

July 6, 2010

Dear Board Members:

I had my heater on in the office last week. This week I hope summer is finally here. Summer brings back memories of when I was a kid and spent a lot of time reading on hot steamy summer days (imagine Philadelphia before air conditioning). I still really like to read. I have a confession: I am not a monogamous reader. Generally I read four to five books at a time. So what's on your summer book list? Professionally I am fascinated with brain and change research. I just finished *Brain Rules* by John Medina and I am in the middle of *Switch* by Chip and Dan Heath. I also just inhaled *The Essential 55* by Ron Clark, an amazing teacher who came to inspire folks at the OSPI's recent conference for the districts with new school improvement grants. For the adventure loving side of me, I have been reading everything about Morocco as I will journey there in October. And for pure escape, I read *The Girl with the Dragon Tattoo* by Stieg Larsson and *Runaway* by Alice Munro. Watch for all I have read to seep into our Board meetings in ways you will not suspect until we have you doing jumping jacks every ten minutes to keep your brains fresh! Our office is reading the *Brain Rules* book and several staff heard John Medina speak at an OSPI event.

It is great to have Ashley back with us after her daughter, Kloe's birth. I had hoped we would do better with our office injuries this summer. Alas, now Sarah is going to succumb to back surgery in July during our Board meeting. At least she gets a vacation first with her family on Cape Cod. Kathe is off to fiddle camp and Loy is going to see her son in Virginia. Brad and Aaron are taking tiny vacations. With all these happenings, we will still have your Board packet ready! And a special thanks to Loy and Ashley who have had the mind numbing work of pulling together all our SPA work sessions and Board meetings data for the last three years as part of our new state budget scrutiny system. Don't get me started! Luckily for us, they keep very good records. There is nothing more important than documenting our work. We put a high priority on that.

While the budget outlook is gloomy for this fiscal year and next biennium, there are a few bright spots to think about: more districts are purchasing the OSPI recommended curriculum for math; Central Kitsap, Nespelem, Tacoma, Pomeroy, and Bremerton are some of the districts that purchased their new math materials that are best aligned to our new math standards; Washington stands a very good chance to receive the \$150,000 state assessment consortium grant from Race to the Top; the model teacher evaluation pilots are launched; as a class four Board, SBE members will still be paid per diem and travel (other boards including college regents and trustees will not get paid); I only had three Race to the Top meetings in June; and SBE was approved for an alternative to ten furlough days so we do not need to lay off our staff.

Thank you all for your attendance at our work session on June 15 for our graduation requirements framework spirited discussion. There will be more on that later in this letter. We are in Anacortes for the July Board meeting because we cannot meet in a private facility. The ESD 189 building is lovely; almost as nice as the La Conner Inn. Just ask Sheila! Let's look at the agenda:

## **Tuesday, July 13, 2010**

We hope to show you some of our cool student arts videos throughout the day!

### **Call to Order for Regular Board Meeting**

Note: we are starting at 1:00 p.m. on Tuesday as we had to switch around our strategic planning session due to Bonnie Berk's vacation. You will get a special welcome from Dr. Jerry Jenkins, Superintendent, ESD 189. I wonder if he will sing or read a poem. Monte Bridges from Puget Sound ESD sets a high bar.

### **Consent Agenda**

We are going to put approval of the minutes on the consent agenda in addition to the private schools. You can always pull them off if you have an issue you want to discuss.

### **Required Action District Draft Rules for Implementation**

OSPI and the SBE staff have been working through our separate rules for Required Action Districts. This has been a difficult journey. We go back and forth on need of the school (SBE) versus commitment of the school (OSPI). Thus OSPI really wants to hang on to the voluntary nature of the school improvement grants for some schools. However, after 2010 the law says that a district, or several, would be recommended for required action if they meet the OSPI criteria. OSPI is working on criteria for its rules that will narrow the group considered for required action to the lowest twenty percent on the list of five percent persistently low achieving schools. There is also the question of federal funds or should I say lack of them? There will be a major decrease in the school improvement grants for the "next cohort" unless we get Race to the Top Funds. Eighteen schools were served this year, but only six to eight schools will be served next year with \$8 million.

### **Recognition Awards for 2010**

We have come up with a final set of recommendations for you to consider for the 2010 recognition awards. The major piece will be focus on awards for closing the achievement gap. We have had productive conversations with OSPI staff and the Achievement Gap Oversight and Accountability Committee. A huge thanks to Pete Bylsma for all the work he has done for the Board. His contract is now complete and we have made great progress on our Accountability Index. We will thank him for all his hard work at our Board meeting. Aaron has been reworking the awards ceremony and schedule. Sarah put together a great look up tool for administrators, teachers, and parents to see how well their school did on the awards. What a team!

### **Math Rule Revision**

Kathe has worked with OSPI on some revisions to our math rule for the class of 2013. Questions from the field have surfaced such as: can a student take two math courses for two credits at the same time? The answer will be clarified to say yes. Can a student take Algebra I and then follow with Integrated I? The answer is no. As a side note, we found that 79 of the districts still had not changed their policy to reflect that students for the Class of 2013 must take three credits of math! We are sending them joint reminder letters with WSSDA.

### **180 Day Waivers**

Brad will go over the latest waiver requests from eight districts. He has spent a lot of time working with districts to submit quality applications. He did a great job reviewing them this time. I feel the work the districts are doing is all the right work – aligning standards, curriculum and instruction, and looking at student data. Many of the districts are zeroing in on how to improve math achievement.

## **Core 24/Graduation Requirement Revisions**

We have spent three years on this important topic. I am strongly encouraging you to consider the staff proposal for the following reasons:

- We need to rebrand Core 24. It will not help us to continue to use the term Core 24. I realize that some groups strongly support our 2008 proposal as it stands, but legislators and school district people have turned negative on the term. We must show we have listened and that we have made changes and still do the right thing for kids. In the new proposal there is local district flexibility. It addresses the needs of struggling students. It addresses the importance of counseling and guidance. Quality Core enables students to prepare for a four year public college and/or pursue a technical career. We can continue to advocate for funding for 1080 hours of instruction in addition to the Quality Core, but I think we need to delink it from the Quality Core requirements. Let's focus on quality, not quantity.
- The state and local school district financial difficulties are real and will not disappear in the next biennium (2011-13). Both the pent up initiatives of no funding for I-728 and I-732 and new funding to start implementing basic education, costs about \$2 billion a year (phasing in all day kindergarten; new formula for materials, supplies, and utilities; transportation; and class size reduction) are ahead of funding we could secure and do not include pressing non education related budget items. And then there are those pesky ballot measures that could diminish state revenues further. We do not see the reality of new funds until the 2013-15 biennium. Any changes we propose that have fiscal impact must be formally authorized and funded by the legislature. We can certainly ask for funding for the next biennium, but it is unlikely the resources will be there. We made a commitment not to implement Core 24 until the funding was available. How many years are you willing to wait?
- We need to make a difference for kids now. The Quality Core does that by giving kids options, alignment with HECB minimums, a fine arts path and/or a CTE path. It allows us to work with the 20 credits and phase in new graduation requirements for each biennium and implement some of the good no cost items from the ITF that create more flexibility in the system. We will advocate for obtaining additional time (which is actually a staff/student ratio formula not a specific number of periods funded). If we do not act now, other solutions will be sought in the legislative arena. I do not want to see our Board become irrelevant to the conversation. Remember, any changes we propose to the high school graduation requirements must be reviewed by the legislature and if it involves money they must approve the changes or they can change the proposed requirements.
- We need to keep the proposal simple and understandable for counselors, students, administrators, parents, and me! Kathe and I spent lots of time rearranging the Core 24 graphic representation that was never quite right. It had too many exceptions. No two Board members saw it the same way.

## **Executive Director Evaluation Instrument**

Steve Dal Porto has created a draft evaluation instrument for you all to finalize. I hope that we can have it in place for September as I head into my fifth year with the Board! I believe a good evaluation instrument is important for my growth as well as to ensure my accountability to you. I work hard to do thoughtful evaluations with each of my staff. They receive two a year: an oral informal one and then a written one based on their performance goals.

## **Picnic Time!**

Loy and Ashley have planned a picnic at Washington Park for dinner. In the event that the weather

does not cooperate, the picnic will take place at the ESD instead. Let's hope for sunshine! Washington Park was highly recommended. Dinner is at 6:30 p.m. to give you time to change into picnic clothes if you wish.

### **Wednesday, July 14, 2010**

#### **Briefing on World Language Competencies**

As we examined ways to revise state graduation requirements, we reviewed the use of competency-based credits to enhance flexibility for schedules. World languages were selected as the starting point. Because world languages are skill-based and have widely-available standardized assessments with national norms, the subject is a good one for competency-based practices. It also supports the strengths that students with a second language bring to their academic work. Kathe has worked with staff from OSPi and WSSDA to create a sample competency-based credit world languages policy and procedure. WSSDA plans to publish the sample policy and procedure to serve as a guide for districts seeking to award competency-based credit. This work is an example of how we have provided a tangible tool to help districts move forward on competencies more rapidly than they have in the past.

#### **Core 24/Graduation Requirement Revisions Continued**

We have built lots of time in for you to continue this important discussion before acting during the business session. I am suggesting you adopt these provisionally, which means very close to final, and take the summer and fall months to do one more set of outreach efforts with our stakeholders. I do not expect major changes from what you adopt in July, but I do think we owe our stakeholders one more chance to weigh in.

#### **Business Items**

- Decision on State Board of Education FY 2011 Budget (**Action Item**)
- Decision on Revised Provisional Graduation Requirements Framework (**Action Item**)
- Decision on Resolution for Competency Credits (**Action Item**)
- Decision on Draft Required Action District Rule (**Action Item**)
- Decision on Draft Revision of Math Credit Rule (**Action Item**)
- Decision on 180 Day Waiver Requests (**Action Item**)
- Decision on Recognition Awards for 2010 (**Action Item**)
- Decision on Executive Director Evaluation Instrument (**Action Item**)

I would be happy to go over any questions you have on our state funded budget for this fiscal year (which begins July 1) before you consider approving it during the business session. We will need to sustain approximately \$50,000 in cuts. In addition, we have a freeze on out of state travel, hiring, and pay raises. We must also get permission from the Office of Financial Management any time we want to add a work session beyond our regular Board meetings. Our staff is doing everything we can to make this budget work for us.

I suggest you consider provisional adoption of the Revised Graduation Requirements Framework in July, take out to stakeholders one more time, and finalize in November.

#### **Common Core Standards Update**

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The final math and English language arts standards were released on June 2. These were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

OSPI and external contractors are completing a comparison/cross-walk between the current Washington Standards and Common Core. OSPI will then develop a phase-in implementation plan and consider impacts of adoption and implementation at state and local levels. If the common core standards measure up to our own standards, OSPI plans to provisionally adopt them at the end of July. So far 12 states have signed on. States must adopt them to accept the Race to the Top grants.

### **Race to the Top and Education Reform Plan Status**

After a mini sabbatical from Race to the Top, we are gearing up to prepare for the good news from Washington D.C. that they will call us back for interviews as a finalist, the week of July 26. I think we have a decent chance of being asked back because we had such great local district sign on to the application. However, we will have our challenges to defend our application, which means that we need to REALLY get our act together. At our steering committee meeting on July 6, they will discuss who will be the five member team that goes back to defend our application. We will spend July developing briefing papers and starting to prep the team. If we are called back, it will be August 9. We will also have a revised education reform plan in July to take out and meet with stakeholders for refinements. I hope to have a copy for your FYI folders.

### **Dinner Together**

Dinner is at Cameron's Living Room Dining in Anacortes and a great menu is planned. Reservations are for 6:30 p.m.

### **Thursday, July 15, 2010**

#### **Strategic Planning Day**

Bonnie Berk and Natasha Fedo will join us to go over the draft strategic plan to make refinements and then craft one and two year implementation plans. I feel good about the work that you, our staff, and our consultants have done. Part of it comes with working together as a team for four years. This plan feels more real to me than previous ones. Jeff wants to use the plan at every meeting to benchmark our progress. I think that is a great idea. Please read the draft plan carefully as well as the framework roles for the Board. We will come to you in September with the final strategic plan, a work plan, and any legislation/budget requests we need for the upcoming 2011 Legislative Session for your approval. Also in September we will talk a bit about how to structure future Board meetings and work sessions.

#### **FYI Packets**

We will provide the executive summary of the National Board Certified Teachers Incentives Study that was just completed by the Center for Strengthening the Teaching Profession by Jeanne Harmon and her crew. Originally they were going to present to you in July, but we ran out of time. We will ask them back this fall.

Cheers!

July 13-15, 2010

## AGENDA

### Tuesday July 13, 2010

#### 1:00 p.m. Call to Order for Regular Board Meeting

Pledge of Allegiance

Welcome by Dr. Jerry Jenkins, Superintendent, ESD 189

Agenda Overview

- ✓ Time allowing, videos will be shown from the recent Student Arts Video Contest throughout the Board Meeting

#### Consent Agenda

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

- Approval of Minutes from the May 13-14, 2010 Meeting (**Action Item**)
- Approval of Minutes from the June 15, 2010 Special Meeting (**Action Item**)
- Private Schools (**Action Item**)

#### 1:10 p.m. Required Action District Draft Rules for Implementation

Ms. Edie Harding, Executive Director

Ms. Tonya Middling, Director, School and District Improvement Project Development, OSPI

Board Discussion

#### 1:45 p.m. Recognition Awards for 2010

Dr. Pete Bylsma, Consultant, SBE

Mr. Aaron Wyatt, Communications Manager

- 2:00 p.m. Math Rule Revision**  
Dr. Kathe Taylor, Policy Director
- 2:15 p.m. 180 Day Waivers**  
Mr. Brad Burnham, Policy and Legislative Specialist
- 2:30 p.m. Break**
- 2:45 p.m. Core 24/Graduation Requirement Revisions**  
Dr. Kathe Taylor, Policy Director
- . Board discussion
- 4:30 p.m. Public Comment**
- 4:50 p.m. Executive Director Evaluation Instrument**  
Dr. Steve Dal Porto, Vice-Chair
- 5:00 p.m. Adjourn**

**Wednesday, July 14, 2010**

- 9:00 a.m. Briefing on World Language Competencies**  
Dr. Kathe Taylor, Policy Director  
Dr. Michele Aoki, Program Supervisor, World Languages, OSPI  
Ms. Marilee Scarbrough, Director, Policy and Legal Services, WSSDA
- 10:00 a.m. Break**
- 10:15 a.m. Core 24/Graduation Requirement Revisions Continued**  
. Board discussion
- 11:45 a.m. Public Comment**
- 12:15 p.m. Lunch**

**1:00 p.m.**

**Business Items**

- Decision on State Board of Education FY 2011 Budget (**Action Item**)
- Decision on Revised Provisional Graduation Requirements Framework (**Action Item**)
- Decision on Resolution for Competency Credits (**Action Item**)
- Decision on Draft Required Action District Rule (**Action Item**)
- Decision on Draft Revision of Math Credit Rule (**Action Item**)
- Decision on 180 Day Waiver Requests (**Action Item**)
- Decision on Recognition Awards for 2010 (**Action Item**)
- Decision on Executive Director Evaluation Instrument (**Action Item**)

**2:30 p.m.**

**Break**

**3:00 p.m.**

**Common Core Standards Update**

Dr. Alan Burke, Deputy Superintendent, OSPI

Ms. Jessica Vavrus, Assistant Superintendent for Teaching and Learning, OSPI

**3:30 p.m.**

**Race to the Top and Education Reform Plan Status**

Ms. Edie Harding, Executive Director

Board discussion

**4:00 p.m.**

**Public Comment**

**4:30 p.m.**

**Adjourn**

**Thursday, July 15, 2010**

- 9:00 a.m. Welcome and Agenda Overview**  
Mr. Jeff Vincent, Chair  
Ms. Bonnie Berk, Berk & Associates
- 9:10 a.m. Draft Plan Review and Comment – Interactive Session**  
Bonnie Berk, Berk & Associates  
Natasha Fedo, Berk & Associates  
*Workshop: Each Board member reviews draft plan and marks which objective and actions need more discussion*
- What's missing?
  - What needs to be clarified?
  - Other comments and questions?
- 9:35 a.m. Group Discussion of Draft Plan: Comments and Questions**
- 10:30 a.m. Break**
- 10:45 a.m. Continued Discussion of Draft Plan: Comments and Questions**
- 12:00 p.m. Working Lunch** (*Staff denotes level of effort for each Goal*)
- 1:00 p.m. SBE Staff Presents Estimated Level of Effort for Each Objective**  
Edie Harding, Executive Director
- 1:20 p.m. Board Develops 1 and 2 Action Year Plans**
- 2:15 p.m. Break**
- 2:30 p.m. Roundtable Review and Reflection**
- 3:00 p.m. Adjourn**

## **APPROVAL OF PRIVATE SCHOOLS**

### **BACKGROUND**

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

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

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

### **POLICY CONSIDERATION**

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

### **EXPECTED ACTION**

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

## **REQUIRED ACTION DISTRICT IMPLEMENTATION**

### **BACKGROUND**

The 2010 Legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving (PLA) Title I or Title I eligible schools in the bottom 5 percent of performance on state assessments for all students in math and reading. The following steps take place to determine which districts could become Required Action Districts:

- By December 2010, and annually thereafter, the Office of Superintendent of Public Instruction (OSPI) shall develop a list of the 5 percent persistently lowest achieving Title I or Title I eligible schools.
- By January 2011, and annually thereafter, the Office of Superintendent of Public Instruction (OSPI) shall recommend to the State Board of Education (SBE) Required Action Districts based on the availability of federal funds for school improvement and OSPI criteria as defined in rule.
- In January 2011, and annually thereafter, provided federal funds are available the SBE will designate the Required Action District(s) based on OSPI's recommendations.

Once the SBE designates one or more Required Action Districts, those districts must follow a schedule set in rule to complete a Required Action Plan. The SBE approves the Required Action District's plan. OSPI must also ensure the Required Action District will meet the requirements of the Federal School Improvement guidelines to receive funding.

Provisions are made in law for mediation or superior court review if the local parties are unable to agree on a Required Action Plan or the district does not submit a Required Action Plan.

Upon SBE approval, each Required Action District will receive the federal grant to implement its Required Action Plan using one of the four federal models for intervention over a three year period. OSPI will report on the progress of the Required Action District schools twice a year to the SBE based on the Required Action District's plan and metrics.

After three years, OSPI will make a recommendation to the SBE as to whether the Required Action District should be released. The primary deciding factor will be if the lowest achieving schools in the Required Action District have improved their student achievement for all students in math and reading by: 1) a positive performance trend for three years and 2) a review of their combined math and reading scores to indicate they are not on the current list of lowest 5 percent PLAs. The SBE will then release the district from designation as a Required Action District. If the Required Action District is not released, then it will have to develop a new or revised plan.

## **POLICY CONSIDERATION**

The SBE and OSPI are drafting rules to implement the Required Action District provision. SBE's rules address the schedule for the Required Action process. OSPI's rules address the criteria for selection and deselection into and out of required action. OSPI and SBE will issue more detailed joint guidelines that describe the full process for Required Action separately from the rules issued. See Attachment A for the draft SBE rule.

### **SBE Process Criteria:**

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

- Designation of Required Action District.
- Process for Submittal and Approval of Required Action Plan.
- Process for Submittal and Approval of Required Action Plan When Mediation or Superior Court Review is Involved.
- Failure to Submit or Receive Approval of a Required Action Plan.
- Release of a School District from Designation as a Required Action District.

See Attachment A for the proposed SBE rule language. Attachment B provides the details of the Required District Action process as passed in E2SSB 6696 (Chapter 235).

### **OSPI Selection Criteria:**

OSPI will consider school districts for required action designation, provided those school districts with PLAs demonstrate the greatest need for required action as determined by the following draft OSPI concepts:

(a) The criteria for the January 2011 recommendation shall be:

- (i) The school district has one or more schools on the persistently lowest achieving list;
- (ii) The school district declined the voluntary option to apply for a school improvement grant in the 2009-10 school year application period;
- (iii) The school or schools in the district are in the lowest 20 percent of the schools on the persistently lowest achieving list;
- (iv) The school or schools have a declining achievement in reading/math on state assessments for all students below the statewide average over the last three years; and
- (v) Federal funds are available to fund assistance for the required action district.

(b) The criteria for the January 2012 recommendations and thereafter shall be:

- (i) The school district has one or more schools on the persistently lowest achieving list;
- (ii) The school or schools in the district are in the lowest 20 percent of the schools on the persistently lowest achieving list;
- (iii) The school or schools have a declining achievement in reading/math on state assessments for all students below the statewide average over the last three years; and
- (iv) Federal funds are available to fund assistance for the required action district.

**OSPI Deselection Criteria:**

OSPI will recommend to SBE that a school district is no longer in required action after three years implementation if:

- (a) It has no school or schools on the list of PLA; and
- (b) The school or schools in the Required Action District have a positive performance trend in reading and mathematics on the state's assessment in the "all students" category based on a three-year average.

**EXPECTED ACTION**

The SBE will consider approval of its draft rule on Required Action District process (Attachment A) at the July meeting. The final SBE rule will have a public hearing and consideration of final adoption at the September meeting.

## **SBE ACCOUNTABILITY RULES (E2SSB 6696)**

### **WAC XXX-XX-XXX Designation of Required Action Districts**

In January of each year, the State Board of Education shall designate as a required action district a school district recommended by the Superintendent of Public Instruction for such designation.

### **WAC XXX-XX-XXX Process for Submittal and Approval of Required Action Plan**

(1) Except as otherwise provided in WAC XXX-XX-XXX, school districts designated as required action districts by the state board of education shall develop and implement a required action plan according to the following schedule:

(a) By April 15 of the year in which the district is designated, a school district shall submit a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in Section 105, Chapter 235, Laws of 2010.

(b) By May 1 of the year in which the district is designated, a school district shall submit a required action plan approved by the Superintendent of Public Instruction to the State Board of Education for approval.

(2) The State Board of Education shall, by May 15 of each year, either:

(a) Approve the school districts required action plan; or

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

(3) A school district notified by the state board of education that its required action plan has not been approved under section (2)(a) shall submit by July 1 a revised required action plan to the superintendent of public instruction to review and approve as consistent with federal guidelines for the receipt of a School Improvement Grant. The state board of education shall approve the districts required action plan by July 15 if it meets all of the requirements set forth in Section 105, Chapter 235, Laws of 2010.

### **WAC XXX-XX-XXX Process for Submittal and Approval of a Required Action Plan When Mediation or Superior Court Review is Involved**

(1) By April 1 of the year in which a school district is designated for required action, it shall notify the superintendent of public instruction and the state board of education that it is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. Mediation with the public employment relations commission must commence no later than April 15.

- (2) If the parties are able to reach agreement in mediation, the following timeline shall apply:
- (a) A school district shall submit its required action plan according to the following schedule:
    - (i) By June 1, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.
    - (ii) By June 10, the school district shall submit its required action plan to the state board of education for approval.
  - (b) The state board of education shall, by June 15 of each year, approve a plan proposed by a school district only if the plan meets the requirements in Section 105, Chapter 235, Laws of 2010 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.
- (3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in Section 105, chapter 235, Laws of 2010. After receipt of the superior court's decision, the following timeline shall apply:
- (a) A school district shall submit its revised required action plan according to the following schedule:
    - (i) By June 30, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.
    - (ii) By July 5, the school district shall submit its revised required action plan to the state board of education for approval.
  - (b) The state board of education shall, by July 15 of each year, approve a plan proposed by a school district only if the plan meets the requirements in Section 105, Chapter 235, Laws of 2010 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

#### **WAC XXX-XX-XXX Failure to Submit or Receive Approval of a Required Action Plan**

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

#### **WAC XXX-XX-XXX Release of a School District from Designation as a Required Action District**

(1) The state board of education shall release a school district from designation as a required action district upon recommendation by the superintendent of public instruction, and confirmation by the board, that the district has met the requirements for release set forth in Section 110, Chapter 235, Laws of 2010.

(2) If the board determines that the required action district has not met the requirements for a release in Section 110, Chapter 235, Laws of 2010, the school district shall remain in required action and submit a new or revised required action plan under the process and timeline as prescribed in WAC XXX-XX-XXX or WAC XXX-XX-XXX.

**Summary of Chapter 235, 2010 Laws, E2SSB 6696  
with a section-by-section summary of Part I**

<p><b>Part I: Accountability Framework</b> Section 101: Intent</p>	<p>State's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.</p> <p>Definition of roles of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) for accountability outlined. Phase I will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps through SBE Accountability Index. SBE will have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps. Phase I will also use federal guidelines to identify the lowest five percent of persistently low achieving schools to use federal funds and federal intervention models beginning in 2010 (voluntary) and 2011 (required).</p> <p>Phase II will implement SBE Accountability Index for identification of schools including non Title I schools in need of improvement and develop state and local intervention models with state and local funds beginning in 2013. Federal approval of the state board of education's accountability index must be obtained or else the federal guidelines for persistently low-achieving schools will continue to be used.</p> <p>The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.</p>
<p>Section 102: Identification of the Persistently Lowest Achieving Schools</p>	<p>Beginning no later than December 1, 2010, and annually thereafter, OSPI will use the federal criteria set forth in the final federal rules for school improvement to identify the persistently lowest achieving schools and their districts. The criteria for determining whether a school is among the persistently lowest-achieving five percent of Title I schools, or Title I eligible schools, shall be established by OSPI. The criteria must meet all applicable requirements for the receipt of a federal school improvement grant under the American recovery and</p>

	<p>reinvestment act of 2009 and Title I of the elementary and secondary education act of 1965, and take into account:</p> <ul style="list-style-type: none"> <li>• The academic achievement of the "all students" group in a school in terms of proficiency on the state's assessment, and any alternative assessments, in reading and mathematics combined; and</li> <li>• The school's lack of progress on the mathematics and reading assessments over a number of years in the "all students" group.</li> </ul>
<p><b>Section 103: Required Action Districts</b></p>	<p>Beginning in January 2011, OSPI shall annually recommend to SBE districts for designation as required action districts based on the availability of federal funds and criteria developed by SPI. Districts must have at least one of the persistently lowest achieving schools. School districts that have volunteered in 2010 or have improved shall not be included in this designation. SBE may designate a district that received a school improvement grant in 2010 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the superintendent of public instruction.</p> <p>OSPI will provide districts with written notice. School districts may request reconsideration of this designation within ten days. SBE will annually designate those districts recommended by OSPI. Districts must notify all parents with students in persistently low achieving schools that the district is in required action.</p>
<p><b>Section 104: Academic Performance Audit</b></p>	<p>OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or school district subject to audit.</p> <p>OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, alternative secondary schools best practices, and any unique circumstances or characteristics of the school or district.</p> <p>Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.</p>
<p><b>Section 105: Required Action Plan</b></p>	<p>The local school district superintendent and local board of a required action district shall submit a required action plan to SBE upon a schedule SBE develops.</p>

The required action plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist district as requested in plan development. The local school board will hold a public hearing on the proposed required action plan.

The required action plan must address the concerns raised in the audit and include:

- a) Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the state board of education within three years of implementation of the plan.
- b) An application for a federal school improvement grant to OSPI.
- c) Budget for adequate resources to implement.
- d) Description of changes in district or school policies and practices to improve student achievement.
- e) Metrics used to assess student achievement to improve reading, math, and graduation rates.

The plan will have to be implemented over a three year period. OSPI will review the local school district required action plan and approve that it is consistent with federal guidelines prior to the local superintendent and Board submitting the plan to the SBE.

Expiring collective bargaining agreements for all school districts that are designated required action districts as of the effective date of this section must have the authority to reopen its collective bargaining agreements if needed to develop and implement an appropriate required action plan.

If no agreement can be reached between district and employee organizations, then:

- Mediation through the Public Employment Relations Commission must start no later than April 15 and be completed by May 15.
- Or it will be go to Superior Court with decision by June 15.

If it goes to Superior Court, then:

- The school district must file a petition with the superior court by May 20, and
- Within seven days of filing the petition each party must file a proposal to be implemented in a final required action plan.
- The court's decision must be issued no later than June 15<sup>th</sup>.

Each party will bear its own costs for mediation or courts. All

	mediation shall include employer and representatives of all affected bargaining units.
Section 106: SBE Approves Required Action Plan	<p>SBE shall approve the local district required action plan if it meets the requirements identified in Section 105 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. The SBE must accept for inclusion any final decision by the superior court.</p> <p>The required action plan goes into effect for the next school year (thus a district designated in January 2011 would implement the plan in the immediate school year following designation as a required action district). Federal funds must be available to implement the plan or else it will not go into effect.</p> <p>Any addendum to the collective bargaining agreement related to student achievement or school improvement shall not go into effect until SBE approves the plan.</p> <p>If SBE does not approve the plan. SBE must notify the district in writing and provide reasons. The district may either:</p> <ul style="list-style-type: none"> <li>• Submit new plan within 40 days with OSPI assisting the district with resubmission of the plan; or</li> <li>• Submit a request to the Required Action Plan Review Panel (established under section 107) for reconsideration of SBE's rejection within ten days of the notification that the plan was rejected.</li> </ul> <p>If federal funds are not available, the plan is not required to be implemented until such funding becomes available. If federal funds for this purpose are available, a required action plan must be implemented in the next immediate school year.</p>
Section 107: Required Action Review Panel	<p>A Required Action Review Panel is established and shall be composed of five individuals with expertise in school improvement, school and district restructuring, or parent and community involvement in schools. Two of the panel members shall be appointed by the speaker of the house of representatives; two shall be appointed by the president of the senate; and one shall be appointed by the governor.</p> <p>If SBE does not approve a district's Required Action Plan, then the district may appeal the decision to the Panel for consideration. The Panel will be convened as-needed.</p> <p>The Panel may reaffirm the decision of SBE, recommend that the SBE reconsider the rejection, or recommend changes to the required action plan that should be considered by the district and SBE to secure approval of the plan. SBE shall consider the recommendations of the panel and issue a decision in writing to the local school district and the panel. If the school district must submit a new required action plan to the state board of education, the district must submit the plan within 40 days of the board's decision.</p>

	SBE and OSPI must develop timelines and procedures for the deliberations under this section so that school districts can implement a required action plan within the time frame required under section 106.
Section 108: Redirect of Title I Funds if No Required Action Plan	SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.
Section 109: Implementation of Required Action Plan	<p>A school district must implement a required action plan upon approval by the state board of education. OSPI must provide the required action district with technical assistance and federal school improvement grant funds or other federal funds for school improvement, if available, to implement an approved plan.</p> <p>The district will provide regular updates to OSPI on its progress in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan.</p>
Section 110: Biannual Reports and Delisting Districts	<p>OSPI will inform SBE at least biannually (twice a year) of the progress of the Required Action District's progress on its plan implementation and metrics.</p> <p>OSPI will recommend to SBE that a district is no longer in required action after three years of district implementation based on improvement as defined by OSPI, in reading and mathematics on the state's assessment over the past three consecutive years.</p> <p>SBE will release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release or SBE will recommend that the district remain in required action.</p>
Sec. 111: Recognition of Exemplary Performance and Collaboration with the Achievement Gap Oversight and Accountability Committee	SBE, in cooperation with OSPI, shall annually recognize schools for exemplary performance as measured on the state board of education accountability index. SBE shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.
Sec. 112: Definitions	<p>Definitions for the Chapter:</p> <ul style="list-style-type: none"> <li>• "All students group" means those students in grades three through eight and high school who take the state's assessment in reading and mathematics; and</li> <li>• "Title I" means Title I, part A of the federal elementary and secondary education act of 1965.</li> </ul>

<p>Sec. 113: Adopting Rules</p>	<p>OSPI and SBE may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.</p>
<p>Sec. 114: Joint Select Committee on Education Accountability</p>	<p>A joint select committee on education accountability is established beginning no earlier than May 1, 2012, to:</p> <ul style="list-style-type: none"> <li>• Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district;</li> <li>• Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system;</li> <li>• Examine models and experiences in other states;</li> <li>• Identify the circumstances under which significant state action may be required; and</li> <li>• Analyze the financial, legal, and practical considerations that would accompany significant state action.</li> </ul> <p>The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.</p>

## RECOGNITION AWARDS

### BACKGROUND

Using the State Board of Education's Accountability Index, the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) recognized 174 schools through their new joint recognition program, "Washington Achievement Awards," on May 5, 2010. There were six possible awards – one for overall excellence as well as five special recognition awards: language arts (reading and writing combined), math, science, the extended graduation rate, and gifted programs. While we planned to recognize schools that closed the socioeconomic achievement gap, the criteria established to receive this award ended up being too stringent, so no schools met the criteria and no recognition was given.

