

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | Graduation Requirements | Math | Science

Highline Community College
2400 240th Street
Building #2
Des Moines, Washington
206-870-3777

March 10, 2010

Dear Board Members:

It's been a rough couple of weeks.

The freeze on contracts, travel, positions, and raises takes effect now. We made it under the wire with hiring Sarah Rich, our fabulous new Research Director. We have had some huge challenges with our Strategic Planning contract for SBE and joint Governor/OSPI/SBE contract for a Race to the Top Manager. We had stops, starts, changes and you name it, hourly, for a variety of reasons. I am deeply grateful to all the OSPI and SBE folks who helped us meet the deadlines and enabled us to get our contracts done literally under the wire.

Obviously, I felt badly about the Spokane superintendents K-20 meeting when I mentioned Sherman Alexie's book on his education in Wellpinit. That district has several of the lowest achieving schools. They were contacted by OSPI to apply for the federal school improvement grants program with a short time to fill out the application and then deciding which of the four federal models to implement under this year's voluntary process. I like to learn from my mistakes. Using a K-20 to convey complicated information is not a good method. I just had no feel for the crowd. Ouch! I have reached out to the superintendent at Wellpinit and will be visiting with him on May 12. In addition I met with ESD 101 Superintendent, Mike Dunn to find ways to improve the Board's relationship with his superintendents. While Steve and Amy do a great job visiting with them, they feel the entire Board needs to hear their concerns. They are pretty unhappy about Core 24 and our accountability framework. I suggested that our Board meeting in Spokane could offer some potential possibilities.

Finally, there have been some big challenges with our Race to the Top legislation E2SSB 6696, which includes our required action accountability piece. The House added its Quality Education Council recommendations to begin to fund basic education in terms of transportation, materials, goods and supplies, and class size reductions. The SBE supports this move as part of making good on the promise of last year's HB 2261 to begin to address the funding needs (hence our joint letter with the Superintendent to the Senate). However, the Senate does not support making a financial commitment for next biennium without the revenue source available and has declined to concur with the House changes to E2SSB 6696. We have spent a lot of back and forth time on this with legislators and the Governor's office. By the time you get this letter we may be in special session on this bill.

Regardless of the fate of our RTTT legislation, we felt the need to get a project manager for our RTTT application to the feds as Alan Burke, Judy Hartmann, and I did not have enough time in the day or night to pull this off. Jeff Vincent and Mary Jean were instrumental in working with private sources to raise approximately \$150,000 to fund the manager, some communications work, travel, as well as goods and services. We have created this contract so if RTTT legislation is not passed, the project manager, Jana Carlisle, will still help us finalize our state education reform plan and next steps on our STEM initiatives. These will help our strategic planning process. A special thanks to Loy who volunteered to help assist our new RTTT Project Manager in her less than spare time

A special session looks likely on budgets, taxes, and RTTT legislation. OSPI will be cut even more next fiscal year. They will have had a twenty percent cut over two years. Furloughs of up to 11 days may happen for their staff and other state agencies. SBE will also take a budget cut and we are still thinking through how to address those cuts. Our Gates funding is now all used up so we have less flexibility than we have had in the past few years.

On a reflective note, after three and a half years working with Warren and Mary Jean as the respective vice chair and chair of the SBE, I would like say how much I have enjoyed their wisdom and guidance. They shared some of the details of my pain and joys. They have been a great sounding board and provided a reality check when I sorely need one. I am looking forward to the new executive team elected by you all. A huge thank you to our current executive committee, which also includes Jeff with two years of service and Jack with one year of service, as well as to all of you for your team work on the SBE!

We will be at Highline Community College to celebrate St. Patrick's Day and have our regular Board meeting.

Wednesday, March 17

Call to Order, Introduction of New Staff, Agenda Overview, and Action on Minutes

Please give Sarah Rich, our new Research Director, a warm welcome! She will be helping me on accountability work as well as supporting the rest of the team with our research, policy, and fiscal needs. She can't wait to work on accountability!

NASBE Meetings Report Out

Connie is our NASBE representative to the Government Affairs Committee for NABSE and will discuss NASBE's position on reauthorization of the Elementary and Secondary Education Act (ESEA). Bunker is serving on a NASBE study committee for the Education and The Military Meeting the Needs of Students. They will share an update with us of their work. Last summer we discussed whether to continue in NASBE this spring. You may want to discuss this in May. At this point, if we have the money in late May, I would recommend we continue (we pay in June). It's roughly \$35,000, which would permit our membership to continue until June 2011. After this fiscal year, I do not think we will have the funds to support our membership. Next year's budget cuts will be more substantial.

Common Core Standards

Sheila, Steve, Kathe, and Jessica Vavrus from OSPI attended a NASBE meeting on the common core standards in February. They will share with you what they learned at the meeting. The final common core standards were made public this week for math and English Language Arts. Washington needs to determine how well those standards align with our new math standards and our English language arts standards (which are less recent and do not include 11th and 12 grades). A number of legislators want OSPI to be careful about signing on to these common core standards until the legislature has an opportunity to review them during the 2011 session. So while OSPI might provisionally adopt the standards, they would not adopt them in final form until 2011.

Math and Science Update

SBE has worked with OSPI in support of implementation of the new math and science standards and assessments. OSPI will discuss plans for the high school proficiency exams in math and science, and its plans to move to end of course assessments and computerized testing. In addition, OSPI will discuss its initiatives to improve student achievement in math and science.

High School Graduation Requirements Update: Core 24 Update and Plan for 2010

SBE staff is preparing for its final Core 24 ITF meeting on March 15. We have heard a lot of pros and cons over the last two years on the Board's Core 24 proposal. We think it is wise for the Board to spend considerable time on what adjustments to the current framework are necessary this spring and summer. SBE staff will work with Board leads to develop some options for you to consider.

SBE Rule Revisions and SBE/OSPI Process to Fill Elected Member Vacancy

We are in rules revision and clean up mode. We briefed you on a new process for a 180 day waiver pilot at our January Board meeting. Other pieces are needed to conform to changes in laws. We discussed having an election to fill an elected member vacancy at our November Board meeting. WSSDA and OSPI suggest that instead of an election to fill a vacancy midterm on the SBE that the WSSDA Board of Directors makes an appointment. This is an OSPI rule, but we want your recommendation on whether it is good way to proceed.

Accountability Update:

OSPI Voluntary Process for 2010 for Lowest Achieving Schools

Janell Newman from OSPI will provide information on the fast paced process OSPI has gone through to identify and evaluate the lowest five percent of persistently low achieving schools and districts eligible to apply for the new federal school improvement grants. The frustrating part of this is that while schools and districts were contacted in early February if they were on the five percent list, there has not yet been a public announcement. OSPI says it needed the "feds" to bless its methodology for identifying schools. However, there have been numerous media articles about the districts with these schools. It makes it hard to see why OSPI felt the need to wait. I think roughly 47 schools in 27 districts were notified. Almost all of the districts are applying for the \$17 million available this year for a three year funding stream. It is likely

there will not be sufficient funds for all those that apply and are willing to select one of the four federal intervention models.

Performance Goals for State Board of Education

Pete Bylsma will discuss an examination of performance goals for the SBE based on our SPA work session. We would like to focus on goals that line up with the SBE's focus on students being college and career ready.

Joint OSPI/SBE Recognition Program

After literally months of waiting for the list to be completed on recognizing schools using the SBE Accountability Index, it is done. We will share the list with you. There were no schools based on low income and non low income that closed the achievement gap. We will work on examining that measure and how to add in race/ethnicity this spring. We need to discuss this with the Achievement Gap and Oversight Committee (required in SB 6696). The award ceremonies, across the state, will be May 5 and I hope you will attend. Special thanks to Aaron who has been working with OSPI on this and to Pete who crosschecked OSPI's numbers to improve accuracy.

Summary of 2010 Legislative Session

I discussed some the pieces up above for the budget and our RTTT legislation. We still have no final resolution. We will give you the very latest, up to date information at the Board meeting. We have included a summary of E2SSB 6696 to date for our required action accountability section.

Race to the Top Update

We have a big meeting planned for this Saturday with our new project manager to pull all the pieces together on an education reform plan, draft initiatives, grant distribution process between the state and local districts and the official memorandum of understanding that districts will sign to participate in the grant application. If the RTTT legislation does not pass we will not apply for a grant. Considerable work has gone on, to date, with many teams, but lots more work remains on all fronts, especially engaging in the specifics of what districts must sign on to do.

Consideration of Approval for Christa McAuliffe Academy Private School Status

OSPI and its attorneys have spent considerable time reviewing whether to recommend to the SBE that it approve Christa McAuliffe as a private school. This deliberation has gone on for over six months. The Christa McAuliffe Academy is a private school that is also now a full online school. The question is does the CMA meet SBE's private school rules? OSPI does not believe that it does; in particular around the offering of a minimum of 1,000 hours of instruction per year. This is the first case of a full time online school applying for private school approval that I am aware of. Please read all the documentation under this Tab carefully.

SBE Nominations for Call for Election of New Executive Committee

Thanks to Kris and Amy for co-chairing the elections committee process. We look forward to the floor speeches from the candidates.

Thursday, March 18

Business Items

The following decisions are for your deliberation:

- Decision on Rules for SBCTC High School Diploma (**Action Item**)
- Decision on SBE General Duties (**Action Item**)
- Decision on 180 Day Waiver Pilot Process Rule for Innovation (**Action Item**)
- Decision on Christa McAuliffe Academy (**Action Item**)
- Decision on Arts Education Month Resolution (**Action Item**)
- SBE/OSPI Process to Fill Elected Member Vacancy (**Action Item**)
- Election of New Executive Committee (**Action Item**)

The gavel will be handed over to the new Chair (give the newbie some slack, at least for this meeting).

Strategic Planning/Retreat 2010

We have provided a memo on the Berk proposal in your packet along with our current Strategic Plan and our updated work plan. Bonnie Berk and Natasha Fedo of Berk & Associates will launch the discussion on our next strategic planning efforts. They will work with the Board through our July retreat to create a new plan as well as implementation steps. We may have a one day work session on April 29, which we will discuss with you at the Board meeting. Our retreat/meeting will be in LaConner July 13-15. While the focus will be primarily on the implementation of our strategic plan and some fun, we want to know if you have other ideas in mind. Please share with us at the March meeting.

Lunch and Recognition of Executive Committee Members

We look forward to honoring our great executive committee crew for their service over the past year.

State Assessments Update

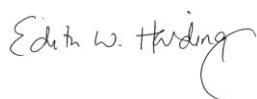
Joe Willhoft from OSPI and Tom Hirsch, Co-founder, Assessment and Evaluation Services will discuss the Board's role in setting standards for the new math assessment as well as an update on all things related to the OSPI assessment.

Reflections and Next Steps

We want your reflections! Please fill out your assessment of the Board meeting.

Kathe heads to Costa Rica to brush up on her Spanish for nine days and I zip off to Death Valley with my husband to recharge my batteries for a few days. Then I will take a quick trip to D.C. to visit with the U.S. Department of Education on our SBE Accountability Index, unless my travel is denied by the freeze requirements.

Cheers!



MARCH 17-18, 2010

AGENDA

Wednesday, March 17

- 9:00 a.m. Call to Order**
Pledge of Allegiance
Introduction of New Research Director
Agenda Overview
Approval of Minutes from the January 13-14, 2010 Meeting (**Action Item**)
- 9:10 a.m. NASBE Meetings Report Out**
Ms. Connie Fletcher, Board Member
Ms. Phyllis Bunker Frank, Board Member
- 9:30 a.m. Common Core Standards**
Dr. Sheila Fox, Board Member
Dr. Steve Dal Porto, Board Member
Dr. Kathe Taylor, Policy Director
Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI
- 10:00 a.m. Math and Science Update**
Dr. Kathe Taylor, Policy Director
Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI
Ms. Greta Bornemann, Director, K-12 Mathematics, OSPI
- 10:30 a.m. Break**
- 10:45 a.m. High School Graduation Requirements Update: Core 24 Update and Plan for 2010**
Mr. Jack Schuster, Board Co-lead
Dr. Steve Dal Porto, Board Co-lead
Dr. Kathe Taylor, Policy Director
- 11:20 a.m. Public Comment**
- 11:35 a.m. SBE Rule Revisions and SBE/OSPI Process to Fill Elected Member Vacancy**
Mr. Brad Burnham, Legislative and Policy Specialist

11:45 a.m. Public Hearing

- Decision on Rules for SBCTC High School Diploma
- Decision on SBE General Duties
- Decision on 180 Day Waiver Pilot Process Rule for Innovation

12:00 p.m. Lunch

12:30 p.m. Accountability Update:

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

OSPI Voluntary Process for 2010 for Lowest Achieving Schools

Dr. Janell Newman, Assistant Superintendent, District and School Improvement and Accountability, OSPI

Performance Goals for State Board of Education

Dr. Pete Bylsma, Board Consultant

Joint OSPI/SBE Recognition Program

Mr. Aaron Wyatt, Communications Manager

Dr. Pete Bylsma, Board Consultant

Board discussion

1:45 p.m. Summary of 2010 Legislative Session

Ms. Edie Harding, Executive Director

Mr. Brad Burnham, Policy & Legislative Specialist

Board discussion

2:30 p.m. Break

2:45 p.m. Race to the Top Update

Ms. Edie Harding, Executive Director

Mr. Jeff Vincent, Board Lead

Board discussion

3:30 p.m. Consideration of Approval for Christa McAuliffe Academy Private School Status

Dr. Kathe Taylor, Policy Director

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI

Ms. Colleen Warren, Attorney General

4:00 p.m. Public Comment

4:30 p.m. SBE Nominations for Call for Election of New Executive Committee
Ms. Kris Mayer, Board Members
Ms. Amy Bragdon, Board Members

5:00 p.m. Adjourn

Thursday, March 18

8:30 a.m. Business Items

- Decision on Rules for SBCTC High School Diploma (**Action Item**)
- Decision on SBE General Duties (**Action Item**)
- Decision on 180 Day Waiver Pilot Process Rule for Innovation (**Action Item**)
- Decision on Christa McAuliffe Academy (**Action Item**)
- Decision on Arts Education Month Resolution (**Action Item**)
- SBE/OSPI Process to Fill Elected Member Vacancy (**Action Item**)
- Election of New Executive Committee (**Action Item**)

9:15 a.m. Strategic Planning/Retreat 2010

Ms. Edie Harding, Executive Director
Ms. Bonnie Berk, Berk & Associates
Ms. Natasha Fedo, Berk & Associates

10:30 a.m. Break

10:45 a.m. Strategic Planning/Retreat 2010 Continued

11:45 a.m. Public Comment

12:15 p.m. Lunch and Recognition of Executive Committee Members

1:00 p.m. State Assessments Update

Dr. Joe Willhoft, Assistant Superintendent, OSPI
Dr. Thomas Hirsch, Co-founder, Assessment and Evaluation Services

2:30 p.m. Reflections and Next Steps

2:45 p.m. Adjourn

NASBE STUDY GROUP MEMBER: EDUCATION AND THE MILITARY

BACKGROUND

While attending the NASBE conference last November, the 2010 Study Group topics were announced. The Education and Military topics worked well with my educational experiences and the post secondary student success focus of the Washington State Board of Education. The Pentagon conducted a study, [Ready, Willing and Unable to Serve](#), concluding that 75 percent of Americans aged 17-24 cannot join the United States Military due to inadequate education, criminality, and/or being physically unfit. Twenty representatives from State Boards of Education were selected to participate and NASBE will staff the study and final written report. Attendance for the three meetings is fully funded by the US Army.

SUMMARY

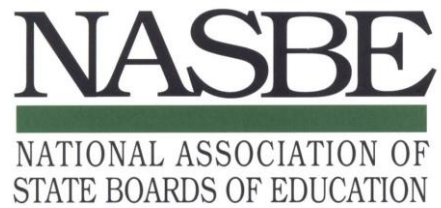
NASBE received funding from the Office of the Assistant Secretary of the Army (ASA) for Manpower and Reserve Affairs (M&RA) to conduct, *For the Common Good: Challenges and Opportunities in Coordinating the K-12 Education and Military Sectors to Meet the Needs of Youth*, as one of its 2010 study group topics. The Memorandum of Understanding (MOU) that formalized the partnership provided the cooperative framework to increase collaboration in supporting the Nation's young people and improving the educational experiences, next-stage preparedness, and graduation rates of high school students. The 2010 study intends to examine the coordination between K-12 education and the military by exploring several key issues including:

- Building a comprehensive understanding of post-secondary choices for students.
- Improving graduation rates.
- Improving the health and fitness of high school students.
- Expanding career exploration/assessment and test preparation resources for educators and students.
- Elevating the need for well-trained teachers, particularly in the areas of science and mathematics.

At each meeting, content and policy experts will present to the study group members who will then delve deeply into the issues and determine areas for continuous study and examination. The convening builds on the previous meetings with on-going information resources and learning opportunities between meetings. The report on the group's findings with recommendations for state policy will be released in October at the NASBE Annual Conference.

EXPECTED ACTION

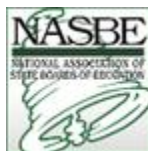
None. Information only.



***ELEMENTARY AND SECONDARY
EDUCATION ACT (ESEA)
REAUTHORIZATION***

***CORE PRINCIPLES AND
RECOMMENDATIONS***

***(Draft Approved by the Government Affairs Committee
– 3/4/2010)***



PREAMBLE

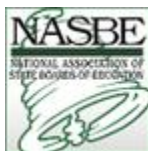
The National Association of State Boards of Education (NASBE) believes our country's citizens are the nation's most valuable resource. Providing a high-quality public education is of paramount importance to the country's economic strength and global competitiveness, its national security, the preservation of its democratic society, and the overall well-being of its citizens.

Public education is a civil rights issue. American fundamental values insist that every citizen has the opportunity for success, irrespective of background or genealogy. The country grows stronger when all Americans have access to opportunity and are able to participate fully in our economy. U.S. Education Secretary Arne Duncan indicated that "education is a moral obligation, an economic imperative, and the civil rights issue of our generation." The country's commitment to equal educational opportunity means that schools must address the educational, social, and personal needs of diverse sets of students, including different racial and ethnic groups, both genders, and students with special needs. In addressing equal educational opportunity, the federal government must work to protect the constitutional and civil rights of all students and school personnel. State and territorial boards of education must strive for excellence without forsaking equity and strive for equity without forsaking excellence.

Public education is important to the country's economic strength and global competitiveness. However, according to international assessments of student achievement performance such as the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA), our nation's students are generally performing in the middle of the pack compared to other industrialized countries. This is unacceptable as the world's economic and national security superpower. Our country needs to provide an internationally-benchmarked, public education system that produces students who are college- and career-ready and able to successfully compete with their academic counterparts in other countries.

Lastly, public education is important to our country's national security. According to the U.S. Department of Defense, seventy-five percent of young Americans are not qualified to join the military due to three primary reasons, one of which is an inadequate education. The other two reasons are criminality and physical unfitness. Further, according to the U.S. Army Accession Command, approximately one out of four young Americans lacks a high school diploma. It is important that our country has a well-educated citizenry for the safety of its future; a citizenry that is able to successfully participate in our military forces to protect our country and in our public safety services such as fire and police, to protect our communities.

Given the importance of public education as the foundation of our country's national security, its vibrant economy, and a democratic society, NASBE believes the federal government has a primary responsibility to recognize the national interests and goals in education and provide the support necessary to ensure that those goals are being met. The federal government should provide this support while allowing states, the District of Columbia, and the American territories the freedom to develop and implement policies according to their individual circumstances. Goals can and should be national; the choice of means must be state and local. NASBE supports the current Administration's objective through ESEA reauthorization to be "tight on goals, but loose on means" to specifically provide states the flexibility in the implementation efforts. Further, federal legislation, regulations, and the distribution of federal funds must be respectful of and not conflict with state and territorial statutes and constitutions that establish education governance and accountability. The federal government should not mandate or promote advisory groups that duplicate or impinge upon state and territorial board of education functions.



