THE WASHINGTON STATE BOARD OF EDUCATION

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

February 26, 2014

Board Members:

I hope this packet finds you well. Enclosed is your board packet for the March 5-6, 2014 board meeting at Puget Sound ESD in Renton.

Like many of you, I've been watching the Olympic events each evening in Sochi. I am struck by the competitiveness among the nations, and the national pride that is evident in those that win Gold. America takes great pride in its athletic prowess, and if early returns are any indication, we will fair relatively well at the Sochi Games. But ask yourself this: If there were an Olympics for education, how would we fair? Would U.S. win the Gold? Would we even medal? I think it is healthy for competition and national pride to motivate our work to improve outcomes for children. If other countries are asking more of their children – and getting more – we should be asking ourselves: Aren't our kids up to the task? (More often than not, the answer, of course, is "yes they are!")

Enough from Sochi; let's get back to Renton, Washington, where the March meeting will be the first board meeting for new members Dr. Dan Plung and Holly Koon. Jeff Estes will join us in May.

The focus here in Olympia remains strengthening educational opportunities for kids through priority legislation. Dr. Mayer has been engaged on a daily basis in aiding SB 6552 through the process, which authorizes the SBE graduation requirement framework, advances the SBE proposal on course equivalencies, and provides greater flexibility to districts on the new instructional hour requirements set to take effect in 2014-15.

This board meeting includes several important action items. Superintendent Dorn will be recommending four districts for Required Action status, and the Board will hear from a panel of teacher practitioners on their experiences in the school improvement process. Dr. Andrew Parr will brief the Board on the latest developments with the Index and our strategy for moving forward in light of emerging issues with the Principle 3 USED waiver. Julia Suliman will update us on the latest regarding SB 6552, which authorizes the 24-credit graduation requirement framework, provides flexibility to school districts in meeting the 1,080 instructional hour requirement, and expands math and science course equivalencies for our CTE programs. And assessment issues will be forefront – as we address cut-score setting for math and science collections of evidence, and review recommendations from the Core to College project about how to best utilize the results of the 11th grade SBAC test to reduce remediation rates in our post-secondary institutions. All of this will be nicely condensed in a video pre-briefing, which will be sent shortly after the packet is mailed.

I look forward to seeing you next week.

Sincerely,

Ben

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Dr. Daniel Plung • Elias Ulmer • Bob Hughes • Jeff Estes
Mara Childs • Cynthia McMullen JD • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

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The Washington State Board of Education

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

Puget Sound ESD
Cedar/Duwamish Rooms
800 Oakesdale Ave SW
Renton, WA 98057
360-464-6700

March 5-6, 2014
AGENDA

Wednesday, March 5, 2014

8:30-9:00 a.m. **Call to Order**

- Pledge of Allegiance
- Announcements
- Administration of the Oath of Office for Dr. Daniel Plung and Holly Koon
- Welcome from John Welch, Superintendent, Puget Sound ESD

Agenda Overview

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

- Approval of Minutes from the January 8-9, 2014 Meeting **(*Action Item*)**

9:00-9:15 **Strategic Plan Dashboard**
Ms. Sarah Lane, Communications Manager

9:15-10:15 **Board Response to Draft Recommendations for Use of the 11th Grade Smarter Balanced Assessment**
Mr. Ben Rarick, Executive Director
Dr. William Moore, Director of Core to College Alignment, SBCTC
Mr. Alan Burke, Ed.D., Deputy Superintendent, OSPI

10:15-10:30 **Break**

10:30-11:20 **Biology Collection of Evidence Standard Setting Process and Revisiting the Standard Setting for Math Year 1 Collection of Evidence**
Mr. Michael Middleton, Director, Alternative Assessments, OSPI
Dr. Tom Hirsch, Consultant, Assessment and Evaluation Services

11:20-11:40 **Required Action Process**
Ms. Linda Drake, Research Director

11:40-12:00 p.m.	**Teacher Perspectives of School Improvement** Ms. Kelsie Herda, Instructional Coach, Wellpinit Elementary School Mr. Dan Thomas, English Teacher, Sunnyside High School Mr. Kert Lin, Teacher, Lakeridge Elementary School
12:00-12:15	**Public Comment**
12:15-1:00	**Lunch** • Golden Apple Award Videos
1:00-2:00	**Required Action District (RAD) Recommendations** Mr. Andy Kelly, Assistant Superintendent, OSPI Mr. Tim Ames, Superintendent, Wellpinit School District Dr. Elaine Beraza, Superintendent, Yakima School District Ms. CeCe Mahre, Associate Superintendent, Yakima School District Dr. Becky Berg, Superintendent, Marysville School District Dr. Joshua Garcia, Deputy Superintendent, Tacoma School District
2:00-3:00	**Achievement Index Discussion and Update** Dr. Andrew Parr, Senior Policy Analyst Dr. Gil Mendoza, Assistant Superintendent of Special Programs and Federal Accountability, OSPI • Achievement Awards • Update on the Achievement Index
3:00-3:15	**Discussion for Rules: Transfer of Charter Contracts** Mr. Jack Archer, Director of Basic Education Oversight
3:15-3:25	**Break**
3:25-4:00	**Basic Education Act Waivers** Mr. Jack Archer, Director of Basic Education Oversight
4:00-5:00	**Discipline Resolution** Ms. Julia Suliman, Policy Analyst Mr. Tre' Maxie, Board Member
5:00	**Adjourn**

<u>Thursday, March 6, 2014</u>

8:30-8:45 a.m.	**Student Presentation** Mr. Elias Ulmer, Student Board Member
8:45-9:30	**Legislative Update** Ms. Julia Suliman, Policy Analyst Mr. Jack Archer, Director of Basic Education Oversight
9:30-10:45	**Board Work Session and Discussion**
10:45-11:00	**Break**

11:00-12:00 p.m.	**Charter School Update from Spokane Public Schools** Ms. Jeannette Vaughn, Director of Innovative Programs/Charter Schools, Spokane Public Schools Mr. Steven Gering, Chief Academic Officer, Spokane Public Schools
12:00-12:15	**Public Comment**
12:15-1:00	**Lunch**
1:00-2:00	**Board Discussion**
2:00-3:15	**Business Items** • Approval of Response to Draft Recommendations for Use of the Smarter Balance 11th Grade Assessment **(*Action Item*)** • Approval of SBE Letter to Randy Dorn Recommending Approval of and Continued Collaboration on the State Accountability System ***(Action Item)*** • Approval of Designation of Required Action Districts ***(Action Item)*** • Adoption of Proposed WACs 180-17-50 to 180-17-100, Accountability ***(Action Item)*** • Adoption of Proposed WACs 180-19-220 to 180-19-260, Oversight of Charter Authorizers ***(Action Item)*** • Approval of Basic Education Waiver Requests from Bethel, Lynden, Methow Valley, Valley and Zillah School Districts ***(Action Item)*** • Approval of the Process for Standard Setting for the Biology Collection of Evidence ***(Action Item)*** • Approval of the Process for Revisiting Standard Setting for the Math Collection of Evidence ***(Action Item)*** • Adoption of Discipline Resolution ***(Action Item)*** • Approval of Revised Achievement Index for Accountability and for the Washington Achievement Awards ***(Action Item)*** • Approval of the Criteria for the English Language Acquisition Award ***(Action Item)***
3:15	**Adjourn**

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Title:	**Strategic Plan Review**	
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Board members will review current work related to the board's 2013–2014 Strategic Plan Goals, and the Legislative Priorities, Achievement Index and Educational System Health websites.	

THE WASHINGTON STATE BOARD OF EDUCATION

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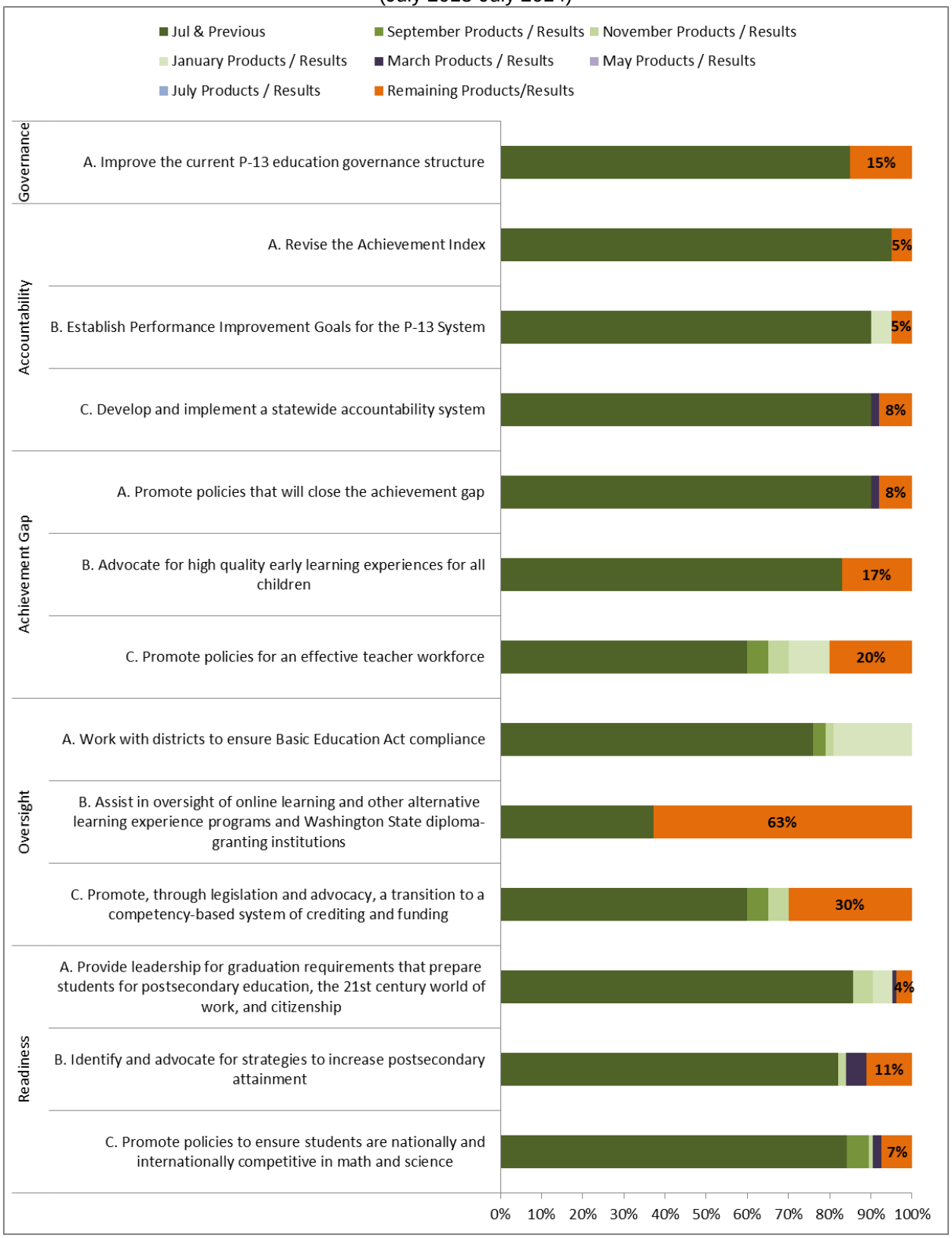
Strategic Plan Annual Progress Dashboard

(July 2013-July 2014)



THE WASHINGTON STATE BOARD OF EDUCATION

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Strategic Plan Two-Month Executive Summary

(January & February 2014)

Goal	Recent Work
Effective and accountable P-13 governance	• Legislative advocacy related to SBE's 2014 Legislative Priorities • Collaborated with OSPI on the identification of Reward, Priority and Focus schools. • Collaborated with OSPI on the identification of Washington Achievement Award-winning schools.
	Outreach[i, ii]
Comprehensive statewide K-12 recognition and accountability	• Developed website to display 5491 indicators. • Analyzed 2013 Index data using a transitional method to satisfy federal rules for Title I schools.
	Outreach[iii, iv]
Closing the achievement gap	• Reviewed federal discipline guidelines. • Identification of schools closing the achievement gap for the Washington Achievement Awards.
	Outreach[v]
Strategic oversight of the K-12 system	• Certified eight charter school approvals. • Worked on charter school rules.
	Outreach[vi]
Career and college readiness for all students	• Met with legislators and testified at bill hearings to encourage the implementation of the career- and college-ready requirements within fully-funded basic education. • Met with legislators and testified at bill hearings to encourage the development of a statutory framework for math and science equivalencies for skills centers. • Worked on High School and Beyond Plan, explored electronic tools and national best practices for college planning.
	Outreach[vii, viii, ix, x, xi, xii, xiii]

[i] Legislative Priorities website
[ii] SBE Spotlight February 2014 Newsletter
[iii] EOGOAC meeting
[iv] ESD 112 Regional Superintendents meeting
[v] Discipline stakeholder work
[vi] Charter school rulemaking conference call
[vii] Senior Year Counts meeting (Washington Student Achievement Council)
[viii] Workforce Training and Education Coordinating Board special board meeting
[ix] Association of Washington School Principals Association board meeting
[x] ESD 114 Regional Superintendents meeting
[xi] 8th Annual Rural Alliance Conference
[xii] Washington Student Achievement Council committee for academic achievement
[xiii] National College Access Network

THE WASHINGTON STATE BOARD OF EDUCATION

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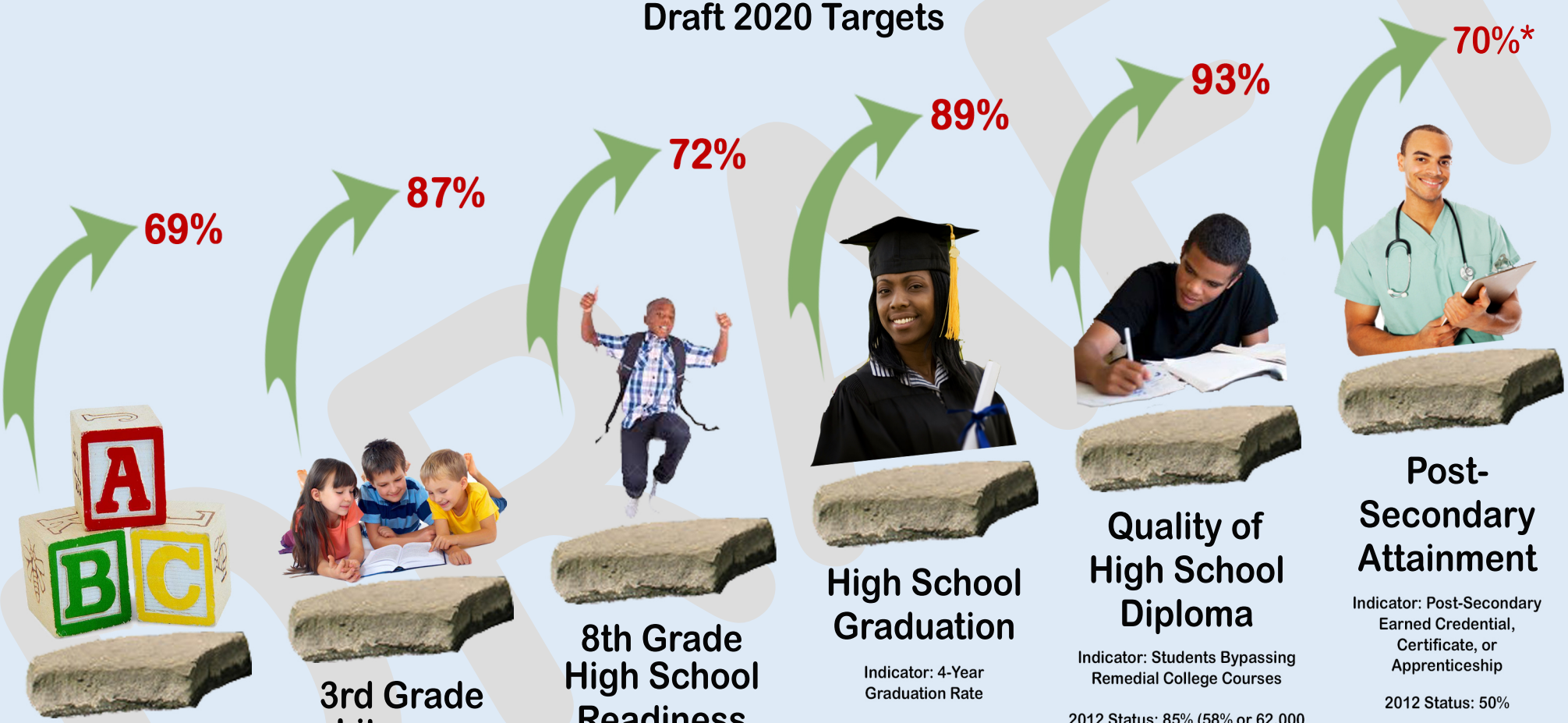
Stepping Stones to Career and College Readiness for ALL Students

Draft 2020 Targets



Kindergarten Readiness

Indicator: WaKIDS

2013 Status: 41% of students demonstrating kindergarten readiness

Change from 2012: +3.6

3rd Grade Literacy

Indicator: 3rd Grade MSP

2013 Status: 73%

Change from 2012: +4.3

8th Grade High School Readiness

Indicator: 8th Grade MSP

2013 Status: 44%

Change from 2012: -2.0

High School Graduation

Indicator: 4-Year Graduation Rate

2012 Status: 77%

Quality of High School Diploma

Indicator: Students Bypassing Remedial College Courses

2012 Status: 85% (58% or 62,000 students in CTC institutions) of students not enrolled in remedial courses

Post-Secondary Attainment

Indicator: Post-Secondary Earned Credential, Certificate, or Apprenticeship

2012 Status: 50%

*Draft 2023 Tartget

DRAFT

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Draft Recommendations for Use of the 11th Grade Smarter Balanced Assessment**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Consideration of a feedback letter to the CORE to College Project from the Board.
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The Core to College Alignment Project has undertaken work over the past year to analyze potential uses of the 11th grade Common Core assessment in the Higher education system. The test is scheduled for K-12 system-wide use beginning in the 2014-15 school year, and has been under development by the Smarter Balanced Assessment Consortium (SBAC). The State Board of Education has been asked for its input on these topics, focusing in particular on how these assessment results might be used for college course placement, admissions decisions, and perhaps also high school course-taking advisement. The Project will collect all feedback by April 1, 2014 and reconvene to finalize its policy framework in the late Spring. The timeline is premised on the idea that students should know what the stakes will be for the assessment they will be taking in the Spring of 2015. Dr. Bill Moore, from the State Board for Community and Technical Colleges (SBCTC), and Dr. Alan Burke, Deputy Superintendent from OSPI, will present on these policy recommendations at the March meeting, and be available for questions and discussion. Action: The Board will be asked to construct a feedback letter for consideration by Core to College and higher education policymakers.

Potential Discussion Questions

Re: Discussion Regarding Use of 11th Grade SBAC Assessment in Higher Education System

- For students who score a Level 1 and are not close to demonstrating college readiness by the end of their junior year, how can the K-12 system offer them a support structure through the remainder of the K-12 career to increase their post-secondary prospects?

- As we transition to the use of the 11th grade test for high school graduation (per current law), how might a two-cut-score system (one requirement for graduation, another for demonstration of college readiness) present unintended consequences for the K-12 and higher education systems? How can these be avoided?

- What impact is the use of an 11th grade test for graduation likely to have on the future use of Collections of Evidence as an alternative assessment for graduation? What policy recommendations would the Board make in this regard?

- The recommendations for use of the 11th grade assessment seem more robust in terms of course placement decisions than they do for college admissions. What are some of the attributes of the 11th grade test that make it more appropriate for use in course placement than for admissions?

- How can the results of the 11th grade assessment be leveraged most effectively to encourage the most challenging and appropriate course-taking decisions in the senior year? Could the assessment results be conveyed in a manner that makes course-taking suggestions?

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
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Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
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Introduction to the Draft Recommendations for the Use of the Smarter Balanced 11th Grade Assessment by Washington Institutions of Higher Education[1]

A cross-sector work group representing a variety of key education stakeholder groups convened in early November to draft **system recommendations regarding the use of the Smarter Balanced 11th grade assessment as an indicator of college readiness in the placement process for postsecondary institutions in Washington** (see table following this introduction). For more details about the work group or questions about the overall process, please contact Bill Moore, Director, Core to College Alignment, State Board for Community & Technical Colleges, bmoore@sbctc.edu, 360-704-4346.

Feedback Process/Timetable

We are inviting comments and input on these draft recommendations **through April 1, 2014**:

- collectively through discussions at system group meetings during the winter quarter, and
- individually by reviewing the document and providing general comments via the web at https://c2cwa.wordpress.com OR providing more targeted and specific feedback through an online survey: https://www.surveymonkey.com/s/sbac_recs

In April 2014 the policy work group will reconvene to consider the feedback received and finalize the system recommendations. The final proposal will then be shared with key system groups and stakeholders and presented to the 2-year college presidents and 4-year provosts in late spring for their approval. The goal is to inform Smarter Balanced Consortium of Washington's decisions regarding the 11th grade assessments during the fall 2014 quarter to allow adequate time for students taking the assessment officially for the first time in spring 2015 to understand the potential consequences of the scores.

Rationale for Recommendations:

Supporting the implementation of the Common Core State Standards (CCSS). The standards represent a critical shift in state standards for K-12 students, setting consistent, high, research-based expectations for all students anchored in a clear vision of the knowledge and skills students need to succeed in first-year college courses and postsecondary professional-technical programs. The CCSS were developed through a multi-state, state-led process that involved higher education representatives from the outset – and continued collaboration will be critical for success. Successful statewide implementation of the CCSS will increase significantly the college readiness of Washington high school graduates and reduce their need for precollege work in higher education (ultimately saving money for both students and colleges).

A survey of more than 1800 college and university faculty who teach introductory courses (Conley et al., 2011)[2] indicated substantial consensus that the standards are a coherent representation of the knowledge and skills necessary for success in their entry-level college courses. The Washington English and math faculty who have reviewed the standards as part of the *Core to College* work reported similar broad support for the key elements and shifts in the CCSS.

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[1] These recommendations are intended for public institutions but may be adopted by individual independent colleges as well.

[2] Conley, D., K. Drummond, A. de Gonzalez, J. Rooseboom, and O. Stout. (2011). *Reaching the goal: The applicability and importance of the Common Core State Standards to college and career readiness.* Eugene, OR: Educational Policy Improvement Center. Available at https://www.epiconline.org/

Significance of the Smarter Balanced assessment as an indicator of college readiness. To establish clear and consistent assessments of these rigorous new standards for college and career readiness, two consortia have developed state-of-the-art assessments that will replace the existing K-12 student assessments required for federal accountability, effective spring 2015. Washington has joined the Smarter Balanced assessment consortium (SBAC); by current Washington state legislation, the 11th grade SBAC assessment will be required for high school graduation for the Class of 2019 (but with a separate cut score likely to be below the designated college-readiness level). In the absence of a clear college-readiness benchmark for high school graduates in Washington there will continue to be a gap between academic preparation in high school and the skills/knowledge expectations for succeeding in entry-level college courses, increasing the need for meaningful incentives to encourage student achievement of the new standards.

The use of the SBAC 11th grade scores in higher education as a meaningful indicator of college readiness will help encourage students to meet the standards. Considering these scores as part of the placement process is also timely as national research continues to question the quality and efficacy of existing placement tests.[3] Most Washington public higher education institutions are examining the predictive power of the tests being used for placement, shifting away from single point in time placement test scores toward multiple or alternative measures that provide a richer understanding of student potential for success in college-level work, such as transcript-based placement efforts. Incorporating Smarter Balanced 11th grade scores into these ongoing efforts provides real advantages over existing testing alternatives:

a) **Cost.** The test will be taken by all high school juniors and funded as part of the K-12 state assessment system.
b) **Variety and Level of Expectations**. Students will encounter new item types, computer-enhanced items, many more constructed-response items, and performance tasks that ask them to write and to use a broad array of knowledge and skills to solve complex real-world problems.
c) **Transparency and Ownership**. The test has been designed and will be overseen through the Smarter Balanced consortium of states with ongoing input from hundreds of teachers, higher education faculty, state content specialists and testing experts. The key documents describing the assessment (content specifications, item specifications, item writing training materials, test blueprints, accommodations framework, achievement level descriptors, technology specifications, etc.) are available to the public on the Smarter Balanced website.

Background:
Washington is among 45 states, 2 territories and the District of Columbia implementing the new Common Core State Standards (CCSS) for college- and career-readiness in English Language Arts and Mathematics for grades K-12. As part of this implementation process, the Smarter Balanced Assessment Consortium has asked postsecondary education institutions to decide *whether and how the 11th grade assessment will be used in placement decisions for high school graduates entering higher education*.

During the 2012-13 academic year the Washington *Core to College* project provided background information about the Common Core and the Smarter Balanced assessment, meeting with various faculty and administrator groups to share updates from the Smarter Balanced consortium, including its approval of a proposed college content-readiness policy framework in late spring 2013. In early November the project convened a statewide policy work group (representing key educational stakeholders from higher education and K-12); at that meeting this group drafted the specific recommendations for Washington's potential use of the 11th grade assessment included below.

[3] e.g., recent work from the Community College Research Center

Draft Recommendations for Higher Education Use of Smarter Balanced 11th Grade Assessment

SBAC Score Level	Math	English	Additional Comments
For students scoring at level 4 on the 11th grade assessment…	➢ **Fully exempt** from remediation ➢ Placement into any **entry college-level** math course (including pre-calculus) without additional testing	➢ **Fully exempt** from remediation ➢ Placement into any **entry college-level** English course (including but not limited to English Composition or its equivalent) without additional testing	Students are expected and should be **advised** to take dual credit and other opportunities for earning college credit during their senior year
For students scoring at level 3 on the 11th grade assessment…	➢ **Fully exempt** from remediation for placement into liberal arts math or statistics (Math &107, Math &146 or their equivalents) without additional testing ➢ **Conditionally exempt** from remediation for placement into other entry college-level math courses, contingent on successful completion of a post-Algebra II math course in senior year of high school	➢ **Fully exempt** from remediation ➢ Placement into any **entry college-level** English course (including but not limited to English Composition or its equivalent) without additional testing	➢ Students are encouraged to consider appropriate advanced courses leading to college credit while in high school ➢ Would like to see a more detailed analysis of Smarter Balanced threshold achievement level descriptors, especially in math
For students scoring at level 2 (below "college-ready") on the 11th grade assessment…	➢ **Conditionally exempt** from remediation, contingent on successful completion of math course in senior year (Algebra II or higher) <u>or</u> math college readiness **transition course**; <u>and</u> end-of-course assessment ➢ Placement to be determined based on design of transition course and assessment	➢ **Conditionally exempt** from remediation, contingent on successful completion of English course in senior year or college readiness **transition course**; and end-of-course assessment ➢ Placement to be determined based on design of transition course and assessment (additional measures to be considered: self-directed placement, writing samples, reading scores on placement tests	➢ If district retests students and student earns a 3 then he/she follows the level 3 rubric ➢ Transition courses to be designed through partnership between higher education and school districts ➢ Scaling transcript-based placement critical to success of this approach ➢ Overall high school GPA might be considered as another possible measure

Additional Questions for Consideration	Recommendation and/or Suggestions for Next Steps
1. **How long will the scores be valid?**	**MATH:** One year, i.e., scores will be considered valid only for students who matriculate directly from high school to college. **ENGLISH:** Three years [pending some research into literature on deterioration of literacy skills over time]
2. **How can we use the 11th grade assessment for Running Start and other dual credit programs for high school students?**	➢ Unless at some point students are able to take the assessment as sophomores, the current 11th grade Smarter Balanced assessment comes too late for most Running Start students, who enter the program at the beginning of their junior year. ➢ For students who do begin Running Start as seniors, the Smarter Balanced assessment can serve a similar role to what it offers for students entering college after high school (see above). ➢ As with alternative placement measures at most colleges, students would be entitled to the highest placement option available if there were a discrepancy between the initial placement test results and the Smarter Balanced placement. ➢ Need to consult with and get feedback from the statewide council of dual credit program coordinators.
3. **How, if at all, will we use the 11th grade assessment as a consideration in the admissions process for baccalaureate institutions?**	➢ Currently there appears to be insufficient levels of differentiation needed in an admissions test, so the assessment could not be used formally in the admissions decision-making process for entering students. ➢ There was general agreement that baccalaureate institutions would like to support the implementation of the Common Core and encourage students to achieve these higher standards; there was also agreement that the more information institutions have on students in terms of their overall academic performance and general profile, the better. Thus we need to draft language that conveys that support and indicates that Smarter Balanced assessment scores can be useful additional sources of information without suggesting they will be factored formally into admissions decisions. ➢ What would be involved in modifying the WSAC language related to the Minimum Admissions Standards to include a reference to the Smarter Balanced assessment scores as another possible source of information for students to share with baccalaureate institutions? ➢ There was some agreement among the K-12 representatives that some kind of reference to the Smarter Balanced score in the admissions process could be helpful but that the clear and direct link to placement, especially if well- and broadly-advertised, would be a very important incentive for many students.

DRAFT SMARTER BALANCED RECOMMENDATIONS

SMARTER BALANCED SCORE	POSTSECONDARY PLACEMENT OPTIONS		12TH GRADE REQUIREMENTS
LEVEL 4 (college-ready)	Math or English: Any entry-level college course		None*
LEVEL 3 (college-ready)	MATH	Liberal arts math, statistics	None*
		Other entry-level college math courses	Post-algebra II math course
	ENGLISH	Any entry-level college course	None*
LEVEL 2	MATH	Entry-level college courses (to be determined)	Post-algebra II or college readiness math course**
	ENGLISH	Any entry-level college course	Senior English or college readiness course**
LEVEL 1	Math or English: Any entry-level college course		Intensive support, retesting (Entry placement testing required)

* HS students take 4 years of English; math or QR course in senior year required for baccalaureate-bound students

** "College readiness " courses will include required end-of-course assessment

Washington Core to College Project

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	**Biology Collection of Evidence Standard Setting Process and Revisiting the Standard Setting for Math Year 1 Collection of Evidence**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	State Board of Education (SBE) is asked to consider approval of the process for setting standards for the Biology Collection of Evidence (COE), a legislatively-approved alternative assessment to the Biology End of Course Exam, and approval for the process of revisiting the standard for the Math Year 1 Collection of Evidence. The Biology End of Course Exam was administered for the first time in Spring 2012, and will be required for graduation beginning with the Class of 2015. The Math Year 1 End of Course Exam was first administered in Spring 2011, and the SBE set the cut score for meeting standard in the Math Year 1 COE in March, 2013. Sufficient revisions have been done on the Math Year 1 COE that The Office of the Superintendent of Public Instruction now recommends revisiting standard setting for the Math Year 1 COE assessment. The Board will have the opportunity to ask questions and engage in a discussion about the standard-setting process and about COEs.
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☒ PowerPoint
Synopsis:	The SBE is required, under RCW 28A.305.130(4)(b), to identify the scores high school students must achieve to meet standard in statewide student assessment and obtain a certificate of academic achievement. The SBE sets performance standards and levels in consultation with the Superintendent of Public Instruction. The Office of the Superintendent of Public Instruction will present on and recommend to the board the process for standard setting for the Biology COE and the process for revisiting the Math Year 1 COE. In August 2014, the SBE will be asked to approve cut scores based on the process approved in March 2014.

BIOLOGY COLLECTION OF EVIDENCE STANDARD-SETTING PROCESS AND REVISITING THE STANDARD SETTING FOR MATH YEAR 1 COLLECTION OF EVIDENCE

Policy Consideration

At the March 2014 State Board of Education (SBE) meeting, the SBE will be asked to consider approval of the process for developing a recommended cut score for the Biology Collection of Evidence assessment. In addition, the Board will be asked to consider approval of the process for revisiting the cut score for the Math Year 1 Collection of Evidence.

The Office of the Superintendent of Public Instruction (OSPI) will present the process for developing recommended cut scores. The Board will have an opportunity to ask questions and engage in a discussion about the standard-setting process and about Collections of Evidence.

Key questions may include:

- When starting up an assessment such as the biology Collection of Evidence what is done to make sure the process will be as fair for the initial students as for students in future years?
- What changes to the Math Year 1 Collection of Evidence assessment has led to the need to revisit the cut scores?
- How do alternative assessments such as Collections of Evidence fit into the assessment system and the state accountability system?

Background

Under RCW 28A.305.130(4)(b), the SBE is responsible for identifying the scores high school students must achieve to meet standard in statewide student assessments that are required for graduation (exit exams). The requirement for the SBE to approve scores and work with OSPI on the state academic assessment system is described in statute:

> RCW 28A.305.130 requires the SBE to "identify the scores students must achieve in order to meet the standard on the statewide assessment… [and to] determine student scores that identify levels of student performance below and beyond standard."
>
> RCW 28A.655.070 (3)(a) states that "In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements…."

Collection of Evidence (COE) is a legislatively-approved alternative to state assessments, consisting of an evaluation of a set of work samples based on classroom work prepared by the student with instructional support from a teacher. COEs are the most widely used alternative assessments, with about 3,000-4,000 submitted per year in reading and writing combined, and about 5,000-7,000 submitted per year in mathematics. Other approved alternatives include a grade point average comparison and a substitution of SAT, ACT or Advanced Placement exam scores.

Students are able to access the COE only after having attempted an exit exam twice and not met standard. This restriction is partially due to cost. The approximate cost to the state of COEs is $400 per collection: $200 stipend paid to districts per collection, and approximately $200 per collection for scoring. (The estimated cost of Smarter Balanced assessments will be $27.30 per student, according to the Smarter Balanced website.)

Student complete their COE in a number of different ways:

- Some districts teach COE classes.
- Some students complete their COE at school, before or after regular school hours.
- Some teachers incorporate COE tasks into their class assignments so all students in the class complete a collection, and those who are not successful at the state assessments submit the collection.

The numbers of students meeting standard through COEs and other alternative assessments are not represented in state or school accountability measures other than indirectly in graduation rates. Yet, a higher percentage of low-income, English Language Learners, and other minority student groups are served by COEs than the general student population (September 25-27 Board packet), and the COE results for these groups show no discernable achievement gaps (SBE Blog Post, October 16, 2012). For some schools and some populations, consideration of COE results may be useful additional data for accountability.

Meeting standard on the Biology End-of-Course Exam, or an approved alternative, will be required for graduation beginning with the Class of 2015. The Biology End-of-Course Exam was first offered in spring 2012, and the cut scores for the End-of Course Exam was approved by the SBE on August 6, 2012.

The Mathematics End-of-Course Exams were first offered in spring 2011, and cut scores for the COE for Math Year 1 (Algebra/Integrated Mathematics 1) and COE for Math Year 2 (Geometry/Integrated Mathematics 2) were approved by the SBE at the March 29, 2013 Board meeting. Passing a Mathematics End-of-Course Exam was first required for the Class of 2013.

The table below shows the assessments required for graduation. As new standards are introduced, new assessments will be developed and implemented, as will new alternative assessments. Approving standards for the new assessments will be regular work of the Board for a number of years to come.

New assessments, and their associated alternative assessments, for which the SBE may be be approving cut scores within the next 3 years include:

- 10th grade ELA Exit Exam based on the Common Core
- Algebra 1/Integrated Math 1 EOC Exit Exam based on the Common Core
- Geometry Integrated Math 2 EOC Exit Exam based on the Common Core
- 11th grade Smarter Balanced ELA Test cut score for high school graduation
- 11th grade Smarter Balanced Math Test cut score for high school graduation

Figure 1: Assessments Required for Graduation, from OSPI State Testing website (http://www.k12.wa.us/assessment/StateTesting/default.aspx)

Assessment Requirements for Certificate of Academic Achievement (CAA) / High School Diploma				
Subject	**Classes of 2013 & 2014**	**Classes of 2015 & 2016**	**Classes of 2017 & 2018**	**Class of 2019**
English Language Arts	Reading **and** Writing HSPEs*	Reading **and** Writing HSPEs* - **OR-** 10th grade ELA Exit Exam based on the Common Core** - **OR-** 11th-grade Smarter Balanced ELA Test**	10th grade ELA Exit Exam based on the Common Core - **OR-** 11th-grade Smarter Balanced ELA Test	11th-grade Smarter Balanced ELA Test
Math	Algebra 1/Integrated Math 1 EOC* - **OR-** Geometry/Integrated Math 2 EOC*	Algebra I/Integrated Math 1 EOC* - **OR-** Geometry/Integrated Math 2 EOC* - **OR-** Algebra 1/Integrated Math 1 EOC Exit Exam based on the Common Core** - **OR-** Geometry/Integrated Math 2 EOC Exit Exam based on the Common Core** - **OR-** 11th-grade Smarter Balanced Math Test**		11th-grade Smarter Balanced Math Test
Science		Biology EOC - **OR-** Comprehensive NGSS Test***		

** The HSPE will not be administered after summer 2014, math EOCs will not be administered after winter 2015.*

*** This test is not available until spring 2015.*

**** Until Next Generation Science Standards (NGSS) are adopted, implemented and assessed, students will be required to pass the Biology EOC. After NGSS are adopted, implemented and assessed, they will be required to pass a Comprehensive NGSS Test. The timeline of adoption/implementation/assessment of NGSS is undetermined.*

High School Proficiency Exams: HSPEs are comprehensive exams that measure the basic proficiency of high school students in reading and writing, and serve as the state's exit exams in those subjects.

End-of-Course Exams: EOCs measure the knowledge of students in algebra 1/integrated math 1, geometry/integrated math 2 and biology when they complete each course. They serve as the state's exit exams for math and science.

ELA Exit Exams and Math EOC Exit Exams: Based on the Common Core State Standards, the state will administer new English language arts (ELA) exit exams and math EOC exit exams to align with the new standards beginning in the 2014-15 school year.

Smarter Balanced Tests: Beginning in the 2014-15 school year, subjects included in the Common Core will be assessed using the Smarter Balanced system. Meeting standard on an 11th-grade Smarter Balanced test is a state-approved assessment alternative for ELA and math for the classes of 2015, 2016, 2017 and 2018. Starting with the Class of 2019, meeting standard on the Smarter Balanced tests will be required for high school graduation.

