

August 29, 2013

Dear Board Members:

Enclosed is your packet of materials for the September Board Meeting and Retreat in Yakima. This year's retreat starts on Tuesday, September 10 and runs through Thursday, September 12, and will take place at ESD 105, hosted by Superintendent Steve Myers. Steve wanted me to let you know how pleased he is to host the Board meeting and looks forward to dialoguing with you on the morning of the first day.

Our first day, Tuesday, is dedicated to our annual Retreat discussions. I have retained a facilitator to help us reflect on our progress this year and discuss our priorities for the coming year. Acting Chair Ryan wanted me to let everyone know to dress casually for this day, and to come with a relaxed frame of mind. Our discussions on the strategic plan and board operations will be mixed in with some opportunities for learning and fun in the afternoon as well. With so many new board members, I think we all look forward to the opportunity to spend some time together, sharing our personal stories and convictions about improving educational outcomes for kids.

Our second day includes continued work on our accountability framework, but also includes the review of our first charter school authorizer application from the Spokane Public Schools. Given the importance of this decision, staff has been conscientious about sending information as it has become available so that you can be deliberative in your analysis of this application. The Board's commitment to running a quality process – one that focuses less on compliance and more on assessing the intentionality and readiness of the district's application to improve student achievement outcomes for all children – has guided the review team's deliberations all the way through. I think you will be pleased with the quality and rigor of the process that was undertaken.

Our final day is dedicated to a series of school visits in which we will see first-hand how the work we are doing impacts teaching and learning in schools. Dr. Elaine Beraza, the Superintendent in Yakima, has helped us schedule visits to three schools, with our final visit including a lunch prepared by the culinary students at the Yakima Valley Technical Skills Center. I hear wonderful things about the students... and the food!

Look forward to seeing you all again in Yakima.

Ben

September 10-12, 2013

AGENDA

Tuesday, September 10, 2013

Note: Proceedings on the first day will follow a Board retreat meeting format. Board members will be in informal dress and working in small groups.

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| 8:00-8:15 a.m. | Welcome from Steve Myers, Superintendent, Educational Service District 105 |
| 8:15-8:30 | Retreat Orientation |
| 8:30-10:30 | Café Conversations – Small Group Focus on Select Topics <ul style="list-style-type: none">• Developing Shared Norms as a Board• Operational and Policy Goals for 2014 |
| 10:30-12:00 | Group Reflections |
| 12:00-1:00 p.m. | Lunch |
| 1:00-2:45 | Discussion of SBE Strategic Plan & Legislative Priorities |
| 2:45-3:00 | Drive to Yakima Valley Museum for Duration of the Meeting |
| 3:00-4:00 | Education Tour at Yakima Valley Museum
(Tour begins promptly at 3 p.m.) |
| 4:00 | Adjourn |
| 6:30 | Board Retreat Dinner |

Wednesday, September 11, 2013

8:00-8:15 a.m. **Call to Order**
Pledge of Allegiance
Announcements

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 for the July 10-11, 2013 Board Meeting
(Action Item)

8:15-8:30 **Student Presentation**
Ms. Mara Childs, Student Board Member

8:30-9:00 **OSPI Briefing on Progress of Required Action Districts**
Ms. Linda Drake, Director of Research
Mr. Andrew Kelly, OSPI, Assistant Superintendent of Student and School Success
Ms. Maria Flores, OSPI, Associate Director of Innovation, Research and Policy

9:00-11:00 **Development of a School Performance Accountability Framework**

- Update on proposed modification to the required action district process and establishing statewide indicators of educational system health
Mr. Ben Rarick, Executive Director
Ms. Linda Drake, Director of Research
Mr. Greg Lobdell, CEE, President, Director of Research
- Update on rule-making to implement Senate Bill 5329
Mr. Andrew Kelly, OSPI, Assistant Superintendent of Student and School Success
Ms. Maria Flores, OSPI, Associate Director of Innovation, Research and Policy
Ms. Robin Munson, OSPI, Assistant Superintendent for Assessment and Student Information (by video conference)

11:00-11:15	Break
11:15-12:00 p.m.	Board Discussion
12:00-12:15	Public Comment
12:15-12:30	Lunch
12:30-1:00	Executive Session for the Purpose of the Executive Director Evaluation
1:00-1:15	Call for Nominations to the Executive Committee Ms. Mary Jean Ryan, Vice Chair
1:15-2:15	Charter School Authorizer Application - Spokane Public Schools Mr. Jack Archer, Director of Basic Education Oversight
2:15-2:45	Charter School Rules and Public Hearing Mr. Jack Archer, Director of Basic Education Oversight Mr. T.J. Kelly, Director of School Apportionment & Financial Services, OSPI (by video conference)
2:45-3:00	Break
3:00-3:15	Upcoming Board Work: Option Two Waiver Report and Charter School Rule-Making Mr. Jack Archer, Director of Basic Education Oversight
3:15-4:00	Board Discussion
4:00-5:00	Business Items and Discussion <ul style="list-style-type: none"> • Letter to AAW on Accountability Framework (Action Item) • Approval of Private Schools for the 2013-2014 School Year under RCW 28A.195.040 and Chapter 180-90 WAC (Action Item) • Approval of the Charter Authorizer Application for Spokane Public Schools (Action Item) • Approval of Modifications to the 2013-2014 Strategic Plan (Action Item) • Approval of the 2013-2015 Budget (Action Item) • Approval of Nominations of Officers to the Executive Committee (Action Item)
5:00	Adjourn

Thursday, September 12, 2013 Site Visits

Note: Drive directly to site locations. There will be a 15 minute window of travel between each school. Directions are provided in the packet.

8:15-8:45 a.m. Pre-briefing at the Yakima School District Training Room

9:00-10:00 Eisenhower High School Visit

10:15-11:15 Adams Elementary School

11:30-1:00 Yakima Valley Technical Skills Center
Lunch provided by Yakima Technical Skills Center

1:00 p.m. Adjourn

July 10-11, 2013
NorthEast Washington Educational Service District 101
Spokane, Washington

State Board of Education (SBE) Board Meeting Minutes

July 10, 2013

Members Attending: Vice-chair Mary Jean Ryan, Mr. Bob Hughes, Mr. Randy Dorn, Mr. Tre' Maxie, Ms. Connie Fletcher, Ms. Judy Jennings, Ms. Mara Childs, Mr. Eli Ulmer, Ms. Cindy McMullen, Ms. Isabel Munoz-Colon, Mr. Kevin Lavery, Ms. Deborah Wilds, Ms. Phyllis (Bunker) Frank, Ms. Kris Mayer, Mr. Peter Maier (15)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed (6)

The meeting was called to order at 8:35 a.m. by Vice-Chair Mary Jean Ryan.

Superintendent of NorthEast Educational Service District, Mike Dunn, made welcoming remarks to the Board and expressed appreciation for SBE's work in education. The Board recognized local SBE member, Ms. McMullen, for her outreach to educators in Spokane. Ms. Amy Bragdon, former SBE board member, was recognized for her work during her term on the Board.

Mr. Maier was given the Oath of Office for his elected position to the Board as the Western Region Position 5 member.

Ms. Childs was given the Oath of Office for her appointment to the Board as the student member for Western Washington.

Ms. Ryan announced the resignation of Mr. Vincent, SBE Chair. Ms. Ryan expressed appreciation for Mr. Vincent's commitment and his contribution to the progress the Board has made. The Board will discuss the election for Mr. Vincent's position in September. The election will take place in November.

Consent Agenda

Motion was made to approve the Consent Agenda as presented:

- June 19, 2013 Special Board Meeting Minutes
- May 8-9, 2013 Board Meeting Minutes

Motion seconded.

Motion adopted.

THE 2013-2014 STRATEGIC PLAN

Mr. Ben Rarick, Executive Director

Board members reviewed the current progress on the 2013-2014 strategic plan, which consists of the following five goals:

- Effective and Accountable P-13 Governance
- Comprehensive Statewide K-12 Recognition and Accountability
- Closing the Achievement Gap
- Strategic Oversight of the K-12 System
- Career and College Readiness

This update is intended to complement the extensive strategic plan review that happens annually during the Board retreat. A large portion of SBE staff's recent work has been dedicated to advocating for Senate Bill 5329 and its implementation. Other priority work surrounded English Language Learners, charter school rules, college and career readiness, Achievement Index submission to the federal government, and graduation requirements.

EHB 1450 passed late in the legislative session and includes a statement of intent to proceed with comprehensive science assessment. This legislation may impact the SBE. The bill calls for two cut points for the new Smarter Balanced Assessment Consortium test (SBAC). The cut points will include consortium-developed college and career readiness and the development of a minimum level of proficiency for high school graduation to be determined by SBE, as assigned by the Legislature.

Mr. Rarick presented other legislative bill updates. Bills were passed in computer science, high school acceleration, bilingual funding, English Language Learner goal setting, materials, supplies and operation costs, full day kindergarten, and LAP funding for closing the achievement gap. A bill that would change the design of the revised Index was not passed.

The Board discussed the continuation of the Quality Education Council (QEC). Per House Bill 2261, QEC was created to establish the definition and funding of basic education, but the number of members and the number of days the QEC can meet was limited by the Legislature. The Board discussed its leadership role in advocating for full funding. The Board will consider writing a letter of advocacy to Governor Inslee in support of the QEC.

DEVELOPMENT OF AN ACCOUNTABILITY FRAMEWORK PURSUANT TO THE REQUIREMENTS OF SENATE BILLS 5329 & 5491

Mr. Ben Rarick, Executive Director

Ms. Linda Drake, Senior Policy Analyst

E2SSB 5329 requires the State Board of Education (SBE) to “propose rules for adoption establishing an accountability framework that creates a unified system of support for challenged schools in need of assistance that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions.”

Board members formed three small groups to discuss and provide feedback for the following:

- Senate Bill 5329
- Senate Bill 5491
- Accountability Framework

Guiding questions for the small group discussions are shown below.

Group A	How should Required Action Plans be structured to maximize the likelihood that the plan will engender authentic change in practice?
Senate Bill 5329	How should the accountability framework address the transition to the Common Core State Standards?
	How should the type and scale of support for districts in the 5329 accountability system vary with school designations?
	How much progress is enough—what is “recent and significant progress toward exiting persistently low-achieving status”?
Group B	Why is each ESSB 5491 indicator important and what does it say about system health?
Senate Bill 5491	What should ESSB 5491 indicator goals be based on – how would you approach establishing a goal?
	In what ways should the goals in 5491 relate to the Achievement Index?
Group C	Several years after the Board has completed its work in establishing an accountability framework, what will you hope to have achieved? (Consider this question beyond the assumed answer of “improved student achievement.”)
Accountability Framework	
Discussion of Basic Values	The Board adopted a July, 2012 resolution establishing guiding principles and statements of belief about its upcoming accountability work – are you still satisfied with how this reads? Are there thoughts/ideas that occur to you now that didn’t then?

Each member participated in small group discussions on each topic, and then members reconvened as a large group. Feedback from the small groups and the large group discussion will be used for the basis of the Board’s letter to the Achievement and Accountability Workgroup, and in moving forward with accountability system work.

The discussion on E2SSB 5329 included the following points:

- For a Required Action District or a Level II Required Action District, how much progress is enough and how does it get measured? How can schools evaluate their own progress with only one test per year? There needs to be interim measures as well.
- The individual nature of each district and their specific issues should be addressed with OSPI guiding them in establishing reasonable and appropriate targets. Evaluation should be an ongoing process that takes place every time the board meets. Expecting schools to make at least one-third of the expected 3-year progress in the first year is unrealistic. The first year, the turnaround year, is the hardest year for a school to start the work of increasing growth. Plans should be individualized as much as possible.
- In regards to the transition to Common Core, districts need a path to evaluate their outcomes. It may be problematic for districts that lack the resources to effectively transition, and it becomes an issue of equity.

The group feedback and discussion on E2SSB 5491 included the following points:

- Are these the right indicators?
- Middle class and poverty kids should all have access to quality daycare and early learning as well as pre-kindergarten. Is WaKIDS an indicator that the education

system can impact? How can the system be accountable when the service is not uniformly available?

- How should system indicators be used to address achievement gaps?
- Is this a separate evaluation system from the Achievement Index and should they run parallel, intersect, or be different? Under the federal system, what schools report is not always consistent with what the state reports. Information should be transparent.
- Education agencies, as stated in the ESSB 5491, should have aligned strategic plans.

The group feedback and discussion on the accountability framework basic values included the following points:

- There is a need for explicit language on closing the achievement gap.
- How will the Achievement Index be used by individual districts? SBE should work with other educational organizations to explore what is possible and provide technological assistance so the Index is easy to use. There should be instructions on use of the Index as a decision-making tool.
- There is a need for to build an ongoing systematic review and a vision piece into the accountability framework.
- This should be something that shows the community what SBE is holding schools accountable for and how community members can play a role at home to support it.

JUNE 19 SPECIAL BOARD MEETING PUBLIC COMMENTS

The June 19 Special Board Meeting public comments were shared with the members and reflected school districts' concerns for focus schools in the Index tiers, labeling of schools as "struggling," special education, SGP methodology, and technical vetting of the revised Index.

PROPOSAL FOR A SIXTH TIER LEVEL IN THE ACHIEVEMENT INDEX

Mr. Ben Rarick, Executive Director

Mr. Rarick presented Mr. Maier's proposal for adding a sixth tier to the revised Index between "fair" and "struggling". His concern was for how focus schools are ranked and the merits of having a five-tier structure. The sixth tier, presented with the tentative name of "needs improvement", would recognize the difference between priority and focus schools. Using this model with the new Index, all Title and non-Title I schools in the lowest five percent would be placed in the bottom category of "priority" and focus schools could be designated separately in the new tier.

Schools that generally do well but have a struggling subgroup could be ranked as "struggling" overall in the current five-tier system. The Index work originally presented to the Board combined the federal categories of priority and focus into the "struggling" tier, with the top cut-off of the tier determined by Title I schools. It was projected that approximately 15 percent of schools would be designated as "struggling."

The changes to the revised Index with the addition of the sixth tier as proposed by Mr. Maier are as follows:

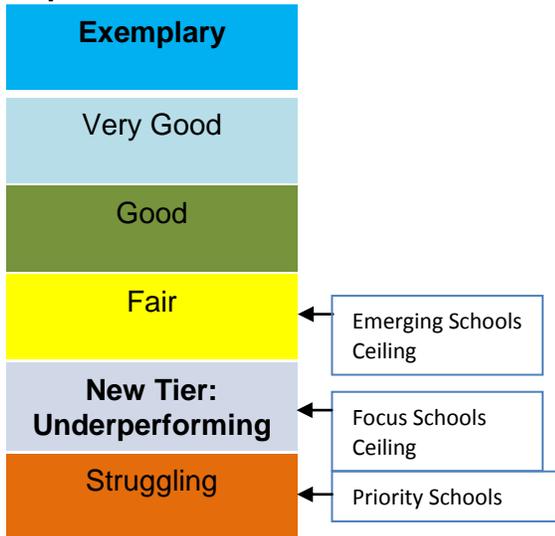
- Decreases the 15 percent of schools labeled as "struggling" due to the change of focus schools no longer being considered "struggling". The six-tier option is a more graduated system than the five-tier option and is still compatible with the federal system.
- Creates an intermediate category for schools that are not in the bottom five percent, but also not eligible for the label of "fair."

- Establishes the lowest five percent of schools, whether Title or non-Title, as the lowest tier.

If the Legislature institutes the A-F grading system, a six-tier model would be less compatible.

Members discussed the importance of deciding on a suitable title for the additional tier. If the additional tier between “struggling” and “fair” were added to the Index, the new category title should not suggest deviation from the fact that the schools are still low-performing.

Option – Add Sixth Tier



The Board was asked to make a motion on Thursday during business items.

PUBLIC COMMENT

WENDY RADER-KONOFALSKI, WEA

Even with teachers receiving training around the Common Core standards, they are still teaching with the old standards because tests for graduation are based on the old standards. Shifting to the new standards is hard. When the new tests come out in 2014, we will most likely see test scores significantly drop. SBE should consider this as they work on the Achievement Index and accountability framework. When looking at the tiers, a shift of test scores will be seen. This opens up a false designation based on a lack of transition in place from the current standards to the new ones. This transitional period warrants SBE’s consideration of what other states are doing, such as freezing the designations for a few years on the Index. There is also concern with the 11th grade college and career readiness test used as high stakes graduation tests. These tests do not give students enough time and should be given at the 10th grade level so that students have an opportunity to retake if necessary.

GLENYS HILL, LYLE SCHOOL DISTRICT

Lyle school district resubmitted their waiver request, which is being reviewed on Thursday. The school district understands the difficult choice for SBE to approve decreasing instructional days. The school district is in severe financial hardship with no TRI days available for teachers. The district has Priority and Emerging schools with no appropriate alignment to Common Core or targeted instruction for struggling students. Time for collaboration is needed. Therefore, the district is asking the SBE to take their circumstances into consideration when reviewing the application for approval.

ROBERTA KRAMER, RIVERSIDE SCHOOL DISTRICT

Riverside school district appreciates being able to resubmit a waiver application and the work of the SBE. The district has had waiver days in the past and is moving towards a more aligned system. The district is in financial hardship. The required level of instructional hours has been exceeded by 93 at the elementary level and 121 at the high school level. The district understands the board's concern may be the days reported as additional teacher work days. In district contracts, it speaks to specific days and calculates time, responsibility and incentive (TRI) days. This is done for specified days in order to be transparent to the community.

JIM KOWALKOWSKI, DAVENPORT SCHOOL DISTRICT

Mr. Kowalkowski appreciates SBE considering the sixth tier. The tier needs improvement with the title of "Emerging" for the Achievement Index. Mr. Kowalkowski commented on the district's waiver request. The district has four extra days for teacher professional development. He needs more time to work with his staff. There is an error in the application and the district is only seeking two days. The district is trying to implement Common Core, but there are limited dollars to do so.

RYAN TABLIT, NINE MILE SCHOOL DISTRICT

The district believes in accountability. However, the Achievement Index and the AYP are both faulty. It's based on year-to-year data and not on cohort. The district rank has decreased from "very good" to "good" within the last year. One reason is due to reading scores from 93 to 91. It's difficult to move up from a 93. The district has high graduation rates at 97 percent and the district has community support for performing well. It's hard to explain to the community why they're labeled as "just good." Accountability should be based on cohort data rather than one group of students to the next. Mr. Talbit encourages SBE to use cohort data for accountability.

MARIE SULLIVAN, WSSDA

Ms. Sullivan asked SBE to create an Ever ELL category. She is concerned with how students will be treated in the revised Achievement Index. There is concern for student growth percentile. Washington has a collaborative system and going to a norm-referenced system, as opposed to a criterion-based system, will put school districts in competition.

SHERRY EDWARDS, NESPELEM DISTRICT, INDIAN RESERVATION

Nespelem School District has submitted a waiver application to be considered for approval on Thursday. The district would like waiver days to take the place of early release days. They have consulted with the community and the required hours of instruction have been met. Their OSPI school improvement plan includes the use of waiver days, which will be used to allow for the time to analyze data and collaborate and provide paid days for staff to meet as a focus group.

PERFORMANCE TRACKING AND GOALS-SETTING FOR FORMER ENGLISH LANGUAGE LEARNER STUDENTS

Mr. Ben Rarick, Executive Director
Dr. Gil Mendoza, OSPI
Mr. Paul McCold, OSPI

Board members reviewed content previously presented by Mr. Mendoza and Mr. McCold at the May board meeting with the intent to consider a total English Language Learner approach in the Index and restructuring AMAOs.

The Board reviewed the following concerns discussed at the May board meeting:

- The revision of the AMAOs
- Ever or total ELL approach
- Inclusion of language acquisition data in the Index at a future point

Staff recommended going to the federal government with a proposal that would include 'Ever ELL' as a cell in the Index. Schools need to be evaluating the performance of English Language Learners both before and after exiting the program. The ultimate indicator would be seen in the successful performance of students leaving a quality program. The purpose of the 'Ever ELL' cell is to provide a better way of gauging the overall effectiveness of the ELL program.

Dr. Mendoza stated the Department of Education has historically rejected the concept of an 'Ever ELL' cell as a federal category due to lack of commonality with other states utilizing it and the fact that other 'Former ELL' systems have been known to be successful. However, the notion of an 'Ever ELL' cell is becoming a national topic of discussion within the education community and the Department of Education will probably reconsider it.

'Ever ELL' is defined as current or previous ELL students. Data would provide performance evaluation of current, transitional, and former ELL students. It would allow former ELL students to be tracked after they have left ELL programs.

Implementing the 'Ever ELL' cell in the Index expands the number of schools being held accountable for the subgroups of ELL because the number of students in that category increases.

Members discussed how to capture the success of former ELL students with the 'Ever ELL' cell, and the merits of having two separate categories of current and former ELL students.

The staff recommendation was to replace the current ELL cell with the 'Ever ELL' cell in the revised Achievement Index.

As schools transition into Common Core, there will be a significant shift in language and expectations for reading skill level. ELL programs will have a continuing need to evaluate student performance and proficiency in English. Should the federal government reject the 'Ever ELL' cell in the Index, the members discussed adding a "Former ELL" cell as a subgroup. This would be less preferable since it would be less comprehensive than 'Ever ELL', but an improvement over what is currently being used in the Index.

The Board was asked to make a motion on Thursday during business items.

CHARTER SCHOOL AUTHORIZER REVIEW AND APPROVAL PROCESS – STATUS UPDATE

Mr. Jack Archer, Director of Basic Education Oversight

SBE staff outlined the next steps and the second timeline for authorizer approvals. Board members reviewed Spokane Public School's application, which is the first and only district to have submitted an authorizer application for the one-year-only, July-September approval cycle. The next steps needed by the Board were as follows:

- Select external reviewers of applications.
- Schedule interviews with Spokane charter leads.

- Recommendation to the Board prior to September meeting on a decision to approve or deny.
- If approved, execute authorizing contract with 30 days of the Board's decision.

Action	Applications in 2014 (and Ongoing)
District notice of intent to submit authorizer application	October 1, 2013
SBE posts authorizer application	October 1, 2013
Closing date for authorizer applications to SBE	December 31, 2013
Closing date for SBE decisions on authorizer applications	April 1, 2014

The Board discussed requirements on the reviewers' residence. Reviewers were not required to be in-state applicants in the request for proposals, but SBE could give preference to such. Members felt it necessary for at least one external reviewer to have familiarity with basic education in Washington State. Three of the reviewers will be staff members of SBE and OSPI. Only two external reviewers will be contracted. When the evaluation process has been done using the rubric, members would like to see the data from all the subcategories as well as the cumulative scores. The rubrics structure does at this time require a scoring of each subsection, which provides those data.

PROPOSED RULES FOR CHARTER SCHOOLS

Mr. Jack Archer, Director of Basic Education Oversight

Last year, the Board identified eight sections of the charter school law that require rule-making by the SBE. The Board has already adopted rules to five of the eight sections. RCW 28A.710.100(4) requires each charter authorizer to submit an annual report to the SBE according to a timeline, content and format specified by the board. Rulemaking is required to set the date by which the report must be submitted, to specify the required information to be submitted, and to establish the form and manner in which the report must be submitted. The rules apply to all authorizers, including both school districts approved by the SBE and the Washington Charter School Commission.

The rules on authorizer reports have an impact on more than just complying and implementing this section of the statute. The SBE is required to submit an annual report to the Governor, the Legislature and the public on charter schools for the preceding year. The SBE is required to use these authorizer reports when it makes the annual report. SBE also is required to exercise oversight of the performance of school district authorizers of charter schools, and these authorizer reports provide vital information for the Board to use in exercising this oversight. In general, it's a critical source of data for knowing how well charter schools are doing in relation to the expectations the authorizers have set for them.

The draft rules presented to the board:

1. Set a due date of November 1 for the authorizer reports.
 - a. Certain pieces of data on student achievement would not be available until mid-October and graduation requirements in December. SBE would have a

short timeline in which to submit their annual report to the Governor, Legislature and the public. Continuing discussion will take place with the Commission and OSPI on what the appropriate date should be.

2. Direct the SBE to develop and post a standard form to be used in submitting the report.
3. Add a requirement for an executive summary of the report.
4. Provide for certain information about authorizers and their charter portfolios to be included in the report, in addition to that required in statute.
5. Add detail and clarity to the content required in statute, focusing most on the academic performance of operating charter schools overseen by the authorizer, including the progress of the schools based on the authorizer's performance framework.
6. Report on the financial performance of the charter school in an annual financial statement.

Members felt this timeline for the first year could be managed based on the expectation that the first reports will most likely be more of an evaluation of the success of the rules rather than school performance outcomes. SBE could at that point request from the Legislature an amendment of the timeline based on the data reported the first year.

Charter schools will be required to follow the Achievement Index in some elements. The progress of improvement to continue as a charter school is decided by the authorizer, whether district or Commission.

Board members would also like to see language that requires disaggregation of academic data in authorizer reports and requires staff to post the authorizer reports. There should be data of student performance and outcomes of those who couldn't get access to a charter school due to enrollment issues compared to those who were successfully enrolled.

The Board was asked to make a motion on Thursday during business items.

BASIC EDUCATION ACT WAIVERS

Mr. Jack Archer, Director of Basic Education Oversight

Thirteen school districts requested Option One waivers of the basic education program requirement of a minimum 180-day school year. Seven of the application requests were newly presented to the board. Six were presented at the May meeting, but were not approved by the board at that time. The board directed SBE staff to seek additional information from the applicants for consideration at the July meeting. Staff contacted each of the districts and requested additional information in the application. Those requests were resubmitted for the July meeting with additional information as provided. New applications submitted for July were from Auburn, Battle Ground, Columbia Hunters, Davenport, Fife, Kelso, and Reardan-Edwall school districts. The six districts that resubmitted from May are Columbia Walla Walla, Lyle, Nespelam, Ocean Beach, Riverside, and Seattle.

School District Applications Resubmitted from the May Meeting

Columbia Walla Walla

Requested a waiver of two days for the next three school years for the purpose of staff professional development focused on implementing the Common Core Standards. This is a

renewal of a waiver granted for the previous three years for staff professional development. The district provided assessment data to illustrate the results of what the waivers have been in student performance. The district did not submit additional information for consideration of their waiver request for the July meeting, but provided a memo to the board on its original application.

Lyle

Requested a waiver of four days for the next three years. Submitted revised responses in part B of the application, how the previous waiver days were used and how well its goals were met. The district submitted additional information to support how the waivers will assist in the district's improvement plan.

Nespelem

Requested a renewal of a previously granted waiver. The district provided additional information as a memo instead of a revised copy of the application. The additional information describes more details than the original application that was submitted in May, such as the content of the school improvement plan and how the waiver days will assist in implementing it. This school has been identified as a priority school due to its achievement gaps.

Ocean Beach

The district previously had an Option Three waiver granted. Because this type of waiver no longer exists, the district is requesting an Option One request to continue to have two days waived for the purpose of staff professional development. The district submitted new information with details about the student achievement data that motivates their request and the actions it's taken under its Option Three waiver for the last few years in response to assessment results, especially in the middle schools. The additional information describes in greater detail how the activities in their improvement plan were enabled by the granted waiver.

Riverside

The district had an original request to the SBE for a waiver of six days, four of which would be used for parent-teacher conferences and two for staff professional development. Since the May meeting, Riverside has applied and been approved for four days to be used for parent-teacher conferences under the WAC adopted last fall. The resubmitted application presented at the July meeting has been revised to request solely two days for the purpose of staff professional development. The district has also revised its application from May. The additional information provides details on the goals of the waiver for student achievement data, activities taken under the waiver, and how the waiver supports the district's improvement plan. The revised application also provides details of how prior waiver days were used and the district's need for professional development for supporting SBAC and the application of the Common Core Standards.

Seattle

The district's original application, submitted in May, was for six waiver days for the purpose of professional development and parent-teacher conferences, with the days varying by grade level. The application was for a renewal of a waiver granted in 2011. Since the May meeting, Seattle Public Schools has requested and been granted four waiver days for the purpose of parent-teacher conferences under WAC 180-19-050(3). The revised application submitted by the district requests three days for three years for the purpose of staff professional development focused on implementing the district's revised strategic plan. In response to the request of the board, details of additional information include the purpose, use and results of the current waiver and why continuation of the three waiver days would advance the goals of

the prior waiver. The three professional development days requested would be directed by the district, rather than building-directed as before.

New Applications Submitted for the July Meeting

Fife

The district requested six waiver days for the purpose of continuing elementary school parent-teacher conferences. Historically, Fife has used six waiver days for parent-teacher conferences at the elementary level. It recognized recently that full days used for parent-teacher conferences are not considered school days under the definition in statute. The district is not eligible to request six waiver days under the expedited process adopted by the board last year due to the five-day cap. For this reason, Fife has requested an Option One waiver.

Kelso

The district requested a waiver renewal for two years. The original waiver was granted for the 2012-2013 year only. The purpose of this waiver is for activities directed towards the transition of 6th and 9th graders. This purpose is aligned with its school improvement plans and targets the success of students transitioning from one school to another. This transition activity has shown a decrease in the volume of disciplinary plans of students and a reduction in disciplinary reports of 9th graders. However, there has been no improvement seen in academic outcomes. Parents of the community are satisfied with the current transition program being used, and Kelso states it needs additional years of data to evaluate the success of the program.

SBE staff provided details of district applications that were of concern based on the criteria for evaluation in rule. Those details are as follows:

- Fife School District was not responsive to the criterion that the district location information was not responsive to whether the purposes of the goals were aligned with the school improvement plan, and did not specify at least one assessment used to measure the result of the waiver.
- Reardan-Edwall School District provided little detail on student achievement resulting from its waiver.
- Ocean Beach School District provided little detail on parent involvement. The application did, however, provide strong information of how its previous waiver was used.
- Kelso School District's application was weak in providing details within the section addressing a renewal. Vague responses were provided regarding the effectiveness of the implemented activities in achieving the goals of planning student achievement. The district noted that it does not have the same cohort of students from one year to the next, so success is difficult to measure. The likelihood of approval of the request depends on the descriptions of the district's goals. The application doesn't establish activities for the waiver that are based on evidence that would tell you whether it will likely be successful.

The board agreed there is importance in parent-teacher conferences and professional development for educators. There was concern that not all teachers use the optional TRI days, which should be the first resource used to accomplish professional development. With the expectation of McCleary funding for basic education coming in the next school year, the members discussed whether the continuation of waiver days is necessary. The Board discussed the merits of granting approved applications solely for one year until the McCleary funding is available in the next academic year.

Members were skeptical of approving waivers that lacked evidence, plans and goals showing why waiver days would be a strong investment for the district's professional development. For

renewal requests, it was important that the district applications provided evidence of support from the parents and community in order to be considered for approval.

The members believe basic education, which includes professional development days for teachers, should be funded by the Legislature. Until that funding is available, waiver applications should be evaluated and considered using the criteria framework the Board has adopted in rule.

The Superintendent of Public Instruction recommended districts write their waivers based on accomplishing TPEP and Common Core. For applications based on student transitions, a majority of the consideration by the Board should be based on parent and community satisfaction.

The board considered amending the adopted rules for all waiver applications meeting criteria as being approved on a one year basis until McCleary funding is granted. The members will have further discussion at the September meeting of how the waiver process should be adjusted when McCleary funding is granted.

The Board was asked make a motion on Thursday during the business items.

Members went into Executive Session.

THURSDAY, JULY 11, 2013

Members Attending: Vice-chair Mary Jean Ryan, Mr. Bob Hughes, Mr. Randy Dorn, Mr. Tre' Maxie, Ms. Connie Fletcher, Ms. Judy Jennings, Ms. Mara Childs, Mr. Eli Ulmer, Ms. Cindy McMullen, Ms. Isabel Munoz-Colon, Mr. Kevin Laverty, Ms. Deborah Wilds, Ms. Phyllis (Bunker) Frank, Ms. Kris Mayer, Mr. Peter Maier (15)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Lane, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Mr. Parker Teed, Ms. Colleen Warren (7)

The meeting was called to order at 8:31 a.m. by Vice-Chair Mary Jean Ryan.

STUDENT PRESENTATION

Mr. Eli Ulmer

Student presentations allow the members an opportunity to explore the unique perspectives of their younger colleagues. Mr. Ulmer presented to the board his perspectives on various education policies written by the Board. Mr. Ulmer is in support of BEA, the Achievement Index, 24 credit graduation requirements, and charter schools. He is opposed to waivers of the requirements of a minimum 180-day school year.

NEXT GENERATION SCIENCE STANDARDS – ADOPTION CONSIDERATIONS

Ms. Linda Drake, Senior Analyst

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

Ms. Ellen Ebert, Science Director of Teaching and Learning, OSPI

Panelists:

Ms. Sandi Everlove, Washington STEM
Dr. Dana Riley-Black, Systems Biology
Mr. Jeff Estes, Pacific Northwest Laboratories
Ms. Midge Yergen, West Valley Junior High

Ms. Vavrus and Ms. Ebert gave an update on Next Generation Science Standards (NGSS) adoption considerations in Washington. Activities since the last SBE meeting included a Comparative Analysis and a Bias and Sensitivity Process.

Several letters of support from for the NGSS were included in the board packet.

HB 1450 provides a direction for future science assessment requirements, and intent by the Legislature to move toward comprehensive science testing to replace a biology end-of-course exam.

The Next Generation Science Standards were presented to the House Education Committee, but have not been formally presented to the Senate.

The purpose of the Comparative Analysis is to:

- Find out where overlaps may occur and what differences exist between the two standards
- Identify new content or processes that exist
- Form the basis for developing a transition plan should SPI adopt the NGSS

The Comparative Analysis found that the majority of Washington science standards are fundamentally incorporated into the NGSS.

The Bias and Sensitivity Process are to make sure the standards are accessible to all students.

Board discussion following the presentation by Ms. Vavrus and Ms. Ebert included the following points:

- Some districts will be able to implement new standards well, some will not, perhaps due to lack of resources.
- How will the transition period go to make sure that students are being assessed on the standards they are being taught?
- How will teachers be supported?

Panel discussion:

Ms. Everlove gave an overview of her professional background in science, and described her organization's whole-hearted support for NGSS. Engineering and science go hand-in-hand and the standards clearly outline the merits of engineering and how it relates to science. Engineering and science is important for elementary students so they learn it at an early age to see if they would be interested. The standards also go hand in hand with the Common Core Standards, and they need to both be adopted for maximum success of both.

Dr. Black made the point that within 10 years it will be economically feasible that everyone's genome will be part of their medical record. In biology, as well as other fields, there is a whole world of additional job opportunities associated with this kind of scientific and engineering advancement. Biology and other fields no longer operate as a silo. These incredible changes make it critical that education support the development of a new workforce. The cross-cutting themes of the new standards support the cross-discipline nature of scientific advancement. Another big advantage to these standards is their relationship to the Common Core Standards.

Ms. Midge Yergen said that as a middle school science teacher, she is committed to teaching students to see themselves as scientists, technologists, and engineers. She has been involved in every standard and science assessment that the state has had. She has done a lot of professional development and feels for elementary teachers, many of whom do not teach science. They are very burdened with math and reading requirements. But these new standards are so cross-cutting with the Common Core Standards that it is like hitting multiple birds with one stone. Things will need to be shifted around, but this work can be done. Washington Science Teachers Association, OSPI, and partners are prepared to provide the professional development necessary to implement these standards.

Mr. Estes shared that as a national lab, his organization is interested in fostering STEM education, and also has an interest in the workforce, locally, nationally, and in the world. The notion of why and how is so important and gives motivation to students. The parent document [The Framework for K-12 Science Education] is a vision of what science education could mean in this country. A vision without implementation is just a hallucination. The standards are the way the vision is implemented. STEM should become a societal value. Yes, these are the right standards for Washington; and yes, these standards will help prepare our STEM workforce.

Following statements by the panelists, the Board engaged the panel in a general discussion:

- What were the panelists' concerns with adoption of the standards?
First concern would be if the state does not adopt; second concern would be addressing the people management.
- How do you move the needle in change management? Attention to the people piece will largely show how successfully the implementation will be, including elementary professional development and support for instructional leaders.
- The Board expressed concern for classroom upgrades and the cost of materials and equipment.
- The Board appreciates partnerships and support of parents and communities in the successful transition.
- The Board expressed concern for how teachers would be trained in the new standards.

The Board was asked to make a motion on Thursday during the business items.

BOARD DISCUSSION OF THE ACHIEVEMENT INDEX SIXTH TIER OPTION

Ben Rarick, Executive Director

SBE staff presented four suggestions for the structure of the Index should the board choose to approve the addition of a sixth tier in the Index.

Option One:

- Removing the "struggling" label as it's associated with the "challenged" option. Continuing ahead with the "struggling" label as the sixth tier could be confusing.
- Label the lowest sixth tier as "Priority—Lowest 5%"
- Label next fifth tier as "Challenge"

Members were concerned "Challenge" is vague, and perhaps should be "Challenged." Schools should be challenged to eliminate gaps.

Option Two:

- Label the sixth tier as "Lowest 5%"

- Label the fifth tier as “Underperforming”

Option Three:

- Label the sixth tier as “Priority—Lowest 5%”
- Label the fifth tier as “Low Achieving”

Option Four:

- Label the sixth tier as “Priority Lowest 5%”
- Label the fifth tier as “Needs Improvement”

Members discussed adding a subcategory to a tier for schools with a subgroup gap. The subcategory would recognize the school has achievement gap issues, but the school overall is doing well. Members were concerned that in such a system, schools may focus on a subgroup of students within their building as the primary reason for the school placed in the lowest category.

Members felt that labeling the tier “Needs Improvement” would be confusing because many schools outside of that tier designation also need improvement.

The Board was asked to make a motion on Thursday during business items.

PUBLIC COMMENT

Roberta Kramer, Riverside School District

Wants all kids to have a STEM experience regardless of the size of the school. She supports the Next Generation Science Standards and is looking at Common Core and Science CTE. Riverside School District is facing financial hardships. The district runs a 19% levy and it is expected to decrease next year. Local levies will be reduced. We have to be responsive to the community because they give direction to how funds are spent. Encourages the Board to avoid assuming what the new state dollars mean to each district. Approved waiver days are critical to the district.

Jim Kowalkowski, Davenport School District

the QEC recommended 10 days of funding of professional development by the legislature. The district would not apply for waiver days if the legislature provided more funding.

Mack Armstrong, WASA

Understands the frustration about waiver requests. How the Board must base its decision on a standard it can defend. The input comes from a different basis. Excusing teachers from the classroom without money is a dilemma schools are facing. 180 days is based on being in the classroom, but there is no professional development time for teachers to teach differently and effectively. Our society has expectations. The Board is creating high expectations in schools, but that implementation has costs to schools in professional development. To do the training in a layer system will not work. Don't send students home mid-day and have parent-teacher conferences the second half of the day. 180 days are paid by the state, but there are no days beyond what is paid by grants or levies. When looking at applications, be careful of what's being asked. Waivers for parent-teacher conferences are not professional development. The board should get groups of stakeholders to work together in resolving this.

Business Items

Revised Achievement Index

Motion was made to take the following action as it relates to revision of the Achievement Index at its July meeting:

- Provisionally adopt the Index Redesign described on pages 47-55 of the Board Packet Materials, including modifications to incorporate an 'Ever ELL' cell in the Index, subject to federal approval.
- Direct staff to incorporate the changes approved by the Board, and undertake a process of technical data vetting with OSPI, including an opportunity for districts to see their new Index data before stakes are attached.
- Direct staff to submit the Index redesign framework to federal US Dept. of Education for their consideration.
- Acknowledge that the state's Accountability Framework is in a time of transition. The Board anticipates needing to make adjustments to the Accountability Framework during the transition to student growth data, implementation of Common Core Standards, and the new assessment system requirements recently enacted by the Legislature.

Motion seconded.

Members felt the motion needed to capture the expectation of adjustments that may be needed due to emerging requirements the Legislature may add during the time of transition to new standards and new assessments.

Members discussed the Index tier labels and discussed the option of naming the lowest tier in a 6-tier system "Priority - lowest 5 percent", and the second lowest tier as "Underperforming". Focus schools would be subject to a tier ceiling of "Underperforming" and would not be eligible for a tier designation higher than "Underperforming."

With members intending to move towards a criteria-based system, there was concern that the "Lowest five percent" label will be perceived as permanently norm-referenced. Members wanted to include a statement of intent for SBE to move away from normative framework for the tiers (see Attachment B).

