



# WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. Box 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

April 25, 2007

Dear Board Members:

I am writing this on my way back from a sunny and warm weekend in D.C. with our mathematics standards review consultant, Linda Plattner, and her group of math experts. I participated in their calibrating exercise where they looked at our math Grade Level Expectations and determined how to benchmark them to other states, countries, and frameworks. They are a smart group of math teachers from both K–12 and higher education. I am really pleased with how they are approaching our project (much less giving up a Saturday). I was glad I could participate as they had some good questions about context and where Washington is going. I am also writing up some draft language for a Request for Proposals (RFP) to hire a public relations consultant to assist us with our work for this year and next. This week our Math Panel of 20 people will meet with Linda Plattner at the Puget Sound ESD to learn how she plans to go about the review and ask any questions they might have.

Our new executive assistant, Loy McColm, is gearing up for her first Board meeting after experiencing the flurry associated with getting materials ready for two committee meetings and the math panel meeting this week as well as fielding the phones for hundreds of questions our office receives. Sarah Bland has been very helpful in guiding her through this transition. I wanted to let you know about the incredible support that our office has received this winter and spring from OSPI from personnel hiring, to processing our contracts, to moving our office furniture and equipment. We could not do all of the work we do without them. They have done things very quickly for us!

We recently had an audit on the Board's capital facility funds from 2002–2006 (although the program no longer resides under our jurisdiction). The good news is there were "no findings"; the bad news is the state auditor charged us \$4,500.00 to let them review our books.

The executive committees from the State Board of Education and Professional Educator Standards Board ate dinner together on April 19. It was a good evening discussing topics such as differential teacher pay based on subject area to the American Diploma Project. Both executive committees agreed our Boards should find a topic to work on and become educated together.

I will take a week's vacation April 29 -May 6. My husband, Dave, and I will be doing some hiking and camping in Arizona and New Mexico. Dave is (as always) prepared for any disaster including rattle snake bites. Kathe Taylor will be in charge while I am gone.

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We have enclosed an interesting read for you from Achieve titled "Closing the Expectations Gap 2007". It addresses the alignment of high school policies with postsecondary education and work as well as accountability topics. At your meeting we will also have another good read (with a different perspective) on high school graduation policies from the Association of Supervision and Curriculum Development (ASCD) titled "The Prepared Graduate".

And now for the May Board meeting!

**Thursday May 10<sup>th</sup> – Please use your bright yellow parking passes (enclosed) for parking at Highline Community College**

### **Introductions**

We will be saying goodbye to Tiffany Thompson and welcoming a new student to our Board. I have really enjoyed the insights our students bring to our work. It is hard to see Tiffany go, but I know she will have a great adventure ahead of her.

### **Systems Performance Accountability Committee Update**

Kris Mayer will bring you up to date on the Committee's work. The Committee has had three main focuses: 1) developing performance objectives to measure progress on our goals for an SBE report card; 2) examining school improvement models from other states; and 3) visiting schools to understand how current school improvement plans and OSPI's assistance program work.

### **MASS Insight**

Andy Calkins and Bill Guenther from MASS Insight will spend the rest of the morning with us. They have been working on developing a model to enable states to increase their capacity and effectiveness in working with the number of schools that are underperforming. We have contracted with them to review our state's school improvement assistance program and develop recommendations for how the MASS Insight Model might provide some ways for us to think about our accountability work. I have asked them to stay for lunch so you can pick their brains. We have included their bios as well as a one page summary and PowerPoint of their work. After the Board meeting they will write a report based on their findings in Washington.

### **Legislative Update**

We will talk about the implications of the recent legislative session for our work and that of education in general, both in terms of policy and budget issues. These include requiring a third credit of high school mathematics, examining the content for all three math credits and studying and recommending next steps for an end of course assessment system in high school.

### **OSPI Assessment Update**

Dr. Joe Willhoft from OSPI will give us information on the status of the Collection of Evidence process this spring. Approximately 1500 students requested the opportunity to create portfolios (mostly in math). In July OSPI will bring the Board recommendations on where to set the standards for the reading, writing, and math Collections of Evidence based on the student work submitted in spring. OSPI will request proposals for a new vendor to create and score their assessments late this fall. You received a survey through email several weeks ago asking for your input on the current assessment process and what improvements you think need to be made.

### **Board Retreat**

Dr. Steve Dal Porto and Dr. Sheila Fox have been planning our retreat, which will be August 27-28 at the Inn at Port Hadlock on the Kitsap Peninsula. A draft agenda is enclosed for you to review and discuss at our meeting. Most of the retreat time will be used to look at the work done this year as well as the work ahead. We are looking for a skilled communications facilitator to assist us on our first afternoon. We also want to ensure you have time for fun and conversation with one another.

### **Learning First Alliance**

Warren Smith will discuss the recent Learning First Alliance meeting we had with our educational partners (including the associations for school board members, principals, superintendents, teachers and college education program faculty, higher education, etc), and some potential issues to focus on.

### **English Language Learners**

We will discuss any policy changes as a result of the legislative session as well as next steps at OSPI and the SBE.

### **Mathematics Update**

As I mentioned above, Strategic Teaching has been hired to review our K–12 mathematics standards (Essential Academic Learning Requirements and Grade Level Expectations). We have enclosed the list of the Math Panel members from all over the state who will be assisting Strategic Teaching over the next several months. Their first meeting is on April 26<sup>th</sup>. Terry Bergeson has been reaching out to higher education math faculty as well as K–12 teachers and administrators to continue to build on improving math instruction in our state. It will be critical to ensure this work feeds into our Joint Math Action Plan.

### **Evening Entertainment**

We plan to have dinner in Seattle and a trip to the Olympic Sculpture Park! Fun is guaranteed! Please plan to have dinner with us. Details will come soon.

### **Friday May 11<sup>th</sup>**

#### **Meaningful High School Diploma**

Eric Liu will update the Board on the Committee's work. The Committee recently had a meeting that focused on: 1) Career and Tech Ed Programs; 2) Civics as a part of Social Studies; 3) Other states use of differentiated diplomas; and 4) the American Diploma Project.

#### **American Diploma Project**

As we mentioned earlier, the Governor is interested in whether the Board thinks it would be a good idea for Washington to join the American Diploma Project. The Board heard a presentation from Mike Cohen, President of Achieve at the March meeting. The Governor and Terry Bergeson are interested in joining. While they do not require our approval to do so, they would like to know what we think.

### **180-Day Waiver Committee Recommendations**

Jack Schuster and Dr. Jim Koval, Superintendent for the North Thurston Public Schools, will present the committee's recommendation to streamline the waiver process. The process changes would require electronic submission of the waiver request and increasing the accountability of waiver days by specifying that the waivers tie in to a school or districts' improvement plan. Up to five schools will be selected randomly throughout the year to present their school improvement plan to the Board and how they used the waivers to support their plan.

### **Business Items**

We thought it would be helpful to remind you of individual Board member terms and the process for elections and appointments. In addition, the one year liaison position to the Executive Committee that Bernal Baca currently holds is open for an election. If you are interested in running for that position or want to ask someone to serve, nominations and an election will be held during the business meeting. Both liaison terms (there is a one year term and a two year term) to the Executive Board permits a person to be reelected.

Staff is recommending that you approve one year waivers for ten schools.

Staff is providing dates for the 2008 and 2009 meetings as well as the tentative locations so that we can "book" the spaces in advance. If you have thoughts about the proposal, please contact Sarah or Loy ahead of time. These meetings do not conflict with the PESB meetings or the annual WSSDA meeting. If we need to change a meeting or location later on, we can do so.

### **Lunch for Tiffany and Tiffany Presentation**

We will be honoring Tiffany at her final meeting during lunch. She has provided us with a guest list of people she would like to attend including some former Board members. Tiffany has also asked to make a presentation.

### **Board Goal on the Prepared High School Graduate**

Both the Meaningful High School Diploma and System Performance Accountability Committee have reviewed the following goal: *Prepare all Washington state students for success in post-secondary education, the world of work and citizenship.* The full Board will decide whether to add this goal to its current goal to raise student achievement dramatically

### **OSPI and SBE Implementation of High School Graduation Credit Clarification**

You have received via email a copy of the official memorandum that OSPI sent out to district superintendents, ESD superintendents, and school board presidents on our credit clarification. Mickey Lahmann will update you on how OSPI will address this issue with districts. I have prepared several lines to add to our Basic Education Compliance Form 1497 that will require districts to "sign off" that their district is in compliance and the high school credit offerings are aligned with the 9<sup>th</sup> and 10<sup>th</sup> grade, Grade Level Expectations and Benchmark three of Essential Academic Learning Requirements.

### **Next Steps**

Amy Bragdon suggested that we have time at the end of our Board meetings for members to reflect on the meeting and think about what work they want to carry forward from the meeting. I think it is a great way to end our meetings. I know you want more time to talk and reflect.

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**OSPI High School Art Show**

You are invited to vote for your favorite piece, April 26–May 1, of the student art on display. The SBE purchases an art piece from the show each year to add to the OSPI collection.

On May 18<sup>th</sup> from 2:00–4:00 p.m., OSPI will host its annual high school art show here in Olympia. Please come if you can, the art is beautiful and the event is lots of fun. It is held in the hallway of the 2<sup>nd</sup> floor at OSPI.



## State Board of Education Meeting

Building 2, Highline Community College  
2400 South 240<sup>th</sup> St., Des Moines, WA  
May 10th: 9:00 a.m. — 5:00 p.m.  
May 11th: 9:00 a.m. — 3:30 p.m.

### AGENDA

#### May 10, Thursday

- 9:00 a.m. Call to Order and Welcome**  
Pledge of Allegiance  
Agenda Overview  
Introduction of New Staff  
Introduction of New Student Board Member  
Approval of Minutes from the March 12–13, 2007 meeting (**Action Item**)
- 9:10 a.m. System Performance Accountability Committee Update**  
Dr. Kristina Mayer, Committee Chair, and Edie Harding, Executive Director
- 9:35 a.m. School Turnaround Policies and Approaches: Options for Washington State**  
Andy Calkins, Executive Director and William Guenther, President of MASS Insight Education and Research Institute, Inc.
- 10:30 a.m. Break**
- 10:45 a.m. Calkins and Guenther Presentation and Board Discussion Continued**
- 12:00 p.m. Lunch**
- 1:00 p.m. Legislative Update**  
**Edie Harding, Executive Director**
- 2:00 p.m. Update on Collection of Evidence and Other Assessment Issues**  
Dr. Joe Willhoft, Assistant Superintendent for Assessment and Research, OSPI
- Status of student work submitted for the Collection of Evidence
  - Plan for standard setting for the Collection of Evidence
  - Request for Proposal for New Assessment Vendor for OSPI
- 2:45 p.m. Break**
- 3:00 p.m. 2007 Board Retreat**  
Dr. Sheila Fox and Dr. Steve Dal Porto, Board Retreat Co-Chairs

- 3:30 p.m. Learning First Alliance**  
Warren T. Smith Sr., Vice Chair
- 4:00 p.m. ELL Policy Issues**  
Mary Jean Ryan, Chair and Dr. Terry Bergeson, Superintendent of Public Instruction
- Status of legislation
  - Next steps
- 4:30 p.m. Mathematics Update**  
**Edie Harding, Executive Director and Dr. Terry Bergeson**
- Standards Review
  - Math Symposium
- 5:00 p.m. Recess**

## **May 11, Friday**

- 9:00 a.m. Meaningful High School Diploma Committee Update**  
Eric Liu, Committee Chair, and Kathe Taylor, Policy Director
- 9:30 a.m. American Diploma Project – Next Steps (*Action Item*)**  
Eric Liu
- 10:00 a.m. Break**
- 10:15 a.m. 180-Day Waiver Discussion and Decision (*Action Item*)**  
Jack Schuster, Committee Chair, and Dr. Jim Koval, Superintendent,  
North Thurston Public Schools
- 10:45 a.m. Business Items**
- Election of Board Members (*Action Item*)
    - Status of Board Member Terms
    - One Year Liaison to the Executive Committee
  - 180-Day Waiver Petitions (*Action Item*)  
Evelyn Hawkins, Research Associate
  - Adoption of meeting dates 2008 and 2009 (*Action Item*)
- 11:30 a.m. Public Comment**
- 12:00 p.m. Lunch and Celebration for Tiffany Thompson**
- 1:00 p.m. Report by Tiffany Thompson, Student Representative from Western Washington**
- 1:30 p.m. Discussion of Board Goal on what do we want students to graduate prepared for (*Action Item and Decision*)**  
Proposed Board Goal: Prepare all Washington state students for success in post-secondary education, the world of work and citizenship.

