The Washington State Board of Education

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

Green River Community College
Lindbloom Student Center
Glacier Room
12401 SE 320th Street
Auburn, Washington
253-833-9111

March 14-15, 2012

AGENDA

Wednesday, March 14, 2012

8:30 a.m. **Call to Order**

- Pledge of Allegiance
- Welcome – Ms. Edith Bannister, Interim Vice President of Instruction and Vice President of Extended Learning and Economic Development, Green River Community College
- Announcements
- Administration of Oath of Office for Connie Fletcher, Governor Appointed Member to Position 4

Agenda Overview

Consent Agenda

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

- Approval of Minutes from the January 11-12, 2012 Meeting **(*Action Item*)**
- Approval of Minutes from the February 23, 2012 Special Meeting ***(Action Item)***

8:45 a.m. **Washington Science Standards, the Fordham Foundation Review, and Preparing for Next Generation Science Standards and National Trends in STEM Education**

Mr. David Heil, President, Heil and Associates, Inc.

9:45 a.m. **Next Generation Science Standards**

Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI
Ms. Ellen Ebert, Science Director, OSPI

10:30 a.m. **Break**

10:45 a.m. **ESEA Waiver Status and Future Work of the Joint Select Committee on Education Accountability**
Ms. Sarah Rich, Research Director
Mr. Jack Archer, Sr. Policy Analyst
Mr. Alan Burke, Deputy Superintendent

12:00 p.m. **Lunch**

1:00 p.m. **Call for Additional Nominations for Vice-Chair Election**
Mr. Jeff Vincent, Chair

1:15 p.m. **Public Comment**

1:30 p.m. **Option One, Option Two, and Graduation Requirement Waiver Requests**
Ms. Sarah Rich, Research Director
Mr. Jack Archer, Sr. Policy Analyst

3:30 p.m. **Understanding the Changing Workforce Needs in Washington's Economy**
Ms. Eleni Papadakis, Executive Director, Washington Workforce Training and Education Coordinating Board

5:00 p.m. **Adjourn**

Thursday, March 15, 2012

8:15 a.m. **Ideas that Help Improve K-12 Education in Washington**
Mr. Matthew Spencer, Student Board Member

8:30 a.m. **Call for Election of Vacant Vice-Chair Position**
Mr. Jeff Vincent, Chair

8:45 a.m. **Auburn School District -- Washington Achievement Award Schools and Discussion of Reform Efforts**
Dr. Kip Herren, Auburn Superintendent

9:30 a.m. **P-13 System Goals-Setting – Lead System Indicators**
Mr. Ben Rarick, Executive Director

10:30 a.m. **Break**

10:45 a.m. **Green River Community College Math Transcript Placement System**
Dr. Joyce Hammer, Dean of Transfer Education, Green River Community College
Ms. Christie Gilliland, Dean of Transfer Education, Green River Community College

12:00 p.m. **Lunch and Recognition of Jack Schuster**

1:15 p.m. **Implications of the *McCleary* Decision for the Washington State Legislature**
Representative Pat Sullivan, House Majority Leader

2:15 p.m. **Public Comment**

2:30 p.m. **Break**

2:45 p.m. **Legislative Review**
Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Sr. Policy Analyst

3:30 p .m. **Business Items**

- SBE Strategic Plan Modifications ***(Action Item)***
- Waiver Requests ***(Action Item)***
- Letter to Joint Select Committee on Education Accountability ***(Action Item)***
- Goal Setting and ESEA Subcommittees ***(Action Item)***

4:00 p.m. **Adjourn**

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January 11-12, 2012
Educational Service District 113
Tumwater, Washington

MINUTES

Wednesday, January 11, 2012

Members Attending: Chair Jeff Vincent, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Mr. Kevin Laverty, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan (video conference), Mr. Tre' Maxie, Mr. Matthew Spencer, Mr. Jack Schuster, Ms. Cindy McMullen (15)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Dr. Kathe Taylor, Ms. Loy McColm, Ms. Ashley Harris, Mr. Aaron Wyatt, Ms. Colleen Warren, Mr. Jack Archer (8)

The meeting was called to order by Chair Vincent at 8:00 a.m.

Dr. Bill Keim, Superintendent of the Educational Service District 113, welcomed the Board to the new facility.

Ms. Cynthia McMullen and Mr. Kevin Laverty were sworn in as new members to the Board in Positions One and Three, respectively.

Chair Vincent read a letter received from former Vice-chair, Steve Dal Porto thanking the Board Members for the work of the past six years. He talked about the many accomplishments the Board worked together on to do what was best for the education system. He thanked the staff for their continued excellent work in support of the Board.

Chair Vincent asked the Members to send nominations for the Vice-chair position to replace Dr. Dal Porto to Loy McColm by the end of February. The successful candidate for this position will need to run again for the main election in September. The regular election for all Executive Committee members will occur at the September planning meeting. Nominations for officers should be submitted to Loy McColm beginning in July and nominations will be accepted through August for the September election.

Consent Agenda

Motion was made to approve the November 9-10, 2011 Board meeting minutes

Motion seconded

Motion carried

NCLB Waiver – Discussion of Options/Timelines

Ms. Sarah Rich, Research Director
Mr. Bob Harmon, Assistant Superintendent, OSPI

The Office of Superintendent of Public Instruction (OSPI) is moving forward with writing an application for an Elementary and Secondary Education Act (ESEA) waiver that will be ready for submission on February 21, 2012. The SBE is participating in this effort and the Achievement Index is being seen as the unifying accountability tool. The waiver is an opportunity to create a state accountability system as described in HB 2261 and HB 6696. The Board was assigned responsibility to create and oversee an accountability framework, with or without a waiver. The waiver provides additional incentive and momentum to create and implement such a system with our education partners, specifically OSPI and school districts. The four principles needed to receive a waiver are:

1. College and career ready standards and assessments for all students.
2. State developed, differentiated systems of recognition, accountability, and support.
3. Supporting effective instruction and leadership through educator evaluation.
4. States must reduce unnecessary burden of reporting and ensure that what is required impacts student achievement and is not duplicative.

The timeline for applying is:

Early January 2012	Internal OSPI and SBE vetting of draft application.
January 11	SBE Board meeting.
Late January/Early February	Posting of draft application for public comment and stakeholder meetings for input.
January 23	Council of Chief State School Officers peer review.
February 21	Final application due.

For the past three years, districts and schools have been able to assess their progress with the Washington Achievement Index. The Index was developed using a set of guiding principles as follows:

The Index should:

- Be transparent and easy to understand.
- Use existing data.
- Rely on multiple measures.
- Include assessment results from grades 3-8 and 10 and subjects tested statewide in reading, writing, mathematics, and science.
- Use concepts of the federal NCLB Act and its Adequate Yearly Progress (AYP) system when appropriate.
- Be fair, reasonable, and consistent.
- Be valid and produce accurate results.
- Focus at both the school and district levels.
- Apply to as many schools and districts as possible.
- Use familiar concepts when possible.
- Rely mainly on criterion-referenced measures instead of norm-referenced measures.
- Provide multiple ways to reward success.
- Be flexible enough to accommodate future changes.

Updates to the structure of the Index should include the following along with the above principles:

- Inclusion of disaggregated subgroup data.
- Once available, inclusion of student growth data.
- An updated look at achievement gaps.

As a part of the accountability system, Washington needs to choose one of the following new Annual Measureable Objectives (AMOs):

1. One hundred percent proficiency for all students by 2020.
2. New goal of reducing, by half, the percent of students in each subgroup not meeting standard within six years.
3. Another goal that is educationally sound, ambitious, and achievable.

In addition to the existing recognition system, the Index will be used to produce data to identify the 5 percent lowest-performing Title I schools (Priority Schools) and the 10 percent of Title I schools with the largest achievement gaps (Focus Schools). The waiver application needs to provide a phased-in timeline for a system of differentiated support to help all schools; most urgently those that find themselves in the Priority or Focus school categories.

The process for flexibility to improve student achievement and increase the quality of instruction includes:

1. The 2013-2014 timeline for Adequate Yearly Progress (AYP):
    - Flexibility to develop new ambitious, but achievable, Annual Measurable Objectives (AMOs) in reading/language arts and mathematics.
    - Eliminates AYP.
2. Implementation of School Improvement requirements:
    - Flexibility from requirement for school districts to identify or take improvement actions in schools identified for improvement, corrective action, or restructuring.
    - Eliminates Public School Choice (PSC) as a mandate.
    - Eliminates Supplemental Education Services (SES) as a mandate.
    - Eliminates the 20 percent district Title I set aside to fund PSC and SES.
    - Eliminates the 10 percent set aside for professional development for schools.
3. Implementation of district improvement requirements:
    - Flexibility from requirement for states to identify or take improvement action for districts identified for improvement or corrective action.
    - Eliminates the 10 percent set aside for professional development for districts.
4. Rural districts:
    - Flexibility to use rural and low-income school program funds or small rural school achievement programs for any authorized purpose regardless of AYP status.
5. School-wide programs:
    - Flexibility to operate a school-wide program in a Title I school that does not meet the 40 percent poverty threshold if the state has identified the school as a priority school or a focus school.
6. Support school improvement:
    - Flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any focus or priority schools.
7. Reward schools:
    - Flexibility to use funds reserved under ESEA section 1117(C)(2)(A) to provide financial rewards to any reward school.
8. Highly Qualified Teacher (HQT) improvement plans.
    - Flexibility from the requirements regarding HQT improvement plans.
9. Transfer of certain funds:

- Flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A.

10. Use of the School Improvement Grant (SIG) funds to support priority schools:
    - Flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school.

The USED Secretary intends to grant waivers included through the end of the 2013-2014 school year. An SEA may request an extension for the initial period of this flexibility prior to the start of the 2014-2015 school year unless it is superseded by reauthorization of the ESEA.

In order to provide flexibility to states by the end of the 2011-2012 school year, there are two submission windows:

1. Submit request by November 14, 2011 for December 2011 peer review, which has passed at the time of this writing.
2. Submit request by February 21, 2012 for a spring 2012 peer review.

Ms. Rich, Mr. Harmon, and other OSPI staff are attending a pre-review meeting sponsored by the Council of Chief State School Officers on January 23, 2012.

The pros and challenges were discussed as follows:

Pros

- Elimination of costly set asides.
- Elimination of AYP and 100 percent proficiency in 2014.
- Washington's accountability system, not the feds.

Challenges

- Prescriptive teacher and principal evaluation.
- Funding (state/federal).
- Timing of ESEA Reauthorization.
- Possible legal challenges.

BEA Waivers

Ms. Sarah Rich, Research Director

The Board continued its deliberations on waivers and their statutory responsibility to establish criteria in W.A.C. for evaluating school district waiver applications. At the conclusion of the discussion, the Board opted to table the issue until May.

At the November 2011 meeting, the Board directed staff to outline what specific criteria should be applied to waiver requests in order to move forward with establishing criteria to apply to waiver requests. Waiver principles and recommendations in response to that direction are as follows:

1. The Legislature has defined basic education as 1,000 instructional hours and 180 school days.
    - There are legal definitions for each. SBE's role is ensuring compliance with these minimums and granting exceptions when warranted. While a conversation about what is the best way to structure basic education is valuable and important, SBE's role is not to define basic education minimums. The Legislature has that role and responsibility and the SBE role is to grant waivers from those basic minimums.
2. Waivers should not be granted to back-fill legislative cuts to Learning Improvement Days (LIDs) or other budget constraints.

- Opportunities for districts to provide professional development and parent teacher conferences are critically important and are also universal. All districts conduct parent teacher conferences. These are legitimate and important activities but should not be part of a waiver process. SBE should not grant waivers for a basic, routine part of an educational program. Universal components of the system should be supported and funded by the Legislature as part of basic education.

3. Waivers should only be granted to districts in response to local characteristics or circumstances.
   - Waivers should not be granted for activities that all districts need to conduct. To grant waivers for these universal purposes is to re-define basic education. Some districts have circumstances that warrant a waiver and it is up to SBE to define these criteria.
4. Innovation should be encouraged through the New Innovative Schools application process established in HB 1546.
   - SBE supports and encourages innovation. Clearly the Legislature does as well, which is why HB 1546 was created last year. Rather than having the concept of innovation vaguely permeating all waiver options, staff proposes steering innovative proposals through this option in order to provide them with the most rigorous review and the highest public attention. SBE is exploring possible revisions to the Bill to make this an annual application process and to ensure it is open to existing innovative schools.
5. Waivers can only be renewed if the district can make a compelling argument that they have made significant progress that is clearly demonstrated through data, but additional time is needed to achieve their goals. New local characteristics/circumstances could also warrant a new waiver.
   - The recommendation for requiring districts to provide a summary report is directly tied to this issue. The Board may ask districts requesting a waiver to come before the Board, review their progress toward achieving their goals, explain why their initial waiver period was not adequate to achieve goals, and why an extension on their waiver will directly result in achievement of their goals.

The following is the review of Board Input since July 2011:

	July	**September**	**November**
Summary	Keep all options.	Keep all options.	Staff is directed to develop criteria and return for further discussion.
Proposed RCW/WAC changes	Revise rules to cap Option One at five days.	Do not cap Option One. Any number of days may be granted as long as the 1,000 instructional hours are protected.	First, establish criteria then make decisions about capping days. Add language to Option Three rules that reduce the number of waiver days granted if the Legislature reduces days below 180 days.

If the above-mentioned principles are acceptable to the Board, recommendations are to:

1. Eliminate Option One.
2. Revise Option Three.
3. Keep Option Two.

4. Advocate to the Legislature for the following changes:
   - Clarify whether a school day is inclusive of full-day parent teacher conferences.
   - Fund professional development time for teachers.
   - Revise the Innovative Schools application process to be conducted annually and to include existing schools.
5. Consider a phase-in plan to implement these recommendations by July 2013.

Other alternatives include:

- Alternative A: Review Option One and cap this Option at a specific number of days below 180, which reflects Board member direction to staff from the July 2011 meeting.
- Alternative B: Continue to issue waivers to districts according to the established process, which reflects Board direction to staff at the September 2011 meeting.
- Alternative C: Review Option One but do not cap the number of days, which reflects Board direction to staff at the November 2011 meeting.

Rule Revision

In November,the Board directed staff to move forward with the rules revision process, which would enact changes to WAC 180-18-040 as follows:

- Change one would put into rule the waiver motion the Board has in place for waivers issued in March 2011 and beyond. The proposed amendment to WAC-18-040 would make it explicit that if state law authorizes a school district to operate on less than the current statuory requirement of 180 school days and a school district reduces the number of school days in response to that change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced.
- Change two constitutes a new direction for the Board. This change would extend the reach of the proportional reduction in waiver days to Option Three waivers. The motion language has only so far applied to Option One waivers. Putting this language into WAC 180-18-040 would extend the proportional reduction of waiver days to Option Three waivers, which so far have been unaffected by motion language.
- Change three deletes section three due to a change in legislation, which renders the language obsolete.

School Levy Proposal

Representative Ross Hunter, Chairman, House Ways and Means Committee

Rep. Hunter introduced legislation to change the way schools are funded in Washington. The new approach would expand statewide property tax rate collections for support of the common schools and enact corresponding reductions in local excess levy collections. Although the purpose of the proposal is to maintain some degree of “revenue neutrality,” the proposal does have meaningful impacts on the tax rates paid in each school district, and the total amount that could potentially be raised locally by the districts themselves.

The Levy Proposal:

1. Increases the state property tax by $1.17 per $1,000 of value starting in 2013 and makes the new rate permanent.
2. Distributes the new state property tax revenue to school districts in proportion to the previous year’s general apportionment allocations.
3. Offsets previously approved local excess levies by the amount of the school district’s distribution of new state property tax revenue.

4. Creates new school district excess levy caps for maintenance and operation levies at $2,500 per student.

Representative Hunter gave examples of school impact (for Yakima, Goldendale, Seattle, and Bellevue) before and after the Levy Proposal. The distribution of a new state tax based on basic education allotments was discussed.

Recognition of Award Winners

The Board honored the recent teacher awardees as follows:

Ms. Barbara Franz

North Elementary, Moses Lake, 2010 Presidential Awardee for Excellence in Mathematics

Ms. Dawn Sparks

Thorp Elementary, Thorp, 2010 Presidential Awardee for Excellence in Science

The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) was established in 1983. Administered nationally by the National Science Foundation, the PAEMST is the highest honor in the country for a K-12 math or science teacher and alternates between elementary and secondary teachers. Award winners receive a $10,000 cash prize, a trip to the nation's capital, and a signed commendation from President Obama.

Dan Alderson

Lake Stevens High School, Lake Stevens, 2011 Milken Educator

The Milken Educator award is the largest recognition program in the country. The award winner receives a $25,000 cash prize and professional and leadership development from the Milken Family Foundation.

The teachers addressed the Board and talked about their experiences as teachers and parents of children in the Washington State school system.

Education System Governance

Dr. Aims C. McGuinness, Jr., National Center for Higher Education Management Systems (NCHEMS)

Dr. McGuinness presented and led a discussion on the Higher Education Steering Committee proposals and possible legislative priorities in the area of governance and ways that the Board is uniquely positioned to lead reform in Washington State.

The *"State Coordination of Higher Education: Washington State in a Comparative Perspective,"* was presented at the September 19, 2011 meeting of the Higher Education Steering Committee. The Principles to guide deliberations about governance were discussed as follows:

- Focus first on ends, not means.
- Be explicit about specific problems that are catalysts for reorganization proposals.
- Ask if reorganization is the only, or the most, effective means for addressing the identified problems.
- Weigh the costs of reorganization against the short- and long-term benefits.
- Distinguish between state coordination and system/institutional governance.
- Examine the total policy structure and process, including the roles of the Governor, executve branch agencies and the Legislature, rather than only the Formal Post-secondary Education Structure.

The December 2011 Higher Education Steering Committee final report was provided for the members.

Board Discussion

What are some things we need to change in Washington? What are the gaps and why do we need to focus on them?

- Persistence.
- Funding for students' seat time.
- Prepare students to be competitive once they get there. Remediation data indicates this need.
- Linkage between P-20, as well as Pre-Kindergarten.
- Agreeing and meeting goals that aren't broad.
- Communication issues with the public and the severity of the issues.
- Denying Washington students enrollment into universities and accepting out of state students due to tuition revenue.
- Leaders having relationships and parameters.
- States need to coordinate with bordering states on enrollment into college.
- Expectations from higher education aren't clear, nor are they the same from one institution to another – they have different cut scores and assessments.
- When transferring, which courses actually count towards a degree?
- GPA requirements are broad across colleges.
- Lack of communication between K-12 and college faculty. Faculty need to iron out the issues and facilitation is needed.
- We need to do a better job at preparing our high school students to have "life thinking" skills to help them when they get to college.
- Are transfer policies in place or not?
- A lot of decisions are being made based on finances.
- What are the meaningful differences between P-13 and P-20? What is seamlessness?
- The system seems focused on those kids who know what they want to do after high school and not so much on those that don't. We aren't looking at ALL the students. There isn't a linear progression amongst all students.
- Good systems are out there but they aren't statewide and they aren't being replicated.
- A group of seven or eight top-notch educational leaders in K-12 and higher education are needed to create goals and a matrix to measure the system. But the resources aren't there right now.
- No uniform allowance for full-day kindergarten.
- No across the board assessments until third grade.
- More urgency on the importance of rigor and what's going on in the world.
- How would authority be used in the operational context?
- Who has authority to make financial allocations to this group and that group?
- Lack of data.
- Thought leadership is needed in finding a solution.
- Postsecondary attainment. We have data that people seem to brush aside.
- Fragmented at the state level. Diffused and can't take advantage to move ahead.

Key characteristics of a successful structure were discussed:

- What are the Board's goals and how are they measured? What are our resources? Are we holding the system accountable for achievement? Who is setting the goals and who is being held accountable? Who decides on the measure and is there consensus on it?
- Someone has to step up and provide that role. The Board could do this and be visible on their progress or lack of. We have done this with the graduation requirements. Should we work on getting stakeholders invested with the possibility of elimination on the table? This may be the right time to do this. The Quality Education Council (QEC) has reached out to the Board on this; do we accept the invitation and are we ready to move forward?
- Put a plan on the table. It's hard to start with structure; start with clarity on what we want to do. It will take major leadership to move the agenda forward. The Board is as good a group as any to take this on.
- Compartmentalize the goals on the table.
- Identify three or four major gaps that need to be identified. Two or three parties must be involved to get a solution. On the action agenda: what will the State Board do to be involved in those issues and get them moving forward? Define roles that are unique to the Board and be the one to campaign for those goals. Be clear about the "what" first. Use the public communication as a means of accountability.
- The accountability index shows that it can be done. The Board is successful when it gets the thought leadership and engages others in it.
- Focus group and financing.
- Don't go backwards; move forward.
- The Board is connected, but not beholden to, which is an advantage when it comes to goal setting.
- Collaborate with early learning and higher education. Honor the other agencies in their responsibility and role and start bringing people together to identify the problems. Listen to the issues from other agencies and let them discuss ways to solve the issues; work as a facilitator and make goals from there.

Public Comment

Jonelle Adams, Washington State School Directors' Association (WSSDA)

Ms. Adams presented a letter from the Paramount Duty Coalition that expressed deep concern over the breach of trust that resulted from the November 11, 2011 action of the Board to increase graduation requirements without appropriate funding. The letter was signed by the following Coalition members:

- Gary Kipp, Executive Director, Association of Washington School Principles
- George Dockins, Executive Director, Public School Employees of Washington
- Paul Rosier, Executive Director, Washington Association of School Administrators
- John Okamoto, Executive Director, Washington Education Association
- Jonelle Adams, Executive Director, Washington State School Directors' Association

The letter was filed with the Official Copy Agenda for this meeting.

The meeting was adjourned by Chair Vincent at 4:30 p.m.

Thursday, January 12, 2012

Members Attending: Chair Jeff Vincent, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Mr. Kevin Laverty, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan (video conference), Mr. Tre' Maxie, Mr. Matthew Spencer, Mr. Jack Schuster, Ms. Cindy McMullen (15)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Dr. Kathe Taylor, Ms. Loy McColm, Ms. Ashley Harris, Mr. Aaron Wyatt, Mr. Jack Archer, Ms. Colleen Warren (8)

The meeting was called to order by Chair Vincent at 8:00 a.m.

Mr. Jack Archer was introduced as the new Policy Associate for the Board. He is assisting with the ESEA waiver application and governance proposals.

Lessons of Impact
Mr. Jared Costanzo, Student Board Member

In his presentation to the Board, student Board Member, Jared Costanzo, presented on lessons of impact from his experiences as a public school student. Lessons learned include:

1. Never be too proud to ask for help.
2. Model the best. Mentor others to be the best.
3. Don't let others hold you back. Everything is possible.
4. Don't let failures influence your dreams. They're only speed bumps.

SBE Strategic Plan Work Session
Mr. Ben Rarick, Executive Director

At the request of the Board, staff prepared a revision and update of the Board's Strategic Plan. Results of the staff-level review were discussed for potential key areas of focus for the next six months. The major issues that surfaced during the staff review include:

1. Vision for education system governance:
    - K-12 versus P-13 versus P-20.
    - How do we view the parameters of effective governance?
2. Governance versus Government:
    - July 2011 retreat – focus shifted from structure of the system towards effective attributes of the system.
    - Proposals from the Higher Education Steering Committee may force the issue of 'government' in near term.
3. State Education Plan versus establishment of performance improvement goals:
    - State Education Plan never got off the ground.
    - Performance Improvement Goals is language in the Board statute.
    - Possible collaboration with the Quality Education Council (QEC).
4. System transition and seamlessness:
    - Broaden the focus on transition points beyond just secondary/post-secondary.
    - SBE statute specifies that it will work with early learning and higher education to ensure articulation throughout the system.

5. Nationally and internationally competitive in math and science:
    - Fidelity of goals to objectives – if our goal is international competitiveness, we need a way to measure that.
    - We currently participate only on a small scale in Trend in International Math and Science (TIMSS) and the Programme for International Student Assessment.

The seven potential priorities were provided for the Board as noted below. Discussion followed.

1. Setting performance improvement goals/success metrics for system.
2. Effective P-13 governance.
3. K-12 Accountability System Framework.
4. Basic education waivers.
5. Graduation requirements.
6. Legislative advocacy for basic education and HB 2261 implementation.
7. Common core standards implementation.

The summary of suggested changes are as follows:

1. Structural changes:
    - Recommend eliminating the strategic roles framework and dashboard found at the end of the Plan. Staff prefers a shorter version.
2. Clean Up:
    - Eliminate or modify strategies or deliverables that have since past.
    - Reconcile existing language to updated conversations of the Board.
3. Seek congruity of goals to objectives:
    - Avoid setting goals that cannot be measured.
    - Use language that is reflective of our roles, duties, and powers.

Suggestions for possible six month priorities were discussed.

Legislative Update/SBE Legislative Agenda Discussion

Mr. Ben Rarick, Executive Director
Dr. Kathe Taylor, Policy Director
Mr. Jack Archer, Policy Associate

The Governor's proposed budget makes major reductions, which could have significant impacts on instructional quality in school districts:

1. The proposed cut and deferment of levy equalization payments ($152 million):
    - $82 million in actual cuts.
    - Remaining $70 million is deferred into the next fiscal year (payment delay).
2. The elimination of four school days ($99.2 million).
3. Apportionment delay ($340 million).
4. Bus depreciation delay ($49 million) permanent not temporary.
5. Over $450 million in payment delays.

The Governor included two new STEM related initiatives in the budget totaling $700,000. They include:

1. Promote aerospace competitiveness through the Launch Year ($450,000).
2. Promote aerospace competitiveness through Project Lead the Way ($250,000).

The following legislation impacting SBE and its strategic priorities includes:

1. HB 5475 – would assign the SBE responsibility for making phase-in recommendations for the new program of basic education outlined in HB 2776. However, the bill also strips

out many of the phase-in timelines for some of the major funding enhancements established in the underlying bill.

2. HB 2111 – did not pass last year, but is re-introduced for the 2012 Legislative Session. The bill implements various recommendations of the Quality Education Council. Those that pertain to the SBE are:
   - Requires each school district to adopt a policy on defining a high school credit and charges SBE and WSSDA with developing a model policy for districts.
   - Encourages the SBE to adopt rules repealing the seat-time requirement for high school credit.
3. Higher Education Steering Committee Legislation (not yet filed) – The report includes two recommended options. Both options would create an Office of Student Achievement in the Office of the Governor, which would also staff an Advisory Board to the Office of Student Achievement. In Option A, the Office and Board would take on a P-13 focus, and would essentially replace the State Board of Education. In option B, the Office and Board would focus on secondary-to-post-secondary transitions and the State Board of Education would be preserved. The proposal includes:

   - House Bill 2215 – makes two significant changes to economy and efficiency waivers: eliminates current restrictions on renewals of economy and efficiency waivers, and removes the limit of five districts.
   - Senate Bill 6020 – requires SBE to extend economy and efficiency waivers to 2014 unless student achievement suffers as a result of the initial waiver.
   - House Bill 2170 – programs in CTE are added to the state's basic education program. The SBE, and others, must add strategy of increasing secondary and post-secondary graduates to strategic plan and/or goals. All materials and communication materials related to graduation requirements must illustrate multiple pathways, (including a non-baccalaureate pathway). The Workforce Training Board shall now make recommendations to SBE on what it considers to be core competencies in K-12 education. SBE cannot require waivers, permissions, or something similar for students who wish to be removed from a four-year college prep pathway.
   - House Bill 2205 – allows eligible youth at least 16 years of age to register to vote; they would not be able to vote until 18.
   - House Bill 3170 – establishes high school graduation requirements for the Class of 2016 and sets those directly in statute. The bill requires a total of 18 credits for graduation rather than the current 20. It strikes reference to 24 credit requirements in the basic education statutes. The bill is silent on the culminating project but keeps the high school and beyond plan.

Other Board related legislation includes:

- House Bill 2165 – facilitates implementation of a revised teacher and principal evaluation system and requires statewide training during the 2012-2014 school years.
- House Bill 2209 **–** adds a new definition of "Contract Learning," essentially mandating at least five hours of face to face time per week for students in grades 9-12. It also makes clear that students in ALE are not exempt from state assessments. It stipulates that contract learning programs would not be affected by the 15 percent ALE cut.
- House Bill 2199 – changes compulsory school attendance requirements for children six and seven years of age. Moves that children six years of age or older are required to be enrolled in school, but maintains that districts must only act on the truancy of students eight years of age or older.

- Senate Bill 5142 – requires districts to communicate distinctions between home-schooling and ALE programs.
- Senate Bill 6029 – requires high schools to inform students of three-year baccalaureate degree programs, and requires state colleges to make information about accelerated degree programs and other materials available on their websites.
- House Bill 2231 – removes various state testing requirements to save money. Includes Washington KIDS, End-of-Course tests, and others.

Graduation Requirements Phase-in: Next Steps and Associated Funding Requirements

The Legislature redefined basic education and created a new funding model with ESHB 2261 and SHB 2776. The Bills:

- Established legislative intent that implementation of the new funding structure and a new instructional program should occur together.
- Defined the program of basic education as that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship.
- Required instruction that provides students the opportunity to complete 24 credits for high school graduation.

The Supreme Court ruling affirms the need for basic education funding reforms. The Legislature recently enacted a promising reform package under ESHB 2261, which, if fully funded, will remedy deficiencies in the K-12 funding system. Several state officials testified that full implementation of the funding for ESHB 2261 will remedy the deficiencies in the prior funding system. At that time, the SBE Chair expressed her opinion that full implementation of ESHB 2261 would go a long way toward giving students an opportunity to meet the state's academic learning goals.

A chart showing the fiscal analysis of costs provided by OSPI was provided for the Board's review. In the fiscal analysis, changes that have fiscal impact shall take effect only if formally authorized and funded by the Legislature through the omnibus appropriations act or other authorized legislation.

The Board was presented with two potential ways to think about the phase-in approach:

1. Begin phase-in of graduation requirements when the Legislature funds materials, supplies, operating costs (MSOC) enhancements to a pre-determined level.
2. Phase-in credit requirements only when the Legislature provides new funding for increased 9-12 staff allocations consistent with the QEC recommendations.

Public Comment

Jonelle Adams, Washington State School Directors' Association (WSSDA)
Ms. Adams asked the Board to think about all the waivers and processes and encouraged the Board to slow down and make sure it gets public comment and feedback on the waiver process before moving forward. She asked the Board not to move forward with the CR101s, CR102s, and CR103s. She said that waivers are very serious for school districts and to jerk the rug out from underneath them right now would not be a good idea. She asked the Board to think about the impact to schools. She encouraged the Board to make sure school districts are protected. She hopes that if the Board does this it will gain some trust back from education stakeholders.

Marie Sullivan, Washington State School Directors' Association (WSSDA)
Ms. Sullivan gave a briefing on three bills being introduced that will affect the SBE as follows: 1) currently, when the Board adopts a rule it is not required to do a fiscal analysis. This bill would ask for a fiscal analysis of rule making and would be part of the CR102 process; 2) due to the November 2011 action of the Board regarding graduation requirments, there is a bill for graduation requirements to become voluntary. The bill would make credit changes voluntary unless they're funded by the Legislature or authorized by the Legislature. When there are fiscal impacts and if a school district believes there is a fiscal impact, they need to present that to the Board; 3) This bill would reconfigure the Board and would be more modeled after the Professional Educator Standards Board (PESB) with a broader representation of people who are even more close to the ground than the SBE members might be currently. It also includes financial analysis. These bills are being worked by education stakeholders.

Tim Brittell, Northshore Education Association
Mr. Brittell talked about the waiver process, saying collaborative time is crucial in working with teachers to continue the process in their development as educators. Mentoring time has been used in the District since 2000 and the Northshore School District is diligent in the effort to mentor both veteran and new teachers. It's vital as a district to meet the success of students. Mr. Brittell was a dropout who was guided by three teachers who looked at him as a student needing help in the system. Because of collaborative time with his teachers he has moved forward in his education and has become a success story. Mr. Brittell encouraged the Board to do their homework and talk to teachers about the need of waivers and collaborative time. He invited members to meet with him anytime. As state budgets continue to be cut, waivers are the only avenue to take.

Art Jarvis, Tacoma School District
Mr. Jarvis thanked the Board for their work through the years. He asked the Board to think about when action is taken, is the Board helping people to tackle the problems and be different and innovative? Or is the Board applying rules with little flexibility and holding people accountable? Tacoma has beautiful and innovative ideas and programs and has lots of struggles and issues that are being tackled. He asked the Board to use a filter that will open the door and ask how the SBE can help and not dictate. This isn't a criticism to the SBE. He encouraged the Board to visit public schools in Tacoma to see a good system.

Business Items

The **motion** to file the CR102 with the proposed amendements to WAC 180-18-040 was tabled until the May 2012 Board meeting in Yakima.

The meeting was adjourned at 1:00 p.m. by Chair Vincent to allow Board members time to meet with legislators regarding the 2012 Legislative Session.

February 23, 2012
Special Board Meeting
Office of Superintendent of Public Instruction
Olympia, Washington

MINUTES

Thursday, February 23, 2012

Members Attending: Dr. Bernal Baca, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Jack Schuster, Mr. Kevin Laverty, Ms. Cindy McMullen, Ms. Mary Jean Ryan (12)

Members Excused: Chair Jeff Vincent, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Mr. Matthew Spencer (14)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Dr. Kathe Taylor, Ms. Loy McColm, Mr. Aaron Wyatt, Ms. Colleen Warren, Mr. Jack Archer (7)

Staff Excused: Ms. Ashley Harris (1)

The meeting was called to order by Dr. Baca at 10:06 a.m.

Mr. Rarick recognized Dr. Taylor and Ms. Harris for their years of service to the Board. He recognized them as an integral part of the staff supporting the Board and wished them much success in their new career paths.

Innovation Schools/Zones Waivers
Ms. Sarah Rich, Research Director

E2SHB 1546, Innovation Schools/Zones, directed OSPI to establish an application process to encourage new Innovative Schools and Zones implementing innovative models focused on the arts, science, technology, engineering, and mathematics (A-STEM). It also directed the Office of Superintendent of Public Instruction (OSPI) and SBE, each within the existing scope of their statutory authority, to grant waivers of state statutes and administrative rules for designated Innovation Schools/Zones. Waivers for Innovative Schools/Zones may only be denied if SBE finds that implementing the waiver will likely result in decreased student achievement. The role of the Educational Service Districts and OSPI is to make final decisions about which applications to approve.

The SBE role for Innovation Waivers includes: 1) providing an expedited review of waiver requests; 2) granting waivers if they are necessary to implement the Innovation School/Zone.

The timeline for Innovation Waivers under HB 1546 is as follows (items in bold are in statute):

Applications distributed	September 19, 2011
Applications submitted to ESD's	**January 6, 2012**
SBE regular Board meeting	January 11-12, 2012
ESD recommend to OSPI	February 10, 2012

SBE special Board meeting — February 23, 2012
Approval Announcement — **March 1, 2012**
Districts implement innovation — SY 2012-2013 through 2018-2019

Stewart Middle School in Tacoma and Odyssey High School in Highline have requested SBE waivers as a part of their Innovative School applications. Members reviewed the applications and discussion followed.

Stewart Middle School (Tacoma) requested a waiver of 16 days from the 180 day requirement. If the waiver is granted, students will receive 1,031.5 hours of instruction within 164 days beginning in 2012-13. Students would participate in 80-minute classes, including math and humanities daily. Stewart currently has an approved Option One waiver of eight days. The school is in Cohort I of the federally funded program to turn around persistently lowest achieving schools known as School Improvement Grant (SIG). It will receive three years of SIG funding from 2010-11 through 2012-13.

Odyssey High School (Highline) applied for a recognition of its competency-based system, which is designed to allow students to learn at their own pace, and demonstrate mastery of content using an annual portfolio process. Odyssey uses an alternative grading system of Not Yet, Proficient, and Advanced grades. Odyssey High School's waiver request is for a waiver from credit-based graduation requirements, which is parallel to the current credit-based graduation waiver that SBE approved for Big Picture High School (also in Highline) in May 2008. An additional request from Odyssey High School was for a waiver of a total of five days from the 180 day requirement. Ms. Joan Ferrigno, Principal of Odyssey High School answered clarifying questions from the Board on the waiver days being requested.

Economy and Efficiency Waivers
Mr. Jack Archer, Policy Associate
Ms. Sarah Rich, Research Director

SBE has the statutory authority to grant waivers from the basic education requirement for a 180-day school year to districts that propose to operate schools on a flexible calendar for purposes of economy and efficiency. No more than five waivers may be granted at any time, including no more than two to districts with enrollment of less than 150, and no more than three to districts with enrollment of 150-500. SBE has received three applications for the current application period, all from districts with fewer than 150 students.

Members discussed draft criteria to be used in the evaluation of Economy and Efficiency Waivers. Staff recommended a three-point framework for consideration of current applications for economy and efficiency waivers. These include (1) the potential for savings in costs most affected by a flexible calendar, as indicated by OSPI financial data; (2) demonstration of the monetary savings to be gained through a flexible calendar; (3) demonstration of how those savings will be redirected to support student learning, and how other requirements of the application have been met.

The three applications will be considered at the March Board Meeting.

ESEA Flexibility Request
Ms. Sarah Rich, Research Director

Last September, the U.S. Department of Education (USED) announced guidelines for state educational agencies to apply for flexibility waivers that would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system.

SBE has partnered with OSPI in the development of an application for flexibility. The flexibility proposal builds upon the Achievement Index as the backbone of the accountability system. Members discussed a

resolution supporting the ESEA flexibility application that would be brought forward at the end of the meeting for approval.

A letter, signed by Superintendent Dorn and Chair Vincent, discussing the ESEA Waivers was sent to all legislators and the Board members. Superintendent Dorn plans to apply for the ESEA waiver on February 28. A new resolution was presented to the Board for approval, to move forward with OSPI staff and Board staff partnering together on the work. Approval of the Resolution occurred during the business meeting.

Leading System Indicators
Dr. Kathe Taylor, Policy Director

At the November 2011 meeting, Mr. Rarick introduced a way for the Board to build on the goal-setting work it began in July 2011 for the purpose of helping the system to define for itself what success is and to track its progress on meeting its goals. Members continued that discussion, exploring how SBE might synthesize the indicators of success identified by various policy bodies and to identify new indicators, if needed. The Board will discuss the project in greater depth at the March 2012 meeting, and design a way to engage stakeholders in the conversation.

Staff will be inviting a Board work group to review and recommend proposed Lead System Indicators and Foundation Indicators for consideration by the full Board. Once the full Board has approved the draft indicators, Board members and staff will engage in outreach with stakeholders to solicit input and build awareness and support for the project.

Legislative Update
Mr. Ben Rarick, Executive Director

Mr. Rarick presented the House budget summary for members review and discussion. The House budget came out on February 21 and SBE staff are reviewing it to determine what issues may arise with K-12 education. The House budget is not out of committee yet, so changes can still occur. This budget has more options than the Governor's budget. It would appear that the House took the money saved from the revenue forecast factors and dedicated it to the education budget. None of the cuts on school days exist in the House budget, unlike the Governor's budget. The McCleary decision completely changes the way the education budget should be looked at going forward. A letter, signed by Chair Vincent, to the House Ways and Means Committee regarding HB 2209, was sent out February 22 to the Committee and Board members. K-12 was spared the magnitude of the cuts. Highlighted items were presented to the Board for discussion.

Mr. Rarick gave an overview of the House bills listed in the Board packet as follows:

- 2209 – Alternative Learning Experience Programs hits on the Boards Strategic Plan. It changes funding and regulatory framework for ALE programs.
- 2538 – Reducing requirements on school districts. One version eliminates writing tests as a graduation requirement and creates broad exemptions to the Culminating Project and High School and Beyond Plan. A letter was sent to legislators from the Board and the bill has been amended to take those out.
- 2107 – Career Pathways Act. This Bill requires SBE and other agencies to create literature showing multiple career pathways. It eliminates SBE waivers and permissions as it relates to Algebra II.
- 2337 – Open source for K-12 textbooks. Charges OSPI with facilitating school district utilization of open source K-12 textbooks and materials subject to funding. Mr. Rarick supported the bill and it was funded in the House budget.

- 6232 – Regarding High education coordination. This Bill replaces the Higher Education Coordinating Board by creating an office of Student Achievement and Joint Committee on Higher Education. There are several mentions of SBE in the Bill.
- The following bills are currently dead: 2411 – regarding high school graduation requirements; 2493 – making membership on the SBE more representative; 2543 – regarding SBE rules that contain unfunded mandates; 6247 – regarding SBE and the Quality Education Council.

Public Comment

Joan Ferrigno, Odyssey High School
Ms. Ferrigno thanked the Board for recognizing innovation as a viable means to serve students and advance academic achievement. She said it takes time and effort to review student data and study alternative practices, such as the competency-based instruction and performance based assessment that is used at Odyssey. All of the work reflected in the innovation application takes countless extra hours of unpaid time for staff, who are already doing the challenging work of creating best practices in a high poverty school. Ms. Ferrigno hopes the Board recognizes that innovation requires much more review, study, reflection, and assessment. Odyssey is looking forward to sharing data next year and staff looks forward to working with the Board to continue the work of supporting students.

Marie Sullivan, Washington State School Directors' Association (WSSDA)
Ms. Sullivan extended the invitation for members to attend the regional meetings beginning in March. She explained the change in the format for agendas saying that all districts are now developing their own agenda so every meeting might have a different format. Some regional meeting agendas will not include time for an SBE update but she encouraged members to attend anyway.

Business Items

Approval of Waivers for Innovation Schools (RCW 28A.630.083)

1. Tacoma School District (Stewart Middle School)

Motion was made to grant to the Tacoma School District for Stewart Middle School a waiver of 16 school days from the 180 day school year requirement, and for a waiver from the requirements set forth in WAC 180-18-040(1), for school years commencing 2012-13 through 2018-19, for the purpose of implementing an innovation plan as authorized in RCW 28A.630.081; provided, however, that the waiver shall only take effect if the Superintendent of Public Instruction designates Stewart Middle School as an Innovation School and shall terminate automatically upon revocation of such designation by the Superintendent under RCW 28A.630.085.

Motion seconded

Motion carried with 10 ayes/0 nays
2. Highline School District (Odyssey High School)

Motion was made to grant a waiver to the Highline School District for Odyssey High School from the credit-based graduation requirements, and the requirements of WAC 180-18-055; and a waiver of five total school days from the 180-day school year requirement, and the requirements of 180-18-040(1), for school years commencing 2012-13 through 2018-19 for the purpose of implementing an innovation plan as authorized in RCW 28A.630.081; provided, however, that the waiver shall only take effect if the Superintendent of Public Instruction designates Odyssey High School as an Innovation School and shall terminate automatically upon revocation of such designation by the Superintendent under RCW 28A.630.085.

Motion seconded

Motion carried with 11 ayes/0 nays

Motion to adopt the ESEA State Accountability System Resolution as follows:

STATE ACCOUNTABILITY SYSTEM

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Legislature charged the State Board of Education with responsibility and oversight for creating a state accountability framework to provide a unified system of support for challenged schools, with increasing levels of support based upon magnitude of need, and using data for decisions; and

WHEREAS, the State Board of Education has developed an Achievement Index utilizing fair, consistent, and transparent criteria for the purposes of recognizing schools for exemplary performance, improvement, and closing gaps; and

WHEREAS, the State Board of Education believes the state accountability framework needs to be a part of the revisions made to the basic education funding system and that the Legislature will need to provide the State Board of Education, the Office of Superintendent of Public Instruction, and local school boards with the appropriate legal authority and resources to fully implement the new system; and

THEREFORE, BE IT RESOLVED that the State Board of Education supports the Superintendent of Public Instruction's application to the United States Department of Education for flexibility from the current Elementary and Secondary Education Act accountability system; and

THEREFORE, BE IT FURTHER RESOLVED that the State Board of Education will collaborate with the Office of Superintendent of Public Instruction to build a unified system of federal and state accountability using multiple measures, English language learner data, disaggregated subgroup data, and student growth measures.

Motion seconded

Motion carried

Mr. Schuster thanked Dr. Taylor for her work on the Core 24 Task Force and private schools. He commended her work with the Board and thanked her for making a significant difference to the work of the SBE.

The meeting was adjourned by Dr. Baca at **12:19** p.m.

The Washington State Board of Education

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

Title:	**Washington Science Standards**	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap. ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☒ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What are the implications of the 2012 Fordham Report's assessment of Washington's science standards? What questions or issues should the Board track as the next wave of science standards (Next Generation Science Standards) is developed and implemented? What are the national trends in STEM education?	
Possible Board Action:	X Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	X Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The 2012 Fordham Report on The State of State Science Standards scored Washington's standards (and those of ten other states) with a grade of "C." Twelve states and the District of Columbia fared better, and 27 states fared worse. David Heil, who led the Board's review of Washington's science standards in 2008, will provide a perspective on the meaning of the Fordham Report's assessment. He will also preview the issues the Board may want to explore as Washington considers the next wave of science standards: Next Generation Science Standards. Washington is one of 26 lead states providing input and reactions to the work of the writers of the Next Generation Science Standards (NGSS). The NGSS are based on the *Framework of K-12 Science Education*, released in July 2011 by the National Research Council (NRC) of the National Academy of Sciences. The NGSS are scheduled to be released in fall 2012. Washington, as a lead state, has committed to giving "serious consideration" to adopting the new standards. The Heil presentation will focus on the overall, big picture implications of the Fordham Report and national trends in science and STEM education. It will be followed by a discussion led by Office of Superintendent of Public Instruction (OSPI) staff on some of the practical implications for consideration and implementation of new science standards.	

WASHINGTON SCIENCE STANDARDS: THE FORDHAM FOUNDATION REVIEW, PREPARING FOR NEXT GENERATION SCIENCE STANDARDS, AND NATIONAL TRENDS IN STEM EDUCATION

Background

One of the Board's five Strategic Plan goals is to promote effective strategies to make Washington's students nationally and internationally competitive in math and science.

The Board's work in the area of science since 2006 has included:

- Reviewing the state's science essential academic learning requirements and grade level expectations and recommending revisions to those standards (2007-2008).[1]
- Analyzing science course taking patterns as part of the Boards transcript study of 2008 graduates[2] (2008).
- Providing official comment and recommendations to the Superintendent of Public Instruction regarding the recommended science curricula (2009).
- Commissioning a review of science end-of-course assessments as exit exams (2008).
- Approving cut scores for the state science assessments (2011; August 2012).
- Approving 3 credits of science (not yet in rule) as part of the career and college ready graduation requirements.

Summary

The 2007 legislation that authorized SBE's review of science standards also directed the Board to be assisted in its work by an expert national consultant. The Board hired David Heil and Associates to work with a science advisory panel and lead the review. David Heil and Associates produced two reports; the first, a review of the standards[3] (May 2008) and the second, a review of the revised standards[4] (December 2008). The firm also prepared a white paper exploring the implications of using science end-of-course assessments for high school exit exams.[5]

David Heil's familiarity with Washington's science standards, adopted by the Superintendent of Public Instruction in 2009, and his knowledge of science standards and education nationally, make him well-qualified to help the Board put the findings of the 2012 Fordham Report, The State of State Science Standards, into perspective. In that report, Washington's science

[1] The 2007 Legislature directed the Board to review the science standards and recommend revisions to the superintendent of public instruction (SPI), and to provide official comment and recommendations to the SPI regarding the SPI's recommended science curricula.
[2] http://www.sbe.wa.gov/documents/SBE_Research_Brief_Science_FINAL01-04-10.pdf
[3] http://www.sbe.wa.gov/documents/ScienceStandardsReview050708.pdf
[4] http://www.sbe.wa.gov/documents/DHA%20Report2%20on%20Final%20WA%20Science%20Standards.pdf
[5] http://www.sbe.wa.gov/documents/EOC%20Briefing%20Paper2.pdf

standards earned a “C” grade, the same grade earned by Washington’s standards in 2005, when Fordham last reviewed them. However, Fordham’s criteria for evaluating states’ standards changed in the seven years between the two reports, so the rationale for the grades is not the same.

By comparison, the 2012 Fordham Report scored ten other states with a grade of “C”; twelve states and the District of Columbia fared better, and 27 states fared worse. See Attachment A for the foreword, introduction, and Washington section of the 2012 Fordham report.

In addition to helping the Board consider what meaning can be taken from Fordham’s evaluation of Washington’s standards, David Heil will address what lessons the Fordham Report may offer the state as Washington works toward the Next Generation Science Standards (NGSS), and what general questions or issues the Board should be tracking as this next wave of science standards is developed and implemented. He will also highlight national trends in Science, Technology, Engineering, and Mathematics (STEM) education.

Washington is one of 26 lead states providing input and reactions to the work of the writers of the NGSS. The NGSS are based on the *Framework of K-12 Science Education*, released in July 2011 by the National Research Council (NRC) of the National Academy of Sciences. Partners in the development of the NGSS include the National Research Council, National Science Teachers Association, American Association for the Advancement of Science, and Achieve. Sponsors include the Carnegie Corporation of New York, the Noyce Foundation, and DuPont. See Attachment B for an overview of the framework.

The NGSS are scheduled to be released in fall 2012. Washington, as a lead state, has committed to giving “serious consideration” to adopting the new standards. See Attachment C for details about the NGSS.

The Heil presentation will focus on the big-picture implications of the Fordham Report and national trends in science standards and STEM education. It will be followed by a discussion led by Office of Superintendent of Public Instruction (OSPI) staff on some of the practical implications for consideration and implementation of new standards.

The OSPI discussion will touch upon the following issues and questions:

- What is the state’s work as a lead state with NGSS, and what are the next steps in the upcoming 12-18 months?
- Washington has used different processes to adopt state standards, in part as a result of targeted legislative intervention.
    - How is the adoption of the Common Core State Standards similar to and different from the pending consideration of NGSS?
    - What would the optimal process be for making a decision about adopting NGSS and what role might SBE play?
- The NGSS are based on a three-dimensional framework that includes: 1) scientific and engineering practices; 2) crosscutting concepts; and 3) disciplinary core ideas. What are the practical implications for:
    - teachers to implement standards that would integrate these three dimensions?
    - student learning (and ultimately, achievement)?
- Currently, Washington requires a high school biology end-of-course (EOC) assessment for graduation. What are the assessment implications that might arise if the state adopts new standards?

- The Board has approved 3 credits of science for all students to graduate, although the rule has not yet been adopted. The current requirement is 2 credits. Will the scope of the NGSS require more than 2 credits of science?

Action Taken

The presentation is for Board discussion only; no action will be taken.

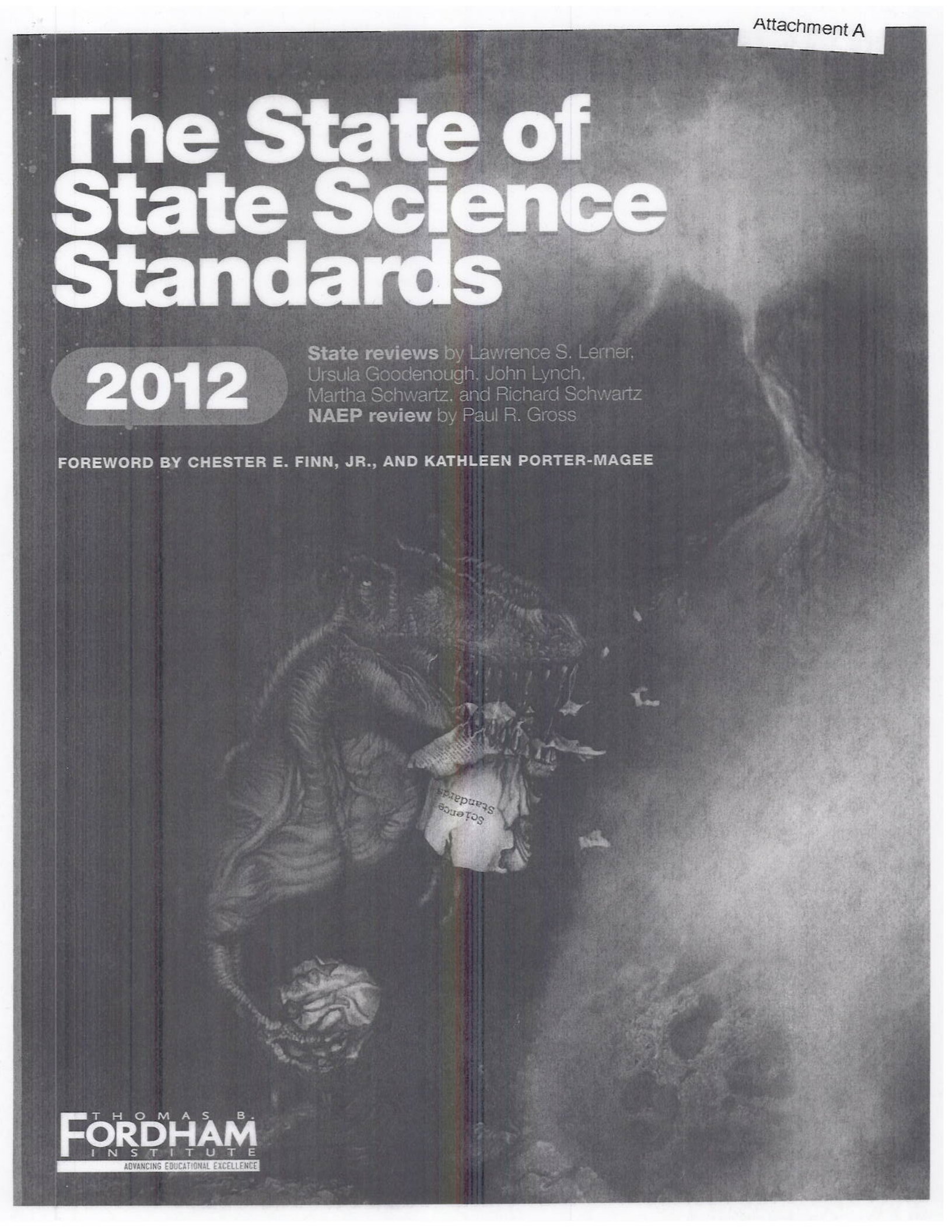
Attachment A

The State of State Science Standards

2012

State reviews by Lawrence S. Lerner, Ursula Goodenough, John Lynch, Martha Schwartz, and Richard Schwartz
NAEP review by Paul R. Gross

FOREWORD BY CHESTER E. FINN, JR., AND KATHLEEN PORTER-MAGEE



THOMAS B. FORDHAM INSTITUTE
ADVANCING EDUCATIONAL EXCELLENCE

Contents

Foreword

By Chester E. Finn, Jr., and Kathleen Porter-Magee

Since *Sputnik* shot into orbit in 1957, Americans have considered science education to be vital to our national security and economic competitiveness. The impact of the Soviet satellite launch on American science classrooms was almost immediate. Shirley Malcolm, a leader in the field of science education (and presently head of education programs for the American Association for the Advancement of Science), was a young student in Alabama at the time. She described the swift and palpable shift in the way science was taught:

> **We stopped having throwaway science and started having real science...All of a sudden everybody was talking about it, and science was above the fold in the newspaper, and my teachers went to institutes and really got us all engaged. It was just a time of incredible intensity and attention to science.[1]**

The impact on public opinion was just as profound—and national concern over the quality of American science, and science education, has continued for the past half century. According to a 2011 survey, 74 percent of Americans think STEM (Science, Technology, Engineering, and Math) education is "very important." Only two percent say it's "not too important."[2]

Yet this strong conviction has not translated into strong science achievement. The 2009 National Assessment of Educational Progress (NAEP) found barely one-third of fourth graders in the United States at or above the "proficient" level in science, with those proportions slipping to 30 percent in eighth grade and a woeful 21 percent in twelfth grade.[3] Another recent study reported that just 30 percent of our high school graduates are prepared for college-level work in science.[4]

International comparison is even more disheartening. The most recent PISA assessment, released in December 2010, showed fifteen-year-olds in the United States ranking a mediocre twenty-third out of sixty-five countries. By contrast, youngsters in Shanghai ranked first, demonstrating both China's commitment to science education—and the various bounties that accompany it—and that nation's capacity to deliver on its educational aspirations.

