THE WASHINGTON STATE BOARD OF EDUCATION
Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

March 1, 2009

Dear Board Members:

Did you know that the St Louis Gateway Arch is a catenary? Well those are thing things I love learning in my job as I sit here reading Linda Plattner's final math report. What is a catenary? It is a graph of the curve of a hanging chain.

This has been an interesting and intense winter as we watch the budget numbers drop and folks wrestle with how to cut and transform government. Now more than ever we need to find ways to look for opportunities to make our work relevant and keep our momentum. This is when I most appreciate Mary Jean's leadership. She is the eternal optimist and will turn over every stone (boulder) in her path. My nickname for her is Donna Quixote. Her passion burns bright on these rainy winter days as we engage in yet another round of stakeholder meetings on the basic education funding bills. Thank you Mary Jean! Jeff Vincent has been doing some important work with the Washington Roundtable and funders to create a public/private partnership around math and science which has some great potential to help our school districts and students.

Your staff is thinking about ways to keep our momentum up too. Some of this we can do through our Gates grant this year. Kathe has some great thoughts about providing some seed money to create an Algebra II/CTE course. She is also thinking about world language competencies. Clearly, the work that our CORE 24 Implementation Task Force (with Kathe and our co-leads, Jack Schuster and Steve Dal Porto's support) does will be important. It will help us better understand how to help districts move ahead when funding becomes available. In addition, we are thinking about ways that the federal stimulus funding could perhaps help fund better curriculum for districts in need, as well as some potential for innovation grants that address our accountability issues.

Accountability, or as I call it FORK – FOR KIDS, has been the topic that Pete and I have taken out to seven of the nine ESDs (Spokane and Anacortes will be in late March/early April). The local school district superintendents have certainly appreciated our visits. Pete speaks with such enthusiasm about the index that it makes even skeptics hold on to their first round of rocks they might throw. Also, folks have appreciated that we have listened and made a number of changes. No more state takeovers of districts through a reelection of the local school boards or firing the superintendent. Academic Watch gets some more positive nods, although people still wonder what happens if a district never gets off Academic Watch. Thanks to Kris Mayer, Steve DalPorto, Bob Hughes, and Bunker Frank for coming to the ESD meetings closest to them.

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The math studies are winding down and I am happy to see that. There are times when I feel we are sailing a tiny ship through giant icebergs. Luckily Steve Floyd has been a great calm captain in this work. I just sent you the latest report from Linda Plattner on her findings for the high school math curriculum. While she does not find much to like about the four programs in terms of mathematical development of three key concepts, keep in mind that all these programs are very well aligned to the new high school math standards. We will have a recommendation for you after we hear what the Math Panel has to say.

Loy and Ashley have just created a wonderful new resource guide for you. The last one you had was three years old and with the new bylaws, they thought everything should get spiffed up! Bob Hughes, as our newbie, is reviewing the resource guide to see if it meets his needs to get up to speed.

Aaron hit the ground running and has done a great job writing pieces for us, cleaning up the Web site and trying to save us money with our technology needs. We call him "Go Daddy" because he is a daddy and he is looking at cheaper servers than the one we use now and one of the options is at Go Daddy.com. Our contract with APCO is now complete so Aaron is our lead on all our communications work.

Brad has been very busy on the hill as our eyes and ears. He has helped to encourage legislators to rethink adopting new graduation requirements with no funding attached in civics and financial literacy – pointing out those things already exist in the EALRs. He also does the big wrap up every weekend on our bills which takes a lot of time to do.

Warren is taking the lead on revising my evaluation instrument and process. He will be in touch with you on this. His goal is to have something ready by September. Thanks Warren!

We have a retreat coming up at our July meeting and Amy and Kris have agreed to serve as the co-leads to help plan it.

Amy and Bernal are awaiting final confirmation by the Senate to continue for another four years of service on our Board at the request of the Governor. We are glad they agreed to seek reappointments. I am sure they will be reconfirmed.

And now the Board meeting…we are back at New Market Skills Center.

**March 12 Thursday**

**Update on Legislative Session Issues**
We will provide you with an update on where we are in the legislative session. Because things keep changing, we will wait until the meeting to hand something out. We are still very hopeful that a compromise package will be passed on the Basic Education funding reform package.

Brad and Aaron are preparing your legislative packets for your meetings with your legislators on March 13. If you have not yet made your appointments, we strongly encourage you to do so NOW! Call Brad if you have questions.

**Update on Federal Fiscal Stimulus Package**
Bob Harmon, from OSPI, will brief you on the federal stimulus package. We have put together an abbreviated PowerPoint that he shared with districts last week for a background piece. We hope he can give us more detail and discuss how our work could intersect with OSPI in this package.

**Update on System Performance Accountability (SPA) Work**
Pete Bylsma will go over his draft proposal on recognition under the accountability index. This is a piece we really hope we can advance this year. It would be nice to have a partnership with OSPI on recognizing the improvements schools make and find a positive way to begin using the index. Kris and I will fill you in on the SPA meeting (we have provided you the notes) as well as the feedback we have received from the ESD superintendent meetings.

**League of Education Voters Report Card**
Chris Korsmo, Executive Director, League of Education Voters will share their latest report card on how Washington ranks in terms of investing in early learning, raising the bar for everyone, focus on math, science and engineering, preparing every student for college, work and life, and funding. A hint…our grades are still not good.

**Truman High School's Request for a Waiver from Credit-Based Graduation Requirements**
Ms. Carol Matsui from Federal Way Public Schools will discuss their waiver request for Truman High School. This is an application similar to the Big Picture High School request you had last November. The request is to continue the previous decision to waive letter grades and Carnegie units as a means of determining academic achievement for students.

**Update on Proposed Changes to OSPI Assessment System**
You have read a lot in the newspapers about no more 9th graders taking the 10th grade WASL and the changes Superintendent Dorn intends to make to the WASL. Measurements of Student Progress will be for grades 3-8 assessments and High School Proficiency Exams will replace the high school WASL. Joe Willhoft will discuss these with you, as well as the dates and challenges for the math end of course assessments and new science assessments.

**Tribal Memorandum of Agreement Resolution**
Mary Jean and Kathe attended a Tribal Leader Congress meeting last week. They shared a draft resolution with the tribes, which states that while the SBE supports working with the tribes to promote the sovereignty curriculum. Mary Jean shared that the Board will not support adding a half credit of tribal history to the graduation requirements.

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**Next Steps for Math and Science: A Systems Approach and Accelerating Math and Science Achievement**
Jeff and Steve Floyd will share their thoughts about how to keep focused on improving the system for kids to learn math and science. Alan Burke, from OSPI, will share some of the work they are doing and Ms. Caroline King, Policy Manager, Partnership for Learning, will talk about the new public/private partnership. We need to continue to advance the work with our partners –OSPI and PESB -- on our joint math action plan and also need one for science.

**Strategic Teaching Report on Review of High School Curricular Math Menu**
This is our last step in the math standards and curriculum review process from where we started two years ago with Linda Plattner. At this meeting she will present her findings on what her reviewers found on the four OSPI program. As mentioned earlier, her reviewers have some strong concerns about the lack of mathematical soundness of these curriculum, although they align well with the content standards. Steve Floyd and I will present our recommendation to you at the meeting.

**Call for Election of One Year Representative to Executive Committee**
Jack Schuster did such a great job last year with the nominations for the Executive Committee, he was asked to do it again. He has called for nominations in a recent email to you. You can contact him directly if you wish to nominate yourself or someone else. This is a one year position, currently held by Steve Floyd. Jack will announce the candidates at the meeting and you will vote the second day.

**March 12 Board Dinner**
**The Board dinner on Thursday evening will be at Anthony's Homeport at 6:00 p.m. Directions are in your packet.**

**Friday March 13, 2009**

**You are on your own until about 10:15 a.m. to visit with your legislators this morning.**

**Review of Dropout Policies**
Sheila Fox has spent some time thinking about how the Board could address the Bridges report and our Board goal to improve graduation rates. We did not get sufficient time to allow for her presentation and a Board discussion at our January meeting. She gets the first slot of the day with you all and can take whatever time is needed. I appreciate the work Sheila has done to connect the dots on ways we can think about moving forward

**Achievement Gap Information in Relation to Board's Work**
Brad has been working with the different groups who produced and presented reports at our last meeting on the achievement gap. He will discuss ways their proposals can be interwoven with our work.

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**Update on CORE 24 Implementation Task Force**
Steve Dal Porto and Jack Schuster, Board Co-leads, will discuss their first meeting with the CORE 24 Implementation Task Force which met March 2nd.

**Update on Meaningful High School Diploma**
Eric Liu, Board Lead, and Kathe will discuss the need for Board clarification around some issues for the continuing work of the Meaningful High School Diploma review.

**Announcement of Election Results of New Executive Committee Member**
A drum roll while Jack announces the results.

**Business**
Staff is preparing a motion sheet with draft recommendations for action on the following items:

- Approval of the Tribal MOA
- Approval of the Strategic Teaching Report on Math Curricular Recommendations
- Approval of Waivers

**Running Start and Tech Prep**
In an effort to continue our connections with higher education, we have asked Jan Yoshiwara, Director, Education Services, State Board for Community and Technical Colleges to talk about the programs that high school students can take at the 34 community and technical programs around the state. These programs allow students to earn both high school and college credit.

**Anatomy of Change**
Steve Floyd heard Greg Lynch, Superintendent, Central Kitsap School District discuss his thoughts on how to improve education governance in Washington at a WSSDA meeting and recommended that Greg present those to the Board. You have a copy of Greg's paper, *"Anatomy of Change"* in your Board packet. Paul Rosier, Executive Director, Washington Association of School Administrators (WASA) has often voiced his concerns about how school districts find themselves with many masters. We look forward to an interesting dialogue on how to move some changes forward!

**Cheers!**

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**New Market Skills Center**
**7299 New Market Street SW**
**Tumwater, Washington 98501**
**360-570-4500**

# State Board of Education Meeting

## AGENDA

**Thursday, March 12, 2009**

**9:00 a.m.** **Call to Order**
Pledge of Allegiance
Welcome
Agenda Overview
Approval of Minutes from the January 14-15, 2009 Meeting **(*Action Item*)**

**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 Private Schools ***(Action Item)***

**9:15 a.m.** **Update on Legislative Session Issues**
Ms. Edie Harding, Executive Director
Mr. Brad Burnham, Policy and Legislative Specialist

Board discussion

**9:45 a.m.** **Update on Federal Fiscal Stimulus Package**
Mr. Bob Harmon, Assistant Superintendent,
Special Programs and Federal Accountability, OSPI

**10:15 a.m.** **Break**

**10:30 a.m.** **Update on System Performance Accountability (SPA) Work**
Dr. Kris Mayer, Board Lead
Ms. Edie Harding, Executive Director
Dr. Pete Bylsma, Contractor, SBE

Board discussion

Mary Jean Ryan, *Chair* • Warren T. Smith Sr., *Vice Chair* • Randy Dorn, *Superintendent of Public Instruction*
Dr. Bernal Baca • Amy Bragdon • Dr. Steve Dal Porto • Steve Floyd • Dr. Sheila Fox • Phyllis Bunker Frank • Austianna Quick
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**11:15 a.m.** **League of Education Voters Report Card**
Ms. Chris Korsmo, Executive Director, League of Education Voters
Ms. Lisa Macfarlane, Director of External Affairs, League of Education Voters

**11:30 a.m.** **Public Comment**

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

**12:45 p.m.** **Truman High School's Request for a Waiver from Credit-Based Graduation Requirements**
Ms. Carol Matsui, Assistant Superintendent
Federal Way Public Schools

**1:00 p.m.** **Update on Proposed Changes to OSPI Assessment System**
Dr. Joe Willhoft, Assistant Superintendent
Assessment and Student Information, OSPI

**1:30 p.m.** **Tribal Memorandum of Agreement Resolution**
Dr. Bernal Baca, Board Lead
Dr. Kathe Taylor, Policy Director

Board discussion

**2:00 p.m.** **Next Steps for Math and Science: A Systems Approach**
Mr. Jeff Vincent, Board Science Lead
Mr. Steve Floyd, Board Math Lead
Dr. Alan Burke, Deputy Superintendent, K-12 Education, OSPI

Board discussion

**Accelerating Math and Science Achievement**
Ms. Caroline King, Policy Manager, Partnership for Learning
Mr. Sam Whiting, Community Investor, Primary & Secondary Education,
The Boeing Company

**2:45 pm.** **Break**

**3:00 p.m.** **Strategic Teaching Report on Review of High School Curricular Math Menu**
Mr. Steve Floyd, Board Math Lead
Ms. Edie Harding, Executive Director
Ms. Linda Plattner, Strategic Teaching

Board discussion

**4:00 p.m.** **Public Comment**

**4:30 p.m.** **Call for Election of One Year Representative to Executive Committee**
Mr. Jack Schuster, Board Lead

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

**Friday March 13, 2009**

**10:30 a.m.** **Review of Dropout Policies**
Dr. Sheila Fox, Board Lead

**Achievement Gap Information in Relation to Board's Work**
Mr. Brad Burnham, Policy and Legislative Specialist

Board discussion

**11:30 a.m.** **Update on CORE 24 Implementation Task Force**
Dr. Steve Dal Porto, Board Co-lead
Mr. Jack Schuster, Board Co-lead

**Update on Meaningful High School Diploma**
Mr. Eric Liu, Board Lead
Dr. Kathe Taylor, Policy Director

**11:55 a.m.** **Public Comment**

**12:15 p.m.** **Lunch and Voting for One Year Representative to Executive Committee**

**12:30 p.m.** **Announcement of Election Results of New Executive Committee Member**

**12:45 p.m.** **Business**
Approval of the Tribal MOA ***(Action Item)***
Approval of the Strategic Teaching Report on Math Curricular Recommendations ***(Action Item)***
Approval of Waivers ***(Action Item)***

**1:15 p.m.** **Running Start and Tech Prep**
Ms. Jan Yoshiwara, Director, Education Services, State Board for Community and Technical Colleges
Dr. Kathe Taylor, Policy Director

**2:15 p.m.** **Anatomy of Change**
Mr. Greg Lynch, Superintendent, Central Kitsap School District
Mr. Paul Rosier, Executive Director, Washington Association of School Administrators (WASA)

**3:15 p.m.** **Reflections and Next Steps**

**3:30 p.m.** **Adjourn**

**PLEASE NOTE**: Times above are estimates only. The Board reserves the right to alter the order of the agenda. For information regarding testimony, handouts, other questions, or for people needing special accommodation, please contact Loy McColm at the Board office (360-725-6027). This meeting site is barrier free. Emergency contact number during the meeting is 360-570-4500.

# Federal Stimulus Package

## Highlights



## State Fiscal Stabilization

***Question***: What is the state fiscal stabilization money?

***Answer***: Congress designed the State Fiscal Stabilization fund ($53.6 Billion nationally) to prevent reductions in critical education and other services. The Recovery Act divides that funding into three parts: (1) $48.6 billion for basic stabilization funds; (2) $4.35 billion for State incentive grants; and (3) $650 million for local education agency innovation grants.

## State Fiscal Stabilization

***Question***: How much money is Washington State receiving?

***Answer***: The preliminary estimate is $1 billion. Of which 81.8% is for education ($819.9 Million) and 18.2% is for other government use ($182 Million).



# Overview of Federal Stimulus Funding

| Program – Major Education Funding Only | National Total | Washington State (preliminary est.) |
|---|---|---|
| Fiscal Stabilization – education | $53.6 B | $835.6 M |
| Fiscal Stabilization – general purpose | | $181 M |
| Title I | $10 B | $175 M |
| Special Education – IDEA | $11.7 B | $232 M |
| School Improvement Grants | $3 B | $44.6 M |
| Education Technology | $650 M | $8.6 M |
| School Construction | $0 | $0 |

# Overview of Federal Stimulus Funding

| Program | Allocation Method | Maintenance of Effort/Supplanting |
|---|---|---|
| Fiscal Stabilization, Education (K-12 and HE), includes funding for school modernization | Via state's principal education funding formula | States to restore funding to FY09 levels, can't cut below FY06 level. |
| Fiscal Stabilization , General Purpose, school modernization is allowable | Discretionary by Governor | Unknown |
| Title I | Current allocation method | Current requirements remain. |
| Special Education (IDEA) | Current allocation method | Current requirements remain. |
| Education Technology (Title II) | Current allocation method | Current requirements remain. |
| School Improvement Grants | Current award process | Current requirements remain. |

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# Fiscal stabilization

- Purpose: Grants to governors for state fiscal relief to prevent cuts to education and other key services. $835.6 M of funding is dedicated to K-12 and higher education. K-12 modernization and renovation is an allowed use.
- First use of the education funds is to provide funds to restore K-12 and higher education to the greater of fiscal year 2008 or 2009 levels and, where applicable, to allow existing state formulae increases to support K-12 for fiscal years 2010 and 2011 to be implemented and to allow funding for phasing in equity and adequacy adjustments enacted prior to Oct 1, 2009.
- If the $835.6 million is not sufficient to restore K-12 and higher education, the Governor shall allocate the funds in proportion to the relative shortfall in each sector.
- If there are excess funds from the $835.6, those amounts would flow to local school districts through the Title I allocation.
- $181.0 million is for other high priority needs of the state, which can include K-12 and higher education, including K-12 modernization and renovation projects.

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## Fiscal stabilization – What we don't know

- Period funding is available for. All other education funding appears to be split over two years, while initial reports are this money is all for FY09-10.
- Allowable expenditures: any educational expenditure or only those under NCLB, IDEA, Carl Perkins or modernization.

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## State Fiscal Stabilization

***Question***: How long are these funds available for?

***Answer***: Funds must be obligated within 2 years of receiving the grant

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## State Fiscal Stabilization

***Question***: What must the Governor use these funds for?

**Answer**: Part 1--The Governor must use 81.8% of the funds received to restore state support for elementary, secondary, and postsecondary education to the 2008 or 2009 level (whichever is greater). If the Governor determines there is insufficient funding to meet the desired level, then the Governor shall allocate the funds in proportion to the relative shortfall.

- *This funding, very likely, does not represent an enhancement to district funding. It benefits districts by "buying down" the reduction in state funding that districts would otherwise experience.*
- *The easiest use for the K-12 sector is for the Legislature to reduce I-728 funding and replace the funding with stabilization resources.*
- *The Legislature is not prevented from reducing K-12 by as much as the Governor's budget proposal and then reducing further as long as MOE requirements are met.*

## State Fiscal Stabilization

***Question***: What must the Governor use these funds for?

**Answer**: Part 1—Continued

If the Governor determines there is insufficient funding to meet the desired level, then the Governor shall allocate the funds in proportion to the relative shortfall.

If there are resources remaining after backfilling K-12 and Higher Education budget cuts, then those resources are to be allocated out to school districts via the Title I formula.

- *This is highly unlikely.*

## State Fiscal Stabilization

***Question***: What must the Governor use these funds for?

**Answer**: Part 2--18.2% shall be reserved for public safety and other governmental services, which may include assistance for elementary and secondary education and public institutions of higher education for modernization, renovation, or repair of public school facilities and institutions of higher education facilities, including modernization, renovation, and repairs that are consistent with a recognized green building rating system.