PREAMBLE (CONTINUED)

The current iteration of the Elementary and Secondary Education Act (ESEA), the main federal education law, elevates federal oversight above traditional state authority. The current law establishes an unprecedented level of federal involvement in state education decision-making. While state boards of education agree with the No Child Left Behind (NCLB) Act's emphasis on educating all children and remediating the achievement gaps among racial, ethnic, and socio-economic subgroups of students, state and territorial boards of education do not agree with the one-size-fits-all micromanagement of the nation's 95,000 public schools and the enormous and unproductive bureaucratic burdens that such micromanagement has placed on states, school districts, schools, administrators, and educators.

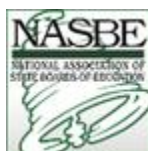
NASBE urges that Congress reauthorize ESEA in 2010 with revisions in support of existing state education reforms, builds state capacity, and in flexibility to the states to implement the law's objectives. NASBE supports the current Administration's objectives, through on-going American Recovery and Reinvestment Act (ARRA) financing efforts and ESEA reauthorization efforts, to encourage states to implement more challenging national standards, raise student achievement levels, close the achievement gap, and increase high school graduation rates. However, states must continue to lead the way to meet those objectives by developing and maintaining the following: internationally-benchmarked, college and career-ready standards based on evidence-based research and comprehensive, balanced assessment systems designed to improve student learning; longitudinal data systems to measure students' growth over time across the entire achievement continuum; and responsive accountability systems designated to recognize and reward success in realizing those objectives. States and territories also must lead the way to improve educator and leader effectiveness and ensure their equitable distribution to high-need schools. Further, states and territories must identify and turn around their chronically, low-performing schools.

Congress has neglected to reauthorize ESEA since 2007. Further delay of reauthorization sends an unmistakable, negative message to the public about the priority Congress places on the country's economic strength, global competitiveness, and national security.

Please note that any reference to states also include the District of Columbia and the American territories.

DISCLAIMER: The core principles and recommendations in this document reflect the consensus of the NASBE Government Affairs Committee and may not necessarily reflect the views of individual state boards of education.

For more information on ESEA Reauthorization, please contact Tony Shivers, Director of Government Affairs, at (703) 740-4824 or tonys@nasbe.org. Further information about NASBE and State Boards of Education can be found at www.nasbe.org.



CORE PRINCIPLES FOR ESEA REAUTHORIZATION

This document revises the set of ESEA reauthorization guiding principles that were adopted by the NASBE Government Affairs Committee (GAC) in 2007 based upon its assessment of further developments in the implementation of NCLB. The GAC adopted eight core principles that Congress and the U.S. Department of Education should use to guide them through the reauthorization process in 2010. This document also provides specific recommendations on key issues in the current law. These core principles and recommendations do not specifically address all the issues involved in the current law, nor are they meant to. Rather, they represent the fundamental priorities identified by state and territorial boards of education for any federal education reforms.

Principle One

Increase federal investment in state capacity

This would help solidify the state-federal partnership to raise student achievement levels, close the achievement gap, increase high school graduation rates, turn around chronically low-performing schools, improve educator and leader effectiveness, and ensure all children are college- and career-ready.

Principle Two

Renew the federal and state commitment to equal education opportunity by adequately funding existing targeted federal education programs

This would help address the educational, social, and personal needs of our nation's diverse set of students, including different racial and ethnic groups, females and males, students with disabilities, English language learners, and disadvantaged students along the entire academic continuum and ensure their access to highly effective educators and leaders as well as ensure their success in college- and career.

Principle Three

Flexibility for states to develop and maintain rigorous common standards across core curricula and comprehensive, balanced assessment systems

The common standards and assessment systems should determine college- and career-readiness and be designed and maintained to improve all students' learning.

Principle Four

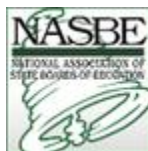
Strengthen state and federal accountability systems

State and federal accountability systems should have clear incentives and motivate students, educators and leaders to achieve high standards of performance and based on multiple measures producing accurate, meaningful, and valid results. States should have the flexibility to use of growth model measures designed to move all students towards college- and career- readiness.

Principle Five

Help states meet their needs for highly-effective educators and leaders in high-need schools and in high-need subject areas such as Science, Technology, Engineering, and Math (STEM).

Ensure states have the capacity to provide the necessary professional development and supports to these educators and leaders as well as encourage states to establish alternative, high-quality pathways for working professionals to become highly effective educators and leaders.



CORE PRINCIPLES (CONTINUED)

Principle Six

Eliminate the burden on states to comply with federal requirements unnecessary or duplicative of other existing federal requirements.

Principle Seven

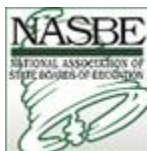
Increase federal investment in research, evaluation and dissemination of developments and best practices to all states in curriculum, teaching, learning and the management of schools.

The federal government should be instrumental in collecting and analyzing data, statistics, and information about education and sharing that information with states as well as providing appropriate technical assistance.

Principle Eight

Federal government must fulfill its commitment to Title I and Individuals with Disabilities Education Act (IDEA) programs under current law.

NASBE is concerned with the President's proposed FY2011 budget proposal that provides level funding for Title I and IDEA and increases federal education funding in the form of competitive grants. This strategy benefits the more wealthy, urbanized, or large states and/or school districts that have the capacity to compete for such funding compared to the poorer, rural or smaller states and/or school districts. The federal government shall not make Title I funding contingent on states adopting competitive funding reforms such as common core standards. Further, when Congress enacted IDEA more than thirty (30) years ago, it set a target for the federal contribution to special education spending to be equal to 40 percent of the estimated excess cost of educating children with disabilities. However, current federal funding covers only about 18 percent of the estimated excess cost of educating children with disabilities.



ESEA REAUTHORIZATION RECOMMENDATIONS (2010)

ACCOUNTABILITY

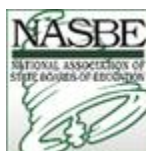
Federal Role: To provide states with resources and assistance within federal education laws and hold states accountable for results, while giving states the flexibility to determine the manner in which they reach the goals specific in federal education laws.

- The state and federal accountability systems should be strengthened to hold states, school districts, and individual schools more accountable for the performance of all their students.
- State and federal accountability measures should serve as the basis for a full range of responses that include capacity building and robust interventions for struggling students and schools in addition to specific awards for progress and success as opposed to sanctions.
- States should have the flexibility to utilize multiple qualitative and quantitative measures, including student growth over time across the entire achievement continuum, as well as other indicators of school progress. The accountability index or composite should include long-term data that measure whether or not students have been effectively prepared for college or the workplace, including graduation data, college or workplace entry, and college completion.
- States should have the flexibility to develop and maintain accountability systems that perform the following functions: 1) focus on how the system (including school, district, and state levels) performs in a number of key areas; 2) make use of multiple indicators, of which summative assessment is only one; 3) provide multiple ways to reward success; and 4) be flexible enough to accommodate future changes.
- State and federal accountability systems should be based on broad political, business, and community support so they can be sustained over time, yet also be adaptable to necessary changes.

COMMON STANDARDS

Federal Role: To provide funding for research and financial support for the consortia of states in their development and implementation of common standards and related assessments that are rigorous, aligned with college- and career-readiness expectations, and internationally benchmarked. NASBE supports the current efforts of a national consortium of education organizations and states in its effort to develop high-quality, rigorous and voluntary common standards for students across the country. The intent is to develop common standards that specify grade-level expectations based on valid, reliable research for predicting valued performances that are internationally-benchmarked and grounded on the latest advances in the sciences of thinking and learning.

- Allow states to voluntarily participate in common standards development efforts.
- Do not require the adoption of any common standards by individual states as a condition for the receipt of federal aid.
- Recognize that the State Boards of Education are at the heart of the open and inclusive common standards adoption process.

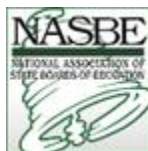


- Recognize that while common standards are an important reform, they are not likely by themselves to result in higher student achievement without concurrent state implementation efforts that include improved educator development and induction processes, aligned instructional materials and assessments, and robust student intervention systems for those struggling to meet standards.
- Encourage states to develop common standards that address the educational, social, and personal needs of diverse sets of students, including different racial and ethnic groups, both genders, and students with special needs.
- Incentivize states to use common standards as a catalyst for lowering barriers for educator certification reciprocity among states.

BALANCED ASSESSMENTS

Federal Role: *Provide appropriate funding, evidence-based research, and flexibility to states to develop a new generation of assessments that are aligned to common standards. These new assessments must adequately address the longstanding issues regarding disparities in education and the demand for a well-educated workforce for the 21st century. NASBE supports the efforts of consortia of states in their efforts to develop comprehensive, balanced assessments aligned with college- and career-ready standards.*

- Provide states with the flexibility to develop assessment systems that are designed to improve student learning. Recognizing that no single test serves all purposes, states should have the flexibility to create comprehensive, balanced assessment systems that includes both assessment *of* learning (reporting on what's been learned) as well as assessments *for* learning (providing ongoing feedback to educators and students as learning progresses). The assessments—summative, formative, interim—should function as a coherent system that uses a variety of approaches to integrate assessment as part of the fabric of classroom teaching.
- Provide states with the flexibility to utilize growth and value-added assessments models to improve teaching and learning, evaluate programs, and provide for effective equitable resource allocations.
- Incentivize states to shift more of their attention to classroom-based assessments that permit a finer-grain analysis of student understanding through the use of a variety of performance-based tasks (e.g., open-ended responses, demonstration projects, portfolios, technology-based items).
- Incentivize states to provide state assessment results that indicate user-friendly, transparent information to leaders, educators, parents, and students that clearly describe differences in learning in a subject area in order to communicate effectively about student performance.
- Require states to develop appropriate assessments and accommodations for special education students and English language learners through extensive research and testing to ensure they are of high technical quality.



- Incentivize states to participate in national and state-level international assessments such as the National Assessment of Education Progress (NAEP), the Trends in International Mathematics and Science Study (TIMSS), and the Program for International Student Assessment (PISA) in order to examine student attainment in an international context and thereby ensure that students are receiving an education that prepares them for the 21st century global economy.

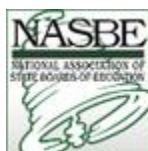
EFFECTIVE LEADERS

Federal Role: *Share responsibility with the states to ensure that all school leaders have the skills, knowledge, and attributes to perform their jobs effectively and efficiently; that they continue to improve professionally throughout their careers; and ensure that all schools and essentially all children have access to these effective leaders. Schools across the nation face an increasing number of vacancies in the leadership position, with fewer applicants for these jobs. Yet the need for effective leaders is greater than ever. Factors contributing to the leadership shortage include increasing job responsibilities and time commitments; increased pressure to improve school performance; lack of the necessary autonomy and supports; and, in some systems, insufficient pay or recognition. NASBE supports the development and application of standards and competencies in a cohesive system for recruiting, preparing, licensing, supporting, and evaluating effective leaders with an emphasis on instructional leadership.*

- Encourage states to set professional standards that specify clear expectations for what leaders need to know and be able to do to function as instructional leaders critical to improving schools and raising student learning and achievement.
- Incentivize states to improve the quality of their leader preparation programs. Such programs should assess their impact on the effectiveness of school administrative and education leaders in improving instruction, student achievement, and school performance. \
- Encourage states to develop performance-based leadership evaluation systems for purposes of initial and advanced (tiered) licensure and that provides feedback to school leaders and preparation programs, and to design professional development and supports for school leaders.
- Provide appropriate resources to help states provide ongoing support for their new school leaders through robust state mentoring and induction programs.
- Encourage states to develop and maintain school administrative models that foster distributed leadership and provide the necessary support, compensation, and decision-making autonomy commensurate with their responsibilities.

EFFECTIVE EDUCATORS

Federal Role: *Share a responsibility with the states to ensure that all educators have the skills, knowledge, and attributes to perform their jobs effectively and efficiently; that they continue to improve professionally throughout their careers; and ensure that all schools and essentially all children have access to these effective educators.*



Educator Development, Supply, and Demand

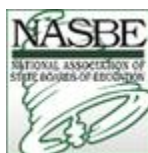
- Provide scholarships and loan forgiveness programs to attract high-performing college students into careers in public education.
- Encourage states to develop highly- effective, standards-based systems of educator preparation, evaluation, and development while recruiting promising educator candidates.
- Encourage states to continue to develop policies that improve educator retention, distribution, and diversity.
- Encourage states to continue to develop licensure and certification programs that require educators to demonstrate progressively higher-level knowledge and skills to help students achieve high standards.
- Incentivize states to work in regional and national groups to raise the quality of teaching, in recognition of the fact that educators and students move from state to state.

Educator Preparation

- Provide appropriate resources to states to help them improve educator preparation programs that include clearly articulated standards, methods of evaluation, and accountability measures framed with a focus on the effective delivery of instruction for the achievement of common standards within the K-12 systems.
- Encourage states to improve educator preparation programs that include varied, early, and sustained clinical experiences.
- Encourage states to require all beginning educators to participate in supervised entry-year programs. The programs should be cooperative efforts between educator education programs and local school districts.

Educator Licensure and Certification

- Recognize that states have authority over educator licensure and certification and to ensure that these policies are fully integrated within the state education program.
- Recognize that states have the authority to provide initial approval to educators based on completion of a state-approved educator education program (or alternative educator preparation program) and their demonstration of in-depth knowledge in specific content area, clinical skills, child development, methods of differentiated instruction, and classroom management.
- Provide state flexibility to limit and seek to eliminate the use of emergency certification.
- Provide state flexibility to develop proficiency-based approval for educator education programs framed with a focus on the effective delivery of instruction for achievement of common standards within the K-12 system. Policies on alternative approaches to certification must represent high standards and expectations in terms of knowledge of content area and clinical skills and experience.



- Require states to establish a process to examine the background, including any criminal record, of all school personnel to ensure they do not pose a threat to the emotional, psychological, or sexual well-being of students.

Educator Professional Development

- Provide adequate support to help states provide high-quality, educator professional development programs throughout educators' careers through the Teacher Incentive Fund and other federal education funding streams.
- Encourage states to allow their educators to develop professional development programs in conjunction with school district representatives in order to meet the identified needs of the educator, the school district, and the individual school.

Educator Evaluation Systems

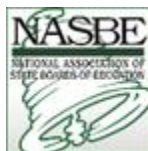
- Encourage states to develop and maintain educator evaluation systems that strengthen the performance of practicing educators and be partly tied to student performance.
- Provide states flexibility to develop educator evaluation systems that are integrated with local goal setting, testing, and staff development activities.

STATE LONGITUDINAL DATA SYSTEMS

***Federal Role:** To provide appropriate resources to states so they can continue providing longitudinal data-management systems that measure students' progress over time and that educators and parents can project whether a student is on a path to proficiency, college readiness, and other important benchmarks along a PK-20 continuum.*

Incentivize states and provide state flexibility to develop data systems that perform the following functions:

- Matches educator and student data;
- Holds preparation programs accountable for the performance of educators they prepare and license;
- Provides data on success rate of students' transition from secondary school to postsecondary education;
- Identifies factors that correlate to students' ability to successfully engage in and complete postsecondary-level general education coursework; and
- Informs education policies and practices in order to better align state academic content standards and curricula with the demands of postsecondary education and the 21st century workforce.



TURNAROUND OF CHRONICALLY LOW-PERFORMING SCHOOLS

Federal Role: *To increase its investment in school improvement research, evaluation and dissemination of best practices to all states and partner with states, school districts, and individual schools to bring successful outcomes to a larger scale. More and more schools each year are failing to meet adequate yearly progress (AYP) under NCLB. As a result, states face burdensome sanctions and a lack of technical assistance from the federal government to effectively help their schools improve. The objective is for states to continue to work to develop comprehensive, statewide plans for improving their chronically lowest-performing schools.*

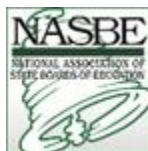
Provide the necessary resources to states to help them develop intervention strategies to perform the following functions:

- Build district capacity to turn around schools and to make investments in leadership, particularly at the school level;
- Develop strategies for building the capacity of state education agencies to ensure they are able to carry out the states' plan to help districts improve low-performing schools;
- Provide guidance to school districts on turnaround options, their research base, and conditions and environments where they were proven to be successful;
- Adopt requirements that all schools develop school improvement plans which can be approved by the local education agencies and the state education agencies;
- Develop systems for tracking, analyzing, and disseminating results of ongoing restructuring efforts;
- Develop options for schools that continue to miss benchmarks after restructuring; and
- Provide on-going support for schools that exit restructuring

SECONDARY SCHOOL REFORM

Federal Role: *To provide states with research-based resources and technical assistance so their can provide their students with a healthy, safe and engaging education environment that prepares them for college and career. The focus should move away from high schools reform to the redesign of middle and high schools together. States, school districts, and individual secondary schools should be held more accountable in preparing students to achieve both in postsecondary education and in the workforce without remediation. Lastly, resources should be focused on attracting and maintaining highly-qualified, effective, and innovative educators and innovative leaders essential in turning around secondary schools.*

- Incentivize states to increase the rigor of academic standards and high school graduation requirements to a college- and career-ready level; and offer students other high-quality pathways, such as career and entrepreneurial education and dual enrollment, that prepare them for college and entry-level technical occupations.
- Strengthen federal and state accountability measures by requiring secondary school accountability systems to be tied to college- and career-ready measures; and aligning postsecondary expectations, incentives, and performance to secondary school expectations.



- Encourage states to improve schools by providing excellent educators and leaders by connecting educator preparation, hiring, and evaluation to student outcomes, among other factors; and empowering leaders to hire and assign educators.

SAFE AND HEALTHY SCHOOLS

Federal Role: *To support the work of the states to ensure that schools are safe and healthy environments. Research has shown that healthy students are better students, and that health and nutrition are directly linked to a student's attendance at school and ability to learn to high standards. These facts are at the heart of NASBE's nearly two decade long leadership efforts in promoting school health policies, emphasizing the links between academic performance and safe, supportive, and nurturing learning environments, and drawing national attention to the role of schools in ensuring the physical well-being of their students.*

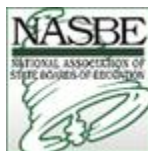
- Encourage states to require health goals in school improvement plans consistent with local wellness policies.
- Incentivize states to utilize student data systems to track both academics and health outcomes.
- Encourage states to create environments that support coordinated school health including improving nutrition environments, physical activity/ quality physical education opportunities, improved evidence-based sexual health education and support, and health education.

EARLY CHILDHOOD EDUCATION

Federal Role: *To fully-fund Head Start for all eligible children across the nation. Evidence-based research shows that high-quality early childhood education has significant long-term benefits for lifetime learning. It is a cost-effective strategy for reducing expenditures on special education and remedial services, improving student achievement and increasing graduation rates. NASBE supports a wide variety of public, voluntary, and private arrangements for pre-kindergarten programs backed by a statewide vision for high quality early education.*

Encourage state pre-kindergarten systems to contain the following characteristics:

- Aligned, comprehensive pre-kindergarten through grade three early learning standards;
- Core requirements and standards for programs and professional development that reflect the research on effective early learning and development and address the capacity of programs to deliver quality instruction;
- Accountability measures based on a continuous improvement approach that includes ongoing evaluation to assess a program's plan for meeting early learning needs, the quality of its implementation, its impact on children and families, and its alignment with K-grade three assessments. Accountability systems should use multiple age-appropriate indicators of both how children are progressing and the quality dimensions of classrooms so that needed improvements and professional development can be identified;



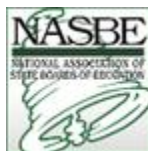
- State standards for educators and preparation programs that require early childhood education educators to have a Bachelor's degree and specialized early childhood training at the college level consistent with a common vision of high-quality early education; and
- Plans for increasing access to high-quality pre-kindergarten programs, beginning with children from low-income families.