Similarly, on the 2007 TIMSS science assessment, American eighth graders overall ranked eleventh out of forty-eight nations and were trounced not only by the likes of Singapore and Japan, but also by the Czech Republic, Hungary, and Slovenia.[5] Even more distressing, only 10 percent of American

[1] Cornelia Dean, "When Science Suddenly Mattered, in Space and in Class," *New York Times*, September 25, 2007, http://www.nytimes.com/2007/09/25/science/space/25educ.html?pagewanted=all.

[2] Research!America, *Your Congress-Your Health: National Public Opinion Poll* (Alexandria, VA: Research!America, March 2011), http://www.yourcongressyourhealth.org/admin/Editor/assets/yourcongress2011.pdf.

[3] Institute of Education Sciences, *Science 2009: National Assessment of Educational Progress at Grades 4, 8, and 12* (Washington, D.C.: National Center for Education Statistics, January 2011), http://nces.ed.gov/nationsreportcard/pdf/main2009/2011451.pdf.

[4] ACT, Inc., *The Condition of College & Career Readiness* (Iowa City, IA: ACT, Inc., 2011), http://www.act.org/research/policymakers/cccr11/readiness1.html.

[5] Patrick Gonzalez, *Highlights from TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context* (Washington, D.C.: National Center for Education Statistics, September 2009), http://nces.ed.gov/pubs2009/2009001.pdf.

eighth graders scored at or above the TIMSS "advanced" level. By contrast, 32 percent of students in Singapore reached that level.

The evidence is indisputable—and should be alarming. While no one test can communicate the full picture of education achievement, if our students' performance on international assessments like TIMSS and PISA is any indication, the United States is doing little more than *talking* about the importance of getting science education right.

Why is this? How can it be that, for more than five decades, Americans have voiced so much concern about science education yet made so little progress in delivering it? There are, of course, multiple explanations, starting with the blunt fact that few states and communities have taken concrete action to build world-class science programs into their primary and secondary schools. Without such programs in place to deliver the goods, our Sputnik-induced anxieties remain fully justified some fifty-five years later.

A solid science education program begins by clearly establishing what well-educated youngsters need to learn about this multi-faceted domain of human knowledge. Here, the first crucial step is setting clear academic standards for the schools—standards that not only articulate the critical science content students need to learn, but that also properly sequence and prioritize that content. In the light of such standards, teachers at each grade level can clearly see where they should focus their time and attention to ensure that their pupils are on track toward college- and career-readiness. That doesn't mean it will happen, of course. As we at the Thomas B. Fordham Institute have repeatedly noted, standards alone cannot drive outstanding achievement. But they are a necessary starting point. They are the score for conductors, musicians, instrument makers, and more. They are the foundation upon which rigorous curricula and instructional materials and assessments are built. They are the template for preparing science teachers for our classrooms.

Fordham has a long-standing interest in science standards and a history of reviewing them with care and rigor. We published our first analysis of state science standards in 1998 and a follow-up review in 2005. Unfortunately, the findings from both evaluations were not good. In 1998, just thirty-six states had even set standards for science, and only thirteen of those earned grades from our reviewers in the A or B range. By 2005, though every state except Iowa had articulated K-12 science standards, the results were equally disheartening: just nineteen earned honors grades, and the overall average was barely a C.

Why So Different?

This variability in the quality of standards is as unacceptable as it is unnecessary. As one of us observed in our 1998 review:

> **If any subject has the same essentials everywhere, after all, it's science. I can think of no sound reason why what is expected of teachers and children in biology or chemistry should be different in Tennessee...than Indiana. Indeed, it should be approximately the same as what is expected in Singapore and Germany, too.[6]**

Science is not, of course, the only core subject where it makes no sense for young Americans to be held to different standards depending on where they live. That is why the Council of Chief State Schools Officers (CCSSO) and National Governors Association (NGA) came together in 2009 to build rigorous common standards for English language arts (ELA) and mathematics. These common standards aimed to articulate the knowledge and skills that all students need to master across grades K-12 if they are to succeed in college and career. The result of this effort was the 2010 "Common Core" standards for ELA and math. Notably, these standards are clearer and more rigorous than those in use in most states. Fordham's own analysis, comparing state ELA and math standards with the Common Core standards, concluded that, "out of 102 comparisons—fifty-one jurisdictions times two subjects—we found the Common Core clearly superior seventy-six times."[7]

Today, a similar push toward quality common standards is underway for science. Twenty-six states have teamed up with Achieve, Inc. to craft "Next Generation Science Standards" (NGSS). This group intends to do for science what the CCSSO and NGA did for ELA and math: create a set of clear, rigorous, and specific expectations that states will have the option to adopt as their own. Indeed, such a movement is long overdue.

Like the drafters of the Common Core standards, Achieve and its partners will look to national and international models as starting points for the development of the NGSS. Among those models is the *Framework for K-12 Science Education* released by the National Research Council (NRC) in July 2011. While not a set of standards, the NRC states that the *Framework* includes "the key scientific practices,

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[6] Chester E. Finn, Jr., foreword to *State Science Standards 1998*, by Lawrence S. Lerner (Washington, D.C.: Thomas B. Fordham Institute, March 1998), http://www.edexcellence.net/publications/stsciencestnds.html.

[7] Sheila Byrd Carmichael, Gabrielle Martino, Kathleen Porter-Magee, and W. Stephen Wilson, *The State of State Standards--and the Common Core—in 2010* (Washington, D.C.: Thomas B. Fordham Institute, July 2010), http://www.edexcellence.net/publications/the-state-of-state.html.

concepts, and ideas that all students should learn by the time they complete high school" and that it is "intended as a guide for those who develop science education standards, those who design curricula and assessments, and others who work in K-12 science education."[8]

In August 2011, we asked the distinguished biologist (and veteran Fordham science reviewer) Paul R. Gross to evaluate the NRC *Framework*. Overall, he gave it a solid B-plus, and found that the document includes nearly all of content necessary for a rigorous K-12 science curriculum.[9] Dr. Gross did caution, however, that the *Framework* may have paid too much attention to engineering and technology, as well as to "science process" skills. And he warned that standards writers using this framework as a model will need to make difficult decisions about priorities that were not made by the *Framework* authors.

When those "common" standards for science are ready, we at the Thomas B. Fordham Institute will review and evaluate them. But we also want to help states now—for today's students can't wait for common science standards, and today's states are using academic standards of their own as the basis for what their schools will teach and their children will learn.

Hence it's time for a fresh review of existing state science standards. While forty-nine states and the District of Columbia had articulated science standards when we examined them in 2005, Iowa subsequently wrote its own standards and forty-two states and the District of Columbia have changed their standards during the ensuing years.

Our Approach

This report is part of a comprehensive series of fresh appraisals by Fordham of state, national, and international standards in all core content areas. Here we provide analyses of the K-12 science standards currently in place in all fifty states and the District of Columbia, as well as the assessment framework that undergirds the NAEP science assessment. These reviews should also help states gauge the comparative strengths and weaknesses of their standards vis-à-vis the forthcoming Next Generation Science Standards—and how they stack up today against the science education expectations that undergird NAEP.

Why Review NAEP?

The National Assessment of Education Progress (NAEP) is the most-often used barometer of student learning in science. Results from NAEP are used to compare student achievement across states and to judge states' student-proficiency levels. Because NAEP is so central to the conversation on state and national science achievement, we felt it was important to analyze the quality of its implicit standards—embodied in its assessment framework—to see how they compare with the quality of each state's standards.

For these reviews, we have enlisted the help of several veteran reviewers, all of them experts in their field. Lawrence Lerner joined us as lead author for this evaluation of state science standards. Dr. Lerner has played a role in all of our science reviews, dating back to 1998. This time he is joined by a team of experts: Ursula Goodenough, who evaluated life science; Richard Schwartz, who primarily reviewed chemistry and physical science; Martha Schwartz, who analyzed earth and space science; and John Lynch, who evaluated "science inquiry" standards.

In addition, Dr. Gross rejoined us to appraise the NAEP assessment framework for science.

Our experts employed new and improved content-specific criteria as well as the "common grading metric" that has been used for all of the reports in this cycle of Fordham standards reviews.[10] Application of those criteria and the common metric yields—for every state in every subject—a two-part score: a tally from zero to seven for "content and rigor," and a tally from zero to three for "clarity and specificity." These were combined such that each set of standards obtained a total number grade (up to ten), which was then converted to a letter grade (from A through F). (For more detail, see Appendix A: Methods, Criteria, and Grading Metric.)

What We Found

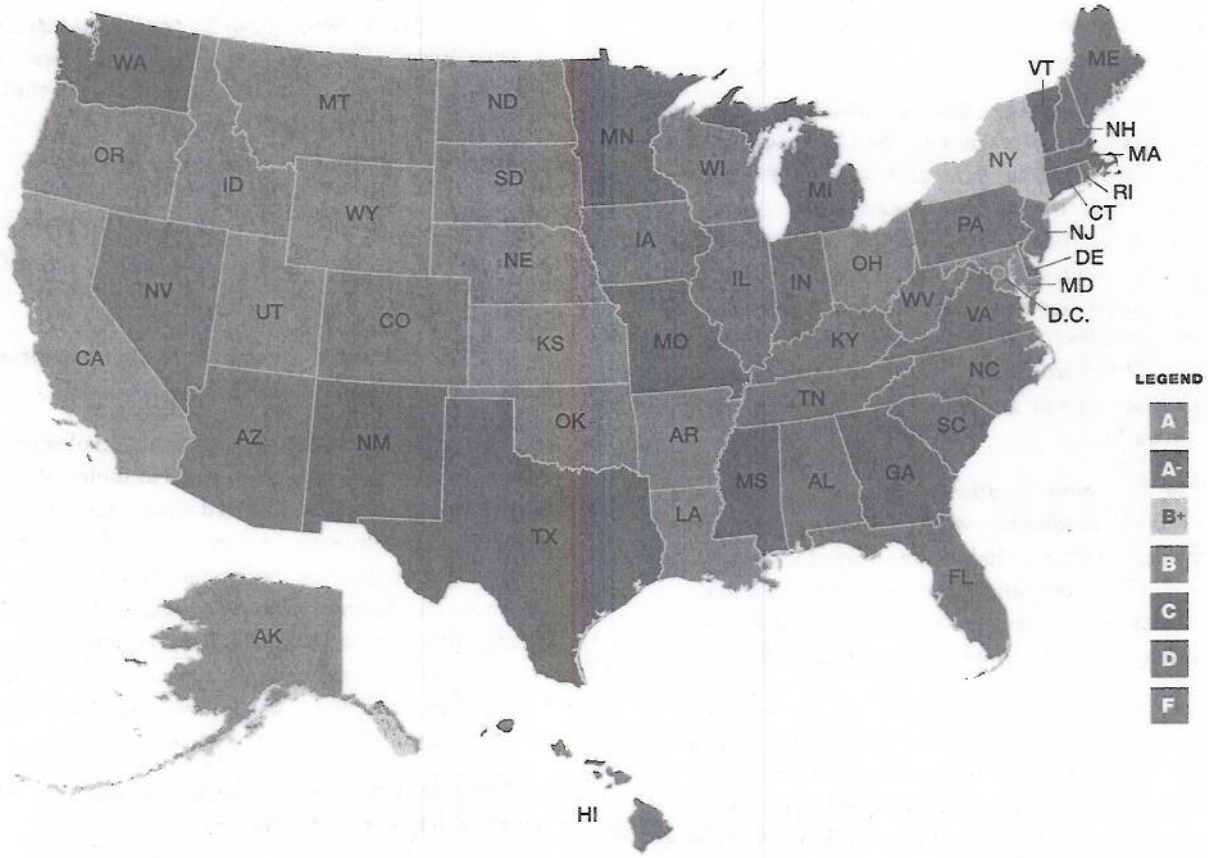
The results of this rigorous analysis paint a fresh—but still bleak—picture. A majority of the states' standards remain mediocre to awful. In fact, the average grade across *all* states is—once again—a thoroughly undistinguished C. (In fact, it's

[8] National Research Council, *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (Washington, D.C.: National Research Council, July 2011), http://www.nap.edu/catalog.php?record_id=13165.

[9] Paul R. Gross, *Review of the National Research Council's Framework for K-12 Science Education* (Washington, D.C.: Thomas B. Fordham Institute, October 2011), http://www.edexcellence.net/publications/review-of-the-nrc-framework-for-k12-science-education.html.

[10] To read our 2010 review of state ELA and math standards and the Common Core, see http://www.edexcellence.net/publications/the-state-of-state.html. For our 2011 analysis of state U.S. History standards, see http://www.edexcellence.net/publications/the-state-of-state-us.html.

State Science Standards Grades, 2012



a low C.) In twenty-seven jurisdictions, the science standards earn a D or below. Yet this very weakness in what states expect of their schools, teachers, and students in science suggests that a purposeful focus on improving—or replacing—today's standards could be a key part of a comprehensive effort to boost science performance.

Two jurisdictions—California and the District of Columbia—have standards strong enough to earn straight As from our reviewers. Four other states—Indiana, Massachusetts, South Carolina, and Virginia—earn A-minuses, as does the NAEP assessment framework. And seven states earn grades in the B range. But this also means that just thirteen jurisdictions—barely 25 percent, and fewer than in 2005—earn a B or better for setting appropriately clear, rigorous, and specific standards.

Of course, as Dr. Lerner noted in 1998:

> **When it comes to academic standards...even a "B" ought not be deemed satisfactory. In a properly organized education system, standards drive everything else. If they are only "pretty good," then "pretty good" is the best the system is apt to produce by way of student learning. No state should be satisfied with such a result. Hence, no state should be satisfied with less than world-class standards in a core academic subject such as science.**

States looking to improve their standards, however, need not start from scratch, or even wait for the NGSS. They can look to places like California and the District of Columbia, and also to the NAEP assessment framework, for models of excellence.

Let us repeat that even the finest of standards alone will never yield outstanding academic achievement. Several states with exemplary science standards still aren't serious about setting high proficiency bars on their assessments. Others don't hold students (or their teachers) properly accountable for learning (or successfully imparting) important content. And still others haven't provided (or directed teachers to) the curricular and instructional resources that teachers need to drive achievement. But,

Table 1. 2005 and 2012 Grades in Alphabetical Order

Jurisdiction	2005 Grade	2012 Grade
Alabama	F	D
Alaska	F	F
Arizona	B	D
Arkansas	D	B
California	A	A
Colorado	B	D
Connecticut	C	C
Delaware	C	C
District of Columbia	C	A
Florida	F	D
Georgia	B	C
Hawaii	F	D
Idaho	F	F
Illinois	B	D
Indiana	A	A-
Iowa	N/A	D
Kansas	F	B
Kentucky	D	D
Louisiana	B	B
Maine	D	D
Maryland	B	B
Massachusetts	A	A-
Michigan	D	C
Minnesota	B	C
Mississippi	F	C
Missouri	C	C
Montana	F	F
Nebraska	F	F
Nevada	D	D
New Hampshire	F	D
New Jersey	B	D
New Mexico	A	C
New York	A	B+
North Carolina	B	D
North Dakota	D	F
Ohio	B	B
Oklahoma	F	F
Oregon	F	F
Pennsylvania	C	D
Rhode Island	C	D
South Carolina	A	A-
South Dakota	D	F
Tennessee	B	D
Texas	F	C
Utah	C	B
Vermont	C	C
Virginia	A	A-
Washington	C	C
West Virginia	B	D
Wisconsin	F	F
Wyoming	F	F

while standards alone won't drive achievement, they are an important place to start.

Changes since 2005

Of the forty-four jurisdictions that have revised or replaced their science standards since our 2005 analysis, eleven have shown some improvement, and some of that improvement has been dramatic (see Table 1). Kansas, for example, moved from an F to a B and Arkansas moved from a D to a B. The District of Columbia rose from a mediocre C in our last analysis to a best-in-class A this time.

By contrast, sixteen states managed to make their standards *worse* since 2005. In fact, five of them—Colorado, New Jersey, North Carolina, Tennessee, and West Virginia—dropped from Bs to Ds.

On balance, the combination of improvements and worsenings had little impact on our national average. In both 2005 and 2012, the average grade for state science standards was a minimal C.[11]

[11] Note, however, that our criteria have changed since 2005. Therefore, changes in a state's grade could be due to changes in the quality of the standards, changes in our criteria, or both. For more information on our grading metric, see Appendix A.

anti-evolution bills were introduced in six state legislatures. (Thankfully, none made it into law.) And two similar bills were pre-filed in New Hampshire for the 2012 legislative session,[15] as well as one in Indiana.[16]

Of course, most anti-evolution efforts are aimed more directly at the standards themselves. And these tactics are far more subtle than they once were. Missouri, for example, has asterisked all "controversial" evolution content in the standards and relegated it to a voluntary curriculum that will not be assessed. (Sadly, this marks a step back from that state's coverage of evolution in 2005.) Tennessee includes evolution only in an elective high school course (not the basic high school biology course). And Maryland includes evolution content in its standards but explicitly excludes crucial points from its state assessment.

Other states have undermined the teaching of evolution by singling it out as somehow not quite as "scientific" as other concepts of similar breadth. A common technique—used to a greater or lesser extent by Colorado, Missouri, Montana, and West Virginia—is to direct students to study its "strengths and weaknesses."

Far too often, important evolution content is included, but minimally. Some states mention evolution just once in their standards and never revisit it. Others—including Indiana, Iowa, Kansas, Kentucky, Michigan, and Nebraska—unnecessarily delay it until high school.

Even some of the nation's best standards subtly undermine the teaching of evolution. In California, for example, students are told to "understand science, not necessarily [to] accept everything taught." In New York, students learn that "according to many scientists, biological evolution occurs through natural selection." (This is not according to "many" but, in fact, *all* true scientists.)

Finally, conspicuously missing from the vast majority of states' standards is mention of *human* evolution—implying that elements of biological evolution don't pertain to human life. This marks a subtle but important victory for creationists: Even states with thorough and appropriate coverage of evolution (e.g., Massachusetts, Utah, and Washington) shy away from linking the controversial term with ourselves. Only four states—Florida, New Hampshire, Iowa, and Rhode Island—openly embrace human evolution in their current science standards. (Pennsylvania, which referenced human evolution in its previous standards, has omitted it from the more recent version.)

Problem 2: A Propensity to be Vague

Educators should not be confronted with standards that are so vague as to be meaningless—and yet, based on our current analysis, that is precisely what many states have imposed on their teachers. In fact, only seven states had standards clear enough to earn them full-credit scores of three out of three points for clarity and specificity. Twenty-nine earned a one or zero out of three.

A middle school teacher in New Hampshire, for example, will come face to face with the following: "Identify energy as a property of many substances." Pennsylvania offers the equally baffling "Explain the chemistry of metabolism." Such empty statements can do little to inform curriculum development or instruction, and give no guidance to assessment developers.

Similarly, New Jersey students are asked to:

> **Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences. (grade 4)**
>
> **Use outcomes of investigations to build and refine questions, models, and explanations. (grade 4)**

These expectations contain virtually no specific content; it's impossible to determine what students should actually know or be able to do. To our dismay, similarly vague and meaningless statements are common across far too many state standards.

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[15] House Bill 1148, introduced by Jerry Bergevin (R-District 17), would charge the state board of education to "[r]equire evolution to be taught in the public schools of this state as a theory, including the theorists' political and ideological viewpoints and their position on the concept of atheism." House Bill 1457, introduced by Gary Hopper (R-District 7) and John Burt (R-District 7), would charge the state board of education to "[r]equire science teachers to instruct pupils that proper scientific inquire [*sic*] results from not committing to any one theory or hypothesis, no matter how firmly it appears to be established, and that scientific and technological innovations based on new evidence can challenge accepted scientific theories or modes." Although HB 1457, as drafted, is silent about intelligent design, Hopper's initial request was to have a bill drafted that would require "instruction in intelligent design in the public schools." Both bills were referred to the House Education Committee; HB 1148 is scheduled for hearing on February 9, 2012, and HB 1457 is scheduled for hearing on February 14, 2012.

[16] Senate Bill 89, pre-filed in the Indiana Senate and referred to the Committee on Education and Career Development, would, if enacted, amend the Indiana Code to provide that "[t]he governing body of a school corporation may require the teaching of various theories concerning the origin of life, including creation science, within the school corporation." The sponsor of the bill is Dennis Kruse (R-District 14), who chairs the Senate Committee on Education and Career Development.

A few, however, have crafted clear and specific standards that could easily form the basis of a rigorous K-12 science curriculum. For instance, the California standards explain:

> **Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:**
>
> - ***Students know*** **how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.**
> - ***Students know*** **how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.**
> - ***Students know*** **electric currents produce magnetic fields and know how to build a simple electromagnet.**
> - ***Students know*** **the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.**
> - ***Students know*** **electrically charged objects attract or repel each other.**
> - ***Students know*** **that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.**
> - ***Students know*** **electrical energy can be converted to heat, light, and motion. (grade 4)**

This standard leaves no question as to what, precisely, students should know or be able to do.

Alas, such cogent and unambiguous writing is distressingly rare.

Problem 3: Poor Integration of Scientific Inquiry

For at least the past fifteen years—possibly even longer—science educators, curriculum developers, and standards writers have focused greater and greater attention on "inquiry-based learning." In practice, this means helping students learn scientific content through discovery, as opposed to through direct instruction of specific content. Indeed, the National Science Teachers Association (NSTA) recommends that all K-16 teachers "embrace scientific inquiry" and that they "make it the centerpiece of the science classroom."[17]

Of course, inquiry has an important role in science classrooms. Students should learn important process and methodology skills. They should be introduced to important concepts like theory and hypothesis early in their K-12 education, and they should learn about the history and evolution of science.

Unfortunately, in too many states, the inquiry standards are vague to the point of uselessness. In Idaho, for instance, students are merely asked to "make observations" or to "use cooperation and interaction skills." And Iowa schoolchildren are directed to:

> **Make appropriate personal/lifestyle/technology choices, evaluate, observe, discuss/debate, recognize interactions and interdependencies at all levels, explain, describe environmental effects of public policy, choose appropriate course(s) of action.**

Such statements are devoid of any teachable content and leave teachers with no guidance as to how they can incorporate genuine scientific inquiry skills into their instruction.

Furthermore, inquiry standards can only enhance student learning if they are meaningfully linked to content. Unfortunately, too many states treat inquiry as an afterthought or add-on. In Michigan, for example, a stand-alone inquiry standard asks first graders to "make careful and purposeful observations in order to raise questions, investigate, and make meaning of their findings." Such expectations—which are distressingly common—present lofty goals that are hollow when not integrated with content.

Another common problem with state inquiry standards is their failure to address the history of science properly. Far too often, the history of science is missing entirely. And of the states that do include it, too many include overly broad directives that lack any real substance. In Maryland, for instance, students are told only that science has been done by "different kinds of people, in different cultures, at different times," an inane statement that gives teachers no direction as to what important scientific history students should learn.

Problem 4: Where Did All the Numbers Go?

Mathematics is integral to science. Yet few states make the link between math and science clear—and many seem to go to great lengths to avoid mathematical formulae and equations altogether. The result is usually a clumsy mishmash of poor writing that could much more easily and clearly be expressed in numbers.

It makes sense, of course, to focus science education on qualitative matters in the earlier grades, since students have not yet acquired a broad mathematical background and there is still plenty of qualitative material they need to learn. For the fourth-grade student, it is fine to define

[17] National Science Teachers Association, "NSTA Position Statement: Scientific Inquiry," October 2004, http://www.nsta.org/about/positions/inquiry.aspx?print=true.

energy as "what makes things happen," as many states do in one way or another. But once students have learned some algebra—it doesn't need to be a lot—it is important to make things quantitative, as in this standard from the District of Columbia:

> **Recognize that when a net force, F, acts through a distance, Δx, on an object of mass, m, which is initially at rest, work, $W = F\Delta x$, is done on the object; the object acquires a velocity, v, and a kinetic energy, $K = \frac{1}{2} mv^2 = W = F\Delta x$. (high school physics)**

Only then can the student understand such vital principles as the law of conservation of energy, because that understanding depends on comparing two numbers and showing that they are the same.

Unfortunately, few states take the approach of progressing from qualitative to quantitative insights. Far more typical is this passage from Illinois:

> **Understand that energy, defined somewhat circularly, is 'the ability to change matter,' or 'the ability to do work.' Understand that energy is defined by the way it is measured or quantified. Understand the difference between potential and kinetic energy. (grade 11)**

Such a limited definition of energy cannot possibly prepare students for college-level work.

While physics is the most mathematical of the sciences, a genuine understanding of chemistry also depends on the ability to perform quantitative operations. Such vital concepts as equilibrium, ion concentration, and many others are entirely dependent upon that ability. Nor can one acquire a keen insight into the other high school sciences without some exposure to quantitative methods.

• • •

Every state has the resources to produce excellent K-12 science standards. It is our hope that a closer approach to this ideal appears in the not-too-distant future, as states independently pen much improved standards, adopt (or crib from) existing excellent ones, or embrace more or less nationwide models that have been prepared and scrutinized by recognized experts.

SCIENCE

Washington

GRADE	SCORES		TOTAL SCORE
C	Content and Rigor	3/7	6/10
	Clarity and Specificity	3/3	

REPORT CARD

Content & Rigor	**3.3**
Scientific Inquiry & Methodology	5
Physical Science	3
Physics	0
Chemistry	0
Earth & Space Science	5
Life Science	7
Clarity & Specificity	**2.9**

Average numerical evaluations

Overview

Washington's science standards are a study in extremes. In some areas—notably life science—the content is clearly presented, thorough, and free from errors. By contrast, other disciplines suffer from glaring omissions of important content. Taken together, Washington's standards earn an average grade, but this average masks wild variability in quality.

Organization of the Standards

The Washington science standards are divided first into four "Essential Academic Learning Responsibilities" (EALRs): systems, inquiry, application, and the domains of science. Only the last of these is devoted to science content, and it is divided into three domains: life science, physical science, and earth and space science.

Each EALR is then divided into a series of "big ideas." (There are nine big ideas in the domains of science EALR.) Then the state provides a core content summary that broadly describes what students should know and be able to do within each big idea.

Finally, the state provides content standards and performance expectations for each of five grade bands: K-1, 2-3, 4-5, 6-8, and 9-12. The content standards describe what students should know, and the performance expectation describes what they should be able to do. For instance, one content standard and related performance expectation for grades K-1 explains:

	Content Standard	**Performance Expectation**
	Students know that:	***Students are expected to:***
K-1 ES2A	**Some objects occur in nature; others have been designed and processed by people.**	**Sort objects into two groups: *natural* and *human-made*.**

Content and Rigor

The Washington standards hit glorious peaks—see life science in particular—and equally deep valleys.

Document(s) Reviewed

▶ *Washington State K-12 Science Learning Standards*. 2009. Accessed from: http://www.k12.wa.us/Science/Standards.aspx

High school physics and chemistry are essentially absent, but earth and space science offers some redemption.

Scientific Inquiry and Methodology

The Washington process standards cover most of the content that students need to learn, though they do so in a way that's neither particularly inspired nor particularly offensive. Fourth- and fifth-grade students, for example, are told that:

> **Scientists plan and conduct different kinds of *investigations*, depending on the *questions* they are trying to answer. Types of *investigations* include systematic *observations* and descriptions, *field studies*, *models*, and *open-ended explorations* as well as *controlled experiments*. (grades 4-5)**

Given a pre-selected research question, the related performance expectation asks students to:

> **...plan an appropriate *investigation*, which may include systematic *observations*, *field studies*, *models*, *open-ended explorations*, or *controlled experiments*.**
>
> **Work collaboratively with other students to carry out a *controlled experiment*, selecting appropriate *tools* and demonstrating safe and careful use of equipment. (grades 4-5)**

Like most of the inquiry standards, these are generally clear and grade-appropriate, and the content progresses well through the grades.

The standards do have a few flaws, however. As in many other states, some expectations descend into platitudes. For instance, the claim that people "in all cultures have made and continue to make contributions to society through science and technology" is overly broad—and is not entirely true. And the history of science receives no mention.

Physical Science/High School Physics/High School Chemistry

In general, the physical science standards are succinctly and correctly stated, in proper logical order. For instance, in the grade band covering second and third grades we find:

> ***Motion* can be *described* as a change in position over a period of time.**
>
> **There is always a *force* involved when something starts moving or changes its *speed* or direction of *motion*.**
>
> **A greater *force* can make an object move faster and farther.**
>
> **The relative strength of two *forces* can be *compared* by observing the difference in how they move a *common* object. (grades 2-3)**

Now that is good physics—and quite a lot of it—insightfully stated so that a second or third grader can understand it. Similarly challenging but reasonable expectations of students continue in higher grades.

Quantitative treatments of mechanics and other subfields of physics begin modestly in sixth through eighth grades, and in high school, mathematical statements are used wherever necessary.

The high school physical science material is excellent at a relatively low level, with first-rate information for planning a ninth-grade course. Unfortunately, there are no higher-level standards that could inform a rigorous high school physics course. And even for a physical science course, much essential material is missing. For instance, thermodynamics is slighted, as is optics.

Chemistry is covered only within the context of physical science, as there is no separate course devoted to high school chemistry. No doubt because it isn't treated separately, there are huge blind spots. For example, ionic and covalent bonds are mentioned—but no others. Nothing about molarity appears, nor any discussion of the prediction of chemical reactions between elements. The list of omissions goes on and on.

Earth and Space Science

Some subjects in this category are covered quite well, especially those related to space. For example, stars and galaxies, motion of planets, the Milky Way, and the solar system are all well covered. Standards addressing earth layers are equally strong, as demonstrated by the following standard:

> **The solid Earth is composed of a relatively thin crust, a dense metallic core, and a layer called the mantle between the crust and core that is very hot and partially melted. (grades 6-8)**

By contrast, other topics, many dealing with solid-earth processes, are incomplete or ignored. For example, there is scant mention of minerals (except when they are dissolved) and the mechanics of earthquakes and volcanoes. While plate tectonics gets some mention—especially in the elementary grades—the evidence supporting the theory is missing. There are also several gross errors or oversimplifications in the standards. Take, for example, the following performance expectation:

> ***Explain how*** **the age of landforms can be estimated by studying the number and thickness of rock layers, as well as *fossils* found within rock layers. (grades 6-8)**

For starters, the standard should ask students to explain the age of rocks, not of landforms. Furthermore, the phrase "the number and thickness of rock layers" is so oversimplified, it's simply wrong.

Similarly, the following standard oversimplifies the process of weathering:

> ***Weathering*** **is the breaking down of rock into pebbles and sand caused by physical processes such as heating, cooling, and pressure, and chemical processes such as acid rain. (grades 4-5)**

In fact, it's not the heating and cooling of rocks that is the major cause of physical weathering but rather the presence of *water* during such temperature shifts, an important distinction worth mentioning. And the products of weathering consist of more than just pebbles and sand; they also include clay and dissolved minerals.

There are some brighter spots. Fossils are thoroughly covered, and much time is spent explaining stars, galaxies, and planets and their motion. The notion of deep time is squarely addressed. Washington even produces some "wow" moments; its version of the ubiquitous "constructive and destructive forces" idea is more useful than most, as it specifically addresses uplift, weathering, and erosion without falling into the vague:

> ***Explain how*** **a given landform (e.g., mountain) has been shaped by processes that build up structures (e.g., uplift) and by processes that break down and carry away material (e.g., *weathering* and *erosion*). (grades 6-8)**

And the following general statement about plate tectonics is unique in mentioning the approximate rate of the motion:

> **The *crust* is composed of huge *crustal plates* on the scale of continents and oceans which move centimeters per year, pushed by *convection* in the upper *mantle*, causing earthquakes, volcanoes, and mountains. (grades 6-8)**

Representative of Washington's standards, this statement is rigorous but stumbles in that it opts for the general term "crust" instead of the correct "lithosphere."

Life Science

By far the strongest of the Washington standards are those for life science, which are thorough, well-explained, and grade-appropriate. For instance, Kindergartners and first-grade students are asked to:

> ***Compare*** **how different animals use the same body parts for different purposes (e.g., humans use their tongues to taste, while snakes use their tongues to smell). (grades K-1)**

And the physiology coverage through eighth grade is equally strong. (One important flaw is the complete lack of physiology coverage in high school.)

Evolution is covered well, too. The big idea devoted to biological evolution emerges in Kindergarten and first grade and continues from there, with a clear progression of content and rigor through the successive grades. In addition, there is significant coverage of fossils by fourth and fifth grades.

The standards also make the importance of evolution clear, specifically stating:

> **The scientific *theory* of *evolution* underlies the study of biology and explains both the *diversity* of life on Earth and similarities of all *organisms* at the chemical, cellular, and molecular level. *Evolution* is supported by multiple forms of scientific *evidence*. ...*Evidence* for *evolution* includes similarities among anatomical and cell structures, and *patterns* of development make it possible to *infer* degree of relatedness among *organisms*. (grades 6-8)**

The strong coverage of evolution continues in high school, as evidenced by the following:

> **Both the fossil record and analyses of DNA have made it possible to better understand the causes of variability and to determine how the many species alive today are related. Evolution is the major framework that explains the amazing diversity of life on our planet and guides the work of the life sciences. (grades 9-12)**

In addition, common ancestry, deep time, and other essential concepts are addressed well.

Without the total failure of physics and the near-total failure of chemistry, the Washington standards would fare reasonably well in content and rigor. Unfortunately, these major stumbles overwhelm the standards' glimmers of excellence and drag the state's score down to a three out of seven for content and rigor. (See Appendix A: Methods, Criteria, and Grading Metric.)

Clarity and Specificity

At their best, the Washington standards contain statements that express critical content in crystal-clear prose. For

instance, in the physical science material for grades six through eight we have:

> **Substances have *characteristic intrinsic properties* such as *density*, *solubility*, *boiling point*, and *melting point*, all of which are independent of the amount of the sample.**
>
> ***Students are expected to:***
>
> **Use *characteristic intrinsic properties* such as *density*, *boiling point*, and *melting point* to identify an unknown substance. (grades 6-8)**

Much of the rest of the document is similarly lucid and specific. But it is not perfect. As happens frequently in many states, an excellent set of standards is kneecapped by a truly dumb glossary. Consider some of the worst offenders in the Washington document:

> **Apply: The skill of selecting and using information in new situations or problems.**

As in "A good student acquires many applies"?

> **Chemical properties: Any of a material's properties, such as color, pH, or ability to react with other chemicals, that becomes evident during a chemical reaction.**

Of course, color is emphatically not a chemical property. And, as for pH, this implies that the chemical properties of HCl depend on its concentration, which is not true.

Sadly, these are the rule in the glossary, not the exception.

Omitting the silly glossary, however, the presentation and organization of the standards are generally top-notch. As such, they earn a solid three out of three for clarity and specificity. (See Appendix A: Methods, Criteria, and Grading Metric.)

Attachment B

SCIENCE EDUCATION
AT THE NATIONAL RESEARCH COUNCIL
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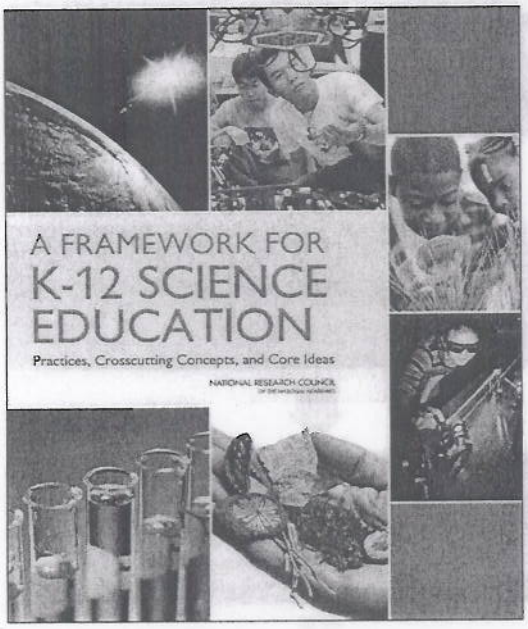
REPORT BRIEF • JULY 2011 • BOARD ON SCIENCE EDUCATION

A Framework for K-12 Science Education:
Practices, Crosscutting Concepts, and Core Ideas



WHY IS A K-12 SCIENCE FRAMEWORK NEEDED?

Science, engineering, and technology permeate every aspect of modern life. Some knowledge of science and engineering is required to understand and participate in many major public policy issues of today, as well as to make informed everyday decisions, such as selecting among alternate medical treatments or determining whether to buy an energy-efficient furnace.

By the end of the 12th grade, students should have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, to be critical consumers of scientific information related to their everyday lives, and to be able to continue to learn about science throughout their lives. They should recognize that our current scientific understanding of the world is the result of hundreds of years of creative human endeavor. And these are goals for *all* of the nation's students, not just those who pursue higher education or careers in science, engineering, or technology.

Today, science education in the United States is not guided by a common vision of what students finishing high school should know and be able to do in science. Too often, standards are long lists of detailed and disconnected facts, reinforcing the criticism that our schools' science curricula tend to be "a mile wide and an inch deep." Not only does this approach alienate young people, it also leaves them with fragments of knowledge and little sense of the inherent logic and consistency of science and of its universality. Moreover, the current fragmented approach neglects the need for students to engage in doing science and engineering, which is a key part of understanding science.

The time is ripe for a new framework for K-12 science education not only because of weaknesses in the current approaches, but also because new knowledge in both the sciences and the teaching and learning of science has accumulated in the past 15 years. In addition, the movement by most of the states to adopt common standards in mathematics and in language arts has prompted the call for comparable standards in science to guide state reforms.

THE NATIONAL ACADEMIES
Advisers to the Nation on Science, Engineering, and Medicine

National Academy of Sciences • National Academy of Engineering • Institute of Medicine • National Research Council

The National Research Council (NRC) of the National Academy of Sciences was asked to develop a framework that would provide unifying guidance for the nation's schools to improve all students' understanding of science. The expert committee that developed the framework used research-based evidence on how students learn, input from a wide array of scientific experts and educators, and past national reform efforts, as well as its members' individual expertise and collective judgment.

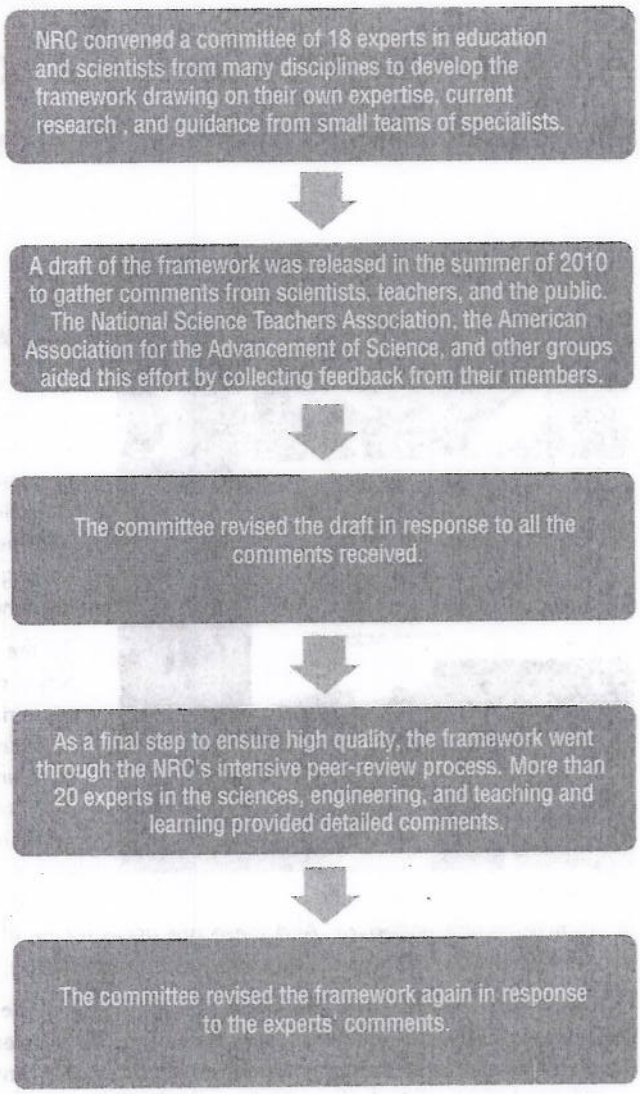
HOW WILL THE FRAMEWORK BE USED?

The framework is designed to be the basis for the next generation of science standards. Using the practices, crosscutting concepts, and core ideas that the framework lays out, a group of states, coordinated by Achieve, Inc. (a nonprofit education organization), will develop standards for what students should learn at different grade levels.

The framework is also designed to be useful to others who work in science education, including:

- curriculum developers and assessment designers;
- educators who train teachers and create professional development materials for them;
- state and district science supervisors, who make key decisions about curriculum, instruction, and professional development; and
- science educators who work in informal settings, such as museum exhibit designers or writers and producers of documentary films.

HOW THE FRAMEWORK WAS DEVELOPED



WHAT IS IN THE FRAMEWORK?

The framework consists of a limited number of elements in three dimensions: (1) scientific and engineering practices, (2) crosscutting concepts, and (3) disciplinary core ideas in science. It describes how they should be developed across grades K-12, and it is designed so that students continually build on and revise their knowledge and abilities throughout their school years. To support learning, all three dimensions need to be integrated into standards, curricula, instruction, and assessment.

DIMENSION 1:
SCIENTIFIC AND ENGINEERING PRACTICES

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

This dimension focuses on important practices used by scientists and engineers, such as modeling, developing explanations or solutions, and engaging in argumentation. For example, all of the disciplines of science share a commitment to data and evidence as the foundation for developing claims about the world. As they carry out investigations and revise or extend their explanations, scientists examine, review, and evaluate their own knowledge and ideas and critique those of others through a process of argumentation. These practices have too often been underemphasized in K-12 science education.

Engaging in the full range of scientific practices helps students understand how scientific knowledge develops and gives them an appreciation of the wide range of approaches that are used to investigate, model, and explain the world. Similarly, engaging in the practices of engineering helps students understand the work of engineers and the links between engineering and science.

The full report describes these eight practices, articulating the major competencies that students should have by the end of 12th grade and outlining how student competence might progress across the grades.

DIMENSION 2:
CROSSCUTTING CONCEPTS THAT HAVE COMMON APPLICATION ACROSS FIELDS

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change

The seven crosscutting concepts are key across science and engineering. They provide students with ways to connect knowledge from the various disciplines into a coherent and scientific view of the world. For example, the concept of "cause and effect: mechanism and explanation" includes the key understandings that events have causes, sometimes simple, sometimes multifaceted; that a major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated; and that such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

Students' understanding of these crosscutting concepts should be reinforced by their repeated use in instruction across the disciplinary core ideas (see Dimension 3). For example, the concept of "cause and effect" could be discussed in the context of plant growth in a biology class and in the context of investigating the motion of objects in a physics class. Throughout their science and engineering education, students should be taught the crosscutting concepts in ways that illustrate their applicability across all the core ideas.

DIMENSION 3: CORE IDEAS IN FOUR DISCIPLINARY AREAS

Physical Sciences

PS 1: Matter and its interactions

PS 2: Motion and stability: Forces and interactions

PS 3: Energy

PS 4: Waves and their applications in technologies for information transfer

Life Sciences

LS 1: From molecules to organisms: Structures and processes

LS 2: Ecosystems: Interactions, energy, and dynamics

LS 3: Heredity: Inheritance and variation of traits

LS 4: Biological Evolution: Unity and diversity

Earth and Space Sciences

ESS 1: Earth's place in the universe

ESS 2: Earth's systems

ESS 3: Earth and human activity

Engineering, Technology, and the Applications of Science

ETS 1: Engineering design

ETS 2: Links among engineering, technology, science, and society

The framework includes core ideas for the physical sciences, life sciences, and earth and space sciences because these are the disciplines typically included in science education in K-12 schools. Engineering and technology are featured alongside these disciplines for two critical reasons: to reflect the importance of understanding the human-built world and to recognize the value of better integrating the teaching and learning of science, engineering, and technology.

The focus on a limited number of core ideas in science and engineering is designed to allow sufficient time for teachers and students to explore each idea in depth and thus with understanding.

The full report provides detailed descriptions of each core idea, as well as descriptions of what aspects of each idea should be learned by the end of grades 2, 5, 8 and 12. Establishing limits for what is to be learned about each core idea for each grade band clarifies the most important ideas that students should learn.

HOW CAN THE VISION OF THE FRAMEWORK BE REALIZED?

Students will make the greatest strides in learning science and engineering when all components of the system—from professional development for teachers to curricula and assessments to time allocated for these subjects during the school day—are aligned with the vision of the framework. Aligning the existing K-12 system with that vision will involve overcoming many challenges, including teachers' familiarity with new instructional practices and the time allocated to science. The full report identifies such challenges to help educators and policymakers begin to consider how to meet them. It also offers recommendations to guide standards developers and lays out a research agenda to inform updates of the framework and standards in the future.

COMMITTEE ON A CONCEPTUAL FRAMEWORK FOR NEW SCIENCE EDUCATION STANDARDS

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For More Information . . .

This brief was prepared by the Board on Science Education www.nationalacademies.org/bose. Copies of the report, *A Framework for K-12 Science Standards: Practices, Crosscutting Concepts, and Core Ideas*, are available from the National Academies Press at (888) 624-8373 or (202) 334-3313 (in the Washington, DC metropolitan area) or via the National Academies Press webpage at www.nap.edu. The study was funded by the Carnegie Corporation. Any opinions, findings, conclusions, or recommendations expressed in the publication are those of the authors and do not necessarily reflect those of the Carnegie Corporation.

Related Titles

Successful K-12 STEM Education (2011)
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NEXT GENERATION SCIENCE STANDARDS

Frequently Asked Questions

Purpose of Next Generation Science Standards

Why new science standards? Why now?

Science—and therefore science education—is central to the lives of all Americans, preparing them to be informed citizens in a democracy and knowledgeable consumers. It is also the case that if the nation is to compete and lead in the global economy and if American students are to be able to pursue expanding employment opportunities in science-related fields, all students must all have a solid K–12 science education that prepares them for college and careers. States have previously used the National Science Education Standards from the National Research Council (NRC) and Benchmarks for Science Literacy from the American Association for the Advancement of Science (AAAS) to guide the development of their current state science standards. While these two documents have proven to be both durable and of high quality, they are around 15 years old. Needless to say, major advances have since taken place in the world of science and in our

understanding of how students learn science effectively. The time is right to take a fresh look and develop Next Generation Science Standards.

Contents and Research Background of the Standards

How will critical thinking and communications skills, which are fundamental to student success in today's global economy, be addressed in the Next Generation Science Standards?
It is important to understand that the scientific practices defined by the NRC include the critical thinking and communication skills that students need for postsecondary success and citizenship in a world fueled by innovations in science and technology. These science practices encompass the habits and skills that scientists and engineers use day in and day out. In the Next Generation Science Standards these practices will be wedded to content. In other words, content and practice will be intertwined in the standards, just as they are in the NRC Framework and in today's workplace.

How will the standards take into account current research in cognitive science?
Research on how students learn science effectively has been a long-term interest of the National Research Council, which published How People Learn, How Students Learn, and most recently, Taking Science to School. Findings in cognitive science permeate the Framework for K–12 Science Education and will be central to developing the Next Generation Science Standards.

Will the standards be internationally benchmarked?
Yes. Achieve undertook a study of 10 countries' standards to determine their overall emphases in the expectations they have for all students (grade spans 1–6 and 7–10), as well as emphases in Biology, Chemistry, Physics and Earth/Space courses in upper secondary. The comparison countries were generally those whose students performed well on the Programme for International Student Assessment (PISA) or the Trends in International Math and Science Study (TIMSS): Ontario Canada, Chinese Taipei, England, Finland, Hong Kong, Hungary, Ireland, Japan, Singapore and South Korea. Achieve's study consisted of two parts: a quantitative analysis of the knowledge and performances included in each country's standards; and a qualitative in-depth review of five of the ten countries that offered the most guidance for constructing useful and meaningful standards.

The quantitative analysis enabled Achieve to detect patterns of emphases in major categories of knowledge and performances. Major findings for grade span 1-10 were as follows: Seven of 10 countries require general science for all students through grade 10, prior to students taking discipline-specific courses; Physical science (chemistry and physics taken together) receives the most attention; Biology receives somewhat less attention, and Earth/space science much less; Crosscutting content, such as the nature of science and engineering, and the interactions of science, technology and society, and environmental sustainability also receives significant attention. Achieve's qualitative analysis revealed exemplary features that we hope to incorporate in the Next Generation Science Standards, such as: the use of an overarching conceptual framework; multiple examples to clarify the level of rigor expected and connect concepts with applications; concrete links between standards and assessments; and development of inquiry and design processes in parallel to facilitate students engaging in both science and engineering practices. (Additional information regarding the study can be found at www.Achieve.org.)

What are core ideas in science?

The NRC defines disciplinary core ideas as those that focus K–12 science curriculum, instruction and assessments on the most important aspects of science disciplinary content knowledge. In order to identify the relevant core ideas for K–12 level science, the NRC Framework Committee developed and applied a set of criteria. To be considered "core", the ideas should meet at least two of the following criteria and ideally all four: Have broad importance across multiple sciences or engineering disciplines or be a key organizing principle of a single discipline; Provide a key tool for understanding or investigating more complex ideas and solving problems; Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge; Be teachable and learnable over multiple grades at increasing levels of depth and sophistication. Design teams working in four domains – life sciences, physical sciences, earth and space sciences, and engineering and technology – supported the work of the committee on core ideas, examining related research and key documents. These included recent research on teaching and learning science, much of which has been summarized in previous reports from the NRC—How People Learn, Taking Science to School, Learning Science in Informal Environments, Systems for State Science Assessment and America's Lab Report. The Committee and design team members also reviewed the NAEP 2009 Science Framework, the College Board Science Standards for College Success, NSTA's Science Anchors initiative, and such seminal documents as the National Science Education Standards developed by the NRC and the Benchmarks for Science Literacy developed by AAAS.

What are scientific practices?

Scientific practices are the behaviors that scientists engage in as they investigate and build models and theories about the natural world. The NRC uses the term practices instead of a term like "skills" to emphasize that engaging in scientific inquiry requires coordination of both knowledge and skills simultaneously. Use of the term practices helps avoid the interpretation of skill as rote mastery of an activity or procedure. Part of the NRC's intent is to better explain and extend what is meant by "inquiry" in science and the range of cognitive, social, and physical practices that it requires.

Like previous editions of science standards from the NRC and AAAS, science practices will also include practices of engineering, which are the behaviors that engineers engage in as they apply science and mathematics to design solutions to problems. Although engineering design is similar to scientific inquiry there are significant differences. For example, scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design. Strengthening the engineering aspects of the Next Generation Science Standards will clarify for students the relevance of science, technology, engineering and mathematics (the four STEM fields) to everyday life. And engaging in these practices help students become successful analytical thinkers, prepared for college and careers.

What are crosscutting concepts?

The NRC Framework describes crosscutting concepts as those that bridge disciplinary boundaries, having explanatory value throughout much of science and engineering. Crosscutting concepts help provide students with an organizational framework for connecting knowledge from the various disciplines into a coherent and scientifically based view of the world. These are as follows: Patterns; Cause and effect: Mechanism and explanation; Scale, proportion and quantity; Systems and system models; Energy and matter: Flows, cycles, and

conservation; Structure and function; Stability and change. The Framework also emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.

Standards Development Process

How is the development of the Next Generation Science Standards different than the development of the Common Core State Standards?

The Next Generation Science Standards (NGSS) is following a different developmental pathway than did the Common Core State Standards (CCSS) in English language arts and mathematics. The process for the science standards development takes into account the importance of having the scientific and educational research communities identify core ideas in science, articulate them across grade bands, and provide on-going advice throughout the process. That is why the NRC took the first step by constructing a Framework for K–12 Science Education—to ensure scientific validity and accuracy. A committee of 18 experts in science, engineering, cognitive science, teaching and learning, curriculum, assessment and education policy, was responsible for writing the Framework. The Framework describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It also presents and explains the interrelationships among practices, cross-disciplinary concepts and disciplinary core ideas. The NRC released a draft for public comment during the summer of 2010 and the final report in July of 2011.

Achieve will facilitate the next step: a state-led process where state policy leaders, higher education, K–12 teachers, the science and business community and others will develop science standards that are grounded in the Framework. This second step recognizes the importance of state and educator leadership in the development of the actual standards. Moreover, all stakeholders can expect that there will be multiple opportunities for public feedback, review and discussion just as there were in the CCSS process.

Is the federal government involved in the development of the Next Generation Science Standards?

No. The federal government is not involved in this effort. It is state-led, and states will decide whether or not to adopt the standards. The work undertaken by both the NRC and Achieve is being supported by the Carnegie Corporation of New York. No federal funds have or will be used to develop the standards.

Who will be involved in the development of the Next Generation Science Standards?

The development of the Standards will be a state-led effort. In addition to states, the NRC, the National Science Teachers Association (NSTA), AAAS, and other critical partners such as the Council of Chief State School Officers (CCSSO), the Council of State Science Supervisors (CSSS), and the National Governors Association (NGA) will be active in the development and review of the new standards and will provide significant strategic support to states. Writing and review teams will consist of K–12 teachers, state science and policy staff, higher education faculty, scientists, engineers, cognitive scientists, and business leaders.

