

July 12-14, 2011

AGENDA

Tuesday July 12, 2011

**8:00 a.m. Call to Order
Board Candidate Introduction**

8:30 a.m. Executive Session

9:00 a.m. New Board Member Vote

9:10 a.m. Adjourn

Purpose of the Retreat: To talk about governance of the state educational system

Desired Outcomes:

- Meaningful conversation about the following questions:
 - What conditions are needed to make education work for every student?
 - How can our educational system support these conditions?
 - What part does governance at the state level play in creating and maintaining this kind of system?
 - What is our role in the governance conversation?
- Agreement on our common ground regarding a governance framework based on this conversation.
- Strategies for engaging the governance issue.
- Concrete next steps, including how to bring others into the conversation when we leave this retreat.

9:15 a.m. Retreat Welcome
Jeff Vincent, Chair

Agenda and Ground Rules

9:30 a.m. Conversation and Agreements about Four Critical Questions:

- What conditions are needed to make education work for every student?
- How can our educational system support these conditions?
- What part does governance at the state level play in creating and maintaining this kind of system?

- What is our role in the governance conversation?

12:00 p.m. Lunch

1:00 p.m. Our Thoughts on an Effective Governance Framework: Context

- Staff report on legislative session and listening tour:
 - What happened regarding governance?
 - What do we know of the shape that the governance conversation may take from here?
- How might the context impact the way we work on our strategic plan goal regarding governance and engage the governance issue?

2:00 p.m. Break

2:15 p.m. Our Thoughts on an Effective Governance Framework: Characteristics and Specifics

- What are our current thoughts on the points we made in our March 2011 letter to the governor?
- How might we build a governance system designed to be all of the things it needs to be based on our conversation to date?

5:00 p.m. Wrap-up and Adjourn

6:00 p.m. Dinner at Maxwell's

Wednesday July 13, 2011

8:30 a.m. Welcome to Day Two

- Review of agreements so far
- Additional thoughts from yesterday's conversation?

10:00 a.m. Break

10:15 a.m. Next Steps

- Who else should be part of the conversation going forward?
- What are our concrete next steps?

10:50 a.m. Closing

11:00 a.m. Adjourn Retreat

12:00 p.m. Lunch

REGULAR BOARD MEETING AGENDA

Wednesday, July 13, 2011

12:30 p.m. Call to Order
Pledge of Allegiance
Welcome

Dr. Larry Nyland, Superintendent, Marysville School District
Mr. Melvin Sheldon, Jr., Chair, The Tulalip Tribes

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 May 11-12, 2011 Meeting (**Action Item**)
- Approval of Minutes from the July 1, 2011 Special Meeting (**Action Item**)
- Approval of Private Schools (**Action Item**)

12:45 p.m. Strategic Plan Dashboard and Legislative Update
Mr. Aaron Wyatt, Communications and Legislative Director
Dr. Kathe Taylor, Interim Executive Director

1:15 p.m. State Assessment Standard Setting Process
Ms. Cinda Parton, Assessment Development Director, OSPI
Dr. Tom Hirsch, Assessment and Evaluation Services, OSPI Partner
Dr. William Mehrens, Michigan State University (by phone)
Dr. Peter Behuniak, University of Connecticut (by phone)

2:15 p.m. Break

2:30 p.m. Basic Education Program Requirements Waivers: Review of Criteria and Current Waiver Requests
Ms. Sarah Rich, Research Director

4:00 p.m. Break

4:15 p.m. Public Comment

4:30 p.m. Public Hearing on WACs 180-16-195; 180-16-210; 180-16-215
Dr. Kathe Taylor, Interim Executive Director

5:00 p.m. Executive Session Regarding Executive Director Selection

8:00 p.m. Adjourn

Thursday, July 14, 2011

8:00 a.m. Executive Director Selection

8:15 a.m. Online Learning Policy and High School Credit

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI
(Skype)

Mr. Karl Nelson, Director, Digital Learning, OSPI

Mr. Kevin Corbett, Program Director, OnlineHS, Everett School District

Ms. Sally Lancaster, Administrator, OnlineHS, Everett School District

9:45 a.m. Break

10:00 a.m. State Teacher/Principal Evaluation Pilot

Ms. Michaela Miller, Evaluation Pilot Manager, OSPI

Dr. Jim Koval, Evaluation Pilot Director, OSPI

Ms. Cindy Simonsen, Director, Learning and Instruction, Anacortes
School District

Ms. Tara Dowd, Principal, Fidalgo Elementary School, Anacortes School
District

Ms. Jennie Beltramini, President, Anacortes Education Association

**11:15 a.m. Building Student Achievement: Marysville School District and the
Tulalip Tribes**

Dr. Larry Nyland, Superintendent, Marysville School District

Dr. Stephanie Fryberg, Member, Tulalip Tribes and Associate Professor,
University of Arizona

Mr. Robert Kalahan, Principal, Totem Middle School

Ms. Kristin DeWitte, Principal, Quil Ceda Elementary

12:45 p.m. Lunch

1:15 p.m. Public Comment

1:30 p.m. Preview of Upcoming Rule Changes

Dr. Kathe Taylor, Interim Executive Director

2:00 p.m. Business Items

- Waiver Requests (***Action Item***)
- WAC 180-16-195; 180-16-210; 180-16-215 Rule Changes (***Action Item***)
- Appointment of Elected Board Member for Region Five (***Action Item***)
- Assessment Standard Setting Process (***Action Item***)

3:00 p.m. Adjourn

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July 12-14, 2011
Holiday Inn Express
Marysville, Washington

MINUTES

Tuesday July 12, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis Frank, Mr. Bob Hughes, Mr. Tre' Maxie, Mr. Jack Schuster, Mr. Matthew Spencer, Dr. Sheila Fox, Dr. Kris Mayer (14)

Members Absent: Ms. Mary Jean Ryan (excused) (1)

Staff Attending: Dr. Kathe Taylor, Mr. Aaron Wyatt, Ms. Sarah Rich (3)

Staff Absent: Ms. Loy McColm (excused), Ms. Ashley Harris (excused), Ms. Colleen Warren (excused) (3)

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

Mr. Tre' Maxie was introduced as the recommended candidate for the Region Five Board position. Members posed questions to Mr. Maxie.

Motion was made to approve Tre' Maxie's appointment to the State Board of Education to complete the term of Warren Smith.

Motion seconded

Motion carried

The regular meeting was adjourned at 8:20 a.m. by Chair Vincent.

The retreat was called to order at 8:22 a.m. by Chair Vincent.

The retreat focused on the relationship between governance, government, and state education goals. During discussion, the Board clarified the difference between governance (planning, oversight, evaluation) and government (structure designed to implement and administer the plans). The Board decided that there needs to be agreement on state goals in addition to the basic education learning goals before considering any changes to governance and government. The Board will engage stakeholders in the coming months to clarify the system's performance goals and to seek input on how to design supportive governance and government systems.

Wednesday July 13, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis Frank, Mr. Bob Hughes, Mr. Tre' Maxie, Mr. Jack Schuster, Mr. Matthew Spencer, Dr. Sheila Fox, Dr. Kris Mayer (14)

Members Absent: Ms. Mary Jean Ryan (1)

Staff Attending: Dr. Kathe Taylor, Mr. Aaron Wyatt, Ms. Sarah Rich (3)

Staff Absent: Ms. Loy McColm (excused), Ms. Ashley Harris (excused), Ms. Colleen Warren (excused) (3)

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

The Retreat was adjourned at 11:15 a.m. by Chair Vincent.

The Board meeting was called to order at 12:35 p.m. by Chair Vincent.

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis Frank, Mr. Bob Hughes, Mr. Tre' Maxie, Mr. Jack Schuster, Mr. Matthew Spencer, Dr. Sheila Fox, Dr. Kris Mayer, Ms. Mary Jean Ryan (15)

Staff Attending: Dr. Kathe Taylor, Mr. Aaron Wyatt, Ms. Sarah Rich, Ms. Loy McColm, Ms. Ashley Harris, Ms. Colleen Warren (6)

Dr. Larry Nyland, Superintendent of the Marysville School District and Mr. Melvin Sheldon, Jr., Chair of the Tulalip Tribes joined the meeting and welcomed the Board to Marysville.

Consent Agenda

Motion was made to approve the Consent Agenda as follows:

- Approval of Minutes from the May 11-12, 2011 Meeting
- Approval of Minutes from the July 1, 2011 Special Meeting

At the request of Ms. Frank, approval of Private Schools was moved to the Business Items on July 14 for discussion.

Motion seconded

Motion carried

Strategic Plan Dashboard and Legislative Update

Mr. Aaron Wyatt, Communications and Legislative Director
Dr. Kathe Taylor, Interim Executive Director

Dr. Taylor gave an overview of the work being done and currently accomplished on the Strategic Plan Dashboard. Mr. Wyatt reviewed four different ways to represent SBE progress on

the dashboard and asked for feedback. Discussion followed with Board Members asking clarifying questions.

Mr. Wyatt gave an overview of the 2011 Legislative Review that included budget, standards and assessments, college readiness, early learning, quality instruction, effective governance, and education reform. During the 2011 Legislative Session, the Board formally supported the following:

- Legislation requiring one biology End-of-Course (EOC) assessment for the class of 2015.
- Two math EOCs for the class of 2015.
- Quality Education Council (QEC) recommendation legislation (failed).
- The Innovative Schools bills.
- Adoption of the JumpStart Coalition National Standards in K-12 personal finance.
- A statewide plan for Career and Technical Education.
- The Governor's launch year bill.
- Full-day kindergarten assessments.
- The IB diploma.

During this session, the Board formally opposed:

- Delaying the Common Core Standards (failed).
- Allowing districts to seek waivers in light of compensation cuts (failed).

State Assessment Standard Setting Process

Ms. Cinda Parton, Assessment Development Director, OSPI
Dr. Tom Hirsch, Assessment and Evaluation Services, OSPI Partner
Dr. William Mehrens, Michigan State University (by phone)
Dr. Peter Behuniak, University of Connecticut (by phone)

OSPI recommends cut scores on state assessments to SBE based on the work of a team of panelists who participate in a structured standard-setting process. OSPI proposed a change in the standard-setting process that would provide panelists with more information about actual student performance than they have had in previous years. When OSPI presented the standard-setting process at the March 2011 meeting, Members asked for additional information and discussion time before approving the new process. Experts from the National Technical Advisory Committee assisted the Board in its consideration of the merits and drawbacks of the proposed changes. The presenters provided a report on the standard setting process for 2011.

Basic Education Program Requirements Waivers: Review of Criteria and Current Waiver Requests

Ms. Sarah Rich, Research Director

The three options for waivers from the 180-day requirement were provided to the Board for review. The Board discussed setting specific criteria to improve the waiver process. The current definition of a school day (effective until September 1, 2011) shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration and board of directors of the district (RCW 28A.150.030). Effective on September 2, 2011, the new definition of "school day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school (RCW 28A.150.203). Under either definition, full-day parent teacher conferences are not a 'school day.'

The Board has granted Option One waivers for full-day parent teacher conferences since 2007. Six of the Option One waivers currently being considered include parent-teacher conferences.

Ms. Rich provided the following concerns and possible solutions for waivers in the future:

1. Stronger criteria is needed to evaluate Option One Requests
 - Solution: Write rules to establish clear criteria for approving waivers.
2. There is little direct feedback from districts regarding implementation. When renewing, the Board is unsure how waiver days impacted student learning.
 - Solution: Require a report on implementation of past waiver days. Notify districts that the Board may select them to present or report on the use of waiver days at any time.
3. Large numbers of waiver days are requested.
 - Solution one: Cap the number of days a district can request at three, five, or some other number.
 - Solution two: Cap the number of days in a range.
 - Solution three: Cap waiver days plus additional teacher days.
4. SBE is not confident that all the districts meet the 1,000 hours requirements.
 - Solution: Require districts to provide evidence with a calendar and description of calculation.
5. Should waiver days be granted for full-day parent teacher conferences?
 - Solution one: Add parent-teacher conferences as an acceptable strategy to Option Three. Include in rule language for Option One.
 - Solution two: Advocate to legislature for change in legal definition of school day to include parent-teacher conferences.
 - Solution three: Exclude parent-teacher conferences from waivers.

Ms. Rich summarized the current waiver applications and took questions from the Board regarding the applications being presented for approval at this meeting.

Public Comment

Mack Armstrong, Washington Association of School Administrators (WASA)

Mr. Armstrong commented on the ongoing debate that the Board has gone through over the past six years on the calendar question and how to handle waivers, saying it is complex. At the local level when a district puts together the student calendar and the work employee calendar, it's required that the two calendars merge. He said that districts do not take the waiver application process lightly and that they are leveraged in the multiple layered collective bargaining process. As time has passed the districts continue to struggle with how to find days for professional development. The Board's challenge is to create the rule and then monitor the rule. If the Board goes in that direction, it will be challenged with audits and that's a compliance position. He suggested the Board move towards an encouraging role instead.

Ann Randall, Washington Education Association (WEA)

The state has given up total responsibility for professional development for staff and LID days, although it continues to expect high achievement from students. Although the Board is not responsible for the funding issue, it is part of a multiple decision-making body whose decisions come down to the staff that has to implement them. The financing is now a district obligation. There are districts, like the Bainbridge Island District for example, that can pay for those days themselves and they have students who do very well in school. The districts, such as Onion Creek District, don't have the funds to work with and also have students who are struggling. As long as we're in a deficit, students and staff who need the time to be successful will have

difficulty. The lowest performing districts will not have the money for their continuing professional development. Districts need the opportunity to work on how to make students learn, how to connect with parents, and how to work together to make the district successful. Ms. Randall asked the Board to take this into account when making draft rules.

Public Hearing on WACs 180-16-195; 180-16-210; 180-16-215

Dr. Kathe Taylor, Interim Executive Director

Chair Vincent opened the public hearing at 4:30 p.m. Dr. Taylor suggested an amendment to page 137, first paragraph: change "on or before the first Monday" to "on or before September 15." The Board approved the change. There being no request for comments, the public hearing was closed at 4:32 p.m.

Executive Session Regarding Executive Director Selection

The Board moved into Executive Session at 4:35 p.m. to interview candidates for the Executive Director. The anticipated closing time of the Executive Session is 8:00 p.m. Chair Vincent reported that the final vote will occur during the open public meeting at 8:00 a.m. on Thursday, July 14.

The meeting adjourned with the completion of the Executive Session at 9:00 p.m.

Thursday, July 14, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Ms. Connie Fletcher, Ms. Phyllis Frank, Mr. Bob Hughes, Mr. Tre' Maxie, Ms. Mary Jean Ryan, Mr. Jack Schuster, Mr. Matthew Spencer, Dr. Sheila Fox, Dr. Kris Mayer (14)

Members Absent: Randy Dorn (excused) (1)

Staff Attending: Dr. Kathe Taylor, Mr. Aaron Wyatt, Ms. Sarah Rich, Ms. Loy McColm, Ms. Ashley Harris, Ms. Colleen Warren (6)

The meeting was called to order at 8:05 a.m. by Chair Vincent.

Executive Director Selection

Chair Jeff Vincent

Chair Vincent gave an overview of the July 14 Executive Session process for selection of the new Executive Director.

Motion was made to appoint Mr. Ben Rarick as the new Executive Director for the SBE with compensation of \$118,000 a year plus benefits.

Motion seconded

Motion carried

Online Learning Policy and High School Credit

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI (Skype)

Mr. Karl Nelson, Director, Digital Learning, OSPI

Mr. Kevin Corbett, Program Director, OnlineHS, Everett School District

Ms. Britney Corbett, OnlineHS Graduate

More than half of the course content for online courses is delivered electronically using the Internet or other computer-based methods.

Beginning with the 2011-12 school year, districts may claim state basic education funding to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are:

- Offered by an approved multidistrict online provider.
- Offered by a district online learning program if the program serves students who reside within the geographic boundaries of the district, including district programs in which fewer than 10 percent of the program's students reside outside the district's geographic boundaries.
- Offered by a regional online learning program where courses are jointly developed and offered by two or more school districts or an educational service district through an inter-district cooperative program agreement.

School districts are responsible for ensuring the quality of the courses offered for their students; the same holds true for online courses offered to their students. Public, online schools exist within Washington State school districts and as such, are accountable for meeting all state requirements. The approval criteria and assurances were presented and discussion followed.

The OSPI approval includes:

- External review team.
- Review cycles in: spring 2010, fall 2010, spring 2011, and then annually during the fall.
- Approval is for four years.

Mr. Corbett gave a tutorial on how the OnlineHS learning works and OnlineHS graduate, Ms. Corbett, gave a demonstration of an online course. The Board reviewed data about statewide online student performance; and through its oversight role the Board will continue to monitor this issue, as well as the overall policy implications of online education. Members asked to continue the briefing at the September meeting.

State Teacher/Principal Evaluation Pilot

Ms. Michaela Miller, Evaluation Pilot Manager, OSPI

Dr. Jim Koval, Evaluation Pilot Director, OSPI

The Teacher/Principal Evaluation Pilot (TPEP) emerged out of the 2010 education reform legislation (E2SSB 6696). The legislation called for every board of directors to establish revised evaluative criteria and a four-level rating system for all certificated classroom teachers and principals that would be fully implemented beginning with the 2013-14 school year. OSPI was charged with developing models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training in 2010-11, with the intent that the models would be available for use in the 2011-12 school year. The ultimate goal for the pilot is to improve teaching and learning.

The law (28A.405.100) requires the Superintendent of Public Instruction to do the following:

1. The Superintendent will require that all systems have specified components.
2. Based on the TPEP outcomes, the Superintendent will submit a final set of recommendations with specific approval components to be included in the report, due July 1, 2012.
3. At the conclusion of the pilots, the Superintendent shall finalize the components and requirements that must be included in the evaluation systems. All districts statewide will be required to include all of the components as specified by the Superintendent.
4. OSPI will conduct a thorough, rigorous state review process. During the 2012-13 school year, districts will be required to submit a description of the proposed evaluation systems that they intend to use beginning in the 2013-14 school year. The description of the system shall include how they will address each of the required components, which will be subjected to an OSPI review process.

The TPEP next steps include:

- TPEP implementation of district evaluation models.
- 2011-12 evaluation data collection.
- Taskforce committees to include: student growth; principal training and inter-rater reliability; and perception survey data.
- Stakeholder engagement.

Ms. Cindy Simonsen, Director, Learning and Instruction, Anacortes School District

Ms. Tara Dowd, Principal, Fidalgo Elementary School, Anacortes School District

Ms. Jennie Beltramini, President, Anacortes Education Association

Mr. Peter Donaldson , Staff Liaison for Teacher and Principal Evaluation Project, Anacortes School District

Staff from the Anacortes School District joined the meeting to talk about the teacher evaluation pilot in their District. The history of creating the new pilot program was presented. The core team for the pilot grant includes:

- Eight practicing teachers.
- Two principals.
- Two District office administrators.
- UniServe representative from the Washington Education Association.

Partnerships for the Pilot include:

- University of Washington (UW) Center for Educational Leadership.
- UW Center for Educational Data and Research.
- Washington Education Association (WEA)
- Association of Washington State Principals (AWSP)
- Western Washington University (WWU).
- University of Florida Lastinger Center.

The presenters provided comparisons to the current and new teacher evaluation criteria, as well as the current teacher and principal evaluation criteria. The scoring rubric was presented for discussion.

Building Student Achievement: Marysville School District and the Tulalip Tribes

Dr. Larry Nyland, Superintendent, Marysville School District

Mr. Robert Kalahan, Principal, Totem Middle School

Marysville School and District leaders, as well as the Tulalip Tribes representatives presented an overview of their collaborative efforts to support students and close opportunity gaps. Marysville's work intersects with the Board's strategic plan goals and statutory responsibilities in the following ways:

- Marysville received School Improvement Grant funds for Tulalip Elementary and Totem Middle School, beginning in 2010-11 and Quil Ceda Elementary, beginning in 2011-12.
- Marysville School District's work in partnering with the Tulalip Tribes serves as a potential model for community and school partnerships statewide.
- Tulalip Elementary receives state funding for a full-day kindergarten program.

Dr. Stephanie Fryberg, Member, Tulalip Tribes and Associate Professor, University of Arizona

Ms. Kristin DeWitte, Principal, Quil Ceda Elementary

The presenters gave an overview of culture and learning for native students and creating a growth mindset school. Prevalent beliefs about culture and race that are held by teachers include:

1. Cultures clashing between schools.
2. Teacher's cultures are playing a role, yet teachers do not see them.
3. Fear of being labeled racist and/or culturally insensitive.
4. Colorblindness.
5. Just tell me how to fix it.

The presenters talked about the importance of role models for the Native American students. They focused on the work of motivating students to be successful in their education and how the system can raise awareness of individual and societal bias. Quil Ceda Elementary used the following strategies:

1. Changing administrative structure.
2. Re-thinking policies and procedures.
3. Working towards developing Native American teachers.
4. Creating an immersion environment.
5. Honoring families in the classroom/school.
6. Sending teams of teachers and staff to funerals and community and family celebrations and ceremonies.

Public Comment

No requests for public comment at this time.

Preview of Upcoming Rule Changes

Dr. Kathe Taylor, Interim Executive Director

The Board approved changes to graduation requirements in November 2010 and presented those changes to the Quality Education Council and the legislature's education committees as required by RCW 28A.230.090. The 2011 Legislature did not take action with respect to the Board's proposed changes, making it possible for the Board to move forward to adopt rules for those changes that have no state fiscal impact.

In September 2011, unless directed otherwise, the current graduation rule will be amended to:

- Add 1 credit of English (moving from 3 credits to 4 credits).
- Add.5 credits of civics (moving social studies from 2.5 credits to 3 credits).
- Reduce electives to 4 credits (moving from 5.5 credits to 4 credits).
- Change Washington State History to a non-credit requirement.
- Permit career and technical education-equivalent classes to satisfy two graduation requirements, while earning 1 credit.
- Require 1 credit of biology (new). (Federal AYP regulations require that when an end-of-course assessment is used for AYP purposes, all students must be required to take the course associated with the assessment. Washington will begin using a biology end-of-course assessment in 2012.)

SBE staff is working with OSPI on changes to the SBE WAC pertaining to procedures for granting high school graduation credit requirements for students with special educational needs. Changes will be brought to the Board once staff has vetted the changes with stakeholders.

The Board will remove the requirement that a high school credit shall mean 150 hours of planned instructional activities. The substitute language the Board approved in November 2010 reads:

“High school credit shall mean successful completion of the subject area content expectations or guidelines developed by the state, per written district policy.”

The Board staff has worked with the Washington State School Directors’ Association (WSSDA) and a small advisory group of district representatives, to develop a sample policy and FAQ to guide districts. The suggested district policy language is:

“High school credit will be awarded for successful completion of a specific unit of study, which means:

- Earning a passing grade according to the district’s grading policy; and
- Demonstrating competency/proficiency/mastery of content standards as determined by the district; and/or
- Successfully completing an established number of hours of planned instructional activities to be determined by the district.

No changes would be made to the competency-based definition of a credit currently in rule.

Business Items

180 School Day Waiver Requests for Federal Way, Mount Baker, Omak, Oroville, Riverside, Sequim, Tacoma, and Waitsburg School Districts (RCW 28A.150-220; RCW 28A.305.140; WAC 180-18-040)

Motion was made to grant the requests of Federal Way, Mount Baker, Omak, Oroville, Riverside, Sequim, Tacoma, and Waitsburg School Districts for waivers from the 180-day school year requirement for the number of days and school years requested. Provided however, that if a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirement of the 180 school days and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its school calendar for that year below the current statutory requirement.

Motion seconded

Motion carried with one nay

Approval of Private Schools (RCW 28A.305.130(5))

Motion was made that the list of private schools provided be approved as private schools for the 2011-2012 school year.

Motion seconded

Motion carried

Rule Amendment/Repeals: 1) WAC 180-16-195-Annual reporting and review process; 2) WAC 180-16-210-Grades K-3 students to classroom teacher ratio requirement; 3) WAC 180-16-215-Minimum 180 school day year

Motion was made to adopt the proposed amendments to WAC 180-16-195.

Motion seconded

Motion carried

Motion was made to repeal WAC 180-16-210

Motion seconded

Motion carried

Motion was made to repeal WAC 180-16-215

Motion seconded

Motion carried

Assessment Standard Setting Process

Motion was made to approve OSPI's 2011 standard-setting process for the science Measurements of Student Progress and the math End-of-Course assessments.

Motion seconded

Motion carried

The meeting was adjourned at 2:35 p.m. by Chair Vincent.

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STRATEGIC PLAN 2011-2014

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1.0 INTRODUCTION: POLICY ROLES, AUTHORITY, AND POLICY CONTEXT

1.1 SBE Mandate and Roles

In 2005, the Washington State Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, SBE is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education in the state. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education
- Implement a standards-based accountability system to improve student academic achievement
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles
- Promote achievement of the goals of RCW 28A.150.210, as stated below:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

- 1. Read with comprehension, write with skill, communicate effectively and responsibly in a variety of ways and settings*
 - 2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness*
 - 3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems*
 - 4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities*
- Approve private schools
 - Communicate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system

SBE HAS FIVE ROLES. With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 educational system. The Board's five roles are to provide:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

1.2 Statutory Requirements and Ongoing SBE Work

STATUTORILY REQUIRED RESPONSIBILITIES. SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. In fulfilling these responsibilities the Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- *Development of a More Comprehensive Accountability Framework:* SBE has created a framework for statewide accountability; developed a recognition program for schools using SBE's accountability index to measure school performance; and obtained state intervention authority through a Required Action process for the state's lowest achieving schools
- *Revised High School Graduation Requirements:* SBE developed the Core 24 Framework for High School Graduation Requirements, and continues to work towards creation of a set of graduation requirements that will best prepare today's graduates for success after high school
- *Administrative Responsibilities:* SBE also sets the cut scores for student proficiency and other performance levels on state assessments, approves private schools, monitors local school district compliance with the Basic Education Act, and approves waivers of the state-required 180 days of student instruction

SPECIAL LEGISLATIVE ASSIGNMENTS. In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule
- Completing a science standards and curriculum review; and a math standards and curriculum review

- Producing several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report
- Implementing a new efficiency waiver pilot program for small school districts to change their school calendar
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues

PARTICIPATION ON OTHER BOARDS AND WORK GROUPS. SBE also holds seats on the following boards and work groups: the Quality Education Council (QEC); the Data Governance Committee; the Education Research and Data Center Work Group; Building the Bridges Student Support Work Group; the Race to the Top Grant Steering and Coordinating Committees; and the Science, Technology, Engineering, and Mathematics (STEM) Work Group. In addition, SBE consults with the Achievement Gap and Oversight Committee and the Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

1.3 SBE Has Many Stakeholders

DEFINING SBE'S STAKEHOLDERS. SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations, to ensure that the perspectives of all stakeholders are fully understood by SBE.

COORDINATING WITH OTHER STATE AGENCIES. SBE works within a network of multiple agencies, including the Governor's Office, the Legislature and its committees, OSPI, PESB, and Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' education strategies and priorities are, the greater the benefit will be to the citizens of the state of Washington.

1.4 The Federal Context - The Obama Administration Priorities

The Obama education administration has promoted an agenda through the American Recovery and Reinvestment Act and its blueprint for action that embraces the following principles:

- 1. Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
- 2. Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction
- 3. Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
- 4. Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart, and transformation

The SBE participated in forming a coalition to obtain approval of Race to the Top grant funding and served on the Race to the Top Steering Committee. While the state was not successful in obtaining the grant funding in Round Two from the U.S. Department of Education, it will continue to finalize and implement the State Education Plan originally proposed in the Race to the Top.

The Board modeled its state intervention practice (Required Action) after the newly revised federal school improvement grant process. The state identifies the bottom five percent of lowest achieving schools based on three years of performance in combined math and reading student achievement scores. Several schools will be designated by the Board through their districts for required action. Schools must select one of the four federal intervention models and will be funded through federal school improvement grants.

The Board has provided input to the U.S. Department of Education and Congressional leadership on the reauthorization of No Child Left Behind/Elementary and Secondary Education Act by promoting its new state accountability index, which the Board believes is a more fair way to identify schools that are exemplary or struggling.

1.5 The Draft State Context: Development of the Washington State Education Plan

The 2010 draft State Education Plan is designed to significantly advance Washington's K-12 achievement levels. SBE has served as a catalyst to help define and create the Education Plan and move it forward. The Plan's Vision is:

All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

THE DRAFT PLAN IDENTIFIES FOUR LARGE GOALS FOR WASHINGTON:

1. Enter kindergarten prepared for success
2. Be competitive in math and science nationally and internationally
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps
4. Graduate able to succeed in college, training, and careers

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan's priorities, and assessment of the state's progress in achieving its goals will be a major focus for SBE in the next several years.

1.6 The Current State of Washington's K-12 Education Performance

SBE staff has assembled data to create a picture of the state's current educational performance, to inform development of this Strategic Plan. The major conclusions from that work are that there are both:

Notable Successes	And Major Challenges
<ul style="list-style-type: none"> • Washington performs above average on the National Assessment of Educational Progress (NAEP) Washington is ranked 16th in the nation for the percent of seniors (16%) who score a three or higher on an Advanced Placement exam • Washington students consistently score above national averages on the ACT • For the seventh consecutive year, Washington State SAT averages are the highest in the nation among states in which more than half of the eligible students took the tests • More Washington college students return for a second year and complete their two- or four-year studies than in other states: Washington outperformed 37 states in 2006 	<ul style="list-style-type: none"> • Our state's incoming kindergarteners are often underprepared for success in five major domains • There is a significant and persistent achievement gap demonstrated by assessment results and graduation rates • Funding for K-12 education has grown steadily, yet Washington is still ranked 45th in the nation on per pupil expenditures • Graduation and dropout rates have not improved over the past six years • Fewer Washington students go from high school directly to college than in most other states: Washington ranked 45th in the nation in 2006

2.0 VISION, MISSION, AND SUMMARY OF GOALS

Vision

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

Summary of Goals

- GOAL 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington**
- GOAL 2: Provide Policy Leadership for Closing the Academic Achievement Gap**
- GOAL 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education**
- GOAL 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science**
- GOAL 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation**

3.0 GOALS AND ACTION STRATEGIES

Goal 1: Advocate for an effective, accountable governance structure for public education in Washington

A. Catalyze educational governance reform in Washington

1. Define the issues around governance
 - Create a synopsis of literature on governance reform
 - Provide systems map to demonstrate the current Washington's K-12 governance structure
 - Examine other governance models for system reorganization and reform
 - 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 group 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

TIMELINE: 2011-14

PRODUCTS/RESULTS:

- 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

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, and 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

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- 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

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

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

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

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- Use data to turn the spotlight on schools that are not 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 #3
- 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

B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum

1. Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes
2. Promote early prevention and intervention for K-3rd grade students at risk for academic difficulties

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- 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

Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education

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

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

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- 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

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

TIMELINE: 2010-2014

PRODUCTS/RESULTS:

- 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 #2
- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs

C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success

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

TIMELINE: 2011-2013

PRODUCTS/RESULTS:

- 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

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

TIMELINE: 2011-2012

PRODUCTS/RESULTS:

- 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

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

A. Provide system oversight for math and science achievement

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

TIMELINE: 2010-2012

PRODUCTS/RESULTS:

- 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

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

TIMELINE: 2010-15

PRODUCTS/RESULTS:

- 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

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

A. Review state and local efforts to improve quality teaching and educational leadership for all students

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

TIMELINE: 2010-18

PRODUCTS/RESULTS:

- 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

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

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- 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

SBE Staff Designated Level of Effort

SBE staff reviewed the four-year strategic plan and designated the following level of effort for each of the objectives over the next one and two years:

Goal	Objective	Level of Effort	
		9/10-9/11	9/11-9/12
GOAL 1	A. Catalyze educational governance reform in Washington	***	**
	B. Use the State Education Plan to foster stronger relationships among education agencies	**	**
GOAL 2	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	***	***
	B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum	*	*
GOAL 3	A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship	***	***
	B. Create a statewide advocacy strategy to increase post-secondary attainment	**	**
	C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success	***	**
	D. Assist in oversight of online learning programs and Washington State diploma-granting institutions	**	***
GOAL 4	A. Provide system oversight for math and science achievement	***	**
	B. Strengthen science high school graduation requirements	*	*
GOAL 5	A. Review state and local efforts to improve quality teaching and educational leadership for all students	*	*
	B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching.	*	*

* = minimal amount of effort (e.g. phone call or e-mail to convene a meeting)

** = medium (part time staff analysis)

*** = substantial (almost full time one staff work)

4.0 SBE STRATEGIC PLAN ALIGNMENT

4.1 Alignment with the Washington State Education Plan

The State Education Plan's vision is that "All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship." The Plan identifies four key goals for Washington.

SBE's four-year Strategic Plan is aligned with these four goals in the following manner:

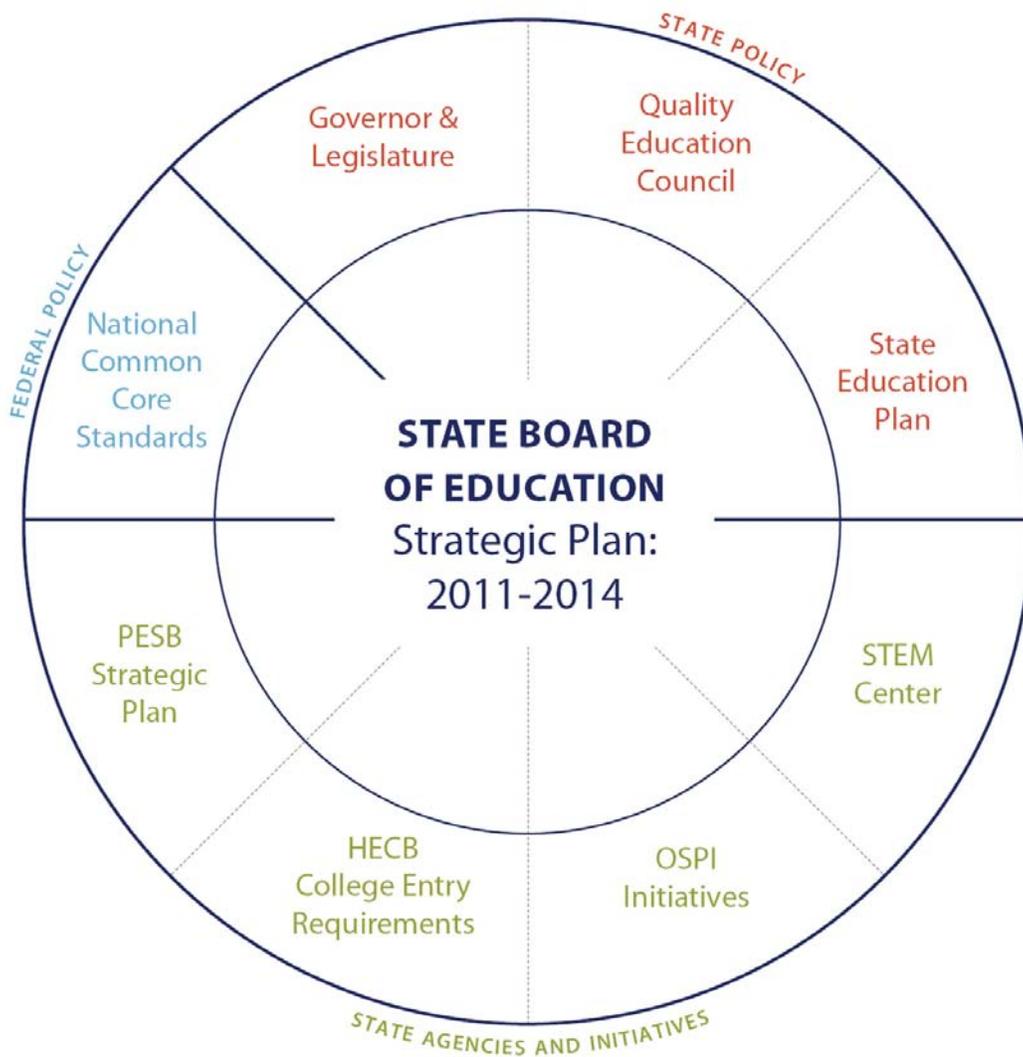
Goal Alignment and Cross-Walk

State Education Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success	GOAL 2. Objective B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum
2. Be competitive in math and science nationally and internationally	GOAL 4. Objective A. Provide system oversight for math and science achievement GOAL 4. Objective B. Strengthen science high school graduation requirements.
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps	GOAL 2. Objective 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 GOAL 5. Objective A. Review state and local efforts to improve quality teaching and educational leadership for all students
4. Graduate able to succeed in college, training, and careers	GOAL 3. Objective A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship GOAL 3. Objective B. Create a statewide advocacy strategy to increase post-secondary attainment GOAL 3. Objective C. Provide policy leadership to examine the

State Education Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
	role of middle school preparation as it relates to high school success

4.2 SBE Plan Alignment with Various Components of Education System

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



WASHINGTON STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

Strategic Roles Framework

SBE ROLES DEFINITIONS

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Catalyze educational governance reform in Washington					
<ul style="list-style-type: none"> Define the issues around governance 			☑		☑
<ul style="list-style-type: none"> Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group 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 			☑		☑
<ul style="list-style-type: none"> Support process identified to examine and make governance recommendations 	☑				
B. Use the State Education Plan to foster stronger relationships among education agencies					
<ul style="list-style-type: none"> Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan 	☑				☑
<ul style="list-style-type: none"> Share the Education Plan and solicit input from education stakeholders 				☑	
<ul style="list-style-type: none"> Collaborate with state agencies on a work plan for the Education Plan's implementation, delineating clear roles and responsibilities 	☑				☑
<ul style="list-style-type: none"> Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities 			☑		

GOAL 2: PROVIDE POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communi-cation	Convening & Facilitating
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					
<ul style="list-style-type: none"> Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap 		☑			
<ul style="list-style-type: none"> Together with OSPI, implement the Required Action process for lowest achieving schools 	☑				
<ul style="list-style-type: none"> Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index 	☑			☑	☑
<ul style="list-style-type: none"> Work with stakeholders to assess the school improvement planning rules 	☑				
<ul style="list-style-type: none"> 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 	☑	☑			
<ul style="list-style-type: none"> Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE 					☑
B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum					
<ul style="list-style-type: none"> Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes 			☑		

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none">Promote early prevention and intervention for K-3rd students at risk for academic difficulties			<input checked="" type="checkbox"/>		

GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN SECONDARY AND POST-SECONDARY EDUCATION

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship					
<ul style="list-style-type: none"> 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 	☑		☑		
<ul style="list-style-type: none"> Advocate for 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 			☑		
<ul style="list-style-type: none"> 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 	☑		☑	☑	☑
B. Create a statewide advocacy strategy to increase post-secondary attainment					
<ul style="list-style-type: none"> 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 	☑				☑
<ul style="list-style-type: none"> Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education 	☑				☑

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success					
<ul style="list-style-type: none"> 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 			☑		
<ul style="list-style-type: none"> 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 					☑
D. Assist in oversight of online learning programs and Washington State diploma-granting institutions					
<ul style="list-style-type: none"> Examine policy issues related to the oversight of online learning for high school credits 		☑			
<ul style="list-style-type: none"> 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 	☑	☑			

GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Provide system oversight and advocacy for math and science achievement					
<ul style="list-style-type: none"> Advocate for meeting the State Education Plan goals for improved math and science achievement 			☑		
<ul style="list-style-type: none"> Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement 				☑	
<ul style="list-style-type: none"> Monitor and report trends in Washington students' math and science performance relative to other states and countries 				☑	
<ul style="list-style-type: none"> Establish performance improvement goals in science and mathematics on the state assessments 	☑				
B. Strengthen science high school graduation requirements					
<ul style="list-style-type: none"> Increase high school science graduation requirements from two to three science credits 	☑	☑			
<ul style="list-style-type: none"> Work with the HECB in requiring three science credits for four-year college admissions requirements 	☑	☑			
<ul style="list-style-type: none"> Consult with OSPI on the development of state science end-of-course assessments 				☑	

GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE K-12 TEACHER AND LEADER WORKFORCE IN THE NATION

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Review state and local efforts to improve quality teaching and educational leadership for all students					
<ul style="list-style-type: none"> • Provide a forum for reporting on teacher and principal evaluation pilot programs 				☑	☑
<ul style="list-style-type: none"> • Support the QEC and Legislative action to restore and increase Learning Improvement Days (LID) funding for 5 professional days 			☑		
B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching					
<ul style="list-style-type: none"> • Examine issues and develop recommendations on state policies related to: <ul style="list-style-type: none"> ○ 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 			☑		

Chapter 28A.305 RCW
State board of education

RCW Sections

- 28A.305.011 Board membership -- Terms -- Compensation.
- 28A.305.021 Election of board members -- Restrictions.
- 28A.305.035 Joint report to the legislature.
- 28A.305.130 Powers and duties -- Purpose.
- 28A.305.140 Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.
- 28A.305.141 Waiver from one hundred eighty-day school year requirement -- Criteria -- Recommendation to the legislature.
- 28A.305.190 Eligibility to take GED test.
- 28A.305.215 Essential academic learning requirements and grade level expectations -- Revised standards and curricula for mathematics and science -- Duties of the state board of education and the superintendent of public instruction -- Revised graduation requirements.
- 28A.305.219 Mathematics advisory panel -- Science advisory panel.
- 28A.305.900 Transfer of powers and duties -- State board of education.
- 28A.305.901 Transfer of powers and duties -- Academic achievement and accountability commission.
- 28A.305.902 Transfer of duties -- Review and recommendation -- 2006 c 263.

Notes:

- Assistance of certificated or classified employee -- Reimbursement for substitute: RCW 28A.300.035.
- Corporal punishment prohibited -- Adoption of policy: RCW 28A.150.300.
- Reimbursement for substitute if employee serves state board or superintendent: RCW 28A.300.035.
- Statewide student assessment system -- Redesign -- Reports to the legislature: RCW 28A.300.041.

28A.305.011
Board membership -- Terms -- Compensation.

(1) The membership of the state board of education shall be composed of sixteen members who are residents of the state of Washington:

(a) Seven shall be members representing the educational system, as follows:

(i) Five members elected by school district directors. Three of the members elected by school district directors shall be residents of western Washington and two members shall be residents of eastern Washington;

(ii) One member elected at-large by the members of the boards of directors of all private schools in the state meeting the requirements of RCW

28A.195.010; and

(iii) The superintendent of public instruction;

(b) Seven members appointed by the governor; and

(c) Two students selected in a manner determined by the state board of education.

(2) Initial appointments shall be for terms from one to four years in length, with the terms expiring on the second Monday of January of the applicable year. As the terms of the first appointees expire or vacancies on the board occur, the governor shall appoint or reappoint members of the board to complete the initial terms or to four-year terms, as appropriate.

(a) Appointees of the governor must be individuals who have demonstrated interest in public schools and are supportive of

educational improvement, have a positive record of service, and who will devote sufficient time to the responsibilities of the board.

- (b) In appointing board members, the governor shall consider the diversity of the population of the state.
- (c) All appointments to the board made by the governor are subject to confirmation by the senate.
- (d) No person may serve as a member of the board, except the superintendent of public instruction, for more than two consecutive full four-year terms.

(3) The governor may remove an appointed member of the board for neglect of duty, misconduct, malfeasance, or misfeasance in office, or for incompetent or unprofessional conduct as defined in chapter 18.130 RCW. In such a case, the governor shall file with the secretary of state a statement of the causes for and the order of removal from office, and the secretary of state shall send a certified copy of the statement of causes and order of removal to the last known post office address of the member.

(4)(a) The chair of the board shall be elected by a majority vote of the members of the board. The chair of the board shall serve a term of two years, and may be reelected to an additional term. A member of the board may not serve as chair for more than two consecutive terms.

(b) Eight voting members of the board constitute a quorum for the transaction of business.

(c) All members except the student members are voting members.

(5) Members of the board appointed by the governor who are not public employees shall be compensated in accordance with RCW 43.03.250 and shall be reimbursed for travel expenses incurred in carrying out the duties of the board in accordance with RCW 43.03.050 and 43.03.060.

[2006 c 263 § 105; 2005 c 497 § 101.]

Notes:

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Intent -- 2005 c 497: "The legislature intends to reconstitute the state board of education and to refocus its purpose; to abolish the academic achievement and accountability commission; to assign policy and rule-making authority for educator preparation and certification to the professional educator standards board and to clearly define its purpose; and to align the missions of the state board of education and the professional educator standards board to create a collaborative and effective governance system that can accelerate progress towards achieving the goals in RCW 28A.150.210." [2005 c 497 § 1.]

Part headings not law -- 2005 c 497: "Part headings used in this act are not any part of the law." [2005 c 497 § 408.]

Effective date -- 2005 c 497 §§ 101, 103, 105, 106, 201 through 220, 301, 401, and 403: "Sections 101, 103, 105, 106, 201 through 220, 301, 401, and 403 through 405 of this act take effect January 1, 2006." [2005 c 497 § 409.]

28A.305.021

Election of board members — Restrictions.

The election of state board of education members by school directors and private school board members shall be conducted by the office of the superintendent of public instruction for the members of the state board who begin serving on January 1, 2006, and thereafter.

(1) The superintendent shall adopt rules for the conduct of elections, which shall include, but need not be limited to: The definition of the eastern Washington and western Washington geographic regions of the state for the purpose of determining board member positions; the weighting of votes cast by the number of students in the school director's school district or board member's private school; election and dispute resolution procedures; the process for filling vacancies; and election timelines. The election timeline shall include calling for elections no later than the twenty-fifth of August, and notification of the election results no later than the fifteenth of December.

(2) State board member positions one and two shall be filled by residents of the eastern Washington region and positions three, four, and five shall be filled by residents of the western Washington region.

(3) A school director shall be eligible to vote only for a candidate for each position in the geographic region within which the school director resides.

(4) Initial terms of the individuals elected by the school directors shall be for terms of two to four years in length as follows: Two members, one from eastern Washington and one from western Washington, shall be elected to two-year terms; two members, one from eastern Washington and one from western Washington, shall be elected to four-year terms; and one member from western Washington shall be elected to a three-year term. The term of the private school member shall be two years. All terms shall expire on the second Monday of January of the applicable year.

(5) No person employed in any public or private school, college, university, or other educational institution or any educational service district superintendent's office or in the office of the superintendent of public instruction is eligible for membership on the state board of education. No member of a board of directors of a local school district or private school may continue to serve in that capacity after having been elected to the state board.

[2005 c 497 § 102.]

Notes:

Effective date -- 2005 c 497 § 102: "Section 102 of this act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately [May 16, 2005]." [2005 c 497 § 411.]

Intent -- Part headings not law -- 2005 c 497: See notes following RCW 28A.305.011.

28A.305.035

Joint report to the legislature.

(1) By October 15th of each even-numbered year, the state board of education and the professional educator standards board shall submit a joint report to the legislative education committees, the governor, and the superintendent of public instruction. The report shall address the progress the boards have made and the obstacles they have encountered, individually and collectively, in the work of achieving the goals in RCW

28A.150.210.

(2) The state board of education shall include the chairs and ranking minority members of the legislative education committees in board communications so that the legislature can be kept apprised of the discussions and proposed actions of the board.

[2006 c 263 § 103; 2005 c 497 § 103.]

Notes:

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Intent -- Part headings not law -- Effective date -- 2005 c 497: See notes following RCW 28A.305.011.

28A.305.130

Powers and duties -- Purpose.

*** CHANGE IN 2011 *** (SEE

2115-S.SL) ***

The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW 28A.150.210. In addition to any other powers and duties as provided by law, the state board of education shall:

(1) Hold regularly scheduled meetings at such time and place within the state as the board shall determine and may hold

such special meetings as may be deemed necessary for the transaction of public business;

- (2) Form committees as necessary to effectively and efficiently conduct the work of the board;
- (3) Seek advice from the public and interested parties regarding the work of the board;
- (4) For purposes of statewide accountability:

(a) Adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the board deems appropriate to improve student learning. The goals shall be consistent with student privacy protection provisions of RCW 28A.655.090(7) and shall not conflict with requirements contained in Title I of the federal elementary and secondary education act of 1965, or the requirements of the Carl D. Perkins vocational education act of 1998, each as amended. The goals may be established for all students, economically disadvantaged students, limited English proficient students, students with disabilities, and students from disproportionately academically underachieving racial and ethnic backgrounds. The board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve. The board shall adopt the goals by rule. However, before each goal is implemented, the board shall present the goal to the education committees of the house of representatives and the senate for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature;

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

(c) Annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students, and a recommendation to the superintendent of public instruction of any improvements needed to the system; and

(d) Include in the biennial report required under RCW 28A.305.035, information on the progress that has been made in achieving goals adopted by the board;

(5) Accredite, subject to such accreditation standards and procedures as may be established by the state board of education, all private schools that apply for accreditation, and approve, subject to the provisions of RCW 28A.195.010, private schools carrying out a program for any or all of the grades kindergarten through twelve: PROVIDED, That no private school may be approved that operates a kindergarten program only: PROVIDED FURTHER, That no private schools shall be placed upon the list of accredited schools so long as secret societies are knowingly allowed to exist among its students by school officials;

(6) Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system;

(7) Hire an executive director and an administrative assistant to reside in the office of the superintendent of public instruction for administrative purposes. Any other personnel of the board shall be appointed as provided by RCW 28A.300.020. The board may delegate to the executive director by resolution such duties as deemed necessary to efficiently carry on the business of the board including, but not limited to, the authority to employ necessary personnel and the authority to enter into, amend, and terminate contracts on behalf of the board. The executive director, administrative assistant, and all but one of the other personnel of the board are exempt from civil service, together with other staff as now or hereafter designated as exempt in accordance with chapter 41.06 RCW; and

- (8) Adopt a seal that shall be kept in the office of the superintendent of public instruction.

[2009 c 548 § 502; 2008 c 27 § 1; 2006 c 263 § 102; 2005 c 497 § 104; 2002 c 205 § 3; 1997 c 13 § 5; 1996 c 83 § 1; 1995 c 369 § 9; 1991 c 116 § 11; 1990 c 33 § 266. Prior: 1987 c 464 § 1; 1987 c 39 § 1; prior: 1986 c 266 § 86; 1986 c 149 § 3; 1984 c 40 § 2; 1979 ex.s. c 173 § 1; 1975-76 2nd ex.s. c 92 § 1; 1975 1st ex.s. c 275 § 50; 1974 ex.s. c 92 § 1; 1971 ex.s. c 215 § 1; 1971 c 48 § 2; 1969 ex.s. c 223 § 28A.04.120; prior: 1963 c 32 § 1; 1961 c 47 § 1; prior: (i) 1933 c 80 § 1; 1915 c 161 § 1; 1909 c 97 p 236 § 5; 1907 c 240 § 3; 1903 c 104 § 12; 1897 c 118 § 27; 1895 c 150 § 1; 1890 p 352 § 8; Code 1881 § 3165; RRS § 4529. (ii) 1919 c 89 § 3; RRS § 4684. (iii) 1909 c 97 p 238 § 6; 1897 c 118 § 29; RRS § 4530. Formerly RCW 28A.04.120, 28.04.120, 28.58.280, 28.58.281, 28.58.282, 43.63.140.]

Notes:

Intent -- Finding -- 2009 c 548: "(1)(a) The legislature intends to develop a system in which the state and school districts share accountability for achieving state educational standards and supporting continuous school improvement. The legislature recognizes that comprehensive education finance reform and the increased investment of public resources necessary to implement that reform must be accompanied by a new mechanism for clearly defining the relationships and expectations for the state, school districts, and schools. It is the legislature's intent that this be accomplished through the development of a proactive, collaborative accountability system that focuses on a school improvement system that engages and serves the local school board, parents, students, staff in the schools and districts, and the community. The improvement system shall be based on progressive levels of support, with a goal of continuous improvement in student achievement and alignment with the federal system of accountability.

(b) The legislature further recognizes that it is the state's responsibility to provide schools and districts with the tools and resources necessary to improve student achievement. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, recognition, and, if necessary, state intervention.

(2) The legislature has already charged the state board of education to develop criteria to identify schools and districts that are successful, in need of assistance, and those where students persistently fail, as well as to identify a range of intervention strategies and a performance incentive system. The legislature finds that the state board of education should build on the work that the board has already begun in these areas. As development of these formulas, processes, and systems progresses, the legislature should monitor the progress." [2009 c 548 § 501.]

Intent -- 2009 c 548: See note following RCW 28A.150.198.

Finding -- 2009 c 548: See note following RCW 28A.410.270.

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Effective date -- 2005 c 497 §§ 104, 302, 402, and 406 through 408: "Sections 104, 302, 402, and 406 through 408 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect July 1, 2005." [2005 c 497 § 410.]

Intent -- Part headings not law -- 2005 c 497: See notes following RCW 28A.305.011.

Findings -- Severability -- Effective dates -- 2002 c 205 §§ 2, 3, and 4: See notes following RCW 28A.320.125.

Effective date -- 1995 c 369: See note following RCW 43.43.930.

Severability -- 1986 c 266: See note following RCW 38.52.005.

Severability -- 1984 c 40: See note following RCW 28A.195.050.

Severability -- 1975-'76 2nd ex.s. c 92: "If any provision of this 1976 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1975-'76 2nd ex.s. c 92 § 6.]

Child abuse and neglect -- Development of primary prevention program: RCW 28A.300.160.

Districts to develop programs and establish programs regarding child abuse and neglect prevention: RCW 28A.225.200.

Professional certification not required of superintendents or deputy or assistant superintendents: RCW 28A.410.120.

Use of force on children -- Policy -- Actions presumed unreasonable: RCW 9A.16.100.

28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

***** CHANGE IN 2011 *** (SEE**

1546-S2.SL) ***

The state board of education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW 28A.04.127.]

Notes:

Contingent expiration date -- 1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

Severability -- 1985 c 349: See note following RCW 28A.150.260.

28A.305.141

Waiver from one hundred eighty-day school year requirement — Criteria — Recommendation to the legislature. (Expires August 31, 2014.)

(1) In addition to waivers authorized under RCW

28A.305.140 and 28A.655.180, the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW 28A.150.220 and *28A.150.250 to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours shall not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day; and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines

that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. All waivers expire August 31, 2014.

(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.

(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.

(4) The state board of education shall examine the waivers granted under this section and make a recommendation to the education committees of the legislature by December 15, 2013, regarding whether the waiver program should be continued, modified, or allowed to terminate. This recommendation should focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. Such evidence includes, but is not limited to: Improved scores on the Washington assessment of student learning, results of the dynamic indicators of basic early literacy skills, student grades, and attendance.

(5) This section expires August 31, 2014.

[2009 c 543 § 2.]

Notes:

***Reviser's note:** The reference to a one hundred eighty-day school year in RCW 28A.150.250 was deleted by 2009 c 548 § 105.

Finding -- 2009 c 543: "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

School districts in several western states have operated on a four-day school week and report increased efficiencies, family support, and reduced absenteeism, with no negative impact on student learning. Small rural school districts in particular could benefit due to their high per-pupil costs for transportation and utilities. Therefore, the legislature intends to provide increased flexibility to a limited number of school districts to explore the potential value of operating on a flexible calendar, so long as adequate safeguards are put in place to prevent any negative impact on student learning." [2009 c 543 § 1.]

28A.305.190

Eligibility to take GED test.

The state board of education shall adopt rules governing the eligibility of a child sixteen years of age and under nineteen years of age to take the GED test if the child provides a substantial and warranted reason for leaving the regular high school education program, if the child was home-schooled, or if the child is an eligible student enrolled in a dropout reengagement program under RCW

28A.175.100 through 28A.175.110.

[2010 c 20 § 6; 1993 c 218 § 1; 1991 c 116 § 5; 1973 c 51 § 2. Formerly RCW 28A.04.135.]

Notes:

Intent -- 2010 c 20: See note following RCW 28A.175.100.

Severability -- 1973 c 51: See note following RCW 28A.225.010.

Waiver of fees or residency requirements at community colleges for students completing a high school education: RCW 28B.15.520.

28A.305.215

Essential academic learning requirements and grade level expectations — Revised standards and curricula for mathematics and science — Duties of the state board of education and the superintendent of public instruction — Revised graduation requirements.

