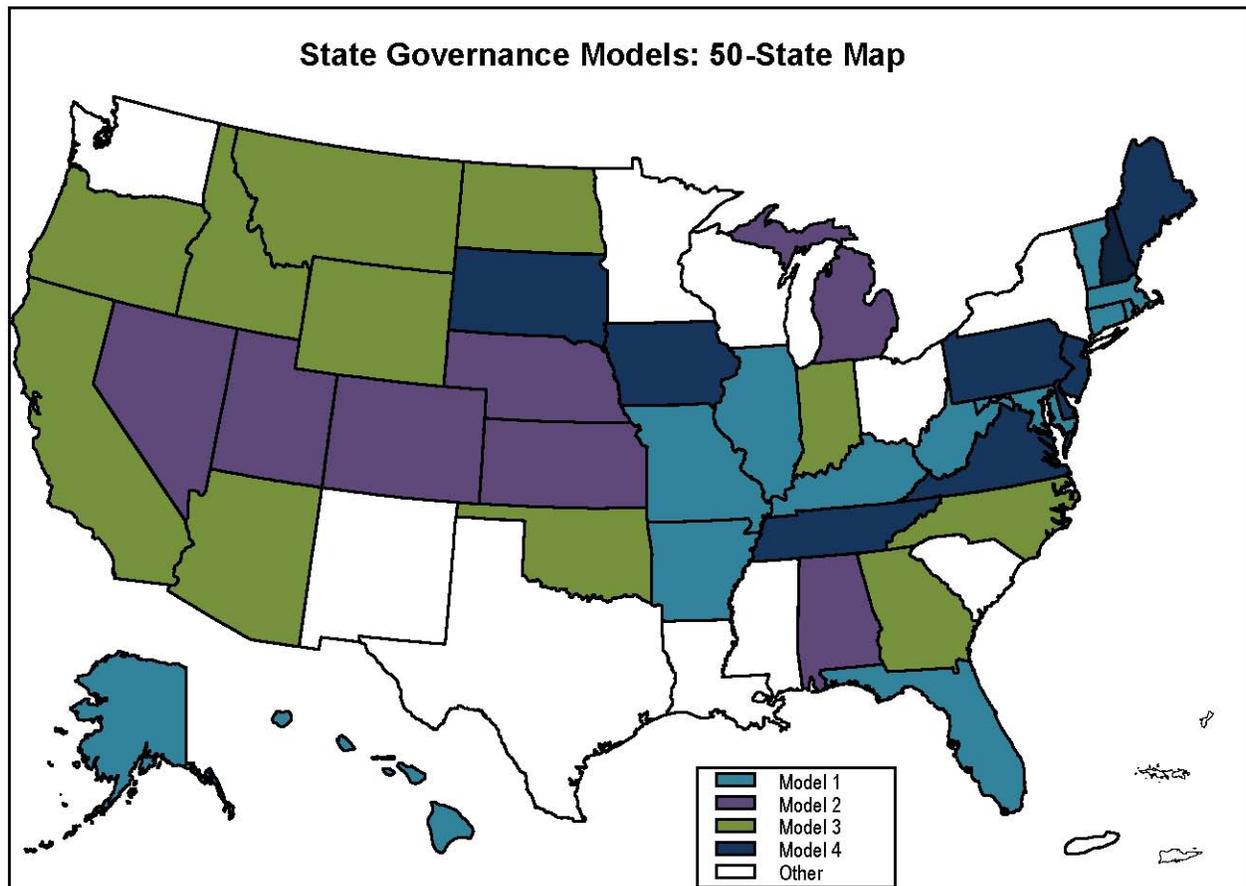
Updated and Revised by Mary Fulton

January 2011

(Original version, Todd Ziebarth, 2004)

Education governance structures differ from state to state and directly affect how education policy leaders interact. Understanding the differences between structures can help explain the education policy process in terms of how decisions are made and the how authority is divided.

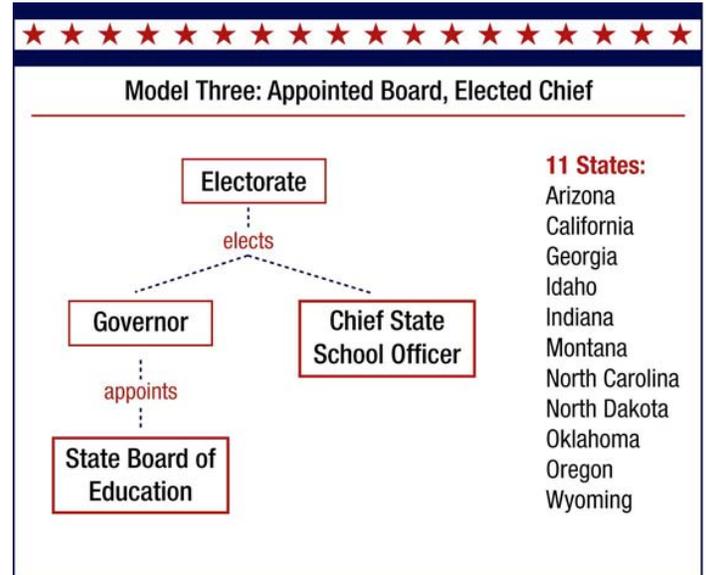
State education governance structures can be categorized into one of four general models that describe how state boards of education are constituted and whether the chief state school officer is appointed or elected. Forty of the 50 states fall into one of these categories; the other 10 states, plus the District of Columbia, have governance structures that are modified versions of the four general models.





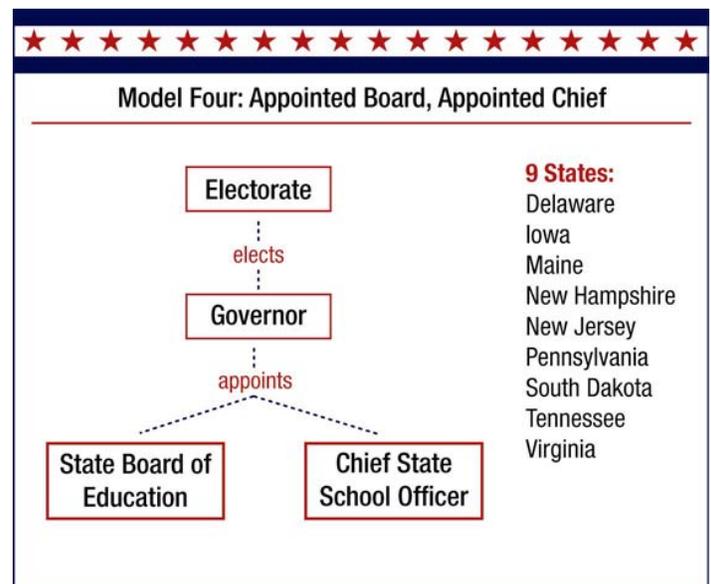
## Model Three

In this model, the governor appoints the members of state board of education. The chief state school officer is elected. Model Three includes 11 states: **Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, Oregon and Wyoming.** In three of these states – Arizona, Indiana and Oklahoma – the chief state school officer also is a voting member of the state board of education.



## Model Four

In this model, the governor appoints the state board of education and the chief state school officer. There are nine Model Four states: **Delaware, Iowa, Maine, New Hampshire, New Jersey, Pennsylvania, South Dakota, Tennessee and Virginia.**



## Other Governance Models

The remaining ten states plus the District of Columbia function under modified versions of the above four models.

The 10 states include: Louisiana, Minnesota, Mississippi, New Mexico, New York, Ohio, South Carolina, Texas, Washington and Wisconsin.

A. ***Elected/Appointed State Board; Appointed Chief***

In **Louisiana**, eight board members are elected and three are appointed by the governor. In **Ohio**, 11 board members are elected, while the governor appoints eight members. In both states, the chief is appointed by the state board.

B. ***Legislature Appoints State Board; Appointed or Elected Chief***

In **New York**, the state legislature appoints the board members and the chief state school officer is appointed by the board. The **South Carolina** legislature appoints the board, but the chief is elected.

C. ***Joint Appointment of State Board; Appointed or Elected Chief***

The governor, lieutenant governor and the speaker of the House appoint members to the state board in **Mississippi**. The state board appoints the chief state school officer.

In the state of **Washington**, the chief state school officer is elected the board of education is made up of 16 members:

- Five elected by district directors (from western and eastern Washington)
- One elected by members of state-approved private schools
- Superintendent of public instruction
- Seven members appointed by the governor
- Two student members (non-voting)

D. ***Elected Board; Governor Appointed Chief***

In **Texas**, the state board of education is elected. The governor appoints the chief state school officer who also serves as the executive secretary of the state board.

E. ***No State Board or Advisory Only; Elected or Appointed Chief***

**Minnesota** and **Wisconsin** do not have a state board of education. **New Mexico** has an elected body (Public Education Commission), but it is advisory only.

Minnesota and New Mexico – chief state school officer is appointed by governor

Wisconsin – chief state school officer is elected

The **District of Columbia** has an elected board of education. The District of Columbia Public Education Reform Amendment Act of 2007 created a new state board of education that advises the state superintendent and approves specified policies. Previously, the board oversaw day-to-day operations of schools. This act also gave the mayor primary responsibility for public education, including the authority to appoint the school superintendent and chancellor.

### ***Territories***

**Guam** has an elected board of education, which appoints the chief state school officer. **Puerto Rico** currently maintains an educational model in which the chief is appointed by the governor. In the **Virgin Islands**, the board of education is elected and the chief state school officer is appointed by the governor.

## ***Summary: State Boards of Education***

- **Appointed by Governor** (33 states)  
Alaska, Arkansas, Arizona, California, Connecticut, Delaware, Florida, Hawaii, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Missouri, Montana, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, Virginia, West Virginia and Wyoming
- **Elected** (eight states)  
Alabama, Colorado, Kansas, Michigan, Nebraska, Nevada, Texas and Utah
- **Appointed and Elected** (two states and D.C.)  
Louisiana and Ohio; District of Columbia (advisory only)
- **Appointed by Legislature** (two states)  
New York and South Carolina
- **Appointed by Multiple Authorities** (two states)  
Mississippi and Washington
- **No State Board or Advisory Only** (three states and D.C.)  
Minnesota and Wisconsin (no board); New Mexico and District of Columbia (advisory only)

## ***Summary: Chief State School Officers***

- **Appointed by Governor** (12 states and D.C.)  
Delaware, Iowa, Maine, Minnesota, New Hampshire, New Jersey, New Mexico, Pennsylvania, South Dakota, Tennessee, Texas and Virginia. The District of Columbia mayor appoints the chief state school officer.
- **Appointed by State Board of Education** (24 states)  
Alabama, Alaska, Arkansas, Colorado, Connecticut, Florida, Hawaii, Illinois, Louisiana, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, Nevada, New York, Ohio, Rhode Island, Utah, Vermont and West Virginia
- **Elected** (14 states)  
Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Washington, Wisconsin and Wyoming

## ***Governors' Cabinets with Education Representation***

According to state Web sites, at least 25 governors appoint an education official to the executive cabinet. Such officials may be the superintendent of education, commissioner of education or secretary of education. These states include: **California, Colorado, Connecticut, Delaware, Georgia, Idaho, Kentucky, Louisiana, Maine, Massachusetts, Maryland, Michigan, Minnesota, Missouri, Nevada, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, Puerto Rico, South Dakota, Tennessee, Virginia and West Virginia**. In addition, the state superintendent of education for the **District of Columbia** serves on the mayor's cabinet.

## ***Dual Offices for Education***

Five states and the District of Columbia maintain a governance model that includes two authoritative positions for the state educational system:

- **California** has a Secretary of Education and also a Superintendent of Public Instruction who serves on the governor's cabinet. (*CAL. EDUC. CODE §33100 to 33191; CA. CONST. ART I, §2 and §7*)
- **Kentucky** has a Secretary of Education and a Commissioner of Education. (*KY. REV. STAT. ANN. §§156.147 to 156.250*)
- **Massachusetts** has a Secretary of Education and a Commissioner of Education. (*Mass. ANN. Laws ch.27. §§14A.*)
- **Oklahoma** has a Secretary of Education and a State Superintendent of Public Instruction. (*OKLA. STAT. ANN. tit. 70, § 3-118*)
- **Virginia** supports a Secretary of Education (a cabinet position) and a Superintendent of Public Instruction. (*VA CODE ANN. §22.1-21 to 22.1-24 and 2.2-200*)
- **District of Columbia** has a State Superintendent of Education and a Chancellor of Education, both appointed by the mayor. District of Columbia Public Education Reform Amendment Act of 2007. (*D.C. Official Code § 1-206.02(c)(1)*)

**Other ECS Resources:** P-20 Governance (Jennifer Dounay Zinth, January 2011)  
<http://www.ecs.org/clearinghouse/91/14/91114.pdf>

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## Washington's History of Education Reform Efforts in K-12

Washington has had numerous education reform efforts over the past several decades. Two key issues for these reform efforts include: 1) the lack of student preparedness and 2) lack of a stable and adequate funding base. A number of the important policy proposals have been enacted as described in results below. Progress on revising the funding formula for basic education funding occurred after several of the Governor-led commissions were unable to complete that work. Over the last year, several national efforts (Race to the Top and Common Core Standards) have also prompted Washington to revise some of its educational policies. The funding crisis in 2011 has eliminated the opportunity to make significant progress in the upcoming 2011-13 biennium.

<b>Date</b>	<b>Group</b>	<b>Members Involved</b>	<b>Result</b>
<b>1993</b>	Governor Booth Gardner's Council on Education Reform and Funding	Legislators, business representatives, the Governor, Superintendent of Public Instruction, as well as stakeholders including: Washington Education Association, Washington Association of School Administrator, Washington State School Directors Association.	HB 1209 that created the basic education goals, state standards and assessments, enhanced school district flexibility, and increased accountability with individual school performance goals Funding issues for K- 12 were unresolved
<b>2005</b>	Governor Chris Gregoire's Washington Learns	Steering Committee: legislators, business representatives, the Governor, Superintendent of Public Instruction, Director of Office of Financial Management Advisory committees in Early Learning, K- 12 and Higher Education included members of associations and practitioners	Ten Year Goals for World-Class Education System -Created New Department of Early Learning -Thrive by Five Public Private Partnership -Phase in of all-day kindergarten -Creation of kindergarten ready assessments -Revision of new math and science standards -Established K-3 class size as a priority -Increased high school grad

Date	Group	Members Involved	Result
			<p>requirements in math and science</p> <ul style="list-style-type: none"> <li>-Adoption of new math and science requirements for teacher prep students</li> <li>-Provided professional development in math and science content</li> <li>-Expanded the Future teachers Conditional scholarships</li> <li>-Piloted math and science pathways in middle school program</li> <li>-Expanded alternative routes to teacher certification</li> <li>-Expanded high demand enrollment</li> <li>-Provided pilots on best practices for ELL kids</li> <li>-Created a Washington Youth Academy Program</li> <li>-Increased virtual learning opportunities for online learning in K-12 and higher ed</li> <li>-Expanded navigation 101 in high school</li> <li>--Created web based advising system for college students</li> <li>-Created College Bound Scholarship</li> <li>-Expand I-BEST</li> <li>-Created P-20 Council</li> <li>-Used global challenge states to benchmark</li> <li>-Created comprehensive accountability system</li> <li>-Set performance standards for Pro-Cert based on</li> </ul>

Date	Group	Members Involved	Result
			<p>demonstrated teaching skill</p> <ul style="list-style-type: none"> <li>-Include in teacher allocation model pay for performance, skills and knowledge</li> <li>-Expanded professional development time (for a biennium in math and science)</li> <li>-Developed a leadership academy for principals</li> <li>-Established a state tuition policy</li> <li>-Developed performance agreements with institutions</li> <li>-Developed 10-year plan for enrollment</li> </ul> <p>Funding issues for K-12 were unresolved</p>
<b>2007-09</b>	Joint Basic Education Task Force	Superintendent of Public Instruction, five Governor appointees and eight legislators	<p>Proposed new definition of basic education (including SBE's graduation requirements of 24 credits and early learning)</p> <p>Developed options for a new funding structure to address: compensation for teacher, prototypical schools model, special programs for struggling and gifted children</p>
<b>2009</b>	HB 2261	Legislators and Stakeholders Based on work in 2008 of Joint Legislative Basic Education Task Force	<p>Redefined what is included in basic education including SBE graduation requirements for 24 credits</p> <p>Addressed funding of basic education and created the Quality</p>

Date	Group	Members Involved	Result
			Education Council to recommend ongoing implementation of evolving program of basic education per Joint Legislative Basic Education Task Force
<b>2010</b>	SB 6696	Governor, Legislators and Stakeholders based on expectations needed to be competitive for Race to the Top grant application	Adopted state intervention system in low achieving schools Created pilots for new teacher and principal evaluations Developed regional educator work force plans Required schools to outreach to diverse range of parents and community Adopted provisionally common core standards for math and English Language Arts
<b>2009-Present</b>	Quality Education Council	Four legislators, SPI, reps from SBE, PESB, Governor's Office, Department of Early Learning, and Achievement Oversight Gap Committee	2010 report focused on funding for new prototypical school model; phase in funding for new pupil transportation model, increase in MSOC (maintenance, Supplies and Operating Costs), full day kindergarten, class size K-3, and early learning at risk. HB 2776 was passed that incorporated a phased in funding plan for these pieces 2011 report focused on: making progress toward ample basic education funding; provide student opportunity to graduate prepare for postsecondary

Date	Group	Members Involved	Result
			education, employment and citizenship with SBE new graduation requirements; close opportunity gap for students; support and strengthen education professionals; support improvements in math and science; invest in early learning
<b>2010</b>	Steering Committee for Race to the Top	Governor, SPI, SBE Chair (PESB Chair added)	Submitted Race to the Top grant proposal, ranked 32 out of 36 states. SB 6696 legislation enacted (see above) Continued work on education reform plan but stopped after Governor submitted Education Governance bill to legislature in January 2011
<b>2010</b>	Governor Chris Gregoire's Higher Education Funding Task Force	Business leaders, higher education two- and four- year representation, local government	Governor proposed legislation in 2011 session for: launch year to earn college credit, improved accountability and performance for higher education to ensure students earn degrees, and new Washington Pledge Scholarships to help students earn B.A. degrees and funded by the private sector

## Case Studies – Work To Date

**Note: These are not yet complete and a full report will be provide later in the Spring of 2011**

In an effort to make concrete observations and recommendations about Washington's educational governance system, staff developed three case studies to identify relevant themes from expert practitioners involved in educational reform. Two of the case studies reviewed recent education issues to describe how the education governance system of Washington is working. The case studies include the following:

1. Improving Math Achievement and Planning Across Washington's P-20 System
2. P-20 Council and 2010 State Education Reform Plan
3. A comparison of the Governor of Washington State's proposal for a new education governance system with the educational governance systems of three states.

These case studies used interviews from past and present state education agency staff (from Washington and elsewhere) and national experts. While the full set of case studies is not yet complete, initial observations and lessons learned from the first case study, *Math Achievement and Planning Across Washington's P-20 System*, will be reviewed. These case studies employed the analytical framework of good governance characteristics described in Section II.

### Data Collection and Analysis

#### a. Background and Introduction

For the background and introductory section of the case study, information about the issue was synthesized from existing research, publication, and online sources.

Additionally, information and insights from individual interviews was incorporated into this section to provide a more accurate and robust description of the issue.

#### b. Individual Interviews

Interview data collection consisted of individual telephone interviews that ranged from 30 to 45 minutes. For each case study, the following numbers of interviews have been, and will be, conducted:

Case Study	Number of Interviews	
<b>Descriptive Case Study of Education Governance Influence upon WA Math Standards Reform</b>	12 Completed	
	3 Scheduled	
<b>Descriptive Case Study of the Strategic Alignment of Washington's Education System</b>	9 Completed	
	3 Scheduled	
	4 Pending	
<b>Comparative Case Study of Washington's Governance System</b>	National Experts	State Experts
	1 Completed	1 Scheduled
	3 Scheduled	2 Pending
	1 Pending	

See Appendix II and III for complete interview protocols and participant list. For case studies one and two, interviewees were asked to assess how well the governance system of Washington operated during the time of the case study. Some interviewees were asked about both the JMAP & TMP for case study #1, and about both the P-20 council and ERP for case study #2. For case study #3, interviewees were asked about either their perspective governance system of their own state, as well as comparative questions about the four states. Interview questions were derived from the interview criteria created by Brewer and Smith (2006) and Walsh (2009) to assess educational governance in relation to six characteristics of good governance:

- Stability
- Accountability
- Innovation, Flexibility and Responsiveness
- Transparency and Openness
- Simplicity and Efficiency
- Systems Planning

Case study descriptions and interview findings are organized by issue, which includes a brief review of the issue, a rationale for the inclusion of the issue as a case study, and findings from the interviewed stakeholders.

### **Improving Math Achievement Case Study**

In 2005, the Washington Learns report identified opportunities for improving student achievement in Washington based upon the desire to make Washington's students more competitive in math and Science.<sup>35</sup> Continuing low achievement in math knowledge and skills and a persistent achievement gap in math provided an opportunity to revise policy to improve student achievement through revising math standards.

The State Board of Education partnered with the SPI and PESB in 2006 to create a long-term plan for improving math achievement in Washington State. This partnership became known as the Joint Mathematics Action Plan (JMAP) and was intended to be a cross organizational, collaborative approach to improve math achievement by:

- Ensuring standards, assessment and curriculum were aligned.
- Ensuring teacher quality.
- Strengthening high school mathematics.
- Delivering efficient, effective, and equitable instruction and interventions.
- Strengthening accountability.
- Conducting community outreach to educate about the need for math skills.<sup>36</sup>

In 2007 the Legislature passed SHB 1906, directing the SBE to add a third credit of math, to define the type of math credits that students need to graduate from high school, and to conduct a review of the math standards in effect in 2006. There have been complaints that these standards were too numerous, were not well defined for reliable testing, were not rigorous enough, and did not provide sufficient, traditional algorithms. From 2007 to 2008, SBE worked with a large group of stakeholders to revise math standards, including its Math Advisory Panel. SBE's review of the math standards ultimately resulted in a recommendation to the SPI of proposed new math standards, which were adopted by the Superintendent in 2008.

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<sup>35</sup> *Washington Learns: World-class, Learner-focused, Seamless education.* (2006). Final Report. Pgs. 26-30.

<sup>36</sup> See "Joint Mathematics Action Plan: Building the proper foundation". November 30, 2006.

While there was potential for the JMAP to provide a strategic framework for guiding the creation and implementation of new math standards, there is no reference to the JMAP in legislation. Therefore, this case study sought to understand how a well-intentioned, strategic initiative such as the JMAP did not move beyond the conception phase into actual implementation.

### Interview Findings Using the Good Governance Characteristics Framework

#### i. Stability

Most interviewees referred to Washington Learns as an important, though not entirely sufficient, focusing lens that highlighted the issue of higher math standards. Multiple interviewees perceived that this report moved math standards from a topic of conversation to a problem that needed to be addressed. Consequently, there was a general consensus by interviewees that there was commitment to a longer-term vision for improving math standards and the associated curricula and assessments.

However, interviewees differed in their assessment of how that vision was communicated and translated into a coherent strategy for action. In particular, interviewees who were a part of the JMAP described the JMAP as a collaborative effort to communicate a clear strategy for improving math achievement through achieving the goals of the JMAP. Interviewees from institutions that were not formally associated with the JMAP, or whose tenure occurred after the JMAP, described the JMAP as more of an intermediary group that further focused the education system upon math standards. Notably, multiple interviewees commented about the lack of strategic vision for how the JMAP integrated with previous and future efforts to reform math standards. The JMAP was perceived as important, but not necessarily primary, influences for allocating time and resource to create and implement new math standards. In particular, interviewees referenced the important role of the legislature in providing funding and establishing mandates for new math standards. Consequently, after the JMAP, the legislature's work focused the SBE upon reviewing OSPI's new standards, but none of the other actions identified for successful implementation of those new standards.

The JMAP was considered a notable departure from how math standards were addressed in the past. Interviewees commented that the collaborative, multi-agency, and iterative processes of each initiative likely increased inter-agency relationships and understanding. Overall, interviewees communicated a variety of beliefs about the relative importance of the JMAP with regards to promoting long-range planning, and most interviewees agreed or implied that the lack of measurable outcomes from the JMAP made it difficult to assess the impacts of the JMAP.

#### ii. Accountability

While interviewees shared a fairly wide range of opinions about the relationship between the JMAP and a stable governing environment, interviewee responses with regards to accountability followed a consistent and clear trend. Most interviewees agreed that there was a lack of accountability for the JMAP, which some thought led to further ambiguity about lines of authority during math standards reform from 2007 to present. The lack of accountability appeared to arise at two levels:

1. Inter-initiative accountability
2. Inter-organization alignment

Within the JMAP there appeared to be effective facilitation of the group process with regards to implementing meetings, engaging diverse perspectives, and otherwise moving the group forward. However, interviewees commented upon the lack of accountability for what the final outcomes of the JMAP were, as well as which agency and individual could be identified as responsible for producing results from the JMAP. One interviewee summarized the situation as having both push and pull within the group, which they believed was a result of individuals and agencies attempting to contribute and drive the group based upon their particular organizations goals and focus. Another interviewer described the JMAP as an initiative that lost its focus over time. Overall, a consistent theme emerged that the lines of authority were not clear, and that more progress could have been made if there was clarity about what the goal of the group was.

Unclear expectations between agencies about the boundaries of their work appeared to contribute to the lack of clarity about authority for decision-making. For example, one interviewee commented that the OSPI might have played a more significant leadership role in the JMAP given the fact that the OSPI has implementation responsibility. However, another interviewee perceived that the JMAP should have been less focused upon implementation and more upon creating a clear vision for the direction of revising math standards. Regardless, both interviewees commented that the JMAP may have filled a void in system-wide leadership, as there was no clear overarching strategy for the entire education system.

Consequently, there was a perception shared by some interviewees that the JMAP, and ensuing work on math standards, was more reactionary than strategic. This perception was supported by the notion that funding for math standards focused upon specific tasks, and that there was limited time and resources to encourage agencies to consistently work together over long periods of time on a strategic vision and plan for the state. However, interviewees did find some of the ensuing work effective. In fact, one interviewee commented that there was a general understanding of where the education system was headed with regards to standards, but that a lack of explicitly stating the strategy could create a perception that the education system was only capable of being reactive. This was thought to be a detriment to all of the hard work and effort that individuals and agencies completed, and was also thought to be one rationale for articulating clear lines of authority and an associated clear strategy.

Almost all interviewees mentioned the important role and influence of the legislature in creating clear lines of accountability in the education system. Multiple interviewees identified the legislature's ability and willingness to share and redact authority as a unique challenge for maintaining accountability. For example, the formation of the PESB in 2000 and reconstitution of the SBE in 2005 were identified as examples of how shifting roles and responsibilities from legislative action can make it challenging for organizations to understand and fulfill their responsibilities.

### iii. Innovation, Flexibility and Responsiveness

To avoid becoming overly focused upon compliance, effective educational governance systems need to balance stability with integrating new information into their work (Brewer and Smith, 2006). Given the collaborative nature of the JMAP, interviewees commented that it took a couple meetings to establish the culture within the group to establish rules of engagement for incorporating new information and ideas into the group.

Furthermore, multiple interviews connected task implementation with potentially limiting flexibility and responsiveness. In particular, interviewees thought that this was less of a concern during the JMAP, but that the balance may have shifted more towards implementation as the

legislature assumed more involvement from 2007 onward (Table 5). Most interviewees thought the JMAP was actually fairly efficient with completing whatever tasks they were focused upon, but that the lack of resources, time and coherence between the JMAP and individual agency strategic plans may have reduced the overall impact of the JMAP. Overall, there was not a clear assessment of how the JMAP contributed to the creation and or adoption of processes and system that could perpetuate effective innovation at the state level.

#### iv. Transparency

A lack of transparency and openness did not seem to be a concern of interviewees. The JMAP appeared to have operated in a clear manner, as interviewees identified that decisions were generally made by consensus. While there were public outreach events for the JMAP, multiple interviewees commented that outside groups made a concerted effort to influence the JMAP and that those efforts continued for years beyond the JMAP. Most notably, the recent litigation about curricula choices in Seattle Public Schools was identified as one example of how special interests have been interwoven in the creation, implementation, and continuing refinement of math standards and the associated curricula and assessments

#### v. Simplicity and Efficiency

As with any complex undertaking, promoting simplicity and efficiency can assist with maintaining focus upon completing agreed upon strategic priorities (Brewer and Smith, 2006). In the context of math standards reform, simplicity and efficiency were identified as very important considerations by interviewees, albeit difficult characteristics to make happen. All interviewees commented about how the JMAP likely improved relationships amongst agencies. This was deemed to be important, as the significant complexity of parsing responsibilities, aligning work, and agreeing upon outcomes for new creating new math standards was identified as an inherently complex task.

### **Planning Across Washington's P-20 System: the P-20 Council and 2010 State Education Reform Plan Case Study**

Over the years there have been multiple attempts to create a cohesive vision and plan to align all of the organizations and efforts to improve student outcomes in Washington State.

In 2005, the Washington Learns report provided the impetus to try to create a cohesive, and more strategic, education system. The creation of a P-20 council was one of the specific recommendations produced from the report.<sup>37</sup> Based upon this recommendation, Governor Gregoire formed a P-20 council in July 2007. The short-lived council was rescinded in February 2009.

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<sup>37</sup> Strategic Foci From the Washington Learns Final Report (2005):

Math & Science: A Competitive Edge

Strategy 1: Develop math and science materials to train child care and early education teachers.

Strategy 2: Bring world-class math and science into our classrooms.

Quality & Accountability: Keeping the Promise

Strategy 1: Create a P-20 Council to track progress toward long-term goals and improve student transitions through the education system.

A more recent attempt to create a strategy for aligning the entire education system arose during Washington State's application to the Race To The Top (RTTT) program. The RTTT application required states to outline their reform strategy and required states to consider how their strategy can lead to aligning and improving the entire education system. Washington State convened an informal work group to create an application for the competition, but the application put forth by the work group was not successful in winning a grant. From that experience, PESB, OSPI, and SBE outlined a potential statewide strategy for increasing student achievement built upon the RTTT application. This strategy became known as the Education Reform Plan (ERP).

Both the P-20 Council and the ERP are included in this case study as they were perceived to be initiatives that were aimed at achieving similar results: increasing coherence and alignment of Washington State's education system. This case study aims to understand the genesis, barriers, and successes of each initiative. While the methods, structures, history, and accomplishments of the P-20 Council and ERP are not necessarily comparable, there is likely to be usable information to incorporate into current discussions about education governance that will arise out of considering how these two related and recent initiatives operated.

Interview Findings Using the Good Governance Characteristics Framework:

i. Stability

When asked about how the P-20 Council and ERP influenced the stability of the educational system, most interviewees perceived that both initiatives had limited impact due to the limited engagement and buy-in of the initiatives. The lack of institutional support, and the associated financial support, was identified as a factor that may have limited the ability of the P-20 Council and ERP to create, distribute, and implement their plans. For example, the ERP work group created a presentation about how to move forward with implementing a coherent strategy that aligns the entire educational system. Interviewees noted that while the plan may have been well developed, the lack of buy-in likely resulted in it being shelved. Additionally, the Governor's proposal was shared at the same time that the ERP group planned to share their work. Consequently, it seems plausible that the lack of awareness of their work amongst a wide variety of stakeholders may have limited inter-agency knowledge and trust of the ERP, providing an opportunity for competing, rather than collaborative, policy proposals to emerge. From the comments of interviewees, it was suggested that the ERP work group's limited-scope approach might have diminished their ability to build a robust coalition that would adopt and implement their plan.

Similar to the ERP, interviewees perceived the P-20 as a meaningful initiative that had to compete with rival policies and proposals. Specifically, one interviewee commented that the legislature was committed to implementing the recommendations of the Washington Learns report, and that the P-20 council did not have as much support from this important stakeholder group. Furthermore, a separate interviewee commented that the P-20 council, and to some degree the ERP, were well-intentioned initiatives that adopted an approach that had previously been tried. This interviewee wanted to highlight the difficulty of transferring institutional knowledge, as the interviewee believed that some portions of the ERP and P-20 council were inadvertently repeating work. This interviewee, as well as others, thought that if the ERP and P-20 councils focused more upon involving multiple agencies their resulting work would have had more prominence in a field where education policy proposals abound.

## ii. Accountability

Interviewees felt the P-20 council, and to a lesser degree the ERP, was not structured to maximize the time and efforts of the council. For example, the P-20 council met about six times over its existence, and the agenda and leadership for each meeting shifted for each meeting. Lack of continuity hampered work flow.

Additionally, interviewees discussed the struggle of staffing, as both the P-20 council and ERP were led by individuals with significant responsibility on a day-to-day basis. While the P-20 council had a staff member from the Office of Financial Management appointed to assist the council, interviewees in general thought that if the council or the ERP were important enough to convene that they should have been adequately resourced.

The majority of interviewees noted that neither the P-20 council nor the ERP had specific deliverables or outcomes. With that consideration in mind, most interviewees felt that the outcomes of both groups could have been more meaningful with buy-in from missing stakeholder groups. Some interviewees identified the legislature as the most visible group that lacked effective representation in each of these initiatives. However, there is a tension inherent in this perspective, as some interviewees noted that the large size of the P-20 council was a shortcoming as it limited the ability of the council to complete work during its infrequent meetings. Ultimately, interviewee comments implied that an ideal balance for the ERP and the P-20 council did not exist. Interviewees did not find an ideal balance between completing work and involving all potential stakeholders for the ERP and P-20 council.

## iii. Innovation, Flexibility and Responsiveness

While innovation is not formulaic, there appear to be general stages of the innovation process, starting with idea generation and moving to idea screening and then eventually implementation and evaluation (DeSouza et al., 2009). Based upon interviewee comments that the P-20 council may have been more of an academic than practical exercise, it may have been the case that the council was overly biased towards creating new ideas as compared to translating ideas into action. This hypothesis is supported by additional interviewee description of the process of the council as involving a fair bit of "...flailing around..." An additional interviewee commented that many of the people who were part of the P-20 council were also part of the ERP as well as numerous other initiatives, which led to a reduction in the potential for creating truly unique and innovative ideas. When asked about the balance between implementation and innovation, interviewee responses were mixed. Some interviewees thought that the P-20 council was more of an implementing body, whose charge was to implement many of the ideas from the Washington Learns report.

Conversely, some interviewees perceived that the council should have been focused more upon innovation, but lacked the processes and people to achieve this goal. The comments of one interviewee may provide the most concise summary of the challenge that the council faced:

"...in its limited existence, the Washington P-20 council struggled and didn't find a purpose and a common goal. The idea of the council is and was a good idea. The actual implementation didn't happen well because there was no common rally."

## iv. Transparency and Openness

While interviewees had fewer insights and comments about innovation with respect to the ERP, there was a general consensus that the ERP was crafted by a small group of people with limited

outside engagement. Additionally, most interviewees felt that the ERP was probably well researched and drafted, but the lack of openness likely limited the significance and influence of the plan. Even though the ERP evolved out of the Race to the Top (RTTT) proposal, which involved more stakeholder engagement and public outreach, the perception that the ERP may have been an “..insider group...” arose in multiple interviews.

Conversely, the P-20 council was generally perceived as being too open and inclusive. While there were a range of perspectives about the inclusivity of the council, there was a general agreement that the P-20 council had such a high level of stakeholder and public engagement that its results could have been overly influenced by special interests. Unlike the ERP, the P-20 council appeared to err on the side of information gathering and sharing, as interviewees commented that the council never made decisions that resulted in changes to educational policy. One interviewee thought that toward the end of the council’s existence the lack of effective decision-making might have contributed to increased frustration within the council, which led to increased ineffectiveness and contributed to the dissolution of the council.

#### v. Simplicity and Efficiency

When interviewees were asked to elaborate about the decision-making process and efficiency of the P-20 council, the response was mostly unified that there was a lack of clarity about roles and responsibilities. A dysfunctional accountability structure lead to confusion and frustration with the process of the council. One interviewee suggested that future attempts to create a P-20 council could benefit from clarifying and committing to what it means to be a member of the council, potentially even agreeing to defer to the council upon specific topics that are within the scope of the council’s work.

The ERP required creating a comprehensive education reform plan as part of the RTTT application. However, after that deadline passed, one interviewee believed that the impetus for producing deliverables tapered off, and that overall the efficiency of the ERP likely decreased without a deadline.

Both the ERP and P-20 council were identified as initiatives that may have had the cart before the horse. In particular, multiple interviewees thought that explicitly stating and agreeing upon the goals for the education system should have, and still needs to be, defined before creating strategic education reform plans. Inherent in this perspective is the perception that leadership and accountability amongst all of the agencies, continues to be in a state of flux. This appears to hinder creating a strategic plan for the entire education system.

#### vi. Systems Planning

When asked about the ability to create cohesive and feasible system-wide plans, interviewee responses centered upon of the following themes:

1. Education system goals and values
2. Finances

#### Education System Goals and Values

Multiple interviewees cited a lack of overall clarity for what the education system was trying to accomplish. Consequently, some interviewees believed that the individual agency priorities result in an education system that has competing priorities that are not aligned. As previously

discussed, the focus upon implementing individual agencies agendas was identified by multiple interviewees as a significant barrier to clarifying system-wide goals.

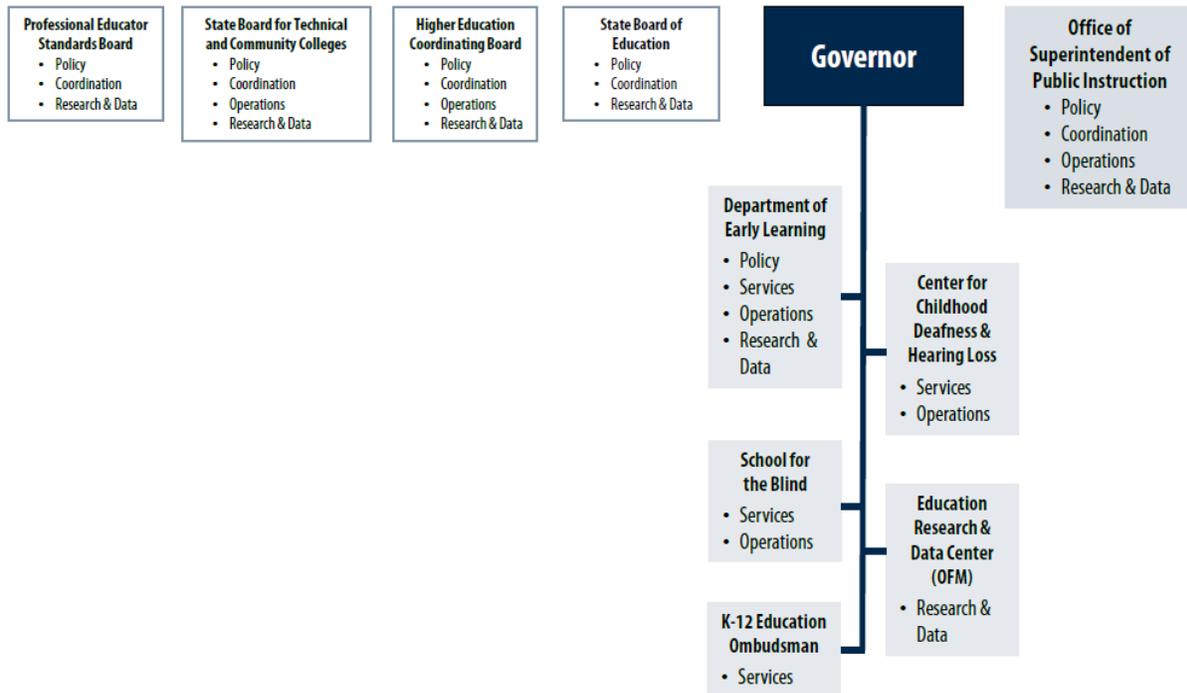
Multiple interviewees connected the articulation and agreement about the purpose of the education system with the focus of the education system upon implementing discrete programs for individual agencies. These interviewees believed that the lack of true alignment results in unfocused and inefficient efforts to improve student achievement. To address this challenge, these interviewees believed that more time and resources should be spent doing the very hard work of identifying, agreeing upon, and codifying the underlying purpose of the education system. Interviewees did not think this is likely to occur given the current lack of incentives and structures to focus upon this work.

#### Educational Finances

While a lack of a clear purpose for the education system was the focus of some interviewee comments other interviewees settled on funding when asked about planning for the education system. In particular, these interviewees believed that the overall lack of adequate funding and the current retrenching of budgets were the most important barriers to system planning. When asked about the need to clarify the goals or purpose of the education system, these interviewees commented that regardless of what the purpose of the education system is there is not enough funding to effectively achieve any purpose. Retrenchment decisions were also thought to exacerbate this situation. Amongst all interviewees, there was not a consensus upon how to balance or prioritize between focusing upon more strategic concerns, such as clarifying the purpose of the education system, with implementing programs.

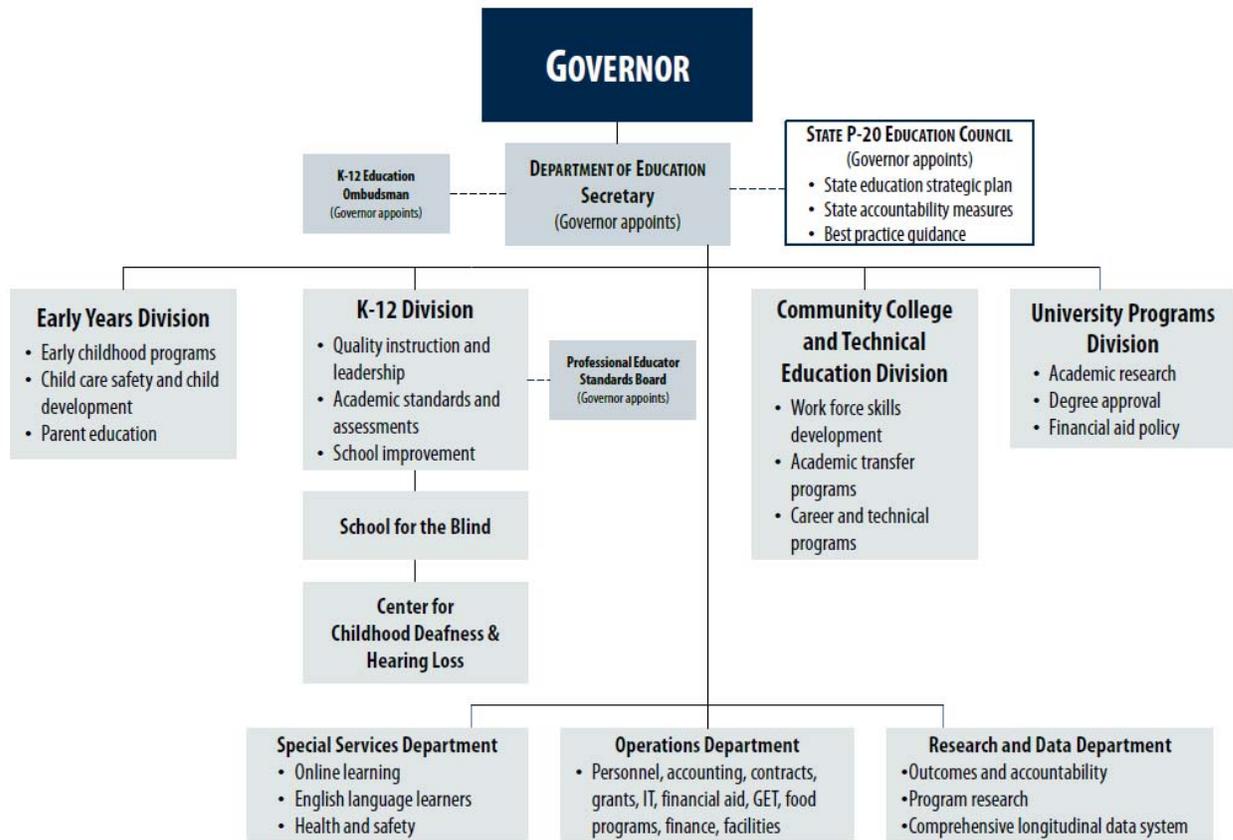
# Washington State Education Organizations: Current and Proposed by Governor Gregoire

## Current Washington State Education Organization



OFFICE OF FINANCIAL MANAGEMENT  
JANUARY 2011

# Proposed Washington State Department of Education



OFFICE OF FINANCIAL MANAGEMENT  
JANUARY 2011

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## **COMMON CORE UPDATE**

### **BACKGROUND**

The Superintendent of Public Instruction (SPI) has the authority to adopt standards, and adopted the Common Core State Standards (CCSS) provisionally in 2010 with the understanding that the 2011 Legislature would have the opportunity to review the decision. As of this writing, there is currently no legislation that would impact the SPI's intent to finalize adoption of the CCSS. SBE has expressed its support for the CCSS.

Attached to this memo is an OSPI summary of the CCSS, the Smarter Balanced Assessment Consortium, reasons to adopt the CCSS, and the primary concerns. A map of the states' adoption of the CCSS is also attached.

OSPI staff will brief SBE on the bias and fairness review of the CCSS, as well as the plans and timetables for moving forward.

### **EXPECTED ACTION**

No action; for information purposes only.



## Common Core Standards Initiative Background February 9, 2011

### Common Core State Standards (CCSS)

- Volunteer effort of states to agree on a common set of core K–12 academic standards for English language arts and mathematics.
- Developed by educators and curriculum experts (K–12 and higher education), and led by Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA).
- Washington educators had significant input into the formation of the standards by analyzing and responding to drafts, and suggesting improvements.
- Final standards issued on June 2, 2010.
- CCSS have been formally adopted by 41 states and two territories (as of February 1, 2011) with two states having provisionally adopted the CCSS (Washington state and Maine).
- Based on international standards commonly used in high performing countries.

### Smarter Balanced Assessment Consortium (SBAC)

- Consortium of 31 states that won a \$176M grant from the U.S. Department of Education to develop a comprehensive assessment system that includes formative and summative assessments linked to CCSS (one of two national consortia).
- Membership is limited to states that formally adopt the CCSS by December 31, 2011.
- Washington is the fiscal agent and will realize approximately \$250,000 of indirect cost reimbursements over the four year life of the grant.
- SBAC will produce a summative test that will measure CCSS standards from Grades 3–11 by 2014–15. The exam will use adaptive technology in the construction of the exam, meaning that a positive answer to a particular question will generate a more difficult next question (and the reverse for a wrong answer). This technology allows test length to be reduced over traditional tests.
- SBAC also will produce formative exams and resources that will be available for teachers throughout the year. These exams will inform instruction by giving teachers diagnostic information about the extent students have mastered concepts and developed necessary skills. Professional development resources will also be available through this effort.
- Washington will receive approximately \$250–\$300K over the four years to support implementation activities focused on the CCSS.

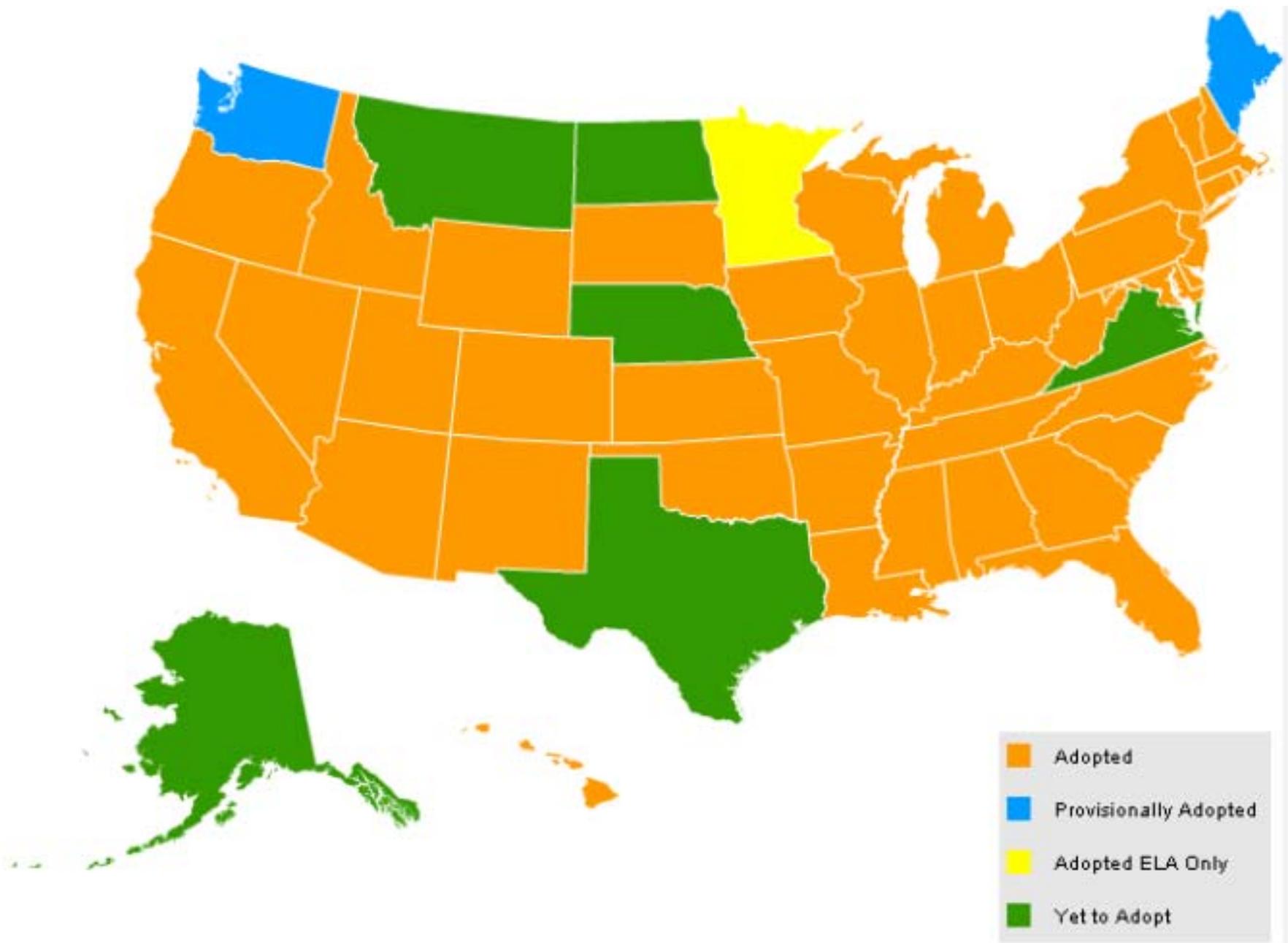
### Reasons to Adopt the Common Core

- Used work of national experts in standard development. Implementation plans will also be informed by national expertise.
- Better accommodates student and teacher mobility. Out-of-state transfer students are likely to be on the same track as in-state students. (Each year approximately 24,000 students move in or out of Washington).
- Takes advantage of economies of scale in developing test item banks.
- Will allow districts to take advantage of textbook publishers and open educational resource developers who have already begun to develop materials aligned to CCSS.
- Will reduce or eliminate the current practice of districts purchasing textbooks and then having to find supplementary materials to assure coverage of state standards.
- Reduces costs of state-wide assessments (now \$43/student/year; under SBAC up to \$26/student/year).
- Washington's 2008 math standards are similar to the CCSS; therefore, the implementation of CCSS will be easier to accomplish than if the standards had been very different.

- All high performing countries have standards, curriculum, and assessment aligned. CCSS and SBAC aim to the same for USA.

### **Concerns about CCCS Adoption**

- Concerns from the field over changing standards, particularly in math where Washington adopted new standards in 2008. (Current reading and writing standards were adopted in 2005 and do not include grades 11 and 12 standards.)
- Limited resources are available for purchasing new instructional materials.
- Will require more coordination among fund sources at state, regional, and local levels to support transition effort



**As of February 1, 2011, 41 states and DC have fully adopted the Common Core State Standards; 2 states have provisionally adopted the standards; and 1 state has adopted the ELA standards only.**



# The Washington State Board of Education

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

## LEGISLATIVE UPDATE

### BACKGROUND

The 2011 Legislative Session is more than half over. The deadline for bills to make it out of the house of origin has passed and many bills and their issues have died. For the remainder of the 105-day session the House and Senate will try to come to an agreement on a budget for the 2011-2013 biennium and surviving policy issues.

