



WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. Box 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

July 13, 2007

TO: Board Members

FROM: Edie Harding, Executive Director

SUBJECT: July 19-20, 2007 Board Meeting

I hope you are enjoying these hot sunny days on both sides of the mountains! Our office celebrated Hawaiian "Aloha" Friday last week with Evelyn (who is from Hawaii) leading us in the hula dance. We also brought a bright pink hoola hoop in, which made many of us (especially me) look pretty silly. June was a month of happy newly-minted graduates and their families. Kathe Taylor's daughter is one of those graduates. Congrats to Taylor Moore! I loved handing out diplomas when I was on the school board. I know some of you, too, have experienced that joy or been a proud relative of a grad walking across the stage. We had a flurry of calls from principals and superintendents at the end of the year about graduation requirements. It is much quieter now. I hope many are enjoying a well-deserved vacation.

By now many of you have had the pleasure of speaking with Fatima Salahuddin who has joined our office as a temporary office assistant. We hope to hire a permanent staff soon. We are concluding interviews for our policy and legislative specialist next week. We plan to have that person on board by August 1st. They will help with policy work, the Basic Education Compliance, and monitoring happenings on the hill once the legislature is back in town. We have had the pleasure of working with two great college students, Katie Disharoon and Joe Anderson this summer. Katie did much of the work digging into graduation requirements from all the Washington districts and she is a PowerPoint whiz! Joe archived untold boxes of SBE materials so we have some space in our office and closets.

We are all looking forward to our Spokane trip. Thank you so much Amy for hosting our Board and staff at your house on Thursday evening, July 19th. A number of us will be in Spokane at the ESD on July 18th to hear the first focus group discuss the draft recommendations on the independent review of the K-12 mathematics standards. We have had quite a time trying to organize those three focus groups in addition to our Math Panel, committee meetings, and the board meeting; however, things are coming together! We have agreed to pay 27 math teachers a small fee on a first come first served basis for applications (also based on grade bands and geographic location).

Seventy teachers applied to participate and I have told the others that we would still really like them to come to a focus group or download the recommendations. We also sent out invitations to those who applied for the Math Panel and did not get a spot, as well as key education policy makers, legislators, the Workforce Training and Coordination Board, the State Board for Community and Technical Colleges, school board members, principals, superintendents, and others with an interest. I think we will get a good turnout considering it is the end of July! The other two focus groups will be held at the Pasco ESD on July 23rd and the Renton ESD on July 24th. All focus groups will be from 4:00 p.m. to 7:00 p.m.

And now for the July Board meeting!

Thursday July 19th

System Performance Accountability Committee Update

Kris Mayer and the SPA Committee have a draft report with recommendations to discuss with all of you. The Committee has focused on ways to address school improvement as well as ways to track data to measure the K-12 system's "health" for both student and school/district performance. I think the Mass Insight presentation, the research from other states and policy organizations such as the Consortium for Policy Research in Education and our Committee members' visits to other schools have all helped shape these recommendations. We know a lot more work needs to be done to flesh these recommendations out and build the case, but before we go further we need your input to see if we are on the right track and then we need to ask our advisors to help us think through the details.

Joint Math Action Plan

SBE, OSPI, and the PESB have updated the Joint Math Action Plan. We continue to believe that a system approach is key to improving the math education for all of our students. We are required to provide the legislature with an update by September first. Be prepared to ask questions! Corrine McGuigan from OSPI and Lin Douglas from PESB will present along with Steve Floyd (be sure to ask him the toughest questions).

Preliminary Report on Independent Review of K-12 Mathematics

We will need to email the draft report to you as we won't have the consultant's report until after we mail out your packet. Linda Plattner, from Strategic Teaching, will present the draft report to you on her review of the K-12 mathematics standards. In discussions with the chairs of the Math Committee (Steve Floyd) and Meaningful High School Diploma Committee (Eric Liu), we plan to extend Linda's contract to ask her to do the work of defining the content of the three math credits, which the legislature has asked us to do by December 1st.

Washington Assessment of Student Learning: June Results and Alternative Assessments

More students continue to meet standard on the 10th grade WASL as of June. Joe Willhoft will provide you the details. He will also give you an update on the standard-setting for the collection of evidence. He is on vacation so we do not have a tab yet. (We will have a special K-20 teleconference in August with you to set the COE standards as Joe will not yet have met with his National Technical Advisory Committee by our Board meeting in July.)

Business Items

You have three districts requesting 180-day waivers. These will be the last under our current system. You will adopt rules for the new 180-day waivers at your September Board meeting although we have included the draft rules in your FYI folder at this meeting. The first round of private schools seeking annual approval will be proposed for your consideration. We would like to spend some more time later this year talking with Jack Schuster and OSPI about the Board's role in the private school approval process.

Thursday evening dinner at Amy's house (map in Board packet) will be at 6:30 p.m. Dress casually!

Friday July 20th

Warren will chair the meeting on Friday as Mary Jean is leaving for a trip to Italy (business and pleasure).

Meaningful High School Diploma (MHSD) Committee Preliminary Recommendations

Eric Liu and the MHSD Committee will have a draft report with recommendations to discuss with all of you. The Committee has focused on the purpose and expectations of high school as well as revisions to the current state minimum requirements for graduation. They have created a database of graduation requirements by district, which we will share with you at the meeting.

Washington Association of Student Councils Report

Zac Kinman attended the national meeting of student councils and has also been participating in the state meetings. He will be sharing with you some of the topics they are discussing.

End-of-Course (EOCs) Assessments

I have drafted and advertised (with the help of OSPI and others) a request for proposal to conduct a study on end-of-course assessments. We contacted a number of national consultants to see if they would be interested in doing this study. The Board must provide the results of this study to the Governor by January 15th, 2008. I expect the study to provide strengths and weaknesses of using EOCs, but not to recommend a specific course of action about whether to undertake EOCs and replace the WASL.

Independent Review of Science Standards

And we thought the math review kept us busy! Kathe will outline next steps as we kick off this work for summer and fall. I think we have learned some valuable lessons from the math study.

Dream Act

Bernal will share his thoughts with you on this national piece of legislation to help immigrant students who have been living in the U.S. and want to attend college.

Retreat

It's coming (August 27-28) and I hope that a number of you have spoken with Dee Endelman, our retreat facilitator.

Public Outreach

Our consultants from APCO have been working hard to get up to speed and create key messages and help us think through public outreach strategies. They will attend the full July meeting and present their initial plans to you. The timing for hiring them has been perfect as we move into the unveiling of our draft proposals. I am delighted to have their help! They have produced some great brochures for us, which we will have ready for your meeting.

On a personal note, it has almost been a full year since I joined you. The pace has been dizzy and, at times, overwhelming, but the work is always interesting! When I look back over the year I am amazed at how much we as a team (Board and staff) have accomplished. I have asked Mary Jean and Warren to work with you to conduct an annual review of my performance. Your feedback is important to me. I have enjoyed getting to know 17 unique individuals and to watch you grow as a team. It has also been great to put my own office staff together and become our own team.

Cheers!



State Board of Education Meeting

Educational Service District 101

4202 S. Regal

Spokane, WA 99223-7764

July 19th: 9:00 a.m. — 5:00 p.m.

July 20th: 9:00 a.m. — 3:30 p.m.

AGENDA

July 19, Thursday

- 9:00 a.m. Call to Order and Welcome**
Pledge of Allegiance
Welcome from ESD 101 Superintendent, Dr. Terry Munther
Introduction of New Staff
Agenda Overview
Approval of Minutes from the May 10-11, 2007 Meeting (**Action Item**)
- 9:10 a.m. System Performance Accountability Committee Preliminary Recommendations**
Dr. Kristina Mayer, Committee Chair and Committee Members
- 10:00 a.m. Break**
- 10:15 a.m. Board Discussion on System Performance Accountability Committee Recommendations**
- 12:00 p.m. Lunch**
- 1:00 p.m. Joint Math Action Plan Update**
Steve Floyd, State Board of Education, Chair of Mathematics Committee;
Dr. Corrine McGuigan, Office of Superintendent of Public Instruction (OSPI); and
Dr. Lin Douglas, Professional Educator Standards Board
- 1:30 p.m. Preliminary Report on Independent Review of K-12 Mathematics Standards**
Linda Plattner, Strategic Teaching
- 2:30 p.m. Break**
- 2:45 p.m. Washington Assessment of Student Learning:
June Results and Collection of Evidence and Alternative Assessments Update**
Dr. Joe Willhoft, OSPI

3:30 p.m. Public Comment

4:15 p.m. Business Items

- 180-Day Waiver Petitions (**Action Item**)
Dr. Evelyn Hawkins, Research Associate
- Adoption of Meeting Dates 2008 and 2009 (**Action Item**)
- Basic Education Assistance Memo and Form 1497:
Proposed Changes to Add High School Credit Alignment (**Action Item**)
Dr. Kathe Taylor, Policy Director
- Approval of Private Schools (**Action Item**)
Dr. Kathe Taylor, Policy Director

July 20, Friday

9:00 a.m. Meaningful High School Diploma Committee Preliminary Recommendations
Eric Liu, Committee Chair and Committee Members

10:00 a.m. Break

10:15 a.m. Board Discussion on Meaningful High School Diploma Committee Preliminary Recommendations

12:00 p.m. Lunch

1:00 p.m. Washington Association of Student Councils Board Presentation
Zac Kinman, Student Representative

1:30 p.m. End-of-Course Assessment Study
Edie Harding, Executive Director

1:45 p.m. Plans for Science Standards Review
Dr. Kathe Taylor, Policy Director

2:00 p.m. Dream Act Proposal
Dr. Bernal Baca

2:15 p.m. Break

2:30 p.m. 2007 Board Retreat Update
Dr. Sheila Fox and Dr. Steve Dal Porto, Board Retreat Co-Chairs

2:45 p.m. Public Outreach Communication Plan
Maggie Brown and Sara Jones, APCO Consultants

3:15 p.m. Next steps from the Board meeting

3:30 p.m. Adjourn

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. For information regarding testimony, handouts, other questions, or for people needing special accommodation, please contact Loy McColm at the Board office (360-725-6027). This meeting site is barrier free. Emergency contact number during the meeting is 509-789-3800.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **System Performance Accountability Preliminary Recommendations**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Dr. Kris Mayer, System Performance Accountability Chair and
Committee members

BACKGROUND:

In 2005, the legislature charged the newly reconstituted Washington State Board of Education with the task of creating a statewide accountability system. The Board created in January 2007 a System Performance Accountability (SPA) Committee consisting of seven Board members as well as an advisory committee of stakeholders to guide its work.

COMMITTEE PROPOSALS FOR A STATE ACCOUNTABILITY FRAMEWORK

The SPA Committee has drafted a state accountability framework consisting of four distinct, but interrelated parts for Board consideration. The SPA Committee will ask the Board for approval of the concepts in September and final approval in November, after it engages in a dialogue with its advisory committee and the public.

- » **A Tiered System of Continuous Improvement for All Schools**
A tiered system of tools to address the varying needs of all schools and districts in improving student achievement.
- » **Targeted Interventions for Chronically Underperforming Schools**
A new approach to address chronically underperforming schools, called Summit Schools. This will require new authority for the state to intervene in specific cases.
- » **State Board of Education Report Card**
A statewide report card transmitting information and advocating for the health of the K-12 education system in Washington. The report card will be issued annually beginning in the year 2009.
- » **Data System Enhancement**
Data elements that are not currently available will be identified and developed to inform accountability and tracking of student and system outcomes over time.

Together, the four components recognize that all schools can improve student achievement, but some schools need to improve student achievement dramatically. The Mass Insight Education final report “Intervention in Washington State’s Underperforming Schools” is also provided in this tab.

Washington State Board of Education System Performance Accountability

EXECUTIVE SUMMARY

In 2005, the legislature charged the newly reconstituted Washington State Board of Education with the task of creating a statewide accountability system. In January 2007 the Board created a System Performance Accountability (SPA) Committee consisting of seven Board members as well as an advisory committee of stakeholders to guide its work.

PRELIMINARY RECOMMENDATIONS

The SPA Committee has drafted a state accountability framework consisting of four distinct, but interrelated parts for Board consideration. The SPA Committee will ask the Board for approval of the draft concepts in September and final approval in November, after it engages in a dialogue with its advisory committee and the public. The Board anticipates preparing a legislative package to begin enacting certain pieces of these proposals.

- 1. A Tiered System of Continuous Improvement for All Schools** - A tiered system of tools to address the varying needs of all schools and districts in improving student achievement.

Committee Recommendations:

- » Work with the Office of Superintendent of Public Instruction (OSPI) to obtain authority from the legislature for the Board and OSPI to intervene in selected schools and districts for performance improvement as defined by the recommendations in this framework.
- » Create a state accountability index to identify and prioritize schools and districts into three tiers for differing levels of interventions and recognition. The Board's accountability index will include student achievement data from the writing, science, reading, and mathematics Washington Assessment of Student Learning; student academic performance growth over time; non-academic indicators, including dropout rates and unexcused absences; and Adequate Yearly Progress (AYP) status.
- » Require all schools to participate in continuous school improvement with tiers that will provide recognition and progressively greater interventions and assistance.

- 2. Targeted Interventions for Chronically Underperforming Schools** - A new approach to address chronically underperforming schools, called Summit Schools. This will require new authority for the state to intervene in specific cases.

Committee Recommendations:

- » Adopt intervention tools for up to 25 Summit Schools with a priority on middle schools that are chronically underperforming.
- » Ask the legislature to give the Board and OSPI shared authority to intervene in struggling schools. The state would identify schools that continue to struggle and require them to join the Summit Schools turnaround.

3. **State Board of Education Report Card** - A statewide report card transmitting information and advocating for the health of the K-12 education system in Washington. The report card will be issued annually beginning in the year 2009.

Committee Recommendation:

- » Adopt the following indicators for student and school/district performance on the State Report Card based upon the availability of highly-reliable data and acceptable measures:

Academic Achievement. The data will include performance on the WASL in the content areas of mathematics, reading, writing, and science, with other subjects to be determined in 2008.

Graduation and Dropout Rates. The data reported will be for both on-time and extended graduation rates as well as annual dropout rates by high school grade.

Unexcused Absence Rates. The unexcused absence rates calculated for No Child Left Behind AYP will be used for elementary and middle-level grades.

Teaching Quality. The data will include teacher qualifications and length of service.

Post-secondary Participation. The post-secondary participation data will be based on the behaviors of high school graduates in the year immediately following graduation.

Post-secondary Remedial Course Enrollment. Information on students enrolling in remedial courses in mathematics and English will be reported. The information on post-secondary remedial course-taking is based on what is reported by Washington's public two and four-year post-secondary institutions.

Fiscal Responsibility. School expenditure data by program area will be collected to ensure that money is being spent on high priority school programs. This data will then be used to evaluate the correlation between program expenditures and educational progress at the school level and across the state.

Opportunity to Learn. Information on what schools are providing to students in addition to the current school day.

4. **Data System Enhancement** - Data elements that are not currently available will be identified and developed to inform accountability and tracking of student and system outcomes over time.

Committee Recommendation:

- » Collaborate with the Office of the Superintendent for Public Instruction, Office of Financial Management, the Professional Educators Standards Board, and the P-20 Council to identify data elements that inform accountability and tracking of student outcomes over time that are not available currently and create a teacher data system that is linked to the student data system.

Washington State Board of Education System Performance Accountability

INTRODUCTION

The State Board of Education has a deep sense of urgency to help all Washington students attain a 21st century education. Washington is at a critical juncture in its commitment to improve the quality of education for all its K-12 students. While great progress has been made in reading and writing, progress is uneven among the different subcategories of students and much work remains in both math and science.

The state needs a focused, coordinated accountability system to target resources in radically different ways. We have a responsibility to put students at the center of our work and seek new ways to make a difference. It is a moral and economic imperative that all students reach their potential and develop the skills and knowledge they need to go on to contribute to lead productive lives, attend post-secondary education and/or have a family-wage job.

In 2005, the legislature charged the newly reconstituted Washington State Board of Education with the task of creating a statewide accountability system. The Board adopted two overall goals to frame its work with accountability and the review of high school graduation requirements. The goals are:

- » Improve student performance dramatically
- » Provide all Washington students the opportunity to succeed in post-secondary education, the 21st century world of work, and citizenship

In January 2007 the Board created a System Performance Accountability (SPA) Committee consisting of seven Board members as well as an advisory committee of stakeholders to guide its work. (See Appendix A for a roster of all committee members.)

The SPA Committee, following the advice from consultants¹ and extensive readings, developed a framework for a statewide accountability system that:

- » Establishes clear, appropriate goals/objectives for educational outcomes;
- » Creates measures aligned with the desired outcomes;
- » Provides data reported at the state, district, and school levels disaggregated by student subgroups.

THE CURRENT ACCOUNTABILTY SYSTEM

In Washington, the state accountability system is presently defined by: 1) annual measurement of student academic performance on the Washington Assessment of Student Learning (WASL) in reading and mathematics for grades 3-8 and 10, as well as science and writing for selected grades, and 2) the high school graduation requirement that students meet the state standards for reading and writing by passing the 10th grade WASL. Beyond public reporting of the WASL

¹ Holland and Knight Presentation from Scott Palmer and Jonathan Furr to the State Board of Education in October 2006.

scores by different student subgroups at the school, district, and state level, there are no consequences to schools' or districts' poor performance.

Accountability for student achievement is strongly influenced by the federal law "No Child Left Behind" (NCLB), which requires schools and districts in each state to make "Adequate Yearly Progress" (AYP)² to increase the academic proficiency of all students. Washington's accountability system presently mirrors these federal measures.

NCLB requires a state to implement a system of corrective action for all schools and districts receiving Title I federal funds³. Some of the corrective actions include:

- » Notifying the public of schools' or districts' AYP status;
- » Providing school choice;
- » Providing supplemental services;
- » Providing technical assistance;
- » Replacing school personnel;
- » Taking over specific schools for governance; and
- » Taking over a district for governance.

NCLB encourages states to provide a system of rewards, assistance, and interventions; however, it falls short of compelling such actions.⁴ In Washington, the legislature has not authorized any state interventions to address poor student achievement except to permit the withholding of federal funds and providing professional development. Washington has used a voluntary approach of technical assistance to work with struggling schools since 2002.

New legislative authority is needed to enact additional interventions.

COMMITTEE PROPOSALS FOR A STATE ACCOUNTABILITY FRAMEWORK

The SPA Committee has drafted a state accountability framework consisting of four distinct, but interrelated parts for Board consideration. The SPA Committee will ask the Board for approval of the concepts in September and final approval in November, after it engages in a dialogue with its advisory committee and the public.

- 1. A Tiered System of Continuous Improvement for All Schools** - A tiered system of tools to address the varying needs of all schools and districts in improving student achievement.

2 Adequate Yearly Progress is defined by a baseline and increments of improvement in student performance on a state test in reading and math (Washington uses the WASL) so that by 2014 all students by all subgroups (race and ethnicity, special education, low income, English Language Learners) will reach proficiency. On-time graduation for high school and unexcused absences for elementary and middle school are also included as federal accountability measures.

3 Title I of the Elementary and Secondary Education Act (the current reauthorization is No Child Left Behind) provides states with additional funding to be distributed to schools and districts based on poverty as measured by having 40 percent or more students on free and reduced lunch.

4 Up to 20 percent of Title I or other funds are available to pay transportation for students who choose to go to another school or for supplemental education "tutoring services".

2. **Targeted Interventions for Chronically Underperforming Schools** - A new approach to address chronically underperforming schools, called Summit Schools. This will require new authority for the state to intervene in specific cases.
3. **State Board of Education Report Card** - A statewide report card transmitting information and advocating for the health of the K-12 education system in Washington. The report card will be issued annually beginning in the year 2009.
4. **Data System Enhancement** - Data elements that are not currently available will be identified and developed to inform accountability and tracking of student and system outcomes over time.

Together, the four components recognize that all schools can improve student achievement, but some schools need to improve student achievement dramatically.

1. A Tiered System of Continuous School Improvement for All Schools

Definition/Purpose. A tiered system uses clearly defined criteria to identify schools that need different levels of assistance and intervention. Schools classified at “tier 1” might require relatively little intervention because student achievement, though not perfect, is reasonably high. Conversely, schools classified as “tier 3” might need higher levels of intervention because student achievement overall or for certain subgroups is stalled.

Rationale. Washington is one of the few states with a voluntary program for school improvement. Over the last five years, the OSPI “focused assistance” or School Improvement Assistance Program has served 128 schools. Schools must participate for three years and the number of school participating has steadily increased; in 2006-07, OSPI served 75 schools. Nine million dollars, from federal, state, and foundation grant sources, was invested in 2007 School Improvement Assistance program schools. An additional \$2 million is provided for the High School Initiative and the District Assistance program—each school receives between \$100,000 and \$135,000 per year based on size and grade levels. The support of a school improvement facilitator is included in the school funding.

In the 2006-07 school year, there were 353 schools⁵ that did not make AYP. These schools served 243,000 students or one in four of all public school students in the state. Only 40% of these schools are Title I, which means that 60% of the schools not making AYP are not required to be served. Many of these schools are non-Title I and are high schools. The number is expected to double next year.

Why Schools Did Not Make AYP in 2006⁶

Reason	Percent of Schools
Math Performance	47%
Reading Performance	1%
Math and Reading Performance	10%
Special Education Students or English Language Learners Performance	7%
Multiple Reasons	35%

⁵This is out of a total of about 2200 schools based on the spring 2006 administration of the WASL.

⁶Greg Lobdell, Center for Educational Effectiveness, State Board of Education presentation in January 2007.