Action

The Board will be asked to approve the process for determining the cut score for the Biology Collection of Evidence, and approve the process for reexamining the cut score for the Math Year 1 Collection of Evidence.

In August 2014, the Board will be asked to approve new cut scores for the Biology COE and affirm the original or approve new cut scores for the Math Year 1 COE, based on the processes approved in March 2014.

Standard Setting for the Biology Collection of Evidence

The 2009 Science Learning Standards were first assessed at high school in the spring of 2012 with an End of Course exam in Biology. The State Board of Education (SBE) established the cut scores for this exam in August 2012 based upon the recommendations of a standard setting committee. OSPI will now present plans for conducting standard setting for the Biology Collection of Evidence for the Board's approval.

As a Certificate of Academic Achievement (CAA) option, students who do not meet standard on any general assessment, in this case the Biology End of Course, may use a Collection of Evidence (COE) to fulfill graduation requirements. For science, the Biology COE is to be available starting with students in the class of 2015. In August of 2014, SBE will be asked to approve the score students must achieve on the Biology COE to meet the proficient performance standard.

The standard setting process will include a committee of content and grade-level experts charged with using all available standard setting tools and data, along with examples of scored student work, in order to develop a picture of proficient student performance. The committee's experience, knowledge, expertise, and expectations will be used to recommend the "cut score" (the number of points necessary to meet standard out of the total of points possible) that most closely aligns to "Meeting Standard" or "Proficient" on the End of Course exam.

This briefing on the standard setting plan will give SBE an opportunity to review and ask questions about the standard setting process.

Revisiting Standard Setting for the Mathematics Year 1 Collection of Evidence

The 2008 Mathematics Learning Standards were first assessed in the spring of 2011 with End of Course exams in Algebra/Integrated Mathematics 1 (Year 1 Math) and Geometry/Integrated Mathematics 2 (Year 2 Math). The State Board of Education (SBE) established the cut scores (the number of points necessary to meet standard out of the total of points possible) for these exams in August 2011. Subsequently, in March of 2013, SBE approved the scores students must achieve on a Collection of Evidence, for both Year 1 and Year 2 Math, to meet performance standards.

As a Certificate of Academic Achievement (CAA) option, students who do not meet standard on any general assessment, in this case the End of Course exams in Year 1 and/or Year 2 Math, may use a Collection of Evidence (COE) to fulfill graduation

requirements. For math, the COE was first available for the students in the class of 2013.

Since establishing the cut scores for the Math COEs, the bank of tasks (what could be referred to as the assessment items) for the Collection of Evidence in Mathematics Year 1 was updated in October 2013. It is necessary to reaffirm that the cut score set by the SBE in March of 2013 is still appropriate and reflected in student collections comprised of the new tasks. OSPI will now present plans for revisiting the standard setting process for the Year 1 Math COE for the Board's approval. The revisiting standard setting process will include a sub-committee of content and grade-level experts involved in the original March 2013 standard setting. The process will make use of all available standard setting tools and data, along with examples of scored student work, in order to develop a picture of proficient student performance. The committee's experience, knowledge, expertise, and expectations will be used to reaffirm the cut score determined to most closely align to "Meeting Standard" or "Proficient" on the End of Course Year 1 Math exams in 2013 or to recommend a changed cut score. In August of 2014, OSPI will report the determination of the committee to the SBE.

This briefing on the revisiting standard setting process will give SBE an opportunity to review and ask questions about the process.

Prepared by the Office of the Superintendent of Public Instruction for the State Board of Education
February 2014

Introduction to the Collection of Evidence (COE)

In March 2006, the Washington State Legislature authorized the Office of Superintendent of Public Instruction (OSPI) to implement three options assisting students in fulfilling assessment requirements for earning a Certificate of Academic Achievement (CAA). The three options are: GPA Comparison, substitution of college-entrance scores (ACT, SAT, AP) and the Collection of Evidence (COE). Specific to the conversation today, the information shared will focus on the COE program.

The COE is a compilation of work samples generated by students for submission to the state as an alternative to re-testing with the main assessment (the HSPE-Reading or Writing, or the End of Course math 1, math 2 or biology). With the 2013-2014 school year students may submit a COE in Reading, Writing, Mathematics and/or Biology. Eligibility to submit a COE requires a student to have taken the High School Proficiency Exam (HSPE) in reading and/or writing or End of Course (EOC) in mathematics and/or biology the two times prior to submitting a collection. For students transferring into a Washington public school in the 11th or 12th grade, direct access to the COE is permitted through submission of specific documentation. A student can submit a COE for each content area, but may only submit one COE per content area in the course of his or her high school matriculation.

The compilation of work samples is generated from selected tasks that are part of a larger inclusion bank – the inclusion bank provides for standardization of a COE submission by creating a series of tasks common for student access. OSPI, in conjunction with Washington State teachers, develops and implements COE passages, tasks, and prompts for the reading, writing, mathematics, and science COE. The passages, tasks, and prompts are held in a secure "inclusion bank." Teachers are allowed access after registering students for the COE submission.

In preparing a COE, a student works in an environment that allows for instructional support from a teacher. Students develop their work samples under the direct supervision of educators, following state guidelines for preparing and submitting the collection. Schools and districts ensure that the guidelines are followed and validate the sufficiency of student collections upon submission. The COE is scored at the state level using contracted scorers managed through an interagency agreement with Educational Service District 113. Student results are released to districts via an OSPI data exchange system upon the completion of each scoring evolution.

Biology Collection of Evidence Standard Setting Proposed Procedure

Purpose of Standard Setting. A panel of grade-level/biology educators will meet in August 2014 to establish recommendations to the State Board of Education on the performance standard for the new Biology Collection of Evidence. The recommendation is based on a thorough analysis of the Performance Level Descriptors and informed by all of the additional information provided during the process—Performance Level Descriptors, an ordered-item booklet of items from the Biology End-of-Course exam, an ordered set of collections, and student performance on the biology collections overall.

Procedure. In the past, OSPI has guided the standard-setting panels through a three-day process. This process, used most recently to recommend cut scores for the Mathematics Year One and Year Two Collections of Evidence, includes the following strategies.

Day 1. Activities include:

- Taking the assessment (tasks) as a "student."
- Scoring their task.
- Discussing the Performance Level Descriptors (PLDs) in preparation for their use in making the necessary judgments on the cut score.
- Review of a subset of ordered items from the Biology End-of-Course exam.

Day 2. After being trained in the PLDs, panelists will be given a set of 20 collections, selected to create a rectangular distribution of scores across the effective range of scores found in the population. Prior to the standard setting meeting, each collection will receive a score that reflects the number of points earned out of the number of points possible for a total collection. In Round 1 panelists will use this set of actual collections, ordered according to Total Points, to narrow the range of collections to those that encompass the "Proficient/Not Proficient" range, or "gray area."

Day 3. In Round 2 (Pinpointing #1) panelists use a modified set of 20 collections, including collections identified as composing the "gray area" and additional collections in that same score range. A table provides the raw score for each of the 20 collections. From this set, each panelist independently classifies each collection as to whether or not it represents a "Proficient" body of work.

In Round 3 (Pinpointing #2) an anonymous "feedback matrix" including the average selection, impact data, and the frequency distribution will be provided to the panelists to stimulate small group discussion. Panelists independently select the collection that demonstrates a "Proficient" body of work for a second time, drawing upon the small group discussion.

The standard setting process uses the committee's experience, knowledge, expertise, and expectations to determine the "cut score" (the number of points necessary to meet standard out of the total of points possible) that most closely aligns to "Meeting Standard" on the Biology EOC. This standard setting procedure, successful for the Mathematics Collections of Evidence standard setting in 2013, is being proposed for the Biology Collection of Evidence, pending State Board approval.

Biology Collection of Evidence Estimated Submissions

Predicting the number of submissions for each scoring round is an inexact science. With Biology Collection of Evidence (COE) being administered for the first time this year, there is no prior data to consider. That said, OSPI would like to present information in support of a projection of 3,000-3,500 submissions for Fiscal Year 15 (summer 2014 and winter 2015).

Class of 2015 students, the first to have access to the Biology COE, may submit in either summer 2014 or in winter 2015.This will be the cohort from which the projections will be based. According to the latest eligibility updates derived at OSPI, there are currently 2,548 students statewide who are eligible to submit a Biology COE. Per the guidance provided by OSPI, these are students who have taken and failed the Biology End of Course (EOC) exam twice. The number is expected to increase when results from the winter 2014 administration are available in April, as more students will have accessed their second attempt on the EOC.

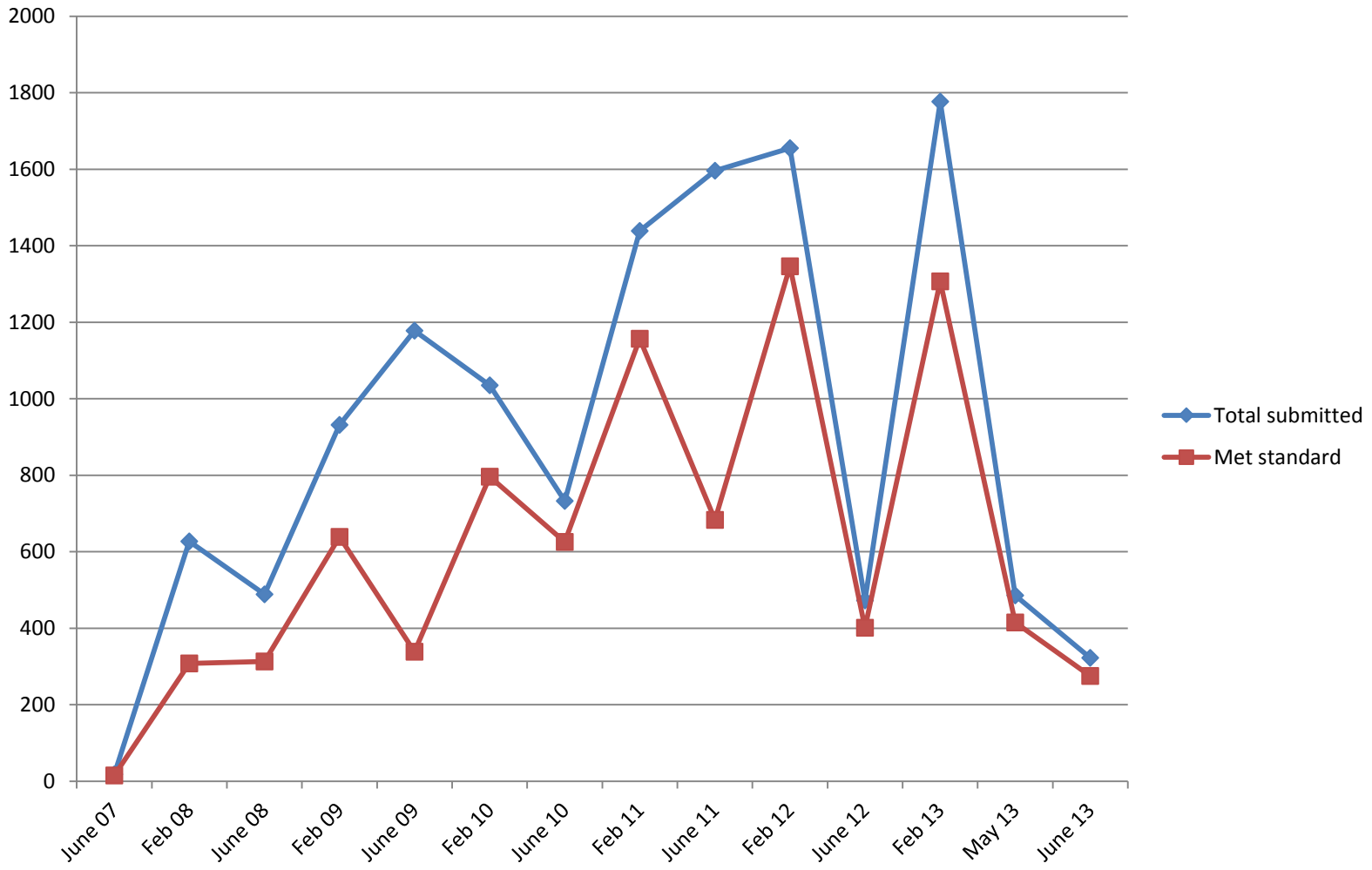
According to OSPI numbers, there are approximately 19,000 students in the Class of 2015 who have yet to pass the assessment and have only one attempt. Due to previous experience in other content areas, OSPI predicts fewer than 50% will pass in this retake attempt, which leaves a pool upward of 12,000 students using round numbers for the argument). Further, from previous experience with other COE content areas,

submissions run approximately 25% of the eligible student pool, which results in approximately 3,000 collections from Class of 2015 students next year (Summer 2014 and Winter 2015 submissions).

Other factors that may push the projection higher - there are fewer alternatives for meeting standard on biology since there are no ACT and SAT options. There are also not as many options for remediation because students tend to take biology once and move on. At present OSPI could only offer that we push the projection higher, say to 4,000 when taking into account these other issues.

Collection of Evidence: Submissions and Results

Reading COE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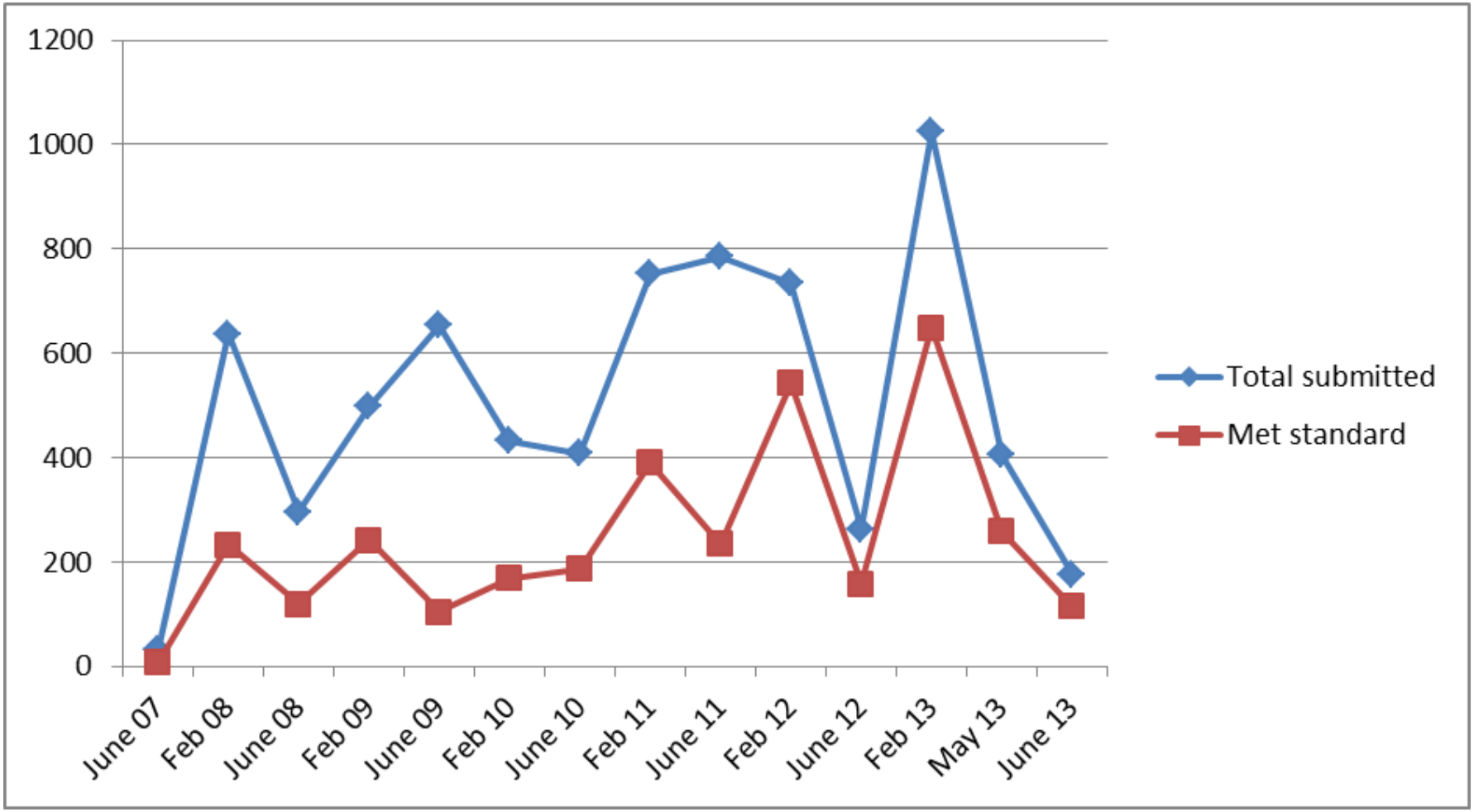
May 13
June 13
Total submitted
Met standard

Writing COE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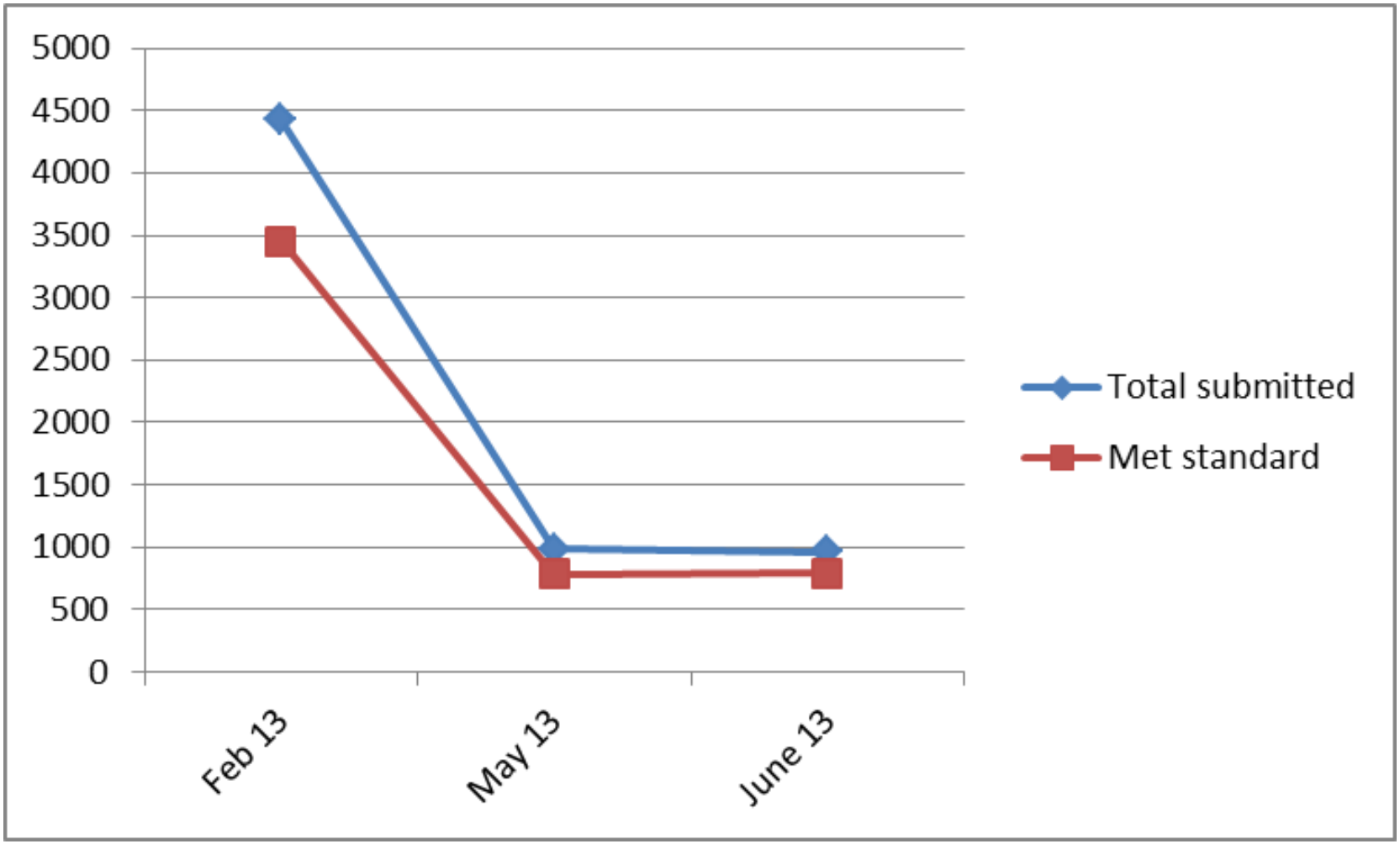
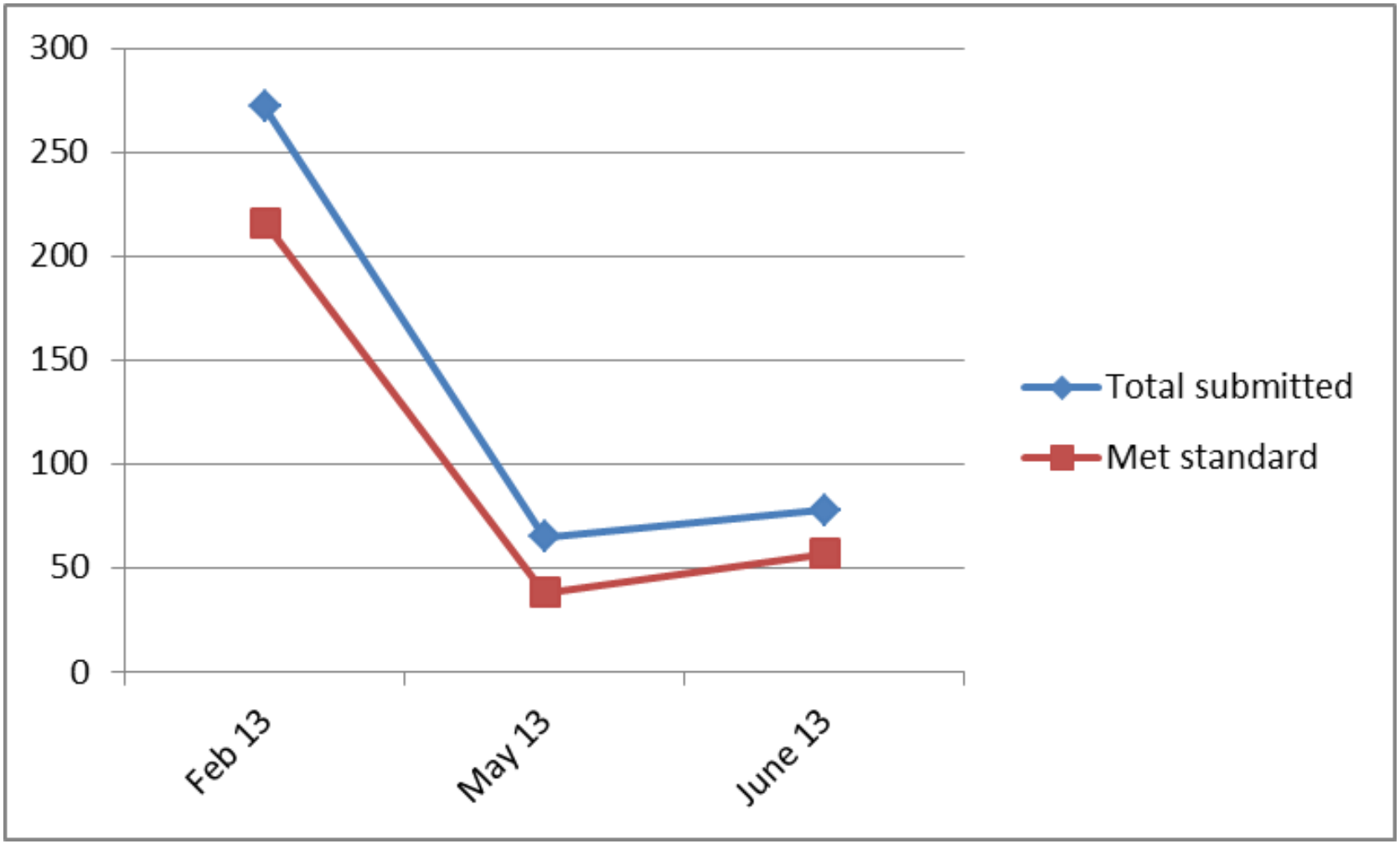
Feb 13
May 13
June 13
Total submitted
Met standard

Math COE – Year 1



Math COE – Year 2



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Required Action Process**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will hear a brief overview of the required action process, and will have the opportunity to ask questions of staff. This agenda item is to inform the Board prior to the Board's designation of required action districts later in the Board meeting.	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	Implementation of legislation passed in 2013, E2SSB 5329, has initated changes to the state accountability system including 1) funding for school improvement, 2) Level II required action, 3) the incorporation of a revised Index into the accountability system, 4) development of state-approved intervention models for school improvement, and 5) inclusion of non-Title schools in the Priority, lowest 5%, tier. The Board's role and possible Board actions involving required action are examined.	

REQUIRED ACTION PROCESS

Policy Consideration

At the March 2014 State Board of Education (SBE) meeting, the Office of the Superintendent of Public Instruction (OSPI) will recommend districts for required action. RCW 28A.657.030(3) states that the SBE shall designate districts recommended by the Superintendent of Public Instruction as required action districts (RAD). The language of the statute does not give the SBE latitude to consider whether or not to designate the districts. The role of the SBE in this instance is to provide a public forum for the recommendations and, through the presentation to the Board and questions by the Board, create a transparent process and a constructive tenor for identifying districts that will be participating in mandatory school improvement.

Once a district is a RAD, an academic performance audit will be conducted to identify potential reasons for the schools' low performance and lack of progress. Based on the audit findings, a required action plan will be developed that addresses issues found in the audit. Information presented at this meeting will inform future considerations by the Board in evaluating and approving the required action plans of the RADs.

At this meeting, OSPI will present the districts recommended for required action, and the Board will hear from district leaders from each of the recommended districts. The Board will also hear from a panel of teachers, assembled by the Washington Education Association, who work at schools undergoing school improvement activities.

In addition, at this Board meeting, other topics will be under consideration by the Board that relate to the required action process. These include:

- The revised Achievement Index
- Accountability rules considered for adoption (proposed WAC 180-170-50 to 180-170-100)
- Approval of a letter to the Superintendent of Public Instruction concerning the accountability system design

Background

Accountability System Visuals

This Board meeting packet includes a series of visuals that are intended to help illustrate the accountability system and the RAD process:

Figure 1: Accountability System Pyramid
Figure 2: Required Action Districts—How are They Selected and What Happens Next?
Figure 3: Step by Step Required Action Process
Figure 4: State Board of Education's Role in the Accountability System
Figure 5: Criteria for Release from RAD, Staying at Level I or Assignment to Level II
Figure 6: Recent and Significant Progress
Figure 7: Timeline for Possible Designation to RAD I and RAD II

Changes to the Accountability System

Implementation of E2SSB 5329 (enacted in 2013 and amending RCW Chapter 28A.657) has initiated changes to the state accountability system and the required action process. Some of the changes to the system are enumerated and discussed below.

1) *A shift in funds for required action from federal to state funds*

Prior to passage of E2SSB 5329, there were no state funds specifically available for school improvement interventions under required action. The funds available to support required action at that time were federal School Improvement Grant (SIG) funds. The first identification of required action districts occurred in 2011 and coincided with the second group of SIG schools, so the schools currently undergoing required action are also part of the SIG cohort 2 that were awarded grants in 2011.

Moving forward, state funds only will be used for RADs, so SIGs and RADs will no longer coincide. RADs will be identified from schools that have undergone at least three years of school improvement activities—either SIG schools that have completed three years of school improvement interventions, or Persistently Lowest Achieving Schools (Priority—lowest 5% based on the Washington Achievement Index) that have completed three years of school improvement interventions.

SIGs, when funds are available from the federal government, will remain a voluntary, competitively awarded, option for Title 1 and Title 1-eligible schools. Title 1 and Title 1-eligible schools are schools with a high enrollment of low-income students. The grants support specific, federally-approved school improvement intervention models. Recently, a total of $24 million was made available to Washington for three years beginning in the 2014-2015 school year. SIG Cohort 3 will be awarded grants this spring. Schools will receive grants of between $50,000 and $2 million. A timeline for the SIG Cohort III application is included in this section.

2) *Implementation of Level II required action*

In Level II required action, OSPI has the authority, responsibility, and accountability in ensuring school improvement activities are successfully implemented. No districts have yet been assigned to Level II required action. The first possible consideration of assignment of districts to Level II required action will be in spring 2015, when the current RADs that were designated in 2011 will have completed three years of required action. At that time, based on the progress the required action schools have made, OSPI will recommend districts for exiting RAD, the SBE will recommend districts stay at Level I, or the SBE will assign districts to Level II required action. If districts show significant improvement in Level I required action, it is possible that no districts will be assigned to Level II in 2015. Figures 5 and 6 show the criteria for release from required action, and the proposed criteria for staying at Level I required action or assigning districts to Level II required action.

➢ At this Board meeting, the SBE will consider adopting rules that establish the criteria for assigning districts to Level II required action and create a timeline for approval of Level II required action plans.

3) *Adoption of a revised Achievement Index*

E2SSB 5329 calls for the revised Achievement Index to be used for school accountability if the revised Index is approved by the US Department of Education, including identifying schools as persistently lowest achieving for the purposes of required action. The revised Achievement Index has not yet been approved, so this year it was not used for identifying schools for required action. The revised Index is presented and discussed in another section of this Board packet. In the future, the Washington Achievement Index will be used to identify

Challenged Schools in Need of Improvement, Persistently Lowest Achieving Schools, and recommendations of RAD schools (see Figure 1.)

➢ At this Board meeting, the SBE will consider adopting the revised Achievement Index, and approving the process of identification of Priority Schools for the 2014-2015 school year.

4) *Development of state-approved intervention models for required action*

Since required action school improvement is now supported by state funds, intervention models may be developed based on guidelines approved by the state. RCW 28A.657.050 (1) (b) states that, "The Superintendent of Public Instruction, in consultation with the state board of education, shall also publish a list of research and evidence-based school improvement models, consistent with turnaround principles, that are approved for use in required action plans." The Washington state school improvement model, the Synergy Model, was presented to the Board at the January 2014 meeting. Further collaboration with OSPI on required action plan guidance will take place at the May 2014 Board meeting.

➢ At this Board meeting, the SBE will consider approving a letter to the Superintendent of Public Instruction concerning the accountability system design. A draft copy of the letter is included in this packet under Business Items.

5) *Inclusion of non-Title schools in Priority status*

In spring 2014, non-Title schools will be explicitly named as Priority schools if they rank in the bottom 5% of schools based on the Achievement Index. After three years in Priority status they may be recommended for designation to required action in spring of 2018.

Designating RADs

The first set of required action districts were recommended by OSPI and designated by the SBE in 2011. These districts are now in their third year (2011-2012, 2012-2013, 2013-2014) of implementing school improvement activities through a required action process. As mentioned in 2) above, if these districts fail to make progress they may be considered for Level II required action in spring 2015.

Districts designated by the SBE in 2014 will be the second group of RADs. Schools considered for recommendation to RAD by OSPI are schools that have engaged in school improvement activities for at least three years and still rank in the lowest 5% of schools. As shown in Figure 7, candidates considered for recommendation for RAD in spring 2014 were schools that were approved for SIGs in 2010, SIG Cohort 1 schools.

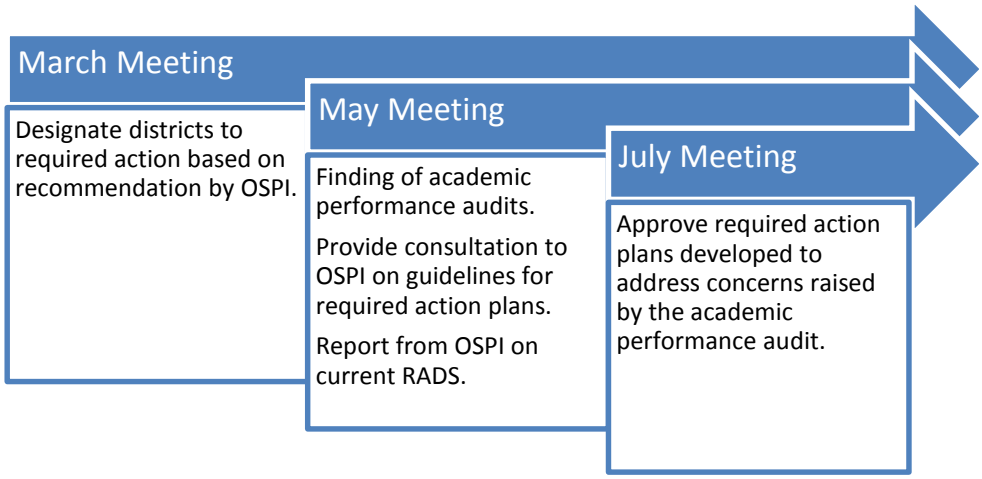
By statute (RCW 28A.657.100), the SBE may direct that a school district be assigned to Level II required action after only one year of implementing a required action plan if the district fails to make progress and were a SIG school in 2010 or 2011. Districts designated to required action now will implement the first year of their plan in 2014-2015, and may be considered for Level II in 2015-2016, if they fail to improve.

➢ At this Board meeting, OSPI plans to recommend 4 districts for required action.

Next Steps

Figure 8 below shows next steps in the RAD process the Board will be taking at the March, May and July 2014 meetings. The Board may hear reports on performance audits of the required action schools at the Board meeting in May 2014. Required action plans based on the performance audits will be considered by the Board for approval, most likely at the July 2014 Board meeting.

Figure 8: Next Steps



Action

The SBE will designate the districts recommended by OSPI to required action.

Washington's Accountability System

In RAD Level II – The state has the highest level of involvement in local improvement efforts. By law, the Superintendent of Public Instruction is "responsible and accountable" for improvements in the school, and has a role in improvement plan development.

In RAD Level I – RADs are chosen from the Persistently Lowest Achieving (PLA) Priority schools list. Identified districts must develop a Required Action Plan in collaboration with OSPI, to be approved by the State Board of Education. If student achievement does not improve in three years, districts are candidates for RAD Level II. (For former SIG cohort 1 or 2, SBE may direct RAD I districts to RAD II after 1 year of lack of progress.)

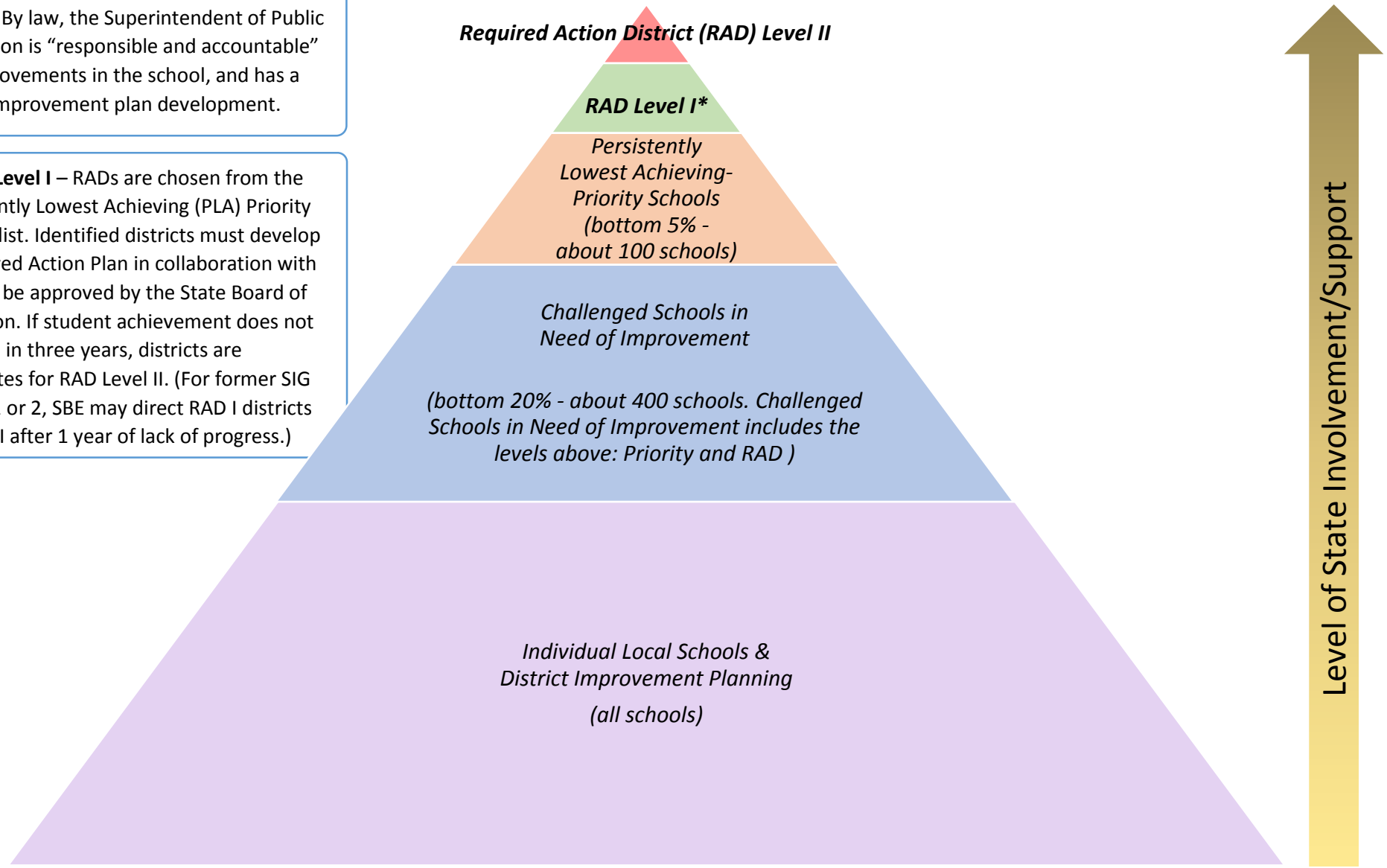


Figure 1: Accountability System Pyramid

**As of February 2014, there are four RAD Level I districts, and none in Level II*

Required Action Districts

How are they selected? Once selected, what happens next?

