

September 9, 2009

Dear Board Members:

Yeah!! We have a new Board member. Please welcome Connie Fletcher who will leave her position with the Issaquah School Board to join us in September! She was very active in the work on HB 2261 this past spring and looks forward to rolling up her sleeves to begin her work with us.

Summer is almost over. Austianna and Anna Laura head back to school. Our staff squeezed in our annual tradition of Hawaiian days last week. We started this tradition when Evelyn was here (she was from Hawaii). The Professional Educator Standards Board (PESB) joined us again this year. Kathe saved the SBE's honor and won the hula hoop contest with over 280 hoops! (ask her for pictures). We also had coconut bowling and a wonderful Hawaiian spread, compliments of the PESB!

Jeff and Mary Jean sent their daughters off to college for the first time. Amy has a new grandchild. Warren, Steve, Bunker, and Bob interviewed candidates for Steve Floyd's position. Warren and Bunker filed for reelection. Bernal helped select the outstanding teachers for state recognition (plus getting ready for the Broncos football season in Colorado). Randy chaired his first Quality Education Council (QEC) meeting and Mary Jean was not shy about focusing the QEC on the great amount of work it needs to do. Sheila says she will be ready to dance with her new knees by New Year's Eve.

And now a quick summary of your Board packet.

### **Thursday, September 17, 2009**

#### **Introductions and Consent Agenda**

We will introduce our new Board member, Connie Fletcher. Under the consent agenda I may have final approval for you on a contract with the Center for Strengthening the Teaching Profession (CSTP) to approve. They will do a study for us on the mobility and retention of National Board Certified Teachers. It is also very likely that the contract will not yet be done. In such case, I want you to be aware of the cost (almost \$80,000) and would like to be able to proceed with signing the contract when it does come through. Private schools are on for Board approval. This should be the last batch of them.

#### **Update on Big Picture of Education Reform (Federal and State Initiatives) Potential SBE 2010 Legislative Agenda Items**

The Federal Government has created a stronger case for addressing the needs of struggling schools through Race to the Top and its proposed new federal school improvement guidelines. We will talk about the importance of that work and how the SBE and OSPI will consider aligning their work with the federal direction. We have invited a very important surprise guest at Jack's

suggestion. We are hopeful the guest's schedule will permit his/her attendance. Stay tuned!

We will have a small legislative agenda item for your approval. It is a process to address elections for a qualified Board candidate who files for election and is unopposed. This may never happen again, but we suggest that OSPI not go through an election process if there is no opposition, because it costs money! Later in the day we will begin to discuss policy issues that may lead to legislation on the Accountability Framework's Required Action for struggling schools.

### **Meaningful High School Diploma: CORE 24 Graduation Requirements Framework Policy Refresher**

We have four new Board members since we adopted the CORE 24 Graduation Requirements Framework in July 2008. So we thought it would be important to give everyone a refresher.

### **Update on CORE 24 Implementation Task Force (ITF) Initial Report**

Our CORE 24 ITF has been hard at work with great support from Kathe, Steve, and Jack. They will share their preliminary thoughts with you on some key issues including:

- What should the career concentration requirement look like in practice?
- What flexibility, if any, is needed to make CORE 24 requirements work for all students?
- How do we examine ways to enable the 24 credits to meet the required 150 instructional hours with different schedules?
- How do we find ways to operationalize competency-based methods for meeting graduation requirements?

### **La Center School District's New Graduation Requirements**

Dr. Mark Mansell, Superintendent of La Center, will describe his board's recent decision to enact 24 graduation requirements for their students that reflects the Board's CORE 24 framework.

### **Additional Future Rule Changes on: a) State Board of Education Vacancy Appointment; and b) State Board of Community and Technical College High School Diploma Options**

The current OSPI rule for filling an elected Board vacancy requires the appointed person to run once appointed to serve the remaining period of the unexpired term. You should also discuss whether you want to keep the current process in place, which has the elected Board members making the decision on how to fill the position or include the full Board in a final decision. We will share options with you. However, since this is an OSPI rule we will take your feedback in the form of a motion and make suggestions to them for changes.

The legislature provided the community and technical colleges with some additional ways to provide high school diplomas to students who are pursuing an Associate of Arts degree and 21 or enrolled in Running Start. We need to make changes to our rule to reflect that change.

## **Waiver Pilot Criteria for Flexible Calendar Efficiency**

Brad, Bunker, and Jack are working on an application and criteria for the flexible calendar. You will consider approval of those criteria at this meeting and then a limited number of school districts may apply. This request originated with Lyle School District who wanted to go to a four day calendar to conserve on fuel costs. Legislation was passed this spring for a pilot.

## **System Performance Accountability Work Update: Accountability Framework: Required Action Policy Process**

OK guys, this is big stuff. Kris and I need your full attention as we catch you up with some changes in terms of what we plan to do under the Accountability Framework. The new Provisional Accountability Index is great, but needs MORE WORK before the Feds give us a waiver OR it gets incorporated into No Child Left Behind (NCLB) —this may take several years.

In the meantime, many new federal expectations are coming down to states on addressing chronically underperforming schools under the federal stimulus funding, proposed new school improvement guidelines, and Race to the Top grants. Thus, we must consider the expectations the Feds have and find ways to unify our work with theirs. We are working really hard with OSPI on this. Janell Newman, from OSPI, will talk about what this means for her group in School and District Improvement and the voluntary action. Pete hopes to have something to present about how we will decide the criteria for which districts, with low performing schools, might move into Required Action.

I also want to go over the latest version of the Required Action steps with you and get your feedback. Over the next two months we will share with stakeholders and bring a final draft report to you in November with draft legislation for the 2010 Legislative Session. I plan to hire Jill Severn (formerly with OSPI) temporarily, to help write the December 1 report due to the legislature on Voluntary and Required Action. She will work with me and OSPI. Plus Aaron will be working with our new graphics team BERK and Associates (another BERC consultant- we may go bezerk!) to help us present our work in the best possible light. This is really hard and complicated work. I look forward to your comments to help guide us along.

## **Work Plan and Communications Plan**

We took the retreat discussion and, presto, turned your priorities and thoughts into a work plan for the year. We have also prepared a communications work plan. We will ask you for clarifying questions and then have you break into small groups to discuss the following: do we have the right measurable objectives and do topics and schedule comport with your needs? We will have you report out after your discussion. You will consider adoption of these plans the following day. Then your staff can go to work and produce the results you want.

## **Dinner**

We will have some fun and relaxing time together during dinner at the Keg Steakhouse. Directions are in your packet.

## Friday September 18, 2009

### **Update on Online Learning**

Brad and Bob have been working with OSPI on policy issues related to online learning. OSPI is required to consult with the Board. You will receive a briefing from OSPI on its plans to address some of the challenging issues around online learning. OSPI is looking at: 1) providing objective information to students, parents, and educators regarding available online learning opportunities; 2) enhancing statewide equity of student access to high quality online learning opportunities; and 3) requiring school district boards of directors to develop policies and procedures for student access.

### **WASL Scores and AYP Data Release**

Joe Willhoft and Bob Harmon, from OSPI, will give you a presentation on the latest WASL scores and the latest Annual Yearly Progress (AYP) data, which has many more schools listed in improvement. If you have any burning questions about AYP please ask Bob, as it will be a part of our review of schools and districts for Required Action.

### **OSPI Assessment System Update**

Joe Willhoft will discuss with you the plans for OSPI's new assessment system. I have also asked him to talk about your upcoming role in setting cut scores (you will see lots more of Joe next year). Other things I have asked him to cover include: student growth measures, the ability for home school students to use our state tests in high school and community college for their annual test, plans for the high school science test, will the new "WASL" be dumbing down our tests?

### **Lunch and Executive Session for Purposes of Evaluation of Executive Director**

You will discuss my performance. I have provided you with an extensive self assessment. So no more blab here.

### **Next Steps on 180 Day Waiver Revision Process**

Brad will share some preliminary thoughts with you about how to improve the current process for our favorite Board discussion item – the 180 day waivers. Connie will get her first taste of this perennial Board favorite.

### **2:00 p.m. Business Items**

These are all action items for you:

- Approval of Criteria for Efficiency Calendar Waiver (**Action Item**)
- 180 Day Waiver Requests (**Action Item**)
- CORE 24 ITF New Task (**Action Item**)
- Work Plan and Communications Plan (**Action Item**)
- Adoption of Legislative Request to Revise Election of Board Members (**Action Item**)
- Approval of Recommended Changes to the State Board of Education Vacancy Process Rule (**Action Item**)
- Approval of 2010-2011 Board Meeting Dates (**Action Item**)

Please note: There are some changes to the 2010 dates (some were unable to be changed due to completed contracts or dates not available). The 2011 dates are new. We found that Thursday and Friday meetings did not work as well due to late Friday afternoon traffic. Thus, we are moving meetings to

Wednesday and Thursday.

### **New Evaluation Tool for Executive Director**

Warren, Amy, and Bernal will finalize with you, the evaluation tool to be used for my evaluation starting in 2009-2010.

### **Reflections and Preview of November Meeting**

We will spend some time with our PESB colleagues at a joint meeting in November plus look at the Joint Math and Science Action plans that OSPI is spearheading.

**Cheers and Hang in There!**

## State Board of Education Meeting

### AGENDA

**Thursday, September 17, 2009**

**9:00 a.m. Call to Order**

Pledge of Allegiance

Welcome, Dr. Monte Bridges, Puget Sound ESD Superintendent

Introduction of New Board Member, Connie Fletcher

Agenda Overview

Approval of Minutes from the July 15, 2009 Special Meeting **(Action Item)**

Approval of Minutes from the July 17, 2009 Meeting **(Action Item)**

Approval of Minutes from the August 25, 2009 Special Meeting **(Action Item)**

Approval of Minutes from the August 31, 2009 Special 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:

Private Schools Approval **(Action Item)**

Contract for National Board Certification Teacher Mobility and Retention Study **(Action Item)**

**9:10 a.m. Update on Big Picture of Education Reform (Federal and State Initiatives)  
Potential SBE 2010 Legislative Agenda Items**

Ms. Edie Harding, Executive Director

Ms. Mary Jean Ryan, Chair

Dr. Alan Burke, Deputy Superintendent, OSPI

Board Discussion

**10:00 a.m. Meaningful High School Diploma: CORE 24 Graduation Requirements Framework Policy Refresher**  
Dr. Kathe Taylor, Policy Director  
Mr. Eric Liu, Board Lead

Board Discussion

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

**10:45 a.m. Update on CORE 24 Implementation Task Force Initial Report**  
Dr. Steve Dal Porto, Co-Board Lead  
Mr. Jack Schuster, Co-Board Lead  
Dr. Jennifer Shaw, Co- Chair of ITF  
Dr. Mark Mansell, Co-Chair of ITF

Board Discussion

**11:30 a.m. La Center School District's New Graduation Requirements**  
Dr. Mark Mansell, Superintendent, La Center School District

**12:00 p.m. Public Comment**

**12:30 p.m. Lunch**

**1:15 p.m. Additional Future Rule Changes on: a) State Board of Education Vacancy Appointment Options and b) State Board of Community and Technical College High School Diploma Options**  
Ms. Edie Harding, Executive Director  
Mr. Brad Burnham, Legislative and Policy Specialist

Board Discussion

**1:40 p.m. Waiver Pilot Criteria for Flexible Calendar Efficiency**  
Mr. Brad Burnham, Legislative and Policy Specialist  
Mr. Jack Schuster, Co-Board Lead  
Ms. Phyllis Bunker Frank, Co-Board Lead

Board Discussion

**2:00 p.m. System Performance Accountability Work Update: Accountability Framework: Voluntary Action and Required Action Policy Process**  
Dr. Kris Mayer, Board Lead  
Ms. Edie Harding, Executive Director  
Dr. Janell Newman, Assistant Superintendent, District and School Improvement and Accountability, OSPI  
Dr. Pete Bylsma, Contractor SBE

Board Discussion

- 2:30 p.m.** Break
- 2:45 p.m.** **System Performance Accountability Work Update: Continued Discussion**  
 Dr. Kris Mayer, Board Lead  
 Ms. Edie Harding, Executive Director  
 Dr. Pete Bylsma, Contractor, SBE
- Board Discussion
- 3:30 p.m.** **Public Comment**
- 4:00 p.m.** **Work Plan and Communications Plan**  
 Ms. Edie Harding, Executive Director  
 Mr. Aaron Wyatt, Communications Specialist
- Board Discussion (break out into small groups and report out)
- 5:00 p.m.** **Adjourn**

**Friday September 18, 2009**

- 9:00 a.m.** **Update on Online Learning**  
 Mr. Brad Burnham, Legislative and Policy Specialist  
 Mr. Bob Hughes, Board Lead  
 Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI  
 Dr. Judy Margrath-Huge, Director, Digital Learning, OSPI
- 9:30 a.m.** **WASL Scores and AYP Data Release**  
 Dr. Joe Willhoft, Assistant Superintendent, Assessment & Student Information, OSPI  
 Mr. Bob Harmon, Assistant Superintendent, Special Programs and Federal Accountability, OSPI
- 10:15 a.m.** **Break**
- 10:30 a.m.** **OSPI Assessment System Update**  
 Dr. Joe Willhoft, Assistant Superintendent, Assessment & Student Information, OSPI  
 Dr. Thomas Hirsch, Co-founder for Assessment and Evaluation Services
- Board Discussion
- 11:45 a.m.** **Public Comment**
- 12:00 p.m.** **Lunch and Executive Session for Purposes of Evaluation of Executive Director**

- 1:30 p.m. Next Steps on 180 Day Waiver Revision Process**  
Mr. Brad Burnham, Legislative and Policy Specialist  
Mr. Jack Schuster, Co-Board Lead  
Ms. Phyllis Bunker Frank, Co-Board Lead
- 2:00 p.m. Business Items**  
Approval of Criteria for Efficiency Calendar Waiver (**Action Item**)  
180 Day Waiver Requests (**Action Item**)  
CORE 24 ITF New Task (**Action Item**)  
Work Plan and Communications Plan (**Action Item**)  
Adoption of Legislative Request to Revise Election of Board Members (**Action Item**)  
Approval of Recommended Changes to the State Board of Education Vacancy Process Rule (**Action Item**)  
Approval of Proposed 2010-2011 Meeting Dates (**Action Item**)
- 2:30 p.m. New Evaluation Tool for Executive Director**  
Mr. Warren Smith, Vice-Chair  
  
Board discussion
- 2:45 p.m. Reflections and Preview of November Meeting**
- 3:00 p.m. Adjourn**

**EDUCATION REFORM: FEDERAL AND STATE EFFORTS**

**BACKGROUND**

Several key federal and state efforts are underway to improve student achievement and boost the important work in local districts. At the Board meeting, we will provide an update of current efforts and why this work is critical to the Board’s goal to improve student achievement and work on accountability.

**A. Federal Initiatives**

The federal government has a number of major efforts<sup>1</sup> to stimulate education reform in states. This memo highlights three: 1) the American Recovery and Reinvestment Act with fiscal stabilization funding for states; 2) a competitive grant process “Race to the Top” (RTTT), to stimulate reform in states; and 3) draft revised guidelines for school improvement. A comparative chart is provided below to show how the three efforts interrelate in terms of expectations:

	<b>Federal Stimulus Funding Phase 2</b>	<b>Race to the Top Competitive Grant</b>	<b>School Improvement Proposed Guidelines for Funding</b>
<b>Funding</b>	\$1 billion. State has received two thirds of those funds to date. <sup>2</sup> Washington will need to apply for a second round of stabilization funding this October and must demonstrate its progress on the four assurances.	\$4.35 billion total (state allocations vary).  State will allocate at least 50% to school districts.	\$45 million.  Up to \$500,000 for each school, per year, for three years allocated to districts with Title I or Title I eligible schools
<b>Timing</b>	Submit request by October 2009.	Phase I applications due December 2009.  Phase II applications due May 2010.	Winter 2010.

<sup>1</sup> Additional federal stimulus money is available for Washington under Title I \$135 million, Special Education \$221 million, and School Improvement \$44.5 million over the next two years. Competitive federal grants will also occur in the areas of: an Innovation Fund, Statewide Longitudinal Data Systems, Education Technology, Teacher Incentive fund. In addition, there is a national effort to create a common core of standards and assessments in academic subjects. A draft of proposed math standards is under review now by the states. Washington signed the memorandum of agreement to participate in this effort. This was discussed at the May Board meeting.

<sup>2</sup> The funds were for both Fiscal Years FY 09 and FY 10, to replace funds the legislature cut from Initiative 728, approved by the voters in 2001, provides funds for local districts to improve student achievement through: class size, targeted assistance, extended learning, pre-kindergarten learning, and professional development.

	<b>Federal Stimulus Funding Phase 2</b>	<b>Race to the Top Competitive Grant</b>	<b>School Improvement Proposed Guidelines for Funding</b>
<b>Priorities</b>	<ol style="list-style-type: none"> <li>Standards and assessments.</li> <li>Data systems to support instruction and measure student success.</li> <li>Effective teachers and principals, and equitable distribution of teachers.</li> <li>Remedy for turning around struggling schools.</li> </ol>	<ol style="list-style-type: none"> <li>Standards and assessments.</li> <li>Data systems to support instruction and measure student success.</li> <li>Effective teachers and principals; and equitable distribution of teachers.</li> <li>Remedy for turning around struggling schools.</li> <li>STEM emphasis.</li> </ol>	<p>Award funds to lowest achieving Title I schools that have not made progress on gains in state's assessment in reading and math in the all student category and are less than the average gains of schools in state:</p> <p>Tier 1: Lowest 5% of schools now in improvement based on absolute performance and growth/gains.</p> <p>Tier 2: Lowest 5% of secondary schools, which are Title-eligible but not receiving services.</p> <p>Tier 3: Rest of Title I schools not in Tier I and II.</p> <p>States will give priority to districts serving both Tier 1 and 2 schools.</p>
<b>Requirements</b>	<p>Provide update on indicators and descriptors for each of the above assurance areas. States must make this data transparent and outline steps they will take to develop data by 9/30/11.</p> <p>Example of the kind of data to be provided for support to struggling schools:</p> <ul style="list-style-type: none"> <li>Number and percent of schools in improvement that: made progress in reading and math</li> </ul>	<p>Phase I and II of Federal Stimulus Funds must be approved by time of RTTT award.</p> <p>No legal barriers linking student, teacher, and principal data.</p> <p>Signed by Governor, Superintendent, and State Board of Education Chair.</p> <p>Describe progress in four reform areas.</p> <p>Show financial data.</p> <p>Show stakeholder support</p>	<p>State eliminates laws or rules that limit state to interview in low performing schools, limit charters, or impede efforts to recruit and retain effective teachers and principals in low performing schools.</p> <p>Must implement one of the following reform models:</p> <ol style="list-style-type: none"> <li><u>Turnaround</u>: Replace principal and 50% of staff, adopt a new governance structure, implement new or revised</li> </ol>

	Federal Stimulus Funding Phase 2	Race to the Top Competitive Grant	School Improvement Proposed Guidelines for Funding
	<p>assessments.</p> <ul style="list-style-type: none"> <li>• Number of charter schools operating.</li> <li>• Number of schools that have been turned around, consolidated or closed.</li> </ul>	<p>Describe how funds will be used to improve student achievement, improve graduation rates, and close achievement gaps. Give high priority to high need districts.</p> <p>Provide evidence for each state reform conditions criterion.</p> <p>Implement statewide data system that includes America COMPETEs Act elements.</p> <p>Provide access of data to key stakeholders.</p> <p>Use data to improve instruction.</p> <p>Provide alternative pathways for aspiring teachers and applicants.</p> <p>Differentiate teacher and principal effectiveness based on performance.</p> <p>Ensure equitable distribution of effective teachers and principals.</p> <p>Report in effectiveness of teacher and principal prep programs</p> <p>Provide effective support to teachers and principals.</p>	<p>instructional program.</p> <p>2. <u>Restart Model</u> Close school and reopen under charter or education management organization.</p> <p>3. <u>School Closure</u> Close school and enroll students in a high performing school.</p> <p>4. <u>Transforming Model</u></p> <ul style="list-style-type: none"> <li>• Develop teacher and school leader effectiveness.</li> <li>• Develop comprehensive instructional strategies.</li> <li>• Extend learning time and community oriented schools.</li> <li>• Provide operating flexibility and sustained support.</li> </ul>
<b>Criteria</b>	See Requirements	<p>Adopt common standards and sign MOA to participate in assessments consortia.</p> <p>Plan to implement standards, aligned assessments, curriculum,</p>	<p>State will make awards based on greatest need and strongest district commitment.</p> <p>District volunteer to participate and</p>

	Federal Stimulus Funding Phase 2	Race to the Top Competitive Grant	School Improvement Proposed Guidelines for Funding
		<p>and professional development.</p> <p>Intervene in lowest performing schools.</p> <p>Increase number of high quality charters.</p> <p>Plan to identify 5% of lowest performing schools and follow strategies similar to those outlined in School Improvement Guidelines.</p> <p>Demonstrate significant progress on four assurances.</p> <p>Create conditions favorable to reform.</p> <p>Make education funding a priority.</p> <p>Enlist statewide support and commitment of stakeholders, including state leaders, districts, grant makers, and foundations.</p> <p>Raise achievement and close gaps. Use annual targets for increasing overall and subgroup achievement.</p> <p>Build strong statewide capacity to implement, scale, and sustain proposed plans.</p>	<p>implement one of the 4 interventions.</p> <p>If district is serving more than nine schools, it cannot do the same intervention in more than 50% of its schools</p>

**Next Steps to Address these Federal Initiatives**

**Federal Stabilization Fund Phase II**

The Governor’s Office will submit an application with documentation by October 2009.

**Race to the Top Application**

The Governor, Superintendent of Public Instruction, and the State Board of Education Chair have formed a team to prepare and submit a request on behalf of Washington State. Our preference is for the Round II applications in the spring of 2010. They will engage all interested education stakeholders in a review of the grant application. The following actions and timelines to complete the grant are outlined below by the Washington Race to the Top Team:

<b>Task</b>	<b>Date</b>	<b>Action Taken or to be Taken</b>
Identify facilitator/convener and resources to support grant application.	August-September 2009	Partnership4Learning selected to provide facilitator support.  Funding support sought for grant application.  Selection of consulting firm to assist with application. (September 21)
Identify baseline data and reach out to all stakeholders to determine scope of Washington application.	October-December 2009	Examine RTTT requirements, others states’ applications, and Washington’s current status on the key issues.  Identify potential priorities and legislation needed.  Engage in discussions with stakeholders on priorities.  Determine what the state must do to show its progress beyond HB 2261.  Finalize priorities.
Complete application for Round II of Race to the Top (SBE preference).	January-May 2010	Draft and finalize application.

**Proposed School Improvement Guidelines**

OSPI will give comment to the federal government on the proposed guidelines in the next few weeks. OSPI and SBE staff to identify five percent of chronically underperforming schools that must be identified in the different Tiers. OSPI is determining the impact the proposed federal rules will have on its current program and what adjustments must be made to prepare for obtaining funds in

2010. OSPI and SBE will work on ways to incorporate these new School Improvement expectations for the SBE Voluntary Action and Required Action this fall, with the recognition that the federal guidelines are open for comment before finalization.

