

**Washington Ed Reform Plan Goals Three and Four
And Innovation Clusters**

Education Reform Plan Goals	Opportunities for Improving Performance	State Strategies	Key Local Initiatives	Specific Measures
<p>3. Attain high academic standards regardless of race, ethnicity, income, or gender</p>	<p>NAEP Reading Results 2009 Grade 4: white – black gap – smaller than the nation, but seems to be growing. 2003 was the smallest gap listed in the report (14) and it is now 20.</p> <p>Grade 8: white – black gap – now larger than the nation; however, black Washington students perform on par with their peers (just further behind white Washington students than the rest of the nation). Trend for last three years is that the gap is growing.</p> <p>Grade 4: ELL – non-ELL gap – Washington has a much greater gap than the nation as a whole, and Washington’s ELL students are performing significantly lower than their peers in the nation.</p> <p>Grade 8: ELL—non-ELL gap – Washington has a much greater gap than the nation, and the gap is growing. Only four other states have a gap this big: Massachusetts, Nevada, New York, and Rhode</p>	<p>Increase quality of teachers by supporting high quality professional development aligned to the Common Core to ensure all teachers have the tools and skills they need.</p> <p>Increase equity of distribution of great teachers and principals across all schools and districts.</p> <p>Increase the number of pre-K and all day kindergarten programs.</p> <p>Increase the focus on low achieving schools to make systemic changes through four federal turnaround models.</p> <p>Support districts and schools in implementing comprehensive research-</p>	<p>Close the P-13 Achievement Gap – focusing on achievement gaps within P-13.</p> <p>Improve outcomes for all students in an aligned, strategic, research-based system, using approaches such as:</p> <ul style="list-style-type: none"> • P-3 aligned systems, pre-K numeracy and literacy. • Research-based models such as Response to Intervention (RTI). • Positive Behavior Intervention Support (PBIS). • Jobs for America's Graduates (JAG). • Credit retrieval and dropout prevention strategies. • Approaches informed by brain research. 	<p><i>We will need to start with our baseline and then develop expected increases by a certain date.</i></p> <p>Closing the achievement gaps on NAEP and Washington Assessments using current baseline.</p> <p>Percent proficient or advanced on NAEP.</p> <p>Percent proficient or advanced on state assessments.</p>

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	<p>Island.</p> <p>NAEP Math Results 2009</p> <p>Grade 4: white – black gap – Washington black students perform between five and 11 points higher than their national peers (with the exception of 2007, when Washington’s black students performed the same as their national peers). Although there is a persistent gap, performance is improving at the same rate as white students in Washington.</p> <p>Grade 8: white – black gap – smaller than the rest of the nation (26 points versus 32). Washington’s black students’ performance is slightly better than national peers (four to seven points over the past three years) and is slowly improving.</p> <p>Grade 4: ELL – non-ELL gap – Washington has a slightly larger gap than the nation as a whole (six points in each of the last two years) and the gap has grown slightly since 2003. There has been no ELL improvement since 2003.</p>	<p>based instructional models, including comprehensive assessment systems: screening, diagnostic, progress monitoring/benchmarking, and outcome assessments; high quality initial ('core') instruction, and research-based intervention when needed.</p>	<p>Prevent academic failure by intervening with students in early elementary years when screening and other assessments indicate they are struggling.</p> <p>Modify school calendar and provide extended learning opportunities.</p>	

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	<p>Grade 8: ELL – non-ELL gap – Washington has a larger gap than the nation as a whole and it is also much larger than the grade 4 gap. Since 2003, ELL achievement has not grown, while white students have grown steadily (seven points in since 2003).</p>			