Lowest 5%, Persistently Lowest Achiveving

- Each year, OSPI will identify the lowest 5% of schools (Priority-lowest 5% tier) on the WA Achievement Index. Priority schools will implement improvement intervention for 3 years.
- OSPI recommends a subset of these schools for Required Action. Though individual schools are identified, the district is officially designated in this process.
- Recent performance trends, available resources, status in the federal School Improvement Grant (SIG) process, and other factors inform OSPI's decision on how many RADs to recommend.

Needs Assessment & Required Action Plan

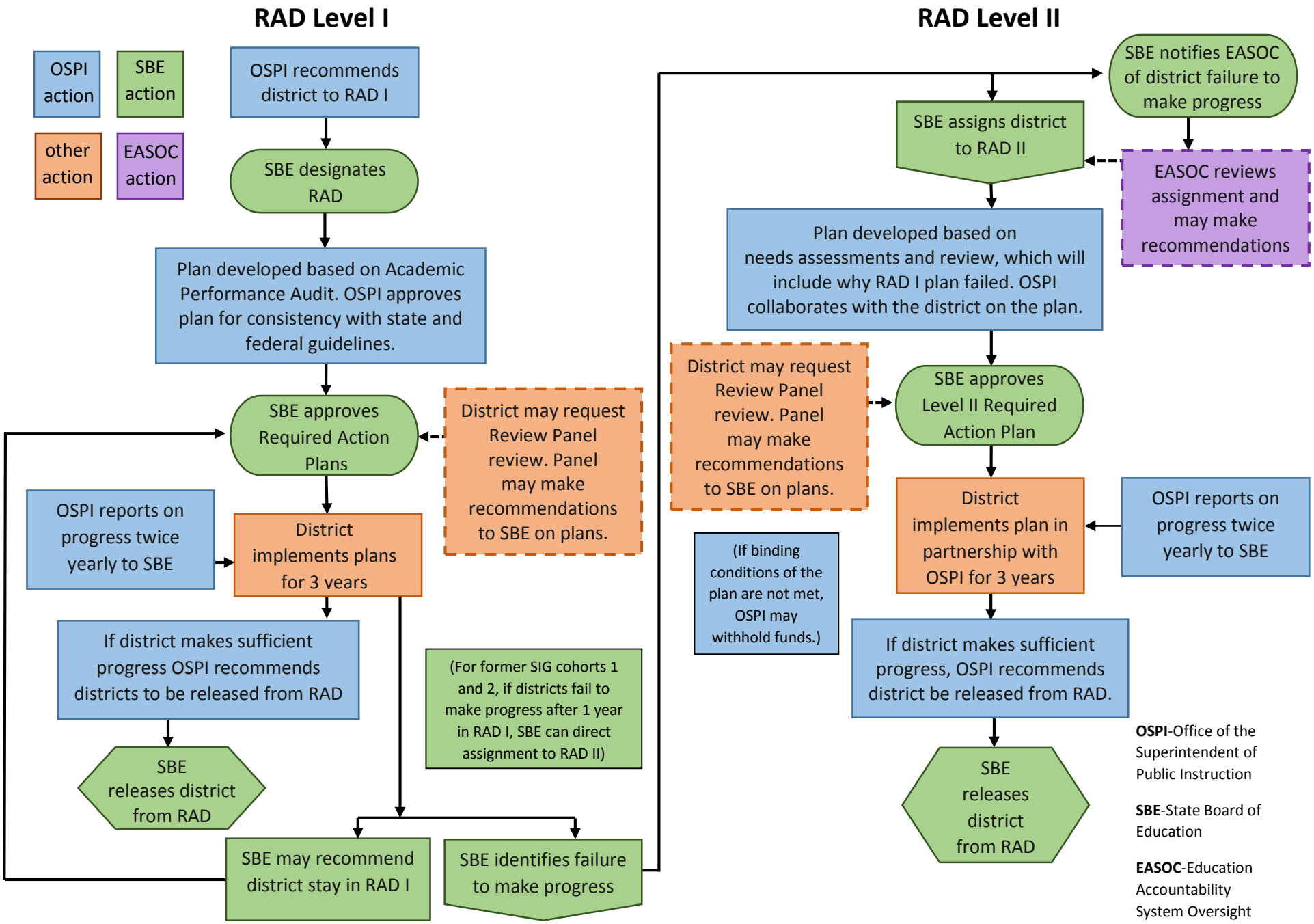
- Once the SBE designates the recommended schools for RAD status, an external academic performance audit is performed, which identifies areas of need that the state and the district will work on together.
- Based on the performance audit, a Required Action Plan is developed and submitted to the SBE for approval.

Exit, Stay or Assignment to Level II?

- After three years in RAD status, the district will either exit, stay in RAD status, or be assigned to RAD Level II.
- In order to exit, a district must no longer have schools among the lowest 5%.
- To stay in RAD, a district must demonstrate that they are on track to exit in three years or fewer. If not on track for exit in three years, the SBE shall assign the district to RAD Level II, which gives OSPI expanded responsibilities.

Figure 2: Required Action Districts—How are They Selected and What Happens Next?

Step by Step Required Action Process



OSPI-Office of the Superintendent of Public Instruction

SBE-State Board of Education

EASOC-Education Accountability System Oversight Committee

Figure 3: Step by Step Required Action Process

What is the State Board of Education's Role in the Accountability System?

Create	• Responsibility and oversight for creating an accountability framework*
Collaborate	• Collaborate with stakeholders in "measures used to measure the closing of the achievment gaps" and improve outcomes for all students
Adopt	• Adopt the Washington Achievement Index
Designate	• Annually designate districts recommended by OSPI as required action districts
Approve	• Approve required action plans, and establish a schedule for submittal of plans for approval
Consult	• Provide consultation to OSPI in research and evidence-based school improvement models for use in required action plans
Recommend	• Recommend districts stay in required action or assign districts to RAD Level II
Release	• Upon the recommendation of OSPI, release districts from required action designation

*A unified system of support for challenged schools that 1) aligns with basic education 2) increases the level of support based on the magnitude of need 3) uses data for decision and 4) identifies schools and districts for recognition as well as support (RCW 28A.657.005.)

Figure 4: State Board of Education's Role in the Accountability System

Criteria for Release from RAD, Staying in Level I or Assignment to Level II

After district is in Required Action for three years, what happens?

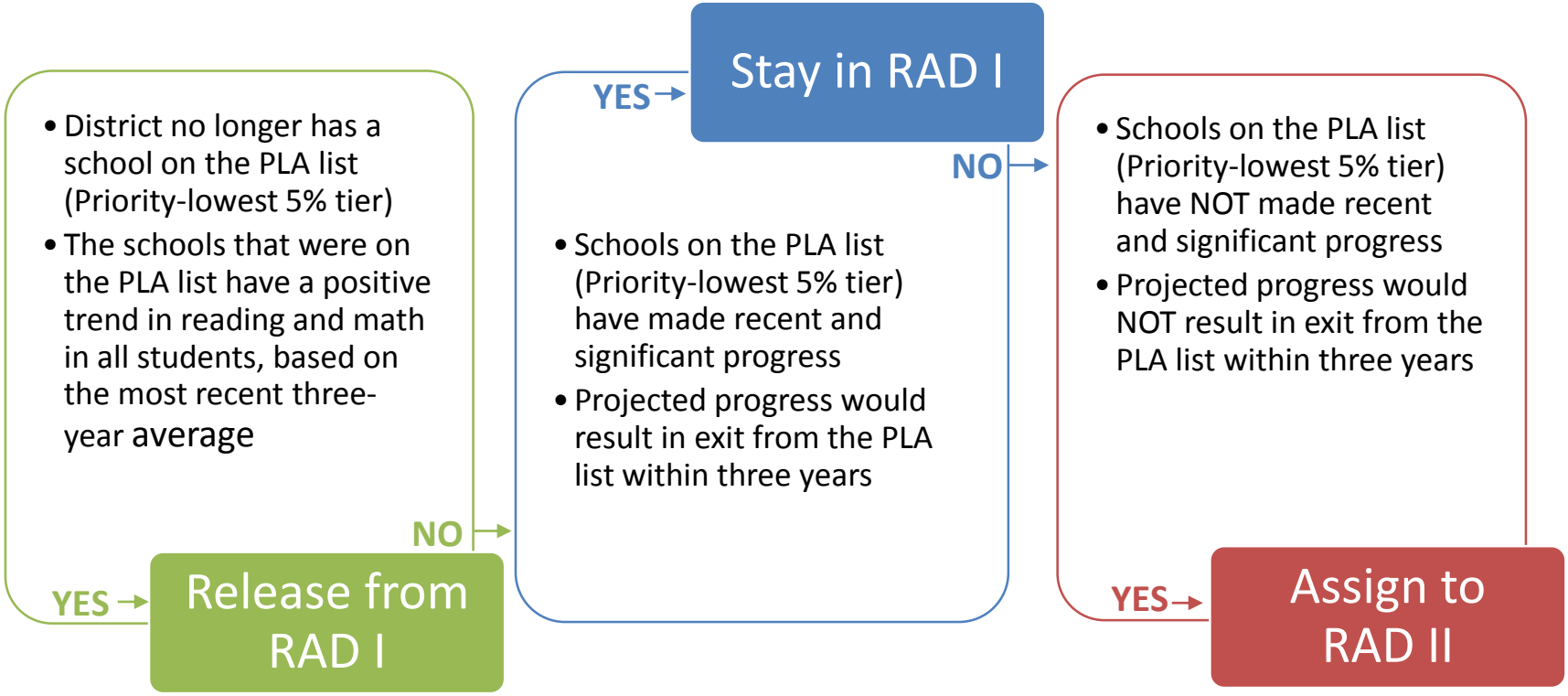


Figure 5: Criteria for Release from RAD, Staying at Level I or Assignment to Level II

Recent and Significant Progress: Assignment to Level II Required Action

Have you made enough progress in the last two years to be on track for exit?

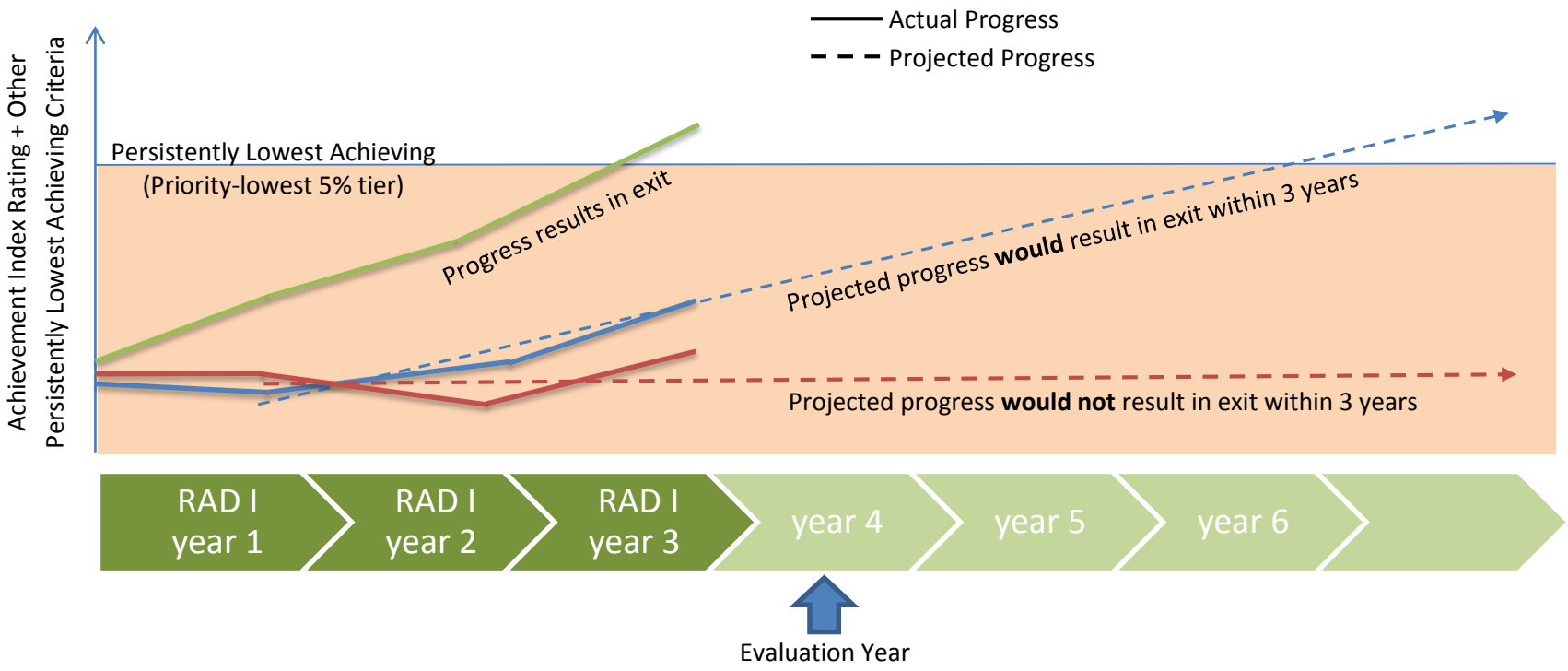


Figure 6: Recent and Significant Progress

Timeline for Board Assignments to RAD I and RAD II

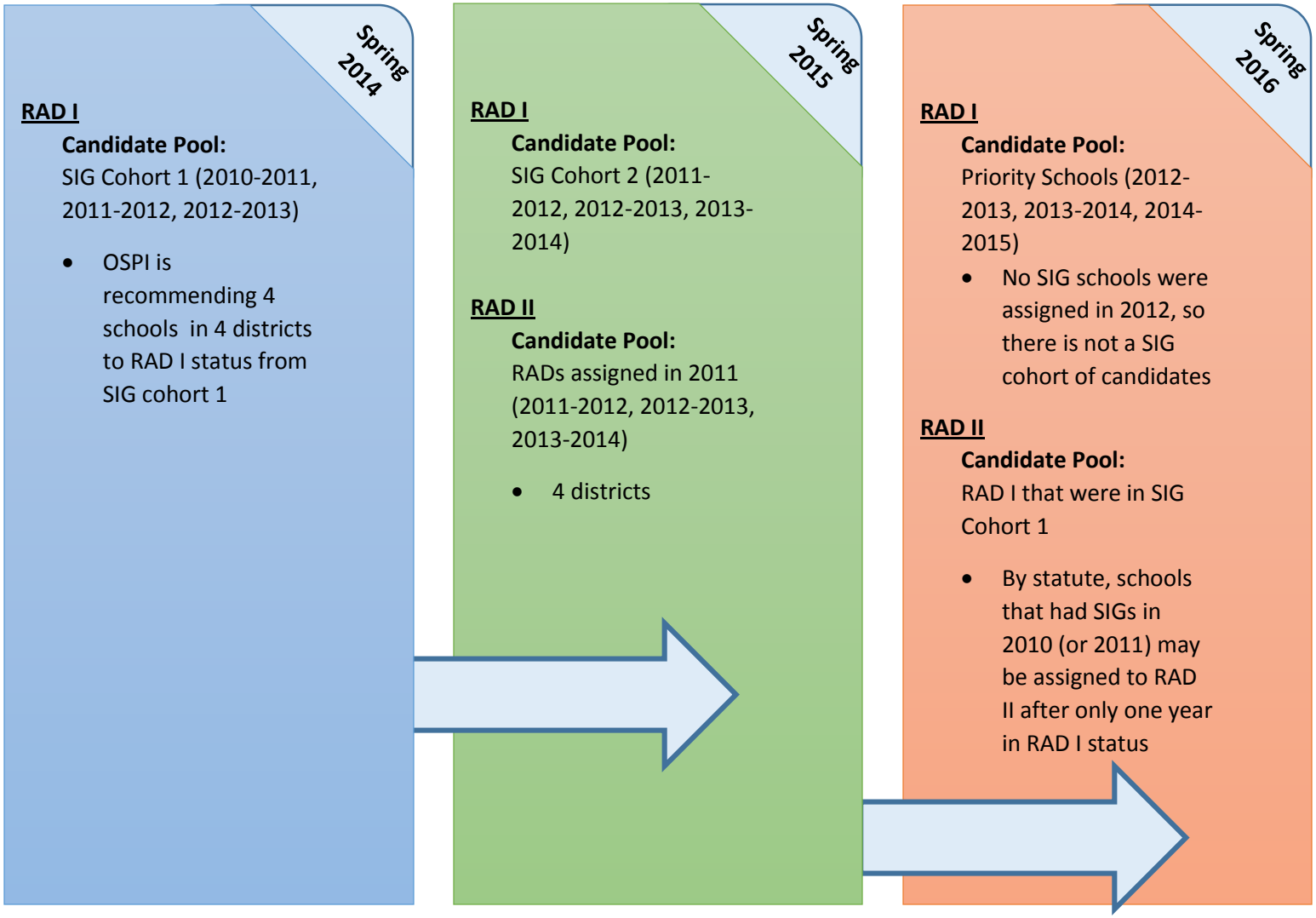


Figure 7: Timeline for Possible Designation to RAD I and RAD II

SIG Cohort III
SEA Application Timeline for LEA
Revised 2.6.2014

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

OSPI will implement the following process and timeline for approving district application.

a. Process: Funds will be allocated as prescribed in federal guidelines. OSPI will priority based on criteria listed below:
   i. LEAs that apply to serve Priority schools.
   ii. Additional consideration may be given to the following:
      1. Geographic distribution of Priority schools throughout the State.
      2. Number of schools served.
      3. Size of schools.

Additional information related to final funding follows:

***School Improvement Grant* (Federal Guidelines)**
Consideration Pool All schools on Washington State's 2013-14 list of identified Priority School's as defined in Section A of the State's application.
Priority of Selection 1. Overall quality of LEA application: LEA addresses all required elements and demonstrates greatest need, strongest commitment, and capacity to serve; describes strategies to implement required elements of selected intervention(s), including extending learning time for all students and staff, using data to inform instruction and improvement efforts, and engaging families/community; and addresses competing initiatives. 2. Schools have been on the identified as Priority, Focus, or Emerging schools, consistent with Washington State's approved ESEA Flexibility Request, for two consecutive years.

b. Process:

Date	Action
February 7, 2014	OSPI notifies LEAs with Priority schools of their eligibility to participate in competitive application process for SIGs.
February 14, 2014	LEAs applying for competitive SIGs submit their *Statement of Interest*.
February 26, 2014	OSPI posts application template, instructions, scoring guide, and related information on the electronic application system (i.e., iGrants); print copies of application, federal school improvement grant guidelines, instructions and scoring guide sent to eligible LEAs.

February 27, 2014	OSPI conducts informational webinar for LEAs to complete applications for SIGs.
February 28, 2014	OSPI establishes External Review Panel for LEA applications.
February - April 2014	OSPI issues weekly FAQs (questions and answers) to LEA superintendents submitting *Statements of Interest*. Web email address SIG@k12.wa.us will be used for frequently asked questions.
March 31, 2014	LEA submits application.
April 7-11, 2014	External Review Team scores LEA applications.
April 14-18, 2014	OSPI reviews LEA applications and results of the external review.
April 21-22, 2014 April 30-May 2, 2014	OSPI conducts face-to-face interviews.
May 8, 2014	OSPI announces competitive three-year grant awards to successful SIGs.
May 18, 2014	OSPI allocates funding to LEAs through the electronic application system (i.e., iGrants); LEAs submit final budget request in iGrants.
May 30, 2014	OSPI posts all final LEA applications for SIGs on OSPI website.
Spring – Summer 2014	LEA and schools conduct pre-implementation activities and use the Center on Innovation and Improvement's evidence-based Indistar® online action-planning tool to assess District- and School-Level Expected Indicators and begin creating the Student and School Success Action Plan.
Spring – Summer 2014	OSPI and LEA monitor pre-implementation activities, including the school's Student and School Success Action Plan created on Center on Innovation and Improvement's evidence-based Indistar® online action-planning tool.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Teacher Perspectives of School Improvement**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will have the opportunity to hear from a panel of three teachers who work at schools involved in school improvement activities. The invitation to panelists was extended via the Washington Education Association.
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Each panelist has been asked: • To describe what has happened at their school over the past three years. • How did your teaching practices change as a result of your school's improvement activities? • What were challenges? • What went well?

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Required Action District (RAD) Recommendations**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will receive a recommendation from the Office of the Superintendent of Public Instruction (OSPI) to designate four districts for required action. The Board will hear from a panel of administrators representing each of the districts.	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☒ Designate	
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	RCW 28A.657.030(3) states that the SBE shall designate districts recommended by OSPI as required action districts (RAD). The Board will receive a brief presentation on each district, review data on the required action schools, and hear from district administrators. The Board will have the opportunity to ask questions of OSPI staff and the district administrators. Information on the districts will be helpful for future considerations of the Board in approval of the required action plans the districts will be developing.	

Note: Some data reports on the schools recommended for required action are provided in this Board packet in hard copy. These data reports and additional data reports are available in color in the online version of the Board packet,at http://www.sbe.wa.gov/materials.php.

State of Washington

Office of
Superintendent of Public Instruction

OSPI

Office of Student and School Success

Required Action District (RAD) Recommendations:

A Collaborative Commitment to Differentiated Support and Accountability for ALL Washington Schools

Our Mission...

"Ensure equality of outcome for Washington State's 1.1 million students"

Andy Kelly, Assistant Superintendent

Required Action Districts (RAD)

RCW 28A.657.030

Required action districts — Recommendation for designation — Reconsideration — Designation — Notice.

(1) Beginning in January 2011, the superintendent of public instruction shall annually recommend to the state board of education school districts for designation as required action districts. A district with at least one school identified as a persistently lowest-achieving school according to the criteria established by the superintendent of public instruction under RCW 28A.657.020 shall be designated as a required action district. However, a school district shall not be recommended for designation as a required action district if the district was awarded a federal school improvement grant by the superintendent in 2010 or 2011 and for three consecutive years following receipt of the grant implemented a federal school intervention model at each school identified for improvement. The state board of education may designate a district that received a school improvement grant in 2010 or 2011 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the superintendent of public instruction.

(2) The superintendent of public instruction shall provide a school district superintendent with written notice of the recommendation for designation as a required action district by certified mail or personal service. A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and served on the superintendent of public instruction within ten days of service of the notice of the superintendent's recommendation.

(3) The state board of education shall annually designate those districts recommended by the superintendent in subsection (1) of this section as required action districts. A district designated as a required action district shall be required to notify all parents of students attending a school identified as a persistently lowest-achieving school in the district of the state board of education's designation of the district as a required action district and the process for complying with the requirements set forth in RCW 28A.657.040 through 28A.657.100.

[2013 c 159 § 4; 2010 c 235 § 103.]

Required Action Districts (RAD)

DIRECTED

-**Conduct** Academic Performance Audit/System Review, Synergy Team Assessment, and Comprehensive Data Review
-**Review/Approve** action plans to ensure alignment with requirements
-**Monitor** plans & report progress to SBE at least two times per year
-**Utilize** variety of data, including classroom walkthrough data, to assess implementation

-**Implement** recommendations from Academic Performance Audit in action plans
-**Implement** federal/state intervention model
-**Follow** iGrant assurances
-**Negotiate** MOU
-**Adhere** to binding conditions
-**Monitor & Revise** action plan to close opportunity gaps
-**Engage** in required Professional Development and Technical Assistance

-**Ensure** clear focus on leadership, instruction, data use, interventions and support systems
-**Engage** school & district educator in turnaround practices

-**Identify and Support** implementation of Enhanced Indicators
-**Allocate** resources to support effective implementation of Intervention Model
-**Provide** PD/TA to implement Intervention Model
-**Engage** in on-site monitoring and TA to increase educator capacity to implement action plan

LESS LOCAL

REQUIRED ACTION DISTRICT LEVEL I

District Considerations for RAD

Tacoma School District • Stewart Middle School

Dr. Joshua Garcia, Deputy Superintendent

Marysville School District • Tulalip Elementary School

Dr. Becky Berg, Superintendent

Yakima School District • Washington Middle School

Dr. Elaine Beraza, Superintendent

Mrs. Cece Mahr, Associate Superintendent

Wellpinit School District • Wellpinit Elementary

Mr. Tim Ames, Superintendent

Stewart Middle School

Tacoma School District

Dr. Joshua Garcia, Deputy Superintendent

Stewart Middle School

Tacoma School District

The table below provides a profile of students who attended the school in the 2012-13 school year

Enrollment		
October 2012 Student Count		596
May 2013 Student Count		599
Gender (October 2012)		
Male	314	52.7%
Female	282	47.3%
Race/Ethnicity (October 2012)		
Asian/Pacific Islander	65	10.9%
Black / African American	172	28.9%
Hispanic / Latino of any race(s)	94	15.8%
White	252	42.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	461	77.0%
Special Education (May 2013)	74	12.4%

Stewart Middle School

Tacoma School District

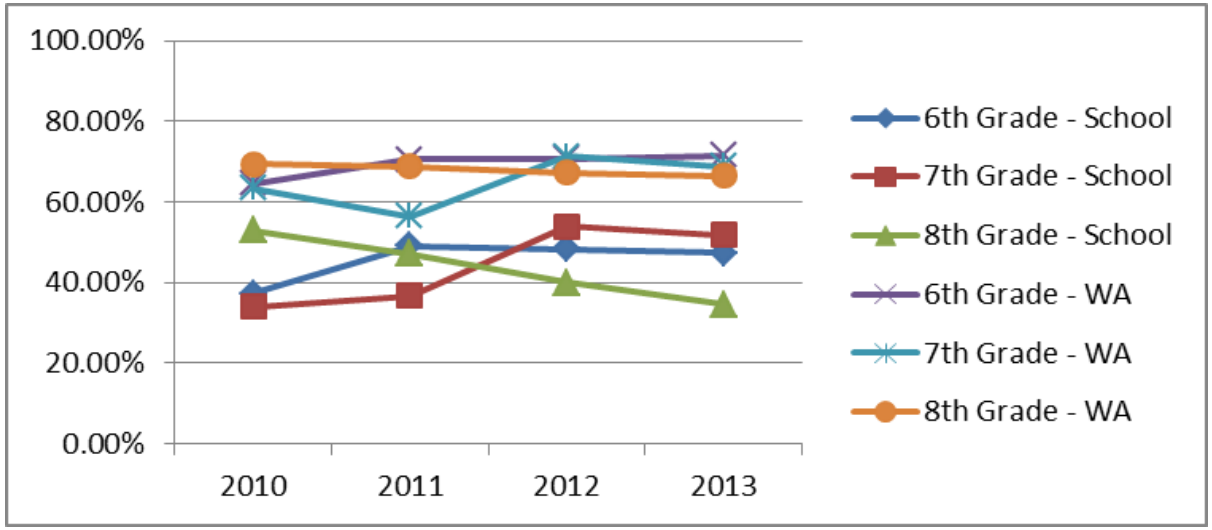
Stewart Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	37.30%	49.00 %	48.30 %	47.30 %	10.00%
Reading grade 7	33.90%	36.70 %	53.80 %	51.80 %	17.90%
Reading grade 8	52.90%	47.10 %	40.00 %	34.50 %	-18.40%
Math grade 6	19.60%	30.60 %	34.20 %	35.80 %	16.20%
Math grade 7	24.30%	25.90 %	18.70 %	37.90 %	13.60%
Math grade 8	27.60%	25.20 %	11.70 %	17.30 %	-10.30%

Achievement Data on State Assessments from Baseline (2010) to 2013

Stewart Middle School

Tacoma School District

Achievement Data
On State Assessments
In Reading From
Baseline (2010) To 2013



Achievement Data
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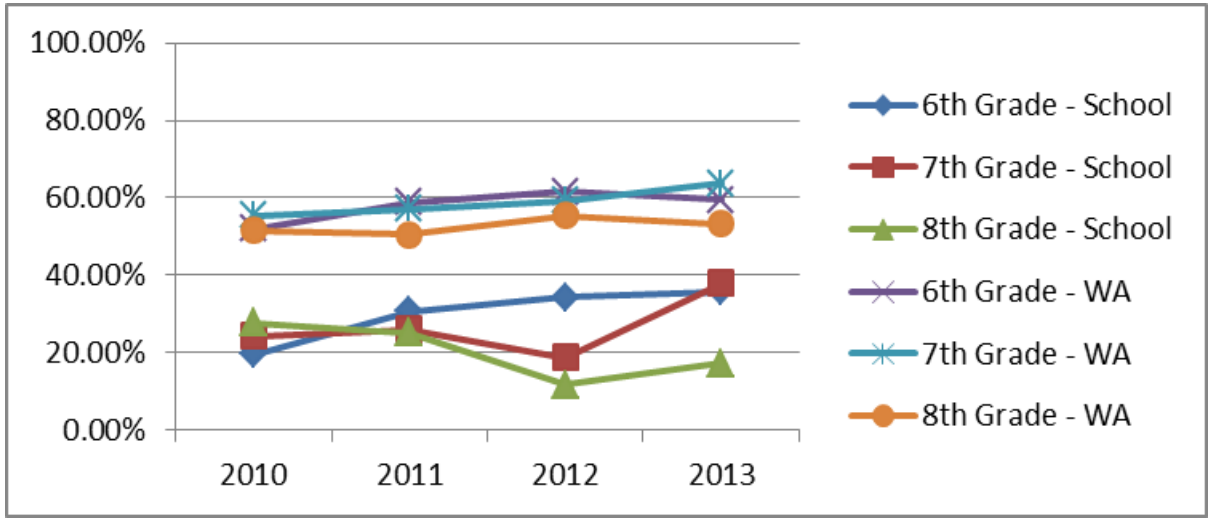
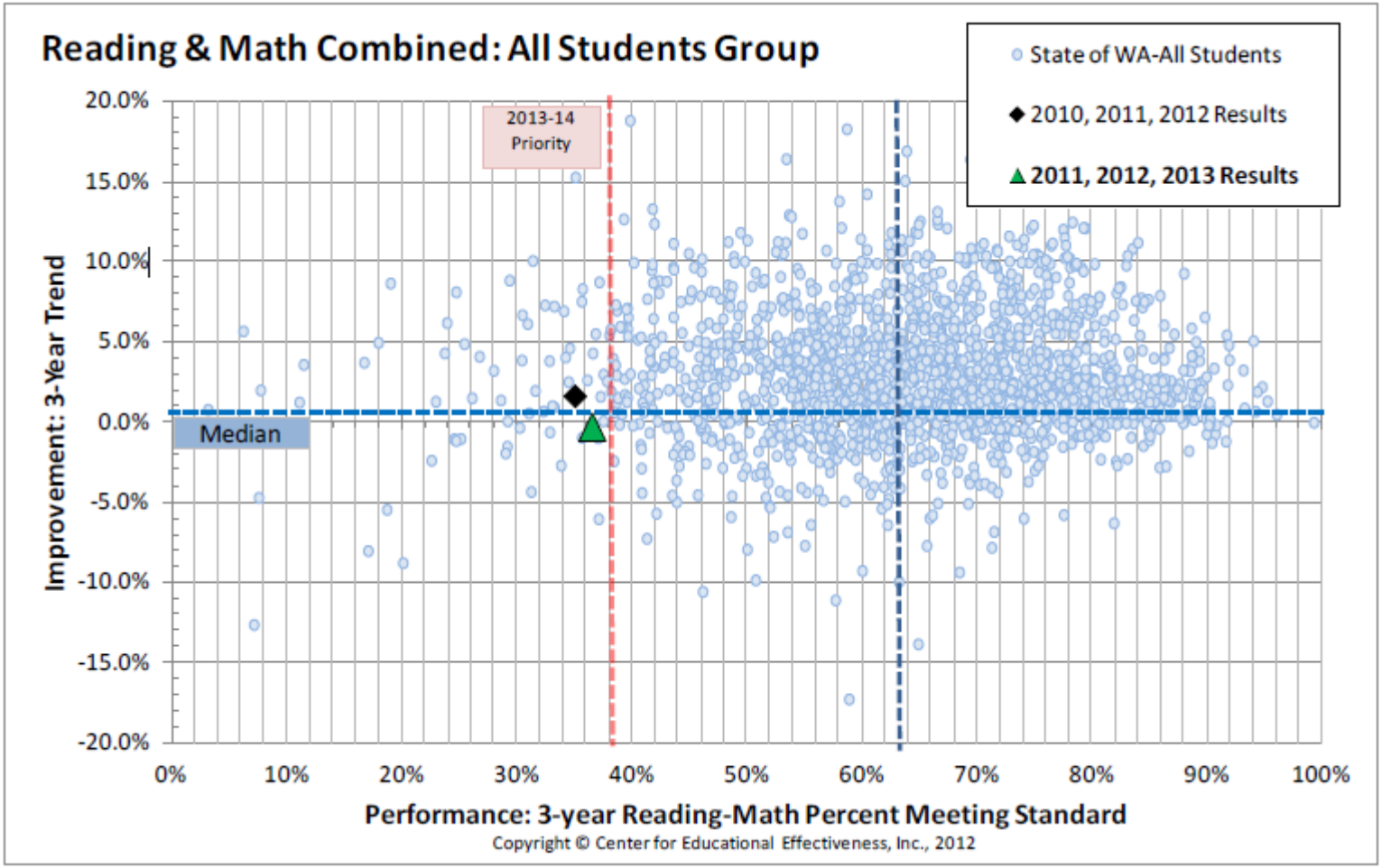
In Math From
Baseline (2010) To 2013



Stewart Middle School

Tacoma School District

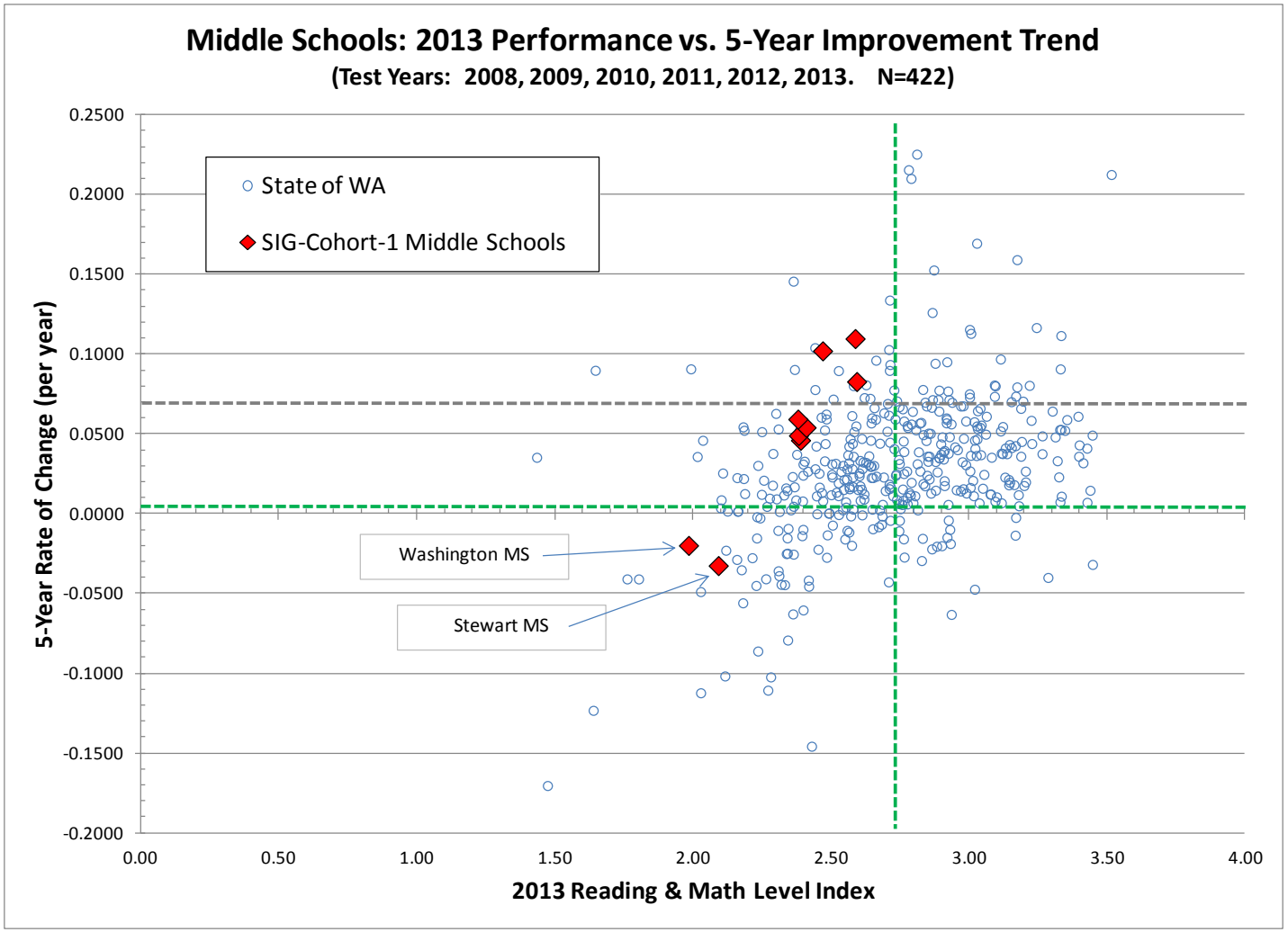
The table below provides a 3-Year Improvement Trend



Stewart Middle School

Tacoma School District

The table below provides a 5-Year Improvement Trend



Tulalip Elementary School

Marysville School District

Dr. Becky Berg, Superintendent

Tulalip Elementary School

Marysville School District

The table below provides a profile of students who attended the school in the 2012-13 school year

