

Directions to 305 Monumental Way, Cusick, WA 99119-9761



Total Time: 1 hours 27 mins, Total Distance: 59.53 mi

Summary and Notes

START **A** **Spokane International Airport, Spokane, WA 99224**

FINISH **B** **305 Monumental Way, Cusick, WA 99119-9761**

Spokane Airport to Cusick School District

Distance

A	1. Start on W AIRPORT DR going toward S FLINT RD	go 2.21 mi
	2. Take ramp onto US-2 E	go 0.98 mi
	3. Take the SPOKANE L exit onto I-90 E	go 3.59 mi
	4. Take exit #281/NEWPORT/COLVILLE/DIVISION ST onto S DIVISION ST(US-2 E) toward US-395 N/NEWPORT/ COLVILLE/SPOKANE ARENA	go 1.12 mi
	5. Continue to follow US-2 E	go 33.69 mi
	6. Turn L on WA-211	go 15.22 mi
	7. Turn L on WA-20	go 2.47 mi
	8. Turn R on MONUMENTAL WAY	go 0.26 mi
B	9. Arrive at 305 MONUMENTAL WAY, CUSICK, on the R	

Time: 1 hours 27 mins, Distance: 59.53 mi

Directions to 305 Monumental Way, Cusick, WA 99119-9761



Total Time: 1 hours 18 mins, Total Distance: 52.88 mi

Summary and Notes

START **A** 808 W Sprague Ave, Spokane, WA 99201-3908

FINISH **B** 305 Monumental Way, Cusick, WA 99119-9761

From Hotel Lusso to Cusick School District

	Distance
A 1. Start at 808 W SPRAGUE AVE, SPOKANE going toward N LINCOLN ST	go 305 ft
2. Turn R on N LINCOLN ST	go 0.12 mi
3. Turn R on W MAIN AVE	go 0.33 mi
4. Turn L on N WASHINGTON ST	go 0.42 mi
5. Turn R on W NORTH RIVER DR	go 0.31 mi
6. Turn L on N RUBY ST(US-2 E)	go 1.48 mi
7. Continue to follow US-2 E	go 32.22 mi
8. Turn L on WA-211	go 15.22 mi
9. Turn L on WA-20	go 2.47 mi
10. Turn R on MONUMENTAL WAY	go 0.26 mi
B 11. Arrive at 305 MONUMENTAL WAY, CUSICK, on the R	

Time: 1 hours 18 mins, Distance: 52.88 mi

Directions to 808 W Sprague Ave, Spokane, WA 99201-3908



Total Time: 1 hours 17 mins, Total Distance: 52.53 mi

Summary and Notes

START	A	305 Monumental Way, Cusick, WA 99119-9761
FINISH	B	808 W Sprague Ave, Spokane, WA 99201-3908

From Cusick School District to Hotel Lusso

Distance

A	1. Start at 305 MONUMENTAL WAY, CUSICK going toward 4TH AVE	go 0.26 mi
	2. Turn L on WA-20	go 2.47 mi
	3. Turn R on WA-211	go 15.11 mi
	4. Bear R on US-2 W	go 33.21 mi
	5. Turn R on W MISSION AVE	go 0.29 mi
	6. Turn L on N WASHINGTON ST	go 0.67 mi
	7. Continue on N STEVENS ST	go 0.33 mi
	8. Turn R on W SPRAGUE AVE	go 0.2 mi
B	9. Arrive at 808 W SPRAGUE AVE, SPOKANE, on the R	

Time: 1 hours 17 mins, Distance: 52.53 mi

Directions to 4106 N Cook St, Spokane, WA 99207-5801 **YAHOO!**

Total Time: 1 hours 8 mins, Total Distance: 48.88 mi

Summary and Notes

START **A** 305 Monumental Way, Cusick, WA 99119-9761

FINISH **B** 4106 N Cook St, Spokane, WA 99207-5801

From Cusick School District to Shaw Middle School

	Distance
A 1. Start at 305 MONUMENTAL WAY, CUSICK going toward 4TH AVE	go 0.26 mi
2. Turn L on WA-20	go 2.47 mi
3. Turn R on WA-211	go 15.11 mi
4. Bear R on US-2 W	go 24.1 mi
5. Turn L on E MT SPOKANE PARK DR(WA-206)	go 217 ft
6. Turn R on N MARKET ST	go 5.48 mi
7. Bear R on N MARKET PL	go 0.14 mi
8. Bear L on N HAVEN ST	go 0.56 mi
9. Turn R on E WELLESLEY AVE	go 0.34 mi
10. Turn L on N COOK ST	go 0.39 mi
B 11. Arrive at 4106 N COOK ST, SPOKANE, on the L	

Time: 1 hours 8 mins, Distance: 48.88 mi

Directions to 4106 N Cook St, Spokane, WA 99207-5801 **YAHOO!**

Total Time: 18 mins, Total Distance: 4.88 mi

Summary and Notes

START **A** 808 W Sprague Ave, Spokane, WA 99201-3908

FINISH **B** 4106 N Cook St, Spokane, WA 99207-5801

Hotel Lusso to Shaw Middle School

	Distance
A 1. Start at 808 W SPRAGUE AVE, SPOKANE going toward N LINCOLN ST	go 305 ft
2. Turn R on N LINCOLN ST	go 0.12 mi
3. Turn R on W MAIN AVE	go 0.33 mi
4. Turn L on N WASHINGTON ST	go 0.42 mi
5. Turn R on W NORTH RIVER DR	go 0.31 mi
6. Turn L on N RUBY ST(US-2 E)	go 0.56 mi
7. Turn R on E MISSION AVE	go 0.61 mi
8. Turn L on N HAMILTON ST	go 0.4 mi
9. Turn R on E ILLINOIS AVE	go 1.12 mi
10. Turn L on N COOK ST	go 0.94 mi
B 11. Arrive at 4106 N COOK ST, SPOKANE, on the R	

Time: 18 mins, Distance: 4.88 mi

Directions to 4202 S Regal St, Spokane, WA 99223-7738 **YAHOO!**

Total Time: 23 mins, Total Distance: 6.46 mi

Summary and Notes

START **A** 4106 N Cook St, Spokane, WA 99207-5801

FINISH **B** 4202 S Regal St, Spokane, WA 99223-7738

Shaw Middle School to ESD 101

	Distance
A 1. Start at 4106 N COOK ST, SPOKANE going toward E GARLAND AVE	go 0.13 mi
2. Turn L on E GARLAND AVE	go 0.4 mi
3. Turn R on N MARKET ST	go 0.69 mi
4. Turn L on N GREENE ST	go 0.92 mi
5. Bear L on N FREYA WAY	go 0.34 mi
6. Continue on N FREYA ST	go 0.77 mi
7. Bear R on S THOR PL	go 0.15 mi
8. Continue on S THOR ST	go 0.67 mi
9. Bear R on S RAY PL	go 0.19 mi
10. Continue on S RAY ST	go 1.07 mi
11. Turn R on E 29TH AVE	go 0.25 mi
12. Turn L on S REGAL ST	go 0.87 mi
B 13. Arrive at 4202 S REGAL ST, SPOKANE, on the R	

Time: 23 mins, Distance: 6.46 mi

Directions to 4202 S Regal St, Spokane, WA 99223-7738 

Total Time: 18 mins, Total Distance: 5.35 mi

Summary and Notes

START  **808 W Sprague Ave, Spokane, WA 99201-3908**

FINISH  **4202 S Regal St, Spokane, WA 99223-7738**

From Hotel Lusso to ESD 101

	Distance
 1. Start at 808 W SPRAGUE AVE, SPOKANE going toward N LINCOLN ST	go 0.13 mi
2. Turn  on S MONROE ST	go 0.32 mi
3. Take ramp onto I-90 E	go 0.64 mi
4. Take exit #281/NEWPORT/COLVILLE/DIVISION ST toward DIVISION ST. SOUTH	go 0.31 mi
5. Bear  on E 4TH AVE	go 0.14 mi
6. Turn  on S COWLEY ST	go 0.4 mi
7. Turn  on E ROCKWOOD BLVD	go 394 ft
8. Bear  on E 10TH AVE	go 0.3 mi
9. Bear  on S SOUTHEAST BLVD	go 0.65 mi
10. Continue on E 18TH AVE	go 0.18 mi
11. Continue on E SOUTHEAST BLVD	go 1.64 mi
12. Turn  on S REGAL ST	go 0.56 mi
 13. Arrive at 4202 S REGAL ST, SPOKANE, on the 	

Time: 18 mins, Distance: 5.35 mi

Directions to 808 W Sprague Ave, Spokane, WA 99201-3908



Total Time: 18 mins, Total Distance: 4.82 mi

Summary and Notes

START **A** 4202 S Regal St, Spokane, WA 99223-7738

FINISH **B** 808 W Sprague Ave, Spokane, WA 99201-3908

ESD 101 to Hotel Lusso

Distance

A	1. Start at 4202 S REGAL ST, SPOKANE going toward E THURSTON AVE	go 0.56 mi
	2. Turn L on S SOUTHEAST BLVD	go 1.64 mi
	3. Continue on E 18TH AVE	go 0.18 mi
	4. Continue on S SOUTHEAST BLVD	go 0.65 mi
	5. Bear L on E 10TH AVE	go 0.12 mi
	6. Bear L on E 10TH AVE	go 0.17 mi
	7. Bear R on E ROCKWOOD BLVD	go 0.26 mi
	8. Bear L on W ROCKWOOD BLVD	go 515 ft
	9. Continue on W 9TH AVE	go 249 ft
	10. Turn R on S MCCLELLAN ST	go 394 ft
	11. Turn L on W 8TH AVE	go 0.14 mi
	12. Bear R on S WASHINGTON ST	go 0.61 mi
	13. Turn L on W SPRAGUE AVE	go 0.27 mi
B	14. Arrive at 808 W SPRAGUE AVE, SPOKANE, on the R	

Time: 18 mins, Distance: 4.82 mi

Directions to 26818 E Maddie Ln, Newman Lake, WA 99025-8533



Total Time: 37 mins, Total Distance: 23.57 mi

Summary and Notes

START **A** 4202 S Regal St, Spokane, WA 99223-7738

FINISH **B** 26818 E Maddie Ln, Newman Lake, WA 99025-8533

ESD 101 to Amy's

Distance

A	1. Start at 4202 S REGAL ST, SPOKANE going toward E THURSTON AVE	go 0.79 mi
	2. Turn R on E 30TH AVE	go 0.26 mi
	3. Turn L on S RAY ST	go 1.15 mi
	4. Bear R on S RAY PL	go 0.19 mi
	5. Continue on S THOR ST	go 0.28 mi
	6. Turn R on E HARTSON AVE	go 0.11 mi
	7. Turn L on S FREYA ST	go 0.27 mi
	8. Turn R on E 3RD AVE	go 0.15 mi
	9. Take L ramp onto I-90 E	go 15.25 mi
	10. Take exit #299/STATE LINE	go 0.25 mi
	11. Turn L on N SPOKANE BRIDGE RD	go 0.2 mi
	12. Turn R on E APPLEWAY LN toward STATE LINE	go 0.44 mi
	13. Turn L on WELLESLEY AVE EXT	go 295 ft
	14. Bear L on E WELLESLEY AVE	go 0.23 mi
	15. Turn R on N IDAHO RD	go 3 mi
	16. Turn R on E MOFFAT RD	go 0.17 mi
	17. Turn L on N LOOKOUT VIEW LN	go 0.57 mi
	18. Bear L on E MADDIE LN	go 0.21 mi
B	19. Arrive at 26818 E MADDIE LN, NEWMAN LAKE, on the L	

Time: 37 mins, Distance: 23.57 mi

Directions to 26818 E Maddie Ln, Newman Lake, WA 99025-8533



Total Time: 32 mins, Total Distance: 24.44 mi

Summary and Notes

START **A** 808 W Sprague Ave, Spokane, WA 99201-3908

FINISH **B** 26818 E Maddie Ln, Newman Lake, WA 99025-8533

Hotel Lusso to Amy's

	Distance
A 1. Start at 808 W SPRAGUE AVE, SPOKANE going toward N LINCOLN ST	go 0.13 mi
2. Turn L on S MONROE ST	go 0.32 mi
3. Take ramp onto I-90 E	go 18.87 mi
4. Take exit #299/STATE LINE	go 0.25 mi
5. Turn L on N SPOKANE BRIDGE RD	go 0.2 mi
6. Turn R on E APPLEWAY LN toward STATE LINE	go 0.44 mi
7. Turn L on WELLESLEY AVE EXT	go 295 ft
8. Bear L on E WELLESLEY AVE	go 0.23 mi
9. Turn R on N IDAHO RD	go 3 mi
10. Turn R on E MOFFAT RD	go 0.17 mi
11. Turn L on N LOOKOUT VIEW LN	go 0.57 mi
12. Bear L on E MADDIE LN	go 0.21 mi
B 13. Arrive at 26818 E MADDIE LN, NEWMAN LAKE, on the L	

Time: 32 mins, Distance: 24.44 mi

Directions to 808 W Sprague Ave, Spokane, WA 99201-3908



Total Time: 32 mins, Total Distance: 23.91 mi

Summary and Notes

START **A** 26818 E Maddie Ln, Newman Lake, WA 99025-8533

FINISH **B** 808 W Sprague Ave, Spokane, WA 99201-3908

From Amy's to Hotel Lusso

	Distance
A 1. Start at 26818 E MADDIE LN, NEWMAN LAKE going toward N LOOKOUT VIEW LN	go 0.21 mi
2. Bear R on N LOOKOUT VIEW LN	go 0.57 mi
3. Turn R on E MOFFAT RD	go 0.17 mi
4. Turn L on N IDAHO RD	go 3 mi
5. Turn L on E WELLESLEY AVE	go 0.23 mi
6. Bear R on WELLESLEY AVE EXT	go 295 ft
7. Turn R on E APPLEWAY LN	go 0.44 mi
8. Turn L on N SPOKANE BRIDGE RD	go 220 ft
9. Turn R to take ramp onto I-90 W toward SPOKANE	go 18.57 mi
10. Take exit #280B/LINCOLN ST	go 0.29 mi
11. Continue on S LINCOLN ST	go 0.21 mi
12. Turn R on W 1ST AVE	go 371 ft
13. Turn L on S POST ST	go 230 ft
14. Turn L on W SPRAGUE AVE	go 62 ft
B 15. Arrive at 808 W SPRAGUE AVE, SPOKANE, on the R	

Time: 32 mins, Distance: 23.91 mi



Washington State Board of Education

Agenda

May 13-14, 2010

NEWESD 101

Spokane, Washington

The State Board's role in the K-12 system is to lead the development of state policy, provide system oversight, and advocate for student success.

MAY 13-14, 2010

AGENDA

Thursday, May 13, 2010

- 8:30 a.m. Call to Order**
Pledge of Allegiance
Welcome by Dr. Mike Dunn, Superintendent, ESD 101
Introduction of Mr. Jared Costanzo, New Student Board Member from Eastern Washington
Agenda Overview
Approval of Minutes from the March 17-18, 2010 Meeting (**Action Item**)
- 8:40 a.m. High School Graduation Requirements Update: Core 24 Update and Next Steps**
Dr. Kathe Taylor, Policy Director
Mr. Jack Schuster, Board Co-lead
Dr. Steve Dal Porto, Board Co-lead
Dr. Mark Mansell and Dr. Jennifer Shaw, Core 24 Implementation Task Force Chairs
- 10:15 a.m. Break**
- 10:45 a.m. Public Comment**
- 11:15 a.m. High School Graduation Requirements Board Discussion**
- 12:15 p.m. Lunch**
- 1:00 p.m. Math Standard Setting Plan for Grades 3-8 and Race to the Top Assessment Grant**
Dr. Joe Willhoft, Assistant Superintendent, OSPI
Dr. Thomas Hirsch, Co-founder, Assessment and Evaluation Services
- 2:00 p.m. Washington Education Reform Plan and Race to the Top Update**
Ms. Edie Harding, Executive Director
Mr. Jeff Vincent, Board Lead

Board discussion

- 3:00 p.m.** Break
- 3:15 p.m.** **Elementary and Secondary Education Reauthorization and U.S. Department of Education Discussion of SBE Accountability Index**
Ms. Edie Harding, Executive Director
Ms. Sarah Rich, Research Director
- 3:35 p.m.** **System Performance Accountability (SPA) Update (Recognition for Achievement Gap Awards)**
Ms. Edie Harding, Executive Director
Dr. Kris Mayer, Board Lead
Dr. Pete Bylsma, Board Consultant
- Board discussion
- 4:15 p.m.** **Public Comment**
- 4:45 p.m.** **180 Day Waiver Requests**
Mr. Brad Burnham, Policy and Legislative Specialist
- 5:00 p.m.** **Adjourn**

Friday, May 14, 2010

- 8:30 a.m. Wrap Up from 2010 Session: Budget and Key Legislation**
Ms. Edie Harding, Executive Director
Mr. Brad Burnham, Policy and Legislative Specialist
- 9:00 a.m. SBE Strategic Planning**
Ms. Bonnie Berk, Berk & Associates
Ms. Natasha Fedo, Berk & Associates
- 10:30 a.m. Break**
- 10:45 a.m. SBE Strategic Planning Continued**
- 11:45 a.m. Public Comment**
- 12:15 p.m. Lunch and Recognition of Ms. Austianna Quick, Outgoing Eastern Washington Student Board Member**
- 1:00 p.m. SBE Strategic Planning Continued**
- 2:00 p.m. Business Items**
- Decision on Math Standard Setting Plan for Grades 3-8 (***Action Item***)
 - Decision on Authorization of State Board of Education Chair to Sign Race to the Top Education Reform Grant Application (***Action Item***)
 - Decision on Authorization of State Board of Education Chair to Sign Race to the Top Assessment Program Grant Application (***Action Item***)
 - Decision on 180 Day Waiver Requests (***Action Item***)
 - Decision on Evergreen School District Basic Education Compliance (***Action Item***)
- 2:30 p.m. Washington Association of Student Councils (WASC) Board Safe School Survey Report**
Ms. Austianna Quick, Student Board Member
Ms. Anna Laura Kastama, Student Board Member
- 3:00 p.m. Reflections and Next Steps**
- 3:15 p.m. Adjourn**

THE WASHINGTON STATE BOARD OF EDUCATION
Accountability | Graduation Requirements | Math | Science

March 17-18, 2010
Highline Community College
Des Moines, Washington

MINUTES

Attending: Chair Mary Jean Ryan, Vice Chair Warren Smith, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Amy Bragdon, Dr. Kris Mayer, Mr. Randy Dorn, Mr. Jeff Vincent, Mr. Eric Liu, Ms. Connie Fletcher, Dr. Steve Dal Porto, Ms. Phyllis Bunker Frank, Mr. Jack Schuster, Mr. Bob Hughes, Ms. Anna Laura Kastama (15)

Absent: Ms. Austianna Quick (excused) (1)

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

March 17, 2010

Call to Order

The meeting was called to order at 9:04 a.m. by Chair Ryan.

Announcements

Ms. Sarah Rich was introduced as the Board's new Research Director.

Ms. Ryan commended the staff for their excellent work during the 2010 Legislative Session and most specifically for the work done on the passing of Senate Bill 6696.

Ms. Harding distributed the new Board Assessment Form and asked the members to complete the form and return to Ms. McColm by the end of the meeting. The form will be compiled and used to assist the Executive Committee to make improvements where needed. Staff will provide the form in September for further feedback.

Approval of January 2010 Minutes

Motion was made to approve the January 2010 meeting minutes as presented

Motion seconded

Motion passed

National Association of State Boards of Education (NASBE) Meetings Report

Ms. Connie Fletcher, Board Member

Ms. Phyllis Bunker Frank, Board Member

Ms. Fletcher gave an overview of the reauthorization of ESEA, by the US Congress, in 2010. The current law establishes an unprecedented level of federal involvement in state education decision-making and places enormous and unproductive bureaucratic burdens on states, school districts, schools, administrators, and educators. ESEA reauthorization must promote a state-led partnership with the federal government focused on raising student achievement levels, closing the achievement gap, and increasing high school graduation rates. The federal government should promote state capacity building to include its support for states to accomplish their objectives.

NASBE's core principles for ESEA reauthorization include:

- Increase federal investment in state capacity.
- Renew the federal and state commitment to equal education opportunity by adequately funding Title I, the Individuals with Disabilities Education Act (IDEA), and other existing targeted federal education programs.
- Support states in their development and implementation of rigorous college- and career-ready standards across core curricula and comprehensive, balanced assessment systems aligned to those standards.
- Strengthen state and federal accountability systems.
- Help states meet their needs for highly-effective educators and leaders in high-need schools and in high-need subject areas such as science, technology, engineering, and math (STEM).
- Eliminate the burden on states to comply with federal requirements unnecessary or duplicative of other existing federal requirements.
- Increase federal investment in research, evaluation and dissemination of developments and best practices to all states in curriculum, teaching, learning and the management of schools.

Ms. Frank gave an overview of the challenges and opportunities in coordinating the K-12 education and military sectors to meet the needs of the Youth Study Group. The Army looks for recruits who have graduated from high school with the skills needed for post-secondary education and the 21st century workplace. The sophistication of our soldiers is increasing constantly so there is a need for even better qualified recruits. Ms. Frank briefed the Board on the following:

- Percent of four year olds in state or federal funded pre-kindergarten, by state, in 2008.
- Percent of students who fail to graduate on time (by state).
- Percent of children ages 10-17 who were overweight or obese in 2007 (by state).
- Percent of adults on probation, in jail, in prison, or on parole (by state).

The Study Group objectives presented during their meeting included:

- Identify critical skills and knowledge students should possess upon graduation from high school to be globally competitive and to be able to serve in the U.S. armed forces.
- Provide resources and examples on education and military best practice strategies in preparing and informing students of all postsecondary pathways, including college, workforce, or the military.
- Develop recommendations on state-level policies, initiatives and strategies in building a comprehensive plan in informing all youths about all postsecondary opportunities.

A high school diploma is required to join the military. Currently, only two-tenths of young Americans are fully eligible to join the Army without waivers and 75 percent of them have problems that will keep them from joining the military.

Common Core Standards

Dr. Sheila Fox, Board Member

Dr. Steve Dal Porto, Board Member

Dr. Kathe Taylor, Policy Director

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

The Common Core Standards Initiative is being led by the Council of Chief State School Officers (CCSSO) and the National Governor’s Association (NGA) to promote state adoptions of common core standards in mathematics and English Language Arts (ELA). Forty-eight states, two territories and the District of Columbia have committed to developing a common core of state standards in English language arts and mathematics for grades K-12.

States must adopt 100 percent of the Common Core Standards. The standards may represent 85 percent of the state’s total standards, and states may add 15 percent more to customize the package of state standards. With the adoption of legislation, Superintendent Dorn will be authorized to adopt common core standards provisionally, by August 2, 2010. By January 11, 2011, Superintendent Dorn would need to provide additional information to the education committees, including comparisons of Washington and Common Core Standards, an estimated timeline, and costs. If adopted, implementation of the standards would take several years. The SBE may elect to comment on the adoption of the standards; however, it has no direct authority for the adoption.

Dr. Dal Porto, Dr. Fox, Dr. Taylor, and Ms. Vavrus attended the January 2010 National Association of State Boards of Education (NASBE) Western Region meeting, where 11 states and one territory (Guam) discussed the impacts and challenges of the Common Core Initiative.

The Common Core Standards are meant to be high level guiding standards. Goals of the Initiative include:

1. Create standards that progress coherently from kindergarten through high school to ensure students will become “career-and college-ready”--able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.
2. Create standards that are essential, rigorous, clear and specific, coherent, evidence-based, aligned with college and work expectations, and internationally benchmarked.
3. Bring increased consistency across states.

