

May 11-12, 2011

AGENDA

Wednesday, May 11, 2011

8:30 a.m. Visit to Delta High School

- Overview and Student-led Tour of School
- Panel of Partners

11:00 a.m. Call to Order

Pledge of Allegiance

Welcome New Student Board Member Mr. Matthew Spencer

Welcome by Dr. Rich Cummins, President, Columbia Basin College

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 March 9-10, 2011 Meeting**
(Action Item)
- **Approval of Minutes from the March 31, 2011 Special Meeting**
(Action Item)
- **Approval of Minutes from the April 28, 2011 Special Meeting**
(Action Item)

11:15 a.m. Goal 4: Promote Effective Strategies in Math and Science: Local and Regional Strategies to Increase Student Achievement

Dr. Kathe Taylor, Policy Director

Mr. Kenny Renner-Singer, Principal, Icicle River Middle School

Mr. Steve McKenna, Superintendent, Cascade School District

Ms. Cathey Bolson, Regional Math Coordinator, ESD 123

Ms. Georgia Boatman, Regional Science Coordinator, ESD 123

- 12:30 p.m. Lunch**
- 1:00 p.m. Debrief on SBE Required Action Process**
Mr. Jeff Vincent, Chair
- 1:20 p.m. Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap: Policies Related to Achievement of English Language Learners**
Ms. Sarah Rich, Research Director
Dr. Kathe Taylor, Policy Director
Ms. Liz Flynn, Executive Director Student Achievement, Pasco School District
Mr. Jose Hernandez, School Achievement Coordinator/Parent Advisory Committee Coordinator, Pasco School District
Ms. Cynthia Gualajara, member, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Araceli Montaña, Member, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Celia Nuñez, member, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Flor Mendoza, member, Migrant/Bilingual Parent Advisory Committee, Pasco School District
- 2:45 p.m. Break**
- 3:00 p.m. Waiver Requests and Revisions to Process**
Ms. Sarah Rich, Research Director
- 4:20 p.m. Public Comment**
- 5:00 p.m. Adjourn**

Thursday, May 12, 2011

- 8:15 a.m. Top Picks from the Student Video Contest**
Mr. Aaron Wyatt, Communications and Legislative Director
- 8:30 a.m. Strategic Plan Dashboard**
Ms. Edie Harding, Executive Director
Mr. Aaron Wyatt, Communications and Legislative Director
- 8:45 a.m. Legislative Update**
Mr. Aaron Wyatt, Communications and Legislative Director
Ms. Edie Harding, Executive Director
- 9:30 a.m. Break**

- 9:45 a.m. Goal 1: Advocate for An Effective, Accountable Governance Structure**
- Completion of Case Studies
 - Next Steps
- Ms. Edie Harding, Executive Director
Mr. Jesse Burns, Contractor, SBE
- 11:15 a.m. Public Comment**
- 11:30 a.m. Student Presentation**
Ms. Anna Laura Kastama, Student Board Member
- 12:00 p.m. Lunch and Recognition of Anna Laura Kastama**
- 1:00 p.m. SBE Transitions**
Mr. Jeff Vincent, Board Chair
- 1:30 p.m. Retreat Planning for July Meeting**
Ms. Connie Fletcher, Board Member Co-lead
Dr. Kris Mayer, Board Member Co-lead
- Board discussion
- 2:00 p.m. Business Items**
- Waiver Requests (***Action Item***)
 - Appointment of Interim Executive Director (***Action Item***)
- 2:30 p.m. Adjourn**

May 11-12, 2011
Columbia Basin College
Pasco, Washington

MINUTES

Wednesday, May 11, 2011

Members Attending: Chair Jeff Vincent, 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 (telephone), Mr. Jared Costanzo, Ms. Anna Laura Kastama, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Amy Bragdon, Mr. Matthew Spencer (15)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Sarah Rich, Ms. Colleen Warren (6)

Staff Absent: Ms. Ashley Harris (excused) (1)

The Board members toured Delta High School in Richland, Washington. Delta opened its doors in 2009 to provide a learning environment emphasizing Science, Technology, Engineering, and Mathematics (STEM) education.

Delta focuses on integrated approaches to teaching and learning that are research-based, standards-based, and project-based. Board members toured the school and interviewed students, project partners, and staff.

Call to Order

The meeting was called to order after the Delta High School visit at 11:25 a.m. by Chair Vincent.

Announcements

Mr. Spencer was welcomed to the Board as the new student member from western Washington. Mr. Spencer will serve on the Board until May 2013. Mr. Spencer thanked the Members for the opportunity to serve and committed himself to the work of the Board.

Dr. Rich Cummins welcomed the Members to the Columbia Basin College. He provided background on Delta High School and thanked the Members for visiting the school.

Chair Vincent announced the resignation from the Board of Mr. Warren Smith, Elected Region Five Member and Mr. Eric Liu, Appointed Position Four Member effective May 1, 2011. He also

announced that effective May 15, 2011, Executive Director, Edie Harding will resign her position with the Board.

Consent Agenda

Motion was made to approve the Consent Agenda as follows:

- Minutes from the March 9-10, 2011 Board Meeting.
- Minutes from the March 31, 2011 Special Board Meeting.
- Minutes from the April 28, 2011 Special Board Meeting.

Motion seconded

Motion carried

Goal 4: Promote Effective Strategies in Math and Science: Local and Regional Strategies to Increase Student Achievement

Dr. Kathe Taylor, Policy Director

Mr. Kenny Renner-Singer, Principal, Icicle River Middle School

Mr. Steve McKenna, Superintendent, Cascade School District

Mr. Matt Duffey, National Board Certified Teacher, Icicle River Middle School

Ms. Cathey Bolson, Regional Math Coordinator, ESD 123

Ms. Georgia Boatman, Regional Science Coordinator, ESD 123

The SBE received an update on effective math and science instructional strategies from Cascade School District staff and regional math and science coordinators from ESD 123. Guest speakers shared successful, school-based and region-based initiatives that have resulted in increased student performance, highlighting what can be done with sustained leadership, coherent vision, expertise, will, and resources.

Local Strategies. In the Cascade School District, Icicle River Middle School's academic achievements are a direct reflection of committed leadership and dedicated resources to intentional, standards-based teaching and learning. The math and science coordinators from ESD 123 shared their successes in providing decentralized, coordinated professional development.

Icicle River Middle School (IRMS) embarked on a journey of reform beginning in the late 1990's when the low performance of its students prompted the beginning of a systemic transformation. In the space of a decade, IRMS student performance on Washington State assessments has increased significantly. Although the percentage of IRMS students on free and reduced lunch decreased slightly over that time, the school's free and reduced population still currently exceeds the state average. IRMS has 303 students; 67 percent are White and 30 percent are Hispanic. Icicle River Middle School serves six rural North Central Washington communities in grades six through eight. The Middle School has been recognized twice with a Washington State Achievement Award for Overall Excellence. Mr. Renner-Singer identified the following elements that were integral to the school's success in helping students learn:

- Building-wide commitment to implementation of a citizenship program where expectations of behavior are modeled and made clear for all.
- A culture of reflective practitioners, enabled in part by over 40 percent of the teaching staff earning their National Board Certification and by a block schedule that provides time for teams of grade-level teachers to work together for 40 minutes daily.

- Implementation of a tiered model of intervention that assures every student experiences rigorous, standard-based core instruction, with enrichment (accelerated support or additional assistance) targeted individually, as needed.
- Teaching students to keep track of their progress toward a clearly specified learning target and performance expectations.
- Target-based assessments.

Regional Strategies. The 2007 Legislature's approval of SHB 1128 provided funding to each of the nine Educational Service Districts (ESD) for regional mathematics coordinators. The coordinators were charged with providing regional professional development activities related to mathematics instruction. In 2008, funding was added for regional science coordinators.

The coordinators, in partnership with OSPI and other regional leaders, have established an infrastructure that allows districts to leverage limited funds and to provide better professional learning experiences than they might have otherwise been able to do. The coordinators have also created a communication infrastructure that supports the rollout of policies and procedures requiring technical support. The initial goals and outcomes include:

1. Create common ground, based on valid and reliable research.
2. Define and implement common practices and leverage resources among the ESDs.
3. Disseminate information equitably across regions in a timely, coordinated manner.
4. Build regional leadership capacity.

In the spring of 2010, the Social Economic Science Resources Center (SESRC) distributed a Regional ESD Mathematics and Science Coordinator survey to over 1,000 participating teachers. The SESRC found that 73 percent of the teachers applied the content of their professional learning to the classroom and 88 percent observed an increase in student learning as a result. While this self-report data affirms teachers' positive impressions, how the work might translate to improved student outcomes on state assessments is not yet known.

Debrief on SBE Required Action Process

Mr. Jeff Vincent, Chair

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

1. Lakeridge Elementary School, Renton School District
2. Morton Junior-Senior High School, Morton School District
3. Onalaska Middle School, Onalaska School District
4. Soap Lake Middle and High School, Soap Lake School District

These districts submitted Required Action Plans designed to create significant improvements in student achievement. The SBE and the Office of Superintendent of Public Instruction (OSPI) reviewed these plans in March and April. Staff and SBE members discussed challenges and recommendations for improving the process.

Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap: Policies Related to Achievement of English Language Learners

Ms. Sarah Rich, Research Director

Dr. Kathe Taylor, Policy Director

Ms. Liz Flynn, Executive Director Student Achievement, Pasco School District

Mr. Jose Hernandez, Coordinator, School Achievement Coordinator/Parent Advisory Committee, Pasco School District

Ms. Cynthia Gualajara, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Araceli Montaña, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Celia Nuñez, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Flor Mendoza, Migrant/Bilingual Parent Advisory Committee, Pasco School District

Members reviewed statewide English Language Learners' (ELL) achievement scores and current assessment and accountability policies impacting ELLs, noting the gaps that have persisted over time among ELL and all other students in the academic areas measured by the state assessments.

Representatives from the Pasco School District Parent Advisory Committee talked with the Board about their involvement with the District and their collaborative efforts to improve the education of their migrant and/or bilingual children.

At the March 2011 Board meeting, staff brought attention to the ELL achievement scores and noted the gaps that have persisted over time among ELL and other students in the academic areas measured by the state assessments.

The high rate of growth in the number of ELLs nationwide and the concerns about their learning prompted the U.S. Department of Education to initiate a series of national conversations to find new ways to teach children whose primary language is not English. The federal government is considering recommendations to improve the Elementary and Secondary Education Act. The Working Group on ELL Policy made recommendations to improve the ways systems gather clear information about ELL achievement or foster efforts to build on their linguistic strengths, including suggestions regarding the accounting of Title III Annual Measurable Achievement Objectives (AMAO) that address English language proficiency. When districts do not meet AMAOs:

1. After two years of not meeting all three AMAOs, districts develop a plan addressing factors that prevented achievement of the AMAOs. Districts must consult with parents, staff, and stakeholders. The plan must include:
 - Teaching and learning needs of ELLs.
 - Scientifically-based strategies to improve instruction.
 - Professional development to support the strategies.
2. After four years of not meeting all three AMAOs, districts develop another plan with the above elements, plus modifications to curriculum, program, and instruction.

Next steps for the SBE to consider include:

1. Explore the Quality Education Council (QEC) Working Group recommendations to enhance the accountability system for state funds.
2. Continue to advocate for professional development support for teachers.
3. Continue to monitor achievement gaps and highlight success.

193 districts had 2010 AMAO results as follows:

- 60 districts met all three AMAO targets.
- 81 districts met AMAO-1.
- 65 districts met AMAO-2.
- 151 districts met AMAO-3.

Waiver Requests and Revisions to the Process

Ms. Sarah Rich, Research Director

At the March 2011 meeting, the Board approved the following resolution, which will be included in all waiver approval letters to ensure that districts are aware of possible reductions to granted waivers.

If a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirements of school days and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall be automatically reduced by a number equal to the total number of school days a district reduces its schedule for that year below the current statutory requirement.

The final state budget may have a significant impact on waivers and therefore staff recommends that the Board consider possible revisions to the waiver process at the July meeting. Ms. Rich gave an overview of the three options that staff currently use to process waiver requests. Ms. Rich gave a summary of the 11 waiver applications being considered for approval during Thursday's agenda business items.

Public Comment

Mr. Bob McMullen, Association of Washington State Principals (AWSP)

When we remember our own high school experiences with student leadership, typically what comes to mind is popularity: elections, dances, and fund raising all being led by a small group of "the popular kids." But today, what is happening with the AWSP student leadership program is an emphasis on inclusivity, leadership skill development, having voice in real school issues and equitable, distributed representation of all students. Mr. McMullen gave an overview of the leadership camps supported by AWSP that offer a bilingual leadership experience for ELL students.

The meeting was adjourned at 4:55 p.m. by Vice-chair Dal Porto.

Thursday, May 12, 2011

Members Attending: Vice-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank, Dr. Sheila Fox, Dr. Bernal Baca, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Amy Bragdon, Mr. Matthew Spencer (13)

Members Absent: Chair Jeff Vincent (excused), Ms. Mary Jean Ryan (excused) (2)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Sarah Rich, Ms. Colleen Warren (6)

Staff Absent: Ms. Ashley Harris (excused) (1)

The meeting was called to order at 8:00 a.m. by Vice-chair Dal Porto.

SBE Transitions

Mr. Jeff Vincent, Chair

Chair Vincent gave an overview of the recruitment process to fill the Region Five vacancy on the Board. The members talked about criteria they want to consider as follows:

1. Adequate time for preparation and attendance.
2. Dedicated to the work of the Board.
3. Good communication with other Board members and staff.
4. Advocate for students.
5. Out of the trades, maybe a non-college graduate.
6. Represent values of their area of the state.
7. Dedicated to public education.
8. Gender/racial diversion balance.
9. Come into a group smoothly.
10. Able to communicate effectively and be very involved.
11. Experience with the education system as a committee member.
12. Geography – rural areas.
13. Respected and electable by WSSDA.
14. Several years' experience as a superintendent or board member.
15. Good analytical skills and decision making process that respects the group.

Chair Vincent asked the Members to send any further feedback on criteria to him after the meeting.

Chair Vincent also talked about the recruitment process for the Executive Director position. There will be three teams established to complete the recruitment and the full Board will participate in the final selection.

Business Items

Motion was made to approve the waiver requests for Lake Quinault, Longview, Lopez Island, Marysville, Napavine, Onion Creek, Orient, Othello, St. John/Endicott, Tacoma, and Zillah School Districts for the number of days and years requested in the applications submitted to the Board subject to the following condition:

If a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirement of school days and a school district reduces the number of school days in a year in response to the change in law then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its schedule for that year below the current statutory requirement.

Motion was seconded

Board discussion

Motion carried with one opposition (Dr. Mayer)

Appointment of Interim Executive Director

Motion was made to appoint Dr. Kathe Taylor as the Interim Executive Director for the State Board of Education and increase her salary to \$102,000 during the interim period.

Motion seconded

Motion carried

Strategic Plan Dashboard

Ms. Edie Harding, Executive Director

Mr. Aaron Wyatt, Communications and Legislative Director

The Dashboard was presented to the Board and an overview was given of the work accomplished since the March meeting.

Legislative Update

Mr. Aaron Wyatt, Communications and Legislative Director

Ms. Edie Harding, Executive Director

The special 30-day Legislative Session commenced on April 26.

Mr. Wyatt gave an overview of the following bills of interest that will now move forward for the Governor's consideration:

- HB 1521 – OSPI must develop criteria to identify innovation public schools with available funds, develop a logo, certificate, and other strategies to encourage and highlight innovation schools.
- SHB 1524 – Allows students to meet state minimum graduation requirements for students who complete all the requirements of the International Baccalaureate Diploma.
- E2SHB 1546 – Authorizing creation of STEM innovation schools and innovation zones in school districts. SBE was asked to review this bill prior to the Governor's signature. The Board feels that the waiver portion of the bill runs parallel to the current waiver authority of SBE and thus did not recommend any changes to the bill's language.
- HB 1594 – Identifying standards for teaching financial education and aid schools that wish to use those standards (voluntary and subject to state funding).
- E2SHB 1599 – Providing financial incentives to reduce dropouts.
- 2SSB 5427 – Requires schools receiving all-day kindergarten support to use a kindergarten readiness assessment (WAKids) or seek a waiver for an alternative assessment.

Review of the 2011 regular Legislative Session in the context of the Board's strategic plan was presented for discussion as follows:

1. Accountability
2. Math
3. Science
4. Standards
5. Graduation Requirements
6. Governance
7. Achievement Gap and Early Learning
8. High School and College Preparation

9. Effective Workforce

Goal 1: Advocate for An Effective, Accountable Governance Structure

Ms. Edie Harding, Executive Director

Mr. Jesse Burns, Contractor, SBE

At the March 2011 meeting, Board members reviewed a briefing paper on education governance and concluded that there is no one effective system of state education governance, although there is a trend toward centralization and greater governor oversight. The present system of governance should communicate clearly what the state's comprehensive education policies are and create implementation strategies to deliver improved student achievement from early learning to post-secondary attainment. At the state level in Washington, the present system is extremely fragmented, making it virtually impossible for the state to coherently and sustainably set a strategic direction and execute to get the desired result.

Mr. Burns gave an overview of the case studies conducted in Massachusetts, Maryland, and Colorado. Barriers to governance in Washington State and potential ideas for governance options in Washington were discussed. The continuing schedule for governance work includes:

July Meeting:

- Flesh out options for new governance system.
- Invite the Washington State School Directors' Association (WSSDA) to present their ideas on how to improve transitions piece.
- Determine stakeholder engagement.

September Meeting:

- Develop proposals for new governance system.
- Invite stakeholders including K-12, Department of Early Learning, higher education, legislators, education associations, and community and business leaders to discuss governance.

November Meeting:

- Propose "joint" governance recommendations.
- Possibly invite Education Delivery Institute staff/states to discuss their work.

January Meeting:

- Bill available on new education governance supported by strong coalition.

Top Picks from the Student Video Contest

Mr. Aaron Wyatt, Communications and Legislative Director

Mr. Wyatt presented a video entry from Deer Park High School and reported that there were 24 entries for the contest, from schools statewide. The final winners will be announced next week.

Public Comment

Attendees provided no public comment.

Retreat Planning for July Meeting

Ms. Connie Fletcher, Board Member Co-lead

Dr. Kris Mayer, Board Member Co-lead

Ms. Fletcher and Dr. Mayer are Co-leads for the retreat. Dr. Mayer gave an overview of ideas for the agenda in July. A facilitator will be obtained so that all members can participate in the

discussions. The retreat portion of the July meeting is scheduled for July 12 and the morning of July 13 at the Holiday Inn Express in Marysville, followed by the regular meeting scheduled for the afternoon of July 13 and all day on July 14. Members were asked to give feedback and suggestions for the agenda.

Student Presentation

Ms. Anna Laura Kastama, Student Board Member

Ms. Kastama presented her last student presentation, ending her two years on the Board. Ms. Kastama began her appointment on the Board as a sophomore, attending the Tacoma School of the Arts. She has been active in her community by volunteering at My Sisters Pantry, where she started a daycare and organized students from the Tacoma School of the Arts to participate in the care of the children. Ms. Kastama did an internship in Istanbul, Turkey, where she gained an appreciation for different cultures. Turkey is where she became interested in international relations and is much more aware of the misconceptions many Americans have about the Middle East. She was a two-year member of the first Robotics team, which went to nationals in 2010. Ms. Kastama's experience as a camp counselor at the Camp Arnold Salvation Army influenced her to want to study child development and psychology and to understand how children are affected by their surroundings. She has been inspired by her time on the Board to write policy to improve opportunities for Washington youth.

Ms. Kastama was recognized as a valuable student member of the Board and was commended for her work on the Board.

The meeting was adjourned at 11:55 a.m. by Vice-chair Dal Porto.

The Washington State Board of Education

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

DELTA HIGH SCHOOL VISIT

BACKGROUND

Delta High School is a one-of-a-kind Washington public school that opened its doors in 2009 to provide a learning environment emphasizing Science, Technology, Engineering and Mathematics (STEM) education.

Admission to the school is available through a lottery held for students in the Tri-Cities districts of Kennewick, Pasco, and Richland. Nearly 300 students applied for enrollment in the inaugural freshman class; 110 students were accepted. Each district is allotted a certain number of student slots, based on its overall school population. Delta now has students in two grade levels: 9th and 10th.

Delta is the product of a unique partnership among community businesses, higher education institutions, K-12 school districts, and non-profit foundations. The Delta “story” is explained on the school [website](#).

Partner	Role
Paul G. Allen Family Foundation	\$700,000 in support, including the first gift of \$250,000 in 2008, to assist with the development of a program of study.
Battelle	\$1.2 million in corporate support.
U.S. Department of Energy's Pacific Northwest National Laboratory	Comprehensive support—mentors, materials, specialists, money.
Kennewick, Pasco, and Richland School Districts	\$365,000 per year in Basic Education Act (BEA) funds to support their students.
WSU-Cities	Consultation services on the curriculum; conducting a longitudinal study on the effectiveness of Delta.
Columbia Basin College	Provided the facility rent-free to serve as the initial school site; has also shared faculty as consultants.
Washington State	\$800,000 to renovate the school facility.
Local companies, organizations and individuals	\$1,000,000 in cash and in-kind contributions.
Washington State STEM Education Foundation	501C-3 established by partnership to initiate a capital campaign to build a campus and to work with community partners.
Educational Service District 123	Fiscal agent.

Delta emphasizes approaches to teaching and learning that are research-based, standards-based, and project-based. Principal Deidre Holmberg noted that students attracted to the school needed to be willing to “think differently” about what mattered most to them about their high school experience, as not all typical high school experiences will be available to them. See Attachment A for a snapshot of Delta’s STEM Program of Study and school-wide approaches to teaching and learning.

The State Board of Education (SBE) will participate in a student-led tour of the facility, and have an opportunity to talk with students in classes, as well as with the tour guides. A panel of partners, including the superintendents of the three school districts, will talk with SBE members about the partnership’s goals for students.

POLICY CONSIDERATION

Washington State policy creates the possibility for innovative schools like Delta High School to exist and in this instance, for students interested in cultivating their interests in STEM-related fields to “go deep” with their learning in an environment uniquely suited to them.

Getting the school off the ground required an unprecedented outlay of private and public resources. What can be learned from this model that may be transferrable to other, more typical, school settings?

EXPECTED ACTION

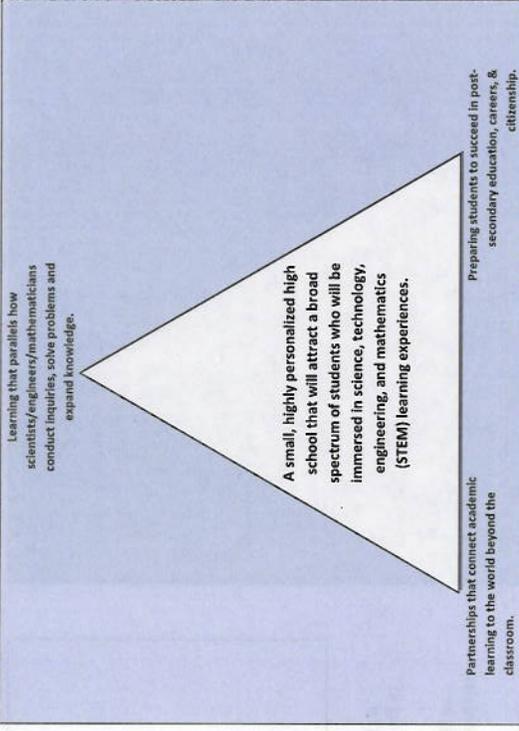
For information only; no action required.

ASK ME ABOUT ATTACHMENT

Portrait of a STEM School Graduate

- Graduates have the confidence to strive for success, effectively manage challenges, and persist in the face of unforeseen outcomes.
- Graduates possess and use the knowledge, skills and habits of mind necessary to pursue college, technical training, or immediately enter the work force..
- Graduates are well-informed and contributing members of society.
- Graduates acquire and assimilate information to develop knowledge.
- Graduates fully comprehend how their actions and decisions impact others and the world.
- Graduates understand and are comfortable with uncertainty in the context of academics and in circumstances in life outside the classroom
- Graduates successfully transfer skills and knowledge gained through internships, apprenticeships and similar experiences to future opportunities.
- Graduates have a passion for the STEM disciplines that translates to advocacy for continued STEM education and expanded participation in STEM careers.

Vision for the Tri-Cities STEM School

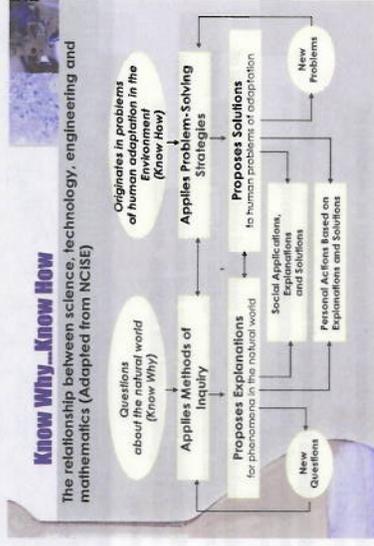


Tri-Cities STEM Program of Study Overview – An Evolving Framework

Rooted in the research on *How People Learn*, the Tri-Cities STEM program of study aligns its goals with state, national, and college-ready standards. The Program of Study provides the framework for specific courses and sets expectations that will guide how students, teachers, and the community will interact, acquire knowledge and skills, gain deep understanding of the content, and apply that knowledge in real world situations.

The Tri-Cities STEM program of study is anchored by essential questions that invite thought-provoking inquiry into the nature of each content area. Not rooted in disconnected or dispassionate facts, the program of study reveals linkage and recurring themes between and among the disciplines.

The Tri-Cities STEM School Core Planning Team (CPT), comprised of teachers, scientists, university professors, and business leaders designed the program of study to instill a deep understanding, to extend beyond simple coverage of the knowledge and skills critical to global 21st century citizenship. The Tri-Cities STEM Program of Study is unique because over a six-month period, the CPT designed the framework for the program of study as they modeled the cross-disciplinary inquiry process that will be embodied in the day-to-day learning process at the STEM school.



School-Wide Approaches to Teaching and Learning

The Tri-Cities STEM School will use state, national and college-ready standards as the launching point for rigorous, relevant learning experiences. The school will ground its work in the key research findings of an analysis of some 20 years of research, entitled *How People Learn*, which summarizes key findings in this way:

1. *Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information that are being taught, or they may memorize them for purposes of a test but revert to their preconceptions when they are outside the classroom context. (p. 14)*
2. *To develop competence in a discipline, students must (a) have a deep foundation of usable knowledge, (b) understand facts and ideas in a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application. (p. 16)*
3. *A “meta-cognitive” approach to instruction can help students to take control of their own learning by defining learning goals and monitoring their progress in achieving them. (p. 18)*

These over-arching research findings will guide the teaching and learning experience at the Tri-Cities STEM School.

The Tri-Cities STEM School will thrive with the support of the three founding school districts along with multiple community, higher education, and business/industry partners. Because they will be engaged in a planned and purposeful way in the design of the units of study, each partner will have a unique, highly interdependent role to play in the learning process. To that end, both collaboration within and collaboration outside of the school are essential to effective operations.

Habits of mind

Our STEM Students are...

- **Curious** – Inquisitive, probing, gathering information, making connections
- **Persistent**- Sustaining a process and being committed to completing task
- **Problem solvers** – Thinking critically, applying knowledge, experiences, and resources to new situations
- **Flexible**. – Open to new ideas, perspectives, and approaches
- **Precise and accurate**.– Meeting the context and requirements of each STEM discipline
- **Continuous learners**.– Seeking to expand personal knowledge and understanding of a dynamic world
- **Socially aware**. – Demonstrating integrity and ethical behavior
- **Creative and innovative thinkers** –Possessing the knowledge and power to pursue independent and original investigation
- **Collaborative**. –Working effectively and flourishing in group settings.
- **Responsible** – Leveraging strengths to accomplish goals; acting responsibly with interests of a larger picture

The Tri-Cities STEM School will use time, materials and personnel resources in creative ways to provide unique opportunities that deepen and expand learning for students and teachers. The Tri-Cities STEM School will provide focused, rigorous, relevant, coherent, cross-curricular

learning experiences that emphasize a deep understanding of core concepts and provide continuous opportunities for students to apply knowledge as they attempt to solve real-world problems. These learning experiences will be characterized by:

- More emphasis on understanding material within a conceptual framework and less emphasis on disconnected facts and information.
- More emphasis on learning and understanding subject matter disciplines in the context of inquiry, technology, history from personal and social perspectives and less emphasis on studying isolated concepts.
- More emphasis on implementing inquiry as instructional strategies, abilities, and understandings to be learned and less emphasis on implementing inquiry as a set of processes.
- More emphasis on deepening students’ understanding and use of knowledge, ideas, and inquiry processes, and less emphasis on student acquisition of unrelated bits of information.

- More emphasis on providing opportunities for reasoning, discussion and debate among students and less emphasis on recitation of acquired knowledge.
- More emphasis on assessing all facets of essential knowledge, processes, and skills and less emphasis on assessing what can be readily measured.
- More emphasis on investigations conducted over extended periods of time and less emphasis on investigations confined to one class period.
- More emphasis on using evidence and strategies to develop or revise a nuanced explanation and less emphasis on reaching a single answer.

21st Century Workforce Qualities and Skills

Across their four-year experience, Tri-Cities STEM School students will acquire and hone the following qualities and skills identified by industry and post-secondary institutions as critical for success in the 21st century workplace:

Fundamental Literacy

- Reading
- Writing
- Listening
- Speaking
- Mathematics Literacy
- Science Literacy
- Technology Literacy
- Civic Literacy

Social and Personal Qualities

- Leadership
- Professionalism/Work Ethic
- Teamwork/Collaboration
- Ethics and Social Responsibility
- Social and Cross-cultural Skills
- Lifelong Learning/Self Direction

Workplace Qualities

- Creativity/Innovation
- Oral/Written/Symbolic Communications
- Critical Thinking/Problem Solving
- Resource Management

PROMOTE EFFECTIVE STRATEGIES IN MATH AND SCIENCE: LOCAL AND REGIONAL STRATEGIES TO INCREASE STUDENT ACHIEVEMENT

BACKGROUND

How does a state improve the math and science learning performance of a million students?

Washington has signaled, by policy and allocation of resources, the importance of math and science. *Some* of the key investments the state has made or taken since 2007 include:

- Rigorous standards:
 - K-12 learning standards revised in 2008 (math) and 2009 (science).
 - College readiness math and science standards.
- Aligned curriculum materials and assessments:
 - Recommended curriculum materials aligned to standards.
 - Assessments aligned to new standards (end-of-course math, beginning 2011; end-of-course science, beginning 2012).
- Graduation requirements:
 - Increased math credit graduation requirements for the class of 2013.
 - Increased science credit graduation requirements approved in 2010, but not yet adopted.
 - Demonstrated proficiency on math assessment required for the class of 2013.
 - Demonstrated proficiency on science assessment required for the class of 2013, pending the outcome of deliberations by the 2011 Legislature.
- Professional development funding support:
 - Regional ESD Coordinators in math (beginning 2007-08) and science (beginning 2008-09) (\$5 million 2007-09 biennium).
 - Coaches in math (beginning 2007-08) and science (beginning 2008-09) in selected districts (\$5.4 million 2007-09 biennium).
 - Job-embedded professional development opportunities for math and science teachers in grades 4-12 (\$22 million—2007-09 biennium).
 - Specialized training for one math and one science teacher in each middle and high school to build building-level expertise on the 2008/2009 math and science standards (\$17.5 million—2007-09 biennium).
 - LASER (Learning and Assistance for Science Education Reform) expansion to 780 new classrooms (\$9.4 million).
- Teacher credentials:
 - Clear pathways for certified teachers to add endorsements, including in math and science.
 - Funding to increase the number of math and science teachers through alternate routes and other strategies (\$6.6 million—2007-2009 biennium).
 - Incentive bonuses for National Board Certified Teachers in all subject areas, including math and science.
- Support for Science, Technology, Engineering and Mathematics (STEM) education:

- Innovative high schools such as Delta High School, Pasco; Aviation High School, Des Moines.
- Lighthouse STEM schools (\$75,000).

In addition, OSPI, with its stakeholders, has developed a tiered, integrated instructional system, the Mathematics Systems Improvement Framework, to “provide Washington’s school districts actionable steps and guidance around which a comprehensive K-12 mathematics system can be built.”

Despite this investment of resources in actions designed to improve math and science achievement, student performance on the state’s assessments of math and science is not yet at the levels attained in reading and writing. In 2009-10, the percentage of sophomores meeting standard on the math (41.7 percent) and science (44.8 percent) High School Proficiency Exam (HSPE) was approximately half of those meeting standard on the reading (78.9 percent) and writing (86 percent) HSPE. The math and science results are even less encouraging when disaggregated by race/ethnicity and students enrolled in special programs, such as free or reduced meals, special education, transitional/bilingual, migrant.

Still, pockets of excellence shine in the individual efforts of schools and districts, as evidenced by some of the winners of the Washington State Achievement Awards. One of those schools, Icicle River Middle School (IRMS) in Cascade School District (Chelan) will share their story with the State Board of Education (SBE). SBE will also have an opportunity to tour Delta High School, a one-of-a-kind STEM school (see separate tab for background on Delta). In addition, regional initiatives such as those led by the ESD Coordinators leverage the power of state leadership to build capacity within the state to improve student learning.

This presentation will showcase both school-based and region-based initiatives to provide an overview of what can be done with sustained leadership, coherent vision, expertise, will, and resources.

Icicle River Middle School

Icicle River Middle School embarked on a journey of reform beginning in the late 1990’s when the low performance of its students prompted the beginning of a systemic transformation. In the space of a decade, student performance on Washington State assessments has increased significantly. Although the percentage of IRMS students on free and reduced lunch decreased slightly over that time, the school’s free and reduced population still currently exceeds the state average. IRMS has 303 students; the majority of the students are White (67 percent) or Hispanic (30 percent).

Percentage of Seventh Grade Icicle River Middle School Students Meeting Standard on State Assessments

	Math		Reading		Writing		Free & Reduced 2010
	1998-99	2009-10	1998-99	2009-10	1998-99	2009-10	
Icicle River	15	74.2	37.6	80.4	19.1	78.4	49.3
State	24.2	55.3	40.8	63.4	37.1	70.3	42.3

Source: Office of Superintendent of Public Instruction School Report Card

Performance on science assessment steadily increased as well, from 2002-03, the first year of the state’s science assessment to 2009-10.

Percentage of Eighth Grade Icicle River Middle School Students
Meeting Standard on State Science Assessments

	2002-03	2009-10
Icicle River	39.1	70.2
State	35.8	54.5

Source: Office of Superintendent of Public Instruction School Report Card

IRMS has been recognized twice with a Washington State Achievement Award for Overall Excellence, and has earned other recognition, as well. In a school where 67 percent of the students are White and 30.4 percent are Hispanic, IRMS' achievement gap score on the State Board of Education's Achievement Index was less than one, placing IRMS in the exemplary category (2009-10). (See Attachment A for Washington State Achievement Index tables for IRMS and Cascade High School).

IRMS Principal, Kenny Renner-Singer, identified several elements that have been integral to the school's success in helping students learn, including:

- Fidelity building-wide to implementation of a citizenship program where "expectations of behavior are modeled and made clear for all."
- A culture of reflective practitioners, enabled in part by over 40 percent of the teaching staff earning their National Board Certification and by a block schedule that provides time for teams of grade-level teachers to work together for 40 minutes daily.
- Implementation of a tiered model of intervention that assures every student experiences rigorous, standard-based core instruction, with enrichment (accelerated support or additional assistance) targeted individually, as needed.
- Teaching students to keep track of their progress toward clearly specified learning targets and performance expectations.
- Target-based assessments.

What happens after students leave IRMS? IRMS feeds into Cascade High School (CHS), where student performance exceeds state averages in all of the assessed areas but writing.

Percentage of Tenth Grade Cascade High School Students
Meeting Standard on State Assessments

	Math		Reading		Writing		Free & Reduced 2010
	1998-99	2009-10	1998-99	2009-10	1998-99	2009-10	
Cascade	32.2	56.8	54.6	87.8	33.6	85.4	38.5
State	33.0	41.7	51.4	78.9	41.1	86.0	42.3

Source: Office of Superintendent of Public Instruction School Report Card

Percentage of Tenth Grade Cascade High School Students
Meeting Standard on State Science Assessments

	2002-03	2009-10
Cascade High School	31.2	59.6
State	31.8	44.8

Source: Office of Superintendent of Public Instruction School Report Card

Percentage of Students Graduating from Cascade High School and
Going Directly to College

	On-time graduation (2009-10)	Extended graduation	College-Direct (2009)

		(2009-10)	
Cascade High School	87.3	98.3	56.1
State	76.5	82.6	59.4

Source: Office of Superintendent of Public Instruction Graduation and Dropout Statistics for Washington 2009-2010 Report, Appendix A; BEREC Group College Tracking Data Services

Among the 24 Hispanic students graduating from CHS in 2010, 50 percent went directly to college, compared to 57.5 percent of CHS White students. By comparison, in 2009, Washington's college-direct rate for Hispanic students was 43.1 percent, and for White students, 61.2 percent.

Regional ESD Math and Science Coordinators

The 2007 Legislature's approval of SHB 1128 provided funding to each of the nine Educational Service Districts for regional mathematics coordinators. The coordinators were charged with providing regional professional development activities related to mathematics instruction. In 2008, funding was added for regional science coordinators.

Fiscal Year	Amount	
FY 08	\$1.6775 million (mathematics coordinators only)	
FY 09	\$3.355 million (math and science coordinators)	
FY 10	\$3.355 million	
FY 11	\$3.355 million	
FY 12	\$4,219,000 proposed by House	No funding clearly specified by Senate
FY 13	\$4,219,000 proposed by House	No funding clearly specified by Senate

The coordinators, in partnership with the Office of Superintendent of Public Instruction and other regional leaders have established an infrastructure that allows districts to leverage limited funds and to provide better professional learning experiences than they might have otherwise been able to do. The coordinators have also created a communication infrastructure that supports the rollout of policies and procedures that require technical support.

Initial goals and outcomes included the following:

1. Create common ground based on valid and reliable research.
2. Define and implement common practices and leverage resources among the ESDs.
3. Disseminate information equitably across regions in a timely, coordinated manner.
4. Build regional leadership capacity.¹

The coordinators consult with each other and share ideas to provide a coherent package of professional development opportunities that advances the policy directions of the state, while taking into consideration the specific needs of the different regions. According to ESD 123 Regional Science Coordinator, Georgia Boatman, the coordinators seek to build capacity, avoiding "random acts of professional development" by bringing research-based practices to the attention of their local districts (See, for example, Attachment B: "Key Elements of Effective Science Instruction;" see also Attachment C describing coordinator roles).

¹ ESD Regional Mathematics and Science Coordinators 2008-2009 Accountability Report, October 2009.

Coordinators are also actively promoting Science, Technology, Engineering and Mathematics (STEM) education by helping districts to think about the implications of STEM in their schools.

In the spring of 2010, the Social and Economic Science Resources Center (SESRC) distributed a Regional ESD Mathematics and Science Coordinator survey to over 1,000 participating teachers. The SESRC found that 73 percent of the teachers applied the content of their professional learning to the classroom and 88 percent observed an increase in student learning as a result. While this self-report data affirms teachers' positive impressions, how the work might translate to improved student outcomes on state assessments is not yet known.

POLICY CONSIDERATIONS RELATED TO SCHOOL AND REGIONAL INITIATIVES

Icicle River Middle School is a story of committed leadership and resources over time to intentional, standards-based teaching and learning. SBE members will have an opportunity to explore with the IRMS principal and Cascade School District superintendent how school and district efforts to improve student achievement have been impacted by state policies and resources such as bonuses for National Board Certified Teachers, professional development support from ESD regional math and science coordinators, recommended math and science curriculum materials aligned to new standards, state assessments, funding for students needing additional assistance (e.g., transitional bilingual, special education), etc.

Stepping beyond a single school and district, the Regional ESD Mathematics and Science Coordinator program is a way to provide decentralized, coordinated professional development to advance the state's goals. This cadre of 18 people statewide provides intellectual leadership and practical guidance to local districts. They work in conjunction with district curriculum coordinators and math and science coaches², leveraging resources wherever possible.

The future of this four-year old Regional ESD Mathematics and Science Coordinator program is uncertain as of this writing, but it has been in existence long enough to build a following and a positive reputation. An analysis of impact, beyond teacher self-report, to document the program's effectiveness may be needed. Clear causal connections between improved student learning outcomes and professional development initiatives are difficult to establish because there are usually multiple, interrelated, and simultaneous initiatives occurring at any given time. However, the state needs a way to determine what initiatives are making a difference in student achievement in order to advocate thoughtfully for best practices.

SBE members will have the opportunity to explore the perspectives of the school representatives and the two ESD 123 Regional Math and Science Coordinators on issues such as the following:

- What state leadership, guidance, and/or technical expertise helps you—or would help you—improve student learning and achievement in math and science?
- Are there any state policies that hinder your efforts to improve student achievement in math and science?
- What advocacy or oversight from SBE would help you improve student achievement in math and science?

² 25 math coaches were funded in 2007; in 2008, 25 science coaches were added. The numbers were reduced to 17 (9 math; 8 science) in the 2009-2011 biennium. The coaches work in districts throughout the state. The state, through OSPI, funds approximately \$80,000 to support each coach.

EXPECTED ACTION

For information only; no action expected.

Enter School Code:	4403
District	Cascade
School	Icicle River Middle School

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

Achievement Award: (* indicates the school has won this award for two years) Overall Excellence*

School Year 2009-2010						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	5	6	6		6.00
Achievement of low income students	6	6	6	4		5.50
Achievement vs. peers	7	7	7	7		7.00
Improvement from the previous year	5	7	7	7		6.50
Index Scores	6.25	6.25	6.50	6.00		6.25 Exemplary

2009 - 10 Achievement Gap										
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 stds	6	7	3	6	7	7				6.00
Achievement of white and Asian students	7	7	7	6	7	7				6.83
Achievement Gap										0.83

2008-2009 and 2009-2010 Averages						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students						6.00
Achievement of low income students						4.63
Achievement vs. peers						6.38
Improvement from the previous year						4.63
Index Scores	6.13	4.38	5.75	5.38		5.41 Very Good

District	Cascade
School	Icicle River Middle School
2009 Achievement Award:	Overall Excellence

School Year 2008-2009

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income stds	7	5	6	6		6.00
Achievement of low income students	6	2	3	4		3.75
Achievement vs. peers	7	2	7	7		5.75
Improvement from the previous year	4	1	4	2		2.75
Index Scores	6.00	2.50	5.00	4.75		4.56 Good

2008-2009 Achievement Gap

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 stds	6	7	4	4	7	4				5.33
Achievement of white and Asian students	6	7	3	5	7	4				5.33
Achievement Gap										0

School Year 2007-08

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	6	5	6		6.00
Achievement of low income students	5	4	3	2		3.50
Achievement vs. peers	7	5	7	7		6.50
Improvement from the previous year	7	4	6	7		6.00
Index Scores	6.50	4.75	5.25	5.50		5.50 Exemplary

Enter School Code:	3564
District	Cascade
School	Cascade High School

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

<input type="checkbox"/> Achievement Award: (* indicates the school has won this award for two years)

School Year 2009-2010

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	6	5	4	7	5.80
Achievement of low income students	6	6	1	2	4	3.80
Achievement vs. peers	5	3	7	7	6	5.60
Improvement from the previous year	4	1	7	7	7	5.20
Index Scores	5.50	4.00	5.00	5.00	6.00	5.10 Very Good

2009 - 10 Achievement Gap

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 stds	6	7	3	1	7	7	5	7	4	5.22
Achievement of white and Asian students	7	4	7	5	5	7	6	7	7	5.78
Achievement Gap										0.56

2008-2009 and 2009-2010 Averages

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students						5.40
Achievement of low income students						3.50
Achievement vs. peers						5.40
Improvement from the previous year						3.70
Index Scores	5.13	4.63	3.75	4.38	4.63	4.50 Good

District	Cascade
School	Cascade High School
2009 Achievement Award:	-

School Year 2008-2009

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income stds	7	7	3	3	5	5.00
Achievement of low income students	5	6	1	1	3	3.20
Achievement vs. peers	5	5	5	7	4	5.20
Improvement from the previous year	2	3	1	4	1	2.20
Index Scores	4.75	5.25	2.50	3.75	3.25	3.90 Fair

2008-2009 Achievement Gap

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 stds	5	7	4	1	5	1	5	7	2	4.11
Achievement of white and Asian students	6	5	1	3	6	1	4	4	1	3.44
Achievement Gap										-0.67

School Year 2007-08

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	7	5	4	7	6.00
Achievement of low income students	4	6	1	1	7	3.80
Achievement vs. peers	7	6	7	7	7	6.80
Improvement from the previous year	6	7	4	7	7	6.20
Index Scores	6.00	6.50	4.25	4.75	7.00	5.70 Exemplary

Key Elements of Effective Science Instruction

Key Element of Effective Science Instruction

Description/Clarification	Teachers need to know	What do teachers do	What do students do	Research
Student acquisition of the content of science involves opportunities to meet state crosscutting and domain standards and recognize how the big ideas fit within a large conceptual framework.	<ul style="list-style-type: none"> Acquire a deep understanding of science content Know and understand the science standards for their grade band 	<ul style="list-style-type: none"> Make science standards accessible through science content that is relevant and appropriate Utilize learning progressions to drive instructional decisions 	<ul style="list-style-type: none"> Gain deep understanding of content appropriate to grade level Be actively involved in formative assessment activities for that particular content 	<ul style="list-style-type: none"> <u>How People Learn (HPL)</u> Bransford, et al <ul style="list-style-type: none"> Key Finding #2, pp 12-13 <u>Effective Science Instruction</u> Banilower, et al <ul style="list-style-type: none"> Intellectual Engagement, p8 <u>Designing Effective Science Instruction</u> Tweed, <ul style="list-style-type: none"> Content Strategy 1: Identifying "Big Ideas" and Key Concepts, pp 24-37
Access to this learning is best achieved through sequencing learning objectives into learning progressions that inform teacher's instructional decision making.	<ul style="list-style-type: none"> Understand what content is appropriate for students at grade levels Recognize the appropriate learning progression for a big idea 	<ul style="list-style-type: none"> Clearly communicate the learning objectives in student friendly language Craft essential questions related to the big ideas in the science standards 	<ul style="list-style-type: none"> Know and understand their current progress towards the learning targets Able to apply the science content 	<ul style="list-style-type: none"> <u>Ready, Set, Science!</u> Michaels, et al <ul style="list-style-type: none"> Organizing Science Education Around Core Concepts, pp 59-86 <u>Science Classroom Observation Guide (SCOG)</u> NCOSP IIA <ul style="list-style-type: none"> Science Content is significant, accurate, and worthwhile <u>Science Classroom Observation Guide (SCOG)</u> NCOSP IIC <ul style="list-style-type: none"> Science content is intentionally connected to the classroom activities & experiences. <u>AAAS Atlas of Science Literacy, Vol. 1-2</u>

1. Science Content





Key Elements of Effective Science Instruction

Key Element of
Effective
Science
Instruction

2. Designing Instruction for Understanding

Description/Clarification	Teachers need to know	What do teachers do	What do students do	Research
All students come to the classroom with ideas and beliefs about science concepts that can either facilitate or impede their learning. Effective instruction is built on understanding of all students' initial and developing ideas, identifying the gap between students' current understanding and learning targets. This evidence should inform instructional decisions and allow the teacher to provide specific feedback so that students become owners of their own learning.	<ul style="list-style-type: none"> A belief all students can learn Awareness of student understanding The learning targets How scientists work How to engage students in inquiry to develop understanding of science concepts and the nature of science Conceptual sequence of the unit including: <ul style="list-style-type: none"> Content Order of concepts that students must experience 	<ul style="list-style-type: none"> Reveal and engage pre-conceptions and reasoning Use student conceptual understanding data to inform instruction Provide students with opportunities to confront or build upon conceptual understanding Use the conceptual sequence of the unit to design instruction and develop formative assessments Uses learning progressions to design formative assessments Communicate the learning target in student friendly language Engage students with scientifically oriented questions and use probing questions to clarify student thinking Provide activities with opportunities for students to make claims, use evidence and communicate reasoning Provide feedback so that students become owners of their own learning 	<ul style="list-style-type: none"> Engage in science as scientists practice science Use the learning targets to build their own understanding Reveal preconceptions Observe, investigate, collect data, think Give priority to evidence Formulate explanations from evidence Communicate and justify explanations Think about their thinking Communicate how learning connects to the learning target Recognize the evidence of understanding in their work and provide suggestions for what to work on next or where to go for additional resources 	<ul style="list-style-type: none"> Effective Science Instruction Baniflower, et al , pp5-13, p18 Classroom Assessment for Student Learning, Stiggins, pp3-18 Inside the Black Box, Black and William How People Learn- Bransford, et al, pp14-16 Designing Effective Science Instruction Tweed, <ul style="list-style-type: none"> Ch. 3, pp77-106, 112-120 Ready, Set, Science! Michaels, et al, pp127-133 LASER Classroom Observation Protocol Transformative Assessment, Popham



Key Elements of Effective Science Instruction

Key Element of Effective Science Instruction

Description/Clarification	Teachers need to know	What do teachers do	What do students do	Research
To ensure sense making, instruction should intentionally facilitate an understanding of the connections between the activity and the intended learning targets and previous learning.	<ul style="list-style-type: none"> How and when to provide time for students to make sense of what they are learning How to make sure to leave enough time to wrap-up 	<ul style="list-style-type: none"> Plan for sense-making opportunities throughout the lesson Facilitate student talk and argument to understand the activity or topic. Ask open ended questions and provide multiple explanations when appropriate to foster sense making. Encourage students to explain their observations and data Scaffold sense making opportunities so that students make connections between new learning and big ideas. Coordinate opportunities for students to apply learned concepts to new situations. Provide time and encourages students to examine changes in their thinking. Incorporate opportunities for sense-making in lesson wrap-up 	<ul style="list-style-type: none"> Engage in talk and argument around science concepts Understand the targeted concepts underlying investigations and activities 	<ul style="list-style-type: none"> <u>Designing Effective Science Instruction</u> Tweed, Understanding Ch. 3, pp107-126 <u>How People Learn</u>, Bransford, et al, P 13-14, 18-19
Teachers must make certain that students draw appropriate conclusions and see the purpose of their activities.	<ul style="list-style-type: none"> What strategy to use for the wrap-up: <ul style="list-style-type: none"> conversations written reflections Nonlinguistic representation 	<ul style="list-style-type: none"> Encourage students to explain their observations and data Scaffold sense making opportunities so that students make connections between new learning and big ideas. 	<ul style="list-style-type: none"> Make connections between new learning and previous learning and big ideas. 	<ul style="list-style-type: none"> <u>Ready Set Science</u>, Michaels, et al, P 87-96
Additional opportunities should be given to apply the learned concepts to new situations. Instruction includes opportunities for learners to be aware of their thinking and learning and how it has changed over time (metacognition).	<ul style="list-style-type: none"> How to guide collaborative discourse How to structure cooperative learning activities 	<ul style="list-style-type: none"> Encourage students to explain their observations and data Scaffold sense making opportunities so that students make connections between new learning and big ideas. Coordinate opportunities for students to apply learned concepts to new situations. Provide time and encourages students to examine changes in their thinking. Incorporate opportunities for sense-making in lesson wrap-up 	<ul style="list-style-type: none"> Apply learned concepts to new situations. Reflect on their thinking and changes in their thinking (metacognition) Engage in scientific discourse and critique Make claims and defend the claims with evidence Continually review and revise their ideas to deepen their understanding 	<ul style="list-style-type: none"> <u>Effective Science Instruction: What Does the Research Tell Us?</u>- Banilower p 9-11 <u>LASER Classroom Observation Protocol</u>

3. Sense Making

Key Elements of Effective Science Instruction

Key Element of Effective Science Instruction

Description/Clarification	Teachers need to know	What do teachers do	What do students do	Research
<p>In order to provide effective science instruction the opportunity to learn science content is made accessible to each student in the class. The classroom should reflect the belief that all students can learn science.</p> <p>Science is a social enterprise that requires active participation in classroom discourse. It requires students to understand and practice the appropriate norms for presenting scientific arguments and evidence and to practice productive social interactions with peers in the context of classroom science investigations.</p> <p>The classroom environment should include motivation and attitudes that provide a foundation for students to be actively and productively engaged in science that is relevant and connected to students' lives.</p>	<ul style="list-style-type: none"> Understand students' context : <ul style="list-style-type: none"> interest background strengths challenges The appropriate norms for engaging in scientific discourse Understand that science is fundamentally a social enterprise How to foster a collaborative learning environment Understand how scientists think about and do science 	<ul style="list-style-type: none"> Structure classroom experiences that are meaningful, relevant and connected to the learner Connect to students cultural background and life experience Motivate and encourage students to be productively involved in the science classroom Foster creativity and excitement/passion for learning science Promotes a climate of trust and respect Instruct and model effective discourse Use collaborative strategies in the science classroom 	<ul style="list-style-type: none"> See themselves as learners of science Share thinking and openly discuss their learning Respect one another and value each other's ideas Engage respectfully in scientific communication and critique Engage collaboratively in the enterprise of science Use evidence to support their argumentation 	<ul style="list-style-type: none"> <u>Designing Effective Science Instruction</u> Tweed, Environment Strategy 1, Believe All Students Can Learn, pp127-138 Environment Strategy 3: Develop Positive Attitudes & Motivation, pp150-160 <u>Readv, Set, Science</u>, Michaels, et al, Making Thinking Visible: Talk & Argument, pp87-108 <u>Science Classroom Observation Guide (SCOG)</u> NCOSP, IC, Science Content is Made Accessible to Each Student. <u>LASER Classroom Observation Protocol</u>

4. Classroom Culture And Environment

Regional Mathematics and Science Coordinators

What we do...