(1) The activities in this section revise and strengthen the state learning standards that implement the *goals of RCW

28A.150.210, known as the essential academic learning requirements, and improve alignment of school district curriculum to the standards.

(2) The state board of education shall be assisted in its work under subsections (3), (4), and (5) of this section by: (a) An expert national consultant in each of mathematics and science retained by the state board; and (b) the mathematics and science advisory panels created under RCW 28A.305.219, as appropriate, which shall provide review and formal comment on proposed recommendations to the superintendent of public instruction and the state board of education on new revised standards and curricula.

(3) By September 30, 2007, the state board of education shall recommend to the superintendent of public instruction revised essential academic learning requirements and grade level expectations in mathematics. The recommendations shall be based on:

(a) Considerations of clarity, rigor, content, depth, coherence from grade to grade, specificity, accessibility, and measurability;

(b) Study of:

(i) Standards used in countries whose students demonstrate high performance on the trends in international mathematics and science study and the programme for international student assessment;

(ii) College readiness standards;

(iii) The national council of teachers of mathematics focal points and the national assessment of educational progress content frameworks; and

(iv) Standards used by three to five other states, including California, and the nation of Singapore; and

(c) Consideration of information presented during public comment periods.

(4)(a) By February 29, 2008, the superintendent of public instruction shall revise the essential academic learning requirements and the grade level expectations for mathematics and present the revised standards to the state board of education and the education committees of the senate and the house of representatives as required by RCW 28A.655.070(4).

(b) The state board of education shall direct an expert national consultant in mathematics to:

(i) Analyze the February 2008 version of the revised standards, including a comparison to exemplar standards previously reviewed under this section;

(ii) Recommend specific language and content changes needed to finalize the revised standards; and

(iii) Present findings and recommendations in a draft report to the state board of education.

(c) By May 15, 2008, the state board of education shall review the consultant's draft report, consult the mathematics advisory panel, hold a public hearing to receive comment, and direct any subsequent modifications to the consultant's report. After the modifications are made, the state board of education shall forward the final report and recommendations to the superintendent of public instruction for implementation.

(d) By July 1, 2008, the superintendent of public instruction shall revise the mathematics standards to conform precisely to and incorporate each of the recommendations of the state board of education under (c) of this subsection and submit the revisions to the state board of education.

(e) By July 31, 2008, the state board of education shall either approve adoption by the superintendent of public instruction of the final revised standards as the essential academic learning requirements and grade level expectations for mathematics, or develop a plan for ensuring that the recommendations under (c) of this subsection are implemented so that final revised mathematics standards can be adopted by September 25, 2008.

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(5) By June 30, 2008, the state board of education shall recommend to the superintendent of public instruction revised essential academic learning requirements and grade level expectations in science. The recommendations shall be based on:

(a) Considerations of clarity, rigor, content, depth, coherence from grade to grade, specificity, accessibility, and measurability;

(b) Study of standards used by three to five other states and in countries whose students demonstrate high performance on the trends in international mathematics and science study and the programme for international student assessment; and

(c) Consideration of information presented during public comment periods.

(6) By December 1, 2008, the superintendent of public instruction shall revise the essential academic learning requirements and the grade level expectations for science and present the revised standards to the state board of education and the education committees of the senate and the house of representatives as required by RCW 28A.655.070(4). The superintendent shall adopt the revised essential academic learning requirements and grade level expectations unless otherwise directed by the legislature during the 2009 legislative session.

(7)(a) Within six months after the standards under subsection (4) of this section are adopted, the superintendent of public instruction shall present to the state board of education recommendations for no more than three basic mathematics curricula each for elementary, middle, and high school grade spans.

(b) Within two months after the presentation of the recommended curricula, the state board of education shall provide official comment and recommendations to the superintendent of public instruction regarding the recommended mathematics curricula. The superintendent of public instruction shall make any changes based on the comment and recommendations from the state board of education and adopt the recommended curricula.

(c) By June 30, 2009, the superintendent of public instruction shall present to the state board of education recommendations for no more than three basic science curricula each for elementary and middle school grade spans and not more than three recommendations for each of the major high school courses within the following science domains: Earth and space science, physical science, and life science.

(d) Within two months after the presentation of the recommended curricula, the state board of education shall provide official comment and recommendations to the superintendent of public instruction regarding the recommended science curricula. The superintendent of public instruction shall make any changes based on the comment and recommendations from the state board of education and adopt the recommended curricula.

(e) In selecting the recommended curricula under this subsection (7), the superintendent of public instruction shall provide information to the mathematics and science advisory panels created under RCW 28A.305.219, as appropriate, and seek the advice of the appropriate panel regarding the curricula that shall be included in the recommendations.

(f) The recommended curricula under this subsection (7) shall align with the revised essential academic learning requirements and grade level expectations. In addition to the recommended basic curricula, appropriate diagnostic and supplemental materials shall be identified as necessary to support each curricula.

(g) Subject to funds appropriated for this purpose and availability of the curricula, at least one of the curricula in each grade span and in each of mathematics and science shall be available to schools and parents online at no cost to the school or parent.

(8) By December 1, 2007, the state board of education shall revise the high school graduation requirements under RCW 28A.230.090 to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and prescribe the mathematics content in the three required credits.

(9) Nothing in this section requires a school district to use one of the recommended curricula under subsection (7) of this section. However, the statewide accountability plan adopted by the state board of education under RCW 28A.305.130 shall recommend conditions under which school districts should be required to use one of the recommended curricula. The plan shall also describe the conditions for exception to the curriculum requirement, such as the use of integrated academic and career and technical education curriculum. Required use of the recommended curricula as an intervention strategy must be authorized by the legislature as required by **RCW 28A.305.130(4)(e) before implementation.

(10) The superintendent of public instruction shall conduct a comprehensive survey of the mathematics curricula being used by school districts at all grade levels and the textbook and curriculum purchasing cycle of the districts and report the results of the survey to the education committees of the legislature by November 15, 2008.

[2009 c 310 § 5. Prior: 2008 c 274 § 2; 2008 c 172 § 2; 2007 c 396 § 1.]

Notes:

Reviser's note: *(1) Reference to "goals" was deleted by 2009 c 548 § 101.

***(2) RCW 28A.305.130 was amended by 2009 c 548 § 502, deleting subsection (4)(e).

Effective date -- 2009 c 310 § 5: "Section 5 of this act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately [April 30, 2009]." [2009 c 310 § 6.]

Intent -- 2008 c 172: "The legislature intends that the revised mathematics standards by the office of the superintendent of public instruction will set higher expectations for Washington's students by fortifying content and increasing rigor; provide greater clarity, specificity, and measurability about what is expected of students in each grade; supply more explicit guidance to educators about what to teach and when; enhance the relevance of mathematics to students' lives; and ultimately result in more Washington students having the opportunity to be successful in mathematics. Additionally, the revised mathematics standards should restructure the standards to make clear the importance of all aspects of mathematics: Mathematics content including the standard algorithms, conceptual understanding of the content, and the application of mathematical processes within the content." [2008 c 172 § 1.]

Effective date -- 2008 c 172: "This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately [March 26, 2008]." [2008 c 172 § 3.]

Effective date -- 2007 c 396 §§ 1 and 2: "Sections 1 and 2 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect immediately [May 9, 2007]." [2007 c 396 § 22.]

Captions not law -- 2007 c 396: "Captions used in this act are not any part of the law." [2007 c 396 § 19.]

Finding -- Intent -- 2007 c 396: See note following RCW 28A.300.515.

28A.305.219

Mathematics advisory panel — Science advisory panel. (Expires June 30, 2012.)

(1) The state board of education shall appoint a mathematics advisory panel and a science advisory panel to advise the board regarding essential academic learning requirements, grade level expectations, and recommended curricula in mathematics and science and to monitor implementation of these activities. In conducting their work, the panels shall provide objective reviews of materials and information provided by any expert national consultants retained by the board and shall provide a public and transparent forum for consideration of mathematics and science learning standards and curricula.

(2) Each panel shall include no more than sixteen members with representation from individuals from academia in mathematics and science-related fields, individuals from business and industry in mathematics and science-related fields, mathematics and science educators, parents, and other individuals who could contribute to the work of the panel based on their experiences.

(3) Each member of each panel shall be compensated in accordance with RCW

43.03.220 and reimbursed for travel expenses in accordance with RCW 43.03.050 and 43.03.060. School districts shall be reimbursed for the cost of substitutes for the mathematics and science educators on the panels as required under RCW 28A.300.035. Members of the panels who are employed by a public institution of higher education shall be provided sufficient time away from their regular duties, without loss of benefits or privileges, to fulfill the responsibilities of being a panel member.

(4) Panel members shall not have conflicts of interest with regard to association with any publisher, distributor, or provider of curriculum, assessment, or test materials and services purchased by or contracted through the office of the superintendent of public instruction, educational service districts, or school districts.

(5) This section expires June 30, 2012.

[2007 c 396 § 2.]

Notes:

Effective date -- 2007 c 396 §§ 1 and 2: See note following RCW 28A.305.215.

Captions not law -- 2007 c 396: See note following RCW 28A.305.215.

Finding -- Intent -- 2007 c 396: See note following RCW 28A.300.515.

28A.305.900

Transfer of powers and duties — State board of education.

(1) The state board of education as constituted prior to January 1, 2006, is hereby abolished and its powers, duties, and functions are hereby transferred to the state board of education as specified in chapter 497, Laws of 2005. All references to the director or the state board of education as constituted prior to January 1, 2006, in the Revised Code of Washington shall be construed to mean the director or the state board of education as specified in chapter 497, Laws of 2005.

(2)(a) All reports, documents, surveys, books, records, files, papers, or written material in the possession of the state board of education as constituted prior to January 1, 2006, shall be delivered to the custody of the state board of education as specified in chapter 497, Laws of 2005. All cabinets, furniture, office equipment, motor vehicles, and other tangible property employed by the state board of education as constituted prior to January 1, 2006, shall be made available to the state board of education as specified in chapter 497, Laws of 2005. All funds, credits, or other assets held by the state board of education as constituted prior to January 1, 2006, shall be assigned to the state board of education as specified in chapter 497, Laws of 2005.

(b) Any appropriations made to the state board of education as constituted prior to January 1, 2006, shall, on January 1, 2006, be transferred and credited to the state board of education as specified in chapter 497, Laws of 2005.

(c) If any question arises as to the transfer of any personnel, funds, books, documents, records, papers, files, equipment, or other tangible property used or held in the exercise of the powers and the performance of the duties and functions transferred, the director of financial management shall make a determination as to the proper allocation and certify the same to the state agencies concerned.

(3) All employees of the state board of education as constituted prior to January 1, 2006, are transferred to the jurisdiction of the state board of education as specified in chapter 497, Laws of 2005. All employees classified under chapter 41.06 RCW, the state civil service law, are assigned to the state board of education as specified in chapter 497, Laws of 2005 to perform their usual duties upon the same terms as formerly, without any loss of rights, subject to any action that may be appropriate thereafter in accordance with the laws and rules governing state civil service.

(4) All rules and all pending business before the state board of education as constituted prior to January 1, 2006, shall be continued and acted upon by the state board of education as specified in chapter 497, Laws of 2005. All existing contracts and obligations shall remain in full force and shall be performed by the state board of education as specified in chapter 497, Laws of 2005.

(5) The transfer of the powers, duties, functions, and personnel of the state board of education as constituted prior to January 1, 2006, shall not affect the validity of any act performed before January 1, 2006.

(6) If apportionments of budgeted funds are required because of the transfers directed by this section, the director of financial management shall certify the apportionments to the agencies affected, the state auditor, and the state treasurer. Each of these shall make the appropriate transfer and adjustments in funds and appropriation accounts and equipment records in accordance with the certification.

(7) Nothing contained in this section may be construed to alter any existing collective bargaining unit or the provisions of any existing collective bargaining agreement until the agreement has expired or until the bargaining unit has been modified by action of the personnel resources board as provided by law.

[2005 c 497 § 301.]

Notes:

Intent -- Part headings not law -- Effective date -- 2005 c 497: See notes following RCW 28A.305.011.

28A.305.901

Transfer of powers and duties — Academic achievement and accountability commission.

(1) The academic achievement and accountability commission is hereby abolished and its powers, duties, and functions are hereby transferred to the state board of education. All references to the director or the academic achievement and accountability commission in the Revised Code of Washington shall be construed to mean the director or the state board of education.

(2)(a) All reports, documents, surveys, books, records, files, papers, or written material in the possession of the academic achievement and accountability commission shall be delivered to the custody of the state board of education. All cabinets, furniture, office equipment, motor vehicles, and other tangible property employed by the academic achievement and accountability commission shall be made available to the state board of education. All funds, credits, or other assets held by the academic achievement and accountability commission shall be assigned to the state board of education.

(b) Any appropriations made to the academic achievement and accountability commission shall, on July 1, 2005, be transferred and credited to the state board of education.

(c) If any question arises as to the transfer of any funds, books, documents, records, papers, files, equipment, or other tangible property used or held in the exercise of the powers and the performance of the duties and functions transferred, the director of financial management shall make a determination as to the proper allocation and certify the same to the state agencies concerned.

(3) All rules and all pending business before the academic achievement and accountability commission shall be continued and acted upon by the state board of education. All existing contracts and obligations shall remain in full force and shall be performed by the state board of education.

(4) The transfer of the powers, duties, and functions of the academic achievement and accountability commission shall not affect the validity of any act performed before July 1, 2005.

(5) If apportionments of budgeted funds are required because of the transfers directed by this section, the director of financial management shall certify the apportionments to the agencies affected, the state auditor, and the state treasurer. Each of these shall make the appropriate transfer and adjustments in funds and appropriation accounts and equipment records in accordance with the certification.

(6) Nothing contained in this section may be construed to alter any existing collective bargaining unit or the provisions of any existing collective bargaining agreement until the agreement has expired or until the bargaining unit has been modified by action of the personnel resources board as provided by law.

[2005 c 497 § 302.]

Notes:

Effective date -- 2005 c 497 §§ 104, 302, 402, and 406-408: See note following RCW 28A.305.130.

28A.305.902

Transfer of duties — Review and recommendation — 2006 c 263.

The legislature encourages the members of the new state board of education to review the transfer of duties from the state board to other entities made in chapter 263, Laws of 2006 and if any of the duties that were transferred away from the state board are necessary for the board to accomplish the purpose set out in chapter 263, Laws of 2006 then the state board shall come back to the legislature to request those necessary duties to be returned to the state board of education. The state board of education is encouraged to make such a request by January 15, 2007.

[2006 c 263 § 101.]

Notes:

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Themes from 12 Board Interviews
SBE Retreat 2011

Desired Outcomes: Strong minority view that we should re-think desired outcomes

- o Some members changed individual desired outcomes but said, overall, they fit
- o Some asked if we were even talking about the right thing (Why are we talking about governance? What is the purpose? Can we have an impact? Is it the right lever to improve student achievement?)

Strategic Oversight: General agreement that we are not exercising strategic oversight effectively—differences in underlying thinking about why

- o Confusion over scope (K-12? Not everyone agrees)
- o Have it theoretically but not in reality (fractured accountability/authority/leg as "super school board")
- o Seen by Field as place to go for waivers, no more
- o Limited by topic: graduation requirements, waivers, accountability system

Reasons for Change in Governance: Strong Agreement that Change is needed and about why it is needed

- o Responsibility v. authority problems across system
- o Unclear roles and responsibilities
- o Operating in silos
- o No strategic vision for the educational system because no guiding group

Roadblocks at Retreat: General Agreement that there are no great impediments to our talking to one another with reservations

- o Relationships are good—can give our honest opinions
- o Can get sidetracked with individual areas of concern
- o Some individual lack of respect (towards the field, towards the SBE) that telegraphs through and could get in the way
- o Concern over missing Board members and status of ED position
 - o We're going to have to get the support and thinking of these people to move ahead

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

March 11, 2011

The Honorable Christine Gregoire
Office of the Governor
PO Box 40002
Olympia, Washington 98504-0002

Dear Governor Gregoire:

We applaud you and the Legislature for tackling the difficult issue of education governance.

The Washington State Board of Education (SBE) has spent the last two months working on this issue as well. SBE, founded in 1877 and reconstituted in 2005 to provide K-12 system oversight, believes effective and streamlined education governance will support our schools' daily efforts to improve student achievement. We understand that a restructuring of our current system may lead to SBE's elimination, which we would support if the result is more effective governance.

In the March 9-10, 2011 SBE meeting, Board members reviewed the SBE staff's extensive report on governance best practices (available on our website). The Board supports a thoughtful and deliberate review of our current education governance structure. Thus we would support SHB 1849, with concerns.

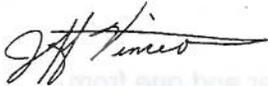
The attached document highlights the rationale for this decision and provides suggestions for revisions to SHB 1849.

We know that a more efficient and results oriented education governance system can make a difference for Washington's students. We also firmly believe that our reform steps must be made carefully and with the students' best interest in mind. We must have a roadmap for progress, and the good news is that there are pockets of success across the nation that can provide direction as we move forward. A prudent and careful review of key components of successful education governance, found in other states and nations, is essential to ensure Washington is truly incorporating best practices in a reformed education governance system.

We look forward to working with you on this important issue, and we sincerely appreciate your taking the time to consider our proposal.

We would be happy to answer any questions or concerns you may have.

Sincerely,



Jeff Vincent
Chair

Attached: Education Governance Recommendations

Education Governance Recommendations

The Washington State Board of Education (SBE) applauds the Governor and Legislature for tackling the difficult issue of education governance. SBE, founded in 1877 and reconstituted in 2005 to provide K-12 system oversight, believes effective and streamlined education governance will support our schools' daily efforts to improve student achievement. We understand that a restructuring of our current system may lead to SBE's elimination, which we would support if the result is more effective governance. Reforming our current education governance structure must be thoughtful and deliberate. For this reason, we support SHB 1849 with concerns.

Improving student achievement must be the driving force behind the education governance review process. Our present system of governance can be improved, and we know that a thorough review of current best governance practices can result in a system better equipped to deliver higher performance of student achievement from early learning to postsecondary attainment.

Effective Education Governance - Key Components

Effective education governance must be:

- *Result and Student-Focused:* Supports and fosters continuous student improvement and achievement, ensuring an excellent and equitable education for all students.
- *Efficient:* Change happens in a timely manner.
- *Functional:* Cost-effective, with high-quality leadership and staff that withstands political transitions.
- *Accountable:* One person or organization oversees and is responsible for student achievement. Measures of success are clearly tracked.
- *Client-Focused:* Provides easy access to information and guidance for schools, parents, stakeholders, and the public at large.
- *Innovative:* Provides incentives for local school innovation.
- *Supported:* Supplied with sufficient organization resources to carry out the task of improving student achievement.

Recommendations

We suggest beginning the work with a review of effective governance¹ in a P-13 system; one that delivers a quality education system to our P-13 students and strengthens transition points for students as they progress from early learning to K-12 and beyond.

We further recommend:

1. The appointment of an education governance commission comprised of members who:
 - a. Are not currently employed in government or employed in the P-13 system.
 - b. Are diverse, student-focused, with the skills and knowledge necessary to examine the governance issues.
2. An education governance commission membership structure with:
 - a. Nine members
 - i. Two appointed by the Senate (one from the Majority Leader and one from the Minority Leader).

¹ SBE has provided a preliminary report, available in the March Board meeting packet, at www.sbe.wa.gov under "meeting materials." An exhibit of the complexity of our current governance structure is attached to this document.

- ii. Two appointed by the House (one from the Speaker and one from the Minority Leader).
- iii. One appointed by the Superintendent of Public Instruction (SPI).
- iv. One by the Secretary of Department of Early Learning.
- v. Three appointed by the Governor.
- b. All appointments will be finalized no later than June 1, 2011.
- c. 2.5 staff, independent of the current P-13 entities, to support the commission.
- 3. Education governance commission duties
 - a. Review best practices in education governance.
 - b. Engage education stakeholders, school administration and staff, stakeholders, and the community through the development of its final report.
 - c. Provide critique on the effectiveness of Washington's current education structure.
 - d. Develop suggestions for improving Washington's current education governance systems, adding timeline and implementation schedules as necessary.
- e. The education governance commission will make its initial recommendations to the Legislature and Governor by January 1, 2012. Final recommendations would be made by June 1, 2012.

- i. Two appointed by the House from the Speaker and one from the Majority Leader.
 - ii. One appointed by the Superintendent of Public Instruction (SPI).
 - iii. One by the Secretary of Department of Early Learning.
 - iv. One appointed by the Governor.
 - v. All appointments will be finalized no later than June 1, 2017.
3. Educational Governance Commission
- a. Review best practices in educational Governance.
 - b. Engage education stakeholders, school administration and staff, stakeholders, and the community through the development of its final report.
 - c. Provide advice on the effectiveness of Washington's current education structure.
 - d. Develop suggestions for improving Washington's current education governance system, adding timeliness and implementation schedules as necessary.
 - e. The educational governance commission will make its initial recommendations to the Legislature and Governor by January 1, 2017. Final recommendations would be made by June 1, 2017.

Outreach Sessions Overview

From June 7 to June 21, SBE staff met with 11 different representatives, senators, and stakeholders to get their perspectives on education governance. Interviewees also shared their opinions of SBE and offered suggestions on what SBE can do to best tackle the problems that exist in our K-12 system.

The interviews took place in locales from Olympia to as far north as Everett, and they lasted from 15 to 60 minutes.

What follows is a compilation of those interviews. The statements below do not represent a collective opinion, but are instead reflective of the diverse perspectives gathered.

2011 Education Governance Proposals

Pro	Con
<ul style="list-style-type: none"> • There are at least five major education entities; this creates confusion locally. • We need one person held accountable from cradle to career. 	<ul style="list-style-type: none"> • The Governor's proposal would have benefitted from more input from stakeholders and more time for development. • There is no magic bullet for governance. • The proposals partly failed because people didn't understand how it could work parallel to OSPI.

Looking Ahead to Education Governance in 2012

Pro	Con
<ul style="list-style-type: none"> • There may be support for a constitutional amendment. • The Governor will definitely come back to Governance in 2012. • Our current system lacks accountability and evaluation. • We need one person to oversee education from cradle to career. 	<ul style="list-style-type: none"> • A new bureaucracy will not solve education problems. • We should avoid going down paths previously taken (e.g. P-20 council). • People don't want one party or entity having too much power. • Governance will not be an issue this session. • A constitutional amendment would have many opponents. • If anything, OSPI should have more power than less. • Governance is not a top five concern for improving K-12 education. • The power of the governance models are a distant second in comparison to the people who will implement and maintain those structures. • Governance models developed without support systems are a wasted effort. • OSPI will remain in charge of K-12.

Perceptions of the State Board of Education

Values	Weaknesses
<ul style="list-style-type: none"> SBE has done good work with math, science, Required Action Districts, and graduation requirements. The Achievement Index should be the go-to measurement for our schools, but it must be more user friendly. 	<ul style="list-style-type: none"> SBE must capitalize on its value-added connection to the public. It is the primary link between the public and state level K-12 administration. SBE's proposed graduation requirements left some feeling that the Board was blind to (fiscal) reality. SBE might be strengthened with new membership structure.

Where Should SBE Focus its Attention in the Coming Months/Years?

- Do more to strengthen public connection.
- Help Legislators frame and ask important questions.
- Be the guidance about what education looks like and how it serves the state's needs.
- Help with a requirement for all students to study financial literacy online—a noncredit requirement that would essentially be self-study. Students could do this during the summer, or any time before they graduate.
- Share any proposals with education governance should they arise.

What Education Programs Currently Pique Legislators' Interests?

- The Teacher and Principal Evaluation Pilot.
- ALE (Alternative Learning Experiences), particularly parent partnership, online learning, alternative learning high schools.
- Flexible school year calendars.
- Competency rather than social based promotion through school.
- The development and support of exemplary leadership.

Information above based on meetings with:

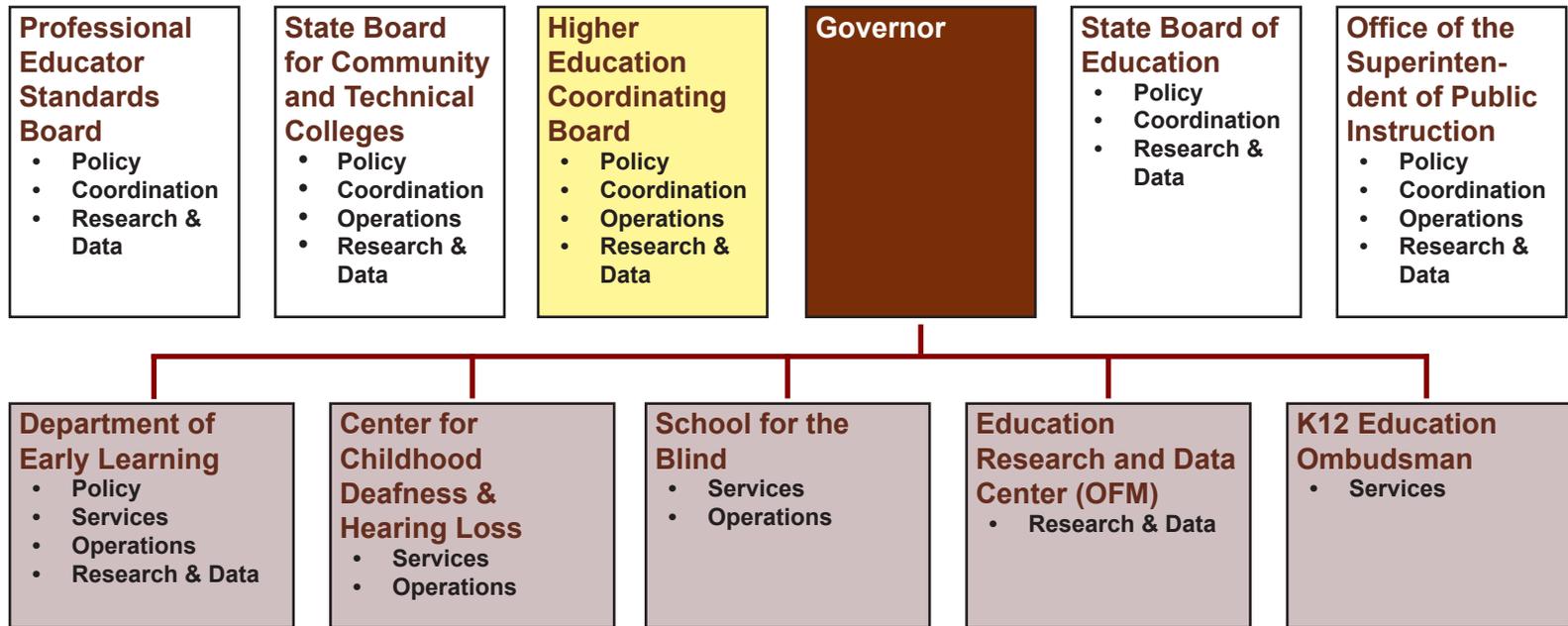
- Representative Bruce Dammeier (R), Vice Chair of the House Education Committee.
- Representative Kathy Haigh (D), Education Committee
- Representative Marcie Maxwell (D), Education Committee
- Representative Ross Hunter (D), Ways and Means
- Representative Glenn Anderson (R), Assistant minority ranking member of the House Education Committee
- Senator Rosemary McAuliffe (D), Chair of the Senate Early Learning and K-12 Education Committee.
- Senator Nick Harper (D), Vice Chair of the Senate Early Learning and K-12 Education Committee
- Senator Litzow (R), Ranking Minority Member of Senate Early Learning and K-12 Education Committee.
- Judy Hartman, Education Policy Lead for Governor Gregoire
- Gary Kipp, Association of Washington School Principals
- Paul Rosier, Washington Association of School Administrators

2011

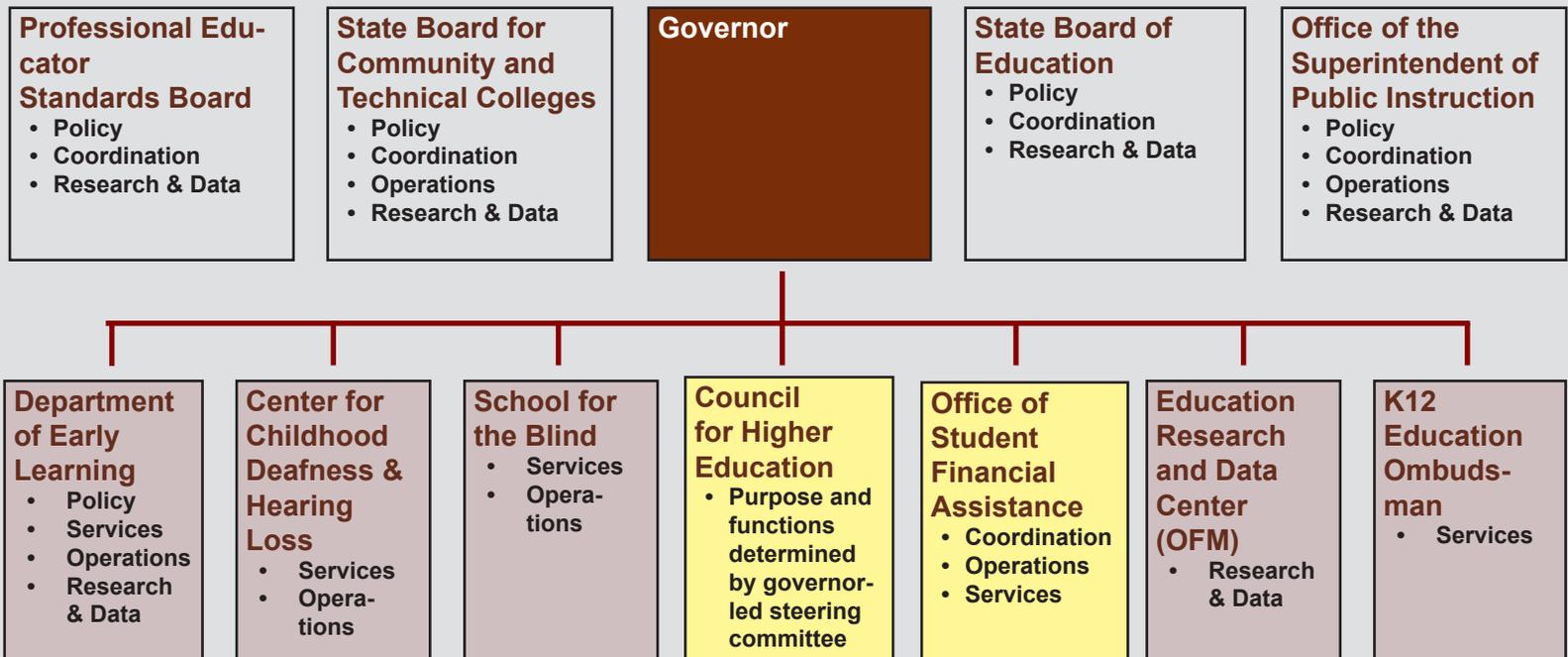
THE WASHINGTON STATE BOARD OF EDUCATION

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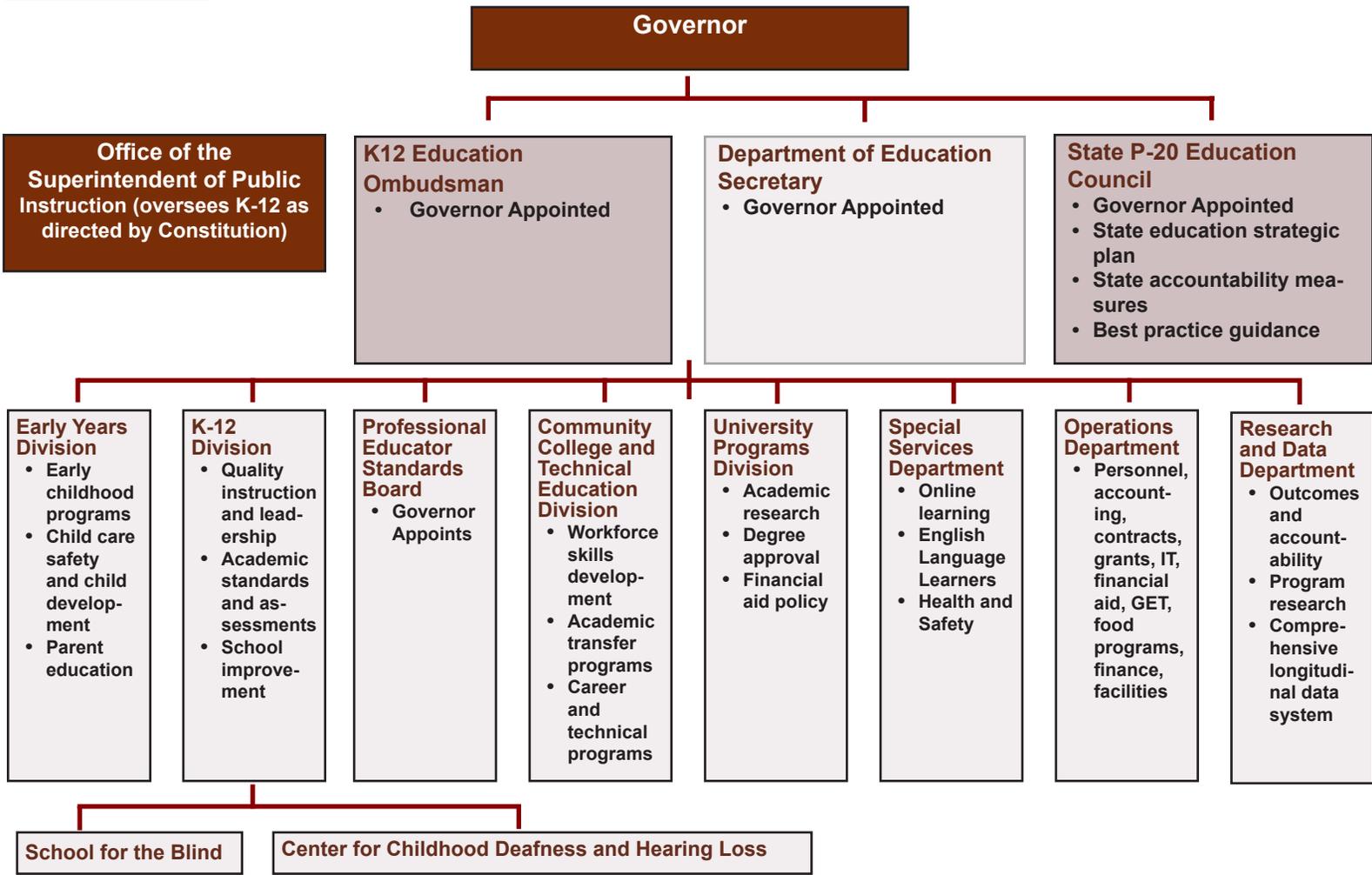
Current Washington State Education Organization



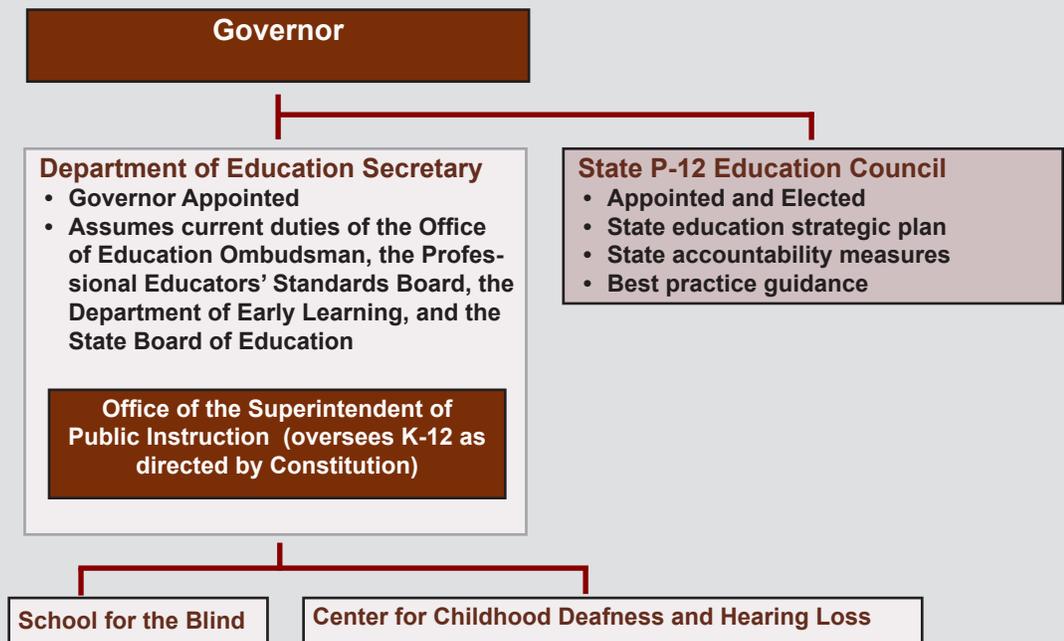
2012 Washington State Education Organization SB 5182



2011 Governor's Proposal



Senate Proposal SB 5639



2011 Education Governance Proposals - Analysis Jesse Burns – SBE Consultant

Governor's Proposal and SB 5639 (Shaded Items Unique To Senate Bill)	
Advantages	Disadvantages
<ul style="list-style-type: none"> Aligns state agencies to coherent set of priorities and outcomes. Increases alignment of transitions between sectors (curriculum, standards, and teacher education). Strengthens Governor's authority. Reduces the current silos. Speeds implementation of across the board policies. Provides focal point for citizens and stakeholders. Makes sense to work with early learning and K-12 merger first before considering whether to add higher education. 	<ul style="list-style-type: none"> Current system offers more checks and balances to the system. K-12 issues are likely to dominate. Melding of diverse educational cultures may be difficult (early learning and K-12 has more rules and regulations than higher education). An elected chief state school officer is more accountable to the citizens. Strengthens Governor's authority. The Department of Early Learning was recently created and would now face additional restructuring. Creation of space to accommodate the employees from the different agencies would be challenging. No fiscal note provided on cost implications. Very few states do have consolidated education departments. Confusion about role relationship of the Secretary of Education and the elected Superintendent of Public Instruction. The Quality Education Council was recently created and would now face additional restructuring. Does not include representation from private schools in governance.

E2SSB 5182 – Elimination of Higher Education Coordinating Board	
Advantages	Disadvantages
<ul style="list-style-type: none"> The current budget crisis is forcing a hard look at how to improve higher education governance and make it more cost-effective. The Legislature has a responsibility to look for efficiencies. The HECB has been a key player, but the governance landscape is changing. What we are trying to do in this difficult environment is to get as many resources as we can directly to the institutions. We currently have about 30 policy analysts at the HECB and this would reduce that number to about four or five. This will result in substantial savings and will have minimal effects on the institutions. This focuses efforts on accountability and a consolidation of efforts which makes cost savings possible. With this reorganization, many of the reporting requirements that take up staff time within the institutions will be eliminated. 	<ul style="list-style-type: none"> The HECB is needed to provide a roadmap to constantly improve the system. Without the HECB, who will stand up for students, families, and citizens of this state? Losing the HECB will ensure continued disinvestment in our student's education. The HECB provides an efficient and cost-effective service to the state. The state would be making blind decisions with no ability to know if its dollars are being well spent. This would be a loss of voice for the citizens of the state.

State Education Governance Models January 2011 from the Education Commission of the States

State Education Governance Models

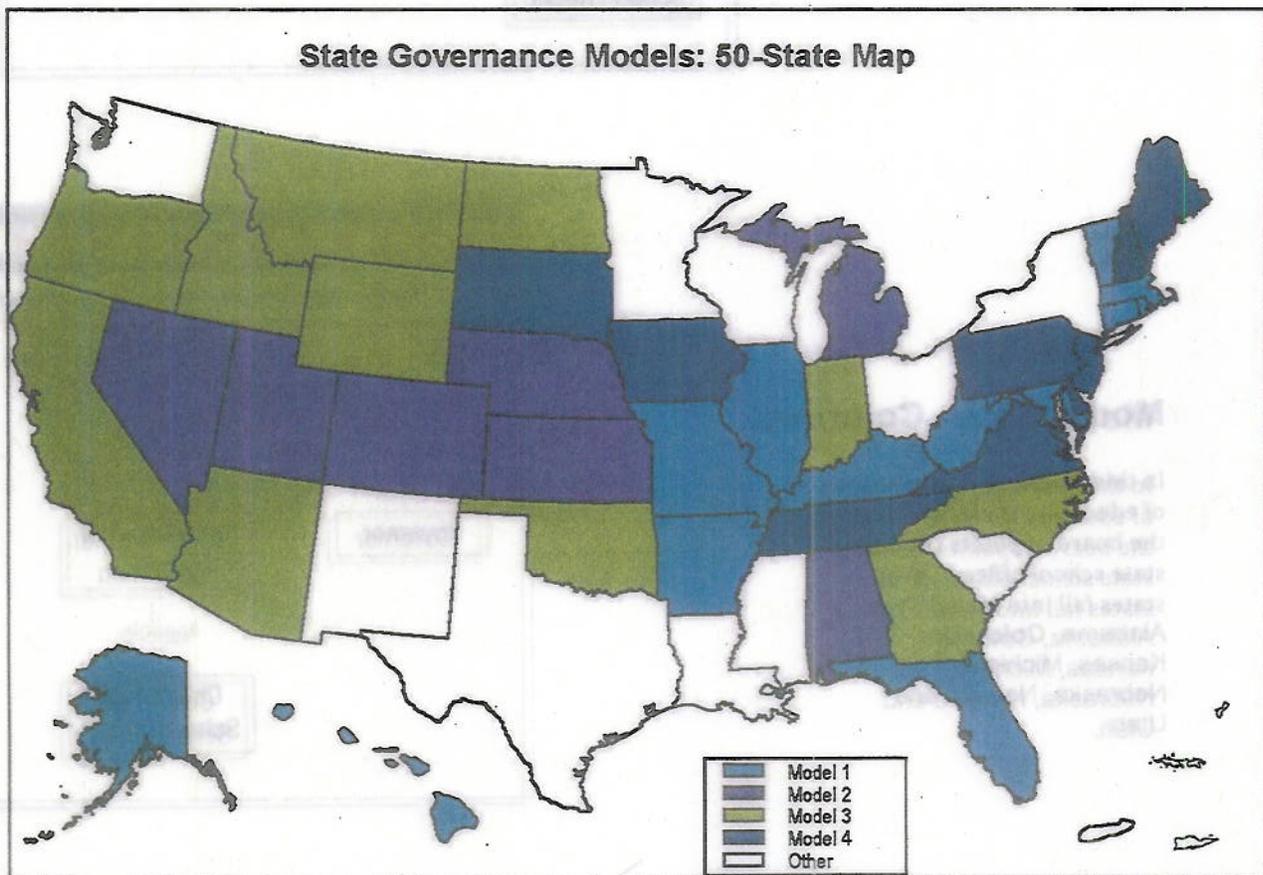
Updated and Revised by Mary Fulton

January 2011

(Original version, Todd Ziebarth, 2004)

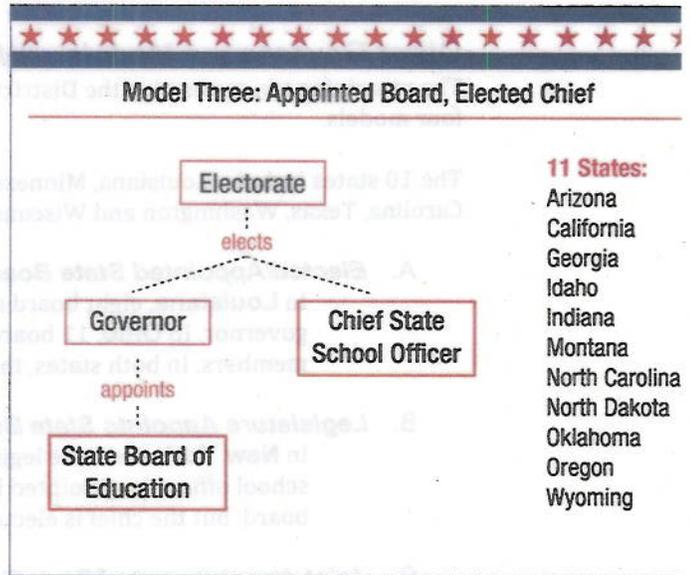
Education governance structures differ from state to state and directly affect how education policy leaders interact. Understanding the differences between structures can help explain the education policy process in terms of how decisions are made and the how authority is divided.

State education governance structures can be categorized into one of four general models that describe how state boards of education are constituted and whether the chief state school officer is appointed or elected. Forty of the 50 states fall into one of these categories; the other 10 states, plus the District of Columbia, have governance structures that are modified versions of the four general models.



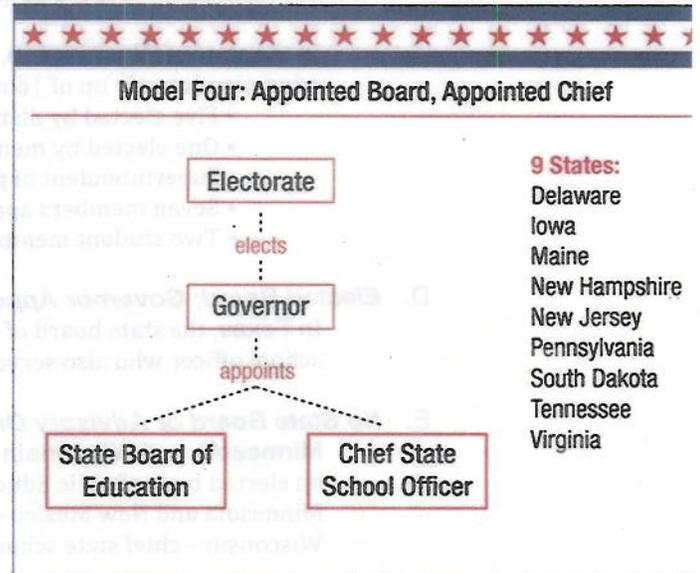
Model Three

In this model, the governor appoints the members of state board of education. The chief state school officer is elected. Model Three includes 11 states: Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, Oregon and Wyoming. In three of these states – Arizona, Indiana and Oklahoma – the chief state school officer also is a voting member of the state board of education.



Model Four

In this model, the governor appoints the state board of education and the chief state school officer. There are nine Model Four states: Delaware, Iowa, Maine, New Hampshire, New Jersey, Pennsylvania, South Dakota, Tennessee and Virginia.



Other Governance Models - Washington

The remaining ten states plus the District of Columbia function under modified versions of the above four models.

The 10 states include: Louisiana, Minnesota, Mississippi, New Mexico, New York, Ohio, South Carolina, Texas, Washington and Wisconsin.

A. *Elected/Appointed State Board; Appointed Chief*

In **Louisiana**, eight board members are elected and three are appointed by the governor. In **Ohio**, 11 board members are elected, while the governor appoints eight members. In both states, the chief is appointed by the state board.

B. *Legislature Appoints State Board; Appointed or Elected Chief*

In **New York**, the state legislature appoints the board members and the chief state school officer is appointed by the board. The **South Carolina** legislature appoints the board, but the chief is elected.

C. *Joint Appointment of State Board; Appointed or Elected Chief*

The governor, lieutenant governor and the speaker of the House appoint members to the state board in **Mississippi**. The state board appoints the chief state school officer.

In the state of **Washington**, the chief state school officer is elected the board of education is made up of 16 members:

- Five elected by district directors (from western and eastern Washington)
- One elected by members of state-approved private schools
- Superintendent of public instruction
- Seven members appointed by the governor
- Two student members (non-voting)

D. *Elected Board; Governor Appointed Chief*

In **Texas**, the state board of education is elected. The governor appoints the chief state school officer who also serves as the executive secretary of the state board.

E. *No State Board or Advisory Only; Elected or Appointed Chief*

Minnesota and **Wisconsin** do not have a state board of education. **New Mexico** has an elected body (Public Education Commission), but it is advisory only. Minnesota and New Mexico – chief state school officer is appointed by governor
Wisconsin – chief state school officer is elected

The **District of Columbia** has an elected board of education. The District of Columbia Public Education Reform Amendment Act of 2007 created a new state board of education that advises the state superintendent and approves specified policies. Previously, the board oversaw day-to-day operations of schools. This act also gave the mayor primary responsibility for public education, including the authority to appoint the school superintendent and chancellor.

Territories

Guam has an elected board of education, which appoints the chief state school officer. **Puerto Rico** currently maintains an educational model in which the chief is appointed by the governor. In the **Virgin Islands**, the board of education is elected and the chief state school officer is appointed by the governor.

Summary: State Boards of Education

- **Appointed by Governor** (33 states)
Alaska, Arkansas, Arizona, California, Connecticut, Delaware, Florida, Hawaii, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Missouri, Montana, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, Virginia, West Virginia and Wyoming
- **Elected** (eight states)
Alabama, Colorado, Kansas, Michigan, Nebraska, Nevada, Texas and Utah
- **Appointed and Elected** (two states and D.C.)
Louisiana and Ohio; District of Columbia (advisory only)
- **Appointed by Legislature** (two states)
New York and South Carolina
- **Appointed by Multiple Authorities** (two states)
Mississippi and Washington
- **No State Board or Advisory Only** (three states and D.C.)
Minnesota and Wisconsin (no board); New Mexico and District of Columbia (advisory only)

Summary: Chief State School Officers

- **Appointed by Governor** (12 states and D.C.)
Delaware, Iowa, Maine, Minnesota, New Hampshire, New Jersey, New Mexico, Pennsylvania, South Dakota, Tennessee, Texas and Virginia. The District of Columbia mayor appoints the chief state school officer.
- **Appointed by State Board of Education** (24 states)
Alabama, Alaska, Arkansas, Colorado, Connecticut, Florida, Hawaii, Illinois, Louisiana, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, Nevada, New York, Ohio, Rhode Island, Utah, Vermont and West Virginia
- **Elected** (14 states)
Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Washington, Wisconsin and Wyoming

Governors' Cabinets with Education Representation

According to state Web sites, at least 25 governors appoint an education official to the executive cabinet. Such officials may be the superintendent of education, commissioner of education or secretary of education. These states include: **California, Colorado, Connecticut, Delaware, Georgia, Idaho, Kentucky, Louisiana, Maine, Massachusetts, Maryland, Michigan, Minnesota, Missouri, Nevada, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, Puerto Rico, South Dakota, Tennessee, Virginia and West Virginia.** In addition, the state superintendent of education for the **District of Columbia** serves on the mayor's cabinet.

Dual Offices for Education

Five states and the District of Columbia maintain a governance model that includes two authoritative positions for the state educational system:

- **California** has a Secretary of Education and also a Superintendent of Public Instruction who serves on the governor's cabinet. (*CAL. EDUC. CODE* §33100 to 33191; *CA. CONST. ART I, §2 and §7*)
- **Kentucky** has a Secretary of Education and a Commissioner of Education. (*KY. REV. STAT. ANN.* §§156.147 to 156.250)
- **Massachusetts** has a Secretary of Education and a Commissioner of Education. (*Mass. ANN. Laws ch.27. §§14A.*)
- **Oklahoma** has a Secretary of Education and a State Superintendent of Public Instruction. (*OKLA. STAT. ANN. tit. 70, § 3-118*)
- **Virginia** supports a Secretary of Education (a cabinet position) and a Superintendent of Public Instruction. (*VA CODE ANN.* §22.1-21 to 22.1-24 and 2.2-200)
- **District of Columbia** has a State Superintendent of Education and a Chancellor of Education, both appointed by the mayor. District of Columbia Public Education Reform Amendment Act of 2007. (*D.C. Official Code § 1-206.02(c)(1)*)

Other ECS Resources: P-20 Governance (Jennifer Dounay Zinth, January 2011)

<http://www.ecs.org/clearinghouse/91/14/9114.pdf>

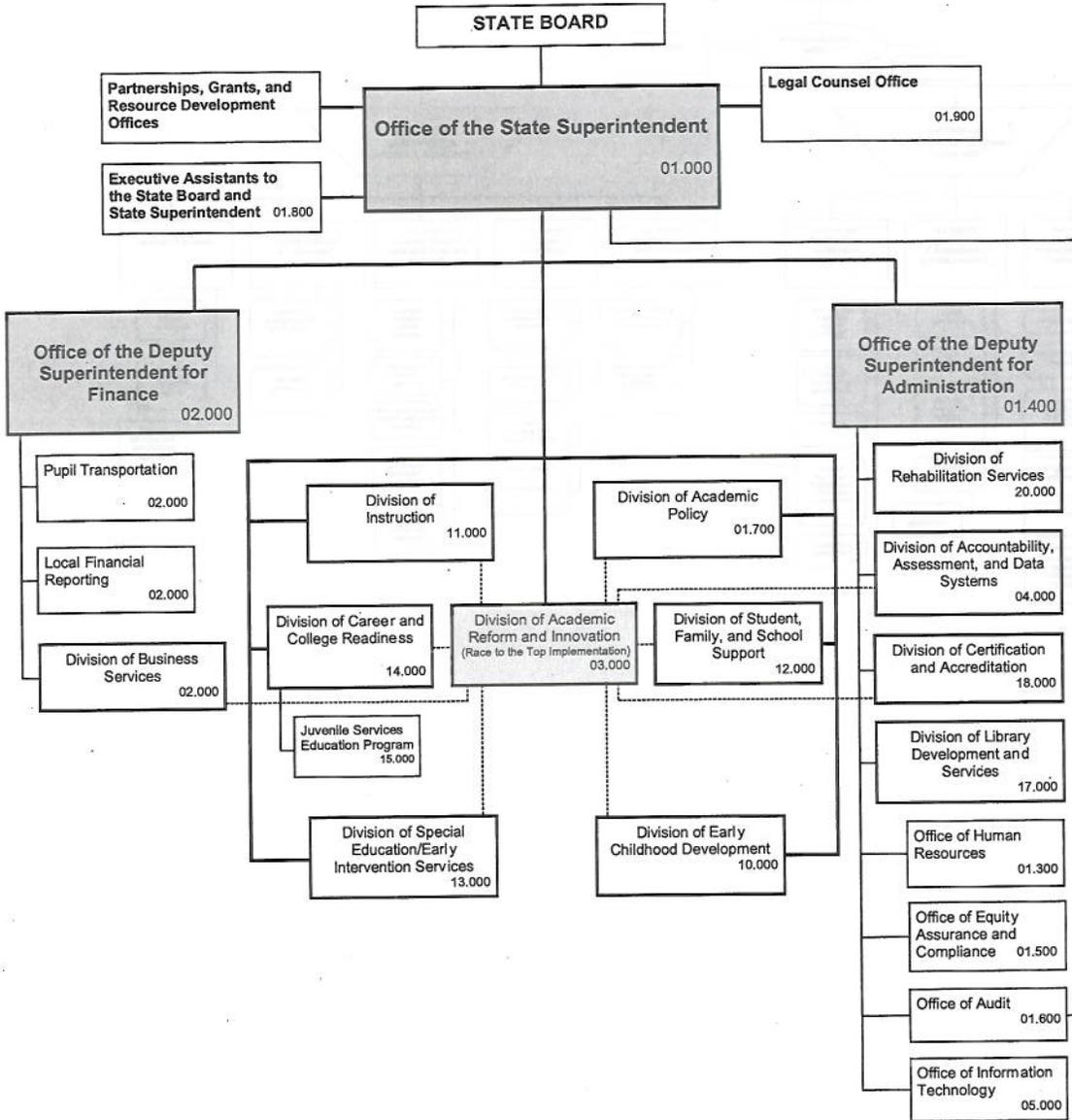
Mary Fulton is a policy analyst with the ECS Information Clearinghouse.