SBE staff debriefed with OSPI and SBE members on the Washington Achievement Awards for 2009 as well as with the Systems Performance Accountability work group. Many people found the award ceremony and recognition very meaningful. They like the new Accountability Index and its measures. There were some concerns expressed about the timing for recognition at the ESD's while the main ceremony was going on. Unfortunately, the May date did not permit all building staff to attend the ceremony due to state assessment testing. Some changes to the schedule and ceremonies are outlined in Attachment A.

Additionally, suggestions were made to develop a more friendly way to look up a school's scores on the SBE or OSPI websites. SBE staff has created a new lookup tool, which allows individuals to type in a school code and more easily obtain their ratings on the SBE website: [www.sbe.wa.gov](http://www.sbe.wa.gov).

Senate Bill 6696, from the 2010 Legislative Session, requires the State Board of Education to have ongoing collaboration with the Achievement Gap Oversight and Accountability Committee regarding measures used to compute the achievement gap and recognition for schools that close their achievement gaps. SBE staff, and its consultant, met with the Achievement Gap Oversight and Accountability Committee in May to discuss ways to recognize closing the achievement gap by income, race/ethnicity, and some of the proposed changes the Board reviewed at its May meeting:

1. Add special recognition for improvement, using the same criteria as other awards, i.e. two year average of at least 6.00.
2. Do not provide the overall excellence recognition award for schools that have a significant socio-economic or racial/ethnic gap.
3. Highlight schools that receive multiple year awards.
4. Add special recognition awards for achievement gap (SES and race/ethnicity), using a criterion based system.

The Achievement Gap Oversight and Accountability Committee supported the SBE recommendations. OSPI staff examined 2009 enrollment data to determine how many schools would have results that could be used for the race/ethnic achievement gap awards, using the SBE modified accountability

index for subgroup accountability and if the subgroups were combined. Some slight modifications to the criteria may be needed, once the results from 2010 are available, to ensure an appropriate number of schools receive recognition.

### **POLICY CONSIDERATION**

Under Attachment B is a memo from Pete Bylsma with his final recommendations for changes to the SBE Accountability Index. The key revisions are:

1. Add special recognition for improvement, using the same criteria as other awards, i.e. two year average of at least 6.00, but include all schools regardless of their level of gifted students.
2. Do not provide overall excellence recognition award for schools that have a significant socio-economic or racial/ethnic gap<sup>1</sup>.
3. Highlight schools that receive multiple year awards.
4. Add special recognition awards for reducing the achievement gap (SES and race/ethnicity) using a criterion based system.
5. Add a district summary of all schools and a statewide summary using the 2010 Accountability Index.

### **EXPECTED ACTION**

The Board will consider approval of the above key revisions to the joint OSPI/SBE Washington Achievement Awards for 2010. Under revision # 3, staff recommends that the special recognition award for reducing the achievement gap for race and ethnicity use the third option recommendation in the Bylsma paper, which combines the detailed matrix under Option 1 to report results with the combined results under Option 2 for recognition purposes.

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<sup>1</sup> Staff will need to determine at a later date what “significant” socio-economic or racial/ethnic gap means in terms of a specific number(s).

**2010 WASHINGTON ACHIEVEMENT AWARD UPDATED JUNE 18, 2010**  
*Program Timeline*

<b>TASK</b>	<b>DUE DATE</b>	<b>STAFF</b>
Raw assessment data and cut scores available for index calculation and delivered to State Board.	September 30 2010	Sheri and Robin
Review data for anomalies.	October 2010	Sarah
Criteria for achievement gap selection established.	October 2010	Sarah, Aaron, Hilary, Edie, Alan (in collaboration with Student Information and CISL)
Complete 08 – 09 and 09 – 10 indexes and 2-year averages delivered to State Board (Sarah). File should include School, district, ESD.	December 10, 2010	Robin, Sherri
Complete list of award winning schools delivered to Hilary and Aaron. File should include school, district, ESD, principal name, principal email(?).	December 10, 2010	Robin, Sherri
Review data again for quality check.	December 2010	SBE
Share overall data with schools to review and ensure data is correct.	January 2011	Robin, Sherri, Sarah
Formatted and searchable index complete.	February 1, 2011	Sarah
Ceremony date and location set.	February 15, 2011	Hilary
Recognition at ESD meetings set (various dates following awards ceremony).	February 15, 2011	Hilary, Karen
List of award winning schools presented to State Board. <ul style="list-style-type: none"> <li>• Media Release.</li> <li>• Informational PDF.</li> </ul>	March 2011	Aaron, Hilary

<ul style="list-style-type: none"> <li>List of schools by category.</li> <li>Invitation to event.</li> <li>Event information sheet for awards ceremony.</li> </ul>		
Award winning schools notified by Randy and Jeff via email. (simultaneous with board presentation)	March 2011	Hilary
Awards and banners ordered.	Mid March 2011	Hilary
Save the date email, request for personal stories and principal press packet (suggestions and tools for promoting the award in their communities).	Mid March 2011	Hilary
Print invitations mailed.	March 18, 2011	Hilary
Ceremony details set. <ul style="list-style-type: none"> <li>Presenters</li> <li>Catering</li> <li>Performances</li> <li>Photography</li> <li>Site visit</li> <li>Staff support</li> </ul>	March 25, 2011	Hilary
Media advisory for award ceremony sent out and ceremony promoted through various social media. (?)	1 – 1 ½ weeks prior to awards ceremony	Aaron, Hilary
RSVP deadline for awards ceremony.	2 weeks prior to ceremony date	Hilary, Karen
Awards ceremony.	March or April 2011	Hilary, Aaron
Extra awards and banners shipped to ESD's.	One week after award ceremony	Hilary, Karen (additional help from State Board?)
Recognition for schools that did not attend awards ceremony at regional ESD meetings.	Various (following awards ceremony)	ESD's

## RECOMMENDATIONS FOR ACHIEVEMENT GAP RECOGNITION

Pete Bylsma, EdD, MPA

### BACKGROUND

In March 2010 OSPI and State Board of Education (SBE) provided recognition to schools in six areas based on the Accountability Index. The Outstanding Overall Performance award was given to schools whose 2-year Index average put them in the top 5% of schools in the four grade bands (elementary, middle/junior, high and comprehensive). Special Recognition awards were given to schools with consistently high performance (a 2-year average of at least 6.00) in four outcome areas. These five awards required fewer than 10% of the students to be designated as gifted each year.<sup>2</sup> To ensure that schools with a high concentration of gifted students were not excluded from the system, Special Recognition was given to any school with a gifted program that had a 2-year peer average of at least 6.00. The full criteria used for each type of recognition is shown below.

- The Outstanding Overall Performance award was given to schools whose 2-year Accountability Index average put them in the top 5%, based on the number of schools in each of the four grade bands.<sup>3</sup> To be eligible for this award, a school must have at least 10 cells of the 20-cell matrix rated and fewer than 10% students designated as gifted. (Note: One additional criterion is recommended for 2010 as discussed below.)
- Special Recognition awards were given to schools with very high performance in four outcome areas: **language arts** (reading and writing combined), **math**, **science**, and the **extended graduation rate**. To receive this award, a school's overall (column) 2-year average for the outcome must be at least 6.00, at least 2 of the 4 cells in the column must be rated each year, and there must be fewer than 10% students designated as gifted each year.<sup>4</sup>
- The special recognition award for **schools with a gifted program** (i.e., those with at least 10% of the students designated as gifted each year) was given when the 2-year average peer (row) ratings was at least 6.00.<sup>5</sup>

The matrix used to calculate the Accountability Index is shown below. The green cells relate to areas where recognition was given based on results from 2008 and 2009.

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<sup>2</sup> Statewide, roughly 3% of all students receive this designation, so schools with 10% or more gifted students have much higher concentrations of highly capable students. The exclusion criterion prevents a school from receiving recognition simply because of its student composition.

<sup>3</sup> The "2-year average" refers to the average of data from 2008 and 2009. The top 5% is based on the total schools at the grade band in the 2009 index (the total N includes schools that did not receive an index).

<sup>4</sup> For language arts, both reading and writing must have a 2-year average of at least 6.00 and at least 2 of the cells rated in each column each year.

<sup>5</sup> Results for the peer indicators control for the types of students attending the school (the percent gifted, low income, ELL, special education, and mobile).

	Outcomes					
Indicator	Reading	Writing	Math	Science	Ext. Grad. Rate	Average
<i>Non-low inc. achievement</i>						
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						<b>6.00* for gifted</b>
<i>Improvement</i>						
Average	<b>6.00*</b>	<b>6.00*</b>	<b>6.00*</b>	<b>6.00*</b>	<b>6.00*</b>	<b>Top 5%*</b>

\* Minimum 2-year average rating to earn recognition

INDEX

The table below shows how many schools received recognition in 2009. A total of 108 schools received the Outstanding Overall Performance award, and different index scores were required at each grade level because this award was given to the top 5%. A total of 125 awards were given to schools that met the Special Recognition criteria. A total of 174 different schools received recognition in 233 areas, and 48 schools received recognition in more than one area.

Grade Band	# in top 5%	Index cut-off	Total awards
Elementary	53	5.280	70
Middle	19	4.875	26
High	20	4.910	52
Multiple	16	4.735	26
Total	108		174

Focus	Total awards
Lang. Arts	36
Math	10
Science	24
Grad rate	35
Gifted	20
Total	125

OSPI/SBE had planned to recognize schools that had closed the achievement gap. However, the criteria established to receive this award ended up being too stringent, so no schools met the criteria and no recognition was given.<sup>6</sup> OSPI/SBE want to have a method to provide recognition next year to schools that have reduced or closed the achievement gap.

<sup>6</sup> The initial criteria established to earn recognition for closing the achievement gap was rather complicated. It required a school to have at least 10 students in at least 2 of the 5 outcomes (columns) in both of the income-related cells (non-low income and low income), there could be no rating of 1 in any income-related cell or peer cell, there could be no more than a 1-point difference in the rating between the two income-related cells (e.g., if the reading non-low income cell is rated 5, the reading low-income cell could be rated no lower than 4 and no higher than 6), and there had to be fewer than 10% students designated as gifted each year. Each of the above criteria had to be met two years in a row. Original estimates found that less than 1% of schools met these criteria using 2007 and 2008 data.

**RECOMMENDATIONS**

Two types of Special Recognition are recommended that relate to the achievement gap. Both are criteria-referenced, so they are similar to the other types of Special Recognition.

- Use the Accountability Index matrix to measure the achievement gap in terms of performance by students with different *socioeconomic status* (SES).
- Use either the modified matrix created to examine subgroup results or the combined totals for the subgroups to measure the achievement gap in terms of performance by various *racial/ethnic groups*.

Details for each type of recognition are provided below.

For the socioeconomic gap, examine the difference in the averages of the non-low income and the low income rows (see yellow cells of the matrix below). ***Give recognition to any school that has a difference between the row averages of less than 1 in both years.***<sup>7</sup> The following minimum criteria should apply:

1. The 2-year average for each row must be at least 4.00 (this ensures recognition is not given if performance is low);
2. The Accountability Index must be at least 4.00 each year;
3. At least 2 of the 5 cells in the row must be rated each year; and
4. There must be fewer than 10% students designated as gifted each year.

	Outcomes					
Indicator	Reading	Writing	Math	Science	Ext. Grad. Rate	Average
Non-low inc. achievement						Compare ↑ ↓
Low inc. ach.						
Ach. vs. peers						
Improvement						
Average						

If the above criteria were used in 2009, 30 schools would have been recognized in 2009 (18 elementary, 2 middle, 7 high, 3 comprehensive). This represents 1.4% of schools statewide. This form of recognition has the advantage of relying on the same Index matrix that is used for the other awards. It also recognizes that the achievement gap is driven primarily by differences in socioeconomic status.

<sup>7</sup> This includes when the low income row has a higher rating than the non-low income row.

There are two options to consider when giving recognition related to the racial/ethnic gap.

1. Examine the average size of the gap between the groups that have historically underperformed (American Indian, Black, Hispanic, Pacific Islanders, multi-racial) and the two groups that have historically performed at higher levels (Asian, White).<sup>8</sup> This system of recognition uses concepts in the modified matrix that was developed to examine subgroup results for possible AYP use.<sup>9</sup> A “row average” is calculated for each subgroup, as shown in the table below for a hypothetical high school.<sup>10</sup> ***Give recognition to any school that has less than a .50 difference between the row averages in two consecutive years.*** The following minimum criteria are also recommended in order for a school to receive recognition:

- The 2-year average for each row must be at least 3.50;
- At least 4 of the 9 cells in the row must be rated each year; and
- There must be fewer than 10% students designated as gifted each year in the school.

Subgroup	READING			MATH			EXT. GRAD. RATE			Average rating	Change from previous year
	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.		
American Indian	4	4	4	1	5	4	1	4	4	3.44	0.33
Black	3	3	3	1	3	5	1	3	2	2.67	-1.00
Hispanic	3	4	4	1	4	4	1	4	4	3.22	-0.11
Pacific Islander	4	4	4	1	5	4	1	4	4	3.44	0.22
Multi-racial	4	4	5	2	4	4	2	4	4	3.67	-0.22
<b>Average</b>	<b>3.6</b>	<b>3.8</b>	<b>4.0</b>	<b>1.2</b>	<b>4.2</b>	<b>4.2</b>	<b>1.2</b>	<b>3.8</b>	<b>3.6</b>	<b>3.29</b>	<b>-0.13</b>
White	5	4	4	3	3	4	3	4	4	3.78	-0.22
Asian	6	4	5	4	5	4	5	4	6	4.78	0.56
<b>Average</b>	<b>5.5</b>	<b>4.0</b>	<b>4.5</b>	<b>3.5</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>5.0</b>	<b>4.28</b>	<b>0.17</b>

Compare these

A total of 1,445 schools (67% of all schools statewide) would have enough students to generate results that could be used for this form of recognition. In 75% of these schools, data would be available to examine the difference between only a few groups (e.g., Hispanic vs. White) instead of all seven student groups. However, this simply reflects the enrollment patterns in the school.

Results for the racial/ethnic subgroups have not yet been computed, so the number of schools that would have been recognized using these criteria is not yet known. The school shown in the example would not receive recognition because (a) some of the row averages fall below 3.5 and (b) the difference between the average ratings for the two groups is more than .50 (the difference in this year was 1.11, or 4.28 – 3.17). Once results are available for the subgroups, some of the criteria may need to change to ensure an appropriate number of schools are recognized. While this type of recognition is more complicated than option 2 noted below, it has the advantage of making transparent the size of the achievement gap that has existed among the various racial/ethnic groups. The results using this method also give each subgroup the same level of importance, regardless of the number of students served.

<sup>8</sup> Looking at the results of the special education or ELL groups is not recommended because students in both of these groups are also included in the other groups.

<sup>9</sup> This matrix uses the same concepts as the Accountability Index. For example, both use the same minimum N, benchmarks, and ratings, the results are combined across grades, and no margin of error is used. This matrix includes only the outcomes used for federal accountability (reading, math, extended graduation rate) and combines the two income-related indicators.

<sup>10</sup> This example reflects at least 10 students in each subgroup. However, only 13 school in the state (0.6%) have at least 10 students in all seven subgroups.

2. The second option uses the same matrix and eligibility criteria as Option 1, but it combines the results of all the groups into two major groups, those that have historically underperformed (American Indian, Black, Hispanic, Pacific Islanders, multi-racial) and those that have historically performed at higher levels (Asian, White). Hence, only two row averages are calculated, as shown in the table below.

Group	READING			MATH			EXT. GRAD. RATE			Average rating	Change from previous year
	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.		
American Indian, Black, Hispanic, Pac. Islanders, multi-racial	3	4	4	2	3	3	1	4	3	3.00	-0.11
White, Asian	5	4	4	4	4	4	4	4	4	4.11	0.11

Compare these

When combining the groups together, more schools (1,658 or 77% of all schools statewide) would have enough students to generate results that could be used for this form of recognition. Again, results using this system have not yet been computed, so the number of schools that would have been recognized using these criteria is not yet known. The school shown in the example would not receive recognition because (a) one row average falls below 3.5 and (b) the difference between the average ratings for the two groups is more than .50 (the difference in this year was .99, or 4.28-3.29). This option is less complicated than Option 1 and has the advantage of including more schools. However, the size of the achievement gap that exists among the various racial/ethnic groups is not shown. Results using this method are “weighted” so they reflect the relative proportion of students in each subgroup.

3. A third option to consider is to report the results in the matrix from Option 1 but use the matrix in Option 2 for recognition purposes. This combines the best features of both options.

Using Achievement Gap Criteria When Identifying Overall Outstanding Performance

Another way to reinforce the importance of closing the achievement gap is to apply an additional criterion when determining schools that are recognized for *Overall Outstanding Performance*. Specifically, we recommend that in order to receive this type of recognition, a school must have a gap between the two socioeconomic groups that is no larger than 2. Of the 108 schools that were recognized this year for *Overall Outstanding Performance*, 25 had a gap between their non-low income and low income group averages that was larger than 2.

## MATH RULE REVISIONS

### BACKGROUND

In 2007, the Washington State Legislature directed the Board to increase the high school math graduation requirements from two to three credits (equivalent to three years of high school level math) and to determine the content of the three credits. The Board adopted a new math rule ([WAC 180-51-066](#)) in July 2008, effective for students in the graduating class of 2013. As practitioners have begun to work with the rule, questions have arisen that have required rule changes or guidance in the form of FAQs.<sup>1</sup> For instance, the Board amended the rule in July 2009 to identify a clear path for students who took some of the required course work prior to ninth grade and did not request high school credit for it (see Attachment A, section (b)(v)).

OSPI held a webinar on the new math rule and end-of-course math assessments on May 10, 2010 attended by over 500 practitioners. During the course of that webinar, and in subsequent communications with SBE and OSPI staff, three implementation issues emerged that can only be addressed through a second amendment to WAC 180-51-066 (Attachment A shows the proposed new wording).

### POLICY CONSIDERATION

The three implementation issues that the proposed rule amendment will address clarify:

- Provisions for taking classes simultaneously.
- What constitutes an appropriate sequence?
- Provisions for placing out of required courses.

In addition, some minor nomenclature changes are proposed.

**Provisions for taking classes simultaneously.** The current rule language stipulates that mathematics courses must be taken in a progressive sequence, implying that courses must be taken one after another. Practitioners have asked whether the rule permits students who have failed all or part of a course (e.g., algebra 1) to enroll in the next course in the sequence (e.g., geometry) while they were retaking the failed course.

Here is an excerpt from an e-mail we received about this issue:

*I have a question about a policy we currently use in progressing students on from algebra 1 to geometry. Since algebra 1 is a building course, we currently allow students who fail semester one but pass semester two to progress on to the next course....Will our policy need to change since students in this case would have only earned a half credit?*

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<sup>1</sup> See the SBE website Math—Third Credit FAQs: <http://www.sbe.wa.gov>

There appears to be no compelling educational reason to prohibit students from taking two courses simultaneously. Proposed sections (b)(iii)(A) and (B) address this issue (see Attachment A).

**What constitutes an appropriate sequence.** The current rule requires math courses to be taken in a “progressive sequence,”<sup>2</sup> and contains a provision that any combination of the three mathematics courses can be taken.<sup>3</sup> The intention was to:

- Allow flexibility for students to “mix and match” algebra/geometry courses with integrated courses, in the event that they moved between schools or districts that took different approaches.
- Stipulate that the courses needed to be taken in a progressive sequence, meaning a student who completed algebra 1 in District A would take integrated mathematics II in District B.

Questions have been raised about whether a progressive sequence could also mean students could take:

- Integrated mathematics I after completing algebra 1.
- Algebra 1 after completing integrated mathematics I.

Neither of the above examples are acceptable. The proposed rule change makes the expectations more explicit. Proposed revised sections (b)(i)(A-C) address this issue (see Attachments A).

**Provisions for placing out of required courses.** Some schools/districts allow students to place out of lower level courses through formal or informal assessment procedures (e.g., placement test, teacher assessments, etc.). Students are not awarded credit; rather, the assessment is used to assure they take the level of math most suited to their abilities.

Again, here is an excerpt from an e-mail we received:

*The ramifications of these new requirements are substantial for the PRISM program. In the past, students have been allowed to take placement tests to “skip” entire math classes (so that they were in their “just right” math class each year). According to these new WACs, there is no provision at all for skipping any of those three courses. In other words, even if students study over the summer, or go to summer math camps, etc., they cannot skip algebra or geometry or advanced algebra. Those courses (or their equivalents) must be taken.*

The Board addressed a similar issue when it modified the rule to outline the sequence of courses needed for students who took algebra 1/integrated math I and/or geometry/integrated math II prior to ninth grade but elected not to put the credit on their transcript. The difference in this instance is that students are not taking the course(s), but placing out of them.<sup>4</sup> The proposed new language of sections (b)(vi) and (b)(vii) mirrors the language of (b)(v)(B)(I) and (II), approved by the Board in July 2009.

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<sup>2</sup> See (b)(i) of WAC 180-51-066 as adopted. (Attachment A)

<sup>3</sup> See (b)(i)(C) of WAC 18-51-066 as adopted. (Attachment A)

<sup>4</sup> Students will still need to take the end-of-course assessments in algebra1/integrated mathematics I and geometry/integrated mathematics II, even if they place out of the class.

**Nomenclature changes.** Minor nomenclature changes will more accurately reflect common usage in the field: changing algebra I to algebra 1; algebra II to algebra 2. In addition, the words, “high school-level” have been inserted in section (b)(ii) to reinforce the expectation that a third credit of mathematics other than algebra 2 or integrated mathematics III will be high school level math.

**EXPECTED ACTION**

Give staff direction about any revisions needed to the draft language and approve language for filing with the Code Reviser proposing amendments to WAC 180-51-066 in preparation for a public hearing in September 2010.

**WAC 180-51-066****Minimum requirements for high school graduation — Students entering the ninth grade on or after July 1, 2009.**

(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 20 as listed below.

....

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iii) or (iv) through (vii) of this subsection, the three mathematics credits required under this section must include ~~mathematics courses taken in the following progressive sequence:~~

(A) Algebra I or integrated mathematics I, ~~geometry, and algebra II; or~~

(B) ~~Integrated mathematics I~~ Geometry, or integrated mathematics II, ~~and integrated mathematics III; or and~~

(C) ~~Any combination of three mathematics courses set forth in (b)(i)(A) and (B) of this subsection~~ Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra II 2 or integrated mathematics III if all of the following requirements are met:

~~(A) The student has completed, for credit, mathematics courses in:~~

~~—(I) Algebra I and geometry; or~~

~~—(II) Integrated mathematics I and integrated mathematics II; or~~

~~—(III) Any combination of two mathematics courses set forth in (b)(ii)(A)(I) and (II) of this subsection~~

~~(B)~~ (A) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

~~(C)~~ (B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

~~(D)~~ (C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

~~(E)~~ (D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed; and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III, or a third credit of mathematics to the extent authorized by section (b)(ii).

~~(iii)~~ (iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b)(i)(A) ~~or (B) or (iii)(A)(i) or (ii)~~ of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

~~(iv)~~ (v) A student who prior to ninth grade successfully completed algebra ~~1~~ or integrated mathematics I, ~~and/or~~ geometry or integrated mathematics II, ~~or any combination of courses taken in a progressive sequence as provided in (b)(i)(C) of this subsection,~~ but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra I or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn a the second high school credit in algebra ~~1~~ 2 or integrated mathematics III; and
- Earn a the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra I or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra ~~1~~ 2 or integrated mathematics III; and
- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third high school credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics 1 and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;
- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

**BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS**

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

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

**BACKGROUND**

At this meeting, SBE will be considering the following eight applications for waivers from the 180 school-day calendar requirement of the Basic Education Act for all schools in each district:

District	Number of days	School years	New or renewal	Accountability Information	2009 Academic Achievement Award
<a href="#">Auburn</a>	5	2010-11	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: No	Auburn Mountainview High School: Extended Graduation Rate
<a href="#">Battle Ground</a>	3	2010-11, 2011-12	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	CAM Junior Senior: Overall Excellence and Science; Battle Ground High School: Extended Graduation Rate
<a href="#">Columbia (Hunters)</a>	3	2010-11	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	
<a href="#">Nespelem</a>	6	2010-11, 2011-12, 2012-13	Renewal	Made AYP: No Improvement: No Tier I or II schools: No	
<a href="#">Orondo</a>	1	2010-11	New	Made AYP: No Improvement: No Tier I or II schools: No	
<a href="#">Pomeroy</a>	4	2010-11	New	Made AYP: No Improvement: No Tier I or II schools: No	
<a href="#">Tacoma</a>	2	2010-11	Renewal	Made AYP: No Improvement: Step 2 Tier I or II schools: 4 Tier II schools	Skyline Elementary: Overall Excellence
<a href="#">Thorp</a>	2	2010-11	Renewal	Made AYP: Yes Improvement: No Tier I or II schools: No	

## **POLICY CONSIDERATION**

The applications, in Attachment A, are accurate and the purposes of the proposals are to improve student achievement by enhancing the educational program for all students. In addition, each district has stated in their resolution that they will meet the minimum instructional hour offering.

Since the Board set new parameters at its March 2010 Board meeting to create a streamlined process, five school districts (Bellingham, Columbia (Walla Walla), Curlew, Davenport, and Mukilteo) have chosen the new option. Staff are currently processing their waiver plans and preparing them for final review.

## **EXPECTED ACTION**

Approval of the applications.

<b>District</b>	<b>Auburn School District #408</b>
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<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	Two half days
Reduction	None
Remaining number of half days in calendar	Two half days

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The district, schools, departments, and individual teachers need time within the 180 day school year to restructure and implement school improvement plans in accordance and alignment to the District Strategic Improvement Plan. The District Plan sets the expectation and the accountability to assure that each student, regardless of ethnicity, language, disability, or income level achieves. Strategies incorporated into the district improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so each student will achieve or exceed standards, graduate on time, and be successful beyond high school.</p> <p>In August 2008, the Auburn School Board of Directors authorized a District Strategic Improvement Plan be completed. A committee was commissioned and a three-year plan to improve student achievement throughout the district was completed in March 2009. On April 13, 2009 the school board adopted and approved the 2009-2012 Auburn School District Strategic Improvement Plan for implementation September 2009 – August 31, 2012. The plan requires all twenty-two Auburn schools to align their improvement plans, resources, and efforts to the four goals of the District Strategic Improvement Plan.</p> <p><u>Goal One—Student Achievement</u>          With district support, leadership, and guidance each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3-8 and 10. Related to this goal is the superintendent's - Student Achievement and Accountability Goal One – superintendent implements district strategic improvement plan to establish professional learning communities, become a standards-based district, produce power standards, develop common assessments, monitor student achievement, and provide intervention for continuous improvement for ten percent more students at or above standards in reading and mathematics.</p> <p><u>Goal Two—Dropout Rate and On-time Graduation</u>          Schools will reduce dropout rates and meet additional AYP indicators as determined by a K-8 attendance and on-time high school graduation rates. Related to this goal is the superintendent's – Student Achievement and Accountability Goal Two – superintendent increases high school graduation rates to 95% and increasing high school aggregate credits earned and decreasing failing grades in the 9<sup>th</sup> grade.</p> <p><u>Goal Three—Parents/Guardians and Community Partnerships</u>          The district and schools will continue to develop partnerships to support student academic achievement and success. Related to this goal is the superintendent's Community Relationships and Partnerships Goal One – superintendent engages the community by expanding partnerships, enhancing cultural competency, improving systems of communication, and increasing parent participation in all aspects of student achievement and support.</p> <p><u>Goal Four—Policies and Resource Management</u></p>	

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy and resource allocation. Related to this goal is the superintendent's Policy and Guidance Goal two – superintendent maintains sound budgetary practices that address eminent fiscal challenges and provides a three to five percent ending fund balance. Effectively align and generate funds to support school district and school improvement plans.

The Auburn School District strategic improvement plan provides for a systemic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom. The district strategic improvement plan calls for deep alignment of instruction to Washington State standards. Aligning classroom instruction to state standards requires more opportunities for teachers to articulate instruction and to collaborate through professional learning communities. This should result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. Statistically, only 30% of students in the 5<sup>th</sup> grade will remain in the Auburn School District when they reach the 12<sup>th</sup> grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in conjunction with high standards. The district strategic improvement plan stresses the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Waiver days are also needed to increase parent and community partnerships for students who come from families of poverty. Over 53% of the district's elementary student body qualify for free and reduced lunch. The Auburn School District strategic plan for closing the achievement gap includes a focus on math and science; improvement in literacy; classroom based assessments (CBA/CBPA) in social studies, health, P.E. and the arts; development of instructional models that address student mobility; and the use of technology for differentiated instruction and assessment of student achievement. Waiver days will be utilized in these targeted areas for restructuring. The implementation of school math and literacy improvement plans is paramount. The Auburn School District targets the alignment and delivery of mathematics between the 7<sup>th</sup> and 10<sup>th</sup> grade as critical for addressing the achievement of students to the high standards of mathematics. Math and reading intervention models are being developed that will address the challenges of mobility and low-income demographics. A different system of delivering math instruction is warranted to address our students with mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with the new state mathematics standards and addresses the episodic learning needs of a transitory, low-income demographic. Currently, time is needed to implement the goals and strategies of individual school improvement plans into every classroom culture. The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focused on literacy to result in significant gains, and close achievement gaps. Waiver days are needed for the development of math intervention models across grade levels, particularly at the district's secondary level. The development of delivery models to address the learning needs of our diverse and low-income population is significant in the district's strategic improvement plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance and standards. Cultural competency and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level. The use of technology for the purpose of improving instruction, assessment of student achievement, and parent communication is important in the individualization of student learning and partnerships with parents. Teachers need time to hone their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great potential for the development of individualized learning plans for student performance and frequent communication with parents on student

progress toward achievement standards.

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

First and foremost the Auburn School District is a district in improvement status. The District Strategic Improvement Plan Committee conducted an extensive study of both student performance data and school perceptual data. For the school years, 2005-2006; 2006-2007; and 2007-2008 the committee reviewed state assessment results, discipline records, student and staff demographics, on-time graduation rates, extended graduation rates, and the drop-out rates for the Auburn School District. Additionally, school perceptual survey data aligned to the Nine Characteristics of High Performing Schools was collected from thousands of district staff, students, parents, and community members. The Center for Educational Effectiveness in Redmond, Washington conducted and tabulated the perceptual survey results for the district and each of our twenty-two schools. The extensive survey results were correlated to the Nine Characteristics of High Performing Schools. Data from student assessments and the school and district perceptual surveys was triangulated to develop a clear picture of the overall performance of the district. Although the perceptual survey results portrayed our schools favorably, the improvement plan committee was concerned with overall student academic performance levels, the achievement gaps, and the schools currently in school improvement status. Therefore, the District Strategic Improvement Plan was developed to focus our district and schools to become a high-achieving culture where each student meets or exceed standards of learning.

