

October 27, 2010

Dear Board Members:

Es Salaam Alayeekum! (Peace be with you!) I am still shaking the sand out of my pockets from the Sahara Desert and remembering the evenings spent gazing at zillions of stars. The trip was a good reminder of how different life is in the U.S. I encountered children playing for hours with marbles in the streets, women carrying large bundles of sticks on their backs, and men playing checkers with camel droppings and sticks. I visited an elementary school class of 3rd graders up in the mountains. The students were doing their French lessons. While they all had books, the classroom was very rudimentary- no heat, no technology, wooden desks with two kids to a bench, and a blackboard with chalk. Every time the teacher posed a question, the students shot their hands in the air -- pointing one finger and calling out "Mr. Teacher!" When they answered a question they jumped up and shouted out their response with enthusiasm.

Thanks to our great staff for holding down the fort here in Olympia while I was gone. Ashley has been responding to many physical education teachers' emails about the status of health and fitness in the new graduation requirements. It may be the most emails we have ever received. I am sure many fitness teachers will come to our board meeting. Aaron revised the SBE web site to match it up with our new strategic plan. Aaron and Kathe have continued to work hard on communicating the SBE provisional graduation requirements and background materials. Thanks to all of you for going out and sharing with groups too! We have our online survey up and working. Kathe also attended a college readiness conference sponsored by the HECB. Sarah has developed another great case study on one of our 2009 Overall Excellence Awards schools- this time it is Mercer Middle School in Seattle. She has also provided a research brief on "Helping Students Navigate the Path to College: What High Schools Can Do". These pieces were sent out in our October newsletter and will be in your FYI folders. This is part of our effort to focus on success in schools and information on what works for student achievement. Brad is busy preparing rules and gearing up for the legislative session. He attended the Race and Pedagogy National Conference in Tacoma. Loy is trying to keep track of all of us and get the Board packet ready. Bernal served on a panel for a conference titled "Revolutionizing the Education Reform Debate." Colleen had her mastectomy surgery and is doing really well. Randy also is recovering nicely from double knee surgery. Connie, we continue to hold you in our thoughts after the loss of your husband.

Politics is in the air and on the air waves! By our Board meeting we will know at least the winners and losers, but probably not the details of the policy and budget legislative committees, as there will no doubt be some reshuffling post elections.

Meetings. There are always lots of them. Jeff and I joined the Steering Committee with the Governor, Randy, and Stephen Rushing from the PESB and respective staff on Wednesday, October 27. The meeting went quite well. The Governor seemed very positive about moving forward with the education plan. She also reminded us that there was NO money for the upcoming biennium. We had another HECB/SBE executive teams meeting via phone. The HECB is poised to make the changes to their minimum graduation requirements to add an additional credit of science;

Jeff Vincent, *Chair* • Dr. Steve Dal Porto, *Vice Chair* • Randy Dorn, *Superintendent of Public Instruction*
Dr. Bernal Baca • Amy Bragdon • Warren T. Smith Sr. • Connie Fletcher • Dr. Sheila Fox • Phyllis Bunker Frank • Jared Costanzo
Bob Hughes • Eric Liu • Dr. Kristina Mayer • John C. "Jack" Schuster • Anna Laura Kastama • Mary Jean Ryan • Edie Harding, *Executive Director*
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recommending high school students take a course of study that matches the revised SBE requirements; and place an emphasis on competencies rather than defined seat time. They are also interested in working with us and the SBCTC to promote a common message to the legislature about the importance of education and creating a pipeline that prepares our kids for postsecondary education.

Bunker and Bernal are back from NASBE's national meeting in Salt Lake City and will have a report for you in your FYI folders. We will be at the New Market Skills Center in Tumwater for our November meeting and will have our second annual joint meeting with the PESB. Have you all watched Waiting for Superman yet?

Tuesday, November 9

Consent Agenda

- **Approval of Minutes from the September 15-16 Meeting (*Action Item*)**
- **State Board of Education Strategic Plan 2010-14 (*Action Item*)**
- **Private Schools (*Action Item*)**

Woops! In the excitement of adopting the graduation requirements, I forgot to have you approve the Strategic Plan at our September meeting. We do not plan on having additional copies at the meeting, so please refer to your September packet hard copy, online or the short hand version on the SBE data dashboard.

SBE Data Dashboard on Strategic Plan

Aaron has taken the Strategic Plan and developed a terrific dashboard to measure our progress. We will walk you through the dashboard and answer any questions you have. Jeff has asked us to do this at the beginning of each meeting.

OSPI Fiscal Analysis of SBE Graduation Requirements

OSPI is required to do a fiscal analysis of our graduation requirements. Shawn Lewis, Assistant Superintendent of Budget for OSPI is still working on this, but we will send his analysis to you before the Board meeting. We want him to be very clear about what the increased costs are from our graduation requirements, to ensure SBE is not footing the entire bill for the underfunding of the K-12 system, and to show the items that have no cost impact. As a reminder, under HB 2261, the Legislature has the opportunity to act on SBE changes to the high school graduation requirements before the SBE adopts its administrative rule. Changes that have a fiscal impact on school districts will have a fiscal analysis conducted by the Office of Superintendent of Public Instruction (OSPI). Graduation requirements that have a fiscal impact change shall take effect only if formally authorized and funded by the Legislature. SBE is committed to no additional, unfunded mandates, and will develop its administrative rule based upon Legislative action in 2011.

Graduation Requirements Part I: Survey Feedback, Culminating Project, Credit Framework, and High School and Beyond Plan Discussion

Kathe will present the feedback from the survey for the grad requirements. We have had over 4,000 responses, mostly from teachers and community members, so far. She will also provide you with the recommendations for potential changes to the culminating project and high school and beyond plan. There are four more clarifying issues for you to discuss on the credit framework: 1) what is the process for automatic enrollment; 2) should we retain the current concepts of health and fitness in the rule language; 3) what classes can be waived for the two required credits – mandatory classes

and/or student choice classes; and 4) do we want to require a quantitative class for the senior year. We will have a draft resolution for you to review and make changes based on your discussion for your final approval on Wednesday during the business section. We will then refer to this resolution as we proceed in developing legislation for our graduation requirements during the 2011 session.

Technical Fixes for SBE Rules Public Hearing on Final Rule

Based on changes in statutes we are cleaning up our rules to reflect the correct revised code of Washington citations.

Required Action District (RAD) Public Hearing on Final Rule

You reviewed the draft RAD rule at the September meeting and made no changes. Now we will have the public hearing and prepare for the adoption of the final rule.

Lunch and Honoring of Representative Dave Quall

This is a special time to recognize a long time champion of education- Coach Quall who has served in the legislature since 1993. He is one true gentleman. He has been a strong supporter of Running Start and charter schools in the legislature as well as being involved in the original education reform bill in 1993. He is a former counselor and coach from Mt. Vernon high school. We will have a certificate and Jeff will say a few words.

Joint Meeting with the Professional Educator Standards Board (PESB)

We have developed a joint agenda to provide some interesting topics of mutual interest for review and discussion including:

- **Results of SBE Study of Pay Incentive for National Board Certified Teachers to Teach in High-Need Schools**
 - Discussion on study's potential policy options and future lines of inquiry by members of boards
- **Improving Educator Workforce Development and Local Staffing Practices**
 - Developing Human Capital in Schools and Districts
 - How Can the PESB and the SBE jointly support change and improvement
- **State Education Draft Plan Goals: PESB/SBE Strategic Plan Related Objectives**
- **Issues for Joint Advocacy During 2011 Legislative Session**

Adjourn for Dinner with PESB Members at Mercato's

Wednesday, November 10

Graduation Requirements at Chiawana High School

We start bright and early at 8:00 a.m. Jared Costanzo, our newest student board member, will present information he has gained by interviewing staff at Chiawana High School on the SBE Graduation Requirements. This is part of our efforts to formalize student presentations at each Board meeting.

Graduation Requirements Part III: Survey Feedback, Culminating Project, Credit Framework, and High School and Beyond Plan Discussion

More time for you to deliberate on how you want to finalize the graduation requirements package.

Science Strategies/Plans: Next Steps

OSPI has just hired a new science director, Ellen Ebert. OSPI is working on a comprehensive strategy and plan for science similar to what they did for math.

Lunch and Executive Session on Follow Up to Executive Director Evaluation

Jeff and Steve will close the feedback loop with you on my evaluation.

OSPI Math and Science High School End of Course Assessments for Graduation Discussion

OSPI will discuss its plans for math and science assessments for graduation. They are proposing that students take only one math end of course assessment for high school graduation (Algebra I or Geometry). OSPI would also like to delay meeting the science standard for high school graduation until 2017. This will be Joe Willhoff's last meeting with us as the Assistant Superintendent for Assessment at OSPI. He has done a fabulous job working on the state wide assessments since the days of the Commission on Student Learning that was in charge of implementing HB 1209, the education reform bill in 1993. We will give him a certificate of appreciation.

State Education Plan

This will be your opportunity to comment and give your thoughts on the priorities of the strategies and end results of the draft state education plan. Staff to the Steering Committee is meeting with stakeholders in November to get their feedback. The education plan will be revised to reflect the priorities. The discussion at the Steering Committee was to introduce some legislation to codify the plan. Action steps, measures, and timelines will then be provided to implement the plan. How this will all move forward, who will be responsible and what the resources are to carry this out are yet to be determined. Please read the plan and strategies carefully in preparation for your discussion at the meeting. We will ask each of you to fill out the feedback form at the meeting.

Business Items

Time to make some decisions!

- High School Graduation Requirements Resolution (**Action Item**)
- Required Action District Final Rule (**Action Item**)
- Technical Fixes for SBE Rules Final Rule (**Action Item**)
- State Board of Education Calendar for 2012 and 2013 (**Action Item**)

Board Liaison and Stakeholder Meeting Protocol

You have the latest list of board liaisons to different boards and groups. We asked you to review this and heard back from two board members, so unless we hear differently we assume you are fine with the list. I think it is important that we have these liaisons. This liaison role is not a typical function for

board members on state level boards. I believe the SBE budget should support your travel to these groups when it is necessary for you to attend in person. Our budget is tight, and your efforts to conserve our limited resources are appreciated. There are many great ways to stay in touch with your groups: reading the minutes, talking to their staff, and calling in when available. As always, it is important when you are attending these meetings that you represent the Board, not yourself. Consistency in messaging the Board's actions is very important. We are always happy to prepare talking points and materials for you.

Many of us will be attending the annual state conference at WSSDA in Spokane on November 18-20. Kathe and I will be giving presentations. Please come to our sessions. Jeff will give a short talk. We will have materials for you to share and discuss what the Board is doing with the large number of school board members and their staff who attend. It is a great opportunity for us to pick up the pulse from many local districts.

Cheers!

November 9-10, 2010

AGENDA

Tuesday, November 9

8:30 a.m. Call to Order

Pledge of Allegiance

Welcome by Mr. Joe Kinnerk, Executive Director, New Market Skills Center

Agenda Overview

Consent Agenda

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

- **Approval of Minutes from the September 15-16 Meeting (*Action Item*)**
- **State Board of Education Strategic Plan 2010-14 (*Action Item*)**
- **Private Schools (*Action Item*)**

8:45 a.m. SBE Data Dashboard on Strategic Plan

Ms. Edie Harding, Executive Director

Mr. Aaron Wyatt, Communications Manager

Board discussion

9:15 a.m. OSPI Fiscal Analysis of SBE Graduation Requirements

Mr. Shawn Lewis, Assistant Superintendent, OSPI

Board discussion

Graduation Requirements Part I: Survey Feedback, Culminating Project, Credit Framework, and High School and Beyond Plan Discussion

Dr. Kathe Taylor, Policy Director

Ms. Sarah Rich, Research Director

Board discussion

- 10:30a.m. Break**
- 10:45 a.m. Graduation Requirements Part II: Survey Feedback, Culminating Project, Credit Framework, and High School and Beyond Plan Discussion**
Dr. Kathe Taylor, Policy Director
- Board discussion
- 11:35 a.m. Technical Fixes for SBE Rules Public Hearing on Final Rule**
Mr. Brad Burnham, Legislative and Policy Specialist
- 11:40 a.m. Required Action District Public Hearing on Final Rule**
Ms. Edie Harding, Executive Director
- 11:50 p.m. Public Comment**
Note: All comments should be provided in writing to the Executive Assistant. Comments can be submitted at the meeting or by email to loy.mccolm@k12.wa.us.
- 12:30 p.m. Lunch and Honoring of Representative Dave Quall**
- 1:30 p.m. Joint Meeting with the Professional Educator Standards Board (PESB)**
- 1:30 p.m. **Results of Study of Pay Incentive for National Board Certified Teachers to Teach in High-Need Schools**
 - Ms. Jeanne Harmon, Center for Strengthening the Teaching Profession
Dr. Marge Plecki, University of Washington
 - Discussion on study's potential policy options and future lines of inquiry by members of boards
 - 2:15 p.m. **Improving Educator Workforce Development and Local Staffing Practices**
 - Developing Human Capital in Schools and Districts
Dr. Marge Plecki, University of Washington
 - New State-level Initiatives in Washington
Ms. Jennifer Wallace, PESB
 - How Can the PESB and the SBE jointly support change and improvement
 - 3:15 p.m. **Break**
 - 3:30 p.m. **State Education Draft Plan Goals: PESB/SBE Strategic Plan Related Objectives**
 - 4:30 p.m. **Issues for Joint Advocacy During 2011 Legislative Session**

5:00 p.m. Adjourn for Dinner with PESB Members

Wednesday, November 10

8:00 a.m. Graduation Requirements at Chiawana High School

Mr. Jared Costanzo, Student Board Member

8:15 a.m. Graduation Requirements Part III: Survey Feedback, Culminating Project, Credit Framework, and High School and Beyond Plan Discussion

Dr. Kathe Taylor, Policy Director

Board Discussion

10:15 a.m. Break

10:30 a.m. Science Strategies/Plans: Next Steps

Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI

Ms. Ellen Ebert, Science Director, OSPI

Ms. Gilda Wheeler, Program Supervisor, Environmental and Sustainability Education, OSPI

Scott Munro, Principal, Hearthwood Elementary

Kari McArthur, 5th Grade Teacher, Hearthwood Elementary

11:15 a.m. Public Comment

Note: All comments should be provided in writing to the Executive Assistant.

Comments can be submitted at the meeting or by email to

loy.mccolm@k12.wa.us.

12:00 p.m. Lunch and Executive Session on Follow Up to Executive Director Evaluation

Building B "Fishbowl"

1:00 p.m. OSPI Math and Science High School End of Course Assessments for Graduation Discussion

Dr. Joe Willhoft, Assistant Superintendent for Assessment, OSPI

Dr. Alan Burke, Deputy Superintendent, OSPI

2:15 p.m. Break

2:30 p.m. State Education Plan

Ms. Edie Harding, Executive Director

Ms. Sarah Rich, Research Director

Board discussion

3:15 p.m. Public Comment

Note: All comments should be provided in writing to the Executive Assistant. Comments can be submitted at the meeting or by email to loy.mccolm@k12.wa.us.

3:45 p.m. Business Items

- High School Graduation Requirements Resolution (*Action Item*)
- Required Action District Final Rule (*Action Item*)
- Technical Fixes for SBE Rules Final Rule (*Action Item*)
- State Board of Education Calendar for 2012 and 2013 (*Action Item*)

4:20 p.m. Board Liaison and Stakeholder Meeting Protocol

Board discussion

4:40 p.m. Reflections and Next Steps

5:00 p.m. Adjourn

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STRATEGIC PLAN DASHBOARD

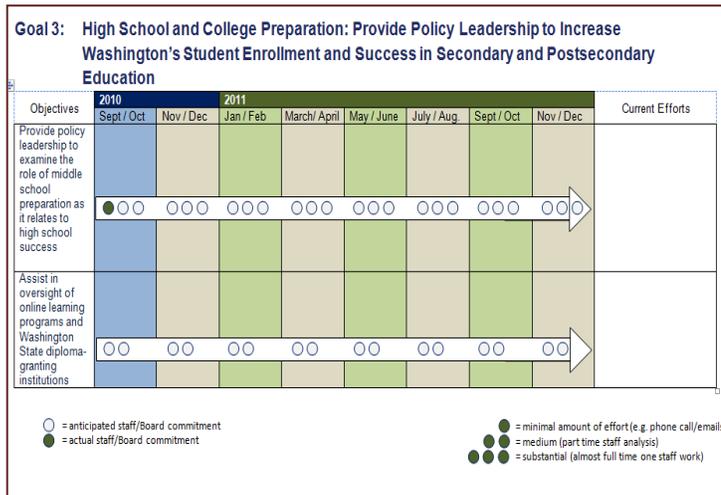
BACKGROUND

In September 2010, SBE approved the [Strategic Plan](#). To ensure that this plan continues to guide SBE work, staff created the strategic plan dashboard.

SUMMARY

The strategic plan dashboard has several components:

Part One: Goal overview and progress bar



In the example left, goal 3, row 1 shows anticipated staff commitment ○○○ and the actual staff commitment ●○○ for September/October. The far right column, Current Efforts, provides notes describing work conducted during the current, two-month period.

Key	
Top Blue	Primary goal
Left Column	Primary objectives for the goal
Colored Columns	Time progression for 2010-2011
Rows	Progress in meeting goals in two-month periods. The rows show anticipated staff commitment and actual staff commitment.
Bottom	Key. The numbers of circles in each month are representative of the anticipated staff commitment as set forth in the strategic plan.

Part Two: Objectives / Products / Results

The second page describes our specific objectives and our anticipated products and results. The progress is represented by ▲▲▲, with the number of triangles filled in reflecting the following:

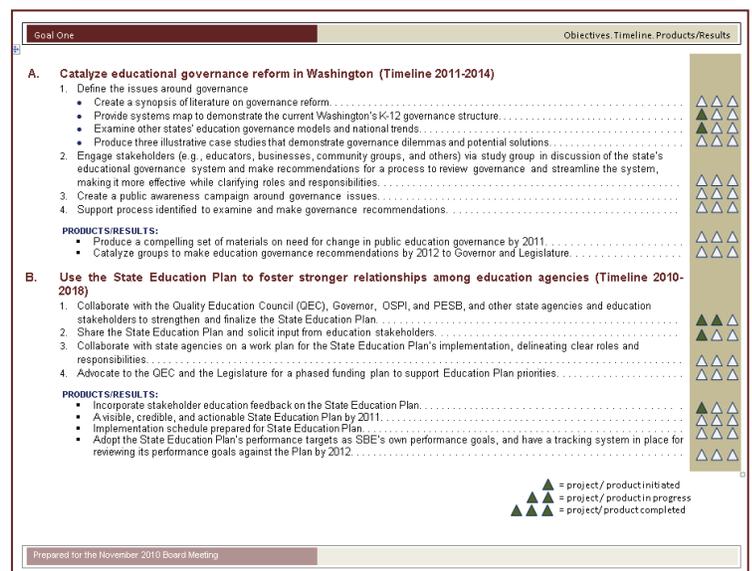
- ▲ = project/ product initiated
- ▲▲ = project/ product in progress
- ▲▲▲ = project/ product completed

POLICY CONSIDERATION

None

EXPECTED ACTION

None



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

Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Catalyze education governance reform in Washington									Correspondence ⁱ
	● ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Use the State Education Plan to foster stronger relationships among education agencies									Collaboration ⁱⁱ
	● ●	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	

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

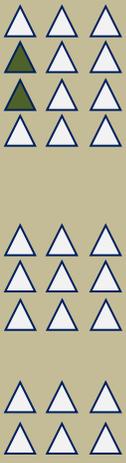
● = minimal amount of effort (e.g. phone call/emails)
 ● ● = medium (part time staff analysis)
 ● ● ● = substantial (almost full time one staff work)

A. Catalyze educational governance reform in Washington (Timeline 2011-2014)

1. Define the issues around governance
 - Create a synopsis of literature on governance reform.
 - Provide systems map to demonstrate the current Washington’s K-12 governance structure.
 - Examine other states’ education governance models and national trends.
 - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions.
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state’s educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities.
3. Create a public awareness campaign around governance issues.
4. Support process identified to examine and make governance recommendations.

PRODUCTS/RESULTS:

- Produce a compelling set of materials on need for change in public education governance by 2011.
- Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature.

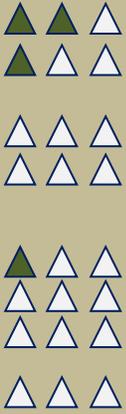


B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan.
2. Share the State Education Plan and solicit input from education stakeholders.
3. Collaborate with state agencies on a work plan for the State Education Plan’s implementation, delineating clear roles and responsibilities.
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities.

PRODUCTS/RESULTS:

- Incorporate stakeholder education feedback on the State Education Plan.
- A visible, credible, and actionable State Education Plan by 2011.
- Implementation schedule prepared for State Education Plan.
- Adopt the State Education Plan’s performance targets as SBE’s own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012.



= project / product initiated
 = project / product in progress
 = project/ product completed

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

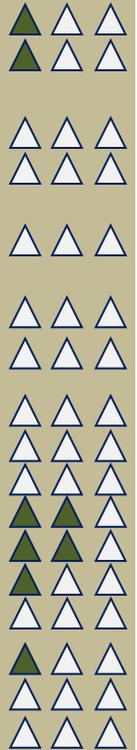
Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students of poverty, and English Language learners									Products ⁱⁱⁱ Presentations ^{iv}
	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Advocate for high quality early learning experiences for all children along the K-3 grade educational continuum									
	○	○	○	○	○	○	○	○	

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

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

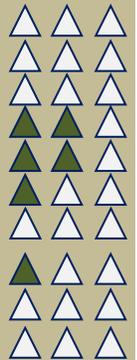
A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners (2010-2014)

1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap.
2. Together with OSPI, implement the Required Action process for lowest achieving schools.
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index.
4. Work with stakeholders to assess the school improvement planning rules.
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed.
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE.



PRODUCTS/RESULTS:

- Use data to turn the spotlight on schools that are closing the achievement gap.
- Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011.
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012.
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program.
- Create district and state level data on SBE Accountability Index.
- Work with stakeholders on creating performance measures on college and career readiness.
- Revise school improvement plan rules.
- Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal #3.
- Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions.
- Incorporate stakeholders' perspectives on their educational experiences in SBE decisions.



B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum (2010-2018)

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



PRODUCTS/RESULTS:

- SBE will support bills that increase access to high quality early learning experiences.
- Create case studies of schools that succeed in closing academic achievement gaps in grades K-3.



 = project / product initiated
  = project / product in progress
   = project/ product completed

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Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide leadership for state-prescribed graduation requirements that prepare students for postsecondary education, the 21 st century world of work, and citizenship									Presentations ^v
	●●●	○○○	○○○	○○○	○○○	○○○	○○○	○○○	
Create a statewide advocacy strategy to increase postsecondary attainment									Meetings ^{vi} Products ^{vii}
	●○	○○	○○	○○	○○	○○	○○	○○	

○ = anticipated staff/Board commitment
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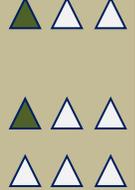
A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship (2010-2018)

1. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements.
2. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials.
3. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies.



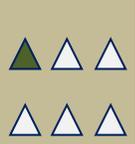
PRODUCTS/RESULTS:

- Adopt new rules and related policies for the revised graduation requirements by 2011-12.
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support.
- Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter.



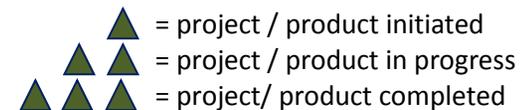
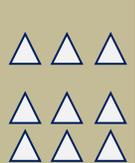
B. Create a statewide advocacy strategy to increase post-secondary attainment (2010-2014)

1. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies.
2. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education.