## **B. State Initiatives**

### **HB 2261 (Chapter 548, Laws of 2009)**

The legislature passed HB 2261 this spring to reform the funding of basic education in our state as well as to expand the definition of basic education and advance some key concepts. Public education has evolved since 1977 and there have been many studies (most recently, The Joint Basic Education Finance Task Force, the Achievement Gap Commission reports, Building Bridges report, and Washington Learns) that identify a need to:

- Educate all students to a higher level.
- Focus on individualized instruction.
- Close the achievement gap and reduce dropout rates.
- Prepare students for evolving workforce and global economy.

Some of the key areas that will be worked on under HB 2261 include:

- Expanded definition of basic education:
  - Increased instructional hours for secondary education from 1000 to 1080 hours.
  - Opportunity to complete 24 high school credits.
  - All day kindergarten (phase in highest poverty schools first).
  - Highly capable (2.3 percent of student enrollment).
  - Early learning is under consideration to be added in the future.
- Prototypical school funding formula.
- Transportation funding formula.
- Quality Education Council, which will recommend and inform the ongoing implementation of HB 2261.
- Work groups for finance, local funding, data governance, early learning, and compensation.
- Accountability: refinement of the SBE work on its Accountability Framework, including the Accountability Index, Voluntary Programs of Assistance, and Formalized Comprehensive System of Improvement for Challenged Schools and Districts (see the SPA Tab for additional information).
- Teacher Standards and Certification.

The funding to support this work will be phased in and fully implemented by the legislature by September 1, 2018.

### **The Quality Education Council's Work under HB 2261**

The Quality Education Council's (QEC) purpose is to develop strategic recommendations for implementation of a new definition of Basic Education based on evidence that the programs effectively support student learning as well as the financing necessary to support it.

In addition to guiding implementation of the bill, the QEC must also:

- Develop strategic recommendations and update them every four years on the Program of Basic Education.
- Identify measurable goals and priorities for a ten-year period for the educational system, including ongoing strategies to eliminate the achievement gap and reduce dropout rates.
- Consider the OSPI system capacity report.
- Consider the availability of data and implementation progress of data systems.

The members of the QEC include four state representatives and four state senators (with equal representation among Democrats and Republicans), as well as one representative from the Office of the Governor, Office of Superintendent of Public Instruction, the State Board of Education, the Professional Educator Standards Board, and the Department of Early Learning. Randy Dorn was selected by the members as Chair.

- Randy Dorn, Superintendent of Public Instruction and Chair of the QEC
- Mary Jean Ryan, Chair, State Board of Education
- Stephen Rushing, Chair, Professional Educator Standards Board
- Dr. Bette Hyde, Director, Department of Early Learning
- Dr. Jane Gutting, Superintendent, ESD 105 (Governor's appointee)
- Rep. Frank Chopp, Speaker of the House, 43rd District (D)
- Rep. Pat Sullivan, State Representative, 47th District, (D)
- Rep. Skip Priest, State Representative, 30th District (R)
- Rep. Bruce Dammeier, State Representative, 25th District (R)
- Sen. Curtis King, State Senator, 14th District (R)
- Sen. Eric Oemig, State Senator, 45th District (D)
- Sen. Joseph Zarelli, State Senator, 18th District (R)
- Sen. Rosemary McAuliffe, State Senator, 1st District (D)
- Alternate: Rep. Marcie Maxwell, State Representative, 41st District (D)

The first QEC meeting was held on August 27, 2009. The materials for that meeting and future QEC meetings may be found at: <http://www.k12.wa.us/QEC/default.aspx>.

### **Basic Education Funding Law Suit**

*McCleary v. State* was filed in January 2007. The plaintiffs are led by the Network for Excellence in Washington Schools (NEWS), a coalition of groups including the Washington Education Association (WEA), Parent Teacher Association (PTA), 29 school districts, and several advocacy groups. The case takes its name from one of two families who are also named plaintiffs. The plaintiffs asked the court to declare that the state is not meeting its duty to amply fund basic education and to order the state to: 1) determine the actual dollar cost of providing a basic education; and 2) fund that amount. In fall of 2007, the plaintiffs sought a summary judgment order asking the court to declare, as a matter of law, that the state's constitutional obligation was measured by the WASL results and that because the WASL results show all students are not meeting standard, the state was therefore not meeting its constitutional obligation to provide a basic education. The motion failed, leaving the matter to be proven at trial, which began August 31, 2009 and is scheduled to last at least four weeks. During their opening arguments, state attorneys cited increased K-12 investments over the last thirty years and previewed the upcoming testimony of expert witnesses who will argue that increased financial investment does not always result in higher achievement. The plaintiffs began to counter that claim through the testimony of their witnesses.

### **POLICY CONSIDERATION**

The Board will be discussing its accountability framework with an emphasis on Required Action for Persistently Low Achieving Schools, which should incorporate guidance from the Race to the Top application and the new proposed federal School Improvement rules to ensure consistency between all of these efforts.

### **EXPECTED ACTION**

None

## **CORE 24 REVIEW AND “REFRESHER”**

### **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 Framework of CORE 24 graduation requirements (July 2008). The Board has asked in recent meetings for a recap of the CORE 24 Framework.

Background for the July 2008 actions was provided in a lengthy memorandum that was accompanied by a shorter (four-page) “adoption document” (see Attachment A). The Board’s actions, expressed in four motions, referenced the adoption document.

Following are the guiding principles and key tenets that are the “core” of CORE 24.

**Guiding Principles.** Six guiding principles shape CORE 24:

1. Equip everyone. Prepare all students for life after high school—in gainful employment, an apprenticeship or postsecondary education.
2. Expect more. Align requirements to meet the increased expectations of the 21<sup>st</sup> century workforce.
3. Provide flexibility. Allow students to customize their education, creating relevance to their interests.
4. Give focus. Encourage students to align course work to achieve their future career goals.
5. Plan ahead. Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.
6. Start early. Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

**Key Tenets.** Four key tenets reflect these guiding principles:

1. CORE 24 aims to prepare students for postsecondary and career success. There are several ways to meet the CORE 24 graduation requirements—a college and career ready path, a college emphasis, or a career emphasis.
2. All students are automatically enrolled in a default set of college and career ready CORE 24 requirements that meet the Higher Education Coordinating Board minimums and complete career preparation requirements.
3. Students are not locked into the default requirements and can choose to pursue a college or career emphasis, based on their High School and Beyond Plan.
4. Flexibility is built into the different paths of CORE 24 so that students can personalize their course taking.

## **POLICY CONSIDERATION**

Explicit in the July 2008 adoption document is a paragraph that expresses the Board's intent about automatic enrollment.

CORE 24 will provide all students with a strong foundation of core subjects and the opportunity to personalize their course choices to pursue their individual postsecondary and career goals. While all students will be automatically enrolled in CORE 24's college and career ready requirements, students will have the option to pursue a more in-depth career or college emphasis based on a well-thought out High School and Beyond Plan.

The table in the adoption document notes some flexibility for students pursuing a "career emphasis" (e.g., students would not be required to earn a math credit in the senior year). The Implementation Task Force is currently considering other ways to make the CORE 24 Graduation Requirements Policy Framework flexible for all students.

The longer, accompanying background document<sup>1</sup> for the July 2008 meeting asserts that "The central tenet of CORE 24 is preparation of *all* students for *all* options—whatever they choose to do after high school. Many students of high school age are not certain of their future path, and change their minds frequently. For this reason, students need to keep all options open so they do not foreclose possibilities too early."

In the year that has elapsed since the passage of CORE 24, there have been several graphic iterations of the framework; the text accompanying the current graphic repeats the idea of having all options open but does not talk about automatic enrollment. A policy of automatic enrollment will require some students to formally declare a college or career emphasis that enables them to make allowable substitutions to the CORE 24 default college- and career-ready program of study. The timing of this declaration, and the process for students to make it, may be an area of consideration for the CORE 24 Implementation Task Force.

## **EXPECTED ACTION**

Staff recommends that the Board direct the CORE 24 Implementation Task Force to recommend a process connected to the High School and Beyond Plan for students to elect and formally declare a college or career emphasis as an alternative to pursuing the default college- and career-ready requirements.

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<sup>1</sup> Meaning High School Diploma Memorandum, July 23-24, 2009 Board Meeting, p. 14

## Attachment A

### MEANINGFUL HIGH SCHOOL DIPLOMA

#### CORE 24 GRADUATION REQUIREMENTS FRAMEWORK ADOPTION DOCUMENT (DRAFT July 18, 2008)

One of the Board's three goals is to "improve student preparation for post-secondary education and the 21<sup>st</sup> century world of work and citizenship." In pursuit of this goal, the Board has taken a fresh look at the purpose of a diploma and the graduation requirements for which it has authority: minimum credit requirements, Culminating Project, and the High School and Beyond Plan.

In January, 2008, the Board approved a revised purpose of a diploma, stating:

*The purpose of the 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 diploma represents a balance between the personalized education needs of each student and society's needs, and reflects, at its core, the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state, and whatever institution or employer the graduate moves on to—a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns the credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable.*

After extensive review of educational and workplace needs for the 21<sup>st</sup> century, national trends, public feedback, and current district practices, the Board is prepared to take a positive step toward a stronger, more coherent set of graduation requirements through the CORE 24 Graduation Requirements Policy Framework.

The Board has heard clearly the public's concern about unfunded mandates; therefore implementation of the CORE 24 Graduation Requirements Policy Framework will be contingent on funding. No rules will be written until after the 2009 legislative session, and a phase-in timeline will be worked out in consultation with implementation advisors. Phase-in would begin in 2013 and be fully implemented in 2016.

#### CORE 24 GRADUATION REQUIREMENTS POLICY FRAMEWORK

The CORE 24 Graduation Requirements Policy Framework consists of a set of defined subject-area requirements, a Culminating Project and a High School and Beyond Plan. Implicit in all of the requirements are competencies defined by the state's essential academic learning requirements, grade level expectations, basic education goals, program standards (e.g., career and technical education), and district-determined policies.

CORE 24 will provide all students with a strong foundation of core subjects and the opportunity to personalize their course choices to pursue their individual postsecondary and career goals. While all students will be automatically enrolled in CORE 24's college and career-ready requirements, students will have the option to pursue a more in-depth career or college emphasis, based on a well-thought out High School and Beyond Plan. The High School and Beyond Plan, subject-area requirements, and Culminating Project are separate but related parts

that together should comprise an integrated, goal-directed course of study that will provide sufficient breadth and depth to educate the whole student.

Subject	CORE 24	CORE 24 Notes
English	4.0	
Math	3.0 (math or math-based quantitative course in senior year)	Students pursuing a “career emphasis” may <i>elect</i> to take, but are not required to take, a math credit in their senior year.
Science	3.0 (2 lab)	
Social Studies	3.0	
Arts	2.0	
Fitness	1.5	
Health	.5	
Career Concentration	3.0	Students must complete a CTE program of study <u>or</u> a course sequence which helps a student prepare for their intended postsecondary studies or career field.
World Language	2.0	Students pursuing “career emphasis” requirements may substitute other courses for world language.
Electives	2.0	Students pursuing “career emphasis” requirement will have 4 elective credits if they choose to waive world language.
Culminating Project	Yes	
High School and Beyond Plan	Yes	
<b>Total</b>	<b>24</b>	

Although subjects are “counted” through credits, credits can be earned in two ways<sup>2</sup>:

- 1) Achievement demonstrated and assessed through 150 hours of instruction.
- 2) Achievement demonstrated and assessed through competencies established through local district policies.

By defining high school credit through both competencies and seat-time, and by recognizing each approach as equally viable in the purpose of the diploma, the Board strongly encourages districts to pursue both strategies to help students meet their educational goals and the state’s requirements with greater flexibility.<sup>3</sup>

<sup>2</sup> WAC 180-51-050.

<sup>3</sup> Other state policies recognize competencies, as well. The Higher Education Coordinating Board has established minimum college admission standards or College Academic Distribution Requirements (CADRs) that provide a means for math and English competencies to be recognized when students achieve proficiency on the Washington Assessment of Student Learning (WASL). Proficiency on the reading WASL satisfies the first two CADR credits of English; proficiency on the math WASL satisfies the first two CADR credits of math (algebra I and geometry, or integrated math I and II).

The Board will ask its implementation advisors to develop recommendations for the Board's consideration for ways to operationalize the use of competency-based methods of meeting graduation requirements, including such possibilities as CTE course equivalencies, where students earn one credit but complete two requirements, world language credit for ELL students who pass a competency-based assessment of their native language skills, etc.

### **Culminating Project and High School and Beyond Plan**

The Culminating Project and the High School and Beyond Plan became graduation requirements for the first time in 2008. The Board reviewed the respective rules and guidelines, heard presentations from three school districts, and studied perspectives and information provided by 145 (of 246) districts with high schools that responded to a Board request for feedback. Because each district has developed locally the criteria for satisfactory completion of these requirements, there is considerable variation in what students are expected to do, and when they are expected to begin work on the requirements. The Board will maintain both requirements, but may consider modifications if recommended by the Board's implementation advisors. The Board intends, at a minimum, to require that the High School and Beyond Plan will begin in middle school.

### **IMPLEMENTATION**

Considerable support has been expressed for the basic premise of these suggested revisions: preparing all students for postsecondary education, the 21<sup>st</sup> century workplace, and citizenship. At the same time, public outreach has helped to identify significant implementation issues that will need to be addressed in order to move this Graduation Requirements Policy Framework forward. These issues, and the Board's response to them, have been acknowledged in the larger paper. The Board's next steps would include the following:

<b>Task</b>	<b>Time Period</b>
Revise CORE 24 Framework in response to stakeholder feedback and approve a new graduation requirements policy framework, with implementation contingent on funding.	July 2008
Cost out and submit a budget request for graduation framework.	August/September 2008
Establish an implementation task force to assist the Board in understanding and making decisions about implementation (phase-in 2013-2016, flexibility, facilities impact, teacher impact, etc.).	fall 2008-spring 2009
Respond to the Memorandum of Agreement with the Tribal Leader Congress on Education.	fall 2008
Write rules for graduation requirements, informed by outcome of 2009 legislative session.	spring/summer 2009

## PROPOSED ACTIONS

*Note: Underlining reflects changes made at the Board Meeting on July 24, 2008.*

In order to move forward on the CORE 24 Graduation Requirements Policy Framework in time to shape a legislative strategy and provide input to the Joint Task Force on Basic Education Finance, the following actions are proposed for adoption by the Board:

1. Motion to establish a CORE 24 Graduation Requirements Policy Framework (per the attached document) consisting of subject area requirements, Culminating Project, and the High School and Beyond Plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the Legislature.
2. Motion to maintain the Culminating Project and High School and Beyond Plan as graduation requirements, with modifications developed in consultation with the Board's implementation advisors. Begin the High School and Beyond Plan in middle school.
3. Motion to direct staff to establish an implementation task force to provide regular feedback and make recommendations to the Board by June 2009, to address implementation issues identified through public outreach and cited in the larger paper. These include but are not limited to:
  - a. An implementation schedule that prioritizes phase-in or new credit requirements.
  - b. Ways to operationalize competency-based methods of meeting graduation requirements.
  - c. Ways to assist struggling students with credit retrieval and advancing their skills to grade level.
  - d. Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc.
  - e. Ways to provide appropriate career exploration courses as well as career concentration options.
  - f. Scheduling approaches to 24 credits that can meet the required 150 instructional hours.
4. Motion to affirm the intention of the Board to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day, funding for a six-period high school day, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board will direct staff to prepare a funding request for the 2009-2011 bienniums to begin implementation of CORE 24.

## **UPDATE ON CORE 24 IMPLEMENTATION TASK FORCE AND MHSD-RELATED RESEARCH PROJECTS**

### **BACKGROUND**

Since 2006, the State Board of Education (SBE) 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 SBE approved a charter (Attachment A) in November 2008 to establish the CORE 24 Implementation Task Force (ITF). The charter asks the ITF to advise the SBE on strategies to implement the proposed requirements. The ITF met for the first time in March 2009, and has met four times to date. At the same time, the SBE is continuing to address the unfinished policy issues related to the Meaningful High School Diploma.

SBE members, Steve Dal Porto and Jack Schuster, serve as co-leads for the twenty-member ITF. The ITF has met once since July 2009 when the SBE was last updated on its work. The ITF will meet again on: September 28, November 2, a date to be announced in February 2010, and, if needed, a date in March 2010. SBE members who cannot attend the meetings of the ITF can access all meeting materials at: <http://www.sbe.wa.gov/CORE24Dates&Materials2.html>.

### **Preliminary ITF Considerations**

At its August 14, 2009 meeting, the ITF identified preliminary *considerations* that they were ready to discuss with the SBE. The considerations are still in process and will not become formal recommendations until the ITF has shared them with stakeholders and discussed them further. (See Attachment B for a communication flow chart).

Each consideration is related to one of the questions posed to the ITF in the Board's ITF charter.

Mark Mansell and Jennifer Shaw, ITF co-chairs, will review the considerations with the Board. The considerations, listed in the following table, will be presented to the SBE by the ITF co-chairs.

### **Relationship of SBE, ITF, QEC, and Legislature**

The Quality Education Council (QEC) was created by HB 2261, and met for the first time on August 27, 2009. According to HB 2261, one of the first priorities for the QEC will be to consider "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 charge of the QEC is, of course, much broader than the implementation of CORE 24; the SBE's position on the QEC will assure that key SBE initiatives are voiced. The role of the ITF will be to advise the SBE on relevant graduation-related issues (e.g., phase-in) that may come before the QEC in the next six months.

The following table illustrates the intersections of the work of the SBE, ITF, QEC, and Legislature. The ITF is expected to complete its work in March 2010. The SBE will then begin the policy discussions that emerge from the ITF's recommendations.

**Update on CORE 24 and MHSD-related Research Projects.**

See Attachment C for an update on the status of each project.

**EXPECTED ACTION**

Information only, no action at this time.

## Summary of CORE 24 Implementation Task Force Considerations—September 2009

	Original SBE Motion	Related Questions from SBE Charter for ITF	What the Task Force is Considering	Advantages	Disadvantages
1.	Produce recommendations, with analyses of advantages and disadvantages, about ways to provide appropriate career preparation options, as well as career concentration options.	<i>What should the career concentration requirement look like in practice?</i>	<p>Consider a definition of career concentration that integrates both academic and CTE/occupational courses with sufficient flexibility to address students' interests in a variety of ways, such as:</p> <p>Fulfill three credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study; and/or general education courses that prepare students for postsecondary education based on their identified program of study in their High School and Beyond Plan. One of the three credits should meet the standards of an exploratory CTE course.</p>	<ul style="list-style-type: none"> <li>• Provides sufficient flexibility to address different students' needs.</li> <li>• Retains core (employability and leadership skills) of occupational education requirement.</li> <li>• Connects High School and Beyond Plan with course selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on a High School and Beyond planning process that may not yet exist in some schools.</li> </ul>
2.	Produce recommendations, with analyses of advantages and disadvantages, about ways to provide appropriate career preparation options, as well as career concentration options.	<p><i>What flexibility, if any, is needed to make CORE 24 requirements work for all students, e.g., ELL learners, IB diploma candidates, struggling students, etc.?</i></p> <p><i>What conventional and out-of-the-box ideas should the SBE consider to implement CORE 24?</i></p>	<p>Consider implementing a "2 for 1" or "Credit Plus" policy that would enable students taking classes formally identified as course equivalents to document the academic credit on the transcript and satisfy a CTE requirement at the same time, thereby creating space for an additional elective.</p>	<ul style="list-style-type: none"> <li>• Provides greater flexibility for students to build other courses into their schedules.</li> <li>• Provides greater flexibility for students in skills centers.</li> <li>• Will encourage districts to establish course equivalencies, and the process of collaboration among teachers to establish equivalencies could contribute to professional learning communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Without clear state parameters, the policy could be interpreted inconsistently across districts and make it difficult for students to transfer credits across schools.</li> <li>• Might require changes to standardized transcript.</li> </ul>

	Original SBE Motion	Related Questions from SBE Charter for ITF	What the Task Force is Considering	Advantages	Disadvantages
3.	Produce recommendations, with analyses of advantages and disadvantages, about scheduling approaches to 24 credits that can meet the required 150 instructional hours.	<p><i>What flexibility, if any, is needed to make CORE 24 requirements work for all students, e.g., ELL learners, IB diploma candidates, struggling students, etc.?</i></p> <p><i>What conventional and out-of-the-box ideas should the SBE consider to implement CORE 24?</i></p>	<p>The ITF recognizes that CORE 24 could work with both standard and block schedules, but the current time-based requirement creates inconsistencies across different types of schedules in the number of instructional hours typically provided. Different policies may be needed to assure that whatever type of schedule a school adopted, and whatever needs specific groups of students might have, they could still meet the requirements of CORE 24. The ITF will revisit these discussions at its upcoming meetings.</p> <p>One consideration is to amend the time-based WAC definition of a credit to reinforce the connection between a credit and student learning: "A high school credit shall mean the student has demonstrated proficiency in the identified learning outcomes of a course approved by the district as meeting the relevant state subject-area standards."</p>	<ul style="list-style-type: none"> <li>• Consistent with the state's direction toward standards-based learning.</li> <li>• Does not artificially connect learning to time.</li> <li>• Creates more flexibility for districts to focus on student-centered learning that will enable students to progress at their own rates.</li> <li>• Acknowledges the realities of online learning, where learning is not time-based.</li> <li>• Eliminates existing inconsistencies created by differences in schedules; evidence suggests that the time-based requirement varies across districts, depending on the type of schedule the schools are following, and is not being met by all districts.</li> <li>• Eliminates inconsistencies in the ways districts define and count</li> </ul>	<p>A non time-based requirement:</p> <ul style="list-style-type: none"> <li>• May be viewed as less objective, measurable, and easy to understand.</li> <li>• Lacks the power of a time-based requirement to act as an equalizer—a form of standardization that reduces the likelihood that districts will cut corners.</li> <li>• Creates no minimum, measurable threshold of expectation.</li> </ul>

	Original SBE Motion	Related Questions from SBE Charter for ITF	What the Task Force is Considering	Advantages	Disadvantages
4.	Make recommendations about ways to operationalize competency-based methods for meeting graduation requirements.	<p><i>What flexibility, if any, is needed to make CORE 24 requirements work for all students, e.g., ELL learners, IB diploma candidates, struggling students, etc.?</i></p> <p><i>What conventional and out-of-the-box ideas should the SBE consider to implement CORE 24?</i></p>	<p>Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course.</p> <p>Note: Individual districts could elect to grant credit in this way today, based on the SBE's current WAC that defines a high school credit. Whether this statement would become part of the SBE's WAC is the issue. The ITF will be returning to this question and seeking feedback from stakeholders on key questions such as, "Does a student have to take the course at all? Is proficiency on an end-of-course (EOC) assessment sufficient to earn credit? What if a student asks to take the EOC assessment before ever taking the course (assuming this were feasible)—and the student passes the EOC?"</p>	<p>"instructional hours."</p> <ul style="list-style-type: none"> <li>Provides guidance to districts about competency-based credit.</li> <li>Consistent with the state's direction toward standards-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>If students know they can earn credit as long as they pass the EOC, they may choose to disregard other course requirements.</li> <li>If students don't have to take the course, they may miss out on aspects of the course not covered by the assessment.</li> </ul>

**CORE 24 2009-2011 Work Plan for SBE and Its Work With  
Implementation Task Force, Quality Education Council and Legislature**

<b>SBE Task in Response to ITF Work</b>	<b>Date</b>	<b>State SBE of Education (SBE)</b>	<b>Quality Education Council (QEC)</b>	<b>Legislature</b>
Receive first interim report from the Implementation Task Force (ITF).	September 2009	SBE receives first interim report with the ITF's preliminary considerations on: 1) ways to provide appropriate career preparation courses, as well as career concentration options; 2) scheduling approaches to 24 credits that can meet the required 150 instructional hours; and 3) ways to operationalize competency-based methods of meeting graduation requirements. SBE will consider action to assign an additional task to the ITF.		
Receive second interim report from the ITF on phase-in schedule; take action on advocacy for six instructional hours.	November 2009	SBE receives second interim report with preliminary recommendations from ITF on: 1) an implementation schedule that prioritizes phase-in of new credit requirements; and 2) phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc.  SBE takes formal action to "authorize" advocacy for six instructional hours in the 2011-2013 biennium to the QEC.	Brief QEC on CORE 24 and recommend to QEC that funding for six instructional hours begin in 2011-2013 biennium so CORE 24 can be fully implemented by 2016. (QEC initial report due January 1, 2010).	
Refine policy for High School and Beyond Plan, Culminating Project, and other unfinished policy issues (e.g., middle school, essential skills).	January 2010	SBE reviews policy recommendations from MHSD work group.		
Conduct outreach on ITF considerations.	fall 2009 and winter/ spring 2010	SBE staff, Board members, and ITF members seek and receive feedback on implementation considerations.	Continue to represent SBE interests to QEC during its meetings.	Advocate for funding during the 2010 session.
Receive final report from the ITF.	May 2010	SBE receives final report with recommendations on each of the assigned		

SBE Task in Response to ITF Work	Date	State SBE of Education (SBE)	Quality Education Council (QEC)	Legislature
		tasks given to the ITF. Each recommendation will include advantages and disadvantages. SBE begins consideration of policy implications of ITF recommendations.		
Adopt CORE 24 Implementation Policies.	July 2010	SBE adopts implementation policies and gives direction to staff for development of draft CORE 24 rules.		
Work with OSPI on fiscal impact of proposed changes.	summer 2010	SBE staff works with OSPI staff on fiscal impact of key elements of CORE 24— instructional hours, struggling students, comprehensive guidance, and curriculum/materials.		
Review draft CORE 24 rules.	September 2010	SBE reviews draft CORE 24 rules.	Continue to represent SBE interests to QEC during its meetings.	
Approve draft CORE 24 rules.	November 2010	SBE adopts draft rules to submit to 2011 Legislature and QEC for consideration as “proposed changes to the high school graduation requirements.”	Present draft rules for proposed changes to the high school graduation requirements to QEC for review, in conjunction with OSPI fiscal impact analysis; advocate with QEC to recommend funding for CORE 24 on proposed timeline.	Present draft rules for proposed changes to the high school graduation requirements to education committees for review, in conjunction with OSPI fiscal impact analysis. Advocate for funding and go-ahead from Legislature.
Adopt new graduation requirement rules for the Class of 2016.	Fall 2011	SBE adopts rules for the Class of 2016. (The Class of 2016 will enter 9 <sup>th</sup> grade in 2012).		