## State Fiscal Stabilization - Basic

***Question***: What process must the Governors use to obtain these funds?

***Answer***: The Governor must submit an application to the Secretary describing how the State intends to use the fund, and providing baseline data, and assurances, including assuring actions to improve teacher effectiveness, develop longitudinal data systems, improving academic standards and assisting struggling schools.

## State Fiscal Stabilization - Basic

***Question***: Will there be an application process for these funds?

***Answer***: We don't know, however an application process is likely. Our current understanding is that the use of these funds will have to be tracked, as well as the impact of these funds (i.e. how many jobs were created/saved). If an application is required, we expect this would be through the iGrants system.

•*We will work to minimize this process, and will advocate that the state be able to develop the application on behalf of districts.*

## State Fiscal Stabilization - Basic

***Question***: What may LEAs use the basic stabilization funds for?

***Answer***: Any activity authorized under ESEA, IDEA, the Perkins Act, or modernization, renovation, or repair or public school facilities. LEAs may not engage in school modernization, renovation, or repair that is inconsistent with state law.

•*Very significant issue. If the Legislature replaces I-728 with stabilization funding, and districts can only spend the resources on these federal programs, the use of funds will be very constricted. If however, the broad activity of assisting struggling students district wide, for example, is allowable, then these funds could become replacement for state activities.*

## State Fiscal Stabilization - Basic

***Question***: Do Maintenance of Effort and Supplanting requirements apply?

***Answer***: This State Fiscal Stabilization Fund includes a maintenance of effort provision that may be waived or modified under certain conditions. There is no supplement not supplant provision applicable to fiscal stability funds.

However, the Recovery Act provides in section 14012(d) that, **with the prior approval of the Secretary**, a state or LEA that receives funds used for elementary, secondary, or postsecondary education as non-federal funds for the purpose of maintenance of effort requirements under any other program (such as Title I-A, ESEA and IDEA).

## State Fiscal Stabilization - Basic

***Question***: What is the maintenance of effort (MOE) requirement?

***Answer***: The State will, in each of FY 2009, 2010, and 2011, maintain State support for elementary and secondary education at least to the level of such support in fiscal year 2006. The State will, in each of FY 2009, 2010, and 2011, maintain State support for public institutions of higher education (not including support for capital projects or for research and development) at least at the level of such support in FY 2006.

•*To use these funds, the state cannot cut below the 2005-06 state fiscal year level. This is a tremendous level of flexibility for the state.*

## State Fiscal Stabilization Incentive Grants

***Question***: How much is the state receiving for incentive grants?

***Answer***: These are competitive grants awarded by the Secretary of Education on a discretionary basis.

## State Fiscal Stabilization Innovation Funds

***Question***: What are Innovation Funds and what are they to be used for?

***Answer***: Innovation Funds are grants from U.S. DOE directly to school districts for improving student achievement. Grants will be targeted to school districts that (a) expand their work and serve as models for best practices; (b) work in partnership with the private sector and the philanthropic community; and (c) identify and document best practices that can be shared, and taken to scale based on demonstrated success.

## Title I, Part A Funds

***Question***: How much money is Washington State receiving for Title I, Part A?

***Answer***: The preliminary estimate is $135 Million.

•*Washington State received a $191.5 Million in our regular Title I award for FY 2008-09.*

## Title I, Part A Funds

***Question***: How and when will the funds be distributed to school districts?

***Answer***: Title funds are due to arrive in states on March 19, 2009. Soon thereafter, OSPI will distribute funds based on two of the Title I formula components as defined in ARRA.

•*Again, OSPI cannot distribute funds until we have authorization from the Legislature.*

## Title I, Part A Funds

***Question***: Will existing Maintenance of Effort (MOE) and supplanting rules apply?

***Answer***: Yes – Maintenance of Effort is 90% for Title I.

•*We are exploring whether or not the state can apply for a statewide waiver.*

## School Improvement

***Question***: How much of the Title I funding from the federal stimulus package will be available for School Improvement in Washington State?

***Answer***: OSPI anticipates an increase of $44.5 million from the federal stimulus package over the next biennium (2009-2011), or $22.25 million for 2009-2010 and $22.25 million for 2010-2011, to support school improvement.

## School Improvement

***Question***: How will additional funds provided through the stimulus package be distributed to LEAs?

***Answer***: OSPI will develop a competitive grant process to allocate 95% of these funds; the remaining 5% will be used to support state-level administration of the grants. Funds will be allocated consistent with provisions of the federally mandated NCLB Act and other federal guidelines established for this stimulus package.

## School Improvement

***Question***: What criteria will be used to award grants supported by the stimulus package to LEAs?

***Answer***: OSPI anticipates federal guidelines for allocation of stimulus package funds will be similar to guidelines for use of 1003g funds in the 2007-2009 biennium. OSPI will submit a proposal regarding use of stimulus package funds to DOE. Once approved, OSPI will utilize guidelines consistent with the proposal to award grants to LEAs.

## School Improvement

***Question***: What accountability measures have been established by DOE or OSPI for use of stimulus package funds?

***Answer***: OSPI is working with DOE to understand accountability requirements, including specific expectations regarding increasing employment in Washington State, associated with the use of stimulus package funds.

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# SYSTEM PERFORMANCE ACCOUNTABILITY UPDATE

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

In 2005, the Washington State Legislature directed the Washington State Board of Education (SBE) to create a statewide system of accountability and support that would identify the state's most successful and least successful schools, and improve achievement in the latter. One of the Board's three goals is to improve student achievement.

## BACKGROUND

At the January 2009 meeting, the Board adopted an accountability resolution, which highlights 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 through a state and local collaborative partnership, see Attachment A. There are three components to this system: an accountability index; targeted state programs to assist districts; and required action if there are no improvements. A letter was sent to the Legislature with the accountability resolution requesting that the Legislature incorporate these accountability principals in the new basic education funding system.

In addition, staff presented a work plan for 2009. As part of that plan, the Board's consultant, Pete Bylsma, and Edie have been attending ESD meetings across the state to present the accountability framework, with a focus on how the accountability index works for a specific district within each ESD. They have received some helpful feedback, which they will share at the meeting. A work session with the Board's policy advisers was held February 17. Janell Newman from OSPI provided an update on the Summit District process; Jolynn Berge from OSPI discussed the recent changes to the NCLB rules and the Federal Fiscal Stimulus Package; and Pete Bylsma shared the revisions to the accountability index as well as ideas for a proposed recognition system. The SPA notes are included in this tab.

## POLICY CONSIDERATION

The Board will be asked for its feedback on the recognition system. Staff will share feedback from the ESD meetings so far. Staff will bring the final draft accountability index to the Board for adoption at its May Board meeting.

## EXPECTED ACTION

None

**Attachment A**
**STATE BOARD OF EDUCATION ACCOUNTABILITY RESOLUTION**
**JANUARY 15, 2009**

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 to develop criteria to identify schools and districts that are successful, in need of assistance, and those where students persistently fail, as well as to identify a range of intervention strategies and performance incentive systems; and

WHEREAS, the State Board of Education affirms the call for stronger accountability must be reciprocal between the state and local school district and accompanied by comprehensive funding reform for basic education that demonstrates “taxpayer money at work” in improving student achievement; and

WHEREAS, the State Board of Education will work with its education partners to create a unified system of federal and state accountability to improve student achievement; and

WHEREAS, the State Board of Education recognizes the need for a proactive, collaborative accountability system with support from the local school board, parents, students, staff in the schools and districts, regional educational service districts, business partners, and state officials to improve student achievement; and

WHEREAS, the State Board of Education believes that schools and districts should be recognized for best practices and exemplary work in improving student achievement; and

WHEREAS, the State Board of Education recognizes the critical role of local school boards in addressing student achievement in developing a new state accountability system as well as the need to create a new collaborative mechanism to require certain school district actions if student achievement does not improve;

THEREFORE, BE IT RESOLVED, that the State Board of Education will develop an accountability index to identify schools and districts, based on student achievement using criteria that are fair, consistent, transparent, and easily understood for the purposes of providing feedback to schools and districts to self-assess their progress as well as to identify schools with exemplary performance and those with poor performance; and

BE IT FURTHER RESOLVED that the State Board of Education will work with its education partners to build the capacity of districts to help their schools improve student achievement. Programs will be tailored to the magnitude of need. As part of this system of assistance, the Board will ensure that all efforts are administered as part of one unified system of state assistance including the Innovation Zone – a new effort to help districts dramatically improve achievement levels; and

BE IT FURTHER RESOLVED that after a time set by the State Board of Education where there is no significant improvement based on an Accountability Index and other measures as defined by the Board, the district will be placed on Academic Watch and the State Board of Education will:

- Direct the Office of Superintendent of Public Instruction to conduct an academic performance audit using a peer review team.

- Request the local school board, in collaboration with the Office of Superintendent of Public Instruction, to develop an Academic Watch Plan based on the review findings, which would include an annual progress report to the local community.

- Review, approve, or send back for modification the local board Academic Watch plan, which once approved becomes a binding performance contract between the state and district.
- Ensure that the local school board will remain responsible for implementation.

- Request the Office of Superintendent of Public Instruction to monitor implementation of the plan and provide updates to the State Board of Education, which may require additional actions be taken until performance improvement is realized.

- Declare a district is no longer on Academic Watch when the Office of Superintendent of Public Instruction reports to the State Board of Education that the district school or schools are no longer in Priority status; and

BE IT FURTHER RESOLVED that the State Board of Education believes this accountability framework needs to be a part of the revisions made to the basic education funding system and that the legislature will provide the State Board of Education, the Office of Superintendent of Public Instruction, and the local school boards with the appropriate legal authority and resources to implement the new system; and

BE IT FURTHER RESOLVED that the Board will continue to refine the details of the accountability system by working with its education, parent, business and community partners over the next year.

Adopted: January 15, 2009

Attest:
Mary Jean Ryan, Chair

# RECOGNITION RECOMMENDATIONS

March 2009

Pete Bylsma, Ed.D., M.P.A.
Consultant to the State Board of Education

The Legislature requires the State Board of Education (SBE) to "adopt objective, systematic criteria" to identify schools and districts for recognition and for receiving additional state support. The proposed criteria are in the form of a 20-cell matrix that measures five outcomes in four ways, as shown in Table 1. The results for the cells are rated on a scale of 1 to 7, with 7 being the best outcome when the cell meets challenging benchmarks (see Appendix A). The ratings are averaged to generate an accountability index. Averages for the outcomes and indicators are also computed to provide feedback to educators.

**Table 1: Matrix of Accountability Measures**

| | **OUTCOMES** | | | | | |
|---|---|---|---|---|---|---|
| **INDICATORS** | Reading | Writing | Math | Science | Ext. Grad. Rate | *Average* |
| Achievement of non-low income | | | | | | |
| Achievement of low income | | | | | | |
| Achievement vs. peers | | | | | | |
| Improvement from previous year | | | | | | |
| *Average* | | | | | | *INDEX* |

Several principles guided the development of the recognition system. The system should (1) be transparent and simple to understand, (2) rely mainly on criterion-referenced measures, and (3) provide multiple ways to demonstrate success and earn recognition. The recommended guidelines for the recognition system and the rationale for each are described below.

1. **Provide recognition to both schools and districts for the 20 cells of the matrix when the 2-year average is at least 5.50 and when the index average reaches 5.00 (see Table 2).**

**Table 2: Required 2-Year Average for Recognition**

| | **OUTCOMES** | | | | | |
|---|---|---|---|---|---|---|
| **INDICATORS** | Reading | Writing | Math | Science | Ext. Grad. Rate | *Average* |
| Achievement of non-low income | 5.50 | | | | | |
| Achievement of low income | | | | | | |
| Achievement vs. peers | | | | | | |
| Improvement | | | | | | |
| *Average* | | | | | | 5.00 |

*Rationale for Recommendation*

- Matrix results for schools across the state were reviewed to determine challenging but reachable targets for recognition. The recommended minimum 2-year averages are challenging (except for the non-low income groups in reading and writing—see next recommendation). If a goal is too high, few will think they can reach it and the reward of recognition loses its motivational power. These targets also coincide with the tier levels.[1]
- The same criteria are used for each subject for schools and districts for simplicity.
- The recognition system is based on a "theory of change" that people are motivated more by success than by blame or guilt. Positive reinforcement and "celebrating small victories" have been shown to support continuous improvement efforts.
- The goals are criteria-based so schools/districts know what needs to be done to be recognized, and they don't have to worry about the performance of others. This provides clear goals and encourages collaboration and cooperation among educators.
- Giving recognition for all five outcomes and four indicators implies all are important. Recognizing fewer cells of the matrix could generate extra focus on some and not others. If schools and districts are held accountable for all the cells in the matrix, they should also be able to be recognized for all of them.
- A lower average is justified for the *index* because it is much harder to achieve an average of 5.50 in the multiple categories. The 5.00 average is the beginning of the Very Good tier, so it would include all schools/districts with an average in the Very Good or Exemplary tiers. Even with the lower requirement, relatively few schools and districts would be recognized.[2]
- Using results over a 2-year period ensures recognition is given only for sustained exemplary performance and not based on one good year.

**2. SBE should require the following minimum conditions in order for recognition to occur:**
**(a) No rating below 5 should occur in either year for recognition in the 20 cells.**
**(b) Recognition for non-low income cells in reading and writing should require a minimum 2-year average of the low income group of 4.00.**

*Rationale for Recommendation*

- Requiring ratings of 5-7 in the 20 cells prevents recognition from occurring based on one good year (a 4 and 7).
- A high percentage of schools reach the 5.50 average in the non-low income reading and writing cells. Requiring the low income reading and writing cells to have at least a 4.00 average ensures that cells that have high levels of performance do not get recognized if there is a significant achievement gap. This also encourages more support for low income students, who typically have access to fewer resources and perform at lower levels. This requirement is not used for math and science because so few schools/districts are meeting the 5.50 average, and there needs to be incentives to encourage overall performance in these two subjects. (Note: Recognition for improvement in math and science and for performance relative to "peer" schools also provide incentives to encourage overall performance in these subjects.)

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[1] The impact of the cut points on *districts* was not determined because there are far fewer high ratings. Districts would therefore receive recognition far less often than schools.

[2] At least four cells must be rated each year in order for recognition to occur for the index to prevents a school with very few data points from getting this type of recognition.

3. **The recognition system needs to be coordinated with OSPI.**

*Rationale for Recommendation*
Two types of state awards are currently given, regardless of their AYP status. Both are for improvement, and one applies to districts as well. Federal awards are also given to a small number of schools on a competitive basis. (Appendix B provides more details on these awards.) The requirement for a SBE to establish criteria for recognition purposes has the potential to create confusion about what is aspects of student performance are valued.

4. **Recognition should be given each fall, beginning in 2009 or 2010, in the form of a public announcement (e.g., a joint SBE/OSPI press release). Results should also be posted on the OSPI Web site, as they are now.**

*Rationale for Recommendation*

- A public announcement and Web postings are the least expensive form of recognition and easiest to implement. It also leaves the details of any celebrations to local officials, where public officials (e.g., legislators, OSPI or SBE staff, Governor) could be invited to participate. Given the number of awards that would be given under these set of recommendations, providing any kind of "hardware" (e.g., plaques, banners) or funding would be both impractical and expensive.
- Results should be made public and used for recognition purposes beginning in Fall 2009 if possible. The current AYP results provide a false picture of school and district performance to the community and are demoralizing to staff and students. A more valid measure of school and district performance is needed as soon as possible.
- Providing recognition in Fall 2009 would be considered "Phase I" in the implementation of the accountability system. It would provide educators with useful data for their improvement efforts, and it would provide OSPI with information to help in its assistance decisions. It would also introduce the concepts to the various stakeholders prior to its full implementation, which is contingent upon the provision of adequate funding.
- The matrix results could be used as a basis for additional funding if the Legislature provides schoolwide bonuses as part of the reforms of the basic education finance system in the future.

## *Effect of Recommendations*

Using the same cut scores in all 20 cells of the matrix results in more recognition in some areas than in others. For instance, the low math and science scores that occur across the state result in less recognition in these content areas (at least initially); while reading and writing scores are higher and will be recognized more often (requiring a minimum average for the low income groups reduces the level of recognition in the non-low income groups in these two subjects). Districts would receive recognition much less often because they have lower results than schools. Finally, some schools and districts will receive recognition more often than others.

Figure 1 and Table 3 show how many of the 1,972 schools with two years of data would have received recognition in the 20 cells and the index if the proposed system and these recommendations were in place in 2008.

- The largest number of schools (18%) would not have been recognized in any area, and about one-third would have received recognition in one or two of the 21 cells. At the other extreme, 70 schools (3.5% of all schools) would have received recognition in 10 or more areas.
- Of the schools that had an index average of less than 2.50 (Struggling tier), 79% would not have received any recognition, 18% would have received recognition in one cell, and 3% would have received recognition in two of the 21 cells (most often in an improvement cell).

**Figure 1: Number of Schools with Recognition, by Number of Recognitions (2008)**

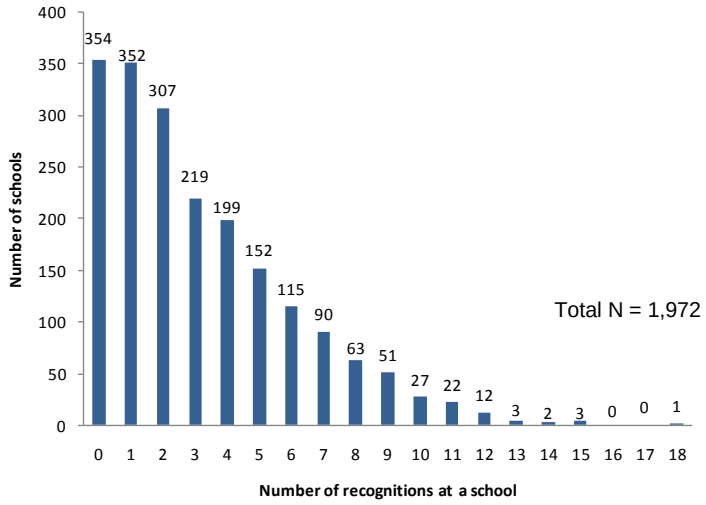


**Table 3: Number of Schools Recognized, by Number of Recognitions (2008)**

| Number of recognitions at a school | Number of schools | Pct of all schools | Cumulative percent |
|---|---|---|---|
| 0 | 354 | 18.0% | 18.0% |
| 1 | 352 | 17.8% | 35.8% |
| 2 | 307 | 15.6% | 51.4% |
| 3 | 219 | 11.1% | 62.5% |
| 4 | 199 | 10.1% | 72.6% |
| 5 | 152 | 7.7% | 80.3% |
| 6 | 115 | 5.8% | 86.1% |
| 7 | 90 | 4.6% | 90.7% |
| 8 | 63 | 3.2% | 93.9% |
| 9 | 51 | 2.6% | 96.5% |
| 10 | 27 | 1.4% | 97.8% |
| 11 | 22 | 1.1% | 98.9% |
| 12 | 12 | 0.6% | 99.5% |
| 13 | 3 | 0.2% | 99.7% |
| 14 | 2 | 0.1% | 99.8% |
| 15 | 3 | 0.2% | 99.9% |
| 16 | 0 | 0.0% | 99.9% |
| 17 | 0 | 0.0% | 99.9% |
| 18 | 1 | 0.1% | 100.0% |

Figure 2 and Table 4 show the percentage of all schools that met the criteria for recognition in each of the 21 cells in 2008. The largest number of schools (40%) met the minimum criteria for non-low income reading achievement (this required the low income group to have at least a 4.0 average). Achievement in math, science, and among low-income students had far fewer schools meeting the criteria. For the index, 8% had an overall average of at least 5.00.