ESD 123 Regional Mathematics and Science Coordinators work with teachers and administrators in 23 school districts across Southeastern Washington. Our work supports improved classroom instruction, connects educators, and builds leadership for strengthening K-12 math and science programs. Ultimately, the return on investment is improved learning for every student.

equity...

support...

network...



Provide Regional Professional Development

Creating Equity Across Districts -

- ◆ Provided regional math and science content trainings
- ◆ Developed a regional mathematics item bank aligned to the state standards
- ◆ Offered foundational kit trainings related to the science content and pedagogy of each unit
- ◆ Provided teacher leader, mentor and coaching learning opportunities
- ◆ Lead the implementation of classroom formative assessment practices through summer workshops and ongoing follow-up opportunities
- ◆ Provided onsite facilitation and implementation of formative assessment practices
- ◆ Provided training opportunities for the implementation of the newly adopted state math and science standards

equity

The Coordinators tailor their direct professional development services to fit the circumstances of the participating teachers. All districts in the region, regardless of size and composition, face huge obstacles in terms of student performance in science and math. Because the Coordinators have longevity and provide continuing services, not just one-time professional development activities, they serve as a key resource (perhaps the key resource for many districts) in boosting teacher competence in science and math.

**Dale Ingram, Education and Outreach Coordinator
LIGO Hanford Observatory**

Regional Mathematics and Science Coordinators

TRICO Humboldt County Center

support

Supporting Classroom Instruction

Helping Districts -

- ◆ Align instructional materials to the state standards
- ◆ Create standards-based assessments
- ◆ Develop and implement scoring rubrics that support standards-based grading
- ◆ Design and implement Response-to-Intervention (RtI) at the classroom level
- ◆ Facilitate the adoption of new instructional materials
- ◆ Technical support on the implementation of state initiatives

The work our Regional Math Coordinator, Cathey Bolson, has done with our 4th grade team has empowered them to truly look at math in a different light and be able to help their students become students who have the tenacity and drive to solve any problem they are presented with.

Megan Nelson, Principal
Pasco School District



Supporting Statewide Initiatives

Working As a Network -

- ◆ Synthesizing the current research and define the *Elements of Effective Science Instruction (EESI)*
- ◆ Coordinating the effort to align the most commonly used instructional materials in science to the state standards
- ◆ Collaborating with OSPI to create the Mathematics Systems Improvement Framework
- ◆ Acting as a conduit to provide timely information from OSPI to district leaders

The LASER Facilitator group and the Science Leadership Network have impacted my teaching greatly. I have a better understanding of what quality science education entails and a better understand of what resources are available to me as a science educator. My association with the Facilitator group, the Science Leadership Network, and specifically our coordinator, Georgia Boatman, is directly responsible for my improvement as an educator.

Mike Davis, Teacher
Finley School District

network

For more information contact:

Cathey Bolson, Regional Mathematics Coordinator
cbolson@esd123.org

Georgia Boatman, Regional Science Coordinator
gboatman@esd123.org

Regional Support for Math & Science

Cathey Bolson

Regional Mathematics Coordinator

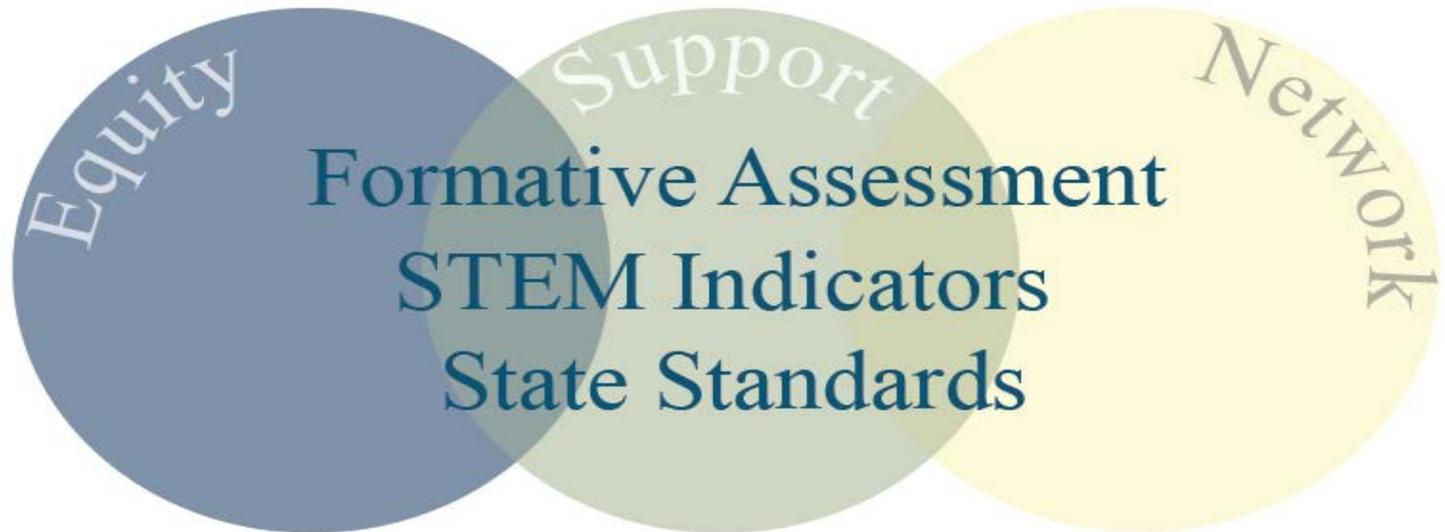
Georgia Boatman

Regional Science Coordinator



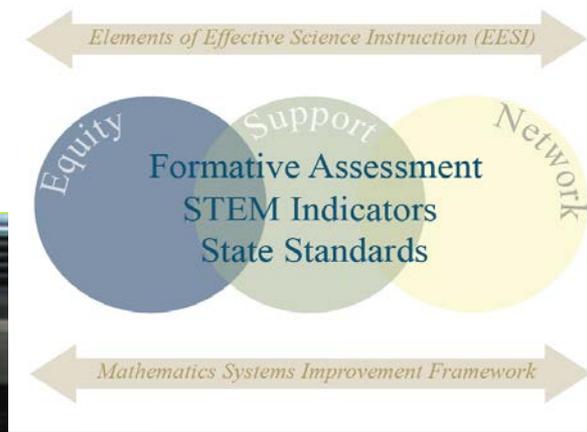
Delivering Collaborative Solutions
that Promote Learning

Elements of Effective Science Instruction (EESI)



Mathematics Systems Improvement Framework

Formative Assessment Support



- o Relationships
- o Superintendents
- o Curriculum Directors
- o Coaches
- o Teachers

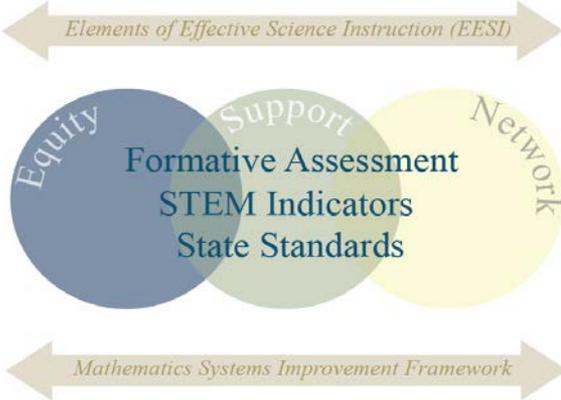


Formative Assessment Equity

- o Small Schools Consortium
- o Coaches & Teacher Leaders
- o Regional Delivery
- o Regional Item Bank



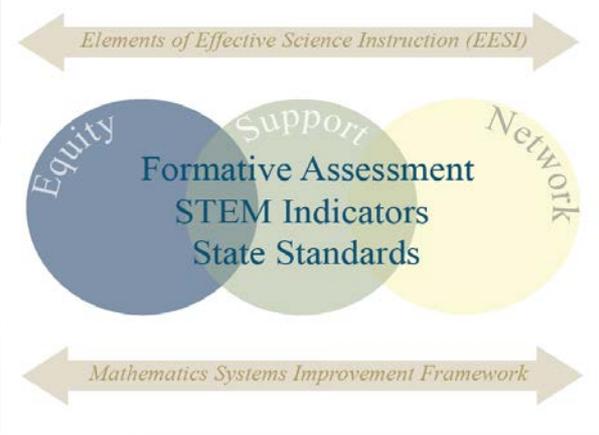
Formative Assessment Network



- o Statewide Item Bank
- o Shared Best Practice Statewide
- o Math Framework
- o EESI



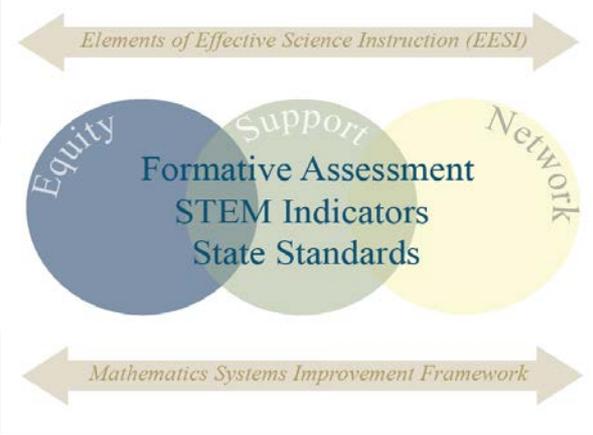
STEM Equity



- o Wind Farms
- o Hanford Area
- o Farming
- o Fisheries
- o Access for All Schools



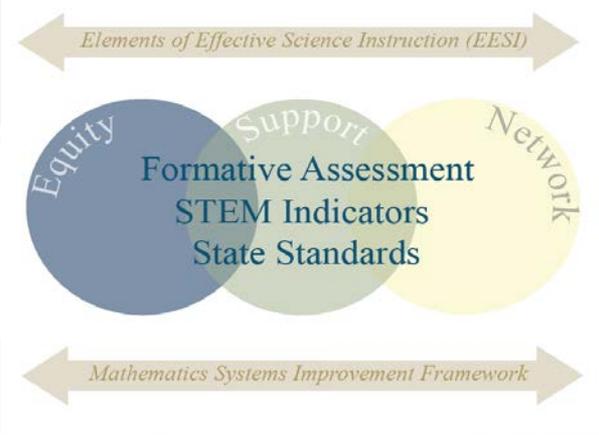
STEM Support



- o Readiness
- o Indicators
- o Grants



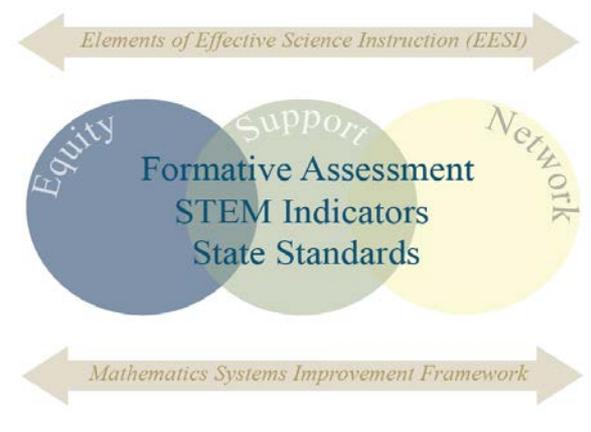
STEM Network



- Advisory Group
- Statewide Collaboration
- Business Community
- Higher Education



Standards Network



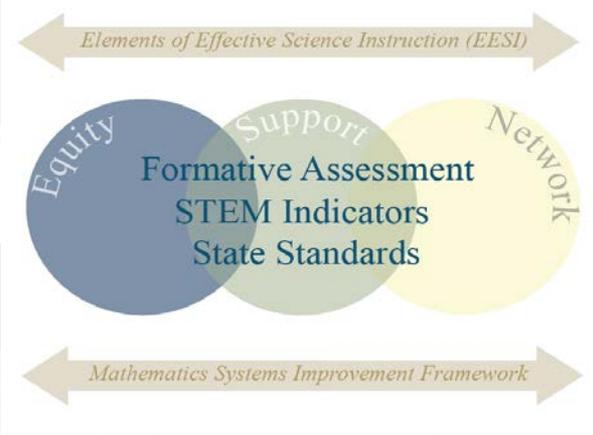
- Statewide Collaboration
- Teacher Leaders
- Shared Resources
- Created Tools
- Professional Development Frameworks



Structure - Common Themes

- Clear communication system
- Effective partnerships
- Clear and defined roles
- Action plan with contingencies
- Robust and dynamic process of gathering information to inform Action Plan
- Continuous development of individual and group strengths

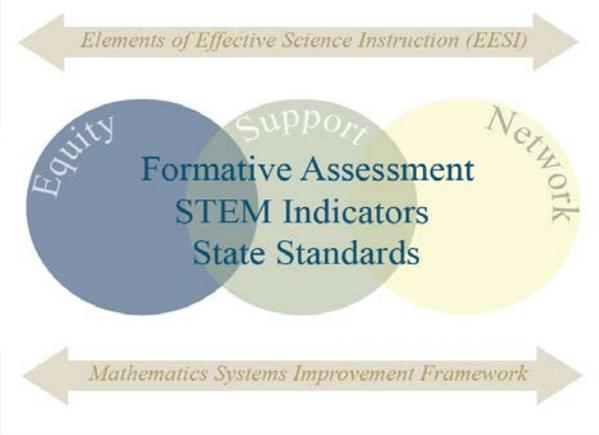
Standards Support



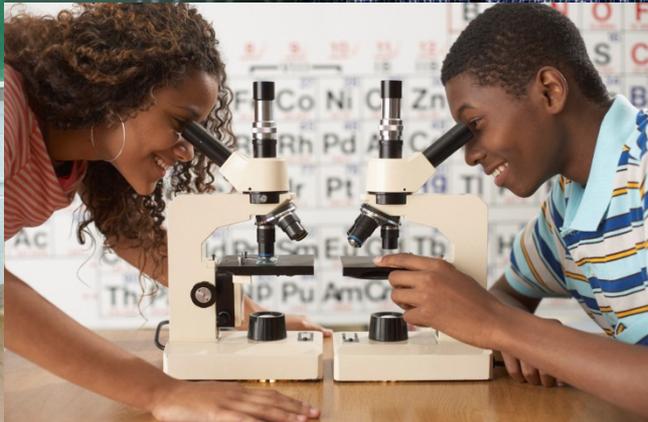
- o Provided Tools to Districts
- o Provided Regional Trainings
- o Curriculum Adoptions
- o Alignment Documents
- o Technical Assistance

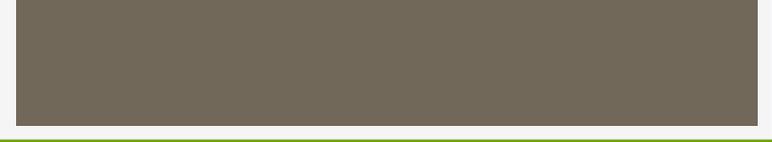


Standards Equity



o Every District
o Every School
o Every Student





Thank you for this opportunity

Cathey Bolson

cbolson@esd123.org

Georgia Boatman

gboatman@esd123.org

PLCs in Action ~ Data, Dialogue & Collaboration

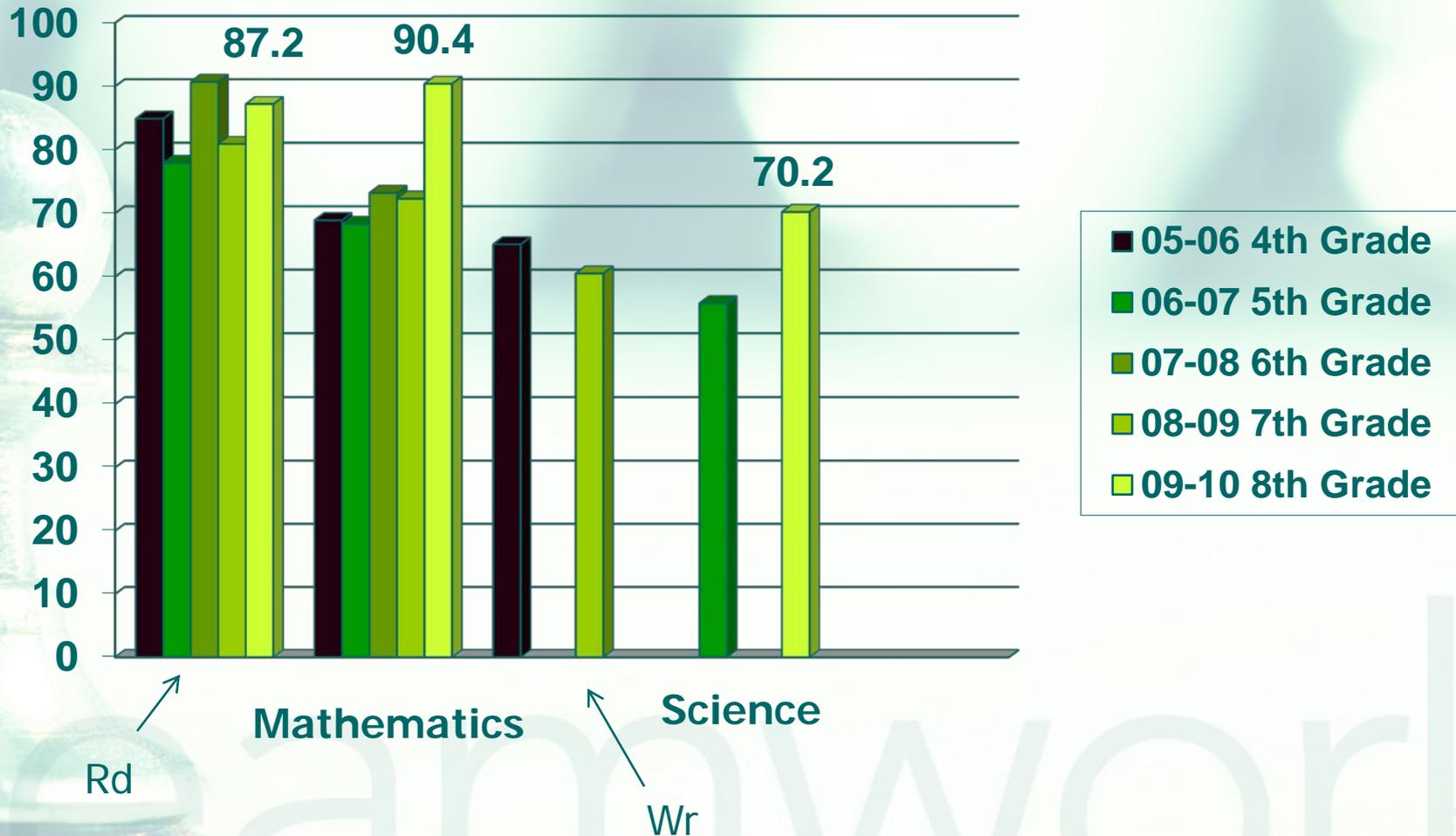
- Icicle River Middle School
 - Serves 6 rural NCW communities
 - Grades 6-8
 - 280-300 students

School of distinction 2007-2010

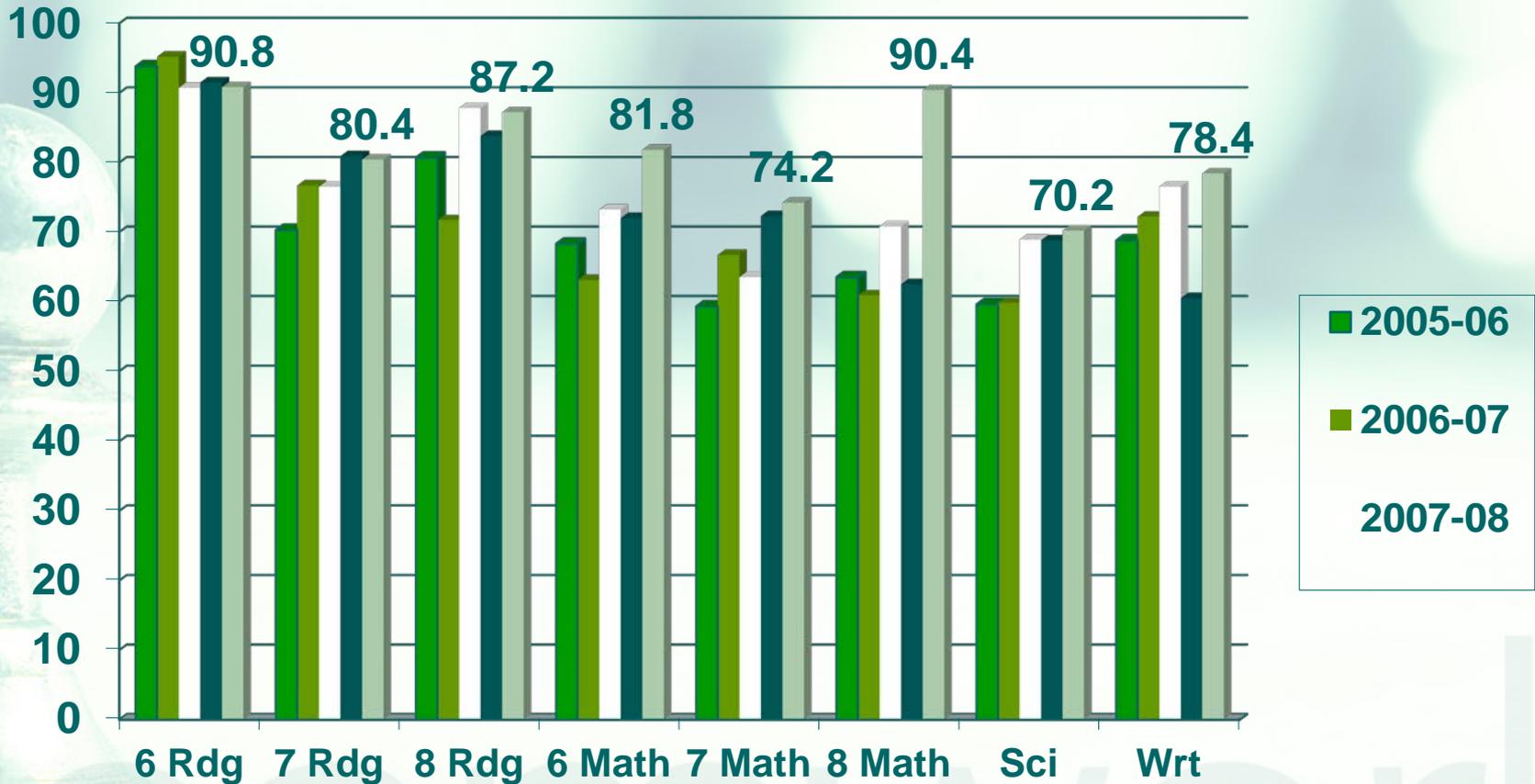
- Top 5 percent of schools for Improvement over five years
- Only middle school in the state to win five statewide awards!



Cohort Data for 8th Graders



IRMS WASL 2005-10



The 4 Pillars

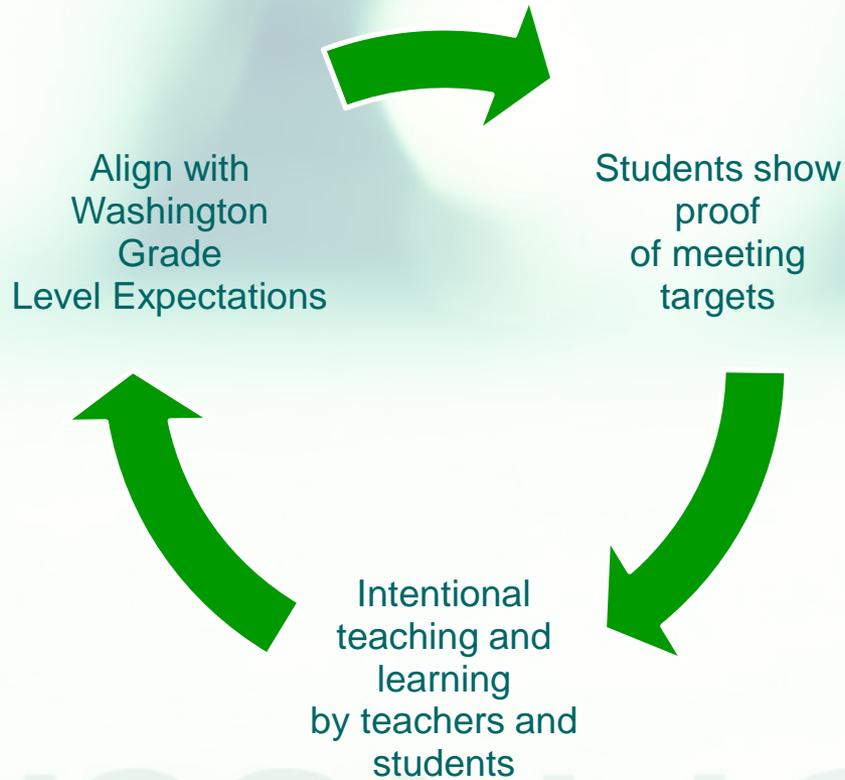
- Mission
- Vision
- Common Commitments
- Goals

What do we expect students to Learn?

- Standards-based Learning Targets
 - State Standards: GLE's in all subjects
 - Our curriculum is the standards



Clear Learning Targets



[Back to title page](#)

Quality Teaching and Learning

- Science:
 - Inquiry and application
 - Science conferencing
 - Modeling
 - Labs
 - Reflection
- Math
 - Standards-based targets
 - Conceptual mathematics

**8th Grade Science Targets
Inquiry
Evidence of My Learning**

Inquiry in Science Targets	How well do you understand this target (0= not well; 5 = mastered)	Evidence: Indicate the page number, quiz, or project.
1. I can generate a question that can be investigated scientifically.	0 1 2 3 4	
2. I can generate a logical plan for, and conduct, a scientific controlled investigation with the following attributes:	0 1 2 3 4	
a. I can make a hypothesis (prediction)	0 1 2 3 4	
b. I can give reasons for my hypothesis.	0 1 2 3 4	
c. I can list the materials , and tools needed for the experiment.	0 1 2 3 4	
d. I can identify the controlled variables (kept the same) in my procedures.	0 1 2 3 4	
e. I can identify the one manipulated variable (changed) in my procedures.	0 1 2 3 4	
f. I can identify the one responding variable (measured) in my procedures.	0 1 2 3 4	
a. I can gather, record and organize data using appropriate units, data table, and/or graphs.	0 1 2 3 4	
b. I can make my data reliable by including multiple trials .	0 1 2 3 4	
3. I can identify and explain safety requirements that would be needed in the investigation	0 1 2 3 4	
4. Generate a scientific conclusion that explains how the data supports the answer.	0 1 2 3 4	
5. Describe the difference between evidence (data) and conclusions.	0 1 2 3 4	
6. I can create a model to investigate the behavior of objects, events, and systems.	0 1 2 3 4	
7. I can explain the advantages and limitations of investigating with a model.	0 1 2 3 4	



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Targets and Evidence of My Learning

Life Science

Big Idea: Structure and Function of Organisms

Core Content: From Cells to Organisms (Cells)

Target	How well do you understand this target?	Evidence: page number, quiz date, or project.
1. I can explain that cells are the basic units of life.	0 1 2 3 4 5	
2. I can use a microscope to draw, label, and describe plant and animal cells.	0 1 2 3 4 5	
3. I can explain a function of cells which helps to keep an organism alive: taking in nutrients.	0 1 2 3 4 5	
4. I can explain a function of cells which helps to keep an organism alive: photosynthesis.	0 1 2 3 4 5	
5. I can explain a function of cells which helps to keep an organism alive: respiration.	0 1 2 3 4 5	
6. I can explain a function of cells which helps to keep an organism alive: using energy to do work.	0 1 2 3 4 5	
7. I can explain a function of cells which helps to keep an organism alive: releasing waste materials.	0 1 2 3 4 5	
8. I can explain a function of cells which helps to keep an organism alive: producing materials that the organism needs.	0 1 2 3 4 5	
9. I can explain a function of cells which helps to keep an organism alive: cell division.	0 1 2 3 4 5	
10. I can draw concept maps which describe a cell as a system.	0 1 2 3 4 5	
11. I can describe how the structure of a specialized cell is related to its function.	0 1 2 3 4 5	
12. I can use labeled diagrams to show the similarities and differences between plant and animal cells.	0 1 2 3 4 5	



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Sixth Grade Targets

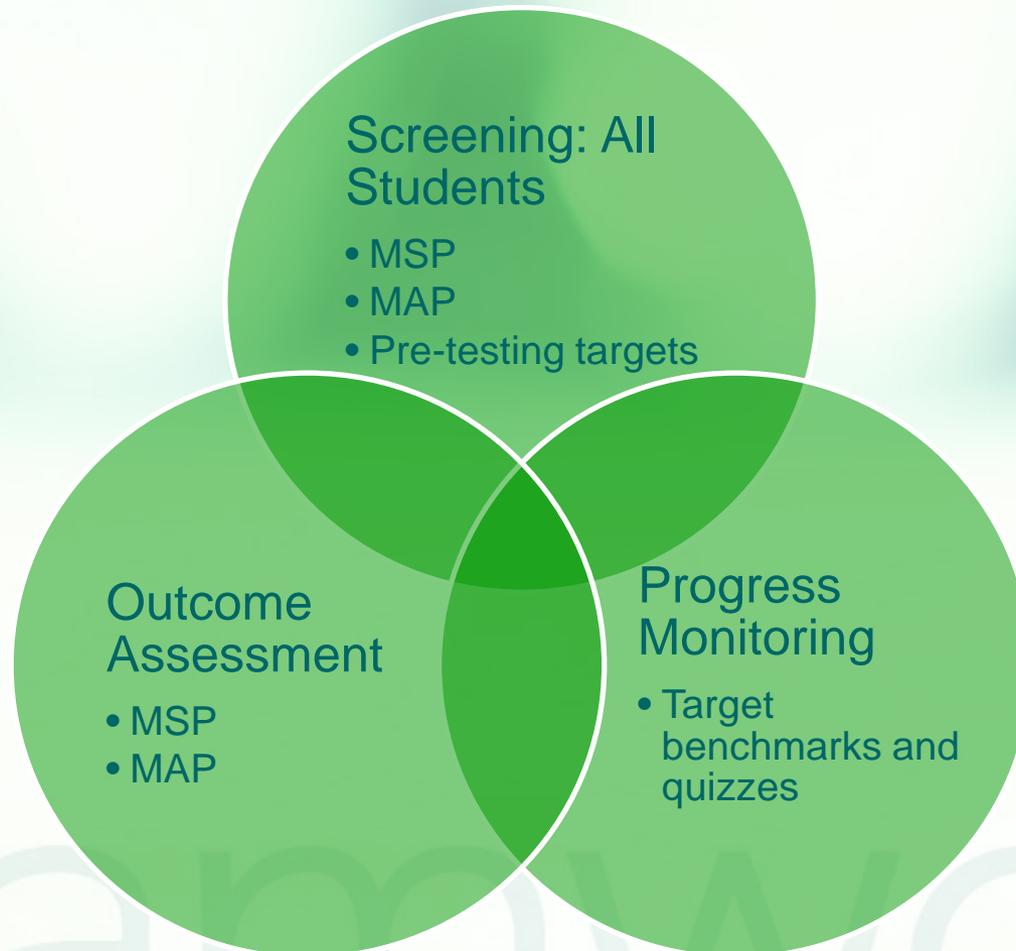
	... using the number line, lists and	6.4.A	Determine the circumference and area of circles.
	... using area models and the equation.	6.4.B	Determine the perimeter and area of a composite figure that can be divided into triangles, rectangles, and parts of circles.
		6.4.C	Solve single and multi – step problems involving the relationship among the radius, diameter, circumference and area of circles and verify the solutions.
		6.4.D	Recognize and draw two-dimensional representations of three-dimensional figures.
6.1.D	Fluently and Accurately multiply and divide non-negative fractions and explain the inverse relationship between multiplication and division with fractions	6.4.E	Determine the surface area and volume of rectangular prisms using appropriate formulas and explain why the formulas work.
6.1.E	Multiply and divide whole numbers and decimals by 1000, 100, 10, 1, 0.1, 0.01, and 0.001	6.4.F	Determine the surface area of a pyramid.
6.1.F	Fluently and accurately multiply and divide non-negative decimals.	6.4.G	Describe and sort polyhedra by their attributes: parallel faces, types of faces, number of faces, edges and vertices.
6.1.G	Describe the effect of multiplying or dividing a number by one, by zero, by a number between zero and one, and by a number greater than one	6.5.A	Use strategies for mental computations with non-negative whole numbers, fractions
6.1.H	Solve single and multi step word problems involving operations with fractions and verify the solutions	6.5.B	Locate positive and negative integers on the number line and use integers to represent quantities in various contexts.
6.2.A	Write a mathematical expression and equation with variables to represent information in a table or given situation.	6.5.C	Compare and order positive and negative integers using the number line, lists and the symbols $<$, $>$, or $=$.
6.2.B	Draw a first-quadrant graph in the coordinate plane to represent information in a table or given situation.	7.1.A	Compare and order rational numbers using the number line, lists, and the symbols $<$, $>$, or $=$.
6.2.C	Evaluate mathematical expressions when the value for each variable is given.	7.1.B	Represent addition, subtraction, multiplication and division of positive integers visually and numerically.
6.2.D	Apply the commutative, associative, and distributive properties, and use the order of operations to evaluate mathematical expressions.	7.1.D	Define and determine the absolute value of a number.
6.2.E	Solve one step equations and verify solutions.	7.4.A	Represent the sample space of probability experiments in multiple ways, including tree diagrams and organized lists.
6.3.A	Identify and write ratios as comparisons of part-to-part and part-to-whole relationships.	7.4.B	Determine the theoretical probability of a particular event and use theoretical probability to predict experimental outcomes.
6.3.B	Write ratios to represent a variety of rates.	7.4.C	Describe a data set using measures of center (median, mean and mode) and variability (maximum, minimum and range) and evaluate the suitability and limitations of using each measure for different situations.
6.3.C	Represent percents visually and numerically and convert between the fractional, decimal, and percent representations of a number.	7.4.D	Construct and interpret histograms, stem-and-leaf plots and circle graphs.
6.3.D	Solve single and multi step word problems involving ratios, rates, and percents and verify the solutions	7.5.A	Graph ordered pairs of rational numbers and determine the coordinates of a given point in the coordinate plane.
6.3.E	Identify the ratio of the circumference to the diameter of a circle as the constant π , and recognize $22/7$ and 3.14 as common approximations of π .	7.5.B	Write the prime factorization of whole numbers greater than 1, using exponents when appropriate.
6.3.F	Determine the experimental probability of a simple event using data collected in an experiment.		
6.3.G	Determine the theoretical probability of an event and its complement and represent the probability as a fraction or decimal between 0 and 1 or as a percent between 0 and 100.		

How do we know students have learned?

- Assessment
- Data



Assessment: Math and Science



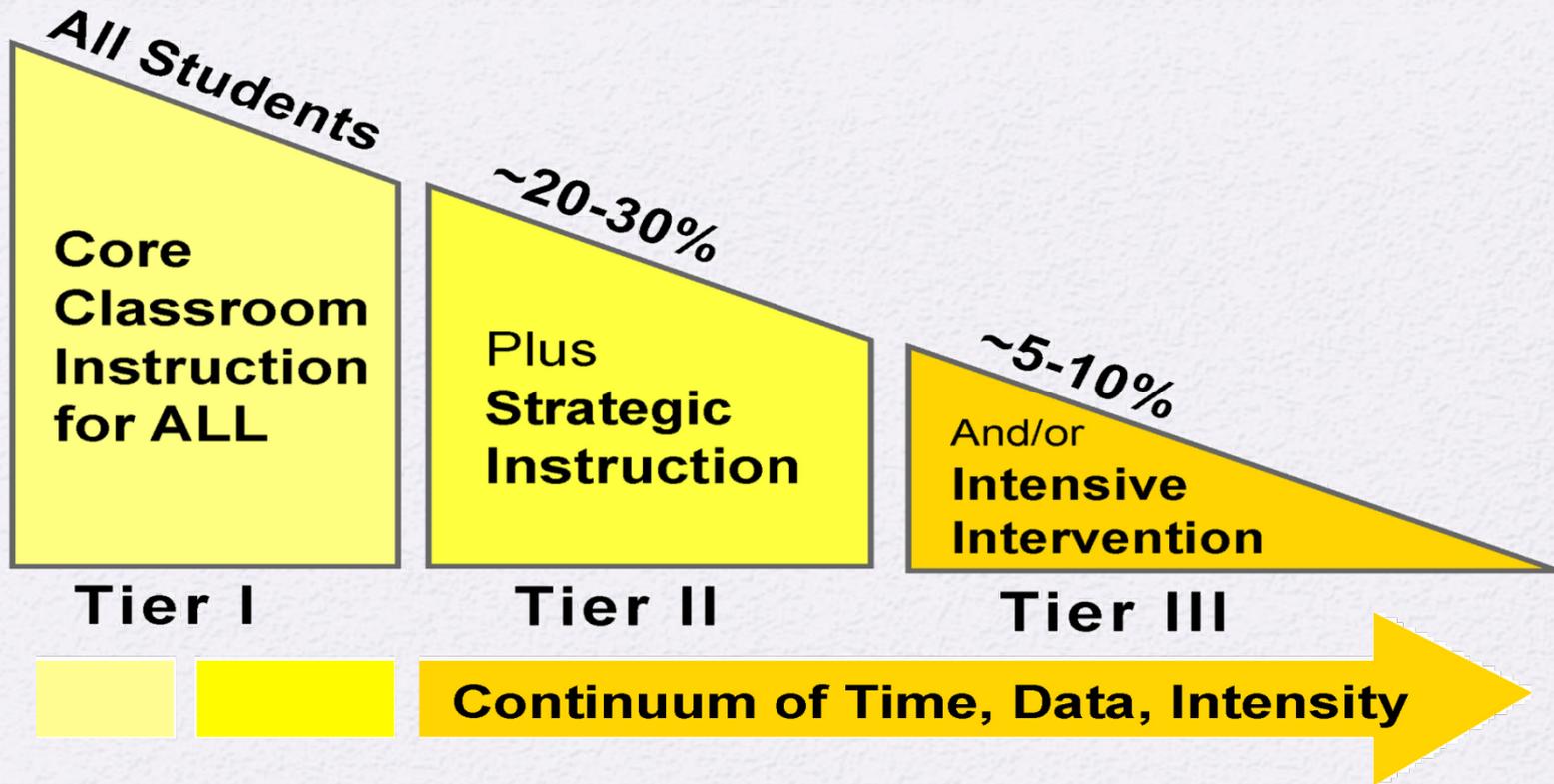
How do we respond when students do or do not learn?

- 3 Tier Model
- Enrichment
- In-class interventions

Learning Emergencies

- Children not reading at grade level by age nine are 10 times more likely to drop out of school
- They will have the earning power of about \$12,000
- 43% of people with lowest literacy skills live below the government poverty line
- 70% of all prison inmates are functionally illiterate or below 4th grade reading level

A system-wide response to learning emergencies...Three Tier Model



Washington State K-12 Reading Model

How do we respond?

- Tracking data
 - Student Ownership of learning
- Re-teach and extend
 - Go back and ensure mastery of standards
 - Depth on Breadth

“Additional support is directive, NOT invitational” PLC

■ Example Schedule

- 8:05-9:45 Tier I Language Arts, Social Studies Block
- 9:50-11:30 Tier I Math & Science Block
- 11:30-12:00 Lunch
- 12:05-1:20 Tier III & Exploratory
 - A Day: Choir, Band, PE, or Art
 - B Day: Special Ed, ELL
- 1:25-2:00 Tier II Enrichment (Intervention or Acceleration)
- 2:00-2:35 Tier II Enrichment (Intervention or Acceleration)
- 2:35-2:45 MYDC Wrap-Up

Collaboration

- Time
- Resources



A flexible day

- Flexible Block
- Collaboration built into the day



Teaming

- 40 minutes per day—Required
- Team Room
- Curriculum, schedule, student issues and meetings
- Empowerment



School-wide management

- Make Your Day Count Citizenship Program (1997)
- Discipline to Citizenship
 - Student Planner
 - Staff Committee
 - Student Committee

Name	Exploratory	1	2	3	4	5	C.A	Points	MYD ?
Points Possible	50	50	50	50	50	50	50	350	
Mr. Janski									
Mrs. Brixey									
COURTNEY									
ELIJAH									
MICHAEL									
JUAN									
ANTONYA									
HAILEY									
CAITLIN									
EDITH									
JUAN									
JULIEN									
ELI									
MARIO									
JASMINE									
JOE									
ROSA									
NICHOLAS									
TRISTIN									
BRANDON									
JORDAN									
JOHNNA									
ALAN									
PAIGE									
JENNI									
TYLER									

Continuous Improvement @ IRMS

Short Term

- Vertical Teaming
 - Professional Development
- Data Collection
 - Assessments in Math, Reading, Writing, and Social Studies to inform instruction
- Targeted Support—Differentiated Instruction
 - Extra Time for Level 1 & 2's
- Instructional Coaching—Best Practices

Long Term

- State/NCESD Professional Development
- National Boards
- Continue grade-level and vertical teaming, flexible block scheduling, and MYDC
- Instructional Framework—Best Practices

Policy Implications

- Clear standards
- Flexibility to meet standards
- Collaboration time built into the day
- Support National Board Certification



Enter School Code:	4403
District	Cascade
School	Icicle River Middle School

2010 Achievement Award: (* indicates the school has won this award for two years)

Overall Excellence*

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

School Year 2009-2010

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	5	6	6		6.00
Achievement of low income students	6	6	6	4		5.50
Achievement vs. peers	7	7	7	7		7.00
Improvement from the previous year	5	7	7	7		6.50
Index Scores	6.25	6.25	6.50	6.00		6.25 Exemplary

2009 - 10 Achievement Gap

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 stds	6	7	3	6	7	7				6.00
Achievement of white and Asian students	7	7	7	6	7	7				6.83
Achievement Gap										0.83

2008-2009 and 2009-2010 Averages

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students						6.00
Achievement of low income students						4.63
Achievement vs. peers						6.38
Improvement from the previous year						4.63
Index Scores	6.13	4.38	5.75	5.38		5.41 Very Good

District	Cascade
School	Icicle River Middle School
2009 Achievement Award:	Overall Excellence

School Year 2008-2009

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income stds	7	5	6	6		6.00
Achievement of low income students	6	2	3	4		3.75
Achievement vs. peers	7	2	7	7		5.75
Improvement from the previous year	4	1	4	2		2.75
Index Scores	6.00	2.50	5.00	4.75		4.56 Good

2008-2009 Achievement Gap

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 stds	6	7	4	4	7	4				5.33
Achievement of white and Asian students	6	7	3	5	7	4				5.33
Achievement Gap										0

School Year 2007-08

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	6	5	6		6.00
Achievement of low income students	5	4	3	2		3.50
Achievement vs. peers	7	5	7	7		6.50
Improvement from the previous year	7	4	6	7		6.00
Index Scores	6.50	4.75	5.25	5.50		5.50 Exemplary

Enter School Code:	3564
District	Cascade
School	Cascade High School

2010 Achievement Award: (* indicates the school has won this award for two years)

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

School Year 2009-2010

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	6	5	4	7	5.80
Achievement of low income students	6	6	1	2	4	3.80
Achievement vs. peers	5	3	7	7	6	5.60
Improvement from the previous year	4	1	7	7	7	5.20
Index Scores	5.50	4.00	5.00	5.00	6.00	5.10 Very Good

2009 - 10 Achievement Gap

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 stds	6	7	3	1	7	7	5	7	4	5.22
Achievement of white and Asian students	7	4	7	5	5	7	6	7	7	5.78
Achievement Gap										0.56

2008-2009 and 2009-2010 Averages

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students						5.40
Achievement of low income students						3.50
Achievement vs. peers						5.40
Improvement from the previous year						3.70
Index Scores	5.13	4.63	3.75	4.38	4.63	4.50 Good

District	Cascade	
School	Cascade High School	
2009 Achievement Award:	-	

School Year 2008-2009

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income stds	7	7	3	3	5	5.00
Achievement of low income students	5	6	1	1	3	3.20
Achievement vs. peers	5	5	5	7	4	5.20
Improvement from the previous year	2	3	1	4	1	2.20
Index Scores	4.75	5.25	2.50	3.75	3.25	3.90 Fair

2008-2009 Achievement Gap

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 stds	5	7	4	1	5	1	5	7	2	4.11
Achievement of white and Asian students	6	5	1	3	6	1	4	4	1	3.44
Achievement Gap										-0.67

School Year 2007-08

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	7	5	4	7	6.00
Achievement of low income students	4	6	1	1	7	3.80
Achievement vs. peers	7	6	7	7	7	6.80
Improvement from the previous year	6	7	4	7	7	6.20
Index Scores	6.00	6.50	4.25	4.75	7.00	5.70 Exemplary

REQUIRED ACTION DISTRICT APPROVAL PROCESS DEBRIEF

BACKGROUND

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

1. Lakeridge Elementary School, Renton School District
2. Morton Junior-Senior High School, Morton School District
3. Onalaska Middle School, Onalaska School District
4. Soap Lake Middle and High School, Soap Lake School District

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 concerns in 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 Review Team of SBE Board members and staff read the plans and academic performance audits in detail to analyze whether the plans meet the above requirements. The Review Team made initial recommendations to approve Renton and not to approve Morton, Onalaska, and Soap Lake.