Based on outside evaluations, the success of the OSPI School Improvement Assistance Program has been mixed in terms of improvement of student achievement as measured by the WASL. The program has contributed to the success of 30 schools exiting school improvement having made AYP two years in a row. Some of the challenges include: districts are not viewed as partners in the school improvement process, a lack of continuity in facilitation, and lack of sustainability of change once the three years of state service has concluded.⁷

The Board contracted with Mass Insight Education, a nonprofit research organization in Boston, to examine Washington's current school improvement assistance program. Mass Insight Education staff has been doing extensive research nationally to address the issues with schools that are chronically underperforming.

The consultants highlighted the strengths that the current Washington School Improvement Assistance Program has to build on:

- » Well-regarded facilitator network;
- » State targeted effort for improvement for those schools that volunteer;
- » Partially integrated approach with the nine elements of a high performing school; and
- » Collaborative nature.

The consultants noted problems with current school improvement initiatives across the nation, including Washington's. These include:

- » No incentives or disincentives to drive major change at the local level;
- » No means to change local operating conditions or address deeper needs of high poverty students;
- » Lack of comprehensiveness, intensity, and sustainability; and
- » Lack of high visibility public and private sector commitment.

Committee board members affirmed many of these findings from their spring field visits to selected schools across the state.

Based on investigations of other states including Massachusetts, Kentucky, and North Carolina, the Committee identified characteristics of high-performing schools and districts:

- » Strengthen leadership in schools and/or districts;
- » Ensure talented pool of effective educators to assist schools and districts;
- » Provide knowledge or access to knowledge about successful schools and districts;
- » Align district curriculum and state standards;
- » Use curriculum-based formative assessments to inform instruction;
- » Use data to improve instruction;
- » Focus professional development that is job-embedded and on-going; and
- » Apply a cycle of inquiry and reflection.

⁷ Evaluations of the OSPI School Improvement Assistance Program by the BERC Group and Northwest Regional Educational Lab.

Committee Recommendations:

1. Work with the Office of Superintendent of Public Instruction (OSPI) to obtain authority from the legislature for the Board and OSPI to intervene in selected schools and districts for performance improvement as defined by the recommendations in this framework.
2. Create a state accountability index to identify and prioritize schools and districts into three tiers for differing levels of interventions and recognition. The Board’s accountability index will include student achievement data⁸ from the writing, science, reading, and mathematics WASL; student academic performance growth over time; non-academic indicators, including dropout rates and unexcused absences; and AYP status.
3. Require all schools to participate in continuous school improvement with tiers that will provide recognition and progressively greater interventions and assistance.

The details of the state accountability index calculations and the criteria for tier placement will be determined. The tiers will allow the state and other funding entities to target resources strategically and create appropriate interventions. A proposed outline to begin the discussion with stakeholders is offered below:

	Tier 1	Tier 2	Tier 3
Leaders	School District/School	Regional entity/ School District	State /School District
Delivery System	Trained Internal Team	Trained External Partner/ Internal Team	Same as Tier 2
Improvement Plan	School Improvement Plan ⁹	Same as Tier 1	Same as Tier 2 plus a corrective action plan
Assistance	Self-review using performance audit ¹⁰ template to update School Improvement Plan. OSPI technical assistance on best practices and district capacity building.	Same as Tier 1, plus: Schools will receive a performance audit by a team of local school and district, regional, and state level personnel within six months and develop a plan of action to address deficiencies.	Same as Tier 2

⁸ Issues such as whether to use continuously enrolled students versus all students will need to be discussed.

⁹ The written plans for school improvement must indicate how they will: a) Utilize state-approved instructional materials aligned with standards with all student sub-groups; b) Provide a detailed tracking system of student learning; c) Use their school data from formative assessments to improve instruction through professional development; and d) Demonstrate spending that aligns with improvement goals and objectives.

¹⁰ A performance audit by external and internal teams in schools and districts in tiers 2 and 3 and a self performance audit for schools and districts that are in tier 1. The audit shall occur within the first six months after a school is identified. The audit will contain the following items: a) Teacher distribution analysis, b) Budget distribution analysis, c) Rigor assessment, d) Core and intervention materials used in area of challenge, e.g., math, e) Use of formative diagnostic assessments, f) Classroom instructional practices, g) Use of time analysis, h) Use of opportunity to learn beyond current school day and year calendar, i) Equity assessment of opportunity and achievement, j) Longitudinal assessment of student performance, k) Course availability (secondary school), l) Course taking patterns (secondary school) m) Leadership—principal and superintendent—quality and support

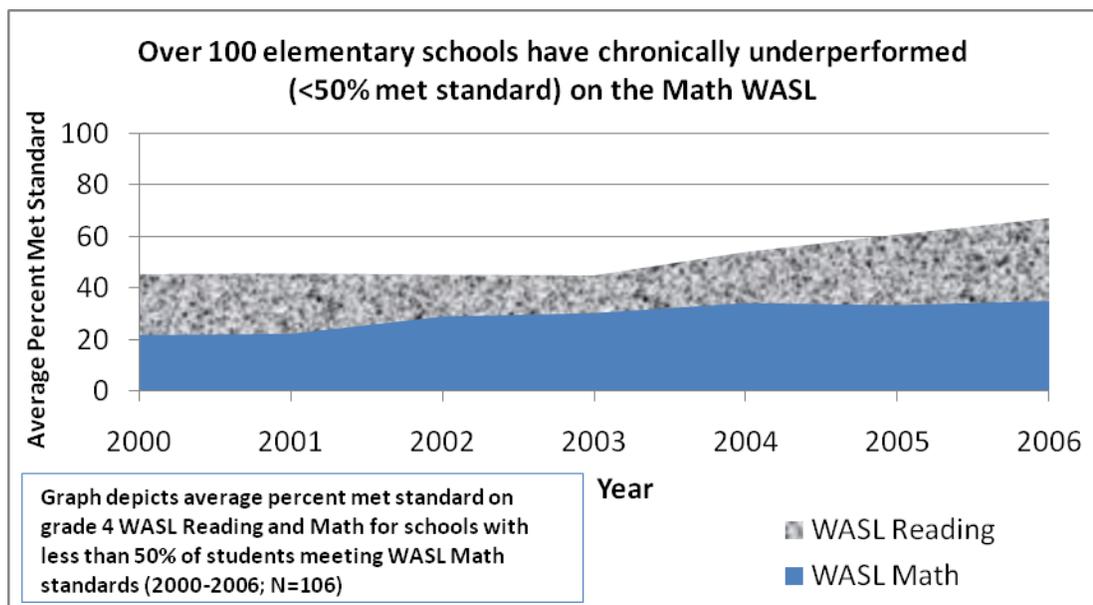
	Tier 1	Tier 2	Tier 3
		(continued) Facilitators and clustered services will be available to work on areas targeted for improvement.	
Resources and Changes in Authority			State and other resources provided to expand and make the most of school days, to restructure and focus on teacher and student skill and knowledge development. Legislative-mandated authority to transfer staff.
Expectations	Curriculum and benchmarks are aligned to standards. School has system of diagnostic assessments or progress monitoring and uses results to inform instruction and individual intervention. Teachers, within the first three years in the profession, are not disproportionately assigned to non-proficient students. Parents must attend student conferences in person.	Same as Tier 1, plus: State selected curricular and instructional materials are used where available. Content areas where students lack proficiency are targeted for extended and improved instructional time.	Same as Tier 2, plus: School day is lengthened for teachers and students. Advisory group would be created to facilitate and monitor linkages to relevant social agencies.
Consequences			If school shows a lack of improvement in two years, the school will be eligible as a Summit School
Funding	Additional targeted funding provided to district.	Same as Tier 1, plus funding for curricular and instructional materials.	Same as Tier 2, plus additional funding

2. Targeted Interventions for Chronically Underperforming Schools

Definition/Purpose. Chronically underperforming schools, or “Summit Schools”, are schools where students have underachieved for a period of five to seven years, and may require transformative interventions to turn them around.

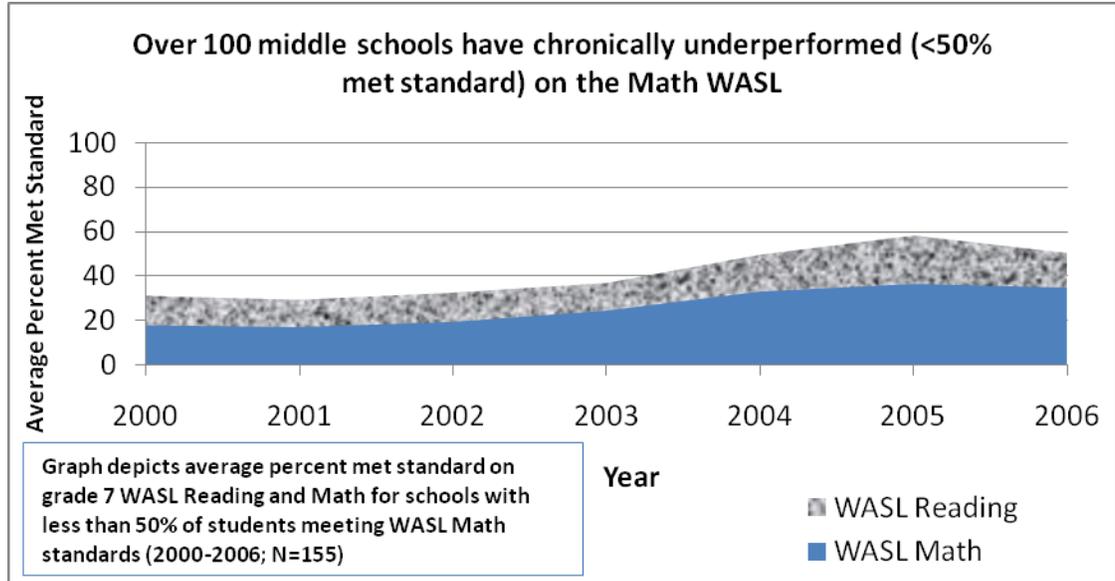
Rationale. The Board finds it unacceptable that so many of our students attend schools that continue not to make significant progress. Over the last seven years (2000 to 2006):

106 elementary schools (with 46,335 students) had fewer than 50% of their students meet standard on the **4th grade mathematics WASL**; 13 elementary schools (with 5,760 students) had fewer than 60% of their students meet standards on both the 4th grade reading and mathematics WASL.¹¹



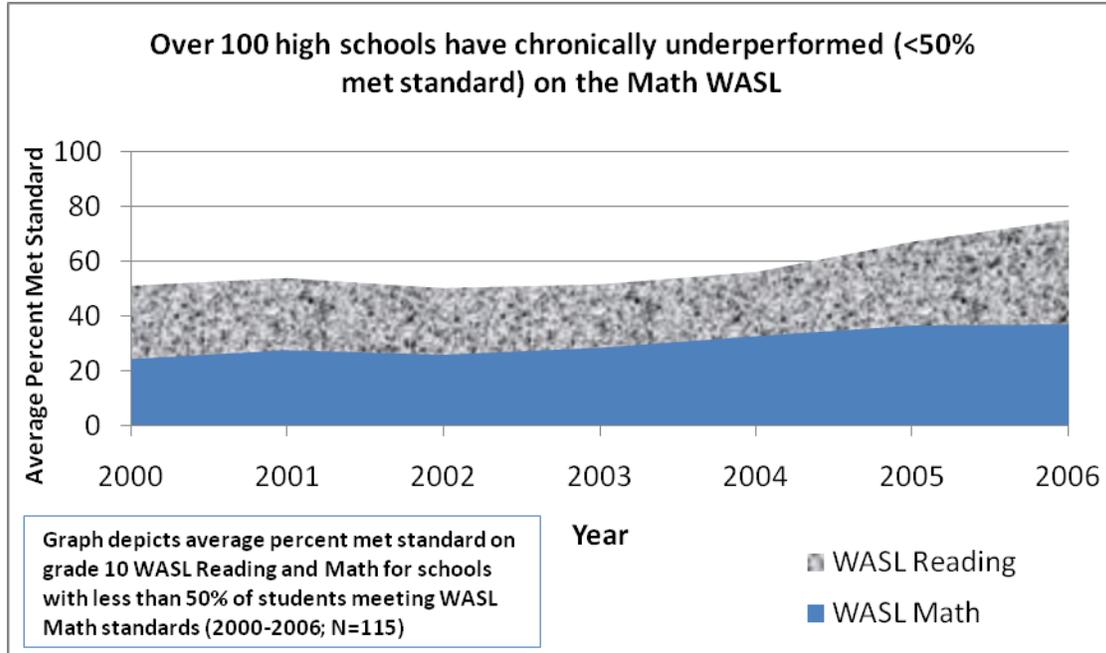
¹¹ There were 979 elementary schools that served 4th graders and had 7 years of reading and mathematics WASL data. The analysis excludes alternative schools. Some of these schools have seen some significant gains, but their overall math performance is still below 50%.

155 middle schools (with 84,130 students) had fewer than 50% of their students meet standard on the **7th grade mathematics WASL**; 80 middle schools (with 41,070 students) had fewer than 60% of their students meet standards on both the 7th grade reading and mathematics WASL.¹²



¹² There were 379 middle schools that served 7th graders and had 7 years of reading and mathematics WASL data. The analysis excludes alternative schools. Some of these schools have seen some significant gains, but their overall math performance is still below 50%.

116 high schools¹³ (with 105,786 students) had fewer than 50% of their students meet standard on the **10th grade mathematics WASL**.¹⁴ Five high schools (with 7,364 students) had fewer than 60% of their students meet standards on both the 10th grade reading and mathematics WASL.



Furthermore, for the past three years (2002-2003 to 2004-2005):

Five high schools (with 1,133 students) had **on-time graduation rates** of less than 50%; 20 more high schools (with 29,862 students) had one or more of its student subgroups¹⁵ with on-time graduations rate of less than 50%.

Eight high schools (4,144 students) had **annual dropout rates** of greater than 10%; 24 more high schools (with 25,868 students) had one or more of its student subgroups with annual dropout rates of greater than 10%.

¹³ This analysis excludes high schools that were identified as alternative.

¹⁴ There were 289 high schools that served 10th graders and had 7 years of reading and mathematics WASL data. The analysis excludes alternative schools. Some of these schools have seen some significant gains, but their overall math performance is still below 50%.

¹⁵ The student subgroups analyzed are the five major racial/ethnic groups—African American, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, and White; and English Language Learner and low-income status.

To move forward, Mass Insight Education suggests that “The state is right to emphasize educator buy-in, a crucial element in school improvement of any kind, but it must seek ways to transform buy-in into fundamental change, more so than marginal improvements that meet status quo.” The consultants recommended that the Board consider the following turnaround strategies for schools that are chronically underperforming:

- » Create new rules for turnaround schools and provide incentives for fundamental change through school turnaround zones;
- » Focus resources on cohorts (up to 25 schools per year in three regional clusters);
- » Build internal capacity in schools and districts for turnaround;
- » Build external capacity to help lead the process of school turnaround;
- » Create an entrepreneurial agency with leverage and resources to establish the turnaround criteria and partnerships and lead the turnaround efforts; and
- » Give the lowest performing schools a restructuring option.

Washington must find ways to make radical changes in these schools that continue to underperform and enable schools and districts to cultivate effective leaders and strategies for sustainability. Based upon the schools’ performance, regional clusters of similar schools (e.g., feeder schools, ELL schools, or other kinds) could be created for assistance. All schools identified as a Summit School would be required to participate with their district.

Committee Recommendations:

1. Adopt intervention tools for up to 25 Summit Schools with a priority on middle schools that are chronically underperforming.
2. Ask the legislature to give the Board and OSPI shared authority to intervene in struggling schools. The State would identify schools that continue to struggle and require them to join the Summit Schools turnaround (see process highlighted in table below).

	Summit Schools
Leaders	Quasi State or Regional Entity /School District
Delivery system	External Partner (quasi state entity)
School Improvement Plan	School Improvement Plan with Corrective Action Plan
Assistance	<p>Within six months of identification, schools will receive a performance audit by an external team and have their corrective plan reviewed by a regional team composed of school board members, business people, service providers, community leaders, parents, and educators. The team will make a recommendation for approval or disapproval to local school board. If the local board does not approve the plan, then the school and district has two months to revise the plan for local board approval. State Board of Education will also review these revised plans.</p> <p>Intensive turnaround teams</p>
Resources and	“Zone of Empowerment”

	Summit Schools
Changes in Authority	<p>With an accepted corrective plan, the quasi state or regional entity(ies) will work with the schools and districts to create cluster “entrepreneurial zones” where incentives such as funding and new personnel rules for staff are implemented.</p> <p>School district has the authority to select principal; principal has authority to select and assign staff.</p> <p>State and other resources provided to expand and make the most of the school day to restructure and focus on teacher and student skill and knowledge development.</p>
Expectations	<p>Complete restructuring of school, which includes changes in staffing.</p> <p>Same as Tier 3</p>
Consequences	<p>If a corrective action plan is not acceptable to the local school board or the SBE, state could order school to be disbanded and students sent to other schools or to reconstitute the school.</p>
Funding	<p>Joint state and private funding sources</p>

3. State Board of Education Report Card

Definition/Purpose. A State Board of Education Report Card would provide information to parents, educators, legislators, and community members about the performance of students in a given school or district or to make comparisons across districts.

Rationale. A critical part of an accountability system is reliable data at both the state level and school level so that policy makers, educators, and parents can understand how well students and schools are doing. Our advisory committee members strongly recommended the use of multiple indicators rather than just the WASL to create a state accountability system.

After considering various performance indicators of system health, the accountability reporting requirements of the federal No Child Left Behind Act and the availability of reliable data sources, the SPA Committee agreed that our state’s accountability system should include student and school/district performance indicators.

Committee Recommendation:

1. Adopt the following indicators for student and school/district performance on the State Report Card:
 - » ***Academic Achievement.*** The data will include performance on the WASL in the content areas of mathematics, reading, writing, and science, with other subjects to be determined in 2008.
 - » ***Graduation and Dropout Rates.*** The data reported will be for both on-time and extended graduation rates, as well as annual dropout rates by high school grade.

- » **Unexcused Absence Rates.** The unexcused absence rates calculated for No Child Left Behind AYP will be used for elementary and middle-level grades.

The following indicators contingent on the availability of highly-reliable data and acceptable measures.

- » **Teaching Quality.** The data will include teacher qualifications and length of service.
- » **Post-secondary Participation.** The post-secondary participation data will be based on the behaviors of high school graduates in the year immediately following graduation.
- » **Post-secondary Remedial Course Enrollment.** Information on students enrolling in remedial courses in mathematics and English will be reported. The information on post-secondary remedial course taking is based on what is reported by Washington’s public two and four-year post-secondary institutions.
- » **Fiscal Responsibility.** School expenditure data by program area will be collected to ensure that money is being spent on high priority school programs. This data will then be used to evaluate the correlation between program expenditures and educational progress at the school level and across the state.
- » **Opportunity to Learn.** Information on what schools are providing to students in addition to the current school day.

The Board has identified additional performance indicators for tracking and reporting. Further information on these indicators is provided in Appendix B.

4. Data System Enhancement

Definition/Purpose. An integrated data system would track the progress of students from preschool through college.

Rationale. The current data system has many gaps that prohibit the Board and others from adequately assessing the progress of our students. For example, there is no single student identification number to track students from preschool through college to determine how successfully students move through the educational system. Nor do we know on a state level, the qualifications (endorsements, length of service, etc.) of teachers teaching in our schools, and which students they teach so that tracking of student outcomes can be linked to teacher data systems.

Committee Recommendation:

1. The Board, collaborate with the Office of the Superintendent for Public Instruction, Office of Financial Management, the Professional Educators Standards Board, and the P-20 Council should identify data elements that inform accountability and tracking of student outcomes over time that are not available currently and create a teacher data system that is linked to the student data system.