Motion passed. Changes to the Index approved by the Board, referenced in the motion, are attached to these minutes (Attachment B).

Charter Schools

Motion was made to approve the filing of the CR 102 with the Code Reviser for WAC 180-19-210 as proposed with the following additions:

- Add the following to subsection (1):
After "November 1 of each year" add "starting in 2014"
After sbe@k12.wa.us add "and shall be posted on the board's web site."

- Add the following to (2)(f):
(iii) Student achievement on each indicator must be disaggregated by major student subgroups, including gender, race and ethnicity, poverty status, special education status, English Language Learner status, and highly capable status as required of performance frameworks in RCW 28A.710.170.

Motion seconded.

The Board discussed communicating with the Washington Charter School Commission and OSPI regarding information that may be needed in the authorizer report for the purposes of the five-year report SBE must complete in collaboration with the Commission. Board members instructed SBE staff to be consistent in referencing the name of State Board of Education within the rules.

Motion passed.

CR 101 for establishment of a state accountability framework as required by E2SSB 5329 and for amendments to WAC's 180-51-01, 180-51-075, and 180-51-115.

Motion was made to approve the filing of a CR 101 with the Code Reviser for rules establishing a state accountability framework as required by Engrossed Second Substitute Senate Bill 5329; and for amendments to WAC's 180-51-01, 180-51-075, and 180-51-115.

Motion seconded.

Motion was passed.

Adoption of Elements of an English Language Learner Accountability Framework

Motion was made to approve the policy framework for the establishment of English Language Learner acquisition improvement goals for students in Washington State. Exhibit A is attached to the minutes.

Motion seconded.

Motion passed.

180 Day School Year Waivers for the following School Districts:

- Auburn
- Battle Ground
- Columbia (Hunters)
- Columbia (Walla Walla)
- Davenport
- Fife
- Kelso
- Lyle
- Nespalem
- Ocean Beach
- Reardan-Edwall
- Riverside
- Seattle

Motion was made to approve Battle Ground, Lyle, Nespalem, and Riverside School Districts' waiver request for the number of days, purpose, and school years requested in the districts' applications to the Board.

Motion seconded.

All four districts met criteria for waiver approval per the rubric used by members. Members felt the district superintendents that testified during the morning public comment brought more clarity to the intention and circumstances of the applications.

Amendment was moved to approve the four districts for one year only.

Amendment seconded.

Amendment failed. The Board will consider revising rules so waivers may be granted for one year.

Motion passed to approve the waiver requests from Battle Ground, Lyle, Nespalem and Riverside School District on a roll call (7 yes/1 abstain/4 no). Those voting yes: Hughes, Jennings, Lavery, Maxie, McMullen, Munoz-Colon, and Maier. Those voting abstain: Mayer. Those voting no: Fletcher, Frank, Ryan, and Wilds. Absent: Dorn.

Motion was made to approve Auburn School District's request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion seconded.

Members discussed the application did not meet the criteria based on the rubric used by the SBE and lacked clarity for their goals and specific achievement indicators.

Motion passed.

Motion made to approve Columbia (Hunters) School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion was seconded.

Members discussed that the application did not meet criteria based on the scoring of the rubrics used by the Board. Members felt the application was weak in addressing student achievement goals identified, specification of assessment measures used in meeting the goals, and clarity of parent involvement in the development of the waiver.

Motion passed on a roll call (7 yes/5 no). Those voting yes: Fletcher, Frank, Hughes, Jennings, Lavery, McMullen, and Maier. Those voting no: Maxie, Mayer, Ryan, Wilds, and Munoz-Colon. Absent: Dorn.

Motion was made to approve Columbia (Walla Walla) School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion seconded.

In terms of the renewal process, members felt the application was unclear if the prior waiver was effective in meeting the district's goals.

Motion failed on a roll call (7 no/5 yes). Those voting no: Fletcher, Jennings, Maxie, Mayer, Ryan, Wilds, and Munoz-Colon. Those voting yes: Frank, Hughes, Lavery, McMullen, and Maier. Absent: Dorn.

Motion made to approve Davenport School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion seconded.

Members felt the district had no specific measurable goals and outcomes. A school improvement plan was mentioned but was not provided for review.

Motion failed on a roll call (6 no/6 yes). Those voting no: Fletcher, Maxie, Mayer, Ryan, Wilds, and Munoz-Colon. Those voting yes: Frank, Hughes, Jennings, Lavery, McMullen, and Maier. Absent: Dorn.

Motion was made to approve Fife School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion seconded.

Members felt the district did not have measurable results, did not provide evidence that the conference days achieved their goals, and did not make specific measures clear in the application.

Motion failed. The Board instructed staff to inform the district of the opportunity to apply for a parent-teacher waiver for up to five days.

Motion was made to approve Kelso School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion seconded.

Members discussed counseling the district that the application was not necessary for the purposes the district listed. The purpose of the waiver as indicated in the district's application was for activities led by staff to help orient new students. However, not all grade levels would be in school during the days used for the waiver because the days are for transition purposes. The Board agreed a waiver is still necessary for the purpose stated in the application. For the Board, the district's support from the community was a strong indicator of the success a waiver day could provide. It was unclear if one day would have enough impact to help the school reach their goal, but consideration was taken into account that the waiver days may be combined with instructional classroom days to reach the district's goal.

Motion passed.

Motion was made to approve Ocean Beach School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion seconded.

The district's application states the school board represents the community; therefore, that is how the district receives community input. Members felt it was unclear in the criteria under renewals what the goals were for the previous waiver and if improvement was seen.

Motion passed.

Motion made to approve Reardan-Edwall School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion seconded.

Members felt the district's application did not include student achievement goals or performance indicators used to evaluate if the waiver was successful. The Board recognized smaller school districts often don't have the expertise, time or staff to provide information on a research-based platform and coaching for these districts would be beneficial to assist them in indicating their district's focus and priorities.

Motion passed.

Motion made to approve Seattle School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

Motion seconded.

The Board felt the first application submitted in May was considered weak due to missing strategies and the use of incorrect forms to apply for the waiver. Members felt the application submitted by the district to reapply for a waiver for consideration by the Board at the July meeting was lacking structure. Clarity was missing regarding the district's prior waiver and how it improved their outcomes. Such information should be available, members said, considering the resources of a large district such as Seattle. The members were concerned for the loss of six instructional days and 10 half days.

Motion failed. Member Lavery requested a roll call. The motion to approve the waiver request from Seattle School District failed on a roll call (7 no/5 yes). Those voting no: Fletcher, Jennings, Maxie, Mayer, Ryan, Wilds, and Munoz-Colon. Those voting yes: Frank, Hughes, Lavery, McMullen, and Maier. Absent: Dorn.

Ms. Frank stated there was confusion for her in the structure of how votes would take place. During the vote on the first four districts, Ms. Frank voted "no" unaware that the vote was for all four districts collectively as opposed to individually. Ms. Frank stated for the record that she is in favor of the requests of Battle Ground, Lyle, Nespalem, and Riverside school districts.

Ms. Munoz-Colon asked for reconsideration of Davenport School District's waiver request. The district's school improvement plan was submitted to SBE, but the report was not included in the materials the Board received for the July meeting.

Motion was made for the board to reconsider Davenport School District's waiver application.

Motion seconded.

Motion passed.

Motion made to approve the earlier motion for Davenport School District.

Motion seconded.

Motion passed.

Motion made to articulate the reasons for denial of Seattle, Fife, and Columbia (Walla Walla) School Districts' waiver requests as reflected in the discussion.

Motion seconded.

Motion passed.

Private Schools for the 2013-2014 School Year

A motion was made to approve for the 2013-2014 school year the list of private schools on pages 244 to 305 of the Board's meeting packet. The motion was seconded. The motion was passed.

Next Generation Science Standards Recommendation for Approval to the Superintendent of Public Instruction

A motion was made to recommend to the Superintendent of Public Instruction the adoption of the Next Generation Science Standards. The motion was seconded. The motion was passed.

Letter to AAW on Revised Achievement Index

SBE staff took questions from the small groups on Wednesday that had the most rich discussions and created formal questions to include in the Board's letter to the AAW workgroup. A motion was made to approve the Board's letter to the Achievement and Accountability Workgroup. The motion was seconded. The motion was passed.

The meeting adjourned at 2:35p.m.

Exhibit A

The State Board of Education hereby adopts the following framework for the establishment of English language acquisition improvement goals for students in Washington State, for further technical development and scheduled implementation in the 2014-15 school year, in collaboration with OSPI.

1. Annual performance targets shall be established for English Language Learners which align federally-required Annual Measurable Achievement Objectives (AMAOs) and state performance targets into one integrated system.
2. Language proficiency targets should be based on the average experiences of students who have successfully exited the Transitional Bilingual Instructional Program, such that students entering the program in a given year and language acquisition level have targets for program completion which are tailored to their particular educational circumstances. Exceptions may need to be developed for students who enter the program in the latter stages of high school.
3. District-level performance targets shall be established based on an expectation of a certain percentage of individual students achieving the targets derived in (2). These targets shall be developed and adjusted to facilitate a deliberate transition to the new English Language Proficiency Assessment (ELPA 21).
4. The State Board of Education intends to integrate English language acquisition data into the State Achievement Index on a timeline commensurate with OSPI's implementation of the AMAO goals ultimately established under this policy framework.
5. The State Board of Education intends to propose an 'Ever English Language Learner' cell in the Revised Achievement Index proposed to the US Department of Education, the effect of which is to include both current and former language learner students in evaluating the success of school-wide ELL programs.

Attachment B

Changes to the Achievement Index approved by the State Board of Education at the July 2013 meeting:

- Add a 6th tier
- Label the lowest tier "Priority—Lowest 5 %"
- Label the second lowest tier "Underperforming"
- Focus schools (Title and non-Title) are subject to a tier ceiling of "Underperforming"
- It is the intent of the Board to move toward criterion-referencing after implementation of Common Core Standards and associated assessments

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	<u>SMALL AND LARGE GROUP RETREAT DISCUSSIONS – DISCUSSING OPERATIONAL AND POLICY GOALS FOR 2014.</u>	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Board will spend some time in small and large group settings discussing key policy and operational goals for the 2014 year.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Material <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board will spend some time in small and large group settings discussing key policy and operational goals for the 2014 year. Specific topics for discussion include:</p> <ul style="list-style-type: none"> • Goals regarding Boardmanship and shared norms of operation. • Policy & Legislative goals for the coming year (basic education waivers process, 24 credits, accountability framework, others). • Communications & Stakeholder engagement goals for the year (liaison practices, Achievement Index roll-out, etc) <p>Peter Scontrino, of Scontrino-Powell Associates, has been retained to help facilitate the discussions.</p> <p>Mr. Scontrino will be sending communications directly to Board members in the coming days, designed to help members prepare for Retreat discussions.</p>	

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Strategic Plan Dashboard and 2011-2014 Strategic Plan Revision	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the 2013-2014 revised Strategic Plan accurately represent the Board's current work, anticipated projects, legislative assignments, and statutory responsibilities?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>Board members will review the current work related to the Board's 2011-2014 Strategic plan. Staff will also present a revised strategic plan for the Board's consideration. The materials for this agenda item will include:</p> <ul style="list-style-type: none"> • The annual progress chart for the strategic plan. • A dashboard executive summary highlighting Board work on the strategic plan goals. • The 2012-2014 strategic plan. • Staff revisions and board comments on the revised 2013-2014 strategic plan. • Data PowerPoint. 	

STATE BOARD OF EDUCATION – STRATEGIC PLAN DISCUSSION

Policy Consideration

The Board will dedicate a portion of its discussion during its Retreat (Tuesday, September 10th) to reviewing the Strategic Plan – both in terms of reviewing past performance, and considering modifications for the future.

Summary

The September Retreat offers an opportunity to annually revisit our strategic plan. Included in the packet are a few summary materials to aid you in this review, most of which have been previously sent to you. Our goal was to provide these materials well in advance of the packet to allow for sufficient time to formulate your comments about the Plan.

Because we have a full range of issues to cover during our Retreat, I would encourage the membership to do their thinking in advance regarding the Plan and communicate with a member of the Executive Committee so that the Retreat day can be properly planned around issues of common concern.

As part of the packet, staff has prepared documents that represent both prospective and retrospective looks at the Plan. The strategic plan draft uses the ‘striking and underlying’ convention to reflect staff recommendations prospectively, and also includes ‘call-out’ dialogue boxes to reflect comments that Board members have submitted prior to the compilation and mailing of the packet. I would encourage the members to focus on this document as we talk about possible modifications.

A couple of other documents are included for information purposes. In the same way that we include monthly ‘dashboard’ documents to summarize activities and progress towards our strategic goals in between meetings, we have included an annual dashboard document which summarizes our annual progress on a ‘July-to-July’ basis. This will help you remember how we have dedicated our time and resources over the past year, as context for how we might make mid-course corrections in the final year.

As you undertake your review, consider that we are essentially at the end of year 3 in what was originally conceived as a 4-year strategic plan (through January 2015). For that reason, the suggested changes I am offering are mostly incremental – designed to update the plan to reflect up-to-date events and legislation impacting the accountability system, the achievement index, and most particularly, our new charter school responsibilities in statute.

In addition to the strategic plan, we also review our SBE agency budget at this meeting. The budget will be included as an action item in the business items discussion portion of the meeting. The size of our budget is entirely a function of what is appropriated by the Legislature. However, this past session, we were fortunate to receive an appropriation increase, reflecting our work on accountability systems and charter school authorizer approval, and perhaps also the legislature’s faith in the work you do on behalf of the children of Washington State.

The budget that SBE approves will follow the same two-year budgeting cycle utilized by the state legislature, reflecting activities in the 2013-15 biennium. Included in your packet is the proposed budget, as well as a recap of fiscal year 2013 activities. As you will see, the Board stayed well within its means and ended the year with a fund balance.

Background

Among the Board's many priorities, this past year has reflected a major strategic focus on revamping the state's accountability system. The effort has focused on:

- Alignment of federal and state accountability systems.
- Use of the Washington Achievement Index for accountability purposes.
- Utilizing student growth as a primary means of evaluating school effectiveness, and school needs.
- Enacting changes in state statute that empower the Superintendent of Public Instruction to intercede in chronically underperforming schools, working collaboratively with local school boards to ensure that children are getting what they need to succeed and meet academic standard.
- Shaping the school accountability debate to emphasize school empowerment, rather than punitive approaches to accountability.
- Development of state education system 'health indicators' as a means to hold state agencies and the state legislature accountable for intentionality in the improvement of educational outcomes through sustained funding and planning, and aligned governance structures.

Additional major investments have included:

- A significant analysis of the state assessment system, graduation requirements, and thoughtful approaches to transitioning to Common Core state standards.
- Advocacy for the adoption of Next Generation Science Standards.
- Development and implementation of a high-quality charter authorizer review process.
- Development of guidelines for the evaluation of basic education (180 day) waivers.
- Rethinking state policy approaches to supporting English language learners, and holding them accountable. This has included an analysis of ELL funding structures, recommendation of incorporation of an 'Ever ELL' approach to the assessment student achievement in the Index, and suggested revisions to the AMAO federal goals-setting structure for ELL language acquisition.

Action

SBE will be asked to consider revisions to the SBE Strategic Plan at this meeting. The Strategic plan has initially been included on the list of business items for meeting; however, if the Board feels that it needs additional time to deliberate, plan approval can be deferred until November. The Chair can make this determination on the basis of conversations that occur on the first day of the Retreat.

The Board will also be asked to approve the SBE Budget for the 2013-15 Budget Cycle.



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

2012-2014 Strategic Plan

Goal One: Effective and Accountable P-13 Governance

A. Improve the current P-13 education governance structure.

- I. Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.
- II. Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.

Goal Two: Comprehensive Statewide K-12 Accountability

A. Revise the Achievement Index.

- I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.
- II. Develop an Achievement Index that includes student growth data and meets with approval by the USED.

B. Establish performance improvement goals for the P-13 system.

- I. Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.
- II. Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.

C. Develop and implement a statewide accountability system.

- I. Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.
- II. Advocate for legislation and funding to support a robust and student-focused accountability system.

Goal Three: Closing Achievement Gap

A. Promote policies that will close the achievement gap.

- I. Promote and support best practices that will close the achievement gap.
- II. Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.

B. Advocate for high quality early learning experiences for all children.

- I. Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.
- II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.

C. Promote policies for an effective teacher workforce.

- I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.
- II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance.

Goal Four: Strategic Oversight of the K-12 System**A. Work with districts to ensure Basic Education Act Compliance**

I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.

II. Put into rule clear and effective criteria for waivers from the 180-day school year.

B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions.

I. Examine policy issues related to the oversight of online learning for high school credits.

II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.

C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.

I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.

Goal Five: Career and College Readiness for All Students**A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship.**

I. Advocate for the implementation of Washington career and college-ready graduation requirements.

II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.

B. Identify and advocate for strategies to increase postsecondary attainment and citizenship.

I. 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.

II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.

C. Promote policies to ensure students are nationally and internationally competitive in math and science.

I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement.

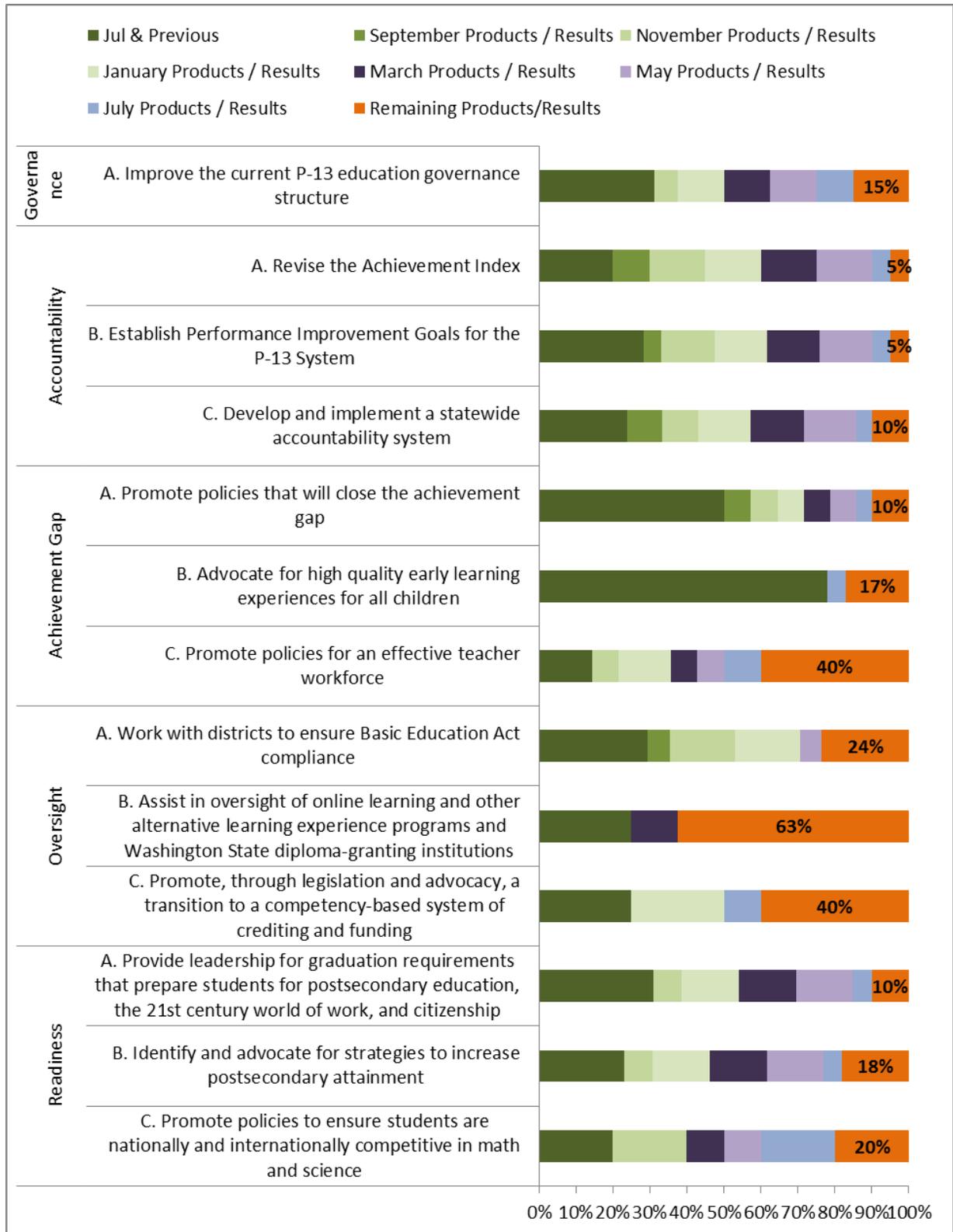
II. Develop phase-in plan of science graduation requirements for Legislature's consideration.



THE WASHINGTON STATE BOARD OF EDUCATION

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Annual Chart (July 2012-July 2013)





THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Dashboard Two-Month Executive Summary

Goal	Recent Work
Effective and accountable P-13 governance	<ul style="list-style-type: none"> Invited representatives from OSPI, WTECB, WSAC, EOGOAC, QEC, and DEL to attend the August AAW meeting to discuss implementation of SB 5491. Worked with cross-section of representatives on the Achievement and Accountability Workgroup on the accountability framework required per SB 5329 and system goals-setting required pursuant to SB 5491. Hired contractor to begin work on SB 5491 report.
	Past: Presentations ⁱ , Correspondence ^{ii iii iv} ; Research ^{v vi vii viii ix x xi}
Comprehensive statewide K-12 recognition and accountability	<ul style="list-style-type: none"> Preparation and implementation of the August AAW meeting. Revised Achievement Index submitted to U.S. Dept. of Education (ED). Created video explaining changes to revised Achievement Index. Created handout explaining changes to revised Achievement Index. Had preliminary discussion with ED representatives about revised Achievement Index. Held first conference call with ED regarding revised Achievement Index. Worked with OSPI on AMOs.
	Past: Presentations ^{xii} , Correspondence; Research
Closing the achievement gap	<ul style="list-style-type: none"> Collaboration with KCTS and partners on public recognition strategies for schools closing the achievement gap. Proposed an 'Ever ELL' subgroup in the revised Achievement Index.
	Past: Presentations ^{xiii xiv xv xvi} ; Research ^{xvii} , Publications ^{xviii}
Strategic oversight of the K-12 system	<ul style="list-style-type: none"> Evaluated Spokane School District's application to be charter school authorizer. Interviewed Spokane School District staff about their application to be charter school authorizer. Attended the Council of Chief State School Officers meeting on transitioning to new assessments. Basic Education compliance process initiated.
	Past: Collaboration ^{xix} ; Research ^{xx}
Career and college readiness for all students	<ul style="list-style-type: none"> Recommended OSPI adopt Next Generation Science Standards. Meetings with Legislature to encourage the implementation of the college- and career-ready requirements within fully-funded basic education.
	Past: Collaboration ^{xxi} ; Presentations ^{xxii xxiii xxiv xxv xxvi xxvii xxviii}

- ⁱ 2012.12: Presentations to the QEC, the Joint Task Force on Funding, Task Force on Accountability, (the Achievement Index)
- ⁱ 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- ⁱⁱ 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- ⁱ 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- ⁱⁱⁱ 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- ^{iv} 2013.01.03: Letter to the Washington Student Achievement Council
- ^{vi} 2011.02.23 Research Brief for Governance Work Session.
- ^{vii} 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- ^{ix} 2011.02.23 Research Brief for Governance Work Session.
- ^x 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- ^{xi} 2010.11-12: Completed Education Plans and Incorporated Feedback.
- ^{xii} 2012.12.15: Presentations to WSSDA, AESDS, and WERA on the Achievement Index.
- ^{xiii} 2010.09-10: Presentation to the Race and Pedagogy conference.
- ^{xiv} 2012.03.15 Presentations from Required Action Schools
- ^{xv} 2010.09-10: 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, WSSDA State Conference.
- ^{xvi} 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- ^{xvii} 2010.09-10: Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study.
- ^{xviii} 2012.09 Native American Mascot Resolution
- ^{xix} 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- ^{xx} 2010.11-12: Completed Education Plans and Incorporated Feedback.
- ^{xxi} 2010.09-10: Staff participation in STEM plan meetings.
- ^{xxii} 2010.09-10: 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, WSSDA State Conference.
- ^{xxiii} 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- ^{xxiv} 2012.05.10 Common Core Standards Assessments Presentations during the May meeting
- ^{xxv} 2012.01.10 Green River CC math transcript system
- ^{xxvi} 2012.06.15: Bar Association Presentation on Graduation Requirements
- ^{xxvii} 2010.09-10: Math presentation in the September Board meeting.
- ^{xxviii} 2012.03.10 STEM Presentation to SBE

Strategic Plan Products and Assignments

Goal One: P-13 Governance					
A.	Improve the current P-13 education governance structure. <i>Commitment</i> <i>Staff Resources:</i> ●	Comments	Staff	Due	Progress
I.	Seek avenues for collaboration between <u>Collaborate with</u> SBE, WTECB, OSA <u>WSAC</u> , OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	ESSB 5491 requires SBE to work with OSPI, WFTECB, QEC, WA Student Achievement Council, and EOGOAC to establish and report performance goals for statewide indicators of educational health.	Ben / Sarah	Ongoing	▲▲△
II.	Engage the Office of <u>Washington</u> Student Achievement <u>Council</u> to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben has met with Gene and spent time at the WSAC retreat. Linda has been on Roadmap committee for alignment. Probably need some board-to-board communication.	Ben	Ongoing	▲▲△

Comment [SL1]: There seems to be a current proliferation of organizations working on student achievement goals and accountability issues. Since we were charged with setting statewide indicators of educational health under ESSB 5491, this gives us more credibility and responsibility to coordinate roles and responsibilities. Let's be more aggressive and specific in this goal.
~ Connie Fletcher

Goal Two: Accountability					
A.	Revise the Achievement Index. <i>Commitment</i> <i>Staff Resources:</i> ●●●	Comments	Staff	Due	Progress
I.	Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Certainly has been a focus. Work with AAW shifting from revised Index to accountability system.	Ben / Linda / Sarah	2013.06 <u>2013.12</u>	▲▲△
II.	Develop an Achievement Index that includes student growth data and meets with approval by the USED. <u>Plan phase-in of adequate growth and additional college- and career-ready indicators.</u>	The goal remains securing federal approval, particularly with regards to employing an Ever ELL approach. Ben spoke to USED representatives at CCSSO conference August 21, 22. A telephone call with USED representatives is scheduled for August 27.	Ben / Linda	2013.09	▲▲△

Comment [SL2]: Add a specific goal for implementation of the revised Achievement Index.
~ Peter Maier

Comment [SL3]: We're mostly done with this work. Yea! ~ Connie Fletcher

Comment [SL4]: Given the amount of updating on everything, am not sure where we are on this and if two triangles are an accurate reflection.
~ Kevin Laverty

Strategic Assignments

Objectives, Timeline, Achievements

B.	Establish performance improvement goals for the P-13 system. <i>Commitment</i> <i>Staff Resources:</i> ●●				
I.	Assist in the development of revised Annual Measurable Objectives (AMOs) that align with the revised Achievement Index.	This work is embedded in the flexibility application, but the work on the ELL AMAOs represents real progress. Linda attends regular meetings with OSPI staff on AMOs.	Ben / Linda	2013-09 2014.07	▲▲▲△
II.	Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan. Align statewide system health indicators with the SBE Strategic Plan, as required ESSB 5491.	Major work on this with Emily last year. ESSB 5491 moves this along to a higher level conversation.	Ben / Linda	Ongoing	▲▲▲△
C.	Develop and implement a statewide accountability system. <i>Commitment</i> <i>Staff Resources:</i> ●●				
I.	Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.	Major movement on this item with E2SSB 5329. Implementation remains a key consideration as we move into the 2014-15 school year.	Ben / Linda	Ongoing	▲▲▲△
II.	Advocate for legislation and funding to support a robust and student-focused accountability system.	Again, major movement here. \$10 million from the legislature.	Ben / Jack	Ongoing	▲▲▲▲

Comment [SL5]: Use ESSB 5491 for this purpose ~ Connie Fletcher

Comment [SL6]: Done! ~ Connie Fletcher

Comment [SL7]: Never done! ~ Connie Fletcher

Comment [SL8]: Do we need to use the words "write draft legislation," or is that too much of a reach toward tactics? ~ Kevin Laverty

Comment [SL9]: Again, never done! We're making strides with this with our achievement index and accountability measures. ~ Connie Fletcher

Goal Three: Achievement Gap					
A.	Promote policies that will close the achievement gap. <i>Commitment</i> <i>Staff Resources:</i> ●	Comments	Staff	Due	Progress
I.	Promote and support best practices that will close the achievement gap. Provide a forum for the discussion and analysis of promising practices relating to closing the achievement gap, and identify policies for achieving goals outlined in SB 5491.	This could probably use a little more definition.	Ben / Linda	Ongoing	▲▲▲△
II.	Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.	We did this well last year at our retreat, and 5491 will hopefully create the opportunity to institutionalize a set of metrics on this.	Ben / Linda / TBD	Ongoing	▲▲▲△
B.	Advocate for high quality early learning experiences for all children. <i>Commitment</i> <i>Staff Resources:</i> ●				
I.	Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.	Major movement on this via the 2013 budget. \$ billion in policy adds for McCleary. \$90m for FDK.	Ben / Jack	2013-01 2014.05	▲▲▲△

Comment [SL10]: While I recognize that the SBE has a full plate at the moment, longer term I would like the Board to place more emphasis on advocating for expanded pre-K access. A widespread consensus is emerging that pre-K is one of the best ways (possibly the single most effective way) to boost educational achievement for all. In this state, however, no other governmental group is actively pushing this concept. I suggest something like "Develop potential frameworks for greatly expanded access to pre-K." ~ Peter Maier

Strategic Assignments

Objectives, Timeline, Achievements

II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.	We were advocates on the 3 rd grade reading bill this session. Ben was consulted on the final draft and helped make it less burdensome on districts.	Ben	Ongoing	▲▲▲
C. Promote policies for an effective teacher workforce. <i>Commitment</i> <i>Staff Resources:</i> ●				
I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.	This seems relegated to the annual November meeting. We should probably take a fresh look at this concept.	Ben / Linda	Nov. (annually)	▲▲▲
II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance. Provide a forum for discussion and analysis of professional development and communication needs as transition to Common Core.		Ben / Linda	Ongoing	▲▲▲
III. Advocate for dedicated state funding for professional development.		Ben / Jack	Ongoing	▲▲▲

Comment [SL11]: I believe we need more direct involvement in encouraging communities to provide more high quality day care and early learning opportunities for all low and middle income kids. Seattle is considering this now. ~ Connie Fletcher

Comment [SL12]: Please remind me again of our action in this arena; apologize if I'm having senior moments. Are we talking reduced class sizes, additional teachers, specialized programs? ~ Kevin Laverty

Comment [SL13]: What can/should we do to promote the effective implementation of TPEP? ~ Connie Fletcher

Goal Four: Oversight				
A. Work with districts to ensure Basic Education Act Compliance <i>Commitment</i> <i>Staff Resources:</i> ●	Comments	Staff	Due	Progress
I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.	Jack has done a nice job on this all around – our process is much tighter and districts know how to get their questions answered. We still, however, have only districts' word as to compliance. At minimum, we might provide support for the funded JLARC study on use of school days and instructional time. We might also continue to advocate for defining school day in terms of instructional hours.	Jack / Staff	2013.06 2014.06	▲▲▲
II. Put into rule clear and effective criteria for waivers from the 180-day school year.	We did accomplish this. They are now being utilized. Some member interest in revisiting.	Jack / Staff	2013.11	▲▲▲

Comment [SL14]: Let's look at a new model based on competency. On-line learning will be changing how we do education dramatically. The old models of 180 days and 1000 hours may not make sense in the near future. On the other hand, how do we change this without shortchanging kids who need more time? ~ Connie Fletcher

Comment [SL15]: Replace this goal with "Analyze possible different approaches to waivers, including potential legislation". ~ Peter Maier

Comment [SL16]: Here we have a chance to expand or modify this. Am not sure if we are talking advocacy via the WASA/WSSDA letter or beyond. While the criteria piece is completed, I think there are still some concerns about how the waivers are presented to us at meetings – i.e., recommendations based on criteria, the use of a spreadsheet with a series of checkoffs, etc. ~ Kevin Laverty

Strategic Assignments

Objectives, Timeline, Achievements

B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions. <i>Commitment</i> <i>Staff Resources:</i> ●				
I. Examine policy issues related to the oversight of online learning for high school credits. <u>Examine policy issues related to awarding competency-based crediting.</u>	I spent a little time on this and I think additional time is warranted generally on the topic of competency based crediting.	Linda	2013.02	▲▲▲△
II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.	The online private school bill was the subject of legislation this year. This issue has resolved itself – now private schools can be online.	Linda	2014.01	▲▲▲
C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding. <i>Commitment</i> <i>Staff Resources:</i> ●				
I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.	There was new legislation that clarified the categories used for ALE, and restored funding to prior (full) 100% levels.	Ben / Jack	2013.02	▲▲▲
<u>D. Charter Schools</u> <i>Staff Resources:</i> ●				
I. <u>Adopt rules to support implementation of the charter schools law, including rules on oversight of school district authorizers, charter school termination or dissolution. Review adopted rules after first approval cycle for possible amendment.</u>		Jack	2014.07	△△△
II. <u>Develop and implement quality based process for approval of school districts as authorizers of charter schools in a way that promotes a high standard of quality for charter school authorizing.</u>		Jack	Ongoing	△△△
III. <u>Conduct effective, ongoing oversight of the performance of district authorizers of charter schools.</u>		Jack	Ongoing	△△△
IV. <u>Annually, report, in collaboration with Washington Charter School Commission, on the performance of the state's charter schools.</u>		Jack	Dec. (annually)	△△△

Goal Five: Career and College Readiness					
A.	Provide leadership for graduation requirements that prepare students for postsecondary education, the 21 st century world of work, and citizenship.	Comments	Staff	Due	Progress
	Commitment Staff Resources: ●●				
I.	Advocate for the implementation of Washington career and college-ready graduation requirements.	Tremendous amount of work here, but to no avail. Next step is meeting with key legislators and understanding the next step. WA Student Achievement Council Roadmap aligns with career and college-ready graduation requirements—Linda is on the alignment committee for development of the Roadmap.	Linda / Jack	2013.06.0 ± <u>2014.05</u>	▲▲▲△
II.	Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.	Major investment of staff time, which produced some success in 2013 session.	Ben	Ongoing	▲▲▲△
B.	Identify and advocate for strategies to increase postsecondary attainment and citizenship.				
	Commitment Staff Resources: ●				
I.	In partnership with stakeholders (including WSAC), 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.	Our work on cross-crediting fits here, as does our look at post-secondary remediation. Board members Tre' Maxie and Cindy McMullen will present at WSSDA conference on CTE cross-crediting.	Linda	Ongoing	▲▲▲△
II.	Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.	We invested major work here in November and January of this year and produced a set of recommendations that ultimately are close to what the legislature did. Future work will involve the transition to CC assessments. CCSSO conference in August will be on this topic—Linda and Ben will be joining a team from OSPI.	Ben / Linda		▲▲▲△

Comment [SL17]: Hold firm ~ Connie Fletcher

Comment [SL18]: We will need to be more involved in the Career side of Career and College Readiness. Kids are being priced out of college, and career and tech education may be better options. ~ Connie Fletcher

Strategic Assignments

Objectives, Timeline, Achievements

<p>C. Promote policies to ensure students are nationally and internationally competitive in math and science.</p> <p>Commitment Staff Resources: ●</p>				
<p>I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement. Advocate for adoption of Next Generation Science Standards and analysis of assessment and professional development needs for effective implementation.</p>	<p>We've made some investment on this in next generation science standards, and pursuing the third credit of lab science. That math angle to this has been less recent.</p>	<p>Linda</p>	<p>2013.06 2014.09</p>	<p>▲ ▲ ▲</p>
<p>II. Develop phase-in plan a timeline and advocacy for a third credit of science as a graduation requirement,s for Legislature's consideration.</p>	<p>Major investment on this, but the plan did not materialize</p>	<p>Ben / Jack</p>	<p>Ongoing</p>	<p>▲ ▲ ▲</p>
<p><u>D. Setting Graduation Standards for Assessments</u></p>				
<p><u>I. Develop minimum proficiency standards for SBAC assessment as required under HB 1450.</u></p>	<p>The bill requires a review of WA student's experience on the SBAC and review of scores of other states that use the SBAC or an 11th grade assessment required for graduation</p>	<p>Ben / Linda</p>	<p>2015.06</p>	<p>▲ ▲ ▲</p>

Comment [SL19]: Common Core and Next Gen Science standards will dominate our work in this area. It should be pretty clear what needs to be done to improve learning in these important areas. - Connie Fletcher

Staff Resources

Progress

- = minimal amount of effort (e.g. phone call/emails)
 - ● = medium (part time staff analysis)
 - ● ● = substantial (full time one staff equivalent)
- Total staff resources available = 18

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



BOARD ACHIEVEMENTS

JULY 2012 – JULY 2013

✓ Revised Achievement Index

SBE developed a revised Achievement Index that streamlines both federal and state accountability into one process. The revised Index will:

- Identify high-performing schools for recognition and low-performing schools for support and intervention.
- Enable a unified system of support for low-achieving schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.
- Support an accountability framework that focuses on closing achievement gaps and increasing the quality of instruction for all students, including those with disabilities, English Language Learners, and historically underserved students.

✓ Added Student Growth

SBE incorporated Student Growth Percentiles (SGP) into the revised Index. The Index now focuses not only on proficiency rates, but also on the rate of learning. The only way to close the achievement gap is to reverse the gaps in growth rates of our most at-risk students. SGP measures how much learning schools impart to students each year and how quickly students will achieve proficiency.

✓ Re-Evaluated ELL Accountability

SBE replaced the English Language Learner 'ELL' group with an 'Ever ELL' group in the revised Achievement Index. Tracking current AND former ELLs provides a better measure of how well Transitional Bilingual Instruction Programs (TBIP) prepare students to transition out of the program and achieve both English proficiency and academic competency. The goal is to better track the long-term success, and career and college readiness of ELL students. The board also established annual performance targets that are tailored to the English language proficiency of individual students.



Implemented State's New Charter School Law

SBE:

- Adopted rules to implement the charter school law, ensuring high-quality public school options.
- Established an annual application and rigorous approval process for school district applications to be charter school authorizers.
- Developed evaluation rubrics to determine whether the application submitted meets criteria for approval.
- Evaluated application and interviewed first school district to apply to be a charter school authorizer.



Advocated for New Accountability System

Starting with the Commission on Student Learning in 1993, Washington state has tried to pass a meaningful accountability bill. This year, with the help of SBE, Engrossed Second Substitute Senate Bill 5329, assisting persistently lowest-achieving schools to become more accountable, was passed by the Legislature and signed into law by the Governor.

This accountability framework becomes the basis for the Superintendent of Public Instruction to implement a comprehensive system of recognition, support, assistance, and, as necessary, intervention. The bill also:

- Eliminates Title-eligibility as the state criterion for services.
- Establishes a Level II in the Required Action process.
- Extends school improvement models beyond the required federal models.



Recommended State Science Standards

SBE recommended the Superintendent of Public Instruction adopted Next Generation Science Standards for Washington state. These standards help prepare our students for the STEM workforce.

SBE 2013 Accomplishments (January – August)

- Applied newly adopted criteria for 180-day waivers
- Ensured Basic Education Compliance
- Submitted a model of the revised Achievement Index for federal approval:
 - Added Student Growth Percentiles, weight growth over proficiency for K-8
 - Adopted Ever ELL Approach
 - Revised Tier Labels
- Recommended OSPI adopt Next Generation Science Standards
- Continued to implement charter school law through rule-making
- Developed charter school evaluation process and timeline
- Evaluated and interviewed first school district to apply to be a charter school authorizer
- SB 5329 - Assisting persistently lowest-achieving schools to become more accountable, signed into law
- Initiated work with OSPI and AAW to develop statewide accountability framework phase II
- SB 5491 – Establishing statewide indicators of educational health, signed into law
- Initiated work with OSPI, DEL, QEC, WASAC, WTECB, EOGOAC, AAW to set system goals for each 5491 indicator
- Worked with Student Achievement Council on the 10-year Roadmap
- Collaborated with several agencies, including Employment Security, on strategies for improving system-wide workforce development in high schools around the state

2014 LEGISLATIVE PRIORITIES - DISCUSSION

Policy Consideration

The Board will consider potential legislative priorities for the 2014 legislative session. In this context, the Board will review its 2013 priorities and associated legislative outcomes.