PRODUCTS/RESULTS:

- Develop a "road map" of state strategies for improving Washington students' chance for participation and success in post-secondary education; document progress annually.
- Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal #2.
- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs.



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Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide policy leadership to examine the role of middle school preparation as it relates to high school success									
Assist in oversight of online learning programs and Washington State diploma-granting institutions									

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

● = minimal amount of effort (e.g. phone call/emails)
 ●● = medium (part time staff analysis)
 ●●● = substantial (almost full time one staff work)

C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success (2011-2013)

- 1. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a high school and beyond planning process in middle school.
- 2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school.



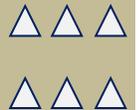
PRODUCTS/RESULTS:

- Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require.
- Develop middle school policy recommendations to SBE via advisory group by 2012.



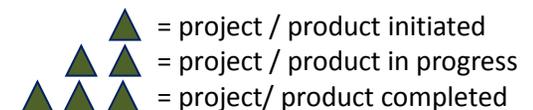
D. Assist in oversight of online learning programs and Washington State diploma-granting institutions (2011-2012)

- 1. Examine policy issues related to the oversight of online learning for high school credits.
- 2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria.



PRODUCTS/RESULTS:

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012.
- Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011.



The Washington State Board of Education

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



Goal 4: Math & Science: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

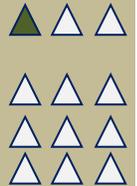
Objectives	2010		2011					Current Efforts	
	Sept / Oct	Nov / Dec	Jan / Feb	March / April	May / June	July / Aug	Sept / Oct		Nov / Dec
Provide system oversight for math and science achievement									Changed Math Rule Presentations ^{viii} Collaboration ^{ix}
	● ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○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

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

● = minimal amount of effort (e.g. phone call/emails)
 ●● = medium (part time staff analysis)
 ●●● = substantial (almost full time one staff work)

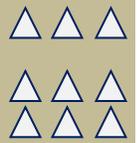
A. Provide system oversight for math and science achievement (2010-2012)

1. Advocate for meeting the State Education Plan goals for improved math and science achievement.
2. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement.
3. Monitor and report trends in Washington students' math and science performance relative to other states and countries.
4. Establish performance improvement goals in science and mathematics on the state assessments.



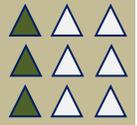
PRODUCTS/RESULTS:

- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington.
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries.
- Adopt performance goals and a timetable for improving achievement in math and science assessments.



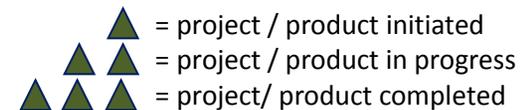
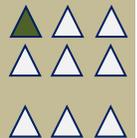
B. Strengthen science high school graduation requirements (2010-2015)

1. Increase high school science graduation requirements from two to three science credits.
2. Work with the HECB in requiring three science credits for four-year college admissions requirements.
3. Consult with OSPI on the development of state science end-of-course assessments.



PRODUCTS/RESULTS:

- Add third credit in science rule change for Class of 2018; with alignment to the HECB by 2011.
- Request funding as phase-in for new science graduation requirements by 2013-15 biennium.
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year.



The Washington State Board of Education

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



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

Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Review state and local efforts to improve quality teaching and education leadership for all students									Joint report with PESB Research*
	●	○	○	○	○	○	○	○	
Promote policies and incentives for teacher and leader quality in areas of mutual interest, and in improving district policies on effective and quality teaching									Joint report with PESB
	●	○	○	○	○	○	○	○	

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

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (almost full time one staff work)

A. Review state and local efforts to improve quality teaching and educational leadership for all students (2010-2018)

- 1. Provide a forum for reporting on teacher and principal evaluation pilot programs.
- 2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days.



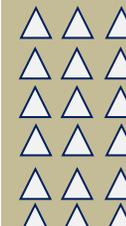
PRODUCTS/RESULTS:

- Hold joint Board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and Merit school evaluations in 2011 and 2012.
- Discontinue 180 day waivers by 2015 (contingent on state funding)



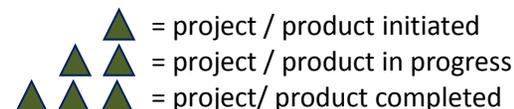
B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching (2010-2014)

- 1. Examine issues and develop recommendations on state policies related to:
 - Effective models of teacher compensation.
 - Equitable distribution of highly effective teachers, including those from diverse backgrounds.
 - Effective new teacher induction systems.
 - Effective evaluation systems.
 - Reduction in out-of-endorsement teaching.
 - Effective math and science teachers.



PRODUCTS/RESULTS:

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 legislative sessions.



-
- ⁱ Correspondence with the University of Washington Evans School, School of Education
 - ⁱⁱ Meetings with PESB, DEL, Governor's office, and OSPI
 - ⁱⁱⁱ Continued Education reform development
 - ^{iv} Presentation to the Race and Pedagogy conference
 - ^v Presentations: Youth Academy, QEC, AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference
 - ^{vi} Met with the Higher Education Coordinating Board
 - ^{vii} Continued work on the Education Reform Plan
 - ^{viii} Math presentation in the September Board meeting
 - ^{ix} Staff participation in STEM plan meetings (September and October)
 - ^x Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study

WASHINGTON STATE GRADUATION REQUIREMENTS: CAREER AND COLLEGE READY

BACKGROUND

At its September 2010 meeting, the SBE gave provisional approval to a revised framework of career and college ready graduation requirements. The revisions took into consideration stakeholder feedback the SBE received on its original 2008 Core 24 proposal, and the policy recommendations forwarded to the SBE from the Core 24 Implementation Task Force. Since September, the SBE has reached out to stakeholders in numerous ways, through face-to-face and webinar presentations, online materials (PowerPoint presentations, handouts, meeting highlights), and an online survey. The survey has generated over 4,000 responses to date, and will not be taken down until November 1. Although it is not a random survey, the responses provide a snapshot of issues on the minds of those who took the time to complete it.

POLICY CONSIDERATIONS

For the purpose of making a decision on the final graduation requirements framework, board members will be asked to come to agreement on:

- Clarifications/refinements to the core graduation credit requirements and policy recommendations approved in September 2010.
- Changes to the high school and beyond plan.
- Changes to the culminating project (time permitting).

EXPECTED ACTION

Approve the final high school graduation requirements framework resolution, including changes to the credit framework and accompanying policy recommendations.

SECTION ONE: GRADUATION REQUIREMENTS CREDIT FRAMEWORK CLARIFICATIONS

Since publication of the proposed graduation frameworks, several issues have emerged that require clarification.

Automatic enrollment: The SBE expressed its intent for students to be automatically enrolled in all of the career and college ready requirements, unless their educational and career goals, as expressed in their high school and beyond plan, would be met more effectively with different courses. The SBE also specified which credit requirements were flexible, and which were not. For purposes of discussion, two statements are contrasted below. Which statement best describes the process the SBE envisions for students electing courses other than those in the automatic pathway?

Process prescribed by state: Stipulate in rule the same type of consent process currently in place for the third credit of math: Student, parent, and high school staff meet to agree that the choice to change from the automatic enrollment requirements better fits with the student's educational and career goals as expressed in the student's high school and beyond plan. Each party signs off. This process may be initiated as early as the end of the eighth grade year, but must be initiated by the end of the tenth grade year.

Process prescribed by districts: Stipulate in rule that districts will establish written policies/procedures outlining a process for students to change from the automatic enrollment requirements to courses that better fit with the student's educational and career goals as expressed in the student's high school and beyond plan. This process may be initiated as early as the end of the eighth grade year, but must be initiated by the end of the tenth grade year.

Health and Fitness. The SBE listed fitness among the student choice requirements because current statute¹ allows individual students to be excused from participation in physical education for a variety of reasons. In addition, another statute² stipulates that "Beginning with the 2011-2012 school year, any district waiver of exemption policy from physical education requirements for high school students should be based upon meeting both health and fitness curricula concepts as well as alternative means of engaging in physical activity, but should acknowledge students' interests in pursuing their academic interests." Health and fitness is unique, among the basic education act learning goals,³ in having statutory provisions allowing waivers for high school students, and those waivers apply only to fitness (physical education).

For this reason, the SBE did not list fitness as a "mandatory" course because the statutory language suggests that while all students are held accountable for meeting health and fitness standards, students do not necessarily need to have fitness credits to graduate. The SBE listed .5 credit of health as a mandatory course because the statute does not permit students to be excused from health.

Concerns have been expressed by some stakeholders that the portrayal of fitness as a "student choice" will lead more students to be excused from physical education courses.

Language in the SBE's current rule⁴ reads as follows:

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW [28A.230.095](#)).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC [180-51-025](#). Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW [28A.230.050](#). ***Such excused students shall be required to***

¹ [RCW 28A.230.050](#): All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction: PROVIDED, That individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

² [RCW 28A.210.365](#)

³ [RCW 28A.150.210](#)

⁴ [WAC 180-51-066](#)

substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.
[emphasis added]

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

For purposes of discussion, two statements are contrasted below. Which statement best describes the SBE's intent for fitness?

Fitness intent #1: Retain the spirit of the SBE's current rule language which requires excused students to meet fitness standards and substitute equivalency credits in accordance with policies of district school boards.

Fitness intent #2: Retain the spirit of the SBE's current rule language which requires excused students to meet fitness standards, but permit students to substitute courses other than fitness for the fitness credits, as long as the courses substituted are consistent with the educational and career goals expressed in a student's high school and beyond plan.

Local waivers of up to 2 credits: In order to give students every opportunity to learn required knowledge and skills, the SBE provided flexibility for students to retake classes, if necessary, within the context of a regular school day by giving local administrators flexibility to waive up to two of the required 24 credits. In effect, this means that some students may graduate with as few as 22 credits. Because students cannot graduate without the "mandatory"⁵ credits, practically speaking, this means that students who failed mandatory courses will not take 1-2 "student choice" classes in order to create room in their schedule to recover the failed classes.

Clarification of the SBE's intent will help direct the language for the rule. For purposes of discussion, two statements are presented below. Which statement best describes the conditions that would enable students to graduate with 22 or 23 credits? Or would both statements apply?

Waiver Rationale #1: Local administrators may waive up to 2 of the required 24 credits for students who failed 1-2 courses and retook them for credit. Students may not graduate without earning credit in the mandatory courses.

Waiver Rationale #2: Local administrators may waive up to 2 of the required 24 credits for students who failed 1-2 "student choice"⁶ courses, but didn't retake them for credit. (For instance, if a student fails a student choice class, does the student need to retake that same class? Can the student take another class of interest as long as it is consistent with his or her high school and beyond plan? Or can the student just graduate with 23 credits?)

Quantitative class in the senior year: The SBE has deliberately structured the career and college ready requirements to more closely align with Washington's minimum four-year public college admission requirements, or College Academic Distribution Requirements (CADRs). One of the CADR requirements is a quantitative credit (math or science) earned in the senior year. The SBE

⁵ Mandatory credits are English, math, science, social studies, arts, occupational education, and health.

⁶ Student choice courses are arts, world languages, fitness, career concentration, and electives.

has made no mention of a quantitative credit in the senior year. Is it the intent of the Board to include this expectation in the rule when describing the automatic enrollment requirements?

SECTION TWO: HIGH SCHOOL AND BEYOND PLAN AND CULMINATING PROJECT

The Meaningful High School Diploma (MHSD) Advisory Committee recommended changes to the High School and Beyond Plan (HSBP) and culminating project to increase consistency in implementation across districts, and explicitly connect the high school and beyond plan and the culminating project. Both requirements went into effect for the graduating class of 2008.

Reactions to the proposed changes to the HSBP and culminating project were solicited as part of the online survey, which will remain available until November 1. Staff will provide a summary of the responses at the November meeting.

High School and Beyond Plan. The HSBP proposal is presented below. In response to a Board member's request, a few examples of current high school and beyond plans are included in the SBE's "FYI" folder.⁷

High School and Beyond Plan⁸ Proposal

The student's post-high school goals and interests, as expressed in the high school and beyond plan, shall become the basis for the student's culminating project. All students shall be required to complete a personally-relevant high school and beyond plan that includes reflective practice and shall include documentation (evidence) of a student's:

1. Personal interests and career goals.
2. Four-year plan for course-taking that is related to the student's interests and goals.
3. Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life based on personal and career interest.
5. Participation in a postsecondary site visit(s). (The committee talked about including the possibility of "virtual tours" of postsecondary institutions in lieu of actual visits).
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.

Although not explicitly part of the HSBP proposal recommendation, the list of events reinforces an expectation that the SBE has discussed repeatedly, and may want to reinforce: The HSBP is a dynamic *process*—rather than simply a checklist *product*—revisited, and if needed, revised regularly over the course of a student's secondary experience.

Culminating Project. The SBE's intent for the culminating project is expressed currently in rule, which states:

Each student shall complete a culminating project for graduation. The project shall consist of the students demonstrating both their learning competencies and preparations related to

⁷ Thanks to OSPI staff Mike Hubert and Danise Ackelson for collecting the example plans.

⁸ Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.(WAC 180.51.066)

*learning goals three and four*⁹. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy. (WAC 180-51-066)

The MHSD Advisory Committee proposed the following changes to the culminating project. The SBE is asked to consider the recommended changes and, time permitting, come to agreement on them. If time is short, the discussion can be tabled until January.

Culminating Project¹⁰ Proposal

1. All students shall be required to complete a project or series of projects for graduation that is related to the student's post-high school goals and interests per their high school and beyond plan.
2. The project(s) shall include a portfolio, a presentation, and a product. The project(s) may also include, for example: a research or reflective paper, community service, job shadowing, internship, or other components deemed appropriate by the district.
3. The project(s) shall demonstrate the application of core academic skills and learning competencies from each of the following categories:
 - Learning and innovation skills (creativity and innovation, critical thinking and problem-solving, communication and collaboration).
 - Information, media, and technology skills.
 - Life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, financial literacy, leadership and responsibility, perseverance).
4. Assessment of skills and successful completion of the project shall be determined by the local school district.

NEXT STEPS

⁹ 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.

¹⁰ Culminating project current rule: (i) *Each student shall complete a culminating project for graduation. The project shall consist of the students demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy. (WAC 180-51-066)*

The following table summarizes the anticipated actions the SBE will take in the next six months to move the graduation requirements framework through the legislative¹¹ and rule-making process.

Time Period	Action
November-December 2010	<ul style="list-style-type: none"> • Review OSPI fiscal analysis. • Approve final graduation requirements framework resolution. • Advocate with Quality Education Council (QEC) for graduation requirements to be included among the priorities that the QEC agrees on December 14-15 2010 to forward to the 2011 Legislature. • Meet with Higher Education Coordinating Board and State Board for Community and Technical Colleges to discuss common priorities and legislative strategies. • Meet with key legislators to discuss SBE proposal. • Draft legislation for introduction into 2011 session.
January-May 2010	<ul style="list-style-type: none"> • Work with legislators on proposed SBE bill to authorize graduation requirements changes and appropriate funding for those with fiscal impact.
March 2010	<ul style="list-style-type: none"> • Review and approve draft rules for graduation requirements changes.
May 2010	<ul style="list-style-type: none"> • Hold public hearing on draft rules; give final approval, subject to legislative action.

EXPECTED ACTION. Adopt the resolution (Attachment A).

¹¹ The Legislature has the opportunity to act on SBE changes to the high school graduation requirements before SBE adopts its administrative rule. Changes that have a fiscal impact on school districts will have a fiscal analysis conducted by the Office of Superintendent of Public Instruction (OSPI). Graduation requirements that have a fiscal impact shall take effect only if formally authorized and funded by the Legislature (RCW [28A.230.090](#)). The SBE is committed to no additional, unfunded mandates, and will develop its administrative rule based upon Legislative action in 2011. The SBE will receive a fiscal analysis from OSPI at the November meeting.

**RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENTS:
CAREER AND COLLEGE READY**

WHEREAS, Washington's Basic Education Act has stated that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, Preparation for postsecondary education, gainful employment and citizenship requires a systemic effort on the part of all levels of education, and

WHEREAS, The State Board of Education has the authority to establish high school graduation requirements, and

WHEREAS, Despite the evolution to a greater global society in the past 25 years, Washington students in the graduating class of 2011 are graduating under the same credit requirements expected for the graduating class of 1985, and

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and Washington State American Indian, Black and Hispanic high school graduates are less likely to go directly to college, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received,

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements in which all students will be automatically enrolled:

English: 4
Math: 3
Science: 3 (2 labs)
Social Studies: 3 (including .5 credit of civics)
Health: .5
Occupational Education: 1
Arts: 2* (substitution allowed for one credit)
World Languages: 2*
Fitness: 1.5*
Career Concentration: 2*
Electives: 2*

Subjects that are asterisked have flexibility for substitutions, either because of state law (e.g., fitness) or because the SBE is allowing students to make choices that will enable them to pursue courses more consistent with the educational and career goals expressed in their high school and beyond plans. Up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements. It is the SBE's intention, after the 2011 legislative session, to put those policy changes with no fiscal impact into effect by the graduating class of 2016, and to put those policy changes with fiscal impact into effect pending legislative approval and funding.

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the culminating project to assure greater consistency of implementation across districts, and

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional policies to create more flexibility for districts to help students meet the graduation requirements:

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements
3. Start the high school and beyond plan in middle school.
4. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted met on the student transcript

Jeff Vincent, Chair

Date

RULES REVISION FOR TECHNICAL FIXES

BACKGROUND

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.

At the September 2010 meeting, SBE staff presented draft revisions to SBE's rules to fix technical errors that have developed over time. Subsequent to Board approval, staff filed the proposed language with the Code Reviser and set a hearing date of Tuesday, November 9, 2010.

POLICY CONSIDERATION

The SBE will conduct a hearing on the proposed revisions to Title 180 WAC, included in Attachment A. The revisions fix inaccurate references to rules and statutes. The inaccuracies have developed over time due to modifications or deletions of the referenced rules and statutes.

EXPECTED ACTION

Adoption of the proposed revisions to Title 180 WAC.

Attachment A

AMENDATORY SECTION (Amending WSR 02-18-054, filed 8/28/02, effective 9/28/02)

WAC 180-08-001 Purpose and authority. (1) The purpose of this chapter is to establish the formal and informal procedures of the state board of education relating to rules adoption, protection of public records, and access to public records.

(2) The authority for this chapter is RCW 34.05.220 and (~~42.17.250 through 42.17.348~~) chapter 42.56 RCW.

AMENDATORY SECTION (Amending WSR 02-18-054, filed 8/28/02, effective 9/28/02)

WAC 180-08-004 Definitions. (1) As used in this chapter, "public record" includes any writing containing information relating to the conduct of government or the performance of any governmental or proprietary function prepared, owned, used, or retained by the state board of education, regardless of physical form or characteristics. Personal and other records cited in RCW (~~42.17.310~~) 42.56.210 are exempt from the definition of public record.

(2) As used in this chapter, "writing" means handwriting, typewriting, printing, photostating, photographing, use of facsimile and electronic communication, and every other means of recording any form of communication or representation, including letters, words, pictures, sounds, symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, motion picture, film and video recordings, magnetic or punched cards, disks, drums, diskettes, sound recordings, and other documents including existing data compilations from which data may be obtained or translated.

(3) The state board of education shall hereafter be referred to as the "board" or "state board."

AMENDATORY SECTION (Amending WSR 06-23-007, filed 11/2/06, effective 12/3/06)

WAC 180-08-006 Public records officer--Access to public records--Requests for public records--Determination regarding

exempt records--Review of denials of public record requests--Protection of public records--Copying--Office hours. (1) The state board's public records officer shall be the board's secretary (executive director) located in the administrative office of the board located in the Old Capitol Building, 600 South Washington, Olympia, Washington 98504-7206. The secretary (executive director) shall be responsible for implementation of the board's rules and regulations regarding release of public records and generally ensuring compliance by staff with the public records disclosure requirements in chapter (~~(42.17)~~) 42.56 RCW.

(2) Access to public records in the state board of education shall be provided in compliance with the provisions of RCW (~~(42.17.260)~~) 42.56.070.

(3) Requests for public records must comply with the following procedures:

(a) A request shall be made in writing to the secretary (executive director) or designee of the director. The request may be brought to the administrative office of the board during customary office hours or may be mailed, delivered by facsimile, or by electronic mail. The request shall include the following information:

(i) The name of the person requesting the record;

(ii) The time of day and calendar date on which the request was made;

(iii) The nature of the request;

(iv) If the matter requested is referenced within the current index maintained by the secretary (executive director), a reference to the requested information as it is described in such current index;

(v) If the requested matter is not identifiable by reference to the current index, an appropriate description of the record requested shall be provided.

(b) In all cases in which a member of the public is making a request, it shall be the obligation of the secretary (executive director), or person to whom the request is made, to assist the member of the public in succinctly identifying the public record requested.

(4) (a) The board reserves the right to determine that a public record requested in accordance with subsection (3) of this section is exempt under the provisions of RCW (~~(42.17.310 and 42.17.315)~~) 42.56.210. Such determination may be made in consultation with the secretary (executive director) or an assistant attorney general assigned to the board.

(b) Pursuant to RCW (~~(42.17.260)~~) 42.56.070, the board reserves the right to delete identifying details when it makes available or publishes any public record when there is reason to believe that disclosure of such details would be an unreasonable invasion of personal privacy: Provided, however, In each case, the justification for the deletion shall be explained fully in writing.

(c) Response to requests for a public record must be made promptly. Within five business days of receiving a public record request, the executive director shall respond by either:

(i) Providing the record;
(ii) Acknowledging that the board has received the request and providing a reasonable estimate of the time required to respond to the request; or

(iii) Denying the public record request.

(d) Additional time required to respond to a request may be based upon the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, or to determine whether any of the information requested is exempt and that a denial should be made as to all or part of the request. In acknowledging receipt of a public record request that is unclear, the executive director may ask the requester to clarify what information the requester is seeking. If the requester fails to clarify the request within five working days of being asked for said clarification, the executive director need not respond to it.

(5) All denials of request for public records must be accompanied by a written statement, signed by the secretary (executive director) or designee, specifying the reason for the denial, a statement of the specific exemption authorizing the withholding of the record, and a brief explanation of how the exemption applies to the public record withheld.

(6)(a) Any person who objects to the denial of a request for a public record may petition for prompt review of such decision by tendering a written request for review. The written request shall specifically refer to the written statement which constituted or accompanied the denial.

(b) The written request by a person petitioning for prompt review of a decision denying a public record shall be submitted to the board's secretary (executive director) or designee.

(c) Within two business days after receiving a written request by a person petitioning for a prompt review of a decision denying a public record, the secretary (executive director) or designee shall complete such review.

(d) During the course of the review the secretary (executive director) or designee shall consider the obligations of the board to comply fully with the intent of chapter ((42.17)) 42.56 RCW insofar as it requires providing full public access to official records, but shall also consider both the exemptions provided in RCW ((42.17.310 through 42.17.315)) 42.56.210 and 42.56.510, and the provisions of the statute which require the board to protect public records from damage or disorganization, prevent excessive interference with essential functions of the board, and prevent any unreasonable invasion of personal privacy by deleting identifying details.

(7) Public records and a facility for their inspection will be provided by the secretary (executive director) or designee. Such records shall not be removed from the place designated for their inspection. Copies of such records may be arranged for according to the provisions of subsection (8) of this section.