- 2:00 p.m. OSPI Implementation of High School Graduation Credit Clarification**  
Mickey Lahmann, Assistant Superintendent for Curriculum and Instruction, OSPI
- 2:30 p.m. Basic Education Assistance Form 1497 – Proposed Changes to Add High School Credit Alignment**  
Edie Harding, Executive Director
- 3:00 p.m. Next steps from the Board meeting**
- 3:30 p.m. Adjourn**

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/NO ACTION

**DATE:**                    MAY 10, 2007

**SUBJECT:**                **SYSTEM PERFORMANCE & ACCOUNTABILITY UPDATE**

**SERVICE UNIT:**        State Board of Education

**PRESENTER:**            Dr. Kristina Mayer, Chair  
                                 System Performance & Accountability Committee

**BACKGROUND:**

The System Performance & Accountability Committee meeting was on April 24, 2007. An update on the Committee's work will be handed out at the meeting.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION

**DATE:**                      MAY 10, 2007

**SUBJECT:**                    **SCHOOL TURNAROUND POLICIES AND APPROACHES**

**SERVICE UNIT:**            State Board of Education  
Edie Harding, Executive Director

**PRESENTERS:**              Andy Calkins and Bill Guenther, Mass Insight Education

## **BACKGROUND:**

In January the State Board of Education (SBE) Executive Committee had a conference call with Andy Calkins, Executive Director for Mass Insight Education on School Turnaround Policies. Mass Insight Education was formed in 1997 to undertake a growing number of education initiatives including support for the 1993 Massachusetts Education Reform Act. Mass Insight Education is a not-for-profit organization focused on improving student achievement in Massachusetts' public schools, through benchmarking initiatives, school leadership training programs, integrated math reform, public service information programs, and policy reports. Andy Calkins has been working with Mass Insight Education President, Bill Guenther, on a major initiative to work with increasing the support for low performing schools at the state level. Mass Insight has a Gates Grant to begin to develop a national school turnaround model that other states can use to "get to scale" in working with more schools. Mass Insight Education has also been working with the Council of Chief State School Officers (CCSSO) and the National Association of State Boards of Education (NASBE) on this issue.

Because of the Executive Committee conversation and an examination of the latest research across the Nation, the SBE hired Mass Insight to do a case study of and report to the Board on Washington's readiness to grow scale to help underperforming schools. After the Board presentation, Andy will write a final report with recommendations for the Board. Andy will contact key policy makers as well as the following school districts: Auburn, Taholah, Vancouver and Yakima.

The Systems Performance Accountability Committee is currently examining state models and research for assisting local schools and districts that continue to have low performance. While Mass Insight Education's "getting to scale" work on school turnaround still needs some implementation proof of success, the research is limited on states that have made a significant difference in turning large numbers of low performing schools around.

The biographies of Andy Calkins and Bill Guenther are attached as well as an executive summary and PowerPoint of their work.



## **Andrew Calkins, Executive Director**

Andrew Calkins is Executive Director of the Mass Insight Education and Research Institute, Inc., a Boston-based, independent, non-profit group focused on using higher standards reform to improve student achievement – in Massachusetts and, ultimately, across the nation.

MIE conducts national and statewide research, advocates for informed policymaking, and provides extensive school-improvement services in pursuit of two primary education reform goals: excellence in math and science achievement and the successful turnaround of the “bottom five percent” – public schools that consistently fail more than half of the students they serve.

The organization manages the statewide Great Schools Campaign, a business- and community-led initiative to link higher standards to job, college and life skills, and the Great Schools Coalition, a superintendent-led network of 30 school districts that is working actively to implement higher standards productively and meaningfully for their students. Through the Coalition, Mass Insight Education offers one of the state’s largest leadership training programs in standards-based reform, having served more than 1300 educators in district teams over the past ten years.

MIE also manages the Building Blocks Initiative for Standards-Based Reform ([www.buildingblocks.org](http://www.buildingblocks.org)), an effort to identify effective organizational improvement practices in education and build systems to scale them up in other schools and school districts; and Keep the Promise, a multi-year research initiative focused on improving school services for high school students who need extra help to pass state academic graduation requirements. MIE has converted its knowledge base of effective-practice strategies into a consulting and training service for five school districts, geared to engineering whole-school improvement by using integrated math reform as a model. The organization has become increasingly involved in the design and implementation of turnaround-style interventions in chronically underperforming schools.

Mr. Calkins is a graduate of Harvard College and has worked in education, educational publishing and related fields for twenty years. He did graduate study as a Henry Fellow in Social and Political Science at Cambridge University, Cambridge, UK. He currently lives in South Hamilton, MA, with his wife and three daughters and has served for six years as an elected member of the Hamilton-Wenham Regional School Committee. An award-winning editor and writer, he was formerly executive director of Recruiting New Teachers, Inc. and a senior program director at Scholastic Inc., the New York-based educational publishing company. He is co-author of *The Careers in Teaching Handbook* and has spoken widely at education-related conferences over the past two decades.



William H. Guenther is President and Founder of Mass Insight Education and Research Institute, an independent not-for-profit organization focused on improving student achievement in Massachusetts' public schools. Bill Guenther and Mass Insight Education have played an important role in the successful implementation of the MCAS program in Massachusetts, culminating in 95% of the Class of 2003 completing the first state graduation requirements in English and math.

Founded in 1997, the organization works directly with schools to provide research to build capacity for improvement. It uses its field experience to advocate for effective state policies and funding. Recently, Mass Insight Education organized **The Great Schools Campaign**, a coalition of business and civic and education leaders to develop new goals and targeted investments linked to new reforms.

Mr. Guenther also serves as president of Mass Insight Corporation, a public policy research and business consulting firm he founded in 1989 to focus on Massachusetts economic competitiveness issues. He is a graduate of Harvard College and received a law degree from New York University Law School. Mr. Guenther lives in Beverly, Massachusetts, with his wife and two children.

## **Designing an Effective State/District Turnaround Program for Chronically Underperforming Schools**

*– A Partnership Framework for State Policymakers and Local Education Leaders –*

### **Executive Summary**

The Bill & Melinda Gates Foundation awarded Mass Insight Education a \$575,000 grant late in 2005 to lead a national design project involving multiple state, national, and research partners with complementary expertise and networks to produce recommendations for states and school districts seeking a flexible, systemic approach for swift, significant improvement in schools (particularly high schools) deemed chronically underperforming.

The project will produce, publish, and disseminate a framework for state policymakers and school district leaders to use in developing the systems, approaches, expanded capacity, and resource levels required to bring about dramatic improvement in student achievement in these schools as a group. This kind of framework does not exist at present, and as more states designate more schools as underperforming under No Child Left Behind, there is an urgent need for a coherent resource for policymakers and educators to scale up interventions. In its absence, every state and every major school district will be working to invent the same wheel.

The project will analyze different forms of scaled-up school intervention, along a spectrum of semi-intrusive (simply providing added capacity) to more transformational (including replacement of leadership, expanded flexibility over staffing and scheduling, reconstitution, closure/reopening, and “charterizing”), representing a portfolio of response to varying needs. The design will consider:

- Characteristics of urban schools that are successfully serving disadvantaged student populations;
- The key elements, intensity, duration, professional resources, and funding required for intervention to take root; and
- Emergency powers over staff allocation, work rules, and related bargaining requirements that superintendents maintain (and research appears to indicate) are necessary to alter the status quo in struggling schools.

The project will also recommend policy pathways designed to clarify the partner relationship between states and school districts in pursuing these interventions, and recommend changes in state policy and structure that can maximize the chances of success. Working nationally with Achieve, Inc. and a range of other partners, the initiative will inform, improve, and accelerate policy action on:

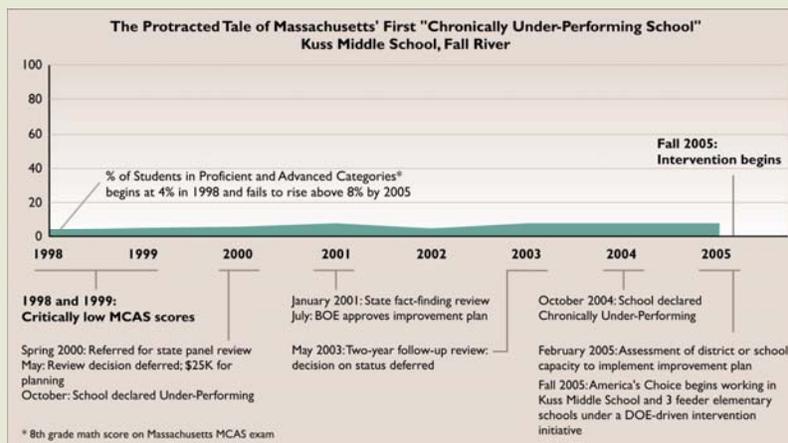
- State policy frameworks and investments required to enable interventions along the models defined by the work described above;
- Building a network of effective turnaround capacity and resources in each state to assist with the interventions; and
- Building school districts’ ability to intervene *themselves* on a timely basis in schools heading towards classification as underperforming.

The initiative was launched in 2005 and will produce its final reports in the spring of 2007. Along with the Gates Foundation grant, the initiative is supported through Mass Insight Education’s Great Schools Campaign, a multi-partner effort to shape and improve the effectiveness of Massachusetts’ education reform agenda over the next decade.

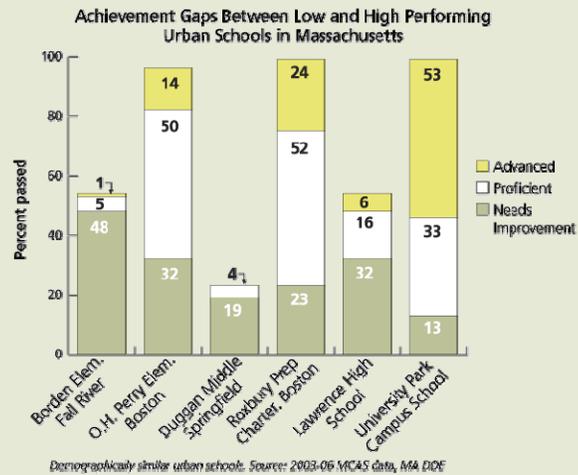
## Preview of Conclusions from Mass Insight Education's Report on School Turnaround at Scale

A Framework for State Intervention  
in Chronically Underperforming Schools  
– Sponsored by the Bill & Melinda Gates Foundation –

## The story of school turnaround to date: *marginal change = marginal results*



## What makes it seem possible: some schools dramatically beat the odds



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## Effective schools serving disadvantaged students show these characteristics:

### A clear understanding of student needs:

- Preparedness: skill levels of entering students
- Relationships: from "us/them" to "we/all"
- Relevance: making the learning incentive real
- Environment: social support and community connectedness