### **Supplemental Budget**

In February, the House and the Senate brokered agreements on the depth of cuts in the Supplemental Budget.

The completed and signed Supplemental Budget protects levy equalization and maintains funding for Highly Capable, College Bound, and Readiness to Learn. Together, the early action bill, HB 3225, and the Supplemental Budget reduce education funding in the following ways:

- \$208 million decrease in apportionments this school year, backfilled with federal Education Jobs money.
- \$39.4 million cut to K-4 funding starting February 1, 2011.
- Across-the-board cuts of 10 percent to SBE, OSPI, and many other programs.
- Elimination or reduction of several programs, including special services pilots and Building Bridges staffing (eliminated), Navigation 101, and the BEST program (reduced).
- Continuation of the suspensions to I-728 and I-732.

### **Policy Issues**

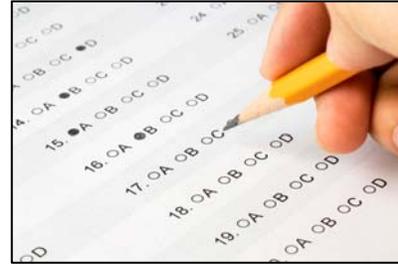
The House and Senate will take action on the policy issues listed below by March 7 (a date ahead of this document's printing). Bills that move ahead will then begin their second lives across the hall, where they will be given a first reading and then assigned to committees.

#### *Governance*

Though the Governor's proposed restructuring of education governance has not moved forward to the floor of the house, two bills remain. SHB 1849, a bill creating a two-year study on governance through the development of a 17-member Washington State Education Council (comprised of several stakeholders), has passed through committee and will be considered on the House floor. At the time of printing, SB 5639, a bill creating a Department of Education, languished in committee and did not make it to the senate floor for consideration. We will be able to provide further insight into the bill's progress at the Board meeting.

## *Statewide Assessment Graduation Requirements*

One of the more contentious education issues this session has been whether to uphold the current graduation requirements related to the statewide assessments for the Class of 2013. As the law currently stands, students must meet standards in math through two end-of-course exams and meet standards in science on one assessment. Prior to session, the Office of Superintendent of Public Instruction (OSPI) proposed reducing the number of required mathematics tests for two years to one test and delaying the science requirement for four years, while the Governor and the State Board of Education (SBE) proposed reducing the number of mathematics tests for one year (2013), requiring two mathematics tests in 2014 and holding firm on the science requirements.



Substitute House Bill 1412 contains OSPI's request legislation for the mathematics assessment graduation requirements which requires the Graduating Classes of both 2013 and 2014 to only pass one mathematics end-of-course (EOC) assessment. This bill is moving through the House quickly because the state can obtain savings if it is made into law during the current school year.

The debate on the science statewide assessment requirements, though, has been slower. Neither the House nor the Senate has put forward a decision on the issue, yet. The House is keeping SHB 1330 alive to act as the vehicle for the final decision.

## *Common Core State Standards*

Under current law, the Superintendent of Public Instruction (SPI) can adopt and implement the Common Core State Standards (CCSS), which are a common set of learning standards that have been developed by a multi-state consortium. If SPI's authority to adopt the standards is removed or delayed, then Washington State may not be able to remain as the lead for the SMARTER Balanced Assessment Consortium (SBAC), a collection of more than 30 states that have been working collaboratively since December 2009 to develop a student assessment system aligned to a common core of academic content standards.

So far there have been at least two unsuccessful attempts to reduce or eliminate SPI's authority to adopt the Common Core. The one surviving change, though, is in SHB 1443, which requires SPI to conduct a fairness and bias review before implementation.



### *Flexibility for School Districts and Innovation*

The Legislature has proposed many bills to provide flexibility to schools and districts. If cuts are made in the 2011-13 Biennial Budget, then SB 5829 would allow districts to request waivers of up to five days, or the equivalent time. While this bill did not pass out of Senate Ways and Means, it could be resurrected to implement the budget.

House Bill 1546 provided the most flexibility of all. In its original form, it allowed schools to identify themselves as innovative and request waivers from many statutes and rules, including basic education requirements, contracts with teachers, and high school graduation requirements. This bill was amended, though, to contain a compromise that was ironed out by Representative Hunt and Representative Hargrove. The amended bill takes a bipartisan, middle-of-the-road approach to encouraging innovation.

Since much of the information contained in this memo will be out of date by March 9, SBE staff will provide handouts and a presentation at the meeting in order to share the latest legislative developments.

### *Status of Bills*

Bill	Title	Status	Companion bills
ESHB 1086	Operating sup budget 2009-11	C 5 L 11	SB 5095(S Ways & Means)
SHB 1251	Budget reductions/education	H Rules R	SB 5093(S Ways & Means)
SHB 1330	High school math assessments	H Ways & Means	
HB 1412	High school math assessments	H Ways & Means	SB 5227(SEL/K-12)
SHB 1431	School district insolvency	H APPEDPS	
2SHB 1443	Education reforms	H Rules R	
SHB 1449	Educator certificate fee	H Ways & Means	
SHB 1510	State-funded kindergarten	H Ways & Means	SB 5427(S Ways & Means)
HB 1521	Innovation schools	S EL/K-12	
SHB 1524	International baccalaureate	H 2nd Reading	
SHB 1546	Innovation schools and zones	H Ways & Means	SB 5792(SEL/K-12)
2SHB 1593	School officials	H Rules R	
SHB 1808	Postsecondary credit	H Exec Action	SB 5616(S Ways & Means)

SHB 1849	State education council	H Rules R	
SSB 5093	Budget reductions/education	S Ways & Means	HB 1251(H Rules R)
SB 5094	Operating budget 2011-2013	S Ways & Means	HB 1087(H Ways & Means)
SSB 5427	State-funded kindergarten	S Ways & Means	HB 1510(H Ways & Means)
SSB 5475	Education funding	S Ways & Means	
SSB 5616	Postsecondary credit	S Ways & Means	HB 1808(H Exec Action)
SSB 5639	Education governance system	S Ways & Means	HB 1973(H Education)
SSB 5726	Innovation schools	S Rules 2	
SSB 5829	Flexibility in implementing compensation	S EL/K12	

### Key

S = Senate
H = House of Representatives
Education = House of Representative Education Committee
EL/K-12 = Senate Early Learning and K-12 Education Committee
Ways & Means = Ways and Means Committee
Education Apps = House Education Appropriations Committee
Exec Action = Committee voted on passage out of Committee
Rules = Rules Committee can pass it out and onto the floor for consideration
Passed 3rd = Passed by vote off of the floor of the full House or Senate
2 <sup>nd</sup> Reading = Rules Committee has passed it out to be considered by the full House or Senate for passage

### **POLICY CONSIDERATION**

A handout will be provided at the meeting.

### **EXPECTED ACTION**

None.

## **REQUIRED ACTION DISTRICT APPROVAL PROCESS**

### **BACKGROUND**

The State Board of Education's (SBE) work for a new statewide accountability system includes a new Required Action process adopted by the state Legislature in the 2010 session<sup>1</sup> to address the needs for dramatic turnaround in our persistently lowest achieving schools. OSPI will use federal school improvement grants to support these schools. A parallel process is a selective competition from the remaining pool of persistently lowest achieving schools for voluntary school improvement, also known as Models of Equity and Excellence through Rapid Improvement and Turnaround (MERIT).

At the January 2011 Board meeting, the Board designated the following four districts for Required Action:

- Lakeridge Elementary School, Renton School District
- Morton Junior-Senior High School, Morton School District
- Onalaska Middle School, Onalaska School District
- Soap Lake Middle and High School, Soap Lake School District

Approximately \$7 million in federal funds is available for this fiscal year for both the MERIT schools and Required Action Districts.

### **Requirements of Required Action Districts:**

The Required Action plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions, students, and other representatives of the local community. The local school board must conduct a public hearing to allow for comment on the Required Action plan. The Required Action plan must include selection of one of the four federal intervention models (state/local models may be used in subsequent years):

- Turnaround: Replace principal and 50 percent of staff.
- Restart: Open the school under a third party education management organization.
- Closure: Send students to higher-achieving schools in the district.
- Transformation: Replace principal, reform instructional environment, develop teacher and school leader effectiveness, increase community engagement, and extend learning time).

Districts recommended by OSPI for Required Action will participate in an academic performance audit, which will include:

- Student demographics
- Mobility patterns
- School feeder patterns
- Performance of different student groups on assessments
- Effective school leadership

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<sup>1</sup> RCW 28A.657 (2ESSB 6696)

- Strategic allocation of resources
- Clear and shared focus on student learning
- High standards and expectations for all students
- High level of collaboration and communication
- Aligned curriculum, instruction, and assessment to state standards
- Frequency of monitoring learning and teaching
- Focused professional development
- Supportive learning environment
- High level of family and community involvement
- Alternative secondary schools best practice
- Any unique circumstances or characteristics of the school or district

The intervention model selected by the district must address the concerns raised in the academic performance audit. If necessary, the district must reopen the collective bargaining agreement to address the audit's findings.

As part of the Required Action plan, districts must also submit the following documents to OSPI:

- Collective Bargaining Agreement (Certificated Staff) and Memorandum of Understanding/Agreement.
- Annual District Calendar and School Calendar, if different (2010-11).
- Calendar for Professional Development (2010-11).
- Bell Schedule for Students (2010-11).
- Current School Improvement Plan (2010-11).
- Certificated Staff Roster with Assignments (2010-11).

### **Required Action Plan Approval**

The SBE may approve a plan only if the plan meets the following requirements:

- Implementation of one of the four federal intervention models.
- A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.
- A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school and how the district intends to address the findings of the academic performance audit.
- Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving mathematics and reading student achievement and graduation rates that will enable the school to no longer be identified as a persistently lowest-achieving school.

A small workgroup of SBE Board members has agreed to read the plans and academic performance audits in detail and analyze whether the plans meet the above requirements. The workgroup will recommend approval or non-approval to SBE in advance of the March 31, 2011 Special Meeting.

If SBE does not approve a Required Action plan, it will notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. With the assistance of OSPI, the district shall either: a) submit a new plan to SBE within 40

days; or b) submit a request for approval to the OSPI convened Required Action plan review panel within ten days.

The Required Action plan review panel may reaffirm the decision of SBE, recommend that SBE reconsider the rejection, or recommend changes to the Required Action plan to be considered by the district and SBE. If the district must submit a new plan to SBE for approval, it must submit the plan within 40 days of the Board’s decision. If SBE does not approve the final Required Action plan or the school district does not submit a final plan, SBE may direct OSPI to redirect the district’s Title I funds, based on the Academic Performance Audits.

**Required Action Plan Approval Timeline:**

Academic Performance Audits completed by OSPI contractor	By February 10
Districts submit Required Action plans to OSPI	March 4
Required Action plans read/scored by OSPI to ensure they are compliant with federal guidelines	March 8 (as well as 9 and 10 for regular SIG applications)
OSPI interviews Required Action Districts	March 16 – 18
Required Action districts submit plans to OSPI with revisions based on OSPI feedback	Approximately March 18
OSPI provides copies of Required Action plans and summaries of scoring to SBE	Approximately March 18
SBE reads Required Action plans; work group recommends approval or changes	March 18 – 25
SBE small work group recommends approval or non approval of each Required Action plan	March 25
SBE Special Meeting to approve Required Action plans	March 31

Required Action Districts must participate in the Board’s teleconference March 31 Special Meeting to provide a brief summary of their plans and answer any questions Board members have. At the end of the Special Meeting, the Board will vote to approve or not approve each district.

**POLICY CONSIDERATION**

The SBE is expected to develop local models for turning around persistently lowest achieving schools in future years. The work of both the MERIT and Required Action Districts will be evaluated by an OSPI contractor, Human Resources Research Organization (HumRRO), and examined closely to inform development of local models.

**EXPECTED ACTION**

The Board is expected to vote on March 31, 2011 to consider approval on the proposed Required Action District Plans.

## **BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS**

### **SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE)**

The State Board of Education (SBE) may grant waivers to schools and districts from the requirements of the Basic Education Act (RCW 28A.150.200 through 28A.150.220). The waivers allow schools and districts to implement a local plan to enhance the educational program for each student (RCW 28A.305.140).

### **BACKGROUND**

At the March meeting, SBE will consider applications for waivers from nine school districts. The applications from Edmonds and Shoreline were tabled at the January meeting and are returning with new information about the Collective Bargaining Agreements (CBAs). The applications from the other seven districts (Bethel, Methow Valley, Monroe, Newport, Northshore, Seattle, and Sedro-Woolley) also include enhanced responses about CBAs.

Since this memo is quite long, summaries of the requests have been included after the Expected Action portion of the memo. The full applications are included in Appendix A and public comment is included in Appendix B. The full application is available electronically and a hardcopy will be available at the meeting.

### **POLICY CONSIDERATION**

SBE staff has reviewed the applications and recommends them for the Board's consideration and approval.

#### **Parent-Teacher Conferences**

Seattle School District is requesting waivers from the 180 day requirement for two different purposes. One request is for professional development days and the other is to provide full-day parent-teacher conferences. After consulting SBE's counsel, it has been determined that Seattle School District would need a waiver to use full school days for parent-teacher conferences.

House Bill 2261, from the 2009 Legislative Session, changed certain sections of Basic Education, including the definition of a school day<sup>1</sup>. The new definition<sup>2</sup> is more restrictive and may not permit parent-teacher conferences to be the only activity conducted during a school day (more information is provided in the Rules memo). Therefore, Seattle School District is requesting a waiver of three days for parent-teacher conferences in elementary schools and one day for middle and high schools.

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<sup>1</sup> RCW 28A.150.030

<sup>2</sup> RCW 28A.150.203

### Shortened School Year

During the 2011 Legislative Session, the Legislature may make drastic cuts to existing state programs, including K-12 education. A reduction in the number of school days has been proposed as a cost saving strategy. As a consequence, the SBE should consider including a clause in any granted waiver that reduces or voids the waiver if the school year is shortened. The clause would be included in every granted waiver.

### EXPECTED ACTION

Approval of the applications, with the provision that if the Legislature reduces the number of days for a school year then the number of waived days would be reduced by an equal amount.

### SUMMARIES OF WAIVER APPLICATIONS

District	Number of Days	School Years	New or Renewal	Accountability Information	2009 Academic Achievement Award
<a href="#">Edmonds</a> (previously tabled by the Board)	5	2011-14	Renewal	Made AYP: No Improvement: Step Two under NCLB Tier I or II schools: No	1. Maplewood Parent Cooperative (Overall Excellence); 2. Challenge Elementary (Overall Excellence, Language Arts And Math)
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested)		175	
		2. Waiver days (as requested in application)		5	
		3. Additional teacher work days without students		6	
		The district or school directs some or all of the activities for four of the six additional days			
Total		186			
Waiver Plan Summary	<p>The purpose of the waiver plan is to implement their improvement goals identified within the school and district improvement plans; use of professional learning communities; implementation of a formative assessment system; implementation of <i>multi-tiered instruction</i> (similar to response to intervention); review of student learning data; instructional strategies to close the achievement gap; analysis of effectiveness of instructional strategies.</p> <p>The Goals and Benchmarks of the waiver plan are focusing on increasing student achievement in all grades for reading and mathematics by specific percentage points each year provided in the application. In addition, the district will target improving achievement in the following topics for the following groups:</p> <ul style="list-style-type: none"> <li>All elementary students who are not meeting grade-level standards in reading.</li> <li>All K-12 Latino students who are not meeting grade-level standards in reading.</li> <li>All K-12 low income students who are not meeting grade-level standards in reading.</li> <li>All K-12 students who are not meeting grade-level standards in math.</li> <li>All K-12 low income students who are not meeting grade-level standards in math.</li> </ul>				

District	Number of Days	School Years	New or Renewal	Accountability Information	2009 Academic Achievement Award
<a href="#">Shoreline</a> (previously tabled by the Board)	5	2011-14	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	Kellogg Middle (Overall Excellence And Language Arts)
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested in application)		175	
		2. Waiver days (as requested in application)		5	
		3. Additional teacher work days without students		7	
The district or school directs some or all of the activities for three of the seven additional days					
Total		187			
Waiver Plan Summary	<p>The purpose of the waiver plan is to provide the time for educators to continue to implement a system of instruction that will increase the academic achievement of every student, specifically in mathematics, and to close the achievement gap in reading and math so that the AYP Proficiency Index in reading and math for each of the subgroups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Special Education, Low Income) will equal, or exceed, the proficiency index for all.</p> <p>The waiver days will provide the district time for:</p> <ul style="list-style-type: none"> <li>District grade level or content level meetings to determine power standards, align standards and curriculum, and create common assessments for testing these standards.</li> <li>School staff or teacher professional learning communities to meet with colleagues and analyze common assessment data to identify the students at-risk, determine appropriate interventions, and set up a system of student progress monitoring to ensure that these students are successful.</li> <li>Staff training so that all teachers have the skills to analyze data to inform their instruction, use any new curriculum that the District adopts, create lessons that focus on power standards, and utilize the most effective instructional strategies.</li> </ul> <p>The Goals and Benchmarks of the waiver plan reach 100 percent of students meeting standards in mathematics and reading by 2014 and will identify and support struggling students.</p>				
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
<a href="#">Bethel</a>	2	2011-14	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: Two Jr. High Schools in Tier II	
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested in application)		178	
		2. Waiver days (as requested in this application)		2	
		3. Additional teacher work days without students		10	
		The district or schools directs the activities for zero of the ten additional days			
Total		190			

	Waiver Plan Summary	<p>The purpose of the waiver plan is to provide additional time for teams of teachers and administrators to analyze data and develop appropriate learning action plans to improve instructional practices for increased student achievement. This has and should continue to lead to increased opportunities for the development of professional learning communities focused entirely on student assessment data and plans for improving student achievement through modified lesson designs.</p> <p>Teachers will have the opportunity to modify, change, and enhance instructional practices for specifically targeting subgroups that have demonstrated lower student achievement rates than other student subgroups. They will also to work extensively with teams of teacher leaders on the primary issues that affect individual student groups to have a lower on-time and extended graduation rate than other student groups will be valuable in helping to formulate a plan on how to best address the needs of these student groups.</p> <p>The Goals and Benchmarks of the waiver plan are to improve student achievement as demonstrated on the MSP and HSPE by at least 5 percent in all areas, with the goal of 10 percent improvement in Mathematics. The specific 5 percent and 10 percent improvement for each grade level relative to Reading and Mathematics improvement are listed in the body of the application. Basic improvement areas are expected in the following:</p> <ul style="list-style-type: none"> <li>• More high school students are college ready due to increased program rigor.</li> <li>• More high school students engaged in project-based learning opportunities.</li> <li>• More junior high school students partaking in advanced academic curriculum.</li> <li>• More junior high school students actively engaged in their learning.</li> </ul>
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District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award										
<a href="#">Methow Valley</a>	6	2011-14	Renewal	Made AYP: Yes Improvement: No Tier I or II schools: No	1. Liberty Bell Junior Senior High School (Overall Excellence – Multilevel); 2. Liberty Bell Junior Senior High School (Special Recognition - Extended Graduation Rate)										
	Collective Bargaining Agreement (CBA) information	<table border="1"> <tr> <td data-bbox="500 1371 1263 1413">1. Student instructional days (as requested in application)</td> <td data-bbox="1263 1371 1421 1413">174</td> </tr> <tr> <td data-bbox="500 1413 1263 1455">2. Waiver days (as requested in application)</td> <td data-bbox="1263 1413 1421 1455">6</td> </tr> <tr> <td data-bbox="500 1455 1263 1497">3. Additional teacher work days without students</td> <td data-bbox="1263 1455 1421 1497">3.5</td> </tr> <tr> <td data-bbox="500 1497 1263 1591">The district or schools directs some or all of the activities for one of the 3.5 additional days</td> <td data-bbox="1263 1497 1421 1591"></td> </tr> <tr> <td data-bbox="500 1591 1263 1633" style="text-align: right;">Total</td> <td data-bbox="1263 1591 1421 1633">183.5</td> </tr> </table>				1. Student instructional days (as requested in application)	174	2. Waiver days (as requested in application)	6	3. Additional teacher work days without students	3.5	The district or schools directs some or all of the activities for one of the 3.5 additional days		Total	183.5
	1. Student instructional days (as requested in application)	174													
2. Waiver days (as requested in application)	6														
3. Additional teacher work days without students	3.5														
The district or schools directs some or all of the activities for one of the 3.5 additional days															
Total	183.5														
Waiver Plan Summary	<p>The purpose of the waiver plan is to support more students meeting standard on the statewide assessments. The district is wishing to use full-day professional development and reduce reliance on half-days. The waiver plan includes improvement of the instructional program with research; sharing successful instructional strategies; reducing the achievement gap; and using formative assessments.</p> <p>The Goals and Benchmarks of the waiver plan include 80 percent of students meeting standard in reading and increasing the number of students</p>														

		meeting standard in mathematics by 50 percent in each grade level.			
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
<a href="#">Monroe</a>	4	2011-14	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: No	Leaders in Learning (Special Recognition – Improvement)
	Collective Bargaining Agreement (CBA) information	1. Student instructional days			176
		2. Waiver days (as requested in this application)			4
		3. Additional teacher work days without students			1
The district or schools directs the activities for the 1 additional day					
Total			181		
Waiver Plan Summary	<p>The purpose of the waiver plan is to provide time for implementation of the District's Improvement Plan. The Goals and Benchmarks of the waiver plan are:</p> <ul style="list-style-type: none"> <li>To increase the number of students (grades 3-10) meeting standard in reading by 10 percent on the MSP/HSPE in spring 2011, using district assessments to monitor progress toward the goal.</li> <li>To increase the number of students meeting standard in math on the MSP/HSPE in spring 2011 by 10 percent using district assessments to monitor progress toward that goal.</li> <li>Develop a comprehensive district curriculum, instruction, and assessment system, clearly communicated and articulated throughout the district, including common teacher and student expectations.</li> <li>Enhance school safety and climate to meet the needs of the whole child.</li> </ul>				
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
<a href="#">Newport</a>	5	2011-14	Renewal	Made AYP: Yes Improvement: No Tier I or II schools: No	1. Newport High School (Overall Excellence – High). 2. Sadie Halstead Middle School (Overall Excellence - Schools with Significant Gifted Populations). 3. Newport High School (Special Recognition - Language Arts).
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested in application)			175
		2. Waiver days (as requested in application)			5
		3. Additional teacher work days without students			5
		The district or schools directs some or all of the activities for one of the five additional days			
Total			185		
Waiver Plan Summary	<p>The purpose of the waiver plan is to increase student achievement on state assessments in reading, math and science for all students; to increase student achievement for their low income student subgroup by reducing the achievement gap in reading and math; and to improve on-time and extended high school graduation rates by using data from multiple measures to identify</p>				

		<p>and implement instructional programs that are vertically aligned K-12 and with state standards. The district will provide ongoing, high-quality professional development to staff to ensure that they are equipped to provide effective teaching to meet their goals.</p> <p>The Goals and Benchmarks of the waiver plan are to:</p> <ol style="list-style-type: none"> <li>1. Increase student achievement in reading, math and science for all students on state assessments by increasing in each area and grade level by a minimum of five percentage points as averaged over the next three years. See question ten for actual percentages and scores.</li> <li>2. Increase student achievement in reading, math and science for our low income student subgroup on state assessments by increasing in each area and grade level by a minimum of 5 percentage points as averaged over the next three years. See question ten for actual percentages and scores.</li> <li>3. Increase Newport School District's on-time graduation rate to 80 percent and extended graduation rate to 83 percent.</li> </ol>													
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award										
Northshore	5	2011-14	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	<ol style="list-style-type: none"> <li>1. <b>Five</b> elementary schools received an Overall Excellence Award;</li> <li>2. <b>Two</b> elementary schools received a Special Recognition for Closing the Achievement Gap Award</li> </ol>										
	Collective Bargaining Agreement (CBA) information	<table border="1"> <tr> <td>1. Student instructional days (as requested)</td> <td>175</td> </tr> <tr> <td>2. Waiver days (as requested in application)</td> <td>5</td> </tr> <tr> <td>3. Additional teacher work days without students</td> <td>4</td> </tr> <tr> <td>The district or schools directs some or all of the activities for 2.5 of the 4 additional days</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td>184</td> </tr> </table>				1. Student instructional days (as requested)	175	2. Waiver days (as requested in application)	5	3. Additional teacher work days without students	4	The district or schools directs some or all of the activities for 2.5 of the 4 additional days		Total	184
	1. Student instructional days (as requested)	175													
2. Waiver days (as requested in application)	5														
3. Additional teacher work days without students	4														
The district or schools directs some or all of the activities for 2.5 of the 4 additional days															
Total	184														
Waiver Plan Summary	<p>The purpose of the waiver plan is to:</p> <ul style="list-style-type: none"> <li>• Develop and refine common assessments and new requirements within the context of the District Comprehensive Assessment Plan.</li> <li>• Support implementation of the District Comprehensive Assessment Plan through collaboration in Professional Learning Communities.</li> <li>• Expand and focus the analyses of state, district and classroom based assessments with emphases on the improvement of student achievement and test scores.</li> <li>• Develop and implement interim common assessments at both elementary and secondary levels in core content areas.</li> <li>• Utilize a common instructional framework in order to diagnose, assess and improve instructional practices (e.g., high leverage math practices, gradual release).</li> <li>• Utilize data to inform instructional practices, decisions and student outcomes.</li> <li>• Coordinate P - 12 curriculum alignment and design strategies to ensure continuity throughout the curricula, instructional programs and extended learning activities.</li> <li>• Apply principles of HRO (High Reliability Organizations) system-wide to ensure response to instructional needs.</li> <li>• Provide training for classified employees to meet professional competencies.</li> </ul>														

		<p>The Goals and Benchmarks of the waiver plan are:</p> <ul style="list-style-type: none"> <li>Increasing by 10 percent - 15 percent the MSP and High School HSPE reading, math, science and writing levels of performance for 4th, 5th, 7th, and 8th grade students, and students meeting standard on EOC exams in algebra and geometry;</li> <li>Decrease the percentage of students in Level 1 in all areas by 10 percent over the next three years.</li> <li>Increase the percentage of students in each higher level; Increase level four in all areas by 15 percent over the next three years. Fifteen percent will move from high Level two to Level three.</li> <li>Increase the percentage of ELL, students in Special Education and students in poverty graduating on time or within the extended graduation rate time frame by 10 percent over the next three years; and decrease the drop-out rate of ELL, students in Special Education and students in poverty by 10 percent over the next three years.</li> <li>Increase the percentage of ELL, students in Special Education and students in poverty to be kindergarten ready by 10 percent over the next three years.</li> <li>Increase the percentage of ELL, students in Special Education and students in poverty in college readiness courses, including advanced mathematics, lab sciences, AP, IB, College in the High School and Tech Prep courses.</li> <li>Increase the percentage of ELL, students in Special Education and students in poverty reading at grade level by second grade and by third grade by 10 percent over the next three years.</li> </ul> <p>In addition, the district will be able to eliminate their 10 half days with the waiver.</p>
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District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award									
<a href="#">Seattle – Parent/Teacher Conferences</a>	K-6 & K-8 = three days Middle & High = one day	2011-13	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: Three Tier II schools	1. Ten schools received an Overall Excellence Award; 2. One elementary school received a Special ;Recognition for Extended Graduation Rate Award; 3. Two schools received a Special Recognition for Improvement Award; 4. One high school received Language Arts Awards; 5. Two elementary schools received Math Awards									
	Collective Bargaining Agreement (CBA) information	<table border="1"> <tr> <td>1. Student instructional days</td> <td>177</td> </tr> <tr> <td>2. Waiver days (as requested in this application)</td> <td>3*</td> </tr> <tr> <td>3. Additional teacher work days without students</td> <td>5</td> </tr> <tr> <td>The district or schools direct the activities for all of the additional days</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td>185</td> </tr> </table> <p>*The District is requesting a parent/guardian/teacher conference waiver in a separate waiver request. That request is for 3 days for elementary and K-8 and 1 day for middle and high schools. If that request is granted the waiver request days would in total be 6 for elementary and 4 for middle and high school.</p>				1. Student instructional days	177	2. Waiver days (as requested in this application)	3*	3. Additional teacher work days without students	5	The district or schools direct the activities for all of the additional days		Total
1. Student instructional days	177													
2. Waiver days (as requested in this application)	3*													
3. Additional teacher work days without students	5													
The district or schools direct the activities for all of the additional days														
Total	185													

	Waiver Plan Summary	<p>The purpose of the waiver request is to provide time for parent teacher conferences, with the following considerations:</p> <ul style="list-style-type: none"> <li>• Protect instructional time;</li> <li>• Eliminate schedule changes and disruption (e.g., changes in PCP and specialist schedules) for teachers and students.</li> <li>• Allow teachers to focus on teaching when teaching and conferencing when conferencing.</li> <li>• Maintain the focus on teaching and learning for an additional week each year.</li> <li>• Allows for more meaningful parent/teacher dialogue with more time available for longer conferences, typically 30-40 minutes rather than 20-25 minute schedule during early dismissal.</li> <li>• Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.</li> </ul> <p>The district has historically held parent teacher conferences at the elementary level by having students attend class for seven half days. About three years ago, at the request of the elementary schools, the district requested and received a waiver from SBE for three full days versus the seven half days. This essentially puts students in class for a half day longer than the historical approach to providing time for parent teacher conferences. In addition, the district believes it is less disruptive to the school environment to hold conferences with the full day schedule versus the half day schedule. Their families overwhelmingly agree that the three full day schedule is preferable.</p> <p>The Goals and Benchmarks of the waiver plan are to increase family participation in parent/teacher conferences when conferences are offered. The District has set a goal of 90 percent participation. Moving forward, the District will collect aggregate data from schools to calculate the number of families that participated in parent/teacher conferences. An additional expected outcome of the request for waiver days for parent teacher conferences, although not directly attributable to increased academic scores, is to provide families with strategies for supporting their children's learning at home.</p> <p>If this waiver request is not granted, SPS would be required to add seven additional half-day schedules to the school year calendar. For a middle or high school that has utilized a parent/teacher conference day the waiver will eliminate two half-days.</p>			
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
	3	2011-13	Renewal	See Seattle Parent-Teacher Conference request above	See Seattle Parent- Teacher Conference request above
<a href="#">Seattle – Professional Development</a>	Collective Bargaining Agreement (CBA) information	See Seattle Parent- Teacher Conference request above			
	Waiver Plan Summary	<p>The purpose of the waiver plan is to support the District's strategic plan, "Excellence for All" (hereinafter "Strategic Plan") by providing District staff with three professional development days. The District's work is aimed at creating a system that supports 100 percent of our students in meeting or exceeding expectations and where 100 percent of our students graduate</p>			

		<p>prepared for college, career, and life. The work will include:</p> <ul style="list-style-type: none"> <li>• Strengthen our teaching of mathematics and science and build on our success with reading and writing;</li> <li>• Focus for sustained period of time on a limited number of high leverage strategies across content areas;</li> <li>• Ensure the work of professional learning communities is sustained with effective continuous professional growth;</li> <li>• Engage our families more often and more effectively; and</li> <li>• Develop assessment tools to consistently track student progress and use data to drive improvements.</li> </ul> <p>The Goals and Benchmarks of the waiver plan are both closing the achievement gap and accelerating learning for all students. The district has listed in the application specific academic achievement and graduation benchmarks. The goal of professional development is to improve student achievement by enabling every staff member to develop the knowledge, skills and behaviors for improving instruction. All professional development provided to district employees will incorporate Essential Elements, practices and tools intended to build teacher capacity in improving student achievement. Essential Elements identified by SPS are:</p> <ul style="list-style-type: none"> <li>• Cultural responsiveness</li> <li>• High Leverage Teaching Moves (strategies)</li> <li>• Common instructional vocabulary</li> <li>• Family and community engagement</li> <li>• Technology integration</li> <li>• Classroom management</li> <li>• Differentiation strategies to support the range of learning needs in our schools</li> <li>• English Language Learner (ELL)</li> <li>• Special Education</li> <li>• Advanced Learning</li> <li>• Interventions/Accelerations</li> </ul> <p>If this waiver request is not granted, the district would likely be required to add additional half-day schedules to the school year calendar. Thus, granting the waiver request would prevent the addition of six additional half days.</p>			
District	Number of Days	School Years	New or Renewal	Accountability Information	2010 Academic Achievement Award
<a href="#">Sedro Woolley</a>	3	2011-14	New	Made AYP: No Improvement: Step 1 Tier I or II schools: No	
	Collective Bargaining Agreement (CBA) information	1. Student instructional days (as requested in this application)			177
		2. Waiver days (as requested in this application)			3
		3. Additional teacher work days without students			5
		The district or schools directs some or all of the activities for 1.5 of the 5 additional days			
		Total			185
Waiver Plan Summary	One citizen provided written testimony, provided in Appendix B, to Superintendent Dorn and the State Board of Education regarding the Sedro-Woolley School District application for a waiver. The testimony was provided by a classified employee concerned about any potential loss in earnings that				

		<p>may occur to classified staff if the district's waiver application is approved.</p> <p>The purpose of the waiver plan is to:</p> <ul style="list-style-type: none"> <li>• Create full days of professional development that will yield more quality time for training via no loss in travel time, set-up, and the ability to provide more in-depth and comprehensive training.</li> <li>• Address the parental concern regarding the burden of childcare planning for half days as well as improve student attendance due to lack of attendance on half days.</li> <li>• Provide time for staff to focus on district and school improvement goals, to align curricula to State standards, to continue training in newly adopted math and reading curriculums, to develop intervention strategies for our students that have not met standard.</li> <li>• Improve student achievement through focused training on research-based quality instructional classroom practices.</li> </ul> <p>The Goals and Benchmarks of the waiver plan are a minimum of:</p> <ul style="list-style-type: none"> <li>• 50 percent reduction in non-proficient students (grades 3-9) in reading and math as measured by fall-to-spring MAP assessments.</li> <li>• Seven-point increase in district math MSP (Measurements of Student Progress) scores in grades 3-8, using cohort scores grades 4-8 and trend scores in third grade.</li> <li>• 25 percent reduction in non-proficient students (grades 10-12) in math as measured by EOC (End of Course) exams.</li> <li>• Fifty percent reduction in "strategic" and "intensive" (non-proficient) students in reading and math as measured by the fall-to-spring district K-2 math assessment and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment.</li> </ul> <p>The waiver will allow the district to reduce 6 half-days at both the elementary and secondary levels.</p>
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### Washington State Assessment, Dropout, and Graduation Data

At the end of each application, staff has added student achievement data. The following two tables of Washington State achievement data are provided for comparison.

Washington State 2009-10 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	67.2%	53.7%	61.1%	
7th Grade	63.4%	55.3%	70.3%	
10th Grade	78.9%	41.7%	86.0%	44.8%

Washington State 2008-09 Results	
Annual Dropout Rate	5.1%
On-Time Graduation Rate	73.5%
Extended Graduation Rate	79.2%

## APPENDIX A

### WAIVER REQUEST APPLICATIONS

<b>1. District</b>	<b>Edmonds School District No.15</b>
<b>2. New or Renewal</b>	Renewal Application
<b>3. Is the request for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	5
<b>5. School Years</b>	3
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

<b>Edmonds 7. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	12
Reduction	10
Remaining number of half days in calendar	2

<p><b>Edmonds 8. What are the purpose and goals of the waiver?</b></p> <p>Waiver days provide time for our staff to implement the improvement goals identified within our school and district improvement plans. We use the construct of <i>professional learning communities</i> (PLCs) to guide our learning toward these goals. District leaders and principals develop the plans that our professional learning communities follow.</p> <p>Our secondary system is focused on the implementation of a formative assessment system that enables teachers to understand student learning on a minute-by-minute daily basis using the work of Dylan Wiliam as a guide. Wiliam’s research has demonstrated that intentional formative assessment of this type, when implemented well, can have a very powerful positive effect on student achievement.</p> <p>Our elementary system is focused on the implementation of <i>multi-tiered instruction (MTI)</i>, a three-tiered structure that requires our staff members to routinely monitor student progress and meet to discuss students’ needs based on relevant data.</p> <p>During the waiver days our teachers work in <i>professional learning communities</i> (PLCs) <u>on the following goals:</u></p> <ol style="list-style-type: none"> <li>1. <u>Routine review of student learning data</u> gathered through state, district, and classroom-based assessments.</li> <li>2. <u>Routine learning and discussion about the instructional strategies</u> necessary to close the achievement gaps identified by our state, district, and classroom-based assessments.</li> <li>3. <u>Routine analysis of the effectiveness of our changes</u> of instructional practices.</li> <li>4. <u>Routine learning about such topics</u> as formative assessment and implementation of our new literacy adoption.</li> </ol> <p>The five days are essential to the yearlong effort by staff to improve student learning and to make the needed adjustments to instruction while there is an opportunity to positively impact the outcome of the school year.</p> <p>Our experience with the use of our professional development time is that having longer chunks of time for teachers to meet monthly in PLCs leads to deeper conversations than shorter more frequent chunks of time. For example, at the secondary level the structure of our work is</p>
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designed so that teachers can commit to personal action plans in their PLCs, then try out their new learning in their classrooms in the time period between PLCs, and subsequently bring their applied learning experiences to discuss in depth with colleagues in their next PLC. The graphic on the next page illustrates how this structure works in our secondary schools.

**Edmonds 9. What is the student achievement data motivating the purpose and goals of the waiver?**

The District uses student achievement data from the Measurements of Student Progress (MSP), High School Proficiency Exams (HSPE), as well as from district, school, and classroom assessments. From these assessments we have determined that while overall student achievement in our district has risen in recent years, we continue to struggle with persistent achievement gaps. We are most concerned about the performance of our low income and Latino students, particularly in early literacy, and math and science K-12.

A key set of data influencing our use of professional development time during waiver days is our district AYP data. Specifically, in spring 2010, the following groups in the district did not make AYP:

	<i>Elementary (grades 3-5)</i>	<i>Middle (grades 6-8)</i>	<i>High (grade 10)</i>
<i>Reading</i>	All, Black, Latino, Low Income	Latino, ELL, Low Income	Low Income
<i>Math</i>	Low Income	Low Income	All, White, Low Income

The time provided on the waiver days will allow staff to continue to analyze student assessment data and to work within professional learning communities (PLCs) to develop the necessary interventions to support increased student achievement levels.

The District will use the data to align resources to support schools in meeting the student learning goals identified by our achievement gaps listed above. The district also uses the data to make decisions about how best to shape the professional development activities provided to staff on the waiver days.

**Edmonds 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.**

After a very careful assessment of student performance on state assessments, we determined the following Adequate Yearly Progress (AYP) focal points for our 2010-11 *District Improvement Plan*:

Reading Target Groups:

- All elementary students who are not meeting grade-level standards in reading.
- All K-12 Latino students who are not meeting grade-level standards in reading.
- All K-12 low income students who are not meeting grade-level standards in reading.

Math Target Groups:

- All K-12 students who are not meeting grade-level standards in math.
- All K-12 low income students who are not meeting grade-level standards in math.

We have set very specific three-year achievement goals that are outlined below. These goals are based on increasing the percentage of students meeting standard on the state assessment using the state formula for making Safe Harbor. We have included the 2009-10 data as the baseline year.

Three-Year District Reading Goals – Percent of Students Meeting or Exceeding Standard

	2009-10 (baseline year)	2010-11	2011-12	2012-13
<i>Elementary (Gr. 3-5)</i>	69.9%	72.7% (+3%)	75.3% (+2.5%)	77.6%(+2.3%)
<i>Middle (Gr. 6-8)</i>	67.2%	70.3% (+3%)	73.1%(+2.8%)	75.7%(+2.6%)
<i>High (Gr. 10)</i>	83.3%	84.9%(+1.5%)	86.3%(+1.4%)	87.6%(+1.3%)

Three-Year District Math Goals – Percent of Students Meeting or Exceeding Standard

	2009-10 (baseline year)	2010-11	2011-12	2012-13
<i>Elementary (Gr. 3-5)</i>	59.2%	63.0%(+3.8%)	66.5%(+3.5%)	69.7%(+3.2%)
<i>Middle (Gr. 6-8)</i>	58.1%	62.1%(+4%)	65.7%(+3.6%)	69.0%(+3.3%)
<i>High (Gr. 10)</i>	43.8%	49.1%(+5.3%)	53.9%(+4.8%)	58.3%(+4.4%)

The District has similar three-year goals for our target demographic groups in both Reading and Math. These goals are also determined using the Safe Harbor calculation to demonstrate progress.

In addition to tracking progress on the state assessment, we use district and classroom assessments as a means of measuring student progress between state assessments. In elementary reading, our goal is that fewer than 20 percent of our district K-2 students will be performing in the at-risk category on the DIBELS in spring 2011. As part of our MTI meetings, teachers at grades K-6 are tracking student progress on Comprehension Strategy Assessments that are part of the district's new literacy program. In elementary math, our goal is that at least 80 percent of our grade 2 students will meet or exceed the target on the Grade 2 District Math Assessment in spring 2011. Elementary teachers at grades K-5 use assessments that are part of our Math Expressions program to track classroom progress in math. At secondary, our teachers in grades 7-12 routinely discuss their students' learning as evidenced through formative assessments during their professional learning community (PLC) meetings on waiver days.

**Edmonds 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.**

We will collect multiple forms of evidence to determine if we met our goals. Specifically, the following assessments are used district-wide:

Reading:

- DIBELS, grades K-1 all students, and grades K-6 for Learning Support and “Watch List” students.
- Grade 2 Oral Reading Assessment.
- Sight Word Assessment, grades K-1.
- Comprehension Strategy Assessments, grades K-6.
- Gates-MacGinitie Reading Test, grades 7-12 Learning Support.
- Measurements of Student Progress, grades 3-8.
- High School Proficiency Exam, grade 10.

Math:

- Grade 2 District Math Assessment.
- K-5 assessments from the Math Expressions program.
- Grade 6 assessments in key CMP2 units (Bits & Pieces three; Variables & Patterns) under construction to be used district-wide.
- Measurements of Student Progress, grades 3-8.
- End-of-Course Math exams in Algebra and Geometry.

The district uses a data warehouse that allows all certificated staff to view student learning data in a variety of ways, including disaggregating by gender, ethnicity, meal status, special programs, and other meaningful demographics. Staff are able to track the ongoing progress of groups of students as well as individual students throughout the year.

Our District Improvement Plan (found at [www.edmonds.wednet.edu](http://www.edmonds.wednet.edu)) provides more detailed information about how we will measure student performance against math, literacy, and our supportive learning environment goals. Many of these details are also outlined in our response to question ten within this application.

**Edmonds 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.**

We use professional learning communities (PLCs) as our primary learning structure K-12. Principals and teachers meet in PLCs frequently, including during a large percentage of our waiver day time. Formative assessments are our primary content learning for grades 7-12. Support of our new literacy adoption and multi-tiered instruction (MTI) are our primary learning areas for grades K-6. Our concerns about early literacy led us to this adoption. Our concerns about data-driven decision making, particularly in terms of our student groups who indicate achievement gaps, led us to MTI and formative assessments.

At the elementary level, the district has provided structured protocols for use in the MTI meetings, to ensure that the conversations are focused and effective. The protocols include a series of guiding questions designed to lead each grade-level team through a review of student data and discussion of student needs from the level of:

1. The grade level as a whole.
2. Each classroom.
3. Students on the "Watch List."
4. Tier II students.
5. Students whose learning demonstrates that they should be moved into a different grouping, needing either more or less progress monitoring and/or interventions than they currently receive.

At the secondary level, the work on formative assessments focuses on five strategies:

1. Clarifying and Sharing Learning Targets and Success Criteria.
2. Eliciting Evidence of Student Learning through More Effective Questioning Techniques.
3. Providing Effective Feedback that Moves Student Learning Forward.
4. Helping Students to Take Responsibility for their Own Learning.
5. Helping Students to be Effective Resources for their Peers.

The content and process of the strategies being used by the district during the waiver days is strongly supported by research about effective teaching and learning practices that positively impact student achievement (e.g., see work by Dylan Wiliam, Doug Reeves, John Hattie, and Richard DuFour).

**Edmonds 13. Describe the innovative nature of the proposed strategies.**

Our professional learning community (PLC) construct is based on the work of Richard DuFour and is used by many districts throughout the state of Washington and across the country.

This model (PLCs) brings teachers together to answer four clear questions:

1. What do we expect students to learn? (the standards)
2. How will we know if they learned it? (the assessments)
3. What will we do if they did not learn it? (interventions)
4. What will we do if they already learned it? (enrichment)

PLCs are based on the notion that collaboration is the best way to ensure common outcomes, assessments and learning for both adults and students.

Our elementary system uses the professional learning community construct to engage with multi-tiered instruction (MTI), a three-tiered approach to learning in the classroom. The first tier (typically 80 percent of students) is the primary classroom instruction called the “core.” The second tier (typically 15 percent of students) is daily supplemental instruction for students who need an “extra dose” of time for learning a key strategy/skill. The third tier (typically five percent of students) is supplanted instruction, where students leave their primary classroom for full-time support on a skill (e.g., many students within self-contained special education classrooms). This framework for student learning also implies that teachers must meet routinely (every four to six weeks) to review student data and determine next instructional steps. This is a complete paradigm shift for our system, which formerly left it up to individual school sites to create a schedule for data review.

Our secondary system uses professional learning communities to engage with formative assessment, using the work of Dylan William and the Educational Testing Service (ETS) as its guide. We are focusing on day-by-day, hour-by-hour, minute-by-minute assessments that help teachers determine instructional decisions in real-time. Formative assessment emphasizes using this “real-time” data to make changes in instructional practices that will help the students immediately.

We have learned much from these structures. PLCs make it possible for us to organize learning for nearly all of our staff without having to bring teachers together in one location. They also help us ensure job-embedded conversations because they are based at the local school site and are focused on the students that each teacher has in his/her classroom. MTI has helped us create a structure to organize our students and support services so they are targeted, based on data, and do not inadvertently overlap with one another. Formative assessments give us the type of real-time data that we cannot get from our yearly state assessments, thus making it easier to provide students with the right support.

We absolutely need the waiver days in order to ensure opportunities that are both consistent and routine for teachers to meet to discuss student data and next steps to support the identified student needs. Without the waiver days, we must rely on teachers doing this on their own and outside a controlled learning environment- a notion that inevitably leads to gaps in information about student needs and inconsistent implementation of instructional strategies to meet student needs.

**Edmonds 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?**

As noted, our system is using the following guiding questions for our work in student learning: (the guiding questions within the PLC construct)

1. *What do we want students to learn?*
2. *How will we know if they learned it?*
3. *What will we do if they don't learn it?*
4. *What will we do if they already get it?*

We are using the professional learning community (PLC) structure to guide our work K-12 and multi-tiered instruction (MTI) to support our efforts at elementary. This is a long-term vision and each year is connected with the previous. In 2009-10, we focused on question one above. In 2010-11, we are focusing on question two above. In 2012-13, we will begin to focus on questions three and four above, while continuing to connect the work across all four questions. We will continue to deepen this work in each subsequent year of the waiver. We will continue to use the professional learning community structure during waiver days to support our learning with respect to finding answers to these questions. Educational research strongly supports the importance of long-term commitment to a strong focus, and the three-year waiver will help ensure the district being able to continue and strengthen the focused work for which we have set a foundation.

**Edmonds 15. Describe how the waiver directly supports the district and/or school improvement plans**

Note: Our District and School Improvement Plans can be located on our district website at [www.edmonds.wednet.edu](http://www.edmonds.wednet.edu). Our District Improvement Plan is located on the Student Learning Department homepage and the School Improvement Plans are linked to each school's website, accessible through the district's homepage.

Our District Improvement Plan identifies our most pressing student needs system-wide. The time provided by the waiver directly supports the district and school improvement plans. These plans address literacy, math, and supportive learning environment needs as identified by our data. They also include steps for connecting with our community and integrating technology. At the district level, professional development will support teachers and principals in the areas of math and literacy, with a strand of learning around best instructional practices and assessment. The block of time the waiver provides allows focused work on the development of content knowledge and pedagogy to support higher levels of learning for all of our identified students.

**Edmonds 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.**

Communication around the original calendar change, prior to the 2003-04 school year, included communication to parents and community members about the planned change from ten half days of early release for staff development to five full non-student days for professional development and collaborative time. The proposed use of those days was explained to staff, parents, and community members through established district communication processes. Feedback was overwhelmingly positive as parents felt the reduction of the number of early release days minimized the disruption to family schedules. Since the initial processing of the waiver, we have continued to work with administrators, teachers, classified staff, parents, and community members to ensure continued support of the waiver. We have sought information through surveys, face-to-face communication, and through parent and staff meetings. Groups involved in processing the decision to seek renewal of the waiver have included: the District Labor Management Group, comprised of representatives from each of the District's employee groups; the Professional Excellence Committee, which includes teachers and building and district level administrators; the District's principals and managers; the Citizen Planning Committee, comprised of parent representatives from all schools; the Superintendent's Roundtable, which brings together community members, parents, and staff; bargaining groups; and the School Board of Directors. Each of these groups understands the need for full professional development days and has given support for continuing the waiver.

Administrators and certificated staff continue to strongly support the current structure of the calendar as it provides an improvement in the quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows learning application and assessment to be made throughout the year (see the chart under section #8). In response to the school calendar, parents have been supportive and greatly appreciative of the careful placement of the days which enhance professional development, as well as take into account the need to minimize the impact on families.

Edmonds 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

For the 2010-11 school year, the Edmonds School District calendar contained 11 days of non-student time which were used in a variety of ways to support student learning and the work of the schools. Of the 11 full days, three of the days were held before school started -- August 31, September 1 and 2, 2010. Of the eight days within the school year, five were waiver days and three were supplemental contract days for certificated staff. The calendar contained two early releases -- one in January and the other is on the last day of school.

The 2010-11 calendar resulted in one full non-student day each month, except for April and December, which had no non-student days, and May which contained two full non-student days. This calendar is similar to the two previous school years; however, the 2008-09 and 2009-10 school years also contained Learning Improvement Days which were funded by the State. With the loss of those days, Edmonds did not add any of that time back into the calendar.

The non-student time is used in a balanced way to address individual, building/department, quad and District-level needs. This time is used for: professional development; alignment of instructional practices; curriculum and assessment development; analyzing student assessment data; assessing student work; collegial and individual work; reviewing policies and procedures; processing critical building decisions; communicating with parents; supporting school improvement plan work; and supporting school and student activities.

The time described above is common to all Edmonds certificated staff. In addition to that time, elementary students are released early for five days in October and one day in March for the purpose of parent-teacher conferences. These conference times have widespread support from our parents, who find the time critical to learning about their child's progress.

Attached you will find a copy of our agreement with the Edmonds Education Association (EEA) regarding non-student time procedures and expectations, and a copy of the 2010-11 school calendar. You can find a copy of our collective bargaining agreement with EEA on our District website. *To access it, please go to [www.edmonds.wednet.edu](http://www.edmonds.wednet.edu) click on the Departments link, then the Human Resources link, then Collective Bargaining Agreements link.*

B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	6
The district or schools directs some or all of the activities for 4 of the 6 additional days	
Total	186

C. If the district has teacher work days over and above the 180 school days (as identified in row 3 of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100*		x	
2	100*			x
3	100*		x	x
4	100**	x		x
5	100**			x
6	100**		x	x
Check those that apply				

\*These are the pre-service supplemental days (occurring before school begins). If a staff member does not work on these days, he/she is not compensated. Please see attached document for specific information.

\*\*These are supplemental days. If a staff member does not work on these days, he/she is not compensated. For 2010-11 these days were scheduled for September, January, and May. Please see attached documents.

The early release time in January (which is part of the staff member's base contract) is designated for school-directed activities. The early release time in June (which is part of the staff member's base contract) is designated for teacher directed activities.