TIMELINE AND NEXT STEPS

Action	Due Date
SPA Advisory Committee meet and review preliminary recommendations	August 9
Board adopts draft concepts	September 18-19

Board conducts public outreach	October
SPA Advisory Committee meets and reviews draft recommendations and public feedback	October 25
Board adopts final recommendations	November 1-2

Next Steps	
Develop the state accountability index with assistance from OSPI as well as national and other state experts	
Work with OSPI and external experts to assist in refining the Summit Schools and Tiered Assistance Proposals	
Develop information on teacher distribution in selected districts (e.g. retention and experience)	
Continue to work on data performance indicators	
Develop model report card	

APPENDIX A– Roster

Board Committee Members

Dr. Kristina Mayer, Chair	Phyllis Bunker Frank
Dr. Steve Dal Porto	Zac Kinman
Steve Floyd	Jeff Vincent
Dr. Sheila Fox	Edie Harding

Advisory Committee Members

Mike Bernard Association of Washington Business	Don Rash AWSP
Karen Davis WEA	Martha Rice WSSDA
Roger Erskine PESB	Ben Soria, Superintendent Yakima School District
Bob Harmon OSPI	Ted Thomas WSSDA
Melissa Heaton Partnership for Learning	Marc Cummings Washington Roundtable
Glenn Johnson, Superintendent Cashmere School District (WASA)	Anne Walker Wiley Elementary School
Bruce Kelly ESD 113	Steven Warren Centralia Middle School
Janell Newman OSPI	

Appendix B – Performance Indicators

Indicators of System Health	Account-ability	Report Card
Teaching Quality Distribution of teachers by highly qualified, novice, etc.	✓	✓
WASL Performance By all students and by subgroups Reading, Mathematics, Science, Writing	✓	✓
On-Time and Extended Graduation Rates By all students and by subgroups	✓	✓
Annual Dropout Rate by Grade By all students and by subgroups Grades 7, 8, 9, 10, 11, and 12	✓	✓
Post-Secondary Participation High school graduates in the year immediately after graduation by all students and subgroups	✓	✓
Post-Secondary Remedial Course Enrollment Enrollment of high school graduates enrolled in post-secondary education in the year immediately after graduation in remedial courses by all students and subgroups	✓	✓
Unexcused Absence Rate Elementary and middle schools	✓	✓
Fiscal Responsibility School expenditure data by program area will be collected to ensure that money is being spent on high priority school programs	✓	✓
Beat-the-Odds or Similar School Comparisons		✓
Access to Rigorous Course Offerings Eighth graders taking math courses at the level of Algebra I Students taking a full-year of science in middle school Advance Placement – courses offered, # taking exams and scoring ≥ 3 , disaggregated by subgroups of course taking International Baccalaureate - courses offered, subgroup course taking Career & Technical Education – program completers High school graduation requirements – exceeding state minimums, meeting college admission requirements		✓

Indicators of System Health	Account-ability	Report Card
Opportunity to Learn Information on additional learning opportunities provided to students	✓	✓
Global Challenge States – for comparisons to Washington State Demographics Children in homes where head of household is a high school dropout Children ages 5-12 who speak English less than “very well” Early Childhood Education Programs accredited by NAEYC Enrollment in state-funded pre-school (ages 3-4) State full-day kindergarten policy K-12 Expenditures State and local expenditures per pupil Operations expenditures K-12 teachers with a master’s degree in a content area NAEP Performance Grades 4 and 8 Reading and mathematics		✓

Intervention in Washington State's Underperforming Schools: A Brief Analysis and Recommendations

*Prepared for the Washington State Board of Education by
Mass Insight Education and Research Institute*

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Table of Contents

Summary	4
I. Current Services	5
Strengths of the Current Approach	5
II. Problems with the Current Strategy	6
Insufficient Incentives for Educators to Choose Major Change	6
Insufficient Comprehensiveness, Intensity, and Sustainability	7
Insufficient Commitment to Turnaround	10
III. The Path Forward	11
Appendix A	14
Report on Information-Finding: Interviews	14
What the State Does Well: Strengths of the Current Approach	14
What Can Be Improved: Cited Areas of Weakness	16
Appendix B	21
“Can Turnaround Be Successful at Our School?” A Ten-Point Self-Audit (and Manifesto) for Principals	21
Appendix C	23
Massachusetts’ Ten Essential Conditions	23

Summary

Washington State offers a range of services and some additional funding to low-performing schools. Its approach has been collaborative and its services appear to be well-regarded, in general, by the schools and districts that choose to use them. However, it is clear that the state's current strategies will not solve the current and impending challenge of low-performing schools on either a qualitative or quantitative basis. Our research into state turnaround design strategies suggests that a much more proactive approach is needed.

Washington would better serve its neediest schools by transitioning from a strategy of incremental improvement towards a philosophy of fundamental transformation. While incremental school improvement strategies – assisting with new curriculum, providing staff development, implementing data analysis and student remediation initiatives – have been shown to help average-performing and moderately under-performing schools to improve, schools in the bottom five percent of performance need much more dramatic change. Washington's voluntary approach compounds the challenge because many of the most dysfunctional schools fail to opt into the support programs.

This report, prepared under contract to the Washington State Board of Education, provides a brief analysis of the current services that the state provides to its neediest schools, the impact (or lack of impact) of those services, and recommendations for how the state could improve its intervention policies and practices to make a real difference in those schools. The report draws from research assembled over the past two years by Mass Insight Education for its forthcoming report, *The Turnaround Challenge*, funded by the Bill & Melinda Gates Foundation. It also draws from interviews conducted with a range of policymakers and practitioners in the state and from a review of documentation provided by the State Board of Education.

I. Current Services

We will not describe in detail the current Washington state intervention effort; state policymakers already know the outlines of the approach and it has been described in some detail in other reports. Our focus here lies in comparing the current approach with the recommendations that emerged from our study of state turnaround initiatives and the characteristics of schools that successfully serve high-poverty, highly challenged student populations – the student demographics commonly found among chronically under-performing schools.

Strengths of the Current Approach

While there is clearly a gap between the nature and the scope of the current effort and the intervention need, our interviews turned up some strengths (or at least, perceived strengths) of the Office of Superintendent of Public Instruction’s (OSPI) current intervention strategies that are worth building. These include:

- **Facilitator Network and School Audits:** The School and District Intervention Facilitators (SIFs/DIFs) received strong reviews from the field. The superintendents we interviewed who have used the services believe the SIFs and DIFs provide access to increased information, create opportunities for professional development, and introduce new strategies to the schools and districts. The external audit was also seen as beneficial. Both aspects of the current program can be integrated with the larger, more ambitious initiative we recommend below in ways that build on this solid regard and that expand their impact.
- **Initial Investments:** The state currently provides \$135,000 per school each year for three years – not an adequate sum to pay for expensive innovations such as extra time, but more than the investments being made in other states. However, far more schools are eligible for intervention than are selected in each cohort. Many districts currently apply for funds from external sources in order to provide additional needed services to their schools. The initial commitment to target low-performing schools is an important sign that Washington state recognizes the need, but that funding must be continued and ramped up in order to serve more schools and serve them more effectively.
- **Partially Integrated Approach:** Washington uses a partially integrated approach that is aligned with the state’s nine characteristics of effective schools. The approach recognizes that the needs of these schools extend across all nine characteristics, and that intervention strategies should address all of those needs in an integrated way. However, the approach is confined to what we call

providing help or program change strategies; there is little or no reference to the need to change operating conditions (i.e., principals' ability to shape school staff and allocate teachers without restrictive work-rule constraints), nor is there an appreciation of the far deeper needs of the high-poverty students who make up sizable percentages of the population at most chronically underperforming schools.

- **Strong Spirit of Collaboration:** Generally, there appears to be a fairly strong and positive relationship between OSPI and the districts using its intervention services. There is a good sense of collaboration with the professional associations with whom we spoke, one of which has a prominent role in training and managing the facilitators. OSPI has been open about using outside partners to conduct much of this intervention work, which bodes well for broader use of partners in an expanded turnaround initiative.

Washington would better serve its neediest schools by transitioning from a strategy of incremental improvement towards a philosophy of fundamental transformation.

II. Problems with the Current Strategy

Insufficient Incentives for Educators to Choose Major Change

The current Washington system has too few *positive incentives* to motivate school and district leaders to embrace the kind of major change that turnaround requires. It also has literally no *negative incentives*, in the form of a sufficiently unattractive “terminal consequence” that moves educators and local policymakers to challenge the status quo where that status quo is clearly not succeeding for children.

Moreover, each Washington school that elects to join the state's intervention initiative develops its own turnaround plan based primarily on its own criteria. Schools that do not meet AYP are expected to increase their scores, but there are no clear performance targets across the system. Schools and districts appreciate the assistance, but there are no real incentives to improve performance in a timely manner, against a specific goal with a consequence for under-performance. The entire system is designed to emphasize collaboration and support – which is a very good thing, but as the system stands today, it will not be sufficient to move the state's chronically struggling schools towards dramatic improvements in instruction and achievement. The state is right to emphasize educator buy-in – a crucial element in school improvement of any kind – but it must seek ways to

transform buy-in into fundamental change, more so than marginal improvements to reach the status quo.

Insufficient Comprehensiveness, Intensity, and Sustainability

The educators and researchers we interviewed praised the “comprehensiveness” of the state’s intervention effort, but frankly they are thinking inside the box of standard-issue school reform. The elements in place are good: a focus on improving school leadership, on curriculum and instructional strategies, and on data analysis. But as our research for *The Turnaround Challenge* uncovered, these strategies are essential but by themselves, insufficient to transform poorly-performing schools into high-performing teaching and learning organizations.

Transformational school turnaround is dependent upon much more than program improvement. It requires:

- **☒A baseline refocusing on *capacity*, or people strategies.** All of the ways these schools hire, support, allocate, organize, and evaluate their people should be examined. The current effort in Washington provides for some staff and leadership development, but like most state intervention initiatives, it stops there.
- **☒State leadership in changing operating *conditions* in turnaround schools.** Superintendents and principals need much more flexible authority than is granted to them in most states over their critical assets: people, money, time, and program. This is especially true in a turnaround context. Any state, including Washington, that charges a principal and school leadership team with the turnaround of a chronically underperforming school needs to commit to establishing the conditions at that school necessary for success. Principals should be able to answer “Yes” to each of the questions posed in the ten-point school-level audit included here in Appendix B. For an example of one state’s effort to establish those conditions, see Appendix C: the ten “enabling conditions” passed by Massachusetts’ State Board of Education last fall.
- **☒Clustering for support and scale.** Too many states, including Washington, are approaching school turnaround at the scale of the individual school. Individual facilitators who are working, for the most part, fairly independently from one another, are sent out to individual schools to mentor those schools’ leadership teams. The practitioners we talked to said that Washington’s SIFs and DIFs are helpful, but that they are not in the schools or districts enough and there is little connection to a broader set of supports. There are good reasons to cluster turnaround schools together for both effectiveness and efficiency: to give them an identity as cutting-edge turnaround initiatives; organize curriculum, assessment, staff development, transportation, supports for SPED or ELL or other special

student cohorts, or back-office services; provide a network for the sharing of practices and resources; or allow for students to progress through feeder patterns of similarly organized schools.

- **✕Getting the loose/tight *dynamic* right between the state and turnaround schools.** Washington’s approach is almost completely “loose.” There is very little, if any, structure provided from the state in terms of design or implementation of a turnaround plan. The organizations (school districts) that have produced consistently poor achievement results in these schools are given free reign to create and manage the intervention strategies. Our national research suggests that while this approach lends a positive air of collaboration to the work, it does not provide the leverage district and school leadership need to make significant changes at the ground level.
- **✕Organizing and improving the quality of *external partnership* support for turnaround.** Washington’s SIF/DIF facilitator model is patterned on Kentucky’s and looks similar to the approaches pursued in a number of other states as well (most notably, North Carolina). The state provides some training and organizing support to its network of SIFs and DIFs, but they are, essentially, a network of individual consultants whose strategy-set largely grows out of their own educational experience and predilections. The facilitators are in schools only a day and a half per week, and the facilitators themselves have little (if any) authority to do more than advise. Turnaround schools, we believe, need much more extensive outside support, and states must play a role in building a resource base of skilled turnaround partners to provide that support – including lead turnaround partners, who would integrate the all-too-often fragmented services of other partners playing different roles in the school.
- **✕Connecting and integrating district and school improvement efforts.** Washington state is not alone in having separate (though linked) improvement efforts at the district and school levels. In certain districts with strong, receptive leadership (i.e., Toppenish or to some degree, Auburn), turnaround work at the school level informs and supports more system reform at the district level. But the “loose” approach the state has taken with intervention design and implementation means that other districts fail to make these connections. A more robust, state-driven intervention initiative would create mini-district zones of turnaround schools that would provide laboratories for a new district model – one based more on service-providing than on compliance.

The state is right to emphasize educator buy-in – a crucial element in school improvement of any kind – but it must seek ways to transform buy-in into fundamental change, more so than marginal improvements to reach the status quo.

Insufficient Commitment to Turnaround

- **☒Lack of high-visibility public and private sector commitment.** Washington is embroiled in a larger debate about standards and the WASL graduation requirement. In one way, that makes it more difficult for an issue focused on a subset of schools to become prominent in the public eye. But in another, it may represent an opportunity. The sequence in Massachusetts was that students were held accountable for achievement (passing-level MCAS scores in order to graduate) before the schools and the adults in the system were held accountable. The state invested more than \$250 million in the years leading up to the 2003 institution of the graduation requirement in extra-help programs for at-risk students. The federal government invested sizable sums in Supplemental Education Services for the same purpose. Accountability was matched, in other words, by support. Massachusetts, like Washington and all states, is now seeing increasing numbers of schools fall into NCLB's underperforming categories. It is too soon to tell whether legislatures and political leaders (at the state and federal levels) will respond to clear data on "at-risk" schools with a similar ramp-up in public investment for turnaround.

The fact that one-quarter of Washington's public school students attend schools that are now on one of the state's improvement watch-lists is troubling, but our assessment is that this kind of sweeping categorization tends to lead to messenger-shooting rather than reform. (In other words: the news generates a blaming of the test and the standards movement, rather than a renewed focus on improving school quality.) The state would be better off focusing on those schools in the bottom five percent or fewer – schools with indefensibly poor records of achievement. These schools' poor track records, ironically, may be their most significant asset. Major change becomes more plausible when any discussion about whether a school is performing adequately or not is simply off the table.

Washington, like Massachusetts, has a strong community of public- and private-sector leaders with potential to generate a commitment to turnaround on grounds of fairness and civil rights to the students attending those schools. A range of groups that includes professional and parent organizations, business advocacy groups, and university-based nonprofit centers all represent potential allies for a statewide response on this issue. The state needs someone, or some agency (or agencies), to take the lead.

- **☒ A coordinating agency with sufficient operating flexibility to manage the work.** *The Turnaround Challenge* argues that schools demonstrably need more operating flexibility, including control over key resources such as staff, time, and money, to manage the turnaround process effectively. The same is true at the level of state administration. The status quo has not worked for failing schools, and status-quo management structures and supports are not likely to catalyze the fundamental, transformative change that these schools require.

The school and district intervention unit within OSPI appears to be staffed by very capable individuals. Our discussions with the OSPI School Improvement Assistance team were informed, productive, and far-reaching. They recognize the shortcomings of the state’s current approach – especially the limitations created by its voluntary nature. But they, like the schools, are hamstrung by regulation – a point that came up frequently in our conversations with them.

In order for the state to lead the way in implementing school-level changes in work rules and operating conditions, establishing high-impact criteria for turnaround design, distributing resources strategically instead of politically, and supporting the development of a resource base of external turnaround partners, a different kind of agency is needed. With the state board of education potentially taking the lead on turnaround, perhaps there is an opportunity here for a joint initiative propelled by both the board and OSPI that would recognize the need for flexibility and a relaxing of regulatory constraints at both the school level and the level of state management.

These schools’ poor track records, ironically, may be their most significant asset. Major change becomes more plausible when any discussion about whether a school is performing adequately or not is simply off the table.

III. The Path Forward

In light of the above analysis, and drawing from recommendations in *The Turnaround Challenge*, we suggest the following five steps for Washington to improve school intervention strategies:

1. **Create protected space for turnaround schools and an attractive choice for fundamental change through school turnaround zones and special collective**

bargaining agreements. There will be an argument over this recommendation. But the two key points to make are: a) these poorest-performing schools clearly need fundamental, dramatic change before more generations of students are lost; and b) this is all about providing districts, partners, and school leadership teams (including principals) with the flexibilities that any reasonable person would say are important for leaders in any context to have – i.e., the ability to shape the staff that works in a school. Massachusetts, Florida, and Arizona are all experimenting with some form of condition change in “zones” of turnaround schools, and districts such as Chicago, Miami-Dade, New York, and Philadelphia are experimenting as well, with agreement from their unions. It can be done.

2. **Focus resources on cohorts (e.g., 25 per year in three regional clusters) to produce success.** It is unrealistic (and probably undesirable) to expect to implement full-scale turnaround work in hundreds of schools on various improvement watch-lists. Washington is better off focusing its efforts on smaller cohorts of truly underperforming schools and while building exemplars of turnaround success. There is a likely political argument here as well, since state policymakers have a powerful urge to spread scarce resources thinly over the widest possible “net.” But increased public funding from the state is likely to depend on some proof of impact. Starting small is best at the start.
3. **Build *internal* capacity in schools and districts for turnaround.** Most districts, all except the largest ones, do not have the capacity or the outside support required to mount extensive skill-building and recruitment efforts themselves for their turnaround schools. There is an important state role to play here, in recruiting mission-directed educators to a cutting-edge turnaround cohort, lining up private support for the state’s turnaround initiative, and establishing solid training programs for turnaround leadership teams.
4. **Build *external* capacity to help lead the process of school turnaround.** This is not a customary role for states and public agencies. But it is vital that turnaround schools be supported by coherent, high-capacity outside partners. The structure of outside support must also change, to address the fragmentation and disconnectedness that characterizes the ways schools currently work with external providers. The state can engineer this change by stipulating that districts and schools work with partners to produce turnaround plans that meet rigorous state criteria; issuing RFPs that help consolidate Washington’s current cottage-industry of individual consultants into organizations that can act as lead turnaround partners; and working directly with partners to ensure that they are pursuing turnaround strategies that fulfill the state’s turnaround criteria. Washington’s regional educational service bureaus represent potential respondents to that kind of turnaround opportunity.

5. **Create an entrepreneurial agency, with leverage and resources, to establish the turnaround criteria and partnerships and lead the turnaround effort.** The state board of education is clearly the agency most likely to initiate a new approach to school turnaround. It should work together with OSPI, the governor, and some of the state's other public and private education reform leaders to create a vision statement for turnaround that incorporates the analysis provided here (and elsewhere in *The Turnaround Challenge*). The statement should include provisions for a semi-autonomous agency connected to both the board and OSPI to manage the work.

These are just the headlines, of course, for ideas that would significantly alter the ways Washington goes about the business of shaping school turnaround. The research, we would say, amply supports this choice to take a different tack on the issue of failing schools. In the absence of a coordinated, proactive state initiative, the future of those schools and of the students they serve is a dim one. Washington's newly reconstituted state board of education seeks levers that would bring about enduring, fundamental school improvement and consequent improvements in student achievement. Turnaround of chronically underperforming schools, we suggest, is exactly the timely and urgent challenge that the board should take up.

Mass Insight Education and Research Institute is honored to have been invited to advise the board on this issue, and stands ready to work with the State of Washington to help make it a national model for successful turnaround of underperforming schools.

Appendix A

Report on Information-Finding: Interviews

In conjunction with its research on school turnaround policies in Washington, Mass Insight Education conducted interviews with practitioners, policy makers, and third-party researchers, and consultants. These interviews were designed to provide insight into the strengths and shortcomings of the current approach to school turnaround in Washington. The interviews also provided foundational information that was useful for comparing the approach of Washington to that used in other states and against Mass Insight’s model for effective intervention in underperforming schools. The individuals contacted were identified by the Washington State Board of Education staff. This set of interviews constitutes an extremely limited sampling, so the results can be viewed as directional only. The following is a distillation of what we heard.

What the State Does Well: Strengths of the Current Approach

Practitioner Perspective

Practitioners interviewed expressed general satisfaction with the quality of the intervention programming that Washington has in place, with the caveats outlined in the “What Can Be Improved” section below. The state’s school auditing procedure was viewed as especially effective. Interviewees said that that the audits both helped the districts being audited and were useful as professional development tools for the auditors themselves. The audits were seen as “honest assessments,” with at least one practitioner citing the use of focus groups as an effective practice.

Also given satisfactory marks were the support services provided by the state’s School Improvement and District Improvement Facilitators (SIFs/DIFs). These SIFs were seen as effective in providing increased professional development, including problem solving techniques and on use of data. Professional development was seen as too segmented by subject. Such segmentation made it hard for elementary school teachers to receive services. The coaching of school leaders, however, was seen as effective. Local practitioners also saw the facilitator as an effective communication link with state administrators and officials. There was strong feeling expressed that the effectiveness of the practitioner-facilitator relationship was dependent on the strength of the underlying personal relationships involved. Local practitioners felt that input on the hiring of these facilitators helped to overcome potential problems of personality fit between the facilitator and local practitioners.

Other areas of strength cited included the data carousel, the alignment of curricula, and the OSPI tiered approach to intervention in elementary and middle schools. The state's programming and funding in the area of reading were also seen to be effective.

Policy-maker Perspective

Washington state officials believed that the current improvement program is fairly sophisticated, that it can produce improvement, that it operates collaboratively with local districts in positive ways – but that it does not adequately serve the neediest schools because of its voluntary nature and because it does not go far enough in requiring substantial change.

Officials estimated that they have about 350 schools that are struggling (failed AYP at least once), but only approximately 75 are being served by the state. While 80-110 schools are selectively invited to participate each year, only about 20-26 schools decide to enter the cohort each year. They think that the increased focus on the schools not being served is a positive development. The officials think that there is a positive attitude toward change at the school level. These schools “pushed back” in the beginning, thinking that “this too shall pass.” They have begun to come around, however, and in the officials' view are beginning to understand that the status quo is unacceptable.

State officials cited an individual district, the Toppenish School District, as an example of how well the system that is in place can work in a cooperative district. The new Toppenish superintendent has an accountability focus and has embraced the improvement model. The district engaged the state to procure services and resources. District leaders have also exhibited a lack of tolerance for ineffective teachers and a readiness to act on unsatisfactory teacher evaluations.

We met for a half-day with the primary administrators of the current program for OSPI. To their credit, this team was very mission-focused and open to analysis of current strategies. They feel hamstrung, to a strong degree, by the challenges described under “What Can Be Improved,” below, and demonstrated an openness to alternative strategies – particularly, movement away from the current voluntary nature of state intervention – that would bring turnaround services to all of the state's most chronically underperforming schools.

Third-Party Perspective

The third-party researchers and consultants that we spoke with liked the design of the Washington intervention program – in particular, somewhat ironically, its voluntary nature. The consistency of approach (with the state superintendent serving over a

decade) was seen as a positive aspect of the Washington experience, reducing the policy churn that might be problematic elsewhere. The use of private companies to provide some services was seen as a good approach, given the current small staff of the OSPI program. The use of these companies also helped to provide some consistency in the wake of OSPI staff turnover. The audit process was praised for its thoroughness.

The voluntary nature of the program was seen as important because it “ensures buy-in” by the affected parties, according to the researchers with whom we spoke. They recognized that the issue going forward will be how to deal with schools with chronically poor performance that cannot muster such a consensus among the faculty for state assistance.

The third parties we spoke with maintained that Washington is somewhat ahead of the other northwestern U.S. states in terms of quality of intervention services. All of these states, with the exception of Alaska, have a voluntary nature to their program – an artifact, they said, of the strong tradition of local control in northwest schools.

