The Washington State Board of Education

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

New Market Skills Center
7299 New Market St. SW
Tumwater, Washington
360-570-4505

January 12-13, 2011

AGENDA

Wednesday, January 12

8:30 a.m.   **Call to Order**
Pledge of Allegiance
Welcome by Mr. Rhen Niles, Student, New Market Skills Center
Introduction of 2010 Award Winning Teachers
Agenda Overview

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

- **Approval of Minutes from the November 9-10, 2010 Meeting (*Action Item*)**

8:40 a.m.   **SBE Strategic Plan Data Dashboard**
Ms. Edie Harding, Executive Director
Mr. Aaron Wyatt, Communications Manager

Board Discussion

8:55 a.m.   **SBE Strategic Plan Goal Two: Provide Leadership for Closing the Academic Achievement Gap Objective A: Joint Strategies to Close Achievement Gap**
- **Overview of Goal Two Topics**
- **Board Reflections on Reading Materials for Goal Two**
- **Overview of Programs for School and District Improvement**
- **MERIT Schools Briefings**
- **OSPI Required Action District Recommendations**
   Ms. Edie Harding, Executive Director
   Ms. Sarah Rich, Research Director
   Ms. Tonya Middling, Acting Assistant Superintendent, OSPI
   Invited School Districts with MERIT Schools, TBD

Board Discussion

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

10:30 a.m.   **SBE Strategic Plan Goal Two Continued**

11:30 a.m.   **Public Comment**
Note: All comments should be provided in writing to the Executive Assistant. Comments can be submitted at the meeting or by email to loy.mccolm@k12.wa.us.

12:00 p.m.   **Lunch and Recognition of:**
Teacher of the Year, Jay Maebori, Kentwood High School
Milken Award, Kelly Aramaki, John Stanford International School
Presidential Award in Math, Nicola Wethall, Oak Harbor High School
Presidential Award in Science, Kareen Borders, Key Peninsula Middle School

1:00 p.m.   **State Fiscal Situation and Implications for K-12**
Mr. Shawn Lewis, Assistant Superintendent, OSPI

Board Discussion

1:30 p.m.   **Quality Education Council Report and Governor's Recommended Budget and Education Policy Issues**
Mr. Shawn Lewis, Assistant Superintendent, OSPI

Board Discussion

2:00 p.m.   **OSPI Legislative Initiatives**
- **Math and Science Graduation Requirements**
Mr. Bob Butts, Assistant Superintendent, OSPI

Board Discussion

2:15 p.m.   **Break**

2:30 p.m.   **SBE Legislative Strategy**
Ms. Edie Harding, Executive Director
Mr. Brad Burnham, Policy and Legislative Specialist

Board Discussion

3:30 p.m.   **SBE Middle School Initiative**
Dr. Kathe Taylor, Policy Director

Board Discussion

3:45 p.m. **180 Day Waiver Requests and Basic Education Program Compliance by School Districts**
Mr. Brad Burnham, Policy and Legislative Specialist

Board Discussion

4:10 p.m. **Public Comment**
Note: All comments should be provided in writing to the Executive Assistant. Comments can be submitted at the meeting or by email to loy.mccolm@k12.wa.us.

4:30 p.m. **Business Items**
- SBE 2011 Legislative Positions *(Action Item)*
- Signature of Graduation Requirements Resolution *(Action Item)*

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

Thursday, January 13, 2010

8:30 a.m. **Update on State Education Reform Plan**
Mr. Jeff Vincent, Chair
Ms. Edie Harding, Executive Director
Ms. Sarah Rich, Research Director

9:15 a.m. **Lessons of Impact**
Ms. Anna Laura Kastama, Student Board Member

9:30 a.m. **SBE Strategic Plan Goal Two: Provide Leadership for Closing the Academic Achievement Gap Objective B: Advocate for High Quality Early Learning Experiences Department of Early Learning**
Dr. Elizabeth Hyde, Director, Department of Early Learning
Ms. Bonnie Beukema, Assistant Director of Outcomes and Accountability, Department of Early Learning

Board Discussion

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

10:45 a.m. **Public Comment**
Note: All comments should be provided in writing to the Executive Assistant. Comments can be submitted at the meeting or by email to loy.mccolm@k12.wa.us.

11:15 a.m. **Business Items**
- SBE Required Action District (RAD) Designation *(Action Item)*
- Basic Education Compliance *(Action Item)*

- Waiver Requests *(Action Item)*
- Nominations Chair for SBE Executive Committee Elections *(Action Item)*

11:45 a.m.   **Lunch**

12:30 p.m.   **SBE Members' Visits with Legislators**

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

The Washington State Board of Education

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

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

January 12-13, 2011
New Market Skills Center
Tumwater, Washington

MINUTES

January 12, 2011

Members Attending: Chair Jeff Vincent (phone), Vice-Chair Steve Dal Porto, Ms. Connie
Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank,
Dr. Sheila Fox, Dr. Bernal Baca, Ms. Mary Jean Ryan,
Mr. Jared Costanzo, Ms. Anna Laura Kastama, Mr. Bob Hughes,
Mr. Eric Liu (phone), Mr. Warren Smith, Dr. Kris Mayer, Ms. Amy Bragdon
(16)

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

Call to Order

The meeting was called to order at 8:32 a.m. by Vice Chair Dal Porto.

Mr. Joe Kinerk welcomed the Board to the New Market Skills Center.

Consent Agenda

Motion was made to approve the November 9-10, 2010 meeting minutes with a friendly amendment
to the language on the Strategic Planning original motion on page 39 of the Board packet.

Motion seconded

Motion carried

SBE Data Dashboard on Strategic Plan
Ms. Edie Harding, Executive Director
Mr. Aaron Wyatt, Communications Manager

Mr. Wyatt reviewed the strategic goals snapshot with the members and explained the representation
of the products/results. Ms. Harding reviewed each goal and explained the progress made by SBE
staff on each goal.

SBE Strategic Plan Goal Two: Provide Leadership for Closing the Academic Achievement Gap Objective A: Joint Strategies to Close the Achievement Gap
Ms. Edie Harding, Executive Director
Ms. Sarah Rich, Research Director

Overview of Goal Two Topics

The SBE Goal Two: Provide Policy Leadership for Closing the Academic Achievement Gap, has the following objectives:
1. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners.
2. Advocate for high quality early learning experiences for all K-3 educational continuum.

The SBE received the latest state assessment information in September 2010 that showed a continued substantial achievement gap for students of color, students in poverty, and English language learners. Tables were presented to the members, describing race/ethnicity, poverty, and English language learner gaps over time for math, science, reading, and writing.

At the November 2010 Board meeting, SBE adopted the schedule for identification, designation, approval of the plan, and contingencies for an impasse through mediation and the courts if the plan is not agreed upon. In November 2010, OSPI adopted rules that address the criteria for how persistently lowest achieving schools would be identified and which school districts would be recommended for required action to the SBE for designation, as well as the exit criteria. OSPI intends to provide up to half of the federal school improvement grant funds for Required Action Districts. The timeline for SBE and OSPI action is as follows:

December 2010	OSPI identifies the list of the bottom five percent of persistently lowest achieving schools and notifies districts that they will be recommended to SBE for required action.
January 2011	SBE designates Required Action Districts and provides a model letter for districts to use to communicate with parents.
January-February 2011	OSPI conducts Performance Audits and RADs; develops plans and budgets.
March 2011	OSPI reviews RAD applications. SBE approves RAD plans at a special meeting on March 31 and funding is awarded.

The 2010 awards will include 24 schools to be recognized with closing the achievement gap in an awards ceremony scheduled for April 24, 2011.

Board Reflections on Reading Materials for Goal Two
The members broke into work groups, facilitated by the award winning teachers, for a work session and came back to the large group to report out on their discussion as follows:

Strategic Plan Goal Two: Closing Achievement Gaps - Small Group Discussions
Board Roles: Advocacy—Policy Leadership—Communication—System Oversight—Convening —Facilitating

Group One: Jay Maebori, Washington Teacher of the Year (facilitator), Mary Jean Ryan, Bernal Baca, Connie Fletcher, Edie Harding

<u>Three main themes:</u>
Collaboration is important:
- It is not just up to the schools to help kids.
- Students must take responsibility as well as parents/guardians.
- Work with higher education.
- Important for teachers not to give up on kids.
- Listening to what different groups of students want, such as young African American males important.
- We need ways to be more proactive, not reactive to situations.

ELL triple segregation article, thought provoking:
- What is the best way to teach ELL students?
- Politically hard to shift resources.
- ELL students don't learn the same way.
- Teachers need to decide what model works best.
- Teachers newly minted from Teacher Prep programs unprepared to teach ELL students.
- Need to tighten up licensure requirements for ELL endorsement.

Innovation:
- Look at new high school models.
- Look at different staffing, such as high needs teacher/counselor in each building.
- Look at new models for underperforming schools.

Group 2: Kelly Aramaki, Milken Educator Award (facilitator), Sheila Fox, Jared Costanzo, Bob Hughes, Randy Dorn, Sarah Rich

<u>Major themes</u>
- We already know what works, but we don't always put it into practice (e.g. using varied examples, having students think aloud, distributed practice).
- Teacher preparation: there have been major improvements in teacher preparation. The pro-cert standards include student voice, relevance of student background, and differentiation. Student motivation according to their own interest is critically important but is not the only thing – teachers also need to teach standards. We can embed the things students need to know in areas where they have interest. Professional development for existing teachers is critical.
- Relationships: Be relentlessly respectful, respectfully relentless.
- Technology and student engagement must be deliberately built.

Group 3: Nicola Wethall, Presidential Award for Excellence in Mathematics and Science Teaching (facilitator), Steve Dal Porto, Phyllis Frank, Jack Schuster, Anna Laura Kastama, Kris Mayer, Kathe Taylor

<u>Major themes</u>
- Advocate for differentiated instruction.
- Improve alignment within system of feeder schools (elementary, middle, high) to assure systematic interventions with struggling learners.
- Advocate that race, ethnicity, and gender-responsive approaches to school improvement are considered.
- Advocate for systemic cultural change and the political will to make the changes that are needed, including addressing promotion and tenure policies based on effectiveness rather than longevity.
- Home-school connection between family/mentor (significant adults/guardians/parents) and students is essential.

- o State is populated with immigrant communities that may not know how to engage with schools, or may not feel safe engaging with schools.
- Better communication system.
- We need a different model—less a management model than one of leadership and education to intervene strategically as a student progresses through the grades. Recognize good, comprehensive professional learning communities, recognize what good instruction is, what an authentic, measurable partnership supportive of students' learning is?
- Importance of heterogeneous groups.

Overview of Programs for School and District Improvement
Ms. Sarah Rich, Research Director
Ms. Tonya Middling, Acting Assistant Superintendent, OSPI
Cece Mahre, Yakima School District
Sandra Yager, Longview School District

The purpose of the School Improvement Grants is to turn around the lowest five percent of schools nationwide. Approximately $7.3 million will be available for the 2011-12 school year for districts selected for cohort II, which includes districts designated for required action. Hopefully, this same amount will be available for the following two years for Cohort II.

The schools eligible to receive School Improvement Grant (SIG) funds are:
Tier I Schools – Any Title I school in improvement, corrective action, or restructuring that:
- Is among the lowest achieving five percent of Title I schools in improvement, corrective action, or restructuring in the state for the five lowest achieving such schools.
- Is a high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is below 60 percent over a number of years.

Tier II Schools – Any secondary school that is eligible for, but does not receive Title I, Part A funds that:
- Is among the lowest achieving five percent of secondary schools or the five lowest achieving secondary schools in the state that are eligible for, but do not receive Title I funds.
- Is a high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is below 60 percent over a number of years.

Tier III Schools – Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

Ms. Middling gave an overview of School Improvement Grants (SIG), including all four federal intervention models: Turnaround, Restart, Transformation, and School Closure. The Cohort I (MERIT schools) that applied and received $17.3 million in SIG funds in 2010 will receive funds for two more years. These schools are under the voluntary process. She also shared the improvement timeline effective 2011-12.

There are no major changes for the 2011 SIG competition. There are a few changes to the 2011 non-regulatory guidance addressing: flexibility to generate new lists; pre-implementation; and parent and community engagement. The three year program evaluation will be conducted by a national research firm – Human Resources Research Organization, and includes:
- Providing comprehensive evaluations of state improvement initiatives: Summit Districts (2008-12); MERIT Network and Required Action Districts (2010-13); WIIN (2010-13).
- Delivering data based reports that:

- ✓ Support leaders in making timely revisions and adjusting resources and support based on analysis of actionable data.
- ✓ Assist state and local level parties to determine outcomes and overall effectiveness of improvement initiatives.
- ✓ Identify improvement processes, tools, and products that can be scaled district-wide, regional, and statewide to improve learning, teaching, and leadership.

<u>MERIT Schools Briefings</u>
Ms. Mahre gave an overview of Adams Elementary, Stanton Academy, and Washington Middle School, as schools receiving the SIG funds.

Ms. Yager gave an overview of Monticello Middle School as a school receiving the SIG funds.

Board discussion followed with Ms. Mahre and Ms. Yager answering clarifying questions.

OSPI Required Action District Recommendations
Ms. Tonya Middling, Acting Assistant Superintendent, OSPI

The methodology used for the required action recommendations includes:
- Following guidance of added ranks method.
- Final ordering: schools in lowest five percent in both reading and math; total "added ranks"; and lack of progress relative to state.

Schools are ranked in priority order based on:
- The lowest levels of achievement in the all students group in reading and math combined for the past three consecutive years.
- The schools with the lowest rate of improvement in reading and math combined for the past three years.

OSPI will prioritize district applications based on:
- Districts that have been designated for Required Action.
- Districts with Tier I or Tier II schools on the Persistently Lowest Achieving list for consecutive years.

Additional consideration for final selection may include:
- Geographic distribution of Tier I and Tier II schools through the state.
- Number of schools within each tier.
- Size of schools within each tier.

According to E2SSB 6696/RCW 28A.675, Required Action Districts:
- Will be designated by the SBE and will not compete for the federal funds, but they must follow the requirements for the Federal School Improvement Grants and SB 6696.
- Must allow for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of the federal intervention models and findings from the academic performance audit.

In the case of impasse, agreement will be reached either through mediation or superior court. If no plan is submitted or the plan is not approved, SBE shall direct the Superintendent of Public Instruction to require the local school district to redirect its Title I funds, based on the academic performance audit findings.

A district may be recommended for removal from Required Action after three years of implementation if the district has no school, or schools, on the list of persistently lowest achieving schools. The school, or schools, on the list of persistently lowest achieving schools must have a positive improvement trend in reading and math on the state's assessment in the "all students" category, based on a three year average.

Timelines were presented as follows:

December 2010-January 2011	• December 1 – LEA's notified of OSPI's RAD recommendation. • December 15 – Reconsideration requests due.
January – March 2011	• January 12 – SBE designates RADs. • OSPI conducts school and district level academic performance audits. • LEA reopens CBA in areas needed. • March 4 – LEA application/Required Action Plan development and submission due. • RAP approved by SBE.
April – July 2011	• SBE awards grants to LEAs. • LEAs begin pre-implementation including recruiting, selection, and placement of school administrators and instructional staff.
August – October 2011	• MERIT districts and schools create and implement the first 90-day plan.

The Required Action Districts being recommended to the Board for approval during this meeting are:
- Morton Junior/Senior High School, Morton School District.
- Onalaska Middle School, Onalaska School District.
- Lakeridge Elementary School, Renton School District.
- Soap Lake Middle/High School, Soap Lake School District.

Public Comment

Ramona Hattendorf, Washington State Parent Teacher Association (WSPTA)
The WSPTA's vision is for every child to reach his or her potential. They don't expect to achieve this vision alone and believe that family, community, and government should partner to support and reinforce each other's efforts. Increasingly, though, students are not getting the core education they need and private efforts to supplement raise concerns of inequities. The WSPTA commends the Board for their efforts to ensure all children get the opportunities they need to transition to college or careers. The WSPTA is also concerned about the achievement gap. There is success in classrooms where educators can provide differentiated instruction and promote critical thinking, but our recession has left local districts struggling to fund these enhancements and state funds that gave schools flexibility in this area have been cut. Ms. Hattendorf gave an overview of the WSPTA's priorities for the 2011 Legislative Session including: 1) stay the course on basic education; 2) help our children reach math and science standards; and 3) reach 100 percent literacy. The WSPTA supports statewide adoption of early phonological awareness screening and the statewide implementation of research-based, direct, explicit and systematic literacy instruction in every classroom. The WSPTA supports funding education first in any budget process undertaken by the Legislature. The cumulative effects of cuts will leave our learners vulnerable and have long term economic consequences. Going forward, we need to make deliberate and strategic investments. We need to follow through on steps we've already identified, which are: 1) pay for the basics kids really need; and 2) follow the research and make sure all kids are on a path to reach their potential.

<u>Heather Cope, League of Education Voters (LEV)</u>
Ms. Cope commented on the legislative positions that are being discussed later in the meeting. The LEV urges the Board to maintain their momentum on aligning high school exit requirements with post-secondary expectations. We cannot go backwards on math and science. The LEV agrees with staff recommendations to maintain assessments as graduation requirements. For math, the LEV is open to ideas around specific assessments. The LEV is concerned about the absence of the Career and College Ready high school graduation requirements from the SBE legislative priorities.

Teacher Recognition
The Board welcomed the following teachers and recognized them for their excellence in serving the children of Washington State:
- Teacher of the Year, Jay Maebori, Kentwood High School
- Milken Award, Kelly Aramaki, John Stanford International School
- Presidential Award in Math, Nicola Wethall, Oak Harbor High School
- Presidential Award in Science, Kareen Borders, Key Peninsula Middle School was unable to attend the recognition.

The teachers were recognized and asked to give an overview of the work they do to make a difference in student's lives.

State Fiscal Situation and Implications for K-12
Mr. Shawn Lewis, Assistant Superintendent, OSPI

In September, the Governor implemented an across the board cut to all state general fund programs, excluding basic education, pensions, and debt payments of 6.287% or $520 million. In November, the deficit increased and the state now must prepare for a supplemental budget to address at least $1,115 million shortfall in the current fiscal year, ending June 30, 2011. Work is being done to prepare for a 2011-13 biennial budget that addresses a $5.7 billion shortfall.

Mr. Lewis indicated that the cuts only apply to a small portion of the education budget and gave an overview of the impact from the Governor's proposed supplemental budget cuts, as follows:

Programs	Amount in Millions	
Education Reform (assessment savings)	$8.7	Reduction
OSPI Administration and Program Funding	$3.4	Reduction
School-based Medicaid Services	$3.3	Eliminate
Levy Equalization	$18.0	Reduction of 6.3 percent retroactive
K-4 Enhancement	$81.5	Eliminate, full year retroactive
Highly Capable Student Funding	$7.0	Eliminate, full fiscal year 2011
Education Job Funds	$208.4	Use for basic education costs

The 2011-13 biennium outlook shows a state projected biennial shortfall of $5.7 billion. As part of the shortfall, the state will:
- Restore cuts to I-728 and I-732 over four years, beginning in the 2011-12 school year.
- Increase employer pension contributions (pension savings proposed by the Governor will still result in an increase in the pension contribution paid by school districts).

State funding for K-12 will be impacted by all above hurdles.

Mr. Lewis reviewed the six-year outlook with members and answered clarifying questions.

Quality Education Council Report and Governor's Recommended Budget and Education Policy Issues
Mr. Shawn Lewis, Assistant Superintendent, OSPI

The January 2010 QEC recommendations were:
1. Do not decrease funding in 2009-10.
2. Adopt crosswalk/baseline.
3. Three year phase-in of transportation, beginning 2011-12.
4. Three year phase-in of non-related employee costs, beginning 2011-12.
5. Seven year phase-in of full day kindergarten.
6. Five year phase-in of K-3 class size to 1:15, beginning 2011-12.
7. Three year phase-in of early learning for at-risk three and four year olds, beginning 2011-12.

The QEC work plan for 2010 included:
- Identifying measurable goals and priorities for the educational system, utilizing the state Reform Plan and current performance data as a baseline.
- Implementing a schedule for revised graduation requirements and increased hours of instruction.
- Making necessary reports to the Legislature regarding classified staff adequacy and capacity of school districts, to implement new funding including class size reductions.
- Recommending programs and funding to close the achievement gap, increasing graduation rates, and decreasing the dropout rate to include:
  - ✓ Recommending an improved learning assistance program, including funding methodology.
  - ✓ Recommending an improved transitional bilingual program, including funding methodology.
  - ✓ Reviewing recommendations made by the Achievement Gap Oversight and Accountability Committee.
  - ✓ Reviewing recommendations made by the Building Bridges Workgroup.

The draft January 2011 QEC recommendations include:
1. Continue implementation of SHB 2776 and preserve funding necessary to deliver basic education including Levy Equalization, highly capable, and K-3 reduced class size funding.
2. Support opportunities to graduate prepared for postsecondary education employment and citizenship.
3. Close the opportunity gap for disadvantaged students and students of color.
4. Support programs that strengthen education professionals.
5. Support improvements in math and science.
6. Invest in early learning.

The QEC will release their report soon. The Local Levy Technical Working Group recommendations are due on June 30, 2011 and the Compensation Technical Working Group begins on July 1, 2011.

OSPI Legislative Initiatives - Math and Science Graduation Requirements
Mr. Bob Butts, Assistant Superintendent, OSPI
Ms. Ellen Ebert, Science Director, OSPI

To graduate from high school, current law requires the students in the Classes of 2013 and 2014 to meet standards on two end-of-course high school math assessments and either the comprehensive science HSPE or a newly developed biology end-of-course assessment. These assessments are in

addition to the requirements that students meet standards on the reading and writing assessments. For the Class of 2015 and beyond, the comprehensive assessment option is eliminated.

Mr. Butts proposed three questions for the members to consider:
1. Are our current plans for math and science end-of-course assessment graduation requirements fair to our students?
2. Will these plans, once implemented, actually improve math and science achievement?
3. If not, what changes and actions are needed?

The current science assessment graduation requirements include:
1. RCW 28A.655.061
   - Beginning with the Class of 2013, students must meet state standards in science or an alternative/alternate assessment in order to graduate.
2. Senate Bill 6444 (operating budget – 2009 session)
   - OSPI, in consultation with SBE, will develop a high school end-of-course assessment measuring the science standards in biology. This will be implemented in the 2011-12 school year.
3. In December 2010, OSPI recommended whether additional end-of-course assessments in science should be developed.

OSPI will recommend two agency-request bills to the Legislature as follows:

1. **Mathematics**: The first bill will amend current law to require students in the Classes of 2013 and 2014 to meet the standard on only one high school mathematics end-of-course assessment instead of two. Since most students in grades ten and eleven are taking geometry this school year, they will be able to take the geometry end-of-course assessment as a graduation required exam this spring. Phasing in the implementation of the requirement will also give teachers and students more time to understand what is being assessed, to modify instruction, to provide appropriate assistance to students who do not meet the standards and result in a more orderly implementation.
2. **Science:** The four components of the science legislation includes:
   - Continue with the development of the biology end-of-course exam with initial implementation in spring 2011.
   - Phase in two additional science end-of-course exams, the first in physical science in 2015 and the second in integrated science in 2016. If possible, these assessments will be developed in cooperation with other states using the common core science standards that are being developed.
   - Delay the science graduation requirement until the Class of 2017. Require students in the Class of 2017 to pass the biology end-of-course exam or a biology alternative assessment to graduate.
   - Require students in the Class of 2018 and beyond to meet standards in science by passing the biology end-of-course exam or one of the additional science end-of-course exams, or appropriate alternative, to graduate.

SBE Legislative Strategy
Ms. Edie Harding, Executive Director
Mr. Brad Burnham, Policy and Legislative Specialist

The 62nd Legislative Session began on January 10 and will end on April 24. The Democrats have retained a majority in the Senate: 27-22 and in the House: 56-42. The biggest challenge facing the

Legislature, this session, is how to address the significant budget deficits for the remaining part of the 2009-11 budget that ends June 30, 2011, and the biennial budget for 2011-13.

The SBE 2011 legislative positions are as follows:
1. Washington State graduation requirements.
   Staff recommendation: The Board opposes legislation that would reduce the rigor or the number of credits required for the Graduating Class of 2013.
   - Members suggested changing language to the recommendation.
2. Removing the Culminating Project as a graduation requirement for the 2011-13 school years.
   Staff recommendation: The Board supports the temporary suspension of the Culminating Project graduation requirement as proposed by the Governor for the 2011-13 school years.
   - Members were not in favor of supporting the Governor's proposal to suspend the Culminating Project.
3. Mathematics assessment graduation requirement.
   Staff recommendation: The Board supports the Governor's proposal to require students in the Graduating Class of 2014, and beyond, to pass two math end-of-course assessments, providing for the continuation of the collection of evidence as an alternative assessment.
   - No comments, recommendation stands as presented.
4. Science assessment graduation requirement.
   Staff recommendation: The Board supports keeping the science assessment graduation requirement to pass one science end-of-course assessment beginning with the Graduating Class of 2013.
   - No comments, recommendation stands as presented.
5. Temporary reduction in the basic education requirement of 180 school days.
   Staff recommendation: The Board supports maintaining the 180 school day school year requirement and opposes any reductions to the length of the school year. The Board also supports that any granted waivers from the 180 school day school year requirement not be considered applicable to any school year where a change in state law mandates that a school district provide less than the current minimum requirement of 180 school days per school year, or 180 half-days of instruction or the equivalent for kindergarten.
   - No comments, recommendation stands as presented.
6. PESB/SBE joint policy issues.
   Staff recommendation: The Board joins with the PESB in supporting legislation addressing the following policy issues:
   a. Meaningful evaluation system for teachers and principals.
   b. Completion of the work to develop an enhanced, collaboratively designed salary allocation model by the QEC Compensation Work Group.
   c. Strategies to close the achievement gap.
   d. Funding of focused professional development.
   e. E-certification and other data bases.
      - No comments, recommendation stands as presented.
7. OSPI/Department of Early Learning.
   Staff recommendation: The Board supports legislation implementing the kindergarten readiness assessment to be used in state funded all-day kindergarten.
   - Staff and members will discuss language offline.
8. Quality Education Council recommendations.
   Staff recommendation: The Board will continue to advocate for funding to phase in new graduation requirements as the state fiscal situation improves.
   - No comment, recommendation stands as presented.
9. Financial literacy as the third math credit for high school graduation.

<u>Staff recommendation:</u> The Board supports incorporating high school level financial literacy standards into existing social studies courses.
- Staff and members will discuss language offline.

10. Joint Higher Education Coordinating Board, State Board for Community and Technical Colleges, and SBE.
    <u>Staff recommendation:</u> The Board will support:
    a. Maintaining the rigor and number of credits required for the Graduating Class of 2013.
    b. Ensuring that capacity in our two year and four year institutions is provided to increase college access for students currently underrepresented in postsecondary education.
    c. Continued state support for State Need Grants (including College Bound Scholarship program).
       - Language for a. above will be changed according to the language in number one above.
11. Governor's education governance proposal.
    <u>Staff recommendation:</u> The Board will examine the Governor's proposal in the context of its own strategic plan goal to review education governance.

Staff will work on language changes and bring recommendations back to the members on Thursday.

180 Day Waiver Requests and Basic Education Program Compliance by School Districts
Mr. Brad Burnham, Policy and Legislative Specialist

School districts are required to show compliance with the Basic Education entitlement requirements and the minimum high school graduation requirements. Districts demonstrate compliance by submitting SPI Form 1497 to the SBE by the first Monday in November of each school year. All 295 Washington State school districts have provided their compliance with the Basic Education entitlement requirements for the 2010-11 school year.

Applications were received by Edmonds School District and Shoreline School District for a renewal of five waiver days for 2011-14. Approval of applications will occur during business items on Thursday.

Public Comment

<u>Nancy Hiteshue, Washington Roundtable</u>
Regardless of the path they choose, the power it gives students to solve problems and design innovative solutions is critical, not only to student success, but to preserving our state's competitiveness and prosperity. Students, parents, taxpayers, and employers across the state can no longer tolerate our near annual debate over whether or not to delay math requirements. Washington students need the Board to hold firm to its commitments. Statute states that students in the class of 2013 have the option to meet the math graduation requirement through either an end-of-course assessment or through the current comprehensive assessment. Based on this statute, why wouldn't we allow students the opportunity to take the comprehensive high school assessment? Right now, the state has recommended that we switch from the comprehensive assessment and end-of-course exams to the common core assessments all in a matter of five or six years. Is this really fair to districts, teachers, and students when we could simply stick with a comprehensive test and minimize disruption to the state's assessment system? Ms. Hiteshue urged the Board to not make this transition to common core standards and assessments harder than it needs to be for districts, teachers, and students.

The meeting was adjourned at 5:01 p.m. by Vice Chair Dal Porto

January 13, 2011

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

Members Absent: Mr. Eric Liu (excused) (1)

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

Call to Order

The meeting was called to order at 8:40 a.m. by Vice Chair Dal Porto.

Lessons of Impact
Ms. Anna Laura Kastama, Student Board Member

Ms. Kastama gave an overview of her classes and experiences at the Tacoma School of the Arts.
Ms. Kastama is a For Inspiration and Recognition of Science and Technology (FIRST) team member
and she talked about the FIRST Robotics Competition and the process students took to perform at
the competition. She explained how the Mentor Project Group (MPG) works at the school. Every
student is assigned to a MPG with each group having a different task or project involving the
community in some way. The students have the same MPG for all three years of their education.
Graduation requirements are monitored through the MPG and students are kept up to date by a
mentor in their group to ensure that graduation requirements are met on time to graduate. The
Tacoma School of the Arts has a 97 percent graduation rate.

SBE Middle School Initiative
Dr. Kathe Taylor, Policy Director

One of the SBE strategic plan goals is to provide policy leadership to increase Washington's student
enrollment and success in secondary and postsecondary education. An objective under this goal is
to provide policy leadership to examine the role of middle school preparation as it relates to high
school success. A strategy for meeting the objective is to convene an advisory group to study and
make policy recommendations for ways to increase the number of middle school students who are
prepared for high school.

Currently, there is no centralized pool of information about middle level education in the state.
Although OSPI assigns an assistant superintendent to secondary education, there is no single
department or person at the state level with responsibility solely for middle level education. Dr.
Taylor referred to page 114 of the Board packet, asking members to review the potential areas of
study. The potential areas are organized around the questions that will guide the inquiry. In all areas,
SBE staff will look nationally and within the state for exemplary policies or practices to consider and
showcase. Data will be disaggregated wherever possible to assess impacts on student groups. The
members reviewed the potential areas of study and discussion followed.

State Education Reform Plan Draft Recommendations
Ms. Edie Harding, Executive Director
Ms. Sarah Rich, Research Director

1,309 responses were received from the survey and focus group feedback. The responses came from SBE and Professional Educator Standards Board (PESB) members, as well as: 667 parents, 631 teachers, administrators, education advocates, and teacher union members. The following decisions were made after reviewing the feedback received:

Plan Content
- Change goals to priorities and reorganize – all Washington students graduate able to succeed in college, training, and careers should be first.
- Add one additional priority – Washington educators should demonstrate the highest levels of expertise, excellence, and professionalism.
- Create Theory of Action – why, how, and toward what end – for Washington's approach to education reform.
- Reduce number of strategies under the priorities.
- Add parent education and engagement strategy and expected results under kindergarten readiness.

Plan Communication, Implementation, and Coordination
- Create public Education Reform Plan document.
- Establish action plan and accountability targets.
- Assign responsibilities for implementation planning and prioritization, including establishing targets for expected results.
- Continue cross department, agency, board, executive office, commission, and legislative collaboration on education reform.
  - ✓ Expand to include pre-school through post-secondary education departments, boards, and/or offices.
  - ✓ Expand to include one representative external leadership seat on the Coordinating Committee/Working Team and the Steering Committee/Leadership Group.

The five priorities were included as attachments for this discussion:
1. All Washington students graduate able to succeed in college, training, and careers.
2. All Washington students attain high academic standards regardless of race, ethnicity, income, or gender.
3. All Washington students will enter kindergarten prepared for success in school and life.
4. All Washington students compete in mathematics and science nationally and internationally.
5. All Washington educators demonstrate the highest levels of expertise, excellence, and professionalism.

SBE Strategic Plan Goal Two: Provide Leadership for Closing the Academic Achievement Gap Objective B: Advocate for High Quality Early Learning Experiences Department of Early Learning
Dr. Elizabeth Hyde, Director, Department of Early Learning (DEL)
Ms. Bonnie Beukema, Assistant Director of Outcomes and Accountability, Department of Early Learning

The early learning plan is a ten year roadmap that:
- Provides all children a solid foundation for success in school and life.
- Coordinates the multiple systems that impact children in their earliest years.

- Measures results over time for children and families to ensure we invest in what works.
- Supports early care and education professionals in offering quality learning environments.

To implement the plan, an early learning partnership joint resolution was signed by DEL, Thrive by Five, and OSPI. The group has met consistently since the signing of the resolution and has worked on school readiness by addressing: ready and successful children; parents, families, and caregivers; early learning professionals; schools; and systems and communities.

The first year priorities for DEL in 2011 include:
- Implement the kindergarten readiness assessment (WaKIDS) as co-lead with OSPI.
- Expand and enhance the Early Childhood Education and Assistance Program (ECEAP).
- Revise and promote use of Early Learning and Development Benchmarks.
- Build statewide infrastructure for partnerships and mobilization.
- Expand P-20 longitudinal data system.
- Implement quality rating and improvement system.

The first year priorities for OSPI in 2011 include:
- Implement the kindergarten readiness assessment (WaKIDS) as co-lead with DEL.
- Implement phase-in of full-day kindergarten.
- Increase early literacy as co-lead with Thrive.

The first priorities for Thrive in 2011 include:
- Make home visiting available to at-risk families.
- Ensure social-emotional learning for parents, caregivers, and early learning professionals.
- Implement a quality rating and improvement system as co-lead with DEL.
- Increase early literacy as co-lead with OSPI.

Most priorities are supported with existing state funds, existing federal funds, and a combination of federal and private funds.

WaKIDS supports a smooth transition into kindergarten for children; informs teacher instruction; builds partnerships among parents, providers, and teachers; and focuses on whole child development.

In the fall of 2010, DEL and OSPI piloted the WaKIDS Kindergarten Readiness Assessment in classrooms in 51 districts statewide. Three assessment tools were piloted and each assessment measured four domains of child development as follows:
1. Social/emotional.
2. Literacy.
3. Cognitive.
4. Physical.

The WaKIDS pilot was implemented because there is no consistent data on child progress until the third grade and there is a need to address the preparation gap before it becomes an achievement gap. The pilot partners include: OSPI, DEL, Thrive by Five, voluntary school districts, the University of Washington, and the WaKIDS Advisory Team. The participants in the pilot include 115 classrooms in 51 school districts statewide and almost 3,000 incoming kindergartners. The three parts of the pilot are: family connection, whole child inventory, and early learning collaboration. Ms. Buekema gave an overview of the purpose of each part of the pilot.

A report due to the Legislature on January 15, 2011, will inform future funding and policy decisions about kindergarten assessment processes in Washington State.

Next steps include:
- Ensure teachers have one day of WaKIDS training before school starts, with follow-up communications and training to support teachers during the implementation of WaKIDS.
- Strengthen the Early Learning Collaboration component.
- Strengthen the pre-k through third grade alignment.

Public Comment

Lynn Gilliland, Washington State Parent Teacher Association (WSPTA)

Ms. Gilliland is the founder of Read-On, which is an organization that is a voice for students who struggle to read. Ms. Gilliland referenced Dr. Reid Lyon who is the former chief of the child development and behavior branch of the National Institute of Health and Human Development. Mr. Lyon estimates that five percent of children learn to read effortlessly, while another 20-30 percent learns to read with relative ease when exposed to any kind of instruction. For about 60 percent of students, learning to read is more challenging and their success is tied directly to the efficacy of instruction. Studies show that the common trait of children with reading disorders, such as dyslexia or those who find reading remarkably difficult, is a primary weakness in phonological and phonemic awareness. Ms. Gilliland urged the Board to support the statewide adoption of early phonological awareness screening and the statewide adoption of research-based, direct, explicit and systematic literacy instruction in every classroom so that children can learn to read. Washington State has some powerful tools. The Dyslexic Program was very successful and the Kennewick model is one to look at as well. Also, the reading model from OSPI is great but it is not followed in her district and many others as well. She encouraged the Board to set a model that will help struggling students.