D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

There are a variety of activities that need to occur to begin a school year. The three days prior to the start of school for students is used:

- To cover mandatory training or review of policies, procedures or laws, e.g. child abuse reporting, sexual harassment, bloodborne pathogens, student medical alerts and training, discipline policies, etc..
- To meet as a staff for professional development activities and/or to review new curriculum or assessment materials.
- To prepare classrooms for student arrivals.
- To share pertinent information regarding students.
- For teacher planning time both individually and with colleagues.
- To review school improvement goals.
- To work in professional learning communities.
- To make needed parent contact and communication.

The three days within the school year is needed to provide time for staff for:

- Working with their departments and/or grade levels on curriculum and assessment.
- Collegial and individual planning.
- IEP and other critical meetings with staff and parents.

- Professional development and training.
- Building goals setting and implementation.
- Assessment work and grading.
- Supporting student activities, e.g. senior projects, career activities.
- Decision-making activities.

The waiver days provide focused time to implement the improvement goals identified within our school and district improvement plans. The five days are essential to the yearlong effort by staff to improve student learning and to make the needed adjustments to instruction while there is an opportunity to positively impact the outcome of the school year. The time provided through the waiver days is necessary to ensure opportunities that are both consistent and routine for teachers to meet and discuss student data and next steps to support the identified student needs. Without the waiver days, we must rely on teachers doing this on their own and outside a controlled learning environment, which leads to gaps in information about student needs and inconsistent implementation of instructional strategies to meet student needs.

The loss of the waiver days would impact the District's ability to replicate that time. Edmonds has been forced to make significant budget cuts over the past three years and is not financially able to replace the waiver days should they not be available. Our experience with the use of professional development time is that having longer chunks of time for teachers to meet monthly in professional learning communities leads to deeper conversations and results than shorter more frequent chunks of time.

**Edmonds 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?**

Our previous waiver allowed time for staff to implement school improvement goals. The waiver days provided an opportunity for staff to:

- Work on curriculum development.
- Analyze effectiveness of their work based on student learning data.
- Work collaboratively to implement plans and goals.
- Review student data leading to adjustments of instructional practices and development of common assessment.
- Receive professional development on new math and literacy curriculum.

These activities were those that were planned as part of the district's prior waiver request.

**Edmonds 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.**

The purpose and goal of the previous waiver were to provide time for staff to implement school improvement goals which were identified by each school through data analysis of state, district and classroom-based assessments. The waiver days were used for professional development, curriculum development, standards alignment, analysis of student data, and implementation planning. We are seeing some overall student growth during this period. We still have work to do to close the achievement gap and enhance learning for all students. Continuation of the waiver days is vital to support improved student learning.

Although the last waiver did not request that we have specific targets, the following statements summarize some of the progress we have seen in the district over previous years:

- Student performance in the district shows a three-year upward trend that is more pronounced at the district level than at the state level in the following grades and subjects on the state assessment:
  - Grade 3 Reading
  - Grades 6 and 7 Math
  - Grades 4 and 7 Writing
  - Grade 10 Science
  - Girls in Grades 6, 7, and 8 Math
  - Low income students in Grades 8 and 10 Science
- In spring 2010, Edmonds students on average performed as well or better than state average on the state assessment in all grades and subjects except:
  - Grade 5 Science
  - Grade 8 Reading

This performance is in contrast to student performance in spring 2009, in which Edmonds students did not perform as well or better than state averages in Grade 4 Math, Grade 5 Reading, Grade 7 Writing, and Grade 8 Math – in addition to Grade 5 Science and Grade 8 Reading.
- In spring 2010, English Language Learners in the district performed consistently higher than their counterparts in the state in all grades in both Reading and Math on the state assessment.

This performance is in contrast to student performance in spring 2007, in which ELL students in the district performed less well than state ELL averages in 4 of the 7 tested grades in Reading, and less well than state ELL **averages in 3 of the 7 tested grade levels in Math.**

**Edmonds 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?**

Parents and the community receive regular communication about the professional development work staff is involved in on the waiver days. Principals include information in their school newsletters and information is shared at parent meetings. Information is shared with the community via the district newsletter, the district website, our Citizen's Planning Committee (CPC) and at the Superintendent's Roundtable meetings.

**Edmonds State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	20,625	
Free or Reduced-Price Meals	6,348	30.8%

	2008-09	2007-08	2006-07
Annual Dropout Rate	6.1%	5.1%	5.3%
On-Time Graduation Rate	77.1%	75.4%	75.4%
Extended Graduation Rate	83.5%	80.5%	79.4%

**2009-10 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	68.2%	54.9%	62.8%	
7th Grade	67.3%	58.6%	73.8%	
10th Grade	83.9%	42.2%	90.8%	50.5%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	73.9%	48.5%	61.4%	
7th Grade	59.4%	55.0%	68.2%	
10th Grade	86.9%	54.0%	89.6%	45.3%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	71.0%	52.7%	59.5%	
7th Grade	62.5%	49.1%	68.4%	
10th Grade	86.5%	53.6%	92.7%	40.9%

<b>1. District</b>	Shoreline School District
<b>2. New or Renewal</b>	Renewal Application
<b>3. Is the request for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	Five
<b>5. School Years</b>	2011-12, 2012-13, 2013-14
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

<b>Shoreline 7. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	No half days District wide. Elementary students have seven for parent conferences - three in October and four in January
Reduction	No
Remaining number of half days in calendar	Same as above

<b>Shoreline 8. What are the purpose and goals of the waiver?</b>	
The purpose of using the five days requested in this waiver is to provide the time for educators	

to continue to implement a system of instruction that will increase the academic achievement of every student, specifically in mathematics, and to close the achievement gap in reading and math so that the AYP Proficiency Index in reading and math for each of the subgroups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Special Education, Low Income) will equal, or exceed, the proficiency index for All.

Shoreline used our waiver days during the past three years to begin this process. We have worked district-wide to begin answering these four questions: 1) What exactly do our students need to learn? 2) How will we know when they have learned this? 3) What will we do when students do not learn? And 4) What will we do for the students who have already met standard?

We have learned that this takes an incredible amount of time. All educators received initial district training to do this work and it is currently happening at all levels, in job-embedded teacher professional learning communities, at school sites, and at district level trainings and workshops. During the last three years we:

- Determined power standards in K-12 math, P-6 reading, 7-12 social studies, and English. Power standards are the critical standards that all students must master. They need to be understood by teachers, students, and parents. (What exactly do our students need to learn?)
- Purchased a data dashboard and have put in place common assessments for K-12 reading and one math assessment which we can now use for powerful data analysis and progress monitoring. (How will we know when students have learned?)
- Wrote and received a Response to Intervention (Rtl) grant that has paid for our district Rtl coordinator and coaches at each school. We have started to implement district-wide systems of support and interventions for struggling students. (What will we do for students who do not learn?)
- Conducted a review of our Highly Capable Program in 2008-09 and are making suggested changes to improve this program, as well as our AP/Honors program. (What will we do for the students who have already met standard?)

Shoreline students have already benefited from the work that we have completed. Teachers' lessons focus on power standards and they are using the data dashboard to identify students that need support. Interventions have been implemented at most sites and more students are monitored to ensure that they are receiving appropriate instruction. We have adopted new math curriculum at the elementary level and high school, new writing curriculum K-6, and are currently looking at middle school math and secondary science materials. We have aligned math instruction P-12, so all our students receive the same opportunities to learn and we are in the process of aligning our science instruction, as well. (See section 19 for a more detailed description.)

We still have much to do, so we plan to use the five waiver days over the next three years to:

- Determine the power standards in the additional content areas, as well as revising others to reflect the core national standards, if they are adopted.
- Align standards and curriculums P-12 in other content areas, so all students have equal access to excellent instruction.
- Create common assessments for mathematics, and hopefully, science that can be used to diagnose areas of difficulty. The results of these common assessments would be available on our data dashboard.
- Determine the most effective interventions, specifically for math, that will enable our students to meet standard on state tests, to earn required credits, and be eligible to enter a college or university.

Specifically, these days would provide the time for:

- District grade level or content level meetings to determine power standards, align standards

and curriculum, and create common assessments for testing these standards.

- School staff or teacher professional learning communities to meet with colleagues and analyze common assessment data to identify the students at-risk, determine appropriate interventions, and set up a system of student progress monitoring to ensure that these students are successful.
- Staff training so that all teachers have the skills to analyze data to inform their instruction, use any new curriculum that the District adopts, create lessons that focus on power standards, and utilize the most effective instructional strategies.

**Shoreline 9. What is the student achievement data motivating the purpose and goals of the waiver?**

Shoreline’s demographics are changing and we see growing achievement gaps in our groups of students on our AYP (Adequate Yearly Progress) data. The number of students needing free/reduced lunch has increased over five percent during the last three years. The percentage of students of ethnic minorities has increased over 11 percent and the number of students that are English Language Learners has also increased.

Our District did not make AYP last spring in seven cells: Grade 3-5 Hispanic Reading and Math, Low Income Reading and Math, Grade 6-8 Special Education Reading, and Grade 10 All and Low Income Math. We believe that the new state testing procedures and formats may have produced a decrease in our test scores, but we have several areas of concern. The percentage of grade 3 students meeting standard on the state test dropped from 77.0 percent in 2009 to 67.2 percent in 2010. In grade 10, the percentage changed from 61.3 percent to 51.7 percent.

**Shoreline 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.**

We use the state tests (MSP and HSPE) and the AYP Proficiency Index. Our goal is that the number of students meeting standard at each grade level, in every tested content, is higher than that number in schools with similar demographics across the state. Currently, we are in the process of creating a Shoreline Accountability website where all of this information will be available for public access. We hope to have this completed by January 2011.

The Washington State Uniform Bar indicates where our students need to be in the next four years, so this is our expectation and is reflected in the tables below:

**Goals for Percent of Shoreline Students Meeting Standard on State Reading MSP and HSPE**

Reading	Current %	Goal for 2011	Goal for 2012	Goal for 2013	Goal for 2014
Grades 3-5	80	88.1	88.1	88.1	100
Grade 6-8	76.4	82.5	82.5	82.5	100
Grade 10	86.9	87.2	87.2	87.2	100

**Goals for Percent of Shoreline Students Meeting Standard on State Math MSP and HSPE**

Math	Current %	Goal for 2011	Goal for 2012	Goal for 2013	Goal for 2014
Grades 3-5	65.7	72	79	88	100
Grade 6-8	69.3	73	79.2	88	100
Grade 10	51.7	81.2	81.2	81.2	100

As we work toward 100 percent of our students meeting standard on state tests in 2014, we have district measures to progress monitor along the way. Tracking whether our students are at benchmark on these measures ensures that we have interventions in place to support struggling students. We use DIBELS (Dynamic Indicators of Early Literacy), SRI (Scholastic Reading Inventory) and Math EasyCBM.

**Shoreline 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.**

The assessment evidence we will be collecting are:

- State and district assessments (DIBELS, SRI, EasyCBM) data collected on our Shoreline Data Dashboard and Shoreline Accountability Report.
- Comparison to schools of similar demographics.
- Graduation and dropout rates.

District level evidence we will collect, besides assessment data, to show our actions toward the goals:

- Pacing guides with power standards and key academic vocabulary for every grade level and content area.
- Common assessments that have been created and results available on the dashboard.
- District interventions that are currently being used and student results that determine the interventions' effectiveness.
- Number of rigorous classes (AP and honors) that offer students the opportunities for academic advancement, enrollment in these classes, number of students who pass AP tests.
- Revised graduation requirements at both high schools.

School level evidence we will collect to show progress towards our goals:

- Lists of at-risk students that need immediate support, monitored throughout the year, in order to ensure that they are on track to meet state standards.
- School Improvement Plans with a comprehensive needs assessment, evaluation of past year's goals, new SMART goals, and their action plan.
- Response to Intervention Plans for each school.

**Shoreline 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.**

To achieve our goals, the Shoreline School District will continue to implement a **system** where:

- All educators, students, and parents know what students need to learn.
  - Standards are aligned P-12 in all courses and at all grade levels.
  - There are common graduation requirements at both of our high schools that will prepare students to succeed in a four-year university and become gainfully employed.
  - All students receive core curriculum and instruction via district-adopted curriculum and materials.
- We know when students have learned what is expected.
  - Common district assessments are used to regularly monitor individual student progress and to identify students who are on track for meeting state proficiency standards, students who need interventions, and students who need academic acceleration/extensions.
  - We continue to improve our district data collection system (Data Dashboard).
- We develop a deeper understanding of instructional practice and know what to do when students do not learn.
  - Teachers provide effective core instruction with clear purpose, optimal student engagement, research-based pedagogy, and appropriate assessment in a positive environment.
  - At-risk students receive immediate support in order to ensure that they are on track to meet state standards (Response to Intervention).
- Students are able to accelerate and expand their learning through differentiated instruction and rigorous course offerings.

To this end, the five waiver days will be used at the school sites, or at the district offices (depending on the numbers and needs) to provide high quality, professional development to train staff to:

- Complete the alignment of state standards and the creation of district power standards.
- Implement newly adopted curriculum in Math, Science, and English over the next three years of program adoptions.
- Administer state and district assessments with fidelity, and analyze results.
  - Understand the new state test items and specifications and the requirements for the end-of-course Algebra and Geometry tests.
  - Continuously analyze assessment data from multiple measures to inform classroom instruction.
  - Prepare educators to implement new core national standards and assessments, as needed.
- Continue the implementation of a district-wide Response to Intervention system using our current model with a district Rtl coordinator and Rtl coaches at every school.
- Use differentiated instructional strategies to address the needs of a variety of learners.
- Improve instruction for ELL students using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol).
- Improve math instruction by expanding teachers' mathematical knowledge and math pedagogy.
- Share lessons learned through our partnership with the Center for Educational Leadership at the University of Washington.

We believe that it is critical that teachers have the time to work with colleagues to embed their new learning into their practice. So these waiver days will also provide collegial time for educators to work in their professional learning communities at their school, or with partner schools to:

- Look at the results of common assessments and identify students at-risk for not meeting state-standards.
- With the guidance of Rtl (Response to Intervention) coaches, determine appropriate interventions and how they should be implemented.
- Monitor student progress and effectiveness of interventions.
- Develop effective lessons that target learning's identified through common assessments and power standards.
- Evaluate and reflect on teaching practices based on assessment data.

### **Shoreline 13. Describe the innovative nature of the proposed strategies.**

The Shoreline District wants to ensure that we are implementing scientific, research-based strategies that have proven results. These include our professional development for effective math instruction (part of our STEM work), our Response to Intervention program, instruction for English Language Learners (SIOP and GLAD), our administrators' partnership with the University of Washington Center for Educational Leadership, and all of our work in professional learning communities. As stated earlier, the goal of our efforts and professional development is to create an inner-connected system where all students have an equal opportunity to master the same high standards, receive outstanding instruction, have their progress monitored regularly and are supported with immediate intervention (if needed), and have access to rigorous courses. This systematic approach may not seem innovative, but research clearly indicates that this system is the key to excellent education and it is not found in many school districts.

**Shoreline 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?**

Our ultimate goal is to improve academic achievement, close the achievement gap, and work towards the goal of 100 percent of our students meeting state standards in 2014. The Shoreline District has been working, and will continue to work, to implement a systematic teaching and learning plan. So the activities in this plan have been started and will continue for at least three more years. We plan to continue our work in professional Learning communities to align standards, create common assessments, intervene with students at risk, and collaborate to implement the most effective learning strategies. We have a long-term professional learning plan to improve math instruction, ELL instruction, implement RtI strategies, and close the achievement gap. We will have two new high schools opening in 2013 so we are working to have the same graduation requirements and equal opportunities for all students at that time.

**Shoreline 15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).**

These waiver goals are Priority #1 for the Shoreline School Board: Increase the academic achievement of every student. Every School Improvement Plan has a district MSP/HSPE goal and an AYP goal. Schools create their own MSP/HSPE goal and SMART goal that are tied to Board and district goals. The link: [http://www.shorelineschools.org/school\\_board/10-11\\_priorities.php](http://www.shorelineschools.org/school_board/10-11_priorities.php)

**Shoreline 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.**

A survey was sent to a random sampling of 350 parents, teachers, and students. This survey was drafted by a committee of Shoreline Education Association members, administrators, and parents. The application itself was drafted by a committee of teachers, parents, and administrators. This draft was shared, and input gathered, from principal and administrative groups, the Shoreline Education Association, and the Superintendent's Cabinet. The majority of responders believe that we should be focusing on helping our students become more proficient in mathematics.

**Shoreline 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.**

The 2010-11 Shoreline School District calendar consists of 187 days. Students attend 175 days. Of those 187 days, there were five non-student days in August before students began school on September 1. There are seven additional non-student days, one in each of the following months: October, November, January, March, April, May and June. Six of the twelve days are paid to teachers on a TRI contract, five are waiver days, and one is paid to teachers to make-up for the day the state took away two year ago. The activities on these twelve days are as follows:

1. August 25 – district professional development all day (training for using new math and health curriculum, reading training for secondary teachers).
2. August 26 – school professional development in the morning (analyzing state assessment results to plan goals for the year); teacher planning in the afternoon.
3. August 27 – continued school professional development in the morning (various forms of professional development at the sites); collegial work in the afternoon (teachers meeting by department or grade level).
4. August 30 – teachers prepare classrooms, organize curriculum, plan lessons.
5. August 31 – elementary schools have an open house for parents, secondary schools have professional development in the morning, and the afternoon is for teacher planning.
6. October 8 – teacher selected activities.
7. November 29 – elementary and middle school complete grade reports, high school teachers have a non-student work day.
8. January 28 – high school teachers determine semester grades for progress reports; middle school and elementary school teachers have building professional development in the morning and planning time in the afternoon.
9. March 13 – grading day for elementary and middle school teachers; high school teachers have building professional development in the morning and planning time in the afternoon
10. April 1 – district professional development day paid to make-up for the day taken away by the state.
11. May 9 – professional development in the morning, teacher planning in the afternoon.
12. June 6 – end of year grading, final reporting, etc. for teachers.

Elementary students have three half-days in October and four half-days in January for parent conferences.

The State Board of Education should be aware that Shoreline's collective bargaining agreement ends this year so the number and use of calendar days will be up for negotiation this spring and summer. If the Board grants the waiver, but has concerns regarding our use of these days, we would appreciate understanding any parameters related to the use of the days so that the requirements can be addressed as part of the negotiation process this year.

The link to the Shoreline Education Association collective bargaining agreement:  
[http://www.shorelineschools.org/departments/hr/contracts/sea\\_contract/](http://www.shorelineschools.org/departments/hr/contracts/sea_contract/)

**E. Please provide the number of days per year for the following categories:**

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	7
The district or schools directs some or all of the activities for three of the seven additional days	
Total	187

**F. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:**

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			X
2	Optional			X
3	Optional			X
4	Optional		X	X
5	Optional	X		
6	Optional		X	X
7	Optional			X
Check those that apply				

**G. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.**

As evidenced in 17C above, most of the time during these seven days is for teachers to do lesson planning, grading, and completing progress reports for parents – all necessary components of effective instruction. Teachers determine the activities.

The district has paid teachers for one day of district directed activities (above) to make up for the day the state eliminated from teacher contracts two years ago. There is no guarantee that we will have the funds in the future to continue paying for this day.

So, the waiver days are critical to provide the time for district professional development to improve student learning and close the achievement gap as we seek to strengthen the systematic implementation of data analysis, standards alignment, common assessments, Response to Intervention, and the use of the most effective instructional strategies. (Please refer to earlier sections of the application for details of our goals and plans.)

**Shoreline 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?**

During the last two years, two of the waiver days were for administratively directed activities focusing on the goals below. Three of the days were for teachers to direct their time, working on the goals below. Details are included below.

**Shoreline 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district’s success at meeting each of the expected benchmarks and results of the previous waiver.**

Our goals for our previous wavier application:

Each spring of 2009, 2010 and 2011 the Shoreline School District will have more students in grades 3 through 10 meeting standard on the WASL in all subject areas. Specifically, there will be at least a 3 percent yearly increase in students meeting standard on the Reading and Writing WASL, and at least a 6 percent yearly increase in those meeting standard on the Mathematics and Science WASL.

We met our goal of increasing the number of students meeting standard by 3 percent in several areas but results were sporadic and better in 2009, than in 2010.

READING	2007-8	2008-9	2009-10
3rd	79.1	81.6	79.6
4th	79.7	82.7	78.5
5th	84.1	81.3	82.0
6th	82.6	82.3	75.7
7th	73.1	79.5	71.8
8th	75.9	85	81.8
10th	88.5	86.9	86.6

MATH			
3rd	77.7	77.2	67
4th	66.8	68.1	63
5th	72.7	69.8	67.1
6th	67	65	68.8
7th	64.8	71.4	68.2
8th	61.7	68.4	70.9
10th	64.5	61.3	51.3

WRITING			
4th	72.2	68	69
7th	72.2	81.9	77.7
10th	91.8	91.1	86.2

Science			
5th	57.2	59.1	48.1
8th	61.6	66.6	73.7
10th	56.3	50.4	57.8

In 2009, we saw at least a three percent increase in the numbers of students meeting reading standards in grades 3, 4, 7 and 8 and an increase of at least 6 percent meeting standard in math in grades 7 and 8. Students in grade 7 improved 10 percent in writing. From 2009 to 2010 there was a 6 percent increase in students meeting standard in grade 8 reading, 3 percent increase in grade 7 math, 9 percent increase in grade 8 math, an increase of 6 percent in grade 7 writing, and an increase of 12 percent in grade 8 science. In spite of meeting our goal in these areas, we had many areas where fewer students met standard. This was particularly true in 2010 on the new MSP and HSPE tests. We still have a lot of work to do.

1. The Shoreline District will develop and implement a new District Instructional Plan that will list curriculum, assessments, and instructional strategies in reading, writing, math and science that will address the needs of all learners: benchmark, strategic, intensive, and advanced.

Our goal has been to put district wide systems in place so that we are all working together to benefit our students and increase their achievement. This was shared in section 8 above, as well. We will be continuing this work over the next three years, and have a strong foundation because we have done the following:

- Formed the Program Alignment and Coherence Team (PACT) that meets monthly to direct this work.
- Aligned math classes at all secondary schools so that they have the same standards and curriculum. Eventually they will also administer common assessments so that they will be able to work more closely together to determine student proficiency.
- Provided professional development for teachers and administrators so that we are all

working in PLC's focusing our work around four central questions listed in section 8. As a result of this focus, we now have power standards for reading, math, and writing and are completing those standards for science and social studies.

- Currently using common district assessments in reading and math to monitor student progress and identify students at risk.
  - Started to implement a system of interventions at every school using our Rtl (Response to Intervention).
  - Created a curriculum adoption cycle and adopted new high school math, elementary math and writing. This year we have three adoption committees working together. The Board has set aside a budget specifically for curriculum purchases.
  - Will convene a committee in January to determine new graduation requirements for both of our high schools.
  - Conducted a review of our Highly Capable Program to determine how we could better serve those students.
2. The Shoreline School District will continue to close the achievement gap for English Language Learner (ELL) and special education students who are not currently meeting standard.
    - We still have work to do for these students. Graduation rates improved for ELL students at Shorewood High School, but not at Shorecrest.
    - Parkwood Elementary closed their achievement gap in SPED and all other cells, except ELL.
    - Ridgecrest closed the gap for SPED in math this year.
  3. In order to improve math achievement, the Shoreline School District will align the new state math standards and Math Grade Level Expectations (GLE's) with our K-12 curriculum, evaluate the effectiveness of our current math curriculum to determine if additional curriculum is necessary, and implement diagnostic math assessments at each grade level K-10.
    - In the spring of 2009, Shoreline created the Mathematics Achievement Team (MAT) with 37 members representing educators and parents from all schools and levels P-12. They read current research from the National Math Panel and created the Shoreline Mathematics Philosophy to guide all of our work in this arena.
    - In 2009-10, we determined power math standards and aligned all secondary math classes. At the end of that year, we adopted a new curriculum for high school math.
    - Last year, 2009-10, we followed a similar process and adopted new K-5 math power standards and curriculum.
    - This year we plan to adopt new materials for middle school, grades 6-8.
    - Shoreline has implemented two math assessments, EasyCBM and DOMA (Diagnostic Online Math Assessment) in order to identify struggling students in math.
  4. By the spring of 2009, we will implement the new Classroom Based Assessments (CBA's) in Social Studies, Health and Fitness, and the Arts, and by the spring of 2010 will assess all students to determine their proficiency in these areas. Using this data in 2011, we will evaluate the effectiveness of these programs.
    - We have implemented the CBA's and plan to evaluate the value and use of these assessments this spring.
  5. Shoreline will have the Strategic Science Plan we are currently updating this year in place by 2011. We will have inquiry based science programs at all levels, aligned with the Science Grade Level Expectations (GLE's), and a professional development program for ensuring that teachers have the skills to effectively provide inquiry based science instruction.
    - Currently we are waiting for the newly revised science standards to finish our power standard work and alignment of all the secondary science classes.
    - We have a committee working this year to adopt new science curriculum at the secondary schools, and we are slated to adopt new elementary science curriculum in

2011-12 year.

6. Shoreline will continue our district partnership with the Puget Sound Writing Project to improve writing instruction and increase the number of students meeting standard on the Writing WASL. By 2011, we will have district-wide writing curriculum and staff will understand and use clearly defined standards at each grade level.
  - We continue to provide professional development through the Puget Sound Writing Project every year.
  - Last spring of 2010, we adopted new K-6 writing curriculum. Writing power standards are clearly defined at each grade level.

**Shoreline 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?**

Parents had information on the district website and information was sent home in school newsletters. PTA's and school site teams were also given information about the use of the days.

**Shoreline State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	8,978	
Free or Reduced-Price Meals	2,260	25.2%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.4%	4.0%	3.7%
On-Time Graduation Rate	88.9%	81.2%	84.5%
Extended Graduation Rate	93.2%	85.7%	90.3%

**2009-10 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	78.5%	63.0%	69.0%	
7th Grade	71.8%	68.2%	77.7%	
10th Grade	86.9%	51.7%	86.6%	57.8%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	82.7%	68.1%	68.0%	
7th Grade	79.5%	71.4%	81.9%	
10th Grade	86.9%	61.3%	91.1%	50.4%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	79.7%	66.8%	72.2%	
7th Grade	73.1%	64.8%	72.2%	
10th Grade	88.5%	64.5%	91.8%	56.3%

<b>1. District</b>	Bethel School District
<b>2. New or Renewal Application</b>	Renewal
<b>3. Is the request is</b>	Yes, this plan includes all schools in the Bethel School District.

<b>for all schools in the district?</b>	
<b>4. Number of Days</b>	Two days are being waived
<b>5. School Years</b>	2011-12, 2012-13, and 2013-14 school years
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	We have attached Form 1497 that attests to meeting the annual average 1,000 hours of instructional hour offerings.

<b>Bethel 7. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	No
Reduction	
Remaining number of half days in calendar	

<b>Bethel 8. What are the purpose and goals of the waiver?</b>	
<p>The purpose of the use of the waiver days is to improve student achievement as demonstrated on the MSP and HSPE by at least 5 percent in all areas, with the goal of 10 percent improvement in Mathematics. The specific 5 percent and 10 percent improvement for each grade level relative to Reading and Mathematics improvement is listed:</p>	
<p><b>2010 Reading 5% 10% 2010 Math 5% 10%</b></p>	
3 <sup>rd</sup> Grade	71.1% 74.6% 78.2% 59.1% 62.0% 65.0%
4 <sup>th</sup> Grade	64.7% 66.9% 71.1% 48.3% 50.7% 53.1%
5 <sup>th</sup> Grade	62.3% 65.4% 68.5% 41.0% 43.0% 45.1%
6 <sup>th</sup> Grade	60.3% 63.6% 66.0% 44.1% 46.3% 48.5%
7 <sup>th</sup> Grade	52.8% 55.4% 56.1% 46.2% 48.5% 50.8%
8 <sup>th</sup> Grade	63.4% 66.5% 69.7% 33.9% 35.6% 37.6%
10 <sup>th</sup> Grade	79.9% 83.9% 87.9% 26.5% 27.9% 29.2%
<p>We certainly can point out the disturbing trend of our scores slowly declining in Reading from grades 3 – 7, then bumping up nicely in grade 10. The most disturbing trend is the rapid decent in Mathematics from third grade (59.1 percent) to 10<sup>th</sup> grade (26.5 percent). We have a definite problem in Mathematics that will be addressed through the development of Math Leaders Teams by subject taught in the secondary schools to grade level teams through the elementary schools. Training Math Leaders to go back to schools and “teach the teachers,” should prove to be a strategy that will disseminate outstanding Mathematics instruction horizontally by subject area as well as by grade level.</p>	
<p>We believe this will best be accomplished by continuing to provide two full days for teams of teachers, administrators, and applicable district support staff to continue to collaborate around the specific improvement initiative of Teachers Working Together in the Bethel School District at both the elementary (K-6) and secondary (7-12) levels. This growth and trend of improving overall student achievement data on the MSP / HSPE also extends to other measurements of improvement throughout the Bethel School District, including but not limited to, DIBELS other district-administered assessments, common classroom –based assessments developed horizontally to meet specific subject area, or grade level needs, as well as the secondary school’s continuing to show tighter alignment to the Key Practices of the <i>High Schools That Work / Making Middle Grades Work</i> Initiatives, and our elementary school development of our Response to Intervention (RTI) model.</p>	

*9. What is the student achievement data motivating the purpose and goals of the waiver?*

As pointed out in the above response, we have been specific about the low Mathematics MSP and HSPE achievement data throughout, and low Reading data in targeted areas. Even deeper as we look into the AYP data, we have had difficulty-making AYP in all grade bands as well as for all student groups. With regard to the Grades 3 – 5, Elementary Band, Only Asian/Pacific Islander and Special Education students made AYP in Reading and Math. Black and Hispanic students made AYP in Mathematics. In Grades 6 – 8, the Middle Grades Band, Asian/Pacific Islander students made AYP in Reading and Math, and White students made AYP in Reading. In Grade 10, the High School Band, All students, White and Low Income students made AYP in Reading, and no student group made AYP in Mathematics. We have attached baseline student achievement data from the MSP / HSPE that will show the need for continued opportunities for building teams to meet, analyze data, and develop appropriate learning actions plans, as well as specific lesson and unit planning for specific school improvement. Teams of teachers meet to reflect on student growth trends as well as to address changing student needs based on student assessments that can be addressed through modifications in instructional strategies.

*Bethel 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.*

**We will increase student achievement on state assessments in reading, mathematics, and science for all grades tested:** by providing additional time for teams of teachers and administrators to analyze data and develop appropriate learning action plans to improve instructional practices for increased student achievement. This has and should continue to lead to increased opportunities for the development of professional learning communities focused entirely on student assessment data and plans for improving student achievement through modified lesson designs. Ongoing progress monitoring of DIBELS Reading Assessment Data will be used to determine effectiveness of reading interventions. The goal is to provide for at least a minimum of 5 percent across the board improvement annually for all testing groups, with a 10% improvement goal in Mathematics. The graduation rate should also increase by 5 percent each year.

**We will reduce the achievement gap for student subgroups:** by providing additional time for teams of teachers and administrators to examine data around the achievement of different student subgroups. This time will provide teachers the opportunity to modify, change, and enhance instructional practices for specifically targeting subgroups that have demonstrated lower student achievement rates than other student subgroups. This effort will provide earlier identification and responsive action at elementary schools with Response to Intervention (RTI) and accompanying strategies. Beyond the identification of these subgroups will be the initiation of strategic interventions to best assist these groups as we aim to reduce the overall achievement gaps of all student subgroups.

**We will improve on-time and extended high school graduation rates:** by providing additional time for counselors to work extensively with teams of teacher leaders on the primary issues that affect individual student groups to have a lower on-time and extended graduation rate than other student groups will be valuable in helping to formulate a plan on how to best address the needs of these student groups. We have added a “Success Coordinator” position at two of our schools in advance of gaining this waiver due to the need for work in addressing this problem. In those schools specifically these Success Coordinators will work with teachers, parents, and the students on identifying factors that are currently affecting groups of students as well as individual students.

**Other components of the plan:** our district has provided for CEE Reviews at our AYP Step three elementary schools have provided the development of focused plans of improvement.

Intensive planning and professional development have occurred and will continue to be part of a successful plan. The ability of the secondary schools to show continued alignment to the Key Practices of the *High Schools That Work / Making Middle Grades Work* will be measured through return Technical Assistance Visits (TAV's) in the spring of 2012 for our high schools and the fall of 2012 for our junior high schools. These TAV's were instrumental for establishing baseline data in 2008 at all junior and senior high schools. Action plans were developed horizontally at the junior high school and high school levels to address areas of concern that were of particular incongruence when compared to *HSTW/MMGW* Key Practices. **The measures and standards used to determine success of the plan that is not provided in previous responses:** with regard to the *High Schools That Work / Making Middle Grades Work* Initiatives will center on the attainment of Key Practices as measured in return Technical Assistance Visits (TAV's) in 2012. Basic improvement areas are expected in the following:

- More high school students are college ready due to increased program rigor.
- More high school students engaged in project-based learning opportunities.
- More junior high school students partaking in advanced academic curriculum.
- More junior high school students actively engaged in their learning.

Measures and standards used to determine success of the plan relative to the elementary schools would be directly related to the efficiency of the Response to Intervention (RTI) Model. Basic improvement areas are expected in the following:

- More elementary reading and math students identified through assessments at each of the levels; Benchmark, Strategic, and Intensive.
- More elementary reading students progressing from Intensive to Strategic, and Strategic to Benchmark Reading levels.
- A Response to Intervention (RTI) Model is being instituted in mathematics at the elementary level.

*Bethel 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.*

The evidence will be in the resulting school-wide assessment data from the MSP and HSPE Exams. Goals will be attained if we achieve 5 percent across the board improvement on the MSP and HSPE Assessments, 10 percent improvement in Mathematics, as well as continuing to move more students from Levels one and two to Levels three and four on the MSP and HSPE for all grades assessed. We have enjoyed success throughout our district over the past three years having the two-day waiver, and certainly will continue to monitor building goals attainment over the next three years as well. Additional evidence is supported through growth in more rigorous course participation as well as student success through the *Secondary Indicators of Student Success*, which is tightly linked to secondary improvement initiatives.

*Bethel 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.*

**To promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.**

Waiver days will be used for working with teachers to gain a deep understanding of grade-alike and subject-alike areas for the development of processes for common assessments and the analysis of student assessments that will be used to inform and differentiate instruction. Monthly late arrival days will be used for continuous use of time for teacher collaboration and the analysis of student assessments as a springboard for conversations regarding "how" to meet the individual needs of their students.

**To 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.**

Monthly late arrival days assist greatly in providing the time for periodic reviews of our curriculum and whether or not it is used to fidelity, and has the intended impact on student achievement. Ongoing elementary, junior high school, and high school building principal professional learning community groups conduct classroom “learning walks” in order to gain classroom based evidence on the implementation of curriculum and whether or not it is implemented with fidelity. Modifications can be made based on actual classroom based evidence through these principal “learning walks” and discussions with teachers in grade-level or subject-alike professional learning teams.

**To provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.**

District professional development efforts have concentrated on the development of leadership skills for members of building teacher leadership teams. These teams work collaboratively with their professional learning teams in grade-levels or subject-areas to ensure quality teaching is emphasized. Buildings have worked on teacher-to-teacher “walkthrough forms” encouraging teachers to observe one another for the purpose of reflective dialogue on professional practice. Building principal professional learning teams collaborate on an on-going basis on strategies to most effectively broaden the leadership capacity in teacher leaders gaining a sense of building ownership for student performance.

**To develop teacher and school leader effectiveness.**

District professional development efforts have been aimed at developing teacher leaders in order to enhance professional learning teams in all schools throughout the district. These PLC’s are grade level based in the elementary schools, and subject matter or curricular area based in the secondary schools. School leadership teams form the basis for all school wide program effectiveness. Building principals are constantly undergoing training in how to broaden the capacity of leadership in teacher leaders in order to have a better chance of achieving school wide goals. Beyond the development of School Leadership Teams, we will be emphasizing the particular development of Math Grade and Subject Level Leaders who will learn effective teaching strategies through district-sponsored professional development, and return to their buildings to model instruction to meet the needs of students. These Grade and Subject Level Mathematics Leaders will be taught leadership strategies similar to the Building Leadership Teams in order to better facilitate learning plans for targeted students at all schools.

**To implement a district-wide “response-to-intervention” model.**

Bethel has a district-wide RTI (response-to-intervention) Program at all elementary schools. Waiver days and Late Arrival Days are used for professional learning communities to analyze student assessment data and intervention strategies for individual students.

*Bethel 13. Describe the innovative nature of the proposed strategies.*

This plan for overall district improvement is innovative in nature due to the systemic reform throughout the elementary and secondary schools. The elementary schools in the Bethel School District have initiated school wide response-to-intervention (RTI) models in all schools. These RTI models use DIBELS as the reading assessment and place students into like groups (benchmark, strategic, intensive) for targeted assistance. The secondary schools in the Bethel School District have all aligned with the *High Schools That Work / Making Middle Grades Work* Initiatives for overall school improvement. Within these school initiatives, the development of Math Grade and Subject Level Leaders will provide outstanding instructional modeling of the curriculum in order to enhance teaching strategies at all schools. These will be an extension of School Leadership Teams that are the key to all of our school improvement efforts.

*Bethel 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?*

Professional development in subsequent years will be based on the success of the first year of the renewed application for two waiver days. We will evaluate the effectiveness of the waiver days each year and at the conclusion of the three years. The goals listed in this application can only be achieved as we have found out from previously receiving the waiver if we have several years to thoroughly plan and carefully implement. Work that is done in subsequent years will be structured similarly to the first year, with modifications based on adjusting for better action plans centered on increased student success. Additional time for teams of teachers and administrators to analyze data and develop appropriate learning action plans for school improvement will continue during each year of the plan. This has and should continue to lead to increased opportunities for the development of professional learning communities focused entirely on student assessment data and plans for improving student achievement. Our Board, Superintendent and District Site Counsel, and community support the efforts and initiatives aforementioned and are the cornerstone of our District's efforts to improve student learning.

*Bethel 15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).*

Bethel School District is constantly striving for continual improvement in demonstrated student achievement. Each of our seventeen elementary schools, six junior high schools, three comprehensive high schools, and alternative walk-in and online schools have aligned their school improvement goals to continuing to demonstrate higher levels of overall student achievement on the Measures of Student Progress (MSP) and High School Proficiency Exams (HSPE). We are one of the top, if not the top large district (10,000 + students) in overall improvement on statewide assessments. We see no reason why we will not continue to demonstrate improvement with the time that this waiver gives us to break down data, and develop action plans specific to each of our school sites.

The elementary schools in the Bethel School District are aligned with a Response to Intervention (RTI) model for improving student achievement in Reading.

The secondary schools in the Bethel School District are all part of the *High Schools That Work / Making Middle Grades Work* Initiatives. These initiatives consist of ten research-based Key Practices that are present in effective secondary schools. We have worked to align our schools to these Key Practices and need the waiver days to allow teachers the opportunity to work together in planning for the Key Practices of High Expectations – Extra Help/Extra Time, and the development of a Rich Academic Core that moves more students toward taking part in a more rigorous curriculum. With regard to High Expectations – Extra Help/Extra Time, our junior high schools have moved to A-B-C-I grading with redo, retake opportunities for students to meet standards. This has resulted in fewer students receiving failing grades in our junior high schools. With regard to the development of Rich Academic Core, more junior high school students are taking part in an advanced curriculum in Communication Arts and Physical Science, and more high school students are taking Advanced Placement courses in our high schools. Continuing the waiver days will allow more time for deeper planning on how to continue to better meet the needs individual needs of our students.

*Bethel 16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.*

Parents and community members have been directly involved in the planning and execution of the use of the additional waiver days through the district’s site council, or FUTURESCHOOLS Committee. FUTURESCHOOLS consists of district administrators, building principals, teachers, parents, and community leaders. FUTURESCHOOLS parent and community members make a point of visiting schools to see firsthand the use of additional waiver days and the resulting planning for increasing student learning.

The FUTURESCHOOLS Committee blends district administration, building administration, teachers, parents, and community leaders into a District-wide Site Council. The direction of our District is constantly reviewed and planned through the use of this council. This council has developed FUTURESCHOOLS School Visits and Classroom Learning Walks in order to obtain classroom based evidence of the effectiveness of district and school wide initiatives. The group meets bi-monthly as well as annually receiving an update from every school on how they are meeting specific school improvement goals. These individual school groups all reported earlier this fall on the successes they have seen in overall school improvement. We certainly believe that this will continue with what we have learned in the past, and with the continued planning time that we have enjoyed with this waiver.

**Bethel 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.**

**B. Please provide the number of days per year for the following categories:**

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in this application)	2
3. Additional teacher work days without students	10
The district or schools directs the activities for zero of the ten additional days	
Total	190

**C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:**

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	0	X		
2	0	X		
3	0			X
4	0			X
5	0			X
6	0			X
7	0			X
8	0			X

	9	0			X	
	10	0			X	
	11	0			X	
	12	0			X	
						Check those that apply

D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

Although our CBA speaks to ten TRI days for teachers, teachers are not required to work these days. Teachers can opt out of the TRI opportunity. Of the ten days allocated for TRI, two days are district-directed and eight are employee-directed. In order to ensure that all employees participate in training that has been outlined in our Waiver Application, it is critical that we retain these days. Waiver days are completely controlled by the District and provide building wide training on the initiatives that we believe will lead to increased student achievement as explained in the application.

Of the TRI Days that are allocated to Teacher-Directed Activities, some are considered "Deemed Done," meaning that teachers justify on their TRI Reporting Log that they have worked on activities away from the classroom that support their classroom teaching duties. We require teacher attendance at a variety of Open House, Parent Conferencing opportunities in order to maintain a cohesive bond with our parents. With regard to the time that teachers dedicate to conferencing with parents around student academic improvement issues, it is important to note that many of our parents commute from Pierce to King County for their work, making it necessary to meet the meeting time requirements for parents. Parent involvement and ongoing communication around student achievement issues are a critical part of our district / school improvement plans.

*Bethel 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?*

We have been fortunate to have received a prior three-year waiver. Each of our schools submitted an agenda as to how time would be used in support of the waiver. We used the waiver for additional time for teams of teachers and administrators to analyze data and develop specific learning action plans based on the individual needs of each specific building in our district. The resulting work resulted in increased opportunities for the development of professional learning communities and specifically, teachers taking a direct role in the responsibility for building-wide improvement goals.

*Bethel 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.*

We have attached achievement data from the WASL that shows continual improvement in all assessment areas. This confirms the original intent of the previous waiver, that being to have additional time to break down building level assessment data and plan instructional delivery around better meeting the needs of the students. The increase in scores at all levels supports the original waiver. We have also attached our *Secondary Schools Indicators of Student Success* to show the growth in all areas that are directly linked to our participation in the *High Schools That Work / Making Middle Grades Work* Initiatives.

*Bethel 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?*

Our FUTURESCHOOLS committee, made up of parents, community members and staff members from throughout the secondary and elementary schools in the district are involved in

an on-going review of school improvement goals and accomplishments. We have also included FUTURESCHOOLS School Visits and Classroom Learning Walks over the past two years with parents and community members in order to visit schools and see classroom based evidence of the success of our waiver days in the implementation of systemic initiatives.

### Bethel State Report Card Data

#### School District Information from OSPI Report Card Web Page

May 2010 Student Count	17,388	
Free or Reduced-Price Meals	7,159	41.2%

	2008-09	2007-08	2006-07
Annual Dropout Rate	7.0%	5.7%	3.7%
On-Time Graduation Rate	63.8%	73.3%	76.6%
Extended Graduation Rate	71.9%	80.4%	84.8%

#### 2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	64.7%	48.3%	53.6%	
7th Grade	52.8%	46.2%	66.1%	
10th Grade	79.9%	26.5%	90.1%	35.9%

#### 2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	68.4%	46.4%	49.6%	
7th Grade	56.7%	45.4%	67.4%	
10th Grade	81.4%	30.3%	86.9%	28.2%

#### 2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	72.8%	44.9%	56.9%	
7th Grade	61.1%	39.6%	64.5%	
10th Grade	81.6%	35.0%	89.3%	28.8%

<b>1. District</b>	Methow Valley School District
<b>2. New or Renewal</b>	Renewal
<b>3. Is the request is for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	6
<b>5. School Years</b>	2011-2012; 2012-2013; 2013-2014
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

Methow Valley 7. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	14
Reduction	4
Remaining number of half days in calendar	10

## Methow Valley 8. What are the purpose and goals of the waiver?

The waiver represents the backbone of our professional development program. While many school districts have moved to a late-start or early-release schedule to accommodate collaboration, our district relies on waiver days. The purpose of the waiver is to provide time for professional development that aligns to our district goals. Our two district goals this year are:

1. Build a common language district-wide regarding character development
2. Raise the bar and reduce the gap in regards to student achievement

Character development is a district goal, as well one of the three big ideas of our mission statement: critical thinking, lifelong learning, and character development. The purpose of the waiver, in this regard, is to spend time as a K-12 staff discussing and planning character development activities. The goal is to build a shared vision around character and employ the same vocabulary and practices throughout our K-12 system.

We read research, share practice from various classrooms, and discuss specific ways that we can encourage students to reflect on character attributes such as wisdom, justice, fortitude, humility, positive attitude and gratitude. The result is a coordinated, district-wide approach.

The second goal: "Raise the bar and reduce the gap in student achievement" is also a primary goal of the waiver. The gap in our district is a socio-economic gap. This goal envisions a more rigorous learning experience for high-achieving students (raise the bar), while ensuring that lower-achieving students receive the support they need to reach standard (reduce the gap). Our graduation rate has stood at between 80 and 100 percent the last four years. The need, however, is to support students from lower income families to achieve more. The goals outlined below aim to do that.

This year, our district hired PLC leaders at both schools to lead the learning on waiver days (we call them "Professional Days"). The leaders use the PLC format outlined by Rick DuFour and others to lead their teams through a systematic analysis of four questions:

1. What do we want students to know?
2. How do we know they have learned it?
3. What do we do when they haven't?
4. What do we do when they have?

This is the basis for all PLC work on waiver days. The PLC leaders review agendas for waiver days in the Teaching & Learning Committee. They also debrief the learning with the committee and discuss next steps. PLC goals correspond to the school improvement goals. At the elementary school, they are:

### Reading

- Increase the number of students reading at grade level to 80% (as measured by the DIBELS assessment)
- All students in the "intensive" intervention group (lowest of three tiers) will move up at least one level

### Math

- Develop common end-of course-assessments
- Design intervention strategies for all students in targeted or intensive groups

### Writing

- Develop writers workshop through the literacy study group. Institute writers workshop in primary grades
- Introduce elements of writers workshop into every grade level

- Design intervention strategies for struggling writers

At the high school, the goals are:

#### Science

- Develop formative and summative assessment tools to analyze student proficiency along with program effectiveness
- Explore standards based grading with pre and post standards-based unit assessment
- Develop essential questions for units of study and inquiry labs

#### Math

- Continue to build and refine group worthy-tasks through examining tasks and accompanying student work
- Improve and refine process for assessing students using standards-based assessment practices
- Design assessments aligned with the state standards, using standards-based grading
- Continue discussion about evidence used to determine if students have met the standard
- Focus on students who are below standard in math and determine specific interventions (both academic and non-academic) to support these students in our classrooms

#### English

- Share student work to impact lesson planning and student learning
- Offer descriptive feedback
- Use formative assessments to inform student learning
- Teach students to self assess in order to improve their learning
- Teach students focused revision

#### Learning Assistance Program

- Develop common practices in using “Study Island” online tool to help students improve their reading and math skills
- Develop differentiated teaching lesson plans in reading and math
- CTE
- Create effective assessments and rubrics aligned to learning targets for all CTE classes
- Across the system, waiver days are used with accountability to achieve these goals. The Teaching & Learning Committee reviews waiver day agendas and debriefs with PLC leaders after these days to assess progress towards goals.

Methow Valley 9. What is the student achievement data motivating the purpose and goals of the waiver?

The purpose and goals of the waiver support our overall school/district improvement effort. The data that motivates this effort is ongoing formative assessments at each grade level in the elementary school and subject-area assessments in the junior high and high school. We use DIBELS testing for reading at the elementary school, along with teacher-generated assessments for math and science. Our data suggest that, like most of the state and the nation, we need improvement in math and science. We also face lower levels of student achievement among children living in poverty. These have been key areas of focus on waiver days.

Methow Valley 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The measures and standards used to determine success have been developed by individual PLC teams and the school district administration based on the district's two goals.

1. Build a common language district-wide regarding character development
2. Raise the bar and reduce the gap in regards to student achievement

In addressing the first goal, we have trained staff in conducting "morning meetings" and advisory groups to facilitate student reflection on character development. On waiver days, we reviewed articles by educational researcher Thomas Lickona to develop a core set of character attributes to promote district-wide. We also reviewed "The Heart of Teaching and Learning," an OSPI/Western Washington University research document that addresses character issues in teaching children from disadvantaged backgrounds.

The administrative team will interview students and teachers at the end of the year to collect data about how student learning and district-wide instruction have been impacted by the character development initiative. We will also ask students to take a written assessment on character that fleshes out and attitudes and serves as a baseline for future work.

In regards to the second goal, the following measures will be used:

- DIBELS testing determines the focus of instruction for intensive, strategic and benchmark level students at the elementary school. Intensive and strategic level students are also "progress monitored" using DIBELS and instructional strategies are modified, if needed, to achieve results.
- PLC elementary teams will present common end-of-course assessments in math.
- The junior high and high school science team will present revised labs that have been collaboratively devised by the PLC. A science student symposium will serve as a measure of student progress on the labs and in other inquiry-based lessons, also devised by the PLCs on waiver days.
- The junior high and high school English team will present rubrics they've developed to assess student writing, as well as lessons they've developed for writers workshop.
- In junior high and high school math, student scores on Study Island assessments for LAP students will be presented as a measure to determine the success of professional learning in the math team. Another measure will be group-worthy tasks (lessons) developed by the math team in partnership with the University of Washington.
- State assessment scores, as well as samples of student work presented at board meetings, will further serve as measures of progress.

Methow Valley 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Teachers present their learnings/doings in team meetings at the end of each waiver day. Elementary teachers present formative assessments they've created. Science teachers recently presented a 7-12 curriculum map, showing how science teaching/learning grows through junior high – and the implications for how we teach various concepts. Math, CTE, art, and English teachers demonstrate what they've learned from student work and how the rubrics they've developed to help students understand specific standards for learning.

Methow Valley 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

For Goal 1:

We use 90 to 120 minutes each waiver day to meet as a K-12 team to discuss character-related

issues. We discuss research in small groups, then develop strategies/lesson plans to roll out the character development language/reflective exercises across the district.

The work has included studying *The Heart of Learning and Teaching*, *Emotional Intelligence* and *Classroom Instruction That Works*. In the last session, for example, we divided into six teams and each team read research related to the six principles outlined in *The Heart of Learning and Teaching*. Then the teams had to present the principle in a skit, rap, poem, drawing or visual representation to teach other participants about the principle. The activity led to dynamic hands-on learning by staff, a lot of laughter, and deep reflection about how we empower students through words, beliefs and actions.

For Goal 2:

Throughout our system, we use a “backward design” model to develop units of study that embed frequent common assessments, providing a feedback loop that informs instruction. The work that takes place on waiver days is the development of these lessons, with the district’s instructional coach and a University of Washington trainer.

PLC agendas are developed by teachers and approved by administration. The agendas connect directly to school-wide improvement goals and include “deliverables” such as rubrics, lesson plans or assessments developed during the day.

A goal this year is to develop ways to help students recognize academic progress, thus tapping into individual motivation factors. PLCs have developed tools for peer review and student self-assessment (individual charts with standards listed and spaces for students to mark their progress).

The following list outlines other tasks implemented by PLCs this year to meet the goals of the waiver:

- Develop formative and summative assessment tools to analyze student proficiency along with program effectiveness
- Explore standards-based grading with pre and post standards-based unit assessment
- Develop essential questions for units of study and inquiry labs
- Share student work to impact lesson planning and student learning
- Offer descriptive feedback
- Teach students focused revision in writing
- Utilize the online math program Study Island to help students improve their reading skills
- Focus on students who are below standard in math and determine specific interventions (both academic and non-academic) to support these students in our classrooms
- Continue to build and refine our repertoire of group worthy tasks through examining tasks and accompanying student work
- Improve process for assessing students using standards-based assessment practices
- Design assessments aligned with the state standards, using standards-based grading
- Continue discussion about evidence used to determine if students have met the standard

Methow Valley 13. Describe the innovative nature of the proposed strategies.