The audit programs were seen as well founded – upon the nine characteristics of effective schools which have been adopted by the legislature. All of the rubrics and tools are well designed to determine whether the school has these nine characteristics. There was also an acknowledgement that the approach focuses on building on strengths, and in that way is closely modeled after the Kentucky system.

The third parties believed that the state is using private groups productively. Generally, they use them in to evaluate and produce formative feedback. The state has also shown a willingness, they said, to trust the third-party groups.

What Can Be Improved: Cited Areas of Weakness

Practitioner Perspective

Practitioners expressed a general displeasure with the data systems employed in Washington. They cited a belief that a growth model or value-added data system would provide for more fair identification of underperforming schools. They also believed that such a system would properly focus the system’s goals on improvement, not adherence to arbitrary targets. The need for improved state-provided data analysis tools was also cited. The state’s testing system was seen as an ineffective diagnostic tool for individual students. Several LEAs were seen as being more advanced in data analysis and the use of diagnostic data than the state.

Practitioners would like the state to take a proactive, rather than reactive, approach to school improvement. There was concern that the state does not do enough to assist the

schools in danger of not meeting performance standards. A focus on these schools was seen as an effective alternative to merely conducting intervention activities after a school has been repeatedly labeled underperforming. Practitioners also cited a need for positive incentives, rather than sanctions.

The current intervention model was criticized for its failure to build local capacity to support school improvement, an insufficient focus on leadership development, and the lack of an exit strategy for SIFs. Practitioners expressed a belief that there needs to be an increased effort to build the capacity of LEAs to support school improvement. They stated that the system in place provides some support to schools, but does not do much to improve the capacity of the LEA to assist with school intervention down the road. Likewise, the lack of an exit strategy for SIFs was seen as problematic. Schools and districts are devising their own plans for transitioning away from the SIF, and there is no guidance from the state. The need for an increased focus on leadership development was also cited. Though there is a new program for supporting and developing school leaders, there was a belief that the system as a whole should focus on leadership development. There was a view that improved leadership would make the biggest difference.

Local practitioners called for increased resources for public schooling, as well as additional spending flexibility. They doubted that there were adequate resources to bring schools to the desired level of educational effectiveness. One practitioner estimated that private schools spend about \$23,000 per student, while the public schools spend only \$8,000. This differential caused the practitioner to question the state's commitment to children. They sought more flexibility for spending, and money that was free from categorical limitations which do not recognize local differences in need. Practitioners also cited a lack of money to buy classroom materials and the high rates of spending on transportation in rural districts as two financial issues.

The local practitioners were deeply concerned about the state's mathematics curriculum and math achievement in general. Practitioners felt that the math program was in some disarray currently, lacking direction and focus even as achievement results point to a real problem. There was discontent with the number of math coaches and the scarcity of professional development opportunities. Practitioners said they eagerly await an aligned mathematics curriculum and spend their own money on professional development, hoping it will fit with the curriculum.

In a number of different ways, the educators to whom we spoke expressed the need for more flexibility and latitude in implementing school reform. There were several requests for information on agreements in other states between teacher unions and district management that provide for collaborative, "out-of-the-box" approaches to turnaround of underperforming schools. (Several of these are profiled in Mass Insight's forthcoming national report.) Many of the provisions of those agreements that we discussed with

Washington school district leaders would be embraced by teachers, such as more collaborative planning and teaching time (carrying extra compensation), and a greater degree of flexibility with scheduling within the school day. Practitioners also expressed concern that the Highly Qualified teacher requirements of NCLB prevent them from using good teachers in certain classes. They are concerned that these requirements will become more restrictive.

Practitioners also felt that the state could easily bear the public outcry for dramatic systemic changes more than the localities could – hence the need for more proactive state leadership on these issues. Localities struggle with more proactive intervention, they said, because they face intensive local political obstacles.

Policy-maker Perspective

State officials were concerned primarily that there is no common vision for school intervention (or, really, for standards-based reform) among the state legislature, state education officials, and the state board of education. They think that the lack of a legislative mandate with teeth has hurt the effort to turn around the state’s lowest performing schools. They said that the legislature is more focused on diversifying ways that schools and students can show performance than on taking steps to mandate accountability and stronger interventions in failing schools.

State officials believe that the visibility of school improvement is low in the state and that the voluntary nature of the system is problematic. They think there is a need for a change in the local belief structure that school improvement is a “four letter word” and that identification of schools for improvement is stigmatizing. Rather, they said, improvement needs to be talked about as a positive development for children.

They believe that schools would benefit from the ability to “carve out” low performing schools and treat them differently. They would also like to change the voluntary nature of the program so as to ensure support for every school that needs it. They also think that there may need to be more of a focus at the district level, as capacity concerns will make it hard to serve all schools identified for improvement.

State board members believe that better data is needed to track student progress, including a graduation assessment. They also feel that improving the quality and effectiveness of school leaders must become a higher priority.

Third-Party Perspective

There was recognition among the third parties that the OSPI office charged with carrying out the turnaround efforts is understaffed and underfunded. They also stated that OSPI staff turnover in this department is very high (one estimate: 18 months), so there is a lot of time spent training new staff members. This turnover may be related to the amount of work that falls on individuals due to short staffing. One third party suggested that the intervention office within OSPI should be restructured, so that it operates more like a foundation. The OSPI staffers would be in charge of coordinating private providers and awarding grants. This might be more effective given the limited state resources, this contact suggested, than the current model in which the staffers are spread too thin.

There is a clear need, cited by all of the third parties we interviewed, to address how the state will deal with the massive number of schools that are about to enter the improvement and turnaround programs.

There was some third-party criticism of the program because of its limited focus on instructional strategies, concentrating mainly on structure and school organization. One third party thought the state needs to settle on one or two instructional intervention strategies, and outsource them. The third party also felt that there was a need to focus on multiple levels of intervention and support. Rather than just intervening at one level (leaders), there was a need to implement more training on policy-making executives (local board members, etc.) and teachers. The workforce undertaking the current structural interventions (SIFs/DIFs and coaches) was seen as high quality and effective.

The reform plan has been around for 15 years, but there have been few classroom-level changes or interventions, according to the third parties. They believed that, for student achievement to really improve, the state must focus more on inciting change in instructional quality. One of the third parties pointed out that the lack of focus on instruction might be related to a lack of capacity within the state (including among external partners) to provide effective professional development for teachers. This third party expressed a view that there were only one or two really good professional development providers, and the state would have to invest heavily to create the capacity to provide effective professional development for teachers (though it could be done).

The third parties had governance and control concerns. One concern was the need for strong central leadership to oversee the services provided by the state's regional entities, which are seen to vary widely. There was some concern that the quality of services provided by these centers was uneven, and in some circumstances, lacking.

There was concern regarding a lack of coordination within OSPI. The OSPI structure was seen as somewhat like a "silo system." There was little perceived collaboration, for instance, between the school improvement staff and the federal programs staff. As a

result, there is no cohesive approach that encompasses the state approach and the NCLB mandates. This lack of coordination was seen as the reason that there is such a divide between the federal and state mandates.

The WASL assessment system was cited as a very challenging (“top five in the nation”) assessment. This is seen as a positive, but also means that more schools will end up in improvement and restructuring. The setting of “proficiency” as the passing score on the WASL has also resulted in the current controversy over the state’s graduation requirement.

The third parties cited the lack of political will to pass reform legislation as a major impediment to effective interventions. One third party compared Massachusetts, which the party said “ripped the band-aid off” and accepted accountability, to Washington, which has taken a much slower, more deliberate approach to reform, and staked the difference to lack of political will. The extreme closeness of the election won by the current governor, this observer speculated, has also resulted in a lack of political capital in her office. That has cost the movement for higher standards some momentum.

Appendix B

“Can Turnaround Be Successful at Our School?” A Ten-Point Self-Audit (and Manifesto) for Principals

1. Have you and key members of your staff had a leadership role in shaping your school turnaround plan? Has the planning team benefited significantly from knowledgeable outside support? Has the process moved swiftly in order to meet an external deadline?
2. Do you as principal and turnaround leader have the authority to shape your school staff to so that you are best positioned to implement the plan? In the following HR areas, can you use these practices drawn from research in high-performance, high-poverty schools?
 - recruiting: open posting of positions
 - hiring and placement: freedom from seniority, bumping and force-placing, ability to adjust positions to suit student needs
 - firing: discretion to excess teachers who are not performing or are unwilling to participate fully in the turnaround plan for the school
 - compensation: ability to differentiate compensation, providing bonus incentives to attract high quality teachers and/or performance- ore responsibility-related pay
3. Do you have the authority to adjust your school’s schedule to suit the needs of your students and instructional approach?
4. Do you have discretion over how to allocate your school budget as you see fit to support your mission? Is your turnaround plan sufficiently supported by extra funding and outside resources?
5. Do you have the authority to adjust programs, focus the curriculum and choose materials to address individual instructional needs, increase cultural engagement, and incorporate special programs into schoolwide priorities?
6. Do you have the authority to shape your own leadership team by creating teacher leadership positions and differentiating responsibilities? Will you and your team be provided, as part of the turnaround plan, with professional development to increase your expertise in turnaround management?

7. Do you currently have the technology, systems, and analysis expertise necessary to implement the frequent formative assessment and feedback that is central to increasing performance in high-risk populations?
8. Is your work supported by a lead turnaround partner that, in your judgment, will help put your school in the best possible position to meet your student achievement goals? Does your district or state provide you with a choice of support services tailored to high-poverty settings and to your school's priorities?
9. Will you be provided, as part of your turnaround status, with the support of a network of schools involved in similar turnarounds?
10. Do you feel that you have been provided with unambiguous expectations, clear measures of accountability and related motivators to best organize your school to succeed in turning around student performance?

Appendix C

Massachusetts' Ten Essential Conditions

These ten requirements form the basis of Massachusetts' new turnaround policy, passed in October 2006. Schools entering "Priority" status in the state (following four years of failure to make AYP) must submit restructuring plans that incorporate these ten elements. With sufficient state allocation for the initiative in FY2008 in doubt, the state has some hesitation about fully implementing the plan. However, four schools that have come before the board of education for chronic underperformance since the policy was passed were required to produce turnaround plans that fulfilled all of these criteria. There is evidence from the field, also, that change-oriented superintendents are using the so-called "ten commandments" as levers to reshape budgets more strategically and in negotiations with their local union leaders.

1. The school's principal has authority to select and assign staff to positions in the school without regard to seniority;
2. The school's principal has control over financial resources necessary to successfully implement the school improvement plan;
3. The school is implementing curricula that are aligned to state frameworks in core academic subjects;
4. The school implements systematically a program of interim assessments (4-6 times per year) in English language arts and mathematics that are aligned to school curriculum and state frameworks;
5. The school has a system to provide detailed tracking and analysis of assessment results and uses those results to inform curriculum, instruction and individual interventions;
6. The school schedule for student learning provides adequate time on a daily and weekly basis for the delivery of instruction and provision of individualized support as needed in English language arts and math, which for students not yet proficient is presumed to be at least 90 minutes per day in each subject;
7. The school provides daily after-school tutoring and homework help for students who need supplemental instruction and focused work on skill development;

8. The school has a least two full-time subject-area coaches, one each for English language arts/reading and for mathematics, who are responsible to provide faculty at the school with consistent classroom observation and feedback on the quality and effectiveness of curriculum delivery, instructional practice, and data use;
9. School administrators periodically evaluate faculty, including direct evaluation of applicable content knowledge and annual evaluation of overall performance tied in part to solid growth in student learning and commitment to the school's culture, educational model, and improvement strategy;
10. The weekly and annual work schedule for teachers provides adequate time for regular, frequent, department and/or grade-level faculty meetings to discuss individual student progress, curriculum issues, instructional practice, and school-wide improvement efforts. As a general rule no less than one hour per week shall be dedicated to leadership-directed, collaborative work, and no fewer than 5 days per year, or hours equivalent thereto, when teachers are not responsible for supervising or teaching students, shall be dedicated to professional development and planning activities directed by school leaders.

Source: Massachusetts Department of Education

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Joint Math Action Plan**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Steve Floyd, Chair of SBE Math Committee; Dr. Corrine McGuigan,
OSPI Assistant Superintendent for Research and Educator
Development; Lin Douglas, PESB Interim Executive Director

BACKGROUND:

Last fall the State Board of Education (SBE), Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) created a Joint Mathematics Action Plan to address ways to examine and improve the educational system for our mathematics students. In light of the legislative actions outlined below and further work on the part of the three agencies, we have attached an updated version on the progress for implementing this plan. An update to the legislature on the progress by OSPI, SBE and PESB on math and science is required by September 1, 2007.

The 2007 legislature took the following actions:

- » Delayed the graduation requirement that students must meet the high school mathematics standards by passing an assessment until the class of 2013.
- » Required students that do not meet the standards through the Washington Assessment of Student Learning (WASL) or an alternative assessment to take 1-2 years of additional mathematics, until they graduate.
- » Required the SBE to increase the number of mathematics credits needed from two to three.
- » Provided significant additional funding for teacher professional development and pathways to create new math teachers.
- » Required OSPI to develop a curricular and instructional materials menu for mathematics and the SBE to determine when districts must use that menu for accountability purposes.

- » Required the SBE to create math and science panels to advise the Board on the draft standards and curricular/instructional materials menus.

In terms of the latest student achievement results from the June 2007 WASL, the percent of students in the class of 2008 who took the 10th grade mathematics WASL and met the standards needed for high school graduation has increased from 58 percent to 74 percent. Nonetheless, only 61 percent of the total class of 2008 (including those who have not yet taken the WASL) have met standard.

Monitoring Progress on the Joint Mathematics Action Plan: July 6, 2007 Update

State Board of Education (SBE), Office of Superintendent of Public Instruction (OSPI) and
Professional Educator Standards Board (PESB)

Note: Bold Indicates Update

Action	Responsibility	Completion Date	Progress
I. Ensure Standards, Assessment and Curriculum Are Aligned			
a. Clarify/revise the K-12 mathematics standards.	SBE/OSPI	<p>SBE must have review of standards done by September 2007</p> <p>OSPI must have Standards Revisions done by January 2008</p>	<p>SBE: Strategic Teaching completes draft recommendations on the standards (Essential Academic Learning Requirements and Grade Level Expectations) by July 13. A final report will be issued August 30. A Washington panel of 20 members was formed to assist the consultant. Three focus groups will be held in Spokane, Pasco and Renton in July with teachers, other interested educators, and community people to review and comment on the draft recommendations.</p> <p>OSPI is considering several options for revision of the math standards. Among options being considered is hiring a nationally recognized team of content and standards development experts. OSPI continues to be committed to the January 30, 2008 deadline for standards revision.</p>
b. Revise mathematics WASL, as appropriate, so it aligns with standards and curriculum.	OSPI	Pilot 2008-2010; Implementation 2011	<p>OSPI Assessment staff will use results from the standards review to revise the test and item specifications. National Technical Advisory Committee (TAC) will be involved to assure measurement quality is maintained as changes are implemented. OSPI is soliciting proposals for a new vendor to develop and score the tests.</p> <p>SBE: Conducting study of End-of –Course Assessments, recommendations due to Governor January 2008</p>
c. Select K–12 mathematics curricula, allow OSPI to enter into a master agreements ¹ .	OSPI/SBE	<p>December 1, 2007</p> <p>May/June 2008</p>	<p>The SBE must determine in its accountability work when districts will be required to purchase the OSPI curricular and instructional menu materials. Funding will be needed for local school districts to purchase materials.</p> <p>This work could commence in January 2008 and be available Summer 2008. OSPI will engage the services of experts in material review efforts.</p> <p>CONTINUED ON NEXT PAGE</p>

¹ OSPI is developing a broad master agreement for purchases beyond curriculum such as food services.

Action	Responsibility	Completion Date	Progress
c. continued...			<p>OSPI working with the General Administration office to define the process of establishing Master Price Agreements allowing OSPI the authority to enter into Master Price Agreements with publishers on behalf of purchasing school districts.</p> <p>School expenditure data by program area will be collected to ensure that money is being spent on high priority school programs.</p> <p>OSPI to conduct Computational Fluency Program Review March 2007; report to districts June 2007 and shared at Summer Institutes. Completed. White paper commissioned and delivered on this topic June 2007.</p> <p>OSPI Summer Institutes will feature Diagnostic/Intervention sessions led by OSPI Mathematics Initiative Staff.</p>

Action	Responsibility	Completion Date	Progress
II. Ensure Quality Teaching			
a. Improve teacher recruitment and retention. Scholarships, conditional loans, and differential pay to attract mathematics teaching talent.	Legislature	April 2007	Funding by legislature was provided to support 320 alternative route program scholarships (for this year there are 127), paraeducator pipeline and educator retooling program.
b. Expand the alternative routes program with particular focus on new recruitment strategies.	PESB	January 2008	PESB will increase the number of alternative route programs and develop a comprehensive recruitment campaign. An RFP has been issued to invite more program applications to offer alternative routes. A focus for the alternative routes will be to increase in math and science teachers.
c. Require mathematics teacher preparation programs address the curricular menu and use formative and summative student performance data.	PESB	After curricular menu adopted	PESB action is dependent upon the independent review process and OSPI action. OSPI has assigned 2 FTEs to work directly with the State's 22 colleges and universities to ensure these items are addressed. OSPI is also taking a more active and engaged role with each of the colleges and universities.
d. Provide university faculty professional development.	PESB/OSPI	After standards, assessment and GLEs revisited	PESB is exploring options for university faculty involvement in OSPI-sponsored professional development. No state-level funding available. OSPI working with Washington Association of Colleges of Teacher Education (WACTE) to develop a plan to create the training needed at preparation institutes on the state's new mathematics EALRs/GLEs. 2 consultants have been re-assigned to work primarily with the State's 22 college and universities.
e. Revise/adopt the endorsement competencies for elementary, middle level, and secondary mathematics.	PESB	July 2007 Pending standards review	PESB adopted revised secondary mathematics endorsement competencies during the March PESB meeting. These endorsements provide a greater specificity in what teachers must know as grade level expectations are more detailed and now include grades 11 and 12 based on the 2004 revisions. Revised Middle Level Mathematics/Science endorsement competencies scheduled for consideration during the July PESB meeting, which prescribe more detailed competencies in skills and knowledge. Revised Elementary Education endorsement competencies scheduled for consideration during the July PESB meeting.

Action	Responsibility	Completion Date	Progress
f. Align the mathematics content test for teachers with the new competencies.	PESB	September 2008	Alignment work is underway for the secondary mathematics endorsement test.
g. Integrate mathematics content into other content areas.	PESB	July 2007	A work group is currently reviewing the teacher preparation knowledge and skills standard. Mathematics integration will be addressed within the revisions to the standard. Consideration of the proposed revisions is scheduled for the July PESB meeting.
h. Eliminate out-of-endorsement assignments.	PESB	September 2009	Initial discussion of this issue was held at the May PESB meeting. As the PESB takes steps to discontinue out-of-endorsement teaching assignments, the state must provide options for teachers to acquire the appropriate endorsements. The conversation will continue at the July 2007 meeting.
i. Raise standards for continuing education providers.	PESB	March 2008	Initial discussion of this issue occurred during the March PESB meeting. The PESB will consider options for renewing certificates that are less reliant on clock hours and credits. New standards-based criteria will be developed for approved clock hour providers.
j. Implement a statewide master plan for professional development.	OSPI	Summer 2007	<p>OSPI has developed a new conceptual framework which considers professional development to be all learning related to a professional's work life beginning at recruitment and ending with retirement. OSPI will continue to build this new "Master Plan" until November 2007 with its partners throughout the state.</p> <p>OSPI hosted the Mathematics Symposium with K-20 stakeholder leaders out of which came a commitment to build a statewide mathematics system. OSPI in conjunction with ESDs identified and have implemented a new management and leadership system for regional professional development to address the needs of school districts. A research project will track the impact of the \$39 million available to school districts to use for math and science professional development during the next 2 years.</p>

Action	Responsibility	Completion Date	Progress
<p>k. Provide time for educators to identify and implement effective strategies to improve mathematics achievement.</p>	<p>OSPI</p>	<p>Fall 2007</p>	<p>OSPI is providing professional development for effective strategies, e.g., Segmented Mathematics Training, Computational Fluency practices, Diagnostic and Intervention Programs throughout the 2007 Summer Institutes.</p> <p>OSPI commissioned the Center for Strengthening the Teaching Profession to examine the variables around teaching and learning of math teachers in schools deemed</p> <p>a) Highly successful via WASL scores in mathematics or</p> <p>b) Highly successful in improving math performance from year-to-year.</p> <p>Initial findings indicate that the 3 most significant variables are:</p> <p>1) Teacher knowledge of mathematic content;</p> <p>2) Support of a strong professional learning community; and</p> <p>3) Support of the principal or other academic leadership within the school.</p>

Action	Responsibility	Completion Date	Progress
IV. Deliver Effective Instruction and Interventions			
a. Implement the segmented mathematics class and end of unit exams.	Legislature/OSPI	2007–08 School Year	Segmented mathematics was not approved as a CAA Option. Writing of accompanying course is completed . Training was held in 9 ESD regions this spring. Test map approved by the National TAC at the 1/18-19/07 meeting.
b. Examine effective use of time and opportunity to learn.	OSPI/SBE	2008	OSPI released a Request for Information (RFI) to organizations interested in developing Response to Intervention (RTI) strategies for mathematics K-12. RTI is the practice of providing high-quality instruction/intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.
c. Continue offering the Promoting Academic Success (PAS) program; make delivery changes based on feedback from districts and information from the WA St. Institute for Public Policy study/other information.	OSPI	Ongoing	Funding Required
d. Expand the availability of math intervention courses and materials.	OSPI	Summer 2007 for high school 2008 for middle and elementary	2007 Spring and Summer training on PAS materials. Completed a review of diagnostic and intervention materials of “math facts” white paper and computational materials review.