Key Dates include:

Spring 2009	States signed MOA to consider concept and provide input on drafts.
Fall 2009	States and public provided input on draft Career and College Readiness Common Core Standards for E/LA and math.
Winter/spring 2009/10	States and public provide input on drafts of K-12 standards
Winter/spring 2010	States enter into non-binding consortia agreements for development of common assessments based on the common core standards.
Spring/summer 2010	Standards finalized and states begin adoption. Washington provisionally adopts.

Those participating in the standards development process include:

1. Work groups.
2. Feedback group.
3. Advisory group.
4. State and public input.
5. Validation committee.

The current Washington standards development and adoption process is as follows:

1. Identify scope of development or revision of standards.
2. Draft standards by the Committees of Washington educators and content experts.
3. Obtain statewide review and input.
4. Make recommendations to the Superintendent of Public Instruction to adopt standards.
5. Adopt standards by Superintendent of Public Instruction.

After adoption and implementation of the standards, Washington's role and next steps are:

Winter 2009/10	Review and provide input on confidential preliminary drafts.
March 2010	Review and provide input on full public drafts of K-12 standards to CCSSO.
Spring 2010	Independent analysis of comparison between current Washington standards and common core standards.

Math and Science Update

Dr. Kathe Taylor, Policy Director

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

Ms. Greta Bornemann, Director, K-12 Mathematics, OSPI

The Board has been involved in the following initiatives to lay the foundation for improving Washington students' math and science achievement:

- Revised math and science standards.
- New math graduation requirements.
- Proposed new science graduation requirements.
- Review of math and science assessment as a graduation requirement.
- Establishment of assessment cut scores.

OSPI is currently collaborating with educational service districts (ESDs), higher education, public and private partnerships, career and technical education (CTE), as well as district and school improvement to make progress on improving math and science achievement.

In January 2010, OSPI presented five key recommendations to the SBE for improving student achievement in math and science. While several of the recommendations hinge on the receipt of additional funding, work continues to move forward with the benefit of existing resources. OSPI staff provided an update on current work in each of the areas of recommendation presented to the members at the January 2010 Board meeting:

Recommendation #1: Focus on improving core classroom instruction in mathematics and science.

Recommendation #2: Ensure that all elementary education teachers – new and veteran – have strong content knowledge and instructional practice in math and science. Increase district hiring and alternative route preparation of recent math and science graduates and professionals early in their career.

Recommendation #3: Recommend that science be taught according to the following guidelines:

- ✓ 100 minutes per week in grades one and two.
- ✓ 150 minutes per week in grades three through five.
- ✓ 200 minutes per week in grades six through eight.

Recommendation #4: Support district implementation of stronger math and science programs by increasing professional development of teachers through leveraging public and private resources to expand statewide system improvement initiatives.

Recommendation #5: Introduce policy initiatives that will support new programs designed to promote early learning in math and science.

Recommendation #6: Make it easier for districts to join multi-district cooperatives for the purposes of beginning a STEM focused high school, irrespective of existing district boundaries, and continue to promote program development at skill centers that focus on STEM-related training.

High School Graduation Requirements Update: Core 24 Update and Plan for 2010

Mr. Jack Schuster, Board Co-lead
Dr. Steve Dal Porto, Board Co-lead
Dr. Kathe Taylor, Policy Director

The Core 24 Implementation Task Force (ITF) held its last meeting on March 15. The Task Force had nine meetings within the past year with 20 experts throughout the state participating. A webinar follow up will occur in April, when recommendations on the implementation of the framework will be finalized. An extended work session at the May Board meeting in Spokane is planned to review the work of the Implementation Task Force.

Action Item: Recommendations for implementation of the framework will be presented at the May meeting in Spokane. Jennifer Shaw and Mark Mansell will present the recommendations along with Co-leads Dr. Dal Porto and Mr. Schuster.

The Core 24 2010-2011 Work Plan was presented as follows:

Spring 2010	<ul style="list-style-type: none">• Receive/review interim ITF report.• Receive update on Core 24 Work Plan.• Evaluate 2008 Core 24 framework in light of 2010 stakeholder feedback and consider amendments to the framework, culminating project, and/or high school and beyond plan.
Summer 2010	<ul style="list-style-type: none">• Take action on Core 24 framework.
Summer – fall 2010	<ul style="list-style-type: none">• Conduct public outreach on any proposed amendments to graduation requirements.
Summer 2010 – spring 2011	<ul style="list-style-type: none">• Work with the Quality Education Council to include funding in 2011-2013 biennial budget package.
Fall 2010 – spring 2011	<ul style="list-style-type: none">• Review drafts of graduation requirements rules.• Discuss proposed changes with legislative committees and advocate for funding.• Work with OSPI to cost out changes to graduation requirements.
Summer 2011	<ul style="list-style-type: none">• Finalize draft rules.

SBE Rule Revisions and SBE/OSPI Process to Fill Elected Member Vacancy

Mr. Brad Burnham, Legislative and Policy Specialist

The rule revisions were submitted as follows:

- **Filling Elected Vacancies on the Board:** The Board has recommended that a special election be held within 120 days of a vacancy. OSPI believes that the special election would overlap and interfere with the regular elections that are conducted every summer and fall. The special election would create logistical problems for OSPI and could possibly confuse the voters. The Washington State School Directors' Association (WSSDA) and OSPI recommended that the call for a special election would be replaced with an appointment by the WSSDA Board of Directors. The appointed person would hold the office for the unexpired term of the member who vacated the position.

Action Item: The Board will consider approval of the recommended amendatory language during the Business Items section of the agenda.

1. **Repealing WAC 180-08-002:** The WAC quotes an old version of a statute. The Board should consider repealing the rule because statute does not need to be repealed in rule. If the rule remains, it would probably need to be amended almost every year.
2. **Revising WAC 180-51-053:** The WAC outlines the minimum requirements and procedures for community and technical colleges to issue a high school diploma. SHB 1758 established new options that are separate and distinct from SBE's requirements. The proposed rule revision for this WAC adds a reference to the new options that are outlined in statute.
3. **Revising WAC 180-18-040:** The Board will consider amending this WAC to create a pilot process for districts to obtain waivers from the 180 school day requirement. The pilot process allows any district that meets the requirements to use a certain number of waived days for one or more specified activities. The process is available through the 2017-18 school year or until the legislature provides funding for three or more Learning Improvement Days, whichever comes first.

Public Hearing

Time for public hearing comments was announced. There being no requests for comments, the time for public hearing comments was closed by Chair Ryan.

The following public hearing items will be considered during the Business Items section of the agenda:

- Decision on Rules for SBCTC High School Diploma
- Decision on SBE General Duties
- Decision on 180 Day Waiver Pilot Process Rule for Innovation

Public Comment

Una McAlinden ArtsEd of Washington

Ms. McAlinden commended the State Board of Education in Washington State as exemplary leaders. She commended the Board on its work on Core 24 and encouraged the Board to hold steadfast on the graduation requirements. She encouraged the Board to vote favorably in its decision of arts education during the business meeting on Thursday. Ms. McAlinden is discouraged by the huge cuts being taken in districts, saying that there is already a limited amount of arts learning happening and she is concerned that it will get worse. Sixty-three percent of principals are dissatisfied by the number of arts offerings in their schools. Including the arts is a challenge that needs discussing. Ms. McAlinden asked the Board to address the short-sighted challenges that are happening in relation to the offering of arts in Washington's schools.

Accountability Update:

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

OSPI Voluntary Process for 2010 for Lowest Achieving Schools

Dr. Janell Newman, Assistant Superintendent, District and School Improvement and Accountability, OSPI

The U.S. Department of Education has issued new rules to determine which schools are eligible for its school improvement grants. Based on these rules, OSPI has identified the five percent lowest achieving Title I and Title I eligible schools in reading and math over three years, based on state assessment data, which indicates student achievement in reading and mathematics by all students is extremely low.

Forty-seven schools in 27 districts are defined as persistently lowest-achieving. Forty-four are traditional public schools and three are alternative schools. Dr. Newman presented the four Student Improvement Grant (SIG) School Intervention Models as: turnaround, restart, closure, and transformation. She answered clarifying questions and discussion followed.

Performance Goals for State Board of Education

Dr. Pete Bylsma, Board Consultant

Educational accountability systems require components as follows: 1) measures of effectiveness, 2) goals to guide improvement efforts, 3) a set of consequences that recognize exemplary performance and support of those needing more help, and 4) reports that provide useful information for policymakers, educators, and parents. The Accountability Index, recently approved by the Board, addresses the first component and efforts are underway to provide a more complete set of consequences. Guiding principles were discussed in proceeding with performance goals.

As a legislative mandate, the Board shall adopt/revise performance improvement goals. Prior to implementation of goals, the Board shall present the goals to the House and Senate Education Committees for review and comment.

Stakeholders are concerned about establishing new goals at this time. Feedback received from stakeholders includes:

- Federal ESEA reauthorization process may result in a new set of goals.
- Accountability Index creates new metrics that need to be monitored.
- Too many, or conflicting, goals will cause frustration and confusion.

- Recommended waiting to establish goals until there is more information about federal expectations and more clarification about using the Accountability Index when determining AYP.

Further discussion on next steps for setting performance goals will occur at the April 13 System Performance Accountability meeting in Renton.

Joint OSPI/SBE Recognition Program

Mr. Aaron Wyatt, Communications Manager

Dr. Pete Bylsma, Board Consultant

The SBE and OSPI staff will meet with the U.S. Department of Education (USDOE) staff, in Washington DC to discuss the SBE Accountability Index and whether the USDOE would be willing to grant a waiver to Washington State to use the Accountability Index in place of the current No Child Left Behind system.

The Washington achievement awards celebrate excellence by recognizing the state's top performing schools. Schools are selected using the Board's Accountability Index with two categories in overall excellence and special recognition. The top five percent of schools, according to the overall school performance score, has four levels: elementary, middle, high, and comprehensive. Schools will be recognized for being top performers in: language arts (reading and writing), math, science, extended graduation rates, closing the achievement gap, and gifted education. Schools are evaluated based on their success with low income vs. non-low income students, their achievement compared to peer schools with similar demographics, and their improvement over time. Additional work will be done to add recognition next year for schools that close the achievement gap by race and ethnicity.

SBE and OSPI will jointly recognize schools for their students' performance on the Accountability Index at ceremonies on May 5, 2010 from 9:00 a.m. to 12:00 p.m. at the following locations:

- Hazen High School, Renton
- ESD 101, Spokane
- ESD 105, Yakima
- ESD 112, Vancouver
- ESD 113, Olympia
- ESD 114, Bremerton
- ESD 123, Pasco
- ESD 171, Wenatchee
- ESD 189, Anacortes

Summary of 2010 Legislative Session

Ms. Edie Harding, Executive Director

Mr. Brad Burnham, Legislative and Policy Specialist

The legislature has passed its latest education reform bill, which includes the Board requested legislation on creating a state/local partnership to intervene in low achieving schools through a required action process. Mr. Burnham presented the members with the 2010 Legislative Session summary.

Race to the Top Update

Ms. Edie Harding, Executive Director

Mr. Jeff Vincent, Board Lead

Washington's Round Two application is due to the U.S. Department of Education by June 1, 2010. Race to the Top will reward past accomplishments and incentivize future improvements. The four areas of funding priorities are: 1) standards and assessments, 2) teacher/leader quality, 3) data collection and use, and 4) struggling schools. A successful grant to Washington could potentially provide \$150-\$250 million for use in the next four years. Half of the funds will go to school districts that sign up to participate in the grant application. The second half of the funds can be held by the state or shared with local school districts that sign up to participate.

Ms. Jana Carlisle is the project manager working with Ms. Edie Harding (SBE), Dr. Alan Burke (OSPI), and Ms. Judy Hartmann (Governor's Office) on the application process. The steering committee includes the Governor, Superintendent, and SBE Chair. The steering committee will make the final decisions on the key policy issues for the grant, such as the state's education reform plan, initiatives, and funding allocation between the state and local districts.

Consideration of Approval for Christa McAuliffe Academy (CMA) Private School Status

Dr. Kathe Taylor, Policy Director

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI

The law states that "private schools should be subject only to those minimum state controls necessary to ensure the health and safety of all the students in the state and to ensure a sufficient basic education to meet usual graduation requirements." Each private school seeking Board approval is required to submit an application to OSPI.

Christa McAuliffe Academy has been considered for approval in the past as a brick and mortar school. CMA is now a fully online school, which presents a unique situation for the Board. To date, the Board has never considered approval for a private online school.

After careful review of Christa McAuliffe Academy's materials, OSPI has recommended to the Board that CMA not be approved as a private school because it has not met the criteria in RCW 28A.195.010.

The Board discussed the potential need for a different process to approve online private schools in the future.

Public Comment

Martha Rice, Washington State School Directors' Association (WSSDA)

On behalf of WSSDA, Ms. Rice thanked the Board for considering election of members to fill vacancies. WSSDA is happy to work with the Board and OSPI to reach agreeable options to help the process. Logistical problems exist with the current process of Board elections. WSSDA has been involved in filling Board vacancies and has a number of mechanisms in place to advertise on the WSSDA website as well as through mail, and other electronic options.

Art Jarvis, Tacoma School District

Accountability and what's ahead – Tacoma has one closure and two turnarounds as noted in the school improvement grants process discussion earlier today. Mr. Jarvis asked if the Board is helping districts do what they need to do. He gave several examples of closures in Tacoma and said that NCLB has not helped districts in any way. Goal setting was not helpful. He encouraged the Board to recognize the needs of the districts and consider what can be done to help districts that continue to work hard to help kids. Flexibility is the best way to help kids.

Christopher Geis, Christa McAuliffe Academy (CMA)

Mr. Geis asked the Board to keep an open mind when making its decision during the business meeting on Thursday and to remember that there are two sides to every story. CMA has been working with OSPI since August 2009 on the online school approval issues. CMA has been approved as an online school, by OSPI, since 1993 and the school has been operating in an online fashion for a number of years. He said that the former owners may not have followed rules in sending information to OSPI in a timely manner but the new owners have submitted all necessary information to OSPI. CMA is concerned that they are not being informed of what is happening at the State Board meetings and has acquired an attorney. Mr. Geis encouraged the Board to remember the kids who are getting instruction through an online method. Courses are designed specifically to meet the requirements. CMA is willing to work with OSPI to design regulations and approval processes for online schools other than what exists currently. Mr. Geis invited Mr. Mueller and Ms. Moore to review CMA's courses to determine what is missing, if anything. He offered to work with the Board and OSPI to come to a resolution.

SBE Nominations for Call for Election of New Executive Committee

Dr. Kris Mayer, Board Members

Ms. Amy Bragdon, Board Members

The candidates were presented as follows:

Chair

- Jeff Vincent

Vice Chair

- Steve Dal Porto
- Sheila Fox
- Phyllis Bunker Frank

Members at Large (two positions)

- Sheila Fox
- Jack Schuster
- Phyllis Bunker Frank

Ms. Frank rescinded her nomination for the Vice Chair position but asked to remain on the Members at Large nomination.

Motion was made to close nominations for election of the new Executive Committee

Motion seconded

Motion carried

The meeting was adjourned at 5:05 p.m. by Chair Ryan

Thursday, March 18

Attending: Chair Mary Jean Ryan, Vice Chair Warren Smith, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Amy Bragdon, Dr. Kris Mayer, Mr. Jeff Vincent, Mr. Eric Liu, Ms. Connie Fletcher, Dr. Steve Dal Porto, Ms. Phyllis Bunker Frank, Mr. Jack Schuster, Mr. Bob Hughes, Ms. Anna Laura Kastama (14)

Absent: Ms. Austianna Quick (excused) Mr. Randy Dorn (excused) (2)

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

Call to Order

The meeting was called to order at 8:35 a.m. by Chair Ryan.

Business Items

Amendments to WAC 180-51-053 Community College High School Diploma (*Action Item*)

Motion was made to adopt the proposed amendments to WAC 180-51-053 as provided in Washington State Register Notice 10-04-115

Motion seconded

Motion carried

Repeal of WAC 180-08-002 SBE General Duties (*Action Item*)

Motion was made to repeal WAC 180-08-002

Motion seconded

Motion carried

Amendments to WAC 180-18-040 and WAC 180-18-050 Waiver from 180 Day School Year Requirement (*Action Item*)

Motion was made to adopt the proposed amendments to WAC 180-18-040 and WAC 180-18-050 as provided in Washington State Register Notice 10-04-118

Motion seconded

Motion carried

Private School Approval RCW 28A.305.130(5) Christa McAuliffe Academy (*Action Item*)

Motion was made that the Board not approve Christa McAuliffe Academy as a private school for the reason that it does not meet the minimum school year requirement for instructional purposes in RCW 28A.195.010 of at least 180 school days or the equivalent in annual minimum instructional hour offerings of 1000 hours.

Friendly amendment to change language to read: “for the reason it has not demonstrated that it meets the minimum school year requirement...”

Motion to adopt friendly amendment

Motion seconded

Motion carried

Arts Education Month Resolution (**Action Item**)

Motion was made to approve the Arts Education Month Resolution

Motion seconded

Motion carried

Draft Resolution for the Improvement of Math and Science Achievement (**Action Item**)

The State Board of Education (SBE) resolves to lead the creation of a set of goals, benchmarks, and timetables for the improvement of math and science student achievement in Washington State. The SBE will develop these goals in collaboration with the Office of Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and with input from students, teachers, principals, superintendents, school board directors, and other stakeholders. These goals are intended to drive the execution of strategies by OSPI, PESB, and others, and will provide measures to gauge the system’s progress. These goals, benchmarks, and timetables will be approved by the SBE by December 2010 in time for the 2011 Legislative Session.

Discussion was tabled until the afternoon session.

Proposed Language to OSPI Amending WAC 392-109-120 Filling of Vacancy of Elected Members (**Action Item**)

Motion was made to approve the draft language regarding WAC 392-109-120 for forwarding to OSPI with the request that the agency consider amending the rule as noted.

Motion seconded

There was concern for conflict of interest in this process, although WSSDA has assured the Board that they will work with OSPI and SBE to advertise the position being filled.

Action Item: The Board agreed that an informal communication will take place with OSPI and WSSDA to let them know that the Board recommends that the elected members of the Board will fill the vacancy for the full term and then there would be an election for a new term.

Election of New Executive Board Members: Chair, Vice Chair, and Two Members at Large **(Action Item)**

Candidates will be elected by a majority vote of the Board for each of these positions. Results of the election:

- Chair – Mr. Jeff Vincent
- Vice Chair – Dr. Steve Dal Porto
- Member at Large – Dr. Sheila Fox
- Member at Large – Mr. Jack Schuster

The gavel was handed over to the new Chair, Mr. Vincent.

Strategic Planning/Retreat 2010

Ms. Edie Harding, Executive Director

Ms. Bonnie Berk, Berk & Associates

Ms. Natasha Fedo, Berk & Associates

Four meetings are planned to work on the Plan as follows:

- Today's meeting
- April 29 at the PSESD in Renton
- May Board meeting at the Spokane ESD 101
- July Board meeting in La Conner

State Assessments Update

Dr. Joe Willhoft, Assistant Superintendent, OSPI

Dr. Thomas Hirsch, Co-founder, Assessment and Evaluation Services

As per ESSB 5414, the legislation to redesign the assessment system includes:

- Should be an instructionally supportive formative assessment.
- Should be a state-administered summative achievement assessment.
- Should include classroom-based assessments, which may be formative, summative, or both.
- Preservice and ongoing training should be provided for teachers and administrators.
- Data should be collected for all state-required statewide assessments.
- The Superintendent of Public Instruction, in collaboration with the State Board of Education, shall begin design and development of an overall assessment system that meets the principles and characteristics.

Standard Setting for Grade 3-8 Mathematics Measurements of Student Progress

Standard setting is a formalized process to determine how students need to perform on an assessment to be classified into performance levels. Once standards have been set, scores for tests given in later years are adjusted through statistical equating; assuring the difficulty for the performance level stays the same. A pre-established percent correct would make the performance levels easier or more difficult depending on how hard the questions are. Standard setting accounts for both item difficulty and the judgments of expert stakeholders. Dr. Willhoft distributed the comparability studies for 2010 and briefed the members on the standard setting.

High School End-of-Course (EOC) Mathematics Tests Design and Graduation Requirements

Students enrolled in an end-of-course class in spring 2011 must take the end-of-course test, regardless of grade level. Students taking an EOC class in grades 6-8 must take the EOC and the MSP in math for their grade level. OSPI staff, in both assessment and federal programs, is working with the U. S. Department of Education on a plan for using EOCs for High School Adequate Yearly Progress.

The classes of 2013 and 2014 can graduate by passing the EOCs or the comprehensive assessment. OSPI is developing two types of EOC test forms as follows:

1. Full EOC, with strength/weakness scores administered at the end of a course to intact classrooms.
2. Make-up EOC, assessing only the Performance Expectations needed for graduation, available for students needing the test but not in an EOC class.

Standard Setting Approval Process

September 2009	State Board was briefed on the process.
October 2009	National Technical Advisory Committee (TAC) reviewed timeline and overall plan.
March 18, 2010	State Board was updated at the regular Board meeting.
April 2, 2010	National TAC recommends a detailed plan.
May 13-14, 2010	State Board approves the plan (<i>Action Item</i>).
July 27-August 6, 2010	Standard setting panels develop recommendations.
August 8, 2010	National TAC confirms that process was followed.
August 10, 2010	State Board sets cut scores at special Board meeting.
Late August 2010	Cuts applied to tests and scores reported.

Reflections and Next Steps

Action Item: Members were reminded to complete Board Assessment Form and submit to Loy.

Math and Science Draft Resolution

Mr. Vincent suggested tabling the draft resolution until the April 29 strategic planning meeting when the role of the Board is further discussed. The Board offered guidance to Dr. Mayer to take back to the SPA group. They suggested using the new state education reform plan as a vehicle to measure performance. Dr. Mayer encouraged members to attend the April 13 SPA meeting in Renton.

The meeting was adjourned at 3:00 p.m. by Chair Jeff Vincent

GRADUATION REQUIREMENTS UPDATE

BACKGROUND

At the May meeting, the SBE will have an opportunity to engage in an extended work session to review the recently-completed work of the Core 24 Implementation Task Force (ITF), as well as stakeholder feedback received in the two years since the Core 24 graduation requirements framework was first approved.

Staff will provide a PowerPoint presentation to examine the origins of the meaningful high school diploma work and provide the most recent data. The presentation will set the stage for the morning's discussion of Core 24.

Jennifer Shaw and Mark Mansell, co-chairs of the Core 24 Implementation Task Force (ITF), will present the final report of the ITF. The ITF finalized its recommendations during a webinar meeting on April 14, 2010. The report was posted on the SBE website on April 15, 2010 and is included as Attachment A. It provides ten recommendations, with analyses of advantages and disadvantages for the Board to consider in relation to the implementation of Core 24 graduation requirements. The ITF recommendations provide a thoughtful analysis of policies that would offer districts more flexibility to personalize graduation requirements for students.

After hearing public comment, the SBE will build on what they have heard that morning to engage in a discussion about the next steps for the Core 24 framework. The Core 24 Work Plan outlines a timetable where the Board drafts graduation requirement rules in fall, 2010 and approves them in fall, 2011, after the legislative session (see Attachment B). In order to adhere to this timetable, the SBE will need to determine, in July, what revisions, if any, to make to the framework so that staff can bring draft rules in September.

POLICY CONSIDERATIONS

These guiding policy questions will help structure the discussion and provide the input staff will need to prepare for a graduation requirements discussion at the July 2010 SBE meeting.