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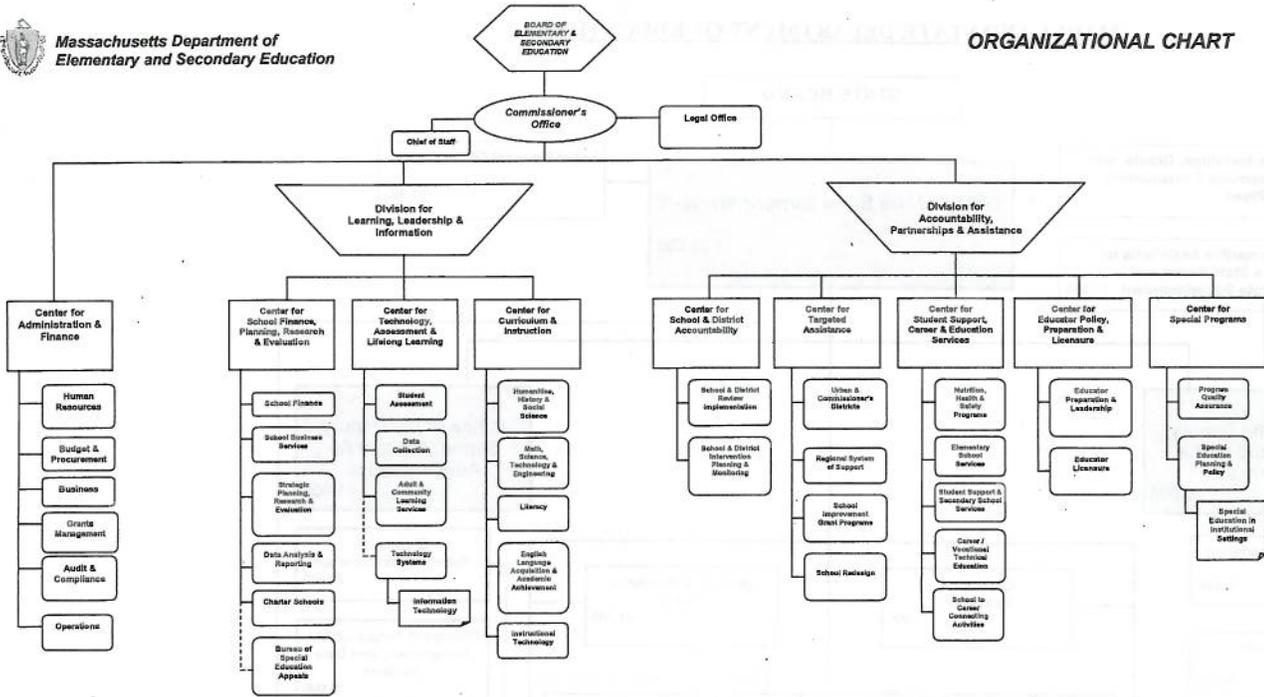
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Maryland

MARYLAND STATE DEPARTMENT OF EDUCATION

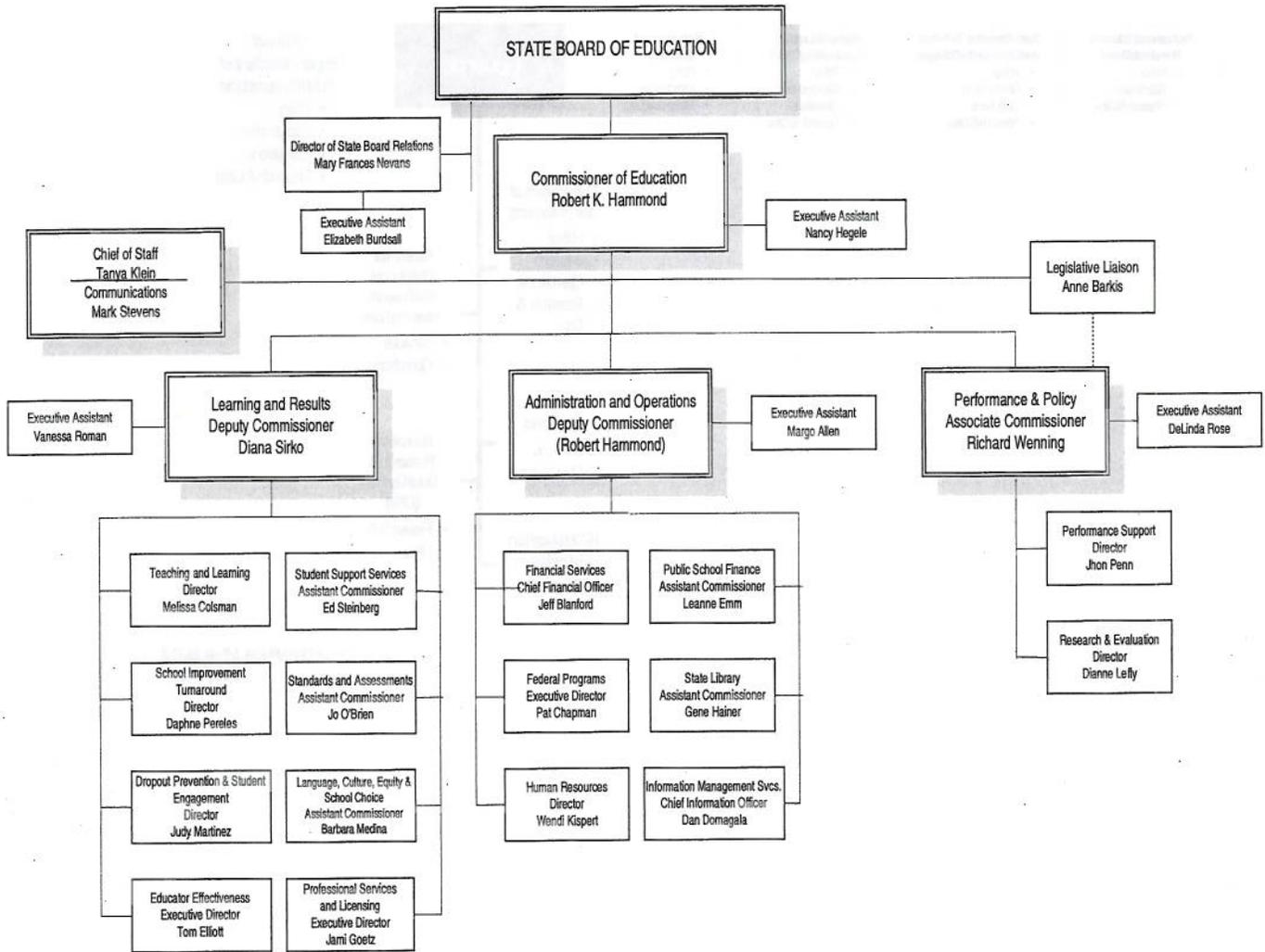


ORGANIZATIONAL CHART



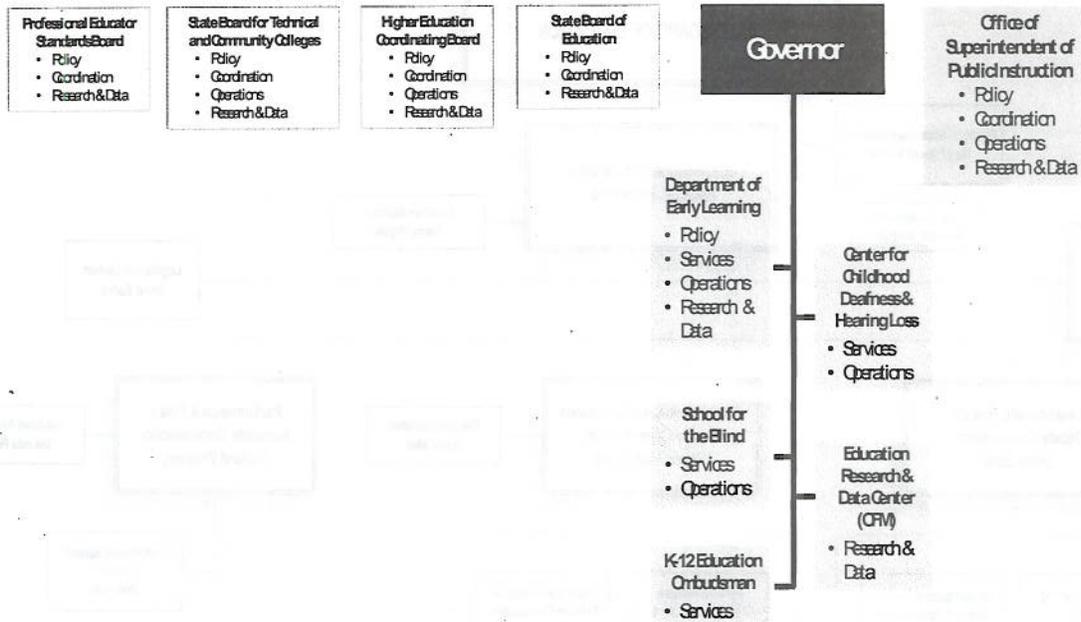
Colorado

COLORADO DEPARTMENT OF EDUCATION



04/01/11 #1

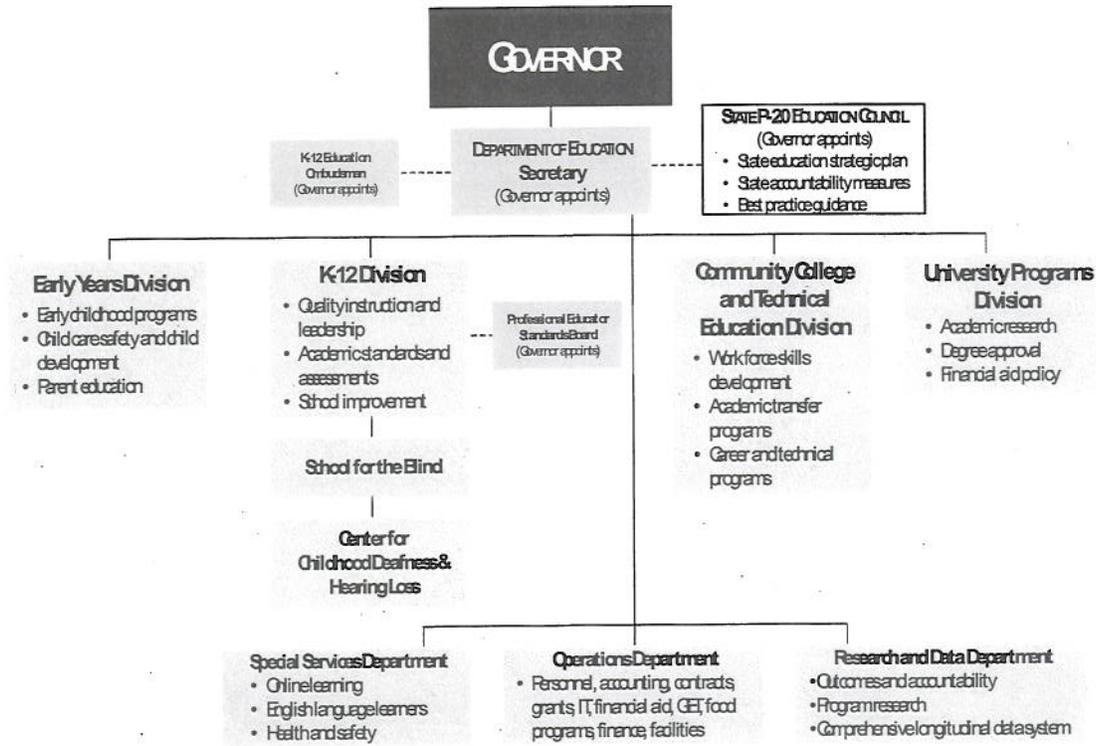
Current Washington State Education Organization



OFFICE OF FINANCIAL MANAGEMENT
JANUARY 2011

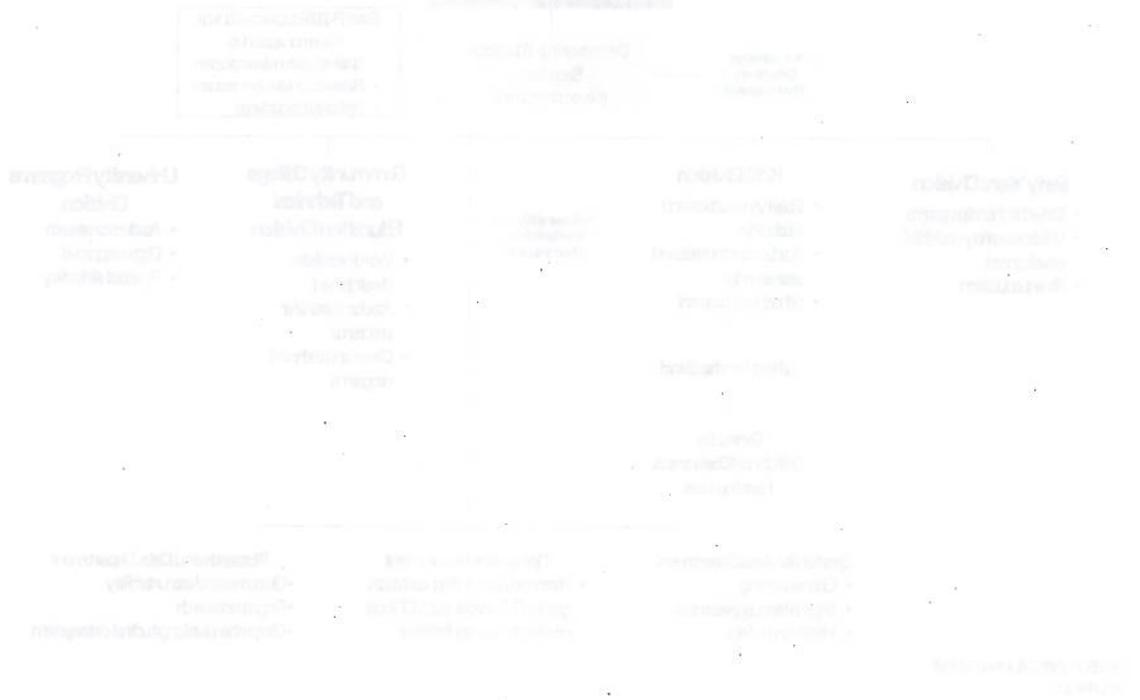
Washington -- Proposed

Proposed Washington State Department of Education



OFFICE OF FINANCIAL MANAGEMENT
JANUARY 2011

Proposed Strategic Department of Education



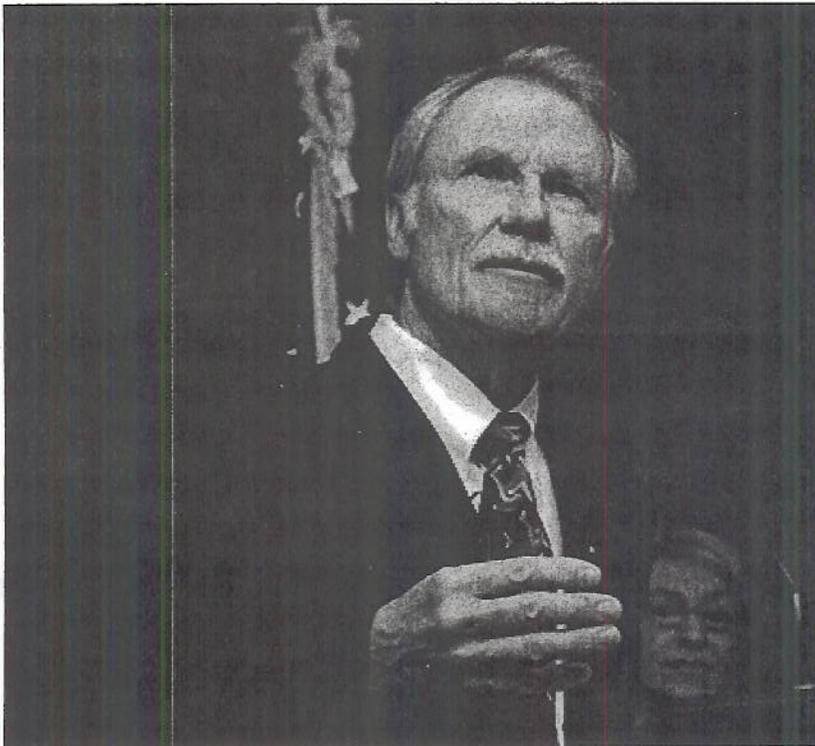


New laws to give Gov. John Kitzhaber far greater control over Oregon schools

Published: Saturday, June 25, 2011, 10:20 PM Updated: Monday, June 27, 2011, 12:34 PM



By **Harry Esteve, The Oregonian**



The Associated Press

Gov. John Kitzhaber will enjoy an unprecedented level of power over Oregon's education system, in part because the Legislature passed a bill naming him state schools superintendent. The current superintendent, Susan Castillo, pictured in the background, may stay in office until her term expires in 2014.

SALEM – In the aftermath of the slew of education bills **passed by the Legislature last week**, one change is clear. Power over the public school system has become centralized in the governor's office like never before.

Not only will **Gov. John Kitzhaber** become the putative statewide school superintendent in the coming years -- the only governor in the country to hold that title -- he also will hold sway over a new superboard that oversees spending and policy for every grade level, from pre-kindergarten through graduate courses.

The shift in authority has some school advocates concerned that the governor will retain an outsized role in determining everything from how much money schools get to what students study and how they're tested. Kitzhaber says such concerns are

unwarranted, and that the changes will make for a smoother, more coordinated approach to education in Oregon.

Regardless of who's right, accountability for education, whether it's graduation rates or test results, will rest squarely with the occupant of the governor's office.

"I actually don't think it's as big of a sea change as people think," Kitzhaber told The Oregonian in his first detailed interview about the state's new education model. The governor already has broad influence over higher education and early learning programs, he said.

The bigger change, he said, will be putting the **Oregon Department of Education** directly under his control. Since 1873, oversight of K-12 schools has been the job of an independent elected official. That ends in 2014, when current Superintendent Susan Castillo's term expires, or sooner should she resign.

"I would argue the structure doesn't make sense anymore," Kitzhaber said. "It made sense to have an elected superintendent when most of the money for schools came from property taxes. Now there's a big disconnect between where the funding comes from and where the policy is set."

In other words, now that the state provides public schools with the biggest chunk of their budgets, the state should have more say in how that money is spent, according to Kitzhaber.

"I have some real problems with that," says Gayle Rasmussen, president of the Oregon Education Association, the union that represents some 48,000 teachers in Oregon. "We are truly concerned that this tips the scales in favor any given governor's political agenda. And that erodes the checks and balances that are in the system."

As CEO of the state, the governor already has an overflowing plate, Rasmussen says. The new law gives him unprecedented authority over schools as well -- a huge task to add to the business of running the state.

"What's going to get missed there?" she asks. "Where is the focus going to be?"

Rasmussen said voters should have been asked whether they wanted the post to be elected or appointed. While the Legislature may not have the power to create the appointed position, a 1997 attorney general's opinion indicated the Legislature could place the power of the state superintendent with the governor because the governor was the superintendent in the state's early history.

The double-punch of giving the governor superintendent duties and combining all education boards into a single panel makes Oregon an outlier nationally. Nine states allow the governor to appoint the superintendent, and four have single boards that oversee all education levels, according to research by the Colorado-based **Education Commission of the States**.

"Oregon is the first state to have consolidated education in this way in recent years," said Jennifer Dounay Zinth, a senior policy analyst with the commission. "It's a very significant change."

Zinth says she knows of no research that indicates whether greater control over education by governors helps or hurts the school system.

"It may be more streamlined," she said. "On the other hand, it may become more politicized."

Kitzhaber said he plans, once Castillo leaves office, to conduct a nationwide search for a deputy

superintendent who would have a deep background in education policy. That person would run the day-to-day affairs of the education department.

Final decisions, however, would rest with the governor.

Castillo did not support the effort to make her position appointed but she fully backs Kitzhaber's move to consolidate authority -- especially spending decisions -- under one roof.

"This is going to help us provide more clarity, help us make better decisions," she said.

She acknowledges that her positive outlook largely stems from her agreement with Kitzhaber on education policy and philosophy. Another governor with vastly different ideas for education would pose a problem, she said.

"With this change, it's more important than ever for people who care about education to get involved in the election of the next governor," Castillo said.

Chuck Bennett, lobbyist for the Confederation of Oregon School Administrators, said some kind of shake-up was needed to keep the state's school system from wallowing in mediocrity. The Department of Education came under harsh criticism last year when Oregon placed near last in the federal "Race to the Top" competition for additional federal funds.

"You look at the decline of the department and the contraction of its influence and you say this isn't healthy for education," Bennett said. But it has been difficult to pin down the problems because the system is fractured into too many boards and agencies, he said.

"Now," Bennett said, "the public knows precisely who to hold accountable."

-- **Harry Esteve**

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Gov. Bennett, lobbyist for the Education of Oregon School Administrators, said some kind of shake-up ...
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"Now," Bennett said, "the public knows precisely who to hold accountable."

—Darryl Esteva
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1. What were the arguments for the Oregon Education Investment Board, aka the 'superboard'?

Background on the Oregon Education Investment Board¹

The Oregon Education Investment Board consolidates power and funding to oversee a unified public education system to address the needs of individuals from birth through college. The Oregon Education Investment Board is the first step in a two-step plan:

1. Address process of education budget development
2. Then address long-term structural, executive management and funding issues.

The Oregon Education Investment Board was proposed in Senate Bill 909, which as of June 26 passed both the House and Senate. Since SB 909 was proposed by the Governor, it is very likely to be signed by the Governor and turned into law.

The rationale and argument for the Oregon Education Investment Board

Along with additional changes to the education system, the Oregon Education Investment Board intends to address the following challenges within the education system²:

- Silos that act as barriers to learning and teaching.
- Funding models based on enrollment rather than on performance-based investments.
- Funding uncertainty and volatility.
- Inefficient and duplicative early childhood services across nearly two dozen programs in six state agencies.
- Underachievement by at-risk children that results in preventable remedial costs.
- High secondary education drop-out rates and a low percentage of Oregonians with a post-secondary degree.

The Oregon Education Investment Board will be appointed by the Governor subject to Senate confirmation, and chaired by the Governor to streamline administration and create a seamless, strategic education budget from zero-to-20 to meet Oregon's education responsibilities.

The Oregon Education Investment Board will³:

- Develop an outcome-based budget proposing strategic investments across the public education system to ensure integration and coordination, and maximized returns on state investments.
- Oversee streamlining and connecting early childhood services to the K-12 system and streamlining and connecting the K-12 system to post-secondary education programs.
- Direct three subcommittees to advise the OEIB:
 - the Early Learning Council,
 - the K-12 Coordinating Commission, and
 - the Higher Education Coordinating Commission.
- Develop a strategic education plan for Oregon, including a plan to consolidate and

¹ Information gathered from Oregon Education Investment Board: Legislative Proposal. Downloaded on June 27, 2011 from: <http://www.socc.edu/facultystaff/pgs/bm~doc/kitzhabersplan2011.pdf>

² Information gathered from Oregon Education Investment Board: Legislative Proposal. Downloaded on June 27, 2011 from: <http://www.socc.edu/facultystaff/pgs/bm~doc/kitzhabersplan2011.pdf>

³ Information gathered from Oregon Education Investment Board: Legislative Proposal. Downloaded on June 27, 2011 from: <http://www.socc.edu/facultystaff/pgs/bm~doc/kitzhabersplan2011.pdf>

assume the functions of the Oregon State Board of Education and the Oregon Board of Higher Education.

- Unify the Public Education System by:
 - Aligning education governance by July 1, 2012
 - Consolidate Early Childhood Programs
 - Improve K-12 Education Outcomes
 - Coordinate Higher Education Institutions
- Measure results via integrated, statewide, child-based data system to track expenditures and ROI for education related programs from zero to 20.

The larger context of the Oregon Education Investment Board Proposal

The creation of the Oregon Education Investment Board arises out of SB 909. In addition to this change, there are numerous other Education Reform Bills being considered in addition to SB 909 to achieve the Vision of the Governor to create a seamless birth-to-age 20 education system⁴.

Vision

An education system that ensures Oregon's children are ready to learn when they enter kindergarten, reading by the time they leave first grade, and, after high school graduation, able to enter and achieve at least two years of post-secondary education without the need for remediation

Oregon Education Investment Board (SB 909)

Creates an efficient, accountable, and integrated zero-to-20 funding and governance system for public education, from early childhood services through post-secondary education and training.

Appointed Superintendent (SB 552)

Appoints the Governor as Superintendent of Public Instruction and requires him to appoint a Deputy Superintendent, enabling more accountability for performance across the zero-to-20 continuum.

Increased Autonomy for Universities (SB 242)

Makes the Oregon University System a public university system, removing restrictive administrative barriers, ensuring that tuition dollars and interest are reinvested back in universities and encouraging innovation in how we provide higher education to students in Oregon.

Education Service District Reform (SB 250)

Allows school districts to opt out of Education Service Districts, creating opportunities to streamline the way districts purchase services.

Full-day Kindergarten (SB 248)

Requires school districts to provide it and provides the resources, including technical expertise that they may need to do it.

⁴ Vision and Bills listed on: <http://www.oregon.gov/Gov/priorities/education.shtml>

Credit by Proficiency (HB 2220)

Requires assessments to measure student progress based on a student's proficiency in knowledge and skills.

Teacher and Administrator Effectiveness (SB 252 | SB 290 | HB 3473)

Promotes professional development and adoption of a uniform set of standards for educators and administrators, and expands collaborative teacher reforms.

Online Learning Options (SB 927)

Increases the availability of high-quality online educational options for students.

2. Was the post of state education superintendent part of the constitution?

The position of State Education Superintendent was part of the Constitution, although in a unique manner.

The Oregon Constitution, Section 1 of Article VIII, originally designated the Governor as the Superintendent but also granted authority to the Legislature to enact provisions for an elected superintendent. A 1997 Attorney General opinion found that declaring the Governor the Superintendent and allowing the Governor to choose a Deputy would not conflict with the Constitution⁵.

Therefore, the resumption of Superintendent duties by the Governor does not require a constitutional amendment. SB 552 will have the Governor become the Superintendent when the current Superintendents term ends or becomes vacant, whichever is sooner. Additionally, SB 552 requires the governor to appoint a Deputy Superintendent with duties specified by SB 552, who is intended to serve, for all intents and purposes, as the functioning Superintendent⁶.

⁵ From the Joint Staff Measure Summary downloaded on June 25, 2011 from: <http://www.leg.state.or.us/comm/sms/sms11/sb0552ajwm06-17-2011.pdf>

⁶ From the Joint Staff Measure Summary downloaded on June 25, 2011 from: <http://www.leg.state.or.us/comm/sms/sms11/sb0552ajwm06-17-2011.pdf>

Rating treatment to make a student program based on a student's performance in knowledge and skills.

Teacher and Administrator Effectiveness (SB 222 | SB 200 | HB 267)

Process of professional development and adoption of a uniform set of standards for teachers and administrators and expanded collaborative teacher networks.

Online Learning Options (SB 217)

Increases the availability of high-quality online educational options for students.

1. Was the part of state education representative part of the constitution?

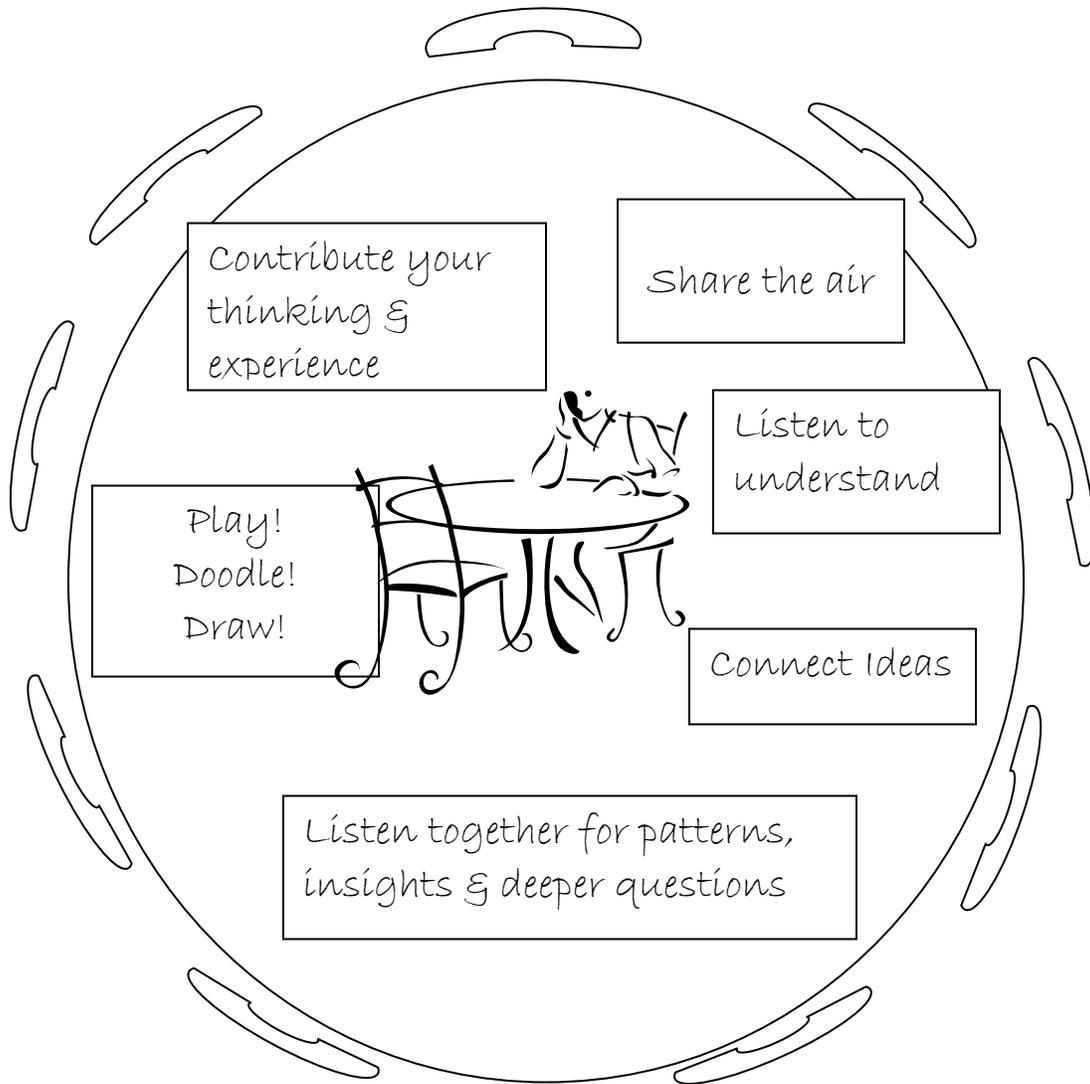
The portion of state education representative part of the constitution although in a unique manner.

The Oregon Constitution, Article VII, originally designated the Governor as the Superintendent and also granted authority to the Legislature to enact provisions for an elected superintendent. A 1997 Attorney General opinion found that during the Governor's Superintendency, the Governor is not a "public officer" and thus not subject to the Constitution.

Therefore, the amendment to Superintendency that the Governor does not require a constitutional amendment. SB 222 will have the Governor become the superintendent when the Governor's Superintendency term ends or leaves the office, whichever is earlier. Additionally, SB 222 requires the Governor to appoint a jointly superintendent with terms specified by SB 222 who is subject to all terms and purposes of the existing superintendent.

1. From the link full text of Oregon Constitution: <http://www.leg.state.or.us/constitution/constitution.htm> (last visited 5/24/11).
2. From the link full text of Oregon Constitution: <http://www.leg.state.or.us/constitution/constitution.htm> (last visited 5/24/11).
3. From the link full text of Oregon Constitution: <http://www.leg.state.or.us/constitution/constitution.htm> (last visited 5/24/11).

Ground Rules for a Good Conversation
About things that Matter



From "World Café" as developed by Juanita Brown

See: Brown, J.; The World Café: A Resource Guide for Hosting Conversations that Matter; Mill valley, CA; Whole Systems Associates, 2002

Café Conversations



As far back as we know, people have been getting things done by gathering at cafes and kitchen tables to talk about getting things done. Actions that last begin with good conversation.

The rules for our café conversation today are simple.

1. Use the ground rules from this morning!
2. We will host 4 20-minute rounds of conversation, each with a different question.
3. Please sit 3-4 people at each table. Mix it up!
4. As you build on each other's ideas, write your thoughts on sticky notes.
5. At the end of each 20-minute round, we will stop and "harvest" the thoughts/post sticky notes.
6. After the "harvest" of one round of conversation, one person stays at the table ("Table Host") and everyone else moves to a different table for the next round of conversation.
7. The Table Host stays at the same table for all four rounds. He/she starts out the conversation by summarizing the key points from the last round.

Question for Round 1:

- What conditions are needed to make education work for every student?

Question for Round 2:

- How can our educational system support these conditions?

Question for Round 3:

- What part does governance at the state level play in creating and maintaining this kind of system?

Question for Round 4:

- What is our role in the governance conversation?

March 11 Letter Think Sheet



Please re-read Edie Harding's letter to Senator Litzow of March 11, 2011. Think about the following questions & jot down your thoughts. We will then engage in a full group conversation.

1. How do I feel about this letter at this point in time?
To what degree do the key components still represent my thoughts on effective education governance?

2. If I were writing this letter today, what else might I include, if anything?

3. How might we build a governance system designed to be all of the things that it needs to be?

The Washington State Board of Education

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

Title:	<u>Approval of Private Schools</u>	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Private school approval under RCW 28A.195.040 and Chapter 180-90 WAC.	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	The application for approval of private schools includes a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. OSPI verifies the applications of the private schools and recommends those that are ready for consideration of approval by the Board. The list of private schools to be considered for approval is located in your packet.	

APPROVAL OF PRIVATE SCHOOLS

BACKGROUND

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

POLICY CONSIDERATION

Approval under RCW 28A.195.040 and Chapter 180-90 WAC.

EXPECTED ACTION

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2011-12 school year.

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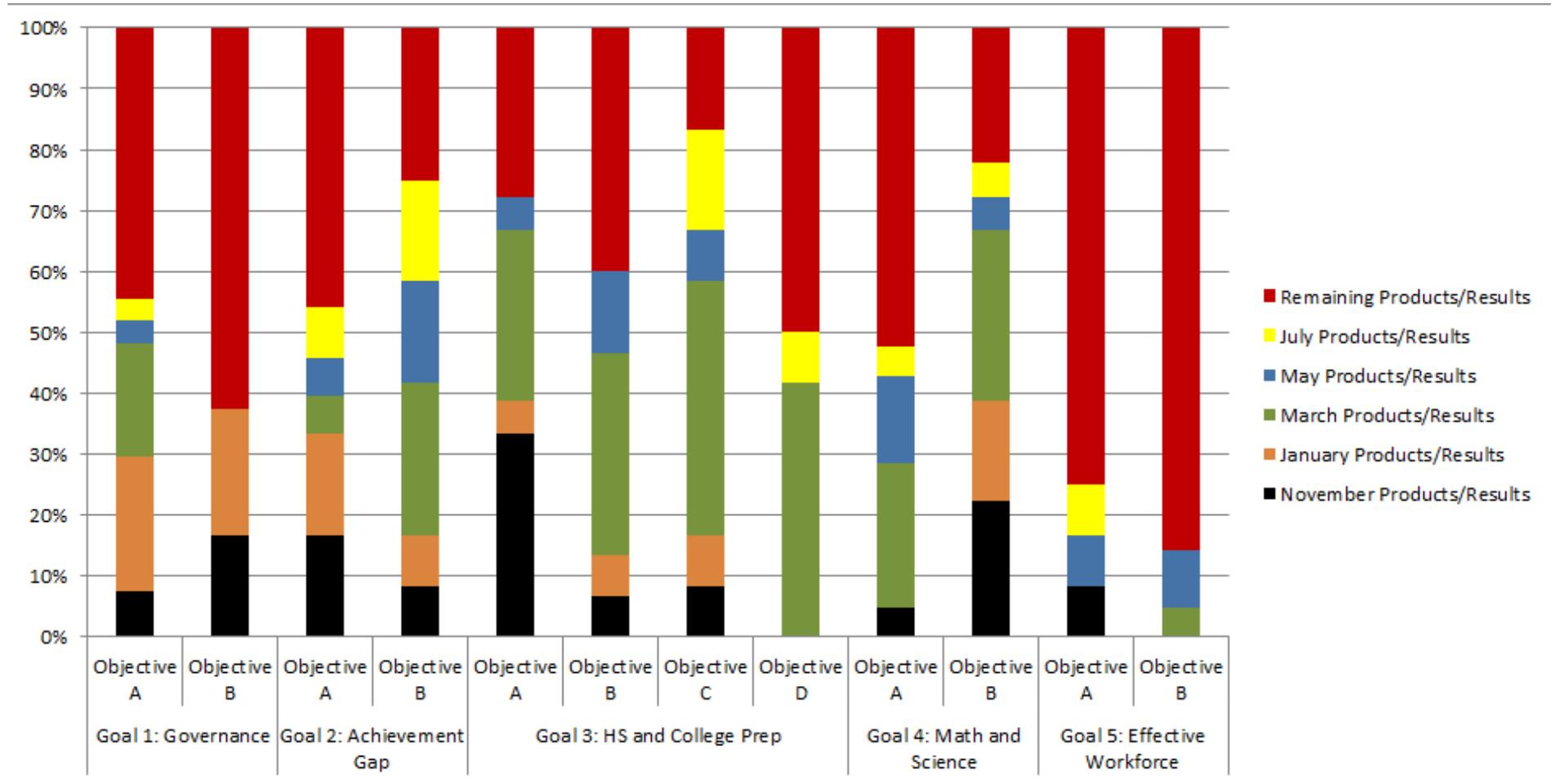
Title	<u>Strategic Plan Dashboard</u>	
As Related to	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Convening and Facilitating <input checked="" type="checkbox"/> Advocacy	
Policy Considerations / Key Questions	What is the best graphic to convey the Board's progress toward completing our strategic plan objectives?	
Possible Board Action	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet	<input type="checkbox"/> Staff Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis	The May/June strategic plan dashboard is included for your review. Please look at the four example graphs following this page and be prepared to offer your preference or further suggestions for the best ways to present this information.	

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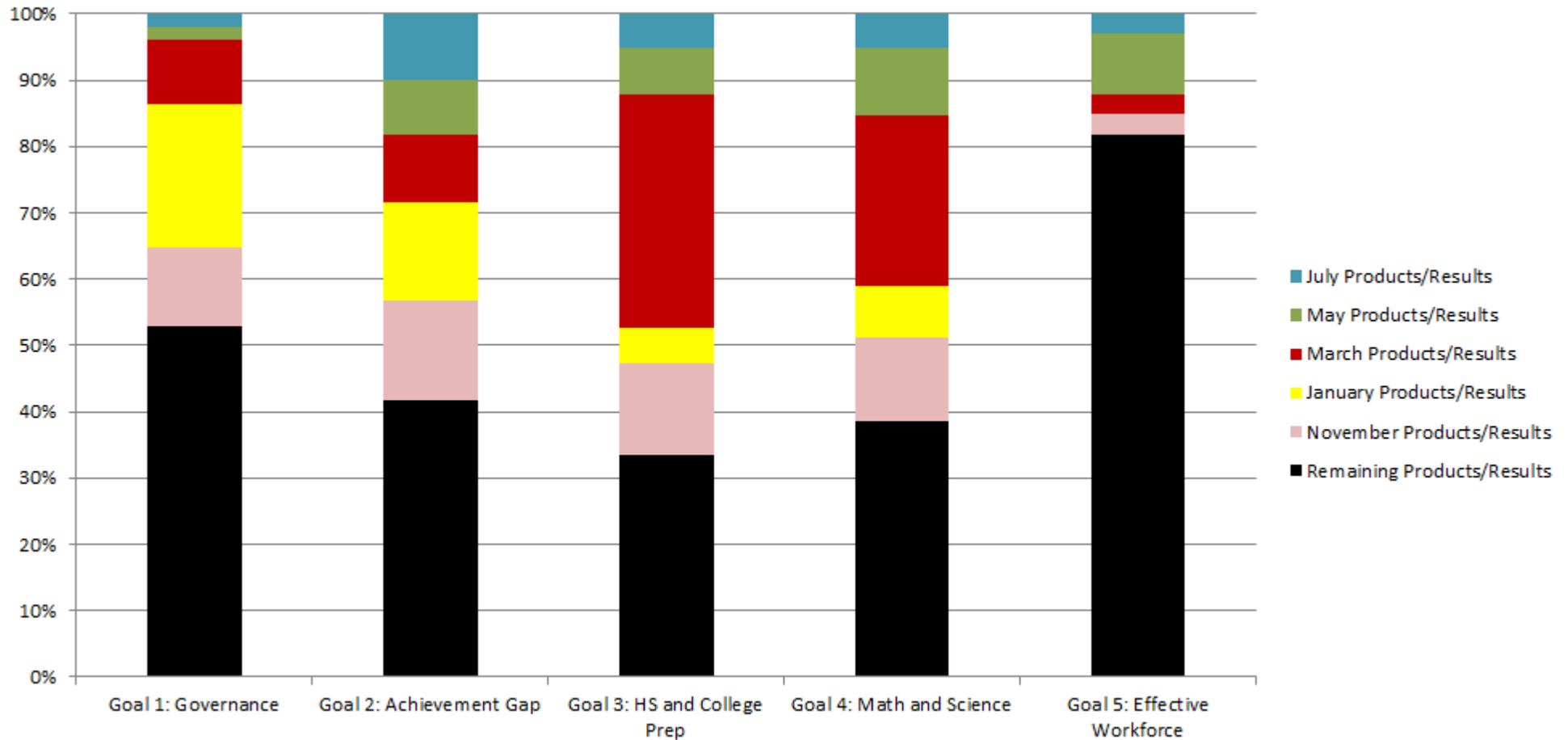


Strategic Goals Snapshot



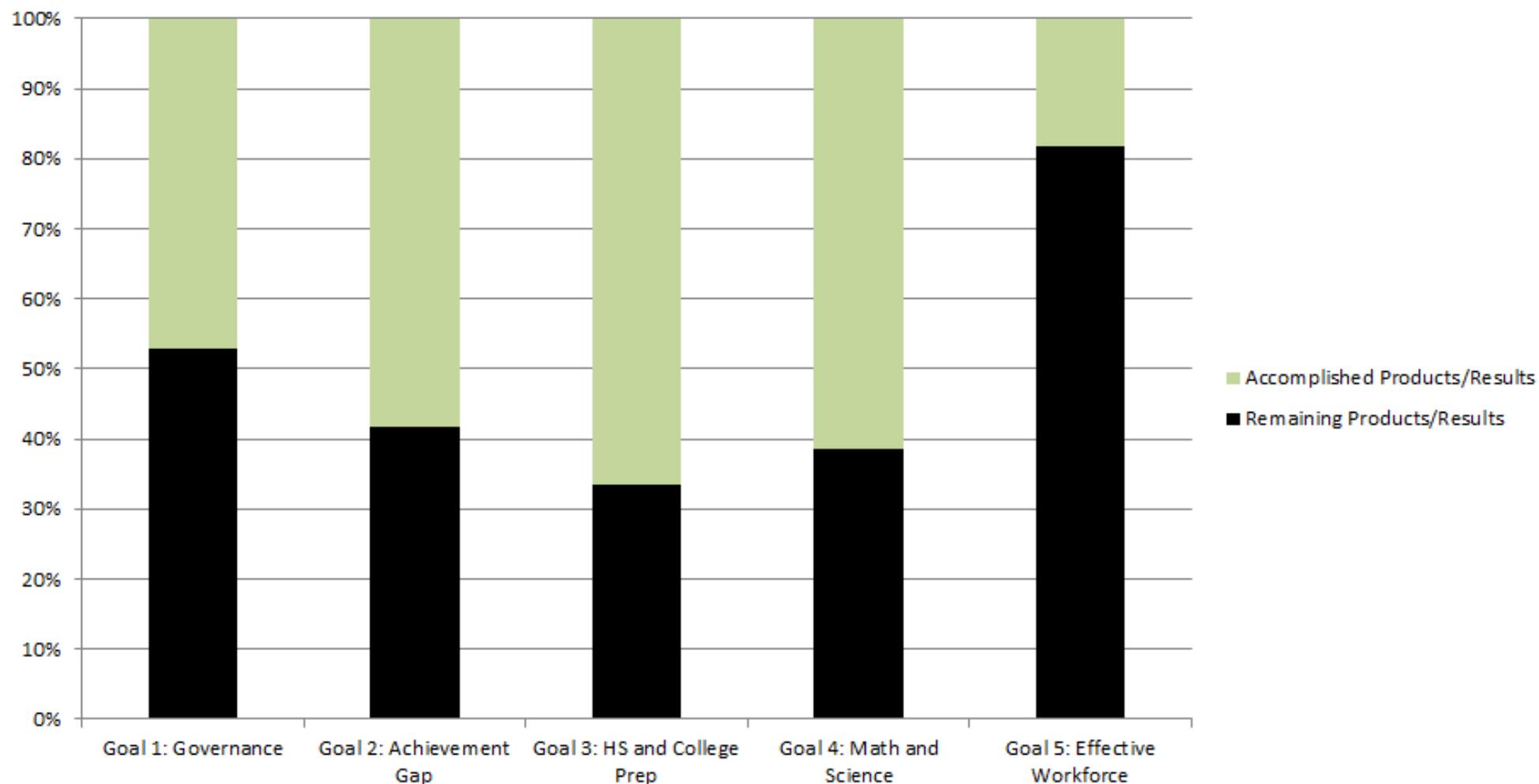
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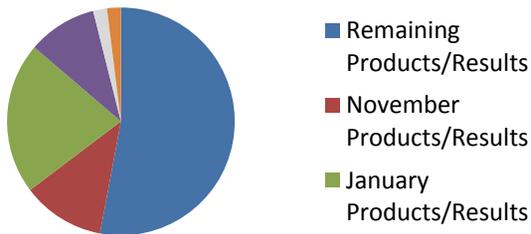


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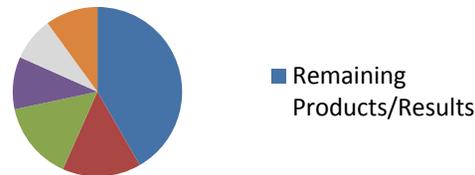
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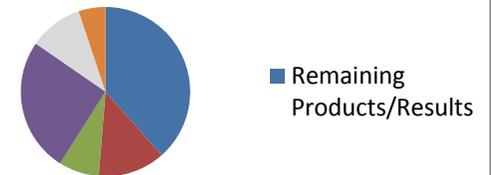
Goal 1: Governance



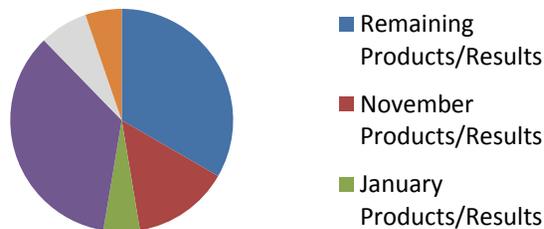
Goal 2: Achievement Gap



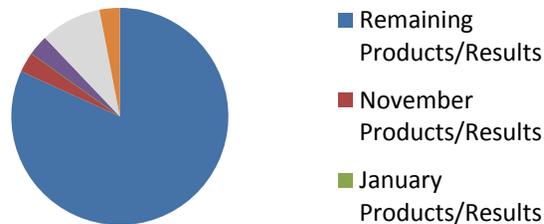
Goal 4: Math and Science



Goal 3: HS and College Prep



Goal 5: Effective Workforce



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

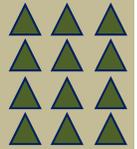
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Catalyze education governance reform in Washington									Current: Legislative and Stakeholder Outreach Graphics Past: Correspondence ⁱ Research ^{ii iii iv}
	● ○ ○	● ○ ○	● ● ●	● ● ●	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	
Use the State Education Plan to foster stronger relationships among education agencies									Current: Past: Collaboration ^v Research ^{vi}
	● ●	● ●	● ○	○ ○	○ ○	○ ○	○ ○	○ ○	

○ = 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.



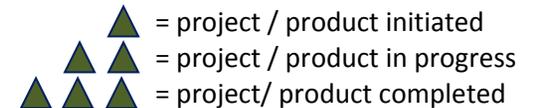
B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)

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.



The Washington State Board of Education

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

Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
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: Past: Development ^{vii} Presentations ^{viii} Index ^{ix} ELL Board Presentation
	● ● ○	● ● ●	● ● ○	● ● ○	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	
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)

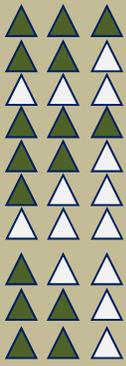
A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners (2010-2014)

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 of 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.



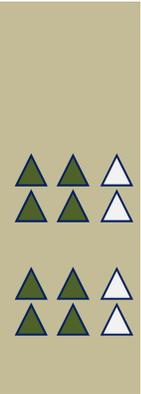
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 = project / product in progress
 = project/ product completed

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 | Achievement | High School and College Preparation | Math & Science | 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		2011						Efforts	
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec		
Provide leadership for state-prescribed graduation requirements that prepare students for postsecondary education, the 21 st century world of work, and citizenship										Current:
										Past: Presentations ^x
Create a statewide advocacy strategy to increase postsecondary attainment										Current: ACT meeting
										Past: Development ^{xi} Meetings ^{xii}

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

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 ●●● = 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:

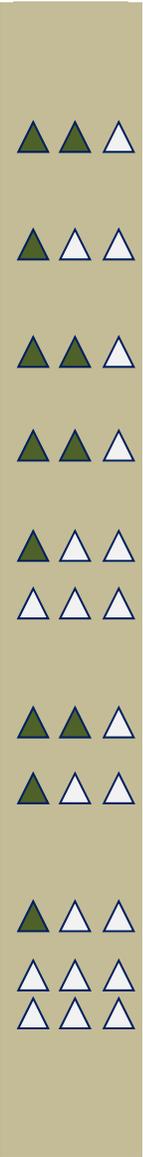
- Adopt new rules and related policies for the revised graduation requirements by 2011-12.
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum 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 | Achievement | High School and College Preparation | Math & Science | 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		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide policy leadership to examine the role of middle school preparation as it relates to high school success									Current: Past: Documentation ^{xiii} Survey ^{xiv}
	● ○ ○	● ● ○	● ● ○	● ● ○	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	
Assist in oversight of online learning programs and Washington State diploma-granting institutions									Current: Past: Research ^{xv}
	○ ○	○ ○	○ ○	○ ○	● ○	○ ○	○ ○	○ ○	

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● ● ● = 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

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

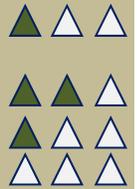
Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide system oversight for math and science achievement									Current: Past: Changed Math Rule Presentations ^{xvi} Collaboration ^{xvii}
	● ○ ○	● ○ ○	● ● ○	● ● ○	● ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Strengthen science high school graduation requirements									Current: Past: Approved Graduation Requirements Legislative Letter
	●	●	●	●	●	○	○	○	

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

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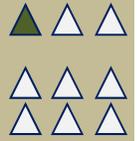
A. Provide system oversight for math and science achievement (2010-2012)

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.



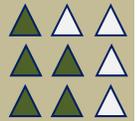
ACHIEVEMENTS:

- 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.



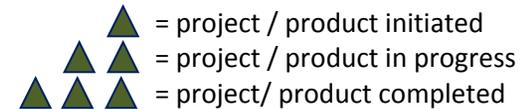
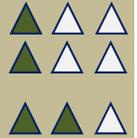
B. Strengthen science high school graduation requirements (2010-2015)

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.



The Washington State Board of Education

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



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

Objectives	2010		2011						Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Review state and local efforts to improve quality teaching and education leadership for all students									Current: Past: Joint report with PESB Research ^{xviii}
	●	○	○	●	●	○	○	○	
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: Web updates Joint report with PESB
	●	○	●	○	○	○	○	○	

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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

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- ⁱ 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- ⁱ 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- ⁱⁱⁱ 2011.02.23 Research Brief for Governance Work Session.
- ^{iv} 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies.
- ^v 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- ^{vi} 2010.11-12: Completed Education Plans and Incorporated Feedback.
- ^{vii} 2010.09-10: Continued Education reform development.
- ^{viii} 2010.09-10: Presentation to the Race and Pedagogy conference.
- ^{ix} 2010.11-12: New Washington Achievement Gap Award. 2010 Index Data. 2010 Index Lookup Tool.
- ^x 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.
- ^{xi} 2010.09-10: Continued work on the Education Plan.
- ^{xii} 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.
- ^{xiii} 2010.09-10: Preparation and policy brief.
- ^{xiv} 2011.04.25: Inventory survey on career- and college readiness practices in the middle grades.
- ^{xv} 2011.04.10: Working on research agenda with the Higher Education Board to advance dual credit opportunities.
- ^{xvi} 2010.09-10: Math presentation in the September Board meeting.
- ^{xvii} 2010.09-10: Staff participation in STEM plan meetings.
- ^{xviii} 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 | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Pages Attached: 13

Title	2011 Legislative Session Overview	
As Related to	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant to Board Roles	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Convening and Facilitating <input checked="" type="checkbox"/> Advocacy	
Policy Considerations / Key Questions	How will the 2011 Legislative action shape the Board's work in the year(s) to come?	
Possible Board Action	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet	<input checked="" type="checkbox"/> Staff Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis	<p>During the 2011 Legislative Session, SBE formally supported:</p> <ul style="list-style-type: none"> • Legislation requiring one biology EOC assessment for the class of 2015 • Two math EOCs for the class of 2015 • QEC recommendation legislation (failed) • The Innovative Schools bills • Adoption of the JumpStart Coalition National Standards in K-12 personal finance • A statewide plan for Career and Technical Education • The Governor's launch year bill • The House governance study bill • Full-day Kindergarten assessments • The IB diploma <p>During the 2011 Legislative Session, SBE formally opposed</p> <ul style="list-style-type: none"> • Delaying the Common Core Standards (failed) • Allowing districts to seek waivers in light of compensation cuts (failed) 	

LEGISLATIVE 2011 REVIEW

At our May Board Meeting, we reviewed legislation through the scope of our strategic plan. For the July meeting, we will look at 2011 Legislation in the context of several education themes.

Budget

- The 2011-2013 operating budget included approximately \$1.8 billion in cuts to education, including suspending I-728, I-732, eliminating K-4 class size stipends, and reducing teacher and administrator salaries. Districts across the state will likely negotiate a variety of different solutions for addressing those pay cuts through collective bargaining.
- The implementation of a 1,080 instructional hour requirement for students in grades seven through twelve and 1,000 hours for students in grades one through six will not take place before the 2014-2015 school year (SB 5919).
- Colleges now have tuition-setting authority (E2SHB 1795). Tuition raises at some colleges could reach as high as 20 percent.
- The Quality Education Council's meetings are now limited to four days a year (E2SHB 1371).
- A framework is now in place to incentivize school districts to reduce the dropout rates (E2SHB 1599). No funding was appropriated for the incentive portion of the bill.
- Legislators reduced the June apportionment payment to school districts by \$128 million and increased the July apportionment an equal amount (ESHB 1354).

Standards and Assessments

- Math and science assessment (1412, 1410) dates are set. Students will take one math End-of-Course (EOC) assessment for graduation in 2013 and 2014, with two EOCs required in 2015. For science, students must pass the biology EOC assessment for the class of 2015. The first biology EOC will take place in 2011-2012.
- Legislative efforts to halt or slow the adoption of common core standards did not pass. OSPI will provide a report to the Legislature estimating the cost for implementation of the common core by January 1, 2012 via the operating budget.
- Students who take and pass the coursework for an International Baccalaureate are considered to have satisfied the minimum requirements for high school graduation, beginning with the Class of 2012 (they must still take the state assessments and pass a course in the study of the United States and Washington Constitutions (SHB 1524)).
- Beyond revising state assessment requirements, the Legislature has made no move to alter high school credit requirements. The 2011 Legislative Session did produce more subtle changes. HB 1594 encourages districts to adopt the JumpStart Coalition National Standards in K-12 Personal Finance Education and to provide students the opportunity to master them.
- OSPI will convene a working group to develop a statewide plan for secondary career and technical education (SHB 1710).