Links to the results of the staff, parent, and student surveys, conducted and tabulated by the Center for Educational Effectiveness for the Auburn School District, can be accessed from our district website at: <http://www.auburn.wednet.edu/Academics/EducEffectPercSurvey.html>

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

The 2009-2012 District Strategic Plan requires (beginning with the 2009-2010 school year) district-wide progress monitoring of our students in early literacy skills, reading, and mathematics. As of the 2009-2010 school year, the DIBELS assessment is required for all students in grades K-5 and the MAP assessments in reading and mathematics are required for all grade 3, 5, 6, 7, 8 and 9 students. The 2009-2010 school year is our district's benchmarking year for these assessments. Previous to the 2009-2010 school year, these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from K-6 grade. DIBELS is designed as one-minute long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big Ideas of early literacy: Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language, **and** Comprehension. Combined, the measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to Washington State's content standards and can be used as an indicator of preparedness for the state assessments. The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring, all students in grades 3, 5, 6, 7, 8, and 9 are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement and growth, providing perspective on an individual student's learning.

The data from our DIBELS and MAP assessment results is organized as meaningful information and reported in dashboard format. The dashboards are organized as individual school and district-wide dashboards. The dashboards are disaggregated by grade level and student demographics. To assure district and school level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter, and spring assessment windows) during regular scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student level results are presented to the principals during their principal cadre meetings. Teachers have access to their student assessment results via the DIBELS and NWEA websites,

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

The expectation of the school board and district is that each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet adequate yearly progress by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10. In order to accomplish this goal, both formative and summative assessment data will be vital to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance that gains have been realized. Common formative assessments for all content areas are being developed by the schools to

monitor student learning progress. The district strategic plan provides support for schools to develop the assessment tools for monitoring and adjusting classroom instruction and to assess student attainment of identified standards. Beginning with the 2009-10 school year, the Auburn School Board has requested updates reporting student academic achievement district-wide. DIBELS is being used to indicate progress in reading fluency for K-5 students. Progress in mathematics and reading at grades 6-8 will be monitored using Northwest Evaluation Association's Measurement of Academic Progress (MAP) assessments. Our ninth grade students will be monitored regarding their success in earning three high school credits toward graduation.

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

The 2009-2012 Auburn School District Strategic Improvement Plan provides the framework through which the district will support our schools in ensuring the academic success of each student. The district plan signaled the start of a collaborative process that links the vision and goals set forth by the district with the school improvement plans developed by each of our twenty-two schools.

The process emphasizes continuous improvement that engages all stakeholders in the quest to improve learning for all students. The district defines the "what," or destination, and the schools determine the "how," or the best approach to get there. This is a shared commitment to accountability based on collaborative structures to improve learning for each student. The framework of the district plan supports student achievement through the formation of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry and nurturing leadership. The district plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians and community, which is characterized by trust and mutual respect.

The district plan sets the expectation that each student—regardless of ethnicity, language, and disability or income level—can achieve high standards. Strategies incorporated into our district improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time and are successful beyond high school.

**District Mission**

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

**District Vision**

The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

**District Beliefs**

The district improvement plan establishes belief statements that declare the commitment of Auburn stakeholders to improve learning for each student and to narrow the achievement gaps within the district. The beliefs developed by the improvement committee parallel the principles embedded in the Nine Characteristics of High Performing Schools.

The improvement plan contains four goals each with objectives, strategies, evidence of outcomes and established timelines. The four goals and accompanying objectives are:

### GOAL 1: Student Achievement

With district support, leadership, and guidance each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10.

#### Objective 1.a: Professional Learning Communities

Schools use Professional Learning Communities within grade levels and between grade levels to increase student achievement using common assessments, interventions, and extended learning.

#### Objective 1.b: School Improvement Plans

School improvement plans address the needs of each student and narrow the achievement gaps for at-risk students and underperforming subgroups.

#### Objective 1.c: K-12 Standards-Based Focus

Schools implement standards-based teaching and learning.

### GOAL 2: Dropout Rate and On-Time Graduation

Schools will reduce dropout rates and meet additional AYP indicators as determined by K-8 attendance and high school on-time graduation rates.

#### Objective 2.a: Reduce Dropout Rates

Schools implement prevention, intervention and retention strategies to reduce student dropouts.

#### Objective 2.b: On-Time High School Graduation

High schools increase on-time graduation.

### GOAL 3: Parents/Guardians and Community Partnerships

The district and schools will continue to develop partnerships to support student academic achievement and success.

#### Objective 3.a: Public Relations

District employees contribute to a respectful and welcoming environment.

#### Objective 3.b: Communication to Parents/Guardians

The district and schools communicate academic expectations, student progress and support for student learning to maximize parent/guardian involvement in student academics.

#### Objective 3.c: Partnerships

The district and schools develop new and strengthen existing partnerships to promote student achievement.

### GOAL 4: Policies and Resource Management

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

#### Objective 4.a: Fiscal Stability and Resource Allocation

The district provides fiscal stewardship and alignment of resources to support student achievement.

#### Objective 4.b: Policies and Procedures

The district's policies and procedures support student achievement.

Objective 4.c: Safe Schools

Student achievement is fostered through safe learning and work environments.

Objective 4.d: Technology

The district and schools promote student achievement through expanded use of technology.

The Auburn School District 2009-2012 Strategic Improvement Plan with the strategies and evidences of outcomes defined for district, school and/or staff level can be accessed from our district website at <http://www.auburn.wednet.edu/Superintendent/200912StratPlanSummary.pdf>

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

Each strategy incorporated into our district improvement plan represents research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time and are successful beyond high school.

Beginning with the 2009-2010 school year, the school board, superintendent, central office administrators and departments, principals, and individual school improvement goals, objectives and strategies have been aligned with the district strategic improvement plan. The goals and objectives of the school board are posted to the district website at:

<http://www.auburn.wednet.edu/SchoolBoard/SchlBrdimages/Board%2009-10%20Stated%20Dist%20Obj.pdf>

Regular monitoring and reporting of progress on the strategies outlined in the district strategic plan are on-going. Dashboards have been developed and are presented to the school board, district and school administrators, and posted on our district website to inform parents and community members at:

<http://www.auburn.wednet.edu/Academics/AcademicsImages/StratPlan/District%20Strategic%20Plan%20Implementation%20Updates%202-12-10.pdf>

To increase capacity and district support for the cultural shift to sustain continual improvement in student learning and achievement, the Auburn School District, in partnership with the Center for Strengthening the Teaching Profession (CSTP), are developing a teacher leadership academy. The academy centers on an intensive institute for teacher leaders to deeply learn skills detailed on the CSTP Teacher Leadership Skills Framework and to provide on-going collaborative networking and support as teacher leaders implement plans for change in their settings.

The three goals of the teacher leadership academy include: 1) equipping teacher leaders with knowledge and skills needed to implement change initiatives in their settings that will build teacher capacity to impact student learning; 2) build leadership capacity across the district in order to increase involvement of teacher leaders in initiatives beyond their own classrooms; and 3) better connect a network of teacher leaders to each other and to needed resources.

The first cohort of 50 teacher leaders is scheduled to begin August 2010 and continue on throughout the 2010-2011 school year. Three hundred or more teachers will participate in the leadership academy over the next several years.

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

As established on April 13, 2009 by the Auburn School District Board of Directors, our district focus and emphasis will be the goals and objectives described in the 2009-2012 Auburn School District Strategic Improvement Plan. All activities and initiatives engaged at both the district level

and school level will align to this plan.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

In order to accomplish the goals outlined within our strategic plan and individual school improvement plans, time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

The Auburn School District Strategic Plan is the blueprint for our district's continuous improvement and academic success for all students K-12. It is the framework for our planning, resource allocation, staff development and decision making. The school board and school district define the "tights" while allowing for the "loose" essential to individual schools, departments and instructional staff needed to implement the best practices and available resources to address the learning needs of all students. This is a shared accountability based on collaborative structures to improve learning for each student.

The district improvement plan includes strategies characterized by trust and mutual respect to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and the community. The district improvement plan sets the expectation that each student, regardless of ethnicity, language, disability, or income level, can achieve high standards. Strategies incorporated into the improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will stay engaged in school, achieve or exceed standards, graduate on time, and are successful beyond high school.

As defined in the district strategic plan, beginning with the 2009-2010 school year, ten Auburn elementary, middle, and high schools are completely revising their school improvement plans. The revision work began in September 2009 and continues throughout the remaining months of the school year. One hundred administrators, teachers, parents, and community members representing these ten schools are working with central office staff, OSPI school improvement facilitators, and nationally recognized educational consultants to revise their school improvement plan. Prior to the end of this school year, the revised school improvement plans will be presented to the school board for approval and adoption. The remaining twelve Auburn Schools are aligning their current improvement plans with the district plan and are presenting to the school board or are participating in school improvement site visitations. Six of the twelve schools will participate in a complete revision of their school improvement plan during the 2010-2011 school year. The remaining six schools will completely revise their school improvement plans during the 2011-2012 school year.

This is important work and requires time within the 180-day school year to implement. Our district, schools, school departments, and individual staff need waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts.

Hard copies of the individual school plans are available upon request. Following school board approval and adoption, all twenty-two school improvement plans will be posted to the district website.

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

In August 2008, the Auburn School District Board of Directors commissioned a committee to develop a three-year District Strategic Improvement Plan to address the learning needs of all students and to close learning gaps. Membership of the District Strategic Improvement Plan Committee represented a diverse group of stakeholders, including an OSPI district improvement facilitator, education consultants, parents, community members, students, teachers, and administrators. To include student voice and feedback, elementary and secondary student focus groups were also included throughout this process. At a minimum, the committee met twice each month from September 2008 through March 2009. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementations. The improvement committee presented its final work and recommendations to the school board during their March 2009 and April 2009 school board meetings. The District Strategic Improvement Plan and committee recommendations were adopted for implementation by the Auburn School District Board of Directors on April 13, 2009. The 2009-2012 District Strategic Improvement Plan was designed and approved by the school board as a three-year plan.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

Our district negotiated agreement for September 1, 2009 through August 31, 2011 provides for the following:

#### District Designated Time

District designated time totals 38.5 hours per diem; 3.5 hours for district/building meetings; 7.0 hours for elementary report card/conference preparation; 7.0 hours for secondary grading day; 21 hours for building determined days; 7.0 hours for individual determined day (occurs immediately after labor day. Individual Responsibility Hours are prorated based upon an employee's FTE status.

#### Individual Responsibility Contract

Each employee will receive an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 93 Individual Responsibility hours for the 2009-10 school year. Employees who are on Steps 7 and above on the State Allocation Model have a total of 115.5 Individual Responsibility hours for the 2009-10 school year. Individual Responsibility Hours are prorated based upon an employee's FTE status.

Responsibility Contract activities can be documented from August 1 through June 30. These individual responsibilities are outlined below:

1. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
2. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
3. Student assessments
4. Classroom, lesson, and job preparation
5. Parent contacts

#### Commitment Stipend

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM) In the 2003-2006 Negotiated Agreement, employees who were on Steps 0-6 of the SAM received a commitment stipend of \$100. Employees who were on Steps 7-16 of the SAM

received a commitment stipend of 3 per diem days. By the conclusion of the 2006-2009 negotiated agreement, each employee received seven (7) additional days of per diem pay added to the Commitment Stipend. In addition to the above and starting in 2009-10, a longevity commitment stipend of \$1,200 will be added to every staff member beyond year 16 on the SAM in columns 1-9.

#### Early Release Days

The Auburn School District has two early release days during the school year. The day before Thanksgiving vacation and the last day of the school year.

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

The activities of 2009-2010 waiver days focus on the implementation of the school improvement plan to address these essential questions: 1) What is it we want our students to learn? 2) How will we know if each student has learned it? 3) How will we respond when some students do not learn it? 4) How will we extend and enrich the learning for students who have demonstrated proficiency? During the 2009-2010 school year, waiver day trainings are scheduled to occur September 25; October 23; March 8; May 10; and June 14.

The following describe school improvement waiver day activities:

- Aligning instruction to the district identified Power Standards  
(In the Auburn School District, the Power Standards are the most essential learning outcomes based on the Washington State Standards. The Power Standards are our district's guaranteed and viable curriculum at each grade level and have been established for mathematics, reading, language arts, science and writing. Power Standards for the other content areas including Career and Technical Education are under development. The Power Standards are what we guarantee our students will learn from classroom to classroom and grade level to grade level).
- Implemented *Algebraic Thinking* coaching along with professional collaboration and continue mathematics support at the middle school level.
- Provided training in *Key Elements to Algebra Success* program, and professional collaboration between middle school and high school Algebra I teachers.
- Provided training at grade 3-5 district developed weekly mathematics problem solver lessons, activities and assessments aligned with the State Performance Expectations for Mathematics.
- Developing classroom based common formative assessments in reading, mathematics, Algebra I, Geometry, Algebra II, and science aligned to Power Standards.
- Restructuring extended learning programs for better alignment with math, reading, writing, and science standards.
- Focus on student learning plans in math, with emphasis on content essentials, pedagogy, and student personalization. (Math targets were focused on achievement gap learner, including low income, Hispanic and Native American student groups).
- Differentiating learning for low-income demographics aligned with state standards and best practices.
- Incorporating GLAD strategies for ELL students within our classrooms to improve learning and performance on the WLPT, MSP, and HSPE.
- Restructuring schools to provide tier-one, tier-two, and tier-three intervention models for the 2009-2010 school year.
- Analyzing student performance data obtained from DIBELS, MAP and classroom developed common assessments for instructional decisions, intervention, extended learning, and regrouping Walk to Math and Walk to Read groups.
- OSPI school improvement grants were used at two secondary schools and one elementary school for school improvement professional development activities and initiatives.

- Implementation of student led conferences at the high school level.
- Developed programs and services for parents of students in the graduating class of 2010 about graduation standards.
- Provided additional training for administrators on standards based teaching and learning, professional learning communities, and interpreting assessment data and information.
- Preparation for 2010-2011 implementation of OSPI Striving Readers program at two Auburn School District Middle Schools.
- Alignments with State mathematics and science standards at elementary and secondary.
- Preparation for third year implementation of OSPI CBAs and CBPAs in social studies, health and fitness, and the arts.
- Integration of technology into the classroom (electronic data bases, web accessible library collections, document cameras, LCD projectors, wireless laptop carts, and organizing classroom websites) for student learning and increased communication with parents, students and community.

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

The waiver days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners and to develop intensive strategies necessary for our Tier 3 learners to become successful.

District leadership has provided teachers with training on "Understanding by Design", Differentiated Instruction, Standards Based Teaching and Learning, using assessment data for instructional decisions, Professional Collaboration, and revising school improvement plans. This model continues to provide the framework for individual schools to improve academic performance for all students. Currently under development for implementation in August 2010 and throughout the 2010-2011 school year is the Teacher Leadership Academy.

The Auburn School District high school dropout rate for all students increased from 3.6% in the 2006-2007 school year to 4.3% in the 2007-2008 school year. On-time graduation for all students decreased from 85.2% in the 2006-2007 school year to 82.4% in the 2007-2008 school year. Although these are small percentages they are concerning to the Auburn School District. To address this, beginning with the 2009-2010 school year baseline data is being collected to monitor middle and high school student progress toward graduation. Dashboards that disaggregate our demographics will be developed to monitor credits earned toward graduation at first semester and at second semester by our ninth grade students; successful completion of Algebra I; completion of honors courses; completion of advanced placement courses; and completion of advanced career and technical education courses. The information will focus intervention efforts and extended learning opportunities to decrease dropout rates and increase graduation rates. Dashboards will be developed and presented to our school board for their monitoring and posted to our district website to inform parents and the community of our district progress.

The baseline data we are collecting during the 2009-2010 school year for DIBELS and MAP indicates we are making good progress toward closing the learning and achievement gaps for our at risk populations and enriching learning for students at or beyond standards. DIBELS results from Winter 2010 reveal that students in K-5 are making reading gains and closing learning gaps. From Fall to Winter 2010 all grade levels have shown improvements in reading fluency. Auburn School District English Language Learners (ELL) across all grade levels have also demonstrated significant gains in early literacy skills.

Links to the District 2009-2010 Fall and Winter DIBELS Dashboards are posted on the Auburn

School District website at: <http://www.auburn.wednet.edu/Academics/DIBELS.html>. Links to the District 2009-2011 Fall and Winter MAP Dashboards are posted on the Auburn School District website at: <http://www.auburn.wednet.edu/Academics/MAP.html>

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

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District by the State Board of Education. Hard copies of the 2009-2010 school year calendar are distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during the parent and teacher conferences and student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised with the focus, integration, implementation, and impact of this time.

*School Report Card Information from OSPI*

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

May 2009 Student Count	14,896	
Free or Reduced-Price Meals (May 2009)	6,605	44.3%

	2007-08	2006-07	2005-06
Annual Dropout Rate	4.3%	3.6%	2.6%
On-Time Graduation Rate	82.4%	85.2%	82.5%
Extended Graduation Rate	87.2%	89.6%	90.7%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	76.2%	52.3%	60.7%	
7th Grade	54.9%	51.4%	67.8%	
10th Grade	77.9%	39.0%	84.2%	22.8%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	72.8%	53.1%	55.5%	
7th Grade	57.1%	49.3%	71.1%	
10th Grade	78.2%	45.1%	82.9%	34.1%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	74.7%	55.5%	59.7%	
7th Grade	65.1%	52.3%	71.2%	
10th Grade	79.5%	45.8%	85.3%	29.3%

<b>District</b>	<b>Battle Ground School District</b>
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<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	20
Reduction	0 (during the first year of our waiver, we eliminated 6 half days; approval of this subsequent request will maintain this reduction)
Remaining number of half days in calendar	14, mostly for parent-teacher conferences

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The purpose and goals of the waiver are to provide on-going training on the use of standards based instruction, assessment and grading, which we believe will increase student achievement in mathematics, reading and science as well as in all other disciplines. We believe that through this on-going, embedded staff development we will be able to increase our students' achievement on state assessments in reading, mathematics, and science for all grades tested, reduce the achievement gap for student subgroups (specifically our students in special education and who come from low income households) and improve our on-time and extended high school graduation rates. The reason we are pursuing a waiver over multiple years is because research demonstrates that significant changes, such as the ones we are working to make in our educational system take multiple years to show results. We intend to persist in pursuing these goals over multiple years in order to maximize our ability to make successful, meaningful and long lasting changes. We believe that making these changes in instruction through standards based practices in all of our curricular disciplines and especially in mathematical pedagogy will reap our desired goals over time.</p>	

<i>9. What is the student achievement data motivating the purpose and goals of the waiver?</i>				
<p>We reviewed our student achievement data as measured by the WASL and our progress toward our Annual Yearly Progress (AYP) goals. We are concerned that we are not making sufficient progress toward meeting our AYP goals (see our results as compared with our AYP targets). We believe that improving our pedagogy and focusing our efforts on standards based instruction will help us to achieve these targets.</p>				
	Reading	Math	Reading Goal (AYP)	Math goal (AYP)
Primary Grades (3-5):	73%	58%	88%	83%
Middle Grades (6-8):	68%	54%	83%	80%
Grade 10:	84%	51%	87%	81%

<i>10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.</i>	
<p>We anticipate that our efforts toward focusing on standards in each curricular area will result in an increase in achievement equal to five percent over the course of the next two years of the waiver. We also anticipate that we will see a significant increase in the use of instructional practices that evoke higher order thinking, analysis, and reflection in mathematics as a result of our on-going training with the Teachers' Development Group. This will be reported by principals through observation and discussed by teachers and principals in professional learning community settings, collaborative planning sessions, and through pre- and post- observation conferences with principals and teachers.</p>	

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

We will assess the attainment of our goals through analysis of a variety of data. These sources will include examination of WASL results, end of unit assessments, and common formative assessments. Informal, anecdotal evaluation of the impact of this professional development will be done by principals through the analysis of in-class teaching practices and through analysis done collaboratively within the context of professional learning communities. We will also assess our success through our ongoing evaluation process conducted upon completion of all of our in-service and training activities. Examination of this information and the feedback we gather from it will help us

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

Content will include research based best practices in the area of standards based instruction and assessment in all curricular areas with a special emphasis on mathematics. Resources will include the Assessment Training Institute in Portland, Oregon, materials from Dr. Thomas Guskey, University of Kentucky, materials from the Association Supervision and Curriculum Development (ASCD), and training from the Teachers' Development Group, West Linn, Oregon. Content and processes employed will provide modeling that assures participants first hand experiences with standards-based instructional practices and effective mathematics instruction. For example, in mathematics, participants will learn to use questioning techniques designed to elicit deep thinking in students and encourage reflection in their work.

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

The standards based instruction movement is key to our students' success, not only in school, but in their future lives. "There is mounting evidence that effective instruction must mesh with three other aspects of learning: the standards and resulting curriculum outlining what student should learn; the assessments students will use to demonstrate their knowledge and skills; and the needs, interests and learning styles of the students themselves." National Education Goals Panel Weekly Report (November 30, 2000 -- Vol. 2 -- No. 81). Therefore, we believe it is our obligation to prepare our students using a standards based approach. In addition, we believe that the mathematics studio model, which our training with the Teachers' Development Group espouses, can be used as a context for transforming the culture of mathematics professional learning and teaching in our district by incorporating mathematical dialogue and reflective practice to deepen our students' knowledge and understanding.

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

We believe that the key to student success is to have well trained, highly skilled teachers in every classroom. Our aim in applying for this waiver is to provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching. Our waiver for the 2009-2010 school year gave us the opportunity to train a team of teachers in the Best Practices in Teaching Mathematics. Training was provided by the Teachers' Development Group of West Linn, Oregon. If we receive approval for waiver days on subsequent years, we will continue our work by expanding our training in Best Practices for our teachers and our administrative team in a studio (demonstration) classroom format using consultants and math coaches. This year, we introduced our entire K-12 staff to the philosophy and practices used in a standards-based educational system. In order to continue our work on developing and using a standards-based instruction, assessment and grading, we will conduct further training on the use of standards based instruction, assessment and grading. We will further compliment this training with in-service aimed at increasing our teachers' knowledge in the use of formative assessments, rubrics, and standards.

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

Each of the school improvement plans in the Battle Ground School District has a goal aimed at increasing our students' achievement in mathematics. Rather than each school working individually to identify ways to improve our staff's mathematical content knowledge and pedagogy, these waiver days will provide consistent instruction and support in the implementation of new knowledge and skills that are consistent across our entire district. We believe this will improve the quality of mathematics instruction for each and every child. Copies of our school improvement plans can be accessed at [www.bgsd.k12.wa.us](http://www.bgsd.k12.wa.us).

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

A committee was convened to review our goals for the waiver days. Our committee consisted of administrators, teachers, classified employees, parents, and community members. This team reviews the goals of the district in the area of mathematics and standard based instruction, assessment and grading. It was noted that these goals are reflected in our schools' School Improvement Plans, and therefore were shared district-wide. The committee reviewed the proposal for waiver days and provided feedback. Feedback has also been gathered from the community through public forums with the superintendent.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

Our collective bargaining agreements include two learning improvement days; however, during the 2009-2010 school year, we were only able to conduct one of them due to lack of funding. Legislative action this spring eliminated funding for future LID days. There is no language in our collective bargaining agreement that allows for professional development days based on individual teacher choice. Our draft calendar for 2010-1011 has 166 full instructional days, and 14 half days most of which are dedicated to parent-teacher conferences. We have no other non-instructional time in our calendar or collective bargaining agreements.

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

Our waiver days were used for two purposes as outlined in our previous application. First, our entire K-12 staff received training in the philosophy and use of standards based instruction, assessment, and grading practices. We further supported this training throughout the course of the school year in our professional learning communities, through curriculum committee work, and in the process of revising our report cards to parents. In addition to this work, our second waiver day was focused on follow-up activities to our initial training. We were also actively engaged in developing focused curricula and common assessments, and improving instructional practices which will lead to increased achievement for all of our students, especially in the area of mathematics. Collaborative planning, teacher training, data analysis, research, curricular alignment, and reflection are required in order for these goals to be achieved. To this end, our teachers were trained in relevant, high quality staff development aimed at the acquisition of improved instructional skills, content knowledge, and pedagogy. Our final waiver day, as well as our last LID day, was focused on this mathematics training for teacher of mathematics while our other teachers continued to work on standards based instruction.

19. How well were the purpose and goals for the previous waiver met? Using at meeting each of the expected benchmarks and results of the previous waiver.

Our first goal was to introduce our staff to the philosophy and application of standards based instruction, assessment and grading practices. Our entire K-12 staff was introduced to this concept through in-service provided by Dr. Thomas Guskey, University of Kentucky and internationally recognized expert in this field. We then followed up and expanded our staff's knowledge through continued in-service and application of this knowledge during our waiver days throughout the course of the school year. Our second goal was to improve our instructional practices so that we might increase achievement for all of our students, especially in the area of mathematics. To this end, a team from every school was extensively trained in research based best practices in the area of mathematics by the Teachers' Development Group of West Linn, Oregon. This team provided in-service to our other teachers of mathematics on our LID and waiver days. In doing so, every math teacher in our district was provided with high quality, relevant professional development. With our work this past year, we have laid a significant foundation for continuing to build our knowledge and application of educationally sound, research based practices in the areas of standards based instruction and grading and mathematics. Our teachers across the district now have a common base of knowledge from which to work as we collaborate together to create a strong and viable curriculum for every student in every school.

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

Parents and community were kept informed through our district's website and through communication from our schools.

*School Report Card Information from OSPI*

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

May 2009 Student Count	13,169		
Free or Reduced-Price Meals (May 2009)	4,371	33.2%	

	2007-08	2006-07	2005-06
Annual Dropout Rate	5.7%	5.5%	3.8%
On-Time Graduation Rate	78.5%	78.1%	75.3%
Extended Graduation Rate	86.5%	86.9%	83.0%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	73.4%	44.9%	56.8%	
7th Grade	63.0%	55.9%	72.4%	
10th Grade	84.2%	50.8%	91.7%	31.3%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	70.6%	52.9%	62.6%	
7th Grade	66.1%	52.6%	78.5%	
10th Grade	85.2%	53.8%	90.7%	34.6%

*School Report Card Information from OSPI*

<b>2006-07 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	74.8%	57.1%	61.0%	
7th Grade	69.7%	57.2%	75.2%	
10th Grade	79.1%	50.7%	86.1%	29.9%

**District** Columbia School District #206

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

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

The three waived school days will be used for professional development activities and reviewing student achievement data for planning response to intervention strategies. Columbia School District is a member of the Panorama Rural Education Partnership (PREP) a consortium of nine small rural school districts for the purpose of combining efforts and resources to improve student improvement in all nine school districts. Teachers and administrators meet together from all nine schools during two of the waived school days. Resources are pooled to bring in high quality professional development opportunities for each staff member. Teachers meet together in professional learning communities to share best practice teaching methods that have proven to increase student achievement. The goal of these activities is to continue to increase student scores on state and local assessments. For the past three years of conducting these trainings, our school has been recognized as a recipient of the Title I School Improvement Award, School of Distinction Award, and most recently a National Blue Ribbon School. We are proud of these awards, but there is much work to be done. Strategies for this coming year include professional development offered by Kim Sutton on K-6 engagement of students in the classroom, Response-To-Intervention strategies for K-6 reading achievement, and Advancement Via Independent Determination (AVID) for grades 7-12. The collaborative efforts of using these two waived days to meet with other schools implementing these same strategies have been very beneficial. The third waived school day is spent in-district carefully reviewing student achievement data, developing response strategies where improvement is needed and bringing staff together to celebrate successes and generating resolve to help students improve in low areas. Our district cannot afford to fund these three important staff development days needed to stay focused on improving student achievement.

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

State assessment data at each grade level is our major focus of improvement. We continue to add local assessment capability to help identify areas of weakness to allow intervention strategies to help each student. Math continues to be our biggest challenge. Our middle school math scores are below standards and continue to be a major focus for improvement. Our ESD professional staff members bring professional development opportunities to our consortium on the waived training days targeted at improving math scores. Our reading achievement data continues to improve thanks to very deliberate instruction in grades K-3 as a result of our Reading First grant and AmeriCorps volunteers. The waiver will allow us to share our response-to-intervention methods of success with the other eight school districts and share ideas of how to continue the effort without the grant funding.

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

Our standards in math will be measured by state assessments and meeting adequate yearly progress. Our standards in reading will be measured by local DIBELS assessments of each student to determine reading skills at grade level and by state assessments for meeting adequate yearly progress. We will use state benchmarks for adequate yearly progress to determine the success of our student achievement results. We will begin the year by examining specific assessment data for each student and developing individual strategies for improvement where needed. We will track reading growth using DIBELS and math assessments on power standards developed through our ESD consortium called the Northeast Washington Math Alliance. ESD math professionals will participate in the PREP professional development days made possible through this waiver request. We anticipate continued growth in reading by at least five percent at each grade level as a benchmark for progress. Our district will continue to meet Adequate Yearly Progress in reading and writing. We will track progress in math using assessment software purchased this past year called EDUSS. We anticipate a five percent increase in math achievement in grades K-6. In grades 7-8, we will use AVID strategies to motivate students to apply themselves. Our benchmark for progress in those grades will be measured by the number of students who improve state assessment marks from a score of 1 to a score of two. We expect an increase of 25% as a benchmark for success. In grades 9-12 we will measure success by the number of students who meet state assessment standards. Our benchmark for success is an improvement of ten percent assessed areas.

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

The school report card for determining adequate yearly progress and student scores at each grade level will provide evidence whether goals were attained. Local assessments will also be used to monitor student learning throughout the year. DIBELS information will be tracked three times per year for grades K-6. Math assessments for K-6 students will be captured with the EDUSS software. At the end of the year the District Leadership Team will gather local assessment data and state scores to brief the school board of the progress in each area. Reading, writing and math goals will be evaluated to determine if they were achieved.

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

Professional development activities directed at improving student achievement will be the content of the activities made possible by the waiver. The nine school districts and ESD personnel will bring in professional presenters such as; Kim Sutton, AVID presenters, RTI experts and others. Teachers will share ideas in a professional learning community environment to improve their teaching skills. Principals will learn to use assessment data to drive instructional strategies. Teachers will learn to evaluate assessment data of their students and develop intentional strategies to target areas requiring improvement.

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

Professional Learning Communities are an innovative strategy to break down barriers for teachers to depend on each other in a non-threatening environment to seek improvement in their teaching skills. Teachers and administrators from nine consortium schools build support groups that help improve the skills of everyone. AVID develops students to take charge of their own learning success by teaching them and coaching them along the way. AVID students are taught organization techniques, study habits, research tools, and many other ways to make them better students in all subjects. Kim Sutton teaches K-6 teachers excellent math instructional techniques in the classroom to engage students for success.

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

We are only requesting a one year waiver to continue the activities that have been proven effective over the past three years. We intend to process a request for waiver in subsequent years under the new pilot application process after the rubrics have been published. Activities in subsequent years will be determined in cooperation with the PREP school districts and ESD to continue to pool resources for the benefit of all. AVID strategies for 7-12 will continue as part of a consortium grant obtained to develop advanced placement course offerings and increase the number of students who succeed in post-secondary school.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

The District and School Improvement Plan is a unified document that stresses the importance of maintaining adequate yearly progress in reading, math and writing. For each of these student achievement goals, there is an embedded need for professional development activities that will help teachers and administrators. Each of these goals also has a component for reviewing student assessment data to determine needs and for developing strategies designed to improve scores. The waiver makes possible our involvement with the PREP school districts in a collaborative effort to bring the best available professional development opportunities to Eastern Washington for the benefit of all our students.

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

This request for waiver was first developed by the District Leadership Team comprised of district administrators, teachers, and parent representation. As part of the annual renewal process of the School Improvement Plan, the community and School Board discussed the importance of having the waiver to allow professional development days for staff. The School Board then approved a resolution requesting the three day waiver.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

Our collective bargaining agreement provides 180 contract days, plus any state funded learning improvement days. Since the last remaining state funded school improvement day was not funded by the state, any days beyond the 180 days would have to be funded by the district. We are unable to fund days beyond the 180 contract days. Our teachers meet frequently before school and after school in small groups to develop strategies that improve student success. They do this for no additional pay.