The RADs presented their plans to the SBE at a Special Board meeting on March 31. Renton was approved, and based on their verbal presentations Morton and Soap Lake were given approval under the condition that they submit revised plans that included their verbal comments made that day. Both districts quickly submitted revised plans and were approved. Onalaska was not approved because the plan did not adequately address each of the academic performance audit areas of concern.

Onalaska School District chose to revise its Required Action plan prior to the May 10 deadline set by the Board. The Review Team recommended approval of the revised plan, and on April 28 a second Special Board meeting was held to review the revised Onalaska plan. SBE found that Onalaska's Required Action plan addressed all the SBE concerns raised during the March 31, 2011 meeting and therefore approved the revised plan, allowing Onalaska to move forward with implementation.

POLICY CONSIDERATION

As this was the first year of a complex approval process, it is not surprising that there were some challenges. Staff and the Review Team have discussed challenges and recommendations for improving the process. Broader SBE input is sought.

Challenge:

The timeline was extremely short and made it difficult for the Review Team and the larger Board to fully review the documents. The Review Team did thoroughly review them; however, it proved difficult for Board members to fit this compressed review into their schedules.

Solution:

SBE agreed to hold the initial special Board meeting on March 31 to accommodate OSPI's request. OSPI did not provide materials according to the agreed timeline and therefore the time for review was extremely short. Next year staff will build in additional weeks between receiving the final RAD plans and the SBE meeting to review the plans.

Challenge:

By definition this process required multiple documents from the RADs. Because SBE did not get materials from OSPI as scheduled, plans were shared with Board members as they were received. This created confusion because there were too many different sets of documents, both electronic and printed.

Recommendation:

Additional time will enable staff to forward final versions of documents in printed form all at once.

Challenge:

The Special Board meeting was set up as a conference call with some Board members opting to attend in person. The conference call format was not ideal for the in-person presentations, especially given the number of documents to which RADs referred.

Recommendation:

Staff recommends that the next RAD plan review happen in person and if possible during a regular Board meeting.

Challenge:

RADs did not understand the SBE review process. They had been given OSPI approval and did not understand that SBE was looking at a different set of criteria. SBE staff had allowed OSPI to be the only point of contact for RADs in order to simplify communication with districts and streamline the process.

Recommendation:

Next year SBE will have direct communication (e.g. conference call, webinar) with all RADs to explain the process well in advance of the plan due date. This will ensure that RADs understand that they should directly and clearly address all areas of SBE review.

Challenge:

Not all RADs had superintendent representation at the first presentation on March 31. One presentation was led by someone from outside the district, which did not convey that the RAD had capacity to implement their plan.

Recommendation:

Staff will ensure that superintendents understand the importance of presenting their plan to the Board directly.

EXPECTED ACTION

None.

POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP: POLICIES RELATED TO ACHIEVEMENT OF ENGLISH LANGUAGE LEARNERS

BACKGROUND

At the March 2011 State Board of Education (SBE) meeting, staff brought to the attention of SBE members English Language Learners' (ELL) achievement scores, and noted the gaps that have persisted over time among ELL and all other students in the academic areas measured by the state assessments.

This is not a problem exclusive to Washington. The high rate of growth in the number of ELLs nationwide and the concerns about their learning prompted the U.S. Department of Education to initiate a series of national conversations to find new ways to teach children whose primary language is not English¹. One such event took place in Seattle in March 2011.

At the same time, the federal government is considering recommendations to improve the Elementary and Secondary Education Act. The Working Group on ELL Policy made recommendations to improve the ways systems gather "clear information about ELL achievement or foster efforts to build on their linguistic strengths,"² including suggestions regarding the accounting of Title III Annual Measurable Achievement Objectives (AMAOs) that address English language proficiency.

Staff will present a snapshot of Washington ELLs, focusing their presentation on the status of current assessment and accountability policies impacting ELLs, including the ways Washington defines and applies AMAOs. (See Attachment A for the Executive Summary of the 2009-10 Report to the Legislature of the state's Transitional Bilingual Instruction Program.)

In addition, four members of the Pasco School District Parent Advisory Committee will talk with the Board about their involvement with the District and their collaborative efforts to improve the education of their migrant and/or bilingual children. They will be joined by two District staff members that oversee parent involvement.

Federal regulations require districts to provide opportunities for substantive parent involvement if they receive Title 1 (Parts A, C) and Title III Limited English Proficiency (LEP)/Bilingual funding.

- Title 1, Part A stipulates that parents must be involved in development of local plans, evaluating the effectiveness of the parental involvement policy, and in implementing

¹ Turnbull, L. (March 23, 2011). [A cry for help in 203 languages: How to help ESL students achieve?](#)

² Working Group on ELL Policy. (March 26, 2010). [Improving Educational Outcomes for English Language Learners: Recommendations for the Reauthorization of the Elementary and Secondary Education Act.](#)

district and school improvement provisions to assist children served by the program to reach proficiency on state assessments.

- Title 1, Part C (Migrant) requires, “to the extent feasible,” programs to provide advocacy and outreach activities for migrant children and their families, including informing them of, or helping them gain access to, other education, health, nutrition, and social services.
- Title III, Part A requires districts to implement effective outreach to parents of Limited English Proficient (LEP) children. Parents are to be informed about how they can be involved in their children’s education and how they can assist their children to learn English and meet state content and academic achievement standards.³

One significant way that Pasco School District has met their responsibility to involve parents is through a Migrant/Bilingual Parent Advisory Committee (PAC), established over 25 years ago and today a thriving organization. The PAC provides regular input at the school and district level, and organizes a conference once a year that hundreds of parents and students attend. 2011 will be the eleventh year the conference has been held. Members of the PAC will be presenting about their organization at the 2011 National Migrant Education and Washington Association for Bilingual Education conferences in May.

Pasco School District’s formal charge to the PAC is as follows:

Section 1: Purpose

The mission of the school district is to create an educational environment, which allows the opportunity for every student to achieve his or her potential and to become a productive adult and contributing community member. The purpose of the Parent Advisory Committee is to support the mission of the district by facilitating the quality input of parents of the children enrolled in the migrant and/or bilingual programs. The Parent Advisory Committee will provide input to the superintendent in the development and improvement of programs that serve eligible migrant and/or bilingual program students. The needs and resources of the school district require that there be a maximum effort to instill in parents the importance of their involvement in the educational process of their children.

Section 2: Objectives

The objectives of the Parent Advisory Committee (PAC) shall be to assist the superintendent with the coordination of community resources in the operation of the district’s migrant and bilingual education programs.

The Parent Advisory Committee shall provide advice to the superintendent regarding the No Child Left Behind Act of 2001 (NCLB) Title 1 Migrant Education Program, and the Washington State Transitional Bilingual Education Program in:

1. Developing programs for the schools that focus on the educational needs of migrant and/or bilingual students.
2. Planning, implementing, and evaluating educational programs.
3. Disseminating program information, including the objectives of the programs and program needs.

³ Side-by-Side: Title 1, Part A and Title III, Part A:
<http://www.k12.wa.us/MigrantBilingual/pubdocs/SmithRTitleIandTitleIIISat1000.pdf>; Title 1, Part C:
<http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html>

4. Providing input to and reviewing the annual needs assessments, year-end reports, and program activities for each school.

EXPECTED ACTION

For information only; no action expected.

ADD ATTACHMENT—IT'S TAKEN FROM A PDF FILE—NOT SURE IF WE CAN ADD IT ELECTRONICALLY?

State Board of Education

Liz Padilla Flynn, Executive Director of Student Achievement

**José Hernandez, Student Achievement/
PAC Coordinator**

**Migrant/Bilingual
Parent Advisory Members:**

Cynthia Gualajara

Araceli Montaña

Celia Nuñez

Flor Mendoza

Luz Llamas



Student Achievement

State Programs

Bilingual

- Learning Assistance

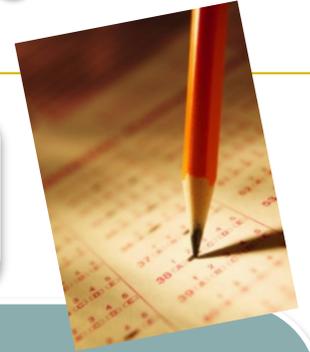


Federal Programs

- Title I Basic
- Title I Migrant
- Title III Bilingual
- McKinney Vento



Assessment
Student Data



Parent Engagement

- Parent Ed. Center
- NNPS Parent & Community Involvement

Pre-K
Coordination



19 Pasco Schools

- 11 elementary schools
- 1 early learning center
- 3 middle schools
- 2 comprehensive high schools
- 1 alternative middle and high school
- 1 joint STEM high school program—Delta



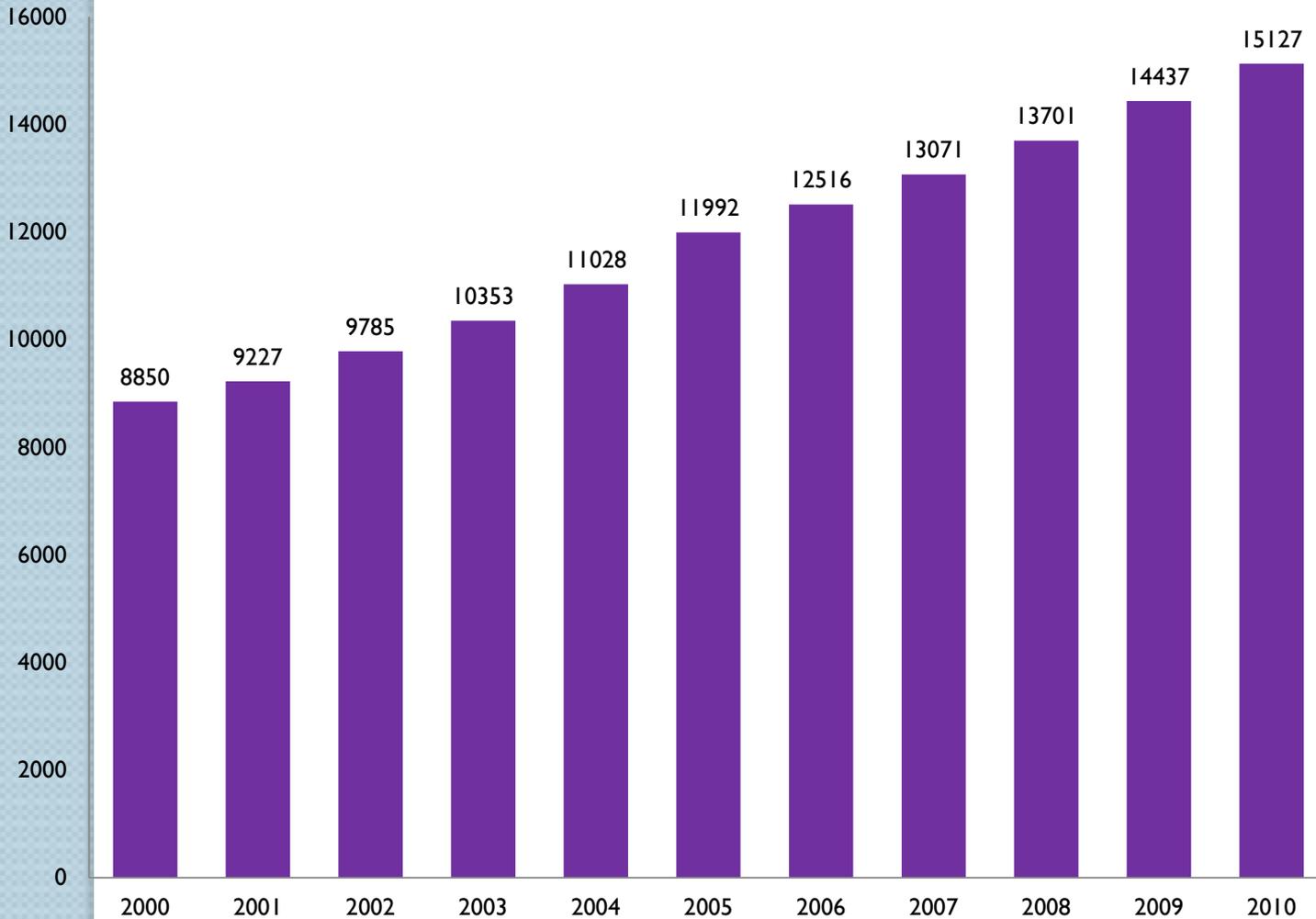
Captain Gray Early Learning Center



Chiawana High School

Pasco School District No. 1 Enrollment

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Years

Since 2000, enrollment increased over 6200 students—71% or an average of over 620 new students a year—enough students to open a new school annually.

Pasco has been the fastest growing community in the state most of the last 10 years. (WA Office of Financial Management)

Increase

4.3% 5.7% 5.8% 6.5% 7.3% 5.8% 4.5% 4.8% 5.1% 4.7%

Pasco School District No. 1

	Pasco	WA
▪ Free/Reduced Meals (5/10)	72%	40%
▪ Non-English or Bilingual Homes	61%	NA
▪ English Language Learners	35%	8%
▪ Transitioning English Learners	17%	NA
▪ Migrant (5/10)	14%	2%
▪ Special Education (5/10)	13%	13%



Uniquely Pasco

October 1, 2010 Enrollment—15,127
690 more students over 2009
1426 in just 2 years

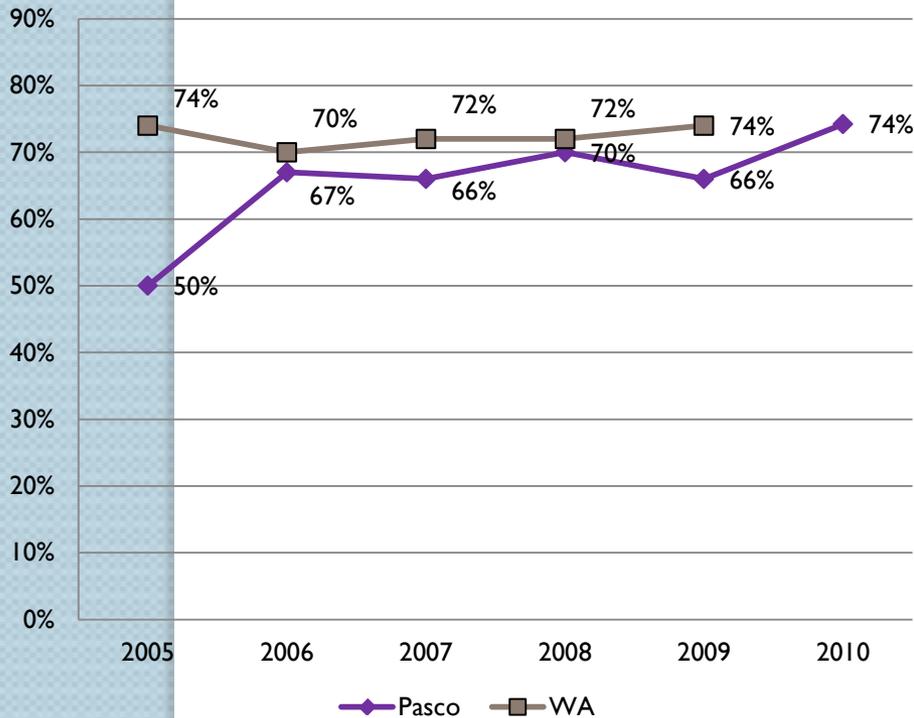


	Pasco	WA
■ Latino/Latina	69%	15%
■ White	26%	66%
■ Black	2%	6%
■ Asian/Pacific Islander	1.6%	9%
■ Native American	.4%	3%
■ Other/Multiracial	1%	NA

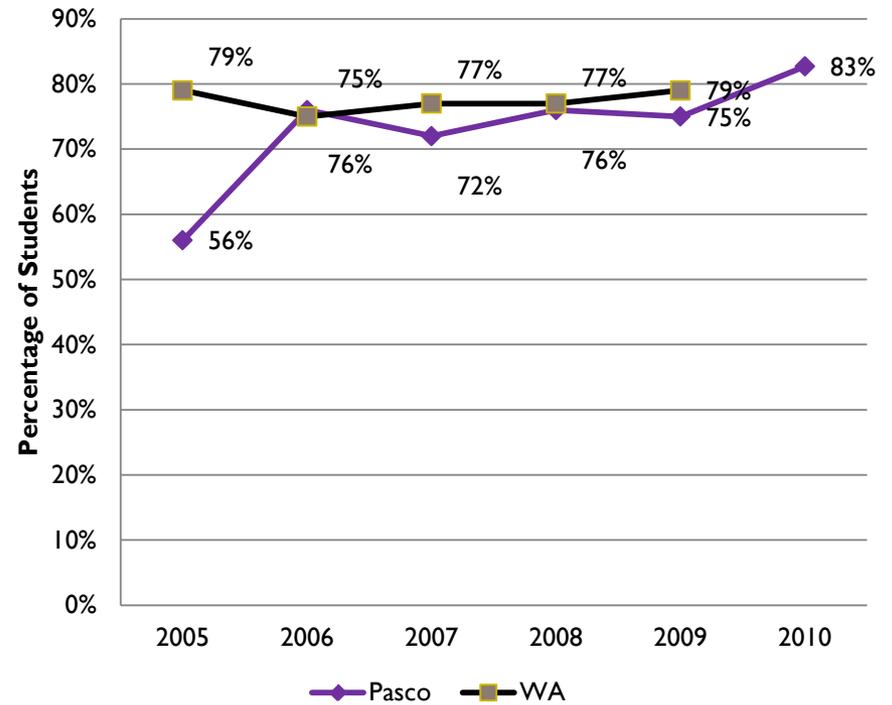
Improving Graduation Rates

The “ALL” Category

On-time Graduation Rates



Extended Graduation Rates



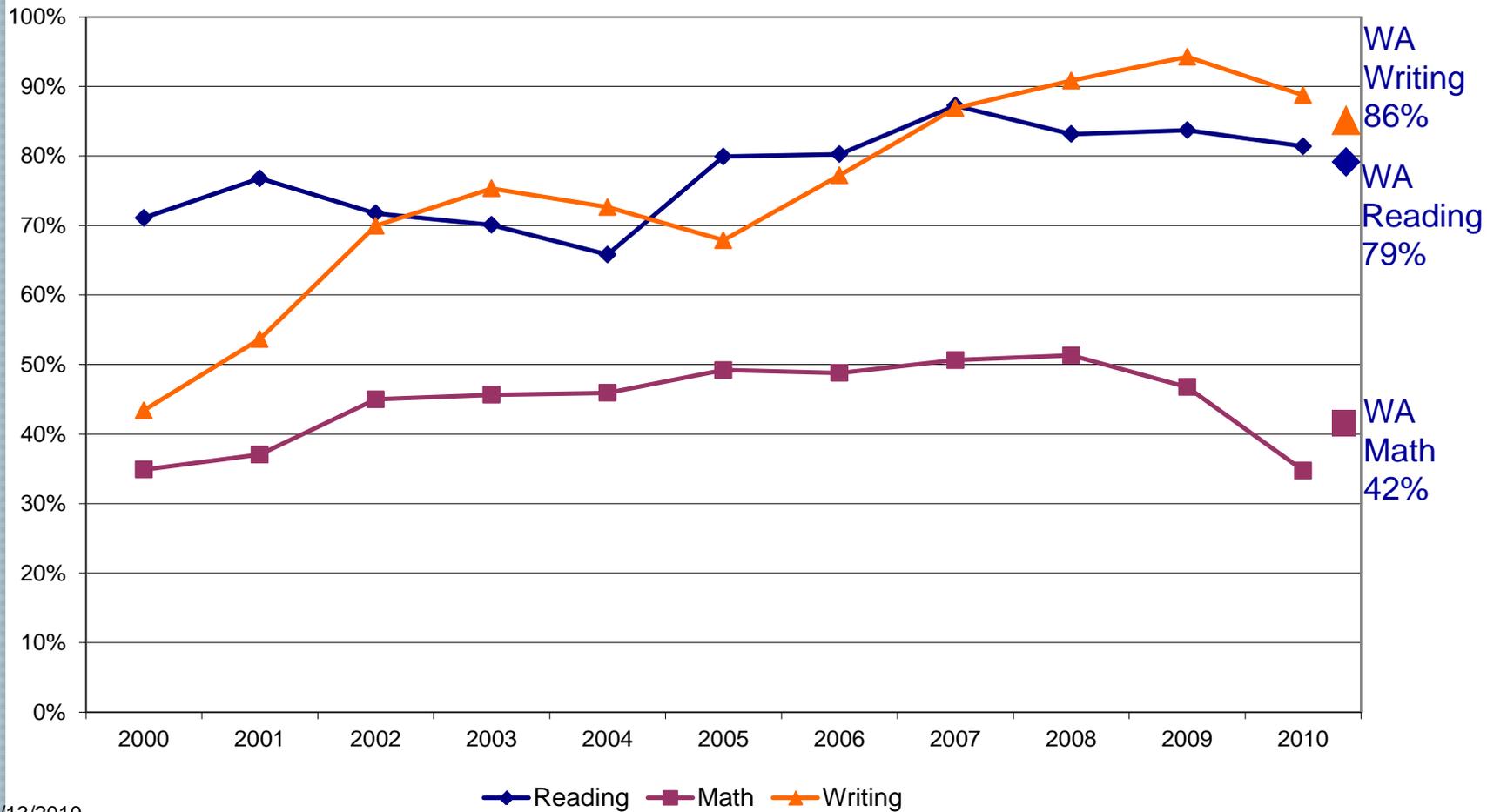
Exceeding Advanced Placement targets

Year Total	2001	2003	2005	2007	2008	2009	2010
Test Takers	48	215	228	483	470	504	643
Hispanic	6	75	91	246	272	270	429
White	39	124	107	216	174	162	184
Black	0	3	1	9	10	8	16
Other	3	13	29	12	14	32	14
No Response						32	

- *Number of students taking AP tests increased 10 fold in 2008.*
- *AP students better reflect PHS student demographics—68% students of color in 2009.*

10th grade WASL Results

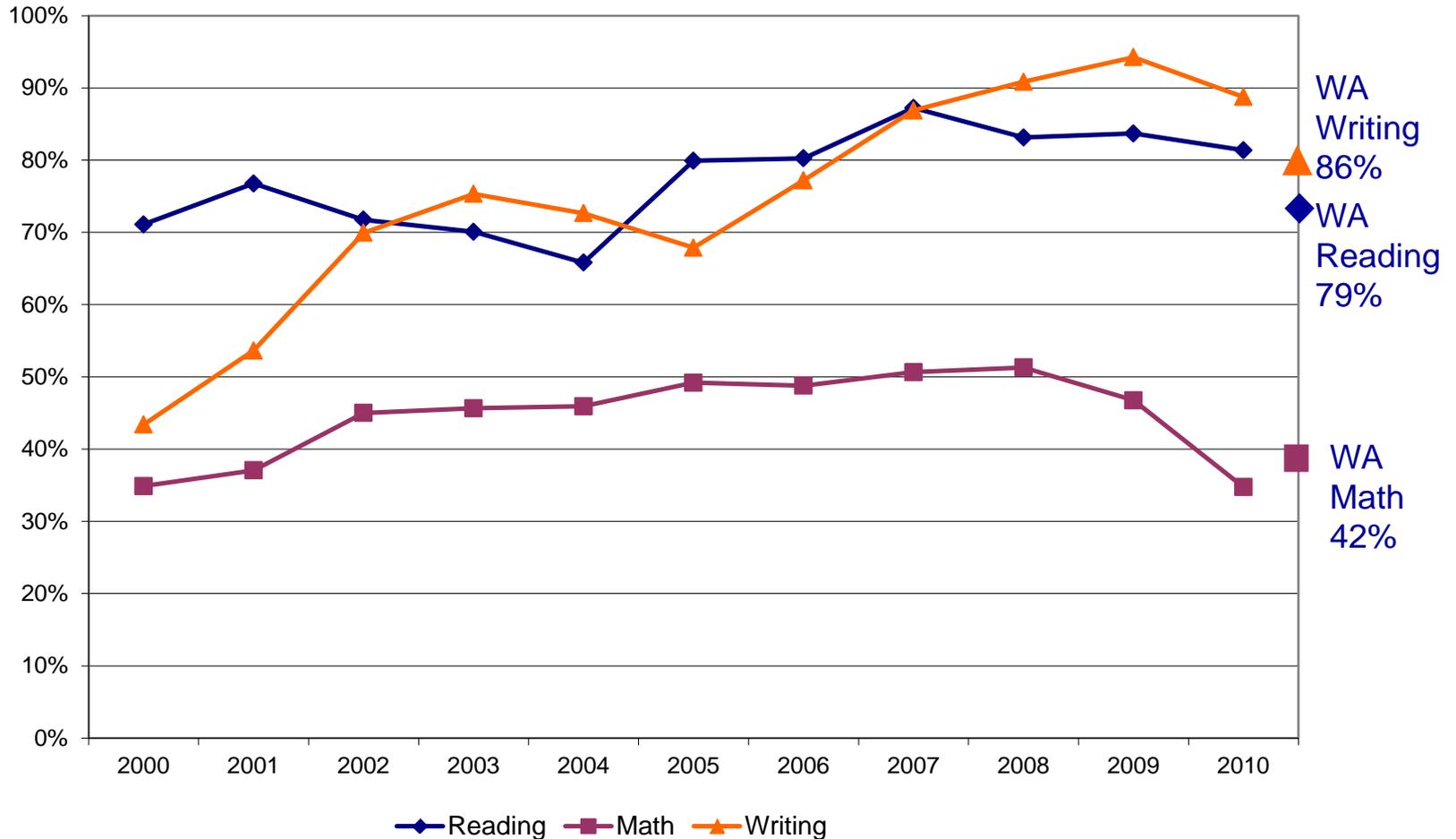
% English-Only Students Meeting Standard



10th grade WASL Results

% Reclassified English Language Learners* Meeting Standard

*Students who were non or limited English speakers, but have now learned enough English to exit the bilingual program under WA law.

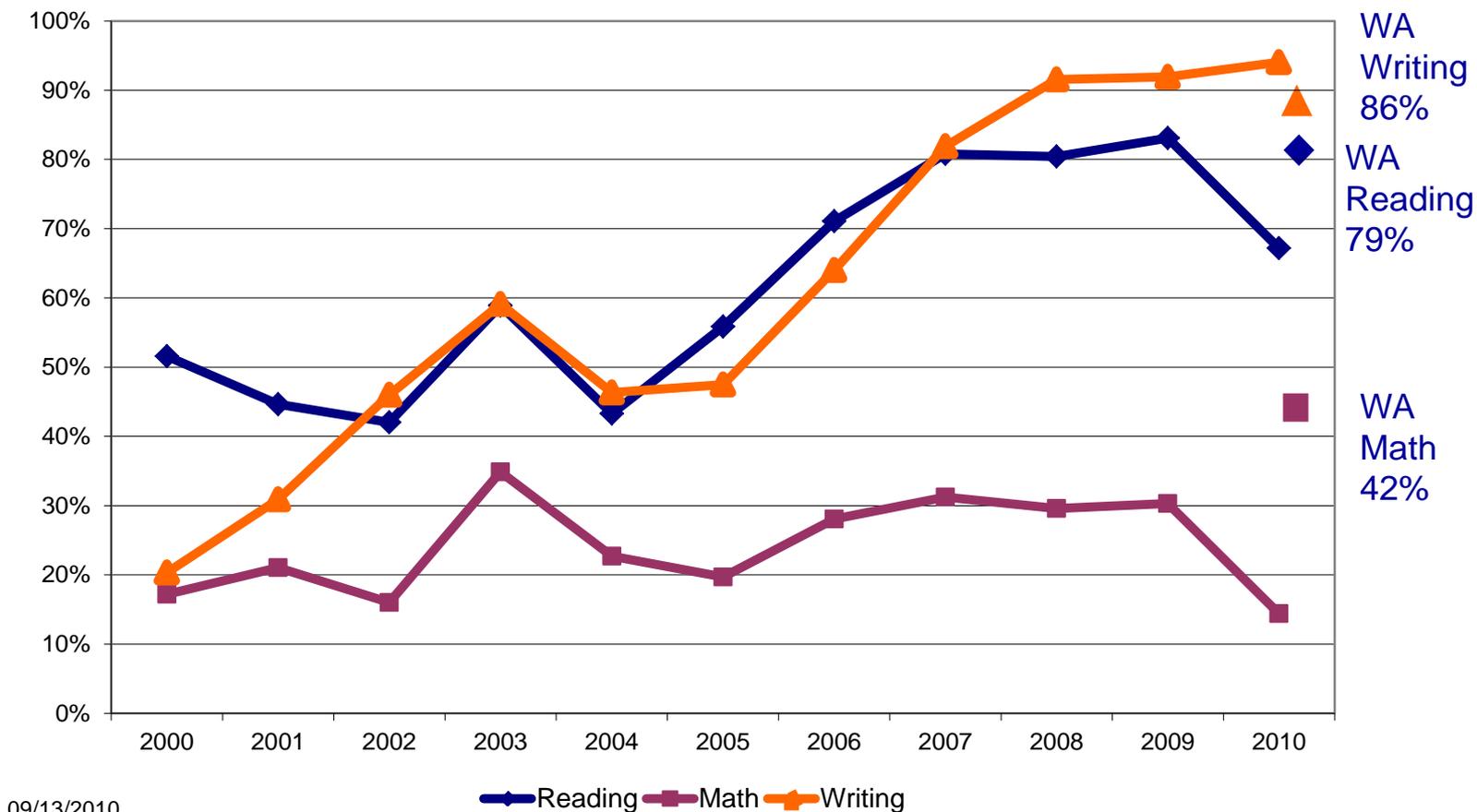


10th grade WASL Results

% Students Meeting Standard

Where Another Language is Spoken*

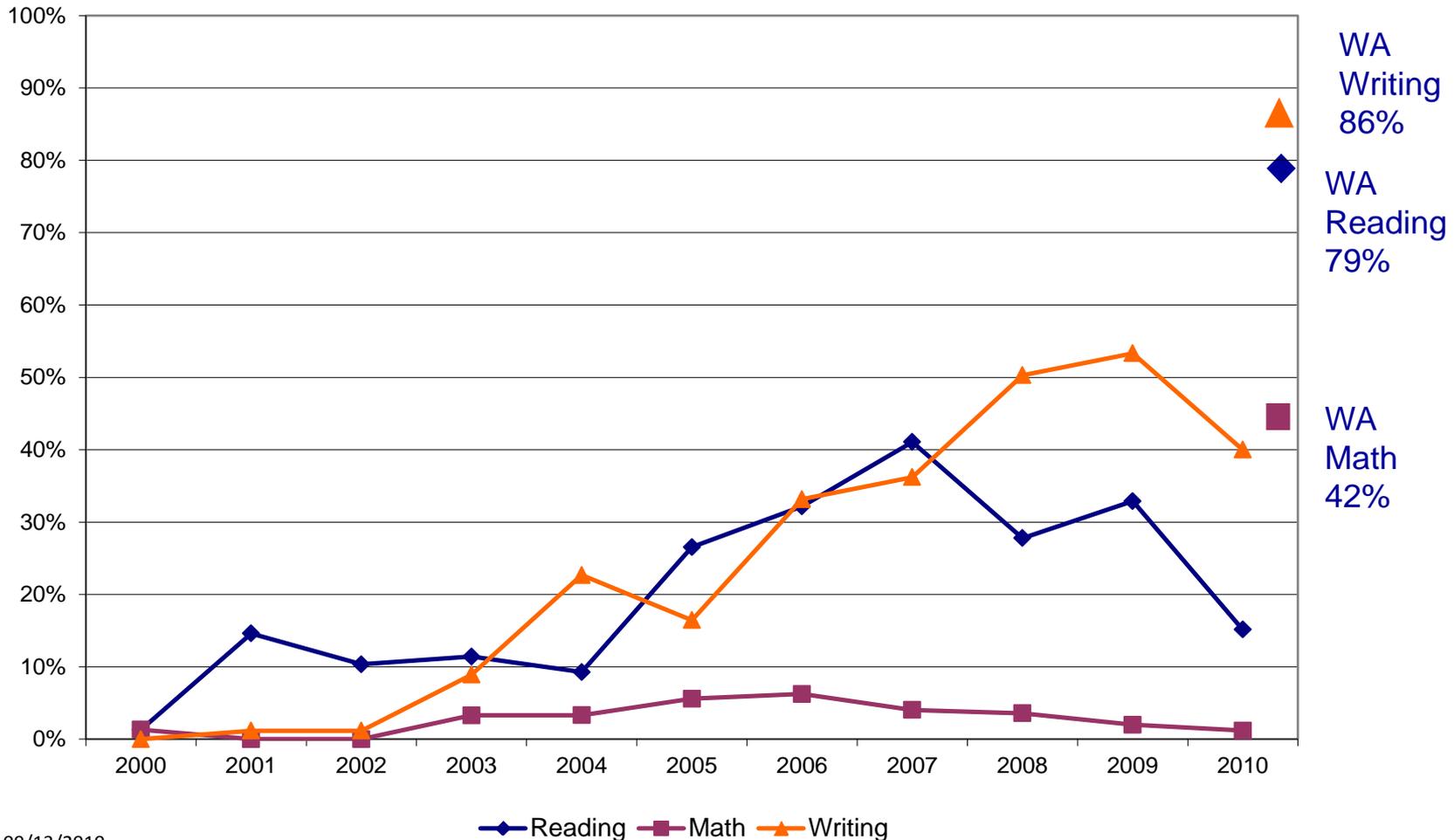
* When assessed upon entry, students were determined English proficient under WA law.



09/13/2010

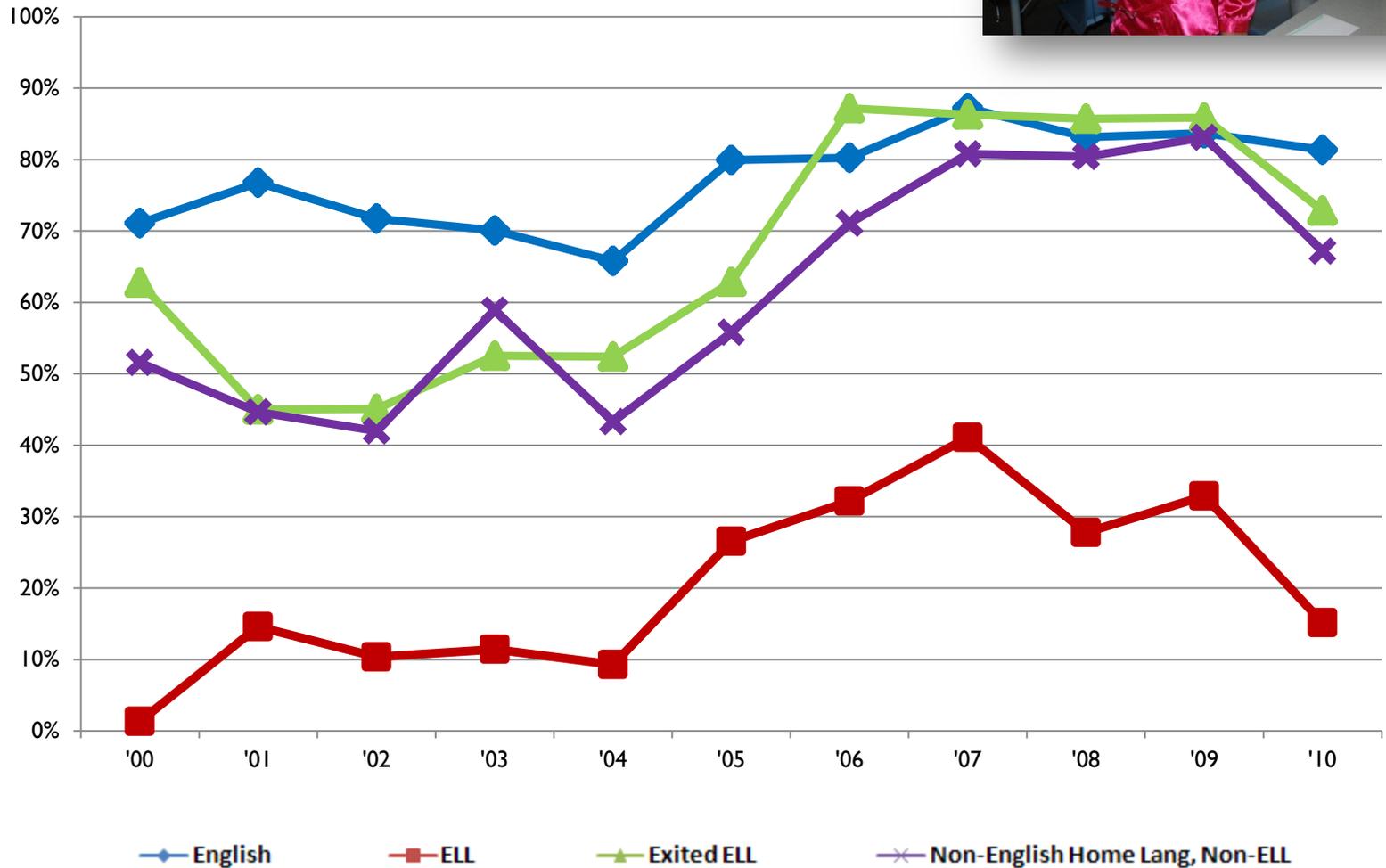
10th grade WASL Results

% Limited or Non-English Proficient Students Meeting Standard

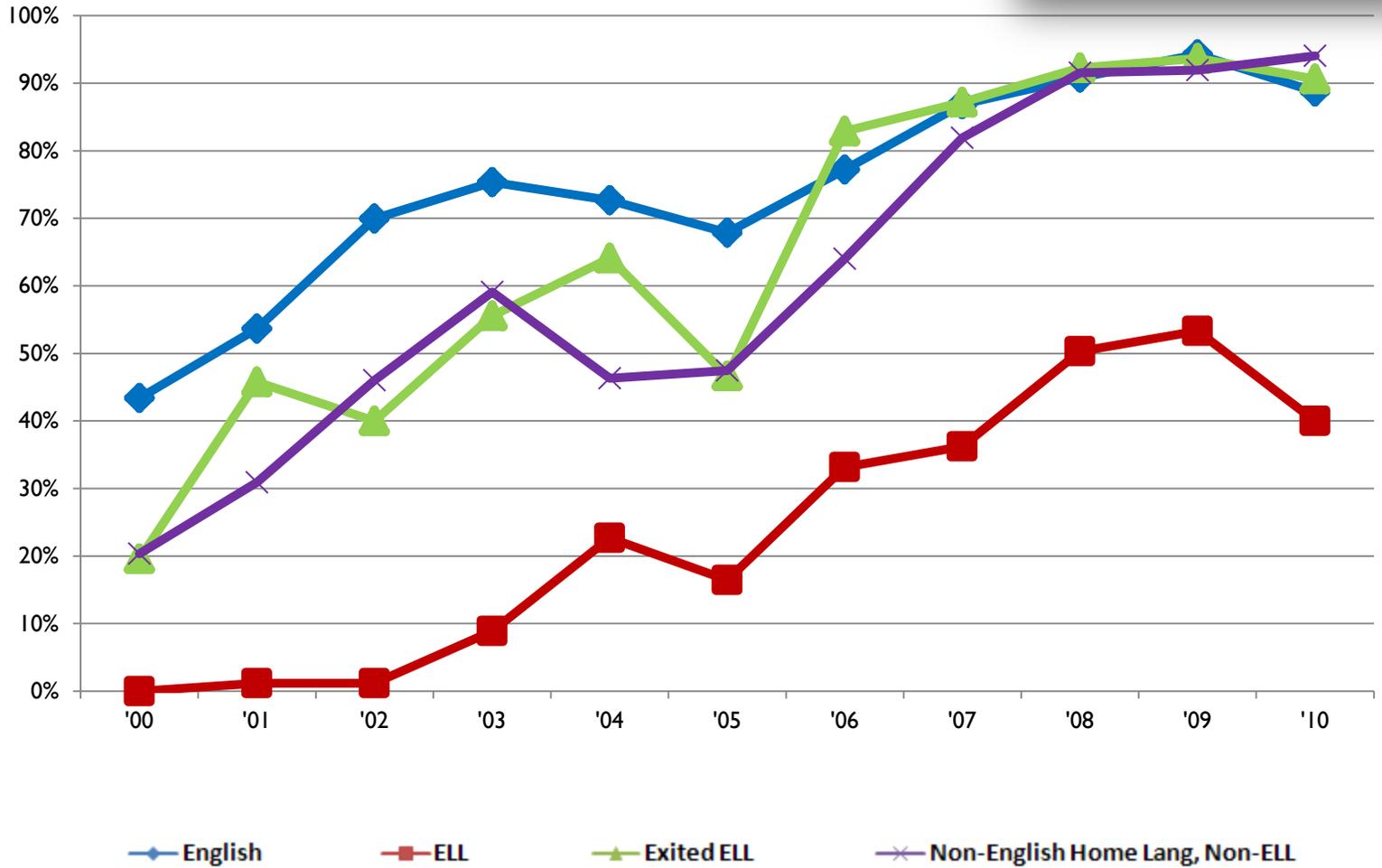


Closing the Achievement Gap...

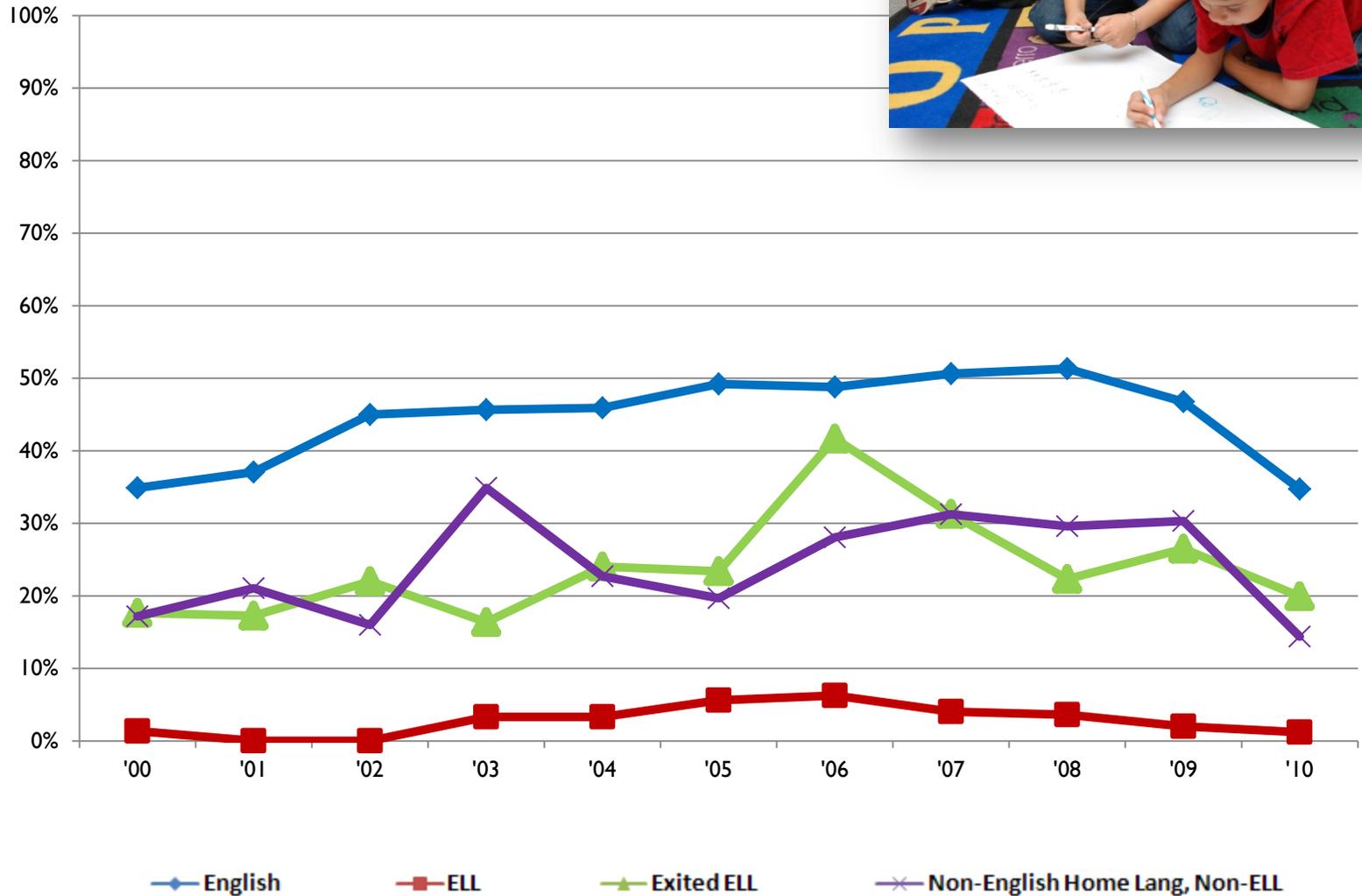
Reading Results



Writing Results



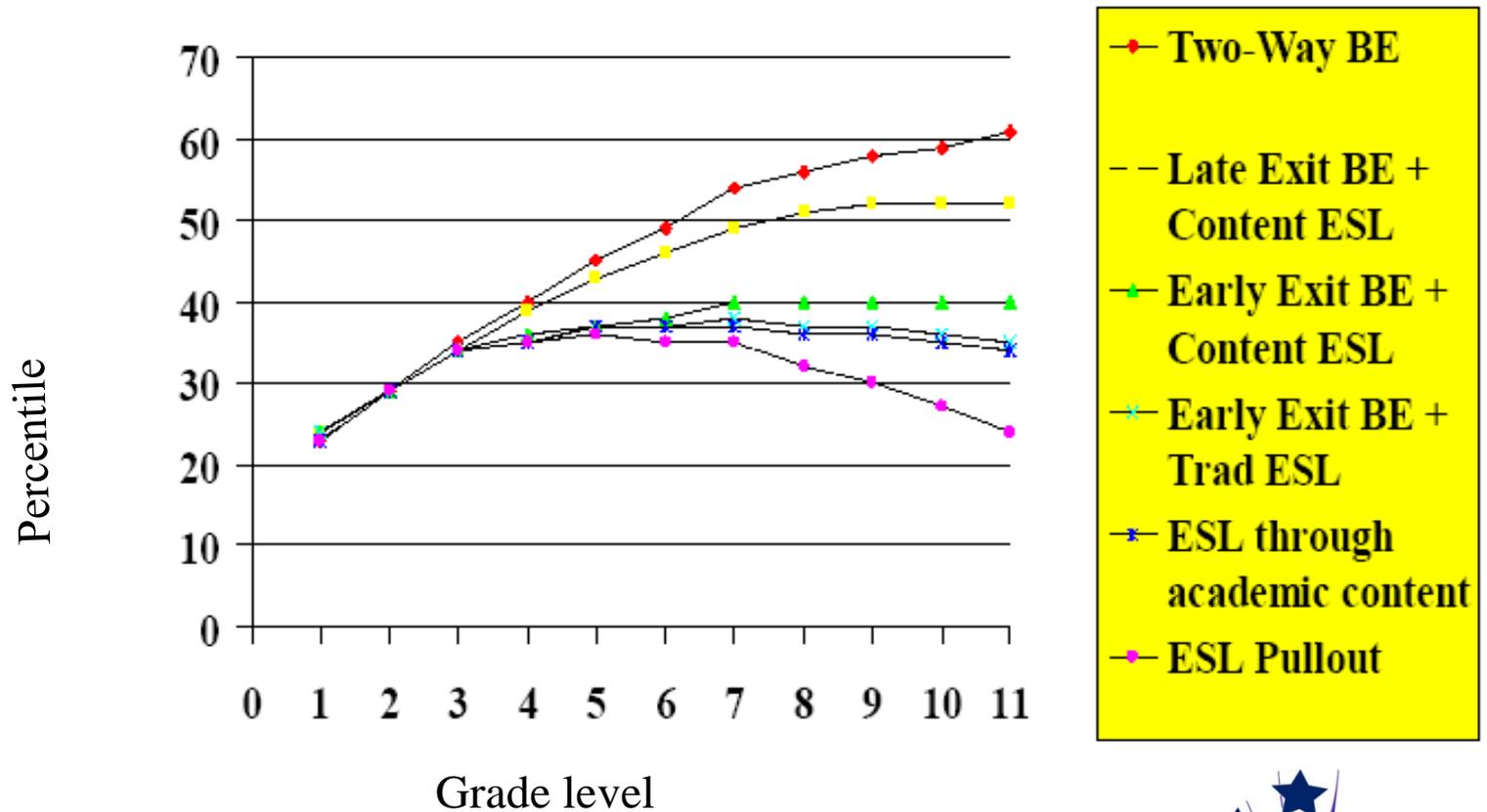
Math Results



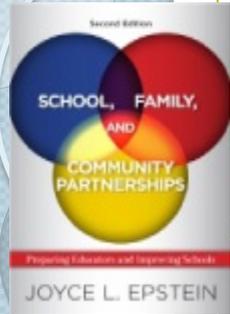
Bilingual Education

- **Benefit for English learners**
 - August & Shanahan, 2006
 - Lee & Oxelson, 2006
 - Francis, Lesaux & August, 2006
 - Slavin & Cheung, 2005
 - Thomas & Collier, 2003
 - Yeung, Marsh & Suliman, 2000
 - Cummins, 1983
- **Benefit for parent Involvement**
 - Parental involvement at school offers opportunities for parents and has implications for children's academic and behavioral outcomes.