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<p>4. Graduate college and career ready</p>	<p>High school graduation requirements are not currently aligned with the Higher Education Coordinating Board (HECB) minimum entry requirements.</p> <p>Graduation rates have remained flat for the past three years: 2005-06=75% 2006-06= 77.5% 2007-08= 77%</p> <p>Washington ranks in the lowest five states for high school graduates immediately enrolling in college after high school (PostSecondary Education Opportunity Sept 2008).</p>	<p>Invest in guidance counseling programs such as Navigation 101.</p> <p>Invest in the Higher Education Coordinating Board's (HECB) College Bound Scholarship Program.</p> <p>Invest in supporting college credit programs.</p> <p>Align high school graduation requirements with HECB minimum college entry requirements/SBE Core 24, and make investments to support new graduation requirements.</p> <p>Increase students of color and ELL meeting HECB minimum college entry requirements.</p> <p>Invest in skills certificate programs that will pay family wage jobs.</p>	<p>Create strong middle school and high school guidance counseling programs such as Navigation 101.</p> <p>Recruit more eligible 7th and 8th grade low income students for the College Bound Scholarships for low income 7th and 8th graders to cover college tuition and books at public college in Washington.</p> <p>Provide more college credit opportunities for students through Running Start, Advanced Placement (AP) and International Baccalaureate (IB) online programs, etc.</p> <p>Offer courses and programs to deliver content aligned with standards and HECB minimum requirements</p>	<p><i>We will need to start with our baseline and then develop expected increases by a certain date.</i></p> <p>Percent of 7th and 8th grade low income students who sign up for College Bound Scholarship program.</p> <p>Percent of 8th grade students with high school and beyond and or learning improvement plans.</p> <p>Percent of students scoring college ready on a high school assessment.</p> <p>Percent of students earning college credit from Advanced Placement (AP) and International Baccalaureate (IB) exams.</p> <p>Increase percentage graduating from high school within five years from 77% to 90% by 2014.</p> <p>Number of students earning \$10 an hour after graduation.</p>

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			<p>to students to prepare them for college and career success.</p> <p>Increase pathways to apprenticeship programs and skills certificate programs.</p>	<p>Earning rank in top five states for high school graduates enrolling immediately in college.</p> <p>Increase college retention rate.</p>

INNOVATION CLUSTERS for COMPETITIVE APPLICATIONS

Race to the Top Criteria	State Commitment	Detailed Ideas for Districts to Consider Under Clusters	Optional or Required Component
<i>Washington Innovation 'Clusters'</i>			
<p>Turning Around the Lowest-Achieving Schools</p> <p>Turning around the persistently lowest-achieving schools</p>	<p>INNOVATION CLUSTER FOCUSED ON PERSISTENTLY LOWEST-ACHIEVING (PLA) SCHOOLS</p> <p>State will provide technical and instructional assistance to Title I and Title I eligible schools identified in the lowest ten percent of the persistently lowest achieving schools:</p> <ul style="list-style-type: none"> ○ Implement one of the four federal models, and rapid improvement and turnaround practices. ○ Participate in leadership training through Washington State Leadership Academy. ○ Scale practices within and outside of the cluster. 		<p>OPTIONAL Requires initials of Superintendent HERE:</p> <hr/> <p>Name of District HERE:</p> <hr/>
<p>State Success Factors Building strong statewide capacity to implement, scale up, and sustain proposed plans</p>	<p>INNOVATION CLUSTER FOCUSED ON IMPROVING COLLEGE AND CAREER READINESS AND CLOSING THE ACHIEVEMENT GAP</p> <p>The State will provide competitive funding opportunities for LEAs to take a <u>comprehensive systemic approach</u> to:</p> <ul style="list-style-type: none"> • Close the P-13 Achievement Gap – focusing on achievement gaps within P-13, early learning, ELL, cultural competency, dropout prevention [for example, using models such as Response to Intervention (RTI)/Positive Behavior Intervention Support (PBIS), Jobs for America's Graduates (JAG), P-3 aligned systems, preK numeracy and literacy, credit retrieval, approaches based on brain research]. <p>and/or</p> <ul style="list-style-type: none"> • Increase Academic Rigor to Enhance College and Career Readiness and the alignment of high school graduation requirements with the minimum Higher Education Coordinating Board's college entry requirements, courses that lead to college credit, and the guidance to prepare for college and careers [for example, AP courses, International Baccalaureate, AP-CTE courses, Project Lead the Way, AVID, and/or college preparation incentives, and/or Navigation 101]. 		<p>OPTIONAL Requires initials of Superintendent HERE:</p> <hr/> <p>Name of District HERE:</p> <hr/>