Summary

Included below is a summary chart of the Board's 2013 Legislative Priorities, with a status update that indicates related legislative action.

While the Board successfully advocated for tangible forward movement on its accountability agenda and school funding priorities, issues such as formal adoption of the 24 credit graduation requirements, modification of the minimum compulsory school age, and strengthening basic education compliance requirements to put limits on school half days ultimately were not adopted.

The purpose of this memo is to reflect upon the Legislature's actions in the 2013 Legislative session, and begin a discussion toward establishment of 2014 Legislative Priorities.

2013 SBE Legislative Priorities	Status
<p>FULL FUNDING FOR BASIC EDUCATION</p> <ul style="list-style-type: none"> • Fund and implement the new program of basic education established in ESHB 2261 and SHB 2776. • Identify sustainable revenue sources which can ensure ample provision for K-12 schools over the long-term. 	<ul style="list-style-type: none"> • 2013-15 budget funds \$982 million in basic education enhancements, including major programs required under HB 2261/2776: <ul style="list-style-type: none"> ○ MSOC (\$374m) ○ LAP (\$143m) ○ Transportation (\$132m) ○ K-1 Class Size (\$104m) ○ Full-Day K (\$90m) ○ Instructional Hours (\$97m) • Budget heavily reliant on cash transfers, non-permanent revenues, one-time savings, suspension of I-732 COLA, and assumed federal funds to support increased funding for K-12. Long-term sustainability still a question.
<p>A UNIFIED STATE ACCOUNTABILITY SYSTEM UTILIZING THE INDEX</p> <ul style="list-style-type: none"> • Implement a unified state accountability system, as established in E2SSB 6696 (2009). • Ensure state funding to provide school improvement services to low-performing schools, regardless of federal title 1-eligibility. • Use the revised Achievement Index as the primary means of school recognition and identification of schools in need of assistance, as well as candidates for the Required Action District (RAD) process. 	<ul style="list-style-type: none"> • E2SSB 5329 establishes foundation for unified state-federal accountability system. • Budget provides \$10.3m for assistance to persistently low-performing schools. • E2SSB 5329 directs SBE to use renamed Achievement Index as basis for recognition and identification of schools in need of assistance.

<p>CAREER & COLLEGE-READY HIGH SCHOOL GRADUATION REQUIREMENTS</p> <ul style="list-style-type: none"> Phase in 24-credit graduation requirements as required by law. Includes a phase-in of adequate funding to support implementation of the Career- and College-Ready Graduation Requirements for the Class of 2018. Increase instructional hours in grades 7-12 for the 2014-15 school year. 	<ul style="list-style-type: none"> Legislature funded but did not authorize adoption of 24-credit, Career and College-Ready Graduation Requirements. Budget provides \$97.0m to increase minimum instructional hours to 1,080 in grades 7-12, \$12 million for guidance counselors, and \$12 million for parent engagement coordinators.
<p>STRENGTHENING THE 180-DAY SCHOOL YEAR</p> <ul style="list-style-type: none"> Provide a statutory, minimum school day definition, or limits on half days. Ensure funding for educator professional development, such that such services do not come at the expense of 180 full instructional days. Enact statutory changes to achieve consistency in what constitutes instructional time for the purposes of satisfying the 180-day and 1,000 hour statutory minimum requirements. 	<ul style="list-style-type: none"> Legislation introduced but not enacted to define school day in instructional hours. Budget funds study on use of instructional time, to be conducted by Joint Legislative Audit and Review Committee. \$15.0 million provided for teacher and principal evaluation training. No legislation streamlining statutory definition of instructional hours and days. However, exemption is provided for WaKIDS.
<p>COMPULSORY AGE OF SCHOOL ATTENDANCE</p> <ul style="list-style-type: none"> Lower Washington's minimum compulsory starting age of school attendance to six. 	<ul style="list-style-type: none"> HB 2283, lowering the compulsory age of attendance to six, passed House, but did not pass Senate.
<p>BLENDED LEARNING AND ALTERNATIVE LEARNING EXPERIENCES (ALE) FUNDING</p> <ul style="list-style-type: none"> Restore full funding for blended learning programs and alternative learning experiences, with provisions for program and fiscal accountability. 	<ul style="list-style-type: none"> Budget restores full funding for blended learning and alternative learning programs. SB 5667, which introduced more extensive reforms, was introduced but not enacted.
<p>STATE ASSESSMENT POLICIES</p> <ul style="list-style-type: none"> Ensure statewide assessments required for graduation support educators, are fair to students, and ensure career and college-readiness. 	<ul style="list-style-type: none"> HB 1450 establishes new graduation requirements that incorporate the new Common Core Standards and associated SBAC assessments. Directs the SBE to set minimum proficiency thresholds for new 11th grade SBAC test to be used as a graduation requirement beginning with the Class of 2017.
<p>COMMON CORE STANDARDS</p> <ul style="list-style-type: none"> Support sufficient funding for professional development of principals and teachers, Career and College-Ready graduation requirements, curriculum and materials, revised student assessments, and other costs associated with implementation of Common Core State Standards. 	<ul style="list-style-type: none"> Generalized support was provided for basic education, but dedicated professional development remains a need for Common Core implementation.

Consideration of Future Legislative Priorities

As the Board reflects on the 2013 legislative session and considers its future priorities, the Board should consider the fact that the 2014 legislative session will be a supplemental session in which the legislature will meet for only 60 days, as compared to the typical length of a long session: 105 days. (Most recently, special sessions have pushed the entire legislative session well beyond its standard length, but this atypical). During a supplemental session, the Legislature typically focuses on budget matters and incremental policy modifications, and tends to defer fundamental reform issues to the full-length session that occurs in odd-numbered years.

As the Board reviews progress towards its strategic plan and possible legislative priorities for the 2014 legislative session, it may consider the following items and issues for inclusion:

- **24 credit framework** – Seek formal authorization from the legislature to implement a 24-credit framework for high school graduation, effective for students who would be seniors during the 2018-2019 school year. Clarify application of standards to students pursuing career and technical programs of study.
- **K-12 education funding** -- Advocate for full funding of the legislature's prototypical school framework on the reforms included in ESHB 2261 and SHB 2776, and a reliable and dependable revenue source to sustain the reforms long-term.
- **Basic education compliance and school calendars** – Seek greater clarity and consistency in statutory definitions of instructional hours and instructional days. Seek limits on partial and half days in school year calendars, in tandem with dedicated state funding for professional development.
- **Outcomes-based education policy framework** – Pull together disparate parts of statute to establish a coherent, statewide outcomes-based funding and compliance policy for the K-12 system.

Among these items, the adoption of the 24-credit framework for graduation is perhaps most suitable for a special session. The issue presents some urgency, given the fact that ESHB 2261 included a commitment to full implementation of the revised program of basic education by 2018, and that the 24-credit graduation requirements were among the policy commitments in that bill.

The complexity of the issue is also reduced somewhat by the fact that the increased credit requirements are funded through the enhancement provided for implementation of 1,080 hours in each of grades 7-12 (the current requirement being 1,000 hours), and the enhancements for guidance counselors, parent engagement coordinators, and the Learning Assistance Program (LAP). The legislative conversation could therefore focus on policy with an acknowledgment that these requirements were funded by the approximately \$1 billion in basic education enhancement provided during the previous session.

Important to successful adoption of the 24-credit framework may be a re-branding of the proposal that more explicitly takes under consideration the focus on multiple pathways to post-secondary education. In particular, career and technical education stakeholders remain skeptical that a 'default pathway' approach toward the four-year university system adequately reflects a multiple pathways system, and potentially devalues -- and ultimately dissuades students from -- the applied rigor and economic reward that career-technical education can offer. Their support has been and remains critical, not only to its passage in the legislature, but also for its successful implementation in the field. Accordingly, it will be important for the Board to consider strategies that embrace career-technical education pathways in explicit ways.

Action

The Board will be asked to discuss potential 2014 Legislative priorities and provide staff direction as it generates a formal list for the board's consideration at the November Board meeting in Vancouver.

August 15, 2013

Senator David Frockt, Co-Chair
Representative Gary Alexander, Co-Chair
Joint Select Committee on Article IX Litigation
P.O. Box 40464
Olympia, WA 98504-0464

Dear Senator Frockt and Representative Alexander:

Thank you for the opportunity to comment on the state's report to the Supreme Court regarding compliance with the Article IX Constitutional requirements to make "ample provision" for the education of all children in Washington State. I am unable to attend the scheduled August 20th meeting, but I would like to offer several points for your consideration as you craft your Report.

As I understand the *McCleary* decision and the Supreme Court's subsequent December, 2012 Order, this Report is an opportunity for the State to demonstrate that it is on track for, in the words of the Order, "full Constitutional compliance" with its Article IX responsibilities by 2018. The Court has asked for the State to "lay out a detailed plan" for implementation of all the elements of ESHB 2261, and "then adhere to it."

While the state made some progress in funding basic education last session, its implementation of a strengthened program of education for all children may be behind schedule. One of the cornerstones of ESHB 2261 was increased funding for high school instructional hours, coupled with strengthened graduation requirements. However, the Class of 2018 will be entering 8th grade in about a month, and the Legislature has yet to authorize implementation of the 24-credit package contained in ESHB 2261. This is one important way in which the Legislature did not follow the recommendation of the Joint Task Force on Education Funding issued last January.¹ The upcoming supplemental session offers an opportunity to finalize these credit requirements, and I would encourage any "detailed plan" you produce to include that important milestone. The State Board regards strengthened high school course-taking as a 'cornerstone requirement' of ESHB 2261, ensuring that additional financial resources are targeted to educational outcomes for our graduates. It will also help address [Washington's disappointing ranking](#) among states in 'chance for college by age 19' – the organization Postsecondary Education Opportunity (PEO) ranked us 47th in the nation on this metric in its latest report.

Regarding funding, initial progress was made toward funding the core components of SHB 2776, including sizeable investments in the Learning Assistance Program (LAP), pupil transportation, non-salary related (MSOC) costs, reduced class size, increased instructional hours in grades 7-12, and additional full day kindergarten programs. Yet, the truly hard work remains to make "ample provision" a meaningful phrase for students in Washington State, and it is doubtful that additional investments of the magnitude required to ensure full Constitutional compliance in 2018 can be

Randy Dorn, *Superintendent of Public Instruction*

Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer

Bob Hughes • Dr. Kristina Mayer • Mara Childs • Cynthia McMullen JD

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sustained through a budget approach that relies heavily on transfers from the Capital budget, a collection of one-time savings, and a seemingly on-going policy of annually exempting the requirement of Initiative 732 to provide cost-of-living adjustments to educators in our State.

The Supreme Court is likely to be agnostic on whether the Legislature increases revenues, reduces spending, or employs some combination of these approaches to support its Paramount Duty. Still, it is likely to want to know how that the Legislature's "spending plan" is supported by a long-term "funding plan" culminating in 2018. Needless to say, budget plans beyond two years are not how the legislature typically operates, but the Court seems aware of this fact, and their requirements are not vaguely worded.

It seems clear that something structural will need to happen before the Legislature can support a fully funded program of basic education and sustain it through good economic times and bad. However, the budget solutions offered during the 2013 session are arguably no more "reliable and dependable" -- to use the Court's term -- than the local excess levies the Supreme Court seeks to replace. And if the plan from last year's Joint Task Force on Education Funding is what is submitted to the Court, as has been publicly discussed, then the Court will likely want to know to what extent the Legislature's actions during the 2013 session adhered to it. I recommend that analysis be included in your Report.

I deeply respect your public service and the very difficult task you have ahead. Having served on the State Board of Education for eight years, and on the Quality Education Council for four years, I have a deep personal commitment to this work. I do not underestimate the magnitude of the challenges you are facing. As you confront these challenges, my hope is that the Legislature utilizes the Quality Education Council, and gives it the resources and time it needs to carry out the very important role it was given -- to "recommend and inform the ongoing implementation... of an evolving program of basic education and the financing necessary to support such program."

Ultimately, though, whether through the QEC or other means, my sincere hope is that the Legislature can sustain the work and leadership necessary to make the requirements of Article IX of the Constitution a reality for current and future students of Washington State.

Sincerely,



Mary Jean Ryan, Acting Chair
Washington State Board of Education

ⁱ For context, read the Tacoma News Tribune article on this topic here (retrieved August 13, 2013): <http://www.thenewstribune.com/2013/07/07/2668662/money-aside-legislature-missed.html>

The Washington State Board of Education

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Title:	Student Presentation	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>Student presentations allow SBE Board members an opportunity to explore the unique perspectives of their younger colleagues. In her first presentation to the Board, student Board Member Mara Childs will speak on the following topic: "My Experiences as a student, good, bad or otherwise (K-High School)."</p>	

STUDENT PRESENTATION

Policy Consideration

None

Summary

Student presentations allow the members an opportunity to explore the unique perspectives of their younger colleagues.

Student Board members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below.

Presentation Topics (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K–High School).
2. One or two good ideas to improve K–12 education.
3. How the Board’s work on _____ (you pick) has impacted, or will impact, K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Past, present and future: where I started, where I am, and where I’m going.

Date	Presenter	Topic
2013.03.14	Eli	2
2013.05.09	Matthew	5
2013.07.11	Eli	3
2013.09.11	Mara	1
2014.11.15	Eli/Mara	4
2014.01.03	Mara	2
2014.03.06	Eli	5
2014.05.08	Mara	3
2014.07.10	Student B	1

Background

None

Action

None

The Washington State Board of Education

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Title:	OSPI Briefing on Progress of Required Action Districts	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education (SBE) will have the opportunity to review progress of Required Action Districts (RAD). For current RADs, the third year of implementing a required action plan will be 2014-2015. In 2015-2016, SBE will make a determination for each RAD on whether the district should be released from RAD status, remain in RAD I status, or be assigned to RAD II status.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	RCW 28A.657.030 requires the Superintendent of Public Instruction to provide a report twice per year to SBE on the progress made by all school districts designated as Required Action Districts (RAD). There are four RADs currently. Extensive color-coded data were provided by OSPI on each of the RADs and are available in the electronic board packet for this SBE meeting at: http://www.sbe.wa.gov/materials.php .	

OSPI Briefing on Progress of Required Action Districts

Summary

The State Board of Education (SBE) will be updated by the Office of the Superintendent of Public Instruction (OSPI) on the progress made by school districts designated as Required Action Districts (RAD). Data on school performance for the 2012-2013 school year will be available for this update. The 2012-2013 school year was the second year of RADs implementing their required action plans.

In 2014-2015, after three years of districts implementing their required action plans, the SBE will make a determination of progress of each of the RADs and will (1) release the district from RAD status; (2) recommend the district remain in RAD I status; or, (3) assign the district to RAD II status.

The districts and schools that are currently in RAD status are: Morton School District, Morton Junior High School; Onalaska School District, Onalaska Middle School; Renton School District, Lakeridge Elementary School; and, Soap Lake School District, Soap Lake Middle-High School.

Extensive data reports on each district are available in color in the electronic packet for this Board meeting at: <http://www.sbe.wa.gov/materials.php>.

Background

RCW 28A.657.100 directs the Superintendent of Public Instruction to provide a report twice per year to the SBE on progress made by school districts designated as RAD.

E2SSB 5329 passed by the Legislature in the 2013 session established a Required Action Level II to the school and district accountability system. The law authorized the SBE, at the end of three years of RADs implementing their required action plans, to determine the progress made by required action schools and direct districts and direct them to level II RAD status if they failed to make progress. Districts that make sufficient progress will be released from RAD status, or the SBE may direct districts to remain in RAD I status.

Action

No expected action.

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Title:	Development of the Accountability Framework, ESSB 5491 and E2SSB 5329	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>What is the definition of 'recent and significant progress' in regards to E2SSB 5329 and the designation of required action level I and level II districts? What is the process for making decisions on assigning districts to level I and level II? What should be the approach to setting goals for ESSB 5491 statewide indicators of educational system health?</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The SBE will:</p> <ul style="list-style-type: none"> • review draft language for accountability framework rules • consider options for setting goals for indicators of statewide education system health <p>The SBE will be updated on elements of the accountability framework including:</p> <ul style="list-style-type: none"> • The Revised Index • E2SSB 5329 timeline for school and district designations • The Achievement and Accountability Workgroup • Options for ESSB 5491 indicators • HB 1450 and transition to Common Core Assessments 	

Development of the Accountability Framework, ESSB 5491 and E2SSB 5329

Policy Consideration

Key decisions the State Board of Education (SBE) may make include:

- The definition of “recent and significant improvement or progress”
This definition governs the criteria the Board will consider when assigning required action districts to remain in required action after three years of implementing a required action plan, or assigning required action level I districts to required action level II.
- The process for making decisions on assigning districts to required action status
The Board may be assigning new required action districts as early as January 2014 and new RAD 2 in 2015. How does the Board engage the Education Accountability System Oversight Committee?
- The approach to setting goals for ESSB 5491
The Board will have to opportunity to consider options for setting specific goals for the statewide indicators of education system health.

SBE will consider draft language for accountability framework rules. A draft language document for the accountability framework is included in this packet.

Summary and Update

At the July 2013 SBE meeting, the Board considered a model of a statewide accountability framework that includes fundamental elements that must be addressed to design, operationalize, and evaluate a credible and technically defensible school accountability system. The figure below depicts the fundamental elements of the system, with SBE tasks associated with each element. This memo summarizes progress and updates the Board within three of the elements: 1) School and System Indicators, 2) Interventions and Supports, and 3) Standards and Assessments.

School and System Indicators

- Finalize Index with US Dept. of Ed.
- Revise the Awards using the Index
- Establish 5491 goals and stakeholder engagement process

Performance Levels

- Define the statutory levels of achievement relative to the revised Index
- Define school designations
- Work with OSPI to define exit criteria

Reporting System

- Work with OSPI to give input on the Report Card website design—how will it look including the Index and ESSB 5491 data?

Interventions and Support

- Guidelines for required action plan approval
- Approval of RAD 2 plans
- Define criteria for releasing districts from RAD 2 status

Standards and Assessments

- Provide consultation to SPI on adoption of NGSS standards
- Provide thoughtful input on the transition to Common Core Assessments

School and System Indicators

The Revised Index

A description of the revised Index that was approved by SBE at the July meeting was sent to the US Department of Education (USED) on August 21, 2013. The document sent to the USED is included in this Board meeting packet. A telephone conversation occurred with representatives of USED on August 27, 2013, in which SBE staff explained updates to the revised Index, and USED representatives had the opportunity to ask questions.

USED representatives gave no definitive approvals or rejections of the revised Index or the revised Index components during the telephone call. Representatives indicated that approval for ESEA Flexibility Principle 2, which includes the revised Index, may be separated from Principle 3. Approval of the Index therefore is not necessarily dependent on the timetable of approval for the full waiver.

Representatives suggested an 'Ever ELL' subgroup was unlikely to be approved, but were more receptive to using 'Current' and 'Former ELL' subgroups. Follow-up communication with the USED is planned for the week of September 2, 2013.

Currently, a contractor for OSPI and SBE is running the revised Index for the purpose of technically vetting the Index, determining the distribution of schools within the revised tier labels, and developing the data necessary to receive approval. The target date for approval of the revised Index is mid-October.

Interventions and Support

Consideration of New RADs

Senate Bill 5329 expanded the scope and impact of the school and district accountability system by, among other features, 1) eliminating Title-eligibility as a criterion for services, 2) establishing a second level of required action for districts that do not demonstrate sufficient improvement after three years of implementing a required action plan, and 3) dedicating state support for school and district improvement. The bill established specific responsibilities of SBE, which may require specific actions such as the designation of districts to required action status within the next six months.

The table below shows possible assignment of districts to required action level I and level II, in the 2013-2014, 2014-2015, and 2015-2016 school years. Candidates for required action fall within specific groups of schools and districts that are currently implementing a school improvement or required action plan. SBE may consider designating new Level I required action districts in January, 2014. These districts, if any, would be recommended by OSPI from districts that had cohort 1 School Improvement Grant (SIG) schools. SIG cohort 1 includes 17 schools that have implemented 3 years of a school improvement plan, 2010-2011 to 2012-2013.

Information on these schools may be found at:

http://www.k12.wa.us/StudentAndSchoolSuccess/pubdocs/SIG_Cohort_I_School_Data.pdf

Adams Elementary School in the Yakima School District is a SIG cohort 1 school. The school is over 95% free or reduced-priced lunch and has an over 60% Transitional Bilingual population. The school has made some significant gains in reading and math scores. SBE members will have the opportunity to visit Adams Elementary School on September 12, 2013.

In 2014-2015, SBE may consider designating new RAD I districts from the SIG cohort 2 and may consider designating new RAD II districts from the current RADs. In 2015-2016, it is

possible the SBE would consider designating RAD II from RAD I districts that were in SIG cohort 1, if any. E2SSB (Section 10) allows for designation to RAD II after only one year of implementing a required action Level I plan if the required action schools previously had a School Improvement Grant.

Table 1: Timeline for Possible Assignments of RAD I and RAD II in 2013, 2014, and 2015

2013-2014	2014-2015	2015-2016
<ul style="list-style-type: none"> •New RAD I districts from SIG Cohort 1 •OSPI identifies Title I and non-Title I schools for persistently lowest-achieving list (If they fail to progress, possible assignment to RAD I status could occur in 2017-2018) •If approved, revised Index will be used for school and district accountability 	<ul style="list-style-type: none"> •New RAD I districts from SIG Cohort 2 •RAD IIs from current RADs-- before making a determination, the SBE must submit findings to the Education Accountability System Oversight Committee 	<ul style="list-style-type: none"> •RAD IIs from RAD I districts that were SIG Cohort 1 •New RAD I districts from Priority list (assigned in 2012)

Achievement and Accountability Workgroup

The Achievement and Accountability Workgroup (AAW) met on August 14, 2013. The AAW has been meeting since fall 2012, providing input on the revised Achievement Index. Table 2 below summarizes some of the work that has been accomplished to date.

Table 2: Highlights of AAW Recommendations and SBE Decisions

Date	Topic/Decision
July 2012	<ul style="list-style-type: none"> • Accountability Resolution • Achievement and Accountability Workgroup Charter
September- November	<ul style="list-style-type: none"> • Approved Performance Indicators: Proficiency, Student Growth Percentiles (SGP), College and Career Readiness (CCR) • Equal weighting of subjects
December-January 2013	<ul style="list-style-type: none"> • Prototype Index, including CCR sub-indicators and focus on opportunity gaps • Subgroup disaggregation • Mixed norm and criterion, with transition to criterion-referenced adequate growth
February-March	<ul style="list-style-type: none"> • Phase-In Plan for CCR sub-indicators • Using the Index to determine federal designations • Achievement gaps weighted strongly: half the Index score
April-May	<ul style="list-style-type: none"> • Weighting of growth and proficiency • Composite Index will identify top 5% and bottom 5% for federal designations
June-July	<ul style="list-style-type: none"> • AAW Summative Report and Public feedback on Index • Tiers and tier labels, federal designation • English Learners

The SBE letter to the AAW for the August meeting asked the following questions:

1. What should ESSB 5491 indicator goals be based on – how would you approach establishing a goal?
2. How should the type and scale of support for districts in the 5329 accountability system vary with school designations?
3. How should the Board operationally define “recent and significant progress” as exit criteria for Required Action?
4. How should the accountability framework address the transition to the Common Core State Standards?

The Feedback Report of the AAW is included in this Board meeting packet. The table below summarizes some AAW responses and staff recommendations for some of the ESSB 5491 indicators. Further options for setting goals for indicators will be presented and discussed at the meeting.

Table 3: AAW and Staff Recommendations for 5491 Indicators

Indicator	AAW Recommendation	Staff Analysis
WA KIDS	Do not set goals until longitudinal data is available	Focus on gaps: 1) math and reading; 2) income.
Proficiency	100% of all students proficient, with realistic growth goals	A goal of relative ranking addresses the Common Core transition: for example, Washington in the top 5 states within 5 year
Graduation Rate	100% of all students is the aspirational goal, with realistic increments over time	Keep a focus on closing gaps: retain an AMO structure

The discussion of the AAW on E2SSB 5329 was taken into consideration in crafting the draft accountability framework language, included in this packet and to be reviewed and discussed at the September SBE meeting.

Standards and Assessment

SBE to Set New Standards for New Assessments

House Bill 1450 directs the SBE to perform several specific tasks associated with the transition to Common Core State Standard assessments. The SBE will set the score on the 11th grade Common Core assessment, the Smarter Balanced Assessment (SBAC), for high school graduation. The score for high school graduation will be different from the score for college and career readiness that will be set by the Smarter Balanced Assessment Consortium. The two scores will comprise two different student achievement standards.

In addition to setting the score for high school graduation on the 11th grade SBAC, the SBE is also directed to set scores for meeting proficiency standards on the 10th grade assessments to be used during the transition period for the Classes of 2017 and 2018. During the transition period, the reading and writing High School Proficiency Exam (HSPE) will be replaced with a 10th grade English Language Arts assessment created with 10th grade-level, Common Core-aligned SBAC test items; similarly, the algebra 1 or Integrated Math 1 End of Course Exam (EOC) and the geometry or Integrated Math 2 EOC will be replaced with Common Core-aligned EOCs using SBAC test items. The table below shows the transition to Common Core assessments established by HB 1450. By the Class of 2019 and beyond, the SBAC will be used

as a high school graduation requirement for both English Language Arts (ELA) and mathematics.

The SBE will establish scores both for high school graduation on the SBAC, and for proficiency on the transition assessments, by the end of the 2014-2015 school year. To set score for high school graduation on the SBAC, HB 1450 specifies that SBE will review the experience of Washington students during the transition to Common Core assessments, review the scores of students in other states that use the SBAC, and review the scores of students in other states that use an 11th grade exit exam.

Table 4: Summary of HB 1450 (An enlarged color version of this table is attached to this memo)

Class of:	2014	2015	2016	2017	2018	2019 and beyond
Reading, Writing, ELA Assessments	Reading HSPE and Writing HSPE	Reading HSPE and Writing HSPE (see note 1)	Reading and Writing HSPE or ELA SBAC (see note 1)	10 th grade ELA exit exam or ELA SBAC	10 th grade ELA exit exam or ELA SBAC	ELA SBAC
Math Assessments	Year 1 Math EOC or Year 2 Math EOC	Year 1 Math EOC or Year 2 Math EOC (see note 1)	Year 1 Math EOC, Year 2 Math EOC, or Math SBAC (see note 1)	Year 1 Math EOC, Year 2 Math EOC, aligned with CCSS or Math SBAC	Year 1 Math EOC, Year 2 Math EOC, aligned with CCSS or Math SBAC	Math SBAC
Science Assessment		Biology EOC; SPI may develop additional EOCs or a comprehensive assessment when directed by the legislature, subject to a 2 year transition when students may pass either assessments for graduation.				
Notes:	1. The 10 th grade ELA exit exam and the SBAC will be available for student in these classes that miss taking or fail the HSPE and EOCs. The bill extends current assessments required for graduation through the Class of 2015. 2. 2013-2014 is the last year that Reading and Writing HSPE will be administered. 3. By the end of 2014-15, the SBE must determine SBAC scores for graduation and for CCR.					

Issues Related to SBAC Field Testing

In 2013-2014 the SBAC will be field tested, and the Smarter Balanced Consortium, of which Washington State is a governing member, is seeking participation from at least 20% of students in Washington. The field test will yield limited, if any, information on the performance of students and schools, since the field test will test items, not the complete final assessment. It will not be possible to relate field test results to state tests from previous or subsequent years.

The US Department of Education will allow a one-year waiver for required assessments so schools will not have to ‘double test,’ and will not experience any federal penalty for lack of state assessment results. All students will need access to assessments required for high school graduation, so the reading and writing HSPE, mathematics EOCs, and the biology EOC will be administered, regardless of whether a high school participates in field testing.

According to OSPI assessment staff, field testing will prevent the calculation of student growth percentile for 2013-2014. With 20% or more of students field testing SBAC items, there would be an insufficient comparison population for calculating student growth percentiles. For school accountability and the revised Index calculation, mean growth percentile would be held constant—2012-2013 data would be carried through for two years.

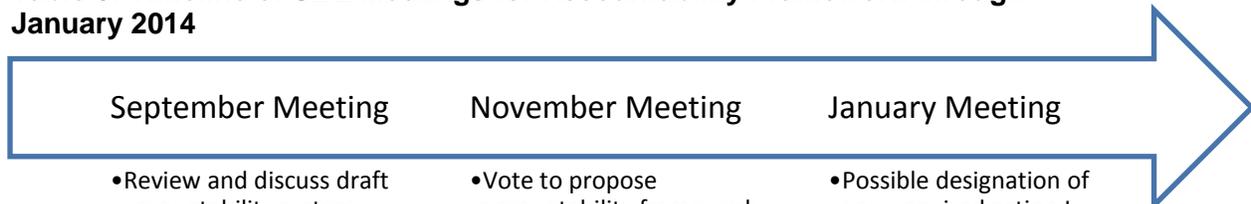
This technical limitation may cause a practical concern communicating with stakeholders: as growth is being advocated for use in the revised Index and promoted as a tool for schools and

teachers, educators and the public may develop an interest in growth only to be informed that it will not be available again until 2014-2015.

Next Steps

The timeline below shows accountability framework tasks associated with Board meetings through January 2013.

Table 5: Timeline of SBE Meetings for Accountability Framework through January 2014



September Meeting	November Meeting	January Meeting
<ul style="list-style-type: none"> •Review and discuss draft accountability system rules •Consider options for setting 5491 goals 	<ul style="list-style-type: none"> •Vote to propose accountability framework rules •Review of guidelines for development of required action plans •Joint meeting with OSPI, Workforce Board, EOGOAC, and WA Student Achievement Council on 5491 goals •Review of draft 5491 report (Due December 1) 	<ul style="list-style-type: none"> •Possible designation of new required action I districts •Public hearing on accountability system rules

Action

At the September SBE meeting, members will:

- Consider draft language on an accountability framework.
- Consider options and give staff direction for setting goals for 5491.
- Provide staff direction on criteria and process for designation of RAD I and RAD II.

Assessments Required for High School Graduation During the Transition to a Common Core Assessment System, HB 1450

(Common Core assessments are in **bold**)

Class of:	2014	2015	2016	2017	2018	2019 and beyond
Reading, Writing, or English Language Arts (ELA) Assessments	Reading HSPE and Writing HSPE (High School Proficiency Exam)	Reading HSPE and Writing HSPE (High School Proficiency Exam) (See note 1 below)	Reading and Writing HSPE <u>or</u> ELA SBAC (Smarter Balanced Assessment) (See note 1 below)	10th grade ELA exit exam or ELA SBAC	10th grade ELA exit exam or ELA SBAC	ELA SBAC
Math Assessments	Year 1 Math EOC (End of Course exam) <u>or</u> Year 2 Math EOC	Year 1 Math EOC <u>or</u> Year 2 Math EOC (See note 1 below)	Year 1 Math EOC, Year 2 Math EOC, <u>or</u> Math SBAC (See note 1 below)	Year 1 Math EOC, Year 2 Math EOC, <u>or</u> Math SBAC	Year 1 Math EOC, Year 2 Math EOC, <u>or</u> Math SBAC	Math SBAC
Science Assessment		Biology EOC (End of Course exam); SPI may develop a comprehensive assessment or additional science EOCs when directed by the legislature, subject to a 2-year transition when students may pass either assessments for graduation.				
Notes:	<ol style="list-style-type: none"> For students who do not pass the HSPE or a math EOC, or who miss taking the exams in the 10th grade or the EOCs, the 10th grade ELA and math exit exams or the ELA and math SBAC will be available for the classes of 2015 and 2016. HB 1450 extends current assessments required for graduation through the Class of 2015. 2013-2014 is the last year that the Reading and Writing High School Proficiency Exam will be administered; By the end of 2014-15, the SBE must determine scores required for graduation on the SBAC, the 10th grade ELA assessment, and the Common Core-aligned math EOCs. Year 1 math is algebra 1 or Integrated Math 1; year 2 math is geometry or Integrated Math 2 					

Washington State's Revised Achievement Index

Submitted August 21, 2013

Background

As described in the Washington State ESEA Flexibility Request, the State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) have been working through a process to revise an existing state metric, the Achievement Index, to meet federal ESEA flexibility requirements. Our original timeline included submission of the revised Achievement Index to the U.S. Department of Education (Department) by June 30, 2013, but due to legislation pending at the time in our State Legislature we postponed submission in order to ensure that an immediate revision was not necessary.

At the May 8-9, 2013 SBE meeting, the Board approved a model revised Achievement Index for final review by the Achievement and Accountability Workgroup (AAW) on June 12. At the July 10-11, 2013 SBE meeting, the Board approved submission of the model revised Index to the Department. Three prior memoranda were provided to Department staff in advance of conference calls with SBE, OSPI, and Department staff on March 28, May 21, and May 31, 2013. The intent of the conference calls was to review progress and incremental decision-making with Department staff well in advance of the summer submission to ensure that (a) the revision was approvable, (b) we were on track, and (c) there were no outlying issues that concerned Department staff regarding the SBE's decisions along the way.

Achievement and Accountability Workgroup for Stakeholder Input

The OSPI and SBE convened a workgroup of 22 different education stakeholder organizations to provide input on Index revision over the course of five full-day meetings held in the 2012-13 school year. The purpose of this workgroup, called the Achievement and Accountability Workgroup (AAW), was to provide an avenue for diverse input to SBE and OSPI as decisions were made about the revision of the Index. The workgroup included organizations representing parents, teachers, administrators, English Language Learners, Special Education, and community organizations, among others. Following each AAW meeting, staff summarized the feedback to SBE and OSPI in a report which was published on the SBE website and reviewed with SBE members at each Board meeting. The AAW will continue to meet for another three full days over the next six months to provide OSPI and SBE input on the development of a differentiated accountability system to provide recognition and continuous support for schools. More information, including a roster of AAW participants and meeting materials, is posted on the [AAW web page: www.sbe.wa.gov/aaw.php](http://www.sbe.wa.gov/aaw.php).

Performance Indicators and Weighting

The SBE approved specific weighting of performance indicators as follows: the revised Index for elementary and middle schools will weight growth at 60 percent and proficiency at 40 percent. For high schools, growth, proficiency, and graduation rates will be weighted equally.

Table 1. Summary of Performance Indicators and Proposed Weighting

Performance Indicator	Weighting - Elementary & Middle Schools	Weighting - High Schools
Proficiency. Percent of students meeting or exceeding state standards in Reading, Writing, Mathematics, and Science as measured by the Washington Comprehensive Assessment Program (WCAP). This indicator will include performance for all students group and targeted subgroups.	40%	33%
Growth. Median student growth percentiles (SGPs) using the methodology employed in the growth model developed by Damian Betebenner of the National Center for the	60%	33%

Improvement of Educational Assessment. Growth in Reading and Mathematics will be included for all students group and targeted subgroups. In fall 2014, adequate median growth percentile data will be incorporated. Note: The SBE will determine a definition of “adequate” during the 2013-14 school year.		
<p>Career and College Readiness.</p> <p>a. Adjusted 4- and 5-year cohort graduation rates for all students group and targeted subgroups.</p> <p>b. The percent of students earning high school credit in a dual credit program* or earning a state or nationally recognized industry certification for all students group and targeted subgroups; to be phased in as data are available.</p> <p>c. The percent of students performing at or above a college- and career-ready cut score on the 11th grade assessment of Common Core State Standards, first administered in 2014-15, for all students group and targeted subgroups.</p>	Not applicable	33%**
<p>Notes:</p> <p>*Dual credit includes Advanced Placement, International Baccalaureate, Running Start, College in the High School, Tech Prep, and other courses intended to give students advanced credit toward career pathways or degrees.</p> <p>**Decisions about the weight of graduation rates in relation to indicators (b) and (c) will be decided once those data are available. For the calculation of the 2013 Achievement Index, the full 33% weight of this indicator will be derived from graduation rates.</p>		

As agreed to in the ESEA Flexibility Request, the Index will incorporate assessment participation rates and unexcused absence targets. The current proposal to SBE is to address this requirement by lowering a school’s tier label status if the school does not meet the assessment participation rate (minimum of 95%) or unexcused absence target (maximum of 1%). For instance, a school that would have received an Exemplary rating would receive the next lower rating of Very Good if the school did not meet the participation rate minimum and/or unexcused absence maximum. Additionally, schools must meet both participation rates and unexcused absence targets in order to exit Priority and Focus status. The SBE will act on this proposal during the 2013-14 school year.

Performance Indicator Scoring

Every performance indicator (Proficiency, Growth, and Career and College Readiness) will be reported by each subgroup currently used in our state for federal accountability: All, American Indian/Alaskan Native, Asian, Pacific Islander, Black, Hispanic, White, Two or More Races, Limited English, Special Education, and Low Income. Each of the three performance indicators will be scored for the All Students group and also for targeted subgroups, which includes all subgroups with the exception of All, White, Asian, and Two or More Races. In other words, American Indian/Alaskan Native, Pacific Islander, Black, Hispanic, Two or More Races, Limited English, Special Education, and Low Income subgroups will be rated and rolled into an average. These targeted subgroup scores will be combined with the All Students scores for an overall performance indicator score. This is not a super subgroup approach because each targeted subgroup is reported and rated separately, with an n-size requirement (20 students) applied to subgroups, prior to being rolled together.

At the July 10-11, 2013 SBE meeting, the Board approved modifying the Limited English subgroup from English Language Learner (ELL) to ‘Ever ELL’, comprised of students who are current or former English Language Learners. This modification was responsive to concerns of the SBE and members of the AAW that (a) it would be difficult for an ELL subgroup to show significant improvement since students exit English Language programs as soon as they are

proficient in English, and, (b) an Ever ELL subgroup would more accurately assess the long-term career and college readiness of students who participated in English Language programs.

Table 2. Performance Indicator Scoring

Performance Indicator	Indicator Rating	
Proficiency (All Students)	% Met Standard	Rating
	90 - 100%.....	10
	80 - 89.9%.....	9
	70 - 79.9%.....	8
	60 - 69.9%.....	7
	50 - 59.9%.....	6
Proficiency (Targeted Subgroups)	40 - 49.0%.....	5
	30 - 39.9%.....	4
	20 - 29.9%.....	3
	10 - 19.9%.....	2
	0 - 9.9%.....	1
Growth (All Students)	Median Student Growth Percentile	Rating
	>66	5
	56 - 66	4
Growth (Targeted Subgroups)	45 - 55	3
	34 - 44	2
	<34.....	1
Graduation Rates ¹ (All Students)	Rate	Rating
	> 95.....	10
	90 - 95%	9
	85 - 89.9%.....	8
	80 - 84.9%.....	7
Graduation Rates ¹ (Targeted Subgroups)	75 - 79.9%.....	6
	70 - 74.9%.....	5
	65 - 69.9%.....	4
	60 - 64.9%.....	3
	55 - 59.9%.....	2
	<55%	1

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

Tiers of School Performance

The current state system assigns all schools, regardless of Title I status, to one of five tiers: Exemplary, Very Good, Good, Fair, or Struggling. The tier label is determined by the school's performance on the current Achievement Index. Concurrently, the federal accountability system has labeled a subset of Title I schools as Reward, Priority and Focus. The ESEA Flexibility enables Washington to (a) construct an aligned accountability system that includes all schools, not just Title I schools, and (b) send coherent messages to all schools and districts about strengths and areas of need. The SBE and OSPI propose marrying the two systems of school labels together, as displayed in the table below. The revised system will include six tiers: Exemplary, Very Good, Good, Fair, Underperforming, and Priority—Lowest 5%. Both Title I and non-Title I schools identified as Focus on the basis of subgroup performance will be subject to a tier ceiling of Underperforming.

The identification of schools as Reward, Priority and Focus will be based on data in the Index and will align with federal guidance provided by the Department¹. Priority schools will be the lowest 5% of both Title I and non-Title I schools statewide based on the composite Index score across both performance indicators for Elementary and Middle Schools and across all three performance indicators for High Schools. Focus schools will be the lowest 10% of Title I and non-Title I schools based on subgroup performance across these performance indicators. While the requirement for ESEA flexibility is tied to Title I status, this system will rate every school in the state regardless of Title I status. The 2013 Washington State Legislature passed E2SSB 5329, requiring state-supported intervention for low-performing schools regardless of Title I status.