Action	Responsibility	Completion Date	Progress
e. Implement the use of diagnostic assessments.	OSPI	2010	<p>OSPI is obtaining proposals to award a contract for a new vendor to develop assessments for both the WASL and diagnostic assessments. These assessments will be tied directly to the new standards. The vendors are required to develop diagnostic classroom assessments that provide specific diagnostic information about students' knowledge of GLEs tied to the standards.</p> <p>Diagnostic assessments can also accompany text books. Once the math standard revisions are complete, text book recommendations can be made and diagnostic assessments can be linked to each text.</p> <p>Assisting teachers with diagnostics about how children learn will be work undertaken by OSPI and educational experts in learning and pedagogy.</p> <p>School Districts receive \$4. 8 million to develop diagnostic assessments for this biennium for reading, math, science and writing. OSPI was allocated \$50,000 per year to coordinate this work.</p>
f. Provide personalized intervention programs K-12. Identify effective intervention programs and strategies.	OSPI	Ongoing	<p>See noted on Professional Development regarding Diagnostic Intervention Programs training at Summer Institutes.</p> <p>RTI sessions also at Summer Institutes.</p>

Action	Responsibility	Completion Date	Progress
V. Strengthen Accountability: Data Management			
a. Expand core student record system.	OSPI		<p>Core Student Records Systems (CSRS) Version 3 (CV3) is nearing the completion of the pilot that started June 2006.</p> <p>Districts will begin using CV3 next school year (2007-08) in parallel with the current CSRS system (CV2). CV3 is scheduled to replace CV2 and be the sole CSRS version beginning with the 2008-09 school year.</p> <p>Funding will be required to assist the 40 districts that currently do not have a student data system.</p> <p>As additional data elements are desired, funding will be required to map each district.</p>
b. Create teacher credential and placement data system.	OSPI/PESB		<p>The Legislature provided funding for a pilot project in 2 school districts for OSPI to explore the feasibility of an educator data system.</p> <p>OSPI is actively engaged in the redesign of the credential and placement data system – moving toward an all digital system which will incorporate the new professional development system into the credential and placement system. Sufficient funding is an issue and it is the intent of OSPI to seek outside funding to accomplish this goal.</p>

Action	Responsibility	Completion Date	Progress
VI. Community Outreach			
Develop a Public/Private Partnership.	OSPI/PESB/SBE	Ongoing	<p>The Partnership for Learning has assisted the SBE and OSPI in their mathematics discussions and has developed some advertisements and brochures on the importance of mathematics. They also recently completed an opinion survey on the need for additional mathematics in high school.</p> <p>The new Statewide Mathematical System includes a commitment to work accomplished through partnerships.</p>

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Independent Mathematics
Standards Review for K-12 Education**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Linda Plattner, CEO
Strategic Teaching

BACKGROUND:

The Board hired Strategic Teaching to perform the review of the K–12 mathematics standards in March. A panel of twenty members was selected to work with the consultant. The panel will meet April 26th, June 14th, and July 17th with Strategic Teaching at PSESD in Renton.

Strategic Teaching will present the draft report to the Board at the July meeting. The Board will conduct focus groups July 18th, 23rd, and 24th in Spokane, Pasco and Renton to enable interested educators, parents, and others to provide feedback on the draft. In addition, the draft report will be on the SBE Web site for review and comment.

Strategic Teaching will provide a final report on August 30th to the Board. At your September 18–19th meeting you will give recommendations to the Office of Superintendent of Public Instruction (OSPI) for changes needed in the mathematics standards. Strategic Teaching, the Math Panel, and the Board will review the OSPI rewrite of the standards during the process and upon their completion.

Draft report will be emailed to Board members and handed out at the meeting.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: July 19-20, 2007

SUBJECT: Request for Waiver from the 180-Day School Year Requirement for Morton, Pomeroy, And Sultan School Districts

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Dr. Evelyn Hawkins, Research Associate
State Board of Education

RECOMMENDATION:

Staff recommends that the State Board of Education (SBE) approve the waiver requests from the minimum 180-day school year for 2007-2008 school year for Morton, Pomeroy, and Sultan school districts.

BACKGROUND:

Based on Legislative authority (Chapter 208, Laws of 1995), the SBE adopted Chapter 180-18 WAC Waivers for Restructuring Purposes. Section 180-18-040 of this chapter allows school districts to apply for waivers from the minimum 180-day school year requirement with assurance that they meet the annual minimum instructional hour offerings requirement in such grades as are conducted by the school district as prescribed in RCW 28A.150.220.

Below are brief summaries of the district requests. The full applications will no longer be provided in the Board packets. Board members wanting to have the full applications should contact Evelyn Hawkins at 360.725.6501 or Evelyn.Hawkins@k12.wa.us.

Recommended for Approval:

Morton School District

Morton, Lewis County

District Enrollment (2005-06): 440

District Schools: Morton Elementary, Morton Junior-Senior High School

Five (5) waiver days requested

The Morton school district is requesting five waiver days for the 2007-08 school year. The district will use its waiver days along with its two learning improvement days (LID) for the following activities:

- » To provide staff training in (1) motivating and engaging students to reach their full potential; (2) helping parents become more active and involved in their children's school experiences, and (3) using authentic measurement tools (the WASL, classroom-based assessments, MAP, and DIBELS) to inform and, thereby, increase the rate of growth of student learning in reading, writing, math, and science.
- » To improve collaboration and communication among staff from grades P-12 with an emphasis on implementing high standards for student learning.
- » To revise its school improvement plans and to produce 3-5 year action plans focused on district-wide coherent and systemic school improvement efforts.

The district will use WASL results to determine the impacts on student learning. It plans to administer the state's Nine Characteristics of High Performing Schools survey to students, staff, and parents to determine improvement in levels of communication and collaboration.

Staff worked collaboratively with the Morton school community in prioritizing the districts instructional needs and determining the need for these waiver days. Morton is a small school district with relatively limited resources. Waiver days provide them with the flexibility and consistency essential for effective staff training and team building.

Pomeroy School District

Pomeroy, Garfield County

District Enrollment (2005-06): 379

District Schools: Pomeroy Elementary, Pomeroy Junior-Senior High School

Three (3) waiver days requested

The Pomeroy school district is requesting three waiver days for the 2007-08 school year. The district has a 3-year initiative beginning with the 2007-08 school year for providing professional staff time aimed at increasing the number of students who attain standards on the WASL in mathematics, reading and writing and attaining its goal of graduating 100 percent of its students.

The district will use its waiver days in coordination with its two learning improvement days (LID) for professional development and collaborative activities for staff to work across grades 1-12 and across school buildings at the same grade level. The activities that staff will engage in include school improvement planning and implementation efforts, including the possibility of reorganizing their school day and system-at large; curriculum alignment across grade levels in the core areas of mathematics, science, and English; and vertical teaming and planning for appropriate instructional interventions. Pomeroy is expecting these efforts to lead to improvements in student performance on the WASL and other assessments, and, ultimately, increase their graduation rate from 93 percent to 100 percent.

Through calendar negotiations, the district learned that there was a concern about the need for longer periods of time to collaborate on various professional development initiatives. Also, through an established, but informal, communication network with parents, the district learned that parents found late start days confusing. The request for waiver days satisfies both concerns: waiver days will eliminate the district's need for late start days (the district

previously used 7 late start days), and will not reduce the total amount of time for professional development activities, but will provide for consolidated time that is expected to yield more benefit to student learning.

Sultan School District

Sultan, Snohomish County

District Enrollment (2005-06): 2,258

District Schools: Gold Bar Elementary, Sultan Elementary, Sultan Middle School, Sultan High School

Five (5) waiver days requested

The Sultan school district is requesting five waiver days for the 2007-08 school year. The district will use the waiver days in conjunction with three learning improvement days (LID) for teachers, other certificated staff, and administrators to work together to plan and implement education reforms designed to increase student achievement. Before school starts, two waiver and two LID days will be used for analyzing assessment data, working in building teams to formulate learning improvement plans for the school year, and establishing a plan for involving parents in the learning and teaching process. Each building will establish learning goals for the school year; progress toward these goals will be reported to the school board and to parents throughout the school year. In January 2008, a LID day will be used to assess progress toward the learning goals and to make modifications to the learning improvement plans, if necessary. Two waiver days will be held in March 2008 to further assess progress and make adjustments, as needed. During these two days, cross-school meetings will be held to share successes and challenges and to discuss the process of transitioning students between buildings. The final waiver day will be held in June and will involve evaluating data, assessing the progress made during the year, and preparing and adjusting goals for the next school year.

Sultan's main assessment tool is the WASL. The district; however, combines WASL information with other assessments such as DIBELS, Read Well, Read Fluently, STAR Math and Reading, and Accelerated Math and classroom-based assessments to diagnose specific target areas and goals.

Based on input from administrators, teachers, classified staff, and parents, the district decided that the continuous time offered through waiver days provides better professional discussions among staff, increased input and communication from classified staff, less financial hardship for the district, and less inconvenience for parents. Waiver days will allow the district to eliminate the half-days utilized presently for planning and in-service.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Approval of 2008 and 2009 Meeting Dates and Locations**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Loy McColm, Executive Assistant
State Board of Education

RECOMMENDATION:

Staff recommends that the State Board of Education adopt the proposed meeting dates and locations for the 2008 and 2009, State Board meetings.

Washington State Board of Education
Proposed Meeting Dates and Locations for 2008 and 2009

Proposed Dates/Locations for 2008	Proposed Dates/Locations for 2009
<p style="text-align: center;">January 9-10 Olympia Olympia School District Knox Building</p>	<p style="text-align: center;">January 14-15 Olympia Bower Learning Center or North Thurston School District</p>
<p style="text-align: center;">March 26-27 Tumwater New Market Skills Center</p>	<p style="text-align: center;">March 25-26 Olympia ESD 113</p>
<p style="text-align: center;">May 14-15 Bellingham Whatcom Community College</p>	<p style="text-align: center;">May 13-14 Wenatchee ESD 171</p>
<p style="text-align: center;">July 23-24 Vancouver Evergreen School District Building</p>	<p style="text-align: center;">July 17-18 TBD</p>
<p style="text-align: center;">August 18-19 Retreat Eastern Washington</p>	<p style="text-align: center;">August 10-11 Retreat Ocean Shores</p>
<p style="text-align: center;">September 24-25 Yakima ESD 105</p>	<p style="text-align: center;">September 16-17 Seattle PSESD or skills center</p>
<p style="text-align: center;">November 5-6 Seattle Highline Community College</p>	<p style="text-align: center;">November 4-5 Seattle PSESD or skills center</p>

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Minimum Basic Education Requirement Compliance Form
1497 Revision**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Dr. Kathe Taylor, Policy Director
State Board of Education

BACKGROUND:

Each year, the Board requires school district superintendents and the school board president to sign the Minimum Basic Education Requirement Compliance Form 1497. By signing the form, districts are agreeing that they are in compliance with the total instructional hours offering, classroom teacher ratio, minimum 180-day school year, and, as of May 2007, state high school graduation minimum requirements.

In May, 2007, the Board took action to add to Form 1497 a statement about State High School Graduation Minimum Requirements. The form, as amended, now states:

Minimum state credits (19) in all subject areas are aligned with the high school standards at a minimum, to grades 9/10 grade level expectations or state essential academic learning requirements at Benchmark 3 (high school).

To establish a baseline of current district high school graduation requirements, the Meaningful High School Diploma Committee collected the graduation requirements for all 246 districts with high schools. In that process, the Committee discovered that a few districts were not meeting the state's minimum requirements. For that reason, the Committee recommends that the Board add to Form 1497 another statement about compliance with minimum high school graduation requirements.

RECOMMENDATION:

The Meaningful High School Diploma Committee recommends that the sentence, "District high schools meet all state minimum graduation requirements" be added to Form 1497 under the section, "State High School Graduation Minimum Requirements."

Under this tab you will find the actual memo that will be sent to districts at the end of August 2007, as well as Form 1497 with the proposed change highlighted in red.



WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. Box 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

August 31, 2007

(X) Action Required
Date Due: November 2, 2007

FUNDING ANNOUNCEMENT – TIME SENSITIVE

TO: Educational Service District Superintendents
Chief School District Administrators
School District Business Managers

FROM: Edie Harding, Executive Director
State Board of Education

RE: **Minimum Basic Education Program Requirement Compliance**

It is time to complete the **Minimum Basic Education Compliance** FORM SPI 1497 for the 2007–08 school year. Reporting on this form gives assurance to the State Board of Education (SBE) that school districts are in compliance with the minimum requirements of the Basic Education Act, as well as related requirements determined by the SBE.

To conserve expenses, this memorandum and FORM SPI 1497 are posted on the SBE Web site at www.sbe.wa.gov and should be **downloaded**. School districts **ARE REQUIRED** to complete FORM SPI 1497 (one page) and mail one original copy with signatures of the superintendent and board chair, to the State Board of Education, Basic Education Assistance Section, by **November 2, 2007**. (See SBE address in the last paragraph of this memorandum.)

The following statutory requirements will continue to be reported to the SBE on FORM SPI 1497.

- **Total Instructional Hour Offering (RCW 28A.150.220/WAC 180-16-200)**
Kindergarten offering of 450 hours. Grades 1–12 offering of a district-wide annual average of 1,000 hours linked to the Essential Academic Learning Requirements and other district-determined subjects/activities (not tied to grade spans).
- **K–3/4–12 Students to Classroom Teacher Ratio (RCW 28A.150.250/WAC 180-16-210)** The district ratio of students per classroom teacher in grades kindergarten through three is not greater than the ratio of students to classroom teacher in grades four and above.

FUNDING ANNOUNCEMENT

Page Two

August 31, 2007

- **Minimum 180-Day School Year (RCW 28A.150.220(3)/WAC 180-16-215)**

The 180-day program is accessible to all legally eligible students, including students with disabilities, five years of age, and under 21 years of age who have not completed high school graduation requirements.

Additional Changes to the Form Approved by the State Board of Education in 2007 include:

- **State High School Graduation Minimum Requirements (RCW 28A.230.090/WAC 180-51-061)**

The Board is asking districts to indicate compliance on their state minimum high school graduation requirements. All high schools in the district are required to ensure that students take the minimum 19 state credits in all subject areas. In addition, the district must ensure that the minimum state credits are aligned at a minimum with the grades 9/10 grade level expectations or state essential academic learning requirements at Benchmark 3 (high school).

FORM SPI 1497 does not require back-up documentation. However, please be advised that you may need to provide such back-up documentation for auditing purposes.

Requests for further information or clarification of this entitlement application should be directed to *** (new staff member to be hired by Aug 1) the Washington State Board of Education, Basic Education Assistance, Room 253C, Old Capitol Building, P.O. Box 47206, Olympia, WA 98504-7206, (360) 725-6025 or TTY (360) 664-3631.

EH
Attachment

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: **July 19–20, 2007**

SUBJECT: **Approval of Private Schools for 2007-08 School Year**

SERVICE UNIT: Martin T. Mueller, Assistant Superintendent
Office of Superintendent of Public Instruction
Student Support

PRESENTER: Dr. Kathe Taylor, Policy Director
State Board of Education

RECOMMENDATION:

- » 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 2007–08 school year.

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. A more complete description is attached for reference.

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 homeschool community through an extension program subject to the provisions of RCW 28A.200. These students are counted for state purposes as private school students.



SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

July 3, 2007

TO: The State Board of Education
FROM: Martin T. Mueller, Assistant Superintendent
Student Support
RE: Private School Approval

During the July meeting the State Board of Education will be asked to approve Private Schools for the 2007-08 school year. Recognizing that this process is new to many of the Board members, we are providing some background material that may answer questions of "why" and "for what purpose."

Annual approval of Private Schools has been a function of the State Board of Education since the early 70's. OSPI has the responsibility of submitting schools for approval based upon specific criteria. Some schools fail to meet the deadline for July approval and therefore a small number may appear on the September agenda. For example, we have a small group of six schools presently in the Initial application process that have not been able to provide the required documents for approval by the June 22, 2007 deadline for materials, but I fully anticipate full compliance by the September Board meeting. There is an additional set of ten schools that are out of compliance in submitting the required enrollment/staff data for the 2006-07 school year that will not be presented for approval unless they come into full compliance by the September Board meeting. On average, 500 schools are approved each year with enrollment ranging from 1 to nearly 1500.

The State has provided the framework for Private Schools and their approval in RCW 28A.195.010 with specific requirements outlined in the remainder of the chapter and WAC 180.90 (Both attached).

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements. The state, any agency or official thereof, shall not restrict or dictate any specific educational or other programs for private schools except as hereinafter in this section provided. RCW 28A.195.010



- The Office of Private Education verifies that the school:
 - Provides at least the minimum instructional hour offerings:
 - 450 hours for students in Kindergarten.
 - 1000 hours for students in Grades 1 through 12.
 - Has a minimum of one Washington State certificated teacher and that all other instructors hold the appropriate credentials to meet the state standards.
 - Maintains a ratio of 1 credentialed teacher to 25 students.
 - Providing a home extension program offers a minimum average each month of one contact hour per week with a Washington State certificated teacher for each extension student.
 - Has safeguards in place to protect permanent records
 - Facility is in compliance with local health and fire safety standards.
 - Curriculum includes instruction, per RCW 28A.195.010, in the basic skills of:
 - ✓ Occupational Education
 - ✓ Science
 - ✓ Mathematics
 - ✓ Language
 - ✓ Social Studies
 - ✓ History
 - ✓ Health
 - ✓ Reading
 - ✓ Writing
 - ✓ Spelling
 - ✓ Development of appreciation of art and music
 - In sufficient units to meet State Board of Education graduation requirements.
 - Maintains up-to-date policy statements that are readily available to parents/guardians and OSPI.
 - Does not engage in a policy of racial segregation or discrimination.
- Approval is granted annually and is completed electronically with an online application process.
- Approval as a private school is prerequisite to participation in federal programs through the local school district.
- Students from approved private schools may participate part time in courses and ancillary services in the local school district.

In addition, the Private School Advisory Committee (PSAC), made up of private school representatives, meets three times per year to review, clarify, discuss, and propose policies and procedures related to private school approval and accreditation. The State Board Private School representative, Jack Schuster, is a member of PSAC.

Only approved Private Schools may apply for accreditation by a State Board of Education approved accrediting body.

Questions regarding the Private School approval process may be addressed to Kristen Smith at (360)-725-6433, TTY (360)-664-3631, kristen.smith@k12.wa.us or Martin Mueller at (360)725-6175, TTY (360)664-3631, or martin.mueller@k12.wa.us

Attachments

- Chapter 28A.195 RCW
- Chapter 180-90 WAC
- Sample Certificate of Compliance

Only approved Private Schools may apply for accreditation by a State Board of Education approved accrediting body.
Questions regarding the Private School approval process may be addressed to Kristin Smith at (360) 755-6433, TTY (360) 884-0831, kristin.smith@k12.wa.us or Mary Mueller at (360) 755-8175, TTY (360) 884-3881, or mary.mueller@k12.wa.us

Attachments:

- Chapter 28A RCW
- Chapter 180-90 WAC
- Sample Certificate of Compliance

Chapter 28A.195 RCW

Private schools

Chapter Listing

RCW Sections

- 28A.195.010 Private schools -- Exemption from high school assessment requirements -- Extension programs for parents to teach children in their custody.
- 28A.195.020 Private schools -- Rights recognized.
- 28A.195.030 Private schools -- Actions appealable under Administrative Procedure Act.
- 28A.195.040 Private schools -- Board rules for enforcement -- Racial segregation or discrimination prohibited.
- 28A.195.050 Private school advisory committee.
- 28A.195.060 Private schools must report attendance.
- 28A.195.070 Official transcript withholding -- Transmittal of information.
- 28A.195.080 Record checks -- Findings -- Authority to require.

28A.195.010

Private schools — Exemption from high school assessment requirements — Extension programs for parents to teach children in their custody.

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements. The state, any agency or official thereof, shall not restrict or dictate any specific educational or other programs for private schools except as hereinafter in this section provided.

Principals of private schools or superintendents of private school districts shall file each year with the state superintendent of public instruction a statement certifying that the minimum requirements hereinafter set forth are being met, noting any deviations. After review of the statement, the state superintendent will notify schools or school districts of those deviations which must be corrected. In case of major deviations, the school or school district may request and the state board of education may grant provisional status for one year in order that the school or school district may take action to meet the requirements. The state board of education shall not require private school students to meet the student learning goals, obtain a certificate of academic achievement, or a certificate of individual achievement to graduate from high school, to master the essential academic learning requirements, or to be assessed pursuant to RCW 28A.655.061. However, private schools may choose, on a voluntary basis, to have their students master these essential academic learning requirements, take the assessments, and obtain a certificate of academic achievement or a certificate of individual achievement. Minimum requirements shall be as follows:

- (1) The minimum school year for instructional purposes shall consist of no less than one hundred eighty school days or the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220.
- (2) The school day shall be the same as that required in RCW 28A.150.030 and 28A.150.220, except that the percentages of total program hour offerings as prescribed in RCW 28A.150.220 for basic skills, work skills, and optional subjects and activities shall not apply to private schools or private sectarian schools.
- (3) All classroom teachers shall hold appropriate Washington state certification except as follows:
 - (a) Teachers for religious courses or courses for which no counterpart exists in public schools shall not be required to obtain a state certificate to teach those courses.
 - (b) In exceptional cases, people of unusual competence but without certification may teach students so long as a certified person exercises general supervision. Annual written statements shall be submitted to the office of the superintendent of public instruction reporting and explaining such circumstances.
- (4) An approved private school may operate an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody. The extension program shall require at a minimum that:
 - (a) The parent, guardian, or custodian be under the supervision of an employee of the approved private school who is

certified under chapter 28A.410 RCW;

(b) The planning by the certified person and the parent, guardian, or person having legal custody include objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spend a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the approved private school extension program;

(d) Each student's progress be evaluated by the certified person; and

(e) The certified employee shall not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Appropriate measures shall be taken to safeguard all permanent records against loss or damage.