1. Given the current economic climate and the national picture of state requirements, the SBE could consider reducing the number of state-mandated credits to no more than the 20 credits currently required. Obviously, even a reconfigured 20 credits would have costs.
 - a. Is there support within the SBE for considering a framework with fewer than 24 credits in order to move forward at this time?
 - b. If the SBE were to work within the current structure of 20 graduation credits, how could the current requirements be reconfigured to advance the SBE's goal of better preparing students for college and/or career readiness?
 - c. The ITF put forward a concept of "automatic enrollment" that would require all students to complete a core set of 18 requirements. None of these requirements are electives. Should state-mandated requirements include electives?

Subject	Class of 2013 Credit Requirements	Core 24 Proposed Default Credit Requirements	HECB 2012 Minimum Admission Credit Requirements	Possible Reconfiguration?
English	3	4	4	
Math	3	3	3-4	
Science	2 (one lab)	3 (2 labs)	2-3 (2 labs)	
Social Studies	2.5	3	3	
Arts	1	2	0-1	
World Language	0	2	2	
Health & Fitness	2	2	0	
Occupational Education	1	3 (career concentration)	0	
Electives	5.5	2	0	
Total	20	24	15-16	18-20

2. Two Core 24 subject area requirements, arts and career concentration, have generated the most “buzz,” both positive and negative: arts because of the number of credits and career concentration because it’s confusing (why not just call it electives?).¹ Where does the SBE stand on these two requirements?

3. The SBE has identified the default Core 24 requirements to be “college and career ready,” with separate “career ready” and “college ready” pathways, but has not explicitly defined what it means to be “career ready” or “college ready”.² Currently, the “career ready” Core 24 pathway provides more flexibility for students to:
 - Configure their elective or career concentration credits to pursue a career and technical education pathway within a high school or skills center.
 - Choose not to meet all of the Higher Education Coordinating Board specifications for minimum four-year public admission requirements (e.g., world language, quantitative credit in senior year; certain types of English).

Which of these elements are most important to reinforce within the graduation requirements framework of credits, culminating project, and high school and beyond plan? (In the event there is not sufficient time for this discussion, a separate “checklist” will be provided to collect each member’s assessment of the importance of each of these characteristics.)

Career Ready includes the opportunity to:

- Develop academic skills.
- Develop technical skills.
- Develop employability skills.

¹ There has also been concern about whether occupational education should be required of all students. When the ITF considered this issue, they were able to agree on a definition of career concentration only when it included one credit of occupational education—meet the standards of an exploratory career and technical education course (see page 10 of ITF report.)

² Some definitions do not distinguish between “college” and “career” ready, considering them to be one and the same.

College Ready includes the opportunity to:

- Complete four-year college preparation requirements. (In Washington, minimally, College Academic Distribution Requirements, Grade Point Average, ACT or SAT.)
- Develop key content knowledge and skills in math and English (common core standards.)
- Apply core academic knowledge and skills.
- Develop key cognitive strategies (e.g., intellectual openness; inquisitiveness; analysis; reasoning, argumentation, proof; interpretation; precision and accuracy; problem-solving.)
- Develop “self-management” behaviors (e.g., take responsibility for own learning, persevere through the learning process, pay attention to detail, demonstrate ethical behavior, communicate effectively.)
- Acquire “college knowledge” (information necessary for gaining admission to, and navigating within, postsecondary education.)

EXPECTED ACTION

Give direction to staff for Core 24 options the Board might want to consider in July in preparation for drafting graduation requirement rules in September.

2010

Attachment A

**Core 24 Implementation Task Force Final Report
to the Washington State Board of Education
April 15, 2010**

The Core 24 Implementation Task Force, comprised of education practitioners from around the state, was charged by the Washington State Board of Education (SBE) to provide policy recommendations for the implementation of the Core 24 graduation requirements framework. These policy recommendations will be presented to the SBE at its May 13-14, 2010 meeting.

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

BACKGROUND

The State Board of Education (SBE) created the Core 24 Implementation Task Force (ITF) to examine the implementation issues associated with the Core 24 high school graduation requirements framework, passed by the State Board of Education (SBE) in July 2008. The SBE chartered³ the ITF to advise the SBE on strategies needed to implement the requirements, including a phase-in process that would begin with the graduating class of 2013. Specifically, the SBE charged the ITF to produce three deliverables:

- Recommendations with analyses of advantages and disadvantages related to the issues itemized in Motion #3³ passed in July 2008. These issues included:
 - A. An implementation schedule that prioritizes phase-in of new credit requirements.
 - B. Ways to operationalize competency-based methods of meeting graduation requirements.
 - C. Ways to assist struggling students with credit retrieval and advancing their skills to grade level.
 - D. Phasing in Core 24 to address issues such as teacher supply, facility infrastructure, etc.
 - E. Ways to provide appropriate career preparation courses, as well as career concentration options.
 - F. Scheduling approaches to 24 credits that can meet the required 150 instructional hours.
- Recommendations with analyses of advantages and disadvantages related to other relevant issues the ITF identifies.
- Regular feedback from the field on CORE 24 perceptions, concerns, and support.

In addition, the SBE asked the ITF to look at the issue of **automatic enrollment** and to recommend a process connected to the **High School and Beyond Plan** for students to elect and formally declare a college or career emphasis if they want to elect an alternative to pursuing the default college and career-ready requirements.

Members of the Core 24 Implementation Task Force (ITF) (see Attachment A) were selected from over 150 applicants. The ITF members collectively brought to the table a depth and breadth of expertise in diverse student populations, as well as school and district sizes, types, and locations. The ITF met nine times⁴ between March 2, 2009 and March 15, 2010 to form recommendations, and convened via webinar to review the draft report on April 14, 2010. Their work was informed by the feedback they solicited from the groups and organizations listed in Attachment B.

³ The SBE approved a [charter](#) for the work of the ITF in November 2008.

⁴ All meeting materials are posted on the State Board of Education [website](#).

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

The SBE asked the ITF to consider its recommendations in the context of the approved Core 24 graduation requirements framework; the Board did not ask the ITF to suggest amendments to the framework. The ITF was in general agreement that:⁵

- More demanding requirements will better prepare students.
- Multiple pathways will enable students to pursue preparation that best fits their goals.

At the same time, ITF members expressed reservations about the implementation of Core 24, citing most strongly concerns about full and sustainable funding. Other concerns included science and arts facilities, two credits of arts, sufficient supply of highly-qualified teachers, and the challenge that Core 24 poses for students who need more time and support, including English Language Learners and students who fail classes, and who often lose elective opportunities because they need to take remedial classes.⁶

In various places in this report there are references to “meeting a graduation requirement” and “earning a credit.” A student might meet a graduation requirement without earning a credit. In either case, the student would still be required to earn 24 credits as defined by the State Board of Education.

RECOMMENDATIONS

This technical table provides a reference to the recommendations that correspond to each task assigned by the SBE to the ITF.

Task	Recommendation
Phase-in: implementation schedule, teacher supply, facility infrastructure, etc.	1
Competency-based approaches.	2,3,5
Struggling students: assisting struggling students with credit retrieval and advancing their skills to grade level.	7
Career concentration: providing appropriate career preparation courses, as well as career concentration options.	6
Scheduling approaches to 24 credits that can meet the required 150 instructional hours.	2,3,4,9
Automatic Enrollment.	10
High School and Beyond Plan.	8,9,10

Process. With the exception of the phase-in recommendations, which had already been presented to the SBE in November, 2009, the 15 (of 19) ITF members present at the

⁵ Based on ITF members’ individual responses to a March 5, 2010 e-mail query, “Which aspects of Core 24 help meet the Board’s graduation requirements policy goal to better prepare students for the job, career, and postsecondary education demands they will face after high school?” (better means better than current state-prescribed requirements do).

⁶ The e-mailed prompt asked ITF members, “What is your primary concern about the implementation of Core 24?” All of the responses are listed in a document called “Draft Key Messages” posted on the SBE website under “Meeting Materials” for the March 15, 2010 ITF meeting. <http://www.sbe.wa.gov>

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

March 15, 2010 meeting voted on each recommendation, using an audience response system to tally the votes. The vote count is provided by each recommendation.

1. Phase-in Policy Recommendation. (The SBE asked the ITF to deliver its phase-in recommendations in fall 2009, in order to factor them into the deliberations of the Quality Education Council prior to the 2010 legislative session.)

“The ultimate success of students’ meeting the requirements of Core 24 depends on a systems approach across the K-12 spectrum. The ITF believes the framework articulated in ESHB 2261 addresses much of the necessary supports needed to meet this essential work on behalf of the students across the state. With that in mind and based on the ITF’s current awareness of the issues with this work, the following recommendations are put forward for consideration by the SBE:

1. Stable funding in categories articulated in ESHB 2261 must be provided to support the implementation of Core 24 for at least grades 8 through 12. In particular, funding to meet class size standard, extra support for high poverty schools, guidance and counseling, as well as resources aimed at supporting struggling students are essential.
2. Once funding begins, the ITF believes districts will need one year for planning purposes and five years to make the relevant changes needed to graduate the first students meeting Core 24 expectations (beginning with students in the eighth grade of the first graduating class affected by the new requirements).
3. The ITF also remains concerned about the facilities needs associated with the increase in graduation requirements. We believe that many high schools will need to create and/or repurpose space to provide appropriate learning environments to meet these increased course requirements.”⁷

Advantages of a 6-year Phase-in	Disadvantages of a 6-year Phase-in
<ul style="list-style-type: none">• Reinforces the importance of middle level preparation in achieving the goals of Core 24.• Provides adequate lead time for districts to assess needs and make the needed changes, including repurposing of space.	<ul style="list-style-type: none">• Does not meet the Board’s goal of implementation for the graduating Class of 2016.

2. Two-for-One Policy Recommendation. [Vote: 14 yes. 1 no]. Encourage districts to explore competency-based methods of awarding credit by creating a state policy that would enable students to earn one credit and satisfy two requirements when taking *either* a CTE course that has been designated by the district to be equivalent to a graduation requirement or another course that has been designated by the district to be

⁷ November 2009 PowerPoint presentation to SBE by ITF co-chairs, Jennifer Shaw and Mark Mansell.

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

equivalent to a graduation requirement (e.g., marching band and physical education; human anatomy/physiology and health). Standardized transcripts would note whether the student met the graduation requirement by equivalency or by credit. Districts would establish an equivalency process to ensure that the standards for both graduation requirements are met in one course, and would set the limit on the number of “two for one” classes a student could take. Students would still need to earn a total of 24 credits.

Credits and requirements would be satisfied according to the district policy where the student took the course. Reciprocity across districts must be honored, with the expectation that districts would work together in the best interests of students.

Advantages of a Two-For-One Policy	Disadvantages of a Two-For-One Policy
<ul style="list-style-type: none"> • Provides greater flexibility for students to build other courses into their schedules. • Provides greater flexibility for students in skills centers. • Will encourage districts to establish course equivalencies. • May encourage development of professional learning communities as teachers collaborate to establish equivalencies. • Builds on expertise of CTE community. • Leads to more integrated coursework. 	<ul style="list-style-type: none"> • Without clear state parameters, the policy could be interpreted inconsistently within and/or across districts and make it difficult for students to transfer credits across schools and/or districts. • Would require changes to standardized transcript. • Would need to clarify with the higher education community whether, or under what circumstances, colleges would accept one course meeting two requirements.

3. Redefine “credit” in WAC Policy Recommendation. [13 yes. 2 no]. High school credit is defined in rule by the State Board of Education⁸ as:

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.

While recognizing the importance of investing time in learning, the ITF recommends that the SBE eliminate in the above WAC the time-based (150 hours) definition of a credit⁹ (a), and maintain the competency-based definition of a credit (b). This policy would place the focus on student-centered learning and allow districts the flexibility to determine, and individualize, how much course time is needed for students to meet the state’s standards.

⁸ [180-51-050](#)

⁹ Washington is one of 27 states that define credit in terms of time. Among these states, only Louisiana, which requires 177 hours for a six-period day, exceeds Washington’s 150-hour requirement. The most frequently occurring (modal) time-based definition is 120 hours (held by nine states, or 33% of the 27).

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Advantages of Eliminating the Time-based Definition	Disadvantages of Eliminating the Time-based Definition
<ul style="list-style-type: none"> • Shifts the emphasis from time to rigor; places responsibility on districts to assure that rigorous standards are applied to all courses, and that the time needed to achieve those standards is provided. • Consistent with the state’s direction toward standards-based learning. • Does not artificially connect learning to time. • Creates more flexibility for districts to focus on student-centered learning that will enable students to progress at their own rates. • Eliminates existing inconsistencies created by differences in schedules; evidence¹⁰ suggests that districts on block schedules are less likely to meet the 150 hour requirement. • Eliminates inconsistencies across districts in the ways districts define and count “instructional hours”. 	<ul style="list-style-type: none"> • May be viewed as less objective, measurable and easy to understand. • Lacks the power of a time-based requirement to act as an equalizer—a form of standardization that reduces the likelihood that districts will cut corners. • Establishes no minimum, measurable threshold of expectation. • It could decrease student-teacher contact time.

- **Limited Local Waiver Authority Policy Recommendation. [13 yes. 2 no].** Give limited waiver authority to local administrators by delegating to each school board the authority to adopt policy that prescribes administrator latitude and discretion for waiving required credits, using these parameters:
 - Waivers are limited to no more than two graduation requirements (not credits).
 - The waiver(s) must be based upon student need as articulated in the High School and Beyond Plan.
 - The waiver(s) must be documented on the standardized transcript.
 - No waivers in a content area are authorized if the student has failed to meet standard on the required state assessment in that content area (e.g., math, reading, writing, science).
 - A district must have a written policy regarding waivers before any waivers are authorized.
 - Students must still earn 24 credits.

¹⁰ See [Analysis of School Bell Schedules and Graduation Requirements](#) prepared by SBE staff for the May 18, 2009 meeting of the ITF.

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Advantages of Limited Local Waiver Authority	Disadvantages of Limited Local Waiver Authority
<ul style="list-style-type: none"> • Allows flexibility to meet requirements. • Acknowledges the professional judgment of local staff (principals). • Acknowledges that there are many variables in the way students learn. • Gives small schools needed flexibility. 	<ul style="list-style-type: none"> • It's only as good as the people/systems giving the waivers. • Inconsistencies will occur. • Protects against waiving only those subjects for which there is a required state assessment, and then only when the student has not met standard on the required state assessment.

- **Competency-based Credit Policy Recommendation. [8 yes. 7 no.]** This policy was debated spiritedly, and the resulting vote reveals the divergence of views on the topic. The recommendation is to 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.

Advantages of State WAC on Competency-based Credit Related to State End-of-Course Assessments	Disadvantages of State WAC on Competency-based Credit Related to State End-of-Course Assessments
<ul style="list-style-type: none"> • Provides consistency across state. • Provides guidance to districts about one form of competency-based credit. • Consistent with the state's direction toward standards-based learning. 	<ul style="list-style-type: none"> • Takes away local control. • No single assessment can test the breadth of material covered in a class. • May reward students for the wrong reasons. (If students know they can earn credit as long as they pass the EOC, they may choose to disregard other course requirements.)

- **Career Concentration Policy Recommendation. [13 yes. 2 no]¹¹.** Use the following definition to define career concentration:

Fulfill 3 credits of career concentration courses that prepare students for postsecondary education and careers on their identified program of study in their high school and beyond plan. One of the three credits shall meet the standards of an exploratory career and technical education (CTE) course, as currently defined in the SBE's graduation requirements WAC¹².

Advantages of Career Concentration Definition	Disadvantages of Career Concentration Definition
<ul style="list-style-type: none"> • Provides sufficient flexibility to address 	<ul style="list-style-type: none"> • Relies on a High School and Beyond

¹¹ This definition did not pass on the first vote (5 yes, 10 no) because the last sentence only suggested that one of the three credits "should meet" the standards of an exploratory CTE course. When "should" was changed to "shall," the vote changed.

¹² [WAC 180-51-066](#)

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Advantages of Career Concentration Definition	Disadvantages of Career Concentration Definition
<ul style="list-style-type: none"> different students' needs. • Retains core (employability and leadership skills) of occupational education requirement. • Connects High School and Beyond Plan with course selection. 	<ul style="list-style-type: none"> planning process that may not exist yet in some schools.

- **Credit Recovery Advocacy. [15 yes. 0 no].** The SBE should advocate for:
 - Resources needed to implement and staff programs necessary to assist struggling students in credit recovery. Funding could be similar to the new LAP funding model.
 - The state to develop a database of intervention options so that each district has possible models to implement.

Advantages of Credit Recovery Advocacy	Disadvantages of Credit Recovery Advocacy
<ul style="list-style-type: none"> • Consistent with Board's formal support for funding assistance for struggling students as part of Core 24.¹³ 	<ul style="list-style-type: none"> • Requires funding. • Board can advocate, but only the legislature can provide funding.

- **High School and Beyond Plan Starting at Middle School Policy Recommendation. [15 yes. 0 no].** A plan should be started at the middle level with a focus on exploring students' options and interests. The ITF recommends increasing the comprehensive counseling services available at the middle level.

Advantages of High School and Beyond Plan at Middle Level	Disadvantages of High School and Beyond Plan at Middle Level
<ul style="list-style-type: none"> • Consistent with Board's desire to initiate the High School and Beyond Plan (HSBP) at the middle level. • Specifies the focus of what the HSBP should be at the middle level. • Consistent with Board's formal support for funding for a comprehensive 	<ul style="list-style-type: none"> • Board has no authority to require that the High School and Beyond Plan begin at the middle level—can provide only guidance.

¹³ *Affirm 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 CORE 24 directly to sufficient funding to local school districts for a six-period high school day¹³, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24. (SBE motion passed in July 2008)*

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Advantages of High School and Beyond Plan at Middle Level	Disadvantages of High School and Beyond Plan at Middle Level
education and career guidance system as part of Core 24.	

- Flexibility to Meet High School Requirements At Middle Level Standards Policy Recommendation [10 yes. 5 no].** Provide opportunities for students to begin meeting high school graduation requirements at the middle level when courses meet rigorous standards as determined by the local districts. As provided by law,¹⁴ credits may be awarded if the course meets the same standards as the high school equivalent, and the student and parent elect to record the credit on the transcript.

Advantages of Flexibility to Meet High School Requirements at Middle Level Standards	Disadvantages of Flexibility to Meet High School Requirements at Middle Level Standards
<ul style="list-style-type: none"> • Opens up scheduling flexibility in 9-12. • Provides local control for districts to determine the number and type of courses that could be satisfied at the middle level. • Provides more opportunities for students to begin meeting high school requirements in middle school (currently, students may meet only for-credit requirements). 	<ul style="list-style-type: none"> • Creates statewide inconsistency by allowing variations across districts in which requirements can be met at middle level standards. • Could create a perception that courses that “meet a requirement” are less important than those that “earn credit”. • Requires a philosophical shift on part of SBE; Board would have to acknowledge that districts could allow some high school requirements to be met after being taught to middle level standards (e.g., WA State History). • Would require highly qualified teacher for 4-12 in middle school. • Could displace what middle level students are already taking. • Creates a registrar’s nightmare without some prescription of district reciprocity.

- Automatic Enrollment Policy Recommendation [14 yes. 1 no].** Automatic enrollment means all students will take the core 18 credits. Students will develop a plan by the end of 8th grade for the entire Core 24 requirements. Comprehensive guidance—including review of the plan-- will be provided to all students annually. Distribution of the remaining six credits would be determined by the student’s high school and beyond plan (HSBP).

¹⁴ [RCW 28A.230.090](#)

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Core Credits for
Automatic Enrollment

Subject	Credits
English	4
Math	3
Science	3
Social Studies	3
Fitness	1.5
Health	.5
Arts	2
Career Concentration	1
Total	18

Advantages of Automatic Enrollment Policy Recommendation	Disadvantages of Automatic Enrollment Policy Recommendation
<ul style="list-style-type: none"> Creates a more rigorous common core of graduation requirements than those for the Class of 2013. Allows flexibility for students to determine the distribution of the remaining six credits. Meets the minimum four-year public college admission requirements except for the Higher Education Coordinating Board's two-credit world language requirement. 	<ul style="list-style-type: none"> This is a different view of automatic enrollment than what the SBE has expressed to date. Board does not have authority to require students to develop a plan in 8th grade (and this recommendation may conflict with recommendation #8 in its stated focus of the middle level HSBP.) If world language is not part of the automatic enrollment process, many students who have not made a clear decision about their postsecondary goals may not be prepared to enter a four-year university.

FOR FURTHER CONSIDERATION

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 Board may want to consider the merits of such a policy.

Advantages of Waiver for IB or Cambridge Diploma	Disadvantages of Waiver for IB or Cambridge Diploma
<ul style="list-style-type: none"> Each is a rigorous, internationally-benchmarked curriculum. Gives students flexibility. Without it, IB students in schools with six-period days would find it to be almost impossible to meet all requirements. The IB or Cambridge Diploma would still require 24 credits. The IB or Cambridge Diploma is rigorous and would prepare students for college. 	<ul style="list-style-type: none"> Would need to have provisions for students who take IB classes but don't get the IB Diploma. Is inconsistent with the Board's intent to create one diploma for all

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Attachment A

Core 24 Implementation Task Force Members

Alex Otopal, Associate Principal, Evergreen School District

Brad Sprague, Principal, Auburn School District

Bridget Lewis, Executive Director of Instructional Programs, Spokane Public Schools

Charles Hamaker-Teals, Social Studies Teacher, Kennewick School District

Dennis Maguire, Associate Superintendent for Instruction, Pasco School District

Jean Countryman, Counselor, Ellensburg School District

Jennifer Shaw, Principal, Franklin Pierce School District

Julie Kratzig, Counselor, Bellingham School District

Karen Madsen, Board of Directors, Everett Public Schools

Larry Francois, Superintendent, Northshore School District

Linda Dezellem, Principal, Brewster School District

Lisa Hechtman, Principal, Issaquah School District

Lynn Eisenhauer, K-12 Arts Facilitator, Tacoma Public Schools

Mark Mansell, Superintendent, La Center School District

Michael Christianson, Career and Technical Education Director, Bethel School District

Michael Tolley, High School Instructional Director, Seattle Public School District

Mick Miller, Superintendent, Deer Park School District

Sandra Sheldon, Superintendent, Warden School District

Sergio Hernandez, Superintendent, Freeman School District

Note: Harjeet Sandhu, Principal, Tacoma School District and John Heley, English and Spanish Teacher, Asotin-Anatone School District were originally selected for the ITF and participated in its initial meetings; however, both withdrew.

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Attachment B

ITF Outreach Efforts

The Board asked the ITF to provide regular feedback from the field on CORE 24 perceptions, concerns, and support. Members elicited feedback in a variety of ways, from formal surveys and presentations to informal conversations. The following list depicts some of the groups that provided feedback.