**Figure 2: Percentage of Schools Potentially Recognized (2008)**

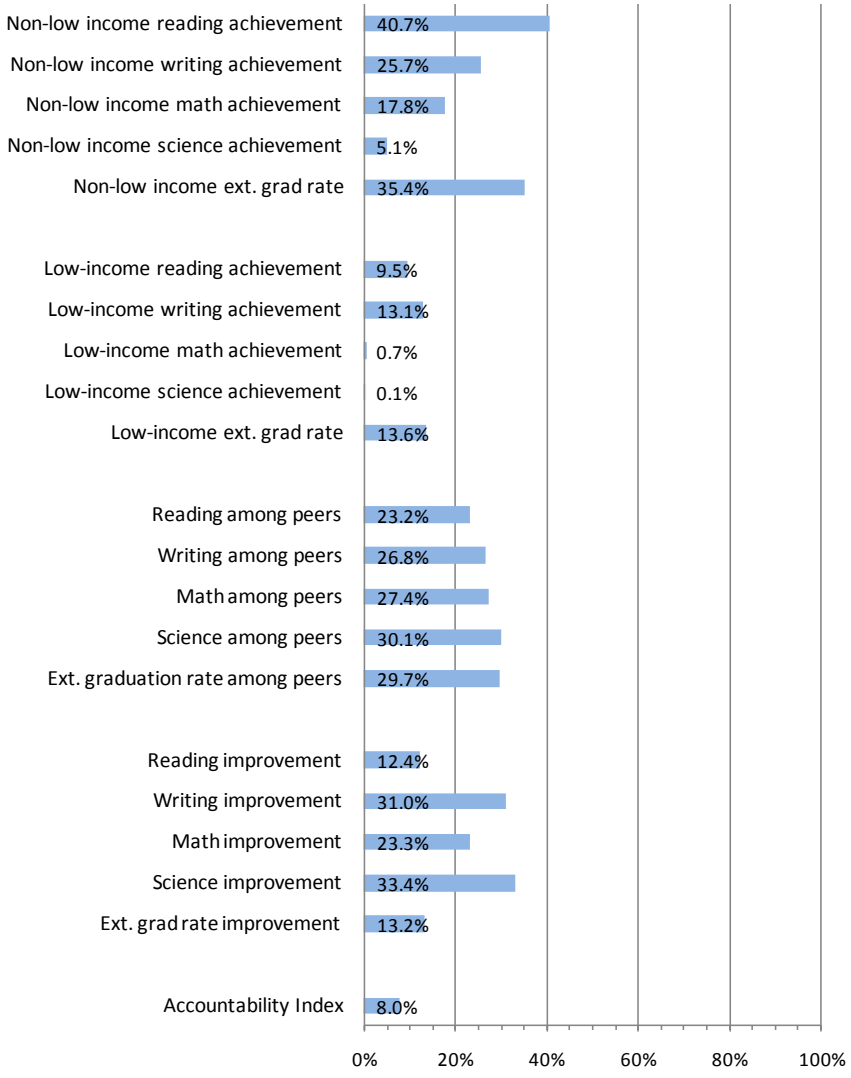

**Table 4: Percent of Schools Potentially Recognized (2008)**

| | # of schools rated | Total recognized | Total percent |
|---|---|---|---|
| Non-low income reading achievement | 1,841 | 750 | 40.7% |
| Non-low income writing achievement | 1,668 | 428 | 25.7% |
| Non-low income math achievement | 1,842 | 327 | 17.8% |
| Non-low income science achievement | 1,636 | 84 | 5.1% |
| Non-low income ext. grad rate | 460 | 163 | 35.4% |
| *Subtotal, Achievement*[1] | *7,447* | *2,363* | *23.5%* |
| Low-income reading achievement | 1,784 | 170 | 9.5% |
| Low-income writing achievement | 1,536 | 201 | 13.1% |
| Low-income math achievement | 1,785 | 13 | 0.7% |
| Low-income science achievement | 1,522 | 2 | 0.1% |
| Low-income ext. grad rate | 441 | 60 | 13.6% |
| *Subtotal, Achievement*[1] | *7,068* | *423* | *6.3%* |
| Reading among peers | 1,755 | 408 | 23.2% |
| Writing among peers | 1,710 | 458 | 26.8% |
| Math among peers | 1,757 | 482 | 27.4% |
| Science among peers | 1,679 | 505 | 30.1% |
| Ext. graduation rate among peers | 333 | 99 | 29.7% |
| *Subtotal, Achievement*[1] | *7,234* | *1,950* | *27.0%* |
| Reading improvement | 1,932 | 240 | 12.4% |
| Writing improvement | 1,861 | 577 | 31.0% |
| Math improvement | 1,931 | 449 | 23.3% |
| Science improvement | 1,840 | 614 | 33.4% |
| Ext. grad rate improvement | 453 | 60 | 13.2% |
| *Subtotal, Achievement*[1] | *8,017* | *1,928* | *24.2%* |
| Accountability Index | 1,972 | 158 | 8.0% |
| *Total*[1] | 31,738 | 6,248 | *19.7%* |

[1] Duplicated count(the same school can be counted multiple times)

# APPENDIX A

## Benchmarks and Ratings for Outcomes and Indicators

| | | OUTCOMES | | | | |
|---|---|---|---|---|---|---|
| | | READING | WRITING | MATH | SCIENCE | EXT. GRAD. RATE[1] |
| INDICATORS | ACHIEVEMENT (NON-LOW INCOME) | % MET STANDARD / RATING<br>90 - 100% ..... 7<br>80 - 89.9% ..... 6<br>70 - 79.9% ..... 5<br>60 - 69.9% ..... 4<br>50 - 59.9% ..... 3<br>40 - 50% ..... 2<br>< 40% ..... 1 | | | | RATE / RATING<br>> 95 ..... 7<br>90 - 95% ..... 6<br>85 - 89.9% ..... 5<br>80 - 84.9% ..... 4<br>75 - 79.9% ..... 3<br>70 - 74.9% ..... 2<br>< 70% ..... 1 |
| | ACHIEVEMENT (LOW INCOME) | | | | | |
| | ACHIEVEMENT VS. PEERS[2] | DIFFERENCE IN LEARNING INDEX / RATING<br>> .20 ..... 7<br>.151 to .20 ..... 6<br>.051 to .15 ..... 5<br>-.05 to .05 ..... 4<br>-.051 to -.15 ..... 3<br>-.151 to -.20 ..... 2<br>< -.20 ..... 1 | | | | DIFFERENCE IN RATE / RATING<br>> 12 ..... 7<br>6.1 to 12 ..... 6<br>3.1 to 6 ..... 5<br>-3 to 3 ..... 4<br>-3.1 to -6 ..... 3<br>-6.1 to -12 ..... 2<br>< -12 ..... 1 |
| | IMPROVEMENT (from previous year) | CHANGE IN LEARNING INDEX / RATING<br>> .15 ..... 7<br>.101 to .15 ..... 6<br>.051 to .10 ..... 5<br>-.05 to .05 ..... 4<br>-.051 to -.10 ..... 3<br>-.101 to -.15 ..... 2<br>< -.15 ..... 1 | | | | CHANGE IN RATE / RATING<br>> 6 ..... 7<br>4.1 to 6 ..... 6<br>2.1 to 4 ..... 5<br>-2 to 2 ..... 4<br>-2.1 to -4 ..... 3<br>-4.1 to -6 ..... 2<br>< -6 ..... 1 |

Note: Assessment-related results are the combined results of both the WASL and WAAS from all grades.

[1]This outcome only applies to schools and districts that are authorized to graduate students.

[2]This indicator adjusts the outcomes using statistical methods (multiple regression) to control for five student characteristics beyond a school's control: the percentage of low-income, ELL, special education, gifted, and mobile students. (Mobile students are those who are not continuously enrolled from October 1 through the entire testing period.) Scores are the difference between the actual level and the predicted level. Scores above 0 are "beating the odds" and negative scores are below the predicted level. Separate analyses are conducted for schools for each of the four assessments for each type of school (elementary, middle, high). District calculations also control for the level of current expenditures, adjusted for student need.

# APPENDIX B

## Current Federal and State Recognition Programs

The federal and state governments each provide limited recognition. **Federal awards** are only given to schools and are competitive in nature. Three types of awards are given and only to schools that make AYP. In 2008, 59 schools receive these awards (3% of all schools statewide).

1. *Blue Ribbon Schools* are nominated by OSPI and selected by the U.S. Department of Education based on high academic performance. In order to be selected, nominated schools must provide detailed information about their school, they can be any type of school (including private schools), and they must make AYP in the year of the nomination and the following year. In 2008, four schools were recognized (seven schools had been nominated).
2. For the *Academic Achievement Award* program, Title I Part A schools that met AYP for three consecutive years in math and/or reading can apply for recognition of improving student achievement in one or both content areas. Up to nine schools can receive an award of $10,000, and four received the award in 2008. The application provides details about successful math and/or reading strategies, and these strategies are showcased at state conferences and on OSPI's website in order to assist other schools.
3. The *Academic Improvement Award* is given to Title I Part A schools that have made AYP the past three years and shown significant gains overall, preferably among subgroups of students. Of the 48 schools receiving recognition in 2008, most were elementary schools.
4. For the *Distinguished Schools Award*, four Title I Part A schools are selected, two in the national category and two in the state category. Schools must apply for this award, which focuses on either exceptional student performance for two or more years or significant progress in closing the achievement gap. National award winners receive $10,000 while state award winners receive $5,000. In 2008, three schools received this award.

Two types of **state awards** have been given recently, both for improvement.

1. *Schools of Distinction* were recognized in the last two school years (2006-07 and 2007-08) based on average improvement in the Learning Index in reading and math over an extended period of time (e.g., comparing 2008 to the average of 2002 and 2003) and required achievement to exceed the state average. Only the top 5% of schools receive this award based on their improvement. This is a "norm-referenced" system, so schools with high levels of improvement may not receive the award if they do not meet the state average or others improve by a greater amount. In 2008, a total of 101 schools (53 elementary, 21 middle, 20 high, and 7 alternative) received this award (two schools received recognition for performance at two grade levels). The average index for these schools in 2008 as 4.68, which is in the Good tier. Of these schools, 41% did not make AYP and 15 were in School Improvement. One alternative school receiving this recognition in 2008 had an index in the Struggling tier. Many of the schools receiving this recognition had a relatively high percentage of gifted students (as a group, they averaged nearly twice the state average), and their percentage of low income students was less than the state average.
2. *Academic Improvement Awards* have been given since 2004 to both schools and districts that make at least a 10% reduction in the percentage of students not meeting standard from the

previous year in reading, writing, and math in grades 4, 7, and 10. (This is the level required for a school to make “safe harbor” under AYP.) Wall plaques with metal plates for updates are provided. In 2007, there were 1,255 schools (60% of schools statewide) that received a total of 2,190 awards in the three grades and subjects (a similar number of schools received awards in 2008); 241 districts (81% statewide) received a total of 804 awards in the three grades and subjects. All these awards are given regardless of AYP status.

No recognition is given at the federal or state level based on how schools or districts compare to others with similar student characteristics or for achievement by any student group, including all students combined. With new administrations at the federal and state level, the criteria for the federal awards could change, and the future status of the OSPI awards is uncertain.

THE WASHINGTON STATE BOARD OF EDUCATION

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# Systems Performance Accountability (SPA) Notes
# February 17, 2009 Meeting

Attendees: Kris Mayer, Steve Dal Porto, Jack Schuster, Bunker Frank, Lorilyn Roller, Janell Newman, Arcella Hall, Vicki Bates, Mack Armstrong, Don Rash, Karen Davis, Roger Erskine, Martha Rice, Caroline King, Phil Brockman, Pete Bylsma and Edie Harding

## Overview of Work For 2009

Edie Harding presented the work plan for the SPA work group for 2009. The major work will center on the following objectives and time frame:

- Approve the draft state Accountability Index draft at the May Board meeting 2009.
- Finalize the joint OSPI – SBE recognition program by July 2009 for 2010-11 school year, using new Accountability Index (may be able to do earlier, if strong OSPI support).
- Work with OSPI and stakeholders to refine continuous improvement model processes, which include OSPI programs plus Innovation Zone and Academic Watch, by July 2009.
- Develop further indicators for SBE accountability system by July 2009.
- Develop proposed new rule on school improvement planning by November 2009.
- Work with OSPI to request U.S. Department of Education to substitute our state Accountability Index in place of current federal AYP system for 2011-12 school year.

There will be three additional SPA work group meetings this year: April 21, June 16, and October 14. Edie and Pete Bylsma, SBE Consultant, are meeting with superintendents across the state January – April to discuss the accountability framework and get feedback.

## Presentation on OSPI Summit District Initiative

Currently there are 62 districts in improvement status with another 60 expected for next year under No Child Left Behind. OSPI has worked with five districts this year (Mt Vernon, Renton, Wapato, Mount Adams, and Othello) on its Summit District Initiative. A group of consultants, along with OSPI, are supporting this work. The areas of focus for these Summit Districts include:

- Effective Leadership
- Quality Instruction
- Access and Use of Data
- Assessing, Intervention, and Monitoring
- System Alignment and Coherence

Janell Newman and Vicki Bates, from OSPI, presented some of the tools they are using with those districts. The tools include a needs assessment analysis of district data, a tracker system to monitor implementation of the Summit Districts three key areas it is focusing on as well as the tool to examine classroom teaching.

Some of the lessons learned from this initiative include the need to build in:

- Time with school board members
- Implementation drivers
- Professional development as follow up (not just stand alone)
- District capacity to sustain efforts

**Presentation on Update to Rules for No Child Left Behind (NCLB)**

JoLynn Berge, from OSPI, provided the update on NCLB. The U.S. Department of Education issued new rules under the Bush administration, which will go into effect this year. These include:

- States and districts must include the results of NAEP for 4th and 8th grade in their report cards.
- States will have to report disaggregated data including participation rates for students with disabilities and limited English proficiency.
- States will have to report new uniform high school graduation rates using a four year cohort analysis.

**The Federal Stimulus Package**

JoLynn Berge provided information on the new federal stimulus package. Washington will receive $835.6 million for education (both K-12 and higher education). It will be another four to six weeks before the details are known. The funding will cover a two year period, starting July 1, 2009. The break out is as follows:

| | |
|---|---|
| Fiscal stabilization | $181 million |
| Title I | 175 million |
| Special Ed | 232 million |
| School Improvement | 44.6 million |
| Education Technology | 8.6 million |
| School Construction | 0 (but can use general fiscal stabilization category) |

**Revisions to the Accountability Index**

Pete Bylsma shared eight changes to the Accountability Index, which included:

1. Change the first indicator, achievement by all students, to be achievement by non-low income students.
2. Change the scale from 5 points (0-4) to 7 points (1-7).

3. Change from four initial tiers to five initial tiers (before deeper analysis identifies those that should enter the Priority tier) and adjust the tier ranges accordingly.
4. Change the recognition criteria to align with the 7-point rating scale and reduce the number of recognition areas. (See separate document for more information about the proposed recognition system.)
5. Propose exempting English Language Learners (ELL) results in the first three years of enrollment or until acquiring advanced proficiency in English, whichever comes first.
6. Propose using other means for holding alternative schools accountable.
7. Propose giving schools and districts the option to exclude the improvement indicator when they are performing at the highest achievement levels.
8. Propose counting the highest grade 10 results through August of grade 10.

The work group thought that additional work needs to be done on ELL (e.g., the issue of testing in third year) and alternative education (e.g., where are alternative schools located, who is responsible for the kids, and how are resources driven), which will be discussed at the April 21 work group meeting.

**Recognition Program**

Pete Bylsma presented ways to use the Accountability Index for recognition. He suggested using a two-year average. Recognition would be provided for an index number in 20 of the Accountability Index Cells. Pete also outlined some other options for potential recognition:

1. Require minimum criteria
2. Raise or lower score needed for recognition
3. Give recognition for other measures
4. Provide recognition in other content areas
5. Provide special awards based on certain criteria

The work group supported Pete proposing some minimum criteria as well as examining special awards for improvement in math and science.

**Next Steps**

The Board will receive an update on the work session at its March Board meeting, with an emphasis on the recognition piece to the accountability work. Pete will continue to follow up on issues identified, at the April 21work session. Roger Erskine will share a “whole community” accountability model from Great Britain to the next work session. Edie and Pete will continue to work with OSPI on all aspects of the accountability framework.

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# PRESENTATION BY TRUMAN HIGH SCHOOL ON APPLICATION FOR WAIVER FROM CREDIT-BASED GRADUATION REQUIREMENTS

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

The Board may grant waivers to school districts from the credit-based high school graduation requirements and the Basic Education Act Program Requirements (RCW 28A.150.200 through 28A.150.220) on the basis that such waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student (RCW 28A.305.140).

## BACKGROUND

The Board will be considering applications for waivers from credit-based high school graduation requirements and the Basic Education Act requirements at the Board Meeting:

### Application for Waiver from Credit-Based High School Graduation Requirements

**Truman High School,** in the Federal Way School District, is requesting a waiver from credit-based high school graduation requirements for the 2009-10, 2010-11, 2011-12, and 2012-13 school years, the maximum number of years allowed for a waiver. This is a renewal application. The waiver request meets Washington State's school reform vision, as stated in the State Board of Education's rules, specifically "shifting from a time and credit-based system of education to a standards and performance-based education system."[i] The request is to continue the previous decision to waive letter grades and Carnegie units as a means of determining academic achievement for students. Truman High School's standards-based system, established in 2002, provides a window through which students can see their true achievement levels as they relate to real world challenges and community expectations. Students are able to explore their interests, follow their passion and learn academic skills while developing their plans after high school. Truman High School's system requires students to demonstrate proficiencies as outlined by the Washington State Essential Academic Learning Requirements and the Grade Level Expectations in order to graduate.

Truman High School incorporates a small-school teaching environment and students remain with their teachers until graduation. All upper-level students participate in internship experiences weekly with a community mentor through the school's active

partnerships with community businesses. Core academic Grade Level Expectations and Career and Technical Education Program Standards are imbedded into the internship experiences using a system of standards based on rubrics to align the students' work. Student-led conferences occur twice a year and student learning plans are written by teachers, parents, and students to guide the students' academic development. Students and staff use the Washington State Essential Academic Learning Requirements and the Grade Level Expectations to ensure that the state's four learning goals are met.

## EXPECTED ACTION

The Board will approve Truman High School's application for a waiver from the credit-based graduation requirements.

