

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

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

May 1, 2009

Dear Board Members:

We have certainly followed the motto “rest and you rust” with no rest and no rust despite the rain this winter and early spring. When I look back over what we have accomplished this last year, it really is amazing! Certainly the legislature’s approval of our CORE 24 and accountability principles and other reforms in HB 2261 is huge. Also we did very well in the final budget. While almost every other state agency was cut, we kept our maintenance funding level with a slight bump up for both years (\$965,000 per year) plus \$150,000 to continue our accountability work. Alas we did not get our policy enhancement for personalized learning, but I really did not expect it. We can go after it in the future, but for now there is a lot more work to do for our current projects. A special thank you to Brad for the many hours he spent on the Hill and his weekly newsletter, Mary Jean for her pivotal leadership role, Randy Dorn for his support, as well as to all of you for the work you did.

The May meeting is always one of mixed feelings as we say good bye to Lorilyn Roller and hello to our new student, Anna Laura Kastama. Lorilyn has a life that makes even me dizzy. I love her enthusiasm and zest for everything!! She is off to the University of Washington this fall (Go Huskies) and wants a career in philanthropy. I am sure I will be asking her for money some day. Anna Laura goes to the Tacoma School for the Arts. Do you think she will be in favor of 2 credits for the arts in CORE 24? We look forward to giving Anna Laura a warm welcome to the Board. Amy and Bernal have been reconfirmed by the Senate, so we are delighted to have them on board for another four years!

Ashley is looking into a new way to do video conference calls via the internet (you can participate on your own computer without special equipment). We are excited to try a new way (and yes cheaper) to do conference calls for smaller meetings between several Board members and staff. We will be trying out this system in May and hope to implement in June.

Kathe and Jeff worked with the SBE Science Panel over a teleconference meeting in April to complete its review on the new OSPI science standards. They will also give feedback in July on the OSPI science curriculum/standards alignment review. After that, the Science Panel will be disbanded as its work (like the SBE Math Panel) will be done. And speaking of disbanding groups, the P-20 Council was eliminated as part of the

Governor's move to reduce boards and commissions. From personal experience, this Council never really found its mission and the meetings were pretty frustrating.

We are headed to Yakima for our May Board meeting and look forward to the generous hospitality of Bunker Frank with a dinner at her home on May 14. She has ordered beautiful weather for us.

Thursday, May 14, 2009

Update on Legislative Session Issues

We will give you some more details on HB 2261, the basic education reform bill, and our duties associated with the bill. We have a new role, along with OSPI, the Governor's Office, the Professional Educator Standards Board, the Department of Early Learning and eight legislators serving on the Quality Education Council, which will oversee all the work on developing implementation plans. We also have a new pilot waiver program to address the needs of small school districts to go to a four day work week based on certain criteria.

Update on the Federal Fiscal Stimulus Package and OSPI Plans

There is a lot of flux about what exactly is happening with the Federal stimulus package. The legislature used a large chunk of that money to backfill funds it cut from I-728 as well as from local levy equalization. We will talk about the education reform assurances the Governor must agree to as well as the potential for Washington's participation in some competitive grants such as Race to the Top.

Recommendations from System Performance Accountability (SPA) Work on Accountability Index and Recognition System

If you read nothing else in your Board packet (I know you read everything), please read both my background SPA memo as well as Pete's executive summary of the Accountability Index and his piece on recognition. You will act on two motions – (1) approving our provisional Accountability Index "Plan A" and (2) approving us moving on to the next steps of working with OSPI on recognition programs using the Accountability Index. We have been working on this and doing lots of public outreach over this year. We have made some good changes and while I still worry whether the Feds will accept our Accountability Index, we have developed a fairer and better system. I have asked Pete to develop a Plan B in case the Feds do not support our request to swap out our Plan A for what they require us to do to identify schools and districts in need of improvement under No Child Left Behind. Randy Dorn is looking forward to a new recognition program using our Accountability Index. We still have some work to do to refine how these programs will move forward, but I like the idea of a joint recognition program. Pete has written volumes on these topics and all his long versions are available on the SBE Web site or you can ask us to bring you copies.

Update on OSPI Math Plans and Proposed Changes to Math Rule for High School Students

Kathe will discuss some additional changes we need to make to our Math rule for the Class of 2013, which will be the first class required to take three credits of math. We need to provide some additional direction to students who take math in middle school but who decide not to take it for high school credit. This rule has two options for you to consider in terms of how to proceed. We will take your feedback and develop the final rule for public hearing at our July meeting. Alan Burke from OSPI will give us a status of what is happening with all things related to math. One item I know about is that OSPI eliminated the Certificate of Evidence for Math for students as a way to save money in their budget and this was approved by the legislature.

Consideration of Future Work Based on State Budget and the Federal Fiscal Stimulus Package and Retreat Planning

Kris and Amy are our co-leads for the retreat this year. They will use this opportunity for some small group discussion time for you all to give input on how to shape the Board retreat in July given where we are with our Board goals, the legislative work and the federal work.

Dinner at Bunker's house, please bring \$17 to give her for dinner expenses. The \$17 will be reimbursed to you when Ashley does your travel reimbursement claim after the meeting.

Friday May 15, 2009

Update on CORE 24 Implementation Task Force

Kathe, Steve Dal Porto and Jack have two CORE 24 Implementation Task Force meetings under their belts. They will brief you on the last meeting, which focused on the Career Concentration aspect of CORE 24. Kathe will share the work plan she has created for the task force's work.

Update on Meaningful High School Diploma

Kathe will update you on the policy work for the Meaningful High School Diploma that she has for this year.

Update on Delta STEM High School in Tri-Cities

Ms. Deidre Holmberg, the planning principal at Delta STEM High School, will update you on the progress her new high school has made to open its doors for this fall to a freshmen class of 110 students.

Presentation on OSPI Summit District Programs in Mount Adams and Wapato

You have had several presentations from OSPI on its Summit District Program, which is a program to help districts in improvement build their capacity to help struggling schools. At this meeting you will hear from several of the districts in the Yakima area – Mt. Adams and Wapato who participate in the program.

Business Items

Approval of the Provisional State Accountability Index (**Action Item**)

Approval of the OSPI/SBE Recognition System for Schools (**Action Item**)

Under the consent agenda, I will ask you to approve a renewal of Pete Bylsma's contract for \$69,967 through December 15, 2009 using Gates funding. We hope to have a copy of his contract from OSPI to give you (the contract scope of work is to continue the good work he is doing on our accountability index and other smaller quantitative projects). A reminder that I do not bring small contracts to the Board (such as our facilitator contract for \$6,000) for approval unless I think it would be controversial. We also have some pretty standard 180 day waiver requests under the consent agenda.

Lunch

We will have a special lunch to honor Lorilyn (her family will also attend).

Culminating Project and Outgoing Thoughts

We will turn things over to Lorilyn!

Early Learning Overview in Yakima and Ready By Five

Aaron has prepared his first Board packet memo on early learning to give you a general overview of what is happening in the state. He did a great job! Bunker has requested these presentations to improve our P-20 connections at the other end of the spectrum with early learning policy issues. She will showcase, with her Yakima educators, some of the exciting programs that they have.

I am taking off for a vacation next week. I am gone May 4-8. I had my bags packed for Mexico but now I am off to Arizona.

Cheers!

State Board of Education Meeting

Thursday, May 14, 2009

9:00 a.m. Call to Order

Pledge of Allegiance

Welcome, Dr. Linda Kaminski, President Yakima Valley Community College

Introduction of New Student Board Member

Agenda Overview

Approval of Minutes from the March 12-13, 2009 Meeting (**Action Item**)

Consent Agenda

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

180 Day Waiver Requests (**Action Item**)

Contract Extension to December 31, 2009 for Pete Bylsma (**Action Item**)

9:15 a.m. Update on Legislative Session Issues

Ms. Edie Harding, Executive Director

Mr. Brad Burnham, Policy and Legislative Specialist

Board discussion

10:00 a.m. Update on Federal Fiscal Stimulus Package and OSPI Plans

Dr. Alan Burke, Deputy Superintendent, OSPI

10:30 a.m. Break

10:45 a.m. Recommendations from System Performance Accountability (SPA) Work on Accountability Index and Recognition System

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

Dr. Pete Bylsma, Contractor, SBE

Board discussion

11:45 a.m. Public Comment

12:15 p.m. Lunch

1:00 p.m. System Performance Accountability Work on Accountability Index and Recognition System Continued (if needed)

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

Dr. Pete Bylsma, Contractor, SBE

Board discussion

1:30 p.m. Update on OSPI Math Plans and Proposed Changes to Math Rule for High School Students

Dr. Alan Burke, Deputy Superintendent, OSPI

Dr. Kathe Taylor, Policy Director

2:10 p.m. Public Comment

2:40 p.m. Break

3:00 p.m. Consideration of Future Work Based on State Budget and Federal Fiscal Stimulus Package and Retreat Planning

Mr. Jeff Vincent, Board Lead, Stimulus Package

Ms. Amy Bragdon, Board Lead on Retreat

Dr. Kris Mayer, Board Lead on Retreat

(Small Group Discussion and Report Out)

5:00 p.m. Adjourn

Friday May 15, 2009

9:00 a.m. Update on CORE 24 Implementation Task Force

Dr. Steve Dal Porto, Board Co-lead

Mr. Jack Schuster, Board Co-lead

Dr. Kathe Taylor, Policy Director

Update on Meaningful High School Diploma

Dr. Kathe Taylor, Policy Director

9:30 a.m. Update on Delta STEM High School in Tri-Cities

Ms. Deidre Holmberg, Principal, Delta STEM High School

10:00 a.m. Break

10:15 a.m. Presentation on OSPI Summit District Programs in Mount Adams and Wapato

Ms. Vicki Bates, Coordinator, Summit District Improvement Initiative, OSPI
Ms. Becky Imler, Superintendent, Wapato Public Schools
Mr. Richard Foss, Superintendent, Mount Adams School District

Board Discussion

11:30 a.m. Public Comment

11:50 a.m. Business Items

Approval of the Provisional State Accountability Index (**Action Item**)
Approval of the Joint OSPI/SBE Recognition System for Schools (**Action Item**)

12:30 p.m. Lunch

1:15 p.m. Culminating Project and Outgoing Thoughts

Lorilyn Roller, Student Board Member

1:45 p.m. Early Learning Overview in Yakima

Dr. Jane Gutting, Superintendent, ESD 105

Ready by Five Presentation

Ms. Phyllis Bunker Frank, Board Member
Dr. Helen Marieskind, Executive Director, Yakima Ready by Five
Ms. Stacey Drake, Children's Program Director, Yakima Ready by Five

Board discussion

3:00 p.m. Reflections and Next Steps

3:15 p.m. Adjourn

April 27, 2009

Legislative Update

The 2009 Legislative Session has concluded and the Legislature adjourned on time! However, some bills that have been deemed necessary to implement the budget did not make it out of the House, so a special session may be called by the Governor to complete this work. The 2009-11 Operating Budget did pass both houses, though, and now heads to the Governor for her consideration and signature.

The Board was included in many bills this session in one capacity or another and some of the surviving bills have given the Board new and continuing tasks. The Legislature affirmed the Board's direction on CORE 24 and accountability and the Legislature requested the Board to create civics content for any additional graduation requirements in Social Studies that are proposed in CORE 24. The Board has also been given new authority in granting waivers from the 180-day school year requirement to small, rural school districts in a pilot program.

One of the biggest pieces of news is the passage of Engrossed Substitute House Bill 2261, sponsored by Representative Sullivan. This bill creates a road map for a 21st century education for our kids with a new definition of Basic Education, as well as an affirmation of the Board's work on CORE 24 and accountability. Another big piece of news is the Senate's confirmation of the reappointments of both Amy Bragdon and Bernal Baca.



The House Operating Budget Bill (SHB 1244) was the vehicle for the 2009-11 Operating Budget. The agreed upon budget, called the Conference Budget, was considered and passed by the Legislature during the last few days of session. The Conference Budget provides funding at levels that allow the Board to continue its current work and to meet new responsibilities provided through legislation, see the Appendices for more information. The table in Appendix B outlines the funds that were originally requested by the Board and the funds that have been proposed in the Governor's budget and the Conference Budget as it passed the Legislature.

Key Bills from the 2009 Legislature

Basic Education

Both the House and the Senate have passed ESHB 2261- the Basic Education Funding Reform Bill. The bill now goes to the Governor's desk for her consideration. She has twenty days to consider the bill. Please see Appendix A and Appendix C for a summary of items in the bill and responsibilities given to the Board.

Statewide Assessments

Engrossed Substitute Senate Bill 5414, sponsored by Senator McAuliffe, has passed both the House and Senate and has been delivered to the Governor. The bill:

- Requires SPI, in consultation with SBE, to create an implementation plan to ensure that students have the opportunity to learn both the new science and math standards (instead of only the science standards);
- Removes the requirements of SBE to verify the validity and reliability of the assessments;
- Includes a modified set of end-of-course assessments, so that the two sequences of end-of-course assessments in high school mathematics (Algebra I and Geometry, as well as, Integrated Math I and II) with one sequence of end-of-course assessments: an assessment for the first year of high school math which includes standards common to Algebra I and Integrated Math I, and then an assessment for the second year of high school math which includes standards common to Geometry and Integrated Math II; and
- Creates subtests that do not count towards meeting state standards. The subtests assess student's knowledge of elements of Algebra I and Integrated Math I that are not included in the first year high school math assessment also created in the bill. The results from the subtests will be reported at the student, teacher, school, and district level.

High School Diploma and Options for Students

Substitute House Bill 1758, sponsored by Representative Quall, has passed both the House and the Senate. The bill expands students' options and choices for completing high school by awarding diplomas to students who complete certain postsecondary programs. The bill was amended by the Senate to establish two options of obtaining a high school diploma from a community or technical college. The first is for students in Running Start who earn an Associate's Degree while enrolled in the college. The second is for people over the age of twenty-one who complete an Associate's Degree at a community or technical college.

Minimum High School Graduation Requirements and Civic Instruction

House Bill 2132, sponsored by Representative Quall, has passed both the House and the Senate. The bill adds to statute that "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner". The bill also requires that if the SBE increases graduation requirements in Social Studies, at least one-half credit of the requirement must be in civics and that the content of the civics requirement must include, but not be limited to:

- a) Federal, state, and local government organization and procedures;
- b) Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions;
- c) Current issues addressed at each level of government; and
- d) Electoral issues, including elections, ballot measures, initiatives, and referenda.

Reducing the Achievement Gap

Second Substitute Senate Bill 5973, sponsored by Senator Kauffman, has passed both the House and the Senate. The bill creates an Achievement Gap Oversight and Accountability Committee to synthesize findings and recommendations from the 2008 studies into an implementation plan, and recommend policies and strategies in specified areas to SBE, OSPI, and PESB to close the achievement gap. The Committee is comprised of six legislators, a representative of federally recognized tribes in Washington, and four members appointed by the Governor in consultation with the

state ethnic commissions and representing African Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans. The Committee is staffed by the Center for the Improvement of Student Learning and reports annually to the Legislature. All student data-related reports required of OSPI must be disaggregated into specific subgroups.

PESB, in consultation with the Committee, must identify model standards for cultural competency and make recommendations to the legislative education committees regarding the strengths and weaknesses of those standards. PESB will provide assistance to districts identified by OSPI to develop partnerships with teacher preparation programs to offer alternative route certification programs and to recruit paraeducators and other individuals in the local community to become certified as teachers. A partnership grant program proposed by an identified district receives priority for alternative route partnership grants. To the maximum extent possible, PESB must coordinate the Recruiting Washington Teachers program with the alternative route programs. OSPI must take actions to secure federal funds to support data collection and other model programs.

180-Day School Year Waivers

Substitute House Bill 1292, sponsored by former Representative Newhouse, has passed both the House and the Senate. The bill provides new authority to SBE to grant waivers from the 180 day school year requirement for purposes of economy and efficiency. The waivers are given on a pilot basis and can be reevaluated annually by the Board. In the bill, SBE is granted authority to waive the 180-day requirement for no more than five school districts that propose to operate one or more schools on a flexible school calendar for purposes of economy and efficiency. Two waivers will be available for school districts with student enrollments under 150, and three waivers will be available for school districts with enrollments of between 150 and 500. The requirement of an annual average of at least 1,000 instructional hours shall not be waived. SBE must adopt criteria to evaluate these waiver requests. A waiver may be granted for up to three years with an opportunity to reapply for an extension. All such waivers expire August 31, 2014. By December 15, 2013 the SBE shall examine these waivers and make a recommendation to the education committees of the Legislature as to whether this program should be continued, modified, or allowed to terminate.

Comprehensive Education Data System

The original bill is dead but many of the components of Engrossed Second Substitute Senate Bill 5941, sponsored by Senator Oemig have been wrapped into ESHB 2261 – Concerning the State’s Education System. ESHB 2261 creates a K-12 Data Governance Group that begins the process of creating need assessments and an implementation plan for updating the K-12 data systems. The Group includes a representative from the Board. The Group is described in more detail in Appendix A and Appendix C.

Online Learning

Substitute Senate Bill 5410, sponsored by Senator Oemig, has passed both the House and Senate. The bill creates an Office of Online Learning within OSPI which is initially made up of staff employed by Digital Learning Commons (DLC) to the extent that funds are available. The bill provides definitions for "multidistrict online course provider," "online course," and "online school program." Basic education funding is permitted for approved providers beginning in the 2011-12 school year.

OSPI is in charge of the provider approval process, Web site, and model agreements. Initial provider approval is for a four-year period. Annual approval decisions must be made by November 1. All online programs must be accredited by the Northwest Association of Accredited Schools (NAAS) or another national, regional, or state accreditation program listed by OSPI after consultation with the Washington Coalition for Online Learning. Multidistrict providers that are currently approved by DLC or accredited by the NAAS and meet teacher certification requirements are exempt from the initial approval process until August 31, 2012. However, these providers must still meet renewal, and other, requirements

established for approved providers. OSPI must conduct a review of online courses and programs offered in 2008-09 to create baseline information about student enrollment, how programs are offered, contract terms and funding, fiscal impact on levy bases and levy equalization from interdistrict enrollment, staffing ratios, course completion and success rates, and other issues. OSPI must also assess funding provided for online enrollment relating to the basic education allocation and provide a report to the Legislature by December 1, 2009. The OSPI rule/approval criteria and process is due December 1, 2009. OSPI's initial decision on applications is due April 1, 2010. OSPI must disseminate its model policies by February 1, 2010. School districts must adopt online policies by August 31, 2010.

Professional Educator Standards Board

Substitute House Bill 2003, sponsored by Representative Orwall, has passed both the House and the Senate. The bill reduces the number of governor-appointed members to PESB from 20 to 12 and alters the membership criteria. The bill increases the term of the PESB chair from one year to two years, subject to a term limit that is expanded from two consecutive years to four consecutive years. It also allows PESB to create informal advisory groups and deletes statutory provisions which allow a right of appeal to the PESB following certificate revocation. PESB is given some new responsibilities, some of which were previously the responsibility of OSPI, that include developing and maintaining a research base of educator preparation best practices; developing and coordinating initiatives for educator preparation in high-demand fields as well as outreach and recruitment initiatives for underrepresented populations; providing program improvement technical assistance to educator preparation programs; assuring educator preparation program compliance; and preparing and maintaining a cohesive educator development policy framework.

Appendix A

Summary of Senate Amendment to ESHB 2261 - Act Relating to Education

(Modified from a report by the House Office of Program Research)

- **Intent.** States Legislative intent to continue to review, evaluate, and revise the definition and funding of Basic Education under Article IX, with the intent to fully implement a redefined program and funding by 2018. States Legislative intent that the policies and formulas adopted will be the definition of Basic Education once fully implemented.
- **Program of Basic Education.** Effective 2011, includes in the definition of "Program of Basic Education" those programs referenced by prior court decisions
 - Instructional Program of Basic Education (BEA) amended to include Learning Assistance Program (LAP), Bilingual program, and Special Education.
 - Program for residential schools, juvenile detention, under 18 in adult corrections.
 - Transportation for eligible students to and from school.
- **Meaningful High School Diploma.** Includes the overall Program definition, as well as the Instructional Program required to be provided by school districts, the opportunity for students to complete graduation requirements intended to prepare them for postsecondary education, gainful employment, and citizenship. Includes the opportunity for students to complete 24 credits for graduation, as phased-in by the Legislature. Requires changes to graduation requirements proposed by the State Board of Education (SBE) to be reviewed by the Legislature and, if there is fiscal impact, authorized and funded before being implemented.
- **Instructional Hours.** Based on a schedule adopted by the Legislature, phases-in increased instructional hours from 1,000 per year averaged across all grades to 1,000 in grades 1-6 and 1,080 in grades 7-12.
- **Kindergarten.** Includes all-day kindergarten within the Instructional Program of Basic Education, to be phased in starting with the highest poverty schools. Phases-in 1,000 minimum instructional hours.
- **Gifted.** Adds the program for Highly Capable students to the definition of Basic Education, funded at 2.314 percent of a district's student population, but not as an entitlement to individual students. Adds a safety net for districts with demonstrated needs beyond amounts provided through the funding formula.
- **Funding Allocations/Appropriations.** Beginning in 2011 and to the extent the Legislature has adopted the technical details, creates a new distribution formula, for allocation purposes only, for funds to support the Instructional Program of Basic Education:
 - Creates the structure and framework of the funding formula based on prototypical schools, but without numeric values assigned to the variables. Specifies core funding allocations based on class size; other building staff; categories of maintenance, supplies, and operating costs; and central administration.
 - Provides minimum allocations for small schools.
 - Creates supplemental allocations to support LAP, Bilingual, and Highly Capable programs.
 - Incorporates Special Education Excess Cost formula (without an enhanced base) and Safety Net.
- **Early Learning.** States Legislative intent to include in the definition of Basic Education a Program of Early Learning for at-risk children. Directs a working group to recommend parameters for the program; develop eligibility criteria focused on at-risk 3 and 4-year olds; develop options for a mixed service delivery system and a shared governance system including the SPI and the Department of Early Learning; and continue development of a kindergarten assessment process. Requires progress reports September 2010 and 2011, with a final report September 2012.
- **Transportation.** Authorizes a new pupil transportation funding formula using a regression analysis to allocate funds to school districts and removing the funding basis of a radius mile. Phases-in

implementation of the formula starting no later than 2013-14. Provides a method for allocation of increased funding during the phase-in period.

- **Quality Education Council (QEC).** Creates a Quality Education Council (8 legislators, Governor's Office, the State Board of Education, OSPI, PESB, and the Department of Early Learning) to recommend ongoing implementation of an evolving program of Basic Education; develop strategic recommendations that take capacity and availability of data into consideration; identify measurable goals and priorities; oversee various working groups, and report to the Legislature annually. Requires their initial report to include a recommended schedule for concurrent phase-in of program changes and increased funding to be completed by September 1, 2018, as well as consideration of a statewide mentoring program and recommendations for Early Learning.
- **System Capacity.** Requires OSPI to make annual determinations of the education system's capacity to accommodate increased resources and report to the Legislature. "System capacity" includes capital facilities, qualified staff and the higher education system's capacity to prepare them, and data and data systems capable of helping the state allocate resources.
- **Working Groups.** Directs OFM, with assistance from OSPI, to convene three technical working groups with broad representation, who are monitored by the QEC and report to the Legislature:
 - Funding: Develop details of funding formulas; examine revenue; recommend phase-in schedule; report by December 1, 2009.
 - Local Finance: Beginning July 2010, develop options for new system of supplemental funding through levies and LEA; report by December 1, 2011.
 - Compensation: Beginning July 2011, recommend details of enhanced salary model that aligns with certification; conduct comparative labor market analysis; report by December 1, 2012.
- **Shared Accountability.** States Legislative intent to create a proactive, collaborative system of accountability based on progressive levels of support and with a goal of continuous improvement in student achievement. Directs the SBE and SPI to seek approval for use of the system for federal accountability purposes.
Requires the SBE to continue refining an accountability framework that includes:
 - An accountability index to identify successful schools and those in need of assistance;
 - A proposal and timeline for a comprehensive system of voluntary support and assistance to be submitted to the Legislature before being implemented; and
 - A proposal and timeline for a system targeted to those that have not demonstrated improvement that takes effect only if authorized by the Legislature and that includes an academic performance audit, a school board-developed corrective action plan which would be subject to SBE approval and become binding; and progress monitoring by SPI.
- **Certification.** Directs the Professional Educator Standards Board (PESB) to adopt effective teaching standards that include cultural competency; continue development of an external assessment for professional certification; develop a proposal for a classroom-based means of evaluation for residency certification; make recommendations for the term of residency certification; and adopt a definition of master teacher which must include NBPTS certification. Beginning in 2011, requires that professional certification be based on two years' of teaching experience and the assessment and not on enrollment in a higher education program.
- **Data Improvement System.** Declares the Legislature's intent to establish a comprehensive K-12 education data improvement system for financial, student, and educator data, with the capacity to link data components at the student, classroom, school, district, and state level. Articulates a detailed vision for the specific types of information and functionality of the system. Creates a K-12 Data Governance Group in OSPI to develop a needs requirement document; conduct a gap analysis; and define operating rules and data standards with specified elements and aspects. Requires SPI to report certain financial, assessment, and staffing data per student, by student using a specified method of calculation, to the extent data is available.