Harvard researcher Richard Elmore notes that the most effective professional development is embedded in the classroom and the school. Teachers learn most by working together to analyze problems of practice and harness brainpower to find solutions. Waiver days allow our teachers the time to pursue such professional development. The innovation comes from research-based strategies, such as protocols, that allow teachers to follow a guided format to

unveil challenges and receive input from colleagues. It also comes from the natural creativity that teachers, when given time, have in abundance.

Methow Valley 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Our waiver days are supporting a path outlined by DuFour in his Professional Learning Community Model. At the elementary level, the work on waiver days in subsequent years will simply move to other subject areas such as reading and social studies. At the junior high and high school, teachers will continue to create lessons and assessments together to deepen student engagement and higher levels of thinking.

Methow Valley 15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

As noted above, the waiver is directly related to our school improvement plans. These plans can be viewed under the "schools" section at [www.methow.org](http://www.methow.org)

Methow Valley 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

Staff has been involved in developing the request for this waiver through feedback to teacher leaders in their professional learning communities. These waiver days are immensely valued by staff, who regularly share ideas for how best to use the time to build capacity. The community has representatives on the teaching and learning community, which has been involved in developing waiver day agendas and goals. In addition, the superintendent has notified the community, through newspaper articles, the value of these days in helping students learn more.

Methow Valley 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The collective bargaining agreement has no set number of professional development days. With another round of budget cuts, professional development days (outside of waiver days) become more difficult to support. The expectation with waiver days is that staff will participate fully. Attendance on these days has been close to 100 percent. Absences are rare as staff see this time as an important resource in doing the work.

B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	3.5
The district or schools directs some or all of the activities for 1 of the 3.5 additional days	
Total	183.5

C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	x		
2	100			x
3	100			x
Check those that apply				

D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

These days went away last year and may go away again in the future. The CBA allows just one district-directed day, which happens before school starts to allow teachers to prepare their classrooms.

Methow Valley 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The waiver days were used as requested in our last application. We developed power standards across the system. We read and analyzed the work of Larry Ainsworth (Power Standards, Formative Assessments). We worked in partnership with the University of Washington to develop instruction focused on bringing out deeper mathematical thinking among elementary students. And we started to develop common assessments across the system.

We met our goals in science and English, with nearly 70 and 90 percent of 10<sup>th</sup> graders meeting standard, respectively. In math, we made progress toward our goal of helping students learn math through the Math Expressions curriculum through a year-long partnership with University of Washington. A trainer worked with teachers to develop formative assessments, deepen instructional strategies, and build overall math comfort.

Methow Valley 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

As noted above, we created many tools that helped us meet the expected benchmarks for our professional learning communities. We have now implemented DIBELS testing, common assessments, more rigorous labs in science, and interventions in math as a result of our work on waiver days. Our state scores suggested progress towards our goals. Our high school science and reading scores were the top in the region (among 26 schools in four counties). Our math scores on the state assessment suggest the need for further interventions and progress monitoring. We are continuing to work with the University of Washington on this problem in 2010-2011.

Methow Valley 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

The superintendent wrote about the waiver in a district-wide publication that goes to all homes in the district, as well as discussing it in brown bag lunch meetings with parents. Board meetings regularly cover the learning/doing achieved on waiver days. Board members regularly attend waiver-day trainings/PLC meetings.

**Methow Valley State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	530			
Free or Reduced-Price Meals	244	46.0%		
	2008-09	2007-08	2006-07	
Annual Dropout Rate	3.4%	0.5%	3.2%	
On-Time Graduation Rate	80.0%	98.1%	82.0%	
Extended Graduation Rate	80.0%	101.7%	85.0%	
<b>2009-10 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	62.5%	50.0%	56.3%	
7th Grade	62.7%	51.0%	72.5%	
10th Grade	94.3%	52.8%	86.1%	68.6%
<b>2008-09 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	59.6%	40.4%	48.9%	
7th Grade	84.1%	63.6%	77.3%	
10th Grade	75.6%	55.3%	82.9%	56.8%
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	73.7%	71.1%	73.7%	
7th Grade	93.2%	72.7%	77.3%	
10th Grade	86.4%	66.7%	88.6%	55.6%

<b>1. District</b>	Monroe Public Schools
<b>2. New or Renewal Application</b>	Renewal
<b>3. Is the request is for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	Four Days
<b>5. School Years</b>	Three school years 2011-12, 2012-13, and 2013-14
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

<b>Monroe 7. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	0 – none for professional development
Reduction	0
Remaining number of half days in calendar	None for professional development. A half day before Thanksgiving, Winter Break, and the last day of school. 8 half days at the elementary for parent conferences and 5 half days at the secondary for parent conferences.

<b>Monroe 8. What are the purpose and goals of the waiver?</b>	
The purpose of the waiver is to provide time for implementation of the District's Improvement	

Plan. The following is an Executive Summary of the District Plan. All schools teams were directed last year to develop their individual school plans to support the goals of the district plan.

The district did not make Adequate Yearly Progress for the 2009-10 school year and was placed in Step 2 of Improvement. The district then applied for a state District Improvement Grant, using this opportunity to seriously review our current instructional programs and practices to determine where the issues were and how they could be addressed. This plan represents the collective discussions, lessons learned through the year, and reflection on the previous Learning Improvement Plan. The district then aligned budget priorities to support this plan.

**District Goals for 2010-11:**

**Goal 1:** To increase the number of students (grades 3 – 10) meeting standard in reading by 10 percent on the MSP/HSPE in Spring 2011, using district assessments to monitor progress toward the goal.

**Goal 2:** To increase the number of students meeting standard in math on the MSP/HSPE in spring 2011 by 10 percent, using district assessments to monitor progress toward that goal.

**Goal 3:** Develop a comprehensive district curriculum, instruction, and assessment system, clearly communicated and articulated throughout the district, including common teacher and student expectations.

**Goal 4:** Enhance school safety and climate to meet the needs of the whole child.

Monroe 9. What is the student achievement data motivating the purpose and goals of the waiver?

An analysis of the MSP/HSPE data over the last several years indicate that we are making progress at the high school level. District reading scores moved from 79.7 percent in 2006-07 to 82.8 percent in 2009-10, slightly above the state average. The district has also built an effective Collection of Evidence in reading and writing to support students meeting this graduation requirement. We do not see a gap in reading performance based on gender; however, there is still a gap between our Hispanic and white population. 66.7 percent of Hispanic students met standard in 2010, higher than 47.1 percent in 2005-06. This is still a significant gap though. Our special education students did not meet the cell in AYP for either reading or math. Our math performance (44.6 percent) although at the state average is still significantly below expectations. Science (50 percent) and writing (90 percent) are showing either a strong performance or a steady increase.

At the middle level, we continue to see drops in reading performance on the MSP. Although the district didn't reflect much change, the change at some of the schools was significant. Special education performance at grade 7 in reading is increasing (8.3 percent in 2007-08 to 20.4 percent in 2009-10); however, the gap is still significant with non-special education students (63.6 percent). Hispanic students are making more progress in reading and moving to close the gap; however, there is still a significant a gap. In math, all students are struggling as the district performance in 2009-10 was only 48.7 percent, lower than the state average and lower than the previous year (51.6 percent). Last year, the district implemented a new math program in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade and needs more time with teachers to adjust to the new standards and a more rigorous math program. The district has focused on improving writing with the addition of district assessments at 6<sup>th</sup> and 8<sup>th</sup> grade. Using our teachers to do the scoring has provided the necessary staff development and we do see progress with 69.4 percent at the district level meeting standard compared to 54.7 percent in 2006-07.

At the elementary level, the district realized reading performance was a problem for all students and understood that there was a gap between males and females. A new reading program was implemented two years ago. Although district assessments show reading progress especially at grade K – 2 reading performance on the MSP dropped. A slight gap exists between males and

females; however, there are very significant gaps between Hispanics and Whites and between special education and non-special education students. In math, the performance for all students was a problem as our program was not aligned to new state standards. Only 46.5 percent of last year's 5<sup>th</sup> graders met standard, lower than the year before (51.7 percent) and lower than the state average last year (53.6 percent).

The data in reading and math reflect that the district needs to work systematically with improving their reading and math programs. Although the local school board has invested funds for new adoptions, the development of a district assessment system, and professional development time, there is still a need for the four school improvement days to maintain a district focus on these efforts.

Monroe 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Each school's learning improvement plan identifies student achievement goals in reading and math. Building goals are aligned with the district goal of showing a 10 percent increase in district level performance in reading and math on the MSP/HSPE by the end of this year. Although not explicitly stated in the plan, the expectation was set for a 10 percent increase in performance for all identified sub groups through discussion with principals. It is specifically mentioned in the District Learning Plan in Goal one, Strategy two (Establish Common Assessment Goals, activity number five (each school will disaggregate their student assessment data by the following groups: gender, low income, ELL, and special education).

Each plan also has a section that should describe the process for monitoring and evaluating the plan. The district school board has expressed the expectation for continuous improvement. Learning Improvement Plans for each school are presented by the principal to the school board annually.

Monroe 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The district measures elementary reading performance three times a year, K – 5 using DIBELS for fluency and the DAZE for comprehension. In addition, there is an end of year district developed reading assessment measuring phonics, word study, vocabulary, and comprehension. This is the third year for these assessments so the district is now collecting trend data for every school, grade level, and classroom. In math, there are three district developed assessments corresponding to the end of each trimester at every grade level. Writing is assessed at grades 3 – 5 using a district prompt and scored by our teachers once a year. At the secondary level, the Gates McGinitie for reading and a writing assessment are given grades 6 – 10. The middle level also uses STAR and the AR program to monitor reading performance. Common math assessments at the beginning and end of the year have been developed.

All data is collected online and accessed through our Data Center, available to teachers, principals, and district administrators. The Superintendent and Assistant Superintendent meet with each principal regarding their data and their plan. Another meeting is held midway through the year to review progress. Summary reports of data are provided to the school board several times a year for monitoring progress.

Monroe 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

**Goal 1:** To increase the number of students (grades 3 – 10) meeting standard in reading by 10 percent on the MSP/HSPE in Spring 2011, using district assessments to monitor progress toward the goal.

Strategy 1: Finalize the district K-12 Literacy (reading and writing) curriculum based on research and best practice and aligned with state and common core standards.

Strategy 2: Establish common assessment goals for literacy by grade level using district assessments for the district and by each school.

Strategy 3: Provide appropriate professional development to support implementation of the curriculum and the assessment system.

Strategy 4: Implement the Title III Staff Development plan to support English Language Learners.

**Goal 2**: To increase the number of students meeting standard in math on the MSP/HSPE in spring 2011 by 10 percent, using district assessments to monitor progress toward that goal.

Strategy 1: Implement a new elementary math program

Strategy 2: Continue to support the second year of a new middle level math program.

Strategy 3: Provide support to implement the new math pathways at the high school, including the new delivery model for Algebra.

Strategy 4: Identify and clarify math support for special populations.

Strategy 5: Implement a plan to support a STEM (Science, Technology, Engineering, Math) initiative.

**Goal 3**: Develop a comprehensive district curriculum, instruction, and assessment system, clearly communicated and articulated throughout the district, including common teacher and student expectations.

Strategy 1: Finalize all written curriculum documents for reading, writing, math, and science content areas reflecting alignment to new state standards using the power standards and evidence of learning format. Place all documents on the intranet for staff access and the internet for parent access.

Strategy 2: Continue to develop district assessments in reading, math, and science aligned to programs with clear timelines and data easily accessed by staff to inform instruction.

Strategy 3: Develop leadership capacity to improve student learning within all levels of the organization by working with principals, central office administrators, and teachers to implement the principles of Professional Learning Communities.

Strategy 4: Provide a focus and support system for addressing teacher accountability.

Strategy 5: Implement a system to communicate and track all professional development activities and required trainings.

**Goal 4**: Enhance school safety and climate to meet the needs of the whole child.

Strategy 1: Provide support structures for at risk students.

During the waiver days or School Improvement Days, staff development activities are based on certain strategies listed above. For example, this year the agenda has been the following:

First School Improvement Day – October 11<sup>th</sup>

All certificated elementary staff met at one school from 7:30 to 11:30 to support the new math adoption. There was a general presentation of Math Expressions followed by district wide grade level break sessions for the rest of the morning. Math leaders followed a consistent agenda to lead the discussions and problem solve the implementation. Then teachers reported to their individual school for lunch, a building meeting, and then from 1:30 to 3:0 had individual time according to the contract.

At the middle level from 7:30 to 9:30, district wide department meetings were held focused on supporting the new science and math adoption. Block teachers (Language Arts/Social Studies) focused on changes to MSP (Functional Text), implementation of Academic Vocabulary, district reading assessments)

At the high school, there was a general staff meeting to discuss how to provide interventions to students, followed by the opportunity to meet as specific PLCs using the PLC processes to

guide discussion.

For the second School Improvement Day – November 29<sup>th</sup>

The same structure was used to continue the work from October especially to support the new elementary math adoption, the new middle level math and science adoptions, and the development of classroom based reading assessments.

For the third School Improvement Day – March 7<sup>th</sup>

The district will meet as a K-12 Professional Learning Community to work with Janel Keating from White River School District. From 7:30 to 10:30, the staff will be together in the high school PAC for her to provide a consistent overview and understanding of PLC processes. Then from 10:30 to 11:30, staff will meet as school to process the information and generate questions for the afternoon panel after lunch. The panel will be Janel and six district teachers to respond to questions. Then during the teachers' individual time, all instructional leaders will work with Janel from 1:30 to 3:30.

The specific agenda for the last School Improvement Day in May will be determined by each school as they review their school data, their school learning plan, and begin to prepare for next year.

**Monroe 13. Describe the innovative nature of the proposed strategies.**

Within the last two years, some of our schools have explored and implemented the practices and processes of Professional Learning Communities. Last year, as the district was developing the District Improvement Plan, it was decided to formally implement a District wide PLC, beginning with the administrative team. All meetings with instructional leaders are conducted as a PLC. The four questions:

- What do you want students to know and be able to do?
- What evidence do you have that they have learned it?
- What do you do with students who haven't learned?
- What do you do with students who already know?

The expectation was also set that schools form PLCs in their schools. Discussion with the instructional leaders was held that described where we will stay "tight (having a PLC)" and where the organization can be "loose (how they do it)". So the principles of a district wide PLC, the frame of the four questions, and the work already on alignment in math and reading are the core of our innovative strategies.

More specific instructional strategies and formative assessments will be focused on implementing a K-12 Academic Vocabulary program based on Marzano's work, continuing progress monitoring in reading using DIBELS, implementing the math behaviors that form the foundation of Math Expressions at the elementary level, and refining the middle level science teachers' understanding of the inquiry approach.

**Monroe 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?**

The development of any Learning Improvement Plan has been based on the continuation of previous work. That model of continuous improvement will continue to direct the activities on the waiver days or school improvement days. The first four goals of the school board will also direct future planning. Those goals are:

- Increase academic rigor of programs
- Develop a comprehensive assessment system
- Advance the capacity of the organization to learn and improve
- Close the achievement gap for underrepresented groups by improving systems of support for students struggling academically and socially

Monroe 15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The district learning plan and all school plans describe the activities to support the goals of each plan. The majority of the time allocated for those activities are conducted on the four School Improvement Days. The agendas and minutes from each school for each School Improvement day are sent to the superintendent's office and reviewed. A record is maintained for each year.

District Learning Plan: <http://www.boarddocs.com/wa/mpswa/Board.nsf/legacy->

Chain Lake Elementary: <http://www.monroe.wednet.edu/LIP/CLE-LIP.pdf>

Frank Wagner Elementary: <http://www.monroe.wednet.edu/LIP/FWE-LIP.pdf>

Fryelands Elementary: <http://www.monroe.wednet.edu/LIP/FRE-LIP.pdf>

Maltby Elementary: <http://www.monroe.wednet.edu/LIP/MBE-LIP.pdf>

Salem Woods: <http://www.monroe.wednet.edu/LIP/SWE-LIP.pdf>

Hidden River Middle: <http://www.monroe.wednet.edu/LIP/HRMS-LIP.pdf>

Monroe Middle: <http://www.monroe.wednet.edu/LIP/MMS-LIP.pdf>

Park Place Middle: <http://www.monroe.wednet.edu/LIP/PPMS-LIP.pdf>

Monroe High School: <http://www.monroe.wednet.edu/LIP/MHS-LIP.pdf>

Monroe 16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

As part of the last contract negotiations with MEA (teacher association), it was agreed to begin a study of different models for time for teachers to work collaboratively together to improve student learning. The Joint Committee on Time (administrators, MEA, PSE, PSE-OP members) began to study this issue last year and surveyed the parents regarding School Improvement Days and other models. In the parent survey, they were asked, "What is the impact of the current School Improvement days on your family?" With 1,034 parent responses, 64 percent of those responses indicated little or no impact on their family. When asked if they would support an increase in the number of school improvement days, 46 percent said there would not or little support for an increase while 48 percent said they would support or would strongly support. It appears that there is support for the waiver days; however, no clear support to increase the number of days. The same survey was administered to staff. Fifty-nine percent of all staff indicated support for the current model (Four School Improvement Days; however, 59 percent indicated the need for more professional development time. The Joint Committee is continuing its work; however, it was decided to pursue approval to continue the waiver of four days for the 2011-12 school year. The plan would be to keep the current model in place until there is agreement and support for a new model. It was clear from the staff and parent surveys; they did not want to have some full days (School Improvement Days) and early release days.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

B. Please provide the number of days per year for the following categories:

1. Student instructional days	176
2. Waiver days (as requested in this application)	4
3. Additional teacher work days without students	1
The district or schools directs the activities for the 1 additional day	
Total	181

C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	0 (optional pay if attend; historically 95% + attendance)	50%	50%	0%
Check those that apply				

D. If the district has teacher work days over and above the 180 school days (row 3 of table in 17.B), please also explain the rationale for the additional need of waiver days.

The district has had the optional day listed above for many years. It is scheduled prior to the beginning of the school year and has been used by the building to get ready logistically for the start of the school year. In the last five years, the district has used the half day to provide some district wide staff development and any required trainings. The two state learning improvement days were also scheduled before the start of the school year for schools to review their MSP/HSPE data and revise their school improvement plans. With the loss of both learning improvement days, the work on the learning improvement plan has moved to the first school improvement day in early October. The full days or school improvement days are the only time available for district wide work to support new adoptions or alignment work with new standards. Without those days next year, the only scheduled time to work with certificated staff would be current staff meetings after school.

Monroe 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

According to our previous application and contract language, the time on School Improvement Days have been directed to complete the work of the Learning Improvement Plans. These days have been critical to support changes in district programs for math, reading, and science to stay aligned with the state direction. As MSP/HSPE data showed increases and decreases varying according to the school at a level, the need for greater centralized direction became more apparent. As data from our Center for Educational Effectiveness survey indicated that the schools did not perceive a strong, centralized curriculum, the district has developed a common agenda for these days with input from teacher leaders, TOSAs, and principals.

In previous years, each school directed their own activities according to their specific school improvement plan. With the development of the District Learning Plan, especially the commitment to Professional Learning Communities, this year, district wide activities have been agreed to instead of building based plans. For example, at the elementary level, for the first two school improvement days, district wide grade level meetings have been conducted for a two hour period to support the reading and math programs. Principals then built upon this work with specific school meetings, and then teachers had their individual choice time. The district does offer optional staff development classes during the teacher individual time. With the loss of the state learning improvement days and only one day provided by the contract, the four waiver days are essential to improving student learning.

Monroe 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

The goal of providing time for professional development was met for the School Improvement Days. All the agendas and minutes kept for those days at each school reflected that the activities on those days were focused on the work of the Learning Improvement Plans. The transfer of that work to actually increased student achievement was limited. This was probably due to the timing of when the district could support major adoptions and alignment work to state standards and assessments. With the adoption of a new elementary reading program two years ago, a new elementary math program this year, a new middle school math program last year, a new elementary science program three years and a new middle level science program this year, the infrastructure is now in place for the professional development that needs to happen in the next three years.

Monroe 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Principals shared agendas and plans for each day through newsletters to keep the community informed. Throughout the school, the Building Leadership Teams gathered input from staff for the agenda and communicated the results of building data, and the relationship of the activities to the plan. Each current school learning improvement plan begins with a section where the plan from the previous year is reviewed. Anyone reviewing the current plan then sees the results from the previous year.

#### Monroe **State Report Card Data**

##### School District Information from OSPI Report Card Web Page

May 2010 Student Count	7,789	
Free or Reduced-Price Meals	1,731	22.2%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.0%	4.3%	4.6%
On-Time Graduation Rate	80.8%	80.5%	79.2%
Extended Graduation Rate	85.0%	83.9%	85.2%

##### 2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	63.0%	37.4%	67.1%	
7th Grade	58.2%	47.0%	69.4%	
10th Grade	82.8%	43.7%	89.4%	48.9%

##### 2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	69.8%	47.0%	55.9%	
7th Grade	55.6%	47.0%	64.4%	
10th Grade	79.7%	44.8%	87.8%	40.7%

##### 2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	70.0%	54.1%	57.4%	

7th Grade	57.6%	45.1%	66.4%	
10th Grade	81.3%	46.2%	87.1%	41.0%

<b>1. District</b>	Newport School District
<b>2. New Application or Renewal Application</b>	Renewal Application
<b>3. Is the request is for all schools in the district?</b>	Yes
<b>4. Number of Days</b>	5
<b>5. School Years</b>	2011-12, 2012-13 and 2013-14
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes

Newport 7. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	3 days (Day before Thanksgiving, winter break and last day of school.)
Reduction	0
Remaining number of half days in calendar	3 days

Newport 8. What are the purpose and goals of the waiver?	
<p>The purpose of the waiver is to increase student achievement on state assessments in reading, math and science for all students; to increase student achievement for our low income student subgroup by reducing the achievement gap in reading and math; and to improve on-time and extended high school graduation rates by using data from multiple measures to identify and implement instructional programs that are vertically aligned K-12 and with state standards. We will provide ongoing, high-quality professional development to staff to ensure that they are equipped to provide effective teaching to meet our goals.</p> <p>Our goals for the waiver are as follows:</p> <ol style="list-style-type: none"> <li>1. To increase student achievement in reading, math and science for all students on state assessments by increasing in each area and grade level by a minimum of five percentage points as averaged over the next three years. See question ten for actual percentages and scores.</li> <li>2. To increase student achievement in reading, math and science for our low income student subgroup on state assessments by increasing in each area and grade level by a minimum of five percentage points as averaged over the next three years. See question ten for actual percentages and scores.</li> <li>3. To increase Newport School District's on-time graduation rate to 80% and extended graduation rate to 83 percent.</li> </ol>	

Newport 9. What is the student achievement data motivating the purpose and goals of the waiver?																	
<p>The student achievement data motivating the purpose and goals of the waiver are our MSP and HSPE scores. We have reviewed our data over the past three years and our scores average as follows:</p> <table border="1" data-bbox="378 1797 1096 1936"> <thead> <tr> <th colspan="4">All Students</th> </tr> <tr> <th>Grade Level</th> <th>Reading</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup> grade</td> <td>79.6%</td> <td>70.9%</td> <td></td> </tr> <tr> <td>4<sup>th</sup> grade</td> <td>70.8%</td> <td>55.9%</td> <td></td> </tr> </tbody> </table>		All Students				Grade Level	Reading	Math	Science	3 <sup>rd</sup> grade	79.6%	70.9%		4 <sup>th</sup> grade	70.8%	55.9%	
All Students																	
Grade Level	Reading	Math	Science														
3 <sup>rd</sup> grade	79.6%	70.9%															
4 <sup>th</sup> grade	70.8%	55.9%															

5 <sup>th</sup> grade	75.5%	60.8%	37%
6 <sup>th</sup> grade	68.3%	44%	
7 <sup>th</sup> grade	70%	62.6%	
8 <sup>th</sup> grade	76%	66.9%	68%
10 <sup>th</sup> grade	84.5%	56.9%	40.2%

In reviewing our low income sub-group data over the past three years, our averages are as follows:

Low Income Students		
Grade Level	Reading	Math
3 <sup>rd</sup> grade	76.8%	65.8%
4 <sup>th</sup> grade	59.6%	46.4%
5 <sup>th</sup> grade	66.9%	52.7%
6 <sup>th</sup> grade	57%	32.6%
7 <sup>th</sup> grade	61%	53.6%
8 <sup>th</sup> grade	69.5%	60.1%
10 <sup>th</sup> grade	73.5%	52.1%

In analyzing the on-time graduation over the past three years, we fluctuate from 65.3 percent in 2006-07 to 76.1 percent in 2007-08. In 2008-09, our rate was 75 percent. Our extended graduation rate was 80.6 percent in 2008-09, 76.1 percent in 2007-08, and 67.7 percent in 2006-07. We have increased in all areas.

Newport 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Our goals for the waiver are as follows:

1. **To increase student achievement in reading, math and science for all students on state assessments by meeting the following percentages on an average over the next three years:**

All Students			
Grade Level	Reading	Math	Science
3 <sup>rd</sup> grade	90%	80%	
4 <sup>th</sup> grade	75.8%	68%	
5 <sup>th</sup> grade	80.5%	55%	42%
6 <sup>th</sup> grade	73.3%	52%	
7 <sup>th</sup> grade	75%	75%	
8 <sup>th</sup> grade	82%	79%	73%
10 <sup>th</sup> grade	89.5%	63%	52%

2. **To increase student achievement for our low income student subgroup on state assessments by meeting the following percentages as averaged over the next three years:**

Low Income Students		
Grade Level	Reading	Math
3 <sup>rd</sup> grade	90%	80%
4 <sup>th</sup> grade	70%	62%
5 <sup>th</sup> grade	71.9%	57.7%
6 <sup>th</sup> grade	62%	37.6%
7 <sup>th</sup> grade	67%	63%
8 <sup>th</sup> grade	75%	72%

10 <sup>th</sup> grade	80%	63%
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**3. To increase Newport School District's on-time graduation rate to 80 percent and extended graduation rate to 83 percent.**

We will review and analyze our MSP, HSPE and EOC data to determine our success. We will use benchmark scores of MAP assessment data, given two to three times a year for grades 5-10, to determine instructional strategies and professional development needed to improve student achievement. For grades 3-4, we will use DIBELS reading and STAR math data to determine if students are meeting benchmark goals. In addition, curriculum based assessments are used during instruction to determine if students are at mastery on their reading and math skills.

Newport 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

We will collect and analyze state assessment scores and graduation and dropout rates as evidence to show if the goals were attained.

Newport 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

We will use data from multiple measures (MSP/HSPE, MAP assessment, DIBELS, curriculum-based assessments) 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. Through grade level and vertical teaming we will promote continuous use of student data to inform instruction, determine intervention needs for student success and adjustments needed in curriculum.

We will also provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.

We will use these waiver days to:

- Review content area curriculum maps to ensure alignment with state standards.
- Implement newly adopted curriculum in math, language arts/reading, and science over the next three years of program adoptions.
- Administer state and district assessments with fidelity and analyze state and district assessments to inform classroom instruction.
- Use differentiated instructional strategies to address the needs of a variety of learners.
- At Stratton Elementary, we will continue the implementation of Response to Intervention in reading.
- Continue to develop an understanding of how complex trauma impacts our students and develop interventions and a support system in order for student's to achieve success.
- Improve content area instruction in all academic areas to improve student achievement.

We believe that it is critical that teachers have the time to collaborate and communicate as grade level and vertical teams. These waiver days will provide collaboration time for staff to work in grade level or as vertical teams K-12 to:

- Look at the results of state and district assessments and identify students at-risk of not meeting state standards.
- Vertically align curriculum from one grade level to the next and ensure alignment with state standards.
- Monitor student progress and effectiveness of interventions.
- Develop effective lessons that target learning's identified through review of assessment data.

- Evaluate and reflect on teaching practices based on assessment data.

Newport 13. Describe the innovative nature of the proposed strategies.

The purpose of our waiver is to allow ongoing, high-quality, job embedded professional development for staff to interpret student data; align current curriculum to state standards; identify strengths and weaknesses in our programs; and implement instructional strategies to improve student achievement and to ensure that teachers are equipped to provide effective teaching. Vertical and grade level teaming starts the process for continuity in our curriculum, instruction, and programs. Vertical teaming for alignment in content areas of math, language arts/reading and science are our focus.

Innovation comes from staff collaboration of reviewing the data, researching curriculum and instructional strategies to increase success for our students. Staff need time and specific direction in order to:

- Work in vertical and grade level teams.
- Analyze state and district wide assessment data and to determine instructional strategies for at-risk students.
- Use an outside consultant to develop strategies to deal with students who underachieve academically and socially due to outside influences which are out of our control.
- Improve instructional strategies specifically in the area and use of the latest technology available for the classroom.

Newport 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Increasing student achievement is at the core of our activities and this is the continuing goal for every year as well as our paramount duty. Analyzing test data, implementing research-based instructional strategies, and determining interventions needed for student achievement is an ongoing process. We will continue vertical and grade level teaming activities for the duration of the waiver. We will build on each year's activities and successes to meet the ever changing needs of our students.

Newport 15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The State Board of Education may review our District Improvement Plan at the following link: <http://newportschools.schoolwires.net/230910114101346420/site/default.asp>

Our ultimate goal is to increase student achievement for **all** students. The District has been working toward and continues to work toward providing our students with the knowledge and skills necessary to reach their full potential. This waiver and its goals directly support the District Improvement Plan's Cornerstones and Improvement Targets. These waiver days allow for the District to provide the necessary professional development training that staff need in order for us to reach our goals. It allows training time by outside consultants so that we can train the whole District or target a specific group of teachers as opposed to sending one or two teachers to receive training outside the District. This provides for the District to be more fiscally responsible. We can build upon these trainings at District level, grade level and vertical team meetings.

Newport 16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Administrators, teachers, support staff, parents, students and community members were involved in the development of the waiver request. Each building has a Site Council team or Parent Advisory Committee that is made up of administrators, teachers, staff, parents, students

and community members. These teams and committees participated in the development and review of the waiver at the building level. In addition, the waiver was brought to the Newport School District Board of Directors for input from community members, parents and staff.

Newport 17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.

The Newport Associated Teachers' collective bargaining agreement provides for one mandatory professional development day. This mandatory day is in addition to the five waiver days.

Newport School District received a waiver of five days for the past two years. Students attend school in our District for 175 school days – 172 days are full days of instruction and 3 days are early release days. If this waiver is approved, we will follow the same schedule as above.

Newport 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

NSD Calendar Days	Number of Days
Total Student Contact Days	175
Full Instruction Days	172
Early Release Days (Half-Days)	3
Total Per Diem (TRI) Days	5
District Directed – Mandatory	1
Teacher Directed – Optional*	4
<p>*Optional Per Diem days: These are voluntary days and are optional for the employee and paid at his/her per diem rate. These days are made available to the employee the two weeks prior to, during, or two weeks following each school year. These days may be used for work performed after the hours of the regular school day. They may also be used for the supervision of after school events or attendance at official school functions outside the regular school day. However, when using a per diem day for outside the regular school day, the teacher is responsible for logging the equivalent of a full day of school with his/her principal before compensation will be made. The teacher will submit to the building principal a brief report of each per diem day's activities.</p> <p>An additional two per diem days will be allotted to certificated teachers in their final year of teaching. To qualify you must have 25 years of teaching experience and the last ten years must be in the Newport School District. These per diem days will be used a transition during the months of May and June of said final year.</p>	
Parent/Teacher Conference Days	4
Other Non-Instruction Time	
<p>Teachers meet every Wednesday morning at 7:00 – 7:45 AM. Three Wednesdays a month are designated for Curriculum and Assessment Development (CAD) planning and one time a month for building level staff meetings. This time is before the student school day begins and does not impact student contact time.</p>	
Total Waiver Days (School Improvement Days – SID)	5
District Directed – Mandatory	5

B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in this application)	5
3. Additional teacher work days without students	5
The district or schools directs some or all of the activities for 1 of the 5 additional days	
Total	185

C. If the district has teacher work days over and above the 180 school days (as identified in row 3 of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	
2	0			X
3	0			X
4	0			X
5	0			X
Check those that apply				

D. If the district has teacher work days over and above the 180 school days (row 3 of table in 17.B), please also explain the rationale for the additional need of waiver days.

While we have teacher work days over and above the 180 school days, these days are not mandatory and are not considered deemed done. Of the five per diem days, four of the days are voluntary on the teacher's part and are teacher directed.

We need the waiver days so we can bring staff together:

- As a district to provide district level professional development for all teachers.
- As building level teams to review and analyze data, ensure that curriculum is aligned and being implemented following state and district level guidelines – what are our deficits, what are our strengths, where and what are the holes in our curriculum, are we implementing curriculum and programs with fidelity, and then focus on professional development that specifically targets building's needs based on data.
- To meet as grade level teams and vertical teams to ensure that alignment is at grade level and then vertically aligned. We need to evaluate and reflect on teaching practices based on assessment data, develop effective lessons that target learning's identified through review of assessment data and monitor student progress and effectiveness of interventions.

These waiver days will allow for improved teacher communication and collaboration. This is imperative for the success of our students and programs.

Newport 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The waiver days were used for school improvement activities that were directly related to our school improvement plan and goals. The District used the waiver days to meet at school levels and in grade level teams to improve the delivery of instruction and to increase student achievement. Staff analyzed state and district assessment data and planned instruction to meet the needs of our students. Although our previous application did not provide specific targets, the details of our student achievement gains are listed. The data shows we have made progress, however we still have areas that need improvement. This waiver will focus on the areas we need to improve as well as focusing on areas where improvement was made. See our goals in question ten for specific details.

We began the process of vertical teaming in English/Language Arts and math for grades 7-12. We are in the process of adopting a new math curriculum this year and have been researching and piloting new math programs K-12 for the past two years. We need to expand our K-12 vertical teaming to other academic areas and continue to align our curriculum and instructional

programs.

At the elementary, we have moved from a targeted Title I school to a school-wide program. The waiver days assisted us in the implementation of our school-wide plan. We reconfigured our delivery of services and implemented CAST meetings to continually analyze student achievement and interventions for our Tier two and three students. This process has improved our student achievement as shown below.

These waiver days allowed for improved teacher communication and collaboration which is essential in order for teachers to meet the ever changing needs of their students and continue to implement instructional programs that are aligned at each grade level and vertically.

Newport 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

We have improved student achievement on state assessments. We are above state averages on the MSP and HSPE in many areas and grade levels – see chart below.

<b>All Students – Newport (State Average)</b>			
<b>Grade Level</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>
3 <sup>rd</sup> grade	88.5% (72.1%)	78.2% (61.8%)	
4 <sup>th</sup> grade	72.9% (67.2%)	55.9% (53.7%)	
5 <sup>th</sup> grade	77.2% (69.6%)	60.8% (53.6%)	37% (34%)
6 <sup>th</sup> grade	61.1% (64.6%)	44% (51.9%)	
7 <sup>th</sup> grade	70.1% (63.4%)	62.6% (55.3%)	
8 <sup>th</sup> grade	79.8% (69.4%)	66.9% (51.6%)	68% (54.5%)
10 <sup>th</sup> grade	84.5% (78.9%)	57.9% (41.7%)	40.2% (44.8%)

In 2008-09, Sadie Halstead Middle School was a School of Distinction for improved test scores. In 2009-10, we received the Washington Achievement Award for our Highly Capable program. This year, Newport High School was a recognized as a School of Distinction as one of the 5 percent highest improving schools in the state in reading and math achievement over the past five years.

These waiver days greatly assisted in allowing us to provide professional development for staff. Data was analyzed from multiple assessments, student work was reviewed and instruction was planned to meet the needs of our students. We began the process of meeting as grade level and building level teams to focus on student achievement, aligning curriculum, researching effective teaching methods, and implementing interventions for students not meeting standard on state or district-wide assessments. It is imperative that we continue to build on the foundations we have established in the areas of instructional improvement, academic achievement and teacher collaboration.

Newport 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Each school has a Site Council Team or Parent Advisory Committee that is made up of administrators, parents, staff, community members and students. These teams/committees meet once a month. All waiver day agenda items and activities are reviewed and discussed. Parents are also informed about our activities and test scores through building level newsletters and at parent/teacher conferences.

**Newport State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	1,114	
Free or Reduced-Price Meals	665	59.7%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.3%	4.5%	7.9%
On-Time Graduation Rate	75.0%	76.1%	65.3%
Extended Graduation Rate	80.6%	76.1%	67.7%

**2009-10 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	72.9%	65.1%	60.5%	
7th Grade	70.1%	71.4%	81.8%	
10th Grade	84.5%	60.2%	92.7%	49.3%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	69.6%	50.6%	40.5%	
7th Grade	63.5%	57.3%	82.1%	
10th Grade	89.1%	53.4%	87.9%	31.3%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	69.9%	52.1%	65.8%	
7th Grade	76.3%	59.2%	78.7%	
10th Grade	80.0%	57.1%	84.4%	40.0%

1. District	Northshore School District
2. New or Renewal Application	Renewal Application
3. Is the request for all schools in the district?	Yes
4. Number of Days	5
5. School Years	2011-2012, 2012-2013, 2013-2014
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

Northshore 7. Will the waiver days result in a school calendar with fewer half-days? YES

Number of half-days before any reduction | 10

Reduction	10
Remaining number of half-days in calendar	0

Northshore 8. What are the purpose and goals of the waiver?

1. Develop and refine common assessments and new requirements within the context of the District Comprehensive Assessment Plan.
2. Support implementation of the District Comprehensive Assessment Plan through collaboration in Professional Learning Communities.
3. Expand and focus the analyses of state, district and classroom based assessments with emphases on the improvement of student achievement and test scores.
4. Develop and implement interim common assessments at both elementary and secondary levels in core content areas.
5. Utilize a common instructional framework in order to diagnose, assess and improve instructional practices (e.g., high leverage math practices, gradual release).
6. Utilize data to inform instructional practices, decisions and student outcomes.
7. Coordinate P - 12 curriculum alignment and design strategies to ensure continuity throughout the curricula, instructional programs and extended learning activities.
8. Apply principles of HRO (High Reliability Organizations) system-wide to ensure response to instructional needs.
9. Provide training for classified employees to meet professional competencies.

Northshore 9. What is the student achievement data motivating the purpose and goals of the waiver?

Northshore School District meets the state assessment requirements at a higher level than the state average. However, our demographics are changing and we find ourselves struggling to support and move to standard the last twenty to twenty-five percent of our student population.

Over the last three years our special needs, ELL, and students in poverty have grown significantly. Our changing demographics also included an increase in our ethnic populations with Hispanic youth increasing at the highest rate and Hispanic youth of poverty being a large portion of this population. As we have seen our students of color increase over the years, our white population has been steadily decreasing.

	2009 - 2010	2008 - 2009	2007 - 2008	2006 - 2007
Free/Reduced Meals	15.4%	14.7%	12.5%	14%
Special Education	13.4%	13.4%	13.5%	12.9%
ELL	4.6%	4.5%	4.5%	4.1%
Hispanic	8.7%	7.6%	7.3%	7%
Changes in white to non-white percentage	71.7% to 28.3%	72.5% to 27.5%	74.7% to 25.3%	76.1% to 23.9%

When we disaggregate and analyze the data for 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades on the state assessment as well as the high school state assessment in reading, math, science and writing, students of color (except the Asian population) and students in poverty score significantly lower than our white and non-poverty students. This is particularly true in math and science. [See attached supporting documentation under Question nine.](#)

With the growth in these numbers, teachers are being stretched in their capacity to meet the needs of all learners in their classrooms. We are implementing more district assessments in

order to continuously monitor the achievement of these students beyond the state assessment years so that we can provide immediate feedback to teachers. This feedback allows teachers to make the needed changes to their instructional practice.

With the changing demographics, teachers need more just in time professional development opportunities to work with a new clientele of struggling learners. Professional development with colleagues that occurs on site is a powerful educational tool for teachers. They work with their principal and district Teachers on Special Assignment (TOSAs) to improve their knowledge and skills in reaching struggling learners.

The following are the achievement data motivating the purpose and goals of the waiver:

- AYP: At the district and school level, we have more cells not meeting AYP goals. Specifically our students of poverty and students in Special Education have not been meeting standard on the state math and reading assessments.
- Reading: Reading scores have fluctuated over the last years. Although these percentages are higher than the state levels, we need to improve them across grade levels. We are seeing gains at the high school level but these gains are incremental. As a graduation requirement, we need to move more students to standard so that they can graduate on time.
- Math: Math benchmark scores are new for this school year based on the change to the assessment (new standards being assessed). Although we have seen small gains, we continue to struggle in moving our ELL, students in Special Education and students of poverty to meeting this standard. With the arrival of the new End of Course exams at the high school level in algebra and geometry, we will need continued focus and support for our students of color, students with special needs, and students in poverty.
- Writing: We show limited growth in writing although the later grade levels (7<sup>th</sup> and high school) show extensive growth from the initial levels in 4<sup>th</sup> grade.
- Science: With the new science standards and changes to the science assessment, we continue to struggle at the elementary level with our science scores, which are significantly lower than any other content area at elementary. As we move up the grade levels we do have significant increases in the percentage of students meeting standard on this assessment; however, if this assessment became a high school graduation requirement, we would have a significant percentage of seniors not graduating on time. Currently 43 percent of last year's sophomore class did not meet standard on this assessment.

Northshore 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will use the following measures and standards to determine success on our identified benchmarks for our ELL, students in Special Education and students in poverty:

- 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade MSP and High School HSPE reading, math, science and writing levels of performance and students meeting standard and EOC exams in algebra and geometry levels of performance: [See attached Northshore School District Board Study Session regarding state testing information under Question #10.](#)
- Decrease the percentage of students in Level one in all areas by 10 percent over the next three years. Ten percent will move from Level one to Level two.
- Increase the percentage of students in mid-Level two to high Level two in all areas by 10 percent over the next three years.
- Increase the percentage of students in Level three in all areas by 15 percent over the next three years. Fifteen percent will move from high Level two to Level three.

- Increase the percentage of students in Level four in all areas by 15 percent over the next three years. Fifteen percent will move from high Level two to Level three.
- Northshore School Board Performance Measures:
  - On-time and extended time graduation rates: [See attached graduation chart under Question #10.](#)
    - Increase the percentage of ELL, students in Special Education and students in poverty graduating on time or within the extended graduation rate time frame by 10 percent over the next three years.
    - Decrease the drop-out rate of ELL, students in Special Education and students in poverty by 10 percent over the next three years.
  - Kindergarten readiness:
    - Increase the percentage of ELL, students in Special Education and students in poverty to be kindergarten ready by 10 percent over the next three years.
  - Third Grade Reading MSP:
    - Increase the percentage of ELL, students in Special Education and students in poverty reading on standard by third grade by 10 percent over the next three years.
  - Second Grade Reading Assessment:
    - Increase the percentage of ELL, students in Special Education and students in poverty reading at grade level by second grade by 10 percent over the next three years.
  - Closing the Opportunity Gap:
    - Increase the percentage of ELL, students in Special Education and students in poverty in college readiness courses, including advanced mathematics, lab sciences, AP, IB, College in the High School and Tech Prep courses.

Northshore 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The district and schools will be collecting the following trend data by overall district and school growth as well as disaggregated by ELL, students in Special Education, students of poverty and students of color, specifically Hispanic students growth over the next three years:

- 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade MSP, HSPE, and EOC in reading, math, writing and science by levels and students meeting and/or exceeding standard.
- 3<sup>rd</sup> grade reading MSP by levels and students meeting and/or exceeding standard.
- 2<sup>nd</sup> grade reading with DRA.
- On-time and extended time graduation rates; drop-out rates.
- Kindergarten readiness.
- AP, IB, College in the High School and Tech Prep course participation and growth of programs.

[See attached supporting documentation under Question #10 and Question #11.](#)

Northshore 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The district will utilize the work we have done and continue to do with Dr. Tom Bellamy, Professor at UW Bothell, on high reliability organizations. High reliability organizations have routine operations so that they:

- Have shared understanding of how the organization is supposed to work to achieve its goals.
- Can standardize when possible.
- Can continuously build capacity to implement standard procedures;
- Have consistent, just in time training.

- Utilize data and feedback systems.

High reliability organizations also constantly refine processes so that they can:

- Create contexts for regular review of implementation.
- Focus on the process, not just results.
- Use post-event reviews to discuss positive results and continuing challenges.

As a district we have opportunities to meet with our school and district leadership groups on a monthly basis. We have the following meeting schedule:

- Administrative Team Meetings (ATM) with all principals, directors, supervisors, and cabinet level administration.
- Principal and Instructional Leadership Professional Learning Community (PLC) Meetings.
- Elementary and Secondary Principal Meetings.
- Junior High Principal Meetings.
- High School Principal Meetings.
- Elementary Leadership Team Meetings.
- Secondary Instructional Rounds (math focus).
- Elementary Principals Instructional Rounds and networking meetings.

At these meetings we focus on instructional leadership, professional development for specific content areas such as math and literacy, assessment literacy and the implementation and monitoring of district performance measures focused on student improvement. The sharing and analyzing of information regarding student improvement and achievement occur at these meetings on a regular basis.

Our Instructional Support Department meets regularly with various teacher groups to support teacher professional development in content area knowledge, instructional best practices and assessment. We have Teachers on Special Assignment (TOSAs) in specific content areas to support new curriculum, assessments and instructional technology. The TOSAs provide just in time professional development for teachers through a variety of means such as peer-based labs, demonstration lessons within a peer-based lab structure, after school workshops, in-school coaching, and professional learning communities. The TOSAs also work alongside principals supporting them as instructional leaders for their schools.

We also meet monthly with the teacher association president and his leadership team to discuss topics that impact teachers and students.

[See attached supporting documentation under Question #12.](#)

Northshore 13. Describe the innovative nature of the proposed strategies.

We are supporting teachers and principals in a wrap-around approach so that they can learn and utilize best instructional practices to meet the needs of our struggling learners. At both elementary and secondary levels, we are focused on developing

- High leverage instructional practices that engage students in their learning and achievement.
- Formative assessments that provide teachers with critical data on how students are performing, which informs their practice to better meet the needs of students.
- A system-wide approach to interventions at the core instructional level.
- Instructional Rounds, utilizing teams of administrators and TOSA's to evaluate student performance.

With the five waiver days, we are able to provide principals and staff members with professional development time and opportunities to learn together as professional learning communities and staff becomes fully engaged in learning how to better reach their students in their classrooms.

Our principals and teacher leaders become the trainers who deliver the content of the professional development.

With seventeen School Board performance measures focused on instruction and student achievement, we have a mandate to push goals and objectives of this waiver forward. We have momentum with our administrators and teacher leaders to close the achievement gap between students of color, poverty and special programs to their more typically developing peers. We have common curriculum, including assessments, in key content areas to standardize rigorous course offerings for all students.

This year we have more teacher leader support than we have had in the past six years. We believe our coaches and Teachers on Special Assignment (TOSAs) will be positive forces to our cause. They will provide support, training and coaching between the waiver days thus insuring a continuous cycle of improvement, district-wide.

[See attached supporting documentation with a sampling of professional development conducted to help teachers and principals learn and utilize best instructional practices at the elementary and secondary levels under Question #13.](#)

Northshore 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The Northshore School District Board of Directors adopted five goals with specific performance measures aligned to these goals.

The following goals and performance measures have specific alignment to our work in student achievement:

Goal 1: Student Achievement and Success at Grades Pre-Kindergarten – 12 and Beyond

- 1.1 Build a comprehensive district assessment plan.
- 1.2 Increase the percentage of students ready for kindergarten.
- 1.3 Increase the percentage of students reading at standard by the end of 3<sup>rd</sup> grade.
- 1.4 Increase the percentage of students meeting standard by gender, ethnicity, income level and special needs.
- 1.5 Increase the percentage of students meeting standard in math by the end of 5<sup>th</sup> grade.
- 1.6 Increase the percentage of students successfully completing algebra by the end of 8<sup>th</sup> grade.
- 1.7 Increase the percentage of students on track to graduate by the end of 9<sup>th</sup> grade.
- 1.8 Increase the percentage of 10<sup>th</sup> grade students' proficient on all required sections of the High School Proficiency Exam (HSPE).
- 1.9 Increase the percentage of students completing two or more Advanced Placement (AP), International Baccalaureate (IB), College in the High School and/or Tech Prep courses.
- 1.10 Increase the percentage of students taking higher level math courses beyond Algebra 2 (Core 3).
- 1.11 Increase the percentage of students taking three lab science courses and at least two among biology, chemistry and physics.
- 1.12 Increase the percentage of students scoring college ready on entrance and placement assessments.
- 1.13 Increase the percentage of students meeting the Higher Education Coordinating Board (HECB) four-year college entrance requirements.
- 1.14 Increase percentage of students at 6<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades who feel connected to school.
- 1.15 Increase the on-time graduation rate.

- 1.16 Increase the extended graduation rate.
- 1.17 Decrease the drop-out rate.
- Goal 2: High Standards of Performance
- 2.1 Increase the capacity and utilization of effective instructional practice.

Our School Board goals and performance measures have an extended year timeline. They will continue to be our focus over the next five years. This year is our baseline year for setting the five-year plan for these performance measures. School Improvement Plans (SIPs) and all our professional development will be aligned to these goals and performance measures.

[See attached District Goals and Performance Measures under Question #14.](#)

Northshore 15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Our district and school improvement plans are focused on our School Board Goals and Performance Measures which are attached. School staff work together in professional learning communities on increasing their capacity and utilization of effective instructional practices in literacy, math, science, and other content areas. Teachers and support staff work together on formative assessments, developing lessons, utilizing high leverage instructional practices and lessons to increase student engagement. At the district level, our instructional support staff, including ELL, Title I, LAP, and Special Education staff, plan and deliver workshops and in-service opportunities for teachers, Para educators, and school administrators. These workshops and in-service opportunities focus on formative assessments, student engagement, high leverage instructional practices, and increasing the achievement of all students.

The School Board Goals and Performance Measures are included in the documentation for our waiver along with a sampling of School Improvement Plans for both elementary and secondary schools. To view all Elementary School Improvement Plans, the following link has been provided:

<http://www.nsd.org/education/components/scrapbook/default.php?sectiondetailid=99155&&>

If you cannot connect using the link, please copy and paste the link in your URL browser or go to [www.nsd.org](http://www.nsd.org), Elementary Education, Schools, School Improvement Plans.

[See attached School Board Goals and Performance Measures and a sampling of School Improvement Plans for both elementary and secondary under supporting documentation for Question #15.](#)

Northshore 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

We have involved our constituent groups in a variety of ways since 2002:

- Shared information with constituent groups through district communication and local media: district website, press releases, Northshore e-News, staff e-newsletters, Northshore Connections community e-newsletters, school newsletters, Key Communicator e-mails, and meetings with community groups.
- Provided community engagement opportunities at public hearing and board meetings.
- Principals and administrators at all levels have discussed the waiver request at principal and administrative meetings, meetings with student leaders, and meetings with unions.
- Instructional Support Department has been involved in the waiver request and has discussed the waiver with their support staff, teacher coaches and TOSAs.

- District level parent advisories groups such as SEPAC (Special Education Parent/Professional Advisory Council) and Northshore Council PTSA have provided input.
- The teacher association has been involved in providing input to the waiver request and the professional development opportunities.

Attached under Question #16 is a matrix summarizing the ways administrators, teachers, other staff, parents, students and the community have been involved or provided support for the 175-day Calendar Waiver we are requesting for 2011-12, 2012-13, and 2013-14. Also, attached is documentation of meetings, presentations, newsletters, and other materials verifying involvement in the waiver development process.