Proposal:

# Truman High School

Internet Academy | Career Academy |Evening Academy

March 2009

## Three Important Components

- Internet Academy
- Career Academy
- Evening Academy

## Internet Academy

- Our current program would move from its current location to Truman High School
- IA would continue to maintain a separate budget supporting itself through student enrollment of in-district and out of district through FTE and Tuition
- IA's principal would oversee the IA program and the two new proposed academies at Truman High School

## Career Academy

- Some important elements of the current Truman High School program will stay the same:
  - Portfolio Based non-credit bearing
  - Student Internships
  - Job Shadows
  - Small school environment
  - Career Emphasis and support planing

## Career Academy

- Portfolio Waiver
  - Current waiver will expire June 2009
  - Required to continue the portfolio non-credit bearing component of the current Truman program or the proposed Career Academy
  - Expected presentation for State Board March 2009

## Career Academy

- The Career Academy at Truman High school will provide education and internship opportunities in a variety of professional fields.
  - Human Services
  - Health Sciences
  - Science, Technology, Engineering and Mathematics
  - Architecture and Construction
  - Business Management and Administration
  - Marketing, Sales and Service
  - Auto Technology (NATEF)

## Career Academy

- Students will receive education in the core curriculum covered by the Washington State graduation requirements and be fully prepared for the state assessments in:
  - Language Arts
  - Science
  - Mathematics
  - Social Studies

## Career Academy

- Students will engage in a small school environment allowing them to be well known by staff and academically advised accordingly. Each student will build an individual path toward professional preparation and high school graduation.

## Career Academy

- Admissions:
  - Current Truman students will easily integrate into this new improved model.
  - New students will be recruited from our comprehensive high schools.
  - Students will be admitted during the school year on an ongoing basis (open enrollment).

## Career Academy

- Level 1 - Freshmen and Sophomores will:
  - prepare for the WASL
  - explore career pathways
  - create a portrait of their interests and talents in order to direct them toward their career goals for this program

## Career Academy

- Transitioning between Level 1 and Level 2:
  - meets standard on the Reading and Writing WASL assessments
  - meets standard in Algebra I
  - meets standard in academic areas in the student portfolio

## Career Academy

- Transitioning between Level 1 and Level 2:
  - Portfolio Review –
    - The determination for passing is based on a comprehensive review of the core work and completion of the career guidance program for Level 1.

## Career Academy

- Level 2 - Juniors and Seniors
  - During the junior and senior years, students will continue toward completion of the Washington State graduation requirements.
  - Students may attend Running Start or other comparable programs in order to meet these goals.
  - Students may pursue industry recognized certificate bearing programs at any of our high schools in Federal Way.

## Career Academy

- Students will receive:
  - academic support to pursue their chosen career pathway
  - Internships
  - job shadows
  - cooperative work experience and other community-based learning opportunities.

## Career Academy

- Student schedules will be tailored to allow travel to:
  - Local community colleges
  - Technical schools
  - Other high schools in FWPS
  - Occupational training settings
  - Local businesses
  - Hospitals
  - Training sites for the trades
  - Others as individual needs require

## Career Academy

- Staff will be flexible professionals.
- Staff will understand as they work together and commit to professional dialogue, students will be well served.
- Staff will be trained in specific learning strategies for students of poverty who are expected to excel academically and participate in professional environments.

## Career Academy

- School Calendar:
  - The Career Academy at Truman will follow the regular Federal Way Public School calendar for high schools to enable enrollment in preparatory program options.

## Career Academy

- Transportation:
  - Transportation will be maintained to and from the Truman Center at its current level.
  - Level 2 students who participate in programs at other educational or community sites will access public transportation or provide their own transportation.

## Evening Academy

- Open second semester 2009-2010
- Staffed with math and English teachers
- Blended online opportunities for students
- Monday-Thursday – early evening hours

## Informational Opportunities

- February 13 and 24 at Truman
  - During the school day
  - Consultation
  - Portfolio Review
  - Etc.

## Questions?

- Carol Matsui – 253-945-2030
- Ron Mayberry – 253-945-2243
- Nancy Hawkins – 253-945-5742

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# PROPOSED CHANGES TO THE OSPI ASSESSMENT SYSTEM

## BACKGROUND

In January 2009, Superintendent Dorn announced substantial changes to the state's assessment system. Major components of the Washington Assessment of Student Learning (WASL) will be redesigned into a new Washington Comprehensive Assessment Program (WCAP). The WCAP will comprise two separate assessment systems: the Measurements of Student Progress (MSP), covering the state's assessment of students in elementary and middle school, and the High School Proficiency Exams (HSPE), which incorporate assessments designed to ensure that high school students have met the state's standards in core content areas.

Since the announcement of the new assessment program, OSPI staff has made numerous presentations to superintendents, district assessment coordinators, principals and other education audiences. These have been delivered through face-to-face presentations as well as through internet Webinars.

The WCAP has not been formally presented to the State Board of Education with the opportunity for questions and answers. OSPI staff will describe the changes to the state's assessments and respond to questions from the Board.

# OSPI CHANGES AND PRIORITIES

February 2009

## OSPI agency priorities

## Superintendent Dorn's five budget and policy priorities

- Fund the Basic Education Funding Task Force recommendations
- Replace the Washington Assessment of Student Learning
- Dramatically reduce the dropout rate and improve achievement for all students
- Expand career and technical educational opportunities
- Expand early learning opportunities

# The future of assessment

## The new "Washington Comprehensive Assessment Program": six goals

1. Shorten the tests
2. Reduce the amount of time students spend on written responses
3. Return scores more quickly
4. Increase the use of technology
5. Provide more diagnostic information to teachers/parents
6. Minimize costs

## Components of the new "Washington Comprehensive Assessment Program"

### Measurements of Student Progress

**Grades 3-8**

Focus on monitoring student academic progress through the years

### High School Proficiency Exams (HSPE)

**High school**

Focus on assuring students have knowledge and skills necessary for post-secondary choices



## Measurements of Student Progress and High School Proficiency Exams: **READING**

| Spring 2009 | Spring 2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| Administer WASL as planned | Begin online testing in 3-8 | Expand online testing; add HS | Statewide online testing |

Online Fall tests in 3-8

Shortened passages; add completion items

Fewer constructed response items

Single-session testing; late Spring window

## Measurements of Student Progress and High School Proficiency Exams: **MATH**

| Spring 2009 | Spring 2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| Administer WASL as planned | Begin online testing in 3-8 | Expand online testing; add HS E-of-C | Statewide online testing |

Online Fall tests in 3-8

Add completion items

Fewer constructed response items

Single-session testing; late Spring window



## Measurements of Student Progress and High School Proficiency Exams: **WRITING**

| Spring 2009 | Spring 2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| Explore computerized scoring | Possible computerized scoring | Online practice writing tests in 3-8, HS | |

Late Spring window

Administer WASL as planned

Possible shortened test

## Measurements of Student Progress and High School Proficiency Exams: **SCIENCE**

| Spring 2009 | Spring 2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| Administer WASL as planned | Begin online testing in 5 & 8 | Expand online testing; add HS | Statewide online testing |

Add completion items

Fewer constructed response items

Single-session testing

Late Spring window



## New math and science standards

- New mathematics standards
  - Grades 3-8 assessed beginning in 2010
  - High school assessed beginning in 2011 (End-of-course)
- New science standards
  - Grades 5 and 8 assessed beginning in 2011
  - High school assessed beginning in 2012
- Reduced open-ended items in reading, math, science
  - Open-ended points reduced from 40-50% of test to more than 25%

## End-of-course exams for high school math

- Four end-of-course exams legislatively required to be implemented in 2011: Algebra 1, Geometry, Integrated 1 and Integrated 2
- Required for all students taking such a course in 2011
- Final year for current WASL will be 2010
- A "core math" test measuring 1st and 2nd year high school math will be developed as a graduation alternative starting in 2011



## New high school mathematics "performance expectations" (PEs) arranged by course

| | Int 1 | Int 2 | Int 3 | Duplicates | Total |
|---|---|---|---|---|---|
| **Alg I** | 32 | 7 | 2 | (-1) | 40 |
| **Geom** | 9 | 23 | 14 | (-3) | 43 |
| **Alg II** | 1 | 13 | 26 | (-4) | 36 |
| **Total** | 42 | 43 | 42 | (-8) | 119 |

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## Online testing

- Online (computer delivered) tests will be optional in 2010; evaluation of infrastructure
- Online testing expanded in 2010-2011, with optional fall online testing in grades 3-8
- Goal: Statewide online testing in 2011-2012
- Paper-and-pencil remains an accommodation and an option
- Capturing responses via computer supports constructed responses; will explore computerized scoring
- Current contractors have proven track record
- Growth scores available from fall-to-spring
- OSPI is exploring fiscal impacts of computerized scoring

## Expanded support for classrooms

- Will move aggressively to provide classroom teachers with support throughout the year
- Will be online tools (screening and progress monitoring)
- Will be two testing opportunities
- Spring accountability test moved to later in the year



## Other testing issues

- Translations
  - Budget required cutback to translate Math/Science into 6 languages to 2 languages (Spanish/Russian)
  - Will work to re-instate full six-language plan
- Modified tests for students with disabilities
  - Formed a group to study WAAS-Portfolio
- ELL Testing
  - Will work toward better alignment between Measurements of Student Progress (MSP) and English language proficiency test (WLPT-II)

Thank you for your support!

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# MEMORANDUM OF AGREEMENT WITH TRIBAL LEADER CONGRESS ON EDUCATION

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

The Board was asked formally, through a Memorandum of Agreement with the Tribal Leader Congress on Education (TLC), to reach a decision on including Tribal history, culture, and government as a graduation requirement by December 1, 2007. In November 2007, the Board extended the deadline to December 2008 in order to allow sufficient time for the Board to develop a comprehensive graduation requirements policy framework. That deadline was extended again to allow the Board and TLC an opportunity to meet and confer over a proposed resolution.

## BACKGROUND

The inclusion of Native American tribal culture, history, and government in the education of K-12 students has been the focus of several initiatives undertaken by the Legislature, the Office of Superintendent of Public Instruction (OSPI), and the State Board of Education (SBE) in the last five years.

**Legislative and SBE action:** In 2005, the Legislature introduced SHB 1495[1] on tribal culture, history, and government that amended a statute[2] pertaining to the SBE's authority. The new language (*in italics*) read:

(a) Any course in Washington State history and government used to fulfill high school graduation requirements ***shall consider including*** information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

That language is now incorporated in the SBE's high school graduation requirement rules.[3]

**OSPI social studies standards:** Washington has four learning goals that serve as the foundation for the Essential Academic Learning Requirements (EALRs)—what all students should know and be able to do. The EALRs (also known as standards) focus on big concepts and ideas. Grade Level Expectations (GLEs) provide details on what students should know and be able to do at each grade level. Together, the EALRs and GLEs define what students should learn in designated grades.

[1] The language formerly read: Any course in Washington state history and government used to fulfill high school graduation requirements is encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.
[2] RCW 28A.230.090
[3] WAC 180-51-061 and 180-51-066

Goal Two of the Washington State Learning Goals identifies the subjects students will study:

> Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; **civics and history, including different cultures and participation in representative government**; geography; arts; and health and fitness.

Civics and history are part of the social studies standards (EALRs), revised in 2008 by OSPI. The new social studies standards focus on big concepts and ideas that apply universally; that said Tribes are referenced explicitly, in large part due to their unique status as sovereign entities. See Appendix A for specific social studies EALRs and GLEs that reference Native American tribal issues.

**OSPI sovereignty curriculum:** OSPI has invested in the development of a sovereignty curriculum that would help students understand sovereignty—the right to rule and govern your own people and territory—from the perspective of native peoples. A 15-member sovereignty curriculum advisory committee, including Tribal leaders, guided the initiative. The curriculum is aligned with state social studies standards and grade level expectations (GLEs) and is designed to be infused into existing content and delivered at all three levels of school: social studies (elementary), Washington State History (middle), and US History (high). Units of the curriculum are being pilot-tested by teachers in eleven schools in the 2008-2009 school year.[4] Teachers from the pilot sites will convene in April and June 2009 to share their experiences. OSPI has sufficient funding to support four trainings on the curriculum—two each in eastern and western Washington—in summer 2009. The curriculum should be available online in fall 2009 for districts and teachers interested in using it.

**SBE Memorandum of Agreement:** A Memorandum of Agreement (MOA) with the Tribal Leader Congress on Education (TLC) and SBE, OSPI, and the Washington State School Directors Association (WSSDA), was signed in 2006. The SBE agreed to:

- initiate the process to formally consider the inclusion of Tribal history, culture, and government as a graduation requirement by December 1, 2006;
- begin meetings and active consultation with the TLC on Education and the WSSDA on the inclusion of Tribal history, culture, and government as a graduation requirement; and
- reach a decision to include Tribal history, culture, and government as a graduation requirement by December 1, 2007.

Board members met with Tribal representatives in 2006 to initiate discussion. When the Board decided to review and revise high school graduation requirements, a decision on whether to include Tribal history, culture, and government was folded into that comprehensive review. In November, 2007, the Board extended the deadline for reaching a decision on including Tribal history, culture, and government as a graduation requirement to December 2008. The Meaningful High School Diploma (MHSD) work was in process and additional time was needed to develop the graduation requirements policy framework. That deadline was extended one more time in order to provide sufficient time for Board members to consult with the TLC.

[4] The eleven schools that are piloting the sovereignty curriculum units in the 2008-2009 school year are: **Hood Canal Elementary**—Skokomish Tribe, **Lincoln Elementary**/Olympia S.D, **Fife High School** – Puyallup Tribe, **Heritage High School**/Marysville S.D. – Tulalip Tribes, **Kingston Middle School**/North Kitsap S.D. – Pt. Gamble S'Klallam Tribe, **Neah Bay High School**/Cape Flattery S.D. – Makah Tribe, **Enumclaw H.S. & Thunder Mt. M.S**./Enumclaw S.D. – Muckleshoot Tribe, **Ridgeline Middle School**/Yelm S.D. – Nisqually Tribe, **Port Angeles High School** – Lower Elwha Klallam Tribe, **Suquamish High School ("XeZusede")/**Suquamish Tribe

The Board's subcommittee, led by Bernal Baca and including Steve Dal Porto and Linda Lamb, crafted several draft resolutions in response to the Memorandum of Agreement. Chair Mary Jean Ryan and staff member Kathe Taylor discussed a draft of the most recent proposed resolution with the TLC on February 24, 2009. The resolution was modified after the meeting to reflect changes suggested by the TLC and is included in this packet.

## EXPECTED ACTION

The Board will adopt the resolution.

# Tribal History and Government DRAFT Resolution – February 25, 2009

*A Response to the Memorandum of Agreement with the Tribal Leader Congress on Education*

WHEREAS, in the spirit of enhancing government-to-government relationships, the State Board of Education (SBE) entered into a Memorandum of Agreement with the Tribal Leaders Congress on Education to reach a decision on including Tribal history, culture, and government as a graduation requirement, building upon the work of then-SHB 1495 (now RCW 28A.230.090); and,

WHEREAS, the State Board of Education has consulted with representatives of the Tribal Leaders Congress on Education to determine ways the State Board of Education can most effectively support the teaching and learning of tribal history and government; and,

WHEREAS, the State Board of Education has reviewed the state law that encourages the inclusion of information on the culture, history, and government of the American Indian peoples, and the state's social studies education standards (essential academic learning requirements and grade level expectations) that specify that students should understand tribal treaties, treaty-making, government, territories, sovereignty, and growth prior to, and after, encounter; and,

WHEREAS, State Board of Education graduation rules currently encourage the inclusion of information on the culture, history, and government of the American Indian peoples in Washington state history and government courses used to fulfill graduation requirements; and,

WHEREAS, the State Board of Education has reviewed the sovereignty curriculum being developed by the Office of State Superintendent of Public Instruction (OSPI) and members of the Tribal Leaders Congress on Education;

THEREFORE, BE IT RESOLVED, That the State Board of Education will join with the Tribal Leaders Congress on Education in advocating that the legislature provide funding to support the broad implementation of the sovereignty curriculum that would include, for districts interested in implementing the curriculum, funding for materials, professional development on the curriculum, and evaluation; and,

BE IT FURTHER RESOLVED That the State Board of Education encourages OSPI to build upon the current social studies essential academic learning requirements and grade level expectations to include tribal sovereignty, and take positive steps to ensure that schools are assessing students' opportunities to learn tribal sovereignty; and,

BE IT FURTHER RESOLVED That the State Board of Education commits to work with the Professional Educator Standards Board and the Higher Education Coordinating Board to encourage teacher education preparation programs to introduce pre-service teachers to the sovereignty curriculum.

Adopted: (date)
Attest:

_____
Mary Jean Ryan, Chair

**Appendix A**

**Social Studies Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) Pertaining to Native Americans**

**Social Studies EALR 4: HISTORY**: "The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, **tribal**, United States, and world history in order to evaluate how history shapes the present and future."

**Social Studies Grade Level Expectations**

The history of Native Americans is introduced in the third grade, as per this description[5] of the third grade learner:

"In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, **including the study of American Indians**. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective."

The fourth grade is when study begins to deepen in civics and history:

4th Grade CIVICS GLE 1.2.1 - Understands that governments are organized into local, state, **tribal**, and national levels.

4th Grade CIVICS GLE 1.2.2 - Understands how and why state and **tribal** governments make, interpret, and carry out policies, rules, and laws.

4th Grade HISTORY GLE 4.1.2 - Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889:

- **Growth of northwest coastal and plateau tribes prior to treaties (time immemorial to 1854).**
- Maritime and overland exploration, **encounter,** and trade (1774-1849).
- Immigration and settlement (1811-1889).
- **Territory and treaty-making (1854-1889).**

Study is revisited in seventh grade civics and history:

7th Grade CIVICS GLE 1.1.1 - Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and **tribal treaties**, define the goals of our state.

7th Grade CIVICS GLE 1.2.1 - Understands and analyzes the structure, organization, and powers of government at the local, state, and **tribal levels** including the concept of tribal sovereignty.

7th Grade HISTORY GLE 4.1.2 - Understands how the following themes and developments help to define eras in Washington State history from 1854 to the present:

- **Territory and treaty-making (1854-1889).**

[5] *Social Studies Essential Academic Learning Requirements: A Recommended Grade-by-Grade Level Sequence for Grade Level Expectations—Grades K-12*. Office of Superintendent of Public Instruction. June 2008.

- Railroads, reform, immigration, and labor (1889-1930).
- The Great Depression and World War II (1930-1945).
- New technologies and industries (1945-1980).
- Contemporary Washington State (1980-present).

Study is revisited in twelfth grade civics:

12th Grade CIVICS GLE 1.2.3 - Analyzes and evaluates the structures of state, **tribal,** and federal forms of governments by comparing them to those of other governments.

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# MATH AND SCIENCE SYSTEMS APPROACH

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

The State Board of Education believes that a systems approach with its state and local partners is critical to ensuring that all students have the opportunity to learn the new math and science standards. This work is related to the Board's goal of improving achievement for all students.

## BACKGROUND

Over two years ago, the Board worked with the Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB) on a joint math action plan. Since that time the new math standards have been adopted and teachers have received professional development around them; and math curricular programs have been reviewed to determine how closely they align to the new standards. The new science standards will be adopted shortly and a review of the curriculum alignment is expected later this spring.

At the January 2009 Board meeting, the PESB shared its latest report on the supply of math and science teachers along with some recommendations for how to attract and retain math and science teachers.

With a new administration at OSPI, we want to continue our partnership to ensure a systems approach with clear priorities and targets about how to proceed with helping teachers and students learn the new standards. There are significant budget cuts the agency and school districts are undergoing that will make this work more difficult. However, there is a new public partnership called the STEM (science, technology, engineering and math) initiative that is being planned.