(8) No fee shall be charged for the inspection of public records. The board may impose a charge for providing copies of public records and for the use by any person of agency equipment to

copy public records. Copying charges shall be reasonable and conform with RCW ((42.17.300)) 42.56.120. No person shall be released a record so copied until and unless the person requesting the copied public record has tendered payment for such copying to the appropriate official. All charges must be paid by money order, check, or cash in advance.

(9) Public records shall be available for inspection and copying during the customary office hours of the administrative office of the board. For the purposes of this chapter, the customary office hours shall be from 8:00 a.m. to 5:00 p.m., Monday through Friday, excluding legal holidays and dates of official state board of education business requiring all board staff to be away from the office.

AMENDATORY SECTION (Amending WSR 02-18-054, filed 8/28/02, effective 9/28/02)

WAC 180-08-008 Administrative practices regarding hearings and rule proceedings. (1) Administrative practices before and pertaining to the state board of education are governed by the state Administrative Procedure Act, chapter 34.05 RCW, the Washington State Register Act, chapter 34.08 RCW, and the Office of Administrative Hearings Act, chapter 34.12 RCW. These acts govern the conduct of "agency action"; the conduct of "adjudicative proceedings"; and "rule making" as these terms are defined in RCW 34.05.010.

(2) The rules of the state code reviser (currently set forth in chapter(~~s 1-08 and~~) 1-21 WAC) and the rules of the office of administrative hearings (currently set forth in chapter 10-08 WAC) shall govern procedures and practices before the state board of education for the following: Petitions for declaratory rulings; petitions for adoption, amendment, or repeal of a rule; and the conduct of adjudicative proceedings. All other regulatory actions and hearings conducted by the state board of education may be conducted informally at the discretion of the state board of education.

AMENDATORY SECTION (Amending WSR 02-18-053, filed 8/28/02, effective 9/28/02)

WAC 180-16-162 Strike defined--Presumption of approved program operation--Strikes--Exception--Approval/disapproval of program during strike period--Work stoppages and maintenance of approved programs for less than one hundred eighty days not condoned.

(1) Strike defined. For the purpose of this section the term "strike" shall mean: A concerted work stoppage by employees of a school district of which there has been a formal declaration by their recognized representative and notice of the declaration has been provided to the district by the recognized representative at least two calendar school days in advance of the actual stoppage.

(2) Presumption of approved program. It shall be presumed that all school days conducted during a school year for which the state board of education has granted annual program approval are conducted in an approved manner, except for school days conducted during the period of a strike. The following shall govern the approval or disapproval of a program conducted during the period of a strike:

(a) Upon the submission of a written complaint of substandard program operation by a credible observer, the state superintendent of public instruction may investigate the complaint and program being operated during the strike.

(b) The district's program shall be deemed disapproved if the investigation of the state superintendent establishes a violation of one or more of the following standards or, as the case may be, such deviations as have been approved by the state board:

(i) All administrators must have proper credentials;

(ii) WAC 180-16-220(~~(+2)~~) (1) which requires that all teachers have proper credentials;

(iii) The school district shall provide adequate instruction for all pupils in attendance;

(iv) Adequate provisions must be made for the health and safety of all pupils;

(v) The local district shall have a written plan for continuing the school program during this period; and

(vi) The required ratio of enrolled pupils to certificated personnel for the first five days shall not exceed 60 to 1, for the next five days shall not exceed 45 to 1 and thereafter shall not exceed 30 to 1.

(c) Program disapproval shall be effective as of the day following transmittal of a notice of disapproval by the state superintendent and shall apply to those particular school days encompassed in whole or in part by the remainder of the strike period.

(d) The decision of the state superintendent shall be final except as it may be reviewed by and at the option of the state board of education.

(e) The program shall be deemed approved during those days of operation for which a trial court order ordering striking employees to work is in effect.

(3) Work stoppages. Nothing in this section or WAC 180-16-191 through 180-16-225 shall be construed as condoning or authorizing any form of work stoppage which disrupts any portion of the planned educational program of a district or the maintenance of an approved program for less than the minimum number of school days required by law, except as excused for apportionment purposes by the superintendent of public instruction pursuant to RCW 28A.150.290.

AMENDATORY SECTION (Amending WSR 90-17-009, filed 8/6/90, effective 9/6/90)

WAC 180-16-164 Work stoppages and maintenance of approved programs for less than 180 days not condoned. Nothing in WAC 180-16-162, 180-16-163 or 180-16-191 through (~~180-16-240~~) 180-16-225 shall be construed as condoning or authorizing any form of work stoppage which disrupts the planned educational program of a district, or any portion thereof, or the maintenance of an approved program for less than the minimum number of school days required by law except as excused for apportionment purposes by the superintendent of public instruction pursuant to RCW 28A.150.290.

AMENDATORY SECTION (Amending WSR 04-23-008, filed 11/4/04, effective 12/5/04)

WAC 180-16-220 Supplemental basic education program approval requirements. The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).

(1) **Current and valid certificates.** Every school district employee required by WAC (~~180-79A-140~~) 181-79A-140 to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC (~~180-82-105, 180-82-120, and 180-82-125~~) 181-82-105, 181-82-120, and 181-82-125,

respectively.

(2) **Annual school building approval.**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:

(i) Supporting the goal of basic education under RCW 28A.150.210, ". . .to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. . .";

(ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and

(iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

(c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

(d) The school improvement plan shall address, but is not limited to:

(i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;

(ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

(3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.

(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan

for the purposes of this section.

(5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

AMENDATORY SECTION (Amending WSR 10-10-007, filed 4/22/10, effective 5/23/10)

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)~~) 28A.305.140 and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under WAC 180-18-050 (3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW ((~~28A.150.220(5)~~) 28A.305.140 and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district.

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

AMENDATORY SECTION (Amending WSR 10-10-007, filed 4/22/10, effective 5/23/10)

WAC 180-18-050 Procedure to obtain waiver. (1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 (1) and (3) shall occur at a state board

meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

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

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW ~~((28A.150.220(5)))~~ 28A.305.140 and WAC 180-16-215. The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

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

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

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

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

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

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

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

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

maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

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

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

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

(ii) Reducing the achievement gap for student subgroups;

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

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

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

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

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

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

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

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

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

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

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

(x) Develop teacher and school leader effectiveness;

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

- (xii) Implement a new or revised instructional program;
- (xiii) Improve student transition from middle to high school through transition programs or freshman academies;
- (xiv) Develop comprehensive instructional strategies;
- (xv) Extend learning time and community oriented schools.

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

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

- (i) Members of the plan's development team;
- (ii) Dates and locations of public hearings;
- (iii) Number of school days to be waived and for which school years;

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

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

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

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

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

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

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

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

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

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

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

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

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

AMENDATORY SECTION (Amending WSR 06-23-006, filed 11/2/06, effective 12/3/06)

WAC 180-38-020 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

(1) "Student" shall mean the same as defined for "child" in RCW 28A.210.070(6).

(2) "Chief administrator" shall mean the same as defined in RCW 28A.210.070(1).

(3) "Full immunization" shall mean the same as defined in RCW 28A.210.070(2).

(4) "Schedule of immunization" shall mean the beginning or continuing of a course of immunization, including the conditions for private school attendance when a child is not fully immunized, as prescribed by the state board of health (~~((WAC 246-100-166(5)))~~) chapter 246-100 WAC).

(5) "Certificate of exemption" shall mean the filing of a statement exempting the child from immunizations with the chief administrator of the private school, on a form prescribed by the department of health, which complies with RCW 28A.210.090.

(6) "Exclusion" shall mean the case or instance when the student is denied initial or continued attendance due to failure to submit a schedule of immunization, or a certificate of exemption in accordance with RCW 28A.210.120.

(7) "School day" shall mean each day of the school year on which students enrolled in the private school are engaged in educational activity planned by and under the direction of the staff, as directed by the chief administrator and applicable governing board of the private school.

(8) "Parent" shall mean parent, legal guardian, or other adult *in loco parentis*.

AMENDATORY SECTION (Amending WSR 02-14-125, filed 7/2/02, effective 8/2/02)

WAC 180-52-070 Approved standardized tests for use by students receiving home-based instruction--Examples--Assistance.

(1)(a) Pursuant to RCW 28A.200.010(~~(+3)~~), the state board of education will provide a list of examples of standardized achievement tests that a parent may use to assess and determine whether their child is making reasonable academic progress.

(b) Tests on the list are approved by the state board of education on the basis that they are standardized achievement tests.

(c) Parents may use a standardized test that does not appear on the list of examples if it has been evaluated by a test evaluation organization recognized by the state board of education and cited on the state board web page.

(d) Parents may contact the state board of education office for assistance in determining if a test of their choosing that is not on the list of examples is standardized.

(2) The list of examples of standardized achievement tests shall be:

(a) Made available on the web page of the state board;

(b) Included in the following publication of the office of the superintendent of public instruction, "*Washington's State Laws Regulating Home-Based Instruction*"; and

(c) Provided on request.

(3) The list of examples of standardized achievement tests on the state board web page may not be changed without prior approval of the state board of education.

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

WAC 180-72-050 Adult education defined. For the purpose of this chapter "adult education" shall be defined as set forth in RCW 28B.50.030(~~(+12)~~) which provides as follows: "Adult education" shall mean all education or instruction, including academic, vocational education or training, basic skills and literacy training, and "occupational education" (~~((WAC 180-51-061(2)))~~) chapter 180-51 WAC provided by public educational institutions and community-based organizations, including common school districts for persons who are eighteen years of age and over or who hold a high school diploma or certificate: However, "adult education" shall not include academic education or instruction for persons under twenty-one years of age who do not hold a high school degree or diploma and who are attending a public high school for the sole purpose of obtaining a high school diploma or certificate: Nor shall "adult education" include education or instruction provided by any four year public institution of higher education.

AMENDATORY SECTION (Amending WSR 03-04-053, filed 1/29/03, effective 3/1/03)

WAC 180-90-112 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

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

(2)(a) "Reasonable health requirements" means those standards contained in chapter ((248-64)) 246-366 WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter ((48-48)) 43.44 RCW.

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

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

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

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

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

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

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

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

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

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

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

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

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

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section and as verified by the private school, meets the age, good moral character, and personal fitness requirements of WAC ((~~180-79A-150~~) 181-79A-150) (1) and (2), has not had his or her teacher's certificate revoked by any state or foreign country. (WAC ((~~180-79A-155~~) 181-79A-155) (5)(a).)

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

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

AMENDATORY SECTION (Amending Order 21-88, filed 12/14/88)

WAC 180-96-040 Regular high school education program--
Definition. As used in this chapter the term "regular high school education program" means a secondary education program operated pursuant to chapters (~~(180-50)~~) 392-410 and 180-51 WAC leading to the issuance of a high school diploma.

RULES REVISION FOR ACCOUNTABILITY

BACKGROUND

The 2010 Legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving (PLA) Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading. The State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) were both given authority to develop rules in order to implement E2SSB 6696.

At the September 2010 meeting, SBE staff presented draft rules for the Required Action District process. Subsequent to Board approval, staff filed the proposed language with the Code Reviser and set a hearing date of Tuesday, November 9, 2010.

POLICY CONSIDERATION

The SBE will conduct a hearing on the proposed revisions to create a new chapter in Title 180 WAC for accountability. The proposed revisions are included in Attachment A. Beginning in January 2011 and annually thereafter, the SBE would designate one or more districts for Required Action based on recommendations from the Superintendent of Public Instruction. By May 15, 2011 and annually thereafter the SBE will approve the Required Action District's plan or notify the Required Action District if its plan is not approved with the reasons why. Processes are also provided to address Required Action Districts that reach an impasse or that must revise their plans.

EXPECTED ACTION

Adoption of the proposed rules for Chapter 180-17 WAC.

Attachment A

Chapter 180-17 WAC

ACCOUNTABILITY

NEW SECTION

WAC 180-17-010 Designation of required action districts. In January of each year, the state board of education shall designate as a required action district a school district recommended by the superintendent of public instruction for such designation.

NEW SECTION

WAC 180-17-020 Process for submittal and approval of required action plan. (1) Except as otherwise provided in WAC 180-17-030, school districts designated as required action districts by the state board of education shall develop a required action plan according to the following schedule:

(a) By April 15th of the year in which the district is designated, a school district shall submit a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in RCW 28A.657.050.

(b) By May 1st of the year in which the district is designated, a school district shall submit a required action plan approved by the superintendent of public instruction to the state board of education for approval.

(2) The state board of education shall, by May 15th of each year, either:

(a) Approve the school district's required action plan; or
(b) Notify the school district that the required action plan has not been approved stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty days of notification that its plan was

rejected. The state board of education shall approve the school district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050; or

(b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten days of the notification that the plan was rejected. The review panel shall consider and issue a decision regarding a district's request for reconsideration to the state board of education by no later than June 10th. The state board of education shall consider the recommendations of the panel and issue a decision in writing to the school district and the panel by no later than June 20th. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education by July 30th. The state board of education shall approve the plan by no later than August 10th if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within twenty days of the panel's decision. The state board of education shall approve the district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050.

NEW SECTION

WAC 180-17-030 Process for submittal and approval of a required action plan when mediation or superior court review is involved. (1) By April 1st of the year in which a school district is designated for required action, it shall notify the superintendent of public instruction and the state board of education that it is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. Mediation with the public employment relations commission must commence no later than April 15th.

(2) If the parties are able to reach agreement in mediation, the following timeline shall apply:

(a) A school district shall submit its required action plan according to the following schedule:

(i) By June 1st, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.

(ii) By June 10th, the school district shall submit its required action plan to the state board of education for approval.

(b) The state board of education shall, by June 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

(3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in RCW 28A.657.050. After receipt of the superior court's decision, the following timeline shall apply:

(a) A school district shall submit its revised required action plan according to the following schedule:

(i) By June 30th, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.

(ii) By July 7th, the school district shall submit its revised required action plan to the state board of education for approval.

(b) The state board of education shall, by July 15th of each year, approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.

NEW SECTION

WAC 180-17-040 Failure to submit or receive approval of a required action plan. The state board of education shall direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

NEW SECTION

WAC 180-17-050 Release of a school district from designation as a required action district. (1) The state board of education shall release a school district from designation as a required action district upon recommendation by the superintendent of public

instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW 28A.657.100.

(2) If the board determines that the required action district has not met the requirements for a release in RCW 28A.657.100, the school district shall remain in required action and submit a new or revised required action plan under the process and timeline as prescribed in WAC 180-17-020 or 180-17-030.

The Washington State Board of Education

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

JOINT MEETING WITH THE PROFESSIONAL EDUCATOR STANDARDS BOARD (PESB)

BACKGROUND INFORMATION / PREVIOUS BOARD ACTION

Annually, the PESB and the SBE meet jointly to discuss areas in which the individual roles and responsibilities of each board may come together collaboratively to expedite improvements to our education system and increase student learning results.

This year, our focus is twofold:

1. Development and equitable distribution of a highly-effective educator workforce; and
2. The emerging state education plan and how the SBE and PESB can work together to ensure its success.

There are background cover sheets and/or reading materials in preparation for each of four components of the joint meeting agenda:

1. Results of Study of Pay Incentives for National Board Certified Teachers to Teach in High Need Schools
2. Improving Educator Workforce Development and Local Staffing Practices
3. State Education Reform Plan and PESB / SBE Strategic Plan
4. Issues for Joint Advocacy During 2011 Legislative Session

A more detailed, timed agenda follows this cover memo.

POLICY CONSIDERATION

Note a significant amount of time is reserved for members to pose questions, engage in discussion, and suggest strategies for each or both boards to undertake or advocate.

EXPECTED ACTION

None. This is for our joint session discussion with the PESB.

Annual Joint Meeting with State Board of Education

- 1:30 Results of Study of Pay Incentive for National Board Certified Teachers to Teach in High-Need Schools**
- Introduction to Study
Edie Harding, SBE
Jeanne Harmon, Center for Strengthening the Teaching Profession
Marge Plecki, University of Washington
- 2:15 Improving Educator Workforce Development and Local Staffing Practices**
- Overview / initiatives in Washington State (10 min)
Jennifer Wallace, PESB
 - Developing human capital in schools and districts (25 min)
Marge Plecki, University of Washington
 - Board Questions of presenters and discussion: How can the PESB and SBE jointly support change and improvement? (25 min)
- 3:15 Break**
- 3:30 State Education Reform Plan and PESB/SBE Strategic Plans**
- Overview of State Education Plan Goals & Objectives (5 min)
 - SBE new provisional graduation requirements (10 min)
Kathe Taylor, SBE
 - Credential-level case study on grad requirements; supporting appropriate endorsement for assignment; accreditation redesign (10 min)
Jennifer Wallace, PESB
 - Board discussion (35 min)
- 4:30 Issues for Joint Advocacy During 2011 Legislative Session**
- Overview of position statement (5 min)
Edie Harding, SBE
Jennifer Wallace, PESB
 - Joint Board Discussion, modifications, adoption (25 min)
- 5:00 Recess – Travel to Mercato Ristorante for Dinner with State Board of Education**

NATIONAL BOARD CERTIFICATION TEACHER MOBILITY AND RETENTION RATES STUDY

BACKGROUND

In national research and in Washington State, there are documented differences in the teacher mobility and retention rates, based on school characteristics and student performance. Washington State uses two policy levers to incentivize effective teaching. The first encourages eligible teachers to pursue National Board Certification. The second is to encourage concentrations of National Board Certificated teachers in challenging schools.

Washington has one of the highest numbers of National Board Certified Teachers (NBCT) in the nation. The 2009 Legislature appropriated \$64.8 million to support National Board Certification. A revolving fund supports conditional loans for eligible certification candidates. Teachers who hold a certificate from the National Board for Professional Teaching Standards earn an annual salary enhancement of \$5,000. This stipend is included in a teacher's pension calculation and may be continued if an NBCT becomes a principal. NBCTs with fulltime teaching assignments earn up to an additional \$5,000 if they teach in "challenging" schools.¹

Due to the significant investment in these policies, the State Board of Education and the Professional Educator Standards Board want to know the effectiveness of these two incentives in the distribution and mobility patterns of teachers who earn National Board Certification as compared to those teachers who do not earn National Board Certification based upon school characteristics.

The State Board of Education awarded a contract to the Center for Strengthening the Teaching Profession (CSTP), in September 2009 for a nine month period, to determine if the two incentives for attaining National Board Certification and serving challenging schools make a difference in the mobility, distribution, and retention patterns among the National Board Certified Teachers, compared to teachers that teach in schools with similar characteristics and do not obtain this certification. CSTP completed its final report that was due in June 2010.

The executive summary of the final report is attached. The joint boards will be asked to give their thoughts on the potential policy recommendations and future lines of inquiry.

¹ Challenged schools are defined by students in poverty under Free and Reduced Lunch with 50 percent of student headcount in high school, 60 percent in middle school, and 70 percent in elementary school.

Executive Summary: Study of the Incentive Program for Washington's National Board Certified Teachers

**Prepared for
Washington State Board of Education**

June 2010

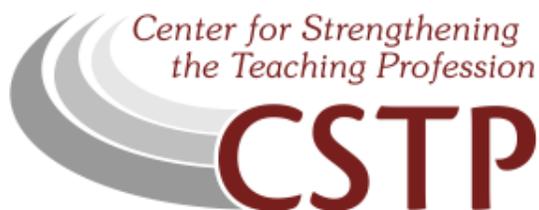
by

The Center for the Study of Teaching and Policy
University of Washington

Margaret L. Plecki
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and

The Center for Strengthening the Teaching Profession
Terese Emry
Nasue Nishida
Jeanne Harmon



Executive Summary

Introduction and Study Purpose

Across the nation considerable resources have been invested in supporting teachers through the National Board for Professional Teaching Standards (NBPTS) certification process and beyond as a means of improving the quality of the teacher workforce. The rapidly growing cadre of National Board Certified Teachers (NBCTs) in Washington state and the state policy incentives that support them prompt a closer look at their distribution within and across districts and schools. The purpose of this study is to provide research and analyses in relation to two statewide incentives for acquiring National Board (NB) certification and serving in challenging schools. Due to substantial investments in these policies, the State Board of Education is interested in baseline information on the initial impact of the policy incentive program. In this report, we describe these baseline results regarding the supply, distribution and retention of NBCTs in Washington state. In 2007-08, the Washington State Legislature increased the annual salary enhancement for NBCTs to \$5,000 and added an additional bonus of \$5,000 for those who work in the state's highest poverty schools. In this study, we examine the teacher workforce both prior to and after recent changes in the state's incentive program.

Study Methods and Findings

The study was conducted using surveys and secondary analyses of state databases to examine the characteristics of NBCTs, the types of schools and districts in which they work, the assignments they assume, their retention and mobility patterns, and the views of teachers and principals regarding NB certification and the state's incentives. Comparisons are made to all teachers statewide and to a similar group of teachers who have not obtained NB certification. Surveys of a sample of NBCTs, non-NBCTs and administrators were conducted during the 2009-10 school year. Secondary analyses of state datasets included all Washington NBCTs working in public schools over a four year period (2006-07 through 2009-10). This Executive Summary provides an overview of the major findings.

Increasing Numbers of NBCTs Statewide

From 2000 onward the number of teachers applying for achieving NB certification has grown considerably. Washington state ranked second in the nation for the number of new NBCTs in 2009 (1,251), and now ranks fifth nationally in the total number of NBCTs (4,006). The number of NBCTs working as classroom teachers in K-12 public education in Washington more than tripled from 2006-07 to 2009-10, raising the proportion of teachers who are NBCTs from 1.9 to 6.0 percent of the total teacher workforce. The vast majority of those who achieve NB status work as classroom teachers, both prior to and after NB certification.

Characteristics and Distribution of NBCTs has Changed with Increasing Numbers

Thirty-one percent of all Washington NBCTs certified in 2009. Washington NBCTs are increasingly younger with mid-career levels of experience, and a larger proportion are female or hold advanced degrees than teachers statewide. The NBCTs certified in 2009 reflect increasing proportions of teachers of color, though still lower than state averages. The regional distribution of NBCTs in teaching assignments roughly corresponds to the statewide pattern, with the exception of the Central Puget Sound region where 43 percent of NBCTs are located compared to 37 percent of teachers statewide. A slightly smaller proportion of NBCTs are located in schools within towns or rural areas, and a slightly larger proportion of NBCTs work in middle schools and high schools compared to other teachers.

While a larger proportion of NBCTs are located in low-poverty schools and in schools where students typically perform better on the state's student assessments (e.g., Washington Assessment of Student Learning), the proportion of NBCTs located in higher-poverty schools (over 60 percent students served by Free or Reduced Price Lunch program - FRPL) has increased in recent years and is growing closer to the state average (20 percent of NBCTs compared to 22 percent of non-NBCTs in 2008-09). NBCTs were located in schools with similar proportions of students of color compared to teachers statewide. Proportionately more NBCTs hold endorsements in mathematics, science and English/Language Arts than other teachers, though due to data limitations it is not possible to know if those holding a particular endorsement teach in their endorsement area.

Most NBCTs Remain in the Classroom; Few Change Formal Assignments

The overwhelming majority of Washington NBCTs (91 percent) work as classroom teachers for at least a portion of their formal assignment. The remaining 9 percent of NBCTs serve in other support, specialist or administrative roles. From one year to the next, approximately five percent of NBCTs working as classroom teachers change from a teaching position to another type of assignment, most often to a support staff, specialist or school administrative position.

NBCTs Add New Leadership Responsibilities

Survey results show that NBCTs hold a variety of both formal and informal roles, and that the types of roles they assume increase following certification. Surveys confirm that the most common types of roles taken up after certification include school-based coach or lead teacher, and district curriculum or subject matter specialist. The majority of NBCTs indicated they are somewhat or very interested in future leadership roles,

particularly with regard to mentoring beginning teachers or experienced teachers in a content area.