The revised Index will identify the requisite number of Priority schools that meet the ESEA flexibility definition. The ESEA flexibility definition is based on “all students” and the revised Index is based on a composite of “all student” and “targeted subgroup” performance. The revised Index method will identify more schools in need of improvement than the requisite number of Priority schools, because the revised Index will be applied to both Title I and non-Title I schools. The SBE and the AAW strongly expressed that the lowest and highest tiers should be identified by the composite Index score, because of the importance of both the performance of “all students” and the performance of targeted subgroups in identifying schools with the highest need and exemplary schools.

Table 3. Merging the State and Federal School Designations

Tier	Tier Description	Federal Category of Title I Schools	Approx. % of all schools
Exemplary	<ul style="list-style-type: none"> • Top 5% of schools based on the composite Index score • Schools must have a proficiency score of 7 or higher 	Reward	5%
Very Good	<ul style="list-style-type: none"> • Approx. the next 15% of schools based on the composite Index score 		15%
Good	<ul style="list-style-type: none"> • Approx. the next 30% of schools based on the composite Index score 		30%
Fair	<ul style="list-style-type: none"> • Approx. the next 30% of schools based on the composite Index score 		30%
Underperforming	<ul style="list-style-type: none"> • Approx. the next 5% of schools based on the composite Index score • Lowest 10% of schools based on subgroup performance--no school with subgroup performance in the lowest 10% can score higher than this tier 	Focus	15%
Priority—Lowest 5%	<ul style="list-style-type: none"> • Lowest 5% of all schools, both Title I and non-Title I, based on the composite Index score 	Priority	5%

¹ In alignment with Department of Education guidance: *Demonstrating that an SEA’s Lists of Reward, Priority, and Focus Schools Meet ESEA Flexibility Definitions*

Next Steps

- Recognizing schools. State law requires SBE to recognize schools for closing achievement gaps. SBE will develop this recognition in consultation with the Educational Opportunity Gap Oversight and Accountability Committee as required by state law².
- District-level and school-level data vetting. Districts will have an opportunity to see their revised Index data and work through technical considerations/challenges in advance of publication of the official lists.
- Under current timelines, the revised Achievement Index will be implemented in late fall, 2013, and will be used to recognize schools and identify schools to shift into Priority and Focus status to implement turnaround principles beginning in 2014-15 school year.

² RCW 28A.657.110: <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.657.110>

Key issues addendum:

Much of the details of the proposed Index structure have not changed materially since our last conference call in June. However, the Board has made one important change, and is seeking clarification on a few emerging issues, including the following:

1. **Timing of implementation** -- Our state is preparing to begin implementing the revised Index this December in response to state legislation. Meanwhile, our state continues to work through Principle 3 compliance issues which may extend into the next legislative session, if a bill is needed. We are seeking clarity as to whether full principle 3 compliance is required before getting principle 2 approval. This is a key issue because our state accountability statutes require federal approval of the Index to trigger implementation.
2. **English Language Learners** -- The State Board of Education proposes the use of an “Ever ELL” cell approach to state and federal accountability. Under this approach, the “ELL” cell would comprise students both in the program and those exited from the program (both ‘current’ and ‘former’ ELLs). The benefit of this approach is that we begin to hold schools and ELL programs accountable for the sustained academic success of students after they have initially demonstrated language proficiency. Our work is informed by the academic work of Dr. Megan Hopkins, Kenji Hakuta et al as outlined in the article [Fully Accounting for English Learner Performance : A Key Issue in ESEA Reauthorization](#) (March, 2013). We are seeking clarity on USDOE’s position regarding such an approach.
3. **Priority & Reward Schools Designations** – A key policy outcome for the state is fostering alignment of federal and state accountability systems and school designations. Accordingly, we are seeking to align our ‘Priority schools’ designation with our statutory definition of ‘Persistently Lowest Performing Schools’ which drives state accountability through our Achievement Index. Accordingly, we are proposing designating our Priority schools by taking the lowest 5% of schools statewide using the Achievement Index Composite score. The composite score is more than just the ‘all students’ category, but also encompasses a ‘targeted subgroups’ component as well (the attached visuals show the calculation). Similarly, we would use the composite score for ‘Reward’ designations as well. We are seeking clarity on USDOE’s position regarding such an approach.

Chair

Elizabeth Padilla Flynn

Vice-Chair

Bernard Koontz

Executive Committee Members

Heather Byington

Ruth Lucero

Rosemarie Search

Committee Members

Alma Duran

Lynne Gadbury

Dr. David Johnson

Sam Morseau

Veronica Gallardo

Dr. Marsha Riddle-Buly

Michael Shapiro

Dr. Edward Lee

Vargas



August 16, 2013

To whom it may concern,

The Washington State Bilingual Education Advisory Committee (BEAC) appreciates that the Washington State Board of Education has developed an Accountability Index which includes an approach that allows the Index to illustrate an accurate representation of the performance of English learners. The BEAC is supporting the Washington State Board of Education's Accountability Index which establishes a clear picture of English learners and the gains they attain.

The BEAC is supporting the Limited English group change to "Ever ELL (English Language Learners)." The "Ever ELL" group would consist of identified Limited English group and "exited" English learners, all those that have exited the State Transitional Bilingual Instructional Program. Having "Ever ELL" enables a fairer identification of the English Learners' progress towards English proficiency and academic competency.

With the current Limited English group identification, schools and districts are not given credit for their focused work. English learners' ability to read and do math is dependent on academics as well as their level of English proficiency. It is not fair to judge schools or districts based on reading and math scores of their non-English proficient students. Having "Ever ELL" would set an attainable goal and could more fairly identify schools and districts that serve English learners.

The BEAC strongly supports the Accountability Index developed by the Washington State Board of Education that will ensure a fair and clear identification of English learners' academic performance. We believe accepting this recommendation will help Washington State educators achieve the federal goal of effective accountability for the continuous improvement for all students.

Respectfully,

Elizabeth Padilla Flynn

Bilingual Education Advisory Committee Chair

cc: Gil Mendoza
Helen Malagon

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Pasco School District #1

C. L. Booth Education Service Center
1215 W. Lewis Street • Pasco, Washington 99301

Sandra L. Hill, Superintendent • (509) 546-2800 • FAX (509) 543-6781

August 19, 2013

Arne Duncan
Secretary, U.S. Department of Education

RE: Support for the Ever ELL Cell

Dear Secretary Duncan:

The Washington State Board of Education got this one right. The Board is proposing the replacement of the current ELL cell with the Ever ELL cell for accountability purposes. I strongly encourage the U.S. Department of Education approve this innovative change.

The proposed change would increase accountability for the group of students who exit the ELL cell yet are still moving towards proficiency in academic English. The Ever ELL cell would highlight the need for ongoing support and intervention for students who have exited the ELL cell under state criteria. The fact that students meet State criteria for exit does not mean that an ELL student has become sufficiently proficient to be able to access the more rigorous academic language and content of subsequent grade levels. Their exit status basically releases the state from providing additional funding needed to achieve full competency in English.

I believe that the Ever ELL cell would constitute an improved, more reasonable and accurate way to hold school systems accountable for these students. It would tell a more complete story about the programs' efficacy as students move through the grade levels.

Our state only tests students in English even when they do not speak English, then it uses these results as providing the "truth" about the academic achievement of these students and their schools. This is not a valid or reliable assessment of these students' actual achievement in reading or math, only their achievement, at that point, in English reading and math. Likewise, it is not a valid assessment of their school's performance.

Schools having a majority of their student population who are ELL will not be accurately assessed under such a system, especially in the elementary grade levels. Nor will they be recognized for doing truly outstanding and innovative work in moving students to full English proficiency. It takes time to acquire academic English. The schools that successfully start them on their learning journeys never get credit for their school's part in the students' ultimate success. The Ever ELL cell would be one step toward improving this situation.

According to the solid, nationally-recognized research, it takes 7-10 years to develop academic English. We have data in our own system that show elementary students failing the state assessments because they have not had sufficient time to learn English exceling on the state assessments by the time they are in high school. The Ever ELL cell would better capture the impact of the system on these students, and provide policy makers with a better measure of the effectiveness of programs designed to help ELL children achieve full competency in English.

Celebrating academics, diversity, and innovation.

If the central purpose of the achievement index is to evaluate the effectiveness of schools and the programs that serve the students in them, then policy makers would be in a better position to evaluate the schools and programs under an Ever ELL paradigm.

Please support this improvement in the accountability framework.

Sincerely,

A handwritten signature in black ink that reads "Sandra L. Hill". The signature is written in a cursive style with a large, stylized 'S' and 'H'.

Sandra L. Hill
Superintendent

August 16, 2013

I am writing in strong support of replacing the ELL Category with an “Ever ELL” category as proposed by the Washington State Board of Education for use in the Washington State accountability measure. I am a school Board Director in the Tukwila School District in Washington. Our district has 39% of our students who are ELL students. I believe the Ever ELL category would be better for the following reasons:

1. The current ELL category is fundamentally different from all the other subgroup categories. It is the only category where students are tested in a language they don't understand. This is not a valid test of anything. This is the only category where students are not counted in the category when they become proficient in English. Using the same proficiency goals for this category as all the other categories makes no sense.
2. As a board member, an Ever ELL category would provide me with a much better measure of how my ELL students are doing. I need to know not only how they are progressing in the acquisition of basic English, but how well they do after they become proficient in basic English and continue their education in the various content areas. This is an important measure of how well our ELL program has prepared them to be successful beyond just acquiring basic English skills.
3. The current system almost guarantees that schools with ELL students will end up being negatively branded by such terms as “struggling” or “failing”. The press only reports the labels and does not report on what may be a very successful ELL program at the school. In addition to the negative branding, principals are required to do a lot of additional paperwork which does not provide any additional support for the students. Even if schools are doing a very good job educating ELL students, it is almost impossible to get out of struggling status because the students that are successfully acquiring basic English skills are removed from the ELL category.

Dave Larson

Tukwila School Board Director

Achievement & Accountability Workgroup (AAW) Feedback Report from the August 14, 2013, Meeting

Overview

During this AAW meeting, members discussed ESSB 5491 in small groups and E2SSB 5329 in a large group. Experts from OSPI WaKIDS, OFM ERDC, OSPI Student Information, OSPI Secondary Education & Improvement, SBCTC, and WTECB participated in the small group discussions on ESSB 5491. Members were asked to self-report using feedback forms and staff members took notes on the discussions. Each member had the opportunity to review and contribute to this report prior to publication.

Executive Summary

During group discussions, AAW members provided input on the implementation of ESSB 5491 and E2SSB 5329:

ESSB 5491 Discussion Topics	Feedback
WaKIDS	Majority: Wait to set a performance goal until longitudinal data is available
4 th Grade Reading	Mixed: 100% of all kids should be proficient, but realistic growth goals should be used
8 th Grade Math	Mixed: 100% of all kids should be proficient, but realistic growth goals should be used
4-Year Cohort Graduation Rate	Mixed: Aspirational goal of 100%, but may need to incorporate realistic gradual increases
HS Graduates in Postsecondary Education, Training, or Employment in 2 nd and 4 th quarters	Unanimous: Significant interagency collaboration is needed for preparing the data at ERDC for the indicator and setting the performance goal
Remediation Rate in College	Unanimous: Interagency collaboration is needed for setting the performance goal

E2SSB 5329 Discussion Topics	Feedback
How should the type and scale of support for districts in the 5329 accountability system vary with school designations?	Support should be flexible and based on the unique needs of the school. The credibility of school improvement professionals is critical to the success of the support. The support should be adequately funded based on school size and needs.
How should the Board operationally define "recent and significant progress" as exit criteria for Required Action?	Use an exit trajectory that is based on a definite goal instead of a moving target. Currently, a school can enter or leave the PLA list based on how other schools have performed since the list is calculated from the bottom 5% rather than a cut score.
How should the accountability framework address the transition to the Common Core State Standards?	Numerous questions about the effect of Common Core State Standards on test results. What is the predicted impact of the transition? The accountability framework should be open to being continuously evaluated and reworked if necessary.

Question 1: What should ESSB 5491 indicator goals be based on? How would you approach establishing a goal?

Four of the indicators – WaKIDS, graduation rate, 4th grade reading, and 8th grade math – use data that are specified in ESSB 5491. For those four indicators, the AAW discussion revolved around how to set performance goals as required by ESSB 5491. The other two indicators – percentage of high school graduates in postsecondary education, training, or employment, and remediation rates in college – rely on data that are less clearly described in the legislation and will require the collaboration between multiple agencies to prepare the data. In addition to the discussion of how to set performance goals for these indicators, AAW members discussed technical considerations for the two postsecondary indicators.

Indicator: The percentage of students demonstrating the characteristics of entering kindergartners in all six (6) areas identified by the Washington kindergarten inventory of developing skills

Options for Setting a Performance Goal:

- A. “K-12 should use data as a needs assessment.”
- B. “100% of the children should be at the “5-6 year-old K” level. The goals should be increased in % at a reasonable rate.”
- C. “Maybe a goal could center on Early Learning knowing how to prepare Pre-K for their community K-12 system. i.e. if bilingual education is offered in K-12, Pre-K should support primary language preparation.”
- D. “Another goal should be that the state collects data for 5 years before deciding on any action.”
- E. “Low-income/FRPL status will have a disproportionate effect on WaKIDS.”

Recommendation:

There was general agreement among the AAW members that the performance goal for WaKIDS should not be set until longitudinal data were available. In the most recent test, 18,000 kids and 4,000 volunteers were tested. By Fall, approximately 43.7% of kindergartners will be tested. By 2017-2018, 100% of kindergartners will be tested as state-funded full-day kindergarten is fully implemented.

Additional Considerations & Questions:

- There was general concern from AAW members that the Department of Early Learning (DEL) was neither included in the ESSB 5491 legislation nor in attendance at this AAW meeting. (DEL was invited but could not attend this meeting.)
- “Kindergartner teachers and ECE teachers should be deeply involved.”
- “October seems late for information that needs to be used at the start of the school year.”
- “WaKIDS assessment may not be aligned with the K-12 learning continuum and readiness goals.”
- “May want to focus on a couple of key skills like math readiness and social-emotional.”
- “Research should identify which of the six domains impact student achievement in K-12.”
- “WaKIDS testing could be seen as a barrier for some families if they feel that their child is deemed not ready.”

- “Three concerns: 1. Timing of the WaKIDS assessment 2. The domains that are used 3. Resources needed”

Indicators: The percentage of students meeting the standard on the fourth grade statewide reading assessment; and the percentage of students meeting the standard on the eighth grade statewide mathematics assessment

The AAW feedback on setting performance goals for fourth grade reading and eighth grade math was similar. Therefore, both indicators are represented in the following options, recommendations, and additional considerations.

Options for Setting a Performance Goal:

- A. 100% of students meeting standard.
- B. “Gradual percentage increase.”
- C. “Point increase.”
- D. “Set high annual growth goals so that reports trigger recommended improvement.”
- E. “Use a percentage increase from baseline. What is realistic x 2 so that a bigger stretch is shown?”
- F. “Don’t push this out too far. Create urgency so that change can happen while students are still in school.”
- G. “Needs broader set of indicators to address 21st century skills.”
- H. Need focus on growth and multiple measures.
- I. “Knowing that English learners need more time to become English language proficient, set more realistic goals for reading proficiency.”
- J. The percentage of growth – i.e. 2-5% increase in annual growth.

Recommendation:

AAW members generally agreed that 100% of students meeting standard is what the system should strive for. However, members presented various options for realistic increases toward the 100% goal.

Additional Considerations & Questions:

- “New assessments will have a serious impact on assessment scores.”
- “Tests should not be our god.”
- “If ELLs need to meet the same goal – provide/fund year-round instruction. When these students are at risk of not reaching a goal, that information should be used to provide support to maintain and continue growth.”
- “Need actions tied to goals.”
- “More resources may not be needed to change 8th grade math. Rather, views should be challenged.”
- “How the pie is sliced should be changed.” (Allocation of resources.)

Indicator: The four (4)-year cohort high school graduation rate

Options for Setting a Performance Goal:

- A. Align to ESEA indicators
- B. 100% target, phased in with gradual increases
- C. Aspirational versus realistic goals

Recommendation:

AAW members discussed the options of having an aspirational goal of 100% versus a realistic goal of a gradual increase toward 100% graduation.

Additional Considerations & Questions:

- “The four-year graduation rate does not account for kids who re-enter or who will take longer.”
- “Ignores dropouts; once a kid misses 4-year graduation then no incentive to get them graduated.”
- “All students do not get through HS equally because home support and other factors differ.”
- “Identify the resources necessary to achieve the ideal situation that would help establish a realistic goal.”
- “How linked to plan? There could be an issue in timing and lag in data.” Graduation data do not become available at the same time as proficiency data.
- “Look backwards” and “start (planning for an improved graduation rate) in early learning.”
- “Consider the new GED test as a graduation equivalency or re-entrance to a community college.”

Indicator: The percentage of high school graduates who during the second quarter after graduation are either in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed

Steps Needed to Create this Indicator:

- “This requires interagency coordination with a group of experts.”
- “Pull a group together with experts who know their data sets, craft definitions that work in every area of the state.”
- “Decide on whether employment is part-time, full-time, or living wage.”
- “Detail should be specified on the amount of employment or earnings that will be included in this indicator.”
- “Decide on whether postsecondary education is part-time or full-time”
- “Define training: 1. Apprenticeships 2. Private Career Schools 3. Military? Difficulty getting data on military recently due to agreements with the federal government.”
- ERDC can serve as the data warehouse and provide the indicator, but WTECB will need to help with the training data.
- “Cooperate with ERDC on setting goals. Currently, there are gaps in the data on training and military. WTECB is working to get that data to ERDC.”
- AAW members expressed concern about preparing the data for the December 1 deadline.

Recommendation:

Begin a collaborative process among SBE, ERDC, WTECB, OSPI, EOGOAC, WSAC and SBCTC to prepare the data, create definitions, and set performance goals. Via interagency collaboration, discuss the data limitations and arrive at definitions of “training” and “employment.” Then, WTECB transfers the training data to

ERDC and ERDC runs a custom report that provides the indicator. Continue the interagency collaboration with all entities named in ESSB 5491 to set a performance goal for this indicator.

Additional Considerations & Questions:

- “There should be a relationship between goals and resources.”
- “Employment issue: Unique identifier match with Washington, Oregon, and Idaho is available. However, the major limitation is the use of social security numbers. K-12 students may not have submitted their social security numbers and the employment search can only be made by social security number. The search and match cannot be made by name or birthdate. This restricts the number of high school graduates that can be tracked as they enter employment. Students who attended a public college after graduation can be tracked easier because most of them will submit their social security number during registration. Fortunately, the capacity for national matching is slowly growing.”
- “Unique policies in colleges could impact this measure without any change in HS performance. Colleges use various entry tests and have various standards for what test scores require students to take remedial courses.”
- It is important to disaggregate English acquisition by language spoken at home.
- Multiple AAW members expressed concern with the accuracy and completeness of the data needed for this indicator.
- “There is a definite need for a follow-up workgroup for remediation rates and postsecondary ed/training/employment.”
- “There is no systemic accountability in higher education to work towards reducing the opportunity gap.”
- “Concern over how to count quarters: For college enrollment, Spring grad = Fall (2nd quarter) Spring (4th quarter). For employment, 6 months (2nd quarter) and 12 months (4th quarter). How do On-the-Job Training (OJT) programs fit into this timeframe?”
- National Student Clearinghouse collects national enrollment data from participating colleges.
- For training, the December 1 indicator could include apprenticeship and private career schools. That is the most feasible start for this indicator. The next set of data to be included would be on training through the Workforce Investment Act (WIA) and the military (if an agreement is established with the federal government). The more challenging data set includes assorted non-WIA on-the-job training (OJT).
- An AAW member suggested that discussion should be held on aligning strategic planning and goal-setting with the Governor’s education initiative and metrics.

Indicator: The percentage of students enrolled in precollege remediation courses in college

Options for Setting a Performance Goal:

- A. Limit this indicator to high school graduates within the first year after high school.
- B. Include all students who are enrolled in precollege remediation courses in college.
- C. Separate this indicator by two-year and four-year colleges.
- D. Aggregate two-year and four-year colleges in this indicator.

Recommendation:

AAW unanimously agreed that interagency collaboration between SBE, OSPI, ERDC, EOGOAC, WSAC, SBCTC, and WTECB should take place when setting a performance goal for this indicator.

Additional Considerations & Questions:

- There is a definite need for a follow-up workgroup for remediation rates and postsecondary ed/training/employment.
- Test scores may be more consistent information than remedial enrollment because both placement tests and standards for entry into remedial courses can differ depending on the college.
- “ERDC needs more than adequate funding.”

Question 2: How should the type and scale of support for districts in the 5329 accountability system vary with school designations?

AAW Recommendations and Concerns:

- **Flexible Method of Support.** The type and scale of support should vary with school needs and student population, not designations. Defaulting to the national principles isn’t always applicable because the school improvement plan must be tailored to the unique needs of the school. Therefore, the plan should be local in nature. A grant application process could be used so that OSPI and SBE can better understand the needs of the school.
- **Credibility of School Improvement Professionals.** The success of this support will rely on the quality, credibility, and knowledge level of the school improvement professionals that are working with the RAD. These professional should be knowledgeable enough to provide deep and significant coaching. The support provided to the district should be applied as directly to the children as possible.
- **Beware of Burnout.** Care should be taken when applying pressure to Required Action District (RAD) schools because they often have the most challenging students. Too much pressure on these schools can worsen problems of principal and teacher burn-out.
- **Funding/Resources.** Adequate resources are needed to successfully improve a Required Action District. Money is needed to extend the school year, provide students with access to twenty-first century technology, and retain skilled school improvement professionals. Funding could be based on the needs of an effective school improvement model. Alternatively, funding could be based on school size. If sufficient resources are not provided then there should not be an identification of RAD II. However, not all changes require more money. Money is not necessarily the principal agent in changing the views of school officials, community members, and students. Existing resources can be re-allocated to meet the needs of the students.

Question 3: How should the Board operationally define “recent and significant progress” as exit criteria for Required Action?

Options for defining “recent and significant progress” as exit criteria for Required Action:

- A. Trajectory/trend toward leaving the PLA list based on the bottom 5% (presents the ‘moving target problem’—a school might leave PLA status merely because other schools do worse)
- B. Trajectory/trend toward leaving the PLA list based on a static and definite goal (solves the moving target problem but complicates the calculation of the bottom 5%)

- C. There was general concern among AAW members about the temporal measure of “recent and significant progress”—what is “recent?” Is one or two years sufficient to show progress?
- D. “This should be a long-term measure, not just three years.”
- E. “The trajectory for exit should be within three years.”
- F. “Researchers should follow a cohort of students from the priority schools to monitor long-term progress towards graduation.”
- G. “Changes in the classroom are vital to school improvement. Instructional practice improvement could be used as an indicator of progress. However, it is unclear what the methodology for measuring change in instructional practice would be.”
- H. The measure of “recent and significant progress” could be based on qualitative data instead of quantitative data.

Recommendation:

There was no consensus on recommendations.

Additional Considerations & Questions:

- If the only measure for exiting RAD status is the results of state tests, then schools with 80% ELL will never exit because the acquisition of cognitive academic language takes time.
- “Getting support to the children is very important, but that support isn’t always quantitatively measurable.”
- The Persistently Lowest-Achieving (PLA) list consists of the bottom 5% of schools. The PLA list is not based on a cut score. This means that it is possible for a school to exit the PLA list because another school drops in performance rather than the school actually improving. Basically, the schools in the PLA list are aiming at a moving target because they cannot predict how much the performance of other schools will improve or decline. Therefore, there should be a definite and static goal for exit. That being said, the criteria for exiting RAD should still be based on a trajectory toward leaving the PLA list.

Question 4: How should the accountability framework address the transition to the Common Core State Standards?

AAW Recommendations and Concerns:

- **Prediction of the Impact of Common Core State Standards.** The transition to the Common Core State Standards presents a looming question: what is the prediction of the impact on student scores? How much will the scores drop? Will the transition have a greater effect on some student groups, schools, or regions than others? In New York, the transition to Common Core State Standards resulted in a substantial drop in test scores.
- **Design of the Accountability Framework.** The Accountability Framework should be norm-referenced to start with. The framework should be designed so that it can be evaluated and reworked throughout its existence.



TO: State Board of Education Date: 1 Sept., 2013

FROM: Greg Lobdell, Center for Educational Effectiveness

RE: Implementing ESSB 5491- Issues

This memo will discuss the current state of ESSB 5491 work in preparation for the September 10 – 12 State Board of Education meeting. It will discuss options for setting goals and will illuminate issues underlying this work.

As noted in your per-briefing packet for the 9/10-12 State Board meeting, this is in the context of: **Policy Consideration**

The approach to setting goals for ESSB 5491. Board will have the opportunity to consider options and the issues underlying these options

Introduction

On the surface, the ESSB 5491 Indicators appear to represent a readily available, discreet set of measurable attributes of the health of the educational system. As such, the process to set “realistic but challenging goals” (ESSB 5491, page 2, line 36) would seem to be largely based on guidance from the Board on the parameters governing the two key terms—“realistic” and “challenging”. However, based on understanding the instruments (assessments) underlying the indicators, the stability of those instruments, and the stability of the data (both historical stability and stability looking forward), the issues surrounding the implementation of ESSB 5491 and the interplay between issues are formidable.

Issues

The remainder of this memo will discuss the following critical issues and solicits direction from the Board on the resolution of these issues.

- The tension between setting goals based on “100%” (and working backward) versus “realistic but challenging”.
- The tension between goal setting based on current data and the changes as a result of implementing the SBAC assessments
- Wherever possible, does measurement of the indicators need to be consistent with the measurement used in the new Accountability Index?

Goal Setting Methodology

In simplest form, there are only two top-level methodologies used to set goals.

- Endpoint. This methodology starts with the desired endpoint clearly specified (value and point in time) and works back to a baseline value. A formula is then created which, when applied to each period of time, creates the goals.

- Base-Plus. This methodology does not use a desired endpoint. It uses either a baseline value and then implements a formula to calculate the goals over a given number of time periods. That is, the formula calculates the amount added to the baseline for each increment of time.

Adequate Yearly Progress under NCLB is an example of the endpoint methodology. It used 100% as the desired endpoint and states devised formulas which calculated the goals from their baseline to 2014. AMO's as redefined under our Flexibility Request is another example of the endpoint methodology.

Outside of education, particularly in financial and economic goal setting, "Base-Plus" methodologies are far more prevalent since the desired endpoint is impossible to define.

In education, unrealistic endpoint values lead to professional educators discrediting the goals which reduce the impact these goals have to improve the overall system. On the other hand, Base-Plus goals can be selected which are not challenging, or not credible with stakeholders outside of the educational professionals working in districts and schools.

Baselines and the Stability of each Indicator

Regardless which goal-setting methodology is chosen, the foundation of all goal setting is the reliability and validity of the baseline and the stability of each indicator moving forward. In this context, stability implies the instrument is unchanged so the data is comparable from year to year.

With the rapidly changing face of assessments and the increasing focus on accountability in the system, this raises significant challenges for the process of setting goals for ESSB 5491.

As you can see in Table 1 on the following page, setting goals for ESSB 5491 based on the indicators defined has significant issues:

Setting baseline values: Of the six indicators, today five of six indicators have strong historical data from which to establish baseline values. The 6th indicator, WA-KIDS Kindergarten Readiness, has limited historical data from which to establish the baseline. Most concerning is the fact that the nearly 20,000 students in the WA-KIDS data set from 2012-13 are not representative of all kindergarten students in the state¹.

Stability moving forward: Of the 6 Indicators, four have high stability looking forward. 4-Year Graduation Rate and the two postsecondary indicators are not based on an underlying instrument and there are strong plans to continue to acquire this data. Additionally, WA-KIDS has high stability as it is just moving into expanded implementation (2011-12 pilot and limited implementation in 2012-13).

The two achievement assessment based indicators (4th grade reading and 8th grade math) raise the most significant issues regarding stability. This impacts the indicators in two ways:

¹ The majority of students assessed in 2012-13 with WA-Kids were in state funded all-day kindergarten programs. These all-day programs serve a high percentage of at-risk student populations.

- The MSP 4th and 8th grade assessments are replaced with the SBAC assessments in the 2014-15 school year. This change will require that we re-level the baseline/goals as the data for SBAC becomes available.
- SBAC impact on 2013-14 data: in 2013-14 approximately 20% of the state's students will test field-test of the SBAC assessments. These students will not take the MSP assessments (grades 3-8 only). Therefore, the 2013-14 MSP data will be missing 20% of the state (for other accountability measures, their 2012-13 data will be used for two years).

Table 1: ESSB 5491 Indicator Stability

Indicator Common Name	Latest Year Available (as of 9/2013)	Longitudinal Data	Subgroup Data?	Indicator Stability (looking forward)
WA-KIDS	2012-13 school year. (Piloted in 2011-12)	Limited. 2012-13 data set only from 108 districts (of 295) and 308 schools).	Yes	High. WaKIDS in expanding implementation in 2013-14. 2012-13 data is not representative of all Kindergartners in the state.
4th Grade Reading	2012-13.	1996-97. 2007-08 with necessary subgroups	Yes	Low. MSP being replaced with SBAC in 2014-15.
8th Grade Mathematics	2012-13	2005-06. 2007-08 with necessary subgroups	Yes	Low. MSP being replaced with SBAC in 2014-15.
4-Yr Cohort Graduation Rate	Class of 2012	2001-02. "Adjusted" Cohort Graduation Rate only since 2009-10 (class of 2010)	Yes	High. Revised methodology in use nation-wide since 2010.
Postsecondary Educational/ Training/ Employment Rates	Class of 2011	Post-secondary educational enrollment available since 2006 (first 1/3rd of this indicator).	Yes	High. Not dependent on any specific instrument.
College Remediation Rates	Class of 2011	Class of 2006 to Class of 2011	Yes	High. Not dependent on any specific instrument.

Phased Approach for Goal Setting for ESSB 5491

Given the issues note above, we are recommending and SBE staff is soliciting feedback from the board on implementing a phased approach to the goal setting process for ESSB 5491.

Initial thinking on the phased approach includes:

- Phases are not consistent across the 6 indicators due to differing issues regarding availability of longitudinal data and the implementation of the SBAC assessments. However, the plan assures that all 6 indicators settle at a given point in time.
- ESSB 5491 states “The performance goal for each indicator must be set on a biennial basis, and may only be adjusted upward.” (ESSB5491 page 3, lines 3-4). Based on early data from the SBAC pilot, the issue of only adjusting goals upward may be an issue.

Note: Significant collaboration needs to take place between SBE, OSPI, ERDC, Workforce Training and Education Board, EOGOAC, and the Student Achievement Council.

Table 2: Discussion starting point for phased approach in setting goals

	Aug '13 – Jul '14	Aug '14 – Jul '15	Aug '15 -Jul '16	Aug '16–Jul '17	Aug '17–Jul '18
Indicator	2013-14	2014-15	2015-16	2016-17	2017-18
WA-KIDS	Phase 1: provisional baseline set base on 2012-13 & 2013-14 data. Mediate concerns by also including measures of gap within math/literacy components.		Phase 2: revised after 2014-15 data available. Measures may include internal improvement goals (from baseline) and National comparisons if possible.		
4 th Grade Reading 8 th Grade Math	Phase 1: initial goals based on MSP baseline. SBAC change will require re-level baseline.		Phase 2: Baseline reset after SBAC data availability. Impact of change mediated by using National Comparisons if possible.		
Grad Rate	Goals set on Class of 2010 - Class of 2013 data (if available by 12.1.13). National comparisons should be used.				
Postsecondary education / training / employment	Goals set on latest 3 years of data assuming valid measurement of all three sub indicators are available from ERDC. Need to investigate availability of National data that would enable comparisons.				
College Remediation	Goals set on latest 3 years of data. Need to understand if subject-area data includes areas beyond Math and English/Language Arts.				

A phased approach in setting the goals mediates the impact of the lack of historical data (for WA-KIDS) and the overall impact of the transition to SBAC assessments.

Closing

Educational accountability has established a predisposition to Endpoint based goal setting. Assuming this will be the course, the challenge will be in the collaboration between agencies and stakeholders and the courage to use a phased approach to ensure the validity of the indicators. We need to clearly connect these indicators to the new accountability index work (as appropriate) and programmatic changes brought about due to the funding increases through the McClery decision.

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Executive Committee Nominations - Discussion	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education (SBE) will discuss the Executive Committee Nominations Process, including preparations for balloting at the November meeting.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Pursuant to Acting Chair Ryan's memorandum from September 3, 2013, the Board is planning for a vote at the November Board meeting on Executive Committee leadership positions.</p> <p>Ms. Phyllis Bunker Frank has been appointed Nominations Chair by the Executive Committee. Nominations occurring during or after the September meeting should be forwarded directly to Ms. Frank (typically by e-mail), with a carbon copy provided to Ms. Denise Ross, Executive Assistant at SBE.</p> <p>The Board chair will set a deadline for nominations at the meeting.</p>	

TO: Board Members

FROM: Mary Jean Ryan, Vice Chair

DATE: September 3, 2013

SUBJECT: Executive Committee Nominations Process

Each year about this time, a nominations chair is identified and staff sends out a letter initiating the executive committee elections process as outlined in our by-laws. After discussion among the executive committee, I am recommending that we wait until the September retreat to identify a nominations chair, begin taking nominations during the September meeting, and finalize the election at the November meeting. I have instructed staff to plan accordingly. Let me know if you have any thoughts or concerns, but I think this will allow us to spend some unstructured time together as a Board on the first day of the Retreat to talk through the issues.

Look forward to seeing you in Yakima!

Board Member Term Summary

Name	Position Type	Position #	1998-2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Cindy McMullen	Elected	Region #1												
Phyllis Bunker Frank	Elected	Region #2												
Kevin Laverty	Elected	Region #3												
Bob Hughes	Elected	Region #4												
Peter Maier	Elected	Region #5												
Deborah Wilds	Appointed	Position #1												
Tre' Maxie	Appointed	Position #2												
Isabel Munoz-Colon	Appointed	Position #3												
Connie Fletcher	Appointed	Position #4												
Kristina Mayer	Appointed	Position #5												
Mary Jean Ryan	Appointed	Position #6												
Vacant	Appointed	Position #7												
Judy Jennings	Private Schools													
Randy Dorn	Superintendent													
Eli Ulmer	Student													
Mara Childs	Student													

Grandfathered term or part of initial staggered term
 Finished someone else's term
 1st term
 2nd term

- 1** – Peter Maier is finishing the term vacated first by Warren Smith and then Tre' Maxie
- 2** – Before being appointed, Tre' Maxie occupied the elected region #5 position vacated by Warren Smith
- 3** – Isabel Munoz-Colon is finishing the term vacated by Sheila Fox
- 4** – Before being appointed, Connie Fletcher finished the elected region #3 position vacated by Steve Floyd
- 5** – Connie Fletcher is finishing the term vacated by Eric Lieu
- 6** – Judy Jennings is finishing the term vacated by Jack Schuster

No board member, other than the Superintendent of Public Instruction, can serve more than two consecutive four-year terms.

ARTICLE IV OFFICERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Spokane Charter Authorizer Application	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the application by Spokane School District for approval as a charter school authorizer under RCW 28A.710.090 meet the standard for approval established by the State Board of Education in WAC 180-19-040?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo – Evaluation documents. <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Spokane School District submitted a charter authorizer application to the SBE by the required July 1, 2013 due date for consideration for approval in calendar year 2013. Under WAC 180-19-040(1), the SBE must issue a decision approving or denying the application no later than September 12, 2013.</p> <p>In your packet you will find:</p> <ul style="list-style-type: none"> • Part 1 (Strategic Vision for Chartering) and Part 2 (Plan to Support the Vision) of the Spokane authorizer application. (The full application may be viewed at the SBE web site.) • A summary of the evaluation of the Spokane authorizer application by the SBE evaluation team, followed by a summary of the personal interview of Spokane School District leaders on the district's application, with evaluator comments. • The authorizer application form. • WAC 180-190-040 (Evaluation and approval or denial of authorizer applications) 	

August 15, 2013

Dr. Shelley Redinger
Superintendent
Spokane Public Schools
200 North Bernard Street
Spokane, WA 99201-0206

Dear Superintendent Redinger:

Thank you for your submission of an application to be an approved authorizer of charter schools in Washington State. It is the first such application by a school district under the state's new law.

As you know, the Board is required to evaluate and make a decision whether to approve or deny the application according to the process set out in WAC 180-10-040, implementing RCW 28A.710.090. We have assembled a high-quality team of evaluators to review the application, assign a rating to each part, based on criteria and rubrics posted on our web site. These results will inform my recommendation, but the ultimate decision to approve or deny will be that of the Board.

Understanding the demands on your time as we approach the school year, I have asked that the application interview be conducted in Spokane. The August 21st meeting will afford the district an opportunity to clarify and elaborate on content in the written application, as needed, and to respond to any questions or concerns evaluators may have about the application. The responses provided in the interview will supplement the information in the application document, and be taken into consideration in the recommendation whether to approve.

Jack Archer of our staff has been in on-going contact with Dr. Gering, and will continue to be as we near the interview. We are happy to help with any questions you and your team may have about the process. We are deeply conscious of the responsibility we have to carry out these duties in a fair, transparent and high-quality way that meets the intent of the law and assures good outcomes for kids.

Sincerely,



Ben Rarick
Executive Director

cc: Members, State Board of Education
Dr. Steve Gering, Chief Academic Officer
Jack Archer
Linda Drake



Spokane Public Schools
excellence for everyone

Spokane Public Schools
Charter School Authorizer Overview

Spokane Public Schools

200 N. Bernard

Spokane, WA 99201

Phone: (509) 354-5900

Spokane Public Schools Charter School Authorizer Application Overview 1

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Part 1: Spokane Public Schools Strategic Vision for Chartering

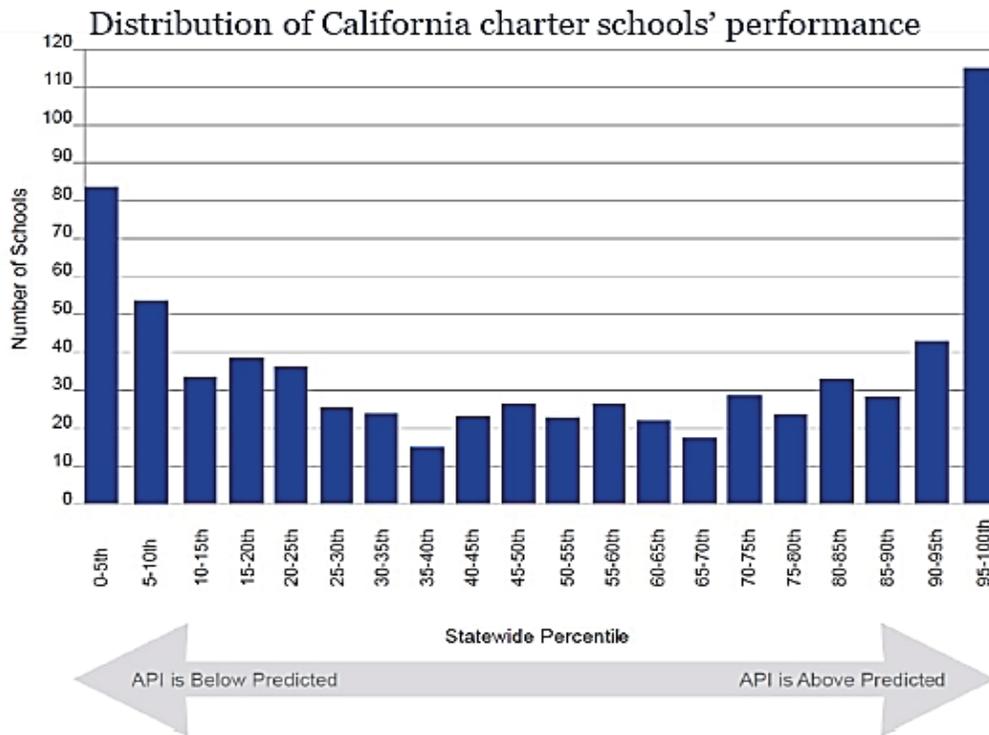
District Purposes for Wishing to be a Charter Authorizer: Statutory Purposes and Education Goals

According to Article IX, section 1 of the state constitution, “it is the paramount duty of the state to make ample provisions for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” And RCW28A.710.005 (Findings for Initiative Measure No. 1240) declared that all students deserve excellent educational opportunities and the highest quality standard of public education available. With these as the back drop, Washington State voters passed Initiative Measure 1240 to approve charter schools as options for the State of Washington.