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

The three waiver days were used exactly as planned and reported. Two days were used for professional development days with the other consortium school district staff and one day was used as a district in-service day to review student assessments and develop strategies to improve low areas.

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

The purpose and goals of continued improvement of student scores in reading, math and writing were met. Our school was awarded the National Blue Ribbon School Award in 2009 for meeting adequate yearly progress in a high poverty school. Adequate yearly progress was met for

reading and writing. Our K-3 students are reading at grade level and have earned us recognition by OSPI staff. Grades 6-8 math did not show improvement and will be a major focus for the coming year. Our school was just awarded a Title I School Improvement award with a monetary award of \$12,825. We plan to use this award in the classroom by purchasing computer workstations in grades K-6 that will allow the EDUSS software to run on them. The EDUSS software will allow us to provide directed remediation in math to help students achieve higher math scores. AVID strategies will provide directed assistance for the students in grades 7-12 to provide them with motivation, organization, and methods to improve in math and other subjects. We are proud that the efforts made possible by this waiver over the past three years have been recognized through the various awards from Department of Education and OSPI. But, we are most proud that they have made a difference in the lives of our students.

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

Articles written in the district newsletter were used to discuss student achievement and the importance of the waiver to allow time for staff training. School Board meetings were also used to discuss these issues. Parents and community members regularly attend school board meetings and are encouraged to participate in the discussions of student progress attained through the professional development made possible by this waiver.

*School Report Card Information from OSPI*

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

May 2009 Student Count	207	
Free or Reduced-Price Meals (May 2009)	156	75.4%

	2007-08	2006-07	2005-06
Annual Dropout Rate	1.6%	1.5%	1.4%
On-Time Graduation Rate	93.8%	94.4%	94.4%
Extended Graduation Rate	93.8%	94.4%	95.2%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	58.8%	41.2%	47.1%	
7th Grade	25.0%	18.8%	31.3%	
10th Grade	86.7%	40.0%	100.0%	46.7%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	35.7%	28.6%	35.7%	
7th Grade	66.7%	61.9%	47.6%	
10th Grade	85.7%	66.7%	100.0%	40.0%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	60.0%	35.0%	45.0%	
7th Grade	61.1%	44.4%	61.1%	
10th Grade	84.6%	53.8%	92.3%	23.1%

<b>District</b>	<b>Nespelem School District #14</b>
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<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	Twelve
Reduction	Ten
Remaining number of half days in calendar	Two

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

We are committed to increasing the achievement of all of the students in our District. Our new superintendent is providing the consistent and transformational leadership necessary to maintain and sustain this focus. He has asked staff to form Professional Learning Communities that will stress building relationships with parents and students to increase student motivation to achieve. Teachers will focus on the use of specific interventions from our curriculums to create differentiated instructional groups based on data derived from multiple assessments. Teachers are learning to identify the intentions of their lessons, to measure the success of their teaching, and know where to go next in the curriculum. We are increasing our use of technology as a student motivator. This requires our staff to understand how to carefully analyze and use data, to create and monitor differentiated groupings within their classrooms, to effectively utilize new technology and motivate their students to higher achievement. To accomplish these tasks our Superintendent has carefully thought out the needs of our staff and students, and has come up with a professional development plan which incorporates the use of data experts from NWEA and NCESD, curriculum experts from Math Connects, NCESD and the Success For All reading program, and technology experts from NCESD to comprise a sequential, methodical, and comprehensive program for improvement. We have already scheduled two of our proposed waiver days with our NWEA data, curriculum and intervention specialist, assisting us at the beginning of the year in planning for the individual needs of students. We will follow up with additional consultation and training after each MAP testing window with further data analysis and alterations and modifications suggested by student growth. Teachers will be provided the assistance they need to create relevant lessons and to create rubrics to assess the efficacy of their efforts.

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

We recognize the need for change based on the results of WASL/MSP and NWEA MAP data. A total of 49% of students met standard in Reading and 19% met standard in Math on the 2008-09 State tests. Using the DIBELS assessment, 51% of students' grades 1-3 met benchmark. Growth on the fall to spring MAP tests was negligible in the primary grades and negative in the intermediate, and only a small percentage of students in each class were at standard according to RIT data.

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

The MAP assessment is aligned to our current Washington State benchmarks. Reading, Math, Science and Language Usage RIT scores are broken down into the strands identified in our State GLE's. We will use student scores on the different strands to target specific academic weaknesses, strategically targeting instruction in differentiated classroom groups, before and after school tutoring, and in pull-out interventions. Success will be measured by increasing to 60% the students meeting standard on the MSP in reading and math, and increasing RIT scores to nationally-normed levels on the MAP,

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

On proposed waiver days, the teaching staff will carefully monitor growth based on the MAP (administered three times per year), the MSP, and classroom-based assessments, to measure student scores and adjust interventions as appropriate.

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

**Strategy 1:** The use of assessment data to target interventions for struggling students.

Content: Identification of students scoring below standard on specific strands in reading and math, science and language usage.

Processes: Differentiated grouping based on identified needs of students. Movement of students through curriculum levels with intentional teaching and careful assessment of meaningful learning. Additional intervention, in the form of before and after school programs for those students requiring additional assistance.

**Strategy 2:** Intentional, differentiated teaching methods

Content: Teacher awareness of student knowledge, development of intentional lessons and corresponding rubrics to measure student mastery, and differentiated learning models.

Processes: Use of Descartes, the NWEA learning continuum, OSPI resources, curriculum guides, supplemental materials, and experts in curriculum to create lesson plans and rubrics.

**Strategy 3:** Development of an actively engaged, success-oriented, staff with high expectations for all students.

Content: Support for shared leadership and decision-making, development of a collective vision for the school, a sharing of ideas and wisdom, and cooperation and support among colleagues.

Processes: Professional Learning Communities

**Strategy 4:** Technology as a supplemental and motivational tool

Content: Teachers need to view technology as adding diversity to the classroom, allowing students to learn by doing,

Process: Teachers will be exposed to a variety of techniques to integrate technology in the classroom through specific training by technology experts.

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

Our new superintendent brings with him a history as a successful leader using proven methods to raise student achievement. He has instituted a new math curriculum (Math Connects), begun a new data collection regimen (MAP three times per year), strategic and targeted instruction based on assessment results, has planned sequential, relevant, and specific professional development, organized Professional Learning Communities, and instituting a Positive Discipline Program. Our students and staff have never experienced this type of organized, intentional approach to improving student achievement. We had never had a school-wide math assessment with monitoring of growth throughout the year, and our professional development has never been so focused and strategic. Budget and program decisions are now made based on achievement data and technology expenditures have increased to meet the needs of 21<sup>st</sup> century teaching.

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

We know that the second-order changes implemented by our Superintendent and staff will not result in immediately dramatic improvement in student achievement. On proposed waiver days, we will continue to emphasize the acquisition of a thorough knowledge of our students' academic progress through analysis of data in conjunction with expert help, and will plan (with guidance from NWEA Descartes (a learning continuum aligned to Washington State standards) model, OSPI, Math Connects consultants, and NCESD specialists) relevant, experiential

lessons targeted to student learning levels.

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

We are not currently in school improvement, however all of the goals, objectives and activities outlined in this application can also be found in our School wide Plan which is available at [www.nsdwagles.org](http://www.nsdwagles.org). The strongest connections between the waiver plan and the School wide Plan include:

- Operating as a true Professional Learning Community
- Using assessment data to inform instructional change
- Developing interventions for individual students
- Utilizing district-approved and targeted professional development based on proven practices

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

The waiver plan was discussed during monthly meetings with the Parent Advisory Committee prior to the board meetings. The meetings included parents, administrative staff and board of directors' officers. The waiver plan was also provided to staff and discussed and revised during weekly staff meetings throughout the school year. We are supported in our request for this waiver by all stake holders because we are all in agreement that student achievement is our number one priority. Annual needs assessments support this position. The methods we are proposing to achieve our goal are supported by the most current educational research, and have proved successful in other schools. We all recognize that the efforts required to achieve this success require considerable time and effort beyond the school day and the assistance of experts to help with analysis of data, creation of differentiated learning models, development of rubrics measure effective teaching, and the latest technology to motivate and engage students. For these reasons, our community fully endorses this effort.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

The Collective Bargaining Unit has three half-days to prepare report cards, 50 minutes to plan and organize each day, two early-release days on Thanksgiving and Christmas and one day of staff orientation and preparation before school begins.

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

We used two waiver days to receive training in the use of our new math curriculum (Math Connects), with emphasis on a thorough understanding of the relationship between the Washington standards and benchmarks inherent and the activities in the curriculum. We analyzed the assessments and interventions available in the program to determine their usefulness. Those faculty not involved in the math curriculum worked on analysis of reading and science data to target student needs. We used two waiver days to get extensive all-staff training from NWEA experts on data analysis and interventions using MAP reports. Two other waiver days were devoted to statistics experts from the NCESD to analyze MAP and WASL data to target interventions for individual students. Another half day was used for the analysis of reading assessment data to pinpoint necessary interventions based on student scores. Because we had a change in administration and in strategic planning, direction and educational philosophy, our planned waiver days strictly adhered to our application request.

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

Nespelem School is located on the Colville Indian Reservation, has an almost 80% free and reduced lunch rate, is 99% Native American, and almost without exception, our students have scored well below grade level from K-8 for many years. Due to our relationship with NWEA, we have started to view our student progress in terms of growth in RIT scores between the fall and spring of the school year. The testing process was new to both the staff and the students so we were cautioned not to draw too many conclusions from our first year. Additionally, we had to schedule MAP testing and MSP testing on consecutive weeks in May which probably affected scores, especially for the older students. In Math, our 3<sup>rd</sup> graders made average growth of ten RIT points (average expected growth nationally was ten). Fourth grade students averaged an increase of 11 (national average eight). Fifth graders averaged growth of one RIT point, 6<sup>th</sup> graders made no appreciable growth, and 7<sup>th</sup> and 8<sup>th</sup> grade students showed a decline of minus three. In Reading, 3<sup>rd</sup> graders increased by seven RIT points (national increase of seven), 4<sup>th</sup> graders increased by one point, and 5<sup>th</sup> graders by seven RIT points (four points nationally). Sixth, 7<sup>th</sup> and 8<sup>th</sup> grade students remained unchanged. We were encouraged by the growth of some individual students, and within strands in Math and Reading; one student's RIT score in Reading increased by 30 points, 3<sup>rd</sup> graders did well above average in Algebraic thinking, 4<sup>th</sup> graders did the same in geometric thinking. 7<sup>th</sup> grade students were above grade level in Probability, 8<sup>th</sup> graders in Algebraic and Geometric thinking. This type of data analysis provides the staff with

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

We have frequent contact with families in this small community. They are often in the building and involved in the Parent Education Committee. We explain our process and procedure for improving academic success through activities on Waiver Days in letters home, at parent/teacher/student conferences, and on our school website.

*School Report Card Information from OSPI*

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

May 2009 Student Count	175	
Free or Reduced-Price Meals (May 2009)	137	78.3%

	2007-08	2006-07	2005-06
Annual Dropout Rate	N/A	N/A	N/A
On-Time Graduation Rate	N/A	N/A	N/A
Extended Graduation Rate	N/A	N/A	N/A

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	60.0%	13.3%	33.3%	
8th Grade	41.7%	25.0%		16.7%
10th Grade	N/A	N/A	N/A	N/A

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	50.0%	18.8%	56.3%	

*School Report Card Information from OSPI*

8th Grade	40.0%	6.7%		0.0%
10th Grade	N/A	N/A	N/A	N/A

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	65.0%	14.3%	50.0%	
8th Grade	43.8%	25.0%		6.7%
10th Grade	N/A	N/A	N/A	N/A

**District** | **Orondo School District**

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

Number of half-days before any reduction	10
Reduction	1
Remaining number of half days in calendar	9

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

To provide staff time to analyze student achievement data, monitor progress toward school improvement goals and modify and adjust services to support increased achievement for all our students. We review summative state assessment data annually. Each grade level targets specific concepts and vocabulary related to the state standards, reinforcing these in lessons and classroom assessments. Students track their progress toward these academic goals using the NWEA MAP assessment as a benchmark three times per year. Students know their previous MAP score and the point gain they are targeting before each assessment period. Our staff will use the professional development day we are requesting to analyze trends in student performance and determine areas of strength and weakness from the perspective of our school, our grade level groups, sub groups within each grade (ethnic, socioeconomic status, English language learner etc.) and individual students. Orondo School serves a student population that is more than 70% Hispanic, with more than 75% of our students qualifying for free and reduced price lunch. Our School Improvement Team has targeted the development of data driven goals to increase the achievement of all our students as a school wide priority. In the last three years we have developed data management systems that measure this achievement on a daily/weekly basis in classrooms. We have initiated school wide formative assessment cycles to track progress three times per year. These efforts are helping us to target annual student growth on the state assessment. We have found that we need time to analyze the assessment information we have to focus on “timely results” and to set “next step” goals at the midpoint in the school year. These efforts will assist us in meeting our annual growth targets as described in question #9, below.

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

Our school did not make AYP in 2009-2010 in the grade band 3-5 in both reading and math. Our NWEA MAPs testing indicates that we are performing below national averages in both reading and math. In the 2009-2010 school year we narrowed that gap in reading by 25% however the gap widened in math by 19%.

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

We will increase by 5% those students meeting state standards on the MSP in both reading and math in grades 3-7. We will narrow the gap between Orondo NWEA MAP scores and national norms in both reading and math by 20%.

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

NWEA MAP scores will be monitored three times per year in the 2010 school year. MSP scores will be reviewed in fall 2010 and fall 2011.

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

All teachers in our school meet weekly in grade level teams. These teams review student progress and coordinate student needs with interventions aligned to our learning targets. In addition, each of our teachers is assigned to a curriculum team that oversees reading, math, writing and assessment in our building. These teams meet eight times per year. The available time for this work is limited. While weekly meetings allow us to stay on top of pertinent needs, they do not allow time to synthesize the breadth of relevant information and to augment the range of options available to intervene when students struggle. The collaborative work in our school is tied to an ongoing review of our student's achievement data in these professional learning communities. We will use the midyear planning day made possible by this waiver to review student progress to date, review the success of our interventions, modify and adjust these services and set targets for individual attainment by the end of the year.

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

During the 2009-2010 school year our school increased the leadership role of the School Improvement Planning Team (SIP). Prior to this the team had met intermittently. We determined that we needed to meet weekly in order to focus on clear achievement targets and to build a comprehensive support system for the instructional support teams in the building. In these weekly meetings the SIP team guided the work of curriculum teams who identified "non-negotiable" learning targets for reading, math and writing. Each teacher grade level team was represented on the SIP team, and these representatives ensured that the priorities of the school wide learning targets were included in weekly teacher's meetings as well. With more frequent collaboration, we found that productive discussion had to be anchored in the analysis of student achievement data. Although we had taken steps to implement many professional learning community concepts prior to this time, the regular collaboration around student data moved us toward a greater common understanding of quality instruction and the need for systematic interventions when students did not reach the achievement we were seeking. As the year moved forward, it became clear that we needed a well articulated system of interventions that would tailor instructional support to the specific learning needs of the students. With the formative and summative assessment data we are collecting and with the ongoing collaborative structures that we have put in place in the last year we have a better understanding of the next steps needed to improve achievement. We have found that careful analysis of our students' data is required to build effective interventions. Aligning our core program (Tier I) with short term targeted support (Tier II) and intensive / longer term programs that overcome significant learning challenges (Tier III) depends on a thoughtful and reflective review of student achievement data and program review. As a part of our efforts to build this system of RTI (Response to Intervention) we believe it will essential to meet midyear as a full staff. We will use this time to review our successes and challenges and to target specific student needs and goals for the remainder of the school year.

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

At this time we are requesting a one year waiver.

15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.

Our School Improvement Plan calls for the Professional Learning Community Activities of our grade level teams and curriculum teams to set annual improvement goals in reading and mathematics. These teams are charged with oversight of the school's progress toward meeting these goals. For the 2009-2010 school year our goal called a 5% increase in the number of students meeting state standards in reading and math. We have also targeted a 20% reduction in the difference between our school's scores on the NWEA MAP Test and national norms on that test. The activities of our Professional Learning Community to be conducted on the waiver day support these goals by providing time to monitor mid-year progress and the opportunity to use student data to evaluate the effectiveness of services to achieve these goals. These goals and activities support our school's vision statement which is copied below

*Our school is an interdependent community that places high priority on learning and student success. We use this priority as a guide when making decisions about time and resources. All staff members contribute their expertise and vision to the collaborative commitment to learning and student success. Administration, staff and community stakeholders maintain fidelity to this focus in decision making.*

*All of our students receive instruction that challenges them to greater achievement, focused on specific learning targets. Students know what these goals are and readily express their goals and progress toward them. Students, staff and parents work together to support these learning targets. Students meet these targets and push beyond them.*

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

The superintendent and the school improvement team prepared a school calendar in keeping with our school wide plan. The team determined that strategic midyear planning would support the learning goals of the plan. The recommended calendar was provided to staff and parents for review. Finally, the school board reviewed the recommendations of these groups and approved the recommendations.

17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.

Orondo Teachers are contracted for 184 days. One of these days is available for individual teacher choice to prepare classrooms at the beginning of the school year. Two days are district planned at the beginning of the year for mandatory training and to collaborate on student placement, services and schedules. One professional development day is reserved for the last working day of the year, when staff complete report cards and inventory and store their classrooms. The school calendar includes ten half days, two of these are reserved for early dismissal before Thanksgiving and on the last day of school. Three half day release day are reserved for records preparation. Five half days are reserved for professional development planned by the district and for staff collaboration to address the school improvement goals. One hundred seventy days are scheduled as days of full instruction.

**School Report Card Information from OSPI**

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

May 2009 Student Count	226	
Free or Reduced-Price Meals (May 2009)	226	100.0%

2007-08	2006-	2005-
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*School Report Card Information from OSPI*

		07	06
Annual Dropout Rate	N/A	N/A	N/A
On-Time Graduation Rate	N/A	N/A	N/A
Extended Graduation Rate	N/A	N/A	N/A

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	46.4%	25.0%	46.4%	
7th Grade	62.5%	37.5%	87.5%	
10th Grade	N/A	N/A	N/A	N/A

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	47.4%	36.8%	42.1%	
7th Grade	55.0%	25.0%	60.0%	
10th Grade	N/A	N/A	N/A	N/A

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	59.4%	37.5%	25.0%	
7th Grade	N/A	N/A	N/A	N/A
10th Grade	N/A	N/A	N/A	N/A

**District** Pomeroy School District #110

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

Number of half-days before any reduction	13
Reduction	2
Remaining number of half days in calendar	11

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

Pomeroy School District No. 110 (PSD) embarked on the concept of applying for requesting a 180-Day Waiver during the 2007/08 School Year. Since then, the school board, administration, and faculty found waiver days to be an excellent use of time for professional development. During the 2008/09 School Year, para-professionals were included in professional development, to help with their individual development and network with faculty. The application is considered new because PSD completely starts fresh with a new plan each year, allowing state assessment results to drive the plan's activities. Also, a few years ago, the State Board of Education approved a one-year plan, so PSD is aware of this process and has tried to update its plan each year. This request is being made again for the 2010/11 school year with the following purposes in mind:

- Identify strategies to help all students become successful
- Define effective classroom teaching and learning
- Organize the school environment to increase the number of students who attain standards, measured by the state assessments, in reading, writing, and mathematics

PSD is requesting (as provided for in WAC 180-18-040) a waiver of the minimum 180-day school year requirement of WAC 180-16-215. The District is requesting that four school days be waived from the required 180 school days for the 2009-10 school year for grades one through twelve.

Within the purpose outlined above, the Board of Directors supports professional development through waiver days so that student achievement can be improved through all three levels throughout the district, as described below:

Goals at the district level are as follows:

- 1) Develop an effective teaching model
- 2) Collaborate to align curriculum, instruction, and assessment in various subjects as well as develop Classroom Based Assessments (CBA's)

Goals at the building level are as follows:

Pomeroy Elementary School

- Goal 1 Evaluate various aspects of curriculum, instruction, and assessment in relation to current practice
- Goal 2 Implement Response to Intervention (RTI) as a method of identifying students who may be at-risk academically

Pomeroy Jr./Sr. High School

- Goal 1 Align all curricula with state standards
- Goal 2 Modify Student-Led Presentations for all students 7-12 to use portfolios or e-folios as a presentation tool to help students with individual presentations, adapting current senior exit interviews into Navigation 101
- Goal 3 Complete a yearlong study of missed class time due to meetings, assemblies, and transfers for the 2010-11 school year, to determine changes for the 2011-12 school year
- Goal 4 Monitor academic progress of all students especially those with D's or F's, developing a monitoring system that rewards those students who are passing classes and completing homework assignments and provides additional support for those who are not

Goals at the individual/small group staff level are as follows:

- 1) Provide for individual staff and small group staff members to work on self-improvement through a goal setting process, see the attached form
- 2) Provide time for individual staff and small group staff members to complete goals

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

State assessment results drive the purpose and motivation of our professional development plan. The data included in the supplemental materials show three-year trends taken from the Washington State Report Card website. These trends indicate assessment scores above and below the state average. Each group taking the state assessment is compared against a different group each year. With this data a clear target is to be near the state average as it moves up and down each year.

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

Being near the state average is not a good enough goal or benchmark. In Pomeroy, the graduation rate for the last ten years is 92.9%. PSD knows that to maintain this rate, all students must pass the state assessment. With this application, PSD proposes to look at the following longitudinal data and set a goal of 10% improvement in scores from the previous state assessment. To compensate for unforeseen factors, poor test takers, etc., PSD will also consider being within + five percent of the state average as meeting its goal. For each class, typical trends show improvement until junior-high, then a decrease, with high school ending strong. The goal is for all students to reach standard by passing the state assessment by 10<sup>th</sup> grade. PSD's graduation rate is evidence that students continue preparation for their state assessment in order to pass it in the 11<sup>th</sup> or 12<sup>th</sup> grade. These passing rates are not reported on the Washington State Report Card website and therefore not public knowledge. The supplemental materials include statewide assessment data for math and reading.

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

Evidence is collected in the fall of each year when state assessment results are reported publicly. PSD submits its plan for waiver days about three months before results are known. As soon as they are known, the professional development plan is finalized. The administration (Superintendent/Elementary Principal and Junior-Senior High Principal) looks at the plan to determine whether it is on target. If not, a LIT (Learning Improvement Team) meeting is called to discuss specific updates. All teachers receive results of all students in each grade level. This provides immediate feedback on how their students did from the year before. The process allows them to ask the teacher from the previous year strategies that work either for an individual or group of students. Prior to this application, there was less emphasis placed on test scores. Through the current application, a greater emphasis was placed on test scores in driving this application. PSD can then report on how well it met its goals through subsequent applications or the plan for the year after the results were posted.

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

Professional development is the strategy used to meet the goals of the waiver. The purpose was laid out in Question #8. When goals are outlined at the district level, building level, and individual/small group level, it becomes very clear that PSD is focused on wise utilization of this time. This time provides all three levels of the system the flexibility to concentrate on what needs to be accomplished. Ultimately, with time as a factor, this plan is written on scores about a year old and adjusted in the fall when recent assessment scores are reported. This is why the plan is written in general terms as process and strategies are given as an overview and made specific at the beginning of the school year. Mathematics curriculum was purchased this year in grades 5-9. Professional development time will be used to have teachers in both buildings get together to discuss implementation. The adopted curriculum was one of the state recommended math series.

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

The application is innovative to the extent that it provides ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching (WAC 180-18-050 (3)(i)(ix)). This is evidenced by the results of the feedback from staff on the professional development plan. In recent years, the elementary school and junior-senior high school developed School Improvement Plans (SIP's) to focus faculty effort on education reform during professional development time. Individual staff goal setting continued as a part of professional development activities. (See the attached form.) There will be three levels of activities taking place as described in Question #8. Feedback was obtained on each SIP this spring. A survey was taken using the "parent/community" survey from the Nine Characteristics of Highly Effective Schools. Faculty used the data to update and develop the building's SIP for the upcoming year. For individual goals, the feedback criteria will be used each professional development day to determine whether professional development activities hit the following target:

1. It fosters a deepening sense of subject-matter knowledge and greater understanding of learning and student needs.
2. It deals specifically with the critical activities of teaching and learning, such as lesson planning, student evaluation, improving classroom practices, or developing curriculum.
3. It uses specific cases of practice to build better understanding through questions, analysis, reflection, and substantial professional discussion.
4. It values and cultivates a culture of collegiality, including the sharing of knowledge and experience among educators.
5. It is sustained, intensive, and continuously woven into the everyday fabric of teaching,

through modeling, coaching, and collaboration.

Overall feedback on the 2009/10 School Year professional development plan was collected. The supplemental materials include the raw data of the feedback.

#### Individual/Small Group Goals

The purpose of these goals is to foster improvement at an individually directed level. About 40% of the goals were finished. Many of the remaining goals were recognized to be ongoing or in need of more time to complete.

The results of feedback indicate this year's professional development has started to change instructional practice. District goals are on the road to becoming sustained, as well as building goals. Individual/small group goal time was worthwhile to the three purposes of professional development, outlined in Question #8. These results clearly show professional development at PSD is vital to student achievement. The LIT determined the district level goals were not sustained and needed to continue. This was decided at a LIT meeting where overall feedback was discussed. Previous goals are listed below with their status.

Status of goals at the district level are as follows:

- 1) Develop an effective teaching model, started during the 2007/08 school year (in progress)
- 2) Collaborate to align curriculum, instruction, and assessment in various subjects as well as develop Classroom Based Assessments (CBA's) (in progress)

During the last professional development day of the 2009/10 School Year, each building faculty and staff reviewed the status of its SIP goals. Status of those goals are listed below:

#### Pomeroy Elementary School

- |        |  |
|--------|--|
| Goal 1 | Evaluate various aspects of curriculum, instruction, and assessment in relation to current practice (in progress)          |
| Goal 2 | Implement Response to Intervention (RTI) as a method of identifying students who may be at-risk academically (in progress) |

#### Pomeroy Jr./Sr. High School

- |        |  |
|--------|--|
| Goal 1 | Implement a curriculum adoption cycle. Align all curriculum with state standards especially Math with the new PE (Performance Expectations) standards (in progress)  |
| Goal 2 | Modify Student-Led Presentations for all students 7-12 to use portfolios as a presentational tool to help students with presentations. Adapt current senior exit interviews into the Navigation 101 process and utilize community members exclusively in the judging process (in progress) |
| Goal 3 | Develop a new student discipline system that improves consistency among teachers. Discipline system would focus on minor infractions and be the first step in a progressive discipline system (completed)  |
| Goal 4 | Complete a yearlong study of missed class time due to meetings, assemblies, and transfers for the 2009-10 school year. The study would be used to determine changes for the 2010-11 school year (in progress)  |

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

PSD is applying for a one-year waiver, for the 2010-11 School Year.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

PSD is seeking time to work on real initiatives to help implement school reform. PSD and the Garfield County Education Association (GCEA) recognize that rural school districts are often

strapped for resources to pay staff for additional days of professional development above and beyond the LID's (Learning Improvement Days) funded by the state of Washington. The 180-Day Waiver provides much needed time for staff to collaborate on the implementation of goals that will help student learning. Best practice suggests that the best way to improve learning is to improve teaching. That can be accomplished through designing a comprehensive and tiered professional development plan.

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

In a school district as small as Pomeroy, the communication network is informal. The community relies on its professionals to use their expertise to help students prepare for the world beyond high school. That trust is shared through circles of friends that school employees may have. Informal parental feedback to teachers, school administration, and members of the school board indicate that these types of days help in planning for daycare and other family-related issues. The calendar negotiations between PSD and GCEA led to requesting the 180-Waiver be continued. Both recognize that full days for professional development allows for a coordinated and focused program. In addition, at a recent board meeting, the board took comments from the community before passing Resolution #212.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

PSD negotiates the school calendar with the Garfield County Education Association (GCEA). The current negotiated agreement pays certificated teaching staff for 180 school days plus the number of state funded LID's (Learning Improvement Days). PSD and GCEA have collaborated on this application for a waiver from the 180 day school year requirement since the 2007-08 School Year. With this application, the breakdown of days is listed below:

Full Instructional Days	=	169
1:00 PM Early Release Days	=	One (day prior to Thanksgiving Day)
11:30 AM Early Release Days	=	Nine (elementary school = four grade prep days, three professional development days/secondary school = five grade prep days, 2 professional development days/ two days are for time served for additional work on student conference days)
10:00 Early Release Days	=	One (last day)

Two days are for student conferences with teachers and parents. All students have a scheduled conference in the fall for elementary and all students have a student-led presentation in the spring at the junior-senior high school. PSD and GCEA are satisfied with this work plan as evidenced by our continued application.

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

All activities met with the purpose of the waiver:

- identify strategies to help all students become successful
- define effective classroom teaching and learning
- organize the school environment to increase the number of students who attain standards, measured by the WASL, in reading, writing, and mathematics

Development of an effective teaching model needs to continue. The RTI implementation process came to a point of building focus, rather than district focus. After each professional development day, the LIT (Learning Improvement Team) met to assess the day and plan for the next day. The 2009/10 School Year 180-Waiver application is redesigned to provide flexibility to expand on the completion of one goal and start a new goal as described in Question #8. It

focuses on two topics at the district level and encourages school and individual staff improvement efforts.

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

A questionnaire was sent to the faculty to judge effectiveness of professional development. It asked teachers to rate professional development efforts on the five principals of professional development, found in Question #13. Feedback indicated that the professional development model needed to continue to allow the district to finish off one of the initiatives started two years ago, as well as each building to get SIP goals completed. Those results are outlined in Question #13. Preliminary state assessment data indicated that mathematics is a concern at all grade levels. However, the reason PSD is making a request is to continue the work previously started. Raising student test scores has been on part of the reason for professional development. These scores are now becoming more of a focus and means for targeting work that needs to be accomplished. Data collected in Question #11 will be a basis for prioritizing professional development activities.

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

The Parent Newsletter, a monthly newsletter, informed parents of the work that was being done several times throughout the school year. Informal communication also occurred. This was when community members engaged school district staff with conversation about the waiver days.