Ramona Hattendorf, Washington State Parent Teacher Association (WSPTA)

Ms. Hattendorf was impressed by the good conversations about early learning and the achievement gap. She encouraged stakeholders to be smart about what we are doing and how we are doing it. From the get go, we should be responding to students' needs. We know what we should do but we are not following through. Legislators are talking about using a simple proven research-based curriculum in the classroom for dyslexic children. The WSPTA is in support of the work of the Board and is looking forward to working with the members to do the work that needs to be done.

Business Items

SBE Required Action District (RAD) Designation

Motion was made to designate, as Required Action Districts, the following four school districts recommended for designation by the Superintendent of Public Instruction:
1. Soap Lake School District.
2. Renton School District.
3. Morton School District.
4. Onalaska School District

Motion seconded

Board discussion

Motion carried

<u>Basic Education Compliance</u>

Motion was made to certify that all 295 state public school districts are in compliance with the Basic Education approval requirements.

Motion seconded

Motion carried

<u>180 Day Waiver Requests</u>

Motion was made to grant the requests of Edmonds School District and Shoreline School District for waivers from the 180 day school year requirement for the number of days and school years requested. Provided, however, that the waiver granted by the Board is not to be considered applicable to any school year where a change in state law mandates that a school district provide less than the current minimum requirement of 180 school days per school year, or 180 half-days of instruction, or the equivalent, for kindergarten.

Board discussion

Amended Motion was made to table the original motion until the March 2011 Board meeting.

Amended Motion seconded

Amended Motion carried with two nays

<u>Nominations Chair for SBE Executive Committee Elections</u>

Motion was made to nominate Dr. Kris Mayer and Ms. Amy Bragdon as Co-Chairs of the SBE Executive Committee elections.

Motion seconded

Motion carried

<u>SBE 2011 Legislative Positions</u>

Motion was made to approve each of the legislative positions for the 2011 Legislative Session as follows:

1. High School Graduation Requirements

Motion was made to approve the position statement:
"Strongly advocate for the policy direction reflected in SBE's Career and College-Ready High School Graduation Framework and oppose legislation that would undermine this policy direction."

Motion seconded

Motion carried

2. Removing the Culminating Project as a Graduation Requirement for the 2011-13 School Years

Motion was made to remove item #2 as a legislative position at this time.

Motion seconded

Motion carried

3. Mathematics Assessment Graduation Requirement

Motion was made to approve the position statement:
"The Board supports the Governor's proposal to require students in the graduating class of 2013 to pass one math end-of-course assessment, and students in the graduating class of 2014 and beyond to pass two math end-of-course assessments, providing for the continuation of the collection of evidence as an alternative assessment."

Amended Motion was made to remove "the Governor's proposal to require" and replace with "The Board supports requiring students in the graduating class of 2013 to pass one math end-of-course assessment, and students in the graduating class of 2014 and beyond to pass two math end-of-course assessments, providing for the continuation of the collection of evidence as an alternative assessment."

Motion seconded

Motion carried

4. Science Assessment Graduation Requirement

Motion was made to approve the position statement:
"The Board supports keeping the science assessment graduation requirement to pass one science end-of-course assessment beginning with the graduating class of 2013.

Motion seconded

Motion carried

5. Temporary Reduction in the Basic Education Requirement of 180 School Days

Motion was made to approve the position statement:
"The Board supports maintaining the 180 day school year requirement and opposes any reductions to the length of the school year. The Board also supports that any granted waivers from the 180 school day school year requirement <u>not</u> be considered applicable to any school year where a change in state law mandates that a school district provide less than the current minimum requirement of 180 school days per school year, or 180 half-days of instruction or the equivalent for kindergarten."

Motion seconded

Motion carried

6. SBE/PESB Joint Policy Issues

Motion was made to approve the position statement:

"The Board joins with the PESB in supporting legislation addressing the following policy issues:

- Meaningful evaluation system for teachers and principals.
- Completion of the work to develop an enhanced, collaboratively designed salary allocation model by the Quality Education Council's Compensation Working Group.
- Strategies to close the achievement gap.
- Funding of focused professional development.
- E-certification and other data bases."

Motion seconded

Board discussion

Original motion withdrawn

Amended Motion was made to approve the position statement:

"The Board joins with the PESB in supporting legislation addressing the following policy issues:

- Completion of the work to develop an enhanced, collaboratively designed salary allocation model by the Quality Education Council's Compensation Working Group.
- Strategies to close the achievement gap.
- Funding of focused professional development.
- E-certification and other data bases."

Motion seconded

Motion carried

7. OSPI/Department of Early Learning

Motion was made to approve the position statement:

"The Board supports legislation maintaining the all-day kindergarten implementation schedule. The Board also supports implementing the kindergarten readiness assessment in state funded all-day kindergarten."

Motion seconded

Motion carried

8. Quality Education Council Recommendations

Motion was made to approve the position statement:

"The Board will continue to advocate for funding to phase in new graduation requirements as the state fiscal situation improves."

Motion seconded

Motion carried

9. Financial Literacy

Motion was made to approve the statement:
"The Board supports incorporating high school level financial literacy standards into existing social studies courses."

Motion seconded

Board discussion

Motion carried with six ayes and five nays

10. Joint Higher Education Coordinating Board, State Board for Community and Technical Colleges, and SBE Policy Issues

Motion was made to approve the position statement:
"The Board will support:
- Maintaining the rigor and number of credits required for the graduating class of 2013.
- Ensuring that capacity in our two year and four year institutions is provided to increase college access for students currently underrepresented in postsecondary education.
- Continued state support for the State Need Grants (including College Bound Scholarship program)."

Board Discussion

Amended Motion was made to approve the position statement:
"The Board will support:
- Strongly advocating for the policy direction reflected in SBE's Career and College-Ready High School Graduation Framework and oppose legislation that would undermine this policy direction."
- Ensuring that capacity in our two year and four year institutions is provided to increase college access for students currently underrepresented in postsecondary education.
- Continued state support for the State Need Grants (including College Bound Scholarship program)."

Motion seconded

Motion carried

11. Governor's Education Governance Proposal

Motion was made to approve the position statement:
"The Board sees the need to develop a comprehensive state education governance structure. The Board will examine Governor Gregoire's proposal in the context of its own strategic plan goal to review education governance."

Motion seconded

Board discussion

Amended Motion was made to approve the position statement:

"The Board's strategic plan reflects the need to develop a comprehensive state education governance structure. We will examine Governor Gregoire's proposal in the context of the Board's strategic plan."

Amended Motion seconded

Amended Motion carried

12. Teacher and Principal Evaluations

Motion was made to approve the position statement:
"The Board wants to ensure an improved and strong teacher and principal evaluation system that uses student growth data is developed and fully implemented."

Motion seconded

Motion carried

13. Basic Education Funding

Motion was made to approve the position statement:
"The Board urges the Legislature to uphold the state's Constitutional obligations to amply fund the K-12 system and to make progress on HB 2261 and HB 2776.

Motion seconded

Motion carried

Education Proposal

Ms. Harding gave a summary of the Governor's Education Proposal. The recommendations will go to the Steering Committee and a meeting will be scheduled later in January.

The meeting was adjourned at 12:30 p.m. and members met with legislators for the remainder of the day.

The Washington State Board of Education
Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

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

January 12-13, 2011
Meeting Highlights

Note: all the materials listed below are available in the online packet. You will find this in the meeting/materials section of our website. The online packet includes useful bookmarks and a search function to increase usability. Page numbers are listed in parenthesis to further help in your navigation. We recommend saving the online packet to your computer first rather than opening it up in the browser. Further instructions are provided at the link above.

On January 12-13, the State Board of Education (SBE) met in Tumwater, Washington, at the New Market Skills Center, to:
- Review progress on SBE's strategic plan via the strategic plan dashboard (36).
- Hold a work session on SBE's goal two of the strategic plan: provide leadership for closing the achievement gap, and advocate for high quality early learning experiences.
- Review the Office of Superintendent of Public Instruction's (OSPI) presentation on School Improvement Grants Guidelines and Requirements for Persistently Low Achieving Schools (222).
- Review OSPI recommendations for Required Action Districts (236).
- Honor the Washington State Teacher of the Year, the Milken Educator Award Winner, and two recipients of the Presidential Award for Excellence in Mathematics and Science Teaching (68).
- Review the state fiscal situation and implications for K-12 (72).
- Receive an update on the Quality Education Council's January 2011 recommendations (81).
- Review OSPI recommendations for Washington State math and science graduation requirements (140).
- Discuss SBE's 2011 Legislative Session priorities.
- Preview SBE's future work on ensuring middle-level students advance ready for high school success (92).
- Receive an update on the latest draft of the Washington State Education Plan.
- Designate four districts as Required Action Districts (253).

STATE BOARD OF EDUCATION ACTIONS

SBE approved the following:
- The designation, as Required Action Districts, of the following four school districts (236):
    1. Soap Lake School District
    2. Renton School District
    3. Morton School District
    4. Onalaska School District
- The certification of 295 public school districts as in compliance with the Basic Education approval requirements.
- The 2011 Legislative Policy Position

WORK SESSION FOR CLOSING THE ACHIEVEMENT GAP

SBE's Goal Two - Provide Policy Leadership for Closing the Academic Achievement Gap - has two objectives:
    1. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners.

2. Advocate for high quality early learning experiences for all children in the K-3 educational continuum.

On January 12, SBE members held a work session focused on closing the achievment gaps through effective educational leadership and practice. On January 13, representatives from the [Department of Early Learning](#) briefed SBE on work related to the newly piloted kindergarten readiness assessment process (WaKIDS), as well as a one-year priority action plan developed with other early learning partners in the state (192).

OVERVIEW OF THE SCHOOL IMPROVEMENT GRANT PROCESS AND DESIGNATION OF REQUIRED ACTION DISTRICTS

Approximately $7.3 million is available for School Improvement Grants in school year 2011-2012. Districts eligible to receive these grants must meet certain criteria (224). The School Improvement Grants will also fund districts recommended by OSPI for designation as Required Action Districts. The four districts recommended for Required Action designation are Soap Lake, Renton, Morton, and Onalaska (236).

HONORARY LUNCHEON FOR FOUR OF WASHINGTON'S TOP TEACHERS

Each January, SBE honors teachers who are the recipients of the following rewards:
1. The Washington State Teacher of the Year (Jay Maebori, Kentwood High School).
2. The Presidential Award for Excellence in Mathematics and Science Teaching (Nicola Wethall, Oak Harbor High School, and Kareen Borders, Key Peninsula School District).
3. The Milken Educator Award (Kelly Aramaki, John Stanford International School).

The winning teachers were invited to join SBE during the January 12 morning work session and also had an opportunity to address SBE prior to the honorary luncheon (68).

UPDATES ON OSPI K-12 FISCAL IMPACT AND THE QUALITY EDUCATION COUNCIL (QEC)

OSPI briefed SBE on how the current state budget cuts and future forecast will impact the K-12 system, focusing on two primary issues:
1. Academic requirements and students' needs continue to increase, but state funding is declining (74).
2. The burden for K-12 funding is increasingly falling to local taxpayers (75).

OSPI also reviewed the January 2011 Quality Education Council draft recommendations (81).

SUPERINTENDENT DORN'S MATHEMATICS AND SCIENCE GRADUATION RECOMMENDATIONS

OSPI provided an overview of Superintendent Dorn's recommendations for math and science graduation requirements (140). The suggestions for science are the following:
1. Implement biology End of Course (EOC) exams in 2012.
2. Phase in two additional EOC exams developed with other states and based on the new national standards (physical science in 2015, and integrated science in 2016).
3. Delay the science assessment graduation requirement until the class of 2017 (require students to pass biology EOC in 2017, and for the class of 2018, require students to pass biology, physical science, or integrated science EOC or alternative).

The recommendations for math are the following:

1. The classes of 2013-2014 must meet the standard on one high school EOC mathematics assessment (some exceptions and retake rules can be found on page 161).
2. The classes of 2015 and beyond must pass two mathematics EOCs.

MIDDLE LEVEL PREPARATION FOR HIGH SCHOOL SUCCESS

One of SBE's strategic plan goals is to examine the role of middle school preparation as it relates to high school success. SBE members proposed several potential areas of study, input that will guide staff work in the coming year (92).

SBE 2011 LEGISLATIVE POSITIONS

SBE has approved several key Legislative policy positions for the 2011 session. These policy positions include the following and more:

- High School Graduation Requirements – Strongly advocate for the policy direction reflected in SBE's Career and College-Ready High School Graduation Requirements Framework and oppose legislation that would undermine this policy direction.
- Mathematics Assessment Graduation Requirement – The Board supports requiring students in the graduating class of 2013 to pass one math EOC assessment, and students in the graduating class of 2014 and beyond to pass two math EOC assessments, providing for the continuation of the collection of evidence as an alternative assessment.
- Science Assessment Graduation Requirement – The Board supports keeping the science assessment graduation requirement to pass one science assessment beginning with the graduating class of 2013.

UPDATE ON THE EDUCATION REFORM PLAN

SBE reviewed the results of the Education Reform Plan survey (with over 1,309 respondents) (175). Feedback included the following recommendations, among others:
- Add one additional priority: Washington educators should demonstrate the highest levels of expertise, excellence, and professionalism.
- Create a theory of action: why, how, and toward what end – for Washington's approach to education reform.

The next State Board of Education meeting will be in Tumwater, Washington, on March 9-10, 2011, at the New Market Skills Center

For additional information and Board meeting materials, go to: *www.sbe.wa.gov*
or call the Board office at: 360-725-6025.

The Washington State Board of Education

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

Strategic Goals Snapshot
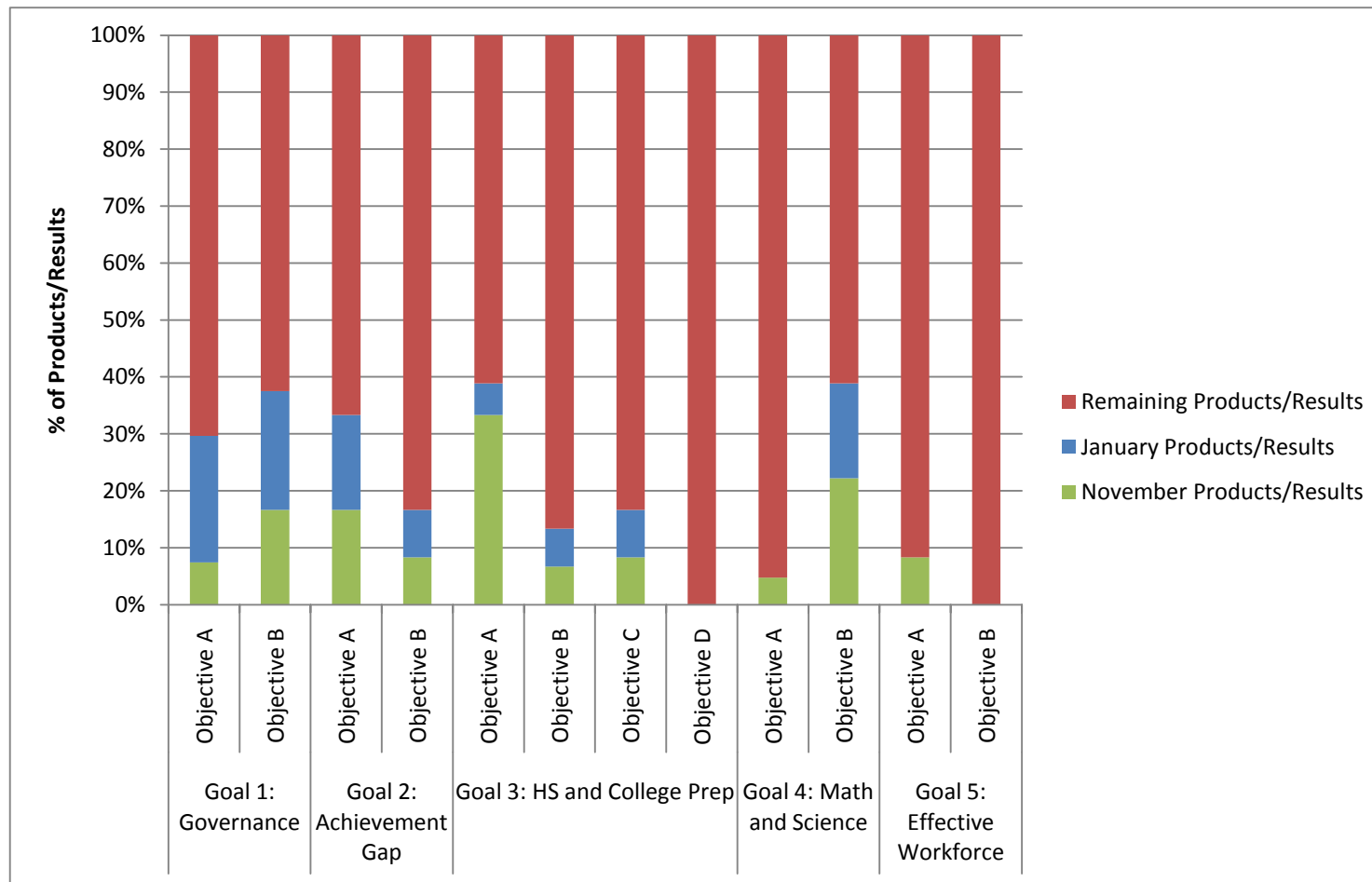
Goal 1: **Governance: Advocate for an effective, accountable governance structure for public education in Washington**

Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Catalyze education governance reform in Washington	● ○ ○	● ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	Current: Research[i] Past: Correspondence[ii]
Use the State Education Plan to foster stronger relationships among education agencies	● ●	● ●	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	Current: Research[iii] Past: Collaboration[iv]

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone calls/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

A. Catalyze educational governance reform in Washington (Timeline 2011-2014)

1. Define the issues around governance
   - Create a synopsis of literature on governance reform. . . . . ▲▲△
   - Provide systems map to demonstrate the current Washington K-12 governance structure. . . . . ▲▲△
   - Examine other states' education governance models and national trends. . . . . ▲▲△
   - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions. . . . . ▲▲△
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study groups in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities. . . . . △△△
3. Create a public awareness campaign around governance issues. . . . . △△△
4. Support process identified to examine and make governance recommendations. . . . . △△△

   ACHIEVEMENTS:
   - Produce a compelling set of materials on need for change in public education governance by 2011. . . . . △△△
   - Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature. . . . . △△△

B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan. . . . . ▲▲△
2. Share the State Education Plan and solicit input from education stakeholders. . . . . ▲▲▲
3. Collaborate with state agencies on a work plan for the State Education Plan's implementation, delineating clear roles and responsibilities. . . . . △△△
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities. . . . . △△△

   ACHIEVEMENTS:
   - Incorporate stakeholder education feedback on the State Education Plan. . . . . ▲▲▲
   - A visible, credible, and actionable State Education Plan by 2011. . . . . ▲△△
   - Implementation schedule prepared for State Education Plan. . . . . △△△
   - Adopt the State Education Plan's performance targets as SBE's own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012. . . . . △△△

▲ = project / product initiated
▲▲ = project / product in progress
▲▲▲ = project/ product completed

The Washington State Board of Education
Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Goal 2: Achievement: Provide Policy Leadership for Closing the Academic Achievement Gap

Objectives	2010 Sept / Oct	Nov / Dec	2011 Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	Efforts
Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students of poverty, and English language learners	●●○	●●●	○○○	○○○	○○○	○○○	○○○	○○○	Current: Index[v] Past: Development[vi] Presentations[vii]
Advocate for high quality early learning experiences for all children along the K-3 grade educational continuum	○	●	○	○	○	○	○	○	Current: Past:

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone calls/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

Prepared for the January 2011 Board Meeting

A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners (2010-2014)

1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap. . . . . ▲△△

2. Together with OSPI, implement the Required Action process for lowest achieving schools. . . . . ▲△△

3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index. . . . . ▲▲△

4. Work with stakeholders to assess the school improvement planning rules. . . . . △△△

5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed. . . . . △△△

6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE . . . . △△△

7. Reflect upon constructive alignment, allocated and supplemental opportunities to learn in a school calendar year that is efficient, effective, and equitable. . . . . △△△

ACHIEVEMENTS:

- Use data to turn the spotlight on schools that are closing the achievement gap. . . . . ▲△△
- Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011. . . . . ▲△△
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012. . . . . △△△
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program. . . . . ▲▲▲
- Create district and state level data on SBE Accountability Index. . . . . ▲▲△
- Work with stakeholders on creating performance measures on college and career readiness. . . . . ▲△△
- Revise school improvement plan rules. . . . . △△△
- Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal Three . . . . ▲△△
- Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions. . . . . . ▲△△
- Incorporate stakeholders' perspectives on their educational experiences in SBE decisions. . . . . ▲△△
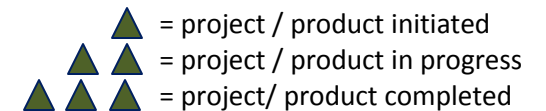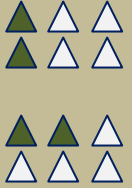
- . . . .

▲ = project / product initiated

▲ ▲ = project / product in progress

▲ ▲ ▲ = project/ product completed

B. Advocate for high quality early learning experiences for all children along the K through third grade educational continuum (2010-2018)

1. Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes. . . . . ▲ △ △

2. Promote early prevention and intervention for K-3 students at risk for academic difficulties. . . . . ▲ △ △

    ACHIEVEMENTS:
- SBE will support bills that increase access to high quality early learning experiences. . . . . ▲ ▲ △
- Create case studies of schools that succeed in closing academic achievement gaps in grades K-3. . . . . △ △ △

▲ = project / product initiated

▲ ▲ = project / product in progress

▲ ▲ ▲ = project/ product completed

The Washington State Board of Education
Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

Objectives	2010 Sept / Oct	Nov / Dec	2011 Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	Efforts
Provide leadership for state-prescribed graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship	●●●	●● ○	○○○	○○○	○○○	○○○	○○○	○○○	Current: Past: Presentations[viii]
Create a statewide advocacy strategy to increase postsecondary attainment	●○	●○	○○	○○	○○	○○	○○	○○	Current: Meetings[ix] Past: Development[x]

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone calls/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship (2010-2018)

1. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements. . . . . ▲ ▲ △

2. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials. . . . . ▲ △ △

3. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others, to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies. . . . . ▲ ▲ △

ACHIEVEMENTS:

- Adopt new rules and related policies for the revised graduation requirements by 2011-12. . . . . ▲ △ △
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and Culminating Project support. . . . . ▲ △ △
- Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter. . . . . △ △ △

B. Create a statewide advocacy strategy to increase post-secondary attainment (2010-2014)

1. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies. . . . . ▲ △ △

2. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education. . . . . △ △ △

ACHIEVEMENTS:

- Develop a "road map" of state strategies for improving Washington students' chance for participation and success in post-secondary education; document progress annually. . . . . ▲ △ △
- Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal Two. . . . . △ △ △
- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs. △ △ △

▲ = project / product initiated

▲ ▲ = project / product in progress

▲ ▲ ▲ = project/ product completed

The Washington State Board of Education

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

Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

Objectives	2010 Sept / Oct	Nov / Dec	2011 Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	Efforts
Provide policy leadership to examine the role of middle school preparation as it relates to high school success	●○○	●●○	○○○	○○○	○○○	○○○	○○○	○○○	Current: Past: Documentation[xi]
Assist in oversight of online learning programs and Washington State diploma-granting institutions	○○	○○	○○	○○	○○	○○	○○	○○	Current: Past:

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone calls/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success (2011-2013)

    1. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a high school and beyond planning process in middle school. . . . . ▲ △ △

    2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school. . . . . ▲ △ △

ACHIEVEMENTS:

    ▪ Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require. . . . . △ △ △

    ▪ Develop middle school policy recommendations to SBE via advisory group by 2012. . . . . △ △ △

D. Assist in oversight of online learning programs and Washington State diploma-granting institutions (2011-2012)

    1. Examine policy issues related to the oversight of online learning for high school credits. . . . . △ △ △

    2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria. . . . . △ △ △

ACHIEVEMENTS:

    ▪ Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012. . . . . △ △ △

    ▪ Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011. . . . . △ △ △

                                                                                                             ▲ = project / product initiated
        ▲ ▲ = project / product in progress
    ▲ ▲ ▲ = project/ product completed

The Washington State Board of Education

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

Goal 4: Math & Science: Promote Effective Strategy to Make Washington's Students Nationally and Internationally Competitive in Math and Science

Objectives	2010 Sept / Oct	Nov / Dec	2011 Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	Efforts
Provide system oversight for math and science achievement	● ○ ○	● ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	Current: Past: Changed Math Rule Presentations[xii] Collaboration[xiii]
Strengthen science high school graduation requirements	●	●	○	○	○	○	○	○	Current: Past: Approved Graduation Requirements

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone calls/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

A. Provide system oversight for math and science achievement (2010-2012)

1. Advocate for meeting the State Education Plan goals for improved math and science achievement. . . . . ▲△△
2. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement. . . . . △△△
3. Monitor and report trends in Washington students' math and science performance relative to other states and countries. . . . . △△△
4. Establish performance improvement goals in science and mathematics on the state assessments. . . . . △△△
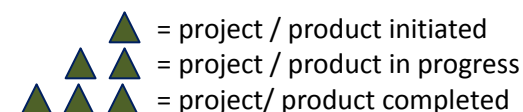
ACHIEVEMENTS:
- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington. . . . . △△△
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries. . . . . △△△
- Adopt performance goals and a timetable for improving achievement in math and science assessments. . . . . △△△

B. Strengthen science high school graduation requirements (2010-2015)

1. Increase high school science graduation requirements from two to three science credits. . . . . ▲△△
2. Work with the HECB in requiring three science credits for four-year college admissions requirements. . . . . ▲▲△
3. Consult with OSPI on the development of state science end-of-course assessments. . . . . ▲△△

ACHIEVEMENTS:
- Add third credit in science rule change for Class of 2018, with alignment to the HECB by 2011. . . . . ▲△△
- Request funding as phase-in for new science graduation requirements by 2013-15 biennium. . . . . ▲△△
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year. . . . . ▲△△

▲△△ = project / product initiated
▲▲△ = project / product in progress
▲▲▲ = project/ product completed

Goal 5: Effective Workforce: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

Objectives	2010 Sept / Oct	Nov / Dec	2011 Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	Efforts
Review state and local efforts to improve quality teaching and education leadership for all students	●	○	○	○	○	○	○	○ →	Current: Past: Joint report with PESB Research[xiv]
Promote policies and incentives for teacher and leader quality in areas of mutual interest, and in improving district policies on effective and quality teaching	●	○	○	○	○	○	○	○ →	Current: Past: Joint report with PESB

○ = anticipated staff/Board commitment
● = actual staff/Board commitment

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

A. **Review state and local efforts to improve quality teaching and educational leadership for all students (2010-2018)**

1. Provide a forum for reporting on teacher and principal evaluation pilot programs. . . . . △ △ △
2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days. . . . . △ △ △

   ACHIEVEMENTS:
   - Hold joint Board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and MERIT school evaluations in 2011 and 2012. . . . . ▲ △ △
   - Discontinue 180 day waivers by 2015 (contingent on state funding) . . . . △ △ △

B. **Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching (2010-2014)**

1. Examine issues and develop recommendations on state policies related to:
   - Effective models of teacher compensation. . . . . △ △ △
   - Equitable distribution of highly effective teachers, including those from diverse backgrounds. . . . . △ △ △
   - Effective new teacher induction systems. . . . . △ △ △
   - Effective evaluation systems. . . . . △ △ △
   - Reduction in out-of-endorsement teaching. . . . . △ △ △
   - Effective math and science teachers. . . . . △ △ △

   ACHIEVEMENTS:
   - Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 legislative sessions. . . . . △ △ △

▲ = project / product initiated

▲ ▲ = project / product in progress

▲ ▲ ▲ = project/ product completed

[i] 2010.09-10:   Selected University of Washington graduation student to conduct literature reviews and case studies.
[ii] 2010.09-10:   Correspondence with the University of Washington Evans School, School of Education.
[iii] 2010.11-12:   Completed Education Plans and Incorporated Feedback.
[iv] 2010.09-10:   Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
[v] 2010.11-12:   New Washington Achievement Gap Award. 2010 Index Data. 2010 Index Lookup Tool.
[vi] 2010.09-10:   Continued Education reform development.
[vii] 2010.09-10:   Presentation to the Race and Pedagogy conference.
[viii] 2010.09-10:   Presentations: Youth Academy, QEC,AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
[ix] 2010.11-12:   Planning for January meeting, met with the Higher Education Coordinating Board, State Board of Community and Technical Colleges, Workforce Education and Training Board.
[x] 2010.09-10:   Continued work on the Education Plan.
[xi] 2010.09-10:   Preparation and policy brief.
[xii] 2010.09-10:   Math presentation in the September Board meeting.
[xiii] 2010.09-10:   Staff participation in STEM plan meetings.
[xiv] 2010.09-10:   Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study.

The Washington State Board of Education

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

SBE STRATEGIC PLAN GOAL TWO: PROVIDE POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP

BACKGROUND

The State Board of Education (SBE)'s Goal Two: Provide Policy Leadership for Closing the Academic Achievement Gap has two objectives:
1. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners.
2. Advocate for high quality early learning experiences for all children's K-3 educational continuum.

The purpose of this memo is to highlight briefly the current status of:
- Student achievement gaps from the state assessment data.
- SBE/Office of Superintendent of Public Instruction (OSPI) joint initiatives to address the achievement gap:
  - The Washington Achievement Index[1] to recognize schools closing the achievement gap through the Washington Achievement Annual Awards.
  - The MERIT schools and new Required Action Districts for the persistently lowest achieving schools.

The Board will designate the Required Action Districts recommended by OSPI at this Board meeting.

Additional reading material has been provided separately for the Board members and our award winning teachers to read on the achievement/opportunity gap and policy issues/programs to address making headway on closing the gap.

Achievement Gap Data

The SBE received the latest state assessment information in September 2010 that showed there continues to be a substantial achievement gap for students of color, students in poverty, and English language learners.

The following tables describe race/ethnicity, poverty, and English language learner gaps over time for math, science, reading, and writing. All tables reflect student performance on the 2010 High School Proficiency Exam (HSPE) and, for 2009 and earlier, the Washington Assessment of Student Learning (WASL)[2].

---

[1] SBE staff has replaced the former name, SBE Academic Index, with a new name that more accurately describes the index used to determine the joint SBE/OSPI awards: Washington Achievement Index.

[2] Pacific Islander students were disaggregated from Asian students starting in 2008 and are therefore not included in the historical data comparisons.

Achievement Gap Data: 2010 High School Proficiency Exam Compared to 2000 Washington Assessment of Student Learning.

Mathematics – Grade Ten

The grade ten **mathematics** race, ethnicity, and income achievement gaps have remained largely unchanged for African American, Hispanic, American Indian/Alaska Native, and low income students. English language learner gaps have increased.

Math	2000	2010
African American-Caucasian Gap	28.4%	28.3%
Hispanic-Caucasian Gap	27.5%	27.2%
American Indian/Alaska Native-Caucasian Gap	22.8%	24.6%
ELL – All Students Gap	27.7%	32.4%
	2005	**2010**
Low Income –Non Low Income Gap	27.4%	26.8%

Science – Grade Ten

The grade ten **science** race and ethnic achievement gaps are persistent for African American and low income students and has **increased** for American Indian/Alaska Native, Hispanic, and English language learner students.

Science	2003	2010
African American-Caucasian Gap	27.1%	28.5%
Hispanic-Caucasian Gap	25.2%	30.2%
American Indian/Alaska Native-Caucasian Gap	20.4%	26.0%
ELL – All Students Gap	29.0%	42.3%
	2005	**2010**
Low Income –Non Low Income Gap	25.6	27.3

Reading – Grade Ten

The grade ten **reading** race, ethnicity, and income achievement gaps have **decreased** by about one third in ten years. The English language learner gap has increased.

Reading	2000	2010
African American-Caucasian Gap	27.9%	18.3%
Hispanic-Caucasian Gap	30.2%	20.9%
American Indian/Alaska Native-Caucasian Gap	25.2%	17.4%
ELL – All Students Gap	47.6%	55.6%
	2005	**2010**
Low Income –Non Low Income Gap	23.3%	18.0%

Writing – Grade Ten

The grade ten **writing** race, ethnicity, and income achievement gaps have **decreased** most dramatically in ten years, for all groups except English language learners, where the gaps have increased.

Writing	2000	2010
African American-Caucasian Gap	18.7%	10.5%
Hispanic-Caucasian Gap	23%	13.3%
American Indian/Alaska Native-Caucasian Gap	19.3%	13%
ELL – All Students Gap	18.6%	41.5%
	2005	**2010**
Low Income –Non Low Income Gap	25.9%	12%

SBE Achievement Gap Joint Initiatives with OSPI

a. **Washington Achievement Awards**
The SBE is responsible for implementing a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement.[3] The SBE has provided a variety of ways to recognize closing the achievement gap, including the joint SBE/OSPI Washington Achievement Index[4] that will provide new special recognition awards for 24 schools (February 2011) that are closing their achievement gaps for students from diverse race/ethnic backgrounds. This recognition will be awarded to schools that are closing gaps overall, closing gaps in comparison with demographically similar schools, and closing gaps over the previous year. In addition to this recognition, all schools may now access their Achievement Index data. This data includes information on student achievement in reading, science, writing, mathematics, extended graduation rates, as well as improvement over time, and a comparison to schools with similar demographics.

b. **Programs for Persistently Lowest Achieving Schools: MERIT and Required Action**
The SBE's work for a new statewide accountability system includes a new Required Action process adopted by the state legislature in the 2010 session[5] to address the needs for dramatic turnaround in our persistently lowest achieving schools, many of which contain students of poverty and diverse racial/ethnic backgrounds. OSPI will use federal school improvement grants to support these schools through the SBE's required action districts designated. A similar program will also be funded on a competitive, but voluntary basis called MERIT schools (see Attachment A for an overview of the current MERIT schools). Both the required and voluntary schools are Title I or Title I eligible and are identified by OSPI through an annual list of the bottom five percent persistently lowest achieving schools. This list was based on math and reading state assessments and low high school graduation rates averaged over the last three years. A total of $7 million is available for 2011. Both Required Action Districts and MERIT schools will be expected to follow all the federal school improvement grant rules, which include using one of four intervention models: 1) turnaround, 2) restart, 3) closure, or 4) transformation. For more details on these four models see Attachment B.

See the SBE flyer under Attachment C for the Required Action District steps. The unique features of the Required Action process are: 1) district participation is mandatory to receive the federal school improvement grant, and 2) districts must open up the collective bargaining agreements to address issues in schools creating required action plans, if needed, to implement the plan.

---

[3] RCW 28A.305.130

[4] SBE staff has replaced the former name SBE Academic Index with a new name that more accurately describes the awards: Washington Achievement Index.

[5] RCW 28A.657 (formerly 2ESSB 6696)

Both the RADs and MERIT schools will have performance audits and develop plans based on that audit to determine which of the federal intervention models to use. Schools will receive between $50,000 to $2 million per school based on their plan and budget. Below is a chart that describes, compares, and contrasts the MERIT schools and Required Action District schools implementation from 2010-12.