Once voters approved this as a viable option, our superintendent was clear that Spokane should use this as an option to help move Spokane Public Schools forward on our academic mission. Additionally, our board of directors unanimously passed a resolution approving our school district to move forward with a charter school authorization application (**Appendix I: Spokane School Board Resolution**).

Spokane and the statutory language in RCW 28A.710.005 have similar views about the potential of charter schools. Overall, the research on charter schools is mixed. In fact, the typical charter school across the United States actually is lower performing than typical neighborhood public schools.

Chart # 1: Charter School Performance in the State of California



But what is so intriguing about charter schools is that, “all over the United States charter schools are some of the highest performing schools in their states. Many of these are having tremendous success in improving student outcomes and are closing the achievement gap for at-risk students” (RCW 28A.710.005). Examining Chart #1 shown above, it is clear that there are a number of schools in the 80th to 100th percentile of the California Performance Index. Our goal is to replicate these charters that have a proven track record.

The promise of charter schools for Spokane, therefore, is to help serve as a catalyst for school improvement, to provide new techniques and strategies to reach at-risk students, and to add choices to the portfolio of options available in Spokane Public Schools (all explicitly mentioned in RCW 28A.710.005). Spokane Public Schools is applying to be a charter school as it aligns with our mission and vision. By being a charter school authorizer and ensuring that we actively cultivate the types of charters that align our district to our vision statement of Excellence for Everyone, by closing the achievement gap, serving all students, and ensuring that all students are prepared for a variety of post-secondary pursuits.

As part of our strategic planning efforts, Spokane Public Schools has identified the following as its education mission:

“The mission of Spokane Public Schools is to develop the skills and talents of all students through rigorous learning experiences, relevant real-life applications, and supportive relationships.”

Towards this end, we have examined a range of data from across our school system to track school progress and performance. For example, using the Washington State Achievement Index, it is possible to see a number of schools that are underperforming and are falling short in one or more areas of academic performance.

Chart # 2: Washington State Achievement Index from 2008 to 2012 by Performance Level

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012					
Elementary Schools					
Grade	2008	2009	2010	2011	2012
Exemplary	1	3		1	3
Very Good	10	4	2	9	9
Good	19	14	7	17	13
Fair	4	13	23	7	9
Struggling			2		

Middle Schools					
Grade	2008	2009	2010	2011	2012
Exemplary					1
Very Good				1	1
Good	3	4	2	3	3
Fair	3	2	2	2	1
Struggling			2		

High Schools					
Grade	2008	2009	2010	2011	2012
Exemplary				3	
Very Good			1		1
Good	2	2	1	2	4
Fair	3	3	4	1	1
Struggling	1	1			

Special Sites					
Grade	2008	2009	2010	2011	2012
Exemplary		1		1	1
Very Good	1				
Good	1				
Fair		1			2
Struggling	1	1		2	

Combined					
Grade	2008	2009	2010	2011	2012
Exemplary	1	4	0	5	5
Very Good	11	4	3	10	11
Good	25	20	10	22	20
Fair	10	19	29	10	13
Struggling	2	2	4	2	0

Breaking this down by region of the city, it is possible to see that school performance on the Achievement Index varies across the city.

Chart # 3: Washington State Achievement Index by Region

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012				
Northwest Schools				
Grade	2008 - 09	2009 - 10	2010 - 11	2011 - 12
Exemplary	1		2	1
Very Good		1	4	4
Good	8	2	9	9
Fair	8	12	2	3
Struggling		2		

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012				
Northeast Schools				
Grade	2008 - 09	2009 - 10	2010 - 11	2011 - 12
Exemplary				
Very Good	1		2	2
Good	7	3	7	6
Fair	4	8	3	4
Struggling		1		

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012				
Southeast Schools				
Grade	2008 - 09	2009 - 10	2010 - 11	2011 - 12
Exemplary				
Very Good	2	1	1	5
Good	1	1	4	1
Fair	4	4	2	1
Struggling				

Spokane Public Schools Washington Achievement Index Scores from 2008 to 2012				
Southwest Schools				
Grade	2008 - 09	2009 - 10	2010 - 11	2011 - 12
Exemplary	2		3	2
Very Good	1	1	2	2
Good	4	4	2	4
Fair	2	3	2	1
Struggling		1		

Examining this data, it is clear that there are particular region(s) of our city in which underserved students reside. Consequently, we will be working diligently to recruit charter schools that meet our academic and citizenship goals and that are targeted towards at-risk students, particularly in the Northeast and Northwest sections of the school district.

In addition to the Washington State Achievement Index, we have conducted comprehensive reviews of district data. With similar trends in all of our data, in many ways, Spokane Public Schools is incredibly successful. School data mirrors or exceeds state averages and many schools are performing at very high levels. However, there are also some schools

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identified in the bottom two levels of the Washington State Achievement Index. There are a number of students underperforming. Consequently, Spokane is not satisfied with its overall performance nor will we be until we are reaching all students and adequately preparing all of these students for post-secondary routes of study.

In addition to our comprehensive review of our data, we also conducted a large number of surveys and focus groups as part of our strategic planning initiatives. Some of the results of our survey efforts are summarized below in chart # 4.

Chart # 4: Parent, Employee, and Community Priorities

Priorities – Percent of Respondents that Rate of Greater Importance			
	Parent (n=2,797)	Employee (n=2,083)	Community (n=234)
Putting students first when making decisions.	89%	91%	90%
Ensuring high academic standards and expectations for all students.	90%	90%	88%
Improving student readiness for careers.	87%	90%	90%
Ensuring a well-rounded experience for all students.	86%	88%	84%
Improving student’s readiness for college.	87%	79%	83%
Providing learning experience for students that match learning style and interests.	84%	77%	77%
Adding new options at the high school level such as magnet programs for science, technology, engineering, and math, the arts, gifted, etc.	82%	72%	84%
Providing individualized instruction for students.	78%	73%	65%
Adding new options at the elementary and middle school levels such as expanding Montessori and creating a K-8 model.	45%	41%	63%

There are a number of clear takeaways from this data. First, there is wide-spread community support for our college and career readiness agenda. In particular, 87% of the parent respondents indicated that our schools need to keep improving students readiness for college as a high priority. Second, there is also a clear agenda from the entire community for increased choice options in general. Overall, all of our survey data, focus groups, and individual feedback helped craft our strategic plan and future priority goals. And as a part of our future work, we are explicitly working on creating additional choice options for students.

Serving At-Risk Students

Spokane Public Schools plans to give priority to charter schools that serve at-risk students as defined in RCW 28A.710.010 (2) in a number of ways. First and foremost, we have explicitly added this into our charter school application materials. All charter school applicants will have to address recruitment of at-risk students in their application and this will be part of our consideration in the authorization process.

Secondly, we plan on publishing a specific request for proposal and application that outlines the types of schools and locations of the schools where we find the greatest need (based on at-risk student data). Our intent is that through our request for proposal process that we will provide tremendous clarity about regions of the city we are most interested in serving; types of schools and curriculum programs we are interested in offering; and our clear intent of providing priority for at-risk students.

Third, we have been doing extensive research across the nation. For example, this spring we sent a team of eight people to Spring Branch, Texas on a three day visit to examine how that school district has established relationships with charter schools. We were also specifically observing how that school district leveraged charters to serve at-risk students. Additionally, we have also met with a number of charter management organizations who have been particularly successful in serving at-risk students. Finally, we met with other school districts this spring who have pursued their strategic goals using charters as a tool to accomplish their mission.

Fourth, we plan on refining our lottery process to provide preference for at-risk students (if it is legally possible). We observed this in Texas and it was very successful in its ability to ensure at-risk students are able to attend charter schools. For their lottery, they gave first preference to siblings. Second, they gave preference to students from the attendance areas where the schools were physical located (and they intentionally placed charter schools in areas of the city to serve at-risk students). Third, they gave preference to students physically residing in zip codes predominantly serving at-risk students. Their last phase of the lottery was open to all students. Finally, as previously mentioned, we will run our final lottery process legally and in compliance with the applicable laws.

Respecting and Protecting Charter School Autonomy

Spokane Public Schools plans on fully following the charter school renewal, revocation, and non-renewal process. Successful applicants will enter into a five year agreement with Spokane Public Schools to run the school as outlined in their charter application. As the charter authorizer, we plan on engaging with any successful applicants in our regular review and evaluation process as outlined in **Appendix C: Performance Framework**. In all other respects, the charter will have autonomy unless specific agreements have been established in the charter contract.

Since charter schools authorization is part of our strategic plan and vision, Spokane Public Schools is interested in a number of unique ways such as facilities and/or other fee-based services. However, Spokane Public Schools will not require this and for any fee-based services we may agree to provide schools will be voluntary for schools. Additionally, there are no plans to improve district process in areas such as curriculum, schedules, and personal policies; potential charters applicants will have to address these areas as part of the application process, but this is only to determine capacity and planning. No litmus test will be used in these areas.

Promoting and Ensuring Charter School Accountability

Along with a commitment to ensuring charter school accountability, we also have a plan for ensuring that charter schools authorized by Spokane Public Schools will be held accountable for their performance. Spokane will follow all of the criteria outlined in RCW28A.710.170. In section three of our application, we have outlined our performance framework to communicate with any approved charter schools on an annual basis. This will allow us to have regular updates on charter school performance and progress. Additionally, we plan on using the information in section five of our authorization proposal as an accountability tool as we go through renewal.

Spokane views charters as one potential tool to assist us with our overall academic mission. Consequently, if a charter school is underperforming and is not meeting expectations as outlined in our performance agreements, then it will be imperative that we use the revocation and/or non-renewal process accordingly as part of our accountability efforts.

Although we anticipate that this process would be tremendously difficult, we also view this as strength of charter schools. With increased autonomy comes an increased level of accountability. Both of these tools (autonomy and accountability) are part of the package that comes with charters, and they need to be embraced.

Characteristics of the schools the district is most interested in authorizing

Combining our academic performance data and the clear desires from a large number of community members for increased choice options, these were placed into our new strategic plan as clear objectives: Goal 1, Objective 5 – Expand the range of and access to educational options, particularly at the secondary level (7-12). Additionally, our school board passed a resolution approving our administrative team to pursue charter school authorization status (see **Appendix I: School Board Resolution**).

As part of the follow through with our strategic plan and the Board Resolution, Spokane Public Schools launched into a comprehensive examination of choice options. We see this as being a multiple year process in which we investigate choice programs, conduct research, weigh the viability of the programs as part of our school system, and propose implementation of the most feasible and viable programs in a staged implementation schedule. As we examined our strategic plan and priorities, we looked at different features of schools such as staffing, scheduling, curriculum, and community engagement. During this process, a couple of consistent interests rose to the top: Curriculum, instruction, and proven success (or a track record of success with at-risk students).

In our initial surveys of educational choice and options, the following were reviewed by Spokane Public Schools committees:

Chart # 5: Educational Choice Programs Explored in 2012-2013 School Year

College and Career Readiness		
Upgraded Curriculum and Rigor	Pedagogical Innovation	Proven Practices
Core Knowledge	Dual Language	Charter Management Organizations
Cambridge	Blended Learning	Early College in the High School
I.B.	Project based Learning	

Through our initial phases of research, there are a couple of categories of charter schools that we are most interested in authorizing. The overarching mantle for these characters is a clear focus on college and career readiness. Goal #1 of our new strategic plan is the following students will be provided rigorous academics and real-life learning opportunities to become college and career ready. To monitor the progress of our schools towards this goal, we have established metrics to track students’ progress towards College and Career Readiness standards, to monitor student entry into post-secondary routes of study, and to track whether students are successful in obtaining degrees. For example, the following chart outlines the metrics that we currently use to track school progress.

Chart # 6: Metrics for Tracking College and Career Readiness Goals

Students ready for Post-Secondary	Students gaining entry into Post-Secondary	Students getting through Post-Secondary
<ul style="list-style-type: none"> ● Rigor of Curriculum <ul style="list-style-type: none"> ○ PSAT ○ ACT ○ SAT 	<ul style="list-style-type: none"> ● Students Entering Post-Secondary <ul style="list-style-type: none"> ○ Graduating high school ○ Going to Post-Secondary ○ Completing FAFSA 	<ul style="list-style-type: none"> ● Students Succeeding in Post-Secondary <ul style="list-style-type: none"> ○ Remediation in college math, reading, and persistence rates
<ul style="list-style-type: none"> ● Intensity of Curriculum <ul style="list-style-type: none"> ○ Student graduating with college-ready transcripts ○ Students taking dual credit courses ○ Students taking AP exams ○ Seniors passing AP exams 	<ul style="list-style-type: none"> ● Expectations for Post-Secondary <ul style="list-style-type: none"> ○ Student Expectations (surveys) ○ Teacher Expectations (surveys) 	
<ul style="list-style-type: none"> ● Technology Literacy <ul style="list-style-type: none"> ○ teacher proficiency 		

Because this is so central to our overall mission, it will be imperative that any potential authorized charter school will help us move forward our college and career readiness agenda in substantial ways. Charter schools will be held accountable for reaching these college and career metrics in the same way as other Spokane Public Schools.

Curricular Rigor

Knowing that we want to have College and Career Readiness as the backdrop and clear mission for any charter school, we are also interested in charter applications that have upgraded curriculum and rigor(see chart # 5). Consequently, one of our subcommittees spent the school year examining the Core Knowledge curriculum and the new Core Knowledge ELA

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curriculum that is one of the approved Common Core curriculum packages for the state of New York. Through this year-long study and examination, the committee believes that the Core Knowledge curriculum has a lot of potential promise in serving all students and in particular at-risk students. This was concluded through meetings with schools in New York using Core Knowledge; discussions with schools in Arizona using the Core Knowledge sequence as part of their work with students; meetings with the publishers in New York (from Amplify Education) about their progress with the English Language Arts curriculum; through book studies; and examination of research results. The results of the English-Language Arts pilot in the city of New York with at-risk students are particularly impressive and deserve further consideration. Because of our intense interest in this program as a potential curriculum for a charter school or choice option, we sent our Director of Innovative Programs and a team of three people to the Core Knowledge National Conference in the last week of June. Additionally, we plan on piloting the Core Knowledge ELA curriculum in two schools (grades K-3) next fall to allow us to get first-hand experience with these materials. Overall, we see this as a promising practice that has had considerable success across the country. Surveys of our community show support for this as a choice option (see **Appendix G: K-12 Options Survey Results**); therefore, this would be one potential curricula that Spokane Public Schools would explicitly name a request for proposal call to the community for charter schools.

Core Knowledge is not our only interest, however. One of our main goals is to provide upgraded curriculum and rigor for at-risk students in anticipation of the Common Core State Standards coming to Washington in the fall of 2014. Because of our general interest in curriculum upgrades in terms of choice and rigor, we also had a committee examine other curriculum options. Currently, Spokane Public Schools is heavily invested in Advanced Placement at the high school level. We were on the National AP Honor Roll for the second year in a row, and we are in a very small number of school districts in the nation to make the honor roll in this area with our levels of students on free and reduced lunch (56.7% in May of 2012). Spokane plans to continue to pursue Advanced Placement support, training, and appropriate expansion in the future. One challenge, however, in preparing at-risk students for Advanced Placement courses and exams has been in the long-term curriculum scope and sequence in the

K-9 experience. Outside of the SpringBoard curriculum (which Spokane uses as part of our 6-11 grade English courses), the College Board does not have an official pre-AP curriculum to help prepare students for the rigor of Advanced Placement. Schools and school district often have to create materials on their own through vertical alignment and sequencing.

One potential solution that we have been investigating is the Cambridge Curriculum. The Cambridge Curriculum has been a late entry in the United States market and is based out of England. It has grown in popularity on the east coast (particularly in Florida) and has recently come to the state of Washington in the Federal Way School District. Additionally, one of our high schools, North Central High School, was part of approximately twenty schools in the world to participate in a joint pilot project between the College Board and Cambridge. As part of this pilot, North Central has started the AP/Cambridge Credential Program. Though intensive training and support, a new course program was started that has been tremendously successful; students have had the opportunity to learn how to do college-level writing, deconstruct and reconstruct ideas, and present the results of these findings. All of these have been supported through international standards, clear targets, and quality professional development. Consequently, we have started a full review of the Cambridge Curricula. This organization has a full elementary, middle school, and early high school program that deserves additional consideration. We had the lead for the national organization come to Spokane to present, and this committee is going to continue into the next school year. We believe that this program has merit and strong community interest (**see Appendix H: Spokane Public Schools K-12 Options Committee**), consequently, we will also add this to our request for proposal process.

The last subcommittee focus on specific curricula rigor was around the International Baccalaureate curriculum. In addition to our examination of Cambridge, this subcommittee spent time looking at IB as another possible addition to Spokane. Spokane is currently one of the few large districts in the state of Washington without an I.B. program.

Chart # 7: Survey of Large Washington State School Districts and Advanced Placement, Cambridge, and I.B. Programs

Survey of Large Washington State School Districts and Advanced Placement, Cambridge, and I.B. Programs

- ▶ Seattle: AP and IB
- ▶ Bellevue: AP and IB
- ▶ Federal Way: AP, IB, and Cambridge
- ▶ Kent: AP and IB
- ▶ Tacoma: AP and IB
- ▶ Edmonds: AP and IB
- ▶ Auburn: AP
- ▶ Everett: AP
- ▶ Vancouver: AP and IB

Through our research that will also continue into the next year, we see this program as having potential to help provide a strong scope and sequence from our primary program up to high school which is something that we have identified as a top priority.

Overall, our K-12 Options Committee and our sub-committees examining upgraded curriculum and rigor and specific programs are still in progress. These are not non-negotiables for a charter application, but we plan on being explicit in our request for proposal process that we are interested in receiving proposals that provide upgraded curricular rigor to all of our students and, in particular, at-risk students, in all regions of our city.

Pedagogical Innovation

In addition to curriculum rigor, our K-12 Options Committee launched multiple subcommittees to examine Pedagogical Innovations (see Chart # 5). These were identified after many discussions, surveys across the country, and through internal stakeholder interests.

The three pedagogical approaches that were examined in the most detail this school year as potential charter options were project based learning, blended learning, and dual language programs.

Spokane has a number of project based learning opportunities. However, one gap that we currently have is at the middle school level. For the purposes of this charter school authorization application, we will include our Montessori Program as a project based approach. Spokane has large demand for its Montessori program. Currently, we have two 1-6 grade Montessori programs located in our district: Jefferson Elementary and Balboa Elementary. Parents from our Montessori community have begun to organize and play an active role in requesting Spokane Public Schools to consider expanding our Montessori program. This group of parents and community members has met throughout the school year with the school district expressing interest in three main prongs of potential expansion: expanding to the early years with a strong pre-K and Kindergarten program; expanding to the middle school; and in creating a Montessori school that is K-8 (potentially as a charter school). If this option were pursued by a potential charter school applicant, it would not be totally new to Spokane. However, we only currently have small school-within-a-school programs, and we do not have a full school focused on Montessori. This could, then, be a potential charter school program that would expand this type of project based learning into the middle school years which is a gap for Spokane currently a weakness in terms of our project based learning continuum.

At the high school level, we have in the past couple of years launched a Big Picture High School called The Community School. This school is a 9-12 grade program that has also been successful. Again, however, we have the same gap at middle school. We have a large number of families who desire an option at the middle school level for students with a strong project-based learning focus. Knowing that we have this large gap, we are plan on specifically putting into our request for proposal application our desire to have a middle school program (or K-8) program that is centered on project based learning and leverages project based learning to engage and reach out to at-risk students.

In addition to our research and desire for project based learning opportunities, we formed a subcommittee to examine blended learning approaches. We read a number of

research articles and did a thorough review of what is happening across the United States in terms of blended learning. Spokane Public Schools has some BYOD, blended learning classroom pilots, and some individual teachers who are pursuing blended learning and flipped approaches to instruction. Additionally, we have launched a program with interested teachers to provide the technology and professional development support to pursue this type of innovation across our system. We have also met this school year with a company creating a middle school blended learning curriculum and delivery method totally aligned to the Common Core State Standards; they are creating this from the ground up. We are currently investigating creating future partnerships and piloting some of this curriculum.

However, we do not have a school-wide approach to blended learning. This fall we plan on continuing our subcommittee work on blended learning. We also plan on pursuing a grant opportunity to receive planning dollars for a blended learning middle school program. Overall, we are particularly interested in innovative and novel approaches to blended learning at the 5th – 12th grade levels. We see this as having a lot of potential interest in our community. Additionally, we see this as an opportunity for tremendous collaboration. If this were a charter school, then we could potentially partner with the charter school to learn about blended learning implementation, curriculum, hardware, infrastructure, novel ways to approach class size, differentiation, and facilities. This could be a tremendous opportunity for a district/charter connection that would benefit both entities.

In a totally different vein, we also explored dual language instruction and programs. This subcommittee was led by Dr. Irene Gonzales and Nancy Huff. Both of these individuals have backgrounds in Dual Language programs and world language instruction. Currently, Spokane does not have any dual language programs in the region. Interestingly, this probably has the most community support of any choice or charter option (see **Appendix G: K-12 Options Survey Results**). There is wide-spread interest and support from a range of stakeholders to continue to investigate this option. The work of this committee started out by investigating the research and different approaches to dual language instruction. We also conducted surveys of staff members about potential interest in teaching in a dual language school (if they were properly certified). This group will also continue into the fall. We plan on

starting out with some site visits to dual language schools. We have also contacted the Washington State Charter School Association for some leads on dual language charter schools that they would recommend we visit in the United States. While there are not a large number of dual language charter schools in the United States, there are some successful programs that they identified as potential models of replication and study.

Again, we anticipate that there is sufficient interest from the community to actively pursue dual language elementary and/or K-8 schools in the future. Additionally, this has the potential to bolster some of our college and career metrics. For example, when Spokane examines the number of students graduating from high school with college ready transcripts or transcripts eligible to apply to one of our Washington State four-year universities, the area where students typically fall short is in transcripted credits in world language. This is most pronounced in areas of our city that serve the most at-risk students. In these areas of our city, large numbers of students are not finding success in world languages and/or are not even accessing these courses. Because of the large interest from the public and due to the potential to help increase our success rate for at-risk students on our college and career readiness indicators, we believe that a dual language program has a lot of potential in our school district as a choice program or a charter school.

Proven Practices

For the purposes of this application, the last group of potential charter schools that we are most interested in possibly working with in the future is categorized as Proven Practices (see Chart # 5). The first area that we will discuss here is charter management organizations. As we have previously mentioned, we are particularly interested in charter schools that have a track record of success. A number of charter schools have formed replication divisions and have demonstrated that they are particularly successful with serving at-risk students. We have conducted research into some of the most successful charter management organizations in the United States. Additionally, we were fortunate to attend a meeting in San Francisco with approximately twenty of the most successful C.M.O.'s in the United States. As one of only a few school districts invited to this meeting, we were able to learn about relationships that

districts can establish with charter management organizations as well as the successful ingredients that make these organizations successful. We followed this up with a trip to Texas to observe some C.M.O. and district compact success stories and to see this interaction. This three-day trip was invaluable in helping us understand how this might work and to expand our thinking about potential relationships with charter schools. Consequently, we are potentially interested in receiving applications from successful C.M.O.'s for a charter school. In anticipation of this possible opportunity, we have added into **Appendix B: Replication Application Addendum**.

The last new approach that we will discuss in this application is the Early College in the High School model. This subcommittee was led by Wendy Watson and Melissa Pettey. This group of educators investigated different approaches across the United States in terms of Early College initiatives. We have also launched a number of conversations with two local universities about potential programs in this area; in particular, one of our local community colleges is extremely interested in pursuing this type of relationship. We have met with Dr. Janet Gullickson, President of Spokane Falls Community College, and her leadership team about exploring this type of program multiple times this school year; consequently, the foundation for a potential charter has been established. This is also one of our most active subcommittees this summer. We have a large amount of work continuing into the summer to investigate potential funding models, curriculum alignment, and programmatic approaches. There is also community support to continue pursuing these options (see **Appendix G: K-12 Options Survey Results**) Therefore, we see this as a potential charter opportunity in the future.

Summary

Overall, Spokane Public Schools has done extensive research and planning since the voters passed the charter legislation this fall. In **Appendix H: Spokane Public Schools K-12 Options Committee**, you can see a draft document that outlines some of the work that has taken place this school year. While this version of the committee work is outdated in terms of current content, it does document that Spokane has been diligent in exploring a wide range of options for charter and choice programs and is extremely committed to this effort.

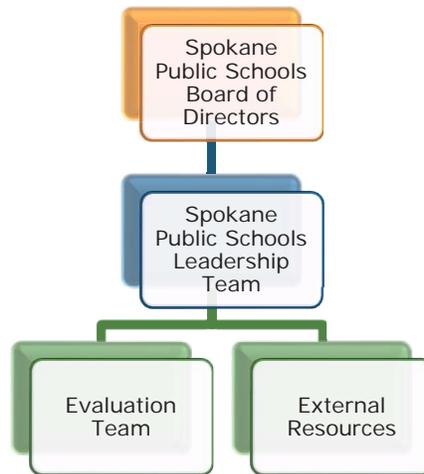
Additionally, we are submitting some of our survey results from the community about charter and choice programs. In **Appendix G: K-12 Options Survey Results**, you can see a short survey that was opened to the public this spring that was referenced in this section multiple times. We plan on greatly expanding these types of surveys and studies this fall. However, it does show that there is wide-spread interest and excitement about a range of expanded opportunities. It also establishes that the previously discussed options are beyond theoretical ideas. We have pursued these systematically and thoughtfully. We see charters as part the available options to help us in the next year to provide increased choices and options to all of our students and, in particular, our at-risk students.

Spokane Public Schools is committed to receiving and fairly evaluating charter applications on the criteria outlined later in this document. We will not exclude applications that propose to fulfill other goals and will actively entertain other and new ideas that will help us accomplish our strategic plan. However, we do plan on reaching out to desired groups or proposed types through a variety of methods. One area that we feel will be of particular interest and will help encourage applicants is our desire to partner in unique ways. For example, we plan on encouraging potential applicants to meet with us around facilities. During this school year, we have undertaken a comprehensive review of our facilities. We are confident that we have one or more facilities that Spokane can make available as part of our incentive package. One of these facilities is currently unused and could be available for use in less than 12 months. Additional facilities could be available as soon as one year to three years depending on our 2015 Bond pending the outcome of the bond by the voters.

Part 2: Spokane Public Schools Plan to Support the Vision

Below you will find an organizational chart showing where primary authorizing responsibilities lie within Spokane Public Schools.

Chart # 8: Organizational Chart for Spokane Public Schools Authorization Process



Spokane Public Schools Board of Directors will be responsible for the final approval or denial when involving new, renewal, non-renewal, or revocation of charter schools.

Spokane Public Schools Leadership Team will have the primary job of reviewing all charter school applications for new, renewal, non-renewal, or revocation before submission to the Spokane Public Schools Board of Directors. The Evaluation Team will be made up of individuals from Spokane Public Schools that will specialize in different areas of the charter review process. The Evaluation Team Breakdown is based on RCW 28A.710.100. Spokane Public Schools evaluations will be reviewed in a tiered application process which is outlined below:

Step 1: Initial Review of Charter Application. A Evaluation Team of individuals from Spokane public Schools will first review the charter application to determine if the applicant has meet all the requirements to be considered for review. If the application is complete the charter application will move on to step 2.

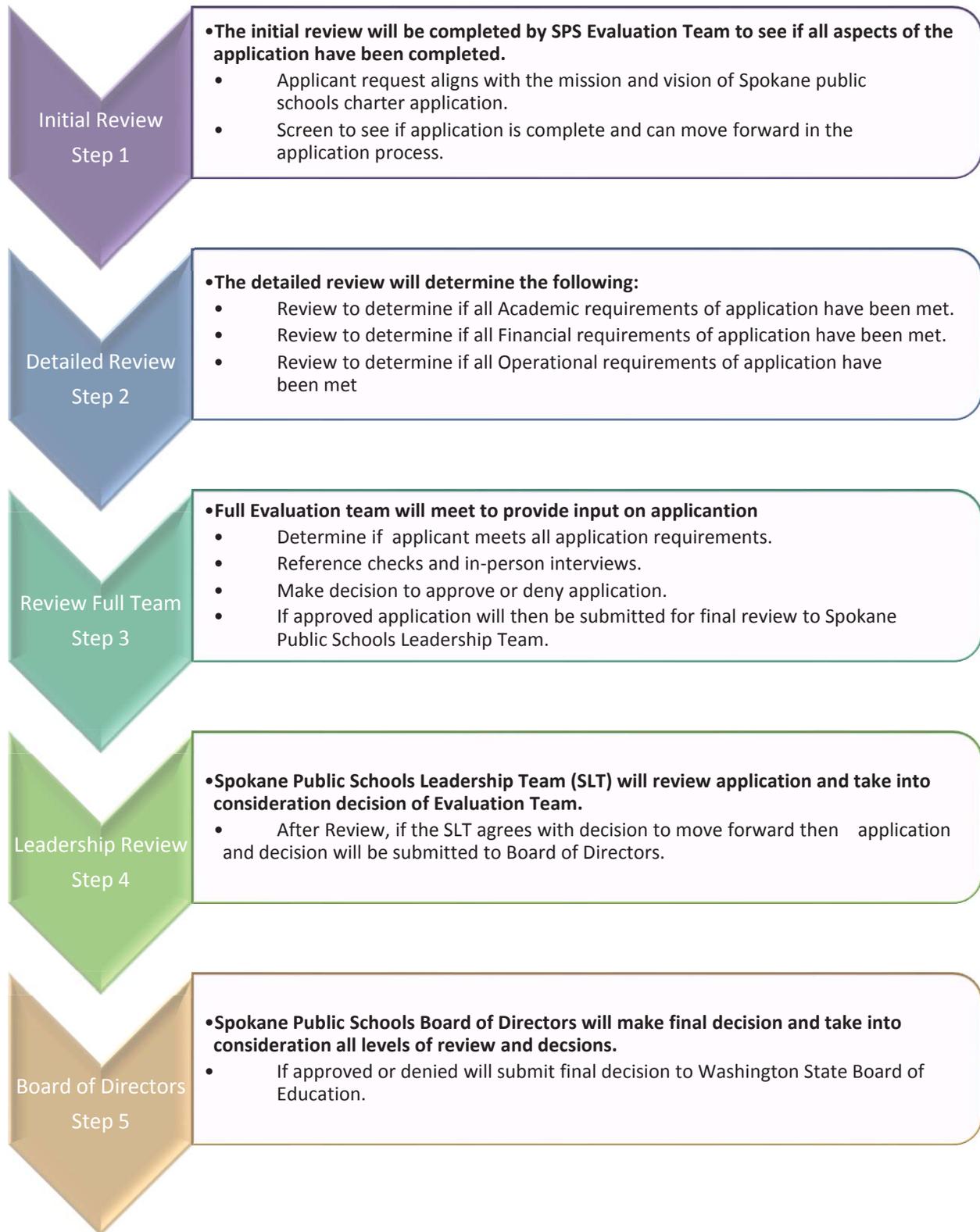
Step 2: Academic Review of Charter Application, Financial Review of Charter Application, and Operational Review of Charter Application. This review will be completed by evaluation team member specific to each area of the application.

Step 3: Once each area has been reviewed by focused groups the full evaluation team will then meet to discuss the application and determine if the applicant should be considered for approval or denial.

Step 4: The evaluation team will then submit the application to the Spokane Public Schools leadership team with their recommendation. The Spokane Public Schools Leadership Team will review the application and decision of the evaluation team and then determine if they agree with the decision of the evaluation team. Once the Spokane Public Schools Leadership has determined their plan of action they will then submit their decision to the Spokane Board of Directors for the final review with details on their decision.

Step 5: Spokane Public Schools Board of Directors will have the final say on the charter school application. Once the final decision is made the Board of Directors will submit their decision to the Washington State Board of Education.

Chart # 9: Tiered Application Process



Spokane Public Schools Evaluation Team will be responsible for the following:

- Soliciting and evaluating charter application, approving quality applications that meet identified educational needs and promote a diversity of educational choices, and denies weak or inadequate applications
- Negotiating and executing sound charter contracts with each authorized charter school
- Monitor in accordance with charter contract terms the performance and legal compliance of charter schools, including, without limitation, education and academic performance goals and student achievement
- Determining whether each charter contract merits renewal, nonrenewal, or revocation

Spokane Public Schools will annually submit a report to the Washington State Board of Education according to a timeline, content and format specified by the board, which includes:

- The authorizer's strategic vision for chartering and progress toward achieving that vision
- The academic and financial performance of all operating charter schools overseen by the authorizer, including, the progress of the charter schools based on the authorizer's performance framework
- The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories: approved but not yet open, operating, renewed, transferred, revoked, not renewed, voluntarily closed, or never opened
- The authorizer's operating costs and expenses detailed in annual financial statements that conform with generally accepted accounting principles
- The services purchased from the authorizer by the charter schools under its jurisdiction under RCW28A.710.110, including an itemized accounting of the actual costs of these services
- Neither an authorizer, individuals who comprise the membership of the authorizer in their official capacity, nor the employees of an authorizer are liable for a employee acts of omission of a charter school they authorize

- No employee, trustee, agent, or representative of an authorizer may simultaneously serve as an employee, trustee, agent, representative, vendor, or contractor of a charter school under the jurisdiction of that authorizer

Spokane Public Schools will have a variety of individuals who will take part in the overall authorization process. Below you will find the biographies of Spokane Public School current Board of Directors who will play a significant part in the charter approval process.

Spokane Public Schools Board of Directors

Robert Douthitt

Board President

Robert H. Douthitt, currently board president, has been a board member since 2007. In the past, Douthitt served on the board of directors of Holy Family Adult Day Centers, Girl Scouts, American Cancer Society and the Chase Youth Foundation; on Dominican Network (Holy Family Hosp.) Planning and Finance committees; Spokane Chamber of Commerce Taxation Committee; and was a member of Spokane Downtown Rotary. A graduate of Princeton University (AB Econ), University of Virginia (JD), and NYU (LLM Taxation), he served as a tax attorney with Lukins & Annis from 1981-1999, and was chairperson of the Business Law Section of the Washington State Bar Association in the mid 1990s. He started Great Clips in Spokane in 1994, growing it to 15 salons before selling it in 2007. He also represented franchisees in the western U.S. on the franchisee advisory board of Great Clips, Inc. for seven years. All three of his children graduated from Spokane Public Schools. Expiration of term: November 2013.

Jeffrey Bierman, PhD

Co-Legislative Liaison

Jeffrey D. Bierman, currently co-legislative liaison, joined the board in 2008. A professor of physics at Gonzaga University, Dr. Bierman has served as a member of the Washington State Board of Education Science Standards Advisory Panel. Past community service includes, among

others, appointments to the Spokane City Plan Commission, the Spokane Design Review Committee, the Spokane Regional Transportation Committee, Citizen's Advisory Committee on Transportation and the Spokane Housing Advisory and Appeals Board. Bierman also is a member of several physics education organizations, and has served on many committees at Gonzaga. He is a member of Franklin Elementary's Parent Teacher Group and a volunteer at that school. In the past, he served as an alternate representative to the SPS Citizen's Advisory Committee. Bierman's three children attend Spokane Public Schools. Expiration of term: November 2015.

Susan Chapin

Vice President

Susan S. Chapin, currently vice president, has been a board member since 2007. Selected as a Volunteer of the Year for 2004-2005, she has volunteered with the district since 1994 in a number of roles: as a PTG member at Hamblen Elementary, a parent representative of the Libby Center Site Council, a levy campaign representative, an alternate on the SPS Human Growth and Development Committee, and PTG president and fund-raising chair of the Odyssey Program. Chapin also served as Ferris' representative to the Citizens Advisory Committee, as a member of the Principal's Advisory Committee for Ferris, and as a member of the Gifted Education Parent Advisory Committee. Chapin is currently employed as Infection Control Coordinator at Sacred Heart Medical Center. She was a CampFire USA club leader and board member for the Spokane AIDS network. A Washington State University graduate, Chapin has been a registered nurse since 1979. Both of her children attended Spokane Public Schools and graduated from Ferris, as did Chapin herself. Expiration of term: November 2013.

Deana Brower

Co-Legislative Liaison

Deana Brower, currently co-legislative liaison, joined the board in 2011. Brower has volunteered with the district since 2005 in a number of roles: PTG President and Volunteer Coordinator at Jefferson Elementary, Chair of the SPS Human Growth and Development and

Safety Committee, participant of the Middle School Advisory Committee, and delegate representing Jefferson Elementary on the Citizens Advisory Committee. A graduate from the University of California, Brower taught secondary Social Studies and English for twelve years before serving as a youth and education advocate in Spokane. Most recently, Brower has served on the Board of Directors at the YWCA, the Chase Youth Commission, and Citizens for Spokane Schools. She has two children, both attending Spokane Public Schools. Expiration of Term: November 2017.

Rocco Treppiedi

Board Member

Rocco N. “Rocky” Treppiedi has been a board member since 1996. A graduate of the John Jay College of Criminal Justice and the Gonzaga University School of Law, Treppiedi divides his time between serving as an Administrative Law Judge for the State of Washington and practicing as a local attorney. He has served the Spokane Legal Services Center, Spokane Project Self Sufficiency, the Washington SIDS Foundation, and the Downtown Exchange Club Foundation as president, and is involved in various youth, professional, and community activities. Treppiedi has served on the Parent Advisory Committee at Woodridge, Salk, and Shadle Park, and on the district’s Gifted Education Parent Advisory Committee. Treppiedi’s three children graduated from Spokane Public Schools. Expiration of term: November 2015.

In addition to the Board of Directors, Spokane Public Schools Leadership Team will also play a significant role in the approval process for charter schools. Below you will find brief biographies of each member of the Spokane Public Schools Leadership Team.

Spokane Public Schools Leadership Team

Dr. Shelley Redinger

Superintendent

Dr. Shelley Redinger joined Spokane Public Schools as superintendent in the summer of 2012, returning to the community where she was born. She received her B.A. and M. Ed. from

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Washington State University and her M. Ed. and Ph.D. in Educational Administration from the University of South Carolina. Dr. Redinger's past experience includes superintendent of Spotsylvania School District in Fredericksburg, Va.; superintendent of Oregon Trail School District in Sandy, Ore.; executive director of Teaching and Learning for Richland School District and principal of Sacajawea Elementary in Richland, Wash.; principal of H.E. Corley Elementary in Irmo, S.C.; assistant principal of Conder Elementary in Columbia, S.C.; and teacher at Rice Creek Elementary in Columbia, S.C., Jefferson Elementary in Richland, Wash., and Park Middle School in Kennewick, Wash. Dr. Redinger leads through collaboration and by focusing on the vision of the district. She works hard to develop and nurture relationships between all stakeholders, and isn't afraid to make changes when needed after thoroughly studying an issue. Dr. Redinger and her husband have one son in elementary school.

Dr. Mark Anderson

Associate Superintendent, School Support Services

Mark Anderson has served as Associate Superintendent for Spokane Public Schools, the state's second largest school district serving over 30,000 students, from 1998 to the present. As Associate Superintendent, Dr. Anderson provides leadership for all aspects of Spokane Public Schools' business operations to include direct supervision of directors for budget and finance, school construction and planning, property management and acquisition, facility maintenance and custodial services, purchasing and warehousing, safety and security, technology and information services, pupil transportation, student nutrition services, payroll, voice communications, and KSPS public television. As a member of the superintendent's senior staff, Dr. Anderson serves as the chief operations officer for Spokane Public Schools and as assistant secretary to the Board of Directors.

Dr. Steven Gering

Chief Academic Officer

Steven Gering entered education through Teach for America. Teaching in the Rio Grande Valley of Texas for four years, he was named secondary teacher of the year for the secondary schools

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in his third year of teaching. He then went on to Harvard Graduate School of Education to pursue his masters degree. For the past sixteen years, he has served as a school and district administrator. In his first administrative role, he was assistant principal of Mountlake Terrace High School. In his role there, he wrote two grants totalling approximately 1.5 million dollars and helped lead the conversion of the high school into five small schools. He then served as principal of North Central High School and helped lead the work around dramatically increasing the numbers of students graduating with college ready transcripts, the percentage of students taking Advanced Placement courses, and the graduation rate. For the past two years, he has served as the Director of Assessment, College and Career Readiness, and Innovative Programs and as the Chief Academic Officer for Spokane Public Schools.