School Districts/Boards

Auburn
Bellingham
Bethel
Brewster
Evergreen
Freeman
Issaquah
Kennewick
La Center
Northshore
Pasco
Seattle
Spokane
Tacoma
Warden

Organizations

ArtsEd Washington Board
AWSP (Association of Washington School Principals)
Bilingual Education Advisory Committee
WA-ACTE (Washington Association for Career and Technical Education)
WALA (Washington Association for Learning Alternatives)
WASA (Washington Association of School Administrators)
WASSP (Washington Association of Secondary School Principals)
WA State PTA (survey)
WAVA (An Association of Career and Technical Administrators)

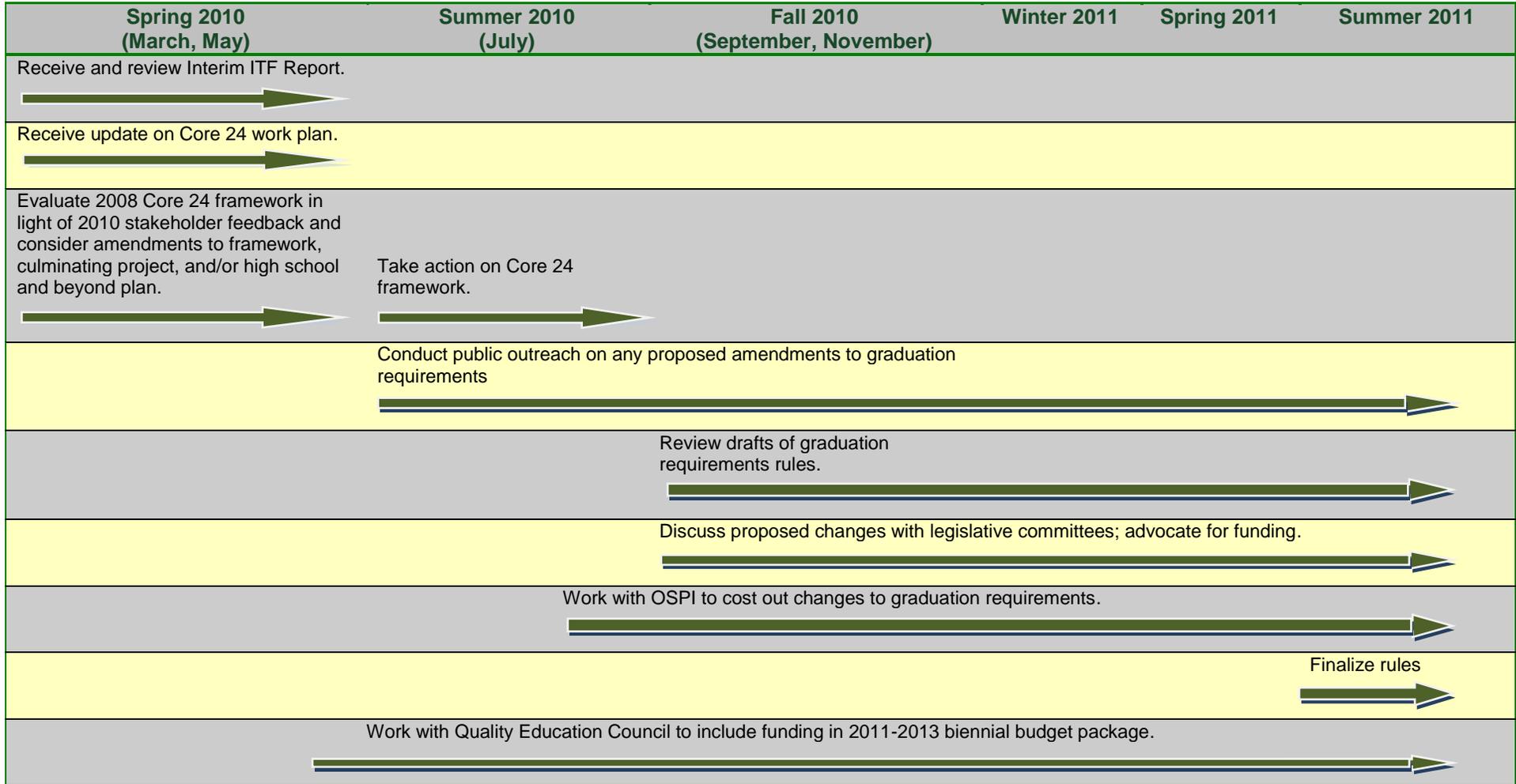
WEA (Washington Education Association) (local and state representatives)
WSCA (Washington School Counseling Association)
WSSDA (Washington State School Directors' Association) (survey)
WSTA (Washington Science Teachers Association) (survey)

Groups

CTL (Caribou Trail League) Principals
Clark County Superintendents
ESD 101 Superintendents
ESD 123 Superintendents
ESD 112 Superintendents
ESD 113 Superintendents
ESD 121 Superintendents
ESD 171 Superintendents
Grant County Superintendents
IB Coordinators
OSPI Arts Leadership groups
Pasco-area principals' groups
Rural Education Centers
Skills Center Directors
Spokane County Superintendents
Spokane Valley Administrative Group
Tri-Cities Superintendents
WASA Small Schools Conference
WA State National Board Certification Candidate

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Core 24 2010-2011 Work Plan



MATH STANDARD SETTING PLAN FOR GRADES 3-8

BACKGROUND

The State Board of Education (SBE) is required, under RCW 28A.305.130(4)(b),¹ to develop performance standards and levels for the statewide assessments. To develop these standards and levels, the SBE will work in collaboration with the Office of Superintendent of Public Instruction (OSPI). OSPI, along with its National Technical Advisory Committee, is currently developing the math standard setting plan for the new state math assessments “measures of student progress” for grades 3-8. At the March Board meeting, Dr. Joe Willhoft, Assistant Superintendent for Assessment and Student Information and Dr. Tom Hirsch, an OSPI consultant, described the OSPI standard setting process used to align the measurements of student progress to the new math standards for grades 3-8. Standard setting is a formalized process to determine how students need to perform on an assessment to be classified into performance level.

POLICY CONSIDERATION

Dr. Willhoft will provide materials on the math standard setting plan at the meeting.

EXPECTED ACTION

OSPI will be asking the SBE to consider adoption of the math standard setting plan for grades 3-8 at the May Board meeting and adoption of the standards for the measurements of student progress on August 10, 2010 at a special teleconference Board meeting.

¹ (RCW 28.A.305.130 (4)(b) Identify the scores students must achieve in order to meet the standard on the Washington Assessment of Student Learning and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of the certificates. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose. The initial performance standards and any changes recommended by the board in the performance standards for the tenth grade assessment shall be presented to the education committees of the house of representatives and the senate by November 30 of the school year in which the changes will take place, to permit the legislature to take statutory action before the changes are implemented, if such action is deemed warranted by the legislature. The legislature shall be advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards.

RACE TO THE TOP ASSESSMENT GRANT

BACKGROUND

The U.S. Department of Education has created several competitive grant programs for states as part of its \$4.35 billion Race to the Top Fund. One of the programs is a competition of \$350 million for the Race to the Top Assessment program. The competition winners are expected to design new ways to show what students have learned, student growth over time, and whether students are on track to succeed in college and careers. There will be two categories of grants: comprehensive assessments for up to \$160 million each (for two grants) and high school course assessments for \$30 million (for one grant). The U.S. Department of Education will fund state consortia of 15 or more states with five states designated as lead partners for the comprehensive assessments. These assessments must be aligned to the Common Core Standards for math and English Language Arts and implemented, in each partner state, by 2014-2015. All students will be expected to be assessed, including ELL students and those with disabilities. Collaboration and alignment with the state's higher education system is highly encouraged.

Tests are expected to provide data that can be used to determine:

- School effectiveness under Title I of the Elementary and Secondary Act.
- Individual principal and teacher effectiveness for purposes of evaluation; professional development; and teaching, learning, and program improvement.

POLICY CONSIDERATION

Washington plans to be one of the five state leads in the SMARTER BALANCED ASSESSMENT CONSORTIUM to compete for one of the two comprehensive assessment grants. The SBE Chair, Governor, and Superintendent are required to sign the grant application. Dr. Willhoft will provide further information on the specifics of the SMARTER BALANCED ASSESSMENT CONSORTIUM at the Board meeting.

Applications are due June 23 and grants will be awarded in September.

EXPECTED ACTION

The SBE will consider authorization of the SBE Chair's signature on the grant application.

ELEMENTARY AND SECONDARY EDUCATION REAUTHORIZATION AND US DEPARTMENT OF EDUCATION DISCUSSION OF SBE ACCOUNTABILITY INDEX

BACKGROUND

In March 2010, the Obama Administration unveiled A Blueprint for Reform, a proposal for Elementary and Secondary Education (ESEA) Reauthorization. ESEA, which was called No Child Left Behind (NCLB) in its most recent iteration, has been up for renewal since 2007. The blueprint has spurred a series of Congressional committee hearings, public debates, and news coverage. The goal of the administration is to keep what was positive about NCLB – the requirements to disaggregate assessment data to measure achievement gaps – while addressing the major criticisms of the existing law. The proposal intends to eliminate the ‘perverse incentives’ in NCLB, which encouraged states to lower standards and focus on test preparation.

Blueprint Elements:

- Replace the goal of ‘all students proficient by 2014’ with a focus on career- and college-ready students with a soft 2010 deadline. States would adopt new standards and set performance targets against the standards. The focus would be on improvement and growth, not just overall performance.
- States would adopt **career- and college- ready standards**, such as the Common Core Standards Initiative. Receipt of federal competitive grant funds would be contingent upon adopting new standards.
- Retain requirements to **test annually** in reading and math, but allow states to assess academic performance in additional subjects and measure additional factors such as school climate. Data would be transparent and public, as under NCLB.
- **Intervention in struggling schools:** The bottom five percent of schools must choose one of four turnaround models (Transformational, Turnaround, Restart, or Closure). The next five percent would be on a warning list and the state would have flexibility in determining research-based interventions. States would take aggressive action with schools that have the highest achievement gaps. States would take over Title I spending in schools that do not turn around within three years.
- Allow states **flexibility in intervening** with schools that do not meet achievement targets. States would provide different support for schools that, under old AYP rules, missed AYP in one area versus schools that did not meet the bar in multiple areas.
- Eliminate the NCLB mandate that struggling schools offer **school choice** and **supplemental educational services**, draining resources from already struggling schools.
- High-poverty schools, districts, and states that show success in **closing achievement gaps** would be recognized and rewarded with additional funding (“Reward” schools). Schools, districts, and states would be subject to consequences for lack of improvement (“Challenge” schools).
- States would ensure that effective teachers are **equitably distributed** among schools with high concentrations of high- and low- income students.
- Eliminate current **“highly qualified”** teacher requirements. States would create their own definitions for “effective teachers,” “highly effective teachers,” “effective principals” and “highly effective principals” using student performance as a major factor. Teacher and principal evaluation would be based on student performance. Formula funding (such as Title

- II) would continue as long as states are improving teacher and leader effectiveness.
- States would monitor the effectiveness of **teacher preparation programs** and invest more in programs with strong outcomes for students.
 - Expanding high performing **charter schools** and autonomous public schools.
 - **English Language Learners (ELL)**: states would create new criteria for identification of students as ELL, determining eligibility, placement, and duration of support. States would evaluate the effectiveness of ELL instructional programs and provide information on achievement of ELL subgroups.
 - Additional funds would be available through competitive grants to states. Multiple smaller programs would be rolled into these projects or eliminated (e.g. Reading is Fundamental, Mathematics and Science Program).

Support is widespread:

Overall, the blueprint has been received positively by the Council of Chief State School Officers, National Association of State Boards of Education (NASBE), National School Boards Association (NASBA), the Alliance for Excellent Education, and other policy groups. The Office of Superintendent of Public Instruction has issued a set of legislative recommendations, many of which are aligned to the blueprint themes. Congress is generally supportive of the themes of reauthorization and attempts to remedy long-standing problems with NCLB. Specifically, these stakeholders are generally supportive of the move toward common core standards to ensure that students are college- and career- ready, elimination of school choice and tutoring, elimination of the requirement that all students are proficient by 2014, and the use of growth models to look at student performance from year to year.

Some concerns expressed:

The National Education Association (NEA) and the American Federation of Teachers (AFT) oppose linking teacher evaluation to student achievement. They argue that teachers have too much responsibility and not enough authority. Only teachers' unions have expressed overall opposition to the blueprint.

- **NASBE, NASBA, Senator Patty Murray, and others** are concerned about linking Title I funding to adoption of common core standards.
- Multiple stakeholders have expressed concern about the move to making more funds available on a **competitive** basis rather than formulas. Senator Murray has discussed concern about Title II funds in particular.
- **Rural** schools and districts may not have the staff capacity to compete for funds. Evaluating teachers and principals based on a very small number of students is problematic.
- Questions have been raised about the effectiveness of the four **turnaround school models** and the research (or lack thereof) behind them.

POLICY CONSIDERATION

Given the changing landscape regarding standards, high-stakes outcome assessment, and Race to the Top competition which is currently underway, the State Board of Education will need to monitor changes closely and consider postponing major policy decisions such as revisions to the school improvement plans and other elements of the reauthorization process until it has been finalized.

EXPECTED ACTION

Congress is expected to take action on ESEA Reauthorization in 2011, although the timing is difficult to predict.

Side-by-Side Guide to Reauthorization

The Obama administration's blueprint for reauthorization of the Elementary and Secondary Education Act seeks to retain assessment, accountability, and other features of the existing law while offering states and school districts greater flexibility.

No Child Left Behind Act

- Teachers must be "highly qualified," meaning they demonstrate subject-matter proficiency and meet state certification requirements.
- States set their own academic standards.
- Perennially struggling schools can choose from a range of improvement options, the most popular of which is a broad category called "other methods of restructuring."
- The law requires all students to reach proficiency on state tests by the 2013-14 school year.
- There is no clear distinction between schools that miss achievement targets because all of their students are struggling vs. those that are having trouble with a particular subgroup of students, such as students in special education.
- Schools that miss achievement targets for two years in a row must let students choose another school, including a charter school. And those that miss targets for three years must offer students extensive tutoring.
- Student performance is measured using "status models," which compare different cohorts of students to one another.
- Schools that make strides in closing the achievement gap don't get any sort of special reward.
- States primarily rely on reading and mathematics tests to gauge student progress, although states must also test their students in science in specific grade spans.
- Students are tested in reading and math in grades 3-8 and once in high school.
- Student data are disaggregated by racial- and ethnic-minority group, as well as by special populations, such as English-language learners.

ESEA Renewal Blueprint

- States would have to come up with a definition of "effective teacher" and "highly effective teacher" based in part on student outcomes.
- States would have to adopt college- and career-ready standards, such as those being drafted by the Common Core State Standards Initiative.
- Struggling schools would have a list of four very specific options for turning around low-performing schools. In nearly all cases, the school's principal would have to be removed.
- A goal would be set making all students college- and career-ready by 2020, but that isn't a hard and fast deadline.
- Schools that are persistently low-achieving would be subject to a different set of interventions than those that miss achievement targets for one or two subgroups of students.
- Schools that don't meet achievement targets wouldn't automatically have to offer public school choice or tutoring.
- Student performance would be measured using "growth models," which look at individual student progress from year to year.
- Schools that make strides in closing the achievement gap would be rewarded with money and flexibility.
- States may choose to assess students in subjects other than reading and math, such as foreign language and history, and make those tests part of their accountability system.
- Students would be tested in reading and math in grades 3-8 and once in high school.
- Student data would continue to be disaggregated by racial- and ethnic-minority group, as well as by special populations, such as English-language learners.

SOURCES: U.S. Department of Education, *Education Week*

RECOMMENDATIONS FOR ACHIEVEMENT GAP RECOGNITION

Pete Bylsma, EdD, MPA

May 13, 2010

BACKGROUND

OSPI and State Board of Education (SBE) provided recognition to schools in six areas in March 2010. 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 levels (elementary, middle/junior, high, comprehensive). Special Recognition awards were given to schools for high performance (a 2-year “column” average of at least 6.00) in four areas: **language arts** (reading and writing combined), **math**, **science**, and the **extended graduation rate**. These five awards required fewer than 10% of the students to be gifted each year. To ensure schools with a gifted program were not excluded, Special Recognition was also given to **schools with a gifted program** (i.e., those with $\geq 10\%$ gifted each year) that had a 2-year peer average of at least 6.00.

The matrix used to calculate the Accountability Index is shown below. The green cells relate to areas where recognition was given. Additional criteria used for these awards and details about the winners are shown in Appendix A.

	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>						6.00* for gifted
<i>Improvement</i>						
Average	6.00*	6.00*	6.00*	6.00*	6.00*	Top 5%*

* Minimum 2-year average rating to earn recognition

↑
INDEX

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.¹ OSPI/SBE want to find a method to provide recognition next year for schools that have reduced or closed the achievement gap.

¹ 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

RECOMMENDATIONS

Two types of Special Recognition should be given 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 the modified matrix created to examine subgroup results to measure the achievement gap in terms of performance by various *racial/ethnic groups*.

Details for each type of recognition are provided below.

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). The following minimum criteria should apply:

1. The 2-year average for each row must be at least 4.00;
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
<i>Non-low inc. achievement</i>						Compare
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						
<i>Improvement</i>						
Average						

Give recognition to any school that has a difference between the row averages of less than 1 in both years.²

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 type 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.

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.

² This includes when the low income row has a higher rating than the non-low income row.

Racial/Ethnic Gap Examine the average size of the gap between the four groups that have historically underperformed (American Indian, Black, Hispanic, Pacific Islanders) and the two groups that have historically performed at higher levels (Asian, White).³ This type of recognition uses concepts in the modified matrix that was developed to examine subgroup results for possible AYP use. This matrix uses the same concepts as the Accountability Index⁴ but includes only the outcomes used for federal accountability (reading, math, extended graduation rate) and combines the two income-related indicators. A “row average” is calculated for each subgroup, as shown in the table below for a hypothetical high school.⁵ The following minimum criteria should apply:

1. The 2-year average for each row must be at least 3.50;
2. At least 4 of the 9 cells in the row must be rated each year; and
3. 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
Average	3.5	3.75	3.75	1	4.25	4	1	3.75	3.5	3.17	-0.17
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
Average	5.50	4.00	4.50	3.50	4.00	4.00	4.00	4.00	5.00	4.28	0.17

Compare these

Give recognition to any school that has less than a .50 difference between the row averages in two consecutive years.

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. In the above example, the school 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). Although this type of recognition is more complicated, it has the advantage of focusing on the achievement gap that has historically existed between the various racial/ethnic groups.

Using Achievement Gap Criteria for Other Awards

Another way to reinforce the importance of closing the achievement gap is to apply an additional criterion for the other types of recognition. For example, for a school to be recognized for *Overall Outstanding Performance* because it has an Accountability Index in the top 5%, the size of the gap between the two socioeconomic groups could not be 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.

³ Looking at the results of the special education or ELL groups is not recommended because students in these groups are included in the other groups.

⁴ For example, both use the same minimum N, benchmarks, and ratings, the results are combined across grades, and no margin of error is used.

⁵ This example reflects at least 10 students in each subgroup. In reality, no school has at least 10 students in every group.

APPENDIX A – CURRENT RECOGNITION SYSTEM

In March 2010 OSPI and State Board of Education announced the winners in the new recognition system based on the Accountability Index. Recognition was given to schools in six areas.

- 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 levels: elementary, middle/junior, high and comprehensive.⁶ Each year schools had to have at least 10 cells of the 20-cell matrix rated and fewer than 10% students designated as gifted to be considered.
- Special Recognition awards were given to schools for high performance in **language arts** (reading and writing combined), **math**, **science**, and **extended graduation rate**. To receive this award, a school's overall (column) 2-year average was at least 6.00, at least 2 of the 4 cells in the column were rated each year, and there were fewer than 10% students designated as gifted each year.⁷
- The above awards required fewer than 10% of the students to be gifted each year. To ensure schools with gifted program would not be excluded, special recognition for a separate award was established.⁸ **Schools with a gifted program** (i.e., those with at least 10% gifted each year) received recognition when their 2-year average peer (row) ratings was at least 6.00.⁹

The table below shows how many schools received recognition in 2009. A total of 108 schools received the Outstanding Overall Performance award. 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 for meeting the Special Recognition criteria. A total of 174 different schools received recognition in 233 areas, and 48 schools received recognition in more than one category.

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

⁶ The “2-year average” refers to the average of data from 2008 and 2009. The top 5% is based on the total schools at that level in the 2009 index (this includes schools that did not receive an index).

⁷ 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.

⁸ 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.

⁹ Results for the peer indicators control for the types of students attending the school (the percent gifted, low income, ELL, special education, and mobile).

**RECOGNITION FOR ACHIEVEMENT GAP AWARDS AND
SPECIAL RECOGNITION FOR IMPROVEMENT AWARD**

BACKGROUND

Using the State Board of Education's Accountability Index, the Office of Superintendent of Public Instruction and the State Board of Education (SBE) recognized 174 schools through their new joint recognition program "Washington Achievement Awards" on May 5. 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.

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.

Pete Bylsma, SBE Consultant, shared a preliminary draft of options with our System Performance Accountability (SPA) Work Group on April 13. They recommended two awards for closing the achievement gap: one for socioeconomics and one for race/ethnicity. In addition, they recommended that no school should receive an overall excellence if that school has a socioeconomic or racial/ethnic achievement gap.

The SPA work group recommended several other changes:

- 1) There should be a special recognition for improvement added to the special recognition awards. No changes would need to be made to the SBE Accountability Index to add this award.
- 2) Schools that receive multiple years of awards should be highlighted in the award ceremony.

POLICY CONSIDERATION

OSPI and the SBE want to find a method to provide recognition next year for schools that have reduced or closed the achievement gap. Attached is Pete Bylsma's memo with a proposal to determine two kinds of awards for closing the achievement gap: one for socioeconomics and one for race/ethnicity. The Board will be asked for its feedback on this proposal and staff will meet with the Achievement Gap Oversight and Accountability Committee, as well as the Office of Superintendent of Public Instruction staff, to obtain their thoughts before bringing a final recommendation to the Board in July.

EXPECTED ACTION

Feedback only. No final action until July 2010 Board meeting.

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | Graduation Requirements | Math | Science

BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS

SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS

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:

District	Number of days	School years	New or renewal	Accountability Information	School Awards Information
Colton (page 1)	2	2010-11	New	Made AYP Overall	Colton School - Overall Excellence and Extended Graduation Rate
Elma (p. 5)	3	2010-11, 2011-12, 2012-13	New	Step 1 Improvement	
Granite Falls (p. 11)	2	2010-11, 2010-12	Renewal	Step 1 Improvement	
Oakesdale (p.17)	2	2010-11	New	Made AYP Overall	
Riverside (p.21)	1	2010-11	Renewal	Made AYP Overall	Riverside High - Extended Graduation Rate Special Recognition
Rosalia (p. 27)	2	2010-11, 2011-12, 2012-13	New	Made AYP Overall	
St John- Endicott (p. 31)	5	2010-11	Renewal	Made AYP Overall	
White Pass (p.38)	5	2010-11	New	Made AYP Overall	

POLICY CONSIDERATION

The attached applications and supporting documentation, listed below, are accurate and the purposes of the proposals are to improve student achievement by enhancing the educational program for all students. At the July 2009 retreat, Board members requested the supporting documents on each request. In the future, a number of requests will only go to staff for review and approval because the Board set parameters at its March 2010 Board meeting to create a streamlined process, through a revision to WAC 180-18-040 and WAC 180-18-050 that goes into effect at the end of May.

EXPECTED ACTION

Approval of the applications.

1. School District: Colton School District	
2. Resolution complete: Complete for a one year waiver Application revised	
3. <i>Application type:</i> 180-day school year requirements	
New Application or Renewal Application	New Application
4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, All schools
If no, then which schools or grades is the request for?	
5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	2
School Years	2010-2011
6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	6
Reduction	
Remaining number of half days in calendar	6 Including Thanksgiving and the last day of school.
7. <i>Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes
8. <i>What are the purpose and goals of the waiver?</i>	
<p>The Colton School District is seeking approval of two waiver days in order to attend the Whitman County Professional Learning Community (PLC) Program. The two day waiver will allow every teacher in our K-12 building to attend the two county-wide in-service events as well as the individual (grade level and subject level) group meetings throughout the year. For the 2010-11, the PLC group discussion topics will primarily be focused on mathematics K-12. However, it is also our goal to see the benefits of the PLC filter through our other curricula. Below is a small list of those benefits:</p> <ul style="list-style-type: none">• Networking (telecommunications, video conferencing, and group meetings).• Curriculum alignment with standards. In the area of math our county is primarily using the Math Connects curriculum (one of the OSPI's approved curriculum).• Assessment.• Review and present a variety of "best practices."• Technology integration.• Data and its role in assessment and future planning.	