SBE 09-11 Budget Comparison

	\$ in Thousands SBE Request			\$ in Thousands Governor's Budget			\$ in Thousands Legislative Conference Budget		
	2010	2011	Total	2010	2011	Total	2010	2011	Total
Maintenance Level	\$947.5	\$947.5	\$1,895.0	\$815.0	\$815.0	\$1,630.0	\$965.0	\$965.0	\$1,930.0
Policy Enhancements	\$410.0	\$410.0	\$820.0	\$0.0	\$0.0	\$0.0	\$75.0	\$75.0	\$150.0
Total	\$1,357.5	\$1,357.5	\$2,715.0	\$815.0	\$815.0	\$1,630.0	\$1,040.0	\$1,040.0	\$2,080.0

**\$410K for High School Grad work
Not in final budget**

\$150K for developing our accountability system

Appendix C

Summary of Work Delegated to SBE from 2009 Legislation

Bill	Subject	Item	Due date	Notes
<p>ESHB 2261</p>	<p>Quality Education Council</p>	<p>The Quality Education Council is created to recommend and inform the ongoing implementation by the Legislature of an evolving program of Basic Education and the financing necessary to support such a program. It will inform future educational policy and funding decisions of the Legislature and Governor; identify measurable goals and priorities for the educational system for a ten-year time period, including the goals of Basic Education and ongoing strategies for coordinating statewide efforts to eliminate the achievement gap and reduce student dropout rates; and enable the state of Washington to continue to implement an evolving program of Basic Education. The Council will include four members of the House, four members of the Senate, and one representative each from the Office of the Governor, SBE, OSPI, PESB, and the Department of Early Learning. The Chair of the Council shall be selected from the council members.</p>	<p>An initial report of the Council is due to the Governor and the Legislature by January 1, 2010.</p>	<p>The Council's report will include consideration of how to establish a statewide beginning teacher mentoring and support system; recommendations for a program of early learning for at-risk children; a recommended schedule for the concurrent phase-in of the changes to the instructional program of basic education and the implementation of the funding formulas and allocations to support the new instructional program of basic education. The phase-in schedule shall have full implementation completed by September 1, 2018; and a recommended schedule for phased-in implementation of a new pupil transportation formula beginning no later than September 1, 2013. The Council shall update the statewide strategic recommendations every four years. In the 2009 fiscal year, the council shall meet as often as necessary. In subsequent years, the council shall meet no more than four times a year. The Council shall be staffed by OSPI and OFM and additional staff support shall be provided by the state entities with representatives on the committee.</p>

<p>ESHB 2261</p>	<p>K-12 Data Governance Group</p>	<p>A K-12 Data Governance Group is created within OSPI to assist in the design and implementation of a K-12 education data improvement system for financial, student, and educator data. The Group will include representatives of the Education Data Center, SBE, OSPI, PESB, the Legislative Evaluation and Accountability Program Committee, and school district staff, including information technology staff.</p>	<p>OSPI will provide a preliminary report to the Legislature by November 15, 2009 and a final report is due September 1, 2010.</p>	<p>The Group is to define the operating rules and governance structure for K-12 data collections, ensuring that data systems are flexible and able to adapt to evolving needs for information, within an objective and orderly data governance process for determining when changes are needed and how to implement them and include performance goals for each K-12 data collection system, including: defining and maintaining standards for privacy and confidentiality; setting data collection priorities; defining and updating a standard data dictionary; ensuring data compliance with the data dictionary; ensuring data accuracy; and establishing minimum standards for school, student, financial, and teacher data systems. The final report will include a proposed phase-in plan and preliminary cost estimates for implementation of a comprehensive data improvement system for financial, student, and educator data.</p>
<p>ESHB 2261</p>	<p>Minimum High School Graduation Requirements</p>	<p>Revise minimum high school graduation requirements.</p>	<p>No due date.</p>	<p>The Board will need to forward any proposed changes to the high school graduation requirements to the education committees of the Legislature for review and to the newly established Quality Education Council. The Legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the Board</p>

<p>ESHB 2261</p>	<p>Shared Accountability for School and District Improvement</p>	<p>The Board is directed to continue to develop criteria to identify schools and districts that are successful, in need of assistance, and those where students persistently fail, as well as to identify a range of intervention strategies and a performance incentive system. The Board will create a proposal with two components: 1) In consultation with OSPI, create a proposal and timeline for implementation of a comprehensive system of voluntary support and assistance for schools and districts, and 2) develop a proposal and implementation timeline for a more formalized comprehensive system improvement targeted to challenged schools and districts that have not demonstrated sufficient improvement through the voluntary system.</p>	<p>The proposal and timeline due to the legislature by Dec. 1, 2009.</p>	<p>The proposal will take effect only if formally authorized by the Legislature. Also, the Board, in coordination with the OSPI, will seek approval from the United States Department of Education for use of the accountability index and the state system of support, assistance, and intervention, to replace the federal accountability system.</p>
<p>ESHB 2261</p>	<p>Feasibility of using the prototypical funding</p>	<p>Work with the Education Data Center and the Technical Working Group to determine the feasibility of using the prototypical funding allocation model as a tool for allocating resources and as a tool for districts to report on how the state resources received are being used.</p>	<p>No due date.</p>	

ESSB 5414	Statewide assessments	OSPI, in consultation with SBE, shall begin design and development of an overall assessment system with formative and summative assessments. SPI and SBE must report annually to the Legislature regarding the assessment system, including a cost analysis of any changes and costs to expand availability and use of instructionally supportive formative assessments.	Beginning December 1, 2009, SPI and SBE must jointly annually report to the Legislature.	
ESSB 5414	Opportunity to learn new math and science curricula	SPI, with the SBE, and PESB must develop an implementation plan to ensure that all students have the opportunity to learn the new science and mathematics standards.	December 1, 2009, SPI must report the plan to the Governor and the Legislature.	The plan must include strategies to help districts improve alignment of curriculum and teacher instruction to the new standards; identify effective programs for struggling students; and assess the feasibility of implementing the current timelines for students to demonstrate that they have met state mathematics and science standards on the statewide high school assessments.
ESSB 5414	End-of-Course Assessments	SPI, with the SBE, must recommend whether to use a comprehensive assessment or end-of-course assessments for assessing whether high school students have met the state science standards.	Report due December 1, 2009.	The assessments shall be implemented statewide in the 2010-11 school year.

ESSB 5414	Science Curricula	The timeline is extended by 45 days for SPI to present science curricula to SBE. The date for SBE to respond has been changed from being a set date to being two months after receiving SPI's recommendations.	OSPI will present recommendations to SBE by June 30, 2009 and SBE has two months to respond.	By June 30, 2009, OSPI shall present to the state board of education recommendations for no more than three basic science curricula each for elementary and middle school grade spans and not more than three recommendations for each of the major high school courses within the following science domains: Earth and space science, physical science, and life science. (d) Within two months after the presentation of the recommended curricula, SBE shall provide official comment and recommendations to OSPI regarding the recommended science curricula.
HB 2132	Graduation Requirements	If SBE increases the number of course credits in social studies, then SBE shall require that at least one-half credit of that requirement be coursework in civics with the following content, at a minimum: (a) Federal, state, and local government organization and procedures; (b) Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions; (c) Current issues addressed at each level of government; and (d) Electoral issues, including elections, ballot measures, initiatives, and referenda.	Tied to adopting new graduation requirements.	The bill adds to statute that "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner"

SHB 1292	180-day school year waivers	The bill is a pilot program that gives new authority to SBE to grant waivers from the 180 day school year for purposes of economy and efficiency. Two waivers will be for school districts with student enrollments under 150, and three waivers will be for school districts with enrollments of between 150 and 500. The requirement of an annual average of at least 1,000 instructional hours shall not be waived. All such waivers expire August 31, 2014.	By December 15, 2013 the SBE provide recommendations to the Legislature about whether the program should be continued.	SBE must adopt criteria to evaluate the waiver requests. A waiver may be granted for up to three years with an opportunity to reapply for an extension. After each school year, SBE can analyze empirical evidence to determine whether the reduction is affecting student learning. If the SBE determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible
SSB 5410	Regarding online learning	OSPI, in collaboration with the SBE, shall develop and implement approval criteria and a process for approving multidistrict online providers; a process for monitoring and if necessary rescinding the approval of courses or programs offered by an online course provider; and an appeals process. The criteria and processes shall be adopted by rule by December 1, 2009.	OSPI will adopt into rule the criteria and processes by December 1, 2009 and report to SBE annually.	By January 15, 2011, and annually, OSPI will report regarding online learning to SBE, the governor, and the Legislature. The report will cover the previous school year and include but not be limited to student demographics, course enrollment data, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews.

THE AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA)

BACKGROUND

The ARRA goals are to stimulate the economy in the short term, ensure transparency, accountability, and use the education portion of the funds to improve schools, raise achievement and drive reforms. These funds are provided for a one time use over a two year period. There are three main groups of money:

1. Formula for state fiscal stabilization (\$836 million WA State) is for the Governors.
2. Competitive grants, (\$5 billion federal), is available for the U.S. Department of Education and two grant applications are also available: a) Race to the Top and b) local Innovation grants.
3. Additional funding for Title I A (\$175 million for WA State) for low income children and IDEA (\$232 million for WA State) for special education children, School Improvement Grants (\$45 million for WA State), Education Technology for schools (\$9 million for WA State), Statewide data systems (\$250 million federally), Teacher Quality Enhancement (\$100 million federally) and Teacher Incentive Fund (\$200 million federally).

When the Governor applies for the state fiscal stabilization funding, she must sign off on the following four assurances to advance core reforms:

1. Making progress toward rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including ELL learners and students with disabilities;
2. Establishing Pre-K to college and career data systems that track progress and foster continuous improvement;
3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; and
4. Providing intensive support and effective interventions for the lowest performing schools.

In the SBE testimony on HB 2261, we spoke about the need to show progress on these assurances. We have made some good progress in our math and science standards (English Language arts standards have not been updated). We maintain that the state must take steps for a stronger accountability system, including a step for required action

if there is no improvement in a school for student achievement after a set period of time. The Legislature endorsed our Accountability principles in HB 2261.

The State Legislature decided to use \$738 million of ARRA funds to stabilize the state general fund budget in K-12 by replacing state funding for I-728 and levy equalization.

Recently the U.S. Department of Education (USED) awarded Washington State a data grant of \$5.9 million over a 4 year period to address data governance, data quality, business/data analysis, technical infrastructure, tools, reporting & Professional Development.

POLICY CONSIDERATIONS

By May 1, the Governor must submit this request, along with the providing information on the Washington's commitment to the four assurances listed above. According to Alan Burke, Deputy Superintendent for OSPI, there is discussion between Governor Gregoire and Superintendent Dorn on whether to join the Council of Chief State School Officers (and National Governors Association) in an effort with other states to create national common core standards in math and English/Language Arts (ELA). This decision will be made in the next several weeks. If Washington signs on to the Memorandum of Understanding, it does not have to implement the final standards if it disagrees with them. A draft of the math and ELA standards will be ready on 6/1/2009 with a final on 12/31/2009.

Race to the Top (RTTT) funding will be available in two rounds. The funding can be spent in a four year time frame. The first round (10% of funding) will have a June draft RFP date and an August final RFP date with a deadline of October 1 to submit proposals. The second round (90% of funding) will have a March 2010 RFP date and a May 2010 deadline. According to Alan Burke, Deputy Superintendent of OSPI, a comprehensive proposal will need to meet the four assurances and states should not submit an application for a stand-alone program, nor for a collection of states to submit an application to duplicate a standalone program. States can apply for both rounds. The state's School Improvement program should be linked to the RTTT. The USED has not closed the debate on the question of whether a comprehensive plan must attack all four assurance areas.

Washington has some exciting opportunities to consider how they would participate in the RTTT and innovation grant funding. Keeping in mind that this is a one-time investment, some ideas could center around:

- Working with the new WA STEM partnership.
- Some of the concepts identified in our Innovation Zone: redesigning master calendars to ensure sufficient collaborative planning time for professional development, restructuring schedules to assist at risk students, and revising

collective bargaining agreements to ensure best teachers are available in low performing schools.

- Strengthening teacher effectiveness through revamped evaluation systems and performance pay.
- Providing additional investments needed to complete the upgrade of our data systems.
- Scaling up effective ELL instructional strategies from the Spokane School District work.

EXPECTED ACTION

None

**SYSTEM PERFORMANCE ACCOUNTABILITY SYSTEM:
PROVISIONAL ACCOUNTABILITY INDEX AND RECOGNITION PROGRAM****April 27, 2009****SUMMARY OF POLICY ISSUE / STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN
GOAL**

In 2005, the Washington State Legislature directed the Washington State Board of Education (SBE) to create a statewide system of accountability and support that would identify the state's most successful schools and schools in need of improvement. This directive aligns with the Board's goal to improve student achievement.

BACKGROUND

At its January 2009 meeting, the Board passed a resolution outlining its accountability framework (see Attachment A). There are three components to the accountability framework: 1) an Accountability Index to recognize schools that are successful and those that need additional assistance; 2) targeted state programs to assist districts; and 3) required action if there are no improvements. SBE and the Office of Superintendent of Public Instruction (OSPI) will seek approval of the proposed system to replace the current No Child Left Behind (NCLB) system and provide a unified system of accountability.

The 2009 Legislature approved the Board's direction as outlined in the SBE Accountability Resolution. The core concepts of that resolution are reflected in sections 501-503 of ESHB 2261 as part of the new basic education funding system. The Legislature asked the SBE to report to the legislature by December 1, 2009 (see Attachment B).

At the March 2009 meeting, the Board's consultant, Pete Bylsma, provided initial recommendations on how the Accountability Index could be used to: recognize schools and districts as well as to treat English Language Learner (ELL) and alternative schools fairly.

Staff has revised the work plan for 2009 based on HB 2261. See Attachment C. As part of the initial work plan, the Board's consultant, Pete Bylsma, and Edie have met OSPI staff, board members of Washington State School Directors' Association (WSSDA) leadership group, and with over 225 superintendents at the nine Educational Service Districts (ESD) across the state to present the accountability framework. See Attachment D for feedback from these stakeholders. Two System Performance Accountability (SPA) work sessions with the Board's policy advisers were held on February 17 and April 21. See Attachment E for a summary of the SPA April 21 meeting notes.

POLICY CONSIDERATION**A. Provisional Accountability Index "Plan A" Approval**

The Board will be asked for approval of the provisional Accountability Index "Plan A" to go forward and work with OSPI to begin a discussion with the Federal government to create a unified system of accountability.

Why is the Board proposing a new accountability system? As the Board indicated in its Accountability Resolution, it believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts.

At the May Board meeting the Board will look at the first leg of its accountability system “stool”: the Accountability Index.¹

The current Federal accountability system under NCLB is deemed unfair, too complicated, and punitive. Schools and districts are placed under graduated steps of improvement with graduated sanctions if they do not make annual yearly progress (AYP) in any category. Under the current Federal system to identify schools and districts for improvement, students in nine categories must reach annual proficiency as measured through the state assessment on the state’s standards in the following areas: reading and math for grades 3-8, unexcused absence rates, a one year assessment in high school, plus graduation. The nine categories are “all students” combined together, the 5 racial/ethnic groups, students with disabilities, ELL students, and students from low income families. The “uniform bar” is the level of proficiency goal for reading and math and a graduation rate which is increased every few years, ultimately reaching a 100% success rate for all students by 2014. Note: results for ELL students are exempted in their first year of enrollment.

Under the Board’s proposed system, a new Accountability Index is created which will have fair, consistent, transparent, and easily understood criteria. It will identify exemplary schools as well as “challenged” (legislative language) or “struggling” schools. In addition, it will provide feedback to schools and districts to self-assess their progress in improving student achievement. The provisional SBE Accountability Index would increase accountability by including more students, more content areas, and by adding two new categories of school and district performance: a peer comparison and a measure of improvement from the previous year. See Pete Bylsma’s Executive Summary of the Accountability Index (paper behind this memo) or his Full Report (on the SBE Web site: www.sbe.wa.gov).

The proposed Accountability Index criteria form a 20-cell matrix that measures five outcomes in four ways, as shown in Table 1. The results for each cell are rated on a scale of 1 to 7. The ratings are then averaged to create one final number that averages the rating of all the cells: an Accountability Index. Averages for the outcomes and indicators are also computed to provide more feedback to educators. See Table 1.

Table 1: Matrix of Accountability Measures for Index

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

¹ Later this summer and fall the Board will examine the other two legs of this accountability system stool: 2) the state system of assistance program and 3) Academic Watch for challenged schools.

Several principles guide the development of the recognition system. The system should (1) be transparent and simple to understand, (2) rely mainly on criterion-referenced measures, and (3) provide multiple ways to demonstrate success and earn recognition. Table 2 compares and contrasts the current Federal and SBE Proposed Index.

Table 2: Federal and Proposed State Accountability Index Comparison

	Current Federal Index	Proposed State Index
Number of Cells	37 cells, up to 119 cells for a district	20 cells plus the index for each school and district (fewer if not a high school)
Outcomes Measured	Reading, math, unexcused absences, and high school extended graduation rate*	Reading, math, science, writing and high school extended graduation rate
Indicators Measured	Achievement on uniform bar for nine categories of students: all students, five racial/ethnic groups, ELL students, low income students, and students with disabilities	Achievement of low income and non-low income students (achievement gap), achievement vs. peers, and improvement from the previous year
Unit of Measurement	Each grade	Combine grades and look at whole school (elementary, middle, high school or other school configuration)
Students Measured	Continuously enrolled At least 30 per grade band	All students At least 10 per school
ELL Students	Test results included after one year	Test results included after three years or when reaching advanced English ability , with additional accountability using the WLPT data
Model	Non Compensatory – not meeting one cell generates negative consequences	Compensatory – all the cells will be accounted for in determining results and consequences based on deeper analysis
Results	Used for allocating Title I resources	Used for recognition and school assistance. Once schools are identified as struggling, a variety of factors will be weighed in the deeper analysis, including: teaching qualifications, curriculum alignment, professional learning communities, current community and state support, parent and student surveys, and other factors could be examined prior to allocation of federal and state resources for graduated assistance
Total Number of Estimated Schools and Districts Eligible for AYP	More than 1,000 schools and 100 districts will likely be in “improvement” status and undergo sanctions in Fall 2009	Initially 228 schools and 17 districts would undergo additional analysis before determining improvement status as a Priority School.

* Washington is the only state with an exemption to use the extended graduation rate.

B. Recognition of School Performance

At the May Board meeting the Board will review several possible programs for Recognition using the provisional Accountability Index. The Legislature has requested the Board to develop objective criteria to recognize exemplary schools. The criteria for recognition should be transparent and easy to understand, rely on criterion-referenced measures,² and provide multiple measures of success.

The Board will be asked for approval of potential recognition programs using the provisional Accountability Index. Furthermore, the Board will work with OSPI to develop the details of those programs.

Why is the Board considering recognition programs using its provisional Accountability Index? The Board wants to recognize schools whose students have made extraordinary progress and reached a high level of achievement in all state-assessed subject areas, often exceeding state standards and maintaining above the bar extended graduation rates. In addition, the Board wants to recognize schools that have made significant improvements in closing the achievement gap between low income and non-low income students, as well as schools that do better than average in comparison to their peers with similar demographics. Some stakeholders believe that other forms of recognition should occur to motivate staff and students in schools that have done particularly well in one or more areas.

OSPI currently has two recognition programs: the Schools of Distinction and Academic Improvement Awards. It makes sense to use the Board’s Accountability Index as a uniformed recognition program supported jointly by both OSPI and the Board.

Table 3 below compares the two programs. See Pete Bylsma’s paper on Recognition Recommendations for a full description of the proposed recognition programs behind this memo.

Table 3: Comparison of Current Recognition OSPI Program for Schools of Distinction and Proposed SBE Outstanding Overall Performance

	Current OSPI Program Schools of Distinction	SBE Proposed Option 1 Outstanding Overall Performance (8 Types of Awards)
Criteria	Average Improvement Learning Index in reading and math -- Normative Based	<p>New Accountability Index using results from five outcomes to determine high levels of performance:</p> <p>Achievement of non-low income and low income, peer comparison, and improvement from previous year in reading, writing, math and science and the extended graduation rate (plus one for gifted)</p> <p>Criterion Based</p> <p><u>Specific Awards (2-year average):</u> 1) Average Overall Index Rate: 5.5</p>

² Criterion-referenced criteria measure how well students are doing relative to a pre-determined performance level on a specified set of educational goals or outcomes included in the school, district, or state curriculum. Norm-referenced criteria measure the rank of students by high to low achievement performance irrespective of a specified performance level.

	Current OSPI Program Schools of Distinction	SBE Proposed Option 1 Outstanding Overall Performance (8 Types of Awards)
		2) Reading Average: 6.0 3) Writing Average: 6.0 4) Math Average: 6.0 5) Science Average: 6.0 6) Extended Graduation Rate Average: 6.0 7) Close Achievement Gap: No more than 1 point difference in each subject area 8) Gifted: Peer rating from all four subjects
Level of Award	Elementary, Middle or High School	Elementary, Middle, High School or Other Whole School Configuration
% /#	Top 5% of schools by grade band – 99 schools (can receive multiple awards)	9% of schools - 191 schools (can receive multiple awards)
# of Awards	101 (duplicated count)	277 total (duplicated count) <u>Specific Awards:</u> Average Index: 33 Reading: 44 Writing: 118 Math: 16 Science: 21 Extended Graduation Rate: 20 Achievement Gap: 14 Gifted: 11
Type of Recognition	Ceremony with recognition in Seattle area by Supt, presented simultaneously at ESDs for those who cannot travel	TBD
Length of Time for Performance	Improvement based on 2 year average from 5-6 years ago compared to current year	2 year average
% with Award that did not make AYP	41%	Eventually we would use our new index (if/when Feds agree) for AYP so that schools that did not make AYP would not receive awards
How long have awards been made?	Began in 2007	

A second type of OSPI award—the Academic Improvement Award—recognizes schools that make a 10% reduction in the percent not meeting the reading and math standards from the previous year. SBE’s proposed Option 2 for Noteworthy Recognition would provide recognition to schools and districts for each of the 20 cells of the Accountability Index matrix when the 2-year average for a cell is at least 5.50, and for the index when the 2-year average is at least 5.00. Table 4 below compares

the two programs. See Pete Bylsma’s paper on Recognition Recommendations for a full description of the proposed recognition programs behind this memo.

Table 4: Comparison of Current Recognition OSPI Program for Academic Improvement Awards and Proposed SBE Noteworthy Recognition

	Current OSPI Academic Improvement Awards	SBE Proposed Option 2 Noteworthy Recognition
Criteria	Make a 10% reduction in percent of students not meeting standard in previous year in reading, writing and math (the AYP “safe harbor” level).	New Accountability Index for: achievement of non-low income and low income, peer comparison, and improvement from the previous year in reading, writing, math, science, and the extended graduation rate. Cell must have a 2-year average of 5.50; the index average must be at least 5.0
Level of Award	4 th , 7 th or 10 th grade	Based on all grades in a school
% / (#) of Schools	60% of schools (1,255 schools)	80% of schools (1,618 schools)
# of Awards	2,190 awards	6,090 awards
Type of Recognition	Wall Plaques	Letter
Length of Time for Performance	One year change	2 year average
% with Award that did not make AYP		
How long have awards been made?	2004	

An executive summary of Pete Bylsma’s Updated Recommendations to the State Board of Education for a State Accountability Index dated April 27, 2009 and his Summary of Accountability Recommendations for ELL, Alternative Schools and Recognition paper are provided after this memo. For the full longer versions of all of these papers, you will find them on our Web site www.sbe.wa.gov or request that we bring you a hard copy for the May meeting.

EXPECTED ACTION

A. Provisional Accountability Index “Plan A” Approval

SBE staff recommends approving the Provisional Accountability Index “Plan A” as described in Pete Bylsma’s Executive Summary. This Plan A represents our very best proposal for an index that we think is fair, transparent, and simple to understand. In addition to this index, there would be a deeper analysis on the Struggling Schools identified to determine which became Priority Schools and what type of targeted voluntary state assistance should be available to these schools and districts. Eventually, if there was no improvement, these Priority Schools would be placed on Academic Watch with required state and local actions.

Staff will also work with its SPA work group, OSPI, and Board members on the following components over the next several months:

- A strategy for federal agreement that we can use the new Accountability Index to replace the current federal AYP identification system.
- A Plan B to address potential concerns the Federal Government may have (especially around the subgroup issue).
- Criteria for a deeper analysis of Struggling or “Challenged” Schools.
- The additional components of the Accountability System- State Programs of Assistance and Required Action.

B. Recognition Programs

SBE Staff recommends approving Option 1 for Outstanding Overall Performance as described in Pete Bylsma’s recognition paper.

- Recognizing relatively few schools (277 may still seem too high to some, in which case we can look at other options such as a school must meet two of the awards for recognition) in high priority areas demonstrates a commitment to these areas and provides more incentive to improve where the greatest improvement needs to occur.
- A more limited system ensures that any recognition that occurs is truly special. Having too many schools getting many awards reduces the significance of the recognition.
- The strongest predictor of the achievement gap is the difference between the two socioeconomic groups (non-low income and low income). The gap is measured in terms of the cells in the matrix rather than other gaps outside the matrix (e.g., the differences between race/ethnic groups).
- Outstanding sustained performance in schools with a “regular” student composition deserves recognition. Restricting the percentage of gifted students that are assessed provides a more accurate picture of school performance. High concentrations of gifted students generally inflate the results, making it easier for schools with special programs to receive recognition. A separate type of recognition is created for schools with high concentrations of gifted students.

SBE staff is also offering for Board consideration (at the request of our SPA work group members), but not recommending, Option 2 Noteworthy Recognition as described in Pete Bylsma’s recognition paper. While there are reasons staff can understand for recognizing schools for their hard work, having over 6000 awards (because all grades 3-8 and high school are included), diminishes the importance of this award. Reasons for providing such awards include:

- Giving recognition for all five outcomes and four indicators conveys the belief that all parts of the system are important. Recognizing fewer cells of the matrix could generate extra focus in some areas and not others.
- Requiring the low income reading and writing cells to have at least a 4.00 average ensures that cells that have high levels of performance do not get recognized if there is a significant achievement gap.
- There is no restriction on schools receiving recognition if they have 10% or more of their students designated as gifted. This allows all schools to be eligible for this type of recognition.
- Research has found that “small victories” support continuous improvement efforts. Education stakeholders viewed even minor forms of state recognition as a way to support improvement.

Attachment A

STATE BOARD OF EDUCATION ACCOUNTABILITY RESOLUTION JANUARY 15, 2009

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

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

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

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

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

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

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

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

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

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

- Direct the Office of Superintendent of Public Instruction to conduct an academic performance audit using a peer review team.
- Request the local school board, in collaboration with the Office of Superintendent of Public Instruction, to develop an Academic Watch Plan based on the review findings, which would include an annual progress report to the local community.
- Review, approve, or send back for modification the local board Academic Watch plan, which once approved becomes a binding performance contract between the state and district.
- Ensure that the local school board will remain responsible for implementation.
- Request the Office of Superintendent of Public Instruction to monitor implementation of the plan and provide updates to the State Board of Education, which may require additional actions be taken until performance improvement is realized.
- Declare a district is no longer on Academic Watch when the Office of Superintendent of Public Instruction reports to the State Board of Education that the district school or schools are no longer in Priority status; and

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

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

Adopted: January 15, 2009

Attest:

Mary Jean Ryan, Chair



Attachment B
ESHB 2261 Accountability Language
April 20, 2009

Summary:

Legislative intent is to create a proactive, collaborative system of accountability based on progressive levels of support and with a goal of continuous improvement in student achievement. Directs the State Board of Education and the Office of Superintendent of Public Instruction to seek approval for use of the system for federal accountability purposes.

Requires the SBE to continue refining an accountability framework that includes:

- An accountability index to identify successful schools and those in need of assistance.
- A proposal and timeline for a comprehensive system of voluntary support and assistance to be submitted to the Legislature before being implemented.
- A proposal and timeline for a system targeted to those that have not demonstrated improvement that takes effect only if authorized by the Legislature and that includes an academic performance audit, a school board-developed corrective action plan, which would be subject to SBE approval and become binding; and progress monitoring by SPI.
- Report due to Legislature December 1, 2009.

ESHB 2261 Language

SHARED ACCOUNTABILITY FOR SCHOOL AND DISTRICT IMPROVEMENT

NEW SECTION. **Sec. 501.** (1)(a) The legislature intends to develop a system in which the state and school districts share accountability for achieving state educational standards and supporting continuous school improvement. The legislature recognizes that comprehensive education finance reform and the increased investment of public resources necessary to implement that reform must be accompanied by a new mechanism for clearly defining the relationships and expectations for the state, school districts, and schools. It is the legislature's intent that this be accomplished through the development of a proactive, collaborative accountability system that focuses on a school improvement system that engages and serves the local school board, parents, students, staff in the schools and districts, and the community. The improvement system shall be based on progressive levels of support, with a goal of continuous improvement in student achievement and alignment with the federal system of accountability.