SCHOOL INNOVATION

Federal Role: *To encourage states to be innovative and provide flexibility to states to improve leader and teacher effectiveness and turnaround chronically low-performing schools, among other education reforms. Schools must be dynamic education institutions that graduate students with the knowledge and skills necessary to thrive in the world. This requires a long-term commitment of time, energy, and resources at the federal, state, and local level.*

Charter Schools

- Recognize that the authority to grant public school charters primarily lies with the states and/or school districts. States and/or school districts have the ultimate oversight of all publicly-funded schools, including charter schools.
- Allow states to determine the appropriate number of charter schools in their states without adverse consequences and not tie federal education funding to the states' number of charter schools or laws that cap the number of charter schools in a given state.
- Encourage state charter laws, policies, and procedures to address students' diverse learning needs, including those of students with disabilities.
- Encourage states to prevent charter schools from becoming instruments for the segregation of students based on the level of their academic ability or socio-economic status.
- Encourage states to ensure every public charter school:
 - is nonsectarian and not-for-profit, does not assess families for additional tuition, and actively informs families of their opportunities to apply for admission and admits students on the basis of a lottery if more students apply than can be accommodated;
 - is governed by an independent board knowledgeable about education and exercising full fiduciary responsibility;
 - submits sound instructional, academic assessment, staffing, financing, facilities, and fiscal management plans to its sponsoring entity;
 - meets or exceeds state-determined content standards, is subject to state academic accountability requirements, and provides an annual audit and reports on audit results, student learning results and other indicators of school performance to its sponsoring agency;
 - endeavors to foster a cooperative relationship with its local school district;
 - employs qualified educators and administrators as per state and federal requirements; and



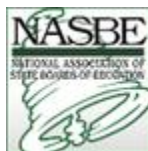
- complies with all applicable federal, state, and local civil rights, public health, and safety laws and regulations, including those concerning the education of students with disabilities.

Community Schools

- Provide states the resources and flexibility to open public education facilities beyond the traditional school day to provide academic, extra-curricular, recreational, health, social services, and work force preparation programs for people of all ages.
- Encourage states to play an active role in fostering community schools by developing and/or supporting school-community programs, advocating the flexible use of state and local funds to allow for pooling of resources from different agencies and sources, and garnering support for community schools by promoting their benefits through policy statements, public dialogue, and testimony.

Choice Among Public Schools

- Encourage states to ensure their students and families have equal access to quality schools and choice among programs.
- Encourage states to foster innovation and a variety of quality education options for students.
- Encourage states to ensure that all students and families are actively informed about the alternative educational options available to them.



COMMON CORE STANDARDS

BACKGROUND

The Common Core State Standards Initiative is being led by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) to promote state adoptions of common core standards in mathematics and English Language Arts (ELA). Forty-eight states, two territories and the District of Columbia have committed to "developing a common core of state standards in English-language arts and mathematics for grades K-12."¹ Although commonly referred to as "national" standards, the federal government is not leading the effort, and states will adopt the standards voluntarily.

The initiative has been underway for several years. Recently, the standards-writing process has been expedited because adoption of the standards was included in the competition for the Race to the Top (RTTT) Fund authorized by the American Recovery and Reinvestment Act of 2009. Specifically, applicants like Washington, who are applying in the second round of the RTTT process, will earn points based on whether they have *adopted* a common set of K-12 standards by August 2, 2010.

States must adopt 100 percent of the common core standards. The common core standards may represent 85 percent of the state's total standards, as states may add 15 percent more to customize the "package" of state standards. (Note: States cannot adopt only 85 percent of the common core standards.)

In Washington, the Superintendent of Public Instruction (SPI) has authority to adopt standards. At this writing, legislation² is still being considered that would authorize Superintendent Dorn to adopt common core standards *provisionally* by August 2, 2010.³ By January 11, 2011, Superintendent Dorn would need to provide additional information to the education committees, including comparisons of Washington and common core standards, an estimated timeline and costs. Should common core standards be adopted, implementation would take several years.

The State Board of Education (SBE) may elect to comment on the adoption of the common core standards, but has no direct authority for the adoption.

At the recent National Association of State Boards of Education (NASBE) Western Region meeting, 11 states and one territory (Guam) heard presentations and discussed the likely impacts and challenges of the common core initiative. Board members, Steve Dal Porto and Sheila Fox, attended the meeting and will report on their experience at the SBE meeting (See NASBE summary in Attachment A). SBE staff member, Kathe Taylor, and OSPI staff member, Jessica Vavrus, also attended.

¹ <http://www.corestandards.org/>

² ESSB 6996

³ Provisional adoption by August 2, 2010—as opposed to adoption—may cost the state points on the RTTT application.

Washington has had several opportunities to review drafts of, and provide feedback on, initial drafts of the common core standards. The draft K-12 standards were released March 10, 2010 for public comment. Feedback is due by April 2, 2010⁴. OSPI staff member Jessica Vavrus will review Washington's process for reviewing and considering adoption of the standards at the SBE meeting.

Rationale for adoption. Some of the reasons to consider adoption include:

- Could allow Washington to maintain high and supported standards while increasing equity and fairness for students who move from state to state.
- May produce higher, clearer, fewer standards with a focus on career and college readiness.
- May allow for an economy of resources through aligned systems, shared assessments and professional development (Washington, with only two percent of the population, may benefit from joining with other states to influence the development of textbooks and other resources.)
- Will give Washington the ability to benchmark progress across states and compare internationally.
- Adoption is a key component of the RTTT application.

Concerns about adoption. Some of the reasons states are expressing reservations about adoption are:

- Concerns about the cultural relevance of shared standards.
- Each state's pride and ownership of current state standards.
- Implications about the impact on assessment and cut scores—will all states share a common cut score? How will it be determined?
- Costs of implementation.
- Questions about the impact on student achievement—will new standards make a difference?

EXPECTED ACTION

None. Information only.

⁴ www.corestandards.org

REPORT OF THE NASBE WESTERN REGIONAL CONFERENCE

Common Core Standards

Attachment A

Brenda Welburn

2/2/2010

REPORT OF THE NASBE WESTERN REGIONAL CONFERENCE

Common Core Standards

Eleven states and one territory from the NASBE Western Region participated in a conference focused on the initiative led by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) to promote state adoptions of common core standards in mathematics and English language arts (ELA). In the majority of states, the state board of education is the entity responsible for the adoption of standards, thus the conference played a critical role in providing board members with an opportunity to clarify the process for developing and adopting common core standards and for raising and discussing issues that boards might encounter once the standards are finalized and the adoption process has been completed.

Speakers for the conference covered a wide range of topics including the process used to develop the standards and the vetting process by content experts. Additional speakers addressed why this topic is pertinent and so galvanizing among and across sectors; the timeline for adoption within states; and the importance of aligning communication, adoption and implementation actions. One of the most useful aspects of the conference was the work session among participants exploring and discussing challenges, resources that will be required for a transparent and straightforward adoption and implementation process, remaining questions and additional support that NASBE could provide as states move forward. A synopsis of those issues follow:

Anticipated Challenges

- Push back from various interest groups
- Teacher development
- Setting cut scores
- Impact on states' current adoption processes and standards
- Impact on current assessments
- Standards fatigue
- How best to communicate and roll out
- Establishing a meaningful vetting process to address the concerns with partners to include the fiscal impact of adopting new standards outside of the normal cycle
- General process alignment with current standards adoption practices and other policies

Required Resources for the Adoption of Common Core Standards

- Money

- Staff time and availability for review a review of the standards
- Time for public engagement
- Funds for professional development and release time for teachers
- Funds for policy alignment and assessments development
- Funds for curriculum resources
- Overall Expertise
- Sufficient teachers

How NASBE Can Support States in the Adoption and Implementation of Common Core

- Share information across states
- Provide guidance on how to move forward
- Conduct a common core standards session at the NASBE Annual Conference
- Promote the role and importance of state boards of education in the adoption process
- Assist with communication strategies including multi-media access for all constituencies
- Provide speaking points on key common core issues
- Advocate for the concerns of the stakeholders
- Host more regional meetings

What Further Information on the Common Core Standards Process is Needed

- Career and college ready – what do we really want for all high school seniors; including non-college bound and how will they be affected by the common core
- How will common core standards be used with special needs students
- How will states approach the alignment of instructional materials and how it will evolve
- How will states calculate the cost of new common core standards
- What will the impact of common core standards be on Career and Technical Education
- How will the differences in state timelines affect the process
- How will the process address the lack of common definitions across states for the elements of standards; for example, not all states use the term English Language Arts
- What is the criteria for measuring the additional 15% above the common core
- What happens if a state doesn't adopt the common core if they have been selected to receive RTT funds
- How will the federal role expand in this arena
- How will international benchmarking be used
- What are the procedures for modifying the standards in the future
- What instructional materials will be developed for the common core standards

Additional Questions on the Common Core

- How will the common core standards affect other disciplines
- How to provide support and resources to make the common core meaningful
- How will schools be better because of common core standards

- What does higher, clearer, fewer really mean and how will this be interpreted by parents
- What impact, if any, will the November elections have on the common core movement
- Is 15% above the common core sufficient for math and science
- How it will common core standards affect other federal programs
- How will the standards affect states' policy review cycles

Anticipated Adoption Timeframe

- Utah – immediately –if resources are available
- Colorado – August if alignment with the current standards is possible
- Washington – 6 months (provisional), a standards cross walk is required by the legislature for the 2011 sessions
- Wyoming TBD
- Montana – 6 months to a year and a half
- Guam – in the process of adopting standards; must determine if the common core can be integrated into what is happening
- Alaska – not likely in immediate future, but will examine the alignment issues
- Idaho - TBD
- California -2010-11; it will be an overall 4 year process
- Hawaii – this year, once the standards are released
- Oregon – end of 2010

A copy of the conference agenda is attached.

MATH AND SCIENCE UPDATE

BACKGROUND

The State Board of Education (SBE) has been engaged in a variety of initiatives to lay the foundation for improving Washington students' math and science achievement. Revised math and science standards, new math graduation requirements, proposed new science graduation requirements, review of math and science curriculum materials, continued support for math and science assessment as a graduation requirement, and establishment of assessment cut scores are the primary ways the SBE has been involved.

The SBE continues to support the implementation of math and science assessments as a graduation requirement. Students in the Class of 2013 are the first to be required to pass reading, writing, math, and science assessments. The Office of Superintendent of Public Instruction (OSPI) is moving toward math end-of-course (EOC) assessments in 2011. Students will take an EOC in Algebra I or Integrated Mathematics I, and in Geometry or Integrated Mathematics II. Some of the planned math assessment changes and timelines are listed in the table below.

Mathematics High School Proficiency Exam (HSPE)¹

Characteristic	Timeline and Details
Alignment to content standards	2010 Math HSPE aligned to old math content standards; scores and scales have same meaning as previous assessments. End-of-course tests begin in 2011 and will be aligned to new content standards.
Reduced testing time	Spring 2010 Math HSPE testing time of about 120 minutes—HSPE may be given in one or two sessions (single-day testing), for a total administration time of about three hours.
Fewer constructed response items	2010 Math HSPE has no four-point constructed response items; limit of 25 percent of points from two-point items.
Online testing	2011 EOC math tests will be paper-and-pencil and given in intact classrooms; make-up math tests will be administered in 2012 and will be online and comprehensive

OSPI may introduce end-of-course assessments in biology/life sciences in the 2011-2012 academic year. Until then, students will take comprehensive science assessments aligned to the former standards. Additional end-of-course assessments in other science content areas may be developed.² End-of-course assessments “demand greater statewide consistency in high

¹ <http://www.k12.wa.us/Mathematics/pubdocs/Changesfor2010.pdf>

² As of this writing, language in the House version of the Senate budget directs the superintendent of public instruction, in consultation with the state board of education, to develop a statewide high school end-of-course assessment measuring student achievement of the state science standards in biology to be implemented statewide in the 2011-12 school year. The budget also directs the superintendent of public instruction to recommend, by December 1, 2010, whether additional end-of-course assessments in science should be developed and in which content areas.

school course offerings”.³ Because they are usually administered at the completion of the subject studied and can be linked more directly with curriculum, students may have greater incentive and opportunity to demonstrate the relevant knowledge and skills.

OSPI UPDATE ON MATH AND SCIENCE INITIATIVES

OSPI is collaborating with many groups that play a significant role in improving mathematics teaching and learning: higher education (Title II-B, Math/Science Partnership grants); public/private partnerships (LASER, Transition Math Project, STEM Center); Educational Service District (ESD) math and science coordinators; district and school improvement, and Career and Technical Education (CTE). One of the primary goals of the OSPI math and science teams has been to reach out to partners to collaborate, inform, and when possible, align work so that a more coherent system can be established.

In January 2010, OSPI presented to the SBE five key recommendations for improving student achievement in math and science. While several of the recommendations hinge on the receipt of additional funding (either through the state and/or the Race to the Top fund), work continues to move forward with the benefit of existing resources. Following is a summary of current work and progress on each of the recommendations presented to the SBE in January:

Recommendation One: Focus on improving core classroom instruction in math and science.

OSPI is moving ahead with this initiative in three ways:

1. Develop and deliver support for implementing current math and science standards, instructional materials, and assessments.

In collaboration with ESD math and science coordinators, as well as with various math and science content-specific stakeholder groups, professional development materials have been developed and are being delivered across the state on the revised math and science standards. For example:

- In mathematics, “like user groups” are being formed across the state, supported regionally by ESD mathematics coordinators. These user groups have created wikis⁴ that can be accessed by any teacher across the state.
- In science, the LASER network is providing teachers with additional in-depth information about the alignment of current instructional materials.
- Within OSPI, CTE and the math division of teaching and learning are continuing to align alternate classes to traditional math experiences. Progress also continues on a CTE/Algebra II course that will allow students to experience Algebra II concepts in a more hands-on format.

³ Heil, D., Bybee, R.W., Pratt, H.A. and McCracken, K. October 28, 2008. *Implications of Using Science End-of-Course Assessments for High School Exit Exams.*
<http://www.sbe.wa.gov/documents/EOC%20Briefing%20Paper2.pdf>

⁴ A **wiki** is a website that allows the easy creation and editing of any number of interlinked web pages via a web browser. Teachers can upload documents at the WA site. See: <http://washington-bofproject.pbworks.com/>

In addition, state resources have been provided to build a comprehensive formative assessment system based on existing state learning standards. This work will expand in 2010-2011.

OSPI is considering ways to support high schools as they prepare for end-of course assessments in math, in 2010–2011 and in science in 2011–2012. OSPI will be developing:

- Supports intended to communicate the specifics of the test, both with the test and item specifications, and other materials that explain the type of items the students can expect to see on the exams.
- Materials that address gaps in the standards that occur across all instructional materials so not every teacher needs to recreate the same material.
- Crosswalks to support the transition from the state comprehensive assessment.

2. Pilot, refine, and scale the mathematics improvement framework.

The mathematics improvement framework, a system guide for improving math instruction within a district, is a result of collaboration among school improvement (OSPI), the math division of teaching and learning (OSPI) and ESD math coordinators. Significant input from stakeholders has shaped the work to date. The framework is being piloted through school improvement. While still in draft form, it represents work that will be supported throughout the state.

3. Align with common core standards and assessments.

OSPI will analyze and compare common core and existing state standards. OSPI will also take the lead in working within Washington and with other states to:

- Build implementation supports.
- Consider the subsequent alignment of instructional materials.
- Provide funds to support the purchase of textbooks and instructional materials that are highly aligned to standards in math and science.
- Develop an online, formative assessment system for math and science.

Recommendation Two: Ensure all elementary education teachers, new and veteran, have strong content knowledge and instructional practice in math and science. Increase district hiring and alternative route preparation of recent math and science graduates and professionals early in their career, easing transition to a career in teaching.

The Professional Educator Standards Board (PESB) will streamline rules that govern granting teaching certification for math and science professionals who have a desire to change careers and enter teaching. In addition, recruitment of math and science majors to become teachers and improvement of pre-service training for elementary school teachers continues to be a priority.

Recommendation Three: Recommend that science be taught a minimum of 100 minutes per week in grades 1 and 2; 150 minutes per week in grades 3–5; and 200 minutes per week in grades 6–8.

OSPI will continue to advocate for and offer support to elementary and middle schools for providing comprehensive science instruction at the elementary and middle school levels.

Recommendation Four: Support district implementation of stronger math and science programs by increasing professional development of teachers through leveraging public and private resources to expand statewide system improvement initiatives.

OSPI is supporting elementary teachers' content knowledge by pursuing an Elementary Mathematics Specialty endorsement in partnership with PESB, ESD mathematics coordinators and higher education.

OSPI has funded math and science coaches to provide job-embedded ongoing professional development to 18 districts around the state. OSPI also has provided regional and statewide trainings to hundreds of math and science coaches and teacher/leaders. As a result, there is now a leadership cadre of math and science teacher-leaders. Each ESD augments state efforts by supporting math and science teacher-leaders in its own region.

OSPI will continue developing intentional partnerships to deliver meaningful professional development in both math and science. A November 2010 statewide math/science "coach/mentor" conference, held in cooperation with the Center for Strengthening the Teaching Profession (CSTP), is a notable example.

Recommendation Five: Introduce policy initiatives that will support new programs designed to promote early learning in math and science. Develop a math training program for early learning providers that focus on numbers, geometry/spatial thinking, and measurement.

The OSPI mathematics division is forging partnerships with early learning stakeholders to advocate for the importance of numeracy in the early ages. Informational brochures will soon be available that will give parents and early learning providers key information on how to support early numeracy with children in everyday experiences. Early numeracy efforts are being supported through implementation of the State Early Learning Plan, more specifically through initial "Early Learning Implementation Grants" that will be awarded in spring 2010. With private support, these efforts may continue.

Recommendation Six: Make it easier for districts to join multi-district cooperatives for the purposes of beginning a STEM focused high school, irrespective of existing district boundaries, and continue to promote program development at skill centers that focus on STEM-related training.

Efforts will continue to move this forward should resources allow.

WASHINGTON STEM CENTER

The Washington Science, Technology, Engineering and Math (STEM) Center will establish a statewide focal point for supporting and coordinating state, regional, and local STEM teaching programs, practices, and policies. The Washington Roundtable and the Partnership for Learning are the catalysts for the development of the STEM Center.

The STEM Center has six guiding principles:

1. Focus on strengthening instruction.
2. Identify high quality programs that are scalable and equitable.

3. Act collaboratively by engaging K-12 districts and schools, institutions of higher education, business and industry, and policymakers.
4. Be outcomes-driven and research-based.
5. Be innovative.
6. Take a coherent, coordinated and comprehensive approach to reform.

The STEM Center is currently recruiting for a chief executive officer with the goal of making an offer in April, 2010. In the meantime, it is engaged in fundraising and in discussion of the STEM Center potential role in the state's Race to the Top application.

EXPECTED ACTION

None. Information only.

GRADUATION REQUIREMENTS UPDATE

BACKGROUND

The Core 24 Implementation Task Force (ITF) will hold its last face-to-face meeting on March 15, 2010. The ITF will aim for consensus on recommendations to bring forward to the State Board of Education (SBE). Those recommendations will offer ideas about policies the SBE might want to consider to build flexibility into graduation requirements.

The ITF was charged with three deliverables:

- Recommendations with analyses of advantages and disadvantages related to the issues itemized in Motion #3¹, passed in July 2008.
- 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.

The ITF was not asked to make recommendations about the framework itself, but rather on the implementation of that framework. However, members of the ITF have given considerable thought to Core 24 over nine meetings and one year of time, and will be asked at the final meeting for key messages they would like to convey to the SBE about Core 24.