Northshore 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The Northshore School District's has been granted a 175-day waiver since the 2002-03 school year. If the our current application for a waiver is not approved, the district will need to renegotiate the collective bargaining agreement related to professional development days, full instruction days, half-days and parent-teacher conferences. Below are the details of the current CBA regarding the information requested above:

**175 Instructional Student Days, Parent Teacher Conferences and Half-days:**

- Elementary – 169 full instructional days; five half-days for parent teacher conferences; one half-day the last day of school
- Junior High – 174 full instructional days; one half-day the last day of school
- Senior High – 174 full instructional days; one half-day the last day of school

**Professional Days (nine non-student days):**

- One Site Improvement Plan Day – Planned activities by principal/leadership team to fulfill Site Improvement Plan.
- One and a half Site Days – Focus on supporting standards, assessments, developing strategies for education reform, implementation of curriculum materials and instructional strategies, and/or related training, reviewing site-based decisional making processes, developing literacy goals, grade level meetings, and collegial meetings.
- Professional Days – Days for lesson planning, grading, and/or professional collaboration.
- Grading Days – Days to complete grades.
- One IDEA Training Day Required for All Certificated Staff.

**Other Non-Instruction Time:**

Teachers have 30 minutes at the beginning and end of the school day for planning. They also have 30 minutes of duty free lunch. Elementary students have 62,760 contact minutes per school year, or 1046 hours. Secondary students have 61,245 contact minutes per school year or 1021 hours.

Below is the link for our labor agreements. You will need to go to the go to the cell titled Teachers/Certificated Employees (NSEA) and click on the three links for the Agreement and the 2009-10, and 2010-11 addendums: <http://www.nsd.org/education/dept/dept.php?sectionid=3514>

E. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested	175
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2. Waiver days (as requested in application)		5
3. Additional teacher work days without students		4
The district or schools directs some or all of the activities for 2.5 of the 4 additional days		
	Total	184

F. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%		SIP Planning Day with District Goals	
2 & 3	100%		1 & 1/2 Site Days	½ Professional Days for Teacher activities
4	100%	IDEA Training Day for all Certificated Staff Related to Working with Special Education Students		
Check those that apply				

G. If the district has teacher workdays over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

The Northshore School District's has been granted a 175-day waiver since the 2002-03 school year. Prior to receiving the waiver, the school district had bargained ten early release days in addition to five early release days for elementary parent-teacher conferences. These ten early release days were used for professional development for staff. The community input we received was that the early release days were difficult for families and the community preferred non-school days on Mondays or Fridays so that families would have three-day weekends. At that time the district provided three supplemental contract days that were used to plan for the opening of school and provide professional development to our teachers. With these three supplemental contract days and the 175-day waiver, the district was able to schedule ten non-student professional days to provide professional development opportunities for teachers. Over the last few years, the state no longer funded the Learning Improvement Days. The last two years the district has used IDEA funding to provide a full day of professional development to all teachers replacing one of the lost Learning Improvement Days. By adding this one day to make up for one of the lost Learning Improvement Days, the district now has nine non-student professional days instead of ten. Community and staff input received as we decided to apply for another waiver was that the current non-student professional days provide opportunities for staff to learn and work together on student achievement and the non-student days work better for families.

Northshore 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

At the elementary level the waiver days were used for professional development in balanced literacy, with explicit focus on Interactive Read Aloud, Reader's Workshop and Individualized

Running Records. A new math curriculum, MathExpressions, was implemented during the last two years of the waiver. Broad and extensive professional development occurred, specifically around the high leverage math practices imbedded within the curriculum. Formative and Summative assessments were targeted as well, focusing on a comprehensive assessment plan that informs all levels of the system on student performance. The majority of buildings also created additional learning opportunities around writing, and science.

At the secondary level, the waiver days were used for professional development in building a common understanding of what high quality instruction and student engagement look like and sound like in secondary classes in order to make gains in student improvement by focusing on the instructional core -- teachers, content, and students. Schools also focused on developing, planning and implementing common assessments in various content areas as well as analyzing the data from these assessments that would impact their instructional practice. Teachers worked in department teams or focus groups to discuss instructional strategies that worked well with struggling learners. Teachers watched video clips of colleagues utilizing high leverage instructional practices. They then discussed student engagement and the use of formative assessments by the teacher in the video clip. Principals provided a variety of professional development opportunities in both large and small groups focused on student engagement, common assessments, high leverage instructional strategies, working with special needs populations and state assessment scores and trends.

Training was provided for classified employees on waiver days to meet professional competencies and receive required training related to the employee's job responsibilities.

[See attached supporting documentation under Question #18.](#)

Northshore 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

Northshore School District met the purpose and goals of the previous waiver as follows:

- Accelerated training in performance-based learning and assessment:
  - Developed, implemented and refined culminating projects at freshman and senior years. Teachers were trained in implementing these projects, supporting students, and assessing performance-based projects.
  - Elementary and secondary teachers in literacy, social studies, the Arts, health, and fitness received training and support in implementing state classroom-based assessments in their classrooms.
  - Elementary teachers received training in Running Records and Benchmark reading assessments, as well as MathExpressions.
- Expanded and focused the analyses of state, district and classroom-based assessments with emphases on the improvement of student achievement and test scores:
  - Elementary and secondary teachers in literacy, math, social studies, the Arts, health and fitness scored and analyzed student work together in grade level and content specific teams.
  - Secondary teachers analyzed state assessment results to determine and develop classroom-based interventions and extended learning opportunities for struggling learners.
  - Elementary teachers received training in a wide variety of assessments; formative, summative, and classroom based in order to successfully implement a comprehensive assessment program.
  - Elementary teachers analyzed Running Records and benchmark assessments to determine specific reading goals and lessons to support struggling learners.
  - Principals worked with staff to determine school-based interventions and

extended learning opportunities for students struggling in reading, writing, and math.

- Refined and developed performance standards, assessments, and new graduation requirements:
  - Principals worked with high school teachers on understanding and implementing new graduation requirements for the Class of 2008 and beyond.
  - Principals and staff reviewed the new state learning standards and grade level expectations to determine alignment to learning outcomes at each grade level.
  - Elementary Teachers on Special Assignment (TOSA's) aligned new state standards in mathematics with the new adoption, MathExpressions. Benchmark assessments were developed, as was the Pacing Guide to successfully implement the new curriculum.
  
- Established scheduled times for grade level and cross grade level planning.
  - Principals provided staff opportunities to work in grade level and cross grade level planning teams with specific emphasis on horizontal and vertical articulation of standards and common assessments.
  - Teachers worked in grade level teams and content areas to plan lessons and assessments.
  
- Provided training for classified employees to meet professional competencies.
  - Paraeducators and nurses have received training on non-student days that has better prepared them to work with struggling students. Professional development has included Right Response training in de-escalation skills, First Aid and CPR training, training in district curricula, and other areas of professional competency.
  - One entire non-student day has been dedicated to professional development for paraeducators and nurses; employees have access to building level or district level training on four other non-student days.
  - Bus drivers have paid professional development time as a result of the waiver to receive training in safe driving, student behavior management and required state training. Bus drivers have also been provided time during non-student days for more in-depth route checking and preparation.
  - Custodians have received training on non-student days in standardized cleaning and sanitation methods that has enhanced student safety in the schools.
  
- Addressed the need for staff to coordinate PK-12 curriculum alignment and design strategies to insure continuity throughout the curricula, instructional programs and extended learning activities.
  - Staff met in grade level and/or content areas to create curriculum pacing guides that included required curriculum and common assessments aligned to new state standards and grade level expectations.
  - Staff met for professional development opportunities in specific content areas that received newly adopted curricula:
    - K - 10<sup>th</sup> grade math
    - 7<sup>th</sup> - 11<sup>th</sup> grade social studies
  - Principals facilitated professional development opportunities in literacy, STAR Protocol, math.

[See attached supporting documentation under Question #19.](#)

Northshore 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Principals shared information about the professional development at their schools by sending home articles in their school newsletters, adding information to their school websites, and sharing the focus of the days with their PTSA leadership teams. Principals also shared with parents and community state assessment data and trends of their students, school, district and state. This information was shared through PTSA meetings, school newsletters and on school and district websites.

[A sampling of communications to parents and community are attached as documentation for Question #20.](#)

### Northshore State Report Card Data

#### School District Information from OSPI Report Card Web Page

May 2010 Student Count	19,657	
Free or Reduced-Price Meals	3,027	15.4%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.0%	2.7%	2.6%
On-Time Graduation Rate	88.2%	86.6%	86.3%
Extended Graduation Rate	90.7%	89.2%	89.2%

#### 2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	80.4%	69.9%	74.4%	
7th Grade	75.7%	70.3%	83.2%	
10th Grade	91.6%	66.4%	95.0%	66.9%

#### 2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	85.7%	70.4%	75.3%	
7th Grade	74.4%	72.5%	81.4%	
10th Grade	92.5%	68.9%	96.1%	55.8%

#### 2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	86.2%	72.1%	75.2%	
7th Grade	78.4%	72.0%	83.3%	
10th Grade	91.5%	73.9%	95.2%	61.7%

### Seattle's Application for Parent/Teacher Conferences

1. District	Seattle School District No. One ("SPS")
2. New or Renewal Application	Renewal. Prior application for parent/teacher conference waivers approved by the State Board of Education for three years on April 3, 2008.
3. Is the request for all schools in the District?	Yes
3.a. If no, then which	Elementary Schools and K-8s are seeking three waiver days for

schools or grades is the request for?	parent/teacher conferences. Middle School and High Schools are seeking one waiver day for parent/teacher conferences.
4. Number of Days	3 – Elementary Schools and K-8s 1 – Middle Schools and High Schools
5. School Years	2011-2012; and 2012-2013
6. Will the district be able to meet the required annual instructional hour offerings?	Yes. The District satisfied the 1,000 annual average hours of instruction during the past waiver period, which included a waiver for professional development. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2011-2012 and 2012-2013 school years.

Seattle P/T Conf. 7. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association (the Certificated Non-Supervisory Employees Unit), contains five ½ day early releases.
Reduction	Utilizing full days for parent teacher conferences reduces the need for additional half days. Prior to requesting full-day conferences, elementary schools utilized seven additional half early dismissals days to hold conferences. If this waiver request is not granted, SPS would be required to add seven additional half-day schedules to the school year calendar. For a middle or high school that has utilized a parent/teacher conference day the waiver will eliminate two half-days.
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year.

Seattle P/T Conf. 8. What are the purpose and goals of the waiver?	
<p>The purpose of this waiver request is to provide time for parent teacher conferences, with the following considerations:</p> <ul style="list-style-type: none"> <li>• Protect instructional time;</li> <li>• Eliminate schedule changes and disruption (e.g., changes in PCP and specialist schedules) for teachers and students.</li> <li>• Allow teachers to focus on teaching when teaching and conferencing when conferencing.</li> <li>• Maintain the focus on teaching and learning for an additional week each year.</li> <li>• Allows for more meaningful parent/teacher dialogue with more time available for longer conferences, typically 30-40 minutes rather than 20-25 minute schedule during early dismissal.</li> <li>• Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.</li> </ul> <p>Seattle's Strategic Plan specifically calls out the importance of family and community engagement as a strategy for improving academic achievement and overall and closing the achievement gap. One way to engage families around support for their children is through parent/teacher conferences. Teachers use this one-to-one time with their students' families to discuss the student's progress, including sharing benchmark assessment data, classroom-based assessment information, and overall progress toward demonstrating proficiency on grade</p>	

level standards. This time between the family member(s) and the teacher are critically important to a vision of collaboration around helping increase student achievement.

We have historically held parent teacher conferences at the elementary level by having students attend class for seven half days. About three years ago, at the request of the elementary schools, we requests and received a waiver to three full days versus the seven half days. This essentially puts students in class for a half day longer than the historical approach to providing time for parent teacher conferences. In addition, we believe it is less disruptive to the school environment to hold conferences with the full day schedule versus the half day schedule. Our families overwhelming agree that the three full day schedule is preferable.

Our secondary schools have not historically held parent teacher conference in a systematic way. Some schools found ways to hold conferences while others did not hold conferences unless requested by a parent or teacher. A part of our waiver request is for one day for secondary schools to schedule parent teacher conferences in a systematic manner. This request comes from secondary principals in Seattle.

Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, and reduces absences, and improves behavior.

A link to the District's Strategic Plan is below:

[http://www.seattleschools.org/area/strategicplan/strat\\_plan\\_final\\_070908.pdf](http://www.seattleschools.org/area/strategicplan/strat_plan_final_070908.pdf)

Seattle P/T Conf. 9. What is the student achievement data motivating the purpose and goals of the waiver?

The District reviews multiple test scores/measures over a period of time to assess student achievement. In addition, schools are using Measures of Academic Progress ("MAP") testing three times a year to benchmark student knowledge and skills. MAP data is being shared and discussed with most families in parent/teacher conferences, in addition to a variety of other individual student achievement data. This data allows the teacher and the parent/guardian to immediately focus on areas for improvement or recognition.

The student achievement data can be found at this link:

<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorepresentation.pdf>.

Seattle P/T Conf. 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The measure for success is that SPS wants to increase family participation in parent/teacher conferences when conferences are offered. The District has set a goal of 90 percent participation. Moving forward, the District will collect aggregate data from schools to calculate the number of families that participated in parent/teacher conferences.

An additional expected outcome of the request for waiver days for parent teacher conferences, although not directly attributable to increased academic scores, is to provide families with strategies for supporting their children's learning at home.

The District will utilize an upward trend in parent/teacher conferences to benchmark success toward meeting that goal.

Seattle P/T Conf. 11. Describe the evidence the District and/or schools will collect to show whether the goals were attained.

The District will collect the following data to assess whether parent/teacher conferences support academic achievement:

- Documentation of the number of families that participate in conferences;
- MSP/HSPE Data (District and School level data);
- MAP Data;
- Individual School Score Cards; and
- Five Year District Scorecard.

A link to individual school reports:

<http://www.seattleschools.org/area/csip/index.dxml>

A link to the District's improvement plan:

<https://inside.seattleschools.org/area/grants/csip/districtimprovementplan10-11.pdf>

The student achievement data utilized by the District can be found at this link :

<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorespresentation.pdf>

Seattle P/T Conf. 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The District seeks strong family involvement in the education of its students. Parent/teacher conferences are one strategy for family engagement in that they provide time for detailed discussions of academic issues. Conferences bring educators and families together to jointly promote a student's academic success.

Seattle P/T Conf. 13. Describe the innovative nature of the proposed strategies.

Parent/teacher conferences are an established tool to increase parental involvement in a meaningful way. Full days for conferences, versus seven half days allows schools to maintain routines and structures that can be critical for students' academic success. Half days can be disruptive to school routines and therefore to student learning. This waiver is an effort to limit the number of half days SPS uses.

Seattle P/T Conf. 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

A positive initial conference experience perpetuates additional family involvement in the education of their child. We propose to provide a positive experience with three full days of parent/teacher conferences, rather than seven early release days for conferences. Full day conferences produce a more uniform academic environment, which is better for student learning. Predictable routines are essential for students, particularly for at-risk students. The three-day plan provides families with broader options for child care, release from work, and family time.

Seattle P/T Conf. 15. Describe how the waiver directly supports the District and/or school improvement plans? Include links or information about how the State Board of Education may review the District and school improvement plans (do not mail or fax hard copies).

The parent/teacher waiver request directly supports the family engagement goal in the District's Excellence for All strategic plan.

A link to the District's Strategic Plan is below:

[http://www.seattleschools.org/area/strategicplan/strat\\_plan\\_final\\_070908.pdf](http://www.seattleschools.org/area/strategicplan/strat_plan_final_070908.pdf)

Individual schools also include family engagement in their Continuous Family Engagement Plans. A link to individual school reports is below:

<http://www.seattleschools.org/area/csip/index.dxml>

A link to the District's improvement plan:

<https://inside.seattleschools.org/area/grants/csip/districtimprovementplan10-11.pdf>

Seattle P/T Conf. 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

A working group of District administrators and principals met to develop the waiver request. The unions that represent the teachers, Para-professionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted. In addition, the District adopted the "Excellence for All" strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders, which included a component for family engagement. Lastly, District staff conducted a parent survey on whether they preferred the three full-day or seven one-half day conference schedule for parent/teacher conferences. The survey closed on January 4, 2011. 1,611 parents/guardians participated in the survey. 93.3 percent of those who participated indicated that they preferred the three full-day conferences model over the seven one-half day conference model.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The CBA between the teacher's union and SPS provides as follows:

- 1 building directed TRI day and 2 additional building directed TRI days or the equivalent 16 hours to provide staff with professional development and time for CSIP development.
- 5 ½ days for early release for school-wide professional development.\*
- 1 TRI day calendared before the first student day for building business and classroom/worksite preparation
- 1 TRI day for SPS-directed professional development.
- 180 school days, but the CBA agrees that the SPS will ask for "3 calendar waiver days for professional development. CBA, page 13. It is this language that forms the basis for this waiver request to OSPI. The SPS School Board, in a public meeting, indicated that they want to see this negotiated and removed from the CBA when it is renewed in 2013. The SPS School Board disallowed a 3-year waiver request and allowed staff to move forward with only at 2-year waiver request so the waiver would match the CBA end date.
- 3 parent-teacher conference waiver days for elementary schools and 1 for middle and high schools is the subject of an ancillary waiver request.

\*Some Schools may have additional late arrivals or early dismissals based on a site-based program. In addition, SIG schools may have additional PD requirements and a longer school year.

Link to Teacher CBA:

<http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/labor%20relations/cert10-13.pdf?sessionid=1dc2199749737ba06218c79d6134bbf3>

A link to the employee calendar:

<http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf>

H. Please provide the number of days per year for the following categories:

1. Student instructional days	177
2. Waiver days (as requested in this application)	3*
3. Additional teacher work days without students	5
The district or schools direct the activities for all of the additional days	
Total	185

\*The District is requesting a parent/guardian/teacher conference waiver in a separate waiver request. That request is for 3 days for elementary and K-8 and 1 day for middle and high schools. If that request is granted the waiver request days would in total be 6 for elementary and 4 for middle and high school.

I. If the district has teacher work days over and above the 180 school days (as identified in row 3 of the table in 17.B), please provide the following information about the days:

Day	% of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	Yes		
2	100		Yes	
3	100		Yes	
4	100		Yes	
5	100		Yes	
Check those that apply				

J. If the district has teacher work days over and above the 180 school days (row 3 of table in 17.B), please also explain the rationale for the additional need of waiver days.

Please see response to question number 8. The purpose of this waiver request is to support the District's strategic plan, "*Excellence for All*" (hereinafter "Strategic Plan") by providing District staff with 3 additional professional development days. The Strategic Plan was adopted by the District's School Board in June 2008. In the Strategic Plan, the District holds itself accountable for achievement and growth at all levels from kindergarten through 12<sup>th</sup> grade. Success will be judged by both closing the achievement gap and accelerating learning for all students. The District's work is aimed at creating a system that supports 100% of our students in meeting or exceeding expectations and where 100% of our students graduate prepared for college, career, and life. Additional professional development above the TRI days is necessary to accomplish the goals of the District's strategic plan.

Seattle P/T Conf. 18. Describe how the District or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Yes, SPS used the waiver days as previously requested for parent/teacher conferences.

Seattle P/T Conf. 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the District's success at meeting each of the expected benchmarks and results of the previous waiver.

In a November 2008 survey, 552 parents out of 564 parents and 69 staff out of 71 supported the full-day parent/guardian/teacher conference waiver request.

Seattle P/T Conf. 20. How were the parents and the community kept informed on an ongoing basis about the use and impact of the waiver?

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the professional development days. In addition, school reports provide documentation specific to each school site.

## Seattle's Application for Professional Development

<b>1. District</b>	Seattle School District No. 1 ("SPS")
<b>2. New or Renewal Application</b>	Renewal. Prior application approved by the State Board of Education for two years on March 13, 2009.
<b>3. Is the request for all schools in the District?</b>	Yes
<b>Number of Days</b>	3
<b>School Years</b>	2011-2012; and 2012-2013
<b>6. Will the district be able to meet the required annual instructional hour offerings?</b>	Yes. Most recently, SPS was granted a three-day waiver for professional development for two years. The District satisfied the 1,000 annual average hours of instruction during the most recent 2-year waiver period. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/guardian/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2011-2012 and 2012-2013 school years.

Seattle Prof. Dev. 7. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association (the Certificated Non-Supervisory Employees Unit), contains five half day early releases.
Reduction	Utilizing full days for professional development reduces the need for additional half-days. The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for three calendar waiver days for professional development. If this waiver request is not granted, SPS would likely be required to add additional half-day schedules to the school year calendar. Thus, granting the waiver request would prevent the addition of six additional half days. A link to the employee calendar: <a href="http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf">http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf</a>
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year. A link to the employee calendar: <a href="http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf">http://www.seattleschools.org/area/careers/calendars/1011calendar.pdf</a>

Seattle Prof. Dev. 8. What are the purpose and goals of the waiver?	
<p>The purpose of this waiver is to support the District's strategic plan, "Excellence for All" (hereinafter "Strategic Plan") by providing District staff with three professional development days. The Strategic Plan was adopted by the District's School Board in June 2008. In the Strategic Plan, the District holds itself accountable for achievement and growth at all levels from kindergarten through 12<sup>th</sup> grade. Success will be judged by both closing the achievement gap and accelerating learning for all students. The District's work is aimed at creating a system that supports 100% of our students in meeting or exceeding expectations and where 100 percent of our students graduate prepared for college, career, and life.</p> <p>It is the goal of the Strategic Plan to ensure excellence in every classroom, including:</p> <ul style="list-style-type: none"> <li>• Strengthen our teaching of mathematics and science and build on our success with reading and writing;</li> </ul>	

- Focus for sustained period of time on a limited number of high leverage strategies across content areas;
- Ensure the work of professional learning communities is sustained with effective continuous professional growth;
- Engage our families more often and more effectively; and
- Develop assessment tools to consistently track student progress and use data to drive improvements.

The goal of professional development is to improve student achievement by enabling every staff member to develop the knowledge, skills and behaviors for improving instruction. While educators can, should, and do continually improve their skills through self-improvement efforts, systematic change requires collective and sustained efforts. A comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing PD aligned with the major state, SPS, and building goals. This alignment focuses efforts to provide systemic improvement. Staff participation in professional development increases the probability that SPS will develop the capacity to prepare every student for college.

### **Essential Elements of Professional Development**

All professional development provided for SPS employees will incorporate Essential Elements, practices and tools intended to build teacher capacity in improving student achievement.

Essential Elements identified by SPS are:

- Cultural responsiveness
- High Leverage Teaching Moves (strategies)
- Common instructional vocabulary
- Family and community engagement
- Technology integration
- Classroom management
- Differentiation strategies to support the range of learning needs in our schools
- English Language Learner (ELL)
- Special Education
- Advanced Learning
- Interventions/Accelerations

### **Attributes of Successful Professional Development, as defined by Learning Forward (formerly National Staff Development Council)**

- Sustained and supportive
- Purposeful/strategic
- Developmental/differentiated
- Based upon current best practices/research
- Related to the teaching/learning process
- Staff and district determined
- Evaluated

A link to the District's Strategic Plan is below:

[http://www.seattleschools.org/area/strategicplan/strat\\_plan\\_final\\_070908.pdf](http://www.seattleschools.org/area/strategicplan/strat_plan_final_070908.pdf)

A link to the District's professional development plan is below:

<http://www.seattleschools.org/area/profdev/index.dxml>

Seattle Prof. Dev. 9. What is the student achievement data motivating the purpose and goals of the waiver?

The District reviews multiple test scores/measures over a period of time to assess student achievement. After reviewing student academic trends, the purpose of professional development is to differentiate training sessions to target instruction to areas that are necessary and appropriate for particular staff and student populations. The District's Joint Professional Development Steering Committee ("JPDSC") will monitor professional development activity. This committee will review data to appropriately plan courses for the following school year. For example, previous gains in reading and writing for SPS are slowly being lost, including four to five point drops in elementary and middle school against flat results at the state level. In contrast, middle school scores increased significantly in math, science, and, to a lesser extent, in reading. In math, Seattle has gone from being just below the state average to over nine points above it within the last four years with gains of six points in 2010. The professional development calendar is adjusted annually based on academic trends.

The Instructional Services Department is in the process of developing a system for determining the effectiveness of professional development as it relates to a change in instructional practice and increases student achievement outcomes.

The student achievement data can be found at this link:

<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorespresentation.pdf>.

Seattle Prof. Dev. 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Seattle Schools has set aggressive goals for increased academic achievement, as measured by MSP/HSPE results and other district-collected data. The district's Strategic Plan calls for the following results by the year 2011-12:

- 88 percent of 3<sup>rd</sup> graders meeting or exceeding standard on the Reading MSP.
- 80 percent of 7<sup>th</sup> graders meeting or exceeding standard on the Math MSP.
- 90 percent of on-time 9<sup>th</sup> graders earning at least five credits.
- 95 percent of 10<sup>th</sup> graders meeting or exceeding standard on the Reading HSPE.
- 82 percent of 10<sup>th</sup> graders meeting or exceeding standard on the Math HSPE/End of course assessment.
- 95 percent of 10<sup>th</sup> graders meeting or exceeding standard on the Writing HSPE.
- 80 percent of 10<sup>th</sup> graders meeting or exceeding standard on the Science HSPE/end of course assessment.
- 80 percent of graduates earning credit in classes eligible for CTE Tech Prep credit.
- 40 percent of high school students taking an advanced placement exam.
- 40 percent of graduates meeting high school credit requirements for a four-year college.
- 75 percent four year graduation rate.
- 80 percent five year graduation rate.
- 80 percent of graduates enrolling in post-secondary educational programs.

We do not have a district breakdown of what this looks like on an annual basis. However, each department responsible for the professional development intended to impact these outcomes has an internal work plan and annual expectations for increased achievement. In addition, individual schools have professional development plans developed around their specific site-based goals.

The student achievement data utilized by the District can be found at this link :

<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorespresentation.pdf>

[11agendas/091510agenda/testscorespresentation.pdf](http://www.seattleschools.org/area/mapassess/index.dxml)

In addition to the data described above, the District also uses the Measures of Academic Progress (“MAP”) as a tool to assess student progress in math and reading.

A link to the District’s web site on MAP follows:

<http://www.seattleschools.org/area/mapassess/index.dxml>

Seattle Prof. Dev. 11. Describe the evidence the District and/or schools will collect to show whether the goals were attained.

The District will collect the following data to assess whether academic goals were attained:

- MSP/HSPE Data (District and School level data);
- MAP Data;
- Individual School Score Cards; and
- Five Year District Scorecard.

A link to individual school reports:

<http://www.seattleschools.org/area/csip/index.dxml>

A link to the District’s improvement plan:

<https://inside.seattleschools.org/area/grants/csip/districtimprovementplan10-11.pdf>

The student achievement data utilized by the District can be found at this link :

<http://www.seattleschools.org/area/board/10-11agendas/091510agenda/testscorespresentation.pdf>

Seattle Prof. Dev. 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The overarching elements of the district's professional development include a continuum of courses offered by content areas (math, literacy, etc.) and service areas (ELL, special education, etc.) All teachers are required by contract to take 24 hours of professional development per year based on individual professional growth needs. Each employee's needs are determined by the supervisor and employee together. We are in the process of collaboratively developing courses with content and service areas, with the awareness that teachers must differentiate instruction for their students and will benefit from professional development that models differentiation versus a siloed approach. In addition, professional development provided on waiver days is often developed at the site in response to the school's specific goals. School-based and central coaches work in conjunction with schools to develop site-based professional development.

A link to the District’s professional development plan is below:

<http://www.seattleschools.org/area/profdev/index.dxml>

Seattle Prof. Dev. 13. Describe the innovative nature of the proposed strategies.

The SPS professional development plan supports the District’s innovative teacher collective bargaining agreement where student academic achievement and teacher goals are tied together. Implementation of the District’s Professional Growth and Evaluation system is ground breaking. This evaluation system relies on a structure of professional development for staff through professional learning communities that support teacher growth through reflective practice with peers.

An important component of this evaluation system is strategic and intentional professional development; obtaining this waiver is key to the success of professional development and new

evaluation system.

Seattle Prof. Dev. 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The District's Professional Development Plan is reviewed annually to ensure professional development offerings are necessary, appropriate and aligned to the needs of the staff and student population. Student performance data is reviewed to identify any new needs and to help assess the success of the professional development activities. A Joint Professional Development Steering Committee (JPDSC) monitors professional development activity. A committee conducts an evaluation at the end of the academic year in order to appropriately plan courses for the following school year.

A link to the District's professional development plan is below:

<http://www.seattleschools.org/area/profdev/index.dxml>

Seattle Prof. Dev. 15. Describe how the waiver directly supports the District and/or school improvement plans? Include links or information about how the State Board of Education may review the District and school improvement plans (do not mail or fax hard copies).

The waiver request directly supports the ability to offer professional development that is aligned to District and school improvement plans.

A link to individual school reports:

<http://www.seattleschools.org/area/csip/index.dxml>

A link to the District's improvement plan:

<https://inside.seattleschools.org/area/grants/csip/districtimprovementplan10-11.pdf>

Seattle Prof. Dev. 16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

A working group of District administrators and principals met to develop the waiver request. The unions that represent the teacher, Para-professionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted about this waiver request.

In addition, the District adopted the "Excellence for All" strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders; Excellence for All includes a component for professional development. Professional development days are included in the 2010-2013 collective bargaining agreement between SPS and its teachers, which was approved by the Board of Directors.

Seattle Prof. Dev. 17. Provide details about the collective bargaining agreements, including the number of professional development days (District-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.

See response in the Seattle Parent – Teacher application above.

Seattle Prof. Dev. 18. Describe how the District or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Yes, SPS used the waiver days as previously requested for professional development.

Waiver days were used as follows:

- Curriculum alignment – Schools pair up to review content areas and alignment for proper academic progression.

- Professional development classes – Staff have received instruction in classroom management, culturally relevant practices, a writer’s workshop, IEP plans, and content area refreshers (e.g., math for non-math majors, particularly in the elementary levels);
- Cultural competency training.
- Group or department examination of student work for instructional planning purposes.
- Home visits where teachers go to the homes of families.
- Student assessments by teachers.
- School development of instructional strategies.

Seattle Prof. Dev. 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the District’s success at meeting each of the expected benchmarks and results of the previous waiver.

The District had a goal of using professional development in target areas, such as classroom management, culturally relevant training, home visits, student assessment, and developmental instructional strategies, with an overall goal of changing instructional practices for the purpose of increasing student academic achievement. The District acted on each of the professional development goals listed in the answer to Question No. 18. It is challenging to make a sole connection between professional development and increases in student achievement, such as the positive outcomes shown in middle school performance overall. However, best practices and research demonstrate that importance of professional development in student achievement.

Seattle Prof. Dev. 20. How were the parents and the community kept informed on an ongoing basis about the use and impact of the waiver?

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the professional development days. In addition, school reports provide documentation specific to each school site.

**Seattle State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count	46,440	
Free or Reduced-Price Meals	19,684	42.4%

	2008-09	2007-08	2006-07
Annual Dropout Rate	7.1%	9.8%	8.2%
On-Time Graduation Rate	70.1%	63.4%	63.2%
Extended Graduation Rate	77.9%	71.6%	70.3%

**2009-10 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	68.8%	62.0%	64.7%	
7th Grade	67.5%	64.3%	71.1%	
10th Grade	75.4%	45.3%	84.2%	46.8%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	75.7%	59.9%	69.6%	
7th Grade	62.2%	56.3%	75.1%	

10th Grade	81.6%	48.9%	84.9%	41.5%
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	75.6%	56.4%	63.1%	75.6%
7th Grade	63.3%	52.6%	73.1%	
10th Grade	80.7%	50.4%	85.8%	37.4%

1. District	Sedro-Woolley School District
2. New or Renewal Application	New Application
3. Is the request for all schools in the district?	Yes
4. Number of Days	3 days per year
5. School Years	2011-2012 2012-2013 2013-2014
6. Will the district be able to meet the required annual instructional hour offerings?	Yes, we have calculated the number of minutes based on this new proposed schedule utilizing the Minimum Basic Education Requirement Compliance Reporting document and we will continue to meet the required minutes.

Sedro-Woolley 7. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	11 at the elementary and 12 at the secondary
Reduction	Six half-days will be reduced at both the elementary & secondary levels
Remaining number of half-days in calendar	Five at the elementary and six at the secondary (See Attachments Q6 and Q6-14-17)

Sedro-Woolley 8. What are the purpose and goals of the waiver?	
The purpose of this waiver request is to: <ul style="list-style-type: none"> <li>Replace our current six student half-days, scheduled as early-release days and to consolidate them into three full-days for professional development in grades kindergarten through twelve. (Thus creating the need for three-waiver days.)</li> </ul>	
The goals of this waiver request include: <ul style="list-style-type: none"> <li>Creating full days of professional development that will yield more quality time for training via no loss in travel time, set-up, and the ability to provide more in-depth and comprehensive training.</li> <li>Address the parental concern regarding the burden of childcare planning for half days as well as improve student attendance due to lack of attendance on half days.</li> <li>Provide time for staff to focus on district and school improvement goals, to align curricula to State standards, to continue training in newly adopted math and reading curriculums, to develop intervention strategies for our students that have not met standard.</li> <li>Improve student achievement through focused training on research-based quality instructional classroom practices.</li> </ul>	

Sedro-Woolley 9. What is the student achievement data motivating the purpose and goals of the waiver?

Washington State Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE) data, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) scores, reading DIBELS (Dynamic Indicators of Basic Early Literacy Skills), along with our K-2 District Math Assessment and classroom-based assessments in science are driving our waiver request. Our motivation is spurred by the fact that we do not have all students in our district meeting standard. We are in Step one of District Improvement in math and reading "All" and "Low Income" in grade span 3-5. We also have three elementary schools and our one middle school in varying Steps of (ESEA) School Improvement. Our intent is to use this waiver to improve our instructional practice and increase student achievement via the data collected from the assessments listed above. Our District Improvement Goal along with the Superintendent Annual Expectations outline our student achievement targets, both of which are revised annually.

Sedro-Woolley 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Currently our achievement gaps exist in "Low Income" math at 10<sup>th</sup> grade, "All" and "Low Income" in math and reading at grades 3-5. The District will measure results utilizing standardized scores from MAP (Measures of Academic Progress) testing three times a year (fall/winter/spring) to monitor student progress and to intervene with students who are not meeting standard. Growth will be determined annually in the spring when the final assessments are administered; spring 2012, 2013, 2014.

Based on current assessment results we have set the following targets:

**Expectation:**

- A minimum 50 percent reduction in non-proficient students (grades 3<sup>rd</sup>-9<sup>th</sup>) in reading and math as measured by fall-to-spring MAP assessments.

**Expectation:**

- A minimum seven-point increase in district math MSP (Measurements of Student Progress) scores in grades 3<sup>rd</sup>-8<sup>th</sup> using cohort scores grades 4<sup>th</sup>-8<sup>th</sup> and trend scores in 3<sup>rd</sup> grade.

**Expectation:**

- A minimum 25 percent reduction in non-proficient students (grades 10<sup>th</sup>-12<sup>th</sup>) in math as measured by EOC (End of Course) exams.

**Expectation:**

- A minimum 50 percent reduction in "strategic" and "intensive" (non-proficient) students in reading and math as measured by the fall-to-spring district K-2 math assessment and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment.

Annually we will use MAP, MSP, HSPE, and EOC assessments from the prior spring to identify areas of progress/areas of focus for training and interventions. This will be the focus for the use of the three requested waiver days.

With the use of the three waiver days, on-going professional development, and annual targets we will realize our District Improvement Goal; "All students will meet or exceed the state uniform bar as measured by the state assessment in math and reading."

Sedro-Woolley 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

School District calendars with three full non-student days identified for staff professional development will have been adopted with full day trainings scheduled along with the collection

of staff feedback forms (Plus/Deltas) will demonstrate evidence. Parent satisfaction will be measured based on the transition away from the student six half day early releases and the impact parents indicated it has on childcare via annual survey results gathered at conferences and school activity nights. Additionally we will track the improved percentage in student attendance at the building level based upon the reduction of student half day early releases. School Improvement Plans will be aligned with the District Improvement Plan goals which are focused on professional development and improved student achievement. Documentation through agendas and work products from the full days of professional development will be evidence of impact and implementation.

Sedro-Woolley 12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

All certificated staff will meet for training, practice, and use of quality instruction strategies based on our work with Duane Baker. Specific topics will include:

- The STAR Protocol
- Learning Walks
- Lesson Planning
- Instructional Elements

All certificated K-6 staff will meet in grade level/specialist, cross-district teams to review issues around the implementation of the new reading program. Specific topics will include:

- Implementation of curricula with fidelity
- Assessment
- Workshop Model
- Differentiation and Intervention
- Linkages to Quality (BERC – Baker Evaluation Research Consulting) Instructional Strategies

All certificated K-6 staff will meet in grade level/specialist, cross-district teams to review issues around the implementation of the new math program. Specific topics will include:

- Implementation with fidelity
- Assessment
- Differentiation and Interventions
- Alignment to state learning standards and national common core standards

All certificated secondary staff (excluding math teachers) will meet in content area teams to review issues around implementation of reading strategies within the content area. Specific topics to include:

- Reading strategies across the content areas
- Curriculum-based Assessment
- Differentiation and Tiered groups

All certificated secondary math teachers will meet to address issues around mathematics. Topics to include:

- Math curriculum materials and transitions between the grades
- Alignment to state learning standards and national common core standards
- Common assessments
- Instructional strategies and interventions
- Alignment to MSP (Measurements of Student Progress) and EOC (End of Course) assessments

Sedro-Woolley 13. Describe the innovative nature of the proposed strategies.

By eliminating geographical challenges we will be able to work systemically in addressing our demographic gaps indicated in our assessment results by creating instructional interventions that are tied to our District Strategic Plan, School Board Goals, Superintendent Expectations and our District Improvement Plan. The Sedro-Woolley School District is geographically one of the largest in the state and bringing our staff together to work collaboratively in specific content areas, in grade bands, or to work on district initiatives has not been possible due to the loss of time to travel. In having three full days, this allows our staff to spend the full days in professional development which allows them to fully focus on these activities. The innovative nature of our initiatives speaks to a systemic and collaborative approach utilizing a Quality Instruction approach via the BERC (Baker Evaluation Research Consulting) Group STAR Protocol. This has been an on-going initiative which allows us to create common vocabulary and a common approach in viewing our instructional practice and in lesson planning. It creates an atmosphere by which our administrators and teachers learn about their own practice by observing others. To have a district-wide understanding and system for instructional leadership, instructional practice, interventions, lesson planning, and staff growth is huge in any size of organization and we believe this waiver request will assist us in expediting this work. Our plan for the use of these three days is outlined in question number 12 above.

Sedro-Woolley 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The thought process behind this three-year waiver request is to strategically build upon the work/professional development that is started in the first year of the waiver 2011-2012 and scaffold the on-going professional development into the subsequent years 2012-2013 and 2013-2014. The second and third year of the waiver will take professional development to a deeper level of understanding while expanding upon the prior year's work efforts. The focus for this work is in the area of quality instruction and in building common understanding, vocabulary, strategies, and practices that are research-based. It will include training and practice both in pedagogy and in implementation for both teachers as well as our administrative team. Understanding and practicing learning walks and the reflective nature of this process will be an integral part of the professional development. In addition, there will be emphasis on reading and math strategies and interventions that can be applied in the classroom to support instruction and in particular, struggling learners. The focus of this training will be on intervening early in an effort to strengthen Tier I instruction and reduce referrals overall. Both elementary and secondary staff will have opportunity for training that is aligned with their curriculum. At the elementary level, reading and math adoptions are new so it is imperative to provide support for their use, lesson planning, assessment, and building intervention strategies. At the secondary level, staff will be involved in training that will improve reading strategies across the content areas. There will also be time devoted to the development of curriculum-based formative assessments and the use of PLC (Professional Learning Community) time in their development.

Sedro-Woolley 15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Attached is our District Improvement Plan with the focus on improving our math and reading scores for all students. Our District Improvement Plan clearly identifies our belief, which research supports, that through professional development we can impact instruction at the classroom level. Our District Improvement Plan outlines all of the professional development opportunities and training needs throughout the year and measures to monitor progress. (Each individual School Improvement Plan must also include the District goals and are available for review upon request and can be sent electronically.) Professional development is for administrators as well as teachers and Para educators. We all need to grow instructionally to become better leaders and teachers in order to reach "all" students. The waiver will allow us to

reduce the amount of travel within our district for professional development. We are geographically the second largest district in the state and we lose valuable time in traveling for grade level meetings or centralized training. Having a full day vs. a half day will maximize our adult learning time. It will also allow us to cover material and activities at a much deeper level. Due to having full days for professional development we believe staff will be more engaged, not having had to prep for half of the day or feeling distracted from the events earlier in the day with students. There is no loss in student instructional time; however, there are many advantages for students and families. We expect to see an increase in student attendance, we have some families who do not send students on half days due to childcare or the belief that a half day isn't worth attending. Parent satisfaction should also increase due to this very issue and promote a better working relationship with the school. Community relations and parental communication are an integral part of our District Improvement Plan.

Sedro-Woolley 16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

In an effort to collect input from our constituent groups, we surveyed all of the parties listed above. This was an important part of our decision making process. Input was gathered from our families in their native language during conference time. Additionally, we surveyed all of our staff, both certificated and classified along with our building principals. Input from our community was collected via our School Board members and the conversations they have had within their constituent districts. Based on this data, there was overwhelming support for this initiative in addition to our School Board. Attached are graphs displaying each groups support for this reduction in the number of half days with a 3:1 ratio.

Sedro-Woolley 17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

***Link to the Sedro-Woolley School District Education Association Collective Bargaining Agreement:***

[http://www.swsd.k12.wa.us/158910219115612120/lib/158910219115612120/SWEA\\_Coll\\_Barg\\_2010-2011.pdf](http://www.swsd.k12.wa.us/158910219115612120/lib/158910219115612120/SWEA_Coll_Barg_2010-2011.pdf)

In the table below we have identified who has control over the use of the five additional days provided to teachers in the Sedro-Woolley School District. Included in our application you will find our current *district calendar (Attachment Q6)* and *Appendix I (Attachment Q17)* from our Teacher's Collective Bargaining Agreement demonstrating this with much more detail. *Appendix I* outlines all of the professional development days and which group has control of the use of those days. Additionally, our calendar includes half days for conferences and the day before Thanksgiving and the last day of school and one full day for elementary conferences.

Within the context of our Waiver Application we asking to reduce the number of half days from six (6) for professional development by converting them into three (3) full (waiver) days. In doing so we would increase the amount of full instruction days from 168 days per year to 171 days per year at both the elementary and secondary levels. This is a value-added benefit and component of our waiver request.

B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in this application)	177
2. Waiver days (as requested in this application)	3
3. Additional teacher work days without students	5

	The district or schools direct the activities for 1.5 of the 5 additional days	
	Total	185

C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	0	100%	0
2	100	50%	0	50%
3	100	0	0	100%
4	100	0	0	100%
5	100	0	0	100%
Check those that apply				

D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

Due to teacher collective bargaining this spring for the 2011-2012 school year and with the reduction in district and state funding, the current full five days (above the state basic education 180 days) will not all be sustained in the future collective bargaining agreement. Our request for the three waiver days will actually not be for additional professional development time, nor a loss in student contact time, but a consolidation of our six half days into three full days for professional development. (See response in 17.A above.) These six half days currently exist within our District calendar. And if through the collective bargaining process teachers lose part of their five additional days (which are above the state basic education 180 days), it will be imperative that the district have a way to provide quality professional development that is intensive in nature. By collapsing the six student half days into three full days, through our waiver request, we would have the ability to provide uninterrupted, intense professional development without distraction and loss of travel time.

Sedro-Woolley 18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

NA

Sedro-Woolley 19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

NA

Sedro-Woolley 20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

NA

**Sedro-Woolley State Report Card Data**

**School District Information from OSPI Report Card Web Page**

May 2010 Student Count

4,307

Free or Reduced-Price Meals	2,012	46.7%
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	2008-09	2007-08	2006-07
Annual Dropout Rate	1.4%	2.5%	3.0%
On-Time Graduation Rate	88.4%	86.9%	86.9%
Extended Graduation Rate	91.3%	87.8%	90.4%

### 2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	68.4%	38.4%	50.8%	
7th Grade	69.6%	62.9%	74.0%	
10th Grade	82.6%	46.0%	90.0%	54.0%

### 2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	72.3%	46.9%	62.5%	
7th Grade	58.1%	47.7%	75.2%	
10th Grade	77.7%	35.8%	89.2%	39.8%

### 2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	65.9%	50.0%	55.8%	
7th Grade	57.4%	42.6%	67.8%	
10th Grade	83.5%	48.6%	87.6%	41.5%

## Appendix B

Public comment regarding Sedro-Woolley School District's application for a waiver is provided below. The comment was originally addressed to Superintendent Dorn.

Mr. Dorn,

Please deny Sedro Woolley School District's application to change the number of school days from 180 to 177. They want to change six – ½ days to three – non student days. This will affect a lot of employees including, but not limited to, bus drivers, cooks, classified, 180 day custodians and secretaries. I am a classified employee and cannot afford losing three days of pay. The district is saying "At this time, we have no plans to cut work days," but they cannot tell us that it won't happen. Please consider your decision with thoughtfulness and consider the impact it could have on the local economy. Less money in employees pockets, less spending.

Thank you for your time,

Kim Stiles

P.S. Your speech at our kick off was inspiring. Again thank you.

# The Washington State Board of Education

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

## INNOVATION WAIVERS

### BACKGROUND

The purpose of this memorandum is to provide background information to inform the Board discussion regarding its interest in expanding waivers to encourage innovation.

Since 1995, all school districts have been able to apply to the State Board of Education for waivers to the 180 day school year. In the last several years, two additional options have been created for eligible districts.

**Option one** is the regular option that has been available since 1995 to enhance the educational program and improve student achievement. The process is outlined in WAC [180-18-040](#) (1) and WAC [180-18-050](#) (1) and (2). Under this process, districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. Districts select this option when they want to request waiver days that exceed the three days available under Option three (see below), or if the activities planned for the waiver days do not fit the approved list in Option three.

While most schools receive waivers for four or five days, several schools have waivers for more than ten days using this process. In September 2010, for example, the Board approved waivers for three Tacoma schools: the Science and Math Institute (19 days), the School of the Arts (19 days) and Stewart Middle School (11 days). The purpose of the Tacoma waivers was to provide extended school days to substitute for a set number of days when no instruction is offered. It is highly likely that districts will continue to request waivers for purposes that are outside the norm.

The following 67 districts have Option one waivers.

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Adna	4	3	5/15/2008	2010-11	R
Arlington	3	3	3/27/2008	2010-11	R
Auburn	5	1	7/15/2010	2010-11	R
Battle Ground	3	2	7/15/2010	2011-12	R
Bethel	2	3	3/27/2008	2010-11	R
Blaine	3	3	3/27/2008	2010-11	R
Bremerton	4	3	5/15/2008	2010-11	N
Burlington-Edison	2	3	5/15/2008	2010-11	R
Burlington-Edison	3	3	5/15/2008	2010-11	R
Cle-Elum/Roslyn	3	3	3/27/2008	2010-11	R
College Place	3	3	3/27/2008	2010-11	R
Colton	2	1	5/14/2010	2010-11	N

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Columbia (Hunters)	3	1	7/15/2010	2010-11	R
Edmonds	5	3	3/27/2008	2010-11	R
Elma	3	3	5/14/2010	2012-13	N
Everett	3	3	7/24/2008	2010-11	R
Federal Way	3	3	5/15/2008	2010-11	R
Garfield/Palouse	3	3	7/24/2008	2010-11	R
Granger	5	3	1/15/2009	2011-12	N
Granite Falls	2	2	5/14/2010	2011-12	N
Highline	5	3	5/15/2008	2010-11	R
Inchelium	3	3	5/15/2008	2010-11	R
Lake Quinault	4	3	3/27/2008	2010-11	N
Lopez Island	4	2	3/13/2009	2010-11	R
Mary Walker	2	3	3/27/2008	2010-11	R
Medical Lake	2	3	3/27/2008	2010-11	R
Methow Valley	6	2	3/13/2009	2010-11	R
Monroe	4	3	3/27/2008	2010-11	R
Morton	5	3	5/15/2008	2010-11	R
Mt. Baker	4	3	5/15/2008	2010-11	R
Mukilteo	2	3	8/25/2010	2012-13	R
Naches Valley	2	3	7/24/2008	2010-11	R
Napavine	4	3	3/27/2008	2010-11	R
Nespelem	6	3	7/15/2010	2012-13	R
Newport	5	2	3/13/2009	2010-11	R
North Kitsap	5	3	5/15/2008	2010-11	R
Northport	4	3	5/15/2008	2010-11	R
Northshore	5	3	3/27/2008	2010-11	R
Oakesdale	2	1	5/14/2010	2010-11	N
Ocean Beach	2	2	3/13/2009	2010-11	R
Odessa	5	1	5/15/2009	2009-10	N
Onalaska	2	3	3/27/2008	2010-11	R
Onion Creek	5	3	3/27/2008	2010-11	R
Orient	5	3	3/27/2008	2010-11	R
Orondo	1	1	7/15/2010	2010-11	N
Othello	6	3	7/24/2008	2010-11	R
Pomeroy	4	1	7/15/2010	2010-11	R
Port Angeles	2	3	1/10/2008	2010-11	R
Prescott	2	3	11/6/2008	2010-11	N
Raymond	5	3	3/27/2008	2010-11	R
Riverside	1	1	5/14/2010	2010-11	R

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Rosalia	2	3	5/14/2010	2012-13	N
Saint John-Endicott	5	1	5/14/2010	2010-11	R
Seattle	3	2	3/13/2009	2010-11	R
Seattle	3	3	3/27/2008	2010-11	R
Selkirk	4	3	3/27/2008	2010-11	R
Shoreline	5	3	1/10/2008	2010-11	R
Snohomish	1	1	3/27/2008	2008-09	N
South Bend	3	3	4/28/2006	2011-12	R
Sunnyside	7	3	7/24/2008	2010-11	R
Tacoma	2	1	7/15/2010	2010-11	R
Tacoma	varies by school	1	9/16/2010	2010-11	N
Tahoma	5	3	3/27/2008	2010-11	R
Thorp	2	1	7/15/2010	2010-11	R
Valley	4	3	3/27/2008	2010-11	R
Wahkiakum	4	3	7/24/2008	2010-11	R
Waitsburg	2	3	7/24/2008	2010-11	R
Wellpinit	3	3	7/24/2008	2010-11	R
White Pass	5	1	5/14/2010	2010-11	N
Zillah	3	3	7/24/2008	2010-11	R

**Option two** is a pilot for purposes of economy and efficiency outlined in [RCW 28A.305.141](#) for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. In 2009, the Legislature created this pilot program and authorized SBE to grant waivers from the requirement for a 180 day school year to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency. Only five school districts are eligible for these waivers, two of which have student populations under 150 and three of which have student populations between 150 and 500.

The following three districts currently have Option two waivers:

District	Student Population	# of years	Granted	Exp. Date	New or Renew
Bickleton	< 150	3	11/13/2009	2011-12	N
Lyle	150-500	3	11/13/2009	2011-12	N
Paterson	<150	3	11/13/2009	2011-12	N

**Option three** is a pilot outlined in [rules \(WAC 180-18-050\(3\)\)](#). The pilot allows districts meeting eligibility and other requirements to use up to three waived days for specific innovative strategies. This option expires August 31, 2018. A district is not eligible to use this option if the Superintendent of Public Instruction has identified a school within the district as a persistently low-achieving school or if the district has a current waiver from the minimum 180 day school year requirement approved by SBE under Option one. The plan may be implemented for up to three years.

The maximum number of waived days that a district may use in Option three is dependent on the number of Learning Improvement Days (LID), or their equivalent, funded by the state for any given school year. Under this process, the combined number of LIDs and waived days may not exceed three for any given year.