Teacher Retention Rates Rise in Recent Years for Both NBCTs and Non-NBCT; NBCTs Move More Frequently but Exit at Lower Rates

Since 2006, the percentage of teachers who stay in the same school from one year to the next has risen from 83 to 87 percent, due in part to the recent economic downturn. Retention rates are similar for NBCTs and non-NBCTs, though NBCTs have higher rates of mobility from one school or district to another, and lower rates of exiting the workforce compared to teachers statewide. We also examined the retention and mobility patterns of NBCTs to a comparison group of teachers similar to NBCTs but who had not obtained NB certification. We found that NBCTs and the comparison non-NBCT teachers had similar rates of retention but that NBCTs showed a pattern of higher rates of mobility (movement between schools and districts) and lower rates of exiting the workforce. However, for both NBCTs and comparison non-NBCTs, as the proportion of students of color in a school increases, the percentage of teachers who stay in the school from one year to the next, declines. Retention rates do not vary substantially for teachers holding endorsements in mathematics and science, though they reflect higher rates of mobility among NBCTs in some fields. Analyses by regional location or school level (e.g., elementary, middle, or high) reveal minimal differences between NBCTs and comparison non-NBCTs, with differences driven in part by the NBCTs overall higher rates of mobility in and out of district.

Challenging Schools Are Among the State's Lowest Performing

The "challenging schools" criteria was established by the state specifically for the purpose of awarding the additional bonus of \$5,000 for NBCTs working in identified schools. The current challenging schools criteria, which is based on student poverty, captures most of the state's lowest performing schools and reflects a segment of the student population that is struggling academically. Among the schools on the state's school improvement lists (persistently lowest achieving schools identified as Tier I or II), all 26 Tier I schools and 19 of the 21 Tier II schools also are identified as challenging schools. The remaining two Tier II schools that did not meet the poverty criteria cut off included a middle school and a junior high. In our analysis of the challenging schools, very few of the schools served students who scored at or above the state mean on 4th, 7th or 10th grade reading or mathematics assessments in any given year. Overall, challenging schools also serve larger proportions of students of color than schools statewide.

Change in Challenging Schools Criteria Impacts Types of Schools and Number of Teachers Eligible for Incentive

The revision of the challenging schools criteria in 2008, which lowered the poverty cutoff for middle and high schools (from 70 percent, to 60 and 50 percent

FRPL, respectively), increased the number of secondary schools eligible for the challenging schools incentive. The total number of eligible schools increased by 43 percent from 2007-08 to 2009-10. The change increased both the proportion of secondary schools and the proportion of schools with 800 or more students enrolled. The proportion of challenging schools located in Eastern Washington declined from 58 to 49 percent, though the actual number of schools identified as challenging increased in the region. Changing the school criteria also increased the potential number of NBCTs eligible to receive a bonus, either by NBCTs staying in a school now designated as challenging, or by increasing the potential options to move to an opening in a challenging school.

More NBCTs in Challenging Schools and Districts After Incentive, but Many Schools Still Have None

Both the overall number and proportion of NBCTs working in challenging schools and districts increased during the first three years of the incentive. The total number of NBCTs working as classroom teachers in challenging schools increased from 79 in the Baseline Year (2006-07) to 746 in Year Three (2009-10) of the incentive program. The increase is partly due to the changing school criteria after the first year. However, the percentage of NBCTs of the total workforce in challenging schools increased three percent alone in Year Three indicating that the number of NBCTs was increasing substantially, even after the change in criteria. The number of NBCTs located in a single school also increased during the first three years of the incentive. Fifteen percent of the challenging schools in Year Three had four or more NBCTs working as classroom teachers, compared to only two schools in the Baseline year. Prior to the incentive program, 69 percent of the districts with challenging schools had no NBCTs in their district. By Year Three, this percentage had dropped to 40 percent, and the number of districts with more than ten NBCTs jumped from two to 24.

Nevertheless, three years into the initiative, 42 percent of challenging schools had no NBCTs teaching in their buildings. A disproportionate number of challenging schools without NBCTs are located in rural areas, especially rural and remote areas, and in Western Washington outside of ESD 121. These challenging schools are also more likely to be small (enrollment under 200 students). However, among challenging schools that serve the highest percentages of students of students of color (75 percent or more), a similar proportion have NBCTs as those that have none.

More Teachers in Challenging Schools Earning NB Certification; NBCTs Stay in Challenging Schools

The most common pattern for increasing the number of NBCTs in challenging schools was for teachers within that school to earn NB certification. A small number of NBCTs moved from a non-challenging to a challenging school in any given year (between four and ten percent). While the policy encouraged more teachers in challenging schools to pursue NB certification than resulted in moves by NBCTs into

challenging schools, it can be argued that both strategies are valid. Some would suggest that “growing your own” staff capacity within a high-need school is an effective strategy for school improvement. The study also found that NBCTs are retained at higher rates in challenging schools than other teachers in challenging schools, and NBCTs statewide. Survey responses confirm that among NBCTs certified in 2008 and working in challenging schools, 79 percent indicated that the bonus significantly or moderately contributed to their decision to stay. The fact that NBCTs tend to move at higher rates within their districts than other teachers suggests that they might also be willing to relocate to a challenging school, particularly if they didn’t have to change districts. However, the data also indicate that within the current economic climate, fewer teachers are exiting the workforce, and as a result, the number of opportunities to move from one school or district to another may be limited.

Challenging School Bonus a Factor in Teachers’ Decisions to Pursue Certification

While many factors influence a teachers’ decision to pursue NB certification, such as viewing the process as a professional development opportunity to strengthen their teaching (two-thirds of NBCTs report this as a strong reason), monetary factors have become another important consideration. Survey respondents in challenging schools provide evidence that after 2007, the monetary incentives were a strong factor in the decision of NBCTs to pursue certification. Seventy-three percent of NBCTs working in challenging schools who certified in 2008 or 2009 indicated that the potential for increased compensation was a strong reason to pursue certification compared with 33 percent of NBCTs working in challenging schools who certified in 2007 or earlier. Sixty-four percent of teachers in challenging schools who have not yet chosen to pursue NB certification reported that the bonus would have a “high impact” on their decision to pursue certification, and an additional 23 percent indicated a moderate impact on that decision. The survey responses of principals in challenging schools confirm that the challenging schools stipend had an impact on encouraging staff to pursue certification with 85 percent indicating a high impact and 15 percent indicating moderate impact. More than any other support or incentive offered, principals agreed that the challenging schools stipend was an important factor in the decision of teachers in their school to pursue certification.

NBCTs Positive Contributions to Instruction, Student Learning and School Community

Based on survey findings, NBCTs report that earning NB certification positively impacted their ability to evaluate individual student needs, use assessments to inform instruction, use multiple instructional strategies and make a difference in student achievement outcomes. In addition, NBCTs in challenging schools reported that becoming an NBCT impacted their ability to understand how cultural and linguistic factors, as well as poverty, affect student learning. Principals confirm that NBCTs had a positive impact on the teachers’ ability to work with students and their contribution to

the quality of the professional community. In particular, 78 percent of principals indicated a very positive impact of NBCTs' ability to contribute to the quality of the professional community, and 74 percent identified as very positive their ability to assume coaching and mentoring responsibilities.

Policy Implications

The current incentive program for NBCTs has served as an important policy lever in several ways. First, it has acknowledged and rewarded teachers statewide who earned NB certification. The current policy recognizes that all students should have access to high quality teachers, and by rewarding all NBCTs, it recognizes a high standard of professional practice across school contexts. The current policy also acknowledges that not all schools and students have equitable access to high quality instruction. By encouraging NBCTs to work in challenging schools, it promotes and supports their work in schools where they are most needed. Additionally, the incentive program has supported a mechanism for promoting high-quality professional development through the certification process itself, which may positively impact teachers' professional practices regardless of whether or not they earn the credential.

While a number of positive outcomes have occurred during the initial implementation of the incentive policies, there remain areas for improvement so that a greater impact can result across a broader range of school and district contexts. These areas of improvement include the following:

- **The policy is not yet reaching all schools.** While there has been an improvement in the equity of the distribution of NBCTs across schools and districts during this time period, areas of concern remain. There are proportionately fewer NBCTs in challenging schools that are small and in rural or remote areas of the state, particularly in Western Washington outside the Central Puget Sound region.
- **Additional attention is needed to further diversify both the overall teacher workforce and those who become NBCTs.** While the proportion of NBCTs who are teachers of color has increased over this time period, it is still lower than the statewide average. The striking mismatch between the proportion of students of color and teachers of color continues to be a challenge, both for all teachers statewide and for NBCTs.
- **Some academically struggling schools do not meet the current criteria for a "challenging school."** There remain a few schools on the state's list of persistently lowest achieving schools that are not identified as challenging (e.g., do not meet the poverty threshold).
- **The implementation of the incentive program is largely driven by individual teacher choice.** The challenging schools bonus is dependent on

individual teachers locating and pursuing potential openings in identified schools, and also dependent on the frequency and availability of potential openings. These openings are influenced by regional labor market conditions and varying teacher retention rates. For some, the uncertainty of future legislative funding and the timing in late spring of the notification for eligible schools also may present unintended obstacles for those who might consider NB certification.

- **There is no explicit link to other state or local improvement efforts.** The incentive to support NBCTs could be linked to the state's school improvement plans or other initiatives to support student learning. The current incentive does not contain any mechanism to systematically match teachers to schools where their skills may be most useful. Many NBCTs have interests and abilities in areas of leadership, mentoring and coaching that could be better tapped.
- **The current policy does not offer differential approaches to address local needs.** Giving districts greater discretion or capacity in identifying from among their own schools those they deem "most challenging" might help them tailor the placement of NBCTs in the most strategic way. This would allow districts to make adjustments to their individual contexts and conditions. The state policy does not address differential district ability to support candidates through the NB process. It is important to recognize that individual district capacity to support teachers through the NB certification process varies greatly, and indeed less than half of the districts with challenging schools (58 of 136) currently offer any kind of local support for their candidates (e.g., release time or help with videotaping).

Potential Policy Options

Given the outcomes to date and the areas for potential improvement of the state's incentive program, there are a number of options for consideration by policymakers. Provided below are several suggestions that are intended as prompts for further policy conversations:

- **Continue with the incentives in place as they are currently constructed.** The incentives both reward accomplished teaching more broadly while strategically targeting the state's highest-need schools. If this option is selected, it would be important to further monitor whether the positive outcomes continue in subsequent years.
- **Make a minor adjustment to ensure that all schools identified as persistently low-achieving are included in the list of challenging schools.** The criteria for identifying challenging schools could be amended to consider both poverty and student performance by including any of the remaining Tier I or Tier II schools on the state's school improvement list that are

not also identified as challenging (e.g., do not meet the poverty threshold). In any given year, this would likely be a small number of schools.

- **Consider strategies that may further support increases in the number of NBCTs in challenging schools, particularly those currently untouched by the policy.** As previously described, proportionately larger numbers of challenging schools in rural and remote areas of the state, have no NBCTs. One strategy to consider is to improve the access to information about NB certification to teachers in these areas. This could be accomplished by utilizing NBCTs to deliver informational sessions and have conversations with colleagues. Districts without access to NBCTs could be provided with supports and incentives for teachers who decide to pursue certification. Another approach would be to consider expanding the support for Take One, a professional development opportunity that allows teachers to complete one National Board entry. This strategy provides an introduction to the certification process. School teams could also be encouraged to participate in Take One together. Another strategy would be to develop specific incentives that would encourage groups of NBCTs to move together to challenging schools. This approach has been utilized in other states.
- **Focus on developing an information network that would assist in linking the specific staffing needs of challenging schools with teachers' skills and experiences.** One option would be to create an information system using online resources that encourages leaders to customize their communication with NBCTs who might be interested in relocating to a challenging school. This system could include information about a school's specific improvement plans and specify the types of teacher knowledge, skills, and abilities that are most needed in that context.
- **Give high-need districts greater discretion to decide which schools are "challenging."** Another option would be for the state to consider giving high-need districts greater discretion or capacity in identifying from among their own schools those they deem "most challenging." This increased flexibility might help districts tailor the placement of NBCTs in the most strategic way, given the individual contexts and conditions present within the district. There are considerable challenges implied in trying to design and implement a more flexible approach, and these factors would need to be weighed against potential benefits.

Future Lines of Inquiry

This study provides a baseline for understanding the initial impact of state policy on NBCTs and the teacher workforce statewide and in challenging schools. It is unclear if the current trends regarding an overall increase in NBCTs and their distribution in challenging schools will continue. Given tight budgets due to the economic downturn, it is not possible to predict the trends in hiring, staffing, and retirement rates that may impact the number and types of available openings for NBCTs to consider. Therefore, it

will be important to continue to monitor the changing labor market conditions and its relation to the impact of the incentive program.

As the incentive program matures, it will be important to inquire about the impact of NBCTs on student learning. Given that the state is making progress in developing the capacity to link individual students and teachers, this type of inquiry will be possible in the future. In designing an inquiry of this type, it will be necessary to have a carefully constructed comparison group of teachers. Additionally, it is important to recognize that NBCTs are part of a larger solution for improving the quality of instruction in schools. Addressing achievement gaps and improving student learning is complex work in challenging schools. Thus, assessing the impact of NBCTs on student learning involves understanding the variance in the demographic conditions, access to resources and supports, school culture and community, and leadership dynamics within the schools and districts in which teachers work.

In sum, our analyses of the initial implementation of the state's incentive program for NBCTs indicates that there is evidence of improvement in addressing the dual goals of increasing the overall numbers of NBCTs and providing increased access to NBCTs in challenging schools. It will be important to watch whether these trends continue in subsequent years.

Improving Educator Workforce Development and Local Staffing Practices

Reflecting research and policy emerging in many states and federal initiatives, the PESB’s goals, strategies, initiatives, and policies reflect a significant shift toward creating a comprehensive educator development system that supports a continuum of educator development that begins with recruitment and extends career-long.

Previous	Now / Future
“Firehose” approach to supply	Pipeline
Candidate interest drives enrollment	State / local need drives enrollment
Student teachers are “guests in schools”	Field placement benefits student learning / veteran teachers
Supervising interns = veteran release time	Mentoring = co-teaching, integration, skilled support, impact on students
Beginning teachers marks end of preparation	Career-long, support continuum of professional growth; opportunities and access to retooling

The PESB has implemented numerous measures that have greatly strengthened the continuum in areas in which it holds authority and responsibility, including: more rigorous, clinically-based preservice preparation program and certification standards; greater access to a broader range of preparation options and providers; second tier certification rooted in professional practice and requiring student based evidence; pathways and financial incentives for veteran teachers to strengthen their content knowledge and credentials; and support and incentives for individuals from underrepresented populations to complete college and pursue a career in teaching math, science or other shortage areas. What is discussed in recent literature and reflects the experience of the PESB, however, is that the transformation required to truly establish a high-quality educator development system will require a broader statewide approach, including state-specific analysis and strategies for addressing the policy and practice barriers that prevent fundamental change in local district practices with regard to staffing and workforce development. For example, the PESB and others desire growth and expansion of residency-model preparation programs. Recruiting into these type of programs, however, requires district clarity and commitment related to the number of teaching positions they will have available. One barrier to this is that Washington school districts recruit and hire very late, due to uncertainty about enrollment and apportionment; what one Washington superintendent recently called “the tyranny of the immediate”.

As another example, because the state lacks predictive models for districts to be able to project their future workforce needs, taking into account fluctuations in economic situation, it is difficult to match up recruitment, preservice production, and distribution strategies with an unclear picture of district demand. The PESB has emerging data tools, and initiatives underway to create strong partnerships between preparation programs and school

districts, and PESB staff will highlight some of these. But more fundamental data and systems approach is clearly implied.

Behind this cover are excerpts from several reports that describe the current status and needed changes in educator workforce development at the local and state level. One report excerpt's authorship included Marge Plecki from University of Washington's Center for Study of Teaching and Policy, who will also be present to discuss this issue and assist the Board's in engaging in dialogue around joint support for change.

Few districts take advantage of state policy that allows them to offer paid teaching positions during alternative route training.

State Policy

Both traditional and alternative programs' clinical experience must be "sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing." However, there is no clear minimum amount of field experience required before candidates can take a paid teaching position.

Existing Programs

But few districts currently provide employment during alternative route training, in part because they do not forecast workforce needs well enough or early enough to utilize alternative route candidates. As a result, many alternative route participants **complete their clinical internships without pay** for a full school year.



51% of 2008 TNTP Teaching Fellows reported that being able to work while earning their teaching certificate was the **single most attractive benefit** of joining their program.

Sources: WAC 181-78A, and review of alternative-route programs approved by the Professional Education Standards Board (PESB) for 2009-2010. Some programs allow students to exit after only a half-year internship, pending demonstration of meeting all other program requirements.

Excerpt from: Allocating Resources and Creating Incentives to Improve Teaching and Learning

A Research Report in collaboration with *The Wallace Foundation* by Margaret L. Plecki, Christopher R. Alejano, Michael S. Knapp, and Chad Lochmiller; University of Washington, Center for Study of Teaching and Policy

Common Practices and Emerging Strategies

Activities under way at the state, district, and school levels represent current thinking about how to leverage people, money, and time to pursue learning improvement goals. Relatively little research establishes the effectiveness or feasibility of these strategies, but some scholarship helps to understand what these strategies are trying to accomplish and what their prospects for success might be. Table 1 offers an overview of emerging (re)allocation strategies, which purport in some way to bring the resources of people, money, and time more closely in line with improvement agendas.

Although scholarship has often examined the policy systems and strategies for generating and distributing revenues from states to individual districts, less research has been done to investigate the ways in which resources are configured at the level of the individual school. Generally speaking, we know that teachers are not evenly distributed across schools, and it is often the case that schools serving children in poverty have lower teacher retention, less experienced staff, and higher percentages of teachers who lack the preparation and expertise necessary for their teaching assignment (Ingersoll, 2002; Boyd, Lankford, Loeb, & Wyckoff, 2000). Leaders at state, district, and school levels are grappling with ways to reduce these inequities so that all students have the teachers they need and all schools are productive learning environments that support high-quality teachers and teaching. Some of the emerging strategies include alterations to teacher compensation systems that reward performance or provide differential pay for particular knowledge and skills (Milanowski, 2003). Other ideas include reorganizing time in the school day for teachers to collaborate and participate in professional learning and reallocating staffing to accomplish particular improvement strategies, such as lowering class size in targeted grades or subject areas (Odden & Archibald, 2001). Each of these emerging strategies involves making decisions about how money, time and people are allocated.

In our discussion that follows, we elaborate on these strategies, along with further discussion of the dynamics underlying the allocation of people, money, and time. We also further discuss the creation of incentives, which constitutes a special case of resource allocation or reallocation.

Table 1. Range of Efforts to (Re)Allocate Resources and Create Incentives That Support Learning Improvement Agendas

State action	<ul style="list-style-type: none"> • Policies regulating the credentialing of teachers, administrators, and renewal of credentials 	<ul style="list-style-type: none"> • Adjusting state funding formulas (base funding) • Altering state salary schedules, guidelines • Allocating funds for particular categories of staff • Allocating funds to support staffing for hard-to-staff schools, special learning needs • Allocating funds to professional development for teachers or leaders • Changing rules governing resource use (e.g., to make categorical funding flexible) 	<ul style="list-style-type: none"> • Specifying days set-aside for professional development, etc.
District action	<ul style="list-style-type: none"> • Reallocating staff to schools to address inequities • Proactive recruiting and incentives • Adjusting hiring practices • Support and incentives for accomplished teachers (e.g., NBCTs) • Leadership development policies and incentives • Greater induction support • Partnerships with training institutions 	<ul style="list-style-type: none"> • Alternative funds allocation, weighted student formulas, school-based funding • Alternative compensation systems and incentives, merit/performance pay, group-based rewards, knowledge/skills-based pay • Nongovernmental revenue (partnerships, philanthropy, etc.) • Investment in leadership development 	<ul style="list-style-type: none"> • Requirements governing time for professional development • Requirements governing instructional time • Supporting additional time for staff • Supporting additional time for struggling students (e.g., through tutoring, extended day)
School	<ul style="list-style-type: none"> • Greater school discretion in hiring • Expanded systems of novice teacher support • Greater use of accomplished teachers (e.g., NBCTs) • Redirecting teachers' work with special needs • School-community partnerships as a source of expertise 	<ul style="list-style-type: none"> • School-based budget management and authority • Investing in specialized staff • School-community partnerships as a revenue source 	<ul style="list-style-type: none"> • Restructuring the school day (e.g., block scheduling, team time blocks) • Restructuring staff time for professional development, planning • Expanding the school day and year (after school, summer)

Allocation of People and Expertise

Policies and practices at multiple levels of the educational system determine who has responsibility and authority for ensuring that human capital is developed and distributed in equitable and effective ways across districts and inside a district's schools. First, state policies that regulate teacher and principal credentialing affect the pool of available educators, as do institutions of higher education that engage in the professional preparation of educators. Though the dynamics of the labor market lie largely beyond the reach of educational leaders at the local level, their efforts can enrich the pool and bring some new individuals to fill open positions. Given the pool of possible candidates—and given the existing staff resources at one time—strategies for bringing human resources to bear on learning improvement priorities concentrate on

- Hiring staff.
- Distributing staff to schools.
- Attracting and retaining qualified teachers.
- Matching staff skills with students' learning needs.

Hiring staff. Districts serve as the primary hiring agent, subject to state requirements regarding certification and locally bargained agreements regarding hiring processes. A typical urban district hiring process consists of a candidate's formal application, a paper screening done by a human resource department, a district human resource interview, and a district referral for an interview at a school for a specific school placement. Three factors contribute to the failure of districts to consistently hire high-quality teachers: late vacancy notification requirements, teacher association transfer requirements, and late budget timetables and inadequate forecasting (Levin & Quinn, 2003). In a study of 510 Pennsylvania school districts, only one-quarter of the districts advertised outside of the state, and 17 percent advertised only within the district (Strauss et al., 2000). In this same study, one-third of districts reported that they filled full-time openings with district substitute teachers or part-time teachers already known to district officials. The authors also note that "most districts spend less than two hours with candidates prior to hiring them" (Strauss et al., 2000, p. 412). The nature of hiring practices underscores possible entry points for improving the ways that new human resources are secured—in particular, by reconsidering the operation of central office

human resource departments, the way hiring is implicated in collective bargaining agreements, and the expanded role of schools in the hiring process.

While district hiring practices often limit the ability of the school principal to screen and select teachers that possess the particular skills needed at the school, there is a trend toward allowing greater school-level decision-making discretion with respect to hiring staff. Some urban districts, like Chicago and Seattle, have adopted hiring processes that allow applicants to apply directly to the school, giving more control to principals and site hiring teams to select candidates. This is particularly advantageous for hard-to-staff schools that suffer from chronic teacher turnover. Though a decentralized hiring system provides an opportunity to have closer interactions with potential hires, it assumes that the school has (1) accurately assessed the specific learning needs of the students in the school and the school's existing capacity to meet those needs, (2) determined the types of skills needed to be a successful teacher in the specific subject area(s) and context of the unfilled position, and (3) developed a hiring process that determines not only if candidates possess those skills but also if they can be successful using them given the school context. The move toward the greater authority and responsibility of principals for hiring and retaining staff has important implications for the ways school administrators are prepared for their positions and, once in them, helped to learn how to do them well.