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

The Colton School District has seen a slight decrease in our state testing math scores. We have taken steps to remedy this by purchasing a new math curriculum K-12. We have also found that our teachers need more collaboration time among grade level and subject specific professionals. This is not possible within our small school. It is our goal to put math as our first objective but knowing full well that a commitment to the PLC philosophy will help across the curriculum.

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

The Colton School District will monitor our State Test results, DIBLS testing, and National Tests (ACT, SAT) to determine the success rate of our students. We are currently researching the MAPS testing program to see if it would enhance our testing data. Administrators will also measure the success of this program by the level of PLC commitment we see through our staff.

Currently, our state wide math scores have dropped to a school average of 54.5 percent in tested grades 3-10. We hope to see a five percent increase in this average after participation within the county-wide PLC program: (3rd 70%, 4th 60%, 6th 35%, 7th 42%, 8th 58%, and 10th 62%). We also expect to see an increase in state testing results across the curriculum as we look further in to best practices.

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

Currently, the Colton School District uses state testing data, and DIBLS to asses our learning goals. We are currently in our first year of a K-12 math curriculum adoption, which has realigned the curriculum to better meet state testing criteria. As funding allows we will purchase the MAPPs testing program that will enable our district to asses our students throughout the school year. As our PLC work continues, it will be the Colton administration's goal to assess our schools performance and the success of the county-wide collaboration. At the county level, the Whitman County Principals Association will evaluate the PLC program at the conclusion of the second professional development session. This meeting will be to assess the two county-wide sessions, collaborate with ESD 101 presenters, and look into future planning. It is our goal for every teacher to gain a network of teachers for PLC collaboration that will increase student achievement.

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

The Colton Administration and School Board feel that participating in the Whitman County PLC program will allow our teachers the opportunity to grow professionally by participating in grade level and subject level PLC's. In addition to the two waiver days, the District will promote and fund the process of our teachers participating in PLC discussion groups across the county. Subjects such as assessment, curriculum review, common standards, and best teaching practices, will be discussed. As an administration we will also participate in select discussion and work to incorporate the PLC philosophy into our school's structure and planning and school improvement process.

13. Describe the innovative nature of the proposed strategies.

The Whitman County Principals Association has worked hard to promote the PLC environment within our small town/school atmospheres. Organizing a county-wide PLC professional development program will not only promote common standards, curriculum, and assessment throughout our county, it will do so in an economic friendly manner. Many of our county schools

have only one teacher/two grade levels. Colton currently has grades: K, 1-2, 3-4, and 5-6. Teachers will now have the opportunity to work within grade level PLC's to enhance all levels of student performance.

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

N/A

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

Our SIP plan stresses grade level and subject level collaboration. We have found a need for a new and better collaboration method. Our district currently consists of three elementary combination classes (1-2, 3, 4, and 5-6). Our junior high and high school is comprised of single teachers within subject area. It is our mission to allow our teachers better access to subject and grade level collaboration.

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

Our staff and administrators, across the county, have spent a great deal of time coming up with our county-wide model for PLC. Our district has promoted our goal for professional development in our newsletter and on our website. Our board has also taken the necessary steps to make this opportunity reality.

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 Colton School District has participated in all state funded LID days. Our district has also been very proactive in sending our teachers to individual professional development opportunities throughout the Northwest. Participation in the January conference was also a great benefit to our small school. However, with decreased state apportionment we are striving to find ways to provide quality professional development with a smaller budget. We think that the Whitman County PLC project will do that. These two waiver days would be our only opportunity for district-wide professional development.

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?

N/A

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.

N/A

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

N/A

School Report Card Information from OSPI

School District Information from OSPI Report Card Web Page

May 2009 Student Count	200	
Free or Reduced-Price Meals (May 2009)	22	11.0%

	2007-08	2006-07	2005-06
Annual Dropout Rate			
On-Time Graduation Rate	100%	100%	100%
Extended Graduation Rate	100%	100%	100%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	70.0%	60.0%	80.0%	
7th Grade	50.0%	42.9%	85.7%	
10th Grade	100.0%	62.5%	100.0%	50.0%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
7th Grade	78.6%	57.1%	100.0%	
10th Grade	100.0%	80.0%	94.7%	71.4%

2006-07 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	100.0%	66.7%	91.7%	
10th Grade	93.8%	75.0%	100.0%	68.8%

Accountability

School Improvement Status	Made AYP Overall
School Award Status	Colton School (Multi-Level)- Overall Excellence and Extended Graduation Rate

1. School District: **Elma School District**
2. Resolution complete: Complete
Application revised

3. *Application type*: 180 day waiver

New Application or Renewal Application	New (we had a waiver five years ago, which expired two years ago)
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4. *Is the request is for all schools in the district?*

Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	3
School Years	2010/11, 2011/12, 2012/13

<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

<i>7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The purpose and goals of the waiver flow directly from our district's two-year involvement with the Leadership Academy. During our first year in the Academy we developed our District Instructional Team, (DIT), consisting of teacher and administrative representatives of all schools. The DIT is charged with designing staff development activities related to our Academy goals of improving student learning in all areas, and specifically in the areas of reading and math.</p> <p>The DIT planned and implemented our first-ever Summer Institute, which included all teachers, and ran for four days. The Institute organized all teachers into K-12 curriculum groups in order to promote collaboration and stronger connections between grades and schools. All teams were required to focus on five steps:</p> <ul style="list-style-type: none"> • Develop group norms. • Strengthen understanding of state standards. • Develop goals within curriculum areas which would be supported by all grades. • Strengthen our knowledge of formative assessments relative to these goals. • Design interventions meeting the needs of students as demonstrated by assessments. <p>The Institute was an extremely successful start to a process we strongly believe will improve both instruction and student learning. The intent of the waiver days is to continue the work begun at our Institute throughout the school year, focusing primarily on the areas of assessment and interventions.</p> <p>Specifically we plan to use the waiver to provide an intentional framework for curriculum teams and grade-level teams to analyze assessment data; using this information to develop specific interventions relative to student needs. It is our intent to use the waiver times to study assessment, beginning early fall of 2010, to implement interventions immediately, and to revisit assessments early winter, design appropriate interventions again, and to continue the process in mid-winter.</p> <p>In preparation for this we have been doing the following:</p> <ul style="list-style-type: none"> • We have sent our facilitators to formative assessment training. • We are sending our facilitators to another training for facilitating formative assessment strategies. • We are currently planning our next Summer Institute, focusing on analysis of assessment, which we plan to put into place in the fall, with the assistance of our waiver time. 	

Planning for interventions beyond assessment we have:

- Formed an intervention team, which is studying meaningful interventions in other school districts.
- Sent teams to RTI Training and will continue this during the summer, focusing on aspects of the RTI model which we can implement effectively.

In summary, the purpose and goals of the waiver are to continue the process we have begun with our entire district teaching staff, specifically in the areas of assessment and interventions. We believe our focus in these areas will help us progress with our goal of increasing student learning in all areas, specifically reading and math.

For supporting material and to illustrate the completed which we desire to continue with time provided by a waiver, I have included summaries of K-12 team efforts completed during our Summer Institute.

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

Our teachers and administrators are not satisfied with our current student achievement scores. Specifically, while noting some gains in WASL reading, the gains are not enough. Also we desire higher gains in math, particularly at the secondary level. Furthermore, ongoing assessments in classrooms note nominal improvements; we are capable of more. In order to address this, we began this reorganization over a year ago by instituting a district-wide approach focusing on standards, goals, assessment, and interventions. Currently, all teachers in our district are working on these areas, and their collaboration has already resulted in improved instruction and a stronger focus on the needs of our kids. In order to take this to the next level we are in desperate need of quality time for our teams to study the data we have so that we can design intentional interventions leading to greater student achievement. The three waiver days we request would provide us the time necessary to do this.

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

Currently, our measures fall into two categories: 1) ongoing assessments, which include Gates McGinnity, Dibbles (for both reading & math), Developmental Reading Assessment (DRA), and Qualitative Reading Inventory (QRI); 2) state standards, which our entire district staff intently focused on during our recent four-day Summer Institute. At this time teachers clarified specific grade level standards, and explored goals for each grade which supported those standards. Currently, we are continuing to explore other assessments such as MAPS and Benchmarks, and are involved in discussions with a number of other districts regarding how specific assessments are measuring progress in their districts.

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

We have discussed the following measurable and, we believe, attainable goals for next year for our two main areas of reading and math (current WASL scores in parenthesis, projected goals not in parenthesis):

Grade 3 Reading	(69.6)	75
Grade 4 Reading	(70.3)	75
Grade 5 Reading	(67)	75
Grade 6 Reading	(50.3)	60
Grade 7 Reading	(52.1)	60
Grade 8 Reading	(51.1)	60
Grade 10 Reading	(73.5)	80

Grade 3 Math	(60)	65
Grade 4 Math	(40.5)	55
Grade 5 Math	(59.8)	65
Grade 6 Math	(33.6)	50
Grade 7 Math	(50.4)	55
Grade 8 Math	(40.6)	50
Grade 10 Math	(27.9)	40

Accurate comparison of the goals will rely on the correlation scores currently being developed by OSPI, which relate previously-used WASL scores and the new MSP/HSPE scores. Given that these correlation scores have not been developed as of yet, we have noted our projected gains based on WASL scores.

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

As mentioned in number eight, our district has established a staff development protocol developed for our Summer Institute, which works well for our people, and which they believe in. All district teachers were in one of seven curriculum teams, consisting of K-12 teachers, and all teams focused on the same steps outlined in number eight.

Our waiver times would follow this structure of using K-12 curriculum teams to analyze assessment data, identify specific student need, and design appropriate interventions for particular lengths of time. Assessment results from these interventions would then be analyzed at subsequent waiver times, leading to future interventions and/or instructional strategies.

13. Describe the innovative nature of the proposed strategies.

Our strategies are innovative in the following ways. First, we have already begun actively promoting ongoing collaboration between grades and schools by enacting K-12 teams. For instance, our math team consists of teachers from K-12. This makeup is mirrored in all other curriculum areas. We believe that connections among our teachers provide stronger consistency and meaning for our students.

Secondly, we have established a District Instructional Team (DIT), which monitors and adjusts district-wide staff development activities. The DIT, which consists of teachers and administrators from all district schools, provides input on planning specific activities related to refining instruction, and would continue to play a major role in the design of our waiver days.

Third, we have relied on research which speaks to standards, assessment, interventions, and instructional skills to design a staff development protocol, which our teachers believe in. Teacher ownership of our protocols promotes a more sustainable system.

Fourth, we have established a specific series of steps our teachers are working on in order to strengthen our instructional skills. All of these steps involve intense collaboration. The waiver days would provide us with the time we need to work on these steps.

We would be using the times provided by the waiver days to focus specifically on student assessment, interventions and effective instruction, and to plan for our next Summer Institute.

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

A major structural group in our district is our District Instructional Team (DIT), mentioned in question number thirteen, which meets throughout the year to examine progress being made in our staff development efforts. The DIT reviews attainment of projected goals, and adjusts future staff development plans as needed. With this structure already in place, we would continue to monitor progress made during waiver times, thus allowing the DIT to refine future activities and appropriate use of waiver time.

Regardless of the pacing of our efforts, we would continue to focus on standards, goals, assessments, and interventions aimed at promoting student learning.

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).

All of our improvement plans deal directly with improving student learning in all curriculums, with particular focus on reading and math. Waiver day activities directly support this, focusing on student assessment which drives future instruction and interventions. All schools are also involved with effective research-based intervention systems such as RTI, which support student growth. Waiver day activities directly support aspects of school improvement plans, which include differentiated instruction, formative assessment strategies, understanding assessment, interventions, and curriculum alignment. Our schools engage in ongoing discussions and study of these topics.

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

All district administrators and teachers have been intensely involved in our Summer Institute and resulting staff development activities focusing on standards, goals, assessments, and interventions. Along with our focus in these areas has come a growing appreciation for the necessity of quality time. Currently, our calendar does not include the time we need to collaborate on issues of assessment and interventions, hence our request for this waiver. Schools and the district have communicated our process to the community in district and local publications, and we have discussed our request with parent leadership groups, who support our efforts to create intentional uses of time aimed at improving student learning.

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.

Previously our time for building-wide and district-wide collaboration depended on LID days and I-728 days. Beyond that we have not had early or late-release days built into our calendar. With the recent loss of both LID days and I-728 support, we will have no non-instruction time for our teachers and administrators to work together on the issues we need to. We view the waiver days as crucial to our need to focus intentionally on examining student progress, leading to future instruction, and interventions which positively impact student learning and achievement. We appreciate your consideration of our sincere request.

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 do not currently have a waiver from the State Board of Education. However, five years ago during the initial waiver, the days were used as planned to focus primarily on reading, writing, and literacy skills within buildings. Intensive trainings were conducted on "Step Up To Writing,"

“Six Traits”, “Reading Across the Curriculum.” The secondary schools also focused on math training relative to effective instructional strategies and Segmented Math.

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

Our initial use of the waiver days contributed to student growth as noted by the steady increase in reading and math, particularly at the elementary level. The growth noted at the secondary level was not as strong. In order to study this, we did not apply for additional waiver days, but rather joined the Washington State Leadership Academy two years ago in an effort to contribute to our improvement efforts, and found the following research. Sustainable change results from a system-wide approach to staff development, as opposed to a building-wide approach (which we employed during our earlier waiver days. Based on this we developed our District Instructional Team, which designed our Summer Institute, which promotes state standards, goals, assessment, and interventions on a district-wide basis. From this comes our commitment to a district-wide approach to staff development and intentional use of time provided by waiver days.

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

Five years ago, during the initial waivers, school and district newsletters communicated our work to our community. Along with this we included regular updates on our district website. During this past year we have continued these communications, and have also started an instructional newsletter, which we anticipate will grow with time. We have shared our progress and plans with the PTA, and solicit ideas from them regarding best use of our request for a waiver. The Board is in full support of waiver days as an effective way to provide time for our teachers to improve instruction and student learning. Throughout our communications we emphasize that given the economic challenges resulting in the decrease of I-728 and LID days, we depend more than ever on waiver days, which allow our teachers and administrators to work collaboratively to bring about the growth in student learning we aim for.

School Report Card Information from OSPI

School District Information from OSPI Report Card Web Page		
May 2009 Student Count	1,787	
Free or Reduced-Price Meals (May 2009)	838	46.9%

	2007-08	2006-07	2005-06
Annual Dropout Rate	4.5%	9.0%	6.7%
On-Time Graduation Rate	79.3%	62.3%	74.4%
Extended Graduation Rate	86.9%	69.9%	83.5%

2008-09 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	70.3%	40.5%	55.9%	
7th Grade	52.1%	50.4%	74.6%	
10th Grade	73.5%	27.9%	78.4%	28.8%

2007-08 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	74.1%	51.8%	57.6%	

7th Grade	48.0%	43.3%	63.8%	
10th Grade	81.4%	40.7%	78.1%	29.3%
2006-07 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	62.7%	39.3%	35.8%	
7th Grade	59.7%	59.7%	68.2%	
10th Grade	84.0%	45.3%	85.0%	28.7%
Accountability				
School Improvement Status	Step 1			
School Award Status				

1. School District: Granite Falls School District
2. Resolution complete: Complete

3. <i>Application type: 180-day school calendar</i>	
New Application or Renewal Application	Renewal

4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	2
School Years	2010-11, 2011-12

6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	9 late arrivals
Reduction	0
Remaining number of half days in calendar	9 late arrivals

7. <i>Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

8. <i>What are the purpose and goals of the waiver?</i>	
<p>To improve student learning, staff instructional methods, and curriculum delivery. Our newly developed strategic plan for the district targets the improvement of the instructional core, which includes the connection between teachers' knowledge and skill, students' engagement with own learning, and academically challenging curriculum. Our goal is to improve student achievement through aligned curriculum, intentional instruction, and charting data to analyze our work.</p> <p>Teacher Knowledge and Skill: Time will be used to continue the work of the Rock Solid Instructional Framework (attached) and the district assessment strand. Time will be allocated to content area teachers to align with the PE's and continue professional development in the use of the new instructional materials.</p>	

Common assessments will be designed and time will be allocated for data teams to meet, compare results, and adjust instructional strategies.

Student Engagement in Own Learning:

Time will be used to provide systems for student assessment and for teachers to design curriculum that is relevant, engaging, challenging, and includes rubrics for student use. We believe that students' knowledge of their own mastery of skill will enhance their learning. Our students will chart their progress toward their learning goals. We are designing instructional strategies that are more engaging to students and have them actively involved in the lesson rather than passively receiving the information.

Academically Challenging Curriculum:

After deep alignment study last year, we determined that our current materials did not meet the scope of the new performance expectations. Since we are a district with no discretionary funding, we started a campaign "Adopt a Book" (attached). Community members and organizations have donated \$77 a book for our students. To date, we have collected \$27,000 toward purchasing math materials aligned to state standards. We adopted one of the top three state recommended math curriculums, Math Connects. We intend to use the waiver days to continue with the familiarization of the new materials and to enhance with supplemental materials in areas which do not address the standards.

We asked for one day last year, a reduction from three days in previous years. We found that one day was not sufficient to complete the work that was planned. We need time to continue our work on Rock Solid Instruction, the assessment work, and using the new math materials.

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

The results of the 2009 WASL summary demonstrates that the areas in which we focused our professional development, alignment of curriculum, and common assessments created a rise in test scores:

- Reading – at the 3rd grade, increased by 9.4%, 4th grade by 3.5%, and 8th grade by 6.7%.
- Writing – at the 4th grade, increased by 13.9%, 7th grade by 6.1%, and 10th grade by 18.6%.

Both of these areas are examples of teachers working together to align curriculum and instruction.

We have slight increases in math due to the alignment but need to see greater gains. After a deep alignment, we determined that the math materials currently in the district did not match the state PE's. New materials were purchased for grades 9-12 and we have a campaign to collect money to purchase books in grades K-8. We will use the time to continue the horizontal and vertical alignment throughout the district. We will collect student progress throughout the district as we progress in our work.

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

We have gathered data on math results from students who have taken part in our intervention math program. We are charting their progress on pre and post intervention classes. It is our goal to increase math scores by ten points at each grade level. We took baseline data on teachers according to the Rock Solid Instruction Framework and will assess at the end of the year. Each teacher determined where on the continuum they are currently functioning and set a goal for the end of the year. They charted whether they are at: 1) Basic Awareness; 2) Common Language; 3) Common Understanding; or 4) Common Practice. Each school also set goals by adding the

language of “in all classrooms”. Our goal is to reach common practice in all classrooms.

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

We are collecting pre and post scores of students from each individual teacher's classroom. We are charting the growth of students as they move from elementary to middle to high school. We are testing the students so we can assure proper placement in classes based on mastery of skill rather than letter grades.

We are developing common assessments that can be used to adjust instruction in the classrooms and assure mastery at each level. We will collect test scores from these diagnostic assessments.

Intervention classrooms for math have been implemented and we are collecting data based on the entry scores and the exit scores. We are also collecting data based on success of students who have received classroom instructional support in addition to the regularly scheduled classroom instruction.

A district assessment committee comprised of teachers from each level has been meeting this year. Their task is to help design formative assessments for learning rather than rely on summative assessments for grading.

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

We intend to have building level training on the morning of the waiver days in areas such as assessment, instructional strategies, aligning curriculum, and using data teams. In the afternoon, we will have collaborative teams of teachers utilizing the information gathered in the in-service sections to implement the strategies into their own department or grade level teams. Another use of the collaborative time will be to analyze student test data to determine successful academic interventions.

13. Describe the innovative nature of the proposed strategies.

I'm not sure that the strategies are innovative, but we have accomplished much with little funding. Surrounding districts purchased an instructional framework through UW and the BERC Group, but we created our own. Teacher teams developed the framework and have completed the roll-out in each of the buildings. Teachers are being videotaped and the tapes are used for self reflection as well as a tool for other teachers.

Our “Adopt a Book” campaign was highlighted by KOMO-TV, KING-TV, and local newspapers bringing us contributions from throughout the state. We have purchased an aligned curriculum in grades 6-12 at this time, and are now starting on grade five.

We are building our own CD library of exemplars for each of the Rock Solid categories. Teachers are inviting me in to video them, setting the focus for the lesson, formative assessment, etc. New and experienced teachers can access examples from a drop down menu on our server or check out videos for new ideas.

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 will provide for continuity in our planning and implementation of our district improvement plan. We have been asking for our waiver days on a year by year basis. With the reduction in the state LID days and 1-728 funding, we have been unable to provide adequate training and collaboration time for planning for our staff members. With a two year request, we will be able to make plans that continue from year to year. We will be able to contract for services in advance when necessary, use the ESD more efficiently and share resources/training with surrounding districts.

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

Our district strategic plan (attached) is completed and each of the building improvement plans is aligned with the district strategic plan. Each month, principals with teacher support, report to the board regarding progress in each area of the plan. The waiver provides opportunity to supply the collaboration and professional development detailed in the strategic plan. The building Learning Improvement Teams are using the data collected to plan building-wide instructional changes. The Granite Falls Rock Solid Instructional Framework is a product of this planning and is used for observations, teacher to teacher as a coaching model, an informal walkthrough observation checklist guide (attached) and a guide for initiating new teachers into the "Granite Falls Way" of instruction (attached).

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

Parents, community members, certificated and classified staff all serve on the school improvement teams. The strategic planning committee was comprised of 25 members from community, parent groups, teachers, classified staff, association representatives, administrators, and an ESD representative.

The principals report on their progress in each of the areas. We also will do a year- end report to the original strategic planning committee reporting on our progress in the plan. We use this time to make the plans for the following year, which would include the requests for future waiver days.

We communicate with our stakeholders in our monthly message from the superintendent, school newsletters, newspaper, and the Tiger Pause periodical.

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.

We currently have 179 student days and one waiver day. We paid for an optional day on special education issues last year, and had one LID day and one I-728 day. We split the LID/I-728 days by providing in-service in the morning and collaborative time in the afternoon.

Next year, we do not have state funding for LID and I-728 days and we will need to bargain the impact on the district. Without these waiver days we will not have whole professional development days. Teachers will start school the day the students arrive, have nine late arrival days (five district directed and four teacher collaboration days). With the addition of two waiver days, we will have additional opportunities to work on our district-wide goals. Next year, if we receive the two waiver days, we will have 178 student days and 180 teacher days, with two

additional days up for bargaining.

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 had one waiver day and used it as planned. The team of teachers who had developed the waiver days framework gave an overview to the rest of the staff. We provided training in curriculum alignment and formative assessment. Grade levels were given opportunity to work on common instructional maps to assure horizontal alignment and departments worked on pacing guides and supplemental materials to fill content gaps. Departments which had completed their alignment earlier worked together to develop common assessments and instructional strategies to meet the objectives.

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

We found that we did not have enough time to complete the tasks that we had planned. More time was needed to practice the use of the instructional frameworks and to completely align the curriculum. We collected data from the sections which had completed their alignment and the student achievement data showed a growth in student mastery in reading and writing. Math scores improved, but less than we had hoped. With the purchase of materials to better align with the performance expectations, we expect to see a rise in student achievement this year.

We have been charting the progress of our students enrolled in intervention classes, which were part of our long range planning. We find that they are succeeding at a higher percentage than when we used the former instructional format.

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

Parents and community are kept informed through a number of strategies. We use our district website to publicize our work, newsletters are sent home with updates of progress, and board presentations are made, which address the district and school improvement goals.