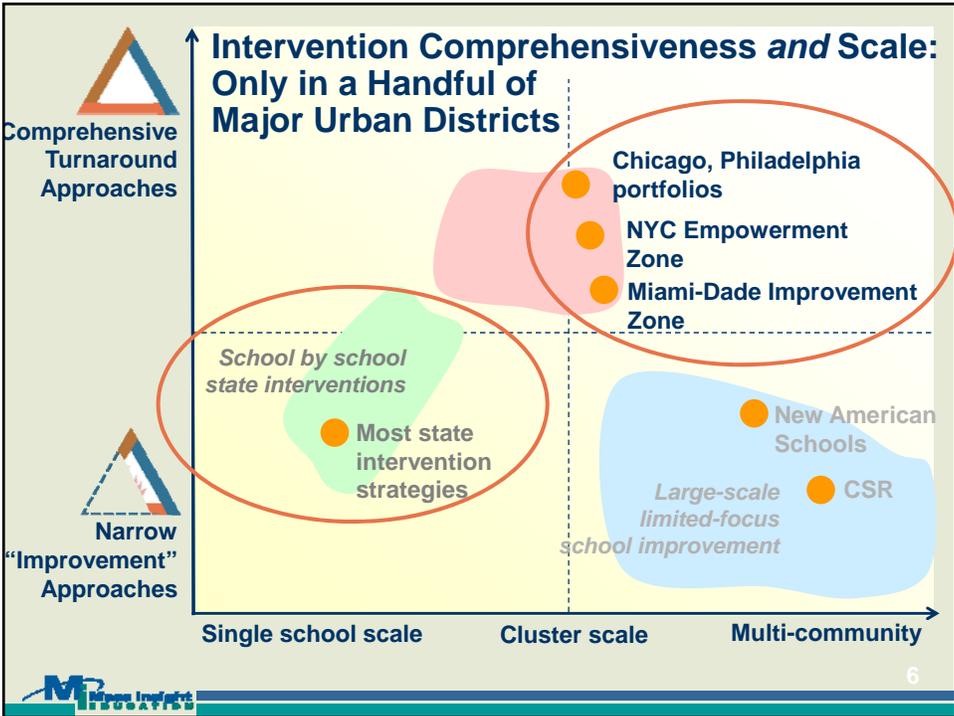
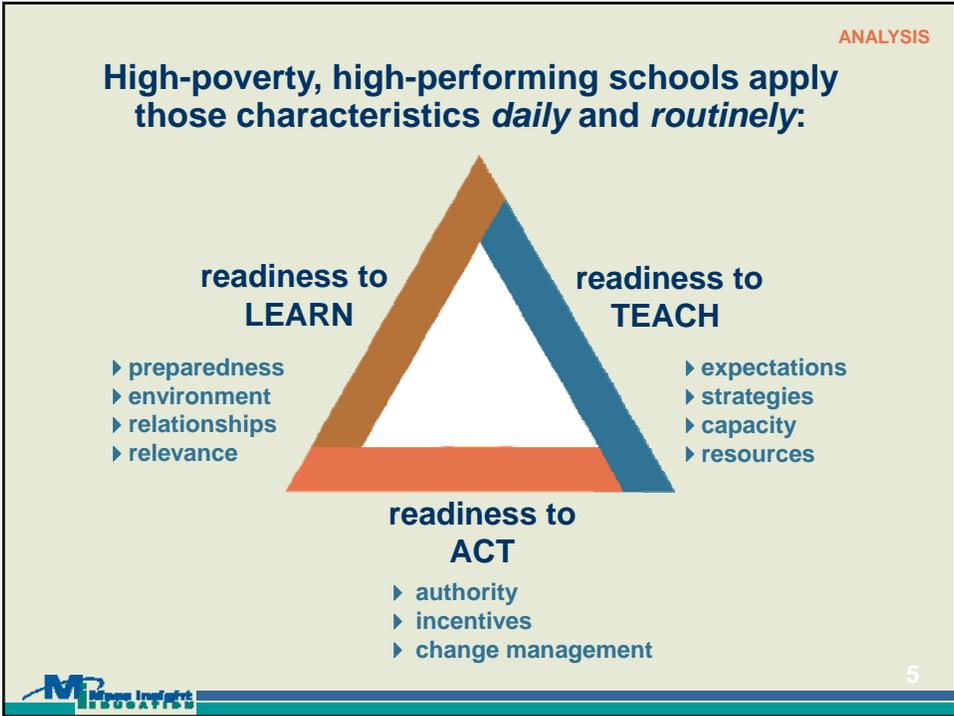
### Well-integrated strategies and the capacity to deliver them:

- Rigor: higher-expectation curriculum linked to standards
- Assessment: focusing on what's being *learned*, not *taught*
- Differentiation: structured support tuned to student needs
- Instructional capacity: professional culture of teaching & learning
- Leadership capacity: team-based management of improvement

### Conditions and incentives that support the work:

- Freedom to act: authority over money, time, people
- Professional HR norms & incentives

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**Three core principles on  
school turnaround design  
that have emerged from the research:**

**1. *Marginal change yields marginal results.***

***School turnaround differs substantially from  
school improvement.***

***School improvement is 99% of what's been tried.***

**Three core principles on  
school turnaround design  
that have emerged from the research:**

**2. *Dramatic change requires bold,  
comprehensive action from the state,  
in partnership with districts.***

**Many communities lack the collective will to act  
boldly on their own.**

**States must ensure equity across district lines...  
... but face many challenges in doing so.**

Three core principles on school turnaround design that have emerged from the research:

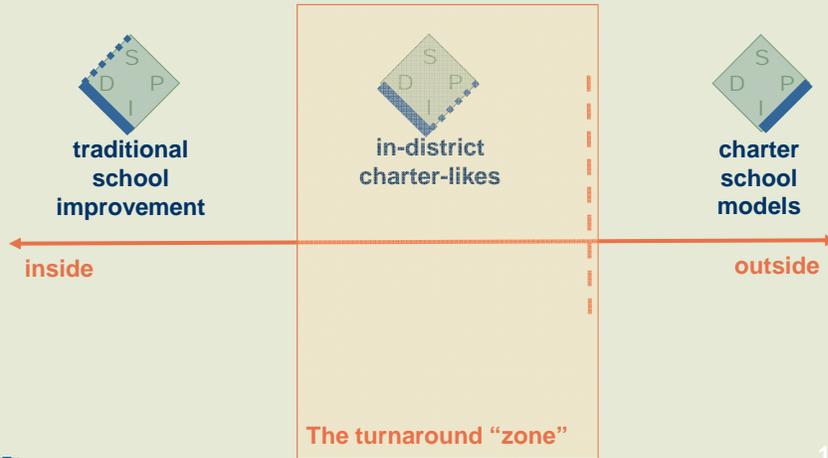
**3. *It's about people, before programs.***

Dramatic change at scale requires that states find ways to add new capacity – and free up the most capable people currently in schools and districts to do their best work.

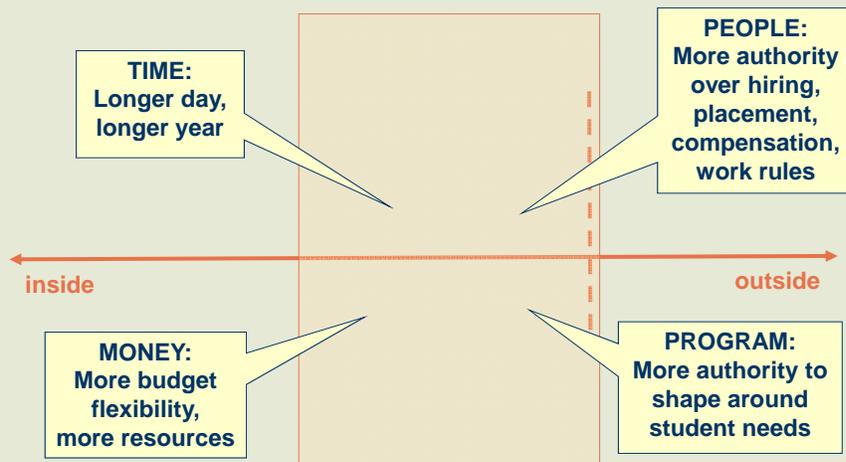
**Why *has* so little dramatic change occurred?**

- **Lack of leverage:** No real help from NCLB
- **Lack of capacity:** In state agencies, districts, schools, partners
- **Lack of exemplars:** No successful models at scale
- **Lack of public will:** Failing schools have no constituency; hence, insufficient funding to date
- **Lack of supportive incentives:** “Safer,” incremental reforms remain the common choice

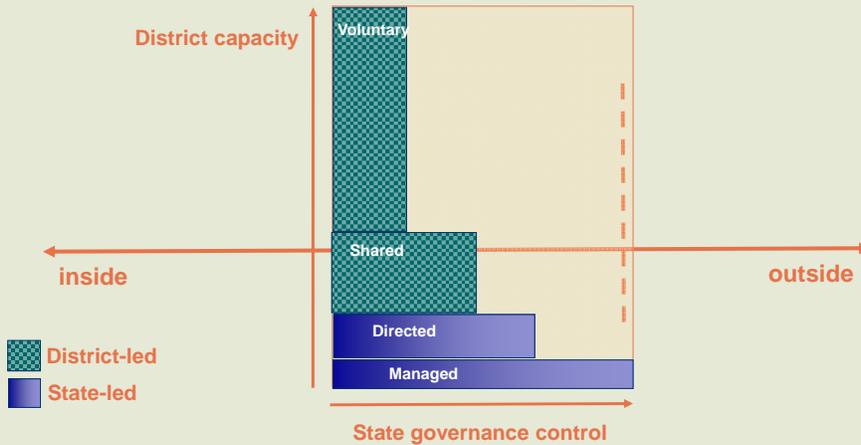
### The strategy for scaled-up turnaround: Create space that supports *outside-the-system* approaches, using *inside-the-system* resources



### Within that turnaround zone: What superintendents want... and turnaround schools need



## Within that turnaround zone: Less district capacity = more state oversight



## Elements of a Comprehensive, Coherent State Turnaround Initiative

- 1 Carve-out** create protected space for turnaround
- 2 Clusters** organize in clusters by region, need, or type
- 3 Conditions** change the rules for people, time, money
- 4 Capacity** build turnaround resources & human capacity in schools and providers
- 5 Coalition** build coalitions of leaders at state & local levels



# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/NO ACTION

**DATE:**                      MAY 10, 2007

**SUBJECT:**                    **COLLECTION OF EVIDENCE**

**SERVICE UNIT:**            Office of Superintendent of Public Instruction  
Dr. Joe Willhoft, Assistant Superintendent Assessment & Research

**PRESENTER:**                Dr. Joe Willhoft, Assistant Superintendent Assessment & Research  
Office of Superintendent of Public Instruction

**BACKGROUND:**

Dr. Joe Willhoft will provide an update on the Collection of Evidence and other assessment issues including the status of student work submitted for the Collection of Evidence, a plan for standard setting for the Collection of Evidence and a Request for Proposals (RFP) to get a new assessment vendor for OSPI.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION

**DATE:**                    MAY 10-11, 2007

**SUBJECT:**                **2007 BOARD RETREAT**

**SERVICE UNIT:**        State Board of Education  
                                 Edie Harding, Executive Director

**PRESENTER:**            Dr. Steve Dal Porto and Dr. Sheila Fox  
                                 State Board of Education, Retreat Co-Chairs

**BACKGROUND:**

The Board will have a retreat at the Inn at Port Hadlock on the Kitsap Peninsula August 27–28. Dr. Steve Dal Porto and Dr. Sheila Fox have worked up the enclosed draft agenda for the Board to discuss.

# DRAFT

## BOARD RETREAT AGENDA August 27-28, 2007 Port Hadlock, WA

### August 27 (Monday) DAY 1:

8:30 a.m.-9:15 a.m. Breakfast together

9:30 a.m. -12:00 p.m. Morning session (with break as needed): Update from Executive Director

1. Work plan/strategic plan
2. Progress made/not made
3. 2007 Legislature projects
4. Future needs
5. State Board of Education responsibilities/authority ( RCWs and WACs)
6. Bylaws
7. 2008 legislative package
8. Administrative issues

LUNCH 12:00-1:30 p.m.