A district's plan for the use of waived days must include only one or more of the following strategies from the SBE rules, which were based on concepts of innovative school improvement strategies:

- 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).
- iv. Using evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance.
- v. Using 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.
- vi. Promoting 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.
- vii. Implementing strategies designed to recruit, place, and retain effective staff.
- viii. Conducting 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.
- ix. Increasing graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills.
- x. Establishing schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff.
- xi. Instituting a system for measuring changes in instructional practices resulting from professional development.
- xii. Providing ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.
- xiii. Developing teacher and school leader effectiveness.
- xiv. Implementing a school-wide "response-to-intervention" model.
- xv. Implementing a new or revised instructional program.
- xvi. Improving student transition from middle to high school through transition programs or freshman academies.
- xvii. Developing comprehensive instructional strategies.
- xviii. Extending learning time and community oriented schools.

The following seven districts currently have Option three waivers:

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Bellingham	3	3	8/25/2010	2012-13	N
Colfax	2	2	9/26/2010	2011-12	N
Columbia (Walla)	3	3	8/16/2010	2012-13	N
Curlew	2	3	8/16/2010	2012-13	N
Davenport	2	3	8/25/2010	2012-13	N

District	# of Days	# of Years	Date Granted	Exp. Date	New or Renew
Mount Vernon	1	1	8/25/2010	2010-11	N
Reardan-Edwall	3	3	9/27/2010	2012-13	N

**POLICY CONSIDERATION**

Tacoma has presented a few examples of unusual circumstances outside the typical waiver proposal of a few days of professional development. Given that there is likely to be an increase in the number of districts and schools trying innovative strategies to increase student achievement, is there something in particular that the Board wants to know about this unique group of schools prior to approving waivers? Is there specific qualitative or quantitative information staff should collect from districts to ensure that flexibility is balanced by accountability?

**EXPECTED ACTION**

None.

## **PROPOSED RULE MAKING FOR BASIC EDUCATION COMPLIANCE**

### **BACKGROUND**

The State Board of Education (SBE) has the responsibility of ensuring school district compliance with the Basic Education program requirements and other related supplemental program requirements. SBE's rules outline the procedure that school districts must follow to report compliance each year. Due to recent legislation, SBE must revise certain sections of its rules and may want to consider additional revisions that would modernize and streamline the reporting process.

### **POLICY CONSIDERATION**

During the 2009 Legislative Session, the Legislature and Governor amended the definition of Basic Education with Engrossed Substitute House Bill (ESHB) 2261. The legislation made the definition of a school day<sup>1</sup> more specific and replaced the student-to-teacher ratio requirements<sup>2</sup> with the prototypical school model of funding. Although ESHB 2261 was made law in 2009, these changes do not go into effect until September 1, 2011.

The following sections of SBE's rules should be repealed due to statute changes:

1. WAC 180-16-210 (Kindergarten through grade three students to classroom teacher ratio requirement) will no longer be needed since the underlying statute will be repealed as of September 1. The proposed rule revision repeals this entire section of rule (Appendix A).
2. WAC 180-16-215 (Minimum one hundred eighty school day year) contains a subsection that quotes the current definition of a school day and will be incorrect as of September 1. The definition of a school day<sup>3</sup> will change on September 1, 2011, in the following manner: "School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity academic and career and technical instruction planned by and under the direction of the school district staff, ~~as directed by the administration and board of directors of the district.~~ The proposed rule revision repeals this entire section of rule (Appendix B).

In addition, SBE staff recommends that the Board consider modernizing and streamlining the process used by school districts to report compliance. A streamlined process utilizing the Office of Superintendent of Public Instruction's (OSPI) Web-based data reporting system would greatly reduce the time and effort spent by both school district and SBE staff in fulfilling this task.

The current process outlined in SBE's rules requires school districts to submit a paper form signed by both the district superintendent and the local board chair. This process is standalone because it is not associated with any other annual reporting conducted by the districts. The combination of the use of paper forms and a disconnection from other reporting has made the

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<sup>1</sup> RCW 28A.150.030

<sup>2</sup> RCW 28A.150.250

<sup>3</sup> RCW 28A.150.203(10)

process overly time consuming for both school district and SBE staff. It is time to modernize the system.

SBE staff has worked closely with OSPI and the Washington State School Directors Association on potential revisions to the rules. The proposed revision to WAC 180-16-195 (Annual reporting and review process) (Appendix C) would change the signature requirements and submission date and require school districts to submit compliance forms electronically rather than mailing in paper forms.

### **EXPECTED ACTION**

Direction to SBE staff on the language of the proposed rule revisions and the scheduling of public hearings for the May, 2011, Regular Board meeting.

## Appendix A

~~WAC 180-16-210 Kindergarten through grade three students to classroom teacher ratio requirement.~~ The ratio of the FTE students enrolled in a school district in kindergarten through grade three 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. For the purpose of this section "classroom teacher" shall mean any instructional employee who possesses a valid teaching certificate or permit issued by the superintendent of public instruction, but not necessarily employed as a certificated employee, and whose "primary" duty is the daily educational instruction of students.

~~**Computation of ratios.**~~ The FTE student to FTE classroom teacher ratios shall be computed as follows:

~~(1) For the purpose of this section exclude that portion of the time teachers and students participate in vocationally approved programs, traffic safety and special education programs from the above computations (i.e., programs hereby deemed to be "special programs").~~

~~(2) Exclude preparation and planning times from the computations for all FTE classroom teachers.~~

~~(3) Include in the above computations only the time certificated employees are actually instructing students on a regularly scheduled basis.~~

~~(4) Calculations:~~

~~(a) The kindergarten FTE October enrollment plus the October FTE enrollment in grades 1-3 divided by the FTE classroom teachers whose "primary" duty is the daily instruction of pupils in grades K through 3.~~

~~(b) The October FTE enrollment in grades 4 and above divided by the FTE classroom teachers whose "primary" duty is the daily instruction of pupils in grades 4 and above: Provided, That any district with three hundred or fewer FTE students in grades K-3 and an average K-3 classroom ratio of twenty-five or fewer FTE classroom students to one FTE classroom teacher shall be exempt from the FTE students to FTE classroom teachers ratio requirement of this subsection.~~

~~(5) **Waiver option, application and renewal procedures.** See WAC 180-18-050 for waiver process.~~

## Appendix B

~~\_\_\_\_\_ **WAC 180-16-215 Minimum one hundred eighty school day year.** (1)(a) **One hundred eighty school day requirement.** Each school district shall conduct a school year of no less than one hundred eighty school days in such grades as are conducted by the school district, and one hundred eighty half-days of instruction, or the equivalent, in kindergarten. If a school district schedules a kindergarten program other than one hundred eighty half-days, the district shall attach an explanation of its kindergarten schedule when providing compliance documentation to the state board of education staff.~~

~~\_\_\_\_\_ (b) **Waiver option, application and renewal procedures.** See WAC 180-18-050 for waiver process.~~

~~\_\_\_\_\_ (2) **School day defined.** A school day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration, and pursuant to written policy and board of directors of the district.~~

~~\_\_\_\_\_ (3) **Accessibility of program.** Each school district's program shall be accessible to all legally eligible students, including students with disabilities, who are five years of age and under twenty-one years of age who have not completed high school graduation requirements.~~

~~\_\_\_\_\_ (4) **Five-day flexibility - Students graduating from high school.** A school district may schedule the last five school days of the one hundred eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student.~~

## Appendix C

**WAC 180-16-195 Annual reporting and review process.** (1) **Annual school district reports.** A review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance or noncompliance with basic education program approval requirements. On or before the first Monday in ~~November~~ September of each school year, each school district superintendent shall complete and return the program assurance form (OSPI Form 1497) distributed by the state board of education as a part of an electronic submission to OSPI. The form shall be designed to elicit data necessary to a determination of a school district's compliance or noncompliance with basic education program approval requirements. ~~Data reported by a school district shall accurately represent the actual status of the school district's program as of the first school day in October and as thus far provided and scheduled for the entire current school year.~~ The form shall be submitted electronically and signed by:

- (a) The school board president or chairperson, and
- (b) The superintendent of the school district.

(2) **State board staff review.**

(a) State board of education staff shall review each school district's program assurance form, conduct on-site monitoring visits of randomly selected school districts, as needed and subject to funding support, and prepare recommendations and reports for presentation to the state board of education: Provided, That, if a school district's initial program assurance form does not establish compliance with the basic education program approval requirements, the district shall be provided the opportunity to explain the deficiency or deficiencies. School districts which foresee that they will not be able to comply with the program approval requirements, or that are deemed by the state board to be in noncompliance, may petition for a waiver on the basis of substantial lack of classroom space as set forth in WAC 180-16-225 and instructional hours offering requirements under WAC 180-18-030.

(b) School districts may use the personnel and services of the educational service district to assist the district and schools in the district that are out of compliance with basic education program approval requirements.

(3) **Annual certification of compliance or noncompliance--Withholding of funds for noncompliance.**

(a) ~~At the annual spring~~ November meeting of the state board of education, or at such other meeting as the board shall designate, the board shall certify by motion each school district as being in compliance or noncompliance with the basic education program approval requirements.

(b) A certification of compliance shall be effective for the then current school year subject to any subsequent ad hoc review and determination of noncompliance as may be deemed necessary by the state board of education or advisable by the superintendent of public instruction. In addition, a certification of compliance shall be effective tentatively for the succeeding school year until such time as the state board takes its annual action certifying compliance or noncompliance with the program approval requirements.

(c) A certification of noncompliance shall be effective until program compliance is assured by the school district to the satisfaction of state board of education staff, subject to review by the state board. Basic education allocation funds shall be deducted from the basic education allocation of a school district that has been certified as being in noncompliance unless such district has received a waiver from the state board for such noncompliance, pursuant to WAC 180-16-225 or 180-18-030, or assurance of program compliance is subsequently provided for the school year previously certified as in noncompliance and is accepted by the state board.

(d) The withholding of basic education allocation funding from a school district shall not occur for a noncompliance if the school district has remediated the noncompliance situation within sixty school business days from the time the district receives notice of the noncompliance from the state board of education. The state board of education may extend the sixty days timeline only if the district demonstrates by clear and convincing evidence that sixty days is not reasonable to make the necessary corrections. For the purposes of this section, a school business day shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.

(e) The superintendent of public instruction, or his/her designee, after notification by the state board of education to a school district regarding an existing noncompliance, shall enter into a compliance agreement with the school district that shall include, but not be limited to, the following criteria:

(i) A deadline for school district remediation of the noncompliance(s), not to exceed sixty school business days per noncompliance as specified in (d) of this subsection.

(ii) A listing of all the noncompliance areas and the necessary terms that must be satisfied in each area in order for the school district to gain compliance status. This listing also shall specify additional deadlines for the accomplishment of the stated terms if different from the final deadline as specified in subsection (1) of this section.

(iii) A closing statement specifying that a school district's failure to remediate a noncompliance by the determined deadline shall result in the immediate withholding of the district's basic education allocation funding by the superintendent of public instruction.

(iv) The date and the signatures of the superintendent of the school district, the chair of the district's board of directors, and the superintendent of public instruction, or his/her designee, to the agreement. A copy of the completed compliance agreement shall be sent to the chairperson of the school district's board of directors and the school district superintendent.

(f) In the event a school district fails to sign the compliance agreement within five school business days from the date of issuance or does not satisfy the terms of the signed compliance agreement within the designated amount of time, the superintendent of public instruction shall withhold state funds for the basic education allocation until program compliance is assured based on the following procedure:

(i) For the first month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold twenty-five percent of the state funds for the basic education allocation to a school district.

(ii) For the second month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold fifty percent of the state funds for the basic education allocation to a school district.

(iii) For the third month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold seventy-five percent of the state funds for the basic education allocation to a school district.

(iv) For the fourth month, and every month thereafter, that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold one hundred percent of the state funds for the basic education allocation to a school district until compliance is assured.

(g) Any school district may appeal to the state board of education the decision of noncompliance by the state board of education. Such appeal shall be limited to the interpretation and application of these rules by the state board of education. Such appeal shall not stay the withholding of any state funds pursuant to this section. The state board of education may not waive any of the basic education entitlement requirements as set forth in this chapter, except as provided in WAC 180-16-225 or 180-18-030.

(4) The provisions of subsection (3)(f) of this section shall not apply if the noncompliance is related to the district's fiscal condition and results in the implementation of a financial plan under RCW 28A.505.140(3).

# The Washington State Board of Education

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

## STUDENT PRESENTATION

### BACKGROUND

At the March 2011 Board meeting, SBE staff will introduce the SBE student member presentation schedule. Student presentations allow SBE members an opportunity to explore the unique perspectives of their younger colleagues.

Student members have ample opportunity to work with staff in preparation for the presentations. The presentation schedule and topic assignments are listed below:

### **Presentation Topics** (rotating schedule)

1. My experiences as a student; good, bad, or otherwise (K-12).
2. One to two good ideas to improve K-12 education.
3. How the Board's work on: \_\_\_\_\_ (you pick) has impacted or will impact K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Before and After: Where I started, Where I am, and Where I'm Going.

Date	Presenter	Topic
2011.03.10	Jared Costanzo	2
2011.05.12	Anna Laura Kastama	5
2011.09.15	Jared Costanzo	3
2011.11.10	New Student B	1
2012.01.XX	Jared Costanzo	4
2012.03.XX	New Student B	2
2012.05.XX	Jared Costanzo	5
2012.09.XX	New Student B	3
2012.11.XX	New Student C	1
2013.01.XX	New Student B	4
2013.03.XX	New Student C	2
2013.05.XX	New Student B	5
2013.09.XX	New Student C	3

### POLICY CONSIDERATION

None

### EXPECTED ACTION

None

## **STUDENT VIDEO CONTEST**

### **BACKGROUND**

SBE student members, Anna Laura Kastama and Jared Costanzo, will preview the 2011 student video contest. This year's contest will ask students to create films based on the importance of math, science, engineering, technology, and/or Career and Technical Education coursework.

Your Board packet includes the video contest flyer and rubric. The contest opened February 14. All student submissions are due Monday, May 2.

In May, Anna Laura and Jared will lead the evaluation of the videos, with assistance from Aaron Wyatt and several other education leaders. The student videos will be broadcast on the SBE YouTube channel, and the top vote getters will also be highlighted through SBE's website, e-newsletter, and social network outlets.

### **POLICY CONSIDERATION**

None

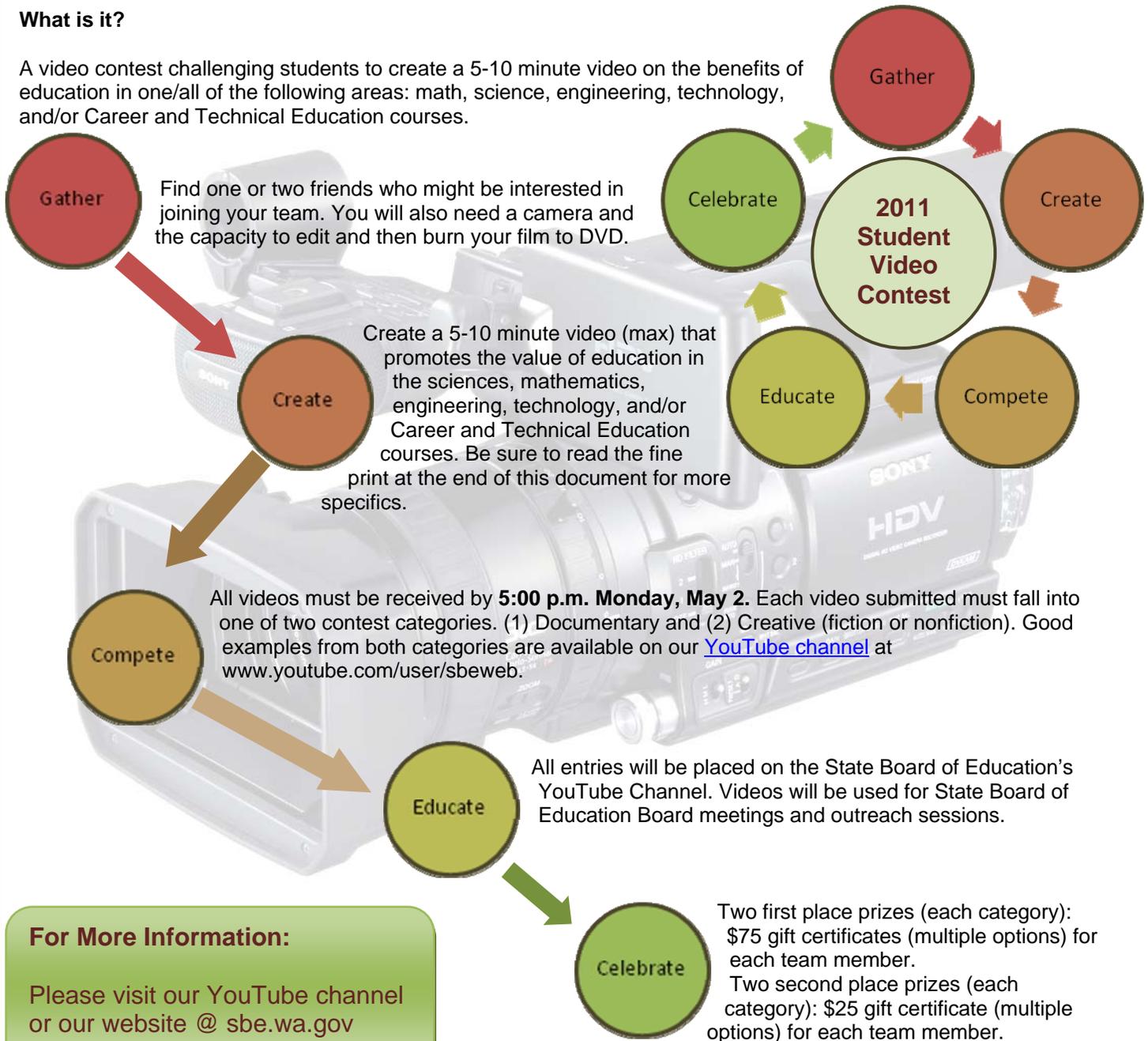
### **EXPECTED ACTION**

None

## Student Video Contest (and Prizes)!

### What is it?

A video contest challenging students to create a 5-10 minute video on the benefits of education in one/all of the following areas: math, science, engineering, technology, and/or Career and Technical Education courses.



### For More Information:

Please visit our [YouTube channel](http://www.youtube.com/user/sbeweb) or our website @ [sbe.wa.gov](http://sbe.wa.gov)

1. All team members on film must include a parent release signature with their entry. This form is required! You can scan in the forms and email them to [aaron.wyatt@k12.wa.us](mailto:aaron.wyatt@k12.wa.us) or send them directly to the address on the top-right hand corner of the first page.
2. Entries must be primarily written/filmed/acted/edited by your team.
3. Everything presented in the video must be original work by the participants. Works generated by others can only be used with permission.
4. All entries must be uploaded by the participants to YouTube OR sent via DVD/CD to the address listed above. Entries that meet all prerequisites will be placed on the [Washington State Board of Education YouTube channel](http://www.youtube.com/user/sbeweb).
5. The videos must not contain anything that mom/pop/grandparents/Barney would find offensive or inappropriate. No \*&\$#!, no violence, no blood and guts, no light sabers and no unicorns. Actually, if you had a real light saber that would be pretty cool, so go ahead and throw that in.
6. Winners will be notified by email and will be announced on the [SBE YouTube website](http://www.youtube.com/user/sbeweb) two weeks after the due date.

## Project Rubric – Sample

**Rubric:** Our judges will use this scoring sheet to evaluate your project. Don't fill it in and send it to us, though, silly rabbit, rubrics are for the judges.

Team Code: \_\_\_\_ (# to be assigned by the judges)

All or Nothing Points (meet the criteria, you get full credit)		
	Your Score	Total Possible
Video meets length requirements of >5 and <10 minutes		20
Appropriate Material		20
Title at Beginning		10
Credits at End		10
Uses Music		10
Subjective Points (score depends on standard/judge)		
Theme: STEM or CTE education is important		50
Student Focused		20
Sound Quality		20
Picture Quality		20
Editing Quality		20
Interesting Cinematography		30
Ooh/Awe Factor		30
Judge's overall impressions		40
<b>Total Score</b>		<b>300</b>

## **CONNECTIONS: HIGH SCHOOL TO COLLEGE**

### **BACKGROUND**

One of the State Board of Education's (SBE) strategic plan goals is to provide policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education. To accomplish this goal, SBE will partner with stakeholders to assess current and potential new state strategies to improve students' participation and success in postsecondary education through coordinated college- and career readiness strategies.

Three intended outcomes include:

- A road map of state strategies for improving Washington students' chance for participation and success in postsecondary education, with annual documentation.
- Annual dashboard summary of student performance on college and career-readiness measures.
- Transcript study of course-taking patterns of students enrolled in college incentive programs.

The main purpose of this session is to provide an overview of current state strategies to improve students' participation and success in postsecondary education. Staff from the Higher Education Coordinating Board (HECB) and the State Board for Community and Technical Colleges (SBCTC) will join SBE staff to provide details about initiatives in their sectors. (See Attachment A for a HECB summary of P-20 Strategies for Washington.)

This memorandum is framed around three key questions SBE members may want to consider in light of the Board's intent to create a road map of strategies and an annual dashboard summary of performance:

- How can higher education and K-12 work collaboratively to learn from existing initiatives, and publicize and promote effective practices to encourage postsecondary attainment?
- How can the sectors collaborate to design interventions to improve college- and career-readiness?
- What indicators, if tracked publicly and over time, are most likely to support the improvement of college- and career-readiness?

### **POLICY CONSIDERATIONS**

***How can higher education and K-12 work collaboratively to learn from existing initiatives, and publicize and promote effective practices to encourage postsecondary attainment?***

**From policies to effective implementation strategies.** SBE developed a career- and college-ready framework of graduation requirements that would better prepare students for postsecondary education of some kind. After three years of research and public outreach, SBE approved the new framework in November 2010.<sup>1</sup> The new framework aligns with minimum public four-year admissions standards.<sup>2</sup>

<sup>1</sup> State Board of Education. November, 2010. [Washington State Career and College Ready Graduation Requirements Resolution](#).

<sup>2</sup> The HECB will add a credit of science as an admissions requirement on a timeline concurrent with the SBE adoption of the science graduation requirement, per [HECB Resolution 10-29](#) approved at November 16, 2010 HECB meeting.

In 2008, the Higher Education Coordinating Board (HECB) approved a ten-year Master Plan that set targets for raising educational attainment by increasing the total number of degrees and certificates produced annually to achieve Global Challenge State benchmarks.<sup>3</sup>

The State Board for Community and Technical Colleges (SBCTC) completed a Mission Study in 2010 to create a 20-year action plan for serving the educational needs of Washington residents.<sup>4</sup> The plan sets targets for increasing (including but not limited to): professional technical graduates, transfer degrees, dual credit enrollments, and student achievement.

All three documents made a compelling case for the individual and societal benefits of an educated citizenry, and the demands of a labor market that is requiring more technically skilled and educated workers.

That was the “easy” part.

Turning policies, plans, and targets into college- and career-ready high school graduates that enroll and succeed in postsecondary programs will require strategies and programs like those in the table below to produce the desired results. Many of these strategies were identified by the HECB’s Policy and Demographics Work Group, a cross-sector group convened to make recommendations about the changes that would be required to ensure that low-income students and students of color were fully included in postsecondary education.<sup>5</sup> Others are more general strategies to increase college- and career-readiness. SBE, HECB, and SBCTC staff will speak to some of these strategies in greater detail at the meeting.

**Increasing Participation and Success in Postsecondary Education:  
Washington State Strategies and Sample Programs**

Strategy	Sample Programs
Set high expectations	<ul style="list-style-type: none"> <li>• SBE <a href="#">Washington State Career and College Ready graduation requirements</a>.</li> <li>• College readiness definitions (<a href="#">English, science</a>) and <a href="#">standards</a> (math).</li> </ul>
Align expectations across sectors	<ul style="list-style-type: none"> <li>• SBE Washington State Career and College Ready graduation requirements and HECB college entry requirements</li> </ul>
Scale up comprehensive educational and career advising and mentoring programs	<ul style="list-style-type: none"> <li>• <a href="#">Navigation 101</a><sup>6</sup></li> <li>• <a href="#">GEAR UP</a> (Gaining Early Awareness and Readiness for Undergraduate Programs), which in 2010 served 27,118 Washington students in 82 school districts.</li> </ul>
Provide resources to engage families and communities, and fund college costs	<ul style="list-style-type: none"> <li>• <a href="#">College Bound Scholarship</a> program, targeted to seventh and eighth graders, and offering to pay tuition and fees in return for high school graduation, good citizenship, and at least a 2.0 grade point average.</li> <li>• <a href="#">College Access Challenge grant</a>, a federal program</li> </ul>

<sup>3</sup> Higher Education Coordinating Board. 2008. *Moving the Blue Arrow: Pathways to Educational Opportunity*. 2008 Strategic Master Plan for Higher Education in Washington.

<sup>4</sup> State Board for Community and Technical Colleges. May, 2010. *Mission Study*.

<sup>5</sup> Washington Higher Education Coordinating Board. *Opportunities for Change: Implementing the 2008 Strategic Master Plan for Higher Education*. 2008. Pp. 5-6.

<sup>6</sup> This comprehensive college- and career-readiness curriculum has been supported by the Legislature since 2007. Student-led conferences, one of five key elements of Navigation 101, have proven very successful in engaging parents in students’ career planning. To help more low-income students graduate from high school college-ready, [College Spark](#), a nonprofit foundation, is investing \$9.5 million in a nine-year initiative supporting two programs, Navigation 101 and Advancement Via Individual Determination (AVID), in 19 Washington schools.

	<p>administered by the HECB that directs money to non-profit organizations, school districts, and colleges to provide support services to increase participation of underrepresented groups in college.<sup>7</sup></p> <ul style="list-style-type: none"> <li>• <a href="http://theWashBoard.org">theWashBoard.org</a>, a free online clearinghouse for Washington students seeking college scholarships.</li> </ul>
Create multiple pathways from high school to college or workforce training for students to begin “launching” to their next step by their senior year	<ul style="list-style-type: none"> <li>• Dual credit programs like <a href="#">Running Start</a>, <a href="#">Running Start for the Trades</a>, <a href="#">Tech Prep</a>, <a href="#">College in the High School</a>, <a href="#">Advanced Placement</a>, and <a href="#">International Baccalaureate</a>.</li> </ul>
Make information easily accessible	<ul style="list-style-type: none"> <li>• <a href="#">Check Out a College</a>, a one-stop web portal that consolidates college and scholarship information.</li> </ul>
Fund for results	<ul style="list-style-type: none"> <li>• SBCTC <a href="#">Student Achievement Initiative</a>, a performance funding system that rewards colleges for student achievement.</li> </ul>
Establish early college readiness assessments to reduce remediation	<ul style="list-style-type: none"> <li>• <a href="#">College Readiness Math Test</a> developed (not yet implemented as an early readiness test).</li> </ul>
Provide professional development to improve student achievement	<ul style="list-style-type: none"> <li>• HECB <a href="#">Educators for the 21<sup>st</sup> Century</a> federally-funded competitive grant program and OSPI-administered <a href="#">Title II</a> federal funds to improve teacher and principal quality.</li> </ul>
Invest in dropout prevention efforts	<ul style="list-style-type: none"> <li>• <a href="#">Building Bridges</a>, 2007-2010 state grant program implemented by OSPI that directed school/community partnerships to develop comprehensive dropout prevention, intervention, and retrieval systems at the local level (no longer funded).</li> </ul>
Increase access	<ul style="list-style-type: none"> <li>• Virtual programs at the high school and college levels (e.g., <a href="#">Washington Online</a>) increase opportunities for students to take college/career preparatory and college-level courses.</li> </ul>

***How can the sectors collaborate to design interventions to improve college- and career-readiness?***

**Learning from collaboration.** Although K-12 and higher education are already collaborating on many of the initiatives cited above, other opportunities for partnership might include:

- Establishing early college readiness assessments to reduce remediation.
- Expanding “launch year” opportunities for dual credit.
- Scaling up advising and mentoring programs.

**Establishing early college readiness assessments to reduce remediation.** Washington has

<sup>7</sup> In December 2010, the HECB selected seven Washington organizations to receive funding under the College Access Challenge Grant (CACG) program: College Success Foundation, ESD 101, Northwest Education Loan Association, Western Washington University’s Washington College Compact, University of Washington Office of Minority Affairs and Diversity, Washington State University’s Imagine-U program, and Tacoma’s Metropolitan Development Council.

already developed a College Readiness Math Test (CRMT).<sup>8</sup> The CRMT (also known as General Math Placement Test or MPT-G) is aligned to the college readiness math standards established by Washington's Transition Math Project and has a common cut score that two- and four-year colleges determined. The Academic Placement Testing Program, a cooperative program of Washington State colleges and universities, began administering the MPT-G in 2009-2010.

Unfortunately, the promise of the CRMT/MPT-G as an *early* assessment of college readiness has not yet been fully realized. Both the public two- and four-year sectors formalized an agreement<sup>9</sup> stipulating that students who took the test in their junior or senior year of high school would be able to enter specified college-level math courses if they met the cut score and certain other conditions. However, no funding was appropriated to districts to provide all juniors or seniors the option of taking the test once at no cost.<sup>10</sup> Consequently, no high schools are using the MPT-G at the present time as an early college readiness math assessment tool.

In the meantime, percentages of recent high school graduates requiring remediation in math, reading, or writing remained flat between 2004-05 and 2008-09. Over that time span, almost half of Washington graduates who entered community and technical colleges directly out of high school required remediation in math; 16-19 percent required remediation in writing; and 10 percent required remediation in reading.<sup>11</sup> While SBE has increased the math graduation requirement, and approved an increase to the English graduation requirements, the new requirements alone are unlikely to fix the remediation problem.

Collaborative initiatives in this area might be to:

- Seek private resources to pilot the junior-year CRMT as intended by the Legislature, or to explore other ways to reduce remediation through early assessments that provide useful feedback on students' knowledge and abilities, including, perhaps, assessments associated with the Common Core State Standards.
- Seek ways to share with K-12 lessons learned from the SBCTC's current Gates grant-funded Re-Thinking Precollege math project. The three-year (2009-2012) Re-Thinking Math Project builds on and extends the successes and lessons learned from the Transition Math Project to help community college math department faculty rethink core practices aimed at increasing student engagement in and understanding of the math students need to be college-ready. Perhaps there are ways to convene high school and college faculty to exchange ideas and insights.

**Expanding "launch year" opportunities for dual credit.** Legislation<sup>12</sup> is currently being considered in response to the governor's call for a "launch year" that would offer more opportunities for students to earn one year's worth of postsecondary credit prior to graduating from high school.

A collaborative initiative might be to explore ways to increase the number of students taking advantage of dual credit opportunities, particularly those from underrepresented groups.

**Using data to learn and publicize what is working well.** SBE has expressed interest in

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<sup>8</sup> The 2007 Legislature directed the State Board for Community and Technical Colleges (SBCTC), the Council of Presidents (COP), the Higher Education Coordinating Board (HECB), and the Office of Superintendent of Public Instruction (OSPI), under the leadership of the Transition Math Project, to jointly revise the Washington Mathematics Placement Test to serve as a common college readiness test for all two and four-year institutions of higher education.

<sup>9</sup> <http://www.washington.edu/oea/services/aptp/crmt/InstructionCommissionAgreement.pdf>;

<http://www.washington.edu/oea/services/aptp/crmt/ProvostsAgreement.pdf>

<sup>10</sup> [RCW 28A.320.180](#)

<sup>11</sup> [http://www.sbctc.ctc.edu/docs/data/research\\_reports/resh09-5\\_role\\_of\\_pre-college\\_education.pdf](http://www.sbctc.ctc.edu/docs/data/research_reports/resh09-5_role_of_pre-college_education.pdf). The 2009-2010 report was not available at the time this memo was prepared.

<sup>12</sup> HB 1808; SB 5616

examining transcript data of students in college incentive programs like the College Bound Scholarship (CBS). Both higher education and K-12 are vested in finding ways to work together to assure that the system is doing everything it can to assure that CBS students are being advised and mentored to meet their goals.

A second area where the sectors could benefit from collaboration is to develop case studies of schools, particularly schools with students traditionally underrepresented in higher education, that have been more successful in sending students to college. The state's average enrollment in two- and four-year colleges is 64 percent for 2008-09 high school graduates.<sup>13</sup> While the vast majority of school districts surpassing the state average have predictably affluent student populations, some are beating the odds. For example, West Seattle High School (Seattle) has a student population where almost half the students are on free and reduced lunch.<sup>14</sup> In 2009, West Seattle had a college-direct rate of 73 percent, capping a multi-year upward trend. Furthermore, its on-time 2008-2009 high school graduation rate was almost 82 percent. What lessons can we learn from a school like this or from others?

***What indicators, if tracked publicly and over time, are most likely to measure the success of improving postsecondary attainment?***

No matter which indicators SBE ultimately chooses to follow in an annual dashboard of student performance, the more important question is, "What interventions are in place to help improve the outcome?" For example, in the last year the BERG Group's [College Tracking Service](#)<sup>15</sup> (funded by OSPI) has made it possible to easily access the college-direct, first-year persistence and college graduation rates of every high school in the state with more than ten students in its graduating class. Furthermore, the data can be disaggregated by gender, ethnicity, and socioeconomic status. This is a tremendous resource, but merely being able to track the data will not improve college- and career-readiness.

Nor is it clear how important it is to make all school level data public. The [law](#)<sup>16</sup> requires colleges to provide each high school with remediation data on its graduates. Should this information be made public? If so, to what end? SBE members will want to consider the degree of transparency needed to help move the system toward a goal of greater postsecondary readiness, and the level (school, district, state) at which transparency is needed.

Finally, as SBE moves toward an annual dashboard summary of student performance on college- and career-readiness indicators, the criteria assessed by Achieve's American Diploma Project (ADP) Network may provide a useful starting point. These are not the only criteria and Achieve does not offer the sole framework. However, since Washington is one of 35 ADP states that have committed to "closing the expectations gap" between what students know leaving high school and the knowledge and skills they will need to be successful in college and careers, the framework is worth examination. Each year the ADP Network surveys all 50 states to determine states' progress on four college- and career-ready policies, including four key college- and career-ready indicators.<sup>17</sup>

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<sup>13</sup> *Participation in Postsecondary Education: Washington State High School Graduates, 2008-09*. December 2010. Education Research and Data Center Research Brief 2010-05.

<sup>14</sup> 2009-2010 state average for free and reduced lunch was 42.3% for 2009-2010, per the Washington State Report Card, OSPI.

<sup>15</sup> <http://www.collegetracking.com/>

<sup>16</sup> RCW 28B.10.685

<sup>17</sup> Achieve. *Closing the Expectations Gap 2011*. Sixth Annual 50-State Progress Report.

Washington's Status on Achieve's College- and Career-Ready Policies

College- and Career-Ready Policy	√+ or √-	Washington's Status
Aligning high school standards in English and math with the expectations of college and careers	√+	<i>Achieve considered Washington to be among the 47 states and the District of Columbia to have aligned these standards because of its provisional adoption of the Common Core State Standards.</i>
Establishing graduation requirements that require all students to complete a college- and career-ready course of study	√	<i>Achieve evaluates this policy based on mathematics and English language arts requirements (math through Algebra 2 or its equivalent; four years of English aligned with college- and career-ready standards). Although Washington's Class of 2013 math graduation requirement fits this definition, its English requirement does not. For this reason, Washington is not among the 20 states Achieve identified as meeting this criterion.</i>
Developing statewide high school assessment systems anchored to college- and career-ready expectations	√-	<i>States must have a component of their high school assessment system that measures students' mastery of college- and career-ready content in English and mathematics. Achieve judged 14 states to meet this criterion; Washington was not one of them. Nine of the 14 require all students to take a national college admissions exam; the other five use a high school assessment developed by the state. Although Washington developed the College Readiness Math Test in 2008, it has not been implemented yet as a junior-level assessment.</i>
Creating comprehensive accountability and reporting systems that promote college- and career-readiness for all students	√	<i>Washington was among the 22 states that reported that they annually match K-12 and postsecondary longitudinal student-level data. Achieve identifies four college- and career-ready indicators that states, at a minimum, should track in a longitudinal data system:</i> <ol style="list-style-type: none"> <li>1) <i>Earning a college- and career-ready diploma.</i></li> <li>2) <i>Scoring college-ready on a high school assessment.</i></li> <li>3) <i>Earning college credit while in high school.</i></li> <li>4) <i>Requiring remedial courses in college.</i></li> </ol>

√+ = met Achieve's criteria; √ = met some of Achieve's criteria; √- = did not meet Achieve's criteria.

Texas was the only state that met Achieve's criteria for a comprehensive college and career accountability system that currently used the four indicators to measure and provide incentives for college- and career-readiness. Achieve set as its minimum criteria the following expectations:

For each college- and career-ready indicator, the state publicly reports and sets a statewide performance goal and either provides incentives for improvement or factors improvement into its accountability formula.

The state includes the college- and career-ready diploma and a college- and career-ready assessment and either uses earning college credit while in high school or college remediation indicators in its reporting and accountability system.<sup>18</sup>

<sup>18</sup> Achieve. Closing the Expectations Gap 2011. Sixth Annual 50-State Progress Report, p. 20

An illustration of what this matrix might look like for Washington is included in the following table. SBE would need to determine which sample measures to track and at what level (school, district, state), and what interventions were in place to affect the outcome.

Achieve College- and Career-Ready Indicator	Sample Measures to Track	Key Uses			
		Annual, school-level, public reporting to provide direct information	Statewide Performance Goal to set clear expectations	School-level incentives in place to recognize improvement	Part of Accountability Formula
Earn a college- and career-ready diploma	Timely credit accumulation				
	Credit recovery				
	Met all minimum public four-year college admission requirements				
	Satisfied a high school requirement in middle school				
	WA State assessments				
Scoring college-ready on a high school assessment	Junior year readiness tests (PSAT, PLAN, CRMT)				
	College admissions tests				
Earning college credit while in high school	Running Start				
	Tech Prep				
	College in the High School				
	AP Exam Score of three+				
Requiring remedial courses in college	College remediation rates				

**EXPECTED ACTION**

No action. Staff will ask SBE members for guidance on areas of collaboration to pursue cross-sector, what issues they might like more information about, and on what issues they would like staff to consider when drafting a dashboard of indicators.

### ***Moving the blue arrow***

The state's Strategic Master Plan for Higher Education, approved by the Legislature as state policy in 2008, contained a blueprint for further developing the potential of all K-12 students to participate and succeed in postsecondary education.

The master plan's central goal is to educate more people to higher levels—to rapidly 'move up the blue arrow' of educational attainment among our younger citizens. Far too few of our younger adults have earned degrees or certificates. Other developed countries are making rapid progress educating their younger citizens. We are standing still—in Washington *and* in the United States.

### ***Blue arrow strategies***

- *Enroll more people in postsecondary education programs and ensure they complete certificates and degrees.*
  - The master plan emphasizes that enrolling many more citizens in postsecondary education will require substantially increased state appropriations. But since 2008, we've seen the deepest cuts on record in state support for higher education.
  
- *Promote economic growth and innovation by mobilizing our education and research resources.*
  - Higher education remains one of the state's most powerful economic engines, a force for innovation and positive change. Our institutions are at the cutting edge of discovery, opening a world of new opportunity.
  
- *Develop incentives and accountability systems to reward institutions for progress.*
  - Continued emphasis on accountability will drive future funding decisions. This session, nearly all the bills dealing with higher education funding emphasize performance and accountability metrics.

### ***Strategies to create higher expectations for all K-12 students***

A great deal of work is under way to better prepare K-12 students to succeed in college. Even in the face of the worst budget cuts Washington has seen in decades, there is still

much that we can do to keep the focus on developing “college-ready students” and “classroom-ready teachers.”

The following programs and initiatives support key master plan strategies:

### ***Create higher expectations for all K-12 students***

Revised and greatly strengthened college readiness standards in English, math, and science have been approved by the HECB. These standards align very closely with proposed new high school graduation requirements. Moving quickly on the basic changes to align requirements will clearly communicate the commitment to providing postsecondary access to more students. Continuing to work collaboratively on any additional changes will ensure they can be implemented with minimum confusion.

### ***Scale up successful student advising and mentoring programs***

The HECB’s GEAR UP program, working collaboratively with the targeted school districts and the state’s higher education institutions, has expanded pre-college skills development services to thousands of additional students in low-income school districts. Programs like GEAR-UP and Navigation 101 provide support for the high school and beyond plan.

### ***Engage families and communities***

The College Bound Scholarship program, with support of the College Access Challenge Grant, is collaborating with federal, state, and local government entities and philanthropic organizations to create partnerships to increase the numbers of under-represented students who enter and remain in postsecondary education. The Passport to College Promise scholarship for foster youth and partnerships such as theWashBoard.org, a coalition-driven, online scholarship matching resource, also are helping expand opportunity.

### ***Create multiple pathways from high school to college or workforce training***

The HECB continues to advocate for increased support for a variety of dual credit options including Running Start, Running Start for the Trades, Tech Prep, Advanced Placement, International Baccalaureate, and College in the High school. The Governor’s budget contains a provision for enhanced funding for the Running Start program.

### ***Prepare Educators for the 21st century***

Support professional development for teachers and administrators to ensure our educators have the tools they need to effectively engage families and communities to close the achievement gap, raise student proficiency, provide high quality academic advising, and increase postsecondary attendance. Educators for the 21st Century has funded Teacher Development Projects, College Readiness projects in English and science, and conferences for educators, researchers, and policymakers. The HECB also conducts the Educator Needs Analysis in cooperation with the Professional Educator Standards Board.



## **STANDARD SETTING FOR GRADES FIVE AND EIGHT SCIENCE MEASUREMENTS OF STUDENT PROGRESS (MSPS) AND ALGEBRA 1/INTEGRATED MATH 1 & GEOMETRY/INTEGRATED MATH 2 END-OF-COURSE (EOCS)**

### **BACKGROUND**

The 2009 Science Learning Standards will be assessed for the first time on the Measurements of Student Progress in grades 5 and 8 in May 2011. The 2008 Mathematics Learning Standards will be assessed on the 2011 End-of-Course. Standard setting panels will be convened to make a recommendation for the cut scores on these tests.

OSPI will present the plan for conducting the standard setting process in 2011 for the Board's approval. Standard setting panels were convened in the summer of 2010 to make recommendations to the Board on the cut scores for the Mathematics Measurements of Student Progress in grades 3 through 8. OSPI is planning to follow essentially the same process in 2011 as was followed for the standard setting that occurred in 2010.

Later this year, SBE will approve the scores students must achieve in order to meet performance standards. This briefing on the standard setting process will give SBE an opportunity to review and ask questions about the standard setting process.

### **EXPECTED ACTION**

The Board is asked to approve the standard setting plan. The Board will approve cut scores in August 2011, based on the recommendations of the standard setting panels.

# The Washington State Board of Education

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

## 2010 WASHINGTON ACHIEVEMENT AWARDS AND INDEX

### ACHIEVEMENT AWARDS BACKGROUND

Using the State Board of Education's Achievement Index, the Office of Superintendent of Public Instruction and the State Board of Education (SBE) recognized 174 schools through the 2009 Washington Achievement Awards. There were six possible awards: one for Overall Excellence as well as five special recognition awards: Language Arts (reading and writing combined), Math, Science, Extended Graduation Rate, and Overall Excellence for schools with high gifted populations. For the 2010 Awards, SBE decided to do the following:

- Add special recognition for Improvement, using the same criteria as other awards (i.e. two year average of at least 6.00).
- Not provide Overall Excellence awards for schools that have large socio-economic or racial/ethnic gaps.
- Highlight schools that receive awards for multiple years.
- Add special recognition for Closing Achievement Gaps (socio-economic and race/ethnicity).

A total of 186 schools have earned the Washington Achievement Awards for 2010. Those schools will be celebrated at the Washington Achievement Award Ceremony at Lincoln High School (Tacoma) on Wednesday, April 27 at 9:00 a.m.

The Board packet includes a list of the winning schools as well as a graphic that provides an overview of the Washington Achievement Awards and the Achievement Index.

Overall Excellence Awards (Top 5 Percent)					
	2009 Awards (2008-09 School Year)		2010 Awards (2009-2010 School Year)		
Grade Band	Number of Schools	Index Cutoff	Number of Schools	Index Cutoff	Repeat Winners
Elementary	53	5.28	53	4.89	28 (53%)
Middle	19	4.875	19	4.905	11 (58%)
High	20	4.91	21	4.895	12 (60%)
Comprehensive	16	4.735	16	4.5	9 (56%)
Total	108 schools		109 schools		

Special Recognition Awards			
	2009	2010	Repeat Winners
Language Arts	36	10	2 (6%)
Math	10	5	1 (10%)
Science	24	7	4 (17%)
Graduation Rate	35	34	14 (40%)
Gifted	20	11	8 (40%)

Special Recognition Awards, continued			
Improvement	NA	15	NA
Closing Achievement Gaps	NA	24	NA
Total Awards	<b>125</b>	<b>106</b>	<b>29</b>

## **ACHIEVEMENT INDEX BACKGROUND**

In December 2010, SBE posted the 2010 Achievement Index results on the SBE website. The updated lookup tool is a searchable database for school level information and contains both the original view of the Index and an additional matrix, which displays the degree to which schools are closing racial and ethnic gaps, as well as two-year averages.

<b>School Year 2009-2010</b>						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students					6	6.0
Achievement of low income students	6	7	1	1	5	4.0
Achievement vs. peers	7	7	7	6	6	6.6
Improvement from the previous year	4	7	7	7	4	5.8
<b>Index Scores</b>	<b>5.67</b>	<b>7.00</b>	<b>5.00</b>	<b>4.67</b>	<b>5.25</b>	<b>5.5</b> <b>Exemplary</b>

<b>2009 - 10 Achievement Gap</b>										
INDICATORS	Reading			Math			Ext Graduation Rate			Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic	6	7	4	1	7	7	5	6	4	5.22
Achievement of white and Asian students	6	7	3	1	7	3	5	6	4	4.78
<b>Achievement Gap</b>										<b>-0.44</b>

<b>2008-2009 and 2009-2010 Averages</b>						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students						6.5
Achievement of low income students						3.8
Achievement vs. peers						6.2
Improvement from the previous year						5.1
<b>Index Scores</b>	<b>6.17</b>	<b>6.34</b>	<b>4.00</b>	<b>4.00</b>	<b>5.13</b>	<b>5.1</b> <b>Very Good</b>

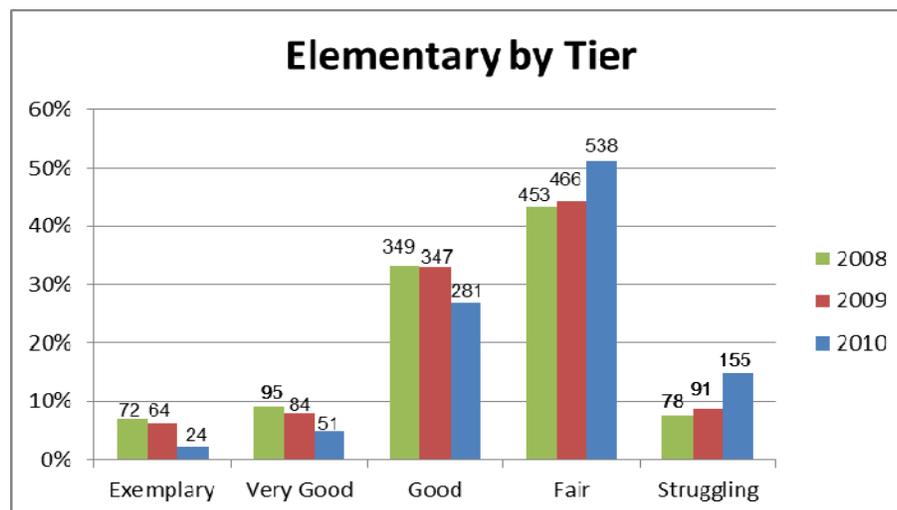
An additional tab in the lookup tool allows schools to view three years of data on a single page.

Example High School			
	2008	2009	2010
<b>Overall Index Score</b>	4.0	4.8	5.5
	Good	Good	Exemplary
<b>Reading</b>			
Non Low Income Students	6		
Low Income Students	6	6	6
Achievement V Peers	7	7	7
Reading Improvement	3	7	4
Reading Overall	5.50	6.67	5.67
<b>Writing</b>			
Non Low Income Students	7		
Low Income Students	6	6	7
Achievement V Peers	5	6	7
Writing Improvement	4	5	7
Writing Overall	5.50	5.67	7.00
<b>Math</b>			
Non Low Income Students	4		
Low Income Students	1	1	1
Achievement V Peers	7	6	7
Math Improvement	1	2	7
Math Overall	3.25	3.00	5.00
<b>Science</b>			
Non Low Income Students	1		
Low Income Students	1	1	1
Achievement V Peers	1	3	6
Science Improvement	1	6	7
Science Overall	1.00	3.33	4.67
<b>Extended Graduation Rate</b>			
Non Low Income Students	4	7	6
Low Income Students	6	4	5
Achievement V Peers	7	7	6
Ext Grad Rate Improvement	2	2	4
Ext Grad Rate Overall	4.75	5.00	5.25
<b>Achievement Gaps</b>			
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic students		4.33	5.22
Achievement of white and Asian students		5.00	4.78
Achievement Gap		0.67	-0.44

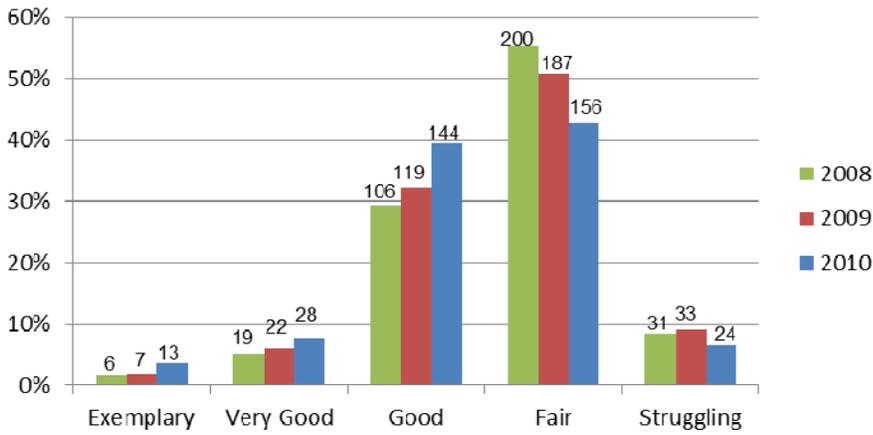
Elementary and comprehensive/multilevel Index performance has declined and these schools are more likely to be in the fair or struggling tiers than in the previous two years. Junior high/middle schools and high school Index performance has increased. These schools are more likely to be in the exemplary, very good, and good tiers.