Core 24 Work Plan. The SBE will have an extended work session at its regular May 2010 Board meeting in order to review the work of the ITF and extensive stakeholder feedback received in the two years since the Core 24 graduation requirements framework was first approved. It is unlikely that the ITF recommendations will address all of the issues that have been raised about Core 24. The SBE will have an opportunity to revisit the vision and goals of the framework in the context of overall education reform and the current economic climate. A work plan is attached (see attachment A).

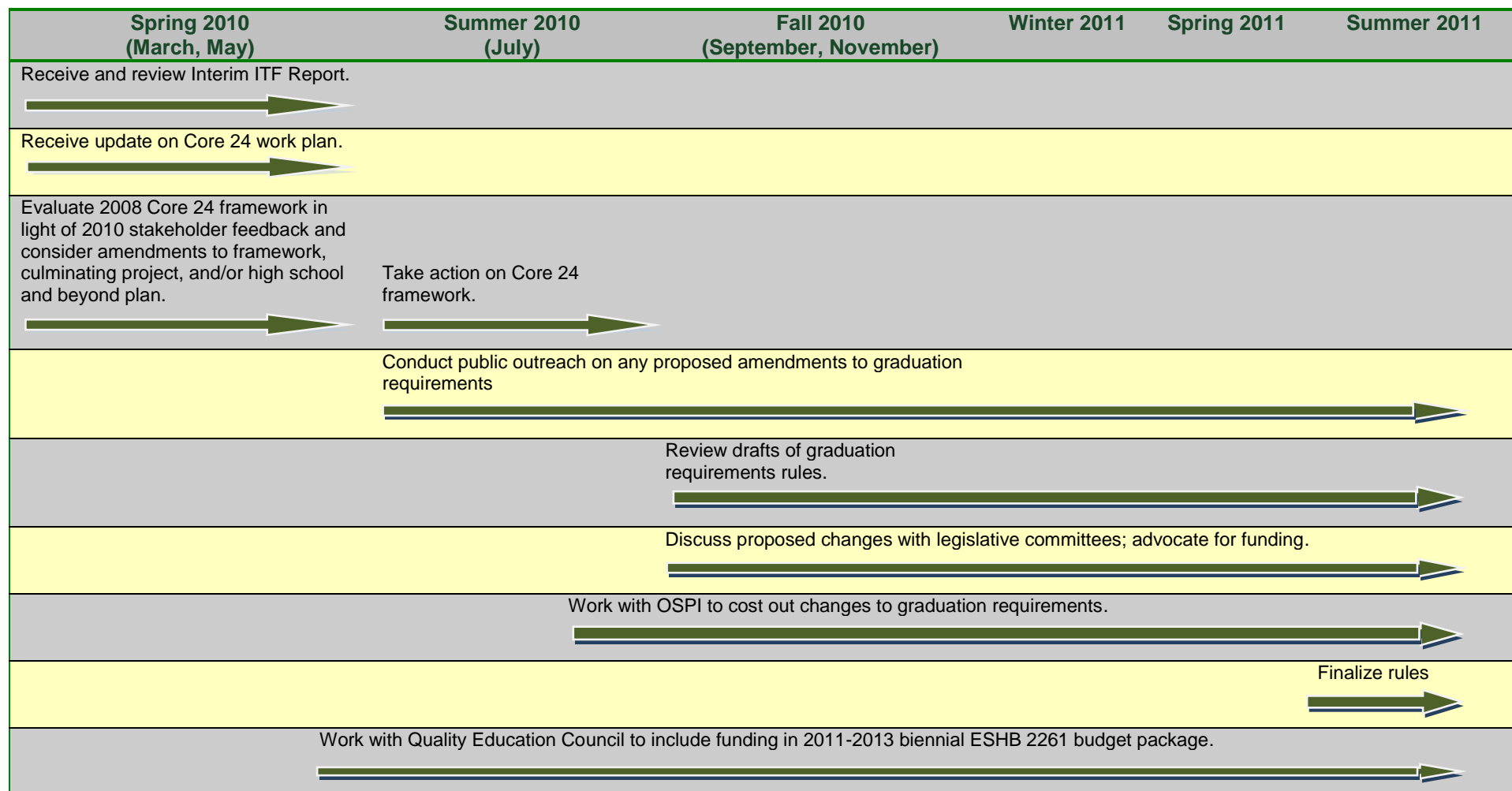
EXPECTED ACTION

None. Information only.

¹ Motion #3 from July 2008: Direct staff to establish an Implementation Task Force to make recommendations to the Board 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.

Core 24 2010-2011 Work Plan



SBE RULE REVISIONS AND SBE/OSPI PROCESS TO FILL ELECTED MEMBER VACANCY

In 2009, the State Board of Education (SBE) began a periodic review of its rules, as stipulated by WAC 180-08-015. The review process is designed to fix outdated text and to align the rules with the current work of the Board.

FILLING ELECTED VACANCIES ON THE BOARD

BACKGROUND

Last September, the SBE submitted recommendations to OSPI for proposed revisions to the rules governing SBE elections (Chapter 392-109 WAC). Upon review, OSPI's Office of Professional Practices, which administers the election process, identified potential problems with the recommendations.

The SBE had recommended that a special election be held within 120 days of a vacancy. OSPI believes that, in most instances, the special election would overlap and interfere with the regular elections (for ESD Board members or SBE Board members) that are conducted every summer and fall. Therefore, the special election would create logistical problems for OSPI and could possibly confuse the voters.

POLICY CONSIDERATION

Staff and counsel have developed an option for the SBE to consider. In this option, both the appointment by SBE elected members and the call for a special election would be replaced with an appointment by the WSSDA Board of Directors. The appointed person would hold the office for the unexpired term of the member whose position was vacated. WSSDA approves of this option and OSPI is receptive to the idea. Please see Appendix A to review the proposed language.

In addition, WSSDA will recommend to OSPI that elections for unopposed candidates be continued. The WSSDA board believes that eliminating the election (even when there is only one person) distances the candidate from the membership. However, to address the cost concerns expressed by OSPI, WSSDA will recommend consideration of electronic elections.

HEARING ON REPEALING WAC 180-08-002 (GENERAL DESCRIPTION OF ORGANIZATION)

BACKGROUND

Currently, WAC 180-08-002 quotes an old version of a statute - RCW 28A.305.130 (Powers and duties – Purpose). This quoted statute is often amended by the legislature. It was amended in 2009 with ESHB 2261 and had been proposed for amending again this session by legislation that died.

POLICY CONSIDERATION

The Board should consider repealing the rule because statute does not need to be repeated in rule. If the rule remains, it would probably need to be amended almost every year. Please see Appendix B to review the language of the rule.

HEARING ON REVISING WAC 180-51-053 (COMMUNITY COLLEGE HIGH SCHOOL DIPLOMA PROGRAMS)

BACKGROUND

In 2009, the legislature passed SHB 1758 which created two new options for community and technical colleges to issue high school diplomas. Statute now allows community or technical colleges to issue a high school diploma to students if they complete an Associate's Degree and are either enrolled in Running Start or are 21 years or older. These students do not need to meet the State Board of Education's graduation requirements.

POLICY CONSIDERATION

SBE's rule WAC 180-51-053 outlines the minimum requirements and procedures for community and technical colleges to issue a high school diploma. SHB 1758 established new options that are separate and distinct from SBE's requirements. The proposed rule revision for SBE's rule WAC 180-51-053 simply adds a reference to the new options that are outlined in statute. Please see Appendix C to review the proposed rule revision.

HEARING ON REVISING WAC 180-18-040 (WAIVERS FROM MINIMUM ONE HUNDRED EIGHTY-DAY SCHOOL YEAR REQUIREMENT AND STUDENT-TO-TEACHER RATIO REQUIREMENT) AND WAC 180-18-050 (PROCEDURE TO OBTAIN WAIVER)

BACKGROUND

Over the past year, the SBE has considered amending its rules outlining the procedure for districts to obtain waivers. At this Board meeting, the SBE will consider adopting a set of revised rules that create a pilot process for districts to obtain waivers from the 180 school day requirement.

POLICY CONSIDERATION

The pilot process allows any district that meets the requirements to use a certain number of waived days for one or more specified activities. The pilot process is available through the 2017-18 school year or until the legislature provides funding for three or more Learning Improvement Days, whichever comes first.

Under the pilot process, the Board does not review each district's use of waived days. A school district submits a plan to SBE and staff reviews the plan to ensure its compliance with the requirements. If a district's plan does not meet the requirements, then SBE staff requires a district to revise the plan or submit it as an application for full Board approval. Please see Appendix D to review the proposed rule revision.

EXPECTED ACTION

1. Filling Elected Vacancies on the Board:
 - Approval of the recommended amendatory language.
2. Repealing WAC 180-08-002 General description of organization:
 - Adoption of the repeal.
3. Revising WAC 180-51-053 Community college high school diploma programs:
 - Adoption of the proposed amendatory language.
4. Revising WAC 180-18-040 Waivers From Minimum One Hundred Eighty-Day School Year Requirement And Student-To-Teacher Ratio Requirement and WAC 180-18-050 Procedure To Obtain Waiver:
 - Adoption of the proposed amendatory language.

Proposed revision to OSPI's vacancy and special election rule for SBE elected positions.

AMENDATORY SECTION (Amending WAC 392-109-120)

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 Washington State School Directors' Association Board of Directors (~~(the remaining members representing public school boards of directors)~~) to fill such vacancy by appointment consistent with the appropriate regional position being vacated. The (~~Board shall fill the vacancy by appointment consistent with the appropriate regional position being vacated, and the~~) person so appointed shall hold that office for the unexpired term of the member whose position was vacated. (~~(continue in office until his or her successor has been specially elected)~~).

(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 qualifications in RCW 28A.305.102)~~) and the person so appointed shall hold that office for the unexpired term of the member whose position was vacated. (~~(continue in office until his or her successor has been specially elected.~~

~~—— (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.]

Proposed repeal of WAC 180-08-002 General description of organization

REPEALER

The following section of the Washington Administrative Code is repealed: WAC 180-08-002 General description of organization.

~~**WAC 180-08-002 General description of organization.** (1) The state board of education is created by law in chapter 28A.305 RCW.~~

~~(2) The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; 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 shall:~~

~~(a) Hold regularly scheduled meetings at such time and place within the state as the board shall determine and may hold such special meetings as may be deemed necessary for the transaction of public business;~~

~~(b) Form committees as necessary to effectively and efficiently conduct the work of the board;~~

~~(c) Seek advice from the public and interested parties regarding the work of the board;~~

~~(d) For the purposes of statewide accountability:~~

~~(i) Adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the board deems necessary to improve student learning;~~

~~(ii) Identify the scores students must achieve in order to meet the standard on the Washington assessment of student learning and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of certificates;~~

~~(iii) Adopt objective, systematic criteria to identify successful schools and school districts and recommend to the superintendent of public instruction schools and districts to be recognized for two types of accomplishments, student achievement and improvements in student achievement. Recognition for improvements in student achievement shall include consideration of one or more of the following accomplishments:~~

~~(A) An increase in the percent of students meeting standards;~~

~~(B) Positive progress on an improvement index that measures improvement in all levels of the assessment; and~~

~~—— (C) Improvements despite challenges such as high levels of mobility, poverty, English as a second language learners, and large numbers of students in special populations as measured by either the percent of students meeting standard, or the improvement index.~~

~~—— (iv) Adopt objective, systematic criteria to identify schools and school districts in need of assistance and those in which significant numbers of students persistently fail to meet state standards;~~

~~—— (v) Identify schools and school districts in which state intervention measures will be needed and a range of appropriate intervention strategies after the legislature has authorized a set of intervention strategies. After the legislature has authorized a set of intervention strategies, at the request of the board, the superintendent shall intervene in the school or school district and take corrective actions;~~

~~—— (vi) Identify performance incentive systems that have improved or have the potential to improve student achievement;~~

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

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

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

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

~~—— (g) Hire an executive director and an assistant to reside in the office of the superintendent of public instruction for administrative purposes. Any other personnel of the board shall be appointed as provided by RCW 28A.300.020.~~

~~—— (3) The board consists of:~~

~~—— (a) Five members, three from Western Washington and two from Eastern Washington elected by members of school district boards of directors in those respective regions;~~

~~—— (b) Seven members appointed by the governor;~~

~~—— (c) The superintendent of public instruction;~~

~~—— (d) One member elected at large by members of the boards of directors of approved private schools; and~~

~~—— (e) Two high school students, selected by a process determined by the state board, who are nonvoting members.~~

~~———— (4) The governor appointed and school director elected members serve staggered terms of office of no more than two consecutive four-year terms.~~

~~———— (5) The board determines its own officers.~~

~~———— (6) General policy powers of the board relate to the school accountability system, high school graduation requirements, school district approval for basic education funding purposes, waivers from basic education requirements, private school approval and accreditation, educational service district boundaries, immunization of private school students, and home-based testing.~~

~~———— (7) The state board publishes a schedule of its meetings and notices of proposed rule-making actions in the Washington State Register. The secretary (executive director) to the state board of education maintains a complete record of all board proceedings and supporting materials.~~

[Statutory Authority: RCW 28A.305.130, 34.05.220, and 42.17.250 through 42.17.348. 06-23-007, § 180-08-002, filed 11/2/06, effective 12/3/06.
Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-002, filed 8/28/02, effective 9/28/02.]

Proposed revision to WAC 180-51-053 Community college high school diploma programs

AMENDATORY SECTION (Amending WSR 04-20-093, filed 10/5/04, effective 11/5/04)

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.]

Proposed revision to WAC 180-18-040 Waivers From Minimum One Hundred Eighty-Day School Year Requirement And Student-To-Teacher Ratio Requirement and WAC 180-18-050 Procedure To Obtain Waiver

AMENDATORY SECTION (Amending WSR 07-20-030, filed 9/24/07, effective 10/25/07)

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement. (1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.150.220](#)(5) and [WAC 180-16-215](#) by offering the equivalent in annual minimum program hour offerings as prescribed in [RCW 28A.150.220](#) in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under [WAC 180-18-050](#) (3)(b) may develop and implement a plan that meets the program requirements identified under [WAC 180-18-050](#)(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.150.220](#)(5) and [WAC 180-16-215](#) by offering the equivalent in annual minimum program hour offerings as prescribed in [RCW 28A.150.220](#) in such grades as are conducted by such school district.

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

[Statutory Authority: [RCW 28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#)(6), [28A.655.180](#). 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: [Chapter 28A.630 RCW](#) and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

AMENDATORY SECTION (Amending WSR 07-20-030, filed 9/24/07, effective 10/25/07)

WAC 180-18-050 Procedure to obtain waiver. (1) State board of education approval of district waiver requests pursuant to [WAC 180-18-030](#) and 180-18-040 (1) and (3) shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least ((thirty)) fifty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to [RCW 28A.150.220](#)(5) and [WAC 180-16-215](#). The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in [RCW 28A.150.220](#) in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

(b) A district identified by the superintendent of public instruction as having persistently low achieving schools will not be eligible to develop and implement a plan under this section.

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

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

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

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

(g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds

three or more learning improvement days for a school year, then no days may be waived under this section.

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

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

- (i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;
- (ii) Reducing the achievement gap for student subgroups;
- (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

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

- (i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;
- (ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;
- (iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;
- (iv) Implement strategies designed to recruit, place, and retain effective staff;
- (v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;
- (vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;
- (viii) Institute a system for measuring changes in instructional practices resulting from professional development;

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

(x) Develop teacher and school leader effectiveness;

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

(xii) Implement a new or revised instructional program;

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

(xiv) Develop comprehensive instructional strategies;

(xv) Extend learning time and community oriented schools.

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

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

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

(ii) Dates and locations of public hearings;

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

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

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

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

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

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

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

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

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

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

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

(ii) Reducing the achievement gap for student subgroups;

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

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

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

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

SYSTEM PERFORMANCE ACCOUNTABILITY SYSTEM UPDATE

BACKGROUND

Voluntary Participation in the Federal School Improvement Grant Process in 2010 for Districts with Lowest Achieving Schools

The U.S. Department of Education has issued new rules to determine which schools are eligible for its school improvement grants. Based on these rules, the Office of Superintendent of Public Instruction (OSPI) has identified the five percent persistently lowest achieving Title I and Title I eligible schools in reading and math over the last three years (2007-2009) based on state assessment data. They looked at overall achievement; the level of progress schools made during those three years, and identified high schools with an average of graduation rates less than 60 percent. To be counted, a school had to have at least 30 students tested in each subject in all three years. Approximately 40 schools were identified. OSPI has not released the list of schools yet, but it will be available by the Board meeting. OSPI worked with districts where these schools are located to determine if the district wants to apply for the federal school improvement grants by March 5, a very quick process. If districts apply for these grants, they must pick one of the four federal intervention models. The process for required action, as proposed by the SBE in its legislation, does not apply to these voluntary “2010” districts. The Required Action Plan process includes additional pieces such as community review of the plan, required renegotiation of collective bargaining contracts, and what happens if there is an impasse, are not a part of this voluntary process. Janell Newman from OSPI will provide an update at the March meeting.

SBE Accountability Index: AYP and Recognition

SBE and OSPI staff will be in Washington DC at the end of March to discuss the SBE Accountability Index with the U.S. Department of Education. We will see if the department is willing to grant us a waiver to use the SBE Accountability Index in place of the current No Child Left Behind system. SBE staff is also following up with congressional staff for consideration in the reauthorization of the Elementary and Secondary Education Act (ESEA).

SBE and OSPI will jointly recognize schools for their students’ performance on the SBE Accountability Index on May 5, 2010. Details about the schools and the award ceremony will be provided at the March Board meeting. See Attachment A for the award categories.

Performance Goals Legislative Mandate

Educational accountability systems require several components: (1) measures of effectiveness, (2) goals to guide improvement efforts, (3) a set of consequences that recognize exemplary performance and support those needing more help, and (4) reports that provide useful information to policymakers, educators, and parents. The Accountability Index recently approved by the State Board of Education (SBE) addresses the first component, and efforts are underway to provide a more complete set of consequences.¹

¹ Recognition is scheduled to occur in spring 2010 based on results from the Accountability Index over a two year period, and new systems are being designed to assist those with the greatest need.

To address the second component, the legislature requires the SBE to adopt performance goals for Washington schools and districts. This requirement is part of the Board's mandate, as described in *RCW 28A.305.130* (Powers and duties—Purpose). According to this legislation:

SBE shall adopt/revise performance improvement goals in:

- Reading, writing, science, and mathematics, by grade level.
- Academic and technical skills in secondary career and technical education (CTE) programs and student attendance, as the Board deems appropriate.

Goals may be established for:

- Student groups (all, low income, ELL, special education, race/ethnicity.)
- School and district graduation rates and dropout reduction goals for students in grades 7-12.

The Board is to adopt the goals by rule, but before the goals are implemented, the House and Senate education committees of the state legislature must review them.

Current Goals

The only goals currently in place are associated with federal requirements, primarily the Adequate Yearly Progress (AYP) measures related to No Child Left Behind (NCLB). The “state uniform bars” are annual performance goals in reading and math at three grade levels² through 2014, at which time all students are required to meet standard. NCLB also requires that at least 95 percent of all students participate in the state tests. Nine different student groups must meet these goals at the school and district levels. In addition, NCLB requires goals for one more indicator at the different grade levels.³ All the goals must be met each year in order for a school and district to make AYP. Prior to NCLB, the only state goal was to improve grade four reading scores.⁴

Stakeholder Views

At the February 2010 SPA meeting, stakeholders expressed concern about establishing new goals at this time. The stakeholders understand the Board's mandate and were presented with options for new improvement goals in various academic subjects for student subgroups. However, the stakeholders believe the federal ESEA reauthorization process may result in a new set of goals. Moreover, the measures included in the new Accountability Index create another set of metrics that need to be monitored. Stakeholders felt that having too many or conflicting goals will cause frustration and confusion among educators and the public. As a result, the stakeholders recommended that the Board defer establishing improvement goals until there is more information about federal expectations and more clarification about the possible use of the Accountability Index when determining AYP. Stakeholders will continue discussing the topic of improvement goals at its April SPA meeting. See Attachment B for the February SPA meeting notes.