College Readiness

- Governor Gregoire signed the senior year launch program (1808). Schools must work toward the goal of providing students the opportunity to earn one year of postsecondary credit while in high school. Colleges must develop a master list of courses students can take and test scores students must achieve to earn college credit.
- The Higher Education Coordinating Board (HECB) will be eliminated (E2SSB 5182). Two agencies will perform HECB duties in the future: the Office of Student Financial Assistance and the Council for Higher Education. The latter group may serve as a vehicle for future work on education governance, as the steering

committee is charged with considering options for creating an effective and efficient higher education system and **coordinating key sectors including through the P-20 system**;

- The operating budget caps state reimbursement of Running Start to 1.2 FTEs. The State Board for Community and Technical Colleges is working with OSPI to develop a framework to help students, high school counselors, and colleges operate under this new fiscal restriction. Students must now pay tuition for any classes taken beyond the state reimbursement level.

○ Example Chart

Hours in High School	Credits at College	Total FTE
1	15	1.20
2	12	1.20
3	9	1.20
4	6	1.20
5	3	1.20

Early Learning

- School districts receiving all-day kindergarten support must use the Washington Kindergarten Inventory of Developing Schools assessment or seek a waiver for an alternative (5427).

Quality Instruction

- Two bills passed (1521, 1546) empowering: 1) OSPI to define innovative schools/districts, and 2) districts to seek waivers from SBE and OSPI to implement an innovative educational program.
- The Professional Educator Standards Board will develop and adopt standards for a specialty endorsement in elementary mathematics (1600).
- As with 2010-2011, the Office of Superintendent of Public Instruction will continue to direct federal funds to Required Action Districts through an application and review process (including designation by and plan approval from SBE). We had hoped to increase the number of recipient schools and offer state-prescribed alternatives to the four federal models, but this work will be on hold until supported by state revenue.
- Alternative learning program budgets were cut by 15 percent through ESHB 2065. Online programs have already begun reducing staff as a result. Districts housing alternative learning programs must also find a way to make up the difference if they opt to keep the programs running at 2010 levels.
- The required annual hours of instruction will not increase until the 2014-2015 academic year (ESSB 5919).
- The Professional Educator Standards Board is now encouraged to develop and adopt standards for a specialty endorsement for elementary mathematics (HB 1600).
- School districts are encouraged to conduct an annual program commemorating the history of civil rights (SB 5174).

Effective Governance

- Several governance bills were on the radar early in the session, including SB 5639, a bill which largely mirrored the Governor's call for the creation of a Department of Education. The House countered with ESHB 1849, a bill designed to create a study of current governance practices with the intention of advising reform measures in 2012. Neither the Department of Education bill (SB 5639) nor HB 1849 moved by session's end.
- By August 1, 2011, OSPI will create a condensed Basic Education Compliance bill for second class districts (SSB 5184).

Education Reform

- The QEC recommendation bill (HB 2111) did not make it out of special session. The bill included several provisions, including requiring school districts to adopt a policy defining a high school credit, empowering SBE to repeal a seat-based time definition, and more. (There is no legislation preventing SBE from repealing a seat-time definition.)

The Winning Ideas:

Bill	Title	Sponsor
ESHB 1086	Error! Reference source not found.	Error! Reference source not found.
2ESHB 1087	Error! Reference source not found.	Error! Reference source not found.
ESHB 1410	Error! Reference source not found.	Error! Reference source not found.
HB 1412	Error! Reference source not found.	Error! Reference source not found.
SHB 1431	Error! Reference source not found.	Error! Reference source not found.
ESHB 1449	Error! Reference source not found.	Error! Reference source not found.
HB 1521	Error! Reference source not found.	Error! Reference source not found.
SHB 1524	Error! Reference source not found.	Error! Reference source not found.
E2SHB 1546	Error! Reference source not found.	Error! Reference source not found.

Bill	Title	Sponsor
		e source not found.
HB 1594	Error! Reference source not found.	Error! Reference source not found.
E2SHB 1599	Error! Reference source not found.	Error! Reference source not found.
SHB 1600	Error! Reference source not found.	Error! Reference source not found.
SHB 1710	Error! Reference source not found.	Error! Reference source not found.
E2SHB 1808	Error! Reference source not found.	Error! Reference source not found.
SHB 1829	Error! Reference source not found.	Error! Reference source not found.
ESHB 2065	Regarding the allocation of funding for students enrolled in alternative learning experiences.	Error! Reference source not found.
ESHB 2115	Error! Reference source not found.	Error! Reference source not found.
E2SSB 5182	Error! Reference source not found.	Error! Reference source not found.
2SSB 5427	Error! Reference source not found.	Error! Reference source

Bill	Title	Sponsor
		not found.
ESSB 5919	Error! Reference source not found.	Error! Reference source not found.

Tracked Bills That Didn't Make the Cut:

Bill	Title	New Status	Sponsor
SHB 1251	Error! Reference source not found.	H Rules R	Error! Reference source not found.
HB 1325	Error! Reference source not found.	H Education	Error! Reference source not found.
SHB 1330	Error! Reference source not found.	H Ways & Means	Error! Reference source not found.
E2SHB 1443	Error! Reference source not found.	H Rules 3C	Error! Reference source not found.
2SHB 1510	Error! Reference source not found.	H Rules 3C	Error! Reference source not found.
E2SHB 1593	Error! Reference source not found.	H Rules 3C	Error! Reference source not found.
HB 1684	Error! Reference source not found.	H Education	Error! Reference source not found.
HB 1816	Error! Reference source not found.	H Hi Ed	Error! Reference source not found.
SHB 1841	Error! Reference source not found.	H Ways & Means	Error! Reference source not found.
ESHB 1849	Error! Reference source not found.	H Rules 3C	Error! Reference source not found.

Bill	Title	New Status	Sponsor
			not found.
HB 1891	Error! Reference source not found.	H Education	Error! Reference source not found.
HB 1973	Error! Reference source not found.	H Education	Error! Reference source not found.
HB 1974	Error! Reference source not found.	H Education	Error! Reference source not found.
HB 2111	Error! Reference source not found.	S Rules 2	Error! Reference source not found.
SSB 5093	Error! Reference source not found.	S Ways & Means	Error! Reference source not found.
SB 5094	Error! Reference source not found.	S Ways & Means	Error! Reference source not found.
SSB 5191	Error! Reference source not found.	S Rules X	Error! Reference source not found.
SSB 5475	Error! Reference source not found.	S Ways & Means	Error! Reference source not found.
2SSB 5616	Error! Reference source not found.	S Rules X	Error! Reference source not found.
SSB 5639	Error! Reference source not found.	S Ways & Means	Error! Reference source not found.

Bill	Title	New Status	Sponsor
			found.
SSB 5726	Error! Reference source not found.	S Rules X	Error! Referenc e source not found.
SB 5829	Error! Reference source not found.	S Ways & Means	Error! Referenc e source not found.
SB 5914	Error! Reference source not found.	S Ways & Means	Error! Referenc e source not found.
SB 5915	Error! Reference source not found.	S Ways & Means	Error! Referenc e source not found.
SB 5959	Error! Reference source not found.	S Ways & Means	Error! Referenc e source not found.

Successful Legislation with SBE Requirements

Bill	Topic	Synopsis	Summary	SBE Requirements (as stated in current law or as amended with the bill's passage)
ESHB 10877	1087 Operating Budget			Cuts SBE budget by 10 percent (1 FTE). Reduces pay by 3 percent and includes furloughs, which will result in a loss of 47 days of staff time a year.
ESHB 1410	Science Assessments	Students must pass one biology EOC assessment for the class of 2015.	<p>Requires that students, beginning with the graduating class of 2015 rather than 2013, must meet the state standard in science to earn a Certificate of Academic Achievement (CAA), which is required for graduation.</p> <p>Provides that the high school science assessment beginning in 2011-12 is a Biology End-of-Course (EOC) assessment and authorizes the Superintendent of Public Instruction (SPI) to develop additional science EOCs for graduation when directed by the Legislature.</p> <p>Authorizes the SPI to participate in the development of multi-state science standards and assessments and to adapt the high school science assessment accordingly, subject to review by the legislative education</p>	<p>SBE may not require students in private schools or home schools to earn a CAA.</p> <p>SBE will identify the scores students must achieve on the ACT or SAT equivalent tests in order for them to be counted as alternative assessments to the Biology EOC. SBE cannot increase but can only decrease those scores when established.</p> <p>OSPI, in consultation with SBE, may modify the essential academic learning requirements and statewide student assessments in science, including the high school assessment, according to the multistate common student learning standards and assessments as long as the education committees of the Legislature have opportunities for review before the modifications are adopted.</p>

Bill	Topic	Synopsis	Summary	SBE Requirements (as stated in current law or as amended with the bill's passage)
HB 1412	Math Assessments	Requires one math EOC for the classes of 2013 and 2014 and two for the classes of 2015 and beyond.	<p>committees.</p> <p>Students in the graduating classes of 2013 and 2014 must meet the state standard on one high school EOC mathematics assessment, rather than two, in order to earn a CAA, which is required for graduation. The option for these students to use results from a comprehensive mathematics assessment is replaced by an option to use results from a retake assessment.</p> <p>It is clarified that students, beginning with the class of 2015, have the option to meet the state standard on both high school EOC mathematics assessments or use results from one or more retake assessments to earn a CAA.</p>	In consultation with the State Board of Education, the Superintendent of Public Instruction shall develop statewide end-of-course assessments for high school mathematics that measure student achievement of the state mathematics standards. The superintendent shall take steps to ensure that the language of the assessments is responsive to a diverse student population.
SHB 1524	Recognizing the International Baccalaureate Diploma	Allows students to meet state minimum graduation requirements for students who complete all the requirements of the International Baccalaureate Diploma.	Provides that students who complete specified requirements of an International Baccalaureate Diploma Programme are considered to have satisfied state minimum high school graduation requirements, except that they must still meet the state standard on required state	<p>The State Board of Education shall establish high school graduation requirements or equivalencies for students, except as provided in section one of this act and except those equivalencies established by local high schools or school districts.</p> <p>Pursuant to any requirement for instruction in languages other than English established by the State Board of Education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be</p>

Bill	Topic	Synopsis	Summary	SBE Requirements (as stated in current law or as amended with the bill's passage)
			assessments and study the United States and Washington Constitutions as required by law.	considered to have satisfied the foreign language requirement.
1546	Innovation Schools	Authorizing creation of STEM innovation schools and innovation zones in school districts.	<p>Directs the Office of the Superintendent of Public Instruction (OSPI) to establish a process for school districts to apply to Educational Service Districts to designate Innovation Schools or groups of schools as Innovation Zones.</p> <p>Places a priority on schools focused on the arts, science, technology, engineering, and mathematics. Requires applications to be developed by educators, parents, and communities in participating schools.</p> <p>Establishes a time frame for applications, which must be able to be implemented without supplemental state funds.</p> <p>Authorizes the OSPI and the State Board of Education to waive specified laws and rules using an expedited review process.</p>	<p>The Superintendent of Public Instruction and the State Board of Education, each within the scope of their statutory authority, may grant waivers of state statutes and administrative rules for designated innovation schools and innovation zones as follows: (i) Waivers may be granted under RCW 28A.655.180 and 28A.305.140; (ii) Waivers may be granted to permit the commingling of funds appropriated by the Legislature on a categorical basis for such programs as, but not limited to, highly capable students, transitional bilingual instruction, and learning assistance; and (iii) Waivers may be granted of other administrative rules that in the opinion of the Superintendent of Public Instruction or the State Board of Education are necessary to be waived to implement an innovation school or innovation zone.</p> <p>State administrative rules dealing with public health, safety, and civil rights, including accessibility for individuals with disabilities, may not be waived.</p> <p>At the request of a school district, the Superintendent of Public Instruction may petition the United States Department of Education or other federal agencies to waive federal regulations necessary to implement an innovation school or innovation zone.</p> <p>The State Board of Education may grant waivers for innovation schools or innovation zones of administrative rules pertaining to calculation of course credits for high school courses.</p> <p>Waivers may be granted under this section for a period not to</p>

Bill	Topic	Synopsis	Summary	SBE Requirements (as stated in current law or as amended with the bill's passage)
				<p>exceed the duration of the designation of the innovation school or innovation zone.</p> <p>The Superintendent of Public Instruction and the State Board of Education shall provide an expedited review of requests for waivers for designated innovation schools and innovation zones. Requests may be denied if the Superintendent of Public Instruction or the State Board of Education concludes that the waiver: is likely to result in a decrease in academic achievement in the innovation school or innovation zone; would jeopardize the receipt of state or federal funds that a school district would otherwise be eligible to receive, unless the school district submits a written authorization for the waiver acknowledging that receipt of these funds could be jeopardized; or would violate state or federal laws or rules that are not authorized to be waived.</p> <p>The State Board of Education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to: Implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program; or implement an innovation school or innovation zone designated under section three of this act.</p> <p>The State Board shall adopt criteria to evaluate the need for the waiver or waivers.</p> <p>The State Board of Education, where appropriate, or the Superintendent of Public Instruction, where appropriate, may grant waivers to districts from the provisions of statutes or rules relating to the length of the school year; student-to-</p>

Bill	Topic	Synopsis	Summary	SBE Requirements (as stated in current law or as amended with the bill's passage)
				<p>teacher ratios; and other administrative rules that in the opinion of the State Board of Education or the opinion of the Superintendent of Public Instruction may need to be waived in order for a district to implement a plan for restructuring its educational program or the educational program of individual schools within the district or to implement an innovation school or innovation zone designated under section three of this act.</p> <p>School districts may use the application process in RCW 28A.305.140 to apply for the waivers under this section.</p>
E2SHB 1599	Establishing pay for the actual student success program	Providing financial incentives to reduce dropouts.	<p>Creates the Pay for Actual Student Success Program (PASS), to invest in proven dropout prevention and intervention programs and provide an annual financial award to high schools that demonstrate improvement in dropout prevention indicators.</p> <p>Directs the Office of the Superintendent of Public Instruction to develop a performance metric using three specified indicators and extended graduation rates.</p> <p>Provides that, if funds are appropriated, funds are allocated to support the PASS through four specified dropout prevention and intervention programs.</p> <p>Makes high schools eligible for</p>	<p>The Office of the Superintendent of Public Instruction, in consultation with the State Board of Education, must:</p> <p>Calculate the annual extended graduation rate for each high school, which is the rate at which a class of students enters high school as freshmen and graduates with a high school diploma, including students who receive a high school diploma after the year they were expected to graduate. The office may statistically adjust the rate for student demographics in the high school, including the number of students eligible for free and reduced price meals, special education and English language learner students, students of various racial and ethnic backgrounds, and student mobility; annually calculate the proportion of students at grade level for each high school, which shall be measured by the number of credits a student has accumulated at the end of each school year compared to the total number required for graduation. For the purposes of this subsection (the office shall adopt a standard definition of "at grade level" for each high school grade); annually calculate the proportion of students in each high school who are suspended or expelled from school, as reported by the high school. In-school suspensions shall not be included in the calculation.</p> <p>Improvement on the indicator under this subsection shall be measured by a reduction in the number of students suspended or expelled from school; and beginning with the</p>

Bill	Topic	Synopsis	Summary	SBE Requirements (as stated in current law or as amended with the bill's passage)
			<p>an award beginning in the 2011-12 school year, if funds are appropriated. [Note: Funds were not appropriated.]</p>	<p>2012-13 school year, annually measure student attendance in each high school.</p>
ESHB 2065	Alternative learning	Regarding the allocation of funding for students enrolled in alternative learning experiences.	<p>Makes funding for alternative learning experience (ALE) programs subject to adjustment in the State Omnibus Operating Appropriations Act.</p> <p>Makes a finding that there is ample evidence of the need to examine and reconsider ALE funding policies.</p> <p>Provides a statutory definition of ALE programs.</p> <p>Prohibits school districts from paying parent stipends for ALE programs.</p> <p>Requires ALE students to receive one hour per week of face-to-face, in person instructional contact with a teacher. For ALE online programs, requires one hour per week of synchronous contact time, which may occur remotely. Exemptions are available for students with medical needs or temporary travel restrictions.</p> <p>Limits state funding, beginning</p>	<p>The Superintendent of Public Instruction, in collaboration with the State Board of Education, shall develop and implement approval criteria and a process for approving (multidistrict) online providers; a process for monitoring and if necessary rescinding the approval of courses or programs offered by an online (course) provider; and an appeals process.</p>

Bill	Topic	Synopsis	Summary	SBE Requirements (as stated in current law or as amended with the bill's passage)
			<p>in the 2012-13 school year, for ALE online programs to those approved by the Superintendent of Public Instruction.</p> <p>Exempts school districts from minimum staffing requirements for certificated instructional staff for that portion of the student population participating in ALE programs.</p>	
2115	Performance Assessment Cut Scores	Removes the November 30 deadline for supplying initial cut scores.	<p>Provides that the Legislature must be advised of the initial performance standards established by the State Board of Education (SBE) for the high school statewide assessment, rather than requiring that the initial standards be presented to the education committees by November 30 of the year they take effect.</p> <p>Requires that the SBE provide an explanation of performance standards when they are established, and if changes are made, the Office of the Superintendent of Public Instruction must recalculate the results from that assessment for the previous ten years and post a comparison of the results on the agency website.</p>	<p>The Legislature shall be advised of the initial performance standards for the high school statewide student assessment. Any changes recommended by the Board in the performance standards for the tenth grade high school assessment shall be presented to the education committees of the house of representatives and the senate by November 30 of the school year in which the changes will take place to permit the Legislature to take statutory action before the changes are implemented if such action is deemed warranted by the Legislature.</p> <p>The Legislature shall be advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards. The Board must provide an explanation of and rationale for all initial performance standards and any changes, for all grade levels of the statewide student assessment.</p> <p>If the Board changes the performance standards for any grade level or subject, the Superintendent of Public Instruction must recalculate the results from the previous ten years of administering that assessment regarding students below, meeting, and beyond the state standard, to the extent that this</p>

Bill	Topic	Synopsis	Summary	SBE Requirements (as stated in current law or as amended with the bill's passage)
				data is available, and post a comparison of the original and recalculated results on the superintendent's web site.
ESSB 5919	Education Funding	Makes various provisions to funding allocations.	<p>Provides that increased instructional hours in basic education will be phased in starting no earlier than the 2014-15 school year.</p> <p>Allows the funding formula for the Transitional Bilingual Instructional Program to provide differential per-student allocations based on students' needs for intervention, as directed in the operating budget and regardless of the statutory formula.</p> <p>Modifies the pupil transportation funding formula to include only statistically significant cost factors, state allocations for compensation, and a federal rather than state indirect cost rate.</p> <p>Provides support for career and technical education student organizations to the extent funding is available.</p> <p>Repeals an intent section from 2010 Legislation establishing a statutory schedule for increased funding for specified basic education programs.</p>	<p>The instructional program of basic education provided by each school district shall include: Instruction that provides students the opportunity to complete 24 credits for high school graduation, subject to a phased-in implementation of the 24 credits as established by the Legislature. Course distribution requirements may be established by the State Board of Education under RCW 28A.230.090.</p> <p>The State Board of Education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section (basic education requirements) RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the State Board may establish.</p>

The Washington State Board of Education

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

Title:	State Assessment Standard-Setting Process	
As related to:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant to Board Roles	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions	Board members will be asked to consider whether the 2011 standard-setting process for the science Measurements of Student Progress (grades 5 and 8) and the math End-of-Course (EOC) assessments should include more information about the percent of students that will be affected by different cut scores.	
Possible Board Action	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in packet	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis	<p>OSPI recommends cut scores on state assessments to SBE based on the work of a team of panelists who participate in a structured standard-setting process. OSPI is proposing a change in the standard-setting process that will provide panelists with more information about actual student performance than they have had in previous years. This additional data may make it challenging for panelists to focus on issues of content (how much knowledge must be demonstrated for proficiency?) when confronted by issues of impact (how many students will actually meet proficiency?). Because students in the class of 2013 and 2014 must meet proficiency on one math end-of-course assessment in order to graduate, the stakes for students are high. Experts from the National Technical Advisory Committee will help SBE members consider the merits and drawbacks of the proposed changes before making a decision on whether to approve the standard-setting process.</p>	

Standard Setting Process, 2011¹
Measurements of Student Progress for Grades 5 and 8 Science
End of Course Exams in Algebra/Integrated 1 and Geometry/Integrated 2

Purpose of Standard Setting. Panels of grade-level/course teachers will meet to establish recommendations to the State Board of Education on the performance standards for the new assessments in 2011. The recommendations are based on a thorough analysis of the Performance Level Descriptors and informed by all of the additional information provided during the process—the test items, teacher predictions (Round 1), student performance on each item (Round 2), and student performance on the test overall (Round 3)

Procedure Used in 2010. In the past, OSPI has guided the standard-setting panels through a three-day process. This process, used most recently to recommend cut scores for the Grades 3-8 Mathematics Measurements of Student Progress, has included the following strategies.

Day 1. The first day of standard setting is dedicated to training the panelists and familiarizing them with the assessment. Activities include:

- Taking the test as a “student.”
- Scoring their test.
- Discussing the Performance Level Descriptors in preparation for their use in making the necessary judgments on cut scores.
- Training in the use of the Ordered Item Booklet.

Days 2 and 3. Panelists engage in a three-round rating process with additional information provided in each round. This provides the panelists with three opportunities to consider and record their judgments. Panelists work through an Ordered Item Booklet (OIB) containing all of the test questions in order of difficulty. Each panelist is asked to individually select the item that represents *Proficient* performance as described in the Performance Level Descriptors. The panelist then continues into the booklet to find the item that identifies *Advanced* performance. Finally, the panelist goes back to the beginning of the booklet to identify the item corresponding to *Basic* performance.

For example, to mark the item that is the cut for Proficient, panelists consider a group of students that are just barely proficient (based on the Performance Level Descriptors). They page through the ordered item booklet asking themselves, “Would 2/3 of that group answer this question correctly?” When they reach the item where they have to answer “no” that’s the item where they make the cut.

Proposed Additions to the 2011 Process. There are two additions to the procedure employed in 2010 being proposed by OSPI and our National Technical Advisory Committee (NTAC). These additions would take place in Rounds 1 and 3.

Addition to Round 1. Panelists will receive more information during Round 1 than they have received in the past. In 2010, Round 1, the results of the Contrasting Groups Study were

¹ Prepared by OSPI Staff

included in the information given to panelists prior to providing their first rating. Teachers participating in the Contrasting Groups Study were self-selected grade-level teachers, from all across the state. They completed an online training on using the Performance Level Descriptors to evaluate student work. These teachers submitted predictions for each of their students, based on that training, prior to the administration of the test. Their predictions indicated whether the student would be “proficient or above” or “basic or below” on the test. This data was correlated to the students’ actual performance on the test and provided panelists with a range of pages in the Ordered Item Booklet (OIB) that corresponded to the raw score cut indicated by the predictions.

In 2011, OSPI proposes to include information from the Contrasting Groups results and actual student performance on the items in the test. Instead of providing only the range of pages, panelists would receive “impact data” on the percent of students meeting the performance standard for each end of the range of pages. For example, if the Contrasting Groups Study produced a cut score between pages 23 and 28, the percent of students identified as proficient corresponding to the two pages (page 23 and page 28) would also be included for the panelists. As a result, panelists will have additional information about actual student performance to guide their decision-making than they have had in the past.

The pros and cons of providing the Contrasting Groups Study information in this way are:

Pros

- Provides additional information to assist panelists in making more informed decisions.
- Allows panelists to talk in concrete terms about the ratings.
- Helps panelists make reasonable decisions related to item judgments.

Cons

- May unduly influence some panelists.
- May distract discussion from content of questions.
- Puts pressure on facilitators to keep discussion relevant to the Performance Level Descriptors and the content in the items.

No additions are proposed for Round 2 of the ratings. Round 2 will remain the same as past practice used for the 2010 standard settings in grades 3 through 8 mathematics.

Addition to Round 3. In Round 3 in 2010, OSPI provided panelists with a cumulative frequency distribution showing the passing rate for each raw score. The raw score is the number of points required to pass the test. The raw score does not quite correspond to the pages in the Ordered Item Book (OIB). For example, choosing page 27 in the OIB as the cut for *Proficient* does not necessarily correspond to a raw score of 27 points. For 2011, OSPI proposes including information showing the raw score cut corresponding to the selection of each item in the Ordered Item Booklet (OIB).

The pros and cons of providing the cumulative frequency distribution in this way are:

Pros

- Every panelist will know the raw score cut they are proposing by their item selection.
- If a panelist wants to adjust the recommended cut score, this information will provide a more direct avenue. Since there is not a 1:1 correspondence between the page in the Ordered Item Booklet and the raw score, a panelist may adjust their recommendation by a single page thinking that will adjust the raw score by a single point. Since that's not necessarily the case, the additional information would allow them to adjust the raw score by the desired amount.

Cons

- Panelists may wish to make exaggerated changes in cut scores. For instance, if a panelist sees that moving a recommendation by two pages only raises the raw score cut by one point, the panelist may adjust a recommendation more than if he or she had not had that extra information
- Facilitators will have to remind panelists that changes should be based on content, not desired outcomes.

In summary, the NTAC is proposing two additions to the standard setting procedure used in summer 2010. The first addition occurs in Round 1 where, in addition to the range of pages from the Contrasting Groups results being identified in the Ordered Item Booklet, NTAC recommends including the impact data. The second proposed addition occurs in Round 3. Committee members would be provided with a listing of the raw score cuts associated with each page in the Ordered Item Booklet.

OSPI respects the proposals from NTAC and understands the pros and cons for each of the proposed changes. It is the position of OSPI that there are benefits for accepting these changes as recommended by NTAC but at the same time OSPI understands the concerns listed. Although the standard setting procedure used last summer was successful and would be satisfactory if followed again in 2011, the intent is to improve every year. NTAC feels this proposal would be an improvement. OSPI is ready to move forward with standard setting based on the decision made by the State Board of Education.

The Washington State Board of Education

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Title:	<u>Basic Education Program Requirements: Review of Waiver Criteria</u>	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Discussion will focus on a central issue regarding Option One rules: Should the Board include parent teacher conferences as an acceptable Option One or Option Three waiver activity? Additionally, does the Board wish to work with the Legislature to clarify intent regarding parent teacher conferences as 'school days' as defined in RCW 28A.151.203?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This Memo summarizes Member recommendations for establishing clear criteria and parameters for Option One waiver.</p> <p>Timeline: Staff intends to return in November with draft rules and have a final rules hearing in January, 2012.</p> <p>Board Members provided the following guidance to staff in July: move forward with drafting rules to clarify Option One waivers, to include the following; limit Option One waivers to no more than five days; improve waiver accountability by requiring an annual Summary Report on implementation of waiver days; require districts to provide a calendar and an explanation of how they calculate instructional hours as part of the application.</p> <p>Discussion will focus on parent teacher conference days as related to waivers (see Policy Considerations/Key Questions above).</p>	

BASIC EDUCATION PROGRAM REQUIREMENTS: REVIEW OF WAIVER CRITERIA

BACKGROUND

Staff recommends analyzing the current Option One rules and setting specific criteria and parameters around acceptable waiver requests. With clearer expectations and limits, recurring Board Member concerns could be resolved and districts would have a clearer understanding of the Board's expectations. Staff is seeking input on the establishment of criteria used to approve Option One waiver requests, and direction as to whether to prepare draft rules that would include these criteria.

Current Options for Waivers from 180 Day Requirement

Currently, SBE grants waivers from the required 180 days under the following options:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. Currently 27 districts have Option One waivers for the 2011-12 school years and beyond, down from 66 in 2010-11. The number of current Option One waivers does not include the waiver requests presented in this memorandum.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process implemented in 2010 that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff review. Twenty-two districts have Option Three waivers for school years 2011-12 and beyond, up from seven in school year 2010-11.

Number of 180-day Waivers by Option, School Years 2010-11 and 2011-12

	School Year 2010-11	School Year 2011-12 (as of June, 2011)
Option One	66 (22.3 percent of state)	27 (9.1 percent of state)
Option Two	3 (1 percent of state)	3 (1 percent of state)
Option Three	7 (2.4 percent of state)	22 (7.5 percent of state)
Total, all options	76 (25.7 percent of state)	52 (17.6 percent of state)

Why Waivers are Needed for Parent-Teacher Conferences

SBE has approved waivers for full-day parent-teacher conferences since March 2007. Six of the Option One waivers to be discussed at this Board meeting (Federal Way, Highline, Omak, Riverside, Sequim, and Waitsburg) include parent-teacher conferences. Several more will be considered in September. Still, there continues to be confusion about whether districts need to seek waivers for parent-teacher conferences. SBE staff receives several calls or emails on these topics daily. The rationale for requiring waivers for full-day parent-teacher conferences lies in the definition of a school day, cited below.

Current definition of a school day (Effective until September 1, 2011). *A school day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration and board of directors of the district.* (RCW [28A.150.030](#))

New definition of a school day (Effective on September 1, 2011). *"School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.* (RCW [28A.150.203](#))

Under either definition of a school day, full-day parent-teacher conferences do not count toward the required 180 days because all students are not present on a parent-teacher conference day. While the definition does not specifically say all pupils, 'all' is implicit. If the language read 'some' pupils, then that would permit school schedules where some students are scheduled for fewer than 180 days but on any given day some students are present (e.g. a calendar where all students attend four days and only students needing intervention attend on the fifth day of the week).

The confusion about parent-teacher conferences stems from the definition of an instructional hour: *"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.* (RCW [28A.150.205](#))

Parent-teacher conferences are explicitly included in the definition of instructional hours and can be counted toward the required 1,000 hours of instruction. The definitions are related (instructional hours comprise a school day) but distinct (a school day must be available to all students). Information on the SBE website helps provide clarification and consistent messaging about this issue.

POLICY CONSIDERATION

While the application for a waiver is extensive and generates a significant amount of information on a given district, there are no formal criteria used to evaluate Option One waiver requests. RCW 28A.305.140 states: *"The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for*

each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program. The state board shall adopt criteria to evaluate the need for the waiver or waivers.”

In order to help the Board consider possible criteria for approving waiver requests, Board Members Kris Mayer, Amy Bragdon, Bunker Frank, Bob Hughes, and Jack Schuster have synthesized concerns previously expressed by Board members and suggested a list of proposed solutions. Additionally, staff reviewed minutes and meeting materials from the past five years to determine how many waivers had been requested and how many had been approved.

Historically, this SBE has approved nearly all waiver requests as written, as indicated in the summary table below.

Year	Number of Waivers Requested	Number of Waivers Approved
2006	13	13
2007	30	30
2008	65	65*
2009	27	27
2010	19	19
2011 (as of conclusion of May 2011 Meeting)	21	21
Total 2006-May 2011	175	175

* Lyle School District requested a waiver of 36 days in July of 2008; the Board approved four days for professional development but not all requested days. In November of 2009, Lyle was approved for an Option Two waiver of 24 days for economy and efficiency.

The following pages summarize Board member concerns and possible solutions and criteria to approve or disapprove waiver requests.

Waiver Criteria

Concern:

The Board has established explicit criteria for Option Three waivers but not for Option One waivers (see Appendix A for specific WAC language). Formal criteria would clarify the Board's expectations to districts and more fully address the RCW requirements.

Possible Solution/Criterion A: Direct staff to draft rules to establish accountability for student time, acceptable caps on waiver days, and/or list acceptable activities for waiver days. Consider using the list of activities under the fast track waivers (see below).

Fast Track strategies from WAC 180-18-050 (3)

- (i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance.
- (ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards.
- (iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.

- (iv) Implement strategies designed to recruit, place, and retain effective staff.
- (v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- (vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills.
- (vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff.
- (viii) Institute a system for measuring changes in instructional practices resulting from professional development.
- (ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.
- (x) Develop teacher and school leader effectiveness.
- (xi) Implement a school-wide "response-to-intervention" model.
- (xii) Implement a new or revised instructional program.
- (xiii) Improve student transition from middle to high school through transition programs or freshman academies.
- (xiv) Develop comprehensive instructional strategies.
- (xv) Extend learning time and community oriented schools.

Concern: SBE has an interest in documenting outcomes from waiver days and ensuring that districts are accountable to implement their waiver days as described on their application. A critical concern is how best to exercise the Board's responsibility for oversight after waivers are granted. There is currently little direct feedback from districts regarding how their waivers were implemented. Questions arise including how waiver days impacted student learning.

Possible Solution/Criterion B: Require more stringent accountability from districts requesting a renewal. Require districts that request renewals to submit a report to the Board describing the implementation of the waiver including agendas, amounts of time spent on various activities, and descriptions of who participated. Districts should include a specific description of how their waiver days impacted student achievement as related to their stated goals. Additionally, notify all waiver districts that the Board may select districts to present to the Board on the implementation of their waiver, either as a condition of renewal or at any time during their approved waiver period.

Instructional Time/Days

Concern: Some districts request a large number of waiver days – up to 12 in some cases – and Board Members are concerned that a large reduction in school days may have a negative impact on students.

Existing Option One Waivers

Number of waived days	Number of waivers	Percent of districts statewide
2	4	1.5 percent
3	8	2.7 percent
4	5	1.7 percent
5	7	2.4 percent
6	3	1 percent
7	1	0.3 percent
12	1 (Tacoma)	0.3 percent
Total	29*	10 percent

*there are 27 districts with 29 distinct waivers
 Average Option One waiver days: 4.3

Possible Solution/Criterion C: Cap the number of waiver days at three, five, or some other specified number. A cap of three days would include 44 percent of current waivers. A cap at five days would include 83 percent of current waivers.

Possible Solution/Criterion D: Districts requesting waivers provide a wide range of additional paid teacher days without students (between zero and 11 for the 2011 waiver requests). The State Board's goal is to maximize student instructional days when approving waiver requests. This option caps the number of waiver days based on how many additional teacher days are provided above 180 by using an acceptable range of possible days based on a range of additional teacher days.

Example:

# of additional teachers days above 180	Maximum waiver days that could be requested
0-4	Up to 5
5-9	Up to 3
10 or more	0

Possible Solution/Criterion E: cap the number of waiver days plus additional teacher days at X (e.g. 10).

Example:

# of additional teachers days above 180	Waiver days that could be requested	Total
0	10	10
4	6	10
9	1	10
10	0	10

Concern: Districts state that they will meet the required 1,000 instructional hours, but they are not required to provide evidence that this is true. The application asks, "Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?" This is currently a yes or no answer. Board Members have expressed a desire to see evidence that this requirement can be met if a waiver request is approved.

Possible Solution/Criterion F: As a part of the waiver application, require districts to provide evidence that they provide 1,000 instructional hours with a school calendar and a description of how they calculate their 1,000 hours.

Parent-teacher Conferences

Concern: As described earlier in this memo, full-day parent-teacher conferences are not considered school days counted toward the required 180 days. Board Members have expressed various opinions on the use of waiver days for full-day parent-teacher conferences, and the Board has approved all applications for this purpose to date.

Possible Solution/Criterion G: Add full-day parent-teacher conferences as an acceptable strategy in Option Three. Include it as an acceptable strategy when drafting rule language for Option One.

Possible Solution/Criterion H: Advocate for a change in the legal definition of a school day to be inclusive of parent-teacher conferences.

Possible Solution/Criterion I: Exclude full-day parent-teacher conferences from all Options.

Summary Table of Concerns and Options

SBE Concern	Options to Address Concern																							
<p>Concern: need stronger criteria to evaluate Option One waiver requests.</p>	<p>Possible Solution/Criterion A: Draft rules to establish acceptable caps on waiver days, accountability for student time, and list acceptable activities for waiver days. Use the list of activities under the fast track waivers.</p>																							
<p>Concern: accountability for current waivers and conditions for renewal.</p>	<p>Possible Solution/Criterion B: Require more accountability when renewing; notify districts that the Board may select them for a Board presentation.</p>																							
<p>Concern: Districts request a large number of days</p> <p>Concern: Districts provide a wide range of additional paid teacher days without students (between zero and 11 for the 2011 waiver requests) in their collective bargaining agreements.</p>	<p>Possible Solution/Criterion C: Cap the number of waiver days at three, five, or some other specified number.</p> <p>Possible Solution/Criterion D: Cap the number of waiver days based on how many additional teacher days are provided above 180 by using a range of possible days.</p> <table border="1"> <thead> <tr> <th># of additional teachers days above 180</th> <th>Maximum waiver days that can be requested</th> </tr> </thead> <tbody> <tr> <td>0-4</td> <td>Up to 5</td> </tr> <tr> <td>5-9</td> <td>Up to 3</td> </tr> <tr> <td>10 or more</td> <td>0</td> </tr> </tbody> </table> <p>Possible Solution/Criterion E: Cap the number of waiver days plus additional teacher days at X (ex: 10).</p> <table border="1"> <thead> <tr> <th># of additional teachers days above 180</th> <th>Waiver days that can be requested</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>10</td> <td>10</td> </tr> <tr> <td>4</td> <td>6</td> <td>10</td> </tr> <tr> <td>9</td> <td>1</td> <td>10</td> </tr> <tr> <td>10</td> <td>0</td> <td>10</td> </tr> </tbody> </table>	# of additional teachers days above 180	Maximum waiver days that can be requested	0-4	Up to 5	5-9	Up to 3	10 or more	0	# of additional teachers days above 180	Waiver days that can be requested	Total	0	10	10	4	6	10	9	1	10	10	0	10
# of additional teachers days above 180	Maximum waiver days that can be requested																							
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<p>Concern: Accountability for average 1,000 hours.</p>	<p>Possible Solution/Criterion F: Require districts to provide evidence that they provide 1,000 instructional hours with a district calendar and a description of how they calculate their 1,000 hours.</p>																							
<p>Concern: Districts need to request waivers to have full-day parent-teacher conferences.</p>	<p>Possible Solution/Criterion G: Add full-day parent-teacher conferences as an acceptable strategy in Option Three. Include it as an acceptable strategy when drafting rule language for Option One.</p> <p>Possible Solution/Criterion H: Advocate for a change in the legal definition of a school day to be inclusive of parent-teacher conferences.</p> <p>Possible Solution/Criterion I: Exclude full-day parent-teacher conferences from all Options.</p>																							

For Future Consideration

New legislation¹ in 2011 directs OSPI to develop a process for districts to apply on behalf of their schools for designation as innovative schools or zones. Applications must be submitted by January 6, 2012 to the Educational Service Districts (ESDs) to be implemented beginning in the 2012-13 school year. The ESDs will recommend approval of designated applications to OSPI. The bill permits OSPI and SBE to grant waivers within the scope of their statutory authority to requirements that are necessary to be waived to implement the innovation. While specifically noting that SBE “may grant waivers for innovation schools or innovation zones of administrative rules pertaining to calculation of course credits for high school courses,” the bill also states: *“The state board of education, where appropriate, or the superintendent of public instruction, where appropriate, may grant waivers to districts from the provisions of statutes or rules relating to: the length of the school year; student-to-teacher ratios; any other administrative rules that in the opinion of the state board of education or the opinion of the superintendent of public instruction may need to be waived in order for a district to implement a plan for restructuring its educational program or the educational program of individual schools within the district or to implement an innovation school or innovation zone...”* Requests for waivers may be denied if OSPI or SBE conclude that the waiver is likely to result in a decrease in academic achievement, jeopardize the receipt of state or federal funds, or violate state or federal laws. OSPI and SBE are charged with providing an “expedited review” of these waiver requests.

EXPECTED ACTION

No formal action is needed. However, staff would like direction on two issues: does the Board want staff to bring back draft rules in September that would establish criteria for approving waivers? If so, which of the criteria reviewed would the Board like to see put into draft rules?

¹ [ESSHB1546](#)

RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

CHANGE IN 2011 (SEE [1546-S2.SL](#)) [Innovation Waivers]

The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW [28A.04.127](#).]

Notes:

Contingent expiration date -- 1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

Severability -- 1985 c 349: See note following RCW [28A.150.260](#).

WAC 180-18-010

Purpose and authority.

(1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.

(2) The authority for this chapter is RCW [28A.305.140](#) and [28A.655.180](#)(1).

[Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6). 02-18-056, § 180-18-010, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW [28A.305.140](#) and [28A.630.945](#). 98-05-001, § 180-18-010, filed 2/4/98, effective 3/7/98. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-010, filed 10/2/95, effective 11/2/95.]

WAC 180-18-030

Waiver from total instructional hour requirements.

A district desiring to improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW [28A.305.140](#) and WAC [180-18-050](#) for up to three school years.

[Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6), [28A.655.180](#). 07-20-030, §

180-18-030, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW. 01-24-092, § 180-18-030, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under WAC [180-18-050](#) (3)(b) may develop and implement a plan that meets the program requirements identified under WAC [180-18-050](#)(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district.

(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW [28A.150.250](#) and WAC [180-16-210](#), which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

[Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6), [28A.655.180](#). 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

WAC 180-18-050

Procedure to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) (1) and (3) shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least fifty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the

event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#). The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

(b) A district is not eligible to develop and implement a plan under this section if:

(i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or

(ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC [180-18-040](#).

(c) A district shall involve staff, parents, and community members in the development of the plan.

(d) The plan can span a maximum of three school years.

(e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.

(f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.

(g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

Scenario	Number of learning improvement days funded by state for a given school year	Maximum number of waived days allowed under this section for the same school year
A	0	3
B	1	2
C	2	1
D	3 or more	0

(h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:

(i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;

(ii) Reducing the achievement gap for student subgroups;
(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:

(i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;

(ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;

(iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;

(iv) Implement strategies designed to recruit, place, and retain effective staff;

(v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;

(vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;

(viii) Institute a system for measuring changes in instructional practices resulting from professional development;

(ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;

(x) Develop teacher and school leader effectiveness;

(xi) Implement a school-wide "response-to-intervention" model;

(xii) Implement a new or revised instructional program;

(xiii) Improve student transition from middle to high school through transition programs or freshman academies;

(xiv) Develop comprehensive instructional strategies;

(xv) Extend learning time and community oriented schools.

(j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.

(k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:

(i) Members of the plan's development team;

(ii) Dates and locations of public hearings;

(iii) Number of school days to be waived and for which school years;

(iv) Number of late-start and early-release days to be eliminated, if applicable;

(v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;

(vi) Description of how the plan aligns with the district and school improvement plans;

(vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;

(viii) Description of the innovative nature of the proposed strategies;

(ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and

(x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.

(l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.

(m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:

(i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;

(ii) Reducing the achievement gap for student subgroups;

(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.

(o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC [180-18-040](#)(1) and subsections (1) and (2) of this section.

[Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#) (6), [28A.655.180](#). 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

***** CHANGE IN 2011 *** (SEE [1546-S2.SL](#)) *****

The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.
[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW [28A.04.127](#).]

Notes:

Contingent expiration date -- 1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

Severability -- 1985 c 349: See note following RCW [28A.150.260](#).

The Washington State Board of Education

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

Title:	Basic Education Program Requirements: Current Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	SBE staff has reviewed the Option One waiver applications included with the memo and recommends them for the Board's consideration and approval.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p><u>Waiver Application Synopses</u></p> <p>Federal Way: Seven waiver days for the next three school years to allow staff time to analyze assessment data and develop intervention plans.</p> <p>Highline: One waiver day for the next three school years to allow staff time to analyze student performance data.</p> <p>Mount Baker: Four waiver days for the next three school years to provide time for Professional Learning Community work to review student data, adjust instructional strategies, and set performance goals.</p> <p>Omak: Four waiver days for the next three school years to provide full-day parent teacher conferences.</p> <p>Oroville: Three waiver days for the next three school years to develop common instructional practices, train staff on professional learning community formats and protocols, and to align curriculum to formative assessments.</p> <p>Riverside: Six waiver days for the next school year for parent teacher conferences (four days) and professional learning communities focused on vertical teaming to improve teacher effectiveness (two days).</p> <p>Sequim: Four waiver days for the next three school years for parent teacher conferences (two days) and a reduced number of school days (two days) in exchange for longer instructional days, which would add 29.6 hours of instruction to the school year.</p> <p>Tacoma: Two waiver days for the next school year to provide time for teacher professional development.</p> <p>Waitsburg: Two waiver days for the next three school years for full day parent teacher conferences.</p>	

BASIC EDUCATION PROGRAM WAIVERS: CURRENT WAIVER REQUESTS

BACKGROUND

Option One Waiver Requests

At the July meeting, SBE will consider applications for Option One waivers from nine school districts. Six applications are renewals and three are new.

A summary of the requests has been included after the Expected Action portion of the memo. The full application is available electronically in Appendix A. A hard copy will be available at the meeting.

Current Options for Waivers from 180 Day Requirement

Currently, SBE grants waivers from the required 180 days under the following options:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. Currently 27 districts have Option One waivers for the 2011-12 school years and beyond, down from 66 in 2010-11. The number of current Option One waivers does not include the waiver requests presented in this memorandum.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff review. Twenty-two districts have Option Three waivers for school years 2011-12 and beyond.

Definitions and Discussion

There have been a variety of interpretations of 'school day' and 'instructional hour' among districts. SBE staff receives several calls or emails on these topics daily. The definitions below are posted on the SBE website to ensure clarity in our messaging.

School Day:

Current: RCW 28A.150.030 (Effective until September 1, 2011)

A school day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration and board of directors of the district.

New definition: RCW 28A.150.203 (Effective on September 1, 2011)

"School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.

Full-day Parent Teacher Conferences

Under either definition, full-day parent teacher conferences do not count toward the required 180 days because all students are not present on a parent-teacher conference day. While the definition does not specifically say all pupils, 'all' is implicit. If the language read 'some' pupils, then that would permit school schedules where some students are scheduled for fewer than 180 days but on any given day some students are present (e.g. a calendar where all students attend four days and only students needing intervention attend on the fifth day of the week).

SBE has approved waivers for full-day parent teacher conferences since March 2007. Six of the Option One waivers to be discussed at this Board meeting (Federal Way, Highline, Omak, Riverside, Sequim, and Waitsburg) include parent-teacher conferences. Several more will be considered in September.

Instructional Hours:

RCW 28A.150.205

"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.

Parent-teacher conferences are explicitly included in the definition of instructional hours and therefore districts should count this time toward the required 1,000 hours of instruction.

POLICY CONSIDERATION

SBE staff has reviewed the included Option One waiver applications and recommends them for the Board's consideration and approval.

SUMMARIES OF WAIVER APPLICATIONS

Federal Way is requesting seven waiver days for the next three school years to allow staff time to analyze assessment data and develop intervention plans. This request is a renewal of their previous waiver of four days.

Highline is requesting three waiver days for the next three school years for parent-teacher conferences (two days) and to allow staff time to analyze student performance data (one day). This request is a renewal of their previous waiver of five days.

Mount Baker is requesting four waiver days for the next three school years to provide time for Professional Learning Community work to review student data, adjust instructional strategies, and set performance goals. This is a renewal of their previous waiver of four days.

Omak is requesting four waiver days for the next three school years to provide full-day parent teacher conferences. This is a new request.

Oroville is requesting three waiver days for the next three school years to develop common instructional practices, train staff on professional learning community formats and protocols, and to align curriculum to formative assessments. This is a new request.

Riverside is requesting six waiver days for the next school year for parent-teacher conferences (four days) and professional learning communities focused on vertical teaming to improve teacher effectiveness (two days). This is a renewal of their previous waiver of one day.

Sequim is requesting four waiver days for the next three school years for parent-teacher conferences (two days) and a reduced number of school days (two days) in exchange for longer instructional days which would add 29.6 hours of instruction to the school year. This is a new request.

Tacoma is requesting two waiver days for the next school year to provide time for teacher professional development. This is a renewal of their previous waiver of two days. This request does not apply to the three schools in Tacoma that have existing waivers.

Waitsburg is requesting two waiver days for the next three school years for full day parent teacher conferences. This is a renewal of their previous waiver of two days.

EXPECTED ACTION

Consider approval of the nine districts' applications included in this memorandum.

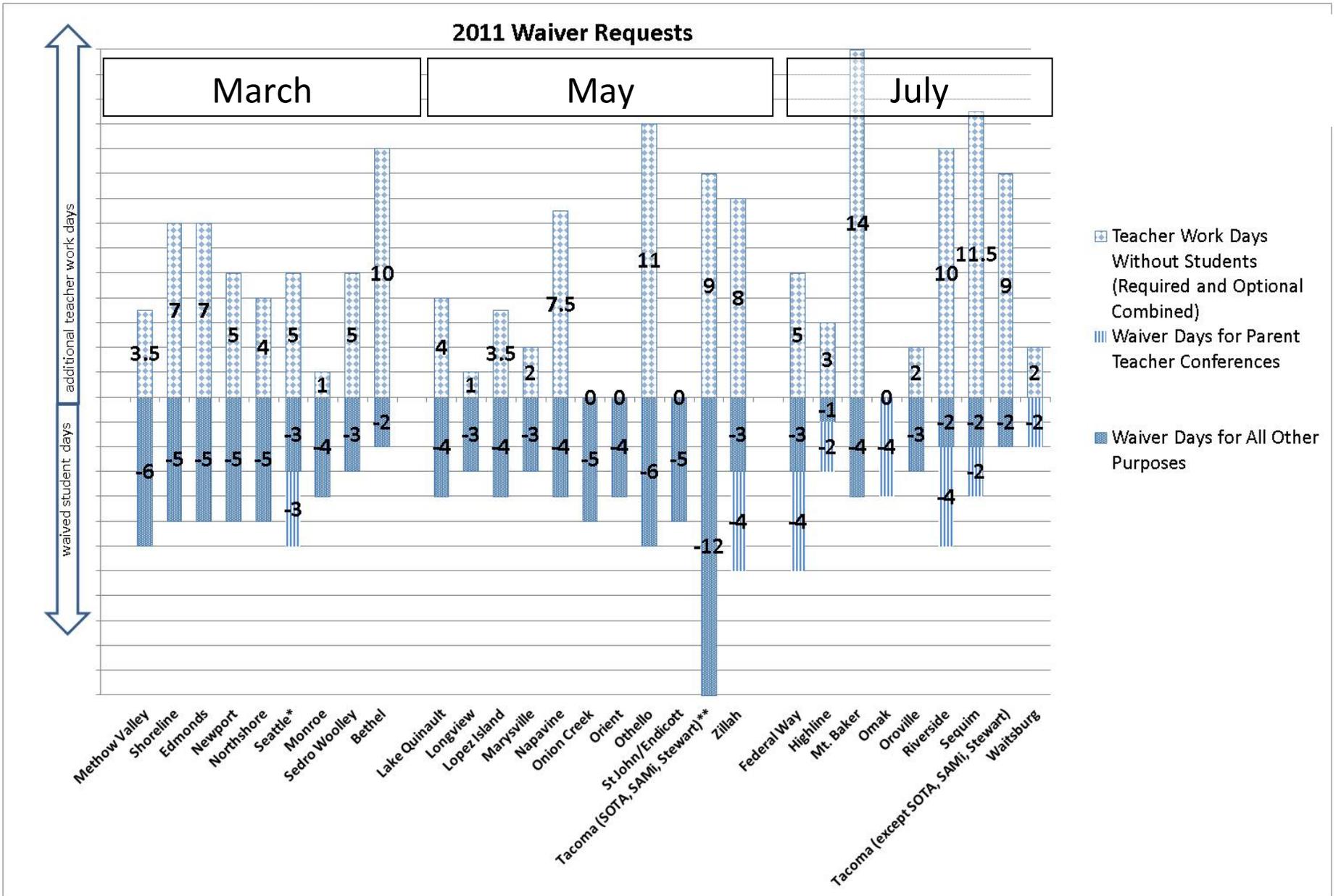
Table A: Summary of Waiver Applications

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	Made AYP in 09-10?	In Step of Improvement*?	PLA** and which year	2010 Washington Achievement Awards
Federal Way	2011-12, 2012-13, 2013-14	7	173	5	185	0	Renewal	No	Step 2		Federal Way Public Academy: Overall Excellence Mark Twain Elem: Closing Achievement Gaps Mirror Lake Elem: Overall Excellence – Gifted
Highline	2011-12, 2012-13, 2013-14	3	177	3	183	0	Renewal	No	Step 2	2010-11: Academy of Citizenship and Empowerment (HS), Odyssey HS 2009-10: Cascade MS, Chinook MS	Aviation HS: Overall Excellence, Science Career Link HS: Language Arts Health Sciences and Human Services HS: Extended Graduation Rates
Mt. Baker	2011-12, 2012-13, 2013-14	4	176	14	194	0	Renewal	No	N/A		Mount Baker HS: Overall Excellence
Omak	2011-12, 2012-13, 2013-14	4	176	0	180	0	New	No	Step 2		Omak HS: Extended Graduation Rates
Oroville	2011-12, 2012-13, 2013-14	3	177	2	182	0	New	No	Step 2	2010-11: Oroville MS/HS	
Riverside	2011-12	6	174	10	190	8	Renewal	No	N/A		
Sequim	2011-12, 2012-13, 2013-14	4	176	11.5	191.5	3-4	New	No	Step 1		
Tacoma	2011-12	2	178	9	189	0	Renewal	No	Step 2	2009-10: Gaudrone MS, Hunt MS, Stewart MS, Jason Lee MS 2010-11: Baker MS	Lincoln HS: Improvement
Waitsburg	2011-12, 2012-13, 2013-14	2	178	2	182	0	Renewal	No	N/A		Waitsburg HS: Overall Excellence and Extended Graduation

*Step of Improvement refers to the consequences for a school not making Adequate Yearly Progress (AYP) according to the accountability measures in the federal Elementary and Secondary Education Act.

**Persistently-lowest achieving schools: Schools with three consecutive years of data in the lowest five percent in both reading and mathematics or secondary schools with a weighted average of graduation rates less than 60 percent over a three-year period.

Table B: 2011 Waiver Requests



Appendix A: Full Waiver Applications

Federal Way

1. District	Federal Way
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Seven
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

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

The goal of this waiver is to continue to foster a better understanding of the academic needs of all students. These days referred to in the District as “Data Days” will provide staff time to analyze the specific assessment data of current students and develop intervention plans to address the needs of these students.

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

We believe that the development of an effective Response to Intervention (RTI) model provides each teacher the structure and strategies to differentiate instruction based upon the needs of students. We are currently using several progress monitoring systems. “Informer” is our in-district or longitudinal assessment system and our grades on-line. Next year our goal is to develop a more fluid student progress monitoring system that allows for day-to-day monitoring of student progress. State assessments (MSP & HSPE), district course assessments, summative assessments, and grades on-line are examples of our diverse data systems.

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

We are using a combination of MSP, HSPE, district course assessments and other summative data to identify achievement goals. Until our grade level standards are identified (September, 2011), we are using our grade level expectations for monitoring student and grade level growth.

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

We are using a combination of MSP, HSPE, district course assessments and other summative data to identify achievement goals. Until our grade level standards are identified (September, 2011), we are using our grade level expectations for monitoring student and grade level growth.

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

Staff will have various forms of school-wide and current classroom data to analyze and discuss in professional learning communities. Each teacher will develop a plan for instruction and differentiation based on this data. These plans will be developed through a standards-based lesson plan. Attached are Data Day/Waiver Day agendas from an elementary, middle school and high school.

13. Describe the innovative nature of the proposed strategies.

Beginning in the fall of 2011, Federal Way Public Schools will embark upon a series of innovative plans. We will be implementing a standards-based instruction and grading plan, implement a new/revised report card K-12, and work to develop a district-wide RTI model.

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

Our achievement goals are monitored and reported yearly. Our 10% growth in reading and math does not change year-to-year.

15. Describe how the waiver directly supports the district and/or school improvement plans?

See www.fwps.org/info/overview/performance/improvementplan.html

Research directly supports strategy #1: K-12 alignment in IA: highly effective instruction; and IB: supporting assessment-driven instruction.

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

Each school has a leadership or instructional lead team comprised of teachers, staff, administrators, parents and students (where appropriate) that we use for communication and development of achievement goals. We use our School Board meetings, which are televised in the Federal Way community, as a way to connect district initiatives and actions.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The link to the FWEA Collective Bargaining Agreement is below; and included are our district calendars for 2011-2012 and 2012-2013.

<http://www.fwps.org/dept/hr/agreements/fwea0914.pdf>

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	173
2. Waiver days (as requested in application)	7
3. Additional teacher work days without students	5
Total	185

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	100%		
2	Optional	100%		
3	Optional		100%	
4	Optional		100%	
5	Optional			100%

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

These are professional development days established by the district from the District Improvement Plan.