Erica Hallock

Director, Community Relations

Erica Hallock has served as the Director of Community Relations for Spokane Public Schools since May 2013. Prior to assuming this role, she was the President/CEO for the United Ways of Washington, a position she held for five years. Former Governor Chris Gregoire appointed Hallock to the State Nursing Commission in 2006 where Hallock is currently in her second year as Vice Chair. Hallock earned a Masters of Public Policy and Administration from California State University, Sacramento in 1995 and a BA in Political Science from the University of California, Riverside in 1992. She lives in Spokane with her husband, Bob, and two school-aged children.

Tennille Jeffries-Simmons

Chief Human Resources Officer

Tennille Jeffries-Simmons serves as Spokane Public Schools' Chief Human Resources Officer, a position she has held since July 2012. Jeffries-Simmons has worked with Spokane Public Schools since July of 2005 in a number of roles, including Executive Director of Human Resources and Director of Employment and Equity Services. Prior to joining Spokane Public Schools, Jeffries-Simmons worked for Habitat for Humanity where she served as the Director of
Spokane Public Schools Charter School Authorizer Application Overview 30

Major Gifts and Coordinator of Family Services. Tennille Jeffries-Simmons received her degrees from Gonzaga University. Jeffries-Simmons lives in Spokane with her husband and school-aged son.

Dr. Linda McDermott

Executive Director, Finance

Dr. Linda A. McDermott is Executive Director of Finance with Spokane Public Schools. Dr. McDermott provides strategy and leadership for all aspects of the District's financial, accounting, budgeting, payroll and benefits operations, and enrollment reporting. She provides direct supervision to the directors of accounting, budget, and the internal control accountant. Dr. McDermott serves as the chief financial officer and the certification officer for the District.

Dr. McDermott received her Bachelor of Arts degree in Business Administration in 1985 and her Masters degree in Business Administration in 1995, both from Eastern Washington University. She earned her Doctorate of Education (Educational Administration) from Washington State University in 2012. Dr. McDermott began her professional career as an accountant in private industry and in 1987 moved to the public sector as an investigative auditor for the Washington State Gambling Commission. In 1989 she joined Community Colleges of Spokane; from 2002 to 2010 she served as the district chief financial officer. In July 2010, she moved to Spokane Public Schools as the Executive Director of Finance. Dr. McDermott is a Certified Public Accountant.

Dr. McDermott has held statewide leadership positions in Washington's community and technical college system and is a past president and board member of the Association of Government of Accountants. She previously served as a board member and Treasurer of Girl Scouts Eastern Washington & Northern Idaho.

External Partnership

As Spokane has considered pursuing its authorization application, we have created strong external partnerships to help support us in our authorization role and help us ripen our thinking in terms of partnership with charter schools and expanding choice to help move our strategic goals forward.

We are attending the Portfolio School District Network Meeting hosted by the Center for Reinventing Public Education in early July. This will be an excellent opportunity to network with school districts all across the United States who are using charter schools as a part of their portfolio of available programs. We have also met and consulted with this group multiple times this past school year. Most recently, we consulted with them to do an internal audit of our district compactly to support charter schools. We are still waiting for the initial results of this audit which we will review, analyze, and incorporate necessary changes into our strategic plan.

We have also been in regular contact with two teams from the Bill and Melinda Gates Foundation. The Washington state team led by Edie Harding, Senior Program Officer for the U.S. Program, paid for our trip to Spring Branch, Texas, to visit a successful district-charter compact and charter school in action. The College-Ready Education Strategy Leadership Team co-lead by Don Shalvey, Deputy Director, hosted our leadership team at a meeting of Charter Management Organizations (C.M.O's) in San Francisco. This meeting allowed us to network with school districts such as Denver Public Schools and to meet with leaders from some of the most successful C.M.O's in the United States. Finally, we have been a part of a number of meetings to learn more about what is happening across the United States. We have also done extensive research and have found a number of our own relationships and networks to support us in this undertaking.

One of the most helpful support organizations in terms of the actual authorizer application has been the National Association of Charter School Authorizers (NACSA). We attended a one day work shop hosted by Washington Association of School Administrators (WASA) where we received involved technical assistance on the authorizer application. We have also consulted with them during the writing of the application; it is possible that we may use NACSA as an external partner to support us as an authorizer as the need arises. Budgetary

funds have been specifically allocated to support the need for potential contracting with NACSA. Our primary contacts at NACSA have been William Haft, Vice-President of Authorizer Development, and Carly Bolger.

Finally, we have worked extensively with the Washington State Charter Schools Association, the new statewide nonprofit that supports the startup of high quality public schools in Washington. We have been in touch with them weekly as they have helped us refine our thinking about our charter/choice strategies. They have flown over to meet with us, and we conduct conference calls on a regular basis.

Financial Responsibilities

Since the effort to expand the choice options for families in Spokane public Schools is part of our larger strategic plan and initiatives, we have created an Office of Innovation as a key part of our school district. This office has dedicated office space, secretarial support, and a dedicated lead, to get this office off the ground. Part of the responsibilities of this office will be to oversee charter schools. This includes soliciting requests for proposals; managing the process of retrieving applications; using our performance framework and review process; and ultimately managing the renewal, non-renewal and revocation processes. We anticipate that these resources will be more than adequate to get the department off the ground and that this department will be able to receive, process, and lead the review of any charter school applications. Spokane Public Schools undergoes yearly budgetary reviews and prioritization; if we need to restructure and/or reallocate funds to support authorization activities, we will do so in our annual review.

In addition to this office, we also plan on using some district resources in our system as part of our authorization and oversight. For example, our purchasing and contract services department will assist in crafting and executing any necessary agreements with charters that are approved in our district.

We have also been using resources from the National Association of Charter School Authorizers. We attended a training session hosted by NACSA and WASA. Additionally, the Bill and Melinda Gates Foundation has paid NACSA for some consulting services to assist any

interested district with the charter school authorization process. We have taken advantage of these resources by using template documents, their full library of materials, and some consultation.

District staff possesses the necessary skills and expertise to evaluate applicant business plans and the financial performance of approved schools. The expertise is evidenced by staff qualifications in the School Support Services/Budget and Finance division, to include division leadership by the following employees:

Mark E. Anderson, Associate Superintendent, School Support Services, Ph.D.

Over 20 years leading school support operations to include governance and school district policy and procedure, HR, transportation, nutrition services, long-term facility planning and budgeting.

Linda A. McDermott, Chief Financial Officer, Ed.D, CPA

Over 20 years of experience in higher education and K-12 education.

Cindy K. Coleman, Director of Accounting, CPA, CGMA

Over 20 years of experience auditing and oversight of school district accounting.

Craig T. Skillestad, Director of Budget, CPA, CGFM

Over 20 years of experience in budgeting and grant administration; currently manages a \$325 million General Fund Budget supporting 50 schools and 29,000 students.

Craig A. Numata, Supervisor of Fiscal Analysis and Data Reporting, CPA

Over 10 years of experience in data analysis and state reporting for the district.

The school district has a long standing reputation for financial stewardship, accountability, and reporting as evidenced by nearly a decade of unmodified audit opinions and financial awards from the Government Finance Officers Association and Association of School Business Officials. Additionally, the district's 2011-12 total Financial Profile Score determined

by the Office of the Superintendent of Public In station was 2.95 on a 4.0 scale. The profile score illustrates the district's strong financial condition as well as prudent fiscal management. The district anticipates allocating current staff resources and will rely on existing staff expertise to monitor charter schools. Additionally, the district will hire external contractors (e.g. public accounting firm) to assist with periodic financial program evaluations and review. The initial estimate of resources need for external evaluations is \$50,000 per year. The resource estimates will increase and be revised as additional charter schools are authorized. The resource estimates assume that the authorized schools are able to implement their own accounting and payroll systems and procedures. Additional fees will be assessed to the school should the school district provide these services. A fee for these services will need to be determined.

Staff to support the process have recently been allocated in the budgetary process. We now have a Department of Innovation with dedicated leadership, secretarial support, discretionary budget allocations, and in-kind supports to launch this work. Initial budgets and dedicated FTE exceed \$200,000. There are 2.0 FTE specifically dedicated to this work. Above and beyond both of these figures are the tremendous in-kind support that will provided by the school district. Because we are the second largest school district in the state, we have the organizational expertise and specific skill sets that will allow us to adequately support this program.

**Evaluation Summary
Charter Authorizer Application
Spokane School District
August 20, 2013**

EVALUATORS

Jack Archer (Lead)

Linda Drake

Tina Boyle-Whyte

Maria Flores

Lynn Van Deventer

SECTION I. AUTHORIZER STRATEGIC VISION FOR CHARTERING

Evaluators Rating: Well Developed

All evaluators rated Section I of the application as Well Developed.

The district’s response presents a clear and compelling vision for chartering that is well aligned with the purposes of Washington’s charter school law as set forth in RCW 28A.710.005. The application is exemplary in describing the purposes the district has for chartering with specific reference to student populations, geographical areas, curricula and practices. It has identified three priorities for the charter school applications it will solicit: upgraded curriculum and rigor, pedagogical innovation and proven practices to advance its goal of college and career readiness for all students.

College and Career Readiness		
Upgraded Curriculum and Rigor	Pedagogical Innovation	Proven Practices
Core Knowledge	Dual Language	Charter Management Organizations
Cambridge	Blended Learning	Early College in the High School
International Baccalaureate	Project based Learning	

The district presents Achievement Index data to identify the areas of the city in which underserved students reside and the greatest needs for improvement are found. “Consequently, we will be working diligently to recruit charters schools that meet our academic and citizenship goals and that are targeted towards at-risk students, particularly in the Northeast and Northwest sections of the school district.” It identifies four specific ways in which it intends to identify, recruit and serve at-risk students with a charter school option. (One, providing preference in the lottery process for at-risk students, may not be permissible under the statute.)

The district shows clear evidence of having engaged in a long, thoughtful and collaborative process of research and planning in developing its strategic vision for chartering, closely tied to district goals. It is not so targeted in its purposes and priorities, however, as to be unwelcoming to other purposes and ideas from charter applicants.

The district demonstrates, mostly through reference to its proposed performance framework in Section V, a sound understanding and commitment to performance-based school accountability.

Concerns

Three evaluators rated Partially Developed the district’s response on criterion 1.4, “Reflects a commitment to providing flexibility for charter schools in day-to-day operations, including respecting the autonomy of the charter school board.” The district refers the Board to the performance expectations for charter schools set out in its performance framework, and states that in all other respects the charter school will have autonomy unless specific agreements have been established in the charter contract. In the interview, evaluators will ask the district to elaborate, and provide examples of what such agreements might be.

SECTION II. AUTHORIZER CAPACITY AND COMMITMENT

Evaluators Rating: Well Developed

All but one evaluator rated this section of the application Well Developed.

The district sets out a well-conceived, multi-tiered process for approval or denial of charter application, with a clear role for the board of directors. (p. 24.) It presents highly qualified Leadership and Evaluation teams, with distinct responsibilities, and strong and appropriate external partnerships. It is creating an Office of Innovation whose responsibilities will include charter schools, and allocating staff to the new office in FTE units. (The administrative model appears similar to that in place in Denver Public Schools.) In-kind support will be provided by other district staff. The estimates of district resources to be devoted to authorizing are reasonable and supported, but not intended to be exclusive of other resources. It is inherently difficult to project with precision the resources that will be needed to carry out authorizing responsibilities. So much is dependent on the number and grade levels of schools and the size and characteristics of the enrollment, as well as on state funding allocations). The district has worked, however, with external partners to make best estimates, and indicates it's prepared to make adjustments as needed, based on a budgetary review. "Because we are the second-largest school district in the state," the district says, "we have the organizational skill sets that will allow us to adequately support this program. The district's financial condition, moreover, is sound, based on the most recent Financial Profile issued by the Office of the Superintendent of Public Instruction. It states that it will contract with a private accounting firm for periodic evaluation and review of its financial plan for chartering.

Overall, the district demonstrates, in financial and human resources, as well as in how they will be deployed, that it has the capacity and commitment to carry out the duties of a charter authorizer in a high-quality way.

Concerns

The district states that the Evaluation Team will be made up of individuals with Spokane Public Schools that will specialize in different areas of the charter review process. The application would benefit from more detail on the composition and individual responsibilities of its membership. The organizational chart and narrative could provide more clarity on lines of reporting and authority for decision-making. More detail could be provided on the responsibilities of staff at levels below the Leadership and Evaluation teams. The district does not directly specify how expertise, whether through staff, contracting or external partnerships, will be accessed in certain areas essential to authorizing and oversight, such as law and performance management. Some of this is implicit in staff bios and job descriptions, as well as in the general discussion of district capacity, but could be addressed more explicitly with reference to 2.4. The district will have an opportunity to expand on these areas in the interview. The district also will be asked to explain its plan for training the board and staff on the duties of an authorizer in an ongoing, rather than just initial, way, so as to assure continuity and a consistent level of quality.

SECTION III. DRAFT REQUEST FOR PROPOSALS

Evaluators Rating: Well Developed

The evaluation team assigned Section III a rating of Well Developed overall, but with a recurrently identified need for clarification by the district about how applications will be evaluated.

The district presents its draft RFP as a memo to applicants describing its purposes for chartering and the kinds of applications it is most interested in soliciting, followed by a highly detailed, draft charter application (Appendix A) and a replication application (Appendix B). The application, derived from a NACSA model, sets out clear and rigorous requirements for each of the required components of the application, including:

- The proposed educational program, in each required feature;
- The proposed organizational plan;
- The proposed business and financial plan;
- The applicant's capacity, including governing board and school leadership.

The Replication Application Addendum in Appendix B responds effectively to how the RFP will provide, in the case of applicants that operate charter schools in any other state, for review of evidence of past performance.

The "School Overview" section of the RFP adequately articulates criteria for evaluating the charter applicant's mission and vision that are aligned with Washington's charter law.

Concerns

The recurrent question of evaluators about Section Three is how the district will use the detailed information it requires in the application to evaluate the quality of the information submitted. In each of the areas above – educational program, organization plan, business plan and capacity -- the RFP must have "clear and rigorous requirements for presenting *and criteria for evaluating*" the applicant's plan. While the clear and rigorous requirements are there, in every instance, the criteria for evaluating are not -- or at least not in explicit terms. An RFP should clearly communicate to charter applicants how their applications will be evaluated.

At the same time, there is a point at which application requirements are so specific and so prescriptive as to constitute *de facto* criteria for approval if they're met. Examples run through the draft application document. (See, for example, Curriculum and Instructional Design, Student Performance Standards, School Calendar and School and Schedule, Special Populations and At-Risk, and Student Discipline, pp. 64-68.) It is difficult to see, on the face of it, how an applicant would not have a good idea of what's expected of it from the RFP/Application.

The evaluator team recognizes that the requirement of RCW 28A.710.090(3)(c) and WAC 180-19-030(3)(c) is that the district submit *a draft or preliminary outline* of the request for proposal that it would, if approved as an authorizer, issue to solicit applicants, and not a finished product. The district states (pp. 39-41) that "there are still a number of unresolved issues that need to be addressed" before it can post its first request for applications." These include (1) Inserting demographic and district-specific information from Section I into the application, to help guide potential applicants toward the types of schools it is most interested in authorizing and the parts of the city it's most interested in serving; (2) Presenting the draft RFP and application to external partners for review and feedback; (3) Cross-referencing the draft RFP with the RFP to be published by the Washington Charter School Commission, for possible improvements, and (4) Adding measures of quality assurance to the written evaluation of applications.

Evaluators will discuss this question in detail with the district in the interview. Given the overall development of this section, the level of specificity in the requirements and instruction for applicants, and the district's explanation of the work still to be done to bring the draft RFP to completion, the evaluation team rates Section III Well-Developed, with the expectation that its concern about criteria for approval of charter applications can and will be addressed to the satisfaction of the Board.

SECTION IV. DRAFT PERFORMANCE FRAMEWORK

Evaluators Rating: Partially Developed

Evaluators rated Section IV Well Developed on several key criteria for approval:

- 4.1. The draft performance framework meets the requirements for performance frameworks in Washington’s charter school law, including indicators, measures and metrics for each component enumerated in the law.
- 4.2. The district clearly states any additional, district-selected indicators, measures and metrics of approval it may include in its performance framework.
- 4.5. The draft performance framework includes clear, valid and objective criteria for evaluating the financial performance and sustainability of the charter school.
- 4.6. The draft performance framework includes clear and objective criteria for evaluating the organizational framework of the charter school.

The addition as Appendix D (p. 125) of a weighting scheme for each performance indicator is a strong feature of the application, though not specifically required by the law.

The evaluation team nevertheless withheld an overall rating of Well Developed from this section, principally because of a lack of response to criterion 4.4., “The draft performance framework requires the disaggregation of all student performance data by major student subgroup as specified in RCW 28A.710.170.” Two evaluators rated the application Partially Developed on this criterion, and two as Undeveloped. Only in Measure 2c, p. 109 (“Is the school increasing subgroups’ . . . median student growth over time . . .”) are student performance data explicitly disaggregated by subgroup. The evaluators recognize that performance data reported in conformance the Achievement Index will by definition be disaggregated by major subgroup. They also recognize the well-established purpose of the district to give priority in its plan to at-risk students. Given that the requirement is specifically called out in law, however, and that it goes to the heart of the purposes of the charter law, the performance framework should make clear and explicit how student data will be disaggregated in setting goals and measuring performance.

As before, the evaluators recognize that the requirement of 28A.710.090(3)(d) is for draft performance framework, and not the final version to be posted and incorporated in charter contracts. And as before, the district very appropriately states that there are issues still to be resolved before the performance framework is finalized. These include a comprehensive, internal review process, which the compressed time frame for applications made difficult to go through before the application submission, the soliciting of feedback from external partners, and internal testing and review of the proposed weighting of performance indicators in Appendix D.

The concern about disaggregation of data will be a focus of the interview with the district. The district will be asked about the extent to which it has been remedied through the work done to develop and refine the performance framework since July 1. It would seem to the evaluators not difficult of accomplishment. It can also be addressed in an authorizing contract, if necessary, should the application be approved.

Other evaluator concerns about Section IV, of less significance but meriting attention, include:

- The district does not identify the data sources for all district-selected indicators, or clearly state the rationale for each. (Some are self-evident.)
- It is unclear to evaluators what is meant by the phrase “*materially complies with* applicable laws, rules, regulations and provisions of the charter contract,” in the draft framework for the organizational performance of the school. The district will be asked to clarify.

SECTION V. DRAFT RENEWAL, REVOCATION, AND NON-RENEWAL PROCESSES

Evaluators Rating: Partially Developed

Most or all evaluators also rated Section V of the application Well Developed on each of the following key criteria:

- 5.1. The plan illustrates how academic, organizational and financial data, based on the performance framework, will drive decisions whether to renew, revoke or decline to renew a charter contract.
- 5.3. The plan sets reasonable and effective timelines for actions to renew, revoke or decline to renew a charter contract, including for notification of the charter school board of the prospect and reasons for revocation or nonrenewal.
- 5.4. The plan identifies interventions, short of revocation, in response to identified deficiencies in a charter school's performance, based on the charter contract and the performance framework set forth in the charter contract.
- 5.5. There are sound plans for communicating the standards for decisions on renewal, revocation and nonrenewal of charters to the charter school board and leadership during the term of the charter contract, and for providing guidance on the criteria for renewal in the renewal application.
- 5.6. The plan clearly sets forth how opportunity will be provided for the charter school board to present evidence and submit testimony challenging the stated reasons for revocation or renewal of a charter contract.

We note for particular mention the Summary of Notice for Revocation (p. 165), which provides for a thoughtful process of scaled interventions and assistance in response to weak or insufficient performance, failure to meet performance targets, continued failure to comply with applicable laws, or significant failure to comply with provisions of the charter contract. The district will be asked to provide more information about these interventions than can be discerned from the display, and why they are chosen.

Proposed timelines for actions to renew, revoke or decline to renew a charter contract appear realistic, and to provide sufficient time for the orderly closure of schools if necessary. It is also appropriately flexible to accommodate likely needs for adjustment.

Despite these and other strengths, the evaluation team has withheld an overall rating of Well Developed for this section, based on the following two criteria:

- 5.2. The plan articulates a process for ongoing monitoring, oversight and reporting on school performance consistent with the expectations set forth in the charter contract and performance framework.

All evaluators rated Section V as Partially Developed on this important criterion for approval. Comments include:

"The renewal application should clearly articulate the process, and the monitoring should go beyond the annual report."

"While section V does not directly address the monitoring and oversight of the charter school, its response to section, IV, performance management, does mention the annual review process the district will undertake to regularly monitor student outcomes. . . . However, monitoring a school's

annual progress, while important, is likely not frequent enough to know how well a charter school is performing and whether corrective action should be taken mid-school year.”

“The application does not specifically articulate a process for ongoing monitoring, oversight and reporting on school performance in Part V of the application. The district does state in Part I that it will use its performance framework for regular updates on charter school performance (p. 10) and in Part V that it will base its renewal recommendation on evidence collected throughout the charter term (p. 137). The summary of notice for revocation . . . also includes a notice of deficiency, identified through oversight, ongoing compliance, and regular performance reviews.”

While content is therefore to be found related to this criterion, in various parts of the application, evaluators would ask the district to explain, more clearly and explicitly, what its process would be for ongoing monitoring, and reporting on school performance, consistent with the expectations of the charter contract and performance framework. The intent appears to be there; it requires more development through the document, the interview, and, if executed, the performance contract.

In asking for this, evaluators recognize that RCW 28A.710.090(2)(e), requiring the authorizer applicant submit draft renewal, nonrenewal and revocation processes, and the rule to implement reference only RCW 28A.710.190 (Charter contracts – Renewal) and 28A.710.200 (Charter contracts – Nonrenewal or revocation), and RCW 28A.710.180 (Oversight – Corrective action) from which this criterion is drawn. To the extent there is a lack of clarity in the rule, and therefore the application, evaluators recommend that the Board make allowance for that in consideration of this criterion for approval.

- 5.7. The plan considers under what exceptional circumstances a charter contract might be considered for renewal if the charter school’s performance falls in the bottom quartile of schools on the Achievement Index developed by the State Board of Education.

All evaluators rated the application Undeveloped on this criterion, because the district does not address it at all. The criterion is intended to explore how the applicant might implement RCW 28A.710.200(2), which provides

A charter contract may not be renewed if, at the time of the renewal application, the charter school’s performance falls in the bottom quartile of schools on the accountability index developed by the state board of education under RCW 28A.657.110, unless the charter school demonstrates exceptional circumstances that the authorizer finds justifiable.

The district references this provision in the helpful table on pp. 46-47, which cross-references statutory requirements to content in the application, but doesn’t get to addressing it. The inference is that the section was simply not completed in this respect. We again are reminded that the requirement of the statute is for a *draft* of the district’s proposed renewal, revocation, and nonrenewal processes, and that it is not, given that, reasonable to expect it to be complete in every feature.

Last, this part of the application, which starts from a NACSA model, has several references to words, phrases or provisions not to be found in Washington charter school law. We would expect the district’s finalized processes for renewal, revocation and nonrenewal to be in every reference reflective of Washington law. This is simply a matter of editing, with the benefit of more time than afforded in this initial cycle for applications. It will be brought to the attention of the district in the interview.

**Charter Authorizer Application
Evaluator Questions
District Responses**

**State Board of Education
Interview
Spokane Public Schools
August 21, 2013**

For Spokane School District

Superintendent: Dr. Shelley Redinger
Chief Academic Officer: Dr. Steven Gering
Chief Financial Officer: Dr. Linda McDermott

For State Board of Education

Jack Archer (Lead)
Tina Boyle-White
Linda Drake
Maria Flores
Lynn Van Deventer

Source: Evaluator notes at meeting. Not verbatim transcript. Audio recording of interview is available.

SECTION I. AUTHORIZER STRATEGIC VISION FOR CHARTERING

1.1 The vision clearly aligns with the statutory intent and purposes for charter schools. . .

1.2 The district clearly articulates any additional purposes it may have for chartering that are particular priorities for the district.

Question: Describe the district's purposes for wishing to be a charter school authorizer.

Response:

SUPERINTENDENT: Native of Spokane. Moved back to Washington from Virginia to take Spokane position. Discussed when the charter school measure was on the ballot that if it passed, Spokane should be included. Talked with school board. Heard from community that more choices and options desired. Talked with union leadership. Had experience with charters at Oregon Trail school district. [Sandy, OR.] Our district charter school [Sandy Trail Academy] immediately filled up. It increased the academic focus for the entire district. Brought students and parents back to the district that had been lost to private schools, home schooling, and other districts. District elementary school was worried about losing students to charter. Result was they upped their rigor. Very positive experience in Oregon. Portland also embraced options and charters. District enrollment now higher, and largest bond ever was passed.

CHIEF ACADEMIC OFFICER: Saw similar things when I worked in Massachusetts. Charters caused district schools to be more customer-focused. Had to focus on parent engagement, student engagement in ways that they hadn't had to before.

SUPT: Spokane is interested in the Denver Public Schools model – a portfolio of options.

CAO: Baltimore also. Cleveland going in same direction. Took trip to Texas school district. Spring Branch, 32,000 students, about same size as Spokane. Cross-pollination of ideas (between charters and traditional public schools) moved the district forward. Principals said they really learned from charter schools.

CAO: Green Dot Schools came on a site visit yesterday. They have been sharing the U-shaped chart, showing concentration of charter schools at low end and top end of performance. Went to authorizer conference in San Francisco. Met with charter management organizations (CMO's); Talked about replication strategies. If they have proven track record and evidence of success, we want to have those options open. Open to any evidence-based school models.

SBE: Any additional charter management organizations?

SUPT: Talked with Summit, Great Heart, SEED as well. CMO's are cautious about Washington state. Some are on hold because of reluctance of Puget Sound area to embrace charters.

SBE: How in particular would you serve traditionally underserved and at-risk populations?

SUPT: Our big focus is at-risk students. The district has the highest concentrations of poverty of any in the state. New district strategic plan (called) T-2-4. Goal is all students will complete some form of post-secondary education, whether technical, 2-yr, or 4-yr. Working with media, community groups to get message out. Changing finish line for success to college completion (2-year; 4-year; military; technical school). Washington is very low for college completion. Spokane low for Washington. Creating choices and options is a good wake-up call for the district. Can't keep doing things the same way in SPS. Focus is post-secondary completion for at-risk.

CAO: We have the poorest legislative district in the state on the other side of the freeway (NE and all parts just north of the river). Concentration of poverty is 10 times greater than Seattle or Portland. Need to revitalize NE part of our city. 16% of kids go on to complete post-secondary education. In common with CMOs, our driver is getting kids to post-secondary completion.

1.3. *The district's response describes with specificity the desired characteristics of the schools it will charter, such as types of schools, student populations to be served, and geographic areas to be served, along with the demographic data and instructional research it will use to evaluate needs.*

Question: Please describe the instructional methodologies that the district would like to see implemented in the charter schools it authorizes. How do these methodologies differ from what is currently implemented in Spokane Public Schools? How effective are these methodologies in teaching at-risk students?

Response:

CAO: Example: SPS has been so locked in on one literacy model. Haven't had Content Knowledge, Scope and Sequence here for years. Want to pilot Core Knowledge for Literacy. Core Knowledge very different from the literacy model used in Spokane. Maybe one approach doesn't work for all schools. Opportunity for freeing up teachers. Opens up new doors and opportunities for students.

SUPT: Need to change the mentality of one-size-fits-all. Not paying enough attention to high-end students who are at-risk. Ran Gifted and Talented program, but required parents to provide transportation. At-risk kids couldn't access. That's an example of things that need to change. Another is time in school. Length of day. Length of year. A real desire for year-round school. Large number of students adrift in summer. We have to be change agents.

CAO: Want choice options to introduce new pedagogies. Conversation with New Tech Network. Very different -- project-based learning approach. Very successful for some kids. Also a MetSchool we're trying to grow. [Management company based in N.Y.] Great opportunity for blended learning.

SUPT: Also character education, Languages. Immersion, dual-language.

SBE: Plans to involve family and community?

CAO: Have done some surveys. But need to do better job. Just hired new marketing and communications director to help with outreach. Have done focus groups in NE community.

SUPT: District has neighborhood councils. I speak at these frequently. Development of strategic plan -- comprehensive survey of business, citizen advisory, parents from every school, staff, retirement communities. Choice and options really came out as a theme in survey. Change desired at middle school level. Continuing listening and learning surveys.

CAO: Did a specific survey on choice. Had 300 respondents.

SBE: How were at-risk students matched up with community outreach?

SUPT: We have some nice avenues for that. President of NAACP is a district employee. Meet monthly. We do not wait for them to come to us, we go to them. Native Americans project—go to parents to get input.

CAO: Need for more reach-out to get wide input. We're past the survey phase now. Need to do targeted focus groups. Might need to contract out for that.

SBE: How would you ensure the sustainability of the changes you're trying to make? How do you make sure it continues if the people at the top change?

CAO: It takes structural change. There needs to be change in structures to sustain changes in programs. Have created an Office of Innovation, allocated staff and resources to it. Talking with Denver and Baltimore. Asking, what are support structures? What are freedoms that allow those offices to flourish? How do you support and nourish? Have posted position of Director, K-12 Innovation Programs. Attracted strong applicants. (Physical) space allocated.

1.4 *The response reflects a commitment to providing flexibility for charter schools in day-to-day operations, including respecting the autonomy of the charter school board.*

Question: The district's application notes that the charter "will have autonomy unless specific agreements have been established in the charter contract." What specific agreements do you foresee that might be included in a charter contract? Please describe more fully how Spokane Public Schools will ensure the charter school board's autonomy.

Response:

CAO: Approaching it like Baltimore and Denver. Potentially providing facilities to schools. Big problem for charters nationally is access to capital dollars. Charters cannot issue bonds. If a charter is interested, we see lots of opportunities to contract for facilities, food service, etc. These are the types of agreements we're thinking about (in the contract). Human resources, business services also possibilities.

SUPT: It is really important that the (charter school governing) board is autonomous. Don't want to micromanage. Having conversations with school board about that. All five members are supportive. Board passed resolution [Dec. 2012] that they wanted SPS to proceed on the charter option. Two of our board members have had positive experiences with charter schools.

CAO: We want a true, high-quality evaluation process. NACSA will lead authorizing for us this fall.

SUPT: So we have a mentor.

CAO: if someone comes up with a different idea for a charter, we won't throw out a particular application that wasn't explicitly addressing the models in our RFP. We will learn from NACSA. They are spending a whole day with us on the 12th.

Evaluator Comment.

The evaluation team rated Section I of the written application, Authorizer Strategic Vision for Chartering, Well-Developed. In the interview, staff strongly articulated the district's purposes for wishing to be a charter authorizer. The discussion was indicative of the great amount of work the district has done to identify the kinds of applications it would most like to attract and the populations and geographic areas it most wants to serve, as well as the efforts made to gain community feedback and support. The focus on serving at-risk students was very strong, and well-supported. The district showed how its purposes for being an authorizer are closely tied to its strategic plan, which has a goal of post-secondary completion for all students. Staff responded to questions about instructional methodologies and charter school autonomy, which arose from the evaluation of the written application, to the full satisfaction of the evaluators.

SECTION II. AUTHORIZER CAPACITY AND COMMITMENT

2.1 The description of capacity conveys a clear and accurate understanding of the district's duties and responsibilities as a charter school authorizer.

Question: What ongoing actions will the district undertake to ensure understanding of the duties and responsibilities of a charter school authorizer on the parts of school directors, central administrators and staff? How will the district provide for training of staff to ensure continuity and quality in authorizing practices on an ongoing basis?

Response:

CAO: In first six months we've done an impressive amount of professional development; Attended authorizer conference in San Francisco. Took team to Spring Branch, Tex. for learning tour. Attended portfolio meetings with Center for Reinventing Public Education. Learning about portfolio strategy from Denver, Baltimore.

SUPT: Have to keep it going. Have to continue to learn. Denver has continual process of renewal, continual learning. Our board is grandfathered for six years. A really stable board. I am committed to staying in Spokane. Steven [Gering] is also really committed.

CAO: Resourced new department with travel and conference funds. Leveraged even more funds for PD.

SUPT: I went to all 50 schools in the district and talked about charter schools. Lots of excitement about it throughout the system. Lots of city support. Our newspaper is supportive.

CFO: Resourced and restructured our Assessment Department to evaluate the strategies we're using. Then periodic evaluation to make sure that it's really working. That is approach that will be taken to choice options.

SBE: You've talked about the positive responses you've had. What are the less positive responses?

CAO: We had principals list their concerns. Concern about equity. They want to be sure there are policies and that schools are located so that (at-risk) students can attend. Questions about sustainability; Equity and sustainability – those are concerns we hear.

SUPT: Administrators expressed concerns (as well as) excitement. There is a fear of the unknown. There is fear of charters as anti-public schools. We are very pro-public schools. Charter does not mean anti-public education. The politics in Washington state are interesting. Fear that other schools will lose.

CAO: Discussed sustainability with Denver Public Schools. Their advice: Be really hard on the applications. Go slow to go fast. Mistakes were made in Colorado with organizations that were borderline. The nicest thing to say to an applicant could be "Come back next year." We don't want to launch schools that aren't ready.

CFO: Spreading knowledge throughout the district and community is very important. Our community is very supportive of Spokane Public Schools. If the broader community understands, we will get more champions.

2.3 *The district clearly defines the roles and responsibilities of chartering staff, and provides thorough and clear job descriptions. The organizational chart shows clear lines of reporting and authority for decision-making.*

Question: Have job descriptions been created for chartering staff? Please clarify the assignment of duties and responsibilities for charter authorizing among the Leadership Team and Evaluation Team? Who, or what positions, would be responsible for what responsibilities? Please clarify lines of reporting and authority for authorizer duties other than soliciting and evaluating charter applications, such as negotiating charter contracts and monitoring performance and compliance.

Response:

CAO: Yes. Job descriptions are done. Applications are being collected to staff the Office of Innovation. Director is being hired. Office will be responsible for applications. For administrative requirements, monitoring and evaluation. Contracts department will handle contracts.

CFO: All contracts go through the director of purchasing. Have standard template for contract language. My background is contracts, so have solid foundation for process of contracting. Infrastructure is solid. Also have legal department. Solid in legal.

CAO: Page 24 (of the application) shows our tiered process for evaluation and decisions on (charter) applications; Step 3 (Review by full Evaluation Team) will be done side-by-side with NACSA first time out. The plan is the district will learn from them.

SUPT: We want to be successful, and to be a model for Washington state.

CFO: Will keep our board informed before entering into any final contract.

SUPT: Critical to keep board up-to-date as we go through the process, before it gets to them for decision. Our board meets weekly and will be informed regularly.

SBE: What positions will be included in the evaluation team?

CAO: Will have internal and external members. Size of evaluation team to be determined. Will seek NACSA advice, look at practice elsewhere.

CHIEF FINANCIAL OFFICER: I previously worked for community college for the Spokane region. See it as similar to self-study accreditation team in higher education. Typically seven to ten people on team. Similar to a program review with subject matter experts.

CAO: Need NACSA support, so we know what a great application looks like first time out. We want external eyes that have looked at a large number of applications.

2.4 *The district demonstrates that it has or will secure access, through staff, contractual relationships or interagency collaboration, to expertise in all areas essential to charter school authorizing and oversight, including:*

- *School leadership*
- *Curriculum, instruction and assessment*
- *Special Education, ELL, and other diverse needs*
- *Performance management*
- *Operations, i.e., law, finance, and facilities*

Question: *Please describe how the areas of curriculum, instruction, and assessment; special education; ELL, and law will be addressed.*

Response:

CAO: Size of evaluation team is TBD so that it's manageable. Need to have finance, curriculum, student support services on it. Has to serve at-risk students and all students. Our team has to be able to effectively evaluate on a rubric, for example p. 66, (Special Populations). Have to describe plans to do that.

SUPT: We have a lot of capacity in SPS. Have a lot of resources to draw on. We are big, we have good employees, have specialists on staff that we can access for authorizing. (Examples: autism experts, deaf-ed specialists). Strong gifted and talented program.

CAO: New Office of Innovation will pull resources together. The office needs to be outside the regular structure and independent, but able to access/harness district resources.

SUPT: I do like to give departments a lot of autonomy. If you have to ask permission for everything, you won't be able to move forward.

CAO: We will have intersectional committee, with representatives from different departments. Will ask, what's it going to take to get this to happen?

2.5 *The estimates of the financial needs of the authorizer and projected resources for authorizing are reasonable and supported, to the extent possible, by verifiable data, including such data about the district's overall financial condition as will demonstrate capacity for the new task.*

Question: Please describe how the district arrived at these estimates.

Response:

CFO: The 2.0 FTEs are reflective of the Office of Innovation -- office staff, supplies and travel. Estimates based on history of contracts for external program reviews. Looked at what (in them) has cost. Also looked at independent audits. If we contract with an organization that has limited administrative support, we would charge fee for those services. So looking at it that way.

SBE: Have you looked at the authorizer oversight fee? SBE rule: 4% of state allocation to charter school.

CFO: Will need to understand how it works. 4% is similar to our regular indirect rate. Would not cover comprehensive services to a school, depending on what was provided. That would be much higher than that. Would need opportunity to study the operation and what are the services to know whether (oversight fee) covers our costs. We didn't assume [in the application] that the 4% would cover all costs.

CAO: Not authorizing to break even. Not a money-making deal. It's evolving. Moved secretary to new department.

CFO: We know the need for autonomy for the school. Approached it (from a finance standpoint) as though it were a grant. Autonomy of charter school will look and feel different, though, than a grant.

Evaluator Comment:

The evaluation team rated Section II of the application, Authorizer Capacity and Commitment, Well Developed. The district responded well to the question on criteria 2.1, providing additional information about how it would ensure understanding of the duties and responsibilities of an authorizer on the parts of directors, administrators and staff. It responded fully to the question on criteria 2.3 and 2.4, on defining roles and responsibilities of chartering staff and accessing the needed professional expertise for authorizing and oversight of schools. The creation of an Office of K-12 Innovative Programs similar to that in Denver, with lead responsibility for chartering functions and assured access to other staff resources, demonstrates the priority the district is giving to the authorizing function. The district discussed its belief that changes in structure and organization are needed to sustain a charter authorizing program. The discussion of estimating the resources needed for authorizing was thoughtful and informed. The district said it does not assume that the 4% authorizer oversight fee will necessarily cover its costs.

The district demonstrated fully in the interview both its capacity and its commitment to serve as an authorizer of charter schools under Washington's law.

SECTION III. REQUEST FOR PROPOSALS

3.1 *The draft or outline of the RFP includes all components of RFPs required by RCW 28A.710.130(1)(b).*

3.2 *The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington’s charter school law.*

Question: SBE evaluators are unclear as to how the district will evaluate the detailed information required in the charter application to make decisions on the quality of the applications. Since this application has been submitted, has there been additional work completed on the criteria that will guide the authorizer's decision to approve or deny a charter application? Has a scoring rubric been developed? If not, how will this be done? (Also applies 3.3, 3.4, 3.5, 3.6, and 3.7.)

Response:

SUPT: We are contracting with NACSA to get that completed. Meeting Sept. 12 for that. Don't want to create it from scratch. Because our law is different from others, thought it would be helpful to have NACSA help us with rubric. Things we'll emphasize: Making sure school serves at-risk students; strong rigor; strong family involvement. We will take NACSA rubric and modify it for Spokane, so it's not just us making it up.

CAO: Sent RFP (Appendix A and Appendix B) to NACSA. They are currently reviewing. Asking for specific comments on rubric. Setting up process of internal and external review and launch of RFP to community. NACSA will lead evaluation for round 1. We want to use their expertise on this first one. Don't feel we have expertise within the state of Washington.

SUPT: We'll make sure they know what our priorities are.

CAO: Denver has 20 pages on the types of applications they're looking for. The more up-front work we do, the better. Nervous about the state timeline (for posting RFP). In the future, the time should be okay. Plan for launching RFP. Denver's launch is very impressive. Community forums prior to launch are good model, can be done.

SUPT: We've been talking with the community about charter schools for a year already. Even though we're on a tight timeline, we still have access to our community, will still seek input.

Follow-up. The district mentions (p. 39) "unresolved issues" that need to be addressed before it can post its first request for applications. Please describe the work that's been done or will be done to resolve those issues

Response:

SUPT: We're paying close attention to what the Charter School Commission is doing. One of our parents [Chris Martin] is on the Charter Commission. So a close, friendly relationship with them.