² NCLB requires states to administer state assessments in grades 3-8 and one grade in high school. Results for grades 3-5 are combined to generate elementary school results, and the results for grades in 6-8 are combined to generate middle school results.

³ In Washington, the “other indicators” are the extended graduation rate at the high school level and the unexcused absence rate at the elementary and middle school levels. NCLB requires these goals to be met by the “all students” group, but not the eight student subgroups except when accessing “safe harbor.”

⁴ The goal was to reduce the percentage of students not meeting standard by 25% from 1998 to 2001.

Guiding Principles

Regardless of when the Board establishes improvement goals, some general principles should guide the Board's thinking. Specifically, the goals should:

- Be reasonable in number.
- Be challenging, yet attainable.
- Be easy to understand.
- Rely on available data.
- Focus on outcomes for student subgroups as well as for all students combined.
- Reflect improvement from a group's own baseline.
- Meet legislative intent.
- Be consistent with state and federal accountability measures.

POLICY CONSIDERATION

Next Steps for Performance Goals

Staff recommends that the Board wait until ESEA is reauthorized to determine next steps for performance goals in reading, math, and science. Staff recommends that the Board focus on College and Career Readiness goals as part of its Strategic Plan and accountability efforts.

Discussions about the ESEA reauthorization have emphasized a focus on college and career readiness. Given this focus and the Board's examination of a Core 24 framework for high school graduation requirements, it makes sense to consider setting goals that will help students acquire the skills and knowledge they need to be successful after graduation. Recent studies have concluded that the same set of skills and knowledge necessary to be college ready are also those needed to be ready for the workforce. As a result, goals can be established in relatively few areas. Among the options to consider are improvements in the percentage of students who:

- Complete Algebra I by the end of grade nine (an early indicator of high school success).
- Take at least one advanced placement or honors course during the year.
- Enroll in a "dual enrollment" program (e.g., Running Start, Tech Prep, any college courses offered within the high school system).
- Take a college entrance exam (e.g., SAT, ACT, WA math college readiness tests).
- Graduate from high school.
- Graduate with the credits required to enter a four-year public higher education institution in Washington State.
- Attend a two-year or four-year college within six months of graduation.
- Take remedial courses in either math or English in college.
- Complete one year of college credit within one year of high school graduation.
- Obtain a credential within one year after completing a career and technical education (CTE) program.
- Make at least \$10/hour within nine months of graduation.

While goals should be set in only a few of the above areas, data for the other measures can be provided to enhance accountability through public reporting. Data is already available for nearly all of these measures, but have not been made available to the public because there is no requirement to do so. Positive incentives and rewards can also be given for exemplary performance in any of the above areas. In addition, the Board could work with OSPI to provide ways to highlight districts' progress toward these goals on the OSPI Report Card or on the SBE Web site.

Staff would like Board member feedback on how to proceed with selecting some of the college and career ready goals to pursue. Staff will then work with the SPA group on examining the data for these goals and options for how to use the goals in our accountability efforts. This will involve selecting appropriate goals for schools and districts to reach in a designated period of time (e.g., a ten percent increase in the next three years).

EXPECTED ACTION

None.

The Washington Achievement Award

Providing recognition using data from the Accountability Index results is considered “Phase I” in the implementation of the new state accountability system. The recognition component of the Accountability Index is the Washington Achievement Award. The Washington Achievement Award relies mainly on criterion-based measures and provides multiple ways to demonstrate success. The State Board of Education and Office of Superintendent of Public Instruction have approved using data used to generate the Accountability Index for recognition purposes.

Outstanding Overall Performance

- For schools whose overall 2-year average⁵ puts them in the top five percent⁶ (in four levels: elementary, middle/junior, high and comprehensive). Schools must have at least 10 cells of the matrix rated each year and fewer than 10% students designated as gifted each year to be considered.⁷

Special Recognition

- Schools will also receive recognition for being top performers in:
 1. Language arts (reading and writing combined)
 2. Math
 3. Science
 4. Extended Graduation rate
 5. Gifted Education
 - For **language arts** (reading and writing combined), **math**, **science**, and the **extended graduation rate**, the overall (column) 2-year average is at least 6.00, at least 2 of the 4 cells in the column are rated each year, and there are fewer than 10% students designated as gifted each year. For language arts, both reading and writing must have a 2-year average of at least 6.00 and at least 2 of the cells rated in each column each year.
 - For **gifted education**, any school that has at least 10% gifted students in both years, a 2-year peer average of at least 6.00, and at least 2 cells rated in the peer row each year.⁸

Awards for closing the achievement gap will be provided in next year’s recognition program.

⁵ For purposes of recognition ‘2-year average’ refers to the average of the 2008 and 2009 indexes.

⁶ For purposes of recognition ‘five percent’ refers to five percent of total schools at that level in the 2009 index.

⁷ For purposes of recognition when a tie occurs at the five percent cut off, all schools with that score will be recognized.

⁸ Results for the peer indicators control for the types of students attending the school (percent gifted, low income, ELL, special education and mobile). This ensures schools with the highest concentrations of gifted students do not automatically receive recognition.

**Systems Performance Accountability (SPA) Notes
February 9, 2010**

Attendees: Kris Mayer, Phyllis Bunker Frank, Amy Bragdon, Bob Hughes, Bob Harmon, Gayle Pauley, George Juarez, Mary Alice Heuschel, Janell Newman, Karen Davis, Bill Williams, Phil Brockman, Caroline King, Martha Rice, Pete Bylsma, Edie Harding, Bill Porter

Overview:

Edie Harding went over the SPA work plan for 2010 which includes the following tasks:

- Work with OSPI (and national groups) to request the U.S. Department of Education 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).
- Develop performance goals on student achievement (new work in 2010).
- Develop college and career readiness goals as part of the performance goals.
- Revise school and district improvement plan rules (new work in 2010).
- Consider SBE Report Card indicators on topics such as college and career readiness (new work in 2010).
- Examine how the prototypical school model could be used in a system of accountability (new work in 2010, as required by ESHB 2261).

Edie provided an update to the current Education Reform Package, which includes the Board's Required Action Legislation under SB 6696 and HB 3038. These bills would provide a state/local partnership for districts designated as "Required Action Districts" with schools that fall within the lowest five percent of persistently lowest achieving schools to develop a plan to implement one of the four federal turnaround models for those schools using federal funds. The plan must be developed with staff and community input as well as findings from an OSPI Academic Audit. The collective bargaining agreements must address the implementation issues identified in the plan. There is a provision for impasse through mediation or a final court decision if the local parties cannot agree. If the district does not submit a plan, OSPI may reallocate the district's Title I dollars based upon the audit findings. Districts will have three years to develop and implement their plans.

Pete Bylsma provided an update on the recognition for schools using the new SBE Accountability Index; OSPI is running the latest numbers. The recognition ceremony will be May 5, 2010. Pete also discussed the Board's recent action to amend the SBE Accountability Index to exclude English Language Learners (ELL) from the first three years of enrollment from being included for purposes of Adequate Yearly Progress (AYP). The Board did however request the Superintendent of Public Instruction to post Washington Language Proficiency Test (WLPT) results on the OSPI Report Card and to link WLPT and content tests for AYP purposes.

Pete discussed the legislative requirement to the SBE to adopt performance goals in reading, writing, science, and math. Goals could also be developed around student groups, school/district

graduation rates, and dropout reduction goals. He presented potential proposed goals for districts based on a 33 percent reduction in not meeting goals in reading, writing, math, and science every four years beginning in 2010.

The SPA workgroup members expressed concern about establishing new goals at this time. The stakeholders understand the Board's mandate and were presented with options for new improvement goals in various academic subjects for student subgroups. However, the stakeholders believe the federal Elementary and Secondary Education Act (No Child Left B) reauthorization process may result in a new set of goals. Moreover, the measures included in the new Accountability Index create another set of metrics. Stakeholders felt that having too many, or conflicting, goals will cause frustration and confusion among educators and the public. As a result, the stakeholders recommended that the Board defer establishing improvement goals until there is more information about federal expectations and more clarification about the possible use of the Accountability Index when determining AYP. Stakeholders will continue discussing the topic of improvement goals at its April SPA meeting.

Bill Porter, from Achieve, presented some suggestions for measuring and incentivizing college and career readiness. He discussed the current accountability systems, which focus on consequences rather than incentives. He provided information on evolving accountability systems, which encompass: 1) college and career readiness is central, 2) assessment is part of the broader array of indicators, 3) low-performing schools are differentiated and diagnosed, and 4) combination of consequences with positive incentive and support.

Bill provided a range of uses for college and career ready indicators (as well as some examples) that include: 1) core school and district accountability determinations, 2) statewide performance goals, 3) public reporting, and 4) positive incentives and rewards. Hawaii has a very interesting report card on college and career readiness indicators, which Bill shared.

Bill also defined some key indicators for college and career readiness: 1) earning a college and career ready diploma, 2) scoring college ready on a high school assessment, 3) earning college credit while in high school, and 4) requiring remedial coursework upon entering college. He suggested using our state end of course exams to add questions for students, to determine if they are on a college level path.

SPA workgroup members discussed ways to use college and career readiness indicators. One way would be to use the math college readiness tests developed by our higher education institutions to give to all junior level students so they could see if they were ready for college math. The legislature did not provide the funds to implement this assessment. Another set of measures can be through OFM, which is adding apprenticeship information as well as employment wages for high school graduates. The military has an entrance level test that might be worth looking at as an indicator too. The group discussed that what gets counted gets done so we should be thoughtful about the indicators. They also discussed the importance of talking to parents about what their students need for careers. The group felt we needed to include a way to measure students being "on track" in elementary and middle school.

The SPA workgroup laid out four ways to move forward: 1) determine how to signal college and career readiness, 2) define what is college and career, 3) make a better accountability system; and 4) understand the data we have in place.

Edie provided an update on Race to the Top. The RTTT requirements for 50 points for addressing low performing schools include: 1) intervention authority by the state to intervene in the lowest

achieving schools and 2) a high quality plan to identify the lowest achieving schools and support districts in turning around their lowest performing schools.

She shared draft concepts that OSPI has proposed for Low Performing Schools which include: 1) serving additional districts and schools that might include schools in the lowest ten percent that are Title 1 eligible, 2) cluster similar schools for specific professional development and support, 3) create a cadre of turnaround teachers and principals, 4) create a list of education management organizations to support turnaround models, 5) provide professional development for educators in effective instructional practices.

Edie distributed sample RTTT applications from four states: Tennessee, Florida, Illinois, and Colorado for their proposals on low performing schools. Work group members were asked to examine the four proposals and describe features they liked best. Illinois had specific timelines and goals for improvement, addressed feeder patterns, and had an interesting dropout retrieval program. Colorado had entrepreneurial nimbleness and was training lots of people to be “transformative” leaders. Tennessee was focusing intensively on 13 schools in a state run district. Florida had created regional super heroes to work with its lowest achieving schools. It also focuses on ways to ensure cultural competency as well as college and career readiness goals in instruction. SPA members were encouraged to provide feedback to Edie on the Washington proposed initiatives for low performing schools by Friday, February 12.

The next SPA meeting will be April 13 at the Puget Sound ESD from 10:00 a.m. to 3:30 p.m. which will cover the following topics:

- Update on progress with Feds on SBE Accountability Index (Edie, Bob H., and Pete).
- Proposed performance goals and career/college readiness goals and indicators (Pete) and SPA feedback.
- State data and report cards (OSPI, SBE, and OFM).
- School and district improvement plans (Janell/OSPI and Brad) and SPA feedback.
- Accountability using the prototypical schools model (Pete).
- Update Race to the Top Initiatives (Edie and Janell).

Outcomes:

Prepare revisions to SBE rule on school and district improvement plans for SBE consideration in summer/fall. Prepare response to legislature on prototype schools. Take feedback to Board on performance goals and Race to the Top initiatives.

SUMMARY OF 2010 LEGISLATIVE SESSION

A summary of the State Board of Education's Accountability Framework legislation as it exited on March 9, 2010, in the Race to the Top bill (E2SSB 6696) has been included for your review. During session, the legislature amended it to include technical fixes and policy changes. The policy changes and some of the technical fixes have been highlighted in the summary.

As of March 9, E2SSB 6696 was waiting for the House and Senate to resolve differences for final passage. The major differences are related to the recommendations of the Quality Education Council (QEC) because the House had previously amended E2SSB 6696 to include the text of their QEC bill, SHB 2776.

At the meeting, staff will present a summary of the 2010 Legislative Session, which will include information on the status of SBE's Accountability Framework legislation, the supplemental operating budgets, and other bills of interest. A handout will be provided at the meeting.

**SUMMARY OF PART I ACCOUNTABILITY FRAMEWORK IN ENGROSSED
SECOND SUBSTITUTE SENATE BILL 6696**

(Policy changes and some technical fixes have been highlighted)

Part I: Accountability Framework

Section 101: Intent	<p>State's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.</p> <p>Definitions of the roles of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) for accountability are outlined.</p> <p>Phase I will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps through the SBE Accountability Index. SBE will have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.</p> <p>Phase I will also use federal guidelines to identify the lowest five percent of persistently low achieving schools to use federal funds and federal intervention models beginning in 2010 (voluntary) and 2011 (required).</p> <p>Phase II will implement the SBE Accountability Index for identification of schools including non Title I schools in need of improvement and develop state and local intervention models with state and local funds beginning in 2013. Federal approval of the state board of education's accountability index must be obtained or the federal guidelines for persistently low-achieving schools will continue to be used.</p> <p>The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.</p>
---------------------	---

<p>Section 102: Identification of the Persistently Lowest Achieving Schools</p>	<p>Beginning no later than December 1, 2010, and annually thereafter, OSPI will use the federal criteria set forth in the final federal rules for school improvement to identify the persistently lowest achieving schools and their districts. The criteria for determining whether a school is among the persistently lowest-achieving five percent of Title I schools, or Title I eligible schools, shall be established by OSPI. The criteria must meet all applicable requirements for the receipt of a federal school improvement grant under the American recovery and reinvestment act of 2009 and Title I of the elementary and secondary education act of 1965, and take into account:</p> <ul style="list-style-type: none"> • The academic achievement of the "all students" group in a school in terms of proficiency on the state's assessment, and any alternative assessments, in reading and mathematics combined; and • The school's lack of progress on the mathematics and reading assessments over a number of years in the "all students" group.
<p>Section 103: Required Action Districts</p>	<p>Beginning in January 2011, OSPI shall annually recommend, to SBE, districts for designation as required action districts based on the availability of federal funds and criteria developed by SPI. Districts must have at least one of the persistently lowest achieving schools. School districts that have volunteered in 2010, or have improved, shall not be included in this designation. SBE may designate a district that received a school improvement grant in 2010 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the superintendent of public instruction.</p> <p>OSPI will provide districts with written notice. School districts may request reconsideration of this designation within ten days.</p> <p>SBE will annually designate those districts recommended by OSPI. Districts must notify all parents with students in persistently low achieving schools that the district is in required action.</p>
<p>Section 104: Academic Performance Audit</p>	<p>OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or a school district subject to audit.</p> <p>OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment,</p>

	<p>high level of family and community involvement, alternative secondary schools best practices, and any unique circumstances or characteristics of the school or district.</p> <p>Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.</p>
Section 105: Required Action Plan	<p>The local school district superintendent and local board of a required action district shall submit a required action plan to SBE upon a schedule SBE develops.</p> <p>The required action plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist district as requested in plan development. The local school board will hold a public hearing on the proposed required action plan.</p> <p>The required action plan must address the concerns raised in the audit and include:</p> <ol style="list-style-type: none"> Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the state board of education within three years of implementation of the plan. An application for a federal school improvement grant or a grant from other federal funds for school improvement to OSPI. Budget for adequate resources to implement. Description of changes in district or school policies and practices to improve student achievement. Metrics used to assess student achievement to improve reading, math, and graduation rates. <p>The plan will have to be implemented over a three year period. OSPI will review the local school district required action plan and approve that it is consistent with federal guidelines prior to the local superintendent and Board submitting the plan to the SBE. Expiring collective bargaining agreements for all school districts that are designated required action districts as of the effective date of this section must have the authority to reopen its collective bargaining agreements if needed to develop and implement an appropriate required action plan.</p> <p>If no agreement can be reached between district and employee organizations, then:</p> <ul style="list-style-type: none"> Mediation through the Public Employment Relations Commission must start no later than April 15 and be completed by May 15,

	<ul style="list-style-type: none"> • Or it will be go to Superior Court with decision by June 15. <p>If it goes to Superior Court, then:</p> <ul style="list-style-type: none"> • The school district must file a petition with the superior court by May 20, and • Within seven days of filing the petition each party must file a proposal to be implemented in a final required action plan. • The court's decision must be issued no later than June 15. <p>Each party will bear its own costs for mediation or courts. All mediation shall include the employer and representatives of all affected bargaining units.</p>
Section 106: SBE Approves Required Action Plan	<p>SBE shall approve the local district required action plan if it meets the requirements identified in Section 105 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. The SBE must accept for inclusion any final decision by the superior court.</p> <p>The required action plan goes into effect for the next school year (thus a district designated in January 2011 would implement the plan in the immediate school year following designation as a required action district). Federal funds must be available to implement the plan or else it will not go into effect.</p> <p>Any addendum to the collective bargaining agreement related to student achievement or school improvement shall not go into effect until SBE approves the plan.</p> <p>If SBE does not approve the plan. SBE must notify the district in writing and provide reasons. The district may either:</p> <ul style="list-style-type: none"> • Submit new plan within 40 days with OSPI assisting the district with resubmission of the plan; or • Submit a request to the Required Action Plan Review Panel (established under section 107) for reconsideration of SBE's rejection within ten days of the notification that the plan was rejected. <p>If federal funds are not available, the plan is not required to be implemented until such funding becomes available. If federal funds for this purpose are available, a required action plan must be implemented in the next immediate school year.</p>
Section 107: Required Action Review Panel	<p>A Required Action Review Panel composed of four legislators (two appointed by the House and two by the Senate) and individual appointed by the Governor. The Panel members are appointed for a four-year term, with opportunity for re-appointment.</p> <p>If SBE does not approve a district's Required Action Plan, then the district may appeal the decision to the Panel for consideration. The Panel will be convened as needed.</p> <p>The Panel may reaffirm the decision of SBE, recommend that the</p>

	<p>SBE reconsider the rejection, or recommend changes to the required action plan that should be considered by the district and SBE to secure approval of the plan. SBE shall consider the recommendations of the panel and issue a decision in writing to the local school district and the panel. If the school district must submit a new required action plan to the State Board of Education, the district must submit the plan within forty days of the Board's decision.</p> <p>SBE and OSPI must develop timelines and procedures for the deliberations under this section so that school districts can implement a required action plan within the time frame required under section 106.</p>
Section 108: Redirect of Title I funds if no Required Action Plan	SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.
Section 109: Implementation of Required Action Plan	<p>A school district must implement a required action plan upon approval by the State Board of Education. OSPI must provide the required action district with technical assistance and federal school improvement grant funds or other federal funds for school improvement, if available, to implement an approved plan.</p> <p>The district will provide regular updates to OSPI on its progress in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan.</p>
Section 110: Biannual reports and delisting districts	<p>OSPI will inform SBE at least biannually (twice a year) of the progress of the Required Action District's progress on its plan implementation and metrics.</p> <p>OSPI will recommend to SBE that a district is no longer in required action after three years of district implementation based on improvement as defined by OSPI, in reading and mathematics on the state's assessment over the past three consecutive years.</p> <p>SBE will release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release or SBE will recommend that the district remain in required action.</p>
Sec. 111: Recognition of Exemplary Performance and Collaboration with the Achievement Gap Oversight and Accountability Committee	SBE, in cooperation with OSPI, shall annually recognize schools for exemplary performance as measured on the State Board of Education accountability index. SBE shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.
Sec. 112: Definitions	<p>Definitions for the Chapter:</p> <ul style="list-style-type: none"> "All students group" means those students in grades three

	<p>through eight and high school who take the state's assessment in reading and mathematics; and</p> <ul style="list-style-type: none"> • "Title I" means Title I, part A of the federal elementary and secondary education act of 1965.
Sec. 113: Adopting Rules	OSPI and SBE may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.
Sec. 114: Joint Select Committee on Education Accountability	<p>A joint select committee on education accountability is established beginning no earlier than May 1, 2012, to:</p> <ul style="list-style-type: none"> • Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district; • Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system; • Examine models and experiences in other states; • Identify the circumstances under which significant state action may be required; and • Analyze the financial, legal, and practical considerations that would accompany significant state action. <p>The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.</p>

Other components of E2SSB 6696:

- Part II Evaluations
- Part III Principal Performance
- Part IV Encouraging Innovations
- Part V Expanding Professional Preparation Options And Workforce Information
- Part VI Common Core Standards
- Part VII Parents and Community
- Part VIII Collective Bargaining
- Part IX Closing the Achievement Gap
- Part X Education Reform Finance
- Part XI Miscellaneous Provisions

To review the entire bill please visit the Legislature's Bill Information Page for E2SSB 6696 at: <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=6696&year=2009>

RACE TO THE TOP UPDATE

BACKGROUND

Washington is preparing a Round Two application¹ for Race to the Top which is due June 1, 2010 to the U.S. Department of Education. Winners for Round Two will be announced on September 30, 2010.