Will there be an opportunity for the general public to submit feedback on the standards during the development process?
Yes. The Next Generation Science Standards will have two public web-based feedback periods prior to the finalization of the standards. In addition, state leaders, teachers, scientific and educator organizations, higher education faculty, scientists and business community members will review drafts at specific intervals.

What is the timeline for completing the Next Generation Science Standards?
The current timeline is designed to complete the standards by fall 2012.

Will there be an alignment of the Next Generation Science Standards to the National Research Council's Framework for K–12 Science Education?
During development, a feedback loop between Achieve and the National Academies will ensure fidelity of the standards to the Framework.

Next Steps for the Standards and Framework

Will the new standards be the Common Core State Standards for Science?
In the end, the decision to adopt the standards will lie in the hands of the states themselves. The goal is to create robust K–12 science standards that all states can use to guide teaching and learning in science for the next decade. Thus, the National Academies, Achieve, NSTA, and AAAS are working collaboratively with states and other stakeholders to help ensure the standards will be of high quality—internationally benchmarked, rigorous, research-based and aligned with expectations for college and careers.

How will states use these standards documents?
To reap the benefits of the science standards, states should adopt them in whole, without alteration. States can use the NGSS, as they are using the CCSS in English language arts and mathematics, to align curriculum, instruction, assessment, and professional preparation and development.

How will states use the NRC Framework?
The NRC Framework articulates a vision for science learning and teaching. States can start implementing changes to their systems for professional development and pre-service teacher training based on a deep understanding of this vision. They can also begin to think about ways to align curriculum, instruction and assessment with this vision. Once the Next Generation Science Standards are developed, the process of alignment can begin in earnest.

Will there be science assessments aligned to the NGSS?
States will decide whether to create common assessments aligned to the Next Generation Science Standards.

NEXT GENERATION SCIENCE STANDARDS

Developing Next Generation Science Standards

Overview

Through a collaborative, state-led process, new K–12 science standards are being developed that will be rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The *Next Generation Science Standards* will be based on the *Framework for K–12 Science Education* developed by the National Research Council. The NGSS should be completed in late 2012.

Background

There is no doubt that science—and, therefore, science education—is central to the lives of all Americans. Never before has our world been so complex and science knowledge so critical to making sense of it all. Whether it is comprehending current events, choosing and using technology or making informed decisions about one's healthcare, science understanding is key. Science is also at the heart of the United States' ability to continue to innovate, lead and create the jobs of the future. All students—from technicians in a hospital to workers in a high tech manufacturing facility to Ph.D. researchers—must have a solid K–12 science education.

It has been 15 years since science standards have been comprehensively reviewed. The National Research Council's *National Science Education Standards* and the American Association for the Advancement of Science's *Benchmarks for Science Literacy*, while critical to the field for the past 15 years, do not reflect the changes we have experienced in society or science, such as the availability of the internet, access to cell phones, and even the changes within science such as the emergence of biotechnology and changes of how we see our own solar system (for example, Pluto). Needless to say, a lot has happened in the world of science and our knowledge of science learning in 15 years. In addition, there has been a significant amount of research into how students learn science. The time is right to take a fresh look at science standards.

Step One: Getting the Science Right

The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve have embarked on a two-step process to develop the *Next Generation Science Standards*. The National Research Council (NRC), the functional staff arm of the National Academy of Sciences, began the process by developing the *Framework for K–12 Science Education*, which was published in July 2011. The *Framework* is a critical first step because it is grounded in the most current research on science and science learning and will identify the science all K–12 students should know. To undertake this effort, the NRC convened a committee of 18 individuals who are nationally and internationally known in their respective fields. The committee included practicing scientists, including two Nobel laureates, cognitive scientists, science education researchers, and science education standards and policy experts. In addition, the NRC used four design teams to develop the framework. These four design teams, in physical science, life science, earth/space science, and engineering, developed the framework for their respective disciplinary area. The NRC released a public

draft in July of 2010 and considered all feedback prior to releasing the final Framework.

Step Two: States Developing Next Generation Science Standards

In a process managed by Achieve, states will lead the development of rigorous and internationally-benchmarked science standards that will be faithful to the *Framework*. These *Next Generation Science Standards*, will be developed through collaboration between states and other stakeholders in science, science education, higher education, business and industry. Additional review and guidance will be provided by advisory boards composed of nationally-recognized leaders in science, science education as well as business and industry. As part of the development process, the standards will undergo multiple reviews from many stakeholders including two public drafts, allowing all who have a stake in science education an opportunity to inform the proposed content and organization of the standards. This process will produce a set of excellent, K–12 *Next Generation Science Standards* ready for state adoption. Whether individual states decide to adopt them and whether they become consistent between the states will ultimately be up to the states themselves.

Process for Developing Next Generation Science Standards

Next Generation Science Standards development work will begin with *State teams,* which will provide confidential and continuous feedback throughout the development process. States are strongly encouraged to involve representation of the K–12 education, education policy, scientific, post-secondary education, and informal science communities. All states were invited to apply to be one of the Lead Partner States, which will take a leadership role in the NGSS process from the beginning. The Lead Partner States will guide the writing team and will also work together to develop plans for adoption, implementation and transition that can be considered by other states.

The *writing team*, composed of 40 members from 26 states, represents states, K–12 and postsecondary education, and the scientific, engineering, and business communities. The members will have expertise in cognitive, life, earth, and physical sciences and engineering. The writing team is charged with creating draft standards true to the NRC *Framework* and will do so in a process that takes into account feedback from states and stakeholders.

In addition to the state teams and writers there will be a *critical stakeholder team* of hundreds of members, representing K–12 educators, administrators, higher education faculty, scientists, engineers, business leaders, policymakers, and key organizations. This team will provide confidential feedback at critical points in the development process. In addition to these established teams and feedback loops, there will be opportunities for *public review*. The standards will be released for public comment twice during the development process before the final document is released.

Timeline

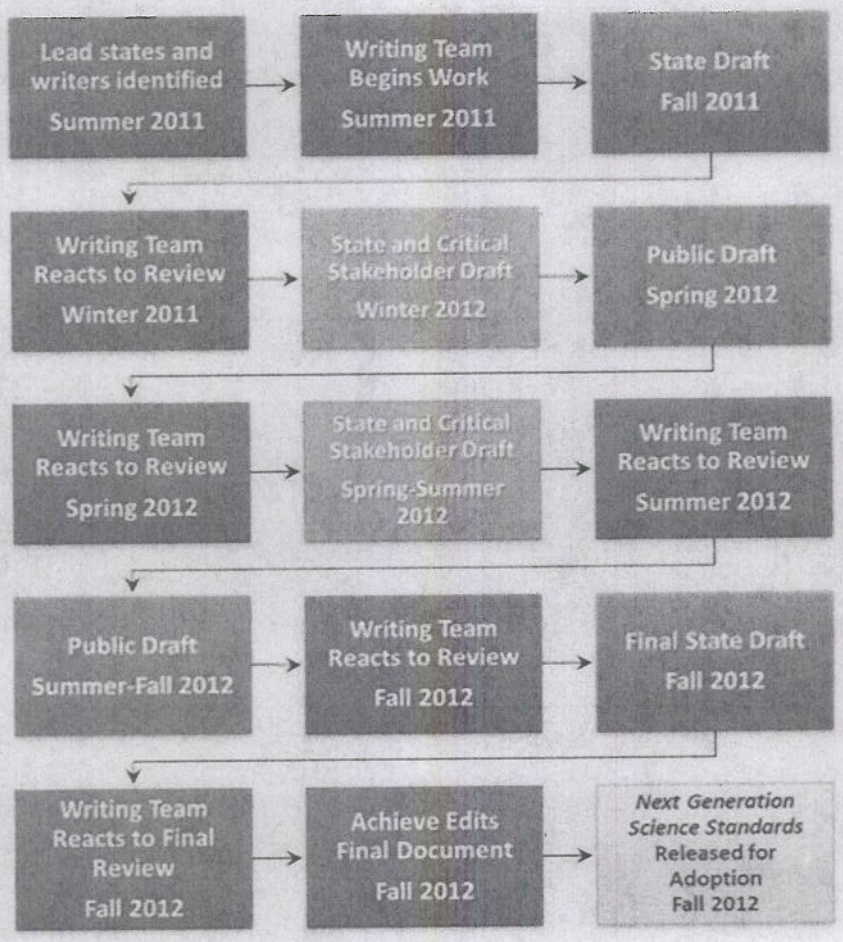
The release of the *Next Generation Science Standards* is expected in Fall 2012, with public drafts available in winter 2011/12 and summer of 2012.

The development of the *Framework for K–12 Science Education* and the *Next Generation Science Standards* is supported by the Carnegie Foundation.

NEXT GENERATION SCIENCE STANDARDS

Timeline

Throughout the development process, the *Next Generation Science Standards* (NGSS) will go through several rounds of review with multiple stakeholder groups. Each group will receive draft standards at least twice throughout the development process. Below is the general process and timeline for the development of the NGSS.



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Title:	**ESEA Flexibility and Future Work of the Joint Select Committee on Education Accountability**	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap. ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	This memo is intended to lay out a timeline for updates to the current Achievement Index and accountability system, as well as to highlight key issues: stakeholder input, student growth data, aligning AMOs and an updated Index, ELL data, and alignment with the Joint Select Committee on Education Accountability.	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	This memo provides an overview of the ESEA Flexibility Request, Joint Select Committee on Education Accountability, a timeline, and key issues for Board Member consideration.	

The Washington State Board of Education

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ESEA Flexibility and Future Work of the Joint Select Committee on Education Accountability

Background

ESEA Flexibility Request

On February 27, 2012, OSPI submitted an ESEA Flexibility Request[1] to the US Department of Education (ED). This request was developed in partnership with SBE. This request was aligned with the expectations of RCW 28A.657.110, which directed OSPI and SBE to seek approval from ED to use the Achievement Index to replace the federal accountability system known as No Child Left Behind.

ED established four required principles for states to meet:

1. *Principle 1—College- and Career-Ready Expectations for All Students*
   For Washington. Principle 1 is met primarily through adoption of the Common Core State Standards (CCSS) in English language arts and mathematics and the state plan to implement CCSS. Additionally, Washington State's role as a lead state with the SMARTER Balanced Assessment Consortium (SBAC) satisfies the requirement to administer high-quality assessments to all students by 2014–15.

2. *Principle 2—State-Developed Differentiated Recognition, Accountability, and Support.*
   The major work for Washington is contained in this principle. ED guidelines require four components of an accountability system: establishing annual measureable objectives (AMOs); recognizing and rewarding schools for high achievement and closing educational opportunity gaps; identifying and developing improvement plans for Priority Schools, and identifying and developing improvement plans for Focus Schools with low performance and/or large achievement gaps among low income students, students with disabilities, English language learners, and other student subgroups. As laid out in E2SSB 6696, the accountability system suggested by OSPI and SBE uses the current Achievement Index as the basis for developing the system.

3. *Principle 3—Supporting Effective Instruction and Leadership.*
   This principle is met through the teacher/principal evaluation components of E2SSB 6696, now being implemented through the work of the Teacher Principal Evaluation Project (TPEP) and the new bill, which just passed the Legislature, Engrossed Substitute Senate Bill 5895.

4. *Principle 4—Reducing Duplication and Unnecessary Burden.*
   This principle is met by efforts to align data collection and thus reduce reporting burdens by districts, a goal which is also reflected in recent state legislation.

Appendix A is an overview of the Flexibility Request.

[1] The full Flexibility Request is available on the OSPI website, along with supporting information: http://www.k12.wa.us/ESEA/PublicNotice.aspx.

Joint Select Committee on Education Accountability

Engrossed Second Substitute Senate Bill 6696 found that:

> 'a unified and equitable system of education accountability must include expectations and benchmarks for improvement, along with support for schools and districts to make the necessary changes that will lead to success for all students. Such a system must also clearly address the consequences for persistent lack of improvement. Establishing a process for school districts to prepare and implement a required action plan is one such consequence. However, to be truly accountable to students, parents, the community, and taxpayers, the Legislature must also consider what should happen if a required action district continues not to make improvement after an extended period of time. Without an answer to this significant question, the state's system of education accountability is incomplete.'

To answer this question, the Legislature created the Joint Select Committee on Education Accountability, made up of four members from each of the largest caucuses of the Senate and the House of Representatives. The committee shall:

- Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a RAD.
- Identify appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level.
- Examine models and experiences in other states.
- Identify the circumstances under which significant state action may be required.
- Analyze the financial, legal, and practical considerations that would accompany significant state action.

The Committee may convene after May 1, 2012. It is required to produce two reports; an interim report by September 1, 2012 for the education committees of the Legislature, and a final report with recommendations by September 1, 2013.

Timeline

The Joint Select Committee was created in legislation before there was any contemplation of an opportunity for flexibility from ESEA. The timeline displayed here is included in the Flexibility Request and incorporates simultaneous SBE/OSPI work and Joint Select Committee work. It will require SBE and OSPI to take bold action to engage stakeholders (including the Joint Select Committee) to update the Achievement Index.

	Spring/ Summer 2012	Sept-Dec 2012	Jan-Aug 2013	Sept-Dec 2013	Jan-March 2014
SBE and OSPI	May-Sept 2012 SBE, OSPI engage stakeholders to develop updated Achievement Index	OSPI and SBE pilot updated Achievement Index to determine Reward, Priority, and Focus schools	OSPI and SBE monitor and adjust updated Index as needed	OSPI fully implements updated Achievement Index to determine Reward, Priority, and Focus Schools	Legislative approval and/or implementation of State Accountability System (incorporating Joint Select Committee Recommendations)
Joint Select Committee	May 2012: Joint Select Committee convenes Sept 2012: Joint Select Committee Interim Report Due			Sept 2013: Joint Select Committee Final Report Due	

Policy Consideration

There are several issues for SBE and OSPI to consider when updating the current Washington Achievement Index and accountability system.

1. Student growth data:
   A significant development is the availability of student growth data at the school level beginning in August 2012. Exactly how student growth is factored into the accountability system will need to be determined.

2. AMOs and the Index – how do they connect:
   The ED Flexibility requires the state to set new Annual Measureable Objectives, disaggregated by subgroup in at least reading and math. The current proposal is to include writing and science as well. Therefore, each school will have targets set – by subgroup – for four content areas. There will also be an updated Achievement Index that will identify Reward, Focus, and Priority schools. The degree to which these two elements – the AMOs and the Index – are interrelated will need to be determined.

3. English Language Learner data:
   Board members and stakeholders have clearly expressed a desire to highlight ELL data in an updated Achievement Index. How will that data be included in the Index? How will schools be held accountable for that data?

4. Stakeholder input:
   What is the best way to ensure broad stakeholder input on the development of an updated Achievement Index?

5. Alignment with the Joint Select Committee:
   What is the most effective way to engage the Joint Select Committee on Education Accountability to align efforts for a unified outcome? SBE has an opportunity to engage multiple stakeholders, each with similar but distinct roles and potentially divergent recommendations on a short timeline. To this end, staff has drafted a letter to the Joint Select Committee on Education Accountability to propose a collaborative effort.

A committee of SBE members will take the lead on accountability work with support from SBE staff. Those members include: Kris Mayer, Bernal Baca, Amy Bragdon, Sheila Fox, and Bob Hughes. Committee members will become familiar with the ESEA Flexibility request, be knowledgeable of ED feedback and revisions to the request, be familiar with developments of the Joint Select Committee on Education Accountability and potentially participate in Joint Select Committee meetings, and contribute to Board member discussions during SBE meetings.

Expected Action

Members will discuss updates to the Achievement Index and the timeline. Members will consider sending a letter to the Joint Select Committee on Education Accountability to convey the progress made thus far on accountability and the SBE's interest in partnering with the Committee on further work.

Appendix A

ESEA FLEXIBILITY REQUEST SUMMARY

1. What is the ESEA flexibility opportunity?

Last September, the U.S. Department of Education (ED) announced guidelines for state educational agencies (OSPI in Washington State) to apply for flexibility that would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system.

2. Why did ED choose this time to offer states flexibility opportunities?

NCLB refers to the 2002 iteration of the Elementary and Secondary Education Act (ESEA) that was first passed by Congress in the mid-1960s and has been periodically reauthorized since then. NCLB was supposed to be reauthorized in 2007, but Congress has not been able to agree on a reauthorization package—meaning the existing law stayed in effect. ED and Education Secretary Arne Duncan offered the flexibility partly because of frustration with Congress over the delay, and partly because of the almost universal frustration among educators and many educational advocates regarding NCLB and its unwieldy and often unenforceable adequate yearly progress (AYP) regulations and sanctions.

3. What are the benefits of being granted this flexibility?

States receiving this flexibility are relieved of AYP rules, including consequences for Title I schools and districts that do not meet the elementary, middle, and secondary proficiency levels in state testing for math and reading. This means that the roughly two-thirds of schools in Washington that did not make AYP in 2011 would **not** have to (a) send School Choice letters or (b) set aside 20% of their Title I allocation for Supplementary Educational Service (SES) providers and for supporting students who leave the district under Public School Choice. This flexibility will give other relief from certain rules, but most districts will benefit most from Public School Choice and SES flexibility.

4. If this flexibility is granted, when will relief from these regulations go into effect?

Relief begins immediately after the flexibility is granted.

5. Did Washington apply for an *ESEA Flexibility Request?*

Yes. On February 27, with Superintendent Dorn's concurrence, Washington submitted an ESEA Flexibility Request.

6. Why did Superintendent Dorn decide to apply in February? Were there other submission deadlines available to the state?

ED set November 11, 2011 and February 21, 2012 (later changed to February 28) as submission deadlines, and hinted that a September 2012 date likely would be announced later this year. Superintendent Dorn chose the February date to assure that, if flexibility is granted, the school choice and 20% set aside relief will go into effect for 2012–13. Waiting until September to submit the request would likely have the effect of delaying relief until 2013–14.

7. What must the State do to qualify for this flexibility?

ED has established four principles that must be met.

Principle 1—College- and Career-Ready Expectations for All Students
Principle 2—State-Developed Differentiated Recognition, Accountability, and Support
Principle 3—Supporting Effective Instruction and Leadership
Principle 4—Reducing Duplication and Unnecessary Burden

For Washington, Principle 1—College- and Career-Ready Expectations for All Students—is met primarily through our adoption of the Common Core State Standards (CCSS) in English language arts and mathematics and the state plan to implement CCSS. Additionally, Washington State's role as a lead state with SMARTER Balanced Assessment Consortium (SBAC) satisfies the requirement to administer high-quality assessments to all students by 2014–15. The major "lift" for Washington is contained in Principle 2—State-Developed Differentiated Recognition, Accountability, and Support—

which essentially is the construction of a new state accountability system. Principle 3—Supporting Effective Instruction and Leadership—is met through the teacher/principal evaluation components of E2SSB 6696, passed by the Legislature in 2010 and now implemented through the work of the Teacher Principal Evaluation Project (TPEP). Principle 4—Reducing Duplication and Unnecessary Burden—is an ongoing task in all states.

8. With respect to Principle 2, what are OSPI and the State Board of Education (SBE) suggesting for a new Washington accountability system?

ED guidelines require four components of an accountability system: establishing annual measureable objectives (AMOs); recognizing and rewarding schools for high achievement and closing educational opportunity gaps; identifying and developing improvement plans for Priority Schools with low achievement levels in reading and math; and identifying and developing improvement plans for Focus Schools with low performance and/or large achievement gaps among low income students, students with disabilities, English language learners, or other student subgroups. An expanded version of Washington's proposal for Principle 2 is provided below. Note that per E2SSB 6696, the accountability system suggested by OSPI and SBE uses the current SBE Achievement Index as the basis for developing the system.

9. Why would states submit an ESEA Flexibility Request if ESEA is reauthorized later this year or early next year? Wouldn't the reauthorization rules trump the flexibility guidelines?

First, there is not an expectation that reauthorization will take place anytime soon. The Republican-controlled House of Representatives and the Democratic-controlled Senate have difficulty seeing eye-to-eye on the reauthorization, and the prospects of them agreeing on a complex and politically sensitive education reform bill in an election year are not good. (NOTE: The current NCLB law runs over 1,100 pages.) And, following the presidential election in November, many think that reauthorization will not be a first-look priority in 2013. Second, reauthorization rules would affect flexibility requests, but many educational policy observers in Washington, D.C. predict that a reauthorized ESEA would allow states the authority to develop their own accountability systems in a process similar to satisfy Principle 2. Therefore, the work in developing a new state accountability system as part of this request would eliminate the need to do that work later.

10. Is stakeholder input a necessary part of the *ESEA Flexibility Request*?

Yes. ED rules specifically call for stakeholder input, especially teachers and their representatives, school and district administrators, plus diverse groups such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English learners, business organizations, Indian tribes, and Title I Committee of Practitioners. Efforts have, or will be made to engage all of those groups and other educational stakeholders. In addition, OSPI, working with the SBE, produced a draft of the Washington State *ESEA Flexibility Request* for stakeholder feedback and comment. That draft was posted on the OSPI website on January 18; stakeholders were asked to provide input by February 3. Superintendent Dorn reviewed survey input from those who analyzed the draft prior to making his submission decision. NOTE: Over 75% of survey respondents recommended that Superintendent Dorn submit the request to ED.

11. When will we hear if the *ESEA Flexibility Request* is approved?

We hope to know by May 15. However, the process ED has set to review state applications is iterative. A peer review team will analyze the application, ask clarifying questions, and perhaps ask that sections be enhanced or modified. Eventually, representatives of ED, in consultation with the peer reviewers, will determine acceptability. We expect the entire process to be completed in eight to twelve weeks.

12. Where can more information about the *ESEA Flexibility Request* be found?

The Washington State *ESEA Flexibility Request* can be found at www.k12.wa.us/ESEA/PublicNotice.aspx.

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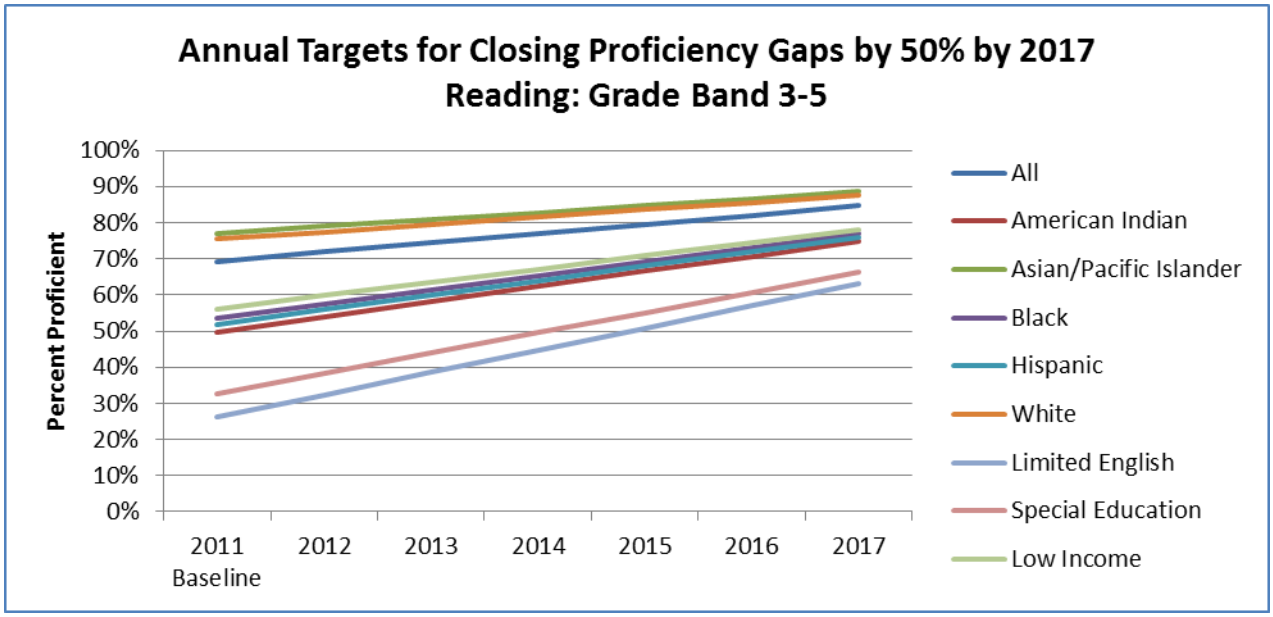
PRINCIPLE 2: PROPOSED STATE ACCOUNTABILITY SYSTEM

Annual Measurable Objectives (AMOs) or Targets

ED offered three choices: (1) move the current 2014 deadline for 100% proficiency in reading and math to 2020; (2) set annual equal increments toward the goal of reducing by half the percent of students who are not proficient in all AYP

subcategories by fall 2017 (within six years); or (3) establish another AMO that is educationally sound and results in ambitious and achievable AMOs. Each option will apply to the state and each district and its schools.

We are proposing option 2, which can best be described by viewing the chart below for a "typical" school.



Reward Schools

Building on the current SBE Washington Achievement Awards (which include performance in writing and science as well as reading and math), identify the:

- Highest Performing Schools: Schools with high performance and high graduation rates without significant achievement gaps among subgroups; schools have met AYP for 3 consecutive years (2009, 2010, and 2011) in all students group and subgroups.
- High-Progress Schools: Schools making the most progress in improving performance in the all students group or in increasing graduation rates, without significant achievement gaps among subgroups.

Priority Schools

The State will annually identify Priority Schools; the total number must be at least equal to 5% of the total number of Title I schools in 2010–11. Washington State has 913 Title I participating schools, so the state must identify at least 46 schools as Priority Schools (5% of 913). A Priority School must be at least one of the following:

- Among the lowest 5% of Title I schools in the state based on both achievement and lack of progress of the all students group over 3 years.
- A Title I-participating or Title I-eligible high school with a graduation rate less than 60% over 3 years.
- A currently-served Tier I or Tier II SIG school.

Districts with Priority Schools must ensure the school implements meaningful interventions aligned with turnaround principles.* SIG Priority Schools will use SIG funds to continue their turnaround process. Districts with Non-SIG Priority Schools will be required to set aside up to 20% of district Title I, Part A funds to support the school's improvement efforts.

Focus Schools

The State must annually identify a number equal to at least 10% of the total number of Title I schools in the state as Focus Schools; in Washington, this equates to at least 92 schools (10% of 913) each year. Focus Schools are Title I schools with the lowest subgroup achievement and/or biggest gaps among subgroups. Title I high schools with subgroups with graduation rates less than 60% may also be identified as Focus Schools.

Districts with Focus Schools ensure the school implements meaningful interventions aligned with the unique needs of the school and its students.* Districts with Focus Schools will be required to set aside up to 20% of district Title I, Part A funds to support the school's improvement efforts.

* "Turnaround Principles" refers to a list of principles provided by ED that must be addressed in the formulation of a school improvement plan: performance of the principal and teaching staff, operational flexibility, embedded professional development, increased learning time, ensuring a research-based instructional program, data-based decision making, ensuring a safe environment, and ongoing mechanisms for family and community engagement.

Title:	**Basic Education Program Requirements Requests for Option Two Waivers**
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap. ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education ☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	At its Special Board Meeting on February 23, SBE reviewed a presentation on Option Two waivers and discussed a framework for consideration of waiver requests. Staff presented a recommended three-point framework for members' consideration. Based on discussion by members, that framework has been revised as follows: 1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data, and that can be substantiated by external data to the extent available? 2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes? 3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including: a) Impact on children who rely on free-and-reduced price nutrition services. b) Impact on the ability to recruit and retain employees in support positions. c) Impact on children whose parents work during the missed school day. d) Other concerns raised by the community at the required public hearing. Board members will choose up to two of the three Option Two waiver applications for approval, as authorized by law.
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Three districts have applied for Option Two waivers and their applications are analyzed in light of the three-point framework for approval. Two applications are recommended for approval.

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BASIC EDUCATION PROGRAM REQUIREMENTS
REQUESTS FOR OPTION TWO WAIVERS

BACKGROUND

Under legislation enacted in 2009 (SHB 1292, Chapter 543, Laws of 2009), the State Board of Education has authority to grant waivers from the basic education minimum 180-day school year to a limited number of school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency. SBE has termed these Option Two waivers to distinguish them from the other types of waivers of the 180-day school year authorized in law (See BEA Waivers, January 2012 Board Meeting).

SBE may grant a total of five school districts Option Two waivers for up to three years. Two of the recipient districts must have enrollments of less than 150, with three of the five districts who must have enrollments of 151 to 500.

The statute, RCW 28A.305.141, specifies elements that must be included in a waiver application. These include, for example:

1. A proposed calendar for the school day and school year that shows how the 1,000 instructional hour requirement will be maintained.
2. An estimate of the economies and efficiencies to be gained from compressing the instructional hours to less than 180 days.
3. An explanation of how those savings will be redirected to support student learning.

The application must also explain anticipated impacts of the district's proposed calendar on free and reduced-price lunch services, recruiting and retaining employees in support positions, and children whose parents work during the missed school time. SBE may request other information to assure that the proposed calendar will not adversely affect student learning.

The statute directs SBE to adopt criteria to evaluate requests for these waivers.

Currently two school districts are utilizing Option Two waivers, both with enrollments under 150. SBE has received three applications for the application period that ended January 25, 2012, all from districts with enrollments of less than 150. Those districts are Bickleton, Mill A, and Paterson. Under the statute only two of those three applications may be approved. The Bickleton and Paterson applications are requests for renewal.

At its Special Board Meeting on February 23, SBE reviewed a presentation on Option Two waivers and discussed a framework for consideration of waiver requests. Staff presented a recommended three-point framework for members' consideration. Based on discussion by members, that framework has been revised as follows:

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data, and that can be substantiated by external data to the extent available?
2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?
3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:
    a) Impact on children who rely on free-and-reduced price nutrition services.
    b) Impact on the ability to recruit and retain employees in support positions.
    c) Impact on children whose parents work during the missed school day.
    d) Other concerns raised by the community at the required public hearing.

POLICY CONSIDERATIONS

Members may consider these and other questions as it evaluates the Option Two waiver applications before them:

- Does the recommended framework for consideration of Option Two waivers, as revised for the February meeting, faithfully reflect the language and intent of SHB 1292 (C 543 L 09)?
- How much relative weight should be placed on each part of the recommended framework?
- In its findings and intents and in operational provisions of SHB 1292, the Legislature cited two purposes of the legislation: (1) to realize efficiencies in the operation of school districts, and (2) to provide benefits to student learning. How should these dual purposes be weighted and balanced in consideration of waiver requests?
- Given the strict limitation on the number of Option Two waivers the SBE may grant, should requests for renewal of existing waivers be given precedence over applications for new waivers, so as to maintain programs supported by the associated savings and give the Board a longer experience with which to examine waiver results? Or does selecting new districts for waiver approval both assure more equitable treatment of eligible districts and give the Board wider experience with which to examine waiver results?

SUMMARY AND ANALYSIS OF WAIVER APPLICATIONS

In the following sections we summarize and provide some analysis of each of the Option Two waiver applications the SBE has received, utilizing the recommended three-point framework for evaluation. Members are encouraged to review district applications for greater detail.

Bickleton

(for full application, see Appendix A)

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar, that are quantified and supported by data, and that can be substantiated by external data to the extent available?

Bickleton provides a comparison of estimated savings before implementation of its existing waiver with the actual savings obtained in the 2010-11 school year. This is to serve as an indication of the savings it would achieve were the new waiver to be approved. “Bickleton Schools will continue to use the same economies and efficiencies we have utilized over the past two years of the pilot program to maintain programs.” The largest portions of the savings realized in 2010-11 are in pupil transportation (53 percent) and in salaries and benefits for classified staff (30 percent). (See tables, pages 3 and 7 of the application.) The district provides attachments showing savings achieved in utility costs from decreased usage.

In a follow-up communication, Bickleton states that the savings in the 2010-11 year will be basically the same as the savings this year and in the following years, because the main drivers – bus routes, wages and hours – stay the same. Transportation savings may increase because of rising fuel prices. Bickleton has a new school building, housing grades K-12. This will make it difficult to measure savings from the waiver on facilities costs.

2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?

Bickleton states that it utilized the approximately $48,000 in savings achieved from its flexible calendar to continue certain programs. “Because we can no longer depend upon state and federal grants, our goal was to redirect our savings to maintain the fidelity of our all ready (sic) successful programs.” These include (1) K-8 reading program, (2) K-12 math intervention program, (3) K-12 science intervention program, (4) Three-fourths-time kindergarten Program, and (4) Meaningful staff development. There is not a direct linkage made between the savings achieved from the flexible calendar and the costs of these programs.

Bickleton implies but does not specifically state in its application that it will use a renewed waiver to maintain these same programs.

“The successful model that we have in place at Bickleton has allowed us to weather some of the current fiscal storm,” the district says. “The waiver has allowed us to not only maintain the fidelity of our basic programs, but we also have been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students.”

Bickleton states that the uninterrupted four-day week has resulted in more teacher-student contact time and increased its ability to bring professional development programs to the staff.

3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:

a. Impact on children who rely on free-and-reduced price nutrition services;
b. Impact on the ability to recruit and retain employees in support positions;
c. Impact on children whose parents work during the missed school day;
d. Other concerns raised by the community at the required public hearing.

Bickleton School District does not provide school nutritional services.

Bickleton states that the ability to recruit and retain employees “has been the driver behind the waiver.” The district uses combination classrooms in which children in different grades receive

instruction in the same rooms. The modified calendar, it says, has enabled the district to retain classroom aides to help in the intervention portions of their reading, mathematics and science programs so that when teachers are focused on one grade, classroom aides can provide instruction for the other grades as needed.

The district says it has been able to partially make up for the loss of hours for classified employees from the shorter work week by offering longer hours in their extended day. (Note, however, that the district reports significant savings from the waiver in salaries and benefits for classifieds.) Classified employees also save on commuting costs because of the four-day week.

Bickleton says there has been no impact from the flexible calendar on students whose parents work during the school day. "We are a small, rural agricultural community. . . . Child care is not an issue here. . . . All of our population has somebody to look after their children."

Bickleton does not specifically indicate in its application that it has had a public hearing on its flexible calendar, or that it has had one on its request to renew the waiver. The application states that there have been many discussions with students, staff, parents and the school board over the past three years of the waiver, and that there has not been a negative comment. It states that the community has been supportive. It provides a list of comments by parents and others, all of them favorable.

In a follow-up communication the district shows that the school board included an agenda item titled "180 Day Waiver Status (Public Input)" under New Business at its regular meeting on February 21, 2012. There was no public testimony on this item. The meeting minutes state that Superintendent Palmer "asked the board for feedback about the 180-day waiver. The board was very positive about the program. The public and the staff have also given very positive impact …"

Mill A
(for full application, see Appendix B)

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar, that are quantified and supported by data, and that can be substantiated by external data to the extent available?

Mill A states that based on reports from other Washington school districts and throughout the U.S., and its own experience, it expects to achieve economies in pupil transportation, support staff, substitute teachers, and supplies, utilities and facility maintenance.

The district provides estimates, in certain percentages, of reduced expenditures for substitute teachers, food services, transportation, certain personnel services related to the number of school days, and supplies and utilities. It does not provide data supporting these estimates. The 20 percent savings estimated in expenditures for substitute teachers, food services, and transportation are each equivalent to the proposed 20 percent reduction in the number of days of school attendance each week.

In follow-up information provided to SBE, Mill A indicates projected 2012-13 savings of $58,606, 78 percent of which is in classified staff. Other savings are in food services ($3,715), utilities ($1,916), and transportation ($6,319).

Mill A adds that substantive policy changes the school board will be considering, as it begins work on a 2012-13 budget, may increase or decrease the potential savings from a flexible schedule.

2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?

Mill A does not state in specific terms how estimated savings from its proposed calendar will be redirected to student learning. "The less that we spend on indirect education such as the categories above," it says, "the more resources we will have to spend on direct student learning, including certified teachers and curriculum. . . To the extent that we are unable to reduce indirect education expenditures, we may be forced to reduce direct student learning expenditures."

Mill A states that it will use two Fridays per month, enabled by the proposed calendar, for professional development activities. These include discussing curriculum, defining and setting goals for students, and discussing student development as students move from classroom to classroom for instruction. Building staff meetings and other staff development will be scheduled outside the student instructional days to reduce the need for substitutes and disruption of student learning.

Mill A does not describe its professional development activities in detail. The district does not indicate what the expected outcomes of those activities are for student learning. The district states that two of the unscheduled Fridays in each month would be used for professional development activities, but does not describe how other unscheduled time may be used.

The district states that an extended school day will have several benefits for student learning, including more time to complete lessons such as reading blocks, mathematics blocks, and science blocks. The longer day will allow additional direct instruction time for reading and mathematics interventions. "Staff understand that there will be expectations of increased progress monitoring to ensure that the integrity of the educational program at Mill A School is not compromised."

3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:

- ***a. Impact on children who rely on free-and-reduced price nutrition services;***
- ***b. Impact on the ability to recruit and retain employees in support positions;***
- ***c. Impact on children whose parents word during the missed school day;***
- ***d. Other concerns raised by the community at the required public hearing.***

Mill A will address the impact on children served by free- and reduced-price meals by working with community organizations to advertise the availability of local nutrition programs, and by encouraging the expansion of community-based nutrition programs.

Mill A states that the proposed calendar will improve the district's ability to recruit and retain employees by reducing lengthy commuting times. The district will seek to offset the loss of hours by some classified employees by offering some staff the option to work on non-school days using federal funding for special programs.

Mill A states that the impact on students whose parents work during the missed school day will be minimal, because an analysis indicates that more than 60 percent of in-district students will have at least one parent home on non-school weekdays. The proposed school schedule may not increase the total number of childcare hours needed. The district will provide a list of local child care providers and assist parents in forming a child care coop if needed.

Mill A held a public hearing on its proposed flexible calendar on January 23. Mill A cites three principal concerns heard at the public hearing: effect on the district's after-school program, impact on student performance, and impact on working parents.

The district responds that (1) the after-school program will be maintained by extending it an additional 50 minutes; (2) the time set aside two Fridays per month for professional development activities devoted to curriculum and instruction will improve student performance and test scores, and (3) a district survey indicates that the flexible calendar will not affect a majority of parents, and the survey will assist parents in securing child care where needed. The district states that conversations will continue among the school board, administrators, staff, parents and the community on impacts as it implements the flexible calendar.

Paterson
(for full application, see Appendix C)

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar, that are quantified and supported by data, and that can be substantiated by external data to the extent available?

Paterson, which like Bickleton is requesting a renewal of its existing waiver, provides a comparison of estimated savings before implementation with the actual savings obtained in the 2010-11 school year. Sixty-four percent of actual savings in 2010-11 were in salaries and benefits for classified staff. Actual savings were 55 percent greater than estimated, with salaries and benefits for classified staff accounting for most of the difference. Actual savings for substitute teachers were much greater than estimated. The district experienced net costs rather than the savings estimated in pupil transportation. (See table on pages 3 and 9 of the application.)

Paterson's application does not provide explanation or documentation of savings from its existing waiver, or estimates of expected future savings were the waiver to be renewed.

In a follow-up communication, Paterson says that the increase in actual savings in 2010-11 over the amount anticipated is a direct result of restructuring teaching assignments and instruction delivery. It estimates there will be a reduction of about 35 hours per week in classified staff hours from use of the flexible calendar. Savings in classified staff savings and benefits are expected to be the same in 2011-12 and 2012-13 as in 2010-11. Savings in contracted substitutes are estimated at $3,000-4,000. The district anticipates increased savings in utilities, fuel and food as the cost of these items rise. "Overall," the superintendent states, "I am projecting that we will see between $32,000 and $38,000 in overall expected savings each year for both the current year and 2012-13," an estimate she says is purposely cautious.

2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?

Paterson states that with the loss of state and federal grants they have redirected savings obtained through their waiver to "maintain the integrity of Tier 1 and Tier 2 programs." Specifically, they report, these savings allowed them to continue the district's pre-school program, maintain a part-time reading specialist, and continue a 90-day kindergarten schedule. There is not a direct linkage made between the savings achieved from the flexible calendar and the costs of these programs.

The district states that its flexible calendar enables an additional 55 minutes of direct instruction to be provided during the school day for math, language arts, and reading interventions. More personalized education, it says, has had positive impacts for both fragile learners and high-level learners. Non-school days are used for staff development, teacher planning and, on selected Fridays (called "Adventure Fridays"), for enrichment programs outside the required 1,000 hours of direct instruction.

3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:

> ***a. Impact on children who rely on free-and-reduced price nutrition services;***
> ***b. Impact on the ability to recruit and retain employees in support positions;***
> ***c. Impact on children whose parents work during the missed school day;***
> ***d. Other concerns raised by the community at the required public hearing.***

Paterson states that the district has a long history of community support for school nutrition programs, and that children will continue to be provided with free breakfast and lunches. It does not explain how this will be done. The district will provide up to 15 "enhancing and enriching days" on non-scheduled Fridays, and will provide a free snack and lunch for students who attend on those days.

Paterson states that the modified flexible calendar enabled the district to retain support staff that would have been lost because of reductions in state funding. Some of the classified staff hours lost in moving from a five-day to a four-day school week can be partially made up, the district says, by working on non-scheduled Fridays using federal funds.

Paterson says that because it is a rural, agricultural community, many households have one or both parents home during most of the school year, and that Adventure Fridays are scheduled for the part of the year when parents are most likely to be working. The longer school day, it says, is not a great change for most students because many previously stayed at school until late in the day for after-school activities.

Paterson does not indicate in its application that it held a public hearing on its waiver proposal. It states that "The issue of the modified/flexible calendar has been brought before parents, staff and the school board at a variety of different meetings . . . on a regular basis." At these meetings, the district reports, different options for the length of the school day and year were reviewed, and that were was "unanimous consensus of all groups" in favor of the calendar chosen. The application lists comments made by staff and parents. No concerns are mentioned.

Supplemental materials subsequently provided to SBE show that the school board received a report on the district's modified flexible calendar at its regular meetings in October and November 2011 and that the superintendent discussed and received comment on the district's flexible school calendar at the October meeting of the Paterson PTO. The district also provided undated surveys of parents and staff which included questions on the modified calendar. It received mostly favorable responses to the questions asked.

STAFF RECOMMENDATIONS

Each of the three applications provided a satisfactory response to items 1 and 3 of the three-part framework. Item two, however, is where there the applications become more distinct. The districts are asked to provide a clear and compelling explanation of how estimated cost savings will be redirected to student learning to make a difference in academic outcomes. Bickleton lists the K-8 reading program, a K-12 math intervention program, a K-12 science intervention program, a ¾ time Kindergarten, and staff development. Paterson lists maintenance of the existing Tier 1 and Tier 2 program, the pre-school program, and a part time reading specialist position. In contrast, Mill A does not state in specific terms how estimated savings from its proposed calendar will be redirected to student learning but explains that if it is "unable to reduce indirect education expenditures, we may be forced to reduce direct student learning expenditures."

In reviewing the three applications in light of the three-part framework discussed above, and given that SBE can only approve two districts, staff recommend Bickleton and Paterson for SBE approval.

EXPECTED ACTION

Board members will choose up to two of the three Option Two waiver applications for approval, as authorized by law.

Appendix A: Bickleton School District

Application for Option 2 Waiver from 180-day Requirements for Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	Ric Palmer
Title	Superintendent
School District	Bickleton School District # 203
Phone	509-896-5473
Email	rpalmer@bickleton.wednet.edu
Mailing Address	P.O. Box 10 Bickleton, WA 99322

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	*93*	*2011-2012*
Estimate for the next student count (if available)	*100*	*2012-2013*

3. Are there currently any waivers in the district? If yes, please explain.

YES	On November 13, 2009, the State Board of Education approved a pilot program waiver of 17 days for the 2009-2010 school year, 30 days for the 2010-2011 school year, and 30 days for the 2011-2012 school year for the Bickleton School District.

4. Is the request for all schools in the district? If no, which schools or grades are included?

YES	Schools	Grades
	Bickleton School District	K-12

5. How many waiver days are being requested:

School Years	2012-13	2013-14	2014-15
Number of Days	30	30	30

6. Will the district still meet the requirement under RCW 28A.150.220 (school districts offer an annual average instructional hour offering of at least one thousand hours)?

Yes

7. Explain and estimate the economies and efficiencies expected to be gained from compressing the instructional hours into fewer days.

With the current trend of our depressed economic forecast, Bickleton Schools will continue to use the same economies and efficiencies we have utilized over the past two years of the pilot program to maintain programs. We will continue to see savings in transportation, utilities, wages and benefits.

8. Explain the effect that the waiver will have on the financial condition of the district.

Because we can no longer depend upon state and federal grants, our goal was to redirect money from our savings to maintain the fidelity of our very successful programs without bankrupting the fund balances of the district:

- Continuation of our K-8 reading program (Reading First Model)
- Continuation of our K-12 Math Intervention Program
- Continuation of our K-12 Science Intervention Program
- Maintaining our ¾ time Kindergarten Program
- Meaningful staff development

We have achieved these goals.

9. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 sy ACTUAL SAVINGS
Personnel (Classified):	$ 10,000	$ 10,501.12
Benefits (35%):	$ 3,500	$ 3,675.42
Substitutes:	$ 2,000	$ 4,000.00
Utilities:	$ 6,000	$ 4,464.21
Food:	$ N/A	$ N/A
Transportation (Fuel/Tires):	$ 20,000	$ 25,245
TOTAL SAVINGS:	$ 41,500.00	$ 47,885.75

10. Explain how monetary savings from the proposal will be redirected to support student learning.

The waiver has allowed us to maintain the fidelity of our all ready successful programs. Because we can no longer depend upon state and federal grants, our goal was to redirect money from our savings to maintain the fidelity of our very successful programs. We have been able to redirect almost $48,000.00 to maintain

11. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.

This has been one of the phenomenal aspects of the waiver. Student-teacher contact time is more due to the fidelity of the uninterrupted four day week. Staff has been able to actually sit down and

work on issues that are unique to our system and children (i.e. how is "so and so" doing in your classroom and how are we going to bring the struggling student along). We have been able to bring different professional development programs to the staff:

- *Success at the Core*
- *Smart Board Trainings*
- *ESD Technology*
- *Nurses training*
- *Autism*
- *State Standards*
- *District Goal Setting*
- *Teacher preparation*

12. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns will be addressed.

We have had many discussions with students, staff, parents and the board over the past three years of the waiver. In those three years, I have not heard one negative comment on the pilot program. It has been just the opposite. Our community is supportive, the board of directors are supportive and the staff and students believe in this model and want to know if we can continue with it.

General Comments:

- *"We are excited about the larger blocks of time for instruction, particularly in lab classes."*
- *"This schedule makes it easier to do projects in reading , math and science."*
- *"I feel that we will be better able to provide interventions to struggling students."*
- *"I was worried about getting through my material. I am actually getting through more with the uninterrupted schedule."*

Parent Comments:

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*
- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*
- *My children are doing better in their classes.*
- *As a parent, we have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.*

13. Explain the expected impact on students who rely upon free and reduced-price school child nutrition services.

N/A We have no nutrition program

14. Explain the expected impact on the ability of the child nutrition program to operate an economically independent program.

N/A We have no nutrition program

15. Explain the expected impact on the ability to recruit and retain employees in education support positions.

This has been the driver behind the waiver for Bickleton School. We have combination classrooms (i.e. 1-2, 3-4, 5-6, and 7-8). In order to keep our reading, math, and science programs in tact, we need classroom aides to help in the intervention process of the programs. Our success has been derived from the teachers being able to teach core subjects that are class specific. This means that when we teach reading to the 4th grade, the teacher focuses entirely on just the 4th grade and typically the aide would use this time to work interventions with the 3rd grade. It is highly successful. The modified/flexible calendar allowed us to retain the existing support staff.

- *The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by offering the staff longer hours in our extended day format (our bus drivers are also our classroom aides).*

- *Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 50 miles per day to work. By moving to a modified calendar, staff are able to save up to 20% of their out-of-pocket travel expenditures.*

16. Explain the expected impact on students whose parents work during the missed school day.

- *We are a small, rural, agricultural community that raises cattle and dry-land wheat. One of the unique things that Bickleton School students have is everyone has a mom and dad, grandparent, aunt or uncle, or a sibling that lives in the community. Child care is not an issue here.*

- *Many parents work a modified schedule during the winter months. (Monday thru Thursday)*

- *Parents plan their shopping trips and appointments for Fridays. Because of the long distance (up to 35 miles one way) for parents to travel for services, parents often plan routine appointments for their children on the same day that they do their banking and shopping (Friday)*

- *The modified calendar has resulted in lower student and staff absenteeism.*

- *The longer educational day (8:00-3:40 PM) has not impacted our students*
    - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:20 AM and would be in school until 3:20 PM*

17. Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- *PACING CALENDARS: Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of*

student learning (180 day) in a 150 day schedule.

- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
- *For example, our 54 minute periods became 60 minute instructional periods. (240 minutes per week)*

- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
  - *Many of the "other" activities (field trips, athletics, student professional development, etc.) have been shifted to Fridays.*

- *ABSENTEEISM for both staff and students has been greatly reduced.*
  - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments. (we have had more then 260 less absences during the pilot.*

- *INTERVENTION TIME: More Intervention time is available in the core curriculum areas every day.*
  - *Additional 10-20 minutes in math, language arts and science*

- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*

Calculus, Advanced Math, Foreign Language, and job shadows. We are currently working with the wind turbine companies to implement a school-to-work program.

18. Describe the assessments and observations the district will use to analyze student achievement over the course of the waiver.

The Bickleton School District will continue to use Dibels, Star Reading, Star Math, HSPE, EOC, and MSP State Assessments (formerly called WASL), WLPT(now called the WELPA), student and staff attendance records, end of unit tests, teacher created assessments to analyze student achievement over the course of the waiver.

19. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred). If the district is applying for a renewal, skip this question and answer Question 30 instead.

SKIPPED – See question #30.

20. Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

<u>Potential Academic Benefits:</u>

- *Longer blocks of time available to complete lessons such as science labs and vocational classes*
- *More opportunities to personalize education to meet the needs of our students.*
- *Lower absenteeism of students and teachers.*
- *Additional direct instruction time available for math, science and reading interventions. (This will positively impact our fragile learners, and in particular our ESL students.)*
- *More opportunities to continue our curriculum review and purchase of materials.*
- *A shorter commute for students. (Many of our children spent more than 1.0 hour per day on the school bus.)*
- *Ongoing meaningful professional development for staff.*

For Renewal Requests

21. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 sy ACTUAL SAVINGS
Personnel (Classified):	$ 10,000	$ 10,501.12
Benefits (34%):	$ 3,500	$ 3,675.42
Substitutes:	$ 2,000	$ 4,000.00
Utilities:	$ 6,000	$ 4,464.21
Food:	$ N/A	$ N/A
Transportation (Fuel/Tires):	$ 20,000	$ 25,245
TOTAL SAVINGS:	$ 41,500	$ 47,885.75

22. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

The successful model that we have in place at Bickleton has allowed us to weather some of the current fiscal storm. The waiver has allowed us to not only maintain the fidelity of our basic programs, but we have also been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students.

- *We modified our classified positions for the longer school day, but on a shortened schedule.*
- *Reduced benefits are a direct reflection of the reduced wages.(primarily bus drivers)*
- *Staff and student absenteeism has been reduced significantly and staff development on site has reduced the need for substitutes.*
- *Utility savings were not quite as high as initially projected but still significant. Without the modified calendar we would have seen a significant spike in this area due to increases in power and propane, etc.*
- *We are able to maintain our ¾ time Kindergarten (756 days).*
- *We were able to retain staff for intervention process.*

23. Explain how monetary savings from the proposal were redirected to support student learning.

The waiver has allowed us to maintain the fidelity of our all ready successful programs. Because we can no longer depend upon state and federal grants, our goal was to redirect money from our savings to maintain the fidelity of our very successful programs:

- Continuation of our K-8 reading program (Reading First Model)
- Continuation of our K-12 Math Intervention Program
- Continuation of our K-12 Science Intervention Program
- Maintaining our ¾ time Kindergarten Program
- Meaningful staff development

24. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).

- *Staff meetings and staff development are planned outside of the student instructional day*
  - *Reduced the need for substitutes*
  - *Reduced the disruption to the student learning process*

- *Teachers do individual planning outside of the regular student day*
  - *Provides additional time during the student instructional calendar for direct instruction*

- *Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays*
  - *This has allowed the District to maintain the integrity of the calendar year.*

25. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns were addressed.

We have had many discussions with students, staff, parents and the board over the past three years of the waiver. In those three years, I have not heard one negative comment on the pilot program. It has been just the opposite. Our community is supportive, the board of directors is supportive and the staff and students believe in this model and want to know if we can continue with it.

General Comments:

- *"We are excited about the larger blocks of time for instruction, particularly in lab classes."*
- *"This schedule makes it easier to do projects in reading , math and science."*
- *"I feel that we will be better able to provide interventions to struggling students."*
- *"I was worried about getting through my material. I am actually getting through more with the uninterrupted schedule."*

Parent Comments:

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*
- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*

- *My children are doing better in their classes.*
- *As a parent, we have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.*

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26. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.

N/A Bickleton School does not have a child nutrition service.

27. Describe the impact on the district's ability to recruit and retain employees.

This has been the driver behind the waiver for Bickleton School. We have combination classrooms (i.e. 1-2, 3-4, 5-6, and 7-8). In order to keep our reading, math, and science programs in tact, we need classroom aides to help in the intervention process of the programs. Our success has been derived from the teachers being able to teach core subjects that are class specific. This means that when we teach reading to the 4th grade, the teacher focuses entirely on just the 4th grade and typically the aide would use this time to work interventions with the 3rd grade. It is highly successful. The modified/flexible calendar allowed us to retain the existing support staff.

· *The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by offering the staff longer hours in our extended day format (our bus drivers are also our classroom aides).*

· *Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 50 miles per day to work. By moving to a modified calendar, staff are able to save up to 20% of their out-of-pocket travel expenditures.*

28. Describe the impact on students whose parents work during the missed school day.

- *There has been no impact on students. All of our population has somebody to look after their children.*

29. Describe how instruction was adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- *PACING CALENDARS: Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of student learning (180 day) in a 150 day schedule. We have found that teachers can get through more curriculum because they have all of their students on instructional days.*

- *INTEGRITY OF INSTRUCTION: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
  - *For example, we have been able to maintain*

- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
  - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to*

Adventure Fridays.

- *ABSENTEEISM for both staff and students has been greatly reduced.*
  - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments.*

- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
  - *Additional 10-20 minutes in math, language arts and science*
  - *Access to staff on off day via the Internet or in person*

- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*

Calculus, Advanced Math, Foreign Language, and job shadows. We are currently working with the wind turbine companies to implement a school-to-work program.

30. Provide a set of student achievement data for the previous waiver years (provide attachments, if preferred). Describe and explain student achievement trends.