*School Report Card Information from OSPI*

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

May 2009 Student Count	337	
Free or Reduced-Price Meals (May 2009)	151	44.8%

	2007-08	2006-07	2005-06
Annual Dropout Rate	0.8%	3.1%	0%
On-Time Graduation Rate	97.4%	87.3%	100.0%
Extended Graduation Rate	97.4%	87.3%	105.4%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	83.3%	37.5%	54.2%	
7th Grade	59.3%	29.6%	88.9%	
10th Grade	78.3%	29.2%	100.0%	37.5%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	63.6%	50.0%	68.2%	
7th Grade	48.0%	12.0%	72.0%	
10th Grade	80.0%	48.3%	89.7%	27.6%

**2006-07 WASL Results**

<i>School Report Card Information from OSPI</i>					
Grade Level	Reading	Math	Writing	Science	
4th Grade	65.2%	56.5%	60.9%		
7th Grade	74.1%	48.1%	88.9%		
10th Grade	80.0%	59.4%	86.7%	37.5%	

<b>District</b>	<b>Tacoma School District</b>
New Application or Renewal Application	Renewal application – We are requesting fewer waiver days than the previous year

<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	3 (Early Release)
Reduction	None
Remaining number of half days in calendar	3 (Early Release)

<i>8. What are the purpose and goals of the waiver?</i>
<p>The purposes and goals of this Waiver are to use the extra time requested to provide teacher professional development focused on standards based instruction in all content areas. We have been working with the University of Washington’s five Dimensions of Teaching and Learning Tool to clearly define and implement the components of quality teaching and learning. We will use the two requested Waiver Days for these purposes. Ultimately by increasing our teachers’ instructional capacity during Waiver Day professional development, student achievement will increase. The Tacoma School District uses a web-based application to access current and historical assessment data. During the first waiver day this database will include the most recent state assessment results and all historic test records for students enrolled in the Tacoma School District. Teachers will be expected to review assessment data for students enrolled in their class to help develop an understanding of the skill sets of the students they will be teaching in the upcoming year. This will establish a foundation for the district initiative of professional development for standards-based instruction in all content areas. Our school principals will incorporate the work of the University of Washington’s 5 Dimensions of Teaching and Learning Tool which was part of their professional development in this past year. Using these components as guiding principles they will outline the expectations of quality teaching and learning as put forth by the 5D model. The rubric identifies five Dimensions and 13 Sub-Dimensions of Teaching and Learning. The 5D framework for professional development are drawn from research on what constitutes good teaching. The Research base for 5D includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Wiggins and McTighe: Understanding by Design</li> <li>• Newman, King &amp; Carmichael: Authentic Intellectual Engagement</li> <li>• Resnick &amp; Zurawsky: Accountable Talk</li> <li>• Danielson &amp; Bizar: Enhancing Professional Practice</li> <li>• Marzano, Pickering &amp; Pollick: Classroom Instruction That Works</li> <li>• Stiggins: Assessment for Learning</li> <li>• Bransford, Brown &amp; Cocking: Developing Expertise</li> </ul> <p>The two requested Waiver Days will provide a large group instructional development, smaller learning groups and professional learning communities as a model to implement the standards-based instructional goals for the Waiver Day.</p>

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

(See Attachment A) Data shows that the majority of the schools are not meeting the ten percent Growth Status Goal of the district. Because of the results, the professional development we plan for our two requested waiver days will be focused on standards-based instruction in all content areas. The district will continue to monitor the ten percent Growth Status goal during the 2010-2011 school year. Our WASL scores over the past several years have gradually increased; however, we are still below the general goal of 10% increase in students meeting standard from last year to this year. We would like to think this is in some part due to the professional development and collaboration that has been able to happen on the waiver days. In Reading grade 3 (64.8-67.8), 6 (58-63.3), 8 (55.3-62.3) and 10 (69.6-73.4) have shown progress, while grades 4 (70.4-66.8) and 7 (61.4-48.4) have shown slight declines. In Math, we have seen a mix of slight increases and decreases. In Writing, all grades have shown increases. Grade 4 (53.9-55.7), 7 (58.2-60.4) and 10 (70-81.3) have seen steady gains. In Science, grade 5 (23.3-32.3), 8 (28.3-36.8) and 10 (23.9-25.7) have also shown increases. There have been larger increases and decreases at individual schools, but our focus has been a district-wide support of curriculum and practices to increase student achievement. We also have specific goals around increasing student attendance, decreasing the dropout rate and increasing our graduation rate overall as well as between different subgroups.

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

Each school will be provided a Data Dashboard which will be the structure for collecting regular data such as: failure rates in Algebra, 3<sup>rd</sup> Grade Reading Proficiency, and other measures that serve as benchmarks of attainment of our overall ten percent growth status goal. Our assessment and data research department provides an electronic data system to optimize ease of use for all data used by students, parents and district staff.

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

We expect our achievement results to increase based on increased teacher quality. For example, we will analyze Algebra pass rates and state assessment results to monitor our progress. Data Dashboard results will be analyzed at the district level every six weeks and principal meetings will be focused on this analysis. Principals and their leadership teams will create plans to address learning needs of students identified through the Data Dashboard structure.

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

- **Teacher Development Group (Mathematics)**  
This program is based in Oregon and was founded by a group of Math teachers. The focus of their program is to change mathematical practice through side by side coaching with math teachers. They focus on establishing mathematical norms and analyzing student learning through student discourse and daily formative assessments.
- **Inquiry by Design (Literacy)**  
This program provides training and curriculum for Language Arts teachers. Teachers use a rigorous curriculum and strategies that promote individualized instruction for each student.
- **Center for Educational Leadership (University of Washington – Seattle, Washington)**  
Teachers, principals and district level administrators are working with coaches from the University of Washington in analyzing effective teaching practice through the 5 Dimensions of Teaching and Learning. The University of Washington has developed teaching strategies

in the area of: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning and Classroom and Culture. These five Dimensions have been the subject of all Staff Professional Development in the District and is the basis for aligning teaching strategies around Standards Based Instruction.

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

Our Board of Education approved the adoption of Houghton Mifflin's *Mathematics Expressions* program for grades K-5 based on the recommendation from 100 teachers and principals and 150 parents and community members. This program was selected as one of two top programs at the state level because of the strong alignment between its content and Washington State Standards. The professional development organized for these two waiver days will be focused on grade level and school-wide conversations and planning to support cohesive and comprehensive curriculum delivery.

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

This request is for one year only. Our Waiver Days during the 2010-2011 school year will build on the knowledge teachers gained from previous professional development sessions focused on standards based instruction. Staff and teachers in the Tacoma Public Schools are working to align our instructional programs to state standards. In the fall of 2009 we conducted an environmental scan of all classrooms and this qualitative classroom practices data reveals that further focus on learning targets, assessment of student learning and intervention for students who need further support is necessary.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

Each school's improvement plan is aligned with our newly drafted district improvement plan that is focused on three goals, namely, increased student achievement and reduced achievement gaps; increased college-ready, college-access, and college success rates; and, accessing family and community resources to educate all students. The professional development offered during waiver days will be focused on the attainment of the goals in each school's improvement plan.

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

The Teachers' Education Association and Principals' Association were involved in the development of the request for this waiver. Tacoma is decreasing the number of days from three to two and only asking for a one-year waiver. This will provide us with the ability to evaluate the effectiveness of the waiver day professional development time.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

- Number of Optional Professional Development Days – two (District); two (School); three (Personal)
- Number of Full Instruction Days – 178
- Number of Early Release Days - 3

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

The three Waiver Days for the 2009-2010 school year were used as planned and reported in our prior request. We used the days to provide content specific professional development on

student attainment of state and district standards.

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

Scores on the state level assessment increased in many schools at various grade levels during the 2008 – 2009 school year as documented in the attachments. In addition to these results, the extra time for professional development facilitated the strengthening of teacher and principal leadership capacity and the time to develop an understanding of the need for change. We judge the success of our waiver day seminars based on quantitative and qualitative data.

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

All of our assessment data is available through the district website. (The website is updated daily/weekly). We also give frequent updates at public school board meetings regarding our progress on student achievement as well as the latest professional development opportunities we have available for staff. We can always improve and will continue to post information and give updates to the public at school board meetings as well as other public events.

*School Report Card Information from OSPI*

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

May 2009 Student Count	29,714	
Free or Reduced-Price Meals (May 2009)	17,464	58.8%

	2007-08	2006-07	2005-06
Annual Dropout Rate	6.8%	8.1%	7.5%
On-Time Graduation Rate	71.8%	68.4%	67.6%
Extended Graduation Rate	77.6%	74.4%	74.8%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	66.8%	39.2%	55.7%	
7th Grade	48.4%	37.7%	60.4%	
10th Grade	73.4%	30.9%	81.3%	25.7%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	66.5%	47.1%	58.5%	
7th Grade	58.3%	40.9%	64.9%	
10th Grade	72.4%	32.2%	81.6%	26.8%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	70.4%	45.7%	53.9%	
7th Grade	61.4%	43.3%	58.2%	
10th Grade	69.6%	36.1%	70.0%	23.9%

<b>District</b>	<b>Thorp School District #400</b>
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<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	None
Reduction	0
Remaining number of half days in calendar	0

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

The purpose of the waiver days will be to: 1) Allow instructional staff to collaborate on the processing and study of the “Common Core Standards” which have been tentatively adopted by OSPI as part of the State’s Race to the Top Application. This is an important step for our staff as we need to understand and address any differences from our work with the state standards; 2) To allow staff to review elementary and high school math materials for possible piloting and adoption. The process to complete this task will involve several meetings with all elementary staff members, our high school math teacher and me. The following dates and times will be used to review the selected math materials prior to deciding which materials to pilot: September 8, October 8 (If waiver is granted), November 12, and December 10. The materials we are reviewing for the elementary level include: a) Everyday Math, b) Math Connects, c) Bridges, d) Math Expressions, and e) Investigations. Once the staff has reviewed the materials and selected two series to pilot, the pilot will take place during the remainder of the school year, giving each of the selected curriculum materials equal time. Following the pilot the committee will make a recommendation to the board as to which set of materials best meets the needs of Thorp students. Parents will be part of the materials review. At this time we have not selected the high school materials that will be reviewed. The process will be the same. Collaboration time designed to provide staff with an opportunity to review the “Common Core Standards” and to align instruction with state standards will be accomplished during the remainder of the two waiver days and one early release Friday each month. The entire instructional staff will be broken into elementary and secondary teams by subject. The end of the process will involve two separate vertical teams to discuss how and what is being done at one grade level affects the next. This will allow us to ensure that we have addressed any gaps in instruction or curriculum. All of this work is related to increasing student achievement from K through 12th grade. Developing an instructional framework with consistent and research based practices which target established standards will allow students to perform at their best on state and local assessments, and more importantly to be prepared for the next step in their education or careers after their formal schooling is complete.

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

Data sources used to support this request include: 1) WASL data; 2) MAP testing data; 3) Student course taking and completion data; 4) Student attendance data; 5) Parent –teacher conference attendance data; 6) Read Well data from LAP/Title I. In our small district we are able to track every student and personalize the support we provide to each student to maximize their opportunity for success.

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

2010 HSPE and MSP data; 2) MAP Testing data from both 2010 and 2011; 3) Read Well Data; 4) Student grade reports for classes; 5) Report of students on track for graduation, grades 9-12. We will also be reviewing formative assessments as part of formalizing an evaluation plan for our school district. Expected results include: 1) Maintaining the 90+ percent success of our students in reading and writing on the HSPE; (2) Increases of five percent on the HSPE Math and Science; 3) Increases in student achievement in all grades/subjects on the MAP test of 1+ years of growth. Our students take this test three

times per year, at all grade levels from 3-11; 4) Increases of percent in reading, writing, and math on the MSP for grades 3-8.

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

We are and will gather longitudinal data to examine student performance on various assessments to determine if the work on curriculum adoption and alignment of instructional practices to established standards has been effective. We are working as a district to training staff so they can effectively digest available data and use their analysis to inform our instructional program and practices. Sources of data will include state testing data from the HSPE and MSP. MAP testing data, local grades, and assessment data from Read Well for elementary students. We are also working with our ESD to identify and select appropriate formative assessments that will yield data to assist instructional staff in making instructional changes to meet identified student needs. Part of the two waiver days and some of our early release Fridays will be used by staff to collaboratively analyze this data to determine our progress to improving students performance on state and local tests.

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

We are currently engaged in the Accreditation and SIP processes. These processes involve all staff, the school board and administration as well as parents. We are seeking accreditation through the "Northwest Association of Accredited School" or (NAAS). We are blending the SIP and school accreditation processes so that we do not have to duplicate the work and our accreditation and SIP processes align with one another. We are following board policies for review of instructional materials and submission to the school board for adoption of selected materials. We will work with CWU and ESD 105 to develop a process for examining the research and developing an instructional framework for adoption by the district over the next two to three years. This framework will be in keeping with the intent of 6696 that a district is to have researched, developed, and implemented an instructional framework that ensures all students can achieve established learning standards.

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

There is no particular innovation involved in this process. We will use resources from both ESD 105 and Central Washington University to help facilitate our in-depth look at available curriculum materials and identification and alignment of our district instructional practices with currently established standards. Resources available from the ESD and CWU include: 1) Content area and instructional expertise/coaching; 2) Curriculum alignment and materials expertise support; 3) State and Common Core Standards expertise and support; 4) Personnel-substitute support from Phi Delta Kappa at t CWU; (5 Facilitators for committee work from both CWU and the ESD. The requested waiver days will be used to replace lost Learning Improvement Days (LID). The work of curriculum adoption and alignment requires intensive, concentrated staff time, which has been lost due to cuts in state funding.

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

Our requested waiver days will be used to continue our work in curriculum adoption, alignment and mapping. This work will help us begin the process of indentifying a district system of instructional practice.

*15. Describe how the waiver directly supports the district and/or school improvement plans. Include links or information about how the State Board of Education may review the district and school improvement plans.*

The State Board may request a copy of the District's (SIP) plan by contacting Jim Hainer at hainerj@thorp.wednet.edu or by phone at (509) 964-2107.

The waiver directly supports three goals of the district's SIP.

1. It helps us address issues regarding improving student performance on state math tests by ensuring appropriate materials are adopted and that these materials align with established state and now the "Common Core Standards". Our goal for student achievement in this area is to improve student math scores by five percent per year.
2. It helps us address the reading goal of improving student scores on the state test in the K-8 grades. Student performance on the reading and writing at the high school levels are in the high 90% range. Our goal in the reading area is to improve performance in this area by five percent per year in the K-8 grades until they are in the 90% range.
3. These waiver days will support our district's development of a common instructional framework. This supports our district's goal of ensuring that we use instructional practices and materials that are researched based and support student achievement at all grade levels in core subject areas.

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

The school board was involved in the decision to request this waiver during the regular board meeting. Staff members have been involved in this process during staff meetings and during our accreditation/SIP staff work session. I attend the district's PTSA meetings and have informed parents of our intentions and solicited their support for this waiver. PTSA members are aware of the lost staff development days and fully support staff development time dedicated to improving their students' learning experience and preparation. The staff clearly sees the need for the waiver days and return of LID days to continue the work of improving instruction, aligning instruction to meet established standards, and ensuring that the best possible materials and experiences are available to their students. The waiver resolution is evidence of the school boards support of the waiver. We see these two waiver days as critical to our ability to meet all the requirements that the federal and state governments, OSPI and the State Board expect of us, and more importantly that will allow our students to learn, grow and be prepared to take their place in society as productive citizens.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

Our district pays for one additional professional development days at the very beginning of the school year. This day allows us to cover training in areas required by regulations such as harassment policies, universal precautions, etc. We also have early release Fridays. Students are released at 1:30 p.m. Staff members are engaged in ongoing accreditation/SIP work, curriculum work, and safety training work on these early release days. There are no other non-instructional days planned in our calendar.

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

The previous request stated that the Thorp School District expects to use the waiver days for:  
1) Train in and implement new middle school math adoption allowing us to more fully align our curriculum with the new state math standards; 2) Fully implement advisories and student lead conferences; 3) Provide K-12 instructional staff opportunity to vertically align core subject

curriculum with state standards; 4) Fully implement RTI in the Thorp School District; 5) Complete the accreditation process. The waiver days from the previous year were used as planned with the exceptions that we have not fully implemented RTI and have not completed the accreditation process. These projects are continuing into the following school year. These waiver days will allow for concentrated staff collaboration and will be combined with the remaining state LID day and the district's early release Friday's. These waiver days are even more critical with the state's reduction of funded LID days. With the exception of full implementation of RTI, these stated goals have been or will be completed by the end of the school year.

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

Using MAP, Read Well data, as well as information collected from parents at conferences it is evident that our work to improve students' achievement is having success. We will look at the HSPE and MSP data when it comes in. Evidence of our success with the waiver days from the 2009-2010 school year are still coming in as we have not yet received our MSP data, HSPE information shows that 10<sup>th</sup> graders passed writing with 100% and reading with 91%. Additionally we had two juniors pass the math HSPE the second time. Our HSPE math scores improved from 36% to 42%. We have not yet received science scores for HSPE. We have a lot of work to do in math and science. MAP scores show that most students showed at least 1 year of growth and that many struggling students showed in some cases 1.5 to 3 years of growth in reading and math.

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

We have kept our community informed as to the progress through our parent-teacher conferences throughout the school year. We will make our final report to our community after we receive the results of the HSPE and MSP testing for the 2009-2010 school year. The waiver plan has been discussed in staff meetings, at the board meetings, and during PTSA meetings.

*School Report Card Information from OSPI*

<b>School District Information from OSPI Report Card Web Page</b>				
May 2009 Student Count	168			
Free or Reduced-Price Meals (May 2009)	64	38.1%		
	2007-08	2006-07	2005-06	
Annual Dropout Rate	3.8%	13.6%	4.5%	
On-Time Graduation Rate	65.6%	54.9%	83.3%	
Extended Graduation Rate	65.6%	54.9%	83.3%	
<b>2008-09 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	81.8%	36.4%	63.6%	
7th Grade	60.0%	40.0%	80.0%	
10th Grade	100.0%		100.0%	
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science

*School Report Card Information from OSPI*

				nce
4th Grade	69.2%	61.5%	30.8%	
7th Grade	61.1%	44.4%	72.2%	
10th Grade				

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	75.0%	56.3%	31.3%	
7th Grade	61.9%	47.6%	61.9%	
10th Grade	75.0%	50.0%	83.3%	33.3%

**For comparison purposes, the Report Card for Washington State is provided below:**  
2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	73.6%	52.3%	60.4%	
7th Grade	59.3%	51.8%	69.8%	
10th Grade	81.2%	45.4%	86.7%	38.8%

Annual Dropout Rate (2007-08)	18,246	5.6%
On-Time Graduation Rate (2007-08)	58,005	72.0%
Extended Graduation Rate (2007-08)	62,042	77.0%

## **CORE 24/GRADUATION REQUIREMENT REVISIONS**

### **BACKGROUND**

The State Board of Education (SBE) adopted a proposed Core 24 graduation requirements framework in July 2008.<sup>1</sup> Since that time, the SBE has received extensive stakeholder input and the recommendations of the Core 24 Implementation Task Force. The SBE will look at the framework once again to determine what changes may be needed and a timetable for moving forward.

### **POLICY CONSIDERATION**

The SBE will consider revisions to the Core 24 framework in the context of the following questions:

- What changes to the proposed Core 24 graduation requirements framework are needed to show that the SBE has responded to the concerns of stakeholders?
- How can the SBE reconcile its advocacy for the state to fund the opportunity to complete 24 credits with its responsibility to ensure students have access to needed graduation improvements now?
- Given the SBE's commitments to no unfunded mandates, what no-cost policy changes will start the process of moving forward to improved graduation requirements?
- How will the SBE know that funding has "started" and rules may be put in place? What type of funding will signal that the rule process may begin for changes with fiscal impact?

Staff is recommending that the SBE consider a revision of the framework called the "Quality Core."

### **EXPECTED ACTION**

Adopt provisionally a revised framework of graduation requirements.

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<http://www.sbe.wa.gov/documents/MHSD%20Memorandum%20%20with%20July%2025%20motion%20amendments%20final.pdf>

## **CORE 24/GRADUATION REQUIREMENT REVISIONS**

The 2009 Washington Legislature made decisive revisions to the basic education act, including several directly relevant to the State Board of Education's (SBE) work on graduation requirements. The statute<sup>1</sup> stipulated that:

"School districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship....

The instructional program of basic education provided by each school district shall include...Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature."

The SBE's work on the purpose of a diploma<sup>2</sup> is reflected in the first statement, while its advocacy for adequate state funding is addressed in the second. The SBE has remained steadfast in it's:

- Advocacy for the state to fund the opportunity for students to complete 24 credits for high school graduation.
- Commitment to no unfunded mandates<sup>3</sup>.
- Certainty that an essential core of graduation requirements is needed to prepare all students for postsecondary education, gainful employment, and citizenship.

How to maintain all three commitments and move state policy forward within the context of a troubled state economy is the dilemma the SBE now faces.

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<sup>1</sup> [28A.150..220](#)

<sup>2</sup> The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to - a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns the credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable." *Adopted by the SBE in January 2008*

<sup>3</sup> In its July 2008 motion, the SBE affirmed "the intention of the Board to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments should link the implementation of CORE24 directly to sufficient funding to local school districts for a six period high school day, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements."

The challenge is straightforward. For two years, stakeholders have weighed in. No one disputes high expectations. No one wants a diploma not to have meaning. But some have raised concerns about the ways the requirements would impact struggling students, English Language Learners, and children who have made bad choices or given up on school. They have spoken about diminished resources, unfunded mandates, less local control, and limitations on flexibility to provide support that students need.

On the other hand, stakeholders have also told stories of success and hope. The SBE heard from many students in July 2008 who spoke eloquently about their desire for adults to set a high bar, and they would meet it; for adults who would help them attain their dreams. Parents said, “yes,” systems should be aligned so students know more clearly what the expectations are. Businesses applauded improvements that would help produce graduates who could meet the increased demands of the workplace. The changes the SBE was considering were seen to be a move in the right direction.

The SBE has listened to all views and recommendations, including those of the Core 24 Implementation Task Force (ITF)<sup>4</sup>, whose final report it reviewed at its May 13-14 and June 15, 2010 meetings. The ITF recommendations provide a thoughtful array of policy changes for the SBE to consider, but do not address all of the concerns stakeholders have expressed. Nor could they; the ITF was asked to offer their recommendations only within the context of the Core 24 framework, not to change the framework itself.

At the June 15 meeting, the SBE also reviewed a “straw proposal” for a revised set of graduation requirements. In the ensuing discussion, members reiterated their intent to make the requirements work for all students, prevent tracking, avoid “default” language that sounded like failure, and preserve a “safe harbor” that would assure that all students had a foundation of knowledge and skills that could not be waived or substituted.

The questions the SBE must grapple with now are:

- What changes to the proposed Core 24 graduation requirements framework are needed to show that the SBE has responded to the concerns of stakeholders?
- How can the SBE reconcile its advocacy for the state to fund the opportunity to complete 24 credits with its responsibility to ensure students have access to needed graduation improvements now?
- Given the SBE’s commitments to no unfunded mandates, what no-cost policy changes will start the process of moving forward to improved graduation requirements?

And finally,

- How will the SBE know that funding has “started” and rules may be put in place? What type of funding will signal that the rule process may begin for changes with fiscal impact?

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<sup>4</sup> <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

## **What changes to the proposed Core 24 graduation requirements framework are needed to show that the SBE has responded to the concerns of stakeholders?**

The SBE's commitment to no unfunded mandates puts it in the unique position of having to weigh the likelihood of funding in the immediate biennium against the compelling need to act on the knowledge it has accrued. With this realization come certain risks:

- Without a realistic plan for implementation, others are likely to step in. During the last legislative session, legislation supporting an alternative diploma was introduced and is likely to resurface next session. The ability to earn a diploma simultaneously with an earned associate's degree is already a reality.<sup>5</sup>
- If the legislature is unwilling or unable to fund the opportunity to complete 24 credits anytime soon, a vision for change, however well conceived, will not serve students well. Without state leadership, responsibility for progress rests solely on local decisions, and students will benefit differentially, depending on where they live.

The SBE needs to show that it has listened to stakeholders and considered the realities of leading meaningful change in austere fiscal times. Putting forward a revised framework with fewer credits and a new name will signal that the SBE has listened, and has acted to address the concerns without sacrificing its core values for what students need for success. Staff recommends moving forward with a revised, 20 credit framework, the Quality Core.

## **How can the SBE reconcile its advocacy for the state to fund the opportunity to complete 24 credits with its responsibility to ensure students have access to needed graduation improvements now?**

The Quality Core will respond to stakeholders' calls for greater flexibility and local control, increase the likelihood that students take courses which keep all options open, and require fewer new resources to implement. It will also permit the SBE to continue its advocacy for the state to fund the opportunity for students to complete 24 credits (four of them locally determined), but will not delay needed improvements to graduation requirements until funding for those additional credits is available.

This revised graduation requirements framework—a "Quality Core" of 20 college and career ready credits, high school and beyond plan, and culminating project—will significantly move the state's graduation requirements policy forward. It offers an opportunity for the SBE to rebrand the requirements, respond to the budget crisis, and move forward on much-needed requirements. The Quality Core is easier to explain and depict graphically than Core 24, but focuses students in similar ways on opportunities, choices, and preparation, within defined parameters.

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<sup>5</sup> [28B.50.535](#)

The Quality Core requirements work for students because they:

- Provide a solid core of requirements that will position students well for technical and professional opportunities after high school. All students will take courses that align with the minimum four-year public college admission requirements, and/or provide solid technical preparation.
- Allow sufficient space in a standard six-period day schedule for students to take the support classes needed to help them be successful. ELL students, students in need of credit recovery, and/or students who need extra help will have a cushion of time to get the attention they need.<sup>6</sup>
- Allow students to take multiple pathways and enable them to personalize their learning *within the parameters of a solid foundation of common requirements that cannot be substituted*; Quality Core will provide limited, student-driven choice, based on high school and beyond plans.
- Enable students to pursue a Career and Technical Education (CTE) program of student, concentrate in CTE (3 credits) or pursue skills center courses.
- Maintain the emphasis on creativity and innovation represented by the arts credits, while allowing flexibility for students to substitute other courses if they are more closely aligned with students' education and career goals.
- Provide students with preparation comparable to the preparation of students in the majority of other states.

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<sup>6</sup> The SBE's review of districts' 2010 graduation requirements confirms that almost all of the 247 districts with high schools (238 or 96%) exceed the state's minimum prescribed graduation credit requirements, while 110 (45%) require 24 credits or more. The most common number of credits is 22, required by 82 (33%) of the districts.<sup>6</sup>

## QUALITY CORE

Subject	Credits
English	4
Math <sup>1</sup>	3
Science <sup>1</sup>	3
Social Studies	3
Health	.5
Career Preparation	1
High School & Beyond Plan <sup>2</sup>	
Career and Technical Education/World Languages <sup>3</sup>	2
Arts <sup>4</sup>	2
Fitness <sup>4</sup>	1.5
Culminating Project	
<b>Total</b>	<b>20</b>

Notes.

<sup>1</sup> One credit of math or science must be taken in the senior year.

<sup>2</sup> The High School and Beyond Plan should be integrated in the career preparation course and in other relevant places in the curriculum.

<sup>3</sup> Two credits in one area. Students who want to take two or more credits each of both CTE and world languages classes may substitute courses where designated.

<sup>4</sup> Local administrators may allow students to substitute other courses that better meet the educational and career goals expressed in a student's high school and beyond plan. Only one substitution may be made in Arts.

### **Given the SBE's commitment to no unfunded mandates, what no-cost policy changes will start the process of moving forward to improved graduation requirements?**

There are several no-cost policy recommendations from the Implementation Task Force that the SBE discussed at the June 15, 2010 meeting and appeared to generally support. These recommendations will add flexibility for students to build a set of graduation requirements consistent with their education and career goals, and could be put in rule immediately.

**Recommendation 1. Support the state’s continued move toward a competency-based system by removing the 150-hour requirement for a high school credit.<sup>7</sup> Substitute non time-based language for the current 150-hour definition and maintain the competency-based definition.**

Few districts, as yet, routinely use the “competency” definition as a means of awarding credit, and even those that do, such as Clark County’s Evergreen School District, do not find many students taking advantage of it. For this reason, a non time-based statement would provide an alternative to a strict reliance on competencies. It is not uncommon for states to have several definitions for a credit. The SBE may want to consider substituting a statement in the WAC such as these examples from other states:

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

**Recommendation 2: Permit students who complete Career and Technical Education (CTE) course-equivalent courses to earn one credit for the course and satisfy a second requirement; require reciprocity across districts. Work with the Office of State Superintendent of Public Instruction to determine what changes, if any, would need to be made to the standardized transcript to share information adequately across districts.**

This is the “Two for One” Policy considered by the ITF. This policy would create flexibility for students by enabling them to earn one credit and satisfy two requirements when taking CTE courses that have been designated by the district to be equivalent to a graduation requirement. By requiring reciprocity across districts, students would not be impacted negatively if they transferred to a district with a different policy.

Statute<sup>8</sup> already requires districts to adopt course-equivalent policies for CTE courses, and the state has prepared an “equivalency toolkit”<sup>9</sup> to provide guidance for establishing those equivalencies.

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<sup>7</sup> The relevant language of WAC [180-51-050](#) is as follows: As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW [28A.230.090](#) (4) and (5):

(a) One hundred fifty hours of planned instructional activities approved by the district; or

(b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.

<sup>8</sup> <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.230.097>

<sup>9</sup> <http://www.k12.wa.us/CareerTechEd/pubdocs/EquivalencyCreditToolkit2.0.pdf>

**Recommendation 3: Permit local authority for the substitution of up to two credits in designated subjects; require reciprocity across districts. Work with the Office of State Superintendent of Public Instruction to determine what changes, if any, would need to be made to the standardized transcript to share information adequately across districts.**

The SBE's decision on this recommendation may be contingent upon the final form of the graduation framework that it puts forward. For example, the proposed Quality Core designates clearly in which subjects substitutions may be made. Local districts would not need to adopt written district policy to make these substitutions because the parameters would already be prescribed in rule. However, the SBE might want to consider granting local waiver authority for up to two credits under "hardship" conditions; for example, when students enter the school district from another state or country in their senior year.

**Recommendation 4: Seek SBE authority for requiring middle schools to initiate the High School and Beyond Plan (HSBP) in middle school, and advocate for funding for increasing comprehensive counseling services at the middle and high school levels.**

The SBE currently does not have the authority to require middle schools to initiate the High School and Beyond Plan (HSBP). The ITF recommended that the focus of the HSBP in middle school be on exploring students' options and interests. This is a systems issue, not an individual student graduation requirement issue. Students will graduate even if they start their HSBP later than middle school.

**Recommendation 5: Remove the .5 credit requirement for Washington State History, while retaining, as a non-credit requirement, the study of the Washington State Constitution as required by law.**

Students are required by law<sup>10</sup> to study the Washington State Constitution as a "prerequisite for graduation." The Office of Superintendent of Public Instruction (OSPI) rule<sup>11</sup> specifies a one-semester course in Washington State History in grades 7-12. The SBE graduation requirement rule requires students to earn .5 credit in Washington State History<sup>12</sup>. Anything that is awarded credit for graduation must align with high school standards, per the SBE's graduation requirements rule.

In the SBE's transcript study of 2008 graduates<sup>13</sup>, 40 percent of the almost 15,000 students in the study took Washington State History before 9<sup>th</sup> grade. Approximately half of them received credit; the others "met the requirement." It is not clear whether those who received credit participated in a class taught to high school standards.

When the SBE increases the social studies requirement, .5 credit must be civics education<sup>14</sup>. The study of the Washington State Constitution could be integrated into that new requirement, or into another social studies requirement. Districts may make that decision locally.

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<sup>10</sup> RCW [28A.230.170](#)

<sup>11</sup> WAC [392-410-120](#)

<sup>12</sup> WAC [180-51-061](#); [180-51-066](#)

<sup>13</sup> [http://www.sbe.wa.gov/documents/TranscriptStudy2008\\_FINAL\\_000.pdf](http://www.sbe.wa.gov/documents/TranscriptStudy2008_FINAL_000.pdf)

<sup>14</sup> RCW [28A.230.093](#)

**How will the SBE know that funding has “started” and rules may be put in place? What type of funding will signal that the rule process may begin?**

The SBE has been clear that it will not support unfunded mandates, and legislation assures that graduation requirement changes, which have a fiscal impact on school districts, must be formally authorized and funded by the legislature.<sup>15</sup> Rules need to be in place by September of the year a class enters ninth grade; therefore, they must be adopted at least four years prior to the graduating class that they affect. Before the SBE can initiate rule-making, it will need to wait until after a legislative session to know if money has been appropriated.

**Lead Time Needed to Impact a Graduating Class**

<b>Rule Put in Place</b>	<b>First Graduating Class Affected</b>
2011	2015
2012	2016
2013	2017
2014	2018
2015	2019
2016	2020

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<sup>15</sup> RCW [28A.230.090](#)

Given this schedule, staff makes the following recommendations for a timetable of rule implementations for new graduation requirements.