1:30 p.m. -4:30 p.m. Afternoon session (with break as needed): Outside facilitator

1. Communicating with each other
2. Public meetings and department
3. Issues identified:
  - a. From the winter Board survey
  - b. Issues from phone calls made by Sheila & Steve
  - c. Relationship between Exec. Committee & Board as a whole
  - d. Others
4. Communicating with our Public

DAY 1 evening: To be decided

**August 28<sup>th</sup> (Tuesday) DAY 2**

8:30-9:15 a.m. Breakfast together

9:30 a.m. -12:00 p.m. Morning/afternoon session:

1. Continue anything left from Day 1 discussion – Steve DP and Sheila
2. Reports: Meaningful High School Diploma committee - Eric and System Performance Accountability committee- Kris: with long range possibilities
3. Future work plan/new goals for next 12 months- Mary Jean
4. Legislative Package 2008- Edie

Lunch 12-1 p.m.

1:30 p.m. Follow up to morning discussion – Mary Jean

2:30 p.m. Summary of Retreat and Closure – Steve DP and Sheila

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION UPDATE

**DATE:**                      MAY 10, 2007

**SUBJECT:**                 **LEARNING FIRST ALLIANCE**

**SERVICE UNIT:**            **State Board of Education**  
**Edie Harding, Executive Director**

**PRESENTER:**                Warren T. Smith Sr., Vice Chair  
State Board of Education

## **BACKGROUND:**

The Washington State Board of Education joined the Washington State Learning First Alliance (WSLFA) four years ago. Washington was one of the five charter states selected by the National Learning First Alliance to start its own statewide organization. The WSLFA is comprised of 15 statewide education organizations (including the Office of Superintendent of Public Instruction, State Board for Community and Technical Colleges, the Washington Association of Colleges for Teachers Education, the Washington Association of School Administrators, the Association of Washington School Principals, the Washington State School Directors Association, Washington Education Association, and the Governor's Office) around a common focus to improve student learning in Washington.

In the last year, WSLFA has had a difficult time convening its members to meet and determine an agenda. Warren Smith and Edie Harding attended the most recent meeting on April 11, 2007, for the SBE. The members who participated in that meeting decided it was important to find out if there was still a commitment on the part of the organizations to continue the WSLFA and to find out what issues the WSLFA should focus. The following issues were identified: NCLB, redefining basic education, addressing the achievement gap, improving math performance, and supporting the simple majority (which just passed!). Warren will discuss next steps with you.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION

**DATE:**                      MAY 10-11, 2007

**SUBJECT:**                    **MATHEMATICS UPDATE: STANDARDS REVIEW AND SYMPOSIUM**

**SERVICE UNIT:**            State Board of Education  
Edie Harding, Executive Director

**PRESENTER:**                Edie Harding, Executive Director, State Board of Education  
Dr. Terry Bergeson, Superintendent of Public Instruction

## **BACKGROUND:**

### **Mathematics Standards Review:**

The Board hired Strategic Teaching to perform the review of the K–12 mathematics standards in March. Enclosed is a background piece on the team who will be working for Strategic Teaching and their time frame. A panel of twenty members (from the sixty individuals who applied) has also been selected to work with the consultant. The panel will meet April 26<sup>th</sup>, June 14<sup>th</sup>, and July 17<sup>th</sup> with Strategic Teaching at PSESD in Renton. A list of the panel members is also enclosed.

Strategic Teaching will present a draft of their recommendations to the Board at the July meeting (the Board will also have a public hearing at that time). The Board will conduct focus groups around the state in early August to provide feedback on the draft. Strategic Teaching will provide a final report on August 30<sup>th</sup> to the Board. At your September 18–19<sup>th</sup> meeting you will give recommendations to the Office of Superintendent of Public Instruction (OSPI) for changes needed in the mathematics standards. Strategic Teaching and the Board will review the OSPI rewrite of the standards upon their completion.

### **Math Symposium:**

OSPI with the Washington Association of Colleges for Teacher Education (WACTE) and Washington Association of School Administrators (WASA) held a mathematics symposium on March 26<sup>th</sup> and a follow up meeting in early April. The purpose of the meeting was to work with teacher preparation programs as well as local school districts personnel to create a partnership for math learning and teaching. A list of the goals identified created during the symposium is enclosed.

## **Scope of Work for The State Board of Education Independent Review of Washington's K-12 Mathematics Standards**

The Washington State Board of Education is pleased to announce the selection of *Strategic Teaching* to conduct an independent review of Washington's K–12 mathematics standards. The work will take place from April through the end of August 2007. *Strategic Teaching* will work with a Board-selected panel of Washington K–12 mathematics teachers, educational administrators and curriculum directors; higher education mathematicians; parents; and business and community leaders. The State Board of Education intends to hold a public hearing at its board meeting July 18-19th and focus groups across the state in early August on the draft recommendations to provide input into the consultant's final report due to the State Board of Education at the end of August 2007.

### **Background**

Washington has a standards-based system of accountability, instructional leadership, and support that has evolved over more than a decade. The continuity and consistency of this system over time represents major investments in funding, teaching, and learning in the K–12 system. Due to concerns that only fifty seven percent (57%) of the students who took the 10th grade mathematics Washington Assessment of Student Learning (WASL) in 2006 met the standards needed for high school graduation, the State Board of Education (SBE), Office of Superintendent of Public Instruction (OSPI), and Professional Educator Standards Board (PESB) created a Joint Mathematics Action Plan to address ways to examine and improve mathematics teaching and learning in Washington's educational system.

In addition, the Governor of Washington commissioned "Washington Learns," a Committee which recently completed an eighteen-month review of the entire education system. Both the Joint Mathematics Action Plan and Washington Learns called for an independent review of Washington's K–12 mathematics standards (the Essential Academic Learning Requirements and Grade Level Expectations). The SBE agreed to lead the independent review.

At the January 26, 2007 Board meeting, the SBE adopted a charge to contract with a respected national consultant or consultants to conduct this independent review and subsequently report recommendations back to the SBE and OSPI for appropriate action.

## Consultant Work

*Strategic Teaching* is a nationally recognized educational research firm, which has done extensive reviews of standards in other states. Individuals in the team have worked on state standards reviews in a number of states including: Maryland, Ohio, Nevada, Colorado, and Nebraska at the elementary and secondary level. They provide support throughout the country at state, district, and local levels. They will complete the Washington standards review in partnership with *Westat*, an employee-owned research corporation serving agencies of the US Government, as well as businesses, foundations, and state and local governments. Both organizations are headquartered in the Washington, D.C. area.

Linda Plattner, President of Strategic Teaching, will serve as project manager. She started her career in education in Moses Lake, Washington, where she taught middle school mathematics before going on to do standards development and review work at the national level. During the past ten years, she has facilitated state standards development in numerous states, including Maryland, Ohio, and Nevada. She has also reviewed the mathematics standards of every state in the country. Ms. Plattner has worked for the National Assessment for Educational Progress, the Council for Basic Education, Achieve, the U.S. Department of Education, and New Standards.

Dr. Sandy Sanford, will lead a six member review team. He works with schools on instructional improvement using California's standards. His expertise is in high stakes testing instruments, aligning curriculum, and instructional programs with standards. Individuals in the team include: Dr. Eric Rawdon with the Mathematics Department at University of St. Thomas in St Paul, Dr. Stephen Wilson with the Mathematics Department at Johns Hopkins University, Dr. Beth Cole who teaches mathematics at a private school in Washington D.C., Connie Colton who teaches mathematics in Nebraska, and Rhonda Naylor who teaches mathematics in Colorado. These individuals have worked on state mathematics standards reviews in a number of states including: Maryland, Ohio, Nevada, Colorado, and Nebraska at the elementary and secondary level.

Joe McInerney, a senior analyst at Westat, is the primary writer for the project. He will provide quality control for the data generated by the benchmarking review team and turn that data into information useful to the state, educators, parents, and businesses.

The purpose of the independent review is to create mathematics standards that are world class and useful to Washington teachers. The review will not be a paper exercise. The contractor will work closely with the Washington panel to develop goals and issues to be addressed during the standards review. The contractor proposes to benchmark Washington's K-12 mathematics standards to the following:

- States: California, Massachusetts and Indiana (or North Carolina) based on those states that received an "A" on the State of State Standards by the Thomas B. Fordham Institute
- National Assessment of Educational Progress (NAEP)
- National Council of Teachers of Mathematics Focal Points
- Trends in International Mathematics and Science Studies (TIMSS) Frameworks- in context of countries: Singapore, Hong Kong, and Japan

- Programme for International Student Assessment (PISA) Frameworks - in context of countries: Finland, Korea, and the Netherlands
- Washington College Math Assessment
- Achieve's American Diploma Project (ADP) – exit standards from high school

The standards will be examined against a variety of measures including:

- |               |                            |
|---------------|----------------------------|
| • Rigor       | • Grade-to-grade coherence |
| • Clarity     | • Accessibility            |
| • Content     | • Measurability, and       |
| • Depth       | • Balance                  |
| • Specificity |                            |

Content specialists familiar with math standards and knowledgeable about classroom teaching and learning will review elementary, middle, and high school levels.

The draft and final products will include recommendations for the specific changes needed to revise the K–12 mathematics standards by elementary, middle, and high school grade level expectations. Recommendations will be informed by the benchmarking exercise, input from the Washington panel, the State Board of Education through public hearings, and focus groups.

The SBE will adopt these recommendations at its September 18-19, 2007 meeting and present them to OSPI. After OSPI revises the standards, the consultant will review the rewritten standards to ensure they align with the recommendations made by the consultant and the SBE.

The \$147,000 contract will be funded by grants from the Bill and Melinda Gates Foundation and the Russell Investment Group.

### Washington Math Panel Members

- Brad Beal is a Teacher in the Mead School District. Brad teaches 4<sup>th</sup> through 6<sup>th</sup> grade mathematics and is a Teacher in Residence for the Master in Teaching Program at Whitworth.
- Bob Brandt lives in Sammamish. Bob taught high school mathematics and worked for Oracle Corporation. He is a parent of four children.
- Jane Broom is a Senior Manager for Microsoft's Puget Sound Community Affairs. Jane is working on the Microsoft Math Partnership.
- Richard Burke is the owner of an engineering and light manufacturing firm. Richard served on the Math Adoption Committee for Seattle Public Schools. He is a parent of three children.
- Dr. Helen Burn is Chair of the Division of Pure and Applied Sciences and faculty member in the Mathematics Department at Highline Community College. Helen is involved with the Transition Mathematics Project.
- Dr. Christopher Carlson is a Genetic Epidemiologist and Statistician at Fred Hutchinson. Christopher is a member of the Washington State Parent Teacher Association. He is a parent of three children.
- Timothy Christensen is a Research and Development Engineer for Agilent Technologies. Timothy has served on the Instructional Materials Committee for East Valley School District in Spokane. He is a parent of three children.
- Bob Dean is the Chair of the Evergreen High School Mathematics Department at the Evergreen School District in Vancouver. Bob has taught all levels of high school mathematics and has studied math standards and assessments in numerous states and countries such as Singapore and Japan.
- Danaher Dempsey Jr. is a Mathematics Teacher for Seattle Public Schools. Danaher taught mathematics in several states working with diverse populations and is a member of the Transition Mathematics Project.
- Tracye Ferguson is an Instructional Facilitator for the Tacoma School District. Tracye works as a teaching coach and models effective instructional strategies in reading and math for elementary school teachers.
- Dr. Elham Kazemi is an Associate Professor of Mathematics Education at the University of Washington. Elham has expertise in how elementary students develop computational fluency.
- Kristine Lindeblad is the Secondary Mathematics Coordinator for the Spokane Public Schools. Kristine is a member of the Urban Math Leadership Network where she has

worked on math content standards for Achieve Inc. and the College Board Standards for College Readiness.