Distributing teachers to schools. Most districts distribute teaching resources (as well as many other staff resources, like counselors, reading specialists, instructional coaches) through a set of procedures based primarily on student enrollment, student-teacher ratios, and the number of students with special learning needs. This process provides a base allocation of teachers and other instructional and support staff to individual schools. Under this base teacher allocation model, schools are typically budgeted for *average*, not actual, teacher salaries (Rubenstein & Miller, 2005). As various studies point out, this traditional method yields intradistrict spending disparities. Research conducted by Steifel, Rubenstein, & Berne (1998) reports low variations in base funding across schools in each city, but it also finds lower teacher salaries in high-poverty schools, sometimes offset by more staff relative to pupils. The low salaries are indicative of the number of inexperienced teachers generally found in most high-poverty schools. Further still, a study looking at dollars spent per school in four urban districts showed that averaging teacher costs

drives significant amounts of money out of schools serving poorer students and toward better-off schools (Roza & Hill, 2004). Findings such as these have prompted leaders to seek alternative allocation strategies that help to level the playing field for more affected schools, such as through weighted student funding and school-based funding (see the discussion that follows concerning the allocation of money).

Attracting and retaining qualified teachers. A more specific picture of who enters teaching and what affects their longevity in teaching positions is being developed by research, which helps pinpoint the kinds of schools and districts most likely to be successful in recruiting and retaining teachers, as well as the impact of school working conditions and compensation—not to mention teacher preparation, induction, and mentoring strategies—on teacher recruitment and retention (summarized in Allen, 2005). This line of research also helps to determine the efficacy of particular recruitment and retention strategies and policies in bringing new teachers into the profession, including specifically targeted populations.

Working conditions and compensation, in particular, are likely to have particular relevance to questions of resource (re)allocation. The research provides some support for the expected conclusion that schools with greater administrative support and teacher autonomy have lower attrition (Allen, 2005). Similarly, increased compensation tends to increase the rate of teacher retention, but that result depends on factors such as teachers' gender, level of experience, and job satisfaction (Allen, 2005). As for the recruitment of new teachers, various strategies are being tried, among them early recruitment efforts and loan forgiveness programs, but these are not well studied yet (Allen, 2005). Leadership at several levels has a central role in fashioning and implementing these strategies, and yet we know less than we should about the way leadership tools such as compensation and incentives help leaders manage the human resource of the school's teaching workforce. Leadership and the organization of the school clearly have a lot to do with how likely staff members are to stay in their positions (Ingersoll, 2001).

Matching teachers' skills with student learning needs. Even if school leaders are able to attract qualified teachers to their schools, whether through traditional or site-based hiring systems, they are still left with the challenge of configuring staff and supporting and retaining teachers in ways that will maximize student learning. This challenge is particularly evident with novice

teachers, who need additional support and assistance as they develop their craft in the first few years of teaching. There, a “support gap” typically exists between novice teachers in low-income schools as compared to their colleagues in more affluent schools (Johnson et al., 2004). Novice teachers in low-income schools are less likely to come to their positions through timely hiring, less likely to have experienced mentors, and less likely to have access to a curriculum that is aligned with state standards (Johnson et al., 2004). Other recent research regarding more accomplished teachers—those who have earned certification from the National Board for Professional Teaching Standards—also highlights disparities in the distribution of this teaching resource among high- and low-poverty schools: In five of six states studied, poor, minority, and low-performing students were less likely to have access to teachers with National Board Certification (Humphrey, Koppich, & Hough, 2005). Ensuring that all teachers are adequately prepared, matched to their teaching assignment, and supported in their work is an enormous challenge.

Related to this notion of matching teacher skills with student needs is the challenge of ensuring that proper strategies and support are provided to populations with special learning needs, particularly students who qualify for special education or who are English language learners. Landry (1999), among others, asserts that through a series of intensive instructional interventions, nearly 75 percent of struggling readers identified in kindergarten and first grade can be brought up to grade level without the need for placement in special education. These struggling students are often placed in special education services based on their categorization as having mild or moderate learning disabilities. However, the kind of early assistance that is needed is dependent upon the ability of school support staff to work closely and collaboratively with classroom teachers to design and implement appropriate strategies for meeting the identified learning needs.

Allocating and nurturing the appropriate human resources to address the learning needs of student populations such as these have huge implications for school leaders in particular. First of all, they have the responsibility to foster a more collaborative school culture and infuse relevant professional development opportunities to support it. Furthermore, they often have an important role in recruiting and assigning teachers or other staff to work with youngsters with special learning needs and to do so equitably, with attention to the match between teachers’ strengths and students learning needs. As for English

language learners (ELL), that match is not always close, as demonstrated by research in California that found systematic inequity in ELL students' access to instructional resources, such as fully certified teachers and appropriate instructional materials (Gandara, Rumberger, Maxwell-Jolly, & Callahan, 2003). This research identified resources that are necessary for ELL students to achieve high academic standards, among them, well-qualified teachers whose primary assignment is to work with the ELL students, rigorous curriculum and courses for all ELL students and affirmative counseling to take those courses, and professional development for all teachers, with a specific focus on effective strategies for teaching English throughout the curriculum. Each of these aspects of high-quality instruction implies the judicious allocation of human and other resources by district and school leaders, beginning with providing ELL students with capable teachers. Ensuring that all teachers are adequately prepared, matched to their teaching assignment, and supported in their work is an enormous leadership challenge. It is a key aspect of managing human resources effectively, efficiently, and equitably.

Allocation of Money

Another responsibility that districts and school leaders have is allocating money from federal, state, and local revenue streams. These revenue streams include base allocations from the state, categorical funds from both federal and state sources, and revenues from nongovernmental sources. Leaders at several levels of the system face important challenges in securing and allocating these sources of money and in directing them toward learning improvement priorities. Emerging practices highlight leaders' efforts to

- Address inequities in base funding allocations.
- Decentralize spending authority to the schools.
- Make productive and flexible use of categorical funding sources.
- Secure nongovernmental funding and direct it coherently to learning improvement priorities.

Addressing inequities in base funding allocation. The amount of base funding is traditionally determined by state finance formulas and provided to each district. The funding is primarily driven by student enrollment and the staff-to-student ratios that set the number of teachers, administrators, and

other staff units. A perennial debate about base funding centers on whether existing practices are equitable and adequate as funding is distributed from states to districts and then to schools. Rubenstein & Miller (2005), along with many other researchers and analysts, note the importance of achieving “vertical equity”—ensuring that schools serving students with different levels of needs receive differentially appropriate levels of resources. While the equity and adequacy of state funding formulas are not a focus of this paper, a state’s particular funding mechanisms and policies do affect leaders at both district and school levels and set the stage for local leaders’ efforts to allocate resources in an equitable fashion.

In one emerging strategy for addressing issues of funding inequities among schools within the same district, a weighted student funding formula, sometimes called student-based budgeting, is established to provide differential levels of resources according to the individual needs of students. This approach differs from the typical practice of using standardized staff-to-student ratios based simply on total student enrollment. Recent examples of districts adopting this method have shown evidence of progress toward greater resource equity among schools within districts. For example, an analysis of the shift to student-based budgeting within the Houston Independent Schools and Cincinnati Public Schools, using a newly developed tool called the student-weighted index, revealed that staff-based budgeting results in varying degrees of inequitable resource allocation, while the implementation of student-based budgeting yielded significant equity gains in both districts (Miles & Roza, 2005).

Decentralizing spending authority. A related strategy gaining prominence, called school-based funding, deemphasizes the centralization of budgeting and financial administration at the district level and instead relocates it at the school level, empowering individual sites to make funding decisions to affect student learning. Budgeting practices in the United Kingdom and Australia allow for certain percentages of “flow through” funding that pass from the central government directly to schools and offer a potentially viable model for emerging school-based allocation practices in the United States (Odden, 2001). The former example allows for 85 percent of funds to flow directly to the school site, whereas the latter allows for 87 percent. In Edmonton, Alberta, Canada, 90 percent of school budgets are under site control (Committee for Economic Development, 2004). In the United States at present, there are at least five urban

districts that give schools control over their budgets: Cincinnati, Houston, Milwaukee, Sacramento, and Seattle. Such models pose a substantial challenge to current resource allocation practices at state, district, and school levels, with implication for leaders and leadership at all levels.

Inherent in both alternative strategies described above is the shift toward decentralized spending authority, which necessitates closer attention to resource matters by school-level leaders. The assumption is that school leaders and staff are in a better position to decide the appropriate way to maximize spending and utilize human resources to achieve more equitable learning environments for their students. Decentralization also implies that principals and other school leaders have the skills and supports they need to make informed decisions regarding matters of budget and finance. Once again, this kind of budgetary discretion implies a new role for principals and also for district leaders, who shift from making allocation decisions to supporting—as well as monitoring—the decision making of others. These role changes have particular implications for how leaders are prepared initially and how, once in administrative or other leadership roles, their professional knowledge is developed to enable them to handle increasing school-level authority and responsibility for budgets.

Making productive, flexible use of categorical funding for learning improvement. In addition to base funding allocations, categorical funds comprise a significant source of revenue and, hence, offer leaders at the district and school levels an important additional source of funds to allocate and manage. This funding supports compensatory programs targeted for specific students, for example, economically and educationally disadvantaged students. For the most part, though, these funds are passed down from federal and state levels, through districts and into schools. Among those programs most widely known are those supporting remedial services for educationally disadvantaged youngsters (Title I), special education services, and English as a Second Language (ESL) programs. These special funds come with strict guidelines and accountability measures that involve a great deal of documentation and compliance.

An ongoing criticism of categorical funding is its lack of flexibility to be used as districts and schools determine the most appropriate and effective allocations—in this sense, the rules accompanying categorical funding often constrain the leaders' allocation options considerably. Categorical funding,

in many ways, serves as a means for federal or state institutions to exert influence on schools, which sometimes results in less flexibility or authority at the district or school level. In California, since 1980, unrestricted funding declined on average by 8 percent, while categorical funding increased by 165 percent (Timar, 2004). Yet this kind of funding is both a constraint and an opportunity for leaders at multiple levels. By one argument, the present system of categorical finance lacks a coherent policy focus and systematic structure, targeting an overwhelming collection of educational inadequacies (Timar, 2004). This perspective begs for an overall rethinking of categorical programs, especially by policymakers at state and federal levels, that shifts them from an externally directed school finance system with fixed, multiple objectives to one more concentrated and embedded in a local context and more responsive and accountable to local needs and performance goals. In response to these critiques, recent provisions in some categorical programs (Title 1 is an example) allow a more simplified process for leaders to access, use, and account for education dollars and greater flexibility in how those dollars are used. One job of educational leaders at both district and school levels is to become familiar with these and other provisions designed to liberate the funding of education from the bureaucracies and roadblocks that typically burden it (Walter, 2001).

Securing nongovernmental funding and directing it coherently to learning improvement priorities. Nongovernmental funding—from school-based fundraising (often through the Parent Teacher Association [PTA]), school-business partnerships, not-for-profit organizations, and educational philanthropies—presents educational leaders with important opportunities but also potential constraints. Increasingly, district and school leaders are looking toward nongovernmental sources of revenue to provide extra learning opportunities for students and staff. This possibility expands the resource allocation challenge to include the entrepreneurial work of generating discretionary resources that can be used to address specific needs. Given chronic shortages of funding and other key resources, leaders are under some pressure to become more entrepreneurial and proactive in seeking sources of funding.

This activity affects how principals or district leaders spend their time and, as with other aspects of resource allocation, calls into question whether or not they have the skills needed to engage in this type of role. The reliance on external, usually temporary (e.g., one to three years) funding from dif-

ferent nongovernmental sources, each with its own agenda, also raises questions about the leaders' ability to create a coherent focus on local learning improvement priorities and sustain it over the long term. In some districts in pursuit of a coherent focus on teaching and learning, district or school leaders may forego opportunities to bring in significant new funding sources—even turning down millions of dollars—because these sources would distract from the learning improvement priorities to which the district has made long-term commitments (McLaughlin & Talbert, 2002).

Nongovernmental funding also raises fundamental issues of equity, given the differential access of schools to such sources. For example, of the various types of support PTAs provide to schools, fundraising is probably the most well known to parents, teachers, and school leaders. Whether through formal fundraising vendors or a school auction or bake sale, PTAs help raise additional funding for schools that can be used at their own discretion. Some local PTAs are able to raise enough money to hire a full-time certificated position for their school, whereas others raise barely enough to break even on their fundraising efforts. This poses for district leaders yet another issue of equity among schools, given the wide variations in the capacities of individual school communities to raise additional funding.

School-business partnerships and philanthropic aid to schools pose a related set of allocation issues for leaders. These sources can offer funding (as well as other kinds of resources, such as expertise) that can contribute in various ways to a learning improvement agenda. Some partnerships involve the provision of monetary funding or teaching supplies and equipment by a business where schools reciprocate by giving public credit for their donations. Others, particularly at the high school level, entail well-defined purposes that are established between the school and business, where business professionals engage in the curriculum through actual teaching or other course support. Some partnerships are able to provide apprenticeships that serve as on-the-job training. Philanthropies provide yet another source of resources for districts and schools. Some of this funding is tied to support particular groups of students in need or to fund specific reform initiatives, such as the transformation of comprehensive high schools or improved instruction in math and science. At other times, the efforts of philanthropies are focused on systemic improvements such as leadership development, strategic planning, or community empowerment.

While nongovernmental sources of revenue are often viewed as being more flexible and honed to specific local needs, they also present their own set of reporting requirements and political expectations that must be addressed and managed by educational leaders. In combination with each other or with existing school and district initiatives, they raise the specter of incoherence, as potentially competing priorities vie for leaders' time and attention and those who work directly with students receive potentially mixed messages.

Allocation of Time

A third resource for leaders to allocate is time—for instruction, planning, professional learning activities, and other important functions of the school. Here, school, district, and state leaders encounter important opportunities for restructuring the time available for these purposes and for helping participants develop new images for how to use the time, once available. Emerging leadership practices focus on at least these areas:

- Rearranging time for instruction and other interactions with students.
- Making time for collaboration and professional learning related to learning improvement agendas.
- Expanding time available for learning improvement activities.
- Guiding the use of restructured time toward a learning improvement agenda.

Rearranging time for instruction and other interactions with students.

In recent years, district and school leaders have been experimenting extensively with reform strategies that reorganize the amount and arrangement of time in the school day available to teachers for instruction, and they have encouraged teachers to utilize the new time structures in ways that will improve student learning. Examples of strategies to reallocate or refocus instructional time include block scheduling, literacy blocks, team teaching, and interdisciplinary teaching (Walter, 2001). In the context of high school transformation initiatives, these experiments have often taken the goal of “personalizing” the education of adolescents, through time blocks (e.g., advisories) in which faculty who have long-standing relationships with students can interact with students outside of the normal structure of subject-based classroom work in conjunc-

tion with a change in teacher loads and assignments that make this kind of interaction possible (Darling-Hammond, 1997).

Making time for collaboration and professional learning related to learning improvement agendas. Parallel to the reorganization of instructional time are efforts to rearrange the time for classroom teachers, educational assistants, and other school staff to work collaboratively with one another on planning or engaging in various activities that support professional learning. While the bulk of their time in schools is spent working directly with students, educators need time to pursue skill development and other kinds of professional learning opportunities that will allow them to do a better job of instructing students and meeting the diverse needs in the classroom. And there is generally some down time in the day or week that could be put to this purpose—though it takes conscious effort to overcome barriers to using time this way, as in one large city system in which the collective bargaining contract guarantees middle school teachers one lunch period and two prep periods in an eight-period day, while discouraging the use of these prep periods for professional development (Center for the Study of Teaching and Policy, 2001)

To use time differently, such as for professional development purposes, leaders need to know how time (and money) is currently spent on these functions—a challenge that turns out to be more difficult than it may appear. Currently, the absence of uniform reporting requirements inhibit comparisons across districts or schools regarding how professional development time is used or even what money is spent on it (Miles et al., 2005; Killeen, Monk, & Plecki, 2002; Odden et al., 2002). Time devoted to professional learning is often provided through a combination of state and local resources, which often fund extra days in the school calendar for professional development activities. Additionally, individual teachers make decisions about how to spend time on professional development that is required for them to meet certification renewal requirements. The most common practice for meeting these certification renewal requirements is for teachers to acquire “clock hours” that are paid for by the teacher and spent on activities of their own choosing. These activities are not necessarily linked to professional development that teachers actually need to improve in the specific context of their classroom. Furthermore, many teachers do not consider the professional development they do receive from their district or school to be valuable or relevant (Farkas,

Johnson, & Duffet, 2003). The mismatch may occur for many reasons, but chief among them is that “these activities are frequently short in duration, unrelated to individual classrooms, and unconnected with the work of colleagues” (Neville & Robinson, 2003, p. 8). What may be of far greater use—and is most difficult to allocate and account for—are forms of “job-embedded” professional development that happen in real time across the school day, as teachers interact individually or in groups with peers, instructional coaches, teacher leaders, or knowledgeable administrators (Knapp, Swanson, & McCaffery, 2003).

To make time for job-embedded professional work, problem solving, and other matters of joint concern to school staff, many schools are attempting to build time into the regular school day for shared work, collaboration, and staff development. Through block scheduling and creative student programming, schools can create several-hour blocks to be used to accommodate these professional development activities (Miles & Darling-Hammond, 1998). The assumption here is that this established time is used for staff-guided learning and decision making related to the specific instructional needs of the students and teachers in the school, not for training determined by someone else or for the transmission of administrative directives.

Expanding time available for learning improvement activities. While the school day and year are of fixed length, time for instructional purposes or other forms of support for learning (including professional learning) is not limited to the official school day or year. Three other time-related resource allocation strategies expand the amount of time for students who fall short of meeting academic standards: tutoring, an extended day, and summer school programs. First, tutoring programs combine an expanded time for instructional support with a new personnel resource (often volunteers from the community, ranging from senior citizens, community business members, and parents, and sometimes school staff members). Tutoring programs require scheduling that allows for the instructional interactions to happen, whether during the normal school day, before or after school, or otherwise. Leaders face a particular challenge in making sure that this allocation of time and people pays off: For example, they may need to ensure that appropriate structures are in place, such as coordination of the program by a certified teacher, one-to-one tutoring sessions, trained tutors that use specific strategies that

cover subject matter aligned with classroom curriculum, and tutoring that is consistent and ongoing (Wasik & Slavin, 1993).

Initiating extended day and summer school programs, however, is a more common action taken by schools and districts to allocate more time to instruction for certain categories of student. A number of research studies point to the effectiveness of after-school programs to improve student's academic and behavioral outcomes (Vandell, Pierce, & Dadisman, 2005; Mahoney, Stattin, & Magnusson, 2001). Summer school programs have long been a solution for students that have fallen behind in their academic development. A meta-analysis shows that the average student in summer school programs outperforms the 56 to 60 percent of similar students not participating in summer school programs. While research on the effectiveness of summer school programs on student achievement as a whole has been mixed, the general research consensus seems to indicate that summer school has the potential to positively affect at-risk students if implemented in a high-quality manner (Cooper, Charlton, Valentine, & Muhlenbruck, 2000). A further benefit can be arranged, as in one district that is experimenting with the use of summer school as a laboratory for the intensive professional development of teaching staff at the same time that it serves students who need additional help (Swinnerton, 2006).

Guiding the use of time toward a learning improvement agenda. Attention to the restructuring of time comes with a caution, noted by some scholars who remind us that time is always in short supply in teaching, a profession in which there is ultimately no limit on the time that could be put to a task that is, in some sense, never finished (Hargreaves, 1997). In such instances, efforts to change the way teachers use time in relation to learning improvement priorities often carry with them an implication that teachers should invest ever more time in an expanding set of responsibilities; a parallel situation confronts educational leaders (see Portin, Schneider, DeArmond, & Gundlach, 2003 for a discussion of the expansion in school leaders' responsibilities). Given that tendency, "the line between continuous improvement and interminable improvement is a fine one, and school change efforts often fall afoul of it" (Hargreaves, 1997, p. 79).

But that caution notwithstanding, a more basic issue concerning the allocation of time confronts school, district, and state leaders. While all these efforts create a structure of time that *can* be used for purposes related to

learning improvement agenda, there is no guarantee that the time *will* be used accordingly. This expectation creates a related and fundamental leadership challenge, concerned with guiding and directing how time is used and with motivating participants to use time in these ways. Leaders have various tools for accomplishing this end, among them, specifying tasks to be accomplished in newly created time blocks; assigning and supporting joint work by teacher teams, like collaborative curriculum planning (e.g., see the case of Parkside Alternative Middle School in Copland & Knapp, 2006); developing professional learning activities, often with the assistance of outside groups, to make use of time blocks (Marsh et al., 2005); and modeling the use of time or otherwise working to build a professional culture that supports learning-focused time use (see Knapp & Associates, 2003, pp. 24–28).

In supporting productive use of restructured time, mandates have limited usefulness. Here, leadership that *shows*, rather than tells, staff what to do with their time, and then supports and reinforces those activities on an ongoing basis, is more likely to further learning improvement goals. And part of the motivational puzzle may be the allocation of other resources, such as incentives, that reinforce educators' will to undertake particular tasks and use their time well.

The Role of Incentives in Developing Human Resources

While many kinds of incentives can be imagined, educational leaders wishing to pursue a learning improvement agenda that treats equity as a central goal face questions about incentives—as well as disincentives—that affect who does what in relation to the agenda. Here, as elsewhere in the realm of resource reallocation, leaders are concerned with using resources to develop other resources, in this case the human resources of the school or district. A special case involves the creation of incentives that encourage skilled teachers to work in hard-to-staff schools, teach subject areas that are difficult to fill, and provide rewards for improvement. A parallel set of incentives may be developed for administrators, and there are some instances of this in play. Incentives represent a further element in the leaders' repertoire for directing resources more specifically at learning improvement priorities, but they raise difficult questions about their immediate and “collateral” effects.

In recent years, much of the research regarding incentives has revolved around the principles of merit pay and performance-based pay. According to

Goldhaber et al. (2005), economic theory suggests that merit pay could be a successful way to improve schools by attracting more able people to teaching and motivating them to be more productive. Furthermore, current standardized pay schedules may deprive the managers of public schools of the authority to adjust an individual teacher's pay to reflect both teacher performance and market realities (Ballou & Podgursky, 2001), though there are relatively few instances of public schools that have tried such pay systems to see if they would work. On the other hand, merit pay can be problematic because it can cause teachers to focus on only a limited number of tasks that are connected to rewards as opposed to a more comprehensive focus (Murnane & Cohen, 1986). Under such arrangements, a sense of competitiveness can arise among staff members that can erode collegiality between staff members. This possibility has caused some leaders to experiment with group-based rewards for improved performance, such as the strategy used in North Carolina's ABC program, on the grounds that such arrangements could mitigate the threat to collegiality potentially posed by individual reward systems. But such an approach may do little to address what some see as the most significant concern of many teachers regarding merit-pay systems: that judgments about compensation will be based on subjective factors and conditions that are outside of their control (Goorian, 2000). However, the increased focus on developing value-added models for assessing the growth in student learning provides another opportunity to consider merit-based strategies based on a more "objective" appraisal system that avoid some of the major concerns with this type of incentive-based approach to compensation.

Relatively few public school systems have implemented merit-based salary schedules. Private, nonsectarian schools are at least twice as likely as public schools to use something they call "merit pay" (Ballou & Podgursky, 2001). Denver is currently in the process of implementing a version of a merit-pay system called the Professional Compensation System for Teachers, or ProComp.