Elementary	Percent of Exemplary, Very Good, and Good	Percent of Fair and Struggling
2008	49%	51%
2009	47%	53%
2010	34%	66%
Jr High/Middle	Percent of Exemplary, Very Good, and Good	Percent of Fair and Struggling
2008	36%	64%
2009	40%	60%
2010	51%	49%
High	Percent of Exemplary, Very Good, and Good	Percent of Fair and Struggling
2008	48%	52%
2009	41%	59%
2010	52%	48%
Comp/Multi-level	Percent of Exemplary, Very Good, and Good	Percent Fair and Struggling
2008	36%	64%
2009	29%	71%
2010	30%	70%

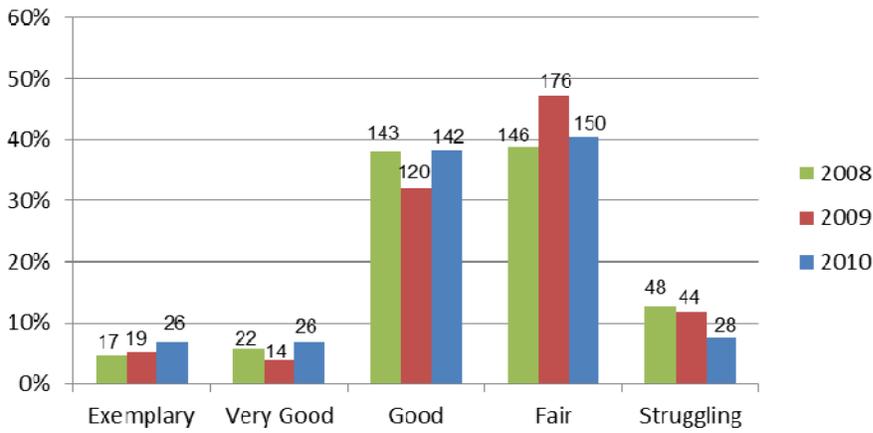
Schools by tier for the past three years (number of schools noted)



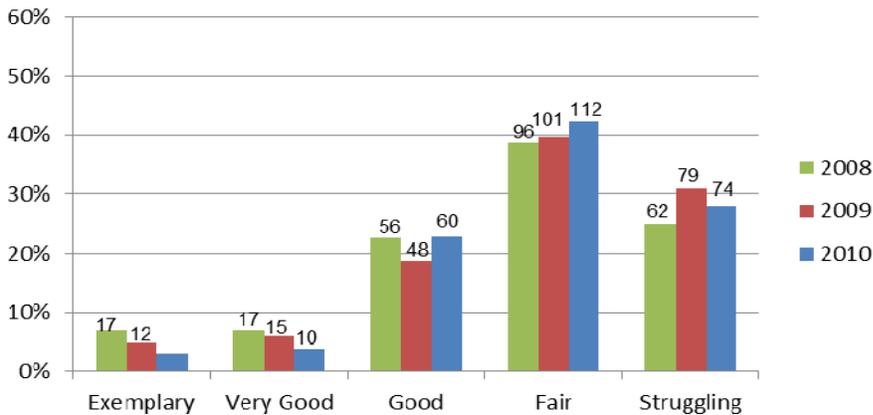
### Jr High/Middle by Tier



### High Schools by Tier



### Comprehensive/Multi Level by Tier



**POLICY CONSIDERATION**

None

**EXPECTED ACTION**

None

# 2010 WASHINGTON ACHIEVEMENT AWARDS



## 2010 Awards

### AWARD CATEGORIES

#### Overall Excellence

Awarded to the top five percent of all elementary, middle, high, and comprehensive schools across the state. Schools with high numbers of gifted students (in comparison to peer schools of similar demographics) are also eligible to receive the Overall Excellence Award. \*

#### Special Recognition Awards

High-performing schools in the following areas receive Special Recognition:

- ★ Language Arts (Reading and Writing Combined)
- ★ Math
- ★ Science
- ★ Extended Graduation Rate
- ★ Improvement
- ★ Closing Achievement Gaps

## RECOGNIZING WASHINGTON'S TOP-PERFORMING SCHOOLS

The Washington Achievement Awards celebrate the state's top-performing schools in multiple categories. Award-winning schools share at least one common attribute: the power to profoundly affect student learning.

The state's top-performing schools are identified through the Achievement Index (back), a joint venture of the Washington State Board of Education and the Office of Superintendent of Public Instruction.



\* Only schools with an income/ethnicity achievement gap of less than 2.5 are eligible.

# THE ACHIEVEMENT INDEX

## AN INTRODUCTION

LOOK UP YOUR SCHOOL AT  
SBE.WA.GOV

Washington's Achievement Index is designed to identify and recognize the state's highest-achieving schools over a two-year period. The index . . .

- ✓ Provides a **fair** and **consistent** measurement of Washington's public schools.
- ✓ Presents a **clear picture** of how our schools and districts are performing in five key outcomes, how they are improving over time, how they compare to schools of similar demographics, and whether they are closing achievement gaps.
- ✓ Tells us more - in an easier-to-understand way - than the federal No Child Left Behind Act's requirements for Adequate Yearly Progress.

### Example of an Achievement Index for a High School:

INDICATORS	OUTCOMES					
	READING	WRITING	MATH	SCIENCE	EXTENDED GRADUATION RATE	AVERAGE
Achievement of non-low income students	7	6	6	2	5	5.20
Achievement of low income students	5	4	4	2	7	4.30
Achievement vs Peers *	6	3	7	4	6	5.20
Improvement from the previous year **	4	4	5	6	7	5.20
<b>INDEX SCORES</b>	<b>5.50</b>	<b>4.25</b>	<b>5.50</b>	<b>3.50</b>	<b>6.25</b>	<b>4.97</b>

← OVERALL INDEX

### Race / Ethnicity Achievement Gap

	Reading			Math			Extended Graduation Rate			Average
	Met Std	Peers *	Imprv **	Met Std	Peers	Imprv	Met Std	Peers	Imprv	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic students	5	2	2	5	1	1	5	3	5	3.22
Achievement of White and Asian students	6	4	3	5	3	1	4	4	5	3.88

TIER	INDEX RANGE
Exemplary	7.00 – 5.50
Very Good	5.49 – 5.00
Good	4.99 – 4.00
Fair	3.99 – 2.50
Struggling	2.49 – 1.00

### HOW ARE THE RATINGS CALCULATED?

The ratings are a reflection of the percentage of students who met standards in a given assessment (e.g. a rating of 7 means that more than 90.1% of students met the standard).

\* The Achievement vs. Peers indicator reflects how well a school performs compared to statistically similar schools (i.e., schools with a similar percentage of low-income, ELL, mobile, special education, and gifted students).

\*\* The Improvement indicator reflects the amount of change in student performance from the previous year.

# 2010 WASHINGTON ACHIEVEMENT AWARDS

## by award category

schools listed alphabetically by level – districts in parentheses

### OVERALL EXCELLENCE

#### Elementary Schools

- Bryant (Seattle)\*
- Cascade View (Snoqualmie Valley)\*
- Clyde Hill (Bellevue)\*
- Concord International (Seattle)\*
- Crownhill (Bremerton)\*
- East Ridge (Northshore)\*
- Enatai (Bellevue)\*
- Fall City (Snoqualmie Valley)\* +
- Fidalgo (Anacortes)\*
- Frantz Coe (Seattle)
- Glacier Park (Tahoma)\*
- Grant (Ephrata)\*
- Hazelwood (Auburn)
- Island Park (Mercer Island)\*
- John Hay (Seattle)\*
- Kenmore (Northshore)
- Lakeridge (Mercer Island)\*
- Lakeview (Lake Washington)
- Liberty Lake (Central Valley)\*
- Lincoln (Kennewick)\*
- Loyal Heights (Seattle)\* +
- Mann (Lake Washington)\*
- McAuliffe (Lake Washington)\*
- McGilvra (Seattle)\*
- Mead (Lake Washington)\*
- Montlake (Seattle)
- Moran Prairie (Spokane)\*
- Ness (West Valley – Spokane)
- Nooksack (Nooksack)\*
- Odyssey (Mukilteo)
- Opportunity (Central Valley)
- Osborn (Cascade)+
- Parkwood (Shoreline)+
- PC Jantz (Odessa)
- Ridge View (Kennewick)\* +
- Rockwell (Lake Washington)
- Rosa Parks (Lake Washington)+
- Schmitz Park (Seattle)+
- Sherwood Forest (Bellevue)\*
- Silver Firs (Everett)\*
- Silver Lake (Everett)
- Spiritridge (Bellevue)
- St John (St John)
- Sumas (Nooksack) +
- Sunrise (Northshore)\*
- Vinland (North Kitsap)
- Washington (Kennewick)\* +
- Wellington (Northshore)+
- Wilson (Spokane)\*
- Windsor (Cheney)
- Woodin (Northshore)+
- Woodridge (Bellevue)
- Woodside (Everett)

#### Middle & Junior High Schools

- Albert Einstein (Shoreline)
- Chief Kanim (Snoqualmie Valley)\* +
- Evergreen (Everett)
- Federal Way Public Academy (Federal Way)\*

- Gateway (Everett)\*
- Highland (Bellevue)
- Icicle River (Cascade)\*
- Kirkland (Lake Washington)
- Liberty (Camas)\*
- McFarland (Othello)
- Mercer (Seattle)\*
- Mount Baker (Mount Vernon)
- Nooksack Valley (Nooksack)\*
- Skyridge (Camas)\*
- Stevens (Port Angeles)\*
- Tahoma (Tahoma)\*
- Twin Falls (Snoqualmie Valley)
- Tyee (Bellevue)\*
- Woodward (Bainbridge)

#### High Schools

- Almira Coulee Hartline (Coulee-Hartline)\* +
- Aviation (Highline)\* +
- Bainbridge (Bainbridge Island)\* +
- Bellevue (Bellevue)\* +
- Camas (Camas)\*
- Chelan (Lake Chelan)\*
- Columbia (White Salmon Valley)
- Coupeville (Coupeville)
- Eastlake (Lake Washington)\*
- Friday Harbor (San Juan)\* +
- Highland (Highland)
- Juanita (Lake Washington)+
- Mercer Island (Mercer Island)\*
- Mount Baker (Mount Baker)\*
- Newport (Newport)+
- Newport (Bellevue)\* +
- Nooksack Valley (Nooksack)+
- Orcas Island (Orcas Island)\* +
- Othello (Othello)+
- Redmond (Lake Washington)
- Waitsburg (Waitsburg)\* +

#### Comprehensive Schools

- Asotin Junior Senior (Asotin-Anatone)\* +
- CAM Junior Senior (Battle Ground)\* +
- Catharine Blaine K-8 (Seattle)
- Colton (Colton)\* +
- Continuous Curriculum Valley – Spokane)\* (East)
- Kalama Junior Senior (Kalama)
- Lacrosse Elementary (Lacrosse)\*
- Liberty Bell Junior Senior (Methow Valley)\* +
- Madrona Non Graded (Edmonds)
- Maplewood Parent Cooperative (Edmonds)\*
- Naselle Junior Senior (Naselle)\*
- Selkirk Junior Senior (Selkirk)
- Vancouver School of Arts and Academics (Vancouver)\*
- Washtucna Elementary (Washtucna)
- Willapa Valley Middle (Willapa Valley)
- Wilson Creek (Wilson Creek)\*

#### Schools with Significant Gifted Populations

- Cedar Wood Elementary (Everett)\*
- Kenroy Elementary (Eastmont)
- Kent Elementary (Kent)
- Lewis & Clark Elementary (Richland)\*
- Medina Elementary (Bellevue)\*
- Mirror Lake Elementary (Federal Way)\*
- Stevenson Elementary (Bellevue)\*
- Huddloff Middle (Clover Park)
- Sadie Halstead Middle (Newport)\*
- Interlake High (Bellevue)\*
- Odyssey Multiage (Bainbridge Island)\*

### LANGUAGE ARTS

#### Elementary Schools

- Captain Charles Wilkes (Bainbridge Island)\*
- Ridge View (Kennewick)\* +

#### High Schools

- Career Link (Highline)
- Friday Harbor (San Juan Island)\* +
- Newport (Newport)+
- Nooksack Valley (Nooksack)+
- Nova (Seattle)
- Othello (Othello)+
- Toppenish (Toppenish)

#### Comprehensive Schools

- CAM Junior Senior (Battle Ground)\* +

### MATH

#### Elementary Schools

- Gildo Rey (Auburn)
- Loyal Heights (Seattle)+
- Schmitz Park (Seattle)+

#### Comprehensive Schools

- International School (Bellevue)+
- Stehekin School (Stehekin)\*

### SCIENCE

#### Elementary Schools

- Fall City (Snoqualmie Valley)\* +
- Rosa Parks (Lake Washington)+

#### Middle & Junior High Schools

- Chief Kanim (Snoqualmie Valley)\* +
- Stevens (Port Angeles)\* +

#### High Schools

- Aviation High School (Highline)\* +

#### Comprehensive Schools

- International Community School (Lake Washington)\*
- International School (Bellevue)+

\* Indicates a 2009 Washington Achievement Award Winner

+ Indicates a school receiving awards in multiple categories

# 2010 WASHINGTON ACHIEVEMENT AWARDS

## by award category

schools listed alphabetically by level – districts in parentheses

### EXTENDED GRADUATION RATE

#### High Schools

- Almira Coulee Hartline (Coulee-Hartline)\* +
- Bainbridge (Bainbridge Island)\* +
- Battle Ground (Battle Ground)\*
- Bellevue (Bellevue)\* +
- Bridgeport (Bridgeport)\*
- Cashmere (Cashmere)\*
- Connell (North Franklin)\*
- Eisenhower (Yakima)
- Gig Harbor (Peninsula)
- Grandview (Grandview)\*
- Hazen (Renton)\*
- Health Sciences & Human Services (Highline)\*
- Hockinson (Hockinson)\*
- Juanita (Lake Washington)+
- Lakeside (Nine Mile Falls)\*
- Medical Lake (Medical Lake)\*
- Newport (Bellevue)+
- Omak (Omak)
- Orcas Island (Orcas Island)\* +
- Palouse (Palouse)\*
- River View (Finley)\*
- St John Endicott (St John)
- Waitsburg (Waitsburg)\* +

#### Comprehensive Schools

- Asotin Junior Senior (Asotin-Anatone)\* +
- Colton (Colton)\* +
- Home School Resource (Seattle)
- Kent Mountain View Academy (Kent)
- Liberty Bell Junior Senior (Methow Valley) \* +
- Lopez Middle High (Lopez)\*
- Mossyrock Junior Senior (Mossyrock)
- Oakville High (Oakville)
- Quilcene High and Elementary (Quilcene)
- Soap Lake Middle and High (Soap Lake)
- Toutle Lake High (Toutle Lake)

### IMPROVEMENT

#### Elementary Schools

- Garfield (Everett)
- Saddle Mountain Intermediate (Wahluke)
- Sumas (Nooksack)+
- Thurgood Marshall (Seattle)

#### Middle & Junior High Schools

- Ephrata (Ephrata)
- Totem (Marysville)

#### High Schools

- Barker Center (Central Valley)
- Leaders in Learning (Monroe)
- Lincoln (Tacoma)
- Stanton Alternative (Yakima)
- West Auburn (Auburn)

#### Comprehensive Schools

- Aldercrest Annex Home Exchange (Shoreline)
- AS #1 K-8 (Seattle)
- Handicapped Contractual Services (Shoreline)
- Productive Learning Academics Northwest (Kittitas)

### CLOSING ACHIEVEMENT GAPS

#### Elementary Schools

- Birchwood (Bellingham)
- Canyon View (Kennewick)
- Chase Lake (Edmonds)
- Custer (Clover Park)
- Edison (Centralia)
- Fords Prairie (Centralia)
- Grant (Eastmont)\*
- Juanita (Lake Washington)\*
- Mark Twain (Federal Way)\*
- Maywood Hills (Northshore)
- Mountainview (West Valley – Yakima)
- Olympic View (Oak Harbor)
- Osborn (Cascade)+
- Parkwood (Shoreline)+
- Paul Rumburg (Entiat)
- Robert E Lee (Eastmont)
- Shiloh Hills (Mead)
- Skyline (Lake Stevens)
- Sunset (Cheney)
- Washington (Kennewick)\* +
- Woodin (Northshore)+

#### Middle & Junior High Schools

- Ferrucci (Puyallup)

#### High Schools

- Central Kitsap (Central Kitsap)
- Walla Walla (Walla Walla)

\* Indicates a 2009 Washington Achievement Award Winner

+ Indicates a school receiving awards in multiple categories

# The Washington State Board of Education

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

## DATA SYSTEMS UPDATE

### BACKGROUND

The purpose of this presentation is to provide Board members with an overview of current development in statewide longitudinal data systems, explore how the early learning, K-12, and postsecondary education systems are working together, and what data developments are coming in the next year. Topics that connect to strategic plan goals will be highlighted.

[ESHB 2261](#),<sup>1</sup> signed into law in May 2009, established several critical objectives for educational data. The bill established the expectation for a K-12 education data improvement system, a data governance group at the Office of Superintendent of Public Instruction, and the Education Research and Data Center.

#### K-12 Educational Data Improvement System

ESHB 2261 established a K-12 education data improvement system for financial, student, and educator data. The objectives of the new data improvement system include: monitoring student progress, gathering information on teacher quality, monitoring and analyzing costs of programs, providing financial integrity and accountability, and linking various data elements by student, class, teacher, school, district, and statewide. Users of this new data system specifically include teachers, parents, superintendents, school boards, the Legislature, OSPI, and the public.

When complete, the data system will include 12 specific elements (here cross walked with the SBE strategic plan goals):

<b>ESHB 2261 Data Elements</b>	Goal 1: Governance	Goal 2: Closing Achievement Gaps	Goal 3: High School and College Preparation	Goal 4: Math and Science	Goal 5: Effective Workforce
<b>Comprehensive educator information</b> , including grade level and courses taught, building or location, program, job assignment, years of experience, the institution of higher education from which the educator obtained his or her degree, compensation, class size, mobility of class, socioeconomic data of class, number of languages and which languages are spoken by students, general resources available for curriculum and other classroom needs, and number and type of instructional support staff in the building.		X		X	X

<sup>1</sup> <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=2261&year=2009>

<b>ESHB 2261 Data Elements</b>	Goal 1: Governance	Goal 2: Closing Achievement Gaps	Goal 3: High School and College Preparation	Goal 4: Math and Science	Goal 5: Effective Workforce
The capacity <b>to link educator assignment information with educator certification information</b> such as certification number, type of certification, route to certification, certification program, and certification assessment or evaluation scores.					X
<b>Common coding of secondary courses</b> and major areas of study at the elementary level or standard coding of course content.		X	X	X	
<b>Robust student information</b> , including but not limited to student characteristics, course and program enrollment, performance on statewide and district summative and formative assessments to the extent district assessments are used, and performance on college readiness tests.		X	X	X	
Student information elements to serve as a <b>dropout early warning system</b> .		X	X		
Capacity to <b>link educator information with student information</b> .					X
A common, standardized structure for <b>reporting the costs of programs</b> at the school and district level with a focus on the cost of services delivered to students.	X				
Separate <b>accounting of state, federal, and local revenues and costs</b> .	X				
Information <b>linking state funding formulas to school district budgeting</b> and accounting, including procedures to support the accuracy and auditing of financial data; and using the prototypical school model for school district financial accounting reporting.	X				
The capacity to link <b>program cost information with student performance</b> information to gauge the cost-effectiveness of programs.		X			
<b>Information that is centrally accessible</b> and updated regularly.		X	X	X	X
An <b>anonymous, non-identifiable replicated copy of data</b> that is available to the public.		X	X	X	X

Appendix A provides a summary of specific data accomplishments by OSPI, many of which are listed in this table.

### Data Governance Group

ESHB 2261 also created the Data Governance Group within OSPI to assist in the design and implementation of the above-mentioned K-12 data system. Membership includes representatives of the Education Research and Data Center (discussed below), OSPI, the Legislative Evaluation and Accountability Program (LEAP), PESB, SBE, and school district staff.

Duties of the Data Governance Group include:

- Identifying critical research and policy questions that need to be addressed by the K-12 data system.
- Identifying reports and other information that should be available on the internet.
- Performing a comprehensive needs requirement document detailing information and capacity needed by districts and the state to meet the data elements outlined above.
- Doing a gap analysis of current and planned information to focus on financial and cost data to support new funding models.
- Assuring the capacity to link data across financial, student, and educator systems.
- Defining the operating rules and governance structure for K-12 data collections.

### Education Research and Data Center (ERDC)

ESHB 2261 also established the ERDC within the Office of Financial Management. The ERDC's charge is to conduct analyses of early learning, K-12, and higher education programs and education issues across the P-20 system, including Department of Early Learning, OSPI, Professional Educator Standards Board, SBE, State Board of Community and Technical Colleges, the Workforce Training and Education Coordinating Board, the Higher Education Coordinating Board, public and private nonprofit four-year higher education institutions, and the Employment Security Department. The ERDC responsibilities include:

- Identifying the critical research and policy questions and the data needed to address them.
- Coordinating with other agencies to compile and analyze data, and complete P-20 research projects.
- Annually provide to the K-12 Governance Group a list of data elements and data quality improvements that are necessary to answer the identified critical research and policy questions.
- If necessary, recommend to the Legislature statutory changes or resources needed to collect or improve the data.
- Monitor and evaluate the education data collection systems of the organizations and agencies represented in the education data center.
- Track enrollment and outcomes through the public centralized higher education enrollment system.
- Assist other state educational agencies' collaborative efforts to develop a long-range enrollment plan for higher education including estimates to meet demographic and workforce needs.
- Provide research that focuses on student transitions within and among the early learning, K-12, and higher education sectors in the P-20 system.
- Make recommendations to the Legislature as necessary to help ensure all goals are met.

Above-named ERDC partners are directed to work with ERDC to develop data-sharing and research agreements to facilitate the work of the center.

For this Board meeting, representatives from OSPI and ERDC will discuss the following progress and developments:

1. Overview of Data Governance Group work and role.
2. K-12 Statewide Longitudinal Data project / K-12 data warehouse. Why, by when, and for which audiences? Examples from others states' systems as a preview for Washington.
3. New student record exchange capacity and potential benefits to districts.
4. Growth model work update (issues with teacher of record).
5. School Improvement Grant unique data collections, including the collection of teacher evaluation data at the building level starting in 2010-11.
6. Dropout prevention data efforts.
7. What questions from SBE should frame the development of this work?

#### ERDC – Dr. Carol Jenner, Senior Forecast Analyst, ERDC

1. Overview of ERDC work and role.
2. Identified policy and research questions.
3. P-20 Statewide Longitudinal Data System grant overview.
4. Current and forthcoming reports.
5. Exploration of career and college ready definitions; college-going rates – where does Washington rank in the nation?

#### **POLICY CONSIDERATION**

The Board will have an opportunity to discuss definitions of career- and college-readiness and reflect on how the OSPI and ERDC work intersect with SBE work and strategic plan goals.

#### **EXPECTED ACTION**

None.

## OSPI K-12 2010 DATA ACCOMPLISHMENTS

- Comprehensive Education Research and Data System (**CEDARS**) – **went operational in the fall of 2009.**
  - Throughout the 2009-2010 school year, OSPI worked with districts to **stabilize the collection processes** and fully integrate CEDARS into district, state, and federal reporting.
  - In CEDARS, we now collect student and staff schedules allowing the **linking of students and teachers**, high school student grade history, and more detailed program information.
- Enhanced Reporting:
  - Developed **Student Record Exchange** that will provide districts access to state collected data on students transferring into their districts in real time.
  - Developed concise **School District Revenues and Expenditures web reporting tool** for data on per-student revenues and expenditures for Washington's school districts.  
<http://www.k12.wa.us/DataAdmin/DistrictRevenueExpend.aspx>
  - **Created reports for each legislator** with maps and data on the school districts in their legislative districts.
- OSPI has **provided the Education Research and Data Center (ERDC) the following data:**
  - Student and teacher records from CEDARS, annual student assessments, high school completers and leavers, completers in career and technical education, educator endorsements, district staffing and National Board Certified Teachers.
- K-12 State Wide Longitudinal Data System Grant – **\$5.9 Million**
  - Released a Request for Proposal (RFP) in July of 2010 to procure a **data warehouse and web portal** solution for expanded reporting and business intelligent capabilities, including automated reports, **dashboards, and interactive query tools**. The goal was to acquire a transfer system, a product developed and in production in another education institution that could be customized with consultant assistance.
  - This fall, Choice Solutions was selected as the apparently successful vendor. **Choice has deployed systems in a number of states including Maine, Connecticut, and Wyoming.**
  - Enterprise Architecture/Metadata Repository Tool – through an RFP process we have selected and contracted with a vendor to purchase an **enterprise architecture and metadata repository** tool to plan and manage efficient IT architectures and the definition of data elements and map data collections, storage and reporting relationships.
- Partnered with the (ERDC) in the Office of Financial Management and OSPI in the successful application for **\$17 million in SLDS funding** and since awarding of grant funds, have collaborated with the ERDC as an executive sponsor partner on the grant.
- Data Governance Accomplishments:
  - **Adopted a Data Governance Implementation Guideline.**
  - **Identified critical research and policy questions** that need to be addressed by the K-12 data system.
  - **Conducted a gap analysis** of the data needed to address the questions and the data currently collected at the state level.
  - Identified the gaps in data collected at the state level and the data collections recommended in the National Education Data Model.
  - **Establish a Data Management Committee** with the responsibility for coordinating OSPI's data collecting and reporting.
    - Activities coordinated include the **update and redesign of the Report Card website** and the common definition and understanding of building and school numbers.
  - Started process for evaluating **the state collection of student level attendance and discipline data.**
  - Coordinated the activities of collecting and reporting **teacher and principal evaluation data.**
- New **student ethnicity and race data** collection implemented.
  - Federal two part question on ethnicity and race with extensive sub-categories for racial identity now collected.

## Participation in Postsecondary Education Washington State High School Graduates, 2008-09

The Washington State Education Research & Data Center (ERDC) is charged with conducting analyses of early learning, K-12, and higher education programs and education issues across the P-20 system. ERDC focuses on longitudinal education studies, particularly those that involve transitions across education sectors. This study focuses on one such transition – high school to college.

### *Purpose*

The purpose of this study is to determine the number of 2008-09 high school graduates who enrolled in postsecondary education and the rate at which they enroll in postsecondary education through the academic year following their graduation – in this case, the 2009-10 school year. This report provides information at both the state and county level and by student, school, and community characteristics.

### *Data Sources*

To examine postsecondary education participation rates for high school graduates, the following data sources were used:

- High school graduate data from the Office of Superintendent of Public Instruction (OSPI);
- Enrollment data for the state's community and technical colleges (public 2-year colleges) from the State Board for Community and Technical Colleges (SBCTC);
- Enrollment data for Washington public baccalaureate ("4-year") institutions from the Public Centralized Higher Education Enrollment System (PCHEES) established in the Office of Financial Management (OFM); and
- Enrollment data for private institutions in Washington and all out-of-state institutions from the National Student Clearinghouse (NSC).<sup>1</sup>

Detailed definitions of elements used in this study are provided in Appendix C.

### State-Level Results

Of the 63,386 2008-09 high school graduates, 40,708 (64.2 percent) enrolled in postsecondary education at some point between the date of graduation and August 15, 2010. See Table 1.

**TABLE 1: HIGH SCHOOL GRADUATES ENROLLED IN HIGHER EDUCATION, TOTAL.**

*(Universe: All 2008-09 public high school graduates)*

	Graduates	Percent of all graduates
High school graduates, 2008-09	63,386	100.0%
Enrolled in postsecondary education	40,708	64.2%
Not enrolled in postsecondary education	22,678	35.8%

<sup>1</sup> Funding for NSC data acquisition was provided by U.S. Department of Education, American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data Systems (SLDS) Grant Program.

The majority of students (83.5%) enrolled attended higher education institutions in Washington State. See Table 2.

**TABLE 2: HIGH SCHOOL GRADUATES ENROLLED IN HIGHER EDUCATION, WASHINGTON AND OUT OF STATE.**  
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)

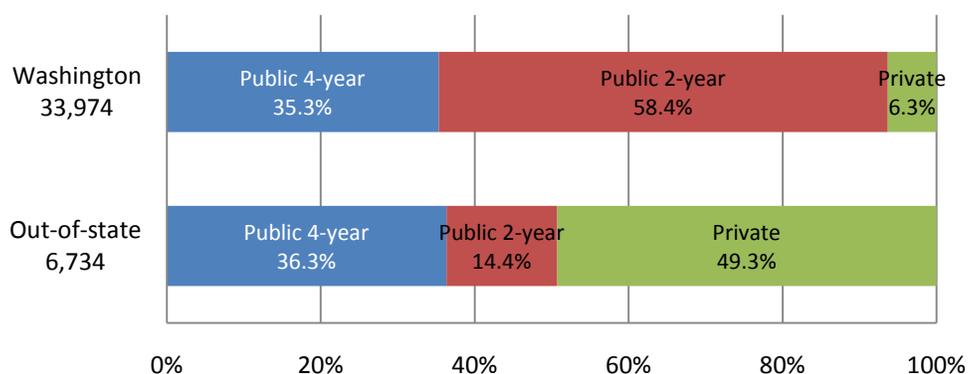
	<b>Graduates enrolled in postsecondary</b>	<b>Percent of all graduates enrolled</b>
Enrolled in postsecondary education	40,708	100.0%
Enrolled in Washington institutions	33,974	83.5%
Enrolled in out-of-state institution	6,734	16.5%

Of the 33,974 graduates attending Washington postsecondary institutions, 19,830 (58.4 percent) attended a community or technical college and 11,997 (35.3%) attended public 4-year institutions. All together, public institutions (4-year and community and technical colleges) accounted for 31,827 (94 percent) of those enrolled in postsecondary institutions in Washington state. In contrast, almost half of the 6,734 graduates attending out-of-state schools enrolled in private institutions. See Table 3.

**TABLE 3: HIGH SCHOOL GRADUATES ENROLLED IN HIGHER EDUCATION BY TYPE OF INSTITUTION, WASHINGTON AND OUT OF STATE.**  
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)

	<b>Graduates enrolled in postsecondary</b>	<b>Percent of all graduates enrolled</b>
<b>Enrolled in postsecondary education</b>	<b>40,708</b>	
<b>Enrolled in Washington institutions</b>	<b>33,974</b>	<b>100.0%</b>
Public 4-year	11,997	35.3%
Community or technical college (public 2-year)	19,830	58.4%
Private institution	2,147	6.3%
<b>Enrolled in out-of-state institution</b>	<b>6,734</b>	<b>100.0%</b>
Public 4-year	2,447	36.3%
Public 2-year	969	14.4%
Private institution	3,318	49.3%

Figure 1 illustrates the distribution of enrollment by type of institution for high school graduates attending Washington institutions and those attending out-of-state institutions. Graduates attend public 4-year institutions at similar rates (35.3 percent for those attending Washington institutions and 36.3 percent for those attending out-of-state institutions). Public 2-year institutions, including Washington's community and technical colleges, enroll a large share of graduates remaining in Washington while private institutions are the largest draw for those attending out-of-state institutions.

**FIGURE 1: TYPE OF ENROLLMENT: WASHINGTON AND OUT-OF-STATE INSTITUTIONS.***(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)*

Oregon, California, and Idaho were the top destination states for those attending out-of-state institutions. See Table 4.

**TABLE 4: HIGH SCHOOL GRADUATES ENROLLED IN HIGHER EDUCATION BY TYPE OF INSTITUTION, WASHINGTON AND SELECTED STATES.***(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)*

	Number enrolled	Percent of total graduates	Percent of total graduates enrolled in postsecondary
<b>Public high school graduates enrolled in postsecondary:</b>	<b>40,708</b>	<b>64.2%</b>	<b>100.0%</b>
<b>Enrolled in a Washington institution</b>	<b>33,974</b>	<b>53.6%</b>	<b>83.5%</b>
Public 4-year	11,997	18.9%	29.5%
Community/technical college (public 2-year)	19,830	31.3%	48.7%
Private	2,147	3.4%	5.3%
<b>Enrolled in an Oregon institution</b>	<b>1,323</b>	<b>2.1%</b>	<b>3.2%</b>
Public 4-year	483	0.8%	1.2%
Public 2-year	269	0.4%	0.7%
Private	571	0.9%	1.4%
<b>Enrolled in a California institution</b>	<b>1,081</b>	<b>1.7%</b>	<b>2.7%</b>
Public 4-year	235	0.4%	0.6%
Public 2-year	256	0.4%	0.6%
Private	590	0.9%	1.4%
<b>Enrolled in an Idaho institution</b>	<b>894</b>	<b>1.4%</b>	<b>2.2%</b>
Public 4-year	454	0.7%	1.1%
Public 2-year	80	0.1%	0.2%
Private	360	0.6%	0.9%
<b>Enrolled in other out-of-state institutions</b>	<b>3,436</b>	<b>5.4%</b>	<b>8.4%</b>
Public 4-year	1,275	2.0%	3.1%
Public 2-year	364	0.6%	0.9%
Private	1,797	2.8%	4.4%

Individual institutions particularly attractive to Washington high school graduates of 2008-09 included not only those in Oregon, California, and Idaho, but also several in Arizona, Montana, and Utah, as shown in Table 5. More complete institution detail is provided in Appendix A.

**TABLE 5: OUT-OF-STATE INSTITUTIONS ENROLLING THE HIGHEST NUMBER OF 2008-09 WASHINGTON HIGH SCHOOL GRADUATES.**

Institution	State	Type	Enrollment
Brigham Young University - Idaho	Idaho	Private	325
University of Idaho	Idaho	Public 4-year	291
Brigham Young University	Utah	Private	280
University of Portland	Oregon	Private	151
Oregon State University	Oregon	Public 4-year	139
University of Oregon	Oregon	Public 4-year	139
University of Montana	Montana	Public 4-year	136
Montana State University	Montana	Public 4-year	115
Portland Community College	Oregon	Public 2-year	108
University of Phoenix	Arizona	Private	102
Willamette University	Oregon	Private	100
Boise State University	Idaho	Public 4-year	88
Arizona State University	Arizona	Public 4-year	84
University of Arizona	Arizona	Public 4-year	80

## Postsecondary enrollment and student characteristics

Postsecondary enrollment varies by student demographic characteristics, including gender, race and ethnicity, and income status.

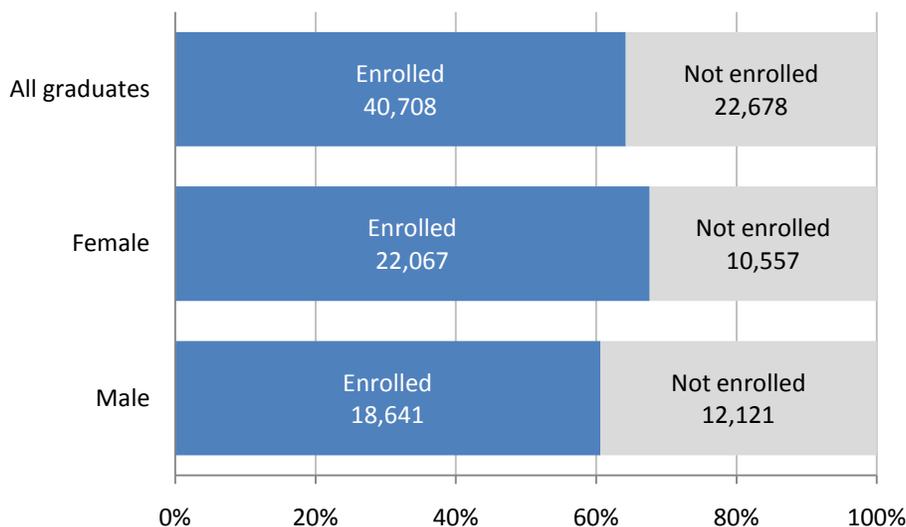
**Gender:** Female high school graduates enroll in postsecondary education at rates higher than those of males. Overall, for the 2008-09, 67.6 percent of female graduates and 60.6 percent of male graduates enrolled in postsecondary education. See Table 6 and Figure 2.

**TABLE 6: POSTSECONDARY ENROLLMENT BY GENDER AND TYPE OF INSTITUTION.**

*(Universe: All 2008-09 public high school graduates)*

	Washington			Out of State	Total enrolled	Percent enrolled	Not enrolled	Total graduates
	Public 4-year	Public 2-year (CTC)	Private					
Total	11,997	19,830	2,147	6,734	40,708	64.2%	22,678	63,386
Female	6,555	10,446	1,307	3,759	22,067	67.6%	10,557	32,624
Male	5,442	9,384	840	2,975	18,641	60.6%	12,121	30,762

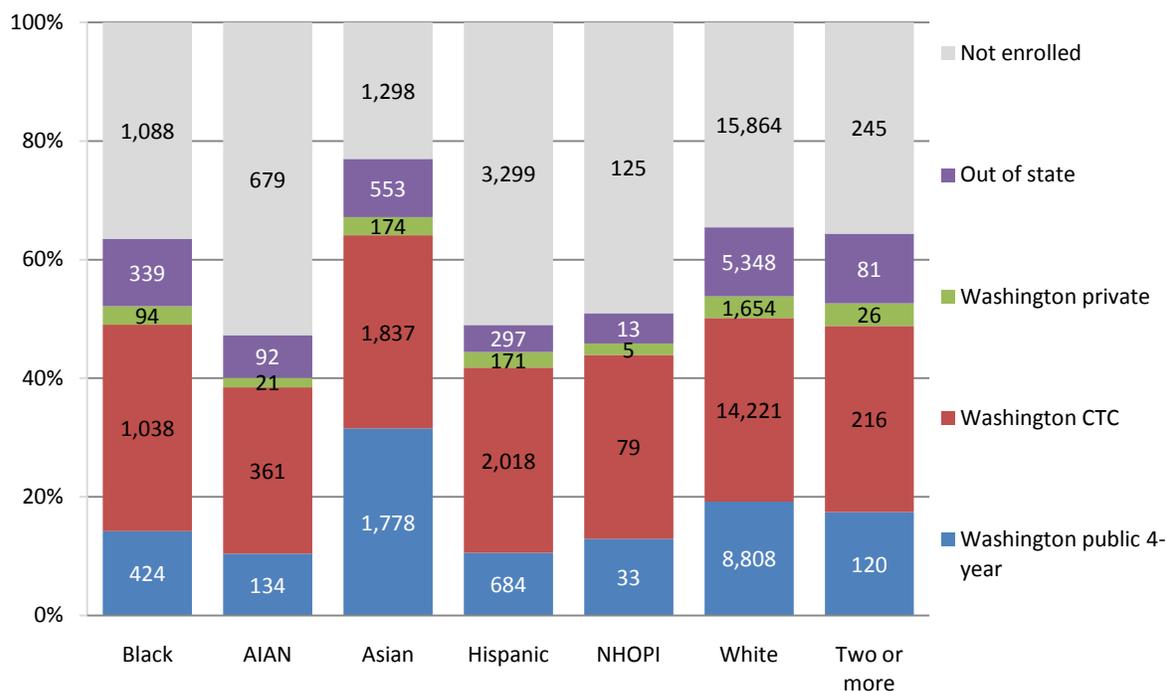
**FIGURE 2: POSTSECONDARY ENROLLMENT BY GENDER.**  
(Universe: All 2008-09 public high school graduates)



**Race and ethnicity:** Asian graduates had the highest rate of postsecondary enrollment – 77.0 percent. White graduates (65.4 percent) and Black/African American graduates (63.5%) had postsecondary attendance rates similar to the overall state level of 64.2 percent. Significantly lower than the state average were the rates for American Indian and Alaska Native graduates (47.2 percent), Hispanic/Latino graduates (49.0 percent), and Native Hawaiian and Other Pacific Islander graduates (51.0 percent). See Table 7.

**TABLE 7: POSTSECONDARY ENROLLMENT STATUS BY RACE/ETHNICITY AND TYPE OF INSTITUTION.**  
(Universe: All 2008-09 public high school graduates)

Race/Ethnic Category	Washington			Out of State	Total enrolled	Percent enrolled	Not enrolled	Total graduates
	Public 4-year	CTC	Private					
African-American or Black	424	1,038	94	339	1,895	63.5%	1,088	2,983
American Indian and Alaska Native	134	361	21	92	608	47.2%	679	1,287
Asian	1,778	1,837	174	553	4,342	77.0%	1,298	5,640
Hispanic/Latino	684	2,018	171	297	3,170	49.0%	3,299	6,469
Native Hawaiian or Other Pacific Islander	33	79	5	13	130	51.0%	125	255
White	8,808	14,221	1,654	5,348	30,031	65.4%	15,864	45,895
Two or more*	120	216	26	81	443	64.4%	245	688
Not reported	16	40	2	11	69	46.3%	80	149
All graduates	11,997	19,830	2,147	6,734	40,708	64.2%	22,678	63,386

**FIGURE 3: POSTSECONDARY ENROLLMENT STATUS BY RACE/ETHNICITY AND TYPE OF INSTITUTION.***(Universe: All 2008-09 public high school graduates)*

Black = African-American or Black; AIAN = American Indian and Alaska Native; Hispanic = Hispanic or Latino; NHOPI = Native Hawaiian or Other Pacific Islander.

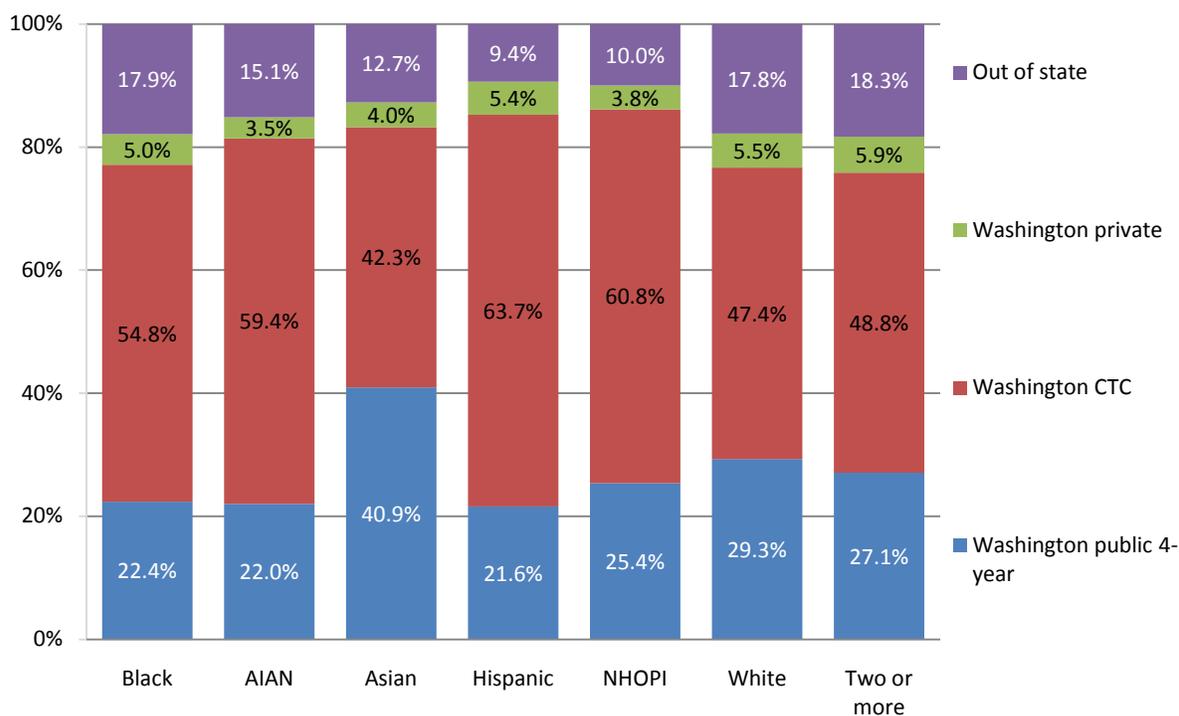
The distribution of postsecondary enrollment across institutional categories also varies greatly by race and ethnicity of the graduates. Of Asian graduates enrolled in postsecondary institutions, over 40 percent attend Washington baccalaureate institutions – much higher than overall state rate of 29.5 percent. Hispanic graduates attended the same institutions at the lowest rate – 21.6 percent.

Complementing their in-state public baccalaureate enrollment rates, Hispanic graduates and Asian graduates appear at opposite ends of the spectrum in community and technical college attendance rates. Roughly 64 percent of Hispanic graduates enrolled in postsecondary education are enrolled in the CTCs. Only 42 percent of Asian students enroll in CTCs. The overall state rate is 48.7 percent.

Graduates in the race/ethnic category “two or more races” have the highest rates of Washington private institution enrollment (18.3 percent) and also out-of-state enrollment (5.9 percent). Black/African-American students also have relatively high rates of enrollment in out-of-state institutions (17.9 percent).

**TABLE 8: POSTSECONDARY ENROLLMENT BY RACE/ETHNICITY AND TYPE OF INSTITUTION.***(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)*

	Washington			Out of State	Total enrolled
	Public 4-year	CTC	Private		
Total	29.5%	48.7%	5.3%	16.5%	100.0%
African-American or Black	22.4%	54.8%	5.0%	17.9%	100.0%
American Indian and Alaska Native	22.0%	59.4%	3.5%	15.1%	100.0%
Asian	40.9%	42.3%	4.0%	12.7%	100.0%
Hispanic/Latino	21.6%	63.7%	5.4%	9.4%	100.0%
Native Hawaiian or Other Pacific Islander	25.4%	60.8%	3.8%	10.0%	100.0%
White	29.3%	47.4%	5.5%	17.8%	100.0%
Two or more races	27.1%	48.8%	5.9%	18.3%	100.0%

**FIGURE 4: POSTSECONDARY ENROLLMENT BY RACE/ETHNICITY AND TYPE OF INSTITUTION.***(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)*

Black = African-American or Black; AIAN = American Indian and Alaska Native; Hispanic = Hispanic or Latino; NHOPI = Native Hawaiian or Other Pacific Islander.

**Low-income status:** Postsecondary enrollment patterns of graduates vary by income status. For K-12 students a student's free and reduced-price lunch eligibility status is frequently used as a surrogate for income status. Table 9 shows the attendance patterns of 2008-09 high school graduates who were eligible for free or reduced-price lunch compared with all graduates. The most obvious difference

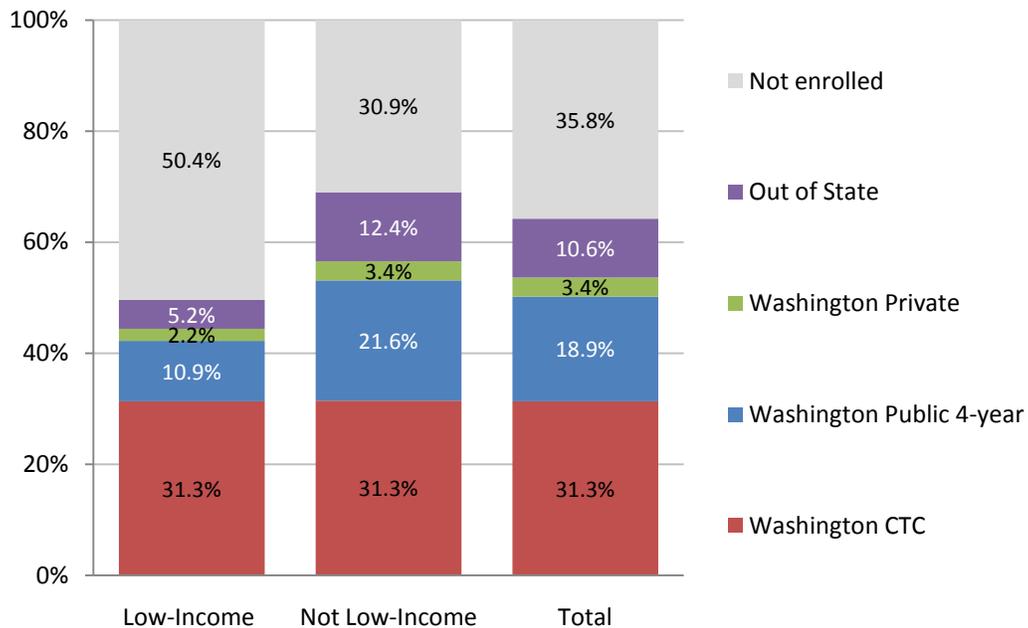
between enrollment rates is in the total. Fewer than 50 percent of low-income graduates enroll in a postsecondary institution in the year following graduation compared to the overall rate of 64.2 percent.

**TABLE 9: POSTSECONDARY ENROLLMENT STATUS BY STUDENT INCOME STATUS AND TYPE OF INSTITUTION.**  
*(Universe: All 2008-09 public high school graduates)*

Income Status	Washington			Out of State	Total enrolled	Percent enrolled	Not enrolled	Total graduates
	Public 4-year	CTC	Private					
Low-Income	1,718	4,953	347	823	7,841	49.6%	7,962	15,803
Not Low-Income	10,279	14,877	1,800	5,911	32,867	69.1%	14,716	47,583
Total	11,997	19,830	2,147	6,734	40,708	64.2%	22,678	63,386

When the detail of enrollment status is examined, an interesting fact becomes apparent (Table 10, Figure 5). The community and technical college enrollment rate for both low-income graduates and graduates overall is virtually identical at 31.3 percent. The differences between the two groups are focused in enrollment rates in Washington public 4-year institutions, Washington private institutions, and out-of-state institutions, where, in all cases, the low-income group enrolls at lower rates. The result is a much larger non-enrollment rate among low-income graduates compared with that of the non-low-income graduates.

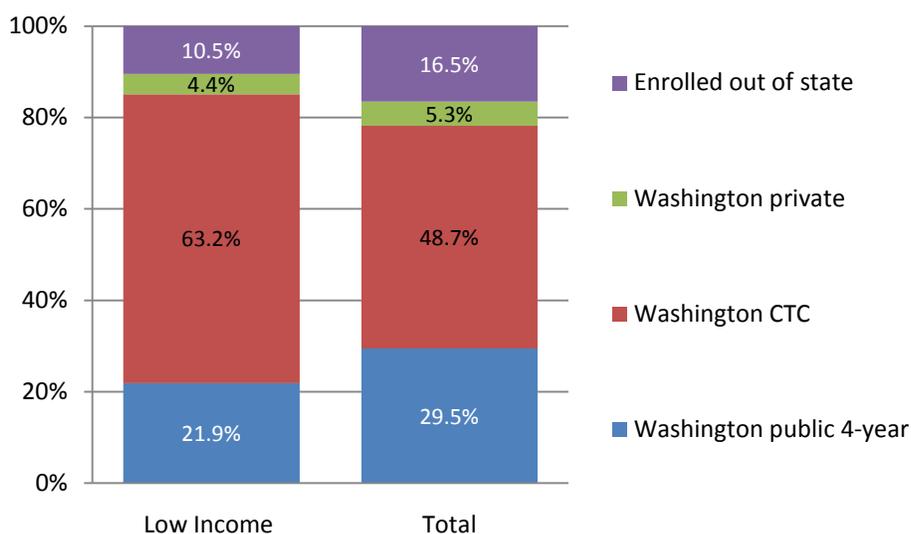
**FIGURE 5: POSTSECONDARY ENROLLMENT BY INCOME STATUS AND TYPE OF INSTITUTION.**  
*(Universe: 2008-09 public high school graduates)*



**TABLE 10: DISTRIBUTION OF ENROLLMENT BY BY STUDENT INCOME STATUS AND TYPE OF INSTITUTION.***(Universe: All 2008-09 public high school graduates)*

Income Status	Enrolled in Washington institution			Enrolled out of state	Total enrolled	Not enrolled	Total
	Public 4-year	CTC	Private				
Low-Income	10.9%	31.3%	2.2%	5.2%	49.6%	50.4%	100.0%
Not Low-Income	21.6%	31.3%	3.4%	12.4%	69.1%	30.9%	100.0%
Total	18.9%	31.3%	3.4%	10.6%	64.2%	35.8%	100.0%

For those enrolled in postsecondary education, there are differences in the distribution of enrollment across institution types. Graduates who enroll in postsecondary select Washington community and technical colleges at a much higher rate (63.2 percent) than the overall rate (48.7 percent). See Figure 6.

**FIGURE 6: DISTRIBUTION OF POSTSECONDARY ENROLLMENT BY INCOME STATUS AND TYPE OF INSTITUTION.***(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)*

**Grade Point Average (GPA):** A student's high school GPA is often used as a surrogate for academic success, although it does not necessarily reflect the rigor of coursework attempted. As expected, students with higher GPAs enroll in postsecondary education at higher rates. Also, as expected, the types of institutions attended by graduates vary by high school GPA. Rates of postsecondary enrollment vary from 87.7 percent for students with GPAs above 3.50 to 29.8 percent for students with high school GPA less than 2.00. See table 11.

**TABLE 11: POSTSECONDARY ENROLLMENT BY TYPE OF INSTITUTION AND HIGH SCHOOL GRADE POINT AVERAGE (GPA).**

*(Universe: All 2008-09 public high school graduates)*

High School Grade Point Average	Washington			Out of State	Total enrolled	Percent enrolled	Not enrolled	Total graduates
	Public 4-year	CTC	Private					
3.50-4.00	5,856	2,209	1,180	3,034	12,279	87.7%	1,729	14,008
3.00-3.49	3,973	4,891	592	1,802	11,258	77.6%	3,259	14,517
2.50-2.99	1,533	5,642	179	983	8,337	61.0%	5,322	13,659
2.00-2.49	184	4,127	72	492	4,875	44.7%	6,030	10,905
<2.00	13	1,650	25	173	1,861	29.8%	4,389	6,250
Not reported	438	1,311	99	250	2,098	51.8%	1,949	4,047

Figure 7 illustrates postsecondary enrollment rates for high school graduates by GPA category.