Race to the Top grants will reward past accomplishments and incentivize future improvements. The four areas of funding priorities are: 1) standards and assessments, 2) teacher/leader quality, 3) data collection and use, and 4) struggling schools. A successful grant to Washington could help us build upon the work in HB 2261, the education reform package from the 2009 legislative session.

Washington could potentially gain \$150-\$250 million to use for four years. Half of the funds will go to school districts that sign up to participate in the grant application. Those funds are used to implement the required application activities. The other half can be held by the state or shared with local school districts who sign up to participate. Thus, for example, if our state won a grant of \$240 million, it would receive \$60 million a year with \$30 million a year going directly to participating school districts. If more districts sign up there is less money per district. However, the greater the district participation, the stronger our application will be showing local support. The state may decide to give more than 50 percent to the local school districts.

Staff from the Governor's Office, Office of Superintendent of Public Instruction (OSPI), State Board of Education (SBE), and the Professional Educator Standards Board has participated in work teams with advisors to develop initiatives. In addition, key stakeholders have been engaged through their associations in discussions on the grant in terms of content as well as how to structure the memorandum of understanding (MOU) that districts will use to sign off if they decide to participate.

The coordination of all this work is being done by Judy Hartmann from the Governor's Office, Alan Burke from OSPI, and Edie Harding from SBE. The Steering Committee (Governor, Superintendent of Public Instruction, and the Chair of the SBE) make the final decisions on the key policy issues for the grant such as the state's education reform plan, initiatives, and funding allocation between the state and local districts.

McKinsey and Company was hired in September 2009 by the Partnership for Learning (with state and private funds) to conduct a diagnostic assessment of Washington's ability to meet the RTTT criteria. The State Board of Education and the Professional Educator Standards Board were briefed at their joint November 2009 meeting on Washington's competitive ability.

¹ The U.S. Department of Education announced the following states as finalists for Round One: Colorado, Delaware, the District of Columbia, Florida, Georgia, Illinois, Kentucky, Louisiana, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, and Tennessee.

Some of Washington's current advantages include: 1) strong math standards that will most likely align well with the national common core math standards, 2) partnerships with other states to pool resources in summative and formative assessments -- Joe Willhoft from OSPI will discuss in greater detail on March 18, 3) we meet all the longitudinal data elements, and 4) we have strong partnerships to create an outstanding STEM program. Some of Washington's challenges include: 1) no state authority to intervene over low-performing schools, 2) a teacher evaluation system that primarily uses an unsatisfactory/satisfactory measure with no consideration for student growth and limited performance pay incentives, 3) insufficient preparation of students in science and math, 4) no charter schools. Our legislative package for Race to the Top for the 2010 session, to address some of these issues will be discussed under the Legislative Tab.

In addition McKinsey and Company provided some preliminary work on our state's education reform plan as well as a plan to engage stakeholders (primarily school districts) in the process to determine if they want to participate. McKinsey completed its work in January 2010.

Due to the enormity of the task, additional private and state funds are being used to hire a Race to the Top project manager to pull all the pieces of the grant application together. Dr. Jana Carlisle who has worked for Gates and the Rochester School District in New York was just hired to assist the coordinating committee in the final development of the grant application and communications/outreach.

POLICY CONSIDERATION

We hope to bring you some details of the state education reform plan and funding distribution at the Board meeting. A more in depth review of the initiatives and local school district interest in participating will be provided at the May Board meeting.

EXPECTED ACTION

None

CHRISTA MCAULIFFE ACADEMY REQUEST FOR APPROVAL AS A PRIVATE SCHOOL

BACKGROUND

The law states that “private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements.”¹ Each private school seeking State Board of Education (SBE) approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Estimated enrollment figures, including extension student enrollment, are provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics are normally reported to OSPI in October, after schools have been approved. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

RCW 28A.195.010. The law² specifying the minimum requirements that private schools must meet was adopted in the 1970’s, prior to the emergence of online learning. Language in the law that refers to “physical facilities of the school or district” implies that the law presumes a bricks and mortar school. However, the law does not specifically prohibit its application to an online school.

Christa McAuliffe Academy (CMA) has been considered for approval in the past as a bricks and mortar school. CMA is now a fully online school.³ This change in status presents a unique situation for the SBE; to date, the SBE has never considered approval for a private online school.

It also presents a unique situation for OSPI: to apply statutory criteria designed for a bricks and mortar environment to a virtual environment in order to evaluate an application for approval. After review of CMA’s materials, OSPI has recommended to the SBE that CMA not be approved as a private school because it has not met the criteria in RCW 28A.195.010. Specifically, OSPI determined that CMA had not provided information demonstrating compliance with the instructional hour offering requirement.

Under normal circumstances, the SBE would not be considering a school’s application for approval toward the end of the approval year. However, CMA’s change in status, and OSPI’s efforts to provide a thorough review of CMA’s application, delayed the process. See attachment A for all of the documentation of the OSPI review.

¹ RCW 28A.195.010

² *Id.*

³ See, <http://www.cmacademy.org/> which states that CMA is an online private school.

CMA's Corporate and Business Status. The following is what is known about the corporate and business status of CMA:

- CMA was registered as a corporation with the Washington State Secretary of State's Office in May 1992.⁴ In 2008, CMA was sold to an ownership group consisting of Christopher Geis, Tamra Excell, and Jared Jakeman. The Secretary of State shows that CMA was dissolved as a corporation on September 2, 2008.⁵
- Personalized Education Group, Inc., registered with the Oregon Secretary of State as a domestic business corporation on March 18, 2009.⁶ CMA is listed as a business entity of Personalized Education Group, Inc. with a registry date of July 13, 2009.⁷ The principal place of business for both Personalized Education Group, Inc. and CMA is listed as 5200 SW Meadows Road Suite 150, Lake Oswego, Oregon.
- Personalized Education Group, Inc., with the firm name Christa McAuliffe Academy, is a licensed business with the Washington State Department of Licensing (DOL).⁸ The location and business address is listed as 713 Jadwin Avenue Room 11, Richland, Washington. The DOL website shows that CMA received a business license from the City of Richland on October 23, 2009.
- Personalized Education Group, Inc., doing business as Christa McAuliffe Academy, is a registered business with the Washington State Department of Revenue.⁹ The business location is listed at 713 Jadwin Avenue Room 11, Richland, Washington. The mailing address is the same as the corporation's principal place of business in Lake Oswego, Oregon.

After CMA was sold in 2008, the prior owners closed the school in Yakima. OSPI was informed by Christopher Geis that a new school would be opening in Vancouver, Washington but would temporarily operate at a Richland, Washington address for the 2009-10 school year. The Richland site is a single room (approximately eight by twelve) in a strip mall; the site is not regularly open. The Benton County Health Department notes in their August 18, 2009 letter that "it is our understanding that the facility will be used for familiarizing students with your online program, to provide access to online coursework for a few students without internet access, and as storage for the local server. As there will be no live teacher-to-student instruction, the facility will be classified as a special purpose instructional area."

STAFF RECOMMENDATION

Staff recommends that the SBE not approve Christa McAuliffe Academy for the 2009-2010 academic year on the basis that it has not met the criteria outlined in RCW 28A.195.010 and WAC 180-90-60, as detailed in the attachments to this memo.

⁴http://www.sos.wa.gov/corps/search_detail.aspx?ubi=601387749.

⁵ *Id.*

⁶http://egov.sos.state.or.us/br/pkg_web_name_srch_inq.show_det?p_be_rsn=1380019&p_srce=BR_INQ&p_print=FALSE.

⁷http://egov.sos.state.or.us/br/pkg_web_name_srch_inq.show_det?p_be_rsn=1401676&p_srce=BR_INQ&p_print=FALSE.

⁸<https://fortress.wa.gov/dol/dolprod/bpdLicenseQuery/lqsLicenseDetail.aspx?SessID=12765&RefID=1235358>.

⁹<http://dor.wa.gov/content/doingbusiness/registermybusiness/brd/Results.aspx?RequestType=1&Criteria=christa+mcauliffe+academy&City=#brdResults>.



SUPERINTENDENT OF PUBLIC INSTRUCTION

RANDY I. DORN OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

February 26, 2010

Ms. Edie Harding, Executive Director
Washington State Board of Education
PO Box 47206
Olympia, WA 98504-7206

Dear Ms. Harding:

Pursuant to WAC 180-90-130, the Office of Superintendent of Public Instruction (OSPI) is transmitting to the State Board of Education (SBE) a recommendation that Christa McAuliffe Academy (CMA), a private school seeking approval in Washington State for the 2009–10 school year, not be approved due to unacceptable deviations from the standards for approval established in Chapter 180-90 WAC. As required by WAC 180-90-130(5), a narrative report submitted by CMA addressing these deviations is included with this transmission (See Attachment C; Attachment F includes additional details). CMA has not demonstrated that it is capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160. Specifically, CMA has not provided evidence that it provides the annual minimum instructional hour offering of 1000 hours.

The following is background information and additional documentation to support this recommendation:

- OSPI became concerned about the status of CMA during the summer of 2009 when U.S. mail sent to the known Yakima, WA address for CMA was returned as undeliverable. Subsequent conversations with CMA staff revealed that CMA had relocated to Richland, WA. This location change was not indicated on CMA's initial application for renewal of private school approval submitted on May 15, 2009, or in any other subsequent correspondence with OSPI prior to the mail being returned as undeliverable. Further, a change in the location of the school facility requires updated fire safety and public health inspections. These updated documents were also not included as part of CMA's initial application for renewal of private school approval.
- In late August 2009, OSPI requested additional information from CMA regarding staffing and program operations to better understand the nature of the CMA program now located in Richland. CMA provided a response to this request on

September 3, 2009, indicating that CMA is a fully online program where all students complete work in an online setting and meet with instructors in an online forum. OSPI corresponded back with CMA on September 4, 2009, raising concerns that this online delivery model did not appear to meet key private school approval requirements and asked for additional evidence of compliance with private school laws. On September 8, 2009, CMA provided additional information and asked for specific details regarding deviations identified by OSPI in CMA's annual submission for approval. This string of correspondence can be found in Attachment A.

- On September 10, 2009, OSPI provided CMA with specific information regarding deviations from private school approval standards. In summary, these deviations include changes in school location, absence of up-to-date fire safety and public health inspections of a new facility, and absence of evidence that each CMA student has access to 180 full school days and/or 1000 hours of direct instruction. See Attachment B.
- Also on September 10, 2009, CMA responded to the notice of deviations with a narrative report (see Attachment C), an up-to-date fire inspection report (see Attachment D) and an up-to-date public health inspection report, including a letter to CMA from Benton-Franklin Health District (see Attachment E). Notice in the second paragraph of the letter from Benton-Franklin Health District that the CMA Richland facility is classified as a "special purpose instructional area" because "...there will be no live teacher-to-student instruction..." at the facility.
- On September 14, 2009, I spoke on the telephone with Chris Geis, administrator at CMA, to discuss the narrative report. During the conversation I indicated that the information provided did not adequately address OSPI's concerns regarding instructional hours and asked Mr. Geis to submit additional information. I indicated that I must receive the information before 5 p.m. on September 15, 2009, to allow time for OSPI review of the material and submit it to the SBE for consideration at the upcoming September 17 board meeting. However, no additional information was submitted by CMA before the deadline.
- On September 22, 2009, Mr. Geis provided additional information regarding the various ways a student may engage in educational experiences offered by CMA (see Attachment F). While this correspondence details a number of different educational options for students enrolled in CMA courses, it does not include sufficient detail to ensure each pupil is provided a total instructional hour offering of 1000 hours.

Ms. Edie Harding
Page 3
February 26, 2010

- On November 2, 2009, CMA was notified it would not be on the consent agenda for approval at the November 12–13, 2009, SBE meeting, and was again asked to provide additional information to demonstrate compliance with instructional hour offering requirements for private school approval. See Attachment G.
- On December 18, 2009, OSPI received correspondence from a lawyer representing CMA asking OSPI to submit CMA's application for consideration at the January, 2010 SBE meeting (see Attachment H). This letter did not include any additional information regarding the CMA program model or instructional hour offerings. In a January 6, 2010, reply to this letter, OSPI again reiterated a need for additional information demonstrating compliance with the instructional hour offering requirement (see Attachment I).
- On January 11, 2010, CMA's attorney submitted additional information in the form of a "Request for Administrative Order Concerning Christa McAuliffe Academy." Notably, this correspondence again did not provide specific information demonstrating compliance with the instructional hour offering requirement (see Attachment J). On January 22, 2010, OSPI—acting through its legal counsel—informed CMA that only the State Board may lawfully issue orders pertaining to CMA's request to be an approved private school. OSPI also informed CMA that it considered the January 11 letter to be CMA's final submission on this issue (see Attachment K).

If you have any questions, please feel free to contact me at (360) 725-6175 or Martin.Mueller@k12.wa.us.

Sincerely,



Martin T. Mueller
Assistant Superintendent
Student Support

MTM:dh

Attachments

cc: Dierk Meierbachtol
Jackie Kettman-Thomas
Christopher Geis

ARTICLE IV OFFICERS

Section 1. Designation. The officers of the Board shall be the chair the vice chair, immediate past chair, and two members at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two -year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) The immediate past chair shall serve a term of one-year.

Section 3. Officer elections. (1) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the Board at the planning meeting of the Board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(2) **One-year position.** (a) The members at-large office positions shall be elected annually by the Board at the planning meeting of the Board.

(b) The members of the Board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a Board member as a member at-large.

(3) **Vacancies.** Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled Board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

Section 4. Duties. (1) **Chair.** The chair shall preside at the meetings of the Board, serve as chair of the executive committee, make committee appointments, be the official voice for the Board in matters pertaining to or concerning the Board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the Board.

(2) **Vice Chair.** The vice chair shall preside at Board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the Board in all matters pertaining to or concerning the Board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the Board will be elected in her/his place.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

**Election Ballot
Executive Committee
March 17, 2010**

Chair

Please vote for one nominee:

☐ Jeff Vincent

☐☐☐☐

Vice Chair

Please vote for one nominee:

☐ Phyllis Bunker Frank

☐ Steve Dal Porto

☐☐

One-Year Liaison (two positions available)

Please vote for **two** nominees.

☐ Phyllis Bunker Frank

☐ Jack Schuster

☐ Sheila Fox

☐

Signature of Board Member Casting Ballot



ARTS EDUCATION MONTH Resolution

WHEREAS, the arts, including dance, music, theatre, and visual arts, are defined as a core content area in Washington State's definition of basic education, and considered an essential component of the complete education that should be provided for all students; and,

WHEREAS, imagination and creativity are essential in all subject matter areas, and are increasingly understood as critical capacities needed for success in the 21st century workforce; and,

WHEREAS, the State Board of Education requires all high school students to achieve a credit in the visual or performing arts as part of the statewide minimum graduation requirements; and,

WHEREAS, the State Board of Education has acknowledged the importance of the arts by proposing increased arts graduation requirements;

THEREFORE, BE IT RESOLVED, that the State Board of Education reaffirms the importance of the arts as an essential part of a complete education for all students; and,

BE IT FURTHER RESOLVED that the State Board of Education supports Arts Education Month in Washington State, where all communities are encouraged to celebrate the arts with meaningful activities and programs for students, teachers, and the public that demonstrate learning and understanding in the arts.

Adopted:

Attest:

Chair: May 19

Strategic Planning

BACKGROUND:

The Office of Financial Management requires each state agency to submit a strategic plan by mid June, prior to their budget submittal to the Governor, for the following biennium. We have just hired Berk and Associates to assist us with a plan for the 2011-13 biennium. This strategic planning process will help us determine the Board's priorities for the next two years in terms of planning its work and budget as well as outlook for an additional four years.

Here is the proposed schedule for our Strategic Planning process for 2010:

March 18	Begin strategic planning process at regular Board meeting
April 29	Continue strategic planning with Board in special work session if needed
May 23	Develop draft strategic planning document (need to submit to Governor in June)
July 14	Complete final strategic plan with focus on implementation

The following is the approach that BERK has laid out:

Task 1: Coordination, Communication, and Ongoing Project Management (March – July) Finalize Scope, Schedule, and Deliverables.

BERK will meet with SBE staff and the Board's Executive Committee for a kick-off meeting. At the meeting we will refine and finalize the project work plan and schedule. We will also identify and discuss relevant project background and key information needs, as well as logistical issues around the March Board meeting. Given the importance and proximity of the March Board meeting, we will discuss our draft meeting agenda and plan for that session at the kick-off meeting. We will specifically define and discuss elements of success for the project, including expectations and how BERK and the SBE team will communicate and work together, as effectively as possible over the course of the project.

Task 2: Strategic Plan Design, Framework, and Focus Areas (March) Organizing Framework

We propose to organize the project around the Board's scheduled meetings for March–July, with a meeting of the Strategic Planning Committee taking place in advance of each Board meeting. This approach will provide opportunities for smaller group conversation and direction from the Committee, as well as engagement and buy-in from the full Board. The Board's initial work session, in mid-March, will set the frame for the strategic issues to be considered in the project. At the March meeting, we propose a facilitated brainstorming and discussion session with the Board that identifies key strategic opportunities and needs; opportunities for the Board to build on its recent work and accomplishments; and opportunities to amplify SBE's impact.

The Importance of SBE's Role

Based on SBE's unique role in a very complicated ecosystem of state agencies and educational organizations, we propose a framework of goals and action strategies organized around the Board's multiple roles. SBE currently has at least three and possibly four roles, including: policy leadership; system oversight; advocacy; and convening and facilitating partnerships.

Board Meeting #1 – Brainstorming Strategic Issues and Opportunities:

- We will design and facilitate the Board's March meeting to explore opportunities to enhance SBE's reach and impact on state and federal educational policies, and its specific roles in doing so.
- Key facilitation discussion questions we will pose to the Board will likely include both broad and more targeted strategic issues, as follows:

1. Areas of Broad Strategic Inquiry

- The areas where SBE can have the greatest impact are...
- In seven years, SBE will have accomplished...
- What are specific opportunities for SBE to advance its vision for K-12 education in the following realms: policy leadership; system oversight; advocacy; and convening and facilitating partnerships?