Enrollment		
October 2012 Student Count		289
May 2013 Student Count		300
Gender (October 2012)		
Male	128	44.3%
Female	161	55.7%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	157	54.3%
Hispanic / Latino of any race(s)	45	15.6%
White	38	13.1%
Two or More Races	47	16.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	230	76.7%
Special Education (May 2013)	53	17.7%
Transitional Bilingual (May 2013)	10	3.3%

Tulalip Elementary School

Marysville School District

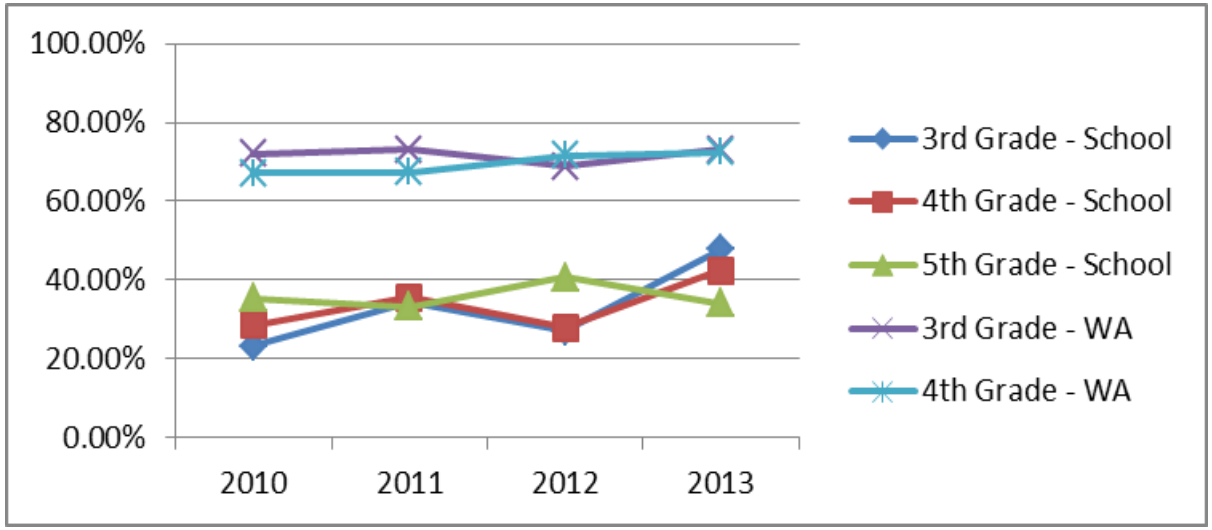
Tulalip ES	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	23.30 %	34.30 %	27.00 %	47.70 %	24.40%
Reading grade 4	28.60 %	35.50 %	27.80 %	42.50 %	13.90%
Reading grade 5	35.30 %	33.30 %	40.60 %	34.10 %	-1.20%
Math grade 3	13.30 %	14.30 %	10.80 %	20.50 %	7.20%
Math grade 4	20.00 %	38.70 %	5.60 %	27.50 %	7.50%
Math grade 5	22.90 %	21.20 %	21.90 %	22.00 %	-0.90%

Achievement Data on State Assessments from Baseline (2010) to 2013

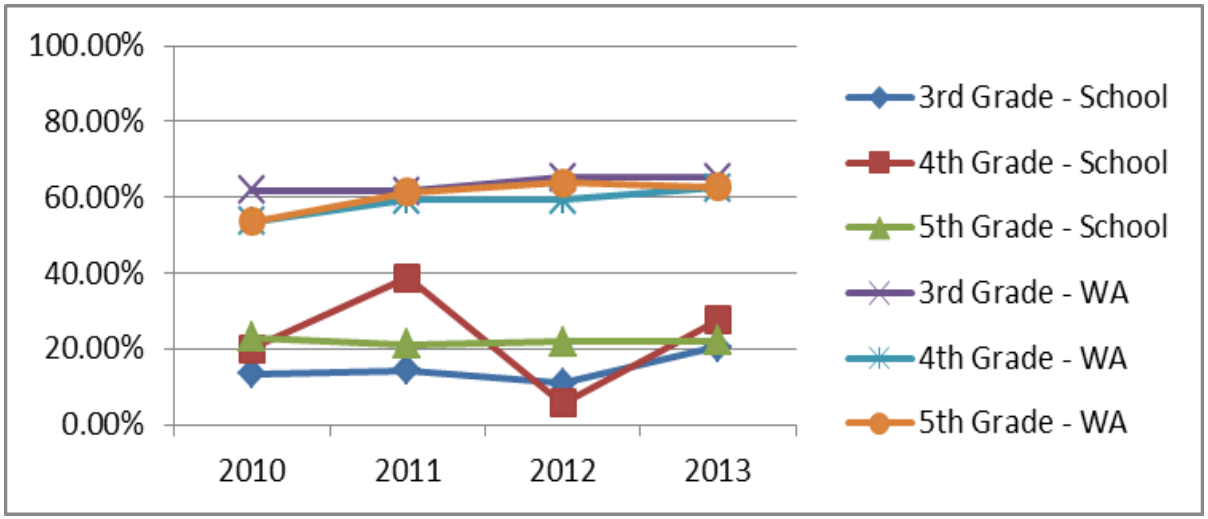
Tulalip Elementary School

Marysville School District

Achievement Data On State Assessments In Reading From Baseline (2010) To 2013



Achievement Data On State Assessments In Math From Baseline (2010) To 2013



Tulalip Elementary School

Marysville School District

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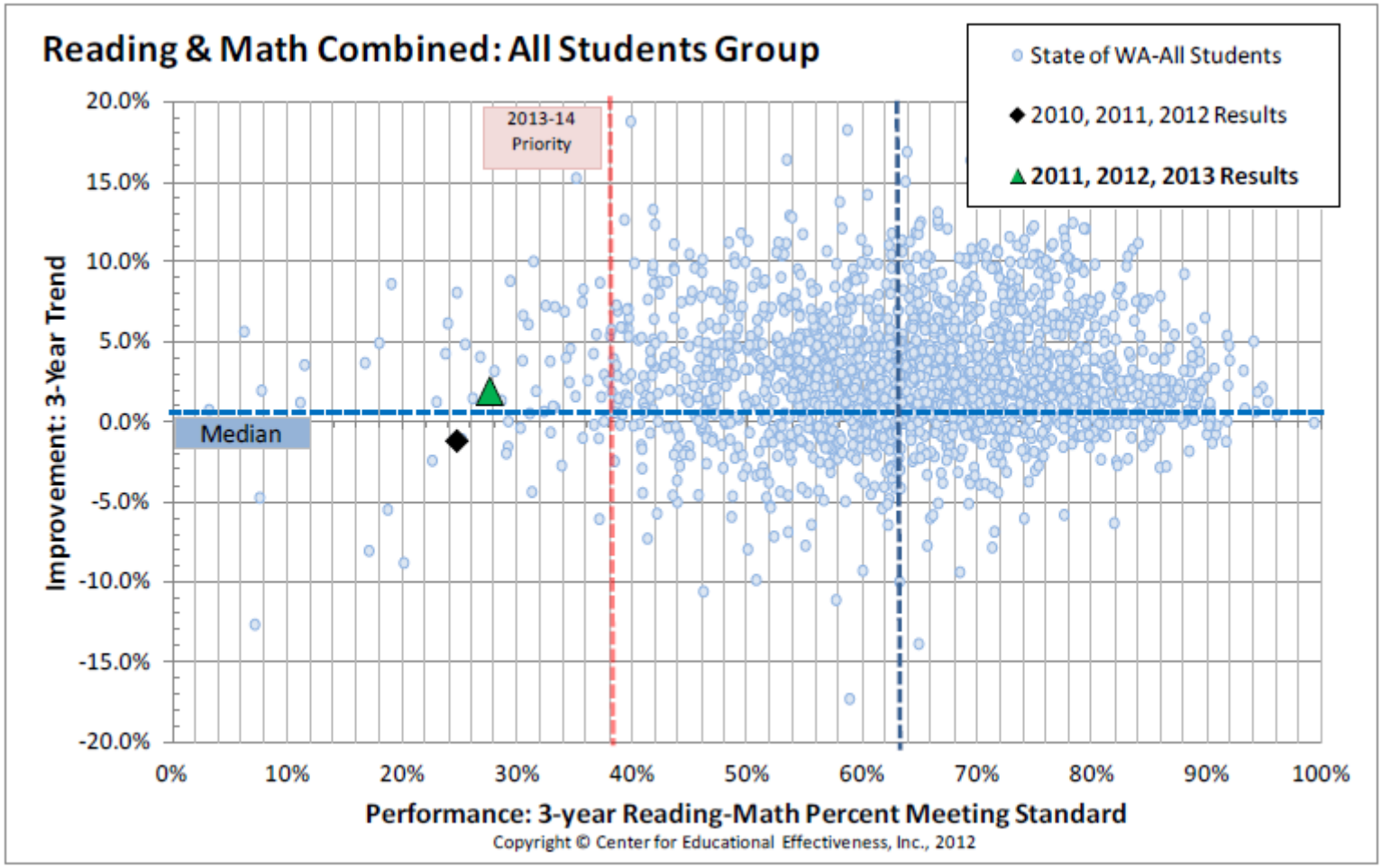

Tulalip Elementary School

Marysville School District

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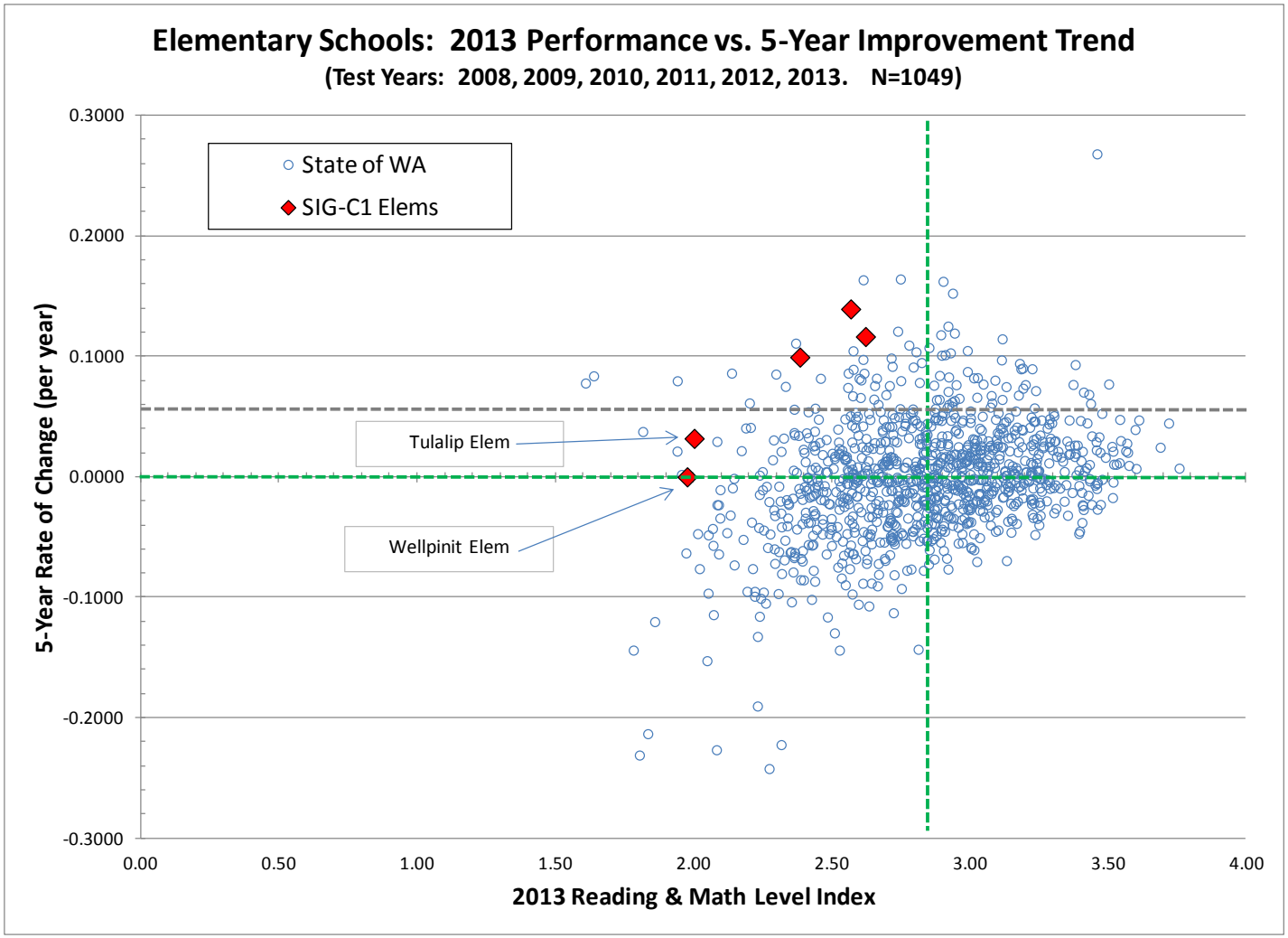


Washington Middle School

Yakima School District

Dr. Elaine Beraza, Superintendent
Mrs. Cece Mahr, Associate Superintendent

Washington Middle School

Yakima School District

The table below provides a profile of students who attended the school in the 2012-13 school year

Enrollment		
October 2012 Student Count		694
May 2013 Student Count		692
Gender (October 2012)		
Male	352	50.7%
Female	342	49.3%
Race/Ethnicity (October 2012)		
Black	9	1.3%
Hispanic	637	91.8%
White	40	5.8%
Special Programs		
Free or Reduced-Price Meals (May 2013)	673	97.3%
Special Education (May 2013)	60	8.7%
Transitional Bilingual (May 2013)	261	37.7%
Migrant (May 2013)	197	28.5%

Washington Middle School

Yakima School District

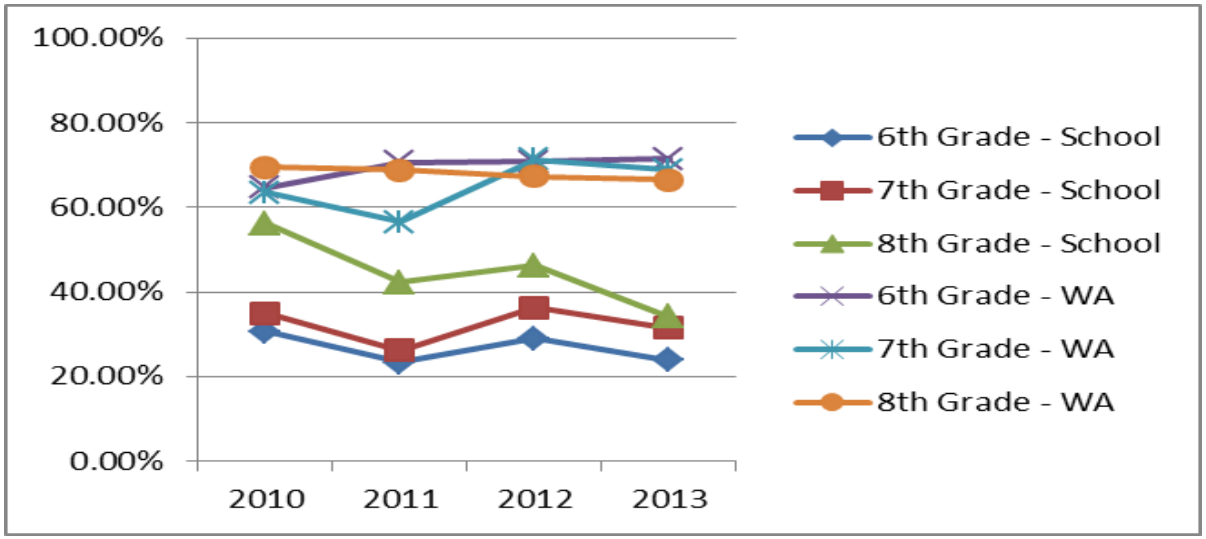
Washington MS	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	30.70%	23.40 %	28.90 %	23.80 %	-6.90%
Reading grade 7	35.00%	26.20 %	36.20 %	31.40 %	-3.60%
Reading grade 8	56.10%	42.20 %	46.20 %	34.10 %	-22.00%
Math grade 6	14.10%	19.00 %	21.90 %	18.00 %	3.90%
Math grade 7	17.90%	15.30 %	34.40 %	44.50 %	26.60%
Math grade 8	20.00%	20.70 %	15.40 %	22.30 %	2.30%

Achievement Data on State Assessments from Baseline (2010) to 2013

Washington Middle School

Yakima School District

Achievement Data
On State Assessments
In Reading From
Baseline (2010) To 2013



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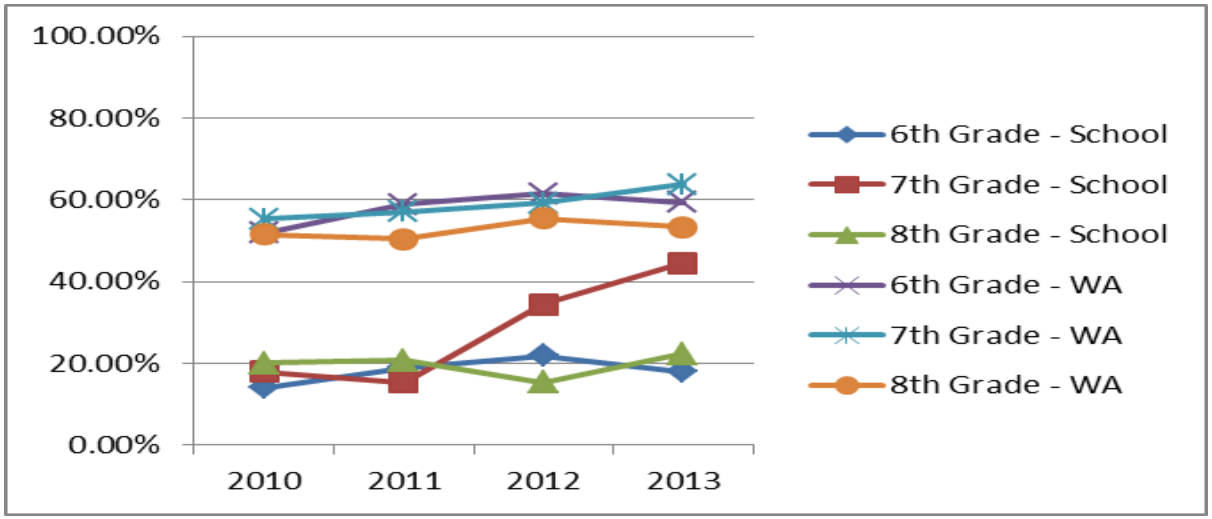

Washington Middle School

Yakima School District

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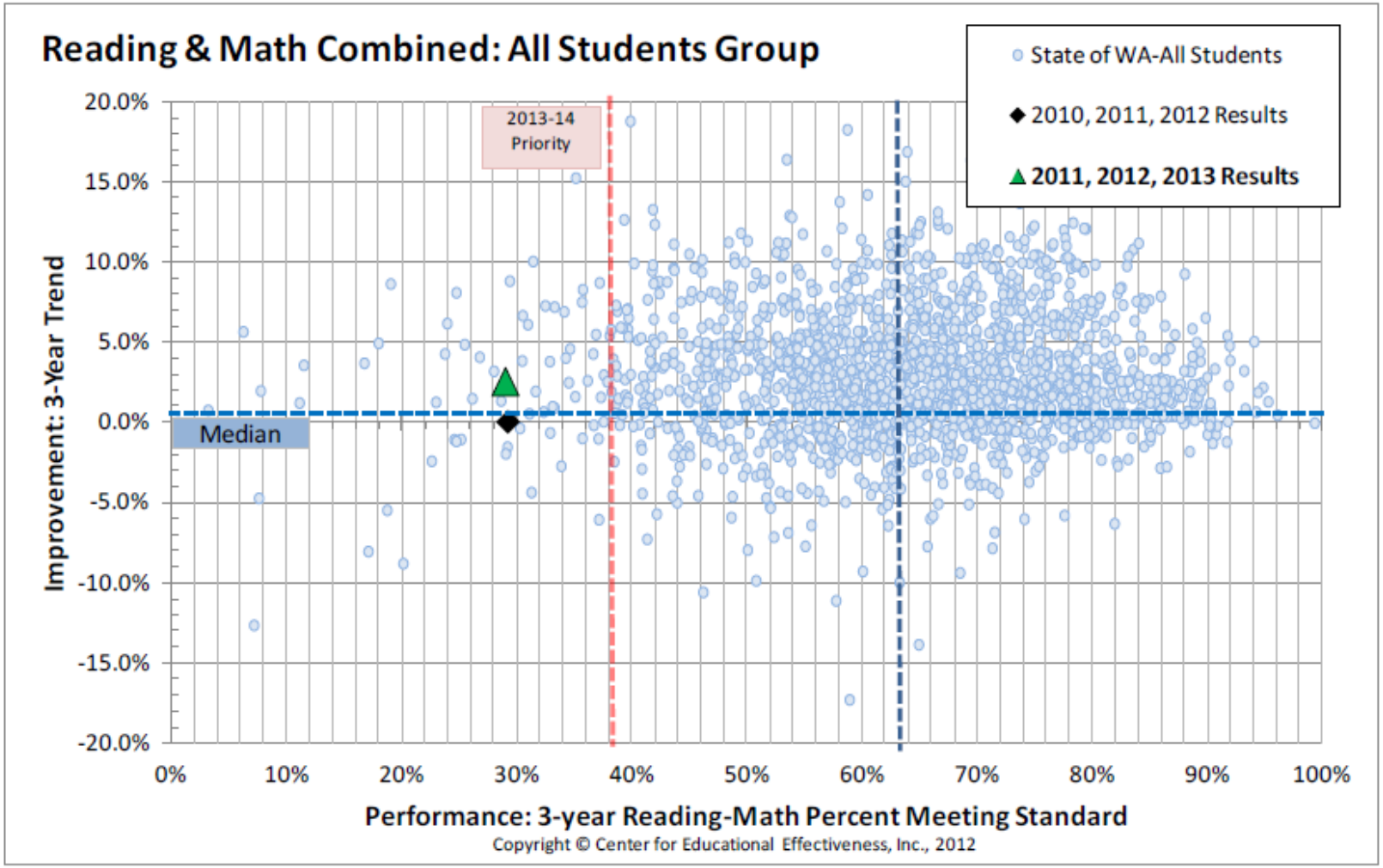

Washington Middle School

Yakima School District

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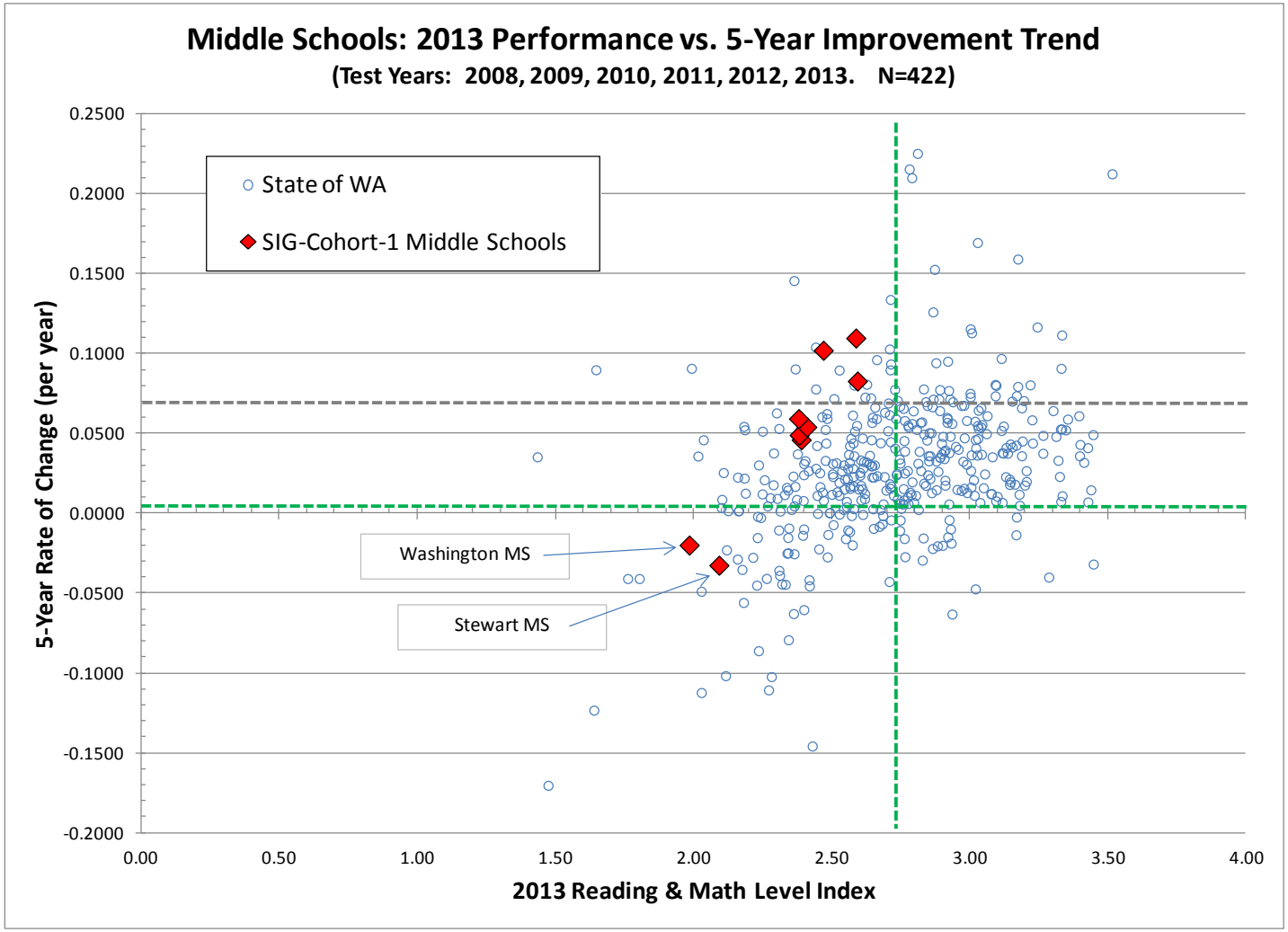


Wellpinit Elementary School

Wellpinit School District

Mr. Tim Ames, Superintendent

Wellpinit Elementary School

Wellpinit School District

The table below provides a profile of students who attended the school in the 2012-13 school year

Enrollment		
October 2012 Student Count		161
May 2013 Student Count		163
Gender (October 2012)		
Male	91	56.5%
Female	70	43.5%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	127	78.9%
Hispanic / Latino of any race(s)	15	9.3%
White	3	1.9%
Two or More Races	15	9.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	141	86.5%
Special Education (May 2013)	26	16.0%

Wellpinit Elementary School

Wellpinit School District

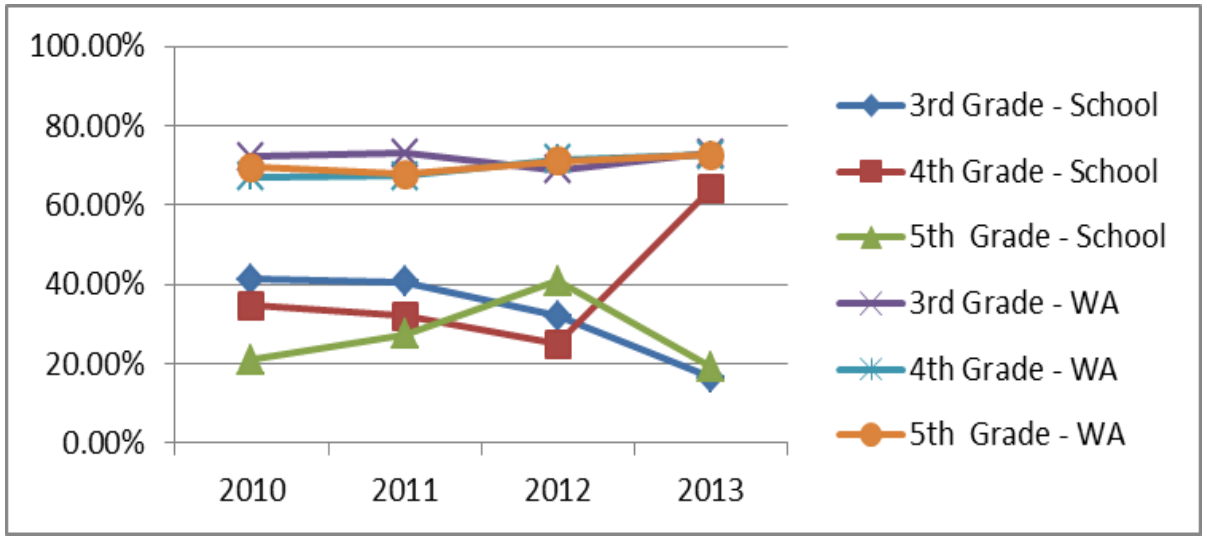
Wellpinit ES	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	41.40%	40.60%	32.00%	16.70%	-24.70%
Reading grade 4	34.60%	32.00%	25.00%	64.00%	29.40%
Reading grade 5	21.10%	27.30%	40.90%	19.20%	-1.90%
Math grade 3	44.80%	34.40%	60.00%	5.60%	-39.20%
Math grade 4	15.40%	16.00%	29.60%	52.00%	36.60%
Math grade 5	0.00%	13.60%	27.30%	11.50%	11.50%

Achievement Data on State Assessments from Baseline (2010) to 2013

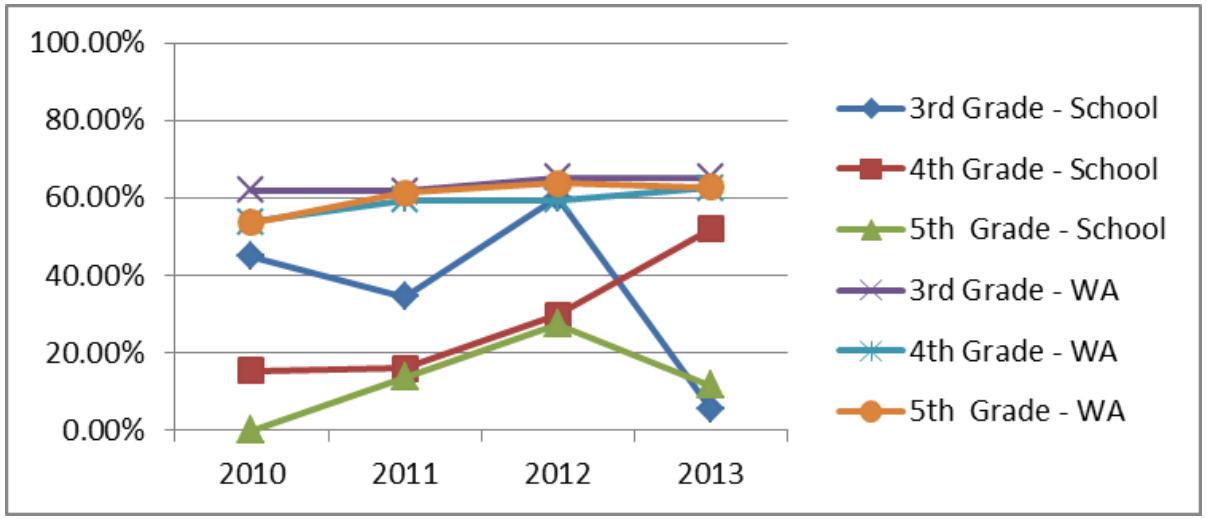
Wellpinit Elementary School

Wellpinit School District

Achievement Data On State Assessments In Reading From Baseline (2010) To 2013



Achievement Data On State Assessments In Math From Baseline (2010) To 2013



Wellpinit Elementary School

Wellpinit School District

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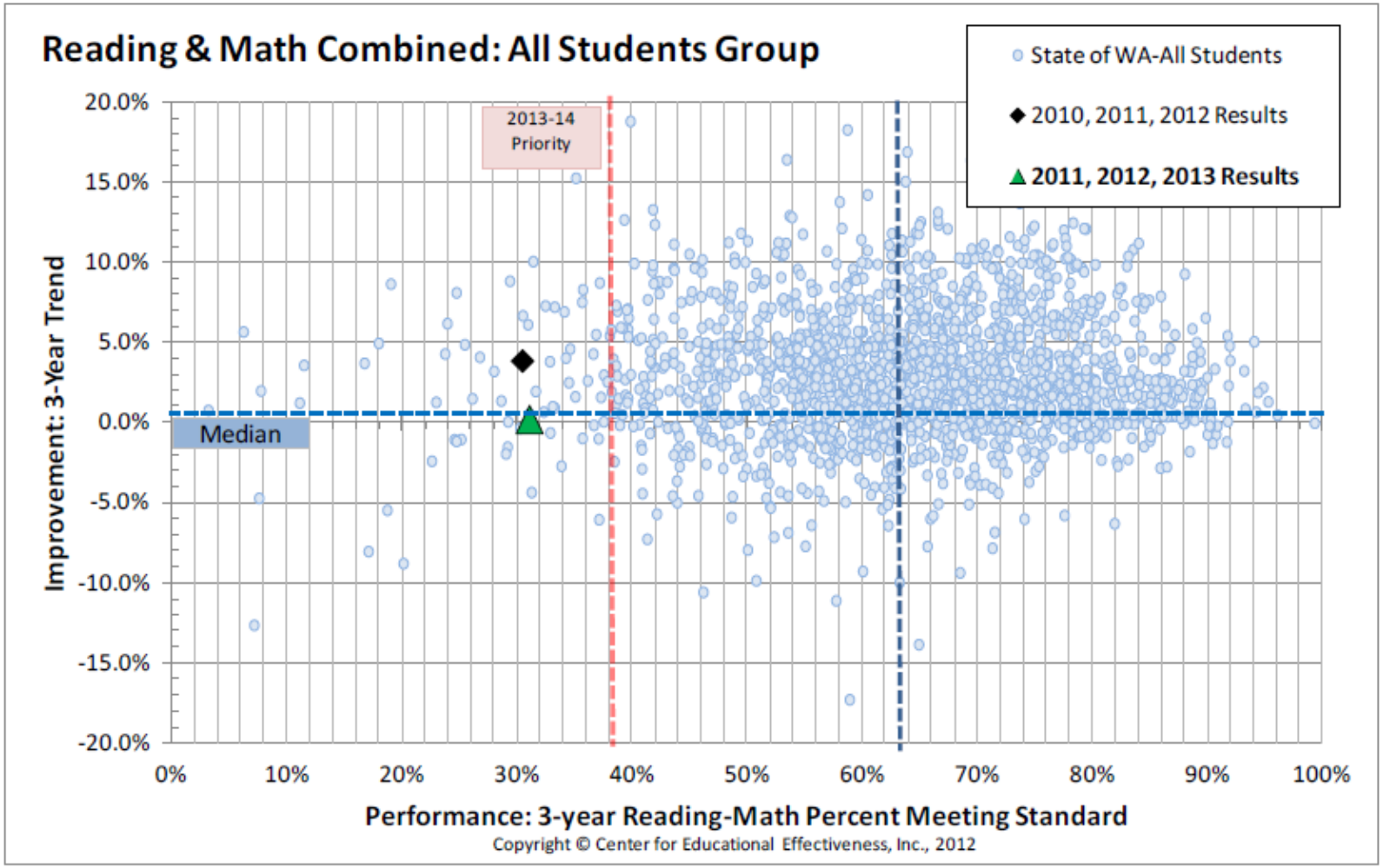
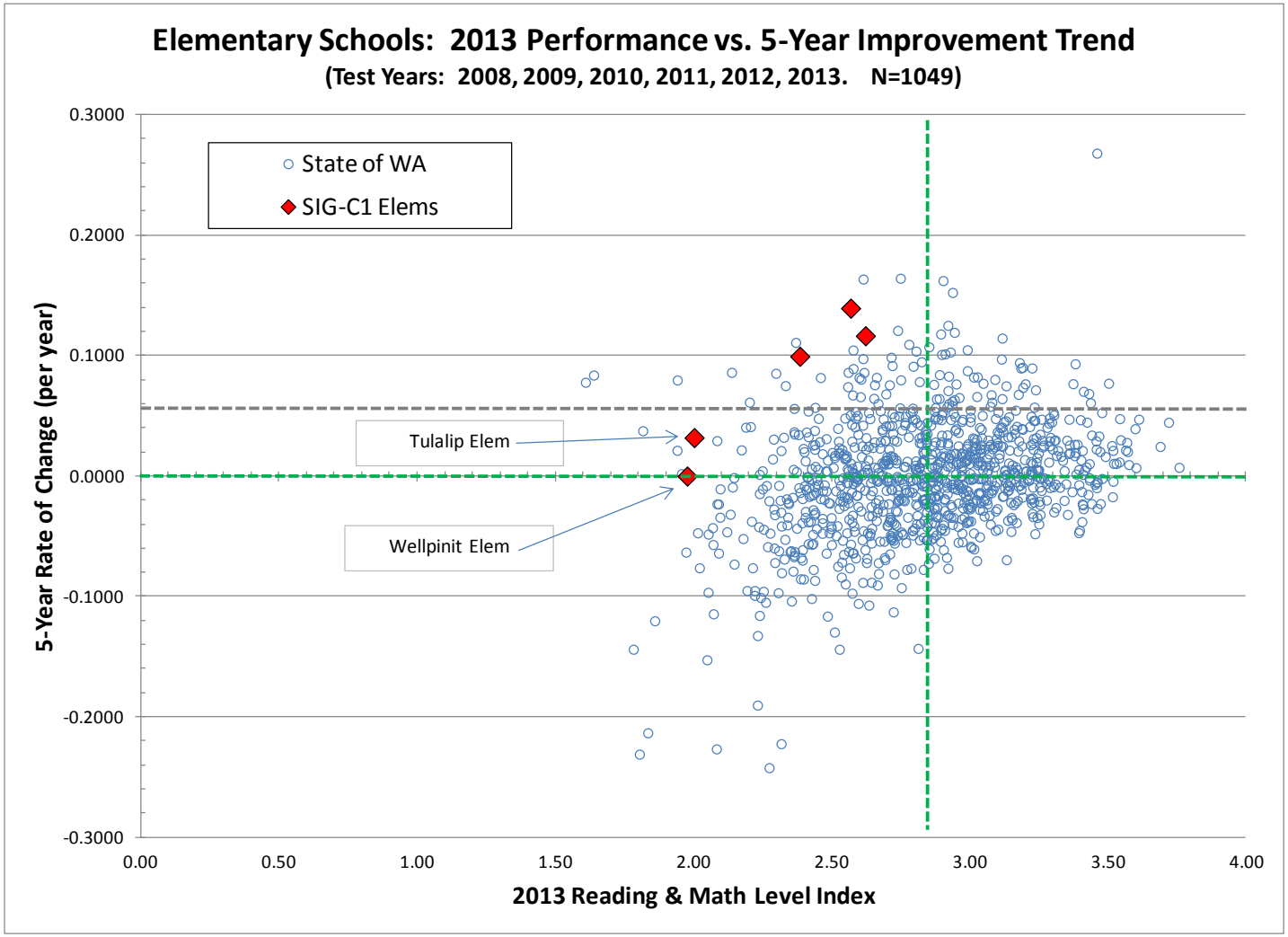


Wellpinit Elementary School

Wellpinit School District

The table below provides a 5-Year Improvement Trend



Required Action District (RAD), Level One
Frequently Asked Questions

1. Which school districts can become a required action district?
The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school identified as persistently lowest achieving may be designated as required action district. The SBE may designate a district that received a school improvement grant in 2010 or 2011 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest achieving and meets the criteria for designation established by the superintendent of public instruction. See **RCW 28A.657.020** and **RCW 28A.657.030** for additional information.