In contrast to merit- and performance-based pay incentives is an alternative teacher compensation strategy known as knowledge-and-skills-based pay that attempts to avoid some of the pitfalls of merit pay. Instead, skill-based pay rewards teachers for attaining and being able to use knowledge and skills valued by a school, district, or state given a predetermined standard (Milanowski, 2003). In addition, this approach allows for the maintenance of

current salary schedules while directly relating teacher pay to the acquisition and utilization of desired skills, be it oriented toward curriculum and content, leadership, or other related skills vital to high-quality instructional practice in the classroom. An important component of this compensation method involves how the determination of the set of skill standards is made. To date, this determination has been made through collaborative efforts between district and school level leaders, teachers' associations, and school boards. As in the Denver example, developing this type of alternative compensation system requires time, primarily to establish trust among all affected groups and to develop clarity about the standards to be used in making determinations about the level of knowledge and skills.

Other types of incentives are also being considered as a means to attract teachers to hard-to-staff, high-poverty, and/or low-performing schools. Strategies such as loan forgiveness programs, additional compensation, and housing assistance are all part of current policy debates regarding ways to improve the likelihood that all students have access to high-quality teachers and teaching. But here, astute school and district leaders are acutely aware that non-monetary incentives are also important to teachers in shaping their job satisfaction. Few teachers believe that increased compensation is the one best solution. Rather, teachers tend to rate other school-based factors, such as well-behaved students, strong collaborative working environments, and supportive administrators, just as or more important than increased compensation (Farkas et al., 2000). Whether or not these non-monetary incentives and supports are present inside schools is primarily a function of the quality of district and school level leadership and of specific leadership actions—even actions that bring non-monetary resources (like restructured time and expertise) to bear on school working conditions.

Unanswered Questions and Enduring Dilemmas

The emerging practices described offer glimpses into how the exercise of learning-focused leadership can reshape the challenges and constraints of resource allocation. Yet issues related to resource allocation, particularly the development and allocation of human resources, encompass a wide terrain and raise a range of questions that need to be pursued, both by those who are experimenting with new approaches and strategies and by those who wish to study them.

Important Unanswered Questions

There are important unanswered questions related to the four key allocation issues, noted earlier in the report, that confront leaders who take seriously the improvement of learning for all students. These questions concern (1) the ways in which leaders use resource allocation as a tool for closing the achievement gap; (2) how leaders mediate and negotiate the political pressures associated with resource decisions and their distribution—as well as how they acquire the authority to make these decisions; (3) how the structuring of school time, staffing, and programs aligns with what students and teachers need to improve learning; and (4) how leaders develop human capital by providing supports and incentives that foster higher performance.

Questions about leaders' use of resources to close the achievement gap. If the purpose of leadership, as we conceive of it, is to create powerful and equitable learning opportunities for students and professionals, then questions regarding the equity and adequacy of resources emerge. Examples of these questions are:

1. How, if at all, do particular resource strategies and decisions in a given state, district, or school setting reflect the leaders' commitment to closing the achievement gap? In what ways are these strategies and decisions shaped by (a) the leaders' understanding of equity and resource adequacy, and (b) a coherent theory of action that connects resources with student learning?

2. How do policies, rules, structures, and leadership roles enable (or frustrate) leaders' attempts to distribute resources in ways that encourage greater equity in learning outcomes? To align money, people, and time with learning improvement priorities?
3. In what valid and effective ways can leaders use student performance as a means for evaluating the efficiency and adequacy of resource (re)allocation practices and demonstrate whether or not the achievement gap is being closed?
4. What other benchmarks besides student performance can inform leaders or other audiences at school, district, and state levels about the progress being made using resource strategies to close the achievement gap?

Questions about leaders' efforts to mediate and negotiate the political pressures associated with resource-related decisions. While leaders may have the authority to make resource decisions, they may not have the opportunity to do so because of the political pressures associated with existing resource structures and the assumptions about investment priorities. These pressures pose challenges to leaders at all levels of the education system and prompt these questions:

5. What are the political pressures associated with resource-related decisions—especially where these decisions concern the reallocation of existing resources from one use to another to address learning priorities? How do leaders identify, negotiate, or navigate these pressures?
6. Given the complexities of governance structures and the occasional conflicting expectations for education, how do leaders at any given level of the education system craft a coherent approach to allocating resources? What does a coherent approach look like across levels of the system?
7. What (re)allocation strategies and incentives bring high-quality staff to hard-to-staff schools, without unmanageable repercussions elsewhere in the system (e.g., political backlash, unmet needs elsewhere in the system)?

8. How, if at all, do or can leaders at different levels of the system (state, district, school) coordinate their actions, decisions, or strategies to accommodate the political realities of resource allocation? Are there approaches to coordination that are particularly effective, given the intention to focus on learning improvement?

Questions about leaders' efforts to organize the structure of schools in ways that improve learning. As our discussion makes clear, the configuration of people, money, and time creates structures that reflect resource-related decisions and the structure that guides educational opportunities. Important questions exist about leaders' ability to track the translation of resources into actual use.

9. At the school level especially, how do leaders organize the time of staff and students to align with instructional priorities and address inequities?
10. In what ways do leaders make significant and regular time blocks available to staff for planning and professional development as part of their daily work across a school year? And how do they encourage or support the productive use of these time blocks to pursue learning improvement priorities?
11. How do leaders at varying levels of the education system figure out whether resources are being used appropriately and what configurations of resources contribute the most to learning improvement goals? What evidence shapes their understanding of effectiveness?

Questions about leaders' efforts to provide supports and create incentives that enhance the quality and quantity of human capital. Ensuring powerful and equitable learning throughout a school system hinges on leaders' capacity to distribute human capital in ways that support a learning agenda and place well-qualified teachers in schools and classrooms where they are most needed. Furthermore, strategies concerning human capital are also especially concerned with the *development* of human capital—that is, with the means to improve the quality of staff expertise throughout the sys-

tem. Central to this task is the development of the leaders' own expertise, alongside that of teachers and other staff.

12. How do leaders provide ongoing support and creative incentives that encourage higher levels of performance? What strategies, methods, or configurations do leaders find particularly effective in meeting learning improvement challenges?
13. How do district leaders ensure that students in struggling schools receive an equitable share of human resources to support learning?
14. What do state-local systems do to guide, support, and enable the professional learning of leaders with regard to resource (re)allocation strategies and the effective provision of incentives?
15. How are school leaders, in particular, helped to learn what they need to know about resource (re)allocation, especially in settings where they are granted more resources and increased discretion over allocation decisions?

Enduring Dilemmas

These questions present significant challenges for the field and for leaders in education, and answers will not be easy to develop. In pursuing these questions, educators and scholars will need to keep in mind some fundamental dilemmas or tensions that are ever-present in the process of allocating resources. Threaded through these dilemmas are ideologies that become part of the context in which leaders approach questions about resources and, hence, are a central feature of the politics of resource allocation.

More resources or more efficient uses of existing resources? Resources are always scarce (economists often assert that scarcity is part of the definition of a "resource"). In such a context, it is natural for leaders who wish to mount a learning improvement initiative to seek additional resources rather than reallocating what they already have. Doing so is fully justified if the activities that depend on those resources cost more or require greater expertise than is currently available. But the search for more resources begs questions about how efficiently current resources are being used, as one segment of the public will

routinely remind educators. Given the frequent difficulties in showing a clear pay-off for investment, these interests balk at anything that would increase the cost of public education, while a counter faction in the public will always press for greater outlays. This ideological see-saw is a constant feature of the resource allocation process.

Stay the course or continue to experiment? Resource allocation is often thought of as an “investment” of dollars, time, and people in the enterprise of public education, and like many investments the presumed “pay-off” is unlikely to show up in the near term. It takes years to educate a child, and it takes years to create and sustain solid educational programs, no less a powerful learning improvement initiative, especially in large complex school systems. Such a situation breeds impatience, and the impulse to try something new is ever-present in deliberations about the prospective uses of resources. That impulse is also fueled by the external expectation of instant results, a fact of life in contemporary politics of public education. Yet the counter position can also be argued, and often is: We need to stay the course and give our current way of investing dollars time to show its potential. This voice for continuity of investment is more likely to come from within the public education system than without, and it may also reflect simple inertia or desire not to disturb an existing status quo. Whatever the reason, the timeline of resource decision making about resources (which occurs at least annually in the state, district, or school budgeting cycle) is likely to afford repeated opportunities to change course before the evidence is in. With each opportunity, the two sides of this endless debate are likely to express themselves.

Act on available evidence or develop better evidence? Resource allocation takes place in the midst of considerable uncertainty. As noted above, the timeline for decisions moves forward inexorably, and often there is not sufficient good data on the questions at hand to make a judgment that is well informed (see Knapp, Copland, Swinnerton, & Monpas-Huber, 2006, for a fuller discussion of what data-informed leadership entails). This fact prompts the impulse to ask for more and better data and to resist premature decision making until more convincing evidence is available. But the call for more and better data belies several counter tendencies (besides the public’s impatience for instant results, noted above): the lack of a fully developed knowledge base about the connections between investments and results, no matter what the data; the cost of creating better data sources, which diverts resources from the original

purposes; and the inherent ambiguity of much data, necessitating interpretation (Honig & Coburn, 2005). For these reasons, it is hard for decision makers to make the uncertainty about resource allocation go away, even though at some cost the uncertainty can be reduced.

These enduring dilemmas do not make the earlier questions pointless or the aspiration to make resources do a better job of supporting learning improvement an endless series of shots in the dark. There is much that we do understand about the dynamics and consequences of resource allocation in support of learning improvement, and attaining greater clarity about what educational leaders are trying to do can only help. The goal is not final, irrefutable answers to the difficult questions nor the elimination of enduring dilemmas that will never go away. The goal is a continued search for an ever-greater understanding and the pursuit of well-conceived strategies that show the promise of supporting powerful, equitable education for all students.

The Washington State Board of Education

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

STATE EDUCATION PLAN GOALS: STATE BOARD OF EDUCATION AND PROFESSIONAL EDUCATOR STANDARDS BOARD STRATEGIC PLANS

BACKGROUND

The State Board of Education (SBE) and the Professional Educator Standards Board (PESB) have developed new strategic plans. The intent of both boards is to develop their own goals with some objectives that support each boards work as well as the draft state education plan. In the recent Third Biennial Joint Report from SBE and PESB, a crosswalk between the two boards' new goals and the two boards' objectives that support the draft state education plan were identified. A short summary of those objectives are in attachment A. The SBE will highlight its new provisional graduation credit requirements framework (attachment B), which relates to goal four. The PESB will highlight emerging plans for a case study of the credential-level impact of the provisional graduation requirements and will also highlight components of their road map to preparation program accreditation redesign.

POLICY CONSIDERATION

The following questions are offered for the joint boards to discuss:

1. What should the boards consider to enable districts to be successful in implementing the SBE new state graduation requirements?
2. How can the boards work together on policy issues to close the achievement gap?
3. How can the boards work together on policy issues related to improving math and science achievement?

EXPECTED ACTION

None

Third Biennial Joint Report SBE/PESB (pages 4-6)

State Board of Education Goals	Professional Educator Standards Board Goals
Advocate for an effective, accountable governance structure for public education in Washington	Facilitate and advocate for improved statewide educator data collection and use when needed to inform state policy
Provide policy leadership for closing the achievement gap	Establish an effective, systemic approach to recruitment of high caliber prospective educators into high demand area and from underrepresented populations
Provide policy leadership to increase enrollment and success in secondary and post-secondary education	Provide policy and programmatic support to ESDs and school districts to ensure a quality educator workforce
Promote effective strategies to make Washington's students nationally and internationally competitive in math and science	Ensure that Washington's educator preparation programs supply highly-effective educators that meet statewide demand
Advocate for policies to develop the most highly effective k-12 teacher and leader workforce in the nation	Collaboratively establish policy and system supports for quality educator development along the career continuum

State Education Reform Plan

One of the most important ways we have worked together over the last two years is through our joint work on the State Education Reform for Race to the Top and legislation for E2SSB 6696 and ESHB 2261. The SBE and PESB have recently developed new strategic plans for each board which include ways for us to collaborate together. In addition, the SBE and PESB are developing objectives in their goals to address the State Education Reform Goals and Operating Conditions.

The chart below shows how SBE's and PESB's objectives and goals address the State Education Reform Goals.

State Education Reform Goals	Related SBE Objectives	Related PESB Objectives
<p>All Washington students will enter kindergarten prepared for success in school and life</p>	<p>Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum</p>	<p>Collaborate with school districts and ESDs to develop policies and programs that focus on equipping current educators with skills for closing the achievement gap for P3-12 students</p>
<p>All Washington students are competitive in mathematics and science nationally and internationally</p>	<p>Provide system oversight for math and science achievement</p> <p>Strengthen science high school graduation requirements</p>	<p>Establish and uphold high and relevant preparation program standards that incorporate rigorous content knowledge To enable all students to graduate able to succeed as learners and citizens</p> <p>Recruit high caliber candidates and provide quality preparation opportunities through strong, field-based partnerships between school districts and preparation programs</p>
<p>All Washington students attain high academic standards regardless of race, ethnicity, income or gender</p>	<p>Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English Language Learners</p> <p>Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum</p> <p>Review state and local efforts to improve quality teaching and educational leadership for all students</p>	<p>Ensure that preparation programs are responsive and relevant to the diverse needs of Washington's communities</p> <p>Develop policies and incentives to support equitable distribution of highly effective educators statewide</p> <p>Advocate for scholarships that support recruitment and retention of high caliber prospective educators from underrepresented populations</p>

State Education Reform Goals	Related SBE Objectives	Related PESB Objectives
<p>All Washington students graduate able to succeed in college, training, and careers</p>	<p>Provide leadership for a state prescribed graduation requirements that prepare students for post-secondary education, the 21st century world of work and citizenship</p> <p>Create a statewide advocacy strategy to increase post secondary attainment</p> <p>Provide policy leadership to examine the role for middle school preparation as it relates to high school success</p>	<p>Advocate for educator professional development opportunities that are accessible and relevant and that lead to positive impacts on student learning, and help close the achievement gap</p> <p>Inform districts of their out-of-endorsement assignments and provide strategies for alleviating these situations</p> <p>Facilitate entry into educator preparation programs by supporting academic preparedness, access, and affordability and expanding the options available to obtain quality preparation</p>

The Washington State Graduation Requirements Class of 2016 Career and College Ready

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Arts	1
Occupational Education	1
Health	.5
High School and Beyond Plan (HSBP)	
Arts	1*
World Languages	2*
Fitness	1.5*
Career Concentration	2*
Electives	2
Summary	
Total Required Credits	24**
Culminating Project	

At the end of 8th grade, students would be automatically enrolled in a career and college program of study, one that prepares them for both career options and four-year public college admission, unless they substitute courses according to their HSBP.

**Up to 2 credits could be waived by local administrators for students who have failed a class and taken the appropriate credit recovery classes to regain the credit. Students must earn the designated credits in the mandatory subjects.

Note: Private schools must meet the state mandatory requirements. Private schools may elect to use career concentration and electives for their local requirements. (RCW 298.195.010)

Meets or exceeds
HECB minimum
subject
requirements

Student
Choice –
*may
substitute
per
HSBP

Subject	What's Changed?	
	2013	2016
English	3	4
Math	3	3
Science	2 (1 lab)	3 (2 labs)
Social Studies	2.5	3***
Arts	1	2*
World Language	0	2*
Health & Fitness	2	Health .5, Fitness 1.5*
Occupational Education	1	1
Career Concentration		2*
Electives	5.5	2
Total:	20	Total 24

*** 3 (including .5 credit of civics (RCW 28A.230.090), including a study of U.S. and Washington Constitution (RCW 28A.230.170))

Apprenticeship/Certificate/Technical Example Schedule (Green=HSBP Student Choice Courses)	
9 th Grade Semester 1	9 th Grade Semester 2
English	English
Algebra 1	Algebra 1
Physical Science	Physical Science
CTE Graphic Arts	CTE Graphic Arts
Occupational Education	Occupational Education
Health	Fitness
10 th Grade Semester 1	10 th Grade Semester 2
English	English
Geometry	Geometry
Biology (Lab)	Biology (Lab)
Fitness	Fitness
World History	World History
Math support class	Math support class
11 th Grade Semester 1	11 th Grade Semester 2
English	English
Applied Math (third credit elective choice)	Applied Math (third credit elective choice)
CTE Equivalent Science (Lab)	CTE Equivalent Science (Lab)
US History	US History
CTE	CTE
CTE	CTE
12 th Grade Semester 1	12 th Grade Semester 2
English	English
Contemporary World Problems	Contemporary World Problems
Weight Training	Civics
CTE/Skills Center	CTE/Skills Center
CTE/Skills Center	CTE/Skills Center
CTE/Skills Center	CTE/Skills Center

The Washington State Graduation Requirements Class of 2016 Career and College Ready

Policy Recommendations

1. Remove 150-Hour restriction on credit definition and substitute the following non time-based definition: "Successful completion of the subject area content expectations or guidelines developed by the state, per written district policy." (The competency-based definition will remain.)
2. Two-For-One with required district reciprocity. Students may earn one credit and satisfy two graduation requirements (one academic and one career and technical) by completing a career and technical course determined by a district to be equivalent to an academic core course. Districts shall set the limit on the number of "two for one" classes a student may take. Students will still need to earn the state minimum number of credits.
3. Start High School and Beyond Plan at middle school level.
4. Make Washington State History and Government a non-credit requirement, and require transcripts to note that the student has met the Washington State History and Government requirement.
5. Add .5 credit of civics.

We want your feedback!

Please take our graduation requirements survey, available at www.sbe.wa.gov under "The Latest."

Next Steps

1. Gather cost proposal from OSPPI
2. Collect feedback in September and October
3. Finalize and adopt new graduation requirements in November
4. Introduce legislation in the 2011 Legislative Session
5. Implement cost items when funded

Joint Policy Position Statements for the 2011 Legislative Session

The State Board of Education and the Professional Educator Standards Board are committed to supporting the goals of the State's education reform plan Goals. The SBE and the PESB will jointly urge the Governor and the Legislature to support continued progress.

- Stay on track for Quality Education Council (QEC) 2011 study and recommendations for changes to the educator compensation system. Changes need to result in better alignment between the continuum of educator development supported in state policy and requirements, and support of recruitment and retention of high caliber education professionals.
- Maintain plans to fully implement the statewide teacher and principal evaluation system in the 2013-14 school year. Data from this system is foundational for many of the goals of the state's education reform plan, including targeting professional development in support of improved teacher and principal effectiveness and accountability and continuous improvement of our educator preparation programs.
- Ensure in immediate term that limited state fund for mentoring and induction targets districts hiring new teachers and that QEC recommendations include plans for eventual statewide funding and implementation.
- Insist on OSPI full implementation of an E-certification system; a user interface for educators on licensure status and requirements as well as public information on educator credentials.
- Uphold high standards and accountability based on measures of educator effectiveness for all educator preparation programs; traditional or alternative.
- Support and ensure that OSPI:
 - Establishes means for collecting and maintaining information that are reliable and scaleable; and
 - Creates and maintains interactive web-based tools that display state and district data trends over time with a focus on actionable information based on current knowledge
- Support legislation that will establish and support a research agenda to answer key questions in education policy and establish best practices leading directly to student achievement.
- Support strategies to close the achievement gap for students of diverse race and ethnic backgrounds, students in poverty, and English language learners.
- Support strategies to ensure equitable distribution of highly effective educators.
- Support legislation and funding for professional development that addresses the increased content rigor, cultural competency, and language acquisition reflected in standards for preservice preparation.
- Support strategies to ensure that Washington students are nationally and internationally competitive in math and science.

SCIENCE STRATEGIES/PLANS: NEXT STEPS

BACKGROUND

One of the SBE's strategic planning goals is to promote effective strategies to make Washington's students nationally and internationally competitive in math and science. In order to accomplish this goal, the SBE is providing system oversight for math and science achievement and strengthening science high school graduation requirements. Being competitive in science and math nationally and internationally is also a goal of the draft Washington State Education Reform Plan.

At the September 2010 meeting, the SBE received a report on state leadership for a Math Systems Improvement Framework. At the November 2010 meeting, the SBE will receive a report on science.

The Office of Superintendent of Public Instruction (OSPI) has recently produced a "state of the state" description of science education. The report, "Science Education in Washington State," is still in draft form. The executive summary is included as Attachment A in this packet; the full report will be in members' "FYI" folders distributed at the meeting.

OSPI staff will use the report as a jumping off point to discuss the following three questions:

1. How are we leveraging current resources to make a positive difference in the system now?
2. How are we learning from past initiatives to inform systemic improvements in science?
3. What are we learning from new research in science to inform systemic improvements in science?

The principal and a teacher from Hearthwood Elementary School in the Evergreen School District (Clark County) will join the OSPI staff to report on their successful efforts to improve science achievement. Hearthwood Elementary School has 445 students; 52.3 percent of them are on free or reduced lunch. Tables based upon the SBE accountability index¹ show the improvements Hearthwood made in science achievement from 2007-2008 to 2009-2009 (See Attachment B). Preliminary data from 2009-2010, not yet available publicly, indicate that the science improvement trend continues to be strong.

EXPECTED ACTION

None; information only.

¹ See the SBE Accountability Look Up Tool at:
<http://www.sbe.wa.gov/documents/Accountability%20Index%20Look%20Up%20Tool.xls>.

Executive Summary

The purpose of this report is to describe the current state of science and STEM education in Washington State and the policies and programs supporting science and STEM education. Key findings include:

Science Teachers and Teaching

In Washington State there are currently 7,482 valid teaching certificates with a science endorsement. 3,620 of these are associated with secondary teacher employment. This past year, 704 teaching certifications with one or more science endorsements were issued in Washington State.

Survey data of Washington fourth grade teachers obtained from the 2005 NAEP (National Assessment of Educational Progress) showed that twenty-one percent of teachers self-reported teaching science less than one hour per week. Sixty-two percent of eighth grade teachers on the same assessment self-reported teaching science for an average of 3 – 4.9 hours per week. Using information gleaned from course enrollment data, the most commonly taught science classes in Washington State include biology, chemistry and physical science.

State and National Assessment Results

A review of assessment results indicates that thirty-four percent (34%) of students met standard on the 2010 5th grade Measure of Student Progress (MSP) state science assessment. Fifty-four percent (54%) of students met standard on the 2010 8th grade science assessment (MSP) and forty-five percent (45%) of students met standard on the 2010 10th grade science assessment (HSPE).

NAEP test results showed that twenty-eight percent (28%) of Washington 4th grade students performed at the proficient or above level on the 4th grade 2005 science assessment. Thirty-three percent (33%) of Washington grade 8th grade students performed at the proficient or above level on the 8th grade 2005 NAEP science assessment.

In 2010, forty-one percent of Washington's ACT-tested high school graduates met the science College Readiness Benchmark. Nationally, only 29 percent of ACT-tested high school graduates met the science College Readiness Benchmark. Of the students taking the 2009 SAT Subject Area Biology and Physics tests, more than 50% of Washington's test takers scored above the national averages. In four of the six 2009 AP science tests, the mean for Washington's test-takers was higher than the national mean scores.

Standards and Materials

In 2009 the Washington State K-12 Science Learning Standards were revised and adopted. At the national level, the National Research Council (NRC) of the National Academies of Science published a draft of a Conceptual Framework for Science Education which will be used to inform the development of the next generation national science standards. *Achieve* will develop the new science standards that are expected to be completed in 2012.

The English Language Arts Common Core standards include Reading and Writing Standards for Literacy in Science and Technical Subjects for grades 6–12. Standards for K–5 reading and writing in science and technical subjects are integrated into the K–5 Reading and Writing standards.