- Paulette Lopez works for Yakima Valley Community College. Paulette is a Parent Advocate and member of the steering committee for the Transition Mathematics Project and a member of the Yakima School District Improvement Leadership Committee. She is a parent of three children.
- Bob McIntosh is the Director of Instruction at North Thurston Public Schools. Bob taught high school mathematics for ten years and served as the Mathematics Supervisor for Curriculum and Instruction at the Office of Superintendent of Public Instruction. He is currently Chair of the National Council of Teachers of Mathematics Emerging Issues Committee.
- Linh-Co Nguyen is a Tutor and Substitute Teacher for Mathematics in Seattle Public Schools. Linh-Co is a parent of three children.
- Dr. Larry Nyland is the Superintendent of the Marysville School District. Larry is the primary author of the Snohomish County Superintendents' White Paper on Mathematics.
- Dr. Michael Riley is the Superintendent of the Bellevue School District. Mike has revised the district mathematics program in Bellevue focusing on international benchmarks.
- Jeremy Rogers is a Teacher at Ilwaco Middle School. Jeremy teaches mathematics for 7<sup>th</sup> and 8<sup>th</sup> grade. He is currently on the K–12 Computational Fluency Supplemental Review Board and is a parent of three children.
- Amanda Shearer-Hannah is a Teacher at the Bellingham School District. Amanda is a National Board Certified teacher in mathematics and has taught middle and high school level mathematics. She is a parent of two children.
- Dr. Kimberly Vincent is an Assistant Professor of Mathematics at Washington State University. Kimberly works with pre-service and in-service teachers for mathematics. She is a member of Washington Teachers of Teachers of Mathematics.

The panel will meet with Strategic Teaching staff on April 26<sup>th</sup>, June 14<sup>th</sup> and July 17<sup>th</sup> at the Puget Sound Educational Service District in Renton. The Board will review draft recommendations from Strategic Teaching at its meeting on July 19–20<sup>th</sup> in Spokane at Educational Service District 101. The Board will hold a public hearing and focus group sessions around the state in July and August to get input from the public. A final report from Strategic Teaching is due to the State Board of Education by August 30, 2007.

# The Commitments of Symposium Participants

## Agenda

Today's students face a future of intense global competition and rapid scientific and technological change. To succeed in college, work and citizenship, today's high school graduates will need higher levels of mathematical knowledge and problem-solving skill than ever before.

To meet the needs of our students, we must create a powerful, sustainable and collaborative infrastructure for math learning and teaching. This will require the combined efforts of educators at every level, in partnership with our state's policy-makers and leaders.

**1** We commit ourselves to creating a powerful, collaborative, and coherent system of mathematical instruction that will allow all students to participate fully in their future.

**2** We commit ourselves to creating a continuum of mathematical instruction, beginning with a student's earliest learning experience and continuing through their high school and college programs.

**3** We commit ourselves to a complex dialogue that is well informed, respectful, and that represents a multitude of perspectives.

**4** We commit ourselves to finding common-ground recommendations in a timely manner. As such, we commit ourselves to be stewards of the many resources brought to bear on our work, be those resources money, time, or talent.

1 Strengthen math standards for clarity and international perspective and build a comprehensive user-friendly assessment system to track our progress.

2 Design a managed curriculum support system with a limited menu of high quality programs & professional development.

3 Create a coherent, equitable teacher recruitment, preparation and retention system.

4 Create a comprehensive professional development system for teachers, principals and superintendents.

5 Strengthen student support systems, especially for students in underserved/underrepresented populations.

6 Use information technology to support math learning and teaching improvement and to bolster communication with parents and families.

7 Build a research and information system from which we can make informed decisions.

“Education is the point at which we decide whether we love the world enough to assume responsibility for it.”

—Hannah Arendt, *Teaching as Leading*

## Creating an Extraordinary Mathematics Education in the State of Washington

The result of our work will be a powerful, collaborative, and coherent system that will align and guide mathematical instruction and learning for all students and teachers in the State of Washington.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/ACTION

**DATE:**                      MAY 11, 2007

**SUBJECT:**                    **MEANINGFUL HIGH SCHOOL DIPLOMA  
COMMITTEE UPDATE**

**SERVICE UNIT:**            State Board of Education  
                                      Kathe Taylor, Policy Director

**PRESENTER:**                Eric Liu, Chair, Meaningful High School Diploma Committee  
                                      Kathe Taylor, Policy Director, State Board of Education

## **BACKGROUND:**

Since the last Board meeting, the Meaningful High School Diploma Committee has met twice: March 14 (including its Advisory Committee) and April 19, 2007.

At the March 14 meeting with the Advisory Committee, the Committee explored what would make a diploma meaningful, providing time to hear perspectives from each of the 16 members. At the April 19 meeting, the Committee heard from four specialists who provided information about current practice and policy issues in the areas of career and technical education, workforce readiness, civics education, and differentiated diplomas. All handouts from the presenters at the April 19 meeting are in your FYI folder. Among the presenters:

**Rod Duckworth**, OSPI State Director, Career and Technical Education (CTE), discussed the current status of career and technical education in Washington. He highlighted the issue of course equivalency to recognize that knowledge and skills in fundamental academic content areas can be gained through some CTE courses as well (see RCW 28A.230.097). He acknowledged that CTE is disciplined about aligning CTE courses with industry standards, but the process of aligning/integrating academic and career skills is less systematic.

**Wes Pruitt**, Policy Analyst for the Workforce Training and Education Coordinating Board, reviewed the legal and policy history of career and technical education, current status of skills centers, CTE enrollment statistics, and the Carl Perkins Career and Technical Education Improvement Act of 2006. He also talked through legal changes in the Basic Education Act outlined in a paper entitled, "Meaningful High School Diploma and Work," and reviewed the results of employer surveys conducted by the Workforce Board and by the National Association of Manufacturers. He ended by raising a series of questions for the Committee to consider.

**Caleb Perkins**, OSPI Program Supervisor of Social Studies/International Education, focused on civics in his PowerPoint presentation, "What is the state of civic education in Washington?" He reviewed the current status of civics education, the Legislature's role in civics education, and the development of classroom-based assessments (CBAs) as the primary mode of assessment for the non-WASL disciplines: social studies, health and fitness, visual and performing arts. He distributed the CBA, "Constitutional Issues: Civics" as an example.

**Kathe Taylor**, SBE Policy Director, reviewed a policy briefing paper, "A National Snapshot of Differentiated Diplomas/Policies: 2007." She also distributed a companion table that provided more details about each state's approach. The briefing paper highlighted the pros and cons of a differentiated approach.

The Committee expressed tepid enthusiasm for differentiated diplomas, and essentially took the idea off the table in favor of focusing instead on determining what the core is for all students to be successful.

The Committee discussed and generally agreed with the language of the Board goal suggested by Chair Mary Jean Ryan at the March 2007 Board meeting. The Committee also discussed the merits of whether to endorse the Governor's intention for the state to join the American Diploma Project Network.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/ACTION  
**DATE:**                      MAY 11, 2007  
**SUBJECT:**                 **AMERICAN DIPLOMA PROJECT**  
**SERVICE UNIT:**           State Board of Education  
**PRESENTER:**             Eric Liu, Chair, Meaningful High School Diploma Committee

**BACKGROUND:**

Attached are some questions and answers about the American Diploma Project Network. Additional information will be handed out at the meeting.

## **MEMORANDUM**

**DATE:** April 24, 2007

**TO:** State Board of Education Members

**FROM:** Kathe Taylor, Policy Director

**SUBJECT:** Membership in the American Diploma Project Network

The Governor has asked the Board for a recommendation about whether Washington should join the American Diploma Project Network (ADPN). As you know, at the Board's last meeting in March, there were several presentations about the American Diploma Project. Following is a brief summary of what the ADPN is, and what benefits and drawbacks there might be to joining the network.

The ADPN is coordinated by Achieve, Inc., and currently consists of 29 states (including Northwest states Oregon and Idaho) that have committed to establishing policies that will enable the state to take the following action steps:

- Align high school standards and assessments with the knowledge and skills required for success in postsecondary education and work.
- Administer a college- and work-ready assessment, aligned to state standards, to high school students so they get clear and timely information and are able to address critical skill deficiencies while still in high school.
- Require all students to take a college- and work-ready curriculum to earn a high school diploma.
- Hold high schools accountable for graduating students who are college ready, and hold postsecondary institutions accountable for their success once enrolled.

In order for a state to join the ADPN, the governor, chief state school officer, a state higher education official and someone representing leadership of the state's business community must commit to lead an effort to align expectations for high school students with the skills students need to succeed in college and work. Although the Governor has extended the Board the courtesy of requesting a recommendation, the decision to join the ADPN can be made with or without the Board's endorsement. The Governor's office would send a letter of intent to Achieve. There is no fee to join, although there is a fee-per-service for intensive technical assistance. This fee would be negotiated depending on what the state might require of Achieve. (See the accompanying document, "American Diploma Project Network: Frequently Asked Questions for States" for more information.)

### **How would Washington benefit from joining the ADPN?**

The primary benefit to the state would be access to a group of like-minded states, convened by Achieve on a regular basis to share strategies for addressing policy design, implementation and advocacy needs. The state would also benefit by being able to tap

into the resources of Achieve for research and development, access to national experts, and overall technical expertise. For instance, Achieve is currently engaged in research and development work that will describe the knowledge and skills that widely-used college admissions and placement exams measure. It is also identifying promising strategies that states can use to raise graduation rates while also raising graduation requirements. Washington would be assigned a lead contact at Achieve with significant expertise in state education policy, high school redesign, postsecondary and business outreach and advocacy and political communications.

### **What drawbacks might there be to joining?**

The pivotal question is, “To what extent is Washington in alignment with the action agenda of Achieve and the ADP?” The Meaningful High School Diploma (MHSD) Committee has considered that signing on to the ADPN could lock, or appear to lock, Washington State into a commitment to implement specific policy changes (such as X years of math or foreign language for all graduates). There have also been some concerns that the Committee hasn’t had enough time to study the ADPN and compare it to any comparable reform agendas. The Board can discuss these issues at the May meeting. If Board members can agree in principle that each of the four action agenda items is reasonably consistent with a policy direction in which Washington is headed, then there are few apparent downsides to joining.

Should Washington diverge from Achieve’s agenda at some time in the future, it can withdraw from the ADPN without penalty. Although states commit to the action agenda, all states are “works in progress” in relation to the four action agenda goals and because the states have significant flexibility in how they pursue the agenda, membership would not unduly limit Washington state’s ability to pursue our brand of reform. The 29 current member states differ in the priority they have given to each goal, and in the number of credits and types of courses required for graduation. For instance some states have differentiated diplomas; others don’t. Some have already put in place graduation requirements for four years of math in designated content areas; some haven’t. It is left to the state to decide how to proceed in a way that best advances the action agenda of the ADPN and the state.

# AMERICAN DIPLOMA PROJECT NETWORK

## FREQUENTLY ASKED QUESTIONS FOR STATES

### How does a state become part of the American Diploma Project (ADP) Network?

To join the ADP Network a state's governor, chief state school officer, state higher education official and leadership of the state's business community must commit to lead an effort to align expectations for high school students with the skills students need to succeed in college and work. States that have joined the ADP Network have expressed this commitment in writing to Achieve, indicating an intention to develop and carry out a plan for addressing the four policy priorities (see below), and the state's timetable for action.