School Report Card Information from OSPI

Granite Falls School District Information from OSPI Report Card Web Page

May 2009 Student Count		2,330
Free or Reduced-Price Meals (May 2009)	839	36.0%

	2007-08	2006-07	2005-06
Annual Dropout Rate	5.4%	4.3%	4.7%
On-Time Graduation Rate	65.2%	66.3%	67.8%
Extended Graduation Rate	69.1%	69.8%	72.7%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	71.5%	38.7%	65.1%	
7th Grade	45.4%	41.5%	69.0%	
10th Grade	75.0%	46.2%	90.4%	40.5%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	68.0%	38.5%	51.2%	
7th Grade	54.9%	43.0%	62.9%	
10th Grade	76.9%	39.0%	71.3%	40.2%

2006-07 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	74.3%	52.5%	58.5%	
7th Grade	65.1%	54.4%	68.6%	
10th Grade	69.7%	42.0%	72.5%	36.3%

Accountability	
School Improvement Status	Step 1
School Award Status	

1. School District: Oakesdale School District
2. Resolution complete: Complete Revised application

3. <i>Application type</i> : 180 day waiver	
New Application or Renewal Application	New Application

4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	2
School Years	2010-2011

6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

7. <i>Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

8. <i>What are the purpose and goals of the waiver?</i>	
The purposes and goals of this waiver are to increase teacher collaboration in the small schools of Whitman County where in many cases; there is one teacher in each school who teaches that grade level and/or content area. Providing networking opportunities allows them to align curriculum in a team approach to ensure alignment to standards, analyze assessment results,	

and plan next steps for the continued education for students throughout Whitman County. This is a county-wide initiative. The ultimate goal is to raise student achievement.

Networking Opportunities:

- Like content area and grade level teachers from different schools discussing curriculum.
- Teachers aligning instruction to state standards, GLEs.
- Teacher discussion of what works to help students meet the various standards.
- Sharing of lessons and assessments; analyze results and determine next steps to meet instructional goals.
- Teachers return to buildings and share alignment and teaching strategies with fellow teachers.

Intended Results of county wide PLCs:

- Raise secondary mathematics passing rate to 80%.
- Raise elementary mathematics passing rate to 90%.
- Raise secondary science passing rate to 70%.
- Raise elementary science passing rate to 75%.

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

We will look to the WASL scores from previous years and the MSP in upcoming years to indicate to us whether the overall impact of working on our School Improvement Plan goals, though the action plans for those goals have had an impact on student learning. We will continue to look to our high school scores as the biggest indicator for whether the goals were attained, while working for consistency and a higher level of meeting standard in the elementary in math and science.

Oakesdale will use state assessment data from the MSP to determine initial success, and guided direction for the classroom instruction. Standards from the assessed subjects of math and science, in all grade levels, will be monitored. The intended goal is for 80% of all assessed secondary students to receive passing scores and for 90% of all elementary students to receive passing scores.

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

The student achievement data motivating the purpose and goals of the waiver are the WASL for previous years, and will be the MSP for upcoming years. Action planning through the PLC effort will take into account areas in need of improvement for overall school scores while also working to continually improve in all areas. Science and math are focus areas of the Whitman County principals and will also be the focus areas of each PLC group at all grade levels. These areas show the greatest need of improvement in Oakesdale, and providing support for the teachers through peers and resources will aid their students in achieving greater results.

It is Oakesdale's intention, through this collaborative effort with other districts in aligning curriculum, teaching, and assessment practice that state assessment scores for secondary math and science will increase to 80% of students passing. Additionally, for the elementary grades that 90% of students in these assessed areas will show passing scores.

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

We will look to the WASL scores from previous years, and the MSP in upcoming years to indicate to us whether the overall impact of working on our School Improvement Plan goals, though the action plans for those goals have had an impact on student learning. We will continue to look to our high school scores as the biggest indicator for whether the goals were attained, while working for consistency and a higher level of meeting standard in the elementary in math and science.

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

Principals of the Whitman County Principal's Association, in partnership with ESD 101, are supervising the PLC meetings taking place between teachers of like content and grade levels. Teachers are surveyed following the meetings to determine time worthiness and applicability of content. Additionally, future assessment scores, whether classroom or state based, will be indicative of the successful nature of the PLC activities.

Providing teachers the opportunities to meet with like grade level and content area teachers allows for the opportunity to share methods of teaching, how curriculum is aligned, and also provide specific ideas on how to help students master specific standards as assessed through classroom activities. Oakesdale is a very small school with one or fewer teachers per grade level and content area. By providing time to meet with others who teach their grade and content area, they have an opportunity to discuss "what works" in the classrooms of other teachers, sharing classroom lessons, assessments, and planning what next steps may be.

13. Describe the innovative nature of the proposed strategies.

This approach is innovative in that it is inclusive of all Whitman County schools of all grade levels. This collaborative effort on the part of the Whitman County Principal's Association began in the fall of 2009 with Janell Keating, from White River School District, and the staff from ESD 101 leading a county wide development day focused on PLCs. Administrators and teachers participated and days have since been used this spring to continue the work. Math and science teachers of all grade levels have had opportunities to meet and align each of their curricula to standards, gain insight from one another on how to approach specific elements of teaching math and science, and continue to plan for future days where student work, student data, and student success will be evaluated.

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

The requested waiver days for 2010-2011, 2011-2012, and 2012-2013 are connected to the Whitman County professional development initiative driven by the Whitman County Principals, supported by the Whitman County Superintendents that are developing county-wide Professional Learning Communities (PLCs). PLCs are not short term, but rather are dependent on long term vision and planning among teachers for data analysis and student achievement recognition. Additionally, related to those two topics, are the curriculum planning and mapping based on the state standards and state assessments.

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

Our school improvement plan calls for specific work to be done to raise student achievement scores on the state standardized assessments. Such a goal is met through the use of quality, research-based curriculum and quality teaching. To support the most effective use of the curriculum, teachers must be provided the opportunities to network and plan with teachers of like content and grade levels. The school improvement plan is designed with professional development designed for teachers to fully use their curriculum, allowing students all possible resources to be successful. Oakesdale's plan can be sent via email or fax upon request.

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

The superintendent/principal is a member of the Whitman County Principal's Association and plans staff development with representative teachers. The effectiveness of our plans involve the ability to coordinate in-service and waiver days. As we complete our yearly evaluation of the School Improvement Plan, we see the need for teachers and para-educators to continue to get current professional development in order to be effective in the classroom. We also clearly identify the need to spend time collaborating, working, and aligning our curriculums.

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 agreement of Oakesdale specifies that there will be two professional development days within the school year for teachers to take part in the PLC work of Whitman County. The bargaining agreement also includes the possibility of one early release day per month, dismissing school two hours early for professional development time. If the waiver days are received, early release time will be decreased by an equal amount.

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?

N/A

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.

N/A

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

N/A

School Report Card Information from OSPI

School District Information from OSPI Report Card Web Page

May 2009 Student Count	132	
Free or Reduced-Price Meals (May 2009)	46	34.8%
	2007-08	2006-07
Annual Dropout Rate	2.4%	
On-Time Graduation Rate	88.9%	100%
Extended Graduation Rate	88.9%	100%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
7th Grade	30.0%		50.0%	
10th Grade	92.9%	50.0%	86.7%	

2006-07 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	81.8%	54.5%	45.5%	

Accountability

School Improvement Status	Made AYP Overall
School Award Status	

1. School District: **Riverside School District #416**

2. Resolution complete: Complete and application revised

3. *Application type:* 180 day waiver

New Application or Renewal Application	Renewal
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4. *Is the request is for all schools in the district?*

Yes or No Yes, all schools

If no, then which schools or grades is the request for?

5. *How many days are being requested to be waived and for which school years?*

Number of Days One

School Years 2010-11

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

Number of half-days before any reduction 12

Reduction 0

Remaining number of half days in calendar 12

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No

Yes

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

The purpose of the waiver day is to collaborate with all district staff in areas of importance to student achievement and welfare. This opportunity allows the district to communicate the focus points and priorities as set by the School Improvement Planning Teams and the District Strategic Plan.

The goals of the waiver day include:

- 1) Review building level results of state and district assessments from spring, 2010.
- 2) Communicate each building's School Improvement Plan for 2010-11 to staff.
- 3) Continue alignment and revision of Grade Level Expectations and Performance Expectations.
- 4) Train and update staff on new safety procedures for student health and welfare.
- 5) Support staff to create a culture of learning and mutual dependency among building staff at all levels.
- 6) Review the District Strategic Plan and refine timelines for 2010-11.
- 7) Develop a plan to engage district patrons along with school staff to create a learning Community.

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

The data used to address student achievement will include the HSPE and MSP assessment results of 2010, as well as the WASL results of 2008 and 2009. District wide assessment results in math, reading, and writing and specific grade level and/or content data will also be examined. District demographics and School Report Card will also be examined.

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

Riverside is using standards-based district assessments that provide more in-depth information about student learning. Reading assessments have been developed which will better define points of progress throughout the school year. Parent attendance at fall conferences will be a measure of potential increase of community involvement as well as attendance at the family nights developed by the elementary schools. All buildings, upon review of district and state assessment data, will be able to identify areas of need. School Improvement Plans have built in timelines, which will continue to be monitored by the SIP Team. Staff participation in book studies will be monitored for number involved, increasing the culture of learning at the building level.

More specifically, we will increase parent participation in fall and spring conferences. We will examine the disaggregated data of district and state assessments and align instruction accordingly. This will result in improved student achievement in reading with growth of 5% across grade levels as measured by the MSP/HSPE and mathematics with growth of 10% across grade levels as measured by the MSP/HSPE. A benchmark for student health and welfare is that our staff is trained to implement student health plans. By December of 2010, timelines for the District's Strategic Plan will be refined and presented to the Board of Directors.

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

Goal:

- 1) Each school within the district will identify areas needing improvement and develop a plan to improve those areas in preparation for state testing next spring.
- 2) The School Improvement Plan will be adjusted to reflect the needs for improving student achievement for the 2010-11 school year.
- 3) Grade Level Expectations and Performance Expectations will be modified at the building level and provided as a guideline for instruction.
- 4) Safety procedures for student health and welfare will be implemented for all staff.
- 5) Buildings will provide ongoing feedback as a staff as to the effectiveness of creating a learning culture and set up book studies to provide opportunities for discussion/learning.
- 6) Input from the building level will address the District Strategic Plan and that input will be given to the Strategic Planning committee.

Each building will present a plan to the district level administration on how they will improve relationships with the community and provide opportunities for parent involvement.

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

All staff will assemble together, classified and certificated, with training in student safety, welfare and health concern protocol. Trained staff will provide the training. Members of the Strategic Planning Team will present the timeline and focus of the district strategic plan for the upcoming school year. At each building, all staff will meet together for continued training, discussion, and collaboration in the building School Improvement Plan goals, the MSP and HSPE and district wide assessment results, a plan for developing a learning community, Grade Level Expectations and a plan for improving the building level culture of learning. Group discussions will provide input, which will be recorded and referred to in subsequent staff meetings to adjust and monitor goals.

13. Describe the innovative nature of the proposed strategies.

Riverside is requesting one waiver day. During this time with all staff, training on health and welfare of students will take less than an hour. Having all staff together is an important strategy to ensure the focus, district-wide, is for safety of all students. The remainder of the six hours available will be packed full of information, discussion, and collaboration, working on the aforementioned goals. Having all building staff together will allow for a clearer understanding of the strategic plan and school improvement plans. This sets the tone for the importance of all staff investing into the building and district goals.

Our district is restricted by the lack of professional development funds and ability to collaborate as an entire staff of 200. This waiver day allows everyone to come together, which is unique to our school district. Most districts do not bring classified and certificated staff together to formally address student learning and district direction. This day allows the Riverside school district to do so.

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

N/A

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

The building School Improvement Plans are used to help develop the waiver day activities. The Board of Directors yearly adopts annual goals focused on improving student achievement. The Board also refers to the recently developed district strategic plan. This information is on the district web site: www.riversidesd.org. The School Report Card is also linked on the district website. The building level School Improvement Plans are public information communicated at the board meetings as well as with the community at various meetings and on 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.

- 1) The Calendar Committee, composed of district classified and certificated staff, administration, parents, and students works together to develop a calendar for the upcoming year. The calendar is then presented to the school board. This year, the Calendar Committee wholly recommended the usage of one waiver day for the 2010-11 school year.
- 2) The two district unions (Riverside Education Association and Public School Employees of Riverside) meet regularly with district level administration. The collaborative nature of these meetings helps keep all staff focused on improving student learning. The unions support the usage of one waiver day for this upcoming school year. (see attached support letters).
- 3) The administrative team works collaboratively to seek ways to improve student achievement and provide important instructional time with staff.

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 certificated collective bargaining agreement allows five per diem days per school year. Three of the days are placed prior to the waiver day (day prior to the first student day). One and a half of the days will be used for teachers to work in classrooms and/or collaborate with their colleagues. One day will be planned by the administrator and School Improvement Planning Team. The remaining half day will be at the discretion of the building administrator. The remaining two days will be flexible. The use of this time will be based on the SIP Team plan and approved by the building administrator. The district shall deposit any unclaimed per diem pay into a professional development fund to be utilized by employees the following year. This fund shall be managed at the discretion of the superintendent and must be used for the intended purpose. During the 2010-11 school year, there will be 12 early release days (ten of those for parent-teacher conferences, one prior to Thanksgiving and one on the last day of school). There will be fourteen late starts of two hours duration for the use of staff to work on improving student achievement and teacher effectiveness. The only time classified staff has opportunities for training are the late starts and the waiver day. Our district exceeds the required yearly contact time due to a longer school day. Students attend school from 7:50am – 2:30pm. Students are in attendance for 179 days, if the waiver day request is approved.

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

During the 2009-10 school year, Riverside utilized two waiver days. Staff received training on new health and safety policies and procedures, spent time reviewing assessment results in the core academic areas and received instruction on the newly developed District Strategic Plan. Staff also had the time to look deeper into the academic state and district data and make

decisions related to the data, which would affect student achievement. The waiver day proposal and results were reported at a public school board meeting.

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.

Each school building's SIP Team reported student academic achievement to the Board of Directors. The School Improvement Teams regularly reviewed data and, as necessary, appointed study teams to further investigate and report issues of concern. The waiver days provided opportunities for staff to make formative assessments of the effectiveness of teaching strategies. Staff members were able to focus on improving instruction through building and grade level meetings. Data driven decision-making enhanced the quality of action plans that were reflected in the School Improvement Plans. Staff was able to complete training required for updated health policies and procedures for students. All staff received instruction on the newly developed District Strategic Plan and had opportunity to provide feedback to the Strategic Planning Team.

We have increased professional development in our district by 20%. The focus has been during the waiver and other days around student learning. In addition, each staff member in the district has been engaged in a book study (e.g., *Brain Rules*, *How to Grade for Learning*, *Choice Words*, *The Daily 5*) to improve their skills when working with students. We successfully adopted new mathematics materials by adopting district math assessments that indicate our students' math skills have improved with relationship to state standards. Most specifically, in grade three overall spring assessment scores indicated that in 2008, 47% were proficient, in 2009, 67% were proficient and in 2010, 85% were proficient. In grade four mathematics, student proficiency grew from 48% in 2008 to 67% in 2010. Students at other grade levels demonstrated similar gains. This year we embarked on developing and implementing an Algebra "along the way" assessment. In Algebra, student performance indicates an increase from the winter assessment (61% proficient) to the spring assessment (66% proficient). We are anxiously awaiting spring 2010 HSPE and MSP results. Just recently our Board of Directors adopted geometry books, which followed our adoption of new materials in grades 5-8 and algebra. During the next school year we will develop assessments for geometry and algebra II. As a result of reviewing assessment results in core academic areas we have been able to pinpoint text adoptions that align with not only state standards, but our students needs as well. The most significant change we have made is to our instructional delivery system – content is aligned, instructional sequence is defined, and students have similar experiences from math class to math class.

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

The monthly district newsletter's "Superintendent's Report" addressed the activities that related to the two waiver day usages. The Superintendent also reported to the school board regarding activities and goals developed during the two days available. Parent/teacher conferences and the building School Improvement Planning Teams were also used to communicate the activities of the waiver days. The district website also referred to the goals and activities accomplished by the Waiver Day opportunities.

School Report Card Information from OSPI

School District Information from OSPI Report Card Web Page

May 2009 Student Count	1,725	
Free or Reduced-Price Meals (May 2009)	849	49.2%

	2007-08	2006-07	2005-06
Annual Dropout Rate	2.2%	1.3%	0.9%
On-Time Graduation Rate	78.9%	86.7%	91.6%
Extended Graduation Rate	82.7%	90.2%	93.5%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	73.3%	56.9%	59.5%	
7th Grade	57.7%	51.4%	58.6%	
10th Grade	82.9%	44.4%	90.8%	32.9%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	72.5%	53.3%	68.1%	
7th Grade	66.9%	54.3%	68.5%	
10th Grade	74.3%	43.7%	86.1%	28.4%

2006-07 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	77.6%	48.1%	48.7%	
7th Grade	63.2%	50.3%	60.5%	
10th Grade	86.4%	55.6%	79.2%	36.6%

Accountability

School Improvement Status	Made AYP Overall
School Award Status	Riverside High - Extended Graduation Rate

1. School District: **Rosalia School District**

2. Resolution complete: Complete and application revised

3. *Application type:* 180 school day waiver

New Application or Renewal Application	New Application
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4. *Is the request is for all schools in the district?*

Yes or No	Yes, All schools
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If no, then which schools or grades is the request for?	
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<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	2
School Years	2010-2011 , 2011-12, 2012-13

<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	8 half days for curriculum work
Reduction	0
Remaining number of half days in calendar	8

<i>7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The purpose of this waiver is to provide training, collaboration and networking for our instructional staff. These days will allow them to attend the county-wide professional learning community consortium in Whitman County. Last year we used the Learning Improvement Day- and district per diem pay to send our staff. Rosalia School District believes that the state will not fund the learning improvement day, or days and we will not be able to fund this opportunity with our district resources. The training and collaboration that our staff receives at these in-services are vital to the continued development of their instructional skills. These waiver days will have a very positive effect on the students of Rosalia School District as teachers and para-professionals plan, study, and collaborate across district, county, grade level, and curriculum lines. This is exactly the type of work that will help Rosalia School District continue perform at a high level. Our ultimate goal for this waiver request is to raise student achievement.</p>	

<i>9. What is the student achievement data motivating the purpose and goals of the waiver?</i>	
<p>Rosalia has been a high performing school district for the last several years. This did not just happen by accident. Much work has been done in curriculum alignment and assessment. In Rosalia we closely monitor student achievement data and we measure student achievement several ways. Like everyone else, we use the state assessment and evaluate those results annually. However, we also use the Measures of Academic Progress (MAP) testing as a resource to track our students in both math and reading in grades K-12. We have found MAP testing to be an excellent resource in driving our instruction and curriculum decisions. With this system, we track the growth of every student in our district; we identify specific problem areas, and adjust our instruction to better meet the needs of our students. Our student achievement data indicates that the students in our district overall perform well. We have a graduation rate in the high 90% range and most of our students go on to a post secondary education. The school board, administration, and instructional staff are committed to maintaining the quality education we have worked so hard to achieve.</p>	

<i>10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.</i>	
<p>We will continue working at curriculum alignment to meet the state standards, as well as continued assessment and monitoring of the academic growth of the students in our district in K-12 with MAP testing and the state assessment. We will evaluate our progress each year as we re-evaluate our School Improvement Plan. Specifically, we will collect math and reading MAP testing scores on each student in K-12. Our goal is to have 80% of our students in grades one through ten showing growth in math of at least one year over each of the next three years, as measured by the Measures of Academic Progress (MAP) test we use three times each year.</p>	

We will also use this information to diagnose, monitor, and adjust our curriculum on both an individual and group level. This same information will also help us predict student success on the Washington State assessments (MSP and HSPE).

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

We will continue working at curriculum alignment to meet the state standards as well as continued assessment and monitoring of the academic growth of the students in our district in K-12 with MAP testing and the state assessment. We will evaluate our progress each year as we re-evaluate our School Improvement Plan.

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

Principals of the Whitman County Principal's Association, in partnership with the ESD 101, are supervising the PLC meetings taking place between teachers of like content and grade levels. Teachers are surveyed following the meetings to determine time worthiness and applicability of content. Additionally, future assessment scores, whether classroom or state based, will be indicative of the successful nature of the PLC activities. Specific strategies could include but not be limited to: creating grade level lessons targeting diagnosed weaknesses, creating grade level classroom based assessments that monitor student learning, creating strategies that deal with individual students that struggle, collecting and turning data into useful information.

13. Describe the innovative nature of the proposed strategies.

The innovation of this approach is the inclusion of all the small schools in Whitman County at all grade levels. This collaborative effort began in the fall of 2009. Through this collaboration the Whitman County Principals were able to bring in Janell Keating from White River School District as well as the staff from ESD 101 to lead a county wide professional development day that focused on PLCs. Math and Science have been the focus at all grade levels and additional opportunities were made available for grade level collaboration on the math and science standards. Through this collaboration teachers were able to gain insight from one another on the development of power standards in math. Because Whitman county is a rural county most of the school districts are small. Most of these small districts on have one teacher at each grade level. Training the teachers to operate as a PLC across districts and creating the time for this to happen was the main goal of our first year. This next year our focus will shift to assessments and what do we do with that information (how do we respond when kids don't learn).

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

The requested waiver days will be used in a county wide professional learning community that was piloted this school year in Whitman County. This consortium of school districts was developed by the Whitman County Principal's Association and supported by the Whitman County Superintendents. As a consortium of school districts we are pooling our resources to provide quality professional development that would be difficult to provide on as individual districts. Our consortium's vision and long term goal is to continue what we have started this year over the next several years and evaluate its effectiveness annually.

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).

Rosalia School District's School improvement Plan is specific in what areas need to be improved to raise student achievement scores. These goals are met through the use of quality research-based curriculum and quality teaching. A vital component in making this happen is providing the opportunities for teachers to collaborate and network with teachers of like content and grade levels. Rosalia School District's Learning Improvement Plan can be seen on our district's website at www.rosaliaschools.com

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

Both the superintendent and principal of Rosalia School District have participated in the planning and implementation of the Whitman County professional development consortium. In order to be effective, we need the ability to be able to coordinate in-service and waiver days county-wide. Clearly, our instructional staff (administrators, teachers, and para-professionals) need to continue to get current professional development in order to be effective in the classroom.

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 agreement of Rosalia School District allows for 1.5 days of district directed staff time. Currently this time is being use during student lead conferences in the fall and spring so we can pay staff to stay into the evening. Each teacher also receives 1.5 days of self directed paid time. This time is usually used before the school year begins as teacher prepare for the upcoming school year. However, due to reduced district resources this time might be reduced.

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?

N/A

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.

N/A

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

N/A

School Report Card Information from OSPI

School District Information from OSPI Report Card Web Page			
May 2009 Student Count	249		
Free or Reduced-Price Meals (May 2009)	46.6%		
	2007-08	2006-07	2005-06
Annual Dropout Rate	1.2%	2.4%	1.3%
On-Time Graduation Rate	83.5%	90.4%	96.2%

Extended Graduation Rate	83.5%	90.4%	94.7%	
2008-09 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	72.2%	50.0%	44.4%	
7th Grade	63.2%	63.2%	73.7%	
10th Grade	88.2%	47.1%	100.0%	41.2%
2007-08 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	80.0%	65.0%	65.0%	
7th Grade	92.6%	77.8%	85.2%	
10th Grade	94.1%	52.9%	84.2%	61.1%
2006-07 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	94.7%	63.2%	78.9%	
7th Grade	85.7%	64.3%	85.7%	
10th Grade	87.0%	59.1%	95.2%	50.0%
Accountability				
School Improvement Status	Made AYP Overall			
School Award Status				

1. School District: St. John-Endicott
2. Resolution complete: Complete

3. <i>Application type: 180 day waiver</i>	
New Application or Renewal Application	Renewal Application

4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	5
School Years	2010-2011

6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	14
Reduction	14
Remaining number of half days in calendar	0

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No	Yes
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8. What are the purpose and goals of the waiver?