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

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

Sec. 502. RCW 28A.305.130 and 2008 c 27 s 1 are each amended to read as follows: The purpose of the state board of education is to provide advocacy and strategic oversight of public education;

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

NEW SECTION. **Sec. 503.** A new section is added to chapter 28A.305 RCW to read as follows:

(1) The state board of education shall continue to refine the development of an accountability framework that creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.

(2) The state board of education shall develop an accountability index to identify schools and districts for recognition and for additional state support. The index shall be based on criteria that are fair, consistent, and transparent. Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments. The index shall be developed in such a way as to be easily understood by both employees within the schools and districts, as well as parents and community members. It is the legislature's intent that the index provide feedback to schools and districts to self-assess their progress, and enable the identification of schools with exemplary student performance and those that need assistance to overcome challenges in order to achieve exemplary student performance.

Once the accountability index has identified schools that need additional help, a more thorough analysis will be done to analyze specific conditions in the district including but not limited to the level of state resources a school or school district receives in support of the basic education system, achievement gaps for different groups of students, and community support.

(3) Based on the accountability index and in consultation with the superintendent of public instruction, the state board of education shall develop a proposal and timeline for implementation of a comprehensive system of voluntary support and assistance for schools and districts. The timeline must take into account and accommodate capacity limitations of the K-12 educational system. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized by the legislature through the omnibus appropriations act or other enacted legislation.

4)(a) The state board of education shall develop a proposal and implementation timeline for a more formalized comprehensive system improvement targeted to challenged schools and districts that have not demonstrated sufficient improvement through the voluntary system. The timeline must take into account and accommodate capacity limitations of the K-12 educational system. The proposal and timeline shall be submitted to the education committees of the legislature by December 1, 2009, and shall include recommended legislation and recommended resources to implement the system according to the timeline developed.

(b) The proposal shall outline a process for addressing performance challenges that will include the following features:

(i) An academic performance audit using peer review teams of educators that considers school and community factors in addition to other factors in developing recommended specific corrective actions that should be undertaken to improve student learning;

- (ii) A requirement for the local school board plan to develop and be responsible for implementation of corrective action plan taking into account the audit findings, which plan must be approved by the state board of education at which time the plan becomes binding upon the school district to implement; and
- (iii) Monitoring of local district progress by the office of the superintendent of public instruction. The proposal shall take effect only if formally authorized by the legislature through the omnibus appropriations act or other enacted legislation.

(5) In coordination with the superintendent of public instruction, the state board of education shall seek approval from the United States department of education for use of the accountability index and the state system of support, assistance, and intervention, to replace the federal accountability system under P.L. 107-110, the no child left 31 behind act of 2001.

(6) The state board of education shall work with the education data center established within the office of financial management and the technical working group established in section 112 of this act to determine the feasibility of using the prototypical funding allocation model as not only a tool for allocating resources to schools and districts but also as a tool for schools and districts to report to the state legislature and the state board of education on how the state resources received are being used.

**Attachment C
SPA Work Plan
April 30, 2009 Revised**

Objectives:

- Approve the provisional state Accountability Index and proposed recognition system by May 2009.
- Finalize OSPI-SBE recognition program(s) by July 2009 for 2009-2010 school year based on provisional Accountability Index.
- Work with OSPI and stakeholders to refine continuous improvement model processes, which includes OSPI voluntary support programs (and the Innovation Zone) and Academic Watch for Challenged Schools June-November 2009.
- Develop proposed new rule on school improvement planning by November 2009.
- Work with OSPI (and national groups) to request U.S. Education Department to use the provisional state Accountability Index when making AYP decisions, beginning with results generated in the 2010-2011 school year (we realize we may need to adapt our Accountability Index to meet Federal expectations).
- Submit report to legislature by December 1, 2009.

**Revised Timeline for System Performance Accountability (SPA)
Work 2009**

Dates	Activities
January 14-15	Board meeting to review: <ul style="list-style-type: none"> • Draft resolution for action. • Feedback on Accountability Index and Pete Bylsma’s revisions • Work Plan for 2009. • Achievement Gap Data Overview for Commissions’ Work. • ELL Issues for state oversight by Howard DeLeeuw, OSPI.
January- March	Edie and Pete will meet with superintendents at nine ESD meetings across state to review the Accountability Index, Innovation Zone and Academic Watch proposals. Pete will meet with technical advisers from school districts and OSPI at least twice regarding refinements to the index.
February 17	SPA Work session: <ul style="list-style-type: none"> • Kris and Edie will frame our work for year. • OSPI will give brief update on NCLB status and Fed funding. • OSPI will present lessons learned from Summit Districts and Sustainability and thoughts on programs to serve continuous improvement for schools and districts. • SBE Consultant will discuss refinements to Accountability Index, as presented to Board in January Meeting. • SBE Consultant will discuss recognition program using Accountability Index.
March 12-13	Board meeting: <ul style="list-style-type: none"> • Hear update from SPA work session. Pete will seek input from several national experts from OSPI’s National Technical Advisory Committee on March 13 to review the SBE proposed Accountability Index.

Dates	Activities
April 21	SPA Work session: <ul style="list-style-type: none"> Review continued refinements on Accountability Index (focus on alternative education, ELL), deeper analysis for struggling schools and recognition program.
May 14-15	Board meeting to review: <ul style="list-style-type: none"> Update from SPA work session. Approve Provisional Accountability Index Plan A (we will also work on a Plan B) and SBE and OSPI recognition program(s).
May-July	Develop strategy and outreach to different stakeholder groups and work with OSPI and the U.S. Education Department on Accountability Index for improved (and unified) system for determining AYP. Work with OSPI on recognition program(s).
June 16	SPA work session on OSPI voluntary state programs of continuous improvement for all schools as well as deeper analysis of struggling schools. Discuss ways to incorporate dropout data and achievement gap recommendations into our work for overall report card tracking.
July 15-17	Board meeting: <ul style="list-style-type: none"> Begin discussion on OSPI voluntary state programs of continuous improvement and key indicators for deeper analysis.
September 17-18	Board meeting: <ul style="list-style-type: none"> Continue discussion on provisions for OSPI voluntary school for continuous improvement and Academic Watch process.
October 14	SPA work session: <ul style="list-style-type: none"> Discussion of recommendations and timeline on state voluntary support programs and Academic Watch process. Draft rule language on school improvement plans. Feasibility of using prototypical funding allocation model to report on how state resources are being used. Discuss draft overall accountability report card.
October - November	OSPI/SBE recognition of schools under new program. Discussions with U.S. Department of Education on proposed unified accountability system.
November 12-13	Board meeting: <ul style="list-style-type: none"> Review draft school improvement plan rule revisions (look at nine effective school characteristics) and approval of proposals and timeline for OSPI voluntary state support programs for struggling schools under Academic Watch. Present overall accountability report card.
December 1	Report to Legislature December 1 on proposal and implementation for 1) recommendations for state voluntary program, 2) "Academic Watch" for challenged schools and districts that have not have not demonstrated sufficient improvement through the voluntary system-- Legislature must approve this in statute or appropriations bill, and 3) use of prototypical school model to report on how state resources are used (this last provision does not have a December 1 date).

Attachment D
Summary of ESD visits on Accountability
And Discussions with OSPI Staff and WSSDA Leadership Team
April 30, 2009

OSPI Overall Comments

The Feds will not support an accountability index that does not include the subgroups by race, ethnicity, special education, and ELL. While we support the options you propose under ELL, we have proposed these to the Feds and they have rejected them. You will need to have a Plan B.

In terms of recognition, OSPI would like to use the SBE accountability index, but may want to run some different scenarios than the ones SBE provided. OSPI would also like to honor a small number of schools similar to those honored under Schools of Distinction, which were the top 100 schools or 5% of the schools that improved in reading and math. OSPI wants to align its recognition with schools that are doing some very unique work. What are some of our challenged schools doing that makes them so good? In reviewing the SBE recognition data for the outstanding overall performance, OSPI staff expressed concerned that SBE may have a communications challenge trying to explain why so few schools received math and science recognition but many schools receive recognition in writing. OSPI thinks SBE may want to consider adjusting some of the index scores for schools to be recognized in math and science.

WSSDA Leadership Team Overall Comments

This index is better than the Federal system. We have concerns about not reflecting the subgroups up front even if the low income is a “proxy”. The scale score from 1-7 will be difficult to explain to our community. We are used to explaining WASL scores based on the four levels of proficiency. The averages in the index are not weighted and thus should not be called true averages. Some school districts may have much larger populations in either the low income or non low income categories and when the two are averaged together that is not taken into account.

ESD Summary Comments

Visits with over 225 superintendents at the following ESDs:

- Vancouver ESD 112
- Wenatchee ESD 171
- Pasco ESD 123
- Yakima ESD 105
- Olympia ESD 113
- Bremerton ESD 114
- Puget Sound ESD
- Anacortes ESD 189
- Spokane ESD 101

Summary Comments:

- SBE has listened and made changes based on our feedback.

- Like what we have done a lot better- no state takeover, modifications to index in terms of low income and non low income so that low income are not “double” counted, using 21 cells rather than 100+ cells of Fed system although more high school measures would be nice.
- Like showing improvement and achievement versus peers rather than lock step uniform bar of federal system.
- Appreciate us coming directly to them.
- Our budget issues are overwhelming right now- this work on accountability while it makes sense is just not that important to us.
- What happens if feds accept this system but we are not fully funded?
- What happens if feds do NOT accept our proposal? How likely is it that they will approve this system?
- What happens if the legislature likes this system and requires us to have 2 systems?
- What will happen to OSPI award system?
- How will this system be used? For AYP to drive resources rather than to do diagnostic work—need deeper dive for this and SBE has some ideas.
- This new system still will not get kids ready for college.
- Think about training for local school board members.

Accountability Index

- Very important to have one system to identify schools.
- Questions about equal weighting for rows with small “n”s or science/math.
- Can we find a better term than struggling?
- What will you do about schools that do not have free and reduced lunch programs? What about high school where they under count?
- How will you evaluate alternative schools?
- How long should we exclude ELL students from test results?
- What happens when we change assessments?
- Interested in deeper dive to evaluate struggling schools -- Some districts/ESDs are coming up with their own report cards that look at achievement gap by race, college ready factors, school support and fiscal support.
- Why are you including science and writing on this accountability index since the feds only test on reading and math?
- We like this better because under NCLB we get hammered for just one cell being out.
- How will you deal with the NCLB uniform bar?
- Can you look at teacher quality?
- Have you thought about individual student growth?

Support Programs

- How do we get fed or state money to help few schools where kids are poor and not doing well even though we are a wealthy district?
- District level focus rather than school focus makes sense.

Academic Watch

- We would recommend a planning grant for a district that needs to develop an Academic Watch.
- What happens to a district if it does not improve and go off Academic Watch?
- How will Academic Watch work with our school improvement plans?

Attachment E

Systems Performance Accountability (SPA) Notes April 21, 2009 Meeting

Attendees: Kris Mayer, Steve Dal Porto, Jack Schuster, Bunker Frank, Amy Bragdon, Bob Hughes, Sheila Fox, Caroline King, Bill Williams, Mack Armstrong, Gary Kipp, Bob Harmon, George Juarez, Mary Alice Heuschel, Mike Bernard, Lile Holland, Gayle Pauley, Martharose Laffey, Karen Davis, Roger Erskine, Martha Rice, Caroline King, Phil Brockman, Pete Bylsma and Edie Harding

Overview of Work For 2009

Edie Harding presented a revised work plan based on the recently passed HB 2261 legislation, which affirmed the Board's direction under its accountability principles. The major work will center on the following objectives and time frame:

- Approve the provisional state accountability index and proposed joint SBE/OSPI recognition system by May 2009.
- Finalize a joint OSPI-SBE recognition program by July 2009 for the 2009-2010 school year, using the new Accountability Index.
- Work with OSPI and stakeholders to refine continuous improvement model processes, which include OSPI voluntary support programs and Academic Watch June-November 2009.
- Develop proposed new rule on school improvement planning by November 2009.
- Work with OSPI to request the U.S. Department of Education to substitute our state accountability index in place of current federal AYP system for the 2011-2012 school year.
- Submit proposals and timeline to legislature on the state voluntary system and required action by December 1, 2009.

There will be two additional SPA work group meetings this year: June 16, and October 14. Edie and Pete Bylsma, SBE Consultant, have met with over 200 superintendents across the state January – April to discuss the accountability framework and have received their feedback.

Additional Considerations for the Accountability Index

1) English Language Learners (ELL) Options

Currently, English Language Learners under NCLB are required to take the WASL in their 2nd year of school enrollment even though they may not have gained sufficient proficiency to understand English. These results are counted as part of NCLB. SBE and OSPI believe that this is an unfair policy because it does not reflect the research that students need at least three years to achieve academic proficiency in English, the testing is inappropriate for some students and the scores make for invalid results in the NCLB accountability measures.

Pete Bylsma shared two options for addressing ELL students in the index:

Option A “Extended Exclusion for 3 Years” would exclude WASL/WAAS results from the accountability calculations for ELLs who are in the first three calendar years of U.S. public school enrollment or until Level 3 is reached on the Washington Language Proficiency Test (WLPT), whichever comes first.

Option B “Sliding Scale” would count as proficient for the ELLs who are in their second year of U.S. public school enrollment who meet a lower scale score, which is determined by their WLPT level.

Although Washington has requested both of the options before and the U.S. Department of Education has denied these options (each year for Option A), the SPA work group believed that both were viable options to continue to request. There was more support for Option A because of its simplicity, but many thought both options should be considered.

In addition WLPT results should be published on the OSPI Web site as a measure of accountability.

The following suggestions were also made: build a coalition with other states through national organizations to request these changes, consider an Option C that looks at student growth on the WLPT, share our proposal with advocacy groups such as LEAP- Latino Educational Achievement Project, and inform our Congressional delegation. We also need to determine what constitutes a school year.

2) Alternative Schools

Under the Board’s new accountability index, approximately 4% of the students are in alternative schools and many of these schools (98) are in the struggling tier (228 total schools) of the SBE accountability index because of the types of students they serve. Currently 240 districts have alternative education schools (a total of 342 schools) which are self identified. We do not want to punish schools that take on some of these difficult student populations that are very mobile. We want to ensure there are incentives so that they do not “cream” their student population, but that hold schools accountable for their students’ learning.

Two-step Review Process would be used for alternative schools

1. Accountability for alternative schools should begin using the approach used for all schools. Each would receive an index score using the normal process (assignment of ratings using the same benchmarks, averaging the rating). Those not making AYP two years in a row, and those already in “school improvement,” would undergo a deeper analysis, just like other schools with the same status.
2. For alternative schools not making AYP or in school improvement, the deeper analysis would examine additional factors once these are finalized.

Additional factors for the deeper analysis could include factors identified by the Washington Association for Learning Alternatives such as: student learning in the real world, school atmosphere and support, student re-engagement, community partnerships, staff quality and support for each other and students, shared leadership and district supports.

The SPA work group supported Option A and felt many of these WALA areas could be used for other schools that are reviewed in depth too. One challenge will be how we could measure these. There would be no peer analysis in the index as these alternative schools are very diverse and cannot be compared.

Recognition Program

The legislature requires the State Board of Education (SBE) to “adopt objective, systematic criteria” to identify schools and districts for recognition and for receiving additional state support. The proposed criteria are in the form of a 20-cell matrix that measures five outcomes in four ways, as

shown in the table below. The results for the cells are rated on a scale of 1 to 7. The ratings are averaged to create an accountability index. Averages for the outcomes and indicators are also computed to provide more feedback to educators. The Board and OSPI want to be sure exemplary performance by schools and districts is recognized based on the Accountability Index for their efforts on student achievement. There is some debate on whether to recognize a limited number of schools who are exemplary in some overall categories or whether to recognize a wider group of schools that are exemplary in one or more categories of the index. Some people thought that schools that work hard or make extraordinary progress should also be recognized – the more the better. Currently OSPI recognizes both kinds.

Table 1: Matrix of Accountability Measures

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

Several principles guide the development of the recognition system. The system should (1) be transparent and simple to understand, (2) rely mainly on criterion-referenced measures, and (3) provide multiple ways to demonstrate success and earn recognition.

Two recognition options are proposed below.

Option A: Recognition for Outstanding Performance would provide recognition based on high levels of performance in priority areas: the overall index; for math, science, and the extended graduation rate; and for having closed achievement gaps (i.e., only a small difference between non-low income and low income ratings in all subjects). To receive recognition under this option, schools and districts must meet the following conditions. This ensures only truly outstanding performance is recognized for approximately 145 schools.

(a) For the index, the 2-year average must be at least 5.00, no rating below 5 can occur in either year, at least 10 cells must be rated each year, and there must be fewer than 10% of students designated as gifted in each year.

(b) For math, science, and the extended graduation rate, the overall 2-year average (column average) must be at least 6.00, at least two of the four possible cells in the column must be rated each year, and there must be fewer than 10% of students designated as gifted in each year.

(c) For the achievement gap, there must be at least 10 students in at least two of the five outcomes (columns) in both of the income-related cells (non-low income and low income), there can be no rating of 1 in any income-related cell, there can be no more than a 1-point difference in the rating between the two income-related cells (e.g., if the reading non-low income cell is rated 5, the reading low-income cell could be rated no lower than 4 and no higher than 6), and there must be fewer than 10% of students designated as gifted in each of the past two years.

Option B: Recognition for Broader Range of Achievement would provide recognition to schools and districts for each of the 20 cells of the matrix when the 2-year average for a cell is at least 5.50,

and provide recognition when the index average is at least 5.00. Schools could earn multiple awards. Approximately 1,680 schools would receive awards.

To receive recognition under this option, schools and districts must also meet the following conditions.

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

Most of SPA work group felt both options should be accepted. Option A provides recognition for those that are truly outstanding and Option B allows many schools to celebrate their progress. It was recommended that Option A should also include reading and writing as well as possibly something more on improvement. There was discussion about whether to limit the awards under either option to schools that currently make AYP for all students based on the uniform state bar of achievement for math and reading. There was also discussion on whether it would be simpler just to use the Tiers for recognition.

In-Depth Analysis for Struggling Schools

After the Accountability Index identifies the struggling schools, a more in depth analysis would be done by OSPI to determine who truly needs to be identified for AYP based on additional factors. Greg Lobdell from the Center for Educational Effectiveness shared the work he has done on perception surveys—student, parent and staff. These surveys are not used to evaluate schools but to serve as a catalyst for discussions on how to improve schools. These surveys are an example of the kind of additional information OSPI may want to examine when they do a deeper analysis. Pete also shared some other types of information to examine. The SPA work group will look at these more closely in June. Some additional ideas offered were to look at professional learning communities, whether schools used extended learning time for struggling students, more information on teaching and learning, the nine characteristics of effective schools and the WALA areas of student re-engagement, etc.

Next Steps

The Board will receive an update on the work session at its May Board meeting. The Board will act upon the provisional accountability index and draft joint OSPI and SBE recognition program. SPA members are encouraged to send Edie and Pete additional information for the review of in-depth analysis. SPA members are encouraged to present their ideas in June as well. Edie and Pete will work on reformatting some of the categories for a discussion at the June 16 SPA work session.

Executive Summary

Updated Recommendations to the State Board of Education for a State Accountability Index

April 27, 2009

Pete Bylsma, EdD, MPA
BYLSMAPJ@COMCAST.NET

*The full document is available on the
State Board of Education Web site at
<http://www.sbe.wa.gov/spa.htm>.*

CREATING THE ACCOUNTABILITY INDEX

The Legislature requires the State Board of Education (SBE) to develop a statewide accountability system to help improve academic performance among all students. SBE is required to “adopt objective, systematic criteria” to identify schools and districts for recognition and for receiving additional state support. To meet this requirement, the Board is developing an Accountability Index to sort schools and districts into different “tiers” based on multiple measures. The Board believes the index plays a key role in providing feedback about the status of education reform in schools and districts and in supporting continuous improvement efforts. Schools and districts in most need are given “Priority” status, making them eligible to receive more significant state support. These Priority schools and districts will be required to participate in a state system of support if initial offers of more support are not accepted and substantial improvement does not occur after several years. The creation of the index comes at a time when changes in the state’s assessment and data systems and at the U.S. Education Department provide an opportunity to consider new accountability ideas.

Various principles guided the development of the index. The index needs to (1) be transparent and simple to understand, (2) use existing data, (3) rely on multiple measures, (4) include assessment results from all grades and subjects tested statewide, (5) use concepts of the federal No Child Left Behind Act (NCLB) and its Adequate Yearly Progress (AYP) system when appropriate, (6) be fair, reasonable, and consistent, (7) be valid and accurate, (8) apply to both schools and district, (9) apply to as many schools and districts as possible, (10) use familiar concepts when possible, (11) rely mainly on criterion-referenced measures instead of norm-referenced measures, (12) provide multiple ways to reward success, and (13) be flexible enough to accommodate future changes.

The proposed index is based on how schools and districts perform on a set of five outcomes and four indicators. The five outcomes are the results of state assessments in four subjects (reading, writing, mathematics, science) and the “extended” graduation rate (for high schools and districts). These five outcomes are examined using four indicators: achievement of (1) non-low income students, (2) low-income students, (3) all students compared to those in similar schools/districts (controlling for the percentage of students who are learning English, have a disability, live in a low-income home, are mobile, and are designated at gifted), and (4) the level of improvement from the previous year. The results of the 20 measures form the 5x4 matrix shown in Table 1.

Table 1: Matrix of Accountability Measures

INDICATORS	OUTCOMES				
	Reading	Writing	Math	Science	Ext. Grad. Rate
Achievement of non-low income students					
Achievement of low income students					
Achievement vs. peers					
Improvement from the previous year					

Each cell of the matrix is rated on a 7-point scale (from 1 to 7) using fixed benchmarks. Each of the four subjects is rated using the same set of benchmarks across the entire school (i.e., all subjects have the same set of benchmarks, and the assessment results are the aggregate totals for students in all the

tested grades). **The index is the simple average of all the ratings** and ranges from 1.0 to 7.0. High schools and districts have 20 measures, while elementary and middle/junior high schools have only 16 measures because they do not have graduates. Table 2 shows how each of the five outcomes are measured using the four indicators and the benchmarks that produce the ratings.

Table 2: Benchmarks and Ratings for Outcomes and Indicators

	READING	WRITING	MATH	SCIENCE	EXT. GRAD. RATE ¹
ACHIEVEMENT (NON-LOW INCOME)	<u>% MET STANDARD</u>				<u>RATING</u>
	90 - 100%				7
ACHIEVEMENT (LOW INCOME)	80 - 89.9%				6
	70 - 79.9%				5
	60 - 69.9%				4
	50 - 59.9%				3
	40 - 49.9%				2
	< 40%				1
ACHIEVEMENT VS. PEERS²	<u>DIFFERENCE IN LEARNING INDEX</u>				<u>RATING</u>
	> .20.....				7
	.151 to .20.....				6
	.051 to .15				5
	-.05 to .05				4
	-.051 to -.15				3
	-.151 to -.20				2
	< -.20				1
IMPROVEMENT³	<u>CHANGE IN LEARNING INDEX</u>				<u>RATING</u>
	> .15.....				7
	.101 to .15.....				6
	.051 to .10.....				5
	-.05 to .05				4
	-.051 to -.10				3
	-.101 to -.15				2
	< -.15				1
EXT. GRAD. RATE¹					
<u>RATE</u>					
> 95.....					7
90 - 95%					6
85 - 89.9%					5
80 - 84.9%					4
75 - 79.9%					3
70 - 74.9%					2
< 70%.....					1

Note: Assessment results are the combined results from both the WASL and WAAS (assessments for students with disabilities) from all grades.

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

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

³ Measured in terms of the change in the Learning Index from the previous year.

The proposed system holds *districts* accountable using the same indicators, outcomes, and criteria that are used for schools. The results are based on districtwide data for all grades rather than being disaggregated by grade bands (elementary, middle, high). In addition, financial data are used in the “peers” analysis to control for the amount of total operating expenditures per pupil (adjusted for student need).

PRELIMINARY RESULTS

Schools and districts fall into five tiers based on the index score. In-depth analyses of the data and conditions occurs for schools and districts that do not make AYP two years in a row to see if they merit further support. Those with the greatest need are eventually placed in a 6th (Priority) tier.

Table 3 shows the ranges for the tier assignments and the number of schools and districts that would have been placed in each tier in 2007 using the above criteria. Schools show a greater range than districts—far fewer districts were in the top and bottom tiers compared to the school results. The 228 schools in the Struggling tier enrolled 74,000 students (1 in 14 students statewide). Of the schools in this tier, 98 (43%) were alternative schools or served other special populations, and enrolled a total of 12,400 students. The 130 “regular” schools in the Struggling tier enrolled 61,600 students. Over the 2-year period, 149 schools (7.4%) had an average index below 2.50, and 89 were regular schools that enrolled approximately 39,000 students (roughly 4% of statewide enrollment). The 17 districts in the Struggling tier in 2007 tended to be rather small, averaging roughly 1,000 students. However, some larger districts had many schools in a struggling tier—17 districts had at least two regular schools and four districts had at least five regular schools with a 2-year index average below 2.50.

Table 3: Tier Ranges and Preliminary Results (2007)

Tier	Index Range	# of Schools	% of Schools	# of Students ¹	# of Districts	% of Districts	# of Students ¹
Exemplary	5.50 – 7.00	81	4.0%	28,650	1	.3%	360
Very Good	5.00 – 5.49	131	6.5%	64,500	9	3.1%	31,500
Good	4.00 – 4.99	591	29.4%	314,700	87	29.9%	278,500
Acceptable	2.50 – 3.99	980	48.7%	523,000	177	60.8%	692,500
Struggling	1.00 – 2.49	228	11.3%	74,000	17	5.8%	17,500
Priority ²		TBD	TBD	TBD	TBD	TBD	TBD

¹Approximate number (some schools did not provide enrollment data).

²To be determined after in-depth analyses of those not making AYP in at least two consecutive years.

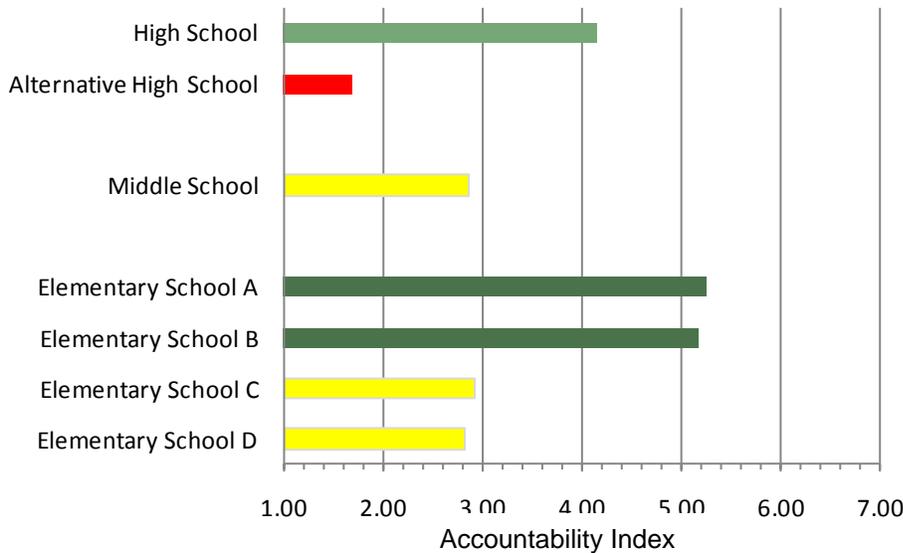
Table 4 provides an example of the ratings for an actual high school and how the average of the individual ratings generates the index/tier assignment. The school’s average rating of 3.40 is the index score, which puts the school in the middle of the Acceptable tier. The average ratings have been color-coded so the overall results can be seen at a glance. These types of results should be made public on the state Web site (the format for presenting the results must be determined). Results presented in this “dashboard” give policymakers, educators, and the public a quick snapshot of where a school is strong and weak, and it provides transparency about how the index is determined.