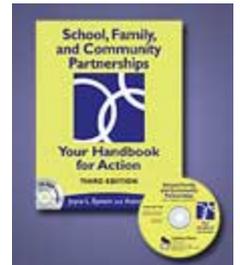
Academic Effectiveness of Bilingual Education Models



Researched Based Practices



- Johns Hopkins National Network of Partnership Schools (NNPS)
 - Established in 1996
 - More than two decades of research
 - Team approach to increase involvement and improve student learning
- Pasco School District joined Spring 2005
 - All Pasco schools are active NNPS members
 - All schools have an Action Team for Partnership





Vision of Hope Museum

Healthy Kids Night
Captain Gray Kindergarten



New Horizons students Diana Valdivia and Victoria Valdivia

Essay Contest Winners



Johns Hopkins University

NNPS Promising Partnership Practices Award

- Captain Gray Early Learning Center (2010)
- Emerson Elementary (2009)
- James McGee Elementary (2007)
- Livingston Elementary (2007, 2008, 2009, 2010)
- Longfellow Elementary (2006)
- Mark Twain Elementary (2009)
- Maya Angelou Elementary (2008, 2009)
- Robert Frost Elementary (2008, 2009, 2010)
- Robinson Elementary (2009)
- Whittier Elementary (2006, 2007, 2008, 2009, 2010)
- McLoughlin Middle School (2010)
- Ochoa Middle School (2008, 2010)
- Stevens Middle School (2006, 2007, 2008, 2009)
- Chiawana High School (2010)
- New Horizons High School (2006, 2007)
- Pasco High School (2009, 2010)
- District School & Family Partnerships Office (2006, 2007, 2008, 2009, 2010)



 **School and Family**
Partnerships

1102 North 10th Ave
Pasco, WA 99301
Phone: 509-543-6771

TITLE 1

 National Network of Partnership Schools

 PASCO SCHOOL DISTRICT #1



NNPS Partnership Awards

- James McGee Elementary (2009)
- Livingston Elementary (2010)
- Longfellow Elementary (2009, 2010)
- Mark Twain Elementary (2008, 2009)
- Maya Angelou Elementary (2008, 2010)
- Robert Frost Elementary (2007, 2008, 2009, 2010)
- Whittier Elementary (2007, 2009, 2010)
- McLoughlin Middle School (2010)
- Ochoa Middle School (2010)
- District School & Family Partnerships Office (2007, 2008, 2009, 2010)



2010 Partnership School
Award Winner,
Frost Elementary ATP



Migrant/Bilingual Parent Advisory Committee



More
than
30 Years





Policies Related to the Achievement of English Language Learners

Washington's Vision for English Language Learners



English Language Learners (ELLs) will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.

Source: OSPI Transitional Bilingual
Instructional Program website
<http://www.wabilingual.org/>

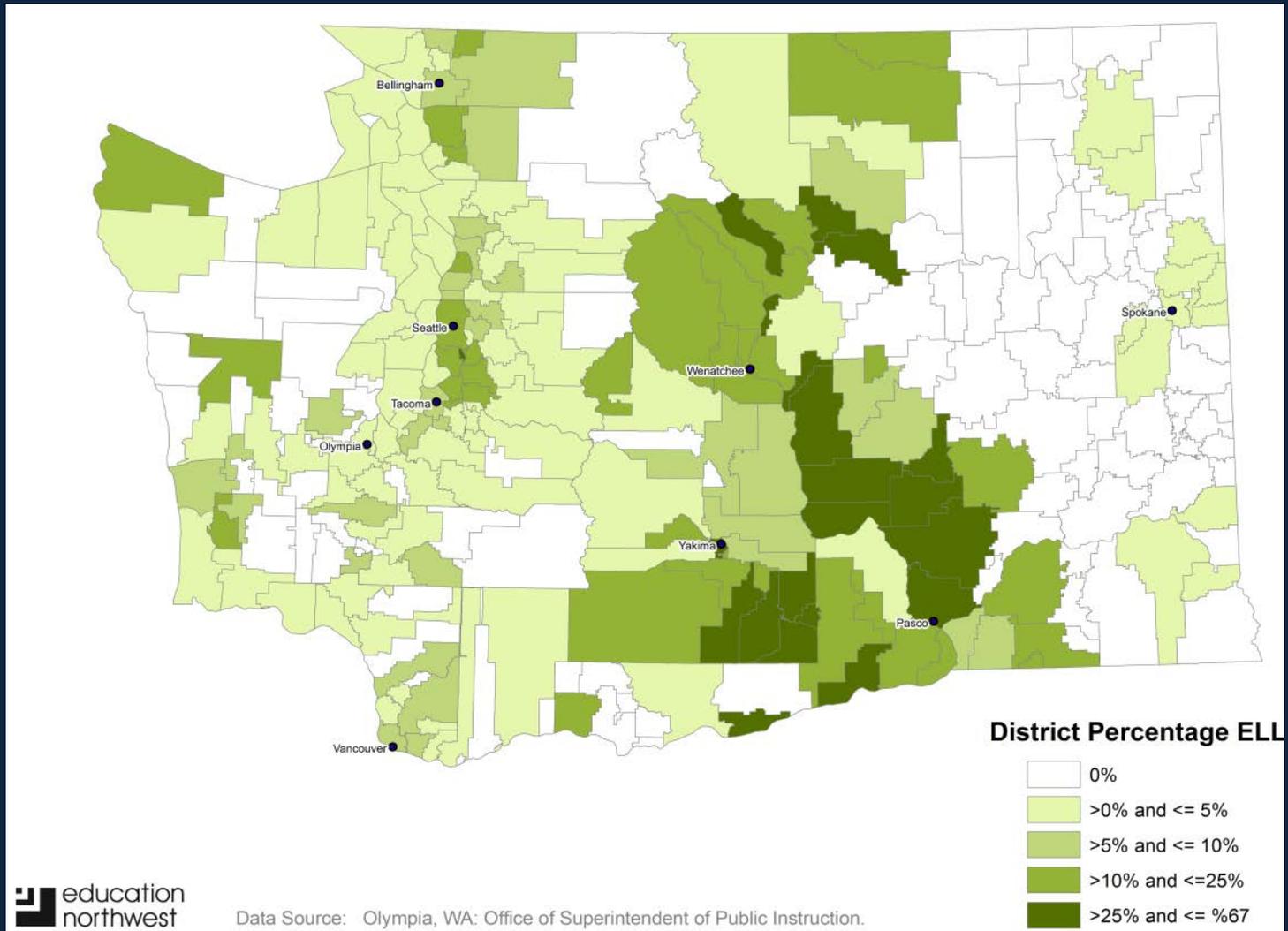


English Language Learners Are:



- Students who are acquiring English and have a first language other than English.
- Identified through assessment of English proficiency.
- Defined differently depending on:
 - A state's assessment of English proficiency.
 - Whether test results include formerly ELLs.
 - State and federal funding sources.
- In Washington data, ELL = "Limited English Proficient" (LEP).

192 Districts (65%) had ELL Students in 2009-10



ELL Demographic Snapshot



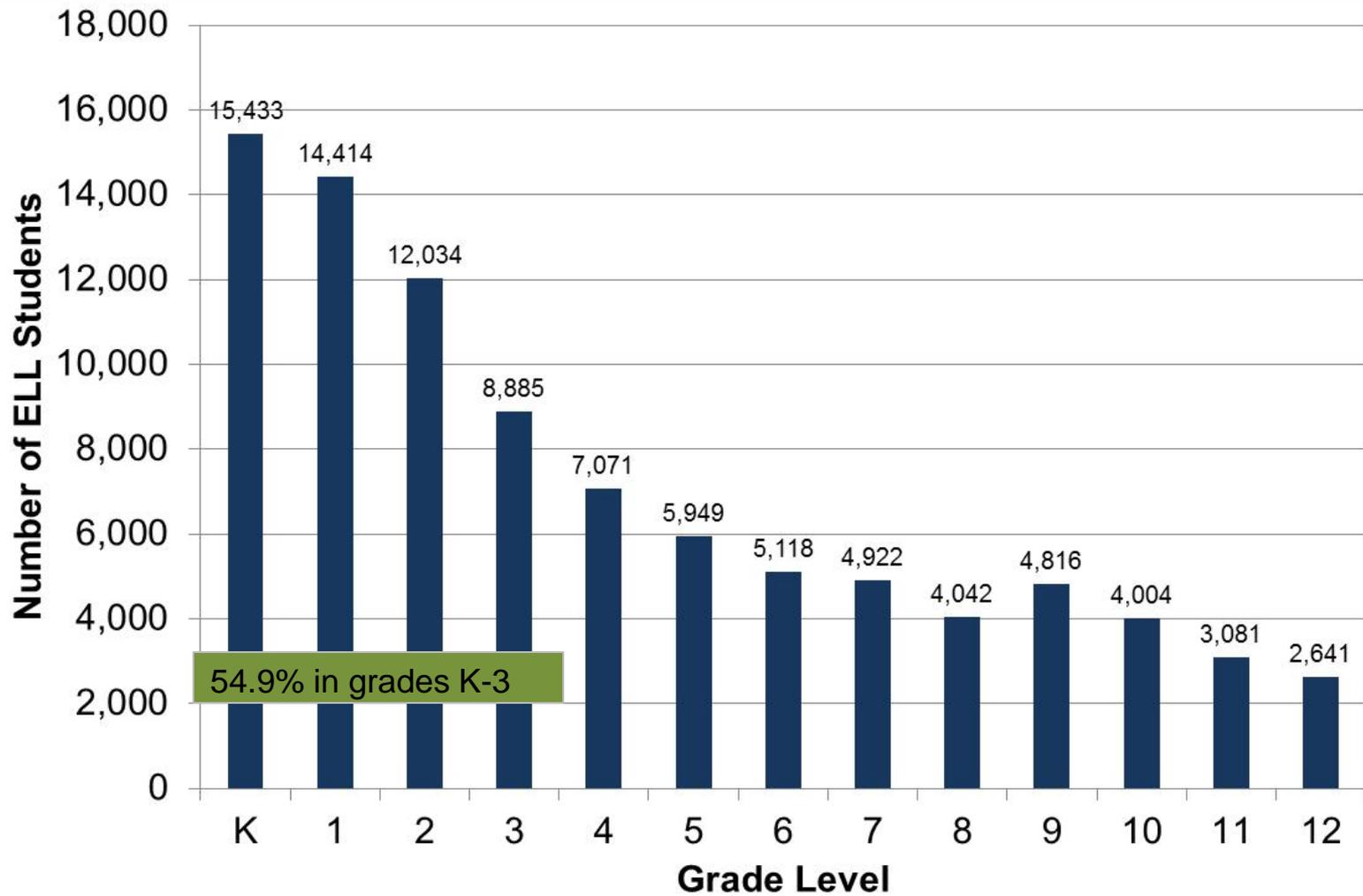
- 203 languages spoken
- 67 percent of ELLs speak Spanish
- 41 districts have 20 or more languages
- 16 districts have 50 or more languages
- 94 languages spoken by *fewer than 10 students* statewide
- The percent of ELL students is slowly increasing statewide

School Year	State Total Oct 1 Head Count	ELL Oct 1 Head Count	Percent ELL
2004-05	1,009,563	73,791	7.3%
2005-06	1,020,081	76,138	7.5%
2006-07	1,019,295	74,509	7.3%
2007-08	1,021,834	79,831	7.8%
2008-09	1,027,625	82,207	8.0%
2009-10	1,024,721	84,971	8.3%



+11,000 ELL Students
in Five Years

Most ELLs Are in Elementary



Funding for WA ELL Students Comes from Federal, State, and Local Sources



Source	Amount
State Transition Bilingual Instruction Program 2009-2010	\$75,191,183
Federal Title I, Part C—Migrant Student 2010	\$15,691,456
Federal Title III— English Language Learner 2010	\$16,119,531
Local (estimate per OSPI 2009-2010 Report to Legislature)	\$13,200,000
Total	\$120,202,170

Funding

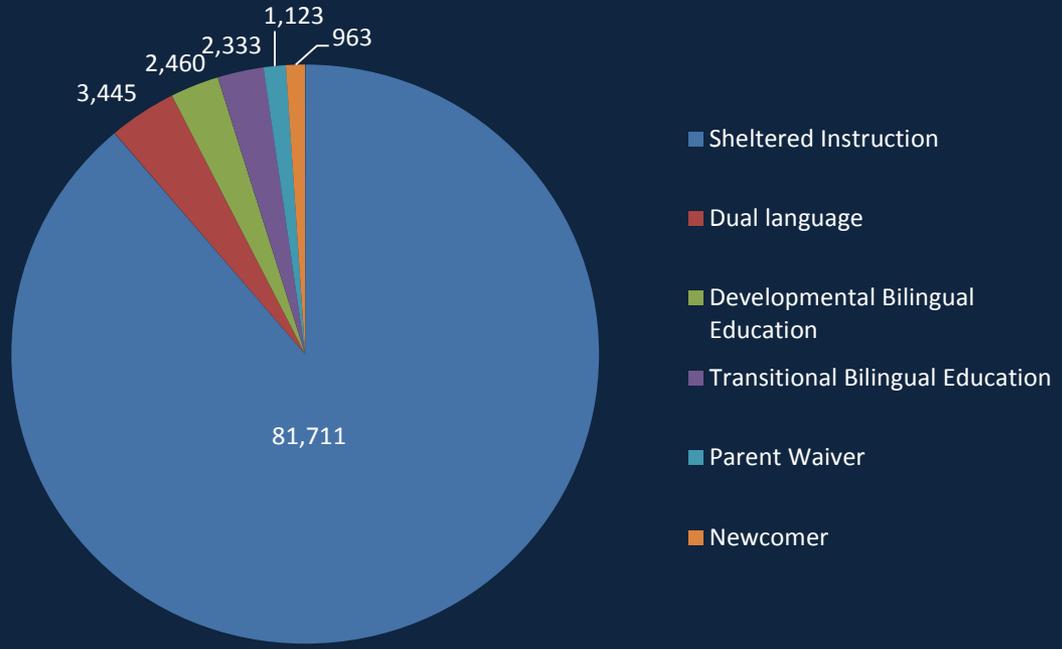


- All districts with ELLs receive state Transition Bilingual Instruction Program funds.
- Not all districts with ELLs receive Title III English Language Learner funds or Title I, Part C Migrant funds.
- Each funding source has different accountability requirements.



Multiple Program Models

- Sheltered Instruction (content-based ESL).
- Dual language (two-way bilingual and two-way immersion).
- Developmental Bilingual Education (late-exit bilingual).
- Transitional Bilingual Education (early exit bilingual).
- Parent Waiver (opt-out).
- Newcomer Program.



Programs have different purposes



	State Transition Bilingual Education Program	Title III, Part A	Title I, Part C Migrant
Purpose	Help ELL children to become proficient in English and to meet state learning standards	Help ELL children to become proficient in English and to meet state learning standards	Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves
Target Group	Children who score at the beginning, intermediate or advanced levels on a test of English Language Proficiency	Any student who needs to develop English language proficiency	Children of migratory agricultural workers

ELL Data Points

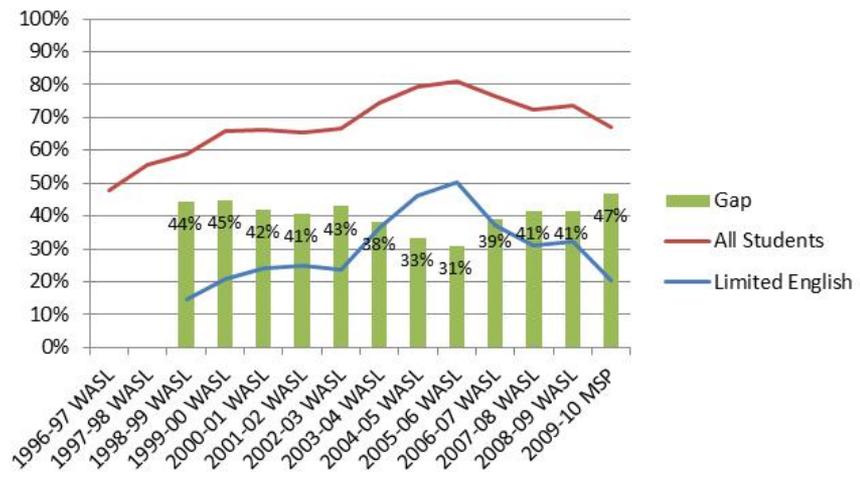


- Measurement of Student Progress (MSP).
- High School Proficiency Exam (HSPE).
- Washington Language Proficiency Test (WLPT).
- National Assessment of Educational Progress (NAEP).
- Graduation Rates.

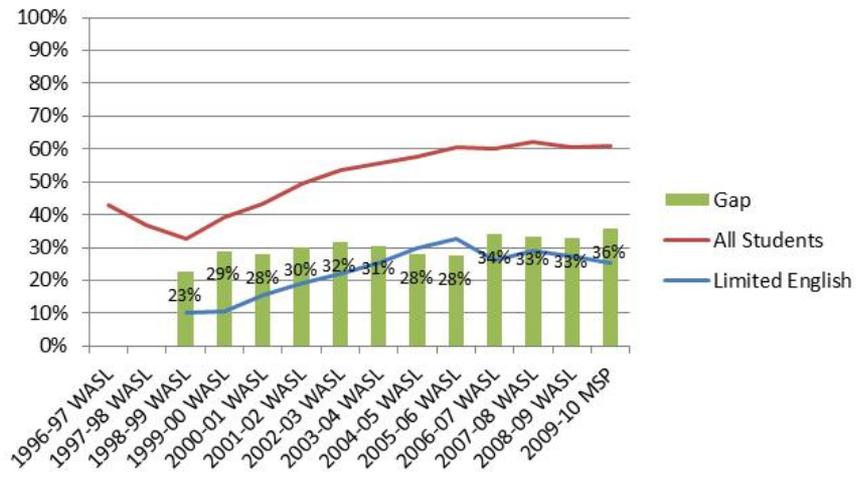


MSP Data: 4th and 5th Grade Gaps

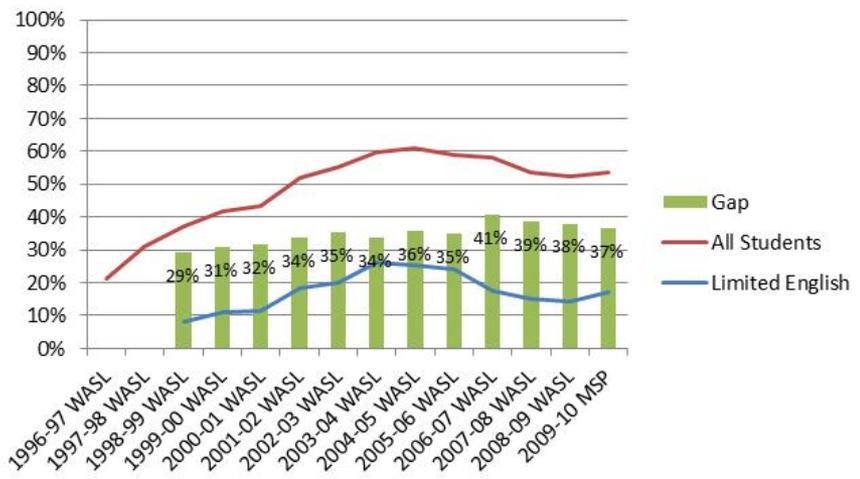
4th Grade Reading WASL/MSP



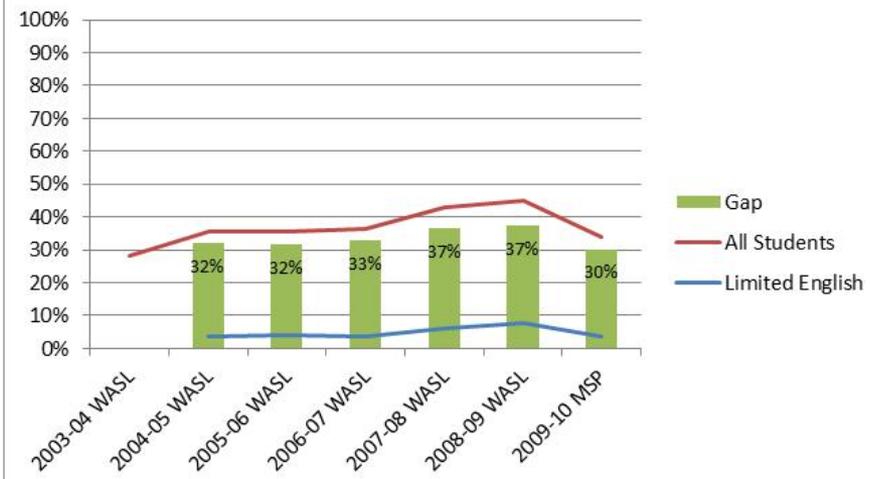
4th Grade Writing WASL/MSP



4th Grade Math WASL/MSP



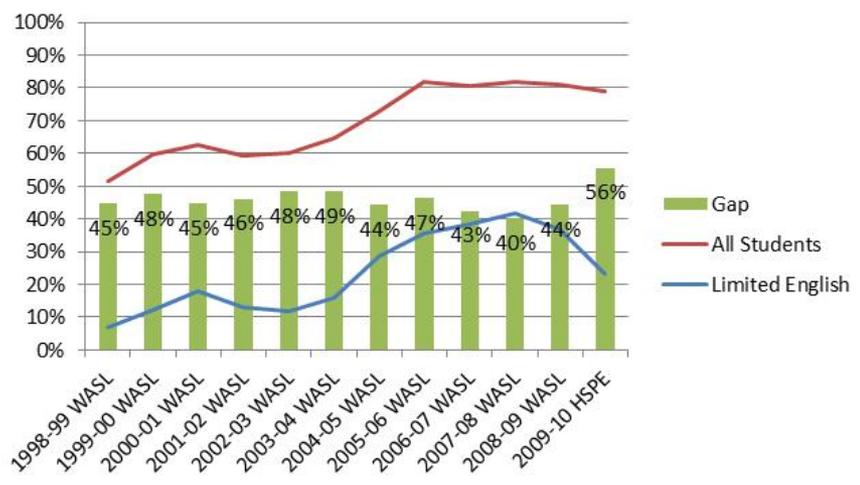
5th Grade Science WASL/MSP





HSPE Data: 10th Grade Gaps

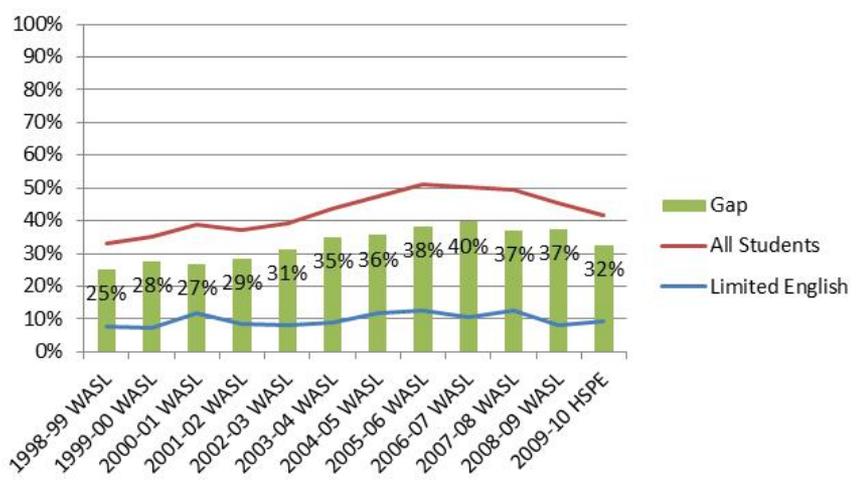
10th Grade Reading WASL/HSPE



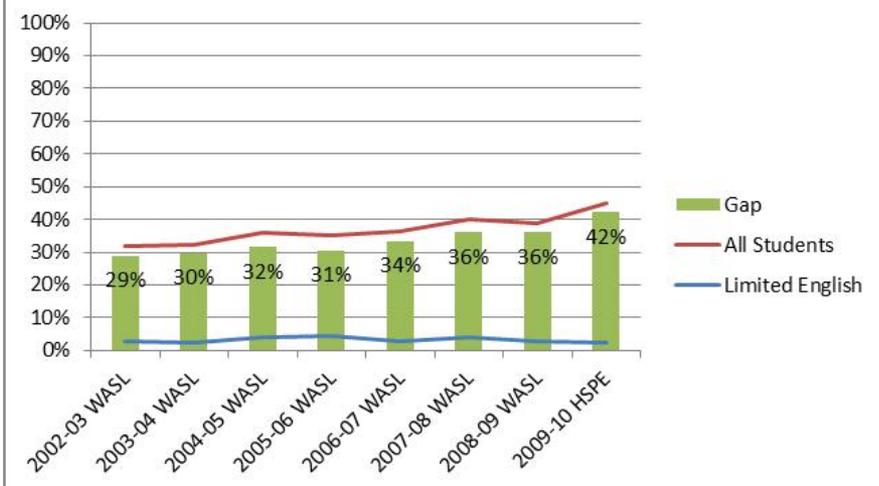
10th Grade Writing WASL/HSPE



10th Grade Math WASL/HSPE



10th Grade Science WASL/HSPE

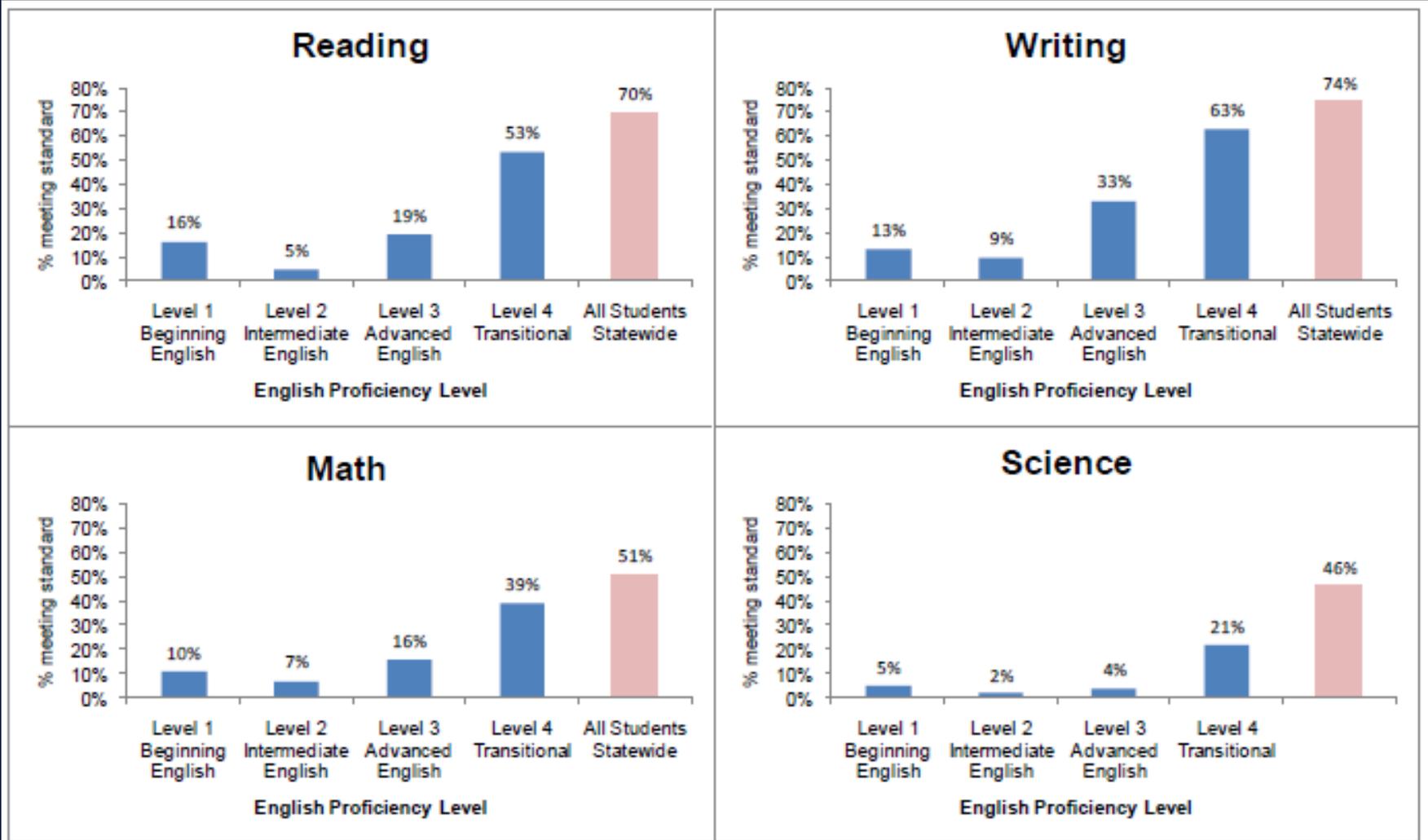


Washington Language Proficiency Test (WLPT)



- First used in 2005-06
- Measures reading, writing, listening, speaking
- Two tests:
 - placement (determination that a student is an ELL)
 - level of proficiency (given annually to ELLs)
- Four levels of English proficiency:
 - Level 1—Beginning
 - Level 2—Intermediate
 - Level 3—Advanced
 - Level 4—Transitional (proficient)
- New version to be implemented in 2012-13

Students who are more English proficient perform better on state assessments (2009-10)



Includes all grades tested



In reading, MSP/HSPE achievement gaps close after students transition (WLPT Level 4)

Grade in 2010	All Students	TBIP Transition Year				
		2006	2007	2008	2009	2010
3	72%		91%	90%	77%	76%
4	67%	76%	78%	68%	61%	63%
5	70%	85%	72%	68%	53%	68%
6	65%	70%	71%	59%	43%	43%
7	63%	65%	59%	57%	46%	36%
8	69%	73%	68%	57%	52%	40%
10	79%	85%	74%	66%	69%	70%

In math, achievement gaps close after students transition in elementary grades; gaps remain in middle and high school

Grade in 2010	All Students	TBIP Transition Year				
		2006	2007	2008	2009	2010
3	62%		84%	80%	65%	62%
4	54%	67%	65%	53%	48%	55%
5	54%	72%	56%	52%	40%	52%
6	52%	55%	51%	41%	32%	26%
7	55%	55%	50%	47%	37%	27%
8	52%	48%	46%	35%	36%	28%
10	42%	28%	21%	18%	28%	32%

Source: OSPI staff Paul McCold, Data Specialist

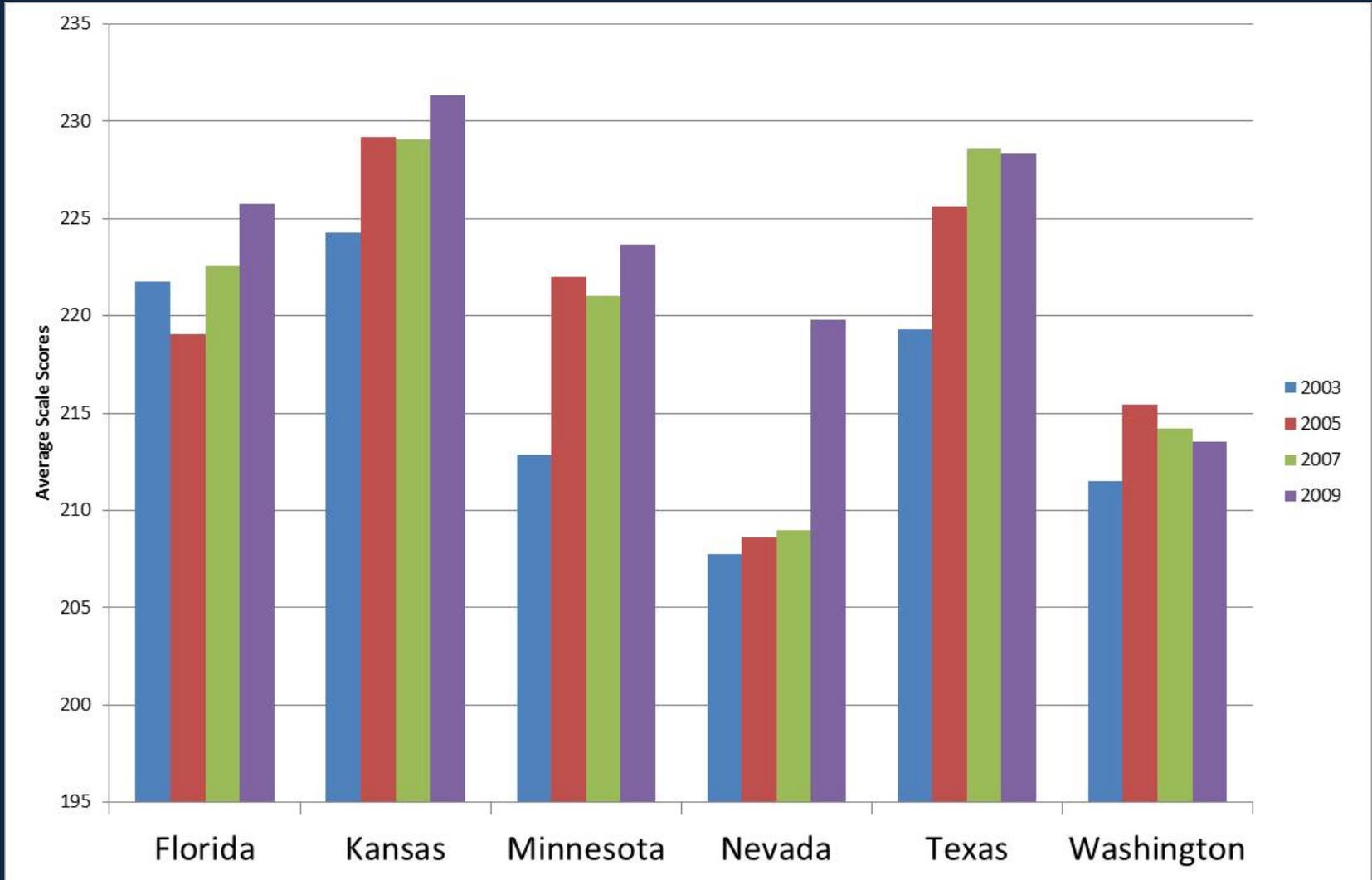
Federal Accountability/Adequate Yearly Progress



- ELLs in their first year in U.S. schools do *not* take reading or writing MSP/HSPE, but do after their first year regardless of English proficiency.
- All ELLs *must* take the math and science MSP/HSPE.
- Nine groups of students must meet expected targets for a school or district to meet AYP:
 - All
 - American Indian
 - Asian/Pacific Islander
 - Black
 - Hispanic
 - White
 - Students with disabilities
 - Students with limited English proficiency (LEP)
 - Students from low-income families

4th Grade Math NAEP Scale Scores for ELL Students

Comparison states had a similar or greater percentage of ELL students assessed than WA. All had a significantly higher ELL average scale score than WA on 2009 4th Grade NAEP Math test.



24 NAEP States Include Formerly ELL Students as English Language Learners



On the NAEP, 14 states had a:

- similar or higher percentage of ELL students than Washington, AND
- significantly higher average scale scores than Washington's ELL students on one or more of the 4th and 8th grade math and science tests.

All but 3 (Arkansas, Michigan, North Carolina) counted formerly ELL students.

Washington does not include formerly ELL students in the ELL category for the NAEP.



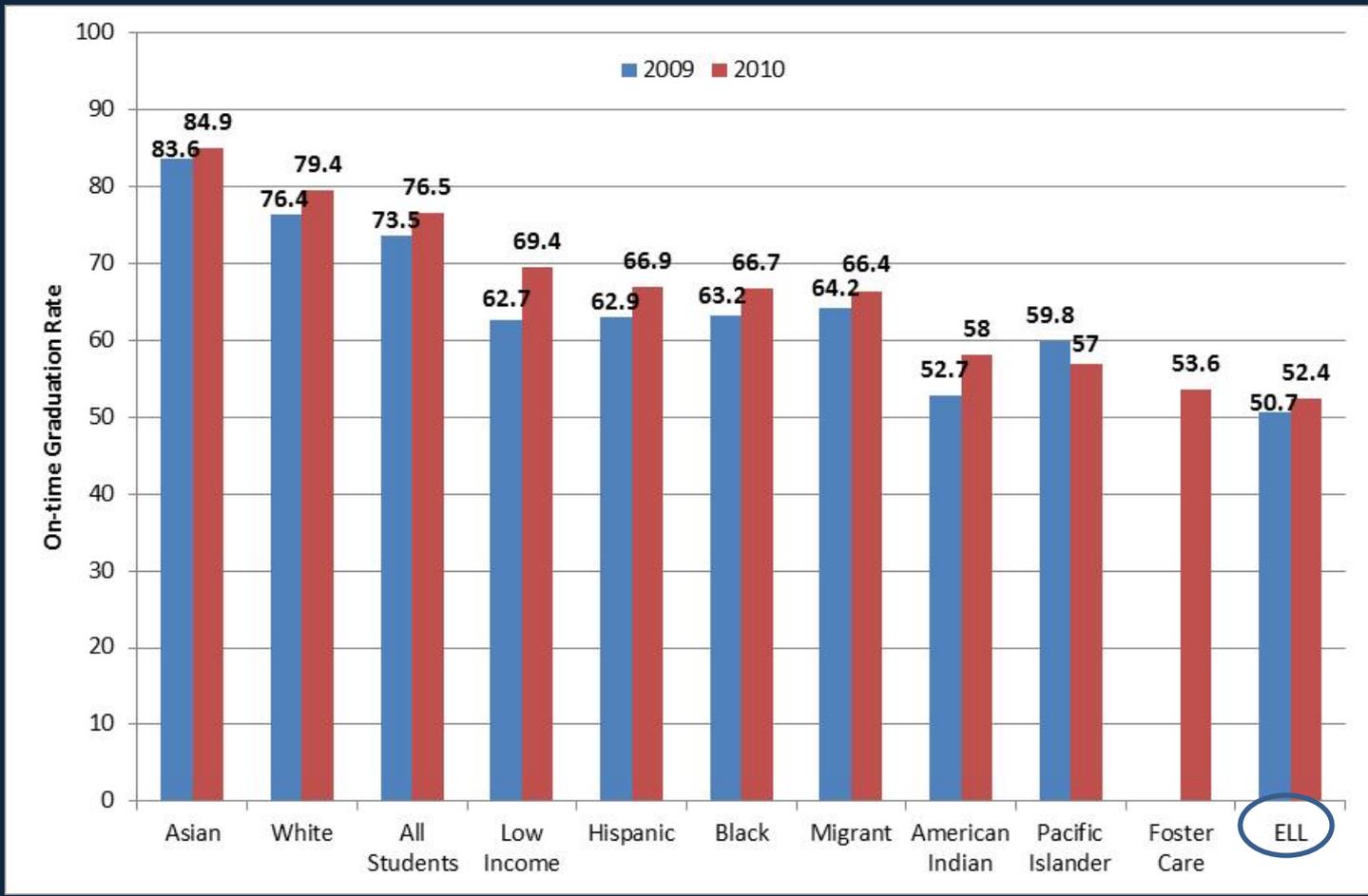
To what extent does your school's 4th grade mathematics curriculum focus on preparation for state assessments? (2009 NAEP School Questionnaire)

State	% ELL	Include Formerly ELL?	% Large Extent (ELL Students)	% Large Extent (All Students)
Texas	21	Yes	80	86
Kansas	9	Yes	75	81
Florida	8	Yes	72	78
Nevada	20	Yes	68	64
Minnesota	8	Yes	62	57
Washington	10	No	49	55

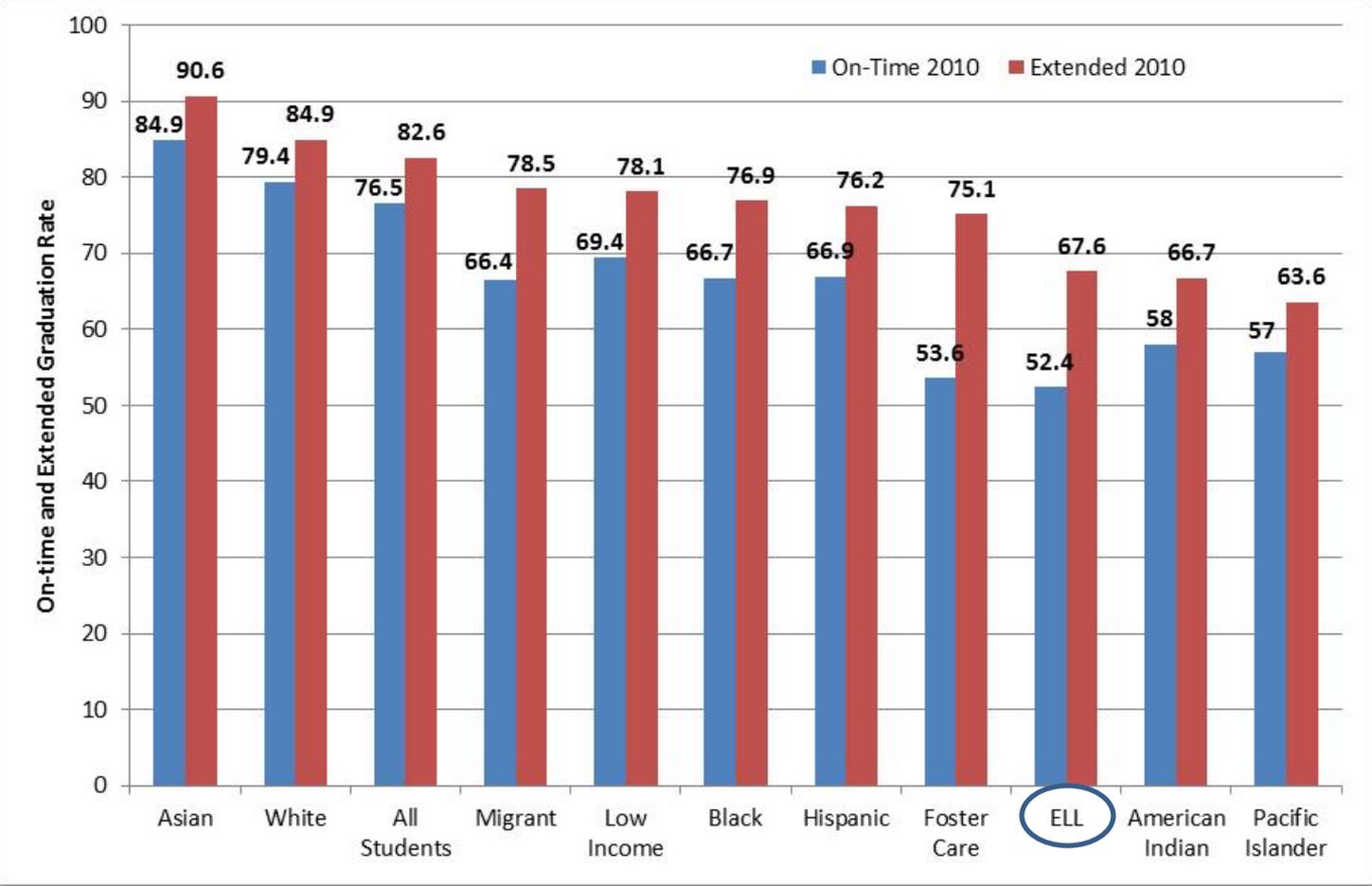
Comparison states had a similar or greater percentage of ELL students assessed than WA. All had a significantly higher ELL average scale score than WA on 2009 4th Grade NAEP Math test.