CAO: We were ahead of the Commission. We are still ahead of them. We plan on using what they post as a resource. We'd like to see their documents and learn from them.

SBE: Are you confident you will have a completed RFP, addressing those unresolved issues, ready for posting September 22?

SUPT: Yes. We have had that conversation.

Evaluator Comment:

The evaluation team rated Section III, Request for Proposals, Well Developed, with an identified need for the district to clarify the criteria by which charter applications will be evaluated for approval. The district responded that it has contracted with the National Association of Charter School Authorizers for support in development of rubrics for evaluating the quality of information submitted by charter applicants. The district said it does not believe that that expertise currently exists in Washington, and that it does not want to start from scratch if it is to ensure quality. It said it has an all-day meeting scheduled with NACSA on September 12 for this purpose. The district did express clear priorities for application rubrics, including serving at-risk students; rigorous standards, and family engagement. It said it is conducting an internal as well as external review of its RFP, and will seek input from the community, within the tight timelines for posting the RFP in the first year. It also said it wishes to examine the RFP that will be developed by the Washington Charter School Commission before it finalizes its own. Evaluators were satisfied with the response of the district to this question, in that district leaders know what work they need to do and have set out a clear path to doing it. Evaluators have reasonable confidence, based on the interview, that the district will complete all requirements of the RFP on time and to a high standard. In this determination evaluators are again reminded that the requirement of the relevant statute and rule are for "a draft or preliminary outline of the request for proposals." Given the significant work remaining for the district, however, evaluators recommend that, should the Board approve the district's application, it consider specifying in the authorizing contract, as a performance term, the incorporation of rigorous criteria in the RFP, based in the performance framework. (Charter authorizing is subject to revocation for violation of material provisions of the authorizing contract. RCW 28A.710.120.)

SECTION IV. PERFORMANCE FRAMEWORK

4.2 *The district clearly states any additional, district-selected indicators, measures and metrics of student and school performance it may include in its draft performance framework.*

Question: In the draft Performance Framework, what does “materially complies with” mean? Is there a common meaning of this term, understood by all? Is it an informed judgment on the part of the district staff responsible?

Response:

CAO: It’s asking did they comply with the program that they entered into the contract with. How much adjustment, evolution is allowed? Knowing that programs will evolve, did they meet the intent of the contract? Part most difficult to assess. Is the spirit of educational the program still there, while allowing for enough evolution?

CFO: If they’re deemed to materially comply, it means there’s little risk that they won’t meet their intent. In finance, 5% variance on a financial statement represents materially complies with. It means the variance would not have significantly changed the outcome of the operation. Materiality is really easy for me to assess. You look at the body of what they did.

CAO: If they say, for example, that they’ll do blended learning, but they haven’t purchased the technology to do it with, that would be an example (of not materially complying). Or (on the other hand) if they laid out a math program and found it didn’t work as presented, and they changed it, that would be okay. A judgment call for authorizers. There’s not a number you can apply. Don’t want to turn it into a metric.

4.3 *The district identifies the sources of all data supporting the indicators, measures and metrics included in its draft performance framework.*

Question: Some data sources are indicated, some not. Please provide the missing sources of data.

Response:

CAO: We need to go through and address that. Even some rubrics and cut scores need to change.

4.4 *The draft performance framework requires the disaggregation of all student performance data by major student subgroup as specified in RCW 28A.710.170.*

Question: Has any additional work been done on this section of the draft performance framework? How will the district ensure that its performance framework, as incorporated in the

charter contract, requires the disaggregation of student performance data by all major subgroups?

Response:

CAO: Washington Achievement Index has disaggregation by subgroup. We understand that there will be changes coming from the State Board. We've been following that very closely. We will modify (the performance framework) to match it to the Index that is coming. Regret that State Board dropped peer comparison. We're going to do peer analysis within the district. We love the growth measure in the Index.

I think we have the most sophisticated district dashboard in the state in terms of disaggregating data. We built it internally and it has been copied by others. We have the most sophisticated early warning system in the state.

Presentation follows on SPS dashboard and capabilities for reporting student performance data, disaggregated multiple ways. Responds affirmatively to question about ability to cross-tab data by subgroup.

SUPT: Every single principal has been trained in the dashboard.

CAO: 4,000 staff have access to SPS dashboard. We evaluate all our schools on student growth. Plan to evaluate internal and external schools [i.e., district and charter] on same school report. Used Colorado rubric and cut scores for student growth. Now these same metrics need to go into this tool to make sure everyone is being evaluated the same. Tool allows us to break down data by subgroups. Allows us to look at interventions, demographics and cross-tabulate. The mandatory indicators [in RCW 28A.710.170] that are not in Achievement Index (e.g., attendance, recurring enrollment) can be tracked and disaggregated through this tool.

SUPT: Received a grant to measure performance of community organizations (that operate educational programs).

CAO: District assessment tool enables viewing student performance in real time. Used for all schools in district. Will be used to measure performance of charter schools. Commissioned an outside study on early warning indicators. We've identified factors that lead to drop-outs all the way from elementary. Biggest predictor for elementary is four or more unexcused absences. In the Becca Law it's ten.

SUPT: Using it not to label children but to get them help early.

CAO: [Charter] schools will be built into the dashboard. Academic performance will be (measured) through this tool. A charter school will know how they're doing every single day. Not just at the end of the fifth year.

SUPT: Presented it in Olympia. A big focus for us.

4.5 *The draft performance framework includes clear, valid and objective criteria for evaluating the financial performance and sustainability of the charter school.*

Question: What are the sources of the metrics used in this part of the performance framework? Are they standard metrics? Best practices from the field? Modeled after district financial profiles by OSPI?

Response:

CFO: The ratios are standard performance indicators. The financial ratios are totally standard. If you go to any accounting standard: Need enough cash on hand to pay your bills, and liabilities don't exceed assets so you don't have creditors coming at you. [Others mentioned.] These are very standard operational measures. In terms of cash flow, you need positive cash flow every month. State of Washington gives us an apportionment every month. Private organization will be different from every month. [Discussion follows. Assuming charter schools will receive state allocations on same schedule as school districts. OSPI will need to write rules.]

Evaluator Comment:

The evaluator team assigned Section IV, Draft Performance Framework, a rating of Partially Developed. The principal reason for the rating was the draft performance framework submitted in the application did not clearly disaggregate student performance data by major student subgroup, as required by statute, and evaluators placed a great deal of importance on this criterion. The district explained that the school and district dashboard it has developed has a high capability of disaggregating and cross-tabulating student data by subgroup, that every indicator – both in the Achievement Index and outside it, both statutorily required and district-selected – can be tracked and disaggregated in it, and that this tool will be used by the district to monitor and measure the performance of charter schools against the framework. Evaluators were impressed, from both the discussion and the demonstration of the dashboard, that the district has exceptional capability and unquestionable intent to meet criterion. The deficiency was in the failure to make that explicit in the application. It was well addressed in the interview. The district responded satisfactorily to the questions addressing criteria 4.2, 4.3 and 4.5. The discussion of financial metrics was interesting and helpful.

SECTION V. RENEWAL, REVOCATION, AND NON-RENEWAL PROCESSES

5.2 The plan articulates a process for ongoing monitoring, oversight and reporting on school performance consistent with the expectations set forth in the charter contract and performance framework.

Question: Please describe the process for ongoing monitoring and oversight more fully.

Response:

SUPT: Will use the new school report card [i.e., dashboard]. Regular monitoring will be a responsibility of the new Office of Innovation director.

CAO: We have real-time system that calculates data. CCR, student performance, attendance, school climate, quality of teaching. Will have data on all five criteria. Will also have ongoing site visits (of charter schools) to give formative feedback so it's not last-minute. Will communicate to CEO or principal of the charter school AND the governing board. Ongoing feedback process that will go to school leadership and board, so you don't get to the end of contract term before the charter board knows about issues.

SUPT: Constant feedback is really important. In Oregon, we had someone visiting their [the charter school's] board meetings, just to know what was going on. Don't want it to be totally separate relationship.

CFO: The financial statements will be based on annual figures.

CAO: Site teams will go in. Developing how that will work.

5.4 The plan identifies interventions, short of revocation, in response to identified deficiencies in a charter school's performance, based on the charter contract and the performance framework set forth in the charter contract.

Question: Please describe the interventions. Why were they chosen? What does "TA" mean, in the table on p. 165? How would the district make the interventions it finds needed without unduly compromising the autonomy of the charter school?

Response:

CAO: Our research indicates that interventions are most often for financial reasons. Most likely cause is some sort of legal or financial crisis that might put students at risk. Table on p. 165 adapted from NACSA. "TA" means technical assistance.

SUPT: We personalized (the NACSA model) but looked at other revocation processes as well.

5.6 *The plan clearly sets forth how opportunity will be provided for the charter school board to present evidence and submit testimony challenging the stated reasons for revocation or nonrenewal of a charter contract.*

Question: Please clarify the proposed timeline for revocation on p. 143. Does it apply equally for nonrenewal as for revocation? Are the timeline and process the same for each?

Response:

CAO: The timeline is basically the same. Could accelerate timeline for revocation if there was some major financial or legal problem (e.g., criminal activity), where you needed to act quickly. Will revise to make sure the title of the timeline is correct.

5.7 *The plan considers under what exceptional circumstances a charter contract might be considered for renewal if the charter school's performance falls in the bottom quartile of schools on the Achievement Index developed by the State Board of Education.*

Question: The district did not address this provision in its written application. What would you think of as exceptional circumstances that might cause the district to consider a contract for renewal if the school's performance fell in the bottom quartile of the Index?

Response:

SUPT: It would have to be pretty exceptional circumstances.

CAO: An example might be a school making significant improvements, significant gains. Graduation rate is best example. It lags in the index two years. When a high school gets the Index in the fall, it is not the graduation rate for the previous year. Index calculates it on an average. Graduation may be heading in proper direction, but Achievement Index puts them in bottom quartile. That might be an example. Schools might be improving faster than what shows up in the Index.

Evaluator Comment:

The evaluation team rated Part V of the application, Draft Renewal, Revocation and Non-Renewal Processes, Partially Developed. The reasons were two:

- The district did not clearly articulate a process for ongoing monitoring, oversight and reporting in this part of the application (Criterion 5.2),*
- The district did not address under what exceptional circumstances a charter contract might be considered for renewal if performance fell in the bottom quartile of the Achievement Index (Criterion 5.7).*

The district explained how charter school performance will be monitored on in real time through its dashboard tool, and how feedback would be provided to the principal or CEO and the

governing board on a regular and timely basis. The director of the new Innovation office will have lead responsibility for monitoring and oversight. Staff said that site teams will be used, though a plan is still to be developed. The discussion made clear to evaluators that the district takes this key responsibility of authorizers seriously, and that it is well prepared to carry it out. (Evaluators also recognize a possible lack of clarity in the rules and application with regard to this criterion, which the Board may wish to address as it reviews the rules and process for potential changes.)

The district discussed circumstances under which it might consider renewal of a charter when a school's performance falls in the bottom quartile of the Index. This criterion asks authorizer applicants to speculate, and the district did, thoughtfully so.

ADDITIONAL QUESTION

Question: The district's response uses a template from the National Association of Charter School Authorizers (NACSA) for major parts of the application Please describe the process used to determine what parts of the template to keep intact and which ones to modify. How did you ensure that your responses were detailed, thorough and appropriately state-and district-specific, and not overly reliant on the template?

Response:

CAO: Our initial process was to lay out state law, establish each requirement. Took sample templates and made sure that state law was included in them. Included cross-reference charts in application. That was round 1. Then we took sections out to different departments. Finance, for example, on pp. 113-115 we took to Linda. Her team did some research and changed language. Other departments did the same. Some of them I was able to do internally. Some of the thresholds from NACSA were higher than what we currently can hold our schools to. Changed rubric to match up with performance framework for all our schools. Page 112. [Post-secondary readiness]. Had to modify measure 6c, because college enrollment is so low in SPS As it is in Washington generally, compared to the nation. On p. 111, those are national reference numbers for college readiness. Asked what do we aspire to? But do we want to non-renew a school that might be outperforming traditional schools? Had to figure out some balance.

SUPT: Post-secondary completion is the whole focus for us

CAO: School report card is main tool to match performance to criteria.

SBE: Some phrases in the response don't match Washington law. [Examples mentioned in Parts IV and V.]

CFO: We'll fix. We need to exactly conform to the law.

SUPT: Some of it keeps shifting, for example, requirements for instructional hours.

CAO: We know, but it's a good point.

CFO: We would evaluate against current law. If the contract is for a specific time period, it would reflect that specificity. You're doing the evaluation against the contract.

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

CHARTER SCHOOL AUTHORIZER APPLICATION

APRIL 2013

School District: _____

District Contact: _____ Title: _____

Mailing Address: _____

Telephone: _____ Fax: _____

E-mail: _____

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. The person named as the contact person for the application is authorized to serve as the primary contact for this application on behalf of the school district.

Signature *Title*

Printed Name *Date*

Both the original hard copy of the application and a complete electronic application must be received by SBE no later than July 1, 2013 (as specified in WAC 180-19-130). Direct your questions to sbe@k12.wa.us or (360) 725 – 6025.

I. AUTHORIZER STRATEGIC VISION FOR CHARTERING

Requirement

"The applicant's strategic vision for chartering." -- RCW 28A.710.090(2)(a)

Guiding Question

Does the applicant school district present a clear and compelling vision for chartering, aligned with the purposes of Washington's charter school law?

Instructions (target length 2,500 words)

The district must state:

- The district's purposes for wishing to be a charter school authorizer. These include both the statutory purposes the district expects to fulfill under RCW 28A.710.005 and any district-specific purposes it may have.
- The educational goals the district wishes to achieve.
- The characteristics of the schools the district is most interested in authorizing.
- How the charter schools the district wishes to authorize might differ from the schools it currently operates with respect to such features as staffing, schedule, curriculum, community engagement, or other significant characteristics.
- How the district will give priority to charter schools that will serve at-risk students as defined in RCW 28A.710.010(2).
- How the district will respect and protect charter school autonomy.
- How the district intends to promote and ensure charter school accountability.

Criteria for Evaluation: Strategic vision for chartering

- The vision clearly aligns with the statutory intent and purposes for charter schools. The vision need not address every statutory purpose; however, it should align clearly with at least one of those purposes.
- The district clearly articulates any additional purposes it may have for chartering that are particular priorities for the district. Any additional purposes address clearly identified educational needs of the district, and are supported by specific evidence and examples that illustrate the identified needs.
- The district's response describes with specificity the desired characteristics of the schools it will charter, such as types of schools, student populations to be served, and geographic areas to be served, along with the demographic data and instructional research it will use to evaluate needs.
- The response reflects a commitment to providing flexibility for charter schools in day-to-day operations, including respecting the autonomy of the charter school board.
- The response demonstrates a sound understanding of and commitment to performance-based accountability.

II. AUTHORIZER CAPACITY AND COMMITMENT**Requirement**

“A plan to support the vision presented, including explanations and evidence of the applicant’s budget and personnel capacity and commitment to execute the responsibilities of quality charter school authorizing.” -- RCW 28A.710.090

Guiding Question

Does the district demonstrate the capacity and commitment to carry out the duties of a quality charter school authorizer?

Instructions (target length of 2500 words or fewer excluding organizational chart)

- Provide a detailed description of the staff resources to be devoted to charter authorizing and oversight.
- Define the roles and responsibilities of authorizing staff or staff positions. Provide an organizational chart showing where primary authorizing responsibilities lie within the district.
- List the qualifications of district personnel expected to have principal authorizing responsibilities. Provide brief bios or resumes of staff expected to have principal authorizing responsibilities.
- Describe any external resources on which the district intends to rely in the execution of its authorizing responsibilities.
- Provide estimates of the district’s projected financial needs and financial resources, supported by the authorizer oversight fee and any other anticipated resources, for carrying out the responsibilities of a quality charter school authorizer.

Criteria for Evaluation: Authorizer Capacity and Commitment

- The description of capacity conveys a clear and accurate understanding of the district's duties and responsibilities as a charter school authorizer, in accordance with Washington's charter school law and the *Principles and Standards for Quality Charter School Authorizing* developed by the National Association of Charter School Authorizers.
- Staff resources to be devoted to charter authorizing and oversight are appropriate to fulfill the district's authorizing responsibilities in accordance with the Principles and Standards of Quality Charter School Authorizing developed by the National Association of Charter School Authorizers and the provisions of chapter 28A.210 RCW.
- The district clearly defines the roles and responsibilities of its chartering staff, and provides thorough and clear job descriptions. The organizational chart shows clear lines of reporting and authority for decision-making.
- The district demonstrates that it has or will secure access, through staff, contractual relationships or interagency collaboration, to expertise in all areas essential to charter school authorizing and oversight, including school leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management; law, finance, and facilities.
- The estimates of the financial needs of the authorizer and projected resources for authorizing are reasonable and supported, to the extent possible, by verifiable data, including such data about the district's overall financial condition as will demonstrate capacity for the new task.

III. REQUEST FOR PROPOSALS

Requirement

“A draft or preliminary outline of the request for proposals that the applicant would, if approved as an authorizer, issue to solicit charter school applicants.” – RCW 28A.710.190(2)(c).

Guiding Question

Does the district propose decision-making standards, policies and procedures for approval or denial of charter school applications based on applicants’ demonstrated preparation and capacity to operate a quality charter school?

Instructions

- Provide as an attachment to this application a draft or outline of the district’s proposed request for proposals (RFP) to solicit applications to establish charter schools.
- The draft or outline RFP must meet all the requirements for RFPs set forth in RCW 28A.710.130(1).
- Identify any key outstanding issues the district needs to resolve with respect to the RFP. Discuss the district’s current assessment and direction with respect to these outstanding issues.

Criteria for Evaluation: Request for Proposals

- The draft or outline of the RFP includes all components of RFPs required by RCW 28A.710.130(1)(b).
- The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington's charter school law.
- The RFP has clearly articulated criteria for evaluating the charter applicant's proposed mission and vision that are aligned with the purposes of Washington's charter school law.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's proposed educational program, including but not limited to:
 - The academic program aligned with state standards;
 - The proposed instructional design, including the type of learning environment, class size and structure;
 - Curriculum and teaching methods;
 - Teaching skills and experience;
 - Assessments to measure student progress;
 - School calendar and sample daily schedule;
 - Discipline policies, and plans for serving students with special needs.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's organizational plan, including but not limited to:
 - The legal status of the applicant as specified in RCW 28A.710010(1);
 - The proposed organizational structure of the school;
 - The roles and responsibilities of the school's proposed governing board, leadership, management team, and any external organizations; staffing plan;
 - Employment policies, including performance evaluation plans;
 - Student enrollment and recruitment plan, and the plan for parent and community involvement.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's proposed business plan, including but not limited to start-up plan, financial plan and policies, budget and cash-flow projections, and facilities plan.
- The RFP has clear and rigorous requirements for demonstrating, and criteria for evaluating, the applicant's capacity to implement the proposed program effectively, with particular focus on the capacity of the proposed governing board and school leadership. The evaluation of capacity includes a personal interview with applicants being considered for approval.
- For applicants that operate one or more charter schools in any state or nation, the RFP provides for review of evidence of the applicant's past performance.

IV. PERFORMANCE FRAMEWORK**Requirement**

“A draft of the performance framework that the district would, if approved as an authorizer, use to guide the establishment of a charter contract and for ongoing oversight and evaluation of charter schools.” -- RCW 28A.710.090(2)(d)

Guiding Question

Does the district’s draft performance framework provide a clear and effective guide for charter school contracting and for ongoing oversight and evaluation of charter schools?

Instructions

Provide as an attachment to this application a draft of the district’s proposed performance framework. The draft performance framework must, at a minimum:

- Meet each of the requirements of RCW 28A.710.170.
- Include measures and metrics for each of the indicators enumerated in RCW 28A.710.170(2).
- Provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and career and college readiness are measured and reported in conformance with the Achievement Index developed by the State Board of Education.
- Identify any key issues that require resolution in order to finalize the performance framework. Discuss the district’s current assessment and direction with respect to these issues.

Criteria for Evaluation: Performance Framework

- The draft performance framework meets the requirements for performance frameworks in Washington's charter schools law, including indicators, measures and metrics for each component enumerated in the law.
- The district clearly states any additional, district-selected indicators, measures and metrics of student and school performance it may include in its draft performance framework.
- Any district-selected indicators, measures and metrics are rigorous, valid and reliable.
- The district identifies the sources of all data supporting the indicators, measures and metrics included in its draft performance framework.
- The draft performance framework requires the disaggregation of all student performance data by major student subgroup as specified in RCW 28A.710.170.
- The draft performance framework includes clear, valid and objective criteria for evaluating the financial performance and sustainability of the charter school.
- The draft performance framework includes clear, valid and objective criteria for evaluating the organizational performance of the charter school, including governance, management and administration, and student and family engagement. The criteria should hold schools accountable for compliance with all applicable law and the terms of the charter contract, while respecting their primary responsibility and authority to manage their day-to-day operations.

V. RENEWAL, REVOCATION, AND NONRENEWAL PROCESSES**Requirement**

“A draft of the applicant’s proposed renewal, revocation, and nonrenewal processes, consistent with RCW 28A.710.190 and 28A.710.200.” – RCW 28A.710.090(2)(e)

Guiding Question

Does the district have proposed processes for renewal, revocation, and nonrenewal of charter contracts that base decisions on clear, measurable and transparent standards, and meet the requirements of RCW 28A.710.190 and RCW 28A.710.200?

Instructions

Submit as an attachment to this application a draft of the district’s proposed charter renewal, revocation and nonrenewal processes. The proposed renewal, revocation and nonrenewal plans must, at a minimum, provide for transparent and rigorous processes that:

- Establish clear standards for renewal, nonrenewal and revocation of charters that meet the requirements set forth in RCW 28A.710.190 and RCW 28A.710.200.
- Describe how academic, financial and operational data will drive decisions to renew, revoke or decline to renew a charter contract.
- Outline a plan to take appropriate actions in response to identified deficiencies in a charter school’s performance or legal compliance with applicable state and federal laws and the terms of the charter contract.

Criteria for Evaluation: Renewal, Revocation and Nonrenewal Processes

- The plan illustrates how academic, organizational and financial data, based on the performance framework, will drive decisions whether to renew, revoke, or decline to renew a charter contract.
- The plan articulates a process for ongoing monitoring, oversight and reporting on school performance consistent with the expectations set forth in the charter contract and performance framework.
- The plan sets reasonable and effective timelines for actions to renew, revoke or decline to renew a charter contract, including for notification of the charter school board of the prospect of and reasons for revocation or nonrenewal.
- The plan identifies interventions, short of revocation, in response to identified deficiencies in a charter school's performance, based on the charter contract and the performance framework set forth in the charter contract.
- There are sound plans for communicating the standards for decisions on renewal, revocation and nonrenewal of charters to the charter school board and leadership during the term of the charter contract, and for providing guidance on the criteria for renewal in the renewal application.
- The plan clearly sets forth how opportunity will be provided for the charter school board to present evidence and submit testimony challenging the stated reasons for revocation or nonrenewal of a charter contract.
- The plan considers under what exceptional circumstances a charter contract might be considered for renewal if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Achievement Index developed by the State Board of Education.

WAC 180-19-040

Evaluation and approval or denial of authorizer applications.

(1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by April 1st of each year; provided, however, that the board shall issue a decision approving or denying a district's application timely submitted for approval in 2013 by no later than September 12, 2013. The state board may utilize the services of external reviewers with expertise in educational, organizational and financial matters in evaluating applications. The board may, at its discretion, require personal interviews with district personnel for the purpose of reviewing an application.

(2) For an application to be approved, the state board must find it to be satisfactory in providing all of the information required to be set forth in the application. The board will also consider whether the district's proposed policies and practices are consistent with the principles and standards for quality charter school authorizing developed by the National Association of Charter School Authorizers, as required by RCW [28A.710.100](#)(3), in at least the following areas:

(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;

(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;

(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;

(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter [28A.710](#) RCW; and

(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.

A determination that an application does not provide the required information, or does not meet standards of quality authorizing in any component, shall constitute grounds for disapproval.

(3) The state board of education shall post on its web site the applications of all school districts approved as authorizers. A school district approved as an authorizer shall post its application on a public web site.

(4) If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria established in these rules.

[Statutory Authority: RCW [28A.710.090](#). WSR 13-07-065, § 180-19-040, filed 3/19/13, effective 4/19/13.]

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Public hearing on proposed WAC 180-19-210	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	What amendment, if any, do members wish to proposed rules to RCW 28A.710.100(4), concerning annual reports by authorizers to the SBE, on the basis of testimony submitted in public hearing?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>RCW 28A.710.100(4) requires each charter authorizer, whether a school district or the Washington Charter School Commission, to submit an annual report to the State Board of Education according to a timeline, content and format specified by the Board. Rule adoption is required to set the date by which the report must be submitted, specify the required information that must be submitted in the report, and establish the form and manner in which the report must be submitted.</p> <p>On July 11, 2013 the SBE approved draft rules for publication in the State Register and scheduling of public hearing, with three changes:</p> <ol style="list-style-type: none"> 1. Clarify that the first reports are due in 2014. 2. Require that the standard form to be used by all authorizers for making their reports be posted on the SBE's public web site. 3. Require that authorizers disaggregate student achievement on each indicator of academic performance by major student subgroup. <p>The SBE has solicited public comment on the rules through its public web site, e-mail outreach to a broad list of interested parties including education organizations, and communication with the Washington Charter School Commission.</p> <p>The Office of Superintendent of Public Instruction has prepared a fiscal impact statement on the proposed rules as required by RCW 28A.305.135.</p>	

CHARTER SCHOOL RULES RCW 28A.710.120 OVERSIGHT OF AUTHORIZERS

Policy Consideration

The State Board will consider the extent and manner of oversight it will exercise over the performance of school district authorizers of charter schools under RCW 28A.710.120. Policy considerations for rule-making include, but aren't limited to:

1. What means for regular oversight of the performance and effectiveness of district authorizers should be provided for, in addition to the annual authorizer reports submitted under RCW 28A.710.100? Should site visits to authorizers and their schools be provided for in rule?
2. What should be the process for receiving, evaluating and investigating complaints about an authorizer or its charter schools?
3. What would constitute "persistently unsatisfactory performance of an authorizer's portfolio of charter schools"? What are other circumstances that might trigger a special review by the SBE under this statute?
4. What form should a special review take? Who should conduct it? How should its findings be documented, reported and communicated?
5. What specific steps need to be taken to achieve the "timely and orderly" transfer of a charter contract to another authorizer, if necessary? How would the mutual consent of the affected charter school and proposed new authorizer be obtained and documented?

Summary

The State Board of Education has two essential duties for the charter school law approved by the voters in November 2012. The first is to review and approve or deny applications by school districts to be authorizers of charter schools. The second is to oversee the performance of school districts it has approved to be authorizers.

Through rules adopted in February, the Board initiated a process for approval of applications by school districts seeking to be authorizers, culminating in the decision to be made at the present meeting on the first application. Over the next few months it will initiate rule-making on oversight of district authorizers.

RCW 28A.710.120 establishes the responsibility of the SBE for authorizer oversight. This section is much more open-ended, much less prescriptive, than RCW 28A.710.090, which charged the Board with setting an application and approval process and timelines for districts seeking approval to be charter school authorizers. Subsection (1) states simply that "The state board of education is responsible for overseeing the performance and effectiveness of all authorizers approved under RCW 28A.710.090." This provision appears to delegate broad authority to the SBE to ensure that district authorizers carry out their duties at the standard of quality required of them by the charter school law.

The rest of the section sets out specific powers and duties for SBE oversight. These include:

- (2) Initiate a special review, which may be triggered by persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances;
- (3) Revoke the authorizing contract, based on material or persistent failure by an authorizer to carry out its duties in accordance with nationally recognized standards for quality charter authorizing;
- (4) Notify the authorizer in writing of identified problems, when it finds it is not in compliance with a charter contract, its authorizing contract, or its duties under the law, and give the authorizer reasonable opportunity to respond and remedy the problems.
- (5) Notify the authorizer, if it persists after due notice in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified problems, that it intends to revoke the authorizer's chartering authority unless it demonstrates a timely and satisfactory remedy for the violation or deficiencies.
- (6) In the event of revocation of an authorizer's chartering authority, manage the timely and orderly transfer of each charter contract held by that authorizer to another authorizer, with the mutual consent of each affected charter school and proposed new authorizer.

Subsection (7) requires the State Board to establish timelines and a process for taking action under this section in response to performance deficiencies by an authorizer. Timelines may need to address:

- The opportunity afforded an authorizer to respond and remedy identified problems, after notification by the SBE;
- The "reasonable amount of time" before the SBE, if the authorizer persists in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified problems, notifies it that it intends to revoke its chartering authority.

Processes that may need to be established in rule include:

- Receipt and investigation of complaints about an authorizer or its charter schools;
- Special reviews by the SBE, in response to persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its schools, or other objective circumstances.
- Notification of the authorizer of identified problems and, if warranted, intent to revoke chartering authority.
- Transfer of a charter contract to another authorizer, in the event of revocation of the authorizers' charting authority.

Background

A relative few of the 42 charter states assign duties to a state education agency to protect authorizing quality at both the front end of the process – approval to be an authorizer – and the back end – oversight once approved, with the power to revoke chartering authority. A survey of charter school laws by the National Alliance for Public Charter Schools indicates that six states – Maine, Minnesota, Hawaii, Illinois, Missouri and Nevada – provide for some form of oversight of the performance of authorizers by a state agency.

- **Maine** authorizes the Department of Education to investigate and impose sanctions on authorizers in response to deficiencies in authorizer performance or legal compliance. NACSA's *Principles & Standards for Quality Charter School Authorizing* is named as the standard for determining whether an authorizer's performance conforms to nationally recognized principles and professional standards. (Code of Maine Rules, 05-071.)
- **Minnesota** requires the Commissioner of the Department of Education to review an authorizer's performance every five years, and authorizes review of its performance more frequently at the commissioner's initiative or at the request of any interested party. If the Commissioner finds upon review that the authorizer has not fulfilled the requirements of the law, he may take corrective action, which can include terminating the authorizer's ability to charter a school. Even without a performance review, the commissioner may subject the authorizer to corrective action at any time for one of several reasons enumerated in law. (Minnesota Statutes, 124D.10.) The department sets out, in administrative procedures rather than rule, an eight-step oversight and resolution process, beginning with receipt and investigation of complaints and ending with imposition of corrective action and provision for appeal.
- **Nevada** provides that evidence of material or persistent failure to carry out the duties of charter school sponsor (i.e., authorizer) as prescribed in law constitutes grounds for revocation by the Department of Education of the entity's authority to sponsor charter schools. (Nevada Revised Statutes, 386.515.)

Staff, with consulting support from the National Association of Charter School Authorizers, will examine the laws and procedures of other states to identify successful practices for authorizer oversight consistent with Washington law.

Action

None.

NEW SECTION

WAC 180-19-210 Annual report by authorizer. (1) Each authorizer must, no later than November 1st of each year starting in 2014, submit an annual report to the state board of education meeting the requirements of RCW 28A.710.100(4). The board shall develop and post on its web site by September 1st of each year a standard form which must be used, and instructions which must be followed, by each authorizer in making its report. The completed report must be sent via electronic mail to sbe@k12.wa.us and shall be posted on the board's web site.

(2) The report must include:

(a) The date of authorizer approval by the board;

(b) The names and job titles of district personnel having principal authorizing responsibilities, with contact information for each;

(c) An executive summary including, but not limited to, an overview of authorizing activity during the prior year and the status and performance of the charter schools authorized;

(d) The authorizer's strategic vision for chartering, as submitted to the state board under WAC 180-19-030 (3)(a), and its assessment of progress toward achieving that vision;

(e) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories:

(i) Approved but not yet open, including, for each, the targeted student population and the community the school hopes to serve; the location or geographic area proposed for the school; the projected enrollment; the grades to be operated each year of the term of the charter contract; the names of and contact information for the governing board, and the planned date for opening;

(ii) Operating, including, for each, location; grades operated; enrollment, in total and by grade, and at-risk students served, in total and as percent of enrollment;

(iii) Charter renewed, with date of renewal;

(iv) Charter transferred to another authorizer during the prior year, with date of transfer;

(v) Charter revoked during the prior year, with date of and reasons for revocation;

(vi) Voluntarily closed;

(vii) Never opened, with no planned date for opening.

(f) The academic performance of each operating charter school overseen by the authorizer, based on the authorizer's performance framework, including:

(i) Student achievement on each of the required indicators of academic performance in RCW 28A.710.170 (2)(a) through (f), as applicable by grade, in absolute values and in relation to the annual performance targets set by the charter school under RCW 28A.710.170(3). Student academic proficiency, student academic growth, achievement gaps, graduation rates and postsecondary readiness must be included as reported in the achievement index developed by the state board of education under RCW 28A.657.110.

(ii) Student achievement on each additional indicator of academic performance the authorizer has chosen to include in its performance framework to augment external evaluations of performance, in absolute values and in statistical relation to the annual performance targets set by the authorizer under RCW 28A.710.170.

(iii) Student achievement on each indicator must be disaggregated by major student subgroups, including gender, race and ethnicity, pov-

erty status, special education status, English language learner status, and highly capable status as required of performance frameworks in RCW 28A.710.170.

(g) The financial performance of each operating charter school overseen by the authorizer, based on the indicators and measures of financial performance and sustainability in the authorizer's performance framework;

(h) The authorizer's operating costs and expenses for the prior year for fulfilling the responsibilities of an authorizer as enumerated in RCW 28A.710.100(1) and provided under the terms of each charter contract, detailed in annual financial statements that conform with generally accepted accounting principles and applicable reporting and accounting requirements of the office of the superintendent of public instruction;

(i) The contracted, fee-based services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including a brief description of each service purchased and an itemized accounting of the revenue received from the schools for the services and the actual costs of these services to the authorizer.

Chapter 28A.710 RCW Provisions for Rule-Making

RCW	Subject	Provision	Action	Recommendation
28A.710.090	Authorizers -- approval	<p>(1) The state board of education shall establish an annual application and approval process and timelines for school district boards of directors seeking approval to be charter school authorizers. The initial process and timelines must be established no later than ninety days after the effective date of this section.</p> <p>(2) At a minimum, each applicant must submit to the state board . . .</p> <p>(3) The state board of education shall consider the merits of each application and make its decision whether to grant approval within the timelines established by the board.</p> <p>(4) Within thirty days of making a decision to approve an application under this section, the state board of education must execute a renewable authorizing contract with the [school district board of directors] . . .</p>	<p>Public hearing 2/26/13</p> <p>Adopted 2/26/13</p>	
28A.710.100	Authorizers – Annual report	<p>(4) Each authorizer must submit an annual report to the state board of education, according to a timeline, content, and format specified by the board, which includes . . .</p>	<p>Draft rules for approve CR 102 7/10/13</p> <p>Public hearing scheduled 9/11/13</p>	<p>Schedule for adoption 11/15/13</p>
28A.710.110	Authorizers -- funding	<p>(1) The state board of education shall establish a statewide formula for an authorizer oversight fee, which shall be calculated as a percentage of the state operating funding allocated under section 223 of this act to each charter school, but may not exceed four percent of each charter school's annual funding.</p> <p>(2) The state board may establish a sliding scale for the authorizer oversight fee, with the funding percentage decreasing after the authorizer has achieved a certain threshold . . .</p>	<p>Public hearing 5/8/13</p> <p>Adopted 5/9/13</p>	
28A.710.120	Authorizers -- oversight	<p>(4) If at any time the state board of education finds that an authorizer is not in compliance with a charter contract, its authorizing contract, or the authorizer duties under section 210 of this act, the board must notify the authorizer in writing of the identified problems, and the authorizer shall have reasonable opportunity to respond and remedy the problems.</p> <p>(5) If an authorizer persists after due notice from the state board of education in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified authorizing problems, the state board of education shall notify the authorizer, within a reasonable amount of time under the circumstances, that it intends to revoke the authorizer's chartering authority unless the authorizer demonstrates a timely and satisfactory remedy for the violation.</p> <p>(7) The state board of education must establish timelines and a process for taking actions under this section in response to performance deficiencies by an authorizer.</p>	<p>Discussion document for 9/11/2013</p>	<p>Draft rules for approve CR 102 11/15/13</p> <p>Public hearing 1/9/14</p>
28A.710.130	Charter applications	<p>(1) Each authorizer must annually issue and broadly publicize a request for proposals for charter school applications by the date established by the state board of education under section 214 of this act.</p>	<p>Public hearing 5/8/13</p> <p>Adopted 5/9/13</p>	

RCW	Subject	Provision	Action	Recommendation
28A.710.140	Charter applications	(1) The state board of education must establish an annual statewide timeline for charter application submission and approval or denial, which must be followed by all authorizers.	Public hearing 5/8/13 Adopted 5/9/13	
28A.710.150	Number of charter schools	(2) The state board of education shall establish for each year in which charter schools may be authorized as part of the timeline to be established pursuant to section 214 of this Act, the last date by which the authorizer must submit [the report to the applicant and the SBE of the action to approve or deny a charter application. (3) If the board receives simultaneous notification of approved charters that exceed the annual allowable limits in subsection (1) of this section, the board must select approved charters for implementation through a lottery process, and must assign implementation dates accordingly.	Public hearing 5/8/13 Adopted 5/9/13	
28A.710.210	Charter school termination or dissolution	(3) A charter contract may not be transferred from one authorizer to another or from one charter school applicant to another before the expiration of the charter contract term except by petition to the state board of education by the charter school or its authorizer. The state board of education must review such petitions on a case-by-case basis and may grant transfer requests in response to special circumstances and evidence that such a transfer would serve the best interests of the charter school's students.		Draft rules for CR 102 1/9/14 Public hearing March 3/5/14

Notes

CR 101 filed for all sections.

July 1 – September 12. Evaluation of authorizer applications.

Can we make technical changes to adopted rules 180-19-010 – 050 in this cycle?

What specific assistance will NACSA be providing in rules development, particularly for .120?

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Public hearing on proposed WAC 180-19-210	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	What amendment, if any, do members wish to proposed rules to RCW 28A.710.100(4), concerning annual reports by authorizers to the SBE, on the basis of testimony submitted in public hearing?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>RCW 28A.710.100(4) requires each charter authorizer, whether a school district or the Washington Charter School Commission, to submit an annual report to the State Board of Education according to a timeline, content and format specified by the Board. Rule adoption is required to set the date by which the report must be submitted, specify the required information that must be submitted in the report, and establish the form and manner in which the report must be submitted.</p> <p>On July 11, 2013 the SBE approved draft rules for publication in the State Register and scheduling of public hearing, with three changes:</p> <ol style="list-style-type: none"> 1. Clarify that the first reports are due in 2014. 2. Require that the standard form to be used by all authorizers for making their reports be posted on the SBE's public web site. 3. Require that authorizers disaggregate student achievement on each indicator of academic performance by major student subgroup. <p>The SBE has solicited public comment on the rules through its public web site, e-mail outreach to a broad list of interested parties including education organizations, and communication with the Washington Charter School Commission.</p> <p>The Office of Superintendent of Public Instruction has prepared a fiscal impact statement on the proposed rules as required by RCW 28A.305.135.</p>	

NEW SECTION

WAC 180-19-210 Annual report by authorizer. (1) Each authorizer must, no later than November 1st of each year starting in 2014, submit an annual report to the state board of education meeting the requirements of RCW 28A.710.100(4). The board shall develop and post on its web site by September 1st of each year a standard form which must be used, and instructions which must be followed, by each authorizer in making its report. The completed report must be sent via electronic mail to sbe@k12.wa.us and shall be posted on the board's web site.

(2) The report must include:

(a) The date of authorizer approval by the board;

(b) The names and job titles of district personnel having principal authorizing responsibilities, with contact information for each;

(c) An executive summary including, but not limited to, an overview of authorizing activity during the prior year and the status and performance of the charter schools authorized;

(d) The authorizer's strategic vision for chartering, as submitted to the state board under WAC 180-19-030 (3)(a), and its assessment of progress toward achieving that vision;

(e) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories:

(i) Approved but not yet open, including, for each, the targeted student population and the community the school hopes to serve; the location or geographic area proposed for the school; the projected enrollment; the grades to be operated each year of the term of the charter contract; the names of and contact information for the governing board, and the planned date for opening;

(ii) Operating, including, for each, location; grades operated; enrollment, in total and by grade, and at-risk students served, in total and as percent of enrollment;

(iii) Charter renewed, with date of renewal;

(iv) Charter transferred to another authorizer during the prior year, with date of transfer;

(v) Charter revoked during the prior year, with date of and reasons for revocation;

(vi) Voluntarily closed;

(vii) Never opened, with no planned date for opening.