#### Timetable for SBE Action

<b>SBE Action</b>	<b>Year Funding Would Need to Begin</b>	<b>Year Rule Put in Place</b>	<b>Graduating Class Affected</b>
<ul style="list-style-type: none"> <li>• Add math credit.</li> </ul>	Already in rule.	2009	2013
<ul style="list-style-type: none"> <li>• No rule changes.</li> </ul>	N/A	2010	2014
<ul style="list-style-type: none"> <li>• Add 1 credit of English.</li> <li>• Add .5 credit of social studies (specifying .5 in civics education).</li> <li>• Specify a math or science must be taken in senior year.</li> <li>• Implement no-cost policy recommendations.</li> <li>• Clarify requirements for Culminating Project.</li> </ul>	Assumes these changes can be made with minimal state fiscal impact. <sup>16</sup>	2011	2015
<ul style="list-style-type: none"> <li>• No rule changes.</li> </ul>	N/A	2012	2016
<ul style="list-style-type: none"> <li>• Add 2 credits of world languages or career and technical education.</li> <li>• Add 1 credit of arts.</li> <li>• Start HSBP in middle school; clarify requirements.</li> </ul>	2013	2013	2017
<ul style="list-style-type: none"> <li>• Add 1 credit of science.</li> </ul>	2014	2014	2018

Note. All implementation dates would be pushed back if funding were not received.

<sup>16</sup> Approximately 19% of the 247 districts with high schools will be affected by the addition of English and social studies credits. Forty-six districts will need to add English credits (21 of those will only need to add .5 credit). Forty-four districts will need to add .5 credit of social studies. Fifteen districts will need to make adjustments in both English and social studies credits. All districts will have to add civics education, but civics is already part of the Social Studies Essential Academic Learning Requirements and many districts have already incorporated it.

<http://www.sbe.wa.gov/documents/2010.06.10%20Graduation%20Requirements%20Database.xls>

The table below provides staff recommendations for the graduation requirements components of an SBE legislative package in the coming biennia:

**Timetable of SBE Legislative Requests**

Biennium	SBE Legislative Request
2011-2013	<ul style="list-style-type: none"> <li>• Present draft rules for graduating class of 2015 to QEC and legislature for review (legislature must approve any changes to graduation requirements that have a fiscal impact).</li> <li>• Request a pool of funds as incentive money for districts willing to “beta test” new requirements prior to state-mandated implementation.</li> </ul>
2013-2015	<ul style="list-style-type: none"> <li>• Request additional funding for struggling students, comprehensive guidance and counseling, and instructional time.</li> <li>• Request additional money for districts needing resources for science facilities.</li> </ul>
2015-2017	<ul style="list-style-type: none"> <li>• Request additional funding for struggling students, comprehensive guidance and counseling, and instructional time.</li> <li>• Request additional money for districts needing resources for science facilities.</li> </ul>

## NEXT STEPS: SHORT-TERM

1

**July 2010:** Provisionally adopt a revised framework of graduation requirements, with final adoption at the November 2010 meeting, after a period of stakeholder engagement.

2

**September 2010:** Consider MHSD Committee's recommended changes for culminating project and high school and beyond plan; adopt revisions. (See Attachment A)

3

**August through November 2010:** Engage stakeholders in a discussion of the revised framework.

4

**November 2010:** Make any final changes to the revised framework and adopt draft rules for the policy changes that require no cost.

## NEXT STEPS: LONGER TERM

Several ITF recommendations remain that the SBE may want to take more time for study in order to fully consider the recommendations. For this reason, staff recommends that the SBE in 2010-2011:

- Work with the Higher Education Coordinating Board to explore ways to deepen the "Two for One" Policy and extend it to courses other than CTE-equivalent courses.

*The ITF had recommended that the "Two for One" policy apply to either a CTE-equivalent course or another course that has been designated by the district to be equivalent to a graduation requirement. Initial conversations with the Higher Education Coordinating Board (HECB) suggested that the HECB might be concerned about this policy if it were to impact College Academic Distribution Requirements (CADRs).*

- Convene a middle school study group to explore middle school preparation for high school, including the possibility of courses meeting "rigorous" standards that could possibly satisfy high school graduation requirements.

*The ITF had recommended that the SBE provide opportunities for students to begin meeting high school graduation requirements at the middle level when courses meet rigorous standards as determined by local districts. At issue is the question, under what circumstances, if at all, the Board would permit students to meet some high school requirements based on standards identified by the districts (not necessarily high school level standards). Further discussion on this topic, as well as related high school preparation issues relevant to middle school, would benefit from a more inclusive conversation with the field.*

- Work with OSPI assessment staff and other stakeholders to explore more deeply the implications of a state policy that would allow students who meet standard on end-of-course state assessments to earn credit for courses, even if they failed or possibly did not even take the course.

*The ITF recommended that the SBE authorize through rule the opportunity for students who meet standard on state-approved end-of-course assessments to earn credit for the associated course, even if the student fails the class. The ITF was split almost evenly in its support for this recommendation. It is an important issue and bears further study, if for no other reason than to allow time to see the end-of-course assessments. Because districts can already make this decision locally, the primary value of a statewide rule would be to allow all students access to the same benefit.*

- Consider the merits of allowing students seeking an International Baccalaureate or Cambridge Diploma to substitute state-mandated requirements if needed.

*The ITF considered, but did not formally vote on the possibility that local administrators could waive state-mandated graduation requirements for students who receive an International Baccalaureate (IB) Diploma or Cambridge Diploma. The ITF did not see this issue to be part of their charge from the SBE, but were interested in seeing the topic explored further.*

**Culminating Project and High School and Beyond Plans: Draft Proposals from Meaningful High School Diploma Advisory Work Group.**

After discussion over several meetings, the Meaningful High School Diploma Advisory Work Group considered and revised the culminating project and high school and beyond plan draft proposals. Both proposals differ from current policy in two ways:

1. Each explicitly connects the two requirements.
2. Each prescribes specific content to increase consistency in implementation across districts.

While the culminating project proposal does not explicitly state connections to basic education learning goals three and four<sup>17</sup>, those goals are implicitly addressed. Both proposals leave assessment of the requirements to the discretion of the districts.

**Culminating Project<sup>18</sup> Proposal**

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

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<sup>17</sup> (3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and (4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

<sup>18</sup> Culminating Project current rule: (i) *Each student shall complete a culminating project for graduation. The project shall consist of the students demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy. (WAC 180-51-066)*

### High School and Beyond Plan<sup>19</sup> Proposal

All students shall be required to complete a personally-relevant high school and beyond plan that includes reflective practice and shall include documentation (evidence) of a student's:

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

The student's post-high school goals and interests, as expressed in the high school and beyond plan, shall become the basis for the student's culminating project.

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<sup>19</sup> High school and beyond plan current rule: *Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.*(WAC 180.51.066)

## **EXECUTIVE DIRECTOR'S EVALUATION INSTRUMENT**

### **BACKGROUND**

Steve Dal Porto has consulted with Board members and the Executive Director to prepare an evaluation instrument for the Executive Director. Once this instrument is approved by the Board, it will go into effect for the 2010-11 year beginning in September 2010. For the current year, the Executive Director will continue to submit to the Board her self assessment in narrative form for their discussion and review at the September Board meeting. Attachment A contains the proposed evaluation instrument for the following year.

### **POLICY CONSIDERATION**

The Board will review the Executive Director evaluation instrument and make final adjustments.

### **EXPECTED ACTION**

The Board will consider action on the Executive Director evaluation.

**Executive Director Evaluation Instrument**

**Evaluation Procedures**

1. Voting Board members will use Model #5 (or whatever is adopted by the Board) and comments are required in all sections. The Staff and Personnel Relationship section requires comments only, without ratings.
2. Student Board members will use the same evaluation form but with no rating numbers; comments only.
3. Staff members will be given the opportunity to use the Staff and Personnel Relationship section, but with no rating; comments only.
4. The Executive Committee, or a very small evaluation committee, will prepare a summative evaluation based on the documents submitted. The Board will determine which committee does this.
5. The Board, in Executive Session, discusses the Committee’s summative evaluation before it is discussed with the Executive Director.
6. Also in Executive Session, the Board discusses contract status and later takes action in public session.
7. The Chair of the Board meets with the Executive Director to review the evaluation.
8. The final evaluation goes in the Executive Director’s personnel file as a permanent record.

**Model #5**

**Instructions for SBE members: every rating requires observation comments. Numerical ratings are as follows: 1 = low; 3 = average; 5 = high. All indicators require your written observations and suggestion(s) for development if appropriate.**

CRITERION	RATING	OBSERVATION COMMENTS
<p><b>Leadership</b></p> <p>1. Models the highest professional standards.</p> <p>2. Creates reasonable timelines and guides Board and staff to completion.</p> <p>3. Organizes and supports the staff and the Board members to be effective team members.</p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	

CRITERION	RATING	OBSERVATION COMMENTS
4. Informs Board members of emerging and sensitive issues affecting completion of Board goals.	1 2 3 4 5	
<p><b>Implementation of the SBE Strategic Plan</b></p> <p>1. Meets expected annual outcomes from the SBE Strategic Plan.</p> <p>2. Facilitates the work of Board members toward completion of the Strategic Plan.</p> <p>3. Directs the legislative objectives of the SBE and monitors potential impacts of proposed legislation on Strategic Plan goals and objectives.</p> <p>4. Uses and supervises staff effectively to support Strategic Plan goals.</p>	<p>1 2 3 4 5</p>	
<p><b>Relationship with the Board</b></p> <p>1. Presents well thought-out recommendations to the Board.</p> <p>2. Communicates reliably, accurately, and openly with the Board.</p> <p>3. Responds appropriately to Board member requests.</p> <p>4. Uses individual and collective talents of the Board members to maximize potential.</p> <p>5. Seeks and accepts Board members' opinions and suggestions of his/her work.</p>	<p>1 2 3 4 5</p>	

CRITERION	RATING	OBSERVATION COMMENTS
6. Has a respectful working relationship with the Board.	1 2 3 4 5	
<p><b>Management</b></p> <p><b>A. Fiscal</b></p> <p>1. Provides sound budget management aligned with Board and organization priorities.</p> <p>2. Pursues and secures appropriate and adequate sources of support for policy activities.</p> <p>3. Manages and maintains adequate control of funds and spending.</p> <p><b>B. Business</b></p> <p>4. Uses effective practices in human resource management; implements effective hiring practices and aligns staff with essential activities.</p> <p>5. Possesses and applies knowledge of legal issues affecting the Board.</p>	<p>1 2 3 4 5</p>	
<p><b>Staff and Personnel Relationships</b></p> <p>1. The Executive Director provides evidence of an annual opportunity for staff members to provide anonymous feedback regarding their perception of relevant work related issues.</p>	<p>No rating; observation comments only</p>	

CRITERION	RATING	OBSERVATION COMMENTS
2. Develops good staff morale and loyalty to the organization.  3. Delegates authority to staff members appropriate to the position each holds.  4. Holds personnel accountable for their performance and takes action when performance does not meet his/her standards.	Observation comments only  Observation comments only  Observation comments only	
<b>Contract Status</b> <i>(Select one and explain if necessary in comments section)</i>  1. Do not continue contract. <b>(comments required)</b>  2. Continue contract with stipulations. <b>(comments required)</b>  3. Continue current contract.  4. Continue current contract with additional benefits, if possible.  5. Continue contract with additional benefits and salary, if possible.		

## **BRIEFING ON COMPETENCY-BASED CREDIT FOR WORLD LANGUAGES**

### **BACKGROUND**

The State Board of Education (SBE) has endorsed competency-based approaches to education since the inception of education reform in Washington. In addition to the SBE's support for performance-based assessments like the state's High School Proficiency Exam, Washington is one of 35 states with a state competency-based credit rule<sup>1</sup>.

SBE's competency-based credit rule allows high school credit to be awarded upon:

... Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution. (WAC [180-51-050](#))

Although this statement has been in place for a number of years, few districts<sup>2</sup> have implemented it, in part because of the additional resources needed to establish comprehensive procedures that could be fairly applied. State funding policies also have not rewarded districts whose students might use competency-based credit to accelerate their studies.<sup>3</sup>

**Definition.** Competencies (also known as proficiencies) are generally perceived to be a cluster of knowledge, skills, and/or attitudes that can be measured against well-accepted standards. The concept of awarding credit for competencies is attractive because it can help students:

- 1) Demonstrate and validate expertise they have already gained.
- 2) Free time in their schedule to pursue other interests.
- 3) Apply learning (depending upon the nature of the assessment used to demonstrate competency).

In the process of revising state graduation requirements, the SBE looked for ways to build on the state's performance-based approach. The opportunity to earn competency-based credit was viewed as a strategy that could create more scheduling flexibility for students. The SBE also sought ways to recognize assets that learners brought to the table, in particular those students with expertise in another language.

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<sup>1</sup> <http://mb2.ecs.org/reports/Report.aspx?id=740>. Policies vary in their breadth: some are specific only to certain subjects; others allow for the possibility of credit in all subjects.

<sup>2</sup> Evergreen School District is one exception. In July 2008, the SBE heard Superintendent John Deeder describe his district's efforts to develop assessment measures and procedures to grant credit, in lieu of enrollment, for English, mathematics, science and social studies.

<sup>3</sup> Districts receive state funding based upon student enrollment hours in class ([WAC 392-121-122](#)). If a student tests out of a class, then there is no funding "event" to generate money. There is no relationship between the number of hours required for a credit and funding.

**Removing barriers.** The dearth of state models for local policies and procedures has been a barrier to district implementation. The SBE, in collaboration with the Washington State School Directors' Association (WSSDA) and the Office of Superintendent of Public Instruction (OSPI), embarked on an initiative in 2009 to develop sample policies and procedures that districts could adapt to fit their local needs (see Attachment A).

World languages were selected as the starting point. Because world languages are skill-based and have widely-available standardized assessments with national norms, the subject lends itself more readily to competency-based practices.

The SBE used Gates funding to convene a World Languages Advisory Group<sup>4</sup>. The Advisory Group was asked to advise the SBE about: 1) the level of competency (i.e. language proficiency) students would need to attain in order to earn credit; 2) the manner of assessment that would be appropriate; and 3) the areas (e.g., speaking, reading, writing, and/or listening) in which competency might be expected. The Advisory Group met three times in 2009 and was comprised primarily of world languages teachers and professors from K-12 and higher education.

The SBE also conducted a small assessment study<sup>5</sup> to compare the proficiency of high school students with two years of language study to that of college students with two academic quarters of college study. Washington's data was then compared to national data. The study was not intended to be representative of all students but rather to give the Advisory Group data that could serve as a catalyst for discussion. Despite these limitations, the study found similarities between the Washington data and the national data. For instance, writing scores were generally higher than speaking scores, and speaking scores were higher than reading scores. The Advisory Group used the data, as well as a review of selected other states' policies (Connecticut, New Jersey, and Utah) to make recommendations about the level of proficiency needed to award credit. (See Attachment B for examples of other states' policies.)

**Sample Competency-based World Languages Policy and Procedure.** WSSDA, OSPI, and SBE staff have collaborated to develop a sample competency-based credit world languages policy and procedure. Once published by WSSDA, the sample policy and procedure will serve as a guide for districts seeking to award competency-based credit.

**Next Steps.** WSSDA will disseminate the sample policy and procedure to its members. All three organizations (SBE, WSSDA, OSPI) will post the policy and procedure on their respective websites, so the information is available to all public, private, and tribal schools within the state.

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<sup>4</sup> The World Languages Advisory Group included: Amy Ohta (University of Washington, Japanese), Ana Fernandez Dobao (University of Washington, Spanish), Blythe Young (Bellevue School District, Spanish), Bridget Yaden (Pacific Lutheran University, Spanish), Chunman Gissing (University Prep, Chinese), Dave Cotlove (Highline School District, Puget Sound Skills Center), Hedwige Meyer (University of Washington, French), Joshua Hansell (Seattle School District, Japanese), Karen Eitrem (North Thurston School District, German), Klaus Brandl (University of Washington, German), Maria Gillman (University of Washington, Spanish), Rachel Halverson (Washington State University, German), Rachel Martin (Cheney High School, French), Rick Beck (West Valley School District, German), Sue Webber (Arlington School District, German), Trish Skillman (Western Washington University, TESOL), Vince Eberly (Central Valley School District, Russian)

<sup>5</sup> The study used the STAMP (Standards-based Measurement of Proficiency) to assess 465 students (196 college; 269 high school) in Spanish, French, German, Japanese and Chinese, in three areas: reading, writing, and speaking.

OSPI will publicize the policy and procedure in world languages presentations, as well. A list of FAQ (Frequently Asked Questions) will also be posted on the websites (see Attachment C).

SBE will work with the Higher Education Coordinating Board (HECB) to identify and negotiate any barriers to the acceptance of world languages competency-based credit towards meeting the College Academic Distribution Requirements (CADRs). This conversation has already begun. SBE staff will work with OSPI staff on the manner in which competency-based credit would be acknowledged on the standardized transcript.

With this first model in place, staff plans to pursue other subject areas to develop sample policies and procedures. The next subject has not yet been identified.

### **EXPECTED ACTION**

Staff recommends that the SBE consider issuing a resolution to endorse the development of sample policy and procedures to provide guidance to districts seeking to adopt competency-based credit (see Attachment D).

## **CREDIT FOR COMPETENCY/PROFICIENCY**

(This policy is designed for competency/proficiency credit in world languages, however, a district can expand the policy to multiple subjects.)

### **World Languages**

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online or time spent living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

In order to recognize the language proficiency of students, the superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

Legal References: RCW 28A.230.090(4)(5)

WAC 180-51-050

High school graduation requirements or equivalencies

High school credit - Definition

**Adoption Date:**

**School District Name**

**Revised: 6.10**

**Classification:**

## **World Languages Credit for Competency/Proficiency**

### **A. Definition:**

For purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as “[a]ny natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable.”

### **B. Demonstrating Competency/Proficiency in a World Language**

The district will manage the assessment process so that students seeking competency based credit can demonstrate competency/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

- Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2010, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
- American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languagetesting.com>).
- Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
- For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

### **C. Determining Competency and Credit Equivalencies**

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

Novice Mid – 1 credit (Carnegie Unit)

Novice High – 2 credits

Intermediate Low – 3 credits

Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

(Example: If a student demonstrated Intermediate Mid level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency, i.e. one credit for Novice Mid. The student would not receive individual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.)

#### **D. Offering Testing Opportunities**

The district will manage the assessment process so that students have multiple (*district may insert here the number of opportunities*) opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

#### **E. Paying for Assessments**

The district will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. (*Insert language here if the district plans to pay the assessment fee or subsidize the student's cost.*)

Current fees and financial assistance information are available from (*insert specific district location here*).

(*Insert assessment fee schedule here.*)

#### **F. Reporting Results**

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

**Date: 6.10**

**Comparison of Five States with Proficiency-based World Languages Requirements:  
Connecticut, Michigan, New Jersey, New York and Utah**

State	WL Grad Req?	Cost to Student	Competency-based Policy	World Language Assessment	Proficiency Levels To Earn Credit	
					Level	Credit
CT	Yes, 2 credits, class of 2018	?	<p>CT permits local school boards to grant a student credit upon completion of a world language course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four.</p> <p>CT extends the proficiency-based credit policy to other subjects, as well.</p> <p>World Language Standards:  <a href="http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&amp;q=320992">http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&amp;q=320992</a></p>	<p>What Student Must Do:</p> <ul style="list-style-type: none"> <li>Complete a world language course offered privately through a nonprofit provider</li> <li>Achieve a pre-determined proficiency score</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) <i>and</i></li> <li>ACTFL Written Proficiency Test (WPT), taken in the same language</li> </ul> <p>If the ratings differ, the credits will be awarded based on the lower of the two ratings. Students can take the tests while in Grades 7-12.</p>	<p>Novice High</p> <p>Intermediate Low</p> <p>Intermediate Mid</p> <p>Intermediate High</p> <p>***Maximum 4 credits may be earned by state law; ACTFL would suggest more</p>	<p>1* 2**</p> <p>2* 3**</p> <p>4* 4**</p> <p>4***</p> <p>*Category I &amp; II languages, e.g., I: French, Italian, Spanish, Dutch II: German, Urdu</p> <p>**Category III &amp; IV languages, e.g., III: Russian, Vietnamese IV: Arabic, Mandarin, Japanese</p>

State	WL Grad Req?	Cost to Student	Competency-based Policy	World Language Assessment	Proficiency Levels To Earn Credit	
					Level	Credit
MI	Yes, 2 credits in 2016	?	<p>MI has a general proficiency-based credit policy. In addition, local board must grant high school credit to a high school student who demonstrates proficiency in American Sign Language, or who demonstrates "proficiency in a foreign language outside of a public or private high school curriculum" either by competency test "or other criteria established by the board."</p> <p><a href="http://www.michigan.gov/documents/mde/WL_Guidelines_FINAL_206823_7.pdf">http://www.michigan.gov/documents/mde/WL_Guidelines_FINAL_206823_7.pdf</a></p>	<p>What Student Must Do:</p> <ul style="list-style-type: none"> <li>• Complete 2 units of high school study, or</li> <li>• Demonstrate proficiency <u>prior</u> to high school or</li> <li>• Provide formal documentation of proficiency through assessments listed below <u>or</u> through transcript documentation of continuous and successful experiences of at least one academic semester (for one credit) or two academic semesters (for two credits) at a school in which classes were conducted in the language for which credit is sought.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Standards-based Measurement of Proficiency (STAMP)</li> <li>• National language organization exam such as the American Association of Teachers of Spanish and Portuguese (AATSP) national Spanish exam</li> <li>• Combination of district assessments AND commercially-prepared assessments (e.g., Simulated Oral Proficiency Interview—SOPI); Student Oral Proficiency Assessment—SOPA; Early Language Learning Oral Proficiency Assessment—ELLOPA; Standards-based Measurement of Proficiency—STAMP;</li> </ul>	Novice Mid, Level I, European Level A1	1
					Novice High, Level II, or European Level A2	2

State	WL Grad Req?	Cost to Student	Competency-based Policy	World Language Assessment	Proficiency Levels To Earn Credit	
					Level	Credit
				Signed Communication Proficiency Interview—SCPI; Oral Proficiency Interview—OPI)		
NJ	Yes, 1 credit	?	<p>NJ has a general state policy that permits students to earn credit by establishing proficiency. In addition, the policy specifies that, in lieu of completing the five credit graduation requirement (equivalent to 1 WA credit) in world languages, a student may demonstrate proficiency.</p> <p><a href="http://www.state.nj.us/education/ap/s/cccs/wl/guide.htm#II1">http://www.state.nj.us/education/ap/s/cccs/wl/guide.htm#II1</a></p>	<p>What Student Must Do:</p> <ul style="list-style-type: none"> <li>• Experience world language instruction in K-8</li> <li>• Test out of the world language graduation requirement at the end of 8<sup>th</sup> grade by demonstrating a Novice High level of proficiency <i>or</i></li> <li>• Earn credit by taking world language classes in high school</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Standards-based Measurement of Proficiency (STAMP) <i>or</i></li> <li>• Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI)</li> </ul>	Novice High	5 (equivalent to 1 WA credit)
NY	Yes, 1 credit	?	<p>NY has a general state policy that permits students to earn credit by establishing proficiency. Students can demonstrate mastery of world language learning outcomes by completing a unit of study, earning credit by examination on the New York State Second Language Proficiency Exam, or documenting school attendance in an other-than-</p>	<p>What Student Must Do:</p> <ul style="list-style-type: none"> <li>• Complete a unit of study, or</li> <li>• Successfully complete a state exam, or</li> <li>• Have documented school attendance in an other-than-English speaking environment.</li> </ul> <p>Assessment: New York State Second Language Proficiency Exam</p>		

State	WL Grad Req?	Cost to Student	Competency-based Policy	World Language Assessment	Proficiency Levels To Earn Credit	
					Level	Credit
			<p>English speaking environment.</p> <p><a href="http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm">http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm</a></p>			
UT	No	\$85 per assessment section	<p>UT has a general state policy that permits students to earn credit by establishing proficiency. UT defines "demonstrated competence" as "subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios." Students may complete units of credit by demonstrated competence and/or assessment, "as determined by the school district or school" and/or "review of student work or projects consistent with school district or school procedures and criteria.... School districts or schools shall designate by written policy at least three methods by which students of the district may earn credit."</p>	<p>What Student Must Do:</p> <ul style="list-style-type: none"> <li>• Submit a written request for taking a test to the school counselor.</li> <li>• Pay the non-refundable fee.</li> <li>• Go to a testing center and complete the reading, writing, and speaking sections of the Standards-based Measurement of Proficiency (STAMP) (Students can take an assessment only once per school year.)</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Standards-based Assessment of Proficiency (STAMP)</li> </ul>	<p>Novice Mid</p> <p>Novice High</p>	<p>1</p> <p>2</p> <p>Maximum 2 credits may be earned</p>

State	WL Grad Req?	Cost to Student	Competency-based Policy	World Language Assessment	Proficiency Levels To Earn Credit	
					Level	Credit
			<a href="http://www.rules.utah.gov/publicat/code/r277/r277-703.htm#T3">http://www.rules.utah.gov/publicat/code/r277/r277-703.htm#T3</a>			

### **World Languages Competency-Based Credit (DRAFT)**

Updated: July, 2010

1. How is the State Board of Education supporting competency-based credit?
2. If a student speaks a language fluently, will he or she automatically be awarded credits?
3. How will students demonstrate their proficiency?
4. What about languages that don't currently have a standardized assessment developed?
5. Does earning credits by demonstrating proficiency suggest that the student knows less (or more) than students who attended a regular in-school language program?
6. What will be the impact on language classes once this process is implemented?
7. How will competency-based credits impact students' applications to college?
8. In the model procedure's definition of "World Languages" what does "formally studied" mean?
9. May districts collaborate to offer a testing site?
10. In what ways can the community support paying for assessments?

1. How is the State Board of Education supporting competency-based credit?

State Board of Education (SBE) rule<sup>6</sup> permits districts to award credits based on satisfactory demonstration by a student of clearly identified competencies, if the district has a process defined in written district policy. Although the policy has been in place for years, few districts award competency-based credit.

The SBE, in collaboration with the Washington State School Directors' Association (WSSDA) and the Office of State Superintendent of Public Instruction (OSPI), embarked on an initiative in 2009 to develop sample policies and procedures that districts could adapt to fit their local needs. World languages were selected as the starting point. Because world languages are skill-based and have widely-available standardized assessments with national norms, the subject lends itself more readily to competency-based practices.

By providing sample competency-based credit policies and procedures, more districts may develop written processes for awarding credits for competency/proficiency. Competency-based credit has the potential to create more scheduling flexibility for students, which may become increasingly important as new minimum credits for graduation are phased in.

2. If a student speaks a language fluently, will he or she automatically be awarded credits?

Although these decisions are ultimately up to the district, the sample WSSDA policy and procedure recommend that students demonstrate proficiency across a variety of language skills, including speaking, reading, and writing. (Listening is also important, but

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<sup>6</sup> WAC 180-51-050 <http://apps.leg.wa.gov/WAC/default.aspx?cite=180-51-050>,

due to technological limitations, it is not always included in generally available online language assessments.) Therefore, it will be important for students who speak a language fluently to also make the effort to learn to read and write in the language in order to earn world language credits.

3. How will students demonstrate their proficiency?

The model procedure recommends that districts identify nationally available proficiency assessments to use as the basis for awarding credit for proficiency. This is the most cost-effective, fair, and consistent way to make decisions about proficiency. In general, the assessments should be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>). ACTFL uses a proficiency scale from Novice (low, mid, high) to Intermediate (low, mid, high) to Advanced (low, mid, high) and Superior. Most K-12 language learners perform at the Novice or possibly Intermediate level, but students who are native or heritage speakers or have attended K-12 immersion programs may reach the Advanced level in some skills.

The Standards-based Measurement of Proficiency (STAMP), developed at the Center for Applied Second Language Studies (CASLS) at the University of Oregon and offered to schools and districts through Avant Assessment ([www.avantassessment.com](http://www.avantassessment.com)), is an example of a nationally available standards-based assessment. STAMP currently covers six languages: Spanish, French, German, Italian, Japanese, and Chinese. For other languages, there are other nationally available assessments, such as the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) offered through Language Testing International ([www.languagetesting.com](http://www.languagetesting.com)).

4. What about languages that don't currently have a standardized assessment developed?

Districts may want to include the option of developing a Collection of Evidence aligned to the ACTFL Proficiency Guidelines for languages that do not currently have any other nationally available proficiency-based assessment. This Collection of Evidence model could be developed jointly with the assistance of the Office of Superintendent of Public Instruction World Languages Program and the involvement of local language communities. OSPI is working on a project to make LinguaFolio Online, an online tool for student self-assessment and posting of evidence, available to language learners throughout the state. This could be an effective tool for supporting students seeking credit for competency/proficiency. The LinguaFolio Self-Assessment grid, which is aligned to the ACTFL Proficiency Guidelines, is available to download from the LinguaFolio Online website: <https://linguafolio.uoregon.edu/documents/LFGrid.pdf>.

5. Does earning credits by demonstrating proficiency suggest that the student knows less (or more) than students who attended a regular in-school language program?

The sample WSSDA world language policy and procedure recommend a standard for awarding credits for world languages proficiency after examining actual proficiency data collected at the national level and in Washington State. The goal is to set the standard at a high enough level without being unrealistic. Generally, students who earn credit for proficiency would be demonstrating a performance level similar to the top 15%-45% of the students in a traditional high school world language class, depending on the language, level, and quality of teaching. (For example, after two years of high school

language study, students of Spanish are more likely to reach higher proficiency levels than students of Japanese or Chinese, which are more difficult for native English speakers to learn.) It is quite possible that a student earning credit for proficiency would have a higher level of proficiency than some (or many) of the students who earn credits based on seat-time in a traditional language class.

6. What will be the impact on language classes once this process is implemented?

There is no immediate impact to current language classes in the schools because the policy applies to students who have generally acquired or learned a language outside of school. For schools with a large number of heritage speakers (such as students who speak a language other than English with their families), having this option may increase their motivation to develop the ability to read and write in that language. Currently, many of those students are placed in first or second-year language classes although they are totally fluent in the spoken language. It is the intent of the Office of Superintendent of Public Instruction World Languages Program to help districts provide resources that will help such students develop reading and writing skills to complement their speaking skills and to gain recognition of their skills by earning world language credits.

7. How will competency-based credits impact students' applications to college?

Highly competitive colleges and universities like to see three-four years of world language study (including Advanced Placement) at the high school level. Since competency-based credits will appear as a grade of "Pass" on the high school transcript (and not be factored into the student's overall Grade Point Average), that may seem to be a disadvantage over earning seat-time credits. The hope is that many students who would qualify for credit for competency/proficiency would be seeking to do so early (e.g., end of 8th grade/9th grade). That would give them time for additional study of the same or a different language in high school. In addition, over time we may expect that colleges will begin to shift their focus from seat-time credits to demonstrated proficiency, so students with evidence of language proficiency (through official assessment results) may find that to be an advantage.

8. In the model procedure's definition of "World Languages" what does "formally studied" mean?

Generally, it is assumed that to develop literacy skills in a language requires some type of formal study. This may be, for example, attendance at a language class in a school or the community, study with parents or family members, online learning, or student self-study.

9. May districts collaborate to offer a testing site?

Yes. In fact, OSPI and the SBE would encourage them to do so in order to reduce costs and increase opportunities for students.

10. In what ways can the community support paying for assessments?

Districts are expected to set the fee for offering assessments for credit for proficiency. The community could provide financial support, for example, to cover the costs for students to take the assessments in a given language (or in all languages). This would be an excellent way to support students who are not native speakers of English but have developed proficiency in their mother language or to encourage students who have shown initiative to learn a second or third language beyond English.

DRAFT

**Draft Competency-based Policy Resolution**

WHEREAS, the State Board of Education has long supported Washington's move toward a performance-based system of education; and

WHEREAS, the State Board of Education high school credit rule allows districts to award credit to students who satisfactorily demonstrate competencies according to written district policy; and

WHEREAS, the State Board of Education seeks to encourage districts to develop and implement competency-based credit opportunities for students;

THEREFORE, BE IT RESOLVED, that the State Board of Education endorses the publication of the Washington State School Directors' Association's (WSSDA) first sample competency-based policy and procedure in the area of world languages.