Source: OSPI Staff Angie Mangiantini, NAEP Coordinator

ELL On-time Graduation Rate Has Improved but Is Still Lowest of all Subgroups



ELL Extended Graduation Rates Among the Lowest



Federal Accountability: Title III Annual Measurable Achievement Objectives (AMAOs)



Used for federal ESEA accountability, required for Title III funds

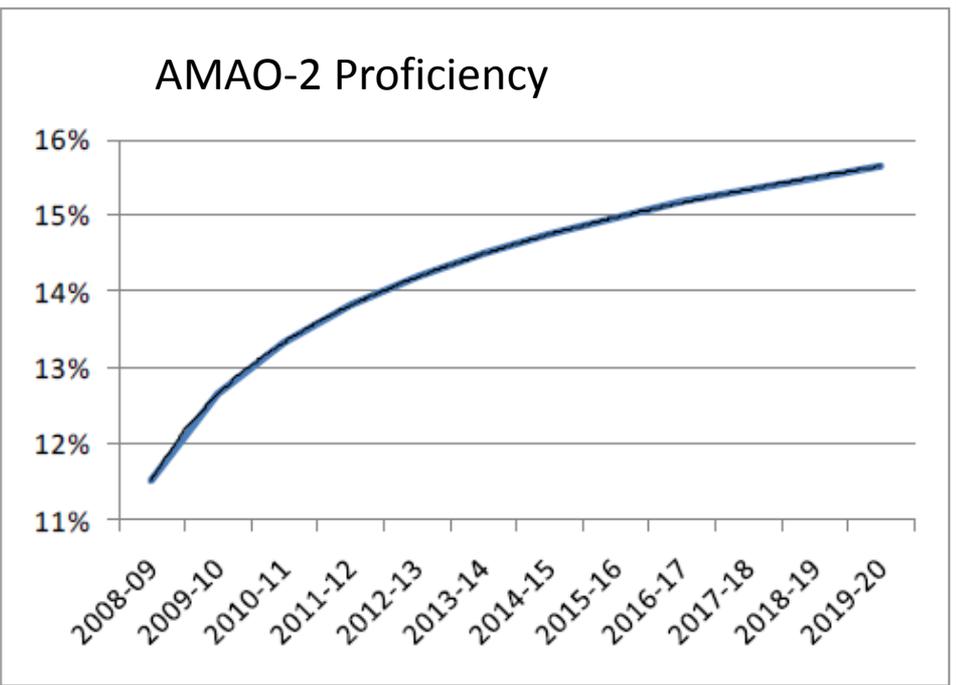
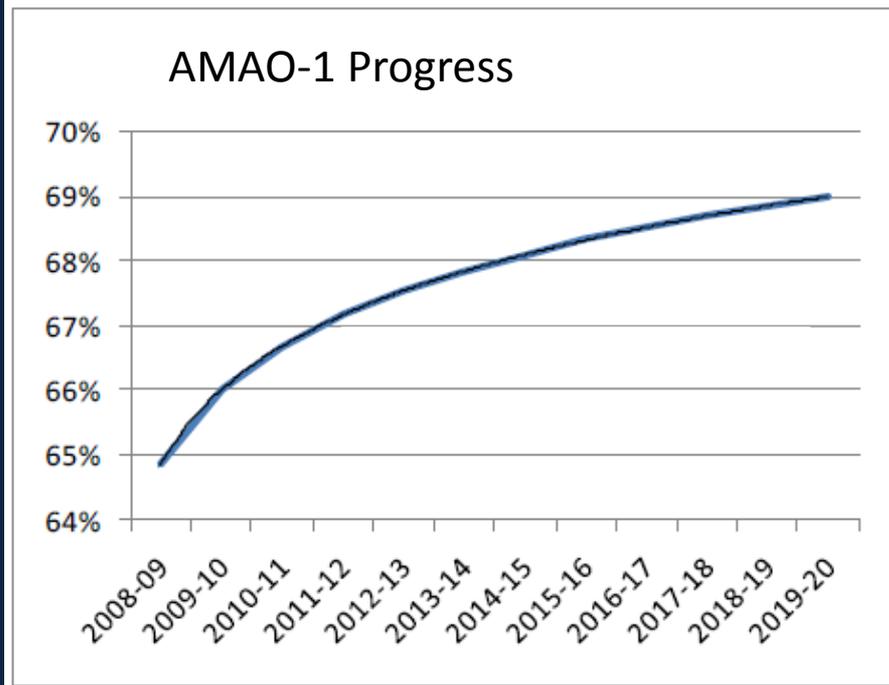
AMAO 1 – annual increases in the number or percentage of ELLs making progress in learning English (WLPT)

AMAO 2 – annual increases in the number or percentage of ELLs attaining English proficiency (“transitioning” WLPT Level 4)

AMAO 3 – the number or percentage of ELL students meeting AYP in reading and math



AMAO-1 and AMAO-2 Targets Increase Over Time



Source: OSPI presentation: Understanding Annual Measurable Achievement Objectives (AMAOs)
http://www.wabilingual.org/memos/trainings/Understanding%20AMAOs_Jan2011.pdf



2010 State AMAO Results

AMAO	% Meeting	Target	Met State AMAO Target?
AMAO-1 Progress	66.8% made progress	66%	Yes
AMAO-2 Proficiency	12.9% proficiency	12.7%	Yes
AMAO-3 AYP	AYP Math Grades 3-5 No AYP Reading Grades 3-5 No AYP Math Grades 6-8 No AYP Reading Grades 6-8 No AYP Math Grade 10 No AYP Reading Grade 10 No	All yes	No



Most Districts Do Not Meet All AMAO Targets

193 Districts had 2010 AMAO Results

- 60 (31%) met all three AMAO targets
- 81 (42%) met AMAO-1
- 65 (34%) met AMAO-2
- 151 (78%) met AMAO-3
 - Of these 151, 81 met because $n < 30$

Title III Accountability When Districts Do Not Meet AMAOs



After 2 years of not meeting all 3 AMAOs:

Districts develop a plan addressing factors that prevented achievement of the AMAOs. Must consult with parents, staff, stakeholders. Must include:

- Teaching and learning needs of ELLs.
- Scientifically-based strategies to improve instruction.
- Professional development to support the strategies.

After 4 years of not meeting all 3 AMAOs:

Districts develop another plan with the above elements, plus:

- Modifications to curriculum, program, and instruction.

Federal Policy Issues

Working Group on ELL Policy for ESEA Reauthorization



- Stabilize the ELL subgroup definition
- States should report on and develop strategies to reduce the number of ‘long term’ ELLs – more than 5 years.
- States should incorporate English proficiency into accountability/assessment for content area achievement.
- States should implement assessments, practices, and accommodations to measure what students know and can do, not just their English language proficiency (consider native language assessments).
- States should encourage, not discourage, multilingualism.
- States’ teacher credential requirements should lead to teachers having skills to meet content and academic language needs of ELLs.

Source: The Working Group on ELL Policy: *Improving Educational Outcomes for English Language Learners; Recommendations for the Reauthorization of the Elementary and Secondary Education Act*
<http://ellpolicy.org/wp-content/uploads/ESEAFinal.pdf>

Recommendations



	Institute for Public Policy (2005)	Washington Learns (2006)	Education Northwest Report 2008 (SB 5481)	Education Northwest Report 2009 (SB 5481)
Purpose	Review TBIP (enrollment trends, types of programs, academic and language acquisition effectiveness)	Develop world-class education system	Review of current research on effective instructional practices for ELLs	Field study of 10 WA districts to document practices with ELLs; grants to 5 districts to improve ELL education
Findings	Inconclusive about relationship between length of stay with student or program characteristics	Need to improve opportunities for ELLs	14 Principles of Effective Instruction	Many educators were not fully trained to work effectively with ELLs
Recommendations	Study effectiveness of instructional strategies	Regional best practices demonstration project that coordinates curriculum, assessment, teacher training and family involvement	What all teachers should know; what teachers in specific subject areas should know	Build capacity, training, coherent program models; support district and school outreach to parents/community

Recommendations



	CSTP Policy Brief on Supporting Teachers of ELLs (2009)	PESB Strengthening the Continuum of Teacher Development Report (2010) (ESHB 2261)	QEC TBIP Technical Work Group Presentation (2010)
Purpose	Build on findings of UW 2008 study of schools in 4 districts and Education Research reports to offer solutions	Develop calibrated standards at all levels (residency certificate, professional certificate, career-long) incorporating standards for Cultural Competency where possible	Provide ELL student information, key components of effective programs for ELL, general recommendations, and funding formula recommendations
Findings	Many teachers are unprepared to work with ELLs; need a variety of supports; need strong leadership; parents must be involved		Certified teachers with ELL Endorsements; supported and highly trained paraeducators; family engagement, and more
Recommendations/ Outcomes	Encourage teachers to retool and add an ELL endorsement; partner with colleges and ESDs to create local endorsement programs; ensure a critical mass of teachers have the same training, and more.	Created calibrated standards that incorporated Cultural Competency Added new language to Standard 5 of Program Approval Standards, effective 2012	Develop an accountability system to identify underperforming districts and provide technical assistance and sanctions where needed 2 FTE at state level to monitor districts and provide assistance

Next Steps for SBE to Consider



- Explore QEC Working Group recommendations to enhance the accountability system for state funds.
- Continue to advocate for professional development support for teachers.
- Continue to monitor achievement gaps and highlight success.

PAC Meeting

PROYECTO DE LEY
N.º 10.000
DE 2011
QUE MODIFICA LA LEY N.º 10.000 DE 2011
QUE CREA EL SISTEMA NACIONAL DE
DEFENSA DEL CONSUMIDOR
Y EL SISTEMA NACIONAL DE
DEFENSA DEL MEDIO AMBIENTE
Y EL SISTEMA NACIONAL DE
DEFENSA DEL PATRIOTISMO

El presente proyecto de ley tiene por objeto:

1.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

2.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

3.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

4.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

5.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

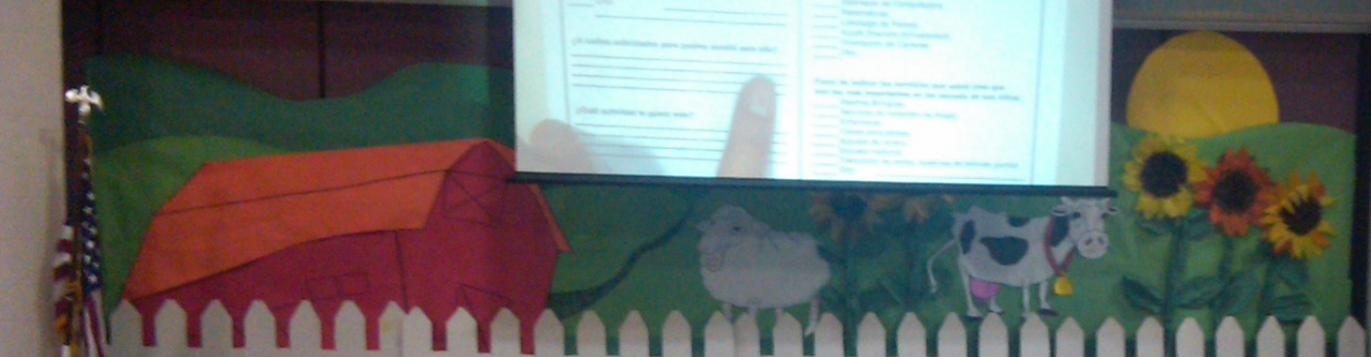
6.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

7.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

8.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

9.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.

10.º Modificar la Ley N.º 10.000 de 2011 que crea el Sistema Nacional de Defensa del Consumidor y el Sistema Nacional de Defensa del Medio Ambiente y el Sistema Nacional de Defensa del Patriotismo.



A panel of approximately ten women is seated at a long table covered with a white tablecloth. They are looking at documents and laptops. A woman in a purple shirt stands to the right of the table, holding a document and speaking into a microphone.

An audience of people is seated in rows of grey folding chairs, facing the panel and the speaker. The room has a white brick wall on the right side with a clock and a bulletin board.





PAC Conference
January/2011
Chiawana High School

CREDIT UNION

Viva
Lava

river
HAWK

2011
PAC Conference

PASCO
POLICE
DEPARTMENT

Resource
Table

PATRIOTIC
Put A Patriot In
And Live In Your City!



CREDIT UNION

HAWK'S NEST



THE PURPOSE
OF POWER
LIES IN THE
HANDS

Credit Union





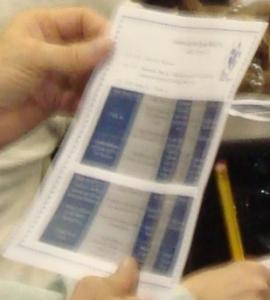
THE RIVER WALK

GYMNASIUM

CONCESSIONS



MID-COLUMBIA
ENERGY



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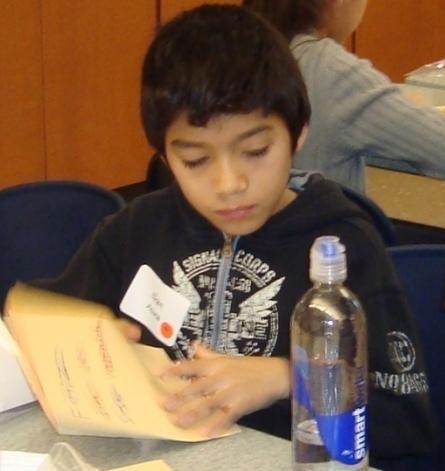
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PASCO

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POLICE

POLICE



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F-6231

River

Spirit W

Monday
15
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Tuesday
Rep Your
College Day

Wednesday
UGLY
Sweater
Day 2/2

ATTENTION GIRLS!
CAN YOU KEEP
YOUR HEART?
*listen to announcements!
-February 14-

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**National Migrant Education
Conference 2011
New Orleans, LA
NADSME**

Bienvenidos
43rd National Migrant
Education Conference
PAC 101
Cynthia Gualaja
Claudia Zuniga
Margarita Vilas
Paula Contreras





Metas del Distrito

- 1. Enseñanza y Aprendizaje:** Crear un ambiente de aprendizaje personalizado donde los estudiantes alcancen estándares rigurosos a través de una enseñanza de alta calidad.
- 2. Colaboración:** Crear y apoyar un ambiente de múltiples niveles de colaboración y comunicación entre la población de estudiantes, empleados, padres y miembros de la comunidad.
- 3. Administración de Recursos:** Generar recursos financieros, físicos y tecnológicos que soporten y mejoren el mejoramiento del nivel de todos los estudiantes para avanzar los estándares académicos.

**Washington Association of Bilingual
Educators Conference 2011**

WABE

Kennewick, WA

Dicho Del Dia

A Donde El Corazon Se
Inclina El Pie Camina

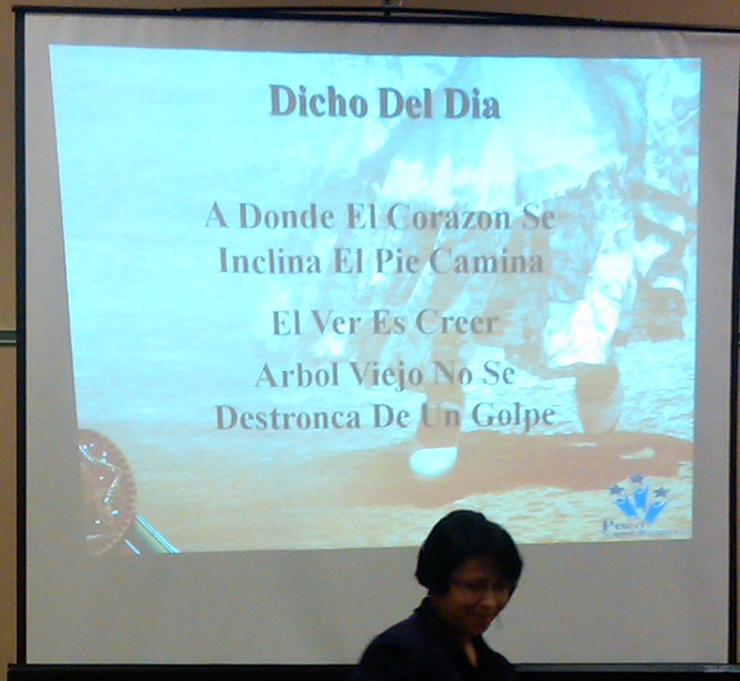
El Ver Es Creer
Arbol Viejo No Se
Destronca De Un Golpe



Dicho Del Dia

A Donde El Corazon Se
Inclina El Pie Camina

El Ver Es Creer
Arbol Viejo No Se
Destronca De Un Golpe



Composición del Comité

- El Comité de Dirección de la Universidad de Alcalá
- El Comité de Dirección de la Universidad de Alcalá
- El Comité de Dirección de la Universidad de Alcalá
- El Comité de Dirección de la Universidad de Alcalá



PAC Involvement

- ATP
- Superintendent Bus Tours
- Facilities Task Force
- Multi-Track Year Round Task Force
- School Bond Committee
- Parent Education Center
- PEAK Partners

PAC Training

- Annual PAC Retreat
 - Board Development Training
 - Roles & Responsibilities
- Leadership Challenge
 - Five Practices of Exemplary Leadership
- Effective Communication
- Math Toolkit
- Read & Rise
- Etc....

BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS

BACKGROUND

At the May meeting, SBE will consider applications for waivers from 11 school districts. Nine applications are renewals and two are new.

A table summary of the requests have been included after the Expected Action portion of the memo. The full application is available electronically. A hard copy will be available at the meeting.

At the March meeting, the SBE approved a resolution stating the following:

If a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirement of school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall be automatically reduced by a number equal to the total number of school days a district reduces its schedule for that year below the current statutory requirement.

All waiver approval letters now include this language to ensure that districts are aware of possible reductions to granted waivers.

On April 21, 2011, staff approved three waivers under the 'fast track' waiver process (Option Three) for Naches Valley, Oakesdale, and Palouse.

POLICY CONSIDERATION

SBE staff has reviewed the applications and recommends them for the Board's consideration and approval. The final state budget may have a significant impact on waivers and therefore staff recommends that the Board consider possible revisions to the waiver process at the July Board meeting.

Currently, staff process waiver requests from the required 180 days under the following options:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. 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. This option requires Board approval. Currently 65 districts have Option One waivers and 46 of them expire after this current school year. Staff expects that most of these districts will apply for renewal at the July SBE meeting.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff approval. Twelve districts have Option Three waivers.

This policy consideration discussion focuses on Option One waivers, which demand the most staff and Board member time.

The approval process for Option One is as follows:

Staff works with the interested district to explain the process. Districts must submit a school board resolution and application form at least 50 days before the SBE meeting. Staff reviews the documents, suggests clarifications, and asks for more information to ensure the application is complete, as well as provides a proposal, which contains strategies that are highly likely, if implemented thoroughly, to improve student achievement and enhance the district's educational program. Generally these proposals include professional development for staff, collaboration opportunities, and full-day parent-teacher conferences. The switch from multiple half-day to fewer full-day parent teacher conferences is an enhancement to the educational program because it can minimize disruptions. In some cases it allows for more instructional time, and is often preferred by parents. After review, staff prepares a memorandum for Board member consideration.

Board members express recurring concerns about these waivers as follows:

- Previous waivers have not resulted in increased student achievement:
 - The explicit purpose of waivers is to improve student achievement and enhance education. Although debate at Board meetings has touched on whether to expect state assessment (Measurement of Student Progress and/or High School Proficiency Exam) performance to increase as a direct result of waiver days, it is important to consider that waiver days are only one possible influence on student achievement among others, including staff turnover, leadership, new standards, new curriculum adoptions, changing demographics, and whether or not the plan was implemented as intended. The Board's approach has been to judge waiver applications at face value and approve waivers that are highly likely to result in improved student achievement.
- Some applications are for too many waiver days:
 - Current waivers range from one to 12 days with an average of three to four days. Generally districts that request higher numbers of days are subjected, appropriately, to additional discussion by the Board. Board members are reluctant to reduce instruction time, but recognize that with the elimination of state funded Learning Improvement Days, many districts lack capacity to provide time for professional development and collaboration.
- Some districts have resources for additional time for teachers and have written additional days in to their collective bargaining agreements, but lack control over that additional time, and therefore must request waiver days for professional development and collaboration. Table B on page seven illustrates the variability in the number of waiver days and additional teacher days for districts that have applied for Option One waivers this calendar year.
- Some districts have more resources than others, and Board members may be reluctant to grant waiver days to districts that appear to have more funding. This information is available but can be misleading in cases of very small districts or districts with exceptional circumstances. Extreme caution is needed when considering these data.

Possible changes to the waiver process to consider:

- Cap the number of waiver days for professional development and collaboration. Only requests for days above this cap, or for unusual or innovative strategies, would need to be examined in depth by the Board.
- Increase the allowable number of days in the 'fast track' option from three to five. Only four districts have waivers for more than five days.
- Give staff authority to approve waiver requests to replace half-day parent teacher conferences with full day conferences when there is no net effect on instructional time.
- More clearly define the criteria used to approve waivers. Additional clarity about the criteria would assist staff in the guidance provided to districts, and would help districts understand how to write a compelling request.
 - Clear expectations about collective bargaining agreements and mandatory/optional teacher time.
Pro: clear direction to districts about what the Board expects and how decisions are made would enable districts to make smart choices.
Cons: the Board may want to exercise caution when coming to conclusions about collective bargaining processes.
 - Fiscal data.
Pro: this could encourage districts with more funding to fund additional teacher time outside of the 180 day calendar.
Con: there are potential pitfalls in examining district expenditures (e.g., very small districts or districts with exceptional situations) and most agree that the current economic situation has not left districts with adequate funding.
 - Expectations for increased student achievement when districts return for renewal waivers.
Pro: districts should be able to reflect upon the past use of waiver days and the impact of them.
Con: it is nearly impossible to say that a few days of professional development or collaboration should have a particular impact on student achievement due to so many other influencing factors. Some Board members believe that schools and districts that struggle need more, not less, flexibility to implement innovation.

SUMMARIES OF WAIVER APPLICATIONS

Lake Quinault is requesting four waiver days for the next three school years to implement a student assessment database, establish collaboration time to focus on student achievement, and analyze data for the purpose of improving instruction. This request is a renewal of their previous waiver of four days.

Longview is requesting three waiver days for the next three school years to provide professional development aligned with district initiatives to improve student learning, focusing on priority standards, effective instruction, and professional learning communities/data teams. This district cannot apply for a fast track Option Three waiver because it has a school on the District and School Improvement Persistently-Lowest Achieving schools list. This is a new waiver request.

Lopez Island is requesting four waiver days for the next three school years to improve student academic success by providing training to teachers on research-based instructional strategies, reviewing student data, and developing a Response to Intervention model, and to increase student safety and a supportive learning environment. This request is a renewal of their previous waiver of four days.

Marysville is requesting three waiver days for the current school year to provide additional professional development and time for collaboration. Two elementary schools, Tulalip and Quil Ceda, are

consolidating into a single building. Both of these buildings are MERIT schools. Because of the consolidation, other programs will be affected as well. This is a new, one-year request.

Napavine is requesting four waiver days for the next three school years for professional development for staff focused on reading, math, writing, and science, as well as using data to identify and plan for students at risk and increase the on-time graduation rate. This request is a renewal of their previous waiver of four days.

Onion Creek is requesting five waiver days for the next three years to analyze data and align curriculum, and improve instruction. The District recently adopted a new math curriculum and is planning to implement a standards-based grading system. This is a renewal of their previous waiver of five days.

Orient is requesting five waiver days for the next three years to focus on professional development on research-based instruction and curriculum. This is a renewal of their previous waiver of five days.

Othello is requesting six waiver days for the next three years to provide professional development on Sheltered Instruction Observation Protocol, High Yields Strategies, Quality Teaching and Learning, and the STAR Protocol. This is a renewal of their previous waiver of six days.

St John/Endicott is requesting five waiver days for the 2011-12 school year for improving instruction in math and science. This is a renewal of their previous waiver of five days.

Tacoma is requesting 12 waiver days for the 2011-12 school year for Tacoma School of the Arts, Science and Math Institute, and eight days for Stewart Middle School. These three schools have longer school days to allow for increased instructional time, additional classes, and increased student access to academic help and community experiences such as internships and mentor groups. This is a renewal of their previous waiver of the same number of days.

Zillah is requesting seven waiver days for the next three school years to provide three days of professional development with a focus on increasing student achievement and an additional four days for parent teacher conferences. Having four full days of conferences will eliminate nine half-days from the calendar, which increases instructional time. This is a renewal of their previous waiver of three days.

EXPECTED ACTION

Consider approval of the 11 districts' applications included in this memorandum. Provide feedback to staff on possible changes to prepare for a full discussion at the July Board meeting.

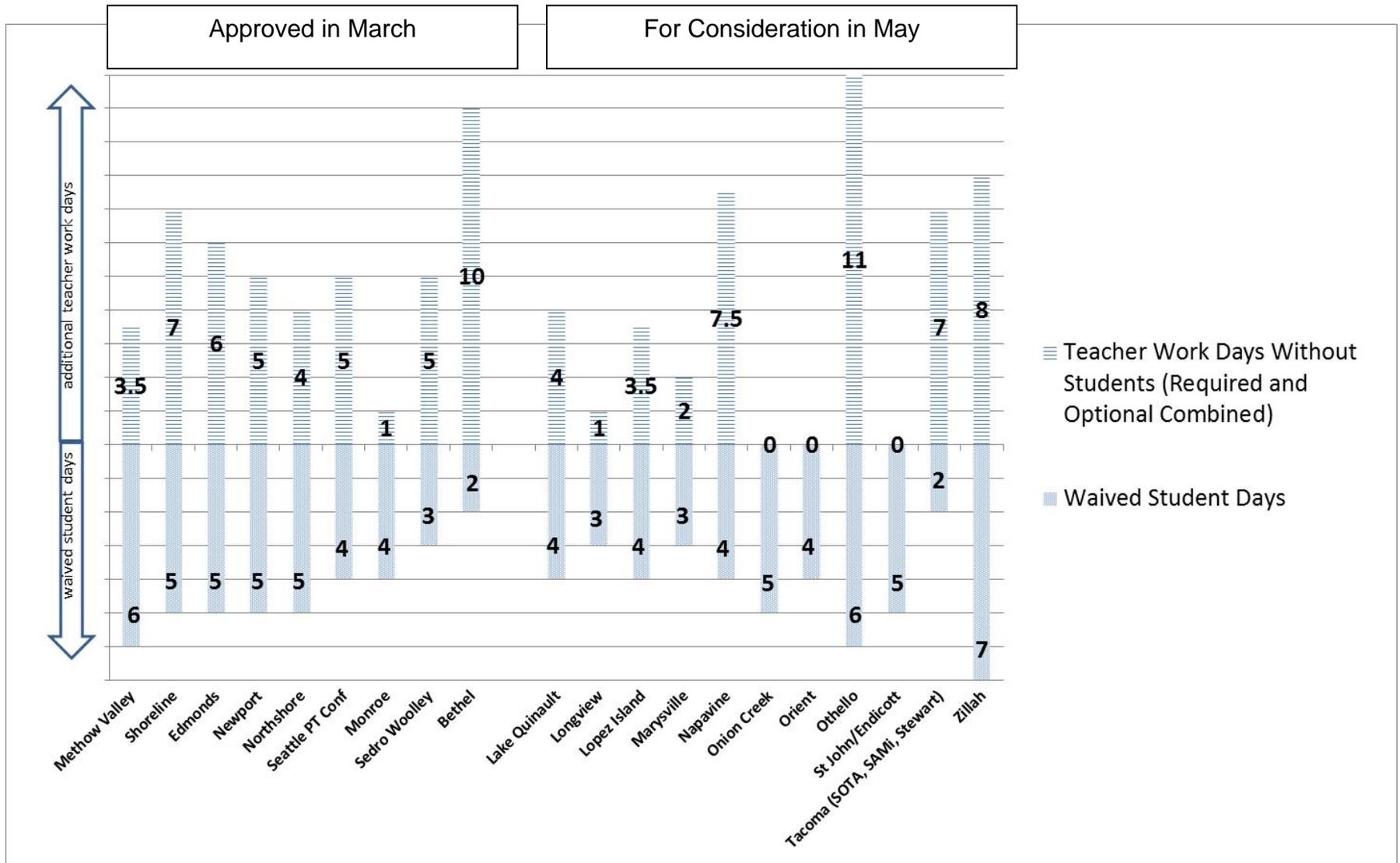
Table A: Summary of Waiver Applications

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	Made AYP in 09-10?	In Step of Improvement?	PLA* and which year	2010 Washington Achievement Awards
Lake Quinault	2011-12, 2012-13, 2013-14	4	176	4	184	8	R	No	No	2010 and 2011: Lake Quinault HS	
Longview	2011-12, 2012-13, 2013-14	3	177	1	181	8	N	No	Step Two	2010: Monticello MS	
Lopez Island	2011-12, 2012-13, 2013-14	4	176	3.5	183.5	0	R	Yes	No		Lopez Middle/High: Extended Graduation
Marysville	2010-11	3	177	2	182	0	N	No	Step Two	2010: Tulalip Elem, Totem MS, 2011: Quil Ceda Elem	Totem MS: Improvement
Napavine	2011-12, 2012-13, 2013-14	4	176	7.5	187.5	1	R	No	No		
Onion Creek	2011-12, 2012-13, 2013-14	5	175	0	180	8	R	Yes	No		
Orient	2011-12, 2012-13, 2013-14	4	176	0	180	0	R	Yes	No		
Othello	2011-12, 2012-13, 2013-14	6	174	11	191	19	R	No	Step Two		McFarland MS: Overall Excellence Othello HS: Overall Excellence and Language Arts
St John/Endicott	2011-2012	5	175	0	180	14	R	Yes	No		St. John Elem: Overall Excellence St. John/Endicott HS: Extended Graduation

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	Made AYP in 09-10?	In Step of Improvement?	PLA* and which year	2010 Washington Achievement Awards
Tacoma	2011-12	TSOT A/SAMI – 12 Stewart - 8	TSOTA/SAMI – 168 Stewart – 172	7	TSOTA/SAMI-175 Stewart-179	0	R	No	Step Two	2010: Giadrone MS, Hunt MS, Stewart MS, Jason Lee MS, 2011: Baker MS	Lincoln HS: Improvement
Zillah	2011-12, 2012-13, 2013-14	7	173	8	188	0	R	No	Step One		

*Persistently-lowest achieving schools: Schools with three consecutive years of data in the lowest five percent in both reading and mathematics and secondary schools with a weighted average of graduation rates less than 60 percent over a three-year period.

Table B: 2011 Waiver Requests



Appendix A: Full Waiver Applications

Lake Quinault

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

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	Eight
Reduction	Eight
Remaining number of half days in calendar	Zero

8. What are the purpose and goals of the waiver?

To continue to work on our goal developed at the Washington State Leadership Academy and through the Washington Improvement and Implementation Network (WIIN). The goal of our district is to improve the learning community within our schools to support increased student and staff learning. The District's Leadership Team develops the agenda for each professional development day in support of the goal. We, in coordination with the WIIN and ESD 113, have developed three actions plans to support our goals. The first action plan is: implement a single, student database that is readily available to district staff to use effectively for improvement of student achievement. The second action plan is: establish a frequent and consistent time period to collaborate as large and small groups to analyze data for the purpose of implementing quality instruction strategies. The third action plan is: identify, present and implement effective core instructional strategies used by all teachers to improve student achievement with a focus on language deficient students. Each action plan has a team that will meet to coordinate the implementation of their plans. We will also schedule professional development courses to support the requirements of the action plans.

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

Assessment of State Assessment Scores and results of twice yearly administration of Measurements of Student Progress (MAP) test show that in reading and math our students were achieving below state standards. During the past three years we have taken steps to correct this. Assessment results have begun to show improvement. Our HSPE and MSP scores from last year began to show an increased improvement in math (5 out of 7 grades improved), reading (4 out of 7 grades improved) and writing (2 out of 3 grades improved). Our MAP testing which is done each fall and spring has shown an increase in student ability in reading and math.

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

We will continue to use State Assessment and MAP results.

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

District will continue to review student data from assessment tests, as well as results from teacher based classroom assessments and annual feedback graduates entering high education institutes.

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

We are currently using Professional Learning Communities to develop action plans based upon three areas developed during our needs assessment through WIIN. The areas are:

1. Create a frequent, regular time period to implement continued collaborative data analysis to inform instruction and program instructions. (Provide adequate time for teachers to collaborate about quality classroom instruction and effective differentiation strategies.)
2. Create a universal database readily available to district staff for analysis, interpretation and application of student achievement and related data.
3. Implement effective intervention systems for ELL. One major focus will be in the implementation of GLAD (Guided Language Acquisition Design) at the elementary level. We are sending two teachers for training this school year.

13. Describe the innovative nature of the proposed strategies.

The action plans are being built to continue progress that was developed during our participation in the Washington State Leadership Academy. This is a long term process that is beginning to develop 2nd order change (sustainment) within the district in how we do business in the learning of our students.

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 leadership team is responsible to develop professional development days that support the district's goals. Each year plans are refined to adjust to current needs of the staff.

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

The district needs were developed this year through our participation in the WIIN grant. These needs support the continued action plan we developed in our participation through the Washington State Leadership Academy. We have used the past three years with waiver days to target our professional development to improve our staff instructional skills. This year's waiver days were focused on developing an action plan that will continue our push forward in improvement. The action plan is on the Washington Plan and Monitoring Tracker at <http://wasummit.wested.org>. Please contact this organization to be able to access data.

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

The Leadership Team consists of the Principal/Superintendent and three teacher leaders. This team initially developed the needs to keep the waiver days ongoing. The

Principal/Superintendent has worked with the local association to get their input. Students have a representative on the School Board and had input to the waiver. The community was provided time to comment at our January 2011 meeting.

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.

All teachers only get four TRI days, one which is mandatory and used to open school. The other three days are optional for teachers to use for work beyond the school day. A new teacher (first year in district) will get one additional day to come in and go over items, etc to help prepare for school.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	4
The district or schools directs some or all of the activities for <u>1</u> of the additional days listed in #3 above	
Total	184

17. 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	Optional	x		
2	Optional			x
3	Optional			x
4	Optional			x

17. 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.

The extra day is used at the beginning of the year to begin the school year, provide updated guidance to the faculty and discuss in general the school year plan.

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?

For the past three school years the four waiver days were used as Teacher Training Days. Days were used to have professional development for staff to enhance ways to increase student learning. Time was used each year to review and comment on student data and make adjustments to our plans. The days were used as planned in the original waiver request.

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.

Over the past three years we have used the waiver days to improve our professional development. One major result was achieving the 2010 School of Distinction award from the Center of Educational Effectiveness and Phi Delta Kappa. We were able to plan for and execute full training days. Allowing time for professional presentations, dialogue between administration and staff and finally conversation between colleagues on student learning. The goal of our first waiver request was to enhance our professional development and focus on school needs. This was accomplished and continues.

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

The main way parents and the community were kept informed on an on-going basis was through board reports by the Superintendent/Principal and teachers who had special projects going on.

Longview

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

<i>7. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	14 (<i>late start/early release & parent/teacher conference days</i>)
Reduction	8 (<i>change of late start/early release professional dev. model</i>)
Remaining number of half days in calendar	6 (<i>elementary parent/teacher conference half days</i>)

8. What are the purpose and goals of the waiver?

The purpose is to provide teacher professional development focused on the three district initiatives to improve student learning. The three initiatives are:

- Priority Standards: What to teach
- Effective Instruction: How to teach more effectively including use of the District's effective instructional model (CASA)
 - Clear objectives
 - Aligned activities
 - Student engagement
 - Assessment
- Professional Learning Communities/Data Teams: The vehicle for student data analysis and continued teacher professional development

The goal is to improve student achievement in the District's 14 Pre-K-12 schools. This will be accomplished through weekly Professional Learning Community/Data Team meetings and three professional development days focused on the district's initiatives.

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

Students in the Longview School District in grades four, seven, and ten fall below the state bar in reading and math at all levels except grade ten reading. Student cohort growth information for grades three through eight provides additional information. With just two exceptions, students who are continuously enrolled in our District make gains ranging from 1.4% to 26.3%. Nevertheless, gaps remain when Longview students are compared with state-wide assessment data ranging from -3.9% to -17.8%. At the present time, Longview School District MSP/HSPE results do not reflect the degree of system-wide improvement needed to meet District goals. The District Improvement Plan and the School and Site Action Plans describe in detail the necessary action steps for continuous improvement in student achievement.

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 and identification of expected benchmarks and results include, but are not limited to, the following:

- Development of well-articulated curriculum guides that highlight the priority standards that have been identified by content-area teams. Priority standards are those essential standards for students to be successful at the next level, to be successful on state assessments, and to be ready for a post high school experience. They are based on state requirements and district curriculum and were developed in every content area by district teacher teams.
- District benchmark assessments to measure student growth and mastery of standards. As one example, the district is currently working with OSPI on math benchmarking. Secondary math teachers are enthusiastic about the potential impact on their daily instruction, and know they will benefit from continued work with OSPI staff in refining the assessment tools and utilization of the data that the benchmarks provide. We plan to do the same with all content groups. Another example is Measurement of Academic Progress (MAP) in reading, mathematics, and language usage that is currently being piloted at Monticello Middle School – a MERIT school. MAP will be used in all district K-12 schools beginning in fall 2011. The 2011-2012 school year will be the baseline year for MAP with the exception of Monticello Middle School whose baseline is being established this year. DIBELS and ORF are used and will continue to be used at all K-8 schools. DIBELS and ORF data are used to modify and differentiate instruction resulting in Response to Intervention (RTI) flexible, small group instruction.
- Ultimately, we expect to see intentional instruction aligned to standards, quarterly benchmarking to monitor instruction, and improved student achievement on state assessments as noted in the District Improvement Plan.
 - Data is collected to monitor instruction aligned to standards through classroom walkthroughs or instructional rounds. Principal and teacher teams collect data, use the data in Professional Learning Communities/Data Teams. Currently schools report 33 percent of teachers have instruction aligned to standards. The goal is 90% effective instruction in three years as measured by the District's CASA rubric. CASA is Clear Targets, Aligned Activities, Student Active Engagement and Assessment and is based on the work of Bob Marzano.
 - The District Improvement Goals are as follows:
 - 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade scores on the 2011 Reading and Math (MSP/HSPE) will increase by 10% over 2010 scores.

100% of district buildings and sites will have highly functioning Professional Learning communities in place as evidenced by the effective use of data resulting in increased student achievement.

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

Evidence includes, but is not limited to, the following:

- Published district curriculum guides based on state standards for each content area designed by district teachers with support from OSPI.
- Creation and use of benchmarks K-10 for Reading, Writing, Math, Science, Social Studies and the Arts.
- Measurement of Academic Progress (MAP) data.

- DIBELS and other formative assessments.
- Data gathered on instructional practices at all school sites using the Classroom Walkthrough process.
- Sample agendas and minutes from weekly Professional Learning Communities and Data Teams.
- Teacher-generated formative assessments based on student data and needs.
- Analysis of MSP and HSPE data.

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

The three professional development days will focus on district initiatives which include development of priority standards, more effective teaching in every classroom every day, and 100% highly effective Professional Learning Communities.

The content of professional development will be determined through teacher surveys, student achievement data, Classroom Walkthrough data and other sources. Collaboration will occur between district staff, principals, and teachers so that professional development is timely and meaningful for participants. All professional development in the District is research-based relying heavily on the work of Dr. Robert Marzano, Dr. Brian McNulty, Larry Ainsworth, Dr. Douglas Reeves, and Dr. Rick Stiggins.

13. Describe the innovative nature of the proposed strategies.

The three district initiatives provide a comprehensive framework or theory of action for improving student achievement. Thirty-five years of educational research has provided ample resources from which to draw. The combination of intense day-long professional development opportunities combined with weekly Professional Learning Communities focused on student data will ensure teachers increase their instructional efficacy and teach to the priority or essential standards.

We know what to do, so let's do it. We know focusing on priority standards will ensure we teach the standards in all content areas and at every grade level so students are prepared for the next step. We know student academic achievement increases dramatically when teachers use effective instruction every day. We know teachers need time to work in collaborative teams to analyze student data, to differentiate instruction, and to refine instructional strategies.

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 work we are attempting to complete cannot be accomplished in one year. Each year will build on the preceding one. Efforts in the first year of the waiver will focus on identification of the priority standards, benchmarking, and improving instructional strategies. In years two and three staff will refine their strategies and expertise in the classroom and deepen their understanding of data analysis and the instructional process.

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).

Recently, Dr. Mike Schmoker wrote in his book *Focus: Elevating the Essentials to Radically Improve Student Learning*, "If we choose to take just a few well-known, straightforward actions, in every subject area, we can make swift, dramatic improvements in schools." This waiver request is all about focus and choosing a few well-known and straightforward actions.

The District Improvement Plan and every school improvement plan in Longview Public Schools targets improved student performance. For more information about the Strategic Plan Review Process including the Executive Summary, the District Improvement Plan and school improvement plans for each school, please go to the link:
<http://www.longview.k12.wa.us/PDF/Strategic%20Plan%202010%20posted%20to%20web%2011.18.10.pdf>

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

Longview Education Association, site action teams, principals, and district office staff have been involved in the development of this waiver. The request for weekly Professional Learning Community time arose from contract negotiations in August 2010. The Strategic Plan Review Committee comprised of union representatives, community members, parents and administrators recommended a more robust implementation of PLC's, strengthening of effective teaching practices, and refinement and implementation of priority standards.

The three waiver days are specifically designed to support the weekly Professional Learning Communities' work. These three days will provide training in effective data team processes, selecting and analyzing data that inform instruction, the identification of common instructional targets, and strategies that effectively research concepts students have not mastered.

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.

We have lost three learning improvement days as a result of state budget reductions. Teachers have access to an optional one day of professional development/in-service during the year. There are currently eight three-hour late start/early release days. In addition, under the current collective bargaining agreement, elementary schools are released for six half-days for parent-teacher conferences.

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

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	1 (optional)
The district or schools directs some or all of the activities for _0_ of the additional days listed in #3 above	
Total	181

17. 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	Optional	optional		

17. 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 budget reductions, loss of Learning Improvement Days (LID), and the need for improved student achievement, additional teacher professional development is essential, as described elsewhere in this application.

Lopez Island

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

7. Will the waiver days result in a school calendar with fewer half-days? No

Number of half-days before any reduction	Six
Reduction	Zero
Remaining number of half days in calendar	Zero

8. What are the purpose and goals of the waiver?

Our goals are to:

1. Improve student academic success.
 - a. Provide training for teachers on research-based instructional strategies in literacy and mathematics.
 - b. Review student achievement assessment data.
 - c. Develop plans to continue to implement a Response to Intervention model to assist students who are struggling.
2. Increase student safety and supportive learning environment.
 - a. Provide training to staff about bullying and harassment, boundary invasion, and the principles of Love and Logic.
 - b. Develop and maintain school-wide strategies to encourage student responsibility and to increase student self-confidence through mastery of subject matter.
 - c. Strengthen school-wide communications and climate.

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

An analysis of fourth grade WASL (and now MSP) trend data indicates an erratic pattern of student achievement. It is hypothesized that much of the erratic trend can be attributed to the low numbers of students taking the test, and therefore extreme caution should be used when weighing the reliability of the data. Given this caution, a careful study of the data indicates several patterns which do seem to emerge. First, it is clear that since 2003 fourth grade Lopez Island students have consistently scored below the state average in reading, mathematics, and writing. Secondly, prior to 2003, fourth grade Lopez Island students generally scored above the state average in all subject areas. Seventh grade students also have consistently scored at or below the state average in reading, mathematics, and writing, and that trend has continued since 2007. During the same period of time, tenth grade students scored at or above the state average for the same subjects.

As indicated by these scores, and an analysis of other assessment data such as M.A.P. and teacher-generated assessments, we have work to do at grade levels throughout our system to further increase our potential for even greater student academic success. Our goals for the requested waiver days reflect a district-wide commitment to addressing our students' needs by focusing both upon academic as well as climate issues.

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

Success in reaching stated goals will be measured as follows:

- 1a. Training will be provided.
- 1b. Staff will review student data such as MSP/HSPE scores, M.A.P. testing results, and DIBELS assessments.
- 1c. A plan will be developed with three tiers of intervention strategies identified, and specific students will be identified for extra assistance.
- 2a. Staff members will participate in online training modules with topic such as bullying and harassment and boundary invasion. Staff members will conduct peer training about the principles of Love and Logic.
- 2b. Staff discussions will take place about ways to encourage greater student responsibility, self-confidence, through mastery of subject matter.
- 2c. Discussions and/or surveys will take place to determine strengths and challenges with communication and climate.

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

The School Board, school administrators, and staff leadership will monitor progress related to this plan. Staff members will continue to evaluate student achievement scores. From these scores, we will review and revise our plan to meet student needs. HSPE, MSP and MAP scores will be reported to students, parents and the community.

An observable increase in assessment scores and other data will provide positive evaluative evidence that we are being successful in our effort to improve student learning. Graduation rates will provide additional data about the success of the plan. Less than expected increases in test scores and other assessment data will provide prescriptive information to further inform instruction.

Student safety and supportive learning environment data will be collected by surveys, and by reviewing student discipline data.

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

Lopez Island School District is committed to increasing student achievement as the goal of any educational initiative such as this waiver application. Research from Sanders and Horn confirms that the level of skill of a teacher is a critical factor in the academic success of students. This research implies that an effective teacher can influence a student's academic learning by helping that student achieve 1.5 years of growth in only one year. This waiver is intended to allow for professional development of our instructional staff in order to give them the tools needed to continue to positively impact student learning. Specifically, we intend to investigate those research-based strategies related to increased student achievement in literacy and mathematics. Investigations may include book studies with such texts as Marzano's *Classroom Instruction That Works*, the use of professional development DVD's such as Heinemann's Fountas and Pinnell *Leveled Literacy* series, and tapping into our own instructional staff for presentations on their subjects of expertise. In addition, supportive learning environment content will be delivered through a "train the trainer" method, where selected members will

receive Love and Logic training followed by those members training their colleagues. Processes may include such things as direct instruction, text renderings, active reflection, the use of World Café responses to key questions, etc.

13. Describe the innovative nature of the proposed strategies.

Lopez Island is an isolated and remote learning community. Providing quality professional development opportunities is challenging due to our location. In addition, like all districts in Washington, financial constraints threaten to hamper the ability to provide innovative solutions to meet the staff development needs of our staff. However, we have begun to network with other island districts to provide professional development for all of our staffs. The waiver days will be crucial to the successful collaboration among the districts so that we can find common time to meet.

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?

At the conclusion of the school year and again in professional activities in the fall of each school year, the staff will collaborate in a variety of activities and venues. This time will include opportunities for reflection and planning regarding the activities associated with the waiver days. After the first year of the requested waiver (2011-12), plans will be modified and adjusted for subsequent years, based upon evaluative assessment of the first year, to further enhance the effectiveness of the intended activities in years two and three.

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 need for ongoing professional development of our staff is critical. At this time, the state has eliminated the funding for two days that were previously used for staff development. Therefore the waiver days represented in this application, if granted, will serve as the primary means whereby staff of Lopez Island will be able to meet for this purpose. The secondary and elementary Learning Improvement Plans are published on the District's web site. The site is located at: <http://www.lopezislandschool.org>. The goals of the waiver directly support the school improvement plans, and you will note that the current waiver days are referenced within the plans.

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

The Lopez Island School District is a small close-knit community, as evidenced by the numerous community volunteers and school/community based committees involved with our District working to create a stronger school for our students. Parents and community members were active participants in the development of our District Strategic Plan, and are currently active in our ongoing improvement plans. Discussion and official consideration of this specific waiver request were provided in an open public board meeting.

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.

Our collective bargaining agreement for 2011-13 includes one professional development day for 2011-12, and zero professional development days for 2012-13. We have two "start up" days at the beginning of each school year for required training on such things as Bloodborn Pathogens, HIV/Aids, Sexual Harassment, etc. In addition, teachers have half a day to be used at their discretion to set up classrooms, etc. Teachers at the secondary level have time for collaboration once per week for two hours. Teachers at the elementary level have collaboration time once per month for one and a half hours. Parent-teacher conferences at the elementary level take place twice in the school year and during those two weeks students are dismissed two and a half hours early.

Finally, there are four days prior to holidays and two days at the beginning and end of the school year where students are dismissed three hours early.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	3.5
The district or schools directs some or all of the activities for <u>3</u> of the additional days listed in #3 above	
Total	183.5

17. 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		
.5	100%			x

17. 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.

Research verifies that effective professional development for teachers has a positive impact on student learning. In most cases, effective professional development takes place over time, rather than solely at the beginning of the school year. The addition of waiver days will allow teachers to meet throughout the school year to work on the action steps laid out in our Learning Improvement Plans. The days at the beginning of the school year are typically spent with mandatory training such as HIV/Aids, Sexual Harassment, etc. We will use the additional days for activities such as reviewing student achievement data, researching best practices in various

content areas, and learning specific teaching strategies and techniques.

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 District has used its last three years of waiver days in close alignment to its intended plans as projected in the application form. Four days were scheduled into each year's school calendar as planned and professional development activities were carried out to address the stated intent. The activities were intentional, meaningful, and specific to the goals and objectives stated in the application. The staff was universally appreciative of the opportunities provided by the waiver days. Such opportunities included cross-grade collaboration in planning instruction, cross-grade and transitional-grade collaborative review of student academic data, development of building-level themes and strategies to enhance instruction, and individual teacher professional development.

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 purposes and goals of the District's previous waiver were met by the consistent adherence to stated intended activities and provision of professional development opportunities. Staff used the four previous waiver days with efficiency and a high degree of commitment to the stated intent.

During the course of the previous waiver, improvements in student learning were varied. Tenth grade students continued to perform at or above the state average in all subject areas. Seventh grade students experienced a slight decrease in reading and writing scores, but the trend was upward in mathematics. Elementary students at the fourth grade have not shown improvement in reading or mathematics, and in fact the opposite is true. However writing scores have shown encouraging growth.

These fluctuating scores demonstrate a continued need for further professional development and continued collaboration between grade levels, to be addressed by the opportunities presented by the desired approval of this renewal request.

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 community members are kept informed of student academic progress by newsletters, parent-teacher conferences, student report cards, and through our web site. Professional work days without students are posted on the school web site calendar, and are publicized in a weekly newsletter and on the school reader board. The general purposes/goals/activities for those days are also publicized. The School Board is consistently apprised of the professional development activities during public board meetings, to which the public and parents are always invited.

Marysville

1. District	Marysville School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Only for the following: Tulalip Elementary Quil Ceda Elementary Marysville Cooperative Education Program Marshall Elementary
4. Number of Days	3
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? No

8. What are the purpose and goals of the waiver?

Background Information: The Tulalip Tribes is in the process of purchasing the Tulalip Elementary School building for an Early Childhood Center to serve 500 children. The decision to purchase the Tulalip Elementary building was only a very recent decision, occurring in February. This purchase will result in the relocation of Tulalip Elementary School staff and students to the Quil Ceda Elementary School site beginning with the 2011-12 school year. This relocation also requires 250 students of the Marysville Cooperative Education Program (MCEP) currently housed at Quil Ceda to move to Marshall Elementary School. Both Tulalip Elementary and Quil Ceda Elementary are recipients of a school Improvement Grant which has significant requirements. Tulalip is a Turnaround School and Quil Ceda is a Transformation School. In order to achieve the requirement of the grants, staff need additional professional development time as well as time for collegial teaming and collaboration activities to further develop the new school culture which this opportunity presents. Additionally, Tulalip serves 75% Native American Students and Quil Ceda Serves 43% Native American Students. The average Free and Reduced lunch of both schools is 77%. The relocation of the 250 students of MCEP to Marshall Elementary, which serves a significant population of students with special needs, will also require additional professional development and collegial collaboration.