Table 4: “Actual” High School, 2007

Indicator	Reading	Writing	Math	Science	Grad Rate	Average
Non-low inc. ach.	5	6	3	1	5	4.00
Low-inc. ach.	4	4	1	1	7	3.40
Ach. vs. peers	2	2	2	2	6	2.80
Improvement	1	4	1	4	7	3.40
Average	3.00	4.00	1.75	2.00	6.25	3.40 ← INDEX

Various charts can illustrate district results as well. Figure 1 shows an example of how the index could be shown for each school in a district. In this example (an actual district), no school reached the Exemplary tier.

Figure 1: Accountability Results in “Actual” District, 2008



HANDLING SPECIAL CASES

The accountability system needs to be flexible enough to accommodate some special situations. These include holding alternative schools accountable using additional data, excluding some ELL results from the index calculations, and not counting the improvement cells when achievement is at very high levels.

Holding **alternative schools** accountable poses unique challenges. Many alternative schools exist in the state, and they vary greatly in their focus, structure, and clientele. Most are relatively small (total enrollment is less than 4% statewide), and more than half serve at-risk students in grades 9-12. Some believe these schools have taken on more challenging students while allowing traditional schools to generate better outcomes with their remaining students. On the other hand, some alternative schools offer special programs for students who are not at-risk and who meet rigorous academic requirements for admission. Some are considered “alternative” because they do not use a normal school approach, and a growing number of schools serve students through digital learning via the Internet. Parent Partnership Programs are a type of “school” where parents are the primary instructor and the district provides instructional support. Some target special student populations (e.g., special education, gifted, ELL). Given this variation, no “peer” indicator is computed for these schools.

Some alternative schools intentionally target student populations facing significant challenges and therefore are more likely to be in the Struggling tier. These schools should receive the normal index score based on calculations used for all schools. Alternative schools that do not make AYP in two consecutive years should be examined more closely to determine if they are using research-based best practices and showing progress. Areas for improvement should be identified and should be the focus of analysis if the alternative school does not make AYP again in the future.

Results for ELL students are currently included in AYP calculations in the student’s second year of enrollment in a U.S. public school. OSPI has asked the U.S. Education Department to exclude ELL results until a student has been enrolled in a U.S. public school for three years or until the student achieves an advanced level of English proficiency on the WLPT, whichever comes first.¹ This request is based on research that shows it takes many years for an ELL student to acquire “academic” proficiency in English and because must be able to read and write English to understand and respond to each test item. Moreover, testing students who do not understand English violates widely-adopted testing standards because of threats to validity and mistreatment of human subjects. However, the Department has denied OSPI’s repeated request to use this policy.

Nevertheless, computing the accountability index should exclude the results for ELL students who have not achieved advanced proficiency (Level 3 composite) on the WLPT or who are in their first three years of enrolling in a U.S. public school, whichever comes first, for any test that requires reading and writing in only English.² In addition, OSPI should begin reporting WLPT results on its Report Card in a way that allows educators, parents, and other stakeholders to monitor the progress ELLs make in terms of learning English and meeting state content standards. Finally, all ELLs should be required to take the WASL after their first year of enrollment, and OSPI should analyze the WASL and WLPT results to determine the extent to which ELLs are on track to meet state standards.

Most ELL results would still be included in the accountability index, even with this “extended exclusion, because (1) most ELLs enter school in kindergarten and have attended school for three years before taking state assessments for the first time in grade 3, and (2) most ELLs enrolled in the assessed grades (3-8 and 10) reach the advanced level of the WLPT. As a result, the exclusion has little impact on the index results. Nevertheless, the combination of recommendations improves the validity of the accountability system and provides more information about the progress of ELLs.

Schools and districts that perform at very high levels are not able to improve much from the previous year. To avoid “penalizing” these schools for a lack of improvement, the ratings for this indicator should not be included in the index calculations under certain conditions. Without this policy, schools/districts with nearly all of their students achieving Level 4 on an assessment and graduating nearly all their students would not be able to achieve a rating above 4 (little or no improvement). Specifically, the improvement indicator should be excluded when computing the index whenever a Learning Index reaches 3.85 out of 4.00 and remains at or above that level for two consecutive years. (A school or district needs to improve by more than .15 to receive a rating of 7, which is impossible when their Learning Index reaches 3.85.) The first year the Learning Index falls above 3.85, a school/district would get a rating based on its improvement. If the Index stays at or above 3.85, the maximum rating is not possible and the indicator should not be calculated.³ The same policy applies to the extended graduation rate outcome (when the rate reaches or exceeds 94% in two consecutive years.⁴

¹ The composite score from the annual Washington Language Proficiency Test (WLPT) reflects proficiency in reading, writing, speaking, and listening. The three-year exemption period reflects the views of most stakeholders and is the average time required for ELL students to meet standard on the WASL.

² The math and science tests are available in Spanish and Russian for the first time in 2009 but responses must be made in English.

³ Of the schools and districts with reportable data (at least 10 students assessed), two schools reached this level on the Learning Index in 2006 (one in both reading and writing and the other in writing), but no district reached this level in 2006 and no school or district reached this level in any subject in 2007.

⁴ Of the schools with graduation data, 11% had a rate that was at least 94% in two consecutive years.

INTEGRATING THE FEDERAL AND STATE ACCOUNTABILITY SYSTEMS

Federal law requires states to have a single accountability system. Many states have combined their state accountability system with the federal NCLB system. However, stakeholders across Washington believe the federal system is overly complex and that the AYP results do not provide an accurate picture of school and district quality. As a result, stakeholders are working to develop a set of policies that would use the index to determine AYP and different consequences for schools and districts that do not make AYP over an extended period of time. When these policies are finalized in the coming months, SBE and OSPI will submit a unified accountability plan to the U.S. Education Department that will recommend using the state accountability system for federal accountability purposes. A new administration may provide more flexibility to states that design alternative systems that provide more rigorous and valid accountability. All the data current reporting requirements of NCLB would continue to be met (i.e., making public the disaggregated data for the assessments, participation, and “other indicators” for the various student subgroups). Moreover, new data elements would be made public to further increase the rigor of the system.

Advantages Over the Current System

The proposed accountability system has many desirable features that make it a preferred alternative to the current rules used to measure AYP while simultaneously increasing the system’s rigor.

- The index is a *more valid* measure of school and district performance because it is based on the performance of all students in more subjects, is more nuanced than a Yes/No (pass/fail) system, and addresses several unintended consequences created by the current AYP system.
- The index is *more inclusive/comprehensive* because it uses a smaller minimum number for reporting (10 students across the entire school/district), includes the results of all students (not just those continuously enrolled through the testing period), includes both writing and science (this helps prevent a narrow curriculum), and uses the Learning Index to measure performance across the range of assessment results (reduces the focus on “bubble” students who perform close to the proficiency cut point at the expense of students who are farther above and below that level).
- The index is *less volatile* over time because assessment results are combined across all grades in a school and district rather than using results for individual grades where students change from one year to the next.
- The index is *more transparent* because it does not include a margin of error, the benchmarks are the same over time and among the different subjects for both schools and districts, there are fewer subgroups and rules, and schools and districts have the same minimum number required for reporting the results.
- Using the index to determine AYP helps the state *maintain high performance standards*. Two recent studies found that Washington has some of the nation’s toughest AYP requirements, resulting in a high percentage of schools not making AYP and undergoing sanctions.⁵ Using the index reduces the incentive for the state to lower its standards so all students can be counted as proficient and meet federal targets, which are viewed as unrealistic if standards are kept high.

Identifying Schools and Districts Needing Improvement

Each fall OSPI will compute the accountability index and apply the rules for making AYP. All schools and districts in all tiers will be given an AYP status, not just those receiving Title I funds.

⁵ See “*The Accountability Illusion*,” Thomas Fordham Foundation (February 2009) and “*Schools Struggling to Meet Key Goal on Accountability*,” Education Week (January 7, 2009).

The first time a school or district does not make AYP, it is in a “warning” year. Schools and districts that do not make AYP two years in a row should not automatically fall into “improvement” status. Instead, they should undergo an in-depth review by OSPI staff (this is different from the current system where federal rules dictate an automatic designation). Professional judgment panels can be used to conduct this review. The results of this review would determine if the school/district should move into an “improvement” step and be required to take certain actions.

The data to be reviewed fall in five general categories. The list below provides examples in each.

- **Contextual Data**
 - Type of school
 - Changes in student population
 - Programs served by the school
 - Level of student mobility
- **Assessment Results (WASL/WAAS/WLPT)**
 - Trends over multiple years for each subject area
 - Subgroup trends (e.g., race/ethnicity, ELL, special education)
 - Results for students who have been enrolled for at least two years
- **Federal AYP Results**
 - Participation rates for all subgroups
 - “Other indicator” data (unexcused absence and graduation rates) for all subgroups
- **Teaching and Learning Issues**
 - Teacher education and experience levels
 - Student/teacher ratio
 - Recent changes in leadership (key central office staff and principals) and teachers
 - Alignment of curriculum and materials across grades and with state standards
- **Other Data**
 - Graduation and dropout rates for subgroups
 - Funding from local levies/bonds and outside sources
 - Problems with data that generate the index (e.g., reporting errors related to graduates)

Consequences and the Priority Tier

NCLB currently requires schools and districts to undergo increasing levels of “sanctions” if they do not make AYP over an extended period of time. NCLB also requires schools and districts that are in an improvement step to make AYP two years in a row in order to exit improvement status. Many stakeholders believe the sanctions and exit criteria are flawed and need to be changed. A different set of consequences will be proposed after consulting with OSPI and stakeholders statewide.

While the Accountability Index cannot be used to determine AYP in 2009, it can still be calculated and made public so the details of the index can be used for educational purposes and by OSPI in its assistance decisions. Eventually, schools and districts with the most significant need should be placed in the Priority tier and offered significant state support that is tailored to meet their specific needs (participation is voluntary). If extra assistance is not accepted and improvement does not occur, a binding corrective action plan would be established between the district and the state, if authorized by the Legislature.⁶

⁶ ESHB 2261, passed by the 2009 Legislature, contains language on this issue.

RECOGNITION

Index results can be calculated retroactively and used for recognition purposes. Providing recognition in Fall 2009 would be considered “Phase I” in the implementation of the accountability system, with full implementation contingent upon the provision of adequate funding. Using the index in this way will provide a more valid picture of school/district performance than AYP results, and it will introduce the concepts to the various stakeholders prior to its full implementation.

The recognition system should (1) be transparent and simple to understand, (2) rely mainly on criterion-referenced measures, and (3) provide multiple ways to demonstrate success. The recognition system is based on the belief that people are motivated more by success than by blame or guilt, and they need clear, challenging, and attainable goals.

SBE and OSPI are working together to create a unified recognition system based on the index results. At least two forms of recognition should be considered. The first is for “Outstanding Overall Performance” and the second is for “Noteworthy Performance.” The form of recognition given should depend on the difficulty of reaching the award criteria: recognition for Outstanding Overall Performance should have a high profile, while recognition for Noteworthy Performance should be handled in an inexpensive and efficient manner.

Outstanding Overall Performance (8 types)

SBE should provide recognition based on high levels of performance in eight areas: the index, each of the five outcome areas, for closing the achievement gaps (a minimal difference between non-low income and low income ratings in all subjects), and for a small percentage of schools with high levels of gifted students. To ensure only truly outstanding performance is recognized, schools and districts should meet the following conditions.

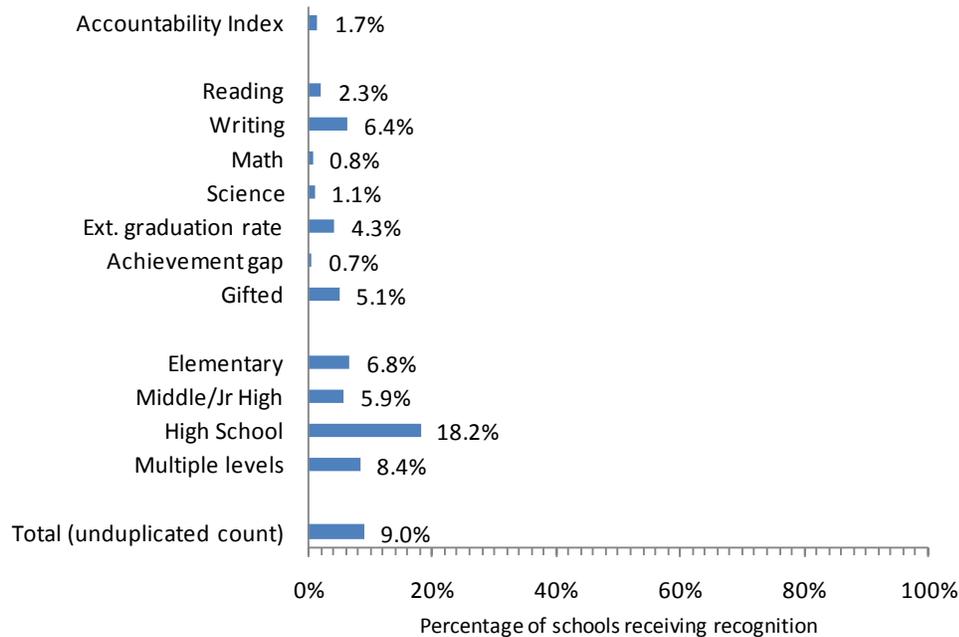
- (a) For the **index**, the 2-year average must be at least 5.50 and there must be fewer than 10% students designated as gifted each year.
- (b) For **reading, writing, math, science**, and the **extended graduation rate**, the overall (column) 2-year average must be at least 6.00, at least 2 of the 4 cells in the column must be rated each year, and there must be fewer than 10% students designated as gifted each year.
- (c) For the **achievement gap**, there must be at least 10 students in at least 2 of the 5 outcomes (columns) in both of the income-related cells (non-low income and low income), there can be no rating of 1 in any income-related cell or peer cell, there can be no more than a 1-point difference in the rating between the two income-related cells,⁷ and there must be fewer than 10% students designated as gifted each year. Each of the above criteria must be met two years in a row.
- (d) For **schools with gifted programs**, the top 5% of schools in grade band—elementary, middle, high, and multi-level—that have at least 10% gifted students would receive this type of recognition, based on the 2-year average peer ratings in all four subjects.

Figure 1 shows the percentage of all schools that met the criteria in 2008. If the system were in place, recognition would have been given to 191 different schools in a total of 277 areas (some

⁷For example, if the reading non-low income cell is rated 5, the reading low-income cell could be rated no lower than 4 and no higher than 6.

schools would have received recognition in more than one area). This represents 9% of all schools. This level of recognition is similar to the OSPI’s School of Distinctions award.

Figure 1: Percentage of Schools Meeting “Outstanding Overall Performance” Criteria (2008)



Noteworthy Performance (21 types)

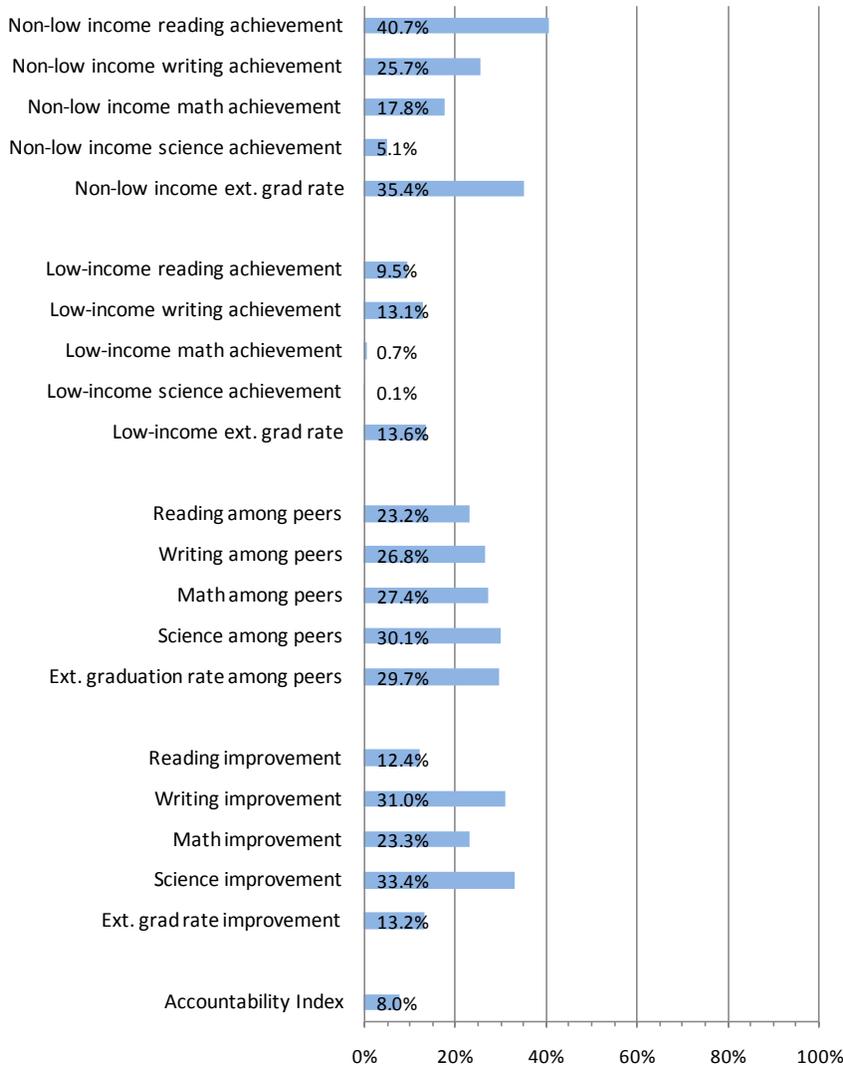
OSPI should consider giving recognition to schools and districts for each of the 20 cells of the matrix when the 2-year average for a cell is at least 5.50, and for the index when the 2-year average is at least 5.00. To receive this type of recognition, schools and districts should also meet the following conditions.

- (a) No rating below 5 can occur in either year in the 20 cells of the accountability matrix.
- (b) Recognition for non-low income cells in reading and writing requires a minimum 2-year average of the low income group of 4.00.

This option provides recognition to far more schools because it is based on performance in each of the 20 cells of the matrix as well as the index. More than 80% of the schools statewide (1,618 in total) met the criteria in some way in 2008, and some schools would have received recognition for performance in many of the cells of the matrix.

Figure 2 shows the percentage of schools that met the criteria for recognition in the 21 cells in 2008. Some areas would have received more recognition than others. The largest number of schools (40%) met the minimum criteria for non-low income reading achievement (even when requiring the low income group to have at least a 4.0 average). Achievement in math, science, and among low-income students had far fewer schools meeting the criteria. For the index, 8% had an overall 2-year average of at least 5.00.

Figure 2: Percentage of Schools Meeting “Noteworthy Performance” Criteria (2008)



Other forms of recognition could be given by OSPI or SBE based on their priorities. For example, OSPI could recognize a certain percentage of schools in math and science, even if they do not meet the criteria discussed above. Monetary compensation is not recommended, although matrix data could be used to generate schoolwide bonuses if the Legislature includes these as part of any law or reforms of the basic education finance system in the future.

REMAINING WORK

A number of issues must still be resolved before the index can be implemented effectively. Various OSPI and SBE activities need to be integrated and aligned with one another (e.g., how the index relates to NCLB requirements, how to use the index to identify Priority schools and districts, how and when assistance and recognition occur, how index results are represented and made available to the public). The methods for holding alternative schools accountable need further development. Finally, the proposed accountability system will need to remain flexible in order to adapt to changes in NCLB and graduation requirements, the assessment system and content standards, and other factors that may impact the results.

Summary of Accountability Recommendations for

- **English Language Learners (ELLs)**
- **Alternative Schools**
- **Recognition**

April 27, 2009

Pete Bylsma, EdD, MPA

Three accountability issues have been discussed with various stakeholders during the past three months: (1) how to count the results of English language learners (ELLs) in the accountability index, (2) how to hold alternative schools accountable, and (3) how to recognize schools and districts using the Accountability Index data. This paper summarized the results of those discussions and presents the recommended approach to each. These recommendations reflect the views provided by the stakeholders. More details on each issue are provided in separate documents.

COUNTING RESULTS OF ENGLISH LANGUAGE LEARNERS (ELLs)

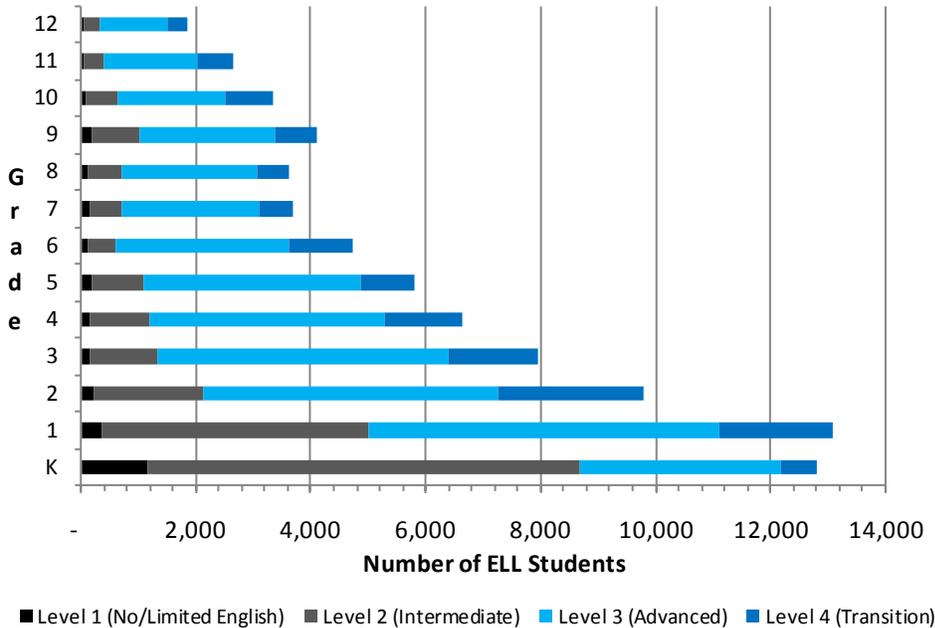
Federal accountability regulations (NCLB) require states to include the reading and math results of ELLs who are in their second year of enrollment in a U.S. public school, regardless of their English ability, when determining adequate yearly progress (AYP). Most stakeholders believe this requirement leads to invalid accountability results and forces schools to use unethical testing practices. To increase the validity of federal accountability results, OSPI repeatedly requested that ELL test results not be included during a student's first three years of enrollment in a U.S. public school or until the student achieves an advanced level of English proficiency (Level 3) on the Washington Language Proficiency Test (WLPT), whichever comes first. More recently, OSPI proposed using the ELL results in the second year of U.S. enrollment when determining AYP, but the definition of proficiency would be based on a "sliding scale" according to a student's level of English proficiency as measured on the WLPT. The U.S. Education Department has denied OSPI's requests to use both policies.

Various stakeholder groups and technical advisors discussed how best to use ELL results when calculating the Accountability Index. They considered the merits and disadvantages of both of the above approaches—the "extended exemption" and the "sliding scale"—as well as other options. Both approaches produced a very small positive impact on the index results.¹ While the effect of both approaches is small, the minor gains are nevertheless important to educators who support a new approach to increase the fairness and validity of accountability results. While there was support for both approaches, ultimately a majority of stakeholders preferred using the "extended exclusion" approach because it is simpler to understand and communicate. It is also consistent with OSPI's request to the U.S. Education Department and with empirical evidence on the amount of time it takes ELLs to acquire language skills and meet state standards. Moreover, the 3-year exclusion does not exclude many ELL results because (a) most ELLs have been enrolled for 3

¹ Analyses of a district with a high level of ELL students found that both methods improved the percentage of non-low income students meeting standard in the various content areas by 1 percentage point and the percentage of low income students meeting standard by about 7 percentage points (ELL students are more likely to be low income). The overall index for this district improved by 0.1 on a 7-point scale using both methods.

years by the time they first take a state assessment in grade 3, and (b) most ELLs in grades 3-10 have achieved advanced level on the WLPT (see Figure 1).²

Figure 1: WLPT Results in 2008, by Grade and Language Proficiency Level



Stakeholders were unanimous in wanting OSPI to provide more information about the performance of ELLs. Currently, OSPI reports no WLPT results for the state, districts, or schools on the Report Card, even though they are available. OSPI recently used new methods to estimate the WASL scale score needed by ELLs to be “on track” to meet standard when they acquire English proficiency. Stakeholders saw great value in having this kind of information available. These and the other WLPT results would be used in OSPI’s annual evaluation of the state program, and they would be reviewed as part of the analysis of schools and districts that do not make AYP two years in a row.

Three recommendations emerged from the stakeholder conversations.

1. WASL/WAAS results should be excluded from the accountability calculations for ELLs who are in the first three calendar years of U.S. public school enrollment or until Level 3 is reached on the WLPT, whichever comes first.
2. WLPT results should be made public on OSPI’s on-line Report Card.
3. OSPI should provide information to help districts and school know if ELLs are on track to meet standard based on their WLPT and WASL results.

² About 70% of all ELL students enter school in kindergarten, and they will have attended school for three years before taking the state assessment for the first time in grade 3. Of the ELL students who were enrolled in grades assessed by the WASL/WAAS (grades 3-8 and 10), more than 81% had reached the advanced level of the WLPT in 2008 and would have their scores included in the accountability calculations.

ACCOUNTABILITY FOR ALTERNATIVE SCHOOLS

Many types of alternative schools exist in the state.³ More than half the “schools” with this designation serve at-risk students in grades 9-12. Some believe these schools have taken on more challenging students, which allows more traditional schools to generate better outcomes with their remaining students. On the other hand, some alternative schools offer special programs for students who are not at-risk and who must meet rigorous academic requirements for admission. In addition, some are considered “alternative” because they do not use a normal school approach (e.g., digital learning, Parent Partnership Programs, programs offered by independent contractors or held on college campuses).

The wide variation in the focus, structure, and clientele of alternative programs poses unique accountability challenges. Their results are included in district results, but school-level outcomes may be very high or low, depending on the type of students served. As a result, no “peer” indicator is computed for these schools when calculating the accountability index. Most of these schools are relatively small—their total 2007 enrollment was less than 4% of enrollment statewide—but many serve student populations facing significant challenges. Alternative schools also frequently have very high mobility rates. Alternative schools, therefore, are over-represented in the Struggling tier: about 25% of all schools with an alternative school designation had a 2-year index average that placed them in the Struggling tier in 2008.