2. Targeted Strategic Inquiries

What are the strategic opportunities to:

- Advance SBE's work on the Accountability Framework and Core 24?
- Advance Washington's opportunities for federal funding and support?
- Develop comprehensive data systems across all levels of public education?
- Clarify and communicate SBE's role in the context of the state's network of educational organizations?
- Facilitate common approaches and goals across the spectrum of education (Pre-K to K-12 to higher education)?

**Task #3: Strategic Plan Development and Facilitation (April – June)
Process Design and Facilitation Plan**

In addition to the March Board meeting described in task two, the following sequenced set of Board meetings will be designed and facilitated:

Strategic Planning Committee Meeting #2 – Review Draft 1.0 of the Plan (early April)

Board Meeting #2 – Review and Comment on Draft 1.1 (mid-April):

- Based on Strategic Planning Board comments on Draft 1.0, we will prepare Draft 1.1 for the Board meeting.
- We will facilitate Board discussion of the goals and specific action strategies – adding, deleting, and improving the Draft.
- We will work with the Board to identify outcome measures for each goal.

Board Meeting #3 – Review of Draft 2.0 (late April):

- The focus of this meeting will be to make the Action Strategies SMART: *Specific, Measurable, Achievable, Results-oriented, and Timebound*.
- We will also discuss naming the Plan; providing a memorable name will help create an identity for the Plan and increase its credibility.

Board Meeting #3 – Review Draft 2.1 Final Plan (mid-May)

This meeting will focus on the following work:

- Refine action strategies and specific outcomes for each goal.
- Agree on a plan name – this will brand the plan and help communicate its focus.
- Identify Implementation timeline and priorities for the short-term (July 2010-2011); medium term (two to three years); and long-term (four to seven years).

Draft Final Plan (v. 3.0) for SBE Staff Review (June 1). We will incorporate comments and make final revisions to the plan by June 15. The plan will contain at least the following components:

- Vision and Mission: we assume that these will remain the same as current; however, unless edits to the vision and mission statements are specifically taken off the table at the project's outset, it is expected that some changes to the statements may be suggested by participants during the course of the project.
- Strategic Themes and Guiding Principles: the core principles that will define and focus the plan's strategies and implementation.
- Goals and Action Strategies: the goals are the major actions to be accomplished. For each goal, there will be five to seven action strategies, which will be crafted to be SMART.
- Implementation Plan: a high-level summary of priorities and key action tasks, including an implementation timeline, which will be used as a work plan for SBE.
- Roles and Responsibilities: delineation of roles and responsibilities for each goal and for each partner.
- Outcomes: performance outcomes for each goal, against which accountabilities and progress can be assessed on an ongoing basis.

Task 4: Attend and Facilitate Board Session to Discuss Plan Implementation (July)

Board Meeting #4 – Discuss Plan Implementation.

Following completion of the Plan, we will prepare for and attend a session at the Board's July retreat to help jumpstart implementation of the Plan's Action Strategies. The focus of this session will be on defining specific tasks, timing, roles, and responsibilities for the 2010-11 work plan and for the midterm, two to three year strategies.

Attached to this tab are:

- The Board's current Strategic Plan.
- The Board's current Work Plan updated in March 2010.
- Washington State highlights for 2010 Quality Counts (see FYI folder).

POLICY CONSIDERATION

Review current plan and discuss how to approach our new strategic plan. Devote time to defining the State Board of Education's roles, especially as they relate to oversight and advocacy and our relationships with other education organizations at the state and local level.

EXPECTED ACTION

Provide feedback to consultant on strategic plan.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Strategic Plan 2009-2015

Submitted to the Office of Financial Management
June 13, 2008

by

Mary Jean Ryan, Chair
Edie Harding, Executive Director
www.sbe.wa.gov

TABLE OF CONTENTS

<i>Introduction</i>	<i>1</i>
<i>Vision for Washington’s K-12 Education System</i>	<i>3</i>
<i>Authority and Mandates</i>	<i>3</i>
<i>Environmental Scan</i>	<i>5</i>
<i>Performance Assessment</i>	<i>9</i>
<i>Mission, Goals and Indicators</i>	<i>11</i>
<i>Strategies</i>	<i>12</i>
<i>Internal Capacity and Financial Health</i>	<i>14</i>
<i>Appendix A</i>	<i>15</i>

WASHINGTON STATE BOARD of EDUCATION STRATEGIC PLAN 2009-2015

Introduction

The world is a more competitive place than it used to be, and our children must be much better prepared than graduates of 20 years ago. The vast majority of decent-paying jobs now require some kind of training or education after high school. Business leaders report they can't find qualified employees who can read operating manuals, write coherent memos and compute sales prices. There are significant differences in achievement among student populations, and too many of our students are still struggling with the basics.

In our fast-moving, high-tech, global economy, we need people who have strong skills in mathematics, science and communication. To succeed in life, whether it's buying a home, reading the newspaper, or applying for and keeping a job, people must be able to think critically and solve problems creatively. In recognition of this imperative, the legislature passed the Basic Education Act, in order to:

...provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- (1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;*
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;*

(3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.¹

The legislature recognizes that our schools should not only prepare all students to read, write and do mathematics, but also to understand scientific findings, reflect critically on contemporary issues, and appreciate the diversity of cultural and artistic contributions. Our children need these abilities in order to succeed personally and professionally in an increasingly global and competitive economy.

But for decades, we haven't reached all students – only some of them. We can no longer afford to let any student "fall through the cracks" of our education system. If students leave high school without the skills they need to succeed in life, they will struggle personally and professionally, because their choices will be limited. And they will have difficulty making informed decisions about everything from managing their money to electing local, state and national leaders.

For our children's sake, we must improve our schools and improve student results.

¹ RCW 28A.150.210 Basic education act – Goal

Vision for Washington's K-12 Education System

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

The K-12 system that we envision is one which:

- Provides all students with opportunities to learn
- Provides multiple pathways for satisfying graduation requirements
- Graduates students with the knowledge, skills and abilities needed to thrive in the workforce, succeed in future studies and serve as responsible citizens
- Is accountable for its results as well as its use of resources
- Uses performance data to guide continuous improvement and provides an early warning system to guide interventions
- Puts the education of the students first in developing policy
- Provides and supports quality teaching and counseling at all levels
- Provides the resources to support learning and teachers
- Is nimble and innovative, focused on supporting learning at all grade levels
- Shares responsibility and collaboration across the system
- Has the capacity – systems, infrastructure, technology – to support learning
- Provides seamless connections between preschool, kindergarten, elementary, middle and high schools and postsecondary education
- Makes effective use of compulsory and supplementary learning time
- Supports students in making good choices for their lives beyond K-12.

Authority and Mandates

RCW 28A.305.130 authorizes the State Board of Education to “provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promotes achievement of the goals of RCW 28A.150.210 .”

The State Board of Education has several specific responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. These and other administrative responsibilities of the Board are detailed in Appendix A.

It should be noted that in 2005, the legislature significantly changed the role of the State Board of Education. Before that time, the Board had focused largely on administrative issues, such as school district boundary adjustments and oversight of school construction and accreditation. The new Board retains some administrative duties, but it is now mandated to provide a broad leadership role in strategic oversight and policy for K-12 education.

The Governor and the Legislature have set high expectations for the Board. We welcome that responsibility, but we know that progress will only come from collaboration. The quality of our work will depend on listening and learning from educators and others across the state. For this reason, the Board's statute also mandates it to work closely with the institutions of higher education, workforce development representatives, and early learning policymakers and providers, to coordinate and unify the work of the public school system.

Board Membership

The State Board of Education is composed of sixteen Washington state citizens: five who are elected by school district school board members (three from western Washington and two from eastern Washington), seven appointed by the Governor, the Superintendent of Public Instruction, a representative of private schools elected at-large by the members of the boards of directors of all accredited private schools, and two students. Appointees of the governor must be individuals who have demonstrated interest in public schools and are supportive of educational improvement, have a positive record of service, and who will devote sufficient time to the responsibilities of the Board. The Board is staffed by an Executive Director and five additional staff.

The members of the board are:

- Mary Jean Ryan, Seattle, Chair
- Warren T. Smith Sr., Spanaway, Vice Chair
- Dr. Bernal Baca, Des Moines
- Dr. Kristina L. Mayer Ed.D., Port Townsend
- Dr. Terry Bergeson, Superintendent of Public Instruction
- Amy Bragdon, Newman Lake
- Dr. Steve Dal Porto Ed.D., Quincy
- Steven Floyd, Gig Harbor
- Dr. Sheila Fox, Bellingham
- Phyllis Bunker Frank, Yakima
- Linda W. Lamb, Olympia
- Eric Liu, Seattle
- John C. Schuster, Ocean Shores
- Jeff Vincent, Bainbridge Island

-
- Lorilyn Roller, Renton
 - Austianna Quick, Oroville

Environmental Scan

Upon taking office in 2005, Governor Gregoire and the Legislature commissioned the Washington Learns initiative, requiring a comprehensive review of the state of education in Washington State. According to the Washington Learns final report,

“Right now, in Washington:

- Less than 50 percent of children enter kindergarten ready to learn.*
- Only 70 percent of ninth graders graduate from high school with their peers.*
- Only 60 percent of black and Hispanic students graduate from high school with their peers.*
- One-third of the adult population has only a high school diploma or less.*
- The younger working age population is less educated than their older counterparts.*
- 51 percent of employers report difficulty finding qualified job applicants with occupation-specific skills.*
- 32 percent of Washington students who go to college must take remedial math classes before taking college level classes”.*
- Washington’s rate of high school graduates going directly to college is the lowest in the nation.”²*

This data does not bode well for the future of the Washington’s employers or their employees.

Washington Learns estimates that sixty percent of today’s jobs require some form of post secondary education or job training; by 2014 that percent will increase to 76 percent. However, in 2007, Washington ranked last in advanced degrees per thousand. At the current rate, only 19 out of 100 students in the ninth grade will earn an associates’ degree or higher. For the first time in US history, we are falling behind other developed or developing countries in the percent of 24-35 year olds with an associate degree or higher.³

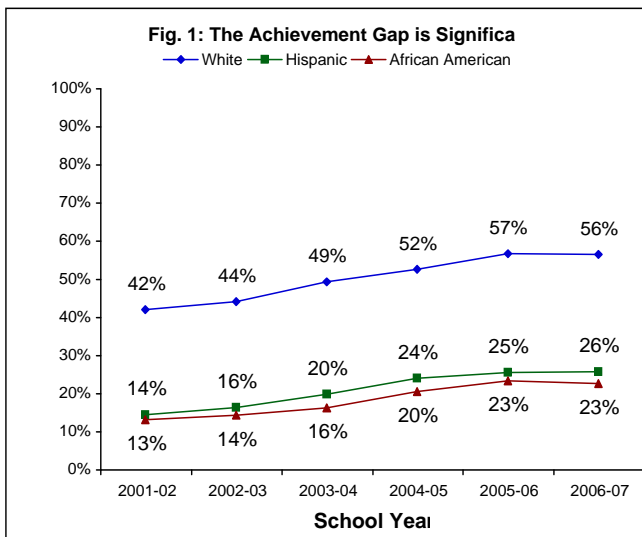
² Washington Learns, November 2006

³ Higher Education Coordinating Board “2008 Master Plan for Higher Education in Washington”

In addition, although the economy and labor market into which we send our graduates has dramatically changed, credit requirements have not changed since 1985. In fact, Washington requires a full credit less than the median for all other states in Math, English and Science, and a ½ credit less in Social Studies.⁴ To meet the need for skilled workers, we have been importing educated workers from other states and nations to fill our best jobs, leaving the less stable and lower paying jobs for people educated in Washington.⁵

Employers are not the only beneficiaries of a strong education system. Since the mid-1980s, earnings of people with baccalaureate and graduate degrees have been growing relative to those with only a high school diploma: in 2004, people with baccalaureate degrees earned 1.8 times what high school graduates earned, while advanced degree holders earned 2.7 times what high school graduates earned. Even one additional year of school beyond high school, especially if it results in a workforce certificate or credential, brings a significantly higher paycheck.⁶

Yet, our children are graduating from high school poorly prepared for higher learning. A recent study ascertained that 52% of community and technical college students who graduated from high school in 2006 required remedial classes in math, English or reading.



The impact of the skill gap is amplified for students in poverty and students of color, who continue to show significant achievement gaps in reading, writing, math and science (Fig 1).

Students of color are vastly underrepresented in postsecondary education, even though, by 2030, 37 percent of Washington's K-12 students will be people of color. Yet, a study commissioned by the U.S.

Department of Education

indicates that a more rigorous K-12 curriculum actually benefits students from lower socio-economic situations: low-income students with a rigorous high

⁴ Education Commission of the States, August 2006

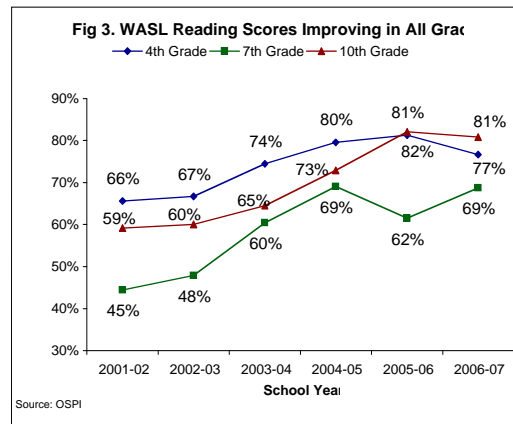
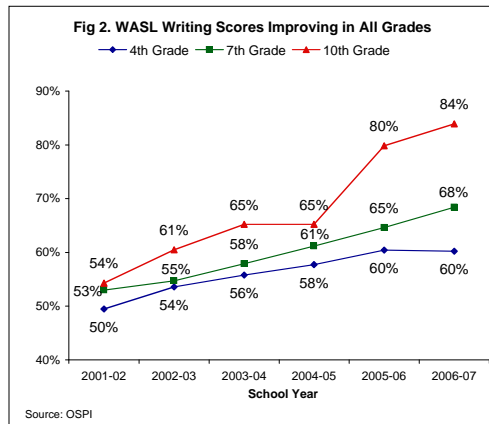
⁵ Washington Learns

⁶ ibid

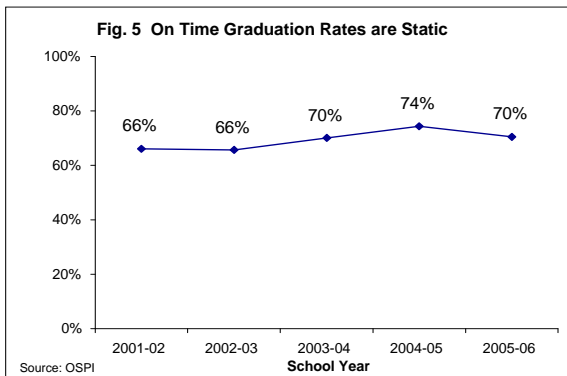
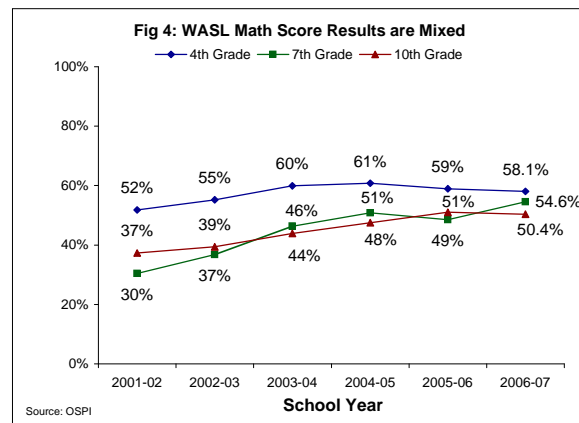
school curriculum were almost 50% more likely to obtain a BA in four years than the average low-income college entrant.⁷

With the release of the WASL scores in 2006 for the Class of 2008, the first year that scores could be used to determine eligibility for graduation, brought a renewed sense of urgency to the issue.

The good news is that great progress has been made overall for students meeting the Washington Assessment of Student Learning standards in reading and writing. Writing scores are trending upwards for all grades (Fig. 2), while reading scores improved most dramatically at the 7th grade level (Fig. 3).



However, based on the WASL scores, at least half of our students are not learning the math skills they need (Fig. 4), and science achievement lags math. In addition, on-time graduation rates showed no statistically significant level of change (Fig. 5).



Why are our students not achieving standards? Performance assessments in education point to a number of contributing factors, including the lack of individualized support for students, insufficient

⁷ Adelman, Clifford. *The Toolbox Revisited*, U.S. Department of Education, 2006.

funding, and inadequate systems of accountability. Standards of performance for the various entities in the system are lacking, and there are multiple authorities – local, state and federal - to which they report.

Local school boards are accountable to their communities for the continuous improvement of their students' performance. They are also accountable for meeting a myriad of federal and state requirements, such as offering 180 days of instruction, meeting specified teacher-to-student ratios, assuring special education student procedures, and ensuring proper management of funds.

At the state level, the accountability system is defined by annual measurement of student academic performance on the Washington Assessment of Student Learning (WASL) in reading and mathematics for grades 3-8 and 10, as well as science and writing for selected grades, and the high school graduation requirement that students pass the 10th grade WASL in math and reading.

However, beyond public reporting of the WASL scores by different student subgroups at the school, district, and state level, there are no state-level consequences for schools' or districts' poor performance. The economy and labor market into which we send our graduates has dramatically changed, skill requirements are rising.

The federal "No Child Left Behind" (NCLB) law requires schools and districts in each state to make "Adequate Yearly Progress" (AYP) to increase the academic proficiency of all students. NCLB requires a state to implement a system of corrective action for all schools and districts receiving Title I federal funds. Some of the corrective actions recommended by NCLB include:

- Providing school choice;
- Providing supplemental services;
- Providing technical assistance;
- Replacing school personnel;
- Taking over specific schools for governance; and
- Taking over a district for governance.

NCLB encourages states to provide a system of rewards, assistance, and interventions; however, it falls short of compelling such actions. In Washington, the legislature has prohibited any state interventions to address poor student achievement except to permit the withholding of federal funds and providing professional development. Washington has used a voluntary approach of technical assistance to work with struggling schools since 2002.

The myriad levels of accountability and standards make it difficult for schools and districts to focus on the issues and efforts that will improve outcomes.

Requirements and resources vary widely from district to district, which means that benchmarking to improve is difficult. And, where any element of the system fails to meet standards, there is little clear authority to enforce them.

In response to the recommendations of the Washington Learns report, the Governor established the P-20 council with a mandate to improve student success and transitions within, and among the early learning, K-12 and higher education sectors. The Governor chairs the P-20 council, bringing together the major components of the P-20 system on a regular basis. The Chair of the State Board of Education is a member of the council and reports to the Council on the Board's progress toward its own strategic objectives. However, the P-20 council has no statutory authority to intervene at the local or federal level.

Performance Assessment

2006 and 2007 were formative years for the Board as it realigned its efforts around a new mandate and the goal of dramatically improving student achievement. The Board shifted the focus of its attention from administrative duties to policy establishment and advocacy around graduation requirements, achievement in mathematics and science and the development of an accountability system.

Meaningful High School Diploma

The Board launched its work on graduation requirements by surveying all 246 districts with high schools and developing a database of the varying requirements. The Board sought input from parents, students, community and business leaders, community and technical college educators, and higher education administrators and heard: "One diploma - multiple pathways."

Based on its research, the Board established that a student's ability to attain a meaningful high school diploma depended on student access to a more rigorous high school curriculum, provisions for individualized learning, and stronger support for High School and Beyond Plans. As the Board determined:

"the purpose of the diploma is to declare that a student is ready for success in post secondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."

The Board drafted its recommendations and reviewed them with interested parties at a series of public outreach sessions in the fall of 2007. The Board anticipates adoption of a final proposal in July 2008 to inform the work of the K-12 Task Force on funding for Basic Education. The Board is especially sensitive to identifying potential implementation challenges, since stronger graduation requirements will require additional investment and revisions to the definition of Basic Education.