MSP State Test Results – Spring 2011: Overall, the District's students continue to show academic growth in all areas. We have a 30 percent student ESL population and no Migrant Program. Students are immersed in our system, as the score show, they continually climb the longer they are in the system. One thing to keep in mind is because we are so small and rural; students who move into the District at a later time can skew the percentages very quickly. (Please see Attachments)

31. Describe the academic benefits that the district gained from the flexible calendar (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Academic Benefits:

- *Longer class periods to complete lessons such as science labs and vocational classes*

- *Overall quality of lessons and their delivery to students has improved.*

- *More opportunities to personalize instruction to meet the needs of our students*

- *Additional direct instruction time available for math and reading interventions.*

- *Lower absenteeism of teachers*
  - *Staff schedule more routine appointments on Fridays*
  - *Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher.*

- *Lower absenteeism of students*
  - *Parents schedule more routine appointments for their children on Fridays*

- *Fewer long commutes*

- *Many students ride a bus for up to 3.0 hours per day*
- *Many certificated staff drive over 80 miles per day*

- *Building staff meetings and staff development are planned outside of the student instructional day*
  - *Reduced the need for substitutes*
  - *Reduced the disruption to the student learning process*

- *Teachers do all individual and team planning outside of the regular student day*
  - *Provides additional time during the student instructional day for direct instruction*
  - *Allows collaboration between staff for individual student needs*

- *Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays*
  - *This has allowed the District to maintain the integrity of the calendar year.*

- *District has committed to a non-interrupted four day week*
  - *Most activities and athletics are scheduled on Friday and Saturdays*
  - *More student-teacher contact time in an un-interrupted four day week compared to an interrupted 5 day week*

Appendix B: Mill A School District

Application for Option 2 Waiver from 180-day Requirements for Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	Dale F. Palmer
Title	Superintendent
School District	Mill A School District #31
Phone	(509) 538-2522
Email	dpalmer@milla.k12.wa.us
Mailing Address	1142 Jessup Rd. Cook, WA 98605

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	60	2011
Estimate for the next student count (if available)	60	2011

3. Are there currently any waivers in the district? If yes, please explain.

No	If yes, explain:

4. Is the request for all schools in the district? If no, which schools or grades are included?

Yes If no:	Schools	Grades

5. How many waiver days are being requested:

School Years	2012-13	2013-14	2014-15
Number of Days	35	35	35

6. Will the district still meet the requirement under RCW 28A.150.220 (school districts offer an annual average instructional hour offering of at least one thousand hours)?

Yes

7. Explain and estimate the economies and efficiencies expected to be gained from compressing the instructional hours into fewer days.

Based on reports from school districts within Washington and throughout the U.S., and considering our school structure and experience, we expect to achieve the following:

- Economies:
  - In transportation, because students are transported fewer days.
  - In support staff, because students are in school fewer days.
  - In substitute teachers, because teacher absenteeism is expected to decline (see below).
  - In supplies, utilities, and facility maintenance, because the building is open fewer days.
  - In food service, because students are in school fewer days.

- Efficiences:
o Lower rates of student and staff absenteeism because of the availabity of a non-school weekday for appointments and extracurricular activities.
o Fewer disciplinary issues that detract from learning time and require staff resources to resolve, because students are better rested.
o A more focused and productive learning environment, with fewer instructional interruptions relative to instructional time.
o More days for students to complete homework assignments.
o Improved academic and staff performance because of the positive impact a shorter school week has on morale.
o Reduced pollution caused by student transportation, because students will be transported fewer days.

8. Explain the effect that the waiver will have on the financial condition of the district.

With the state considering additional funding cuts, our community recently rejecting a maintenance and operations levy, and federal forest funds expiring, the paramount challenge confronting Mill A School District is how to provide a quality education at a lower cost.
- During the 2010 – 2011 school year, our General Fund balance declined 30%.
- Despite spending reductions that included reducing instructional staff by one full-time teacher, reducing curriculum development, reducing administrative staff expenditures, reducing classified staff expenditures, and eliminating extracurricular activities, our General Fund balance will decline an additional 25% this 2011 – 2012 school year.

To continue to serve the children in our community on a long-term, sustainable basis, it is imperative that we reduce spending by an additional 20% or more. Reducing the number of days that we are required to include in our school year may give us the additional flexibility that we need to provide the best education possible with the resources that are provided to us.

The option of offering longer, fewer school days is a tool that may assist us in reducing indirect education expenditures related to transportation, support staff, substitute teachers, supplies, utilities, facility maintenance, and food services, to the extent that such expenditures are correlated to school days rather than school hours. We will also be better positioned to provide our certified teachers with the focused planning time that they need to better manage multi-grade classrooms and meet other challenges resulting from our financial constraints. As a result, a waiver may not only improve our financial condition but may help us alleviate the strain that our financial condition is placing on students and staff.

9. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

Our initial estimate indicates that with a flexible schedule, we may realize:
- Up to 20% reduction in expenditures related to substitute teachers.
- Up to 20% reduction in expeditures related to food services, of which approximately 50% of total expenditures is currently funded out of the General Fund.
- Up to 20% reduction in expenditures related to transportation (including fuel), of which approximately 25% of total expenditures is currently funded out of the General Fund.
- Up to 15% reduction in expenditures related to certain personnel services that are

directly correlated with the number of school days.

- Up to 5% reduction in certain expenditures such as supplies and utilities.
- No reduction in expenditures related to salaries of administrative and certified staff

10. Explain how monetary savings from the proposal will be redirected to support student learning.

The less that we spend on indirect education such as the categories outlined above, the more resources we will have to spend on direct student learning, including certified teachers and curriculum. Unfortunately, to the extent that we are unable to reduce indirect education expenditures, we may be forced to reduce direct student learning expenditures. An Economy and Efficiency Waiver is an important tool that may help us preserve student learning resources as we meet our budget challenges.

11. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.

This is probably the most exciting potential that we might have with a flexible schedule. Two Fridays per month the staff would participate in professional development activities that is unique to the Mill A School District. The flexible schedule will allow enough time to develop and enhance our existing programs K-8. It will give staff opportunities to discuss curriculum issues, define and set goals for their students, revisit what works and what does not work in the classroom, and discuss student development with the other teacher(s) as students will be moving from classroom to classroom for various curricular content. In a small school setting, all teachers know all students and their individual needs.

Building staff meetings and staff development opportunities will be planned outside of the student instructional day. This will reduce the need for substitutes and will reduce the disruption to the student learning process.

Days lost to inclement weather, or other disruptions to the school year, will be made up on the unscheduled Fridays. This will allow the Mill A School District to maintain the integrity of the calendar year.

12. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns will be addressed.

Comments received at the Public Hearing held on 1-23-12 include:

1. How will the flexible schedule affect the After School Program?
2. How will the flexible schedule impact academic and student performance?
3. How will the flexible schedule impact working parents?

These concerns will be addressed in the following manner:

1. Our After School Program will not be impacted except that the program will begin, and end, later in the afternoon. Our school day will be extended by 50 minutes. The 3-days per week we operate our After School Program will have the students staying an additional 50 minutes beyond their current schedule.
2. We believe the flexible schedule will very positively impact academic and student performance. Staff will have two Fridays per month to concentrate on curriculum and instruction in an uninterrupted time span. We believe this will increase student performance

and test scores in a very positive manner.
3. Although the flexible schedule will impact some of our parents, our initial analysis indicates that over 60% of our in-district students will have at least one parent in the home on potential non-school weekdays. We will direct parents to resources to assist them in forming a childcare cooperative if needed.

Extensive collaborative conversations between our school board, administration, staff, parents and community will continue on an ongoing basis as we develop, implement, modify, continue and/or discontinue a flexible calendar with reduced school days.

13. Explain the expected impact on students who rely upon free and reduced-price school child nutrition services.

We will actively work with local nutrition programs and community organizations to minimize the impact a reduction in school days may have on child nutrition. In particular, we plan to:

- Advertise the availability of local programs to meet the needs of families.
- Invite program personnel and service organizations into our school to offer nutrition information and assistance.
- Encourage the expansion of community-based nutrition programs such as the development of a "backpack food program" similar to that offered in other school districts, where students are sent home with canned goods to help meet their nutritional needs on non-school days.

14. Explain the expected impact on the ability of the child nutrition program to operate an economically independent program.

Our food service program expenditures currently exceed program revenues by approximately 100% (the program spends twice as much as it receives in direct funding). The additional expenditures are funded out of our General Fund, reducing the amount of revenues that we have to spend on basic education. Reducing the number of school days will reduce the overall food service program expenditures; 50% of every dollar saved is revenue that may be applied to basic education, and the food service program will be in a better position to operate an economically independent program.

15. Explain the expected impact on the ability to recruit and retain employees in education support positions.

Because of the remoteness of Mill A School, and the lack of available housing in the district, most employees commute up to thirty miles per day. Reducing the number of school days will save staff up to 20% of their commuting time and expense, which will significantly improve our ability to recruit and retain employees.

The loss of hours for certain classified staff may be partially offset by offering the option of working on non-school days using federal funding for special programs.

16. Explain the expected impact on students whose parents work during the missed school day.

We expect the impact to be minimal.

- Our initial analysis indicates that over 60% of our in-district students will have at least one parent in the home on potential non-school weekdays during the 2012 – 2013

school year.

- Because our community is rural and most workers have significant commutes, and because we currently offer early dismissal one day each week, working parents likely have schedules that currently require before and/or after school child care on school days. By offering the same number of classroom hours overall, the total number of childcare hours required by working parents may be the same.
- It may actually be easier for working parents to find childcare for one day a week rather than an hour or two each day.
- We will continue to encourage working parents to arrange their schedule to meet their family's needs, we will provide a list of local childcare providers, and we will direct parents to resources to assist them in forming a childcare coop if needed.

17. Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

In an extended school day, students will have a longer block of time (about 15%) available to complete lessons such as reading blocks, mathematics blocks, and science blocks of time (we currently utilize the FOSS, Full Option Science System). The extended school day will create an opportunity to personalize education to meet the needs of ALL students. It will allow additional direct instruction time available for reading and mathematics interventions. A huge key will be an uninterrupted school day. We have had constant communication with staff regarding the flexible school calendar. There were open and very frank discussions as to the projected effects of a modified schedule/calendar. Teachers were asked to consider, and have dialogue about each of their programs and how they would handle curriculum delivery and student progress monitoring to maintain, or even increase, student achievement. Strategies were formed for delivery and reporting and the staff understands that there will be expectations of increased progress monitoring to insure that the integrity of the educational program at Mill A School is not compromised.

18. Describe the assessments and observations the district will use to analyze student achievement over the course of the waiver.

Measurements of Student Progress (MSP), DIBELS, Progress Monitoring, Classroom Based Assessments (CBA's), and STAR Reading.

19. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred). If the district is applying for a renewal, skip this question and answer Question 30 instead.

2010-11 MSP/HSPE Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
6th Grade	54.5%	54.5%		

2009-10 MSP/HSPE Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
5th Grade	36.4%	36.4%		36.4%

Mill A School District currently has 60 students in grades K-8. The only grade level that has enough students to show test data is our current 7th grade. We have provided their test results over the past two school years.

20. Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

We expect:

- Lower rates of student and staff absenteeism because of the availabity of a non-school weekday for appointments and extracurricular activities.
- Fewer disciplinary issues because students are better rested.
- A more focused and productive learning environment, with extended, uninterrupted student-teacher contact time.
- Improved academic performance because students have more days to complete homework assignments.
- Improved academic and staff performance because of the positive impact a shorter school week has on morale and planning time.
- Broader opportunities for students to participate in extracurricular activities, including arts and sports activities outside of our district, because of the non-school weekday.
- Enhanced quality of instruction because of the additional professional development and planning time available to teachers and staff, and the reduced rate of substitute teachers.
- Enhanced learning time because extended learning periods provide opportunities for more flexible learning models that are an integral part of multi-grade classrooms.

Appendix C: Paterson School District

Application for Option 2 Waiver from 180-day Requirements for Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	Peggy S. Douglas
Title	Superintendent
School District	Paterson School District No. 50
Phone	509-875-2601
Email	peggyd@paterson.wednet.edu
Mailing Address	PO Box 189, Paterson, WA 99345

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	*107*	*2011-2012*
Estimate for the next student count (if available)	*105*	*2012-2013*

3. Are there currently any waivers in the district? If yes, please explain.

YES	On November 13, 2009, the State Board of Education approved a pilot program waiver of 26 days from the 2009-2010 school year, 36 days from the 2010-2011 school year, and 36 days from the 2011-2012 school year for the Paterson School District.

4. Is the request for all schools in the district? If no, which schools or grades are included?

YES	Schools	Grades
	PATERSON SCHOOL DISTRICT	K-8

5. How many waiver days are being requested:

School Years	2012-13	2013-14	2014-15
Number of Days	34	34	34

6. Will the district still meet the requirement under RCW 28A.150.220 (school districts offer an annual average instructional hour offering of at least one thousand hours)?

YES

7. Explain and estimate the economies and efficiencies expected to be gained from compressing the instructional hours into fewer days.

The Paterson District anticipates that we will continue to see the same economies and efficiencies that are evident in the prior two years of the modified flexible calendar. Monetary savings on fuel, food, utilities and salaries of some classified workers has been noted.

8. Explain the effect that the waiver will have on the financial condition of the district.

The waiver has allowed us to maintain the fidelity of our already successful programs. With the loss of state and federal grants we have been able to redirect the monetary savings we have found (approximately $44,000 during the 2010-2011 SY) back into our Tier 1 and Tier 2 programs. Specifically, the savings has allowed for the following:

- *The continuation of our Pre-K program*
- *The continuation of additional hours in our Kindergarten program*
- *The continuation of a part-time reading specialist in grades K-3*

9. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 SY ACTUAL SAVINGS
Personnel (Classified):	$ (11,000)	$ (21,171)
Benefits (234%):	$ (3,350)	$ (7,198)
Substitutes:	$ (1,500)	$ (8,030)
Utilities:	$ (3,000)	$ (2,470)
Food:	$ (5,120)	$ (5,862)
Transportation (Fuel/Tires):	$ (4,500)	$ 717
TOTAL SAVINGS:	$ (28,470)	$ (44,014)

10. Explain how monetary savings from the proposal will be redirected to support student learning.

The waiver has allowed us to maintain the fidelity of our all ready successful programs. With the loss of state and federal grants we have been able to redirect the monetary savings we have found (approximately $44,000 during the 2010-2011 SY) back into our Tier 1 and Tier 2 programs.

11. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.

- *Building staff meetings and staff development opportunities are planned outside of the instructional day*
  - *Reduced the need for substitutes*
  - *Reduced the disruption to the student learning process*
- *Teachers do all individual and block/team planning outside of the regular student day*
  - *Provides additional time during the student instructional calendar for direct instruction*
- *Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays*

- *This has allowed the District to maintain the integrity of the calendar year.*

- *Adventure Friday concept developed and implemented*
  - *Children return to the school on select Fridays during the calendar year for enrichment programs. The district uses funding for several federal grants to support these activities.*

12. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns will be addressed.

The issue of the modified/flexible calendar has been brought before parents, staff and the school board at a variety of different meetings (PTO, PAC, bi-monthly staff meetings, school board, 1:1 and small group discussions) on a regular basis.

Several different scenarios for the length of school day and school year were reviewed. The unanimous consensus of all groups was to support a daily schedule that would have the student day start at 8:15 AM and end at 3:40 PM. This day would provide 7.08 hrs of instruction daily; with a minimum of 146 calendar days per year (1030 hrs). Kindergarten students attend 90 days (637 hours).

General Comments:

- *"We are excited about the larger blocks of time for instruction."*
- *"This schedule makes it easier to do projects, science experiments, and reading."*
- *"I feel that we will be better able to provide interventions to struggling students."*
- *"Really like the extra Fridays to work with students on big projects."*

Kindergarten:

· *The extra time in Kindergarten is being used for free choice time. This is giving the children a chance to review and complete activities they have worked on throughout the day. They also have the time to play and interact one with another. I have felt this piece missing with such a fast pace and rigorous learning schedule. They look forward to the last forty minutes for these reasons. -- Mrs. Clark*

1st and 2nd Grades:

· *In my opinion, the four-day school schedule has been extremely beneficial for my students. The additional time we now spend in school has allowed me to spend more time in all subjects. Previously, it was not uncommon to run out of class time before finishing a lesson. The lesson would then have to be carried over to the next school day which often resulted in the momentum of the lesson being lost in reviewing. My students have been better prepared for class since we switched to the four-day week. They appear to be more rested and I have witnessed fewer absences. Professionally, having no students on Fridays has allowed me necessary time to prepare better lessons for my students. Additionally, I have noticed an increase in the number of students turning in completed homework assignments. -- Mrs. Steinbock*

Grade 3-5 Block:

- *The new schedule has thus far been a most positive change. I especially like the longer school day as it affords the opportunity to actually get every subject area covered each day. I also am a big fan of the schedule we as teachers have worked out that allows each of us (Bob, Tanya, Lori, and I) to teach in the areas that match our strengths. It matters to me that most of my day is spent teaching in the curriculum area in which I have the most training and, hopefully, expertise. -- Mrs. Betty Craig, Reading Specialist*

• *With the new schedule, I am teaching writing and social studies. I am loving it! I have more time for discussion as well as it enables me to enrich our social studies curriculum with literature that partners nicely with writing. I believe this change is best for the students as we have the time to build relationships with content areas that give understanding and insight. It really has been a very positive change and well worth the disruption in my teaching routine. Great schedule! -- Mrs. Weron, Language Arts, Social Studies and 21st Century Grant Coordinator*

• *Personally, I am very pleased and excited for the opportunity to participate in this pilot program. I feel we are spending a greater percentage of time actually delivering classroom instruction using our new schedule. I have been able to add an additional 15 minutes a day of math and science instruction to each of the grades. The vocabulary program for grades 3-5 (Wordly Wise) is now able to meet 4 times a week and deliver much better instruction. The longer day has given me more instructional flexibility. Making the commute 4 days a week is markedly better than 5 days per week. -- Mr. Stoddard, Math and Science*

Grade 6-8 Block:

• *Overall the new calendar has been really great. The kids have never really treated Thursday like Friday. What I mean is that on Thursday afternoon they are still focused, unlike what often happened on Friday afternoons. They have to work a little harder to get everything in, which lessens downtime which makes classroom management much simpler. They have ample time at home to work on projects as they have all day Friday! * The new schedule has allowed for the middle school students to add more language arts time. We have started daily literature circles with the students. They are reading non-fiction historical pieces. This is not only benefitting them with reading and vocabulary but it is increasing their knowledge of historical eras. * The other opportunity the extended day has given the students in middle school is speech class. This class gives every student an opportunity to create, (write) and present many speeches to the class. We are loosely following the Toast Masters Speech Program. * Every student is receiving a minimum of four hours of math instruction a week. Those students who need additional intervention support are receiving up to eight hours of math instruction a week. * I also have more time for science! The longer days are great! The Fridays have given me additional time to keep up on correcting work, and it allows me more time to plan lessons. -- Mrs. Monica Burnett -- Language Arts, Speech, Honors Reading*

The students have Literature Circles, Speech Class and more time for math with this new schedule change. It has been a positive change for the students. They even have more time to read with the new calendar change. Also, this is the first time I have been caught up with correcting papers. I correct my papers and plan for my lessons on Friday. -- Ms. Kerry Evans – Math and Science

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• *The modified schedule has allowed me to incorporate Literature Groups into the daily schedule, which helps supplement topics/issues that are being covered in History. Additionally the modified schedule has allowed for 10 more minutes of instruction time for each of my classes that help complete topics in a more timely fashion. The modified schedule has been a positive benefit to our History classes thus far. -- Mr. Corey Ingvalson -- History, Social Studies and Gear UP Grant Coordinator*

Parent Comments:

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *Love all of the activities on Adventure Fridays!*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*
- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*
- *My children are doing better in their classes.*
- *As a parent, I have found the extended day/no Friday weeks superior to the traditional shorter day/five day*

a week program. I find that we are able to spend more time together when we have a full day. We have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.

13. Explain the expected impact on students who rely upon free and reduced-price school child nutrition services.

The District has a long history of community support to ensure that ALL children are provided with FREE breakfast and lunches. Children will continue to be provided with these meals.

The District will provide up to 15 extra enhancing and enriching days (Adventure Friday) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on Adventure Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)

14. Explain the expected impact on the ability of the child nutrition program to operate an economically independent program.

The District only receives reimbursement for approximately 55% of the total cost that we spend for food and labor. The unfunded balance of these costs has been support by the community through their M&O taxes and/or absorbed through basic education dollars. By moving to the modified/flexible calendar we have been able to save approximately $5900 in the overall cost for running this program allowing the BEA funds to support instructional programs.

15. Explain the expected impact on the ability to recruit and retain employees in education support positions.

The reduction in funding from the State, beginning with the 2009/10 school year, found the Paterson School District in a situation where we had to eliminate two of our classified teacher assistant positions. We also lost the funding for part of our certificated reading specialist. The modified/flexible calendar allowed us to retain the existing support staff.

- *The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by offering the staff the option of working on the non-scheduled Fridays using Federal dollars.*

- *Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.*

16. Explain the expected impact on students whose parents work during the missed school day.

- *We are a unique community. Because we are a remote and rural farming community, many families have at least one, if not both, parents off work from the time harvest ends in the Fall until crops are again ready to be planted in the Spring*
    - *Adventure Friday dates are purposely clustered in early Fall and late Spring when parents are working*

- *Many parents work a modified schedule during the winter months. (Monday thru Thursday)*

- *The pay day for many of the workers is Thursday evening so they plan their shopping trips and appointments for Fridays. Because of the long distance (up to 45 miles one way) for parents to travel for services, parents often plan routine appointments for their children on the same day that they do their banking and shopping (Friday)*

- *The modified calendar has resulted in lower student absenteeism.*

- *The longer educational day (8:15-3:40 PM) has not greatly impacted most of our students*
    - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities on most evenings until 4:10 PM*

17. Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- *PACING CALENDARS: Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of student learning (180 day) in a 146 day schedule.*

- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
- *For example, our 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)*

- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
    - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.*

- *ABSENTEEISM for both staff and students has been greatly reduced.*
    - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments.*

- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
    - *Additional 10-20 minutes in math, language arts and science*

- *ADVANCED LEARNERS: More learning opportunities are available for advanced students: HS Geometry, Advanced Math/Algebra, Speech, Honors Reading and Math Team*

Competitions.

18. Describe the assessments and observations the district will use to analyze student achievement over the course of the waiver.

The Paterson School District will continue to use MAPS (Grade 2-8; 3X Yearly), Dibels, MSP State Assessments (formerly called WASL), WLPT, student and staff attendance records, end of unit tests, teacher created assessments to analyze student achievement over the course of the waiver.

19. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred). If the district is applying for a renewal, skip this question and answer Question 30 instead.

SKIPPED – See question #30.

20. Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

<u>Potential Academic Benefits:</u>

- *Longer blocks of time available to complete lessons such as science labs*
- *More opportunities to personalize education to meet the needs of our students.*
- *Lower absenteeism of students and teachers.*
- *Additional direct instruction time available for math and reading interventions. (This will positively impact our fragile learners, and in particular our ESL students.)*
- *More opportunities to continue our curriculum review and purchase of materials.*
- *Fewer long commutes for students. (Many of our children spent more than 1.5 hours per day on the school bus.)*
- *District plan includes the continuation of our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project support, homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (10030hours) of direct instructional time. A plan will be presented to voters in 2012 to use M&O Levy funds to support Adventure Fridays in the event that Federal dollars are lost.*

For Renewal Requests

21. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 SY ACTUAL SAVINGS
Personnel (Classified):	$ (11,000)	$ (21,171)
Benefits (34%):	$ (3,350)	$ (7,198)
Substitutes:	$ (1,500)	$ (8,030)
Utilities:	$ (3,000)	$ (2,470)
Food:	$ (5,120)	$ (5,862)
Transportation (Fuel/Tires):	$ (4,500)	$ 717
TOTAL SAVINGS:	$ (28,470)	$ (44,014)

22. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

The successful model that we have in place at Paterson has allowed us to weather some of the current fiscal storm. The waiver has allowed us to not only maintain the fidelity of our basic programs, but we have also been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students.

- *Classified positions (TA and bus drivers) were modified to reflect the longer student day, but reduced school week*
- *Reduced benefits are a direct reflection of the reduced wages*
- *Staff missed fewer days due to illness, appointments, staff development resulting in the need for fewer substitutes*
- *Utility savings were not quite as high as initially projected but still significant. Without the modified calendar we would have seen a significant spike in this area due to increases in power, natural gas, waste management, etc.*
- *The savings we found in our food services budget is significant. ALL children are provided with FREE breakfast and lunches. Since the district started the "all kids eat for free" program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75%. Lunch participation went from 72% to 90%.*
- *Although the Kindergarten days were reduced from 118-days (796 hours) we were able to still provide a 90-day, longer day, program (637 hours)*
- *Our Pre-K program includes 56 days with two, 2.5 hour blocks each day – AM class and PM class*
- *We were able to retain a .2 FTE Reading Coach for grades K-3*

23. Explain how monetary savings from the proposal were redirected to support student learning.

With the loss of state and federal grants we have been able to redirect the monetary savings we have found (approximately $44,000 during the 2010-2011 SY) back into our Tier 1 and Tier 2 programs. Specifically, the savings has allowed for the following:

- *Monetary savings on fuel, food, utilities and salaries of some workers have been redirected to maintain the integrity of Tier 1 and Tier 2 programs*
  - *Allowed for continuation of the preschool program*
  - *Maintained a part-time reading specialist*
  - *Maintained a 90 day Kindergarten schedule (637 hours)*

- *Teacher assignments changed to block scheduling – allows teachers to teach to their strengths. The District successfully utilizes the "walk to learn" process for students.*
  - *K-2 Block (with part-time reading specialist from 3-5 block)*
  - *3-5 Block (math/science, language art/social studies, reading)*
  - *6-8 Block (math/science, language arts/reading, social studies/history)*

- *Personalized education meets the needs of students*
  - *Additional 55 minutes of direct instruction provided during the school day for math , language arts and reading interventions*
  - *Personalized education has positively impacted fragile learners, and in particular ESL students*
  - *Personalized education has positively impacted high-level learners*

24. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).

- *Building staff meetings and staff development are planned outside of the student instructional day*
  - *Reduced the need for substitutes*
  - *Reduced the disruption to the student learning process*

- *Teachers do individual and block/team planning outside of the regular student day*
  - *Provides additional time during the student instructional calendar for direct instruction*

- *Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays*
  - *This has allowed the District to maintain the integrity of the calendar year.*

- *Adventure Friday concept developed and implemented*
  - *Children return to the school on select Fridays during the calendar year for enrichment programs. These days are NOT PART of the required 1000 hour minimum of direct instruction. The district uses funding from several federal grants to support these activities: 21st CG and Gear UP.*
  - *INCREASE direct instructional time with students up to 75 hours during the school year*

- *Adventure Fridays are funded through federal grant dollars (21st CG and Gear UP)to bring children BACK into the school during the year for enhancing and enriching activities*
  - *Allows the District to add back important enrichment activities*
  - *Shifts the financial burden from our basic operating budget for these additional days*
  - *The AF program is dependent on continuation of federal grant dollars*

- *Adventure Friday model allows us to maximize the staffing resources*
  - *For any small rural district, the greatest challenge that we face is finding quality staff to deliver enriching programs*
  - *89% of the District's certificated staff and 78% of our classified staff have been involved in teaching and supporting activities*
  - *Our delivery model has allowed us to maximize the resources that we already have available….and has **created a win-win situation for children***

- *Delivery model has allowed us to bring in quality presenters for special projects, as well as lengthen our program time to better support "project style learning"*
  -- A biologist was brought in to dissect salmon with students as a partnership of our "Salmon in the Classroom" program

25. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns were addressed.

The issue of the modified/flexible calendar has been brought before parents and staff at a variety of different meetings (PTO, PAC, school board, 1:1 and small group discussions) on a regular basis. Several different scenarios for the length of school day and school year were reviewed. The unanimous consensus of all groups was to support a daily schedule that would have the student day start at 8:15 AM and end at 3:40 PM. This day would provide 7.08 hrs of instruction daily; with a minimum of 146 calendar days per year (1033 hrs). Kindergarten students attend 90 days (637 hours).

General Comments:
- *"We are excited about the larger blocks of time for instruction."*
- *"This schedule makes it easier to do projects, science experiments, and reading."*
- *"I feel that we will be better able to provide interventions to struggling students."*
- *"Really like the extra Fridays to work with students on big projects."*

Kindergarten:

- *The extra time in Kindergarten is being used for free choice time. This is giving the children a chance to review and complete activities they have worked on throughout the day. They also have the time to play and interact one with another. I have felt this piece missing with such a fast pace and rigorous learning schedule. They look forward to the last forty minutes for these reasons. -- Mrs. Clark*

1st and 2nd Grades:

- *In my opinion, the four-day school schedule has been extremely beneficial for my students. The additional time we now spend in school has allowed me to spend more time in all subjects. Previously, it was not uncommon to run out of class time before finishing a lesson. The lesson would then have to be carried over to the next school day which often resulted in the momentum of the lesson being lost in reviewing. My students have been better prepared for class since we switched to the four-day week. They appear to be more rested and I have witnessed fewer absences. Professionally, having no students on Fridays has allowed me necessary time*

to prepare better lessons for my students. Additionally, I have noticed an increase in the number of students turning in completed homework assignments. -- Mrs. Steinbock

Grade 3-5 Block:

- *The new schedule has thus far been a most positive change. I especially like the longer school day as it affords the opportunity to actually get every subject area covered each day. I also am a big fan of the schedule we as teachers have worked out that allows each of us (Bob, Tanya, Lori, and I) to teach in the areas that match our strengths. It matters to me that most of my day is spent teaching in the curriculum area in which I have the most training and, hopefully, expertise. -- Mrs. Betty Craig, Reading Specialist and Language Arts*

- *With the new schedule, I am teaching writing and social studies. I love it! I have more time for discussion as well as it enables me to enrich our social studies curriculum with literature that partners nicely with writing. I believe this change is best for the students as we have the time to build relationships with content areas that give understanding and insight. It really has been a very positive change and well worth the disruption in my teaching routine. Great schedule! -- Mrs. Weron, Language Arts, Social Studies and 21st Century Grant Coordinator*

- *Personally, I am very pleased and excited for the opportunity to participate in this pilot program. I feel we are spending a greater percentage of time actually delivering classroom instruction using our new schedule. I have been able to add an additional 15 minutes a day of math and science instruction to each of the grades. The vocabulary program for grades 3-5 (Wordly Wise) is now able to meet 4 times a week and deliver much better instruction. The longer day has given me more instructional flexibility. Making the commute 4 days a week is markedly better than 5 days per week. -- Mr. Stoddard, Math and Science*

Grade 6-8 Block:

- *Overall the new calendar has been really great. The kids have never really treated Thursday like Friday. What I mean is that on Thursday afternoon they are still focused, unlike what often happened on Friday afternoons. They have to work a little harder to get everything in, which lessens downtime which makes classroom management much simpler. They have ample time at home to work on projects as they have all day Friday! * The new schedule has allowed for the middle school students to add more language arts time. We have started daily literature circles with the students. They are reading non-fiction historical pieces. This is not only benefitting them with reading and vocabulary but it is increasing their knowledge of historical eras. * The other opportunity the extended day has given the students in middle school is speech class. This class gives every student an opportunity to create, (write) and present many speeches to the class. We are loosely following the Toast Masters Speech Program. * Every student is receiving a minimum of four hours of math instruction a week. Those students who need additional intervention support are receiving up to eight hours of math instruction a week. * I also have more time for science! The Fridays have given me additional time to keep up on correcting work, and it allows me more time to plan lessons. -- Mrs. Monica Burnett -- Language Arts, Speech, Honors Reading*

The students have Literature Circles, Speech Class and more time for math with this new schedule change. It has been a positive change for the students. They even have more time to read with the new calendar change. Also, this is the first time I have been caught up with correcting papers. I correct my papers and plan for my lessons on Friday. -- Ms. Kerry Evans – Math and Science

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- *The modified schedule has allowed me to incorporate Literature Groups into the daily schedule, which helps supplement topics/issues that are being covered in History. Additionally the modified schedule has allowed for 10 more minutes of instruction time for each of my classes that help complete topics in a more timely fashion. The modified schedule has been a positive benefit to our History classes thus far. -- Mr. Corey Ingvalson -- History, Social Studies and Gear UP Grant Coordinator*

Parent Comments:

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *We like it!*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *Love all of the activities on Adventure Fridays!*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*
- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*
- *My children are doing better in their classes.*
- *As a parent, I have found the extended day/no Friday weeks superior to the traditional shorter day/five day a week program. I find that we are able to spend more time together when we have a full day. We have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.*

26. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.

The District has a long history of community support to ensure that ALL children are provided with FREE breakfast and lunches. Children will continue to be provided with these meals. Since the district started the "all kids eat for free" program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75%. Lunch participation went from 72% to 90%.

The District will also continue to provide up to 15 extra enhancing and enriching days (Adventure Friday) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch.

27. Describe the impact on the district's ability to recruit and retain employees.

· *The reduction in funding from the State, beginning with the 2009/10 school year, put the Paterson School District in a situation where we had to eliminate two of our classified teacher assistant positions. We also lost the funding for part of our certificated reading specialist. The modified/flexible calendar allowed us to retain the existing support staff.*

· *The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by working on the non-scheduled Fridays using Federal dollars.*

· *Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.*

· *Staff use the off-schedule Fridays for grade level meetings and staff development*
  – *Increased the direct instructional time M-Th that teachers spend with their students.*

· *Use of the unscheduled Fridays for professional development, plan time, tutoring, special programs or to make up lost days due to inclement weather maintaining integrity of calendar.*

· *Staff have expressed that the ability to use a full day on Fridays for tasks such as lesson planning has improved the overall quality of the lessons that they are delivering to students.*

28. Describe the impact on students whose parents work during the missed school day.

- *We are a unique community. Because we are a remote and rural farming community, many families have at least one, if not both, parents off work from the time harvest ends in the Fall until crops are again ready to be planted in the Spring*
  - *Adventure Friday dates are purposely clustered in early Fall and late Spring when parents are working*

- *Many parents work a modified schedule during the winter months. (Monday thru Thursday)*
  - *The pay day for many of the workers is Thursday evening so they plan their shopping trips and appointments for Fridays*
  - *Because of the long distance (up to 45 miles one way) for parents to travel for services, parents often plan routine appointments for their children on the same day that they do their banking and shopping (Friday)*

- *The modified calendar has resulted in lower student absenteeism.*

- *The longer educational day (8:15-3:40 PM) has not greatly impacted most of our students*
  - *Prior to the implementation of the modified calendar, many students would arrive at the school befo 8:00 AM and would stay for after-school activities until 4:10 PM*

29. Describe how instruction was adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- *PACING CALENDARS: Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of student learning (180 day) in a 146 day schedule.*

- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
  - *For example, our 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)*

- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
  - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.*

- *ABSENTEEISM for both staff and students has been greatly reduced.*
  - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments.*

- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
  - *Additional 10-20 minutes in math, language arts and science*

- *ADVANCED LEARNERS: More learning opportunities are available for advanced students: HS Geometry, Advanced Math/Algebra, Speech, Honors Reading and Math Team Competitions.*

30. Provide a set of student achievement data for the previous waiver years (provide attachments, if preferred). Describe and explain student achievement trends.

Children in the community have multiple at-risk characteristics that jeopardize their academic success.

MSP State Test Results – Spring 2011: Overall, the District's students continue to show academic growth in all areas. The Paterson District met the State's AYP (Adequate Yearly Progress) again for 2010/11. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2011 MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley	PATERSON
3	73.10%	59.00%	NA
4	67.30%	50.70%	68.80%
5	67.60%	53.20%	NA
6	70.60%	53.90%	56.30%
7	56.40%	38.80%	63.60%
8	68.60%	51.30%	NA
NOTE: NA = <10 students			

WRITING	State	Valley	PATERSON
4	61.40%	49.90%	50.00%
7	71.00%	55.90%	90.00%

MATH	State	Valley	PATERSON
3	61.50%	45.40%	NA
4	59.30%	39.50%	43.80%
5	61.20%	46.10%	NA
6	58.80%	37.90%	56.30%
7	56.90%	39.40%	54.50%
8	50.30%	33.40%	NA
NOTE: NA = <10 students			

End of Course (EOC) Exam – High School Algebra

During the 2010/11 school year the District offered High School Algebra to eight students (7-8th graders and 1-7th grader). All eight students took the State's EOC Algebra exam. Six of the eight successfully passed this high school test and have fulfilled this part of their obligation for graduation.

WLPT II Student Progress Summary:

· *In 2010-11 WLPT II student scores increased by an average of 35.28 points. The previous school year we showed an average increase of 20.75 points. This is a difference of 17.53 points.*

· *Currently we have 67.75% of our students at an advanced proficiency level (level 3) compared to the previous year where we had 66.66% of our students at a level 3; an increase of 1.09%.*

· *22.58% of our students are at a level 2 -- this is up from the previous year by 2.58%*

· *None of our students are currently at a beginning proficiency level (level 1). The previous year we had 6.66% of our bilingual students at a level 1.*

· *When comparing the student data from 2008-09 and 2009-10 school year our students showed gains. However, our gains from the school year 2009-10 to 2010-11 were significantly higher.*

· *All teachers implement Sheltered English Instructional Strategies within their classrooms.*

· *Additionally, more than 50% of our staff has attended GLAD trainings. Several of those teachers are now implementing GLAD strategies along with Sheltered English Strategies to promote English Proficiency.*

· *Students who have shown little growth are identified and receive additional intervention and support.*

The Paterson School District will continue to use MAPS (Grade 2-8; 3X Yearly), Dibels, MSP State Assessments (formerly called WASL), WLPT, student and staff attendance records, end of unit tests, teacher created assessments to analyze student achievement over the course of the waiver.

31. Describe the academic benefits that the district gained from the flexible calendar (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Academic Benefits:

- *Longer blocks of time to complete sessions such as science labs*
- *Overall quality of lessons and their delivery to students has improved.*
- *More opportunities to personalize instruction to meet the needs of our students*
- *Additional direct instruction time available for math and reading interventions.*
- *Lower absenteeism of teachers*
  - *Staff schedule more routine appointments on Fridays*
  - *Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher.*
- *Lower absenteeism of students*
  - *Parents schedule more routine appointments for their children on Fridays*
- *Fewer long commutes*
  - *Many students ride a bus for up to 1.5 to 2.0 hours per day*
  - *All certificated staff drive over 70 miles per day*
- *Building staff meetings and staff development are planned outside of the student instructional day*
  - *Reduced the need for substitutes*
  - *Reduced the disruption to the student learning process*
- *Teachers do all individual and block/team planning outside of the regular student day*
  - *Provides additional time during the student instructional day for direct instruction*
- *Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays*
  - *This has allowed the District to maintain the integrity of the calendar year.*
- *District has implemented an innovative use of federal dollars to return enrichment programs to students on off-schedule Fridays -- Adventure Fridays*
  - *Shifted the financial burden from our basic operating budget*
  - *Minimized the disruptions to the regular instructional schedule*
  - *Increased direct instructional opportunities to students from 1015 (regular 180 calendar year) to 1033 hours (plus provide an opportunity for students to receive up to an additional 75 hours on enrichment Fridays)*

The Washington State Board of Education

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

Title:	**Option One and Credit-Based Graduation Waiver Requests**	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant to Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	SBE staff have reviewed the waiver applications included with the memo and will present them for the Board's consideration and approval. These requests are for Option One waivers and credit-based graduation requirements. Option Two (Economy and Efficiency) waiver requests are presented in a separate memo.	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Four districts are requesting waivers from the 180 school day basic education requirement. One district is requesting a waiver from the credit-based graduation requirements.	

BASIC EDUCATION PROGRAM WAIVERS: CURRENT WAIVER REQUESTS

BACKGROUND

This memo presents four requests for Option One 180-day waivers and one additional request for a waiver from credit-based graduation requirements.

Option One is the regular 180-day waiver request that has been available to districts since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement.

Credit-based graduation requirements were established by the SBE in WAC 180-18-055 (Appendix A). SBE created a way for districts to request alternative graduation requirements in recognition that transition to a performance-based education system would take time, and to encourage local innovation. In the current school year, two districts have this type of waiver: Federal Way for Truman High School, and Highline for Big Picture High School. Highline was recently awarded an additional waiver for Odyssey High School during the February, 2012 special Board meeting to begin in 2012-13. The waiver request contained in this memo is a renewal for Big Picture for school years 2013-14, 2014-15, and 2015-16.

A summary of the requests has been provided in this memo. The full applications are available Appendix B – F.

POLICY CONSIDERATION

SBE staff have reviewed the waiver applications and provided them to the Board for consideration.

SUMMARIES OF WAIVER APPLICATIONS

Eastmont is requesting five waiver days for the next three school years (2012-13, 2013-14, and 2014-15) for parent-teacher conferences. This is a new request. The full application is provided in Appendix B.

Granger is requesting five waiver days for the next three school years, (2012-13, 2013-14, and 2014-15) to provide professional development to improve student achievement and continue the use of professional learning communities. This is a renewal of the district's previous waiver of five days. The full application is provided in Appendix C.

Snohomish is requesting four waiver days for the next three school years (2012-13, 2013-14, and 2014-15) for parent teacher conferences. This is a new request. The full application is provided in Appendix D.

South Bend is requesting three waiver days for the next three school years (2012-13, 2013-14, and 2014-15) to provide training and align curriculum to standards. This is a renewal of the district's previous waiver of three days. The full application is provided in Appendix E.

Highilne is requesting a credit-based graduation requirement waiver for the next three school years (2012-13, 2013-14, and 2014-15) to continue their program of graduating students based on competency rather than credits. This is a renewal of the district's previous waiver for this school. The full application is provided in Appendix F.

Table A provides a summary of the Option One waiver requests.

Table A: Summary of Option One Waiver Applications

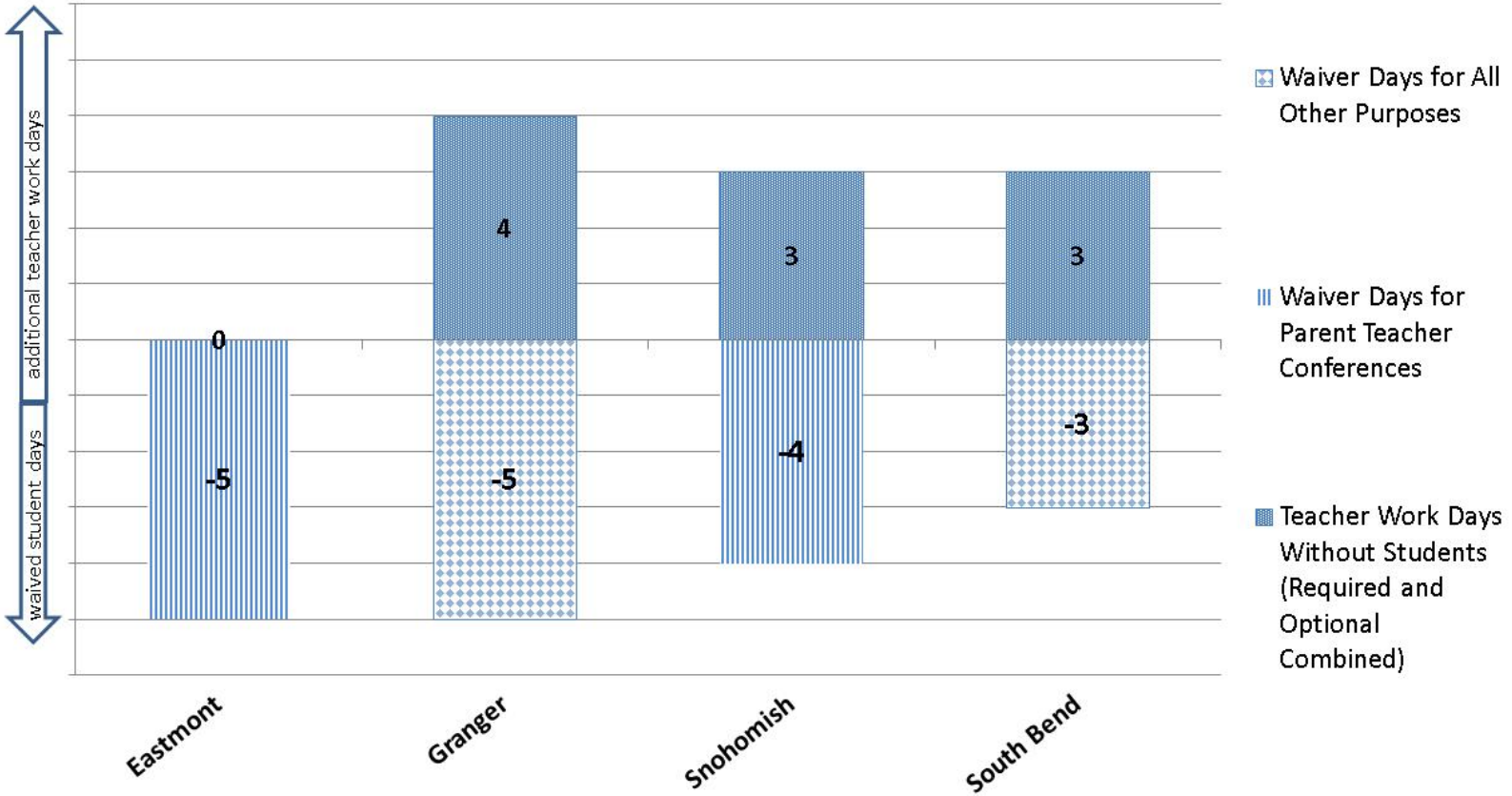
District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	2011 PLA*	2011 Washington Achievement Awards
Eastmont	2011-14	5	175	0	180	6	N		
Granger	2011-13	5	175	4	184	0	R	Granger Middle School	
Snohomish	2011-14	4	176	3	183	10	N		AIM High – Improvement Snohomish High –Extended Gradation & Improvement
South Bend	2011-14	3	177	3**	183	0	R		

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

**While the application is not clear how many additional days teachers are paid for in this district, clarification requested in email indicated that up to 3 days were available to some teachers on an optional basis.

Table B provides a comparison of districts' additional paid teacher days in relation to their requested waiver days.

Table B: 2012 Option One waiver requests in comparison to additional paid teacher days



EXPECTED ACTION

Consider approval of the districts' applications included in this memorandum.

WAC 180-18-055
Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the higher education coordinating board and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW 28A.150.220 and 28A.305.140. 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and28A.305.130 (6). 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010. 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. *School District Information*	
District	Eastmont School District
Superintendent	Dr. Garn Christensen
County	Douglas
Phone	509-884-7169
Mailing Address	460 NE 9th Street East Wenatchee WA 98802

2. Contact Person Information	
Name	Mr. Bob Busk
Title	Executive Director for Curriculum, Instruction, and Assessment
Phone	509-888-4682
Email	buskb@eastmont206.org

3. Application type:	
New Application or Renewal Application	New Application

4. Is the request is for all schools in the district?	
Yes or No	Yes
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	5 (five)
School Years	2012-2013 2013-2014 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half days before any reduction	8 (We release 3 hours early on the six parent conference days, the day before Thanksgiving, and the last day of school.)
Reduction	6
Remaining number of half days in calendar	2 (The day before Thanksgiving and the last day of school.)

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 is to request the use of five full schools days (3 in the fall and 2 in the spring) for the purpose of all-day parent-teacher conferences. Currently the district uses six half days for conferences (4 half days in the fall and 2 in the spring). We request the five full conference days be counted as part of the required 180 day contact time.

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

It is difficult to show a direct correlation to student achievement and attendance at parent-teacher conferences. What we can show is the dramatic decrease in parent attendance at parent-teacher conferences moving to half day conferences. During the 2010-2011 school year, four full days were dedicated to fall conferences and two full days for spring conferences. For the 2011-2012 school year, conferences were reduced to four half days in the fall and two half days in the spring.

When we moved to half day conferences, attendance dropped up to 40% depending on the school. Because of the shorter time-frame of half day conferences, the high school and junior high had to move back to arena style conferencing eliminating the personal conferences by appointment. Parental attendance plummeted at these schools with parents reporting more complex childcare issues with the half day schedule.

Research speaks clearly of the importance of parent involvement. Decades of research show that when parents are involved students have:

- Higher grades, test scores, and graduation rates
- Better school attendance
- Increased motivation and better self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior

Our secondary schools prefer to utilize Student Led Conferences. Attendance at these conferences has been close to 100%, when we used all day conferences. With our half day conference schedule we are not able to schedule all the students for conferences. Adequate time is necessary for students to fully explain their learning, goals, and strategies for growth.

Class-size continues to rise. The majority of our elementary school classrooms have the maximum number of students in each class, and in some cases are in overload. We have had to shorten the length of our conferences to 15 minutes at some schools. This is not nearly enough time, particularly at kindergarten where for many parents it is their first experience with conferences, report cards, standards, etc. and much explaining must be done.

As a district we are currently in Step 2 of AYP. No schools made AYP last year (2010-11). Cascade Elementary and Lee Elementary are in Step 1, Grant Elementary is in Step 2, Eastmont Junior High is in Step 3, Clovis Point Intermediate and Sterling Intermediate are in Step 4, and Eastmont High School is in Step 5. When parents are enabled to become effective partners in their child's education, performance in schools where children are failing improves dramatically.

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

Annual parent, student, and staff perceptual data will be evaluated. MSP/HSPE scores will also be reviewed. We anticipate both indicators would trend positively as a result of returning to all day parent teacher conferences.

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

The District will require each school to document parent attendance at both the fall and the spring parent teacher conferences. Parent, teachers, students, and administrators each year complete a survey through the Center of Education Effectiveness (CEE). While perceptual in nature, we find the survey provides us with a clear picture of how each group feels about the district. Included in the survey are specific questions on parent involvement.

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

An all day conference schedule will allow the amount of time needed to clearly and effectively communicate student progress. The additional time will allow Eastmont Junior High and Eastmont High School to return to scheduled conferences instead of arena-style. Student-led conferences will have adequate time for students to share and for parents to receive important feedback on their child's progress.

13. Describe the innovative nature of the proposed strategies.

While this proposal in not innovative in nature, it is based on sound research. The No Child Left

Behind (NCLB) Act of 2001 views parent involvement as a key intervention for raising student achievement and bringing schools out of improvement status. Effective involvement activities mentioned but not specified in section 116 of NCLB are both Parent-teacher conferences and Student-Led Conferences. When teachers have the time to encourage learning at home, sharing of school academic goals, expectations for behavior and academics, and testing expectations, the effectiveness of the involvement is increased. "When schools work together with families to support learning, children tend to succeed not just in school, but throughout life" (Henderson & Berla, 1995, p.1). "When parents view the school's climate as "inviting", they become good public relations advocates for that school" (Botrie & Wenger, 1992, p.9). "There are three good reasons to involve parents: 1. Parent involvement benefits children. 2. Where parents and teachers work successfully together, teachers report experiencing support and appreciation from parents and a rekindling of their enthusiasm for problem solving. 3. Schools benefit from access to resources that parents bring. (Swap, 1987) In examining the extent of parent involvement, the research showed that the activity that currently involved the most parents was the parent-teacher conference. Parent involvement is critical for student success. More parents attend when they know they have dedicated time to spend with the teachers and when students can participate in leading their own conference.

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 Eastmont School District will carefully monitor attendance and participation at conferences. Both attendance figures and perceptual data will be collected and evaluated. We would expect to see participation numbers increase, an increase in parent involvement, and hopefully an increase in student engagement and success. If data shows an increase in participation then the district would request continuation of waiver for an additional year.

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

Each School Improvement Plan contains a Parent Involvement component. The No Child Left Behind Act of 2001 spells out parent involvement requirements for schools in need of improvement. Every Title I school designated as in need of improvement is required to submit a two year school improvement plan to their state education agency (OSPI). As part of the school improvement plan, schools must implement at least three components of parent involvement: Notify parents of the school's improvement status, collaborate and communicate with parents (provide opportunities for parents to be involved in developing and approving the school improvement plan and include "effective" parent involvement activities in the plan. Parent/teacher conferences are designated as effective parent involvement activity.

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

100% of our building administrators requested pursuing a waiver to allow more time for parent-teacher conferencing. The request was based on direct teacher feedback and exit interviews with

parents after conferencing. Teachers all felt rushed and felt they did not have the time to adequately connect with parents. Parents felt hurried. Some did not attend because of arena style conferencing at Eastmont Junior High and Eastmont High School. All parties are in favor of the waiver and have requested the district move forward with a request for waiver.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	0
Total	180

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

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?

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.

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

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. *School District Information*	
District	Granger School District #204
Superintendent	Margarita C. Lopez
County	Yakima
Phone	509-854-1515
Mailing Address	701 E Avenue, Granger, WA 98932

2. Contact Person Information	
Name	Margarita C. Lopez
Title	Superintendent
Phone	509-854-1515
Email	lopezm@gsd.wednet.edu

3. Application type:	
New Application or Renewal Application	Renewal

4. Is the request is for all schools in the district?	
Yes or No	YES
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	Reduce by 5 days each school year
School Years	2012-2013; 2013-2014; and 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	NONE
Reduction	Currently we have no half-days due to the waiver we currently have in place.
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 With current waiver of 175 days we have 1080 instructional hours.

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

The purpose/goals of the waiver are:

- To significantly improve our level of instruction, thus positively impacting the level of student learning.
- Continue to provide more job-embedded professional development that will impact student achievement. We have embarked on the PLC journey and with a large number of new teachers and administrators coming on board in the last two years we need some quality job-embedded professional development.
- Continue to provide professional development for **all** school employees (food service, transportation, maintenance, teachers, administrators, etc.)

As the state has taken away the LID's there has been less time for the Granger school district to provide quality professional development that requires full participation from school personnel. If PD is offered at other times of the year (weekends, before/after school, summer, etc.) not all staff participate, and we have many staff who will not participate during those off hour trainings, who really need the training. Having waiver days makes it easy to provide this training to ALL because it is part of their contract.

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

Student data that we have assessed to motivate us to pursue this waiver are:

- Classroom formative assessments
- CBA's
- Math Benchmark Assessments (2012-2013 school year we will be implementing Reading Benchmark Assessments)
- MSP scores
- HSPE scores
- EOC scores
- WLPT II scores
-

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

We will be using the current measures, benchmarks and standards set by the State of Washington.

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

Disaggregated data from the MSP/HSPE, EOC and benchmark assessments. The goal is to decrease the achievement gap by 5% annually on all state tests.
The district will also gather perceptual data from staff to determine the level of collaborative culture in each of the three schools due to the work in professional learning communities.