The Washington Association for Learning Alternatives (WALA) has compiled research on best practices among alternative schools. Findings from this research and from studies on effective schools provide a framework to hold alternative schools accountable. In addition, OSPI is collecting more information that will help educators and stakeholders understand outcomes in alternative (and other) schools. For example, it has created a database of students who achieve the Certificate of Academic Achievement via state-approved alternatives to the WASL. It has also begun collecting dropout recovery data and will soon collect data on student credits and courses that will allow for analyses of credits earned.

Stakeholders believe these schools should not be exempt from the normal accountability measures, but that they also require a different kind of analysis if they consistently do not make AYP. Specifically, two recommendations emerged from the stakeholder conversations.

1. Accountability for alternative schools should begin using the approach used for all schools. Each would receive an index score using the normal process (assignment of ratings using the same benchmarks, averaging the rating).
2. For alternative schools not making AYP two years in a row or in school improvement, a deeper analysis should examine existing data as well as factors related to best practices.

The deeper analysis conducted by OSPI would include recommendations about areas where improvement needs to occur in the future. If an alternative school does not make AYP again the following year, the areas that needed improvement would be the main focus on the deeper analysis.

³ “Alternative school” is a generic term referring to any school that is not identified as a regular school in the OSPI database. This includes alternative schools, ELL and special education centers, psychiatric facilities, private schools on contract, and long-term correctional institutions. It does *not* include tribal schools. Jails and juvenile detention centers are not authorized to give assessments, so they are excluded from accountability decisions.

RECOGNITION RECOMMENDATIONS

The Legislature requires SBE to “adopt objective, systematic criteria” to identify schools and districts for recognition and for receiving additional state support. The SBE accountability system uses a 20-cell matrix that measures five outcomes in four ways, as shown in Table 1. The results for the cells are rated on a scale of 1 to 7 (see Appendix A). The ratings are averaged to create the Accountability Index. Averages for the outcomes and indicators are also computed to provide more feedback to educators.

Table 1: Matrix of Accountability Measures

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

Several principles guided the development of the recognition system. The system should (1) be transparent and simple to understand, (2) rely mainly on criterion-referenced measures, and (3) provide multiple ways to demonstrate success. Based on stakeholder feedback, **two forms of recognition should be given: “Outstanding Overall Performance” and “Noteworthy Performance.”** Other forms of recognition could be given as well based on index data.

Outstanding Overall Performance (8 types)

SBE should provide recognition based on high levels of performance in the index, each of the five outcome areas, and for closing the achievement gaps (i.e., only a small difference between non-low income and low income ratings in all subjects). To ensure only truly outstanding performance is recognized, schools and districts should meet the following conditions.

- (a) For the **index**, the 2-year average must be at least 5.50, at least 10 cells of the matrix are rated each year, and there must be fewer than 10% students designated as gifted each year.
- (b) For **reading, writing, math, science**, and the **extended graduation rate**, the overall (column) 2-year average must be at least 6.00, at least 2 of the 4 cells in the column must be rated each year, and there must be fewer than 10% students designated as gifted each year.
- (c) For the **achievement gap**, there must be at least 10 students in at least 2 of the 5 outcomes (columns) in both of the income-related cells (non-low income and low income), there can be no rating of 1 in any income-related cell or peer cell, there can be no more than a 1-point difference in the rating between the two income-related cells,⁴ and there must be fewer than 10% students designated as gifted each year. Each of the above criteria must be met two years in a row.

⁴For example, if the reading non-low income cell is rated 5, the reading low-income cell could be rated no lower than 4 and no higher than 6.

(d) For **schools with gifted programs**, the top 5% of schools in grade band—elementary, middle, high, and multi-level—that have at least 10% gifted students would receive this type of recognition, based on the 2-year average peer ratings in all four subjects.⁵

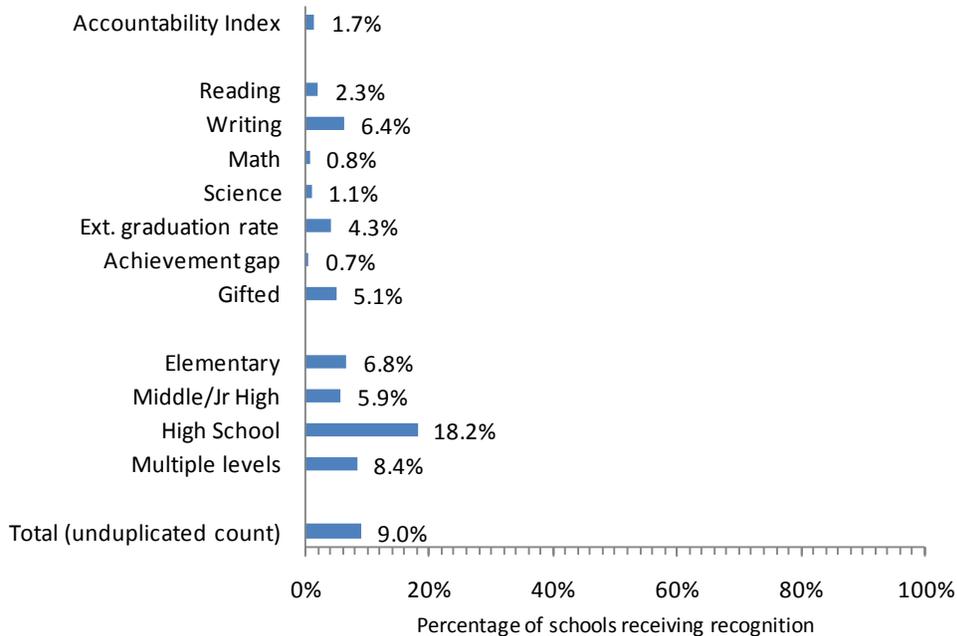
Table 2 shows the cells of the matrix that would be recognized. Figure 2 shows the percentage of schools that would have been recognized if it were in effect in 2008. Recognition would have been given to 191 different schools (9% of all schools) in a total of 277 areas (some schools would have received recognition in more than one area). Very few schools would have received recognition in math, science, the index, or for having closed the achievement gap.⁶

Table 2: Areas of Recognition for Outstanding Overall Performance

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext. Grad. Rate	
Achievement of non-low income	Compare the two income-related cells to each other in each column, must have no more than a 1-point difference in each column					
Achievement of low income						
Achievement vs. peers						Gifted*
Improvement from previous year						
Average	6.00	6.00	6.00	6.00	6.00	5.50

* The two-year average applies only to the four content areas (not the extended graduation rate).

Figure 2: Percentage of Schools Meeting “Outstanding Overall Performance” Criteria (2008)



⁵Results for the peer indicators control for the types of students attending the school (the percent gifted, low income, ELL, special education, and mobile). This ensures schools with the highest concentrations of gifted students so not automatically receive this form of recognition.

⁶The uneven results occur because recognition is given based on a set of criteria rather than on a percentage basis (a norm-referenced approach) and because of differences in the relative difficulty of the assessments.

Noteworthy Performance (21 types)

OSPI should consider providing recognition to schools and districts for each of the 20 cells of the matrix when the 2-year average for a cell is at least 5.50, and for the index when the 2-year average is at least 5.00. To receive this type of recognition, schools and districts should also meet the following conditions:

- (a) No rating below 5 can occur in either year in the 20 cells of the accountability matrix.
- (b) Recognition for non-low income cells in reading and writing requires a minimum 2-year average of the low income group of 4.00.

Table 3 shows the cells of the matrix that would be recognized and the minimum average. Figure 3 shows the percentage of schools that met the criteria for recognition in the 21 cells in 2008. Far more schools would have received this type of recognition because it is based on performance in each of the 20 cells of the matrix as well as the index. More than 80% of the schools statewide (1,618 in total) met the criteria in some way, and some schools would have received recognition for performance in many of the cells of the matrix. The largest number of schools (40%) met the minimum criteria for non-low income reading achievement (even when requiring the low income group to have at least a 4.0 average). Achievement in math, science, and among low-income students had far fewer schools meeting the criteria. For the index, 8% had an overall 2-year average of at least 5.00.

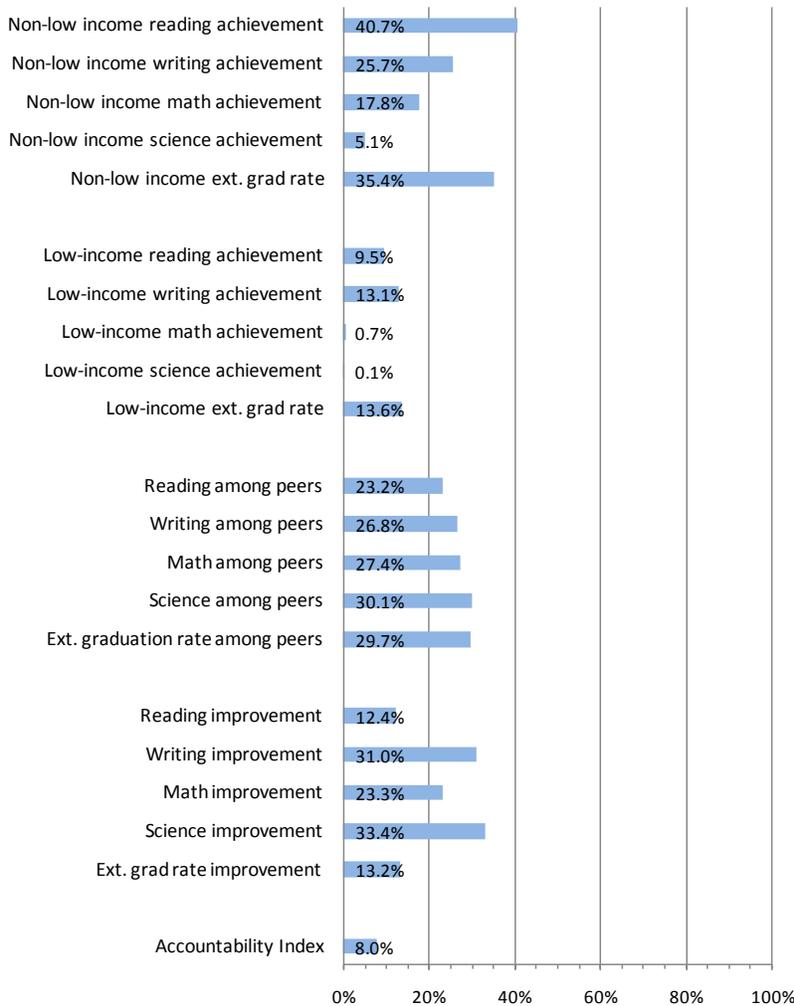
Appendix B provides more results for both types of recognition.

Table 3: Areas of Recognition and 2-Year Average Required for Noteworthy Performance

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

**Recognition in these cells requires the low-income cell to have a 2-year average of at least 4.00.

Figure 3: Percentage of Schools Meeting “Noteworthy Performance” Criteria (2008)



Forms and Timing of Recognition

The *Outstanding Overall Performance* award should be recognized in a significant manner, such as through a special event and banner. Relatively few schools (less than 200 statewide) reached these levels in 2008, so the extra cost will be relatively minimal. For *Noteworthy Performance*, recognition should be via a letter to the district with the names of the schools that are to be recognized and the reason for recognition. The results should also be posted on the OSPI Web site. This is the least expensive and most efficient form of recognition.

Other forms of recognition could be given by either OSPI or SBE based on their priorities. For example, OSPI could recognize a certain percentage of schools in math and science, even if they do not meet the criteria discussed above. Monetary compensation is not recommended, although matrix data could be used to generate schoolwide bonuses if the Legislature includes these as part of any law or reforms of the basic education finance system in the future.

The index can be computed retroactively using existing data, so it should be used for recognition purposes in Fall 2009. Providing recognition would be “Phase I” in the implementation of the accountability system, with full implementation contingent upon adequate funding.

Appendix A

Benchmarks and Ratings for Outcomes and Indicators

		OUTCOMES				
		READING	WRITING	MATH	SCIENCE	EXT. GRAD. RATE ¹
INDICATORS	ACHIEVEMENT (NON-LOW INCOME)	<u>% MET STANDARD</u> <u>RATING</u>			<u>RATE</u> <u>RATING</u>	
		90 - 100% 7			> 95 7	
		80 - 89.9% 6			90 - 95% 6	
		70 - 79.9% 5			85 - 89.9% 5	
	ACHIEVEMENT (LOW INCOME)	60 - 69.9% 4			80 - 84.9% 4	
		50 - 59.9% 3			75 - 79.9% 3	
		40 - 50% 2			70 - 74.9% 2	
		< 40% 1			< 70% 1	
	ACHIEVEMENT VS. PEERS²	<u>DIFFERENCE IN LEARNING INDEX</u> <u>RATING</u>			<u>DIFFERENCE IN RATE</u> <u>RATING</u>	
		> .20 7			> 12 7	
		.151 to .20 6			6.1 to 12 6	
		.051 to .15 5			3.1 to 6 5	
		-.05 to .05 4			-3 to 3 4	
		-.051 to -.15 3			-3.1 to -6 3	
		-.151 to -.20 2			-6.1 to -12 2	
		< -.20 1			< -12 1	
	IMPROVEMENT (from previous year)	<u>CHANGE IN LEARNING INDEX</u> <u>RATING</u>			<u>CHANGE IN RATE</u> <u>RATING</u>	
		> .15 7			> 6 7	
		.101 to .15 6			4.1 to 6 6	
		.051 to .10 5			2.1 to 4 5	
		-.05 to .05 4			-2 to 2 4	
		-.051 to -.10 3			-2.1 to -4 3	
		-.101 to -.15 2			-4.1 to -6 2	
		< -.15 1			< -6 1	

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

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

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

Appendix B

Recognition Results, 2008

Distribution of Schools Meeting “Outstanding Overall Performance” Criteria (2008)

Type of Recognition	Elementary	Middle/ Jr. High	High	Multiple Levels	Total*
Index	27	1	1	4	33
Reading	26	3	11	4	44
Writing	29	13	62	14	118
Math	10	2	1	3	16
Science	16	4	1	0	21
Ext. Grad. Rate	—	—	10	10	20
Achievement Gap	12	0	0	2	14
Gifted	6	3	1	1	11
Total*	126	26	87	38	277
Total**	6.8%	5.9	18.2%	8.4%	9.0%

* Duplicated count (schools can be recognized in more than one area); 19 alternative schools are included in the totals.

**Based on unduplicated count of that type of school; a total of 191 schools would have been recognized.

Distribution of Schools Meeting “Noteworthy Performance” Criteria (2008)

	# of schools rated	Total recognized	Total percent
Non-low income reading achievement	1,841	750	40.7%
Non-low income writing achievement	1,668	428	25.7%
Non-low income math achievement	1,842	327	17.8%
Non-low income science achievement	1,636	84	5.1%
Non-low income ext. grad rate	460	163	35.4%
Low-income reading achievement	1,784	170	9.5%
Low-income writing achievement	1,536	201	13.1%
Low-income math achievement	1,785	13	0.7%
Low-income science achievement	1,522	2	0.1%
Low-income ext. grad rate	441	60	13.6%
Reading among peers	1,755	408	23.2%
Writing among peers	1,710	458	26.8%
Math among peers	1,757	482	27.4%
Science among peers	1,679	505	30.1%
Ext. graduation rate among peers	333	99	29.7%
Reading improvement	1,932	240	12.4%
Writing improvement	1,861	577	31.0%
Math improvement	1,931	449	23.3%
Science improvement	1,840	614	33.4%
Ext. grad rate improvement	453	60	13.2%
Accountability Index	1,972	158	8.0%

Recognition Recommendations

April 27, 2009

Pete Bylsma, Ed.D., M.P.A.

The state should give two types of recognition using data from the Accountability Index matrix: for “Outstanding Overall Performance” in eight areas, and for “Noteworthy Performance” in 21 areas. Relatively few schools would receive the first type of recognition because they must meet very rigorous criteria; a majority of schools would likely receive recognition for Noteworthy Performance in one or more of the 21 cells of the matrix. Data from the matrix can be used for other recognition purposes as well. The form of recognition given should depend on the difficulty of reaching the award criteria—recognition for Outstanding Overall Performance should have a high profile, while recognition for Noteworthy Performance should be handled in an inexpensive and efficient manner.

BACKGROUND

The Legislature requires the State Board of Education (SBE) to “adopt objective, systematic criteria” to identify schools and districts for recognition and for receiving additional state support. The proposed criteria are in the form of a 20-cell matrix that measures five outcomes in four ways, as shown in Table 1. The results for the cells are rated on a scale of 1 to 7 (see Appendix A). The ratings are averaged to create the Accountability Index. Averages for the outcomes and indicators are also computed to provide more feedback to educators.

Table 1: Matrix of Accountability Measures

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

Several principles guided the development of the recognition system. The system should (1) be transparent and simple to understand, (2) rely mainly on criterion-referenced measures, and (3) provide multiple ways to demonstrate success. SBE and OSPI should work together to create a unified recognition system (see Appendix B for the current types of recognition).

Based on stakeholder feedback, two forms of recognition should be given, as described below. The first is for “Outstanding Overall Performance” and the second is for “Noteworthy Performance.” The rationale for each type of recognition is provided in Appendix C.

1. OUTSTANDING OVERALL PERFORMANCE (8 TYPES)

Provide recognition based on high levels of performance in the index, each of the five outcome areas, and for closing the achievement gaps (i.e., only a small difference between non-low income and low income ratings in all subjects). To ensure only truly outstanding performance is recognized, schools and districts must meet the following conditions.

(a) For the **index**, the 2-year average must be at least 5.50 and there must be fewer than 10% students designated as gifted each year.

(b) For **reading, writing, math, science**, and the **extended graduation rate**, the overall (column) 2-year average must be at least 6.00, at least 2 of the 4 cells in the column must be rated each year, and there must be fewer than 10% students designated as gifted each year.

(c) For the **achievement gap**, there must be at least 10 students in at least 2 of the 5 outcomes (columns) in both of the income-related cells (non-low income and low income), there can be no rating of 1 in any income-related cell or peer cell, there can be no more than a 1-point difference in the rating between the two income-related cells,¹ and there must be fewer than 10% students designated as gifted each year. Each of the above criteria must be met two years in a row.

Each of the above seven recognition areas require fewer than 10% of the students to be designated as gifted in each year. Statewide approximately 3% of all students received this designation in 2008, so schools with 10% or more gifted students have unusually high concentrations of the most capable students. This often occurs when a district decides to concentrate these types of students in one location so they can take advantage of special programs that meet their needs. The exclusion criterion prevents school from receiving this type of recognition because they will likely have much higher than normal ratings based on district enrollment decisions. Hence, an eighth recognition area needs to be based on criteria that ensures these types of schools can also receive recognition for outstanding overall performance.

(d) For **schools with gifted programs**, the top 5% of schools in grade band—elementary, middle, high, and multi-level—that have at least 10% gifted students would receive this type of recognition, based on the 2-year average peer ratings in all four subjects.²

Table 2 shows the eight areas of the accountability matrix that would be recognized for Outstanding Overall Performance.

Table 2: Areas of Recognition for Outstanding Overall Performance

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext. Grad. Rate	
Achievement of non-low income	Compare the two income-related cells to each other in each column, must have no more than a 1-point difference in each column					
Achievement of low income						
Achievement vs. peers						Gifted*
Improvement from previous year						
Average	6.00	6.00	6.00	6.00	6.00	5.50

* The two-year average applies only to the four content areas (not the extended graduation rate).

Figure 1 and Table 3 show the percentage of all schools that met the criteria in 2008. If the system were in place, recognition would have been given to 191 different schools in a total of 277 areas

¹For example, if the reading non-low income cell is rated 5, the reading low-income cell could be rated no lower than 4 and no higher than 6.

²Results for the peer indicators control for the types of students attending the school (the percent gifted, low income, ELL, special education, and mobile). This ensures schools with the highest concentrations of gifted students so not automatically receive this form of recognition.

(some schools would have received recognition in more than one area). This represents 9% of all schools. Elementary schools represent the largest percentage of schools statewide, so they would have been recognized most often. However, high schools were more likely to be recognized because of their strong performance in writing. Very few schools would have received recognition in math, science, the index, or for having closed the achievement gap in all areas.³ Finally, 5% of the schools with high concentrations of gifted students receive this form of recognition. A total of 116,000 students were enrollment in the 191 schools in 2008 (11% of all students), with an average size was slightly more than 600 students per school.

Figure 1: Percentage of Schools Meeting “Outstanding Overall Performance” Criteria (2008)

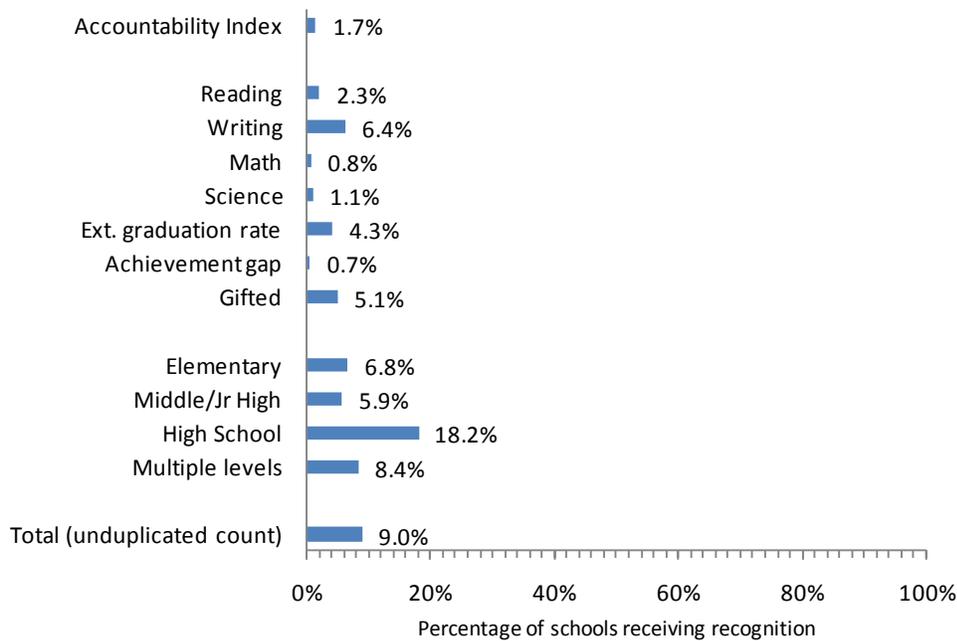


Table 3: Distribution of Schools Meeting “Outstanding Overall Performance” Criteria (2008)

Type of Recognition	Elementary	Middle/ Jr. High	High	Multiple Levels	Total*
Index	27	1	1	4	33
Reading	26	3	11	4	44
Writing	29	13	62	14	118
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Total*	126	26	87	38	277
Total**	6.8%	5.9	18.2%	8.4%	9.0%

* Duplicated count (schools can be recognized in more than one area); 19 alternative schools are included in the totals.

**Based on unduplicated count of that type of school; a total of 191 schools would have been recognized.

³The uneven results occur because recognition is given based on a set of criteria rather than on a percentage basis (a norm-referenced approach) and because of differences in the relative difficulty of the assessments.

2. NOTEWORTHY PERFORMANCE (21 TYPES)

Provide recognition to schools and districts for each of the 20 cells of the matrix when the 2-year average for a cell is at least 5.50, and for the index when the 2-year average is at least 5.00. To receive this type of recognition, schools and districts must also meet the following conditions.

- (a) No rating below 5 can occur in either year in the 20 cells of the accountability matrix.
- (b) Recognition for non-low income cells in reading and writing requires a minimum 2-year average of the low income group of 4.00.

Table 4 shows the areas where recognition would be given and the minimum average.

Table 4: Required 2-Year Average for Noteworthy Performance

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

**Recognition in these cells requires the low-income cell to have a 2-year average of at least 4.00.

This option provides recognition to far more schools because it is based on performance in each of the 20 cells of the matrix as well as the index. More than 80% of the schools statewide (1,618 in total) met the criteria in some way, and some schools would have received recognition for performance in many of the cells of the matrix.

Figure 2 and Table 5 show the percentage of schools that met the criteria for recognition in the 21 cells in 2008. Some areas would have received more recognition than others. The largest number of schools (40%) met the minimum criteria for non-low income reading achievement (even when requiring the low income group to have at least a 4.0 average). Achievement in math, science, and among low-income students had far fewer schools meeting the criteria. For the index, 8% had an overall 2-year average of at least 5.00.

Figure 2: Percentage of Schools Meeting “Noteworthy Performance” Criteria (2008)

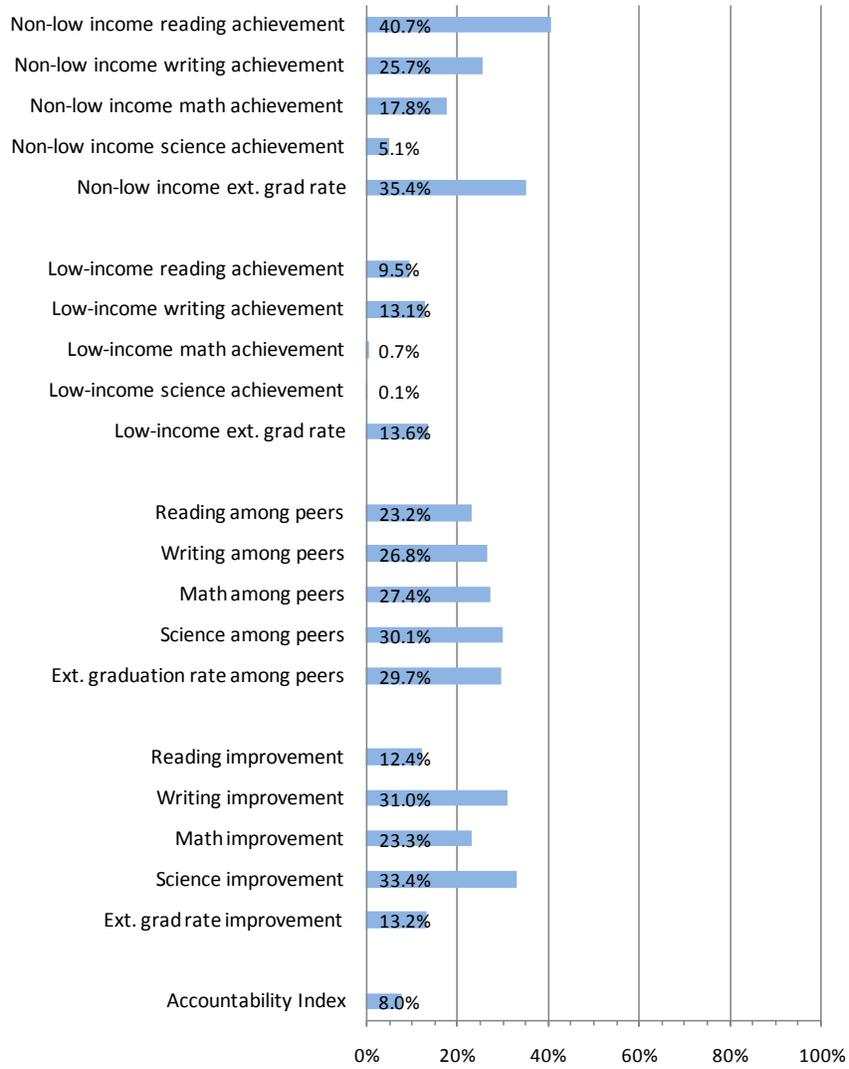


Table 5: Distribution of Schools Meeting “Noteworthy Performance” Criteria (2008)

	# of schools rated	Total recognized	Total percent
Non-low income reading achievement	1,841	750	40.7%
Non-low income writing achievement	1,668	428	25.7%
Non-low income math achievement	1,842	327	17.8%
Non-low income science achievement	1,636	84	5.1%
Non-low income ext. grad rate	460	163	35.4%
Low-income reading achievement	1,784	170	9.5%
Low-income writing achievement	1,536	201	13.1%
Low-income math achievement	1,785	13	0.7%
Low-income science achievement	1,522	2	0.1%
Low-income ext. grad rate	441	60	13.6%
Reading among peers	1,755	408	23.2%
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Math improvement	1,931	449	23.3%
Science improvement	1,840	614	33.4%
Ext. grad rate improvement	453	60	13.2%
Accountability Index	1,972	158	8.0%

FORMS AND TIMING OF RECOGNITION

- The *Outstanding Overall Performance* award should be recognized in a significant manner, such as through a special event and banner. This is how Schools of Distinction were recognized. Relatively few schools (less than 200 statewide) reached these levels in 2008, so the extra cost will be relatively minimal. Public officials (e.g., legislators, OSPI staff, State Board of Education members, the Governor) could participate in any state and/or local celebrations.
- For *Noteworthy Performance*, recognition should be via a joint SBE/OSPI letter to the district with the names of the schools that are to be recognized and the reason for recognition. The results would also be posted on the OSPI Web site, as they are now. This is the least expensive and most efficient form of recognition, which is appropriate given the large number of schools that would receive this type of recognition.
- Other forms of recognition could be given by either OSPI or SBE based on their priorities. For example, OSPI could recognize a certain percentage of schools in math and science, even if they do not meet the criteria discussed above. Monetary compensation is not recommended, although matrix data could be used to generate schoolwide bonuses if the Legislature includes these as part of any law or reforms of the basic education finance system in the future.