2. How does a school district superintendent request reconsideration?
A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and received by superintendent of public instruction within ten days of receipt of the letter notifying the school district of the superintendent's recommendation. See **RCW 28A.657.030** for additional information.

3. What are the requirements for required action districts?

a) **External Review (Academic Performance Audit):** OSPI will provide an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school. The audit will identify potential reasons for the school's low performance and lack of progress. The review team will consist of persons who have expertise in comprehensive school and district reform. The team may not include staff from the agency, the school district that is the subject of the audit, or members or staff of the SBE. The audit is based on criteria developed by OSPI and **must include** but not be limited to an examination of the following:
   - Student demographics
   - Mobility patterns
   - School feeder patterns
   - The performance of different student groups on assessments
   - Effective school leadership
   - Strategic allocation of resources
   - Clear and shared focus on student learning
   - High standards and expectations for all students
   - High level of collaboration and communication
   - Aligned curriculum, instruction, and assessment to state standards
   - Frequency of monitoring of learning and teaching
   - Focused professional development
   - Supportive learning environment
   - High level of family and community involvement
   - Alternative secondary schools best practices and
   - Any unique circumstances or characteristics of the school or district.

   Audit findings must be made available to the local school district, its staff, the community, and the SBE. See **RCW 28A.657.040** for additional information.

b) **School Improvement Model:** The district must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The district may adopt Washington State's Synergy Model that was developed by the Office of Student and

School Success. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.

c) **Required Action Plan:** The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See **RCW 28A.657.040** and **RCW 28A.657.050** for additional information.

d) **Online action-planning platform (Indistar®):** Districts and schools must use OSPI's approved online action-planning platform (Indistar®) to create, implement, monitor, and revise their required action plans. Staff in OSPI's Office of Student and School Success will provide support to district and school teams to use Indistar® as the platform for their action planning.

e) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE's designation of the district as a required action district and the process for complying with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

f) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

g) **Professional development and technical assistance (PD/TA):** School and district teams will engage in required PD/TA to build leadership and instructional capacity to effectively implement their action plan.

4. **What elements must be included in the Required Action Plan?**
   a) **The plan must include the following.**
      i. **Selection and implementation of an approved school improvement model**. The approved school improvement model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the SBE within three years of implementation of the plan. The required action plan for districts with multiple persistently lowest achieving schools must include **separate plans** for each school as well as a plan for how the school district will support the schools collectively.
      ii. **Funding**: The district must submit an application to OSPI for federal or state funds for school improvement.
      iii. **Budget**: The plan must include a budget that provides for adequate resources to implement the selected model and any other requirements of the plan.

iv. **Changes to existing policies, practices, etc.:** The plan must include descriptions of changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.

v. **Academic Performance Audit:** The district must also describe how it intends to address the findings of the academic performance audit.

vi. **Data measures**: The plan must identify the measures that the school district will use in assessing the school's student achievement. Measures will include those related to closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by OSPI; these measures will also be used to determine the school's status as a persistently lowest achieving school.

b) Assistance with the required action plan: OSPI will provide guidelines for the development of required action plans, as well as a list of research and evidence-based school improvement models to be implemented in the plan. If requested, OSPI will provide a school district with assistance in developing its plan. The local school board will first submit the plan to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. After OSPI approves the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the SBE for approval. See **RCW 28A.657.040** for additional information.

c) Review of the required action plan: The required action plan developed by a district's school board and superintendent must be submitted to the SBE for approval. The SBE shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under RCW 28A.657.050 or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the SBE. *Note.* The SBE must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in RCW 28A.657.050. See **RCW 28A.657.060** for additional information.

d) Timeline for implementing the action plan: If federal or state funds for this purpose are available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district. See **RCW 28A.657.060** for additional information.

e) Technical Assistance and Progress Monitoring: OSPI must provide the required action district with technical assistance and federal or state funds for school improvement, if available, to implement an approved plan. The district must submit a report to OSPI that provides the progress the district is making in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan. OSPI will report to the SBE twice a year on the progress of a required action district in implementing the required action plan. See **RCW 28A.657.090** for additional information.

5. How can a required action district be released from the designation?

OSPI must recommend to the SBE that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress as defined by the superintendent of public instruction using the criteria adopted under RCW 28A.657.020 including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest achieving. The SBE shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

If the SBE determines that the required action district has not met the requirements for release after at least three years of implementing a required action plan, the board may recommend that the district remain in required action and submit a new or revised plan under the process in RCW 28A.657.050, or the SBE may direct that the school district be assigned to level two of the required action process as provided in RCW 28A.657.105. If the required action district received a federal school improvement grant for the same persistently lowest achieving school in 2010 or 2011, the SBE may direct that the school district be assigned to level two of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the SBE must submit its findings to the education accountability system oversight committee under RCW 28A.657.130 and provide an opportunity for the oversight committee to review and comment. See **RCW 28A.657.100** for additional information.

Additional information regarding the required action plan follows.

6. What if the SBE rejects the required action plan?

If the SBE does not approve a proposed plan, it must notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. With the assistance of OSPI, the superintendent and school board of the required action district shall either: (1) submit a new plan to the SBE for approval within forty days of notification that its plan was rejected, or (2) submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the SBE's rejection within ten days of the notification that the plan was rejected. See **RCW 28A.657.040** for information.

7. What is the required action plan review panel?

A required action plan review panel is composed of five individuals with expertise in school improvement, school and school district restructuring, or parent and community involvement in schools. Two of the panel members shall be appointed by the speaker of the House of Representatives; two shall be appointed by the president of the Senate; and one shall be appointed by the governor. The panel is to provide an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan or reconsideration of a level two required action plan developed only by the superintendent of public instruction as provided under RCW 28A.657.105. The review and reconsideration by the panel shall be based on whether the SBE or the superintendent of public instruction gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit or level two needs assessment and review of the local school district. See **RCW 28A.657.070** for additional information.

9. What happens if the school district does not submit the required action plan in time?

The SBE may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received SBE approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings. See **RCW 28A.657.080** for information.

Tulalip Elementary School Summary – Marysville School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		289
May 2013 Student Count		300
Gender (October 2012)		
Male	128	44.3%
Female	161	55.7%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	157	54.3%
Hispanic / Latino of any race(s)	45	15.6%
White	38	13.1%
Two or More Races	47	16.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	230	76.7%
Special Education (May 2013)	53	17.7%
Transitional Bilingual (May 2013)	10	3.3%

Student Achievement

Source: OSPI State Report Card

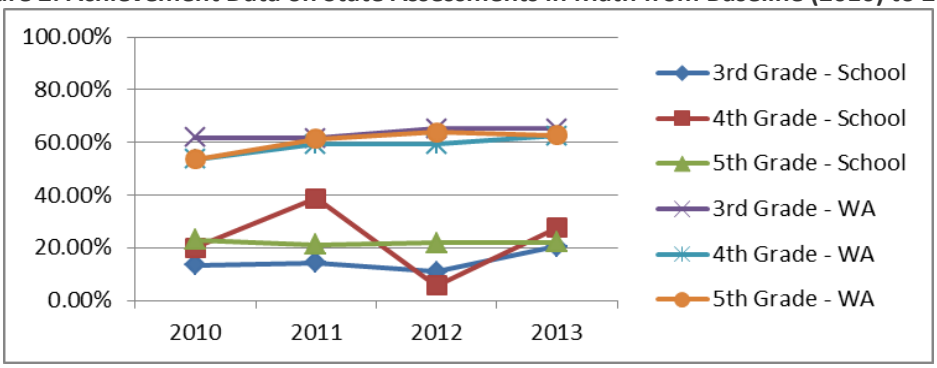
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading represent minimal change over time (less than 2%).**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Tulalip Elementary	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	23.30%	34.30%	27.00%	47.70%	24.40%
Reading grade 4	28.60%	35.50%	27.80%	42.50%	13.90%
Reading grade 5	35.30%	33.30%	40.60%	34.10%	-1.20%
Math grade 3	13.30%	14.30%	10.80%	20.50%	7.20%
Math grade 4	20.00%	38.70%	5.60%	27.50%	7.50%
Math grade 5	22.90%	21.20%	21.90%	22.00%	-0.90%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

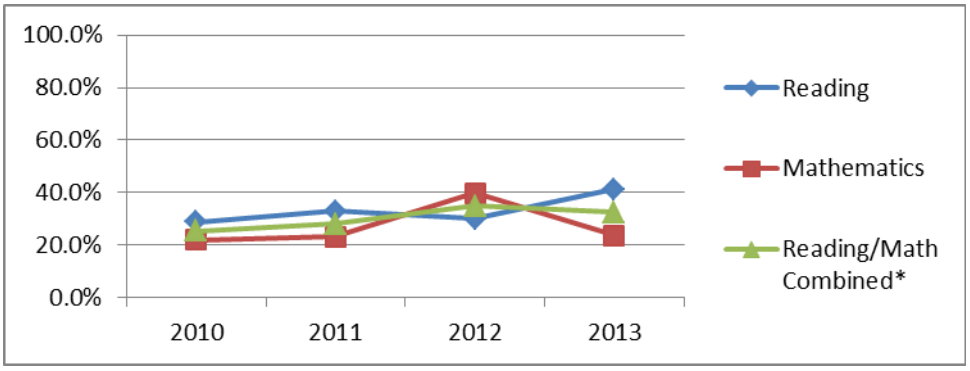
Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Percents are rounded to the nearest tenth.**

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Tulalip	2010	2011	2012	2013	Change Baseline to 2013
Reading	28.7%	33.0%	29.9%	41.2%	12.5%
Mathematics	21.9%	23.1%	39.7%	23.7%	1.8%
Reading/Math Combined*	25.3%	28.0%	34.8%	32.5%	7.1%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

Subgroup Data

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Percents are rounded to the nearest tenth.**

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Tulalip	2010	2011	2012	2013	Change Baseline to 2013
All	24.0%	28.6%	21.6%	32.5%	8.5%
American Indian	15.3%	19.8%	15.7%	31.6%	16.3%
Low Income	18.2%	28.2%	19.2%	31.5%	13.3%

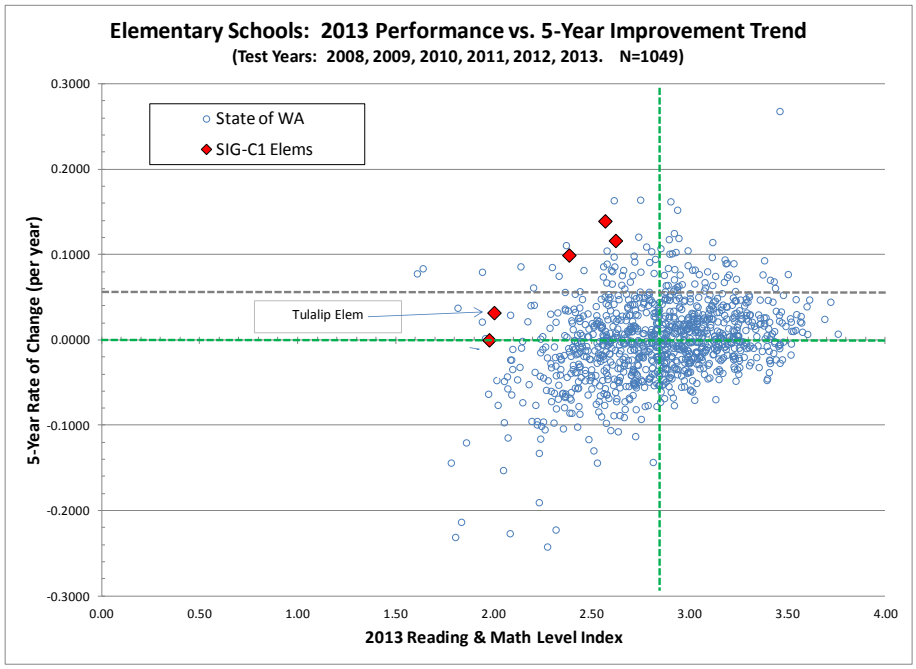
Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



2013 School Data Dashboard

Site:	Quil Ceda Elem
District:	Marysville

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	64.3%	37.4%	↑	26.9%	Below
Grade 4	50.0%	58.8%	↓	-8.8%	Below
Grade 5	44.2%	45.2%	→	-1.0%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		2.2%	-0.5%
Grade 4		1.9%	0.1%
Grade 5		0.2%	-0.3%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	39.0%	32.4%	↑	6.6%	Below
Grade 4	39.0%	25.5%	↑	13.5%	Below
Grade 5	27.9%	33.3%	↓	-5.4%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		1.0%	-0.7%
Grade 4		5.7%	1.1%
Grade 5		-0.2%	1.3%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 4	26.2%	37.3%	↓	-11.1%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 4		2.7%	-1.0%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 5	41.9%	23.8%	↑	18.1%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 5		9.1%	9.6%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the school's 2013 results to the district's to determine whether they are above or below (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Quil Ceda Elem
District:	Marysville

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	23.8%	16.2%	🔴	7.6%		Larger 🔴	Grade 3	🟢	-0.7%	0.3%
Grade 4	9.5%	9.8%	🟡	-0.3%		Equal 🟡	Grade 4	🟢	-1.9%	-0.5%
Grade 5	11.6%	21.4%	🟢	-9.8%		Larger 🔴	Grade 5	🟢	-1.7%	-0.4%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	39.0%	43.2%	🟢	-4.2%		Larger 🔴	Grade 3	🟡	-0.2%	-0.6%
Grade 4	51.2%	51.0%	🟡	0.2%		Larger 🔴	Grade 4	🟢	-2.2%	0.5%
Grade 5	41.9%	38.1%	🔴	3.8%		Larger 🔴	Grade 5	🟡	-0.9%	-1.5%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of interventions for struggling students. For Change, we want the percentage of students at Level-1 to decline– so negative values are best. The 5-year Trend looks at whether the school is shrinking the percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students at Level-1.

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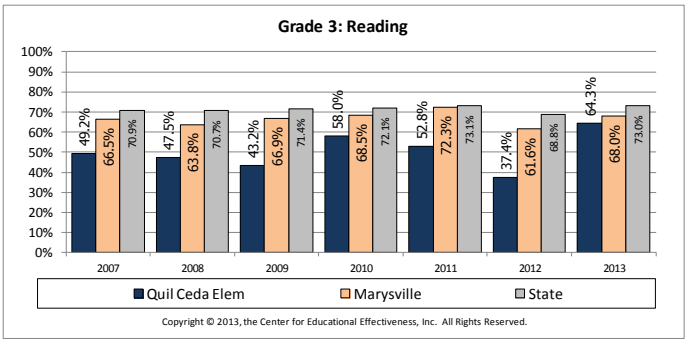
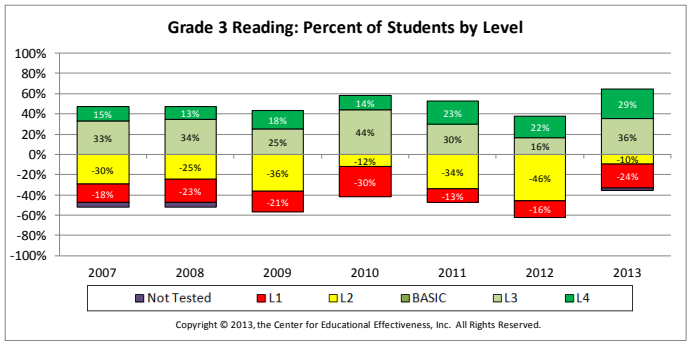
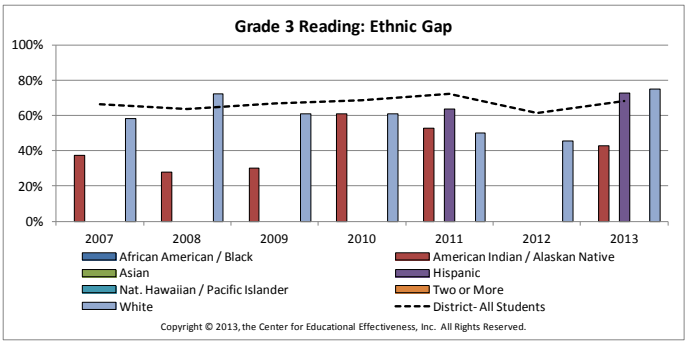
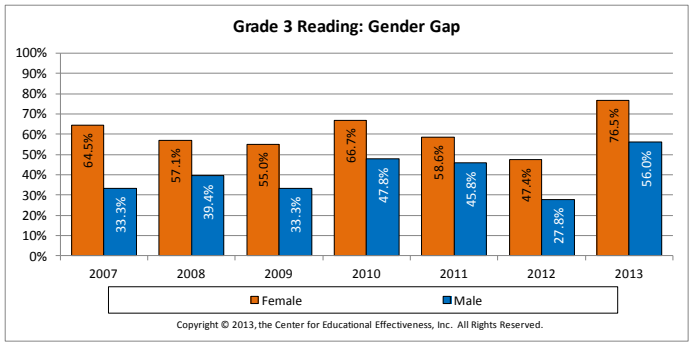
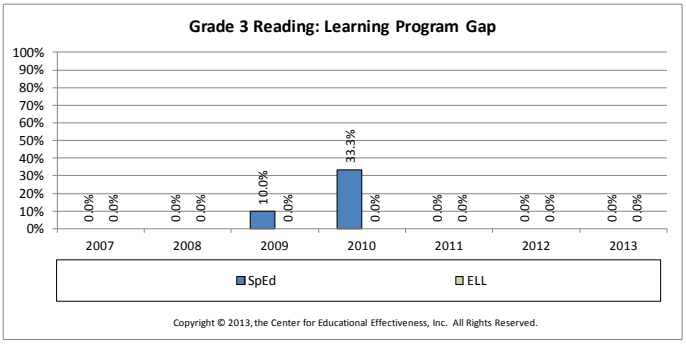
Reading Grade 3

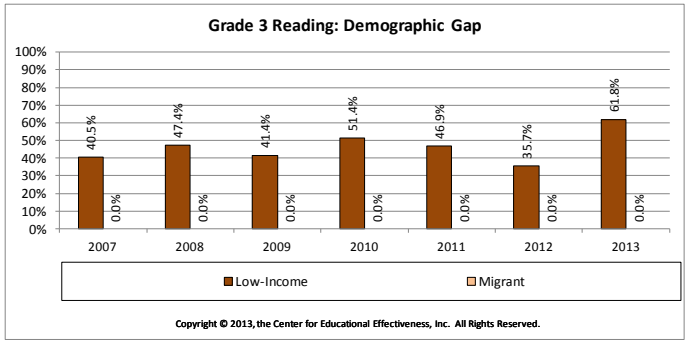












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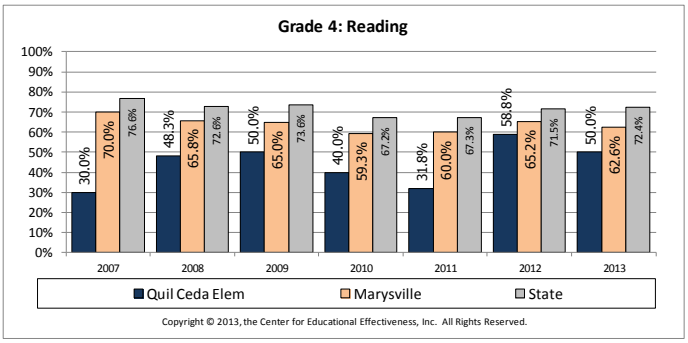
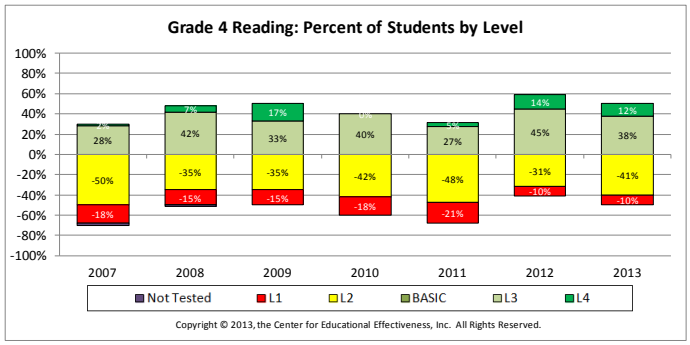
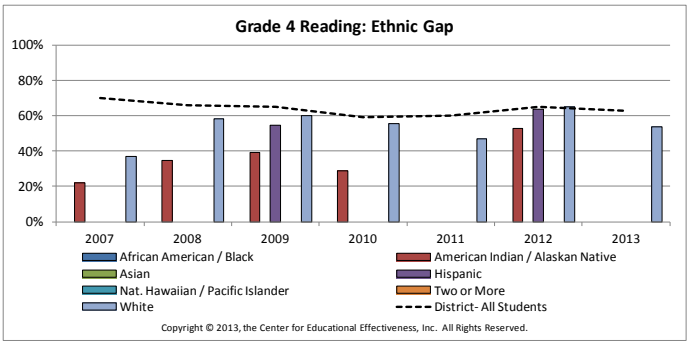
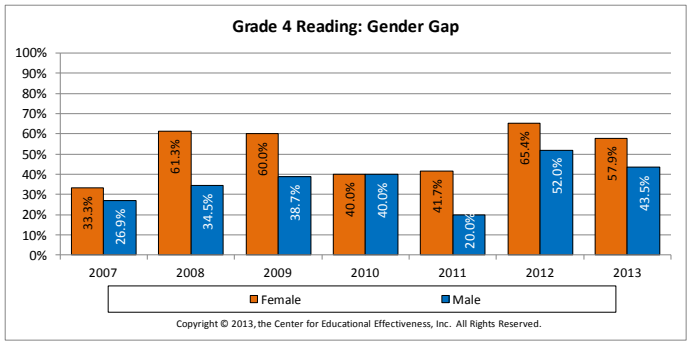
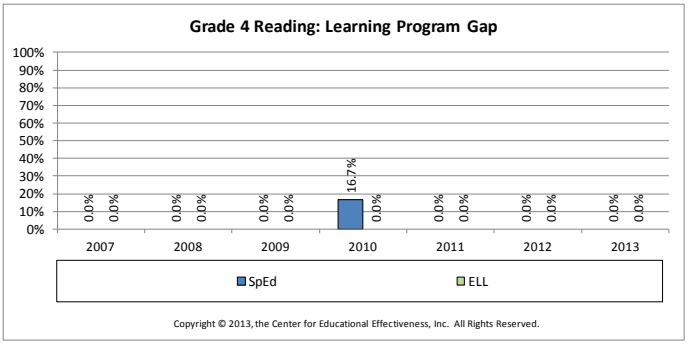
Reading Grade 4

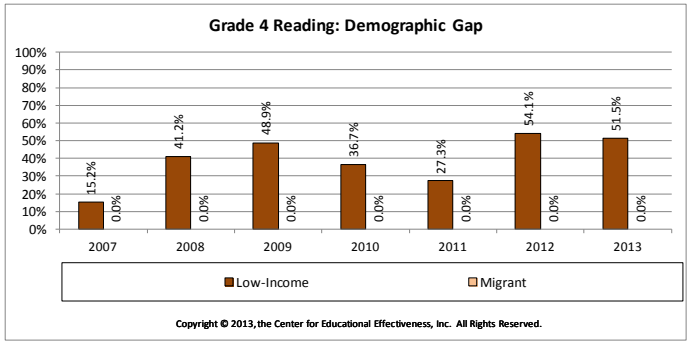












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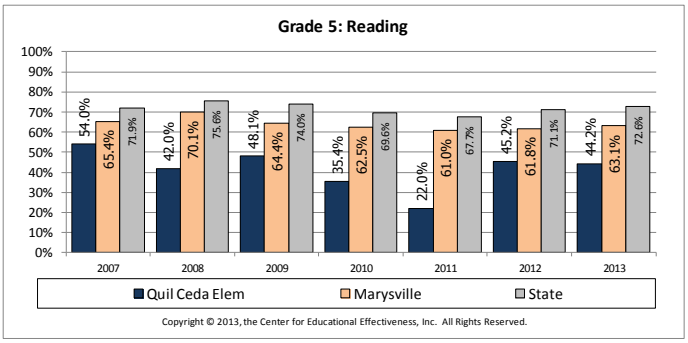
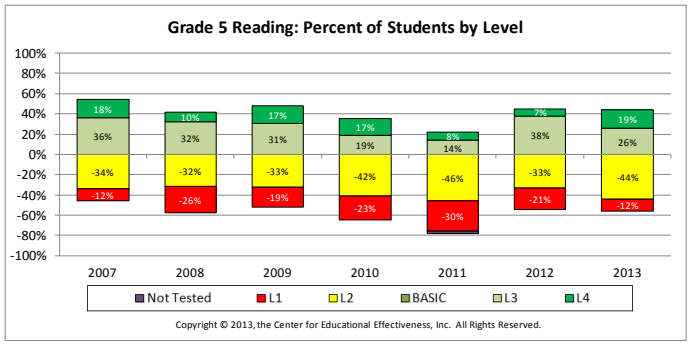
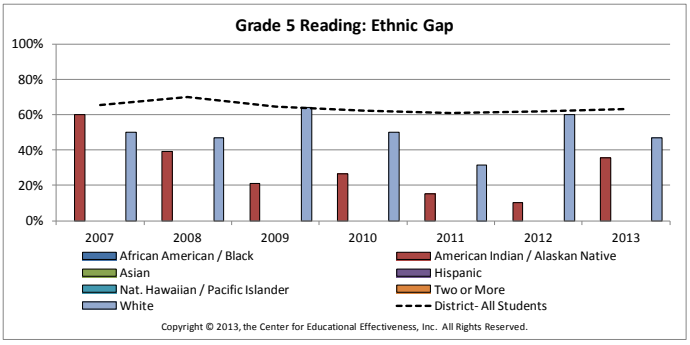
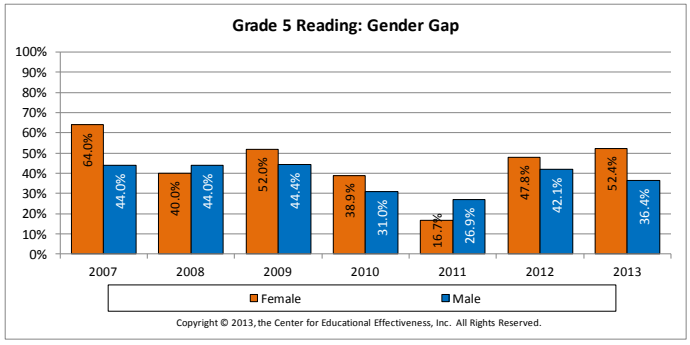
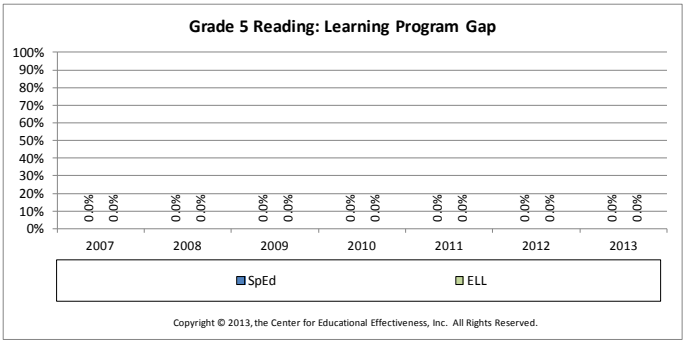
Reading Grade 5

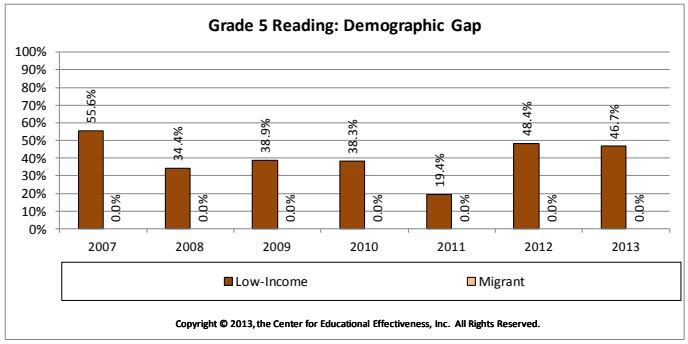












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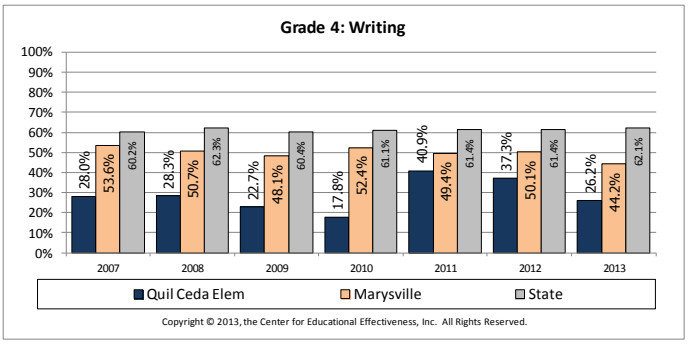
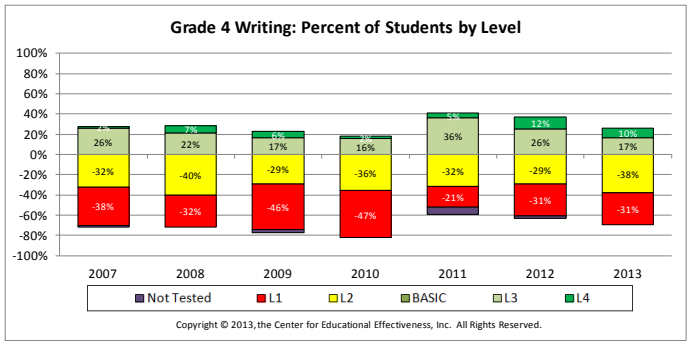
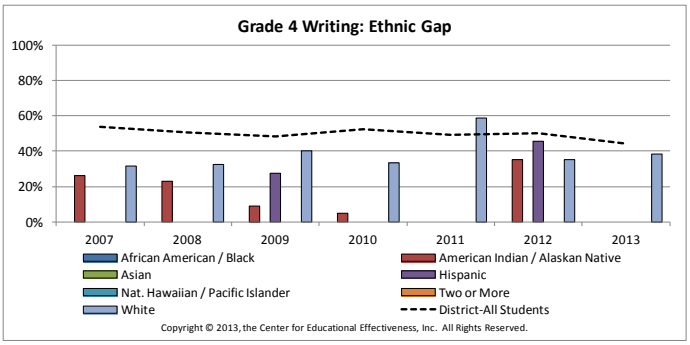
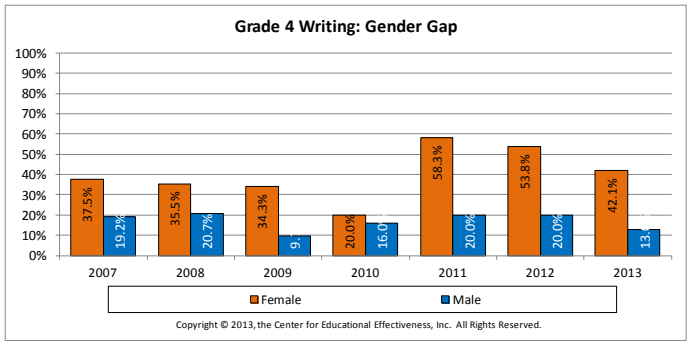
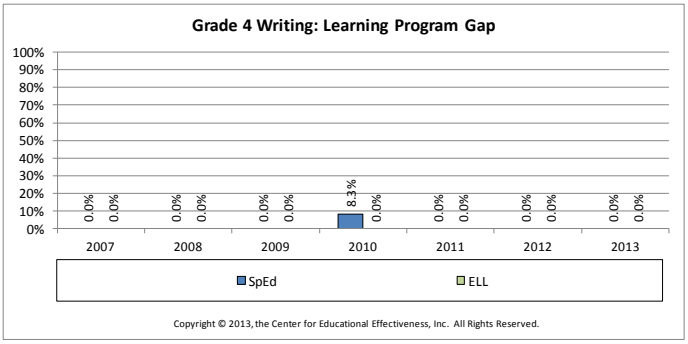
Writing Grade 4

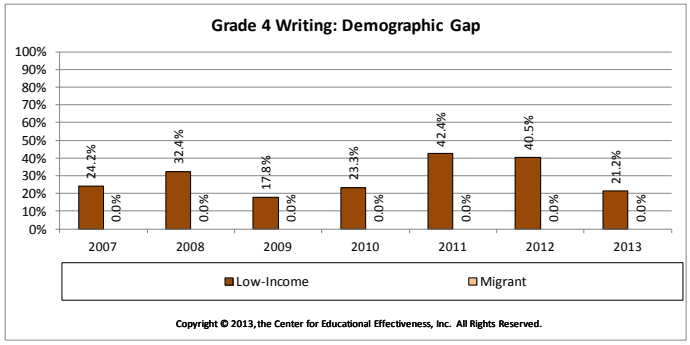












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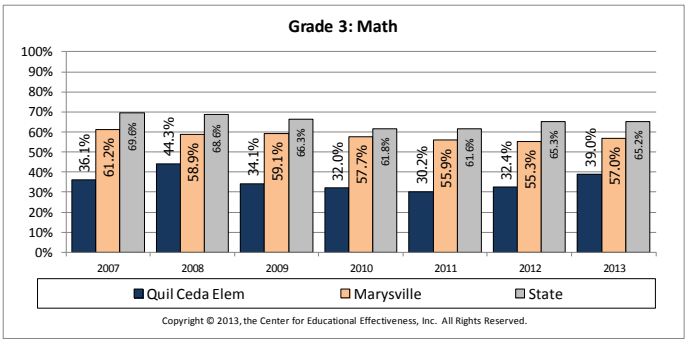
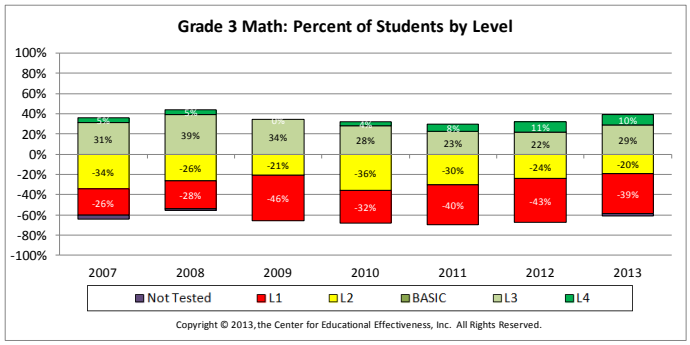
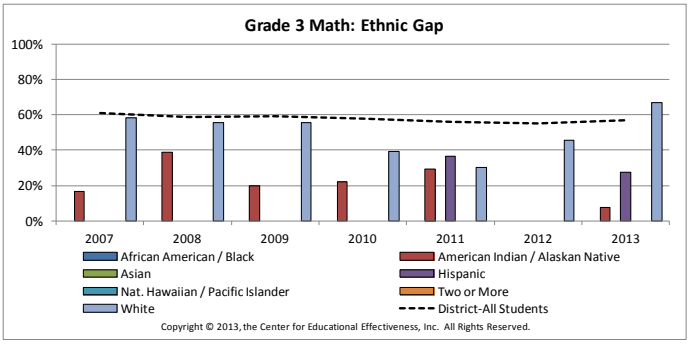
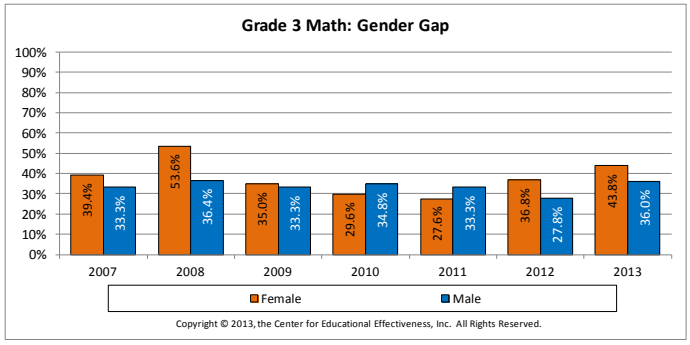
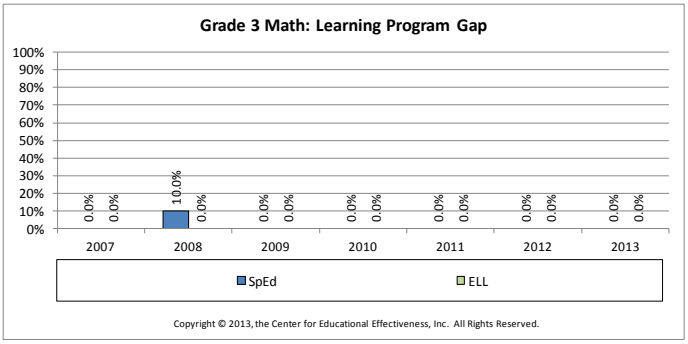
Math Grade 3