	MERIT	Required Action Districts (RADs)
2010	• Schools on lowest five percent list of persistently low achieving schools • Voluntary, competitive process • Performance Audit • School Improvement Plan – no required public process • OSPI approves plan and provides money • $42.5 million funded 18 schools in nine districts • Funding for three years	• No RADs
2011	• Schools on lowest five percent list of persistently low achieving schools • Voluntary, competitive process • Performance Audit • School Improvement Plan with required public process to identify which of four intervention models to implement	• Schools on lowest five percent list of persistently low achieving schools • Mandatory, non-competitive process for those districts that did not apply for 2010 federal school improvement grants and/or who have new schools on the list • SBE designates RAD based upon OSPI recommendation (four to six schools in one or more districts) • Performance Audit • Required Action District plan for schools identified • RAD must hold public hearing on plan and collaborate with staff and community to develop RAD plan to identify which of four intervention models to implement • RAD must open up collective bargaining agreement if signed after June 10, 2010 • If no agreement on plan, RAD goes into mediation and possibly the courts, April – June • OSPI review plan

	MERIT	Required Action Districts (RADs)
	• OSPI approves plan and provides money by March 31	• SBE approves/disapproves plan by March 31 • Review panel process available if district wants to appeal SBE disapproval
	• Approximately $3.5 million for four to six schools in one or more districts	• Approximately $3.5 million for four to six schools in one or more districts (OSPI has determined that RADs will get up to half of the cohort funding for the federal school improvement grants)
	• Funding to schools for three years for implementation	• Funding to schools for three years for implementation • OSPI has criteria for how SBE delists RAD
2012	• Same process for cohort III	• Same process, except those who applied and did not receive funds previously in 2010 or 2011 may be designated as RADs in 2012
	• Unclear if additional funds from federal government will be available beyond cohorts I and II	• Unclear if additional funds from federal government will be available beyond cohort II

Both SBE[6] and OSPI[7] adopted rules for the new Required Action District process this fall. At the November 2010 Board meeting, the SBE adopted the schedule for identification, designation, approval of the plan, and contingencies for an impasse through mediation and the courts if the plan is not agreed upon. In November 2010, OSPI adopted rules that address the criteria for how persistently lowest achieving schools would be identified and which school districts would be recommended for required action to the SBE for designation, as well as the exit criteria. OSPI intends to provide up to half of the federal school improvement grant funds for Required Action Districts. OSPI has developed an evaluation of both programs and is in the process of hiring an external evaluator.

Timeline for SBE/OSPI Actions
- December 2010: OSPI identifies the list of the bottom five percent of persistently lowest-achieving schools and notifies districts that they will be recommended to SBE for required action.
- January 2011: SBE designates Required Action Districts and provides a model letter for districts to use to communicate with parents. (Attachment D)
- January – February 2011: OSPI conducts Performance Audits and RADs; develops plans and budgets.
- March 2011: OSPI reviews RAD applications and SBE approves RAD plans at special meeting on March 31; funding awarded.

---

[6] WAC 180-17
[7] WAC 392-501-707-730

Strategic Plan Goal Two, Objective B: Advocate for High Quality Early Learning Experiences memo is provided under the Thursday morning tab.

POLICY CONSIDERATION

At the January Board meeting, the Board will examine some of the strategic plan actions to be considered under these two objectives. Under the first objective, the Board will reflect and discuss the readings provided in the December packet on closing the opportunity gap. After that discussion, the Board will receive an update on the Office of Superintendent of Public Instruction's (OSPI) work to address persistently lowest achieving schools through the federal school improvement grants using one of four intervention models. In 2010 the MERIT schools participated on a voluntary basis for Cohort I receiving the newly revised federal school improvement grants. In 2011, there will be some schools (and their districts) mandated to participate through SBE's designation of Required Action Districts <u>and</u> some schools that compete through a voluntary process known as MERIT schools for Cohort II. The amount of federal school improvement grant funds for Cohort II is $7.3 million, significantly less than the funding for Cohort 1, which was $42.5 million. SBE will also need to approve the Required Action District plans before they are eligible to receive the federal school improvement grants, which will occur at a special meeting teleconference on March 31, 2011. This is faster than our rule indicates by six weeks, but OSPI wants to begin some initial RAD and MERIT school meetings on implementation in April. A draft of the foundational elements for the Board to consider in developing a rubric is under Attachment E. Staff would like feedback on the elements of the attached rubric.

EXPECTED ACTION

The SBE will designate four to six schools, in their respective school districts, with persistently lowest-achieving schools for Required Action. OSPI has notified the school districts and will provide SBE with the official list by the January Board meeting. OSPI is currently waiting to receive approval on its revised school improvement grant plan from the U.S. Department of Education, which includes a list of the five percent persistently lowest achieving schools and the proposed Required Action Districts.

MERIT SCHOOLS OSPI SELECTED IN 2010

District	2010-11 District Grant Amt	School	Intervention Model	Percent of staff new to building	Principal new to building	Primary Strategies Source: 'Funded District Highlights' at http://www.k12.wa.us/Improvement/SIG/default.aspx
Grandview	$1,373,190	Grandview MS	Transformation	16.3%	No	Response to Intervention (RTI);extended school day; summer programs; professional development for teachers and leaders; assignment of most highly qualified staff to the building.
Highline	$1,789,500	Cascade MS	Transformation	26.3%	Yes	Increase instructional rigor; create a college going culture; implement best middle school practices.
		Chinook MS	Transformation	23.1%	Yes	
Longview	$696,528	Monticello MS	Transformation	6.3%	Yes	Increased learning time; data driven instruction; building-wide positive culture.
Marysville	$2,104,197	Totem MS	Transformation	26.8%	Yes	Professional development; literacy and math coaches; extended school day.
		Tulalip Elem	Turnaround	57.1%	Yes	
Seattle	$2,100,973	Cleveland HS	Transformation	32.6%	No	Science Technology Engineering Mathematics (STEM) academies within the school; project based learning; extended school day; professional development; community partnerships.
		Hawthorne Elem	Transformation	20%	No	Emphasis on arts education; four additional school days; extended school days; professional development; new school operations manager will relieve some principal duties to free that individual up to be an instructional leader; family and community involvement.
		West Seattle Elem	Transformation	60%	Yes	Additional four days of instruction; family engagement; professional development; positive learning environment.
Sunnyside	$1,866,027	Sunnyside HS	Transformation	10.6%	Yes	Extended school day; intervention programs; professional development; instructional coaches; performance pay.
Tacoma	$4,500,001	Angelo Giadrone MS	Turnaround	68.6%	Yes	Extended day; use of data; summer program; AVID; 90 minute instruction for literacy and math; world languages focus.
		Hunt MS	Closure	NA	NA	Closure
		Jason Lee MS	Transformation	32.6%	No	Extended day; use of data; summer program; AVID; 90 minute instruction for literacy and math; standards based instruction; arts education focus.
		Stewart MS	Turnaround	82.4%	Yes	STEM focus; extended day; use of data; summer program; AVID; 90 minute instruction for literacy and math.
Wellpinit	$447,641	Wellpinit Elem	Transformation	11.7%	Yes	RTI; improved coordination with early learning programs; after school and summer instructional time.

Yakima	$4,019,510	Adams Elementary	Transformation	35.7%	Yes	RTI for math (already used in reading); intentional use of data, early learning alignment; additional 20 instructional days; professional development and collaboration.
		Stanton Academy HS	Transformation	17.4%	No	RTI; additional 300 hours per year of instruction; accelerated math; rigorous CTE program; creating a culture of belonging.
		Washington MS	Transformation	30.4%	Yes	RTI; additional 300 hours per year of instruction; accelerated math; teacher collaboration; developing academic language for ELLs; parent and community involvement; alignment with feeder elementary (Adams).

Components of the Four Federal Intervention Models[8]

There are four federal intervention models: 1) turnaround, 2) transformation, 3) closure, and 4) restart.

The **closure** model does not require any of the components below, but does require that students are sent to schools in the district that are high achieving.

The **restart** model has the district convert the low achieving school and reopen under a charter organization (not authorized in Washington) or education management organization, which is a non-profit or for profit organization that provides whole school operation services to a district (permissible in Washington). Organization must be selected through a rigorous review process. A restart must enroll within grades it gives any former student who wishes to attend the school.

X = required O = permissible	Turnaround	Transformation
Hiring, developing, and retaining great principals and turnaround leadership		
Replace principals (for transformation model, the principal will not be replaced if he/she has been involved in recent whole school improvement).	X	X
Provide principals with flexibility in hiring and retaining staff, scheduling, and budget to improve student achievement outcomes and high school graduation rates.	X	X
Adopt a new governance structure to address turnaround of schools (may hire a chief turnaround officer to report directly to the superintendent).	X	O
Hiring, developing, and retaining great teachers		
Screen all staff, rehiring no more than 50 percent.	X	
Implement new strategies for hiring and retaining effective teachers (financial incentives, career ladders).	X	X
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment.	X	

---

[8] This chart was created from the language in Four Federal Models which can be found in the Federal Register under: http://www.gpoaccess.gov/nara/index.html

	Turnaround	Transformation
X = required O = permissible		
Identify and reward school leaders and teachers who have increased student achievement and graduation rates and identify and remove those who have not.	O	X
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account student growth data and other multiple measures such as observation based assessment, collections of professional practice, and increased high school graduation rates.	O	X
Provide a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	O	O
Institute a system for measuring changes in instructional practices resulting from professional development.	O	O
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	O	O
Provide staff with high quality, job embedded professional development.	X	X
Implement a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials, and interventions		
Use instructional program that is research-based and vertically aligned to each grade and state standards.	X	X
Promote continuous use of student data to inform and differentiate instruction to meet academic needs of individual students.	X	X
Conduct periodic reviews to ensure curriculum is implemented with fidelity.	O	O
Implement a school-wide response to intervention model.	O	O
Provide additional support and professional development to teachers to support students with disabilities and ELL students.	O	O

X = required O = permissible		
	Turnaround	**Transformation**
Use and integrate technology based supports and interventions as part of instructional program.	O	O
Increase graduation rates.	O	O
Increase rigorous, advanced courses.	O	O
Improve student transition from middle to high school.	O	O
Establish early warning systems.	O	O
Increase number of advanced high rigor courses in turnaround high schools.	O	O
Use student data		
Provide ongoing mechanisms for family and community engagement.	X	X
Promote continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction.	X	X
Provide increased learning time and create community oriented schools		
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education as well as enrichment and service learning. Increased learning time includes longer school day, week, or year schedule to increase total number of school hours.	X	X
Provide appropriate social-emotional and community-oriented services and support for students.	X	X
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies.	O	O
Extend or restructure the school day.	O	O
Implement approach to improve school climate and discipline.	O	O

X = required	O = permissible		
		Turnaround	**Transformation**
Expand pre-kindergarten and full day kindergarten.		**O**	**O**
Provide Operational Flexibility and Sustained Support			
Give school sufficient operational flexibility (staffing, calendar, and budget).		**X**	**X**
Ensure schools receive intensive ongoing technical support from districts, states, and external partners.		**O**	**X**
Allow school to be run through a new governance arrangement such as a turnaround division through the state or local district.		See page one	**O**
Implement a per-pupil school based budget formula that is weighted, based on student needs.		**O**	**O**

Examples of new schools under turnaround or restart could be a theme such as STEM or dual language academy.

Attachment C Use Required Action District Flyer dated 2010.12.07

Sample letter for Parents and Guardians in Schools for Required Action

DATE

NAME
ADDRESS
CITY, STATE, ZIP

Dear NAME of DISTRICT parent/guardian:

The Washington State Board of Education has designated NAME OF DISTRICT as a Required Action District.

What does this mean for my child?

Children in our lowest-achieving school(s), NAME OF SCHOOL(S), will benefit from increased resources to raise student achievement. Some of the benefits you may see, beginning in the 2011-2012 school year, include the following:
- Extending the school day.
- Reducing class sizes.
- Increasing training opportunities for our teachers.
- Buying additional materials and technology.

What does this mean for our district?

Our district will spend the next few months working with staff, administrators, and parents to develop a plan to improve student achievement. You will receive a letter in the future providing more details about how you can join us in developing a plan that will best benefit our students.

The plan must be based on one of four federal models:

1. *Turnaround*: Replace the principal and 50 percent of staff.
2. *Restart*: Open the school under a third party education management organization.
3. *Closure*: Send students to higher-achieving schools in the district.
4. *Transformation*: Replace the principal. Reform the instructional environment, develop teacher and school leader effectiveness, increase community engagement, and extend learning time.

The plan will then be submitted to the Office of Superintendent of Public Instruction and the Washington State Board of Education for approval. Once the plan is approved, NAME OF SCHOOL(S) will be eligible to receive grants of $50,000 to $2 million per school per year for three years.

Next Steps

Developing a plan for improvement is going to take some work, but together I'm confident that we can and will make positive changes in our students' achievement.

Thank you for your dedication and commitment to your children. I'll be in touch again soon.

Sincerely,

SUPERINTENDENT'S NAME

Draft Foundation for Rubric for Required Action District Review

Academic Performance Audit	OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or a school district subject to audit. OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, alternative secondary schools best practices, and any unique circumstances or characteristics of the school or district. Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.	SBE will review the academic performance audit information on each district and see how the district incorporates the findings into its plan.
Required Action Plan	The local school district superintendent and local board of a required action district shall submit a required action plan to SBE upon a schedule SBE develops. The Required Action Plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist districts as requested in plan development. The local school board will hold a public hearing on the proposed required action plan.	SBE will review OSPI's recommendations for each RAD plan and ensure that the plan addresses each of the elements in A through E.

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

Work Session on SBE Goal Two:

Policy Leadership Closing the Achievement Gap

Edie Harding, Executive Director
Sarah Rich, Research Director

The Washington State Board of Education

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

Objective A: Joint Strategies to Close the Achievement Gap

Close the Gap

- Ed Plan
- RAD, SIG/ MERIT
- Student Input
- School Calendar Year
- Achievement Awards
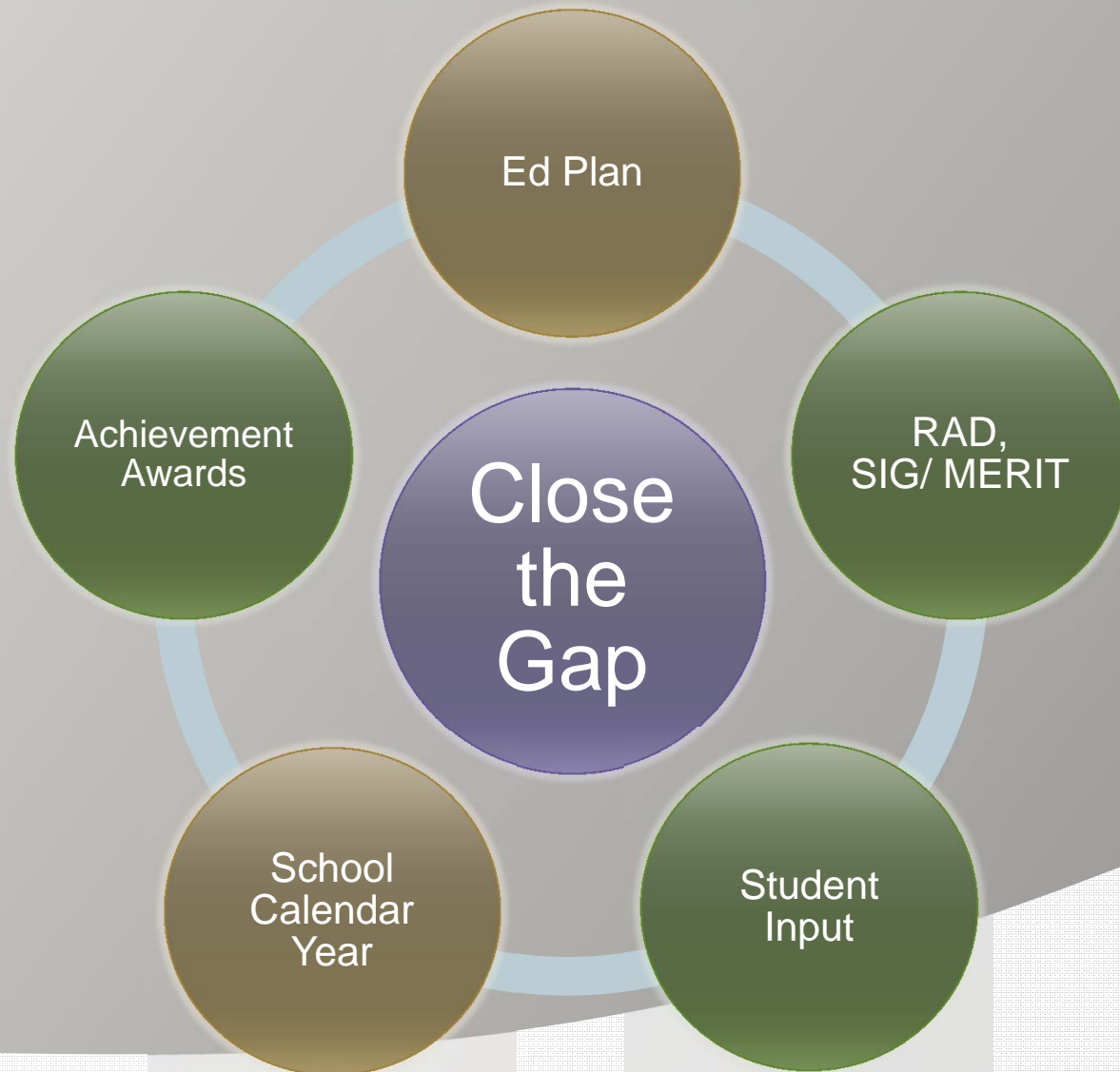
Objective B: Advocate for High Quality Early Learning Experiences For All Children

1. Advocate to the Legislature for state funding of all day Kindergarten and reduced class sizes

2. Promote early prevention and intervention for K-3 students at risk for academic difficulties

Achievement Gap Award

INDICATORS	Reading			Math			Ext Graduation Rate			Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic students	6	7	3	1	5	1	7	7	7	4.89
Achievement of white and Asian students	6	4	5	2	3	2	7	7	7	4.67
Achievement Gap										**-0.22**

Schools will be recognized when the achievement gap score is zero (or negative) for each of the last two years, and

when both the Black, Pacific Islander, American Indian/Alaska Native, Hispanic student group AND the white, Asian student group are both at or above 4.25

For the 2010 awards, this will be 24 schools.

Outcomes of Work Session

Readings and Discussion → SIG, MERIT, RAD Review → SBE Oversight of RAD

Discussion from Readings and Education Experiences

Key Point 1

Key Point 2

Key Point 3

Closing the Gap
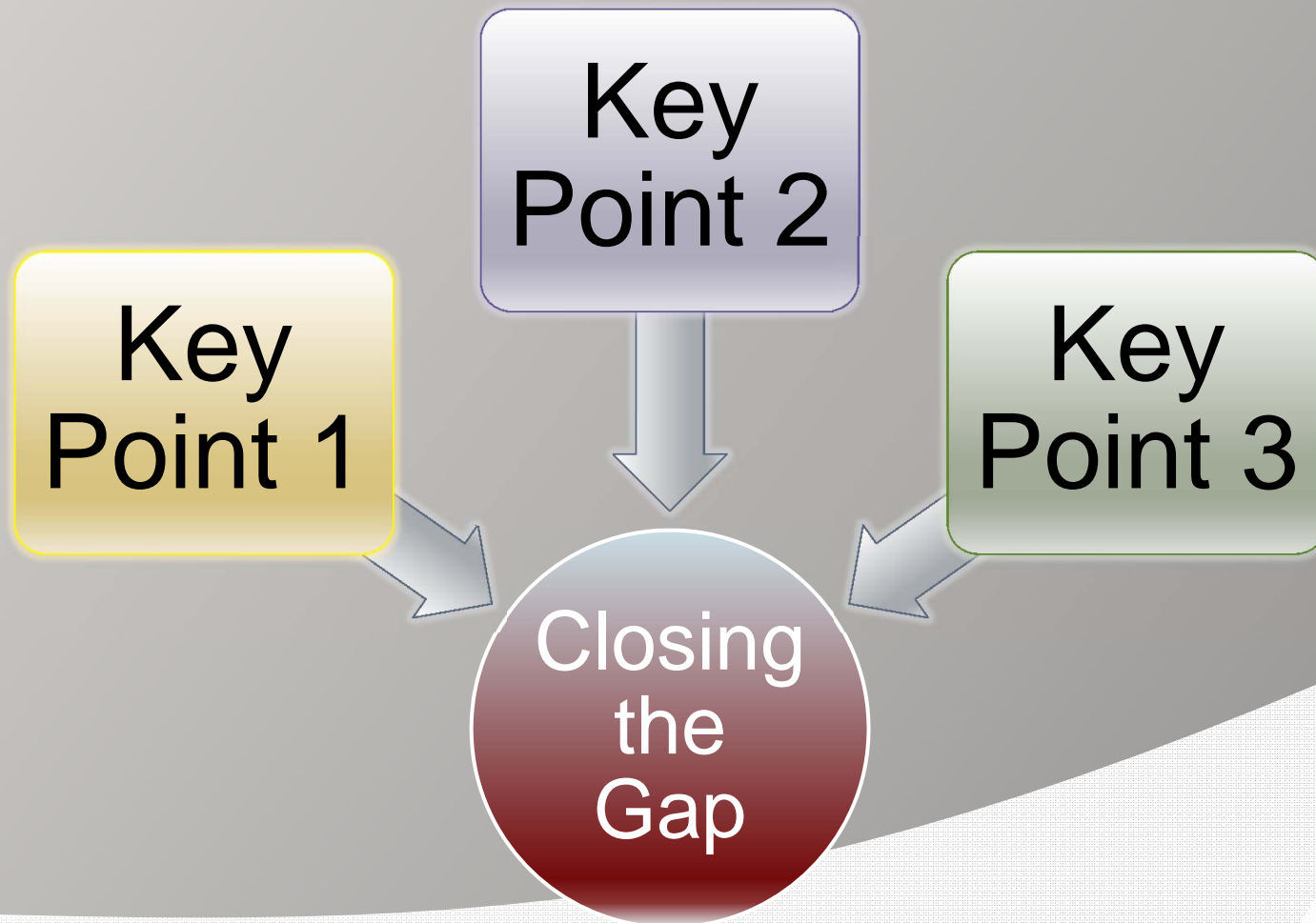
Discussion Groups

Jay	Kelly
Bernal	Jared
Connie	Sheila
Eric	Bob
Jeff	Warren
Edie	Sarah
Nicola	Kareen
Steve	Randy
Bunker	Anna Laura
Jack	Mary Jean
Kris	Kathe
Aaron	

RAD Timeline
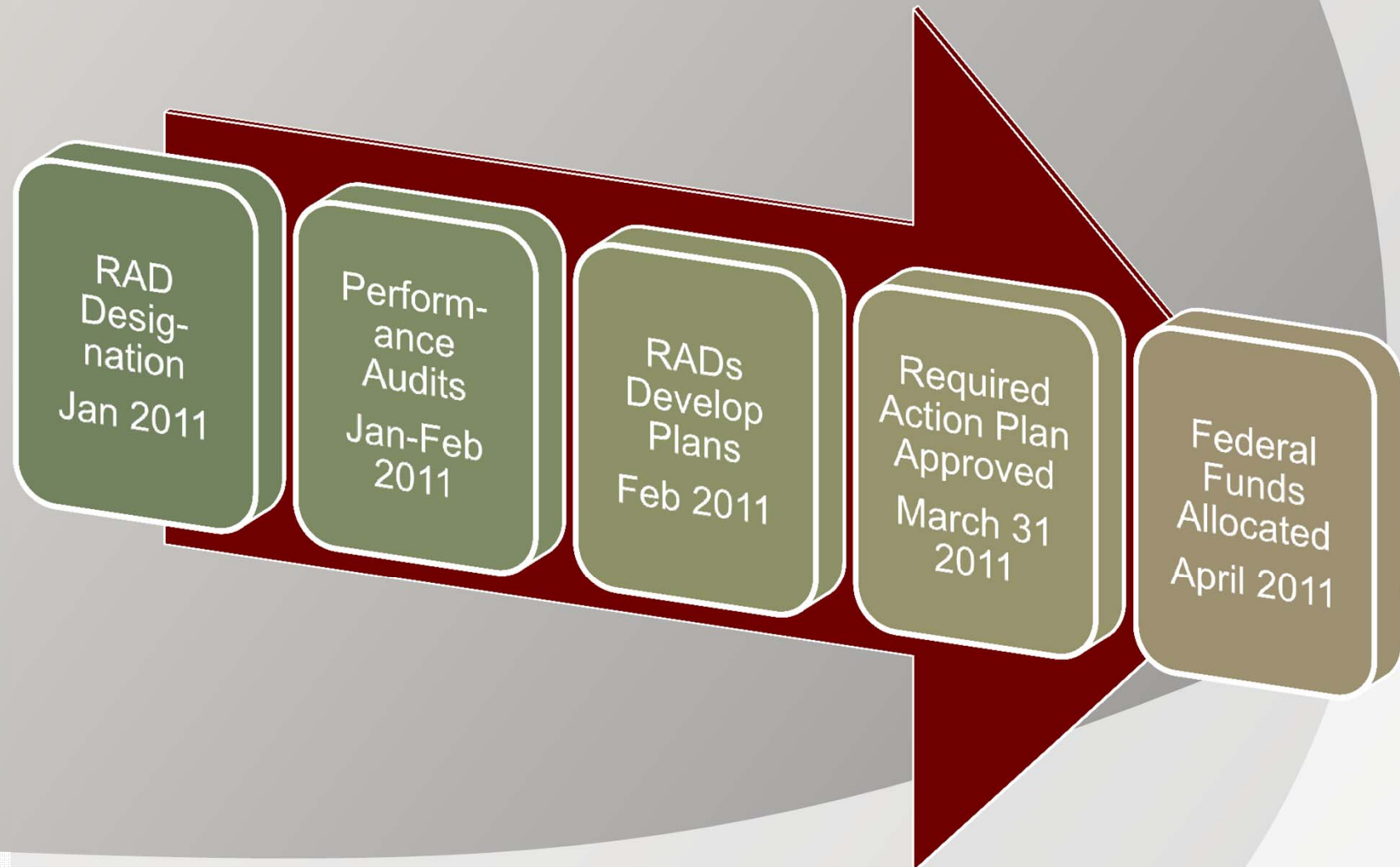
Next Steps

- Model letter for parents/guardians

- SBE involvement in RAD Plan review

- March 31, 2011 Special Board Meeting to approve RAD plans

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn   Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

January 6, 2011

Edie Harding, Executive Director
State Board of Education
600 Washington Street SE
PO Box 47206
Olympia, WA 98504

RE: OSPI Recommendation for Required Action Districts

Dear Ms. Harding:

After extensive research and careful consideration, the OSPI District and School Improvement and Accountability office and I have identified four districts that we recommend for Required Action, as approved in SSB 6696, and signed into law at RCW 28A.675.

I recommend designating the following districts for Required Action:

	District	School
Tier I	Soap Lake	Soap Lake Middle and High School
	Renton	Lakeridge Elementary School
Tier II	Morton	Morton Junior-Senior High School
	Onalaska	Onalaska Middle School

The schools in the table below are newly identified as persistently lowest-achieving (PLA), and show a declining improvement trend. Below are separate profiles of each school.

1. Lakeridge Elementary School, Renton School District (Tier I)

Educational Service District	ESD 121 - Renton
Location	Renton is located in King County, south of Seattle.
School Student Population	Lakeridge Elementary is a K-5 serving 468 students: o 77.4% free/reduced; o 25% transitional bilingual; o 14% special education; o 57% black; o 14% Asian; o 14% Asian/Pacific Islander; o 13.9% Hispanic; and o 10.4% White. Lakeridge Elementary is a Title I school in step 2 of improvement.
3 Year Reading Proficiency	47.3%
3 Year Math Proficiency	23.2%
3 Year Reading and Math Combined	35.2%

Reading and Math Improvement Trend	-5.55%
Difference from State Trend	-4.67%
Ranking in Tier I	Ranked 3rd from the lowest performing Tier I school list out of 27 schools
DSIA Recommendation	**Recommend to SBE for Required Action designation.**

2. Soap Lake Middle & High School, Soap Lake School District (Tier I)

Educational Service District	ESD 171-Wenatchee
Location	Soap Lake is located on state Highway 17 North, about 120 miles west of Spokane, Washington and 180 miles east of Seattle.
School Student Population	Soap Lake Middle & High School serves 192 students in grades 6-12: ○ 94.8% free/reduced; ○ 12% transitional bilingual; and ○ 27.8% Hispanic. Soap Lake Middle & High School is a Title I school in step 2 of improvement.
3 Year Reading Proficiency	43.9%
3 Year Math Proficiency	23.1%
3 Year Reading and Math Combined	33.5%
Reading and Math Improvement Trend	-6.13%
Difference from State Trend	-5.25%
Ranking in Tier I	Ranked 13th from the lowest performing Tier I school list out of 27 schools
DSIA Recommendation	**Recommend to SBE for Required Action designation.**

3. Morton Junior-Senior High School, Morton School District (Tier II)

Educational Service District	ESD 113-Olympia
Location	Morton is in a valley between Mt. Rainer National Park and Mt. St. Helens National Volcanic Monument.
School Student Population	Morton Junior-Senior High School serves 161 students in grades 6-12: ○ 84% White; ○ 53.4% free/reduced; ○ 17.4% special education; Morton Junior-Senior High School is a Title I eligible secondary school in step 2 of improvement.
3 Year Reading Proficiency	49.5%
3 Year Math Proficiency	29.1%

3 Year Reading and Math Combined	39.3%
Reading and Math Improvement Trend	-5.53%
Difference from State Trend	-4.65%
Ranking in Tier II	Ranked 22nd from the lowest performing Tier II school list out of 23 schools
DSIA Recommendation	**Recommend to SBE for Required Action designation.**

4. Onalaska Middle School, Onalaska School District (Tier II)

Educational Service District	ESD 113 - Olympia
Location	Onalaska is located in Lewis County, south of Chehalis.
School Student Population	Onalaska Middle School serves 194 students in grades 6-8: ○ 77& White; ○ 12.6% Hispanic; ○ 55.7% free/reduced; Onalaska Middle School is a Title I eligible secondary school in step 2 of improvement.
3 Year Reading Proficiency	56.3%
3 Year Math Proficiency	27.4%
3 Year Reading and Math Combined	41.8%
Reading and Math Improvement Trend	-1.87%
Difference from State Trend	-0.98%
Ranking in Tier II	Ranked 14th from the lowest performing Tier II school list out of 23 schools
DSIA Recommendation	**Recommend to SBE for Required Action designation.**

Tier Definitions

Soap Lake Middle and High School and Lakeridge Elementary School are identified as Tier I - Achievement, while Morton Junior-Senior High School and Onalaska Middle School are identified as Tier II – Achievement.

Tier and Assignment	Definition
Tier I – Achievement	Any Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in the State. This is based on the past three years of achievement data in the "all students" group in reading and mathematics combined.
Tier II – Achievement	Any secondary school that is eligible for, but does not receive, Title I, Part A funds that is among the lowest achieving five percent of secondary schools. This is based on the past three years of achievement data in the "all students" group in reading and mathematics combined.

Identification and Selection

A subset of schools from the lowest five percent of persistently lowest-achieving schools has been considered for required action based on the following criteria:

a. The school district has one or more schools on the persistently lowest-achieving list;
b. For recommendations in January 2011 only, the school district did not apply for a school improvement grant in the 2009-10 school year application period or the school is new to the list; and
c. Student achievement in the identified school or schools has improved at a rate less than the state average in reading and mathematics combined in the most recent past three years for which data are available as measured by state assessment scores.

Priority for required action is based on the following:

a. School's performance on state assessments demonstrates the lowest levels of achievement in the "all students" group in reading and mathematics combined for the past three consecutive years; and
b. School's performance on state assessments demonstrates the lowest rate of improvement in reading and mathematics combined for the past three years.