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

The district is working on fully implementing Professional Learning Communities (PLC's) and Response to Intervention(RTI) strategies.

- The waivered days will be used to provide time to work on PLC strategies in grade level/content area bands and to work in vertical teaming. Research outlines effective elements of teachers that work together in a PLC teams are: 1) effective grouping; 2) a focus on improving instruction/teaching each other by working, planning, thinking, reflecting together, observing and reacting to teaching, curriculum and assessment and joint lesson planning and curriculum development; 3)training of teachers in the skills and knowledge to collaborate; 4) deprivatization of classroom; and 5) networking with teachers in other buildings.
- The waivered days will also be used to look at data that will determine need for interventions at appropriate levels based on the 3 tiered RTI model.

13. Describe the innovative nature of the proposed strategies.

The current waiver we have in place has allowed us to begin the implementation of innovative pieces. This new waiver will allow us to fully implement what we have begun.

- In the midst of School Improvement Grant (2011-2012) we are working at implementing the Math Benchmark assessments,
- Next school year we will be adding the Reading Benchmark assessments
- We began work with the Classroom Walkthrough program to monitor teaching and learning. We need more time to align the work across the district.
- Deepen the implementation of RTI across all schools.
- We require these days for Professional Development for ALL District staff. All of our other departments (food service, Transportation, Maintenance & Grounds) also utilize these days to provide professional development and/or required training for their employees. This is the first time that they receive training/professional development that is directly related to their work, to improve their skills, during work hours.

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

The District Leadership Team (DLT) meets on a regular basis to develop/revise the District Improvement Plan and the District Professional Development Plan. This team will coordinate all the activities and planned use of the waiver days.

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 DLT coordinates/plans and develops the District Improvement Plan. This group includes representatives from all schools. This ensures coordination of all improvement plans across the district. The District Improvement Plan reflects work that is happening in the buildings. All plans also contain work that is specific to each school, or that is a district initiative. Our goal is to have few initiatives, so that the work is consistent and long-term.

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

A survey was sent out to all district staff to determine the usefulness of the waiver. 91% of the respondents voted in favor of continuing the waiver for another 3 years.
All players were involved in the original request for the waiver. Parent support and community support continues to be positive for the work that is being completed on the 5 days. Input was garnered through a parent/community survey done during Student Led conferences.

Some of the waiver days come before school even begins and doesn't interrupt the school calendar. The other days are placed on a Friday that coincides with a Monday holiday.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	4
Total	184

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	x		x
2	Optional	x		x
3	Optional	x		x
4	Optional	x		x
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

The 4 days that are part of the contract that are non-student days are:

- 1 day – day before school and half of the day is required for District directed activities to start up the year, the other half is for teacher preparation for the beginning of the school year. This day is a REQUIRED day.
- 3 days (22.5 hours) – are Time, Responsibility, Incentive days. These days are optional

for the employee, and can be partially directed by the district, but generally are days that the teacher has discretion to use as seen fit to complete his/her work. They must turn in a form to the payroll office when those days/hours are completed. If they do not complete these days/hours they do not receive pay for them.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?
The waiver days have been utilized to provide training on: · RTI · Professional Learning Communities · Common Assessments · P-12 Vertical Alignment · Power Standards & Alignment · Assessments · Benchmark Assessments · Classroom Walkthrough training · Data review, mining, etc. · Transportation requirements · Food Service requirements · Maintenance, etc.

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 have most of the Professional Learning Community work done, but need to deepen the work around: · data, · benchmark assessments, · classroom walkthrough training, · RTI and, · continue work on the Common Core State Standards and Teacher/Principal Evaluation

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?
Through Student Led Parent/Teacher conferences, monthly radio programs, local paper, newsletters and the Annual Performance reports.

Appendix D

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. *School District Information*	
District	Snohomish School District
Superintendent	William Mester
County	Snohomish
Phone	360-563-7280
Mailing Address	1601 Avenue D Snohomish, WA 98290

2. Contact Person Information	
Name	Scott Peacock
Title	Executive Director of Teaching and Learning Services
Phone	360-563-7257
Email	scott.peacock@sno.wednet.edu

3. Application type:	
New Application or Renewal Application	New

4. Is the request is for all schools in the district?	
Yes or No	Yes
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	4 days for each of the following years:
School Years	2012-2013, 2013-2014, and 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	20
Reduction	10
Remaining number of half days in calendar	10

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 primary purpose of the waiver is to improve student performance. Student achievement is likely to improve for two reasons. Scheduling parent conferences during two weeks of half-days (in fall and spring at the middle and elementary levels) results in a significant loss of potential student-teacher contact time. Scheduling two full days of conferences during waiver days in the fall and again in the spring increases student-teacher contact time and reduces disruptions in the educational process. The shift from half-day conferences to full days will increase contact time by 19 hours at the middle level and by 19.7 hours at the elementary level.

We also believe that full-day conferences will better serve parents. They will be better able to arrange for childcare in a more limited timeframe and more likely attend the conferences. We know that students whose parents are involved and supportive of their education perform better in our schools and learn more. Increased parent involvement will improve the quality of teacher/parent collaboration in the success of our students.

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

Snohomish School District students perform at or above state averages in nearly every area as measured by MSP, HSPE and EOC assessments. In nearly every area we have been steadily improving. Our goal is to continue to improve student learning relative to past performance. In our school and district improvement efforts we have also been placing an even higher level of emphasis on formative and classroom-based assessments. Our district has been piloting the easyCBM assessment in order to improve benchmarking and move toward year-long progress monitoring. We have also been developing classroom-based formative assessments in all areas, particularly in math, reading, writing and science. To improve the use of all of these tools we have been at the forefront in developing the Data Dashboard, which is designed to provide teachers with day-to-day assessment information that they can use in their collaboration, instructional planning and to focus conversations with parents and students. All of these assessment tools are critical parts of the school improvement plans at each of our buildings.

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

Snohomish School District will use state assessment results, as well as easyCBM results, classroom-based formative assessments and Data Dashboard to determine the extent of increased student achievement. Ongoing teacher and principal collaboration, as well as progress toward school-improvement and district improvement goals will allow district staff and administration to analyze results benchmark the success of our initiatives.

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

State assessment, easyCBM results, and classroom-based formative assessments will provide evidence of progress toward our goals. We will also use school improvement plans as evidence that increased instructional time is being used effectively and to target the specific needs of students. Finally, it is our intention to continue to gather parent feedback on our conferences and on our district calendar over the period of the waiver, so that we are addressing the needs

of our families to the best of our abilities

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

Our goal is to improve student achievement by increasing the amount of teacher-student contact time and to improve parent participation in conferences. These two goals are related. The waiver allows us to plan full-day conferences while reducing the number of half-days in our calendar.

This, in turn, allows us to more fully engage in two fundamental district initiatives: 1. Drawing on more and better formative assessment information, teachers can better articulate to parents how students are doing, where they need to grow, and how the student may be supported in school and at home. At full-day conferences outside the context of half-days parents will be better able to secure child-care to attend conferences. They also might be more likely to bring their student to these conferences, which would also be very powerful. 2. Given our district's sharper focus on the powerful instructional framework with our new teacher evaluation tool (as part of TPEP), students will have more contact with their teachers using powerful teaching strategies. Our new evaluation tool also places a significantly heavier emphasis on using formative data to inform instruction and intervention. Again, the more time we have with students to implement meaningful strategies, the more they will benefit.

13. Describe the innovative nature of the proposed strategies.

Because we have worked so hard in our district to develop powerful assessments and tools to manage and analyze the information, the Data Dashboard being one example, it is vital that we maximize the likelihood that parents will be able to see student learning information that informs instruction. Ensuring a higher level of parent involvement in conferences while maximizing to a higher degree student-teacher contact time, should draw the two primary forces that shape our students' lives and learning.

In Snohomish, we are also part of the Teacher/Principal Evaluation Pilot. This process is moving our staff forward, districtwide, toward greater clarity around powerful instruction. Using Charlotte Danielson's Framework for Teaching, we are focusing on compelling instruction that emphasizes student engagement. It is therefore critical that we increase the amount of instructional time available to work with our students. The waiver days will increase the amount of time our teachers have to make use of the powerful strategies that come with better data and improved instruction.

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 waiver days will be used the same way for all three years. All days will be used for parent-teacher conferences. However, the increased instructional time gained from the waiver days will allow us to implement research-based best practices as identified in collaborative planning and embedded in our new teacher evaluation process to have a greater impact on students. Teacher effectiveness should continue to increase with each year, resulting in an increase in 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).

As stated previously, this waiver will allow for more time to implement powerful instructional strategies and make use of data in a more purposeful way, both in identifying instructional strategies, differentiating instruction and in providing intervention to struggling learners and enrichment to those who are meeting standards. All of our school improvement plans identify collaborative strategies for collaborative improvement in math, reading and technology, drawing on the Nine Characteristics of High Performing Schools. They are aligned to a high degree, because of the quality collaboration of principals and district level administration in Snohomish. To view individual SIPs, the SBE may go to individual school websites at the following link:

http://www.sno.wednet.edu/index.php/our_schools/

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

We have collaborated with the Snohomish Education Association in the parameters, goals and considerations for proposing this plan. Our administrative team has reviewed and offered input on the proposal. We have shared the proposal so that it may be reviewed by our Board of Directors. We will be continuing to share and gather input on the proposal from individual school staffs and parent groups around the school district. However, this proposal has grown out of feedback generated at community forums held throughout the fall with our superintendent. This proposal is in large part a reflection of the desires of parents and community members. If approved, we will then undertake the process of finalizing details and sharing them with our community through letters, emails, our district website and through building-level communications.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

Out teachers' CBA provides for a 180-day work year. All of these days are instructional days with students. In addition to those days, teachers are required to work three TRI days. As described earlier, we currently provide 10 half-days for parent conferences (five in fall and five in spring) which we are proposing to eliminate through waiver days. There are an additional 7 half-days for 2011-2012 which are furlough days, implemented to account for state reductions in teacher salary. We also have three half-days on the days prior to Thanksgiving, Christmas and summer vacation (with the day before summer vacation being a full work-day for teachers). Finally, on 30 Fridays during the school year we dismiss our students two hours early to provide time for teacher professional growth and collaboration. Eleven of these days in 2011-2012 are district/building-directed, while 19 are teacher-directed.

The link to our CBA is as follows:
http://www.sno.wednet.edu/index.php/hr_employment/salary_schedules_and_contracts/

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

1. Student instructional days (as requested in application)	176

2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	3
Total	183

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	X
2	100	X	X	X
3	100	X	X	X
4				
5				
6				
7				
		Check those that apply		

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

The TRI days indicated above are designated as a for teacher planning, assessment scoring, grading and building planning. Two of the three days are required prior to the start of the school year. These are dedicated to a combination of staff meetings, district meetings, data review and planning for the start of the school year. The third day is placed at the end of first semester, allowing for teachers to review assessments, collaborate around planning for second semester and to complete grading, if necessary. None of the days are placed or used in ways that would support the goals of the waiver.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. *School District Information*	
District	South Bend #118
Superintendent	Michael Morris
County	Pacific
Phone	360-875-6041 #4
Mailing Address	PO Box 816 South Bend WA 98586

2. *Contact Person Information*	
Name	Michael Morris
Title	Supt.
Phone	360-875-6041 #4
Email	mmorris@southbend.wednet.edu

3. *Application type:*	
New Application or Renewal Application	Renewal

4. *Is the request is for all schools in the district?*	
Yes or No	YES
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	3
School Years	3

6. *Will the waiver days result in a school calendar with fewer half-days?*	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2

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 and goal is to promote more staff collaboration in working to align curriculum with standards as well as providing training opportunities that have been lost due to funding cuts. With budgets as they are, it is impossible to meet the needs of staff and our kids without additional release time.

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

Our scores are not improving in our Hispanic and low income categories. We are in Step 2 of improvement in our 3-5 band in reading. We need more time to collaborate, participate in professional development. As our budgets are being slashed, regulations and punitive demands are increasing which take even more time from our kids as staff and principals have to respond to these state and federal requirements. We did see math improvements and that has been our recent emphasis. However as math scores went up, reading scores went down.

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

We are utilizing MAPS, DIBELS, MSPE and HSPE as benchmarks to show success in our work

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

We will look at the test scores above, though we are not seeing the same correlation between the state tests and our the MAPS tests as we had hoped for. We are not sure if it has to do with the new on line testing format or not. We are also using staff surveys to assist in this, the staff input is very important to our process.

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

We plan to continue to supply necessary professional development based upon our scores, district needs and school improvement plans. Additionally, we have focused on creating more collaboration time, but cannot do it without the extra time. Due to severe budget cuts, we are unable to provide time outside of our collective bargaining contract to staff for collaboration time. This year we were able to provide half day professional development opportunities and then give staff time to work together to help implement ideas and plans into their classrooms. Staff prep time has been provided on a limited basis to provide more collaboration, but it is difficult to do as the needs clearly overwhelm the available time.

13. Describe the innovative nature of the proposed strategies.

The proposed strategies are necessarily innovative, but have been difficult to maintain with the loss of learning improvement days as well as the inability to afford to offer time to staff outside of the regular day and contract due to budget cuts. We are trying to rearrange schedules for more collaboration, but as we do that we often lose meaningful time with kids. Staff collaboration and communication is imperative to improved success, especially as our kids become more and more needy and diversified. While trying to integrate technology into our instruction, we are finding that staff does not have the background it needs to insure academic success and gains from the technology. This is something that we are working hard on and trying to develop strong teacher to teacher training in these areas.

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

We will use our test scores to determine our needs as well as our staff needs survey which we do each year. We will attempt to scaffold our work. We are working on developing longer range plans to build on each years 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).

This waiver request is at the heart of our school improvement plans. Without this waiver, none of our professional development occurs. We have no time and no money outside of these days to provide training for staff whether it be state mandated or driven by our school improvement plan. I have included scanned copies of our school improvement plans for your viewing.

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

This waiver has been drafted with the help of the administrators, teacher committee, parent booster club, submitted to and reviewed by the school board. We are a small community and I am very conscious that a calendar is not the sole property of the teachers, but is part of our community. Each calendar is developed with sensitivity to parents and the problems that arise from days out of school and day care.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

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

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3

3. Additional teacher work days without students	2
Total	182

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X	X	
2	100%	X	X	
3	Optional		X	X
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

One day does not even begin to take care of the needs outside of the classroom to get all of the required work by the state done in regards to HIV/Hep B, confidentiality, safety, etc.... In addition to discussion of planning, scheduling, meeting with para's. I don't think people really understand the burden of regulation and unfunded mandates that are heaped upon us.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

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

Our waiver days this year were used for training in compassionate schools, K-12 literacy and review of test data with time for grade bands to spend time together looking at scores and any gaps that appeared. Previous trainings included K-12 math, science, reading opportunities for staff as well as a day each year in the fall reviewing scores and standards. RTI, DIBELS and MAPS are areas of continued work for us as well.

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 math scores have gone up fairly dramatically in some cases, however reading scores went down this year. We have emphasized math quite heavily. This actually shows the importance of the need for extra time because we do not have the time needed to meet all of the needs of our kids. We have added a great deal of technology to the district and while we have been able to provide some training, it has been difficult to do as much training as our staff needs. The staff is much better at analyzing data which ahs been a cornerstone of our efforts for the past three years.

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

We inform parents of the waiver days and topics through school board meetings, parent nights, newsletters, website and event calendars.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Appendix F
Part I

Application for Waiver from Requirements of Chapter 180-51 WAC High School Graduation Requirements

The following questions are for all renewal and new applications. Please include as much detail as possible.

1. **Contact Information**

Name	Jeff Petty
Title	Principal
School District	Highline
Phone	206.631.7700 (school office) 206.595.6133 (direct)
Email	jeff.petty@highlineschools.org
Mailing Address	Highline Big Picture Schools 440 South 186th St. Burien, WA 98148

Application Information

Type of Application (new or renewal)	Renewal
School(s) Impacted by the Waiver	Highline Big Picture High School
School Years Subject to the Waiver (maximum of four years)	2012-13 through 2015-16
Date of Application	January 31, 2012

2. Supporting documentation for new and renewal applications is attached to document the following (check all):

☒ The school's expectations for student learning.

☒ The graduation rate for the high school(s) for the last three school years.

☒ Any available follow-up employment data for the high school's graduates for the last three years. (Combined with college data)

☒ The system for documenting student learning (e.g., student portfolios, etc.).

☒ Student scores on the high school HSPE and EOCs for the past three years.

☒ The school's annual performance report for the last three years.

☒ The types of family and parent involvement at the school.

☒ The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school in the last three years.

3. WAC 180-51-050 (pending revisions adopted November 10, 2011) permits districts to award credit based on competency. Please explain why the current credit-based graduation requirements limit the high school's or district's ability to implement a standards and performance-based approach to learning, and require a waiver.

This is a renewal application to support continuation of Highline Big Picture's design principles and implementation strategy as originally endorsed by the SBE in 2008. At the time of the original waiver, HBP was in its third year and one year prior to graduating its first cohort in June 2009. Since then the school has graduated three cohorts and strengthened its implementation of the design principles, with compelling results in terms of graduation rate, college acceptance and persistence, student satisfaction, parent participation and satisfaction, and HSPE and EOC scores.

Districts are permitted to award credits based on competency, but credits remain associated with subject areas (English, math, social studies, etc.). Although performance-based and targeting competencies aligned with state standards, Highline Big Picture's educational approach does not group students or organize time in any way connected to particular subject areas. Furthermore, adult time and adult groupings with students are not connected to subject areas. An essential part of the effectiveness of our design is that, rather than identifying standards to guide the learning and then grouping teachers and students together to pursue those objectives, we support students in individualized project work and then identify what competencies have been developed and demonstrated. Having graduation based on credits named by subject area is inconsistent with and likely to undermine this approach.

Additionally, the array of credits required for graduation implies a prioritization (e.g. more English than social studies, more social studies than science); sequencing; and a ratio of skills and knowledge (e.g. 3:3:2:2.5 for the subjects English, math, science, social studies) that is inconsistent with our beliefs about what motivates and constitutes powerful learning. Our goal is that our students become deeply invested in their own learning by engaging in work they are passionate about. They then exceed standards-based expecations in competencies related to that interest, and this work in turn drives work in other competencies. This will look different for each student. Although students will demonstrate their abilities in all of the competencies prior to graduation, we do not wish to limit their pursuits or suggest that the aforementioned credit ratios have any bearing on what their path ought to look like.

Finally, we believe that our work to graduate students based on competencies not aligned with credits is consistent with WAC 180-51-001 as well as the State's intent to support innovation, particularly those innovations demonstrably beneficial to students and families whose needs are not being well-served by other schools.

4. Identify the requirements of chapter 180-51 WAC to be waived.

Our previously approved proposal waived 180-51-061, and we request the renewal to waive 180-51-061, which is twilighting, and 180-51-066, which replaces it. Our

competencies meet or exceed the additions in 180-51-066, as students are expected to engage our Quantitative Reasoning competencies through their entire high school career.

5. Please explain how state graduation assessment requirements and federal highly qualified teacher requirements will be met.

   Our students are currently subject to the same state assessment requirements as other students. HQT requirements are met by hiring Highly Qualified Teachers in various subject areas to ensure that our performance-based expectations in the various competencies meet or surpass in quality what students would experience in a credit-based model.

6. Please provide documentation and rationale that any noncredit based graduation requirements that replace in whole or in part WAC 180-51-066 support the state's performance-based education system (e.g., state standards).

   Attached (in a document named "Big Picture Learning Goals" are the competencies approved in our original waiver. Although they do not articulate each specific state standard, they were adapted from standards developed by colleges that encompass the state standards and expectations for admission to college. Since receiving the original waiver we have joined the competencies with BP Learning Goal language to facilitate their use in designing and implementing student projects.

7. What systems will be put in place to help students meet the learning expectations, and how will the district or school determine if those systems are successful?

   The primary systems supporting students to meet the learning expectations remain largely the same as when we received the original waiver, though our implementation has improved steadily. These include advisories of 17 students or less, with teachers following their cohort of students through all grades. Individual Learning Plans guide the work of each student, and these are developed by students and advisors in consultation with parents. Internships remain a significant component of our approach, with students establishing internships with professionals in areas of interest and then attending these internships two days each week. Three times each year, students present their work in exhibitions attended and assessed by staff, peers, parents, and often internship mentors. Additional resources added in the last two years include a College and Career Advisor and two full time STEM specialists who work with all grade levels and assist students in developing and carrying out STEM-related projects.

   Our most important measure of success is what our students are doing after high school. This data is encouraging, with a high percentage of students from recent cohorts enrolled in college. Highline Big Picture students have been accepted to all of Washington's public baccalaureates except the University of Washington. Other measures of success will continue to be parent and student surveys, exhibition performance, and state assessments such as the HSPE and EOCs.

8. What evidence is available demonstrating that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan?

   We enjoy significant distributed leadership among school staff, and support from the

Highline district board of directors is evidenced in part by their approval of our proposal to extend to middle school grades, beginning with a cohort of about 40 seventh graders this school year.

9. What evidence is available demonstrating that students, families, parents, and citizens were involved in developing this plan?

   None of the above parties were significantly involved in developing this plan when it originated. There is substantial evidence of these parties' support for our continuing our program as designed and their ongoing involvement in implementing it. This includes our near 90-100% parent participation in student exhibitions and assessment, high indications of parent satisfaction and involvement on surveys, high percentages of students indicating participation in class decisions and school governance (on district-wide survey), and co-participation of well over 100 community partners in the form of internship mentors.

10. Please provide documentation and rationale that any noncredit-based graduation requirements that replace in whole or in part WAC 180-51-066 meet the minimum College Academic Distribution Requirements established by the Higher Education Coordinating Board for students planning to attend a baccalaureate institution.

    A representative from the HEC Board participated last year in our most recent forum of admissions directors from Washington's four year public colleges (the first of these was in 2008). The purpose of the most recent gathering was to complete the design of an improved competency-based transcript originally shared with the 2008 forum. Representatives from the HEC Board and each of Washington's public baccalaureates weighed in on the design of the transcript and how to effectively translate between competencies and CADRs. We have developed and maintained relationships with admissions staff of all of these schools, and as noted above our non-credit-based approach is not proving to be an impediment to admissions. The list of colleges accepting HBP graduates has again grown this year as seniors have begun receiving acceptance notices.

For Renewal Applications Only:

8. When was the public meeting held to evaluate the educational requirements that were implemented as a result of the waiver?

   This meeting was held Wednesday, January 25th, 2012, as a portion of the Highline School Board's regularly scheduled public meeting.

9. Provide a summary of the comments received at the public meeting or meetings.

   Apart from praise and encouragement from the Superintendent and members of the Board, there were no public comments regarding renewal of the waiver.

10. Provide information regarding the systems implemented as a result of the previous waiver.

    These remain as proposed in the original waiver and are summarized as follows:

- *The school consists of grade-level "advisories" of 17 students and one generalist teacher (advisor).*
- *Students remain with the same advisor throughout their high school career.*
- *Each student has an Individualized Learning Plan (ILP), which he or she develops in collaboration with the advisor and parent(s).*
- *Students spend three days/week at the school site and two days off-site working in internships with adult mentors who share their interests.*
- *In lieu of a traditional schedule of classes, advisors teach and otherwise facilitate learning one-on-one and in various configurations according to the needs of the advisory group and students' Individualized Learning Plans.*
- *Students "level-up" from one level to the next by demonstrating, through exhibitions and portfolios, their competence in various competencies aligned with state standards.*

Selected School Data (supplement to attachments)

Graduation Rates and HSPE/EOC scores

	Reading	Writing	Math	Science	On-Time	Extended
2011	73.1%	81.5%	(EOC) 22.2%	25%	65.4 estimated 60.6 actual	81.7 estimated 77.6 actual
2010	72.4	74.2	6.1	9.1	71.2%	83.8%
2009	64.3	87.5	16.7	14.3	57.96	65.6

Notes: Data above provided by Highline School District's Office of Accountability. Our estimations for graduation rates are higher than these based on remaining in contact with several students from each cohort who moved out of state and have graduated from other schools. Also not reflected are several students who did not receive diplomas but who, with our continued support, are now enrolled in community college working toward AA degrees.
We believe recent gains in math/science scores reflect our prioritization of STEM competencies in project work. We are in the second year of a multi-year STEM initiative supported by the Paul G. Allen Family Foundation, the Trillium Foundation, and the Discuren Foundation.

Various Comparative Survey Data

*1 "My child is encouraged to prepare for his/her future and pursue further education after high school."
• HBP: 100% • District: 83%
*2 "My school helps me make plans for continuing my education (college, career planning, etc.)."
• HBP: 100% • District: 86%
*3 "How much has your class work emphasized understanding, talking, and writing about ideas & their meaning?"
• HBP: 98% • District: 70%
*4 "How much has your class work emphasized applying information to solve real-world problems?"
• HBP : 84% • District: 52%
*5 "How well has your school taught you to learn effectively on your own?
• HBP : 83% • BP schools nationally: 72%

SOURCES: 2008 District-wide Parent Survey; Annual District-wide Student Survey, 2009-10 results; Big Picture Learning Longitudinal Study of graduates, 2011 results.

College/Employment

Not disaggregated specifically by employment. Our College and Career Advisor gathered the following data on first two graduating cohorts. We are currently working on a database to track *all* students who have attended Big Picture, graduating or not.

Class of 2009

- 70% first generation college students
- Based on test scores, attendance, and other factors, most students not expected to graduate from high school when they enrolled at Big Picture in 2005
- 50% students of color
- 75% of students are enrolled in colleges or universities or working in jobs associated with their desired career path (compared to a recent average of 47% for low-income students nationally)

Class of 2010

- 70% first generation college students
- 65% college/university students
- 20% students working in jobs associated with their desired career path
- 60% students of color

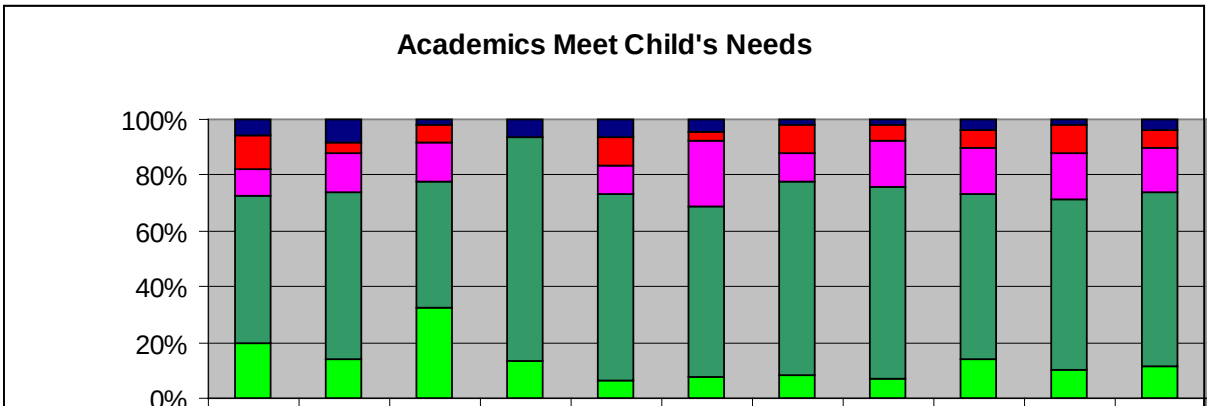
Additional Survey Data

Big Picture has led all district high schools (including Aviation High School, a magnet school) in 2008, 2009, and 2010 on most indicators covered by district-wide student survey, including the following:

- My teachers ask me to connect what I'm learning with the real world.
- The things I learn at school prepare me for post-high school education or training.
- My school helps me make plans for continuing my education (college, career planning, etc.).
- I receive prompt feedback from teachers on assignments or other classwork.
- I feel supported and respected by teachers and staff.
- I feel supported and respected by administrators (principal, assistant principal).
- I feel supported and respected by other students.
- There is at least one adult in my school who cares about me and knows me well.
- My culture and ethnicity are respected at this school.
- I try my best at school.
- My teachers really care about what they are teaching.
- I know what is expected of me academically at school.
- I have a voice in school decisions.
- I have opportunities to be creative in my school assignments.
- I am challenged in my classes.
- Overall, people at school accept me for who I am.
- My teachers give me extra help when I need it.
- My teachers have high expectations of me.
- I am bored in my classes. (lowest percentage)
- How often do you spend time on busy work that is meaningless? (lowest percentage)

- How often do you consider views of different races, religions, genders, or political beliefs in class discussions or assignments?
- How often do you help set learning goals in your classes?
- How often do you use technology to do class assignments and projects?
- How much has your class work emphasized understanding, talking, and writing about ideas and their meaning?
- How much has your class work emphasized applying information to solve real-world problems?
- If you could select your high school, would you go to the same school again?
- While in high school, have you participated in community-based project as part of a regular class?
- While in high school, have you received credits as part of a work experience or internship outside of school?
- While in high school, have you prepared a personal study plan with a teacher or counselor?

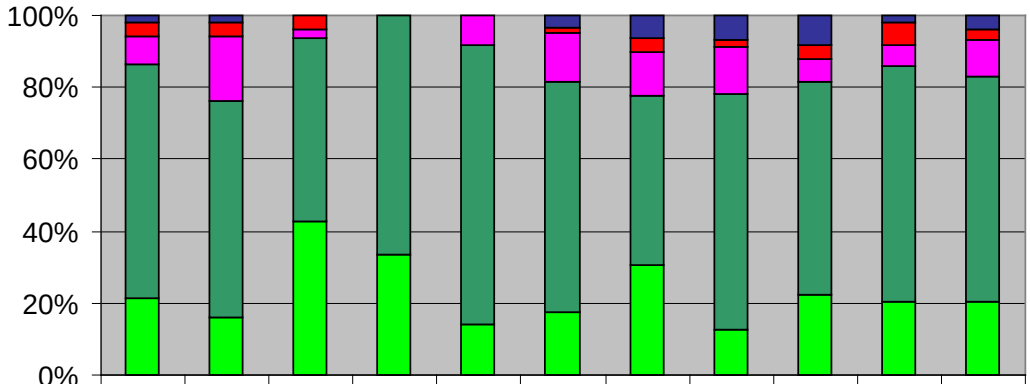
Excerpts from 2008 District-wide Parent Survey



	AAA	ACE	AHS	BigP	Global	Highs	HS3	MRHS	Odyssey	TEC	Total
5 Not Sure	6%	8%	2%	7%	6%	4%	2%	2%	4%	2%	4%
4 Strongly Disagree	12%	4%	6%	0%	10%	4%	10%	6%	6%	10%	6%
3 Disagree	10%	14%	14%	0%	10%	23%	10%	17%	16%	16%	16%
2 Agree	53%	60%	45%	80%	67%	61%	69%	69%	59%	61%	62%
1 Strongly Agree	20%	14%	33%	13%	6%	8%	8%	7%	14%	10%	12%

(Continued next page)

Prepared for Future



	AAA	ACE	AHS	BigP	Global	Highs	HS3	MRHS	Odyssey	TEC	Total
5 Not Sure	2%	2%	0%	0%	0%	4%	6%	7%	8%	2%	4%
4 Strongly Disagree	4%	4%	4%	0%	0%	1%	4%	2%	4%	6%	3%
3 Disagree	8%	18%	2%	0%	8%	13%	12%	13%	6%	6%	10%
2 Agree	65%	60%	51%	67%	78%	64%	47%	66%	59%	65%	63%
1 Strongly Agree	22%	16%	43%	33%	14%	18%	31%	12%	22%	20%	20%

HIGHLINE PUBLIC SCHOOLS
A path to success for every student

Big Picture High School

PERFORMANCE REPORT 2010 - 2011

SCHOOL MISSION STATEMENT

The mission of Highline Big Picture High School is to use internships and rigorous, interest-based projects to immerse students in work they are passionate about in order to develop the skills, habits, and knowledge to succeed in higher education, overcome obstacles to their well-being, and contribute positively to their communities. This mission is implemented one student at a time within a supportive network of staff, students, parents, and community partners.

CONTACT INFORMATION

440 South 186th Street
Burien, WA 98148

Office hours: 8:00 a.m. - 4:00 p.m.
School hours: Varies
Early Release for PCT: 2:30 p.m.
Phone: 206-631-7700
Fax: 206-631-7749

Principal: Jeff Petty
Jeff.Petty@highlineschools.org

Assistant Principal: Loren Demeroutis
Loren.Demeroutis@highlineschools.org

Office Manager: Denie Hoy
Denie.Hoy@highlineschools.org

Grades: 9-12

Enrollment: 116

Facility: Big Picture occupies a portion of the former Glacier High School. Buildings on this campus were constructed in 1959 and 1965. The school will be relocated to the Manhattan site September 2011.

To view Enrollment Statistics, Demographics, and State Test Scores, please visit:
http://reportcard.ospi.k12.wa.us
Select: Highline School District
Select: Big Picture School

Free access to the internet is available at all public libraries.

PLANS FOR 2011-12

- Launch Big Picture Middle School with inaugural cohort of 7th graders.
- Develop STEM internship pathways in healthcare, engineering, and research science.
- Intensive focus on Learning through Internship across all grades.
- Renew State Board of Education waiver for competency-based graduation and increase partnerships with four-year colleges.
- Expand capacity of wellness center with VISTA partners, Native Student Alliance.
- Restructure special education support to prioritize rigorous and personally relevant project work.

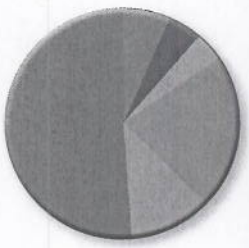
HIGHLIGHTS FROM 2010-11

- Received two-year STEM implementation grant from Paul G. Allen Family Foundation, supplemented by ongoing STEM grants from Trillium and Discuren Foundations.
- 20-point increase in percentage of sophomores passing science HSPE, and significant gains in math end-of-course (EOC) exam passage.
- Continued exceptional results in annual district student survey on climate, academic engagement, and relevance.
- Graduates accepted to multiple four-year colleges and universities.
- Developed competency-based transcript in collaboration with Washington State's four-year public colleges.
- Increased staff capacity of student wellness center, including Native Student Alliance with extensive partnership with Native community organizations.

INVITATION TO PARTICIPATE

At Highline Public Schools, we believe the education of children is a joint responsibility. Good communication and collaboration between our schools and parents, families, and the community are essential to improved student achievement. Families and community members are encouraged to participate in school activities.

WHO WE ARE AT BIG PICTURE HIGH SCHOOL



- American Indian/ Alaskan Native 6.5%
- Asian 4.8%
- Pacific Islander 4.1%
- Black 22.0%
- Hispanic 11.4%
- White 51.2%
- Multi-Racial 0.0%

Data: October 2010

HOW HIGHLINE DISTRICT DOLLARS ARE INVESTED

PER PUPIL SPENDING FOR 2010-11 WAS $10,107.92

- Central Administration 6.4%
- Support Services 18.0%
- Principal's Office 6.2%
- Teaching and Teaching Support 69.4%

Source: 2010-11 general fund year-end financial statement

ENROLLMENT CATEGORY BY GRADE

	09	10	11	12	TOTAL
Regular Education	23	19	23	20	85
Special Education	9	8	6	8	31
Total	**32**	**27**	**29**	**28**	**116**
English Language Learners*	1	1			2

**Included in counts above* *Data: May 2011*

Free and reduced lunch 68%

The Washington State Board of Education

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

Title:	**Understanding the Changing Workforce Needs in Washington State**	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap. ☒ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	How can the Workforce Board and the State Board of Education collaborate on the work of establishing effective career pathways for students? What are the key considerations? How can the State Board of Education effectively define the system's relative success or failure in meeting workforce demands through key data points? What data is the most important to track in this context?	
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	Ms. Eleni Papadakis, the Executive Director of the Workforce Training and Education Coordinating Board, will be presenting. The Workforce Board and the State Board are, by statute, required to collaborate regularly; a provision in SBE's statute. Accordingly, Ms. Papadakis was invited to come speak on the following topics: · Best practices in integrating workforce exposure with the high school curriculum: o Implications for culminating projects and high school programs that weave in workforce exposures. o How to best match employers with high schools. o Opportunity to discuss House Bill 2170 – Career Pathways Act. · Defining the "workforce problem" in data: o What key data points should the SBE be tracking?	

Workforce Training and Education Coordinating Board

Background

At the March Board meeting, the State Board of Education will host a presentation by Eleni Papadakis, Executive Director of the Washington Workforce Training and Education Coordinating Board.

Statutory Duty to Coordinate

The presentation serves several purposes. By statute, the SBE is required to continue on-going collaboration with workforce representatives. RCW 28A.305.130 lists among SBE's duties the responsibility to "...Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system."

Discussion of Career Pathways Act – HB 2170

Additionally, the work of the Workforce Board is linked directly to the intent of HB 2170 – The Career Pathways Act. The Board has taken particular interest in this bill due to its inclusion of language pertaining to the "opt-out" procedures associated with Algebra II coursework and the third math credit graduation requirement. Section 403 of that bill states:

> *Graduation requirements established by the board may not impose additional administrative requirements or procedures, such as waivers or permissions, for students seeking a non-baccalaureate career pathway. (HB 2170, Sec 403)*

Additional language contained in this bill also requires the State Board of Education to produce materials that "illustrate options and strategies for students to pursue any of multiple career pathways while meeting graduation requirements, including a clearly-articulated nonbaccalaureate pathway that may include career and technical education, enrollment in a skill center, or pre-apprenticeship." What meaning can we take from this bill, and how does it affect our work going forward - whether it passes the Legislature or not? Our time with Ms. Papadakis will be an opportunity to discuss how policy boards and educational leadership organizations are coordinating to produce meaningful career pathways for students.

Integrating School Work with Workforce Exposure – Link to Culminating Project

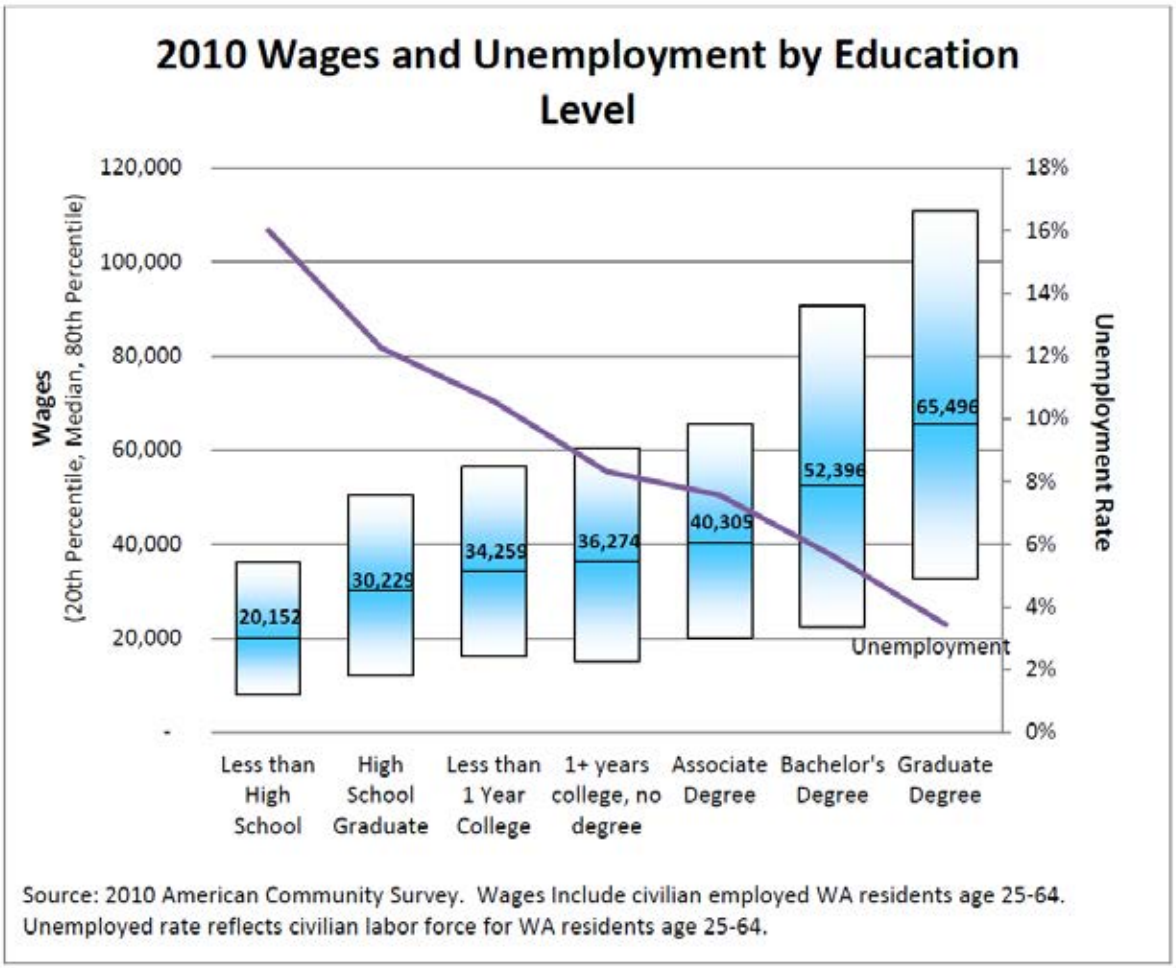
The Workforce Board places a high priority on weaving workforce experience into a student's high school coursework. Indeed, the Board is currently working on a grant from the U.S. Department of Labor designed to match schools with employers through a web-based database. The application takes the data submitted by employers and schools and performs a "match-making" service based on the preferences and opportunities specified by each.

Because the high school and beyond plan and the culminating project are key transition points for students as they begin to think about their post-secondary aspirations, it is worth giving some thought to culminating project "best practices" that facilitate this exploration most effectively.

Defining the Workforce Problem Statement Through Data

Part of what Ms. Papadakis will address is the question of how to best define the "workforce problem" in key data points. This is apropos to the SBE's work on system goals-setting. If policymakers want to track progress statistically, and focus policymaker attention to the problems most critical to improving Washington's economic competitiveness, how can they do so?

The Workforce Board co-sponsored a study released in 2011 entitled *A Skilled and Educated Workforce*. A slide from that report is included below, which illustrates the clear inverse relationship between education level and unemployment.



Source: 2010 American Community Survey. Wages Include civilian employed WA residents age 25-64. Unemployed rate reflects civilian labor force for WA residents age 25-64.

Workforce Training & Education Coordinating Board

What We Do

The Workforce Board is a customer-focused advocate for Washington's workers and employers, ensuring through strict performance accountability that public dollars spent on worker education and training programs provide a return on investment.

Business and Labor Guide the Board

Two-thirds of the voting seats are held equally by business and labor representatives. Remaining seats are held by major service providers. This means customers have a direct, influential voice in all decision-making. With business and labor at the table, we get a real-world view of our challenges and opportunities—and take action on them.

Workforce System Customers

Our workforce customers have a broad range of ages, abilities and backgrounds—from high school students who require relevant, applied learning to stay in school, to low-skilled working adults who need more education to earn a living wage, to the recently laid off retooling for new careers. We advocate for lifelong learning so all workers become better educated and better skilled—keeping our workforce, and our state, competitive.

The System We Oversee

The Workforce Board oversees 17 workforce programs, administered by seven agencies. We measure the performance of 12 of the state's largest programs, which account for more than 90 percent of the federal and state dollars spent on our workforce development system—or roughly $920 million.

Our Staff

Researchers, policy analysts and managers prepare and analyze our detailed reports on everything from worker skill gaps to how effectively our state's programs train workers to fill jobs. Staff members have expertise in a wide range of disciplines but specialize in outreach and building partnerships.

Why We Exist

In 1991, the Legislature set about eliminating the four state boards that supervised the state's tangled training system. The Workforce Board replaced these boards and created a coordinated and more accountable workforce system. Our strategic plan, *High Skills, High Wages* details the state's opportunities and workforce objectives while our performance reports enforce strict accountability measures that go beyond federal requirements, ensuring the state's education and training programs receive an objective evaluation, meet Washington's high performance goals, and offer a return on investment for taxpayers.

Workforce Training & Education Coordinating Board

A Closer Look at What We Do

- **Strategic Planning** –Through evidence-based, wide-ranging citizen input, *High Skills, High Wages, 2008*-2018, is the state's 10-year strategic plan for workforce development.
- **Performance Accountability** – *Workforce Training Results 2010* and the Workforce Board's other reports detail how our state's workforce development programs perform, using a common set of measures, stricter than federal requirements. Our research has led to investments in the Training Benefits Program for unemployed workers, the Worker Retraining Program for dislocated workers, High Demand college programs and the nationally recognized Integrated Basic Education Skills and Training program (I-BEST).
- **Innovation/Research & Development** – The Workforce Board looks for ways that promising practices can benefit Washington. In some cases, we have pioneered concepts such as Industry Skills Panels, Navigation 101, Lifelong Learning Accounts for employers and employees and school and community partnerships for dropout prevention and retrieval.
- **Health Care Shortage Solutions** –The Health Care Personnel Shortage Task Force, staffed by the Workforce Board, created strategies to close the gap on the severe current and projected shortages of trained health care workers in Washington.
- **Career Guidance and Consumer Protection** – The Workforce Board brings together career counseling, job demand information and training program performance results through its CareerBridge.wa.gov website so that youth and adults can chart education and career paths that lead to in-demand jobs.
- **Career & Technical Education** - The Workforce Board focus on Career & Technical Education programs in Washington's high schools and community colleges has elevated the quality and status of these programs so that they provide a smart career path. The Workforce Board also administers the Washington Award for Vocational Education (WAVE) two-year tuition scholarship.
- **Private Career School Licensing & Veterans Programs** - The Workforce Board protects students from training scams by inspecting and licensing private career schools that meet the state's requirements. The Workforce Board also approves education and training programs that quality for Veterans Educational Benefits.

Workforce Training and Education Coordinating Board
128 - 10th Avenue SW,
PO Box 43105,
Olympia, WA 98504-3105

360-753-5662, Fax 360-586-5862

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E-mail: workforce@wtb.wa.gov

The Washington State Board of Education

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

Title:	**Student Presentation – Improving K-12 Education**	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint	
Synopsis:	Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues. In his second presentation to the Board, student Board Member Matthew Spencer will discuss his perspective on one to two ways SBE might improve K-12 education.	

STUDENT PRESENTATION

BACKGROUND

Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues.

Student Board Members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below:

Presentation Topics (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K-High School).
2. One or two good ideas to improve K-12 education.
3. How the Board's work on: _____ (you pick) has impacted, or will impact K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Before and after: where I started, where I am, and where I'm going.

Date	Presenter	Topic
2012.03.15	Matthew	2
2012.05.9	Jared	5
2012.07.12	Matthew	3
2012.11.9	New Student A	1
2013.01.10	Matthew	4
2013.03.14	New Student A	2
2013.05.9	Matthew	5
2013.07.11	New Student A	3

POLICY CONSIDERATION

None

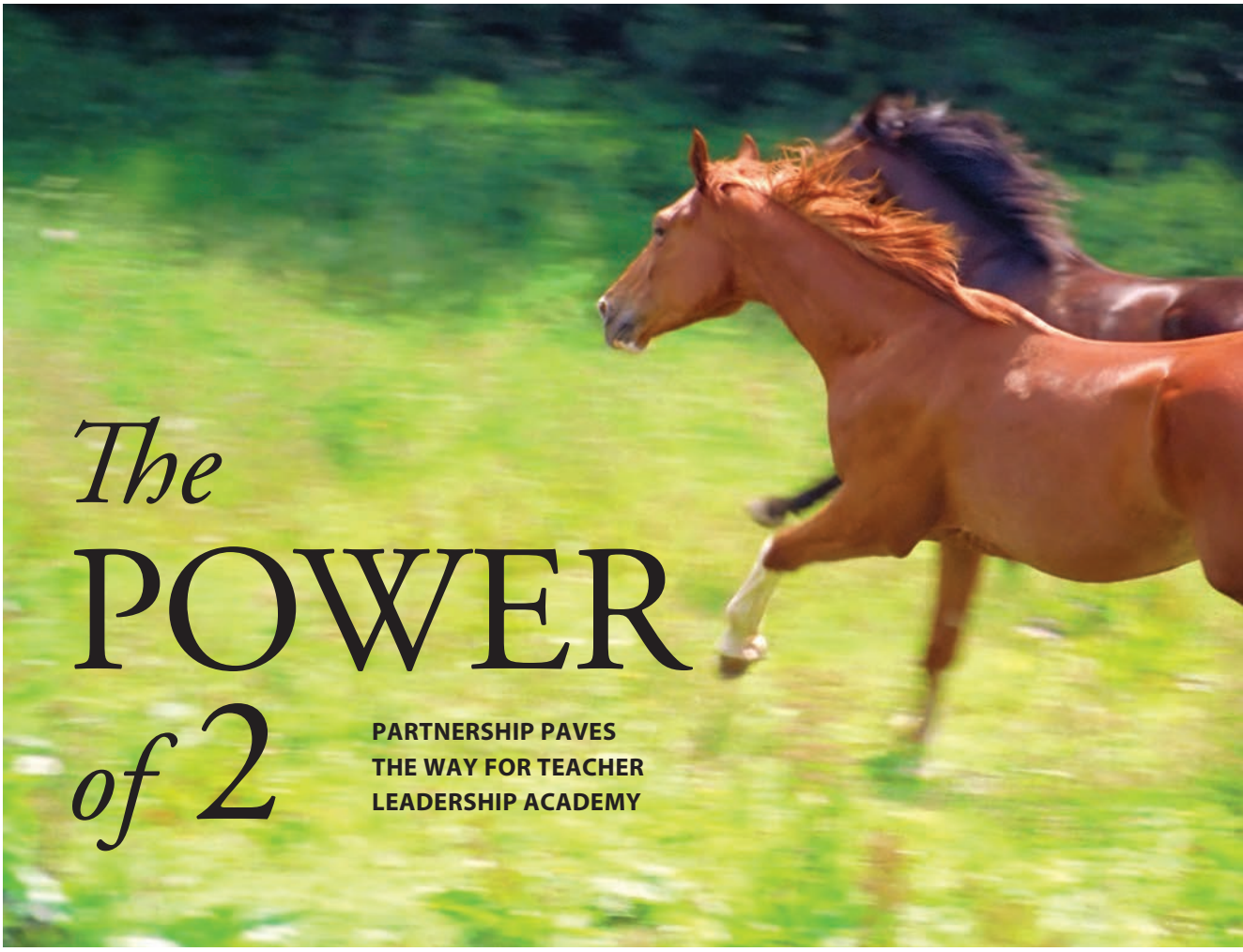
EXPECTED ACTION

None

The Washington State Board of Education

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

Title:	**Reform Efforts in the Auburn School District** Dr. Kip Herren, Superintendent – Auburn School District	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap. ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☒ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What are best practices emerging from school districts in Washington in the area of educator professional development? How can school districts leverage funding and time in a difficult economy to deliver effective professional development? How do state policies aid or hinder district reform efforts?	
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	Superintendent Kip Herren from the host district – the Auburn Public Schools – will talk to the Board about his reform efforts in the Auburn district, and offer an overview of the district's strategic plan. In particular, Dr. Herren will speak to the implementation of Teacher Leadership Academies as a key strategy for improving the quality of instruction. To implement these academies, Auburn partnered with the Center for Strengthening the Teaching Profession at the University of Washington. Their collaboration is detailed in the enclosed article "The Power of 2." Dr. Herren will be asked to speak to how state policies aid or hinder a school district's ability to implement best practice reforms.	



The POWER *of* 2

PARTNERSHIP PAVES THE WAY FOR TEACHER LEADERSHIP ACADEMY

By Jeanne Harmon, Kip Herren, Rod Luke, and Terese Emry

A clear vision is the essential foundation for making decisions about precious resources for implementing professional learning: people, time, and money. The Auburn School District in Washington state learned firsthand how a clear vision drives resource allocation to support strategic actions and how effective partnerships can be the best solution when internal resources are not available. In collaboration with the Center for Strengthening the Teaching Profession, Auburn aims to impact student learning by developing teachers' instructional leadership skills. After just one year of a new initiative, 50 teacher leaders are transforming teacher and student learning through professional learning communities as well as transforming district culture.

VISION DRIVES ACTION

In 2009, a committee that included district office leaders, teachers, principals, parents, and community members completed a district strategic improvement plan, which was then approved by the Auburn School District board of directors. This three-year framework guides allocation of district resources toward strategies that will help the district meet its top priority: student academic achievement. The plan details four main goals, the objectives and strategies used to meet those goals, and evidence to collect along the way. See the goals listed in the box on p. 29.

One strategy in the plan is to implement professional learning communities to give teachers time to collaborate to improve practice. Another strategy is to build leadership skills across the district. District superintendent Kip Herren saw how these strategies could work together: Build-

ing teachers' instructional leadership skills would empower them to positively influence colleagues' teaching practice through professional learning communities, while at the same time distributing leadership across the district.

PEOPLE AND PARTNERSHIPS

Herren realized that the district did not yet have the internal capacity to develop teacher instructional leadership skills, so he sought an outside resource. At a conference session presented by the nonprofit organization the Center for Strengthening the Teaching Profession, Herren discovered the resource that would link the strategies of the district strategic plan together: the teacher leadership skills framework, which outlines the knowledge, skills, and dispositions teacher leaders need in a variety of formal and informal leadership roles. The list at right shows the key skill areas for teacher leaders. Herren recognized that the center's staff had the knowledge and experience Auburn needed to create high-quality leadership training for teachers. Herren consulted with the center's Executive Director Jeanne Harmon and Associate Director Terese Emry, and the Auburn Teacher Leadership Academy was born.

Fifty teacher leaders from across the district were selected to be part of the first academy cohort. To ensure that teacher leaders had school-based partners with whom to collaborate as they developed and exercised their leadership, two teacher leaders from each elementary school and three from each secondary school participated.

TIME IS ESSENTIAL

Learning Forward's research-based definition for high-quality professional learning calls for a comprehensive, sustained, and intensive approach. With this definition in mind, Auburn and leaders from the Center for Strengthening the Teaching Profession knew that ample time for learning

STRATEGIC PLAN GOALS

Goal 1: Student achievement.
With district support, leadership, and guidance, each student will achieve proficiency in the Washington Comprehensive Assessment Program, and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington state uniform bar in reading and mathematics in grades 3 through 8 and 10.

Goal 2: Dropout rate and on-time graduation.
Schools will reduce dropout rates and meet additional AYP indicators as determined by K-8 attendance and high school on-time graduation rates.

Goal 3: Parents/guardians and community partnerships.
The district and schools will continue to develop partnerships to support student academic achievement and success.