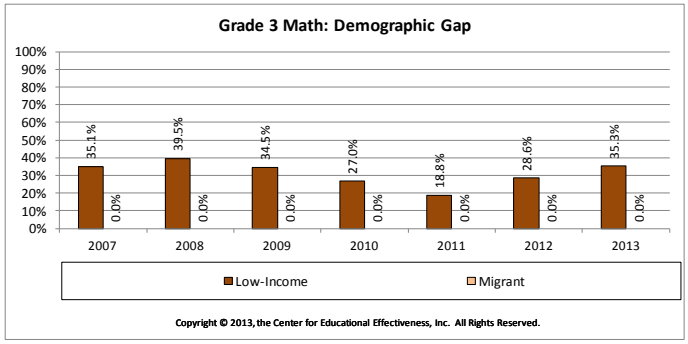












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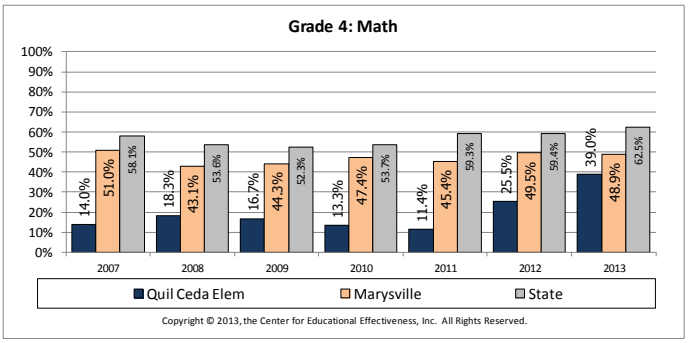
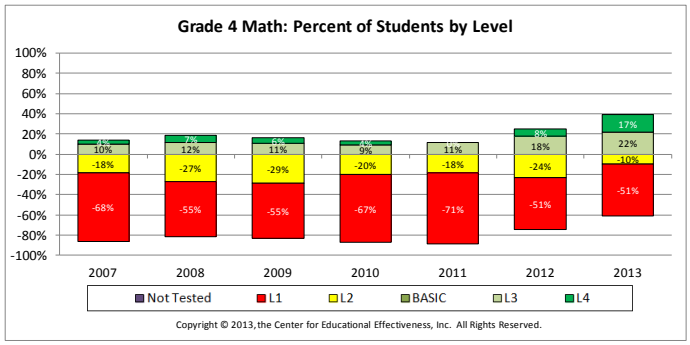
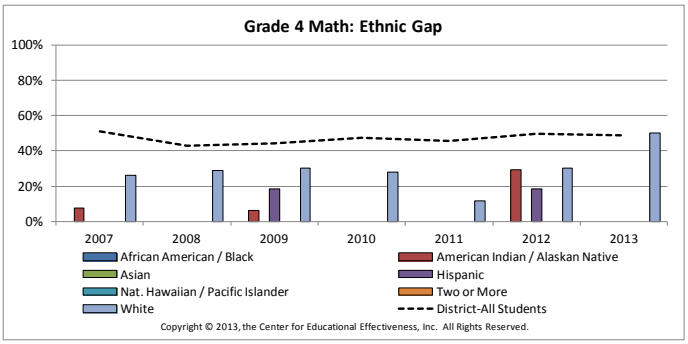
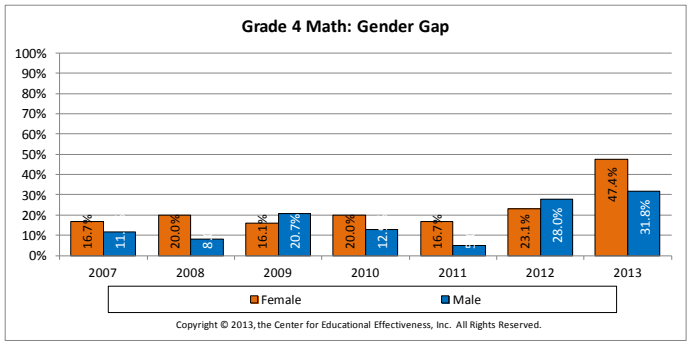
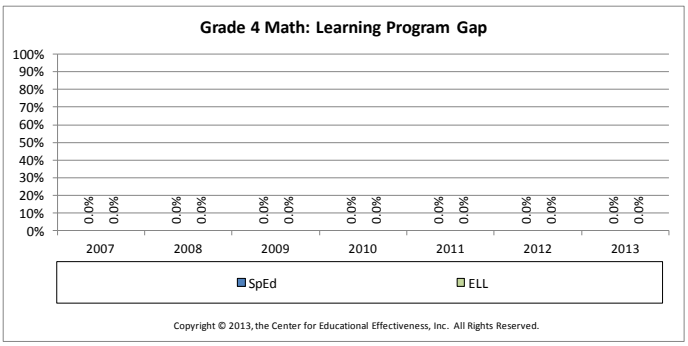
Math Grade 4

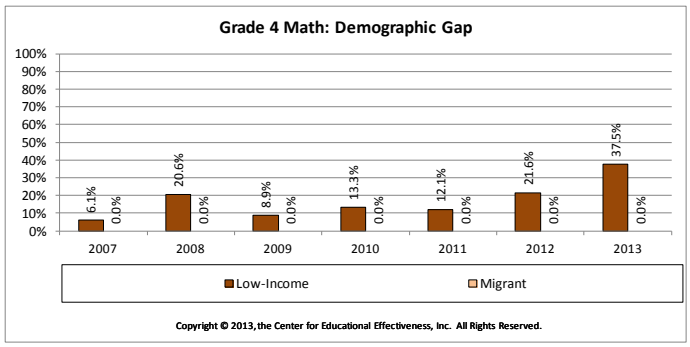












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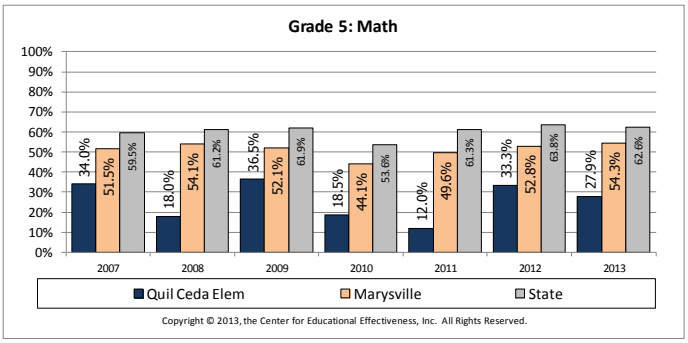
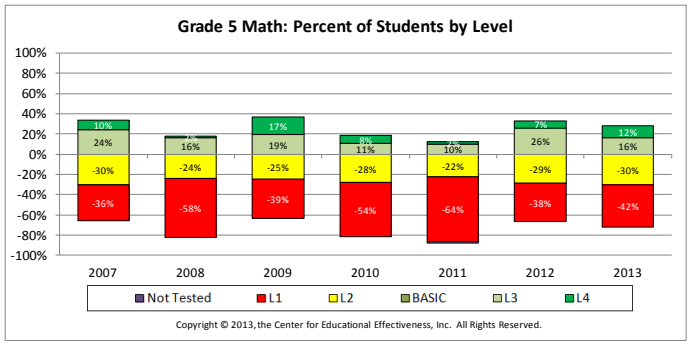
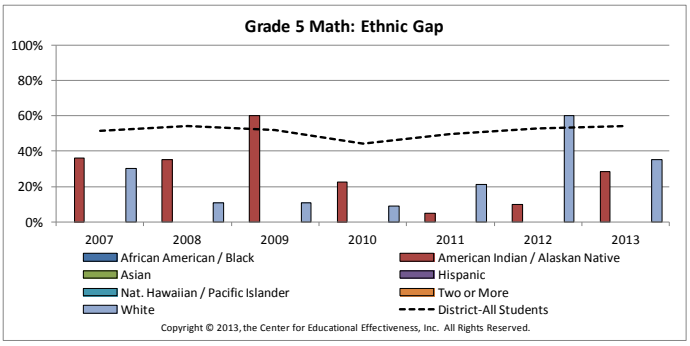
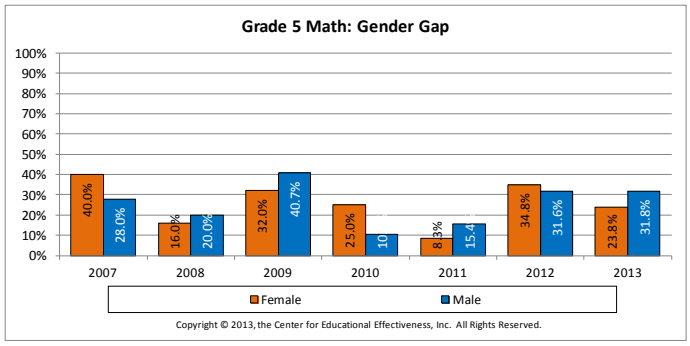
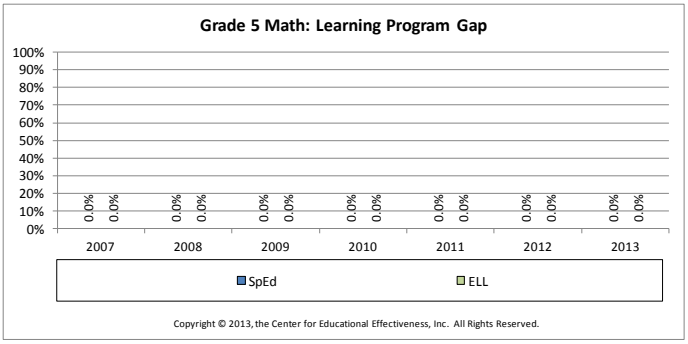
Math Grade 5

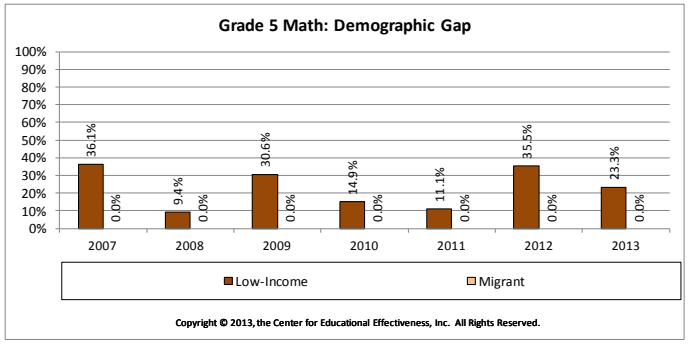












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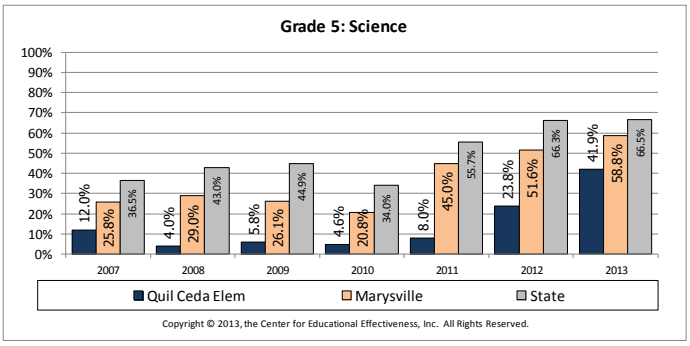
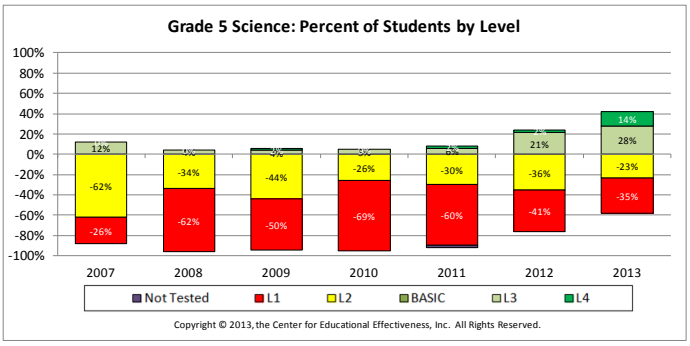
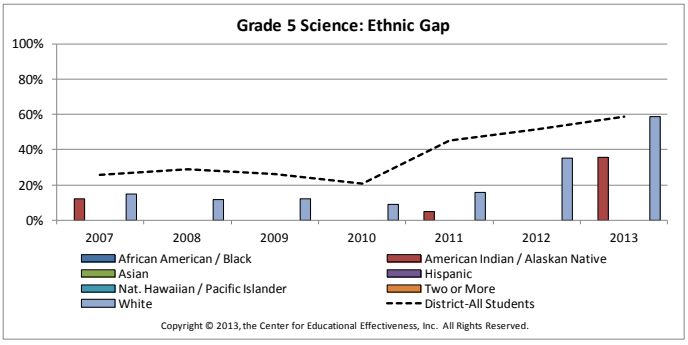
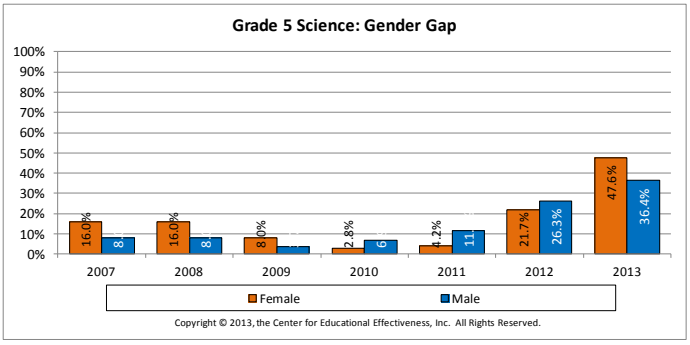
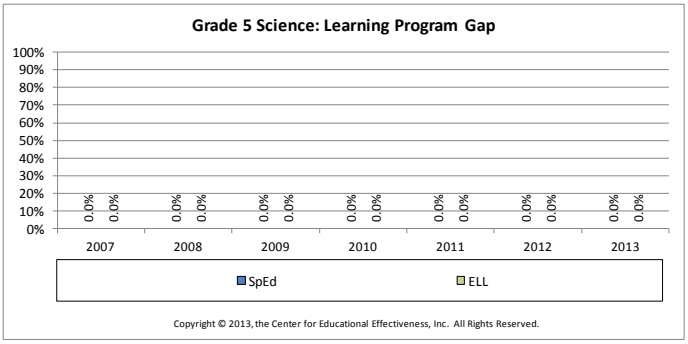
Science Grade 5

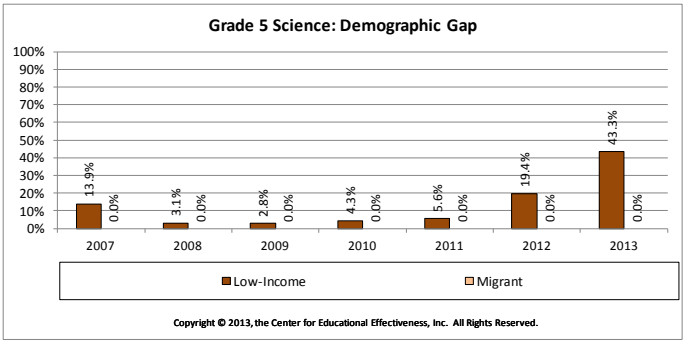












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2013 School Data Dashboard

Site:	Tulalip Elem
District:	Marysville

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	47.7%	27.0%	↑	20.7%	Below
Grade 4	42.5%	27.8%	↑	14.7%	Below
Grade 5	34.1%	40.6%	↓	-6.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		5.7%	-0.5%
Grade 4		-2.1%	0.1%
Grade 5		0.3%	-0.3%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	20.5%	10.8%	↑	9.7%	Below
Grade 4	27.5%	5.6%	↑	21.9%	Below
Grade 5	22.0%	21.9%	→	0.1%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-1.0%	-0.7%
Grade 4		-0.9%	1.1%
Grade 5		2.5%	1.3%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 4	27.5%	25.0%	↑	2.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 4		-3.3%	-1.0%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 5	29.3%	18.8%	↑	10.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 5		5.1%	9.6%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the school's 2013 results to the district's to determine whether they are above or below (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Tulalip Elem
District:	Marysville

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	34.1%	40.5%		-6.4%		Larger	Grade 3		-2.0%	0.3%
Grade 4	15.0%	19.4%		-4.4%		Larger	Grade 4		-2.4%	-0.5%
Grade 5	24.4%	28.1%		-3.7%		Larger	Grade 5		-3.6%	-0.4%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	52.3%	67.6%		-15.3%		Larger	Grade 3		0.7%	-0.6%
Grade 4	60.0%	72.2%		-12.2%		Larger	Grade 4		4.1%	0.5%
Grade 5	53.7%	53.1%		0.6%		Larger	Grade 5		-2.4%	-1.5%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of interventions for struggling students. For Change, we want the percentage of students at Level-1 to decline– so negative values are best. The 5-year Trend looks at whether the school is shrinking the percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students at Level-1.

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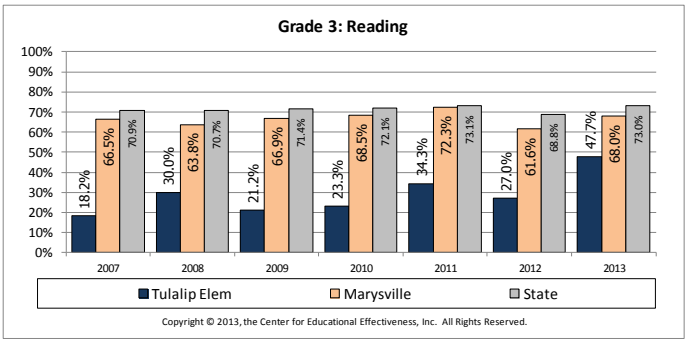
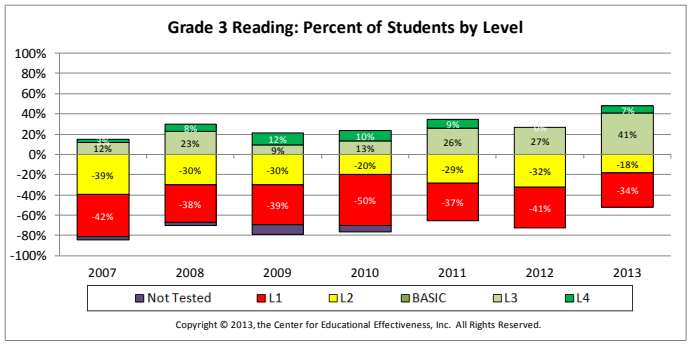
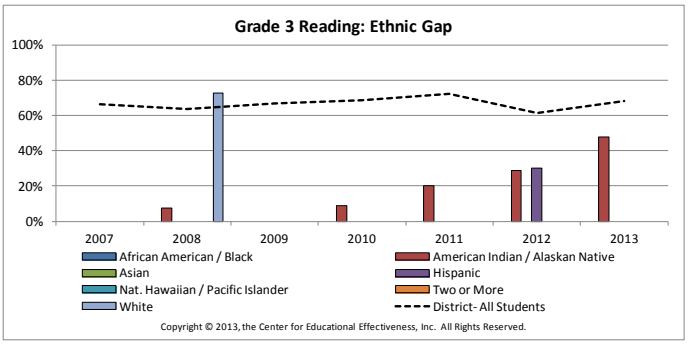
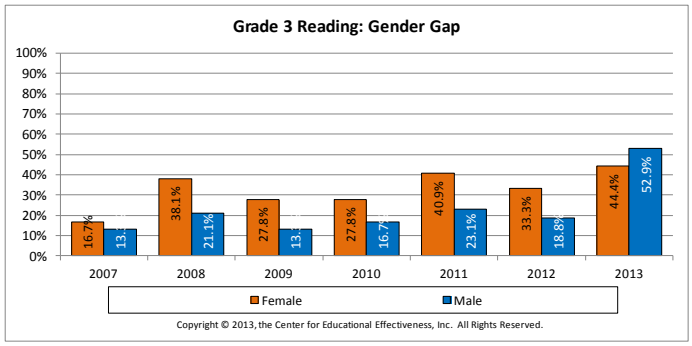
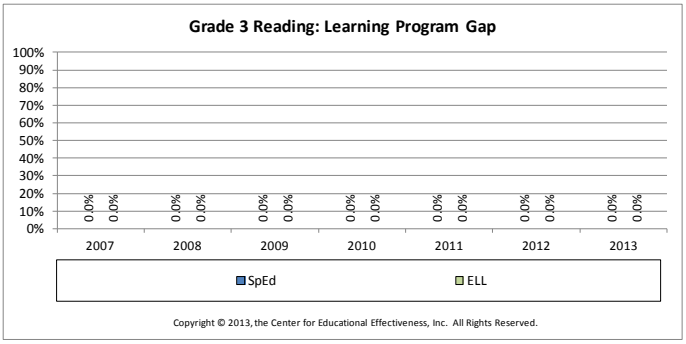
Reading Grade 3

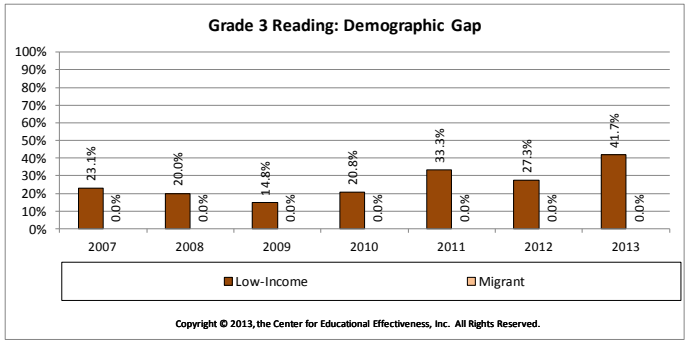












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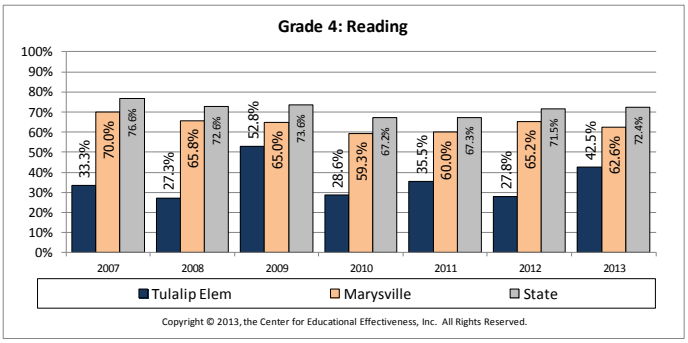
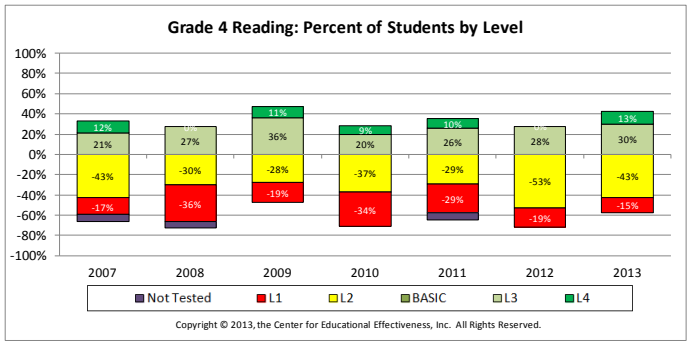
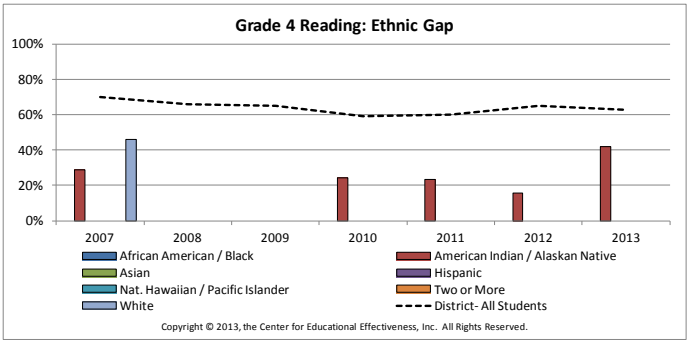
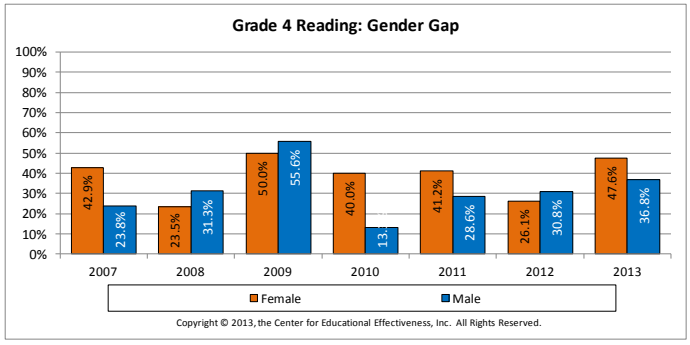
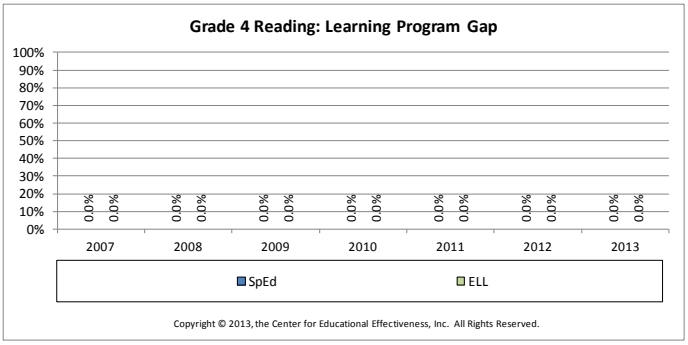
Reading Grade 4

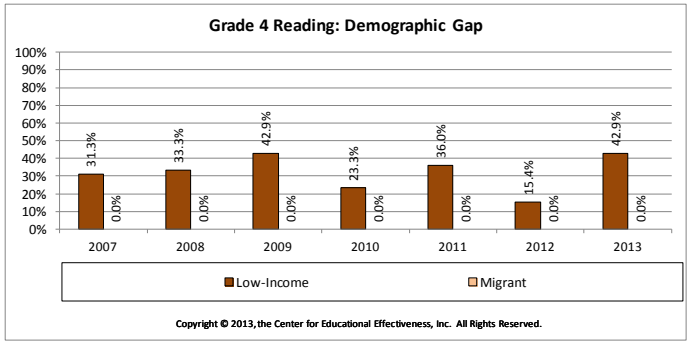












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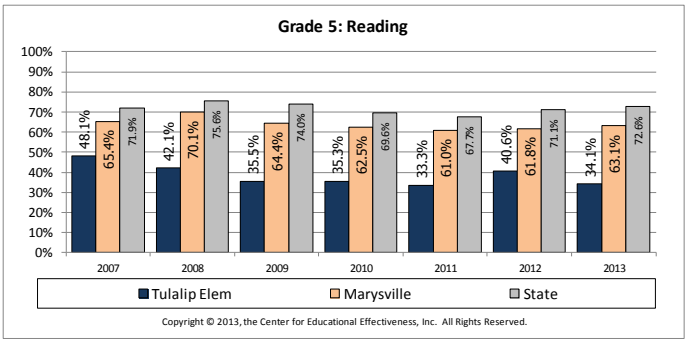
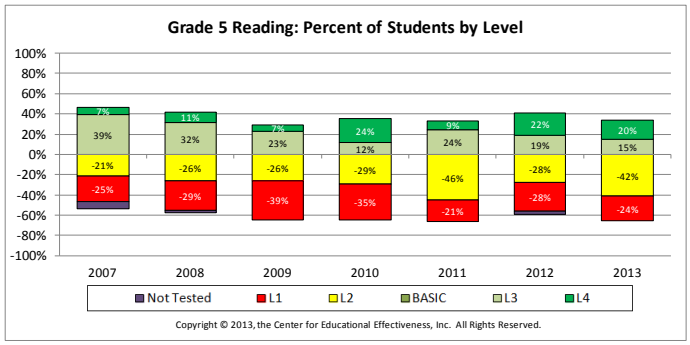
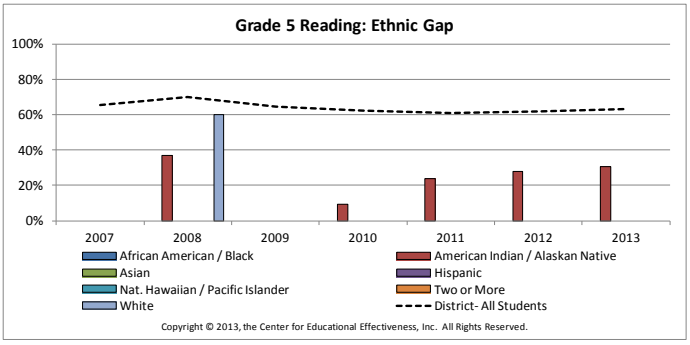
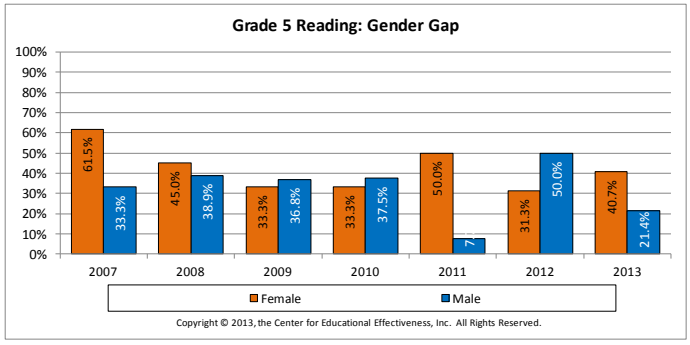
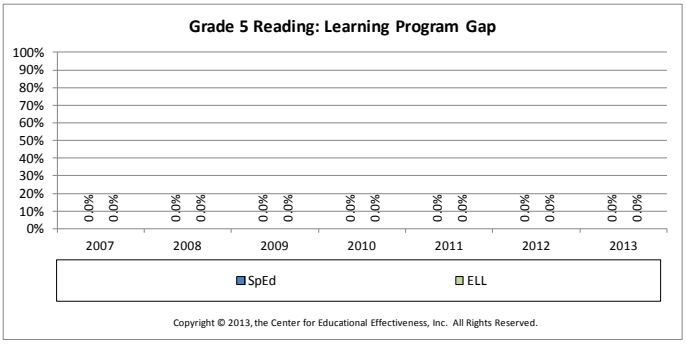
Reading Grade 5

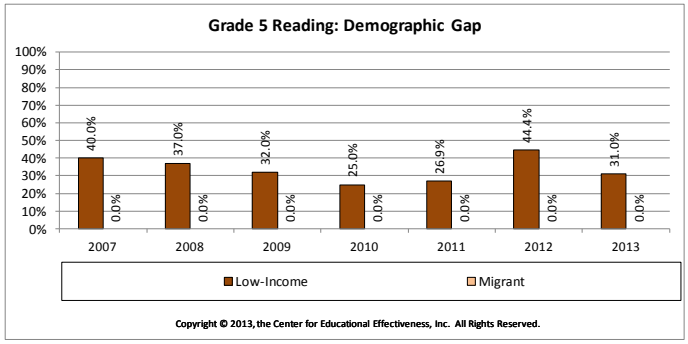












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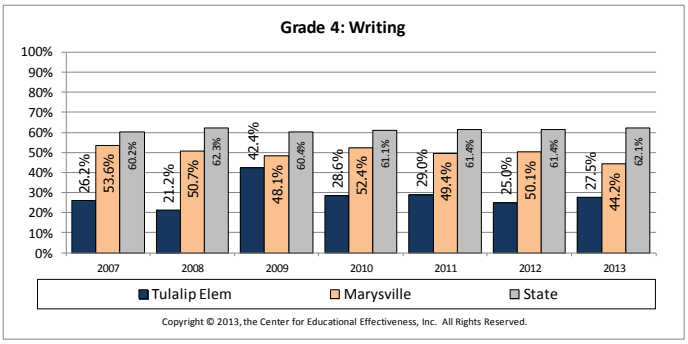
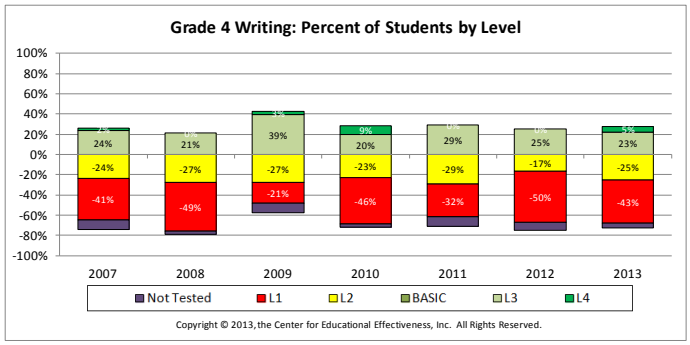
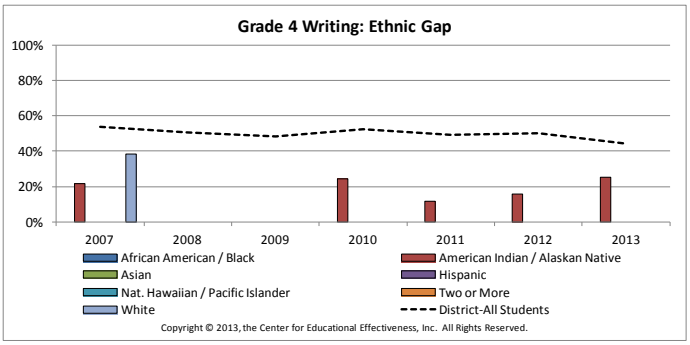
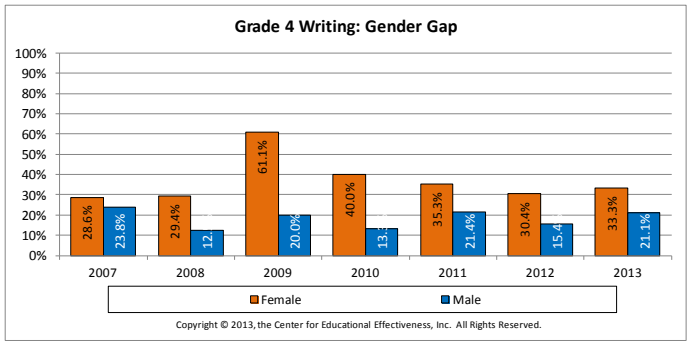
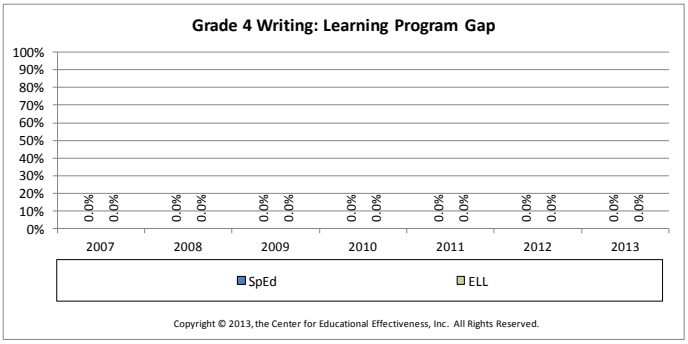
Writing Grade 4