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

Please see attached copies of Data Day agendas from one elementary, one middle school and one high school. Each school submits their agenda for approval and recording.

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

We monitor the goals for each school and for our school district via our assessment department reports. We have been able to make incremental growth towards our goal of 100% of our students meeting or exceeding grade level reading and math.

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

Each school is responsible for communicating when and how the Data Days were used.

Highline

1. District	Highline
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Three
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

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

The purpose and goals for our one (1) waiver day are:

- 1) Purpose: To offer concentrated time for staff to review student data
- 2) Goal: To use this data analysis to refine their School Improvement Plans for the following year, and/or
- 3) Goal: To work with students on understanding and sharing their progress and academic data (middle and high school)

The additional two waiver days are for full-day parent teacher conferences.

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

Our literacy and math scores are flat, yet our district vision is to prepare all students for college, career and citizenship. There is a large gap between our expectations and dreams for students and what their assessments show. Since School Improvement Plans and student ownership of their goals are both calculated to enhance learning, the one (1) waiver day will provide dedicated time to act on these strategies.

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

We have both short term indicators (level of implementation) and long term indicators (level of impact). Our short term indicators are the focused use of our waiver day time to either strengthen goals on the School Improvement Plan through analysis of student data/perception data to build a strong, relevant and focused plan that lead to enhanced student outcomes (see item # 11 below for our method); our more long term outcomes would be that stronger strategies within those plans lead to improved MAP and MSP/HSPE scores or our other academic school targets that are part of our accountability system. For those schools using the waiver day (1) for sharing of student goals and progress, the ability of students to know their goals, the progress they have made, and their ability to articulate their next step in learning is assessed by either a teacher or a panel.

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

Our Executive Directors of Schools attend and observe waiver day activities and also personally review and add recommendations to strengthen School Improvement Plans. These plans include the outcomes for student learning expected to be reached through new strategies. Principals also send an agenda to their Executive Director that outlines the specific work /activities for the one waiver day (and Professional Collaboration Time as well).

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

At the beginning of the year, clear expectations are set for the use of our waiver day around the goals mentioned in #8. One of those expectations is to clearly share with parents how the day will be used and its benefit to students. As mentioned in #11, our Executive Directors of Schools marshal the process.

13. Describe the innovative nature of the proposed strategies.

Our strategies include the use of school targets that are now part of our own accountability system as drivers for our School Improvement Plan. Our accountability system is explained in item # 15 below and in many ways is similar to the State Board system. In Highline, schools fall into one of three tiers of improvement, and numerical targets are set for each school that are aligned with our 28 SWMS (System-wide measures of Success). Copy attached.

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

We anticipate similar activities in year 2 and 3. Our School Improvement Plans identify our main strategies for improving math, literacy, and college readiness. These focus areas will remain constant throughout the three year period.

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

Since the major use of our waiver day request is to use this day to analyze student data that will strengthen the School Improvement Plan, our proposal is directly tied to supporting the school improvement plan. Each of our schools also has school targets to reach. These targets are tied to our accountability system based on 28 System-wide Indicators (SWMS). This alignment helps not only strengthen school plans, but also aligns this work with district intent and our strategic plan work. At this point, we do not publish School Improvement Plans on the district website. However, each school highlights its goals in the annual Performance Report that is published on each school specific website.

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

We have surveyed parents on the day of the week most helpful for them in scheduling a waiver day (they told us Fridays). Teachers and principals have valued the past waiver time we have

been granted, and when a sample was probed, asked for us to keep our 1 waiver day so that there is concentrated time to delve into student data.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

There is not yet a CBA for 2011-12. For 2010-2011, Highline has a total of 179 total student days, with the 180th day being a full day waiver. In addition to this, we have 30-31 "Professional Collaboration Time" sessions that fall on Fridays. (When the PCT time was bargained, we dropped 4 of the 5 approved waiver days to keep within our 1000 hours.) In addition, we have 2 days for parent conferences for elementary/secondary students throughout the year.

Our days then would be:
 146 full days with students
 1 waiver day
 2 student led conference or parent conference days
 31 early release days (90 minutes release)
 Total: 180 days

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	3
Total	183

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional	X (1/2)	X (1/2)	
3	Optional		X	

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

All 3 of these days happen before school starts. These days are called "DID" days or "District Initiated Days". However, we decide annually what percentage of the 3 days a school uses to identify their own focus (which is usually tied to district initiatives) or to share content identified by the district. Most schools use one of these days to review their current School Improvement plan and the goals and expectations for the year. This August, many schools may introduce the new teacher evaluation tool as part of these 3 days. Through this waiver, we are asking for a

day (1) in spring that would allow staff to review student data and refine their School Improvement Plans for the following year—and/or work with students in sharing their academic goals and progress.

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

During the 2009-2010 school year, our district adopted a 90 minute early release for 30 weeks of the school year. Due to this change, we only implemented one (1) of the approved five (5) waiver days as we could not do that and stay within the total annual instructional hours requirement. More importantly, we did not want students to lose out on 5 instructional days plus the weekly release even if this had been approved by WAC. For the one (1) day, we used this time for one of several purposes in our original plan: using student data to drive a new School Improvement Plan, to drive new strategies to enhance student learning, or student sharing of their goals and progress.

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

Over time, we have strengthened the quality and relevance of our School Improvement Plans for schools. We are changing the format of these plans for the next cycle to make them even more relevant and timely. As noted above, our original plan included focusing on math instruction, but with winnowing our days from five (5) to one (1), we stayed focus on the three items identified in #18.

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

Each spring, the board approves a student calendar for the district. Each school posts the activities on-line and/or in newsletters so parents know what will happen on the waiver day. In the past, our survey of parents asked them what day of the week is best for a waiver day, and they identified Friday as that day as it would allow some to do college visits or head out with family for an extended weekend.

Note: the final school board resolution for Highline's waiver is expected on July 13, 2011. If it is not received, staff recommends tabling this waiver request until September.

Mount Baker

1. District	Mount Baker School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Four
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? No

Number of half-days before any reduction	8
Reduction	0
Remaining number of half days in calendar	8

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

The purpose of the waiver is to provide time for staff to engage in school improvement work and processes. Mount Baker School District cannot provide sufficient extended contracts for teachers to do the collaborative work necessary for data driven school improvement. The goals of the waiver days overlap with the goals of each school's improvement plan; to provide the time needed for formal Professional Learning Community (PLC) work. Each PLC establishes student performance goals that articulate with subject and grade level goals in the school improvement plan. Waiver days are used to provide time for Professional Learning Community to meet to review student performance data, compare current performance to the school's goal, adjust instructional strategies to maximize student learning, and to set the next set of performance goals.

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

In general, our students are achieving at or above the state's average on state tests, however math performance is of concern. We have developed district-wide coherence in our math program and have base-line data from which to monitor the effectiveness of instruction and student performance. Each school has specific student performance improvement goals in math. These goals are addressed in each school's School Improvement Plan (SIP). Formative and summative data are used in whole staff SIP work and in PLCs. Mount Baker School District has collaborated with several large school districts to develop a very sophisticated data management and analysis system. Incremental progress is monitored closely and PLCs make frequent instructional adjustments based on the performance data.

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

Mount Baker School District has developed and implemented its curriculum and performance goals based on state and national standards and on the performance levels set forth by ESEA and NCLB.

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

Mount Baker schools monitor two categories of evidence; evidence of process fidelity to ensure research based improvement techniques are employed, and evidence of value added in terms of increase in student performance on common and standardized assessments. Student performance data are monitored on a short-term basis by PLCs and long term basis through the CSI process.

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

Mount Baker School District uses a system-wide strategy adopted from ESD 189's School Improvement Plan Technical Assistance Project. We have modified the process for our district and call the process Continuous School Improvement (Continuous School Improvement). Each school uses CSI processes throughout the year to make school-wide decisions and uses PLC methodology to focus teacher work groups for classroom level instructional decisions.

13. Describe the innovative nature of the proposed strategies.

While not necessarily innovative on a broad scale, Mount Baker School District has begun employing an instructional framework district wide. The Center of Educational Leadership's Five Dimensions of Teaching and Learning has become a focus of our professional development, curriculum development, and our Professional Learning Community work. Furthermore, Mount Baker has begun the practice of Instructional Rounds, a professional development process that leads to classroom consultancies and school-wide problem of practice identification.

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

Mount Baker has been consistent in using waiver days for the Continuous School Improvement and Professional Learning Community processes. This consistency has allowed staff to develop expertise in the processes and to make research-based improvement to instruction. Our staff has developed a common understanding of the effectiveness of the CSI and PLC processes and use the waiver days efficiently as part of the school improvement process. Our improvement efforts over the next three year will stay the course, with the addition of the instructional framework and instructional rounds.

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

The time allowed by the four waiver days directly supports Mount Baker's improvement efforts by providing critical collaboration time for staff to continue the Continuous School Improvement and Professional Learning Community work that is integral to our success. Much of the waiver time is used to leverage other collaborative time. Some of the waiver time is also used for professional development that is relevant district-wide, such as grade level curriculum adjustments.

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

Over the years that Mount Baker has used the four waiver days for the Continuous School Improvement process. The district Educational Leadership Team, school leadership teams, including parents, and school board have developed and continue to update the CSI and PLC processes.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Mount Baker schools have 176 days of instruction. Elementary schools have eight early release days and secondary schools have 2 early release days. Teachers are paid for a full day of parent conferences, and have thirteen additional days of pay for work done beyond the contract day.

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	14
Total	194

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		
2-14	100%		X	x

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

School improvement is arduous work and requires significant time and effort. It is imperative that time is provided and teachers are compensated for the effort. Some of the additional time teachers are paid for is considered to be "deemed done" for the countless hours teachers spend each evening reviewing student work, preparing lessons, attending school events, and communicating with parents. Much of the additional time is used by teachers to work with their colleagues on an ongoing basis in CSI and PLC processes. The waiver days helps Mount Baker compensate teachers for work done beyond the contract, support the informal collaboration that takes place every day before and after school, and provide four formal Continuous School Improvement days.

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

Over the years waiver days have become an integral part of the school improvement planning process. Our schools are committed to a predictable and effective process and waiver days, TRI days, and regular staff meetings focus on school improvement and the continuous improvement of instruction.

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

Steady progress has been made in the development and implementation of professional, research-based improvement processes and some improvement in student performance on summative assessments is evident. Formative assessment data suggests that instructional improvements are leading to increased performance in math across the district.

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

The Mount Baker community is very active in our schools. Our communication includes a district and school newsletters, presentations to PTAs and community groups, school visitations, and parent teacher conferences and a very active school board. Mount Baker community is very aware of our Continuous School Improvement processes.

Omak

1. District	Omak School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? No

Number of half-days before any reduction	6
Reduction	0
Remaining number of half days in calendar	6

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

Reporting progress through student-led conferences is a natural next step for teachers and teams to take in their continued efforts to integrate learning and to honor and reflect student voice in the learning process. Preparation and successful implementation of student-led conferences demand active participation from students, teachers, and parents. It creates a purposeful way for young adolescents to talk with adults about their learning and offers parents a direct and active role in their child's school life.

Goals of Student-Led Conferences:

- To encourage students to accept responsibility for their learning
- To teach students to evaluate their academic performance
- To engage the parent, the student, and the teacher in honest dialogue
- To increase parent participation at conference time

Student led conferences offer students, parents, and teachers the opportunity for a sustained and focused conversation about learning. They honor the student as knowledgeable about his/her accomplishments and offer students the chance to set goals to address areas that challenge him/her. The conference itself becomes a treasured collection of work samples that shows growth and expertise in a variety of areas, connecting content, concepts, and skills from the disciplines in an integrated and natural way. By granting students an active and meaningful role in assessing and interpreting their own learning, we provide an authentic context for self-evaluation, a context that fosters accountability and the honest appraisal of both successes and challenges.

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

Students are more connected when they are responsible for the information given to parents. Student-led conferences are emerging as a way to actively engage students in their learning process, wrote Donald G. Hackmann, Assistant Professor of Educational Leadership and Policy Studies at Iowa State University in an ERIC Digest, "Student-Led Conferences at the Middle Level." Following are some of the benefits of student-led conferences listed in Hackmann's article:

- * Students assume greater control of their academic progress.
- * Students accept personal responsibility for their academic performance.
- * Parents, teachers, and students engage in open and honest dialogue.
- * Parents attend conferences at increased rates.
- * Students learn the process of self-evaluation.
- * Students develop organizational and oral communication skills.

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

Students can deliver effective standards-based conferences. While student-led conferences may look different in different classrooms and grades, effective student-led conferences incorporate five basic components:

1. The student leads the conference.
2. The student demonstrates skills that show mastery of standards.
3. The student shows evidence of growth over time
4. The student self-assesses and reflects on work evidence.
5. The student writes a measurable goal and discusses a plan of action.

Putting students in charge of parent conferences allows them to examine how their strengths, weaknesses, and behavior affect them as learners. Student-led conferences are experiences that can positively change and impact the communication patterns of students, parents, and teachers. If a conference is just looking at a folder of work, it is a missed opportunity. A powerful student-led parent-teacher conference focuses on student learning goals we can set by examining the student's work.

- At a student-led conference, the child does most of the talking.
- The child will tell you the Performance Standards he or she is working on in class.
- The child will discuss with you his or her progress in each class.
- The child will discuss with you his or her improvement plan for the upcoming grading period.
- After the child has finished, he or she will turn the meeting over to the parent and the teacher for any further questions that need to be answered.

This is an active event in which the learner and those responsible for supporting her education identify her strengths and areas of growth and make plans to address these areas. Unfortunately, parents often do not know how to support their children in school, particularly if they were unsuccessful in their own schooling. The conference is one tool to help parents support their child's success.

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

As a classroom teacher or administrator, how do you ensure that the information shared in a student-led conference provides a balanced picture of the student's strengths and weaknesses? The answer to this is to balance both summative and formative classroom assessment practices and information gathering about student learning.

Assessment is a huge topic that encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests. In order to grapple with what

seems to be an over use of testing, educators should frame their view of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps may occur.

Students should be able to articulate this shared information about their own learning. When this happens, student-led conferences, a formative assessment strategy, are valid. The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning.

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

For years parent-teacher conferences have been the primary means of parent-teacher communication. Because traditional parent-teacher conferences exclude the student from the process, this model does little to facilitate dialogue between parent and child or to recognize the need for students to assume greater control of their academic progress. But now, many schools are trying something new – student-led conferences that communicate not only how a student is doing but also why. As the name "Student-Led Conference" implies, students take the lead by sharing samples of their course work, discussing interests and goals, and working together with their parents on a preliminary plan for the balance of high school and beyond. This form of conferencing allows all three people to form a partnership that is equal among stakeholders.

13. Describe the innovative nature of the proposed strategies.

Student-led conferences provide students with an opportunity to talk with significant adults about their educational progress.

Each student invites his or her parents and teacher(s) to attend a meeting concerning the student's educational goals and progress in meeting those goals. The meetings are facilitated by the student and follow an agenda that the student has developed prior to the meeting. During the meeting, the student shares his or her educational goals and examples of his or her work (portfolio). The student also analyzes his or her strengths and weaknesses, and reflects upon the educational consequences of choices the student has made. Together, the student, teacher(s) and parents determine what each will do to help the student move closer to the student's educational goals.

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

The student-led process typically has three phases: preparation, the actual conference, and an evaluation component. To prepare students for the conference, teachers instruct students on how to lead the conference, assist them with collecting and preparing information to be shared with parents, and describe how to explain and interpret any information to be shared. During the actual conference, discussion of academic grades is typically the primary focus, but the student-led format also provides an opportunity for students to share the contents of their portfolios and to discuss self-selected academic and social goals for the upcoming term. After the conference, students, parents, and teachers should be given an opportunity to provide their feedback concerning the effectiveness of the student-led format. If some parents want to meet with the teacher alone, teachers can give parents the option of selecting either a student-led conference

or a traditional parent-teacher conference, reserving five minutes at the end of the student-led conference for a private conversation between parent and teacher, or permit the parent to schedule a follow-up conference with the teacher.

Once students have learned how to prepare for and conduct a student-led conference, students can be asked to conduct conferences with their parents at home on a regular basis.

Student-led conferencing engages parents. Many schools report doubling their parent participation at parent conferences with this approach.

Student-led conferences are designed to achieve one or more of the following goals:

- to encourage students to accept personal responsibility for their academic performance;
- to teach students the process of self-evaluation;
- to facilitate the development of students' organizational and oral communication skills and to increase their self-confidence;
- to encourage students, parents, and teachers to engage in open and honest dialogue;
- and to increase parent attendance at conferences.

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

Many teachers using the student-led conference (SLC) model frequently report that, as a result of involvement in student-led conferences, parent and teacher bonds are strengthened. Both teacher and parent are more likely to initiate subsequent contacts throughout the remainder of the school year.

Although the format and content of student-led conferences may vary from school to school, the concept remains the same: the student is in charge of the academic conference with the parents. The teacher simply serves as a discussion facilitator when needed. The beauty of this model is increased accountability moving the student from passive to active participant in a three-way interaction among parent, teacher, and student. Students assume "equal partner" status in discussions concerning their academic progress.

During the conference, students share their data folders which contain graphs and charts of academic and behavioral progress combined with other data collected. In addition, students share their personal mission statement, SMART goals and other work samples that demonstrate performance. The District Improvement Plan is located on the Omak School District website.

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

Communication with the home took place at both the classroom and school level. Most parents were aware of the time and location for the conferences. Arrangements were made for those unable to attend in almost all cases. Evidence Provided: Calendars, agendas, minutes of parent meetings; Newsletters, brochures, letters, memos; Web page dedicated to parents/community members; Emails, phone answering system; Parent - Teacher conferences schedule; District Improvement Committee: agendas, minutes, membership; Wide variety of stakeholder communication documents/avenues; Stakeholders affirm they have variety of opportunities to be formally involved in life of district;

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Electronic copy was sent with application.

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	0
Total	180

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
NA	NA	NA	NA	NA

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

NA.

Oroville

1. District	Oroville School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	3
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	6
Reduction	0
Remaining number of half days in calendar	6

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

Because we are a small school district and funds are not available for additional professional development days, we are asking for three days to provide professional development to (1) embed a instructional vocabulary and practices K-12 so that we can implement self reflection, peer observation and develop a district wide evaluation tool,(2) train staff on effective Professional learning community formats and protocols so that we can become more effective in our use of that format, and (3) deep curriculum alignment so that we can ensure quality curriculum alignment with common formative assessments . We believe that this will ensure our teaching practices will become more focused and effective so that our student achievement will improve radically.

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

Our student achievement scores on state standards are below expectations and have not shown sufficient consistent improvement within the last three years. We were a Tier II persistently low achieving school in the latest listing so we took advantage of the needs assessment offered to schools in that situation. We then used that assessment to develop a three year plan to apply for the federal School Improvement Grant. We were not chosen for that grant but we would like to provide time for focused and intentional professional development. Here is the [link to our District Report Card](#). Both the elementary school and Jr./Sr. High school are currently rated as "FAIR" on the Washington Achievement Index, but we would like to see that rating improve to the Very Good or Exemplary status in the next few years.

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

We will use state assessments. NWEA (MAPS) fall/spring data, PSAT/SAT/Act data, enrollment in college preparatory and CTE completer classes, and post-secondary enrollment completions. We expect to see a 10-20% improvement in each of those areas each of the three years.

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

We will review our NWEA (MAPS) data and state assessment each fall and spring with parents and students at student led conferences, We will document for the school board and community the growth in PSAT/SAT and ACT score , the enrollment in college prep and CTE completers and in the postsecondary enrollment each spring.

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

We have agreed to use the Marzano materials and research in our professional training. Due to budgetary constraints, we will use staff to provide the professional development and professional learning community team follow-up throughout the year so that we can continue our reflections and conversations on what is working and what continues to need improvement. As a staff we are committed to making a difference for our students but need the time to collaborate and work on implementing the changes we need to make.

13. Describe the innovative nature of the proposed strategies.

We are proposing to develop a K-12 community focus on the same instructional format, K-12 curriculum with common formative assessments and NWEA(MAPS) testing for placement and interventions, focused intentional interventions and enrichments so that we can engage and challenge each student. It all starts with an agreed upon instructional vocabulary and practices with self-reflections, peer observations, and evaluations that reflect that common understanding. We intend to develop a new teacher training and mentorship that incorporates the common understanding so that we are coherent and collaborative in our efforts with our students. We will also engage parents in our process as much as possible so they understand our goals and expectations for our students, our parents and ourselves.

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

In the first year we will provide professional development around an instructional format to ensure consistent vocabulary and expectations around instructional practices, implementing effective PLC teams and aligning curriculum k-12 with common formative assessments, the second year we will focus on using the time for differentiation training within the instructional format, and the third year will focus on standardized grading formats within the instructional format.

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

We are committed to developing communication and collaboration K-12 and this allows that to happen. We are committed to developing a deep curriculum alignment and formative assessments with state standards to improve our students' skills on state standards and therefore our state assessment results. We also plan to use the information developed around the instructional format to increase rigor and engagement in our classes. Our school improvement plans are on our website at: www.orovalle.wednet.edu by clicking on District Office and then on the "District Improvement" link.

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

We were given an opportunity to have a professional educational consultant, The BERC Group, do a need assessment that included the administrators, teachers, other staff, students, parents and community members. After we received the information from the need assessment, we convened meetings again to address the issues in the needs assessment with all the groups involved originally. If we are allowed this waiver, we will periodically convene parent and community meetings to address what we are doing and why, and we will also periodically report to the school board on our progress.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	2
Total	182

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X	X	X
2	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The district pays teachers for 1 mandatory day to be worked the day before the first day of school. This day typically starts with a district wide meeting to go over mandatory items to share with employees. The two buildings go their way and hold their own staff meetings for an hour or two to review items such as first day activities, staff handbook, and other related items, and the remaining part of the day is usually left to teachers to plan and prepare classrooms.

The second day is an optional workday for teachers and can be worked any time during the school year. Some teachers use this to come during August to prepare their rooms and curriculum planning while others use this a semester time to grade papers and generally get ready for the second semester.

With expectations and accountability being higher than ever, we have been left with little time to work and plan together to develop common language and practices to start our year off with. In the past we had Learning Improvement Days, which allowed for collaboration and planning to

take place before the year began. We are hoping that our application for the waiver days will be approved so that we can once again collaborate and plan before we start the year off with students. We have already set our district calendar for the next three years, so at this point if approved, we will start as planned and simply take three student days off the end of each school year so as to lessen the impact to student learning and to lessen the interruption to families.

Our district lost levy equalization funds last year due to increased property values in our county, especially because of recreational properties. As a result, we did plan ahead and pass a levy that was double the amount of previous ones to try and make up the differences. However, we are still not in a position to negotiate any more teacher work days as they are cost prohibitive.

If the district is going to be expected to meet AYP and improve student learning and achievement, we feel it is absolutely vital that teachers have time to meet before the school year begins to plan for success, which has to be more than just one day before school begins. Our administrators in cooperation with teachers and teacher leaders would like the opportunity to have three additional days to help us accomplish our goals.

Riverside

1. District	Riverside School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	6
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	12
Reduction	8
Remaining number of half days in calendar	4

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

The purpose of the waiver day before school starts and the one at semester break is to provide opportunities, not otherwise available, for all district staff on the first day and for certificated staff on the second day to have large group instruction and the opportunities to work vertically in content areas and by subject area to better align the district's instructional goals. These goals include: improving teacher effectiveness and student learning through the development of Professional Learning Communities, implementation of a research-based effective model of instruction (GANAG). The GANAG instructional tool provides a strategy map for the teaching schema. Jane Pollock's and Sharon Ford's book, "Improving Student Learning One Principal at a Time" discusses this strategy. G is for Goal Setting for the Learners, A is for Accessing Prior Knowledge, N is for Acquiring New Information, A is for Applying Knowledge and G is for Generalizing Knowledge Learned. Waiver day activity will also include the implementation of the new elementary report card and the implementation of summative and formative assessment in teaching.

Currently, the parent/teacher conferences have been five half days (early releases) in the fall and five in the spring. These days have been a struggle for staff to provide a consistent learning environment, with the least disruptions. Riverside, a rural, unincorporated area, has students who rely on the bus system. If there are after school activities, on conference days, students have a hardship to find a ride back to school for their school activities that happen at 3:00. By requesting two full days for conferences in fall and spring, it will allow parents more opportunities to schedule conferences. Our district is considered a "commuter" area, where parents typically travel to Spokane for their job. Parents will appreciate the opportunity to have conference on their way to work as an option. It will be easy to monitor the success of this set up, because we currently monitor the percentage of participation by parents in conferences. We know that good communication with parents helps students achieve academic success. Having two and a half conference days, compared to five half days, will help ease the disruptions of shortened class periods and other accommodations that disrupt the educational process.

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

- 1) 2008, 2009 and 2010 state disaggregated test scores
- 2) On-going district math, reading and writing assessments, assess three times per year
- 3) For the waiver days for full day conferences, it will be to increase parent participation and thus better manage student progress. Conference participation data will be collected at all grade levels.

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

Riverside continues to use standards based district assessments that provide more in-depth information about student learning. Dialogue based on examination of the current assessment data will be tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, will be identified. Reading assessments have been developed which better define points of progress throughout the school year. Math assessments on a scheduled time line have allowed staff and administrators to track progress in math instruction and learning. With the implementation of the new elementary report card, specific standards have been developed and will be monitored during this first year. Parent attendance at fall conferences will be a measure of potential increase of community involvement as well as attendance at the Family Nights activities developed by the elementary schools. All buildings, upon review of district and state assessment data, will be able to identify areas of need. School Improvement Plans have built in timelines which will continue to be monitored by the SIP Team. Staff participation in books studies will be monitored for number involved, increasing the culture of learning at the building level.

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

Each school annually reports student academic achievement to the Board of Directors. This includes state and district assessment results and plans for improvement. School Improvement Teams regularly review data and, as necessary, appoint data study teams to further investigate data results. The data study team reports to the building School Improvement Team. School principals, staff and central office staff collaboratively plan the use of Waiver Days and report the results publicly to the school board as well as in building newsletters. School improvement plans and student learning plans are adjusted, based on the data studied. Principals will be able to observe staff during instruction to note the effective use of the new research-based instructional method (GANAG). Principals, who have been actively involved in the Washington State Leadership Academy, will continue to monitor the progress of the district "Problem of Practice" which has its own Theories of Action in the quest to positively change instructional practice to improve each student's academic achievement. Principals will report on a regular basis the evidence the instructional goals are being met at their Leadership Team meetings.

Each school will collect data to determine if parent participation in conferences increases and if it has an impact on test scores. Having more options available in the day time (there are night conferences that will still continue next year) should provide increased participation.

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

The first waiver day will be with all district staff initially for the purpose of: 1) Communicating district goals 2) Communicating the progress of the District Strategic Plan as related to the 2011-2012 school year activities and goals 3) Presenting the new elementary report card and its significance related to learning. After these discussions will be the following activities: High school and middle school staff will participate in the creation of formative and summative assessment strategies, relating to classroom instruction. The elementary schools will split into K-2 and 3-5 grouping to focus on the development of the perfect lesson design, with emphasis on differentiated instruction and formative and summative assessment. Outside professionals will demonstrate lesson instruction with students. Discussion in grades K-12 staff will also continue on the development of Professional Learning Communities.

The second waiver day, with just certificated staff, will start with all staff together, participating in a Learning Gallery. Staff from the various buildings will come together and report progress on instructional goals and provide documentation/displays of student work. This day will be more content specific, based on district-wide assessments. Focus will be on vertical alignment by subject area. The subjects of focus will be writing, science and math. The goal of the afternoon will be to exam the data, develop the formative assessment component in differentiated instruction, matching standards to instruction and assessment. At the middle school and high school level, staff will examine student work and develop explicit effective feedback. That feedback will be used for future planning.

13. Describe the innovative nature of the proposed strategies.

Throughout the 2010-11 school year, Riverside administrators participated in the Washington State Leadership Academy. Through extensive work the whole year, the Riverside Leadership Team developed a problem of practice: How can systemic leadership positively change instructional practice to improve each student's academic achievement? The Theories of Action components for improvement of student achievement were thoroughly examined and plans were made for future implementation. These areas include: Curriculum, Instruction, Assessment, Interventions, and Professional Development. The proposed strategies evolved through the recognition of what areas were most important in improving student achievement. All of these areas will be addressed, to some degree, during the two waiver days. Never before has the professional development been so concise and specific to goals. Staff, through their current book studies, are becoming familiar with research-based, best practice methods of instruction. Next year, during the waiver days, they will be able to observe good teaching, celebrate their own successes through the Gallery of Learning and be more confident in what components make for good instruction. Being able to "see" good instruction happening and to develop class room design through a "fishbowl" method, will be innovative and impactful for this staff.

Having full conference days will give staff flexibility to schedule conferences of varying lengths, depending on the number of staff needed for the conference and/or issues that will need to be discussed.

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

Riverside will continue to participate in the Washington State Leadership Academy, refining the activities and development of improved student achievement. The continued focus on the components of the Theories of Action will guide continued professional development and grade and subject level meetings. The district-wide Strategic Plan and building level SIP teams will continue to monitor and adjust for more effective instruction.

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

The waiver day activities all focus on improving teacher effectiveness and student achievement. The student improvement plans are all data driven. Each plan examines the yearly state and district-wide assessments, tracks progress and defines areas needed for improvement. For a link to the school improvement plans, see the attached documents at the end of this application.

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

1) The district-wide Calendar Committee, consisting of certificated, classified, and administrative staff, parents and students, met and wholly supported and recommended to the Board of Directors the two waiver days proposal. The Calendar Committee also recommended the innovative move to full day conferences to help provide more options for parents and more ease of scheduling for the staff.

2) Labor management meetings with certificated and classified employees discussing the waiver day plans and have shown support by the unions for the waiver day professional development.

3) The Leadership Team recognizes the need for the waiver days, assists in planning the waiver days, and actively seeks ways to increase our time together to be cohesive as a district and to focus on student achievement.

4) The Leadership Team has been actively involved in the Washington State Leadership Academy, and has identified a Problem of Practice, which has helped the district focus intensely on teaching effectiveness.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Both bargaining groups (REA and PSE) will renegotiate contracts this summer. For the 2010-11 school year, there was one Waiver Day both unions participated in. District-wide, there were fourteen late arrivals (two hour late starts) and two early releases: prior to Thanksgiving and on the last day of school. There were also five days in the fall and five days in the spring of three hour early releases for parent/teacher conferences. The district exceeds the 1000 hour instructional requirement, with a school day of 7:50 a.m.-2:30 p.m.

In the REA contract, teachers may participate in 3 days prior to the start of the school year of which 1.5 days are directed by the administration and SIP team. Teachers have an additional two days, with approval of the building administrator that must be based on the SIP plan. The

other five days of TRI time are for specific approved activities. Any unclaimed per diem pay will be put into a professional development fund to be utilized by employees the following year, under the management of the superintendent.

Classified employees have attended the Waiver Day prior to the start of the school year traditionally. They have also been involved in district late starts for collaboration. They do not have any other designated training time identified in their contract.

From the teachers' collective bargaining agreement: Page 36: "Five days (per diem) will be available yearly with placement to be as follows: Three days will be placed prior to the teacher orientation day. One and a half of the days will be used for teachers to work in classrooms and/or collaborate with their colleagues. One day will be planned by the administrator and SIP Team. The remaining half day will be at the discretion of the building administrator.

The assignment of the remaining two days will be flexible. The use of this time shall be determined by that building's certificated employees based on the SIPT plan and approved by the building administrator.

Staff member(s) must be present at the activity(ies) to get the compensation."

Page 48: "The District shall provide TRI days at the employee's per diem rate of pay. Five additional days. Such days may be used to recognize additional time, responsibility or incentive that the employee performs beyond the contractual basic education work year and work day. Days may be worked in whole days or hours. Such days shall be used for the activities listed on Appendix A/2"

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	10
Total	190

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1-1.5	Optional		X	
1.5-10	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The CBA does not allow for time that is district-directed, which would include vertical alignment and collaboration. As the district looks at adopting new curriculum (math), the need for staff from all grade levels is essential. As the district is implementing a new teaching model, having staff from all buildings, together is essential. The day before school starts and the day between semesters would be the two days that would give Riverside an opportunity for district-directed professional development.

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

The one Waiver Day was used for bringing all certified and classified employees together for: large group instruction on new safety procedures for student health and welfare and review of the district strategic plan, with refined timelines. At the building level, staff reviewed state and district assessment results from spring, 2010, and received new information regarding each building's School Improvement Plan for 2010-11. Grade Level Expectations and Performance Expectations were discussed and modified at the building level, with the elementary schools starting work on a new report card.

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

1. Large group instruction on safety and welfare of students was presented, followed by the successful implementation and training of staff on student health care plans. Those were carefully monitored by school nurses at each building. Accountability for every single staff member to receive and understand the safety procedures of the district was overseen by the Human Resources staff.
2. Input was gathered from each building addressing the District Strategic Plan. The information was then given to the Strategic Planning Committee, who then used the information in their planning and modifications.
3. With input from staff, each building's School Improvement Plan was modified. That information was then reported to the building staff and the School Board.
4. Grade Level Expectations and Performance Expectations were modified and at the elementary level, started the process of developing a new report card. Other grade levels did extensive work revising grade and subject level curriculum.
5. Book Studies at all buildings were in full operation through out the school year. The administration planned and approved the process and outline. Each administrator then conducted the book studies using the defined goals from the Leadership Team.
6. Each building presented to the School Board how they would improve relationships with the community. Attendance at conferences and other school related events was tracked for increasing number participating.
7. Each building developed a plan for improvement on state test scores. This information was shared at the building and district level, as well as with the School Board. It worked in conjunction with the School Improvement Plan, as well.

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

The district website, the Strategic Planning Committee, school board presentations, building newsletters and parent/teacher conferences are some of the means by which the district

connects with parents about the waiver day usage and impact of the waiver. Our focus continues to be student achievement and we are constantly communicating with parents and community members about our work to improve student learning.

Sequim

1. District	Sequim School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	5-6
Reduction	3-4 half days. If the waiver request for 2 half days of conferencing is not approved, the district would schedule 3-4 half days to accommodate the conferencing schedule.
Remaining number of half days in calendar	2 (day before Thanksgiving and last day of school)

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

The primary and substantial purpose of the waiver request is to increase student performance. Scheduling parent conferences on half-days for a period of 3-4 days is a significant disruption to the educational process and will not accommodate parent needs. A schedule of two full days of parent conferences has far less disruption and serves the needs of parents. Our elementary buildings need 2 full days in order to complete conferencing with all parents. We will schedule one day of conferencing for our secondary students due to the different needs of students and parents at the secondary level.

The waiver requests a revision of 4 days of which two days are to accommodate the conferencing schedule. The request also asks for a reduction of 2 additional days while increasing the length of our school day. We would propose to add 10 minutes to our instructional day. This would add 29.6 instructional hours to our school year or approximately 4.5 days of instruction. This exchange of increased daily time with 2 fewer annual days would provide a net gain of 2.5 days of instruction.

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

Sequim students perform near or slightly above the state average as shown on state tests. We have spent the year rethinking and reworking our district student performance plan. Our goal is that our students perform at levels that significantly exceed state norms. In addition to State test results, the district utilizes MAP testing for students grade 3-8. Our data indicates that our student collectively achieve the expected one year's worth of growth. However, not all students achieve at the expected level. Our expectation is that all students will experience a minimum of one year's growth as indicated on our assessments.

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

The District will use both State assessment information and MAP (Measures of Academic Performance). School Improvement Plans are developed annually by each school building. The stated goals and targets identified in those plans are evaluated annually for progress.

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

MAP data, state assessment data, parent, staff, and student surveys will be collected and examined. Building schedules will be collected to assure that increased instructional time is provided. Additionally, each year, a 2-3 day administrative board workshop is scheduled. Assessment data and school improvement plans are the key agenda topics at this planning/assessment meeting.

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

Our goal is to increase student performance by increasing our instructional hours. We have also initiated a review of our student engagement time. While it is important to provide opportunities for extended school days, we feel it is equally important to ensure that all instructional time is maximized with engaging and meaningful content. Our district theme this year is 'Every Moment, Every Child, Every Day.' We are committed to continual review of our use of instructional time. We feel every minute counts. The commitment to maximize use of instructional time will be included in all school improvement plans.

13. Describe the innovative nature of the proposed strategies.

This year, the school board approved funding to initiate an After School program we have entitled, "Opportunity to Excel." Students in grades 5-12 can stay after school on Tuesdays and Thursdays to receive additional help in any subject. In order to insure high levels of participation, the board agreed to provide transportation following the after school time. This effort on the part of the board and staff are clear statements that we believe that all students can be successful if given the opportunity of time and support. The district feels strongly that for all students to achieve at high levels additional time to master subject matter is critical. In addition to our after school program, our request for an increased instructional day would provide the instructional time needed to meet the needs of all students.

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

The schedule would remain in place for the three years of the waiver.

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

This year, we will adopt a revised District Student Performance Plan. Each building SIP will support the goals of the District plan. The District Student Performance Plan and SIPs will be posted on the District web page.

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

The waiver proposal has been reviewed by the Administrative Team and the Board of Directors. We have also engaged our teachers association regarding the goals of the waiver request. If the waiver is approved, we will conduct meetings with each of the building staffs and provide additional opportunities for parents to be informed of the goals of the waiver. We have written letters to parents, posted information on our web site, included information in school newsletters and our local paper and contacted parents personally to inform them of the additional opportunities of the After School program. We would incorporate the same strategies to inform and include parents in the opportunities of our increased instructional day.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The teachers' CBA includes 11.5 TRI days. Of the 11.5, 4.5 days are declared as district days. The activities on those days are overseen by administration to further the instructional goals of the districts. The remaining days are allocated to teachers to meet for team planning, complete required district initiatives, and to plan instruction. The contract also provides 2 days of professional days for each teacher. This school year, the district has provided approximately 37 days of professional development days for each certificated staff member. Those days included district assigned and director professional development opportunities and selected classes or workshops chosen by teachers. The calendar currently includes 180 days of full instruction. Monday of each week is a late start of one hour designated for professional development. This time is used for team planning and collaboration and district and principal facilitated time. Non-instruction time includes 30 minutes of lunch time at each building and recesses scheduled at elementary buildings. The district's CBE is located at www.sequim.k12.wa.us.

Professional Development days were held on Monday mornings, with an hour late start, during the school year. 34 late start Mondays were included in the 2010-11 school year.

Two half days, the day before Thanksgiving and the last day of school. This accounts for 178 full days and two half days in the contract year.

Parent/teacher conferences were scheduled on 2 days with student attending.

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	11.5
Total	191.5

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	All	X		
2	All	X		
3	All	X		
4	All		X	
5	All		X	
6	Optional			X
7	Optional			X
8	Optional			X
9	Optional			X
10	Optional			X
11	Optional			X
12	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The additional district directed days are utilized for required or mandatory training for staff. The required trainings typically include State mandated trainings and district professional growth opportunities for staff. These days must be used for these activities as the student contact days are instructional days.

Tacoma

1. District	Tacoma School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	All except SAMi, SOTA, Stewart which operate under a separate waiver
4. Number of Days	2
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	All District Elementary Schools will have 8 early release days. All Secondary Schools (except, SAMI, TSOTA and Stewart) will have 7 early release days. All of the schools have 5 common early release days and the elementary has 3 more and the secondary has 2 more. The early release days are used for student conferences and three are early release days before a holiday such as Thanksgiving, Winter Break and the last day of school.
Reduction	0
Remaining number of half days in calendar	Same as above

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

The purposes and goals of this Waiver are to use the extra time requested to provide teacher professional development focused on standards based instruction in all content areas. We have been working with the University of Washington's 5 Dimensions of Teaching and Learning Tool to clearly define and implement the components of quality teaching and learning. We will use the two requested Waiver Days to continue this work. Ultimately by increasing our teachers' instructional capacity during Waiver Day professional development, student achievement will increase.

The purpose and goals of this Waiver are to use the extra time requested to provide teacher professional development focused on standards-based instruction in all content areas. The Tacoma School District uses a web-based application to access current and historical assessment data. During the first waiver day this database will include the most recent state assessment results and all historic test records for students enrolled in the Tacoma School District. Teachers will be expected to review assessment data for students enrolled in their class to help develop an understanding of the skill sets of the students they will be teaching in the upcoming year. This will establish a foundation for the district initiative of professional development for standards-based instruction in all content areas.

Our school principals will incorporate the work of the University of Washington's 5 dimensions of teaching and learning which was part of their professional development in this past year. Using these components as guiding principles they will outline the expectations of quality teaching and learning as put forth by the 5D model. The rubric identifies 5 Dimensions and 13 Sub-

Dimensions of Teaching and Learning. The 5D framework for professional development are drawn from research on what constitutes good teaching. The Research base for 5D includes, but is not limited to:

- Wiggins and McTighe: Understanding by Design
- Newman, King & Carmichael: Authentic Intellectual Engagement
- Resnick & Zurawsky: Accountable Talk
- Danielson & Bizar: Enhancing Professional Practice
- Marzano, Pickering & Pollick: Classroom Instruction That Works
- Stiggins: Assessment for Learning
- Bransford, Brown & Cocking: Developing Expertise

The two requested Waiver Days will provide a large group instructional development, smaller learning groups and professional learning communities as a model to implement the standards-based instructional goals for the Waiver Day.

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

(See Attachment A) Data shows the majority of schools are not meeting the 10% Growth Status Goal of the district; however, it should be noted that state growth trends also do not show a 10% growth. Because of these results, the professional development we plan for our two requested waiver days will be focused on standards-based instruction in all content areas. The district will continue to monitor the 10% Growth Status goal during the 2011-12 school year.

Our Washington Comprehensive Assessment Program (MSPE and HSPE) results have almost perfectly mirrored the state trends over the past five years. For example, from 2006 to 2010 Writing scores have increased in all grades for both the district and state Grade 4 (TPS +1, WA +1), Grade 7 (TPS +1, WA +6), Grade 10 (TPS +19, WA +6). In the area of Science both Tacoma and Washington dipped in Grade 5 (TPS -3, WA -2) and increased in Grades 8 (TPS +11, WA +12) and Grade 10 (TPS +11, WA +10). Again, following the state trends, five year Reading trends showed increases in Grade 3 (TPS +3, WA +4) and dipped in Grade 4 (TPS -14, WA, -14), Grade 5 (TPS -7, WA -7), Grade 6 (TPS -7, WA -2) and Grade 8 (TPS -4, WA -1).

Results were mixed in Grade 7 (TPS -7, WA +2) and Grade 10 (TPS +10, WA -3). Our patterns were similar to the state in Math with increases in Grade 6 (TPS +2, WA, +2), Grade 7 (TPS +1, WA +7) and Grade 8 (TPS +1, WA +3). Decreases were noted in both the district and state for Grade 5 (TPS -1, WA -2) and Grade 10 (TPS -4, WA -9). Tacoma's Math scores increased and the state scores decreased in Grade 3 (TPS +2, WA -2) and Grade 4 (TPS +2, WA -5).

There have been larger increases and decreases at individual schools, but our focus has been a district-wide support of curriculum and practices to increase student achievement. We also have specific goals around increasing student attendance, decreasing dropout rate and increasing our graduation rate overall as well as between different subgroups.

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

Each school will be provided a Data Dashboard which will be the structure for collecting regular data such as: failure rates in Algebra, 3rd Grade Reading Proficiency, and other measures that serve as benchmarks of attainment of our overall 10% growth status goal. Our assessment and data research department provides an electronic data system to optimize ease of use for all data used by students, parents and district staff.

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

We expect our achievement results to increase based on increased teacher quality. For example, we will analyze Algebra pass rates and state assessment results to monitor our progress. Data Dashboard results will be analyzed at the district level every six weeks and principal meetings will be focused on this analysis. Principals and their leadership teams will create plans to address learning needs of students identified through the Data Dashboard structure.

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

- Teacher Development Group (Mathematics)
- Inquiry by Design (Literacy)
- Center for Educational Leadership (University of Washington – Seattle, WA)
- College Prepared Project

13. Describe the innovative nature of the proposed strategies.

The elements of our mathematics professional development will be new and aligned with our newly adopted mathematics program.

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

This request is for one year only. Our Waiver Days during the 2011-2012 school year will build on the knowledge teachers gained from previous professional development sessions focused on standards based instruction. Staff and teachers in the Tacoma Public Schools are working to align our instructional programs to state standards. In the fall of 2010 we conducted an environmental scan of all classrooms and this qualitative classroom practices data reveals that further focus on learning targets, assessment of student learning and intervention for students who need further support is necessary.

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

All school improvement plans are focused on increasing math and literacy scores. Plans will be

posted on individual school websites – June 2011.

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

The Teacher’s Education Association and the Principal’s Association were involved in the development of the request for this waiver. Tacoma is only requesting a one year waiver. This will provide us with the ability to evaluate the effectiveness of the waiver day professional development time.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

- Number of Optional Professional Development Days – 4 District Directed, 2 School Directed and 1 Teacher Directed.
- Number of Full Instruction Days – 178 (not counting the 2 Waiver Days that we are requesting)
- Number of Half Days – 8 for Elementary and 7 for Secondary
- 5 Half Days are for Elementary Conferences
- 4 Half Days are for Secondary Conferences

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students	9*
Total	189*

*adjusted by SBE staff based on the answer to 17C below

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

The two days identified in column 3 are called Professional Responsibility Stipends and are used for preparing for school before the start of the school year and for grading purposes in January. In addition there are 7 “Optional Days” for teachers where they must attend professional development activities to get paid. Those days/hours occur after the school day and are directed by the various categories listed.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	x		
2	Optional	x		
3	Optional	x		

4	Optional	x		
5-6	Optional		x	
7-9	Optional			x

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The two “Additional teacher work days without students” are called Professional Responsibility Stipends for teachers and are used for additional time that teachers may use to get ready for class before the school year starts, attend student conferences, Open Houses etc. As is explained in other questions, the Waiver Days are used for District wide Professional Development for teachers.

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

The (2) two Waiver Days for the 2010-2011 school year were used as planned and reported in our prior request. We used the days to provide content specific professional development on student attainment of state and district standards. Specifically we provided training for teachers and principals on the implementation of Math Expressions (K-5) and also with the secondary teachers using the newly purchased Prentice Hall math program (6-8). All 8th graders took Algebra 1 and most will also take the End of Course Assessment in Math. The 8th grade teachers will determine at the time the students take the End of Course assessment whether or not each student taking the test has enough Algebra knowledge to pass the End of Course assessment or whether the student should take Algebra 1 in the 9th grade to gain the additional knowledge to pass the End of Course Assessment in Algebra.

Some of the Waiver Day time was used to coordinate the teaching of math and identifying the Big Ideas in Algebra 1. The Teacher’s Development Group continues to provide professional development through the use of side by side coaching for teachers and principals in the area of math at the secondary level (6-10). Although we have had an emphasis on math, we have also provided training in reading and writing. Our Middle School Teachers are receiving training in using advanced teaching strategies through a company called Inquiry by Design. Our High School Language Arts Teachers and Social Studies Teachers are also receiving training in raising the rigor for all students and preparing them for college work through the College Prepared Project which is housed in the University of Washington.

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

The purpose and goals for the previous waiver have been met. There is still work to do in closing the achievement gap for students and families in Tacoma and we realize that this is a multi-year process. State level student achievement data will continue to be analyzed.

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

All of our assessment is available through the district website. (The website is updated daily/weekly). We also give frequent updates at public school board meetings regarding our

progress on student achievement as well as the latest professional development opportunities we have available for staff. We can always improve and will continue to post information and give update to the public at school board meetings as well as other public events.

Waitsburg

1. District	Waitsburg
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	2
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2

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

An on-going goal of the District is to “develop strategies to increase parent involvement.” The waiver will not only support the attainment of that goal but also enhance student achievement by creating an environment in which there is a high level of family and community involvement and engagement. The opportunity for students and their parents/guardians to be involved in conferences for the purpose of providing information on a student’s progress towards meeting the standards, as well as the development and monitoring of student learning plans for those who have not met standards, is critical to increase student achievement.

Through having at least two evenings in the fall and two evenings in spring devoted to student/parent/teacher conferences, direct communication with parents and students will be accomplished. Evening conferences ensure a greater participation rate by parents in that scheduling will take place during times when most parents are available and will not interfere with the majority of parents’ work schedules.

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

Students’ classroom performance will be directly impacted in that parents/guardians/ and their student(s) participate together in receiving information regarding the student’s classroom progress. Hence consistency in communication and support is enhanced by the building of relationships between all partners in a student’s educational experience. Additionally, student performance towards meeting state standards is enhanced since parents with their student(s) will receive a common message regarding performance and expectations.

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

The percentage of parents and students involved in direct communication with staff regarding student progress will indicate the impact of scheduling conference during evening hours.

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

In the past, we have had 100% at the elementary level and 95% at the secondary (a level at which parent participation seems to dwindle). We will continue to collect data in this area.

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

Parents will be informed of their scheduled conference time. They will be given the opportunity to adjust the time to meet their schedule. Parents who do not show up for their schedule conference will be rescheduled. If parents are not able to come in, they will be given the opportunity to discuss their student's progress via a phone conference. All parents will be contacted during a conference period.

13. Describe the innovative nature of the proposed strategies.

The strategy is not necessary innovative. It's what's best for students and parents as regards communicating with school personnel.

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

Participation data from each conference period during the three years will be collected and reported to the Board of Directors.

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

The Board of Directors of the Waitsburg School District has set as one of its goals "to develop strategies to increase parent involvement." Allowing the District to waive two regular days of school attendance for use during student/parent/teacher conferences will assure all certificated staff are available within their regular number of contracted days to schedule and facilitate the conferences.

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

Formal and informal surveys of parents have indicated their preference for evening conferences which are scheduled at least twice a year. All staff and administrators have stated the value of these student/parent interactions during staff meetings.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

17. B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students	2
Total	182

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	1		
2	100			1

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The district directed day is the only day during which staff is brought together to complete required annual trainings, as well as to prepare for the school year as it is held one week prior to the opening of school. The teacher directed day is allocated to curriculum preparation prior to the start of school. The waiver days are to utilize teacher contracted time for student/parent/teacher conference during the evening hours during which most parents are available.

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

The waiver days were use as planned and report to the Board of Directors. As a matter of fact, many teachers went well beyond the contracted time allowed for conferences by scheduling additional evenings or early morning conferences so as to better accommodate family schedules.

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

The elementary school had between 98 and 100% participation by parents and students during the 3 years. The middle school had between 90% and 95% participation during the three years. The high school had the lowest percentage of participation due to experimenting with difference scheduling strategies. Results of surveys, as well as level of participation has identified the most successful means of increasing participation by high school parents.

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

Parents were surveyed as to their preference for participation and given the opportunity to identify other means of staying informed of their student's progress.

The Washington State Board of Education

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

Title:	Public Hearing on WACS 180-16-195; 180-16-210; 180-16-215	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Public notice having been given in accordance with the law, a hearing will be held on July 13, 2011 at 4:30 p.m. to approve revisions of the basic education rules cited below.	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board will be asked to approve the Basic Education Rules as follows:</p> <ul style="list-style-type: none"> • Amend WAC 180-16-195 Annual Reporting and Review Process to change the timing and manner of submission of annual school district reports. • Repeal WAC 180-16-210 Kindergarten through grade three student to classroom teacher ration requirement because the Legislature is eliminating the requirement currently in state law requiring a ratio of students per classroom teacher in grades kindergarten through three not be greater than the ratio of students per classroom teacher in grades four and above. • Repeal WAC 180-16-215 Minimum one hundred-eighty school day year due to legislative changes in the definition of "school day." The basic education program requirements are set forth in statute. Therefore, it is unnecessary for the Board to adopt a rule setting forth these requirements. Deletion of this rule in its entirety will ensure that the rule doesn't conflict with state law and avoid the need to continue amending the rule to conform to subsequent changes to statutory law. The basic education program requirements will continue to be implemented as provided in WAC 180-16-195. 	

AMENDATORY SECTION (Amending WSR 02-18-056, filed 8/28/02, effective 9/28/02)

WAC 180-16-195 Annual reporting and review process. (1)
Annual school district reports. A review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance or noncompliance with basic education program approval requirements. On or before the first Monday in ~~((November))~~ September of each school year, each school district superintendent shall complete and return the program assurance form (OSPI Form 1497) distributed by the state board of education as a part of an electronic submission to OSPI. The form shall be designed to elicit data necessary to a determination of a school district's compliance or noncompliance with basic education program approval requirements. ~~((Data reported by a school district shall accurately represent the actual status of the school district's program as of the first school day in October and as thus far provided and scheduled for the entire current school year.))~~ The form shall be submitted electronically and signed by:

- (a) The school board president or chairperson, and
 - (b) The superintendent of the school district.
- (2) **State board staff review.**

(a) State board of education staff shall review each school district's program assurance form, conduct on-site monitoring visits of randomly selected school districts, as needed and subject to funding support, and prepare recommendations and reports for presentation to the state board of education: Provided, That, if a school district's initial program assurance form does not establish compliance with the basic education program approval requirements, the district shall be provided the opportunity to explain the deficiency or deficiencies. School districts which foresee that they will not be able to comply with the program approval requirements, or that are deemed by the state board to be in noncompliance, may petition for a waiver on the basis of substantial lack of classroom space as set forth in WAC 180-16-225 and instructional hours offering requirements under WAC 180-18-030.

(b) School districts may use the personnel and services of the educational service district to assist the district and schools in the district that are out of compliance with basic education program approval requirements.

(3) **Annual certification of compliance or noncompliance--
Withholding of funds for noncompliance.**

(a) At the ~~((annual spring))~~ November meeting of the state board of education, or at such other meeting as the board shall designate, the board shall certify by motion each school district as being in compliance or noncompliance with the basic education

program approval requirements.

(b) A certification of compliance shall be effective for the then current school year subject to any subsequent ad hoc review and determination of noncompliance as may be deemed necessary by the state board of education or advisable by the superintendent of public instruction. In addition, a certification of compliance shall be effective tentatively for the succeeding school year until such time as the state board takes its annual action certifying compliance or noncompliance with the program approval requirements.

(c) A certification of noncompliance shall be effective until program compliance is assured by the school district to the satisfaction of state board of education staff, subject to review by the state board. Basic education allocation funds shall be deducted from the basic education allocation of a school district that has been certified as being in noncompliance unless such district has received a waiver from the state board for such noncompliance, pursuant to WAC 180-16-225 or 180-18-030, or assurance of program compliance is subsequently provided for the school year previously certified as in noncompliance and is accepted by the state board.

(d) The withholding of basic education allocation funding from a school district shall not occur for a noncompliance if the school district has remediated the noncompliance situation within sixty school business days from the time the district receives notice of the noncompliance from the state board of education. The state board of education may extend the sixty days timeline only if the district demonstrates by clear and convincing evidence that sixty days is not reasonable to make the necessary corrections. For the purposes of this section, a school business day shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.

(e) The superintendent of public instruction, or his/her designee, after notification by the state board of education to a school district regarding an existing noncompliance, shall enter into a compliance agreement with the school district that shall include, but not be limited to, the following criteria:

(i) A deadline for school district remediation of the noncompliance(s), not to exceed sixty school business days per noncompliance as specified in (d) of this subsection.

(ii) A listing of all the noncompliance areas and the necessary terms that must be satisfied in each area in order for the school district to gain compliance status. This listing also shall specify additional deadlines for the accomplishment of the stated terms if different from the final deadline as specified in subsection (1) of this section.

(iii) A closing statement specifying that a school district's failure to remediate a noncompliance by the determined deadline shall result in the immediate withholding of the district's basic education allocation funding by the superintendent of public instruction.

(iv) The date and the signatures of the superintendent of the school district, the chair of the district's board of directors, and the superintendent of public instruction, or his/her designee, to the agreement. A copy of the completed compliance agreement shall be sent to the chairperson of the school district's board of directors and the school district superintendent.