Goal 4: Policies and resource management.
The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

TEACHER LEADERSHIP FRAMEWORK SKILL AREAS

- Working with adult learners.
- Communication.
- Collaborative work.
- Knowledge of content and pedagogy.
- Systems thinking.

was an essential resource. Additionally, the professional learning experience needed to be meaningful and customized to meet teacher leaders' needs. Before planning began in earnest, teacher leaders completed a self-assessment based on the teacher leadership skills framework, then the center used the results to design academy content.

A four-day summer institute kicked off the academy. On the first day, academy participants grappled with what it means to be a teacher leader and what formal and informal leadership roles they might assume in their own settings. They worked through case studies describing common dilemmas of teacher leaders. For days two and three, the Center for Strengthening the Teaching Profession tailored academy content to meet the leadership skill needs that emerged from the self-assessment. For example, only 25% of teacher leaders reported that they had the necessary communication skills to consistently lead data-driven dialogue that facilitates informed decisions and appropriate actions. With that in mind, the center designed one full-day session devoted to learning and practicing data protocols that academy teachers could take back to their schools and professional learning communities. A concurrent session focused on working with adult learners, another need that emerged from the self-assessment. Offering two sessions each day allowed academy participants a choice in what they needed to learn. Other sessions focused on facilitation skills, systems thinking, and effective learning community implementation. Activities that helped build a sense of community among teacher leaders were woven throughout all institute sessions so that the teacher leaders left on day four knowing they had collegial support as they took their new skills back to their school settings.

Auburn School District
Auburn, Wash.

Number of schools: **22**
Enrollment: **14,495**
Staff: **888** certificated staff, **758** classified staff
Racial/ethnic mix:

White:	**54.7%**
Black:	**7.7%**
Hispanic:	**19.9%**
Asian/Pacific Islander:	**10.5%**
Native American:	**2.0%**
Other:	**5.2%**

Limited English proficient: **12.5%**
Languages spoken: More than **45**
Free/reduced lunch: **52.1%**
Special education: **11.9%**
Contact: **Kip Herren**, superintendent
Email: **kherren@auburn.wednet.edu**

After the school year began, the teacher leaders were released from their classrooms once a month for full-day academy sessions. The teacher leaders deepened their leadership skills and shared successes, ideas, and challenges with their academy colleagues. Similar to the summer institute, the monthly sessions were designed to be responsive to teacher leaders' emerging needs in real time. Rather than lay out the entire year's schedule in advance, Auburn and center leaders met monthly to plan sessions based on teacher leader feedback as well as on needs that surfaced in learning communities across the district.

FINDING FUNDS

The district needed financial resources to secure people and time to bring the Auburn Teacher Leadership Academy to fruition. The academy was established during the state and national economic downturn, when many districts were postponing or scrapping new initiatives. Given the clear vision of how the academy fit into the larger strategic plan, Auburn leaders did not let money become a barrier. Assistant Superintendent Rod Luke looked at the district's monetary resources and asked how each one might connect with the academy's goals and intent. Identifying a combination of local professional development dollars and local, county, state, and federal grant funds, Luke carved out the funds necessary to pay for services from the Center for Strengthening the Teaching Profession, presenter fees, stipend pay for teacher leaders at the summer institute, substitute teachers for monthly sessions, and materials.

Additionally, Luke secured funding to offer minigrants to academy teachers who wanted to formally take their learning back to their buildings. Minigrant funds were used to pay academy teachers for the time necessary to design formal learning opportunities for colleagues and to pay for needed materials. Some teacher leaders used what they learned in a train-the-trainers session on assessment to design building-based professional learning experiences for their colleagues. Others designed and led book studies on relevant content from the academy. Principals also supported minigrant work by securing time and materials for academy teachers to work with their colleagues.

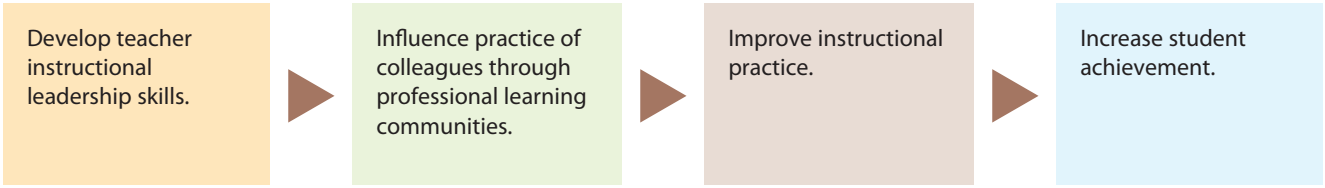
IMPACT

Multiple data sources reveal that year one of the Auburn Teacher Leadership Academy positively impacted teacher leaders, their colleagues, and students.

Academy teachers completed the teacher leadership skills framework self-assessment before and after the yearlong leadership sessions occurred. To complete the self-assessment, teachers indicated how frequently they use the knowledge, skills, and dispositions detailed in each of the five broad areas of the framework. They then placed themselves on a continuum to show their overall leadership ability in that area. On the post-assessment, academy teachers rated themselves higher in every area. The greatest change was in the area of working with adult learners. On the preassessment, only 26% of teachers rated themselves as refining or proficient, in contrast with 74% giving themselves those rankings on the post-assessment. Academy teachers also reported growth on all of the specific skills targeted through the academy, such as their ability to lead data-driven dialogue and developing norms of collaboration.

Additional data gleaned from the academy final evaluation shows impacts beyond the teachers involved. All academy teach-

THEORY OF ACTION



ers reported that they use what they learned in their professional learning communities, grade-level or department meetings, and in the classroom. More than 80% indicated they used their skills in staff trainings. When asked how his participation in the academy benefited his colleagues, one high school teacher leader wrote, "We brought back all that we received during our monthly trainings, and many have become part of our current and future curriculum." When asked how her participation in the academy benefited students, another teacher leader remarked, "My students benefited from the collaboration that came from participating in the academy. My team members and I are developing common power standards, and we are working with the grade after us to align our instruction."

Academy teachers' comments also reveal their increased sense of competence as leaders. One teacher leader reflected, "I really feel much more confident now as a young teacher." An experienced teacher leader also felt the academy was beneficial, saying, "This was one of the most valuable things I have done in my career. I have grown as a person as well as a professional." Many academy teachers pointed to specific skills they learned and how they applied them. For example, one participant remarked, "A strength is having the knowledge of protocols for facilitating discussions that I did not have prior to the academy. I now have not only the skills to lead an effective meeting, but also the tools."

Principals and district leaders see the benefits of the academy at the system level. An elementary principal noted, "This has improved the overall climate within our school, as teachers now see the strengths within each other and how those strengths improve student learning throughout our building." A middle school principal agreed, saying "As a principal, it is beneficial to have teacher leaders who can assist in creating a positive culture and help to move the school forward." According to a high school principal, the academy gave teacher leaders "confidence and enabled them to present to the entire staff with authenticity and credibility."

The most important impact of the academy will be on student learning. Auburn is analyzing data from formative and summative assessments at district and state levels in order to measure the impact of the entire strategic plan, including the academy. As the instructional leadership of academy teachers continues to develop through cohorts two and three, we anticipate more effective professional learning communities, which will positively impact instructional practice of teachers, and that will in turn translate to student learning increases across the district, as illustrated in our theory of action (above).

LESSONS FOR LEADERS

The academy's successes in Auburn can be replicated in other settings. Leaders interested in similar strategic initiatives should consider the following:

1. Start by articulating a clear, long-term vision that drives strategic action steps. Be clear about how building the capacity of teacher leaders fits into the larger plan.
2. Examine existing human resources. If internal resources are not available, reach out and form partnerships to secure needed expertise.
3. Think creatively about how existing monetary resources connect with strategic goals and long-term vision. A variety of sources can complete a total funding package.
4. The resource of time is critical. Teacher leaders must have ample time to build knowledge and skills, practice them, and work within a supportive community of colleagues in order to build efficacy.
5. Choose a framework to guide your work that allows you to customize learning opportunities to meet the unique needs of your teachers. Be responsive to changing needs.

Through the academy, we've learned that the resource investment to build the leadership capacity of 50 teachers impacted each of them. However, the academy is not just an investment in individuals; it is a strategic investment to distribute leadership across the district in order to impact many. We anticipate the successes of the academy's first year will be magnified exponentially in years two and three. Ultimately, this investment will benefit the most important stakeholders in Auburn: students.

•

Jeanne Harmon (jeanne@cstp-wa.org) directs the Center for Strengthening the Teaching Profession. Kip Herren (kherren@auburn.wednet.edu) is superintendent and Rod Luke (rluke@auburn.wednet.edu) is assistant superintendent for the Auburn School District in Auburn, Wash. Terese Emry (temry@psesd.org), previously associate director at the Center for Strengthening the Teaching Profession, works with teacher leaders through the Puget Sound Educational Service District in Renton, Wash. ■

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

Auburn School District Mission Statement

AUBURN SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

Closing the Achievement Gap: All Students Improve

2009-2012 Strategic Improvement Plan Progress Report

In April 2009, the Auburn School Board of Directors adopted and approved a Strategic Improvement Plan to guide the district through the next three years. The plan is a blueprint for continuous improvement and unparalleled academic success for every student in grades K-12.

What is the progress of the Auburn School District Strategic Improvement Goals?

GOAL ONE—Student Achievement

Students in the Auburn School District made exceptional gains in reading, mathematics, and program participation by diverse populations during the 2010-2011 school year.

Elementary School:

- *Third grade reading scores are in the top 15% of the state—students outperformed the state average by 16%.*
- *Third grade math scores are in the top 15% of the state—students outperformed the state average by 10.5%.*
- *Fifth grade ELL reading scores ranked third overall in the state—21.1% higher than the state average. Fifth grade ELL math scores ranked eighth overall in the state—16.5% higher than the state average.*
- *Third grade low income reading scores are 15.6% higher than the state average; math scores are 16.7% higher.*
- *Fourth grade Hispanic reading scores are 16.4% higher than the state average; math scores are 20.4% higher.*
- *Fifth grade Special Education reading scores are 17.2% higher than the state average.*

Middle School:

- *Sixth grade reading scores increased by 12% and math scores increased by 15%.*
- *Sixth grade Special Education reading scores increased by 20.5% and math scores increased by 11.5%.*
- *Eighth grade Hispanic science scores increased by 10%.*
- *Seventh grade end-of-course algebra scores had a 97.1% pass rate.*
- *Eighth grade end-of-course algebra scores had a 91.1% pass rate.*

More 2010-2011 Celebrations

- Auburn School Board recognized as a WSSDA Board of Distinction
- Two schools nationally recognized in mathematics and reading
- Three schools earned Washington Student Achievement Awards
- National Board Certified Teachers reached the three-year goal of 40
- Business Office received 23rd consecutive Excellence in Financial Reporting Award
- Transportation Department earned perfect score in Washington State Patrol Bus Inspection
- Auburn classified staff member named Washington State Employee of the Year
- Child Nutrition Services Department served over 80,000 free summer lunches

High School:

- *Reading, writing and science HSPE scores increased at all grade levels.*
- *Tenth grade Hispanic reading scores increased by 7.3%.*
- *Tenth grade Hispanic science scores increased by 9%.*
- *High school drop-out rates decreased from 4.4% to 3.4%; on-time graduation increased from 81% to 85.5%; and extended graduation increased from 86.2% to 91.4%.*

GOAL TWO—Dropout Rate and On-time Graduation

- *High school annual dropout rates decreased from 4.4% to 3.4%.*
- *On-time graduation increased from 81% to 85.5%.*
- *Extended graduation rates increased from 86.2% to 91.4%.*

GOAL THREE—Parents/Guardians and Community Partnerships

- *Schools made over 1.5 million contacts with parents during the 2010-11 school year via electronic news, school phone messenger, websites, family access and mailings.*
- *Students and families received over a million dollars of direct services thanks to community partnerships with CIS Auburn, City of Auburn, Cities and Schools Forum, AYR, White River Valley Museum, King County CPPW "Commit to Fit," CCER, Auburn Food Bank and the Tacoma Foss Waterway Project.*

GOAL FOUR—Policies and Resource Management

- *The school board completed the second year of the Lighthouse Project that addresses policies and strategic planning that create clear and high expectations, conditions of success, academic achievement and accountability.*
- *The school board conducted a complete review of district policies.*
- *District-wide conservation efforts saved over $400,000 in resources, which means more money for the classroom.*
- *The school district was awarded record $2.7 million in grants.*

You can find the Strategic Improvement Plan in its entirety online at: www.auburn.wednet.edu

The Washington State Board of Education

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Title:	**Developing Performance Improvement Goals for Washington State** *Washington ForWArd Project*	
As Related To:	☒ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap. ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What lead system indicators should the State Board of Education use in setting goals for the P-13 system?	
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The purpose of this presentation is to establish a stakeholder engagement process timeline and also discuss the structure of Lead System Indicators for our goals-setting work. A committee structure will also be proposed to engage the work of this project between meetings.	

The Washington State Board of Education

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Background:

Building upon the materials presented at the February special meeting, the State Board of Education will now:

- Discuss a timeline and structure for pursuing its goals-setting work.
- Adopt a committee structure to provide continuity of guidance between Board meetings on this project.
- Review an initial set of Lead System Indicators (LSI) to serve as the basis for stakeholder engagement in April and May, with an anticipated adoption of the LSIs in May.

Proposed Timeline:

Staff is proposing the following timeline of stakeholder engagement and Board action leading to final adoption of a complete set of indicators and goals in November, 2012. This timeline is consistent with, but more detailed than, the higher-level timeline discussed in prior Board meetings.

Timeline	Action/Topic
March Board Meeting	· Propose/Adopt timeline for engagement of stakeholders. · Propose/Adopt committee of the Board to work the project in between meetings. · Propose Initial set of Lead System Indicators (no adoption).
Between March and May Meeting	· Two stakeholder engagement meetings. · One to two sub-committee discussions.
May Board Meeting	· Adopt LSIs as foundation of goals-setting structure. · Propose goals on LSIs. · Propose initial set of Foundation Indicators (FI). · Discuss link between Achievement Index, AMO's required for ESEA, and the Board's goals.
Between May and July Meeting	· Two stakeholder engagement meetings · One to two sub-committee discussions
July Board Meeting	· Adopt LSI goals (ten year). · Adopt FIs.
Between July and September Meeting	· Seek stakeholder input on initial package of goals, website construction, usability, etc.
September Board Meeting	· Board reviews product in its entirety; makes suggestions and modifications to reflect last wave of feedback.
Between September and November Board Meeting	· Raise awareness among key stakeholders. · Communications plan/publicity.
November Board Meeting	· Final adoption of set of goals. · Initiate discussion on policy implications and best practices that help the state achieve the goals.

Proposed Lead System Indicators:

1. Third Grade Reading

Staff is recommending this for consideration as a Lead System Indicator because of the strong research suggesting third grade reading as a key "gateway" skill. According to the 2010 Casey Foundation study by Joy Lesnik *et al.* entitled *Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College* Enrollment*?*, students who are not reading at level by third grade have a difficult time making up that deficit later on in their academic career, and, therefore, have difficulty acquiring proficiency in other subject areas, given that literacy is a building block of knowledge in all academic subjects (ibid). The report indicates that this is the transition point during which students switch from *learning to read*, to *reading to learn* (ibid). Furthermore, a study by Donald J. Hernandez at Hunter College (2011) demonstrates that third grade reading is statistically predictive of secondary success. Students who struggled with reading in third grade comprised 88 percent of those that ultimately did not receive a high school diploma.

In setting the goal linked to this indicator, the Board will need to integrate the new method for determining Annual Measurable Objectives (AMO's) and the updated Washington Achievement Index contained in the state's ESEA waiver application.

2. High School Graduation

Staff is recommending this for initial consideration as a Lead System Indicator because of its close alignment with Superintendent Dorn's priorities, as well as a wealth of research indicating that possessing a diploma is a significant determinant of future economic well-being. A household supported by a high school graduate accumulates ten times more wealth than those supported by a drop-out (Gouskova & Stafford, 2005). Additionally, in Washington State there is a clear, inverse relationship between level of education and unemployment. Data from the 2010 American Community Survey suggests that the unemployment rate for drop-outs in Washington State is at least 50 percent higher than those with at least one year of post-secondary education or training.

In terms of methodology, staff agree with the OSPI position that extended graduation rates are preferable to "on time" rates, and that tracking both drop-out rates and graduation rates may be necessary, as each metric captures something the other may miss.

3. Postsecondary Attainment Rates of Credentials, Certificates, or Degrees

Staff is recommending this for initial consideration as a Lead System Indicator because it places a focus on students developing and pursuing plans beyond high school, but does not necessarily value baccalaureate degrees at the exclusion of apprenticeships, vocational training, or other non-baccalaureate pathways. The implicit policy statement underlying this Lead System Indicator would be that students need some form of postsecondary training or education to succeed in the modern economy. Data from the Workforce Board's 2011 report, *A Skilled and Educated Workforce,* suggests that the earning power of a worker with at least one year of post-secondary education is nearly double that of a high school dropout.

Other Lead System Indicators considered but not initially recommended:

The achievement gap

Staff believes that while the achievement gap is clearly of utmost importance, a Lead System Indicator that spans across the other indicators is not structurally consistent with our concept of the data roadmap, which follows key transition points for a student's journey through the system. Staff had discussed perhaps creating an Achievement Gap Index as a separate project, which incorporates data on various key indicators and attempts to generate one number that gauges progress against the gap from year-to-year.

A "whole child" indicator

Initial feedback from some stakeholders suggested including one Lead System Indicator dedicated solely to the non-academic needs of children; including health indicators, social/emotional needs, etc. Staff believes this is vital to the effort, but believes that these may be best suited as Foundation Indicators rather than Lead System Indicators, with the view being that attending to the non-academic needs of children are necessary to support students' academic and postsecondary success.

Kindergarten Readiness

If robust data existed, staff would probably recommend building another LSI around Kindergarten readiness. Unfortunately, statewide data is generally not yet available. WaKIDS is a promising initiative still in the pilot stages. Additionally, our ability as a state to collect and report a full set of meaningful Foundation Indicators for students ages three to five is a challenge. As a result, we are suggesting that K-readiness be heavily represented in the Foundation Indicators for third grade reading, but not its own Lead System Indicator.

Middle school math performance

According to a policy brief entitled *Muddle in the Middle: Improving Math Instruction at the Middle School Level* by Debbie Ritenour, produced by the SEDL (The Southwest Educational Development Laboratory), multiple studies show that "U.S. students begin to fall behind in math once they reach middle school (Beaton et al., 1996; Schmidt, McKnight, and Raizen, 1997). Additionally, evidence suggests the gender divide in math and science begins in middle school (ibid). While very important, the ability to focus on fewer than four Lead System Indicators required some priority-setting. Middle school math, therefore, would be a good foundation indicator for high school graduation.

Action Requested:

- Approve the timeline and stakeholder engagement strategy.
- Approve committee of the Board to work this issue in between Board meetings.
- Discussion of initial Lead System Indicators.

The Washington State Board of Education

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Title:	**The Math Transcript Placement System at Green River Community College**	
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap. ☒ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	How the K-12 and Higher Education systems work together to reduce remediation costs at the post-secondary level, and develop best practices that provide for the best course placement for students at the CTC level?	
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☐ Other	
	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	Given our presence on the Campus for the March meeting, the Board has made an effort to cultivate some of the interesting work happening at Green River Community College. Faculty and administrators at Green River Community College have developed and implemented an innovative course placement method that differs from the typical. Instead of relying on ACCUPLACER and COMPASS tests solely, they have developed a multiple measures approach that incorporates high school coursework and grades. This requires collaboration with local high schools to develop a crosswalk rubric that guides a student to particular coursework based on the courses they've taken, what grade they received, and when they took the course. This approach suggests a number of benefits. It develops strong collaborative relationships between community colleges and neighboring school districts. Additionally, it appears to offer an incentive to students to take more math courses, since doing so potentially gives them more control over their course placement at the community college level. There is also some empirical research to suggest that transcript placements are more predictive of future success in college. The Board focus is the implications of this work for the K-12 system.	

What is the Math Transcript Placement System?

The Transcript Placement System at Green River Community College is designed to make math course placement decisions utilizing a multiple measures approach. Rather than relying exclusively on an off-the-shelf, computer adaptive test, such as ACCUPLACER or COMPASS, this methodology draws data from a variety of sources, including the courses students' took in high school and what grade they achieved in those courses.

Green River's placement approach emphasizes student choice – students and parents choose which placement option they want to utilize. The placement options include the following:

1. COMPASS Test.
2. Transcript Placement.
3. Entrance Exams (placement exams developed in-house).
4. CRMT/MPGT Test Score (statewide test developed by the Transition Mathematics Project and the University of Washington Office of Educational Assessment).

The Transcript Placement System relies on the development of a rubric which crosswalks high school math coursework, when the math courses were completed and grades attained in those courses, with the appropriate community college-level course placement. Example rubrics are included in your packet. These rubrics are not uniform statewide – they are typically developed in collaboration with practitioners in neighboring school districts and are unique to the courses locally offered. In the case of Green River, they have developed rubrics with the Kent, Auburn, Renton, Enumclaw, Sumner, and Tahoma school districts, and have used them for course placement since 2004. At least two other community colleges are implementing similar methodologies.

The transcript placement methodology is part of the Transitions Math Project at the State Board for Community and Technical College and is also a focus of the K-12/Higher Education summit, initiated by Superintendent Dorn last fall.

Why is the State Board of Education Taking Up This Issue?

The State Board has a statutory responsibility to "articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system" (RCW 18A.305.130). The work of Green River Community College, in collaboration with local school districts, is an example of a "best practice" in developing seamless transitions between K-12 and higher education sectors of the system.

The State Board's strategic plan (Goal 4; Strategic A.1) requires SBE to research and communicate effective policies to make Washington internationally competitive in math and science.

What Benefits Does Transcript Placement Offer the System?

Transcript placement offers a number of benefits. There is a belief among some experts and practitioners that COMPASS and ACCUPLACER scores offer helpful but not sufficient data in placing students for college courses, particularly in instances when those students haven't taken high school math for a number of years. A multiple measures approach, it is thought, is more likely

to produce a valid placement. Indeed, some recent national research done by Dr. Clive Belfield from Columbia University supports this claim. Belfield's research compares COMPASS and ACCUPLACER data sets with a students' subsequent performance in college and finds that "placement tests do not yield strong predictions of how students will perform in college." (Belfield and Crosta, 2012) The belief that using multiple measures of academic preparedness can lead to more successful placement, particularly for community college students, is also supported by the work of Hughes and Scott-Clayton, 2010.

Additionally, transcript placement creates a more transparent college pathway for students. To the extent that students want to avoid pre-collegiate coursework, a rubric that shows a clear path from high school coursework and grades to a college coursework placement gives students and parents a sense of empowerment and an element of control that ACCUPLACER and COMPASS alone cannot offer. In the latter case, a placement score achieved on a particular date can dictate a sequence of coursework that may be misaligned with a students' coursework up to that point, requires additional cost, and involves an opportunity cost to the extent the student could otherwise have taken courses of personal interest.

Perhaps more importantly; however, transcript placement gives students (and parents) an implicit incentive to take more high school math. Beyond the minimum requirements of high school graduation, students can see a tangible benefit to taking additional courses: more advanced math course placement at the community college level. This can reduce remediation costs for both the student and the system, and also increase student learning and thus, college and career success.

Finally, the development of the crosswalk rubrics for course placement involves extensive collaboration with educators at the community college and school district level. This creates an ongoing platform for cross-sector relationship-building and articulation on issues of curriculum, standards, and student guidance and support.

What are the longer-term implications for the system?

Although remediation costs and validity questions about off-the-shelf placement tests are more pronounced in math, they are not unique to math. Consideration should be given to the development of similar types of placements in other subject areas, such as English/Language Arts.

As the state begins to adopt assessments linked to the new Common Core standards, those tests will be given to students in their junior year, rather than sophomore year per current practice. It is worth considering whether the SBAC tests can be utilized as another reliable indicator of appropriate course placement.

Given the statewide variability of high school coursework, the rubric development is context specific for each community college and collaborating high school. What statewide policy implications are there for a best practice that appears to be an inherently decentralized undertaking? How can the State Board of Education and other state policymakers encourage this practice without unnecessarily standardizing it?

Mathematics Placement at Green River Community College

Green River has a multi-faceted math placement system. Students have multiple options for placement into math courses. These include:

- COMPASS Test
- Transcript Placement (see below)
- Entrance Exams (see below)
- CRMT/MPGT Test Score
- Instructor Permission

A student new to Green River has a number of options for initial placement. If they are a recent high school graduate or a Running Start student, they can be placed into their math classes via our transcript placement process. If they have taken the College Readiness Math Test (CRMT) and are determined to be college ready, they can be placed into any of our first level college math courses. Otherwise, they will be asked to take the COMPASS exam and will be placed based on that score. If they are not satisfied with their COMPASS placement, they may take our in-house entrance exams or seek instructor permission.

Transcript Placement

Green River Community College has been using transcript placement as an alternate placement method for recent high school graduates and Running Start students since September, 2004. Rubrics have been developed for Kent, Auburn, Renton, Enumclaw, Sumner, and Tahoma School Districts (see attached sample rubrics). Transcript evaluation rubrics have been dissemination to high schools and to educational advisors on campuses. Other community colleges, such as South Seattle and Everett, are implementing a similar model. Some considerations around placing students into mathematics courses based on their high school transcripts include the following:

- Using multiple measures of academic preparedness can lead to more successful placement for community college students.
- Communicating with high schools while developing the transcript rubrics can foster relationships between the two sectors for a more seamless K-14 transition.
- Provides motivation to high school students to take additional math courses and earn higher grades.
- Community college and high school courses that have similar mathematics learning objectives are different in scope, breadth, and time span.
- Sends a strong message that taking no math for a year (e.g., senior year) may affect placement.

GRCC Entrance Exams

Green River has also had in-house entrance exams for many years that are given to students who want to challenge their COMPASS placement. These exams are written by our math faculty and are course specific to GRCC's courses. These exams were put into an online format two years ago and are now available upon request in our Testing Center for any student that is not happy with their COMPASS placement. Sample entrance exams are available online at: http://www.instruction.greenriver.edu/DIV-Math/Advising/default.htm (see attached).

Commitment to Proper Placement

Green River faculty are committed to making sure students are properly placed. If students begin a class and realize they are not properly placed, math faculty will shift students from section to section even if that means overloading their classes. This is crucial at a time when enrollments are so high and finding openings in any math class is difficult at the beginning of the quarter.

Green River Community College Math Advising/Placement

Taken from: http://www.instruction.greenriver.edu/DIV-Math/Advising/default.htm

In order to promote student success in mathematics, the Mathematics Division will make every effort to help place students at the appropriate level. As part of that commitment, the division has developed Entrance Exams and sample Entrance Exams for students to use to identify their correct placement. New students should take the mathematics portion of the COMPASS assessment to determine their math course placement.

Entrance Exams

Students who believe the COMPASS assessment does not accurately reflect their ability in mathematics may take an **Entrance Exam**. These exams were created by Green River Community College Math faculty and may be taken in the Assessment Center located in the Zgolinski Welcome Center (ZWC). The exams are online utilizing the WAMAP system. For more information about Entrance Exams and placement, click here.

Sample Entrance Exams

Password required for access: **grccee**
the website for the exams is at WAMAP, click here to go to that website. To print out directions for accessing the sample exams in WAMAP and tips for entering math expressions on the computer, click here.

Preparing for Entrance Exams

If you elect to take an entrance exam pleased be advised:

1) You are strongly encouraged to complete a Sample Entrance Exam before taking the actual exam. Go to this link for online samples:
   WAMAP

2) The Entrance Exam for a particular class can only be taken once.

3) A score of 80% or higher is required for placement into courses below the 100 level and a 75%-80% or higher is required for placement in classes above the 100 level

4) A calculator may be used on the exams (except for Math 62). Please bring your own.

Recent High School Graduates

Are you a recent graduate (transcripts are within one year) from Kent, Auburn, Tahoma, Enumclaw, Renton or Sumner High School? View our placement agreements with these districts based on your completed coursework...Kent HS graduates click here.....Tahoma HS graduates click here....Enumclaw HS graduates click here....Renton HS graduates click here...Sumner HS graduates click here...Auburn HS graduates click here.

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AUBURN PUBLIC HIGH SCHOOLS ALTERNATIVE PLACEMENT
FOR GRADUATES WHO PLAN TO TAKE MATHEMATICS AT GREENRIVER COMMUNITY COLLEGE WITHIN ONE YEAR OF HIGH SCHOOL GRADUATION OR FOR RUNNING START STUDENTS..

The goal of Green River Community College is to encourage success in mathematics. Realistic placement is critical for a student's success. In addition to our COMPASS assessment, students may be placed according to the following chart:

Students who have earned a C or lower in their last math class must be placed by COMPASS.

If your last math course was . . .	*and you earned a grade of . . .*	*and you completed it within_____of today's date:*	*your placement will be . . .*
Algebra I & II	C+ or better	One year	Math 70
		Two years	You will need to use your COMPASS score.
	B+ or better	One year	Math 72
		Two years	Math 70
Geometry I & II	C+ or better	One year	Math 72
		Two years	Math 70
	B+ or better	One year	Math 97
		Two years	Math 72
Advanced Algebra/Trig (Alg III & IV and Geometry I & II)	C+ or better	One year	Math 97
		Two years	Math 72
	B or better	One year	Math& 141[(a)], 107, Math 147, 170
		Two years	Math 97
	A	One year	Math& 141[(a)], 107, Math 106[(b)], 147, 170
		Two years	Math& 141[(a)], 107, Math 147, 170
BAT Math	C+ or better	One year	Math 97
		Two years	You will need to use your COMPASS score.
	B+ or better	One year	Math & 141[(a)]
		Two years	Math 97
Pre-calculus I & II	C+ or better	One year	Math 97 or Math & 107
		Two years	Math 97
	B or better	One year	Math& 107, 141[(a)], 142[(a)], 151[(a)], Math 106[(b)], 147, 170.
		Two years	Math&141[(a)], 107, Math 147, 170
	A- or better	One year	Math& 107, 151[(a)], Math 106[(b)], 147, 170
		Two years	Math& 107, 151[(a)], Math 106[(b)], 147, 170
AP Calculus I & II	1 on AP test or no AP test with a class grade of C or higher		Math& 107, 141[(a)], 151[(a)], Math 106[(b)], 147, 170 (Student may wish to meet with Math Faculty)
	2 on AP Test		Math& 148 or 151[(a)]
	3 or better on AP Test	See GRCC catalogue for Advanced Placement Credit.	

a Math& 141, 142, 151 and Math 147 require significant time and effort, often considerably more than the minimum of 10 hours of out-of-class study time per week normally needed for other math classes.

b Math 106 is designed as a condensed review of the topics in Pre-calculus (Math& 141 and 142). The coursework requires more than the minimum of 10 hours of out of class study time per week.

- Placement by this method expires one academic year after the student graduates from high school. The sooner the student takes his or her math class at GRCC, the better success the student is likely to have, since math skills tend to be forgotten over a period of time.
- **Please communicate to the students that if, after the quarter starts, they feel they have been placed too high, they should talk with their instructor.**

KENT PUBLIC HIGH SCHOOLS ALTERNATIVE PLACEMENT
FOR GRADUATES WHO PLAN TO TAKE MATHEMATICS AT GREENRIVER COMMUNITY COLLEGE WITHIN ONE YEAR OF HIGH SCHOOL GRADUATION OR FOR RUNNING START STUDENTS.

The goal of Green River Community College is to encourage success in mathematics. Realistic placement is critical for a student's success. In addition to our COMPASS assessment, students may be placed according to the following chart:

Students who have earned a C or lower in their last math class must be placed by COMPASS.

If your last math course was . . .	*and you earned a grade of . . .*	*and you completed it within_____ of today's date:*	*your placement will be . . .*
Algebra I & II	C+ or better	One year	Math 70
		Two years	You will need to use your COMPASS score.
	B+ or better	One year	Math 72
		Two years	Math 70
Geometry I & II	C+ or better	One year	Math 72
		Two years	You will need to use your COMPASS score.
	B+ or better	One year	Math 97
		Two years	Math 72
Algebra III & IV and Geometry I & II	C+ or better	One year	Math 97
		Two years	Math 72
	B or better	One year	Math& 141[a], 107, Math 147, 170
		Two years	Math 97
	A	One year	Math& 141[a], 107, Math 106[b], 147, 170
		Two years	Math& 141[a], 107, Math 147, 170
Applications in Mathematical Reasoning (if student has taken either Pre-calculus or Calculus placement is based on those grades)	C+ or better	Two years	Math 072
		One year	Math 097
	B or better	Two years	Math 097
		One year	Math& 141[a], 107, Math 147, 170
Pre-calculus & Trig	C+ or better	One year	Math 97 or Math& 107
		Two years	Math 97
	B or better	One year	Math& 107, 141[a], 142[a], 151[a], Math 106[b], 147, 170.
		Two years	Math&141[a], 107, Math 147, 170
	A- or better	One or two years	Math& 107, 151[a], Math 106[b], 147, 170
AP Calculus AB or BC	1 on AP test or no AP test with a class grade of C or higher		Math& 107, 141[a], 151[a], Math 106[b], 147, 170 (Student may wish to meet with Math Faculty)
	2 on AP Test		Math& 148, or 151[a]
	3 or better on AP Test	See GRCC catalogue for Advanced Placement Credit.	
AP Statistics I &II	See GRCC catalogue for AP Credit.	Follow placement for the Alg III & IV, Pre-calculus & Trig OR AP Calculus: whichever is most recent. (Student may wish to meet with Math Faculty)	

a Math& 141, 142, 151 and Math 147 require significant time and effort, often considerably more than the minimum of 10 hours of out-of-class study time per week normally needed for other math classes.

b Math 106 is designed as a condensed review of the topics in Pre-calculus (Math& 141 and 142). The coursework requires more than the minimum of 10 hours of out of class study time per week.

- **Placement by this method expires one academic year after the student graduates from high school. The sooner the student takes his or her math class at GRCC, the better success the student is likely to have, since math skills tend to be forgotten over a period of time.**
- **Please communicate to the students that if, after the quarter starts, they feel they have been placed too high, they should talk with their instructor.**

Title:	**The McCleary Court Case and Implications for the Washington State Legislature** Representative Pat Sullivan (Majority Leader – House of Representatives)
As Related To:	☐ Goal One: Advocacy for an effective, accountable governance structure for public education ☒ Goal Two: Policy leadership for closing the academic achievement gap. ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education ☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What next steps are before the Legislature, now that the State Supreme Court has upheld the Trial Court's ruling that funding for Washington public schools in inadequate? How can the State Board of Education aid in the Legislature's efforts to fully implement SHB 2776.
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Representative Pat Sullivan has agreed to join the Board to discuss the implications of the McCleary ruling for the Legislature's work this session and next. Representative Sullivan has been a leading voice in education funding reform during his time in the House of Representatives. He was one of the key legislative sponsors on both ESHB 2261 and SHB 2776, and was a leading voice in the deliberations of the Basic Education Task Force. Additionally, he currently sits on the Quality Education Council. Questions that we've asked Representative Sullivan to comment on include the following: · What next steps are before the Legislature, now that the State Supreme Court has upheld the Trial Court's ruling that funding for Washington public schools in inadequate? · What does the ruling imply about how quickly the legislature must act to implement SHB 2776? · What are Legislative expectations about the work of an Education Funding Study during the interim? · What are some possible long-term revenue options that can support sustained implementation of SHB 2776 that the Legislature has considered? · Does the revenue proposal offered by Representative Ross Hunter this session, featuring a "swap" of increased statewide property tax rates for reduced local levy reductions, appear to have any traction in the legislature?

The Washington State Board of Education

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

Title:	**Legislative Update** Update on Legislative Bills of Interest, as well as the K-12 Budget Proposal and Conference Progress.	
As Related To:	☒ Goal One: Advocacy for an effective, accountable governance structure for public education ☐ Goal Two: Policy leadership for closing the academic achievement gap. ☐ Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	☐ Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What is the Status of Priority Bills for the State Board of Education? What is the Status of the Budget proposals offered by the respective chambers? Is there any progress on a Conference Budget?	
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	At the direction of the Executive Director, staff have not prepared materials for the pre-packet on this subject. The situation in the Legislature right now is very fluid. As of the date of packet publication, the Legislature is still deliberating on the budget and several key pieces of legislation; materials will need to be updated up until the date of the Board meeting.	

ESEA Flexibility Update and Future Accountability Work

Washington State Board of Education
March, 2012

OSPI submitted an ESEA Flexibility Request to ED on February 27, 2012

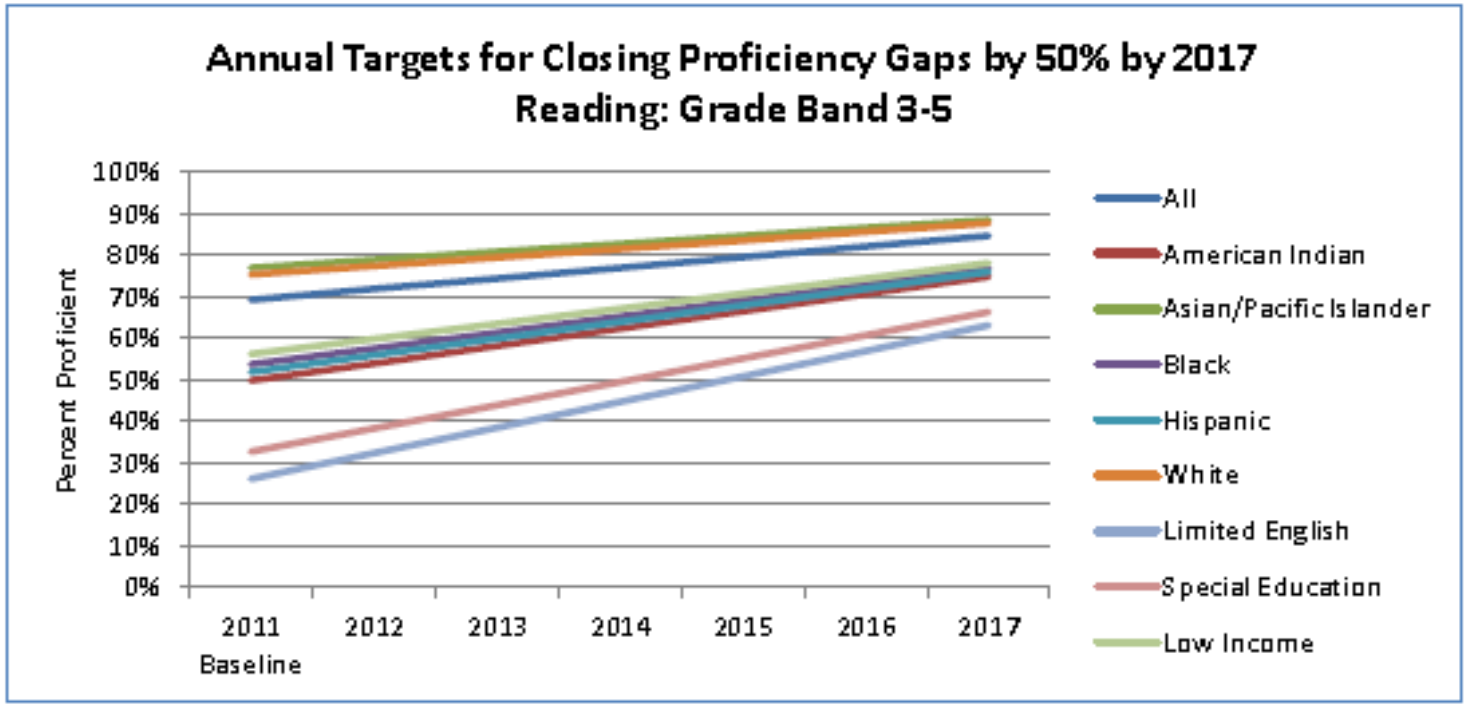
Principle 1—College- and Career-Ready Expectations for All Students

Adoption of the Common Core State Standards (CCSS) in English language arts and mathematics and the state plan to implement CCSS. Washington State's role as lead state with SMARTER Balanced Assessment Consortium (SBAC) satisfies the requirement to administer assessments to all students by 2014–15.

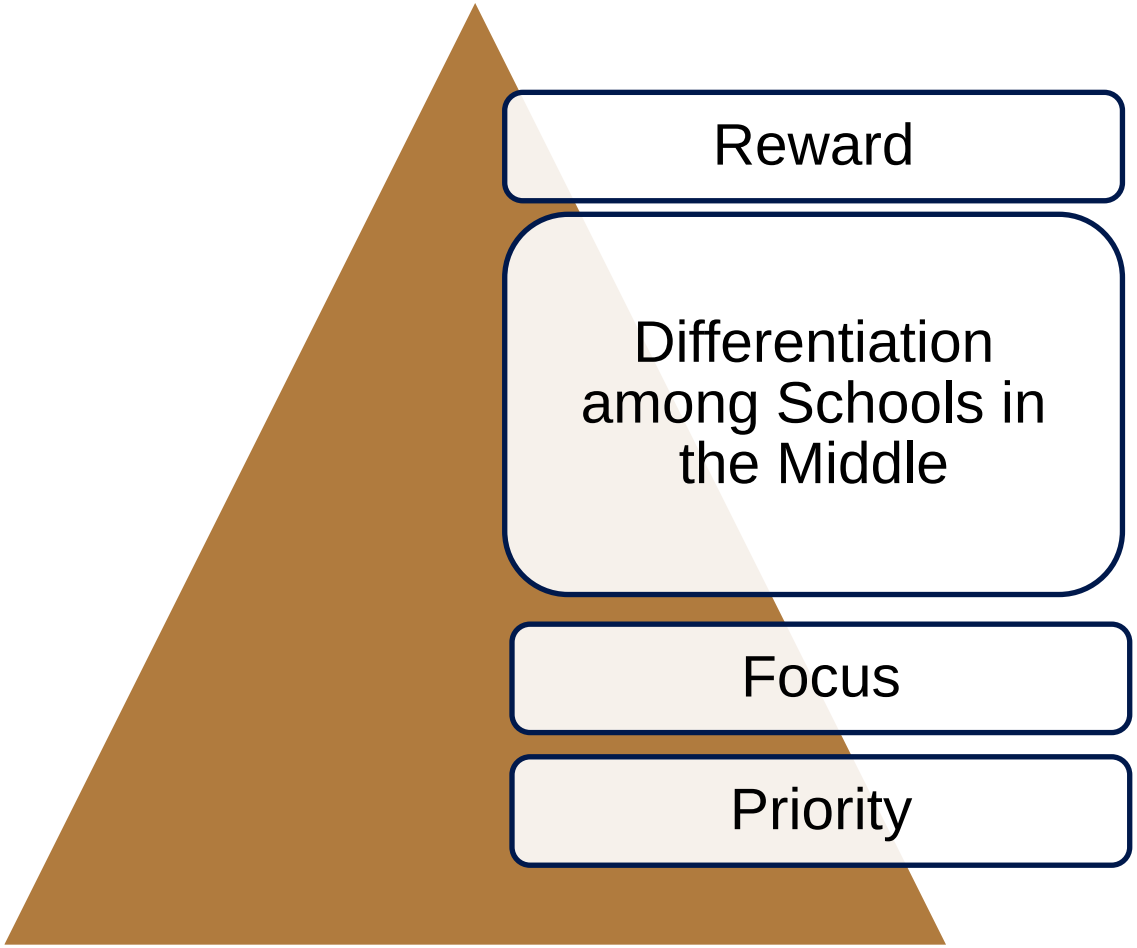
Principle 2—State-Developed Differentiated Recognition, Accountability, and Support.

- Establishing annual measureable objectives (AMOs);
- Recognizing and rewarding schools for high achievement and closing educational opportunity gaps;
- Identifying and developing improvement plans for Priority Schools;
- Identifying and developing improvement plans for Focus Schools with low performance and/or large achievement gaps;
- Uses the current Achievement Index as the basis for developing the system.

AMOs Example



Updated Achievement Index to Identify High and Lower Performing Schools



ESEA Flexibility Request Continued

Principle 3—Supporting Effective Instruction and Leadership

- Teacher/principal evaluation components of E2SSB 6696 – Teacher Principal Evaluation Project
- New teacher evaluation bill which just passed the Legislature, ESSB 5895

Principle 4—Reducing Duplication and Unnecessary Burden

- OSPI-led efforts to align data collection and thus reduce reporting burdens by districts

Joint Select Committee on Education Accountability

- Established in E2SSB 6696
- Purpose:
  - to identify and analyze options for a complete system of education accountability, particularly consequences in the case of lack of improvement by a RAD.
  - Identify appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level.
  - Examine models and experiences in other states.
  - Identify the circumstances under which significant state action may be required.
  - Analyze the financial, legal, and practical considerations that would accompany significant state action.
- 8 total members from House and Senate

Joint Select Committee on Education Accountability Continued

Timeline:

- May convene after May 1, 2012
- Interim report by 9/1/2012 for the education committees of the Legislature
- Final report with recommendations by 9/1/2013

Timeline

	Spring/ Summer 2012	Sept-Dec 2012	Jan-Aug 2013	Sept-Dec 2013	Jan-March 2014
SBE and OSPI	May-Sept 2012 SBE, OSPI engage stakeholders to develop updated Achievement Index	OSPI and SBE pilot updated Achievement Index to determine Reward, Priority, and Focus schools	OSPI and SBE monitor and adjust updated Index as needed	OSPI fully implements updated Achievement Index to determine Reward, Priority, and Focus Schools	Legislative approval and/or implementation of State Accountability System (incorporating Joint Select Committee Recommendations)
Joint Select Committee	May 2012: Joint Select Committee convenes Sept 2012: Joint Select Committee Interim Report Due			Sept 2013: Joint Select Committee Final Report Due	

Key Policy Questions

Achievement Index Updates:

- Current Index: ED feedback
- Incorporating student growth data
- Incorporating English Language Learner data
- Connection to AMOs
- Stakeholder input

Alignment with the Joint Select Committee:

- staff has drafted a letter to the Joint Select Committee on Education Accountability to highlight the SBE role in accountability and offer to help with their work

March 2012 Waiver Requests

Type of Waiver	Description	Established	Purpose
Option One	Regular 180-day waiver request	1995 RCW 28A.305.140	To enhance the educational program for each student
Option Two	Economy and Efficiency	2009 RCW 28A.305.141	Permitting flexible calendars to reduce operational expenses for up to 5 small districts
Credit-Based Graduation Requirements	Alternative high school graduation	2004 WAC 180-18-055	To facilitate the transition from a time and credit-based system to a standards and performance based system

Option One Requests

District	Days	Years	New/Renew
Eastmont	5	3	New
Granger	5	3	Renew
Snohomish	4	3	New
South Bend	3	3	Renew

Credit-Based Graduation Requirements Request

Existing waivers:

- Highline School District, Odyssey HS (expires after 2018-19)
- Highline School District, Big Picture HS (expires after 2011-12)
- Federal Way School District, Truman HS (expires after 2012-13)

Waiver Request:

- Highline School District, Big Picture HS (through 2014-15)

Economy and Efficiency Waivers Overview

RCW 28A.305.141 (SHB 1292) established SBE authority to grant no more than five "Economy and Efficiency" waivers:

- No more than *two* may be granted to districts with enrollment of fewer than 150;
- No more than *three* may be granted to districts with enrollments between 151 and 500.

Purpose: creating flexible calendars to reduce operational costs for districts. Savings must be redirected to improve student learning.

Currently, two districts with fewer than 150 students – Bickleton and Paterson – have Option Two waivers. These expire at the end of 2011-12.

•Three districts with fewer than 150 students have applied for Option Two waivers – Bickleton, Paterson, and Mill A.

Three-point Framework for Approving Economy and Efficiency Waivers: Point One

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data, and that can be substantiated by external data to the extent available?

Three-point Framework for Approving Economy and Efficiency Waivers: Point Two

2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?

Three-point Framework for Approving Economy and Efficiency Waivers: Point Three

3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2)? These include:
   a) Impact on children who rely on free-and-reduced price nutrition services.
   b) Impact on the ability to recruit and retain employees in support positions.
   c) Impact on children whose parents work during the missed school day.
   d) Other concerns raised by the community at the required public hearing.

Option Two Requests

District	School Years	Waiver Days Requested	Student Days	New or Renewal
Bickleton	2011-14	30	150	R
Mill A	2011-14	35	145	N
Paterson	2011-14	34	146	R

The Washington State Board of Education

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Green River COMMUNITY COLLEGE

Green River Community College

Math Transcript Placement System

Joyce Hammer, Ph.D.
Christie Gilliland
Deans of Transfer Education

K-16 Transitions/Background

- Transition Mathematics Project (TMP)
- Project TIME
- SBCTC initiatives
  - CCSS adoption across educational sectors
  - CCSS/CRMS articulation
  - Smarter Balanced Assessment

GRCC Math Transcript History

- Placement of recent high school graduates (including Running Start) since Sept. 2004
- Initially, COMPASS **and** transcript placement
- Collaboration between high school/college math faculty
- Rubrics developed for Kent, Auburn, Renton, Enumclaw, Sumner, and Tahoma School Districts

GRCC Multifaceted Math Placement

- COMPASS
- Entrance Exams (WAMAP)
- Transcript placement
- Instructor permission
- CRMT test score
- Reciprocity (pending)

GRCC Mathematics Website

We encourage students to visit our Math Advising Website:

http://www.instruction.greenriver.edu/Div-Math/Advising/default.htm

Research

- Multifaceted approach to placement
- Continuous enrollment
- “Tipping Point”
- Data
- Other

Why Use Transcripts?

- College Perspective
  - Placement into precollege courses
  - Persistence through precollege courses ("further faster")
  - Multiple measures for student success/improved classroom dynamics
  - Simplified placement process
  - Cost savings
  - K-12/postsecondary collaboration

Why Use Transcripts?

- High School Perspective
  - Students encouraged to take higher levels of math
  - COMPASS placement inaccuracies – especially at higher levels
  - Tool for teachers to encourage students to take more math/earn higher grades

Source: Rod Luke, Assistant Superintendent, Student Learning and District Technology, Auburn School District

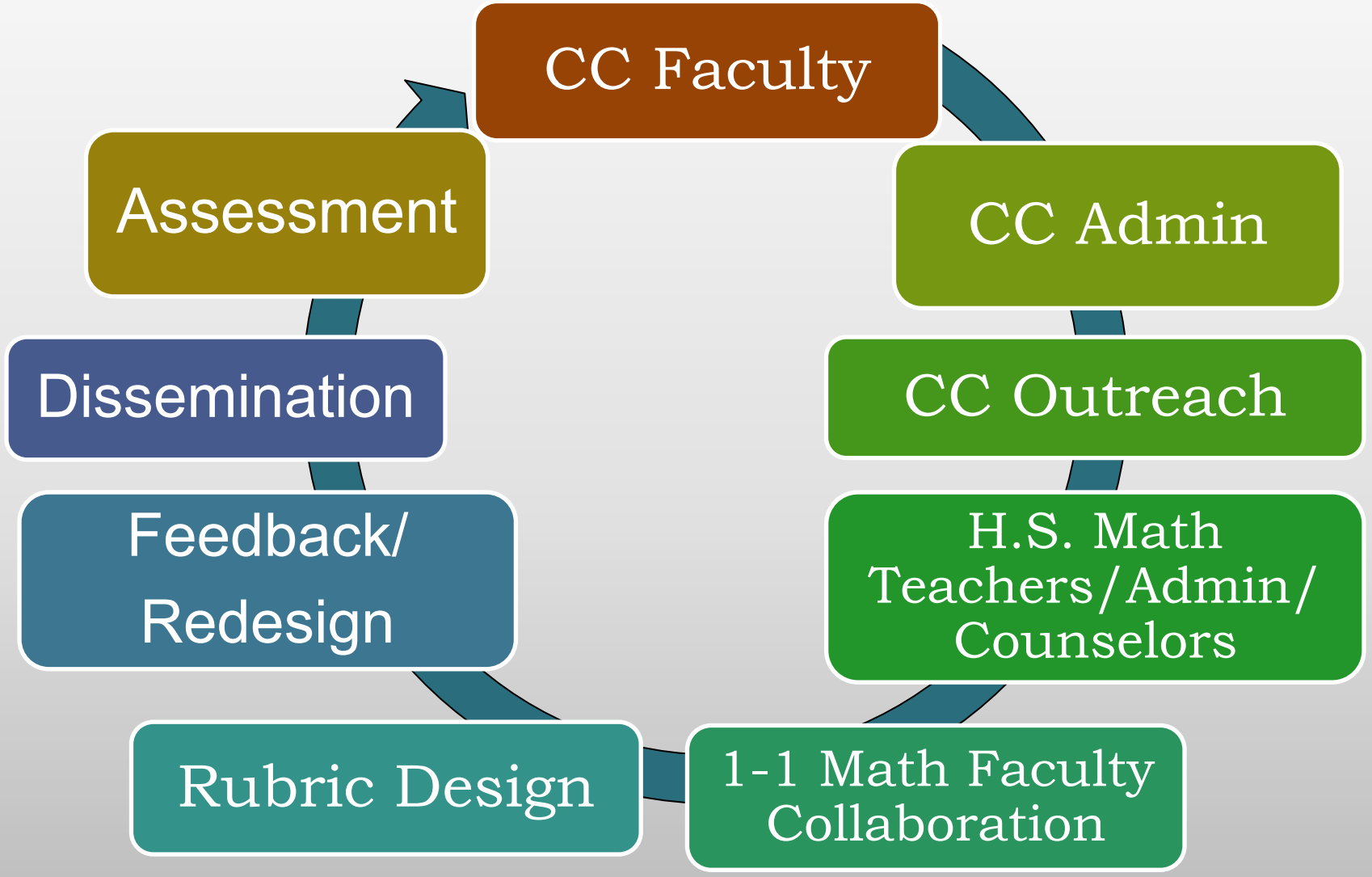
Why Use Transcripts?

- High School Perspective
  - Relationships and open communication between high school and college instructors
  - Aligned standards and expectations
  - Multiple opportunities to demonstrate proficiency
  - Local development encouraged

Why Use Transcripts?

- Parent/Student Perspective
  - –Control over placement results
  - –Cost savings for parents and students
  - –Improved post-high school planning

Process


CC Faculty
CC Admin
CC Outreach
H.S. Math Teachers/Admin/ Counselors
1-1 Math Faculty Collaboration
Rubric Design
Feedback/ Redesign
Dissemination
Assessment

SAMPLE Math Translation Table

Students who have earned a C or lower in their last math class must be placed by COMPASS.