I appreciate the Board's commitment to putting an end to chronically low-achieving schools and embracing reforms that will increase graduation rates, reduce dropout rates and improve teacher quality for all students. Thank you for your continued support and partnership.
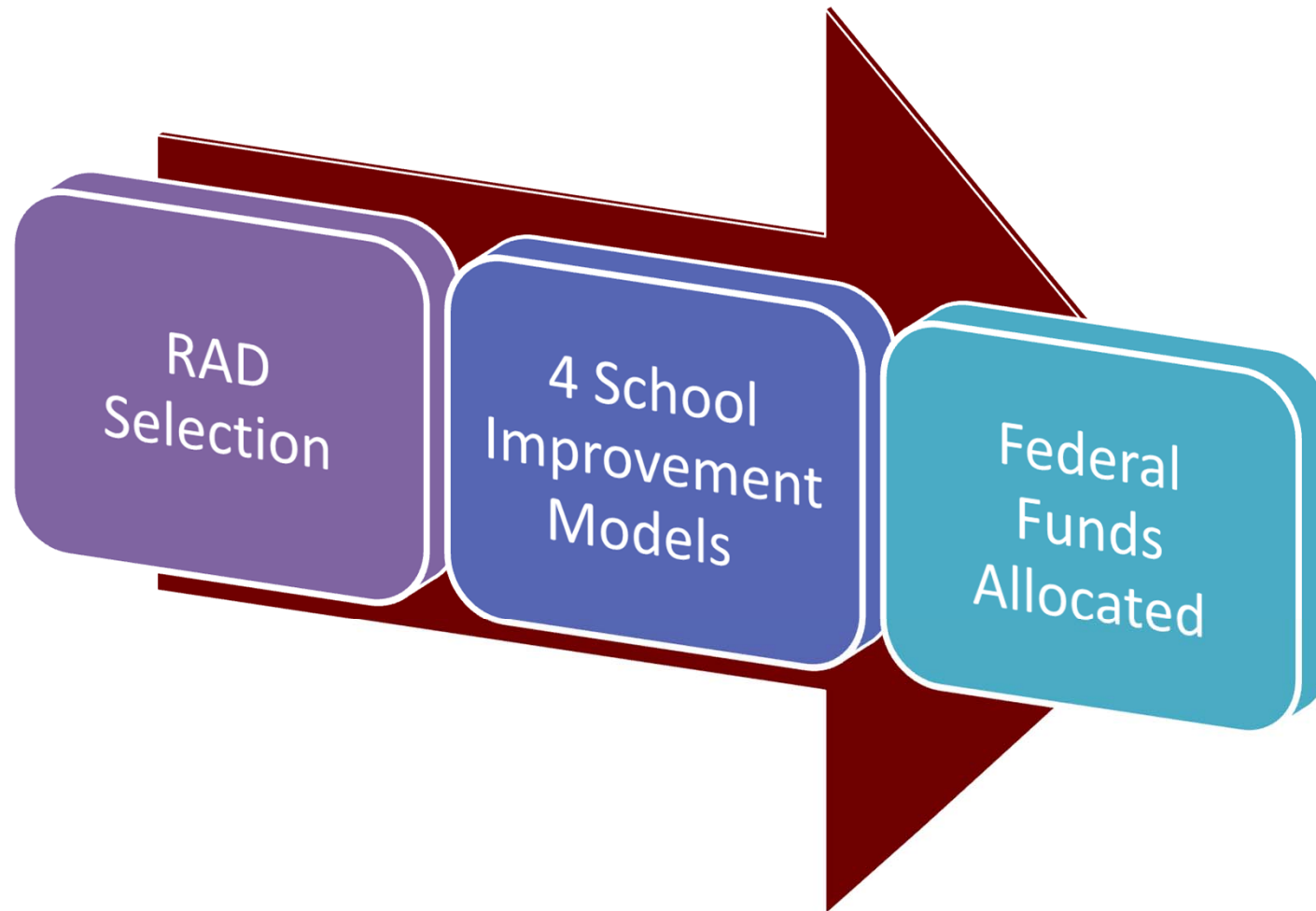
Sincerely,

Randy I. Dorn
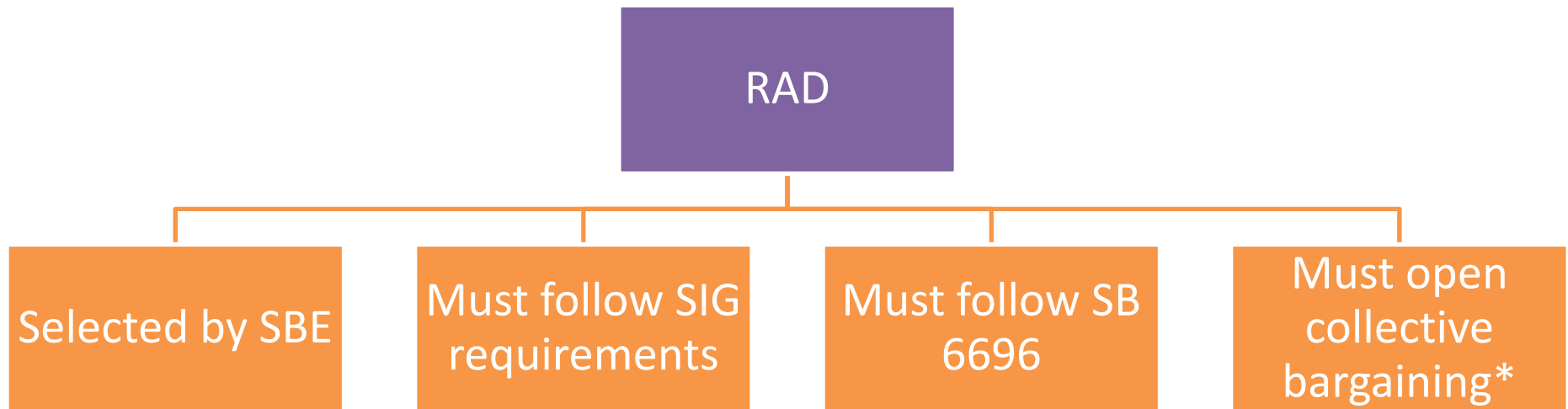Superintendent of Public Instruction

RD:tm:jc

4

Required Action District Process
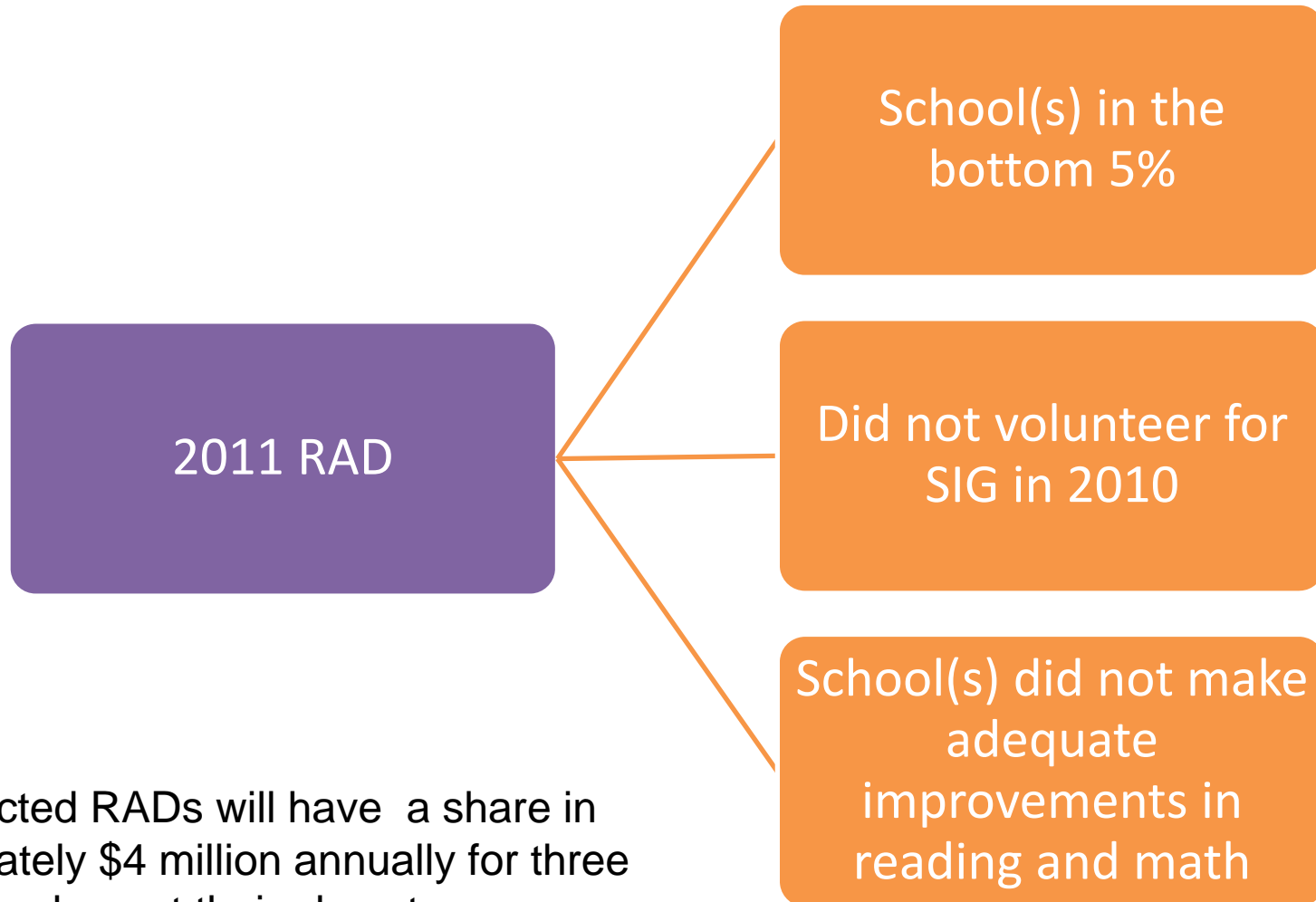
E2SSB 6696:
Required Action Districts

E2SSB 6696:
Required Action Districts

RAD

- Selected by SBE
- Must follow SIG requirements
- Must follow SB 6696
- Must open collective bargaining*

* Required Action Districts must allow for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of academic performance audit.
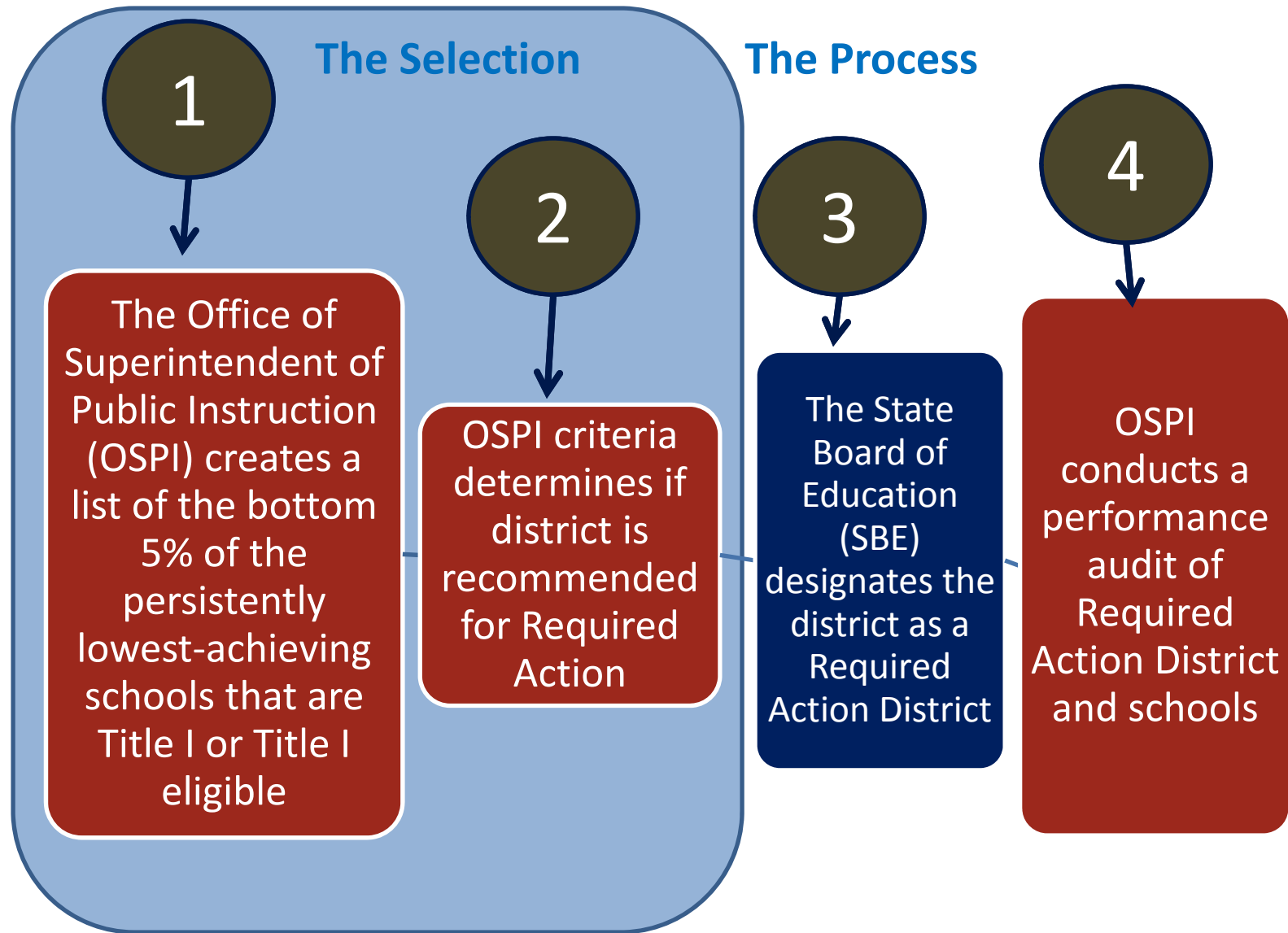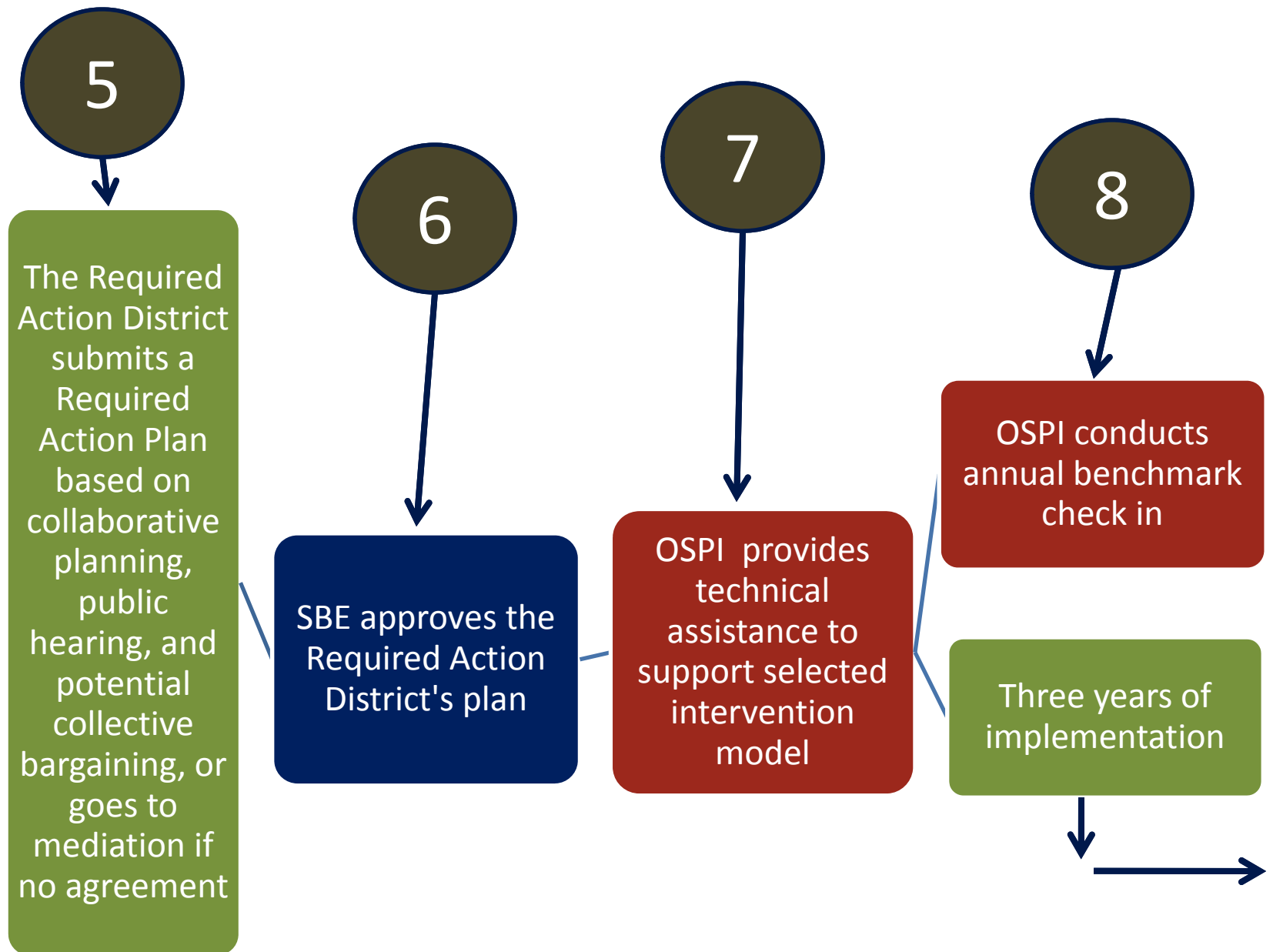
E2SSB 6696:
2011 Required Action Districts

2011 RAD

- School(s) in the bottom 5%
- Did not volunteer for SIG in 2010
- School(s) did not make adequate improvements in reading and math

*2011 selected RADs will have a share in approximately $4 million annually for three years to implement their plans to turnaround their schools

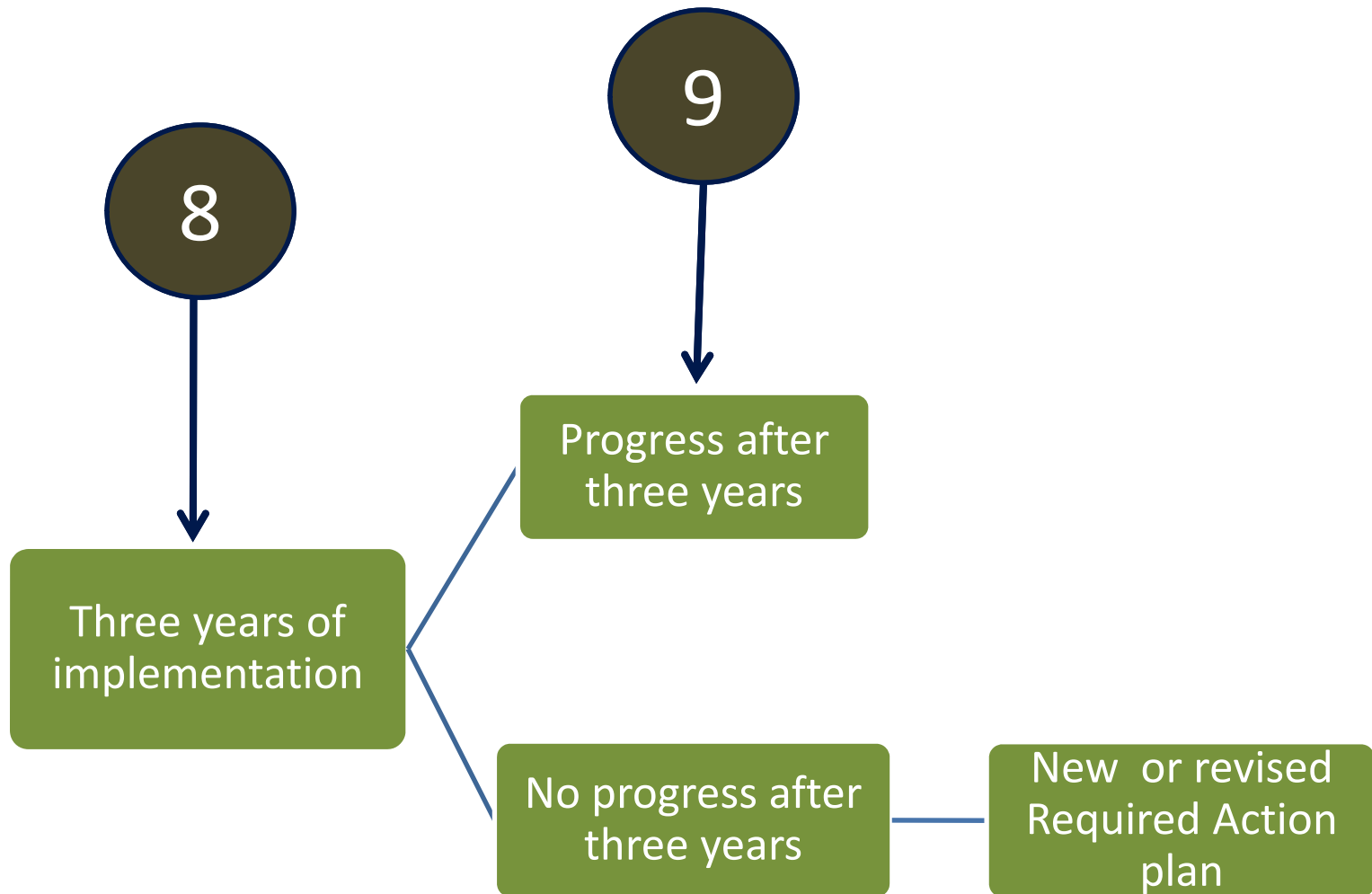# The Selection and Process

The Selection

The Process

1

The Office of Superintendent of Public Instruction (OSPI) creates a list of the bottom 5% of the persistently lowest-achieving schools that are Title I or Title I eligible

2

OSPI criteria determines if district is recommended for Required Action

3

The State Board of Education (SBE) designates the district as a Required Action District

4

OSPI conducts a performance audit of Required Action District and schools

The Process

5

The Required Action District submits a Required Action Plan based on collaborative planning, public hearing, and potential collective bargaining, or goes to mediation if no agreement

6

SBE approves the Required Action District's plan

7

OSPI provides technical assistance to support selected intervention model

8

OSPI conducts annual benchmark check in

Three years of implementation

The Process

8

9

Three years of implementation

Progress after three years

No progress after three years

New or revised Required Action plan

Timeline 2010-2011

- December 2010: OSPI identifies persistently lowest achieving schools and notifies districts that will be recommended to SBE for Required Action

- January 2011: SBE designates Required Action Districts

- January - February 2011: OSPI conducts Performance Audit and RADs develop plans & budgets

- March 2011: OSPI review RAD plans and SBE approves RAD plans at March 31 special meeting, OSPI awards funding.

Ideas for Rubric to Review RAD Plans

- Academic Performance Audit Findings
- RAD plan components:
  - Collaborative process
  - Local school board holds hearing on plan
  - The required action plan must address the concerns raised in the audit and include:
  - Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by Legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a Required Action District by the State Board of Education within three years of implementation of the plan.
  - An application for a federal school improvement grant or a grant from other federal funds for school improvement to OSPI.
  - Budget for adequate resources to implement.
  - Description of changes in district or school policies and practices to improve student achievement.
  - Metrics used to assess student achievement to improve reading, math, and graduation rates.

TEACHER AWARD WINNERS

BACKGROUND INFORMATION

Each January, the SBE will honor accomplished educators. The honorary teachers for the January Board Meeting represent the winners of the following awards:
1. The Washington State Teacher of the Year.
2. The Presidential Award for Excellence in Mathematics and Science Teaching.
3. The Milken Educator Award.

Washington Teacher of the Year (Background)
- Established in 1963, the Washington Teacher of the Year is the longest running teacher recognition program in the state.
- All regional finalists received recognition, professional development, and prizes from program sponsors. The Washington Teacher of the Year attends various national events including a recognition week in Washington, D.C and Space Camp.
- The state selection committee reads and scores comprehensive written applications, interviews finalists, and chooses the Washington Teacher of the Year from a slate of nine regional finalists, one from each of our nine ESDs.
- A Washington teacher was named National Teacher of the Year in 1963, 1970, and 2007.

This year's winner:

  Educator: Jay Maebori
  School: Kentwood High School
  District: Kent School District

> "He has a track record of success and his level of 'grit,' defined here as perseverance and passion for long-term goals, is unparalleled in our school . . . What makes a great teacher? Ask his students or observe Jay Maebori teaching; either way, you'll know the answer."
> Assistant Principal Joseph Potts, Kentwood High School

Milken Educator Award (Background)
- Established in 1982 by the Milken Family Foundation, the Milken Educator Award is the largest teacher recognition program in the country and alternates between elementary and secondary teachers, administrators, or specialists.
- The award winner receives a $25,000 cash prize and professional and leadership development from the Milken Family Foundation.
- There is no application for the award. The state builds a talent pool, gathers recommendations, and conducts interviews. An independent Blue Ribbon Panel recommends educators from the talent pool to the Foundation.
- The announcement of a Milken Educator is a closely guarded secret. Only the Foundation representatives, the state coordinator, and the educator's supervisor know who will be recognized.

This year's winner:
        Educator: Kelly Aramaki
        School: John Stanford International School
        District: Seattle School District

> "Kelly is just awesome!" says his former supervisor, Gloria Mitchell. "He is truly exceptional – not just as an educator, but also as a person."

Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) (Background)

- Established in 1983 and administered nationally by the National Science Foundation, the PAEMST is the highest honor in the country for a K-12 math or science teacher. The award alternates between elementary and secondary teachers.
- Award winners receive a $10,000 cash prize, a trip to the nation's capital, and a signed commendation from President Obama.
- A rigorous application process includes a 15-page narrative, letters of recommendation, and a video of classroom instruction.
- State selection committees recommend finalists to the national program, and the White House announces award recipients in the spring.

This year's winner (math):
        Educator: Nicola Wethall
        School: Oak Harbor High School
        District: Oak Harbor School District

> "The Presidential Award is a great honor that recognizes my passion for teaching mathematics and empowering students." Nicola Wethall

This year's winner (science):
        Educator: Kareen Borders
        School: Key Peninsula School District
        District: Peninsula School District

> "My students are not passive learners of science, they ARE scientists." Kareen Borders

POLICY CONSIDERATION

None

EXPECTED ACTION

None

Six-Year Outlook
2010 Supplemental Budget
General Fund - State (GFS) Dollars in Millions

	2010	2011	2009-11	2012	2013	2011-13	2014	2015	2013-15
Beginning Balance	189	(438)	189	247	(1,156)	247	(3,053)	(5,642)	(3,053)
Revenues									
June Revenue Forecast	13,621	14,900	28,521	15,862	16,560	32,422	17,346	18,170	35,516
Enacted fund transfers	547	416	963						
Mandated transfer to Rainy Day Fund	(120)	(140)	(259)	(149)	(156)	(305)	(160)	(168)	(328)
Enacted Supplemental									
Fund transfers to/from GF-S	306	23	328	(102)	(102)	(204)	(102)	(102)	(204)
Governor's Vetoes	(5)	(16)	(21)						
Use of Rainy Day Account	-	229	229			-			-
New Revenue Proposals	59	702	761	791	870	1,661	550	573	1,123
Total Resources	**14,408**	**16,115**	**30,523**	**16,403**	**17,171**	**33,574**	**17,634**	**18,473**	**36,107**
Expenditures									
Enacted Budget/Baseline Estimates for 2011-13	15,036	15,423	30,458	15,874	16,380	32,254	16,836	17,341	34,177
Governor's Vetoes	(0)	7	7						
Replace Federal Funds and Future Obligations									
Replace Federal recovery funding/Other				978	1,012	1,990	1,048	1,084	2,132
Pension costs above the base				314	388	702	591	649	1,240
Continue Initiative 728				354	457	811	484	522	1,006
Restore and Continue Initiative 732				45	180	225	488	745	1,233
Basic Education (HB 2776)				221	489	710	753	1,025	1,779
Change in GAU costs due to federal health care reform								(115)	(115)
I-1029 Homecare Worker Training				21	22	43	23	24	47
Education Legacy Account Shortfall					139	139		317	317
Total Expenditures	**15,036**	**15,430**	**30,465**	**17,806**	**19,068**	**36,874**	**20,223**	**21,592**	**41,815**
Ending GF-S Balance	(438)	247	**247**	(1,156)	(3,053)	**(3,053)**	(5,642)	(8,761)	**(8,761)**
Budget Stabilization (Rainy Day) Balance		6	6	155	311	311	471	639	639
Total Reserves	(438)	253	**253**	(1,001)	(2,742)	**(2,742)**	(5,171)	(8,122)	**(8,122)**

Based on budget obligations in current law, including education and pension funding, the reduction in federal assistance to the states, inflation and population growth, and the latest official revenue and caseload forecasts, budget writers are expected to face a $3 billion gap in the 2011-13 biennial operating budget. Since the state must balance its budget, any solution to the gap for the 2011-13 Biennium would reduce the projected gap in 2013-15 to less than the amount shown in the table.

Assumptions for 2011-13 and 2013-15 Baseline Revenue and Expenditure Projections

- The 2009-11 budget enacted in May 2010 and the official revenue forecast adopted in June 2010 are the starting points for the longer term projections.
- The official June revenue forecast predicts 6.7 percent growth in FY 2012 and 4.7 percent growth for FY 2013 with the newly enacted revenue sources, and 6.5% and 4.4% respectively without the new revenue sources.
- For the 2013-15 Biennium, revenue is assumed to grow at an annual rate of 4.75 percent, slightly under the long term average.
- The Federal Recovery Act Federal Medical Assistance Percentage 6-month extension is assumed to be included in the next federal budget.
- When salaries are projected, the following percentage increases apply:
  - Restoration and continuation of Initiative 732 COLA for education staff: 1.2%, 2.5%, 3.9% and 4.2% per year based on the Consumer Price Index (CPI), plus staff growth, based on the Consumer Price Index (CPI).
  - Other employees: 1.7%, 1.9%, 2%, and 2% per year, based on the Implicit Price Deflator (IPD), plus staff growth.
- Employee health benefits are expected to grow at 7.5 percent per capita per year, plus staff growth.
- Medical Assistance is projected at a 5.0 percent annual per capita cost increase, plus caseload growth.
- Health Care-related programs (Development Disabilities, Long-Term Care, Alcohol and Substance Abuse Services, Mental Health) grow at 60 percent of the rate of medical inflation.
- Vendor Payments 1.7%, 1.9%, 2%, and 2% per year, based on the Implicit Price Deflator (IPD).
- All other program costs are increased by the IPD general inflation factor plus associated caseload/population cohort growth.
- Baseline expenditures are projected to grow as follows: FY 2012 – 2.9%; FY 2013 – 3.2%; FY 2014 – 2.8%; FY 2015 – 3.0%

Budget Pressures Above the Baseline

- Replacement of Federal Recovery Act funding with state funds would cost about $2 billion in 2011-13, and $2.1 billion in 2013-15.
- Pension funding obligations (above the current base) would add nearly $700 million to 2011-13; and $1.2 billion in 2013-15.
- Basic education improvements adopted by the 2010 Legislature and statutory requirements to fund voter approved measures (I-728 and I-732) suspended in the current budget would cost about $1.7 billion in the 2011-13 Biennium, and $4.0 billion in 2013-15.
- Covering expected shortfalls in the Education Legacy Account would add $139 million to the 2011-13 budget and $317 million in 2013-15.

K-12 Funding and QEC Update State Board of Education
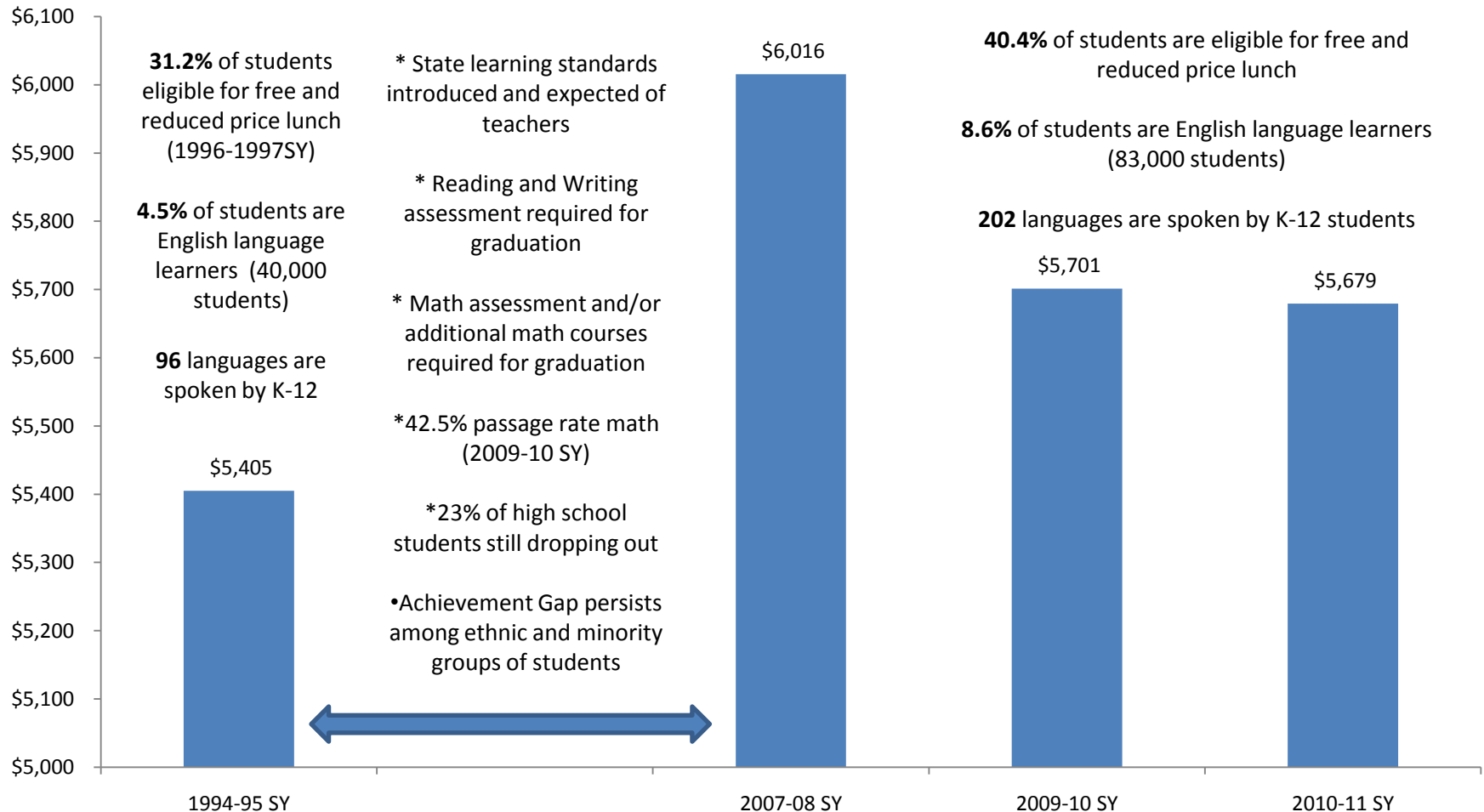
Shawn Lewis, OSPI

January 2011

State Funding of K-12 Declining
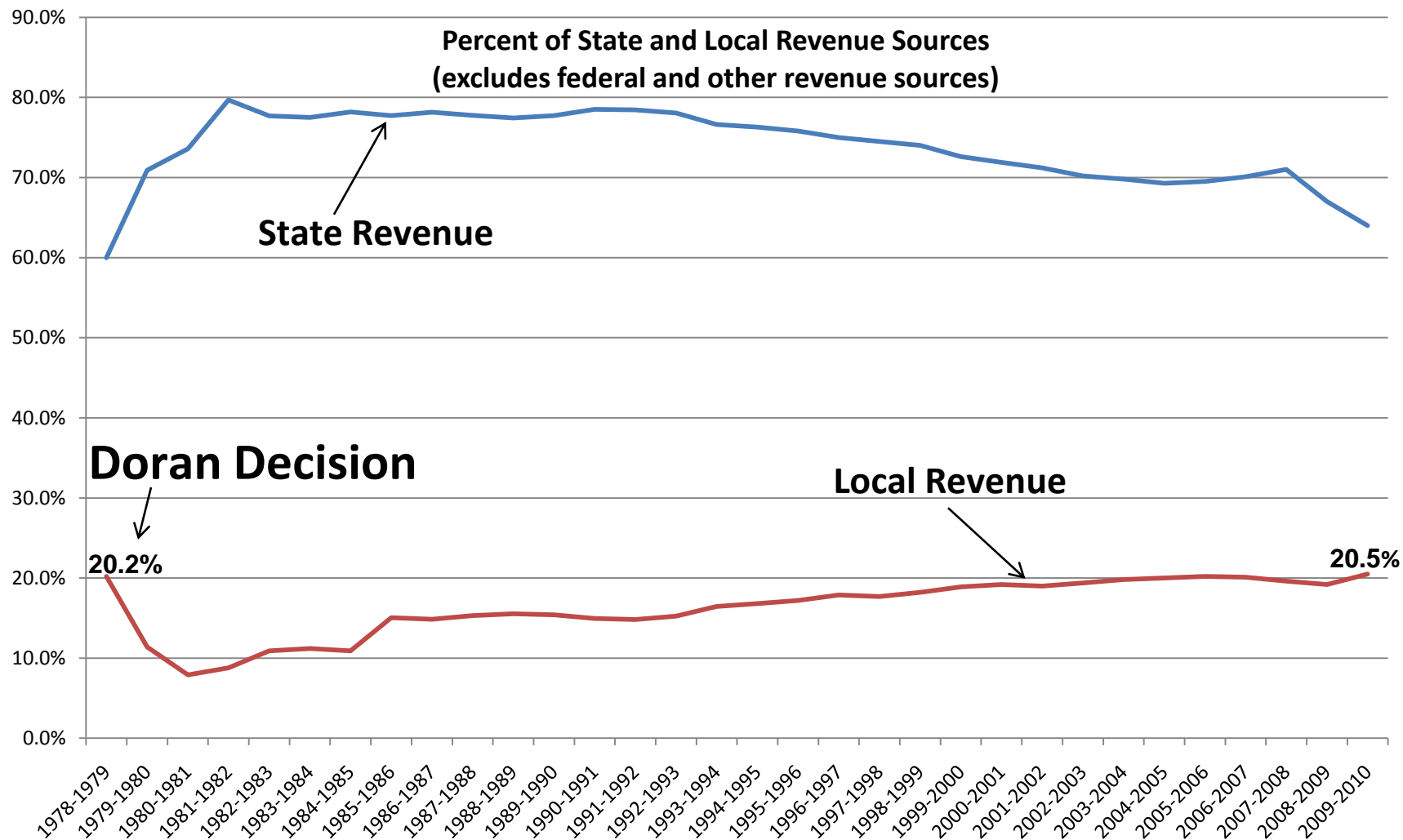
K-12 SYSTEM FINANCE UPDATE

Issue 1: Academic requirements and students' needs increase, but state funding declines

State Funding Per Student, Adjusted for Inflation (CPI-Seattle)
(Not Including Health Care Benefits or Employer Pension Contributions)

31.2% of students eligible for free and reduced price lunch (1996-1997SY)

4.5% of students are English language learners (40,000 students)

96 languages are spoken by K-12

* State learning standards introduced and expected of teachers

* Reading and Writing assessment required for graduation

* Math assessment and/or additional math courses required for graduation

*42.5% passage rate math (2009-10 SY)

*23% of high school students still dropping out

•Achievement Gap persists among ethnic and minority groups of students

40.4% of students are eligible for free and reduced price lunch

8.6% of students are English language learners (83,000 students)

202 languages are spoken by K-12 students

$5,405 — 1994-95 SY

$6,016 — 2007-08 SY

$5,701 — 2009-10 SY

$5,679 — 2010-11 SY

Issue 2: Burden for Basic Education Funding Put Back on Local Tax Payers

Percent of State and Local Revenue Sources
(excludes federal and other revenue sources)

State Revenue

Doran Decision

20.2%

Local Revenue

20.5%

Fiscal year 2011 and the 2011-13 Biennium

NEAR-TERM FINANCIAL OUTLOOK

Three Issues for the State Budget

- In September, Governor implemented an across-the-board cut to all state -general fund programs, excluding basic education, pensions and debt payments (6.287% reduction or $520 million)

- In November, deficit increased and State now must prepare for a supplemental budget to address at least $1,115 million shortfall in the current fiscal year (ending June 30)

- Preparation for a 2011-13 biennial budget that addresses a $5.7 billion shortfall

Cut only applies to a small Portion of Education Budget

Total State General Fund

Pie chart segments:
- 0.43%
- 5.99%
- 49.87%
- 40.19%
- 3.52%

Legend:
- Non-Education Programs Subject to Cut
- Non-Basic Education Subject to Cut
- Basic Education Portion
- Pension
- Debt Service
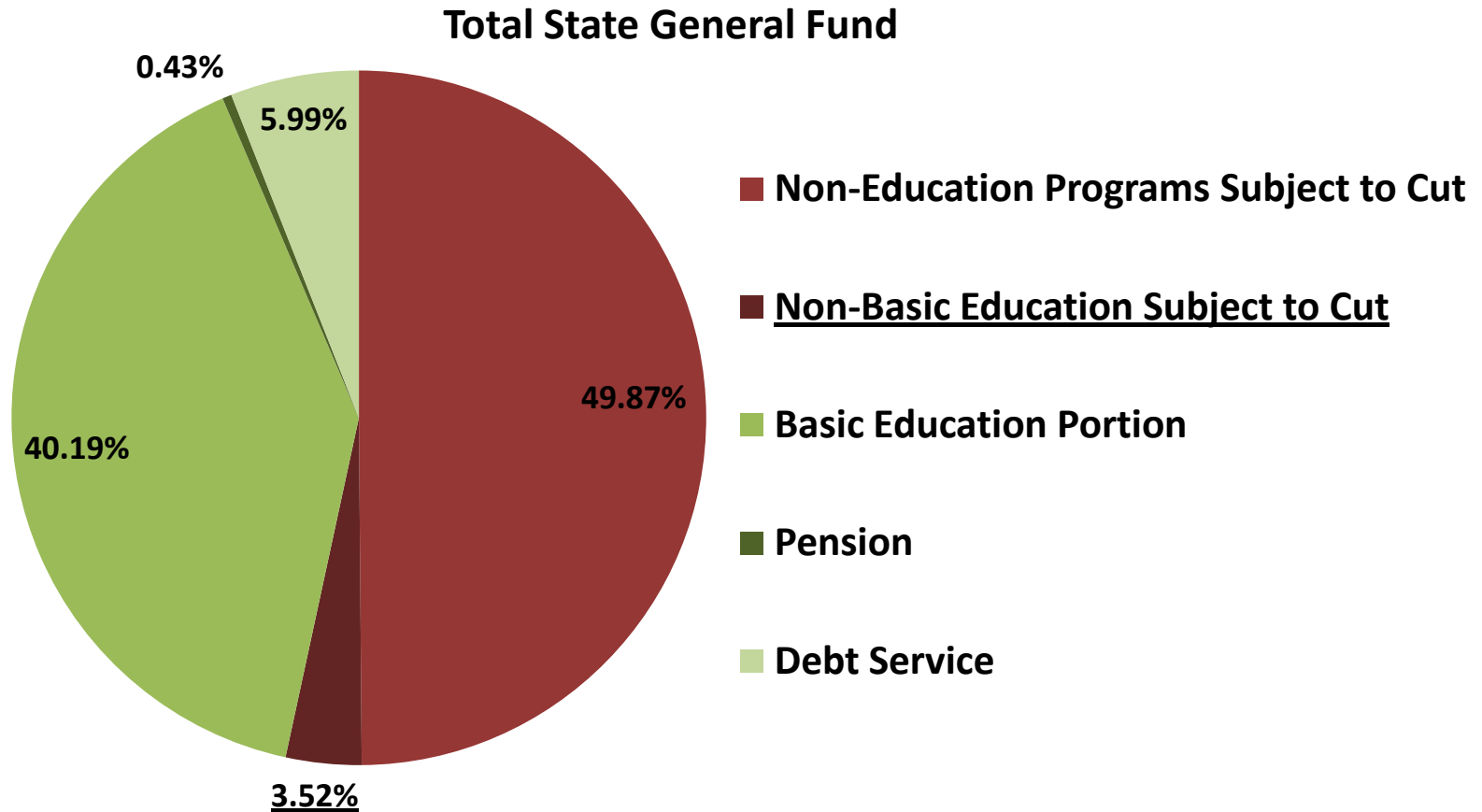
Impact of Governor's Proposed Supplemental Budget Cuts

Program	Amount (Millions)	
Education Reform (assessment savings)	$8.7	Reduction
OSPI Administration and Program Funding	$3.4	Reduction
School-based Medicaid Services	$3.3	Eliminate
Levy Equalization	$18.0	Reduction, 6.3% retroactive
K-4 enhancement	$81.5	Eliminate Full year, retroactive
Highly capable student funding	$7.0	Eliminate, Full FY 11
Education Jobs Funds	$208.4	Use for Basic Education Costs

2011-13 Biennium Outlook for State

- State projected biennial shortfall is $5.7 billion

- As part of this shortfall the state :

  – Restore cuts to I-728 and I-732 over 4 years, beginning in the 2011-12 SY

  – Increase employer pension contributions

    - Pension savings proposed by the Governor will still result in an increase in the pension contribution paid by school districts.