BE IT FURTHER RESOLVED that the State Board of Education will continue to collaborate with WSSDA and the Office of Superintendent of Public Instruction (OSPI) to develop additional sample competency-based policies and procedures in other subject areas for districts to use as a guide for establishing local policies.

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Jeff Vincent, SBE Board Chair

# State Board of Education

1-Jul-10

## General Fund State (GFS) Allocations/Expenditures 2010-2011

<b>Board Members</b>	<b>FY2010 Original Allocation</b>	<b>FY2010 Expenditures Through May 2010*</b>	<b>FY 2011 Allocation</b>
Sal/wages/Benefits	\$ 17,762.00	\$ 15,535.11	\$ 17,762.00
Goods/Services	\$ 7,500.00	\$ 9,868.31	\$ 7,500.00
Travel	\$ 72,000.00	\$ 82,572.04	\$ 72,000.00
<b>Total Board Operations</b>	<b>\$ 97,262.00</b>	<b>\$ 107,975.46</b>	<b>\$ 97,262.00</b>
<b>SBE Staff and Operations</b>			<b>FY 2011 Allocation</b>
Salaries/Benefits	\$ 514,626.00	\$ 490,896.98	\$ 619,071.00
Goods/Services	\$ 36,000.00	\$ 23,027.97	\$ 36,000.00
Travel	\$ 25,000.00	\$ 4,806.04	\$ 25,000.00
Equipment	\$ 15,000.00	\$ 874.83	\$ 15,000.00
Indirects	\$ 98,000.00	\$ 65,280.00	\$ 80,000.00
Unallocated	\$ 179,112.00	\$ 167,404.19	\$ 73,667.00
<b>Total Staff and Operations</b>	<b>\$ 867,738.00</b>	<b>\$ 752,290.01</b>	<b>\$ 848,738.00</b>
<b>Annual Total for Board and Staff Operations</b>	<b>\$ 965,000.00</b>	<b>\$ 875,071.28</b>	<b>\$ 946,000.00</b>
<b>Other</b>	<b>FY2010 Original Allocation</b>	<b>FY2010 Expenditures Through May 2010*</b>	<b>FY 2011 Allocation</b>
Special Legislative Provios (Accountability)	\$75,000.00	\$ 70,089.85	\$ 75,000.00
Budget Cuts	\$ (10,000.00)	\$ (10,000.00)	\$ (50,000.00)
Carry-over Equipment Fund	\$ 6,098.00		\$ 6,098.00
<b>Annual Total Other</b>	<b>\$71,098.00</b>	<b>\$60,089.85</b>	<b>\$ 31,098.00</b>
<b>Grand Total</b>	<b>\$ 1,036,098.00</b>	<b>\$ 935,161.13</b>	<b>\$ 977,098.00</b>

\*Expenditures by the end of June should leave SBE with \$10-\$15K surplus

## COMMON CORE STANDARDS

### BACKGROUND

The Common Core State Standards Initiative is being led by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) to promote state adoptions of common core standards in mathematics and English Language Arts (ELA). In spring 2009, 48 states, two territories and the District of Columbia committed to “developing a common core of state standards in English-language arts and mathematics for grades K-12.”<sup>1</sup>

Although commonly referred to as “national” standards, the federal government is not leading the effort, and states will adopt the standards voluntarily. States that adopt common standards by August 2, 2010 will receive additional points as part of their federal Race to the Top (RTTT) application that was due June 1, 2010. In addition, Washington’s application as a lead state with the SMARTER Balanced Assessment Consortia (that consists of 31 states including Washington) in competing to receive RTTT Assessment funds (up to \$350 million for state consortia to develop a comprehensive assessment system) has adoption of the common core standards at its foundation.

Washington has had several opportunities to review and provide feedback on initial drafts of the common core standards. The draft K-12 standards were released March 10, 2010 for public comment. Feedback was due by April 2, 2010<sup>2</sup>. The final standards were made public on June 2, 2010.

As of June 2010, approximately 12 states have formally adopted the common core English language arts and mathematics standards. Four states have publically announced their intention to not adopt the standards: Virginia, Minnesota, Texas, and Alaska.

States must adopt 100 percent of the common core standards. The common core standards may represent 85 percent of the state’s total standards, as states may add 15 percent more to customize the “package” of state standards. (Note: States cannot adopt only 85 percent of the common core standards.) As of June 2010, most states are still undecided about whether to add 15 percent additional content to the standards. Two states (Kansas and Arkansas) intend to add additional content to the standards as part of their adoption processes.

In Washington, the Superintendent of Public Instruction (SPI) has authority to adopt standards. However following the 2010 session, as outlined in section 600 of the state’s Education Reform Plan ([Engrossed Second Substitute Senate Bill 6696](#)), the Superintendent was given authority to “provisionally adopt” the common core standards. Per the legislation, SPI is required to deliver a detailed report on the common core standards in January 2011 to the state Legislature. The report will include a comparison of common core and state learning standards, and an estimated timeline and costs to the state and districts to implement them.

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<sup>1</sup> <http://www.corestandards.org/>

<sup>2</sup> [www.corestandards.org](http://www.corestandards.org)

In order to provide the most current information to the Board, OSPI staff will bring additional information about the provisional adoption, initial alignment between the common core standards and Washington's current standards, and more details about how other states are navigating this initiative.

The State Board of Education (SBE) may elect to comment on the adoption of the common core standards, but has no direct authority for the adoption.

**EXPECTED ACTION**

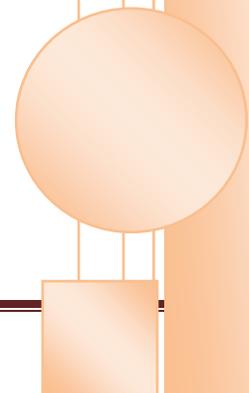
None. Information only.

# REPORT OF THE NASBE WESTERN REGIONAL CONFERENCE

*Common Core Standards*

## Attachment A

Brenda Welburn  
2/2/2010



## REPORT OF THE NASBE WESTERN REGIONAL CONFERENCE

### *Common Core Standards*

Eleven states and one territory from the NASBE Western Region participated in a conference focused on the initiative led by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) to promote state adoptions of common core standards in mathematics and English language arts (ELA). In the majority of states, the state board of education is the entity responsible for the adoption of standards, thus the conference played a critical role in providing board members with an opportunity to clarify the process for developing and adopting common core standards and for raising and discussing issues that boards might encounter once the standards are finalized and the adoption process has been completed.

Speakers for the conference covered a wide range of topics including the process used to develop the standards and the vetting process by content experts. Additional speakers addressed why this topic is pertinent and so galvanizing among and across sectors; the timeline for adoption within states; and the importance of aligning communication, adoption and implementation actions. One of the most useful aspects of the conference was the work session among participants exploring and discussing challenges, resources that will be required for a transparent and straightforward adoption and implementation process, remaining questions and additional support that NASBE could provide as states move forward. A synopsis of those issues follow:

#### *Anticipated Challenges*

- Push back from various interest groups
- Teacher development
- Setting cut scores
- Impact on states' current adoption processes and standards
- Impact on current assessments
- Standards fatigue
- How best to communicate and roll out
- Establishing a meaningful vetting process to address the concerns with partners to include the fiscal impact of adopting new standards outside of the normal cycle
- General process alignment with current standards adoption practices and other policies

#### *Required Resources for the Adoption of Common Core Standards*

- Money
- Staff time and availability for review a review of the standards
- Time for public engagement
- Funds for professional development and release time for teachers
- Funds for policy alignment and assessments development
- Funds for curriculum resources
- Overall Expertise
- Sufficient teachers

### *How NASBE Can Support States in the Adoption and Implementation of Common Core*

- Share information across states
- Provide guidance on how to move forward
- Conduct a common core standards session at the NASBE Annual Conference
- Promote the role and importance of state boards of education in the adoption process
- Assist with communication strategies including multi-media access for all constituencies
- Provide speaking points on key common core issues
- Advocate for the concerns of the stakeholders
- Host more regional meetings

### *What Further Information on the Common Core Standards Process is Needed*

- Career and college ready – what do we really want for all high school seniors; including non-college bound and how will they be affected by the common core
- How will common core standards be used with special needs students
- How will states approach the alignment of instructional materials and how it will evolve
- How will states calculate the cost of new common core standards
- What will the impact of common core standards be on Career and Technical Education
- How will the differences in state timelines affect the process
- How will the process address the lack of common definitions across states for the elements of standards; for example, not all states use the term English Language Arts
- What is the criteria for measuring the additional 15% above the common core
- What happens if a state doesn't adopt the common core if they have been selected to receive RTT funds
- How will the federal role expand in this arena
- How will international benchmarking be used
- What are the procedures for modifying the standards in the future
- What instructional materials will be developed for the common core standards

### *Additional Questions on the Common Core*

- How will the common core standards affect other disciplines
- How to provide support and resources to make the common core meaningful
- How will schools be better because of common core standards
- What does higher, clearer, fewer really mean and how will this be interpreted by parents
- What impact, if any, will the November elections have on the common core movement
- Is 15% above the common core sufficient for math and science
- How will common core standards affect other federal programs
- How will the standards affect states' policy review cycles

### *Anticipated Adoption Timeframe*

- Utah – immediately –if resources are available
- Colorado – August if alignment with the current standards is possible
- Washington – 6 months (provisional), a standards cross walk is required by the legislature for the 2011 sessions

- Wyoming TBD
- Montana – 6 months to a year and a half
- Guam – in the process of adopting standards; must determine if the common core can be integrated into what is happening
- Alaska – not likely in immediate future, but will examine the alignment issues
- Idaho - TBD
- California -2010-11; it will be an overall 4 year process
- Hawaii – this year, once the standards are released
- Oregon – end of 2010

A copy of the conference agenda is attached.

## RACE TO THE TOP AND EDUCATION REFORM PLAN UPDATE

### BACKGROUND

#### Race to the Top Application

At the May Board meeting, the Board passed the following motion requesting the following information as part of the Race to the Top Application:

#### Authorization of State Board of Education Chair to Sign Race to the Top Education Reform Grant Application

**Motion** was made to authorize the Board's Chair to sign the Washington Race to the Top Education Reform Grant Application, provided that the Chair deems the following three conditions are met:

1. The Race to the Top application clearly shows:
  - a. How the state education agency will organize itself to implement the state's education reform plan.
  - b. How the state will organize the overall governance structure to oversee the execution of the state's education reform plan.
2. The Race to the Top application contains clear baseline information, action strategies, and ways to measure progress for each of the state's four major reform goals.
3. A final state education reform plan complete with implementation detail will be completed by September 15, 2010 with a more full, robust engagement with our stakeholders. Work plan tasks and timelines will be signed off by each member of the steering committee prior to the Race to the Top application sign-off.

The final application met the Board's requirements in its motion, stated above, with the exception of the date of September 15, 2010 for completion of the Education Reform Plan. The Race to the Top Steering and Coordinating Committees agreed that the feedback and development of the education plan should continue this fall and then be presented to the legislature in 2011 for their approval before the Education Reform Plan is finalized. Attachment A provides an executive summary of Washington's Race to the Top Application, including the timeline for completion of the education reform plan.

Under the State/ Local Partnership Agreement, 265 local districts representing 97 percent of the school districts signed onto the grant application. The Race to the Top Steering Committee (the Governor, Superintendent of Public Instruction, and State Board of Education Chair) signed off on the grant application and it was delivered to the U.S. Department of Education on June 1. Mary Jean Ryan represented the Board at the June 1 press conference announcing Washington's grant submittal.

A total of 35 states and the District of Columbia applied for Round Two of the Race to the Top Education Reform Grant. Our grant along with the other states is posted at:

<http://www2.ed.gov/programs/racetothetop/phase2-applications/index.html>

The U.S. Department of Education will notify applicants if they are in the final pool for interviews by the end of July. If you visit the above U.S. Department of Education website at that time, you will be able to see the scores Washington received. Sometime during the week of August 9, states will go to present their applications and answer questions. Each team will bring five people from their state to present.

The Steering Committee will meet July 6 to discuss the application, preparation for the potential interviews, and the education reform plan. Information from that meeting will be shared with the Board at the July Board meeting.

### **POLICY CONSIDERATION**

The Board will discuss its role in advancing the draft Education Reform Plan. This is one item of the Board's strategic plan. A draft of the Education Reform Plan revisions should be available at the July Board meeting.

### **EXPECTED ACTION**

No action is expected.

## June 2010 Executive Summary of Washington's Race to the Top Application

On June 1, 2010 the state of Washington submitted a \$250 million, four-year application to the United State's Education Department's Race to the Top competitive grant program, Round Two. The Race to the Top program is funded under American Recovery and Reinvestment Act of 2009 (ARRA). Race to the Top encourages and rewards states that are implementing significant reforms in four education Reform Criteria:

- Adopting standards and assessments that prepare students for success.
- Preparing, recruiting, supporting, and retaining effective teachers and principals.
- Improving the use of data to inform and improve practices.
- Turning around the lowest performing schools.

The 2009 and 2010 Washington State legislative sessions accelerated state education reform efforts on two major fronts: 1) a redefinition of Basic Education and a comprehensive review of the state education finance system through Engrossed Substitute House Bill (ESHB) 2261 in 2009 and Substitute House Bill (SHB) 2776 in 2010, and 2) the passage of Engrossed Second Substitute Senate Bill (E2SSB) 6696 in 2010.

These laws are crucial elements of the state effort to ensure high-quality teaching and learning environments for all students in all schools in Washington. A Steering Committee – comprised of Governor Gregoire, Superintendent Dorn, and the State Board Chair Ryan – indicated that if E2SSB 6696 had not passed in early March 2010, Washington State would not be able to make a viable Round Two Race to the Top Program application (it had already made that decision in regard to sitting out Round One of the competition, which awarded competitive funds to just two states: Delaware and Tennessee). When E2SSB 6696 did indeed pass and was signed into law by Governor Gregoire, the Round Two Race to the Top Program application effort expanded as did discussions about developing an Education Reform Plan Framework. In addition, the Steering Committee –with newly elected State Board Chair Vincent– accelerated communications in relation to required and optional/competitive elements of Washington's Race to the Top Partnership Agreement, which is Washington's name for the federally-mandated Memorandum of Understanding with participating districts.

Following the federal Race to the Top Program and i3 models, Washington decided on an approach to the Partnership Agreement that supports both required and optional/competitive elements. This includes the idea of supporting model programs or research-based local school district efforts that are considered innovative or break-through – evolving into the concept of innovation clusters tied to the four federal Reform Criteria.

The optional/competitive elements, or innovation clusters, represent the only “conditional items” that could extend beyond current collective bargaining agreements. By nature, they are bolder and more ambitious in nature, and necessitate school districts to indicate a specific interest in competing for additional optional/competitive funds.

As foundational elements of the state's Education Reform Plan Framework and its Race to the Top application, four goals reflect the importance of aligning statewide P-20 education practices and systems; shifting from a compliance monitoring to a customized technical assistance and professional support approach; addressing ongoing student achievement gaps; enhancing student and educator prowess in Science, Technology, Engineering and Mathematics (STEM); and preparing students for

success in college and beyond. The four state goals are for all Washington students to: 1) enter kindergarten prepared for success; 2) compete in math and science nationally and internationally; 3) attain high academic standards regardless of race, ethnicity, income or gender; and 4) graduate able to succeed in college, training, and careers.

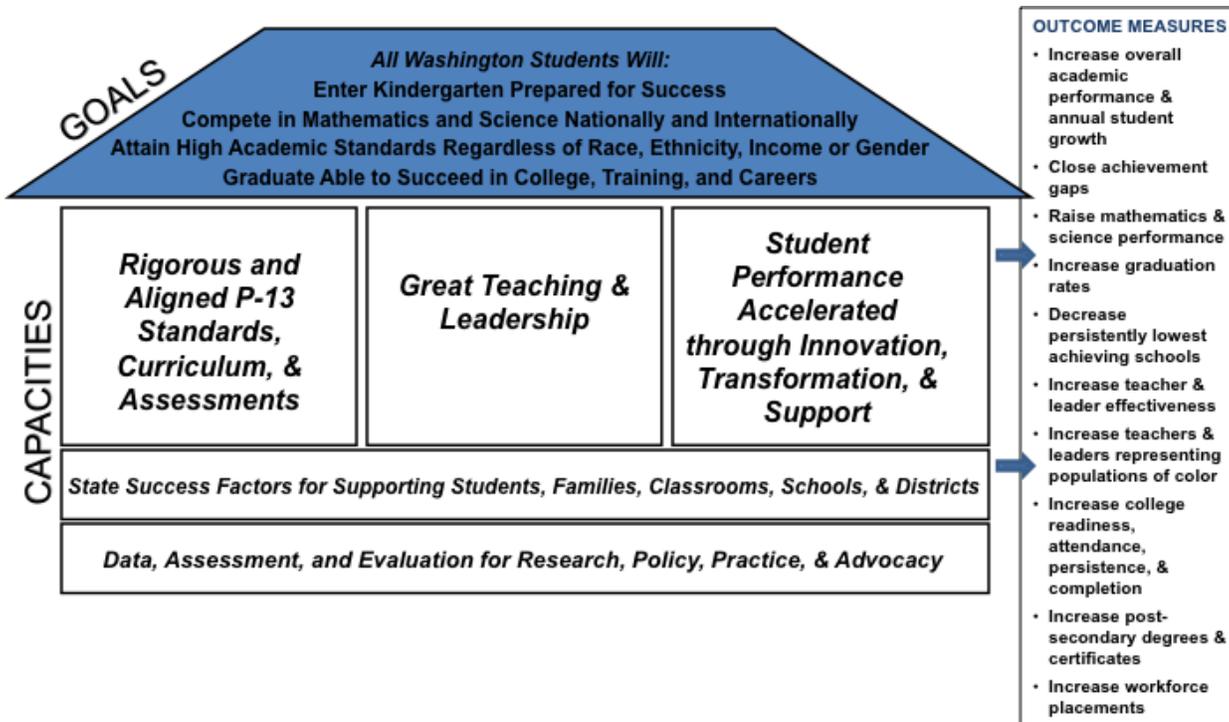
The framework includes a vision, the four goals, five capacities, and nine outcome measures (note that additional development of some strategies and measures, particularly in the post-secondary and early childhood arenas will occur as a 2010 Education Reform Plan is finalized and vetted with stakeholders during 2010). The five essential capacities characterize what school, district, regional, state, agency, board and commission staff need to excel at. Furthermore, the capacities highlight strategies for enabling, or implementing, comprehensive and deep education reform.

The state bases its four goals, five capacities and outcome measures on several research activities: the results from a fall 2009 diagnostic of the state’s various strengths and weaknesses relative to the four federal Reform Criteria; an analysis of current conditions and recent student performance data; input from work teams organized around Reform Criteria and Washington priority areas; current funding and initiatives; and the new education reform legislation. The vision, graphical depiction of the framework, and specific performance targets follow.

**Vision**

*All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.*

**Education Reform Plan Framework**



## Performance Targets

Goal	Performance Targets
<p><b>1. Students enter kindergarten prepared for success</b></p>	<p>Increase percentage of Washington public school kindergarten students participating in full-day kindergarten* from 33% of total kindergartners in 2009 to 40% in 2013, and 85% in 2018**</p> <p>*There will be results starting in 2010 from early learning and development benchmarks and a kindergarten readiness assessment process; full-day kindergarten is used as a proxy to reflect state commitment to early learning.</p> <p>**2018 is used because that is the new definition of Basic Education, which includes statewide implementation of full-day kindergarten, is expected to be fully funded as per Engrossed Substitute House Bill 2261 and Substitute House Bill 2776.</p>
<p><b>2. Students compete in mathematics and science nationally and internationally</b></p>	<p>Raise math and science performance levels overall by four percentage points per year between 2009 and 2018:</p> <ul style="list-style-type: none"> <li>• Fourth grade increase in passing rates on state mathematics exams from 52.3% overall in 2009 to 68.3% in 2013 and 88.3% in 2018.</li> <li>• Fifth grade increase in passing rates on state science exams from 44.9% overall in 2009 to 60.9% in 2013 and 80.9% in 2018.</li> <li>• Eighth grade, increase passing rates on state science exams from 51% overall in 2009 to 67% in 2013 and 87% in 2018.</li> <li>• Eighth grade increase passing rates on state mathematics exams from 50.8% in 2009 to 66.8% in 2013 and 86.8% in 2018.</li> <li>• Tenth grade, increase passing rates on state science exams from 38.8% in 2009 to 54.8% in 2013 and 74.8% in 2018.</li> <li>• Tenth grade, increase passing rates on state mathematics exams from 45.4% in 2009 to 61.4% in 2013 and 81.4% in 2018.</li> </ul>
<p><b>3. Students attain high academic standards regardless of race, ethnicity, income, or gender</b></p>	<p>Close achievement gaps by increasing subgroup performance on state mathematics, science, reading, and writing exams by four percentage points each year per subgroup (Black, Hispanic, American Indian/Alaskan Native and Pacific Island students).</p> <p>Increase absolute student performance (and eventually student growth once those measures are in place) by three percentage points per year between 2009 and 2018:</p> <ul style="list-style-type: none"> <li>• For science and mathematics, see above.</li> <li>• Fourth grade, increase passing rates on state reading exams from 73.6% overall in 2009 to 85.6% in 2013 and 98% in 2018; and in writing from 60.4% overall in 2009 to 72.4% in 2013 and 87.4% in 2018.</li> <li>• Eighth grade, increase passing rates on state reading exams from 67.5% in 2009 to 79.4% in 2013 and 94.4% in 2018.</li> <li>• Seventh grade, increase passing rates on state writing exams from 69.8% in 2009 to 81.8% in 2013 and 96.8% in 2018.</li> <li>• Tenth grade, increase state passing rates from 81.2% on state reading exams in 2009 to 93.2% in 2013 and 98% in 2018; and in writing from 86.7% in 2009 to 95% in 2013 and 98% in 2018.</li> </ul>

Goal	Performance Targets
<p><b>4. Students graduate able to succeed in college, training, and careers</b></p>	<p>Increase AP course and exam participation rates of students of color by five percentage points in each subgroup each year between 2009 and 2018.</p> <p>Increase AP exam passing rates of students of color with scores of 3, 4 or 5 by two percentage points in each subgroup per year between 2009 and 2018.</p> <p>Raise cohort (four-year) graduation rates from 73.6% overall in 2009 to 80% in 2013 and 87% in 2018.</p> <p>Reduce cohort dropout rates from 19.4% overall in 2009 to 16% in 2013 and 10% in 2018</p> <p>Raise number of students going to postsecondary education and training within one year of high school graduation from 63% in 2008 to 71% in 2013 and 81% in 2018.</p> <p>Increase first to second year retention in Washington’s four-year colleges from 83.6% in 2008 to 86% in 2013 and 89% in 2018.</p> <p>Raise Washington’s rank status among states for students going right to college after high school graduation, from the bottom quarter in the nation in 2008 to the US average/national midpoint in 2013, and to above the national average by 2018 (based on NCHEMS data).</p> <p><u>Note:</u> Post Secondary degree completion for Washington high school students will be included when the longitudinal data system is fully implemented.</p>

These data and targets demonstrate the need for Washington to accelerate its progress and increase trends so that students of color and those living in poverty are performing at much higher levels in all subject areas. Additionally, all Washington students need to perform at higher levels in mathematics and science. Furthermore, tremendous disparities exist among rural, urban, and suburban communities, and among racial and ethnic groups in terms of how well K-12 graduates are prepared for life after high school. College and career readiness is essential to students’ future life, work, and earnings. However, in many Washington communities far fewer than half the students go on to any form of post-secondary education. And many who do go on require considerable remediation before beginning college-level courses – and then they quickly drop out. Additional challenges include: preparedness of kindergartners for success; achievement gaps, particularly in mathematics and science; and graduation and dropout rates. Washington’s Race to the Top Program application outlines strategies for redressing achievement gap and performance issues.

The Office of Superintendent of Public Instruction is the primary organization for leading, supporting, and overseeing the K-12 education system in Washington State. However, there are also a variety of legislatively mandated-departments, boards, commissions, and committees that possess a policy, legislative, governance, professional standards, or delivery role in relation to education in Washington State. Washington’s model for governance and implementation of Race to the Top builds on the strengths of Washington’s educational system and takes a staged approach to addressing systemic organizational and performance challenges. There will be dedicated offices and functions within the Office of Superintendent of Public Instruction devoted to Washington’s Race to the Top implementation. “Education Reform and Innovation” is used in the titles and offices responsible for education reform governance, oversight, coordination, leadership, and implementation. Furthermore, there will continue to be a shared governance structure (the Steering Committee, which will expand to include Professional Educator Standards Board Chair Rushing) to keep Washington leaders apprised of and

making strategic decisions about Washington's Race to the Top/ Education Reform and Innovation progress and deliverables.

The state of Washington applied for federal Race to the Top funds in support of specific portions of the Education Reform Plan Framework in conjunction with its "participating school districts". Signing on to the Partnership Agreement to become a participating school district entitles a school district to a proportionate share of one-half of the state Race to the Top grant funding should Washington State receive a Race to the Top grant award and eligibility to apply for optional/competitive funding.

The Race to the Top application budget model focuses on the level allowed for the State of Washington (\$250 Million) and the support of a combination of state *and* locally driven strategies. The Title I formula allocations to school districts were reviewed based on the current dollar limit. This review guided the decision to adjust downward the state's 50% grant portion (\$125 Million) by \$12.3 Million to create an equalization factor resource that was allocated to districts with little or no Title I funding.

Efforts across the state to involve districts in the Washington Race to the Top Partnership Agreement required *and* optional/competitive elements were overwhelmingly successful and demonstrated significant levels of commitment to the four Race to the Top Reform Criteria from across the state with 90% of districts in the state (265 of 295) signing the Partnership Agreement. These districts represent 95% of schools across the state, 97% of Washington's K-12 students, and 98% of Washington's students in poverty. Of those districts that signed the Partnership Agreement, 90% included a local school board president signature; 69% a teachers' union president signature; and 86% a principals' representative. These percentages are derived from those districts with teachers unions and and/or principal representative groups.

Fifty percent of the participating districts also indicated interest in competing to participate in one or more innovation cluster: 30% (79 of 265) of participating districts are interested in the Teacher and Leader Development and Effectiveness Innovation Cluster; 18% (47 of 265) of districts in the Struggling Schools Innovation Cluster; 40% (106 of 265) of districts in the College and Career Readiness and Closing the Achievement Gap Innovation Cluster; and 38% (100 of 265) of districts in STEM Innovation Cluster. These optional/competitive innovation clusters are designed to promote and support local district and partner initiatives and spur improvements in student achievement through shifts in practice in classrooms, schools and districts.

**The State's Commitment to Districts** (which include the required elements included on the "State" column of the Partnership Agreement) **is as follows:**

- If identified as a finalist, form a presentation panel and present to and answer questions from federal evaluators.
- If an award recipient, form a transition team, provide technical assistance to districts and create selection teams for 90-day plans and innovation cluster competitions.
- Submit its own 90-day plan.
- Build the infrastructure, systems, organizational capacity, procedures, and staff to support grant implementation at local, regional and state levels.
- Implement and provide support to districts to implement:
  - Common Core Standards.
  - Aligned Formative and Summative Assessments and Systems.
  - Instructional Improvement Data System and Technical Assistance.
  - Improved Mathematics and Science Instruction and Comprehensive STEM Models.
  - Model Teacher and Leader Evaluation Systems.
  - New, District-based Teacher Preparation Models.

- Regional Professional Development Delivery Network and New Professional Development Cooperative.
- Math and Science Specialty Endorsements (elementary) and Credentialing (middle and high).

**Districts that sign the Partnership Agreement are required to:**

- Implement required elements of plan outlined in Partnership Agreement.
- Participate in Race to the Top sharing activities.
- Follow U.S. Department of Education guidelines for posting products developed through the Race to the Top competition and completing evaluation requirements.
- Be supportive and committed to working on all or a significant portion of the state reform plan.
- Provide a “Final Scope of Work” to the state no later than 90 days following the awarding of the grant.
- Align provisions of Race to the Top with applicable district/association collective bargaining agreement.
- In regard to the **Standards and Assessments** reform area (Section B of application):
  - Adopt and implement the Common Core Standards in mathematics and English/Language Arts.
  - Use state-provided formative and summative assessments.
  - Align Early Learning Development Benchmarks to Kindergarten programs.
  - Provide access to college readiness exam (Transition Math Project).
  - Increase student participation in courses that earn college credit.
- In regard to the **Data Systems** reform area (Section C of application):
  - Districts with local instructional improvement systems will enhance usefulness through state-developed tools.
  - Districts without local instructional improvement systems will implement a system developed by the state.
  - Districts will, as appropriate, use regional data coaches supplied and supported by the state.
  - Districts will make instructional improvement data available for research purposes.
- In regard to the **Great Teachers and Leaders** reform criteria Section D of application:
  - Under the 2010 education reform law:
    - Implement the new principal and teacher evaluation system.
    - Participate in annual regional work force planning session.
  - Choose one or more reform priorities for a local improvement initiative:
    - Turning around low-performing schools.
    - Closing the P–12 achievement gap and reducing dropouts.
    - Enhancing P–12 STEM instruction.
    - Improving college and career readiness.
- In regard to the **Turning Around Lowest Achieving Schools** reform criteria (Section E of application):
  - Districts (with lowest achieving schools designated for required action and that are funded) are required to implement one of four federally approved intervention models.
- In regard to improving **Science, Technology, Engineering and Mathematics** (Competitive Preference Priority of application):
  - Ensure adequate preparation for mathematics and science end-of-course assessments
  - Increase science exposure in elementary grades.
  - Support integration of STEM instruction across grades and subjects.

- Create a STEM support mechanism using resources of Educational Service Districts (ESDs); practitioner experts; Science, Technology, Engineering and Mathematics Partners; museums; and researchers.

Washington has adopted the optional/competitive innovation cluster concept to catalyze and accelerate statewide education change in four distinct areas: improving Science, Technology, Engineering and Math (STEM); developing great teachers and leaders; jumpstarting improvement in struggling schools; and improving college and career readiness, as well as reducing achievement gaps.

A short summary of each of four innovation clusters follows:

1. The Science, Technology, Engineering and Mathematics (STEM) Innovation Cluster will use a customized competitive grant and technical assistance approach to identify and support projects designed to narrow the achievement gap in STEM content areas; prepare underrepresented students for college in STEM careers; increase the availability of opportunities for students to apply and integrate STEM content areas; and enhance elementary and secondary school STEM offerings, programs, coursework, rigor, and teacher and leader skills. These schools and districts will be provided in-depth technical assistance and additional funds to implement innovative and evidence-based models designed to significantly increase student achievement in STEM areas that can be used by other schools and districts. (See Section A and Competitive Preference Priority of Application.)
2. The Struggling Schools Innovation Cluster targets just those districts with schools in the bottom 6-10% of persistently lowest-achieving schools. Up to 15 schools in the bottom 6-10% of persistently lowest-achieving schools and their districts will be eligible for technical assistance and support focused on the required and permissible elements of the federal intervention models. The intent is to prevent those schools that have the potential to become persistently lowest-achieving schools in the future. Participants will receive technical assistance and support to implement rapid improvement and turnaround practices consistent with required and permissible elements of the federal innovative intervention models, including implementing rigorous and aligned curricula; using assessments and interventions; building teacher and leader capacity for effective and rapid school turnaround; using student data to inform and differentiate instruction; and creating district/school structures and conditions for ensuring equitable distribution of effective teachers, leaders and other resources. The lessons learned will enable the state to scale up practices effective in closing persistent achievement gaps and turning around student achievement. (See Sections A and E of Application.)
3. The emphasis of College and Career Readiness and Closing the Achievement Gap Innovation Cluster has the broadest scope of the clusters because the concept of "readiness" covers the P-20 spectrum. Innovative solutions to problems such as closing an achievement gap for a specific subgroup of students may be very different than increasing college access for that same subgroup. Interested school district applicants will be given great leeway in outlining a project design that produces measurable outcomes and targets specific transition points of the P-20 system: pre-k; early grade levels to middle school; middle to high school; high school to post-secondary education; and alternative pathways. (See Section A and B of Application.)
4. The Teacher and Leader Development and Effectiveness Innovation Cluster encourages a bold accelerated opportunity for districts to design systems that challenge current policy to address compensation and evaluation linked to the placement of teachers and principals in rural, high-poverty and/or low-achievement schools. These may include compensation-related career ladders and differential pay. Districts may also join the state's evaluation pilots. These pilots will lead the state's efforts to define and implement new evaluation models for teachers and principals. Districts in this cluster may also partner with an alternative route provider to create

and implement a residency-model teacher preparation program designed to serve a district's – or groups of districts – workforce development and school improvement strategies. These alternative route partnerships will place priority on the preparation of teachers in STEM subject areas. (See Section A and D of Application.)