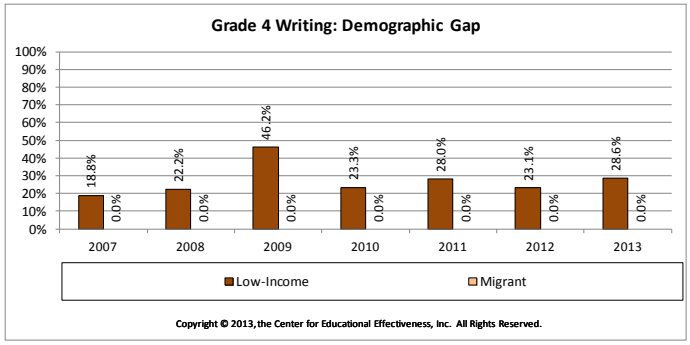












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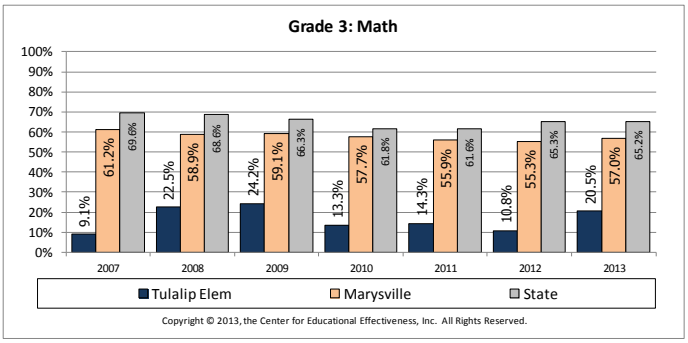
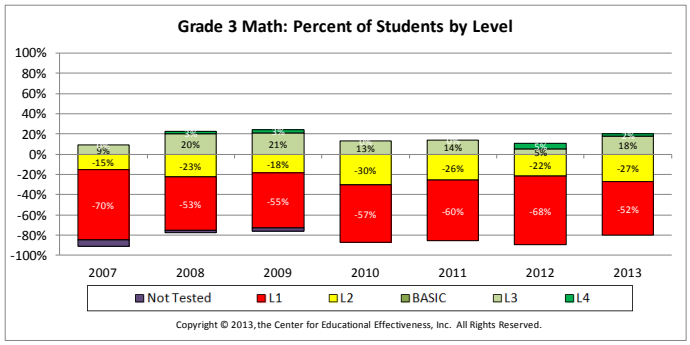
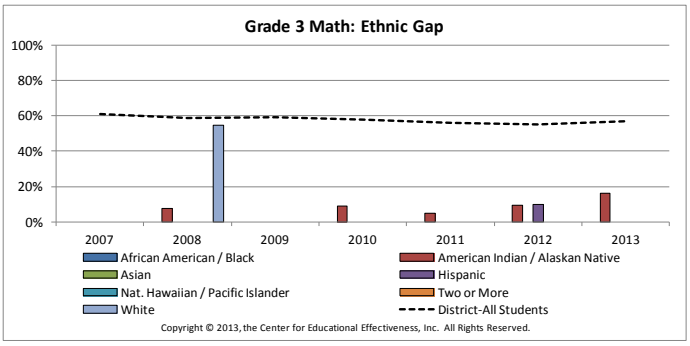
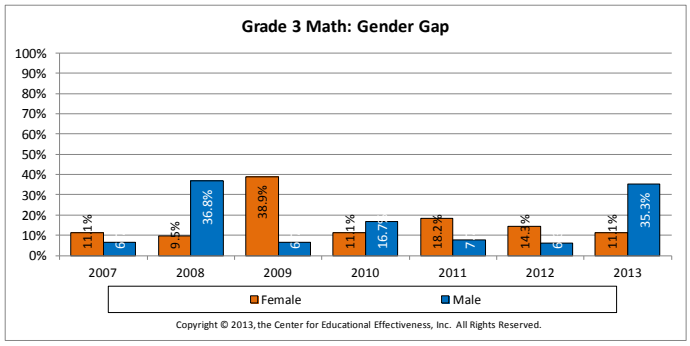
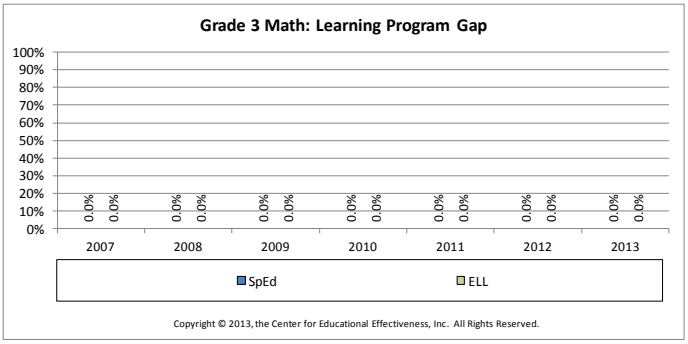
Math Grade 3

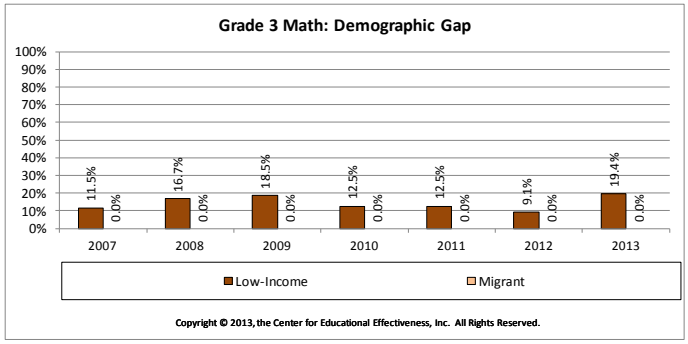












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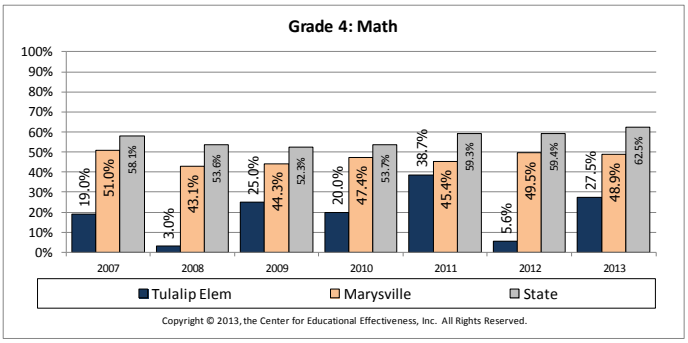
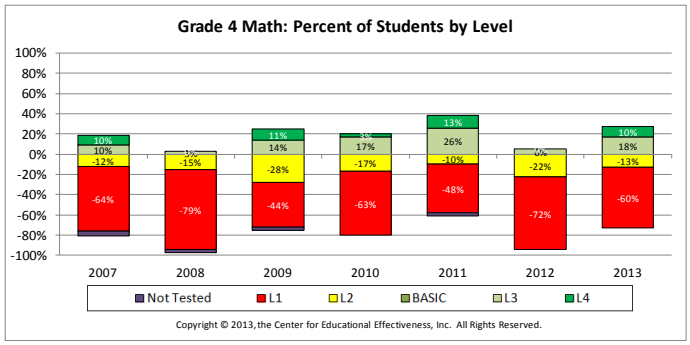
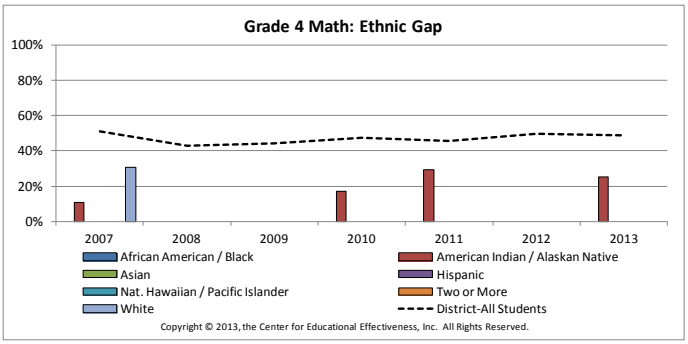
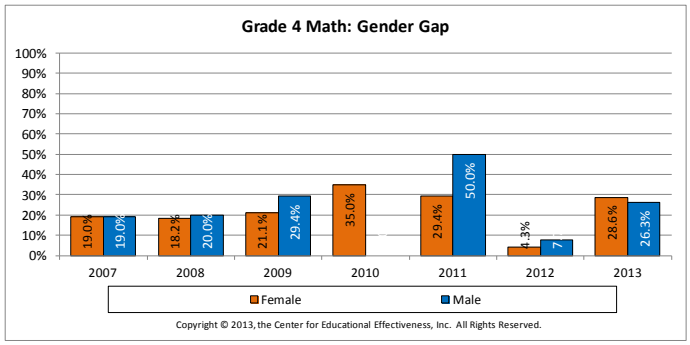
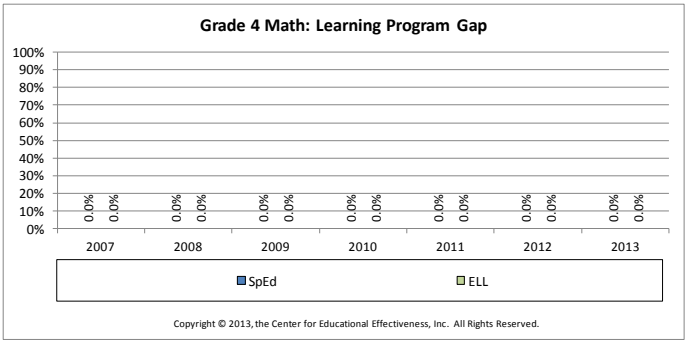
Math Grade 4

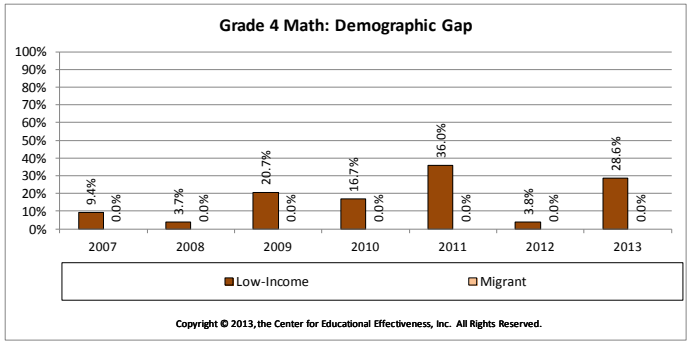












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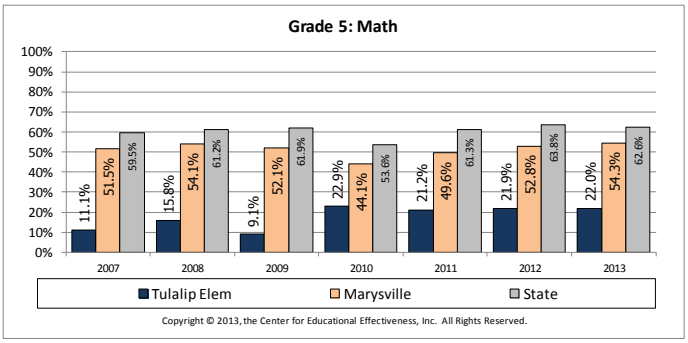
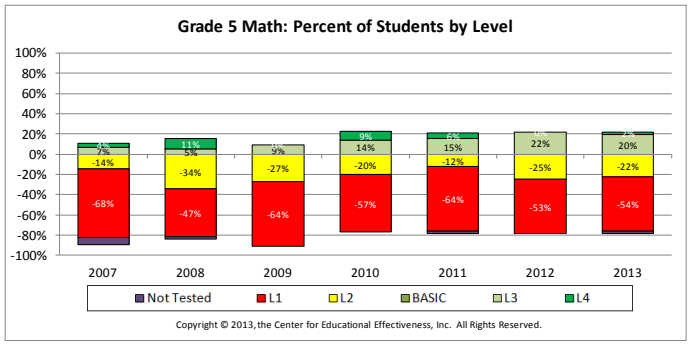
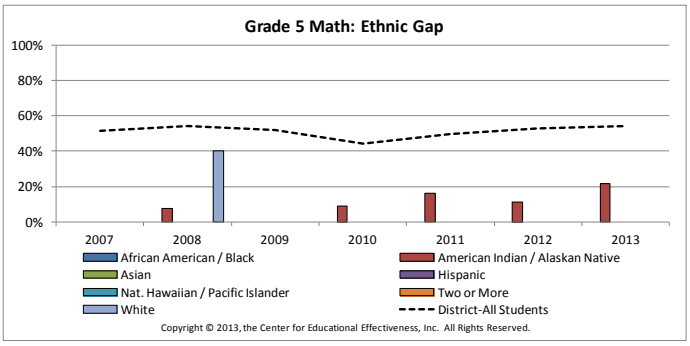
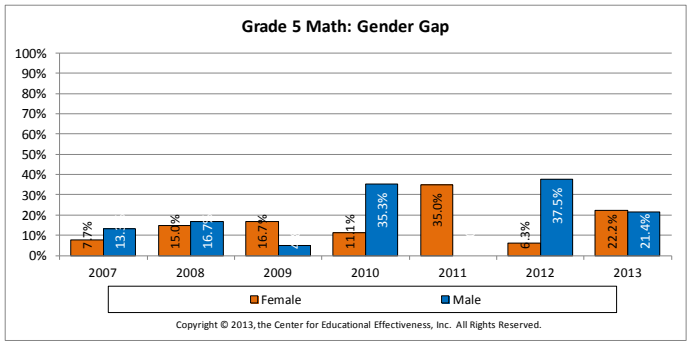
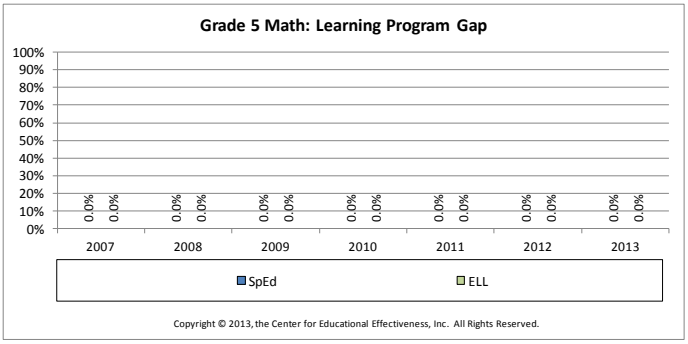
Math Grade 5

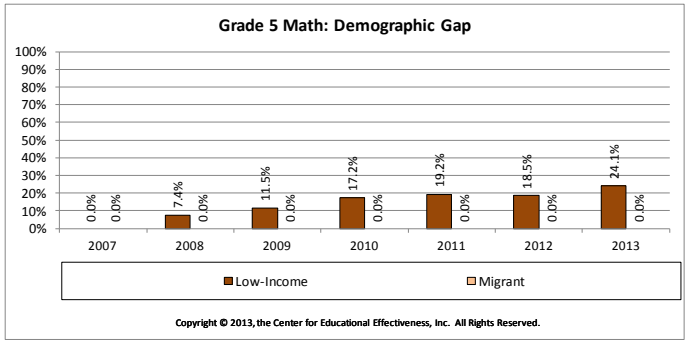












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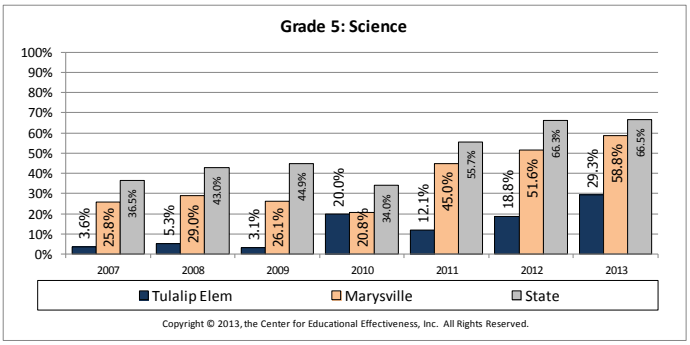
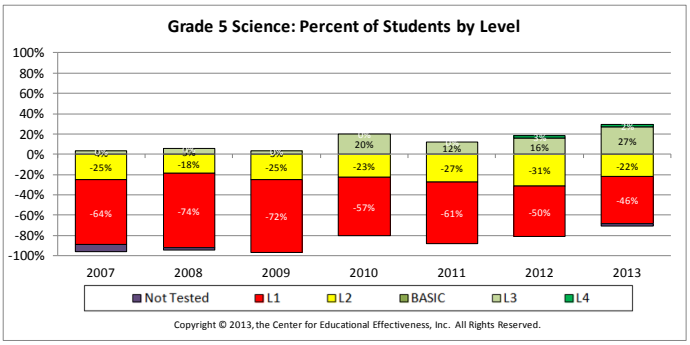
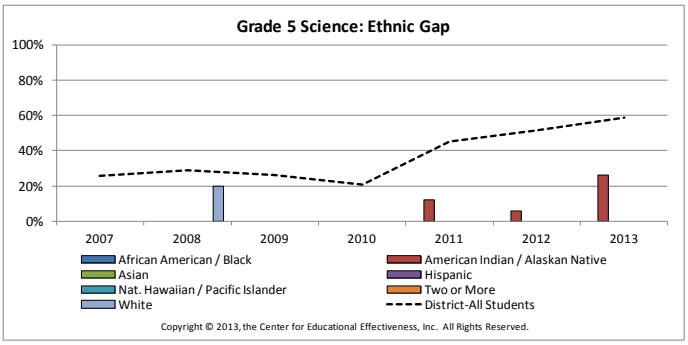
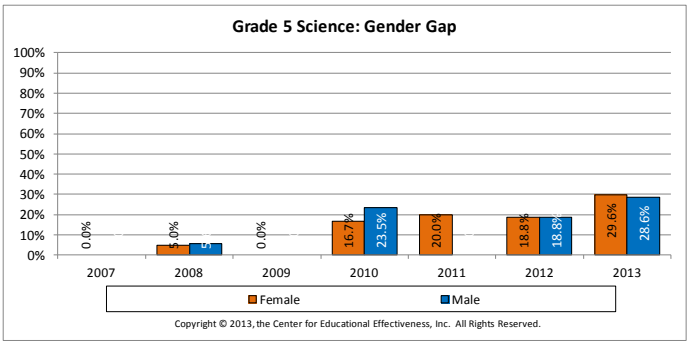
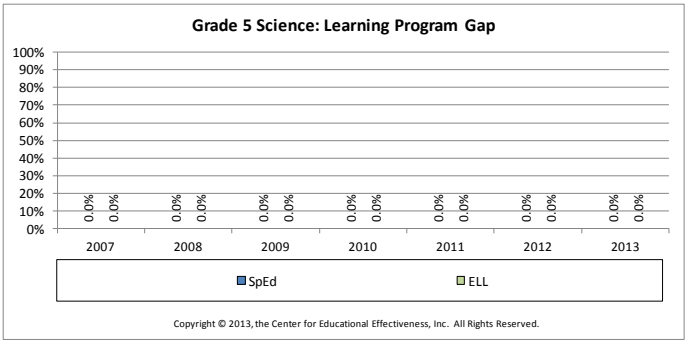
Science Grade 5

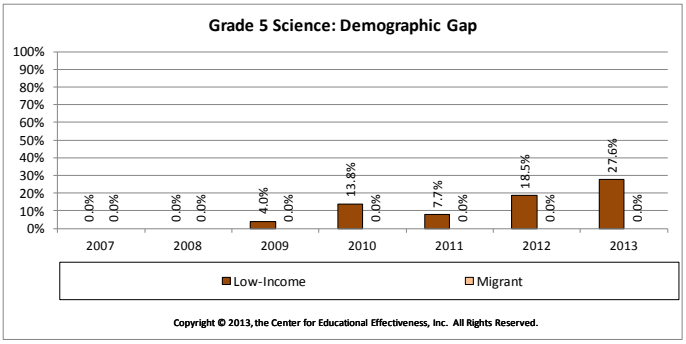












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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

District	MARYSVILLE
School	QUIL CEDA ELEM

Special NOTE

The charts on the following pages contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!

2013 UPDATE NOTES

This report provides graphs of the All-Students and subgroup views showing both your 2010-2011-2012 three-year view (used in spring-2013 for Flexibility Waiver designation) and the 2011-2012-**2013** UPDATED view.

Interpreting the two data points on each chart:

◆ 2010, 2011, 2012 Results

▲ 2011, 2012, 2013 Results

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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

The Center for Educational Effectiveness

It is important to understand the key points in the calculations used to identify Priority, Focus, and Emerging Schools.

Points to consider:

- The data includes only continuously enrolled students.
- No margin of error is applied.
- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	113
American Indian	35
Asian/Pacific Islander	3
Black/African American	0
Hispanic	22
Limited English	14
Low Income	82
Special Education	16
White	40

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

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All Students View

QUIL CEDA ELEM

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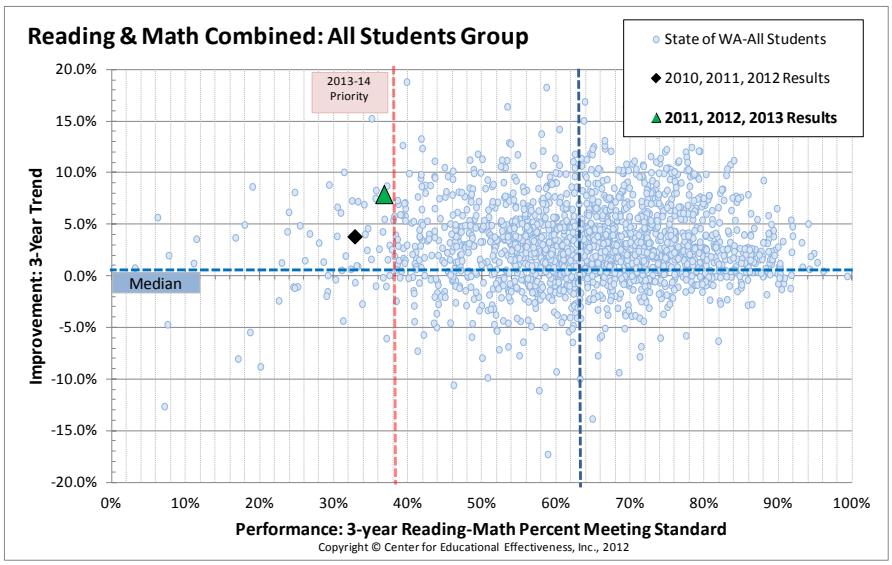
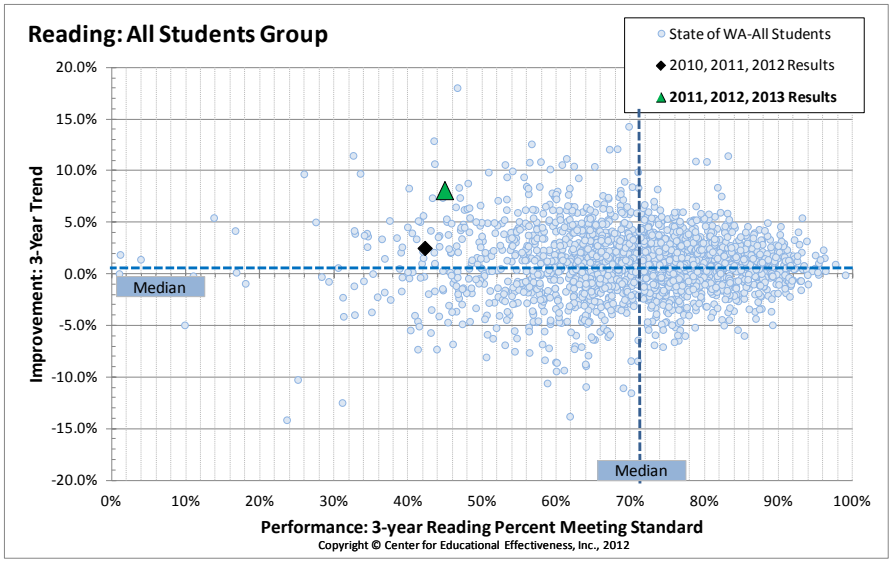
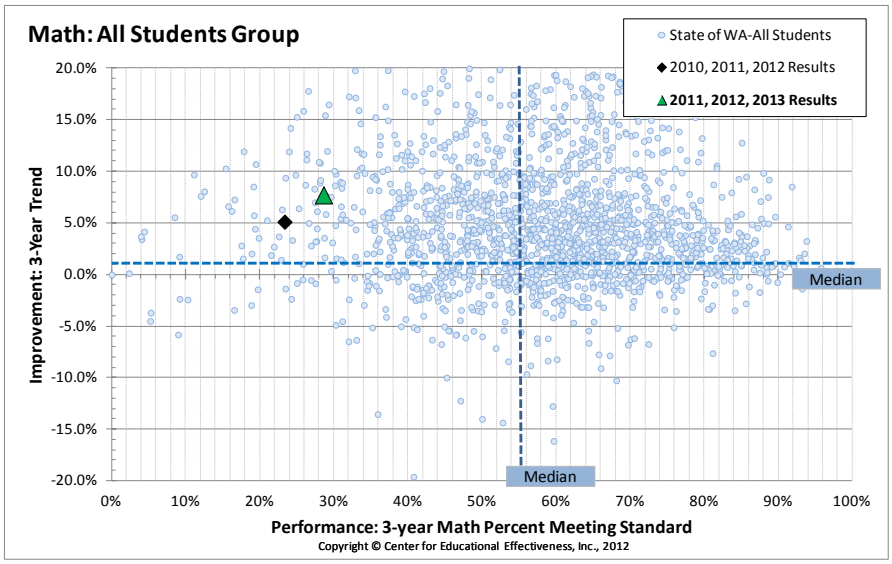


Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Low-Income

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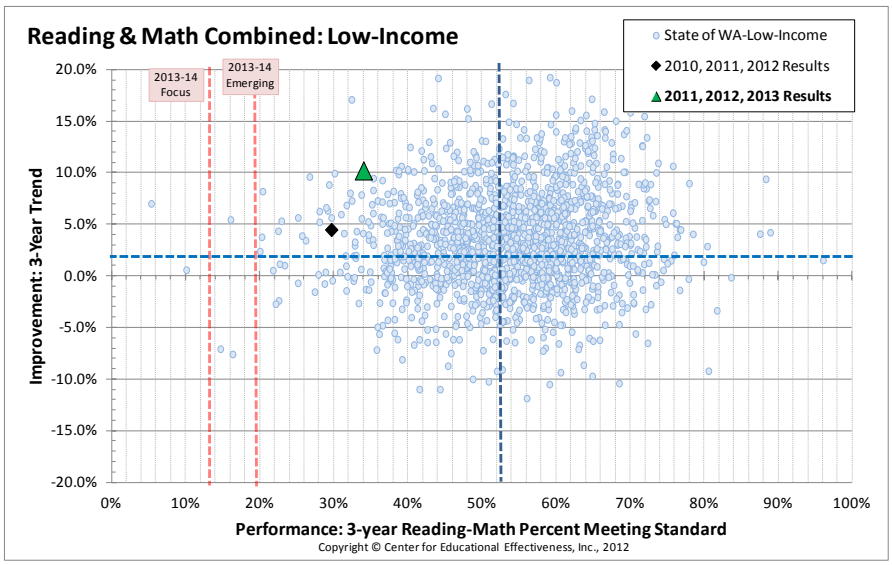

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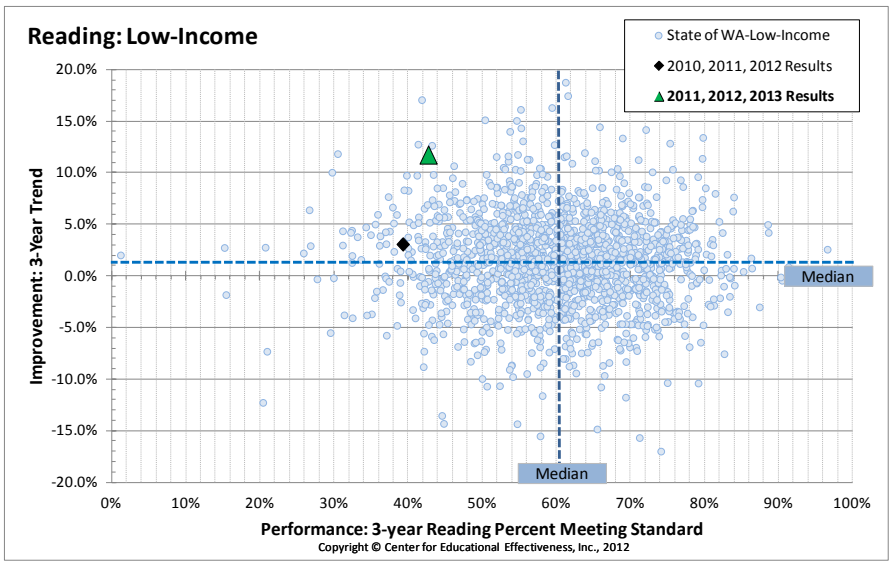

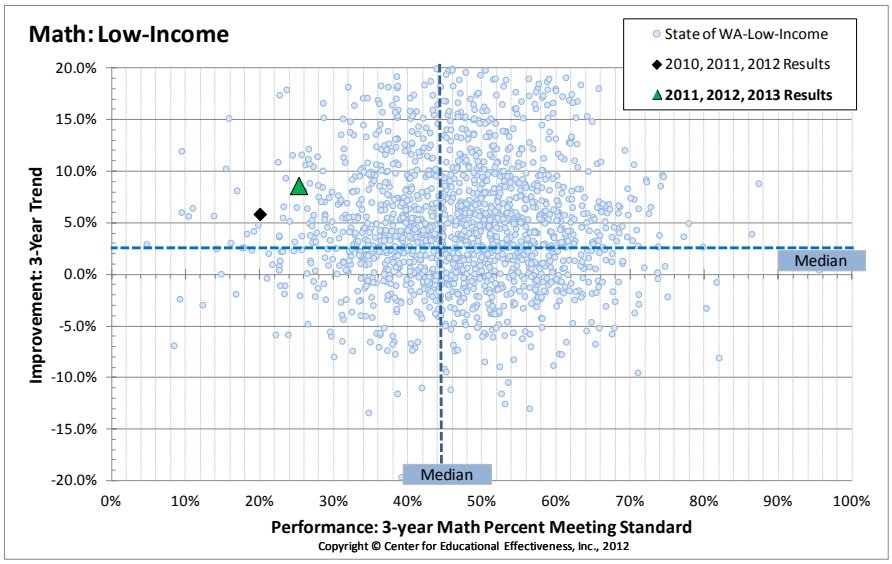

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American Indian / Alaskan Native

QUIL CEDA ELEM

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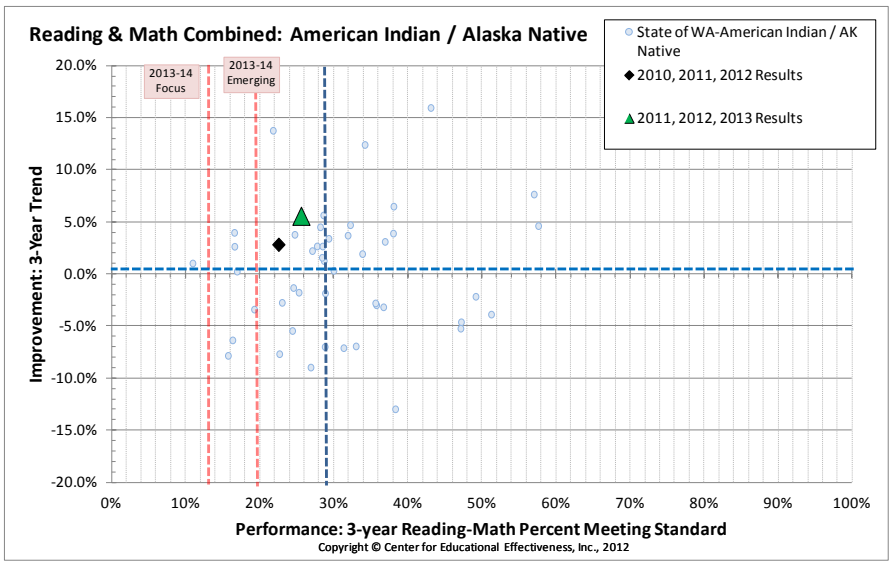

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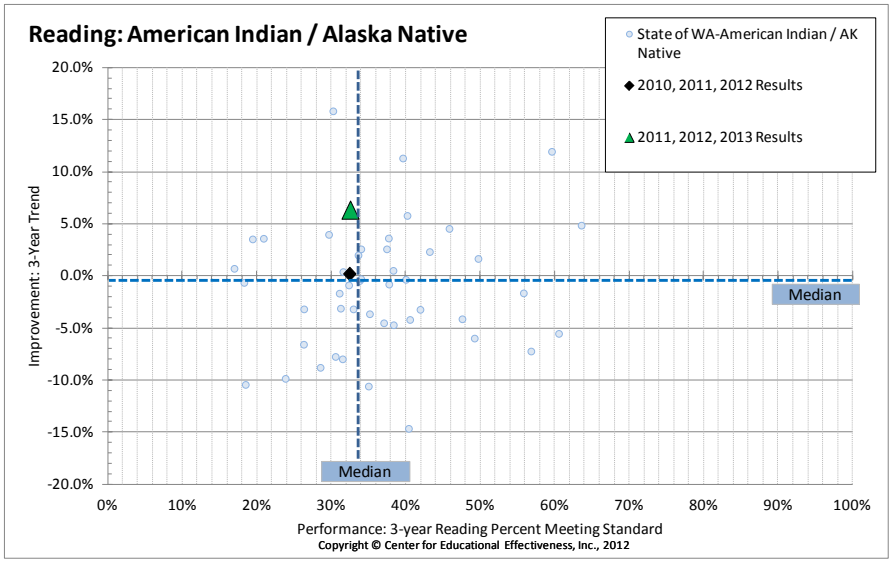

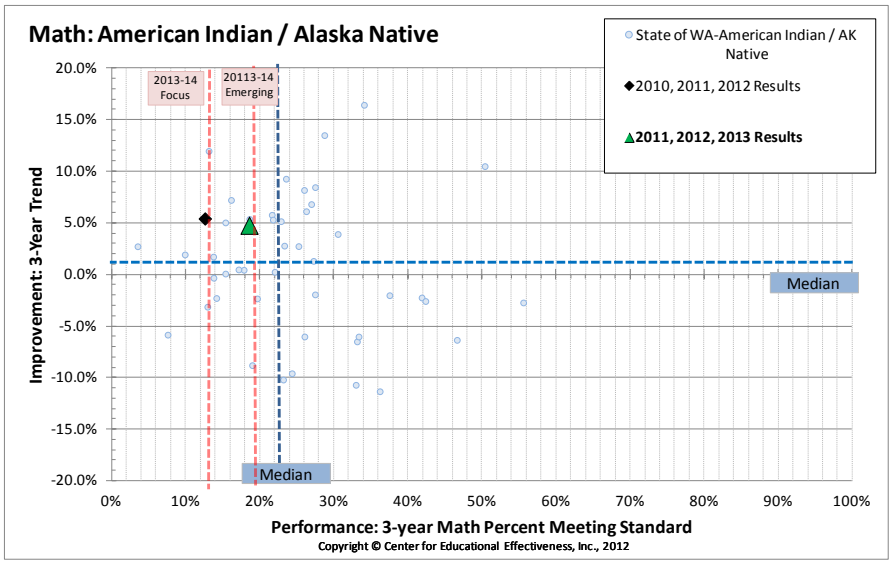

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Hispanic

QUIL CEDA ELEM

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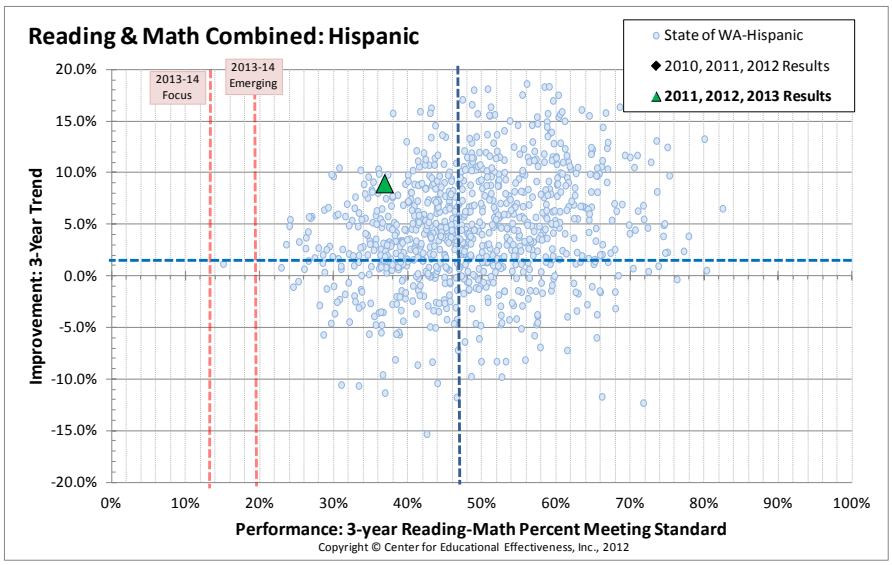

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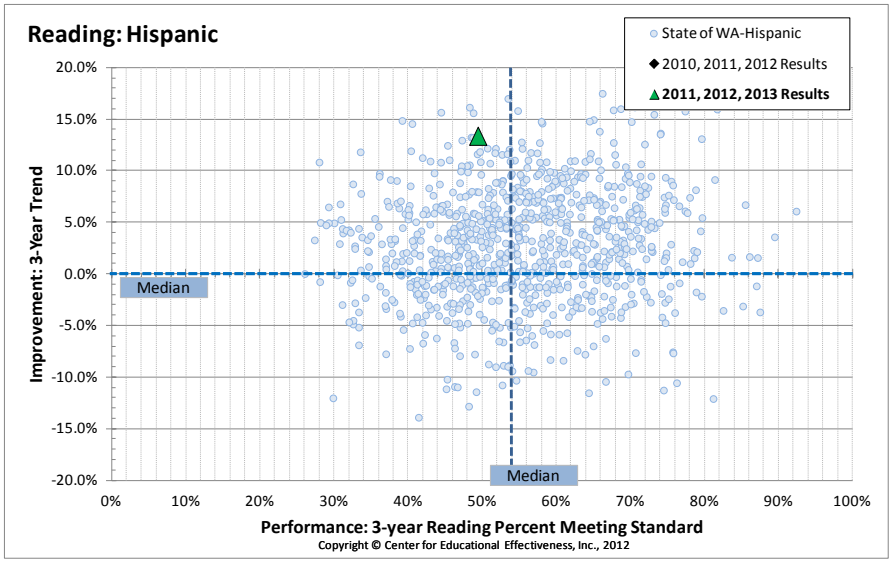

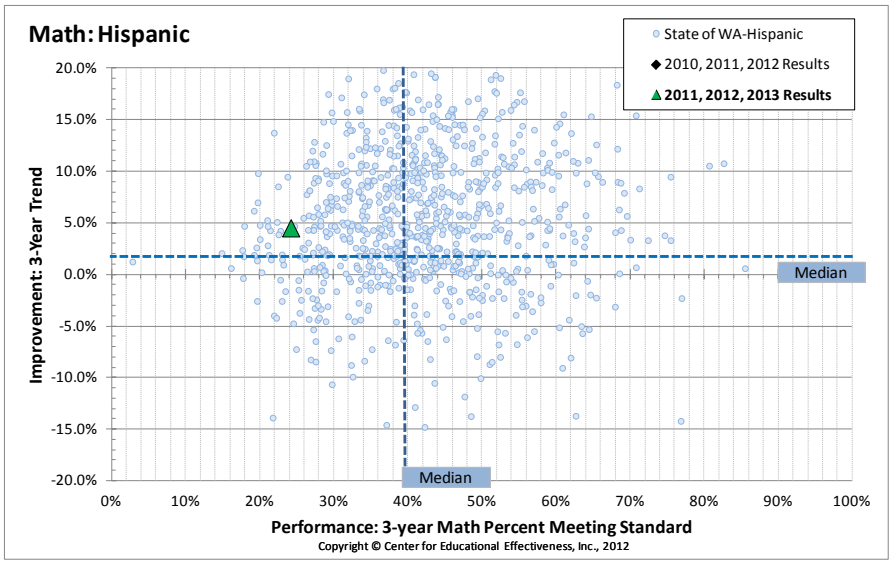

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White

QUIL CEDA ELEM

Special NOTE

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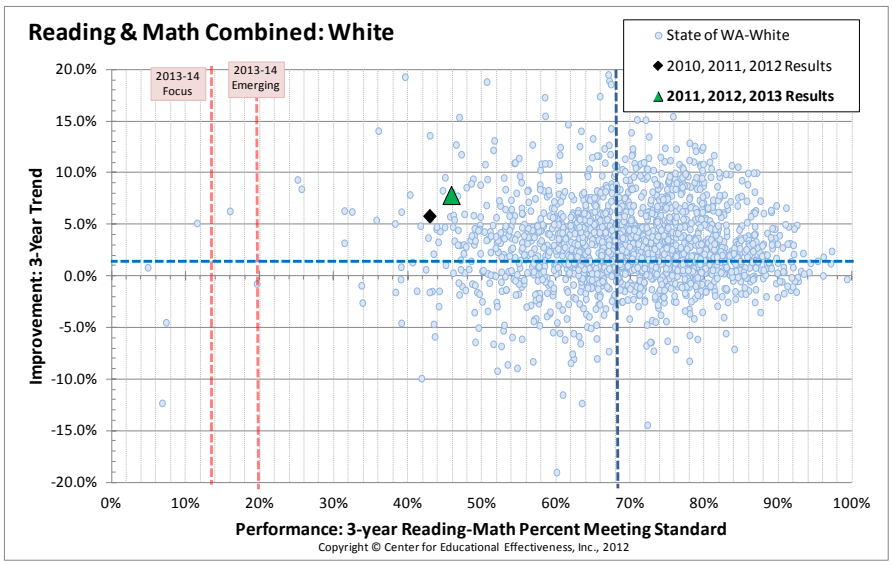

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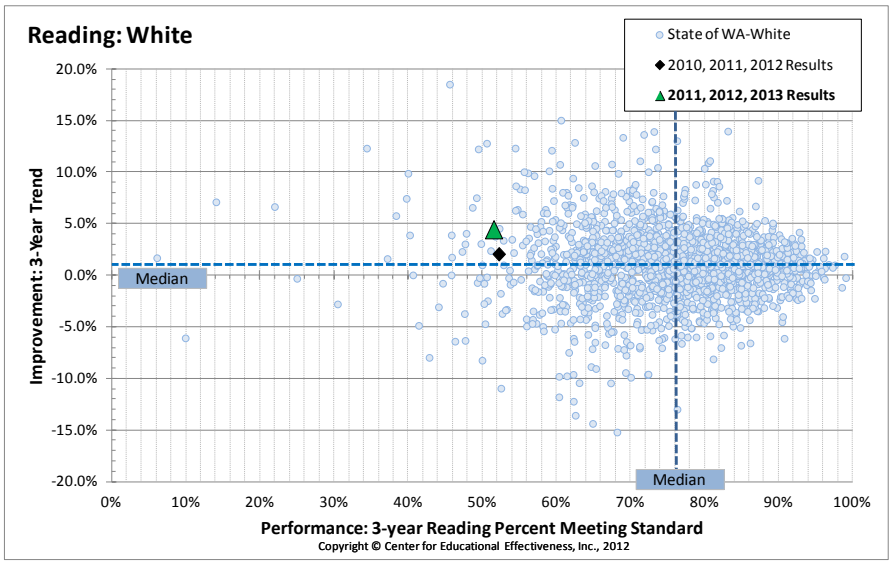

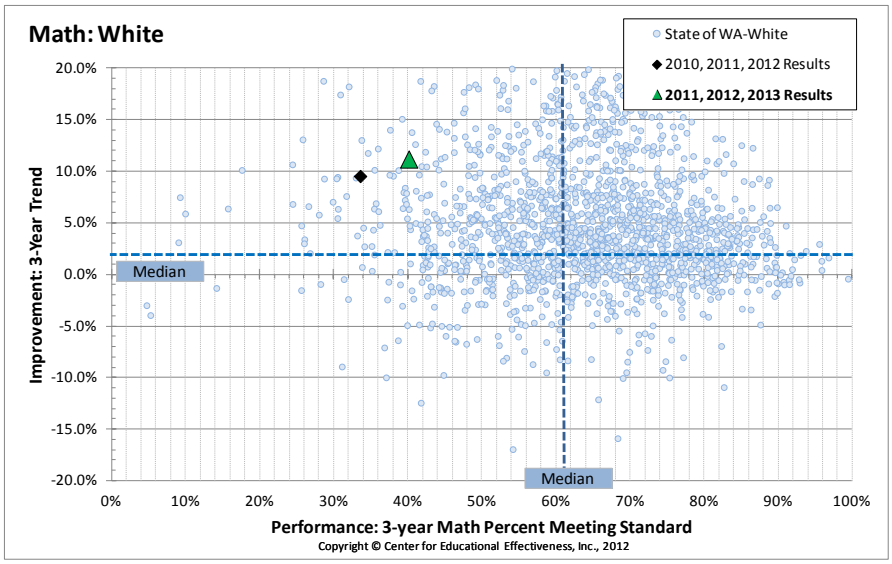

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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

District	MARYSVILLE
School	TULALIP ELEM

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These thresholds have NOT been updated for 2013 results!