If your last math course was . . .	*and you earned a grade of . . .*	*and you completed it within_____of today's date:*	*your placement will be . . .*
Algebra I & II	C+ or better	One year	Math 70
		Two years	You will need to use your COMPASS score.
	B+ or better	One year	Math 72
		Two years	Math 70
Geometry I & II	C+ or better	One year	Math 72
		Two years	Math 70
	B+ or better	One year	Math 97
		Two years	Math 72
Advanced Algebra/Trig (Alg III & IV and Geometry I & II)	C+ or better	One year	Math 97
		Two years	Math 72
	B or better	One year	Math& 141[a], 107, Math 147, 170
		Two years	Math 97
	A	One year	Math& 141[a], 107, Math 106[b], 147, 170
		Two years	Math& 141[a], 107, Math 147, 170
BAT Math	C+ or better	One year	Math 97
		Two years	You will need to use your COMPASS score.
	B+ or better	One year	Math & 141[a]
		Two years	Math 97
Pre-calculus I & II	C+ or better	One year	Math 97 or Math & 107
		Two years	Math 97
	B or better	One year	Math& 107, 141[a], 142[a], 151[a], Math 106[b], 147, 170.
		Two years	Math&141[a], 107, Math 147, 170
	A- or better	One year	Math& 107, 151[a], Math 106[b], 147, 170
		Two years	Math& 107, 151[a], Math 106[b], 147, 170
AP Calculus I & II	1 on AP test or no AP test with a class grade of C or higher		Math& 107, 141[a], 151[a], Math 106[b], 147, 170 (Student may wish to meet with Math Faculty)
	2 on AP Test		Math& 148 or 151[a]
	3 or better on AP Test	See GRCC catalogue for Advanced Placement Credit.	

AUBURN School District
Avenue to Excellence

Lessons Learned

- Courses differences
- Grade equivalencies
- Time of last math course
- Running Start students

Future Challenges

- Dissemination - “getting the word out”
- Assessment/Data
- Funding (TMP)
- Statewide/local implementation
- Impact of new Common Core/SBAC testing regime on placement
- College readiness vs. course placement
- Other disciplines

Questions?

Washington Forward Project

Success Metrics for the P-13 System

Ben Rarick

Washington State Board of Education

March 14, 2012

Goals for Today's Presentation

1. Initially propose Lead System Indicators
    - Adoption in May
2. Discuss stakeholder engagement strategy
3. Adopt committee structure to guide the work
4. Discuss initial feedback from stakeholder meeting (GATE Presentation)

Medical Chart Analogy

Doctors use a medical chart to track key data points in a streamlined fashion – limited time, limited data: only what's absolutely critical.

- Blood pressure
- Heart rate
- **Is the patient healthy?**

What does the p-13 system medical chart look like?

- Is the education system “healthy”?

Initial Lead System Indicators

1. 3rd Grade Reading
   - Aggregate score, but also achievement gaps focus
2. High School Graduation
   - Include graduation rates & drop-out rates
3. Post-Secondary Attainment Rates
   - Feedback report data on degrees
   - “Completer” data on certificates, apprenticeships, etc.

Goal metrics proposed in May

Feedback from G.A.T.E. meeting
(Graduation – A Team Effort)

What about the “whole child”?

- Why isn’t there a dedicated Isi for “whole child”?
- Health/Social service indicators
- Socio-Emotional learning

Vision is to include these as foundation indicators.

G.A.T.E. Feedback Continued

Kindergarten Readiness – Why Isn't it a Lead System Indicator?

- When does "the system" begin?
- What are we accountable for?
- Data availability
- Classic foundation indicator

G.A.T.E. Feedback Continued

Why the big gap between 3rd grade reading and graduation rate?

- What about middle school math & science?

Why is the state board of education building a separate website?

- OSPI report card, erdc site, etc
- Ultimate long-term plan could be to ‘turn over’ the website to the SLDS initiative
- We want to set the goals, but we don’t want to become a ‘data administration agency’

Other Feedback

Medical chart and “success metrics” are great, but what about the goals?

- 7 goals from summer retreat
- Convey a laser-like focus with limited LSIs.

How does this effort dovetail with ESEA waiver application & achievement index?

- Once we set our new ESEA AMO’S, aren’t our goals determined by that?
- How does the index fit in?

Stakeholder Engagement Strategy

Start with two major groups

- G.A.T.E.
- Learning First Alliance

Other Touch Points

- System of Educational Service Districts
- QEC/Legislature
- Others?

Concentrate on Lead System Indicators in April/May, and Foundation Indicators in June/July

Implementation Timeline

Timeline	Action/Topic
March Board Meeting	• Propose/Adopt timeline for engagement of stakeholders • Propose/Adopt committee of the Board to work the project in between meetings • Propose Initial set of Lead System Indicators (no adoption)
Between March & May Meeting	• 2 stakeholder engagement meetings • 1-2 sub-committee discussions
May Board Meeting	• Adopt LSIs as foundation of goals-setting structure • Propose goals on LSIs • Propose initial set of Foundation Indicators (FI) • Discuss link between Achievement Index, AMO's required for ESEA, and the Board's goals.
Between May & July Meeting	• 2 stakeholder engagement meetings • 1-2 sub-committee discussions
July Board Meeting	• Adopt LSI goals (10 year) • Adopt FIs
Between July & September Meeting	• Seek stakeholder input on initial package of goals, website construction, usability, etc.
September Board Meeting	• Board reviews product in its entirety; makes suggestions and modifications to reflect last wave of feedback.
Between September and November Board Meeting	• Raise awareness among key stakeholders • Communications plan/publicity
November Board Meeting	• Final adoption of set of goals. • Initiate discussion on policy implications and best practices that help the state achieve the goals.

Washington Forward Committee

- Connie Fletcher
- Tré Maxie
- Kevin Laverty
- Cindy McMullen

Goals of Committee:

- Maintain continuity and member engagement/guidance on the project between meetings.
- Help shape the work product and how it can leverage change.
- Facilitate/engage in stakeholder input process.
- Committees have no formalized powers

Action Items for Today

- Approve the committee
- Approve the timeline

May Meeting

- Review stakeholder feedback - adopt lead system indicators.
- Provisionally adopt goals to the LSIs
- Discuss set of Foundation Indicators

Appendix: Forward Page Snapshot

BETA

Using Data to Identify and Explore
Leading System Indicators
of WASHINGTON STATE's
P-13 Education System

Forward

Home | About | Partners | Indicators | The Index | Goals | Report Card

Forward P-13 Indicators

1. Third Grade Reading Assessment Score

Foundation Indicators

1. Percent of kindergarten students entering with experience in pre-K
2. Percent of eligible children ages 3-5 enrolled in ECEAP or Head Start
3. Percent of entering kindergartners demonstrating readiness
4. Percent of families who read or tell stories to their children every day.
5. Percent of mothers with certificates or degrees beyond high school.
6. Percent of schools funded for all-day kindergarten
7. Percent of National Board Certified Teachers working in high poverty elementary schools

2. Extended Graduation Rate

Foundation Indicators

1. Percent of students completing 5 or more credits at the end of 9th grade
2. Percent of students meeting proficiency on 8th grade reading and math state assessments
3. Attendance rates of students in grades 6-8
4. Percent of students passing 6th grade math and English
5. Percent of students retained in 9th grade
6. Percent of students meeting proficiency on high school state assessments

Using this Site

If you are reading this, you are well on your way to impacting education in Washington State.

We want you to engage with the data and explore the P-20 success benchmarks outlined herein. You will find videos, graphs, and text that will help explain where Washington's education system has been and where it needs to go.

Start by clicking on one of three goals, or visit our goal discussion board to jump right in.

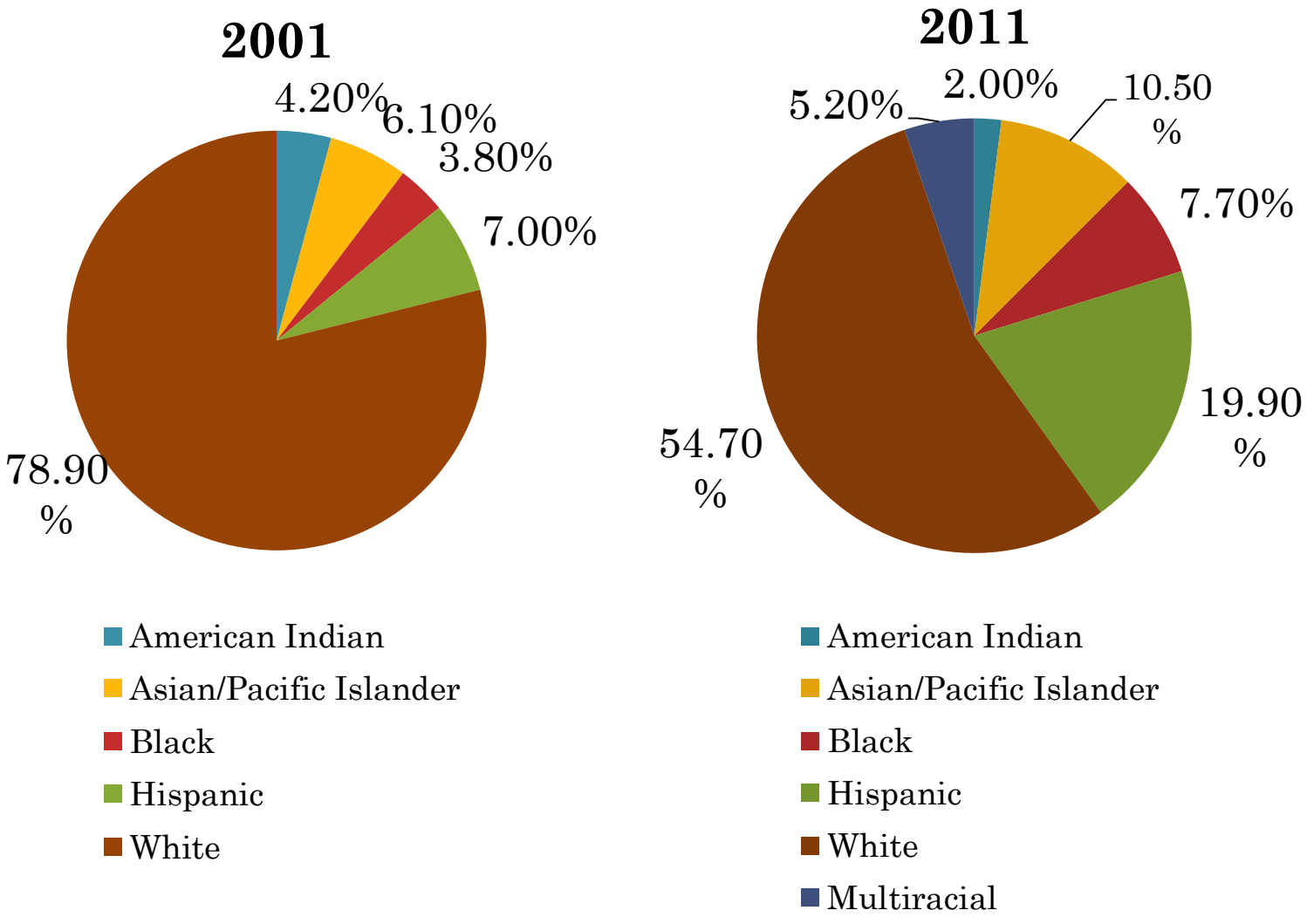
Stay tuned for the publication of the 2012 report card (available in the third quarter of 2012.

Auburn School District

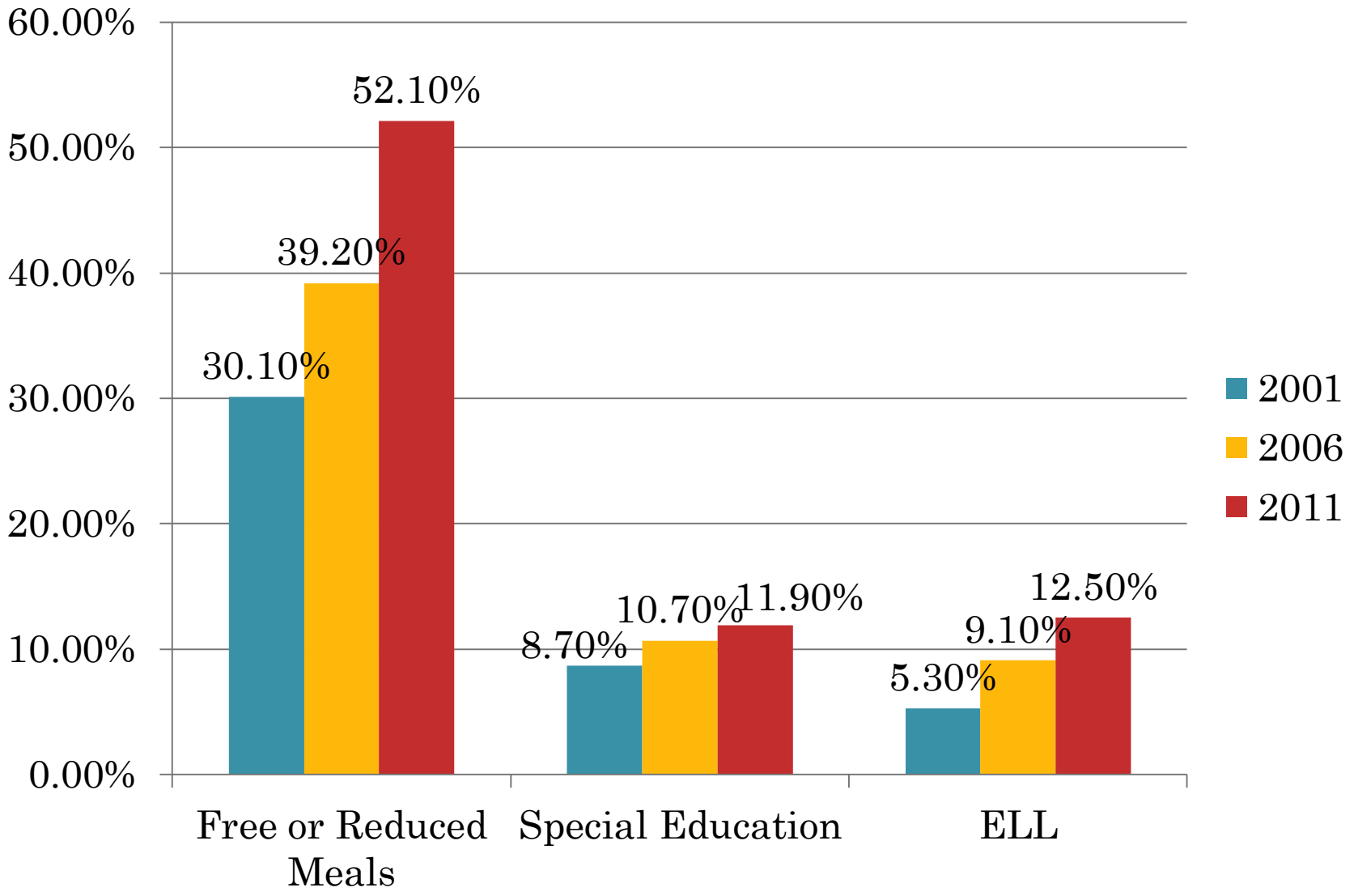
Washington State Board Presentation

Thursday, March 15, 2012

Auburn School District Demographics



Auburn School District Demographics

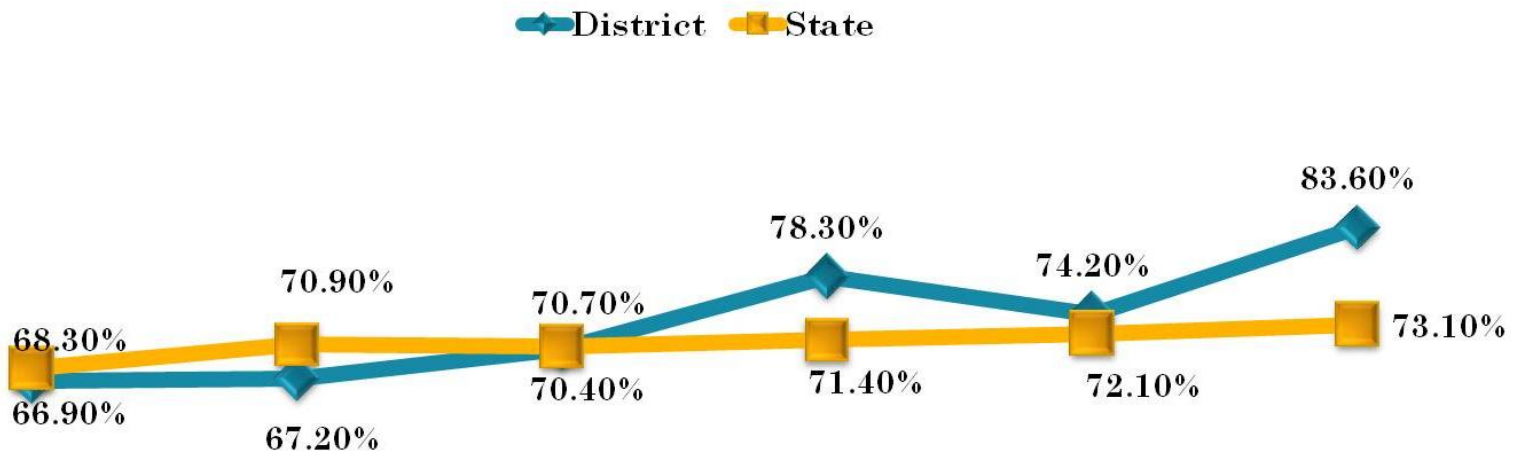


Auburn School District Funding

		Auburn	FedWay	Kent	Renton	Bellevue	Seattle	Tacoma	WA State
	# of Students:	14,896	22,291	27,319	14,896	17,368	46,362	29,714	1,040,750
Compare to WA State Average	(Underfunding) per Student	($560)	($450)	($580)	($390)	$450	$1,760	$1,370	-
	Total Underfunding per 25-student Classroom	**($14,000)**	**($11,200)**	**($14,600)**	**($9,900)**	**$11,300**	**$44,000**	**$34,300**	**-**
	State Portion :	*($10,300)*	*($4,900)*	*($12,800)*	*($9,100)*	($15,300)	*$2,500*	*($800)*	-
	Federal Portion:	*($3,300)*	*($2,500)*	*($3,900)*	*($900)*	($7,000)	*$6,300*	*$12,300*	-
	Local Portion:	*($600)*	*($2,500)*	*$3,300*	*$900*	$28,800	*$32,300*	*$21,500*	-
	Other	*$200*	*($1,200)*	*($1,300)*	*($700)*	$4,800	*$3,000*	*$1,300*	-
	Free & Reduced Lunch	44 %	47 %	42 %	48 %	**19 %**	41 %	59 %	40 %
	Minorities	41 %	57 %	51 %	64 %	**20 %**	57 %	52 %	35 %

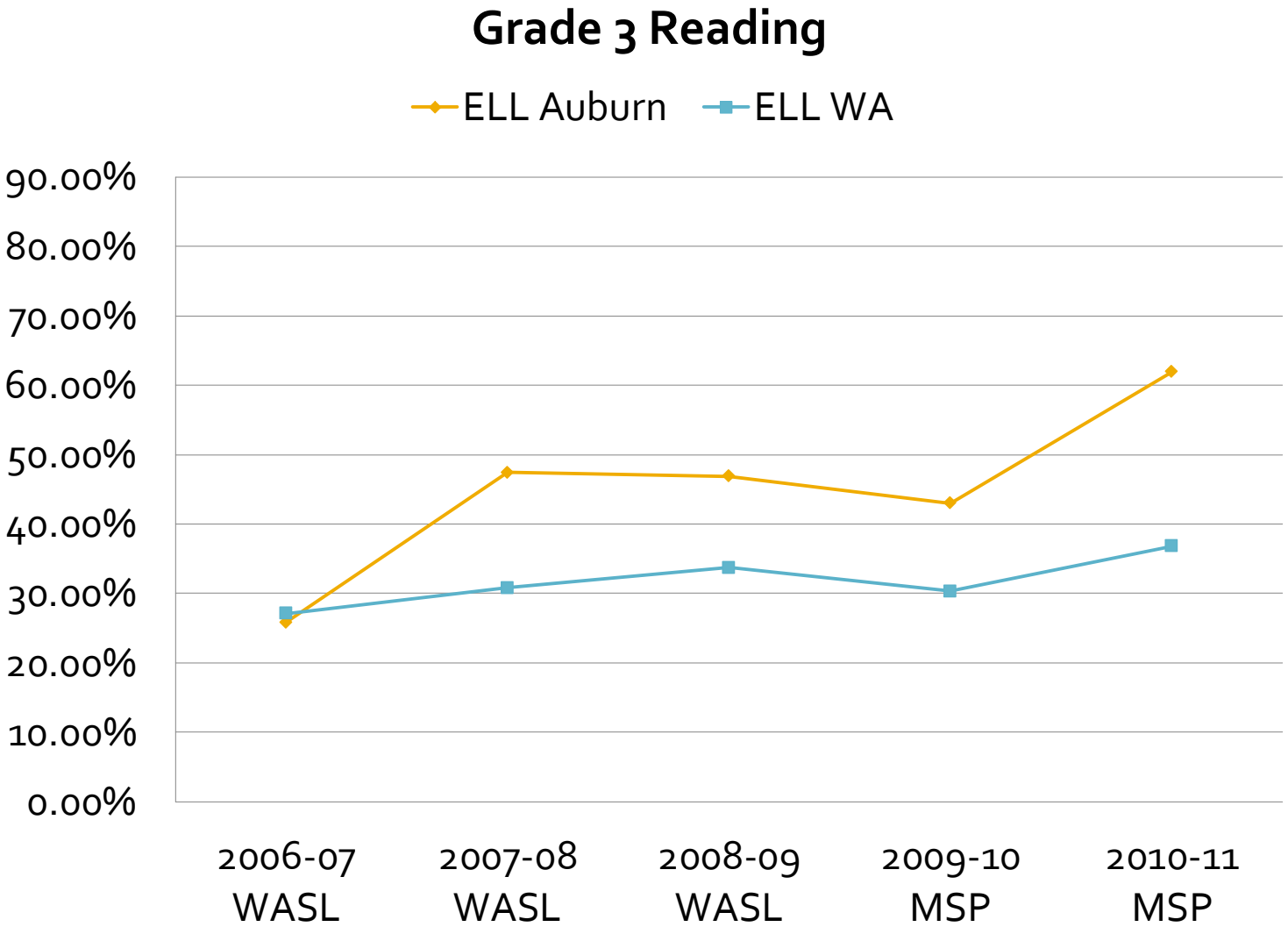
		Issaquah	Tahoma	Puyallup	Sumner	Spokane	Lake Washington		
	# of Students:	16,747	7,431	21,633	8,285				
Compare to WA State Average	(Underfunding) per Student	($780)	($740)	($730)	($490)	$610	($690)		-
	Total Underfunding per 25-student Classroom	**($19,600)**	**($18,500)**	**($18,250)**	**($12,250)**	**$15,250**	**($17,250)**		**-**
	State Portion :	*($17,200)*	*($10,000)*	*($6,000)*	*($10,750)*	*$8,000*	*($15,250)*		-
	Federal Portion:	*($13,100)*	*($11,500)*	*($10,750)*	*($9,000)*	*$7,750*	*($10,750)*		-
	Local Portion:	*$11,600*	*$4,500*	*($1,000)*	*$7,750*	*($250)*	*$10,000*		-
	Other	*($900)*	*($1,500)*	*($500)*	*($250)*	($250)	*($1,250)*		-
	Free & Reduced Lunch	8 %	13 %	28 %	29 %	**47 %**	12 %		40 %
	Minorities	30 %	15 %	31 %	17 %	23 %	30 %		35 %

Auburn School District Grade 3 2011 MSP Reading Results

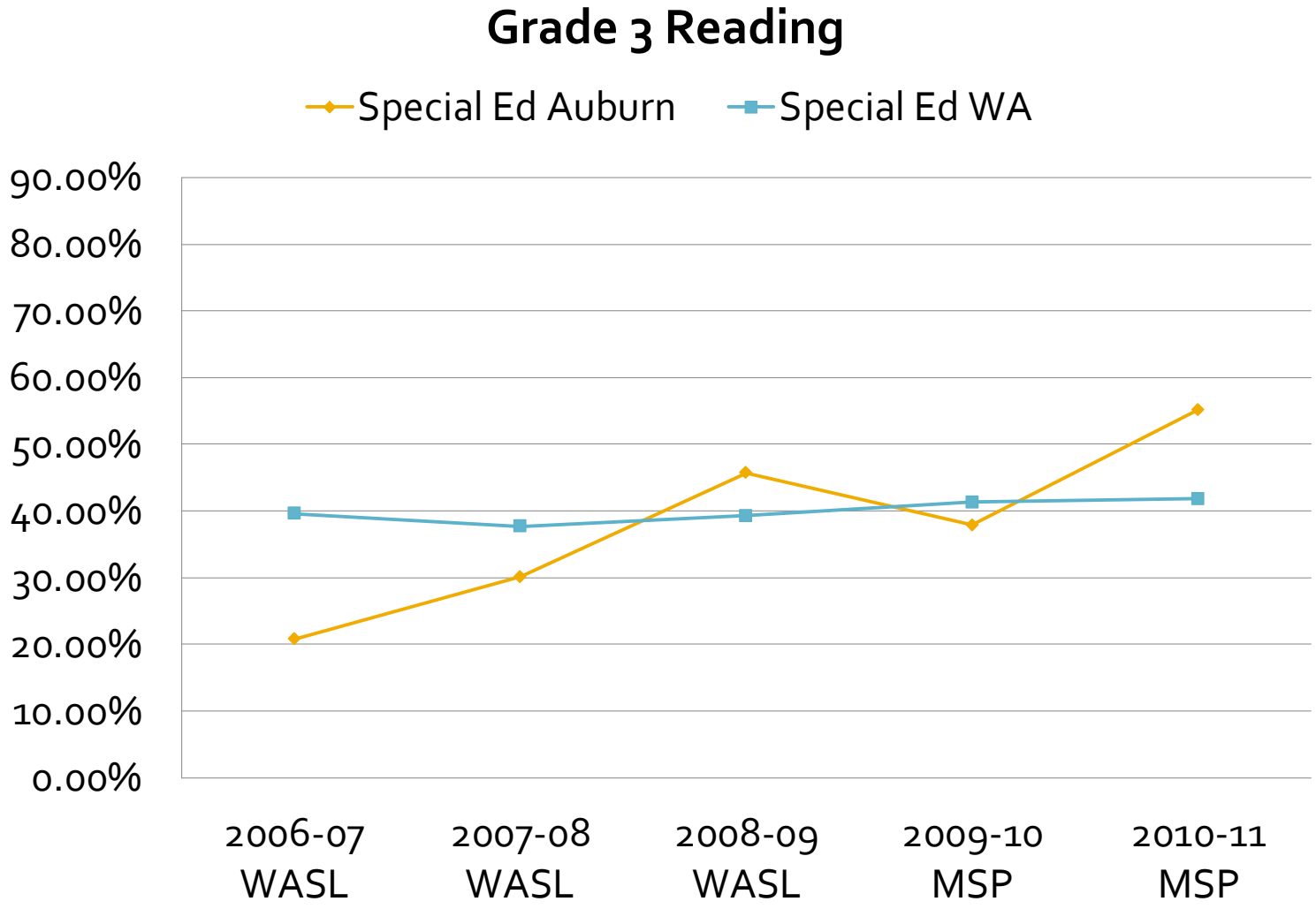


2005-06 WASL | 2006-07 WASL | 2007-08 WASL | 2008-09 WASL | 2009-10 MSP | 2010-11

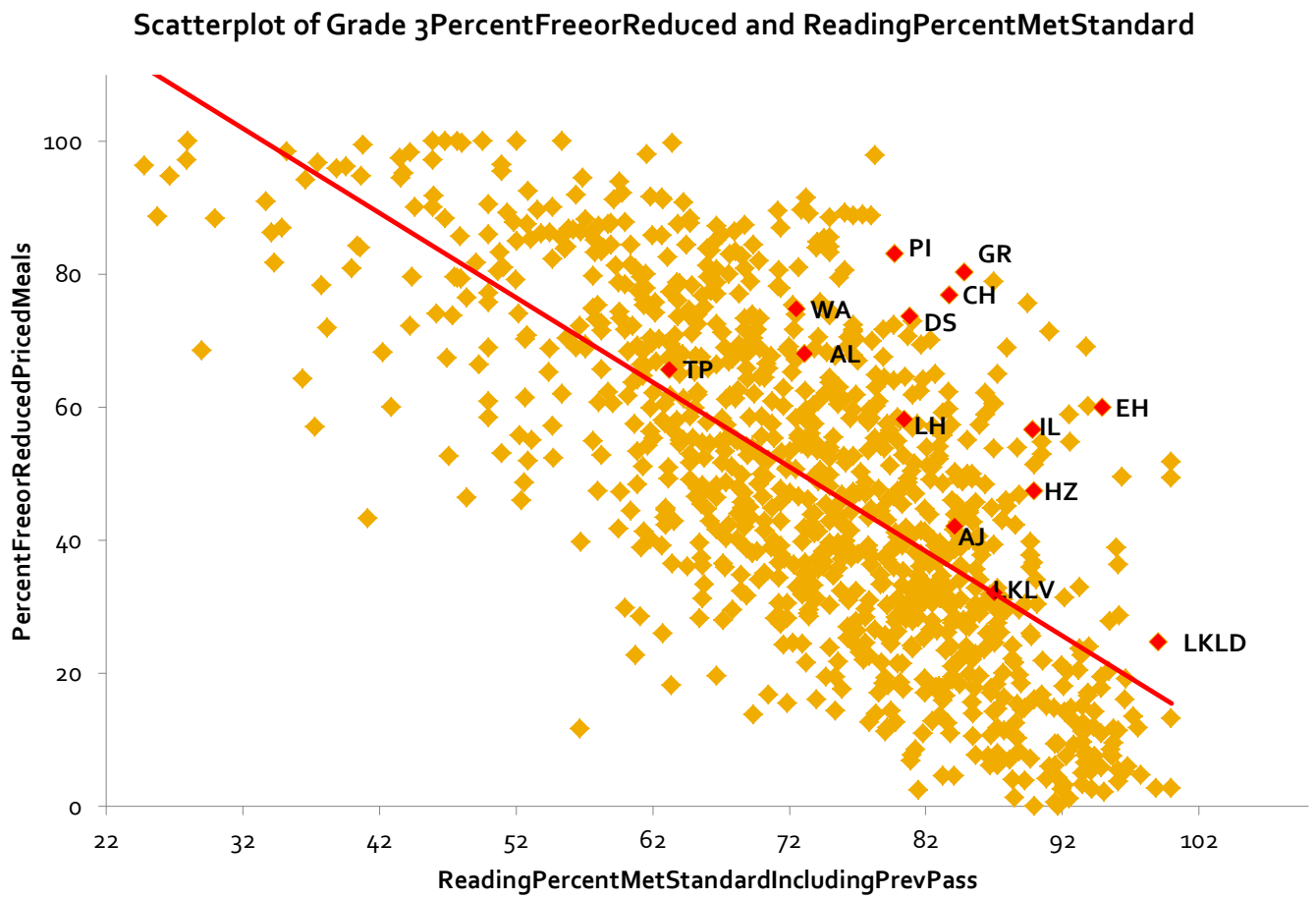
Auburn School District Achievement-Disaggregated



Auburn School District Achievement-Disaggregated



Auburn School District Achievement-State Correlations



PC=.702
N=1012

Research Based–High Yield Strategies

PreK-2 Practices	Correlation
Early Intervention	.47
Quality of Instruction	.44
Small Group Learning	.49
Teaching Strategies	.60
Phonics Instruction	.58
Mastery Learning	.58

Research Based–High Yield Strategies

Grade 3-5 Practices	Correlation
Teaching Strategies	.60
Small Group Instruction	.49
Comprehension Programs	.58
Mastery Learning	.58
Problem Solving	.61
Teacher Clarity	.75
Providing Formative Evaluation	.90

**John Hattie-Visible Learning*

Auburn School District
Early Learning Priorities

(.47)	Eliminate Preparation Gap by 3rd Grade
(.75)	Power Standards
(.60)	Standards Based Teaching and Learning
(.90)	DIBELS and MAPS -Formative Assessments Auburn School District Common Assessments
(.49)	Small Group Interventions – Walk To Read Walk To Math
(.90)	Data Driven Collaboration for Student Learning
(.47)	Early Intervention – 97 Day Care Partnerships
(.47) (.58) (.49) (.90)	Early Learning Technology - Neuropath EMM Knowledge First

Auburn School District Standards

1st Grade DIBELS only 23 out of 1,066 students are at-risk. 85.5% of ALL first graders are on-target!

Transportation, Child Nutrition, Human Resources and Payroll received awards this year!

6th grade MSP reading increased 12% and math increased by 15%; Middle school enrollment in honors increased by 24%!

Auburn School District grades 3-5 are far above state average in reading and math! 3rd grade MSP reading performance HIT 84% TIED with Bellevue!

District elementary schools made preliminary AYP progress and three schools exited AYP!

93% of middle school 7th and 8th graders passed EOC Algebra!

Seven schools have been awarded Washington State Achievement and Schools of Distinction awards in math, reading and improvement!

Nine schools have gone over 90% of students on the MSP and HSPE in reading, math or writing and 11 schools have gone over 85%. One school hit 99% on reading!

High school drop-out rates are down; on-time graduation and extended graduation rates are up! High School 10th grade scores increased in reading, writing, science and math.

Three schools received national recognition in reading and math!

Twenty-four years without an audit finding and 23 years Award for Excellence in Financial Reporting!

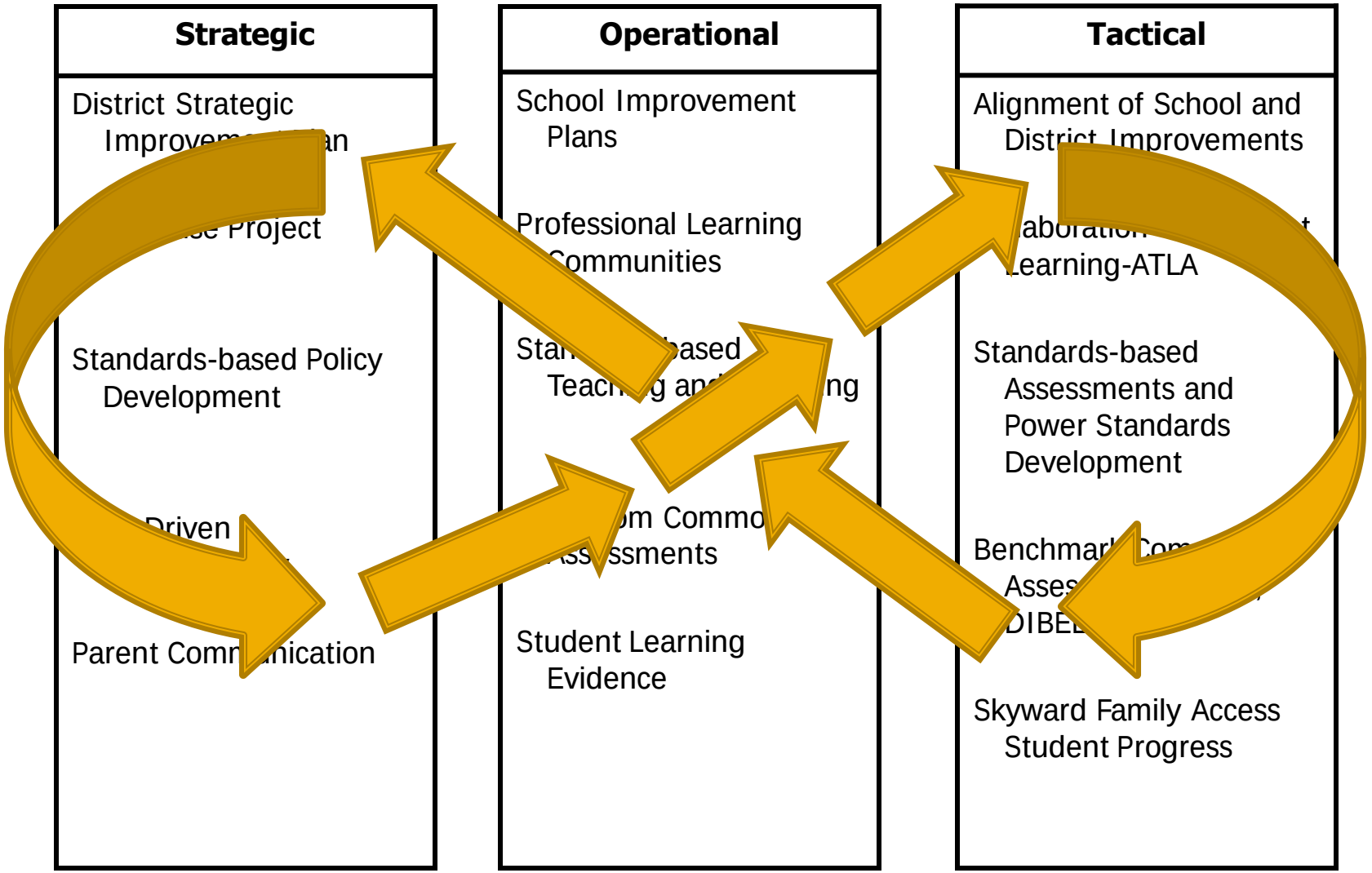
Auburn School Board was recognized as School Board Of the Year by WSSDA.

Auburn School District wins Washington State School Psychology Services Award!

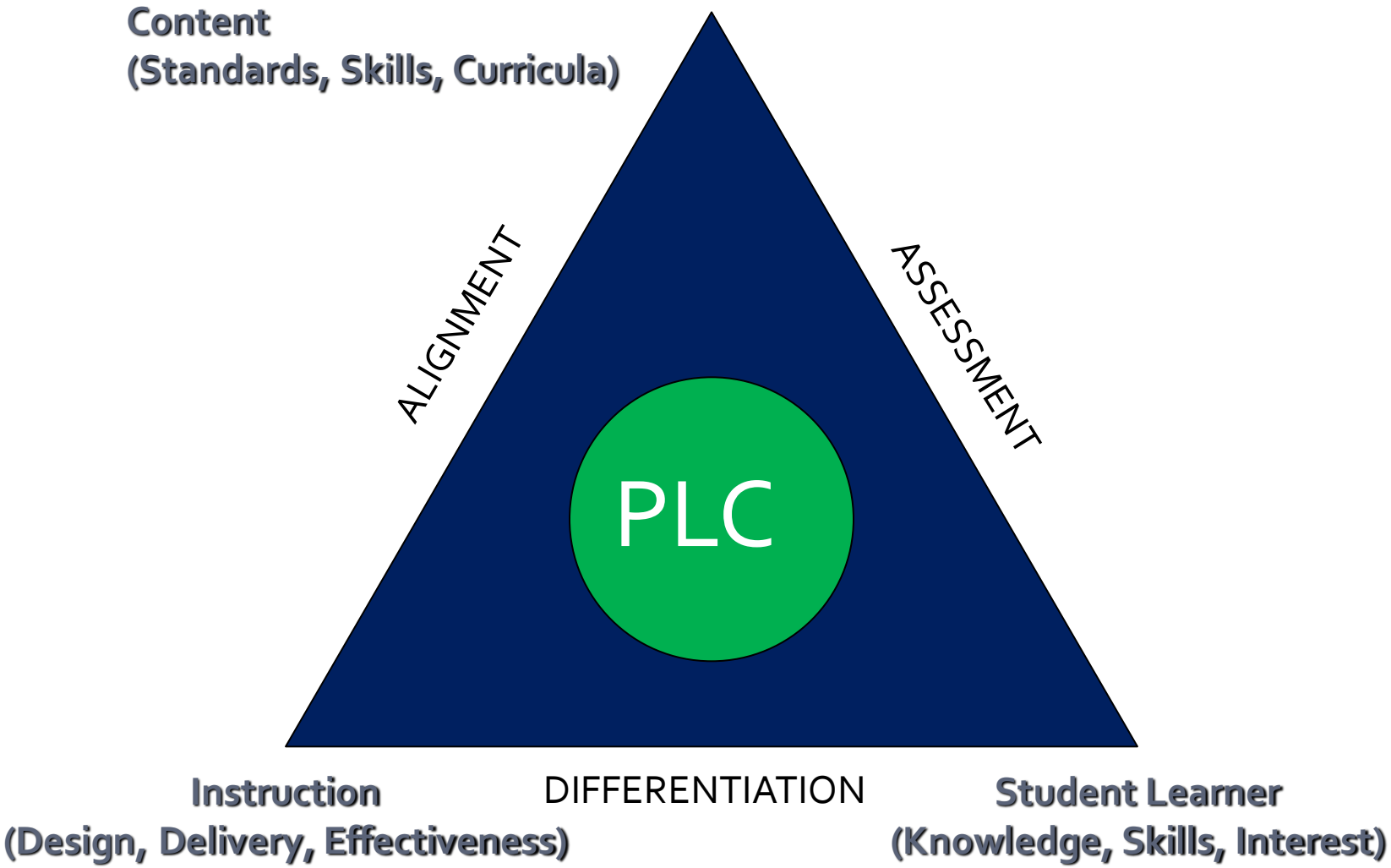
Organizational System Roles

Strategic	Tactical	Operational
District Strategic Improvement Plan	Alignment of School and District Improvements	School Improvement Plans
Lighthouse Project	Collaboration for Student Learning-ATLA	Professional Learning Communities
Standards-based Policy Development	Standards-based Assessment and Power Standards Development	Standards-based Teaching and Learning
Data Driven Accountability	Benchmark Common Assessment-MAPS, DIBELS	Classroom Common Assessments
Parent Communication	Skyward Family Access Student Progress	Student Learning Evidence

Organizational System Roles



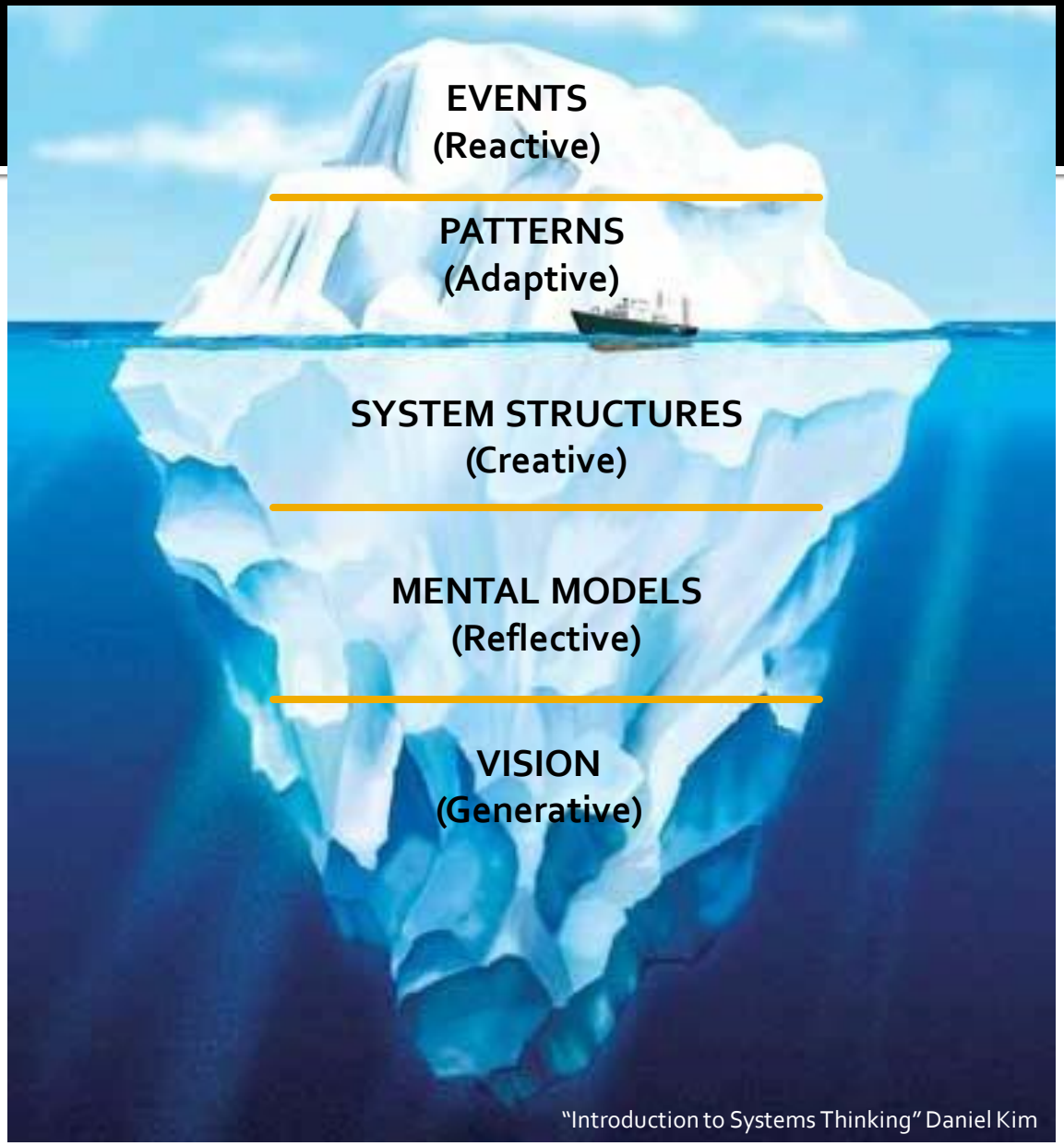
Distributed Leadership
A Focus on the Instructional Core



Adapted from Elmore "Instructional Rounds in Education"

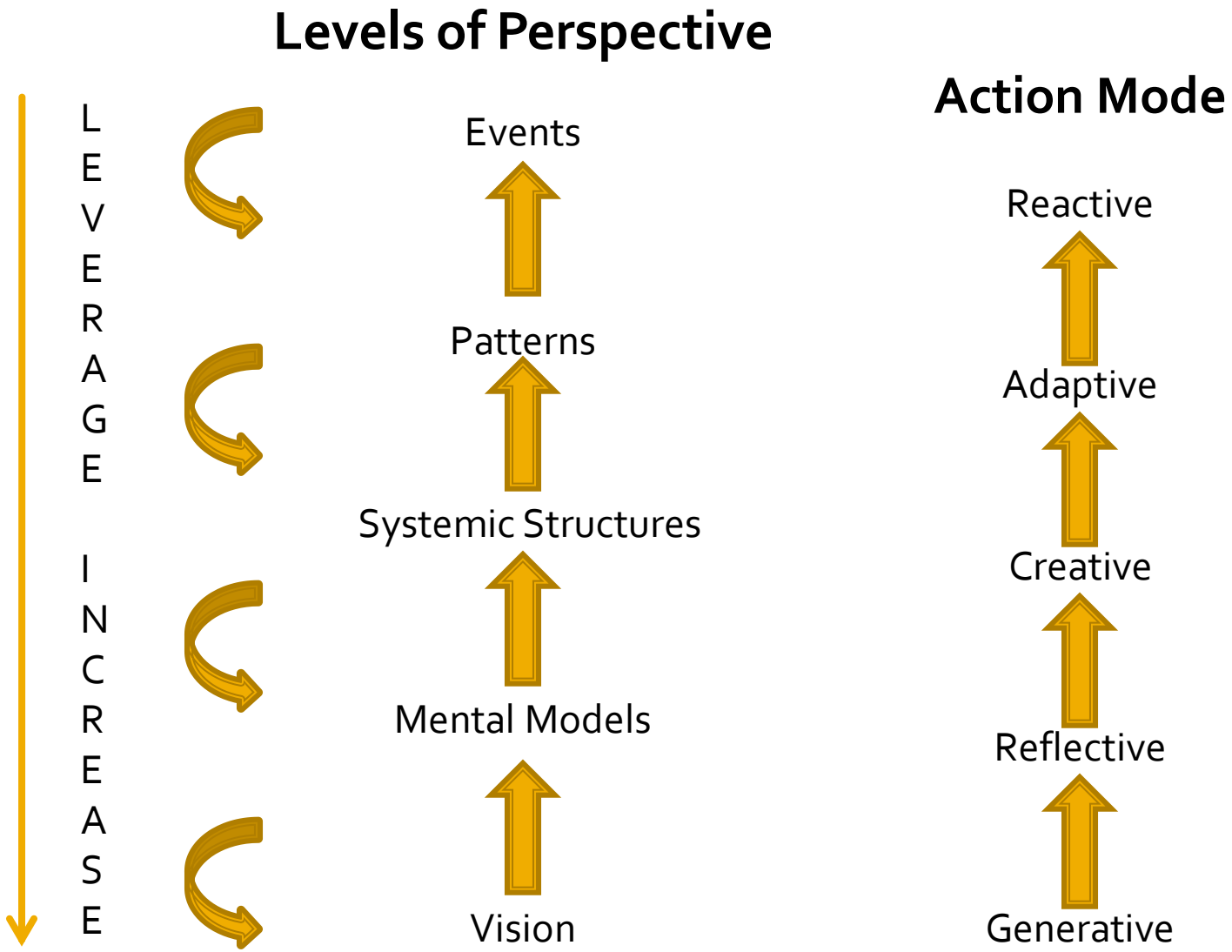
Systems In Context

"The Iceberg"

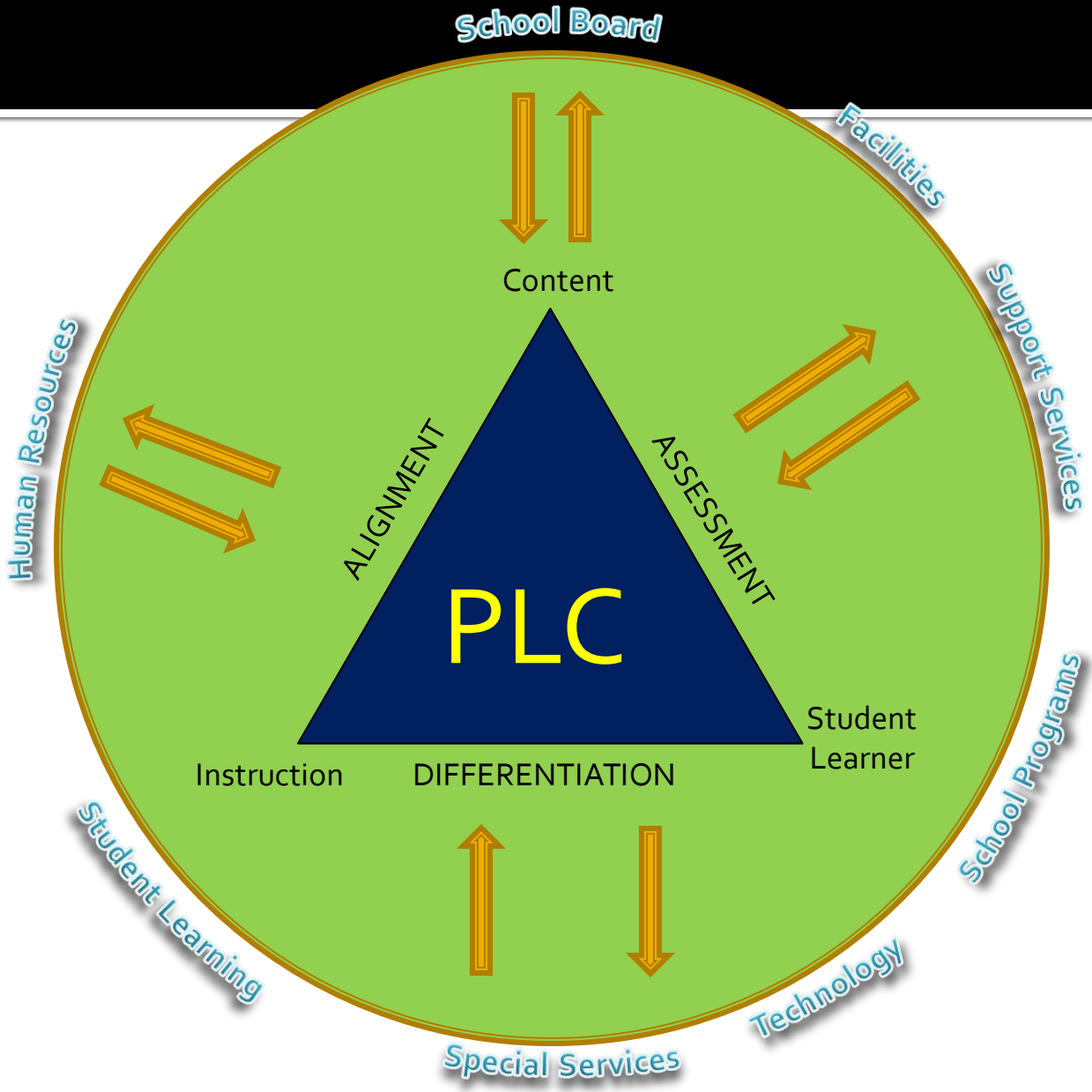


"Introduction to Systems Thinking" Daniel Kim

SYSTEMS


Levels of Perspective
LEVERAGE INCREASE
Events
Patterns
Systemic Structures
Mental Models
Vision
Action Mode
Reactive
Adaptive
Creative
Reflective
Generative

Transformation of Culture



Washington State Graduation Credits

COMPETENCY BASED CREDIT		ACCELERATION (.88)
7th Grade EOC–High School Algebra	→	Acceleration to Geometry-Trigonometry-AP Calculus-AP Finance-AP Statistics-AP Economics
7th Grade EOC–High School Biology	→	Acceleration to AP Biology-AP Chemistry-AP Physics-AP Computer Science-AP Science
Other High School Competency Based	→	Enrichment (.39) – Drama-Music-Debate-Art-CTE-Etc…

Workforce Training and Education Coordinating Board

Two Parts:

- Improving Youth Outcomes - Workforce Board Strategy
- Performance Accountability Considerations from a Workforce Development Perspective