In summary, the St. John and Endicott Cooperative School Districts request a waiver of five school days to be implemented during the next school year 2010/11. School improvement plans will be implemented that promote the characteristics of high-performing schools, enhance teachers' use of differentiated instruction that will close the achievement gap, deeply align school instruction across districts and assessments to state standards, develop intervention models across grade levels and promote cultural competency and other accommodations in classroom learning.

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

Our main focus is to enhance student learning through professional development opportunities that we otherwise wouldn't be able to accomplish. The purpose of the request is to implement local restructuring plans, provide a more effective educational system and enhance the achievement of all students in concordance with the high standards of Washington State Educational reform. The requested five-day waiver replaced the fourteen late start and early release days previously scheduled for professional development and collaborative activities in grades K-12. We believe the consolidation of time into five full days of training and collaboration at all levels has yielded more benefit to student learning than the previous 14 half days. Five waiver days are being requested to allow the Cooperative Districts to continue school improvement efforts while limiting the impact on the student instructional year. These days are particularly relevant, in light of impending budget reductions, specifically in the areas of professional development, transportation, travel, and staff compensation outside the school day.

Late arrival and early release days were identified as a major concern for St. John and Endicott parents due to the difficulties in arranging and providing suitable activities for older students. In Addition, staff indicated that the late arrival days did not provide adequate or optimum time for learning and applying new concepts and skills. Since we moved to the waiver we increased our academic time. We moved from a 180 day calendar with 14 half days to a 175 full day calendar. That's an increase of two full academic days. We are committed to full days as long as we can continue with the waiver. It would be a travesty to lose this momentum now.

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

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

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

Please refer to our attached documents as we have much to say on this topic. We do plan to report at an annual board meeting our progress in meeting the standards, benchmark, and goals to enhance student learning.

Specific Standards for Increased Student Learning that the Districts Expect to Achieve:
During the 2010/11 school year the districts seek to:

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

Our main focus being math and science test scores; we feel we have made some instruction improvements that will translate into higher test scores across the board for math and science for our entire cooperative. The commitment to full days of school during this waiver process has helped increase our academic time and assisted our professional development efforts as well. We believe we will increase ten percent in math and science in the next two years.

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

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

How the district plans to determine if higher standards are met: The St. John and Endicott School Districts will determine if it has achieved higher standards and narrowed the achievement gap by:

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

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

The professional development time will be used for whole day release for collaboration between staff of different buildings and or grade levels. Activities will include school improvement planning and implementation efforts, curriculum alignment, vertical teaming and planning for appropriate instructional interventions at all levels, as student's transition from elementary to middle and from middle to high school.

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

How the district plans to achieve the higher standards, including timelines for implementation: Our parents, teachers, school board member school committees, and building principals have identified the necessity for this time without students.

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

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

The five teacher in-service days will be utilized using the following programs:

- Hazardous materials training.
- Blood Borne Pathogens training.
- First Aid.
- CPR.
- Safe Interactions with Students.
- Restraint Training.
- Developmentally Appropriate of State Test Implementation.
- Classroom Based Assessments.
- Writing Workshop Training.
- Scoring student writing on rubrics.
- Developing Reading/Writing Lessons aligned with Writing EALR's and GLE's.
- Science kit development.
- Individual Reading Assessments.
- DIBELS Evaluation.
- Portfolio Assessment.
- Readers Workshop Training.
- Curriculum Mapping.
- Implementation of the Learning Community Model.
- Creation of lessons/assessments.
- Analyzing student work.
- Working on instructional practice.
- Implementing new Math curriculum.

13. Describe the innovative nature of the proposed strategies.

We feel we are on the cutting edge with our progress and innovative nature. We are especially proud of our Professional Learning Community work. This year we organized an all county professional development day. It proved very successful. We plan to outline two days this next year for county-wide professional development, coordinated with our local ESD 101.

Collaboration will be the key to the innovative nature of our work. As a county we will be utilizing two of the five waiver days to have county-wide professional development related to the PLC model. As a building we will utilize the additional early release days to enhance our understanding and implementation of the PLC concept. Our focus will continue to be on standards, assessment, interventions, and extensions.

14. 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?

They will be very connected to what we accomplish in this first year. We are beginning Professional Learning Communities and feel we need the three years to really make a difference.

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

The waiver directly supports our improvement plans, mission, and vision, all of which can be accessed at our district website www.sje.wednet.edu/. Currently we are working on creating a district-wide focus for our work. We are utilizing our district steering committee to create a district focus and district goals. Following the completion of district goals, each building (St. John elementary, St. John-Endicott high school, Endicott elementary, and Endicott-St. John middle school) will create two or three goals that support the work of the district goal(s). Following the creation of building goals, each PLC team will create SMART goals that directly relate to the building goals. The overall goal is to have alignment from the PLC groups all the way to the district goals so that our collective effort is aligned with achieving mission and vision of the school district. By June of 2010, we will post our district goals and building goals on our district website. By October of 2010, we will also make our individual PLC goals available.

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

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

Evidence that the boards of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan:

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

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

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

Administrators strongly support the continued change in the calendar as it provides an improvement in the quality of instructional delivery on a daily basis, as a result of the improved

quality of the professional development activities for teachers and staff. Administrators and school improvement teams feel collaborative time, follow-up for professional development, and feedback regarding implementation efforts contributes significantly to the improvement of performance shown by our students.

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

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

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.

Without waiver days we do not have any professional development days built into our current bargaining agreement. Consequently, the 175 day waiver is very important to our district so that we can continue our district and county-wide PLC work. As a district we utilize the waiver days as full day teacher in-services and we do not have any half day releases for students. Currently, we are exploring ways to support our teacher's implementation of the PLC concept with additional time for weekly one-hour PLC meetings.

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

Yes, we used them as planned. Our district-wide focus on the DuFour and Eaker professional learning community work has given us direction and guidance to create strong opportunities for improved student achievement. We have shifted from teaching to learning. This is a critical shift when dealing with creating improved student achievement and success.

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

Our goals have been met and we continue to increase our benchmarks. We are thrilled with the results of the full days of instruction. Although we consider our purposes a constant work in progress, we did have 100% of our 10th graders passed the writing portion of the WASL and 96% passing in reading. We plan to increase in math and science by ten percent in each of the 10th grade scores.

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

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

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

During regular board meetings, the administration shares with the school board and community the various professional development activities we support through our 175 day waiver. In addition, we were fortunate to have board members and community members attend the first county-wide in-service in October of 2009. As a district we also communicate our PLC progress with the community through articles and newsletters that are printed in our local newspaper:

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

School Report Card Information from OSPI

School District Information from OSPI Report Card Web Page

May 2009 Student Count	210	
Free or Reduced-Price Meals (May 2009)	65	31.0%

	2007-08	2006-07	2005-06
Annual Dropout Rate	1.9%	4.2%	3.9%
On-Time Graduation Rate	92.6%	80.5%	85.5%
Extended Graduation Rate	92.6%	80.5%	85.7%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	92.3%	76.9%	46.2%	
10th Grade	96.0%	54.2%	100.0%	30.4%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	92.3%	61.5%	69.2%	
10th Grade	89.7%	55.2%	96.6%	41.4%

2006-07 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	85.0%	65.0%	60.0%	
10th Grade	82.6%	75.0%	91.3%	33.3%

Accountability

School Improvement Status	Made AYP Overall
School Award Status	

--

1. School District: White Pass School District
2. Resolution complete: Complete Application revised

3. <i>Application type:</i> 180 day waiver	
New Application or Renewal Application	New Application

4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	5
School Years	2010 -11

6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	15
Reduction	5
Remaining number of half days in calendar	10

7. <i>Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

8. <i>What are the purpose and goals of the waiver?</i>	
<p>Our school district has been one of the 15 schools on the west side of the state that has piloted the Washington State Leadership Academy. This has given us the opportunity to create a problem of practice for our district using the research and student data. This led us to establish a district-wide focus to increase our academic vocabulary. The following was our initial work in establishing our “problem of practice”:</p> <p>Problem statement: How do we increase the academic vocabulary based on best practices and research so our lower socio-economic students achieve at standard in all curricular areas.</p> <p>root causes:</p> <ul style="list-style-type: none">• Non-unified belief that all kids can achieve at standard.• Lack of high expectations.• Acceptance of less than our best.• Inadequate communication with parents/guardians at times.• Non-unified belief in commitment to continual improvement at all levels.• Lack of connection with students.• Lack of time for curriculum development on instructional strategies and assessment.• Assessment practices and grading policies inconsistent with high student achievement and motivation.	

- Dealing with past history of accepted practices.
- The need to keep motivated and positive from the top down.
- Lack of celebrations for successes for students and staff.
- Inclination to resort to the blame game.
- Research says there is a 4,700 word difference between high and low SES.
- No clear expectation for academics in K-12.

What more do you need to know to understand the problem as fully as possible:

- Understand the personal histories of friction between employees and get beyond that to make the focus on all kids reaching standards.
- Data needed:
 - Grades and discipline and attendance need to be correlated.
 - Number of lower socio-economic students enrolled in higher level classes.
 - Test data both standardized and CBA.
 - Number of Fs.
 - Number of years in district.
 - Participation in athletic/extracurricular activities.
 - Credit retrieval.
 - Over a period of years show a pattern between failure and the above .

What are we doing now?

- In our effort to improve both teaching and learning, we have implemented the Professional Learning Communities model, based on the Dufour's and Mazano and Stiggins research-based data. We are now in our third year of working in collaborative teams, rather than in isolation.
- Written grants to pay the teachers for meetings.
- Ample Pro-dev opportunities.
- Pro-dev committees established to approve requests.
- Starting collaborative teams.
- Present learning's to other faculty members.
- Using teacher's expertise more often.
- Reading first grant has developed reading instructional strategies.
- GEAR UP grant provides visitations to other successful schools.

What would be different, and for which students, if the problem were solved:

- We hope that the lower socio-economic students will achieve at standard K-12, pass all their classes, be prepared for the next level and graduate on time ready for the work place or post secondary education.
- Change culture of school by raising and clearing the bar which will allow systemic advances.

Brain storming on things we could do to help:

- Progress monitoring with formative assessment of this plan.
- Track students that leave system.
- Meet with K-12 staff to communicate the POP and get excited about the good job in what we have accomplished and what we are striving towards.

All of the work and professional development of teacher pedagogy to increase student learning and K-12 Academic vocabulary.

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

We did not meet adequate yearly progress in math and our desire to overall increase our MSP and HSPE along with DIBELS scores.

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

The Marzano research has shown that districts who are consistent with the K-12 vertically aligned academic vocabulary should have the following results:

- Measurement of Student Progress will increase ten percent.
- DIBELS scores increase at K-6 grade levels will achieve at 80 % benchmark.
- High School Proficiency Exam will increase by ten percent.

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

- White Pass MSP and HSPE scores will increase ten percent.
- The DIBELS scores will be at 80% benchmark.

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

District-wide, vertically aligned K-12 academic vocabulary will be developed and implemented. Vertically Aligned curriculum in all disciplines and the use of professional learning communities to align teacher pedagogy in accordance with these goals. We have used ten percent of our title I building budget on professional development that we did not meet AYP, which is the math discipline. We are in the process of development and implementation of the formative and summative assessment K-12 in reading, writing and math.

13. Describe the innovative nature of the proposed strategies.

Professional Learning Communities have been established and will have the time to meet and develop teaching methods which align with our goals for improved student learning.

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 reading, math and Positive Behavioral Intervention Support (PBIS), professional development is an ongoing process. Each year will build on the previous year's work.

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

It will help to improve student learning and will ensure that all students achieve at state standards. Time will be spent in professional learning communities for development and implementation of K-12 vertically aligned disciplines.

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

We have been working with the communities of Morton School District and White Pass School District to have similar schedules to help improve student learning in our communities. For the past two years there have been no fewer than 20 meetings to have the same calendar to let the waiver days work for both districts. Our unions have agreed, along with community members, that this will give us the time we need to develop our teaching staffs.

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 union has agreed to five fewer half days so we can use the waiver days for professional development. We do still have ten half days for student led conferences in the fall and spring. The waiver days will allow teachers to collaboratively work together in district-directed professional development. Without the waiver days, professional development will be individually directed by the teachers.

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?

N/A

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.

N/A

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

N/A

School Report Card Information from OSPI

School District Information from OSPI Report Card Web Page

May 2009 Student Count	461	
Free or Reduced-Price Meals (May 2009)	239	51.8%

	2007-08	2006-07	2005-06
Annual Dropout Rate	0.4%	8.1%	4.4%
On-Time Graduation Rate	72.9%	72.3%	80.0%
Extended Graduation Rate	74.4%	75.6%	79.7%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	61.8%	32.4%	41.2%	
7th Grade	29.0%	22.6%	41.9%	
10th Grade	85.3%	39.5%	91.9%	42.1%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	56.3%	25.0%	53.1%	
7th Grade	58.3%	41.7%	41.7%	
10th Grade	86.5%	39.5%	88.9%	28.9%

2006-07 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	60.6%	30.3%	39.4%	

7th Grade	55.3%	41.3%	55.3%	
10th Grade	88.6%	47.7%	84.8%	23.3%
Accountability				
School Improvement Status	Made AYP Overall			
School Award Status				

BASIC EDUCATION PROGRAM COMPLIANCE

BACKGROUND

School districts are required to show compliance with the Basic Education entitlement requirements (pursuant to WAC 180-16-191 through WAC 180-16-225) and the minimum high school graduation requirements. School districts demonstrate compliance by submitting a completed SPI Form 1497 to the State Board of Education (SBE) by the first Monday in November of each school year.

Evergreen School District

The Evergreen School District in Clark County was one of about 30 districts that missed the due date this year. Each year, SBE staff catalog the received forms and contact the districts that missed the deadline to request the forms. At some point this year, staff did not catalog that Evergreen's form was missing. Staff may have inadvertently credited a fax or email copy from the Evergreen School District in Stevens County as belonging to the Clark County district.

Staff did discover the error but it was after the January 2010 meeting and the Board's certification of all districts compliance with the requirements. Subsequently, SBE staff and counsel have determined that the certification of all school districts' compliance could not have included the Evergreen School District (Clark County) because the district had not provided the required documentation before the Board's action. Therefore, SBE will consider the certification of compliance for the Evergreen School District (Clark) at the May 2010, Regular Board meeting.

Constituent's Concern

Mark Rossmiller provided the State Board of Education with a document entitled "Report of School District Non-Compliance with Basic Education Requirements" in which he expressed concern about the accuracy of the Evergreen School District's (Clark County) affidavit of compliance with the Basic Education requirements outlined in Chapter 28A.150 RCW for the 2009-10 school year.

Review of Evergreen School District's Documentation and Process

During a review of the district's documentation and process, SBE staff discovered that some of the original documents sent to SBE were incomplete or inaccurate. Eight of the thirty-one school schedules initially submitted to SBE were missing values for the beginning or ending of the school day or had values that were inconsistent with values used in the district's calculation of instructional hours. Most of the differences between the documents and the values in the calculations were five minutes per day, which equates to approximately 15 hours of instruction over the course of a school year.

SBE staff requested follow-up documentation from the district for the schedules in question. The follow-up documents provided clear information that coincided with the district's original calculations, except for one instance. One school's schedule had a start time for early-release days that was 30 minutes later than the value used by the district in the calculations. As a part of the review, SBE staff redid the calculations for instructional hours using all of the lower values

that were provided in the original documents. These calculations produced a district-wide annual average of instructional hours that still exceeded the state's minimum requirements.

As a result of the recalculation and the review, SBE staff has determined that the district's affidavit is accurate and that their education program is in compliance with basic education allocation entitlement requirements, pursuant to WAC 180-16-191 through WAC 180-16-225.

POLICY CONSIDERATION

- SBE staff recommends that the Board certify that the Evergreen School District (Clark County) is in compliance with basic education allocation entitlement requirements, pursuant to WAC 180-16-191 through WAC 180-16-225, for the 2009–10 school year. The Evergreen School District has submitted SPI Form 1497 showing compliance with the Basic Education entitlement requirements and staff has validated their process of determining compliance and the accuracy of their affidavit.

- Staff recommends setting up a schedule to review the rules associated with BEA compliance reporting. Due to the passage of ESHB 2261 last session, some of the basic education statutes will be revised on September 1, 2011. These revisions will require SBE to revise some of its rules. For this reason and due to the recent review of Evergreen School District's documentation, staff recommends that the following elements be part of the review:
 - Design of the submission form.
 - Total instructional hours and guidelines for calculating the average hours.
 - Minimum back-up documentation to be provided with form.
 - Cost analysis for implementing "on-site monitoring visits of randomly selected school districts, as needed and subject to funding support" (WAC 180-16-195).

EXPECTED ACTION

SBE certification of the Evergreen School District's (Clark County) compliance with basic education allocation entitlement requirements, pursuant to WAC 180-16-191 through WAC 180-16-225, for the 2009–10 school year.

**SUMMARY OF 2010 REGULAR
AND SPECIAL LEGISLATIVE SESSIONS**

BACKGROUND

During the Special Session, the House and Senate budget-writers worked to complete a compromise tax package to raise approximately \$800 million. The legislature closed the \$2.8 billion budget gap by:

- Reducing expenditures by approximately \$755 million.
- Incorporating approximately \$618 million of approved or anticipated additional federal relief to Washington State.
- Transferring \$690 million in the Budget Stabilization Account and other funds to the state general fund.
- Raising \$757 million in new revenue.

K-12 BUDGET

To date, the Governor has yet to sign the budget bill. At the Board meeting, staff will provide details about any changes to the budget, but as it stands now: the legislature protected spending on all programs considered "basic education." They also continued to fully fund non-basic education programs such as the highly-capable, or gifted, program; all-day kindergarten for the 20 percent of schools with the highest poverty levels; and children's food programs.

Major Increases:

- Levy Changes – adding \$29.8 million. The local levy lid is lifted by four percent through 2017, including grandfathered districts, and the LEA percentage is increased from 12 percent to 14 percent. Also, the per-pupil inflator is left at four percent, rather than being reduced to one percent. Keeping the per-pupil inflator at four percent costs the state almost \$8 million, but saves local school districts tens of millions of dollars.
- Education Reform – adding \$5.1 million. Of this amount, \$2.5 million is to implement SHB 2776 (funding distribution formulas for K-12 education). \$2.4 million for fiscal year 2011 is provided to implement E2SSB 6696 (education reform) with \$142,000 for PESB and \$120,000 for ESDs, to fulfill their respective duties under the bill.

Major Reductions:

- Initiative 728 Allocations – saving \$79 million. The budget eliminates the per-student allocations of \$99 per student.
- Class Size Enhancements for Grade 4 - saving \$30 million. The final budget maintains funding for a K-3 Class Size Enhancement, but reduces the enhancement in Grade 4.
- Bus Depreciation - saving \$22 million. The budget provides funding to cover the sales tax cost of replacement in the final year of the bus's expected life cycle, rather than providing a portion of these funds to districts each year.
- Learning Improvement Day - saving \$16 million. The budget eliminates funding for the learning-improvement day for teachers and other certificated instructional staff. There will be no state funded LIDs next school year.

- Grants and Statewide Programs - saving \$10 million. A number of grants and statewide programs are reduced or eliminated, including a reduction of career and technical education grants and Building Bridges grants, a reduction of several teacher-preparation loan and stipend programs administered through PESB, and a 50% reduction in the state-funded focused assistance program for low performing schools, among others.

2009-11 Revised Omnibus Operating Budget
(2010 Supp) Public Schools

	Total (thousands)
2009-11 Original Appropriations	15,647,542
2009-11 Maintenance Level	16,030,223

2010 Policy Non-Comp Changes:	
Student Achievement Program	-78,519
Certificated Staff Ratio Grade 4	-30,000
Bus Depreciation	-22,090
Learning Improvement Day	-15,585
Career and Technical Education	-1,838
Alternate Routes	-1,715
Focused Assistance	-1,523
Current Year Program Savings	-1,245
LASER	-1,184
Nat'l Board Bonus for Principals	-810
National Board Assessment Fees	-801
Administrative Reductions	-413
Safety Net Recovery	-400
Beginning Educator Support Team	-348
Local Farms & Healthy Kids	-300
LAP Income Verification	-208
K-20 Network	-194
Recruiting Diverse Teachers	-181
Retooling to Teach Math	-144
World Languages Supervisor	-136
Navigation 101	-100
Environmental Ed Coordinator	-78
Financial Literacy	-75
Dyslexia Pilot Best Practices	-70
Youth Suicide Prevention	-70
Campana Quetzal	-50
WWII Oral History Project	-25
Communities in Schools	-25
STEM Working Group	25

Highly Capable Program	55
Student Achievement Gap	100
Civil Rights Enforcement	133
Dropout Prevention	150
STEM Best Practices	150
Early Learning Basic Education	164
Apportionment and Financial Systems	250
School District Consolidation	250
Building Bridges Grants	338
College Bound Scholarship	1,000
Juveniles in Adult Jails	1,747
Education Reform	2,357
Basic Education Allocation	2,518
School Levies	29,800
Health Insurance Increase	400
Temporary Layoffs	-992
2009-11 Revised Appropriations	15,909,846
Difference from Original Appropriations	262,304
% Change from Original Appropriations	1.70%

Budget Notes about Select Elements

Education Reform - Funding is provided for implementation of Chapter 235, Laws of 2010 (E2SSB 6696), regarding education reform. The bill implements policy changes in a number of areas impacting the K-12 school system, including school and school district accountability systems, educator preparation program policy, educator evaluation systems, academic standards, and parent and community involvement in schools.

Basic Education Allocation - Funding is provided to develop the IT systems infrastructure to support the school funding formula provisions contained in Chapter 236, Laws of 2010 (ESHB 2776). The funding primarily supports reprogramming for the pupil transportation and general apportionment funding formulas. The pupil transportation IT systems work comprises approximately \$800,000 of this total, and funds the development of infrastructure capable of mapping out bus routes to document route miles for funding purposes. The work will also include development of enhanced reporting capabilities in the system. The general apportionment system reprogramming comprises approximately \$1.7 million of this total, and funds systems to align with the funding formulas contained in Chapter 548, Laws of 2009 (ESHB 2261), including structuring funding, based on prototypical school models.

STEM Working Group - The Office of Superintendent of Public Instruction will convene a working group to develop a plan to improve policies and practices regarding science, technology, engineering, and mathematics (STEM) instructional programs statewide. The plan will include improvements for recruiting, preparing, hiring, and retaining teachers; closing the

achievement gap; and creating STEM pathways that start in middle school and prepare students for college- and career-readiness.

Retooling to Teach Math - Funding to the Professional Educator Standards Board to support teachers seeking endorsements in areas of teacher shortage, such as math, science, special education, and bilingual education is eliminated as of July 1, 2010.

Alternate Routes - The Alternative Routes to Certification program provides assistance to individuals pursuing teacher certification through performance-based, non-traditional programs. These programs are aimed at recruiting candidates to teach in statewide subject matter and geographic shortage areas [such as math and science]. The program is reduced by 50 percent, beginning July 1, 2010, and thereafter.

POLICY CONSIDERATION

SBE BUDGET

Appropriation for SBE as Passed the Legislature on 4/12/10 *				
Category	Fiscal year 2010 as Passed Legislature	Change from Last Year's Enacted	Fiscal year 2011 as Passed Legislature	Change from Last Year's Enacted
Operation and Expenses	\$965,000	0	\$946,000	-\$19,000 (2%)
Development of Accountability Systems	\$150,000 for biennium	0	\$150,000 for biennium	0

* There will be an additional reduction to SBE (and other agencies) under SB 6503 for employee compensation. The reduction is approximately 2.5% of the SBE employee compensation budget through a reduction plan.