- State funding for K-12 will be impacted by all above hurdles; outlook for 2011-13 biennium and beyond is bleak [Six Year Outlook]

2010 Activities and Recommendations

QUALITY EDUCATION COUNCIL

Legislature and Governor

OSPI and/or OFM Work Groups

- Funding Formula
- Levy and Levy Equalization
- Early Learning (lead by DEL)
- Building Bridges
- Data Governance
- Compensation
- Highly Capable
- Learning Assistance Program
- Transitional Bilingual Program

Quality Education Council (QEC)

- State Superintendent
- Governor Appointee
- SBE Member
- PESB Member
- AGOAC Member
- DEL Director
- Legislators (8)

Professional Educator Standards Board

- Teacher Standards

State Board of Education

- Accountability
- Implementation of Core 24

Review of QEC January 2010 Recommendations

1. Do not decrease funding in 2009-10

2. Adopt Crosswalk/Baseline

3. 3-year phase-in of Transportation, beginning 2011-12

4. 3-year phase-in of NERC, beginning 2011-12

5. 7-year phase-in of Full-day Kindergarten

6. 5-year phase-in of K-3 Class Size to 1:15, beginning 2011-12

7. 3-year phase-in of Early Learning for at-risk 3&4 year olds, beginning 2011-12

8. Other recommendations in report:

http://www.k12.wa.us/QEC/default.aspx

How Are New Resources Phased-in Under SHB 2776?

School Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1 **Full-Day Kindergarten** Must be fully funded statewide by 2017-18 ($158.3 Million) Phase-in based on FRPL	219 Schools	More funding *can* begin	More funding must begin	Continues to ramp up	Continues to ramp up	Continues to ramp up	Continues to ramp up	Fully Funded
2 **K-3 Class Size Reduction from 25.23 to 17 students** Must be fully funded statewide by 2017-18 ($453.6 Million) Phase-in based on FRPL	$0	More funding *can* begin	More funding must begin	Continues to ramp up	Continues to ramp up	Continues to ramp up	Continues to ramp up	Fully Funded
3 **Materials, Supplies, Operation Costs** (MSOC) Must be fully funded by 2015-16 ($682.5 Million) $ per student basis		More funding *can* begin	More funding *must* begin	Continues to ramp up	Continues to ramp up	Funded at new level	Funded at new level	Funded at new level
4 **Basic Transportation** Must be fully funded by 2014-15 ($160.2 Million) % of formula funded basis		More funding *can* begin	More funding *must* begin	Continues to ramp up	Fully Funded	Fully Funded	Fully Funded	Fully Funded

OSPI - Implementation Timeline for the New Prototype Funding Model

Tools & Training

- A projection model is available on OSPI's website to project the new funding model at the school and district level.

- OSPI is providing training throughout the state on the structure and implications of the new funding model.

- The model and other 2776 materials are on our website at:

  www.k12.wa.us/safs/INS/2776/2776.asp

QEC Work Plan for 2010

- ***Identify measurable goals and priorities for the educational system –*** *utilizing the State Reform Plan and current performance data as a baseline*

- ***Implementation Schedule for revised graduation requirements and increased hours of instruction***

- ***Making necessary reports to the Legislature*** regarding:
  - Classified staffing adequacy
  - Capacity of school districts to implement new funding including for class size reductions

- ***Recommend programs and funding to Close the Achievement Gap, Increase Graduation Rates and Decrease the Dropout rate,*** including:
  - Recommend an improved Learning Assistance Program, including funding methodology
  - Recommend an improved Transitional Bilingual Program, including funding methodology
  - Review recommendations made by the Achievement Gap Oversight and Accountability Committee
  - Review recommendations made by the Building Bridges Workgroup

Draft QEC January 2011 Recommendations

1. Continue implementation of SHB 2776 and preserve funding necessary to deliver basic education including Levy Equalization, Highly Capable and K-3 reduced class size funding.

2. Support opportunities to graduate prepared for postsecondary education employment and citizenship

3. Close the opportunity gap for disadvantaged students and students of color

4. Support programs that strengthen education professionals

5. Support improvements in math and science

6. Invest in early Learning

Proposed Classified Staff Recommendations

Classified Staff:	SHB 2776			Actual Staffing			Recommended		
School Based	Elem.	Mid.	High	Elem.	Mid.	High	Elem.	Mid.	High
Students per Prototype	400	432	600	400	432	600	400	432	600
Teaching Assistance	0.936	0.700	0.652	1.123	0.774	0.655	1.195	1.295	1.121
Office Support/Noninstructional Aides	2.012	2.325	3.269	2.414	2.569	3.287	3.220	3.029	3.382
Custodians	1.657	1.942	2.965	1.988	2.157	2.981	3.524	3.454	4.412
Student and Staff Safety	0.079	0.092	0.141	0.095	0.110	0.169	0.099	0.506	0.723
Parent Involvement Coordinators	0.000	0.000	0.000	NA	NA	NA	.676	.676	.676
Districtwide Support									
Students per Prototype	1,000			1,000			1,000		
Technology	0.628			1.45			2.01		
Facilities, Maintenance, Grounds	1.813			2.037			4.719		
Warehouse/Laborers/Mechanics/Facility Security	0.332			0.347			0.571		

Next Steps

Work before session:

- QEC will release their report in January.

Work for next year:

- Local Levy Technical Working Group Recommendations due June 30, 2011

- Compensation Technical Working Group begins July 1, 2011.

Superintendent Dorn's Mathematics and Science
Graduation Requirement Request Legislation

BACKGROUND

To graduate from high school, current law requires the students in the Class of 2013 to meet standards on two end-of-course high school mathematics assessments (Algebra 1/Integrated 1 and Geometry/Integrated 2) and either the comprehensive science HSPE or a newly developed biology end-of-course assessment. These assessments are in addition to the requirement that students meet standards on the reading and writing assessments.

While requiring students to meet mathematics and science standards to graduate is well established, there is a number of implementation issues with the current schedule that, if not addressed, will likely result in a large number of students not receiving a diploma. These issues include:

- A very large number of students will have had Algebra I and biology courses one or more years prior to taking the "end-of-course" assessment. In some cases, students will have taken these courses before the new standards were adopted. As a result, many students likely will not be prepared for the tests, and it can be argued that using the tests several years after taking a course is not an appropriate or valid use of the tests.

- High stakes will be attached to the first administration of the assessments. In other states, assessments are in place an average of four years before graduation decisions are based on the assessment results.

- New mathematics and science standards have recently been adopted, and school districts may not had had the financial resources to acquire aligned instructional materials for the courses.

- Funding for Learning Improvement Days, I-728, and science and professional development has been eliminated, which would have been used to inform teachers of what will be tested, to design lesson plans, and revamp curriculum to prepare students for the assessments.

- Assessing only biology will result in a major transfer of limited high school science staffing and financial resources to the teaching and remediation of biology content. This will result in fewer resources and staffing available for other science disciplines, such as physical science, earth and space science, physics, chemistry, and the integration of science, technology, engineering, and mathematics (STEM).

- As a result of the implementation, preparedness, and fairness issues noted above, it is likely that a large number of students will complete Collections of Evidence, which are costly to compile in schools and to score.

SUMMARY

Superintendent Dorn will recommend to the Legislature two agency-request bills:

Mathematics: The first bill will amend current law to require students in the Classes of 2013 and 2014 to meet the standard on only <u>one</u> high school mathematics end-of-course assessment instead of two. Since most 10th and 11th grade students are taking Geometry this school year, they will be able to take the Geometry end-of-course assessment as a graduation required exam this spring. Phasing in the implementation of the requirement will also give teachers and students more time to understand what is being assessed, to modify instruction, to provide appropriate assistance to students who do not meet the standards, and result in a more orderly implementation.

Science: The science legislation will have four components:

1) Continue with the development of the Biology end-of-course exam with initial implementation in spring 2011.

2) Phase in two additional science end-of-course exams, the first in Physical Science in 2015 and the second in Integrated Science in 2016. If possible, these assessments will be developed in cooperation with other states using the common core science standards that are being developed.

3) Delay the science graduation requirement until the Class of 2017. Require students in the Class of 2017 to pass the Biology end-of-course exam or a biology alternative assessment, to graduate.

4) Require students in the class of 2018 and beyond to meet standards in science by passing the Biology end-of-course exam or one of the additional science end-of-course exams, or an appropriate alternative, to graduate.

POLICY CONSIDERATIONS

The board should consider:

1) Whether it is reasonable to continue the current timeline for the mathematics and science assessment graduation requirements, or whether the recommended changes will result in a more practicable implementation schedule.

2) Whether having only a biology end-of-course assessment will result in higher quality and rigorous science instruction and achievement, or divert too many resources from other valued scientific disciplines.

3) Whether the board should stand firm in not "backing-off" of higher mathematics and science standards even though it is aware that implementation and operational issues exist.

EXPECTED ACTION

The Board may choose to formally support, or oppose, one or both of the bills, or may choose not to take any action.

Superintendent Dorn's
Mathematics and Science Graduation Recommendations

State Board of Education Meeting
January 12, 2011

Robert Butts, Assistant Superintendent for Policy and Planning, OSPI

Ellen Ebert, Science Director, OSPI

Three Questions:

1. Are our current plans for Mathematics and Science end-of-course assessment graduation requirements <u>fair</u> to our students?

2. Will these plans, once implemented, actually improve Mathematics and Science achievement?

3. If not, what changes and actions are needed?

Science

Current Science Assessment Graduation Requirements

- RCW 28A.655.061
  - Beginning with Class of 2013, students must meet state standards in science or an alternative/alternate assessment in order to graduate

- Senate Bill 6444 (Operating Budget – 2009 Session)
  - OSPI, in consultation with SBE, to develop a high school end-of-course assessment measuring the science standards in **biology**
    - Implement in 2011-12 school year

  - In December 2010, SPI to recommend whether additional end-of-course assessments in science should be developed and in which content areas
    - Recommendation must include a timeline and projected costs to develop and administer the assessments

What are the Challenges?

- **New science standards were recently adopted** (2009)
  - Little time for teachers and schools to purchase/align instructional materials, develop lessons, provide targeted assistance

- **The assessment is changing**
  - This spring (2011), the current comprehensive science assessment (HSPE) administered for the last time
    - Will assess 2005 standards
  - New biology end-of-course assessment not available until spring 2012
    - Will assess 2009 standards
    - On average, states administer assessments four years before used as exit exams

- **Washington does not require students to take biology**

- **The mismatch between when students take biology and the EOC**
  - Most students take biology as 9th and 10th graders
  - Biology EOC will not be offered until their 11th grade (2012)
    - Students failing the 2011 comprehensive assessment will have to meet the graduation requirement by taking the biology EOC a year or more after taking biology

Class of 2013
When Do Students Take Biology?

% of Students Taking Biology

2009 - 10	Freshmen: 15.2%
2010 - 11	Sophomores: 62.4%. **Take HSPE for Graduation Requirement**
2011 - 12	Juniors: 10.5%. **First administration of Biology EOC**
2012 - 13	Seniors: 5.4%.

Approximately 8% of students historically do not take biology
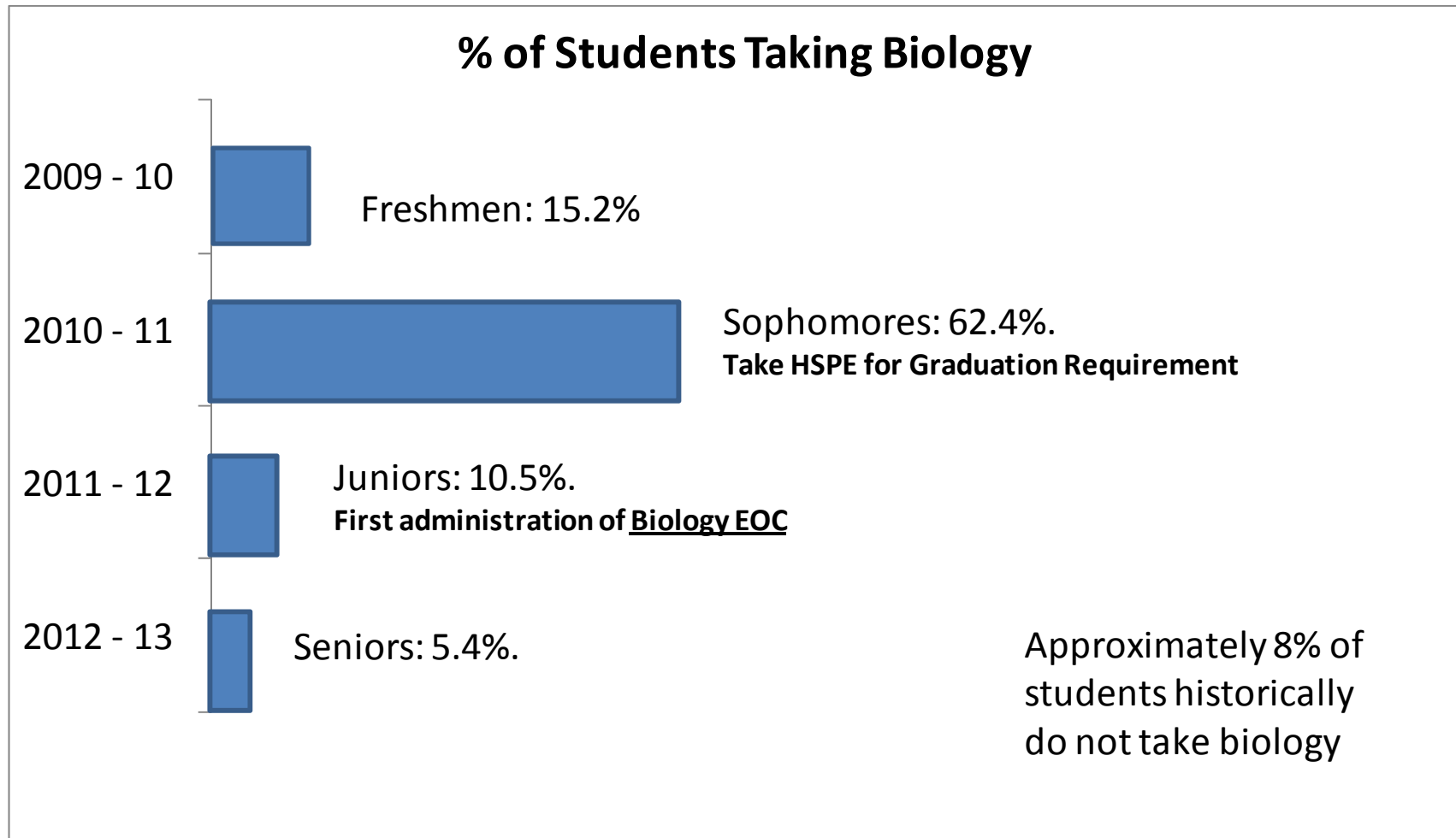
What are the Challenges?

- **The current % of high school students meeting the science standard is low, and not growing rapidly**

10th Grade Science Trend

32%

45%
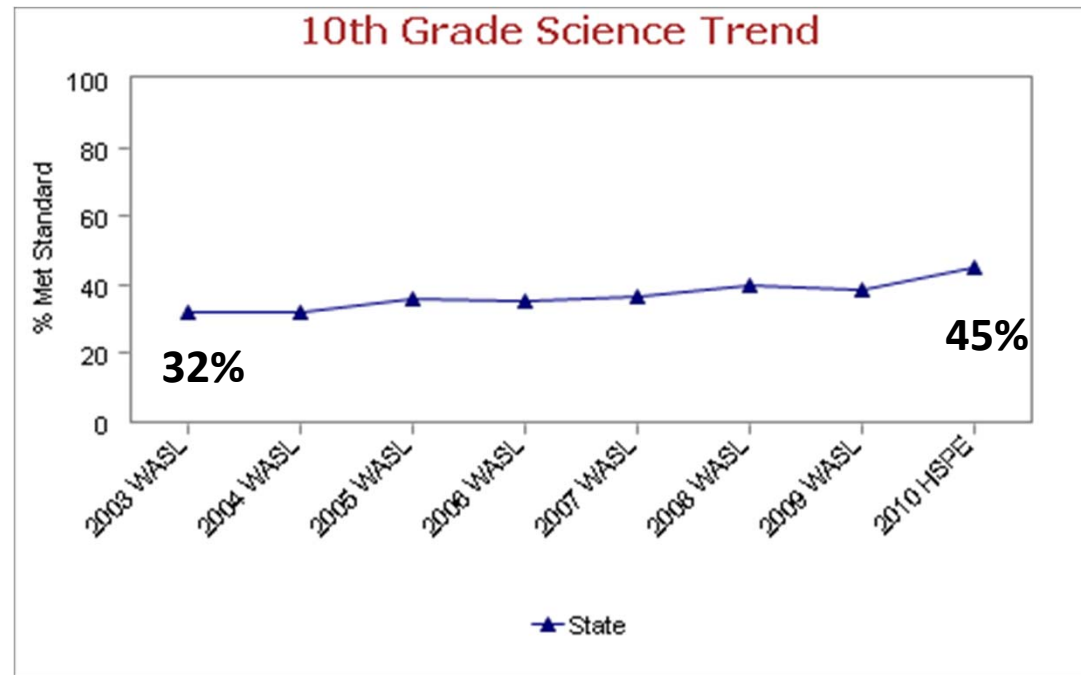
The 2009 Legislature recognized the problem and switched to an end-of-course assessment

What are the Challenges?

- **Many teachers have not had professional development on the new standards or a chance to align their biology courses and instructional materials**

- **A high stakes assessment only in biology will divert limited resources from other science disciplines**
  - High schools will need to:
    - Create additional biology classes
    - Provide biology remediation/Collection of Evidence opportunities
    - Move most effective science teachers to biology instruction, which will impact instruction in other science classes

- **Limited opportunities to hire new science teachers due to budget constraints**

- **High stakes assessments are expensive to implement.**
  - Implementing the science graduation requirement will cost the state $20.5 million in the 2011-13 biennium.
  - School district costs in other states have ranged from $128 (Minnesota) to $442 (Massachusetts)

Largest enrollments are in Biology, Chemistry, Physical, and Integrated Science Classes

Statewide % H.S. Students Enrolled in Science Courses
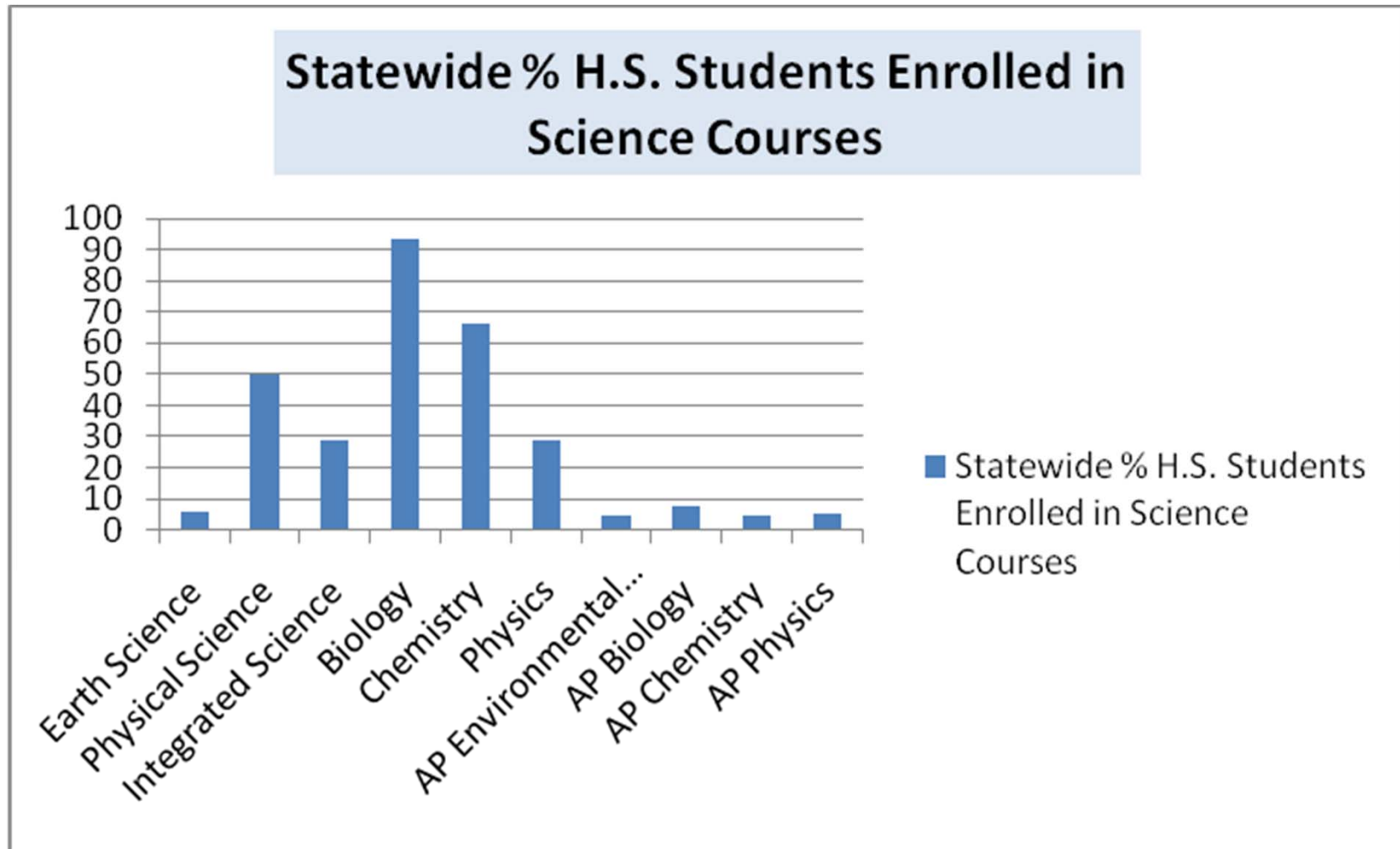
What are the Challenges?

- Funding to improve science instruction was slashed, and further cuts are likely

	FY 08	FY 09	FY 10	FY 11
LASER	$ 4,079,000	$ 1,579,000	$ 1,473,000	$ 197,000
Science ESD Coordinators	$ -	$ 1,677,500	$ 1,677,500	$ 1,677,500
Science Instructional Coaches	$ -	$ 1,792,000	$ 943,250	$ 943,250
Science Professional Development				
** - 4th/5th grade teachers**	$ 1,939,000	$ 2,513,500	$ 507,000	$ -
** - Middle/High School teachers**	$ 7,173,000	$ 8,101,500	$ 1,620,402	$ -
TOTALS	**$ 3,191,000**	**$ 15,663,500**	**$ 6,221,152**	**$ 2,817,750**

Learning Improvement Days	2 Days	2 Days	1 Day	0 Days

National Science Standards

- "Next Generation Science Standards" under development
  - Framework to be completed this spring
  - Standards to be available by December 2011

- New multi-state collaborative assessments likely to be developed
  - Washington and other states will need EOCs
  - EOCs potentially available in 2014 – 2015

What Teachers have to say on EOCs

- Pro
  - Testing will keep teachers focused. If a student cannot pass an EOC, perhaps they don't deserve a diploma.
  - Students will take test seriously.
  - I strongly agree providing the assessment is aligned with National Science Standards and is developmentally appropriate for high school.
  - Requiring a proficiency standard will improve instruction.

- Con
  - We need students who are broadly scientifically literate: Not students who only know biology.
  - This will stall the emphasis on STEM.
  - Teachers will spend a huge amount of time making sure the remediation is completed. I hope the advanced students do not miss out on their education.
  - Test assures only "teach that which is tested." As a past presidential awardee, I find freedom to go beyond way more enriching.

Source: Survey of WA National Board Certified Science Teachers and Science Assessment Leadership Team, December 2010

Superintendent Dorn's Recommendations

- Implement Biology end-of-course exams in 2012 (as planned)

- Phase in two additional end-of-course exams that are developed with other states and based on the new national standards
  - Physical Science in 2015
  - Integrated Science in 2016

- Delay the graduation requirement until the Class of 2017
  - Class of 2017: Require students to pass the Biology EOC or alternative
  - Class of 2018 and beyond: Require students to pass Biology, Physical Science, or Integrated Science EOC or alternative

- Take actions to ensure students have an opportunity to be successful

Actions Required

```
        ┌──────────┐
        │   OSPI   │
        └──────────┘
             │
   ┌─────────┼─────────┐
┌──────┐  ┌───────┐  ┌────────┐
│ ESDs │  │ LASER │  │ Coaches│
└──────┘  └───────┘  └────────┘
```
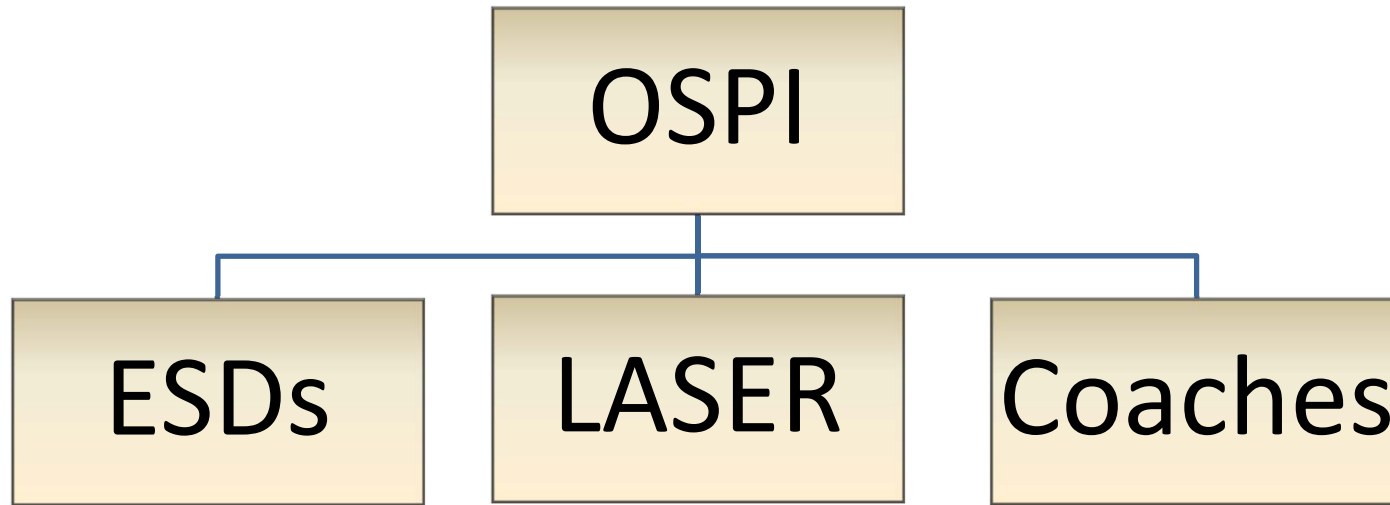
- Continue to build -- <u>and fund</u> -- a statewide Leadership/Professional Development System
- Develop resources for schools, teachers, students and parents

Actions Required

- Work with the ESD coordinators and teachers to develop a ***Guide to Biology*** to include:
  - Performance expectations
  - Released items
  - Model syllabi with pacing guides
  - Learning progressions
  - Tools that teachers can use to develop their own scenarios
  - Model lessons
  - Formative assessments
  - Virtual toolbox

- Complete guides for other science content areas as EOCs are developed

- Work with other states to develop science EOCs based on new standards

Mathematics
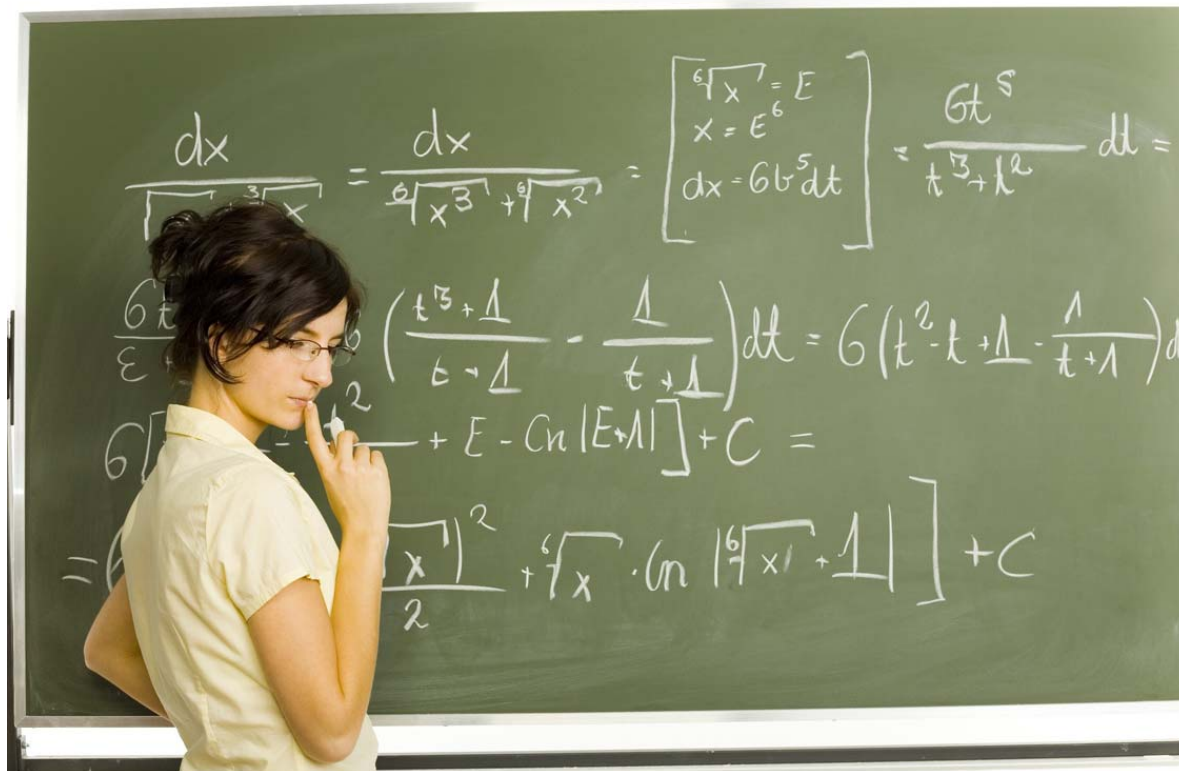
<u>Current</u> Mathematics Assessment Graduation Requirements

- **To graduate, Classes of 2013 and 2014 must meet:**
  - The standards on <u>two</u> high school end-of-course mathematics assessments (Algebra 1/Integrated 1 and Geometry/Integrated 2);
  - The standard on a comprehensive mathematics assessment;
  - The standard on an objective alternative assessment (e.g., grades comparison, COE, SAT, ACT, AP); or
  - An alternate assessment for students eligible for Special Education.

- **Classes of 2015 and beyond:**
  - The comprehensive assessment option is eliminated.

Why move forward with Mathematics?

- The mathematics standards have been in place longer
    - Has allowed more time for alignment, obtaining instructional materials, professional development

- Algebra I/Geometry and Integrated I/II are required to graduate

What are the Challenges?