**FIGURE 7: DISTRIBUTION OF STUDENTS BY TYPE OF POSTSECONDARY INSTITUTION AND HIGH SCHOOL GRADE POINT AVERAGE (GPA).**

*(Universe: All 2008-09 public high school graduates for whom GPA is reported)*

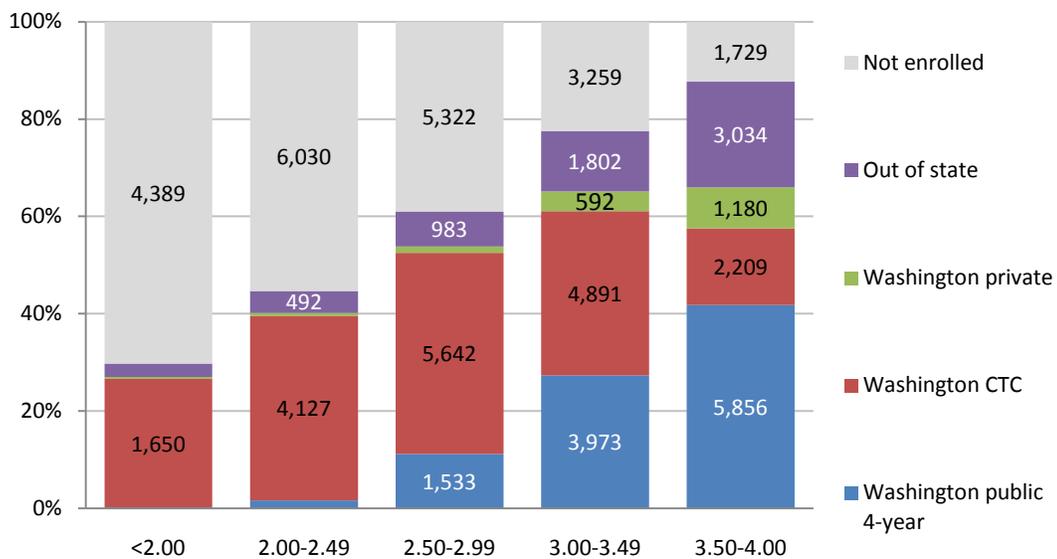
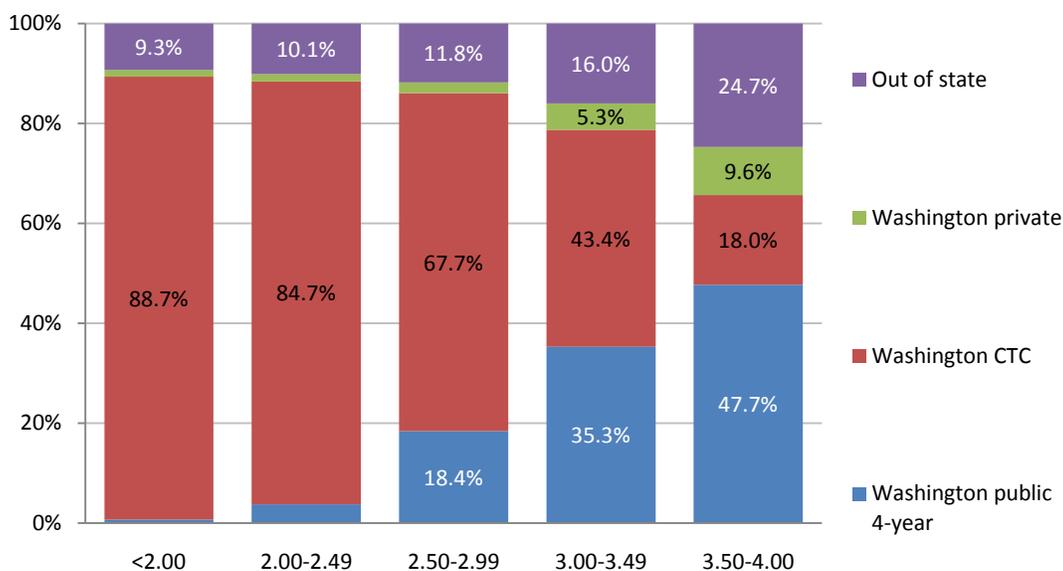


Figure 8 illustrates type of institution attended by GPA category for the graduates who enrolled in postsecondary education.

**FIGURE 8: DISTRIBUTION OF STUDENTS BY TYPE OF POSTSECONDARY INSTITUTION AND HIGH SCHOOL GRADE POINT AVERAGE (GPA).**

(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution for whom high school GPA was reported)



## Postsecondary enrollment and community characteristics

Postsecondary enrollment rates are related to community characteristics. The overall educational attainment of the community in which the students are located and the household incomes of families with children in those communities are characteristics that could influence attitudes of high school graduates.<sup>2</sup> The most recent data for general educational attainment by school district and for household income comes from Census 2000. The specific elements presented here are the percent of the population age 25 and over with a bachelor's or higher degree and the median family income for households with children. These data were obtained from the U.S. Department of Education, National Center for Education Statistics special tabulation of Census 2000 for school districts.<sup>3</sup>

Educational attainment is available at the school district level for 63,364 2008-09 high school graduates. Five educational attainment categories are used here, selected so that each of the five categories includes a similar number of graduates. See Table 12 and Figure 9.

<sup>2</sup> These two elements are interrelated, that is, higher educational attainment tends to be related to higher household income, so a formal analysis should account for this interrelationship.

<sup>3</sup> The NCES School District Demographic System website is [nces.ed.gov/surveys/sdds/](http://nces.ed.gov/surveys/sdds/).

**TABLE 12: POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL EDUCATIONAL ATTAINMENT AND TYPE OF INSTITUTION**

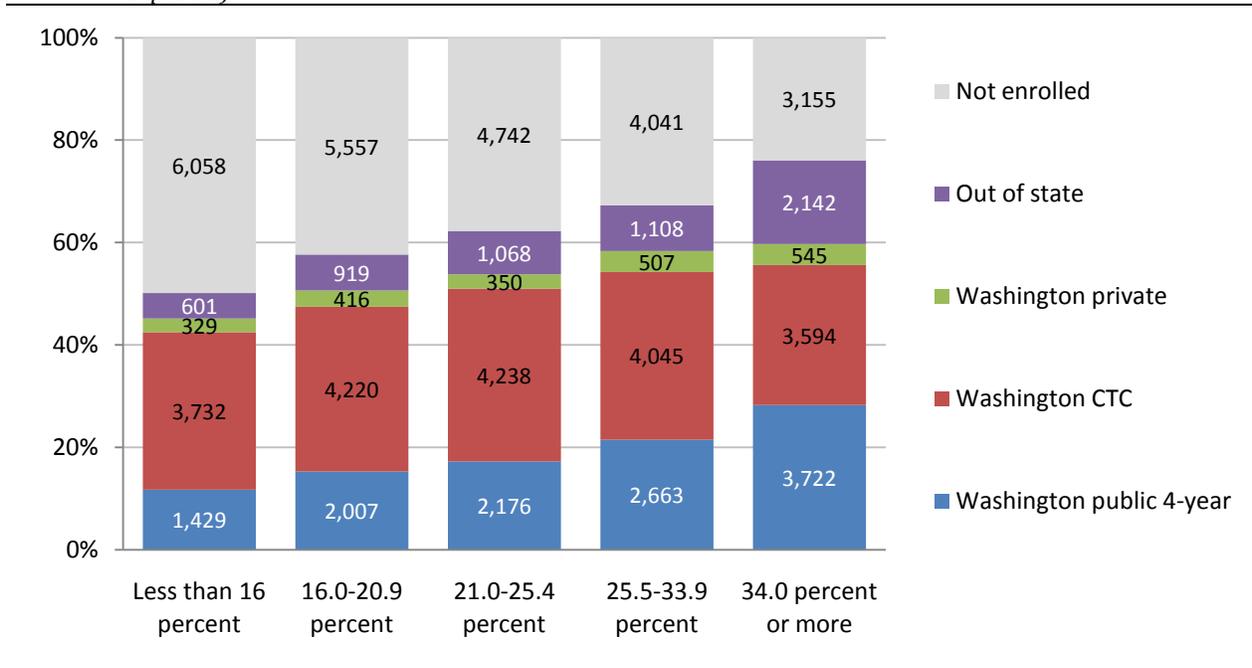
*(Universe: 2008-09 public high school graduates in districts where educational attainment data are reported)*

Percent of population with bachelor's degree or higher	Enrollment status of high school graduates				
	Washington public 4-year	Washington CTC	Washington private	Out of state	Not enrolled
Less than 16 percent	1,429	3,732	329	601	6,058
16.0-20.9 percent	2,007	4,220	416	919	5,557
21.0-25.4 percent	2,176	4,238	350	1,068	4,742
25.5-33.9 percent	2,663	4,045	507	1,108	4,041
34.0 percent or more	3,722	3,594	545	2,142	3,155

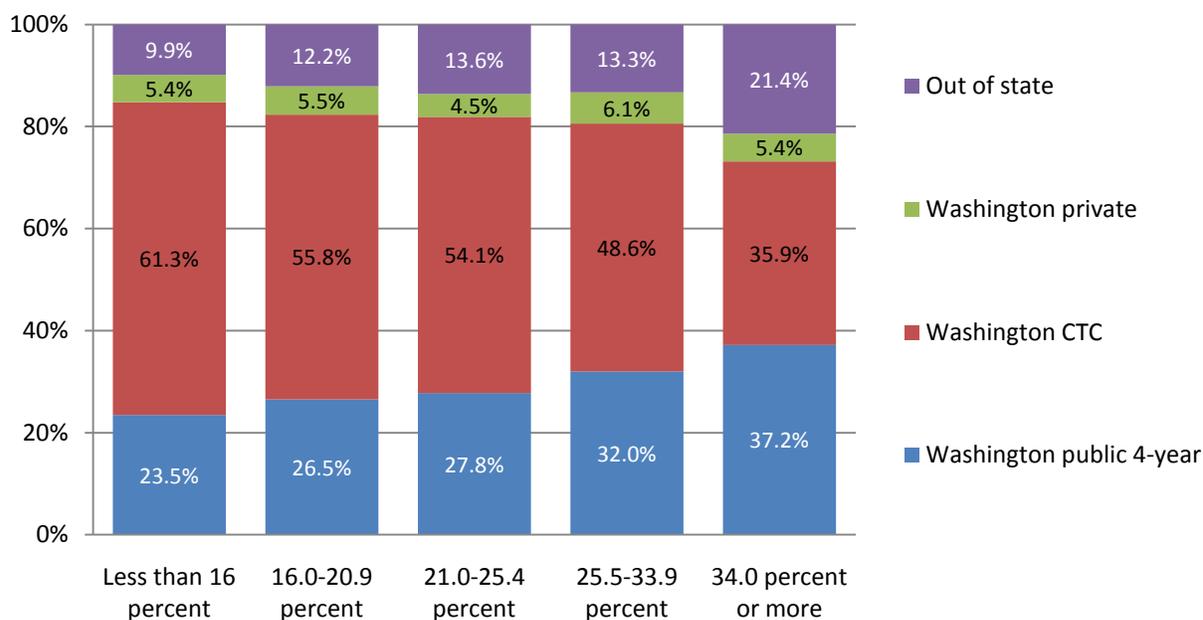
Postsecondary enrollment rates are highest in areas of highest overall educational attainment of the population.

**FIGURE 9: POSTSECONDARY ENROLLMENT STATUS BY COMMUNITY-LEVEL EDUCATIONAL ATTAINMENT (PERCENT OF POPULATION AGE 25 AND ABOVE WITH BACHELOR'S OR HIGHER DEGREE) AND TYPE OF INSTITUTION**

*(Universe: 2008-09 public high school graduates in districts where educational attainment data are reported)*



**FIGURE 10: POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL EDUCATIONAL ATTAINMENT (PERCENT OF POPULATION AGE 25 AND ABOVE WITH BACHELOR'S OR HIGHER DEGREE) AND TYPE OF INSTITUTION**  
(Universe: 2008-09 public high school graduates enrolled in postsecondary education in districts where educational attainment data are reported)



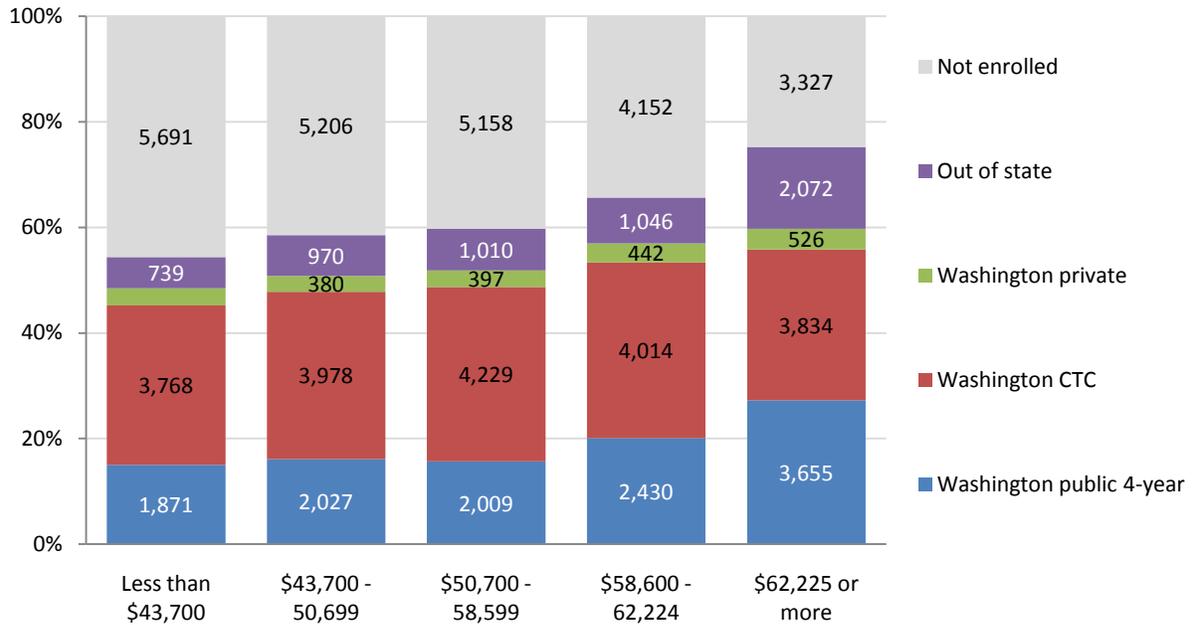
To explore the relationship between community-level household income, high school graduates were classified into five near-quintiles based on Census 2000 data for median household income for households with children at the school district level. Table 12 shows the enrollment status for high school graduates related to ranges of the median household income. Figure 11 shows enrollment status of graduates based on community-level median household income. Figure 12 shows the distribution of enrolled students by type of institution and community-level median household income.

**TABLE 12: POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL MEDIAN HOUSEHOLD INCOME (FOR HOUSEHOLDS WITH CHILDREN) AND TYPE OF INSTITUTION**  
(Universe: 2008-09 public high school graduates in districts where median household income is reported)

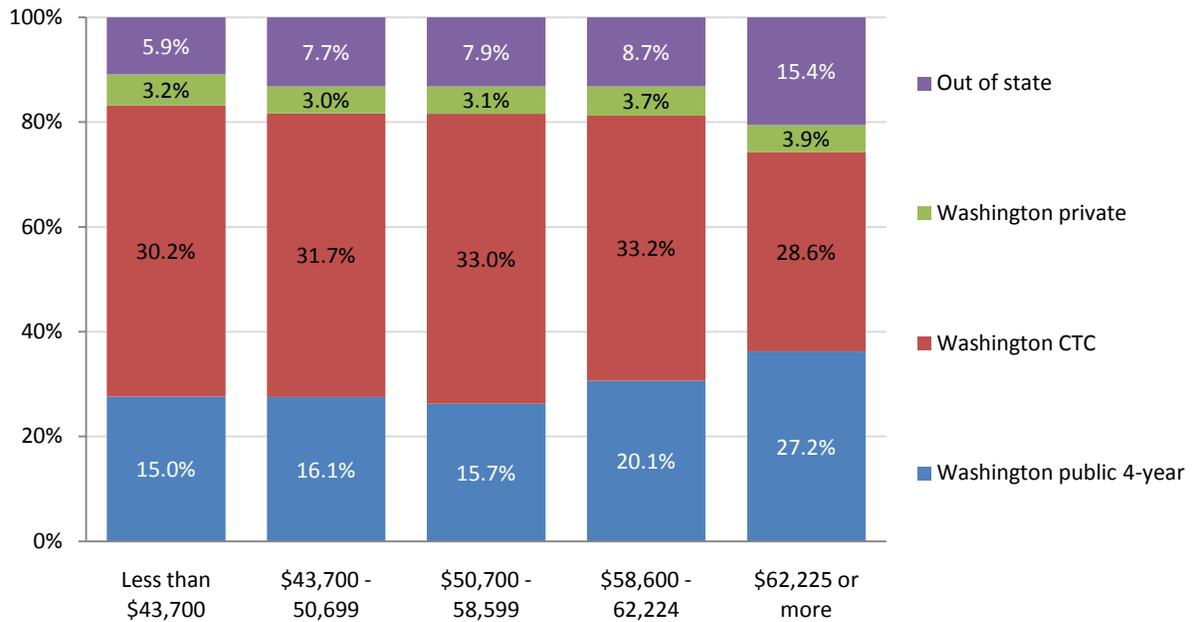
Median Household Income*	Washington			Out of State	Total enrolled	Percent enrolled	Not enrolled	Total graduates
	Public 4-year	CTC	Private					
Less than \$43,700	1,871	3,768	402	739	6,780	54.4%	5,691	12,471
\$43,700 - 50,699	2,027	3,978	380	970	7,355	58.6%	5,206	12,561
\$50,700 - 58,599	2,009	4,229	397	1,010	7,645	59.7%	5,158	12,803
\$58,600 - 62,224	2,430	4,014	442	1,046	7,932	65.6%	4,152	12,084
\$62,225 or more	3,655	3,834	526	2,072	10,087	75.2%	3,327	13,414

\*households with children

**FIGURE 11: POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL MEDIAN HOUSEHOLD INCOME (FOR HOUSEHOLDS WITH CHILDREN) AND TYPE OF INSTITUTION**  
*(Universe: 2008-09 public high school graduates in districts where median household income is reported)*



**FIGURE 12: DISTRIBUTION OF POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL MEDIAN HOUSEHOLD INCOME (FOR HOUSEHOLDS WITH CHILDREN) AND TYPE OF INSTITUTION**  
*(Universe: 2008-09 public high school graduates enrolled in postsecondary education in districts where median household income is reported)*



## Postsecondary enrollment and school characteristics

Postsecondary enrollment rates can be related to school characteristics. One school characteristic of interest is the urban and/or rural setting of the school. ERDC has developed a set of geographic setting categories based on the urbanicity of the school location.<sup>4</sup> The most urban of the five categories is the "Large Metro" category, which includes the largest cities associated with the Seattle, Spokane and Portland-Vancouver metropolitan areas. The least urban is the "Distant" category, which includes towns at least 10 miles from urbanized areas and rural areas at least 5 miles from urbanized areas. These categories are based on the 'locale' of the school contained in the Common Core of Data. Table 13 shows postsecondary participation rates for graduates by locale category.

**TABLE 13: POSTSECONDARY ENROLLMENT RATES BY LOCALE CATEGORY**

*(Universe: 2008-09 public high school graduates of high schools not classified as institutional for which geographic locale information is available)*

Locale Category	Graduates	Enrolled in Postsecondary	Percent Enrolled
Large Metro	8,648	6,007	69.5%
Metro Suburb	22,018	14,729	66.9%
Mid-Size	13,979	8,397	60.1%
Urban Fringe	9,163	5,483	59.8%
Distant	9,479	5,185	54.7%

School and graduate characteristics can be combined for analysis. Postsecondary participation rates for low-income graduates and all graduates by locale category are shown in Table 14 and Figure 12.

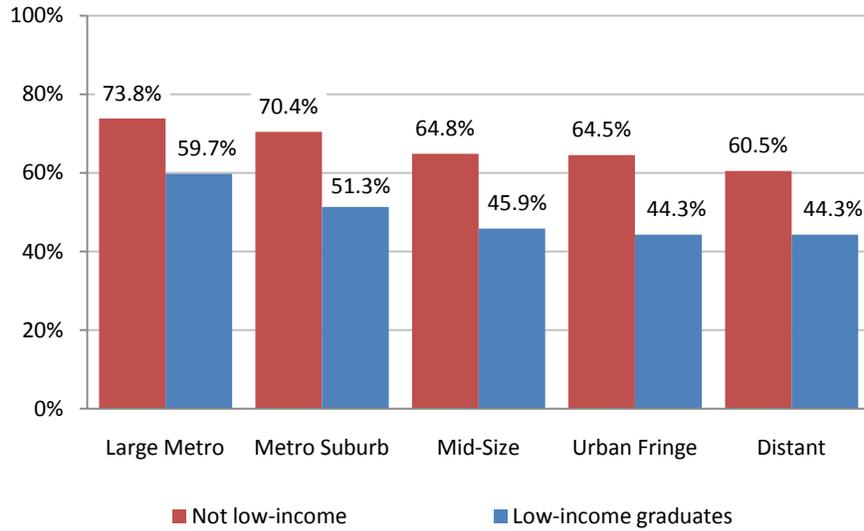
**TABLE 14: POSTSECONDARY ENROLLMENT RATES BY LOCALE CATEGORY AND LOW-INCOME STATUS**

*(Universe: 2008-09 public high school graduates of high schools not classified as institutional for which geographic locale information is available)*

Locale Category	Not-Low-Income Graduates			Low-Income Graduates		
	Graduates	Enrolled	Percent Enrolled	Graduates	Enrolled	Percent Enrolled
Large Metro	5,980	4,413	73.8%	2,668	1,594	59.7%
Metro Suburb	17,953	12,642	70.4%	4,065	2,087	51.3%
Mid-Size	10,458	6,782	64.8%	3,521	1,615	45.9%
Urban Fringe	7,051	4,547	64.5%	2,112	936	44.3%
Distant	6,099	3,689	60.5%	3,380	1,496	44.3%

<sup>4</sup> "Geographic Setting of Schools in Washington State: A Classification Based on Urban-Centric Locale," Washington Education Research & Data Center Research Brief 2010-04, December 2010. <[www.erd.c.wa.gov/briefs/](http://www.erd.c.wa.gov/briefs/)>

**FIGURE 12: POSTSECONDARY ENROLLMENT RATES BY LOCALE CATEGORY AND LOW-INCOME STATUS**  
*(Universe: 2008-09 public high school graduates of high schools not classified as institutional for which geographic locale information is available)*



## Appendix A: Institutions Attended by 2008-09 H.S. Graduates

<b>Washington Public 4-year institutions</b>		<b>Washington CTCs (continued)</b>	
University of Washington	3,984	Bellingham	135
Washington State University	2,904	Bates	69
Western Washington University	2,178	Seattle VTI	22
Central Washington University	1,421		
Eastern Washington University	1,243		
The Evergreen State College	266		
<b>Washington CTCs</b>		<b>Washington private institutions</b>	
Bellevue	1,546	Pacific Lutheran University	439
Clark	1,534	Gonzaga University	364
Pierce	1,094	Seattle Pacific University	275
Green River	1,063	Seattle University	261
Everett	1,033	Whitworth University	218
Columbia Basin	1,020	University of Puget Sound	142
Spokane Falls	1,005	Whitman College	119
Olympic	872	Saint Martin's University	81
Edmonds	797	Devry University - Federal Way	61
Highline	756	Cornish College of the Arts	61
South Puget Sound	717	Heritage University	48
Yakima Valley	708	ITT Technical Institute	60
Spokane	700	Other private institutions	18
Tacoma	671		
Skagit Valley	650	<b>Oregon institutions</b>	
Whatcom	626	University of Portland	151
Shoreline	554	Oregon State University	139
Wenatchee Valley	482	University of Oregon	139
Seattle Central	439	Portland Community College	108
Cascadia	439	Willamette University	100
Centralia	412	Portland State University	78
Lower Columbi	368	Linfield College	76
Big Bend	323	Eastern Oregon University	38
Walla Walla	304	Lewis & Clark College	38
South Seattle	263	Western Oregon University	40
Grays Harbor	257	George Fox University	39
Clover Park	217	Concordia University	37
Peninsula	205	Mt. Hood Community College	37
North Seattle	205	Southern Oregon University	35
Lake Washington	187	Southwestern Oregon cc	29
Renton	158	Other Oregon institutions	239

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<b>California institutions</b>	
University of Southern California	60
Santa Clara University	51
California Polytechnic State Univ	47
Stanford University	37
Humboldt State University	36
Loyola Marymount University	35
Occidental College	34
San Diego State University	31
Chapman University-Orange	28
University of San Francisco	27
University of San Diego	27
Other California institutions	668

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<b>Idaho institutions</b>	
Brigham Young University - Idaho	325
University of Idaho	291
Boise State University	88
North Idaho College	68
Lewis-Clark State College	61
Northwest Nazarene University	34
Other Idaho institutions	27

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<b>Other institutions attended by 25 or more Washington grads</b>	
Brigham Young University	280
University of Montana	136
Montana State Univ - Bozeman	115
University of Phoenix	102
Arizona State University	84
University of Arizona	80
Northern Arizona University	57
University of Hawaii at Manoa	50
New York University	49
Carroll College (MT)	37
University of Colorado at Boulder	35
University of Nevada Las Vegas	31
Embry-Riddle Aeronautical Univ (AZ)	25

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## Appendix B: County-Level Results

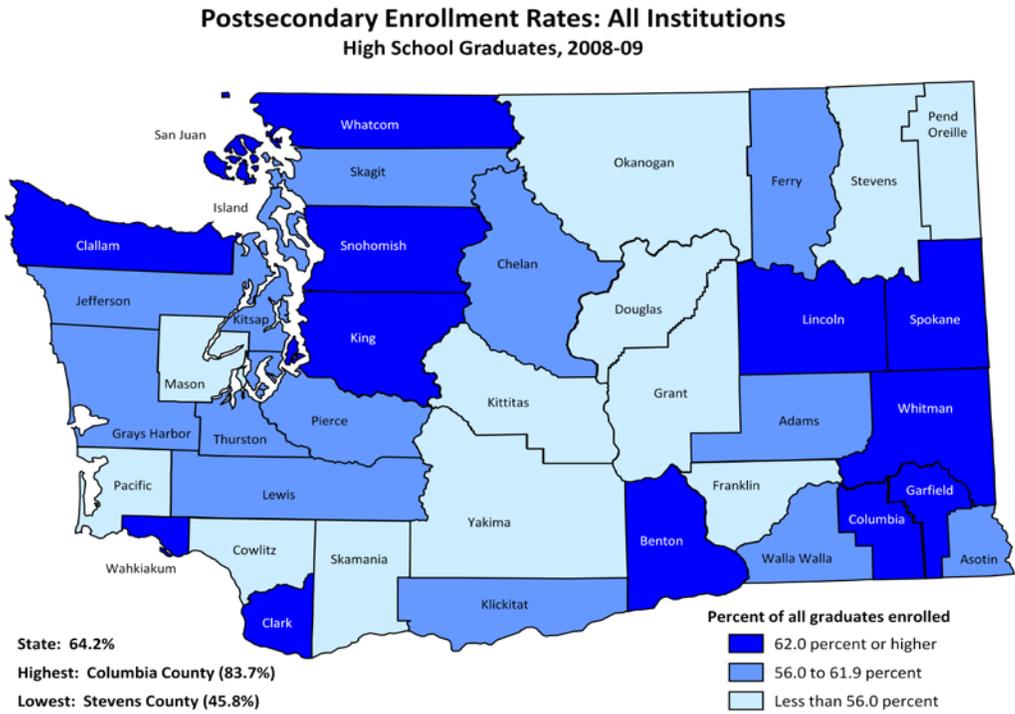
Postsecondary enrollment patterns varied by geographic region in the state, in part reflecting proximity to higher education institutions of various types. See Table B-1.

**TABLE B-1: POSTSECONDARY ENROLLMENT STATUS OF BY COUNTY AND TYPE OF INSTITUTION**

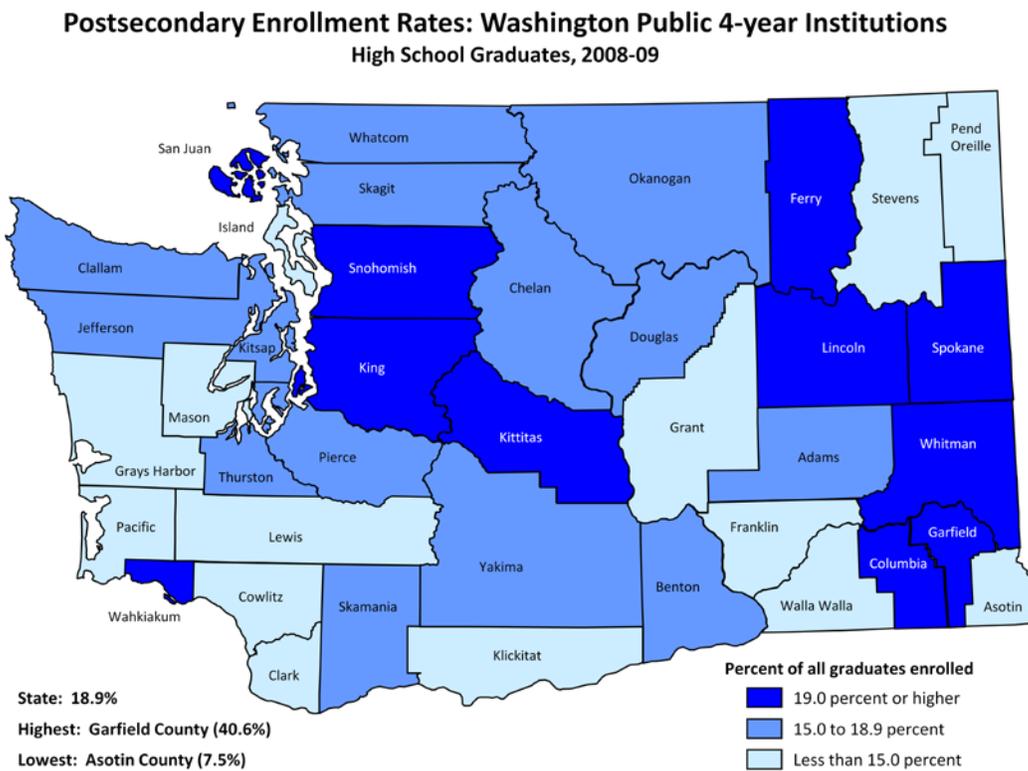
*(Universe: All 2008-09 public high school graduates)*

County	Enrolled			Not enrolled	Total	Percent Enrolled
	Washington Public		Other			
	4-year	CTC				
Adams	37	67	24	86	214	59.8%
Asotin	15	33	64	88	200	56.0%
Benton	357	683	279	724	2,043	64.6%
Chelan	153	266	99	362	880	58.9%
Clallam	85	217	69	195	566	65.5%
Clark	661	1,489	682	1,621	4,453	63.6%
Columbia	11	16	9	7	43	83.7%
Cowlitz	116	400	102	493	1,111	55.6%
Douglas	69	143	29	199	440	54.8%
Ferry	12	12	7	21	52	59.6%
Franklin	79	235	62	376	752	50.0%
Garfield	13	8	4	7	32	78.1%
Grant	138	357	87	489	1,071	54.3%
Grays Harbor	64	290	49	280	683	59.0%
Island	89	203	85	239	616	61.2%
Jefferson	46	62	42	107	257	58.4%
King	4,215	4,891	2,888	4,114	16,108	74.5%
Kitsap	469	797	395	1,079	2,740	60.6%
Kittitas	81	34	35	139	289	51.9%
Klickitat	28	35	53	90	206	56.3%
Lewis	65	349	56	325	795	59.1%
Lincoln	25	33	18	44	120	63.3%
Mason	73	206	47	327	653	49.9%
Okanogan	80	107	42	208	437	52.4%
Pacific	26	45	32	118	221	46.6%
Pend Oreille	17	26	17	60	120	50.0%
Pierce	1,208	2,191	1,028	2,921	7,348	60.2%
San Juan	29	13	25	38	105	63.8%
Skagit	178	375	137	464	1,154	59.8%
Skamania	12	7	14	32	65	50.8%
Snohomish	1,313	2,309	737	2,332	6,691	65.1%
Spokane	910	1,387	657	1,748	4,702	62.8%
Stevens	56	90	56	239	441	45.8%
Thurston	377	794	378	968	2,517	61.5%
Wahkiakum	10	10	6	12	38	68.4%
Walla Walla	62	245	67	232	606	61.7%
Whatcom	308	607	177	585	1,677	65.1%
Whitman	114	60	84	72	330	78.2%
Yakima	396	738	239	1,237	2,610	52.6%

**MAP 1: PERCENT OF 2008-09 HIGH SCHOOL GRADUATES ENROLLED IN ANY POSTSECONDARY INSTITUTION**  
*(Universe: All 2008-09 public high school graduates)*

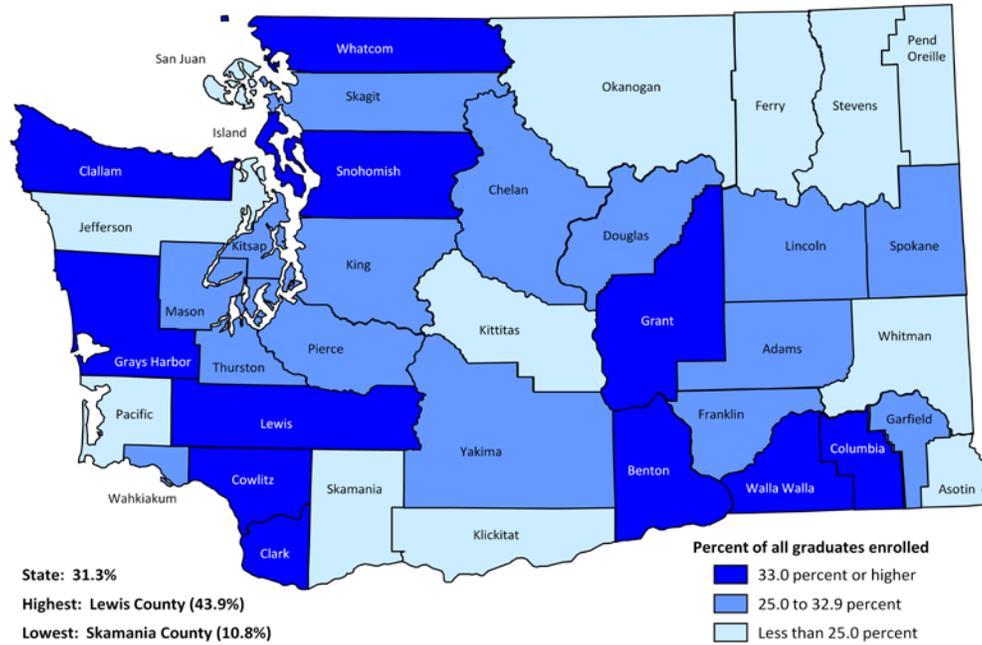


**MAP 2: POSTSECONDARY ENROLLMENT RATES: WASHINGTON PUBLIC 4-YEAR INSTITUTIONS**  
*(Universe: All 2008-09 public high school graduates)*



**MAP 3: POSTSECONDARY ENROLLMENT RATES: WASHINGTON COMMUNITY AND TECHNICAL COLLEGES**  
*(Universe: All 2008-09 public high school graduates)*

**Postsecondary Enrollment Rates: Washington Community & Technical Colleges**  
 High School Graduates, 2008-09



**MAP 4: POSTSECONDARY ENROLLMENT RATES: PRIVATE AND OUT-OF-STATE INSTITUTIONS**  
*(Universe: All 2008-09 public high school graduates)*

**Postsecondary Enrollment Rates: Private and Out-of-State Institutions**  
 High School Graduates, 2008-09

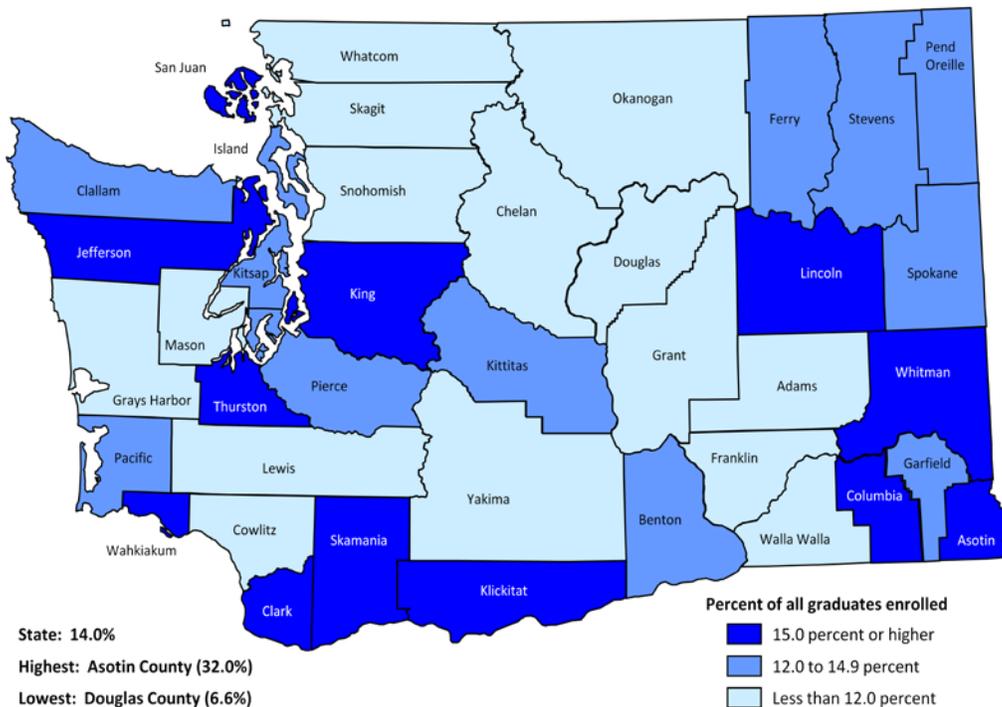


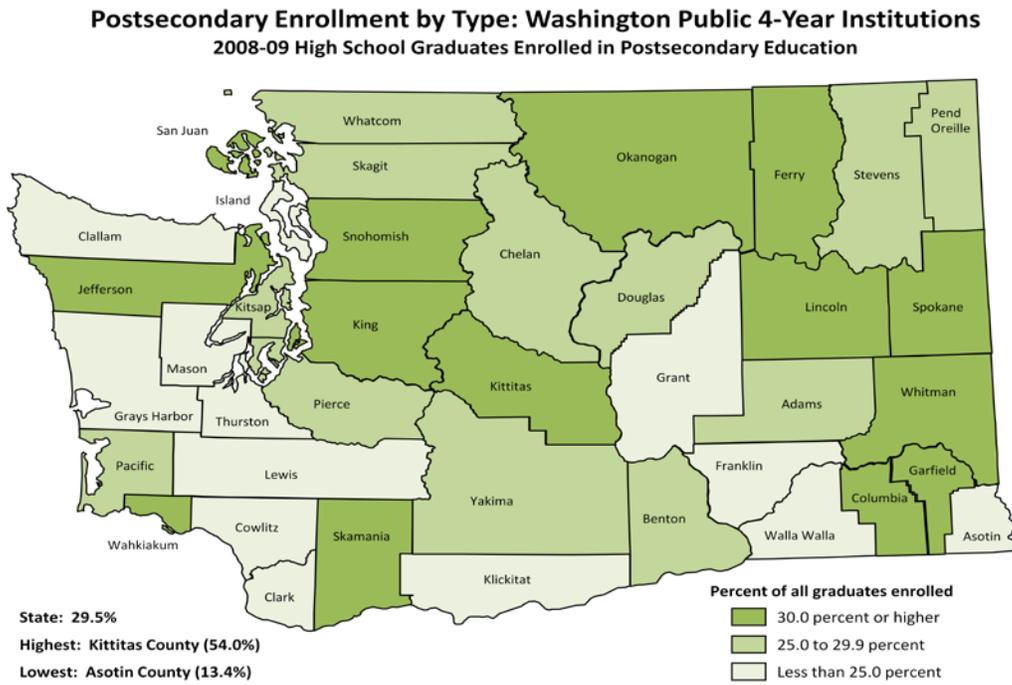
Table A-2 shows the distribution of enrolled students by type of institution – Washington public 4-year, Washington community or technical college, and All Other, which includes both in-state and out-of-state private institutions as well as all out-of-state institutions. Maps 5, 6, and 7 illustrate these distributions.

**TABLE A-2: POSTSECONDARY ENROLLMENT BY COUNTY AND TYPE OF INSTITUTION**

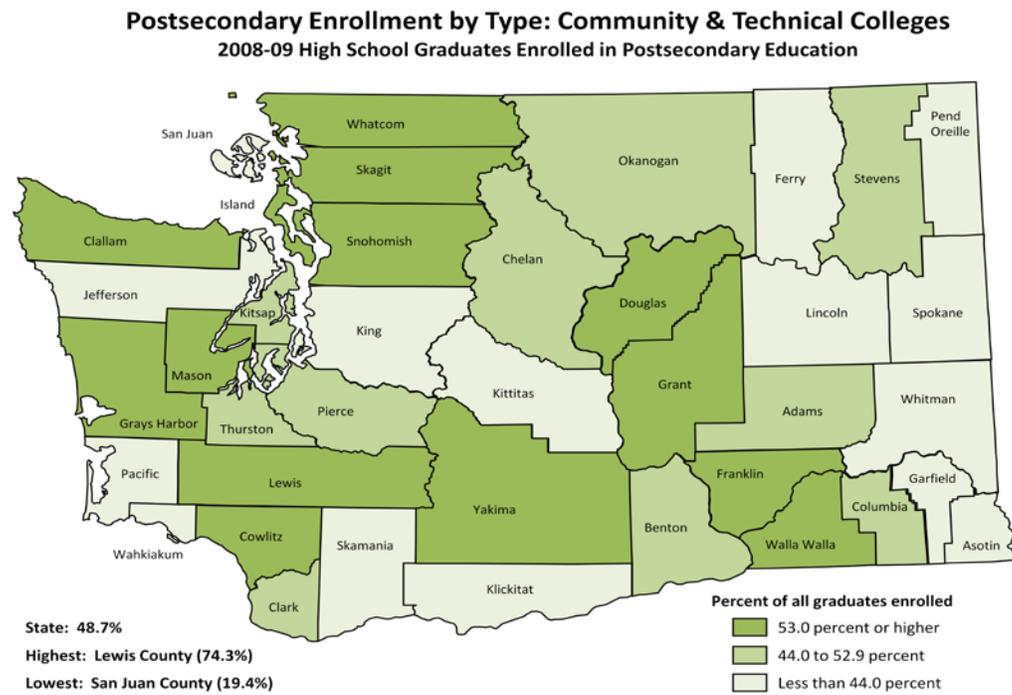
*(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)*

County	Washington public 4-year institution	Washington CTC	Other (private and out-of-state)
Adams	28.9%	52.3%	18.8%
Asotin	13.4%	29.5%	57.1%
Benton	27.1%	51.8%	21.2%
Chelan	29.5%	51.4%	19.1%
Clallam	22.9%	58.5%	18.6%
Clark	23.3%	52.6%	24.1%
Columbia	30.6%	44.4%	25.0%
Cowlitz	18.8%	64.7%	16.5%
Douglas	28.6%	59.3%	12.0%
Ferry	38.7%	38.7%	22.6%
Franklin	21.0%	62.5%	16.5%
Garfield	52.0%	32.0%	16.0%
Grant	23.7%	61.3%	14.9%
Grays Harbor	15.9%	72.0%	12.2%
Island	23.6%	53.8%	22.5%
Jefferson	30.7%	41.3%	28.0%
King	35.1%	40.8%	24.1%
Kitsap	28.2%	48.0%	23.8%
Kittitas	54.0%	22.7%	23.3%
Klickitat	24.1%	30.2%	45.7%
Lewis	13.8%	74.3%	11.9%
Lincoln	32.9%	43.4%	23.7%
Mason	22.4%	63.2%	14.4%
Okanogan	34.9%	46.7%	18.3%
Pacific	25.2%	43.7%	31.1%
Pend Oreille	28.3%	43.3%	28.3%
Pierce	27.3%	49.5%	23.2%
San Juan	43.3%	19.4%	37.3%
Skagit	25.8%	54.3%	19.9%
Skamania	36.4%	21.2%	42.4%
Snohomish	30.1%	53.0%	16.9%
Spokane	30.8%	47.0%	22.2%
Stevens	27.7%	44.6%	27.7%
Thurston	24.3%	51.3%	24.4%
Wahkiakum	38.5%	38.5%	23.1%
Walla Walla	16.6%	65.5%	17.9%
Whatcom	28.2%	55.6%	16.2%
Whitman	44.2%	23.3%	32.6%
Yakima	28.8%	53.8%	17.4%
Washington State	29.5%	48.7%	21.8%

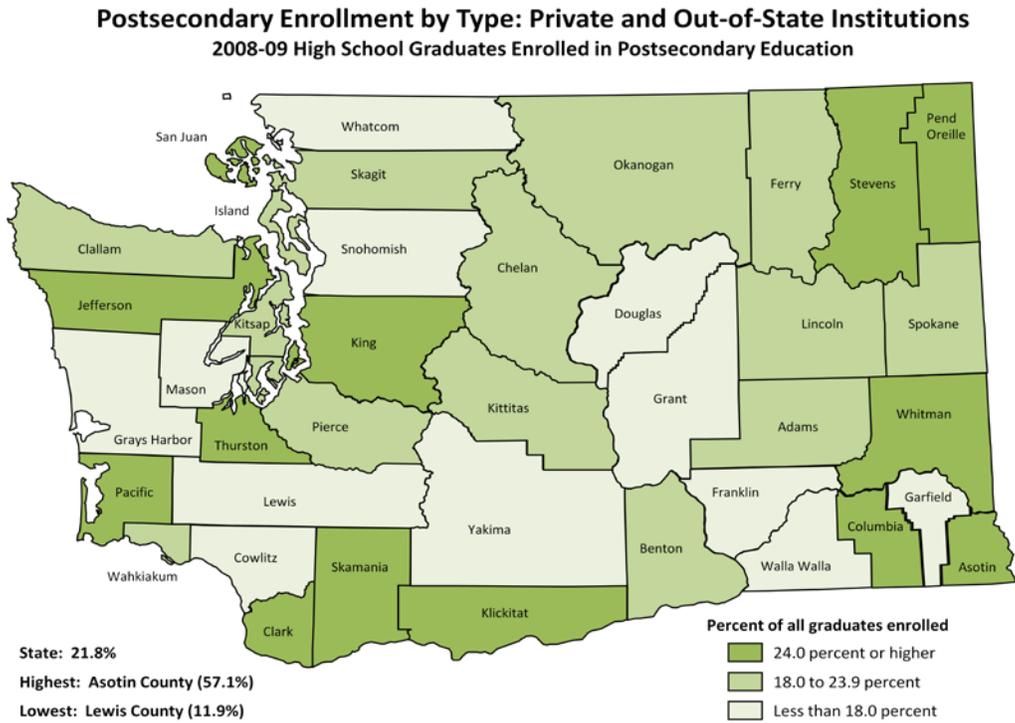
**MAP 5: POSTSECONDARY ENROLLMENT RATES: WASHINGTON PUBLIC 4-YEAR INSTITUTIONS**  
*(Universe: All 2008-09 public high school graduates enrolled in post-secondary education)*



**MAP 6: POSTSECONDARY ENROLLMENT RATES: WASHINGTON COMMUNITY AND TECHNICAL COLLEGES**  
*(Universe: All 2008-09 public high school graduates enrolled in post-secondary education)*



**MAP 7: POSTSECONDARY ENROLLMENT RATES: PRIVATE AND OUT-OF-STATE INSTITUTIONS**  
(Universe: All 2008-09 public high school graduate enrolled in post-secondary education s)



## Appendix C: Data Sources and Definitions

### *Data Sources*

Data for this study came from the following sources:

**High School Graduates:** The 2008-09 annual summary data file (P-210) for high school enrollment and completion from Office of Superintendent of Public Instruction (OSPI). This file identifies regular high school graduates, their graduation date, school district and school, low-income status, gender, grade point average (GPA), and race/ethnicity. The P-210 record for a student is referred to as the student's "graduation record" in the discussion that follows.

**Washington Community and Technical College Enrollment:** Enrollment data from the State Board for Community & Technical Colleges (SBCTC), which includes student enrollment status by term for the 34 colleges in the state system. Students enrolled in basic skills courses only (Adult Basic Education, English as a Second Language, GED preparation classes) are not treated as postsecondary enrollment for this study. Community and technical college enrollment includes students preparing for both certificates and degrees leading to careers as well as students preparing for transfer to academic programs in four-year institutions.

**Washington Public 4-Year Higher Education Enrollment:** Enrollment data for the state's six public baccalaureate higher education institutions from the Public Centralized Higher Education Enrollment System (PCHEES) maintained by the Office of Financial Management (OFM).

**Enrollment data for private and out-of-state higher education institutions:** Enrollment data for institutions other than the Washington public institutions was obtained from the National Student Clearinghouse (NSC). The National Student Clearinghouse captures 92 percent of postsecondary enrollment nationally.<sup>5</sup> At this time it is the best source of information about postsecondary enrollment in private higher education institutions within Washington and for all out-of-state institutions.

### *Definitions*

A student is included as a **high school graduate** in this analysis if he/she is reported in OSPI's academic year enrollment summary file with student enrollment status indicating "graduated with regular high school diploma." Students who receive General Education Development (GED) credentials, students who complete an Individualized Education Program (IEP), and students who are awarded an adult high school diploma (usually by a community or technical college) are not included in this analysis.

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<sup>5</sup> See "About the National Student Clearinghouse," [www.studentclearinghouse.org/about/pdfs/Clearinghouse\\_profile.pdf](http://www.studentclearinghouse.org/about/pdfs/Clearinghouse_profile.pdf)

In instances where a student is associated with more than one graduation record, that associated with the school primarily responsible for the student is included in this analysis.

The date of student exit from the school and district is the date used for the **date of graduation**. This defines the beginning of the window during which postsecondary enrollment is assessed. The window extends through the summer of 2010.

The graduate cohort is defined by the academic year data file in which they are reported. For the most part this corresponds to the September 1, 2008 – August 31, 2009 school year, but there are some dates slightly outside that range contained in the annual file.<sup>6</sup>

**Low-income status** for a student is determined by the free/reduced-price eligibility status of the student as contained in the graduation record.

**Race, ethnicity, and gender** for students are based on data elements in the graduation record. For 2008-09, eight race/ethnic categories were used:

- American Indian and Alaska Native (AIAN)
- Asian
- Black or African-American
- Hispanic or Latino
- Caucasian or White
- Native Hawaiian or Other Pacific Islander (NHOP)
- Of more than one race or Multiracial
- Not provided

**Grade Point Average (GPA)** is based on data contained in the student graduation record. GPA is reported for most graduates.

**Postsecondary enrollment** from the three enrollment data sources (PCHEES, SBCTC, and NSC) is associated with a student if the beginning date of enrollment or the ending date of enrollment falls within the window defined as a function of graduation date. The type of enrollment is characterized as public 2-year, public 4-year, or private for students attending institutions within Washington and out-of-state for students enrolling in out-of-state public or private institutions. If a student enrolls at more than one institution within the window, the institution associated with the fall term following graduation (Fall 2009) is selected as the institution reported. Otherwise, the first institution attended is considered the primary institution.

Enrollment at some private institutions with campuses in Washington may be reported with the parent institution, which may be located in a different state.

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<sup>6</sup> Many of these students completed their high school coursework in the year of record (P-210 year), but their assessment scores for examinations taken late in that year were not recorded until after August 31.