(6) The physical facilities of the school or district shall be adequate to meet the program offered by the school or district: PROVIDED, That each school building shall meet reasonable health and fire safety requirements. A residential dwelling of the parent, guardian, or custodian shall be deemed to be an adequate physical facility when a parent, guardian, or person having legal custody is instructing his or her child under subsection (4) of this section.

(7) Private school curriculum shall include instruction of the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements.

(8) Each school or school district shall be required to maintain up-to-date policy statements related to the administration and operation of the school or school district.

All decisions of policy, philosophy, selection of books, teaching material, curriculum, except as in subsection (7) of this section provided, school rules and administration, or other matters not specifically referred to in this section, shall be the responsibility of the administration and administrators of the particular private school involved.

[2004 c 19 § 106; 1993 c 336 § 1101; (1992 c 141 § 505 repealed by 1993 c 336 § 1102); 1990 c 33 § 176. Prior: 1985 c 441 § 4; 1985 c 16 § 1; 1983 c 56 § 1; 1977 ex.s. c 359 § 9; 1975 1st ex.s. c 275 § 71; 1974 ex.s. c 92 § 2. Formerly RCW 28A.02.201.]

Notes:

Part headings and captions not law – Severability – Effective date – 2004 c 19: See notes following RCW 28A.655.061.

Findings – Intent – Part headings not law – 1993 c 336: See notes following RCW 28A.150.210.

Findings – 1993 c 336: See note following RCW 28A.150.210.

Findings – Part headings – Severability – 1992 c 141: See notes following RCW 28A.410.040.

Severability – 1985 c 441: See note following RCW 28A.225.010.

Severability – 1983 c 56: "If any provision of this 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." [1983 c 56 § 18.]

Effective date – Severability – 1977 ex.s. c 359: See notes following RCW 28A.150.200.

Authorization for private school students to ride buses -- Conditions: RCW 28A.160.020.

Basic Education Act, RCW 28A.195.010 as part of: RCW 28A.150.200.

Commencement exercises -- Lip reading instruction -- Joint purchasing, including issuing interest bearing warrants -- Budgets: RCW 28A.320.080.

Home-based instruction: RCW 28A.200.010.

Immunization program, private schools as affecting: RCW 28A.210.060 through 28A.210.170.

Part-time students -- Defined -- Enrollment in public schools authorized: RCW 28A.150.350.

Real property -- Sale -- Notice and hearing -- Appraisal -- Broker or real estate appraiser services -- Real estate sales contracts -- Limitation: RCW 28A.335.120.

Surplus school property, rental, lease or use of -- Authorized -- Limitations: RCW 28A.335.040.

Surplus texts and other educational aids, notice of availability -- Student priority as to texts: RCW 28A.335.180.

28A.195.020

Private schools — Rights recognized.

The state recognizes the following rights of every private school:

- (1) To teach their religious beliefs and doctrines, if any; to pray in class and in assemblies; to teach patriotism including requiring students to salute the flag of the United States if that be the custom of the particular private school.
- (2) To require that there shall be on file the written consent of parents or guardians of students prior to the administration of any psychological test or the conduct of any type of group therapy.

[1974 ex.s. c 92 § 3; 1971 ex.s. c 215 § 5. Formerly RCW 28A.02.220.]

Notes:

Severability — 1971 ex.s. c 215: "If any provision of this 1971 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." [1971 ex.s. c 215 § 8.]

28A.195.030

Private schools — Actions appealable under Administrative Procedure Act.

Any private school may appeal the actions of the state superintendent of public instruction or state board of education as provided in chapter 34.05 RCW.

[1974 ex.s. c 92 § 4; 1971 ex.s. c 215 § 6. Formerly RCW 28A.02.230.]

28A.195.040

Private schools — Board rules for enforcement — Racial segregation or discrimination prohibited.

The state board of education shall promulgate rules and regulations for the enforcement of RCW 28A.195.010 through 28A.195.040, 28A.225.010, and 28A.305.130, including a provision which denies approval to any school engaging in a policy of racial segregation or discrimination.

[1990 c 33 § 177; 1983 c 3 § 29; 1974 ex.s. c 92 § 5; 1971 ex.s. c 215 § 7. Formerly RCW 28A.02.240.]

28A.195.050**Private school advisory committee.**

The superintendent of public instruction is hereby directed to appoint a private school advisory committee that is broadly representative of educators, legislators, and various private school groups in the state of Washington.

[1984 c 40 § 1; 1974 ex.s. c 92 § 6. Formerly RCW 28A.02.250.]

Notes:

Severability – 1984 c 40: "If any provision of this 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." [1984 c 40 § 17.]

28A.195.060**Private schools must report attendance.**

It shall be the duty of the administrative or executive authority of every private school in this state to report to the educational service district superintendent on or before the thirtieth day of June in each year, on a form to be furnished, such information as may be required by the superintendent of public instruction, to make complete the records of education work pertaining to all children residing within the state.

[1975 1st ex.s. c 275 § 70; 1969 ex.s. c 176 § 111; 1969 ex.s. c 223 § 28A.48.055. Prior: 1933 c 28 § 14; 1913 c 158 § 1; 1909 c 97 p 313 § 6; RRS § 4876. Formerly RCW 28A.48.055, 28.48.055, 28.27.020.]

Notes:

Rights preserved – Severability – 1969 ex.s. c 176: See notes following RCW 28A.310.010.

28A.195.070**Official transcript withholding — Transmittal of information.**

If a student who previously attended an approved private school enrolls in a public school but has not paid tuition, fees, or fines at the approved private school, the approved private school may withhold the student's official transcript, but shall transmit information to the public school about the student's academic performance, special placement, immunization records, and records of disciplinary action.

[1997 c 266 § 5.]

Notes:

Findings – Intent – Severability – 1997 c 266: See notes following RCW 28A.600.455.

28A.195.080**Record checks — Findings — Authority to require.**

(1) The legislature finds additional safeguards are necessary to ensure safety of school children attending private schools in the state of Washington. Private schools approved under this chapter are authorized to require that employees who have regularly scheduled unsupervised access to children, whether current employees on May 5, 1999, or applicants for employment on or after May 5, 1999, undergo a record check through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.838, 10.97.030, and 10.97.050 and through the

federal bureau of investigation. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card. Employees or applicants for employment who have completed a record check in accordance with RCW 28A.410.010 shall not be required to undergo a record check under this section. The superintendent of public instruction shall provide a copy of the record report to the employee or applicant. If an employee or applicant has undergone a record check as authorized under this section, additional record checks shall not be required unless required by other provisions of law.

(2) The approved private school, the employee, or the applicant shall pay the costs associated with the record check authorized in this section.

(3) Applicants may be employed on a conditional basis pending completion of the investigation. If the employee or applicant has had a record check within the previous two years, the approved private school or contractor may waive any record check required by the approved private school under subsection (1) of this section.

[1999 c 187 § 1.]

Notes:

Effective date – 1999 c 187: "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 5, 1999]." [1999 c 187 § 2.]

Initial review of investigation. The record check shall include a request to check with a complete Western...
investigation. The record check shall include a request to check with a complete Western...
investigation. The record check shall include a request to check with a complete Western...
investigation. The record check shall include a request to check with a complete Western...

(5) The approved privacy school, the employee of the school shall have the same relationship with the school...
investigation. The record check shall include a request to check with a complete Western...

(6) A private may be employed on a conditional basis pending completion of the investigation. If the private...
investigation. The record check shall include a request to check with a complete Western...

Investigation. The record check shall include a request to check with a complete Western...

Effective date - 1997. The act is necessary for the immediate preservation of the public peace, health or...
investigation. The record check shall include a request to check with a complete Western...

Chapter 180-90 WAC Private schools

Last Update: 1/29/03

WAC Sections

- 180-90-105 Purpose and authority.
- 180-90-112 Definitions.
- 180-90-130 Approval -- Annual certification -- Adverse findings.
- 180-90-139 Approval action by SBE.
- 180-90-141 Loss of private school approval.
- 180-90-145 Approval -- Annual certification and initial application -- Exception.
- 180-90-150 Appeals.
- 180-90-160 Minimum standards and certificate form.

DISPOSITIONS OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 180-90-010 Approval of private and/or parochial schools -- Authority for rules -- Scope. [Order 3-72, § 180-90-010, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.
- 180-90-015 Approval of private and/or parochial schools -- Intent. [Order 3-72, § 180-90-015, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.
- 180-90-020 Approval of private and/or parochial schools -- Definitions. [Order 3-72, § 180-90-020, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.
- 180-90-030 Approval of private and/or parochial schools -- Standards for purposes of approval. [Order 3-72, § 180-90-030, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.
- 180-90-040 Approval of private and/or parochial schools -- Annual certification. [Order 3-72, § 180-90-040, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.
- 180-90-050 Approval of private and/or parochial schools -- Discrimination -- Race. [Order 3-72, § 180-90-050, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.
- 180-90-060 Approval of private and/or parochial schools -- Application and approval procedure -- Administration. [Order 3-72, § 180-90-060, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.
- 180-90-110 Purpose. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-110, filed 12/2/85; Order 2-77, § 180-90-110, filed 3/24/77; Order 1-75, § 180-90-110, filed 2/4/75.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-115 Definition -- Private school. [Statutory Authority: RCW 28A.305.130(6), 28A.195.040 and 1996 c 83. 96-15-099, § 180-90-115, filed 7/22/96, effective 8/22/96. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-115, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-119 Definition -- Reasonable health and fire safety requirements. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-119, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-120 Definitions -- Deviations. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-120, filed 12/2/85. Statutory Authority: RCW 28A.02.201 et seq. and 28A.04.120(4), 78-06-064 (Order 9-78), § 180-90-120, filed 5/25/78; Order 2-77, § 180-90-120, filed 3/24/77; Order 1-75, § 180-90-120, filed 2/4/75.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-123 Definition -- Total program hour offering. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-123, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-125 Definitions -- Exceptional case, unusual competence, and general supervision. [Statutory Authority: RCW 28A.305.130(6), 28A.195.040 and 1996 c 83. 96-15-099, § 180-90-125, filed 7/22/96, effective 8/22/96. Statutory Authority: 1990 c 33. 90-17-009, § 180-90-125, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.204 [28A.02.240]. 87-09-039 (Order 7-87), § 180-90-125, filed 4/14/87.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-133 SPI report to SBE -- No adverse findings. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-133, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-135 SPI adverse findings -- Report to private school. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-135, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-137 SPI report to SBE -- Adverse findings. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-137, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-140 Initial application for approval. [Statutory Authority: RCW 28A.04.120(4), 82-04-004 (Order 3-82), § 180-90-140, filed 1/21/82; Order 2-77, § 180-90-140, filed 3/24/77; Order 1-76, § 180-90-140, filed 2/3/76; Order 1-75, § 180-90-140, filed 2/4/75.] Repealed by 85-24-056 (Order 23-85), filed 12/2/85. Statutory Authority: RCW 28A.02.240.

180-90-105
Purpose and authority.

(1) The purpose of this chapter is to establish the procedures and conditions governing the approval of private schools by the state board of education and rescission of such approval.

(2) The authority for this chapter is RCW 28A.195.040 which authorizes the state board of education to promulgate rules and regulations for the approval of private schools for the purpose of implementing RCW 28A.225.010.

[Statutory Authority: RCW 28A.195.040, 03-04-053, § 180-90-105, filed 1/29/03, effective 3/1/03. Statutory Authority: 1990 c 33, 90-17-009, § 180-90-105, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240, 85-24-056 (Order 23-85), § 180-90-105, filed 12/2/85.]

180-90-112

Definitions.

The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Approved private school" means a nonpublic school or nonpublic school district conducting a program consisting of kindergarten and at least grade one, or a program consisting of any or all of grades one through twelve which has been approved by the state board of education in accordance with the minimum standards for approval as prescribed in this chapter.

(2)(a) "Reasonable health requirements" means those standards contained in chapter 248-64 WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter 48.48 RCW.

(3)(a) "Minor deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel, and which does not raise a question as to the ability of the school to provide an educational program which is in substantial compliance with the minimum standards set forth in WAC 180-90-160, and which, therefore, does not preclude the granting of full approval.

(b) "Major deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel but raises a question as to the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160, but is not so serious as to constitute an unacceptable deviation.

(c) "Unacceptable deviation" means a variance from the standards established by these regulations which either:

(i) Constitutes a serious, imminent threat to the health or safety of students or school personnel; or

(ii) Demonstrates that the school is not capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160.

(4) "Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

(5)(a) "Non-Washington state certificated teacher" means a person who has:

(i) A K-12 teaching certificate from a nationally accredited preparation program, other than Washington state, recognized by the U.S. Department of Education; or

(ii) A minimum of forty-five quarter credits beyond the baccalaureate degree with a minimum of forty-five quarter credits in courses in the subject matter to be taught or in courses closely related to the subject matter to be taught; or

(iii) A minimum of three calendar years of experience in a specialized field. For purposes of this subsection the term "specialized field" means a specialized area of the curriculum where skill or talent is applied and where entry into an occupation in such field generally does not require a baccalaureate degree, including, but not limited to, the fields of art,

drama, dance, music, physical education, and career and technical or occupational education.

(b) "Exceptional case" means that a circumstance exists within a private school in which:

(i) The educational program offered by the private school will be significantly improved with the employment of a non-Washington state certificated teacher. Each teacher not holding a valid Washington state certificate shall have experience or academic preparation appropriate to K-12 instruction and consistent with the school's mission. Such experience or academic preparation shall be consistent with the provisions of (c) of this subsection; and

(ii) The school which employs a non-Washington state certificated teacher or teachers pursuant to this subsection employs at least one person certified pursuant to rules of the state board of education and (c) of this subsection to every twenty-five FTE students enrolled in grades kindergarten through twelve. The school will report the academic preparations and experience of each teacher providing K-12 instruction; and

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section and as verified by the private school, meets the age, good moral character, and personal fitness requirements of WAC 180-79A-150 (1) and (2), has not had his or her teacher's certificate revoked by any state or foreign country. (WAC 180-79A-155 (5)(a).)

(c) "Unusual competence": As applied to an exceptional case wherein the educational program as specified in RCW 28A.195.010 and WAC 180-90-160(7) will be significantly improved with the employment of a non-Washington state certificated teacher as defined in (a) of this subsection.

(d) "General supervision" means that a Washington state certificated teacher or administrator shall be generally available at the school site to observe and advise the teacher employed under provision of (c) of this subsection and shall evaluate pursuant to policies of the private school.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-112, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-112, filed 12/2/85.]

180-90-130

Approval — Annual certification — Adverse findings.

(1) At least ninety days prior to the commencement of the annual school term or period, the chief administrator of each private school shall file with the superintendent of public instruction, in accordance with procedures established by the superintendent of public instruction, a certificate of compliance in the form and substance set forth in WAC 180-90-160.

(2) The superintendent of public instruction shall review each certificate. The review shall be completed within thirty days after receipt of a completed application.

(3) If the superintendent of public instruction finds no minor, major, or unacceptable deviations, the superintendent of public instruction shall so notify the private school and shall recommend full approval of the private school to the state board of education.

(4) If the superintendent of public instruction finds deviation, the private school shall be notified in writing of any minor, major, or unacceptable deviations.

(5) If the superintendent of public instruction finds minor, major, or unacceptable deviations, the superintendent of public instruction shall not transmit the recommendation regarding approval status to the state board of education until the private school submits a narrative report indicating agreement or not with the findings of the superintendent of public instruction and any proposed remedial action to address the reported deviations. Upon receipt of the narrative report, the superintendent of public instruction shall transmit the recommendation and the narrative report to the state board of education.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-130, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-130, filed 12/2/85. Statutory Authority: RCW 28A.04.120(4). 82-04-004 (Order 3-82), § 180-90-130, filed 1/21/82; Order 2-77, § 180-90-130, filed 3/24/77; Order 1-75, § 180-90-130, filed 2/4/75.]

180-90-139**Approval action by SBE.**

The state board of education shall take one of the following actions:

- (1) If no deviations are found, the state board of education shall grant full approval.
- (2) If minor deviations are found and the private school acknowledges the existence of such deviations and indicates an intent to correct such deviations in its narrative response, the state board of education shall grant full approval.
- (3) If major deviations are found and the private school in its narrative report assures compliance by the commencement of the annual school term, the state board of education shall grant full approval.
- (4) If major deviations are found and the private school in its narrative report, supplemented by direct testimony to the state board of education, demonstrates it is not practical to correct such major deviations prior to the commencement of the annual school term but establishes to the satisfaction of the state board of education its commitment to correct such deviation as soon as is practical, the state board of education shall grant such private school provisional approval for the period of time the state board of education determines is necessary to correct the major deviation but no longer than one year.
- (5) If unacceptable deviations are found or if the private school fails to comply with corrective conditions within subsection (2), (3), or (4) of this section for minor or major deviations, state board of education approval shall be denied.

[Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-139, filed 12/2/85.]

180-90-141**Loss of private school approval.**

(1) The superintendent of public instruction is authorized to rescind approval of a private school for one or more of the following reasons:

- (a) Failure to have students enrolled for any six consecutive calendar months or failure to provide evidence of student enrollment upon request of the superintendent of public instruction for the said period of time.
- (b) Failure to provide verification that the approved private school teaching staff meet the provision of WAC 180-90-112 (5)(b)(ii).
- (c) Failure to provide verification that the physical facilities of the school meet the health and fire safety standards.

(2) The superintendent of public instruction shall notify the state board of education of decisions to rescind approval.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-141, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.204 [28A.02.240]. 87-09-039 (Order 7-87), § 180-90-141, filed 4/14/87.]

180-90-145**Approval — Annual certification and initial application — Exception.**

Any private school which is unable to file its application at least 90 days prior to the commencement of the annual

school term or period may in any event request that the superintendent of public instruction to review the application and that the superintendent's findings and recommendations be submitted to the state board of education. This request shall be granted if the superintendent finds that the private school was not sufficiently developed prior to the 90 day time period to enable it to comply with that requirement. The superintendent of public instruction shall have the discretion to grant the request in other exceptional circumstances. If said request is granted, the review shall be completed within thirty days and the findings and recommendations presented to the state board of education.

[Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-145, filed 12/2/85; Order 2-77, § 180-90-145, filed 3/24/77.]

180-90-150

Appeals.

Pursuant to RCW 28A.195.030 any private school may appeal the actions of the superintendent of public instruction or state board of education as provided in chapter 34.05 RCW and chapter 180-08 WAC.

[Statutory Authority: 1990 c 33. 90-17-009, § 180-90-150, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-150, filed 12/2/85; Order 2-77, § 180-90-150, filed 3/24/77; Order 1-75, § 180-90-150, filed 2/4/75.]

180-90-160

Minimum standards and certificate form.

The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE

WITH STATE STANDARDS

ESD/County/Public

School District

Private School/

District Address

I,, do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades through with a projected enrollment of; and that said school is scheduled to meet throughout the school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I,, do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an

attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.

(1) The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

(2) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

(a) 450 hours for students in kindergarten.

(b) 1000 hours for students in grades one through twelve.

(3) All classroom teachers hold appropriate Washington State certification except for:

(a) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(b) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher or administrator pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

(4) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

(b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(d) Each student's progress is evaluated by the certified person; and

(e) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(6) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(7) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics,

language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC;

(8) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(9) The school does not engage in a policy of racial segregation or discrimination;

(10) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

(11) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(12) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

Dated this day of, 19 . . .

.....

(signed)

.....

(title)

.....

(phone number)

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-160, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.305.130(6), 28A.195.040 and 1996 c 83. 96-15-099, § 180-90-160, filed 7/22/96, effective 8/22/96. Statutory Authority: 1990 c 33. 90-17-009, § 180-90-160, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. 89-01-038 (Order 23-88), § 180-90-160, filed 12/14/88; 87-09-039 (Order 7-87), § 180-90-160, filed 4/14/87. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-160, filed 12/2/85. Statutory Authority: RCW 28A.04.120(4). 82-04-004 (Order 3-82), § 180-90-160, filed 1/21/82. Statutory Authority: RCW 28A.02.201 et seq. and 28A.04.120(4). 78-06-064 (Order 9-78), § 180-90-160, filed 5/25/78; Order 2-77, § 180-90-160, filed 3/24/77; Order 1-76, § 180-90-160, filed 2/3/76; Order 1-75, § 180-90-160, filed 2/4/75.]

Complete by Tuesday, July 31, 2007

SAMPLE**School Information**

School Name: * Chrysalis School

Chief Administrator's* Name: Karen L. Fogle

Public School District Name:

Location Information

Address Line 1: * 18720 142nd Ave NE

Address Line 2:

City: * Woodinville

State: * Washington

Zip Code: * 98072-0000

Country: * United States of America

Phone Number: * 425-481-2228
(123-123-1234)

Fax: 425-486-8107
(123-123-1234)

Email Address: * foglew@hotmail.com

Web Site Address: www.chrysalis-school.com

Mailing Information

Address Line 1: 14241 NE Woodinville Duva

Address Line 2:

City: Woodinville

State: Washington

Zip Code: 98072-8564

Country: United States of America

School Additional Information

Please, check all the appropriate areas. This school:

- Offers child care For profit Offers a special education program
 Offers preschool Offers a gifted program Is a residential school
 Is nonprofit

School Compliance Statement

Please, fill in the appropriate information:

I, **Karen L. Fogle**, do hereby certify that I am the principal or chief administrator of the above-named school; that said school is located at the address listed above and conducts Grades **9** through **12**. Projected enrollment for the **2007 - 2008** school year is preschool **0** Grades K-12 **260**. This school is scheduled to meet throughout the **2007 - 2008** school year; and this school will meet all standards as stated in this document.