OSPI will talk about some of their plans for continuing this work with the Board and there will also be a briefing on the new STEM initiative by the Partnership for Learning.

## EXPECTED ACTION

None

# HIGH SCHOOL MATH CURRICULAR INDEPENDENT REVIEW

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

The State Board of Education has been reviewing OSPI's work on the development of new math standards and curriculum aligned to those standards. This work is related to the Board's goal of improving achievement for all students.

## BACKGROUND

The Legislature requires the Superintendent of Public Instruction to present to the SBE "no more than three basic mathematics curricular each for elementary, middle, and high school grade spans" (2SHB 2598 section 7 (a) from the 2008 legislative session) within six months of the adoption of the math standards. Within two months after the presentation of the recommended curricula, the SBE "shall provide official comment and recommendations to the Superintendent of Public Instruction regarding the recommended mathematics curricula. The Superintendent of Public Instruction shall make any changes based on the comments and recommendations from the State Board of Education and adopt the recommended curricula" (2SHB 2598 section 7 (b)).

At the January 2009 Board meeting, the Superintendent's Office presented the Board with its recommendations for up to three high school programs that are best aligned with the new 9-12 math standards. They recommend three "bundled" programs that cover Algebra I, Geometry and Algebra II. Two of the programs are traditional programs: Holt and Discovering. A third program, CORE Plus Mathematics, is an integrated program. The OSPI review of alignment of content and other factors to the new high school math standards was over 80% for the two traditional programs and 78% for the integrated series. In a recent survey done by OSPI, it was noted that approximately 56% of high school students use a traditional series and 36% use an integrated series. (SBE staff is unclear about the 8% not included). For the Holt series 3% of the state's students are using it, 7% are using the Discovering series, and 16% are using the Core Plus Mathematics series.

SBE staff and Steve Floyd, Board lead, directed Strategic Teaching to look at these three recommended OSPI programs as well as one additional traditional program, Glencoe McGraw Hill, which was highly ranked (composite score also over 80%) in the event that one (or more) of the programs is found to be in inadequate. Strategic Teaching will not do a content alignment analysis as the OSPI review was deemed complete. Instead, Strategic Teaching has hired an additional mathematician, Dr. Guershon Harel to assist Dr. Steve Wilson in a review of key mathematical soundness for key standards. These will include:

- (Algebra I) A1.4.B: *Write and graph an equation for a line given the slope and the y-intercept, the slope and a point on the line, or two points on the line, and translate between forms of linear equations.*
- (Algebra II) A2.3.A: *Translate between the standard form of a quadratic function, the vertex form, and the factored form; graph and interpret the meaning of each form*.
- (Algebra II) A2.1.C: *Solve problems that can be represented by quadratic functions, equations, and inequalities*.
- (Geometry) G.3.A: *Know, explain, and apply basic postulates and theorems about triangles and the special lines, line segments, and rays associated with a triangle*.

The SBE met with its Math Panel on January 27 to obtain its feedback. Linda Plattner, from Strategic Teaching, agreed to include one additional standard for the four programs under review: Algebra I: A1.1.b. Solve problems that can be represented by linear functions, equations and inequalities and she will also consider reviewing: Algebra II: Solve quadratic equations and inequalities, including equations with complex roots. There will be one final meeting of the Math Panel on March 3 where Strategic Teaching will present its draft findings for feedback.

Strategic Teaching will present its findings to the Board at the March meeting. This will conclude the two year work and two contracts ($374,900 for the standards review and $134,200 for the curriculum review) that Linda Plattner of Strategic Teaching has done for the Board on reviewing the old math standards, the new math standards and the alignment of current Washington math programs to the new math standards.

## EXPECTED ACTION

After the Strategic Teaching presentation, the Board will take public comment and determine what to recommend to the Superintendent on the high school math programs. A draft recommendation will be provided at the Board meeting.

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February 23, 2009

**TO:** Board Members

**FROM:** Jack Schuster, Chair
Executive Committee Elections

**SUBJECT:** Nominations Process

At our next meeting the One Year Liaison position to the Executive Committee will be open for election. Currently this position is held by Steve Floyd.

I am now calling for nominations for this position. Final nominations will be called the morning of Thursday, March 12 and candidates will be announced at lunch time. Board members may nominate themselves or someone else. Steve Floyd may run for re-election to this position. Before nominating Board members, please check with them first to determine if they are willing to run. Please send nominations to me at jschuster@coastaccess.com .

Ballots will be provided the morning of Friday, March 13 and the results will be announced after lunch. The new officer's responsibilities will take effect at the end of the March meeting.

As you know we are fortunate to have a very good, hard working Executive Committee that donates many hours on our behalf. I know all of us are most appreciative of their efforts.

# ARTICLE IV
# OFFICERS

**Section 1. Designation.** The officers of the Board shall be the chair the vice chair, immediate past chair, and two members at-large.

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

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

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) The immediate past chair shall serve a term of one-year.

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

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

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

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

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

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

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

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

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

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# REVIEW OF DROPOUT POLICIES

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

One of the three SBE goals is to increase high school graduation rates. Board members are asked to consider and discuss potential policies/actions related to increasing high school graduation rates.

## BACKGROUND

Washington State's high school graduation rate is estimated to be somewhere between 70 to 75 percent. Students who fail to graduate are at risk for lower life-time income and are generally not prepared for post-secondary opportunities.

The SBE established a goal to increase high school graduation rates and the information presented at this meeting is the first of a series of discussions about how to reach that goal.

Board members will be asked to consider the advantages and disadvantages of:

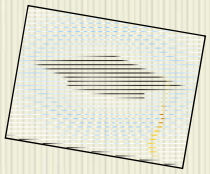
- Setting specific graduation percentage targets
- Strategies for advocating for the development of personalized student progress monitoring data to identify students who demonstrate early warning indicators, and
- Raising the high school early leaving age from 16 to 18 (or completion of graduation requirements).

## EXPECTED ACTION

None

# The Goal: Increased High School Graduation Rates

## Policy Considerations



Sheila Fox March, 2009

**WASHINGTON STATE GRADUATION RATE ESTIMATES DIFFER -- DEPENDING ON THE SOURCE**

*Alliance for Excellent Education, 2008*

- State Reported: 70.1%
- U.S. Dept. of Education: 74.6%
- Independent Estimate: 66.5%

**About the Alliance:** The Alliance for Excellent Education is a national policy and advocacy organization that works to make every child a high school graduate - to prepare them for college, work, and to be contributing members of society. Founded in 2001, the Alliance focuses on America's six million most at-risk secondary school students - those in the lowest achievement quartile - who are most likely to leave school without a diploma or to graduate unprepared for a productive future.

**DROPOUTS AND POORLY PREPARED STUDENTS HAVE A NEGATIVE IMPACT ON THE ECONOMY**

*Alliance for Excellent Education, 2008*

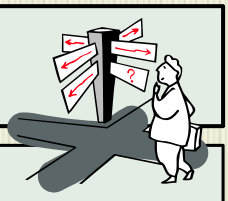
- Approximately **29,800** students did not graduate from Washington's high schools in 2007; the lost lifetime earnings in Washington for that class of dropouts alone are more than **$7.7 billion**.
- Washington would save more than **$436.1 million** in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.
- If Washington's high schools graduated all students ready for college, the state would save almost **$125.4 million** a year in community college remediation costs and lost earnings.
- Washington's economy would see a combination of crime-related savings and additional revenue of about **$111 million** each year if the male high school graduation rate increased by just 5%.

## January 2009 Commission Reports to the SBE

- Latino students represent about 14% of Washington's K-12 population. Only 56.5% graduated with their class in 2006.
- Asian students are a diverse group that make up approximately 8% of K-12 students. Dropout rates for some disaggregated Asian groups are as high as 60%.
- African American students represent 6% of Washington's K-12 population. Over 30% do not graduate on time.
- Drop out rates among Pacific Islanders in the Seattle School District are more than twice as high as the district average.
- Native American drop out rates are approximately 30%.

Socio-economic status is a contributing factor in all groups.

# Policy Considerations



- ✓ Build on OSPI's Building Bridges Projects
- ✓ Utilize a network of allies already focused on increasing graduation issues
- ✓ Congruent with all three of SBE's goals to:
  1. Improve achievement for all students,
  2. Improve graduation rates, and
  3. Improve student preparation for post-secondary education and the 21st century world of work and citizenship.

**Provide recommended graduation percentage targets to the Legislature as suggested in Bridges recommendation**

| Advantages: | Disadvantages |
|---|---|
| • Provides an identifiable target for school districts, the SBE, and the Legislature<br>• Targets could be set for each disaggregated high-risk group<br>•Targets could be incorporated into SBE's Accountability Index<br>•A "target" contributes to SBE's commitment to transparency and reciprocal accountability | • Without a history of successful strategies, setting targets would be "best guesses" |

Advocate for the continued development of personalized student progress monitoring data to identify students who demonstrate early warning indicators as suggested in Bridges recommendation #2.

| Advantages | Disadvantages |
| --- | --- |
| • Supports professional literature recommendation for an early warning/early intervention system to support at-risk students<br><br>• Makes productive use of Washington State's (developing?) student identifier system<br><br>• Acknowledges student progress monitoring as an essential component of personalized instruction | •Requires systematic and sustained development and maintenance of student data<br><br>• Requires some professional development to prepare teachers to utilize sensitive progress monitoring and learning strategies<br><br>•Requires a wealth of effective intervention strategies for students once they've been identified |

**Consider raising the high school early leaving age from 16 to 18 (or completion of graduation requirements).**

| Advantages: | Disadvantages |
| --- | --- |
| • Could provide schools with a tool to encourage student attendance<br><br>• Would communicate an expectation that all students should graduate to students and their families<br><br>• Is congruent with state and local district stated goals focused on increase graduation rates | • Could result in increased and unenforceable truancy law pressures<br><br>• Some schools may not want to accommodate resistant and hard to serve sixteen and seventeen year old students<br><br>• There could be additional expenses for services to high-risk learners |

## Review: Potential Actions…

1. **Provide recommended graduation percentage targets as suggested in Bridges recommendation #1. (To the to the Legislature?)**

2. **Advocate for the continued development of personalized student progress monitoring data to identify students who demonstrate early warning indicators as suggested in Bridges recommendation #2.**

3. **Consider raising the high school early leaving age from 16 to 18 (or completion of graduation requirements).**

## Next Steps

- Determine if any of the three suggestions provided here should be eliminated from consideration.
- Determine if there are additional policy initiatives we should consider.
- Determine priorities and timelines for moving forward.
- Identify others who need to be involved.

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# Update on the Achievement Gap Studies and the work of Commissions and the Legislature

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

To reduce the achievement gaps in Washington State, the 2008 Legislature commissioned five studies that were conducted by the Commission on Hispanic Affairs (CHA), Commission on Asian Pacific American Affairs (CAPAA), the Governor's Office of Indian Affairs (GOIA), and the Center for the Improvement of Student Learning (CISL), and the Office of the Superintendent of Public Instruction in collaboration with the Commission on African-American Affairs (CAA). The studies, recommendations, and the continued work on the issue will provide information to inform the Board in its work on CORE 24, accountability, and in its role to lead the development of state policy, provide system oversight, and advocate for student success. The studies and recommendations also resonate with the Board's first overarching goal to improve achievement for all students.

## BACKGROUND

The 2008 Legislature provided funds for conducting the analyses of the achievement gaps that exist for students in Washington State. The final reports were given to the Superintendent of Public Instruction, the State Board of Education, the Governor, the P-20 Council, and the education committees of the Legislature in December 2008.

| Achievement Gap Analysis for: | Conducted by: | Tasks to CISL, Commissions, and Governor's Office of Indian Affairs |
|---|---|---|
| African-American students | Center for the Improvement of Student Learning (CISL) and the Advisory Committee | Craft a strategic plan to address the achievement gap for African-American students; examine the extent to which current initiatives address the needs of African-American students; craft a strategic plan with school and community-based strategies to improve educational outcomes for African-American students; and develop performance improvement measures and benchmarks to monitor progress. |
| Asian American students | Commission on Asian Pacific American Affairs | Conduct a detailed analysis of the achievement gaps and to recommend a comprehensive plan for closing the achievement gaps by No Child Left Behind Act's goal of 2014; identify performance measures for determining adequate yearly progress. |
| Pacific Islander American students | Commission on Asian Pacific American Affairs | |
| Hispanic students | Commission on Hispanic Affairs | |
| Native American students | Governor's Office of Indian Affairs | Conduct a detailed analysis of the achievement gaps and to recommend a comprehensive plan for closing the achievement gaps by No Child Left Behind Act's goal of 2014; identify performance measures for determining adequate yearly progress; analyze the progress in developing effective government-to-government relations and adoption of curriculum regarding tribal history, culture, and government. |

The State Board of Education received reports from the commissions and the Governor's Office of Indian Affairs in December, 2008 and each provided a presentation to the Board at the its meeting in January, 2009. The recommendations from one or more of the achievement gap studies include:

- Adopting a data collection, research, and evaluation plan to assess the reduction of gaps in achievement over time.
- Revising school improvement plans to focus on efforts to close the achievement gap.
- Improving collaboration between K-12 and higher education for preparation of teachers and recruitment and retention of diverse teachers and other educators.

- Providing professional development in working with diverse students, parents, and communities.
- Improving parent and community involvement and engagement in public schools.
- Establishing an appointed, statewide achievement gap oversight committee to monitor the implementation of efforts to close the achievement gap.

The 2009 Legislature has been considering the recommendations from the commissions and the Governor's Office of Indian Affairs. Legislative committees are moving two bills forward that address issues related to the achievement gap reports and recommendations. House Bill 2147 and Senate Bill 5973 establish the Achievement Gap Advisory Committee within the Superintendent of Public Instruction (OSPI) to advise OSPI, the Professional Educator Standards Board, and the State Board of Education on effective measures to close the achievement gap, to foster public accountability for achieving excellence and equity in public education, and to promote a greater sense of urgency and priority for doing so. The advisory committee would establish key indicators and benchmarks to measure progress in closing the achievement gap; identify current programs and resources; advise on methods to effectively develop professional development for teachers, recruit and retain diverse teachers and administrators; and advise on ways to make closing the achievement gap a central goal of all school improvement plans. The State Board of Education staff signed in Pro at the hearings for the bills and spoke about how the work of the committee would help to inform the Board in its continued work on accountability and improving academic achievement for all students.

## POLICY CONSIDERATION

The Board will consider the recommendations from the achievement gap reports in its continued work. The Board will examine ways to reduce achievement gaps through its accountability framework and continue to seek input from the Commission on Hispanic Affairs, the Commission on Asian Pacific-American Affairs, the Governor's Office of Indian Affairs, the Commission on African-American Affairs, and the Center for the Improvement of Student Learning in the Office of Superintendent of Public Instruction.

## EXPECTED ACTION

None

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# MEANINGFUL HIGH SCHOOL DIPLOMA/CORE 24 IMPLEMENTATION TASK FORCE

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

One of the Board's three goals is to improve student preparation for post-secondary education and the 21st century world of work and citizenship. Revision of graduation requirements needed for a meaningful high school diploma is a primary strategy to accomplish this goal.

## BACKGROUND

Since 2006, the Board has been considering the components of a meaningful high school diploma, including revising the purpose of a diploma (January 2008) and approving a proposed framework of CORE 24 graduation requirements (July 2008). The Board approved a charter in November 2008 to establish the CORE 24 Implementation Task Force (ITF). The charter asks the ITF to advise the Board on strategies to implement the proposed requirements. The ITF met for the first time in March 2009. At the same time, the Board is continuing to address the unfinished policy issues related to the meaningful high school diploma.

**CORE 24 Implementation Task Force**. The ITF is scheduled to meet six times in 2009: March 2, April 13, May 18, August 7, September 28, and November 2. At the first meeting, the ITF reviewed the Task Force charter. Staff provided a baseline of knowledge about the origins of CORE 24 and current state requirements, while Duane Baker of The BERC Group, Inc. gave an overview of current course-taking patterns, using data from the transcript study of 2008 high school graduates. [1] Task Force members discussed what they would need to know in order to analyze the issues the Board asked them to address[2] and suggested strategies for obtaining the information. Staff will use this information to create a work plan for the coming meetings.

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[1] Baker, D. B., Gratama, C. A., Peterson, K.M., and Bachtler, S.D. December 2008. Washington State Board of Education Transcript Study.

[2] In the July 2008 motion language approving CORE 24, the Board specifically asked the ITF to address: a phase-in implementation schedule that addressed issues such as teacher supply, facility, infrastructure, etc.; ways to operationalize competency-based methods of meeting new graduation requirements; ways to assist students with credit retrieval and advancing their skills to grade level; ways to provide appropriate career preparation courses and career concentration courses, and scheduling approaches to 24 credits that can meet the required 150 instructional hours.

**Meaningful High School Diploma (MHSD).** The MHSD meeting scheduled for February 19 was cancelled because so few people from the advisory group and Board were able to attend. The next scheduled meetings are March 24 and May 5, 2009. Staff will create a "straw proposal" for the intersection of essential skills and the culminating project to consider at one of the upcoming meetings.

At the January 2009 Board meeting, a question arose about whether the Board intended the CORE 24 proposed graduation requirements to mirror exactly the Higher Education Coordinating Board (HECB) minimum four-year public college admissions requirements. The HECB has very specific subject-area requirements. For example:

**English – four credits**

- Must include **three credits** of college-preparatory composition or literature.
- **One credit** may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, or English as a Second Language (ESL).
- Remedial or applied courses are not acceptable (e.g., acting, basic English skills, developmental reading, library, newspaper staff, remedial English, review English, vocabulary, yearbook/annual).
- English courses are considered equivalent to ESL unless taken in Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States.
- Course work completed prior to grade 9 does not apply toward this minimum college admission requirement.

The Board has already indicated that students intent on pursuing an apprenticeship, certificate program, or two-year degree program that is not subject to the HECB requirements will have some flexibility in their CORE 24 requirements (e.g., they can opt <u>not</u> to take world language or <u>not</u> to earn credit in a math-based quantitative course in their senior year). However, the Board has not clearly specified that only students who are pursuing a four-year college pathway will be required to earn credit in courses that satisfy the HECB admissions requirements.

The Board should be aware that HECB requirements may be inconsistent with CORE 24 intent. For instance, in the area of fine arts, the HECB requirement allows students to take one credit in fine, visual, or performing arts <u>or</u> an additional year in any of the academic areas that comprise the HECB requirements. If the Board were to specify that students pursuing a four-year college pathway would be required to earn credit in courses that satisfy the HECB admissions requirements, one credit of the CORE 24 arts requirement could technically be satisfied by another subject area, unless the Board indicated otherwise.

## POLICY CONSIDERATION

The Board will be asked to clarify its intent for the CORE 24 proposed graduation requirement framework by specifying the connection between CORE 24 graduation requirements and HECB minimum admissions requirements.

## EXPECTED ACTION

Direct the Meaningful High School Diploma committee to bring a recommendation back to the next Board meeting.

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# BASIC EDUCATION PROGRAM REQUIREMENTS AND CREDIT-BASED HIGH SCHOOL GRADUATION REQUIREMENTS WAIVERS

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

The Board may grant waivers to school districts from the credit-based high school graduation requirements and the Basic Education Act Program Requirements (RCW 28A.150.200 through 28A.150.220) on the basis that such waivers are necessary to implement, successfully, a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student (RCW 28A.305.140).