The index can be computed retroactively using existing data, so it should be used for recognition purposes in Fall 2009. Providing recognition at that time would be considered “Phase I” in the implementation of the accountability system, with full implementation contingent upon adequate funding.

APPENDIX A

Benchmarks and Ratings for Outcomes and Indicators

		OUTCOMES				
		READING	WRITING	MATH	SCIENCE	EXT. GRAD. RATE ¹
INDICATORS	ACHIEVEMENT (NON-LOW INCOME)	<u>% MET STANDARD</u> <u>RATING</u>			<u>RATE</u> <u>RATING</u>	
		90 - 100%7			> 95 7	
		80 - 89.9%6			90 - 95% 6	
		70 - 79.9%5			85 - 89.9% 5	
	ACHIEVEMENT (LOW INCOME)	60 - 69.9%4			80 - 84.9% 4	
		50 - 59.9%3			75 - 79.9% 3	
		40 - 50%2			70 - 74.9% 2	
		< 40%1			< 70% 1	
	ACHIEVEMENT VS. PEERS²	<u>DIFFERENCE IN LEARNING INDEX</u> <u>RATING</u>			<u>DIFFERENCE IN RATE</u> <u>RATING</u>	
		> .207			> 12 7	
		.151 to .206			6.1 to 12 6	
		.051 to .155			3.1 to 6 5	
		-.05 to .054			-3 to 3 4	
		-.051 to -.153			-3.1 to -6 3	
		-.151 to -.202			-6.1 to -12 2	
		< -.201			< -12 1	
	IMPROVEMENT (from previous year)	<u>CHANGE IN LEARNING INDEX</u> <u>RATING</u>			<u>CHANGE IN RATE</u> <u>RATING</u>	
		> .157			> 6 7	
		.101 to .156			4.1 to 6 6	
		.051 to .105			2.1 to 4 5	
		-.05 to .054			-2 to 2 4	
		-.051 to -.103			-2.1 to -4 3	
		-.101 to -.152			-4.1 to -6 2	
		< -.151			< -6 1	

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

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

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

APPENDIX B

Current Federal and State Recognition Programs

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

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

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

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

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

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

APPENDIX C

Rationale for Recommendations

Rationale for Both Types of Recognition

- The recommended minimum 2-year averages are challenging but reachable targets. If a goal is too high, few will think they can reach it and the reward of recognition loses its motivational power.
- The same criteria are used for each subject for schools and districts for simplicity.
- The recognition system is based on a “theory of change” that people are motivated more by success than by blame or guilt and need clear, challenging, and attainable goals.
- The goals are criteria-based so schools/districts know what needs to be done to be recognized, and they do not have to worry about the performance of others. This goals are clear and encourages collaboration and cooperation among educators.
- Requiring minimum ratings ensures recognition is given only for sustained exemplary performance and not based on one good year.
- Lower averages are justified for the index because it is harder to have a high average in multiple categories. The 5.00 average is the beginning of the Very Good tier, so it would include all schools/districts with an average in the Very Good or Exemplary tiers. The 5.50 average is the beginning of the Exemplary tier.

Rationale for “Outstanding Overall Performance”

- Recognizing relatively few schools in high priority areas demonstrates a commitment to these areas and provides more incentive to improve where the greatest improvement needs to occur.
- A more limited system ensures that any recognition that occurs is truly special. Having too many schools getting many awards reduces the significance of the recognition.
- The strongest predictor of the achievement gap is the difference between the two socioeconomic groups (non-low income and low income). The gap is measured in terms of the cells in the matrix rather than other gaps outside the matrix (e.g., the differences between race/ethnic groups).
- Outstanding sustained performance in schools with a “regular” student composition deserves recognition. Restricting the percentage of gifted students that are assessed provides a more accurate picture of school performance. High concentrations of gifted students generally inflate the results, making it easier for schools with special programs to receive recognition.

Rationale for “Noteworthy Performance”

- Giving recognition for all five outcomes and four indicators conveys the belief that all parts of the system are important. Recognizing fewer cells of the matrix could generate extra focus in some areas and not others.
- Requiring the low income reading and writing cells to have at least a 4.00 average ensures that cells that have high levels of performance do not get recognized if there is a significant achievement gap.
- There is no restriction on schools receiving recognition if they have 10% or more of their students designated as gifted. This allows all schools to be eligible for this type of recognition.
- Research has found that “small victories” support continuous improvement efforts. Education stakeholders viewed even minor forms of state recognition as a way to support improvement.

PROPOSED REVISION TO MATH RULE

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

Improving math achievement is consistent with the SBE's goals to improve student achievement overall, and to ensure Washington's students get the math foundation they need to succeed in post-secondary education, gainful employment, and citizenship.

BACKGROUND

In 2007, the Washington State Legislature directed the Board to increase the high school math graduation requirements from two to three credits (equivalent to three years of high school level math) and to determine the content of the three credits. After considering extensive public comment, the Board adopted a new math rule (WAC 180-51-066) in July 2008, effective for students in the graduating class of 2013.

Since the adoption of the rule, an issue has emerged that is not addressed in the current rule language, and never came up in the considerable public comment this rule generated. The issue pertains to students in the graduating class of 2013 who are presently in eighth grade, and may have successfully completed one or even two high school mathematics courses, most likely Algebra I and/or Geometry, or Integrated Mathematics I and/or II.¹ The law² permits students who have completed high school courses before attending high school to elect whether or not to record the high school credit on their transcript. However, the new math rule requires students to earn credit in Algebra I and Geometry (or Integrated Mathematics I and II).

As a result, counselors have asked the Board to clarify what math courses students need to take when they enter high school. This clarification is needed quickly because students are facing registration for ninth grade classes beginning in September 2009.

Why students may not record the credit. Students and parents may choose not to record the credit for a variety of reasons. For instance, some may be concerned about the earned grade. Others may feel that the student needs more time to grasp the

¹ The Board's December 2008 Transcript Study of almost 15,000 2008 graduates indicated that 26% of the students had earned high school math credit prior to ninth grade.

² RCW 28A.230.090 states that "If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit..."

concepts thoroughly. The district's approach to the decision making process may also affect the choice. Schools vary in the approaches they take; for example:

- Some districts may require students to decide at the beginning of the math course whether or not they intend to record the course/grade on their high school transcript.
- Some districts may allow students to decide at the end of the math course (after they know what grade they have earned) whether or not they want the course/grade recorded on their transcript.
- Some districts hold the line—once the decision is made, no changes are allowed.
- Some districts discourage students from recording the credit because it becomes part of the permanent record, and students may not earn a grade that they want on their record. Instead, they allow students to add the credit at a later date (i.e. at the extreme, a senior who wants to recapture a credit).
- Some districts may not ask the students/parents for a decision—they just count the math course for high school credit. When the student is a junior, they have a “junior review”. At this time, the student has the opportunity to choose to remove or keep the credits on the transcript. (This is a flawed policy because technically, nothing can be removed from the transcript once it has been officially recorded.)

While these practices may evolve as districts become more aware of the rule changes in the math graduation credit requirements, they are affecting this year's eighth grade (class of 2013) students.

POLICY CONSIDERATION

After consultation with legal counsel and OSPI staff, SBE staff recommends that the math rule be changed to permit students who have successfully completed math classes prior to ninth grade to elect one of two options:

- 1) Repeat the course(s) already taken in order to earn credit, *or*
- 2) Move on to the next level of math.

See the flow charts on the next pages for a graphic depiction as to how these two options would work.

Under the current version of the rule, the only option for the student is to repeat the course(s), because the rule states that students must earn credit in the designated courses. In some cases, that may be the most educationally sound decision for a student who may have barely passed the first attempt and/or has only a weak understanding of the concepts. For this reason, staff recommends that this pathway continue to be an option for students.

However, for some students, it may be more educationally appropriate to move to the next level of math. The Board will need to consider which policy guideline will determine the courses a student must take for credit. Staff has prepared two revisions of the rule to reflect each policy guideline. Section iv (in bold) is the revised section.

Rule Revision I (“Progressive Sequence”). The current rule requires students to earn at least two credits in a progressive sequence (Algebra I and Geometry; Integrated Mathematics I and II). Is it important to mirror that policy in this revision? The draft language for Rule Revision I assumes that two credits in a progressive sequence is the defining policy guideline.

However, if two credits in a progressive sequence is not the defining policy guideline, then the Board should consider the following question.

Rule Revision II (“Education and Career Goal Sequence”). If the first high school credit that a student earns is in Algebra II³ (because the student took Algebra I and Geometry prior to ninth grade), does it matter to the Board what courses the student takes next? Or would it be sufficient to say that the student may elect two additional credits of math that are consistent with the educational and career goals of the student? The draft language for Rule Revision II reflects this policy guideline.

Difference between the two versions. The difference in the two versions really boils down to the second earned credit of math for students whose first earned credit is Algebra II, and it will affect only a very small proportion of students, most of whom are likely to continue to take higher levels of math. Put simply and in practical terms, does a student who has earned his or her first math credit toward graduation in Algebra II need to earn a second credit in:

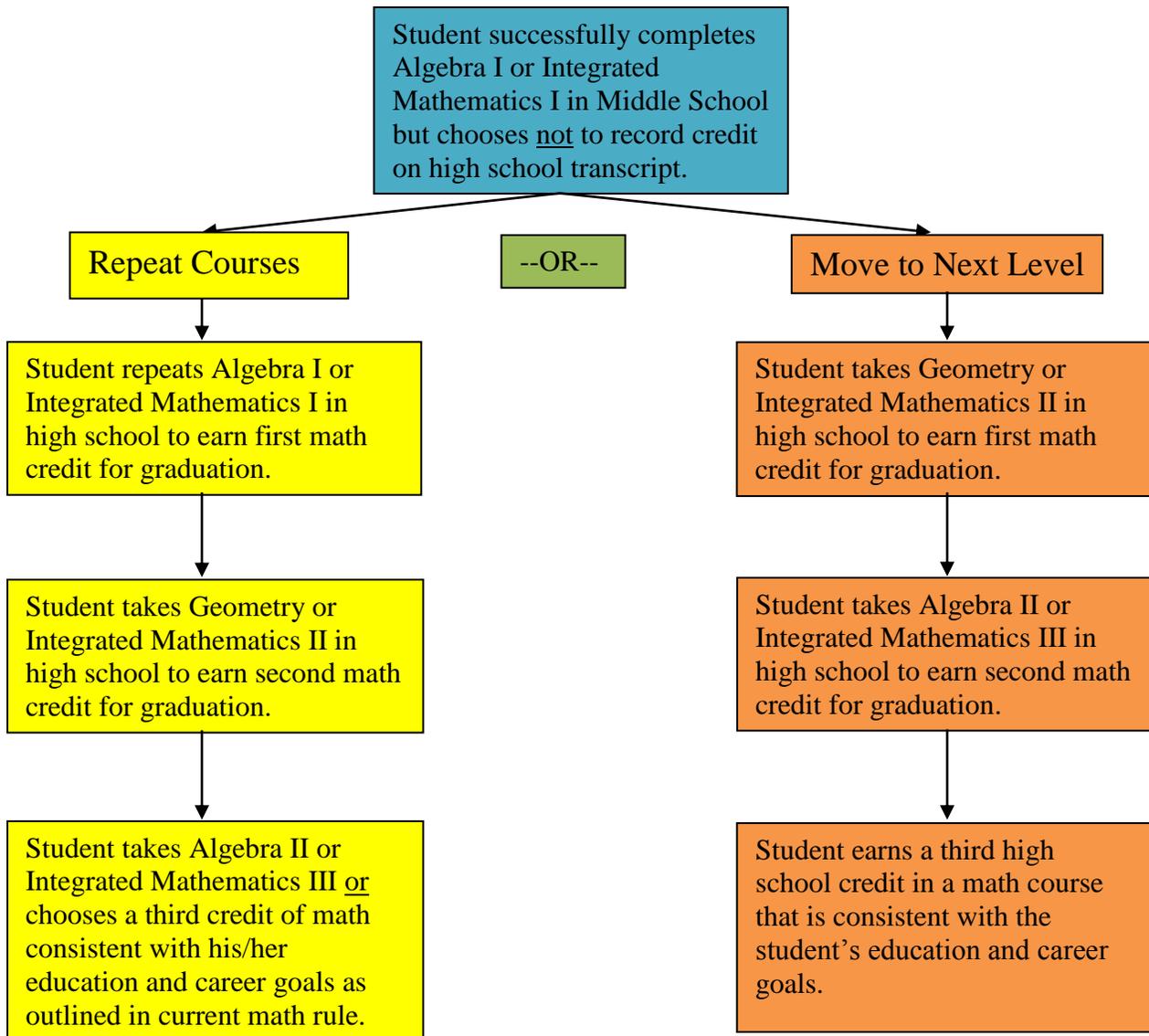
1. Pre-calculus, trigonometry, discrete mathematics, statistics? (courses that would typically be designated as a progressive sequence).
2. Any math course that meets their educational and career goals?

EXPECTED ACTION

The Board will be asked after the presentation to give staff direction about any revisions needed to the draft language before the rule is filed with the Code Reviser in preparation for a public hearing in July 2009.

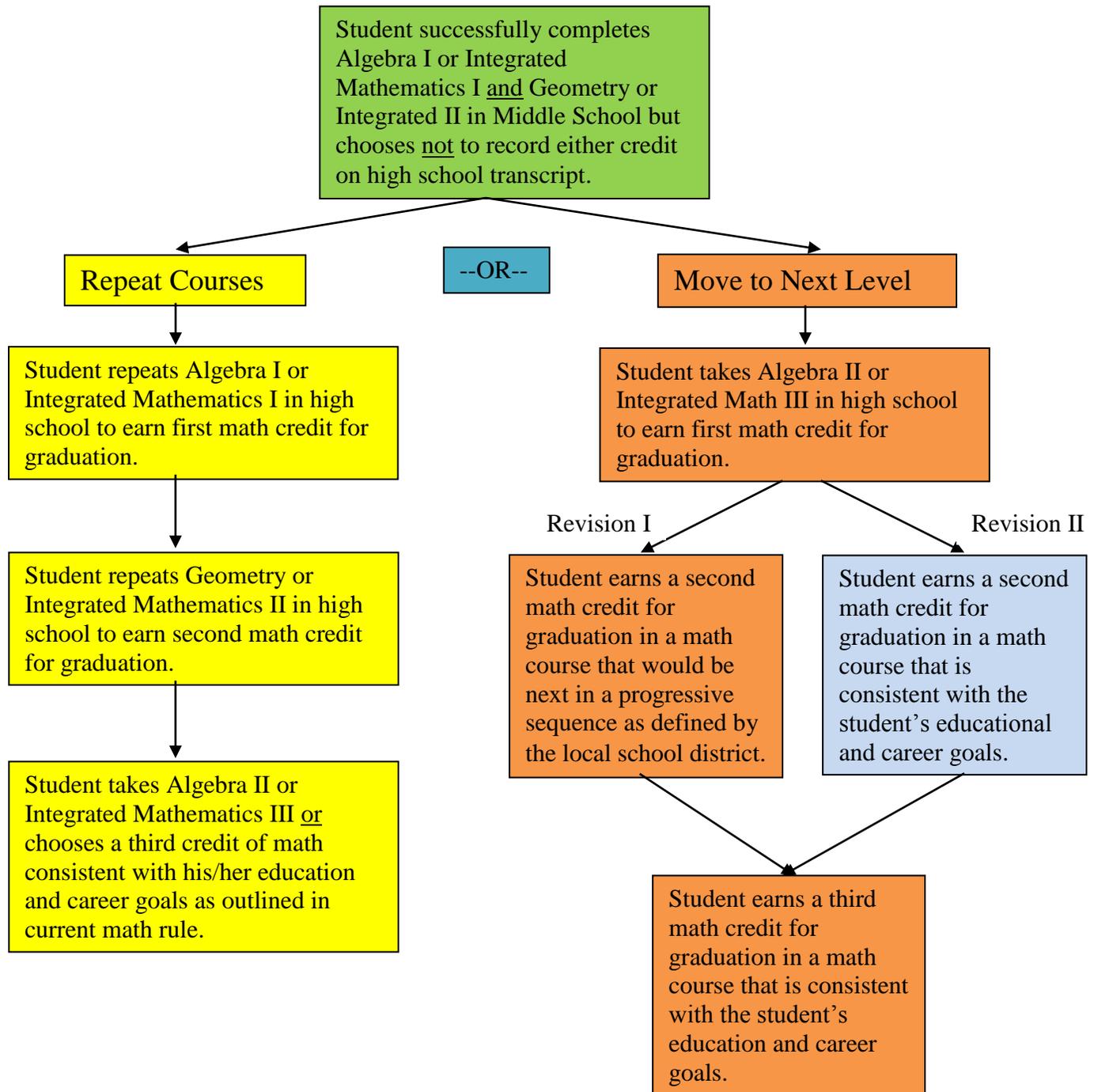
³ Or, Integrated Mathematics III, because the student has already successfully completed Integrated Mathematics I and II

Math Options for Students Who Complete ONE High School-level Math Course Prior to High School but Choose Not to Record the Credit



This graphic is consistent with the language of Rule Revision I.

Math Options for Students Who Complete TWO High School-level Math Courses Prior to High School but Choose Not to Record the Credits



Proposed Revision I to Math Rule (WAC 180-51-066)

WAC 180-51-066

Minimum requirements for high school graduation — Students entering the ninth grade on or after July 1, 2009.

(Only the mathematics section of the rule is duplicated here. The proposed revision is section iv, in **bold**. This version assumes that the defining policy guideline is to assure that students earn credits in two courses in a progressive sequence.)

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iii) or (iv) of this subsection, the three mathematics credits required under this section must include mathematics courses taken in the following progressive sequence:

(A) Algebra I, geometry, and algebra II; or

(B) Integrated mathematics I, integrated mathematics II, and integrated mathematics III; or

(C) Any combination of three mathematics courses set forth in (b)(i)(A) and (B) of this subsection.

(ii) A student may elect to pursue a third credit of mathematics, other than algebra II or integrated mathematics III if all of the following requirements are met:

(A) The student has completed, for credit, mathematics courses in:

(I) Algebra I and geometry; or

(II) Integrated mathematics I and integrated mathematics II; or

(III) Any combination of two mathematics courses set forth in (b)(ii)(A)(I) and (II) of this subsection;

(B) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(C) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra II or integrated mathematics III because it will better serve the student's education and career goals;

(D) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

(E) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed; and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b)(i)(A) or (B) or (ii)(A)(I) or (II) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(iv) A student who has taken and successfully completed prior to ninth grade algebra I or integrated mathematics I, geometry or integrated mathematics II, algebra II or integrated mathematics III, or any combination of courses taken in a progressive sequence as provided in (1)(b)(i)(C)), but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

a) Repeat the course(s) for credit in high school; or

b) Complete three credits of mathematics as follows:

(1) A student that has taken and successfully completed algebra I or integrated mathematics I shall:

(a) Earn the first high school credit in geometry or integrated mathematics II;

(b) Earn a second high school credit in algebra II or integrated mathematics III; and

(c) Earn a third high school credit in a math course that is consistent with the student's education and career goals.

(2) A student that has taken and successfully completed algebra I or integrated mathematics II, and geometry or integrated mathematics II, shall:

- (a) Earn the first high school credit in Algebra II or Integrated mathematics III;
- (b) Earn a second high school credit in a math course that would be next in a progressive sequence as defined by the local school district; and
- (c) Earn a third high school credit in a math course that is consistent with the student's education and career goals.

Proposed Revision II to Math Rule (WAC 180-51-066)

WAC 180-51-066

Minimum requirements for high school graduation — Students entering the ninth grade on or after July 1, 2009.

(Only the mathematics section of the rule is duplicated here. The proposed revision is section iv, in **bold**. This version assumes that the defining policy guideline is to assure that students who have earned credit in Algebra II or Integrated Mathematics III continue to earn their additional math credits toward graduation in courses of equal or greater rigor.)

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iii) or (iv) of this subsection, the three mathematics credits required under this section must include mathematics courses taken in the following progressive sequence:

(A) Algebra I, geometry, and algebra II; or

(B) Integrated mathematics I, integrated mathematics II, and integrated mathematics III; or

(C) Any combination of three mathematics courses set forth in (b)(i)(A) and (B) of this subsection.

(ii) A student may elect to pursue a third credit of mathematics, other than algebra II or integrated mathematics III if all of the following requirements are met:

(A) The student has completed, for credit, mathematics courses in:

(I) Algebra I and geometry; or

(II) Integrated mathematics I and integrated mathematics II; or

(III) Any combination of two mathematics courses set forth in (b)(ii)(A)(I) and (II) of this subsection;

(B) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(C) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra II or integrated mathematics III because it will better serve the student's education and career goals;

(D) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

(E) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed; and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b)(i)(A) or (B) or (ii)(A)(I) or (II) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(iv) A student who has taken and successfully completed prior to ninth grade algebra I or integrated mathematics I, geometry or integrated mathematics II, algebra II or integrated mathematics III, or any combination of courses taken in a progressive sequence as provided in (1)(b)(i)(C)), but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

a) Repeat the course(s) for credit in high school; or

b) Complete three credits of mathematics as follows:

(1) A student that has taken and successfully completed algebra I or integrated mathematics I shall:

- a) **Earn the first high school credit in geometry or integrated mathematics II;**
 - b) **Earn a second high school credit in algebra II or integrated mathematics III; and**
 - c) **Earn a third high school credit in a math course that is consistent with the student's education and career goals.**
- (2) A student that has taken and successfully completed algebra I or integrated mathematics II, and geometry or integrated mathematics II, shall:**
- a) **Earn the first high school credit in Algebra II or Integrated mathematics III; and**
 - b) **Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.**

RETREAT PLANNING

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

The Board will hold its annual retreat as part of its regular July Board meeting this year. The retreat will be used to review and obtain the following desired outcomes: 1) current progress towards the Board's goals and agreement on next steps, 2) Board functions and agreements on ideas for improvement, and 3) ways to determine how to leverage our role in the educational system.

BACKGROUND

Kris Mayer and Amy Bragdon are co-leaders of the retreat this year. Dee Endelman has agreed to serve as our facilitator. At the May Board meeting, Amy and Kris will ask the Board to form small groups to get their feedback on the desired outcomes with specific questions and elicit any other desired outcomes from Board members to obtain their input on the retreat. Dee Endelman will follow up with individual calls in late May and early June to each Board member to develop a final retreat plan. The retreat will be at the Inn at Gig Harbor. We will have a social time in the late afternoon of July 15, a full day retreat on July 16 and then a regular Board meeting on July 17.

Attached are the essential pieces of our Strategic Plan adopted last year. The System Performance Accountability, CORE 24/Meaningful High School Diploma Implementation and general HB 2261 work plans are also included here (as well as elsewhere in the packet).

POLICY CONSIDERATION

The Board's retreat planning discussion will be done in context of the Strategic Plan, work plans as well as the recent legislative actions on the state budget and policy bills as well as the Federal stimulus package.

Kris and Amy will begin the discussion with: "What have we accomplished this year?" for a whole group discussion and then the Board members will break into two groups to discuss the following guiding questions to help scope out the retreat:

1. How are we working together?
2. What is our role in the education system?
3. How do we define our Board's success?
4. What do we need to think about for the next year?

EXPECTED ACTION

None, although the Board's feedback will be incorporated into the final retreat plan.

**UPDATE ON CORE 24 IMPLEMENTATION TASK FORCE AND
MEANINGFUL HIGH SCHOOL DIPLOMA****SUMMARY OF POLICY ISSUE/STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN
GOALS**

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

BACKGROUND

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

CORE 24 Implementation Task Force. Twenty practitioners from all over the state have met twice to date to consider implementation issues associated with CORE 24. Board members Steve Dal Porto and Jack Schuster serve as co-leads. The ITF will meet again on: May 18, August 7, September 28, November 2 and a date to be announced in February 2010.

At the first meeting, the ITF reviewed the Task Force charter. Staff provided a baseline of knowledge about the origins of CORE 24 and current state requirements, while Duane Baker of The BERG Group, Inc. gave an overview of current course-taking patterns, using data from the transcript study of 2008 high school graduates.¹ Task Force members discussed what they would need to know in order to analyze the issues the Board asked them to address² and suggested strategies for obtaining the information.

At the second meeting, the ITF focused its attention on issues pertaining to the definition of career concentration and to considerations for the benefits and drawbacks of a "two for one" or "credit plus" policy. A "two for one" policy would enable students participating in a career and

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

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

technical education-equivalent course to receive one credit for the academic course-equivalent and “check off” that they have completed one of the three career concentration requirements. Two OSPI staff members and a panel of six skills center and career and technical education directors provided a foundation for substantive discussion by the ITF.

Generally, the ITF supported a flexible definition of career concentration that would:

- Enable students to fulfill their career concentration requirements in a variety of ways, including through general education and career and technical education courses.
- Be connected to the high school and beyond plan.
- Assure that one of the three credits addressed the standards of an exploratory career and technical course.