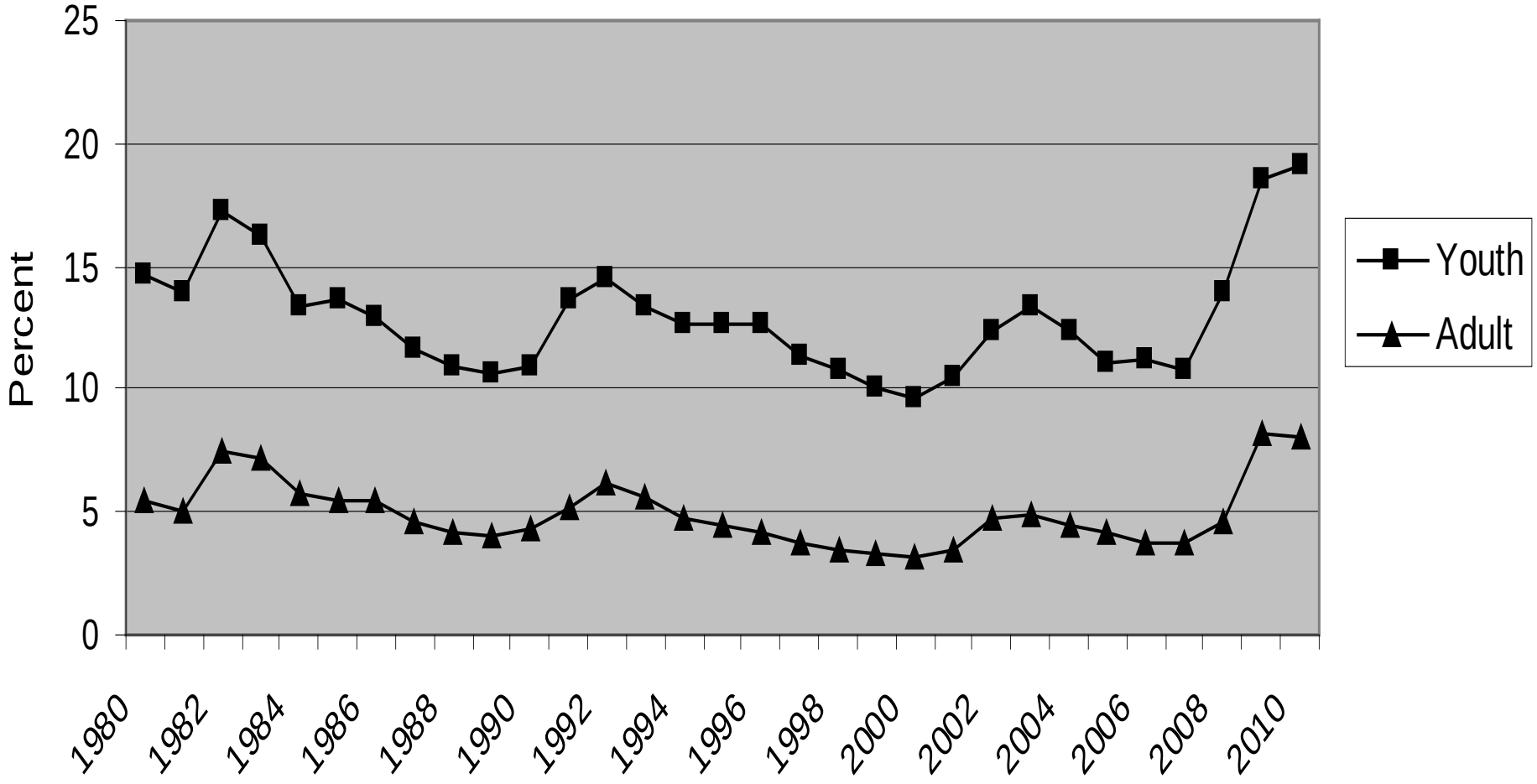
Eleni Papadakis, Executive Director
March 14, 2012

Improving Youth Outcomes 2012 Top Priority for Workforce Board

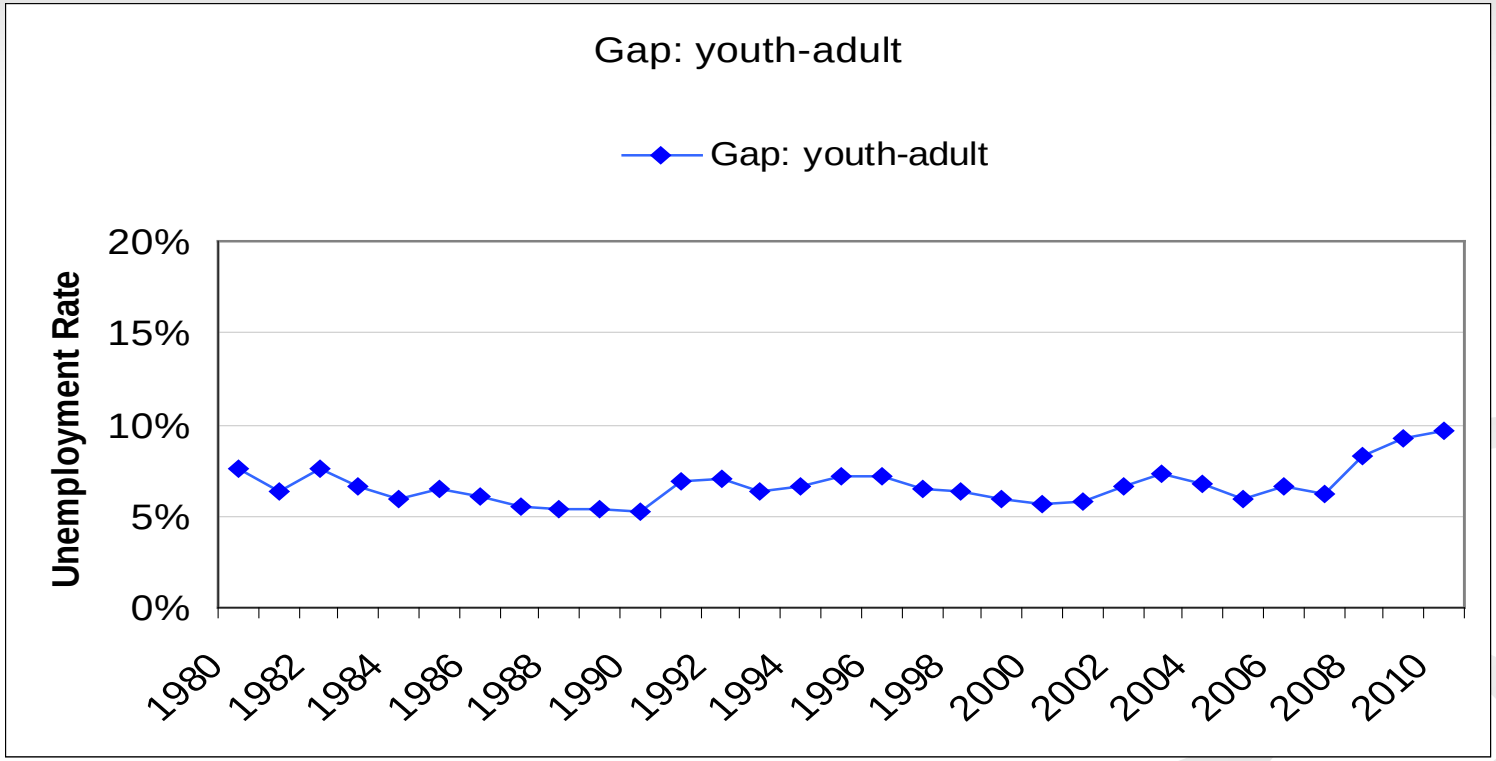
Youth Transition to Adulthood
Skills, Competencies, Habits

College Ready In addition to academic skills	Career Ready In addition to occupational skills	Adult Ready
Problem Solving	Identifying and anticipating problems: Goal-setting and planning	Self vision of success or goal attainment
Critical Thinking	Navigating resources and synthesizing ideas: Creative thinking	Community Citizenship; Sense of place in world/environment
Collaboration	Role awareness; Leadership Skills; Subordination Skills;	Empathy
Technological Literacy	Ability to quickly adapt to technological changes and changes in workplace practices	Healthful Living Skills
Communicating Ideas	Cultural Competency; Exchanging Ideas	Responsible realtionships
Persistence	Self evaluation; Accepting critical feedback; Monitoring self-improvement	Parenting or generational skills
Self-assessment of knowledge level	Ability to update skills when needed	Inspired curiosity & Lifelong Learning
Learning Skills, including understanding aptitudes and interests	Responsible for achieving goals, including making mid-course corrections	Financial Management

U.S. Unemployment Rate, July, 1980-2010:
Youth (16-24) and Adults (25 and over)
--not seasonally adjusted--



Youth – Adult Rate Gap



Pathways to Prosperity

- Work-Integrated Learning
- Relevant, effective, comprehensive career guidance and planning (Navigation 101, HS and Beyond Plans, etc.)
- Model workplace practices; inspire curiosity, personalize content via project-based learning and quality culminating projects

WTECB's 2-Pronged Strategy

- Advocate for policy reform re: Pathways to Prosperity strategies
- Programmatic Research, Development, and Demonstration
  - US Department of Labor Workforce Innovation Fund Grant
    - Work-Integrated Learning
    - Positive Youth Development

Performance Accountability Considerations from a Workforce Development Perspective

Eleni Papadakis
Executive Director
Workforce Training and Education Coordinating Board

March 14, 2012

Work Readiness Assessment

- Most CTE programs build in
- Spokane, others exploring the National Career Readiness Credential (NCRC); Georgia, Kentucky Have adopted at state level
- SBE should consider a consistent, employer validated work readiness assessment

Performance Accountability for Workforce Development

Performance Management for Continuous Improvement (PMCI): 17 funding streams, 7 operating agencies

- Common Goals
- Common Measures
- Reported Publicly
- Consequences

Performance Accountability for Workforce Development

Performance Measures

Criteria for Good Performance Measures

- *Are outcome measures*
- *Promote desired results*
- *Are easily explainable to a lay audience*
- *Create a level playing field among programs and service strategies*
- *Are scaleable and divisible*
- *Are inexpensive*

Performance Accountability for Workforce Development

Performance Goals:

- **Employment:** Washington's workforce finds employment opportunities.
- **Earnings:** Washington's workforce achieves a family-wage standard of living from earned income.
- **Skills:** Washington's workforce possesses the skills and abilities required in the workplace.
- **Customer Satisfaction:** Workforce development participants and their employers are satisfied with workforce development services and results.
- **Return on Investment:** Workforce development programs provide returns that exceed program costs.

Performance Accountability for Workforce Development

State Core Performance Measures

- *Employment*

  Percentage of former participants with employment during the third quarter after leaving the program.

- *Earnings*

  Median earnings of former participants with employment during the third quarter after leaving the program.

- *Skills Attainment*

  Percentage or number of program participants leaving the program who have completed a credential.

Performance Accountability for Workforce Development

State Core Performance Measures

- **Customer Satisfaction**
  - **Employer Satisfaction With Former Program Participants**: Percentage of employers who report satisfaction with new employees who are program completers as evidenced by survey responses.
  - **Former Participant Satisfaction:** Percentage of former participants who report satisfaction with the program as evidenced by survey responses.
- **Return on Investment**
  - **Taxpayer Return on Investment**: The net impact on tax revenue and social welfare payments compared to the cost of the service.
  - **Participant Return on Investment**: The net impact on participant earnings and employer provided benefits compared to the cost of the services.

Performance Accountability for Workforce Development

Consumer Report System for Local Programs of Study. Includes completion rates, employment rates and earnings.

www.Careerbridge.wa.gov

Performance Accountability for Workforce Development

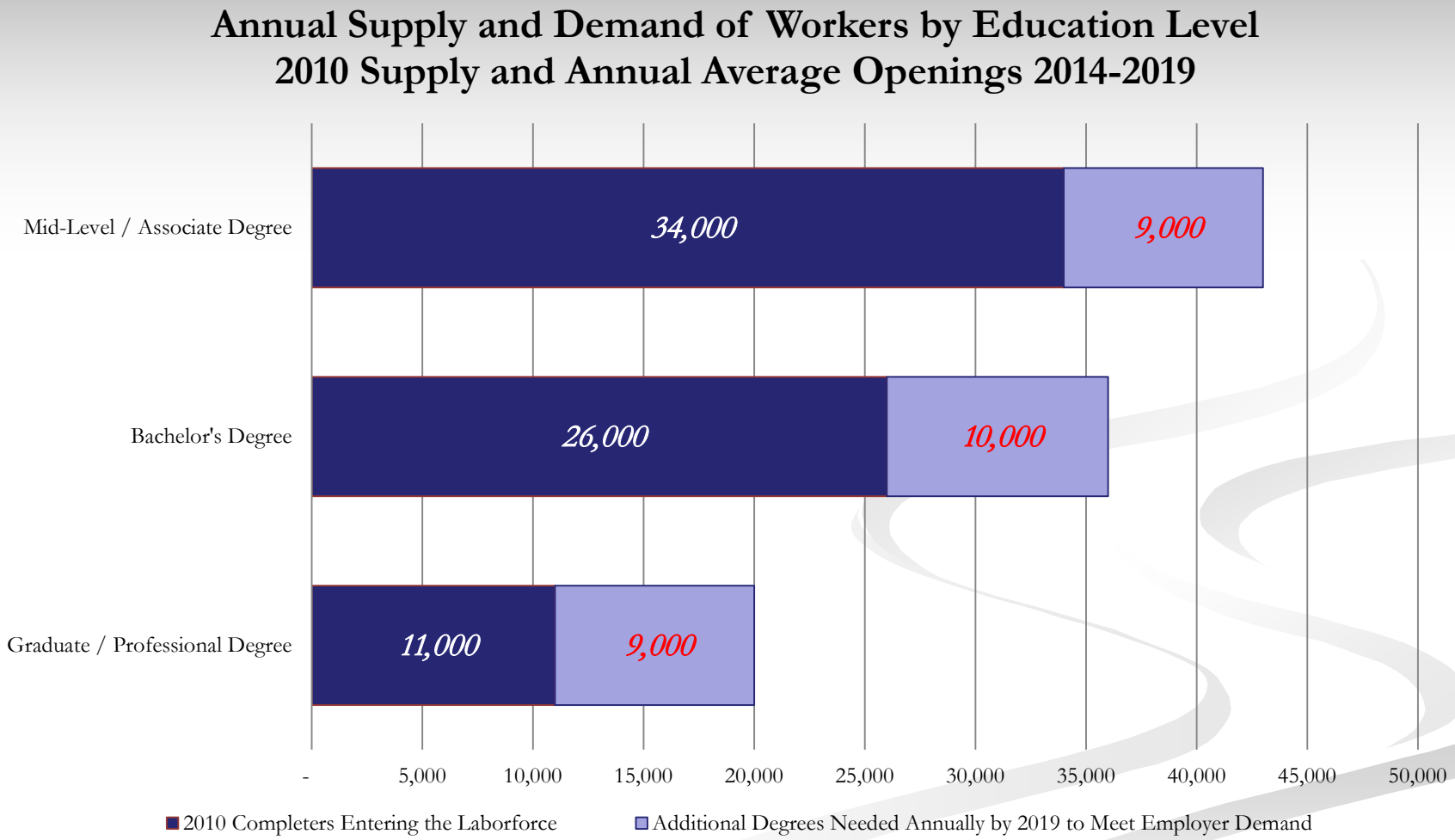
Skills Gap Analysis of Supply and Demand

Comparison of the supply of newly prepared workers with the number of net job openings (openings due to growth or retirements) that require that level of education or training, 6 years out.

Gap Analysis

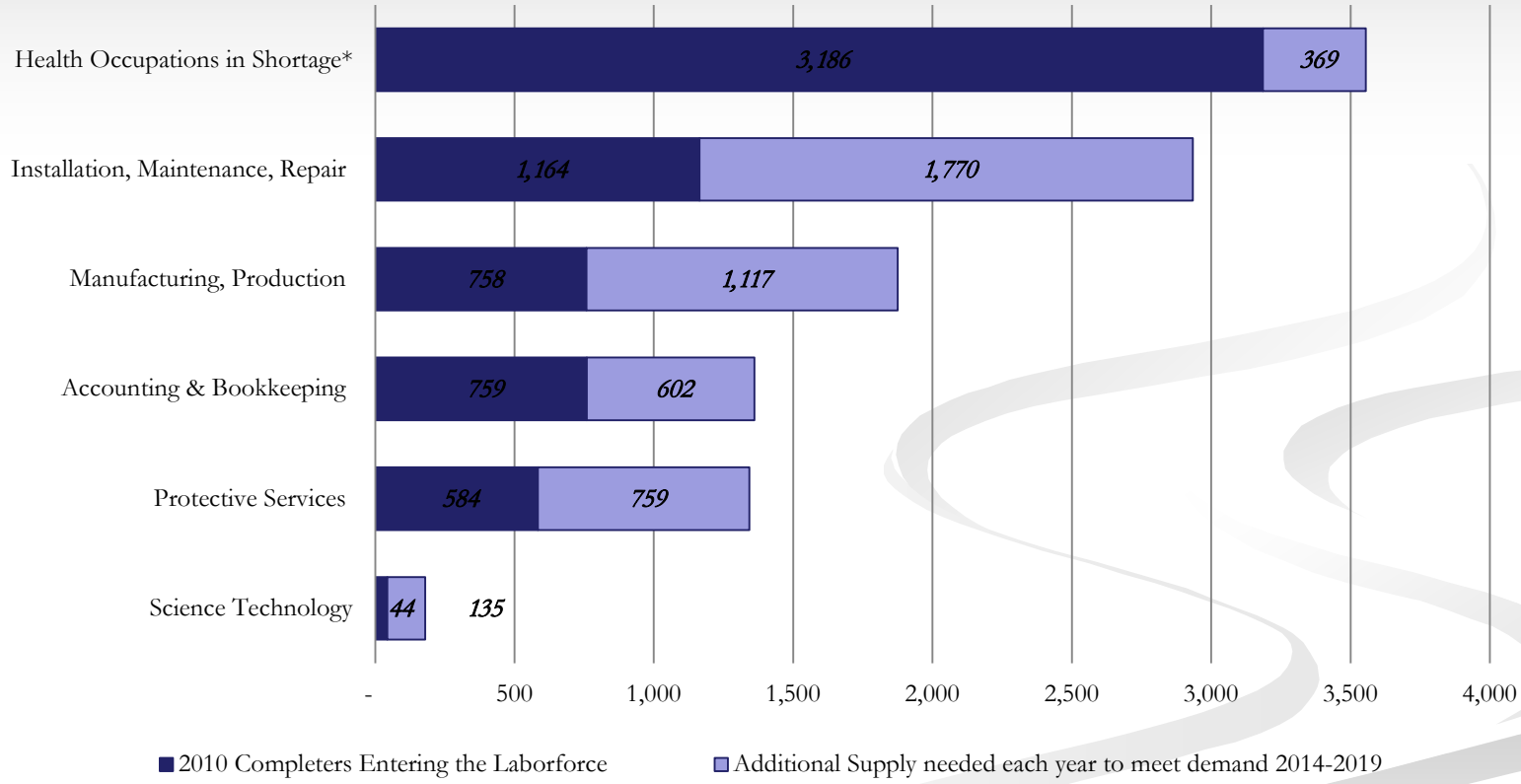
- Gaps are calculated based on current supply and anticipated annual demand by education level in 2014-2019.
- For occupations the analysis looks at the size of the gap and occupations with unique education and training requirements.
- The analysis recognizes that training at a variety of levels is required for some occupations.

Supply and Demand



Mid-Level Gap Analysis

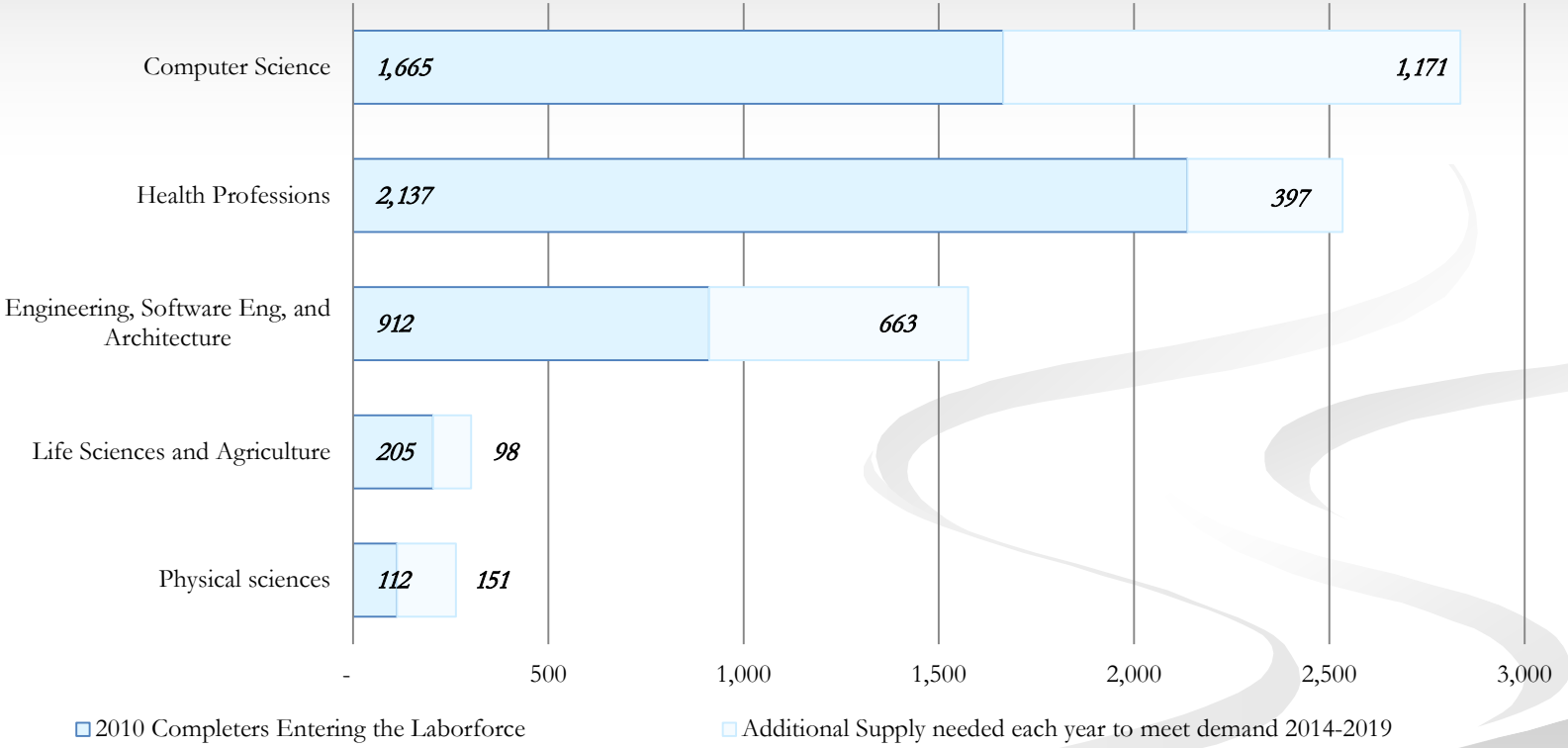
High Employer Demand Occupations at the Mid-Level
2010 Supply compared to 2014-2019 Demand



*includes only mid-level health occupations with projected shortages

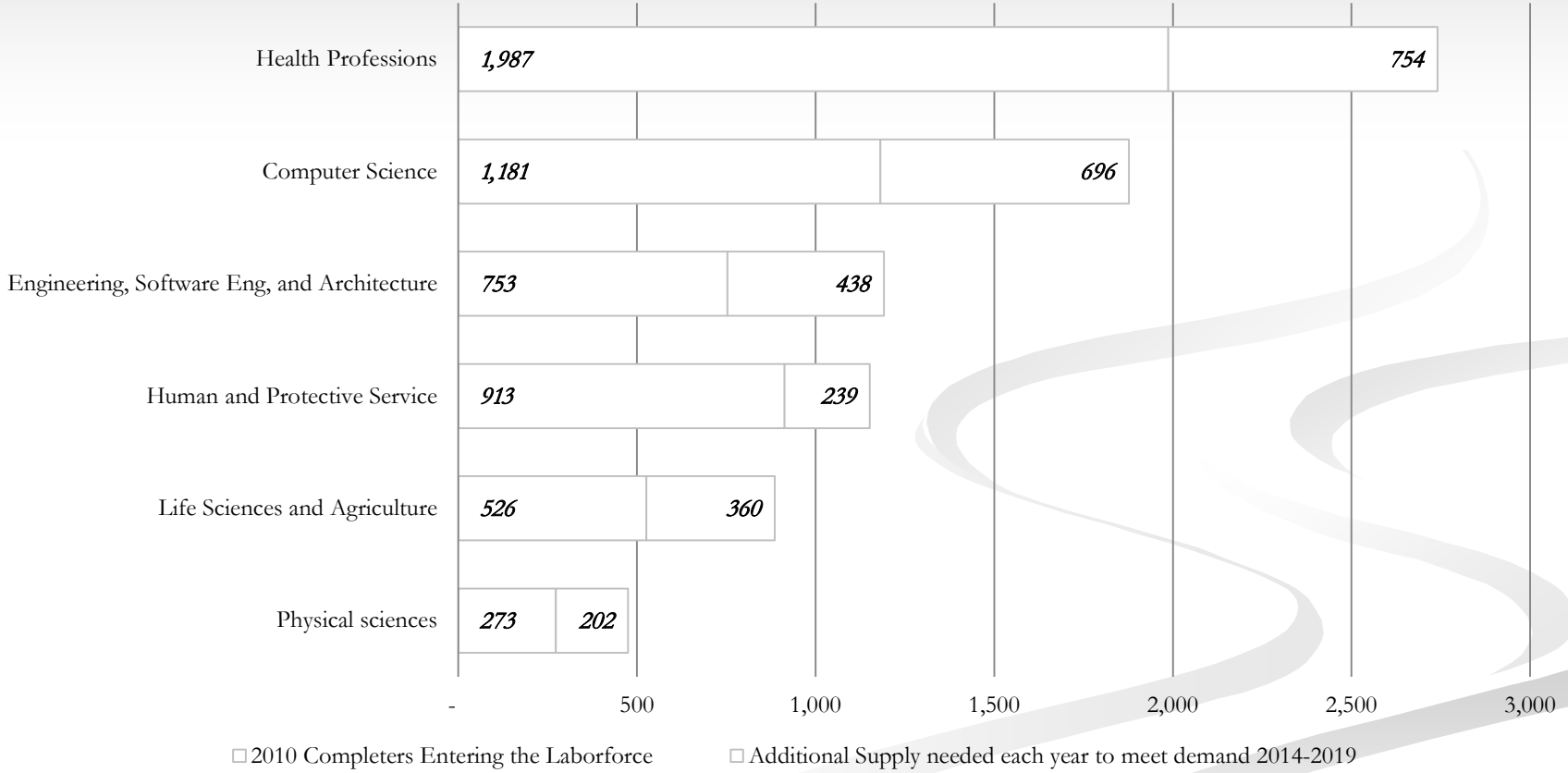
Baccalaureate Gap Analysis

High Employer Demand Occupations at the Baccalaureate Level.
2010 Supply compared to 2014-2019 Demand

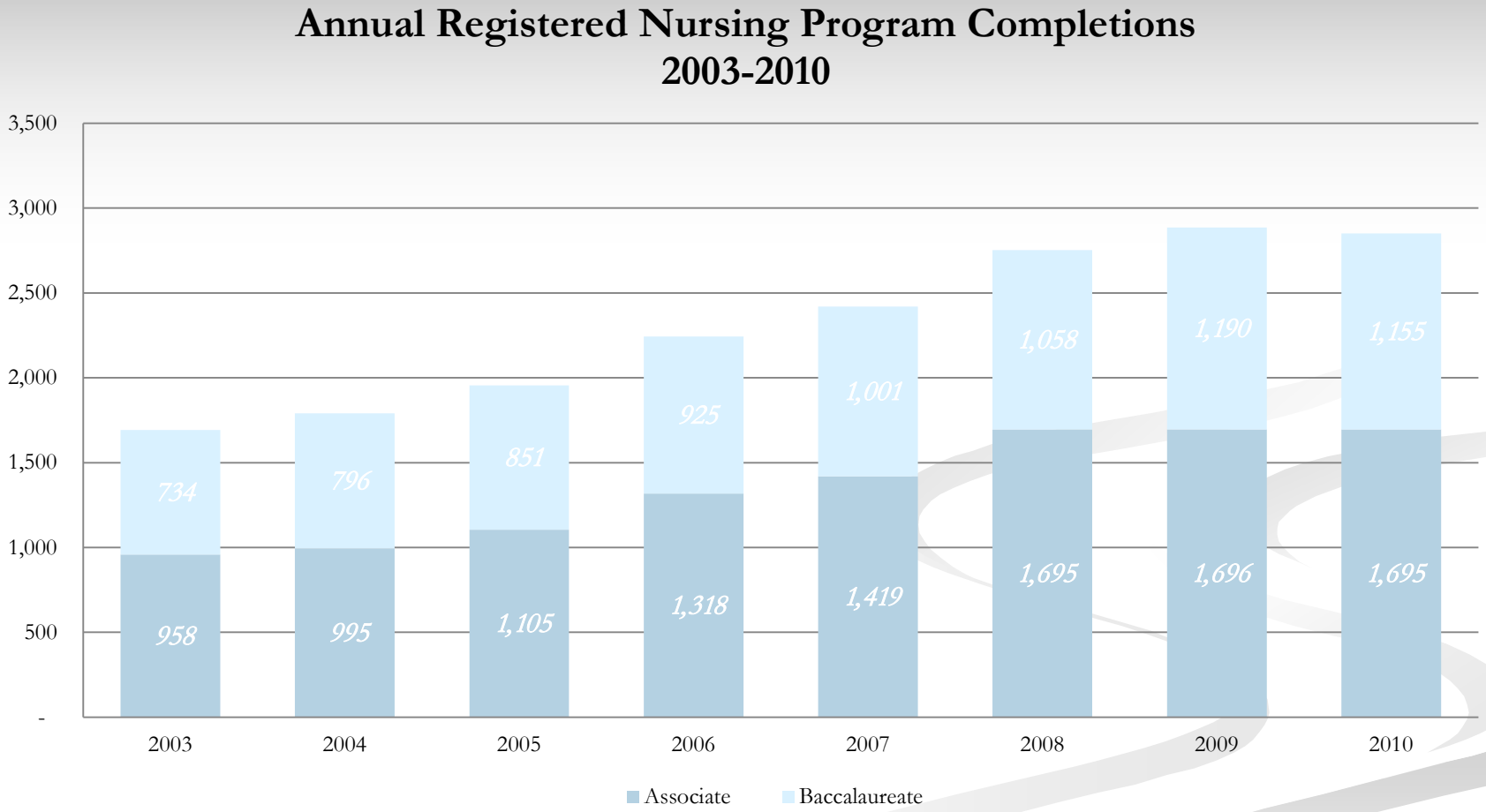


Graduate Gap Analysis

High Employer Demand Occupations at the Graduate Level.
2010 Supply compared to 2014-2019 Demand



Where have we made progress?



Source: Health Professions Education In Washington State: 2003—2010 Completion Statistics. Workforce Training and Education Coordinating Board, 2011

Questions?

Washington and the Next Generation Science Standards

A Presentation to WA State Board of Education

March 14, 2012

Jessica Vavrus
Assistant Superintendent
Teaching and Learning

Ellen Ebert
Director
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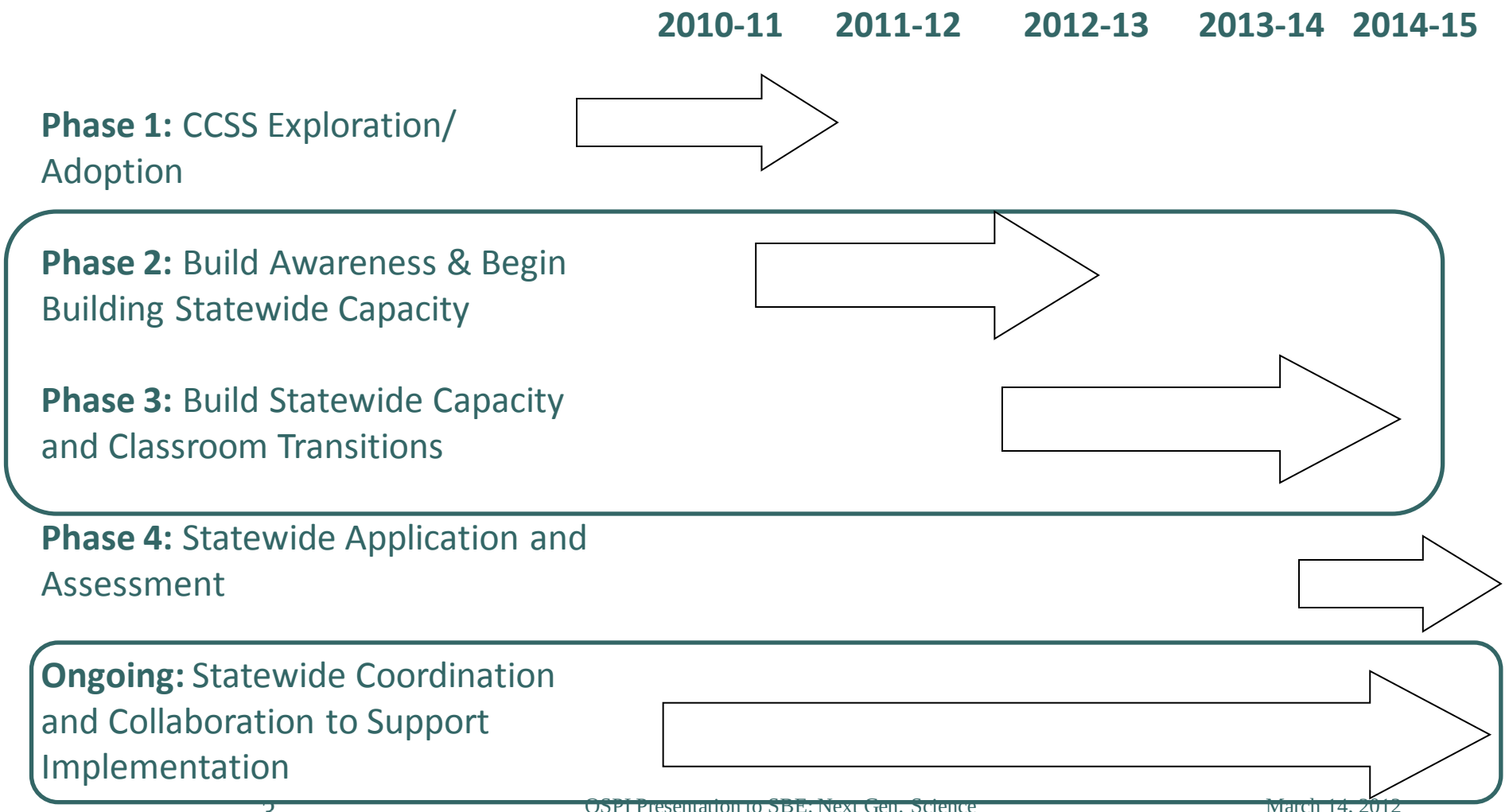
Presentation Objectives

- Washington's Context for Considering NGSS
- Washington's Role as a "Lead State" with NGSS Development
- System Considerations and Reflections
  - State, regional, local

Washington's Common Core Implementation Timeline
Focusing on the foundation…



Key Components of Washington's Process – Past and Present

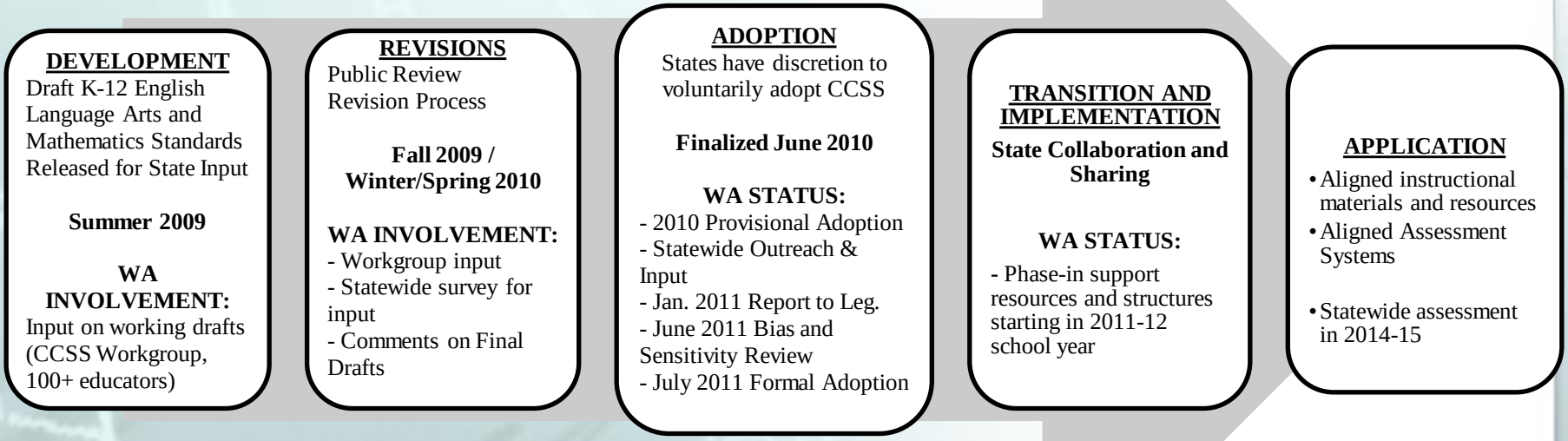
Exploration:

- Engagement of state content leadership associations and educators in reviewing and providing input on drafts
- Conducting targeted outreach for input during development
- Once finalized – conduct comparisons, seek widespread input through variety of methods

Adoption:

- State Superintendent makes final adoption decision only after…
- Engagement *throughout the process* of key statewide Partners and stakeholder groups (i.e., Statewide Education Associations, SBE, House/Senate Education Committees, etc.)
- Recommendation from State Curriculum Advisory and Review Committee (CARC)
- Consideration of the current state context around…
  - Recent standards adoptions, assessment changes needed, system-wide capacity to support implementation

Washington's CCSS Involvement – Summer 2009 to Present



For more details and resources visit Washington's CCSS Web site: http://k12.wa.us/Corestandards/default.aspx

Common Core Standards and NGSS

Common Core Standards

- State-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (48 states)
- Informed by the highest, most effective models from states, are evidence-based
- Developed in collaboration with teachers, school administrators, and experts

NGSS

- Based on National Research Council *K12 Framework for Science Education* (42 states implementing Framework)
- Development led by Achieve, funded by Carnegie (26 Lead States participating in development)
- Informed by research-based models
- High stakeholder involvement

Commonalities and Opportunities – CCSS and NGSS Foundations

- ***Student success.*** The standards are benchmarked to high national and international standards. Students will develop the knowledge and skills they need to be successful in the 21st Century.

- ***Clarity.*** The standards are focused on what's most important. They are coherent and clear.

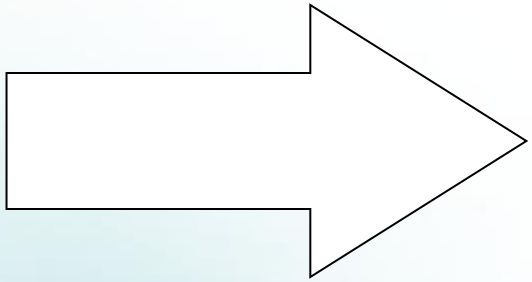
- ***Collaboration.*** States can pool resources and expertise to implement the standards.

- ***Equity.*** Expectations are the same for students across states that adopt, so that students and teachers don't lose ground when they move from one state to another.

NGSS…Focus on "Phase 1: Exploration"…

2011-12 2012-13 2014-15 2015-16 2016-17

Phase 1: NGSS Exploration
Review of Next Generation Science Standards; Consider Adoption; Continue implementation of current WA Science Standards in context of NGSS Framework and CCSS connections



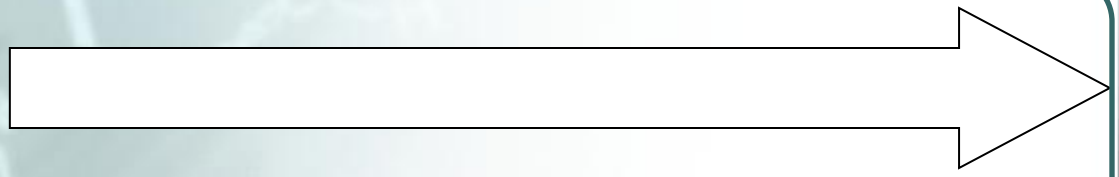
Phase 2: Build Awareness & Begin Building Statewide Capacity

Phase 3: Build Statewide Capacity and Classroom Transitions

Phase 4: Statewide Application and Assessment

To be determined…

Ongoing: Statewide Coordination and Collaboration to Support Implementation (Build/Maintain Partnerships)



WA Context and Considerations

- **ESEA Reauthorization** in context of state ESEA Waiver request
- **Timing**
  - NGSS completion?
    - Window for statewide input and comparisons
    - Official adoption by State Superintendent
  - In context of other statewide transitions
- **Policy Considerations**
  - Assessment system adjustments
  - Graduation requirements (e.g. EOC, comprehensive, etc.)
- **System Capacity for Transitions**
  - State, regional, local

What about Washington's Science Standards?
The beginning - 1996 *NSES* Standards

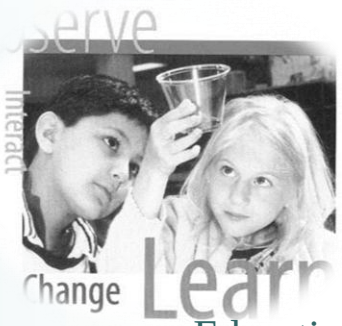
Science Teaching

Education Programs

Professional Development

Science Assessment

Science Content



Education Systems

Inquiry into authentic questions generated from student experiences is the central strategy for teaching science.

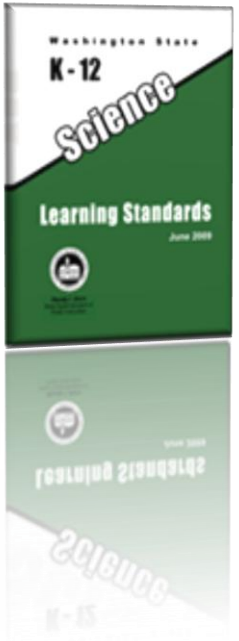
Standards Development

From 1996 NSES

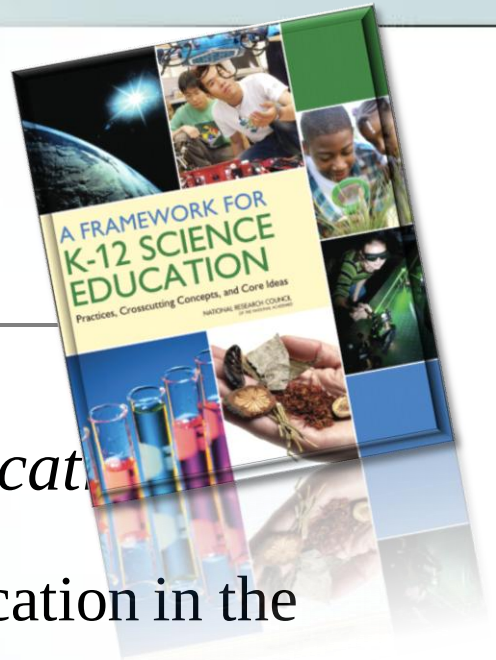
- Standards for science content

To WA Science Standards

- Four Essential Academic Learning Standards
  - Systems
  - Inquiry
  - Application
  - Content



A New Vision for Science Education

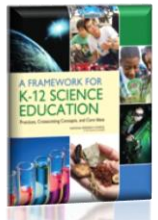


The *K12 Framework for Science Educat*

is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in science and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.

A Framework for K-12 Science Education p. 1-2

Standards Development



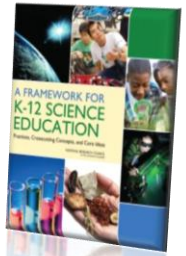
Washington Standards

- Four Essential Academic Learning Standards
  - Systems
  - Inquiry
  - Application
  - Domains
    - Life Science
    - Physical Science
    - Earth and Space Science

To Next Generation SS

- Science and Engineering Practices
  - Identifies 8 Practices
    - Subsumes WA Inquiry
- Disciplinary Core Ideas
  - Adds Engineering and Technology
    - Subsumes WA Application
- Crosscutting Concepts
  - Adds 7 crosscutting concepts
    - Subsumes WA Systems and Application

Dimension 1: Scientific & Engineering Practices

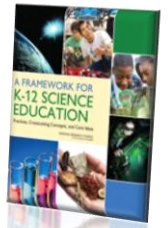


- ✓ Identify questions and concepts that guide scientific investigations.
- ✓ Design and conduct scientific investigations.
- ✓ Collect, analyze, and display data using calculators, computers, or other technical devices when available.
- ✓ Formulate and revise scientific explanations and models using logic and evidence.
- ✓ Recognize and analyze alternative explanations and models.

→

- ✓ Asking questions (science) and defining problems (engineering)
- ✓ Developing and using models
- ✓ Planning and carrying out investigations
- ✓ Analyzing and interpreting data
- ✓ Using mathematics and computational thinking
- ✓ Constructing explanations (science) and designing solutions (engineering)
- ✓ Engaging in argument from evidence
- ✓ Obtaining, evaluating, and communicating information

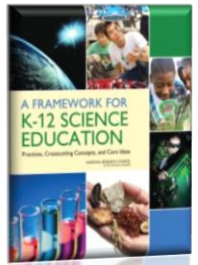
Dimension 2: Crosscutting Concepts



- ✓ Systems, Order, and Organization
- ✓ Models, and Prediction, Explanations
- ✓ Constancy, Change and Measurement
- ✓ Form and Function

- ✓ Systems and System Models
- ✓ Patterns
- ✓ Cause and Effect: Mechanism and Explanation
- ✓ Scale, Proportion, and Quantity
- ✓ Energy and Matter: Flows, Cycles, and Conservation
- ✓ Structure and Function
- ✓ Stability and Change

Dimension 3: Disciplinary Core Ideas



- ✓ Physical Science
- ✓ Life Science
- ✓ Earth and Space Science
- ✓ Technology Design
- ✓ Science in Personal and Social Perspectives
- ✓ *History and Nature of Science*

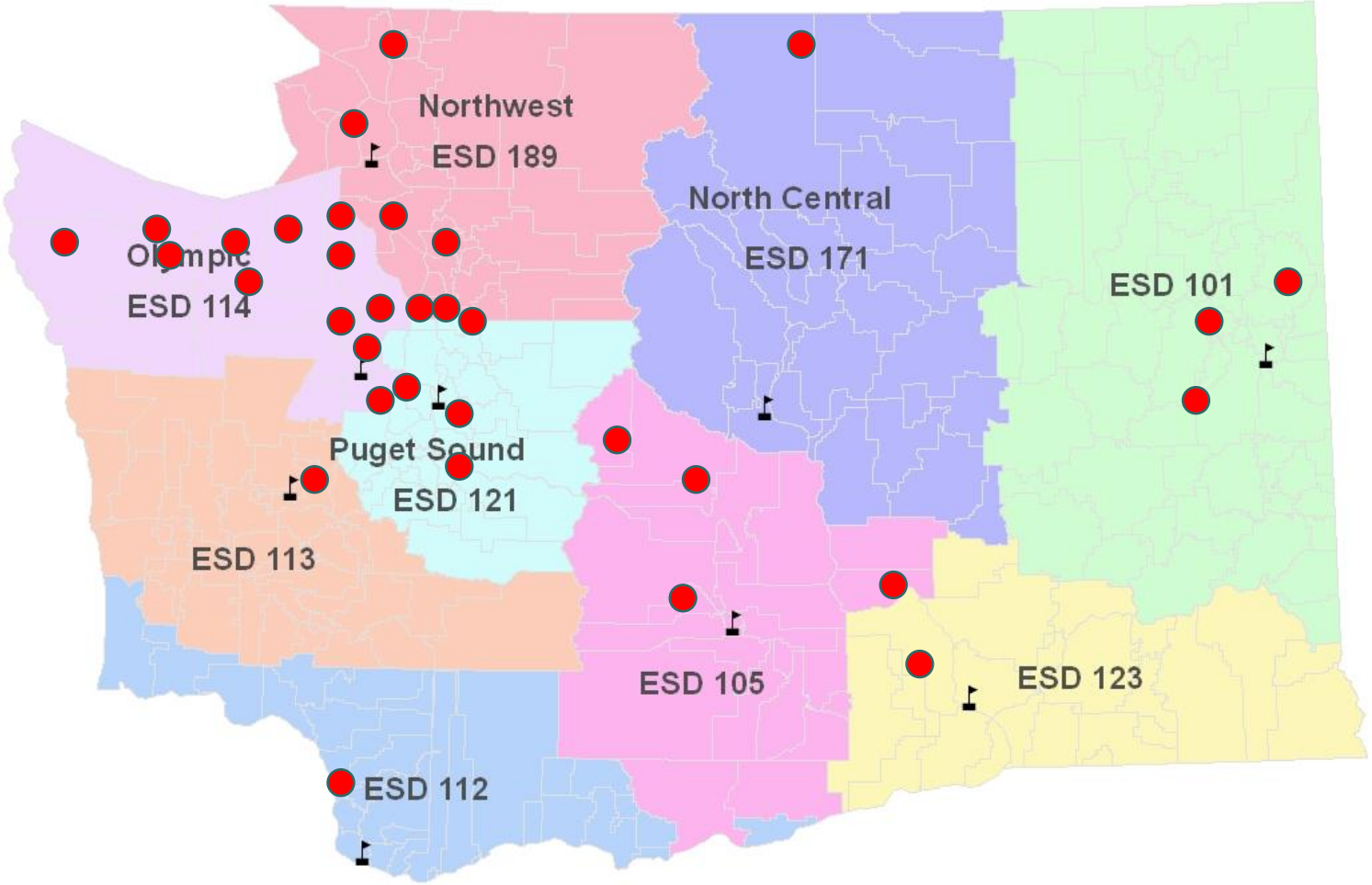
- ✓ Physical Sciences
- ✓ Life Sciences
- ✓ Earth and Space Sciences
- ✓ Engineering, Technology, and the Applications of Science

Washington's Role as Lead State Partner

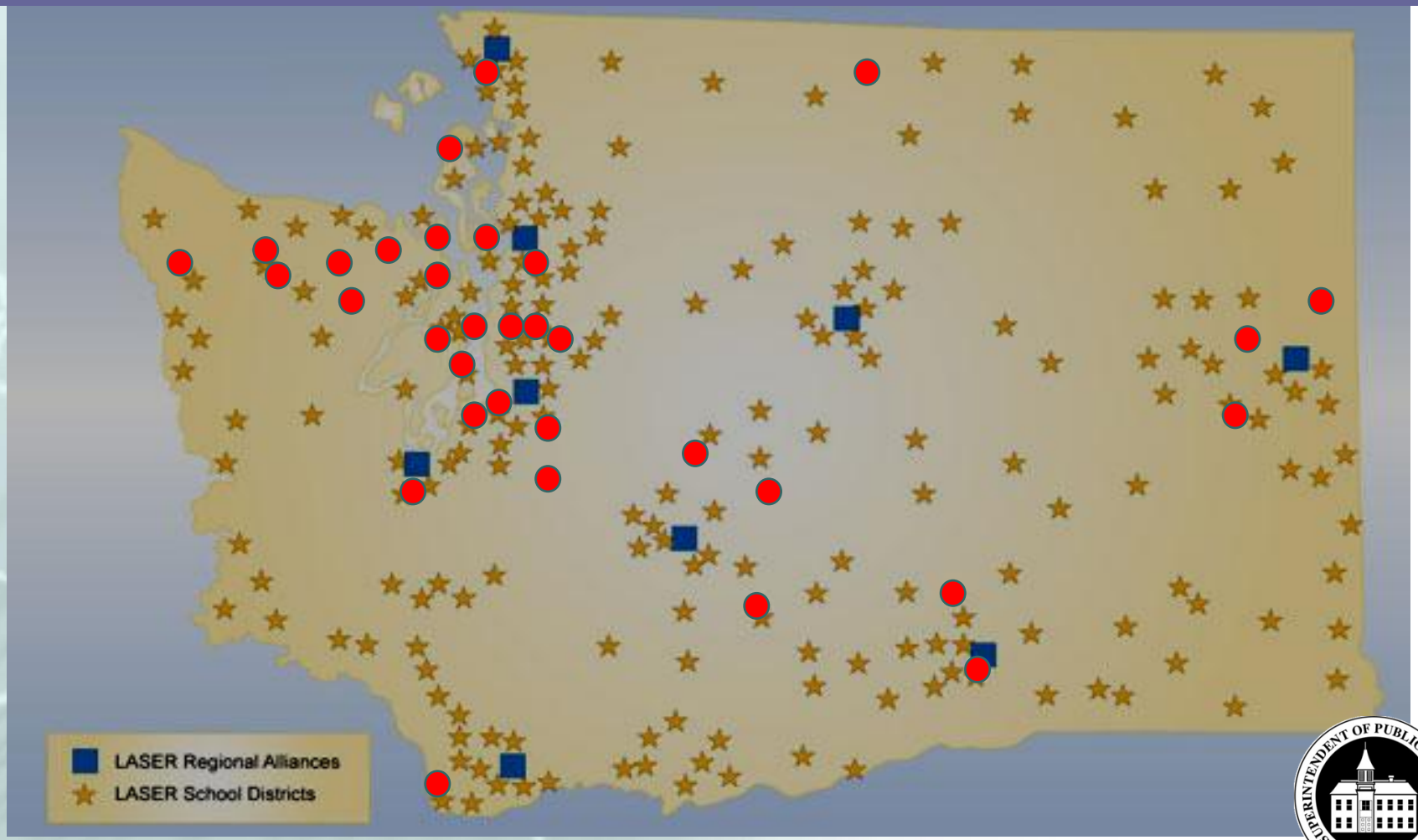
- K-12 Framework Dissemination
  - Building Capacity for State Science Education (BCSSE)
    - Nashville Meeting (35 states)
    - Raleigh Meeting (42 states)
    - Funded by Merck, GlaxoSmithKline and Burroughs-Wellcome
  - Information and implementation across the state just beginning
    - Presentations
    - Webinars/Moodle
    - Small group meetings
  - WA STEM grant opportunities
  - Potential MSP opportunities

- NGSS Review Process
  - Lead State Meetings with Achieve
    - WA State Science Leadership Team
  - Confidential Draft Reviews
    - Fall / Winter 2012
  - Public Draft Review
    - Late Spring 2012
  - Anticipated Timeline to Finalize…
    - Late 2012 / Early 2013

OSPI Collaborative Work with ESD Coordinators and Spokane SD



LASER networks ready to assist with K12 Framework and NGSS professional development.



NGSS Implications at State, Regional, Local Levels

- Increased professional learning needs
- Infusion of engineering processes and content
- Material/kit alignment
- 21st Century Curriculum
- Learning Progressions over K12 span
- Improves STEM opportunities
- Science in Kindergarten
- High school requirements

Reflections on NGSS in WA…

Dr. Craig Gabler, Regional Science Coordinator, ESD 113

Collaboration

Practices

Equity

Scientific Concepts

STEM

Exciting! Challenging! Points a new arrow! 21st Century!

Thank you!

Next Generation Science Standards Questions

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