## BACKGROUND

The Board will be considering applications for waivers from credit-based high school graduation requirements and the Basic Education Act requirements at the Board Meeting:

**Application for Waiver from Credit-Based High School Graduation Requirements**

1. **Truman High School,** in the Federal Way School District, is requesting a waiver from credit-based high school graduation requirements for the 2009-10, 2010-11, 2011-12, and 2012-13 school years, the maximum number of years allowed for a waiver. This is a renewal application. The waiver request meets Washington State's school reform vision, as stated in the State Board of Education's rules, specifically "shifting from a time and credit-based system of education to a standards and performance-based education system."[i] The request is to continue the previous decision to waive letter grades and Carnegie units as a means of determining academic achievement for students. Truman High School's standards-based system, established in 2002, provides a window through which students can see their true achievement levels as they relate to real world challenges and community expectations. Students are able to explore their interests, follow their passion and learn academic skills while developing their plans after high school. Truman High School's system requires students to demonstrate proficiencies as outlined by the Washington State Essential Academic Learning Requirements and the Grade Level Expectations in order to graduate.

Truman High School incorporates a small-school teaching environment and students remain with their teachers until graduation. All upper-level students participate in internship experiences weekly with a community mentor through the school's active

partnerships with community businesses. Core academic Grade Level Expectations and Career and Technical Education Program Standards are imbedded into the internship experiences using a system of standards based on rubrics to align the students' work. Student-led conferences occur twice a year and student learning plans are written by teachers, parents, and students to guide the students' academic development. Students and staff use the Washington State Essential Academic Learning Requirements and the Grade Level Expectations to ensure that the state's four learning goals are met.

**Applications for Waiver from 180-Day School Year Requirements**

1. **St. John – Endicott Cooperative School Districts** are requesting a waiver of five days from the 180 day minimum school year requirement for the 2009-10 school year. This is a renewal application. The purpose of the request is to implement local restructuring plans, provide a more effective educational system, and enhance the achievement of all students according to the high standards of Washington State Educational reform. The cooperative districts are requesting the waiver to provide professional development time for staff to participate in collaborative planning and professional development. It would be used to align curriculum and develop authentic student assessments for the purpose of informing and improving instruction. The waiver allows the district to eliminate 14 late start and early release days.

2. **Seattle School District** is requesting a waiver of three days from the 180 day minimum school year requirement for three years (2009-10, 2010-11, and 2011-12 school years). This is a renewal application. The purpose of the waiver is to allow each school and educational program to have three days to strengthen the teaching of math, science, and literacy, to track student progress, to align curriculum, and to collaborate on improved instruction. The District would like to accomplish goals such as improving system alignment, increasing cultural competency and culturally responsive teaching strategies, focus on a limited number of high-leverage strategies across content areas, and ensure that the work of the professional learning communities is sustained for effective continuous professional growth. Additionally, the District wishes to provide home visits with families, where applicable. The District estimates that without the waiver the schedule would include six additional half-days.

3. **Ocean Beach School District** is requesting a waiver of two days from the 180 day minimum school year requirement for three years (2009-10, 2010-11, and 2011-12 school years). This is a renewal application. The purpose of the waiver is to provide professional development and collaboration time for their teaching staff. The waiver will allow specific days and time for math, science, and writing training for teachers. It will also provide time for grade-level collaboration in order to improve student performance by using diagnostic assessments. The work will be tied to the schools' improvement plans. The training will be led by their teachers in collaboration with ESD 112 consultants. School and district staff, as well as community members have recognized the need for time to engage in developing the math and other core subject curriculum and aligning them to the Grade Level Expectations. In addition,

parent groups at each of the District's buildings have urged more math and core subject training for the staff.

4. **Newport School District** is requesting a waiver of five days from the 180 day minimum school year requirement for three years (2009-10, 2010-11, and 2011-12 school years). This is a renewal application. The purpose of the waiver is to provide district-wide staff development, alignment of curriculum to the changing state standards, and review and analysis of student progress and achievement. The work is tied to the school improvement plans and the goals include increasing on-time graduation rates, improving attendance, and to more effectively instruct students. The waiver days allow staff to spend time developing planning goals and strategies for students with unique needs, such as special education students and multi-cultural students. The days also allow for teachers to plan after-school enrichment programs and programs for students in need of targeted assistance.

5. **Lopez Island School District** is requesting a waiver of four days from the 180 day minimum school year requirement for three years (2009-10, 2010-11, and 2011-12 school years). This is a renewal application. The purpose of the waiver is professional development through cross-grade collaboration review of student academic data, development of building-level themes, and strategies to enhance instruction, and individual teacher professional development. The goals of the waiver are to further the District's improvement of student achievement by enhancing the educational program for all students in the district. The waiver also allows the District to eliminate four half-days.

6. **Methow Valley School District** is requesting a waiver of six days from the 180 day minimum school year requirement for three years (2009-10, 2010-11, and 2011-12 school years). This is a renewal application. The purpose of the waiver is to continue the work of the District's professional learning communities in grades K-12. The professional learning community teams will review school improvement plans and implementation efforts; align curriculum across the system; and develop standards, assessments, instructional interventions, instructional enhancements across the curriculum, and cross-curricular instructional techniques. The goals of the work include: increasing the percentage of students meeting the standard in reading, writing, math, and science; increasing the percentage of students who graduate; narrowing the achievement gap; and creating greater rigor, relevance, and respectful relationships across the system. The waiver will result in five fewer half-days in the District's calendar.

## POLICY CONSIDERATION

The applications for waivers meet the State Board of Education's criteria for the purpose and use of a waiver.

## EXPECTED ACTION

Approval of applications

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# DUAL CREDIT PROGRAMS: RUNNING START AND TECH PREP

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

The SBE's proposed CORE 24 graduation requirements framework underscores the importance of meeting the Board's goal of improving student preparation for postsecondary education and the 21st century world of work and citizenship. Student preparation for life after high school is expedited by dual enrollment programs. Dual enrollment programs are intended to prepare high school students for a successful transition to college and give qualified high school students the opportunity to earn college credit while satisfying academic requirements for high school graduation.

## BACKGROUND

Washington provides six dual enrollment options to students:

- Running Start
- Tech Prep
- College in the High School
- Advanced Placement
- International Baccalaureate
- Early College High School

Descriptions of each of these options are included on a separate table. Information about two of them—Running Start and Tech Prep—will be presented at the March meeting. The other dual credit programs will be addressed at future meetings.

**Running Start:** The Running Start program allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges, and at Washington State, Eastern Washington and Central Washington Universities, The Evergreen State College and Northwest Indian College. Students earn both high school and college credits for these courses. Running Start students and their families do not pay tuition, but they do buy their own books and provide their own transportation. Students receive both high school and college credit for these classes, thus accelerating their progress through the education system.

Running Start serves over seven percent of the state's high school juniors and seniors. There is some evidence to suggest that Running Start students perform well while they are in the program and upon transferring to universities. For instance, in 2006-07 Running Start students

earned a grade point average of 3.04 after transferring to the University of Washington. In general, Running Start students complete more of the credits they attempt, with better grades, than other recent high school graduates who are attending college.[1]

**Running Start History:** The 1990 Legislature created Running Start as a part of the "Learning by Choice" law, which was designed to expand educational options for students. To initiate the program in 1990, the Legislature authorized a two-year pilot program. The program began statewide in 1992-93, when approximately 3,350 students enrolled at the community and technical colleges. The 1994 Legislature expanded the program to include three state universities (Washington State, Central and Eastern) to provide Running Start access to communities where no two-year colleges are available. In 2003, The Evergreen State College was added to the list of universities eligible to offer Running Start and in 2005, Northwest Indian College was added.[2]

**Tech Prep:** The Tech Prep program provides an opportunity for students to earn college and high school credit for career and technical education courses taught on high school campuses by high school instructors. Articulation agreements between colleges and school districts assure that the competencies students are expected to achieve in order to earn college credit are earned at the college level. Colleges award credit to high school students who successfully complete courses with a "B" or better. All of the state's 34 community and technical colleges are partners to Tech Prep. In 2007-08, over 24,326 Washington students earned over 148,160 community and technical college credits in Tech Prep classes—an average of over six credits per student.[3]

Under Carl Perkins Title II legislation, Tech Prep must lead to an associate degree, two-year certificate, or apprenticeship. Washington Tech Prep is managed through the State Board for Community and Technical Colleges, in partnership with the Workforce Training and Education Coordinating Board and the Office of Superintendent of Public Instruction.

**Tech Prep History:** In 1990, the Carl D. Perkins Vocational and Applied Technology Act (Public Law 105-332) was adopted, and it set goals for improving student achievement and preparation for post-secondary technical education, training and careers, effectively launching Tech Prep. Now the Carl D. Perkins Career and Technical Education Improvement Act, the program contributes substantially to Washington State's Tech Prep program. Some $2 million in Perkins funding will flow to Tech Prep programs across the state.[4] The Perkins Act of 2006 requires any school district that accepts Perkins funds to have at least one program of study. A program of study is "designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two institutions."[5]

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[1] Running Start 2006-07 Annual Progress Report. May 2008. State Board for Community and Technical Colleges. http://www.sbctc.ctc.edu/docs/data/research_reports/runstart/runstart_a06.pdf
[2] Ibid.
[3] Personal communication. February 26, 2009. State Board for Community and Technical Colleges.

[4] Carl Perkins $24 million grant gives educators chance to innovate. July 14, 2008 Press Release. Workforce Training and Education Coordinating Board.
[5] 2008-2009 Tech Prep Plan Annual Planning Guidelines. March 2008. State Board for Community and Technical Colleges.

## POLICY CONSIDERATION

Policy questions the SBE may want to explore include the following:

- What evidence do we have that dual credit programs improve college readiness and transition to college?
- How do dual credit programs benefit students, and which students do they benefit?
- What are the policy barriers to expanding dual credit programs?
- To what extent should students who complete dual credit programs and earn a credential (associate's degree, certificate, International Baccalaureate diploma) be held to all state-mandated graduation requirements?

## EXPECTED ACTION

None. Information only.

# Dual Enrollment and Dual Credit Programs

*These programs help Washington State students earn college credit and useful college-level skills while still in high school.*

| Program Name Website | Description | Location | Benefits | Student Responsibilities | Eligibility | Student Costs |
|---|---|---|---|---|---|---|
| **Tech Prep**<br>**www.techprepwa.org** | Federally funded program allowing students to earn college credit by taking certain career and technical education courses in high school.<br>Credits apply toward certificate or applied associate degree. | High school | ▪ Remain in high school<br>▪ Prepare for career<br>▪ Earn both high school and college credit | ▪ Enroll in Tech Prep designated class at the high school<br>▪ Register for Tech Prep credit<br>▪ Earn a "B" or better in the course | "B" or better in the course | ▪ Minimal to no cost to student.<br>▪ $0 to $25 registration, transcription fee |
| **Running Start**<br>**www.sbctc.ctc.edu/college/e_hscollegeprogs.aspx** | Qualified Washington State high school juniors and seniors attend college classes and earn both high school and college credit at the same time. | College | ▪ Earn college and high school credit at the same time<br>▪ Accelerated class<br>▪ Enrolled with college students<br>▪ Potential to earn high school diploma and associate degree simultaneously | ▪ Meet college application, registration deadlines<br>▪ Ensure credits apply to high school graduation requirements | ▪ Junior or senior standing<br>▪ College-level score on college placement test | ▪ Tuition waived.<br>▪ Student pays for consumable supply fees, textbooks and transportation. |
| **College in the High School**<br>**www.sbctc.ctc.edu/college/_e-wkforcecollegeinhighschool.aspx** | Qualified high school students take academic college- level courses taught at their high school, based on a local contract.<br>Students earn both high school and college credit. | High school | ▪ Remain in high school<br>▪ Accelerated class<br>▪ Earn both high school and college credit | ▪ Meet college course standards | High school determines if student ready for college-level work | ▪ Variety of fees, including tuition and textbooks.<br>▪ Up to full tuition and books |

| Program Name Website | Description | Location | Benefits | Student Responsibilities | Eligibility | Student Costs |
|---|---|---|---|---|---|---|
| **Advanced Placement (AP)**<br>**www.k12.wa.us/AdvancedPlacement/default.aspx** | Specific, rigorous courses which prepare high school students to take Advanced Placement tests.<br>AP credit may allow higher placement and/or credit at the postsecondary level. | High school | ▪ Remain in high school<br>▪ Accelerated class<br>▪ Advanced placement and/or college credit granted based on test score | ▪ Apply for testing<br>▪ Meet high academic standard | Pass pre-requisite courses | ▪ Test fee |
| **International Baccalaureate (IB)**<br>**www.k12.wa.us/AdvancedPlacement/default.aspx** | Internationally recognized program which offers college credit for students completing a standardized curriculum and passing a culminating exam. | High School | ▪ Remain in high school<br>▪ College credit if high enough test score | ▪ Maintain high degree of scholarship<br>▪ Apply for testing | Determined locally | Test fee |
| **Early College High School** | Gates-funded initiative that offers a 9th to 12th grade accelerated learning experience for under-prepared students. | High school or college | • Potential to earn high school diploma and associate degree simultaneously | ▪ Determined locally | Determined locally | Varies |

**Washington State Board for Community & Technical Colleges, January 2009**
Tiffany Merkel-Rinke, Program Administrator, tmerkel@sbctc.edu
1300 Quince St SE ▪ PO Box 42495 ▪ Olympia, WA 98504-2495 ▪ (360) 704.4332, office ▪ (360) 704-4418, fax

# Dual Credit Programs
# Running Start and Tech Prep

**State Board of Education**

March 13, 2009

Jan Yoshiwara

State Board for Community and Technical College

1

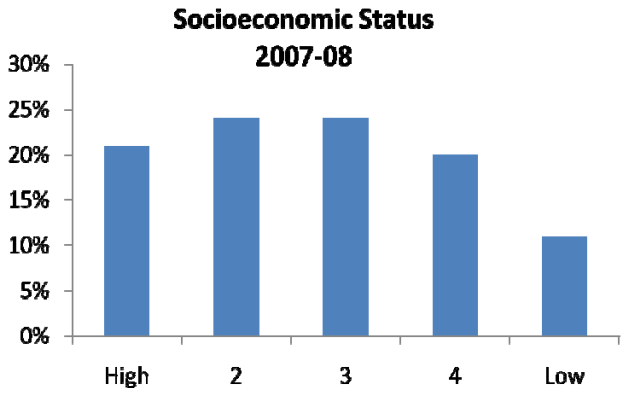
## Running Start

- The 1990 Legislature created the **Running Start** program to expand educational options for public high school students
- Running Start Students
  - Make up 10% of high school juniors and seniors (15,580 students in fall 2008)
  - Can acquire dual credit in the 11th and 12th grades
  - Do not pay tuition, but do buy books and pay for transportation
  - Complete more of the credits they attempt with better grades than other recent high school graduates attending college

2

## Student Demographics

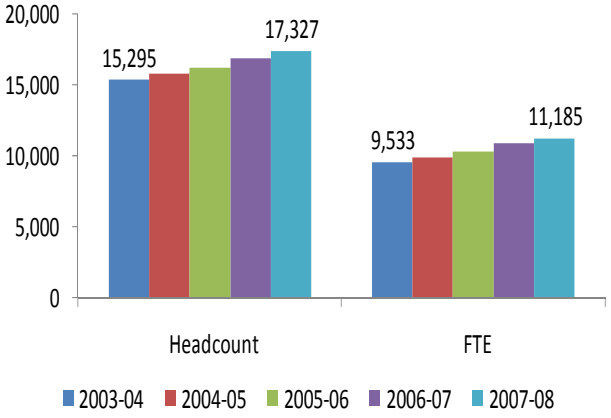
- Running Start students are from middle to high income families
- 59% female
- 22% students of color, compared to 28% among high school students




3

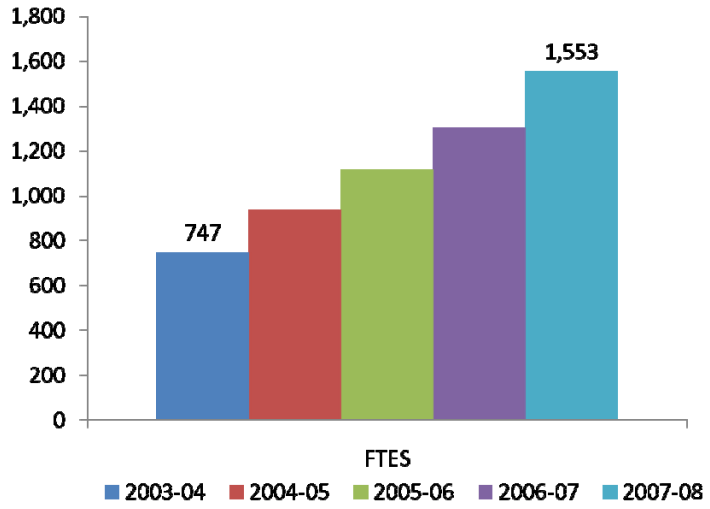
## Running Start enrollments continue to grow

- Typical RS student takes 12 college credits in a quarter, 29 credits during the year
- 51% attending CC full-time
- Fall quarter, 10% of high school juniors and seniors were taking college classes through Running Start



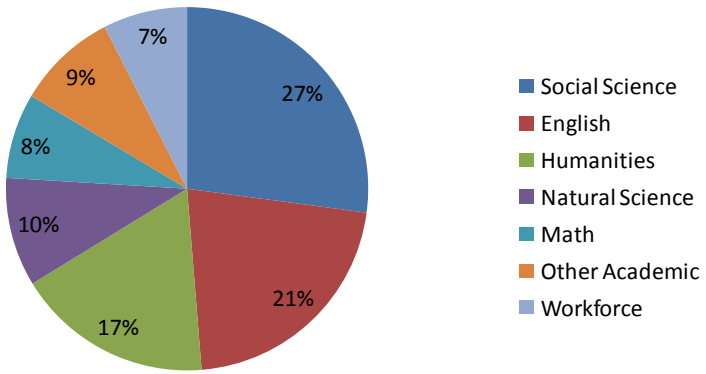

4

## eLearning enrollments have more than doubled over past 5 years




5

## Running Start students focus on courses to meet high school diploma requirements

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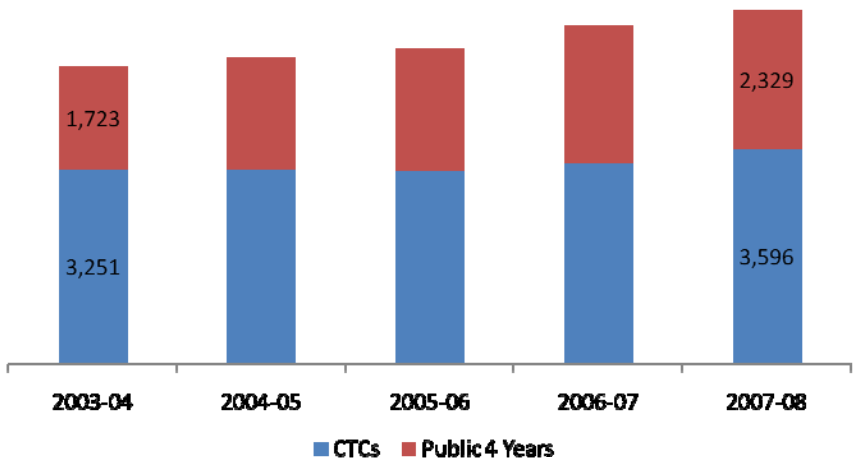
## Most Running Start students continue at CTCs after high school

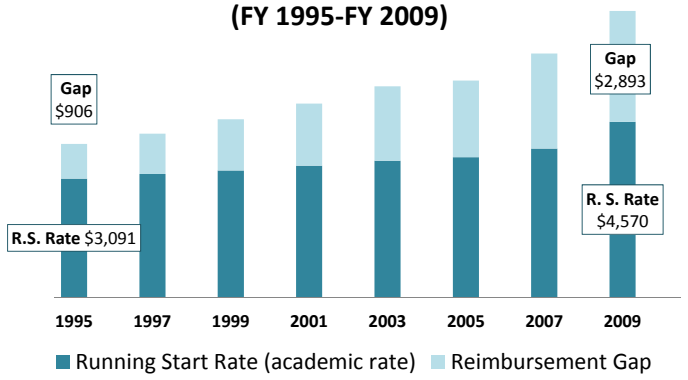



7

## Current funding structure limits growth

Funding gap between what the colleges receive, and the full cost of providing instruction and student services has tripled from $906 in 1995 to $2,893 in 2009 per student

**Running Start Reimbursement vs. Reimbursement Gap (FY 1995-FY 2009)**




8

## Running Start Funding Gap

- Statewide gap in funding has created annual funding deficit of nearly $35 million
- Short-term solution – allow colleges to count RS students toward FTE targets and to charge RS students non-tuition college/program fees required of other college students

9

## Running Start Benefits

Strong college performance: Running Start students complete more college course work, with better grades, than other recent high school graduates attending college

High rate of bachelor's degree completion: Running Start students complete their bachelor's degrees in Washington following a pattern similar to other transfer students

Saves money for students and state: Reduces net tuition costs for students as well as state cost per bachelor's degree. Former Running Start students complete their bachelor's degree with 33 fewer state supported credits than those who do not participate in Running Start and enter universities as freshmen.