BILLS RELATED TO SBE'S WORK

Race to the Top

E2SSB 6696 was signed into Chapter 235, 2010 laws by Governor Gregoire on March 29 and will become effective on June 10, 2010. SBE's original accountability was amended during session to include some technical fixes and some policy changes. One of the fixes added permissive language for the use of other federal funds in addition to the federal school improvement funds. Other changes include:

1. A Required Action Review Panel composed of five individuals appointed by the House, Senate, and Governor will be convened as needed. If SBE does not approve a district's Required Action Plan, then the district may appeal the decision to the Panel for consideration.
2. A legislative Joint Select Committee on Education Accountability will convene starting May 1, 2012. The Committee will identify options for addressing persistent lack of improvement in a school district. An interim report is due September 2012 and a final report in September 2013.
3. SBE will have ongoing collaboration with the Achievement Gap Oversight and Accountability Committee regarding the process used to measure the closing of the achievement gap and regarding recognition of school districts that have succeeded in closing the achievement gap.

Please refer to Appendix A for a summary of work assigned to SBE in the legislation.

Boards and Commissions

House Bill 2617 eliminates forty-five statutory boards, commissions, committees, or councils but does not eliminate SBE. However, beginning July 1, 2010, through June 30, 2011, SBE and other class four groups, when feasible, shall use an alternative means of conducting a meeting that does not require travel while still maximizing member and public participation and may use a meeting format that requires members to be physically present at one location only when necessary or required by law. Meetings must be held in state facilities whenever possible, and meetings conducted using private facilities must be approved by the director of the Office of Financial Management.

Biology End of Course Assessment

A section in the budget bill requires OSPI, in consultation with SBE, to develop a high school biology end-of-course (EOC) assessment for implementation in the 2011-12 school year. By December 1, 2010, OSPI will recommend whether additional EOC assessments in science should be developed and in which content areas. Any recommendation for additional assessments must include an implementation timeline and the projected cost to develop and administer the assessments.

Statewide School District Reorganization Commission

A section in the budget bill creates a Statewide School District Reorganization Commission that will include a representative from the SBE. The Commission will develop and recommend a comprehensive plan for the reorganization of Washington school districts for review and potential adoption by the legislature. The Commission will submit a final plan to OSPI, the Governor, and the legislature by December 1, 2012. Other members of the Commission will include school administrators, school board directors, certificated instructional school employees, and a person with experience as a demographer or as a participant on the redistricting commission under the Washington State Redistricting Act of 1983. This position was vetoed by the Governor.

Science, Technology, Engineering, and Mathematics (STEM) Working Group

A section in the budget bill requires OSPI to convene a science, technology, engineering, and mathematics (STEM) working group that will include a representative from the SBE. The group will develop a comprehensive plan to improve policies and practices to ensure that a pathway is established for elementary schools, middle schools, high schools, postsecondary degree programs, and careers in the areas of STEM, including improving practices for recruiting, preparing, hiring, retraining, and supporting teachers and instructors while creating pathways to boost student success, close the achievement gap, and prepare every student to be college and career ready. A report and comprehensive plan is due by December 1, 2010. Other members of the group will include representatives from the Professional Educator Standards Board (PESB), State Board for Community and Technical Colleges (CBCTC), Higher Education Coordinating Board (HECB), Workforce Training and Education Coordinating Board (WTECB), and the Achievement Gap Oversight and Accountability Committee.

Reengaging Dropouts

House Bill 1418 established a framework for a statewide dropout re-engagement to provide education and services to older youth who have dropped out of school or are not expected to graduate from high school by the age of 21. OSPI will develop model contracts and inter-local agreements for school districts to offer dropout re-engagement programs through community and technical colleges, community-based organizations, or other entities to deliver dropout re-engagement programs. Students enrolled in the dropout re-engagement programs will be

eligible to take the general educational development (GED) test. SBE will need to amend its rules governing the GED eligibility requirements to include these re-engaged students.

Closing State Agencies on Specified Dates

Senate Bill 6503 (furlough bill) closes state agencies on ten specified dates. State agencies are directed to achieve a reduction in employee compensation costs through mandatory and voluntary furloughs, leave without pay, reduced work hours, voluntary retirements and separations, layoffs, and other methods. Agencies that fail to submit an approved compensation reduction plan will be subject to ten specified agency closure dates beginning in July 2010.

If an agency closes for certain days, then the closures will result in a temporary layoff and reduction of compensation of affected state employees. The closures will not affect employee seniority, vacation and sick leave accrual, or retirement benefits. Employees earning less than \$30,000 per year are allowed to use annual leave or shared leave in lieu of temporary layoffs during agency closures.

Other Noteworthy Legislation

Quality Education Council Recommendations

House Bill 2776 set numeric values in the prototypical school funding formula adopted in 2009, for average class size, allocations of building-level staff, supplemental instruction for categorical programs, central office administration, and allocations for maintenance, supplies, and operating costs. It continues incremental phase-in of full-day kindergarten with statewide implementation by 2017-18. It also phases-in a new funding formula for pupil transportation starting in the 2011-13 biennium and to be completed by 2013-15. It changes timelines for technical working groups on compensation and local finance and puts the compensation working group under the direction of the OSPI, rather than the Office of Financial Management.

Levies

House Bill 2893 raised the levy lid and increased the levy base. It made the following changes to levies to be collected in calendar years 2011 to 2017:

1. The levy lid is increased by four percentage points, including districts with "grandfathered" status. For non-grandfathered districts, this increased the lid from 24 percent to 28 percent.
2. The levy base continues to include amounts that the districts would have received under I-728 and I-732 if funding for these initiatives had not been reduced. Definitions are provided for the "I-728 rate" and the "I-732 base" to clarify how the inclusions attributable to I-728 and I-732 are calculated.
3. The LEA payments for qualified districts are increased from 12 percent to 14 percent.
4. The enhanced allocation for grades K-4 is included in districts' levy bases, in the event that it is reduced in the future.
5. In addition, school districts may return to voters in the middle of a levy cycle for additional levy authority.

Interdistrict Cooperative High School Programs

House Bill 2913 authorized the creation of innovative interdistrict cooperative high school programs. Now, two or more non-high school districts may form an interdistrict cooperative to offer an Innovation Academy Cooperative for their resident high school students. OSPI must approve the academies before operation begins and report back to the legislature by January 1, 2013. An academy is defined as a high school program with one or more of the following:

1. Interdisciplinary curriculum and instruction organized into subject-focused academies.
2. A combination of service delivery models.

3. Intensive and accelerated learning.
4. Creative scheduling and use of facilities.

Graduation Rates

Senate Bill 6403 concerned accountability and support for vulnerable students and dropouts. The Building Bridges Work Group will now include representatives appointed from a variety of agencies. State agencies in the work group must work together to support school/family/community partnerships engaged in building K-12 dropout prevention, intervention, and re-engagement systems. By September 15, 2010, OSPI, in collaboration with the work group, must develop and report recommendations to the Quality Education Council (QEC) and the legislature for the development of a comprehensive K-12 dropout reduction initiative. By December 1, 2010, the work group must make recommendations to the legislature and the Governor about the infrastructure for coordinating services for vulnerable youth.

Student Learning Plans

Senate Bill 6604 maintained students learning plans for students in eighth grade but eliminated them for students in other grades. Prior to this session, student learning plans were required for students in grades five and eight through grade 12, if they failed to successfully complete the statewide assessment in one or more of the content areas.

Voluntary Program of Early Learning

Senate Bill 6759 created a technical working group beginning April 1, 2010, to develop a comprehensive plan for a voluntary program of early learning. The working group will be convened by OSPI and the Department of Early Learning (DEL), but must be monitored and overseen by the QEC. The plan must examine the opportunities and barriers of at least two options:

1. A program of early learning under basic education.
2. A program of early learning as an entitlement.

The working group has a progress report due to the Early Learning Advisory Council and the QEC July 1, 2011, and a final report and plan due November 1, 2011. The QEC must report to the legislature by January 1, 2012.

POLICY ISSUES THAT MAY OUTLIVE BILLS THAT WERE NOT PASSED

Alternative Route to a High School Diploma

HB 3025 and SB 6778 concerned an alternative route to a high school diploma. The original bills established an alternative to the state's minimum high school graduation requirements that was aligned with the minimum credits for admission to a public four-year institution of higher education adopted by the Higher Education Coordinating Board. The alternative route also included meeting the required college academic distribution requirements; a GPA of at least 3.0; and completion of a culminating project and a high school and beyond plan. The alternate route did not require meeting standard on the statewide assessments.

Mathematics and Science High School Graduation Requirements

HB 2915 and SB 6553 concerned mathematics and science high school graduation requirements. The bills extended the alternative graduation requirements in mathematics to the Class of 2014 and postponed the requirement of meeting standards in science to the Class of 2017. Beginning with the Class of 2015, students would have been able to graduate if they met a new "basic level" of performance set by SBE. OSPI, in consultation with SBE, would have submitted a report on the validity and reliability of the science assessments and whether the science requirement should have been further postponed.

Flexibility for Successful Schools

SB 6620 concerned recognizing successful schools and school districts. The bill provided schools and school districts with greater autonomy, flexibility, and control over the operation of the schools and districts for two years after being recognized by SBE as having exemplary student performance. The schools and districts would have been exempt from a long list of education statutes.

Appendix A

Summary of Tasks related to Accountability Legislation (E2SSB 6696) and other Legislation from 2009 and 2010

Subject & Bill/Statute	Title	Item/Task	Due date	Notes
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Sections 102 & 103	Identification of Persistently Lowest Achieving Schools and Recommendations for Required Action	Beginning in 2010, and each year thereafter, by December 1, OSPI will annually identify schools as one of the states persistently lowest-achieving schools; 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 OSPI.	OSPI adopt criteria in rules fall/winter 2010	OSPI will establish the criteria for determining whether a school is among the persistently lowest-achieving five percent; OSPI will establish the criteria for designation of required action districts.
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 104	Academic Performance Audit	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.	OSPI adopt rules fall/winter 2010	OSPI shall establish audit criteria.
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 105	Required Action Plan	SBE will develop a schedule for local school district superintendents and local boards of required action districts to submit a required action plan to SBE.	SBE adopt rules at or before the November 2010 Board meeting	If the school district and the employee organizations are unable to agree on the terms of a required action plan, then they may request the Public Employment Relations Commission to act as a mediator.

Subject & Bill/Statute	Title	Item/Task	Due date	Notes
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 106	Approval of Required Action Plan	A required action plan, developed by a district's school board and superintendent, must be submitted to SBE for approval. SBE shall approve a plan proposed by a school district only if the plan meets the requirements in section 105 of this act and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.	SBE adopt rules at or before the November 2010 Board meeting	SBE must accept, for inclusion in any required action plan, the final decision by the superior court on any issue certified by the executive director of the Public Employment Relations Commission under the process in section 105 of this act.
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 107	Required Action Review Panel	A Required Action Review Panel is established to offer an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan.		The panel shall be composed of five individuals with expertise in school improvement, school and district restructuring, or parent and community involvement in schools.
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), 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.		SBE directs OSPI prior to the beginning of the school year in which the plan is intended to be implemented.
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 109	Implementation of Required Action Plan	A school district must implement a required action plan upon approval by SBE.		

Subject & Bill/Statute	Title	Item/Task	Due date	Notes
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 110	Biannual Reports and Delisting Districts	SBE will release a school district from the designation as a required action district will recommend that the district remain in required action upon recommendation from OSPI.	SBE and/or OSPI adopt rules fall/winter 2010	OSPI must recommend a school district be released from the designation if the district implements a required action plan for a period of three years; has made progress, as defined by OSPI; and no longer has a school within the district identified as persistently lowest achieving.
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 111 and Statute RCW 28A.305.225	Framework and Recognition of Exemplary Performance and Collaboration with the Achievement Gap Oversight and Accountability Committee		Ongoing SBE work	E2SSB 6696 added the following changes: 1) SBE shall develop an accountability index to identify schools and districts for recognition, for continuous improvement, and for additional state support; 2) SBE, in cooperation with OSPI, shall annually recognize schools for exemplary performance as measured on the SBE accountability index; 3) SBE shall have ongoing collaboration with the Achievement Gap Oversight and Accountability Committee.
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 112 and 113	Definitions and Adopting Rules	OSPI and SBE may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.	Process of creating rules should start six months before intended adoption	
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 114	Joint Select Committee on Education Accountability	A Joint Select Committee on Education Accountability is established beginning no earlier than May 1, 2012. The Committee will analyze different aspects the accountability system.	Interim report due by September 1, 2012, and a final report by September 1, 2013	The Committee will analyze decision-making responsibilities; experiences in other states; consequences of persistent lack of improvement and significant state action; and financial, legal, and practical considerations that would accompany significant state action.

Subject & Bill/Statute	Title	Item/Task	Due date	Notes
Accountability E2SSB 6696 (Chapter 235, 2010 Laws), Section 901	Closing the Achievement Gap	OSPI, SBE, PESB, and the Quality Education Council shall work collaboratively with the Achievement Gap Oversight and Accountability Committee to close the achievement gap.	Ongoing SBE work	
Budget Bill ESSB 6444	Science, Technology, Engineering, and Mathematics (STEM) Working Group	The working group shall have at least one representative from SBE. The group will develop a comprehensive plan to ensure that a pathway is established for elementary schools, middle schools, high schools, postsecondary degree programs, and careers in the areas of STEM.	Working Group plan and report due by December 1, 2010.	The plan must include a timeline for specific actions to be taken, improving practices for recruiting, preparing, hiring, retraining, and supporting teachers and instructors while creating pathways to boost student success, close the achievement gap, and prepare every student to be college and career ready.
Budget Bill ESSB 6444	Statewide High School Biology End- of Course Assessment	OSPI, in consultation with SBE, shall develop a statewide high school end-of-course assessment measuring student achievement of the state science standards in biology to be implemented statewide in the 2011-12 school year.	OSPI will report by December 1, 2010	OSPI shall recommend whether additional end-of-course assessments in science should be developed and in which content areas
Statewide Assessments- 28A.300.041 (SB 5414, 2009)	Statewide student assessment system — Redesign — Reports to the legislature	Beginning December 1, 2009, and annually thereafter, the OSPI and SBE shall jointly report to the legislature regarding the assessment system, including a cost analysis of any changes and costs to expand availability and use of instructionally supportive formative assessments.	OSPI and SBE jointly report every December 1	

Subject & Bill/Statute	Title	Item/Task	Due date	Notes
GED – Statute RCW 28A.305.190 and E2SHB 1418	Eligibility to take General Educational Development Test	SBE governs rules for the eligibility of a child sixteen years of age and under nineteen years of age to take the GED test. E2SHB 1418 requires SBE to adopt rules governing the eligibility of students enrolled in a dropout reengagement program authorized under the bill.	SBE adopts rules summer 2010	
Setting High School Graduation Requirements RCW 28A.230.090 (HB 2166, 2009)	High school graduation requirements or equivalencies	SBE shall establish high school graduation requirements or equivalencies for students, except those equivalencies established by local high schools or school districts.	SBE report is due to legislature prior to adopting changes. Legislature will have a full session to act on proposed changes before SBE adoption.	Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by OSPI, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.
Budget Bill ESSB 6444	Statewide School District Reorganization Commission	A representative of SBE will sit on the Commission. The Commission shall develop and recommend a comprehensive plan for the reorganization of Washington school districts for review and potential adoption by the legislature.	Committee plan due December 1, 2012	
Waivers– Statute RCW 28A.305.141 (HB 1292, 2009)	Waivers from 180 School Day Requirement For Purposes of Economy And Efficiency (Pilot Program)	In addition to waivers authorized under RCW 28A.305.140 and 28A.655.180, SBE may grant waivers from the requirement for a one hundred eighty-day school year to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency.	SBE recommendations due December 15, 2013	The requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours shall not be waived. This RCW expires August 31, 2014.

THE WASHINGTON STATE BOARD OF EDUCATION
 Accountability | Graduation Requirements | Math | Science

Business Items – May 14, 2010

Item	Content	*Staff Recommendation	Action
1.	Decision on Math Standard Setting Plan for Grades 3-8		X
2.	Decision on Authorization of State Board of Education Chair to Sign Race to the Top Education Reform Grant Application		X
3.	Decision on Authorization of State Board of Education Chair to Sign Race to the Top Assessment Program Grant Application		X
4.	Decision on 180 Day Waiver Requests		X
5.	Decision on Evergreen School District Basic Education Compliance		X

*Please note that these recommended motions are consistent with the direction proposed by staff in the materials provided with the Agenda. The motions are subject to modification at the election of any Board member. The Board may also elect not to proceed with a motion on an agenda item.

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | Graduation Requirements | Math | Science

REVIEW OF STATE BOARD RULES

SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS

The State Board of Education (SBE) regularly reviews and revises its rules every three years (WAC 180-08-015). The review process ensures that the rules are in alignment with state statutes and that they reflect the current priorities and interests of the Board.

BACKGROUND

The Board began a review of its rules in July 2009. The following table provides information concerning recent rule making activity and plans for upcoming activity:

Chapter	Title	Review Dates	Status/Notes
180-08	Practice, procedure, and access to public records		Unnecessary rule repealed during the March 2010 meeting.
TBD	Accountability	Summer/Fall 2010	Will commence after E2SSB 6696 becomes effective on June 10, 2010.
180-16	State support of public schools	Spring/Summer 2011	Review planned for 2011, pending federal reauthorization of the Elementary and Secondary Education Act.
180-18	Waivers for restructuring purposes		Revised rules adopted during the March 2010 meeting.
180-22	Educational service districts	Fall/Winter 2010	
180-38	Private school pupil immunization requirement	Fall/Winter 2010	
180-44	Teachers' responsibilities	TBD	Discuss with PESB
180-51	High school graduation requirements	Fall 2010 – Summer 2011	Revised rules adopted during March 2010 meeting. Further rule revisions, pending Board's work on the minimum high school graduation requirements.
180-52	Tests for students receiving home-based instruction	Fall/Winter 2010	
180-55	Private school accreditation	Fall/Winter 2010	
180-72	Adult education	Fall/Winter 2010	
180-90	Private schools	Fall/Winter 2010	
180-96	GED test	Summer 2010	Due to passage of E2SHB 1418
180-105	Performance improvement goals	Spring/Summer 2011	Review planned for 2011, pending federal reauthorization of the Elementary and Secondary Education Act.

EXPECTED ACTION

No action is required at this time. This memo is for informational purposes only.

STATE BOARD OF EDUCATION STRATEGIC PLAN DEVELOPMENT

Elements to Consider in SBE's Strategic Planning Process: Developing a Common Understanding of the Policy Environment

THE FOUR FEDERAL ASSURANCES

Race to the Top Fund is designed to encourage and reward States that are implementing ambitious plans in four core education reform areas:

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.**

STATE EDUCATION REFORM PLAN GOALS

All Washington students will...

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

SBE STRATEGIC PLAN GOALS 2009-2015

1. Improve achievement for *all students*
2. *Improve graduation rates*
3. *Improve student preparation* for post-secondary education and the 21st century world of work and citizenship

SBE STATUTORY REQUIREMENTS AND ONGOING WORK

- Accountability framework
- High School graduation requirements
- Cut scores for state assessments
- Waivers
- Basic education compliance

POTENTIAL SBE ROLES

- **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

STATE BOARD OF EDUCATION STRATEGIC PLAN DEVELOPMENT

Strategic Planning Framework and Definitions



Goals establish areas of focus, including both internal and external efforts.

Action Strategies (i.e. objectives) are steps describing what needs to be done to accomplish these Goals. Action Strategies should be “SMART”:

- Specific
- Measurable
- Actionable
- Results-Oriented
- Timebound

STATE BOARD OF EDUCATION STRATEGIC PLAN DEVELOPMENT

Proposed Steps in Strategic Planning Process

MAY 14TH BOARD MEETING

9:00 AM **STEP A: Identify goal areas within categories**

Board members will use post-it notes to identify potential goal areas within several categories of SBE's responsibilities and current work. The objective is to narrow down to approximately 5 goals for the final Strategic Plan.

10:45 AM **STEP B: Identify action strategies/objectives for each potential goal, by role**

In small groups (organized around each goal area), Board members will discuss the post-it notes and identify action strategies for each goal, structured by SBE roles.

1:00 PM **STEP B: Continued**

Small groups will report back on their ideas for action strategies

JUNE-JULY BOARD WORK

STEP C: Finalize goals & action strategies; align them with the State Ed Reform Plan and four Federal Assurances

Complete the goal and action strategy matrix, by indicating which Education Reform Plan Goal and which Federal Assurance the chosen action strategies align with and how.

STEP D: Identify First year priorities within each goal

STATE BOARD OF EDUCATION STRATEGIC PLAN DEVELOPMENT

Step A: Goal Area Development

IDENTIFY GOAL AREAS

Board members will use post-it notes to identify potential goal areas within several categories of SBE’s responsibilities and current work (the table below will be printed on poster-sized paper). The objective is to narrow down to approximately 5 goals for the final Strategic Plan.

Categories of SBE Responsibilities and Work			
Standing Requirements and Responsibilities	Emerging Policy Topics (Legislative Direction)	State Ed Reform Plan (Development and Implementation)	Other
Accountability?		Ensure development and progress of the State Ed Reform Plan?	
Graduation Requirements?			
Others?			

In addition, Board members will identify ongoing operational work for SBE that will be noted, but not included in Strategic Plan goals.

Ongoing Operational Work
Cut scores for state assessments
Waivers
Basic Ed Compliance
Others?

STATE BOARD OF EDUCATION STRATEGIC PLAN DEVELOPMENT

Step B: Identifying Action Strategies for the Goals

IDENTIFY ACTION STRATEGIES/OBJECTIVES FOR EACH POTENTIAL GOAL, BY ROLE

In small groups (organized around each goal area), Board members will discuss the post-it notes and identify action strategies for each goal, structured by SBE roles:

SBE roles	Potential Action Strategies
SBE Goal: XXXXXXXXXXXX	
Policy leadership	action a
System oversight	action b
Advocacy	action c
Communication	action d
Convening and facilitation	action e
SBE Goal: XXXXXXXXXXXX	
Policy leadership	action a
System oversight	action b
Advocacy	action c
Communication	action d
Convening and facilitation	action e

Note: there may be several action strategies for one role, and some roles may not apply to some goals

STATE BOARD OF EDUCATION STRATEGIC PLAN DEVELOPMENT

Step C: Align Goals & Strategies

FINALIZE GOALS & ACTION STRATEGIES; ALIGN THEM WITH THE STATE ED REFORM PLAN AND THE FOUR FEDERAL ASSURANCES

Complete the goal and action strategy matrix, by indicating which Ed Reform Plan Goal and which Federal Assurance the chosen action strategies align with and how.

<i>Action Strategies</i>	<i>SBE Role</i>	<i>Alignment with Ed Reform Plan</i>	<i>Alignment with Federal Assurances</i>
SBE Goal: XXXXX			
action a	<i>From step B</i>		
action b	<i>From step B</i>		
action c	<i>From step B</i>		
action d	<i>From step B</i>		
action e	<i>From step B</i>		
SBE Goal: XXXXX			
action a	<i>From step B</i>		
action b	<i>From step B</i>		
action c	<i>From step B</i>		
action d	<i>From step B</i>		
action e	<i>From step B</i>		

Step D: Develop Prioritized Implementation Plan

IDENTIFY FIRST YEAR PRIORITIES WITHIN EACH GOAL