*Issue: We need to determine whether the SBE has authority to mandate that a high school graduation requirement begin in middle school. If not, we may want to seek legislative authority during the 2010 session.*

## **CHARTER FOR CORE 24 IMPLEMENTATION TASK FORCE** *(Adopted by SBE in November 2008)*

### **PROJECT PURPOSE**

The purpose of the CORE 24 Implementation Task Force (ITF) is to examine the implementation issues associated with the CORE 24 Graduation Requirements Policy Framework, passed by the State Board of Education (SBE) in July 2008.

The ITF will advise the SBE on strategies needed to implement the requirements, including a phase-in process that would begin with the graduating class of 2013. Although it is the SBE's intent for the CORE 24 requirements to be fully implemented by the graduating class of 2016, assuming funding by the Legislature, the ITF should take into consideration ways to move the system forward *toward* CORE 24 requirements in the event only partial funding is attained.

### **BACKGROUND**

At the July 2008 SBE meeting, the SBE approved the CORE 24 Graduation Requirements Policy Framework through the following motions, which included specific direction to staff to establish an Implementation Task Force. The motions reference the Meaningful High School Diploma (MHSD) memorandum (the "larger paper") approved by the SBE on July 24, 2008.

1. Establish the CORE 24 Graduation Requirements Policy Framework, per the attached Adoption Document, consisting of subject area requirements, Culminating Project, and High School and Beyond Plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the Legislature.
2. Maintain the Culminating Project and High School and Beyond Plan as graduation requirements, with modifications developed in consultation with the SBE's implementation advisors. Begin the High School and Beyond Plan in middle school.
3. Direct staff to establish an Implementation Task Force to make recommendations to the SBE by June 2009, to address implementation issues identified through (prior) public outreach and cited in the larger (July 2008 MHSD memorandum) paper. These include, but are not limited to:
  - An implementation schedule that prioritizes phase-in of new credit requirements.
  - Ways to operationalize competency-based methods of meeting graduation requirements.
  - Ways to assist struggling students with credit retrieval and advancing their skills to grade level.
  - Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc.
  - Ways to provide appropriate career preparation courses, as well as career concentration options.
  - Scheduling approaches to 24 credits that can meet the required 150 instructional hours.

4. Affirm the intention of the SBE to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments, should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day<sup>1</sup>, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The SBE directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24.

### **Connection to the SBE's Mission, Goals, and Work Plan**

One key strategy to meet the SBE's goal to improve student preparation for post-secondary education and the 21<sup>st</sup> century world of work and citizenship is to create a coherent and rigorous set of graduation requirements that keeps all options open for all students. With the actions taken in July 2008, the SBE established the CORE 24 High School Graduation Requirements Framework. The CORE 24 Implementation Task Force, part of the SBE's September 2008-August 2009 work plan, is an integral step in moving the work forward.

### **SBE Role**

The SBE's role is to receive the recommendations of the Implementation Task Force (ITF), consider them in the context of the larger policy environment, and ask for further clarification if needed. The SBE will formulate a policy for CORE 24 implementation.

### **ITF Co-leads**

Jack Schuster and Steve Dal Porto will serve as co-leads for the ITF. The co-leads will oversee the work of the ITF, including:

- Helping to select the membership.
- Attending all meetings of the Task Force, bringing forward questions from the SBE.
- Identifying policy questions to be considered by the SBE.
- Reporting back to the SBE on the progress of the Task Force.
- Attending meetings (AWSP, WSSDA, WASA, etc.) with staff, as possible, to discuss CORE 24 and its implementation.
- Being a "sounding board" for staff as questions arise.

### **Relationship of Implementation Task Force and Meaningful High School Diploma (MHSD)**

Eric Liu will continue to serve as the SBE lead on the Meaningful High School Diploma project. He will provide strategic guidance needed to advocate for CORE 24, and will continue to carry the unfinished MHSD work forward, leading the policy development of the SBE's approaches to the Culminating Project, High School and Beyond Plan, essential skills, and middle school/high school connections.

As appropriate, the ITF will consider the issues of the Culminating Project, High School and Beyond Plan, essential skills, and middle school/high school connections and make recommendations to the MHSD Lead, Eric Liu.

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<sup>1</sup> The SBE's intent is not to require all school districts to implement a six-period day, but rather to advocate for funding needed for the equivalent of a six-hour instructional day.

## Scope of Work

The CORE 24 Implementation Task Force (ITF) will be comprised of a central leadership group that will consider the systems issues that need to be addressed in order to implement the CORE 24 Framework, as approved by the SBE. Individuals wishing to serve on the ITF must express their interest formally. The ITF will:

- Develop a strategy for addressing the implementation issues identified in the SBE's motion approval language and any other issues the SBE and/or Task Force deems important (see list of implementation issues below).
- Provide options for a phase-in process within the 2013-2016 parameters established by the SBE.
- Help identify people to serve on practitioner-based work groups, if needed.
- Analyze the advantages and disadvantages of recommendations, in order to provide the SBE with different options to consider.
- Consult informally with colleagues to provide ongoing feedback from the field.

The central leadership group of approximately 15 people will include working or recently retired practitioners, well-respected by their peers for their deep and wide understanding of systems issues, depth of expertise, and ability, to think systemically and creatively. This group of leaders *collectively* will bring expertise in:

- Rural, suburban, and urban districts.
- Districts of different sizes and from eastern and western areas of the state.
- Districts with different levels of career and technical education involvement, including skills centers.
- Districts with Navigation 101.
- Comprehensive and alternative high schools.
- Middle and high school perspectives.
- Curricular issues spanning an array of subjects.
- Counseling.
- Struggling and gifted students.
- English Language Learner (ELL) perspectives.
- Private schools.
- Teaching.

The ITF will seek people in different leadership roles who serve, or have recently served, in the K-12 system. Practitioner-based, issue-specific, and ad-hoc work groups, coordinated by staff will support the work of the Implementation Task Force, as needed.

## Implementation Questions and Issues

This list represents the issues identified in the SBE's motion, as well as other issues that have been raised during the SBE discussions of CORE 24 with stakeholders. The list, with any additions the SBE might make, is intended to be a starting place for discussion with the Implementation Task Force.

1. **What is the optimal strategy for phasing in the CORE 24 requirements, beginning with the graduating class of 2013 and becoming fully implemented with the graduating class of 2016?**

*The ITF will advise the SBE on strategies needed to implement the requirements, including a phase-in process that would begin with the graduating class of 2013. Although it is the SBE's intent for the CORE 24 requirements to be fully implemented by the graduating class of 2016, assuming funding by the Legislature, the ITF should take into consideration ways to move the system forward toward CORE 24 requirements, in the event only partial funding is attained.*

2. **What flexibility, if any, is needed to make CORE 24 requirements work for all students, e.g., ELL learners, IB diploma candidates, struggling students, etc.?**

*The ITF should consider, at a minimum, the advantages, disadvantages, and optimal use of competency-based credit, credit "plus" approaches that allow students to earn one credit but satisfy two requirements, credit earned in middle school and limited credit waiver authority for local administrators.*

3. **What conventional and out-of-the-box ideas should the SBE consider to implement CORE 24?**

*The ITF should recommend creative, practical, and doable ways (e.g., the role of online learning, collaborative arrangements across districts, etc.) to address the capacity issues that CORE 24 will inevitably raise.*

4. **What scheduling approaches assure sufficient opportunities for students to earn 24 credits and meet the definition of instructional hour credit, established in rule?**

*The ITF should outline different scheduling scenarios to identify the challenges and solutions districts might consider to satisfy the requirements of CORE 24.*

5. **What should the career concentration requirement look like in practice?**

*The ITF should recommend ways to assure that the career concentration requirement incorporates the expectations of the current occupational education requirement, and considerations for the relationship of the Culminating Project and High School and Beyond Plan to the career concentration requirement.*

6. **What issues need to be addressed in order for the High School and Beyond Plan to begin in middle school?**

*The ITF should recommend ways to build connections between high school and middle school.*

## **Deliverables**

The Implementation Task Force will produce:

- Recommendations with analyses of advantages and disadvantages related to the issues itemized in Motion #3, passed in July 2008 (see details in background section of this paper).
- Recommendations with analyses of advantages and disadvantages related to other relevant issues the ITF identifies.
- Regular feedback from the field on CORE 24 perceptions, concerns, and support.

## Suggested Timeline

Although the original motion language specified June 2009 as the deadline “to address implementation issues identified through (prior) public outreach and cited in the larger paper,” this suggested timeline is probably a more realistic approximation of the extended time that will be needed to think carefully through the different issues. Specific dates are included only for the first two meetings; later dates will be established in consultation with the ITF.

Meetings	Dates
First meeting of Task Force	February 2, 2009
Second meeting of Task Force	March 2, 2009
Third meeting of Task Force	May 2009
Fourth meeting of Task Force	June or August 2009
Fifth meeting of Task Force	October 2009
Sixth meeting of Task Force	December 2009

## Communication Plan

Updates from the Implementation Task Force will be provided at regularly-scheduled meetings of the SBE. SBE members and SBE staff will be making formal presentations in a variety of venues in order to provide information about CORE 24 and seek input on implementation issues from stakeholders. The SBE will work with OSPI, legislative staff, and the Governor’s staff to keep them informed of the work and share progress with key stakeholders, including the Legislature.

## Staff Project Manager

Kathe Taylor, Policy Director

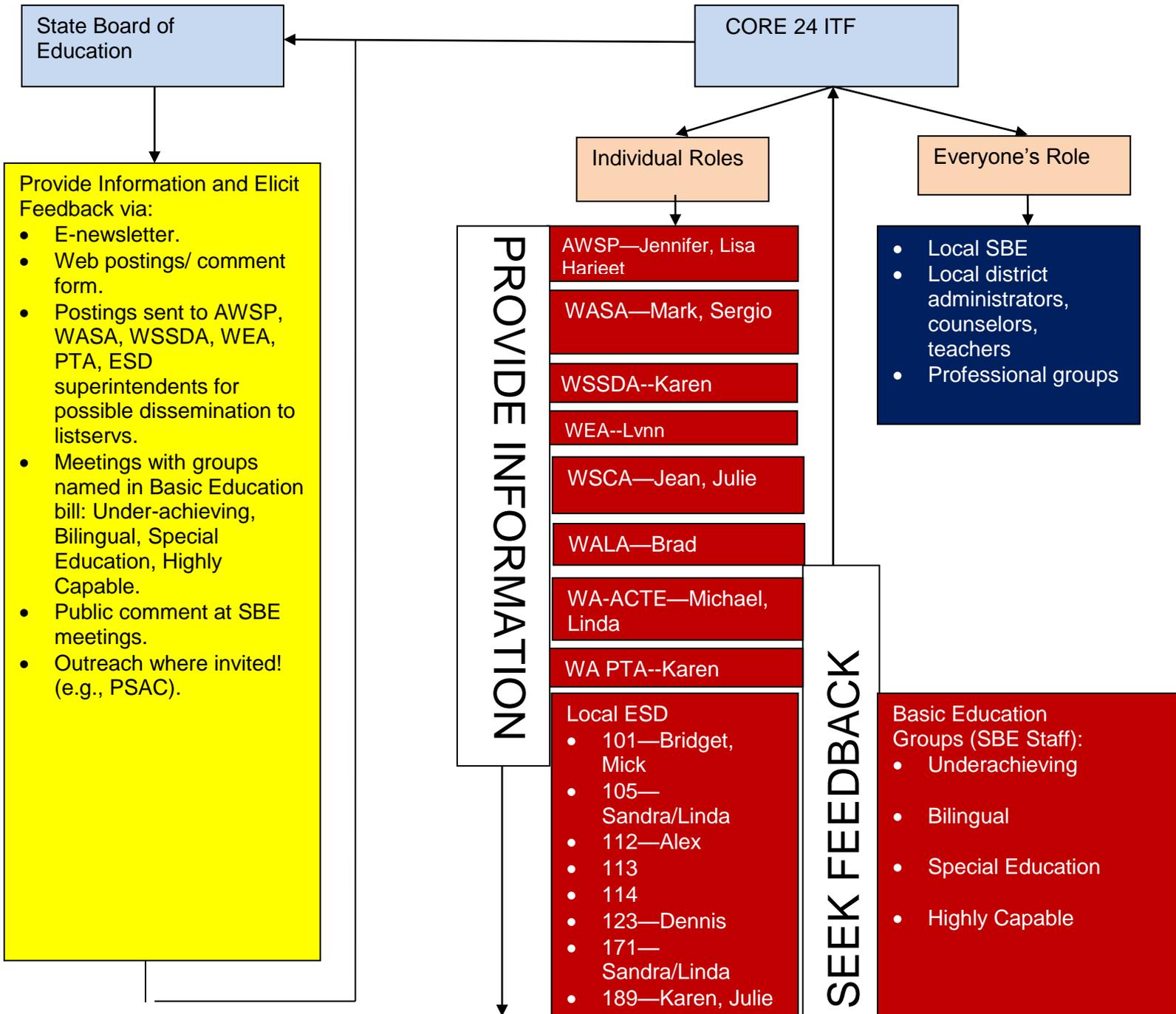
## **EXPECTED ACTION**

Motion to approve the charter for the Implementation Task Force and extend the timeline from June 2009 to the suggested schedule outlined above.

### CORE 24 Communication Flow Chart

**ITF Members' Responsibilities:**

- Share preliminary considerations approved by the ITF with assigned constituent groups. Use Talking Points and Work Plan to convey purpose and timetable of ITF and status of CORE 24.
- Elicit feedback on preliminary considerations; use feedback form to summarize in writing and send what you have to SBE by September 21 and October 26 (each date is one week prior to ITF meetings on Sept. 28 and Nov. 2.)



## Update on CORE 24 and MHSD-related Research Projects.

Staff is working on several research projects, using Gates funding to support them.

1. **World Languages Competency-based Credit.** The intent of this project is to determine if sample procedures can be drafted to award credit for proficiency in world languages. SBE policy already enables districts to award competency-based credit; specific guidance might assist districts to put policies in place.

Staff convened a second meeting of the World Languages Advisory Group, including representatives from both higher education and K-12, on August 26, 2009, to review the national and local data collected on the proficiency of students completing two years of high school study or two terms of college study of a language—experiences which are intended to be roughly equivalent. During this one-hour webinar, OSPI World Languages Program Supervisor, Michele Aoki, walked the group through the data collected from Washington students in five languages: Spanish, French, German, Japanese, and Chinese.

The Advisory Group will meet again on September 21<sup>2</sup> to draft recommendations concerning, at a minimum: 1) the level of competency (i.e. language proficiency) students would need to attain in order to earn credit; 2) the manner of assessment that would be appropriate; and 3) the areas (e.g., speaking, reading, writing, and/or listening) in which competency may be expected. The Higher Education Coordinating Board, the SBE, and Washington State School Directors' Association staff have been invited to the meeting. After the recommendations have been vetted in an outreach process, staff will bring them to the SBE for consideration.

2. **Transcript Study Follow-Up.** SBE has contracted with the BERC Group to conduct a second follow-up transcript study, which is now underway. This study will track the postsecondary choices made by 2008 graduates in the original study. It will match data with those attending Community and Technical Colleges (CTCs) and possibly the public four-year institutions<sup>3</sup> to determine the performance and curriculum of students in their first year of postsecondary study, i.e., what courses (particularly in math) did they take, and how well did they do? The BERC Group will present to the SBE in January 2010 on all of the follow-up information collected.
3. **Algebra II-based Career and Technical Education (CTE) Course.** SBE, OSPI, and Transition Math Project (TMP) staff convened a meeting August 12-14 in Yakima to explore the feasibility of developing a mathematics class that would demonstrate the practical application of Algebra II concepts in different CTE career clusters. Twenty-five practitioners, representing CTE and math perspectives, attended the meeting. The group's challenge is to create a model that does not yet exist in the country. *Algebra II Applications* is the working title for the class, and the intent is to develop a class that would ultimately provide students sufficient math to enter a trade school, apprenticeship program, two year college or four year baccalaureate program. The group will meet once again this fall. If progress continues to look promising, funding possibilities will be explored to develop the work.

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<sup>2</sup> Originally scheduled for October 1, but now scheduled at the Puget Sound ESD from 3:00-7:00 p.m. on September 21, 2009.

<sup>3</sup> The SBE is working with the Council of Presidents to request data-sharing agreements with the four-year institutions.

## **LA CENTER SCHOOL DISTRICT'S NEW GRADUATION REQUIREMENTS**

### **BACKGROUND**

In May of 2009, the La Center School District Board of Directors approved new high school graduation requirements that align with the current expectations of CORE 24. This concludes more than 18 months of work and discussion to implement these new expectations.

The new requirements create three pathways to the same La Center High School diploma; the pathway students select will be tailored to prepare them to meet the demands of their chosen postsecondary learning opportunities. This "multiple pathways to a single diploma" concept focuses on preparing students for their next point in learning (elementary to middle school, middle school to high school, and post-secondary learning opportunities).

Each pathway (technical, academic, honors) requires 24 credits, including two credits in arts and three in science. Only students in the academic and honors pathways must earn two credits in world languages.

The requirements will be effective for the class of 2013.

### **EXPECTED ACTION**

No action will be taken at the September meeting.

# La Center High School Graduation Requirements

## NEW Requirements - The Pathway Model

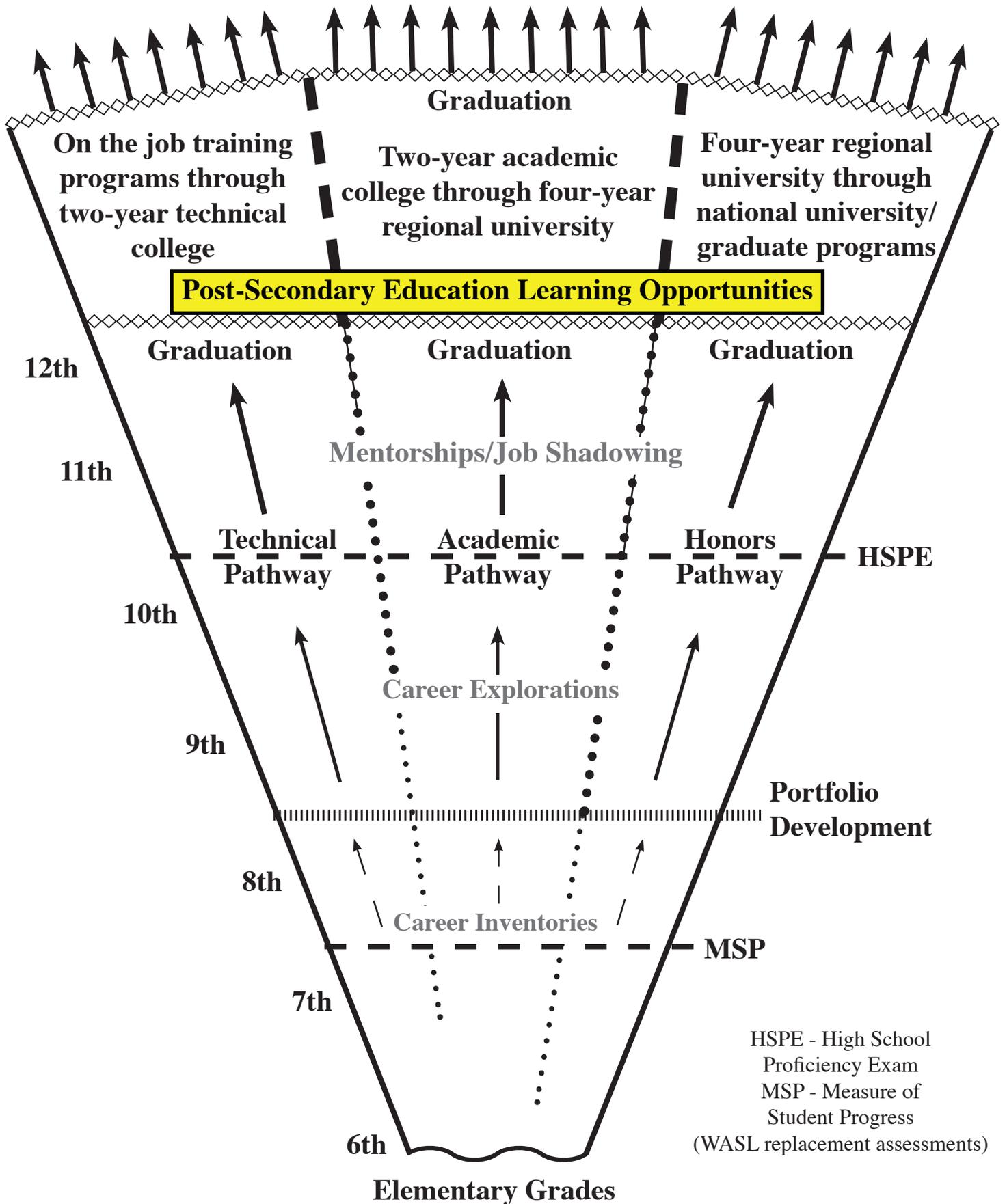
		Previous Requirements	General Studies	Technical Focus	Academic Focus	Honors Focus
	Notes					
	<b>English</b>	4	4	4	4	4
	<b>Mathematics</b> (1)	2	3	3	3	4
	<b>Social studies</b>	3.5	3.5	3.5	3.5	4
	<b>Science</b>	2	3	3	3	4
	<b>Occupational Education</b> (2)	1	1	3	1	1
	<b>Fitness</b> (3)	2	1.5	1.5	1.5	1.5
	<b>Health</b>	0.5	0.5	0.5	0.5	0.5
	<b>World Language</b> (4)	0	0	0	2	2
	<b>Fine, Visual or Performing Arts</b> (5)	1	2	2	2	2
	<b>Focus (Career Planning/Portfolio)</b>	0.5	0	0	0	0
	<b>Senior Seminar</b>	0.5	0	0	0	0
	<b>Electives</b>	6	5.5	3.5	3.5	1
	<b>Total Credits</b> (6)	23	24	24	24	24

### Notes

- (1) Entrance into 4-year universities in Washington State will require either a math credit or a math based science course in the senior year.
- (2) Three credits must be linked to the student's high school and beyond plan. One of these credits must be an occupational education credit. These three credits are known as a student's Career Concentration.
- (3) One PE credit can be waived if participating in two or more sports over the course of grades 9 - 12.
- (4) Entrance into most 4-year universities require two years of a second language for acceptance.
- (5) Student seeking to participate in band, choir or drama all four years of high school may be required to take on-line courses and/or seek PE waivers to create credit capacity. Please see counselor for details.
- (6) Students will be required to complete their high school and beyond plan and culminating project as part of their graduation requirements.