### What does it mean to be a member of the American Diploma Project Network?

Twenty-nine states—educating more than half of America's public school students—have joined the ADP Network. Membership is both voluntary and free. The only "price of admission" to the network is the commitment by the state's ADP leadership team to work together to raise high school standards to align with the demands of college and work. Network states have committed to addressing these four policy priorities:

- *Aligning high school standards and assessments with the knowledge and skills required for success after high school.* This requires anchoring high school standards to real world college and workplace expectations.
- *Requiring all graduates to take rigorous courses, aligned with state standards that prepare them for life after high school.* ADP calls for four years of grade level English, including literature, writing, reasoning, logic and communications skills and four years of math, including courses that cover the content typically found in Algebra I and II, geometry, data analysis and statistics.
- *Streamlining the assessment system so that the tests students take in high school also can serve as placement tests for college.* This means that states should give all high school students an assessment before their senior year that is capable of measuring readiness for credit-bearing postsecondary courses and 21<sup>st</sup> century jobs. This should enable schools to fill learning gaps prior to graduation, reduce the need for remediation, eliminate unnecessary tests and increase the likelihood of postsecondary and workplace success.
- *Holding high schools accountable for graduating students who are ready for college or careers and holding postsecondary institutions accountable for students' success once enrolled.* To do this, states must develop longitudinal data systems that track individual students' progress and support effective transitions from secondary to postsecondary education and beyond.

There is no one-size-fits-all approach. Each state develops its own plan to carry out the shared policy agenda.

### Does it cost anything to be part of the American Diploma Project Network?

No. Membership in the network is voluntary and free. Achieve does provide other programs and services (such as Alignment Institutes and reviews of state standards and assessments) on a fee-for-service basis that states may participate in to advance the ADP project in their states. Use of these services is also voluntary; no state is required to use Achieve-provided services.

### What are the benefits of participation for all Network states?

States that participate in the ADP network receive the following key benefits:

- Added legitimacy to state efforts by being part of a well-regarded national effort.
- Ability to learn from state education policy leaders in other states that share a common policy agenda.

## AMERICAN DIPLOMA PROJECT NETWORK FREQUENTLY ASKED QUESTIONS FOR STATES

- Joint efforts with like-minded states—such as the development of an Algebra II exam—that can improve quality and decrease costs to individual states.
- Annual convening of every participating state’s ADP leadership team to share strategies for addressing priority policy design, implementation and advocacy needs.
- Invitational convenings/workshops for particular constituencies (for example, Achieve is co-hosting a national summit for college presidents and higher education executives and a separate convening for chairs of state boards of education).
- Invitational convenings/workshops on particular topics to develop and refine plans/policies for assessment, accountability, data and other areas and share strategies across states.

### **How does Achieve’s research and development work support the ADP Network?**

Achieve conducts research on a variety of topics related to the ADP agenda. For example, R & D conducted by Achieve in the past several years has:

- Identified must-have English and math skills high school graduates must have to be prepared to succeed in college and the workplace.
- Described the knowledge and skills that are measured by state high school graduation exams, and the level of performance required to pass the tests.
- Described high school graduation requirements and related policies in the 50 states.
- Identified the key elements of an early warning data system that can help identify potential dropouts in time to trigger appropriate prevention and intervention strategies.

Research and development work currently underway will:

- Produce grade-by-grade math benchmarks (K-8) and model course descriptions in high school math, aligned with ADP benchmarks.
- Produce grade span (middle and high school) English language arts benchmarks.
- Describe the knowledge and skills that widely used college admissions and placement exams measure.
- Identify promising strategies that states can use to raise graduation rates while also raising graduation requirements.

This research, and more, is publicly available and can be found at [www.achieve.org](http://www.achieve.org)

### **How does my state communicate with Achieve?**

As the Network has grown, Achieve has created a State Outreach Team to increase its capacity to work with participating states. The mission of this team is to enable Achieve to help ADP Network states by:

- Staying abreast of states’ progress and plans to address the ADP policy agenda.
- Identifying key successes and lessons that can be shared with other states.
- Identifying the most critical common challenges states are facing so Achieve can, where appropriate, conduct research, provide additional support and, formally and informally, convene network states.

Each state has been assigned a lead contact at Achieve. Achieve team members have significant expertise in state education policy, high school redesign, postsecondary and business outreach and advocacy and political communications. For more information about the Achieve Outreach Team, please contact Dominique Raymond, the State Outreach Team Coordinator at 202-419-1564 or [draymond@achieve.org](mailto:draymond@achieve.org).

## AMERICAN DIPLOMA PROJECT NETWORK FREQUENTLY ASKED QUESTIONS FOR STATES

### How does Achieve help Network states build momentum?

To continue to build public support nationwide for why these sweeping changes are needed, Achieve:

- Creates and disseminates case-making tools to help states buttress the case for the ADP agenda and develop and mobilize teams of advocates—including business leaders, teachers, principals, parents and community groups—to support the Network agenda at the state and local levels.
- Mobilizes financial and technical resources to support the Network.
- Conducts and publishes relevant research on topics related to the ADP agenda.
- Works closely with national organizations in the business, K-12, and higher education communities to keep these issues at the center of attention.
- Produces an annual 50-state report, *Closing the Expectations Gap*, on the key progress and important lessons learned as states raise expectations for high school graduation.

### What are Alignment Institutes?

To date, 13 Network states have participated in Achieve's Alignment Institutes, whose goal is to help each state develop and adopt Academic Standards for College and Work Readiness that are jointly "owned" by the K-12 and postsecondary education systems, and by employers. Participating states form a cross-cutting team that leads the state effort, which typically lasts 12-15 months. Achieve provides Alignment Teams from participating states with the tools, training, and technical assistance they need to create and adopt the standards, and begin to use them as the foundation for high school graduation requirements, postsecondary placement standards and related policies.

Through these institutes, participating ADP Network states develop:

- Academic Standards for College and Work Readiness in math and English that will ensure that high school graduates have the knowledge and skills they need to enter and succeed in credit-bearing courses and high skills, high-growth jobs.
- Commitment from postsecondary institutions and faculty to use the academic standards in admissions and/or placement decisions.
- Validation and support for the academic standards from the business community.

### What is the multi-state Algebra II end-of-course assessment? Should our state participate?

Nine Network states are working together to develop a common end-of-course assessment for Algebra II: Arkansas, Indiana, Kentucky, Maryland, Massachusetts, New Jersey, Ohio, Pennsylvania and Rhode Island. The multi-state Algebra II exam will be designed to provide high school students and schools with information on how well students are meeting standards, as well as provide postsecondary institutions with information they need to place students into credit-bearing courses. Thus, it will provide especially useful diagnostic information that can help lower remediation rates and keep doors to postsecondary education open for more students. The assessment will be pilot-tested in spring 2007 and operational in 2008. Additional ADP states are welcome to participate.

**For more information about the American Diploma Project Network, please go to [www.achieve.org](http://www.achieve.org)**

# STATE BOARD OF EDUCATION

**HEARING TYPE:**   X   ACTION

**DATE:** MAY 11, 2007

**SUBJECT:** **180-DAY WAIVER COMMITTEE RECOMMENDATIONS**

**SERVICE UNIT:** State Board of Education  
Edie Harding, Executive Director

**PRESENTERS:** Jack Schuster, State Board of Education Member  
Dr. James Koval, Superintendent, North Thurston Public Schools

## **RECOMMENDATION:**

The 180-day Waiver Committee recommends that the State Board of Education approve modifications to the current waiver request process as defined in WAC 180-18-050 and WAC 180-18-060. The modifications consist of the following:

1. Requests must be in the form of a resolution approved and signed by the local board of directors. This is currently the requirement and the Committee agreed to keep this requirement.
2. A request shall include the following:
  - The purpose and goals of the waiver and how the district and/or schools will collect evidence that the goals were attained;
  - How the waiver directly supports the district and/or school improvement plans and enhances the effective educational program(s);
  - Evidence of how administrators, teachers, parents, students, and the community were involved in the development of and their support for the waiver request;
  - Whether waiver days will result in school calendars with fewer half days.
3. A renewal request shall also include the following information:
  - How the previous waiver was used;
  - Whether the purpose and goals for the previous waiver were met;
  - Evidence of on-going communication with parents and the community regarding waiver day activities.
4. Presentations to the Board. To increase accountability, each year at least five (5) districts will be selected to do a presentation to the Board on why they needed a waiver, how they used the waiver, and the outcomes as a result of having a waiver. In the application process districts will be informed that they may be selected to do a presentation; it is the Committee's belief that this possibility will increase a district's reflection on its need for and use of a waiver.

In addition, the Committee recommends that the Board return to granting requests for up to three (3) school years as allowed in WAC 180-18-030.

**BACKGROUND:**

The State Board of Education pursuant to RCW 28A.305.140 may grant waivers from the basic education act provisions of RCW 28A.150.200 through 28A.150.220 necessary to implement successfully their local plan designed to enhance the educational program for all their students. The State Board of Education has been granting such waivers since the 1996–97 school year. In 2006 the newly reconstituted State Board of Education created a committee of several Board members and educator groups to review the 180-day waiver process and bring recommendations back regarding such waivers and the waiver request process. Board members expressed concerns about several issues lacking in the current process: 1) clear criteria for approval; 2) tie in to school or district planning process; and 3) feedback accountability loop on the use of the waivers.

During its review, the Committee members received feedback from the field that a waiver from the 180-day calendar, in particular, was a beneficial tool available to districts and schools in providing adequate time for staff to work collaboratively on school restructuring and reform efforts. The Committee also acknowledged that waiver requests must have the approval of local board of directors in a public meeting providing some assurance that such requests are based on improving the educational experience of students and increasing student learning.

After three meetings and numerous email exchanges, the Committee arrived at its recommendations to the Board of keeping the waiver option available but to reinforce the purpose of waivers as tools for supporting continuous district and school improvement efforts and to increase accountability by incorporating a more rigorous feedback loop. The Committee also agreed that an electronic submission would facilitate the process and, hopefully, would reduce the work for Board staff. Guidelines for requests and an application form will be available on the State Board of Education Web site.

The Board's approval of the recommendations will require rule changes. It is our intent to simplify the language in the WACs and use the guidelines and application form to specify the details needed (which can be modified without a rule revision) for an acceptable request.

Included under this Tab is a draft of the guidelines and application form that districts and schools will be required to submit when requesting a waiver. Districts and schools will be asked to submit the request on-line; however, if that is not possible, they will be allowed to submit on a CD. The Web site will also have an example of a resolution requesting a waiver from the 180-day requirement.

## Draft Waiver Request Guidelines

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide “exceptional opportunities” for districts and schools to be innovative in enhancing the educational program for students while meeting the challenges of their school calendars.

**RCWs and WACs:** The State Board of Education’s (SBE) authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The basic education requirements are in RCW 28A.150.200 through 28A.150.220 and in WAC 180-16-200 through WAC 180-16-220. The rules that govern requests for waivers are in WAC 180-18.

### Directions for Requesting Waivers:

1. Districts must use the Waiver Request Form and must submit it electronically to the SBE at least thirty (30) days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the SBE meetings are held. The Board’s meeting schedule is on the Web site—<http://www.sbe.wa.gov>—or may be obtained by contacting the Board at 360-725-6025 or emailing [sbe@k12.wa.us](mailto:sbe@k12.wa.us).
2. The waiver request shall be in the form of a resolution adopted and signed by the district board of directors and shall include the following information:
  - a. The clear identification of the purpose and goals of the waiver and how the district will collect evidence showing the goals were attained.
  - b. How the waiver directly supports the school and/or district improvement plans and enhances effective educational program(s).
  - c. Evidence of how teachers, administrators, parents, students, and the community were involved in the development of and are supportive of the request for the waiver.
  - d. Whether the resulting school calendars will include fewer early-release or late-start days because of the waiver days.
  - e. For 180-day waiver requests, assurance that the district will meet the required district annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).
3. A renewal request shall also include the following information:
  - a. Whether the district or schools used the waiver as planned and reported in the prior request and, if not, an explanation of why and how they were used instead.
  - b. The extent to which the district and/or school met the purpose and goals of the prior waiver.
  - c. Evidence of how parents and the community were kept informed on an on-going basis about the uses and impacts of the waiver.
4. During the school year, a randomly selected number of districts/schools will be asked to present their work based on their waiver request at a State Board of Education meeting. The presentation will include at least the following information:
  - a. A description of the activities implemented because of the waiver, including the purposes and goals of these activities.
  - b. An explanation of how the waiver activities directly supported effective educational programs in the district and/or school improvement plans.
  - c. Provide evidence on how waiver-day activities had an impact on the district or school improvement plans. Were the plans reviewed and revised because a result of the waiver time? Did waiver-day activities enable the district to establish new strategic and building action plans for making changes which will significantly increase student learning?
  - d. Provide evidence of any positive impact on teaching quality and student learning.