There are other factors which influenced our request for consideration for three waiver days. The 2010-2011 school calendar had June 16 as the last day of school. Due to inclement weather the last day of school is June 22. Other District Professional Development had been planned for the remaining days in June. Additionally, August days have been identified for specific professional development needed at buildings, AVID training, WEA Summer University and WINN Center training for MERIT Schools. Lessons learned from last Summer was that staff were tired prior to the new year starting due to their commitment to all the Summer Professional Development getting ready to open in the Fall. As a result, we are trying not to require meetings in the month of July this summer. Currently, all four schools have been working on Saturdays. (Three hours per Saturday, for six Saturdays.)

Lastly, while having the privilege as a recipient of MERIT School grants, the grants do not have the capacity to support the impact of the unanticipated professional development needs of combining schools. The budget supports six hours at 4 days for the entire 2011-12 school year for the MERIT Schools and no additional support in time for the MCEP and Marshall teachers. The budgeted amount supports a couple of days prior to opening school and the remaining for curriculum development, intervention planning, assessment analysis.

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

There is a major sense of urgency as reflected in the MSP Math and Reading achievement data that identified both Tulalip and Quil Ceda Elementary as in the bottom 5% of school performance in Reading and Math. Both Schools are MERIT Schools, having received SIG Grants.

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

The District has established grade level bench marks that align to the grade level ELARS. Additionally grades 3-8 use the Measurement of Academic Progress (MAP) as a tool to monitor student progress three times a year. On a monthly basis, Arcella Hall, OSPI MERIT Coordinators meets with Marysville School District representatives to review a multitude a assessment data to monitor student progress. For example, attendance, student discipline, Dibbles, and Fountas and Pinnell benchmarks.

MSD Goal: Accelerate of percentage of elementary student on grade level in reading and math.

Measures: 1st graders at F&P benchmarks at end of 1st grade

3rd graders proficient in state reading test (L3 on state test)

3rd graders exceeding standard on state reading test (L 4 on state test

4th graders proficient on state math test (L 3)

5th grade exceeding standard on state math test (L 4)

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

1. Students and teachers attitudes regarding the “readiness” to open schools serving new students and staff as reflected on staff attitudinal survey. (BERC Survey).
2. Staff involvement/participation in the cultural competency professional development and continued opportunity for learning. Attendance data reflecting % of participation.
3. Evidence of their instructional practice that supports classrooms that reflect a student population of diversity. Identification of the ways staff are developing relationships with students that promote student engagement in the classroom.
4. The use of differentiated instruction as a result of knowing individual student needs and analyzing individual data to provide the intervention supports needed. Monitoring student progress in meeting District achievement goals.
5. Involvement in community activities. Data collection of % of staff who attend student recognition ceremonies, art festivals and attendance at parent education meetings.

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

Currently, schools are working with Erin Jones, Assistant Superintendent of student achievement and Dr. Stephanie Fryberg, professor of the University of Arizona and Tulalip Tribal Member on building mindsets and culturally response teaching strategies that promote student academic growth. These individuals will be working with the staffs in the area of cultural competence by helping us develop a set of skills the professional need in order to improve practice to serve all students, and communicate effectively with families. It is our goal to enable teachers to build on the cultural and language qualities that young people bring to the classroom rather than viewing those qualities as deficits. Our plan is to continue this important work during the wavier days.

13. Describe the innovative nature of the proposed strategies.

A paramount goal is to design schools that meet the needs of their student populations who have historically been underserved—Eliminate The Achievement Gap. A paramount starting point is to start with our beliefs about students and learning with our own “mindsets”. A beginning question is: How as teachers do our beliefs impact how we teach and our beliefs about individual student achievement. As teaches we only do what we know from our own experiences. Where we want to go is to be culturally relevant in our teaching by utilizing the backgrounds, knowledge and experiences of the students to inform lessons and methodology.

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?

N/A Request for a waiver is 2010-11 school year only.

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).

MSD Goal #1: Accelerate the percentage of elementary students on grade level in reading and math.

MSD Goal #5: Close the achievement gap for Native American, Hispanic, African American, ELL Special Education and low income students.

Due to the relocation of staffs affecting four schools, the collaboration time affords the opportunity for staffs to join together to gather new insights into the populations of the students that they will be serving with particular emphasis on the specific cultural and academic needs of the new school populations. See MSD website: www.msvl.k12.wa.us

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

Through a multiple of communication channels: Building Leadership Meetings, Program meetings, Tulalip Tribes Indian Education Committee, District communication and parent meetings.

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.

151 full instruction days

14 (2 ½ hr.) Professional Development Days (7 days teacher directed and 7 Dist. Directed)

8 Conference Days (2 ½ hrs. early release)

3 (2 ½ hr.) Grading

3 (2 ½ hr.) holiday release

1 (2 ½ hr.)early release last day of school

Total of 180 days + 2 full professional development days prior to the first day of school+182 days

Please note the school day had been increased by 30 minutes at Tulalip Elementary as a result of the School Improvement Grant. Quil Ceda Elementary will also increase their student day next year by 30 minutes.

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

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	2
The district or schools directs some or all of the activities for <u>1</u> of the additional days listed in #3 above	
Total	182

17. 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	x	
2	100%			x

17. 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.

The additional two days are scheduled by the negotiated contract as the two days prior to school starting. One day is a teacher directed day and one day is a building/district directed day. The teacher directed day is used for lesson planning and classroom setup. The one district/building day often is dedicated to operational items related to student safety. These two days do not facilitate the time needed to start the schools year with the background knowledge and cultural knowing needed to meet the needs of our students. Additional time is needed.

Napavine

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

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	7
Reduction	1* previous reductions have been made as a result of waivers days
Remaining number of half days in calendar	6 (grading days and vacation release)

8. What are the purpose and goals of the waiver?

The Napavine School District is committed to the development of all students through continued intentional professional development for staff. The next three years require the same level of commitment to professional development that has been established with the effective use of waiver days in past years.

We are committed to increasing student achievement through the following goals:

Goal 1

Napavine students will continue to meet the established achievement goals in the areas of Reading, Math, Writing, and Science as established by the state for the 2012, 2013, and 2014.

Goal 2

Napavine School District will use data to identify student cell groups that are "at risk" and increase student achievement on classroom, district and state wide assessments.

Goal 3

Napavine School District will continue to support students to successfully graduate on-time from Napavine High School increasing our current on-time rate to at or above 95%.

Goal 4

Napavine School District will implement a new Teacher and Principal Evaluation System by 2014 as required by SB 6696.

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

Napavine School District has traditionally been successful on state wide assessments: above state average and above the uniform bar. However, with increasing standards and an increasingly diverse population (increased special education, higher free/reduced population, and more transient population) many of our grade levels have shown a decline as compared to previous years. Additionally, Napavine Elementary is in Step 1 of AYP based on the special education reading and math cells.

While some people may not view our state test scores as “in crisis” we are committed to ALL of our students’ success. We recognize that without the opportunity for professional development and opportunities to work in Professional Learning Communities, Napavine School District would not be performing at our present levels. Our struggle is increasing and we are anxious to continue to improve ourselves for the betterment of our students.

	Rdg	Rdg	Rdg	Math	Math	Math	Wtg	Wtg	Wtg	Sci	Sci
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009
Grade 3	72.4	76.9	83.1	70.7	73.8	62.7					
Grade 4	69.1	80.7	74.6	50.9	61.4	49.3	58.2	56.1	62.0		
Grade 5	77.5	89.7	78.8	64.8	69.0	74.2				43.7	62.1
Grade 6	80.8	75.0	65.4	61.5	60.3	51.9					
Grade 7	75.0	66.0	47.1	61.7	64.2	47.1	80.0	73.6	48.6		
Grade 8	72.7	74.6	74.5	63.6	68.3	56.4				52.3	61.9
Grade 10	96.0	87.9	94.0	76.0	67.6	60.0	95.8	94.0	98.0	70.0	47.8

In addition to the state data that has been collected, staff use a variety of data sources to track students. Classroom grades, common formative assessments, and district assessments (DIBELS, STAR, Etc.) are used to measure student progress throughout the school year.

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

Goal 1 & 2 -Ultimately, Napavine School District will measure our success in the same way the state and federal government measures our success and that is by examining our results on state assessments, HSPE and MSP, and our ability to reach the established criteria.

In reality, we will be looking at data and student growth at the classroom and district level to guide our actual success. We will be able to monitor the progress over time taking in consideration student demographics: socio-economic status, transient lifestyles, learning needs, etc. We will seek innovative measures to give every student every opportunity to reach their potential.

Goal 3 – Students are tracked through high school on credits earned; additionally middle school students are tracked on their potential to earn credits at the high school level by assessing grades.

Goal 4 – The development and implementation of a new Teacher and Principal Evaluation System will ultimately result in increased student achievement, however the implementation of this goal will be evaluated by staff for understanding of the criteria rubric. The data gathered on improved instructional strategies will benefit on students.

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

Goal 1 – HSPE/MSP results, DIBELS data, district assessments, classroom based assessments, and grades will be collected along with the data showing interventions that students received to reach individual goals.

Goal 2 – Student data (as mentioned above) will be gathered by demographic indicators as listed in the AYP achievement cells. This student data will be matched to interventions and classroom instruction strategies to evaluate success.

Goal 3 – Students will be tracked for their on-time graduation potential through middle school and high school. Student interventions that are in place to support students that are “at-risk” for not graduating on time will be analyzed for effectiveness.

Goal 4 – Consensus and understanding of rubric material by all staff and implementation of the Teacher/Principal Evaluation tool.

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

Goal 1

Napavine students will continue to meet the established achievement goals in the areas of Reading, Math, Writing, and Science as established by the state for the 2012, 2013, and 2014. This will be accomplished through district wide commitment to professional development in Professional Learning Communities, curriculum development, diverse instructional strategies, and the use of assessments to guide instruction.

Goal 2

Napavine School District will use data to identify student cell groups that are “at risk” and increase achievement on classroom, district and state wide assessments.

This will be accomplished through the collection of data, a clear plan of intervention, and targeted instruction. PLC teams will work together to create groups, plan interventions, and design instruction to promote success with “at risk” populations.

Goal 3

Napavine School District will continue to support students to successfully graduate on-time from Napavine High School.

This will be accomplished through the implementation of the state graduation requirements, tracking students to confirm on-time graduation plan, and identification and support of students that are behind each semester of high school, as well as monitoring middle school and elementary students for success indicators. Additionally, the school district will develop a plan for students to retrieve lost credits. High School administration, counseling, and teachers will use PLC groups to develop strategies to promote student on-time graduation.

Goal 4

Napavine School District will implement a new Teacher and Principal Evaluation System by 2014 as required by SB 6696.

This will be accomplished through training in effective instructional practices, intentional and

targeted curriculum development, classroom management techniques, use of student data to drive instruction, and further development of PLC groups.

13. Describe the innovative nature of the proposed strategies.

Professional Learning Communities (PLC) provide a foundation for the improvements that are expected in the next three years. Napavine School District has recently implemented PLC groups. This practice has opened a new world of professionalism amongst members. Our teachers and other staff serve on multiple PLC's based on assignment and interest areas. While serving in these learning communities staffs learn together, grow together, develop together and together promote a unified best practices approach to instruction for our students.

PLC's at NSD are taking a best practice and implementing it into our practice. Unlike professional development of old where staff were trained but never offered an opportunity to implement, teams design their own approach to making sure that the new practice is implemented, evaluated and continually developed based on student data.

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?

Napavine School District is very intentional in the implementation of best practices into the system. It is very important for us to not only train staff in best practices but to support the implementation of practices into the classroom. In past years, Napavine teachers have studied the expectations in all curricular area, with a special emphasis on math. They have dissected the standards to determine responsibilities across the grade levels. It will take additional time to fully implement these standards effectively.

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 Napavine School district and school improvement plans are based upon collaboration to make sound educational plans and effectively implement those plans. The waiver day provides the necessary element of time to make our plans a reality.

Additional documents at www.napa.k12.wa.us.

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

The students and staff of Napavine School District has benefited greatly in the past six years from continued, intentional professional development provided to staff during the waiver days. The implementation of Professional Learning Communities has created staffs that are prepared to have intentional discussions regarding instruction, assessment and interventions. Continuing waiver days will give Napavine School District the opportunity to continue this work.

The community has become accustomed to less early release days as a result of waiver days, which is important for working parents. The community and parents are updated regularly regarding the purpose and work that is accomplished on Waiver Days via regular newsletters, and more importantly parents can identify the results that are generated as a result of the work.

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.

Additional Days

7.5 TRI Days

3.5 Days mandatory TRI days prior to start of school year

4.0 Days optional TRI days – timesheet throughout the year

Early Release Days

4 Early Release at Grading Periods – for grading, report card preparation

2 Early Release – Holidays, students released prior to Thanksgiving/Winter Break

10 Early Release – Teacher/Student/Parent Conferences

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	7.5
The district or schools directs some or all of the activities for <u>3.5</u> of the additional days listed in #3 above	
Total	187.5

17. 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	Mandatory	X		
2	Mandatory		X	
3 +.5	Mandatory		X	
4	Optional			X
5	Optional			X
6	Optional			X
7	Optional			X

17. 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.

The three and a half days of mandatory TRI days are dedicated start up days. This is the opportunity for staff to work together to prepare for the year: logistics, trainings, required policy review, meeting students (reviewing IEP's and other lesson planning, parents meetings, open house), and building collaboration teams. The four optional days are at teacher discretion throughout the school year: room set-up, lesson planning, correcting, additional trainings,

parent meetings beyond scheduled day, attending school events, etc.

Best practices indicate that at least 10% of workers' time needs to be dedicated to professional growth and collaboration. The waiver days support our ability to provide the staff of Napavine School District with a greater professional development opportunity.

The waiver days are put into the school calendar for the purpose of on-going training and collaboration. The teacher PLC's will focus on the goals and action activities established in this plan. This work supports the district and school improvement plans. This work is unable to be done prior to the arrival of students. Student progress is monitored, data is analyzed and instructional plans are reviewed throughout the school year.

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?

Napavine School district has been approved for waiver days for the past six years. During that time the district has used the professional development days for training on best practices, followed by development and then implementation. Further, the district has developed PLC's, reviewed and coordinated math standards, implemented CBA's, as well as aligned curriculum in other content areas. This work has further developed in to a data driven climate. PLC groups work on a regular basis supporting kids through data analysis and lesson development.

The work that was accomplished has exceeded the expectations set forth in past waiver requests.

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 staff of Napavine School District is committed to continual professional development of staff in an effort to support student learning. Prior to the approval of the first waiver days in Napavine School District (2005-2008) there was not a systematic approach to develop staff development. The first three years of waiver days, the staff participated in whole group instructional training. This allowed the staff to talk a common language and a unified focus. The next three years (2008-2011) staff continued to be instructed on best practices, including Professional Learning Communities. The PLC groups have created a collegial collaboration that allows groups to discuss student learning, develop instructional practices based on data, and create informative assessments at the classroom, building and district level. Today, the teachers of Napavine School District can more effectively identify students that are struggling, and diagnose instructional strategies to support them. The feedback that parents receive regarding student performance is based in facts rather than opinion.

The past waiver application indicated that students would make at least 3% yearly increase in students meeting the standard in Reading and Writing, and that students would make at least a 5% yearly increase in students meeting the standard on Mathematics and Science. By comparison of WASL and HSPE/MSP scores of the past years some grade levels in some of the subjects met those goals. However there were many unpredictable changes that have occurred over the pasts three years of state testing: the test changed dramatically (WASL to HSPE/MSP), the standards for math and science have increased, and LID Days for teacher development have been eliminated. During this time of rapid change Napavine has managed to maintain test scores at or above the state trends in most grade levels and subject areas. (See data listed in question #9) It is clear that our approach has been balanced across grade levels

and subject areas. It is an approach that we are anxious to repeat and improve for the next three years.

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

Napavine School District uses its quarterly newsletter to communicate regularly to parents and community members. This correspondence is also on our website for any interested party to read. Waiver days are a part of our professional development plan and making sure that our staff is involved in educational best practices is communicated. Additionally, we ask our staff to be spokespeople to our parents and community. We ask them to share new practices and explain how this work supports students in the classroom. This is done via classroom newsletters, awards and recognition assemblies, and informal conversations between staff and parents.

Onion Creek

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

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	Yes
Reduction	8
Remaining number of half days in calendar	6 for student led conferences

8. What are the purpose and goals of the waiver?

Analyze WASL data in reading, writing, science and math. In a small school such as ours it takes every teaching staff member to do the work necessary to align curriculum, analyze data and improve instruction. Our staff would like to use future waiver days to meet without hiring substitute teachers (which are limited in availability) to develop and implement strategies and goals that would align curriculum, analyze data, research assessments in math and improve student learning in reading, writing, science and math and continue with the implementation of Classroom Based Assessments in Health and Fitness, Social Studies and the Arts.

We believe that many more of our students can meet state standards if we have the time to create and implement curriculum aligned with all the GLE's, assessment tools and instructional resources identified, and professional development provided so that staff members have the strategies to address the needs of all our students: intensive, strategic, benchmark, and advanced.

Our district adopted the new math curriculum and will need the extra time in the next year to ensure alignment with the state standards and research district data to develop supplemental math to increase student improvement.

We have adopted a new math curriculum K-8th grades (state recommended math: Math Connects) and we hope to see increased student's scores in the years 2012 and beyond. In science we are looking at alignment in 2011, 2012 to help improve instruction. We will also be looking into purchasing a more cohesive program spanning from K-8th grade. We will be providing staff development opportunities to improve instruction in writing, science and the arts.

Our staff will be researching standards-based grading systems with the intention of adopting this grading system and using it to improve our reporting of grades to parents. This work will take more time to address and research.

We will research best practices in district assessments and start implementation on the new district wide assessments in 2013. The assessments the district will research for best fit will include but not limited to: MAPS, online assessments in reading, language arts and science.

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

Our district uses MSP results from 2010 and district assessment data to make informed decisions on instruction. The results of the MSP indicated a need to improve in the areas of science, writing and mathematics. Our teachers work together to analyze data, attend professional development, assess individual student needs and sets the curriculum to match individual students. This work is done without TRI pay or any additional compensation. The waiver days will make this work more productive and give teachers time to do the work that is necessary for student improvement.

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

We will use district assessment results, teacher data and state assessment data (MSP) to determine success. We expect to see improvements in the individual students' success on assessments due to the alignment of our curriculum to the state benchmarks and common core standards for mathematics, writing and science.

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

For improving math achievement, we expect to see:

- Analyze MSP scores and strand analysis for students every spring from 2011 to 2014 in all content areas.
- Documentation of grade level alignment with the Math GLE's and common core standards.
- Implementation of district wide assessments in math, reading, writing, science and technology.
- Continue with Classroom Based Assessments (CBA's) in Social Studies, Health and Fitness, and the Arts: Teachers need time to assess, analyze and score CBAs.
- The list of CBA's to be tested at each level with the necessary resources.
- The results of students that have completed each CBA and the assessment data.
- Improving instruction, we hope to see:
 - An increase in the number of students improving their scores or meeting standard on the MSP each spring from 2011-2014.
 - An increase in the number of students at grade level, performing at level 3 and passing district assessments.

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

Teachers and staff will meet on specific days to work on data analysis, curriculum alignment and professional development. These will be school days with no students attending. These days will be spread out throughout the school year beginning at the start of school and a final analysis at the end of the school year.

13. Describe the innovative nature of the proposed strategies.

All staff are involved in the operation and success of our school. We all work together to provide a positive, safe and quality environment for our students. We accomplish success by involving all stake holders in the planning, analyzing and implementation of the goals. The full days without students affords us the opportunity to do this work together as a team.

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?

We will continue to address the district needs and update our school improvement plan which will address math, science and English Language arts. We will be aligning our curriculum with the common core standards in English language arts and math for the 2011-2012 and 2012-2013 school years then focusing on the science common core standards the following year.

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 goals on this waiver application were created as a result of collaboration between teachers, parents, and the district administrator and reflect the goals in our School Improvement Plan. Our school improvement plan includes reading, writing, communication, technology and math goals. Our math goals include the need for district alignment of our math curriculum, with the state standards and researching and implementing a district wide math assessment. Our staff is working to address the needs of special education students, and other students who need academic support.

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

The Board of Directors, teachers, administrator and classified employees agree that additional non-student time is needed within the school year to facilitate collaboration between different grade levels/classrooms, alignment of curriculum, analyzing WASL data and implement strategies that address individual student learning.

Support for this waiver and our School Improvement Plan goals was evident in the meetings held between the above stake holders.

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.

Our district does not have collective bargaining agreements. All our staff works very hard to ensure we have quality instruction for our students to achievement at their highest potential. We use the waiver days for training opportunities outside the district (most of the time we attend together as a team) and in the district with the training coming into the district and with a

webinar. Most of our staff work extra hours, attend training opportunities and attend meetings without compensation. All staff members serve on all committees and help develop improvement plans, Title I plans and other documentation that may be necessary. We are vested in the success of our school. Our early release days are on days for student led conferences and on the last day of school. Other non-instruction days are scheduled on holidays, winter break (10 days), and spring break (5 days).

17. 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 application)	5
3. Additional teacher work days without students	0
The district or schools directs some or all of the activities for <u>0</u> of the additional days listed in #3 above	
Total	0

17. 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:

NA

17. 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.

NA

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?

Onion Creek School had a three-year waiver from 2008-11. During that time several improvements were made to increase student achievement:

- Alignment of reading curriculum and instruction across grade levels and classrooms.
- Improve reading instruction for all students by making changes that matched with the states standards and assessments.
- Analyze WASL/MSP data in reading to find gaps and revise instruction to close those gaps.
- Professional development in CBAs in Social Studies, and the arts.

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 goals were met according to the waiver application. Our district used these days to collaborate across grade levels looking at individual student growth over time. We analyzed data, previewed and analyzed math curriculum and aligned curriculum. We also adopted a new math series (math connects) and will be aligning this curriculum over the next 2 school years.

We will also preview supplemental materials to be used to increase student achievement. We saw individual student growth and improvement in reading on district and state assessments. The waiver made it possible for our staff to do the work to improve student achievement. We were able to look at instruction and create an environment of lifelong learning for everyone.

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

We send out a monthly newsletter which informs parents and community. We show community and parents the results of the work through events held at the school. We meet and conference with parents three times a year (or more if needed) to show the improvement of their child and the improvements to the school. We will be sending out a survey in the 2011-2012 school year to parents and community on the impact of the waiver days.

Orient School District

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

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	4
Reduction	0
Remaining number of half days in calendar	4

8. What are the purpose and goals of the waiver?

The purpose and goal of the waiver days at the Orient School is to support the continuing movement of student achievement in all academic areas. Specifically, waiver days will focus on professional development that promotes research-based methods and curricula that ensures student learning. Parents and community will be informed of the impact the waiver days have upon student learning. The staff and community prefer a full day of professional development opportunities rather than weekly early start or early release because it is less disruptive to the established routines and the staff are able to focus on student achievement for longer periods of time. Our half days are somewhat regulated by our neighboring district's calendars as we transport our resident high school students out of district.

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

District wide and state assessment data reveal a trend of improvement school wide and in individual student's written language, mathematics, reading, and science achievement. These areas were identified in the previous waiver request. Although progress has been made in student achievement, greater progress still can be made with a continued focus on aligning and implementing statewide goals with our current curriculum and gaining further knowledge of and practice in using effective instructional practices. Also, we look to increase parent and student involvement when building and reviewing the student's improvement plans. The information acquired through assessments will provide the district with more relevant and statistically accurate information on student progress and assist both our Professional Learning Community and the School Improvement Team in developing targets, goals, evaluation criteria and measurements of success in both present and future student learning and curriculum development efforts.

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

The Washington State Assessment, MSP, the MAP, and district wide and classroom assessments are used to determine the proficiencies of student learning. Goals include increasing student achievement on state assessments in reading, language arts, mathematics

and science for all grades tested and collaborating with staff, parents and others to reduce the achievement gap as a result of living in a high-poverty, rural environment. All assessment data will be used to inform and differentiate instruction to meet the needs of individual students as well as inform systematic changes school wide.

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

The School Improvement Team will collect and review evidence that the goals are attained in the following ways:

1. Establishing a collaborative evaluation process.
2. Data from classroom based assessments and student learning plans.
3. MSP results.
4. School Improvement Team evaluation.

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

1. 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.
2. Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff.
3. Institute a system for measuring changes in instructional practices resulting from professional development.
4. Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.
5. Develop teacher and school leader effectiveness.
6. Extend learning time and community oriented schools
7. Implement a school-wide "response to intervention" model.

13. Describe the innovative nature of the proposed strategies.

All learning strategies are approached within professional learning communities that support innovative-thinking, creativity, and collaboration. Digital technologies will be used to achieve greater access to assessment data from an online repository increasing student and teacher involvement with reaching and setting goals for learning.

Students will learn to communicate their ideas and collaborate with others using multimedia skills in projects and presentations.

Partnerships between school and community will increase with parent literacy trainings that help support the student's academic progress both in the regular school day and in the after-school programs.

Science will be integrated with technology, mathematics, and engineering to increase student engagement in learning and provide outcomes that encourage communication and collaboration.

Teachers will provide professional development to OSD staff after trainings and conferences.

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 alignment of the K-8 grade-level content to the common core standards will take time for communication and collaboration between teachers, students, parents and community. We will begin with Mathematics and English Language Arts and continue with Science, Social Studies and the Arts education throughout the three waiver years.

Technology training for staff is on-going and requires some tutoring. Student data will be easy to access on an online repository. Waiver days will be used to examine and monitor the data and to develop student-learning plans during each academic year. Time is needed to examine the data at frequent intervals throughout each year in order to develop, plan, and guide students learning towards academic success.

Activities that support and enrich learning will need to be planned, developed and implemented each year.

Annual communications to parents and community will continue to inform them of events, create means of connecting to the school, and engage them as partners.

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 Orient School website can be accessed at www.orient.k12.wa.us and a link to the school improvement plan can be found on this page.

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

Community members, staff and parents are all represented on the School Improvement Team, which provides valuable information to the school board in establishing its educational priorities. These priorities are encapsulated in the district's goals, which are attained with the help of staff training during waiver 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.

The district does not have a collective bargaining agreement with the teachers.

17. 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 application)	5
3. Additional teacher work days without students	0
The district or schools directs some or all of the activities for <u>NA</u> of the additional days listed in #3 above	
Total	180

17. 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:

N/A

17. 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.

N/A

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?

Orient School District's previously granted waiver request focused on staff development in technology and teachers were trained in MAP, AR, access to the school's server, and online programs which support and facilitate student learning according to their needs.

We sustained a grant writing program which supports extended learning opportunities by writing and receiving the 21st Century grant that enabled us to extend the school day by offering an after school program 4 days a week, 2 hours each day, for all K-8 students to attend.

Healthy living habits continue to be supported with WSU as a partner in the Food Sense program and through in-service trainings provided by the ESD Nurse Corp.

Professional Learning Communities were built and professional development opportunities were shared with colleagues.

The website continues to grow and change to facilitate a user-friendly access.

Alignment of curriculum goals with the GLE's is on going.

Student Assessment data continues to drive instruction for RTI to occur effectively.

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.

All students showed improvements in Math, Reading, English Language Arts and Science according to classroom- based assessments. Students scoring below 35% in Reading, Math, or Written Language on MAP are targeted through LAP and receive a Student Learning Plan. Our

student's MSP math and reading scores have increased since we adopted the Saxon and Splading programs and we will continue to examine the strengths and weaknesses of these programs to increase student achievement scores. MSP written language scores in the 7th grade were all in the proficiency range resulting from specific teacher trainings which identify skills and instructional strategies to help students in written language.

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 community members are kept informed of the impact of the waiver days through regular newsletters and bulletins that are mailed and distributed throughout the year. They are invited to parent literacy events, the SIT meetings that occur the first Tuesday of each month, and through communications with the teachers during the bi-annual parent/teacher conferences.

Given the strides made since Orient School District began using waiver days for staff development, the Orient School District #65 respectfully requests the State Board of Education to approve its waiver day extension for the next three school year, from 2011-14.

Othello

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

7. Will the waiver days result in a school calendar with fewer half-days? Yes

Number of half-days before any reduction	Prior to the original waiver there were approximately 19 half days.
Reduction	We have had 0 half days since the original waiver. We have reduced it from 19 to 0
Remaining number of half days in calendar	0

8. What are the purpose and goals of the waiver?

The purpose of this waiver is to allow us to utilize the six days for staff development. It is more beneficial and productive to improve learning for all students. As in the past, the district will continue to utilize the six full days to address curriculum alignment, conferencing, and grade level preparation. More time will be provided to our presenters to deliver instruction to staff effectively and teachers will have more time to collaborate.

Some of the specific trainings include: Sheltered Instruction Observation Protocol, High Yields Strategies, Quality Teaching and Learning, and STAR Protocol.

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

The achievement data used motivating the purpose and goals of the waiver are MSP/HSPE results and other assessments such as Benchmark testing. We have seen significant improvement and growth in student achievement data. We would like to continue to provide the support, curriculum alignment, and training to continue to impact student learning and continue our upward trend.

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

As we continue to provide additional training and planning time to align curriculum, we will monitor several reports to gauge student achievement. Information on MSP/HSPE scores, DIBELS scores, Measurements of Academic Progress reports, reading and math benchmark tests, and student's success on summative/formative classroom assessments will be gathered and analyzed. Teachers will continue to collaborate to review the data and make adjustments to their curriculum to increase student success.

Goals:

All students will demonstrate mastery of math standards on district benchmark assessments, MAP assessments, and formative assessments based on articulated individual student performance targets aligned to school and district improvement plans.

Math and Reading Goals: Student performance will increase yearly by 10%-12% on the math and reading benchmark assessments, MSP, and Measurements of Academic Progress (MAP). Students will meet their individual DIBELS Progress Monitoring Goals.

All Teachers will provide explicit ELL instruction in all classrooms that addresses Washington ELD standards and performance levels of individual ELL students. Our goal is that all English Language Learners will make their individual achievement targets on the WLPT II and other district measures.

Language proficiency will improve 1 or more levels on the WLPT – (Writing/& Speaking) by February 2011.

The district will develop and implement a framework for Quality Teaching and Learning to be used by all staff. Quality teaching and learning will ensure that all students receive quality instruction using a rigorous standards-based curriculum that will adequately prepare them for post-secondary education and career.

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

The following data being used to measure success are as follows: MSP scores, DIBELS scores, Measurements of Academic Progress reports, reading and math benchmarks, and classroom assessments. Teachers will review data and plan lessons collaboratively to increase student achievement.

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

The goals of the waiver are aligned with our District Improvement Plan Objectives. Professional development workshops will be planned and implemented. We will utilize the time to invite outside speakers and consultants to train and mentor staff members. The district has set three specific objectives to ensure student improvement. The three action plans/objectives are categorized as Mathematics, English Language Learners, and Quality Teaching and Learning.

Strategies to be used to meet the goals of the waiver:

Mathematics:

- Cycle of reflection and planning on data received after each benchmark test.
- Establish a system of intervention
- Train staff members on PLC strategies, structures, and protocols.
- Develop and publish aligned pacing guides for each grade level aligned to standards
- Teachers planning lessons collaboratively

English Language Learners:

- Train all applicable teachers in *Language for Learning*
- Provide *Language for Learning* instruction for all L1 and L2 students in grades 3-5
- Provide *Spoken English* training for all applicable staff.
- Provide *Spoken English* to all L1 students in grades 6-8th grade.

Quality Teaching and Learning:

- Professional Development Programs on High Yield Strategies in Support of instructional practices.
- Continue training and implementation of classroom walkthroughs
- Continue to train teachers in process to align state standards to new materials and create pacing guides.
- Attend training workshops to increase the use and implementation of High Yield Strategies.

13. Describe the innovative nature of the proposed strategies.

Research-based strategies that are current and proven will be used to increase instruction. Administrators, teachers, and students will have access to resources on computers to support student learning. The collaboration time will be used to analyze computer generated assessment data. Teachers will continue to use computers to assess and monitor student progress. They will use this technology to access student information regarding assessments and increase their data-driven instructional strategies. To support district learning goals we have a specific technology plan in place. The Othello School District Technology goals are to increase network resources, security for staff and students, resource availability, collaboration, and reliable data.

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 data reports will be reviewed annually and we will continue to use the days for planning, conferencing, professional development and staff collaboration. Each year the staff will build on what they have learned in the past by increasing their effectiveness as an educator.

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).

It directly supports the district and school improvement plans by allowing the proper allocated time for professional development, staff collaboration, data analysis, and curriculum alignment.

*See the District Improvement Plan Document

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

The Othello School District Strategic Planning Team and the individual building planning teams are comprised of a diverse group of individuals. These teams include administrators, parents, citizens, certificated and classified staff, Othello Education Association and Public School

Employee representatives. The district has established multiple opportunities for all to contribute to the planning process. Our citizens are welcomed to provide input via surveys, hearings, parent advisory meetings, boards meetings, site council meetings, board workshop meetings, etc. The Othello School District and the citizens of Othello are committed to achieving the specified goals.

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 details and number of professional days are stated below. Additional information is provided in the attached collective bargaining agreement document. The information regarding the length of contract will be found on page 17 of the attached CBA.

17. 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	11
The district or schools directs some or all of the activities for <u> 1 </u> of the additional days listed in #3 above	
Total	191

17. 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	Required	X	X	
2-11	Optional			X

17. 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.

The additional days provided to staff are teacher directed activities in exception to the one required district directed day. This day is used for staff orientation and building staff meetings. The teacher directed days are primarily used for individual planning and time for our certificated staff to attend school sponsored activities and events. The requested waiver days will be used for staff development, continued training and implementation of the high yield strategies, ELL instructional strategies and the ongoing development of the Quality Teaching and Learning components. The additional time will also be utilized to address curriculum alignment, conferencing, and grade level preparation.

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, we have utilized the time as reported in our previous request. We have seen gains in our overall student achievement data and test scores. Below are some of the ways that we used the extra days provided:

- Trained staff members in Professional Learning Community (PLC) strategies, structures, and protocols
- Teachers were given the opportunity to develop and publish aligned pacing guides for each grade level aligned to the standards
- Teachers planned lessons collaboratively
- Staff was trained in using High Yield Strategies in support of instructional practices
- Classroom walkthrough training was provided and walks were implemented.
- Teachers were trained to align the state standards to new materials and curriculum.
- Staff attended training workshops to increase the use and implementation of High Yield Strategies.

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 goals of the waiver were met and utilized efficiently.

- Academic improvement observed through increased assessment scores.
- Provided professional development opportunities for all staff.
- Increased partnerships with parents and community members.
- Built trust in and among the education community.
- Increased benchmark test scores.

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 community members have been informed of the on-going process through mail, board meetings, parent advisory meetings, hearings, site council meetings, board workshop meetings, etc.

St John / Endicott

1. District	St. John / Endicott
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	5
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	14
Reduction	14
Remaining number of half days in calendar	0

8. What are the purpose and goals of the waiver?

Our main focus is to enhance student learning through professional development opportunities that we otherwise wouldn't be able to accomplish.

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

We plan to increase the percentage of students passing the state assessment at all grade levels. Our main focus being Math and Science test scores; we feel we have made some instruction improvements that will translate into higher test scores across the board for Math and Science for our entire cooperative. The commitment to full days of school during this waiver process has helped increase our academic time and assisted our professional development efforts as well. We believe we will increase 10% in Math and Science in the next two years.

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

Please refer to our attached documents as we have much to say on this topic. We do plan to report at an annual board meeting our progress in meeting the standards, benchmarks and goals to enhance student learning. Our main focus being Math and Science test scores; we feel we have made some instruction improvements that will translate into higher test scores across the board for Math and Science for our entire cooperative. The commitment to full days of school during this waiver process has helped increase our academic time and assisted our professional development efforts as well. We believe we will increase 10% in Math and Science in the next two years.

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

All of our assessments are important to us as evidence along with statistical analysis like drop out rates, graduation rates, college graduates, scholarships, etc.

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

waiver.

See attachment.

13. Describe the innovative nature of the proposed strategies.

We feel we are on the cutting edge with our progress and innovative nature. We are especially proud of our Professional Learning Community work. This year we organized an all county professional development day. It proved very successful. We plan to outline two days this next year for county wide professional development coordinated with our local ESD 101. Collaboration will be the key to the innovative nature of our work. As a county we will be utilizing two of the five waiver days to have countywide professional development related to the PLC model. As a building we will utilize the additional early release days to enhance our understanding and implementation of the PLC concept. Our focus will continue to be on standards, assessment, interventions, and extensions.

14. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Again, please see our attachment. Our principal / instructional leader has led us in an amazing way these last few years. We are very proud of the fact that we have held to 175 full days of instruction.

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 directly supports our improvement plans, mission and vision all of which can be accessed at our district website www.sje.wednet.edu/ Collaboration will be the key to the innovative nature of our work. As a county we will be utilizing two of the five waiver days to have countywide professional development related to the PLC model. As a building we will utilize the additional early release days to enhance our understanding and implementation of the PLC concept. Our focus will continue to be on standards, assessment, interventions, and extensions.

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

We all spent time together in committee meetings to develop the idea in the beginning and now continue the coordination in our steering committee meetings and allow all to be involved in the choice of several calendar options.

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.

5 Professional Development Days, 175 Full Days of Instruction, 1.5 Parent-Teacher Conference Days. Link to CBA is www.sje.wednet.edu

17. 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 application)	5
3. Additional teacher work days without students	0
The district or schools directs some or all of the activities for _NA_ of the additional days listed in #3 above	
Total	180

17. 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:

N/A

17. 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.

N/A

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, we have experienced great success in the use of the 5 waiver days and all plans were executed nicely. We used them as planned. Our district wide focus on the DuFour and Eaker professional learning community work has give us direction and guidance to create strong opportunities for improved student achievement. We have shifted from teaching to learning. This is a critical shift when dealing with creating improved student achievement and success.

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 have been met and we continue to increase our benchmarks. We are thrilled with the results of the full days of instruction. Without waiver days we do not have any professional development days built into our current bargaining agreement. Consequently, the 175-day waiver is very important to our district so that we can continue our district and countywide PLC work. As a district we utilize the waiver days as full day teacher in-services and we do not have any half-day releases for students. Currently, we are exploring ways to support our teacher's implementation of the PLC concept with additional time for weekly one-hour PLC meetings. Although we consider our purposes a constant work in progress, we did have 100% of our 10th graders passed the writing portion of the WASL and 96% passing in reading. We plan to increase in Math and Science 10% in each of the 10th grade scores.

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

We talk openly at our board meeting and our steering committee meetings along with reporting in our annual reports. Parents are very happy with the 175 full days of instruction. We allow for a

parent vote on the calendar options for each year. We then provide the data to the school board as they approve an actual student calendar.

During regular board meetings the administration shares with the school board and community the various professional development activities we support through our 175-day waiver. In addition, we were fortunate to have board members and community members attend the 2nd annual countywide in-service in October of 2010. As a district we also communicate our PLC progress with the community through articles and newsletters that are printed in our local newspaper.

- Newsletters
- Reader Boards
- Parent Letters Home
- Dialer System for parents
- Memos
- E-mail
- Website

Appendix to the St John/Endicott Application

With the loss of all LID days, we are down to 5 full days of professional development, all of which we plan to be district directed. Again, meaning 175 full days of instruction for students. Currently we are working on creating a district wide focus for our work. We are utilizing our district steering committee to create a district focus and district goals. Following the completion of district goals each building (St. John elementary, St. John-Endicott high school, Endicott elementary, and Endicott-St. John middle school) will create two or three goals that support the work of the district goal(s). Following the creation of building goals each PLC team will create SMART goals that directly relate to the building goals. The overall goal is to have alignment from the PLC groups all the way to the district goals so that our collective effort is aligned with achieving mission and vision of the school district. In June of 2010 we posted our district goals and building goals on our district website. In October of 2010 we made our individual PLC goals available. In March of 2011 we will focus on our Intervention Strategic work with in our PLC groups and begin a Science curriculum adoption process.

The St. John and Endicott School Districts, pursuant to WAC 180.18.040 request a waiver from the minimum 180-day school year requirement. The purpose of the request is to implement local restructuring plans, provide a more effective educational system and enhance the achievement of all students in concordance with the high standards of Washington State Educational reform. The St. John and Endicott School Districts request five (5) waiver days during the 2011/12 school year, with specific dates to be determined. This request will not compromise the total instructional hour requirements for WAC 180.16.200. In accordance with WAC 180.18.050, the St. John and Endicott School Boards submit a resolution for waiver requests and a district plan for implementation.

The requested five-day Waiver replaced the fourteen (14) late start and early release days previously scheduled for professional development and collaborative activities in grades kindergarten through twelve. We believe the consolidation of time into five full days of training and collaboration at all levels has yielded more benefit to student learning than the previous fourteen half days. The professional development time will be used for whole day release for collaboration between staff of different buildings and/or grade levels. Activities will include school improvement planning and implementation

efforts, curriculum alignment, vertical teaming and planning for appropriate instructional interventions at all levels, as student's transition from elementary to middle and from middle to high school.

Late arrival and early release days were identified as a major concern for St. John and Endicott parents due to the difficulties in arranging and providing suitable activities for older students. In addition staff indicated that the late arrival days did not provide adequate or optimum time for learning and applying new concepts and skills. Our parents have indicated that providing professional development delivered in full days reduces the burden of childcare planning when students are not in school. Our staff reported significant value and satisfaction with the full-day format for the purpose of both training and the necessary follow-up collaboration or implementation planning.

Student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements. The proposed calendar has added one full teacher day and two full student days to the previous calendar.

Of course, you are fully aware that we have lost all LID days and are facing more cuts. Which is yet another reason we need the waiver to again be more efficient with our time.

Five waiver days are being requested to allow the Cooperative Districts to continue school improvement efforts while limiting the impact on the student instructional year. These days are particularly relevant in light of impending budget reductions, specifically in the areas of professional development, transportation, travel and staff compensation outside the school day.

St. John and Endicott School Districts Education Reform Background and Progress

Over the past eleven years we have made progress in the areas of curriculum, instruction and assessment. In accordance with state and local testing standards, our students are focusing on math, reading, writing and science areas. However, there is still much work to be done to build a coherent, focused system-wide instructional program that will maximize student learning and manage staff workload. We will continue to ensure that our organizational decisions, policies, and procedures are aligned in support of enhancing student learning and our management of staff workload.

Specific Standards for Increased Student Learning that the Districts Expect to Achieve:

During the 2011/12 school year the Districts seek to:

- ❖ Increase the number of students who attain standards in reading, math and science.
- ❖ Increase the number of students who graduate on time.
- ❖ Narrow the achievement gap for identified groups of students who are currently not meeting standard as measured by the state assessment system.

How the District Plans to Achieve the Higher Standards, Including Timelines for Implementation:

Our parents, teachers, school board members, school committees and building principals, have identified the necessity for this time without students.

We will accomplish this goal by focusing staff collaboration/communication and professional development efforts on research-based strategies, which include:

1. Implementation of academic plans, which includes appropriate and timely interventions at all levels with particular emphasis on math, science and the transition years. The district began this work during the 2005/2006 year at the level grade ten. During the ensuing years we continue work to provide appropriate interventions for students entering grade nine and in the subsequent years plan to develop options for students in the middle and elementary grades.
2. Provision for grade level and cross-grade level planning as well as cross-district planning to coordinate K-12 horizontal and vertical curriculum alignment. To facilitate the development of appropriate progress monitoring and end-of-course assessment of student performance and achievement in reading, math and science and implementation of new curriculum based assessment tools in the areas of social studies, health-fitness and the arts.
3. Continued development of new processes and systems, which redefine teaching performance standards (best instructional practices) and their relationship to performance evaluation and professional development.

How the District Plans to Determine if Higher Standards are Met:

The St. John and Endicott School Districts will determine if it has achieved higher standards and narrowed the achievement gap by:

- ❖ Using state and district assessment information, on-time graduation rate, Mapping Academic Progress assessment data, and district reading and writing assessment results. Reports on student achievement will be prepared annually and reviewed by principals, and the boards of directors, parents and the community at large.
- ❖ The boards of directors will hear continual academic plans at monthly meetings during reports from principals.
- ❖ The documentation of extended learning programs, student participation and student achievement will be made known to the community in our Annual Report Card to our constituents.

Evidence that the Boards of Directors, Teachers, Administrators and Classified Employees are Committed to Working Cooperatively in Implementing the Plan:

During negotiations with various labor groups, the need for training, time to communicate and collaborate and the time to implement new programs was a constant theme. The previous calendar was cooperatively developed with our bargaining groups and shared with school community groups.

Staff made it known that the inclusion of late arrival times in the calendar was insufficient to meet the identified professional development and improvement of student performance goals identified by the district through school improvement plans. Staff indicated the need for more sustained and focused time in training, discussion and implementation of reform efforts. They see the reduced student calendar as a viable option and they are also contributing developers of the calendar.

The St. John PALS groups support the district's request for this waiver. They are our equivalent to the PTA/PTO groups in other communities.

Administrators strongly support the continued change in the calendar as it provides an improvement in the quality of instructional delivery on a daily basis as a result of the improved quality of the professional development activities for teachers and staff. Administrators and school improvement teams feel collaborative time, follow-up for professional development and feedback regarding implementation efforts contribute significantly to the improvement of performance shown by our students.

Evidence that Opportunities were Provided for Parents and Citizens to be Involved in the Development of the Plan:

Parents generally understand and support the Board's interest in maintaining time currently available for individual and collaborative professional development activities. In fact, parents indicated they were less concerned about the number of days students attended school and more concerned about the interruptions caused by late arrival days embedded in the calendar. Parents preferred the inclusion of more full-days in the academic calendar for staff learning and school improvement efforts in lieu of fewer late arrival dates. We believe this above requested waiver will satisfy the stakeholders of our districts by providing better outcomes for students while maintaining the strong instructional program already available to students in the St. John and Endicott Schools.

Achievement results for students in the state tested areas over the past ten years serve as evidence that the Cooperative Schools are highly committed to excellence for our students and have the capacity, given the time, to continuously improve student performance.

Summary

In summary, the St. John and Endicott Cooperative School Districts request a waiver of five (5) school days to be implemented during the next school year 2011/12. School improvement plans will be implemented that promote the characteristics of high-performing schools, enhance teachers' use of differentiated instruction that will close the achievement gap, deeply align school instruction across districts and assessments to state standards, develop intervention models across grade levels and promote cultural competency and other accommodations in classroom learning.

The time will be used for teachers to implement district-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to state standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

Tacoma – SOTA, SAMI, Stewart

1. District	Tacoma School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Only for Tacoma School of the Arts (TSOTA) – 10-11-12 Science and Math Institute (SAMI) – 9-10-11 Stewart Middle School– 6-7-8
4. Number of Days	TSOTA – 12 days SAMI – 12 days Stewart – 8 days
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	1
Reduction	0
Remaining number of half days in calendar	1

8. What are the purpose and goals of the waiver?

TSOTA, SAMI, and Stewart request a shorter calendar with extended daily hours which results in more opportunities for students daily and time for staff professional development. The proposed calendar exceeds the 1,000 hours of instructional time requirement. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

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

(Refer to attachment: WASL data from Spring 2004 to 2009)

TSOTA and SAMI:

HSPE scores which are above state averages, student and placement evaluations of internships, and student surveys, are just a few ways that validate the use of this calendar and schedule for TSOTA and SAMI. These means will continue to be ways in which we judge the effectiveness of the system. Other methods that validate this calendar/schedule are the number of students continuing in post high school programs, the number of students receiving certificates of mastery within the various disciplines offered at TSOTA and SAMI, and our retention and graduation rates.

Stewart:

MSP scores, student academic success, and student/parent surveys, are just a few ways that validate the use of this calendar and schedule for Stewart. These will continue to be ways in which we judge the effectiveness of this system. The block scheduling allows for deeper investigation into classes, which will give students an invaluable learning experience.

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

TSOTA:

We will continue to use state testing (HSPE) as one of our benchmarks to determine our success. We constantly strive for improvement, with the final goal being 100% achievement in Reading, Writing and Mathematics.

Reading:

The Tacoma School of the Arts' students will increase achievement in reading as measured by the reading portion of the HSPE and reach the following targets by 2013:

- 98.0% of 10th grade Tacoma School of the Arts' students will meet reading standards.
- By 2015, 100% of 10th grade Tacoma School of the Arts' students will meet reading standards.