SAMPLE**School Compliance Information**

Please, check each number indicating compliance as appropriate. Fill in any additional information:

- 1.** The above-named school was accredited on **12/03/1994**(mm/dd/yyyy) by **Northwest Association of Accredited Schools**. I understand I must provide a copy of the letter or certificate confirming the school's accreditation by the application due date and request that it be accepted in lieu of approval form SPI 1502.
- 2.** The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in WAC 180-90-112(4).
- 3.** On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board, and that the total instructional hour offering, made available is at least:
(a) 450 hours for students in Kindergarten.
(b) 1,000 hours for students in Grades 1 through 12.
- 4.** All classroom teachers hold appropriate Washington State certification or meet the definition of a non-Washington State certificated teacher in WAC 180-90-112(5)(a-d). The school maintains a ratio of one teacher to every twenty-five students.
- 5.** Washington State Background Checks for School Staff
(a) ALL classroom teachers
 will not have will have have
a Washington State background check (check most appropriate).
(b) ALL other staff who have regularly scheduled unsupervised access to children
 will not have will have have
a Washington State background check (check most appropriate).
- 6.** The school intends to operate an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody. The projected enrollment for the extension program is **10**
- 7.** The extension program meets the following requirements:
(a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW who is employed by the school.
(b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (5), (6), and (8) on this certificate.
(c) The certified person spends a minimum average each month of one contact hour per week with each student under his/her supervision who is enrolled in the extension program.
(d) Each student's progress is evaluated by the certified person.
(e) The certified person does not supervise more than 30 students enrolled in the approved private school's extension program.
- 8.** Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities or the

retention of duplicates in a separate and distinct area.

SAMPLE

9. Physical Facilities

(a) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office.

OR

(b) When a parent, guardian, or person having legal custody is instructing only his or her child under subsection (4) of this section a residential dwelling is deemed an adequate facility.

- 10.** The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting State Board of Education graduation requirements, as set forth in chapter 180-51 WAC. The school curriculum is available upon request.

WAC 392-410-117 authorizes the State Board of Education to grant annual exemptions from the high school credit definition, 150 hours of planned instructional activities, upon the request of a school which offers evidence that delineates content, time, or competency assessments which are substantially equivalent to the definition stated in WAC 180-51-050.

I am requesting an exemption from the high school credit definition and will submit below a copy of the school's written policy regarding the recognition and acceptance of earned credits. This policy should include the process, not tied to a specific number of hours, used to determine a student's satisfactory demonstration of clearly identified competencies that determine acceptance of a credit.

Enter the school policy here:

- 11.** The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district and a copy is maintained on file and available for review upon request. A copy will be provided to all enrolled student families.
- 12.** The school does not engage in a policy of racial segregation or discrimination.
- 13.** The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum

SAMPLE

requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the State Board of Education and the standards contained in chapter 180-90 WAC.

- 14.** The Superintendent of Public Instruction shall be notified in writing of any deviation from these standards which occurs after the action taken by the State Board of Education. Such notification shall be filed within 30 days of occurrence of the deviation.
- 15.** Approval by the State Board of Education is contingent upon on-going compliance with standards certified herein. We understand that failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school by the State Board of Education and will be considered in subsequent application for approval as a private school.

Recordkeeper Information

Please provide information on a person responsible for recordkeeping

Last Name:

First Name:

Title:

Mailing Address:

Total Instructional Hour Offering

Please, provide information on instructional hour offering according to WAC 180-90-112(4)

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

450 hours for students in kindergarten
1,000 hours for students in Grades 1 through 12

	Kindergarten	Grades 1-12
Total minutes from start to end of school day:	0	420
Minutes spent at lunch time meal*:	0	30
Total days for 2007 - 2008 school year:	0	188
Total instructional hour offering per year:	0	1222

Calculate

SAMPLE

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Olympia, WA 98504-7200**

By pressing the "Submit" button I certify that the above-named private school, organization, or district will comply with the continuing education program approval standards and required recordkeeping regulations, specified in Professional Certification Continuing Education Requirement, chapter 181-85 WAC, and that written records for each program standard will be maintained and be available for OSPI inspection for a period of seven calendar years from the date of each approved inservice program offered.

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STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Meaningful High School Diploma Preliminary Recommendations**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Eric Liu, Meaningful High School Diploma Chair and Committee members

BACKGROUND:

The Meaningful High School Diploma (MHSD) Committee was created in January 2007, consisting of seven Board members to work on issues related to high school graduation. An advisory committee of 18 stakeholders has guided its work. Over the last six months, the MHSD Committee has been making significant progress on the following tasks:

- » **Revised Definition of the Purpose and Expectations for High School Diplomas** – A definition that focuses on the knowledge, skills and abilities that students who earn a high school diploma should have, as well as on the various methods to be used to measure student performance.
- » **Revised Minimum Graduation Requirements** – A revision of the minimum state graduation requirements that takes into consideration subject-specific directives by the 2007 Legislature, an agreement to review the inclusion of tribal history and culture, and the MHSD committee’s own study and review of national and state trends and needs.
- » **Review of Progress Toward Graduation of Career and Technical Education Students** – A study that explores the progress of students enrolled in vocationally intensive and rigorous career and technical education programs toward a high school diploma.
- » **Database of Graduation Requirements by District** - A database posted on the State Board of Education website that provides specific graduation credit requirements for the 246 districts with high schools.

At the July Board meeting, the Board members will have the opportunity to review and comment on the preliminary recommendations for changes to the minimum state graduation requirements. The MHSD Committee will be meeting with its advisors in August and October to refine these preliminary recommendations and will also share the draft recommendations through public outreach this fall

around the state. The Board will be asked to adopt the draft recommendations at its September meeting and the final recommendations at its November meeting.

**Washington State Board of Education
Meaningful High School Diploma Committee
Preliminary Recommendations**

EXECUTIVE SUMMARY

The Meaningful High School Diploma (MHSD) Committee has been working since January 2007 on issues related to high school graduation. After seeking the counsel of local and national resources, including an advisory committee of 18 stakeholders, the MHSD Committee has produced a set of preliminary recommendations for revisions to the high school graduation requirements. The Committee has also compiled a database of current graduation requirements by district that will be posted on the Board's website.

Preliminary Recommendations

At this juncture, the Committee has two major recommendations: 1) changes to the minimum credit benchmarks that will bring high school graduation requirements nearly in alignment with entrance requirements at Washington's public four-year universities and colleges – while preserving and encouraging options for students who intend to enter the world of work upon graduation; and 2) a new set of requirements for what the Committee is calling “lifelong learning skills” that we believe every graduate should be able to demonstrate. The Committee would like the requirements to be effective for the class of 2012.

Changes to the credit requirements. The MHSD Committee recommends that the Board make the following adjustments to the minimum state graduation credit requirements:

- » Increase the minimum credit requirements from 19 to 22.
- » Increase English requirements from 3 to 4.
- » Increase math requirements from 2 to 3.
- » Maintain science requirements at 2 credits, with one being a lab science.
- » Increase social studies requirements from 2.5 to 3 credits.
- » Maintain health & fitness requirements at 2 credits.
- » Increase arts requirements from 1 to 2 credits.
- » Add a 1 credit requirement in world language.
- » Maintain occupational education requirements at 1 credit.
- » Decrease elective requirements from 5.5 to 4 credits, and specify that the electives must be in the subject areas listed above.

Creation of lifelong learning skills requirements.

- » Require students to demonstrate through course work, the Culminating Project or extracurricular activity *lifelong learning skills* that would be assessed and accounted for using strategies developed locally. The *lifelong learning* skills would include: critical thinking/problem solving, teamwork/collaboration, public presentation skill, media literacy, financial literacy, creativity, leadership, ethical sense, civic responsibility, information/technology literacy, and career/life planning.

The Committee also recommends that the state maintain a single (nondifferentiated) diploma. No changes to the High School and Beyond Plan or the Culminating Project,

two Board-initiated components of graduation requirements, are being suggested at this time.

Next Steps

In the coming months, the Committee will address legislative directives to specify the content of the math credits (2SHB 1906), evaluate progress toward a diploma of students enrolled in vocationally intensive and rigorous career and technical education programs (RCW 28A.230.090), and submit a revised definition of the purpose and expectations for high school diplomas (E2SHB 3098). The Committee will also reach a decision on including Tribal history, culture and government as a graduation requirement (Memorandum of Agreement). All of these reports are due December 1, 2007. Revisions to the preliminary recommendations will be informed by discussions with the Board, Advisory Committee, and input from stakeholders at public outreach meetings to be held in the fall.

**Washington State Board of Education
High School Graduation Requirements
Preliminary Recommendations**

INTRODUCTION

Washington State is often described as a small nation: diverse and dynamic, competing worldwide for talent and jobs, and facing the urgent imperative to invest wisely in knowledge and education. In this age of rapid economic and social change, the demands being placed on the graduates of our public schools are great and growing – and they require public leaders and policymakers to take actions that equip students with the knowledge and skills they need to succeed in life.

The Washington State Board of Education was directed by 2006 legislation to develop and propose a revised definition of the purpose and expectations for high school diplomas.¹ With this additional charge to the Board's work with high school graduation requirements, the Board established the Meaningful High School Diploma (MHSD) Committee. Seven Board members form the committee, and an advisory committee of stakeholders guides its work. (See Appendix A for a roster of committee members.)

The purpose of the MHSD Committee is to assess what changes may be needed to our current framework of high school graduation requirements. Although the State Board of Education has had authority for many years to establish or alter such graduation requirements, it has not revised subject area minimum credit subject area requirements since 1985. Accordingly, the Committee began its work with several core principles in mind.

First, a diploma should be a social contract to whatever institution or employer the graduate moves on to—a contract that says the graduate has acquired a particular set of skills and aptitudes.

Second, graduates should have as many options open as possible, and as few foreclosed, and can see a path from the first thing they do after high school – whether it is work, apprenticeship or some kind of college – to a life of meaningful engagement in career, learning and community. Every student should be equipped with certain content areas and life skills to keep as many options open as possible after graduation.

Third, motivation and personal understanding are central to making high school meaningful, and relevance is key to motivation; therefore, students need to be exposed to a variety of ways to learn – whether through career and technical education, the arts or creative academic experiences – that may not necessarily be provided in traditional classes but are relevant and motivating.

¹ E2SHB 3098.

Finally, both academic and so-called “soft” skills are needed to succeed in life. A diploma that is meaningful must vouch for the acquisition of these skills as much as for content.

Guided by these principles, the MHSD Committee, along with its Advisory Group, has been meeting since January 2007 to develop a definition and preliminary recommendations for high school graduation requirements that will help put into practice the Board’s goals to improve student performance dramatically and to provide all Washington students the opportunity to succeed in post-secondary education, the 21st century world of work, and citizenship. The report that follows summarizes the Committee’s work to date. It is a draft, and both the recommendations and the report itself will continue to be revised.

This report lays out an overview of the Committee’s deliverables, its process for approaching the issues, and a detailed summary of its recommendations.

COMMITTEE PROPOSALS

Today and later this fall, the MHSD Committee will present the following proposals and products to the full Board for approval:

- » **A Revised Definition of the Purpose and Expectations for High School Diplomas** – A definition that focuses on the knowledge, skills and abilities that students who earn a high school diploma should have, as well as on the various methods to be used to measure student performance.
- » **Revised Minimum Graduation Requirements** – A revision of the minimum graduation requirements, that takes into consideration subject-specific directives by the 2007 Legislature, an agreement to review the inclusion of tribal history and culture, and the MHSD committee’s own study and review of national and state trends and needs.
- » **A Review of Progress Toward Graduation of Career and Technical Education Students** – A study that explores the progress of students enrolled in vocationally intensive and rigorous career and technical education programs toward a high school diploma.
- » **A Database of Graduation Requirements by District** - A database posted on the State Board of Education website that provides specific graduation credit requirements for the 246 districts with high schools.

COMMITTEE PROCESS

The Committee has heard numerous presentations from experts and practitioners on a range of subjects, including career and technical education, workforce readiness, college readiness, math, and civics. These presentations and discussions, along with

deliberations with the Advisory Group, have been crucial as the Committee has worked on a compressed timetable to frame the issues and options.

The MHSD Committee made three decisions early on that have shaped its approach. The Committee:

1. Established a working definition of a meaningful diploma
2. Considered and declined to pursue a path of differentiated diplomas
3. Requested a snapshot of current district graduation requirements

Working Definition

At one of its initial meetings, the MHSD Committee established a working definition that has guided its review process. The Committee agreed:

We believe that for a high school diploma to be truly meaningful in this era, graduates must be able to:

- » *meet or exceed standard on core subject areas*
- » *think critically and logically*
- » *learn how to learn continuously*
- » *apply learning in practical and work settings*
- » *demonstrate the values and ethics of responsible citizenship*
- » *exhibit tolerance and understanding*
- » *work well in teams and know how to lead teams*
- » *be creative and imaginative*
- » *understand global issues and trends*
- » *participate actively in community and civic life*

We do not limit the definition of “meaningfulness” primarily in terms of credit hours or test scores. We define it in terms of whether a Washington high school graduate will be well-equipped with the knowledge and life skills to be productive, engaged citizens who can adapt to new challenges, opportunities and circumstances.

One Diploma for All

One of the questions the MHSD Committee considered was whether to recommend that Washington adopt a differentiated or tiered diploma. Diplomas that are “differentiated” or “tiered” serve a variety of purposes; they recognize achievement and identify courses of study. Differentiation comes in many forms. It may literally mean different kinds of diplomas, but it may also mean endorsements on diplomas or transcripts, certificates or opt-out policies that allow students to choose not to pursue the recommended curriculum so they can pursue a less rigorous curriculum.

After reviewing the diplomas of 24 states that have some form of differentiation (including, until 2007, Washington),² and considering the reasons for and against

² Washington placed a “scholar” distinction on students’ transcripts if they achieved a level four on each content area on the Washington Assessment of Student Learning (WASL) on their first attempt.

differentiation, the Committee declined to pursue a path of differentiated diplomas. Instead, the Committee focused on determining what core requirements were needed for all students to be successful.

Districts' Graduation Requirements

Given that the Board establishes only *minimum* high school graduation requirements, the MHSD Committee wanted to know what requirements districts had established independently. After discovering that no database of graduation requirements currently existed, the Committee asked staff to collect the data. By compiling the graduation requirement data in the aggregate for all 246 districts with high schools, the Committee was able to put together a snapshot of current practice for the entire state.

The working definition, decision against a differentiated diploma, and baseline knowledge of current district practice all influenced the recommendations for the components of a proposed new Washington diploma.

RECOMMENDATIONS FOR A NEW WASHINGTON DIPLOMA

At this juncture, the Committee has two major recommendations: 1) changes to the minimum credit benchmarks that will closely align high school graduation requirements with entrance requirements at Washington's public four-year universities and colleges – while preserving and encouraging options for students who intend to enter the world of work upon graduation; and 2) a new set of requirements for what the Committee is calling “lifelong learning skills” that we believe every graduate should be able to demonstrate.

Current practice. To earn a diploma, students need to complete the following Board-determined components: minimum of 19 credits in prescribed subject areas, a High School and Beyond Plan, and a Culminating Project. In addition, students need to complete the legislatively-determined Certificate of Academic Achievement or Certificate of Individual Achievement.

The MHSD Committee is recommending changes to the minimum credit requirements³ and adding a lifelong skills requirement. No changes are being made to the High School and Beyond Plan or Culminating Project at this time.

Proposed changes. Changes to the current Board-determined requirements (WAC 180-51-061) of a high school diploma are highlighted in bold.

³ In 2001, the Board adopted the rule (WAC 180-51-061) defining the minimum requirements for high school graduation. The Board clarified in March 2007 that for the class of 2008 and beyond, credits earned must be aligned with Washington standards, which include the Washington essential academic learning requirements through “benchmark three, plus content that is district-determined beyond benchmark three,” and grade level expectations for grades nine and ten.

- » Minimum Credit Requirements (**22 credits**)
 - English: **4 credits**
 - Math: **3 credits (one in senior year)**
 - Science: 2 credits (at least one lab science)
 - Social Studies: **3 credits**
 - Health & Fitness: 2 credits
 - Arts: **2 credits**
 - **World Language: 1 credit**
 - Career and Technical Education/Occupational Education: 1 credit
 - Electives: **4 credits, chosen from the above subject areas**
- » **Lifelong Learning Skills**
- » High School and Beyond Plan
- » Culminating Project

MINIMUM CREDIT REQUIREMENTS

The Board has not changed the state's minimum 19 credit requirement since 1985. After reviewing current district requirements and research conducted nationally and in the state, and after hearing from education, business, and workforce representatives, the MHSB Committee is recommending an increase and redistribution of the credit requirements to 22. These changes are summarized in Table 1.

Table 1
Comparison of Current and Proposed Minimum
State Graduation Credit Requirements

Subject	Current Credits	Proposed Credits
English	3	4
Math	2	3 (one credit earned in senior year)
Science	2 (one lab science)	2 (one lab science)
Social Studies	2.5	3
Health & Fitness	2	2
Arts	1	2
World Language	0	1
Career and Technical Education/Occupational Education	1	1
Electives	5.5	4 (in the subject areas listed above)
TOTAL	19	22

Following is a brief summary by subject area of issues that the committee considered, and actions yet to be taken.

English

Our review of current district graduation requirements revealed that 226 districts (92% of districts with high schools) already require four credits of English. Based on the number of students these districts serve, 87% of the students in districts with high schools are already required to take four credits of English.

Action recommended: Increase the state minimum requirement in English from three to four credits. This recommendation acknowledges the credit requirements that most districts have already established, and is consistent with Washington's minimum four-year public college admissions requirement. (See Appendix B for a comparison of current and proposed high school graduation requirements to four-year public college admissions requirements.)

Math

The 2007 Legislature⁴ asked the State Board of Education to revise high school graduation requirements 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. At the same time the Legislature, postponed until 2013 the date when students must pass the math Washington Assessment of Student Learning (WASL) in order to graduate. Until then, students who don't pass the math WASL will be required to earn additional credits in math courses taken in their junior and senior years (ESSB 6023). Concurrently, the Higher Education Coordinating Board passed new minimum admission requirements that established as a baseline three credits of math (through Algebra II or Integrated Math III), including one credit of quantitative coursework in the senior year.

Our review of district requirements indicated that 98 districts (40% of districts with high schools) currently require three or more credits of math, and very few specify math content. Only 27% of the state's students are in districts that require more than the state's current minimum of two credits in math.

Action recommended: Increase the state minimum requirement in math from two to three credits, with one credit to be earned in the senior year. In the next few months, the Committee will work with the Board's math committee and an outside consultant to help identify math content that is: 1) consistent with the recommendations for changes in Washington's math standards, 2) embedded in the requirements for college readiness, and 3) embedded in career and technical pathways. This information will inform the Committee's ultimate recommendations about the math content the Legislature has asked the Board to prescribe.

⁴ SSHB 1906

Science

Currently, only 47 districts (19% of districts with high schools) require more than the state's minimum two credits in science, with one being a lab science.

Action recommended: Maintain the state minimum requirement in science of two credits. However, the Committee recognizes that the HECB requires two credits of *lab* science, and we will consider further in the next few months whether to adjust our current science requirement to be consistent with the state's four-year public college admission requirements.

Social Studies

The majority (87%) of districts with high schools surpass the state's minimum 2.5 credit requirement for social studies. One hundred and sixteen (116) districts already require three credits, and 98 districts require four or more credits.

Social studies credits are prescribed in statute and WAC. RCW 28A.230.170 requires study of the US and Washington constitutions as a prerequisite to graduation. WAC 180-51-061 prescribes one credit of U.S. history and government, including study of the Constitution of the United States. The same WAC prescribes .5 credits of Washington state history. WAC 180-51-075 requires one credit in contemporary world history, geography and problems or in equivalent courses, including economics, sociology, civics, political science, international relations or related courses with emphasis on current problems.

In addition, RCW 28A.320.170 encourages (but does not require) each school district to incorporate curricula about the history, culture and government of the nearest federally recognized Indian tribe or tribes. It also encourages school districts to collaborate with the Office of Superintendent of Public Instruction on curricular areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

Action recommended: Increase the minimum requirement in social studies from 2.5 to 3 credits. This recommendation acknowledges the credit requirements that most districts have already established, and is consistent with Washington's minimum four-year public college admissions requirement.

Reach a decision about whether to include Tribal history, culture and government as a graduation requirement, per the Board's Memorandum of Agreement with the Tribal Leader Congress on Education. Members of the MHSD Committee will be meeting with the Tribal Leader Congress and other stakeholders as it considers whether to include Tribal history, culture and government as a graduation requirement.

Health and Fitness

The majority (76%) of districts with high schools meet but do not exceed the state's minimum two credit requirement in health and fitness. In 2000, the Board made a decision to change the two-credit physical education requirement to a two-credit requirement in health and fitness, beginning with the class of 2008. (RCW 28A.230.050 requires all high schools to provide physical education for students.)

Action recommended: Maintain the current two-credit requirement in health and fitness and encourage lifelong health and fitness choices.

Arts

Only one district currently exceeds the state's minimum one-credit requirement in the arts, and that district is revising its requirement back to one credit in 2008. However, many voices nationally (e.g., Thomas Friedman, Howard Gardner, Daniel Pink, etc.) are calling attention to creativity and imagination as important life and job skills needed for careers in the 21st century—skills that can't easily be "out-sourced" to lower-paid workers in other countries.