(f) The academic performance of each operating charter school overseen by the authorizer, based on the authorizer's performance framework, including:

(i) Student achievement on each of the required indicators of academic performance in RCW 28A.710.170 (2)(a) through (f), as applicable by grade, in absolute values and in relation to the annual performance targets set by the charter school under RCW 28A.710.170(3). Student academic proficiency, student academic growth, achievement gaps, graduation rates and postsecondary readiness must be included as reported in the achievement index developed by the state board of education under RCW 28A.657.110.

(ii) Student achievement on each additional indicator of academic performance the authorizer has chosen to include in its performance framework to augment external evaluations of performance, in absolute values and in statistical relation to the annual performance targets set by the authorizer under RCW 28A.710.170.

(iii) Student achievement on each indicator must be disaggregated by major student subgroups, including gender, race and ethnicity, pov-

erty status, special education status, English language learner status, and highly capable status as required of performance frameworks in RCW 28A.710.170.

(g) The financial performance of each operating charter school overseen by the authorizer, based on the indicators and measures of financial performance and sustainability in the authorizer's performance framework;

(h) The authorizer's operating costs and expenses for the prior year for fulfilling the responsibilities of an authorizer as enumerated in RCW 28A.710.100(1) and provided under the terms of each charter contract, detailed in annual financial statements that conform with generally accepted accounting principles and applicable reporting and accounting requirements of the office of the superintendent of public instruction;

(i) The contracted, fee-based services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including a brief description of each service purchased and an itemized accounting of the revenue received from the schools for the services and the actual costs of these services to the authorizer.

Chapter 28A.710 RCW Provisions for Rule-Making

RCW	Subject	Provision	Action	Recommendation
28A.710.090	Authorizers -- approval	<p>(1) The state board of education shall establish an annual application and approval process and timelines for school district boards of directors seeking approval to be charter school authorizers. The initial process and timelines must be established no later than ninety days after the effective date of this section.</p> <p>(2) At a minimum, each applicant must submit to the state board . . .</p> <p>(3) The state board of education shall consider the merits of each application and make its decision whether to grant approval within the timelines established by the board.</p> <p>(4) Within thirty days of making a decision to approve an application under this section, the state board of education must execute a renewable authorizing contract with the [school district board of directors] . . .</p>	<p>Public hearing 2/26/13</p> <p>Adopted 2/26/13</p>	
28A.710.100	Authorizers – Annual report	<p>(4) Each authorizer must submit an annual report to the state board of education, according to a timeline, content, and format specified by the board, which includes . . .</p>	<p>Draft rules for approve CR 102 7/10/13</p> <p>Public hearing scheduled 9/11/13</p>	<p>Schedule for adoption 11/15/13</p>
28A.710.110	Authorizers -- funding	<p>(1) The state board of education shall establish a statewide formula for an authorizer oversight fee, which shall be calculated as a percentage of the state operating funding allocated under section 223 of this act to each charter school, but may not exceed four percent of each charter school's annual funding.</p> <p>(2) The state board may establish a sliding scale for the authorizer oversight fee, with the funding percentage decreasing after the authorizer has achieved a certain threshold . . .</p>	<p>Public hearing 5/8/13</p> <p>Adopted 5/9/13</p>	
28A.710.120	Authorizers -- oversight	<p>(4) If at any time the state board of education finds that an authorizer is not in compliance with a charter contract, its authorizing contract, or the authorizer duties under section 210 of this act, the board must notify the authorizer in writing of the identified problems, and the authorizer shall have reasonable opportunity to respond and remedy the problems.</p> <p>(5) If an authorizer persists after due notice from the state board of education in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified authorizing problems, the state board of education shall notify the authorizer, within a reasonable amount of time under the circumstances, that it intends to revoke the authorizer's chartering authority unless the authorizer demonstrates a timely and satisfactory remedy for the violation.</p> <p>(7) The state board of education must establish timelines and a process for taking actions under this section in response to performance deficiencies by an authorizer.</p>	<p>Discussion document for 9/11/2013</p>	<p>Draft rules for approve CR 102 11/15/13</p> <p>Public hearing 1/9/14</p>
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RCW	Subject	Provision	Action	Recommendation
28A.710.140	Charter applications	(1) The state board of education must establish an annual statewide timeline for charter application submission and approval or denial, which must be followed by all authorizers.	Public hearing 5/8/13 Adopted 5/9/13	
28A.710.150	Number of charter schools	(2) The state board of education shall establish for each year in which charter schools may be authorized as part of the timeline to be established pursuant to section 214 of this Act, the last date by which the authorizer must submit [the report to the applicant and the SBE of the action to approve or deny a charter application. (3) If the board receives simultaneous notification of approved charters that exceed the annual allowable limits in subsection (1) of this section, the board must select approved charters for implementation through a lottery process, and must assign implementation dates accordingly.	Public hearing 5/8/13 Adopted 5/9/13	
28A.710.210	Charter school termination or dissolution	(3) A charter contract may not be transferred from one authorizer to another or from one charter school applicant to another before the expiration of the charter contract term except by petition to the state board of education by the charter school or its authorizer. The state board of education must review such petitions on a case-by-case basis and may grant transfer requests in response to special circumstances and evidence that such a transfer would serve the best interests of the charter school's students.		Draft rules for CR 102 1/9/14 Public hearing March 3/5/14

Notes

CR 101 filed for all sections.

July 1 – September 12. Evaluation of authorizer applications.

Can we make technical changes to adopted rules 180-19-010 – 050 in this cycle?

What specific assistance will NACSA be providing in rules development, particularly for .120?

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Economy and Efficiency Waivers Study	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. What questions would the Board direct to staff for incorporation in the study to be conducted of "Option Two" waivers granted under RCW 28A.305.141? 2. What information would be helpful to the Board for the recommendation it must make to the Legislature by December 15 on whether the program of 180-day waivers for purposes of economy and efficiency should be continued, modified, or allowed to terminate on August 31, 2014? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Legislation enacted in the 2009 Session authorized the State Board of Education to grant waivers of the basic education requirement of a minimum 180-day school year to no more than five small school districts "for purposes of economy and efficiency." The legislation is codified as RCW 28A.305.141. The State Board has termed these "Option Two" waivers to differentiate them from the long-standing, "Option One" waivers that may be requested by any district under RCW 28A.305.140. In November 2012, the SBE adopted criteria in rule for evaluation of requests for these waivers as WAC 180-18-065.</p> <p>The Board has granted three waivers under this section of law. Currently two districts, both with enrollments of under 150 FTE pupils, have Option Two waivers of 30 and 34 days, respectively, extending through the 2014-15 year.</p> <p>RCW 28A.305.141 expires on August 31, 2014. The statute directs the SBE to make a recommendation to the education committees of the Legislature by December 31, 2013 regarding whether the program of economy and efficiency waivers should be continued, modified, or allowed to terminate under current law. The recommendation "should focus on whether the program resulted in improved student learning as demonstrated by empirical evidence."</p>	

ECONOMY AND EFFICIENCY WAIVERS STUDY

Policy Consideration

Members will consider what questions and direction they may have for staff that would help inform the recommendation the SBE is required to make, per RCW 28A.305.141, regarding whether the “Option Two” program of 180-day waivers for purposes of economy and efficiency should be continued beyond the statutory August 31, 2014 expiration date, modified, or allowed to terminate as scheduled. Possible questions for consideration include:

1. Should the Board’s recommendation be based solely on whether the waiver program resulted in improved student learning, or should it be based on other considerations as well, such as the monetary savings accruing to the district, the impacts on families and employees, and support from the community?
2. Can the impacts of the modified school calendars on student learning in these districts be identified and measured in a valid way, separately from other factors affecting student learning?
3. How significant are the financial savings obtained by the districts from the modified calendars implemented through these waivers? What are the sources of the savings? To what extent have savings achieved been redirected to support student learning, and to what results?
4. The findings in the 2009 legislation creating the economy and efficiency waivers state, “[T]he legislature finds that a flexible calendar could be beneficial to student learning by allowing the use of the unscheduled days for professional development activities, planning, tutoring, special programs and athletic events,” and “School districts in several western states have operated on a four-day school week and report increased efficiencies, family support, and reduced absenteeism, with no negative impact on student learning.” To what extent are these findings in 2009 supported by (a) the experience of the districts that have operated four-day school weeks under these waivers, and (b) high-quality research literature on four-day school weeks?

Background

Legislation passed in the 2009 Session, SHB 1292 (Chapter 543, Laws of 2009) delegated the State Board of Education authority to grant waivers from the basic education requirement of a minimum 180-day school year to a limited number of small school districts to operate one or more schools on a flexible calendar for purposes of economy and efficiency. The State Board has termed these “Option Two” waivers to distinguish them from the “Option One” waivers the Board has granted since the 1990s “to implement successfully a local plan. . . designed to enhance the educational program for each student.” (RCW 28A.305.140.)

Under RCW 28A.305.141, the SBE may grant waivers for purposes of economy and efficiency to no more than five districts. Two of the five districts receiving the waivers must have “student populations” of less than 150 students, the remaining three of between 150 and 500.

The waivers may be granted for up to three years.

Districts seeking a waiver under this section must submit an application that includes:

- a. A proposed calendar that shows how the 1,000 instructional hour requirement will be maintained;
- b. An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days.
- c. An explanation of how monetary savings gained will be redirected to support student learning.
- d. A summary of comments received at one or more public hearings on the proposal, and how concerns will be addressed;
- e. An explanation of impacts on students who rely on free and reduced-price child nutrition services, and on the ability of the child nutrition program to operate;
- f. An explanation on the impact on the ability to recruit and retain employees in support positions;
- g. An explanation of the impact on students whose parents work during the missed days;
- h. Other information the SBE may request to assure that the proposed flexible calendar will not adversely affect student learning.

The SBE was directed to adopt criteria to evaluate requests for the waivers.

RCW 28A.305.141 expires August 31, 2014. The SBE is required to examine the waivers granted under this statute and recommend to the Legislature by December 31, 2013 whether the waiver program should be continued, modified, or allowed to terminate as scheduled. Legislation would have to be enacted in the 2014 Session for the program to be continued beyond next year.

The State Board has granted three waivers under this law. In November 2009 the Board approved the requests of Bickleton and Paterson school districts, both with enrollment under 150, and Lyle school district, with enrollment of about 300.

In March 2012 Bickleton and Paterson requested renewal of their waivers. Mill A School District also requested an Option Two waiver at that meeting. As all three had enrollment under 150, only two of the requests could be approved. The Board approved the Bickleton and Paterson requests, based on informal criteria approved at a special meeting in February. Bickleton's waiver was for 30 days, for each school year through 2014-15, and Paterson's for 34 days, also through 2014-15.

Both districts operate on four-day school weeks of Monday through Thursday, with longer school days. Both districts certify that they meet minimum instructional hour requirements for basic education.

In November 2012 the Board adopted rules for evaluation of waiver requests under RCW 28A.305.141. WAC 180-18-065 provides that in order to be granted a waiver to operate one or more schools on a flexible calendar for the purposes of economy and efficiency, an eligible district must meet all of the requirements for the application specified in that statute. They further provide that in the event more requests for the waivers are received than may be granted, the SBE will give priority to those plans that best redirect savings from the proposed calendar to support student learning.

Summary

RCW 28A.305.141(4) requires the SBE to examine the waivers granted under this section of law and make a recommendation to the education committees of the Legislature by December 15, 2013 regarding whether the economy and efficiency waiver program should be continued, modified, or allowed to terminate on August 31, 2014 as provided in the statute. It specifies that

This recommendation should focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. Such evidence includes, but is not limited to: Improved scores on the Washington assessment of student learning, results of the dynamic indicators of basic early literacy skills, student grades, and attendance.

The SBE has published an Informal Solicitation for proposals to conduct a study of Option Two waivers in order to inform the Board's recommendation on whether the program should be continued, modified, or allowed to expire. The proposed scope of work includes:

1. Identification of changes in student learning and achievement over the school years in which each district granted the waivers operated flexible calendars under them, as measured by specified indicators;
2. Analysis of the extent to which the identified changes in student learning and achievement resulted from or were affected by the flexible calendars operated by each;
3. Identification of the net savings, if any, which the districts operating flexible calendars through these waivers have achieved in operations, and the extent to which savings were redirected to support student learning;
4. Review of research literature on four-day school weeks, including both academic and financial impacts.

Responses are due on September 3. The performance period for any contract resulting from the solicitation would be September 11 -- December 15. The successful contractor would be required to submit a preliminary draft to the SBE on November 1 for discussion at the Board's November meeting.

Action

None.

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Charter School Rules RCW 28A.710.120, Oversight of Authorizers	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> 1. What should be the extent and means of regular SBE oversight of the performance of school districts in their functions as charter authorizers? 2. How should complaints about charter authorizers or their schools be handled? 3. What circumstances should trigger a special review by the SBE? How should that special review be conducted? 4. What steps should be taken, should the SBE find cause to revoke the chartering authority of a district authorizer, to accomplish the timely and orderly transfer of the authorizer's charter contracts to another authorizer? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>RCW 28A.710.120 establishes duties of the State Board of Education for overseeing the performance and effectiveness of all school districts that it has approved as charter authorizers under RCW 28A.710.090. This section provides, among other provisions, for:</p> <ul style="list-style-type: none"> • Special reviews by the SBE, in the case of persistently unsatisfactory performance of a district authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its schools, or other objective circumstances; • Notification to the authorizer of identified deficiencies, with reasonable opportunity for the authorizer to remedy the deficiencies; • Revocation of the authorizer's chartering authority, after following due process procedures outlined in the section; • Requirements for the timely and orderly transfer of each charter held by the authorizer to another authorizer, in the case that an authorizer's chartering authority is revoked. <p>The SBE is required to establish timelines and a process for taking action under this section in response to performance deficiencies.</p> <p>In your packet you will find a memo on SBE duties for oversight and a copy of RCW 28A.710.120 (Oversight of authorizers – Notification of identified problems – Process for revocation of authorizer's authority – Timelines for actions).</p>	

CHARTER SCHOOL RULES OVERSIGHT OF AUTHORIZERS

Policy Consideration

The State Board will consider the extent and manner of oversight it will exercise over the performance of school district authorizers of charter schools under RCW 28A.710.120. Policy considerations for rule-making include, but aren't limited to:

1. What means for regular oversight of the performance and effectiveness of district authorizers should be provided for, in addition to the annual authorizer reports submitted under RCW 28A.710.100? Should site visits to authorizers and their schools be provided for in rule?
2. What should be the process for receiving, evaluating and investigating complaints about an authorizer or its charter schools?
3. What would constitute "persistently unsatisfactory performance of an authorizer's portfolio of charter schools"? What are other circumstances that might trigger a special review by the SBE under this statute?
4. What form should a special review take? Who should conduct it? How should its findings be documented, reported and communicated?
5. What specific steps need to be taken to achieve the "timely and orderly" transfer of a charter contract to another authorizer, if necessary? How would the mutual consent of the affected charter school and proposed new authorizer be obtained and documented?

Summary

The State Board of Education has two essential duties for the charter school law approved by the voters in November 2012. The first is to review and approve or deny applications by school districts to be authorizers of charter schools. The second is to oversee the performance of school districts it has approved to be authorizers.

Through rules adopted in February, the Board initiated a process for approval of applications by school districts seeking to be authorizers, culminating in the decision to be made at the present meeting on the first application. Over the next few months it will initiate rule-making on oversight of district authorizers.

RCW 28A.710.120 establishes the responsibility of the SBE for authorizer oversight. This section is much more open-ended, much less prescriptive, than RCW 28A.710.090, which charged the Board with setting an application and approval process and timelines for districts seeking approval to be charter school authorizers.

Subsection (1) states simply that "The state board of education is responsible for overseeing the performance and effectiveness of all authorizers approved under RCW 28A.710.090." This provision appears to delegate broad authority to the SBE to ensure that district authorizers carry out their duties at the standard of quality required of them by the charter school law.

The rest of the section sets out specific powers and duties for SBE oversight. These include:

- (2) Initiate a special review, which may be triggered by persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its charter schools, or other objective circumstances;
- (3) Revoke the authorizing contract, based on material or persistent failure by an authorizer to carry out its duties in accordance with nationally recognized standards for quality charter authorizing;
- (4) Notify the authorizer in writing of identified problems, when it finds it is not in compliance with a charter contract, its authorizing contract, or its duties under the law, and give the authorizer reasonable opportunity to respond and remedy the problems.
- (5) Notify the authorizer, if it persists after due notice in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified problems, that it intends to revoke the authorizer's chartering authority unless it demonstrates a timely and satisfactory remedy for the violation or deficiencies.
- (6) In the event of revocation of an authorizer's chartering authority, manage the timely and orderly transfer of each charter contract held by that authorizer to another authorizer, with the mutual consent of each affected charter school and proposed new authorizer.

Subsection (7) requires the State Board to establish timelines and a process for taking action under this section in response to performance deficiencies by an authorizer. Timelines may need to address:

- The opportunity afforded an authorizer to respond and remedy identified problems, after notification by the SBE;
- The "reasonable amount of time" before the SBE, if the authorizer persists in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified problems, notifies it that it intends to revoke its chartering authority.

Processes that may need to be established in rule include:

- Receipt and investigation of complaints about an authorizer or its charter schools;
- Special reviews by the SBE, in response to persistently unsatisfactory performance of an authorizer's portfolio of charter schools, a pattern of well-founded complaints about the authorizer or its schools, or other objective circumstances.
- Notification of the authorizer of identified problems and, if warranted, intent to revoke chartering authority.
- Transfer of a charter contract to another authorizer, in the event of revocation of the authorizers' charting authority.

Background

A relative few of the 42 charter states assign duties to a state education agency to protect authorizing quality at both the front end of the process – approval to be an authorizer – and the back end – oversight once approved, with the power to revoke chartering authority. A survey of charter school laws by the National Alliance for Public Charter Schools indicates that six states – Maine, Minnesota, Hawaii, Illinois, Missouri and Nevada – provide for some form of oversight of the performance of authorizers by a state agency.

- **Maine** authorizes the Department of Education to investigate and impose sanctions on authorizers in response to deficiencies in authorizer performance or legal compliance. NACSA's *Principles & Standards for Quality Charter School Authorizing* is named as the standard for determining whether an authorizer's performance conforms to nationally recognized principles and professional standards. (Code of Maine Rules, 05-071.)
- **Minnesota** requires the Commissioner of the Department of Education to review an authorizer's performance every five years, and authorizes review of its performance more frequently at the commissioner's initiative or at the request of any interested party. If the Commissioner finds upon review that the authorizer has not fulfilled the requirements of the law, he may take corrective action, which can include terminating the authorizer's ability to charter a school. Even without a performance review, the commissioner may subject the authorizer to corrective action at any time for one of several reasons enumerated in law. (Minnesota Statutes, 124D.10.) The department sets out, in administrative procedures rather than rule, an eight-step oversight and resolution process, beginning with receipt and investigation of complaints and ending with imposition of corrective action and provision for appeal.
- **Nevada** provides that evidence of material or persistent failure to carry out the duties of charter school sponsor (i.e., authorizer) as prescribed in law constitutes grounds for revocation by the Department of Education of the entity's authority to sponsor charter schools. (Nevada Revised Statutes, 386.515.)

Staff, with consulting support from the National Association of Charter School Authorizers, will examine the laws and procedures of other states to identify successful practices for authorizer oversight consistent with Washington law.

Action

None.

Approval of Private Schools

Policy Consideration

The State Board of Education is authorized under RCW 28A.195.040 and Chapter 180-90 WAC to approve Washington private schools.

Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

The schools listed have met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC. The Board will consider approval of the listed school as private schools for the 2013-14 school year.

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Academic Institute Jennifer Vice 13400 NE 20 th Suite 47 Bellevue WA 98005-2023 425.401.6844	7-12	0	35	0	King
Bethlehem Christian School Kelly Stadum 7215 51 st Ave NE Marysville WA 98270 360.3653.2882	P-1	134	26	0	Snohomish
Billings Middle School Ted Kalmus 7217 Woodlawn Ave NE Seattle WA 98115-5335 206.547.4614	6-8	0	90	0	King
Bishop Blanchet High School Sheila Kries 8200 Wallingford Ave N Seattle WA 98103-4599 206.527.7711	9-12	0	955	0	King
Brooklake Christian School Julie Friedland 629 S 356 th St Federal Way WA 98003-8651 253.517.8198	P-6	80	110	0	King
Carden Country School Christopher Harvey 6974 Island Center Rd NE (Mail: PO Box 10160 Bainbridge 98110-1618) Bainbridge Island WA 98110-1618 206.842.2721	K-12	0	40	5	Kitsap
Cedar Tree Montessori School Kim Feerer 2114 Broadway Ave Bellingham WA 98225-3308 360.714.1762	P-6	1	54	0	Whatcom
Colville Valley Junior Academy June Graham 139 E Cedar Lp Colville WA 99114-9237 509.684.6830	K-8	0	27	0	Stevens

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Countryside SDA Elementary School Phyllis Radu 23207 W Seven Mile Ed Spokane WA 99224-9315 509.466.8982	1-8	0	8	0	Spokane
Crestview Christian School Melissa Wallen 1601 W Valley Rd Moses Lake WA 98837-1466 509.765.4632	P-12	60	32	0	Grant
Derech Emunah dba Seattle Jewish Girls High School—Initial Rooksie David 650 S Orcas Seattle WA 98108-2652 206.790.1475	9-10	0	7	0	King
Emerald Heights Academy—Initial Pierre Antoine 3850 156 th Ave SE (Mail: 1420 NW Gilman Blvd PMB #2144 Issaquah 98027) Bellevue WA 98006 425.643.1671	P-8	5	60	4	King
Explorations Academy/Global Community Institute Daniel Kirkpatrick 1701 Ellis St Suite 215 (Mail: PO Box 3014 Bellingham 98227-3014) Bellingham WA 98225-4617 360.671.8085	8-12	0	40	0	Whatcom
Grandview Adventist Junior Academy Richard Peterson 106 N Elm St Grandview WA 98940-1009 509.882.3817	1-8	0	23	0	Yakima
Horizon School Leah Jones 1512 NW 195 th St Shoreline WA 98177-2820 206.546.0133	P-1	36	7	15	King
Jefferson Community School Rita Hemsley 280 Quincy St Port Townsend WA 98368-5782 360.385.0622	7-12	0	25	0	Jefferson

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Jewish Day School Mike Downs 15749 NE 4 th St Bellevue WA 98008-4317 425.460.0200	P-8	32	194	0	King
MMSC Day School Devorah Kornfeld 8511 15 th Ave NE Seattle WA 98115 206.523.9766	P-6	21	60	0	King
Northwest Yeshiva High School Rabbi Bernie Fox 5017 90 th Ave SE Mercer Island WA 98040-4709 206.232.5272	9-12	0	74	0	King
Paramount Christian Academy Amy Goodwin 3816 College St SE Lacey WA 98503 360.878.8915	P-1	50	60	0	Thurston
Praise Christian Academy Dr Cheryl Baker 1022 Sw 151 st St Burien WA 98166-1840 888.436.0239	K-12	0	18	0	King
Riverday School Colleen Curran 1627 E Trent Spokane WA 99202-2940 509.326.6595	K-6	0	20	0	Spokane
Seattle Girls School Rafael del Castillo 2706 S Jackson St Seattle WA 98144-2442 206.709.2228	5-8	0	96	0	King
Shamrock Education Academy Thomas Carter 13032 N March Horse Ln Newman Lake WA 99025-8420 509.226.3662	9-12	0	4	0	Spokane

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Shelton Valley Christian School Joy Fulling 201 W Shelton Valley Rd (Mail: PO Box 773 Shelton 98584-0773) Shelton WA 98584-8722 360.426.4198	K-8	0	23	0	Mason
Silverwood School Bill Beaudoin 1400 Central Valley Rd NW Poulsbo WA 98370-8146 360.697.7526	K-6	0	60	0	Kitsap
South Kitsap Christian School Sandra Jennings 1780 SE Lincoln Ave Port Orchard WA 98366-3054 360.876.5595	P-12	70	30	0	Kitsap
Spring Street International School Louis O'Prussack 505 Spring St Friday Harbor WA 98250-8057 360.378.6393	5-12	0	85	0	San Juan
St. Francis Cabrini School Ian Home 5621 108 th St SW Lakewood WA 98499-2205 253.584.3850	P-8	15	215	0	Pierce
St. Michael's Academy Rev. Mother Mary Agnes 8500 N St Michael's Rd Spokane WA 99217-9333 509.467.0986	K-12	0	160	0	Spokane
St. Paul's Academy—2 nd Location Lily Driskill 1509 E Victor St Bellingham WA 98225-1639 360.733.1750	6-12	0	12	0	Whatcom
The Bear Creek School Patrick Carruth 8905 208 th Ave NE Redmond WA 98053-4506 425.989.1720	P-12	55	662	0	King

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
The Well-Trained Mind Montessori Kelly Severson-Kunz 19455 136 th PI SE Renton WA 98058-7738 206.769.1331	P-3	30	8	0	King
Valley School Robert Schultz 309 31 st Ave E Seattle WA 98112-4819 206.328.4475	P-5	12	93	0	King
Warden Hutterian School Albert Wollman 1054 W Harder Rd Warden WA 98857-9650 509.349.8045	P-12	2	20	0	Adams
Yakima Adventist Christian School Rena Young 1200 City Reservoir Rd Yakima WA 98908-2144 509.966.1933	P-10	15	85	0	Yakima

August 28, 2013

Dr. Elaine Beraza
Yakima School District
104 North Fourth Avenue
Yakima, Washington 98902

Dear Dr. Beraza:

The school visit schedule you have prepared looks great. The Board certainly appreciates your willingness to show us the great work going on in the Yakima schools.

In order to tie-in the work of the Board with these visits, I wanted to give you an idea of what we are working on and what might be topical in our initial discussion at the pre-briefing.

- The State Board and OSPI are currently rethinking state and federal school improvement processes (including federal SIG grants) as a result of recent legislation. Perhaps you could reflect a bit on the experience at Adams and how SIG aided or hindered progress overall.
- The State Board is rethinking accountability for English Language Learners and has recently adopted an “Ever ELL” approach in its Index, subject to federal approval. Details of that approach are available at our website [here](#). Perhaps you can reflect on issues impacting the performance of your ELL students, both within the TBIP program but also after they exit, and how traditional state accountability systems, including the Achievement Index, do or do not accurately reflect their progress and incentivize their growth.
- The State Board of Education is working on strengthening graduation requirements and has historically received feedback from vocational programs that the 24 credit package the Board supports would “crowd out” CTE programs. It is the belief of many members that cross-crediting opportunities (in which a student fulfills a science credit, for example, at a skills center) can help address this problem. Perhaps you can reflect on your own local experiences in this regard, particularly since we are visiting Y-V Tech.

We very much look forward to our visit.



Ben Rarick, Executive Director
Washington State Board of Education



The State Board of Education Visit

Thursday, September 12, 2013

Yakima Public Schools

Pre-Briefing - 8:15-8:35

104 N 4th Ave. - Training Rooms A& B

8:35 - 8:45 Travel Time to Eisenhower High School

Eisenhower High School - 8:45-10:00

611 S. 44 Ave

- Tour of new Eisenhower High School

10:00 - 10:15 - Travel Time to Adams Elementary School

Adams Elementary School - 10:15-11:15

723 S. 8th Street

- 10:15 - 11:15 - Classroom visits

11:15 - 11:30 - Travel Time to YV-Tech

YV-Tech - 11:30 - 1:00

1120 S 18th Ave

- Welcome, Introductions and Description of the Culinary Arts Program - Craig Dwight, Principal of YV-Tech
- Lunch - Prepared by YV-Tech Culinary Arts Students
- YV-Tech students/staff highlight STEM programs and partnerships

Contacts:

Dr. Elaine Beraza, Superintendent

Jennifer Baird, Administrative Assistant to the Superintendent (509-573-7001)

Note: Parking at 104 N 4th Ave and Adams Elem is limited - car pooling suggested

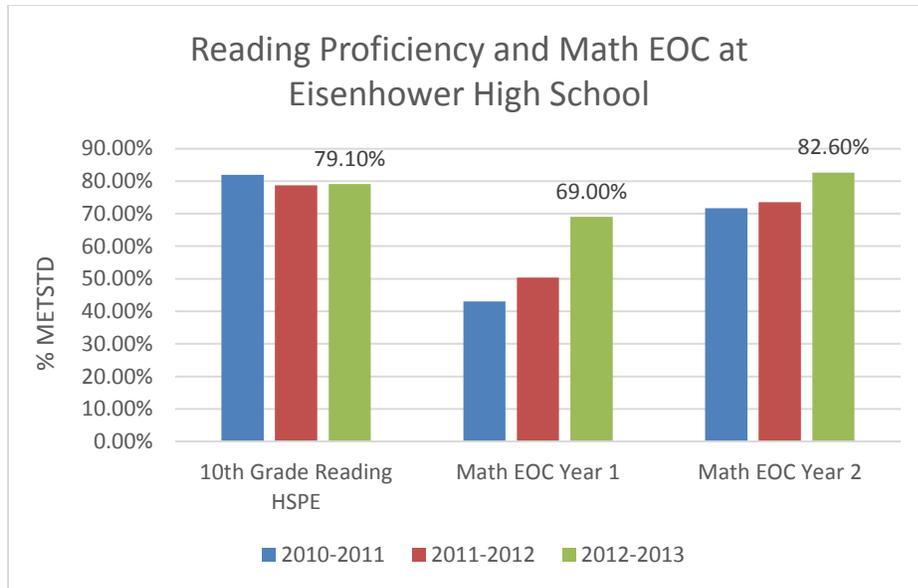
School Site Visit Information – Yakima Thursday, September 12	
8:15 – 8:35 a.m.	Members drive directly to the Yakima School District Central Services and meet at the Professional Library (directions included in the packet) Orientation by Superintendent Dr. Elaine Beraza http://www.yakimaschools.org
8:45 – 10:00 a.m.	Brief orientation to Eisenhower High School by Superintendent Walking tour of new state of the art facilities, including new security features, environment friendly features, and student learning spaces.
Eisenhower Profile	Eisenhower High School opened its doors in 1957 and, today, Ike's enrollment nears 2,000. Ike has finished construction of all new facilities. http://schools.yakimaschools.org/education/school/school.php?sectiondetailid=341&
10:15 – 11:15 a.m.	Brief orientation to Adams Elementary School by Superintendent Discussion with principal and staff members about the turnaround from being the lowest-performing school in the district. Guided visit to classrooms.
Adams Profile	Adams Elementary School is a 2012-2013 Priority school and a SIG school. However, test scores have recently risen at Adams and it is no longer the lowest-performing school in the Yakima School District. http://schools.yakimaschools.org/education/school/school.php?sectiondetailid=75&
11:30 – 1:00 p.m.	Yakima Valley Technical Skills Center by Superintendent Lunch prepared by students. Student presentation on the tech prep experience in Yakima and the culinary arts program. Superintendent will discuss career paths offered at YV Tech, including Boeing and green energy programs.
YV Tech Profile	YV Tech profile: YV Tech was founded in 1977 with six technical education programs. Today, YV Tech offers 23 programs. 90% of its students go on to postsecondary education. The skills center facilities have finished the second phase of recent expansion. http://yvtech.us/

Central Services,
 Professional Library
 104 N 4th Avenue
 Yakima, WA 98901

Eisenhower High
 School
 611 S. 44th Ave
 Yakima, WA 98908

Adams Elementary
 School
 723 S. 8th Street
 Yakima, WA 98901

Yakima Valley
 Technical Skills Center
 1120 S. 18th St.
 Yakima, WA 98901



Eisenhower High School Demographic Information

Enrollment

October 2012 Student Count	1,974
May 2013 Student Count	1,770

Gender (October 2012)

Male	982	49.70%
Female	992	50.30%

Race/Ethnicity (October 2012)

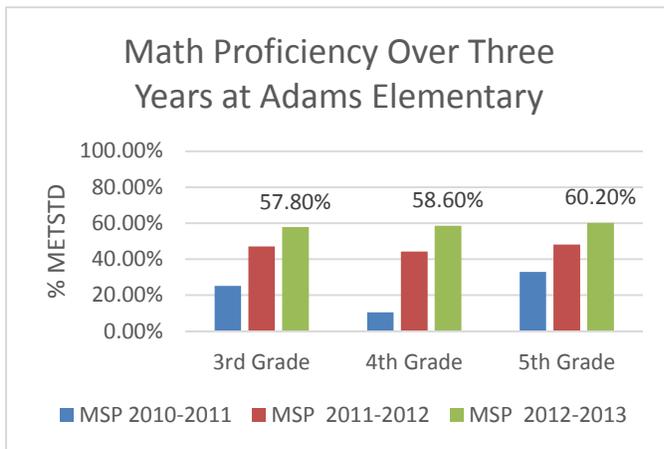
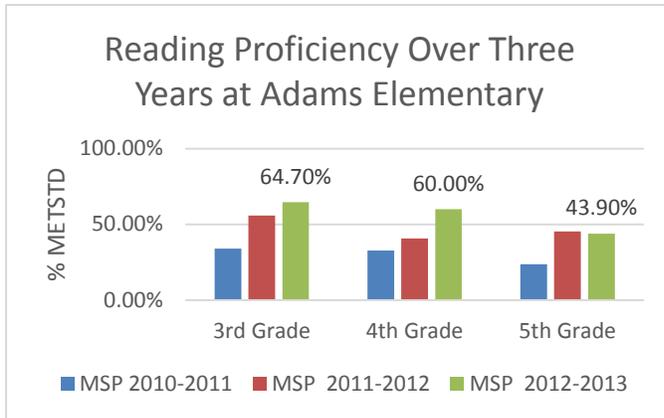
American Indian/Alaskan Native	31	1.60%
Asian	22	1.10%
Pacific Islander	3	0.20%
Asian/Pacific Islander	25	1.30%
Black	20	1.00%
Hispanic	1,191	60.30%
White	645	32.70%
Two or More Races	62	3.10%

Special Programs

Free or Reduced-Price Meals (May 2013)	1,222	69.00%
Special Education (May 2013)	179	10.10%
Transitional Bilingual (May 2013)	178	10.10%
Migrant (May 2013)	264	14.90%
Section 504 (May 2013)	23	1.30%
Foster Care (May 2013)	1	0.10%

Other Information (more info)

Adjusted 4-Year Cohort Graduation Rate (Class of 2012)	73.00%
Adjusted 5-year Cohort Graduation Rate (2011)	87.30%



Adams Elementary Student Demographic Information

Enrollment

October 2012 Student Count	677
May 2013 Student Count	686

Gender (October 2012)

Male	342	50.50%
Female	335	49.50%

Race/Ethnicity (October 2012)

American Indian/Alaskan Native	5	0.70%
Black	4	0.60%
Hispanic	645	95.30%
White	16	2.40%
Two or More Races	7	1.00%

Special Programs

Free or Reduced-Price Meals (May 2013)	665	96.90%
Special Education (May 2013)	120	17.50%
Transitional Bilingual (May 2013)	445	64.90%
Migrant (May 2013)	187	27.30%

Yakima Valley Technical Skills Center Mission and History

Yakima Valley Technical Skills Center (YV-TECH) began its operation in 1977 with six programs; today that number has increased to twenty-three programs. Operating as a co-op YV-TECH offers technical career programs to local high schools. YV-TECH operates under a ten-member administrative council made up of ten superintendents who are the governing body for YV-TECH.

We provide free technical career training to high school students from sixteen school districts. We work closely with Yakima Valley Community College, Perry Technical Institute, The Pacific NW Regional Council of Carpenters, Job Corp, The City of Yakima, and other technical and community colleges to provide advanced placement, apprenticeship training, and free college credits for high school students. YV-TECH is currently developing programs in partnership with Boeing, Puget Sound Ship Yard, and the Central Washington Police Academy. Currently, over 90 percent of the YV-TECH programs connect to post-secondary training. This significantly reduces student-training time, costs, and allows students early entrance into the workforce with entry-level industrial skills.

YV-TECH has served over 18,000 students since its opening and many have gone on to work as owners, operators, managers, supervisors, and superintendents in and around our community.

Mission

Our mission is to prepare all students with the skills, knowledge and attitude to successfully advance to the next educational or career level.

Vision

We envision all students with a successful career and provide a positive, constructive contribution to the community in which they live.

Goals

- Provide a safe and respectful environment
- Prepare students to become valued employees
- Build teamwork - to trust, take risks and bring out leadership qualities
- Be honest citizens, quality workers, and responsible family members
- Develop life-long learning skills to achieve personal growth

Oxford Suites

1701 E Yakima Ave
Yakima, WA 98901

1. Head west on E Yakima Ave (1.7 mi)
2. Turn right onto N 4th Ave (0.1 mi)

Yakima School District

Central Services, Professional Library
104 N 4th Avenue
Yakima, WA 98901

1. Head south on N 4th Ave toward W A St (0.1 mi)
2. Take the 2nd right onto W Yakima Ave (0.2 mi)
3. Take the 3rd right onto Summitview Ave (2.1 mi)
4. Turn left onto N 40th Ave (0.5 mi)
5. Turn right onto W Tieton Dr (0.2 mi)
6. Take the 1st left onto S 44th Ave (0.2 mi)

Eisenhower High School

611 S. 44th Avenue
Yakima, WA 98908

1. Head South on S 44th Ave toward W Arlington Ave (0.3 mi)
2. Take the 2nd left onto W Nob Hill Ave (3.8 mi)
3. Turn left onto S 10th St/S Fair Ave (0.6 mi)
4. Turn left onto E Adams St (0.1 mi)

Adams Elementary School

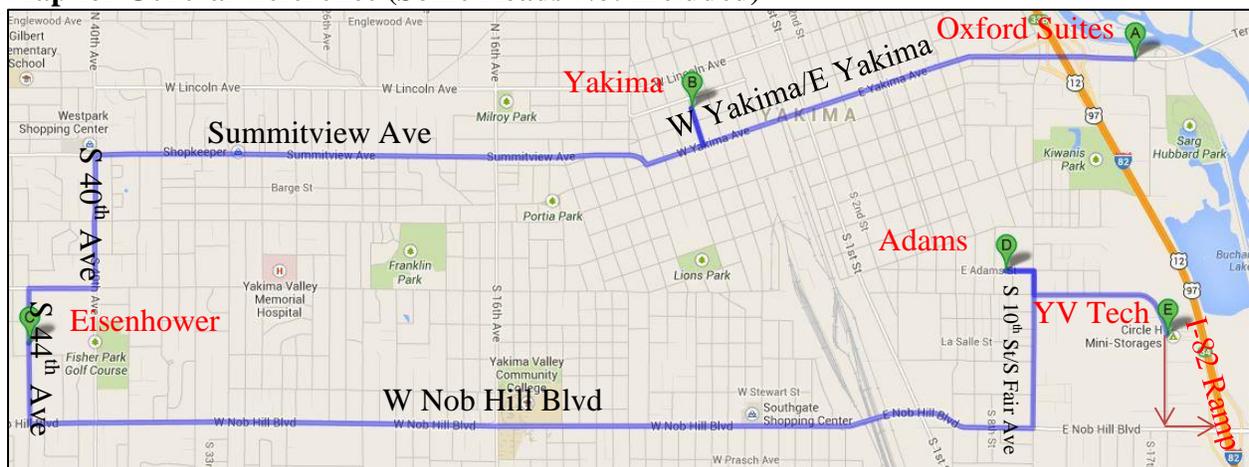
723 S. 8th Street
Yakima, WA 98901

1. Head east on E Adams St toward S 9th St (0.1 mi)
2. Take the 2nd right onto S 10th St./S Fair Ave (0.1 mi)
3. Take the 1st left onto Pacific Ave (0.4 mi)
4. Continue onto S 18th St (0.2 mi)

Yakima Valley Technical Skills Center

1120 S. 18th St.
Yakima, WA 98901

Map for General Reference (Some Roads Not Included)



Randy Dorn, *Superintendent of Public Instruction*

Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer

Bob Hughes • Dr. Kristina Mayer • Mara Childs • Cynthia McMullen JD

Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier

Ben Rarick, *Executive Director*

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