# La Center Pathways to the Future

Careers that are supported by Post-Secondary Training/Education



## **STATE BOARD OF EDUCATION VACANCIES AND ELECTIONS RULE DRAFT**

### **BACKGROUND**

There are occasions when the Office of Superintendent of Public Instruction has rules that affect SBE business. Staff recommends the Board give comments to OSPI on the Elected Board Vacancies and Special Elections Rule WAC 392-109-120 for some potential changes.

Under 392-109-120 (1), when a vacancy occurs among the elected members from the public school directors, the current elected members call for candidates to apply and select from a pool of qualified candidates<sup>1</sup>. That person is then subject to WAC 392-109-120 (3), which requires the Superintendent of Public Instruction to call for an election the following year. At that election a successor shall be elected to hold office for the unexpired term of the member whose position was vacated.

Currently, the new appointment to the Board will have to run for election to fill out the remainder of Steve Floyd's position which expires in January 2012. Thus, the new Board member will need to stand for election in the fall of 2010. If that person then chooses to run for a new term, he or she will be required to run the following year in the fall of 2011.

### **POLICY CONSIDERATION**

Although we cannot change the process for our new Board appointment, staff suggests that changes be recommended to OSPI so that the next appointment could serve out the remainder of the term without running for the seat until the term expires. In addition, staff is presenting two options for the Board to consider in terms of which members should be involved in the appointment.

Under Option A, the current Elected Board members would continue to make the decision about who to appoint. The reason to support this option is that the elected members have a direct link with the Washington State School Directors' Association and would ensure that their interests are reflected in the selection. That person may choose to run in the future and would then be elected by school board directors.

Under Option B, the current Elected Board members would do an initial screening and recommend one or more finalists to the full Board for approval. The reason to support this option is that the elected members would still do the initial screening, but the final selection would be made by the full board. This allows ownership by the entire Board for the selection of the new person. It also minimizes the "we" vs. "they" roles of the Board members.

### **EXPECTED ACTION**

The Board will approve Option A or B to give direction to OSPI staff on revising the rule for future appointments.

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<sup>1</sup> Elected members are not required to fill the vacancy with a current or former school board member.

**OPTION A: WAC 392-109-120: Current Elected Members Make Final  
Decision**

**WAC 392-109-120 Vacancies and special elections. (1)**

Whenever a vacancy among members elected by public school boards of directors occurs on the state board of education, from any cause whatsoever, it shall be the duty of the remaining members representing public school boards of directors to fill such vacancy by appointment consistent with the appropriate regional position being vacated, and the person so appointed shall ~~continue in office until his or her successor has been specially elected~~ hold that office for the unexpired term of the member whose position was vacated.

(2) Whenever a vacancy of the approved private school elected member occurs on the state board of education, from any cause whatsoever, it shall be the duty of the private school advisory committee to fill such vacancy ~~consistent with the qualifications in RCW 28A.305.102~~ and the person so appointed shall ~~continue in office until his or her successor has been specially elected~~ hold that office for the unexpired term of the member whose position was vacated.

~~(3) When a vacancy occurs, the superintendent of public instruction shall include such a position in the call of election the following year; a special election to be held in the same manner as other elections provided for in this chapter, at which election a successor shall be elected to hold office for the unexpired term of the member whose position was vacated.~~

~~(4) Special elections provided for in RCW 28A.305.102 shall be conducted in accordance with this chapter.~~

[Statutory Authority: Chapter 28A.305 RCW and ESSB 5732. 05-22-007, § 392-109-120, filed 10/20/05, effective 11/20/05. Statutory Authority: RCW 28A.305.020. 96-08-001 (Order 96-05), § 392-109-120, filed 3/21/96, effective 4/21/96. Statutory Authority: 1990 c 33. 90-16-002 (Order 18), § 392-109-120, filed 7/19/90, effective 8/19/90. Statutory Authority: RCW 28A.04.020. 80-07-038 (Order 80-20), § 392-109-120, filed 6/17/80.]

**OPTION B: WAC 392-109-120 Whole Board Makes Final Selection**

**WAC 392-109-120 Vacancies and special elections. (1)**

Whenever a vacancy among members elected by public school boards of directors occurs on the state board of education, from any cause whatsoever, it shall be the duty of the remaining members representing public school boards of directors to conduct an initial screening of candidates and recommend one or more finalists for consideration and appointment by all members of the board. The Board shall fill such the vacancy by appointment consistent with the appropriate regional position being vacated, and the person so appointed shall ~~continue in office until his or her successor has been specially elected~~ hold that office for the unexpired term of the member whose position was vacated.

(2) Whenever a vacancy of the approved private school elected member occurs on the state board of education, from any cause whatsoever, it shall be the duty of the private school advisory committee to fill such vacancy ~~consistent with the qualifications in RCW 28A.305.102~~ and the person so appointed shall ~~continue in office until his or her successor has been specially elected~~ hold that office for the unexpired term of the member whose position was vacated.

~~(3) When a vacancy occurs, the superintendent of public instruction shall include such a position in the call of election the following year; a special election to be held in the same manner as other elections provided for in this chapter,~~

~~at which election a successor shall be elected to hold office  
for the unexpired term of the member whose position was vacated.~~

~~(4) Special elections provided for in RCW 28A.305.102 shall  
be conducted in accordance with this chapter.~~

[Statutory Authority: Chapter 28A.305 RCW and ESSB  
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(Order 96-05), § 392-109-120, filed 3/21/96, effective 4/21/96.  
Statutory Authority: 1990 c 33. 90-16-002 (Order 18), § 392-  
109-120, filed 7/19/90, effective 8/19/90. Statutory Authority:  
RCW 28A.04.020. 80-07-038 (Order 80-20), § 392-109-120, filed  
6/17/80.]

## **COMMUNITY COLLEGE HIGH SCHOOL DIPLOMAS**

### **BACKGROUND**

A State Board of Education (SBE) rule (WAC 180-08-015) states that SBE will review all Board rules not less than every three years. SBE may update or clarify any of its rules and may fix incorrect references that have developed due to changes in other rules and laws.

#### **Community College High School Diploma Programs Rule Revision**

Currently community and technical colleges can issue a high school diploma to students if they meet the State Board of Education's graduation requirements. Last session, the legislature created two more options under Substitute House Bill 1758. The changes require a revision to the Board's rule concerning community college high school diploma programs (WAC 180-51-053).

The new options allow for community or technical colleges to issue a high school diploma without meeting the State Board of Education's graduation requirements to students if they complete an Associate's Degree and are either enrolled in Running Start or are twenty-one years or older.

### **POLICY CONSIDERATION**

#### **Community College High School Diploma Programs Rule Revision**

The amendments to WAC 180-51-053 add two references to the law. The full rule, with the amendments, is attached as a separate document. An excerpt of the rule, which shows the applicable sections is provided below (new language is underlined).

#### **WAC 180-51-053 Community college high school diploma programs.**

(1)(a) **Minimum requirements for high school diploma.** The minimum requirements and procedures for the issuance of a high school diploma by or through a community or technical college district shall be as prescribed by the state board of education in this section and chapters 180-51 and 180-56 WAC or as set forth in RCW 28B.50.535 (2) or (3).

(b) Any high school graduation diploma issued by or through a community or technical college district shall certify that the diploma is issued in compliance with high school graduation requirements established by the state board of education and procedures established by the superintendent of public instruction or as set forth in RCW 28B.50.535 (2) or (3).

### **EXPECTED ACTION**

SBE will give direction to staff to submit the proposed amendment for WAC 180-51-053 to the Code Reviser and to set a public hearing for the November Regular Board meeting.

**WAC 180-51-053 Community college high school diploma programs. (1) (a) Minimum requirements for high school diploma.**

The minimum requirements and procedures for the issuance of a high school diploma by or through a community or technical college district shall be as prescribed by the state board of education in this section and chapters 180-51 and 180-56 WAC or as set forth in RCW 28B.50.535 (2) or (3).

(b) Any high school graduation diploma issued by or through a community or technical college district shall certify that the diploma is issued in compliance with high school graduation requirements established by the state board of education and procedures established by the superintendent of public instruction or as set forth in RCW 28B.50.535 (2) or (3).

**(2) Provisions governing program for persons eighteen years of age and over.**

(a) The appropriate school district, community college, or technical college education official shall evaluate the previous educational records of the student and may provide evaluative testing to determine the student's educational level. The official shall recommend an appropriate course or courses of study and upon the successful completion of such study the student will be eligible for the high school diploma.

(b) Satisfaction of minimum course requirements may be met by one or more of the following methods with the applicable

institution granting credit verifying completion of course requirements.

(i) Actual completion of courses regularly conducted in high school;

(ii) Technical college;

(iii) Community college;

(iv) Approved correspondence or extension courses;

(v) Supervised independent study; or

(vi) Testing in specific subject areas.

(c) The appropriate education official shall exercise reasonable judgment in appraising the educational experience of the student either in or out of a formal school program to determine the degree to which the student has satisfied the minimum credit requirements for completion of the high school program. Consideration may be given to work experience, vocational training, civic responsibilities discharged by the adult and other evidences of educational attainment.

(d) A high school diploma shall be granted to each individual who satisfactorily meets the requirements for high school completion. The diploma shall be issued by the appropriate school district, community college, or technical college: Records of diplomas issued under the provisions of this subsection shall be maintained by the issuing agency.

(3) Provisions governing program for persons under eighteen years of age.

(a) The high school principal shall evaluate the previous educational record of the individual and prior to his or her enrollment in courses and in cooperation with the appropriate education official of a community college or technical college shall approve the program of studies leading to the high school diploma.

(b) The student must be assigned a program supervisor.

[Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915.  
04-20-093, § 180-51-053, filed 10/5/04, effective 11/5/04.]

## **PROCEDURE FOR CONSIDERATION OF WAIVERS FROM THE BASIC EDUCATION ACT REQUIREMENTS**

### **BACKGROUND**

In July, the State Board of Education (SBE) began reviewing its procedures for schools and districts to request waivers from the requirements of the Basic Education Act (RCW 28A.305.140). The SBE Waivers Committee has drafted a list of discussion topics and a timeline of work for consideration.

SBE's rule (WAC 180-18-050) and guidelines outline the procedures to obtain a waiver. They require schools and districts to submit a resolution, an application, and supporting documentation at least thirty days prior to a Board Meeting. SBE reviews all applications and supporting documentation to insure the accuracy of the information. In the event of deficiencies in the application, districts have the opportunity to make corrections and seek approval at a later meeting. The rules and guidelines are clear and concise about the elements of the application but they do not provide guidance for the use of waivers or details about measures that are used to assess applications.

### **POLICY CONSIDERATION**

Staff recommends that SBE continue to refine its procedures and guidelines according to the recommendations of the 180-Day Waiver Committee by:

1. Further clarifying the purpose and use of waivers.
  - Establish a set of Board-approved best practice models for the use of waivers.
  - Consider constructing a rubric for assessing waivers.
2. Strengthening the alignment of waiver requests with the school improvement plan (SIP) and the priorities of SBE.
  - Periodically update the guidelines to reflect the work of SBE. As a note: in October staff will present research concerning SIPs to the SPA Work Group.
3. Requiring districts to provide preliminary and final reports at the end of each year.
  - Create a report template or form.
  - Post the reports on the SBE Web site.
4. Revisiting the recommendation of an Accountability Loop:
  - Consider repositioning the waiver process into the up-and-coming accountability system.
    - Districts identified to be in need of assistance could request waivers to address areas of deficiency.
    - Districts showing increased achievement could request waivers to further develop successful strategies.

**Proposed timeline for revision of procedures and associated rules:**

<b>Item</b>	<b>Date</b>
Staff presents School Improvement Plan research to the System Performance Accountability Work Group	October 13, 2009
Waiver Committee works on drafting new procedures	Fall 2009
Waiver Committee presents status of work to Board	November 2009 Meeting
Waiver Committee presents draft revised procedures to Board	January 2010 Meeting
Stakeholder input. Draft procedures posted on the Web site and shared with stakeholders: <ul style="list-style-type: none"><li>• School districts with current waivers.</li><li>• Members of past 180-Day Waiver Advisory Committee.</li><li>• Other agency and legislative staff.</li></ul>	January – February 2010
Board considers adopting revised procedures. Board will hold a hearing if proposed procedures require a rule change.	March 2010 Regular Board Meeting

**EXPECTED ACTION**

Guidance to the Waivers Committee on timeline and focus of work.

**SYSTEM PERFORMANCE ACCOUNTABILITY SYSTEM:  
NEXT STEPS**

**BACKGROUND**

Since 2006, the State Board of Education has been considering the components of a statewide accountability system, one essential to ensuring our students receive an excellent and equitable education. A comprehensive accountability system must address the core challenges in our persistently low achieving schools.

Washington's laws currently prohibit the state from intervening in persistently low achieving schools. Thus school districts may choose whether or not to participate in state supported assistance. Our students deserve better.

The Board created a Systems Performance Accountability (SPA) work group to review staff work on developing proposals for an accountability system. Dr. Kristina Mayer has served as lead for the SPA work group, which consists of stakeholders from a variety of educational groups. The meeting materials can be found at: <http://www.sbe.wa.gov/spa.htm>. The Board has also conducted many outreach sessions statewide. The Board has incorporated the feedback received, which included: a state partnership with the local districts (no state unilateral action) and one system of accountability (both federal and state).

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.
3. Required action, if there are no improvements.

The 2009 Legislature's approval of the Board's Accountability Framework is reflected in sections 501-503 of ESHB 2261 (part of the new basic education funding system). The legislature asked the SBE to present its report by December 1, 2009 (see Attachment B). The System Performance Accountability (SPA) work plan may be found under Attachment C.

Board and staff have continued to work on the details of the Accountability Framework over the last nine months.

**POLICY CONSIDERATION**

Due to the recent federal activity; feedback from policy experts on the Provisional Accountability Index; our SPA work group; and OSPI input, staff has outlined detailed next steps for the Board's Accountability Framework. See the Background and Policy Consideration Details in the following pages.

## **EXPECTED ACTION**

None. The Board will give feedback to staff at the September 2009 meeting. Staff and Board members will make revisions to the detailed Accountability Framework and share with stakeholders this fall. Then the draft final report and proposed legislation will be submitted to the Board for discussion and approval at its November 2009 meeting. The report is due to the legislature December 1, 2009.

## **BACKGROUND AND POLICY CONSIDERATION DETAILS**

### **The State Board of Education's Work to Date**

#### Accountability Index

At the May 2009 meeting, the Board approved a Provisional Accountability Index to identify successful schools and districts as well as those in need of improvement. The purpose of this index is to give credit to schools that are improving and or closing the achievement gap in the state identified outcomes below. The Provisional SBE Accountability Index criteria form a 20-cell matrix that measures five outcomes in four ways. 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 relevant feedback to educators.

**Table 1: Matrix of Accountability Measures for Index**

<b>INDICATORS</b>	<b>OUTCOMES</b>					<i>Average</i>
	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>

The Board intends to have one accountability system. Thus the Board will work with OSPI and the federal government to adopt a new index either through a U.S. Department of Education waiver or revisions to No Child Left Behind (NCLB).

The Board has received feedback from Washington stakeholders as well as from Washington D.C. policy experts. Though the Board's proposed index has some very desirable features, many education stakeholders informed us that we should include student data by race, ethnicity, ELL, and special education. The Board's consultant, Pete Bylsma, is working on changes that will include a subgroup analysis.

The Provisional Accountability Index will; however, be used with some modifications for the Joint OSPI/SBE School Recognition Program in the fall of 2009.

## System for Voluntary Action

OSPI has briefed the Board on its District and School Improvement Programs under Title I. OSPI has shifted from working with individual schools to building district capacity. At the August 2009 SPA meeting, OSPI provided an update on its continuum of voluntary services. Please see the SPA Notes in Attachment D. New federal regulations on the Title I School Improvement Program were published in late August and may have a significant impact on how OSPI provides services to districts and schools in the future. Board members would like to incorporate the Innovation Zone concept in the system for voluntary action to encourage innovations in quality teaching, personalized education, and parent/community involvement.

## Required Action

At the August 2009 SPA meeting, the work group discussed criteria beyond Annual Yearly Progress (AYP) that could be used to examine districts with schools that are chronically struggling. These districts would then be notified that they were being considered for state Required Action. The steps for Required Action were also discussed. Please see the SPA Notes in Attachment D. Based on the feedback from this meeting and further discussions with OSPI, a set of conditions for identifying schools and districts and steps for Required Action are identified below.

## **Federal Direction and Discussion of Need for State Alignment**

Recent federal initiatives including the state stimulus funds, the competitive grant for Race to the Top<sup>1</sup> and proposed School Improvement guidelines under Title I<sup>2</sup> require states to change dramatically the way states will assist persistently low achieving schools both in terms of the interventions as well as the data collected. See the Board packet tab on Update on Big Picture of Education Reform.

In particular, the Board must consider the proposed guidelines for Title I School Improvement as part of its work to ensure some uniformity in the accountability system. The Federal government has provided a significant increase in school improvement funding to serve Title I schools. Washington State may receive \$45 million over the next two years, which is almost double the amount it currently receives. The U.S. Department of Education is looking for a significant investment in the lowest performing schools in each state to dramatically transform school culture and improve student academic outcomes. Since Title I disproportionately supports elementary schools, there will be an opportunity to allow states to intervene in low performing middle and high schools that are eligible for Title I but not currently funded.

The new draft regulations for the School Improvement Program may require a significant shift in how OSPI now provides services. The essence of the proposed rules will require that OSPI identify the lowest performing Title I and Title II eligible schools. Performance is defined as: those schools that have not made similar gains to the state average of all schools performance in the "all student" category for both math and reading.

OSPI must identify the lowest performing five percent of Title I schools and equally low-achieving secondary schools eligible but not receiving Title I funds. Lowest performance is defined as little or no progress over a number of years in the "all student" category in reading and mathematics compared to average state performance in these same categories.

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<sup>1</sup> Federal Register Volume 74, No 144/Wednesday July 29,2009 See page 37810 for turning around struggling schools

<sup>2</sup> Federal Register Volume 74, No 164/Wednesday, August 26, 2009 pages 43101-14.

In the selection process, OSPI will consider greatest need, strongest commitment, and mix of Tier I, II and III schools: Initial identification will be based on the following:

Tier I. Lowest achieving five percent of Title I schools in a step of NCLB improvement.

Tier II: Equally low-achieving Title I eligible secondary schools.

Tier III: Remaining Title I schools in a step of NCLB improvement.

OSPI will also consider additional criteria to determine a final list.

States will be expected to eliminate laws and rules that limit:

1. The state's authority to intervene in low performing schools.
2. The number of charters that may operate in a school.
3. Impediments to recruit and retain effective teachers and principals in low performing schools.

Districts will be allocated up to \$500,000 per school each for three years, if they choose to participate, to implement one of the following models:

1. **Turnaround:** Replace the principal and at least 50 percent of the staff. Adopt new governance structure. Implement a new or revised instructional program.
2. **Restart:** Close failing school and reopen as a charter or through an education management organization.
3. **Closure:** Close school and transfer to higher performing schools in the districts.
4. **Transformation:** Implement a comprehensive transformation strategy that develops teacher school leader effectiveness, implements comprehensive instructional reform strategies, extends learning and teacher planning time, creates community oriented schools, and provides operating flexibility and intensive support. (This latter model is probably the most viable for Washington)

#### A. Accountability Index

At the August SPA work session, the Board staff acknowledged that permission from the Federal government (or reauthorization of NCLB) might take several years. While the Board will continue to improve its Provisional Accountability Index, it is important to move ahead using the current NCLB accountability system for Voluntary Assistance and Required Action for persistently low achieving schools. Therefore, staff recommends working with OSPI to use the current Annual Yearly Progress system (see Attachment E for description). Furthermore staff recommends adding some factors to examine improvement and other criteria to develop a process for determining which Priority Districts are identified that might move into the Required Action process.

#### B. Voluntary Action

##### Lowest Achieving School Identification Process for Voluntary Action Services

OSPI will create the tiers of lowest achieving schools identified above. All schools, not just Title I schools will be included, OSPI will examine ways to provides services as outlined in the proposed new federal school improvement guidelines for Title I or Title I eligible schools. Districts may use one of the four models listed above as well as other potential programs, such as OSPI's Summit District or the Board's Innovation Zone. However, it will be up to the local school districts to decide if they want to participate in any state assistance.