**Draft Waiver Request Form**

District or School Requesting the Waiver: \_\_\_\_\_

Name of District/School Contact: \_\_\_\_\_

Email of District/School Contact: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Please check the Requirement to be waived:

180-Day                       1,000 Instructional Hours                       Student : Teacher Ratio

**For 180-Day Waivers:**

Number of Requested Waiver Days per Year: \_\_\_\_\_

School Years for which Waiver Requested: \_\_\_\_\_

Please check the appropriate waiver request:

New Request     Renewal Request

Please attach your Resolution requesting a waiver and all documentation as needed to support your request.

**Draft EXAMPLE of a RESOLUTION to Request a 180-Day Waiver**

**RESOLUTION NO. ####**

A resolution of the Board of Directors requesting that the Washington State Board of Education grant a waiver from the minimum 180-day school year for grades K–12 (WAC 180-18-040).

Whereas, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

Whereas, the XYZ School District has developed district and school improvement plans for significantly increasing student learning; and

Whereas, to achieve the goals of the district and school improvement plans, staff need additional non-student time for collaborative activities for the purpose of aligning curriculum across grade levels and buildings and for training in classroom-based diagnostic assessments with the goals of increasing the use of effective classroom-based assessments and increasing student achievement in language arts, mathematics, and science; and

Whereas, the District's In-service Advisory Committee; School Improvement Planning teams; and representatives from district and building staff, parents, and the community were involved in determining that full-day waiver days would be more effective for staff development and training than half-day releases; and

Whereas, staff and parents recommend reducing the number of student days while still meeting the district annual average instructional hour requirements as prescribed in RCW 28A.150.220;

NOW, THEREFORE, BE IT RESOLVED that the XYZ School District Board of Directors requests a two (2)-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 for each school year 2008–09 and 2009–10 resulting in a 178-day school year for students in grades kindergarten through twelve.

ADOPTED at a regular open public meeting of the Board of Directors of the XYZ School District held on November 1, 2007.

Attest:

\_\_\_\_\_  
President, Board of Directors

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

Dissented:

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/ACTION

**DATE:**                     May 11, 2007

**SUBJECT:**                 **ELECTION OF BOARD MEMBERS  
ONE YEAR LIAISON TO THE EXECUTIVE COMMITTEE**

**SERVICE UNIT:**           State Board of Education  
Edie Harding, Executive Director

**PRESENTER:**             Loy McColm, Executive Assistant  
State Board of Education

## **BACKGROUND:**

The Board member positions are staggered so that each year several positions are “up” for appointment or election. No person may serve as a member of the Board, with the exception of the Superintendent of Public Instruction, for more than two (2) consecutive full four (4) year terms. Several of our current Board members’ terms are up in January 2008. The process for those positions is run by OSPI’s Office of Professional Practices (OPP). Their process is as follows:

- March 1<sup>st</sup>: Requests positions up for election and mail addresses of SBE Board members;
- May 1<sup>st</sup>: Prepare Press Release;
- August 25<sup>th</sup>: Call election and establish instructions, rules, and regulations for conducting election;
- September 1<sup>st</sup> – 16<sup>th</sup>: Establish and issue instructions, rules, and regulations;
- Not later than October 1<sup>st</sup>: Mail to each elector a ballot and biographical data;
- October 16<sup>th</sup>: Vote by mail addressed to OPP. Ballots shall not be accepted if postmarked after October 16<sup>th</sup>. Any ballot received pursuant to the United States mail on or before 5:00 p.m. October 21<sup>st</sup>, that is not postmarked or legibly postmarked, shall also be accepted;
- October 25<sup>th</sup>: Election board of three, appointed by the OPP shall count and tally votes;
- Not later than November 2<sup>nd</sup>: Call special election if no candidate receives majority of votes;
- November 16<sup>th</sup>: Vote by mail addressed to OPP. Ballots not accepted if postmarked after November 16<sup>th</sup>;
- November 25<sup>th</sup>: Election board of three appointed by the OPP shall count and tally votes;

Election of Board Members  
Page two

- Ten days after count: When a member is elected, OPP shall certify to the county auditor of the headquarters county of the education service district.

The State Board of Education is responsible for its internal elections, such as the current need for a one year liaison to the Executive Committee as follows:

- The Executive Assistant prepares ballot with list of members eligible for the position to include voter signature block;
- Ballots are distributed at the Board meeting;
- Members nominate and elect a chair of the nomination committee;
- Nominated members have the opportunity to decline
- Nominated members who accept take a few moments ?? to explain their reason for wanting the position;
- Nomination Committee Chair distributes ballots to Board Members;
- Vote is taken and signed ballots are passed to the Nomination Chair who is responsible for counting the ballots.

If a run-off is needed the process will continue as noted above.

**Washington State Board of Education  
Board Terms**

<b>Member</b>	<b>Location</b>	<b>Term Expires</b>
		<b>2007</b>
Tiffany Thompson	Student Rep (Western Region)	May
		<b>2008</b>
Steve Dal Porto, Ed.D	Region 1	January
Steven Floyd	Region 3	January
Jack Schuster	Private School Rep	January
Zachary Kinman	Student Rep	May
		<b>2009</b>
Linda Lamb	Region 4	January
Bernal Baca, Ed.D	Position 1	January
Amy Bragdon	Position 2	January
		<b>2010</b>
Phyllis Bunker Frank	Region 2	January
Warren Smith	Region 5	January
Sheila Fox, Ph.D	Position 3	January
Mary Jean Ryan	Position 6	January
Jeff Vincent	Position 7	January
		<b>2011</b>
Eric Liu	Position 4	January
Kristina Mayer, Ed.D	Position 5	January
Dr. Terry Bergeson	Supt. of Public Instruction	N/A

## ARTICLE IV Officers

**Section 1. Designation.** The officers of the board shall be the chair, the vice chair, immediate past chair, the superintendent of public instruction, and a member at-large.

**Section 2. Term of officers.** (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair and immediate past chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The member at-large shall serve a term of one-year.

(4) The Superintendent of Public Instruction shall serve for as long as this member is the Superintendent of Public Instruction.

**Section 3. Officer elections.** (1) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Should the superintendent of public instruction hold the position of chair, vice chair, or immediate past chair, the board shall elect a second member at-large as provided in subsection (2) of this section to serve as an officer and executive committee member.

(c) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a board member as chair, vice chair, or immediate past chair.

(2) **One-year position.** (a) The member at-large office position shall be elected annually by the board at the planning meeting of the board.

(b) The person elected as member at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as member at-large.

(3) **Vacancies.** Upon a vacancy in any officer position, except the Superintendent of Public Instruction, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

**Section 4. Duties.** (1) **Chair.** The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee appointments, be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair.** The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Superintendent of Public Instruction.** The superintendent of public instruction shall sit on the executive committee.

(4) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place.

(5) **Member At-Large.** The member at-large shall carry out duties as requested by the chair and sit on the executive committee.

**2007 State Board Nomination Ballot**  
**for Liaison to the Executive Committee**

Please check one nomination:

- Bernal Baca
- Amy Bragdon
- Steve Dal Porto
- Steve Floyd
- Sheila Fox
- Phyllis Bunker Frank
- Linda W. Lamb
- Eric Liu
- John C. "Jack" Schuster
- Jeff Vincent

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Signature of Board member casting ballot

# STATE BOARD OF EDUCATION

HEARING TYPE:  X  ACTION

DATE: MAY 11, 2007

SUBJECT: **REQUEST FOR WAIVER FROM THE 180-DAY SCHOOL YEAR REQUIREMENT FOR GRANITE FALLS, GRAPEVIEW, HIGHLINE, LAKE STEVENS, LOON LAKE, NESPELEM, RIVERSIDE, SHORELINE, TAHOMA, AND THORP SCHOOL DISTRICTS**

SERVICE UNIT: Edie Harding, Executive Director  
State Board of Education

PRESENTER: Evelyn Hawkins, Research Associate  
State Board of Education

## **RECOMMENDATION:**

Staff recommends that the State Board of Education (SBE) approve the waiver requests from the minimum 180-day school year for the school districts listed below for 2007–08 school year.

## **BACKGROUND:**

Based on Legislative authority (Chapter 208, Laws of 1995), the SBE adopted Chapter 180-18 WAC Waivers for Restructuring Purposes. Section 180-18-040 of this chapter allows school districts to apply for waivers from the minimum 180-day school year requirement with the assurance that they meet the annual minimum instructional hour offering requirements in such grades as are conducted by the school district as prescribed in RCW 28A.150.220.

Below are brief summaries of the district requests. As decided at the March 2007 Board meeting, full applications will not be in the Board's agenda. Board members who want to have the full applications should contact Evelyn Hawkins at 360-725-6501 or [evelyn.hawkins@k12.wa.us](mailto:evelyn.hawkins@k12.wa.us).

### **Granite Falls School District**

Granite Falls, Snohomish County

District Enrollment (2005–06): 2,459

District Schools: 1 high school, 1 middle school, 2 elementary schools

Three (3) waiver days requested

Granite Falls School District is requesting three waiver days for the 2007–08 school year. The district will use the waiver days for collaborative in-service for all certificated and classified staff, allowing participants to work across buildings and grade levels. The in-service will primarily focus on K–12 mathematics, but will also include work on writing and science, and reading at the secondary level. Parents are informed of the waiver day activities through building newsletters and the district newsletter. The waiver days will allow the district to eliminate half-day releases that were needed and used in the past for professional development.

**Grapeview School District**  
Grapeview, Mason County

District Enrollment (2005–06): 185  
District Schools: 1 elementary-middle school

Two (2) waiver days requested

Grapeview School District is requesting two waiver days for the 2007–08 school year. The district will use the waiver days for teachers to work together to develop curriculum and allow them to make greater progress in aligning their curriculum with the state's Grade Level Expectations (GLEs). The district plans to use the time for training in science and social studies. During 2006–07, the district experienced significant increases in test scores and next year's professional development activities will continue to reinforce math, writing and reading while developing science and social studies programs. The district worked with parents to restructure their school days resulting in extending the school days with common start times for their elementary and middle-school students. By extending the school days, the district will more than meet the minimum annual average instructional hour requirements. The waiver days also allow the district to replace half-day releases.

**Highline School District**  
Burien, King County

District Enrollment (2005–06): 17,614  
District Schools: 19 elementary, 4 middle, 4 high schools, 5 alternative ( two PK–12, one 7–12, two 9–12), 1 occupational skills center

Three (3) waiver days requested

The Highline School District is requesting three wavier days for the 2007–08 school year for all of its elementary schools and two of its most needy middle schools; the other two middle schools in the district have approved waiver days for the 2007-08 and 2008-09 school years. The district has a new five year strategic plan in place and will use the waiver days for professional development to collaboratively align the following: an accountability system based on use of data to drive actions that enhance student learning, a three-year K–12 comprehensive math plan to improve student learning, and the incorporation of more powerful writing strategies into their school improvement plans to boost student achievement. Highline involved parents in the development of their strategic plan and through annual surveys and informal contacts have responded to parents' preferences regarding the school calendar. The district keeps parents informed about waiver days through its yearly calendar, building newsletters and other publications, and its Community Engagement office communicates with parents and community leaders regarding the goals and purposes of waiver days. Finally, with these waiver days, Highline is able to reduce the need for early release days.