- **Several problems remain, however**
  - Percent meeting the HS Math standard is low (42%)

  - EOCs will be used for high stakes on 1st administration

  - Schools will have to devote more resources to these mathematics courses

  - **Many** students will have taken Algebra 1/Integrated 1 one or more years before the EOCs are administered

Class of 2013
Algebra/Integrated I Course taking

2008-09 or before — 7th & 8th graders: 10%

2009-10 — 9th graders: 74%

2010-11 — 10th graders: 12%
First Administration of Algebra 1/Integrated I EOC

2011-12 — 11th graders: 4%.

2012-13 — 12th graders: 0%.

Only 12% of students in the Class of 2013 will be taking Algebra I/Integrated I when the EOC is first administered
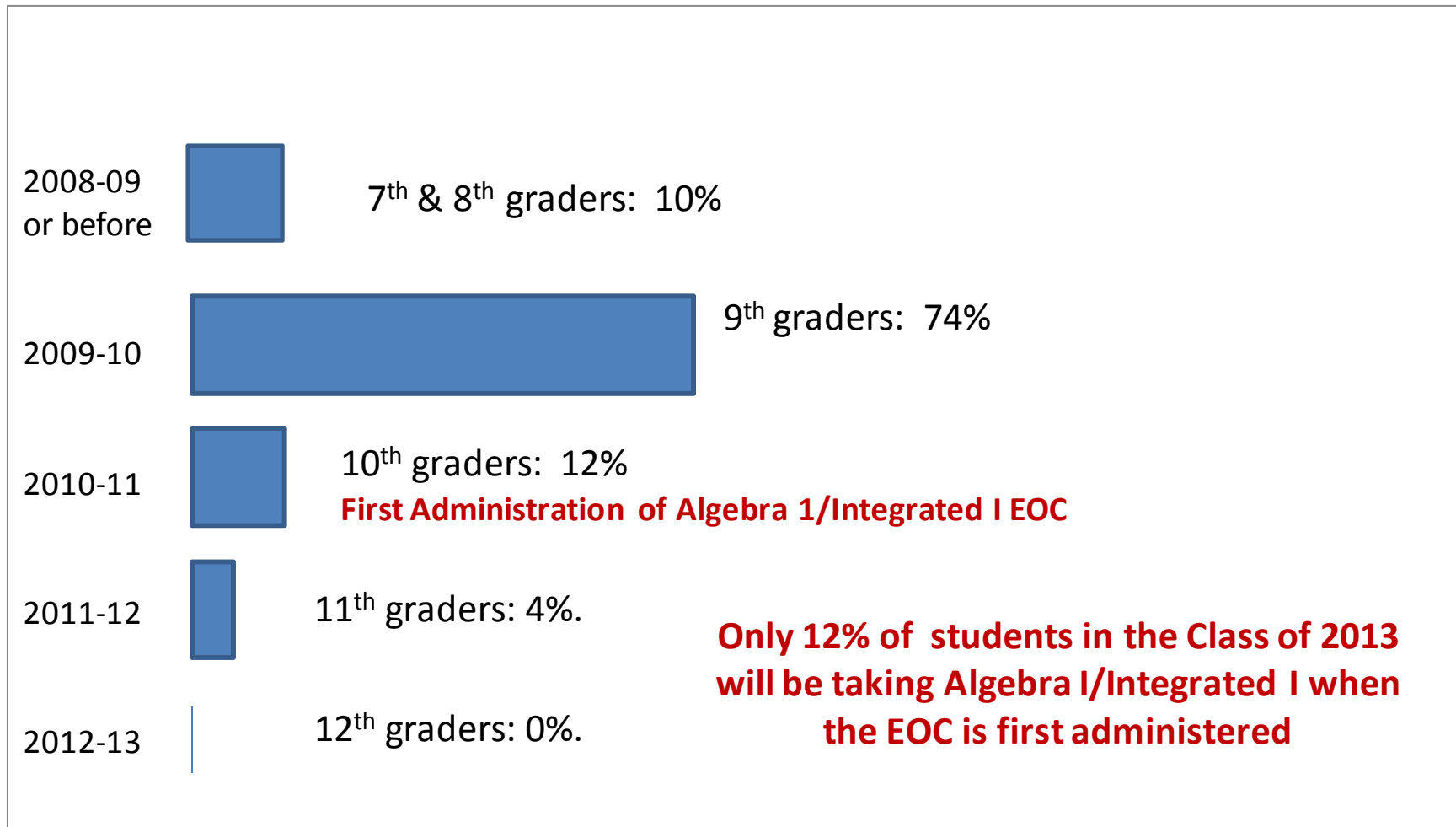
Class of 2013
Geometry/Integrated 2 Course taking

2008-09 or before   8th graders: 2%

2009-10   9th graders: 8%

2010-11   10th graders: 74%
First Administration of Geometry/ Integrated 2 EOCs

2011-12   11th graders: 12%.

2012-13   12th graders: 4%.

74% of students in the Class of 2013 will be taking Geometry/Integrated 2 when the EOC is first administered
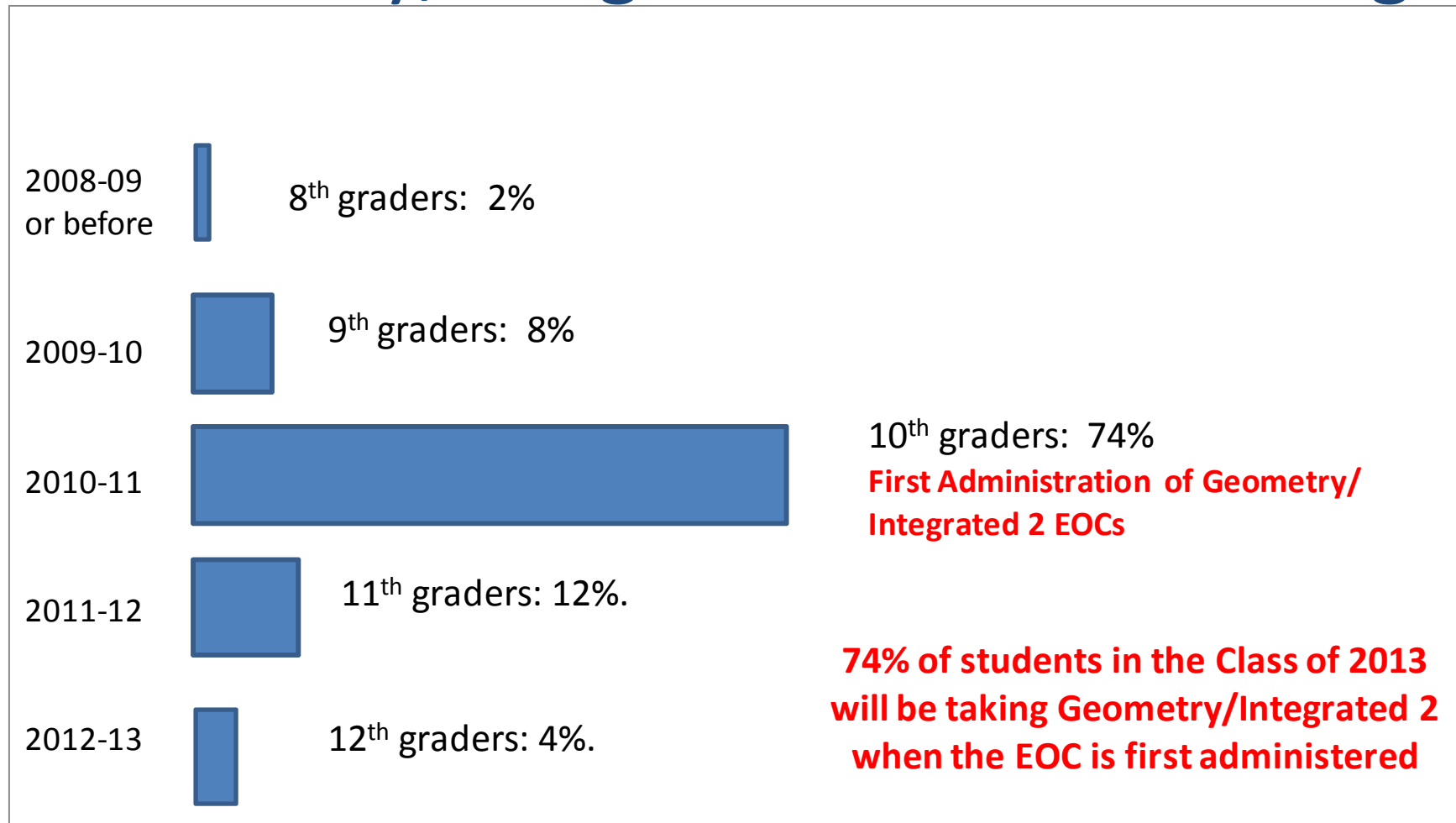
Superintendent Dorn's Recommendations

- **To graduate, Classes of 2013 and 2014 must meet:**
  - The standard on <u>one</u> high school end-of-course mathematics assessment;
  - <u>The standard on a retake</u>;
  - The standard on an objective alternative assessment (e.g., grades comparison, COE, SAT, ACT, AP); or
  - An alternate assessment for students eligible for Special Education.

    <u>(The comprehensive assessment option is eliminated)</u>

- **Classes of 2015 and beyond:**
  - Must meet standard on <u>two</u> assessments
  - No other changes

Benefits

- Maintains current level of rigor
- Continues with an aggressive implementation schedule
- However, recognizes that major implementation issue can be addressed with requiring only one standard to be met for first two years
- Reduces school and district costs in the near-term

Further Information

Robert Butts, Assistant Superintendent   bob.butts@k12.wa.us

Ellen Ebert, Science Director   ellen.ebert@k12.wa.us

Cinda Parton, Director of Test Development   cinda.parton@k12.wa.us

Greta Bornemann, Mathematics Director   greta.bornemann@k12.wa.us

The Washington State Board of Education

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

LEGISLATIVE SESSION PRIORITIES

BACKGROUND

SBE Visits to Legislature

During the afternoon of January 13, Board members are encouraged to meet with their district legislators. Although SBE staff met with legislators often during session, these meetings have value because a message from a constituent always carries weight. SBE staff will provide the members with folders of information and handouts for the legislators. If you haven't done so yet, please contact your legislators to schedule a 15 minute meeting to discuss the work of the Board. Your first meeting can begin at 2:00 p.m.

Election Results and Committee Membership

The 62nd Legislature will convene for 105 days beginning January 10 and will end April 24. The Democrats have retained a majority in the Senate: 27-22 and in the House 56-42, but have a slimmer majority than in the previous Legislature.[1]

The House has retained Representative Frank Chopp as the Speaker and the Senate has retained Senator Lisa Brown as the Majority leader. The new Senate Ways and Means Chair is Senator Ed Murray and the new House Ways and Means Chair is Representative Ross Hunter. The Education Committees have undergone major changes since last session. Senator Rosemary McAuliffe, 1st Legislative District, is remaining as the Chair of the Senate Early Learning and K-12 Education Committee; however, neither of the past vice chairs was reelected (Senator Oemig and Senator Kauffman) and a few other members retired. The House Education Committee membership has also changed because Representative Dave Quall, 40th Legislative District, who was the long time House Education Committee Chair, has retired and will be replaced by Representative Sharon Tomiko Santos, 37th Legislative District. Below are the proposed education committee assignments for Democrats as of December 20, 2010 (final assignments for both Democrats and Republicans will be decided during the first week of session):

---

[1] The 2010 session has a Democratic majority in the Senate of 31-18 and the House has a Democratic majority of 61-37,

Senate Early Learning & K-12 Education:
- Sen. Rosemary McAuliffe (chair)
- Sen.-elect Nick Harper (vice-chair)*
- Sen. Tracey Eide
- Sen. Sharon Nelson*
- Sen. Rodney Tom
- Sen. Steve Litzow (Ranking Republican)*
- Sen. Curtis King
- Sen. Andy Hill*

House Education:
- Rep. Sharon Tomiko Santos (chair)
- Rep. Lytton (vice-chair)*
- Rep. Andy Billig*
- Rep. Fred Finn*
- Rep. Kathy Haigh
- Rep. Sam Hunt
- Rep. Connie Ladenburg*
- Rep. Marko Liias
- Rep. Marcie Maxwell
- Rep. John McCoy*
- Rep. Tim Probst
- Rep. Bruce Dammeier (Ranking Republican)
- Rep. Glenn Anderson (Asst. Ranking)
- Rep. John Ahern*
- Rep. Jan Angel*
- Rep. Cathy Dahlquist*
- Rep. Susan Fagan
- Rep. Mark Hargrove*
- Rep. Brad Klippert*
- Rep. Joel Kretz*
- Rep. J.T. Wilcox*

*Members are new to the education committees.

Budget Issues for the 2011 Legislative Session

The biggest challenge facing the 2011 Legislature will be how to address the significant budget deficits for the remaining part of 2009-11 budget that ends June 30, 2011 and the upcoming biennial budget for 2011-13. The state has continued to lose revenue and costs continue to increase for mandatory services such as medical services and corrections caseloads. With clear signals from the voters in November for no new taxes (Initiative 1053 passed requiring the Legislature to approve any increase in taxes by a two-thirds vote in both the House and Senate; the repeal of the tax increase on soda pop, candy, gum, and bottled water; and the defeat of Initiative 1098 to establish a state income tax) the Legislature's job will be to require larger cuts to current programs.

December Special Session and the Governor's Proposed Budgets

A special legislative session was held on December 11, to begin to address the $1.1 million deficit. The Legislature passed a supplemental budget that reduced the current fiscal year budget by $700 million. The reductions included:
- Elimination of funding for smaller class size in K-4.
- 4.2 percent reduction for higher education.

- 6.2 percent reduction for state agencies.
- Reduction in payment for Disability Lifeline, emergency funds to keep families off welfare, subsidized health insurance program for the poor; child support checks for welfare families; elimination of non-emergency adult dental care; closure of McNeil Island Corrections Center.

On December 17, 2010, the Governor released her **Proposed 2011 Supplemental Operating Budget** to close the $400 million gap that still remained after the Legislature's December special session. Below are some details of the supplemental budget:
- Eliminate additional funds for K-4 education class size reduction for the 2010–11 school year.
- Reduce levy equalization payments to eligible districts by 6.287 percent for Fiscal Year 2011.
- $18 million in cuts to LEA that are retroactive to the start of the 2010-2011 school year.
- Eliminate the Highly Capable Program.
- Eliminate the Summer Vocational Skills Center Program.
- Eliminate the Basic Health Plan beginning March 1, 2011.
- Eliminate the Disability Lifeline medical program and grants for those with a temporary disability.
- Reduction of $253 million to the June apportionment through a budget shift to the first business day of July 2011.

On December 15, the Governor released her **Proposed 2011-13 Operating Budget** to address a $4.6 billion shortfall, which includes cuts of almost $2 billion from public education. Below are some details of the budget:
The Governor placed a priority on continued funding for:
- Preschool slots for four year olds (reduced slots for three year olds).
- All day kindergarten for the lowest income schools.
- Preservation of administration of state assessments and end of course assessments in high school level science and math.
- Incentive grants for school districts for new teacher and principal evaluations.
- Development of state teacher and principal evaluation models.
- Specialized instruction for School for the Blind and Center for Childhood Deafness and Hearing Loss.

The Governor proposes the following cuts:
- 10 percent across-the-board cuts and reductions in staff to most agencies, including SBE, PESB, and OSPI.
- 6.3 percent cut to Local Effort Assistance (LEA); districts that are close to the average will have less funding; districts farther away from the average will keep more funding.
- Two-year suspension of K-4 class size enhancements.
- Reductions in assessment administration for OSPI and ESDs and a decrease in what districts are reimbursed for "collection of evidence," from $300 to $200.
- The per pupil inflator rate will go to three percent in school year 2011-12 and five percent in school year 2012-13, compared to four percent each year last biennium.
- Elimination of many programs, including those targeted for dropout prevention, highly capable students, Reading Corps, and much more.
- All-day kindergarten is frozen at the current rate.

- Suspension of movement on the teacher salary schedule.
- Suspension of employee salary increases for all education and state government agencies.
- Suspension of class size reductions.
- Suspension of the National Board Certification Bonus program.
- Suspension of the K-4 enhancement, which is expected to eliminate 1,500 teacher jobs.
- Shift of $253 million of the June apportionments into July 2011.
- Pilots for teacher/principal evaluations are funded for the next two years.
- Elimination of the Basic Health Care plan.
- Elimination of the Disability Lifeline grant.
- Reduction of three percent compensation for all state employees.
- Elimination of state general fund support for state parks.

The rest of the shortfall will be addressed through pension reform, fund transfers, and use of the state's rainy day fund.

The Governor has also proposed a number of agency streamlines and consolidations, including: phase II consolidation of natural resource agencies, state government central functions, one office of civil rights (which would absorb all the ethnic commissions), and cutting additional boards and Governor appointments. An educational governance proposal will be announced in early January.

POLICY CONSIDERATION

Although the budgets will take center stage, plenty of policy issues will pop up and be debated during session. The State Board of Education (SBE) is tasked with providing advocacy and strategic oversight of public education in Washington State[2]. Therefore, the SBE should consider taking positions on a selected number of issues that are expected to develop into bills.

SBE staff have a variety of methods of communicating the SBE's priorities and positions to legislators and stakeholders, including one-on-one meetings, testifying at legislative hearings, and distributing informational flyers and other documents. In January, SBE staff will create a summary document nicknamed the "Legislative Leave Behind" to accompany the initiative flyers. The Leave Behind, and accompanying documents, will reflect the positions the SBE takes on any or all of the following issues.

Policy and Fiscal Issues

1. Washington State Graduation Requirements for the Class of 2016	
Origin	SBE revised graduation requirements for the Class of 2016.
Summary of Issue	The SBE approved its Washington State Graduation Requirements on November 10, 2010. The revised requirements will go into effect for the Class of 2016 and funding would need to begin in the 2011-12 school year for implementation of the requirement that the High School and Beyond Plan begin in grade eight.

---

[2] RCW 28A.305.130

1. Washington State Graduation Requirements for the Class of 2016	
SBE Staff Recommendation	SBE will submit its resolution on the new state high school graduation requirements to the education committees, but won't submit a bill to the Legislature. Due to the current fiscal situation, funding of the new graduation requirements will not be possible in the upcoming biennium. SBE will advocate for phase-in funding to begin before 2018 with the QEC and Legislature. It is anticipated that the SBE will adopt a rule for the non fiscal related items for the Class of 2016 sometime next year if the Legislature does not change the proposed SBE requirements. SBE staff will continue to work with legislators and other stakeholders to ensure the current high school graduation requirements are not diluted by any bill proposals.

2. Removing the Culminating Project as a Graduation Requirement for the 2011-13 School Years	
Origin	Governor proposed policy.
Summary of Issue	To provide flexibility and reduce requirements to school districts, the Governor may propose suspending the Culminating Project for the next two school years.
SBE Staff Recommendation	Due to the size of the budget deficit, SBE recommends supporting the temporary suspension of the Culminating Project graduation requirement, as proposed by the Governor.

3. Mathematics Assessment Graduation Requirement	
Origin	OSPI sponsored.
Summary of Issue	In order to reduce administrative costs and avoid overwhelming students with multiple new tests, OSPI has proposed a temporary suspension of part of the mathematics assessment graduation requirement. OSPI has proposed that high school students in the Classes of 2013 and 2014 need only pass one math (Algebra I or Geometry) end-of-course (EOC) assessment for graduation. The current requirement of passing both of the math EOCs for graduation would be reinstated for the Class of 2015 and beyond.

For the 2011-13 biennium, the Governor preserves administration of state assessments of student learning, including development of end-of-course assessments in high school-level science and mathematics. OSPI is directed to renegotiate with contractors to find the savings for the collection of evidence portfolio assessments. The Governor proposes that high school students in the Class of 2013 pass one math (Algebra I or Geometry) end-of-course (EOC) assessment for graduation. The Class of 2014 would have to pass both math EOCs for graduation. |

3. Mathematics Assessment Graduation Requirement	
SBE Staff Recommendation	SBE support the Governor's position on students passing one math EOC for the Class of 2013 and two math EOCs for the Class of 2014 and continuing the support for the collection of evidence as an alternative assessment.

4. Science Assessment Graduation Requirement	
Origin	OSPI sponsored.
Summary of Issue	OSPI has proposed a temporary suspension of the science assessment graduation requirement. OSPI has proposed that implementation of the requirement be suspended until the Class of 2017 and 2018. The Class of 2017 would need to pass one science (biology, physical science or integrated science) EOC for graduation and the Class of 2018 and beyond would need to pass two science EOCs for graduation. For the 2011-13 biennium, the Governor maintains students in the Class of 2013 must pass one science EOC for graduation.
SBE Staff Recommendation	SBE will support the consideration of extending the science graduation requirement to the Class of 2015, provided that OSPI is able to provide specific steps with the assistance of public/private partnerships to enable districts to ensure students are ready to meet the high school science standard.

5. Temporary Reduction in the Basic Education Requirement of 180 School Days	
Origin	Possible legislation; one issue for consideration that emerged out of the Governor's work to transform state government.
Summary of Issue	The Governor's Committee on Transforming Washington's Budget recommended ways to reduce the state's budget deficit through K-12 policy changes, including reducing the school year to 175 days, increasing class size in K-12, streamlining administration, and giving flexibility to districts to adjust the length of the school year for different subgroups of students.
SBE Staff Recommendation	SBE will oppose reductions to the length of the school year. Basic Education requirements must be preserved regardless of any budget deficit. If the legislation moves forward, SBE will reduce the number of days permissible to waive or prohibit the use of the 180 day waiver requests by districts.

6. PESB/SBE Joint Policy Issues	
Origin	At the Joint November PESB/SBE meeting, the boards discussed support for a common legislative agenda.
Summary of Issue	SBE and PESB joint priority areas: • Support a meaningful evaluation system for teachers and principals. • Stay on track for QEC study to revamp educator compensation system in 2011. • Support strategies to close the achievement gap. • Fund focused professional development. • Implement e-certification and other common core data bases.
SBE Staff Recommendation	SBE will support any policy or budget bills that address these joint priorities.

7. OSPI/Department of Early Learning (DEL)	
Origin	OSPI and DEL have been working on ways to improve student readiness for kindergarten.
Summary of Issue	OSPI and DEL are considering a bill to: • Implement the piloted kindergarten readiness assessment. • Phased in full day kindergarten starting with lowest income schools first.
SBE Staff Recommendation	SBE will support this bill.

8. Quality Education Council Recommendations	
Origin	The Quality Education Council is charged with developing a ten year funding plan to implement an evolving basic education program .

8. Quality Education Council Recommendations	
Summary of Issue	The Quality Education Council (QEC) will recommend its priorities for basic education funding for the upcoming bienniums in January. At this time we expect that it will contain recommendations for the next biennium on making progress on funding K-12 provisions outlined in SHB 2776 including: phase-in of full day kindergarten; phase-in of smaller class size for K-4; transition to new pupil transportation funding; increased allocations for maintenance, supplies, and operating costs. Discussions are still underway about when funding phase-in for new graduation requirements would occur. More details will be provided at the SBE meeting, when the QEC report is completed.
SBE Staff Recommendation	SBE will continue to work hard with the QEC and others to ensure funding for phasing in our new graduation requirements happens as soon as the state fiscal situation improves.

Other Education-related Issues:

Possible bills on:

- Charter Schools.
- Financial Literacy.
- Reducing Graduation Requirements to Higher Education Coordinating Committee Minimums.
- Governor's Education Governance Proposal.

Stakeholder Common Legislative Priorities

The SBE staff has provided some of common priorities of some of the stakeholder groups. These include: the Office of Superintendent of Public Instruction (OSPI), Washington State School Directors Association (WSSDA), Washington Association of School Administrators (WASA), Association of School Principals (AWSP), Partnership4Learning (PFL), and Excellent Schools Now (ESN)[3] See Attachment A to view more detailed priorities:

1. Fully fund schools (OSPI, WSSDA, WASA, AWSP, WSPTA, WEA).
2. Statewide assessment graduation requirements adjustments (OSPI, AWSP, WEA).
3. No unfunded or underfunded mandates (WSSDA, AWSP, WASA).
4. Keep momentum with Education Reform Efforts (WSPTA, OSPI).
5. College and Work Ready Standards and Graduation Requirements (PFL and ESN).
6. Strengthen STEM education (AWSP, WSPTA, PFL).
7. Innovative schools (PFL, ESN).

---

[3] ESN is a large coalition that includes the League of Education Voters, Stand for Children, Alliance for Education, the Black Collective, Tabor 100, Washington Roundtable, and numerous other groups)

EXPECTED ACTION

Approval of legislative policy and budget priorities one through eight, listed above.

Stakeholder Legislative Priorities

SBE staff has provided a summarized and reformatted list of priorities from stakeholder groups. Please refer to each group's publications or Web sites to view the priorities in their full and original form. Some of the priorities represent long-standing policy priorities and others represent specific priorities for the 2011 Legislative Session because not all groups have formulated session priorities, to date.

WSPTA (www.wastatepta.org):
- Keep momentum with Education Reform Efforts.
- Strengthening math and science education.
- State-wide adoption of early phonological awareness screening and implementation of systematic literacy instruction.
- Not just seniority for "reduction in force" policies.
- Fully fund schools.
- New research-based state teacher compensation model that emphasizes rewarding teacher effectiveness in improving student learning.

WASA (www.wasa-oly.org):
- WASA will only support bills and budget items that address the conclusions declared by Judge John Erlick in the February 4, 2010, King County Superior Court, school funding decision.

WSSDA (www.wssda.org):
- Maintain LEA.
- No unfunded mandates.
- Fully fund schools.
- Consolidation should be locally determined.

AWSP (www.awsp.org):
- Fully fund basic education by 2018.
- No unfunded or underfunded mandates.
- After basic education is fully funded, implement the graduation requirements proposed by SBE.
- Maintain current assessment graduation requirements for reading, writing, and math. Delay the science assessment graduation requirement.
- Strengthen STEM.
- Maintain current leadership intern and academy programs and restore funding for the mentor program.
- Continue funding for the teacher/principal evaluation pilot program.
- Promote outdoor education; and solve issues for retiring administrators.

WEA (www.washingtonea.org):
- Better compensation for public school employees remains WEA's number one priority and is one of the most important issues facing our state's public schools. Nothing is more important to improving the quality of public schools than having well-trained, well-qualified educators teaching our children.
- Opposes the sole use of the WASL, its replacement, or any other single test, in making high-stakes decisions about students and schools. WEA supports the assessment of student learning by using multiple measures of student and school success.
- Stable and adequate funding for public education is essential to the continued success of schools and students.
- WEA members support higher academic standards for students, including the state's Essential Academic Learning Requirements (EALRS). Public schools need additional resources to meet higher academic standards: smaller class sizes, better compensation, more learning opportunities for students, professional development and safe schools. School accountability legislation should provide the help needed to meet high standards -- not punishment.

OSPI (www.k12.wa.us)
- Fully fund our schools.
- Increase student achievement, reduce student dropouts.
- Redesign the State Assessment System.
- Expand Career and Technical Education.
- Invest in early learning.

Partnership for Learning Priorities (www.partnership4learning.org)
- College and work ready standards and graduation requirements.
- Effective teachers and leaders that drive student performance.
- Strong state governance that leads to strong system performance.
- Innovative schools that meet the diverse needs of students.
- Policies that accelerate student performance in math and science.

Excellent Schools Now (www.excellentschoolsnow.org)
- College and Work Ready Standards, Assessments, and Graduation Requirements.
- Effective Teaching.
- Effective Principals.
- Innovation and charter schools.

MIDDLE LEVEL PREPARATION FOR HIGH SCHOOL SUCCESS

PURPOSE OF BRIEF AND RELATIONSHIP TO SBE STRATEGIC PLAN

One of the State Board of Education's (SBE) strategic planning goals is to provide policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education. An objective under that goal is to provide policy leadership to examine the role of middle school preparation as it relates to high school success. A strategy for meeting that objective is to convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school.

The purpose of this brief is to identify potential areas of study and to ascertain from Board members any other areas of interest the staff might pursue.

BACKGROUND

National State Board of Education focus. The National Association of State Boards of Education (NASBE) has summarized four reasons why middle schools are so important to state boards of education.

1. For too many students, the early secondary years mark a time when academic growth slows, performance levels drop, and achievement gaps persist.
2. High school academics are becoming more rigorous and graduation standards are increasing. Students exiting middle school must have the literacy (both reading and mathematical) to enable them to meet the challenges of high school.
3. The nation has a dropout problem, and half or more of those who eventually drop out begin to lose their way in middle school.
4. Middle school students who are wavering in terms of making good life choices are still relatively "reachable," but such openness to healthy influences does not last forever. For many students the middle school years are their last, best chance for staying on or returning to a pathway for success.[1]

Washington SBE focus. Throughout its three-year discussion of graduation requirements, SBE has repeatedly recognized pre-high school preparation as a contributing factor to high school success. SBE also approved changes in November 2010 that will likely create more opportunities for students to begin working on high school graduation requirements before ninth grade. These changes include: 1) beginning the High School and Beyond Plan in middle school; and 2) making Washington State History and Government a non-credit requirement. In addition, SBE contributed to the development of a sample competency-based credit policy and procedure for world

---

[1] Beginning in the Middle: Critical Steps in Secondary School Reform. October 2008. National Association of State Boards of Education.

languages that will encourage districts to recognize and give high school credit for students' world language abilities regardless of current grade level.[2]

Current state policy already creates some opportunities for students to begin working on high school requirements by allowing districts to award credit to students before ninth grade[3]. SBE's transcript study of a sample of 2008 graduates indicated that 26.1 percent earned math credits and 6.3 percent earned world language credits prior to entering ninth grade[4].

SBE initiatives, coupled with the increased rigor of graduation requirements already enacted[5], or approved[6], make it timely to bring attention to the role of middle school preparation, or more accurately, *middle level education*, for high school success.

Why is the term "middle level education" preferable to "middle school"? Because middle school is too limited. There are many configurations of schools in Washington that include the middle grades and offer middle level education.

There is some disagreement about what those middle grades are. In Washington's new prototype school model[7], the funding definition of middle school is defined as grades seven and eight. Previously, no funding definition existed. In addition, Washington law[8] referencing credit earned prior to ninth grade ("middle school" credit) specifies that the academic levels of courses must exceed the requirements for seventh and eighth grade classes. Yet, many national studies and reports[9] identify grades six, seven, and eight to be typically associated

---

[2] Washington State School Directors' Association (WSSDA), Office of Superintendent of Public Instruction (OSPI) and SBE worked on the development of a sample policy/procedure. The sample policy can be found at: http://www.sbe.wa.gov/documents/2010.09.09%20Example%20policy%20-%20Credit%20for%20Competency%20-%20Proficiency.pdf; the sample procedure at: http://www.sbe.wa.gov/documents/2010.09.09%20Example%20policy%20Part%20Two%20-%20Credit%20for%20Competency%20-%20Proficiency.pdf

[3] 28A.230.090

[4] Baker, D. B., Gratama, C.A., Peterson, K.M., Bachtler, S.D. 2008. Washington State Board of Education Transcript Study. http://www.sbe.wa.gov/documents/TranscriptStudy2008_FINAL_000.pdf

[5] The graduating class of 2013 will need to have three credits of math, including Algebra 1/Integrated Mathematics 1, Geometry/Integrated Mathematics 2, and Algebra 2/Integrated Mathematics 3 or a third credit of math that is consistent with a student's high school and beyond plan (WAC 180-51-066). Students will also need to show proficiency on end-of-course examinations in Algebra 1/Integrated Mathematics 1, Geometry/Integrated Mathematics 2, and biology or the science High School Proficiency Exam: http://www.k12.wa.us/GraduationRequirements/pubdocs/GraduationToolkit.pdf.

[6] SBE approved a new graduation framework that will be adopted once authorized and funded by the legislature. http://www.sbe.wa.gov/documents/Graduation%20Requirements%20Details%20Flyer.pdf

[7] RCW 28A.150.260

[8] RCW 28A.230.090

[9] For example: Williams, T., et. al. February, 2010. *Gaining Ground in the Middle Grades: Why Some Schools Do Better*. EdSource; Balfanz, R. 2009. *Putting Middle Grades Students on the Graduation Path*. John Hopkins University; *Beginning in the Middle: Critical Steps in Secondary School Reform*. October, 2008. National Association of State Boards of Education Study Group.

---

with middle "school." Whatever grade students might be in, middle level education generally serves 10- to 15-year old children.[10]

The shaded rows in the following table indicate the state's most typical configurations for middle level education. At least 25 percent of Washington's 2,334 schools serve students in the sixth, seventh, and/or eighth grades. Because even the "high school" and "other" categories contain some schools that serve these grades, this is a conservative estimate.

School Level	Number of Schools	Description
PreK Only	79	Schools that only serve students in preschool.
Elementary	1,098	Mostly schools serving students in grades K through 5. Other grade span configurations are included as long as they are primarily in the elementary arena (i.e., PK-4, K-3, 3-5, etc.)
Middle	373	Mostly schools serving students in grades 6 through 8. Other grade span configurations are included as long as they are primarily in the middle school arena (i.e., 5-7, 5-8, 4-7, etc.)
Junior/Senior	90	Mostly schools serving students in grades 7 through 9. Other grade span configurations are included as long as they are primarily in the junior high school arena (i.e., 7-8, 8-9, 6-9, etc.)
High	457	Mostly schools serving students in grades 9 through 12. Other grade span configurations are included as long as they are primarily in the high school arena (i.e., 9-11, 8-12, 10-12, etc.)
PreK-12	47	Schools that serve all grade levels PK-12 or many grade levels within this range. These schools cannot easily fit into one of the categories above.
K-12	80	Schools that serve all grade levels K-12 or many grade levels within this range. These schools cannot easily fit into one of the categories above.
Other	110	Schools that serve either one grade level (such as, only grade 9) or a random set of grade levels. Also includes some schools that are community colleges or special services schools.

Source: Office of Superintendent of Public Instruction Student Information, December 2010

POLICY CONSIDERATIONS

At present, there is no centralized pool of information about middle level education in the state. Although the Office of Superintendent of Public Instruction (OSPI) assigns an assistant superintendent to secondary education, there is no single department or person at the state level with responsibility solely for middle level education.

While the SBE staff focus this year will be on information-gathering and policy analysis, the intended outcome is to determine what state-level policy recommendations the SBE might want to consider or advocate for in order to increase the number of middle school students prepared to succeed in high school.

---

[10] National Middle School Association. 2006. *Success in the Middle: A Policymaker's Guide to Achieving Quality Middle Level Education.*

Potential areas of study. The following potential areas of study are organized around the questions that will guide the inquiry. In all areas, staff will be looking nationally and within the state for exemplary policies or practices to consider and showcase. Data will be disaggregated wherever possible to assess impacts on student groups.

1. Student achievement: What are districts doing to increase middle level student achievement, particularly in reading, math, and science? In order to answer that question, the SBE might want to explore such issues as:
   a. Is there a correlation between students' performances on the seventh and tenth grade Washington state assessments?
   b. Are the cut scores set at the "right" levels for Washington assessments in the middle grades?
   c. What trends do we see in our eighth grade reading and math NAEP scores, and what do they mean?
   d. What does analysis of student performance on state assessments in the middle grades tell us about the skills our students need most to improve reading, math, and science achievement?
   e. How are schools monitoring early warning indicators at the middle level and what actions are they taking in response?

2. Student course-taking patterns: To what extent are school districts providing opportunities for students to take courses that prepare them for high school level work, or to earn high school credit prior to ninth grade?
   a. What schools and districts offer courses for credit in the middle grades? What do we know about the students likely to be enrolled in those courses?
   b. What types of courses are students in the middle grades enrolled in? Is there any correlation between course-taking and performance on state assessments? Course-taking and grades? Performance on state assessments and grades?

3. Student planning: What are Washington schools with middle grades currently doing to increase the likelihood that students stay in school and pursue their postsecondary goals? What are the exemplary practices? SBE might want to explore:
   a. What are schools currently doing to provide comprehensive education and career counseling and guidance, including individual career exploration and planning, for the middle grades?
   b. How are schools involving parents of students in the middle grades in planning for students' goals?
   c. What types of eighth and ninth grade transition programs are proving effective?

Several national studies have shown that the majority of middle level students thought that they were definitely, or probably, going to college and that there was no chance that they would drop out of school.[11] College attendance and dropout data in Washington and other states confirms the mismatch between middle level students' intentions and actions.