### C. Required Action Process

#### Priority District Identification for Possible Required Action.

After OSPI identifies the Lowest Achieving Schools, it will identify approximately 10-12 Priority Districts for further examination to determine if they might be candidates for future Required Action after a two year period. All schools in a district will be analyzed, not just Title I schools. This further analysis will narrow the number of districts down to a cohort of one to three districts, using the following potential information:

- Numbers and percentages of persistently low achieving schools in districts.
- Numbers and percentages of schools not making AYP in districts.
- Number of students in each school not meeting standards in math and reading.
- Little or no growth in closing educational and achievement gaps.
- Whether improvements were made in reading, math, and high school graduation over a three year period by each school.
- Types of schools and programs.
- Changes in demographic profile of students in the last three years.
- How performance compares to similar schools.
- Washington Language Proficiency Trends and percent of students exiting the ELL program.
- Staff/Leadership turnover and equitable distribution of quality staffing.
- Alignment of curriculum and instruction to standards in math and reading.
- Use of data to inform instruction.
- Equitable allocation of resources.
- Contextual information specific to the schools and district community.
- Provisions in collective bargaining agreement that might affect student achievement.
- Climate surveys (staff, parents, students).

The final one to three Priority Districts would have two years to participate in state assisted programs or use their own program to make student achievement gains.

Priority Districts that do not demonstrate growth in meeting or exceeding the state average performance gains in reading and math for all students in two years, will be notified by OSPI that they are now Districts on Academic Watch. OSPI will then notify the SBE. It is expected that no more than one to three districts would be selected for a cohort each year.

- Local school boards may appeal this designation to the SBE with supporting evidence that addresses each of the criteria used to designate them in Academic Watch.
- SBE directs OSPI to conduct an independent Academic Performance Audit of Districts on Academic Watch. The audit will be completed and communicated to the district and the SBE.
- OSPI will manage the Academic Performance Audit. Audit findings and recommendations will be provided to the local school district and may include one or more of the following items:
  - ✓ Improvement of the comprehensive instructional program.
  - ✓ Reorganization of instructional time.
  - ✓ Requirement to select new personnel and/or revise personnel practices.
  - ✓ Requirement to change school structures to improve learning opportunities.
  - ✓ Requirement to strengthen family and community engagement.

- Academic Watch Districts receive a grant and OSPI assistance to develop an Academic Watch Plan and estimated budget. The local school board works with its staff and community to prepare the Academic Watch Plan. The Plan will select one of the models outlined in the federal school improvement guidelines best fits their conditions:
  - ✓ Turnaround.
  - ✓ Restart.
  - ✓ Closure.
  - ✓ Transformation.
- The legislature provides the resources and authority (including the ability to change provisions in the collective bargaining agreements that are cited as impediments to student achievement in the audit) to the Academic Watch District enacting its plan.
- SBE approves local district Academic Watch Plan and ensures resources/changes in state policy are available and that the plan becomes binding between the SBE and local school board.
- The Academic Watch District implements the plan and provides updates to its community and the SBE annually.
- OSPI provides technical assistance as needed and determines when a district has made sufficient progress necessary to leave Academic Watch.
- OSPI notifies SBE annually of a district's Academic Watch status.
- SBE approves release from Academic Watch or requires the district to select one of the other models not selected previously, listed under the federal guidelines for School Improvement.

A graphic of the Academic Framework of this proposal is provided in Attachment F.

**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



**ESHB 2261 Accountability Language****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. The State Board of Education and the Office of Superintendent of Public Instruction has been directed 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.

**SPA Work Plan**

August 2009

**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 March 2010.
- Work with OSPI (and national groups) to request the 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 and proposed legislation to legislature by December 1, 2009.

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

<b>Dates</b>	<b>Activities</b>
January 14-15	Board meeting to review: <ul style="list-style-type: none"> <li>• Draft resolution for action.</li> <li>• Feedback on Accountability Index and Pete Bylsma's revisions.</li> <li>• Work Plan for 2009.</li> <li>• Achievement Gap Data Overview for Commissions' Work.</li> <li>• ELL Issues for state oversight by Howard DeLeeuw, OSPI.</li> </ul>
January- March	Edie and Pete will meet with superintendents at nine ESD meetings stateside 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"> <li>• Kris and Edie will frame our work for year.</li> <li>• OSPI will give brief update on NCLB status and federal funding.</li> <li>• OSPI will present lessons learned from Summit Districts and Sustainability and thoughts on programs to serve continuous improvement for schools and districts.</li> <li>• SBE Consultant will discuss refinements to Accountability Index, as presented to Board in January Meeting.</li> <li>• SBE Consultant will discuss recognition program using Accountability Index.</li> </ul>
March 12-13	Board meeting: <ul style="list-style-type: none"> <li>• Hear update from SPA work session.</li> </ul> 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.
April 21	SPA Work session: <ul style="list-style-type: none"> <li>• Review continued refinements on Accountability Index (focus on</li> </ul>

Dates	Activities
	alternative education, ELL), deeper analysis for struggling schools and recognition program.
May 14-15	Board meeting to review: <ul style="list-style-type: none"> <li>• Update from SPA work session.</li> <li>• Approve Provisional Accountability Index Plan A (we will also work on a Plan B) and SBE and OSPI recognition program(s).</li> </ul>
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"> <li>• Begin discussion on OSPI voluntary state programs of continuous improvement and key indicators for deeper analysis.</li> </ul>
September 17-18	Board meeting: <ul style="list-style-type: none"> <li>• Continue discussion on provisions for OSPI voluntary school for continuous improvement and Academic Watch process.</li> </ul>
October 13	SPA work session: <ul style="list-style-type: none"> <li>• Discussion of recommendations and timeline on state voluntary support programs and Academic Watch process.</li> <li>• Examine options for school and district improvement plans.</li> <li>• Feasibility of using prototypical funding allocation model to report on how state resources are being used.</li> <li>• Discuss draft overall accountability report card.</li> </ul>
October - November	OSPI/SBE recognition of schools under new program. Discussions with U.S. Education Department on proposed unified accountability system.
November 12-13	Board meeting: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Present overall accountability report card.</li> </ul>
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 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).

**Systems Performance Accountability (SPA) Notes  
August 11, 2009**

Attendees: Kris Mayer, Phyllis Bunker Frank, Warren Smith, Mack Armstrong, Gayle Pauley, Janell Newman, Tonya Middling, Gary Kipp, Karen Davis, Roger Erskine, Martha Rice, Pete Bylsma, Edie Harding

**Recap of Last Meeting**

Kris Mayer summarized the last SPA meeting, where we discussed the recent research and achievement gap reports. In addition, the group reviewed data for in-depth analysis after districts are identified by the Accountability Index. The three key categories are: context, student learning trends, and teaching and learning data. SBE staff also discussed the Accountability Framework from: 1) identifying schools and districts in need of improvement; 2) providing voluntary assistance for districts in improvement under voluntary assistance; and 3) requiring state/local action if there is no improvement. The SBE would like to see the opportunity for an Innovation Zone under voluntary action to encourage districts to try a variety of innovations in terms of quality teaching, personalized education supports, and ways to engage parents and families. OSPI and SBE are moving ahead with a joint recognition program this fall based on the SBE Provisional Accountability Index. SBE is discussing ways to move ahead with the Innovation Zone next year, if federal funding is available.

**Feedback on SBE Provisional Accountability Index**

SBE staff asked a variety of experts in D.C. to review the SBE Provisional Accountability Index. In short, many of the reviewers said the SBE Accountability Index makes some significant improvements over the current NCLB provisions, to identify schools and districts for improvement, but we must find a way to include the subgroup analysis. SBE staff met with Ricardo Sanchez and some of the LEAP (Latino Education Achievement Project) members and they want to ensure that districts are still held accountable for their English Language Learner (ELL) populations under our new Index.

Pete shared some ideas he had to incorporate subgroups into the Accountability System. He will continue to refine his concepts to bring revisions to the Board in November. Pete also laid out a recommendation for addressing ELL learners, which would: a) exclude results for ELL in their first three years of US public school enrollment or until achieving Level Three on the Washington Learning Proficiency Test (WLPT); b) use performance on the WLPT to provide feedback about whether ELLs are on track to meet standards; and c) require OSPI to develop detailed results of the WLPT on the OSPI Report Card.

**Next Steps on Voluntary Action and Required Action**

Janell Newman and Tonya Middling outlined the continuum of voluntary services that OSPI provides to schools and districts in improvement. These services have shifted from focusing on the school level to the district level over the past several years in an effort to build internal capacity for a district to address all of its schools. OSPI provides intensive assistance to districts and schools through its Washington Improvement and Implementation Network as well as through targeted programs such as the Summit District. The lowest districts with the lowest performance and gains will receive the greatest targeted services. These services focus on specific outcomes in four areas:

- Effective Leadership.
- Quality Teaching and Learning.
- Support for System-wide Improvement.
- Clear and Collaborative Relationships.

Once a district is in Step Two of AYP, it would be notified that it has two years to make improvements in student achievement. If there is no improvement, they would be moved into Required Action (no longer voluntary assistance). Edie Harding discussed the options for identifying districts for potential Required Action. Options include additional detail from:

- a) AYP data on math, reading and graduation rates.
- b) The SBE Provisional Accountability Index, which has additional content areas (math and science) and includes a set of improvement measures.
- c) SBE proposed in-depth analysis of district context issues, student trends, and teaching and learning data.

The group discussed their preference for AYP data, unless the Index is approved (districts are used to this system now under No Child Left Behind combined with an in-depth analysis to go beyond strictly test scores and understand some of the other key data in a district affecting student achievement).

Edie also outlined potential steps for Required Action as follows:

1. Priority Districts in Step Two of AYP, under current NCLB, for two years (as of effective date of state legislation) will be notified by OSPI that they are under Academic Watch, based on criteria and the process discussed in the document titled "Options for Identifying Districts for Potential Required Action." OSPI will then notify the SBE.
2. Local school boards may appeal this designation to the SBE with supporting evidence that addresses each of the criteria used to designate them in Academic Watch.
3. SBE directs OSPI to conduct Academic Performance Audit of Districts on Academic Watch. The audit is to be completed within two months and communicated to the district and the SBE.
4. OSPI will conduct the Academic Performance Audit. Audit findings<sup>3</sup> may include the following items (list is not exhaustive). The need for:
  - a. An improved comprehensive instructional program.
  - b. Reorganization of instructional time.
  - c. Ability to select new personnel.
  - d. Ability to change school structures to improve learning opportunities.
  - e. Measuring teacher and principal effectiveness.
  - f. Rewarding effective teachers and principals.
  - g. Ongoing family and community engagement.
5. Local school district receives grant and OSPI assistance to develop an Academic Watch Plan with their local school board. Action steps and concrete measures will be developed to

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<sup>3</sup> The components are a modified version of those listed in the Race to the Top Guidelines from the US Department of Education (which also included new leadership, new governance, charter schools, contracting out to an educational management organization, control local school budget).

determine progress, based on the Academic Performance Audit within three months of report's receipt.

6. SBE approves local district Academic Watch action steps and ensures resources/changes in state policy are available and that the plan becomes binding between the SBE and local board school.
7. District implements the plan and provides updates to its community and the SBE annually.
8. OSPI provides technical assistance as needed and determines when a district has made sufficient progress as defined in the district's plan for Action Steps and concrete measures, as well as an improvement of .50 of the SBE Accountability Index to leave Academic Watch.
9. OSPI notifies SBE annually that the district is no longer on Academic Watch or that they will remain on Academic Watch.
10. SBE approves release from Academic Watch or refinement Academic Watch plan.

### **Professional Learning Communities**

Lisa Kodama, from the WEA, provided a briefing on how schools are creating Professional Learning Communities of teachers and administrators to meet regularly and collaborate on student learning. Each team must focus on four foundational questions:

1. What do we want our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond when they do learn?

This school model reinforces the need for teachers and administrators to meet in teams and collaborate, rather than work in isolation. Lisa gave some examples of schools that have been able to improve student achievement as measured by the WASL in math, reading, and writing over the last five years. WEA, AWSP, and WASA are working in partnership to implement this program all over the state.

### **Data in Motion**

Todd Johnson showed how ESD 113 has used a concept of growth to look at performance over time on the WASL, based on student demographics. He presented sample graphs of schools with balls that mark their performance and show how they moved over time. He also shared a District Dashboard that uses Student Achievement, Student Enrollment and Financial Data.

### What is Adequate Yearly Progress (AYP)?<sup>4</sup>

- Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law January 2002, as the No Child Left Behind (NCLB) Act. In Washington, it is primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) in reading and mathematics. One of the requirements of NCLB is that states develop a baseline or starting point for students to achieve proficiency as measured by WASL math and reading scores (science will be added). Each year the state must “raise the bar” in gradual increments so that by 2013-2014, all (100%) students will achieve proficiency in each subject area.
- In addition to measuring academic achievement in reading and mathematics, NCLB requires an additional indicator of student performance be measured. For high school students the on-time graduation rate must be used. The additional indicator for middle and elementary schools in Washington is the unexcused absence rate. See OSPI Bulletin 25-03 for guidance on reporting unexcused absences.
- Each school and district must meet the yearly AYP goals as a whole and by disaggregated student population groups. These groups are specified by the law to be race/ethnicity, students with disabilities, limited English proficient students, and students who are economically disadvantaged. These groups must contain enough students to be statistically reliable and not permit personal identification of individual students. In Washington a group must contain at least 30 continuously enrolled students to be considered statistically reliable and at least 10 to protect personally identifiable information. To be considered “continuously enrolled” a student must be enrolled without a break in service from October 1 through the testing period.
- AYP applies to each school in the state that serves students in grades 4, 7, and 10. School totals for these grades are aggregated up to the district and state totals.

### How is AYP determined?

- AYP is calculated separately for reading and mathematics.
- There are two ways a school can make AYP:
  - By demonstrating all students and required groupings meet or exceed the established WASL proficiency goals in both mathematics and reading.
  - By meeting the “safe harbor” provision. This provision permits schools with one or more subgroups not making the goals to still make AYP if the percentage of students not making AYP in that school declined by at least 10 percent in each student category and the other indicator (graduation rate for high school or unexcused absences for elementary and middle schools) is met.

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<sup>4</sup> <http://www.k12.wa.us/ESEA/AdequateYearlyProgress.aspx>

### **What happens if AYP is not met?**

- The law specifies consequences for schools and districts receiving Title I, Part A funds which do not meet the AYP targets for two or more years in a row. While the results of WASL testing are reported for all schools and districts, the consequences apply only to those schools receiving Title I, Part A funds.
- After two consecutive years of not meeting AYP targets, a school enters Step 1 and is subject to the related consequences (see below). If AYP is met the next year the school or district stays at Step 1, if AYP is not met, it moves to Step 2. If AYP is met for two consecutive years, the school exits school improvement.

### **What are the school consequences and when are they applied?**

#### **• Step 1—Schools not making AYP for two years:**

- Are identified for school improvement and must notify parents of their status;
- Will receive technical assistance to improve performance and may be eligible to receive federal funds for school improvement activities;
- Must develop or revise the school improvement plan not later than three months after being identified for improvement; must cover a two-year period;
- Must offer parents the opportunity to transfer their student(s) (Public School Choice) to another public school within the district which has not been identified for school improvement, if one exists; and
- Must pay for transportation if transfer is requested. They may use up to five percent of their Title I funds for this purpose, unless a lesser amount is needed. Under certain circumstances, districts may use an additional 10 percent of Title I funds, if necessary, to provide Public School Choice. If requests exceed the amount of Title I funds available for this purpose, priority is given to the lowest-achieving students from low-income families.

#### **• Step 2—Schools not making AYP for three years:**

- Are identified for their second year of school improvement and must notify parents of their status;
- Must continue to offer Public School Choice as described above; and
- Must offer parents the opportunity to request Supplemental Educational Services, such as tutoring, to low achieving students. A list of OSPI-approved supplemental educational service providers is available from the OSPI website at <http://www.k12.wa.us/title1/>. As with transportation above, districts use up to five percent of their Title I funds for Supplemental Educational Services, unless a lesser amount is needed. If needed, an additional ten percent of Title I funds may be used to cover the costs of Public School Choice, Supplemental Educational Services, or both. No more than 20 percent of Title I funds may be used for Public School Choice and Supplemental Educational Services.

• **Step 3—Schools not making AYP for four years:**

- Are identified for corrective action and must notify parents of their status;
- Must continue to offer Public School Choice and Supplemental Educational Services as described earlier; and
- Must select options from the following list:
  - Replace certain school staff.
  - Implement a new curriculum and provide additional professional development.
  - Significantly decrease management authority.
  - Appoint an outside expert to advise on school improvement plan.
  - Extend the school year or school day.
  - Restructure the internal organization of the school.

• **Step 4—Schools not making AYP for five years:**

- Are identified for restructuring and must notify parents of their status;
- Must continue to offer Public School Choice and Supplemental Educational Services as described above; and
- Must begin planning for restructuring (see below).

• **Step 5—Schools not making AYP for six years:**

- Must implement restructuring; and
- Must select options from the following list:
  - Replace all or most of relevant school staff.
  - Contract with outside entity to operate school.
  - If the state agrees, undergo a state takeover.
  - Undertake any other major restructuring of school.

**STATE BOARD OF EDUCATION WORK AND COMMUNICATIONS PLANS**

**BACKGROUND**

At the July retreat, the Board prioritized its work for the year. Staff has created a work plan and communications plan for Board review.

**EXPECTED ACTION**

The Board will review the work and communication plans on the first day and consider adoption of the work plan and communications plan on the second day of this meeting. Staff will be available to answer questions. In particular, staff is seeking feedback on the measurable outcomes for the Board's priorities

**Work Plan  
2009 – 2010**

**Edie Harding  
Executive Director  
Presented to the Washington State Board of Education  
September 17, 2009**

## **Mission**

The State Board's role in the K-12 system is to lead the development of state policy, provide system oversight, and advocate for student success.

## **Vision**

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

## **Goals**

The Board has three overarching goals:

1. Improve achievement for all students.
2. Improve graduation rates.
3. Improve student preparation for post-secondary education and the 21st century world of work and citizenship.

## **Board Priorities for 2009-2010**

1. Complete work on CORE 24 implementation, taking into consideration recommendations from the Implementation Task Force, including phase-in of the high school graduation requirements.
2. Refine the SBE Accountability framework, including a revised Accountability Index with the specific steps outlined for Required Action for districts with low performing schools.
3. Institute a collaborative system with OSPI for recognizing high performing schools.
4. Participate in work with the following stakeholders under HB 2261 Education Reform implementation: Quality Education Council, Data Governance, Finance, and other groups as needed.
5. Assist in Washington State's Race to the Top application (the Chair of SBE is one of the co-signers).
6. Understand OSPI plans for assessment work and prepare for SBE's role in cut scores of new tests in math and science.
7. Ensure that the achievement gap and dropout issues are part of Accountability work.
8. Create a new waiver process for the 180 day waivers.
9. Begin examination of quality teaching issues (joint meetings with PESB and focused strategy session on what our role will be).

## **Measurable Outcomes for Priorities**

1. CORE 24/Meaningful High School Diploma:
  - a. Implementation Task Force completes work and forwards recommendations for SBE consideration.
  - b. MHSD Work Group completes policy work and forwards recommendations for SBE consideration.
  - c. CORE 24 phase-in plan is part of QEC's interim report.
  - d. Rules needed to prepare for implementation of CORE 24 are drafted.

2. SBE Accountability Framework:
  - a. More specific steps are developed for Voluntary and Required Action within the framework with input from a wide variety of stakeholders.
  - b. The policy document/legislation on Required Action is prepared.
  - c. The legislature adopts the SBE recommended Required Action in 2010 Legislative Session.
  - d. The Innovation Zone program (under OSPI's Voluntary Action program) is developed and ready for district implementation.
  - e. Essential accountability components, such as the Framework, Required Action, and Voluntary Action, are presented in easy-to-read flyers, correspondence, PowerPoints, and website pages.
  - f. Current partnerships are expanded to support the SBE Accountability Framework during the 2010 Legislative Session.
  - g. The Accountability Index is revised based on feedback.
  - h. A coalition of other states and federal buy-in is obtained for the new Accountability Index under the Reauthorization of No Child Left Behind.
  - i. SBE rules are revised for school improvement plan and potential district improvement plan.
3. Joint Recognition Program of Schools with OSPI:
  - a. Documents are produced that clearly define the new SBE/OSPI joint recognition system.
  - b. Award materials are developed (correspondence, banners, plaques) for high performing schools.
  - c. Successful award ceremonies are conducted at ESDs.
  - d. Successful model for future recognition ceremonies created.
4. HB 2261 Implementation:
  - a. The Quality Education Council accepts key components of SBE's work.
  - b. The Accountability refinements and CORE 24 phase-in listed above become part of Phase II of HB 2261.
  - c. SBE ensures its policy priorities are reflected in the Data Governance and Funding work groups.
5. Race to the Top Application:
  - a. A quality application is completed that addresses key SBE priorities.
  - b. The US Department of Education provides a grant to Washington.
6. Assessment Scores:
  - a. SBE adopts cuts scores for math grades 3-8.
7. Accountability work to include achievement gap and dropout issues:
  - a. School Improvement and potential new District Improvement Plans address achievement gap and dropout issues.
  - b. SBE creates set of state-wide goals to include the achievement gap and dropout issues.
8. 180 Day Waiver Process:
  - a. The 180 day waiver process is revised to reflect SBE priorities for districts and schools to use waivers for innovative practices.
9. Quality Teaching:
  - a. Clear strategies and actions are developed on joint quality teaching strategy work with PESB, OSPI, and other stakeholders.
  - b. The study on mobility and retention of National Board Certified teachers is completed.

**SBE Work Plan -Major Themes**

- Education Reform.
- Meaningful High School Diploma (MHSD) and CORE graduation requirements: Preparing for the Class of 2013 and Beyond.
- System performance accountability (SPA).
- Assessment.
- Quality Teaching.
- 180 Day Waivers Revision.