**Lake Stevens School District**

Lake Stevens, Snohomish County

District Enrollment (2005–06): 7,801

District Schools: 6 elementary, 2 middle, 1 high school, 2 alternative (one K–12, one 9–12)

One (1) waiver day requested

Lake Stevens School District is requesting one waiver day for the 2007–08 school year. During 2006–07, the district used its one waiver day to introduce their staff to the research that supports powerful teaching and learning. The district plans to use this waiver day to continue its reform efforts focusing on training in the analysis of classroom-based assessments and combining this information with what they learned about powerful teaching and learning. With the knowledge and skills learned, the intent is that staff will be better able to evaluate the needs of individual students and develop learning plans and lessons that address the assessed needs. The entire school community and parents are supportive of this request for waiver days to engage in activities that promote the district's Continuous Improvement Plan and the school improvement plans.

**Loon Lake School District**

Loon Lake, Stevens County

District Enrollment (2005–06): 198

District Schools: 1 PK–6 elementary school, 1 K–8 alternative school

Three (3) waiver days requested

The Loon Lake School District is requesting three waiver days for the 2007–08 school year for grades K–6. The district is continuing its staff training on the Washington Reading Model. The district has adopted the Response to Intervention (RTI) model and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment and will conduct training in the implementation of RTI and DIBELS in conjunction with the Washington Reading Model. Waiver days will provide teachers with time to share knowledge and best practices in reading as well as in math. The district has kept parents involved through parent nights and parent conferences. The expectation is that information gained from DIBELS and the workshops on RTI will be used at parent conferences. Loon Lake points out that they have had 100% turnout for parent conferences.

**Nespelem School District**

Nespelem, Okanogan County

District Enrollment (2005–06): 175

District Schools: 1 PK–8 elementary school

Eight (8) waiver days requested

The Nespelem School District is requesting eight waiver days for the 2007–08 school year. The district will use its waiver days to continue their collaborative work among the PK–8 staff in reading, writing, math, and science. Staff will meet as a whole and in smaller learning groups to look at data from multiple assessment tools and to discuss curriculum and student progress in depth. The staff development provided in prior years has contributed to the district making the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) two years in a row, thus allowing them to exit school improvement status. The district keeps parents informed about waiver day activities through teacher and student-led conferences, Washington Assessment of Student Learning (WASL) parent information sessions, frequent teacher letters to families, and phone calls communicating information about student and school progress.

**Riverside School District**

Chattaroy, Spokane County

District Enrollment (2005–06): 1,985

District Schools: 2 elementary, 1 middle, 1 high school, 3 alternative-type schools (one K–12, two 9–12)

Two (2) waiver days requested

The Riverside School District is requesting two waiver days for the 2007–08 school year. Each building will use the waiver days for comprehensive school improvement planning and training of its staff. The buildings' School Improvement Planning (SIP) team working cooperatively with the district-wide school improvement planning team leads the efforts at each school and the activities are tailored to the needs of the school staff. In 2006–07 schools used waiver days for a variety of purposes including: training in Power Writing, a three-step process of increasing complexity to improve a student's writing, vertical curriculum planning in math, science and language arts, training in social and health issues, and establishing Professional Learning Communities. Parents are involved in multiple ways including participation on each building's SIP team. Additionally, each SIP team is required to report on their goals for and use of waiver days at a public school board meeting.

**Shoreline School District**

Shoreline, King County

District Enrollment (2005-06):

District Schools: 11 elementary, 2 middle/junior high, 2 high school, 2 alternative (K–12, 9–12)

Five (5) waiver days requested

The Shoreline School District is requesting five waiver days for the 2007–08 school year. The district will use the waiver days to provide staff with collaborative time to work on various activities including peer coaching, curriculum alignment, and vertical teaming and/or planning for the school year. More specifically, one major area concerns the growing English Language Learner (ELL) population. The district will provide all staff with training in differentiated instruction and comprehensive training in ELL education to meet the learning needs of ELL

students. In addition, the district has adopted the Connected Math Project (CMP) for grades 6–8 and vertical team meetings between middle and high school math teachers. These will be used to align the current high school math curriculum, instructional objectives, and strategies with the CMP. The district is also planning to work on better alignment of their science curriculum through vertical teaming between buildings and grade levels. In 1998 the district embraced writing across the curriculum as a goal and the district has seen positive student achievement in writing. However, because of significant staff turnover and the need to continue providing training in writing, some of the teachers will be training to be peer coaches through the Puget Sound Writing Project. Finally, due to expected school closures and boundary changes, the district plans to work on creating a new learning community in their elementary schools with an understanding that cohesive learning communities lead to excellent environments for student learning and achievement.

**Tahoma School District**

Maple Valley, King County

District Enrollment (2005–06): 6,915

District Schools: 4 elementary, 3 middle/junior high, 1 high school, 2 alternative (one K–12, one 9-12)

Three (3) waiver days requested

The Tahoma School District is requesting three waiver days for the 2007–08 school year. The district will use its waiver days for staff to continue to learn together and work collaboratively to implement their district’s curriculum articulation plan. In 2006–07 the district focused on different areas of training for the different grade levels. At the elementary level the focus was on learning to use the materials for the new writing adoption; at the middle school level the focus was on active learning strategies; and at the 8–12 grade level the focus was on curriculum articulation and classroom-based assessments in the content areas of math, language arts, music, and health. District-wide training was provided in scoring assessments and analyzing data in language arts, math, and science. The District communicates with parents through various ways including a district Web site, principal’s newsletters, and work with the Parent Teacher Association (PTA) roundtable leadership. Through parent and community surveys, the parent community has indicated a preference for waiver days in lieu of half-day releases for staff professional development. As a result of waiver days, the district has cut its half-day releases from 18 to 9 days.

**Thorp School District**

Thorp, Kittitas County

District Enrollment (2005-06): 167

District Schools: 1 elementary/junior/senior high school

Three (3) waiver days requested

The Thorp School District is requesting three waiver days for the 2007–08 school year. The District will use its waiver days to provide collaborative time for staff to analyze data and plan curriculum and reflective instruction aligned with the GLEs and addresses individual learning goals. Additionally, for staff in grades 5–12, waiver day activities will include student-led conferences with parents as a means of promoting individual learning plans for all students in grades 5–12. Student learning plans and student-led conferences are a part of the District's reform efforts. Information regarding the use of waiver days has been communicated to parents through board of directors' meetings and a community meeting. The District has determined that full waiver days for collaboration and training are more productive than early release days.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/ACTION

**DATE:**                    MAY 11, 2007

**SUBJECT:**                **2008 & 2009 MEETING DATES AND LOCATIONS**

**SERVICE UNIT:**        State Board of Education  
                                 Edie Harding, Executive Director

**PRESENTER:**            Edie Harding, Executive Director  
                                 State Board of Education

**BACKGROUND:**

Information will be provided at the meeting.

Proposed Meeting Dates with suggested locations for 2008 and 2009

Proposed Dates for 2008	Proposed Dates for 2009
January 9-10 Olympia Bower Learning Center or North Thurston School District	January 14-15 Olympia Bower Learning Center or North Thurston School District
March 26-27 Olympia/ESD 113	March 25-26 Olympia/ESD 113
May 14-15 Bellingham/ESD	May 13-14 Wenatchee/ESD 171
July 23-24 Vancouver/a skill center	July 17-18 TBD
August 18-19 Retreat E. Washington	August 10-11 Retreat Ocean Shores
September 24-25 Yakima/ a skill center	September 16-17 Seattle/PSESD or skill center
November 5-6 Seattle/Highline C.C.	November 4-5 Seattle PSESD or skill center

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/ACTION

**DATE:**                      MAY 11, 2007

**SUBJECT:**                 **BOARD GOAL ON PREPARING STUDENTS FOR SUCCESS**

**SERVICE UNIT:**            State Board of Education  
                                      Edie Harding, Executive Director

**PRESENTER:**                Mary Jean Ryan, Chair, State Board of Education

## **BACKGROUND:**

At the March Board meeting, Chair Ryan presented a PowerPoint on Accountability: The Bedrock: Clear Goals and Measureable Objectives. She highlighted the need for the Board to know what it is trying to achieve through clear goals and measureable objectives. She proposed that the Board consider adopting an overarching goal as follows:

*Prepare all Washington State students for success in post-secondary education, the world of work, and citizenship.*

The systems performance accountability and meaningful high school diploma committees are reviewing this goal. At the May Board meeting, you will be asked to decide whether or not you think the Board should approve this goal.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/NO ACTION

**DATE:**                      MAY 11, 2007

**SUBJECT:**                    **Implementation Support for High School Graduation Credit  
Clarification: Curriculum and Course Alignment**

**SERVICE UNIT:**            Office of Superintendent of Public Instruction  
Dr. Terry Bergeson

**PRESENTER:**                Mickey Venn Lahmann, Assistant Superintendent  
Curriculum and Instruction, Office of Superintendent of Public Instruction

## **BACKGROUND:**

At the March 2007 SBE meeting, rules for WAC 180-51-061 were clarified to ensure that students beginning in the Class of 2008 must earn high school credits which are aligned at a minimum to the 9/10<sup>th</sup> Essential Academic Learning Requirements (EALRs) with Grade Level Expectations (GLEs)—Reading, Writing, Communications, Mathematics and Science—and to EALRs at Benchmark 3, in content areas—Social Studies, The Arts, and Health and Fitness. The Board requested that the Office of Superintendent of Public Instruction (OSPI) develop a plan to support schools in implementing these clarifications.

The role of the State Board of Education is to establish state graduation requirements describing the minimum credits needed for each subject. OSPI establishes the state standards—the EALRs and subsequent GLEs. OSPI further provides technical assistance to districts to access the state standards and provide support for implementing these standards. Districts are responsible for offering courses aligned to standards and ensure minimum high school graduation requirements are met.

The overview will highlight the work that has been ongoing since GLEs were first developed in 2004 and the subsequent outreach with many tools and processes which have been available to districts and schools. Additionally, ongoing professional development and technical assistance will be specifically targeted to our secondary schools as they continue their work on aligning courses required for graduation to meet, at a minimum, the 9/10<sup>th</sup> grade level standards. Many alignment projects and efforts will be highlighted from districts, Educational Service Districts (ESDs) and OSPI on a new OSPI Web page for “Curriculum and Course Alignment” to be fully operational in May 2007 with continuous upgrades. Continued informational sharing and technical assistance will be available to schools through educational associations, OSPI, ESDs and other stakeholder partners.

## **RECOMMENDATION:**

None.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**              X   INFORMATION/ACTION

**DATE:**                      MAY 10-11, 2007

**SUBJECT:**                    **REVISION OF BASIC EDUCATION ASSISTANCE FORM TO  
INCLUDE HIGH SCHOOL CREDIT ALIGNMENT**

**SERVICE UNIT:**            State Board of Education  
                                      Edie Harding, Executive Director

**PRESENTER:**                Edie Harding, Executive Director  
                                      State Board of Education

## **BACKGROUND:**

At the March 2007 meeting rules were approved clarifying that students beginning with the Class of 2008 must earn high school credits that are aligned with the state's standards. To earn the minimum 19 high school credits required under state law, students must take high school level courses. Students must take classes whose content is aligned with our state's academic content standards defined by the Essential Academic Learning Requirements (EALRs) with Grade Level Expectations (GLEs) for ninth and tenth grade in Mathematics, Reading, Communication, Writing, and Science. Social Studies, the Arts, and Health and Fitness state standards for high school are currently defined as Benchmark 3 (High School) standards. GLEs for those content areas will be available in 2008 and 2009. GLEs provide greater specificity of the EALRs describing what students should know and be able to do at each level.

Previously the Board discussed possible ways to ensure school district compliance. One tool the Board currently has is the Basic Education Assistance Form 1497 that school district superintendents and the school board president must sign each year to ensure the district is in compliance with the total instructional hours offering, classroom teacher ratio, and minimum 180-day school year. State Board of Education staff has prepared an additional item for the Basic Education Assistance Form 1497 including a check off for compliance with the minimum state high school graduation requirements. The form is still only one page long.

## **RECOMMENDATION**

Staff recommends that the additional lines be added to the Form 1497 asking districts to show that they are in compliance in aligning high school graduation credits to the state's standards.