Writing:

The Tacoma School of the Arts' students will increase achievement in writing as measured by the writing portion of the HSPE and reach the following targets by 2013:

- 98.0% of 10th grade Tacoma School of the Arts' students will meet writing standards
- By 2015, 100% of 10th grade Tacoma School of the Arts' students will meet writing standards.

Math:

Tacoma School of the Arts' students will increase achievement in math as measured by the math portion of the HSPE and reach the following targets by 2013:

- 70.0% of 10th grade Tacoma School of the Arts students will meet math standards.
- By 2015, 90.0% of 10th grade Tacoma School of the Arts students will meet math standards.

SAMI:

SAMI students will increase achievement in math as measured by the math portion of the HSPE, reaching the following targets by 2013:

- 90% of all students will meet standard.

SAMI students will increase achievement in reading as measured by the reading portion of the HSPE, reaching the following targets by 2013:

- 90% of all students will meet standard.

SAMI students will increase achievement in writing as measured by the writing portion of the HSPE, reaching the following targets by 2013:

- 90% of all students will meet standard.

Stewart:

Stewart is a transition school with mostly new staff and completely new administration. We will use our MSP scores and students academic success to measure our success. We know what works well at TSOTA and SAMI and believe these same techniques will transform Stewart.

Stewart Middle School students will increase achievement in math as measured by the math portion of the MSP, reaching the following targets by 2013:

- 80% of all students will meet standard.

Stewart Middle School students will increase achievement in reading as measured by the MSP, reaching the following targets by 2013:

- 80% of all students will meet standard.

Stewart Middle School students will increase achievement in writing as measured by the MSP, reaching the following targets by 2013:

- 80% of all students will meet standard.

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

In addition to the data described in the response to question #9, SOTA, SAMI and Stewart will collect and use the HSPE as a measure of goal attainment.

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

The proposed calendar and extended daily schedule allow for the implementation of the following strategies to increase student achievement:

- Increased instructional time for students.
By extending the school hours daily, we increase the amount of instructional time each day which allows for more teacher-student contact time.
- Block scheduling with four 80 minute class periods per day.
Increasing class time to 80 minutes allows for regular in-depth, hands-on and authentic learning experiences.
- Students to take eight classes, two more than a traditional school calendar.
Increase student course offerings to include STEM and arts-based academic classes.
- Increased student access to curricular enrichment activities, academic help, and community experiences through internships, community partnerships, mini-term and mentor project groups.
- Weekly staff professional development.

All staff members work together in collaborative teams or Professional Learning Communities (PLC) to enhance instructional skills and focus on student achievement. During PLC time, staff members engage in academic book studies, conversations about student achievement data and sharing best practices of teaching. SOTA began PLCs in 2009-2010. SAMI and Stewart began this professional development model in 2010-2011.

13. Describe the innovative nature of the proposed strategies.

For TSOTA and SAMI our extended school day has allowed our instructors to have the time to do in-depth exploration of different subjects, which has culminated with demonstrated student success:

- High WASL/HSPE scores
- 94.9% on-time graduation rate (2007 – 2008)
- 1.5% Annual dropout rate (2007 – 2008)

Our innovative calendar allows for the following:

- Begin our school year with a 3-day instructional retreat for all students at a local camp. Goals of the retreat include introduction of coursework materials, and building a cohesive community of learners where all students are respected.
- Place students in internships at over 90 local Tacoma business.
- Increase course offerings for students.
- Collaborative interdisciplinary teaching of subjects to students in both the extended day and during the mini-terms (January and June).
- Collaborative teaming between schools and among instructors.
- Maintain consistent teacher-contract hours as agreed upon by the teacher's union.

Meet regularly as Professional Learning Communities for teacher professional development. (Year 2 for PLCs at SAMI and Stewart, Year 3 for SOTA)

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?

In the 2012-2013 and 2013-2014 school years, SOTA, SAMI and Stewart will continue to utilize the shorted calendar/extended day model in order to focus on student achievement through increased instructional time and collaborative teacher teams. We will maintain a strong focus on professional development as a means to increase student achievement. We will assess our progress on the stated goals yearly, making any adjustments necessary to our approach to professional development. In 2012-2013 and 2013-2014, the collaborative teacher teams (Professional Learning Communities) will engage in self progress-monitoring through data collection which will include video-taped lesson assessment and increased teacher mentoring. This work extends the introductory work of the PLCs in 2010-2011.

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 measures of our success as described in question 10 (above) directly mirror the goals outlined in the school district improvement plan and each individual school's improvement plan. Our extended-day calendar allows for increased daily instructional time and increased teacher professional development, both contributing factors to student success.

Tacoma Public School's district-wide goals include:

- Increasing achievement for all students each year by 10%.
- Decreasing the gap between under performing subgroups and the district average performance on the state assessment by 10% annually.
- Decreasing the dropout rate by 10% annually.
- Reducing the number of students not graduating by 10% annually.

Links to School Improvement Plans:

Tacoma Public School District Improvement Plan:

<http://www.tacoma.k12.wa.us/information/Documents/DistrictImprovementPlan.pdf>

SAMI's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/SchoolImprovementPlans/TSAMI.pdf>

SOTA's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/SchoolImprovementPlans/TSOTA.pdf>

Stewart's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/ms/Pages/Stewart.aspx>

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

TSOTA:

This waiver and calendar were written collaboratively by teachers and administrators, Liz Minks, Jon Ketler, Paul Kelly, and Paul Eliot. The committee presented these documents to the whole staff for review. The work is based on what has been successful for us as well as conversations with staff, students, parents, and the community.

SAMI:

This waiver and calendar were written collaboratively by teachers and administrators Kristin Tinder, Jon Ketler, Paul McGrath, and Ralph Harrison. The committee presented these documents to the whole staff for review. The work is based on what has been successful for us and our sister school TSOTA, as well as conversations with staff, students, parents, and the community.

Stewart:

This waiver and calendar were written collaboratively by teachers and administrators Jon Ketler, Sydelle Denman, Lavonta Howard, and Cyrus Brown. This is Stewart's second year using the extended-day calendar, so the waiver will be shared with Stewart parents at their monthly meetings, through the weekly e-newsletter, and through our website.

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.

Teachers have 4 district days, 2 building days, and 1 self-directed day in the current collective bargaining agreement which expires before next school year. A new CBA is currently being negotiated. We utilize all professional development days at our school. The district and building days are imbedded into our schedule so all staff can attend if they choose. These days are focused on improving instruction for students, filming of instructors teaching (with staff approval), and PLC discussions around student data and best practices of instruction.

Current year CBA:

<http://www.tacomaschools.org/employment/Documents/TEA20082011.pdf>

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

SOTA, SAMI:

1. Student instructional days (as requested in application)	168
2. Waiver days (as requested in application)	12
3. Additional teacher work days without students	7
The district or schools directs some or all of the activities for <u>6</u> of the additional days listed in #3 above	
Total	187

Stewart:

1. Student instructional days (as requested in application)	172
2. Waiver days (as requested in application)	8
3. Additional teacher work days without students	7
The district or schools directs some or all of the activities for <u>6</u> of the additional days listed in #3 above	
Total	183

17. 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:

All of these additional days are optional.

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		
5	Optional		X	
6	Optional		X	
7	Optional			X

17. 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.

The waivers are necessary because these buildings have longer instructional days and fewer days overall.

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, the days were used as previously planned. The waiver days were non-activity days: No students or staff. We used our shorter calendar year with extended school days to provide four-period class days of 80 minutes to our students.

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.

(Refer to attachment: WASL data from Spring 2004 to 2009)

- High WASL/HSPE scores
- 94.9% on-time graduation rate (2007 – 2008)
- 1.5% Annual dropout rate (2007 – 2008)

SOTA's WASL scores from 2007 – 2009 in Reading are (93, 87.1, 92.6); Writing (93.5, 95.9, 95.4); and Math (64.1, 46.3, 51.7). Although our WASL/HSPE scores are higher than most schools in our area we are always striving for 100% of our students meeting standard.

SAMI will be in its third year, so current sophomores will be taking the HSPE in spring 2011. We will be using these scores as our base. We will also be striving for 100%.

Stewart: This is a transition school with mostly new staff and totally new administration. We will be using our MSP scores from spring 2011 and students academic success to measure our success.

All three schools will continue to improve our reading, writing, and math scores but we need to make sure all our students are successful. Our extended days will allow us to continue our extended time to focus on math all three schools.

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

The waiver was shared with TSOTA/SAMI/Stewart parents at their monthly meetings, through the e-newsletter, and through our school district website. Parents, students, and the community were included in the process through meetings and conversation as well as their involvement monthly in staff meetings. We also inform incoming students and their parents at our Information Nights.

Zillah

1. District	Zillah
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	7
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? YES

Number of half-days before any reduction	0 currently; prior to first waiver it was 9
Reduction	0
Remaining number of half days in calendar	0

8. What are the purpose and goals of the waiver?

The purpose of the waiver is to provide 3 full days of professional development training for certified and classified staff and four full days of parent conferences. The goal of the professional development training is to provide the staff with skills and knowledge that will directly benefit our students and increase their academic achievement. The professional development ranges from meeting individual student needs to technology integration into instruction. The goal for four full days of parent conferences is to provide the opportunity for all parents to communicate with teachers about their child's academic progress and better engage parents in their child's education. An additional purpose of the waiver is to increase instructional time. By elimination of ½ days and going to a 173 full day calendar we have increased the amount of instructional time for our students. Without the 4 waiver days for parent teacher conferences we would have to return to 9 half days, which would not be favored by the community and would not result in a net increase of instructional time.

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

Zillah School District student achievement data continues to show a need to meet the academic needs of all students. Specifically we are attempting to better educate those students who are the neediest; ELL, Special Education, students living in poverty, students with behavior issues, special education students, students not at grade level, etc. Many of our teachers are not prepared to work with the kind of students that we are seeing in our classrooms.

Although our assessment data shows many students are meeting the goals we need to spend additional time determining how to meet the needs of those who are not meeting goals. An additional focus on improving student achievement in math and science at the secondary level is greatly needed.

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

Grade level MSP results, classroom based assessments, graduation rates and long term student academic progress will be used to determine success. Success will be achieved when we close the achievement gap and all students meet grade level standards and graduate with a high school diploma.

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

Student academic data and data on the number of students meeting grade level expectations and moving to the next grade.

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

The School Improvement Team (SIT) within each school determines the needs of the children within the school using data. The SIT then determines an action plan on how to address the needs of the students based on the data. The SIT presents to the District Improvement Team (DIT) for approval. The SIT then presents the data and action plan to the school staff for further approval and by in. A timeline is developed and the action plan is implemented. Specifics within the action plans are implemented throughout the course of the school year using the three days provided by the waiver. The final stage is an evaluation at the end of the school year or when new data is available to determine if progress was made in meeting the goal. The evidence is then presented to the DIT.

13. Describe the innovative nature of the proposed strategies.

The philosophy and practice of teachers and principals collaborating on student academic achievement are not truly innovative for the Zillah School District. We have been collaborating for years and we feel the practice has helped our students.

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?

Waivers in the subsequent years were also for professional development purposes. The focus of the professional development has been and will continue to center on student achievement. How the Zillah School District determines the exact type of professional development will be determined by the needs of our students and the strengths and weaknesses of our staff. We are currently working on RTI, GLAD, SIOP and instructional practices that line up with the Five Dimensions of Teaching Model from the UW.

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 supports the goals of the Board, the District Improvement Plan and the individual School Improvement Plans. The waiver supports the belief that in order for our students to be successful our staff must be highly trained. On top of the training the staff needs time to collaborate about their practice with others who share the same common goal.

Board Goals, District Improvement Plan and School Improvement Plans are located at:
www.zillahschools.org

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

The development and implementation of the waiver is done by the Zillah School District

Improvement Team. The DIT is responsible for developing the district calendar and professional development at the district level and within each school. The DIT is made up of all people listed within the question.

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.

- 3.5 District Directed Optional Days (District determines agenda for the day)
- 4.5 Teacher Directed Optional Days (individual teacher choice with approval from principal)
- 173 Full Instructional Days
- 4 Student/Parent Conference Days
- 3 Required contract days (district-wide, District determines agenda for the day)
- 0 Half Days

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

1. Student instructional days (as requested in application)	173
2. Waiver days (as requested in application)	7
3. Additional teacher work days without students	8
The district or schools directs some or all of the activities for <u>3.5</u> of the additional days listed in #3 above	
Total	188

17. 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	Required	X	X	
2	Required	X	X	
3	Required	X	X	
4	Optional			X
5	Optional			X
6	Optional			X
7	Optional			X
8	Optional			X

17. 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.

The Zillah School District lost two Learning Improvement Days so the need to have days within the school calendar is extremely important. With the increasing expectation for meeting the needs of all children we need more days to provide the Zillah School District staff with

professional development and time to work together for the benefit of students. The Zillah School District also only controls 3 of the 8 days due to negotiations with the teacher's union.

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?

Days were used as planned. Days were used for the professional development of the Zillah School District staff.

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 my opinion we have accomplished what we set out to do many years ago and we continue to do so each and every year. The waiver has allowed our staff to gain professional development during the school year and allows us to collaborate on our instructional strategies as well as focus on individual student achievement. As for the data: A very high percentage (95%) of our student graduate from high school on time and with the skills to pursue their interests in furthering their education or a career. We look at high school graduation as the most important data and that all other data is simply benchmark/grade level data.

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

We publish our district calendar and information about the waiver on our district website. The parents of the Zillah School District are supportive of the waiver due to the elimination of ½ days of school. In my opinion it would be very difficult for the Zillah School District to go back to a school calendar with ½ days.

Table C: Expenditures by Pupil

	Exp by Pupil (2009-10)**	# Students (Oct 2009 Count)
Approved in March		
Methow Valley	\$11,822	523
Shoreline	\$9,942	9,012
Edmonds	\$9,356	20,609
Newport	\$10,006	1,099
Northshore	\$9,612	19,701
Seattle PT Conf	\$12,078	46,523
Monroe	\$8,842	7,940
Sedro Woolley	\$9,597	4,348
Bethel	\$9,257	17,651
For Consideration in May		
Lake Quinalt	\$16,717	220
Longview	\$9,919	7,052
Lopez Island	\$17,727	226
Marysville	\$9,774	11,774
Napavine	\$8,890	784
Onion Creek	\$29,773	43
Orient	\$8,689	217
Othello	\$9,312	3,690
St John/Endicott	\$16,160/\$30,527	167/83
Tacoma	\$11,074	28,890
Zillah	\$8,324	1,371

**Source: OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2009-10>)

STUDENT VIDEO CONTEST

BACKGROUND

SBE student Board members Anna Laura Kastama, Jared Costanzo, and Matthew Spencer will share examples of the 2011 student video contest. This year's contest asked students to create films based on the importance of math, science, engineering, technology, and/or Career and Technical Education coursework.

The contest opened February 14. Students submitted their videos by Monday, May 2.

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 by May 20, and the top vote getters will also be highlighted through SBE's website, e-newsletter, and social network outlets.

POLICY CONSIDERATION

None

EXPECTED ACTION

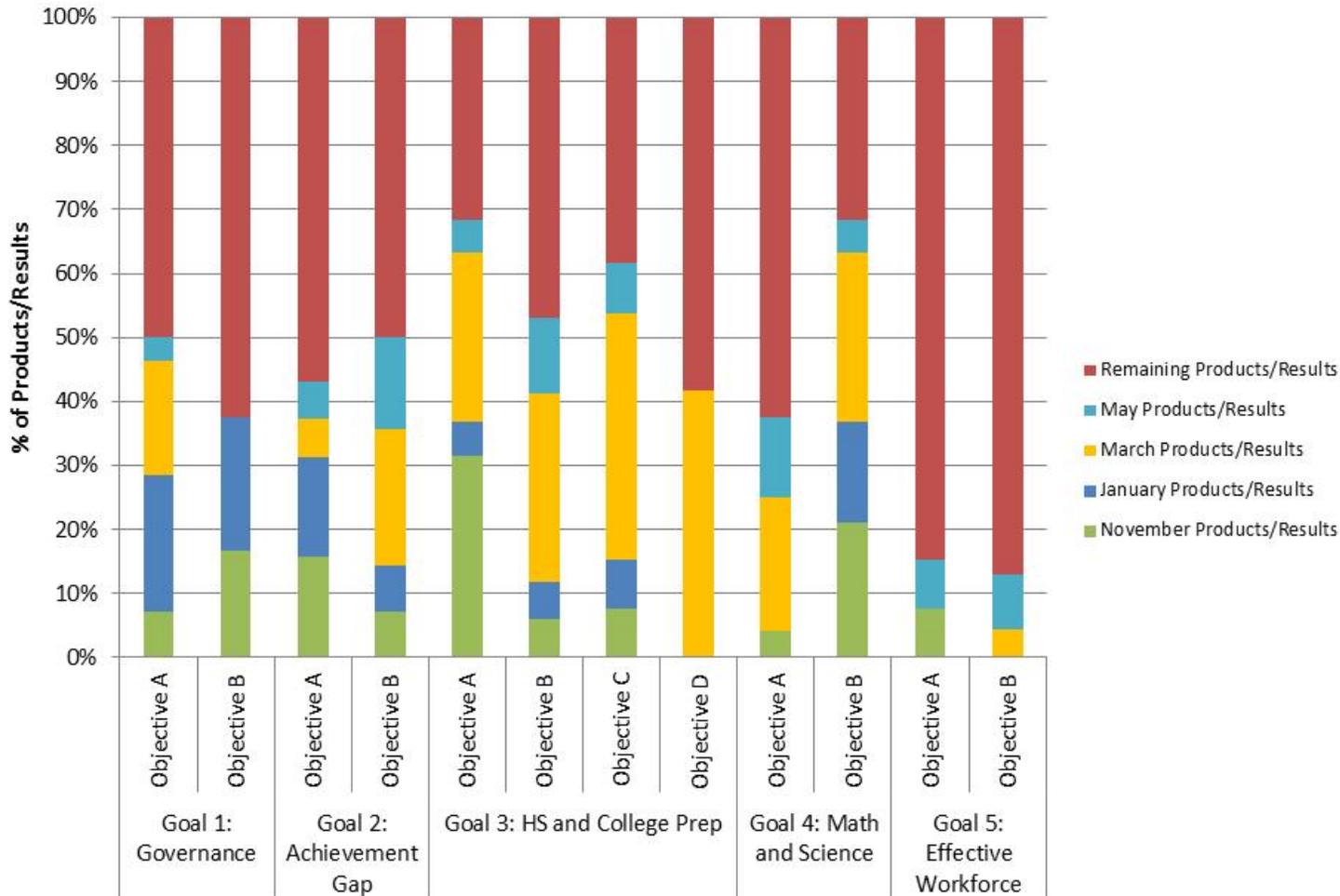
None

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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

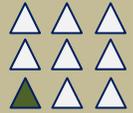
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Catalyze education governance reform in Washington									Current: Research ⁱ Past: Correspondence ⁱⁱ Research ^{iii iv}
	● ○ ○	● ○ ○	● ● ●	● ● ●	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Use the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

○ = 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. 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.



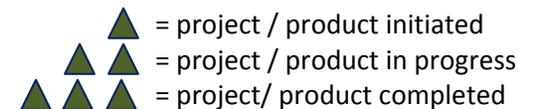
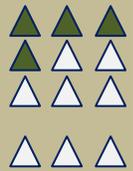
B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)

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



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

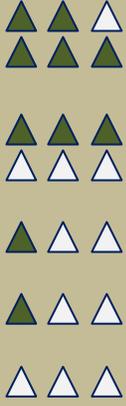
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students of poverty, and English language learners									Current: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

○ = 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.



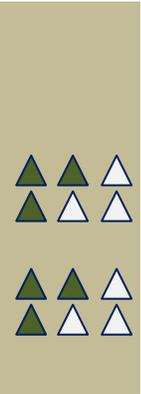
 = project / product initiated
 = project / product in progress
 = project/ product completed

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

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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 st century world of work, and citizenship									Current: Presentations ^x Past: Presentations ^{xi}
	●●●	●●○	●○○	●●○	○○○	○○○	○○○	○○○	
Create a statewide advocacy strategy to increase postsecondary attainment									Current: Meetings ^{xii} Past: Development ^{xiii}
	●○	●○	●○	●○	○○	○○	○○	○○	

○ = 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)

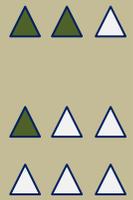
A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship (2010-2018)

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.



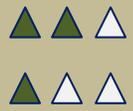
ACHIEVEMENTS:

- 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.



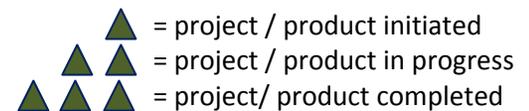
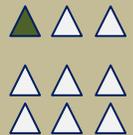
B. Create a statewide advocacy strategy to increase post-secondary attainment (2010-2014)

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									Current: Past: Documentation ^{xiv} Survey ^{xv}
	● ○ ○	● ● ○	● ● ○	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Assist in oversight of online learning programs and Washington State diploma-granting institutions									Current: Research ^{xvi} Past:
	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	

○ = 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)

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.



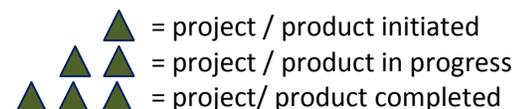
D. Assist in oversight of online learning programs and Washington State diploma-granting institutions (2011-2012)

- 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.



The Washington State Board of Education

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



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

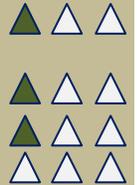
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide system oversight for math and science achievement									Current: Past: Changed Math Rule Presentations ^{xvii} Collaboration ^{xviii}
	● ○ ○	● ○ ○	● ● ○	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Strengthen science high school graduation requirements									Current: Legislative Letter Past: Approved Graduation Requirements
	●	●	●	●	○	○	○	○	

○ = 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)

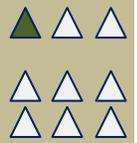
A. Provide system oversight for math and science achievement (2010-2012)

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.



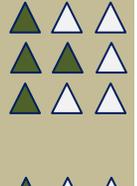
ACHIEVEMENTS:

- 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.



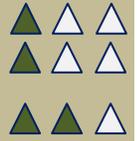
B. Strengthen science high school graduation requirements (2010-2015)

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

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



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									Current: Past: Joint report with PESB Research ^{xix}
	●	○	○	●	○	○	○	○	
Promote policies and incentives for teacher and leader quality in areas of mutual interest, and in improving district policies on effective and quality teaching									Current: Past: Web updates 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.



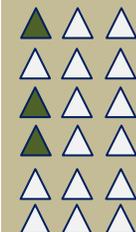
ACHIEVEMENTS:

- 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.



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

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- ⁱ 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- ⁱ 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- ⁱⁱ 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- ^{iv} 2011.02.23 Research Brief for Governance Work Session.
- ^v 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- ^{vi} 2010.11-12: Completed Education Plans and Incorporated Feedback.
- ^{vii} 2010.09-10: Continued Education reform development.
- ^{viii} 2010.09-10: Presentation to the Race and Pedagogy conference.
- ^{ix} 2010.11-12: New Washington Achievement Gap Award. 2010 Index Data. 2010 Index Lookup Tool.
- ^x 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- ^{xi} 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.
- ^{xii} 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.
- ^{xiii} 2010.09-10: Continued work on the Education Plan.
- ^{xiv} 2010.09-10: Preparation and policy brief.
- ^{xv} 2011.04.25: Inventory survey on career- and college readiness practices in the middle grades.
- ^{xvi} 2011.04.10: Working on research agenda with the Higher Education Board to advance dual credit opportunities.
- ^{xvii} 2010.09-10: Math presentation in the September Board meeting.
- ^{xviii} 2010.09-10: Staff participation in STEM plan meetings.
- ^{xix} 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.

LEGISLATIVE UPDATE - BOARD MEETING

Week in Review

The Governor called a 30-day special session, which commenced Tuesday, April 26.

Legislators did not reach a compromise budget prior to the April 24 cutoff, but did come to an agreement on several bills of interest.

Bills on the Move

As of this writing, the following bills of interest will now move forward for the Governor's consideration:

- (HB 1521) OSPI must develop criteria to identify innovation public schools, and with available funds, develop a logo, certificate, and other strategies to encourage and highlight innovation schools.
- (SHB 1524) Allows students to meet state minimum graduation requirements for students who complete all the requirements of the International Baccalaureate Diploma.
- (E2SHB 1546) Authorizing creation of STEM innovation schools and innovation zones in school districts. SBE was asked to review this bill prior to the Governor's signature. We feel that the waiver portion of the bill runs parallel to the current waiver authority of SBE, and thus did not recommend any changes to the bill's language.
- (HB 1594) Identifying standards for teaching financial education and aid school that wish to use those standards (voluntary and subject to state funding).
- (E2SHB 1599) Providing financial incentives to reduce dropouts.
- (2SSB 5427) Requires schools receiving all-day kindergarten support to use a kindergarten readiness assessment (WAKids) or seek a waiver for an alternative assessment.

The 2011 Legislative Session – In the Context of the Board's work

What follows is a review of the 2011 regular legislative session in the context of the State Board of Education's (SBE) strategic plan:

1. Accountability: As with 2010-2011, the Office of Superintendent of Public Instruction will continue to direct federal funds to Required Action Districts through an application and review process (including designation by and plan approval from SBE). We had hoped to increase the number of recipient schools and offer state-prescribed alternatives to the four federal models, but this work will be on hold until supported by state revenue.
2. Math: HB 1412 (signed by Governor) requires students in the classes of 2013-2014 to pass only one End of Course (EOC) math assessment for graduation. Students in the graduating class of 2015 will need to pass two math EOCs to earn a diploma.
3. Science: Science assessments are not funded in the House or Senate budgets. E2SHB 1443 (not passed yet), allows students in the classes of 2013-2016 to graduate without meeting standard on the high school science assessment (pending the completion of one science

- course after 10th grade. Note: there is still debate on whether this post-assessment class is a third credit or just a third class (e.g. a replacement for a previous failing grade)).
4. Standards: Attempts to halt the adoption of the Common Core Standards did not move past floor debate. However, E2SHB 1443 does require the Superintendent of Public Instruction to conduct a fairness and bias review before making revisions to Washington State's Essential Academic Learning Requirements.
 5. Graduation Requirements: Beyond revising state assessment requirements, the Legislature has made no move to alter high school credit requirements. The 2011 Legislative Session did produce more subtle changes. HB 1594 (awaiting Governor's signature) encourages districts to adopt the JumpStart Coalition National Standards in K-12 Personal Finance Education and to provide students the opportunity to master them. SB 1524 (signed by Governor) provides that students who complete specified requirements of an International Baccalaureate Diploma Program are considered to have satisfied state minimum high school graduation requirements. As for proposals still in the mix, E2SHB 1443 will require districts to define a high school credit, using the SBE and Washington State School Directors' Association sample policy as a guide. SB 5919 (not passed yet) will remove the deadlines for the recommendations of the QEC in exchange for a legislator-created implementation schedule (to be developed at a later date).
 6. Governance: Several governance bills were on the radar early in the session, including SB 5639, a bill which largely mirrored the Governor's call for the creation of a Department of Education. The House countered with ESHB 1849, a bill designed to create a study of current governance practices with the intention of advising reform measures in 2012. Both the Department of Education bill (SB 5639) and HB 1849 also mired in the Senate. Though money is provided in both House and Senate budgets for education governance work, the odds are slim that education governance will move forward this year.
 7. Achievement Gap and Early Learning: Both proposed budgets offer support for the Early Childhood Education and Assistance Program, the continued implementation full-day kindergarten, and lower class sizes in high-poverty schools. 2SSB 5427 (awaiting Governor's signature) will require school districts receiving all-day kindergarten support to use the Washington Kindergarten Inventory of Developing Schools assessment or seek a waiver for an alternative. HB 1669 will change the term "achievement gap" to "opportunity gap."
 8. High School and College Preparation: E2SHB 1808 (signed by Governor) requires all public high schools in the state to work toward the goal of offering a sufficient number of dual credit courses to give students the opportunity to earn the equivalent of one year's worth of postsecondary credit. Colleges are also required to develop a master list of postsecondary courses that can be fulfilled by achieving a qualifying score on proficiency exams or by meeting demonstrated competencies. The Higher Education Coordinating Board will annually publish on its website the agreed-upon list of high school courses qualifying for postsecondary credit and the exam scores and demonstrated competencies meeting postsecondary requirements.
 9. Effective Workforce: HB 1600 (awaiting Governor's signature) encourages the Professional Educator Standards Board to develop and adopt standards for a specialty endorsement in elementary mathematics. Elements of SB 5914 (not passed yet) contained many provisions related to teacher performance and pay. Some of those provisions will be explored in the compensation working group as directed by E2SHB 1443. This same bill calls for principals to base RIF decisions on an employee's performance evaluation, a measure the Governor has stated she will veto.

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. At the March 11-12 Board meeting, Board members reviewed a briefing paper on education governance prepared by SBE staff.

The major conclusion from the briefing paper was that there is no one effective system of state education governance, although there is a trend toward centralization and greater governor oversight. States must craft a governance system that fits their culture. Governance is only part of the solution to improve student achievement. The present system of governance should communicate clearly what the state's comprehensive education policies are and create implementation strategies to deliver improved student achievement from early learning to post-secondary attainment. The present system at the state level in Washington is extremely fragmented, making it virtually impossible for the state to coherently and sustainably set a strategic direction and then execute to get the desired result. Key findings from that report as well as the new case studies are in Attachment A.

The Board proposed a definition and principles around effective governance that are outlined in Attachment B. It also supported a study as drafted in the House Bill 1849, but advised that the Washington Education Committee be a smaller committee composed of citizens rather than stakeholders. It did not support the creation of a new Department of Education, which combined agencies as proposed by the Governor and Senate Bill SB 5639, until a study resolved that this would be the best direction for the state's education governance structure. The Board also agreed that if the study found that the State Board of Education should be eliminated, it would honor that finding. The Board directed staff to share the governance briefing paper and the Board's recommendations for how to proceed with a study.

POLICY CONSIDERATION

At the May Meeting the Board will review and discuss:

- Governance case studies on three states (Massachusetts, Maryland, and Colorado) in Attachment C.
- Barriers to governance in Washington State in Attachment D.
- Potential ideas to discuss for Washington governance options (below in Expected Action).
- The schedule for governance work (below in Expected Action).

Additional information is provided for the Board to review, but will not be discussed:

- Status of governance bills in 2011 Washington Legislature in Attachments E and F.
- Status of other states' potential governance legislation in Attachment G.
- U.S. Department of Education Delivery Institute Initiatives in Attachment H.
- Collective Impact (emailed to Board April 22 and in May FYI Folder).

EXPECTED ACTION

Board will provide feedback on: a) potential policy options below and the barrier to governance in Attachment D to prepare for July, and; b) next steps below for the governance work for the rest of the year. Please be prepared to come with your thoughts as we will use the infamous “dot exercise” for policy options and barriers to identify your priorities rapidly.

a) Potential Policy Options Continuum for Governance:

“Yellow Changes” to Existing System

- Strengthen roles, responsibilities, and membership of Quality Education Council.
- Create a Governor-directed executive office of education.
- Improve compensation for education leaders at the state level and build capacity to assist local districts.

“Orange Changes” to Existing System

- Clarify state/ESD/local roles and authorities.
- Create a new P-16 Council to complete and implement a strategic plan.
- Appoint a Secretary of Education to oversee P-16 system (and keep superintendent elected as well):
 - By Governor
 - By SBE
 - By Legislature

“Blue Changes” to Existing System

- Change the constitution to remove superintendent as an elected office and appoint a Secretary of Education to oversee P-16 system:
 - By Governor
 - By SBE
 - By Legislature
- Combine the Department of Early Learning and the Office of Superintendent of Public Instruction under elected or appointed superintendent).
- Elect superintendent to oversee P-16 system.

“Purple Changes” to Existing Governance System

- Privatize P-20 Education system in whole or in part.
- Create a Department of P-20 Education and abolish regents, trustees, and various state-appointed education boards/committees.
- Focus on the collective impact of networking at the local level among (schools, local nonprofits, higher education and others) to create and implement regional education change.

b) Schedule for Governance Work:

July Meeting:

- Flesh out options for new governance system.
- Invite the Washington State School Directors' Association to present their ideas on how to improve transitions piece.
- Determine stakeholder engagement.

September Meeting:

- Develop proposals for new governance system.
- Invite stakeholders including K-12, DEL, Higher Education, legislators, education associations, and community and business leaders to discuss governance.

November Meeting:

- Propose "joint" governance recommendations.
- Possibly invite Education Delivery Institute staff/states to discuss their work.

January Meeting:

- Bill available on new education governance supported by strong coalition.

Lessons Learned from March SBE Governance Memo

Literature Review

- There is limited research on the 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.
- 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?¹

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.

¹ January 20, 2011 House Education Committee hearing on education governance Education Commission for the states staff comments.

- 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.

Comparative State Case Studies for Massachusetts, Maryland, and Colorado (New for May)

- While educational governance is a topic of importance, interviewees did not articulate a single-best governance arrangement for their state.
- Leadership tenure and quality were identified as being critical factors for improving student achievement.
- Positive working relationships between SEA's and the Legislature were identified as a prerequisite for implementing significant education reforms.
- Most interviewees thought that changing the education governance system could help improve student achievement. However, the majority of interviewees generally agreed that targeted changes to the educational governance system, rather than changing the entire system, are more possible and likely to succeed.
- Educational governance was identified as being molded by the history and circumstances of each state, which requires legacy systems and structures in each state to adapt to the current needs and environment of each state.
- Discussions about what a public education should be and how public education should be funded is an emerging topic of discussion.
- Colorado, Massachusetts, and Maryland are considering next steps for how to provide support for districts while maintaining strong standards at the state level.

Washington State 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 Washington.
- 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 the state, country, or province level 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.
- 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.

Effective Governance Definition and Principles

A definition of effective education governance adopted by the SBE Board on March 12, 2011:

“An effective governance structure should provide for clear roles and responsibilities among a set of institutions and support their ability to make and sustain strategic policy, program delivery, and resource allocation decisions. Most importantly, an effective governance structure should enhance the education system’s ability to deliver great student achievement and taxpayer value.”

SBE staff generated seven principles of effective education governance from Board discussion on March 12, 2011.

Effective governance:

1. *Result and Student-Focused*: Supports and fosters continuous student improvement and achievement, ensuring an excellent and equitable education for all students.
2. *Efficient*: Change happens in a timely manner.
3. *Functional*: Cost-effective, with high-quality leadership and staff that withstands political transitions.
4. *Accountable*: One person or organization oversees and is responsible for student achievement. Measures of success are clearly tracked.
5. *Client-Focused*: Provides easy access to information and guidance for schools, parents, stakeholders, and the public at large.
6. *Innovative*: Provides incentives for local school innovation.
7. *Supported*: Supplied with sufficient organization resources to carry out the task of improving student achievement.

Jesse's Comparative States Case Studies

Comparative Case Study of the Educational Governance Systems of Colorado, Maryland, and Massachusetts

Introduction and Rationale for Case Study

This case study benchmarked the educational governance systems of Massachusetts, Maryland, and Colorado to provide insights for educational governance discussions within Washington State. (See Appendix A). The goal of the case study was to identify strategic themes from Colorado, Massachusetts and Maryland education reform efforts to improve student achievement over the last five to ten years. These themes are intended to contribute to the Washington State Board of Education's work advocating for an effective and accountable educational governance system for Washington State, and they are not intended to support or refute recent education governance bills put forth by Washington's Governor (SB 5639), Senate (SSB 5639) and House of Representatives (SHB 1849). To maintain a coherent focus upon educational governance at the state level, this case study did not address the interaction of state and local agencies.

Massachusetts, Maryland, and Colorado were selected for this case study for multiple factors:

- First, they have similar educational demographics compared to Washington, including comparable percentages of low income and English Language Learners (Table 1).
- Second, Maryland and Massachusetts are ranked higher in Education Week's 2011 Quality Counts report, while Colorado is ranked similarly to Washington² (Table 2).
- Third, Maryland, Massachusetts and Colorado are global challenge states, which were states that were benchmarked in the 2005 Washington Learns report³.
- Fourth, a comparison of each state's governance model (Figure 1, Tables 3 & 4).
 - Maryland and Massachusetts governance models involve the Governor appointing the State Board and the Board appointing the Chief.
 - Massachusetts also has a Secretary of Education to integrate the work of all the State Education Agencies.
 - Colorado operates under a model that has an elected Board that appoints the Chief State School Officer.
- Finally, Maryland and Colorado have P-20 councils, while Massachusetts does not.

Interview Analysis: Comparing Educational Governance Approaches of CO, MA, MD and WA

This case study focused on how other states conceive and implement changes to their education governance system. Three national expert and five state expert Interviewees were asked about the connection between recent state educational governance reforms and improved student achievement (Appendix II). Interview questions were derived from the good governance criteria created by Brewer and Smith (2006) and systems planning criteria of Walsh (2009) to assess educational governance in relation to six characteristics:

² Data from Education Week's 2011 Quality Counts Report. Downloaded on 2/1/2011 from: http://www.edweek.org/media/ew/qc/2011/QualityCounts2011_PressRelease.pdf

³ Definition of Global Challenge States can be found at: <http://www.washingtonlearns.wa.gov/materials/GlobalChallengeStates.pdf>

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

While the first case study discussed the first five criteria in educational governance, this case study focused more upon the leadership, capacity, and systems planning criteria within the three comparison states.

Interview Findings

1. *While educational governance is a topic of importance, interviewees did not articulate a single-best governance arrangement for their state.*

When asked about the need to address educational governance in order to improve student achievement, most interviewees agreed that educational governance is an important issue to consider. However, all interviewees agreed that discussing and improving educational governance is difficult due to the multiple meanings of governance. When the governance definition that the State Board of Education is using was shared, interviewees commented that the definition of governance within their state is similar but not necessarily the same⁴. Additionally, interviewees generally agreed that the existing governance system was likely capable of being as effective as other potential governance arrangements. Furthermore, interviewees agreed that there was not likely one arrangement that would work out best.

When asked about trends in educational governance, such as centralizing decision-making authority and creating P-20 councils, all interviewees mentioned that a variety of constraints affect the ability to implement these trends. For instance, in Colorado the state constitution provides for significant local control of the education system, raising taxes requires significant legislative work, and the culture of the state tends to support local action. These variety of policy and cultural constraints, of which MA and MD each have analogs, were identified by interviewees as bounds that limit what is possible to accomplish without changing constitutions, long-standing policies, or ingrained cultural behaviors.

2. *Leadership tenure and quality was identified as being a critical factor for improving student achievement.*

While educational governance was identified as important to address, all interviewees identified the unique role that leadership is believed to play in improving performance. Whether in Maryland, Massachusetts, or Colorado, interviewees identified examples of long-standing and effective leadership that was believed to have as significant, if not more significant, impact on the education system than educational governance arrangements. The leadership of Massachusetts and Maryland was identified as unique, as there is a history of long-term leadership within each of these educational systems. Conversely, Colorado's educational system was identified as having more variability in leadership tenure than Massachusetts and

⁴ "An effective governance structure should provide for clear roles and responsibilities among a set of institutions and support their ability to make and sustain strategic policy, program delivery, and resource allocation decisions. Most importantly, an effective governance structure should enhance the education system's ability to deliver great student achievement and taxpayer value."

Maryland. Regardless of the state, the underlying structures for appointing or electing leaders were identified as having a uniquely important impact upon who leaders are as well as how long they serve. However, there was no clear trend that either elections or appointments were more successful, as there are a variety of examples within each state showing that either model can work.

Importantly, the ability to effectively lead was identified by multiple interviewees as crucial to making progress on improving student achievement. In particular, Colorado's P-20 council was thought to be effective as it embodied a structure in which clear responsibilities for work groups were assigned and then discussed amongst the entire council. Interestingly, this group had some difficulty getting up to speed until a facilitator was brought in to help manage the group process. In Maryland, the long-term leadership of the State Superintendent was thought to contribute to significant gains in student achievement, while in Massachusetts high-quality leaders were identified as important to that state's success in improving student achievement. Multiple interviewees mentioned that finding high quality leaders to assume positions being vacated by current leaders is likely to be a difficult task.

3. Positive working relationships between SEA's and the Legislature were identified as a prerequisite for implementing significant education reforms.

While educational governance and leadership were identified as important topics to address, interviewees highlighted the importance of having a good relationship between the Legislature and the numerous State Education Agencies (SEA). Maintaining a positive working relationship between State Education Agencies and the Legislature was thought to be an essential factor contributing to the long-term stability of State Education Agencies in Colorado, Maryland and Massachusetts. When asked about why there was a good working relationship, interviewees shared a variety of perspectives including:

- The general good will of people involved.
- A coherent vision that enabled all stakeholders to work toward the same goal.
- Leadership 'staffing' procedures that ensured an infusion of new ideas (shorter term limits) for the Legislature while the State Education Agencies (in particular the State Board) maintained stability by having staggered and longer term limits.

Interviewees generally agreed that positive relationships amongst SEA's and the Legislature resulted in the Legislature assuming less responsibility from SEA's. This was thought to be possible when SEA's produced successful results with legislative buy-in.

4. Most interviewees thought that changing the education governance system could help improve student achievement. However the majority of interviewees generally agreed that targeted changes to the educational governance system, rather than changing the entire system, is more possible and likely to succeed.

Multiple interviewees agreed that changing the educational governance system is an option, however these interviewees qualified their statements by recognizing that there is likely room for improving the implementation of existing governance systems. No interviewee could identify the 'right' balance between changing the educational system and optimizing the existing educational system. As such, interviewees discussed the importance of recognizing contextual factors within their state that need to be considered for deciding upon the balance between changing the educational system and optimizing the educational system.

Massachusetts has tried both approaches in recent history, as Massachusetts created the Executive Office of Education in 2008 to improve policy coordination across all sectors of education. Along with this change, Massachusetts maintained a strong focus upon maintaining high standards, improving their accountability system, and providing support for districts in their improvement efforts.

Colorado had a previous P-20 that produced a meaningful policy on the pay for performance issue. The ability of the P-20 Council to improve its effectiveness was identified as an important factor contributing to the Council's work. This increase was thought to come from the respectful nature of the Council members, as well as the help of an outside facilitator to move the committee forward. Additionally, specific sub-groups were identified to analyze particular issues, such as the Educator Effectiveness Council, which were then discussed among the entire council. One committee, the Systems Transformation Committee, assessed the possibilities for transforming the educational governance system. This committee decided that the potential benefits didn't outweigh the costs. On January 13, 2011 the new governor of Colorado created a new P-20 Council.

Maryland's P-20 council was originally created by the Governor and then by statute in 2010. While the P-20 council is a more recent change in the education system, in general Maryland's system has been defined by longer-term stability due to the 20 year tenure of the State's Superintendent. However, there have been some changes in the educational system, as early childhood education functions became a part of the K-12 system.

Overall, each of the three states changed their educational governance system at some point. However, interviewees generally commented that these changes were not perceived as being significant overhauls of the education system. Additionally, interviewees commented that these changes were supported by additional efforts to improve the functioning of existing educational systems. One interviewee commented that it is probably necessary to change some aspects of the education system, while simultaneously optimizing the components of the system that are not changed.

5. Educational governance was identified as being molded by the history and circumstances of each state, which requires legacy systems and structures in each state to adapt to the current needs and environment of each state.

All of the interviewees generally agreed that the current trends in educational governance were influenced by past attempts to affect educational governance. For example, in Massachusetts the Secretary of Education position was instituted, dissolved, and reinstated in its current state. In Colorado, a populist political history was thought to be an important factor influencing educational governance decisions. For example, Colorado recently passed legislation to promote Innovation Schools, which frees schools from many of the state requirements without making changes to the underlying educational governance system. In Maryland, the P-20 Council transitioned from a Governor-appointed council to a statutorily-mandated council. None of these changes occurred in a vacuum, and all interviewees commented about the relevance of recent educational governance trends within their state. However, all interviewees were reticent to attribute improvements in student achievement to educational governance due to the complexity of governance arrangements.

Overall, interviewees shared a similar sentiment that there is little evidence to help them make informed decisions about how educational governance can be more effective. Interestingly, the majority of interviewees likened current state-level debates about consolidating authority to the

ongoing local debate about centralizing decision-making for schools within Mayoral auspices. These comparisons were made as interviewees believed that this work, while not completely transferable, might serve as an analogy that could provide meaningful insights for related state-level discussions.

6. Discussions about what a public education should be and how public education should be funded is an emerging topic of discussion.

The discussions with interviewees brought forth the interesting, and potentially overlooked, concept that public education might be in the midst of a transition from being a public service to more of a private service. Interviewees in Colorado commented that they had put a lot of energy into a Race to the Top (RTTT) application, only to not succeed. Without the federal support for the RTTT proposal, private foundations have filled some of the funding gap in the interim while upcoming budget shortfalls are looming. The conversation was different amongst the Massachusetts and Maryland interviewees, as their successful RTTT proposals meant they secured significant additional funding.

While funding is important, all interviewees generally agreed that funding is a source of continued tension. In the case of Massachusetts and Maryland there is a larger influx of federal funds relative to their budget, while in Colorado there is an increase in funds from private foundations. Some interviewees thought it was interesting that these changes were happening without an associated conversation of what it means to provide public education and how that public education should be funded.

7. Colorado, Massachusetts and Maryland are considering next steps for how to provide support for districts while maintaining strong standards at the State Level.

Each state is discussing the challenge of moving beyond holding districts and schools accountable solely to identifying how to support districts and schools in meeting the accountability standards. As winners of the Race to the Top (RTTT) competition, Massachusetts and Maryland will have access to financial resources that they will use to provide support to districts. In Massachusetts, this will manifest with Regional Readiness Centers that will provide, amongst other things, professional development, teacher preparation, and resources for districts in that region. In Maryland, state support is connected to local effort, as local funding must match state funding in order to receive state funding⁵. Additionally, Maryland is considering how to address non-standard accountability issues, such as the impact of suspensions, within their existing accountability framework.

Colorado's education system is oriented towards local control as there is a local control provision in the State's Constitution. However, interviewees thought that districts are willing to utilize support, leadership and capacity from the state as long as the state is not mandating their work. Finding the correct level of support and autonomy was identified as an ongoing challenge that will require a clear understanding of the unique circumstances of each district is facing.

VIII. Lessons Learned from the Comparative Case Study

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

- I. While educational governance is a topic of importance, interviewees did not articulate a single-best governance arrangement for their state.
- II. Leadership tenure and quality were identified as being critical factors for improving

⁵ For full details of Maryland's Funding System, please visit:
http://mlis.state.md.us/other/education/public_school_facilities/Presentation_091802.pdf

- student achievement.
- III. Positive working relationships between SEA's and the Legislature were identified as a prerequisite for implementing significant education reforms.
 - IV. Most interviewees thought that changing the education governance system could help improve student achievement. However the majority of interviewees generally agreed that targeted changes to the educational governance system, rather than changing the entire system, are more possible and likely to succeed.
 - V. Educational governance was identified as being molded by the history and circumstances of each state, which requires legacy systems and structures in each state to adapt to the current needs and environment of each state.
 - VI. Discussions about what a public education should be and how public education should be funded is an emerging topic of discussion.
 - VII. Colorado, Massachusetts and Maryland are considering next steps for how to provide support for districts while maintaining strong standards at the state level.

Appendix

Figure 1: Governance Models of Colorado, Maryland, and Massachusetts.

The Education Commission of the States produced an updated version of their State Governance Models in January 2011. The following diagrams outline the governance models for the states reviewed in this case study.

I. Governance Models of Maryland and Massachusetts:

Model One

In this model, the governor appoints the members of the state board of education. The state board, in turn, appoints the chief state school officer. Model One includes 13 states: **Alaska, Arkansas, Connecticut, Florida, Hawaii, Illinois, Kentucky, Maryland, Massachusetts, Missouri, Rhode Island, Vermont and West Virginia.**



Note on Massachusetts: In addition to this Model, Massachusetts has a governor appointed Secretary of Education who helps “connect” the work of the multiple State Education Agencies.