**Work Plan Calendar**

**Part One: October - February**

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
<b>Board Meetings</b>		Board agenda items for November 12-13 meeting: <ul style="list-style-type: none"> <li>• Review and adopt report to legislature on Accountability Framework (Index, Voluntary Action, and Required Action).</li> <li>• Review and discuss CORE 24 ITF.</li> <li>• Examine our readiness for the Class of 2013 (math and science action plans).</li> <li>• Discuss legislative strategy.</li> <li>• Joint meeting with PESB regarding HB 2261 and Race to the Top “Education Reform Issues” (data, common standards, quality teaching).</li> </ul>		Board agenda items for January 13-14 meeting: <ul style="list-style-type: none"> <li>• Preview of 2010 Legislative Session and potential visit with legislators .</li> <li>• Half day retreat to finish discussion on Board roles</li> <li>• Presentation on NBCT mobility study.</li> <li>• Draft revisions to current 180 day waiver process.</li> <li>• Review new 180 day waiver rule policy draft.</li> <li>• BERC Group Report on Transcript Studies.</li> </ul>	

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
<b>Sessions, Public Outreach, and Meetings</b>	<p>Present to WSSDA Legislative Assembly September 25.</p> <p>Brief QEC September 29-30?</p> <p>Presentation to Senate Education Committee October 1-2.</p> <p>NASBE Annual Meeting October 14-16.</p> <p>Outreach to stakeholders and legislators on accountability proposals.</p> <p>Work sessions on:</p> <ul style="list-style-type: none"> <li>• CORE 24 September 28.</li> <li>• MHSD October 30.</li> <li>• SPA October 13 (finish discussion on Voluntary and Required Action).</li> <li>• Executive Committee face to face with AWSP, WASA, and WSSDA Mid October.</li> <li>• Executive Committee meeting with SPI September 24.</li> </ul>	<p>Work Session on CORE 24 ITF November 2.</p> <p>Present at WSSDA Annual Conference November 20.</p>			<p>SPA work session in February (discuss school and district improvement plans).</p> <p>CORE 24 ITF work session in February.</p>

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
<b>Staff Follow up</b>	<p>Work with CORE 24 Implementation Task Force and MHSD Work Group.</p> <p>Work on refinements for Accountability Framework with emphasis on Voluntary and Required Action pieces.</p> <p>Outreach to stakeholders on Accountability proposals.</p> <p>Work with OSPI to recognize high performing schools and districts, via the SBE Accountability Index.</p> <p>Work with PESB on plans for November meeting.</p> <p>Work on revised 180 day waiver process.</p> <p>Work with Governor, OSPI, and others on Race to the Top.</p> <p>Monitor HB 2261 and QEC work.</p> <p>Conduct SBE rule revisions.</p>	<p>Work with CORE 24 Implementation Task Force .</p> <p>Work on refinements for Accountability Framework with emphasis on Voluntary and Required Action pieces.</p> <p>Outreach to Stakeholders on Accountability proposals.</p> <p>Work with PESB on plans for November meeting.</p> <p>Work on revised 180 day waiver process.</p> <p>Work with the Governor, OSPI, and others on Race to the Top.</p> <p>Monitor HB 2261 and QEC work.</p> <p>Conduct SBE rule revisions.</p>	<p>Prepare for legislative session.</p> <p>Work on revised 180 day waiver process.</p> <p>Work with Governor, OSPI, and others on Race to the Top.</p> <p>Monitor HB 2261 and QEC work.</p> <p>Examine rule revisions.</p>	<p>Work on SBE and other education legislative agendas.</p> <p>Begin work with OSPI and Feds on new Accountability Index.</p> <p>Work on SBE and other education legislative agendas.</p> <p>Examine how Accountability Framework can integrate prototype schools (legislative requirement, no deadline under HB 2261).</p> <p>Conduct SBE rule revisions.</p> <p>Prepare Innovation Zone RFP for firm to manage, several districts to participate.</p> <p>Prepare final report to Gates on grant.</p> <p>Potential orientation for new Board members if elected or appointed.</p>	

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
<b>Reports/ Studies due</b>			Accountability Framework Report due to legislature December 1, 2009.	BERC Transcript Study.  CTE/Math Update.  World Languages Update.	
<b>Board Key Decisions Due</b>		Approve Required Action Legislative Proposal.  Approve revised Accountability Index for proposal to Feds.  Adopt amendment to rule on community college high school diploma programs due to a change in law as set forth by SHB 1758.		Determine how to begin processes for revising SBE strategic plan (due June) and July Board retreat.  Certify that school districts are in compliance with the Basic Education Act requirements.	
<b>Current contracts</b>	Accountability Pete Bylsma: accountability  Graphic Support: BERK & Associates  Transcript study: BERC Group  National Board Certified Teachers Mobility and Retention Study	Accountability Pete Bylsma: accountability  Graphic Support: BERK & Associates Transcript study: BERC Group  National Board Certified Teachers Mobility and Retention Study	Accountability Pete Bylsma: accountability  Graphic Support: BERK & Associates Transcript study: BERC Group  National Board Certified Teachers Mobility and Retention Study		
<b>On The Radar Screen</b>	<ul style="list-style-type: none"> <li>• NCLB reauthorization</li> <li>• Getting ready for Class of 2013 (math and science)</li> <li>• Common core standards and curriculum</li> <li>• Data issues</li> <li>• Alternative Education policies</li> <li>• Online policies</li> <li>• Achievement Gap issues</li> <li>• ELL</li> <li>• SBE rules review</li> </ul>				

## Part Two: March - September

Topic Areas	March/April 2010	May/June 2010	July 2010	August 2010	September 2010
<b>Board meetings</b>	<p>Potential Board agenda items for March meeting:</p> <ul style="list-style-type: none"> <li>• Elect new members to executive committee (chair, vice chair, 2 at large members). Past chair position will be filled by Mary Jean.</li> <li>• Receive SPA update.</li> <li>• Adopt final CORE 24 ITF report.</li> <li>• Legislative session update.</li> <li>• Review draft of new school and district improvement plan rule.</li> <li>• Nominate committee to begin strategic planning process.</li> <li>• Adopt new 180 day waiver rule policy.</li> </ul>	<p>Potential Board agenda items for May meeting:</p> <ul style="list-style-type: none"> <li>• Review standard setting process for math assessments grades 3-8.</li> <li>• Adopt final new school and district improvement plan rule.</li> <li>• Adopt draft strategic plan, which will be refined further at retreat.</li> <li>• Review draft CORE 24 rule.</li> </ul>	<p>Potential Board agenda items for July meeting:</p> <ul style="list-style-type: none"> <li>• Retreat- one and a half days- Strategic Plan and reflection on Board work.</li> <li>• Approve draft CORE 24 rule.</li> </ul>	<p>Special meeting:</p> <ul style="list-style-type: none"> <li>• Adopt math cut scores for grades 3-8.</li> </ul>	<p>Potential Board agenda items for September meeting:</p> <ul style="list-style-type: none"> <li>• Assessment update.</li> <li>• Work plan.</li> </ul>

Topic Areas	March/April 2010	May/June 2010	July 2010	August 2010	September 2010
<p><b>Board Work Sessions, Public Outreach, and Meetings</b></p>	<p>Hold focused strategy session on Quality Teaching.</p> <p>CORE 24 ITF Work Session (tentative).</p>				<p>Potential Board agenda items for September:</p> <ul style="list-style-type: none"> <li>• Review work plan and communication s plan for the year.</li> <li>• Review legislative and budget proposals.</li> <li>• Adoption of work plan for 2008-09.</li> </ul> <p>October 14 SPA work session on school improvement plan rule.</p>
<p><b>Staff Follow up</b></p>	<p>Continue CORE 24 and SPA work.</p> <p>Work with Feds on NCLB reauthorization.</p> <p>Conduct SBE rules review.</p>	<p>Continue CORE 24 and SPA work.</p> <p>Work with Feds on NCLB reauthorization.</p> <p>Conduct SBE rules review.</p>			
<p><b>Reports/ Studies/ Other Requirements Due</b></p>					

Topic Areas	March/April 2010	May/June 2010	July 2010	August 2010	September 2010
<b>Board decisions due</b>		Approve SBE draft Strategic Plan (due to OFM Mid June).	Approve SBE annual budget.	Adopt math cut scores for grades 3-8.	Approve work plan and communications plan.  Finalize legislative and budget requests for 2011-13 biennium.
<b>Current contracts</b>					
<b>Other Board potential issues</b>	<ul style="list-style-type: none"> <li>• NCLB reauthorization.</li> <li>• Getting ready for Class of 2013 (math and science).</li> <li>• Common core standards and curriculum.</li> <li>• Data issues.</li> <li>• Alternative Education policies.</li> <li>• Online policies.</li> <li>• Achievement Gap issues.</li> <li>• ELL.</li> <li>• SBE rules review .</li> </ul>				

**Communications Strategy  
September 2009- August 2010**

**Aaron Wyatt  
Communications Specialist  
The Washington State Board of Education  
September 2, 2009**

## **Primary Objectives**

1. Support the continued implementation of the [Accountability Framework](#) and [Core 24](#) and their mutual importance in reducing the achievement gap and better preparing all students for post secondary education, work, and citizenship.
2. Institute a collaborative system with OSPI for recognizing high performing schools.

## **Messaging Principles**

1. Clear and concise delivery of message.
2. Awareness of audience.
3. Consistent SBE branding.
4. Continuous reiteration of SBE's role in education reform.

## **Key Challenges**

1. Keeping the spotlight on education. We need to continually remind people about the importance of our work for students.
2. Repackaging of "[CORE 24](#)". The work of the [CORE 24 Implementation Task Force](#) is vital in creating a strategy for how best to advocate for the implementation of [CORE 24's key components](#). We need to convey the group's work and discovery in easy to read flyers/graphics/documents.
3. Stakeholder acceptance of [SBE's Accountability System](#): The [Accountability Index](#) is a clear, concise, and fair means of assessing schools/districts, but the components of the [Index](#) are still difficult to express in 'everyday' language. In garnering support for the Board's work, we must develop clear and persuasive material that supports the new Accountability Framework, including the Voluntary and Required Action components.

## **Materials Needed**

1. [Talking points](#) to Board members. Largely these will be pre-existing handouts, but I will also tailor materials to suit the needs of Board representatives when necessary.
2. PowerPoint presentations that are consistent with SBE branding, updated with the latest information/language and tailored to fit the particular audience.
3. Easy to find website information that contains the most recent examples of our work, with an initial focus on the [Frequently Asked Questions Page](#).
4. Handouts/Flyers that offer stakeholders and the general public an overview of our work in [Accountability](#) and the [implementation of CORE 24](#). These graphics may include pieces on:
  - a. [Core 24 overview](#)
  - b. [The work of the CORE 24 Task Force](#)
  - c. [Accountability Framework](#)
  - d. [An overview of the index](#)
  - e. [An overview of voluntary action](#)
  - f. [An overview of required action](#)

5. A longer print and electronic report outlining SBE's work to impact student achievement.

## **Media Outreach**

The general strategy for the remainder of 2009 and into 2010 is as follows:

1. Continue to construct media advisories for all upcoming Board meetings.
2. Develop and distribute press releases about Board related work as needed.
  - a. Possible press releases for 2009-2010 may include:
    - November 2009: Adoption of the Accountability Report.
    - December 2009: Election Results for State Board Races.
    - March 2010: Approval of the new 180 day waiver policy.
    - March 2010: Adoption of the new school and district improvement plan policy.
    - August 2010: Assessment cut scores released for grades 3-8.
3. Produce or promote op-eds on SBE related actions as needed. The following venues represent possible op-ed/editorial board sources for 2009-2010.
  - November 2009: The Columbian / The Daily News
  - January 2010: The Olympian
  - March 2010: Tacoma News Tribune
  - May 2010: The Spokesman Review
  - June 2010: The Bellingham Herald
  - August 2010: The Seattle Times

## **Stakeholder Outreach**

From September through November 2009, representatives of the Board will outreach to several education stakeholders in order to share our work and gather feedback on the Provisional Accountability Framework. The information gathered through these meetings will provide greater focus as we develop and present our final report to the legislature on December 1.

Additionally, several Board members will attend WSSDA regional events. These events allow for [15 minutes](#) when Board attendees can address local directors on policy issues under consideration.

Board members may also attend conferences for the PTA, WASA/AWSP, and WASC.

In all cases of stakeholder outreach, Board members will have full access to resources (talking points, handouts, PowerPoints) that will aid them in message delivery.

**2009 Meeting Times/Dates**

<b>Meeting</b>	<b>Location</b>	<b>Month</b>	<b>Day(s)</b>	<b>Attending</b>	<b>Attendees</b>	<b>Comments</b>
<b>WSPTA Annual Convention</b>	SeaTac	May	1-3	yes	Kathe	
<b>WSSDA Board of Directors Meeting</b>	Olympia	June	26-27	Yes	Warren	
<b>WASA/AWSP Summer Conference</b>	Spokane	June	28-30	yes	Edie	
<b>Annual Conference</b>	Seattle	November	18-21	yes	Edie	
<b>WSSDA ESD 113 Regional Meeting</b>		September October	9 14		Jack	
<b>WSSDA Legislative Committee Meeting / Board of Directors</b>	Hilton, Vancouver	September	25-26	Yes	Bob/ Edie/ Steve/ Connie	
<b>Education Stakeholder Outreach (3-4 meetings)</b>	Varies	September - November			Edie & Board Representatives	
<b>QEC Briefing</b>	Olympia	TBD				
<b>Senate Ed. Committee</b>	Olympia	October	1		Edie	
<b>House Ed. Committee</b>	Olympia	October	2		Edie	
<b>WSSDA ESD 189 Regional Meeting</b>	Bellingham	October	1	Yes	Sheila/ Connie	
<b>WSSDA ESD 123 Regional Meeting</b>	Richland	October	5	Yes	Bernal/ Phyllis	
<b>WSSDA North Central ESD</b>	Coulee City	October	6	Yes	Steve/ Phyllis	
<b>WSSDA ESD 101 Regional Meeting</b>	Spokane	October	7	Yes	Steve/ Phyllis	
<b>WSSDA ESD 105</b>	Ritzville	October	8	Yes	Steve/ Phyllis	
<b>AWSP /</b>	Olympia	TBD		Yes		

Meeting	Location	Month	Day(s)	Attending	Attendees	Comments
<b>WASA Conference</b>						
<b>WSSDA Regional Meeting</b>	Tukwila	October	15	Yes	Warren/ Connie	
<b>WSSDA ESD 105 Regional Meeting</b>	Union Gap	October	19	Yes	Phyllis/ Steve	
<b>WSSDA ESD Puget Sound Pierce County</b>	Puyallup	October	20	Yes	Warren/ Anna Laura/ Connie	

### Legislative Outreach

In the fall, we need to maintain positive contacts about the Board's work. Materials will be produced and provided for the fall and winter Legislative week and the Quality Education council as needed.

Key legislators include but are not limited to:

House		Senate	
Democrat	Republican	Democrat	Republican
<a href="#">Pat Sullivan</a> - Covington	<a href="#">Bruce Dammeier</a> - Puyallup	<a href="#">Kevin Ranker</a> - Bellingham	<a href="#">Linda Parlette</a> - Wenatchee
<a href="#">Tim Probst</a> - Vancouver	<a href="#">Norm Johnson</a> - Yakima	<a href="#">Claudia Kauffman</a> - Covington	<a href="#">Curtis King</a> - Yakima
<a href="#">Marcie Maxwell</a> - Bellevue		<a href="#">Eric Oemig</a> - Woodinville	
<a href="#">Sam Hunt</a> - Olympia		<a href="#">Rosemary McAuliffe</a> - Bothel	
<a href="#">Dave Quall</a> - Bellingham			

## **Measurable Goals**

1. Produce a report on the State Board's work.
2. Produce a 1-2 page legislative leave behind.
3. Work with Berk and Associates to create several flyers, including but not limited to:
  - [Core 24 overview](#)
  - [The work of the CORE 24 Task Force](#)
  - [Accountability Framework](#)
  - [An overview of voluntary action](#)
  - [An overview of required action](#)
4. Assist staff and Board members with their outreach, producing [materials](#) for such events in a timely and effective manner. These materials include correspondence, powerpoints, website pages, and more.
5. Develop and present the 2009 joint SBE/OSPI recognition program.
6. Transfer the website to a new server.
7. Install analytic scripts to better gauge server traffic (dependant on transfer to third party server).
8. Produce or promote four positive op-eds from September 2009 – August 2010.
9. Produce at least three press releases for significant Board action (i.e., adoption of steps of Required Action).
10. Produce six e-newsletters.
11. Update media contacts and make personal outreach to each one (06.22.10).
12. Develop and maintain networking with other stakeholder communications professionals OSPI, LEV, PTA, WSSDA, ASWP (07.06.10).
13. Create a report of newsletters for who opened, most viewed links, main page, for each month beginning in September 2009.
14. Create a web traffic report.
15. Develop an end of the year summary that evaluates our attainment/failure to attain these objectives.

# **ATTACHMENT**

Tasks

Date	Task	Comments
08.28.09 (weekly):	Distribute eclips Weekly, beginning Friday August 28.	
08.28-09 (bi weekly)	Check the front page of the SBE website to ensure that our materials are timely and accurate.	
09.02.09 (weekly)	Weekly telephone/web conference with Berk to review production of graphic deliverables.	
08.29.09	Fall Meetings - SBE & Accountability: Talk to Edie on Friday about the WEA meeting possibilities	
08.29.09	Request DNS transfer to a new server.	Completed on the week of 08-26
08.31.09	Email Erin Jones about Accountability Potential (cooperative meeting to see if SBE might be able to present at an upcoming function).	
09.02.09	WASA Conference.	
09.02.09	Check with Brad to see what the SBE has lined up regarding the fall PTA convention.	
09.07.09	Contact TVW with new year's meeting dates at programming@twv.org.	
09.08.09	Update media guide on Google Docs with SBE information.	
09.11.09	Create a workplan/communications plan ppt for the September Board Meeting.	
09.14.09	Release September media advisory for the Board meeting.	
09.14.09	Work with PESB to remove any inconsistencies in our Accountability Framework language.	
09.14.09	Outline due for Accountability and CORE 24 Overview graphics.	
09.14.09	Follow up with Nate Olson regarding OSPI listening tours.	
09.14.09	WSSDA regional meeting (Jack Schuster). Offer supporting materials as needed.	
09.15.09	WSSDA regional meeting (Kris Mayer). Offer supporting materials as needed.	
09.18.09	Create Highlights for the September Board Meeting.	
09.24.09	Make sure Edie has the materials she needs for the WSSDA conference.	
09.25.09	Email Edie to see what materials I can provide for the WSSDA November 18-21 Annual Conference.	
09.28.09	Make sure Kathe has the materials she needs for the CORE 24 work session.	
09.29.09	Provide supporting materials to the QEC.	
09.30.09 (bimonthly)	Attend communications roundtable.	
10.01.09	Share listening session information with communication stakeholders.	
10.01.09	First Draft Due – Recognizing Washington's Best Schools Flyer.	
10.01.09	Provide supporting materials to the Senate Education Committee as needed.	

<b>Date</b>	<b>Task</b>	<b>Comments</b>
10.01.09	WSSDA regional meeting (Sheila Fox). Offer supporting materials as needed.	
10.02.09	Complete October newsletter.	
10.05.09	WSSDA regional meeting (Steve Dal Porto/ Bunker Frank). Offer supporting materials as needed.	
10.06.09	WSSDA regional meeting (Steve Dal Porto/ Bunker Frank). Offer supporting materials as needed.	
10.07.09	WSSDA regional meeting (Steve Dal Porto/ Bunker Frank). Offer supporting materials as needed.	
10.08.09	WSSDA regional meeting (Steve Dal Porto/ Bunker Frank). Offer supporting materials as needed.	
10.09.09	Provide students with materials for the WASC conference (as necessary)	
10.10.09	Make sure Bernal has the materials needed for the WSSDA conference.	
10.12.09	First Draft – Building Success in Public Schools – Required Action.	
10.12.09	First Draft – Graphic Due – Accountability Index Introduction	
10.12.09	First Draft – Building Success in Public Schools – Voluntary Action.	
10.13.09	Make sure SPA group has necessary support materials.	
10.14.09	Make sure attendees have necessary materials for the NASBE annual meeting.	
10.15.09	WSSDA regional meeting (Warren Smith). Offer supporting materials as needed.	
10.15.09	Final Draft – Recognizing Washington’s Best Schools.	
10.19.09	WSSDA regional meeting (Bunker Frank/ Steve Dal Porto). Offer supporting materials as needed.	
10.20.09	WSSDA regional meeting (Warren Smith/ Anna Laura Kastama). Offer supporting materials as needed.	
10.30.09	MHSD meeting. Provide support materials as necessary.	
11.02.09	Work Session on CORE 24 ITF. Materials provided as needed.	
11.03.09	Final draft: Statewide Accountability. Ensuring Excellence for All.	
11.09.09	First Draft: CORE 24 – A Key that Opens all Doors.	
11.09.09	Write the media advisory for the November Board meeting.	
11.10.09	PowerPoint due: Accountability Overview.	
11.10.09	Powerpoint – CORE 24 Overview.	
11.10.09	Final Draft: CORE 24 Overview Flyer.	
11.12.09	TDN/Columbia Editorial Board or Op-Ed.	
11.13.09	November Board Meeting Highlights Distributed.	
11.13.09	Possible Press Release regarding the adoption of the Accountability report.	
11.20.09	WSSDA Annual Conference. Materials provided as needed.	
11.24.09	First Draft - Equipped and Ready - Ensuring all Students Learn - An SBE Report on Student Achievement.	
11.30.09	Final Draft: Building Success In Washington's Public Schools - Voluntary Action.	
11.30.09	Final Draft: Building Success in Washington's Public Schools: Required Action Overview.	
11.30.09	Final Draft: The Accountability Index: An Introduction.	

<b>Date</b>	<b>Task</b>	<b>Comments</b>
12.04.09	Website prototype completed.	
12.15.09	Final Draft: Equipped and Ready - Ensuring all students learn - An SBE report on student achievement.	
12.18.09	Complete December enewsletter.	
12.30.09	Final Draft: CORE 24: - A Key that Opens All Doors.	
01.11.10	Write a media advisory for the January Board Meeting.	
01.13.10	Olympian Op-Ed or Editorial Board.	
01.13.10	Write highlights for the January Board Meeting.	
02.02.10	SPA Work Session. Materials provided as needed.	
02.04.10	CORE 24 ITF meeting. Materials provided as needed.	
02.18.10	Complete February enewsletter.	
03.15.10	Release March Board meeting media advisory.	
03.18.10	Tacoma News Tribune OP Ed – Editorial Board.	
03.18.10	Write a press release for the new 180 day waiver policy.	
03.19.10	Release Highlights for the March 18 Board Meeting.	
03.22.10	Write press release for adoption of new school and district improvement plan adoption.	
04.22.10	Complete April enewsletter.	
05.10.10	Write May Board meeting media advisory.	
05.13.10	Spokesman Review Op-Ed/ Editorial Board.	
05.14.10	Draft a Press Release on the new School and District Improvement Plan Rule.	
05.14.10	Write May Board Meeting Highlights.	
06.22.10	Complete June enewsletter.	
07.12.10	Write media advisory for the July Board Meeting.	
07.14.10	Bellingham Herald Op-Ed/ Editorial Board.	
07.16.10	Create highlights for the July 14-16 Board meeting.	
08.02.10	Identify the date and write a press release regarding the math cut scores for grades 3-8.	
08.09.10	Complete new communications strategy for 2010-2011.	
08.26.10	Complete August enewsletter.	

## **UPDATE ON ONLINE LEARNING**

### **BACKGROUND**

Online learning is a rapidly emerging educational delivery strategy in Washington's public schools. As an increasing number of districts enroll an increasing number of students in online courses, practitioners, policy makers and citizens are concerned about the impact of this trend on our public education system. Specific concerns address quality, accountability, equity, funding, and state oversight.

The 2009 Washington State Legislature passed SSB 5410 to begin to address these concerns and to establish an organized approach to public K-12 online learning in Washington State.

### **POLICY CONSIDERATION**

SSB 5410 requires OSPI to establish a review and approval process for certain online learning providers in Washington. Specifically, section 3 (1) of the law reads:

"The superintendent of public instruction, **in collaboration with the state board of education**, shall develop and implement approval criteria and a process for approving multidistrict online providers; a process for monitoring, and if necessary, rescinding the approval of courses or programs offered by an online course provider; and an appeals process. The criteria and processes shall be adopted by rule by December 1, 2009."

A draft set of criteria has been included with this document for review and is entitled "Criteria for Approval of Multi-District Online Course Providers". The criteria are organized in tables showing the category, references for sources of examples, and whether OSPI will use a rubric in its assessment. The reference column in the document contains the following abbreviations:

- NACOL = North American Council for Online Learning
- DLC = Digital Learning Commons

### **EXPECTED ACTION**

SBE will comment and give advice on OSPI's draft approval criteria and process for approving multidistrict online providers.