In addition, research on dropouts has found that "in high-poverty environments, a student's middle grades experience strongly impacts the odds of graduating from high school."[12] Early

---

[11] For example: Markow, D., Liebman, M., & Dunbar, J. 2007. *Middle School Poll*. Prepared for the National Association of Secondary School Principals (NASSP) and Phi Delta Kappa (PDK).

[12] *Gaining Ground in the Middle Grades: Why Some Schools Do Better*." February 2010. EdSource.

warning indicators have been identified for sixth graders, including failure of math or English, attendance of less than 80percent, or receipt of an unsatisfactory behavior grade in a core course.[13] In eighth grade, course failure and attendance bear similar predictive qualities. According to one study, each course failed in eighth grade increases the odds of non-promotion from ninth to tenth grade by 16percent.[14] According to another, although eighth-grade test scores are good predictors of students' likelihood to do well in high school courses, course attendance is eight times more predictive of course failure in the freshman year.[15]

EXPECTED ACTION

No action is expected. Staff will ask Board members for feedback on the proposed areas of study.

---

[13] Balfanz, R. June 2009. *Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief.* National Middle School Association.

[14] Neild, R. and Balfanz, R. 2006. *An Extreme Degree of Difficulty: The Educational Demographics of Urban Neighborhood High Schools*. Journal of Education for Students Placed at Risk.

[15] Allensworth, E. and Easton, J. July 2007. *What Matters for Staying On-Track and Graduating in Chicago Public High Schools.* Consortium on Chicago School Research at the University of Chicago.

The Washington State Board of Education

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

BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS

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

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

BACKGROUND

At this meeting, the SBE will consider two applications for waivers from the 180 school-day calendar requirement of the Basic Education Act. A summary table of the requests is provided below and the full applications are provided in Appendix A.

District	Number of Days	School Years	New or Renewal	Accountability Information	2009 Academic Achievement Award
Edmonds	5	2011-14	Renewal	Made AYP: No Improvement: Step Two under NCLB Tier I or II schools: No	Maplewood Parent Cooperative (Overall Excellence); Challenge Elementary (Overall Excellence, Language Arts And Math)
Shoreline	5	2011-14	Renewal	Made AYP: No Improvement: Not on any step under NCLB Tier I or II schools: No	Kellogg Middle (Overall Excellence And Language Arts)

Washington State Assessment, Dropout, and Graduation Data
At the end of each application, staff has added student achievement data. The following two tables of Washington State achievement data are provided for comparison.

Washington State 2009-10 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	67.2%	53.7%	61.1%	
7th Grade	63.4%	55.3%	70.3%	
10th Grade	78.9%	41.7%	86.0%	44.8%

Washington State 2008-09 Results	
Annual Dropout Rate	5.1%
On-Time Graduation Rate	73.5%
Extended Graduation Rate	79.2%

POLICY CONSIDERATION

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

During the 2010 Legislative Session, the Legislature will make drastic cuts to existing state programs, including K-12 education. A reduction in the number of school days has been proposed as a cost saving strategy. As a consequence, the SBE should consider including a clause in any granted waiver that reduces or voids the waiver if the school year is shortened. The clause would be included in every granted waiver for the 2011-12 school year and later.

EXPECTED ACTION

Approval of the applications, with the provision that if the Legislature reduces the number of days for a school year then the number of waived days, would be reduced by an equal amount.

WAIVER REQUEST APPLICATIONS

District	Edmonds School District No.15
New or Renewal	Renewal Application
Is the request for all schools in the district?	Yes
Number of Days	5
School Years	3
Will the district be able to meet the required annual instructional hour offerings?	Yes

Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	12
Reduction	10
Remaining number of half days in calendar	2

What are the purpose and goals of the waiver?

Waiver days provide time for our staff to implement the improvement goals identified within our school and district improvement plans. We use the construct of *professional learning communities* (PLCs) to guide our learning toward these goals. District leaders and principals develop the plans that our professional learning communities follow.

Our secondary system is focused on the implementation of a formative assessment system that enables teachers to understand student learning on a minute-by-minute daily basis using the work of Dylan Wiliam as a guide. Wiliam's research has demonstrated that intentional formative assessment of this type, when implemented well, can have a very powerful positive effect on student achievement.

Our elementary system is focused on the implementation of *multi-tiered instruction (MTI)*, a three-tiered structure that requires our staff members to routinely monitor student progress and meet to discuss students' needs based on relevant data.

During the waiver days our teachers work in *professional learning communities* (PLCs) <u>on the following goals</u>:
1. *Routine review of student learning data* gathered through state, district, and classroom-based assessments.
2. *Routine learning and discussion about the instructional strategies* necessary to close the achievement gaps identified by our state, district, and classroom-based assessments.
3. *Routine analysis of the effectiveness of our changes* of instructional practices.
4. *Routine learning about such topics* as formative assessment and implementation of our new literacy adoption.

The five days are essential to the yearlong effort by staff to improve student learning and to make the needed adjustments to instruction while there is an opportunity to positively impact the outcome of the school year.

Our experience with the use of our professional development time is that having longer chunks

of time for teachers to meet monthly in PLCs leads to deeper conversations than shorter more frequent chunks of time. For example, at the secondary level the structure of our work is designed so that teachers can commit to personal action plans in their PLCs, then try out their new learning in their classrooms in the time period between PLCs, and subsequently bring their applied learning experiences to discuss in depth with colleagues in their next PLC. The graphic on the next page illustrates how this structure works in our secondary schools.

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

The District uses student achievement data from the Measurements of Student Progress (MSP), High School Proficiency Exams (HSPE), as well as from district, school, and classroom assessments. From these assessments we have determined that while overall student achievement in our district has risen in recent years, we continue to struggle with persistent achievement gaps. We are most concerned about the performance of our low income and Latino students, particularly in early literacy, and math and science K-12.

A key set of data influencing our use of professional development time during waiver days is our district AYP data. Specifically, in spring 2010, the following groups in the district did not make AYP:

	Elementary (grades 3-5)	*Middle (grades 6-8)*	*High (grade 10)*
Reading	All, Black, Latino, Low Income	Latino, ELL, Low Income	Low Income
Math	Low Income	Low Income	All, White, Low Income

The time provided on the waiver days will allow staff to continue to analyze student assessment data and to work within professional learning communities (PLCs) to develop the necessary interventions to support increased student achievement levels.

The District will use the data to align resources to support schools in meeting the student learning goals identified by our achievement gaps listed above. The district also uses the data to make decisions about how best to shape the professional development activities provided to staff on the waiver days.

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

After a very careful assessment of student performance on state assessments, we determined the following Adequate Yearly Progress (AYP) focal points for our 2010-11 *District Improvement Plan*:

Reading Target Groups:
- All elementary students who are not meeting grade-level standards in reading.
- All K-12 Latino students who are not meeting grade-level standards in reading.
- All K-12 low income students who are not meeting grade-level standards in reading.

Math Target Groups:
- All K-12 students who are not meeting grade-level standards in math.
- All K-12 low income students who are not meeting grade-level standards in math.

We have set very specific three-year achievement goals that are outlined below. These goals are based on increasing the percentage of students meeting standard on the state assessment

using the state formula for making Safe Harbor. We have included the 2009-10 data as the baseline year.

Three-Year District Reading Goals – Percent of Students Meeting or Exceeding Standard

	2009-10 (baseline year)	*2010-11*	*2011-12*	*2012-13*
Elementary (Gr. 3-5)	69.9%	72.7%	75.3%	77.6%
Middle (Gr. 6-8)	67.2%	70.3%	73.1%	75.7%
High (Gr. 10)	83.3%	84.9%	86.3%	87.6%

Three-Year District Math Goals – Percent of Students Meeting or Exceeding Standard

	2009-10 (baseline year)	*2010-11*	*2011-12*	*2012-13*
Elementary (Gr. 3-5)	59.2%	63.0%	66.5%	69.7%
Middle (Gr. 6-8)	58.1%	62.1%	65.7%	69.0%
High (Gr. 10)	43.8%	49.1%	53.9%	58.3%

The District has similar three-year goals for our target demographic groups in both Reading and Math. These goals are also determined using the Safe Harbor calculation to demonstrate progress.

In addition to tracking progress on the state assessment, we use district and classroom assessments as a means of measuring student progress between state assessments. In elementary reading, our goal is that fewer than 20 percent of our district K-2 students will be performing in the at-risk category on the DIBELS in spring 2011. As part of our MTI meetings, teachers at grades K-6 are tracking student progress on Comprehension Strategy Assessments that are part of the district's new literacy program. In elementary math, our goal is that at least 80 percent of our grade 2 students will meet or exceed the target on the Grade 2 District Math Assessment in spring 2011. Elementary teachers at grades K-5 use assessments that are part of our Math Expressions program to track classroom progress in math. At secondary, our teachers in grades 7-12 routinely discuss their students' learning as evidenced through formative assessments during their professional learning community (PLC) meetings on waiver days.

Describe the evidence the district and/or schools will collect to show whether the goals were attained.
We will collect multiple forms of evidence to determine if we met our goals. Specifically, the following assessments are used district-wide: Reading: - DIBELS, grades K-1 all students, and grades K-6 for Learning Support and "Watch List" students.   - Grade 2 Oral Reading Assessment.   - Sight Word Assessment, grades K-1.   - Comprehension Strategy Assessments, grades K-6.   - Gates-MacGinitie Reading Test, grades 7-12 Learning Support.   - Measurements of Student Progress, grades 3-8.   - High School Proficiency Exam, grade 10.   Math: - Grade 2 District Math Assessment.   - K-5 assessments from the Math Expressions program.   - Grade 6 assessments in key CMP2 units (Bits & Pieces three; Variables & Patterns) under construction to be used district-wide.   - Measurements of Student Progress, grades 3-8.   - End-of-Course Math exams in Algebra and Geometry.   The district uses a data warehouse that allows all certificated staff to view student learning data in a variety of ways, including disaggregating by gender, ethnicity, meal status, special programs, and other meaningful demographics. Staff are able to track the ongoing progress of groups of students as well as individual students throughout the year. Our District Improvement Plan (found at www.edmonds.wednet.edu) provides more detailed information about how we will measure student performance against math, literacy, and our supportive learning environment goals. Many of these details are also outlined in our response to question ten within this application.

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

We use professional learning communities (PLCs) as our primary learning structure K-12. Principals and teachers meet in PLCs frequently, including during a large percentage of our waiver day time. Formative assessments are our primary content learning for grades 7-12. Support of our new literacy adoption and multi-tiered instruction (MTI) are our primary learning areas for grades K-6. Our concerns about early literacy led us to this adoption. Our concerns about data-driven decision making, particularly in terms of our student groups who indicate achievement gaps, led us to MTI and formative assessments.

At the elementary level, the district has provided structured protocols for use in the MTI meetings, to ensure that the conversations are focused and effective. The protocols include a series of guiding questions designed to lead each grade-level team through a review of student data and discussion of student needs from the level of:
1. The grade level as a whole.
2. Each classroom.
3. Students on the "Watch List."
4. Tier II students.
5. Students whose learning demonstrates that they should be moved into a different grouping, needing either more or less progress monitoring and/or interventions than they currently receive.

At the secondary level, the work on formative assessments focuses on five strategies:
1. Clarifying and Sharing Learning Targets and Success Criteria.
2. Eliciting Evidence of Student Learning through More Effective Questioning Techniques.
3. Providing Effective Feedback that Moves Student Learning Forward.
4. Helping Students to Take Responsibility for their Own Learning.
5. Helping Students to be Effective Resources for their Peers.

The content and process of the strategies being used by the district during the waiver days is strongly supported by research about effective teaching and learning practices that positively impact student achievement (e.g., see work by Dylan Wiliam, Doug Reeves, John Hattie, and Richard DuFour).

Describe the innovative nature of the proposed strategies.

Our professional learning community (PLC) construct is based on the work of Richard DuFour and is used by many districts throughout the state of Washington and across the country.

This model (PLCs) brings teachers together to answer four clear questions:
1. What do we expect students to learn? (the standards)
2. How will we know if they learned it? (the assessments)
3. What will we do if they did not learn it? (interventions)
4. What will we do if they already learned it? (enrichment)

PLCs are based on the notion that collaboration is the best way to ensure common outcomes, assessments and learning for both adults and students.

Our elementary system uses the professional learning community construct to engage with multi-tiered instruction (MTI), a three-tiered approach to learning in the classroom. The first tier (typically 80 percent of students) is the primary classroom instruction called the "core." The second tier (typically 15 percent of students) is daily supplemental instruction for students who need an "extra dose" of time for learning a key strategy/skill. The third tier (typically five percent of students) is supplanted instruction, where students leave their primary classroom for full-time support on a skill (e.g., many students within self-contained special education classrooms). This framework for student learning also implies that teachers must meet routinely (every four to six weeks) to review student data and determine next instructional steps. This is a complete paradigm shift for our system, which formerly left it up to individual school sites to create a schedule for data review.

Our secondary system uses professional learning communities to engage with formative assessment, using the work of Dylan Wiliam and the Educational Testing Service (ETS) as its guide. We are focusing on day-by-day, hour-by-hour, minute-by-minute assessments that help teachers determine instructional decisions in real-time. Formative assessment emphasizes using this "real-time" data to make changes in instructional practices that will help the students immediately.

We have learned much from these structures. PLCs make it possible for us to organize learning for nearly all of our staff without having to bring teachers together in one location. They also help us ensure job-embedded conversations because they are based at the local school site and are focused on the students that each teacher has in his/her classroom. MTI has helped us create a structure to organize our students and support services so they are targeted, based on data, and do not inadvertently overlap with one another. Formative assessments give us the type of real-time data that we cannot get from our yearly state assessments, thus making it easier to provide students with the right support.

We absolutely need the waiver days in order to ensure opportunities that are both consistent and routine for teachers to meet to discuss student data and next steps to support the identified student needs. Without the waiver days, we must rely on teachers doing this on their own and outside a controlled learning environment- a notion that inevitably leads to gaps in information about student needs and inconsistent implementation of instructional strategies to meet student needs.

Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?
As noted, our system is using the following guiding questions for our work in student learning: (the guiding questions within the PLC construct) *1. What do we want students to learn?* *2. How will we know if they learned it?* *3. What will we do if they don't learn it?* *4. What will we do if they already get it?*   We are using the professional learning community (PLC) structure to guide our work K-12 and multi-tiered instruction (MTI) to support our efforts at elementary. This is a long-term vision and each year is connected with the previous. In 2009-10, we focused on question one above. In 2010-11, we are focusing on question two above. In 2012-13, we will begin to focus on questions three and four above, while continuing to connect the work across all four questions. We will continue to deepen this work in each subsequent year of the waiver. We will continue to use the professional learning community structure during waiver days to support our learning with respect to finding answers to these questions. Educational research strongly supports the importance of long-term commitment to a strong focus, and the three-year waiver will help ensure the district being able to continue and strengthen the focused work for which we have set a foundation.

Describe how the waiver directly supports the district and/or school improvement plans
Note: Our District and School Improvement Plans can be located on our district website at www.edmonds.wednet.edu. Our District Improvement Plan is located on the Student Learning Department homepage and the School Improvement Plans are linked to each school's website, accessible through the district's homepage.   Our District Improvement Plan identifies our most pressing student needs system-wide. The time provided by the waiver directly supports the district and school improvement plans. These plans address literacy, math, and supportive learning environment needs as identified by our data. They also include steps for connecting with our community and integrating technology. At the district level, professional development will support teachers and principals in the areas of math and literacy, with a strand of learning around best instructional practices and assessment. The block of time the waiver provides allows focused work on the development of content knowledge and pedagogy to support higher levels of learning for all of our identified students.

Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.
Communication around the original calendar change, prior to the 2003-04 school year, included communication to parents and community members about the planned change from ten half days of early release for staff development to five full non-student days for professional development and collaborative time. The proposed use of those days was explained to staff, parents, and community members through established district communication processes. Feedback was overwhelmingly positive as parents felt the reduction of the number of early release days minimized the disruption to family schedules. Since the initial processing of the waiver, we have continued to work with administrators, teachers, classified staff, parents, and community members to ensure continued support of the waiver. We have sought information through surveys, face-to-face communication, and through parent and staff meetings. Groups involved in processing the decision to seek renewal of the waiver have included: the District Labor Management Group, comprised of representatives from each of the District's employee groups; the Professional Excellence Committee, which includes teachers and building and district level administrators; the District's principals and managers; the Citizen Planning Committee, comprised of parent representatives from all schools; the Superintendent's Roundtable, which brings together community members, parents, and staff; bargaining groups; and the School Board of Directors. Each of these groups understands the need for full professional development days and has given support for continuing the waiver. Administrators and certificated staff continue to strongly support the current structure of the calendar as it provides an improvement in the quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows learning application and assessment to be made throughout the year (see the chart under section #8). In response to the school calendar, parents have been supportive and greatly appreciative of the careful placement of the days which enhance professional development, as well as take into account the need to minimize the impact on families.

Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.
In our collective bargaining agreement with the teachers association, we have five waiver days, six locally bargained supplemental days, and two early release days. Our instructional year consists of 175 days. Of the supplemental days, three are held prior to the start of school, and three are placed within the school year along with the five waiver days, creating eight full days for professional development activities during the year. One half-day occurs in January to allow for parent conferences, if needed, and to prepare progress reports for parents. The other half-day occurs on the last day of school. The days are split between District and/or building directed time and individual directed time. Often during the individual time, staff are working together in grade level teams. In our collective bargaining agreement with paraeducators, three of the waiver days are mandatory professional development days. During this time, paraeducators attend day long district training or are working in their buildings with certificated staff on professional development activities. The additional two waiver days are optional for paraeductors to work at their buildings to support learning activities.

Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?
Our previous waiver allowed time for staff to implement school improvement goals. The waiver days provided an opportunity for staff to: • Work on curriculum development. • Analyze effectiveness of their work based on student learning data. • Work collaboratively to implement plans and goals. • Review student data leading to adjustments of instructional practices and development of common assessment. • Receive professional development on new math and literacy curriculum. These activities were those that were planned as part of the district's prior waiver request.

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

The purpose and goal of the previous waiver were to provide time for staff to implement school improvement goals which were identified by each school through data analysis of state, district and classroom-based assessments. The waiver days were used for professional development, curriculum development, standards alignment, analysis of student data, and implementation planning. We are seeing some overall student growth during this period. We still have work to do to close the achievement gap and enhance learning for all students. Continuation of the waiver days is vital to support improved student learning.
 	
Although the last waiver did not request that we have specific targets, the following statements summarize some of the progress we have seen in the district over previous years:
 	
• Student performance in the district shows a three-year upward trend that is more pronounced at the district level than at the state level in the following grades and subjects on the state assessment:
    ◦ Grade 3 Reading
    ◦ Grades 6 and 7 Math
    ◦ Grades 4 and 7 Writing
    ◦ Grade 10 Science
    ◦ Girls in Grades 6, 7, and 8 Math
    ◦ Low income students in Grades 8 and 10 Science
• In spring 2010, Edmonds students on average performed as well or better than state average on the state assessment in all grades and subjects except:
    ◦ Grade 5 Science
    ◦ Grade 8 Reading
        This performance is in contrast to student performance in spring 2009, in which Edmonds students did not perform as well or better than state averages in Grade 4 Math, Grade 5 Reading, Grade 7 Writing, and Grade 8 Math – in addition to Grade 5 Science and Grade 8 Reading.
• In spring 2010, English Language Learners in the district performed consistently higher than their counterparts in the state in all grades in both Reading and Math on the state assessment.
        This performance is in contrast to student performance in spring 2007, in which ELL students in the district performed less well than state ELL averages in 4 of the 7 tested grades in Reading, and less well than state ELL **averages in 3 of the 7 tested grade levels in Math.**

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

Parents and the community receive regular communication about the professional development work staff is involved in on the waiver days. Principals include information in their school newsletters and information is shared at parent meetings. Information is shared with the community via the district newsletter, the district website, our Citizen's Planning Committee (CPC) and at the Superintendent's Roundtable meetings.

State Report Card Data

School District Information from OSPI Report Card Web Page

May 2010 Student Count	20,625	
Free or Reduced-Price Meals	6,348	30.8%

	2008-09	2007-08	2006-07
Annual Dropout Rate	6.1%	5.1%	5.3%
On-Time Graduation Rate	77.1%	75.4%	75.4%
Extended Graduation Rate	83.5%	80.5%	79.4%

2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	68.2%	54.9%	62.8%	
7th Grade	67.3%	58.6%	73.8%	
10th Grade	83.9%	42.2%	90.8%	50.5%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	73.9%	48.5%	61.4%	
7th Grade	59.4%	55.0%	68.2%	
10th Grade	86.9%	54.0%	89.6%	45.3%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	71.0%	52.7%	59.5%	
7th Grade	62.5%	49.1%	68.4%	
10th Grade	86.5%	53.6%	92.7%	40.9%

District	Shoreline
New or Renewal	Renewal Application
Is the request for all schools in the district?	Yes
Number of Days	Five
School Years	2011-12, 2012-13, 2013-14
Will the district be able to meet the required annual instructional hour offerings?	Yes

Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	No half days District wide. Elementary students have seven for parent conferences - three in October and four in January
Reduction	No
Remaining number of half days in calendar	Same as above

What are the purpose and goals of the waiver?
The purpose of using the five days requested in this waiver is to provide the time for educators to continue to implement a system of instruction that will increase the academic achievement of every student, specifically in mathematics, and to close the achievement gap in reading and math so that the AYP Proficiency Index in reading and math for each of the subgroups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Special Education, Low Income) will equal, or exceed, the proficiency index for All.

Shoreline used our waiver days during the past three years to begin this process. We have worked district-wide to begin answering these four questions: 1) What exactly do our students need to learn? 2) How will we know when they have learned this? 3) What will we do when students do not learn? And 4) What will we do for the students who have already met standard?

We have learned that this takes an incredible amount of time. All educators received initial district training to do this work and it is currently happening at all levels, in job-embedded teacher professional learning communities, at school sites, and at district level trainings and workshops. During the last three years we:
- Determined power standards in K-12 math, P-6 reading, 7-12 social studies, and English. Power standards are the critical standards that all students must master. They need to be understood by teachers, students, and parents. (What exactly do our students need to learn?)
- Purchased a data dashboard and have put in place common assessments for K-12 reading and one math assessment which we can now use for powerful data analysis and progress monitoring. (How will we know when students have learned?)
- Wrote and received a Response to Intervention (RtI) grant that has paid for our district RtI coordinator and coaches at each school. We have started to implement district-wide systems of support and interventions for struggling students. (What will we do for students who do not learn?)
- Conducted a review of our Highly Capable Program in 2008-09 and are making suggested changes to improve this program, as well as our AP/Honors program. (What will we do for the students who have already met standard?)

Shoreline students have already benefited from the work that we have completed. Teachers' lessons focus on power standards and they are using the data dashboard to identify students |

that need support. Interventions have been implemented at most sites and more students are monitored to ensure that they are receiving appropriate instruction. We have adopted new math curriculum at the elementary level and high school, new writing curriculum K-6, and are currently looking at middle school math and secondary science materials. We have aligned math instruction P-12, so all our students receive the same opportunities to learn and we are in the process of aligning our science instruction, as well. (See section 19 for a more detailed description.)

We still have much to do, so we plan to use the five waiver days over the next three years to:
- Determine the power standards in the additional content areas, as well as revising others to reflect the core national standards, if they are adopted.
- Align standards and curriculums P-12 in other content areas, so all students have equal access to excellent instruction.
- Create common assessments for mathematics, and hopefully, science that can be used to diagnose areas of difficulty. The results of these common assessments would be available on our data dashboard.
- Determine the most effective interventions, specifically for math, that will enable our students to meet standard on state tests, to earn required credits, and be eligible to enter a college or university.

Specifically, these days would provide the time for:
- District grade level or content level meetings to determine power standards, align standards and curriculum, and create common assessments for testing these standards.
- School staff or teacher professional learning communities to meet with colleagues and analyze common assessment data to identify the students at-risk, determine appropriate interventions, and set up a system of student progress monitoring to ensure that these students are successful.
- Staff training so that all teachers have the skills to analyze data to inform their instruction, use any new curriculum that the District adopts, create lessons that focus on power standards, and utilize the most effective instructional strategies.

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

Shoreline's demographics are changing and we see growing achievement gaps in our groups of students on our AYP (Adequate Yearly Progress) data. The number of students needing free/reduced lunch has increased over five percent during the last three years. The percentage of students of ethnic minorities has increased over 11percent and the number of students that are English Language Learners has also increased.

Our District did not make AYP last spring in seven cells: Grade 3-5 Hispanic Reading and Math, Low Income Reading and Math, Grade 6-8 Special Education Reading, and Grade 10 All and Low Income Math. We believe that the new state testing procedures and formats may have produced a decrease in our test scores, but we have several areas of concern. The percentage of grade 3 students meeting standard on the state test dropped from 77.0 percent in 2009 to 67.2 percent in 2010. In grade 10, the percentage changed from 61.3 percent to 51.7 percent.

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

We use the state tests (MSP and HSPE) and the AYP Proficiency Index. Our goal is that the number of students meeting standard at each grade level, in every tested content, is higher than that number in schools with similar demographics across the state. Currently, we are in the

process of creating a Shoreline Accountability website where all of this information will be available for public access. We hope to have this completed by January 2011.

The Washington State Uniform Bar indicates where our students need to be in the next four years, so this is our expectation and is reflected in the tables below:

Goals for Percent of Shoreline Students Meeting Standard on State Reading MSP and HSPE

Reading	Current %	Goal for 2011	Goal for 2012	Goal for 2013	Goal for 2014
Grades 3-5	80	88.1	88.1	88.1	100
Grade 6-8	76.4	82.5	82.5	82.5	100
Grade 10	86.9	87.2	87.2	87.2	100

Goals for Percent of Shoreline Students Meeting Standard on State Math MSP and HSPE

Math	Current %	Goal for 2011	Goal for 2012	Goal for 2013	Goal for 2014
Grades 3-5	65.7	72	79	88	100
Grade 6-8	69.3	73	79.2	88	100
Grade 10	51.7	81.2	81.2	81.2	100

As we work toward 100 percent of our students meeting standard on state tests in 2014, we have district measures to progress monitor along the way. Tracking whether our students are at benchmark on these measures ensures that we have interventions in place to support struggling students. We use DIBELS (Dynamic Indicators of Early Literacy), SRI (Scholastic Reading Inventory) and Math EasyCBM.

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

The assessment evidence we will be collecting are:
- State and district assessments (DIBELS, SRI, EasyCBM) data collected on our Shoreline Data Dashboard and Shoreline Accountability Report.
- Comparison to schools of similar demographics.
- Graduation and dropout rates.

District level evidence we will collect, besides assessment data, to show our actions toward the goals:
- Pacing guides with power standards and key academic vocabulary for every grade level and content area.
- Common assessments that have been created and results available on the dashboard.
- District interventions that are currently being used and student results that determine the interventions' effectiveness.
- Number of rigorous classes (AP and honors) that offer students the opportunities for academic advancement, enrollment in these classes, number of students who pass AP tests.
- Revised graduation requirements at both high schools.

School level evidence we will collect to show progress towards our goals:
- Lists of at-risk students that need immediate support, monitored throughout the year, in order to ensure that they are on track to meet state standards.
- School Improvement Plans with a comprehensive needs assessment, evaluation of past year's goals, new SMART goals, and their action plan.
- Response to Intervention Plans for each school

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

To achieve our goals, the Shoreline School District will continue to implement a **system** where:

- All educators, students, and parents know what students need to learn.
  - Standards are aligned P-12 in all courses and at all grade levels.
  - There are common graduation requirements at both of our high schools that will prepare students to succeed in a four-year university and become gainfully employed.
  - All students receive core curriculum and instruction via district-adopted curriculum and materials.
- We know when students have learned what is expected.
  - Common district assessments are used to regularly monitor individual student progress and to identify students who are on track for meeting state proficiency standards, students who need interventions, and students who need academic acceleration/extensions.
  - We continue to improve out district data collection system (Data Dashboard).
- We develop a deeper understanding of instructional practice and know what to do when students do not learn.
  - Teachers provide effective core instruction with clear purpose, optimal student engagement, research-based pedagogy, and appropriate assessment in a positive environment.
  - At-risk students receive immediate support in order to ensure that they are on track to meet state standards (Response to Intervention).
- Students are able to accelerate and expand their learning through differentiated instruction and rigorous course offerings.

To this end, the five waiver days will be used at the school sites, or at the district offices (depending on the numbers and needs) to provide high quality, professional development to train staff to:

- Complete the alignment of state standards and the creation of district power standards.
- Implement newly adopted curriculum in Math, Science, and English over the next three years of program adoptions.
- Administer state and district assessments with fidelity, and analyze results.
  - Understand the new state test items and specifications and the requirements for the end-of-course Algebra and Geometry tests.
  - Continuously analyze assessment data from multiple measures to inform classroom instruction.
  - Prepare educators to implement new core national standards and assessments, as needed.
- Continue the implementation of a district-wide Response to Intervention system using our current model with a district RtI coordinator and RtI coaches at every school.
- Use differentiated instructional strategies to address the needs of a variety of learners.
- Improve instruction for ELL students using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol).
- Improve math instruction by expanding teachers' mathematical knowledge and math pedagogy.
- Share lessons learned through our partnership with the Center for Educational Leadership at the University of Washington.

We believe that it is critical that teachers have the time to work with colleagues to embed their

new learning into their practice. So these waiver days will also provide collegial time for educators to work in their professional learning communities at their school, or with partner schools to:

- Look at the results of common assessments and identify students at-risk for not meeting state-standards.
- With the guidance of RtI (Response to Intervention) coaches, determine appropriate interventions and how they should be implemented.
- Monitor student progress and effectiveness of interventions.
- Develop effective lessons that target learning's identified through common assessments and power standards.
- Evaluate and reflect on teaching practices based on assessment data.

Describe the innovative nature of the proposed strategies.

The Shoreline District wants to ensure that we are implementing scientific, research-based strategies that have proven results. These include our professional development for effective math instruction (part of our STEM work), our Response to Intervention program, instruction for English Language Learners (SIOP and GLAD), our administrators' partnership with the University of Washington Center for Educational Leadership, and all of our work in professional learning communities. As stated earlier, the goal of our efforts and professional development is to create an inner-connected system where all students have an equal opportunity to master the same high standards, receive outstanding instruction, have their progress monitored regularly and are supported with immediate intervention (if needed), and have access to rigorous courses. This systematic approach may not seem innovative, but research clearly indicates that this system is the key to excellent education and it is not found in many school districts.

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

Our ultimate goal is to improve academic achievement, close the achievement gap, and work towards the goal of 100 percent of our students meeting state standards in 2014. The Shoreline District has been working, and will continue to work, to implement a systematic teaching and learning plan. So the activities in this plan have been started and will continue for at least three more years. We plan to continue our work in professional Learning communities to align standards, create common assessments, intervene with students at risk, and collaborate to implement the most effective learning strategies. We have a long-term professional learning plan to improve math instruction, ELL instruction, implement RtI strategies, and close the achievement gap. We will have two new high schools opening in 2013 so we are working to have the same graduation requirements and equal opportunities for all students at that time.

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

These waiver goals are Priority #1 for the Shoreline School Board: Increase the academic achievement of every student. Every School Improvement Plan has a district MSP/HSPE goal and an AYP goal. Schools create their own MSP/HSPE goal and SMART goal that are tied to Board and district goals. The link: http://www.shorelineschools.org/school_board/10-11_priorities.php

---

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

A survey was sent to a random sampling of 350 parents, teachers, and students. This survey

was drafted by a committee of Shoreline Education Association members, administrators, and parents. The application itself was drafted by a committee of teachers, parents, and administrators. This draft was shared, and input gathered, from principal and administrative groups, the Shoreline Education Association, and the Superintendent's Cabinet. The majority of responders believe that we should be focusing on helping our students become more proficient in mathematics.

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

Currently, we have 11 non-student days in our teachers' contract. Of the 11, four are for administratively directed professional development which can be used at the District or school level, one day must be used for collegial work, and six days are for individual teacher use, but activities must be focused on district goals. We do not have early release for professional development, only for parent conferences at the elementary level. Since the collective bargaining agreement expires next summer (2011), the use of these days is up for negotiation.

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

During the last two years, two of the waiver days were for administratively directed activities focusing on the goals below. Three of the days were for teachers to direct their time, working on the goals below. Details are included below.

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

Our goals for our previous wavier application:
Each spring of 2009, 2010 and 2011 the Shoreline School District will have more students in grades 3 through 10 meeting standard on the WASL in all subject areas. Specifically, there will be at least a 3 percent yearly increase in students meeting standard on the Reading and Writing WASL, and at least a 6 percent yearly increase in those meeting standard on the Mathematics and Science WASL.

We met our goal of increasing the number of students meeting standard by 3 percent in several areas but results were sporadic and better in 2009, than in 2010.

READING	2007-8	2008-9	2009-10
3rd	79.1	81.6	79.6
4th	79.7	82.7	78.5
5th	84.1	81.3	82.0
6th	82.6	82.3	75.7
7th	73.1	79.5	71.8
8th	75.9	85	81.8
10th	88.5	86.9	86.6

MATH			
3rd	77.7	77.2	67
4th	66.8	68.1	63
5th	72.7	69.8	67.1
6th	67	65	68.8

7th	64.8	71.4	68.2
8th	61.7	68.4	70.9
10th	64.5	61.3	51.3

WRITING			
4th	72.2	68	69
7th	72.2	81.9	77.7
10th	91.8	91.1	86.2

Science			
5th	57.2	59.1	48.1
8th	61.6	66.6	73.7
10th	56.3	50.4	57.8

In 2009, we saw at least a three percent increase in the numbers of students meeting reading standards in grades 3, 4, 7 and 8 and an increase of at least 6 percent meeting standard in math in grades 7 and 8. Students in grade 7 improved 10 percent in writing. From 2009 to 2010 there was a 6 percent increase in students meeting standard in grade 8 reading, 3 percent increase in grade 7 math, 9 percent increase in grade 8 math, an increase of 6 percent in grade 7 writing, and an increase of 12 percent in grade 8 science. In spite of meeting our goal in these areas, we had many areas where fewer students met standard. This was particularly true in 2010 on the new MSP and HSPE tests. We still have a lot of work to do.

1. **The Shoreline District will develop and implement a new District Instructional Plan that will list curriculum, assessments, and instructional strategies in reading, writing, math and science that will address the needs of all learners: benchmark, strategic, intensive, and advanced.**

Our goal has been to put district wide systems in place so that we are all working together to benefit our students and increase their achievement. This was shared in section 8 above, as well. We will be continuing this work over the next three years, and have a strong foundation because we have done the following:

- Formed the Program Alignment and Coherence Team (PACT) that meets monthly to direct this work.
- Aligned math classes at all secondary schools so that they have the same standards and curriculum. Eventually they will also administer common assessments so that they will be able to work more closely together to determine student proficiency.
- Provided professional development for teachers and administrators so that we are all working in PLC's focusing our work around four central questions listed in section 8. As a result of this focus, we now have power standards for reading, math, and writing and are completing those standards for science and social studies.
- Currently using common district assessments in reading and math to monitor student progress and identify students at risk.
- Started to implement a system of interventions at every school using our RtI (Response to Intervention).
- Created a curriculum adoption cycle and adopted new high school math, elementary math and writing. This year we have three adoption committees working together. The Board has set aside a budget specifically for curriculum purchases.
- Will convene a committee in January to determine new graduation requirements for both of our high schools.