Achievement in Math and Science

The Board chose to focus initially on improving achievement in math and science. Currently, each school district decides on its own curriculum, and Washington State requires only two math credits to graduate. Students who transfer between schools are then confronted with different standards, and many high school graduates who go on to a college or university must enroll in remedial math because they are not prepared for college level work. The Board voted to add a third year of mathematics to the requirements for graduation, and expects to complete the required rule amendment in 2008. The Board also began working with the Professional Educator Standards Board to ensure that qualified teachers are in place to support the new curriculum.

Accountability System

A workable accountability system is foundational to improving student outcomes. Accordingly, in 2005 the state Legislature directed the Board to create a system of accountability to improve student achievement. A committee of the Board began work with a review of findings from other states and the A+ Commission. The committee presented its recommendations at the September 2007 Board meeting, laying out three concepts for consideration:

- Clear, appropriate indicators and measurements to monitor progress of the education system.
- A continuous improvement assistance program for all Washington schools and districts.
- Criteria to identify schools and districts in which students are successful, need assistance, or consistently fail to meet state standards; and proposals to create targeted state/local partnerships to help improve student achievement.

The Board is currently studying the policy barriers to student achievement and options for state/local partnerships to support chronically underperforming schools, “priority schools.” The Board plans to adopt its recommendations in September 2008 and propose them to the legislature in 2009.

Mission, Goals and Indicators

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

To accomplish that mission, the Board has set itself three goals. These three goals are outcome-oriented and framed in terms related to students. They define the three major areas on which the Board will focus as it sets policy and carries out its oversight role. For each goal, we have an indicator for which we have current data and trends at the state level.

GOAL 1:

Improve achievement for all students

INDICATOR:

Percent of students meeting assessment targets by subject, grade and population segment

This goal affirms the Board's commitment to set policy and standards that will be effective in increasing student mastery of critical subjects. In particular, the Board is committed to setting policies that will address discrepancies in learning between student populations. In addition, standards which students will be expected to achieve will be set at a level consistent with the skills required by employers and institutions of post-secondary learning.

GOAL 2:

Improve graduation rates

INDICATOR:

Percent of students graduating using extended time by population

It is not enough to improve achievement in specific subject areas. We also must see a major improvement in the percentage of students who graduate from high school. Board policies and influence will also be aimed at supporting students in accumulating the necessary credits for graduation over the course of high school. This is a new goal for the Board and will drive much new work and strategy development in the years ahead.

GOAL 3:

Improve student preparation for post-secondary education and the 21st century world of work and citizenship

INDICATOR:

Percent of students enrolled in post-secondary institutions or industry certification programs

Students must not only master the subjects but they must also be able to apply the skills and knowledge gained. Board policies will ensure that schools support the delivery of course material with opportunities for students to integrate academic learning with opportunities to apply that learning and explore pathways for work and learning beyond high school.

Strategies

There are four strategies that are foundational to achieving the Board goals.

STRATEGY 1:

Advocate for the creation of a strategic compact among SBE, OSPI, PESB, local school districts and other key stakeholders to forge a system approach to achieve the goals.

This is a cornerstone among the foundational strategies. The Board alone can do little to improve student success. The policies it sets must be operationalized by many others at the state and local level. The Board will seek and welcome opportunities to partner with others who can influence the direction of K-12.

STRATEGY 2:

Implement a clear, workable statewide accountability system with shared responsibility between the state and local school districts that fosters a learning culture, helps assess progress and informs policy-making.

Like the compact, this strategy is absolutely essential to improving K-12 outcomes. An effective accountability system is one that provides the information and data that allows managers and decision-makers to determine if things are improving, declining or staying the same for effect. An accountability system ensures that the feedback loop is closed and that appropriate incentives and support exist to produce and reinforce improvement. In collaboration with others, the Board intends to strengthen the data collection and review system to identify schools and districts that are effective, as well as those in which

improvement is needed, and then to designate the authority and a process for ensuring that schools and districts take the necessary steps to improve.

STRATEGY 3:

Develop a comprehensive data system to inform management and instructional decisions.

The Board began work on a statewide performance accountability system during BY 2007-08, and expects to complete its research and recommendations in the fall of 2008. This will allow it to prepare its recommended budget request and suggested law changes by September 2008, and to inform the work of the joint Basic Education Funding Task Force.

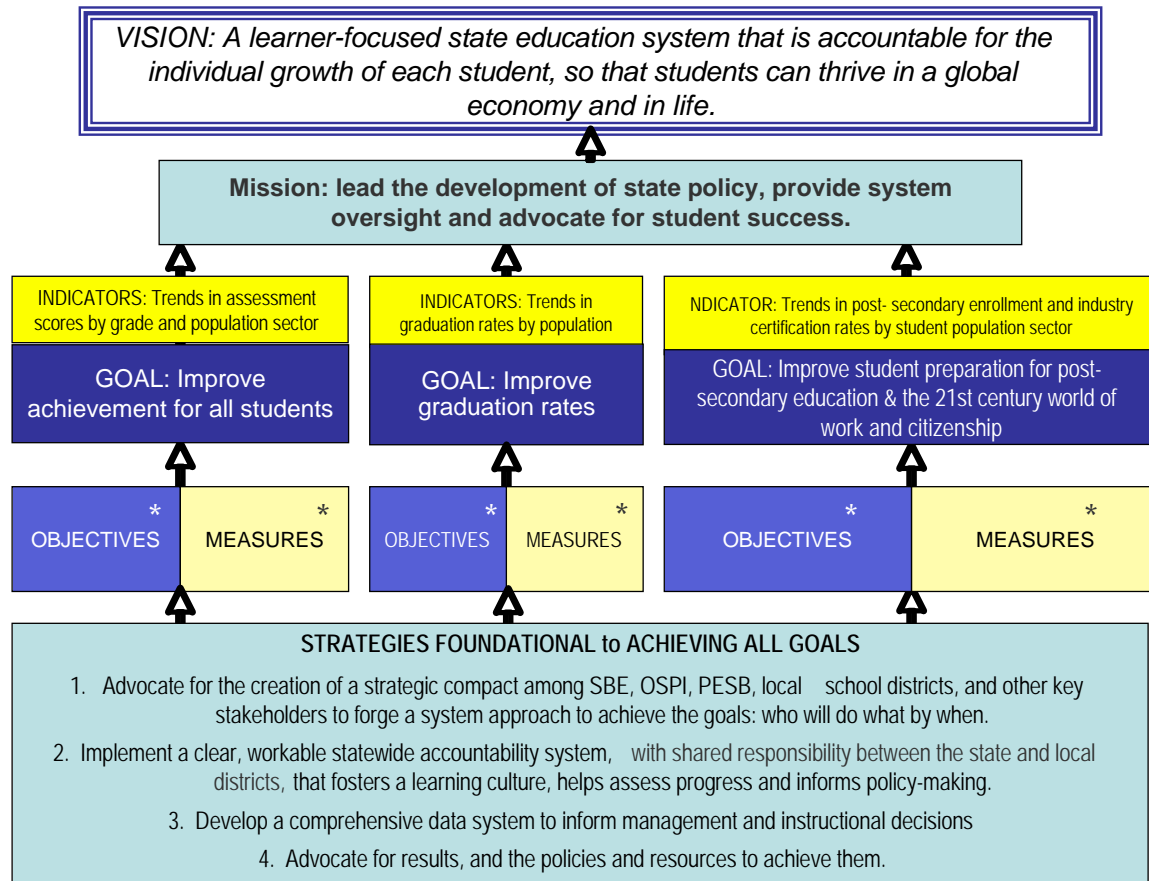
An accountability system is predicated on the existence of credible, timely and accessible data. While the high-level indicators of success are generally agreed on, the data to track progress at the 'objective' level is not always of good quality. Significant gaps in availability and in access also exist. The Board will advocate for the development within the system of a shared base of data on which to base decisions.

STRATEGY 4:

Advocate for results, and policies and resources to achieve them.

In developing policies to advance its goals, the Board will focus on practices that are – based on the evidence – most likely to ensure positive results in student outcomes and then advocate for the adoption of these practices in graduation requirements, curriculum, teacher preparation and other aspects of quality education. The Board will also use its influence to advocate for the resources necessary to operationalize its policies, and is working closely with the Basic Education Funding Task Force toward that end.

The linkage between the Board’s mission, goals, objectives, strategies and indicators, and its vision for K-12 is illustrated by the following graphic:



* Note: The Board will be completing work in the next several months to develop relevant performance baselines and targets.

Internal Capacity and Financial Health

The Board has a challenging mission, to be accomplished with a staff of six and a biennial budget of \$1,895,000. The Board relies on the Office of the Superintendent of Public Instruction for virtually all of its administrative and fiscal support, allowing it to focus on its policy role. Although the Board’s fiscal position is sound, its small budget requires that it seeks all possible opportunities to partner with others to achieve its goals.

Appendix A: RCW 28A.305.130 Powers and duties – Purpose

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

(1) Hold regularly scheduled meetings at such time and place within the state as the board shall determine and may hold such special meetings as may be deemed necessary for the transaction of public business;

(2) Form committees as necessary to effectively and efficiently conduct the work of the board;

(3) Seek advice from the public and interested parties regarding the work of the board;

(4) For purposes of statewide accountability:

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

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

(c) Adopt objective, systematic criteria to identify successful schools and school districts and recommend to the superintendent of public instruction schools and districts to be recognized for two types of accomplishments, student achievement and improvements in student achievement. Recognition for improvements in student achievement shall include consideration of one or more of the following accomplishments:

(i) An increase in the percent of students meeting standards. The level of achievement required for

recognition may be based on the achievement goals established by the legislature and by the board under (a) of this subsection;

(ii) Positive progress on an improvement index that measures improvement in all levels of the assessment; and

(iii) Improvements despite challenges such as high levels of mobility, poverty, English as a second language learners, and large numbers of students in special populations as measured by either the percent of students meeting the standard, or the improvement index. When determining the baseline year or years for recognizing individual schools, the board may use the assessment results from the initial years the assessments were administered, if doing so with individual schools would be appropriate;

(d) Adopt objective, systematic criteria to identify schools and school districts in need of assistance and those in which significant numbers of students persistently fail to meet state standards. In its deliberations, the board shall consider the use of all statewide mandated criterion-referenced and norm-referenced standardized tests;

(e) Identify schools and school districts in which state intervention measures will be needed and a range of appropriate intervention strategies after the legislature has authorized a set of intervention strategies. After the legislature has authorized a set of intervention strategies, at the request of the board, the superintendent shall intervene in the school or school district and take corrective actions. This chapter does not provide additional authority for the board or the superintendent of public instruction to intervene in a school or school district;

(f) Identify performance incentive systems that have improved or have the potential to improve student achievement;

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

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

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

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

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

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

SBE Work Plan 2009-10 Updated March 2010

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.

The Board has three overarching goals, to:

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

Board Priorities for 2009-2010:

- Complete work on Core 24 ITF issues, including a phase-in of the high school graduation requirements.
- Refine SBE Accountability framework, including legislation for required action for districts with low performing schools.
- Track work under HB 2261 Education Reform implementation: Quality Education Council, Data Governance, Finance and other groups as needed.
- Provide staff support for Race to the Top application (Chair of SBE is one of the co-signers).
- Understand OSPI plans for assessment work and prepare for SBE role in cut scores of new tests in math and science.
- Ensure that achievement gap and drop out issues are part of Accountability work.

- Create a new waiver process for the 180 day waivers.
- Begin examination of Quality Teaching issues (joint meetings with PESB and focused strategy session on what our role will be).

Measurable Outcomes for Priorities:

- Board creates final high school graduation requirements for public review (complete September 2010).
- Board obtains legislation to enact Required Action for districts with low performing schools (complete March 2010).
- Board implements joint recognition program with OSPI for schools based on SBE Accountability Index (complete March 2010).
- Board with OSPI and Governor complete grant application (and win!) for Race to the Top from US Dept of Education (complete June 2010).
- Board develops new waiver process for 180 day waivers (complete March 2010).

**SBE Work Plan by Month for 2009-10
October 2009- February 2010 (Part One)**

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
Major Themes	<p style="text-align: center;">Education Reform</p> <p style="text-align: center;">Meaningful High School Diploma (MHSD) and Core graduation requirements: Preparing for the Class of 2013 and Beyond</p> <p style="text-align: center;">System performance accountability (SPA)</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">Quality Teaching</p> <p style="text-align: center;">180 Day Waivers Revision</p>				
Board Meetings		<p>Board agenda items for November 12-13 meeting:</p> <ul style="list-style-type: none"> - Review and adopt report to legislature on Accountability Framework (Index, Voluntary Action and Required Action) - Review and discuss CORE 24 ITF recommendations - Examine getting ready for the Class of 2013 (math and science) - Discuss legislative strategy - BERC findings for transcripts and post high 		<p>Board agenda items for January 13-14 meeting:</p> <ul style="list-style-type: none"> - Preview of 2010 Legislative Session and potential visit with legislators - Complete Required Action proposed legislation - Presentation on NBCT mobility study - Draft revisions to current 180 day waiver process - Review new 180 day waiver rule policy draft 	

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
Sessions, Public Outreach, and Meetings	<p>Present to WSSDA leg Assembly September 25</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"> - Core 24 September 28 - SPA October 13 (finish discussion on Voluntary and Required Action) 	<p>school review</p> <ul style="list-style-type: none"> - Joint meeting with PESB focus on HB 2261 and Race to the Top “Education Reform Issues” (data, common core standards, quality teaching) <p>Presentation from National Council on Teaching Quality</p> <p>Present at WSSDA annual conference November 20</p> <p>Work Session on CORE 24 ITF November 2</p>	<p>Brief QEC on Core 24</p>		<p>SPA work session in February (discuss RTTT proposals, college and career ready indicators)</p> <p>Core 24 ITF work session in February</p>

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
Staff Follow up	<ul style="list-style-type: none"> - Executive Committee face to face with AWSP, WASA, and WSSDA Mid October - Executive Committee meeting with SPI (September would be preferable) - Work with Core 24 implementation task force - Work on refinements for Accountability Framework with emphasis on voluntary and required action pieces - Outreach to Stakeholders on Accountability proposals - Work with PESB on plans for November meeting - Work on revised 180 day waiver process - Work with Governor, OSPI and others on Race to the Top - Monitor HB 2261 	<ul style="list-style-type: none"> - Work with CORE 24 implementation task force - Work on refinements for Accountability Framework with emphasis on voluntary and required action pieces - Outreach to Stakeholders on Accountability proposals - Work with PESB on plans for November meeting - Work on revised 180 day waiver process - Work with Governor, OSPI and others on Race to the Top - Monitor HB 2261 and QEC work - Conduct SBE rule revisions 	<ul style="list-style-type: none"> - Prepare for legislative session - Work on revised 180 day waiver process - Work with Governor, OSPI and others on Race to the Top - Monitor HB 2261 and QEC work - Examine rule revisions 	<ul style="list-style-type: none"> - Work on SBE and other education legislative agendas - Begin work with OSPI and Feds on new accountability index - Work on SBE and other education legislative agendas - Examine how accountability framework can integrate prototype schools (legislative requirement, no deadline under HB 2261) - Conduct SBE rule revisions 	

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
Reports/Studies due	and QEC work - Conduct SBE rule revisions	- BERC Transcript Study?	- Accountability Framework Report due to legislature December 1, 2009		
Board Key decisions due		- Approve Required Action Legislative Proposal - Approve revised index for proposal to Feds		Determine how to begin processes for revising SBE strategic plan (due June) and July Board retreat Determine how to examine	
Current contracts	Accountability - Pete Bylsma: accountability Graphic Support: - BERK & Assoc. Transcript study: - BERC Group National Board Certified Teachers Mobility and Retention Study: ? -	Accountability - Pete Bylsma: accountability Graphic Support: - BERK & Assoc. Transcript study: - BERC Group National Board Certified Teachers Mobility and Retention Study: ?	Accountability - Pete Bylsma: accountability Graphic Support: - BERK & Assoc. Transcript study: - BERC Group National Board Certified Teachers Mobility and Retention Study: ?		
On Radar Screen	<ul style="list-style-type: none"> - NCLB reauthorization - Monitor QEC work - Getting ready for Class of 2013 (math and science) - Common core standards and curriculum 				

Topic Areas	October 2009	November 2009	December 2009	January 2010	February 2010
	<ul style="list-style-type: none"> - Data issues - Alternative Education Policies - Online Policies - Achievement Gap issues - ELL - SBE Rules review 				

**December Updated Work Plan by Month for 2009-10
March-September 2010 (Part Two)**

Topic Areas	March/April 2010	May/June 2010	July 2010	August 2010	September 2010
Major Themes	<p style="text-align: center;">Education Reform</p> <p style="text-align: center;">Meaningful High School Diploma (MHSD) and CORE graduation requirements: Preparing for the Class of 2013 and Beyond</p> <p style="text-align: center;">System performance accountability (SPA)</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">Quality Teaching</p> <p style="text-align: center;">Waivers</p>				
Board meetings	<p>Potential Board agenda items for March meeting:</p> <ul style="list-style-type: none"> -Elect new members to executive committee (chair, vice chair, 2 at large members) Past chair position will be filled by Mary Jean - Receive SPA Update (voluntary action for low achieving schools, college and career ready indicators, recognition program) - Receive CORE 24 ITF 	<p>Potential Board agenda items for May meeting:</p> <ul style="list-style-type: none"> - Review standard setting process for math assessments grades 3-8 -Discuss on amendments to CORE 24 and other graduation requirements -Discuss draft strategic plan -Give awards to 	<p>Potential Board agenda items for July meeting:</p> <p>Retreat- one and a half days Strategic Plan and reflection on Board work</p> <p>Finish discussion on Core 24 and graduation requirements</p> <p>Review final NBCT study</p>	<p>Special meeting August 10</p> <ul style="list-style-type: none"> - Adopt math cut scores for grades 3-8 	<p>Potential Board agenda items for Sept meeting:</p> <ul style="list-style-type: none"> -Assessment update -Work plan --Draft new school and district improvement plan rule -Review legislative and budget proposals Adoption of work plan for 2008-09

Topic Areas	March/April 2010	May/June 2010	July 2010	August 2010	September 2010
Board Work Sessions, Public Outreach, and Meetings	report -Legislative session Update - Receive RTTT update - Begin strategic planning process - -Adopt new 180 day waiver rule policy -April 13 SPA work session -April 29 Strategic Planning session	students for arts video contest recognition - May 5 Joint OSPI/SBE Recognition of schools - June 8 SPA work session			Public outreach on grad requirements
Staff Follow up	Continue CORE 24 and SPA work Work with Feds on NCLB reauthorization Conduct SBE rules review Hire research director Coordinate with OSPI and Gov's office RTTT efforts	Continue CORE 24 and SPA work Coordinate with OSPI and Gov's office RTTT efforts Orient new student board member	Continue Core 24 and SPA work	Continue Core 24 and SPA work	Continue Core 24 and SPA work
Reports/Studies /Other Requirements Due Board		Approve SBE draft	Approve SBE annual	Adopt math cut	Approve work plan and

Topic Areas	March/April 2010	May/June 2010	July 2010	August 2010	September 2010
decisions due		Strategic Plan (due to OFM Mid June)	budget and final SBE strategic plan	scores for grades 3-8	communications plan
Current contracts	Hire Berk and Associates for Strategic Planning	- Completion of NBCT incentives study by CSTP			Finalize legislative and budget requests for 2011-13 biennium
Other Board potential issues	<ul style="list-style-type: none"> -NCLB reauthorization - Monitor QEC and Achievement Gap and Oversight Committee --Getting ready for Class of 2013 (math and science) -Common core standards and curriculum -Data issues -Alternative Education Policies -Online Policies --Achievement Gap issues -ELL -SBE Rules review 				