10

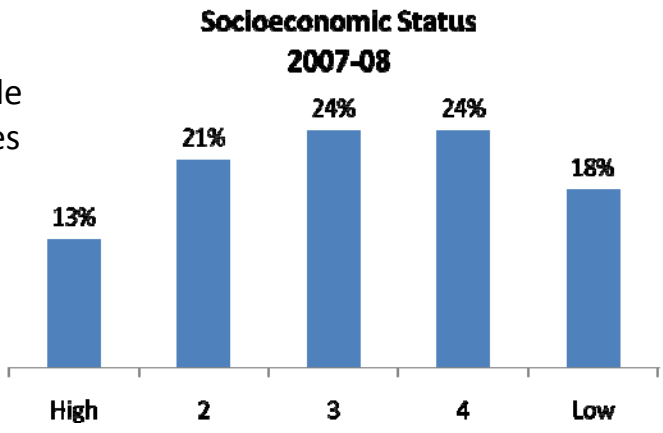
# Tech Prep

- Federally funded cooperative effort between high schools, community and technical colleges, and the business and labor community to develop applied, integrated academic and technical programs
- Tech Prep students -
  - Can acquire dual credit beginning in 9th grade through 12th grade
  - Must complete articulated career and technical education courses with a "B" grade or better.
  - Receive instruction at the high school by high school instructors teaching college-level approved curriculum

11

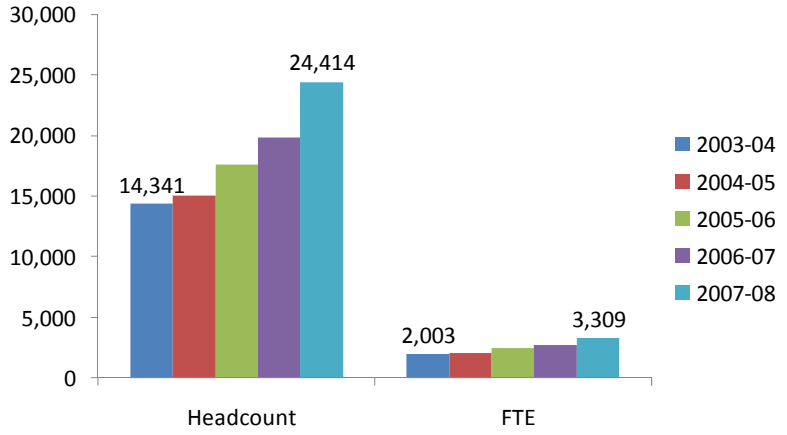
# Student Demographics

- Tech Prep students are mainly from lower to middle income families
- 60% female
- 27% students of color, compared to 28% among high school students




12

## Tech Prep Headcounts and FTES




Typical Tech Prep student completes 6 college credits during the year

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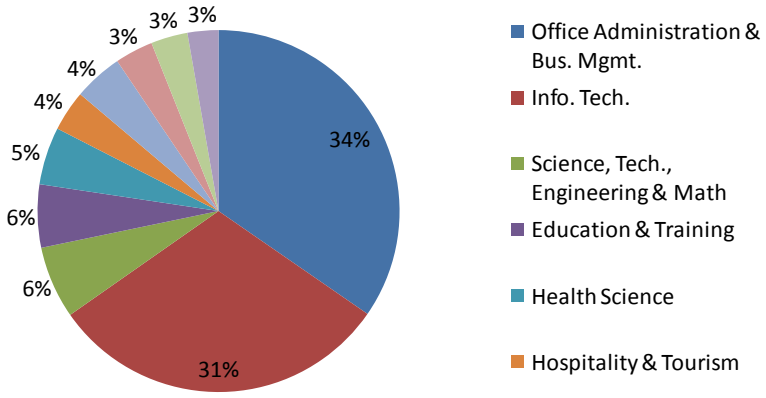
## Most college credits are earned in business and information technology

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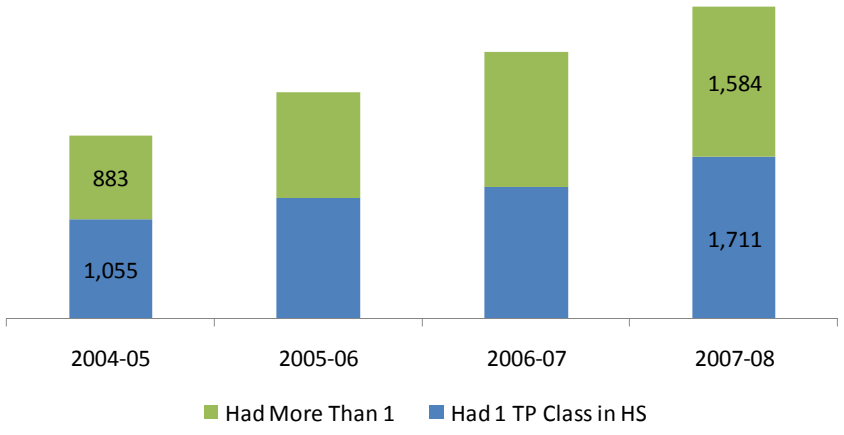
## Tech Prep students continue at CTCs with one or two college courses




15

## Tech Prep Benefits

- Earn college credits: 24,400 Washington State high school students earned college credits through Tech Prep--an average of over six credits per student
- Go on to CTCs: In 2007-2008 3,295 students enrolled in community and technical colleges with college credit that could be applied to a certificate or degree
- Saves money for students and state: Students who apply Tech Prep credits to their college program of study save net tuition costs.

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## Summary

- Many high school students are earning college credit while in high school
- Dual credit creates time and cost efficiencies for the students and the state
- Students from lower income families are less likely to earn college credit while in high school
- Current funding structure for dual credit programs will impact growth in opportunities for students

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## Questions?

18

THE WASHINGTON STATE BOARD OF EDUCATION
Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

# ANATOMY OF CHANGE

Greg Lynch, Superintendent
Central Kitsap School District

## BACKGROUND

### Planning and Resourcing State-Level Education Reform Initiatives

The state of Washington is facing a series of unprecedented K-12 education challenges. The confluence of state and federal education reform related initiatives, historic levels of accountability, and major funding shortfalls are seen as overwhelming. On the other hand, these momentous and shifting conditions of education reform, accountability, and major resource shortfalls can be viewed as an opportunity for positive, state-wide transformation. Everyone from teachers in the classroom, school principals, superintendents, school boards, and state officials must be willing to change to new and better ways to help students achieve. However, the first, and most critical change must include assigning overall responsibility for the planning, implementation and resource alignment of all state and federally generated education reform related mandates.

One of the unfortunate consequences of the proliferation of legislatively enacted requirements is that no one source or agency monitors the total burden imposed on school districts by the state and federal government. And a complicating factor inhibiting more positive state control, is that there is not one state-wide list detailing all active initiatives currently impacting school districts. If the State Department of Health supports legislation which affects schools, there is no clearing house to assess the actual impact—such legislation is simply added to the amorphous total of requirements placed on school systems without adequate funding to pay the costs and/or time to implement the required changes. Since no one person or agency knows the totality of the mandated load, there is not adequate counsel for individuals, agencies, departments, and governmental bodies to take into account when legislators, OSPI or the State Board of Education, considers adding new initiatives.

An unintended consequence of not having a state-wide, K-12 planning system, or a single agency overall responsible for the planning , implementation and integration of **ALL** initiatives, is an unmanageable and unreasonable workload within school districts. The present system for planning and resourcing state-wide initiatives isn't apparent, and the current planning and implementation methods are neither effective nor efficient. Already overtaxed school districts are using energy they can't afford to expend to react to state directed changes. It requires an even higher level of organizational energy to keep pace with state initiatives that are not well planned or fully resourced. Planning inefficiencies within the K-12 system generate increased workload, at the classroom, school and school district levels. In turn, increasing workload is harmful to staff morale, and ultimately and most importantly negatively impacts student achievement.

Absent a single controlling agency at the state level that has visibility of the total impact and number of requirements levied on school districts, and a well coordinated multi-year plan detailing priorities and future initiatives, scarce state and local resources will not be fully leveraged. In order to maximize student achievement, school improvement plans must nest under or support school district improvement plans, and school district plans must nest under state plans. Having a clear set of goals, priorities and a detailed multi-year plan at the school district level, isn't helpful when the state mandates new initiatives inside the school district's already completed plans. The number of state directed initiatives already exceeds the organizational capacity of school districts.

A recent example of a state-level decision that was inside already completed school district plans involves the implementation of the new performance expectations for mathematics. A decision was made by the state during the spring 2008 to assess elementary students in March, 2010 using the new math performance expectations. In order to prepare students and staff for a March 2010 assessment, work for this transition should have started not later than the fall of 2006. In the spring of 2008, district and school improvement plans for school year 08-09 were already complete, and the preliminary school district budget in support of these plans was being finalized.

With the understanding that new math performance expectations were not available until early 2008, detailed planning could not have started any sooner. However, the state's implementation timeline for the new math assessment should not have been set any earlier than 2012. The additional two years would have allowed time to properly plan a comprehensive transition to include the alignment of all resources.

The alignment of all resources includes staff and administrator professional development, implementation of either new curriculum or supplemental materials, communication with parents and community members, and the allocation of dollars to support a multi-year transition plan. Recognizing that the new math performance expectations will better prepare our students, most school districts would have likely and informally integrated the new standards into the existing curriculum as soon as possible. Formally assessing students in the spring of 2012 would not have precluded students learning new material as soon as school districts were able to do so! However, formal assessment at the state level beginning in 2012 would have been a very effective way to better control the growing workload within school districts, provide a more inclusive planning approach, and better align our state and school district fiscal processes.

In a resource constrained environment, it becomes even more imperative that a state-wide planning system is in place and there is a single agency/leader responsible for planning, integrating, and implementing all state and federal mandates. A state-wide system must address how the State Legislature, OSPI, the State Board of Education, and other state agencies meld what may appear to be singularly helpful initiatives into effective plans that advance student achievement throughout the state. Of all the many improvements that could be made throughout our K-12 continuum, this improvement is a relatively low cost measure (perhaps even a cost savings) that will positively support school districts, resulting in enhanced student success. Leaving no child behind, and a passion for immediate change, can't become an excuse for a lack of planning and coordination, and a continuing series of rapidly implemented initiatives.

## Recommended Solutions

1. **Designate one state agency/office (and executive level leader) responsible for the planning and integration of ALL state and federal K-12 education reform related initiatives.**

2. **Appropriately resource the designated agency with the individual expertise to plan, coordinate, implement and synchronize all initiatives generated by every state level agency that will ultimately impact school districts.**

3. **Create a state-level, K-12 education planning system that covers short and long range initiatives that will directly impact school districts. Short range planning is defined as anytime within the upcoming biennium. Mid range planning is the next biennium and long range planning is the third biennium. (short range 2009-11, long range 2013-15)**

4. **Prohibit the expected implementation of any state level initiative less than 24 months from the time school districts receive a directive for implementation.**

5. **Prohibit any decision by the legislative body to provide funding for any new initiatives without proof that the new initiative can be implemented by school districts in the context of ongoing and future initiatives.**

6. **After a state level planning system is designed, include the system details as part of the required curriculum at the State's K-12 Leadership Academy.**

Greg Lynch
Superintendent, Central Kitsap School District
January, 2009
360 662-1615
gregl@cksd.wednet.edu

# Anatomy Of Change

## Planning and Resourcing State-Level Education Reform Initiatives

January 6, 2009

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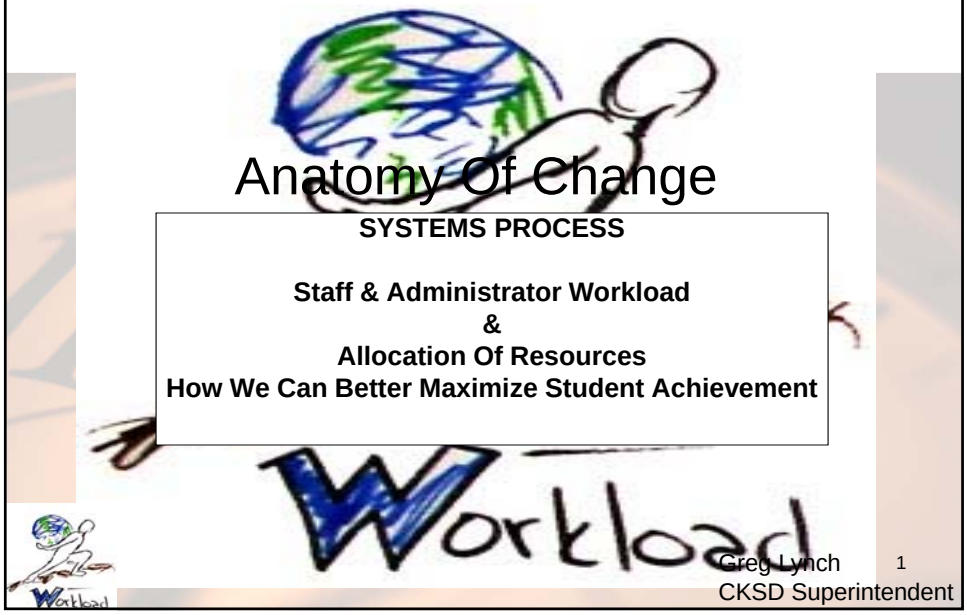



# Anatomy Of Change

**SYSTEMS PROCESS**

**Staff & Administrator Workload**
**&**
**Allocation Of Resources**
**How We Can Better Maximize Student Achievement**

Greg Lynch
CKSD Superintendent

1

# PROBLEM

- Insufficient Time To Plan At The School District & School Levels
- Workload Exceeding Individual & Organizational Capacities
- No Advanced Planning System At The State Level That:
  - Provides A Common Planning Framework
  - Has A Predictable Long Range Plan (2 Years & Beyond)

2

# PROBLEM

- Resource Timeline And Planning Timeline Are Disconnected
- Multiple Offices At The State Level Responsible For New Initiatives

***So That We Can Positively Impact Student Achievement***

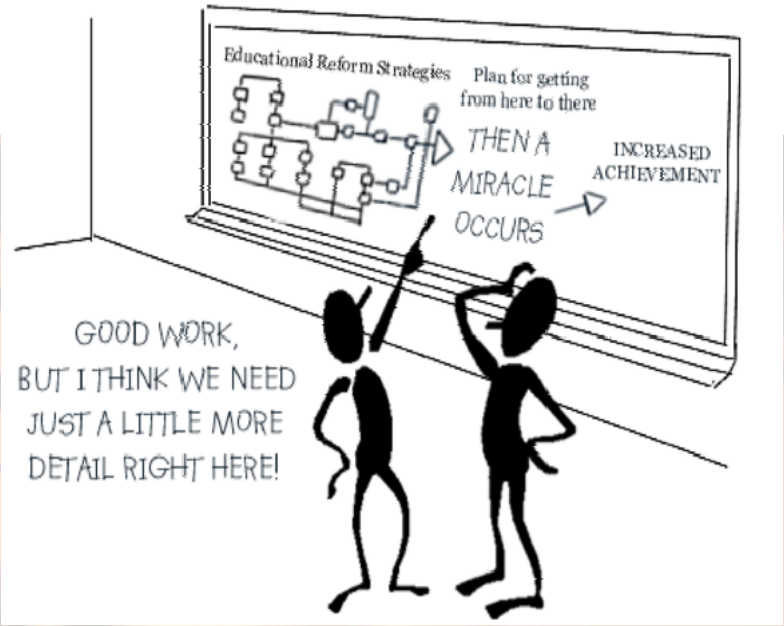
3

# Why We Must Change

***Our Current Education System Isn't Organized Or Resourced To Meet Twenty-First Century Education Requirements***

***Our Issue: Not Just About, Curricula Content, Adequate Staffing Or Sufficient Dollars…..***
***Our Organization, Process & TIME Must Be Better Aligned***

4




Source: "Addressing Barriers to Learning" Vol. 9, Number 4. Fall 2004.
From School Mental Health Project/Center for Mental Health in Schools, UCLA.

5

# Should The Office of Superintendent of Public Instruction (OSPI) & Our State Be Concerned About School District….

## Organizational Capacity?

*The Ability To Implement Directives In A Timely, Productive & Purposeful Way?*

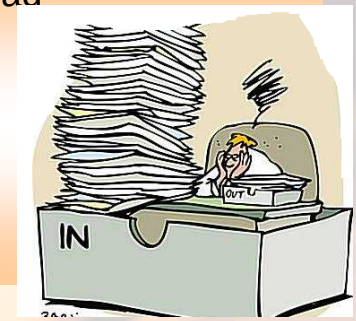
*If The Answer To The Above Statement is YES……*

?

6

# How Does OSPI & Our State….?

- "Meter" School District Workload
- Know When The Saturation Point Has Neared Or Exceeded Organizational Capacity




*If There Isn't A System In Place To Answer These Questions….. How Can The State Legislature & Governor:*
*Set Expectations*
*Target Resources*

?