Action recommended: Increase the minimum requirement in visual and performing arts from one to two credits.

World Language

Only four districts currently require students to complete any world language credits, and yet to enter a four-year public college in Washington, students need to earn two credits in a single world language. In a global economy where "team work" may mean working with a group of people in disparate parts of the world, or in a state like Washington, where demographic projections predict that the state will become significantly more diverse by 2030, knowledge and skill in a language other than English will be imperative. In the ideal world, formal language study would begin in elementary school, a time when research on learning and the brain suggests that children are most receptive to acquiring language skills. A requirement of that nature is beyond the scope of the Board's authority.

Action recommended: Initiate one credit of world language as a graduation requirement.

Career and Technical Education/Occupational Education

The majority (54%) of districts with high schools exceed the state's minimum one credit of occupational education. Occupational education credits are intended to be earned in courses that meet standards for career and technical education exploratory courses, and help students acquire work-related competencies and apply academic skills in work and community settings.

Action recommended: Maintain the one-credit requirement in Occupational Education. We are still deliberating whether to rename the credit requirement “career and technical education.” We recognize that career and technical education implies a particular set of standards and certification, and we are interested in providing districts with flexibility in identifying teachers and subjects that meet the intent of this credit requirement, without imposing undue constraints.

In response to a legislative directive (RCW 28A.230.090), the MHSD Committee is seeking preliminary information about the progress of students enrolled in vocationally intensive and career and technical education programs toward a high school diploma. Although data is limited, we should be able to get some indication as to how current graduation requirements are affecting student progress toward a diploma.

Electives

The majority (89%) of districts with high schools exceed the state’s minimum 5.5 credit requirement for electives. Indeed, over half (137 or 56%) require eight or more credits of electives.

The MHSD Committee recognizes that electives give students an opportunity to tailor their studies to their interests, and more ownership in directing their work. We also acknowledge that there is considerable variability in what constitutes elective credit; while students earn elective credit for work earned by pursuing academic, vocational, and artistic interests, districts also use elective credit to reward and motivate students (e.g., credit for passing the WASL or for being a teaching assistant in the school office). We are interested in encouraging students to use elective credit to pursue their individual and academic interests.

Action recommended: Decrease elective credit from 5.5 to 4 credits, and specify that elective credit earned as part of the state’s minimum requirements must be in one of the subject areas designated in the overall credit requirements.

As the committee deliberated about all of the above recommendations, we considered seriously moving toward a system of Distribution Groups that would cover the range of knowledge that the committee wanted graduates to know (e.g., (civics/history/econ, English/writing, math, science, foreign language/global issues, arts/CTE). To graduate, a student would have had to have at least 22 credits, and from each Group take at least three credits and no more than six.

However, we decided that the concept of Distribution Groups is inherent in our recommendation that elective credit that satisfies minimum state graduation requirements must be earned in the subjects that comprise those requirements. This is significant: by creating this requirement, we believe we can encourage schools to create more innovative and cross-disciplinary electives that give students the ability to go deeper into the disciplines that particularly motivate them.

LIFELONG LEARNING SKILLS

Presentations from employers and educators reiterated the importance of “soft” skills needed to succeed in further study, the workplace, and in life. It is insufficient that students graduate from high school required only to demonstrate academic knowledge and skills. A diploma should be a social contract to whatever institution or organization the graduate moves on to—a contract that the graduate has acquired these skills and aptitudes.

Action recommended: Require students to demonstrate through course work, the Culminating Project or extracurricular activity *lifelong learning skills*. These skills would be assessed and accounted for using strategies developed locally. The *lifelong learning* skills would include:

- » critical thinking/problem solving⁵
- » teamwork/collaboration
- » public presentation skills
- » media literacy
- » financial literacy
- » creativity/innovation
- » leadership
- » ethical sense
- » civic responsibility
- » information/technology literacy
- » career/life planning

Establish definitions for each *lifelong learning skill* in rule, and require districts to indicate on the Basic Education Compliance form that they have processes in place to assess and document student achievement of these skills.

CREDIT FOR PROFICIENCY AND DUAL CREDIT CLASSES

Washington already has in place a rule that gives districts authority to award competency-based high school credit. (WAC 180-51-050) The MHSD Committee underscores the importance of seeking robust ways--other than engaging in 150 hours of planned instructional time--for students to demonstrate proficiency in a subject area. Classroom-based assessment models in the arts, social studies, and health and fitness prepared by the Office of Superintendent of Public Instruction provide examples for how this documentation might be accomplished.

⁵ Critical thinking is already part of goal three of the Washington State Learning Goals: Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.

While students cannot earn two credits simultaneously for taking one class, it is possible for classes to be cross-listed so that students can select which subject area they want to earn the credit in. From the student's perspective, this process provides flexibility and expands their course selections. From the teacher's perspective, this process encourages interdisciplinarity in various combinations—academic courses with other academic courses, academic courses with career and technical courses, or single courses that integrate core concepts from other areas. This flexibility will become particularly important as more career and technical education courses strengthen their curricula to be equivalent to academic core courses. The structures are already in place to permit districts to accept career and technical courses to meet core requirements, including graduation requirements (RCW 28A.230.097).

TIMELINE AND NEXT STEPS

The MHSD Committee will revise the preliminary proposal based on the suggestions of the full Board and present the revised proposal to the Advisory Committee on August 2, 2007. The MHSD Committee will consider the suggestions of the Advisory Committee and bring back a second proposal to the full Board in September. After receiving public feedback in late September and early October and meeting with the Advisory Committee in October, the MHSD Committee will bring a final set of recommendations to the Board at the November meeting. The Committee intends for the new requirements to be effective for the class of 2012.

In addition, the MHSD Committee will continue to make progress on the work that the Legislature has directed or the Board has assumed, specifically:

- » Evaluate progress of students enrolled in vocationally intensive and rigorous career and technical education programs in obtaining a diploma (RCW 28A.230.090). Report to Legislature by December 1, 2007.
- » Revise the high school graduation requirement to include three credits in math and prescribe the mathematics content in the three required credits (2SHB 1906). Report due to Legislature by December 1, 2007.
- » Reach a decision on including Tribal history, culture and government as a graduation requirement by December 1, 2007 (Memorandum of Agreement with Tribal Leader Congress).

Finally, the MHSD Committee will continue to discuss the connections between middle and high school. The Committee recognizes that competencies acquired in middle school help to prepare students for the knowledge and skills expected of them in high school. The Board has no authority to establish core competencies or credits for middle school students, but the Committee would like to think creatively about ways to assure that students leave middle school with the tools to be successful in high school.

APPENDIX A- Rosters

Board Committee Members

Eric Liu, Chair	Linda Lamb
Dr. Bernal Baca	Warren Smith
Amy Bragdon	Tiffany Thompson (until May 2007)
Dr. Steve Dal Porto	

Advisory Committee Members

Rod Duckworth, Director Career & Technical Education, OSPI	Corinne McGuigan, Asst. Superintend. Research & Educator Dev., OSPI
Kathy Everidge, Principal Hudson's Bay High School	Bob McMullen, Director of HS Programs, Ass'n of WA School Princ
Marc Frazer, Vice President Washington Roundtable	Bill Moore, Policy Associate State Board for Comm. & Tech. Coll.
Marcia Groesbeck, Teacher West Valley High School	Juan Plata, Counselor Eisenhower High School
Edward Judie, Assistant Principal Clover Park High School	Scott Poirier WA Education Association
Sam Kim, Board Member Battle Ground School District	Wes Pruitt, Policy Analyst Workforce Training Board
Kevin Lavery, Board Member Mukilteo School District	Ricardo Sanchez, Associate Director Higher Education Coordinating Board
Mark Mansell, Superintendent La Center School District	Shepherd Siegel, Manager, CTE Seattle School District
John McGregor, Principal Lind School District	Diana Tuck, Retired Counselor and Teacher

APPENDIX B- Comparison of Requirements

The MHSD Committee's recommendations will align high school graduation requirements more closely with four-year public college admission requirements.

Comparison of Proposed Minimum High School Graduation Credit Requirements to Minimum Four-Year Public College Admission Standards

Subject	Current Graduation Credit Requirements	Proposed Graduation Credit Requirements	Four-year Public College Admissions Requirements*
English	3	4	4
Math	2	3	3
Science	2	2	2
Social Studies	2.5	3	3
Health & Fitness	2	2	0
Arts	1	2	1
World Language	0	1	2
Occ. Education	1	1	0
Electives	5.5	4	0
TOTAL	19	22	15

*Note: College admissions requirements specify math to be one credit each of algebra, geometry and intermediate algebra or three credits of Integrated Math through Integrated Math III, with one credit taken in the senior year. The two credits of science must be lab science, including one credit of algebra-based biology, chemistry or physics. One additional credit in English, math, social science, lab science, or world languages may substitute for the one credit requirement in the arts. The two credits in world languages must be earned in the same language and include foreign, Native American, or American Sign languages.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **End-of-Course Assessment**

SERVICE UNIT: Edie Harding, Executive Director
 State Board of Education

PRESENTERS: Edie Harding, Executive Director
 State Board of Education

BACKGROUND:

Senate Bill 6023 directed the SBE to examine and recommend changes to high school assessments with a limited series of end-of-course (EOC) assessments as well as to review norm referenced tests for alternative assessments to the WASL. The Governor vetoed the EOC language because she felt that the study should not predetermine the implementation of end-of-course assessments. She asked the SBE to conduct a broad objective study that would examine policy and implementation issues and report back by January 15, 2008.

The SBE has posed the following questions in its request for proposals:

- » What are the strengths and weaknesses of Washington moving in the direction of EOCs, which may be used in conjunction with the WASL or in place of the WASL at the high school level? What are the implementation issues?
- » What role do norm reference tests have as alternative tests for graduation?
- » What are the nationwide trends in the types of assessments states are using to measure and improve student achievement at all grade levels? Are there some states with particularly innovative assessment frameworks?

The SBE issued the request for proposals in early July with proposals due back on July 23rd. The proposal has been advertised in Education Week as well as some key newspapers in the Northwest.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Review of Science Standards**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Dr. Kathe Taylor, Policy Director
State Board of Education

BACKGROUND:

The legislature has asked the Board to engage in a review process for science similar to the math standards review. The Board will:

- » Review science standards
- » Recommend revisions to the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) in science
- » Provide official comment and recommendations to the Superintendent of Public Instruction (SPI) about science curricula that the SPI will present to the Board

Deadlines and tasks for the Board are outlined below.

June 30, 2008. The legislature has asked the Board to recommend to the Superintendent of Public Instruction EALRs and GLEs in science. The recommendations are to be based on:

- » Considerations of clarity, rigor, content, depth, coherence from grade to grade, specificity, accessibility, and measurability;
- » 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 (PISA); and
- » Consideration of information presented during public comment periods.

To accomplish this work, the Board will hire a national consultant to conduct the independent review of the science standards, and appoint a science advisory panel consisting of K-12 and higher education science educators, scientists, parents, and business representatives.

December 1, 2008. The Superintendent of Public Instruction will use the recommendations to revise the EALRs and the GLEs for science and present the

revised standards to the Board and to the Senate and House Education Committees.

May 15, 2009. The Superintendent of Public Instruction will present to the Board no more than three basic science curricula each for elementary, middle and high school grade spans.

June 30, 2009. The Board will provide official comment and recommendations to the Superintendent of Public Instruction regarding the recommended science curricula.

SCHEDULE FOR REVIEW OF SCIENCE STANDARDS AND CURRICULUM

Following is the projected schedule for accomplishing the tasks that will help the Board meet the deadlines and accomplish the review of science standards and curriculum.

July 2007	Write RFP for a national consultant to assist with the standards review
August 2007	Advertise the RFP
September 2007	Contract with consultant and solicit names for science advisory panel
October 2007	Appoint 16-member science advisory panel
October 2007 – February 2008	Consultant completes review process and meets with science advisory review panel at least three times
March 2008	Convene public hearings and focus groups on recommendations
June 2008	Board makes recommendations to OSPI on standards (EARLs and GLEs)
June – October 2008	OSPI writes actual standards (EARLs and GLEs) for each grade level
November 2008	OSPI presents standards to the Board
January 2009	OSPI presents to SBE and Ed. Committees of House and Senate new standards
January-April 2008	OSPI develops curricula menu for standards and shares with science advisory panel for review
May 2009	OSPI presents curricular menu to SBE for comment
June 2009	Board provides official comment and recommendations to OSPI on curricula suggested

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Dream Act**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Dr. Bernal Baca, Board Member

BACKGROUND:

Dr. Baca has asked to present information on the Dream Act which would permit certain immigrant students who grew up the United States to apply for temporary legal status, obtain permanent status and become eligible for citizenship if they went to college or served in the U.S. military. The law would also enable these students to obtain in-state tuition without regard to immigration status.

DREAM Act Summary

The DREAM Act is bipartisan legislation that addresses the tragedy of young people who grew up in the U.S. and have graduated from our high schools, but whose future is circumscribed by our current immigration laws. Under current law, these young people generally derive their immigration status solely from their parents, and if their parents are undocumented or in immigration limbo, most have no mechanism to obtain legal residency even if they have lived most of their lives here. The DREAM Act provides such a mechanism for those who are able to meet certain conditions.

In the Senate the DREAM Act is also known as the Development, Relief, and Education for Alien Minors Act (S. 2075). It was introduced in late 2005 by Richard Durbin (D-IL), Chuck Hagel (R-NE), and Richard Lugar (R-IN). In the House it is called the American Dream Act (H.R. 5131), and it was introduced earlier this year by Lincoln Diaz-Balart (R-FL), Howard Berman (D-CA) and Lucille Roybal-Allard (D-CA).

The DREAM Act would enact two major changes in current law:

- Permit certain immigrant students who have grown up in the U.S. to apply for temporary legal status and eventually obtain permanent status and become eligible for citizenship if they go to college or serve in the U.S. military; and
- Eliminate a federal provision that penalizes states that provide in-state tuition without regard to immigration status.

The DREAM Act enjoys broad support in Congress. It has twice passed the Senate Judiciary Committee: first in 2003 when it was approved by a 16-3 margin including 7 of the Committee Republicans and all Democrats; then again in March of this year when it was added as an amendment to a broader comprehensive immigration reform bill by a voice vote. In the last Congress, 48 Senators of both parties signed onto the DREAM Act as sponsor or cosponsors, as did more than 1/3 of the House. In the past, a minority of each house who oppose the DREAM Act has succeeded in preventing it from coming to the floor for a vote.

If enacted, the DREAM Act would have a life-changing impact on the students who qualify, dramatically increasing their average future earnings—and consequently the amount of taxes they would pay—while significantly reducing criminal justice and social services costs to taxpayers.

The following are some of the key features of the DREAM Act of 2006:

Path to legal residency: Who would qualify?

Under the DREAM Act, most students with good moral character who came to the U.S. at age 15 or younger at least 5 years before the date of the bill's enactment would qualify for conditional permanent resident status upon acceptance to college, graduation from a U.S. high school, or being awarded a GED in the U.S. Students would not qualify for this relief if they have committed crimes, are a security risk, or are inadmissible or removable on certain other grounds.



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Conditional permanent resident status

Conditional permanent resident status would be similar to lawful permanent resident status, except that it would be awarded for a limited duration—6 years under normal circumstances—instead of indefinitely.

Students with conditional permanent resident status would be able to work, drive, go to school, and otherwise participate normally in day-to-day activities on the same terms as other Americans, except that they generally would not be able to travel abroad for lengthy periods and they would not be eligible for Pell Grants or certain other federal financial aid grants. They would, however, be eligible for federal work study and student loans, and states would not be restricted from providing their own financial aid to these students. Time spent by young people in conditional permanent resident status would count towards the residency requirements for naturalization.

Requirements to lift the condition and obtain regular lawful permanent resident status

At the end of the conditional period, unrestricted lawful permanent resident status would be granted if, during the conditional period, the immigrant has maintained good moral character, avoided lengthy trips abroad, and met at least one of the following criteria:

1. Graduated from a 2-year college or certain vocational colleges or studied for at least 2 years towards a B.A. or higher degree, or
2. Served in the U.S. armed forces for at least 2 years.

The 6-year time period for meeting these requirements would be extendable upon a showing of good cause, and the Dept. of Homeland Security would be empowered to waive the requirements altogether if compelling reasons such as disability prevent their completion and if removal of the student would result in exceptional and extremely unusual hardship to the student, or to the student's spouse, parent or child.

In-state tuition: Restore state option

The DREAM Act would also repeal section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA), which currently discourages states from providing in-state tuition or other higher education benefits without regard to immigration status. Under section 505, states that provide a higher education benefit based on residency to undocumented immigrants must provide the same benefit to U.S. citizens in the same circumstances, regardless of their state of residence.

Since section 505 became law, ten states have enacted laws permitting anyone including undocumented immigrants who attended and graduated from high school in the state to pay the in-state rate at public colleges and universities. The ten states are Texas, California, Utah, Washington, New York, Oklahoma, Illinois, Kansas, New Mexico, and Nebraska. These states all pay the section 505 penalty by providing the same in-state discount rate to current residents of other states who previously went to high school and graduated in the state. The DREAM Act would repeal this penalty. This would not require states to provide in-state tuition to undocumented immigrants, but rather would restore this decision to the states without encumbrance.

| April 2006 |

FOR MORE INFORMATION, CONTACT

Josh Bernstein, director of federal policy, National Immigration Law Center

202.216.0261

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Retreat**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Dr. Sheila Fox and Dr. Steve Dal Porto, Board Members

BACKGROUND:

The Board retreat will be at the Inn at Port Hadlock August 27th and 28th. Dee Endelman from KEYS Organizational Consulting will be our retreat facilitator. She will be contacting Board members by phone to discuss building an agenda for the retreat.

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Home

Services

Strategic Design

Facilitation

Coaching / Teaching

Key Concepts

Clients

Dee Endelman

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Home

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At Keys Organizational Consulting, we help people and their organizations make the changes they need to create the future they want.

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Our Philosophy

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We believe that the majority of people in organizations want to achieve excellence in their chosen fields of endeavor. We also believe that they have the knowledge, skills and heart to do this. What they may be missing is an understanding of how to best use the keys to greatness:

Key Concepts

- **Leadership:** How to best exercise personal and organizational leadership to achieve results.
- **Strategic design:** How to develop intentional "road maps" which clarify your vision and address barriers that stand in the way.
- **Effective Participation:** How to build partnerships and collaborate with others without "wandering in the wilderness".
- **Excellent Communication:** How to keep information flowing and interact in ways that build relationships while accomplishing tasks.

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Dee Endelman

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Search

Contents

We have many years of experience and education in these areas. We bring this expertise to the table and collaborate with our clients to remove the barriers to higher levels of success.

Our Approach

Educated in systems dynamics and organizational development, our approach is grounded in listening to you, your team and other stakeholders to understand:

- The goals that you want to achieve;
- Individual perceptions and personal perspectives;
- The impact of interpersonal and team interactions;
- The dynamics of the systems within which you operate; and
- The pressures and influences of the environment which drive the situation.

In short, we start by understanding both the future you want to create and your current reality. Our approach is about using sound organizational methods to understand your unique situation and to help you achieve your goals.

This approach forms the basis for our services.

Services

Keys Organizational Consulting offers a wide range of services to help our organization grow to be more effective.

- [Strategic Design](#)
- [Facilitation](#)
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Home

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Facilitation

Coaching / Teaching

Key Concepts

Clients

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[Home](#)[Services](#)[Strategic Design](#)[Facilitation](#)[Coaching / Teaching](#)[Key Concepts](#)[Clients](#)[Dee Endelman](#)

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Dee Endelman, M.A., Principal

■ Professional Background

Dee Endelman is an organizational development consultant and human resources executive with 30 years of experience in all phases of the human side of business, including: organizational change consulting, strategic planning, facilitation, conflict resolution, training, work process design, human resource policies and programs, employee and labor relations, equal employment opportunity, diversity efforts and affirmative action. She has worked as both an internal and external consultant in public, private and non-profit sectors.

In addition to her work with federal, regional and local government agencies, she has experience in diverse industries, including banking, retail, wholesale distribution, hospitality, manufacturing, utilities, agriculture, food processing, education, health care, the arts, environmental organizations, and professional services. She has worked with all organizational levels, including governing bodies and commissions, leadership teams, interagency groups and line staff

Dee has successfully coached teams, managers, governing bodies and entire organizations in collaborative methods for planning and problem solving; facilitated labor and multi-party negotiations; provided organizational assessments, recommended and implemented appropriate interventions; designed and facilitated staff and stakeholder involvement processes; and facilitated strategic planning processes and partnership retreats.

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She also provides training tailored to participants' needs in leadership, conflict resolution, workplace creativity, communications and facilitation.

■ **Work History**

- Present Principal, Keys Organizational Consulting
- 1996-2005 Senior Associate, Agreement Dynamics, Inc., Seattle, WA
- 1989- 1997 Manager of Human Resources/Organizational Consultant, Puget Sound Air Pollution Control Agency, Seattle, WA.
- 1985-1989 Principal, Human Resources Management, San Francisco, CA.
- 1979-1985 Vice President, Personnel & Labor Relations. Amfac, Inc.
- 1973-1979 Sr. Employee Relations Specialist, Federal Reserve Bank of San Francisco, San Francisco, CA
- 1971-1973 Teacher-Junior High School Language Arts, Merchantville Elementary School, Merchantville, NJ.

■ **Education**

- Master of Arts, Organizational Development, Antioch University-Seattle, June 1995
- B.A. in Literature, University of Pennsylvania, June 1971

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Home

[[Home](#)] [[Services](#)] [[Strategic Design](#)] [[Facilitation](#)] [[Coaching / Teaching](#)] [[Key Concepts](#)] [[Clients](#)] [[Dee Endelman](#)]

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