**Criteria for Approval of Multi-District Online Course Providers**  
**Digital Learning Department, OSPI**

DRAFT  
8/6/2009

<b>A (15)</b>	<b>Course Content and Instructional Design : The course provider requires all courses and instruction to incorporate the following:</b>	<b>Source</b>	<b>Rubric or Yes-No*</b>
	<b>Course goals and outcomes</b>		
<b>A1</b>	<b>Clearly stated and measurable objectives and course goals describing student's knowledge at the end of the course.</b>	NACOL - courses	<b>Rubric</b>
	Course goals and objectives are present, explicitly stated, and can be easily found by students. The student's level of mastery is measured against each goal and objective. After reading the list of goals and objectives, students will understand what they will be learning throughout the course.	Texas's National Standards of Quality for Online Courses Supplemental doc	
<b>A2</b>	<b>Content of sufficient rigor, depth, and breadth to teach the standards being addressed.</b>	NACOL - courses	<b>Rubric</b>
	Rigor is defined as a condition of the learning environment which stretches the individual learner to move beyond his/her comfort zone and grow as an independent learner. Depth refers to the degree to which the course content adheres to the standards being taught. Breadth refers to the completeness of the course.	Texas's National Standards of Quality for Online Courses Supplemental doc	
<b>A3</b>	<b>Course assignments that reflect course goals, representative of the scope of the course, and clearly stated.</b>	NACOL - courses	<b>Rubric</b>
	The scope and sequence of the course is appropriately designed for the subject area and grade level. Concepts and skills are accurately presented, built on one another logically, and connections between concepts and subjects are explicit and relevant.	Texas's National Standards of Quality for Online Courses Supplemental doc	
<b>NOTES</b>			
	<b>Course materials and organization</b>	<b>Source</b>	<b>Rubric or Yes-No*</b>
<b>A4</b>	<b>Instructional materials, including supporting materials - such as textbooks, manuals, and videos - are made easily accessible to and usable by learners.</b>	DLC	<b>YES NO</b>
<b>A5</b>	<b>Readability levels, written language assignments and mathematical requirements appropriate for the course content.</b>	NACOL - courses	<b>YES NO</b>
<b>A6</b>	<b>Course content is organized in standard format, ie units and lessons, which include overviews describing central objectives, activities and resources.</b>	NACOL - courses	<b>YES NO</b>
<b>A7</b>	<b>Assessment and assignment rubrics, answers and/or explanations are provided to the student.</b>	NACOL - courses	<b>YES NO</b>
<b>NOTES</b>			
	<b>Student engagement</b>	<b>Source</b>	<b>Rubric or Yes-No*</b>
<b>A8</b>	<b>Opportunities to address the needs of diverse learners with multiple learning styles.</b>	NACOL - courses --> New	<b>YES NO</b>
<b>A9</b>	<b>Activities that engage students in active participation and exploration.</b>	NACOL - courses	
	Students are discovering, processing and applying information they learn throughout the course. Less emphasis is placed on giving information and more on discussing, listening, writing, reading, and reflecting.	Texas's National Standards of Quality for Online Courses Supplemental doc	<b>Rubric</b>
<b>A10</b>	<b>Opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.</b>	NACOL - courses	
	Assignments, activities, and assessments provide opportunities for student to elevate their thinking beyond memorization into the realm of analyzing situations, synthesizing information, or evaluating an argument. Activities should include open-ended questions, and encourage students to categorize and classify information. Opportunities for group work, decision-making, and finding patterns should also be included in the course activities.	Texas's National Standards of Quality for Online Courses Supplemental doc	<b>Rubric</b>
<b>A11</b>	<b>Opportunities for appropriate (synchronous and asynchronous) instructor-student interaction, including timely and frequent feedback about student progress.</b>	NACOL - courses	<b>YES NO</b>
<b>A12</b>	<b>Opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.</b>	NACOL - courses	<b>YES NO</b>
<b>A13</b>	<b>Assignments structured to require consistent efforts and an appropriate amount of time for online interactions, study, and homework throughout the term.</b>	Massachusetts	<b>YES NO</b>
<b>A14</b>	<b>Multicultural education and instruction, incorporated as appropriate, that is accurate, current and free of bias.</b>	NACOL - courses	<b>YES NO</b>
<b>A15</b>	<b>Aligned as appropriate to OSPI's Educational Technology Standards: <a href="http://www.k12.wa.us/EdTech/techstandards.aspx">http://www.k12.wa.us/EdTech/techstandards.aspx</a>.</b>	NACOL - courses --> New	<b>YES NO</b>
<b>NOTES</b>			

\* Rubric items are scored via exploration of provider's online courses submitted for review

Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

- Curriculum development/design and evaluation standards
- Course development/design and evaluation standards
- Instructor expectations, responsibilities and procedures
- Supplemental materials selection guidelines
- Program/course review schedule and process
- Program/course assessment and performance

B (4)	Classroom Management: The provision of the following classroom management standards are enforced:	Source	Rubric or Yes-No*
B1	Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.	NACOL - courses	YES NO
B2	Grading policy and practices are explicitly stated.	NACOL - courses	YES NO
B3	Clearly stated privacy policies are disclosed and adhered to.	NACOL - courses	YES NO
B4	A system for the school and the instructor to deal with inappropriate student behavior and issues of discipline.	Massachusetts	YES NO
NOTES			

\* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Curriculum development/design and evaluation standards  
 Course development/design and evaluation standards  
 Instructor expectations, responsibilities and procedures  
 Supplemental materials selection guidelines  
 Program/course review schedule and process  
 Program/course assessment and performance

C (5)	Student Assessment: All courses and instructors are required to employ the following measures when assessing student performance:	Source	Rubric or Yes-No*
C1	Adequate and appropriate methods and procedures to assess students' mastery of content, course goals and standards.	NACOL - courses --> new	
	Multiple assessments* allow students to demonstrate their understanding in a variety of contexts. Formative and summative assessments are a part of the structure of the course. *Pre-tests, post-tests, objective and subjective questioning, self -assessments, group projects, peer review, evaluating levels and quality of participation, and portfolios are examples of different types of assessments that can be used.	Texas's National Standards of Quality for Online Courses Supplemental doc	
C2	Ongoing and frequent assessments conducted and feedback provided to verify each student's readiness for the next lesson.	NACOL - courses	YES NO
C3	Assessments selected and methods used for submitting assessments are appropriate for the online learning environment.	DLC	
	The online classroom incorporates teacher- and/or computer-graded assessments and activities that reach a broad and deep array of skill sets and learning models appropriate to the subject matter.	Texas's National Standards of Quality for Online Courses Supplemental doc	
C4	Assessment materials assess students in a variety of ways.	NACOL - courses	YES NO
C5	Grading rubrics and models of partially- to fully-completed assignments.	NACOL - courses	YES NO
NOTES			

\* Rubric items are scored via exploration of provider's online courses submitted for review

Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Curriculum development/design and evaluation standards  
 Course development/design and evaluation standards  
 Instructor expectations, responsibilities and procedures  
 Supplemental materials selection guidelines  
 Program/course review schedule and process  
 Program/course assessment and performance

D (4)	Course Evaluation and Management: The course provider incorporates the following standards in the evaluation and management of its courses:	Source	Rubric or Yes-No*
D1	Multiple modes of assessing course effectiveness are used including feedback solicited about the quality of the course design, content, instruction, support systems, and infrastructure from students, parents, and school administrators and findings are used as basis for improvement.	NACOL - courses & Massachusetts	YES NO
D2	Courses are updated on regular schedule to ensure content timeliness and functionality.	NACOL - courses & DLC	YES NO
D3	Results of peer review and student evaluations of courses are available.	NACOL - courses	YES NO
D4	An internal review process documenting course reliability, completeness and effectiveness.	DLC --> New	YES NO
NOTES			

\* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Academic calendar  
 Course catalog with materials and costs  
 Organizational structure with roles and responsibilities  
 Completion and success data

<b>Student Support: The course provider ensures the following provisions are made to enhance student experience and success:</b>		<b>Source</b>	<b>Rubric or Yes-No*</b>
<b>E (5)</b>	<b>Information - provided to students, parents and mentors - on protocols for communicating with the instructor and course provider.</b>	NACOL - courses	YES NO
<b>E2</b>	<b>Institutionalized practices for monitoring student progress and helping students keep up with the pace of their course.</b>	DLC	YES NO
<b>E3</b>	<b>Policies and systems to address student, school and parent questions, complaints, appeals, and/or recourse if the course is not delivered as described.</b>	Massachusetts	YES NO
<b>E4</b>	<b>Disclosure of prerequisite technology skills prior to enrollment.</b>	NACOL - courses	YES NO
<b>E5</b>	<b>Training and online support to students (required) and mentors (optional) to aid them in navigating the online environment.</b>	Massachusetts	YES NO
<b>NOTES</b>			

\* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

- Student self-assessment, skills assessment and student application tools
- Student course/courseware orientation
- Instructor expectations, responsibilities and procedures
- Mentor handbook
- Mentor communication protocol and sample mentor communications
- Organizational structure with roles and responsibilities

<b>Mentor Support: The course provider ensures the following provisions to facilitate support of student success:</b>		<b>Source</b>	<b>Rubric or Yes-No*</b>
<b>F (2)</b>	<b>Mentors are recognized within the provider's systems and frameworks as the local adult point of contact available to the student and instructor as a reliable agent of support to the student's success.</b>	DLC	YES NO
<b>F2</b>	<b>Mentors are given the means to support student success, including: ability to view course content; technology troubleshooting information; online participation tracking and grading system; online mentor handbook and policies; frequent and unsolicited engagement with the course instructor.</b>	DLC	YES NO
<b>NOTES</b>			

\* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

- Student self-assessment, skills assessment and student application tools
- Student course/courseware orientation
- Instructor expectations, responsibilities and procedures
- Mentor handbook
- Mentor communication protocol and sample mentor communications
- Organizational structure with roles and responsibilities

<b>Technology: The course provider enforces programmatic standards that include the following:</b>		<b>Source</b>	<b>Rubric or Yes-No*</b>
<b>G (6)</b>	<b>Ease in navigation</b>		
<b>G1</b>	<b>Ease in navigation of the courseware platform, supporting systems and within each course.</b>	NACOL - courses	
	Navigation links within the course and supporting systems are organized into key categories in a logical order with students using minimal clicks to get from one place in the course to another.	Texas's National Standards of Quality for Online Courses Supplemental doc	
<b>NOTES</b>			

**Technology requirements**

<b>G2</b>	<b>Disclosure of program- and course-specific hardware, Web browser and software requirements prior to enrollment.</b>	NACOL - courses	YES NO
<b>G3</b>	<b>Online textbooks and materials that meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.</b>	NACOL - courses	YES NO
<b>G4</b>	<b>Course architecture permitting the addition of content, activities and assessments to extend learning opportunities.</b>	NACOL - courses	YES NO
<b>NOTES</b>			

**Tech Support**

<b>G5</b>	<b>Tech support offered via various disclosed means including phone, email and/or online help pages.</b>	CHEA	YES NO
<b>G6</b>	<b>Administrative monitoring of the quality and timeliness of technical problem resolutions.</b>	DLC	YES NO
<b>NOTES</b>			

\* Rubric items are scored via exploration of provider's online courses submitted for review

Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

- Technology support systems and protocol
- Organizational structure with roles and responsibilities
- Course development/design and evaluation standards

<b>Staff Development and Support: Provider demonstrates an institutionalized protocol to ensure online educators' ability to challenge and meet the needs of online students.</b>		<b>Source</b>	<b>Rubric or Yes-No*</b>
<b>H (5)</b>			

H1	Instructors are trained in the online course delivery system on which they are teaching and effectively use the various instructional media available.	DLC	YES NO
H2	Instructors promote high level of classroom interaction by being well versed in various modes of communication.	DLC	YES NO
H3	New instructors are paired with and supported by experienced instructors in their first year of online instruction.	DLC	YES NO
H4	Instructors are trained in the emotional and social aspects of online learning and in e-mail communications demonstrating proper tone to their students.	DLC	YES NO
H5	Instructors are evaluated on a regularly scheduled basis.	DLC	YES NO
NOTES			

\* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

- Instructor job descriptions and hiring protocols
- Instructor training program
- Instructor expectations, responsibilities and procedures

I (5)	Program Management: The course provider applies the following standards to ensure effective program management:	Source	Rubric or Yes-No*
I1	Administrative monitoring of and intervention in the quality and timeliness of instructors' responses to student assignments and questions.	DLC	YES NO
I2	Administrative monitoring of student records to ensure that students are progressing through their courses at an acceptable rate, to identify any problems and intervene when necessary.	DLC	YES NO
I3	System-driven execution of non-instructional tasks – enrollments, login info dissemination and course materials delivery, etc – performed via established procedures.	DLC	YES NO
I4	Established procedures for fees and payments and handled efficiently.	Massachusetts	YES NO
I5	Accommodations to multiple school calendars; e.g., block, 4X4 and traditional schedules	NACOL - courses	YES NO
NOTES			

\* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

- Academic calendar
- Course catalog with materials and costs
- Organizational structure with roles and responsibilities
- Completion and success data

# OVERVIEW OF SSB 5410: AN ACT RELATED TO ONLINE LEARNING

Martin Mueller, Assistant Superintendent Student Support, OSPI  
September 18, 2009

## SSB 5410: Legislative “Intent”

2

- Take the first step in improving oversight and quality assurance of online learning programs.
- Examine possible additional steps that may need to be taken to improve financial accountability.

OSPI; 9/18/2009

## SSB 5410: “The First Step”

3

- Provide objective information to students, parents, and educators regarding available online learning opportunities, including:
  - Program and course content.
  - How to register for programs and courses.
  - Teacher qualifications.
  - Student-to-teacher ratios.
  - Prior course completion rates.
  - And other valuable information.
- Create an approval process for multidistrict online providers.

OSPI; 9/18/2009

## SSB 5410: “The First Step” continued

4

- Enhance statewide equity of student access to high quality online learning opportunities.
- Require school district boards of directors to develop policies and procedures for student access to online learning opportunities.

OSPI; 9/18/2009

## Implementation of 5410: OSPI Requirements

5

- OSPI must develop approval, monitoring, and appeal process for multidistrict online providers. The criteria and processes shall be adopted by rule by December, 1, 2009.
- Initial approval will be for 4 years.
- Grandfathering: Multidistrict online providers either already approved by the DLC or accredited by NAAS are exempt from approval process until August 31, 2012.

OSPI; 9/18/2009

## Implementation of 5410: OSPI Requirements

6

- OSPI shall make first round of approval decisions by April, 1, 2010; thereafter, decisions must be made by November 1 of each year.
- OSPI shall establish Online Learning Advisory Committee.
- OSPI shall create an Office of Online Learning:
  - ▣ Staffed by former DLC staff.
  - ▣ \$700,000 annual appropriation.

OSPI; 9/18/2009

## Implementation of 5410: OSPI Requirements

7

### Tasks of the Office of Online Learning

- Develop and maintain a Web site that provides objective information regarding online learning.
- Develop model agreements with approved multidistrict online providers that provide a template for districts interested in contracting with these entities.
- In collaboration with ESDs:
  - ▣ Provide TA and support to districts.
  - ▣ Provide online tools for students, teachers, others.

OSPI; 9/18/2009

## Implementation of 5410: OSPI Requirements

8

### Tasks of the Office of Online Learning, continued

- Develop model policies and procedures for districts.
- Modify the standards for course reporting to include designation of online courses in CEDARS.
- Submit annual report to State Board of Education, the Legislature, and the Governor.
  - ▣ Demographics.
  - ▣ Course enrollment data.
  - ▣ Course completion data and passing rates.
  - ▣ Outcomes of course/provider approval reviews.

OSPI; 9/18/2009

## Implementation of 5410: School District Requirements—Policy

9

By August 31, 2010, districts must adopt policies and procedures regarding student access to online courses and online learning programs.

- Policy must cover broad range of online learning issues.
- Policies must be submitted to OSPI by September 15, 2010.
- OSPI must submit summarizing report on policies to the Legislature by December 1, 2010.

OSPI; 9/18/2009

## Implementation of 5410: School District Requirements—Funding

10

- Beginning with the 2011–12 school year, school districts may claim BEA for students enrolled in online courses or programs only if the online courses or programs are:
  - Offered by an OSPI-approved multidistrict online provider.
  - Offered by the district itself to its own students and fewer than 10 percent of out-of-district students enrolling in the program are under the “choice” law.
  - Offered by a regional provider operating under and inter-district cooperative agreement.
- ALE requirements still apply.

OSPI; 9/18/2009

# ONLINE LEARNING QUALITY REVIEW STATE BOARD OF EDUCATION

September 18, 2009  
9:00 to 9:30  
Puget Sound ESD

## Multidistrict Online Provider Approval Criteria

- Legislative guidelines
- Sources
- Criteria categories
- Approval process
- Timeline

## Legislation

- Accredited by NAAS or another national, regional or state accreditation program listed by OSPI after consultation with WaCOL
- Alignment with state academic standards
- Require that all teachers be certificated in accordance with WA state law
- High school courses must be eligible for high school credit
  - Awarding of credit remains the responsibility of the school districts
- Other approval criteria
- Website information
  - Overall instructional program
  - Content of individual online courses and school programs
  - Registration process
  - Teacher qualifications
  - Student-to-teacher ratios
  - Course completion rates and definitions
  - Other evaluative and comparative information

## Sources for Criteria

- iNACOL's National Standards of Quality for Online Courses and Online Teaching
- Keeping Pace with Online Learning 2008
  - Other states with legislated provider approval criteria and processes
- Digital Learning Commons
- Various other online and educational resources

## Categories for Approval Criteria

1. Course content and instructional design
  - ▣ Course goals and outcomes
  - ▣ Course materials and organization
  - ▣ Student engagement
2. Classroom management
3. Student assessment
4. Course evaluation and management
5. Student support
6. Mentor support
7. Technology
  - ▣ Ease in navigation
  - ▣ Technology requirements
  - ▣ Tech support
8. Staff Development and support
9. Program Management

## Thoughts and Ideas

- ▣ Other sources to consult?
- ▣ Any elements missing that would help ensure quality?
- ▣ How will these categories function as a tool for providers and reviewers?

## Approval Process

- Teams of reviewers selected for their expertise and experience; training mandatory
- Online process with documents and scoring forms/rubrics; multiple reviewers for each application
- Completed applications only; ability to prepare online over time
- DLD compiles and distributes applications to reviewers; available to reviewers for assistance; compiles results for additional OSPI review
- Applicants notified of decisions; feedback provided

## Timeline

- *July – August:* Research and initial iterations of the criteria
- *August – November:* Online Learning Advisory Committee feedback
- *August – December:* Adopt by Rule process
- *September – January:* Recruit and train application reviewers
- *December, January:* Criteria and process on website
- *January:* Providers submit applications
- *February:* Application packets reviewed
- *March:* Reviewer input compiled and recommendations made
- *April 1:* Decisions made on first round of approved multidistrict online providers
- *April – May:* Applicants notified and approved providers posted on the website for 2010 school year
- *April – May:* Appeals process
- *November 1, 2010 ongoing:* Approval decisions announced

**NCLB Compliance Report 2008: Washington Schools and Districts in  
“Improvement” Status  
PRELIMINARY REPORT**

Since the passage of the No Child Left Behind Act in 2001, the federal government has assumed a stronger role in education. This law clearly sets forth an expectation that all children achieve their state’s academic standards and that schools, districts and states be more accountable for student learning. Under No Child Left Behind, schools and districts that receive federal education dollars (Title I) and miss making achievement goals, commonly referred to as Adequate Yearly Progress (AYP), face specific consequences. In our state, reading and math scores from the Washington Assessment of Student Learning are used to calculate AYP.

Schools are expected to make AYP in up to 37 different categories, and districts are evaluated in as many as 111 categories, or “groups” in the table that follows (e.g., “# of ‘YES’ groups”). Any school not making AYP for two consecutive years in the same subject area (such as reading in 2007 and 2008) is identified for “improvement” status. And until AYP is achieved in every category for two years in a row, schools continue to be identified as needing to improve. Making it one year and then missing the next means a school stays on the federal “improvement” list and restarts the two-year cycle of making AYP.

This preliminary report includes the names of all schools and districts identified for federal “improvement” based on assessment data analyzed by OSPI. Many schools receive federal Title I education funds and therefore face federally mandated consequences if they are in “improvement” status. Each school’s Title I status is provided below.

While federal law may require our state to apply a specific definition of “needs improvement”, our education system is based on the premise that all schools and districts strive to make continuous improvements to help students experience a success.

OSPI will issue a final report detailing the AYP status of all schools and districts later this fall. Until that release, this list is considered to be preliminary. Those identified today have an opportunity to appeal their AYP determination and change their status.

Step	Schools	Districts
1	505	50
2	342	53
3	44	
4	94	
5	88	
Total	1073	103


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## ESEA

### Overview

### Grants by Title

### Adequate Yearly Progress

### Report Card

### State Applications and Reports to USDOE

### Fiscal

### NCLB Highly Qualified Teachers

### Paraeducator Req.

### Consolidated Program Review

### Guidance/Bulletins/Memos

### Presentations

### Resources and Links

### Contact Information

## Other Topics

### Parent Involvement

### Private Schools



## Elementary and Secondary Education Act

### What is Adequate Yearly Progress (AYP)?

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law January 2002, as the No Child Left Behind (NCLB) Act. In Washington, it is primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) in reading and mathematics. One of the requirements of NCLB is that states develop a baseline or starting point for students to achieve proficiency as measured by WASL math and reading scores (science will be added). Each year the state must "raise the bar" in gradual increments so that by 2013-2014, all (100%) students will achieve proficiency in each subject area.

In addition to measuring academic achievement in reading and mathematics, NCLB requires an additional indicator of student performance be measured. For high school students the on-time graduation rate must be used. The additional indicator for middle and elementary schools in Washington is the unexcused absence rate. See OSPI Bulletin 25-03 for guidance on reporting unexcused absences.

Each school and district must meet the yearly AYP goals as a whole and by disaggregated student population groups. These groups are specified by the law to be race/ethnicity, students with disabilities, limited English proficient students, and students who are economically disadvantaged. These groups must contain enough students to be statistically reliable and not permit personal identification of individual students. In Washington a group must contain at least 30 continuously enrolled students to be considered statistically reliable and at least 10 to protect personally identifiable information. To be considered "continuously enrolled" a student must be enrolled without a break in service from October 1 through the testing period.

AYP applies to each school in the state that serves students in grades 4, 7, and 10. School totals for these grades are aggregated up to the district and state totals.

### How is AYP determined?

- AYP is calculated separately for reading and mathematics.
- There are two ways a school can make AYP:
  - By demonstrating all students and required groupings meet or exceed the established WASL proficiency goals in both mathematics and reading.
  - By meeting the "safe harbor" provision. This provision permits schools with one or more subgroups not making the goals to still make AYP if the percentage of students not making AYP in that school declined by at least 10 percent in each student category and the other indicator (graduation rate for high school or unexcused absences for elementary and middle schools) is met.

### What happens if AYP is not met?

- The law specifies consequences for schools and districts receiving Title

I, Part A funds which do not meet the AYP targets for two or more years in a row. While the results of WASL testing are reported for all schools and districts, the consequences apply only to those schools receiving Title I, Part A funds.