II. Governance Model of Colorado:

Model Two

In this model, the state board of education is elected and the board appoints the chief state school officer. Seven states fall into Model Two: **Alabama, Colorado, Kansas, Michigan, Nebraska, Nevada and Utah.**

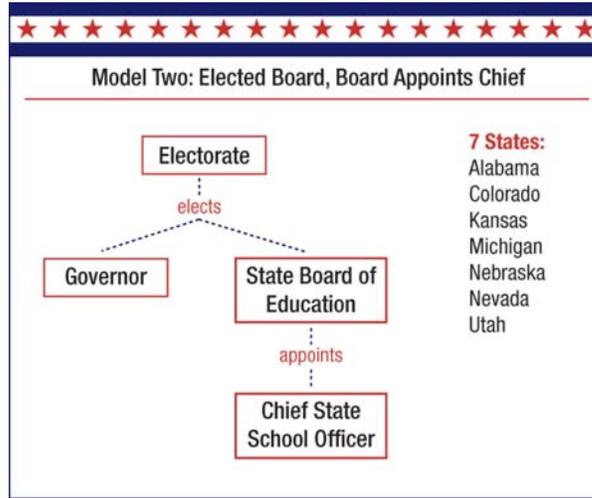


Table 1: Demographics of Comparison States

	2007 Population (est. millions)	2007 PreK-12 Enrollment (thousands)	2007 K-12 Percent White	2007-08 K-12 Percent free and Reduced Price Lunch	2009 K-12 Percent ELL
MD	5.6	846	47	33.5	5
MA	6.5	963	72.2	29.5	5
CO	4.8	802	61.5	34.8	12
WA	6.5	1,030	68	36	7

Table 2: Quality Counts Ranking of Comparison States

OVERALL STATE GRADE				CHANCE FOR SUCCESS		K-12 ACHIEVEMENT		STANDARDS ASSESSMENT & ACCOUNT- ABILITY		TRANSITIONS & ALIGNMENT		TEACHING PROFESSION		SCHOOL FINANCE	
	Grade	Score	Rank	Grade	Rank	Grade	Rank	Grade	Rank	Grade	Rank	Grade	Rank	Grade	Rank
CO	C	73.7	39	B	11	D+	21	C+	32	C	28	D+	37	D+	44
MD	B+	87.6	1	B+	6	B-	3	B+	22	A	1	B	5	B+	6
MA	B	82.6	3	A	1	B	1	B	25	C	28	C	23	C	20
WA	C	75.4	33	B-	24	C-	16	B-	28	C	28	C	25	C-	33

Table 3: Educational System Characteristics

State	# of Schools	# of School districts	P16/20 Council?
MD	1,424	24	Yes
MA	1,831	392	No College and Career Readiness Initiative Involves a PK-16 Strategy
CO	1,769	183	Yes
WA	2,300+	295	2007-2009 Proposed 2011

Table 4: Educational Governance System Characteristics

State	Method of Selection of State Board Members	Number of Voting Members	Length of Term	State Board Established in Statute or Constitution	Selection of Chief State School Officer	Selection of State Board Chair	Authority for Teacher Licensure	Special Notes
MD	Appointed by Governor	12 including student member	4 (term limit of two 4 year terms)	Statute	Appointed by SBE	Elected by SBE Members	Shared responsibility between SBE and separate licensure board	<ul style="list-style-type: none"> • Voting student member, which is a one-year appointment by the Governor. • CSSO must have seven years teaching and administrative experience.
MA	6 appointed by Governor, 4 voting ex officio members, 1 student	11 including student member	5	Statute	Appointed by SBE	Appointed by Governor	SBE	<ul style="list-style-type: none"> • Legislation in 2008 created a Secretary of Education to coordinate the work of the K-12, early childhood, and higher education boards. • The legislation also added two members to the K-12 board, as well as the Secretary of Education.
CO	Partisan Ballot	7	6 (limited to 2 terms)	Constitution	Appointed by SBE	Elected by SBE Members	SBE	<ul style="list-style-type: none"> • When a vacancy occurs, a new SBE member is appointed by a partisan vacancy committee to fill the remainder of the term.
WA	5 elected by local school board members; 7 appointed by Governor; 1 elected by private	14 limited to 2 terms (CSSO expected); 2 nonvoting student members	4 (students serve 2 years, starting as junior)	Statute	Non-partisan Ballot	Elected by SBE members	Independent Board	<ul style="list-style-type: none"> • Legislation passed in 2005 reconstituted board for 2006. • Private school representative and CSSO have full voting rights. • For school board

State	Method of Selection of State Board Members	Number of Voting Members	Length of Term	State Board Established in Statute or Constitution	Selection of Chief State School Officer	Selection of State Board Chair	Authority for Teacher Licensure	Special Notes
	schools; state super- intendent							representatives, 3 are from western part of state and 2 from eastern part of state.

Appendix II –Interviewee List

National Interviewees

David Kysilko

*Director of Publications,
National Association of State Boards of Education*

Paul Manna

*Assistant Professor of Government
Department of Government and the Thomas Jefferson Program in Public Policy,
College of William and Mary*

Arnold Shober

*Associate Professor,
Government Department
Lawrence University*

Colorado Interviewees

Kelly Hupfield

*Associate Dean,
University of Colorado at Denver School of Public Affairs
Lawrence University*

Parker Baxter

Director of Charter Schools,

Denver Public Schools

Massachusetts Interviewees

Paul Reville

*Secretary of Education,
Executive Office of Education, Massachusetts*

Andrew Churchill

*Assistant Director
Center for Education Policy
University of Massachusetts*

Maryland Interviewee

Tony South

*Executive Director
Maryland State Board of Education*

Washington State Barriers to Effective Governance

A. State Level Barriers using SBE Principles of Effective Governance

Lack of result and student focus

- The state agencies, the Governor and Legislature have been unable to agree on a strategic plan for P-20 education.
- There are no expected benchmarks except for proficiency on state assessments.
- There are minimal performance incentives for schools/colleges that improve student achievement (a good model is found in the Community and Technical Colleges' Student Achievement Initiative).
- The state has limited measures of its success in improving student achievement. Current measures include: state assessments, NAEP and SAT/ACT scores, graduation and dropout rates, number of degrees attained, remediation rates.

Lack of efficiency

- Decisions on key issues take a long time to make.
- Policy direction frequently changes (e.g., math and science standards and assessments).
- The state sets standards and assessments for student learning, but local school districts select curricular/instructional materials which are not required to be aligned with state standards. This limits the ability of OSPI to provide efficient technical assistance.
- The connections between P-20 agencies are based on relationships created by agencies rather than by a formal structure. Examples of those relationships are: the Office of Superintendent of Public Instruction/Department of Early Learning resolution and State Board of Education/Higher Education Coordinating Board agreement on aligning graduation requirements.

Lack of functionality

- Strong staff support for key education leadership could be improved.
- The focus on implementation and follow through for a variety of policy issues is frequently lacking (e.g. state education reform plan).
- The Governor and/or Legislature create committees and work groups to address issues with limited resolution in terms of progress/decisions needed (e.g., P-20 Council in 2007, Washington State Education Coordinating Council 2008-present, Quality Education Council 2009, and STEM Committee in 2010).

Lack of accountability

- Multiple agencies are involved in education policy and thus it is often unclear who makes decisions (e.g. math and science standards and graduation requirements).
- Education oversight is split between the Legislature, a constitutionally elected Superintendent of Public Instruction, the Governor, and the State Board of Education (partially elected, partially appointed), as it is in many states.
- State provides funding to local districts but does not control resource decisions made through local collective bargaining agreements.

Lack of innovation

- Influential external stakeholders do not support education reform initiatives (e.g. weak Race to the Top application) that could make a difference in student achievement.

Lack of client focus

- With exception of education ombudsman and OSPI special education ombudsman, parents do not have a place to turn to with school concerns if the local school district is unwilling/unable to help them.
- Parents and community have limited access to school and statewide data (with exception of state assessment information.)

Lack of capacity support

- There are limited resources at the Office of Superintendent of Public Instruction to do planning and technical assistance with school districts.
- State technical assistance to improve instruction in math, science, and other subjects is limited by staff and resources available.
- Common assessments do not exist between high school and college for determining what students need to be college ready and not take remedial courses (Transitions Math Project developed common college math ready assessment for high school juniors; Legislature removed funding).
- State has not completed formative assessments to help teachers provide classroom instruction.

B. State/Local Barriers

- Role of ESDs varies across the state in terms of capacity to provide technical assistance districts to improve student achievement. Focus is on helping smaller districts.
- Local district issues: WSSDA will have a report on barriers to transitions between early learning, K-12 and higher education by mid-May.

Governance Activity in Washington as of April 20, 2011 (no bill has passed the Legislature)

	Governor's Original Bill SB 5639	Senate Substitution SSB 5639	House Substitution SHB 1849	Senate Ed Committee Amd to ESHB 1849 (but will actually be striker to current SSB 5639)
Creation of New Department of Education	P-20 Department with Secretary of Education appointed by Governor	P-12 Department with Secretary of Education appointed by Governor	Creates temporary council to advise	P-12 Department with Secretary of Education appointed by Governor
Responsibilities of New Education Department	See Attachment F	See Attachment F		See Attachment F
Offices Retained	SPI ⁶ , PESB	SPI, SBCTC, HECB	SPI	<p>Within DOE: SPI, PESB, State School for the Blind, State Center for Childhood Deafness and HECB's financial assistance program</p> <p>Secretary of Ed appoints executive directors for PESB, School for the Blind, and State Center for Childhood Deafness</p> <p>SBCTC and HECB retained until transition group makes recommendations</p>
Offices Eliminated, Repealed, or Restructured	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	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,	DEL, Early Learning Advisory Council, SBE, Office of Education Ombudsman, WSSDA, Achievement Gap Oversight and Accountability Committee, Quality Education Council The Governor shall appoint a transition team to bring the current state-level education agencies and structures into the new department. A subgroup of that team will develop recommendations to include state-level higher education entities in the DOE. The recommendations must be submitted to the Legislator and Governor by December 1, 2011.

⁶ Unless constitutional amendment to abolish the office

	Governor's Original Bill SB 5639	Senate Substitution SSB 5639	House Substitution SHB 1849	Senate Ed Committee Amd to ESHB 1849 (but will actually be striker to current SSB 5639)
		Committee, QEC	HECB, Education Research and Data Center, Achievement Gap Oversight and Accountability Committee, QEC, Early Learning Advisory Council, OSPI	
Council Responsibilities	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"> - Establish primary strategic oversight and advocacy board for public education system - Consolidate supervision over matters pertaining to public education within a primary state agency - 2 FTE from OSPI will support the council 	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.

Role of Secretary of Education and Superintendent of Public Instruction
Notes from the [striking amendment to ESHB 1849](#)

Secretary of Education	Department of Education	Superintendent of Public Instruction	Office of the Superintendent of Public Instruction	Washington Education Council
Unique Attributes				
<ul style="list-style-type: none"> • Executive head and appointing authority of Department of Education. • Appointed by the Governor with confirmation by the Senate. • May hire staff to carry out duties. • Will oversee the central divisions in DOE: early learning, K-12 education, and higher education financial assistance program administration. • Administer state and federal high education financial assistance programs. • Appoint the executive director of PESB, the superintendent of the School for the Blind, and the director of the Washington State 	<ul style="list-style-type: none"> • Responsible for the creation of a “robust” birth to three continuum of service for parents and caregivers of your children. • Implement state early learning policy to maximize integration with K-12. • Fund, when funds are available, evidenced-based and research-based home visitation programs for parents. • Establish and regularly reevaluate high school graduation requirements. • Recommend and inform the ongoing implementation of basic education and the funding necessary. 	<ul style="list-style-type: none"> • Housed within DOE but retains supervisory duties pertaining to public schools as proposed in the Constitution. • May appoint assistant superintendents and assistants/staff necessary to carry out duties. • Report to Governor and Legislature as requested. • Attend meetings and visit schools as necessary. • To require and file reports as provided by schools. • To keep record of teacher certificates and to issue certificates as required by law. • To settle points of law in conflict between the ESD’s and local superintendents. • To administer family services and programs. • Prepare the common school manual. 	<ul style="list-style-type: none"> • Conduct fiscal impact analysis on proposed changes to graduation requirements. • Provide updates and reports to the Department of Education as requested. Support OFM in the continued development of funding formulas. • Work with OFM to convene a working group to study an enhanced salary allocation model that aligns state expectations with educator development. • Implement accountability tools to build district capacity, working within federal and state guidelines. 	<p>13 members: SPI (Non-voting and chair ineligible), Three elected by school boards, Six appointed (Two from early learning, two from K-12, one from a four-year institution, one from community and technical colleges), one from federally recognized Indian tribes, one from private schools, one from home based instruction, all to serve staggered, four-year terms.</p>

Secretary of Education	Department of Education	Superintendent of Public Instruction	Office of the Superintendent of Public Instruction	Washington Education Council
<p>Center for Childhood Deafness.</p> <ul style="list-style-type: none"> • Develop system wide strategic plan related to early learning, K-12, and higher education. • Implement performance measures focused on student outcomes and designed to ensure continual improvement in learning. • Advise and revise performance improvement goals in reading, writing, science assessments. • Set goals for high school graduation rate and dropout reduction. • Promote partnerships with private and non-profit organizations. • Submit budget requests as required. • Oversee the state salary workgroup. • Appoint advisory councils. 	<ul style="list-style-type: none"> • Request updates and reports from SPI, the Professional Educator Standards Board, and the Department of Early Learning. 	<ul style="list-style-type: none"> • Investigate charges of professional misconduct. 		
Shared Attributes				
Coordinate and collaborate with SPI and provide administrative support		Coordinate and collaborate with the Secretary of Education.		

Secretary of Education	Department of Education	Superintendent of Public Instruction	Office of the Superintendent of Public Instruction	Washington Education Council
services for SPI.				
Solicit reports from SPI when necessary.		Provide reports to DOE as requested.		
Improve transition points for students.		Establish a state-level building bridges workgroup to strengthen transition points and reduce drop outs. Maximize integration between early learning, K-12, and higher education.		
Improve communication between all education agencies and parents/stakeholders.		Convene a working group to help school districts develop outreach to and feedback from parents and stakeholders.		
Working with SPI, recognize high-achieving schools.		Working with SBE or DOE, recognize schools for exemplary performance.		
Consult with SPI in the development of an overall K-12 assessment system.		Design and develop an overall K-12 assessment system, in consultation with the Secretary of Education and provide an annual report to the Legislature.		
Work with SPI to solicit schools to participate in the Department of Agriculture		Work with DOE to solicit schools to participate in the Department of Agriculture		

Secretary of Education	Department of Education	Superintendent of Public Instruction	Office of the Superintendent of Public Instruction	Washington Education Council
nutrition programs.		nutrition programs.		
Work with SPI to determine necessary rule revisions.		Work with the Secretary of Education to determine necessary rule revisions.		
Assist state education agencies in the legal performance of their duties.		Assist state education agencies in the legal performance of their duties.		
Work with SPI in the development of a longitudinal data system.		Establish a longitudinal data system that is integrated with the research and data work of DOE.		
<p>Promote and measure achievement.</p> <p>Review and change best practices across and within the education sectors.</p> <p>Improve instructional quality and leadership practices in the P-12 spectrum.</p> <p>Solicit advice of Washington Education Council.</p> <p>In consultation with the WEC set assessment cut scores.</p>				<p>Advise Secretary of Education on broad policy issues affecting the state's education system, with particular attention given to improving student learning, system goals, state strategic plan, state accountability measures, and implementation of best practices.</p> <p>Consult with the Secretary of Education in the setting of cut scores.</p>



700 Broadway, Suite 810 • Denver, CO 80203-3442 • 303.299.3600 • Fax: 303.296.8332 • www.ecs.org

Governors: Seeking Greater Control over Education

By Jennifer Dounay Zinth

Updated April 2011

The past year has seen a variety of proposed legislation or gubernatorial actions to give governors a greater role in education policymaking. Below is a summary of completed or proposed action in this vein, followed by a discussion on the political and education policy impacts such changes may have.

Recent Actions

Increasing gubernatorial influence over selection of state board members

A [change](#) in the state constitution approved by **Hawaii** voters in November 2010 makes the state board appointed by the governor, with the advice and consent of the state senate, rather than directly chosen by the Hawaii electorate. [Legislation](#) enacted in March 2011 provides the details of the process for the governor to appoint board members.

Creating an entity to advise the governor

In **Georgia**, the state board of education is appointed. However, in February 2011, Governor Nathan Deal appointed an [Education Advisory Board](#), comprised of superintendents, principals, educators and school board members. Meeting quarterly with the governor, the new board will, quoting Governor Deal in the February 25, 2011 press release, “discuss how we can continue to improve educational outcomes for Georgia students*.”

Proposed Actions

Amendment of the membership, power and/or duties of the state board

Strengthening gubernatorial influence over the state superintendency

[Legislation](#) introduced in **Oregon** in the 2011 session notes that under the state constitution, the governor is the superintendent of education. This bill specifies the process for the governor to appoint a deputy superintendent of education while also clarifying that overall, the governor is the responsible party.

Reconstituting membership of the state board

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Consolidate early childhood programs by reconfiguring Oregon’s disparate early learning-related programs
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What are the potential implications of the proposed changes?

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State board-appointed chief may de-politicize education policymaking

According to the authors of *State Education Governance Structures*, if the prevailing value in a state is to unyoke education decision making from “partisan politics”, a “strong, policy-making SBE [state board of education] (with members appointed for long terms) that appoints the” chief state school officer may be the best course of action. This approach can allow the state board to “focus on a long-range vision for schools, and it might make education reform less vulnerable to political pressures of election cycles that often result in ‘quick-fix’ strategies.”

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The authors suggest, "If the most important value is to ensure coordination in education reform efforts and the efficient implementation of decisions, a system that streamlines governance and centralizes decisions in the governor's office, for example, may be considered the 'best' system. The potential benefits of a gubernatorially-appointed chief:

More "cohesion at the executive level, which can facilitate statewide planning and coordination"
May diminish the influence of "competing political agendas on education reform efforts."

However, the authors posit that a system in which education decision-making is centralized in the governor's office does to a certain degree mute the electorate's voice in "education policy deliberations." And it has been noted elsewhere that an education system highly centralized in the governor's office reduces the opportunity for checks and balances, and may in fact stymie education reform when the governor and legislature are of opposing political parties.

Consolidating state agencies may lead toward coherent policies for children

Most efforts proposed today to consolidate state agencies look to combine agencies that oversee K-12 and higher education (and potentially also early education), rather than put together agencies administering non-education-related services for youth. However, the arguments made by the authors for combining education and non-education services also apply to plans to consolidate education sectors: "A system that coordinates education, welfare, health, juvenile justice and other services for youth through one agency might be adopted if developing coherent policies for children's services is the primary goal. ... Advocates of such an approach contend that coordination would better serve the multiple needs of children by addressing gaps in services and allocating resources more efficiently. Although this strategy might increase effectiveness of service delivery, **traditional patterns of agency autonomy are extremely difficult to change**" *emphasis added+.

Politician vs. professional educator as chief = benefits and disadvantages

A professional educator chosen to be the chief may "have a vested interest in maintaining the status quo", the authors contend. However, a chief who is a politician "may not fully understand the complexities of the educational enterprise and may make decisions based on political expediency rather than educational efficacy."

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Equipping Education Leaders, Advancing Ideas

¹ Martha McCarthy, Carol Langdon and Jeannette Olson, *State Education Governance Structures* [Denver: Education Commission of the States, November 1993].

Washington's Challenge: Getting to Implementation of Goals and Outcomes for Student Achievement through A Structured Delivery Approach

One of the greatest challenges in education today in Washington is the inability to complete a P-20 strategic plan and then implement it. We have spent considerable time on planning to plan with no results. We have a string of policies created through several education reform bills but they are not connected together in a set of goals, benchmarks and outcomes. While there have been efforts to create a strategic plan through Race to the Top and afterwards, the work came to a halt when the Governor introduced her Education Department bill to combine the silos of early learning, K-12 and higher education. The Board has defined effective governance (see Attachment A) and to achieve such results requires more than just consolidating P-20 agencies into one department of education.

One approach that Washington might consider to move ahead is determining if the newly established Education Delivery Institute in the U.S. Department of Education could provide some assistance. http://www.deliveryinstitute.org/delivery_approach.html

Their mission is to help state systems in K-12 and higher education use a delivery approach that focuses on how to get a state's education goals accomplished. Currently they are working with seven states: Massachusetts, Delaware, Kentucky, Tennessee, Louisiana, New York and Ohio. This work began in 2010 and several case studies will be produced in May 2011.

The "delivery approach" was developed in the United Kingdom by Sir Michael Barber who was in charge of Prime Minister Blair's Delivery Unit 2001-05. He was successful in implementing a National Literacy Strategy and Excellence in Cities Strategy that significantly boosted student achievement. Barber went on to head McKinsey's Global Education Practice and has now established the Education Delivery Institute to help states build capacity and sustain their efforts to implement their education reform strategies. In K-12 they have focused on proficiency, college and career readiness, teacher effectiveness and school turnaround. In higher education they have focused on student access and success.

To develop these educational strategies, a state must have a clear idea of what the system should deliver, where and how delivery must improve, and a talented team to run the delivery effort. The system of delivery they propose has the following elements (background memo from Alex Harris USED1 to Edie Harding April 7):

1. Develop a foundation for delivery
 - a. Define your aspiration: what do you care about, what do you want to do about it and how will you measure success
 - b. Review the current state of delivery
 - c. Build the delivery unit
 - d. Establish a guiding coalition
2. Understand the delivery challenge
 - a. Evaluate past and present performance
 - b. Understand the drivers of performance and relevant activities
3. Plan for delivery
 - a. Determine your reform strategy
 - b. Set targets and establish trajectories
 - c. Produce delivery plans

4. Drive delivery
 - a. Establish routines and monitor performance
 - b. Solve problems early and rigorously
 - c. Sustain and continually build momentum
5. Create an irreversible delivery culture
 - a. Build system capacity all the time
 - b. Communicate the delivery message
 - c. Develop high quality relationships

This fall the Board may wish to invite staff from the EDI and several states to participate with key education agency staff and stakeholders on their progress. The contact is Alex Harris: aharris@deliveryinstitute.org

Here is an estimate of what they typically charge for their services:

Capacity Review and detailed action steps (initial review of agency's capacity to implement with a follow-up review in 6-9 months)	\$20,000
Setting up a Delivery Unit (10 days of expert consultation)	\$25,000
On-site workshops and training for SEA's and/or LEA's	\$2,000 - \$6,000 per workshop
Delivery Network Membership (access to online learning community, key materials, etc...)	\$250 per year



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March 2011

The past year has seen a variety of proposed legislation or gubernatorial actions to give governors a greater role in education policymaking. Below is a summary of completed or proposed action in this vein, followed by a discussion on the political and education policy impacts such changes may have.

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Creating an entity to advise the governor

In **Georgia**, the state board of education is appointed. However, in February 2011, Governor Nathan Deal appointed an [Education Advisory Board](#), comprised of superintendents, principals, educators and school board members. Meeting quarterly with the governor, the new board will, quoting Governor Deal in the February 25, 2011 press release, “discuss how we can continue to improve educational outcomes for Georgia students[.]”

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Governor as state board member: Currently, **Oklahoma's** state board is a seven-member body comprised of the state superintendent and six members appointed by the board. The most current version of 2011 [S.B. 435](#), which as of this writing has cleared the senate and made its way into the house, reduces the body to four members—the state superintendent, and the following or their designee: the governor, the secretary of state and the attorney general. Under the latest version of the measure, the superintendent would be vested with some powers currently given to the state board, although the reconstituted board would retain control over such areas as curricula and educator licensure. The board would meet quarterly rather than monthly.

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Education Governance



SBE - Moving Forward on Education Governance Reform

Edie Harding
Executive Director
Washington State Board of Education
May 12, 2011

Strategic Plan



Goal One: Governance

Advocate for an effective, accountable governance structure for public education in Washington.

.

Today's Objectives



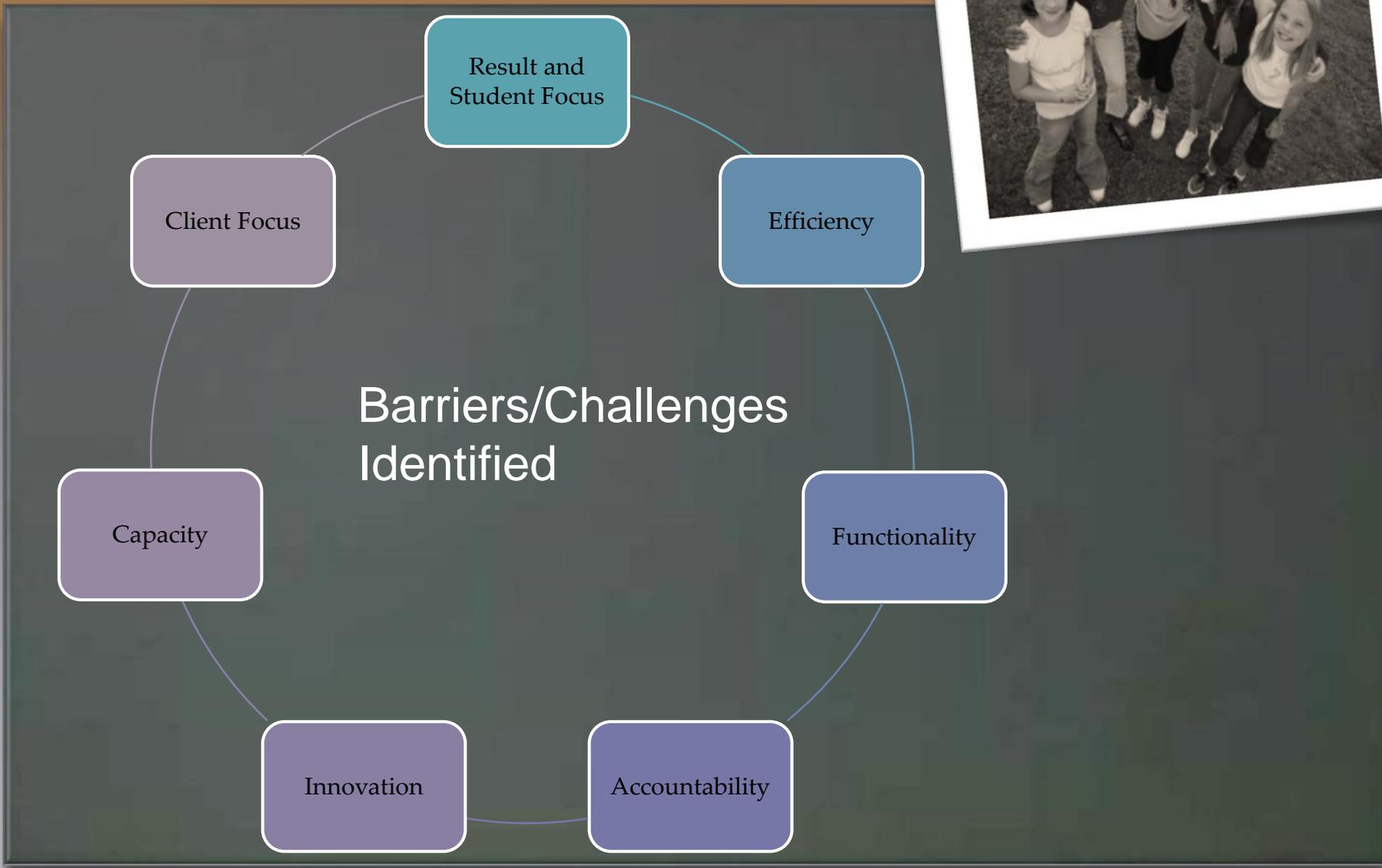
Explore

- Case Studies
- Barriers/Challenges

Consider

- Policy Options
- Next Steps

Principles of Effective Governance



Policy Options

Strengthen QEC and capacity, create Governor-directed education office

Clarify roles, create P-16 council, appoint Secretary of Education, keep SPI

Change Constitution, combine DEL and OSPI

P-20 Department of Ed, privatization, regional governance



Next Steps



July Meeting

- Flesh out options for new governance system.
- Invite WSSDA to present their ideas on how to improve transitions piece.
- Determine stakeholder engagement.

September Meeting

- Develop proposals for new governance system.
- Invite stakeholders including K-12, DEL, Higher Education, legislators, education associations, community and business leaders to discuss governance.

November Meeting

- Propose “joint” governance recommendations.
- Possibly invite Education Delivery Institute staff/states to discuss their work.

January Meeting

- Bill available on new education governance supported by strong coalition.

Dot Exercise:

“Yellow” Changes to Existing System

- Strengthen roles, responsibilities, and membership of Quality Education Council.
- Create a Governor-directed executive office of education.
- Improve compensation for education leaders at the state level and build capacity to assist local districts.

“Orange” Changes to Existing System

- Clarify state/ESD/local roles and authorities.
- Create a new P-16 Council to complete and implement a strategic plan.
- Appoint a Secretary of Education to oversee P-16 system (and keep superintendent elected as well).
 - By Governor
 - By SBE
 - By Legislature

“Blue” Changes to Existing System

- Change the constitution to remove superintendent as an elected office and appoint a Secretary of Education to oversee P-16 system.
 - By Governor
 - By SBE
 - By Legislature
- Combine the Department of Early Learning and Office of Superintendent of Public Instruction under elected or appointed Superintendent).
- Elect superintendent to oversee P-16 system.

“Purple” Changes to Existing System

- Privatize P-20 Education system in whole or in part.
- Create a Department of P-20 Education and abolish regents, trustees, and various state-appointed education boards/committees.
- Focus on the collective impact of networking at the local level among (schools, local nonprofits, higher education and others) to create and implement regional education change.



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 - Coordinate higher education institutions with a consolidated finance model and budget.
 - Measure results with an integrated, statewide, child-based data system to track expenditures and return on investment for education-related programs from zero-to-20.”
5. **Kansas:** 2011 [House Concurrent Resolution 5018](#) provides a twist on other efforts to consolidate governance. The measure would do away with the state board of education and the state board of regents, placing oversight of K-12 and postsecondary education with the legislature. The position of the commissioner of education (who is currently appointed by the state board) would be replaced with that of a governor-appointed secretary of education, subject to confirmation by the senate. The measure would require state voters’ approval, as it would necessitate amendments to the state constitution.

What are the potential implications of the proposed changes?

The quotes in the following section are from the seminal 1993 work *State Education Governance Structures*, written by Martha McCarthy, Carol Langdon and Jeannette Olson from the Indiana Education Policy Center, and published by ECS.

And in fact, these words on conflicting pressures in education policymaking are just as applicable today as they were nearly 20 years ago: “State policy makers currently are faced with the problem of reconciling a number of competing values, such as efficiency versus autonomy ... For example, the state education bureaucracy is under pressure to streamline so decisions can be made more quickly and efficiently. Also, attention is being given to state-level coordination of services for youth ... through a single agency ... to address children’s multiple needs more coherently ... But at the same time, states are under pressure to decentralize decisions and provide more autonomy at the school district and even at the local school level, which means reducing state regulations.”¹

The authors of the 1993 report make clear that changing who appoints the chief state school officer may have implications for education policymaking, as discussed in the following section.

State board-appointed chief may de-politicize education policymaking

According to the authors of *State Education Governance Structures*, if the prevailing value in a state is to unyoke education decisionmaking from “partisan politics”, a “strong, policy-making SBE [state board of education] (with members appointed for long terms) that appoints the” chief state school officer may be the best course of action. This approach can allow the state board to “focus on a long-range vision for schools, and it might make education reform less vulnerable to political pressures of election cycles that often result in ‘quick-fix’ strategies.”

The other potential benefits of a state board-appointed chief, as cited in *State Education Governance Structures*:

- State board can hold chief accountable for executing its policy recommendations
- Chief’s role is perceived as less partisan
- Chief is more likely to be an educator than a politician (Harris, 1973).

On the down side, a state board-appointed chief “may not have the necessary backing of political constituencies to secure legislative enactment of education reform measures.”

Centralizing governance in governor’s office may streamline decisionmaking

The authors suggest, “If the most important value is to ensure coordination in education reform efforts and the efficient implementation of decisions, a system that streamlines governance and centralizes decisions in the governor’s office, for example, may be considered the ‘best’ system. The potential benefits of a gubernatorially-appointed chief:

- More “cohesion at the executive level, which can facilitate statewide planning and coordination”
- May diminish the influence of “competing political agendas on education reform efforts.”

However, the authors posit that a system in which education decisionmaking is centralized in the governor’s office does to a certain degree mute the electorate’s voice in “education policy deliberations.” And it has been noted elsewhere that an education system highly centralized in the governor’s office reduces the opportunity for checks and balances, and may in fact stymie education reform when the governor and legislature are of opposing political parties.

Consolidating state agencies may lead toward coherent policies for children

Most efforts proposed today to consolidate state agencies look to combine agencies that oversee K-12 and higher education (and potentially also early education), rather than put together agencies administering non-education-related services for youth. However, the arguments made by the authors for combining education and non-education services also apply to plans to consolidate education sectors: “A system that coordinates education, welfare, health, juvenile justice and other services for youth through one agency might be adopted if developing coherent policies for children’s services is the primary goal. ... Advocates of such an approach contend that coordination would better serve the multiple needs of children by addressing gaps in services and allocating resources more efficiently. Although this strategy might increase effectiveness of service delivery, **traditional patterns of agency autonomy are extremely difficult to change**” [emphasis added].

Politician vs. professional educator as chief = benefits and disadvantages

A professional educator chosen to be the chief may “have a vested interest in maintaining the status quo”, the authors contend. However, a chief who is a politician “may not fully understand the complexities of the educational enterprise and may make decisions based on political expediency rather than educational efficacy.”

No ideal education governance structure

The authors make clear that there is no “ideal” when it comes to a state’s education governance structure: “[W]e have not attempted to identify the ‘best’ model of state education governance. The optimum governance model depends on the political philosophy and educational goals and priorities within a given state. ... Alternative goals (e.g., ensuring the efficiency and effectiveness of schools or their responsiveness to citizens’ expectations or their ability to serve as change agents to resolve society’s chronic and emerging problems) have implications for how schools are governed. ... There is no design for education governance that is likely to achieve all the desirable objectives for education.”

Senior Policy Analyst Jennifer Dounay Zinth may be reached at 303.299.3689 or jdounay@ecs.org.

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Equipping Education Leaders, Advancing Ideas

¹ Martha McCarthy, Carol Langdon and Jeannette Olson, *State Education Governance Structures* [Denver: Education Commission of the States, November 1993].

Washington State Barriers to Effective Governance

A. State Level Barriers using SBE principles of effective governance

Lack of Result and Student Focus

- The state agencies, the Governor and legislature have been unable to agree on a strategic plan for P-20 education.
- There are no expected benchmarks except for proficiency on state assessments.
- There are minimal performance incentives for schools/colleges that improve student achievement (a good model is found in the Community and Technical Colleges' Student Achievement Initiative).
- The State has limited measures of its success in improving student achievement. Current measures include: state assessments, NAEP and SAT/ACT scores, graduation and dropout rates, number of degrees attained, remediation rates.

Lack of efficiency

- Decisions on key issues take a long time to make.
- Policy direction frequently changes (e.g., math and science standards and assessments).
- The State sets standards and assessments for student learning, but local school districts select curricular/instructional materials which are not required to be aligned with state standards. This limits the ability of OSPI to provide efficient technical assistance.
- The connections between P-20 agencies are based on relationships created by agencies rather than by a formal structure. Examples of those relationships are: the Office of Superintendent of Public Instruction/Department of Early Learning resolution and State Board of Education/Higher Education Coordinating Board agreement on aligning graduation requirements.

Lack of functionality

- Strong staff support for key education leadership could be improved.
- The focus on implementation and follow through for a variety of policy issues is frequently lacking (e.g. state education reform plan).
- The Governor and/or Legislature create committees and work groups to address issues with limited resolution in terms of progress/decisions needed (e.g., P-20 Council in 2007, Washington State Education Coordinating Council 2008-present, Quality Education Council 2009, and STEM Committee in 2010).

Lack of accountability

- Multiple agencies are involved in education policy and thus it is often unclear who makes decisions (e.g. math and science standards and graduation requirements).
- Education oversight is split between the legislature, a constitutionally elected Superintendent Of Public Instruction, the Governor, and the State Board of Education (partially elected, partially appointed), as it is in many states.

- State provides funding to local districts but does not control resource decisions made through local collective bargaining agreements.

Lack of innovation:

- Influential external stakeholders do not support education reform initiatives (e.g. weak Race to the Top application) that could make a difference in student achievement.

Lack of client focus:

- With exception of education ombudsman and OSPI special education ombudsman, parents do not have a place to turn to with school concerns if the local school district is unwilling/unable to help them.
- Parents and community have limited access to school and statewide data (with exception of state assessment information.).

Lack of capacity support:

- There are limited resources at Office of Superintendent of Public Instruction to do planning and technical assistance with school districts.
- State technical assistance to improve instruction in math, science, and other subjects is limited by staff and resources available.
- Common assessments do not exist between high school and college for determining what students need to be college ready and not take remedial courses (Transitions Math Project developed common college math ready assessment for high school juniors; legislature removed funding).
- State has not completed formative assessments to help teachers provide classroom instruction.

B. State/Local Barriers:

- Role of ESDs varies across the state in terms of capacity to provide technical assistance districts to improve student achievement. Focus is on helping smaller districts.
- Local district issues: WSSDA will have a report on barriers to transitions between early learning, K-12 and higher education by mid-May.

The Washington State Board of Education

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

STUDENT PRESENTATION

BACKGROUND

Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues.

Student Board members have ample opportunity to work with staff in preparation for their 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-High School).
2. One-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
2011.05.12	Anna Laura	5
2011.09.15	Jared	3
2011.11.10	Matthew	1
2012.01.XX	Jared	4
2012.03.XX	Matthew	2
2012.05.XX	Jared	5
2012.09.XX	Matthew	3
2012.11.XX	New Student C	1
2013.01.XX	Matthew	4
2013.03.XX	New Student C	2
2013.05.XX	Matthew	5
2013.09.XX	New Student C	3

POLICY CONSIDERATION

None

EXPECTED ACTION

None



Where I
started,
Where I am,
and Where I'm
Going.

Anna Laura Kastama

When you met me...

- Student Government
- Robotics
- Imagine Tomorrow
- Food bank volunteer



Disruption in my Education



Original Sophomore
year was spent at
Federal Way Public
Academy

My Grandmother
who raised me
passed and I no
longer tried at
school

I missed a lot of school. Starting over fresh at
Tacoma School of the Arts was the best option
for me

Volunteer Work



Started a daycare and organized student volunteers from TSOTA

- Discovered my love for working with children.
- I took an interest in sociology followed by a possible career as a social worker to assist families in need



Travel

Istanbul,
Turkey



- Gained an appreciation for different cultures
 - Matured
- Caught the travel bug
- I became intrigued with **International Relations** and much more aware of the misconceptions many Americans have about the Middle East

Robotics

A member of FIRST Robotics team
for two years

Made it to nationals in 2010!



Influenced me to want to
study **Engineering** and
build environmentally
efficient buildings and
vehicles



Employment

Camp Counselor in the
summer of 2010
at Camp Arnold Salvation
Army



Worked 60 hours a week
with 8 and 9 year old
boys – YIKES!

Influenced me to want to
study **Child Development**
and **Psychology** and
understand how children
are affected by their
surroundings



State Board

Two-year term on the State Board and on the Executive Committee of Washington Association of Student Councils

Had first hand experience with the workings of Washington's Public Education System

Influenced me to want to study **Political Science** and write policy to improve opportunities for Washington youth.



Senior Project

Taught advisory periods
every Monday
Did seminars on
community issues

Learned how hard it
really is to be a teacher
and create an
interesting affective
lesson.



Connected to middle school students.
This influenced me to want to study
Education and become an affective
teacher - to let these students know
they have a voice and a purpose.



In the fall I will be attending Reed College in Portland, Oregon!

Studying...

Where I'm Going



~ **Executive Director** ~

*Located at the Old Capitol Building in Downtown Olympia, Washington
Opened May 16, 2011 and will close for application on ~~June 15~~ May 31, 2011*

State Board of Education Profile

The State Board of Education is authorized by the Washington State Legislature to provide advocacy and strategic oversight of public education, implement an accountability system that results in improved student learning, and provide leadership in the creation of a system that personalizes education and respects diverse cultures, abilities, and learning styles. The Board also promotes achievement of the goals of Washington's Basic Education Act, approves high school graduation requirements, develops performance improvement goals, approves changes in the scores needed to meet the standards on the state assessments, works with higher education, workforce and early learning policy makers, approves waivers for educational restructuring, and provides oversight of Required Action Districts.

The Washington State Board of Education is comprised of sixteen members. Five members are elected regionally by representatives of local school boards and seven are gubernatorial appointees. The Superintendent of Public Instruction and one private school representative also serve. In addition to the fourteen voting members, the Washington Association of Student Councils appoints two high school members.

Scope of Responsibility:

The State Board of Education is seeking a dynamic and proven leader with a passion for excellence in education to serve as Executive Director. The Executive Director is appointed by, reports to, and serves at the pleasure of the Board.

The Executive Director will work with Board members to implement the Board's strategic plan, identify education trends and policy priorities, and make legislative and other recommendations for improving the education of students in Washington State.

This position is responsible for the overall operation of the Board and includes planning, organizing, directing, communicating and supervising the Board's staff. The Board's annual budget is approximately \$850,000.

Essential activities include, but are not limited to:

- Assures that the Board has access to relevant information and understands the impact and implications of their policy options.
- Provides research and policy analysis on issues and prepares drafts of needed documents for consideration by the Board, which will often include identifying relevant connections between various initiatives.
- Management of a complex set of initiatives from policy creation to implementation.

- Develop policy and budget legislative proposals and evaluate Governor and legislative bills.
- Works with Legislators, Office of the Superintendent of Public Instruction, education organizations, citizen groups, other state agencies, the Governor's Office, school districts, and representatives of local and federal government to provide information to the Board for consideration in the decision-making process.
- Represents the State Board at conferences and functions, makes presentations to the Legislature and other bodies, and speaks for the Board to news media and public forums on matters arising before the Board.
- Hires and supervises Board staff. Handles all personnel related activities for Board staff. Currently the Board has four staff members that the Executive Director supervises; and a fifth staff member is supervised by the Executive Assistant.
- Prepares and monitors the Board's budget to assist the Board with policy decisions.

Key Competencies:

- A strong commitment to improving education in the state of Washington.
- Ability to work efficiently and productively with a diverse Board.
- Demonstrated strong leadership and vision in education reform.
- Demonstrated interpersonal and political skills working with a variety of entities such as legislative bodies, state and federal agencies, tribal governments, local governments, educational associations, interest groups and parents.
- Demonstrated experience with the legislative process.
- Successful record of building relationships with diverse interests.
- A keen understanding of the achievement gap and the challenges facing low-income children and families.
- Excellent oral and written communications skills.
- Ability to supervise staff, setting goals, and measuring performance.
- Ability to handle multiple responsibilities and provide quick turnaround.
- Strong listening skills.
- Effective team builder.
- Strong research skills (must understand and use research and data to guide the work of the Board).
- Results oriented.
- Strong mediation and consensus building skills.

Desired Qualifications and Credentials:

- A Master's degree in public policy, public administration, education or closely allied field.
- Strategic planning and policy development experience.
- Supervisory, legislative advocacy, budget, rulemaking, and fiscal experience.
- Preference will be given to those candidates who possess relevant experience in state education policy issues.

Salary and Benefits:

The annual compensation range for the position will depend upon the qualifications of the candidate selected. Washington State has a generous benefit package including health, dental and life insurance, retirement, and an optional deferred compensation program. You may go to www.hca.wa.gov for more information regarding state health benefits and costs and www.drs.wa.gov for more information regarding retirement options.

To Be Considered for this Position, Please Submit:

- A cover letter (no more than two pages) outlining your interest in the position that also specifies how you meet the qualifications of the position.
- A chronological resume including: dates and total month/years in each position held for each previous employer.
- A list of three professional references from different employers.

Please send all the application materials to the attention of:

Kristin Collins
Office of Superintendent of Public Instruction
600 Washington Street Southeast/Post Office Box 47200
Olympia, Washington 98504-7200
Voice/Message: (360) 725-6270; FAX: (360) 664-0567
E-mail: Kristin.collins@k12.wa.us
Internet: <http://www.k12.wa.us>

Electronic application packages are encouraged and should be sent in ***MS Word format only***.

The State Board of Education is an equal opportunity employer. Women, racial and ethnic minorities, persons of disability, persons over 40 years of age, and disabled and Vietnam era veterans are encouraged to apply. Persons with a disability who need assistance in the application process, or those needing this announcement in an alternative format may call Kristin Collins at (360) 725-6270 or TTY (360) 664-3631.

APPLICANT PROFILE DATA FORM

Completing this form will enable Washington State to assess the many talents and skills that are available throughout the workforce. To ensure equal employment opportunity, we ask your voluntary cooperation in responding to the questions below. This information will be treated as confidential, and will be available *only* to authorized personnel. Please review the Affirmative Action Definitions below.

Name: _____ Date: _____

1. What race or culture do you consider yourself? *If you are more than one race, please circle "Other Race."*

Aleut	Cambodian	Filipino	Hispanic	Korean	Spanish
Asian	Chinese	Guamanian	Indian	Laotian	Vietnamese
Black	Eskimo	Hawaiian	Japanese	Latino(a)	White

Other Race (specify/indicate race or culture):

If you are more than one race, also circle "Multi-Racial" and indicate your preference for Affirmative Action purposes:

Multi-Racial:

Affirmative Action Preference

2. Are you? Male Female

3. Have you ever been on active duty in the U.S. Armed Services?

Yes (if circled, see 3a and 3b) No

3a. Dates served: from: _____ to _____

3b. Are you a disabled veteran? Yes (____%) No

4. Do you have any physical, sensory, or mental condition that substantially (rather than slightly) limits any of your major life functions, such as: walking, speaking, seeing, hearing, breathing, working, learning, caring for oneself or performing manual tasks?
Yes No

Date of Birth: ____/____/____

Signature

:

Affirmative Action Definitions

American Indian or Alaskan Native. A person with origins in any of the original peoples of North America and who maintains cultural identification through documented tribal affiliation or community recognition.

Asian/Pacific Islander. A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. For example, China, Japan, Korea, Pakistan, the Philippine Republic, and Samoa.

Black/African-American. A person with origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. For example, persons from Brazil, Guyana, or Surinam would be classified according to their race and would not necessarily be included in the Hispanic category. This category does not include persons from Portugal, who should be classified according to race.

White/Caucasian. A person with origins in any of the original peoples of Europe, North Africa, or the Middle East.

Disabilities. For Affirmative Action purposes, people with disabilities are persons with a permanent physical, mental, or sensory impairment which substantially limits one or more major life activities. Physical, mental, or sensory impairment means: (a) any physiological or neurological disorders such as mental functions; or (b) any mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, or any specific learning disability. The impairment must be material rather than slight, and permanent in that it is seldom fully corrected by medical replacement, therapy, or surgical means.

Disabled veteran. A person entitled to disability compensation under laws administered by the U.S. Department of Veteran Affairs for disability rated at 30 percent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

Vietnam-era veteran. A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975, and was discharged or released from duty with other than a dishonorable discharge.

Please assist our agency in its recruitment efforts by indicating how you learned of this career opportunity.

Recruitment Announcement
OSPI Website
Newspaper
Professional Magazine/Periodical

Employment Service Center
Other Website (please specify) _____
Job/Career Fair – Location _____
State Agency (office/location) _____
Other

Thank you for responding to our survey.

SBE RETREAT PLANNING FOR JULY MEETING

BACKGROUND

SBE members Kris Mayer and Connie Fletcher, in consultation with members of the Executive Committee, created a draft list of topics for consideration by the full Board. The purpose of the discussion at the May meeting will be to identify the topics Board members would like to focus on at the July retreat. The intent is to use one and a half days of the three-day July Board meeting for the retreat.

The format and topics for consideration are as follows:

- I. Engage a facilitator so that all members of SBE can participate in the discussion.
- II. Spend some time on reflection of accomplishments and engagement—how members would like to be engaged during regular meetings; how members expect to be engaged outside of meetings.
- III. Frame the central discussion around the following questions: How can SBE maintain the momentum of its goals/initiatives in the coming year? What leverage does SBE have at the state level to make progress on key policy issues? Include in the discussion:
 - a. Oversight role of the Board—what does it mean in practice to “provide advocacy and strategic oversight of public education?”
 - b. Governance:
 - i. What are the specific governance options the Board wants to support?
 - ii. How does SBE want to engage stakeholders in a conversation about governance?
 - iii. What kind of public awareness campaign does SBE envision?
 - c. Indicators of progress that will help SBE track system trends related to readiness of K-12 students to move on to the next step beyond high school.
 - d. Online learning—how do we anticipate and respond to the policy issues associated with online learning?
 - e. Lessons from states that were awarded Race to the Top grants—what’s working or not working in the initiatives undertaken to date?
 - f. Early learning linkages.
- IV. Include time for something fun.

EXPECTED ACTION

Members will be asked to identify the main topics for discussion at the July retreat. No action will be taken.