7

# At The State Level….
# State Legislature – SBE - OSPI

| ***There Are Recognized Shortfalls & Plans To Address*** | ***What About*** |
|---|---|
| ✓ Student Learning & Assessment | ? Time To Plan |
| ✓ Leader & Staff Professional Development | ? Time To Communicate |
| ✓ Funding Shortfalls | ? Time To Synchronize With All Other Reform Initiatives |
| ✓ Staffing Levels | |

***The Problem Is More About HOW We Are Changing Not WHAT We Are Changing***

8

# Workload Defined

- ***General Recognition & Understanding That There Is An Organizational Capacity Threshold Around The Number Of Initiatives That Can Be Planned And Implemented Simultaneously***
- Routine v New Initiative Workload
- Tasks Involved For Each Initiative Are Listed
- Tasks Are Outlined At The State, School District, School, And Classroom Levels
  - A Common Understanding At Every Level About What Is Expected
- Each Task Is Identified With An Expected Number Of Required Days/Weeks/Months
- There Are Two Types Of Tasks In Support Of An Initiative: Specified and Implied

*Two Ways To Determine Organizational Capacity……*

1. *Break The Organization* *Or*
2. *Design A System/Process To Predict The Breaking Point Threshold*

9

# What Are The Specified Education Reform Initiatives?

Initiative: A Specific Action That Must Be Accomplished With The Intent Of Improving Student Achievement

10

# What Are The Specified Education Reform Related Tasks?

*That Correspond To Each Initiative*

11

# What Are The Implied Education Reform Related Tasks?

*That Correspond To Each Initiative*

12

# Initiative: Math
## What Are The Specified Tasks?

Specified Task: Expressly Directed

***State: Implement Elementary PEs - Prepare Students for SY 09-10 WASL & Conduct Staff Development***

13

# Initiative: Math
## What Are *Some* Of The Implied Tasks?

Implied Task: Necessary To Implement Expressed Task
But Not Specified Or Directed & *Most Likely Not Resourced*

**Superintendent**: *Plan, Schedule & Discuss Changes W/Principals*

**Principal**: *Plan, Schedule & Discuss Changes with Staff*

***Staff***: *Schedule, Discuss, Learn & Implement New Material/Concepts*

*Most Of The Time….Almost Always…..ALL The Implied Tasks Are Not Apparent, Accounted For, Or Resourced! Resources Include:*

***TIME*, Money & People**

14

# Organizational Capacity

Initiative + Specified Tasks + Implied Tasks = Workload For ONE Initiative

ALL Initiatives + ALL Specified Tasks + ALL Implied Tasks = The Capacity OR NOT To Change

15

## Simultaneity
## How Many Initiatives &Tasks Can The…

- **The Central Office**
- **Principal**
- **Teacher**

Simultaneously Plan & Implement?

*Positive & Negative Synergy!*

16

## Initiative &Task "Calculus"

### Central Office

| Initiatives | | Specified Tasks | | Implied Tasks |
|---|---|---|---|---|
| 1 **Math** | X 2 | **Math** | X 6 | **Math** |
| Science | | Science | | Science |
| Writing | | Writing | | Writing |
| Reading | | Reading | | Reading |
| Implement New PEs | | Plan Staff Development<br>Implement New PEs<br>WASL SY 09-10 | | Plan Cabinet Discussions<br>Plan Principal Discussions<br>Plan School Board Discussions<br>Plan Communications w/All Stakeholders<br>Plan Leader & Staff Development<br>Analyze Staffing Impacts |

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## Initiative &Task "Calculus"

### Principal

| Initiatives | | Specified Tasks | | Implied Tasks |
|---|---|---|---|---|
| 1 **Math** | X 2 | **Math** | X 6 | **Math** |
| Science | | Science | | Science |
| Writing | | Writing | | Writing |
| Reading | | Reading | | Reading |
| Implement New PEs | | Plan Staff Development<br>Implement SY 09-10 | | Plan Staff Discussions<br>Plan Communications w/All Stakeholders<br>Plan Staff Development<br>Analyze Staffing Impacts |

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# Initiative &Task "Calculus"

## Elementary Teacher

| Initiatives | | Specified Tasks | | Implied Tasks | |
|---|---|---|---|---|---|
| 1 | **Math** | X 2 | **Math** | X 6 | **Math** |
| 1 | Science | X 3 | Science | X 9 | Science |
| 1 | Writing | X 2 | Writing | X 3 | Writing |
| 1 | Reading | X 5 | Reading | X 5 | Reading |

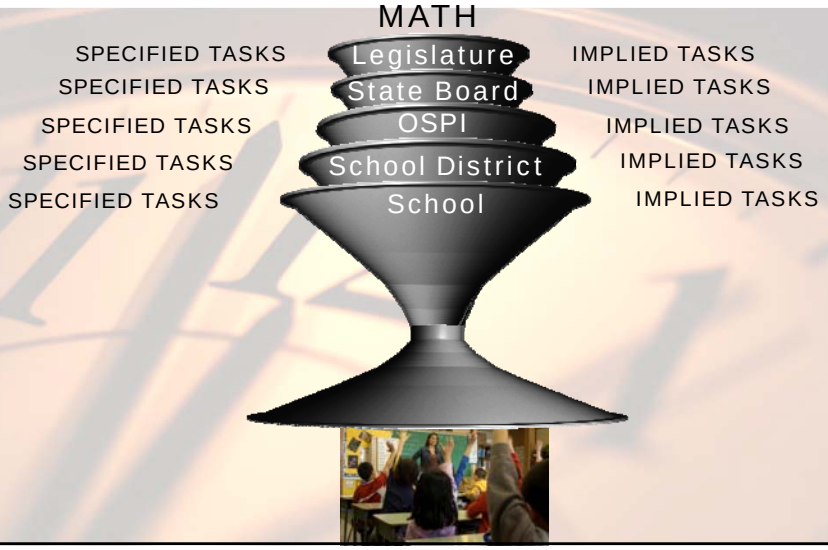
***For Every Initiative, Ever Specified Task, Every Implied Task The Central Office Must Be Involved With The Details***

***So***

***How Can The Central Office Better Organize To Provide The Best Support Possible For Building Administrators & Staff***

# Who Has The Responsibility To Identify Specified & Implied Tasks?

MATH

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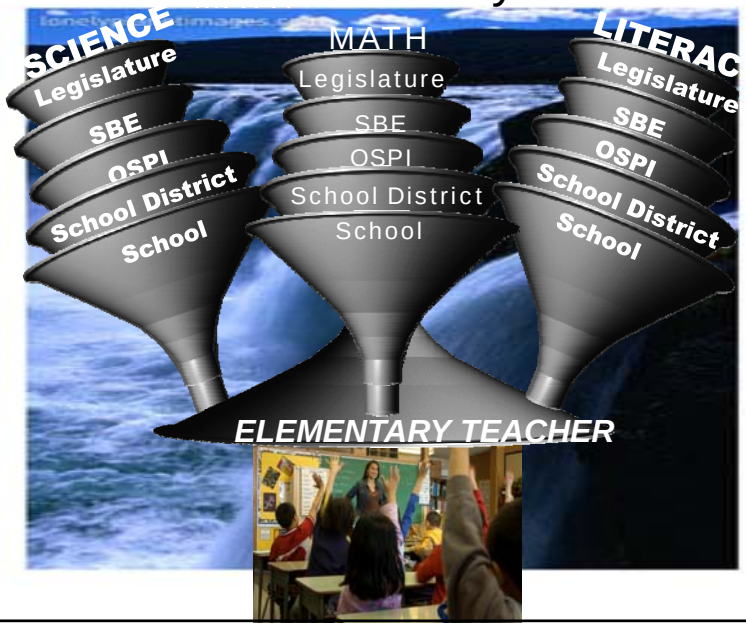
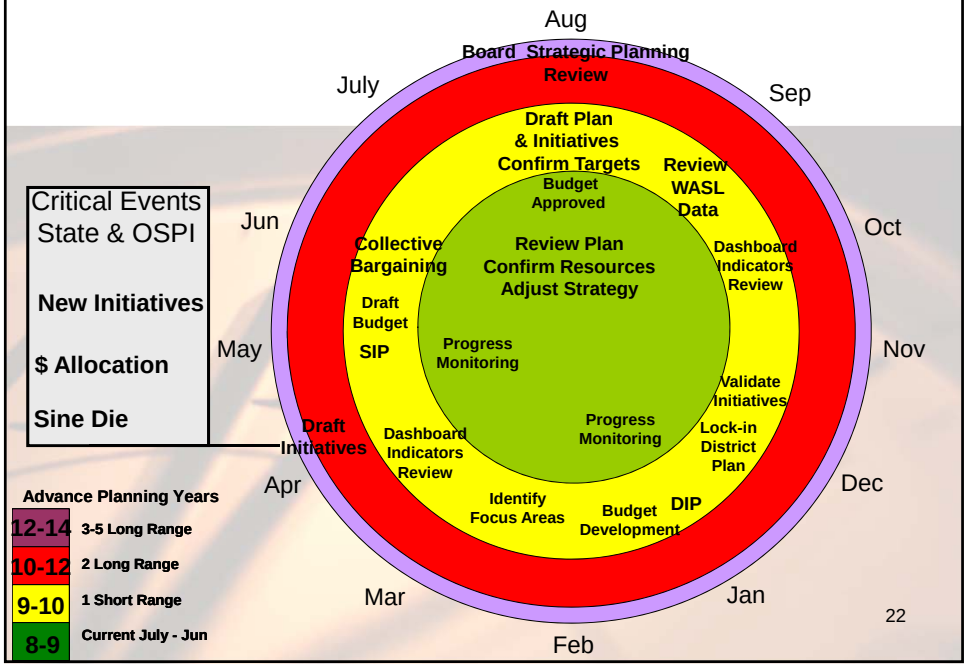
# Simultaneity




# Advanced Planning Template



# State To School District Planning Timeline

- Spring - Legislative Directive
- Spring - OSPI Guidance
- Summer – School District Implementation

**≤ 120 Days?**

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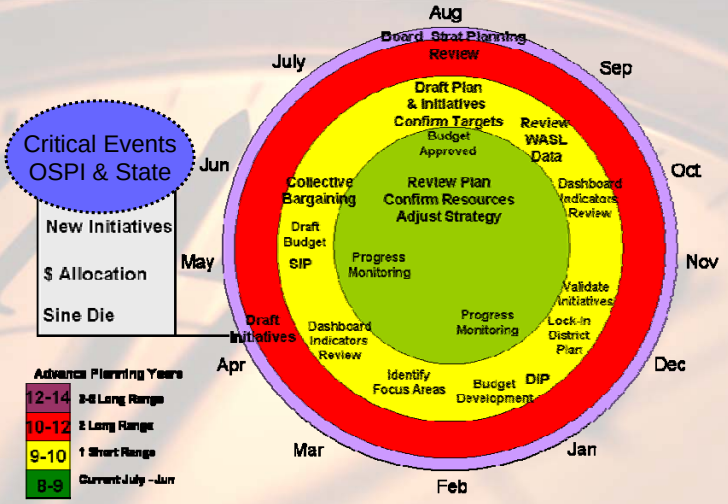
# Inside Or Outside Decision Cycle?

*Decision Cycle: The Amount Of Time & Process It Takes To Complete One Or A Number Of Initiatives*

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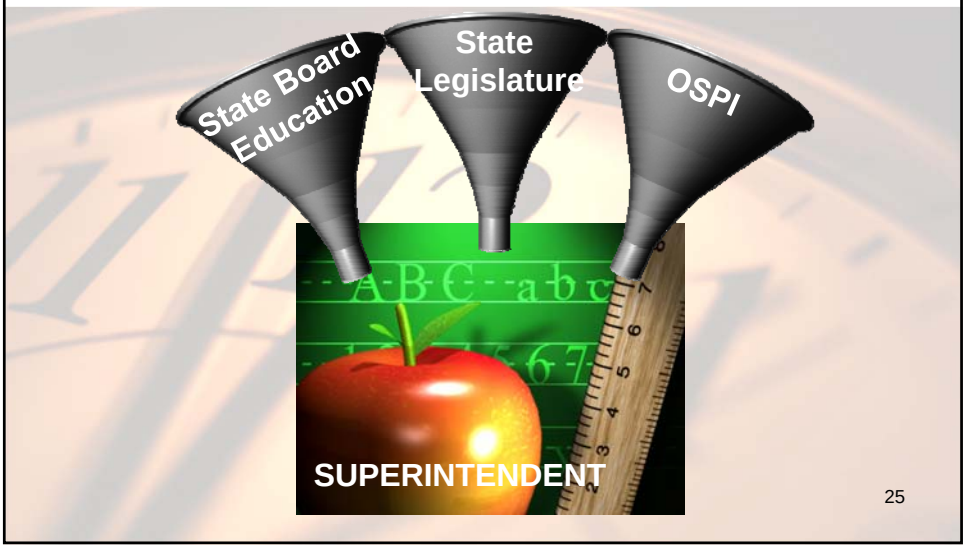
# Superintendent's Perspective

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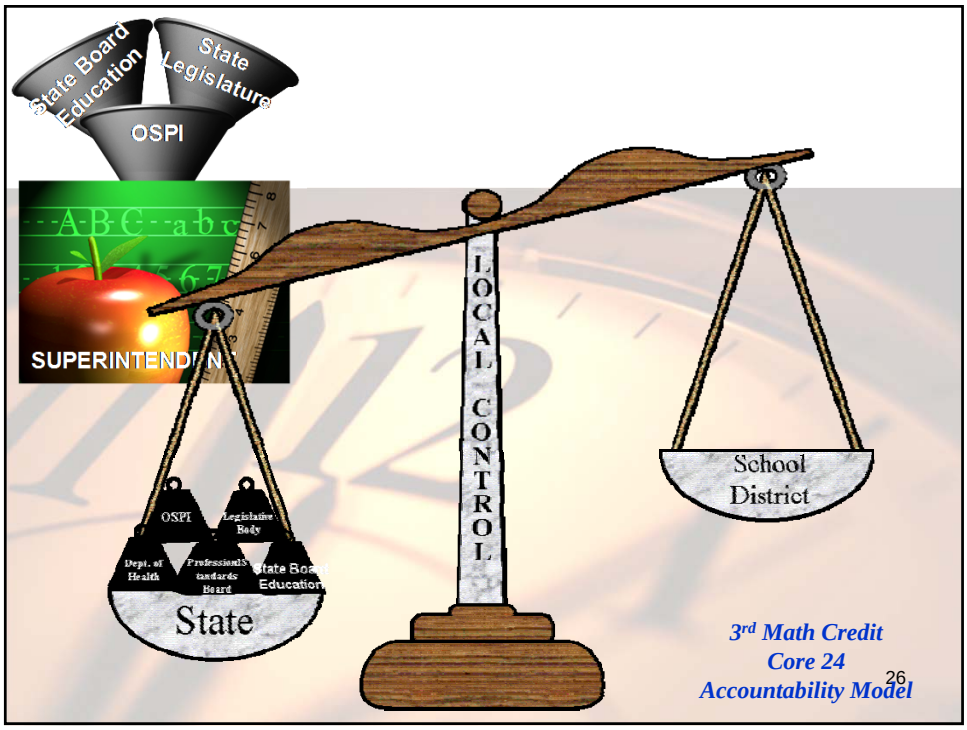


*3rd Math Credit*
*Core 24*
*Accountability Model*

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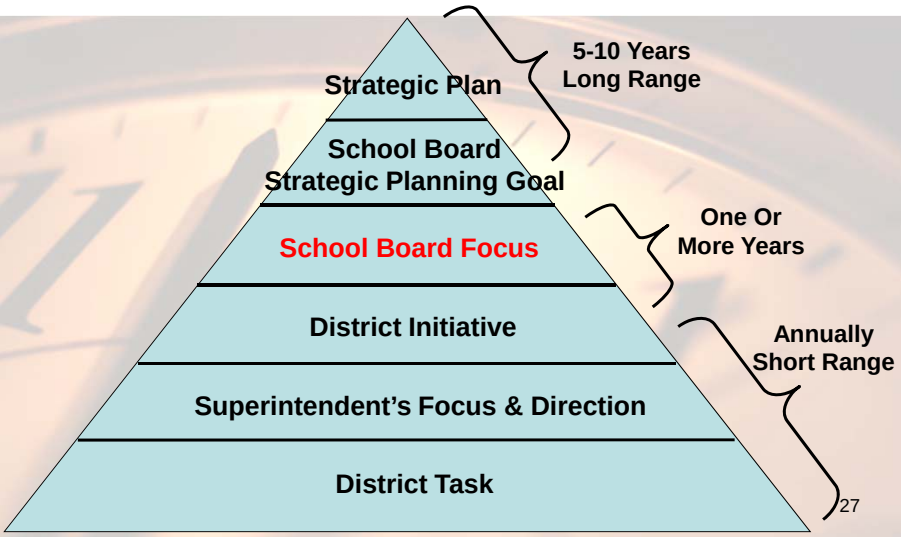
# Strategic Leadership

*How We Set Organizational Direction*

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# Initiative Task Development

**Sources:**

- Federal Directives
- State Legislative Directives
- OSPI Directives & Long Range Plan
- Board Guidance & Strategic Plan
- Superintendent Focus & Direction
- District Improvement Plan
- District Long Range Plan
  - Cabinet Planning Calendar
  - Master Planning Calendar

# The Argument

If We Don't Change At A Rapid Pace Children Will Be Left Behind And Not Be Prepared For The Future

And

If We Continue At The Same Pace We Will Deplete The Leaders And Staff Who We Depend Upon To Teach Our Children

*Everyone Will be Left Behind*

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# Key Points

- Education Reform Related Tasks
- Organizational Capacity
- Workload
- Systems-Wide Change
- Advanced Planning

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# What We Need At The State Level

An Advanced Planning Process

One Office Responsible To: Synchronize, Coordinate, Plan & Implement **ALL** Education Reform Initiatives

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# Recommendations

- Designate one state agency/office responsible for planning and integrating ALL state and federal K-12 education reform related initiatives
- Appropriately resource the designated agency with the individual expertise to plan, coordinate, implement and synchronize all initiatives generated by every state level agency that ultimately impact schools
- Create a K-12 education planning system that covers short and long range initiatives that will directly impact school districts
  - Short Range 2009 - 2011
  - Mid Range 2011 - 2013
  - Long Range 2013 - 2015

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# Recommendations

- Prohibit the expected implementation of any state level initiatives less than 24 months from the time school districts receive a directive to do so
- Prohibit any decision by the Legislature to provide funding for any new initiatives without proof that the new initiative can be implemented by school districts within the context of ongoing and future initiatives
- After a state-level planning system is designed, include the system details as part of the required teaching at the State's K-12 Leadership Academy

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# Anatomy of Change
# Schedule of Presentations

| | |
|---|---|
| •September 26, 2008 | Olympic ESD 114 Superintendents |
| •October 14, 2008 | OSPI, Dr. Terry Bergeson |
| •October 23, 2008 | Full Funding Coalition |
| •December 15, 2008 | Representative Kathy Haigh |
| •December 15, 2008 | Representative Christine Rolfes |
| •December 23, 2009 | Senator Phil Rockefeller |
| •January 6, 2009 | OSPI, Randy Dorn |
| •January 23, 2009 | WSSDA Board |
| •February 26, 2009 | State Business Roundtable |
| •March 23, 2009 (tentative) | Representative Sherry Appleton |
| •March 13, 2009 | State Board of Education |

*as of 2-24-09*

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