- After two consecutive years of not meeting AYP targets, a school enters Step 1 and is subject to the related consequences (see below). If AYP is met the next year the school or district stays at Step 1, if AYP is not met, it moves to Step 2. If AYP is met for two consecutive years, the school exits school improvement.

### **What are the school consequences and when are they applied?**

#### **Step 1—Schools not making AYP for two years:**

- Are identified for school improvement and must notify parents of their status;
- Will receive technical assistance to improve performance and may be eligible to receive federal funds for school improvement activities;
- Must develop or revise the school improvement plan not later than three months after being identified for improvement; must cover a two-year period;
- Must offer parents the opportunity to transfer their student(s) (Public School Choice) to another public school within the district which has not been identified for school improvement, if one exists; and
- Must pay for transportation if transfer is requested. They may use up to five percent of their Title I funds for this purpose, unless a lesser amount is needed. Under certain circumstances, districts may use an additional 10 percent of Title I funds, if necessary, to provide Public School Choice. If requests exceed the amount of Title I funds available for this purpose, priority is given to the lowest-achieving students from low-income families.

#### **Step 2—Schools not making AYP for three years:**

- Are identified for their second year of school improvement and must notify parents of their status;
- Must continue to offer Public School Choice as described above; and
- Must offer parents the opportunity to request Supplemental Educational Services, such as tutoring, to low achieving students. A list of OSPI-approved supplemental educational service providers is available from the OSPI website at <http://www.k12.wa.us/title1/>. As with transportation above, districts use up to five percent of their Title I funds for Supplemental Educational Services, unless a lesser amount is needed. If needed, an additional ten percent of Title I funds may be used to cover the costs of Public School Choice, Supplemental Educational Services, or both. No more than 20 percent of Title I funds may be used for Public School Choice and Supplemental Educational Services.

#### **Step 3—Schools not making AYP for four years:**

- Are identified for corrective action and must notify parents of their status;
- Must continue to offer Public School Choice and Supplemental Educational Services as described earlier; and
- Must select options from the following list:
  - Replace certain school staff;
  - Implement a new curriculum and provide additional professional development;
  - Significantly decrease management authority;

- Appoint an outside expert to advise on school improvement plan;
- Extend the school year or school day; or
- Restructure the internal organization of the school.

**Step 4—Schools not making AYP for five years:**

- Are identified for restructuring and must notify parents of their status;
- Must continue to offer Public School Choice and Supplemental Educational Services as described above; and
- Must begin planning for restructuring (see below).

**Step 5—Schools not making AYP for six years:**

- Must implement restructuring; and
- Must select options from the following list:
  - Replace all or most of relevant school staff;
  - Contract with outside entity to operate school;
  - If the state agrees, undergo a state takeover; or
  - Undertake any other major restructuring of school.

Old Capitol Building, PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200 (360) 725-6000 TTY (360) 664-3631

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**PILOT PROGRAM FOR WAIVERS FROM THE 180-SCHOOL DAY REQUIREMENT  
FOR THE PURPOSES OF ECONOMY AND EFFICIENCY**

**BACKGROUND**

The pilot program established by SHB 1292 provides the State Board of Education (SBE) authority to provide waivers from the 180-school day requirement for the purposes of economy and efficiency. This is an additional waiver authority the SBE has to grant waivers from the Basic Education Act requirements for the purposes of restructuring to enhance the educational program for each student (RCW 28A.305.140).

For the pilot program, SBE will adopt criteria to evaluate waiver requests, which will include criteria outlined in the legislation and can include other criteria determined by SBE. In addition, SBE will analyze evidence annually, to determine whether a waiver affects student learning.

The Waivers Committee prepared recommendations incorporating feedback from the July Board meeting, the public, legal counsel, and the Office of Superintendent of Public Instruction staff.

**POLICY CONSIDERATION**

The Waivers Committee recommends the following:

- A. Districts will meet the criteria for a first-time waiver by:
  1. Conducting one or more public hearings on the proposal.
  2. Providing a proposed calendar.
  3. Providing a resolution signed by the district board of directors with assurances that the district will:
    - Meet the annual average 1,000 hours of instructional hour offerings.
    - Discontinue the flexible calendar as soon as possible if the State Board of Education determines that student learning is adversely affected.
    - Collect and provide at the end of each year data on:
      - Attendance rates of students and teachers.
      - Satisfaction surveys of parents, students, and teachers with a target of 60% or greater participation rate for each group.
  4. Completing the application which contains items required by legislation and the following items established by SBE:
    - Explain the effect a waiver will have on the district's financial position.
    - Show how content is being accommodated from the waived days to the remaining days for elementary and secondary grades levels.
    - Identify assessments and observations the district will use to analyze student achievement.
    - Provide a base-line of student achievement data.

- B. If more than the allowable number of districts meets the criteria to receive a waiver at any given meeting then a lottery will determine which districts will receive waivers.
- C. Acceptable indicators for determining effects on student learning can include results of Washington State assessments, attendance rates, dropout rates, and graduation rates. SBE will determine the suitability of other assessments used by school districts on a case-by-case basis.
- D. Due to the difficulty of assessing an effect on student learning after only one year, SBE will make a determination at the end of the second and third years of a waiver, unless circumstances dictate otherwise.

### **EXPECTED ACTION**

Adoption of the recommendations from the Waiver Committee on the application, criteria, selection of districts, and determining affect on student learning. If adopted, SBE can consider the first applications at the November Board Meeting.

## **Application for a PILOT PROGRAM Waiver from the Basic Education Program Requirements for the Purposes of Economy and Efficiency**

The legislature gave the State Board of Education the authority, through a pilot program, to grant waivers from the basic education program requirement of 180 school days for the purposes of economy and efficiency (SHB 1292). The requirement that school districts offer an annual average instructional hour offering of at least one thousand hours cannot be waived. No more than five districts may be granted waivers- two of the five waivers will be for school districts with less than one hundred fifty students and three of the waivers will be for school districts with between one hundred fifty-one and five hundred students. Waivers may be granted for up to three years, and all waivers granted under this pilot program expire no later than August 31, 2014.

SBE will analyze empirical evidence annually from school districts with waivers to determine whether the reduction in days is affecting student learning. If SBE determines that student learning is adversely affected, SBE will notify the school district to discontinue the flexible calendar as soon as possible and no later than the beginning of the next school year after the determination has been made.

### **Directions:**

Waiver requestors must use this Waiver Application Form and submit it in full to the State Board of Education at least thirty (30) days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6025 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application must be accompanied by a **proposed calendar** for the school day and school year that demonstrates how the instructional hour requirement will be maintained and a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall include:**

- The number of days and the school years for the requested waiver.
- A statement of understanding that at the end of each school year, if the State Board of Education determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made.
- Assurance that the district will:
  - Meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).
  - Collect and provide data on school attendance rates of students and teachers and satisfaction surveys of parents, students, and teachers with a target of 60% or greater participation rate from each group.

A waiver granted under this pilot program does not relieve the district of meeting requirements specified in the rules of the Office of Superintendent of Public Instruction and other agencies. Waivers granted under this pilot program **may impact the district's transportation funding**

**and other types of funding.** Please contact the appropriate agencies to determine any potential impact.

Complete applications (resolution, proposed calendars, application form, and supporting documents) should be submitted to: Brad Burnham, The Washington State Board of Education, P.O. Box 47206, Olympia, WA 98504-7206; 360-725-6029; Fax 360-586-2357; [brad.burnham@k12.wa.us](mailto:brad.burnham@k12.wa.us)

**Contact Information:**

Name	
Title	
School District	
Phone	
Email	
Mailing Address	

**Student Count:**

	Count	Year
Most recent Student Count for the district? (please identify year)		
Estimate for the next student count? (if available)		

**Current waiver status:**

Any active waivers?	
If yes, please identify.	

**Is the request for all schools in the district?**

Yes or No	
If no, which schools or grades?	

**How many days are being requested to be waived and for which school years?**

Number of Days	
School Years	

**Will the district still meet the requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours?**

Yes or No	
-----------	--

## Details of Request:

(Please include as much detail as possible. The spaces will expand as you type or paste text)

**Item 1: Gains from compressing the instructional hours into fewer than one hundred eighty days:**

**a. Explain and estimate the economies to be gained.**

**b. Explain and estimate the efficiencies to be gained.**

**Item 2: Explain the effect that the waiver will have on the financial position of the district.**

**Item 3: Explain how monetary savings from the proposal will be redirected to support student learning.**

**Item 4: Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.**

**Item 5: Child nutrition program:**

**a. Explain the impact on students who rely upon free and reduced-price school child nutrition services.**

**b. Explain the impact on the ability of the child nutrition program to operate an economically independent program.**

**Item 6: Explain the impact on the ability to recruit and retain employees in education support positions.**

**Item 7: Explain the impact on students whose parents work during the missed school day.**

**Item 8: Explain how content is being accommodated from the waived days to the remaining days for elementary and secondary grades levels.**

**Item 9: Student achievement:**

- a. Describe the assessments and observations will the district use to analyze student achievement over the course of the waiver?**
- b. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred).**

## **Last Steps**

- Please print a copy for your records.
- Email or mail the school board resolution, proposed calendars, supporting documents, and this application to the email or mailing address on the first page.
- Thank you for completing this application.

**BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS**

**BACKGROUND**

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

At this meeting, SBE will be considering the following applications for waivers from the 180 school-day calendar requirement of the Basic Education Act:

<b>District</b>	<b>Lyle School District</b>
New or Renewal	Renewal
Type of Waiver	180-day school calendar
No. of Days	4
School Years	2009-10, 2010-11, 2011-12
Fewer half days	No
All schools	All
Purpose	<p>To improve student learning, staff instructional methods, and curriculum delivery. Improvement of math and reading WASL scores are the focus of the in-services. Achieving and sustaining AYP requirements over an extended period of time will be the foundation of discussion during these LID opportunities.</p> <p>Student Learning</p> <ul style="list-style-type: none"><li>• Review and analysis of current curriculum at each grade level to determine the need for adoptions.</li><li>• Discussion of student needs and identifying modifications that will assist in meeting the standards.</li></ul> <p>Staff Instructional Methods</p> <ul style="list-style-type: none"><li>• Evaluate and identify instructional methods that will improve student achievement in all content areas.</li><li>• Review math and science curricula to determine a district wide plan of adoption.</li><li>• Pilot Math Connects, bring FOSS kits to the Middle School and explore supplement writing materials for science.</li><li>• Support these adoptions with long term commitments for staff development by ESD112, area specialists, publisher input and observations of other schools that have adopted this curriculum.</li></ul>

	<p>Curriculum Delivery</p> <ul style="list-style-type: none"> <li>• Review school improvement plan with emphasis on teaching methods and collaboration among grade levels to deliver a quality program with positive WASL results.</li> <li>• Create a long term plan for aligning curriculum with the GLE's and sustaining this with student, staff, and community input.</li> <li>• Present and inform the school board of all curriculum adoptions, in-service agendas, student achievement, and community involvement in the process.</li> </ul> <p>LID days will provide networking opportunities for staff to visit other schools that are showing success with AYP, using like curriculum and are implementing innovative teaching strategies that work.</p>
<p>Student Achievement Data Motivating the Purpose</p>	<p>Dallesport Elementary and Lyle Middle School are in Step one of school improvement. Math scores have not met annual yearly progress. Based on the student achievement data, funding shortfalls, and staffing challenges. Lyle School District is undergoing a restructure beginning in the 2009-2010 school year:</p> <ul style="list-style-type: none"> <li>• Elementary grades are no longer split. There is one teacher per grade level.</li> <li>• Middle School has been changed from self-contained classrooms to multi-disciplined classes taught by middle and high school teachers.</li> <li>• Staffing changes have been implemented to offer middle school students previously-placed in self-contained classrooms opportunities to take a variety of classes with different teachers.</li> <li>• Vocational education has been expanded to offer advanced construction classes and drafting for projects in the classroom and in the community.</li> </ul> <p>The improvements in learning opportunities require collaboration among staff to plan and implement the curriculum.</p>
<p>Evidence the District Will Collect</p>	<p>Evidence will be collected and analyzed on an annual basis through staff and community meetings. The basic goal is to implement restructuring that result in increased student achievement and satisfaction.</p> <p>The following data will be the driving force to determine if goals have been met:</p> <ul style="list-style-type: none"> <li>• Surveys of student satisfaction.</li> <li>• Changes in student test scores.</li> <li>• Changes in the number of students choosing to attend neighboring districts.</li> <li>• Student attendance rates.</li> <li>• Increase in student class options by offering the new classes/activities</li> </ul>

Support of the School Improvement Plan	<p>The district and school improvement plan goals require that the district and the individual schools:</p> <ul style="list-style-type: none"> <li>• Provide a sound and well rounded educational program for the students of Lyle School District.</li> <li>• Seek ways to maintain or expand current class offerings for students.</li> <li>• Provide opportunities for additional in-service for staff.</li> <li>• Provide time and opportunities for students to have mentors/job shadows</li> <li>• Maintain or increase vocational opportunities for students.</li> </ul> <p>The waiver would allow the district to meet all of these goals and expectations while offering the new classes/activities, staffing, and training we hope to offer.</p>
Involvement of stakeholders	<ul style="list-style-type: none"> <li>• Notices were sent home with students and in the mail to parents, staff, and community members.</li> <li>• Several meetings were held at each school seeking input or concern from all interested parties.</li> <li>• Meetings were held with each of the association/union groups to receive their consent.</li> <li>• The Lyle High School ASB was consulted and conducted a survey of students.</li> <li>• The Lyle School Board has discussed the matter at a regular board meeting and heard public comments and suggestions on the proposal. The Lyle School Board passed a resolution supporting the waiver proposal as a sound and appropriate action for the district.</li> </ul>
Multiple year ties	<p>The subsequent years will be used to evaluate progress of the prior years, continue to make adjustments and improvements to the restructuring and provide additional training for all staff at all grade levels.</p>
Past Waiver Use	<p>The waiver days have been very instrumental to student achievement in our district. Prior to the waiver, the Lyle School Board would not permit in-service training that resulted in half-day school days, and due to that policy, the staff was left with only two state granted in-service days per year.</p> <p>The four waiver days we have been granted each of the last four years have allowed our staff members a viable amount of in-service training that has shown substantial increases in student progress. During the previous waiver days the district focused on reading and writing across the curriculum in an effort to improve instruction and test scores in reading and writing. The waiver days were used as teacher in-service time and we brought in expert trainers to work with the staff on ways to improve reading and writing across the curriculum and grade levels.</p> <p>The waiver days also allowed time for teachers to implement the Navigation 101 program into our schools, and for the first time all of our students in grades 7-12 are conducting student led conferences yearly. Lyle had 99.6% parent participation in the conferences.</p>

<p>Past Waiver Success</p>	<p>The district looked at multiple indicators of evidence to show that the waiver met the goals. Surveys of the staff and students were conducted along with analyzing WASL score data and student accomplishment on student learning plans and district wide testing in reading and writing. Additional feedback from staff was collected throughout the process at the completion of the in-service days and the Navigation 101 program.</p> <p>The schools were successful at reaching our goals to improve reading/writing instruction across the curriculum. Data gathered from multiple sources indicates that student and staff skill improved and that the district has made progress because of the additional time.</p> <p>WASL Reading Results with the same groups of students before and after the waiver days.</p> <ul style="list-style-type: none"> <li>• Class of 2007 7th Grade Avg. 34.4% 10th Grade Avg. 61.3%</li> <li>• Class of 2008 7th Grade Avg. 28.6% 10th Grade Avg. 78.7%</li> <li>• Class of 2009 7th Grade Avg. 44.4% 10th Grade Avg. 58.6%</li> </ul> <p>WASL Writing Results with the same groups of students before and after the waiver days.</p> <ul style="list-style-type: none"> <li>• Class of 2007 7th Grade Avg. 31.3% 10th Grade Avg. 25.8%</li> <li>• Class of 2008 7th Grade Avg. 14.3% 10th Grade Avg. 66.7%</li> <li>• Class of 2009 7th Grade Avg. 19.4% 10th Grade Avg. 75.9%</li> </ul>																																																		
<p>How were parents and community kept informed on an on-going basis</p>	<p>Parents and community were kept informed by a bimonthly news pamphlet called the "Cougar Tracks." The "Cougar Tracks" had articles and pictures about the training that was conducted at both schools and showed the importance of professional development to the community.</p> <p>In addition, the waiver impacts were also discussed at the annual Title I meetings, monthly administrative reports to the Board of Directors, weekly announcements at the Lyle Senior Meals, and in annual survey results published to the community.</p>																																																		
<p>District Information</p>	<table border="1"> <tr> <td colspan="5"><b>Lyle School District Information from OSPI Report Card Web page</b></td> </tr> <tr> <td>May 2009 Student Count</td> <td></td> <td>338</td> <td></td> <td></td> </tr> <tr> <td>Free or Reduced-Price Meals (May 2009)</td> <td>330</td> <td>97.60%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>2007-08</td> <td>2006-07</td> <td>2005-06</td> <td></td> </tr> <tr> <td>Annual Dropout Rate</td> <td>5.20%</td> <td>7.30%</td> <td>12.70%</td> <td></td> </tr> <tr> <td>On-Time Graduation Rate</td> <td>77.10%</td> <td>70.70%</td> <td>54.80%</td> <td></td> </tr> <tr> <td>Extended Graduation Rate</td> <td>77.10%</td> <td>74.10%</td> <td>54.80%</td> <td></td> </tr> <tr> <td colspan="5"><b>2008-09 WASL Results</b></td> </tr> <tr> <td>Grade Level</td> <td>Reading</td> <td>Math</td> <td>Writing</td> <td>Science</td> </tr> <tr> <td>4th Grade</td> <td>43.50%</td> <td>52.20%</td> <td>52.20%</td> <td></td> </tr> </table>	<b>Lyle School District Information from OSPI Report Card Web page</b>					May 2009 Student Count		338			Free or Reduced-Price Meals (May 2009)	330	97.60%				2007-08	2006-07	2005-06		Annual Dropout Rate	5.20%	7.30%	12.70%		On-Time Graduation Rate	77.10%	70.70%	54.80%		Extended Graduation Rate	77.10%	74.10%	54.80%		<b>2008-09 WASL Results</b>					Grade Level	Reading	Math	Writing	Science	4th Grade	43.50%	52.20%	52.20%	
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7th Grade	53.60%	42.90%	53.60%	
10th Grade	73.30%	43.80%	85.70%	20.00%
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	46.70%	20.00%	43.30%	
7th Grade	37.50%	22.70%	40.90%	
10th Grade	63.20%	42.10%	68.40%	16.70%
<b>2006-07 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	56.80%	27.00%	21.60%	
7th Grade	44.40%	22.20%	50.00%	
10th Grade	58.60%	37.90%	75.90%	13.80%

### **POLICY CONSIDERATION**

The application for waiver meets the State Board of Education's criteria for the purpose of a waiver.

### **EXPECTED ACTION**

Approval of the application under the following conditions:

- A one-year waiver due to SBE's continued work on revising the procedures for applying and obtaining a waiver.
- If Lyle School District receives a subsequent flexible calendar waiver from SBE for the purposes of economy and efficiency, then this waiver will become null and void. The strategies and activities proposed in this waiver application would have to take place during the non-instructional days of the flexible calendar waiver.

## **STATE BOARD OF EDUCATION UNOPPOSED ELECTIONS**

### **BACKGROUND**

To reduce costs for the Office of Superintendent of Public Instruction (OSPI), the State Board of Education staff proposes that if a qualified candidate for an elected Board position is unopposed, OSPI would not go through a balloting and election process.

Under RCW 28A.305.021, the Office of Superintendent of Public Instruction (OSPI) runs the elections for the State Board of Education positions that are elected through public school board members. There is a similar provision for OSPI to run the elections for the Educational Service Districts (ESDs) for board members. OSPI is planning to request legislation in the 2010 session to revise its law RCW 28A.310.100. The law would be changed to allow OSPI the ability to declare the position is filled without an election if a single candidate is unopposed.

### **POLICY CONSIDERATION**

Staff suggests that the Board consider proposing a similar change to the election process of Board members to RCW 28.A.305.021 in the 2010 session. Thus, if a qualified candidate files for an elected Board position and is unopposed, OSPI would declare the position filled and no election would occur.

### **EXPECTED ACTION**

Approve the proposed change below and submit for the 2010 session, per the underlined language below.

#### **RCW 28A.305.021**

#### **Election of board members — Restrictions.**

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

(1) The superintendent shall adopt rules for the conduct of elections, which shall include, but need not be limited to: The definition of the eastern Washington and western Washington geographic regions of the state for the purpose of determining board member positions; the weighting of votes cast by the number of students in the school director's school district or board member's private school; election and dispute resolution procedures; the process for filling vacancies; and election timelines. The election timeline shall include calling for elections no later than the twenty-fifth of August, and notification of the election results no later than the fifteenth of December; Provided, however, that if there is only one qualified candidate for an elected position, it shall not be necessary for the superintendent to conduct an election for the position but instead the superintendent shall declare the candidate elected to the board without opposition.

# THE WASHINGTON STATE BOARD OF EDUCATION

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

## DRAFT EVALUATION INSTRUMENT FOR EXECUTIVE DIRECTOR FOR 2010

### Executive Director Performance Evaluation

#### 1. Implements SBE Strategic Plan (may change at retreat):

##### Goal 1: Improve achievement for all students.

Approaching Expectations	Meets Expectations	Exceeds Expectations

##### Goal 2: Improve graduation rates.

Approaching Expectations	Meets Expectations	Exceeds Expectations

##### Goal 3: Improve student preparation for post-secondary education and the 21<sup>st</sup> century world of work.

Approaching Expectations	Meets Expectations	Exceeds Expectations

#### Strategic Plan Comments:

#### 2. Work Plan:

##### a. Meaningful High School Diploma and CORE 24 Implementation Task work groups.

Approaching Expectations	Meets Expectations	Exceeds Expectations

##### b. Accountability work group.

Approaching Expectations	Meets Expectations	Exceeds Expectations

##### c. Math and Science Standards and Curriculum Alignment.

Approaching Expectations	Meets Expectations	Exceeds Expectations

##### d. Special Reports and Updates to Board.

Approaching Expectations	Meets Expectations	Exceeds Expectations

**Work Plan Comments:**

**3. Relationship with the Board:**

**a. Present useful and thoughtful recommendations to SBE.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**b. Communicates reliably, accurately and openly with SBE.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**c. Responds appropriately to SBE member request.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**d. Implements a system to use individual and collective talents of the SBE to maximize potential.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**e. Uses and supervises staff effectively to support SBE goals.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**Relationship to the Board Comments:**

**4. Fiscal Management**

**a. Provides sound budget management aligned with SBE and organizational priorities.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**b. Manages budget preparation and advocacy with the Legislature for appropriate resources.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**Fiscal Management Comments:**

**5. Business Management:**

- a. Uses effective practices in human resource management by implementing hiring practices and aligning staff with essential activities.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

- b. Possesses and applies knowledge of legal issues affecting SBE.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

- c. Pursues and secures appropriate and adequate sources of support for policy activities**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**Fiscal Management Comments:**

**6. External Relations:**

- a. Promotes the SBE mission and activities through effective collaboration with other organizations.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

- b. Communicates SBE policies, principles, and positions effectively.**

Approaching Expectations	Meets Expectations	Exceeds Expectations

**External Relations Comments:**