There was also general support for the concept of “two for one” or “credit plus” as long as there were clear parameters established by the state.

Meaningful High School Diploma (MHSD). The MHSD Advisory Committee met in a work session on March 24, 2009 to consider policy questions related to essential skills, career concentration, and the relationship between CORE 24 requirements and Higher Education Coordinating Board (HECB) admission standards. The committee heard a presentation about the Navigation 101 curriculum and its connection to essential skills such as financial literacy, career and life planning, public presentation, etc.

The main ideas that emerged from the career concentration discussion were:

- There needs to be flexibility and that flexibility should be tied to the high school and beyond plan.
- A concentration is not a “major,” and therefore the Board’s guidance that the career concentration should be a course “sequence” should be interpreted very loosely—or at least not interpreted as a mandate that the student must stick to an initially-chosen program. Students need to be able to change their minds.
- The substance of the current occupational education requirement should remain.

HECB staff provided details about the current four-year public minimum admissions requirements. Board member Eric Liu noted that the Board had a point of view about what constituted a well-rounded education for students in the state—in some cases, CORE 24 requirements exceed the HECB requirements, or require credits in areas that the HECB does not. That said, students intending to pursue entrance to a four-year public college in Washington need to meet the specific HECB content and credit requirements.

How—or whether—the Board connects the CORE 24 requirements with the HECB requirements is yet to be determined. The Board could decide to do nothing, and expect that districts will have sufficient information about the HECB expectations and will guide students to the appropriate courses. Or, the Board could be specific about alignment. Several K-12 practitioners on the Advisory Committee thought that specificity would assist districts that might not be aware of the details of the HECB requirements. For example, the HECB requires students to take two lab credits, and one of them must be algebra-based in biology, chemistry or physics. CORE 24 currently does not address the nature of a second lab credit. Should the Board elect to be more specific, this specificity could be expressed informally in the detail accompanying public handouts or graphics that the Board creates around CORE 24, and/or formally through rule.

CORE 24 and MHSD-related Research Projects. Staff is working on four related research projects, using Gates funding to support them.

1. **World Languages Competency-based Credit.** Staff is working in collaboration with OSPI staff on a project that will help seed a conversation about what competencies could reasonably be expected of a student who has taken two years (credits) of a world language. Gates funding is supporting the reading, writing, and speaking assessment of college students who have completed two quarters/10 credits of world language in college (generally considered equivalent to two years/2 credits at the high school level), and the reading, writing, and speaking assessment of high school students who have completed two years/2 credits in a world language. Assessment data in French, Spanish, German, Chinese, and Japanese is being sought. This is not a definitive research study, but rather a means of securing information about the performance of students in Washington in order to begin a conversation about what constitutes competency. The project will be completed by December 2009.
2. **Transcript Study Follow-Up I.** Staff has contracted with the BERC Group to learn more from the transcript study data, and will receive research briefs by the end of May 2009 that provide more detail about students' course-taking patterns:
 - In areas specified by CORE 24,
 - In schools with different percentages of low-income students,
 - In their senior year,
 - In alternative schools and in schools with different schedules.

Research briefs are also being prepared about the course-taking patterns of students who fail classes. Briefs on English Language Learners, and students from different racial/ethnic groups will provide information about these specific groups of students.

3. **Transcript Study Follow-Up II.** Staff plans to pursue a second study that will track the postsecondary choices made by the 2008 graduates in the study, and will match data with those attending community and technical colleges (CTC) to determine the performance and curriculum of students in their first year of CTC study i.e., what courses (particularly in math) did they take, and how well did they do? The CTCs are interested in knowing what courses students took in high school. Data about the first year of postsecondary study will not be available until August 2009, so this study will be conducted in Fall 2009.
4. **Algebra II-based Career and Technical Education (CTE) Course.** The CTE community is very interested in developing a mathematics class that would demonstrate the practical application of Algebra II concepts in different CTE career clusters. In this sense, it would be an interdisciplinary course, incorporating mathematics and multiple CTE fields. Gates funding will be used to seed the early development of the course, bringing mathematicians and CTE specialists together to develop modules that will ultimately become part of a coherent course districts could adapt for their use. Some modules will be completed by December 2009.

CORE 24 ITF and MHSD Work Plan. The work plan is included on the following page. The Board can expect to receive an interim report at its September 17-18, 2009 meeting with recommendations and analyses of phase-in considerations. A final report with general recommendations and analyses on all the issues considered by the Task Force and the

Meaningful High School Diploma Advisory Committee will be presented to the Board at the March 2010 meeting, following the last meeting of the Task Force.

POLICY CONSIDERATION

Recommendations and ideas emerging from the CORE 24 Implementation Task Force, Meaningful High School Diploma Committee, and various research projects will ultimately inform the Board as it:

- Continues to refine the proposed CORE 24 graduation requirements framework and move toward implementation, and
- Begins to work with the Quality Education Council created by SHB 2261 to recommend and inform the ongoing implementation by the legislature of an evolving program of basic education and the financing necessary to support the program.

EXPECTED ACTION

Information only; no action required at this time.

CORE 24 Implementation Task Force and MHSD Work Plan

Date	Topics/Outcomes
March 2, 2009	Orientation to charge and scope of task; identification of questions and strategies in topic areas identified by Board.
March 12-13, 2009 Board Meeting	Update on ITF Task Force Work.
March 24, 2009	MHSD Work Session on policy questions related to essential skills, career concentration, and relationship between CORE 24 requirements and HECB admissions standards.
April 13, 2009	<p>ITF Board charge: Make recommendations about ways to provide appropriate career preparation options, as well as career concentration options.</p> <p>Outcomes: Preliminary recommendations/considerations for:</p> <ul style="list-style-type: none"> • Operational definitions of career concentration. • “Two for one” or “credit plus” policy.
May 14-15, 2009 Board Meeting	Update on ITF Task Force and MHSD Advisory Group Work.
May 18, 2009	<p>ITF Board charge: Make recommendations about: 1) scheduling approaches to 24 credits that can meet the required 150 instructional hours and 2) ways to operationalize competency-based methods for meeting graduation requirements.</p> <p>Outcomes: Preliminary recommendations/considerations for:</p> <ul style="list-style-type: none"> • What might be needed from the state level to increase the practice of awarding competency-based credit? • Instructional hour definition of a credit. • Impact of CORE 24 on different types of school schedules.
July 15-17, 2009 Board Meeting	Report by BERC Group on First Transcript Study Follow-Up (deeper analysis of data); Update on ITF Task Force Work.
August 7, 2009	<p>ITF Board charge: Make recommendations about ways to phase in CORE 24, addressing issues such as teacher supply, infrastructure, etc.</p> <p>Outcomes: Preliminary recommendations/considerations to analyze realistic phase-in scenarios for CORE 24. (This information will assist the Board as it reflects on phase-in recommendations to be considered by the Quality Education Council established by the legislature.)</p>
September 17-18, 2009 Board Meeting	Interim Report presented at regular Board meeting on recommendations and analyses pertaining to phase-in considerations; Interim Report on World Language Competency Project.
September 28, 2009	<p>ITF Board charge: Make recommendations about ways to assist struggling students with credit retrieval and advancing their skills to grade level [and flexibility to accommodate all students].</p> <p>Outcomes: Preliminary recommendations/considerations to analyze ways to assist the system to support particular groups of students.</p>
November 2, 2009	ITF Board charge: Make recommendations about ways to assist struggling students with credit retrieval and advancing their skills to grade level [and flexibility to accommodate all students].

Date	Topics/Outcomes
	Outcomes: Preliminary recommendations/considerations to analyze ways to assist the system to support particular groups of students.
November 12-13, 2009 Board Meeting	Final Report on World Language Competency Project; Interim Report on Algebra II-based Career and Technical Education Interdisciplinary Course Development; Update on ITF and MHSD Advisory Group Work.
Fall 2009 (Date TBA)	MHSD Work Session on policy questions related to essential skills, culminating project, high school and beyond plan, and middle school.
January 13-14, 2010	Final Report on Second Transcript Study Follow-Up (transition to postsecondary opportunities); Update on ITF and MHSD Advisory Group Work; Final Report on Algebra II-based Career and Technical Education Interdisciplinary Course Development.
February 2010 (Date TBA)	<p>ITF Board charge: Begin the High School and Beyond Plan in Middle School.</p> <p>Outcomes: Preliminary recommendations/considerations to analyze:</p> <ul style="list-style-type: none"> • The advisability and logistics of satisfying high school requirements in middle school. • What needs to happen in middle school to increase the likelihood students will enter high school prepared for high school level work? • Guidelines for the High School and Beyond Plan.
March 18-19, 2010 Board Meeting	Final Report presented at regular Board meeting on general recommendations and analyses of all the issues considered by the Task Force and the Meaningful High School Diploma Advisory Committee.

UPDATE ON DELTA HIGH SCHOOL, A NEW STEM HIGH SCHOOL IN THE TRICITIES**SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS**

Delta High School is a new STEM (Science, Technology, Engineering and Math) public high school in Washington. The Board has worked on strengthening our math and science standards to create a world class education for our students. It also has an interest in promoting stronger student achievement in math and science to prepare students for careers in these high demand fields. This new high school model relates to the Board's third goal: Improve student preparation for post-secondary education and the 21st century world of work and citizenship.

BACKGROUND

At the September 2008 Board meeting in Pasco, the Board received a briefing on the creation of the new STEM high school, which will open in the Fall of 2009 to 100 9th grade students in the Pasco, Kennewick, and Richland School Districts. At that time, the school was not yet named and had not secured a definite location. Delta High School is the new name and Columbia Basin College is providing the location for the school rent free for the first few years of operation. Local business leaders, teachers, scientists, and college professors created Delta High School. This school answers the call to raise a new generation of technical talent, as well as more scientifically literate citizens. Graduates of STEM high schools possess and use the knowledge, skills, and habits of mind necessary to pursue post-secondary education, technical training, and chosen career paths.

Delta High School has a rigorous and relevant STEM-focused curriculum that prepares each student for career, college, and life success in a changing world. State, national, and college-ready standards serve as the launch pad for this curriculum. The STEM high school design provides a tailored learning environment for students of all academic levels and interests.

Key characteristics of a STEM school include:

- College-ready and work-ready culture.
- Student as a worker, teacher as a facilitator, industry/community as mentors.
- Emphasis on personalized learning plans.
- Another pathway to success for students.

A lottery was held for 110 9th grade student places at Delta this spring. Over 200 students applied. The school is beginning with a 9th grade class and will add successive grades until it reaches a size of 400 students for 9th-12th grade in four years. Additional details on Delta High School are provided in the Board's packet. Deidre Holmberg, the planning principal, will update the Board at our meeting.

POLICY CONSIDERATION

This school builds upon and complements the strong educational foundation of the Tri-Cities. Delta High School aspires to serve as a pilot environment for the Tri-Cities, ultimately creating a bigger footprint on STEM education in the region and in the state of Washington.

EXPECTED ACTION

None

DELTA HIGH SCHOOL INFORMATION

Q: How was a STEM school developed for our community?

In a meeting with the three school boards in August 2007, Battelle, Washington State University Tri-Cities, and the Kennewick, Pasco and Richland School Districts formally proposed creating a new public, STEM (Science, Technology, Engineering, and Mathematics) high school in the Tri-Cities. Initial reaction from the school boards and the community was positive. The boards encouraged the partners to proceed with planning and to return when they had a plan in place that covered an educational framework, finances and a facility. The Boards were also interested in hearing how the three school districts, Battelle and WSU Tri-Cities would work together to operate the school.

Since that meeting, grants from Battelle and the Paul G. Allen Family Foundation allowed the partners to hire a planning project manager, Amy Ochander, in October 2007, and a planning principal, Deidre Holmberg, in July 2008. The grants also allowed the team to hire nationally recognized consultants in small school design and STEM education to help plan the Tri-Cities school.

Following the August 2007 meeting, the partners aggressively set about to create a highly personalized school that attracts a broad spectrum of students who will be immersed in STEM learning experiences. The partners held public meetings and engaged parents, students, teachers, scientists, engineers and community members in the planning process. Included in the school will be opportunities for student learning that parallels the ways scientists, engineers and mathematicians conduct inquiries and expand knowledge. Partnerships that connect academic learning to the world beyond the classroom will help prepare students to succeed in post-secondary education, careers and citizenship.

In fall 2008, Columbia Basin College generously offered use of its Richland campus – rent free – as a location for the first four-plus years. Renovations that include code upgrades, painting, carpeting and some light construction were identified as needed before the school can open. Several local organizations and individuals have stepped up and agreed to provide cash or in-kind services to make the renovations.

Also last fall, the Washington State STEM Education Foundation was created to support the STEM school, including raising funds to remodel the CBC Richland facility, as well as construct and maintain a permanent facility. Foundation members include leaders in local technology businesses and other organizations.

FUNDING

Q: How is the school funded?

State funding follows each student from their home districts. These funds cover a majority of operating costs.

However, it doesn't cover costs to construct or remodel a facility, nor does it cover some start-up infrastructure and operational needs, or important items such as on-going professional development. The Washington State STEM Education Foundation supports the school including raising the funds needed to remodel the CBC facility and to construct and maintain a permanent

school facility. The Foundation will create and manage an endowment fund that includes individual and corporate donations, endowments, grants, conveyances and gifts.

To date, the Foundation and partners have identified the funds and in-kind gifts needed to complete the remodeling of the CBC Richland facility prior to the opening of school, as well as funds to cover operations and start-up costs. These funds are from many sources, including several community organizations, institutions and individuals.

THE FACILITY

Q: Where will classes be held? Will it be in an existing building or will there be construction?

Initially, the school is located at CBC's Richland campus. We anticipate the school will be located there for four-to-six years, and then move into a permanent facility that is close to WSU Tri-Cities, Battelle, Pacific Northwest National Laboratory and other technology partners that will be accessed by the students and teachers.

EDUCATIONAL FRAMEWORK

Q: What classes will be offered? How is the curriculum being developed?

Representatives from the three school districts, WSU Tri-Cities, Battelle, consultants and many local education and science professionals collaborate to create the school's education framework, which includes a program of study, curriculum and classes.

What students learn is based on current research and best practices in education. Research-based instructional strategies and Washington State standards provide the foundation for all teaching and learning at the STEM high school. Several members of the core planning team are from nationally-recognized organizations, such as the Washington State Leadership and Assistance for Science Education Reform (LASER), the BSCS Center for Professional Development, WestEd, and EdWorks.

The program of study is unique in the Tri-Cities and focuses on building on what the students already know, learning about important ideas and principles in all the disciplines, including STEM, and experiences that connect academics to each other and to the world around them. Students can expect to receive an education that is dynamic, relevant, and has rigorous courses. They will engage in learning experiences that connect academics to each other and to the world around them. They should know that the school is about a community and is committed to their academic and personal success.

Q: Are you still considering hands-on internships for students' final year?

Absolutely. The STEM high school planners envision students culminating their time at the school with research and internships at Pacific Northwest National Laboratory, WSU Tri-Cities and other science and technology based firms in the area. Students also take part in numerous outside-the-classroom experiences throughout the first three years.

STUDENTS

Q: Who can attend this school?

Any student eligible to be promoted to ninth grade, who is passionate about something, who wants to attend the STEM high school, and lives within the Kennewick, Pasco or Richland School Districts is eligible for consideration.

Q: Is the school just meant for AP students or those who are going into science or engineering careers?

No! The STEM school is uniquely positioned to provide a highly personalized education to a broad spectrum of students – students of all academic levels and interests. In fact, we encourage students who wouldn't normally gravitate toward advanced science or math courses to attend the school.

Q: Then what will the student body look like?

In short, we believe the school should match the demographics of our school districts. We strongly advise students from groups traditionally underrepresented in STEM fields to explore attending.

Q: How will students be selected?

The percentage of seats allotted to Kennewick, Pasco, and Richland School District students will equal the percentage of population in each of the districts. Students apply to the program and the application process includes interviews with the students and their families. Admission requirements are designed to produce a student body that matches the demographics of each school district. If more students are interested than there are slots available, a lottery system will be used. Once students are enrolled, they will be tested for skills and content knowledge in all areas. An individualized student learning plan will be developed based on the results of those assessments.

Q: Will students receive a diploma from the new school?

No. Students will receive a diploma from their home school.

Q: Will the school have its own extracurricular activities?

No. Most extracurricular activities are not offered at the STEM high school, but students may participate in those offered by their school of origin, if scheduling allows. Students at the STEM high school will have to make special arrangements to participate in extracurricular activities at their schools of origin if those activities conflict with the schedule of the STEM high school.

Q: How will students be transported to and from the school?

The three school districts will provide transportation using their existing bus and transport systems.

Q: Is the school accepting students from other Mid-Columbia school districts?

Presently, the school is planned for students living in the Pasco, Richland, and Kennewick School Districts. The option for considering students from other districts may be explored later.

Q: Will a student who graduates from the STEM school be guaranteed admission to college?

A goal is to produce students who, at a minimum, are college and work ready upon graduation. Students in the school may take college courses as upperclassmen. In most cases, however, we can't guarantee a student will be accepted by a particular college or university. Washington State University Tri-Cities has offered to work with STEM students to assure they meet qualifications for admission to the university.

Q: Why limit the number to 100 per class?

This number works well at other STEM schools, including Metro School in Columbus, Ohio, which is associated with Battelle and others. Highly personalized learning within the small school model is a core attribute of the school. This model focuses on a small learning community, emphasizing individual student and faculty interaction. Each student's progress is individually assessed and addressed and personalized graduation plans are unique to the student's strengths, interests, and areas of growth.

STAFF

Q: Who will teach at the new school? What are their credentials?

The teachers will be employed by the three Tri-Cities school districts and meet state certification requirements. Many of the teachers will likely be on staff at schools within the three school districts. The aspiration is that, after some time teaching at the STEM school, the teachers will cycle back to their original school districts, bringing their experiences at the STEM school to other classrooms.

NAME

Q: Have you selected a name for the school?

This spring and summer we held a series of focus groups with students, parents and local marketing professionals to identify school attributes, which are the foundation for selecting a name and visual identity. We also invited the community members to submit names. From that, Delta High School was chosen.

PARTNERS

Q: Who is involved in the school?

The partners are the Kennewick, Pasco and Richland School Districts, Battelle, Washington State University Tri-Cities, and Columbia Basin College.

Q: What is WSU Tri-Cities' role?

WSU Tri-Cities will work with STEM high school students to provide research and intern opportunities with university faculty and graduate students. The STEM school will also serve as a laboratory for WSU Tri-Cities and WSU Pullman education and teacher training programs. WSU Tri-Cities has offered to work with STEM students to assure they meet qualifications for admission to the university.

Q: How is CBC involved?

CBC graciously stepped forward and offered use of their Richland campus facility – rent free – for the first few years of operation. This offer is on the order of about \$500,000 savings if one were to lease a similar facility in the marketplace. CBC oversees the required renovations to the facility, with their project and construction management efforts saving the project about \$50,000. Additionally, CBC takes on the required floor replacement and some of the demolition work.

Q: What is Battelle's role?

Battelle provides considerable funding for the planning phase and provides input based on its experience in advancing STEM education, including its experience with the Metro School in Columbus. Eventually, Battelle scientists and engineers will serve as coaches and mentors for some of the teachers and students, and students will take part in outside-the-classroom experiences and internships provided by or in concert with Pacific Northwest National Laboratory.

Reference: Delta High School Website (<http://www.thedeltahighschool.com/faqs/>)

OSPI SUMMIT DISTRICT IMPROVEMENT INITIATIVE**SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS**

The Office of the Superintendent of Public Instruction (OSPI)'s School and District Improvement division initiated the "Summit District Improvement Initiative" last summer to build the capacity of school districts in greatest need of intensive assistance to work with their schools that have been identified as in need of improvement under the federal law No Child Left Behind (NCLB). This work relates to the Board's first goal to improve student achievement.

BACKGROUND

Currently, there are approximately 60 Washington school districts in district improvement status under NCLB. At the July 2008 Board meeting in Vancouver, OSPI briefed the Board on its new Summit District Improvement Initiative. The goal of the initiative is to increase the capacity of districts in improvement status where there is greatest need. OSPI selected five districts in 2008 (Mt Adams, Wapato, Mt Vernon, Renton, and Othello) to participate in their new initiative. Over a three year period, these districts will work with a group of consultants, along with OSPI on the following areas of emphasis:

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

During the 2008-2009 school year, these five districts received support to do the following work:

- Conduct needs assessment and action planning.
- Refine use of data for decision-making.
- Provide professional development for teachers and leaders in high yield instructional strategies.
- Provide tools and support for collaborative observation, planning and learning for improvement of instruction.

Vicki Bates, Coordinator of the Summit District Improvement Initiative, Becky Imler, Superintendent from Wapato Public Schools, and Rick Foss, Superintendent from Mount Adams will present their perspectives on how this initiative has built capacity in districts, to what extent the work is different from previous school and district improvement efforts, and how this work could benefit other districts.

POLICY CONSIDERATION

As part of the Board's accountability framework, the Board will work with OSPI on an array of voluntary state programs to help build district capacity to address schools and districts in need of improvement as they are identified by the Board's Accountability Index. The Board will report to the legislature on the types of programs to assist districts and schools with a timeline and proposal by December 1, 2009. The Summit District is an example of one program for districts. The Board is also examining with OSPI an Innovation Zone Program.

EXPECTED ACTION

None

EARLY LEARNING AND SCHOOL READINESS

BACKGROUND

Washington is one of 38 states that provide some form of pre-kindergarten program, an important piece of early learning education (considered birth through age eight). In addition to full day kindergarten funding, there are many districts that fund a variety of programs for birth-age five. With the new federal economic stimulus package, funding for these and similar programs (especially in connection with Title I schools) is likely to increase. The national investment (at approximately 3.7 billion annually) in early education is reflective of the proven importance of effective Pre-K systems on students' lives.ⁱ Early education, especially when coupled with quality teaching in grades K-3, can have a profoundly positive effect on the academic success of students as they progress through the K-12 system.

In 2006, the Washington Learns report recommended increased investment in early education, citing that it is here where "children build the foundations to become capable readers, writers, mathematicians, artists, musicians, creative thinkers, speakers of more than one language, and caring citizens."ⁱⁱ

In conjunction with that report, two important early learning organizations formed.

Thrive by Five, a public/private cosponsored organization, was created to increase and support early education programs throughout the Washington State. Through the Gates Foundation, Thrive by Five formed two model early learning community-based programs in White Center and East Yakima. The programs included a 'continuum' of services designed to ensure all students entered kindergarten school ready.ⁱⁱⁱ

The Department of Early Learning (DEL), a cabinet level agency created by Governor Gregoire in 2006, is responsible for setting the standards for over 7,400 licensed child care facilities, and also funds the Early Childhood Education and Assistance Program, serving over 8,000 preschoolers and their families in 2008^{iv}.

Prior to the recent budget shortfall, DEL was in the beginning stages of developing a Voluntary Quality Rating and Improvement System (QRIS), a program designed to ensure students receive quality childcare. The framework for this program is in place, and the process will resume once the necessary revenue is secured.^v Until that time, White Center and East Yakima, the two Thrive by Five communities, plan to pilot the QRIS system.^{vi}

In response to the 2006 Washington Learns report, the Legislature targeted funds in 2007-2009 for several early learning programs, including a pilot program of full day kindergarten. OSPI, in its 2008 early education programs review, surveyed districts on ways to improve coordination between schools and the early learning programs. Districts cited "connections with early learning providers and readiness and transition activities" as their biggest concerns in regards to improving the early education system (especially in regards to childcare facilities; there is much between cohesion between Head Start / ECEAP and public schools). These concerns mirror current research that warns that the lack of cohesion between early education and K-3 education can greatly reduce or

eliminate entirely any academic advantages gained by students who progress through a Pre-K system.^{vii}

OSPI's Early Learning Program, in conjunction with the Bill and Melinda Gates Foundation, have developed and implemented measures designed to create better cohesiveness through the "Leadership in Early Learning" grants. With \$2.5 million dollars available, five school districts are using the funds to implement several early learning programs with better k-12 alignment.

One challenge inherent in streamlining the statewide early learning system is in developing a uniform kindergarten assessment. DEL, in conjunction with OSPI, Thrive by Five, and a private consultant, devoted two months to this issue in the fall of 2008 before presenting their findings to the Legislature on December 15, 2008. The cohort looked closely at other states that already have a kindergarten assessment system, and identified key questions that must be addressed in the development and implementation of such a system in Washington. Examples include:

1. When will the assessment be given?
2. How much training is needed for those providing the assessments?
3. How can the assessment accommodate second language learners, students with disabilities, etc.?^{viii}

Over 80% of Washington's schools already implement some form of kindergarten assessment, but these assessments vary by school/district.^{ix} DEL would like to devise standards that ensure best practices across the districts. Of course, the development and implementation of a statewide kindergarten assessment would indeed be challenging, but the "process would have far reaching benefits for the children of Washington State."^x A strong majority of education stakeholders support the development and implementation of a statewide kindergarten assessment, especially when the results of that assessment is used to guide instruction, student learning plans, and best practices for educators.^{xi}

If funding allows, DEL and its stakeholders plan to pilot a kindergarten assessment program in 2010-2011 through approximately 20 districts, evolving to a program of voluntary use in 2011-2013.^{xii}

The Board will receive presentations from the Superintendent of the Educational Service District 105 on what they are doing to work with school districts and early childhood programs in the service area. The Board will also hear from the Yakima Ready by Five staff (representatives of one of the Thrive by Five model communities based in Washington).

POLICY CONSIDERATION

Thrive by Five communities such as Yakima and White Center are already seeing significant improvement in their education system as a result of the concerted effort to align early learning and K-12 standards and curriculum.

SBE, as a fundamental educational stakeholder in the K-12 system, has a vested interest in working closely with OSPI, Thrive by Five, and the Department of Early Learning as they continue to develop statewide early learning programs. The Board may want to consider a new goal or amending one of its other goals to include a statement to support preparing young children for success in kindergarten and beyond.

EXPECTED ACTION

None

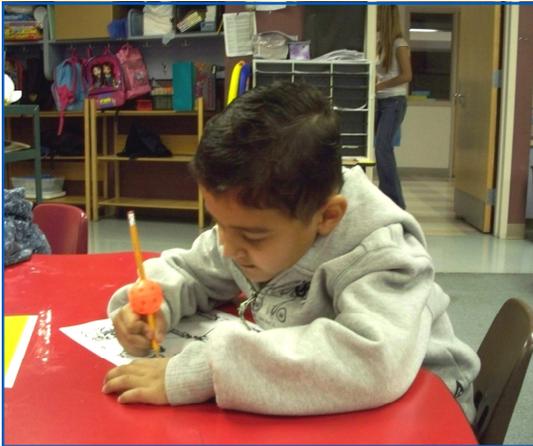
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- ⁱ A.J. Mashburn. "Measures of Classroom Quality in Prekindergarten and Children's Development of Academic Language and Social Skills." *Child Development*, vol. 79, Number 3, May/June 2009, pp. 732-749/
- ⁱⁱ Washington Learns, 2006, p. 19. Retrieved April 15, 2009, from <http://www.washingtonlearns.wa.gov/report/FinalReport.pdf>
- ⁱⁱⁱ Thrive by Five. Retrieved April 15, 2009 from <http://www.thrivebyfivewa.org/HowThriveHelps/Thrive%20Communities.aspx> .
- ^{iv} "What we do," Department of Early Learning. Retrieved April 15, 2009, from <http://www.del.wa.gov/about/what.aspx>
- ^v Department of Early Learning. "Report to the Governor and Legislature," p. 5. Retrieved April 15, 2009, from <http://www.del.wa.gov/about/what.aspx>
- ^{vi} Thrive by Five. Retrieved April 15, 2009 from <http://www.thrivebyfivewa.org/HowThriveHelps/Thrive%20Communities.aspx> .
- ^{vii} Ibid, p. 13.
- ^{viii} Department of Early Learning. "Report to the Governor and Legislature," pp. 30-31. Retrieved April 15, 2009, from <http://www.del.wa.gov/about/what.aspx>
- ^{ix} Ibid, p. 41.
- ^x Ibid, p. 36.
- ^{xi} Ibid, p. 51.
- ^{xii} Ibid, p. 56-57.