(f) In the event a school district fails to sign the compliance agreement within five school business days from the date of issuance or does not satisfy the terms of the signed compliance agreement within the designated amount of time, the superintendent of public instruction shall withhold state funds for the basic education allocation until program compliance is assured based on the following procedure:

(i) For the first month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold twenty-five percent of the state funds for the basic education allocation to a school district.

(ii) For the second month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold fifty percent of the state funds for the basic education allocation to a school district.

(iii) For the third month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold seventy-five percent of the state funds for the basic education allocation to a school district.

(iv) For the fourth month, and every month thereafter, that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold one hundred percent of the state funds for the basic education allocation to a school district until compliance is assured.

(g) Any school district may appeal to the state board of education the decision of noncompliance by the state board of education. Such appeal shall be limited to the interpretation and application of these rules by the state board of education. Such appeal shall not stay the withholding of any state funds pursuant to this section. The state board of education may not waive any of the basic education entitlement requirements as set forth in this chapter, except as provided in WAC 180-16-225 or 180-18-030.

(4) The provisions of subsection (3)(f) of this section shall not apply if the noncompliance is related to the district's fiscal condition and results in the implementation of a financial plan under RCW 28A.505.140(3).

REPEALER

The following section of the Washington Administrative Code is repealed:

WAC 180-16-210

Kindergarten through grade three students to classroom teacher ratio requirement.

REPEALER

The following section of the Washington Administrative Code is repealed:

WAC 180-16-215

Minimum one hundred eighty school day year.

The Washington State Board of Education

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

Title:	<u>Online Learning Policy and High School Credit</u>	
As related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant to Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>SBE's 2011-14 Strategic Plan calls for the Board to assist in oversight of online learning programs and Washington State diploma-granting institutions. SBE established two objectives related to online learning, stating that it would:</p> <ul style="list-style-type: none"> • Examine policy issues related to the oversight of online learning for high school credits. • Determine SBE's role in approval of online private schools. <p>SBE also has a specific oversight role from 2009 legislation that requires it to collaborate with OSPI in the development of approval criteria for multidistrict online providers and to receive OSPI's annual online learning report.</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis	<p>Policy questions about high school credits for online courses center on the question: Who ensures the quality of the courses and takes responsibility for student outcomes? The answer to both questions is school districts. Public, online schools exist within Washington State school districts, and as such, are accountable for meeting all state requirements. However, there is one exception. Federal requirements for Adequate Yearly Progress (AYP) allow districts with schools that have more than 50 percent of students coming from outside a district to request that student performance on state assessments and graduation rates for that school or schools be excluded from district totals. The exemption was created so that there would be no disincentive for districts to provide programs to challenging students, but it also means that for AYP purposes, there is no district accountability for the performance of students enrolled in those schools. Of the 32 schools on the 2011 AYP exemptions list of "50 percent" schools, at least 12 were online school programs. Initial student outcomes data suggests that online student performance needs improvement, although there are some challenges with the availability of complete and reliable data. For these reasons, SBE in its oversight role may want to pay particular attention to issues of student achievement in online schools, and who is being held accountable for them.</p>	

ONLINE LEARNING POLICY AND HIGH SCHOOL CREDIT

BACKGROUND

The State Board of Education's (SBE) role in online education is part of the Board's strategic oversight of public education. SBE's 2011-14 Strategic Plan calls for the Board to assist in oversight of online learning programs and Washington State diploma-granting institutions¹. SBE established two objectives related to online learning, stating that it would:

- Examine policy issues related to the oversight of online learning for high school credits.
- Determine SBE's role in approval of online private schools.

The 2009 Legislature gave SBE a specific oversight role² when it took action to assure quality in online learning, both for the programs and for the administration of those programs. These first quality assurance steps included: 1) providing objective information to students, parents, and educators regarding available online learning opportunities; 2) creating an approval process for multi-district online providers; 3) enhancing statewide equity of student access to high quality learning opportunities; and 4) requiring school district boards of directors to develop policies and procedures for student access to online learning opportunities (RCW 28A.250). The legislation called for the Office of Superintendent of Public Instruction (OSPI) to:

- Collaborate with SBE in the development of approval criteria for multidistrict online providers, a monitoring process, and an appeals process.
- Submit an annual report to SBE, the Legislature and the Governor.

OSPI consulted with SBE in September 2009 before adopting criteria and processes into rule³ in December 2009. OSPI also included in rule⁴ that SBE, along with an online learning advisory committee, would review initial criteria, and any subsequent modifications, "to allow online courses that have not been approved by the Superintendent of Public Instruction to be eligible for state funding if the course is in a subject matter in which no courses have been approved and, if it is a high school course, the course meets Washington high school graduation requirements."

The full [2009-10 Online Learning Annual Report](#), which will be discussed by OSPI staff Martin Mueller and Karl Nelson, is included in the FYI folder; the executive summary is attached to this memo.

This staff memo focuses on policy issues related to earning high school credits.

SUMMARY OF POLICY ISSUES RELATED TO EARNING HIGH SCHOOL CREDITS

¹ Goal 3-D

² [28A.250.020](#), [28A.250.040](#)

³ [WAC 392.502](#)

⁴ WAC [392.502.080](#)

Policy questions about high school credits for online courses center on the question: Who ensures the quality of the courses and takes responsibility for student outcomes? The answer to both questions is school districts. Public, online schools exist within Washington State school districts, and as such, are accountable for meeting all state requirements. Courses in Washington's public online schools are taught by Washington-certificated teachers. (Beyond certification, there are no other state requirements for teaching in an online environment.)

The approval process provides quality control for multi-district online course providers,⁵ who must provide assurances that all of their high school courses advertised as being worth high school credit are eligible for high school credit per SBE's [WAC 180.51.050](#). Final decisions regarding the awarding of high school credit remain the responsibility of school districts. The providers must also assure that all course content is aligned with at least 80 percent of the current applicable grade/subject area Washington standards. For courses with content that is not included in state standards, the courses must be aligned with at least 80 percent of nationally accepted content standards set for the relevant subjects.

During the 2011 Legislative session, [HB 2065](#) amended current law to stipulate that school districts must award credit for online high school courses successfully completed by a student that meets the school district's graduation requirements and are provided by an approved online provider. The implications of this new provision to mandate the award of transfer credit is unclear.

How students take online classes. Essentially, students have two options to earn credit through online learning. They can attend an online school program through their local school district, or transfer to a program offered by another school district. Students determine whether they want to take a few online courses in addition to their face-to-face classes, or enroll in an online learning school program. Students pursuing individual courses may want to take a class that isn't available in the regular school catalog, or they may want the scheduling flexibility that online learning provides. Others may need to recover credit.

Most students will explore options for online learning within their local school district first. Their local school district may offer "homegrown" online courses (courses created by the district), or may contract for courses through the [Digital Learning Department](#) or through another third-party provider.

If a student takes a course as part of a regular course load, no tuition is charged. If a student takes a course in addition to a full student load, district policy will determine whether a tuition charge is passed on to the student.

If the local school district does not offer online courses, a student can petition to take courses through another school district. In this case, the online provider may try to broker an interdistrict agreement to share the FTE for that student. Both districts must agree to enter into such a contract.

Alternatively, a student could exercise a "choice" transfer to another district in order to participate in an online school program offered by another district. In this case, the student becomes the responsibility of the district offering the online program.

⁵ Defined as a company, non-profit organization or school district that provides online courses to districts.

More detail is provided below about different types of online learning providers:

- A single district online school program.
- The Digital Learning Department.
- A multi-district online school program.
- A private online school.

Online courses through a Single District Online School Program. Students can take online courses provided through their resident school or district. These courses may be offered during the regular school day, in addition to the regular school day, or on demand. While single district online school programs currently do not require approval from OSPI, approval will be required beginning in the 2013-2014 school year.

One example of a single district online school program is Everett's Online High School (OnlineHS.net). OnlineHS, in operation since 2001, enables students to take one to five online classes as part of their high school schedule. Students are on campus for their high school classes and at home for their online classes. In-district students may take courses in addition to their six-period day; however, they must pay tuition, currently \$200.00 for .5 credit. Students from outside the district pay \$300.00 for .5 credit. (District policies governing payment for tuition vary.) Students may also enroll full-time in Everett's OnlineHS by registering through one of the district's high schools, Sequoia High School. Before becoming a full-time online student, a student must successfully pass one course online.

Students may elect to take courses for enrichment, credit retrieval, or to accelerate their learning. Everett's year-round program offers core, elective, Advanced Placement, College In the High School, and Career/Technical Education classes. OnlineHS teachers are certified, Everett School District teachers. According to Everett's website, all online teachers have taught a minimum of five years and receive training, twice a year, in "best practices" for online learning. The district monitors and awards the credits students earn.

Everett School District staff will present to the Board at the July meeting about its online school program.

Online courses through the Digital Learning Department. OSPI's [Digital Learning Department](#) (DLD) offers over 600 online courses for grades 6–12 through approved multi-district online course providers. All instruction delivered through the DLD online courses is assured by the provider to be delivered by Washington state-certificated, No Child Left Behind (NCLB) highly-qualified teachers and according to policies for the assignment of classroom teachers outlined in WAC [181-82](#).

In 2010-2011, 91 school districts offered courses at one or more schools through the DLD. Students stay at their local school and enroll through the school into the DLD courses. Credits are granted by the student's local school. Schools determine which courses are available to their students and which students are eligible to take online courses. Students may be required to pay tuition if the district chooses to pass some or all of the course costs on to the student.

Online courses through a Multi-district Online School Program. A multi-district online school program serves 10 percent or more non-resident students and is a "district-run online school that offers online courses in a sequential program—a set of courses or coursework that may be taken in a single school term or throughout the school year in a manner that could

provide a full-time basic education program.”⁶ Beginning with the 2011-12 school year, multi-district online school programs must be approved by OSPI in order for school districts to claim state basic education funding.

Students who enroll in an online school program run by a district other than their local district must transfer out of their local district and into the district providing the program. Fees are paid by the state as part of basic education funds, and follow the student. When a student “choice” transfers from their resident district to the district providing the program (“non-resident district”), the non-resident district becomes fully responsible for the student and is able to collect state funds for that student.

The district running the online school program is responsible for assuring that courses are taught to state standards and for awarding credit. Among the 41 online school programs in 2009-2010, at least 14 programs served students across the state.

Online courses through a Private Online School. Students may elect to take courses provided through a private online provider, and must conduct their own consumer research into the quality of the product they are purchasing. Private online providers are not approved by any state entity, although they may be accredited by a variety of independent accreditation associations. Any private, online providers seeking approval in Washington must meet the requirements for private schools outlined in statute.⁷ This statute, originally written in 1977, was created with only brick-and-mortar schools in mind. Only one private online provider has sought approval from the State Board of Education in the last five years, and that request was denied based on an assessment that the provider could not demonstrate that they had met all of the statutory requirements⁸.

POLICY CONSIDERATION

Accountability for the quality of credits earned by students in online courses rests with the district that is awarding the credits. The “home” district (whether it is a single district school program or a district-run multi-district school program) monitors the quality of teaching and learning, how state standards are incorporated into the curriculum, and how credits are earned and recorded. However, for several reasons, SBE in its oversight role may want to pay particular attention to issues of student achievement in online schools, and who is being held accountable for them.

The OSPI [2009-10 Online Learning Annual Report](#) notes that the available data, although incomplete,⁹ raises several concerns about student achievement.

1. A significantly higher number of students fail online courses in comparison to the state as a whole. The report (pp. 41-42) suggests that this outcome may be due, in part, to:
 - a. More proficiency-based models of learning; students can move forward only when they demonstrate mastery of content.
 - b. Rigor; students may experience an increased amount of material and teacher monitoring than in face-to-face classes.

⁶ Office of Superintendent of Public Instruction. February 2011. *Online Learning Annual Report 2009-2010*, p. 7

⁷ [RCW 28A.195.010](#)

⁸ March 2010 SBE Board meeting

⁹ Washington CEDARS (Comprehensive Education Data and Research Systems) data is limited to grades 9-12, and 2009-2010 was the first year for reporting data to CEDARS. The district data was incomplete. (see p. 33-34 of the February 2011 report.)

- c. Student diversity and preparation; online students may be more diverse in their prior academic achievement and motivation for using online learning (e.g., credit recovery).
 - d. A mismatch between the medium and the student.
2. Student performance in online school programs, particularly in math and science, “lags behind the state averages” (p. 44). SBE staff review of online school programs represented in the Achievement Index, confirmed concerns about performance. However, there are a few challenges in examining the performance of online programs. First, some districts have not established a separate four-digit school code for their online program, so their online students are not distinguishable from students in another school. Second, the rapid development of online learning means that districts are adding or changing programs quickly so it is difficult to get a comprehensive list of programs. Third, there is turnover in third-party online providers due to programs being purchased by other providers.

OSPI’s report also noted that although online schools are accountable for testing their students, online schools test their students at significantly lower rates than the state average, particularly at the high school level. This is largely due to the logistical issues of determining where students are taking the assessments (and therefore where to send the test booklets). OSPI formed a task force of district assessment coordinators and online school leaders to address these issues for the 2011 assessment period, and made changes to allow online schools to register their students in brick and mortar schools. Test materials were sent directly to the brick and mortar schools where students could take the tests.

Finally, SBE staff looked at another accountability issue related to federal requirements for Adequate Yearly Progress (AYP). When more than 50 percent of students in a school come from outside a district, the district can request that student performance on state assessments and graduation rates for that school be excluded from district totals. The exemption was created so that there would be no disincentive for districts to provide programs to challenging students. On the other hand, it also means that, for AYP purposes, there is no district accountability for these students.

Districts apply to OSPI to be recognized as a “50 percent” school. Of the 32 schools on the 2011 AYP exemptions list of “50 percent” schools, at least 12 were online school programs. Three schools with the highest online enrollments (Washington Virtual Academy K-8—Steilacoom, Insight School of Washington—Quillayute Valley, and Washington Virtual Academy (9-12)—Monroe) were among them.

EXPECTED ACTION

No action; for information purposes only.

EXECUTIVE SUMMARY from *OSPI Online Learning Annual Report, 2009-2010*

The emerging field of online learning continues to play an important role in the state's education landscape, providing schools with much needed flexibility to meet the educational needs of a variety of learners.

This report covers:

- The multi-district online provider approval process, which forms the heart of the accountability structures set up by the Legislature in 2009 through Substitute Senate Bill 5410.
- Demographics for online students.
- Statewide assessment results for online students.
- Course taking patterns and course achievement results for online students.

APPROVAL

Beginning with the 2011–12 school year, school districts may claim state basic education funding, to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are:

- Offered by an approved multi-district online provider; or
- Offered by a school district online learning program if the program serves students who reside within the geographic boundaries of the school district, including school district programs in which fewer than 10 percent of the program's students reside outside the school district's geographic boundaries; or
- Offered by a regional online learning program where courses are jointly developed and offered by two or more school districts or an educational service district through an interdistrict cooperative program agreement.

If a provider is not approved, starting in the 2011–12 school year, their ability to operate in the state of Washington could be severely constrained.

Spring 2010 Approval Cycle

Three providers were approved (out of five applicants) during the initial spring 2010 approval cycle. The providers are:

- Blue Ridge International Academy
- DigiPen Institute of Technology - Online Academies
- Olympia Regional Learning Academy (iConnect Academy) (Olympia School District)

Fall 2010 Approval Cycle

Thirteen providers were approved (out of eighteen applicants) during the fall 2010 approval cycle. The approved providers are:

- Bethel Online Academy (Bethel School District)
- Columbia Tech High (White Salmon Valley School District)
- Columbia Virtual Academy (consortium of districts led by Valley School District)
- Giant Campus of Washington
- iQ Academy of Washington (Evergreen School District)
- Kaplan Academy of Washington (Stevenson-Carson School District)
- Kaplan Virtual Education

- Marysville Online Virtual Education (Marysville School District)
- National Connections Academy
- Productive Learning Online Corporation
- Washington Academy of Arts & Technology and EV Online Learning (East Valley School District, Spokane)
- Washington Virtual Academy (Monroe School District)
- Washington Virtual Academy (Omak School District)

A complete list of currently approved providers is available at:
<http://digitallearning.k12.wa.us/approval/providers/>.

DATA AVAILABILITY AND QUALITY

For the Demographic and Student Achievement sections of this report, we have drawn upon a number of data sources. Each source varies slightly in what it collects as well as in the maturity, and therefore quality, of the data. This makes it difficult to draw conclusive statements about online programs. Despite the concerns, we are able to draw some high-level conclusions about the demographics and achievement issues in online learning, and are working with school districts to improve the quality of the data we receive in each collection.

The data quality problems should improve over time, as school districts begin to comply with the new reporting regulations introduced in 2009. As the data improves, so will our ability to monitor the online programs and providers operating in the state.

DEMOGRAPHICS

Given the multiple data sources and their attendant limitations, it is impossible to determine an exact number of students who participated in online learning during 2009–10. On the low end of the count, approximately 10,000 students participated in either individual courses or online school programs. On the high end, more than 16,000 students may have participated in online learning. Based on these ranges, up to 2 percent of the state’s K–12 student population appears to have participated in online learning.

At least 41 online school programs operated in the state during 2009–10. See Appendix A for the complete list. While many of those programs served only students in the district offering the program, at least 14 programs served students across the state.

Some key demographic conclusions:

- Female students are over-represented (54 percent) among students who take online courses, as compared to the population of K–12 students as a whole (48 percent).
- Approximately two-thirds of online students are in Grades 9–12, with the remaining third in elementary and middle school.
- White students are significantly over-represented amongst students enrolled in online courses (77.1 percent) as compared to the state as a whole (62.8 percent). Hispanic and Asian populations were significantly under-represented.
- Of the 16,169 students listed in CEDARS as participating in an online course, 694 (4.3 percent) are special education students. This is a much lower percentage than the state student population as a whole, where 12.6 percent of students were special education students in May 2010.
- Of the 16,169 students listed in CEDARS as participating in an online course, 1,267 (7.8 percent) were part-time homeschooled and part-time enrolled in a public school district. By way of comparison, 9,671 (0.9 percent) of the 1.1 million students in the state were in the same category.

- Based on the interdistrict transfer data collected for “Internet ALE programs,” an average annual headcount of 6,452 students transferred from one district to another to attend an online school program. That represents two-thirds of the 9,684.5 students reported in this data collection. Those students represented an annual average FTE of 5,528.3 students.

STUDENT ACHIEVEMENT

Statewide Assessment Results for Online Students

Online schools have had significant difficulty in administering the assessments to their students. All of the programs for which we have data served students statewide through interdistrict “choice” transfers or inter-local agreements between two districts. The logistical challenges of arranging for testing in dozens, even hundreds, of local districts are daunting. As a result, online schools test their students at significantly lower rates than the state average. The disparity is especially striking at the high school level, and more concerning given the concentration of high school students involved in online learning. Between 48.1 percent and 60.0 percent of online tenth grade students were tested, depending on the subject area, as compared to a state average of above 92 percent.

With the “no score” students removed from the equation, the percentage of students meeting standard in the online schools is very close to the state average for both the reading and writing assessments. In math and science, however, the online schools fell short of the state average. In tenth grade math, for example, students in online schools met standard at a rate of 26.3 percent, as compared to the state average of 43.5 percent. In tenth grade science, students in online schools met standard at a rate of 37.2 percent, compared to 48.4 percent statewide.

Online Course Completion and Passing

Of the 50,829 online courses where CEDARS has grade history data, 92.2 percent were completed. As a comparison, 98.3 percent of the 3,152,733 courses, statewide, for which CEDARS has grade histories, were listed as completed.

Of the 46,872 completed courses, 46 percent passed with a C- or better, and 59 percent passed with a D or better. Statewide, of the 3,097,826 completed courses, 80.6 percent passed with a C- or better and 89.9 percent passed with a D or better. An analysis of the grades given shows that the distribution for online students looks dramatically different from the state as a whole, with a significantly higher number of students failing online courses in comparison to the state as a whole.

The Washington State Board of Education

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

Title:	Teacher/Principal Evaluation Pilot	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input checked="" type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Board's strategic plan calls for it to review state and local efforts to improve quality teaching and educational leadership for all students, in part by providing a forum for reporting on teacher and principal evaluation pilot programs.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Teacher and Principal Evaluation Project (TPEP) emerged out of the 2010 education reform legislation, E2SSB 6696. The legislation called for every board of directors to establish revised evaluative criteria and a four-level rating system for all certificated classroom teachers and principals that would be fully implemented beginning with the 2013-14 school year. OSPI was charged with developing models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training in 2010-2011, with the intent that the models would be available for use in the 2011-2012 school year. Eight school districts and an ESD 101 Consortium of eight districts are participating in the pilot. OSPI staff will provide a state overview of the program; representatives from Anacortes School District will discuss the details of their teacher evaluation pilot.</p>	

Executive Summary

Background

The Teacher & Principal Evaluation Project (TPEP), which was created in Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696) in the 2010 Legislative Session, offers Washington State the opportunity to identify the measures of effective teaching and leading. The new Washington State evaluation system must both hold educators accountable and be leverage for authentic professional growth. This emerging system, built on the foundation of the new teacher and principal criteria and developed by Washington State educators, provides a direction that will empower teachers, principals and district leaders to meet the needs of students in Washington State. The new evaluation system sets high expectations for what teachers and principals should know and be able to do, values diversity, and fosters a high commitment to teaching and leading as professional practice.

Setting the Context

According to the Joyce Foundation, by the end of 2010 twelve states had passed new state teacher/principal evaluation laws. Washington State is included in this bold group of states that embarked on a journey of creating a new system for measuring teacher and leadership performance. The research over the past 10 years establishing the critical importance of quality teachers and leaders (Barber & Mourshed, 2007; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Rivkin, Hanushek, & Kane, 2005; Rockoff, 2004) prompted policymakers to look to evaluation as a lynchpin to education reform. It is important to note that the other areas impacting teacher and leadership quality should not be overlooked and are inextricably linked to evaluation. "Such areas include these components of the educator career continuum: traditional certification, alternative certification, mentoring and induction, professional development, evaluation, compensation, equitable distribution, and tenure." (Behrstock, Meyer, Wraight, & Bhatt, 2009).

Educators in Washington State overwhelmingly agree, the current evaluation system requires a much needed overhaul. During the 2010-11 school year, OSPI conducted a survey and ten forums with nearly 7,000 educators outside of the TPEP pilot sites and found that 80 percent indicated the primary purpose of the current evaluation system was compliance. Practitioners in and out of the TPEP pilot sites "want tools for improvement and growth." (Fetters, J., & Behrstock-Sherratt, E., 2011). All indications are that Washington State took the right step to enact E2SSB 6696 and the strong belief that the evaluation changes will produce positive results for our students.

Summary of E2SSB 6696

The new law requires Office of Superintendent of Public Instruction (OSPI) to work in collaboration with organizations representing teachers, principals, district administrators, and parents to develop new evaluation models for both classroom teachers and principals. Representatives of the following organizations serve on the TPEP Steering Committee:

- Office of Superintendent of Public Instruction
- Washington Education Association
- Association of Washington School Principals
- Washington Association of School Administrators
- Washington State Parent-Teacher Association
- Washington State School Directors' Association (May 2011)

The Legislation also:

- Revised the evaluation criteria for both classroom teachers and principals;
- Created a four-level rating systems;
- Required OSPI to create a pilot with school districts in the 2010-11 (development) and 2011-12 (pilot implementation) school years;
- All districts to adopt new systems in the 2013-14 school year;
- Increased the length of the provisional status for new teachers; and
- Requires school districts to send OSPI information on the current evaluation system for all employee groups beginning in 2010-11 school year.

TPEP Funding

In the 2010 Supplemental Operating Budget, the Legislature provided \$1.9 million in funding for the pilot project and statewide implementation activities for Fiscal Year 2011. More than half of the allocation was distributed in grants to the selected pilot districts and consortium. The allocation chart can be found on our OSPI website.

<http://www.k12.wa.us/Communications/PressReleases2010/PrincipalTeacherEvaluationAllocations.pdf>

TPEP Pilot Districts

Districts that are participating in the pilot program include:

- Anacortes
- Central Valley
- Kennewick
- North Mason
- North Thurston
- Othello
- Snohomish
- Wenatchee
- Almira
- Davenport
- Liberty
- Medical Lake
- Pullman
- Reardan-Edwall
- Ritzville
- Wilbur

Development Year

During the 2010-11 school year, the TPEP project studied the current evaluation research, worked with national experts, and relied heavily on the practitioners in the pilots to guide the design of their new evaluation systems: Over the course of the year, with the guidance of the

TPEP districts, common evaluation components were identified. These components will translate to a more consistent evaluation system of teacher and principal performance state-wide. At the same time, decision-making regarding specific local or regional factors was honored. The key to Superintendent Dorn's final recommendations will be finding the delicate balance that will maintain a rigorous state-wide evaluation system and value the local differences. Case studies were written that captured each of the pilot site development (Appendix D). In addition, a cross-case analysis was produced (Appendix C) that looked at the work of the TPEP districts as a whole.

The TPEP evaluation models will be piloted in the 2011-12 school year, and results analyzed in the summer of 2012.

TPEP Communication

OSPI took deliberate steps during the 2010-11 school year to create a transparent development process. In August 2010, OSPI launched the TPEP website (<http://tpep-wa.org/>). This website allowed the project to update and provide resources to both the pilot sites and the larger stakeholder community. The website currently houses all of the meeting agendas and materials the project used throughout the year for the development. Most importantly, the website contains the teacher and principal evaluation systems for each participating TPEP district and the consortium.

Superintendent's Recommendations

E2SSB 6696 requires the Superintendent of Public Instruction to make recommendations in this report regarding whether a single statewide evaluation model should be adopted, whether modified versions developed by school districts should be subject to state approval, and what the criteria would be for determining if a school district's evaluation model meets or exceeds a statewide model. The report also is to identify challenges posed by requiring a state approval process.

Summarized below are the Superintendent's recommendations, which are on the work of the TPEP Pilot sites and TPEP Steering Committee input. Please see the recommendation section for more details.

1. Districts should be encouraged to select from a limited number of state-approved teacher and principal evaluation models. However, it is recommended that a state approval process be developed for those districts not wanting to select from the state-approved models.
2. The Superintendent will require that all systems have specified components. These components will include, but not limited to:
 - Research-based instructional and leadership frameworks which utilize rubrics based in a four-tiered evaluation system.
 - State-adopted evaluation criteria, definitions, tier labels, summative statements, and a common satisfactory/not satisfactory delineation.
 - Multiple measures for determining effective teacher and principal performance.
 - Professional learning for principals and classroom teachers that will include training for all evaluators on the components of an evaluation system.

3. At the conclusion of the pilots, the Superintendent shall finalize the components and requirements that must be included in the evaluation systems. All school districts will be required to include all of the components as specified by the Superintendent.

During the 2012-13 school year, school districts should be required to submit a description of their proposed evaluation systems that they intend to use beginning in the 2013-14 school year. The description of the system shall include how they will address each of the required components, which will be subject to a thorough, rigorous state review process conducted by OSPI with the assistance of principals, teachers, and administrators.

4. The challenges to a state review process rest in two areas: time and resources. The capacity over the next two years to approve all models will be time consuming and require state-level expertise and consultation to remain intact and be enhanced. If the system is to be functioning at a high level during the 2013-14 state-wide implementation year, serious consideration will need to be given to providing targeted resources to prepare all the districts in an intentional way for the new teacher and principal evaluation system.

DRAFT - Professional Pathways to Teacher Success

A conditional view for evaluation and teacher support

Direct Supervision by Building Principal or Evaluator				Moderate Supervision	Minimal Supervision
Pathway 1	Pathway 2	Pathway 3	Pathway 4	Pathway 5	Pathway 6
<i>Provisional Growth</i>	<i>Mandatory Growth</i>	<i>Continued Growth</i>	<i>Progress Monitoring</i>	<i>Individual Growth</i>	<i>Collaborative Growth</i>
<p>Who Teachers on provisional contracts</p> <p>Summative Score from Previous Year Unknown if new to district Any score if provisional</p> <p>Purpose Evaluate teacher effectiveness to move to continuing contract</p>	<p>Who Teachers on continuing contracts needing a mandatory plan of improvement</p> <p>Summative Score from Previous Year 1</p> <p>Purpose Evaluate teacher effectiveness to determine continued employment with the district</p>	<p>Who Teachers on continuing contracts</p> <p>Summative Score from Previous Year 2</p> <p>Purpose Evaluate teacher effectiveness and provide targeted support to move to tier 3 or 4</p>	<p>Who Teachers on continuing contracts</p> <p>Summative Score from Previous Year 3 or 4</p> <p>Purpose Every 3 years teacher must work collaboratively with principal for the purpose of progress monitoring</p>	<p>Who Teachers on continuing contracts</p> <p>Summative Score from Previous Year 3 or 4</p> <p>Purpose Promote individual growth for those not in a collaborative group Verify teacher effectiveness</p>	<p>Who Teachers on continuing contracts</p> <p>Summative Score from Previous Year 3 or 4</p> <p>Purpose Promote individual growth Verify teacher effectiveness</p>

1	2	3	4	5	6
Measures Principal Observations (4)	Measures Principal Observations (4)	Measures Principal Observations (3)	Measures Principal Observations (2)	Measures N/A	Measures N/A
Additional Administrator Observations (1)	Additional Administrator Observations (1)	N/A	N/A	N/A	N/A
Self-Assessment and Reflection	Self Assessment and Reflection	Self-Assessment and Reflection	Self-Assessment and Reflection	Self-Assessment and Reflection	Self-Assessment and Reflection
Artifacts	Artifacts	Artifacts	Artifacts	Artifacts	Artifacts
Evidence of Student Growth	Evidence of Student Growth	Evidence of Student Growth	Evidence of Student Growth	Evidence of Student Growth	Evidence of Student Growth
Supports Individualized Growth Plan (IGP)	Supports Individualized Growth Plan	Supports Individualized Growth Plan	Supports Individualized Growth Plan	Supports Individualized Growth Plan	Supports Individualized Growth Plan <u>or</u> Group Growth Plan (GGP)
Mentor Program	Mentor Program Union Assistance Detailed Plan of Improvement (different from IGP)	Coaching Program			Peer Assistance Program Collaboration Time

Summative Evaluation & Next Steps <u>Principal Observations and Evaluation</u>	Summative Evaluation & Next Steps <u>Principal Observations and Evaluation</u>	Summative Evaluation & Next Steps <u>Principal Observations and Evaluation</u>	Summative Evaluation & Next Steps <u>Principal Observations and Evaluation</u>	Summative Evaluation & Next Steps <u>Principal Observations and Evaluation</u>	Summative Evaluation & Next Steps <u>Principal Observations and Evaluation</u>
<p>Any Level 1 score in the 8 criteria is considered unsatisfactory and employee subject to nonrenewal</p>	<p>Any Level 1 score in the 8 criteria is considered unsatisfactory and employee subject to dismissal</p>	<p>Any Level 1 score in the 8 criteria is considered unsatisfactory and employee moved to Pathway 2</p>	<p>Overall score must remain a 3 or 4 to move back to Pathway 5 or 6</p>	<p>Overall score must remain a 3 or 4 to move stay on Pathway 5 or 6</p>	<p>Overall score must remain a 3 or 4 to move stay on Pathway 5 or 6</p>
<p>Overall score of 1 will result in nonrenewal</p>	<p>Overall score of 1 will result in nonrenewal</p>	<p>Overall score of 2 is considered satisfactory for 3 years only.</p>	<p>Overall score of 2 requires a move to Pathway 3</p>	<p>Every third year requires a move to Pathway 4</p>	<p>Every third year requires a move to Pathway 4</p>
<p>Overall score of 3 or 4 results in a move to Pathway 4, 5 or 6</p>					
<p><u>Self Assessment –</u> Must be completed and shared with the principal</p>	<p><u>Self Assessment –</u> Must be completed and shared with the principal</p>	<p><u>Self Assessment –</u> Must be completed and shared with the principal</p>	<p><u>Self Assessment –</u> Must be completed and shared with the principal</p>	<p><u>Self Assessment –</u> Must be completed and placed on file</p>	<p><u>Self Assessment –</u> Must be completed and placed on file</p>
<p>Tools for self-assessment selected by principal</p>	<p>Tools for self-assessment selected by principal</p>	<p>Tools for self-assessment selected by principal</p>	<p>Tools selected by teacher to support IGP</p>	<p>Tools selected by teacher to support IGP</p>	<p>Tools selected by teachers to support GGP</p>

1	2	3	4	5	6
<p><u>Evidence of Student Growth</u> Collection methodologies are approved by the principal</p> <p>Presented to the principal and other administrator(s)</p>	<p><u>Evidence of Student Growth</u> Collection methodologies are approved by the principal</p> <p>Presented to the principal and other administrator(s)</p>	<p><u>Evidence of Student Growth</u> Collection methodologies are approved by the principal</p> <p>Presented to the principal</p>	<p><u>Evidence of Student Growth</u> Collection methodologies are approved by the principal</p> <p>Presented to the principal</p>	<p><u>Evidence of Student Growth</u> Collection methodologies are designed by the teacher to support the IGP</p> <p>Shared with colleagues</p>	<p><u>Evidence of Student Growth</u> Collection methodologies are designed by the teachers to support the group IGP</p> <p>Shared with colleagues</p>



Anacortes School District

Preparing Anacortes students to meet
world class learning standards and to become
School Ready, Transition Ready and College/Work Ready
through extraordinary instruction.

Teacher Principal Evaluation Pilot



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Evaluation Pilot Goal

To create comprehensive, systems-linked evaluation models for both principals and teachers that include a 4-tiered rating system, meets the 8 new criteria, uses student assessment and multiple measures where applicable, and will function to ***improve instruction and student learning.***



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What We Are Doing

Incorporating legislative mandates into a true growth model that promotes teacher improvement and increases student achievement as a result.

Our approach is not simply to develop a teacher and principal evaluation form, rather to design and implement an overall systems approach designed to help more of our students reach our District's ends/goals of becoming *School, Transition & College Career Ready* through the vehicle of extraordinary instruction.



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History

1. Mutual interest in pursuing change to evaluation (2009)
2. Application for state pilot grant submitted (Spring 2010)
3. Assemble Core Team (Summer/Fall 2010)
4. Learning Phase (Fall 2010 – current)
5. Develop Communication Plan (Fall 2010)
6. Design Evaluation Tool (Winter and Summer 2011)
7. Anacortes Road Show – sharing our work
8. Look at Multiple Measures (Spring/Summer 2011)
9. Refine Evaluation Tool (Summer 2011)
10. Establish Implementation model and plan (Summer 2011)
11. Test New Evaluation Model (2011-2012 School Year)
12. Present Model and Findings to OSPI (Late Spring 2012)



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Active Participants in the Pilot Grant

Core Team

- Eight practicing teachers; includes AEA president
- Two principals
- Two district office administrators
- UniServe representative (WEA)



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Active Participants in the Pilot Grant

Partnerships

- UW Center for Educational Leadership
- UW Center for Educational Data and Research
- WEA – Scott Poirer
- AWSP – Gary Kipp
- WWU – Mary Lynne Darrington
- University of Florida Lastinger Center



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Sounding Board Participants

Providing information and concerns for pilot consideration

- WASA
- CSTP
- State and National Parent Groups
- Local Community – Parent Focus Groups
- Nationally known researchers



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How is Anacortes Unique?

- From the Ground Up
- Focus on Teacher Growth
- Focus on Student Learning
- Supported by Most Current Research
- System's View of Evaluation

Teacher Criteria for Evaluation SB 6696

Current Teacher Evaluation Criteria	New Teacher Evaluation Criteria
<ol style="list-style-type: none"> 1. Instructional Skill 2. Classroom Management 3. Professional Preparation and Scholarship 4. Effort Toward Improvement When Needed 5. Handling of Student Discipline and Attendance Problems 6. Interest in Teaching Pupils 7. Knowledge of Subject Matter 	<ol style="list-style-type: none"> 1. Centering Instruction on High Expectations for Student Achievement 2. Demonstrating Effective Teaching Practices 3. Recognizing Individual Student Learning Needs and Developing Strategies to Address those Needs 4. Providing Clear and Intentional Focus on Subject Matter Content and Curriculum 5. Fostering and Managing a Safe, Positive Learning Environment 6. Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning 7. Communicating with Parents and School Community 8. Exhibiting Collaborative and Collegial Practices Focusing on Improving Practice and Student Learning

Teacher Criteria for Evaluation SB 6696

Current Principal Evaluation Criteria	New Principal Evaluation Criteria
1) Knowledge of, experience in and training in recognizing good professional performance, capabilities and development	1) Creating a School Culture that Promotes the Ongoing Improvement of Learning and Teaching for Students and Staff
2) School Administration and Management	2) Providing for School Safety
3) School Finance	3) Leads Development, Implementation and Evaluation of a Data-Driven Plan for Increasing Student Achievement; Including the Use of Multiple Student Data Elements
4) Professional Preparation and Scholarship	4) Assisting Instructional Staff with Alignment of Curriculum, Instruction and Assessment with State and Local District Learning Goals
5) Effort Toward Improvement When Needed	5) Monitoring, Assisting and Evaluation Effective Instruction and Assessment Practices
6) Interest in Pupils, Employees, Patrons and Subject Taught in School	6) Managing Both Staff and Fiscal Resources to Support student Achievement and Legal Responsibilities
7) Leadership	7) Partnering with the School Community to Promote Student Learning
8) Ability and Performance of Evaluation of School Personnel	8) Demonstrating Commitment to Closing the Achievement Gap



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Our Current Work

Observation Rubric Development

- Cutting edge work with UW CEL
- Research supported framework
- Highest standards for effective instruction
- Close to beta testing with live teaching
- Identifying evidence (Observable & Collectable)
- Additional rubrics for criteria 7 and 8
- Criteria 9 – *Professional Responsibilities*

DRAFT - Scoring Rubric for Effective Teaching

Criteria 6: Using multiple student data elements to modify instruction and improve student learning				
Dimension/Sub Dimension	Unsatisfactory	Emerging	Proficient	Exemplary
<p>Dimension: Assessment for Learning</p> <p>Sub-dimension: Using data to inform instruction</p>	The teacher rarely uses formative assessment information to make instructional adjustments or modify lessons.	The teacher occasionally uses formative assessment information to make instructional adjustments or modify lessons.	The teacher frequently uses formative assessment information to make instructional adjustments and modify lessons to meet the needs of each student.	The teacher always uses formative assessment information to make instructional adjustments and modify lessons to meet the needs of each student while continuing to keep focused on the standards and teaching points.
<p>Observable Teacher pulls aside small group while others work independently. Teacher has multiple prompts or questions for students to respond to based on information from formative assessment. Teacher offers different levels of support for completing class work (guided, peer assisted, independent).</p> <p>Collectable Lesson plans show formative assessment was used in the design process. Different work samples show differentiated instruction took place.</p> <p>Non Example The teacher doesn't use formative assessment in adjusting lessons. All students complete the same work in the same way.</p>			Notes	



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Our Current Work

Multiple Measures of Teacher Effectiveness

1. Observations – increase in number for some, multiple “eyes” for some
2. Self Assessment – against instructional rubric
3. Artifacts – Physical evidence not seen in an observation
4. Student Growth – Important concept, still in development
 - How does a teacher impact student learning?
 - In process, use of formative assessments, other methods?



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System Work

Teachers and Principals Individual Growth Plan

1. Use multiple measures to inform work plans
2. Develop a cycle of inquiry for the plan (Cycle of Inquiry – research backed method of improving leading, teaching and student achievement.)
3. Cycle defines **student growth** measures
4. Support for growth plan differs depending on **pathway**



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Student Growth – Big Idea

“Teacher quality matters. In fact, it is the most important school related factor influencing student achievement.”

Jennifer King Rice, Economic Policy Institute

“School Leadership is the second most important school-level factor, after classroom teaching, in predicting student achievement.”

Leithwood, Louis, Anderson and Wahlstrom 2004



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Student Growth – What We Believe and Research Supports

- Value of student data
- Impact of teachers & principals on student growth
- Current staff will need professional development
- **Implementation must be thoughtful and intentional**



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Pathways for Professional Growth Big Ideas

- All teachers need to grow and improve throughout their career
- Pathways differ to meet system and teacher needs
- Many teachers will identify areas for growth professionally and accurately
- Some teachers will need assistance



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Legislative and Policy Implications

- Rigorous teacher and principal preparation programs
- Data collection and analysis capacity for student growth
- Current evaluation laws; short form, long form, PGO, etc.



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Questions



State Board of Education
Marysville, WA
July 14, 2011

Washington State Teacher & Principal Evaluation Pilot

Presented by:
Jim Koval & Michaela Miller
Teacher & Principal Evaluation Pilot
Office of Superintendent of Public Instruction



Presentation Overview

1. TPEP Philosophy, Legislation and Pilot Overview

1. TPEP Research and Surveys – 2010-11

1. Superintendent Dorn's 2011 Recommendations

1. TPEP 2011-12 Next Steps



Why Measure Educator Effectiveness?

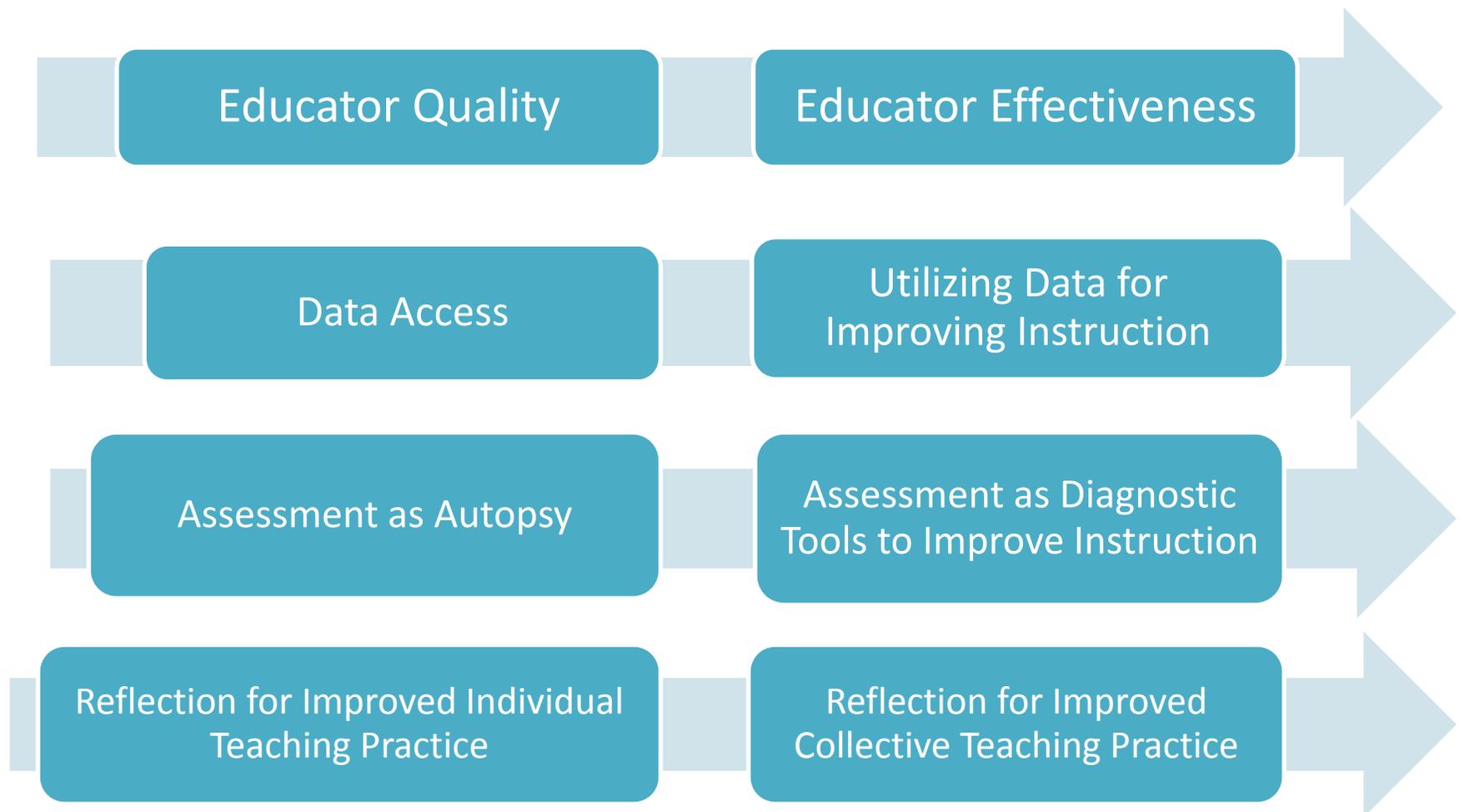
- There are many valid reasons, both formative and summative, to measure teacher and leader effectiveness.
- *But the **ultimate** goal of all measurement should be...*

to improve teaching and learning.

- An evaluation system should be designed to improve teaching, not “rate” or “rank” teachers or our school leaders.



Shifting Thinking





Parts of 6696

- Part 1 – Accountability (including Required Action)
- **Part 2 – Teacher and Principal Evaluation**
- Part 3 – Seattle principal tenure provision
- Part 4 – Prep programs open to non-higher ed providers
- Part 5 – Requires public colleges to offer alt routes
- Part 6 – Requires teacher prep programs to administer a field-based assessment to pre-service candidates
- Part 7 – Authorizes OSPI to provisionally adopt Common Core Standards



Background and Rationale

■ **Pilot was created in E2SSB 6696 –**

Requires OSPI, in collaboration with teachers, principals, administrators and parents, to improve principal and teacher evaluation systems.

- Creates new evaluation criteria for both classroom teachers and principals
- Requires a four-level rating system
- Requires OSPI to create a pilot with school districts in the 2010-11 and 2011-12 school year
- Requires all districts to adopt new systems in the 2013-14 school year
- It also:
 - Increased the length of the provisional status for new teachers
 - Requires school district to send to OSPI information on the current evaluation systems for all employee groups



TPEP Steering Committee



WEA
WASHINGTON
EDUCATION
ASSOCIATION



ASSOCIATION OF
WASHINGTON
SCHOOL
PRINCIPALS

wasasa

LEADERSHIP | TRUST | ADVOCACY

Washington State

PTA[®]

everychild.onevoice.[®]



Washington State
School Directors' Association



TPEP Pilot Sites



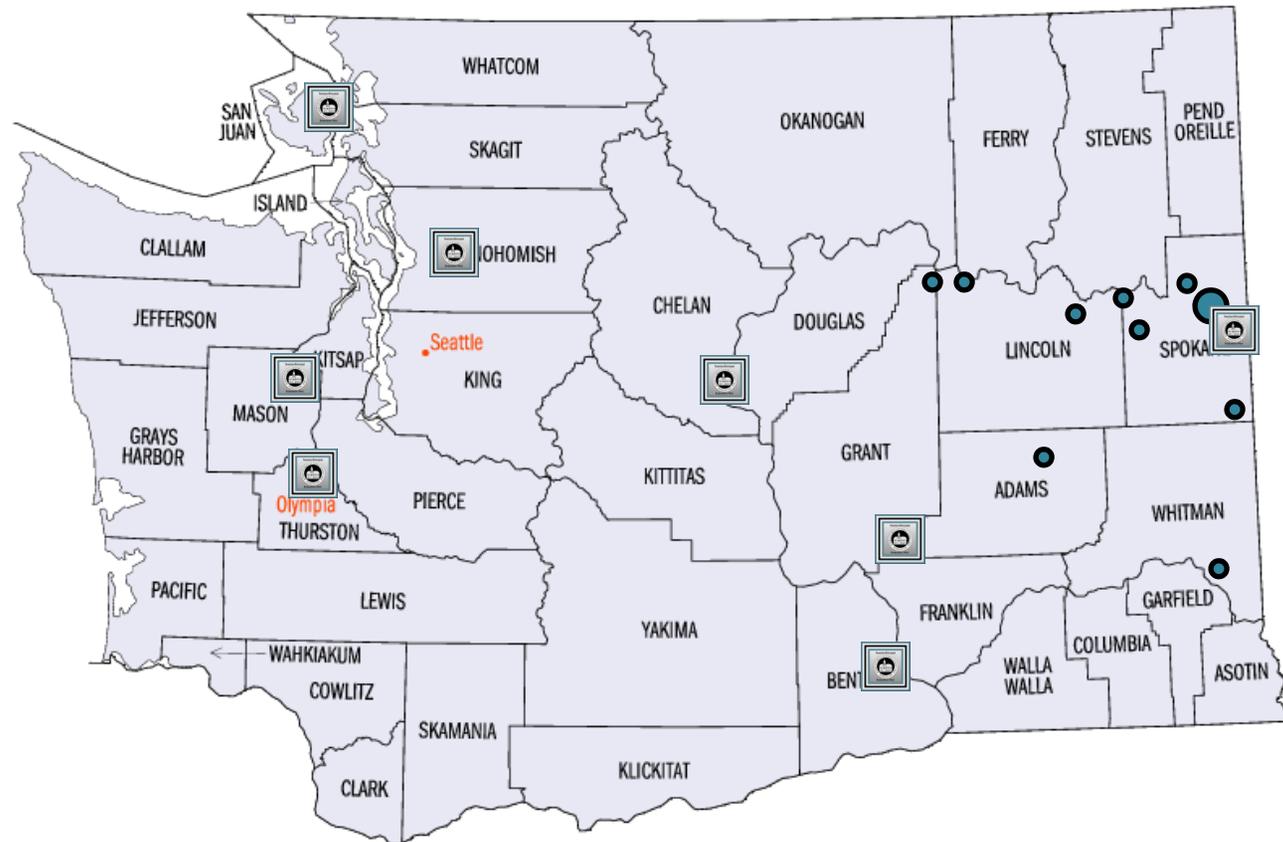
Pilot Sites

- ☐ Anacortes
- ☐ Central Valley
- ☐ Kennewick
- ☐ North Mason
- ☐ North Thurston
- ☐ Othello
- ☐ Snohomish
- ☐ Wenatchee



ESD 101 Consortium

- Almira
- Davenport
- Liberty
- Medical Lake
- Pullman
- Reardan-Edwall
- Ritzville
- Wellpinit
- Wilbur





Evaluation Requirements for SIG Schools for Teachers and Leaders

SIG

Implement rigorous, transparent and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as significant factor.

Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.

Implement such strategies as financial incentives and career ladders for recruiting, placing and retaining effective teachers.

E2SSB 6696

The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. When student growth data, if available and relevant to the teacher and subject matter, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time.



Changes in Teacher & Principal Evaluation per E2SSB 6696

Current Teacher Evaluation Criteria	New Teacher Evaluation Criteria
<ol style="list-style-type: none"> 1. Instructional skill 2. Classroom management 3. Professional preparation and scholarship 4. Effort toward improvement when needed 5. Handling of student discipline and attendant problems 6. Interest in teaching pupils 7. Knowledge of subject matter 	<ol style="list-style-type: none"> 1. Centering instruction on high expectations for student achievement 2. Demonstrating effective teaching practices 3. Recognizing individual student learning needs and developing strategies to address those needs 4. Providing clear and intentional focus on subject matter content and curriculum 5. Fostering and managing a safe, positive learning environment 6. Using multiple student data elements to modify instruction and improve student learning 7. Communicating and collaborating with parents and school community 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning
Current Principal Evaluation Criteria	New Principal Evaluation Criteria
<ol style="list-style-type: none"> 1. Knowledge of, experience in and training in recognizing good professional performance, capabilities and development 2. School administration and management 3. School finance 4. Professional preparation and scholarship 5. Effort toward improvement when needed 6. Interest in pupils, employees, patrons and subjects taught in school 7. Leadership 8. Ability and performance of evaluation of school personnel 	<ol style="list-style-type: none"> 1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff 2. Demonstrating commitment to closing the achievement gap 3. Providing for school safety 4. Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements 5. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals 6. Monitoring, assisting, and evaluating effective instruction and assessment practices 7. Managing both staff and fiscal resources to support student achievement and legal responsibilities 8. Partnering with the school community to promote student learning

Teacher Evaluation Development

Summative Rating	Evaluation Criteria	Rubic(s)	Evidence/Measures and Methodology
1	1. High Expectations	Rubrics based on evaluation criteria centered around district's instructional framework(s)	<ul style="list-style-type: none"> •Classroom Observation •Self-Assessment •Student Surveys •Portfolios •Instructional Artifacts •Student Performance Measures
	2. Effective Teaching Practices		
2	3. Recognizing Individual Student Learning Needs		
	4. Focus on Subject Matter		
3	5. Safe Productive Learning Environment		
	6. Use of Multiple Student Data Elements to Modify Instruction		
4	7. Communicating with Parents and School/Community		
	8. Exhibiting Collaborative and Collegial Practices		

We are here

Principal Evaluation Development

Summative Rating	Evaluation Criteria	Rubic(s)	Evidence/Measures and Methodology
1	1. School Culture	Rubrics based on evaluation criteria centered around AWSP's publication.	<ul style="list-style-type: none"> •School-based Observation •Self-Assessment •Perception Surveys •Portfolios •Instructional Artifacts •Student Performance Measures •School Improvement Plan
	2. School Safety		
2	3. Using Data to Impact Achievement		
	4. Supporting Alignment of Curriculum, Instruction and Assessment to Standards		
3	5. Monitoring Effective Instruction and Assessment		
	6. Responsible Fiscal and Legal Practices		
4	7. Partnering with Parents and School/Community		
	8. Demonstrating Commitment to Closing Achievement Gap		





“Instructional Framework”

- “A common language/model of instruction provides a framework for a way to talk about instruction that is shared by everyone in the district that is aligned to the 8 criteria in E2SSB 6696.”
- “Principals and teachers use the common language of instruction to converse about effective teaching, give and receive feedback, collect and act upon data to monitor growth along a continuum that indicates the extent to which the criteria have been met or exceeded.”

-Adapted from Marzano’s definition from “Creating an Aligned System”



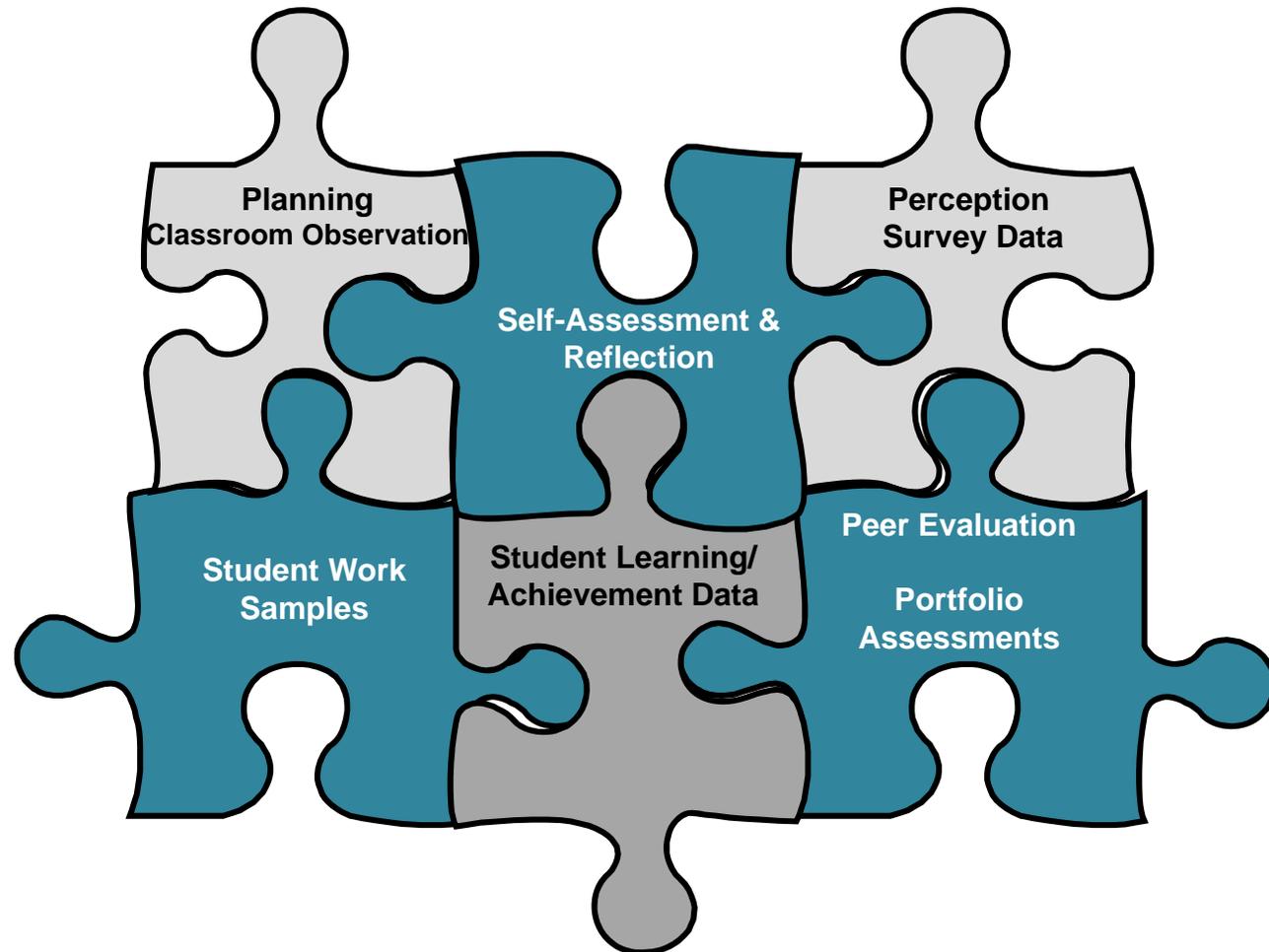
Evaluating Principal Leadership in a Performance-based School

- Intentional development by AWSP leading up to E2SSB 6696 around the skills and knowledge needed to lead a school in a standards-based system.
- It is not a set of rubrics, but rather a discussion document the TPEP districts have used to begin the development of the principal evaluation models.
- Addresses examples of:
 - Skills/Knowledge
 - Evidence/Measures
 - Support
 - Authority



Educator Evaluation Measures: It Takes Many Pieces...