- Conducted a review of our Highly Capable Program to determine how we could better serve those students.
2. **The Shoreline School District will continue to close the achievement gap for English Language Learner (ELL) and special education students who are not currently meeting standard.**
    - We still have work to do for these students. Graduation rates improved for ELL students at Shorewood High School, but not at Shorecrest.
    - Parkwood Elementary closed their achievement gap in SPED and all other cells, except ELL.
    - Ridgecrest closed the gap for SPED in math this year.
3. **In order to improve math achievement, the Shoreline School District will align the new state math standards and Math Grade Level Expectations (GLE's) with our K-12 curriculum, evaluate the effectiveness of our current math curriculum to determine if additional curriculum is necessary, and implement diagnostic math assessments at each grade level K-10.**
    - In the spring of 2009, Shoreline created the Mathematics Achievement Team (MAT) with 37 members representing educators and parents from all schools and levels P-12. They read current research from the National Math Panel and created the Shoreline Mathematics Philosophy to guide all of our work in this arena.
    - In 2009-10, we determined power math standards and aligned all secondary math classes. At the end of that year, we adopted a new curriculum for high school math.
    - Last year, 2009-10, we followed a similar process and adopted new K-5 math power standards and curriculum.
    - This year we plan to adopt new materials for middle school, grades 6-8.
    - Shoreline has implemented two math assessments, EasyCBM and DOMA (Diagnostic Online Math Assessment) in order to identify struggling students in math.
4. **By the spring of 2009, we will implement the new Classroom Based Assessments (CBA's) in Social Studies, Health and Fitness, and the Arts, and by the spring of 2010 will assess all students to determine their proficiency in these areas. Using this data in 2011, we will evaluate the effectiveness of these programs.**
    - We have implemented the CBA's and plan to evaluate the value and use of these assessments this spring.
5. **Shoreline will have the Strategic Science Plan we are currently updating this year in place by 2011. We will have inquiry based science programs at all levels, aligned with the Science Grade Level Expectations (GLE's), and a professional development program for ensuring that teachers have the skills to effectively provide inquiry based science instruction.**
    - Currently we are waiting for the newly revised science standards to finish our power standard work and alignment of all the secondary science classes.
    - We have a committee working this year to adopt new science curriculum at the secondary schools, and we are slated to adopt new elementary science curriculum in 2011-12 year.
6. **Shoreline will continue our district partnership with the Puget Sound Writing Project to improve writing instruction and increase the number of students meeting standard on the Writing WASL. By 2011, we will have district-wide writing curriculum and staff will understand and use clearly defined standards at each grade level.**
    - We continue to provide professional development through the Puget Sound Writing Project every year.
    - Last spring of 2010, we adopted new K-6 writing curriculum. Writing power standards are clearly defined at each grade level.

How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?
Parents had information on the district website and information was sent home in school newsletters. PTA's and school site teams were also given information about the use of the days.

State Report Card Data

School District Information from OSPI Report Card Web Page

May 2010 Student Count	8,978	
Free or Reduced-Price Meals	2,260	25.2%

	2008-09	2007-08	2006-07
Annual Dropout Rate	2.4%	4.0%	3.7%
On-Time Graduation Rate	88.9%	81.2%	84.5%
Extended Graduation Rate	93.2%	85.7%	90.3%

2009-10 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	78.5%	63.0%	69.0%	
7th Grade	71.8%	68.2%	77.7%	
10th Grade	86.9%	51.7%	86.6%	57.8%

2008-09 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	82.7%	68.1%	68.0%	
7th Grade	79.5%	71.4%	81.9%	
10th Grade	86.9%	61.3%	91.1%	50.4%

2007-08 WASL Results

Grade Level	Reading	Math	Writing	Science
4th Grade	79.7%	66.8%	72.2%	
7th Grade	73.1%	64.8%	72.2%	
10th Grade	88.5%	64.5%	91.8%	56.3%

BASIC EDUCATION PROGRAM COMPLIANCE BY SCHOOL DISTRICTS

BACKGROUND

School districts are required to show compliance with the Basic Education entitlement requirements and the minimum high school graduation requirements.[1] School districts demonstrate compliance by submitting SPI Form 1497 to the State Board of Education (SBE) by the first Monday in November of each school year. The form may be found at:
http://www.sbe.wa.gov/documents/2010.07.29%20Form%201497.pdf

The SBE must certify whether each school district is in compliance and provide that information to the Superintendent of Public Instruction (SPI). SPI will distribute the state's basic education allocation funding for the remainder of the 2010-11 school year and the beginning of the 2011-12 school year to all school districts that are certified by the SBE as in compliance with the Basic Education entitlement requirements.

Categories of Reporting for the 2010-11 School Year:
- **Total Instructional Hour Offering:** Kindergarten offering of 450 hours. Grades one through twelve offering of a district-wide annual average of 1,000 hours linked to the Essential Academic Learning Requirements and other district-determined subjects/activities.
- **K–3/4–12 Students to Classroom Teacher Ratio:** The district ratio of students per classroom teacher in grades kindergarten through three is not greater than the ratio of students per classroom teacher in grades four and above.
- **Minimum 180-Day School Year:** The 180-day program is accessible to all legally eligible students, including students with disabilities, five years of age, and under 21 years of age who have not completed high school graduation requirements.
- **State High School Graduation Minimum:** Compliance on their minimum high school graduation requirements. All high schools in the district require students to take the minimum 19 state credits in all subject areas (20 credits for the class of 2013 and beyond). In addition, the district must ensure that the minimum state credits are aligned at a minimum with the nine/ten grade level expectations or state essential academic learning requirements.

POLICY CONSIDERATION

All of the 295 Washington State school districts have provided their compliance with the Basic Education entitlement requirements for the 2010-11 school year, by submitting SPI Form 1497. Several school districts had to revise their schedules in late December to comply. OSPI and SBE staffs were able to work through the issues with those districts. SBE and OSPI staff have also discussed ways to update the requirements based on the new state basic education

---

[1] WAC 180-16-191 through WAC 180-16-225, RCW 28A.150.220, and RCW 28A.150.250

funding formula which goes into effect on September 1, 2011 and streamline the submittal process. SBE staff will bring some rule revisions to the Board in March.

EXPECTED ACTION

The SBE will certify that all 295 school districts are in compliance with the Basic Education allocation entitlement requirements.

The Washington State Board of Education

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

UPDATE ON STATE EDUCATION REFORM PLAN

Materials will be provided at the meeting.

LESSONS OF IMPACT

Materials will be provided at the meeting.
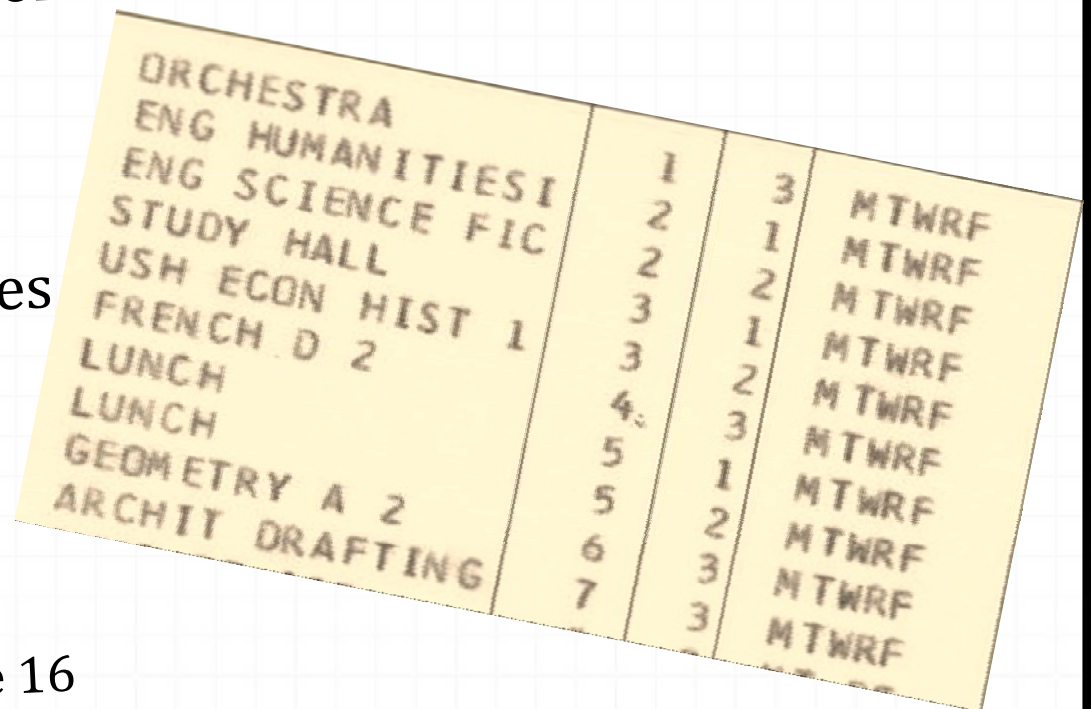
Lessons of Impact

Anna Laura Kastama
Senior at Tacoma School of the Arts

What lessons in High School have impacted you the most?

"The classes I take at school are important, but if anything they have just prepared me for excelling in my after school activities – after school programs have made the biggest impact in my life and future."

-Hannah, age 16
High school Junior
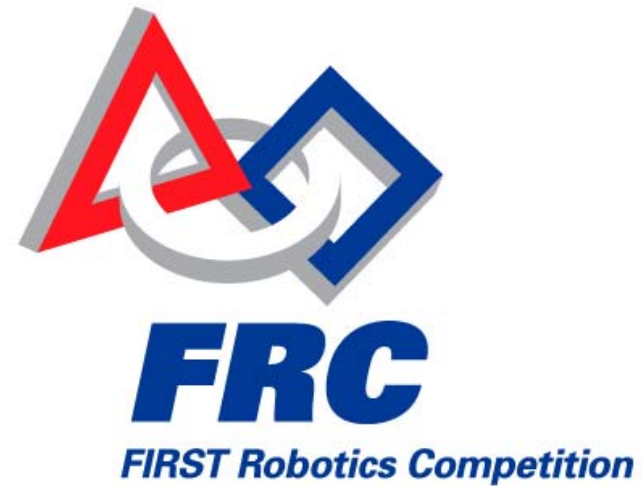
FIRST is acronym For Inspiration and Recognition of Science and Technology

We worked for **6 weeks** designing and building as a team.

Lesson

- Communication skills
- How to working as a team
- The importance of organization

- Professionalism
- Mechanics
- Exploring engineering as a career

Impact

Winning the Portland regional against 64 other teams we went to Nationals in Atlanta, Georgia

This program has influenced many of Tacoma School of the Arts students to pursue a careers in engineering.

FIRST Robotics Organization communicating programs and scholarships available for all students

Student Voice

- Elected by the student body, we meet before school twice a week
- Given a lot of responsibility we develop programs and ideas to improve our school

Lesson

- How to communicate and relate to other schools

- Planning of events, legality

- Communication with faculty and decision making

- Creativity for involving a student body with the community

Impact

- Development of Leadership Team, now all students can be involved in student led events
- Facebook communication of events students are involved in

- Every month coffee is sold with all profits benefiting a non-profit organization.
- Bettering the environment of Tacoma School of the Arts

Mentor Project Group

Every student is assigned to a Mentor Project Group (MPG)

Each group having a different task/project involving the community in some way

The student will have the same mentor all three years of Tacoma School of the Arts

Lessons

- Building friendships
- A connection with a faculty member
- Community contacts
- Guidance through out high school

The four values of TSOTA
- Community, Balance, Thinking and Empathy

Impact

- Students give back to the community with programs like Day of Caring

- Graduation requirements like culminating project, and portfolio are completed
- Constant communication of what you need to graduate

"The impactful lessons of my high school career never came from a textbook, because paper has never cared about me."

- Gabby, 17
High school Senior

**SBE STRATEGIC PLAN GOAL TWO: PROVIDE LEADERSHIP FOR CLOSING THE
ACADEMIC ACHIEVEMENT GAP
OBJECTIVE B: ADVOCATE FOR HIGH QUALITY EARLY LEARNING EXPERIENCES:
EARLY LEARNING UPDATE**

BACKGROUND

The Washington State Board of Education's 2011-2014 Strategic Plan includes a goal to provide leadership in closing the achievement gap. A key component in closing the gap is ensuring that all children receive high quality learning experiences in the early grades.

The Department of Early Learning (DEL) will be presenting the preliminary results of the newly piloted kindergarten readiness assessment process (WaKIDS), as well as a one-year priority action plan developed with other early learning partners in the state.

WaKIDS
The 2009-2011 state operating budget provided $50,000 each year for two years for the Department of Early Learning and the Office of Superintendent of Public Instruction (OSPI) "to identify and test a kindergarten assessment process and tools in geographically diverse school districts." The Bill and Melinda Gates Foundation and Thrive by Five Washington also support the project with private grant funds. The purpose of the assessment is to provide families, teachers, and early learning professionals with information to ensure smooth transitions for students entering kindergarten, as well as provide summative information for early learning programs.

In the fall of 2010, DEL and OSPI piloted the WaKIDS Kindergarten Readiness Assessment in classrooms in 51 districts throughout the state. Three different assessment tools were piloted. Each assessment measured four domains of child development: 1) social/emotional, 2) literacy, 3) cognitive, and 4) physical. A report due to the Washington State Legislature on January 15, 2011, will inform future funding and policy decisions about kindergarten assessment processes in Washington State.

Early Learning Joint Resolution
In the fall of 2010, DEL, OSPI, and Thrive by Five finalized the Washington State Early Learning Plan. In December, these same organizations created the 2011 Implementation Priorities for the Early Learning Plan, including:
- Home visiting.
- Early literacy.
- Early Childhood Education and Assistance Program (ECEAP).
- Parent information and resources.
- Quality rating and improvement system.
- Implement kindergarten readiness assessment.
- Phased in full day kindergarten.

- Early learning and development benchmarks.
- Statewide infrastructure.
- P-20 longitudinal data system.

POLICY CONSIDERATION

The SBE Strategic Plan indicates that SBE will support bills that increase access to high quality early learning experiences. This update from DEL provides necessary background to align SBE's advocacy with current early learning efforts.

EXPECTED ACTION

None.

Early learning in Washington

Director Bette Hyde

State Board of Education

January13, 2011

Today

Early Learning Plan: What it is, how to make it a reality

Washington Kindergarten Inventory of Developing Skills (WaKIDS)

Early Learning Plan: A 10-year roadmap

- ## An early learning system that:
  - o provides all children a solid foundation for success in school and life.
  - o coordinates the multiple systems that impact children in their earliest years
  - o measures results over time for children and families to ensure we invest in what works
  - o supports early care and education professionals in offering quality learning environments

Implementing the plan:
Early Learning Partnership Joint Resolution

Implementing the plan

- DEL, Thrive, OSPI chose our first-year priorities
  - Is it an essential "building block" to the early learning system?
  - Do we have resources (fiscal and human) to get it done?

School readiness

Ready and successful...
...children
...parents, families and caregivers
...early learning professionals
...schools
...systems and communities

First-year priorities (2011)
Lead Partner: DEL

#28 Implement kindergarten readiness assessment (WaKIDS) (co-lead with OSPI)

#12 Expand and enhance ECEAP

#31 Revise and promote use of *Early Learning and Development Benchmarks*

#34 Build statewide infrastructure for partnerships and mobilization

#36 Expand P-20 longitudinal data system

#24 Implement quality rating and improvement system (co-lead with Thrive by Five)

First-year priorities (2011)
Lead Partner: OSPI

#28 Implement kindergarten readiness assessment (WaKIDS) (co-lead with DEL)

#29 Implement phased-in full-day kindergarten

#10 Increase early literacy (co-lead with Thrive)

First-year priorities (2011)
Lead Partner: Thrive

#5 Make home visiting available to at-risk families

#16 Ensure social-emotional learning—parents, caregivers, early learning professionals

#24 Implement quality rating and improvement system (co-lead with DEL)

#10 Increase early literacy (co-lead with OSPI)

Funding the first-year priorities

- Sustain current investments
- Most priorities are supported with
  - existing state funds
  - existing federal funds
  - combination of federal and private funds
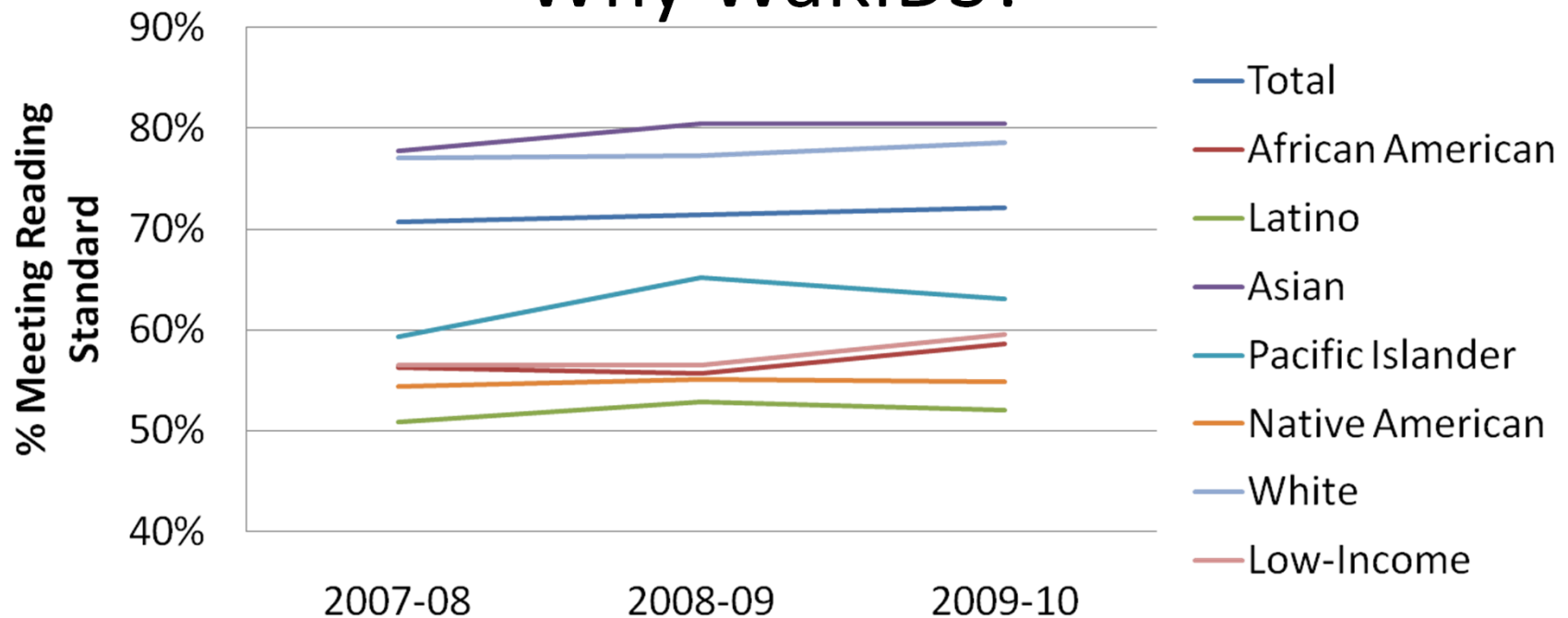
Questions

www.del.wa.gov/wakids

Overview of the WaKIDS Pilot

Director Bette Hyde
Assistant Director Bonnie Beukema

Why WaKIDS?

- No consistent data on child progress until third grade
- Address the preparation gap before it becomes an achievement gap

Why WaKIDS?

- Support smooth transition into kindergarten for children

- Inform teacher instruction

- Build partnerships among parents, providers, teachers

- Importance of focusing on "whole child" development

2009-2011 state operating budget

- $100,000 to "identify and test a kindergarten assessment process and tools in geographically diverse school districts. School districts may participate in testing the kindergarten assessment process on a voluntary basis."

- Report due to Legislature on January 15, 2011

- Required matching private grant funding secured from Bill and Melinda Gates Foundation and Thrive by Five Washington

WaKIDS pilot partners

- Office of Superintendent of Public Instruction, Department of Early Learning, Thrive by Five Washington
- Voluntary school districts
- WaKIDS Advisory Team:
  - Elementary principals
  - Early care & education professionals
  - Assessment directors
  - Child development specialists
  - Parents
  - Special education specialists
  - Equity/cultural specialists
  - Kindergarten teachers
  - Tribal representatives
  - OSPI, DEL, Thrive, Gates Foundation
- University of Washington

WaKIDS pilot participants

- 115 classrooms in 51 school districts around the state

- Almost 3,000 incoming kindergarteners
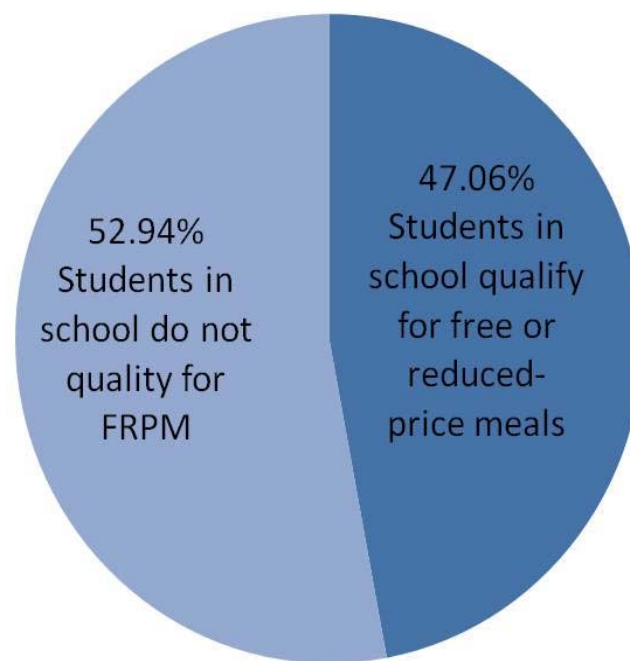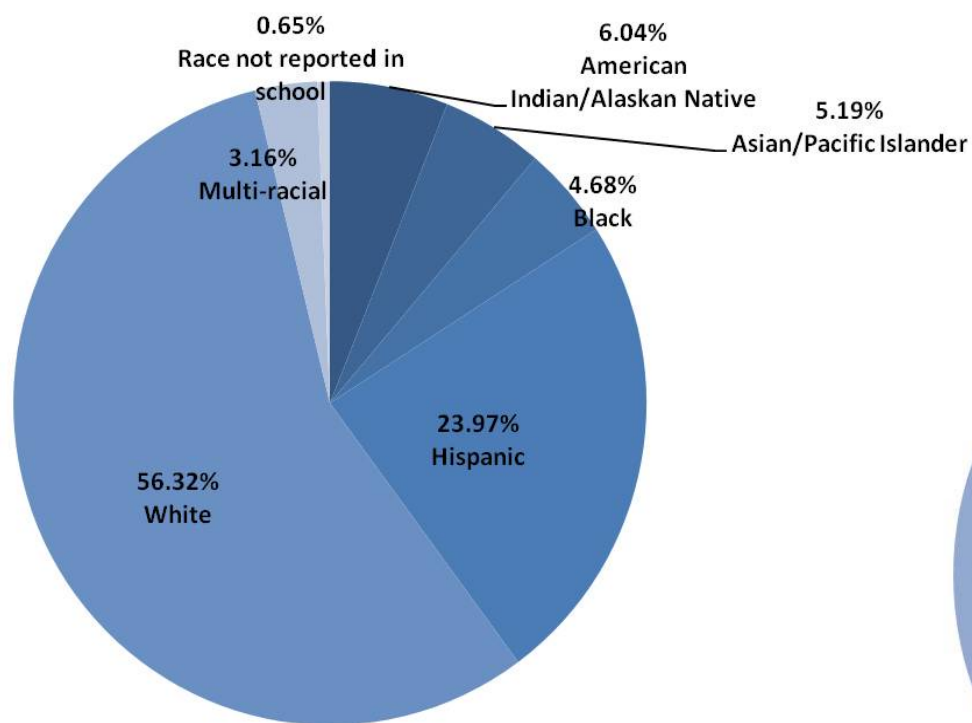
The three parts of the pilot:

Family connection

Whole child inventory

Early learning collaboration

Family connection: Purpose

- Families are welcomed
- Teachers and families begin building strong relationships
- Teachers gather information from families about children
- A "back and forth" conversation with the child at the heart of it

Early learning collaboration: Purpose

- Discuss information early learning providers have about the children they've cared for and taught
- Early learning professionals and kindergarten teachers look for ways to share child information to support transition and learning
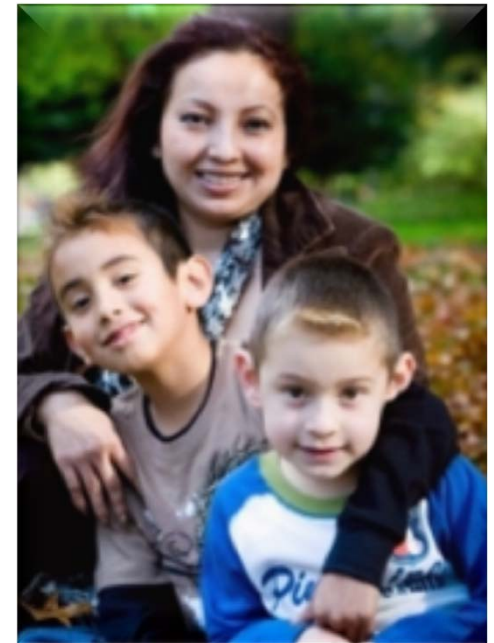
"Whole child" inventory: Purpose

- Gather information about child's development in 4 domains:
  - Cognitive
  - Language/literacy
  - Physical
  - Social/emotional
- Evaluate cost/time needed to administer tools
- Tools being piloted:
  - Teaching Strategies GOLD
  - Pearson Work Sampling System
  - CTB/McGraw Hill Developing Skills Checklist

22
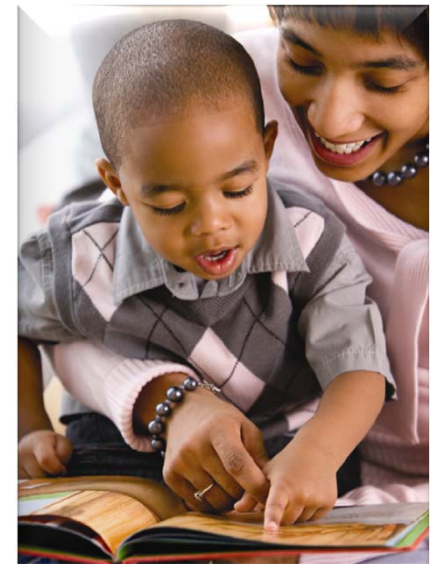
Whole child inventory: What we know

- First statewide kindergarten assessment across multiple domains of child development

- More than one-third of children enter kindergarten below expected skill level

- Nearly half of children enter kindergarten below expected skill level in language, literacy and communication

- Results illustrate preparation gap

Results: Teaching Strategies Gold

GOLD Achievement in Four Domains for All Students

Legend:
- Exceeding (green)
- Meeting (red)
- Below (blue)

Physical, Well-Being, Health, and Motor (n=512):
- 0.2% (top)
- 47.1% Meeting
- 52.7% Below

Social and Emotional (n=490):
- 0.4% (top)
- 68.2% Meeting
- 31.4% Below

Cognition and General Knowledge (n=488):
- 25.8% Meeting
- 74.2% Below

Language, Communication, and Literacy (n=488):
- 0.2% (top)
- 43.2% Meeting
- 56.6% Below
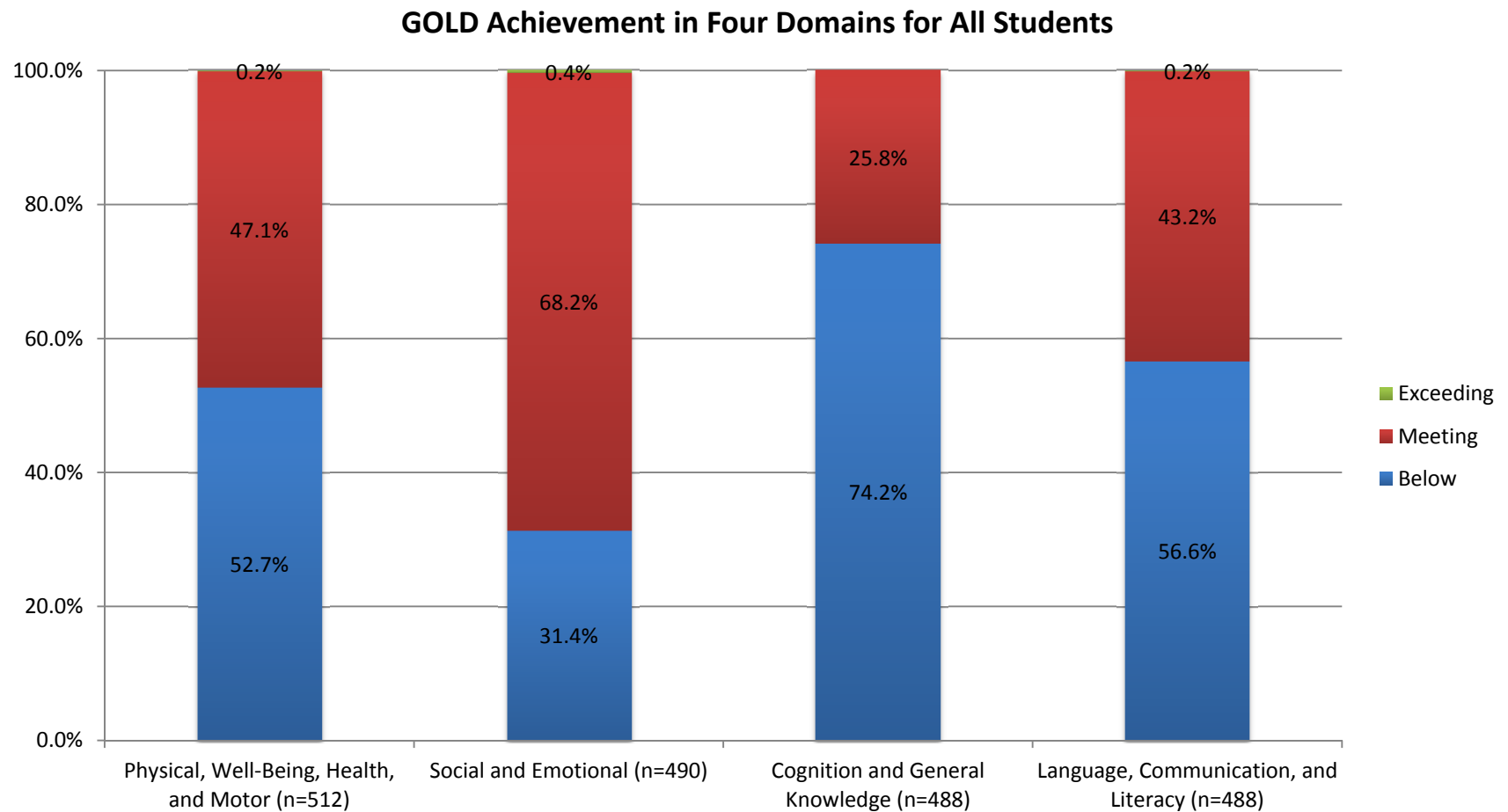
GOLD Achievement in Four Domains by Free or Reduced Price Lunch Eligibility
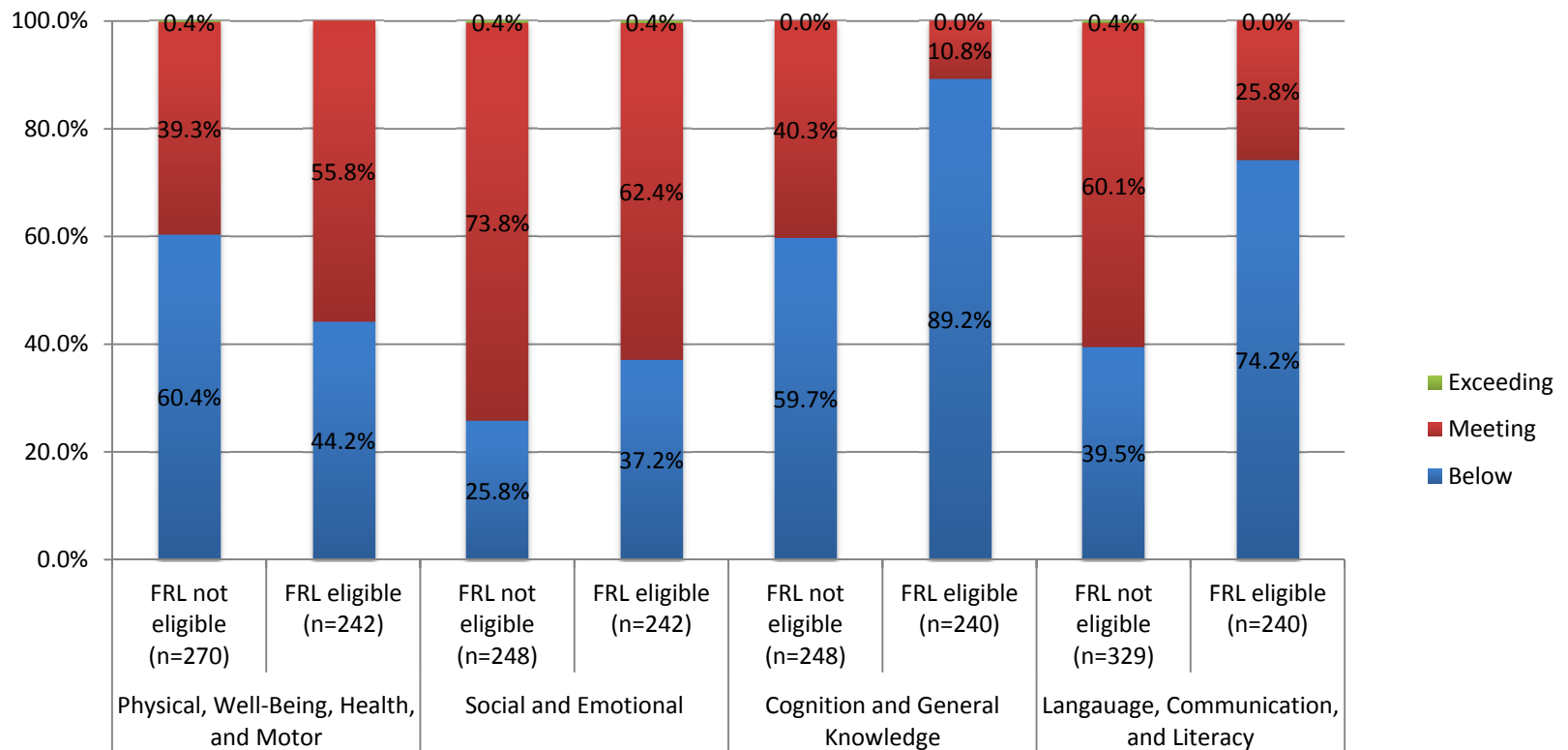
Results: Work Sampling System

WSS Achievement in Four Domains for All Students

Physical, Well-Being, Health, and Motor (n=540): Meeting 69.3%, Below 30.7%

Social and Emotional (n=540): Meeting 58.7%, Below 41.3%

Cognition and General Knowledge (n=540): Meeting 68.0%, Below 32.0%

Language, Communication, and Literacy (n=540): Meeting 50.2%, Below 49.8%

WaKIDS
Washington Kindergarten Inventory of Developing Skills

WSS Achievement in Four Domains by Free or Reduced Price Lunch Eligibility

Physical, Well-Being, Health, and Motor	Social and Emotional	Cognition and General Knowledge	Langauage, Communication, and Literacy
FRL not eligible (n=271) — Meeting 76.4%, Below 23.6%	FRL not eligible (n=271) — Meeting 67.5%, Below 32.5%	FRL not eligible (n=271) — Meeting 80.4%, Below 19.6%	FRL not eligible (n=271) — Meeting 62.0%, Below 38.0%
FRL eligible (n=269) — Meeting 62.1%, Below 37.9%	FRL eligible (n=269) — Meeting 49.8%, Below 50.2%	FRL eligible (n=269) — Meeting 55.4%, Below 44.6%	FRL eligible (n=269) — Meeting 38.3%, Below 61.7%

Legend: Meeting, Below

27

Next Steps

- Expand WaKIDS to more schools with state-funded full day kindergarten

- Select one child assessment tool to be used statewide

- Determine the expected/typical "kindergarten entry level" for the chosen assessment tool for use in compiling statewide data

28

Next Steps

- Ensure teachers have one day of WaKIDS training before school starts with follow-up communications and training to support teachers *during* the implementation of WaKIDS.

- Strengthen the Early Learning Collaboration component.

- Strengthen the prek-third grade alignment.