If Washington State is awarded a Race to the Top grant, each participating district will have 90 calendar days to develop a specific plan for implementation and explain how it will use Race to the Top grant funds. Similarly if the district has indicated interest in participating in one of the optional/competitive components, participation and additional funding will be determined following the district's response to a separate grant application for the optional/competitive activities.

The following timelines and actions are demonstrative of Washington's state leaders commitment to education reform and the implementation of an ambitious and cohesive 2010 State Education Reform Plan.

## Timeline for Washington's Race to the Top Restructuring

June - December 2010	January - June 2011	July - December 2011
<ul style="list-style-type: none"> <li>• Create RTTT transition team to support districts as they develop their District Race to the Top Implementation Plans and RTTT staff is brought on board.</li> <li>• Establish Office of Education Reform and Innovation, hire key project staff, and develop common protocols, practices, reporting tools, and communications.</li> <li>• Launch District Race to the Top Implementation Plan planning guidelines and review district plans.</li> <li>• Establish team leads and project teams and integrate existing functions with the RTTT work.</li> <li>• Establish centralized Education Reform and Innovation professional development function.</li> <li>• Establish Education Reform and Innovation Data Management Office.</li> <li>• Finalize 2010 State Education Reform Plan, including recommendations for offices, departments, boards, commissions, committees and councils.</li> <li>• Develop approach to performance management, evaluation, and knowledge management.</li> </ul>	<ul style="list-style-type: none"> <li>• Approve and analyze District Race to the Top Implementation Plans.</li> <li>• Develop innovation cluster Request for Proposal criteria, process and expert session(s) for interested districts.</li> <li>• Conduct technical assistance and professional development needs analyses based on District Race to the Top Implementation Plans.</li> <li>• Launch Innovation Cluster RFPs and select participants.</li> <li>• Forward (and seek support for) legislative and organizational recommendations resulting from Education Reform Plan finalization.</li> <li>• Implement additional organization and practices changes, linked to the 2010 State Education Reform Plan, across education offices, departments, commissions, boards, committees, and councils.</li> <li>• Follow timelines for implementation within application sections (B) through (E).</li> </ul>	<ul style="list-style-type: none"> <li>• Launch innovation clusters.</li> <li>• Continue to implement additional organization and practices changes, linked to 2010 State Education Reform Plan.</li> <li>• Implement performance management model.</li> <li>• Launch report card.</li> <li>• Follow timelines for implementation within application sections (B) through (E).</li> </ul>

## Updated Timeline for Completion of 2010 State Education Reform Plan

Activity	May	June	July	August	September	October	November	December	2011 Legislative Session & Follow Up
1. Draft 2010 State Education Reform Plan Document		X	X						
2. Assign Lead and Team Responsibility and allocate funding for Coordinating Stakeholder Input, Meetings, and Communication		X							
3. Convene Education Reform and Innovation Steering Committee to Discuss Planning Steps and Process			X						
4. Conduct Education Advocacy Stakeholder Meetings and Focus Groups (philanthropies, businesses, community groups, advocacy organizations)				X	X	X			
5. Conduct Parent and Student Stakeholder Meetings and Focus Groups in 9 Educational Service Districts				X	X	X			
6. Conduct meeting with Quality Education Council leadership to review 2010 Education Reform Plan process and draft				X			X		
7. Convene Education Reform and Innovation Steering Committee to discuss input to date, status of stakeholder input process, and implementation planning – invite other state-level education stakeholders to discuss implementation					X				
8. Conduct Educator Stakeholder Meetings and Focus Groups in 9 Educational Service Districts						X			

<b>Activity</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>2011 Legislative Session &amp; Follow Up</b>
9. Conduct State Legislator, Agency, Board, Commission, Committee, and Department Stakeholder Meetings and Focus Groups						X	X		
10. Convene Education Reform and Innovation Steering Committee to discuss contents of 2010 State Education Reform Plan, and potential legislative agenda – include Quality Education Council leadership meeting to discuss implementation of the plan						X			
11. Craft Related Legislative Agenda, Organizational Changes, and Budget						X	X		
12. Write and Edit New Version of 2010 State Education Reform Plan <u>Document</u> ; and Implementation Plan							X		
13. Share 2010 Education Reform Plan with Legislative Education Committee Chairs								X	
14. Develop Communication and Dissemination Plan								X	
15. Convene Education Reform and Innovation Steering Committee for Formal Sign Off on 2010 State Education Reform Plan									X
16. Print Formal Document									X
17. Commence Implementation and Communication									X

## **STRATEGIC PLAN**

### **BACKGROUND**

The State Board of Education hired Berk and Associates to help it create a strategic plan in March 2010. The SBE has discussed ideas for the Strategic Plan at three meetings in March, April and May.

Based on those three meetings, executive committee and staff internal discussions, a draft strategic plan for 2011-14 has been prepared for the Board to discuss at its July Board meeting during the retreat.

### **POLICY CONSIDERATION**

The Board will review and provide feedback on the draft strategic plan for 2011-14 that contains five new goals with objectives, timeline and anticipated results. These five goals would replace the goals in the current strategic plan. The draft strategic plan provides a cross walk to the draft Washington Education Reform Plan as well as how the SBE plan fits into all the other state efforts. In addition to the draft strategic plan, Berk has worked with SBE staff to create SBE roles for the Strategic Plan. Both documents are behind this memo:

1. The State Board of Education Strategic Plan 2011-14 – Attachment A.
2. State Board of Education Strategic Roles – Attachment B.

### **EXPECTED ACTION**

The Board will give final feedback on these documents and provide guidance to staff on the creation of a one year and two year implementation plan. Staff will prepare a final strategic plan, a work plan and a potential budget request for board approval at the September Board meeting.

STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

introduction: policy roles, authority, and policy context

***SBE Mandate and Roles***

In 2005, the Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, it is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education.
- Implement a standards-based accountability system to improve student academic achievement.
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles.
- Promote achievement of the goals of RCW 28A.150.210:  
The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop broad knowledge and skills essential to:
  1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
  2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
  3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.
  4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.
- Approve private schools.
- Articulate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system.

**SBE Roles.** With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 system, including:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system.
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance.
- **Advocacy:** persuading for a particular issue or idea.
- **Communication:** providing information to help a common understanding.
- **Convening and facilitating:** bringing parties together for discussion and collaboration.

## **Statutory Requirements and Ongoing SBE Work**

**Statutorily Required Responsibilities.** SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. The Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- **A More Comprehensive Accountability Framework:** SBE created a framework for statewide accountability; developed recognition program for schools with SBE accountability index; and obtained intervention authority through Required Action for Low Performing Schools.
- **Revised Graduation Requirements:** SBE developed the Core 24 Framework for High School Grad Requirements and continues to work towards graduation requirements that will best prepare today's graduates.
- **Administrative Responsibilities.** SBE also sets the cut scores for student proficiency and other performance levels on the state assessments; monitors local school district compliance with the basic education act and approves waivers of the required 180 days of student instruction.

**Special Legislative Assignments.** In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma.
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule.
- Completing a science standards review; science curriculum review; and a math standards and curriculum review.
- Drafting several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report.
- Implementing a new efficiency waiver pilot for small school districts.
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues.

SBE also holds seats on the following boards and workgroups: the Quality Education Council (QEC); Data Governance Committee; Education Research and Data Center Workgroup; Building Bridges Student Support Work Group; Race to the Top grant steering and coordinating committees; and the Science, Technology, Engineering, and Mathematics (STEM) work group. In addition, SBE consults with the Achievement Gap and Oversight Committee and Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

## **SBE Has Many Stakeholders**

**Defining SBE's Stakeholders.** SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the Washington Education Association (WEA), the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of

SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations.

**Coordinating with Other State Agencies.** SBE works within a network of multiple agencies including the Governor's Office, the Legislature and its committees, OSPI, PESB, and the Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' strategies and priorities are, the greater the benefit will be to the citizens of the State of Washington.

### ***The Federal Context: Race to the Top Policies and Funding***

Race to the Top (RTTT) funding is a competitive state grant program administered by the U.S. Department of Education, designed to encourage and reward states that are implementing ambitious plans in four core education reform areas. These four federal assurances represent aspects of high-performing school systems:

1. **Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
2. **Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction.
3. **Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.
4. **Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart and transformation.

The Board participated in forming a coalition to obtain approval of Race to the Top grant funding in the 2010 Legislative session to help make Washington more competitive for this federal grant funding. SBE serves on the Race to the Top Steering Committee.

### ***The State Context: Development of the Washington State Education Reform Plan***

The 2010 draft State Education Reform Plan is designed to significantly advance Washington's K-12 achievements levels. SBE has served as a catalyst to help define and create the Education Reform Plan and move it forward. The State Education Reform Plan's Vision is:

*All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.*

The Plan identifies four large goals for Washington:

1. Enter kindergarten prepared for success.
2. Be competitive in math and science nationally and internationally.
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps.
4. Graduate able to succeed in college, training, and careers.

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan's priorities, and assessment of the state's

progress in achieving its goals will be a major focus for SBE in the next several years.

### ***Current State of Washington's K-12 Education***

SBE staff has created a Current State of Washington K-12 Education series of charts and information. (The Board's July FYI packet will include the full packet of information.) The major conclusions from that work are:

- Washington performs above average on national measures (i.e. NAEP and AP test scores) of K-12 academic achievement.
- Our incoming kindergarteners are often underprepared for success in five major domains: physical well being, health, and motor development, social and emotional development, approaches toward learning, cognition and general knowledge, and language and literacy.
- Despite some academic success on national measures, our students struggle to meet the Washington math and science standards.
- There is a significant and persistent academic achievement gap.
- Graduation rates and dropout rates remain relatively constant over the past six years. Ethnic and racial minority students and low-income students are much more likely to drop out than their white and Asian peers.
- Compared to other states, lower percentages of high school graduates go immediately to college; Washington ranks 45th in the nation.
- Funding for K-12 education has grown steadily, but Washington is ranked 45th in the nation for per pupil expenditures.

## **State Board of Education Strategic Plan: 2011-2014**

### **Vision, Mission, and Summary of Goals**

#### **VISION**

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

#### **MISSION**

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

#### **SUMMARY OF GOALS**

- Goal 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington**
- Goal 2: Collaborate with OSPI and Local School Districts to Close the Academic Achievement Gap for Underperforming Students**
- Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Post-Secondary Education**
- Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**
- Goal 5: Advocate for Policies to Develop the Most Highly Effective Pre K-12 Teacher Workforce in the Nation**

## Goals and Action Strategies

### GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON.

#### A. Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain Legislative approval.

- Conduct broad stakeholder outreach to build understanding, obtain meaningful input, and achieve buy-in of the Plan.
- Together with the Governor, OSPI, and PESB develop an actionable work plan for the Reform Plan's implementation, delineating clear roles and responsibilities.

**Timeline:** 2010-2011

**Results:**

- A visible, credible, and actionable Education Reform Plan that has significant buy-in from key stakeholders will be finalized by May 2011.
- Legislature will approve the Education Reform Plan by April 2011.

#### B. Take a lead role in implementing the State Education Reform Plan and Race to the Top Grant, if awarded.

- Adopt the State Education Reform Plan's performance targets as SBE's performance improvement goals.
- Help create and implement a system to track the State's performance in implementing the Education Reform Plan's work plan and Race to the Top Grant.
- Advocate to the QEC and the Legislature for a phased funding plan to support Education Reform Plan priorities.

**Timeline:** 2010-2017

**Results:**

- The education priorities to reform Washington's education system will be funded by the Legislature and implemented by local school districts.
- SBE will adopt the Education Reform Plan's performance targets as its own performance goals by 2011.
- SBE will have a tracking system in place for reviewing its performance goals against the Reform Plan by 2011.
- A phased funding plan to support the Education Reform Plan will be in place by 2011-13, will be funded by 2013-15, and will be evaluated by 2015-17.

#### C. Catalyze educational governance reform in Washington.

- Communicate the current state of Washington's education system, including developing a systems map that creates a visual picture of inter-relationships and how the system operates.
- Engage stakeholders in an examination of the state's educational governance system and make recommendations.
- Seek stakeholder agreement to develop a process and obtain funding to conduct a comprehensive system assessment.
- Collaborate with agencies and stakeholders to develop a Legislative proposal that will streamline the system, making it more effective and clarifying roles and responsibilities.

**Date Accomplished:** 2011-12

**Results:** Legislative proposals to enact a more effective governance system will be adopted in 2012

**GOAL 2: COLLABORATE WITH OSPI AND LOCAL SCHOOL DISTRICTS TO CLOSE THE ACADEMIC ACHIEVEMENT GAP FOR UNDERPERFORMING STUDENTS.**

**A. Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap.**

- Assist in oversight of State Education Reform Plan goals and measurable objectives.
- Implement the Required Action process for lowest achieving schools.
- Create recognition awards for schools that close the achievement gap and showcase best practices.
- Revise the school improvement plan rules (and add district improvement plan) to address research-based strategies to close achievement gap and build meaningful family engagement.
- Develop and recommend to the Legislature state models that complement federal models for required and voluntary action for the bottom 5 percent of lowest achieving schools.

**Timeline: 2010-12**

**Results:**

- Schools and their districts will receive recognition and intervention based on their performance by 2011.
- School improvement plan rules will be revised by 2012.
- State models for the bottom 5 percent of lowest achieving schools will be developed by 2012.

**B. Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3<sup>rd</sup> grade.**

- Advocate to the Legislature for funding of all-day Kindergarten and reduced class sizes.
- Support strategies to maximize children's potential for learning, including the establishment of intervention mechanisms for children that are struggling.
- Advocate for high family engagement and the importance of parents' roles as their children's first teachers.

**Timeline: 2010-2018**

**Results:**

- 85 percent of students eligible for kindergarten will attend a full time kindergarten program by 2018.<sup>1</sup>
- Early intervention strategies will be in place for all students grades K-3 in all elementary schools by 2013.

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<sup>1</sup> Performance targets are based on draft Washington Education Reform Plan and subsequent funding from the Legislature.

- 85 percent of all families will receive training on developmentally appropriate activities to help stimulate their young child' growth socially, emotionally, and physically by 2013.

**C. Monitor student achievement data and communicate progress on the State Education Reform Plan.**

- Communicate current data including the Washington Language Proficiency Test (WLPT2) data on the academic achievement gap.

***Timeline:* 2010-14**

***Results:*** SBE and stakeholders will have current data to turn the spotlight on areas that need to be addressed, and to improve schools that are not closing the achievement gap.

**D. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE.**

- Make space at Board meetings and conduct outreach to parents and students that are grappling with achievement.

***Timeline:* 2010-14**

***Results:*** SBE will advocate for personalized education strategies to help students improve their learning.

**GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN POST-SECONDARY EDUCATION.**

**A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship.**

- Revise the Core 24 framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements.
- Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; and curriculum, materials, and additional applied learning opportunities.
- Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to create opportunities for world language proficiency assessment to earn high school credit.

***Timeline:* 2010-18**

***Results:***

- New rules for revised graduation requirements and related policies will be adopted by 2012, and funding will be appropriated by Legislature for the phase-in by 2018.
- World language proficiency assessments will be available for students by 2015.

**B. Create a statewide advocacy strategy to increase post-secondary attainment.**

- Advocate for the new national Common Core Standards for math and English language arts, and an aligned national assessment.

- Form strategic alliances with groups, including building trades, the commissions, Workforce Training and Education Coordinating Board, EDCs, the HECB, and the State Board for Community and Technical Colleges (SBCTC) to inform students, parents, and business and community leaders about the importance of obtaining postsecondary education to have the skills necessary to earn a living wage.
- Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education.

**Timeline:** 2010-14

**Results:** Washington will be a top performing state in national rankings for graduation rates, direct rates to postsecondary education or apprenticeships, and persistence in college.

**C. Provide policy leadership for examining the role of middle school preparation for high school success.**

- Seek authority to institute the High School and Beyond Plan in middle school.
- Convene an advisory group to study and make recommendations for ways to increase the number of middle school students who are prepared for high school.

**Timeline:** 2011-2013 Biennium

**Results:** SBE will obtain graduation requirement authority from the Legislature regarding middle school by June 2011.

**D. Assist in oversight of online learning programs.**

- Examine policy issues related to the oversight of online learning for high school credits, and criteria for online private school approval with OSPI.

**Timeline:** 2011-2012

**Results:**

- New rules for online learning private school approval will be adopted in 2012.
- Appropriate policies to increase oversight of online learning will be developed by 2012.

**GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE.**

**A. Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math & Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015.<sup>2</sup>**

- Research effective strategies within Washington and in other states that have seen improvements in achievement.
- Identify and convene stakeholders to prioritize key state strategies and recommend benchmark goals for improving achievement.

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<sup>2</sup> Performance targets are based on draft Washington Education Reform Plan and subsequent funding from the Legislature.

- Provide system oversight through review of annual progress to identify what's working, and communicate results broadly.
- Identify the resources needed to advocate for and implement the strategies.

**Timeline:** November 2010 to develop the Math & Science Action Plan.

**Results:** An intentional plan and realistic timetable for improving achievement in math and science will be developed by November 2010.

**B. Take a lead role in facilitating the implementation of a Math & Science Action Plan, including tracking the state's performance.**

- Use the Math & Science Action Plan as a starting point to identify what additional strategies and resources may be needed.
- Use K-12 math and science performance achievement targets from the Washington Education Reform Plan, including international benchmarks, and begin monitoring Washington students' performance, competitive position, and continuous improvement against other states and countries.
- Advocate to the Legislature for new funding to support the Math & Science Action Plan.

**Timeline:** 2011-2014

**Results:**

- SBE will monitor its students' performance against these Education Reform Plan targets and international benchmarks.
- Funding plan to support the Math & Science Action Plan will be developed by 2012.

**C. Increase high school students' knowledge of science by strengthening high school graduation requirements.**

- Increase high school science graduation requirements from two to three credits by the class of 2018.
- Determine funding implications for adding a third credit and a second lab in science.
- Align with the HECB in requiring three science credits for four-year college admissions requirements.
- Review OSPI work on developing and implementing an end of course assessment for biology.

**Timeline:** 2010-15

**Results:**

- Rule change to add third credit in science will be made for Class of 2018; will be aligned with the HECB by 2011.
- Funding will be requested as phase-in for new graduation requirements by 2013-15 biennium.

**GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE PRE K-12 TEACHER WORKFORCE IN THE NATION.**

**A. Support incentives that result in placing highly effective teachers in the lowest performing and rural schools.**

- Identify incentives that result in an increase of placement of highly effective teachers in the lowest performing and rural schools.

- Advocate to the QEC to make a new teacher compensation model a high priority action.

**Timeline:** 2010-14

**Results:**

- QEC will adopt new teacher compensation model in 2012.
- The number of highly effective teachers in the lowest performing and rural schools will increase by 2014.

**B. Review state and local efforts to improve quality teaching and educational leadership.**

- Collaborate with OSPI and PESB to secure Legislative funding for new teacher assistance support by 2013.
- Support the QEC and Legislative action to restore and increase Local Improvement Days (LID) funding for five professional days by 2015; SBE will then no longer be required to grant districts waivers to reduce their days of student instruction.

**Timeline:** 2010-18

**Results:**

- Funding for new teacher induction program will be secured for FY 2013, three LID days will be funded by 2013, five LID days by 2015, and ten LID days by 2018.
- Board will discontinue 180 day waivers by 2013.

**C. Enhance Partnerships with OSPI and the PESB.**

- Form strategic alliances to assess and promote policies and incentives for teacher and leader quality in areas of mutual interest, such as:
  - New teacher and principal evaluation models.
  - Definitions of highly qualified teachers.
  - Reduction in out of endorsement teaching.
  - Alternate route to becoming teachers or principals.
  - Increasing the number of teachers from diverse race/ethnic backgrounds.
  - Increasing the pipeline of teachers in shortage and high need areas.
  - Advocate for teachers to have demonstrated pedagogy and content learning in cultural competencies and second language acquisition.

**Timeline:** 2010-14

**Results:** Aligned policies for teacher and leader quality that will improve student performance will be developed.

## SBE Strategic Plan Alignment

### *Alignment with the Washington State Education Reform Plan*

The State Education Reform Plan’s vision is that “All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship.” The Plan identifies four key goals for Washington.

SBE’s four-year Strategic Plan is aligned with these four goals in the following manner:

#### Goal Alignment and Cross-Walk

State Education Reform Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success.	<b>GOAL 2. Objective B.</b> Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3rd grade.
2. Be competitive in math and science nationally and internationally.	<p><b>GOAL 4. Objective A.</b> Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math &amp; Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015.</p> <p><b>GOAL 4. Objective B.</b> Take a lead role in facilitating the implementation of the Math &amp; Science Action Plan, including tracking the state’s performance.</p> <p><b>GOAL 4. Objective C.</b> Increase high school students’ knowledge of science by strengthening high school graduation requirements.</p>
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps.	<p><b>GOAL 2. Objective A.</b> Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap.</p> <p><b>GOAL 5. Objective A.</b> Support incentives that result in placing highly effective teachers in the lowest performing and rural schools.</p>
4. Graduate able to succeed in college, training, and careers.	<p><b>GOAL 3. Objective A.</b> Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship.</p> <p><b>GOAL 3. Objective B.</b> Create a statewide advocacy strategy to increase post-secondary attainment.</p> <p><b>GOAL 3. Objective C.</b> Provide policy leadership for examining the role of middle school preparation for high school success.</p>

## **SBE's Objectives to Complete and Implement the Education Reform Plan**

**GOAL 1. Objective A.** Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain Legislative approval.

**GOAL 1. Objective B.** Take a lead role in implementing the State Education Reform Plan and RTTT grant, if awarded.

**GOAL 2. Objective C.** Monitor student achievement data and communicate progress on the State Education Reform Plan.

### ***SBE Plan Alignment with Various Components of Education System***

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



**STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014**  
**Strategic Roles Framework**

**SBE Roles Definitions**

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system.
- **System oversight:** monitoring the education system by overseeing its operation and performance.
- **Advocacy:** persuading for a particular issue or idea.
- **Communication:** providing information to help a common understanding.
- **Convening and facilitating:** bringing parties together for discussion and collaboration.

**GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none"> <li>Collaborate with the Governor, OSPI, and PESB to finalize the State Education Reform Plan and obtain legislative approval.</li> </ul>					
<ul style="list-style-type: none"> <li>Conduct broad stakeholder outreach to build understanding, obtain meaningful input, and achieve buy-in of the Plan.</li> </ul>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Together with the Governor, OSPI, and PESB develop an actionable work plan for the Reform Plan's implementation, delineating clear roles and responsibilities.</li> </ul>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Take a lead role in implementing the State Education Reform Plan and Race to the Top Grant, if awarded.</li> </ul>					
<ul style="list-style-type: none"> <li>Adopt the State Education Reform Plan's performance targets as SBE's performance improvement goals.</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> <li>Help create and implement a system to track the State's performance in implementing the Education Reform Plan's work plan.</li> </ul>		<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> <li>Advocate to the QEC and the legislature for a phased funding plan to support Education Reform Plan priorities.</li> </ul>			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> <li>Catalyze educational governance reform in Washington.</li> </ul>					
<ul style="list-style-type: none"> <li>Communicate the current state of Washington's education system, including developing a systems map that creates a visual picture of inter-relationships and how the system operates.</li> </ul>				<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> <li>Engage stakeholders in an examination of the state's educational governance system and make recommendations.</li> </ul>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Seek stakeholder agreement to develop a process and obtain funding to conduct a comprehensive system assessment.</li> </ul>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Collaborate with agencies and stakeholders to develop a legislative proposal that will streamline the system, making it more effective and clarifying roles and responsibilities.</li> </ul>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

**GOAL 2: COLLABORATE WITH OSPI AND LOCAL SCHOOL DISTRICTS TO CLOSE THE ACADEMIC ACHIEVEMENT GAP FOR UNDERPERFORMING STUDENTS.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none"> <li>Focus on students of diverse racial and ethnic backgrounds, students in poverty, and English language learners to develop and implement specific strategies to close the achievement gap.</li> </ul>					
<ul style="list-style-type: none"> <li>Assist in oversight of State Education Reform Plan goals and measurable objectives.</li> </ul>		<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> <li>Implement the Required Action process for lowest achieving schools.</li> </ul>	<input checked="" type="checkbox"/>				
<ul style="list-style-type: none"> <li>Create recognition awards for schools that close the achievement gap and showcase best practices.</li> </ul>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Revise the school improvement plan rules (and add district improvement plan) to address research-based strategies to close achievement gap and build meaningful family engagement.</li> </ul>	<input checked="" type="checkbox"/>				
<ul style="list-style-type: none"> <li>Develop and recommend to the legislature state models that complement federal models for required and voluntary action for the bottom 5 percent of lowest achieving schools.</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> <li>Advocate for high quality early learning experiences for all children along the educational continuum, Pre K through 3<sup>rd</sup> grade.</li> </ul>					
<ul style="list-style-type: none"> <li>Advocate to the legislature for funding of all-day Kindergarten and reduced class size.</li> </ul>			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> <li>Support strategies to maximize childrens' potential for learning, including establishment of intervention mechanisms for children that are struggling.</li> </ul>			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> <li>Advocate for high family engagement and the importance of parents' roles as their children's first teachers.</li> </ul>			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> <li>Monitor student achievement data and communicate progress on the State Education Reform Plan.</li> </ul>					
<ul style="list-style-type: none"> <li>Communicate current data on the state of the academic achievement gap using the Washington Language Proficiency Test (WLPT2) data.</li> </ul>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> <li>Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE.</li> </ul>					
<ul style="list-style-type: none"> <li>Make space at Board meetings and conduct outreach to parents and students that are grappling with achievement.</li> </ul>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN POST-SECONDARY EDUCATION.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none"> <li><b>Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Revise the Core 24 Framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements.</li> </ul>	☑		☑		
<ul style="list-style-type: none"> <li>Advocate for funding system investments including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; and curriculum, materials, and additional applied learning opportunities.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to create opportunities for world language proficiency assessment to earn high school credit.</li> </ul>	☑		☑	☑	☑
<ul style="list-style-type: none"> <li><b>Create a statewide advocacy strategy to increase post-secondary attainment.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Advocate for the new national Common Core Standards for math and English language arts, and an aligned national assessment.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>Form strategic alliances with groups, including building trades, the commissions, Workforce Training and Education Coordinating Board, EDCs, the HECB, and the State Board for Community and Technical Colleges (SBCTC) to inform students, parents, and business and community leaders about the importance of obtaining postsecondary education to have the skills necessary to earn a living wage.</li> </ul>			☑	☑	☑
<ul style="list-style-type: none"> <li>Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education.</li> </ul>	☑				☑
<ul style="list-style-type: none"> <li><b>Provide policy leadership for examining the role of middle school preparation for high school success.</b></li> </ul>					
<ul style="list-style-type: none"> <li>Seek authority to institute the High School and Beyond Plan in middle school.</li> </ul>	☑				
<ul style="list-style-type: none"> <li>Convene an advisory group to study and make recommendations for ways to increase the number of middle school students who are</li> </ul>					☑

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
prepared for high school.					
<ul style="list-style-type: none"> <li>• <b>Assist in oversight of online learning programs.</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Examine policy issues related to the oversight of online learning for high school credits, and criteria for online private school approval with OSPI.</li> </ul>		☑			

**GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
<ul style="list-style-type: none"> <li>Consistent with the goals of the State Education Reform Plan, collaborate with OSPI, PESB, the STEM Center, and other stakeholders to develop a Math &amp; Science Action Plan that results in 69 percent or more of students meeting math standard and 63 percent or more of students meeting science standard on high school exit exams by 2015.</li> </ul>					
<ul style="list-style-type: none"> <li>Research effective strategies within Washington and in other states that have seen improvements in achievement.</li> </ul>				☑	
<ul style="list-style-type: none"> <li>Identify and convene stakeholders to prioritize key state strategies and recommend benchmark goals for improving achievement.</li> </ul>					☑
<ul style="list-style-type: none"> <li>Provide system oversight through review of annual progress to identify what's working, and communicate results broadly.</li> </ul>	☑				
<ul style="list-style-type: none"> <li>Identify the resources needed to advocate for and implement the strategies.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>Take a lead role in implementing a Math &amp; Science Action Plan, including tracking the state's performance.</li> </ul>					
<ul style="list-style-type: none"> <li>Use the Math &amp; Science Action Plan as a starting point to identify what additional strategies and resources may be needed.</li> </ul>	☑	☑			
<ul style="list-style-type: none"> <li>Use K-12 math and science performance achievement targets, including international benchmarks, and begin monitoring Washington students' performance, competitive position, and continuous improvement against other states and countries.</li> </ul>	☑	☑			
<ul style="list-style-type: none"> <li>Advocate to the legislature for new funding to support the Math &amp; Science Action Plan.</li> </ul>				☑	
<ul style="list-style-type: none"> <li>Increase high school students' knowledge of science by strengthening high school graduation requirements.</li> </ul>					
<ul style="list-style-type: none"> <li>Increase high school science graduation requirements from two to three credits by the class of 2018.</li> </ul>	☑			☑	
<ul style="list-style-type: none"> <li>Determine funding implications for adding a third credit and a second lab in science.</li> </ul>	☑				
<ul style="list-style-type: none"> <li>Align with the Higher Education Coordinating Board (HECB) in requiring three science credits for four-year college admissions requirements.</li> </ul>	☑				☑
<ul style="list-style-type: none"> <li>Review OSPI work on developing and implementing an end of course assessment for biology.</li> </ul>		☑			

**GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE PRE K-12 TEACHER WORKFORCE IN THE NATION.**

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi- cation	Convening & Facilitating
<ul style="list-style-type: none"> <li>• <b>Support incentives that result in placing highly effective teachers in the lowest performing and rural schools.</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Identify incentives that result in an increase of placement of highly effective teachers in the lowest performing and rural schools.</li> </ul>	☑		☑		
<ul style="list-style-type: none"> <li>• Advocate to the QEC to make a new teacher compensation model a high priority action.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>• <b>Review state and local efforts to improve quality teaching and educational leadership.</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Collaborate with OSPI and PESB to secure legislative funding for new teacher induction support by 2013.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>• Support the QEC and legislative action to restore and increase Local Improvement Days (LID) funding for five professional days by 2015; SBE will then no longer be required to grant districts waivers to reduce their days of student instruction.</li> </ul>			☑		
<ul style="list-style-type: none"> <li>• <b>Enhance Partnerships with OSPI and the PESB.</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Form strategic alliances to assess and promote policies and incentives for teacher and leader quality in areas of mutual interest, such as:               <ul style="list-style-type: none"> <li>○ New teacher and principal evaluation models.</li> <li>○ Definitions of highly qualified teachers.</li> <li>○ Reduction in out of endorsement teaching.</li> <li>○ Alternate route to becoming teachers or principals.</li> <li>○ Increasing the number of teachers from diverse race/ethnic backgrounds.</li> <li>○ Increasing the pipeline of teachers in shortage and high need areas.</li> <li>○ Advocate for teachers to have demonstrated pedagogy and content learning in cultural competencies and second language acquisition.</li> </ul> </li> </ul>		☑	☑		