Ready by Five

Annual Report 2008 Promoting Success One Child at a Time



We are pleased to present **Ready by Five's** first *Annual Report* on our efforts to get children from birth to five who live in East Yakima, ready for school. Ready by Five is funded principally by the Bill & Melinda Gates Foundation, Thrive by Five Washington and the Washington State Department of Early Learning.



In 2008 **Ready by Five** reached out to our community of families and now has waiting lists for our Home-Based Early Learning (HBEL) programs.

Our *Kindergarten Transition Program* provided a crucial link among early

learning providers, families and the K-12 system and opened the door for *Ready Yakima* – a coalition of early learning pre-K providers, parents and kindergarten teachers who are working to define school readiness.

The *Seeds to Success* Modified Field Test for licensed child care providers, planned during 2008, is now underway. Several child care providers have increased their skills through professional development opportunities and we have collaborated to develop a 2009 plan for *Family, Friend and Neighbor* quality improvement.

Our Promotores are building relationships with our families, empowering them to use available community resources and to understand the importance of school readiness. Parent Groups and our *Creative Families Play & Learn* programs continue to grow.

We have joined with several of our partners in grant applications that leverage both dollars and opportunities for our community.

We deeply appreciate all of these partnerships and the ongoing collaboration of our Stakeholders. Together these efforts will benefit our greater Yakima community. Thank you.

Rick Linneweh,
Board President

Helen Marieskind,
Executive Director

What's YOUR Story? If you have a person, experience, or place who influenced you significantly during your years of birth to age five and helped you get ready to be successful in school and life, we would love to share your story with our supporters. To find out more, please contact Betsy at (509) 654-5467 or betsym@readybyfive.org.



Every Grown-up Has a Story

every grown-up has a story of a person, experience, or place that, in the years of birth to five shaped her or his inner space

count the front steps, up and down one, two, three, four, five it's simple, but important as math becomes alive

this color is red and this is green yellow sits in between they tell you when to cross the street stop on red then go on green

"a" for apple, "b" for baby "c" for cat and candy let's sing the abc song it keeps the letters handy

twinkle, twinkle, little star science - in the simple things wondering, wondering what they are the imagination sings

loop this shoestring just like so cross the other one this way gently, firmly pull them both double knot? yes every day!

be respectful of adults they have much to share neighbors, teachers, coaches look out for you with care

friends are treasures, treat them well follow the golden rule treat others the way you want to be treated when you go to school

counting, colors, letters, stars who helped you know these things who helped find bugs and butterflies caterpillars now dressed in wings

tying shoes, buttoning shirts zipping coats, how did you learn crossing the street, caring for friends how to take a turn

every grown-up has a story of a person, experience, or place that in the years of birth to five shaped her or his inner space

Ready by Five at a Glance - 2008**Parent Support - Home-Based Early Learning (HBEL) and Parent Programs**

Program	Goal	Results	Comments
Nurse Family Partnership (NFP)	25 Clients	20 Clients	Goal nearly met - see discussion
Enhanced First Steps (EFS)	100 Clients	97 Clients	Goal nearly met - see discussion
Parents as Teachers (PAT)	60 Families	72 Families	Goal exceeded
Promotores - Community Workers	48 Families	54 Families	Goal exceeded
Creative Families Play & Learn	100 Families	104 Families	Goal exceeded
Parent Groups	25 Families	57 Clients	Goal exceeded

Child Care Quality Improvement Program

Program	Goal	Results	Comments
Early Literacy Coaches	50 Providers	50 Providers	Goal met (Contacted 42 homes, 8 centers)
Quality Rating Improvement System (QRIS)	Create System	Created	Goal met; Revisions in progress
I-BEST	15 Providers	19 Providers	Goal exceeded
CONEVyT	60 Adults	0 Adults	Implementation delayed until 2009

Children's Programs

Program	Goal	Results	Comments
Kindergarten Transition	200-250 Children	294 Children	Goal exceeded
Creative Curriculum Training (Adults)	100 Adults	17 Adults	Goal suspended pending revisions of QRIS
Educare of East Yakima	Create Design	In Progress	See Capital Campaign

Nurse Family Partnership (NFP) serves low-income, first time mothers who are less than 28 weeks pregnant. Nurses visit women, their partners/spouses, their families and friends at home, until the infant's second birthday. *The NFP program connected with 20 clients, making progress toward our goal of 25 clients.* The 2009 goal is 50 clients.

Enhanced First Steps (EFS) serves pregnant, postpartum and parenting low-income women and their families. Nurses and other health professionals visit homes to promote the health and well-being of mothers and infants for the first two years of a child's life. *In 2008, EFS served 97 clients, nearly meeting our goal of 100 clients.* The 2009 goal is 133 clients.

Parents As Teachers (PAT) serves pregnant women and children up to age five. Skilled family educators help increase parent and caregiver knowledge of child development, improve parenting skills, detect developmental delays and health issues, prevent child abuse and neglect, and increase a child's school readiness and success. *In 2008, PAT served 72 families, exceeding our goal of 60 families.* The 2009 goal is 80 families.

Promotores / Community Workers connect, personally, with every household in our service area of 3,700 children and families to identify specific **Ready by Five** programs and services that will help families get their children ready to learn and succeed in school. *After extensive program development, our Promotores were hired at the end of 2008 and connected with 54 families, exceeding our goal of 48 families.*

Creative Families Play & Learn events, held monthly in 2008 and semi-monthly in 2009, provide activities for children, birth to 5, and adults to engage in early learning group experiences. *Creative Families Play & Learn served 104 families, exceeding our goal of 100 families.*

Parent Support Groups help parents increase their network of support and create opportunities for them to learn about parenting skills and early learning that will help them get their children ready for school. *Parent Support Groups served 57 families, exceeding our goal of 25 families.* The 2009 goal is 90 parents.

Child Care Quality Improvement programs support the recognition that many people care for children – childcare providers, friends, relatives, and neighbors. We are piloting childcare quality improvement through professional development, coaching and mentoring and a **Family, Friend, and Neighbor (FFN)** workgroup to support informal child care relationships.

The Early Literacy Coaches met our 2008 goal of contacting all 50 licensed child care providers.

The Quality Rating Improvement System (QRIS) was designed, meeting our goal, and is undergoing revisions and fine-tuning. In addition, **Ready by Five** is helping child care providers to further their education through adult literacy and early childhood education classes such as:

- ◆ **I-BEST (Integrated Basic Education and Skills Training)** which is a teaching strategy that supports students to learn English as a second language; students receive education in both English and Spanish while working towards English proficiency. **Ready by Five** partners with the Yakima Valley Community College's Child Development Associates (CDA) classes utilizing the I-BEST strategy. *In 2008, 19 providers participated in I-BEST, exceeding our goal of 15 participants.*
- ◆ **CONEVyT (Consejo Nacional de Educación para la Vida y el Trabajo / National Council for Education for Life and Work)** is a program that provides elementary and middle school online education. It was developed in Mexico and implemented in the United States. *Implementation by Ready by Five will occur in 2009.*

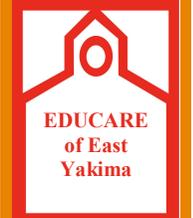
Our Kindergarten Transition program, held in August, helped 294 East Yakima children enter the Yakima School District. These children started school feeling secure, knowing their teacher, having friends and enjoying school. *Our goal of 200-250 children was exceeded.* The 2009 goal is 250 children.

Creative Curriculum Training, defined in our goals for 100 adults, has been suspended until the Quality Rating Improvement System revisions have been completed in collaboration with Thrive.

Educare of East Yakima, our Early Learning Center, is in final design and our community is launching the capital campaign to secure funding.

Ready by Five's Capital Campaign to build Educare of East Yakima – An Early Learning Center

Generous cornerstone funding from the Bill and Melinda Gates Foundation and the Buffett Early Childhood Fund is providing our community with the opportunity to build a high quality, early learning resource and child care center in East Yakima, planned to open next year. The center will work with children and parents to promote school readiness. Additional community and national support is needed to fund our center. We invite you to join us in building this very special opportunity for our community. To donate to our Capital Campaign, please call (509) 454-2493 for information and a donation form. We look forward to sharing our progress with you!



Ready by Five stands upon a steady foundation due to the support of our Program Provider Partners and 42 founding Stakeholders.

Program Provider Partners

- ◆ Catholic Family & Child Service
- ◆ La Casa Hogar
- ◆ Yakima Neighborhood Health Services
- ◆ Yakima School District
- ◆ Yakima Valley Community College
- ◆ Yakima Valley Farm Workers Clinic
- ◆ Yakima Valley Memorial Hospital



Stakeholders

- ◆ Apple Valley Broadcasting
- ◆ Casey Family Programs
- ◆ Catholic Family & Child Service
- ◆ Central Washington Comprehensive Mental Health
- ◆ Children's Village
- ◆ Circle of Success
- ◆ City of Yakima
- ◆ Department of Early Learning
- ◆ DSHS/Children and Family Services
- ◆ Diocese of Yakima
- ◆ EPIC (Enterprise for Progress in the Community)
- ◆ ESD 105 (Educational Service District 105)
- ◆ For a Better Tomorrow
- ◆ Heritage University
- ◆ La Casa Hogar
- ◆ Memorial Foundation
- ◆ New Vision
- ◆ Northwest Communities Education Center/Radio KDNA
- ◆ Opportunities Industrialization Center of Washington
- ◆ Parent Trust for Washington Children
- ◆ People for People
- ◆ State Board of Education
- ◆ Toppenish School District
- ◆ Triumph Treatment Services
- ◆ United Way of Yakima County
- ◆ WA State Migrant Council
- ◆ Yakima County Community Services
- ◆ Yakima Downtown Rotary
- ◆ Yakima Health District
- ◆ Yakima Neighborhood Health
- ◆ Yakima Police Department
- ◆ Yakima School District
- ◆ Yakima Schools Foundation
- ◆ Yakima Southeast Community Center
- ◆ Yakima Southwest Rotary
- ◆ Yakima Sunrise Rotary
- ◆ Yakima Family YMCA
- ◆ Yakima Valley Community College
- ◆ Yakima Valley Community Foundation
- ◆ Yakima Valley Farm Workers Clinic
- ◆ Yakima Valley Memorial Hospital
- ◆ Yakima Valley Regional Library



Ready by Five appreciates the hands-on support and guidance of our Board of Directors and the foundational work of our Program Advisory Council.

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- ◆ Gail Weaver, Perinatal & Infant/Toddler
- ◆ Vickie Ybarra, Data Management; Current Chair of the Assessment and Evaluation Advisory Committee



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Ready by Five permanece sobre una base firme debido al apoyo de nuestros Asociados Proveedores de Programa y a 42 agencias

Asociados Proveedores de Programa

- ◆ Catholic Family & Child Service
- ◆ La Casa Hogar
- ◆ Yakima Neighborhood Health Services
- ◆ Yakima School District
- ◆ Yakima Valley Community College
- ◆ Yakima Valley Farm Workers Clinic
- ◆ Yakima Valley Memorial Hospital



Agencias Involucradas

- ◆ Apple Valley Broadcasting
- ◆ Casey Family Programs
- ◆ Catholic Family & Child Service
- ◆ Central Washington Comprehensive Mental Health
- ◆ Children's Village
- ◆ Circle of Success
- ◆ City of Yakima
- ◆ Department of Early Learning
- ◆ DSHS/Children and Family Services
- ◆ Diocese of Yakima
- ◆ EPIC (Enterprise for Progress in the Community)
- ◆ ESD 105 (Educational Service District 105)
- ◆ For a Better Tomorrow
- ◆ Heritage University
- ◆ La Casa Hogar
- ◆ Memorial Foundation
- ◆ New Vision
- ◆ Northwest Communities Education Center/Radio KDNA
- ◆ Opportunities Industrialization Center of Washington
- ◆ Parent Trust for Washington Children
- ◆ People for People
- ◆ State Board of Education
- ◆ Toppenish School District
- ◆ Triumph Treatment Services
- ◆ United Way of Yakima County
- ◆ WA State Migrant Council
- ◆ Yakima County Community Services
- ◆ Yakima Downtown Rotary
- ◆ Yakima Health District
- ◆ Yakima Neighborhood Health
- ◆ Yakima Police Department
- ◆ Yakima School District
- ◆ Yakima Schools Foundation
- ◆ Yakima Southeast Community Center
- ◆ Yakima Southwest Rotary
- ◆ Yakima Sunrise Rotary
- ◆ Yakima Family YMCA
- ◆ Yakima Valley Community College
- ◆ Yakima Valley Community Foundation
- ◆ Yakima Valley Farm Workers Clinic
- ◆ Yakima Valley Memorial Hospital
- ◆ Yakima Valley Regional Library



Ready by Five aprecia el apoyo y la guía de nuestro Consejo Directivo y el trabajo fundamental de nuestro Consejo Asesor del Programa.

Consejo Directivo

- ◆ Rick Linneweh, Presidente
- ◆ Sonja Dodge, Vicepresidenta
- ◆ Rhonda Hauuff, Tesorera
- ◆ Ester Huey, Secretaria
- ◆ Bill Almon
- ◆ Al DeAtley
- ◆ Rhonda Dolsen
- ◆ Joe Farina
- ◆ Jane Gutting
- ◆ Dave Hargreaves
- ◆ Josh Huizar
- ◆ Senador Curtis King
- ◆ Paulette López
- ◆ Greg Luring
- ◆ Cece Mahre
- ◆ Steve Mitchell
- ◆ Noel Moxley
- ◆ Carlos Olivares
- ◆ Doug Picatti
- ◆ Kim Pualani
- ◆ Bob Romero
- ◆ Kathleen Ross
- ◆ Ben Soria
- ◆ Pat Temple

Exmiembros del Consejo Directivo

- ◆ Etoy Alford
- ◆ Murray Judge
- ◆ Víctor Lara
- ◆ Linda Murray
- ◆ Argelia Pérez
- ◆ Velma Pérez

Consejo Asesor del Programa

(Puestos actuales y anteriores en el grupo de trabajo anotados)

- ◆ Anne Caffrey, Filantropía/Negocios/Comunicación
- ◆ Stacey Drake, Preescolar (Edades 3-5)
- ◆ Jake Jundt, Planeamiento de Instalaciones y Construcción
- ◆ Karri Livingston, Desarrollo Profesional
- ◆ Diane Patterson, Servicios Integrados
- ◆ Becky Scholl, Apoyo a los Padres y a la Familia
- ◆ Gail Weaver, Perinatal y Bebés/Niños Pequeños
- ◆ Vickie Ybarra, Manejo de Datos; presidenta actual del Comité Asesor de Análisis y Evaluación



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Los programas de Mejoramiento de la Calidad del Cuidado Infantil apoyan el reconocimiento de que mucha gente cuida niños - proveedores de cuidado infantil, amigos, familiares y vecinos. Tenemos en marcha un programa de piloto de mejoramiento de calidad del cuidado infantil por medio del desarrollo profesional, entrenamiento y mentores y de un grupo de trabajo **Familia, Amigos y Vecinos (FFN)** para apoyar las relaciones informales con los proveedores de cuidado infantil.

Capacitadores en Educación Infantil lograron nuestra meta para el 2008 de contactar a todos los 50 proveedores de cuidado infantil con licencia.

El Sistema de Mejoramiento y Calificación de Calidad (QRIS) fue diseñado, logrando nuestra meta y está siendo revisado y refinado. Además, **Ready by Five** está ayudando a proveedores de cuidado infantil a mejorar su educación por medio de alfabetización para adultos y de clases de educación infantil como:

- ♦ **I-BEST (Educación Básica Integrada y Capacitación en Destrezas)** que es una estrategia de enseñanza que apoya a estudiantes para aprender inglés como segundo idioma; los estudiantes reciben su educación en español y en inglés, trabajando hacia el dominio del inglés. **Ready by Five** está usando las clases de Asociados de Desarrollo Infantil (CDA) del Colegio Comunitario del Valle de Yakima que utilizan la estrategia I-BEST. *En el 2008, 19 proveedores participaron en I-BEST, excediendo nuestra meta de 15 participantes.*
- ♦ **CONEVyT (Consejo Nacional de Educación para la Vida y el Trabajo/National Council for Education for Life and Work)** este programa provee educación primaria y secundaria por Internet. Fue desarrollado en México e implementado en Estados Unidos. *Implementación en Ready by Five para el 2009.*

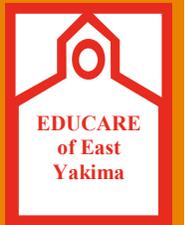
Niños - Transición al Kindergarten: En agosto, 294 niños del Este de Yakima participaron en nuestro programa de Transición al Kindergarten para ingresar al Distrito Escolar de Yakima. Ellos comenzaron la escuela sintiéndose seguros, conociendo a su maestro, teniendo amigos y disfrutando la escuela. *Nuestra meta de 200-250 niños fue excedida.* La meta para el 2009 es de 250 niños.

Capacitación en el Currículo Creativo, definido en nuestras metas para 100 adultos, ha sido suspendido hasta que se completen las revisiones del Sistema de Mejoramiento y Calificación de Calidad en colaboración con Thrive.

Educare del Este de Yakima, nuestro Centro de Educación Infantil, está en su diseño final y nuestra comunidad está lanzando la campaña de capital para asegurar los fondos necesarios.

Campaña de Capital Ready by Five Para Construir Educare of East Yakima – un Centro de Educación Infantil

Fondos generosos de la Fundación Bill and Melinda Gates y del Fondo de Educación Infantil Buffett están ofreciendo a nuestra comunidad la oportunidad de construir un centro de recursos educación y cuidado infantil de alta calidad en el Este de Yakima, se planea que abra el próximo año. El centro trabajará con niños y padres para promover la preparación para la escuela. Para financiar nuestro centro es necesario el apoyo adicional nacional y local. Los invitamos a que nos ayuden a construir esta oportunidad especial para nuestra comunidad. Para información y para donar a nuestra Campaña de Capital llamen al (509) 454-2493. ¡Esperamos poder compartir nuestro progreso con ustedes!



Un Vistazo a Ready by Five - 2008**Apoyo a los Padres - Aprendizaje Infantil con Base en el Hogar (HBEL) y Programas para Padres**

Programa	Meta	Resultados	Comentarios
Nurse Family Partnership (NFP)	25 Clientes	20 Clientes	Meta casi cumplida - ver discusión
Enhanced First Steps (EFS)	100 Clientes	97 Clientes	Meta casi cumplida - ver discusión
Padres como Maestros (PAT)	60 Familias	72 Familias	Meta excedida
Promotores - Trabajadores de la Com.	48 Familias	54 Familias	Meta excedida
Familias Creativas Juegan y Aprenden	100 Familias	104 Familias	Meta excedida
Grupos de Padres	25 Familias	57 Clientes	Meta excedida

Programa de Mejoramiento de Calidad del Cuidado Infantil

Programa	Meta	Resultados	Comentarios
Capacitadores de Educación Infantil	50 Proveedores	50 Proveedores	Meta lograda (42 hogares contactados, 8 centros)
Sistema de Mejoramiento y Calificación de Calidad (QRIS)	Crear Sistema	Creado	Meta lograda; Revisiones en progreso
I-BEST	15 Proveedores	19 Proveedores	Meta excedida
CONEVyT	60 Adultos	0 Adultos	Implementación atrasada hasta el 2009

Programas Infantiles

Programa	Meta	Resultados	Comentarios
Transición al Kindergarten	200-250 Niños	294 Niños	Meta excedida
Capacitación en el Currículo Creativo (Adultos)	100 Adultos	17 Adultos	Meta suspendida pendiente de revisiones de QRIS
Educare of East Yakima	Crear Diseño	En Progreso	Ver Campaña de Capital

Asociación Enferma-Familia (NFP) sirve a madres primerizas de bajos ingresos que tienen menos de 28 semanas de embarazo. Las enfermeras visitan en su hogar a las mujeres, a sus cónyuges/compañeros, a sus familias y amigos hasta que el niño cumple dos años. *El programa NFP conectó con 20 clientes, progresando hacia la meta de nuestro programa de 25 clientes.* La meta para el 2009 es de 50 clientes.

Enhanced First Steps (EFS) sirve a mujeres de bajos ingresos embarazadas y después del parto y sus familias. Las enfermeras y otro personal de salud visitan hogares para promover la salud y el bienestar de las madres y de los bebés durante los dos primeros años de vida del niño. *En el 2008, EFS sirvió a 97 clientes, casi logrando nuestra meta de 100 clientes.* La meta para el 2009 es de 133 clientes.

Padres como Maestros (PAT) sirve a mujeres embarazadas y a niños hasta de 5 años de edad. Hábiles educadores de la familia ayudan a incrementar el conocimiento de los padre y de los cuidadores sobre el desarrollo, a mejorar las destrezas de paternidad, a detectar retrasos en el desarrollo y problemas de salud, a prevenir el abuso y negligencia infantil y a mejorar la preparación del niño para ir a la escuela y tener éxito. *En el 2008, PAT sirvió a 72 familias, excediendo nuestra meta de 60 familias.* La meta para el 2009 es de 80 familias.

Promotores / Trabajadores de la Comunidad conectan personalmente con cada hogar en nuestra área de servicio de 3,700 niños y familias para identificar programas y servicios específicos de **Ready by Five** que ayudarán a familias a preparar a sus niños para aprender y tener éxito en la escuela. *Después de un desarrollo extensivo del programa, nuestros Promotores fueron contratados al final del 2008 y contactaron a 54 familias, excediendo nuestra meta de 48 familias.*

Familias Creativas Juegan y Aprendan realizó eventos mensuales en el 2008 y dos veces al mes en el 2009, proveen actividades para que adultos y niños desde el nacimiento hasta los 5 años de edad participen en experiencias de aprendizaje infantil en grupo. *Familias Creativas Juegan y Aprendan sirvió a 104 familias, excediendo nuestra meta de 100 familias.*

Grupos de Apoyo para Padres ayuda a los padres a ampliar su red de apoyo y a crear oportunidades para que ellos aprendan destrezas de paternidad y educación infantil que les ayudarán a preparar a sus niños para la escuela. *Grupos de Apoyo para Padres sirvió a 57 familias, excediendo nuestra meta de 25 familias.* La meta para el 2009 es de 90 padres.

Ready by Five

Reporte Anual, 2008

Promoviendo el Éxito Un Niño a la Vez



Nos complace presentar el primer *Reporte Anual* de **Ready by Five** de nuestro esfuerzo para lograr que los niños desde el nacimiento hasta los 5 años que viven en el Este de Yakima estén listos para la escuela. Ready by Five es financiado principalmente por la Fundación Bill & Melinda Gates, Thrive by Five Washington y por el Departamento de Aprendizaje Temprano del Estado de Washington.



En el 2008 **Ready by Five** se puso en contacto con familias de nuestra comunidad y ahora tiene listas de espera para nuestros programas de Educación Infantil con Base en el Hogar (HBEL).

Nuestro *Programa de Transición al Kindergarten* proveyó una conexión crucial entre los proveedores

de educación infantil, las familias y el sistema K-12 y abrió la puerta *Ready Yakima* - una coalición de educación infantil de proveedores de pre-K, padres y maestros de kindergarten que están trabajando para definir la preparación necesaria para la escuela.

La Prueba de Campo Modificada *Semillas para el Éxito* para proveedores de cuidado infantil certificados, planeada durante el 2008, se está llevando a cabo. Varios proveedores de cuidado infantil han incrementado sus destrezas por medio de oportunidades de desarrollo profesional y hemos colaborado para desarrollar un plan para el 2009 para mejorar la calidad de cuidado infantil en la *Familia, Amigos y Vecinos*.

Nuestros Promotores están desarrollando las relaciones con nuestras familias, empoderándolas a usar los recursos disponibles en la comunidad y a que entiendan la importancia de que sus hijos estén listos para ir a la escuela. Nuestros Grupos de Padres y programas *Familias Creativas Juegan y Aprendan* continúan creciendo.

Nos hemos unido con varios de nuestros asociados para solicitar subvenciones que ayuden tanto financieramente como a brindar oportunidades para nuestra comunidad.

Apreciamos todas estas asociaciones y la colaboración continua de las agencias. Juntos, estos esfuerzos beneficiarán a la comunidad de Yakima. Gracias.

Rick Linneweh,
Presidente del Consejo

Helen Marieskind,
Directora Ejecutiva

¿Cuál es SU Historia? Si alguna persona, experiencia o lugar ha tenido una influencia significativa en usted desde su nacimiento a los 5 años de edad y esto le ayudó a estar preparado para tener éxito en la escuela y en la vida, nos encantaría compartir su historia con los que nos apoyan. Para más información comuníquese con Betsy al (509) 654-5467 ó betsym@readybyfive.org.

Cada Adulto Tiene una Historia

cada adulto tiene una historia,
una persona, una experiencia o lugar
que desde su nacimiento a los 5
lo formó

cuenten los pasos, arriba y abajo
uno, dos, tres, cuatro, cinco
es simple, pero importante
para que las matemáticas tomen vida

este color es rojo y este es verde
el amarillo queda entre ellos
te dicen cuando cruzar la calle
alto en rojo y camina en verde

“a” por árbol, “b” para bebé
“c” para casa y comida
cantemos la canción del abc
nos familiariza con las letras

brilla, brilla, estrellita
ciencia - en las cosas simples
me pregunto ¿qué serán?
el canto de la imaginación

da la vuelta a esta cinta encima de
la otra hacia acá, suavemente jala
las dos ¿doble nudo? ¡si cada día !

respeto a los adultos
ellos tienen mucho que compartir
vecinos, maestros, entrenadores,
te cuidan con amor

los amigos son tesoros, trátalos bien
sigue la regla de oro
trata a los demás de la manera que
quieres que te traten

contando, colores, letras, estrellas
que te ayudaron a saber estas cosas
que te ayudaron a encontrar insectos y
mariposas
ahora gusanos vestidos con alas

amarrando zapatos, abotonando camisas,
abrochando chamarras,
cómo aprendiste a cruzar la calle, a
cuidar a un amigo, a cómo tomar turnos

cada adulto tiene una historia,
una persona, una experiencia o lugar
que desde su nacimiento a los 5
lo formó