In 2009, OSPI led the development and adoption of the Washington State K-12 Integrated Environmental and Sustainability Education (ESE) Learning Standards. OSPI developed and adopted K-12 Education Technology Standards in 2008.

In 2009, OSPI conducted a science instructional materials review and recommendation of three basic science curricula each for elementary, middle, and high school grades. Approximately, 70% of school districts surveyed are using science materials in the elementary grades that are aligned with the 2009 science standards. A smaller number of school districts surveyed are using materials in the middle and high school grades that are aligned with the 2009 science standards. LASER alliances developed an “At a Glance” summary for teachers and administrators. Where curriculum gaps were identified, LASER alliances provided teacher support tools.

Graduation Requirements

In September 2010, the State Board of Education provisionally adopted the *Washington State Graduation Requirements: Career and College Ready* requiring three credits of science, two of which must be a lab science. Students in the class of 2013 and beyond must pass the science High School Proficiency Exams (HSPE). As a result of new legislation, beginning in 2012 the HSPE will be an end-of-course (EOC) test in biology.

Capacity Building Programs and Support

Beginning in the 2008 – 2009 school year, each of the nine Educational Service Districts (ESDs) has one science coordinator who provides regional professional development and technical assistance related to science curriculum and instruction. Additionally, the Mathematics and Science Instructional Coach Program provided funding in the 2007-09 biennium for 25 math coaches in 2007-08, and 25 math and 25 science coaches in 2008-09. With reduced funding the program continues and coaches provide site based professional development.

Since 1999 LASER has provided and continues to provide financial, professional development, and technical assistance to individual classrooms, schools, school districts and to consortia of school districts, called LASER Alliances. Through June 30, 2010, educators in more than 200 Washington school districts have received science education products, services and technical assistance from the LASER network.

Federal grant support has been received for programs including the Mathematics and Science Partnership (MSP) Program. The MSP Program supports partnerships between the mathematics, science, and/or engineering faculty of institutions of higher education and high-need school districts. Currently, there are ten funded MSP projects in Washington, seven of which are focused on science and/or STEM.

The legislature allocated funding to designate up to three high schools and three middle schools in Washington as STEM lighthouse schools to identify, share, and promote best practices in STEM education. The legislature directed OSPI to develop a STEM Plan detailing goals and strategies for improving STEM education.

Since June 2008, the Partnership for Learning has been coordinating the design of a STEM Initiative, including the launch of the Washington STEM Center. The Washington State Mathematics,

Engineering, Science Achievement (MESA) Program provides enriching opportunities for underrepresented students in grades K-12.

Issues for Further Consideration

Issues for further consideration identified in the report include: addressing time for and the quality of instruction of science in elementary school; opportunities to integrate science and STEM education through relevant learning experiences; funding and support for teacher professional development focused on science content and effective teaching practices; addressing the “opportunity and access gap” (i.e. achievement gap) in science; and developing scaffolding strategies to bridge state standards to anticipated Next Generations Science Standards.

Attachment B

School	District				Grade Span	
Hearthwood Elementary School	EVERGREEN (CLARK)				K-5	
2008-2009						
	OUTCOMES					
INDICATORS	Reading	Writing	Math	Science	Extended Grad Rate	Average
Achievement of non-low income students	6.0	6.0	5.0	5.0	.	5.50
Achievement of low income students	4.0	4.0	3.0	3.0	.	3.50
Achievement vs. peers	4.0	7.0	5.0	7.0	.	5.75
Improvement from the previous year	7.0	7.0	7.0	7.0	.	7.00
Index scores	5.25	6.00	5.00	5.50	NA	5.44 Tier: Very Good
2007-2008						
	OUTCOMES					
INDICATORS	Reading	Writing	Math	Science	Extended Grad Rate	Average
Achievement of non-low income students	5.0	6.0	4.0	2.0	.	4.25
Achievement of low income students	3.0	4.0	2.0	1.0	.	2.50
Achievement vs. peers	2.0	6.0	2.0	1.0	.	2.75
Improvement from the previous year	4.0	7.0	2.0	1.0	.	3.50
Index scores	3.50	5.75	2.50	1.25	NA	3.25 Tier: Fair

OSPI MATH AND SCIENCE HIGH SCHOOL END OF COURSE ASSESSMENTS FOR GRADUATION

BACKGROUND

One of the SBE's strategic planning goals is to promote effective strategies to make Washington's students nationally and internationally competitive in math and science. In order to accomplish this goal, the SBE is providing system oversight for math and science achievement and strengthening science high school graduation requirements. Part of the SBE's system oversight is to establish performance improvement goals in science and mathematics on the state assessments. The SBE is also expected to consult with the Office of Superintendent of Public Instruction (OSPI) on the development of state science end-of-course (EOC) assessments.

Statute¹ charges the superintendent of public instruction *in consultation with the state board of education*, to develop statewide end-of-course assessments for high school mathematics that measure student achievement of the state mathematics standards. The assessments will be implemented statewide in the 2010-2011 school year.

Students in the graduating class of 2013 will be required to meet both math and science standards, which means that they must meet standard in two end-of-course math assessments: algebra 1/integrated mathematics 1 and geometry/integrated mathematics 2, and a science assessment². The SBE will set the cut scores for those exams in August 2011.

If the Common Core English and Math standards are adopted, new assessments could be implemented as early as 2014-15. The Smarter Based Consortium that Washington has joined along with 30 other states will be examining the creation of these new assessments using the Common Core standards. The Consortium received \$160 million to begin its work. How the new assessments would be integrated into Washington's assessment system is yet to be determined.

OSPI staff will outline the complexities to implement the current schedule for graduation tests, and explain in greater detail the issues surrounding the state assessments, their relationship to potential Common Core assessments, and the connections of the assessments to high school graduation. In order to formulate a position on the OSPI recommendations, the SBE may be interested in pursuing such questions as:

- What are OSPI's thoughts or recommendations about the 2013 assessment requirements for graduation?
- What do you think needs to change in order to ramp up student achievement in the coming years?

¹ RCW [28A.655.066](#)

² This year's 10th graders will take a comprehensive science assessment in 2011; in 2012, students will take an end-of-course science assessment.

- If the Common Core Standards are college and career ready standards, how will the consortium set performance levels—on the basis of what is needed to be college-ready, or on the basis of what is needed to graduate from high school?

EXPECTED ACTION

None; information only.

STATE EDUCATION PLAN UPDATE

BACKGROUND

Washington submitted a Race to the Top (RTTT) grant application in the second round to the U.S. Department of Education, but was not selected as a winner. Of a possible 500 points, Washington received 290.6 (58 percent of 500). The weakest areas for Washington were in teacher and leader effectiveness; lack of closing the achievement gap; no charters and few innovative schools; provisional adoption of the common core standards and making state funding for education a priority. The SBE staff recommended the following considerations for any revisions based on the feedback from the RTTT reviewers.

- Washington needs a clear, comprehensive, systematic State Education Plan in order to improve outcomes for students. Without a clear plan, Washington is unlikely to improve student outcomes.
- Every element of the Reform Plan must have meaningful timelines and clear action steps supported by specific strategies.
- The academic achievement gap and the high school dropout rates need immediate and specific attention. Implementation of research-based strategies must be a statewide focus.
- The state needs to be clear about what 'career and college ready' means and how it is measured.
- The state needs a plan for compensating, promoting, and retaining teachers and principals using student growth as a significant factor.
- The state needs a plan for removing ineffective teachers and principals.

Washington's RTTT Steering Committee (Governor, SBE Chair and SPI) agreed to revise the education plan submitted as part of the RTTT proposal. The purposes of the Washington Education Plan¹ would be to:

- Establish a roadmap for all Washington State education agencies, boards, departments, divisions, and offices to align action plans, and monitor and report on progress.
- Establish priorities on which investment and policy decisions will be based.
- Rally support for education reform across the state.
- Develop a common communication tool for discussing Washington's common education priorities.

The RTTT consultant was retained in early September to continue the work this fall with the Steering Committee. The chair of the Professional Educator Standards Board was added to the Steering Committee. In addition, it was decided that the Quality Education Council should be included in the review of the state education plan as that body must make recommendations to the legislature to phase in full funding for basic education over the next ten years. The latest

¹ The SBE is calling the State Plan the Education Plan, others from the Steering Committee still refer to it as the Education Reform Plan.

revised plan contains the four original goals with strategies, progress indicators, and expected results. The Department of Early Learning, the Higher Education Coordinating Board, and the State Board of Community and Technical Colleges have provided input. This latest draft of the education plan will be vetted in November with various stakeholders² and a survey tool for feedback will be posted on line. These stakeholders will also be asked for their priorities. Based on the feedback, the plan will be revised and presented to the Quality Education Council (QEC) by the Steering Committee. After priorities are determined, the state education plan will be revised and action steps, measures, and timelines will be added. Next steps for the Steering Committee include finalizing the plan and developing a legislative strategy for codifying the plan.

In addition the State Board of Education developed its 2010-14 strategic plan that contains objectives to support the draft state education goals.

POLICY CONSIDERATIONS

The Board shall review and provide feedback on the draft education plan strategies and expected results for each of the four goals.

- Attachment A provides an overview.
- Attachment B provides the feedback tool on the bigger picture strategies and end results.
- Attachment C provides the detailed back up on the strategies and end results.

EXPECTED ACTION

Board members shall discuss the strategies and end results and fill out the survey to provide their feedback as part of the stakeholder review process.

² Stakeholder groups include: Association of Washington Business, Coalition for Excellent Schools Now, Congressional delegation, Early Childhood Groups, Education Associations, Ethnic Commissions, Governor's Commission on Transforming the Budget, Higher Education Groups, Legislative Leaders, Major Private Funder Group, Parents, Professional Educator Standards Board, Quality Education Council, State Board of Education, OSPI STEM group, Technology Alliance, and Urban League.

Washington State 2010 Education Reform Plan

OVERVIEW

October/November 2010

Objectives for Feedback Session

1. Clarify purposes of Education Reform Plan
2. Share overview of current draft of plan and steps to finalize it
3. Review process for securing feedback from stakeholder groups
4. Solicit your feedback on goals, strategies, and expected results: use a feedback tool

Purposes for WA Education Reform Plan

1. Establish a roadmap for all Washington State education agencies, boards, departments, divisions, and offices to align action plans, and monitor and report on progress
2. Establish priorities on which investment and policy decisions will be based
3. Rally support for education reform across the state and among policy makers, the public, and practitioners
4. Develop a common communication tool for discussing Washington's common education priorities

Education Reform Plan Graphic

VISION

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

To Realize This Vision, We Will Make Sure that Students:

Enter kindergarten prepared for success in school and life

Compete in Mathematics and Science Nationally and Internationally

Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender

Graduate Able to Succeed in College, Training, and Careers

GOALS

WHAT WE WILL ACHIEVE

Strategies Linked to Goals

Goal	Strategies
<i>All Washington Students Enter Kindergarten Prepared for Success in School and Life</i>	<ol style="list-style-type: none"><li data-bbox="758 548 1829 651">1. Develop capacity, skill, and education levels of pre-K providers<li data-bbox="758 667 1818 821">2. Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities<li data-bbox="758 837 1850 1057">3. Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices)

Strategies Linked to Goals

Goal	Strategies
<i>All Washington Students Compete in Mathematics and Science Nationally and Internationally</i>	<ol style="list-style-type: none">1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels2. Implement a statewide K-12 math improvement model that is aligned with “Response to Intervention”3. Create and implement a statewide K-12 science improvement model that is aligned with research4. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education5. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)6. Increase the amount of instructional time in elementary school dedicated to mathematics and science7. Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools

Strategies Linked to Goals

Goal	Strategies
<p><i>All Washington Students Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender</i></p>	<ol style="list-style-type: none"> 1. Implement Full day kindergarten in Washington’s elementary schools, starting with the lowest income districts and schools 2. Reduce class size in the early grades in Washington’s lowest income districts and schools 3. Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior 4. Recruit, prepare, and retain educators -- skilled teachers and building-level leaders -- who possess skills and knowledge in language acquisition and cultural competency 5. Partner with parents, communities, advocates, employers and post-secondary educators in educating every child 6. Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington’s communities 7. Deliver differentiated, personalized instruction 8. Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities 9. Create an accountability system that includes rewards and incentives for equity <i>and</i> excellence 10. Generate and support innovative school models

Strategies Linked to Goals

Goal	Strategies
<p><i>All Washington Students Graduate Able to Succeed in College, Training, and Careers</i></p>	<ol style="list-style-type: none"> 1. Provide equitable and full educational funding to support career and college readiness 2. Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards 3. Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention 4. Implement rigorous and aligned pre-school through first year of college (“P-13”) standards, curriculum and assessments 5. Implement dropout early warning and intervention systems to support students at risk of dropping out 6. Implement rigorous career- and college- ready graduation requirements 7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs 8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion (“P-20”) – to forward timely decision making, research, policy, practice, public reporting, advocacy

Process for Soliciting Feedback

- Share draft of goals, strategies, and expected results
- Engage stakeholder groups (see following page)
- Use key questions
- Identify feedback patterns; incorporate into revised plan
- Share revised reform plan and priorities with Steering Committee and QEC for reaction & decision making

Process for Soliciting Feedback

<i>Stakeholder Groups</i>
Association of Washington Businesses
Coalition for Excellent Schools Now
Congressional delegation
Early Childhood Groups
Education Associations
Ethnic Commissions
Governor's Commission on Transforming Washington's Budget
Higher Education Groups
Legislative education leaders
Major Private Funder Groups
Parents
Professional Educator Standards Board
QEC Leadership Group
State Board of Education
OSPI STEM workgroup
Tech Alliance
Urban League

Process for Soliciting Feedback

Use Key Questions:

1. Rank the four goals – from most important to less important
2. Provide feedback on each goal, its associated strategies, and expected results as follows:
 - a. Describe in a few words what each goal means
 - b. From the list of existing strategies, prioritize the strategies that are essential to carrying out each goal
 - c. For the top three strategies you have prioritized, consider the expected results and indicate their level of importance to measuring the success of each strategy
 - d. Indicate in a few words those strategies that are missing from each particular goal area

Timeline for Completing Plan

Date	Action
October 28	Post Survey Tool
Weeks of November 1 st & 8 th	Conduct Focus Groups; align lessons learned and needs analysis to strategies
November	Identify patterns within feedback; incorporate
Week of November 15	Share revised reform plan and feedback process with Steering Committee and QEC
Weeks of November 29 and December 6 th & 13 th	Establish baseline data and projected targets for each Expected Result; establish action plans
Weeks for December 6 th , 13 th , and 20 th	Refine Education-related Legislative Agenda, Organizational Changes, and Budgets
Week of December 13	Share revised reform plan and priorities with Steering Committee and QEC
January 2011	Write and Edit New Version of 2010 State Education Reform Plan <u>Document</u> ; and Implementation Plan
January 2011	Develop Communication and Dissemination Plan
February 2011	Disseminate
March 2011	Allocate funds to priority strategies

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

GOALS

Please rank the four goals from most important to less important

(place an "X" in the appropriate column)

Goal	Level of Importance 1=highest priority			
	1	2	3	4
All Washington Students Enter Kindergarten Prepared for Success in School and Life				
All Washington Students Compete in Mathematics and Science Nationally and Internationally				
All Washington Students Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender				
All Washington Students Graduate Able to Succeed in College, Training, and Careers				

October 29, 2010

STRATEGIES AND EXPECTED RESULTS

Goal: *All Washington students will enter kindergarten prepared for success in school and life*

- a. Circle the two (2) most important strategies associated with achieving the kindergarten readiness goal
- b. Circle the single (1) most important expected result associated with each of the two (2) most important strategies
- c. Indicate if any key strategies are missing
- d. Indicate if any expected results are missing

Strategies	Expected Results
1. Develop capacity, skill, and education levels of pre-K providers	<ul style="list-style-type: none"> • Increases in numbers of teachers who meet <i>Early Childhood Education and Assistance Program (ECEAP)</i> professional development qualifications and requirements
2. Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities	<ul style="list-style-type: none"> • Reduction of students identified for special education services (K-3) • Increases in access to quality early learning settings • Increases in children who are from low income household who participate in <i>Early Childhood Education and Assistance Program (ECEAP)</i> • Increases in accredited child care and early learning childhood providers
3. Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices)	<ul style="list-style-type: none"> • Increases in early grade reading and mathematics achievement (preK-3)

Any missing strategies? _____

Any missing expected results? _____

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

Goal: *All Washington students compete in mathematics and science nationally and internationally*

- a. Circle the three (3) most important strategies associated with achieving the science and mathematics performance goal
- b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
- c. Indicate if any key strategies are missing
- d. Indicate if any expected results are missing

Strategies	Expected Results
<p>1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels</p>	<ul style="list-style-type: none"> • Increases in overall and disaggregated mathematics' and science performance levels on state, national, and international assessments in all tested grade levels • Increases in high school students performing in the top quartile of SAT and ACT mathematics and science scorers • Reductions in the number of students required to enroll in remedial mathematics' courses in college • Increases in Washington high school graduates obtaining a mathematics' and/or science related post-secondary degree or certificate • Increases in number of students studying STEM-related fields
<p>2. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education</p>	<ul style="list-style-type: none"> • Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience
<p>3. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)</p>	<ul style="list-style-type: none"> • Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience
<p>4. Increase the amount of instructional time in elementary school dedicated to mathematics and science</p>	<ul style="list-style-type: none"> • Increases in overall and disaggregated mathematics' performance levels in 3rd, 4th, and 5th grade • Increases in overall and disaggregated science performance levels in 5th grade

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

Strategies	Expected Results
5. Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools	<ul style="list-style-type: none">• Increases in the number of students, including low-income students and those from every ethnic subgroup, completing post-secondary college, certificate, apprenticeship, and other career training programs in STEM related fields• Increases in students performing at levels 3,4, or 5 on AP STEM-related exams

Any missing strategies? _____

Any missing expected results? _____

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

GOAL: All Washington students attain high academic standards regardless of race, ethnicity, income or gender

- a. Circle the three (3) most important strategies associated with realizing the achievement gap goal
- b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
- c. Indicate if any key strategies are missing
- d. Indicate if any expected results are missing

Strategies	Progress Indicators & Expected Results
1) Implement Full day kindergarten in Washington’s elementary schools, starting with the lowest income districts and schools	<ul style="list-style-type: none"> • Increases in Washington <u>public</u> school Kindergarten students (disaggregated) participating in public funded full-day kindergarten
2) Reduce class size in the early grades in Washington’s lowest income districts and schools	<ul style="list-style-type: none"> • Increases in 3rd grade disaggregated performance (literacy, numeracy)
3) Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior (<i>Response to Intervention</i> includes screening, diagnostic, progress monitoring/benchmarking, and outcome assessments; high quality initial ('core') instruction, and research-based intervention when needed)	<ul style="list-style-type: none"> • Reductions in low income students and those from every ethnic subgroup identified for special education services • Increases in low income students and those from every ethnic subgroup declassified from special education services • Increases in the number of students receiving learning support services (bilingual, reading, mathematics) outside of special education
4) Recruit, prepare, and retain educators -- skilled teachers and building-level leaders --who possess skills and knowledge in language acquisition and cultural competency	<ul style="list-style-type: none"> • Reductions in demographic gap between educators and the students they teach • Increases in education as a chosen career among the state’s highest-ranked high school graduates
5) Partner with parents, communities, advocates, employers and post-secondary educators in educating every child	<ul style="list-style-type: none"> • Increases in student attendance • Reductions in student suspensions • Numbers of students on track/off track to graduate • Reductions in drop out rates
6) Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington’s communities	<ul style="list-style-type: none"> • Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup* <p>*(American Indian, Asian, Black, Hispanic, Pacific Islander, White)</p>
7) Deliver differentiated, personalized instruction	<ul style="list-style-type: none"> • Increases in overall and disaggregated performance of low income students and those from every ethnic subgroup in all subjects at all tested grade levels

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

Strategies	Progress Indicators & Expected Results
8) Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities	<ul style="list-style-type: none"> • Increases in overall achievement in all subjects and all tested grade levels • Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup* *(American Indian, Asian, Black, Hispanic, Pacific Islander, White)
9) Create an accountability system that includes rewards and incentives for equity and excellence	<ul style="list-style-type: none"> • Increase in students who graduate meeting college entrance requirements (HECB College Academic Distribution Requirements)
10)Generate and support innovative school models	<ul style="list-style-type: none"> • Increases in High schools making the greatest gains in reducing gaps in achievement among subgroups

Any missing strategies? _____

Any missing expected results? _____

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

GOAL: *All Washington students graduate able to succeed in college, training, and careers*

- a. Circle the three (3) most important strategies associated with achieving the college readiness goal
- b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
- c. Indicate if any key strategies are missing
- d. Indicate if any expected results are missing

Strategies	Progress Indicators & Expected Results
1. Provide equitable and full educational funding to support career and college readiness	<ul style="list-style-type: none"> • Stable, dependable, and clear funding formulae • Levels of compensation for teachers, administrators, and classified staff that approximate state labor-market compensation rates for state-funded work groups
2. Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards	<ul style="list-style-type: none"> • Reductions in educator workforce projection supply and demand gap
3. Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention	<ul style="list-style-type: none"> • Increases in numbers of educators receiving low marks on evaluation system that are put on an improvement plan, not granted tenure, and/or that leave the profession
4. Implement rigorous and aligned pre-school through first year of college (“P-13”) standards, curriculum and assessments	<ul style="list-style-type: none"> • Increases in overall student achievement in all subjects and all tested grade levels
5. Implement dropout early warning and intervention systems to support students at risk of dropping out	<ul style="list-style-type: none"> • Reductions in cohort drop out rates • Increases in high school four year and extended-graduation rates

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

Strategies	Progress Indicators & Expected Results
<p>6. Implement rigorous career- and college- ready graduation requirements</p>	<ul style="list-style-type: none"> • Increases in students meeting new Washington Graduation Requirements – Career and College Ready • Increases in students performing at college entrance standards (SAT = XXX; ACT = XXX) • Decreases in students needing remedial/development courses in Community and Technical Colleges • Increases in students staying in college beyond freshman year and those with credit accumulation equivalent to 15 or more credits • Increases in completion rates in Community and Technical colleges • Increases in students completing by age 25 post-secondary college, certificate, apprenticeship, and other career training programs
<p>7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs</p>	<ul style="list-style-type: none"> • Increases in students taking college entrance examinations (ACT and SAT) • Increases in students completing dual credit courses or earning credit from college coursework while in high school • Increases in college bound scholarship students enrolling in a college or university • Increases in students enrolled in formal post-secondary programs and/or college
<p>8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion (“P-20”) – to forward timely decision making, research, policy, practice, public reporting, advocacy</p>	<ul style="list-style-type: none"> • Increase in customer/user satisfaction of P-20 and educator workforce dashboards

Discuss your feedback

Turn in this document!

Thanks!