PLEASE NOTE: The TPEP pilot districts have not determined evidence and measures at this point. They are completing development of models in 2010-11 and implementing their models in 2011-12 SY.





Washington State Evaluation System

What we know...

- Revised Evaluation Criteria for both classroom teachers and principals.
- Moving from a binary to a 4-tiered evaluation system.
- We have multiple instructional frameworks (including homegrown) in the pilot sites.
- Pilot sites have averaged between 20-30 days working on the models this year.
- There is agreement on the need for a change toward a model of professional growth

What we don't know...

- Every detail of how the models will develop over the course of the year.
- What the pilots/state/steering committee will find from the piloting of the models in 2011-12.
- What the final recommendations of the steering committee and Superintendent Dorn in 2012.
- What the legislature will do with the recommendations.



TPEP Key Survey Data: Educator Forums 2011

Key Facts

- 10 Forums (1 in each ESD and 2 in PSESD)
- Over 360 teachers, principals, superintendents, parents and school board members participated.
- Same protocols/questions were used at each forum.
- Conversations were recorded and emerging themes were generated from the survey software.
- Evaluation Protocols are available on our website for use in districts or regions to replicate.



TPEP Key Survey Data: Educator Forums 2011

Key Findings

- Participants' Views on Ideal Evaluation System
 - Collaborative, Focused on Professional Development, More frequent and focused observations
 - The ideal person to evaluate is highly skilled, others are involved, but the principal is ultimately the evaluator.
 - Strong support of multiple measures, support for perception survey data, self evaluation.



TPEP Key Survey Data: Educator Electronic Evaluation Survey 2011

Key Facts

- The electronic survey was developed for OSPI to understand the current state of teacher and principal evaluation in Washington State.
- Over 6,000 Washington State Educators (administrators, principals, and teachers) responded to the electronic survey
- A three-step process was used to calculate the district level results, including frequency of responses, aggregate district-level agreement, aggregate state-level agreement.



TPEP Key Survey Data: Educator Electronic Evaluation Survey 2011

Key Findings

- The majority of Washington State principals and teachers say their district does not have or are uncertain of a district-adopted instructional framework. (principals 73% no or uncertain/ teachers 93% no or uncertain)
- 85% of teachers surveyed state their district does not use rubrics that describe what different levels of effective teaching looks like.
- 60% of principals surveyed state their district does not have a clear definition of effective principal leadership.



Overall TPEP Survey Themes

- No uniform definition of effective teaching and leading
- Teachers and administrators at odds about the establishment of an instructional framework or set of standards for assessing teachers.
 - (More than twice as many administrators (49%) as teachers (24.6%) answered yes to: Has your district adopted a particular instructional framework or set of standards for assessing teachers?)
- Interest in using multiple evaluation measures that contribute to professional growth.



Superintendent Dorn's Recommendations

- According to E2SSB 6696, the superintendent is to address three areas in this final report:
- Evaluation System Implementation Status
- Evaluation Data
- Recommendations regarding the following:
 - Single statewide Evaluation Model
 - Modified Versions, Criteria and Challenges
- Superintendent Dorn has based his recommendations on the work of the TPEP Pilot sites and the TPEP Steering Committee input.



Superintendent Dorn's Recommendations

One or Multiple Models

- Districts should be encouraged to select from a limited number of state approved teacher and principal evaluation models. However, it is recommended that a state approval process be developed for those districts not wanting to select from the state models.



Superintendent Dorn's Recommendations

- The superintendent will require that all systems have specified components. These components will include:
 - Research-based instructional and leadership frameworks which utilize rubrics based in a four-tiered evaluation system.
 - State-adopted evaluation criteria, definitions, tier labels, summative statements and a common satisfactory/not satisfactory delineation.
 - Multiple measures for determining effective teacher and principal performance.
 - Professional learning for principals and classroom teachers which will include training for all evaluators on the components of an evaluation system.
- Based on the outcomes of the TPEP pilots, Superintendent Dorn will submit a final set of recommendations with specific approval components to be included in the report completed by July 1, 2012.



Superintendent Dorn's Recommendations

- At the conclusion of the pilots, the superintendent shall finalize the components and requirements that must be included in evaluation systems. All districts state-wide will be required to include all of the components as specified by the superintendent.
- During the 2012-13 school year, school districts should be required to submit a description of their proposed evaluation systems that they intend to use beginning in the 2013-14 school year. The description of the system shall include how they will address each of the required components, which will be subject to a thorough, rigorous state review process conducted by OSPI.



Superintendent Dorn's Recommendations

The challenges to a state review process rest in two areas: time and resources. The capacity over the next two years to approve all models will be time consuming and require state-level expertise and consultation to remain intact and be enhanced. If the system is to be functioning at a high level during the 2013-14 state-wide implementation year, serious consideration will need to be given to providing targeted resources to prepare all the districts in an intentional way for the new teacher and principal evaluation system.



TPEP Next Steps

- Communication, Communication, Communication!!!
- TPEP Implementation of District Evaluation Models
- 2011-12 Evaluation Data Collection
- Taskforce Committees
 - Student Growth
 - Principal Training/Inter-rater Reliability
 - Perception Survey Data
- Stakeholder Engagement
- Communication, Communication, Communication!!!



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Questions & THANK YOU!

Teacher and Principal Evaluation Pilot

Report to the Legislature



Randy I. Dorn
State Superintendent of
Public Instruction

July 2011

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TEACHER AND PRINCIPAL EVALUATION PILOT

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July 2011

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Executive Summary

Background

The Teacher & Principal Evaluation Project (TPEP), which was created in Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696) in the 2010 Legislative Session, offers Washington State the opportunity to identify the measures of effective teaching and leading. The new Washington State evaluation system must both hold educators accountable and be leverage for authentic professional growth. This emerging system, built on the foundation of the new teacher and principal criteria and developed by Washington State educators, provides a direction that will empower teachers, principals and district leaders to meet the needs of students in Washington State. The new evaluation system sets high expectations for what teachers and principals should know and be able to do, values diversity, and fosters a high commitment to teaching and leading as professional practice.

Setting the Context

According to the Joyce Foundation, by the end of 2010 twelve states had passed new state teacher/principal evaluation laws. Washington State is included in this bold group of states that embarked on a journey of creating a new system for measuring teacher and leadership performance. The research over the past 10 years establishing the critical importance of quality teachers and leaders (Barber & Mourshed, 2007; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Rivkin, Hanushek, & Kane, 2005; Rockoff, 2004) prompted policymakers to look to evaluation as a lynchpin to education reform. It is important to note that the other areas impacting teacher and leadership quality should not be overlooked and are inextricably linked to evaluation. “Such areas include these components of the educator career continuum: traditional certification, alternative certification, mentoring and induction, professional development, evaluation, compensation, equitable distribution, and tenure.” (Behrstock, Meyer, Wraight, & Bhatt, 2009).

Educators in Washington State overwhelmingly agree, the current evaluation system requires a much needed overhaul. During the 2010-11 school year, OSPI conducted a survey and ten forums with nearly 7,000 educators outside of the TPEP pilot sites and found that 80 percent indicated the primary purpose of the current evaluation system was compliance. Practitioners in and out of the TPEP pilot sites “want tools for improvement and growth.” (Fetters, J., & Behrstock-Sherratt, E., 2011). All indications are that Washington State took the right step to enact E2SSB 6696 and the strong belief that the evaluation changes will produce positive results for our students.

Summary of E2SSB 6696

The new law requires Office of Superintendent of Public Instruction (OSPI) to work in collaboration with organizations representing teachers, principals, district administrators, and parents to develop new evaluation models for both classroom teachers and principals. Representatives of the following organizations serve on the TPEP Steering Committee:

- Office of Superintendent of Public Instruction
- Washington Education Association
- Association of Washington School Principals
- Washington Association of School Administrators
- Washington State Parent-Teacher Association
- Washington State School Directors' Association (May 2011)

The Legislation also:

- Revised the evaluation criteria for both classroom teachers and principals;
- Created a four-level rating systems;
- Required OSPI to create a pilot with school districts in the 2010-11 (development) and 2011-12 (pilot implementation) school years;
- All districts to adopt new systems in the 2013-14 school year;
- Increased the length of the provisional status for new teachers; and
- Requires school districts to send OSPI information on the current evaluation system for all employee groups beginning in 2010-11 school year.

TPEP Funding

In the 2010 Supplemental Operating Budget, the Legislature provided \$1.9 million in funding for the pilot project and statewide implementation activities for Fiscal Year 2011. More than half of the allocation was distributed in grants to the selected pilot districts and consortium. The allocation chart can be found on our OSPI website.

<http://www.k12.wa.us/Communications/PressReleases2010/PrincipalTeacherEvaluationAllocations.pdf>

TPEP Pilot Districts

Districts that are participating in the pilot program include:

- Anacortes
- Central Valley
- Kennewick
- North Mason
- North Thurston
- Othello
- Snohomish
- Wenatchee
- Almira
- Davenport
- Liberty
- Medical Lake
- Pullman
- Reardan-Edwall
- Ritzville
- Wilbur

Development Year

During the 2010-11 school year, the TPEP project studied the current evaluation research, worked with national experts, and relied heavily on the practitioners in the pilots to guide the design of their new evaluation systems. Over the course of the year, with the guidance of the

TPEP districts, common evaluation components were identified. These components will translate to a more consistent evaluation system of teacher and principal performance state-wide. At the same time, decision-making regarding specific local or regional factors was honored. The key to Superintendent Dorn's final recommendations will be finding the delicate balance that will maintain a rigorous state-wide evaluation system and value the local differences. Case studies were written that captured each of the pilot site development (Appendix D). In addition, a cross-case analysis was produced (Appendix C) that looked at the work of the TPEP districts as a whole.

The TPEP evaluation models will be piloted in the 2011-12 school year, and results analyzed in the summer of 2012.

TPEP Communication

OSPI took deliberate steps during the 2010-11 school year to create a transparent development process. In August 2010, OSPI launched the TPEP website (<http://tpep-wa.org/>). This website allowed the project to update and provide resources to both the pilot sites and the larger stakeholder community. The website currently houses all of the meeting agendas and materials the project used throughout the year for the development. Most importantly, the website contains the teacher and principal evaluation systems for each participating TPEP district and the consortium.

Superintendent's Recommendations

E2SSB 6696 requires the Superintendent of Public Instruction to make recommendations in this report regarding whether a single statewide evaluation model should be adopted, whether modified versions developed by school districts should be subject to state approval, and what the criteria would be for determining if a school district's evaluation model meets or exceeds a statewide model. The report also is to identify challenges posed by requiring a state approval process.

Summarized below are the Superintendent's recommendations, which are on the work of the TPEP Pilot sites and TPEP Steering Committee input. Please see the recommendation section for more details.

1. Districts should be encouraged to select from a limited number of state-approved teacher and principal evaluation models. However, it is recommended that a state approval process be developed for those districts not wanting to select from the state-approved models.
2. The Superintendent will require that all systems have specified components. These components will include, but not limited to:
 - Research-based instructional and leadership frameworks which utilize rubrics based in a four-tiered evaluation system.
 - State-adopted evaluation criteria, definitions, tier labels, summative statements, and a common satisfactory/not satisfactory delineation.
 - Multiple measures for determining effective teacher and principal performance.
 - Professional learning for principals and classroom teachers that will include training for all evaluators on the components of an evaluation system.

3. At the conclusion of the pilots, the Superintendent shall finalize the components and requirements that must be included in the evaluation systems. All school districts will be required to include all of the components as specified by the Superintendent.

During the 2012-13 school year, school districts should be required to submit a description of their proposed evaluation systems that they intend to use beginning in the 2013-14 school year. The description of the system shall include how they will address each of the required components, which will be subject to a thorough, rigorous state review process conducted by OSPI with the assistance of principals, teachers, and administrators.

4. The challenges to a state review process rest in two areas: time and resources. The capacity over the next two years to approve all models will be time consuming and require state-level expertise and consultation to remain intact and be enhanced. If the system is to be functioning at a high level during the 2013-14 state-wide implementation year, serious consideration will need to be given to providing targeted resources to prepare all the districts in an intentional way for the new teacher and principal evaluation system.

I. Introduction

The acts of teaching and leading are incredibly complex tasks involving multiple and varied skills and knowledge. Research has established the critical importance that school leaders and classroom teachers have in impacting student learning (Barber & Mourshed, 2007; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Rivkin, Hanushek, & Kane, 2005; Rockoff, 2004). Research also has demonstrated that teacher evaluations are often sporadic and poorly designed and, as a result, provide little useful information on teacher effectiveness (Brandt, Thomas, & Burke, 2008; Weisberg, Sexton, Mulhern, & Keeling, 2009). To this end, the Washington State Legislature enacted E2SSB 6696 in the spring of 2010 to overhaul a generation-old evaluation system for both certificated classroom teachers and principals.

A. Legislative Background

1. Summary of E2SSB 6696

The significant shifts in requirements from the existing evaluation system to the new one envisioned in E2SSB 6696 cannot be understated. Nearly eight of ten administrators surveyed this year felt that the current evaluation system is used only for compliance. The table below identifies four of the most significant changes in the existing evaluation law.

Table 1

Comparison of Existing Evaluation Requirements and Revised E2SSB 6696 Components		
Component	Existing Evaluation System	Revised E2SSB 6696 Evaluation System
Tiers	Binary (Satisfactory/Not Satisfactory)	Four-tiered Professional Growth and Development System
Criteria	Criteria developed more than 25 years ago.	Criteria that describes effective teaching and leading developed by organizational stakeholder groups in the 2010 legislative session.
Provisional Status	2 years (prior to 2009/10 SY)	3 years
Educator Evaluation Data	No existing requirement	Requires evaluation data submitted to OSPI for all employee groups beginning 2010-11 SY

2. Timeline/System Development

Over the course of the two-year pilot, the district participants have three main tasks as outlined in E2SSB 6696. First, the pilots are to create models for implementing the evaluation criteria. Second, they are to create models for student growth tools. Finally, the pilots are to create professional development programs and evaluator training for teachers and principals.

Within those three tasks, there are seven specific responsibilities the districts are required to develop and pilot:

- Development of rubrics for evaluation criteria and ratings;
- Development of appropriate evaluation system forms;

- Identification of, or development of, appropriate multiple measures of student growth;
- Submission of data that is used in evaluations and all district-collected student achievement, aptitude and growth data (regardless of whether it is used in evaluations);
- Participation in professional development opportunities for principals and classroom teachers regarding the content of the new evaluation system;
- Participation in evaluator training; and
- Participation in activities to evaluate the effectiveness of the new system and support programs.

Timeline

Table 2 describes the timeline for both the TPEP pilot sites and the proposed timeline and activities generated for districts outside of the pilot districts. These proposed activities were developed after careful consideration and analysis of best practice generated from our TPEP pilots. Further information about the pilot development and state-wide implementation plan can be found on our OSPI external website (<http://tpep-wa.org/>), which contains updated information about the constantly evolving world of educator evaluation in Washington State. The site contains information about our TPEP 2010-11 meetings/agendas, district evaluation models and background information about the national and state landscape of educator evaluation. This resource is one OSPI intends to maintain and enhance as the project develops.

Table 2

TPEP Pilot District and Statewide Implementation Timeline	
Pilot Districts	
2010-11	<ul style="list-style-type: none"> • Develop Models/Tools/Rubrics <i>(OSPI Report due July 1, 2011)</i>
2011-12	<ul style="list-style-type: none"> • Implement Pilot Models/Tools/Rubrics <i>(OSPI Report due July 1, 2012)</i> • Pilot Districts engage in professional development, including inter-rater reliability training, instructional framework training for teachers/principals, and leadership training for teacher leaders, principals and district administration
2012-13	<ul style="list-style-type: none"> • Refine models, participate in evaluation professional development and evaluator training
All Districts	
2010-11	<ul style="list-style-type: none"> • Observation of Pilot Development <i>Resource: TPEP website: http://tpep-wa.org/</i> • Stakeholder engagement and communication • Participation in Educator Evaluation Regional Forums (2010 -11)
2011-12	<ul style="list-style-type: none"> • Observation of Pilot Implementation <i>Resource: TPEP website: http://tpep-wa.org/</i> • Stakeholder engagement and communication • Participation in Educator Evaluation Regional Academies (2011-12) • TPEP Implementation Consortium Grants <i>(information provided in July 2011)</i>

2012-13

- Identification of Evaluation Models (*upon conclusion of TPEP pilot recommendations in June 2012*)
- Participate in Evaluation Professional Development and Evaluator Training

2013-14

- Full state-wide implementation of new teacher and principal evaluation systems
- Participate in Evaluation Professional Development and Evaluator Training

3. Foundation of the Evaluation Systems

The foundation of “what we know for sure” about Washington State’s new teacher and principal evaluation systems rest in two important sections of the new evaluation law. First, Washington State has revised teacher and principal evaluation criteria that will apply to all school districts beginning in the 2013-14 school year. Second, Washington State is moving from a required binary summative rating of satisfactory/not satisfactory to a four-level professional growth and development model. These two revisions in the law form the underpinnings of the work of the TPEP pilots in 2010-11. In addition, much attention nationally has focused on the issue of student growth data in evaluations and the project took steps to ensure that all aspects of a complex new evaluation system were considered by providing research, resources and national experts regarding multiple measures.

a. Revised Teacher and Principal Criteria

Washington State has not had new evaluation criteria for certificated classroom teachers and principals in more than 25 years. Educators and stakeholders involved in the project agree that the change to the new criteria sets a clearer definition of effective teaching and leading. In some cases, the revised criteria lack the definitions needed to clearly distinguish one from another. Table 3 includes the current and revised teacher and principal evaluation criteria.

Table 3

Revised Teacher and Principal Criteria	
<u>Current</u> Teacher Evaluation Criteria	<u>Revised</u> Teacher Evaluation Criteria
1. Instructional skill	1. Centering instruction on high expectations for student achievement
2. Classroom management	2. Demonstrating effective teaching practices
3. Professional preparation and scholarship	3. Recognizing individual student learning needs and developing strategies to address those needs
4. Effort toward improvement when needed	4. Providing clear and intentional focus on subject matter content and curriculum
5. Handling of student discipline and attendant problems	5. Fostering and managing a safe, positive learning environment
6. Interest in teaching pupils	6. Using multiple student data elements to modify instruction and improve student learning
7. Knowledge of subject matter	7. Communicating and collaborating with parents and school community
	8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Current Principal Evaluation Criteria	Revised Principal Evaluation Criteria
<ol style="list-style-type: none"> 1. Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development 2. School administration and management 3. School finance 4. Professional preparation and scholarship 5. Effort toward improvement when needed 6. Interest in pupils, employees, patrons and subjects taught in school 7. Leadership 8. Ability and performance of evaluation of school personnel 	<ol style="list-style-type: none"> 1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff 2. Demonstrating commitment to closing the achievement gap 3. Providing for school safety 4. Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements 5. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals 6. Monitoring, assisting, and evaluating effective instruction and assessment practices 7. Managing both staff and fiscal resources to support student achievement and legal responsibilities 8. Partnering with the school community to promote student learning

b. Four-Level System

According to a School Employee Evaluation Survey coordinated by OSPI (required by section 4 (d) of E2SSB 6696), 209 of the 289 reporting districts in Washington State used a binary (satisfactory/not satisfactory) summative system for evaluating certificated classroom teachers in 2009-10. Although many districts appear to use a tiered approach during the evaluation cycle, none used it in 2009-10 as a final summative evaluation. According to the survey data collected for the Department of Education as a requirement of State Fiscal Stabilization Funding (SFSF), 99 percent of our certificated classroom teachers were deemed satisfactory. (See <http://www.k12.wa.us/Communications/StimulusPackage/FiscalStabilization.aspx>). This is consistent with findings from other national reports on this issue, specifically the 2009 report “The Widget Effect” from The New Teacher Project (Weisberg, Sexton, Mulhern, & Keeling, 2009).

According to our OSPI School Employee Evaluation Survey, 196 out of 295 school districts in Washington State used a binary (satisfactory/not satisfactory) summative system for evaluating principals in 2009-10. Although not as widely scrutinized at a national level, the same data appears to hold true when OSPI surveyed districts regarding the principal evaluation system. In the required SFSF reporting from the 2009-10 SY, 98 percent of all principals were deemed satisfactory on their summative evaluations in Washington State.

For both classroom teachers and principals, E2SSB 6696 requires a four-level evaluation rating system that must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded.”

c. Using Student Growth Data in Evaluations

The Obama Administration, influential national organizations, and others have advocated that student growth data be an integral component in the evaluation of teachers and principals. The Washington Legislature, after considering the technical challenges of measuring student growth and other factors, chose to include an evaluation criterion regarding the teacher's use of student data to inform instruction and a principal's use of multiple student data points, but did not require that student growth data be included in the evaluation of teachers or principals to increase student achievement. However, E2SSB 6696 does state that "...when student growth data, if available and relevant to the teacher and subject matter, is referenced in the evaluation process, it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, "student growth" means the change in student achievement between two points in time." Similar language also was included regarding using student growth data in the evaluation of principals.

The issue of student growth and the new teacher and principal evaluation system is multifaceted and hinges on many other parts of a district or state instructional and human resource system. It also requires an extensive pre- and post assessment system in multiple disciplines and detailed information regarding which teacher or teachers actually taught the student the content area being assessed. Every district and state engaged in this work across the country has wrestled with these complex questions and there are very few definitive answers to such high stakes propositions.

TPEP districts have worked throughout the year, with the guidance of the E2SSB 6696 language, to decide what best fits their district that would be valid measures of student growth and how to attribute this growth accurately to individual teachers. The TPEP districts have and continue to tackle both formative and summative growth measures. All TPEP participants agree that student learning plays a significant role in the development of these new evaluation systems and that a focus on teacher and leader professional growth will only further impact student learning. According to national experts at the National Comprehensive Center for Teacher Quality, "Multiple measures of teacher outcomes allow for a more comprehensive view of a teacher's effectiveness based on a variety of evidence. Although summative student achievement data are relevant, data on teacher performance are most useful for targeting professional development and specifically addressing areas in which growth is needed."

Because of the complexity of the topic, during the next seven months OSPI will directly address the issue of using student growth data in evaluations by bringing together experts and practitioners from Washington State to identify specific recommendations for using growth data in evaluations. This Student Growth Taskforce will be one of three committees that TPEP will form by August 2011, which will make recommendations in February 2012. The other two committees will make recommendations regarding evaluator training, inter-rater reliability and the use of perception survey data.

4. TPEP Steering Committee

The legislation requires OSPI, in collaboration with state associations representing teachers, principals, administrators, and parents, to create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals. OSPI created the TPEP steering committee to oversee and monitor the policy direction and decisions of the TPEP Pilot work. Members of the Steering Committee are listed in Table 4.

Table 4

TPEP Steering Committee Members and Organizations	
Jonelle Adams	Washington School Directors Association (WSSDA) <i>added May 2011</i>
Alan Burke	Office of Superintendent of Public Instruction (OSPI)
Bob Butts	Office of Superintendent of Public Instruction (OSPI)
Judy Hartmann	Office of the Governor
Ramona Hattendorf	Washington State Parent Teacher Association (WSPTA)
Jim Koval	Office of Superintendent of Public Instruction (OSPI)
Gary Kipp	Association of Washington School Principals (AWSP)
Michaela Miller	Office of Superintendent of Public Instruction (OSPI)
Scott Poirier	Washington Education Association (WEA)
Paula Quinn	Association of Washington School Principals (AWSP)
Ann Randall	Washington Education Association (WEA)
Leslie Rose	Office of Superintendent of Public Instruction (OSPI)
Paul Rosier	Washington Association of School Administrators (WASA)
Bill Williams	Washington State Parent Teacher Association (WSPTA)
Lucinda Young	Washington Education Association (WEA)

(In alphabetical order)

One of the key elements of the success of the TPEP work thus far has been the intentional collaboration among the stakeholders outlined in the legislation. The collaboration at the state-level was a model for the expectation of the pilot districts to work as a team to ensure the work is done with stakeholder involvement. The TPEP Steering Committee met 15 times during the 2010-11 year to make joint policy decisions about the direction of the project. All members approved the final version of this report.

5. TPEP Pilot Districts

The pilot consists of eight districts and one consortium of smaller districts working with the TPEP steering committee organizations to develop nine new and innovative teacher and principal evaluation systems that comply with the legislation and lead to better teaching and learning.

II. Process

A. Evaluation System Implementation Status

1. Evaluation System Overview

This overview was developed with the TPEP pilot sites to create an understanding of the system changes required in order to fully implement the new evaluation law. The 2010-11 school year was considered a development year with the focus on learning, understanding system changes and detailing the operations of the new evaluation systems. The work was divided into two descriptors: “The What” and “The How.”

Table 7

Evaluation System Overview Glossary	
Teacher	Principal
The What	
Describes the development of the components of the new evaluation system. These pieces must be developed in order to implement the new evaluation, but are not the only pieces of the system. The “what” components are illustrated in Visual “A” (teachers) and Visual “B” (principals).	
Revised Teacher Evaluation Criteria	Revised Principal Evaluation Criteria
The Legislature passed E2SSB 6696 and Governor Gregoire signed the bill into law (RCW 28A.405.100) on March 29, 2010. The criteria formed the backbone of the new evaluation system. The TPEP districts have used the evaluation criteria language and existing or new instructional frameworks to develop the rubrics. According to the RCW, “the four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded.”	The Legislature passed E2SSB 6696 and Governor Gregoire signed the bill into law (RCW 28A.405.100) on March 29, 2010. The criteria formed the backbone of the new evaluation system. The TPEP districts have used the evaluation criteria language and resources such as AWSP’s document “Evaluating Principal Leadership in a Performance-Based School” to develop the rubrics. According to the RCW, “the four-level rating system used to evaluate the principal must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded.”
Criteria Definitions	Criteria Definitions
Based on feedback from experts and our TPEP districts, we have created definitions for each of the new teacher criterion. Each of the TPEP districts submitted definitions and we synthesized those into one brief sentence. This is intended to delineate the criteria in order to minimize the overlap between the criteria and create more consistency across the state in setting clear evaluation targets for teachers and principals as we move to statewide implementation.	The Criteria Definitions for the state’s principal criteria are being developed by AWSP and will be available soon. The research-based definitions are an extension of the AWSP document “Evaluating Principal Leadership in a Performance-Based School.”
Comprehensive Instructional Framework	Leadership Framework
The comprehensive instructional framework (common language/model of instruction) provides districts with a way to talk about instruction that is shared by everyone in the district/ESD. Dr. Robert Marzano states that teachers and principals use the instructional framework “to converse about effective teaching, give and receive feedback, collect and act upon data to	Districts in the pilot relied heavily on the work done by AWSP that culminated in the document “Evaluating Principals Leadership in a Performance-based School”. Districts also reported using the standards from the national organizations for principals, National Board for Professional Teaching Standards, Val-Ed and the work of Dr. Robert Marzano and Doug Reeves.

<p>monitor growth regarding the reasoned use of the strategies, and align professional development needs against the framework.” There are several instructional frameworks being utilized by the TPEP districts. Because the new teacher criteria are unique to Washington, the TPEP districts have aligned the instructional frameworks (and subsequently the rubrics) to the new state criteria.</p>	<p>Unlike an instructional framework for teachers, the leadership frameworks are not tied to a classroom experience and therefore have content beyond that of the classroom that reflect the varied work of the school principal.</p>
<p>Rubrics</p>	<p>Rubrics</p>
<p>The rubrics (based on the instructional frameworks) are the clearly defined continuum that describes unsatisfactory through effective teaching practice based on the 8 teacher criteria. The rubrics should be used to train principals to identify strengths and weaknesses in practice, based on clearly defined evidence and measures. These rubrics could take into account the variations of novice to expert teachers.</p>	<p>The rubrics are the clearly defined continuum that describes unsatisfactory through effective leading based on the 8 principal criteria. The rubrics should be used to train district administrators to identify strengths and weaknesses in practice, based on clearly defined evidence and measures. These rubrics could take into account the variations of novice to expert principals.</p>
<p>Measures and Evidence</p>	<p>Measures and Evidence</p>
<p>The measures and evidence are used to determine the “teacher’s performance along a continuum that indicates the extent to which the criteria have been met or exceeded.” The measures used in the evaluation system should have strong correlation to the criteria being evaluated. There are four areas under the “measures and evidence” section: classroom observation, teacher self-assessment, student growth data, other measures/evidence. This section should represent the district’s system for determining final summative evaluation score.</p>	<p>The measures and evidence are used to determine the principal’s performance along a continuum that indicates the extent to which the criteria have been met or exceeded.” The measures used in the evaluation system should have strong correlation to the criteria being evaluated. There are four areas under the “measures and evidence” section: observation, perception data, student achievement growth data, and other measures/evidence. This section should represent the district’s system for determining final summative evaluation score.</p>
<p>Final Summative Evaluation</p>	<p>Final Summative Evaluation</p>
<p>The final summative evaluation is a critical definition in order to increase consistency across the state as teachers are evaluated and data is submitted in aggregate. In the late fall 8 of the 9 TPEP sites and WASA submitted a summative evaluation statement for each of the 4 tiers. Similar to the standards-based system for students, clear targets for both the distinct criteria and the final summative evaluation will drive principals and teachers to an evaluation system that promotes growth and prevents stagnation.</p>	<p>The final summative evaluation is a critical definition that increases consistency across the state as principals are evaluated and data is submitted in aggregate. Similar to the standards-based system for students, clear targets for both the distinct criteria and the final summative evaluation will drive districts to an evaluation system that promotes growth and prevents stagnation.</p>
<p>The How</p>	
<p>Equally important to the new components of the system are the policies, procedures and culture surrounding the design and implementation of the new evaluation models.</p>	
<p>Stakeholder Engagement:</p>	
<p>The TPEP project has been a collaborative process from the beginning. Successful development and ultimately implementation has and will require looking at this process through multiple lenses. Please include any documents your district/consortium has used to incorporate authentic stakeholder engagement through the pilot development year. (This will include the norms and protocols you used in setting up your district’s TPEP steering committee.)</p>	

Communication:
Communication is a key component to successful development and implementation of the new evaluation system. The collaborative approach at both the state and district levels is critical. Include the plan and documents that would explain your communication process.
Professional Development:
Looking at this new evaluation system as a process in continuous improvement, professional development to train the staff involved in the pilot will be key. Please include your district's plan for ongoing professional development for your teachers, principals and district administrators involved in the 2011-12 TPEP pilot year.
Data:
Many aspects of the new teacher and principal evaluation system will depend heavily on the acquisition and use of data. Include a description of resources your district already uses relating to instructional data and any additional resources you will need to implement the new evaluation system. (Include any technology, databases related to teacher, student, and/or principal data.)
Forms & Tools:
Many parts of the new evaluation system will require changing the forms and tools used in the evaluation process. Please include and forms and tools developed for the new evaluation process. (Please note which ones are electronic and which are paper-based.) Examples: Principal observation tools (pre, during and post), MOUs, artifact collection and observation tools, parent or student surveys, etc.

2. Major Components Common to all Pilots

In addition to the state required common components (new criteria and four-level system), the Superintendent recommends the additional common state-level components. In order to create a performance-based evaluation system with meaningful aggregated state data, some common components will need to be established across all district evaluation systems.

a. Common Statewide Revised Criteria Definitions

Tables 8 and 9 list the draft definitions for the revised teacher and principal criteria. Nationally recognized evaluation experts have provided advice and guidance to the TPEP project during the 2010-11 development year. These advisors encouraged the state to more clearly articulate and distinguish the criteria. In order to establish a consistent performance-based evaluation system, a common set of agreed upon definitions are critical to the new evaluation system.

In collaboration with the TPEP pilot sites, OSPI and the TPEP Steering Committee organizations developed the following definitions, which are in draft form. The TPEP pilot sites may be using slightly different definitions connected to their rubrics. We will continue working over the course of the pilot year to refine the following definitions and establish the final version at the conclusion of the 2011-12 TPEP pilot.

Table 8

Common Statewide Revised Teacher Criteria Definitions	
Revised Teacher Evaluation Criteria	DRAFT Criteria Definitions
1. Centering instruction on high expectations for student achievement.	PLANNING: The teacher sets high expectations through instructional planning and reflection aligned to content knowledge and standards. Instructional planning is demonstrated in the classroom through student engagement that leads to an impact on student learning.

2. Demonstrating effective teaching practices.	INSTRUCTION: The teacher uses research-based instructional practices to meet the needs of ALL students and bases those practices on a commitment to high standards and meeting the developmental needs of students.
3. Recognizing individual student learning needs and developing strategies to address those needs.	REFLECTION: The teacher acquires and uses specific knowledge about students' individual intellectual and social development and uses that knowledge to advance student learning.
4. Providing clear and intentional focus on subject matter content and curriculum.	CONTENT KNOWLEDGE: The teacher uses content area knowledge and appropriate pedagogy to design and deliver curricula, instruction and assessment to impact student learning.
5. Fostering and managing a safe, positive learning environment.	CLASSROOM MANAGEMENT: The teacher fosters and manages a safe, culturally sensitive and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.
6. Using multiple student data elements to modify instruction and improve student learning.	ASSESSMENT: The teacher uses multiple data elements (both formative and summative) for planning, instruction and assessment to foster student achievement.
7. Communicating and collaborating with parents and school community.	PARENTS AND COMMUNITY: The teacher communicates and collaborates with students, parents and all educational stakeholders in an ethical and professional manner to promote student learning.
8. Exhibiting collaborative and collegial practices focused on improving.	PROFESSIONAL PRACTICE: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Table 9

Common Statewide Revised Principal Criteria Definitions	
Revised Principal Evaluation Criteria	DRAFT Criteria Definitions
1. Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.	CULTURE: Simply put, culture is the way things get done. Principals influence the culture of a school in many ways. Exemplary principals assure that all classroom cultures maximize learning; they also impact all non-classroom areas and non-class time, with teacher and student leaders, to establish healthy norms which support learning.
2. Lead the development and annual update of a comprehensive safe-schools plan that includes prevention, intervention, crisis response and recovery.	SAFETY: The principal is ultimately responsible for the safe operations of the school. This includes both classroom and school-wide procedures. Principals in Washington are required to have and monitor a school plan that would provide for the safest operations possible.
3. Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.	PLANNING: Today's principal leads using plans which are supported by evidence. Whether it is student achievement data, discipline data, school climate perception data, or other measures of school success, using data in planning is crucial. Data provides both the rationale and target for concerted action to move the school forward.

4. Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.	ALIGNMENT: Principals monitor and assist teachers, not just in the “how” of teaching, but also the “what.” Aligning the curriculum, instruction and assessment within each class increases the likelihood that alignment from class to class happens, and students’ learning experiences are connected.
5. Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.	SUPERVISION: Principals assist and support teacher professional development through the evaluation process. They ensure that all students have teachers with strong instructional skills and dedication to the achievement of each student, by leading the hiring, evaluation and development of each teacher.
6. Manage human and fiscal resources to accomplish student achievement goals.	MANAGEMENT: Principals make resource decisions to achieve learning, safety, community engagement and achievement gap goals. These decisions include hiring and firing staff, maximizing financial resources, and organizing time, facilities and volunteers.
7. Communicate and partner with school community members to promote student learning.	COMMUNITY: Principals link the school to the community and visa versa. They assist teachers in connecting their students’ learning to parent and community support.
8. Demonstrate a commitment to closing the achievement gap.	THE GAP: Principals monitor gaps between various populations in the school. They channel resources to reduce the gaps to ensure that all students have the maximum opportunity to achieve at high levels.

b. Common Statewide Tier Labels

Table 10 identifies the tier labels each TPEP district submitted during the development year to describe each level of the new four-tiered system.

Table 10

Draft Common Statewide Tier Levels				
Pilot site	Level 1	Level 2	Level 3	Level 4
Anacortes	Unsatisfactory	Emerging	Proficient	Exemplary
Central Valley	Not Demonstrated/ Unsatisfactory	Developing	Proficient	Accomplished
Kennewick	Unsatisfactory	Emerging	Proficient	Exemplary
North Mason	Unsatisfactory	Basic/Emerging	Proficient	Distinguished
North Thurston	Unsatisfactory	Basic	Proficient	Distinguished
Othello	Unsatisfactory	Basic	Proficient	Innovative
Snohomish	Unsatisfactory	Emerging	Proficient	Exemplary
Wenatchee	Unsatisfactory	Basic	Proficient	Distinguished
Consortium	Unsatisfactory	Basic	Proficient	Distinguished

c. Common Statewide Tier Summative Statements (Teacher)

The teacher draft summative statements for the new teacher evaluation system were developed in collaboration with the TPEP Steering Committee organizations and the TPEP

Pilot Sites. At the conclusion of the pilot, Superintendent Dorn will make the final summative statement recommendations in the report completed July 1, 2012. The summative statements for principals are still being finalized and will be added as an addendum to the report before the start of the 2011-12 TPEP pilot year.

Table 11

Draft Common Statewide Tier Summative Statements - Teacher	
1	Professional practice at Level 1 does not show evidence of understanding or demonstration of the concepts underlying individual components of the criteria. This level of practice is ineffective and may represent practice that does not contribute to student learning, professional learning environment, or effective teaching practice. This level requires immediate intervention and specific district support. Failure to show adequate growth is grounds for dismissal/nonrenewal.
2	Professional practice at Level 2 shows a developing understanding and demonstration of the concepts underlying individual components of the criteria but performance is inconsistent. This level may be considered minimally competent for teachers early in their careers or experienced teachers in a new assignment, but insufficient for more experienced teachers. This level requires specific and relevant support.
3	Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teachers at this level thoroughly know academic content, curriculum design/development, their students, and a wide range of professional resources. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
4	Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is student directed, where students assume responsibility for their learning by making substantial, developmentally appropriate contributions throughout the instructional process. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment related to all students' learning, challenging professional growth, and collaborative leadership.

Adapted from "Framework for Teaching Levels of Performance Sample Operational Definitions" created by Pam Rosa, Danielson Group Associate

d. Common Statewide Satisfactory/Not Satisfactory Delineation (Teachers and Principals)

Eight of the nine TPEP pilot districts have agreed that the satisfactory/not satisfactory line should be between a Level 1 and Level 2 for both teachers and principals. The ninth district has brought forward concerns related to the policies for the rest of the tiers. Specifically, the policies related to teaching practice at Tier "2". The concerns have been taken into account by the steering committee.

Superintendent Dorn recommends that the satisfactory/not satisfactory delineation will be between a 1 and a 2 for the purposes of the pilot and recommendations regarding further changes to the RCW regarding Tier "2" will be included in the July 1, 2012 report.

3. District Determined Components

According to the May 2011 publication “*A Practical Guide to Designing Comprehensive Teacher Evaluation Systems*” from the National Comprehensive Center for Teacher Quality, “...states now must decide the extent to which the teacher evaluation model will make allowances for local flexibility and provide a balance between local and state control that encourages collective responsibility and accountability.” Throughout the TPEP pilot work and based on evidence across the evaluation work across the country, there are components of any evaluation system that will have the most direct impact on student learning by ensuring stakeholder decision making at the district level.

a. Instructional and Leadership Framework (Teachers and Principals)

The Instructional Frameworks listed below (Table 12) served as the foundation for the rubrics designed by the TPEP districts. Districts listed under the Comprehensive Instructional Frameworks (teachers only) will continue to work with Danielson, Marzano and Center for Educational Leadership (CEL) frameworks to ensure there is alignment between the comprehensive instructional framework and the Washington State criteria. The comprehensive instructional framework is the research-based observation tool that covers all eight of the revised Washington State teacher criteria. The importance of the instructional and leadership frameworks to the development of the evaluation models cannot be underscored. Measuring teacher and principal performance will hinge on the clarity and usability of the observation instruments being developed by the TPEP districts through the use of instructional and leadership frameworks.

Table 12
Teacher Instructional Frameworks by District
 Comprehensive
 Instructional Frameworks

District	Modified Version	Danielson	Marzano	5-D (CEL)	AWSP	Marzano/Reeves	5-D (CEL)
Anacortes				X	X		X
Central Valley	X		X			X	
Kennewick	X				X		
North Mason		X			X	X	
North Thurston		X			X		
Othello	X				X		
Snohomish		X			X		
Wenatchee			X		X	X	
Consortium		X			X		

b. Multiple Measures of Teacher and Principal Performance

The TPEP districts were intentional throughout the year to investigate and select measures within their district TPEP teams that met both the new evaluation criteria and other elements of E2SSB 6696. Table 13 and 14 describe the measures that are currently under consideration in each of the pilot sites. The changes to this new paradigm of evaluation are vast, but perhaps the biggest change rests in the variety of measures used to capture information about teacher and principal performance. The TPEP districts will continue to refine and put these measures into practice next year in the pilot. Recommendations will be forthcoming at the conclusion of the 2011-12 pilot year.

Table 13
Measures Under Consideration by District - Teacher

District	Observation	Student Data	Perception Surveys	Portfolio	Lesson Plans	Professional Growth Plans	Student Artifacts	Peer Evaluation	Feedback Meetings	Self-Assessment
Anacortes	X	X	X	X	X		X	X		X
Central Valley	X	X			X	X	X		X	X
Kennewick	X	X			X	X	X	X	X	X
North Mason	X	X			X		X			X
North Thurston	X	X			X	X	X		X	X
Othello	X	X			X		X			X
Snohomish	X	X			X	X	X		X	X
Wenatchee	X	X		X	X	X	X	X	X	X
Consortium	X	X	X	X	X	X	X		X	X

Table 14
Measures Under Consideration by District - Principal

District	Observation	Building Level Student Achievement Data	Formative Assessment Results	Summative Assessment Results	Perception Survey	Portfolios	Artifacts	School Failure Rates	School Safety and Climate Plans	Other
Anacortes	Model still in development									
Central Valley	X				X		X		X	School improvement plans
Kennewick	X	X	X	X	X		X		X	
North Mason	Model still in development									
North Thurston	Model still in development									
Othello	Model still in development									

Snohomish	X	X	X		X		X		X	
Wenatchee	X	X	X	X	X	X	X		X	
Consortium	X	X	X	X	X		X	X	X	

III. Findings

A. Research and Reports

OSPI ensured a careful data collection system for the development year, focusing squarely on seeking feedback on the evaluation changes in the law and ongoing feedback from the TPEP pilot sites on the development of the new models. Summarized below is a list that describes both the state-wide and TPEP pilot site data collections OSPI directed during the 2010-11 development year.

Teacher and Principal Evaluation Project (TPEP) Pilot and Statewide Survey and Reports

State-wide surveys and interviews

- **OSPI Statewide Evaluation Data DOED Survey**
12/15/10 – 1/21/11
 - This collection of educator evaluation data was required by the DOED upon receipt of ARRA funds.
 - 294 of the 295 districts participated in this survey.
- **TPEP Statewide Evaluation Electronic Survey**
2/15/11 – 3/15/11
 - This electronic survey was disseminated to all certificated classroom teachers, principals and district administrators in Washington State.
 - Purpose: To better understand current evaluation practices and how to best support implementation of E2SSB 6696.
- **TPEP Statewide Interviews**
4/1/11 – 4/15/11 – interviews; 4/15 – 4/30 – interview analysis
 - Follow-up to Statewide Evaluation Electronic Survey.
 - Purpose: These interviews were completed to follow-up to the electronic survey in order to gather feedback and experiences from districts regarding the current evaluation system and hopes for the future.
- **TPEP Educator Forums**
2/7/11 – 3/9/11
 - Participants: 340 educators
 - Purpose: To provide outreach from the state and local pilot site perspective and collect feedback regarding current evaluation practices and hopes for future evaluation systems.

Pilot-specific work

- **Pilot Interviews and Model Review**

- Interviews with TPEP pilot teachers, principals and district administrators were conducted to gather feedback and experiences from pilot districts regarding the process of developing an evaluation system.
- The TPEP evaluation model development was analyzed by a group of American Institutes for Research (AIR) evaluation experts and provided to each pilot district.

- **Pilot Focus Group (Consortium)**

- A similar process was used for the consortium to gather feedback and experiences from the consortium participants regarding the process of developing an evaluation system.

- **TPEP Individual Case Studies and Cross -Case Analysis**

- A summary report documenting the process and implementation of the new evaluation models will be produced for each TPEP site and a cross-case analysis of the TPEP project will be completed.

- **TPEP Practitioner Panel Review**

(Teachers, Principals, Superintendents, Professional Development, Human Resource, Data, & Finance Experts)

- 35 Practitioners from outside of the TPEP sites were selected by the TPEP steering committee to review, analyze, and offer suggestions in the evaluation system development and implementation process for both the TPEP pilot sites and the Statewide TPEP work.

B. Blueprint for Changing and Implementing the Washington State Evaluation System

The TPEP project made it a priority to not only seek input from the selected TPEP pilot sites, but also seek feedback from practitioners outside of the pilots to ensure stakeholders participate in the evaluation system development throughout the entire three-year implementation process. The state-wide data collected through the project produced the following “blueprint” for changing and implementing the Washington Evaluation System. The data also presented three distinct challenges to implementation. This blueprint and challenges demonstrate the congruency between TPEP pilot sites’ development and the input from the general field of practitioners in Washington State.

Blueprint

The data collected from the TPEP project this year determined the new system should be:

1. Focused squarely on improving teaching and learning.
2. Guided by instructional frameworks that reflect the most up-to-date, evidence-based practices for teaching and leading.
3. Supported by rubrics that include clear descriptions of practice and performance; multiple rating levels; and multiple measures to stimulate conversation and reflection that support improved practice for student learning.
4. Providing intensive evaluator training.

Challenges

The challenges to changing and implementing the Washington State evaluation system are grouped in three areas:

- Culture Shifts
 - Data
 - Professional Development/Training
1. Changing the culture from one of evaluation as compliance to one of professional growth.
 - *78 percent of district administrators responding to the OSPI Evaluation Survey indicated that the primary purpose of their district's teacher evaluation system was compliance.*
 - *Fewer than 25 percent of administrators responding to the OSPI Evaluation Survey report using rubrics to evaluate teachers.*
 2. Determining and including student growth and perception survey data are components needing more study.
 - *Telephone Interviews conducted with TPEP pilot participants and educators across the state cautiously suggest OSPI consider including student growth data as one measure for educator effectiveness.*
 - *Telephone interviews and focus group participants overwhelmingly suggest OSPI wait to include teacher value-added scores, unless in the pilot educator evaluation settings.*
 - *Telephone interviews with administrators and teachers reported wanting some flexibility in determining the mix of measures used in a district's evaluation system.*
 3. Professional development and training must be a priority for future implementation of the new Washington State evaluation systems.
 - *Data collected from the OSPI educator evaluation survey suggest that classroom and school based observations are inconsistent in timing and value.*
 - *Teachers and administrators indicate they are hard-pressed to adjust and monitor their instructional and leadership practices when the feedback is out-of-date or loosely tied to instructional or leadership challenges.*
 - *Administrators and teachers indicate that in the new evaluation system, time and ratio of evaluator to evaluatee will be a significant factor in the success of the implementation.*

IV. Next Steps

A. TPEP Pilot Sites

The TPEP pilot sites will continue their work over the summer and begin piloting their models fall 2011. OSPI will continue to work with the American Institute of Research, the TPEP Steering Committee organizations, and other supporting partners to support the work of the pilot.

OSPI will be responsible for analyzing the work of the pilots through the 2011-12 SY. This will include looking at the model implementation, use of student data, and evaluator training among other areas. OSPI will continue to work to involve stakeholders in consultation as statewide implementation approaches.

B. State-level Taskforce Committees

A key learning of the work of the TPEP project has been the understanding that this change is one that is ongoing and multi-faceted. A state system should not wait another 25 years before another update. The fields of teaching and leading have changed dramatically over the past 25 years and even over the course of the first year of TPEP development, emerging research has changed our course several times.

Any solid reform enlists a process of evaluation and feedback. The TPEP project should follow suit. It has been the vision of the project from the beginning to have practitioners at the heart of the work. This will continue through three very specific committees. The areas of student growth, evaluator training, and perception survey data have presented challenges to the TPEP districts. In an effort to support the TPEP districts and the rest of the state, the TPEP Steering Committee has recommended three taskforce committees research and present recommendations regarding the inclusion of these areas in our teacher and principal evaluation systems.

Table 15

State-level Taskforce Committees		
Taskforce	Organizational Lead	Supporting Organizations
Student Growth Data	OSPI	WEA, AWSP, WASA, WSPTA, WSSDA
Evaluator Training and Inter-rater Reliability	AWSP	OSPI, WEA, WASA, WSPTA, WSSDA
Perception Survey Data	AWSP/WSPTA	OSPI, WEA, WASA, WSSDA

The TPEP pilot sites have tackled a great deal this year in their work and every district in the state that will follow their work closely over the next year should laud the progress they have made. However, as we have watched in other states and large districts across the country, there are many areas that more study will yield better and more articulated options for State Superintendent Dorn's final recommendation completed July, 2012.

Timeline

The committees will be formed in August 2011 and run through February 2012. They will be comprised of 2/3rds. TPEP practitioners and 1/3rd experts from the field. These committees will present Superintendent Dorn, the TPEP Steering Committee, and the TPEP pilot sites with research-based best practices and guidance around the three areas outlined above.

V. Recommendations

E2SSB 6696 requires the Superintendent of Public Instruction to make recommendations in this report regarding whether a single statewide evaluation model should be adopted, whether modified versions developed by school districts should be subject to state approval, and what the criteria would be for determining if a school district's evaluation model meets or exceeds a statewide model. The report also is to identify challenges posed by requiring a state approval process.

Superintendent Dorn has based the following recommendations on the work of the TPEP Pilot sites and the TPEP Steering Committee input.

1. One or Multiple Models

Districts should be encouraged to select from a limited number of state approved teacher and principal evaluation models. However, it is recommended that a state approval process be developed for those districts not wanting to select one of the state approved models.

2. Evaluation System Components

The Superintendent will require that all systems have specified components that will include, but not be limited to:

- a. A research-based instructional framework (teachers) or leadership framework (principals) that clearly describes practice and performance. The Superintendent will approve a limited number of frameworks based on the results of the pilot. Other frameworks, including modified research-based frameworks, will be subject to a case-by-case approval process. The framework must incorporate the state evaluation criteria and must clearly “map-back” to the state evaluation criteria;
- b. The use of the state-adopted evaluation criteria and definitions for both teachers and principals. A definition for each of the criteria will be finalized at the conclusion of the pilots;
- c. Rubrics, which are based on the instructional framework (teachers) or leadership frameworks (principals), that clearly define the continuum from unsatisfactory through effective teaching and leading practices;
- d. A four-level rating system that describes performance along a continuum that indicates the extent to which the criteria has been met or exceeded. At the conclusion of the pilot, the title and definition for each of the levels will be determined by the Superintendent for statewide use. The Superintendent will also establish the delineation between “not satisfactory” and “satisfactory” performance in the four-level system;
- e. Multiple measures for determining effective teacher and principal performance. Currently, the pilots are considering a number of tools, including observation, self-assessment, perception surveys, and student growth. At the conclusion of the pilots, the effectiveness and implementation challenges of these tools will be evaluated and minimum requirements will be established;

- f. Professional development for principals and classroom teachers regarding the content of the new evaluation systems. The professional development must include information regarding the instructional framework, evaluation criteria, scoring rubrics, and the tools that will be used to measure performance; and
- g. Evaluation training for all evaluators (e.g., principals, district administrators) involved in the new evaluation systems.

School districts must be able to demonstrate that teachers, principals, parents, and others were involved in the decision-making process for the new evaluation system within the school district.

As discussed above, based on the outcomes of the TPEP pilots a final set of recommendations with specific approval criteria will be included in the report completed by July 1, 2012.

3. State-Approval Process

At the conclusion of the pilots, the Superintendent shall finalize the components and requirements that must be included in evaluation systems. Districts will be required to include all of the required components as specified by the Superintendent.

During the 2012-13 school year, school districts should be required to submit a description of their proposed evaluation systems that they intend to use beginning in the 2013-14 school year. The description of the system shall include how they will address each of the required components, which will be subject to a thorough, rigorous state review process.

If the system includes one of limited number of frameworks and meets specified criteria for the other components, it shall be approved. If other frameworks are used, the framework shall be evaluated on a case-by-case basis.

The initial review will be conducted by OSPI staff, who will make recommendations to a Review Panel consisting of representatives of teachers, principals, parents, school directors, and school district administrators.

4. Challenges to a State Evaluation Approval Process

The challenges to a state review process rest in two areas: time and resources. The capacity over the next two years to approve all models will be time consuming and require expertise at the state level to remain intact and enhanced through continued consultation with evaluation experts and practitioners. If the system is to be functioning at a high level during the 2013-14 statewide implementation year, serious consideration will need to be given to providing the resources to prepare all the districts in an intentional way for the new teacher and principal evaluation system.

VI. Conclusion

As with other states overhauling their evaluation systems across the country, there is a deliberate sense of urgency within the TPEP project. This urgency is tempered by the commitment to also get this right for students and not to rush to quick fixes that will not have long lasting impact. There are two important aspects of our project that should be noted as standing out among the deluge of state action around educator evaluation.

First, Washington State is taking the bold and important step in redesigning, piloting and implementing both the teacher and principal evaluation systems at the same time. Washington is one of only 12 states that has legislation requiring evaluation reforms. Although this has more than doubled the workload in the TPEP pilot sites, it has been a consistent message all year by everyone involved that the two are inextricably linked and must be implemented together.

Second, the partnerships and collaboration around this work is unprecedented. The coalition that has formed around the TPEP work from the state to the local level has made a profound impact on the hope and promise that the new evaluation systems will be a meaningful and intentional professional growth and accountability model for years to come. As with all new reforms, the new teacher and principal evaluation systems are going to face challenges. The ultimate goal of the TPEP project is to improving teaching and leading for all students in Washington State.