GOAL #1: All Washington students will enter kindergarten prepared for success in school and life

Strategies	Progress Indicators & Expected Results (in RED)
<p>1. Develop capacity, skill, and education levels of pre-K providers</p> <ul style="list-style-type: none"> a. Implement comprehensive professional development and compensation system b. Enhance child care licensing requirements and policies c. Deliver quality early childhood education degree and certificate programming for aspiring educators; partner with Community and Technical Colleges d. Provide health, mental health, and social emotional consultation in early childhood settings e. Expand registry for early childhood professionals f. Provide data, information, and systems to increase quality of early childhood education (<i>Quality Rating and Improvement System</i>) 	<ul style="list-style-type: none"> • Increases in numbers of teachers who meet <i>Early Childhood Education and Assistance Program (ECEAP)</i> professional development qualifications and requirements • Improvements in assessment data from Quality Rating and Improvement System in regard to teacher quality, available resources, best practices, and professional development for teachers, and parent access and information
<p>2. Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities</p> <ul style="list-style-type: none"> a. Expand and enhance <i>Early Childhood Education and Assistance Program (ECEAP)</i> b. Increase access for children and their families to participate in accredited child care and early learning programs by implementing a Quality Rating and Improvement System c. Expand home visitation services to at risk families d. Expand P-20 longitudinal data system to include identification and prioritization of early learning data indicators and analyses e. Implement statewide parent outreach and engagement campaign; partner with Community and Technical Colleges to deliver online parent education courses 	<ul style="list-style-type: none"> • Reduction of students identified for special education services (K-3) • Improvements in school readiness, including academic and social/emotional indicators on <i>Washington Kindergarten Inventory of Developing Skills'</i> (WaKIDS) kindergarten readiness assessment indicators • Increases in access to quality early learning settings • Increases in children receiving support from <i>Working Connection Child Care</i> subsidy program who receive 12 months of care without interruption • Increases in schools using WaKIDS' kindergarten readiness assessment • Increases in children who are from low income household who participate in <i>Early Childhood Education and Assistance Program (ECEAP)</i> • Increases in accredited child care and early learning childhood providers

DETAIL DOCUMENT: GOALS, STRATEGIES, & EXPECTED RESULTS
 October 28, 2010 Meeting Materials (REV)

Strategies	Progress Indicators & Expected Results (in RED)
<p>3. Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices)</p> <ul style="list-style-type: none"> a. Adopt and implement <i>Washington Kindergarten Inventory of Developing Skills</i> (WaKIDS) and early learning development benchmark process <ul style="list-style-type: none"> i. Provide incentives for all schools and districts to use Kindergarten assessment process and early learning and development benchmark process b. Implement the K-12 Reading Model and expand to include birth-5 early literacy skills c. Fund and facilitate implementation of the K-12 Math Improvement Framework to include birth-5 early numeracy skills d. Align <i>Early Learning Guidelines</i> with K-12 Learning Standards 	<ul style="list-style-type: none"> • Increases of incoming Kindergarteners' progress on social emotional readiness assessment in one school year (WaKIDS disaggregated developmental and formative assessment data including social-emotional, language development, cognitive, and physical) • Increases in early grade reading and mathematics achievement (preK-3)

GOAL #2: All Washington students compete in mathematics and science nationally and internationally

Strategies	Progress Indicators & Expected Results (in RED)
<p>1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels</p> <ul style="list-style-type: none"> a. Adopt the Common Core mathematics standards b. Implement a statewide K-12 math improvement model that is aligned with research on Response to Intervention* c. Create and implement a statewide K-12 science improvement model that is aligned with research d. Align the College Readiness Mathematics Test to the mathematics' Common Core State Standards; administer in 11th or 12th grade* e. Participate in the SMARTER/Balanced Assessment Consortium to develop and implement mathematics formative and summative assessments f. Provide professional development for implementation of the newly revised mathematics and science standards/assessments g. Replace the current high school mathematics assessment with two (2) end-of-course assessments that will measure Algebra 1 and Geometry skills and knowledge h. Provide support to school districts in obtaining aligned mathematics and science instructional materials, including on-line materials and software to access it i. Provide support for WA students to participate in a state in TIMMS or PISA assessment programs (requires establishing a benchmark and performance targets for TIMMS and PISA as a result of first administration) j. Implement the new proposed Washington State Graduation Requirements k. Implement the new mathematics graduation credit and end-of-course requirements for the classes of 2013 and beyond. Increase student participation in dual credit course offering in mathematics and science (e.g., AP, College in the High School) <p>*includes leadership, instructional materials, professional development, intervention for struggling students, and screening, diagnosis, and progress monitoring</p>	<ul style="list-style-type: none"> • Increases in students completing Algebra I by 8th grade • Increases in students completing Algebra II or its integrated equivalent • Increases in overall and disaggregated mathematics' and science performance levels on state, national, and international assessments in all tested grade levels <ul style="list-style-type: none"> ○ Reductions in achievement gaps in mathematics • Increases in high school students performing in the top quartile of SAT and ACT mathematics and science scorers • Reductions in the number of students required to enroll in remedial mathematics' courses in college • Increases in Washington high school graduates obtaining a mathematics' and/or science related post-secondary degree or certificate • Increases in number of students studying STEM-related fields

DETAIL DOCUMENT: GOALS, STRATEGIES, & EXPECTED RESULTS
 October 28, 2010 Meeting Materials (REV)

Strategies	Progress Indicators & Expected Results (in RED)
<p>2. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education</p> <p>a. Provide incentives for college students and talented mathematics and science professionals to pursue mathematics and science teaching careers, including providing science and mathematics professionals certification and salary recognition for work-related experience</p> <p>b. Deliver <i>Higher Education Coordinating Board</i> professional development activities directed at middle and high school (Title II funds)</p>	<ul style="list-style-type: none"> • Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience
<p>3. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)</p> <p>a. Increase opportunities for teachers to add mathematics and science related endorsements through programs such as conditional loans (e.g., the “retooling” program for current teachers)</p> <p>b. Create a specialty endorsement for elementary mathematics and science specialists; includes providing incentives for teachers to obtain the certificates and implementation of an equitable statewide distribution strategy</p>	<ul style="list-style-type: none"> • Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience
<p>4. Increase the amount of instructional time in elementary school dedicated to mathematics and science</p> <p>a. Provide professional development to teachers on math and science models (see Goal 2, Strategies 2 and 3)</p>	<ul style="list-style-type: none"> • Increases in overall and disaggregated mathematics’ performance levels in 3rd, 4th, and 5th grade • Increases in overall and disaggregated science performance levels in 5th grade
<p>5. Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools</p> <p>a. Partner with business/industry, colleges and universities, organizations, and communities to provide opportunities for educators and students to engage in the application of science, technology, engineering, and mathematics</p>	<ul style="list-style-type: none"> • Increases in the number of students, including low-income students and those from every ethnic subgroup, completing post-secondary college, certificate, apprenticeship, and other career training programs in STEM related fields • Increases in students performing at levels 3,4, or 5 on AP STEM-related exams

GOAL #3: All Washington students attain high academic standards regardless of race, ethnicity, income or gender

Strategies	Progress Indicators & Expected Results (in RED)
1) Implement Full day kindergarten in Washington’s elementary schools, starting with the lowest income districts and schools	<ul style="list-style-type: none"> Increases in Washington <u>public</u> school Kindergarten students (disaggregated) participating in public funded full-day kindergarten
2) Reduce class size in the early grades in Washington’s lowest income districts and schools	<ul style="list-style-type: none"> Increases in 3rd grade disaggregated performance (literacy, numeracy)
3) Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior <i>(Response to Intervention includes screening, diagnostic, progress monitoring/benchmarking, and outcome assessments; high quality initial (‘core’) instruction, and research-based intervention when needed)</i>	<ul style="list-style-type: none"> Reductions in low income students and those from every ethnic subgroup identified for special education services Increases in low income students and those from every ethnic subgroup declassified from special education services Increases in the number of students receiving learning support services (bilingual, reading, mathematics) outside of special education
4) Recruit, prepare, and retain educators -- skilled teachers and building-level leaders --who possess skills and knowledge in language acquisition and cultural competency a. Recruit high-caliber students and professionals -- from underrepresented populations -- into high demand education fields and geographic locations b. Provide models to districts and schools on effective professional development for cultural competency and language acquisition	<ul style="list-style-type: none"> Reductions in demographic gap between educators and the students they teach Increases in education as a chosen career among the state’s highest-ranked high school graduates
5) Partner with parents, communities, advocates, employers and post-secondary educators in educating every child a. Support the implementation of a family involvement coordinator in every school b. Ensure district leaders use data to improve and sustain their work to engage communities and families c. Support and encourage specific district leadership actions for i. family and community involvement ii. family and community outreach that involves <i>all</i> families and community demographic groups in meaningful ways	<ul style="list-style-type: none"> Increases in student attendance Reductions in student suspensions Numbers of students on track/off track to graduate Reductions in drop out rates

DETAIL DOCUMENT: GOALS, STRATEGIES, & EXPECTED RESULTS
 October 28, 2010 Meeting Materials (REV)

Strategies	Progress Indicators & Expected Results (in RED)
<p>6) Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington’s communities</p> <ul style="list-style-type: none"> a) Expand middle school and high school guidance counseling programs b) Provide ongoing academic support for middle and high school students to master rigorous and increased academic college and career readiness standards c) Implement Positive Behavior Support systems K-12 d) Implement ‘on track to graduation’ data systems starting in middle school to identify, monitor, and support every student at risk (Dropout Early Warning Intervention Systems) e) Use research-based strategies to provide the support needed for students to be successful in courses needed for graduation (e.g., AVID, extended learning time, project based learning, etc.) f) Invest in more college credit acquisition programs for high school students from Washington’s highest needs schools and classrooms (Running Start, AP, IB, dual credit, early college programs, online programs, GEAR UP, etc.) g) Increase availability of credit recovery, alternative credit acquisition, and student re-engagement programs h) Support the full implementation of a coordinated school (and environmental) health program, ensuring that students are connected with the health (and environmental) services necessary for successful learning 	<ul style="list-style-type: none"> • See Progress Indicators & Expected Results for #5 above • Numbers of students with high school and beyond plans aligned with new Washington Graduation Requirements – Career and College Ready • Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup* • Reductions in incidences of bullying at all grade levels (cyber, telecommunications, face to face) (See also #5 above) <p>*(American Indian, Asian, Black, Hispanic, Pacific Islander, White</p>
<p>7) Deliver differentiated, personalized instruction</p> <ul style="list-style-type: none"> a) Support equitable distribution of highly effective educators and specialty roles b) Provide funding for students with special needs to meet state and national standards, including those eligible for special education, English Language Learner, and additional academic support services 	<ul style="list-style-type: none"> • Increases in overall and disaggregated performance of low income students and those from every ethnic subgroup in all subjects at all tested grade levels

DETAIL DOCUMENT: GOALS, STRATEGIES, & EXPECTED RESULTS
 October 28, 2010 Meeting Materials (REV)

Strategies	Progress Indicators & Expected Results (in RED)
<p>8) Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities</p> <p>a. Implement district and school improvement and intervention models and process</p>	<ul style="list-style-type: none"> • Increases in overall achievement in all subjects and all tested grade levels • Increases in student performance among schools identified as <i>Persistently-Lowest Achieving</i> (PLA) over three years • Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup *(American Indian, Asian, Black, Hispanic, Pacific Islander, White)
<p>9) Create an accountability system that includes rewards and incentives for equity and excellence</p> <p>b. Incent and reward schools that demonstrate progress on equity and excellence indicators</p> <p>c. Incent and reward schools that demonstrate progress on graduating students that successfully complete WA State Board of Education graduation requirements</p> <p>d. Incent and reward low income students and those from underrepresented populations who graduate</p>	<ul style="list-style-type: none"> • Reductions in state and district achievement gap component of Accountability Index (SBE/OSPI) • Increases in <u>High schools</u> making the greatest improvement in students successfully completing the new Washington Graduation Requirements – Career and College Ready • See also Goal 4, Strategy 1 (ample funding) • Increase in students who graduate meeting college entrance requirements (HECB College Academic Distribution Requirements)
<p>10) Generate and support innovative school models</p> <p>a. Implement transformational school models and programs in partnership with colleges, universities, not-for-profit and private partners, education management organizations and other national providers</p>	<ul style="list-style-type: none"> • Numbers of districts implementing evidenced-based school models • Increases in High schools making the greatest gains in reducing gaps in achievement among subgroups

GOAL #4: All Washington students graduate able to succeed in college, training, and careers

Strategies	Progress Indicators & Expected Results (in RED)
<p>1. Provide equitable and full educational funding to support career and college readiness</p> <p>a. Implement state funding necessary to support all students' basic educational needs</p> <p>b. Support the development of performance incentives that encourage performance improvement and recognize district and school performance</p>	<ul style="list-style-type: none"> • Increases in levels of funding to the level that supports delivery of sound basic education program • Stable, dependable, and clear funding formulae used to <ul style="list-style-type: none"> ○ distribute funds to schools at levels that support delivery of sound basic education program ○ reward and recognize districts and schools for meeting student and efficiency performance standards (See also Goal 3, Strategy 9) ○ provide appropriate financial weight to offset demographic conditions within a school or district, including (but not limited to) foster care, mobility, crime rates, poverty rates, teacher experience/performance, student achievement etc. ○ encourage program flexibility based on performance • Levels of compensation for teachers, administrators, and classified staff that approximate state labor-market compensation rates for state-funded work groups

DETAIL DOCUMENT: GOALS, STRATEGIES, & EXPECTED RESULTS
 October 28, 2010 Meeting Materials (REV)

Strategies	Progress Indicators & Expected Results (in RED)
<p>2. Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards</p> <ul style="list-style-type: none"> a. Implement high program standards that incorporate rigorous content knowledge, demonstrated instructional effectiveness, and cultural competency in professional practice. b. Develop and implement career development and career ladders for educators c. Provide comprehensive information on the state’s current educator workforce profile, and data on projected workforce need d. Implement embedded professional development system for both teachers and leaders e. Provide mentors for all beginning teachers f. Strengthen connections between colleges of education and higher education institutions to deliver high quality educator preparation g. Build capacity at the state, regional, district, school and classroom levels to implement and support reforms 	<ul style="list-style-type: none"> • Increases in prospective educators enrolled in educator preparation programs who performed in top XX% of all high school graduates on ACT and SAT examinations • Reductions in educator workforce projection supply and demand gap
<p>3. Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention</p> <ul style="list-style-type: none"> a. Revise laws and rules on teacher/principal tenure b. Improve the dismissal process to ensure that every classroom has an effective teacher and every school has an effective principal 	<ul style="list-style-type: none"> • Increases in educators evaluated using multiple measures of teacher effectiveness (including student growth) as part of licensure, hiring, placement, tenure, and retention decisions • Increases in numbers of educators receiving low marks on evaluation system that are put on an improvement plan, not granted tenure, and/or that leave the profession

DETAIL DOCUMENT: GOALS, STRATEGIES, & EXPECTED RESULTS
 October 28, 2010 Meeting Materials (REV)

Strategies	Progress Indicators & Expected Results (in RED)
<p>4. Implement rigorous and aligned pre-school through first year of college (“P-13”) standards, curriculum and assessments</p> <ul style="list-style-type: none"> a. Adopt and implement Common Core Standards b. Implement the new State Board of Education high school requirements c. Provide curriculum, instructional supports, and instructional materials that are differentiated, personalized and aligned d. Provide curriculum material reviews to districts to inform curricular selection decisions e. Develop, adopt and use assessments that are consistent with state goals and standards including adopting and implementing assessments from state consortia f. Align all state and locally-adopted assessments into a comprehensive system including screening, progress monitoring, diagnostic assessments, and outcome assessments 	<ul style="list-style-type: none"> • Increases in schools and district personnel trained in new Common Core Standards • Increases in overall student achievement in all subjects and all tested grade levels
<p>5. Implement dropout early warning and intervention systems to support students at risk of dropping out</p> <ul style="list-style-type: none"> a. Provide rigorous, relevant instruction to better engage students and provide skills needed to graduate b. Provide academic support for improving student achievement for students at risk of dropping out c. Implement programs to help students and educators improve behavior and social skills d. Provide adult advocates to support students at risk of dropping out 	<ul style="list-style-type: none"> • Reductions in student suspensions • Numbers of students on track/off track to graduate • Reductions in cohort drop out rates • Increases in high school four year and extended-graduation rates

DETAIL DOCUMENT: GOALS, STRATEGIES, & EXPECTED RESULTS
 October 28, 2010 Meeting Materials (REV)

Strategies	Progress Indicators & Expected Results (in RED)
<p>6. Implement rigorous career- and college- ready graduation requirements</p> <ul style="list-style-type: none"> a. Implement State Board of Education new graduation requirements b. Require all middle and high school students to formulate a “high school and beyond plan” – including a trajectory that leads to career- and college-readiness c. Expand partnerships with colleges, universities, and training providers designed to prepare students for and educate students about post secondary certificate, apprenticeship, career training programs, and college programs and curricular demands d. Tie high school graduation standards to two and four year college entrance requirements 	<ul style="list-style-type: none"> • Numbers of students who have “high school and beyond plans” and follow them • Increases in students meeting and exceeding standards on high school statewide proficiency exams • Increases in students meeting new Washington Graduation Requirements – Career and College Ready <ul style="list-style-type: none"> ○ Increases in districts implementing high school graduation requirements (Goal: 100% by 2016) • Increases in students performing at college entrance standards (SAT = XXX; ACT = XXX) • Decreases in students needing remedial/development courses in Community and Technical Colleges • Increases in students staying in college beyond freshman year and those with credit accumulation equivalent to 15 or more credits • Increases in completion rates in Community and Technical colleges • Increases in students completing by age 25 post-secondary college, certificate, apprenticeship, and other career training programs
<p>7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs</p> <ul style="list-style-type: none"> a. Recruit more eligible 7th and 8th grade highest needs students for the College Bound Scholarships to cover college tuition at public colleges in WA b. Increase dual credit opportunities (IB, AP, concurrent programming, Tech Prep) c. Provide the opportunity for students to take, receive results from, and receive guidance based on a college readiness test in their junior year of high school d. Provide mentoring, tutoring, and support to potential first generation college students 	<ul style="list-style-type: none"> • Increases in students taking college entrance examinations (ACT and SAT) • Increases in students completing dual credit courses or earning credit from college coursework while in high school • Increases in college bound scholarships awarded • Increases in college bound scholarship students enrolling in a college or university • Increases in students enrolled in formal post-secondary programs and/or college

Strategies	Progress Indicators & Expected Results (in RED)
<p>8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion (“P-20”) – to forward timely decision making, research, policy, practice, public reporting, advocacy</p> <ul style="list-style-type: none"> a. Improve P-20 longitudinal data and information systems that link early learning, K-12, higher education program, and workforce data <ul style="list-style-type: none"> i. Provide data support to classroom teachers and principals for informing classroom practice ii. Set clear and fair parameters for defining, measuring, and reporting on student growth, educator effectiveness, and school progress iii. Provide comprehensive data on the state’s current educator workforce profile, supply, and demand b. Support public and researcher access to the P-20 longitudinal data 	<ul style="list-style-type: none"> • Increases in availability of user friendly, accessible, time sensitive, and instructionally relevant P-20 data • Increases in access to and ease-of-use associated with P-20 data system tools and repositories (data warehouse, dashboards, reports, query tools) • Increases in availability and accuracy of educator workforce projection data • Increase in customer/user satisfaction of P-20 and educator workforce dashboards <p>Facilitates tracking of Progress Indicators and Expected Results #1-7 above, among those linked to other goals</p>

The Washington State Board of Education

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Business Items – November 9-10, 2010 Meeting Proposed Motions

Content	*Staff Recommendation	Action
1. Consent Agenda <ul style="list-style-type: none"> • Approval of Minutes from the September 15-16 Meeting • State Board of Education Strategic Plan 2010-14 • Private Schools 	<u>Motion:</u> Move to approve the Consent Agenda.	
2. High School Graduation Requirements Resolution	<u>Motion:</u> Move to approve the resolution of Washington State Graduation Requirements: Career and College Ready	
3. Required Action District Final Rule	<u>Motion:</u> Move to approve the new rule WAC 180-17 to implement the accountability legislation for the required action districts for filing with the Code Reviser for proposed rule making under RCW 34.05.320	
4. Technical Fixes for SBE Rules Final Rule	<u>Motion:</u> Move to approve the technical changes to Title 180 WAC for filing with the Code Reviser for proposed rule making under RCW 34.05.320	
5. State Board of Education Calendar for 2012 and 2013	<u>Motion:</u> Move to approve the calendars for 2012 and 2013 for SBE meetings	

*Please note that these recommended motions are consistent with the direction proposed by staff in the materials provided with the Agenda. The motions are subject to modification at the election of any Board member. The Board may also elect not to proceed with a motion on an agenda item.

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WASHINGTON STATE BOARD OF EDUCATION MEETING DATES FOR 2012-2013

Dates/Locations for 2012	Locations for 2013
January 11-12 Olympia TBD	January 9-10 Olympia TBD
March 14-15 TBD	March 13-14 Olympia TBD
May 8-9 TBD	May 8-9 TBD
July 10-12 to include Retreat TBD	July 9-11 to include retreat TBD
September 12-13 TBD	September 11-12 TBD
November 8-9 TBD (combined with PESB)	November 14-15 TBD (combined with PESB)

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STATE BOARD MEMBER LIAISONS

BACKGROUND

The State Board of Education members have been assigned liaison roles to various groups. Board members were provided the opportunity to update or change their liaison roles in September. From feedback received, the revised list was created for further discussion at the November meeting.

POLICY CONSIDERATION

Due to budget considerations this year, Chair Vincent has asked Board members to reduce their travel by ten percent. Board members are asked to examine the agendas of their respective groups and determine if they need to attend the meetings. The SBE will pay for one member to attend each WSSDA regional meeting; if another member wishes to attend he/she will be asked to do so at his/her own expense.

EXPECTED ACTION

None. This is a Board discussion item.

BOARD MEMBERS ASSIGNMENT TO LIAISON GROUPS

Organization	Primary Liaison
AWSP	Amy Bragdon
AESD	Steve Dal Porto
ESD 101 (Spokane)	Amy Bragdon
ESD 105 (Yakima)	Phyllis Frank
ESD 112 (Vancouver)	Bob Hughes
ESD 113 (Olympia)	Bob Hughes
OESD 114 (Bremerton)	Kris Mayer
PSESD (Renton)	Connie Fletcher
ESD 123 (Tri Cities)	Steve Dal Porto / Phyllis Frank
NCESD 171 (Wenatchee)	Steve Dal Porto
NWESD 189 (Anacortes)	Sheila Fox
Learning First Alliance	Connie Fletcher
HECB: Higher Education Coordinating Board	Sheila Fox
PESB: Professional Educator Standards Board	Sheila Fox
PSE: Public School Employees of Washington	Warren Smith
PTA: Parent Teachers Association	Eric Liu
QEC: Quality Education Committee	Mary Jean
SBCTC: State Board for Community and Technical Colleges	Bernal Baca
Steering Committee for Education Reform	Jeff Vincent
WALA: Washington Association for Learning Alternatives	Phyllis Frank
WASA: Washington Association of School Administrators	Steve Dal Porto
WASC: Washington Association of Student Councils	Anna Laura Kastama / Jared Costanzo
WEA: Washington Education Association	Bernal Baca
WFIS: Washington Federation of Independent Schools	Jack Schuster
Washington Business Roundtable/Association of Washington Businesses & Partnership for Learning	Jeff Vincent
WSSDA: Washington State School Directors' Association	Connie Fletcher
WTECB: Workforce Training and Education Coordinating Board	Phyllis Frank
WSSDA Regional Meetings:	
1. Director Area 1	1. Sheila Fox and Bob Hughes
2. Director Area 2	2. Bernal and Connie Fletcher
3. Director Area 3	3. Warren Smith
4. Director Area 4	4. Kris Mayer
5. Director Area 5	5. Jack Schuster
6. Director Area 6	6. Bob Hughes
7. Director Area 7	7. Steve Dal Porto
8. Director Area 8	8. Phyllis Frank
9. Director Area 9	9. Amy Bragdon
10. Director Area 10	10. Steve Dal Porto
11. Director Area 11	11. Phyllis Frank