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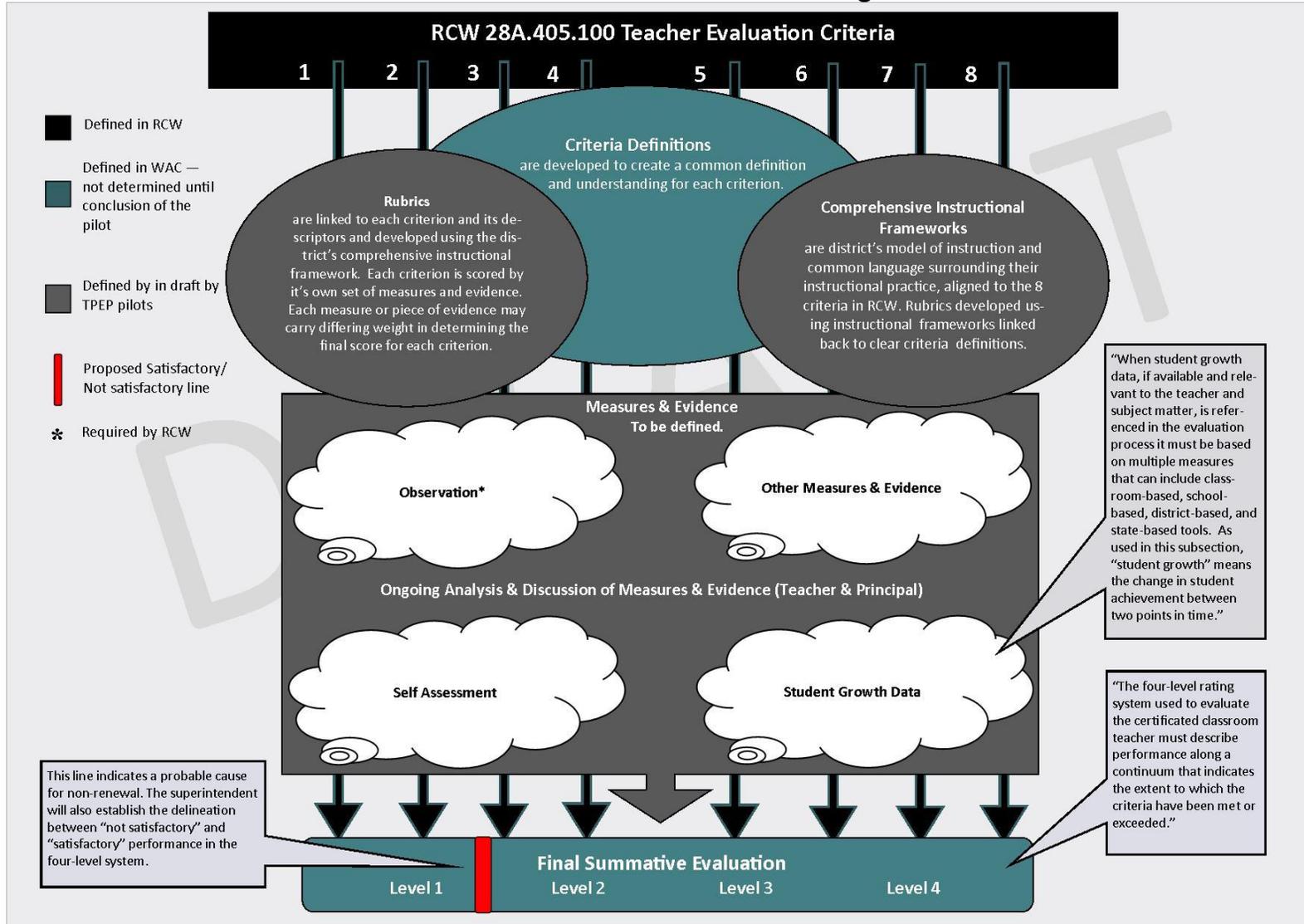
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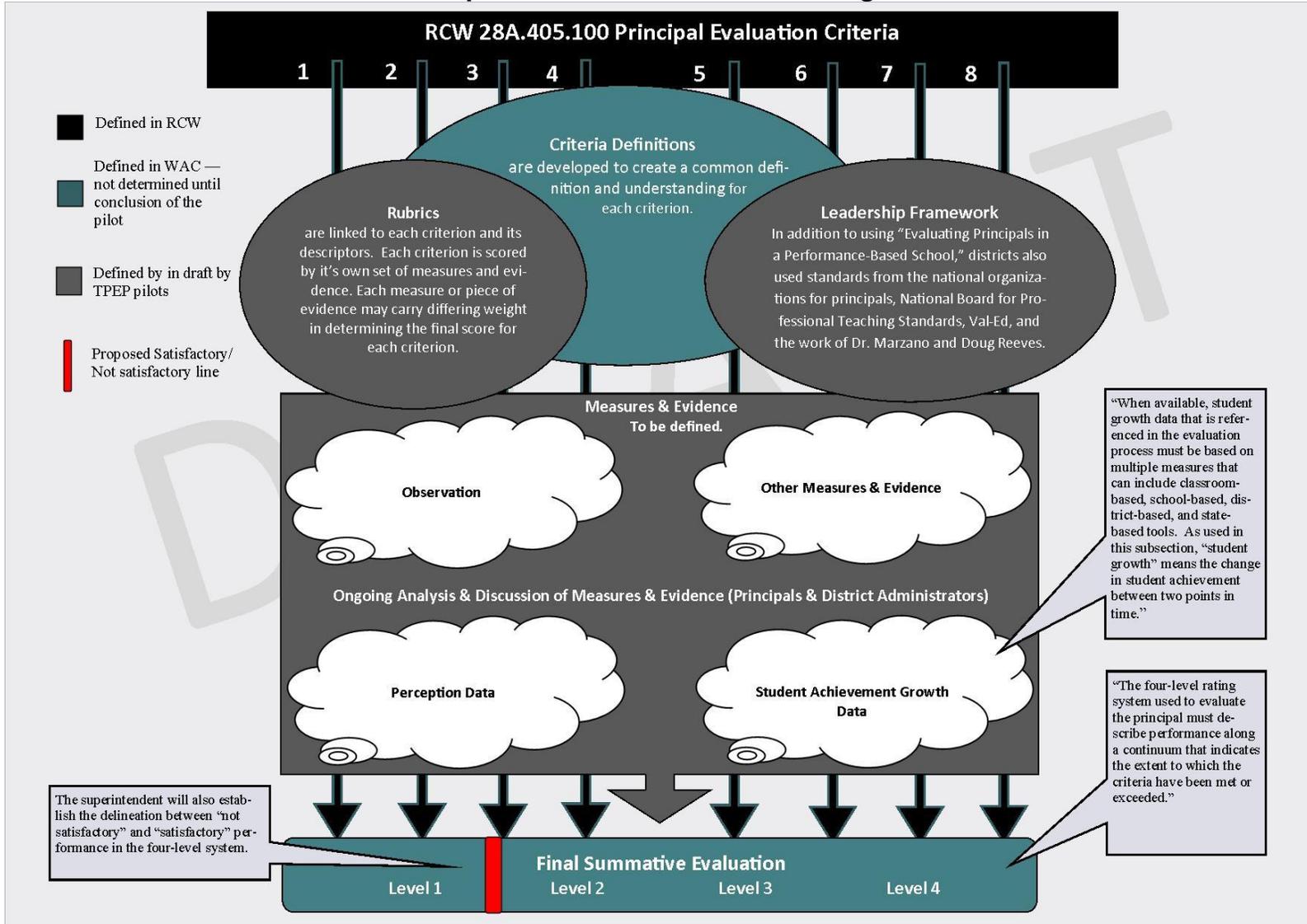
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VIII. Appendices

Teacher Evaluation Model Visual Diagram



Principal Evaluation Model Visual Diagram



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Office of Superintendent of Public Instruction
Old Capitol Building
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2011

The Washington State Board of Education

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

Title:	<u>Building Student Achievement: Marysville School District and the Tulalip Tribes</u>	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant to Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>SBE's 2011-14 Strategic Plan calls for the Board to provide policy leadership for closing the academic achievement gap. SBE established objectives related to closing gaps, stating that it would:</p> <ul style="list-style-type: none"> • Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English Language Learners. • Monitor how the Required Action and the Merit school process is working in closing the achievement gap. • Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes. • Promote early prevention and intervention for grades K-3 students. 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Marysville School and District leaders and a Tulalip Tribes representative will present an overview of their initiatives to partner together to support students, close achievement gaps, and implement School Improvement Grants at three schools. Marysville's work intersects with the SBE's strategic plans and responsibilities in multiple ways:</p> <ul style="list-style-type: none"> • Marysville received School Improvement Grant funds for Tulalip Elementary and Totem Middle School beginning in 2010-11 and Quil Ceda Elementary beginning in 2011-12. • Marysville School District's work in partnering with the Tulalip Tribes serves as a potential model for closing achievement gaps. • Tulalip Elementary receives state funding for a full-day Kindergarten program. • The SBE just approved a waiver request for the 2010-11 school year for Quil Ceda and Tulalip Elementaries. 	



Marysville School District and The Tulalip Tribes – Partnerships and Initiatives 2011

Support for Tulalip Students

- **K-4 staffing** for smaller class sizes at Tulalip and Quil Ceda Elementary
- **Math and Literacy** training, coaching, and materials for Tulalip and Quil Ceda
- **Math Recovery** partnership with Native American Center in Wyoming
- **Additional staffing and programs** at Tulalip Heritage High School. Artist in residence, reading program specialist, credit retrieval teacher, math coach, WITS consultant, field trips, supplies, FIRE specialist.
- **Gates Grant for Heritage:** Funding for Tulalip and Marysville to work together to develop a shared vision.
- **Liaisons, Youth Advocates, and SRO** at schools with larger Native enrollments
- **Parent Meetings:** Monthly meetings are coordinated by Chrissy Dulik Dalos, Indian Education Manager. Teachers and administrators make a special effort to attend.
- **Early Learning:** With the sale of Tulalip Elementary, the Tulalip Tribes will utilize the site for an Early Childhood Learning Center to serve 500 preschool students.
- **Lushootseed** is taught at Tulalip Elementary.

Sovereignty Curriculum: Tulalip Tribes has worked with the district to develop special units at:

- 3rd grade: Field trips to Tulalip
- 4th grade: Native history and culture units
- 5th grade: Lushootseed story telling units
- 8th grade: Native American unit in Washington State History

District Wide Support - \$1.26 million grant

- **Multicultural Respect:** Dr. Stephanie Fryberg, Tulalip member and nationally recognized leader/researcher in Native education, serves as a consultant/advisor to the district respect work. Their recent work included looking at the growth mindset work of Carol Dweck.
- **Curriculum and Instruction:** The Tulalip grant will pay for needed middle-level science curriculum and professional development; math materials, teacher training, and two district math coaches; a new data system to better track/analyze student achievement/discipline.

Additional

- **Shared Facility Agreement:** The district and the Tulalip Tribes hold a mutual agreement on space utilized for student learning such as; Early Learning at Tulalip, Move Up (online learning) at Tulalip Tribes.
- **Online Learning:** Move Up is our online learning program with Advanced Academics. Bruce Campbell, Home-School teacher, acts as tutor for students and their online learning and supports students in their efforts.
- **Turnaround Schools to share campus:** With the sale of Tulalip Elementary, the staff and students will relocate to Quil Ceda Elementary. The Tulalip sale will save the district \$400k a year in operating costs.
- **Board to Board meetings:** The Marysville School District and Tulalip Tribes board/staff meet several times per year to discuss initiatives, successes, items of mutual interest and concern.

Totem Math Work

Our literacy work over the last three years produced impressive gains. Our math scores however, were not moving. Our Quick Wins this year focused on improvement of math instruction and intervention strategies for struggling students. We hired an extra math teacher to lower class sizes in the 6th and 7th grade math classes. Totem also hired a half-time math coach to work with teachers on instruction, student engagement, and standards-based lesson planning.

MAPs Testing: Totem used the Measurement of Academic Progress (MAP) assessment identify student needs, select additional support and inform instruction. Ninety-nine 8th graders took the Algebra EOC (more than the other two middle schools combined). MAPs data was used to identify those 120 students who needed the most help. Principal met individually with each student. Seventy percent of these lowest performing students passed the regular math class.

More Time for Math: Every student received two periods of math. Students with greater needs had three periods of math. To make this work, every teacher in the school teaches a math intervention class during the last period of the day – called PRIDE time. Students above grade level get an enrichment class, those at grade level get a pre-teaching lesson and those below grade level get a math skills class. Teacher teams met every Thursday after school to look at student data and interventions in the PRIDE classes. At the Semester, students were reassessed and moved up based on their skill levels. Five classes of students (150 students) moved from basic skills to grade level work. Two classes of students (60 students) moved from on level to enrichment.

	Sixth Grade			Seventh Grade			Eighth Grade		
	From	To	Change	From	To	Change	From	To	Change
Enrichment	2	3	+1	2	3	+1	2	2	0
Pre-teach	3	4	+1	4	6	+2	3	4	+1
Math Skills	5	4	-1	3	0	-3	3	2	-1

Biggest Lessons Learned.....

Quick Cycle Times: Our Quick Wins (12 week goals) helped us make mid year changes. When something didn't work, we changed it. Several times this year we made plans that did not work. Instead of just sticking with those plans and hoping things improved, we made a change in structure, strategy, or content. All decisions were based on data and what students needed in order to succeed.

Progress Monitoring informed teachers' instructional decisions AND raised student engagement and effort. All teachers charted student progress in math skills in their PRIDE classes. Students looked forward to the weekly progress assessments and tried to beat their previous scores. This created an academic environment where students were encouraging each other to try harder.

Hard Work: ALL students can learn at high levels. All of Totem students were in grade level math classes or higher. Those students that struggled were identified and assigned additional math intervention classes for support. There was NO dumbing down of the curriculum. We needed to accelerate the learning of those students identified through our formative assessments as needing more skill based work to support their work in the regular grade level classes.

Collaboration Time: Time for teacher collaboration is essential. Teachers have two planning times: one for planning their lessons and one for collaboration. Collaboration time provides opportunities to review data, look at student work together and use data to inform instruction.

Robert Kalahan, Principal * Totem Middle School * Marysville School District

Joint Resolution

WHEREAS, there is a need to work together to increase awareness and understanding about Native American Tribes, people, culture, history and governance; and

WHEREAS, there is an opportunity to further Native American student achievements in high school, post secondary and career education; and

WHEREAS, the Tulalip Tribes, the Tulalip Foundation, the Washington Office of Superintendent of Public Instruction, and the Marysville School District have entered into a memorandum of understanding as a first step to help raise academic achievement and make students life-ready by improving scores in academic assessments and increasing graduation rates; and

WHEREAS our plan will focus on high risk children who are underrepresented at graduation; determine when these children disengage from the education process; and align plans, programs, curriculum, educator and counselor understanding and other support to stimulate and improve academic achievement and boost career and technical skills; and

WHEREAS, the strategy of this collective group is to raise resources and funding for high-interest, hands-on Career and Technical Education program offerings; to introduce high-quality curriculum materials that prepare students for success in high school, career and postsecondary education; to seek partnerships that provide internships, apprenticeships and early college opportunities for students; and to expand awareness and appreciation for Native American cultures, tradition, history and governance; and

WHEREAS programs are already underway such as the new science curriculum for middle and high schools; and maximizing interest and participation in existing Career and Technical Education (CTE) programs starting with Digital Design and Wearable Metals and Jewelry Design programs at Heritage High School; and

WHEREAS our partnership includes new resources from the Tulalip Tribes (\$20,000); the Marysville School District (\$15,000); the Office of Superintendent of Public Instruction (\$20,000); the Bill and Melinda Gates Foundation (\$40,000);

BE IT RESOLVED THAT all parties will collaborate under this plan to refine and expand curriculum, process and understanding to raise academic achievement and increase graduation rates in the district.

Marysville School Dist.	State OSPI	City of Marysville	Tulalip Foundation	Tulalip Tribes
Heritage High School	Bill & Melinda Gates Foundation	Rep. XXXXXX	Rep. XXXXX	Sen. XXX
_____	_____	_____	_____	_____

Add logos along bottom?

Building Strong Relationships with Tribal Nations

Every culture is unique and wonderfully complex. No culture can be reduced to a few do's and don'ts without over-simplifying. At the risk of omitting the true intricacies of a rich culture, these are a few of the things that I keep in mind as I continue to learn how to interact respectfully across cultures.

- Larry Nyland

<ul style="list-style-type: none"> Do make yourself accessible at all levels: from superintendent, cabinet, principals to all tribal people from Chairman of the Nation to the "auntie" or grandma who may be calling to advocate for one of the children. 	<ul style="list-style-type: none"> Don't ignore requests to get involved and don't be too quick to delegate. Taking personal interest earns trust and builds bridges to the community.
<ul style="list-style-type: none"> Do build new relationships as a learner; observe, notice and then ask questions quietly and privately while seeking to understand. 	<ul style="list-style-type: none"> Don't ask too many questions publicly and don't come across as attempting to "fix," "save," or "know what 'you people' need."
<ul style="list-style-type: none"> Do refer to students respectfully as "our children/students" or _____ Tribal people. 	<ul style="list-style-type: none"> Don't refer to "those children" or "those people."
<ul style="list-style-type: none"> Do expect all relationships will take a lot of time, trust, respect and give and take. 	<ul style="list-style-type: none"> Don't expect one or two meetings per year will build deep relationships.
<ul style="list-style-type: none"> Do prepare to hear hard things: listen to past hurts and hardships; keep an open mind; and, acknowledge past mistakes in communication and actions. 	<ul style="list-style-type: none"> Don't ignore the history of strained relationships; memories linger and matter.
<ul style="list-style-type: none"> Do show you care by attending Tribal activities; funerals, celebrations, as appropriate. 	<ul style="list-style-type: none"> Don't assume that business relationships stand apart from caring emotional ties.
<ul style="list-style-type: none"> Do start small: find things you can do together (smaller MOUs) and follow through on all commitments. 	<ul style="list-style-type: none"> Don't assume that one meeting or one partnership will lead immediately to something bigger (a 1495 agreement).
<ul style="list-style-type: none"> Do recognize Tribes', groups' and individuals' contributions to your district and its communities ... by saying "thank you." 	<ul style="list-style-type: none"> Don't assume that they know how you feel.
<ul style="list-style-type: none"> Do think about respect and protocol: recognize sovereign nation status and make contacts through school district superintendent or board chair. Take subordinates to invited meetings but don't send them in your place. 	<ul style="list-style-type: none"> Don't take on airs or portray in any way that the district is more important than the Tribal Nation.
<ul style="list-style-type: none"> Do be aware of protocol and dress accordingly; business casual is often more appropriate than formal coat and tie. 	<ul style="list-style-type: none"> Don't dis-respect by over or under dressing.
<ul style="list-style-type: none"> Do schedule regular meetings to discuss items of common interest. Developing informal agendas together may be more appropriate than bringing (mental check lists) may be more appropriate than detailed to do lists. 	<ul style="list-style-type: none"> Don't take printed agenda's which may appear (unintentionally) to be controlling the meeting.
<ul style="list-style-type: none"> Do follow up after regular meetings with a brief email meeting summary to the Leader(s) on what was discussed ... 	<ul style="list-style-type: none"> Don't slant the minutes; reflect accurately all points of view shared.

reinforcing the partnerships.	
<ul style="list-style-type: none"> Do your homework; know your district’s data; bring spreadsheets when requested 	<ul style="list-style-type: none"> Don’t assume that Tribal representatives will know about district programs or student success.
<ul style="list-style-type: none"> Do pick up the phone and call immediately if there is a serious issue with a Native student and/or district employee. 	<ul style="list-style-type: none"> Don’t assume that there won’t be a problem or that it will blow over.
<ul style="list-style-type: none"> Do expect that there is a range of human interests (as there is in any group of people); ALL families want their children to do well, however how they measure success may vary. 	<ul style="list-style-type: none"> Don’t assume that all families think or feel the same on any given issue.
<ul style="list-style-type: none"> Do make sure you know those you are working with, the department and family they represent, and the name they wished to be called; protocol, position and hierarchy are extremely important. 	<ul style="list-style-type: none"> Don’t assume that position is the only factor that matters.
<ul style="list-style-type: none"> Do recognize the power of two way communication. Listen for understanding, clarify what you heard and be as clear as possible in stating your issues/needs. Note: Montgomery County MD, does joint parenting books with parents who help craft joint messages and sign the title page. 	<ul style="list-style-type: none"> Don’t assume that we have all the answers.
<ul style="list-style-type: none"> Do listen to elders; each elder that speaks will often echo and build on a common circular theme. 	<ul style="list-style-type: none"> Don’t assume that you can cut to the chase by being autocratic or super focused.
<ul style="list-style-type: none"> Do recognize that Tribal governance – just like a school district – has many separate departments; relationships in one department may or may not carry over to other departments. Eg: <ul style="list-style-type: none"> Tribal board: chair, vice-chair, and committees Indian Education committee; parent education committee Education leaders (staff) for: pre-school, native history and culture, liaisons, advocates, summer programs, education. Charitable table contributions to the community. 	<ul style="list-style-type: none"> Don’t assume that one department knows about efforts underway with a different department.
<ul style="list-style-type: none"> Do seek out and get to know individuals in each of the above areas. 	<ul style="list-style-type: none"> Don’t assume that one set of relationships will be sufficient.

Learning Environments

What Works and What Doesn't – in Multi-Ethnic Schools and Classrooms

Failure - What doesn't work	Success – What does work
<p>1. <u>Depersonalized school context</u>—“industrial” “school-as-factory”</p> <ul style="list-style-type: none"> • “Professional distance” from students by adults • School environments with <u>little connection, no sense of community and belonging</u> for students of color/in poverty 	<p>1. Foster <u>relationships</u></p> <ul style="list-style-type: none"> • Act as “Warm Demander”: Everything is about <u>caring</u> • Build school environments that promote <u>connection, a sense of community and belonging</u>
<p>2. <u>Individualistic, competitive cultural norms</u> in schooling</p> <ul style="list-style-type: none"> • Classrooms conforming to <u>individual definition of success</u>, “bell curve” with winners/losers, shallow cooperation 	<p>2. Build more <u>cooperation</u> in learning</p> <ul style="list-style-type: none"> • Structure <u>culturally appropriate cooperative learning</u> using explicit teaching, gradual release of responsibility; “Groupwork”
<p>3. <u>Failure identities</u>—“the self-fulfilling prophecy” of low expectations</p> <ul style="list-style-type: none"> • Constant reinforcement of <u>stereotype threat</u> (failure orientation) • <u>Fixed understanding of intelligence</u> (innate, not learned IQ,) • Exclusively <u>white mainstream role-models of success</u> 	<p>3. Build <u>successful identities</u> for students of color as learners</p> <ul style="list-style-type: none"> • Build <u>identity safety</u> (success orientation) vs. stereotype threat (failure orientation) • Teach <u>developmental vs fixed understanding of intelligence</u>: “Brainology” • Use <u>multicultural images, role-models of success, and content</u>
<p>4. <u>Exclusion of diverse communication patterns</u></p> <ul style="list-style-type: none"> • <u>Monocultural/monolingual dominant approach</u> resulting in punishment of differences 	<p>4. Accommodate <u>diverse communication patterns</u></p> <ul style="list-style-type: none"> • <u>Bi-cultural/bi-lingual approach</u> vs. punishing differences
<p>5. Development of <u>oppositional perspective</u> toward schooling—assumption by students of schools’ negative intent</p> <ul style="list-style-type: none"> • Development of <u>resistance</u> toward schooling by constant communication of inferiority of intelligence, home culture 	<p>5. <u>Re-shape oppositional perspective</u> toward education and schooling</p> <ul style="list-style-type: none"> • Develop student <u>assent</u> vs. resistance toward schooling through relationship building, development of success identity
<p>6. <u>Ineffective discipline practices</u> that alienate students of color</p> <ul style="list-style-type: none"> • No understanding how <u>culture governs behavior</u> resulting in low expectations, assumption of cultural inferiority 	<p>6. Develop <u>effective discipline practices</u> that work for all students</p> <ul style="list-style-type: none"> • Understand how <u>culture governs behavior, impacts effective discipline</u> and responsible/respectful/cooperative conduct
<p>7. Disconnect between <u>diverse families</u> and schools</p> <ul style="list-style-type: none"> • Assumption of school's <u>negative intent</u> by parents • <u>Monocultural definition of parent involvement</u> 	<p>7. Create <u>connections between diverse families</u> and schools</p> <ul style="list-style-type: none"> • Develop <u>assent</u> for teaching their children vs. resistance • Find <u>culturally relevant ways of involvement in student learning</u>

Academic Practices

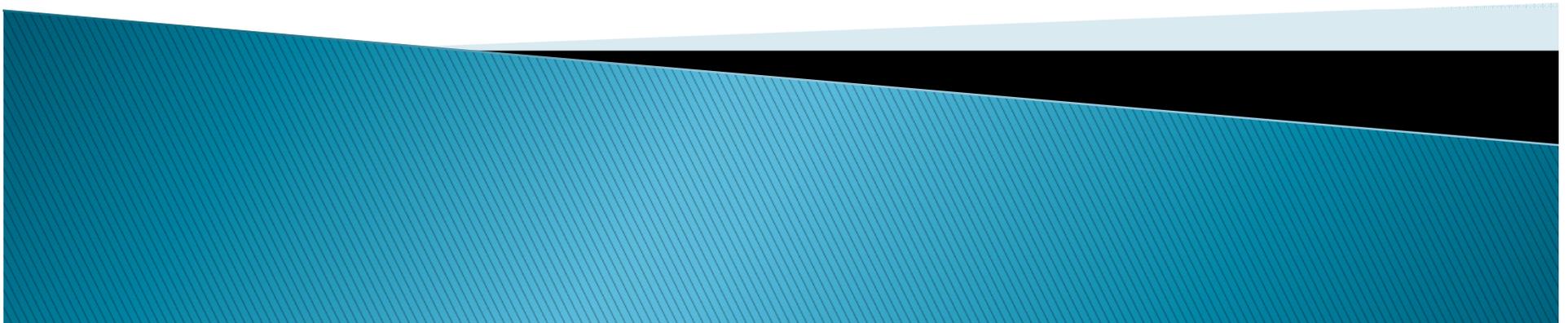
What Works and What Doesn't - in Multi-Ethnic Schools and Classrooms

Failure - What doesn't work	Success - What does work
<p>1. For unsuccessful students of color, <u>meaningless</u>, one-way "transmittal" instruction; <u>exclusion from higher-level thinking</u>, <u>rigorous curriculum</u>:</p> <ul style="list-style-type: none"> • No connection to <u>background knowledge</u> with content only relevant to mainstream learners • Learning defined as <u>low level memorization</u> of factual content, procedures • Reading limited to <u>basic skills</u> • Writing limited to <u>basic skills</u> • Mathematics presented as <u>memorization of procedures</u> • Science and social studies presented as <u>memorization of content</u> 	<p>1. Promote high quality "<u>teaching for meaning</u>", develop "21st Century" skills/abilities based on <u>critical thinking</u>. Students learn to:</p> <ul style="list-style-type: none"> • Access/build on/bridge diverse <u>background knowledge</u> • Expanded instruction of <u>transferable skills</u> in all areas • Read for <u>meaning</u>—Effective Instruction, Balanced Literacy • Write for <u>relevant and authentic purposes</u> • Present mathematics as <u>thinking</u> • Teach science and social studies as <u>inquiry</u>
<p>2. Lack of rigor, <u>low expectations</u> and <u>inadequate student support</u></p> <ul style="list-style-type: none"> • <u>Low expectations</u>, letting students off the hook for learning • Teach students with <u>dumbed-down content</u> • "To" and "by", with <u>little "with"</u>, leading to failure 	<p>2. Hold <u>rigor</u>, <u>high expectations</u> and provide appropriate student support</p> <ul style="list-style-type: none"> • Act as "Warm Demander": <u>high expectations</u>, not letting students off the hook for learning • Teach students into <u>challenging content</u> • Scaffold into rigor—<u>gradual release of responsibility</u>
<p>3. Limited <u>modalities</u> of learning</p> <ul style="list-style-type: none"> • Sole emphasis on <u>verbal and abstract</u> modality, no scaffolding 	<p>3. Address <u>different modalities</u> of learning</p> <ul style="list-style-type: none"> • Incorporate <u>all modalities and intelligences</u>, including mainstream, using scaffolding and explicit teaching
<p>4. No <u>relevance</u> in learning</p> <ul style="list-style-type: none"> • <u>No connections</u> to students' background knowledge • <u>No connections</u> to home community in learning • <u>Discrete learning out of context</u> • Predominantly <u>mono-cultural curriculum content</u> <ul style="list-style-type: none"> • <u>"Sanitized", non-threatening treatment</u> of history and current issues of race • <u>Silence on race, oppression, social justice</u> • No images of <u>successful people of color</u> in academics/life 	<p>4. Promote <u>relevance</u> in learning</p> <ul style="list-style-type: none"> • Make <u>explicit connections</u> to students' background knowledge • Make <u>connections</u> to home community in learning • Create <u>project-based, integrated</u> vs. discrete learning • Infuse <u>multicultural content</u> into the curriculum <ul style="list-style-type: none"> • Include <u>history and current issues of race</u> • Focus explicitly on <u>race, oppression, social justice</u> • Feature images of <u>successful people of color</u> in academics and life



Marysville – Tulalip: Partners in Student Learning

State Board of Education
July 14, 2011



Welcome

- ▶ Stephanie Fryberg, *University of Arizona, Tulalip Tribes, and Marysville Schools*
- ▶ Robert Kalahan, *Principal, Totem Middle School*
- ▶ Kristin DeWitte, *Principal, Quil Ceda Elementary*
- ▶ Larry Nyland, *Superintendent, Marysville Schools*



Marysville Schools

- ▶ Marysville = 12,000 students
- ▶ Native Students = 1000 students
- ▶ Free/Reduced = 46% (up 26% in 10 yrs)
- ▶ Diversity = 33% (nearly double in 10 yrs)
- ▶ Moving up on state achievement index
- ▶ One of “most improved” MERIT schools



Tulalip Tribes

- ▶ One of 29 Tribal Nations in Washington
- ▶ Historic location of regional boarding school
- ▶ Quil Ceda Village = Federal City
- ▶ 4100 Tulalip Tribes members
- ▶ 2300 age 18 and under
- ▶ Opening new early learning center for 500 preschool age children
- ▶ Highly supportive of education



Two Part Presentation:

- ▶ **Part 1 – Larry and Robert**
 - Tribal Nation Partnerships
 - MERIT Schools
- ▶ **Part 2 – Stephanie and Kristin**
 - Culture and Learning for Native Students
 - Creating a Growth Mindset School



Part 1

- Tribal Nation Partnerships
- MERIT Schools



Tribal Nation Partnerships

- ▶ Meet frequently:
 - Board to board;
 - Leadership; management; staff
- ▶ MOUs (a dozen or more):
 - Culture district-wide,
 - Staffing, support for Tulalip Schools (\$800,000).
- ▶ Grant for district achievement (\$1.26M)
- ▶ Sale of Tulalip Elementary (\$1.8M)



External Partnerships

- ▶ **Early learning** –
Federal grant will help convert Tulalip Elementary to Early Learning Center for 500 preschool kids.
- ▶ **School Improvement** –
Joint planning helped get MERIT grants for Tulalip, Quil Ceda and Totem.
- ▶ **Heritage Strategic Plan** –
Grants from Gates and OSPI to develop common vision for Heritage High School.



Lessons Learned

- ▶ Grow relationships step by step over time
- ▶ Meet as equals
- ▶ Listen and learn
- ▶ Build on successes
- ▶ Embrace and work through challenges
- ▶ *Results: Most Native Graduates Ever*



MERIT Schools

Washington creates uneven playing field:

- ▶ Rich pay 4%; Poor pay 18% in state tax
- ▶ Growth management concentrates wealth
- ▶ Rich districts pay 1 / 10 of what poor districts pay.

Federal Government then calls out poor schools ... for being underfunded.



Turnaround Schools

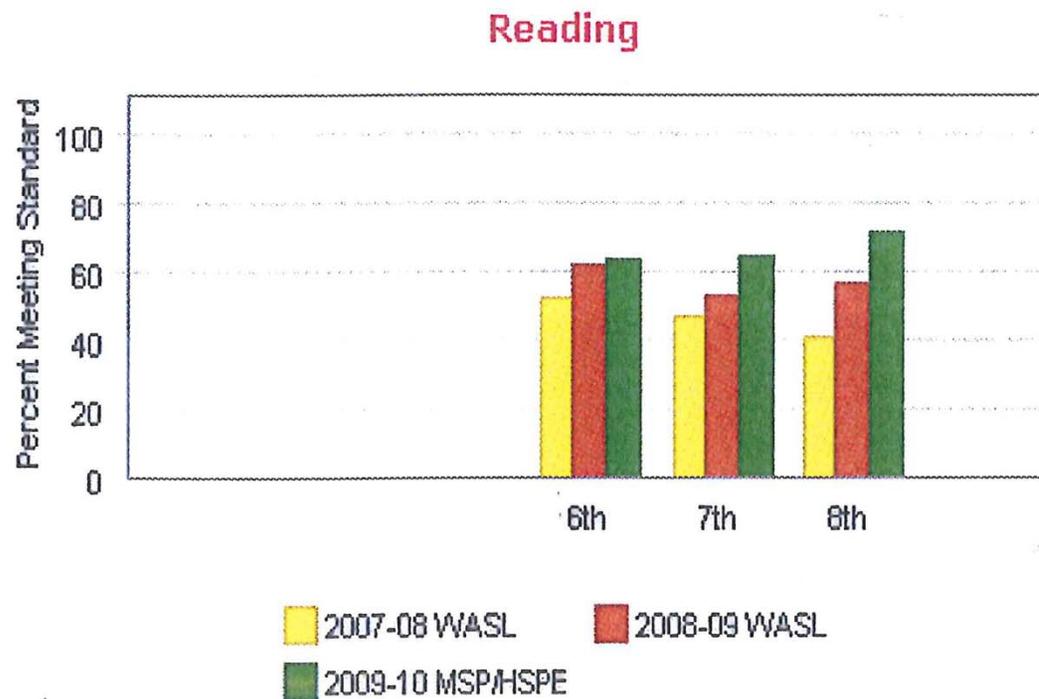
Lessons from University of Virginia:

- ▶ Quick Wins (10 week goals) increase urgency; focus on data; and refocus in the middle of the year.
- ▶ Leadership = Drive for Achievement and Drive for Influence.
- ▶ Operational Flexibility = Think YES we can
- ▶ Data: Use data to target instruction/learning



Totem Middle School

- ▶ Recognized as most improved by SBE
- ▶ Becoming a learning community



Totem Middle School

- ▶ Crisis #1 = Accreditation Self Study 2003
- ▶ Crisis #2 = Middle School Conversion 2007
- ▶ Crisis #3 = Student Walkout 2008
- ▶ Crisis #4 = Bottom 5% 2010

*“Most Improved”
Achievement 2011*



Math Focus

- ▶ Use of data =
 - Placed students according to their need
 - Used data to inform instruction
 - Met 1 on 1 with 120 lowest students
- ▶ More time =
 - Two math classes for every student
 - Three for neediest students
- ▶ *Results:*
 - *70% of lowest group passed regular math class*
 - *85% of all 8th grade students will take Algebra*



Native Focus

- ▶ Leadership Camp
- ▶ Liaisons / advocates (Native representation)
- ▶ Staff attend parent meetings
- ▶ Conferences on reservation
- ▶ Notebooks with Native student history
- ▶ Address social / emotional needs
- ▶ Increasing cultural competence of teachers

- ▶ *Results: 65% will be in 8th Grade Algebra*



Lessons Learned

- ▶ Quick Wins – Quick cycle time – stop doing what doesn't work
- ▶ Use data to inform instruction
- ▶ Accelerate learning to grade level
- ▶ FOCUS – three initiatives or less
- ▶ Strong leadership – Public Impact
- ▶ Urgency to own / solve problems
- ▶ Invest in teacher practice – not programs
- ▶ Collaboration time ... with structure/guidance
- ▶ Use of resources to support FOCUS



Part 2

- Culture and Learning for Native Students
- Creating a Growth Mindset School



The Washington State Board of Education

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

Marysville School District

Total Students: 11,570 (as of May, 2010)

2010 Academic Achievement Awards: Totem Middle School - Improvement

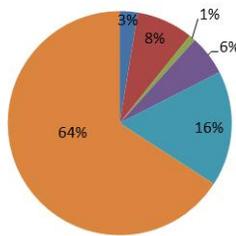
School Improvement Grants (SIG) Summary:

		School Year 2010-11	School Year 2011-12	SIG Model*
SIG Cohort 1	Tulalip ES	\$871,708	\$680,663	Transformation
	Totem MS	\$1,232,488	\$810,428	Turnaround
SIG Cohort 2	Quil Ceda ES		\$374,625	Transformation
	District funds		\$41,625	
Totals	Marysville SD	\$2,104,196	\$1,907,340	

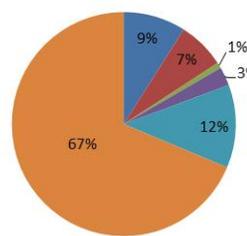
*Of the 28 SIGs and Required Action Districts (RADs) funded over the past two years, four schools are implementing the turnaround model; one opted for closure and the other 23 are implementing the transformation model.

Marysville SIG schools have high percentages of Native American/Alaskan Native and low-income students compared to Marysville School District and Washington State:

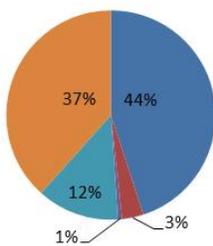
State of WA



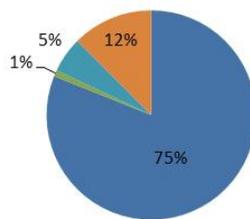
Marysville SD



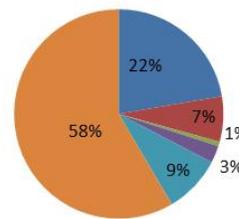
Quil Ceda Elementary



Tulalip Elementary



Totem Middle School



% eligible for FRPL** (May 2010)	
State of Washington	42%
Marysville School District	43%
Quil Ceda ES	70%
Tulalip ES	83%
Totem MS	43%

** Free and Reduced-Price Lunch



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Tulip Elementary School



*“The education of our children is of great importance to us
and to the future of the Tulip Tribes.”*

– Tulip Tribal Elder Stan Jones

Every summer, the Tulip Canoe family joins with families from other Coast Salish Tribes and sets out on a canoe journey traveling through parts of Puget Sound. This intertribal journey seeks to connect the Native culture formed and developed in the past with the hope and promise of the future for Indian peoples. That hope and promise is deeply connected to the education of Tulip children: learning the ways of the past and of a proud people, learning the ways of the modern world to ensure the Tribes’ future. The stories of Tulip Elementary and Totem Middle School, both serving large numbers of Tulip children, reflect the Tulip people’s journey from the past, to the present, and forward to a future that is connected by culture and community – through the canoe journey.

Tulip’s Journey

Tulip Elementary sits deep in the reservation. The student population at the school is 75% Native American, with 82.8% of the students qualifying for free/reduced lunch. Tulip people refer to this school as being in the heart of the reservation, figuratively and literally. Many adults and parents too young to have gone to boarding schools went to Tulip Elementary themselves. They have fond memories of the teachers there. They are proud of the history and the heritage of this school. But they are not proud of the current picture portrayed of Tulip – low academic achievement, students unprepared for middle and high school, student misbehavior – the school seemed to be navigating rough waters. Over the last 15 years, turnover has been high at Tulip; staff have not stayed long enough to set down roots and keep firm their connections.

But 3 years ago that picture began to change. Staff immersed themselves in the school and the community, and most have been at Tulip for 5 years. They have engaged in improving their practice in literacy instruction through professional development. Intervention support and a new math program were instituted. The goal now was to become a model for other schools serving large numbers of Native students. They tried different programs and strategies to address student behaviors, but with little agreement or success. There was still a lack of agreement on a clear direction for the school. There was little sense of collaboration and no feeling of community. With a new principal this year, the school climate has improved, staff is again hopeful and committed. The principal has immersed herself in learning about Tribal culture and attending community events. And she has both a huge heart and high expectations for the children. Additionally, Tribal leaders and the District are working together for Tulip Elementary’s future with a common vision and common goals.

Tulip—Our Plan

Year One: 2010-2011

- Literacy and math job-embedded/studio model of professional development
- Full-time literacy and math coaches
- Small group instruction
- Strength in Number math support
- Expand Math Recovery intervention
- Culturally responsive teaching PD
- Develop data collection system-MAPS
- Early Head Start and ECEAP on site
- Units of Study developed in Reading and Writing
- Extended student day—45 minutes
- Greater family and community involvement

Year 2: 2011-2012

- Review 1st year data—revise plan
- AVID—5th grade—2nd yr
- Turnaround leaders training—U of VA
- Revised evaluation and incentives system in place

Year 3: 2012-2013

- Review data—revise plan
- Develop sustainability plan

The mission of the Marysville School District—
100% of all students . . . Every student . . .

- 100% proficient in literacy and math
- Graduating on time
- Prepared for success in college, career, responsible citizenship



TOTEM MIDDLE SCHOOL HOME OF THE THUNDERBIRDS

Totem's Journey

In some important ways, the journey of Totem Middle School is in sharp contrast to that of Tulalip Elementary. Totem sits in the heart of downtown Marysville. Totem demographics are: 21% Native American, 8.4% Latino, 7.3% Asian, 0.7% Pacific Islander, 1% Multiracial, 2.8% Black, 57.2% White and 45.6% free/reduced lunch (OSPI 2010). Previously, Totem was Marysville Junior High School, serving students in grades 8 and 9. Three years ago, the entire district restructured, adding consistency to its middle school configuration as it opened a new elementary and broke into smaller learning communities at the high school level. Totem Middle School was created out of that restructuring and began its own journey. In partnership with Tribal leaders, it was decided the two elementary schools serving the highest numbers of Native American students would feed into Totem. The school ran into rough waters right away. The first spring of its existence there was a large student walkout in protest of student behavior that disrupted learning time and gave the perception of Totem as an unsafe school.

The staff and principal responded with honesty, openness and courage. The community, including District and Tribal leaders, wrapped around the school as it changed course and began to work on a plan to change school culture for staff and students at Totem. Two years later, they have had much success. At Totem, students are taught the Totem Way – using the acronyms POWER for behavior expectations and PRIDE for academic expectations, using Safe and Civil Schools as the model. The principal formed a Native American Advisory Council that meets once a month to help support and advise the direction for Totem. As a result of ongoing professional development for two years, the literacy achievement has increased significantly on state assessments – 11% – but Totem is still below the state bar. Student progress in math has been more illusive and math has become a stronger focus this year. But we are not yet where we want to be – in three years meeting standard in all areas – 90% or better.

Staff at Totem are committed to continuous improvement in student achievement. One of the important elements to make that happen is to become more culturally responsive in our teaching. Staff are committed to learn and understand more about Native culture and Tulalip people. They attend Tulalip community events including the quarterly Indian Ed Parent Committee meetings. At the first meeting of this group last September – there were more teachers in attendance than there had ever been – Tulalip leaders and parents took note. At Christmastime, the Tribal General Manager visited Tulalip and Totem schools, and, as a thank you from her and the Tribe, presented each staff member with a \$250 gift card. Teachers cried in gratitude. Totem is a transformation school that has started its turnaround journey. The SIG resources will provide the means to ensure that journey gets to its desired destination – 90% of all students meeting state and federal standards by 2014.

Setting a New Course

A new phase of this journey has begun for both schools. Staff members at both schools are intent on forging a stronger partnership with parents and Tribal leaders. Staff are willing to do what is needed to help students not only achieve at high levels, but to recognize the possibility of high expectations students can have of themselves and of what is possible for their future. We will do this by implementing the transformation model at both schools, with planning this spring and implementation beginning this summer.

Culture, commitment, community – and a clear destination as well as the expectation that everyone get there – are images of the annual Tulalip Canoe Family's journey. The same image serves to remind us of what we need to do to ensure that our children at Tulalip Elementary and Totem Middle School get to a good place. That need is characterized by a solid education and the knowledge, skills, and leadership to take the Tulalip Tribes – and the Marysville Community – into the future, prepared and confident in creating success for our children – all children – every child. The Tulalip Tribes, the Marysville Community, and the Marysville School District are full partners in this important work. This is not a partnership borne of necessity; it is one created out of hope and possibility.

Totem – Our Plan

Year 1: 2010-2011

- Literacy and math job-embedded/studio model
- Half-time literacy and math coaches
- Culturally responsive teaching PD
- Develop data collection system-MAPS
- Units of Study developed in Integrated Reading and Writing and Social Studies
- New science curriculum
- Extended student day – 30 minutes
- Summer school with PD studio model
- Greater family and community involvement
- Technology-based reading and math intervention support

Year 2: 2011-2012

- Summer transition activities 5th–6th grade
- Summer school
- AVID in 8th grade
- Turnaround leaders training – U of VA
- Revised evaluation and incentives system in place

Year 3: 2012-2013

- Develop sustainability plan

"Let us put our minds together and see what kind of life we can make for our children." – Sitting Bull

The Washington State Board of Education

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

Title:	<u>Preview of Upcoming Rule Changes</u>	
As related to:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions	In the coming months, SBE will be considering rule changes that will move the state forward on the new graduation requirements approved in November 2010 that were determined to have no state fiscal impact. This memo previews those changes as well as potential changes to other SBE rules that SBE may consider in 2011.	
Possible Board Action	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in packet	<input checked="" type="checkbox"/> Staff Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis	<p>This memo previews changes to rules staff will be bringing for consideration by SBE in September 2011 (WACs 180-51-066, 180-51-050, and 180-18-050) or at a later meeting (180-51-115). In September 2011, unless directed otherwise, staff will present draft rules for changes in graduation requirements for the Class of 2016. Only graduation requirements rule changes that have been determined to have no state fiscal impact will be presented, and the total number of credits required (20) will not change. Staff will also bring forward draft rule changes to a waiver WAC; the extent of those changes will be determined by discussion at the July meeting. In addition, staff is working with OSPI on changes to SBE's WAC pertaining to procedures for granting high school graduation credit requirements for students with special educational needs. Changes will be brought to SBE once staff has vetted the changes with stakeholders; there may not be time to do this by September. Any draft rule language approved in September 2011 could be brought forward in November 2011 for public hearing and possible adoption.</p>	

Preview of Upcoming Rule Changes

BACKGROUND

The State Board of Education (SBE) approved changes to graduation requirements in November 2010 and presented those changes to the Quality Education Council and to the legislature's education committees as required by RCW 28A.230.090. At that time SBE signaled its intention to move forward on only those changes that the Office of Superintendent of Public Instruction (OSPI) had determined would have no state fiscal impact. The 2011 Legislature did not take action with respect to SBE's proposed changes, making it possible for SBE to move forward to adopt rules for those changes that have no state fiscal impact. In September 2011, unless directed otherwise, staff will present draft rules for changes in graduation requirements for the Class of 2016 (WACs 180-51-066 and 180-51-050). Staff would then bring the rules back in November for public hearing and possible adoption.

In addition, staff is reviewing possible changes to several other rules. One pertains to waivers (WAC 180-18-050) and is discussed in a different section of this packet. The second, at the instigation of OSPI staff, pertains to changes clarifying procedures for granting high school graduation credits to students with special educational needs (WAC 180-51-115). The latter still needs to be reviewed by a stakeholder advisory group, and may not be ready in September.

POLICY CONSIDERATION

Changes to WAC [180-51-066](#). This current SBE graduation rule would be amended to:

- Add 1 credit of English (moving from 3 credits to 4 credits).
- Add .5 credits of civics (moving social studies from 2.5 credits to 3 credits).
- Reduce electives to 4 credits (moving from 5.5 credits to 4 credits).
- Change Washington State History to a non-credit requirement.
- Permit career and technical education-equivalent classes to satisfy two graduation requirements, while earning 1 credit.
- Require 1 credit of biology (new).

Total credits would remain at 20. The districts impacted the most will be those that do not currently require 4 credits of English (40) and 3 credits of social studies (38). Twelve districts will need to add both English and social studies credits. The impact of the civics requirement will be variable, as many districts are already teaching civics. However, SBE does not have precise information about those numbers.

The biology requirement is an artifact of the Elementary and Secondary Reauthorization Act (No Child Left Behind (NCLB)). By the 2007-08 school year, states had to have in place their science assessments, and administer them annually, at least once in each of the 3 - 5, 6 - 9, and 10 - 12 grade spans. The requirements stipulated that "assessments administered in the 10 - 12 grade span

in reading/language arts, mathematics, and science may be end-of-course tests so long as the associated courses, or combinations of courses, are ones that all students must take.”¹ Since Washington is implementing a biology end-of-course assessment that is being used to satisfy the requirements of NCLB, the state needs to require biology of all students. OSPI’s analysis of CEDARS records in October 2010 found that the vast majority (93.5 percent) of students were taking biology, most (62.4 percent) in tenth grade.

No changes are being suggested at the present time to the Culminating Project. Although the Board had discussed amending the requirement for the purpose of making it more consistent across districts, staff recommends postponing any changes to the rule until the Board has revisited this issue with district input.

Changes to WAC 180-51-050. This current SBE rule would be amended to remove the requirement that a high school credit shall mean 150 hours of planned instructional activities and substitute language that would read:

“High school credit shall mean successful completion of the subject area content expectations or guidelines developed by the state, per written district policy.”

SBE staff has worked with WSSDA staff and a small advisory group of district representatives to develop a sample policy to guide districts. The suggested district policy language would be:

High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:

- Earning a passing grade according to the district’s grading policy; and/
- Demonstrating competency/proficiency/mastery of content standards as determined by the district; and/ or-
- Successfully completing an established number of hours of planned instructional activities to be determined by the district.

The district will establish a process for determining competency/proficiency/mastery for credit-bearing courses of study.

The advisory group developed an FAQ for the unit of credit definition to guide districts; that FAQ is attached to this document.

No changes would be made to the competency-based definition of a credit currently in rule.

Changes to WAC 180-51-115. This rule pertains to procedures for granting high school graduation credits for students with special educational needs. At the instigation of OSPI staff, SBE staff has begun working on changes that will update the rule (originally written in 1984) and clarify the procedures. Changes will be brought to SBE once staff has vetted the changes with stakeholders; there may not be time to do this by September.

Changes to WAC 180-18-050. Finally, there is one potential rule change that is not related to graduation requirements. Staff has brought to SBE’s attention the possibility of rule changes to one of SBE’s WACs related to waivers for restructuring purposes. These changes would clarify criteria and procedures for Option One waivers. They might also incorporate the stipulation that SBE had attached to waivers when the 2011 Legislature was considering reducing the school year. Although

¹ <http://www2.ed.gov/policy/elsec/guid/saaprguidance.pdf>, p. 29.

the 2011 Legislature did not take that action, SBE's position would be strengthened in the future if it were in rule. SBE's approved language² read:

If a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirement of school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall be automatically reduced by a number equal to the total number of school days a district reduces its schedule for that year below the current statutory requirement.

EXPECTED ACTION

None.

² March 2011 SBE Meeting

FAQs for Unit of Credit Definition³

1. How does Washington State define a high school credit?

The State Board of Education (SBE) WAC 180-51-050 defines a high school credit in two ways: by time and by competency:

- Time: 150 hours of planned instructional activities.
- Competency: Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.

Currently, if a district's bell schedule results in less than 150 hours of planned instructional activities for a credit, the district must request a waiver of the 150-hour requirement. (Note: The terms "competency" and "proficiency" are often used interchangeably.)

2. What part of the WAC definition of a high school credit is changing?

SBE is removing the time-based (150 hour) requirement. Districts will be able to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.

3. Why is SBE changing the time-based definition of a high school credit?

The change is part of SBE's overall review of graduation requirements and move towards a new career- and college-ready graduation requirements framework that will include 24 credits. The framework was approved in November 2010.

The recommendation to change the time-based definition of a credit emerged from the work of the Implementation Task Force (ITF), a group of education practitioners appointed by SBE to recommend policy changes needed to implement the SBE's new graduation requirements. The ITF recommended that a non time-based policy would:

- Place the focus on student-centered learning.
- Allow districts more flexibility to meet the increased credit requirements.
- Allow districts to determine, and individualize, how much course time is needed for students to meet the state's standards.

4. Is there a uniform state policy on how each district should define a credit?

Districts will base their definition on criteria they stipulate in policy, such as:

- Earning a passing grade according to the district's grading policy; and/or

³ Based on the input of Advisory Group members Ann Varkados (Bethel SD), Greg Borgerding (White River SD), Karen Eitreim (North Thurston SD), and Michelle Wadeikis (Wenatchee SD) to Marilee Scarbrough (WSSDA) and Kathe Taylor (SBE), provided on March 17, 2011 and April 27, 2011.

- Demonstrating competency/proficiency/mastery of content standards as determined by the district; and/or
- Successfully completing an established number of hours of planned instructional activities defined by the district.

5. Can a district continue to use time as the basis for a credit?

Yes. The change will not prevent a district from using a time-based definition, but will provide greater flexibility for districts to restructure the school day. Districts can define credit by all of the criteria listed in question #3. If a district chooses to include a time-based component, the previous 150-hour definition offers a starting point for district discussion.

6. Does a district still need to provide students with a minimum district-wide annual average of 1,000 hours of instruction?

Yes. Legislation in 2011 delayed the increase of the district-wide annual average to at least 1,080 hours for students enrolled in each of grades 7-12, originally scheduled to be effective September 1, 2011. Per ESSB 5919, the increase will not occur before the 2014-15 school year.

7. What is the difference between a credit that is defined strictly on the basis of competency (proficiency), and one that is defined using other criteria (earning a passing grade, demonstration of proficiency/mastery, time)?

Competency-based credit is awarded solely on the basis of meeting a preset level of proficiency on a set of standards; how much time the student took to meet the standard is immaterial. In lieu of grades, evaluative terms like “met standard,” “exceeded standard,” or “not met standard” are often used. Students can earn competency-based credit without the benefit of a classroom experience by demonstrating proficiency on knowledge acquired outside of a classroom setting.

Non competency-based credit is awarded on the basis of meeting expectations that may incorporate factors (e.g., effort, homework completion, behavior, attendance, class participation, etc.) in addition to meeting an established performance standard. Evaluation is usually in the form of grades that are based on a pre-determined scale. Students earn this type of credit after participating in a classroom-based experience.

8. Will the change from a time-based definition of credit affect a district's apportionment funding?

If a district ends up reducing its instructional time, there *could* be a reduction in claimable FTEs, especially as it relates to part time students. For instance, if a student is enrolled in a single daily scheduled class which is scheduled for 60 minutes, it would be claimed for a 0.20 FTE. If the time is reduced to 45 minutes then the calculation of FTE generates only a 0.15 FTE. Districts should work with their business officers to determine any potential impact to district funding for changes to instructional time.

9. Can scheduled time for advisories or the culminating project count as instructional time?

It depends on how the time is structured. Generally, if all students are in a classroom with a teacher guiding the students through an established curriculum (such as Navigation 101) or on a focused project, then it counts as instructional time. If students are in a classroom that allows students to self-direct their time (e.g., study hall), then it would not count as instructional time. A

good rule of thumb for what counts as instructional time is to ascertain whether the experience will appear on the student's high school transcript. If it's on the transcript, chances are it represents instructional time.

10. How will students transfer credits between districts if the methods of calculating a credit are all different?

Because districts have different bell schedules, the time basis for a credit has often varied among districts, as have the definitions districts have used to determine what constitutes "planned instructional activities." Districts will continue to make local decisions about what to accept and how much credit to award to students who transfer from other districts.

11. Can a district offer credit for classes shorter than the "traditional" class period of 45-55 minutes?

Yes. It is the district's responsibility to determine how it will measure learning outcomes. A non time-based policy shifts the emphasis from time to rigor and places responsibility on districts to assure that rigorous standards are applied to all courses, and that the time needed to achieve those standards is provided.

12. How does a district know if the student has met standard?

A non time-based policy shifts the emphasis from time to rigor and places responsibility on districts to assure that rigorous standards are applied to all courses, and that the time needed to achieve those standards is provided. Districts may decide, for example, that they know that a student has met standard when:

- the student has successfully completed all of the course requirements to the satisfaction of the instructor.
- the student has mastered subject area standards as determined by their performance on classroom-based and district assessments.

13. Can a district issue partial credit for work completed?

Decisions about how much credit to award are determined locally, according to local district policy.