2013 UPDATE NOTES

This report provides graphs of the All-Students and subgroup views showing both your 2010-2011-2012 three-year view (used in spring-2013 for Flexibility Waiver designation) and the 2011-2012-**2013** UPDATED view.

Interpreting the two data points on each chart:

◆ 2010, 2011, 2012 Results

▲ 2011, 2012, 2013 Results

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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

The Center for Educational Effectiveness

It is important to understand the key points in the calculations used to identify Priority, Focus, and Emerging Schools.

Points to consider:

- The data includes only continuously enrolled students.
- No margin of error is applied.
- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	93
American Indian	53
Asian/Pacific Islander	0
Black/African American	0
Hispanic	15
Limited English	3
Low Income	72
Special Education	17
White	12

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

Usage Hint:

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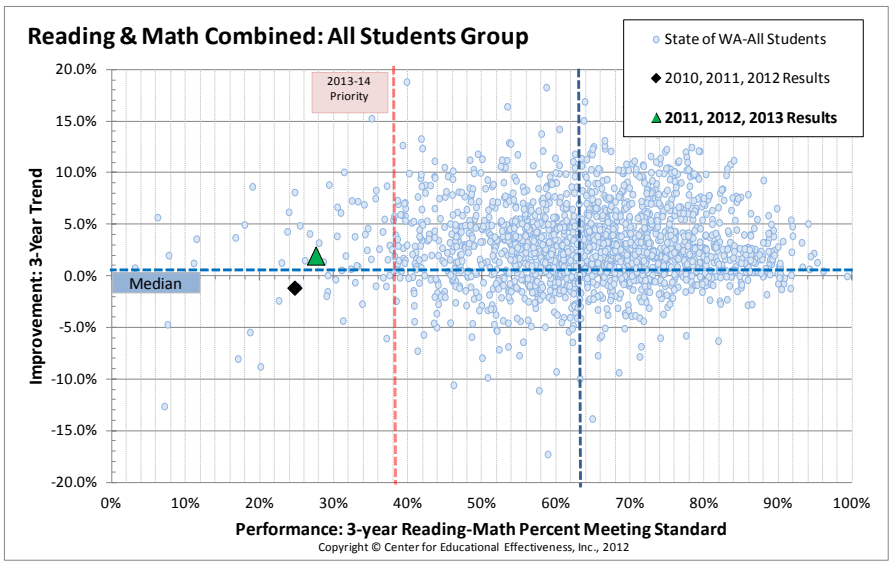
All Students View

TULALIP ELEM

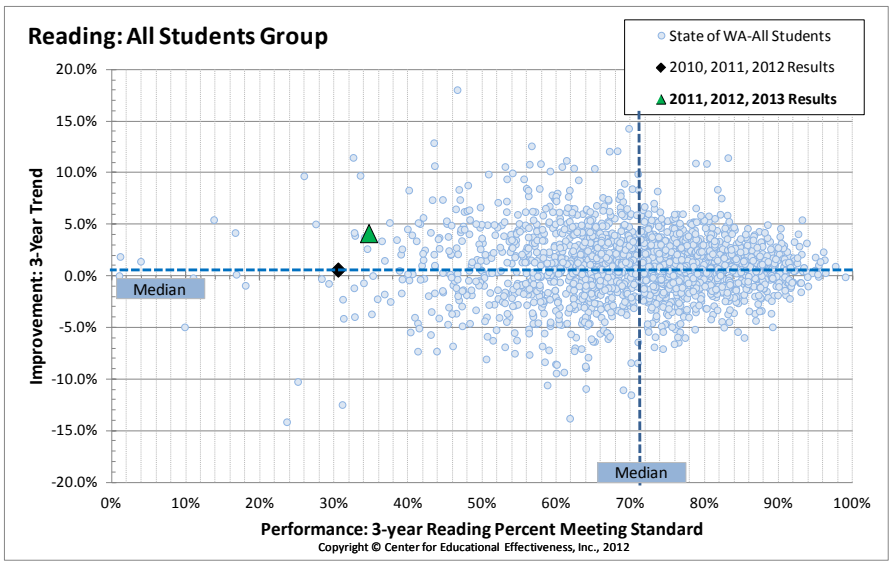
Special NOTE

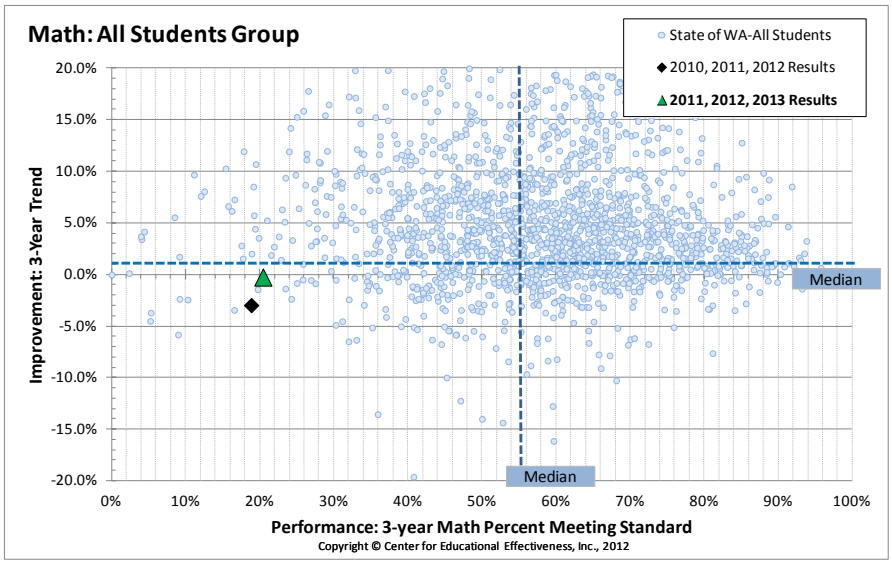
The chart at right contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!



Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Low-Income

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Special NOTE

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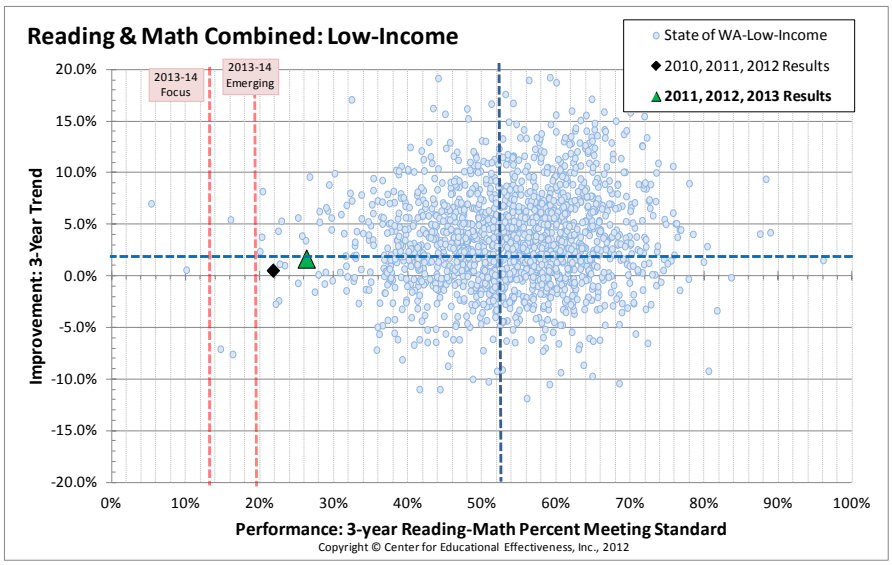

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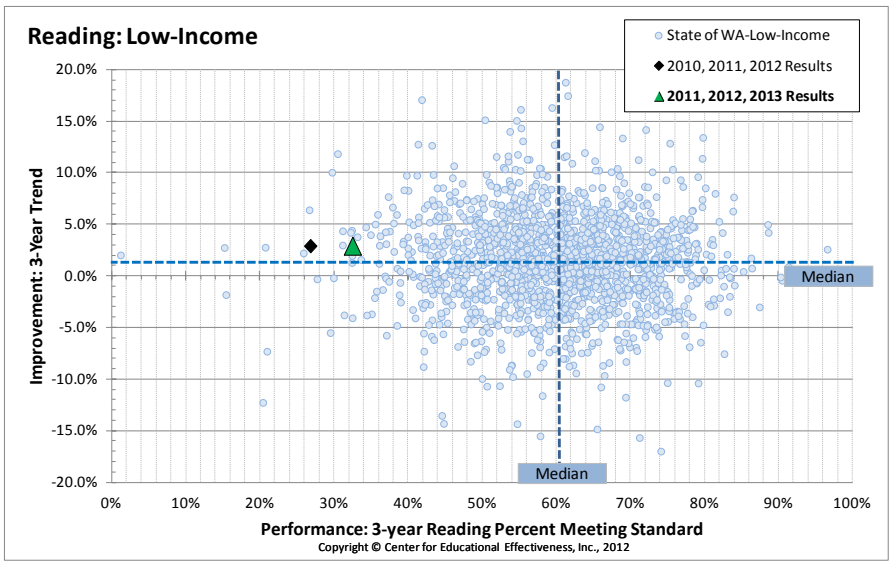

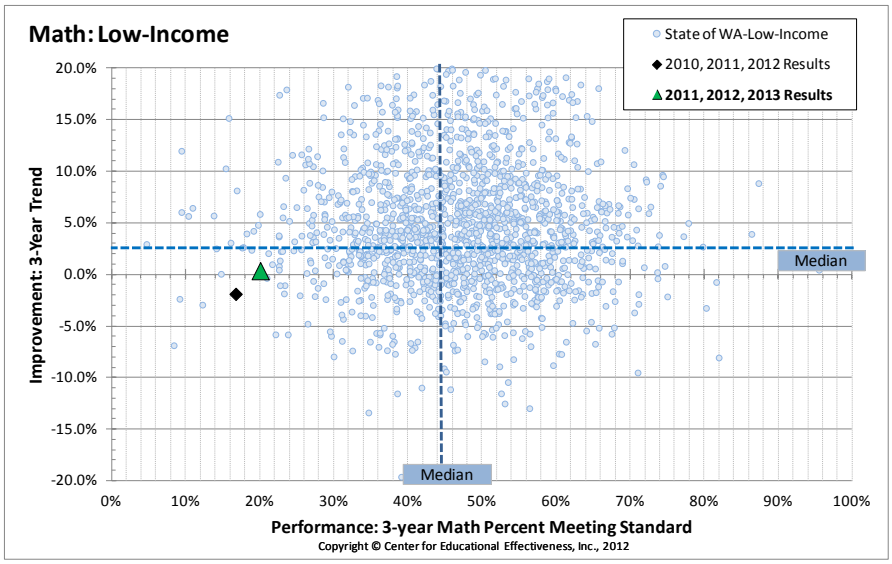

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American Indian / Alaskan Native

TULALIP ELEM

Special NOTE

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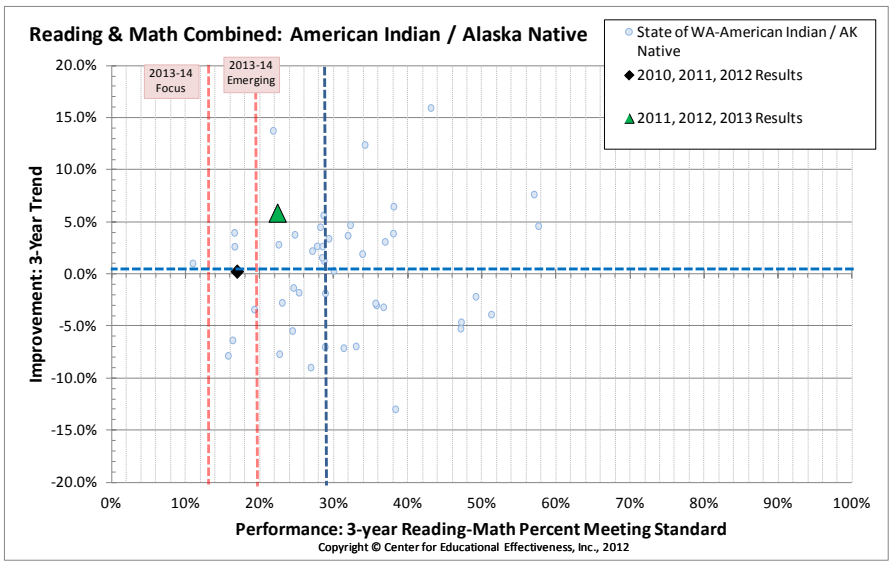

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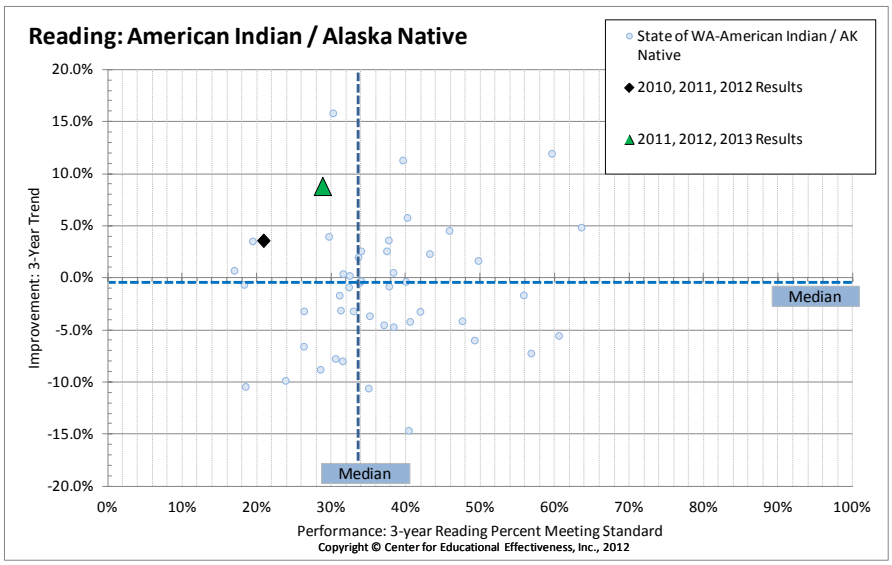

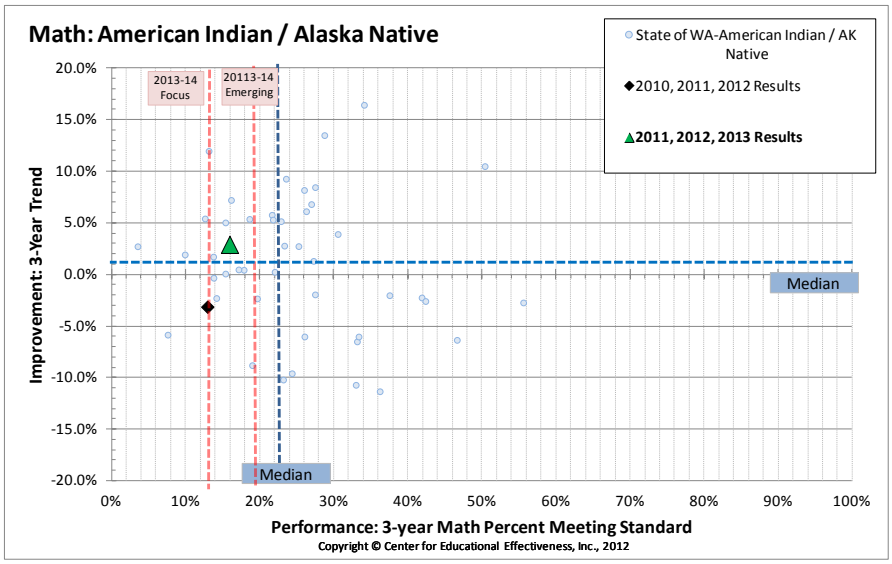

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Stewart Middle School Summary – Tacoma School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		596
May 2013 Student Count		599
Gender (October 2012)		
Male	314	52.7%
Female	282	47.3%
Race/Ethnicity (October 2012)		
Asian/Pacific Islander	65	10.9%
Black / African American	172	28.9%
Hispanic / Latino of any race(s)	94	15.8%
White	252	42.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	461	77.0%
Special Education (May 2013)	74	12.4%

Student Achievement

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Stewart Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	37.30%	49.00%	48.30%	47.30%	10.00%
Reading grade 7	33.90%	36.70%	53.80%	51.80%	17.90%
Reading grade 8	52.90%	47.10%	40.00%	34.50%	-18.40%
Math grade 6	19.60%	30.60%	34.20%	35.80%	16.20%
Math grade 7	24.30%	25.90%	18.70%	37.90%	13.60%
Math grade 8	27.60%	25.20%	11.70%	17.30%	-10.30%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

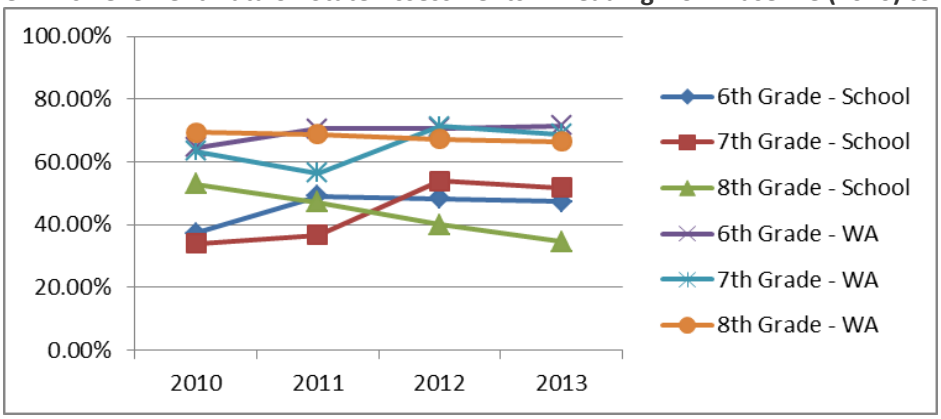
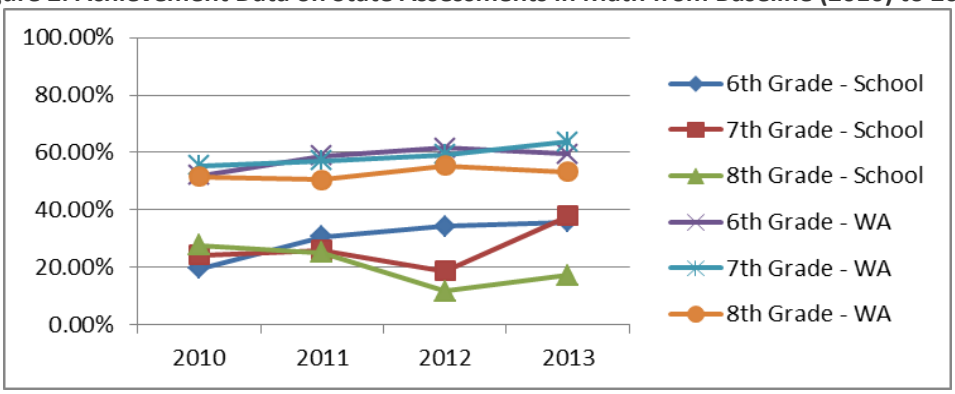


Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

Source: OSPI State Report Card

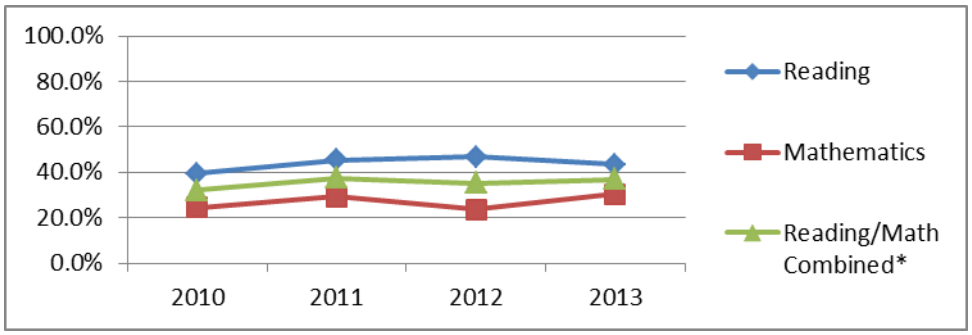
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Percents are rounded to the nearest tenth.

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Stewart	2010	2011	2012	2013	Change Baseline to 2013
Reading	39.5%	45.4%	46.9%	43.3%	3.8%
Mathematics	24.6%	29.4%	23.6%	30.3%	5.7%
Reading/Math Combined*	32.1%	37.4%	35.3%	36.8%	4.7%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

Subgroup Data

Source: OSPI State Report Card

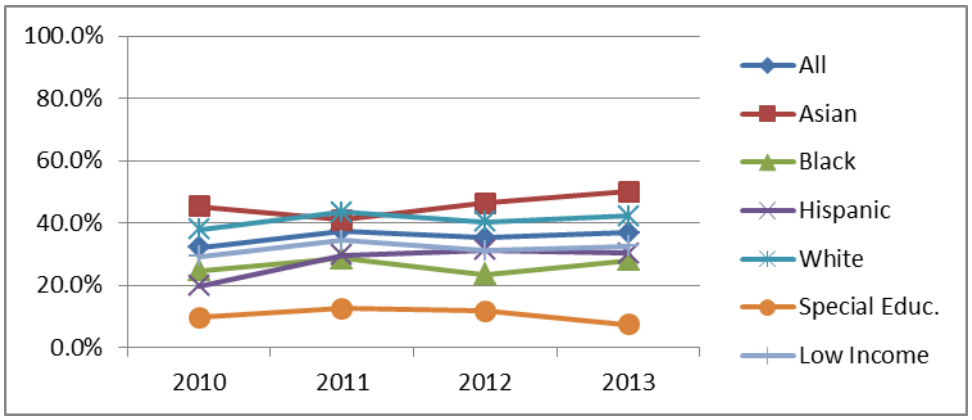
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Percents are rounded to the nearest tenth.

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Stewart	2010	2011	2012	2013	Change Baseline to 2013
All	32.1%	37.4%	35.3%	36.8%	4.7%
Asian	45.3%	41.0%	46.4%	50.0%	4.7%
Black	24.8%	28.6%	23.5%	28.1%	3.3%
Hispanic	19.8%	29.7%	31.3%	30.4%	10.6%
White	37.8%	43.5%	40.4%	42.2%	4.3%
Special Educ.	9.6%	12.5%	11.8%	7.5%	-2.1%
Low Income	29.2%	34.4%	31.2%	32.6%	3.3%

Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

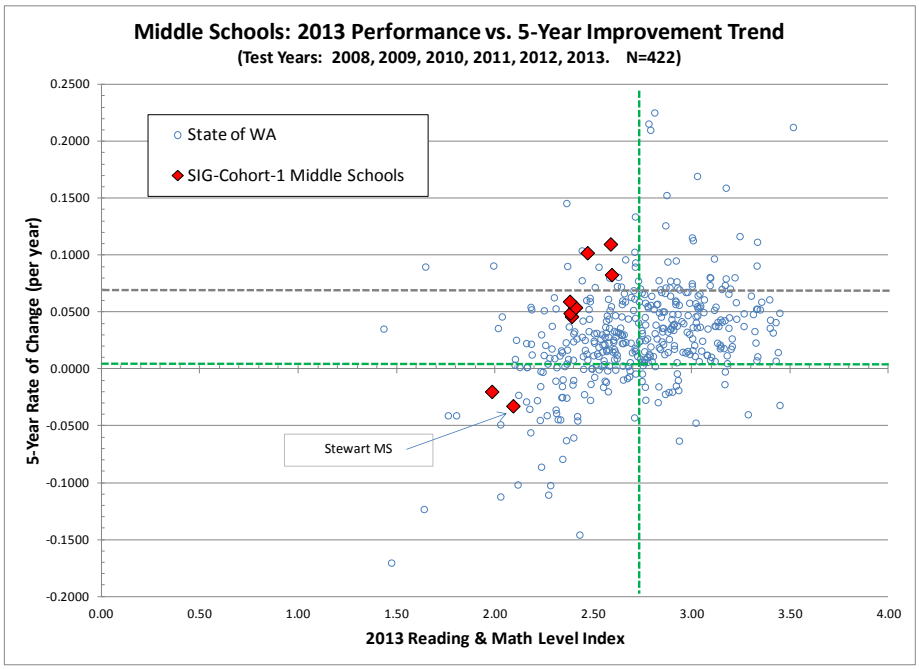


Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



2013 School Data Dashboard

Site:	Stewart MS
District:	Tacoma

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Reading 2013	Reading 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	47.3%	48.3%	⇨	-1.0%		Below	Grade 6		-0.8%	0.5%
Grade 7	51.8%	53.8%	⇨	-2.0%		Below	Grade 7		4.4%	3.3%
Grade 8	34.5%	40.0%	⇩	-5.5%		Below	Grade 8		-5.3%	-2.5%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Math 2013	Math 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	35.8%	34.2%	⇨	1.6%		Below	Grade 6		2.0%	3.1%
Grade 7	37.9%	18.7%	⇧	19.2%		Below	Grade 7		0.3%	3.7%
Gr. 8 (MSP)	17.3%	11.7%	⇧	5.6%		Below	Gr. 8 (MSP)		-4.1%	0.3%

WRITING

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Writing 2013	Writing 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 7	41.2%	32.4%	⇧	8.8%		Below	Grade 7		-5.2%	-0.8%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Science 2013	Science 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Gr 8. (MSP)	32.4%	39.1%	⇩	-6.7%		Below	Gr 8. (MSP)		3.2%	3.5%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the School's 2013 results to the District's to determine whether the school is above or below the district (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Stewart MS
District:	Tacoma

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 6	14.2%	22.6%		-8.4%		Equal		Grade 6		-0.5%	0.2%
Grade 7	16.1%	17.3%		-1.2%		Larger		Grade 7		-1.0%	-1.3%
Grade 8	39.6%	30.6%		9.0%		Larger		Grade 8		6.8%	2.9%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 6	39.2%	39.7%		-0.5%		Larger		Grade 6		-2.3%	-2.3%
Grade 7	36.6%	55.1%		-18.5%		Larger		Grade 7		-2.0%	-4.1%
Grade 8	60.9%	61.7%		-0.8%		Larger		Grade 8		5.6%	1.1%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of programs for struggling students. For Change, we want the percentage of students at Level-1 to decline– i.e., negative values are best. The 5-year Trend looks at whether the school is shrinking it's percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students performing at Level-1.

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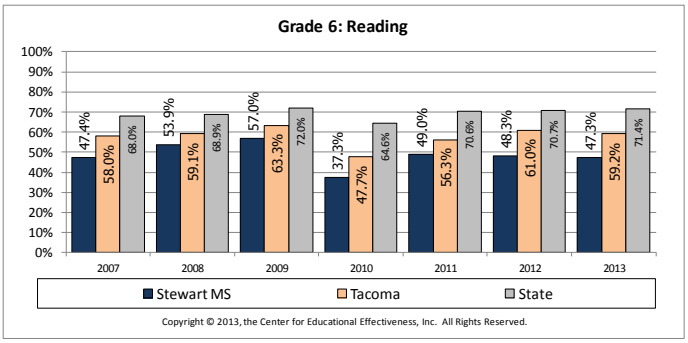
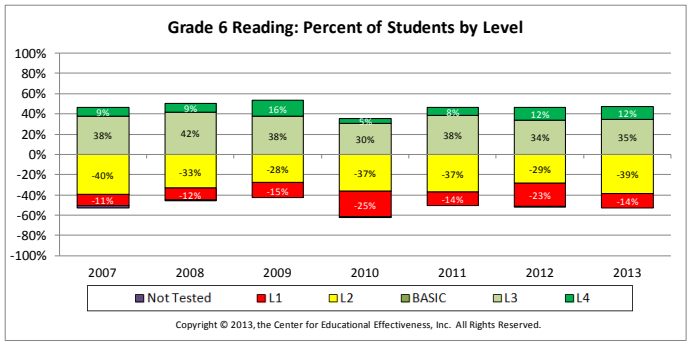
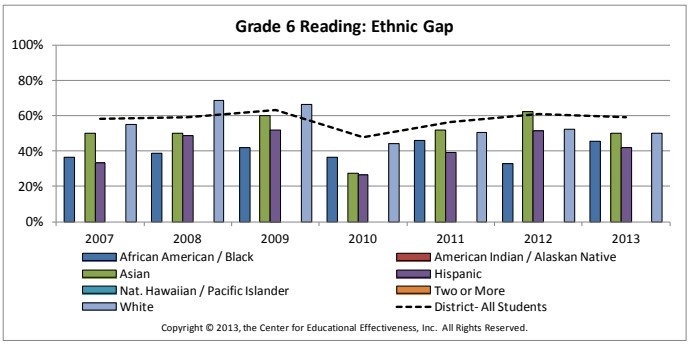
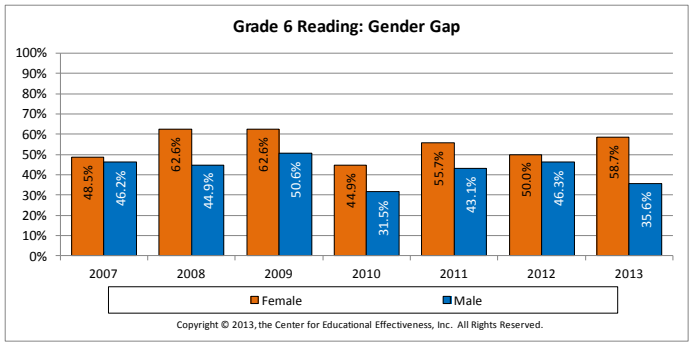
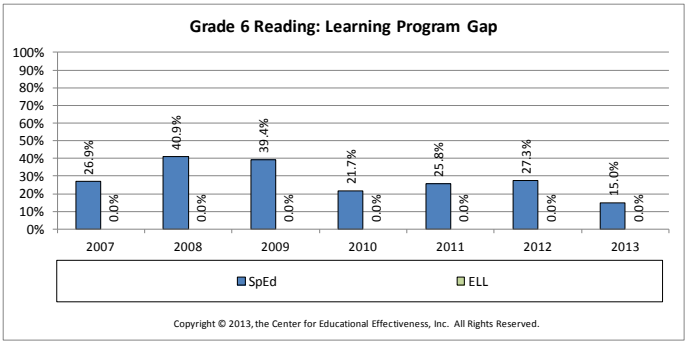
Reading Grade 6

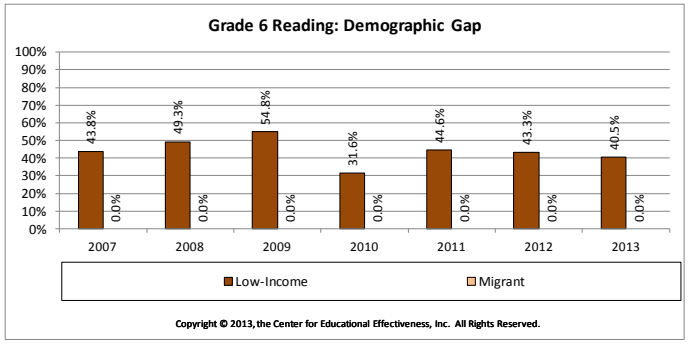












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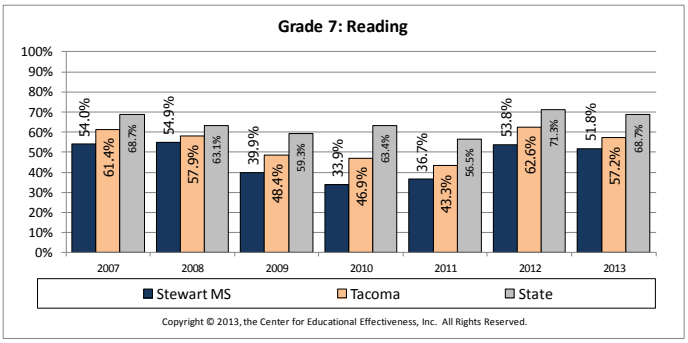
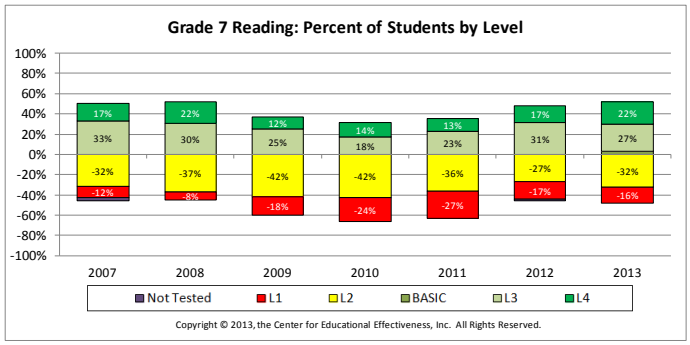
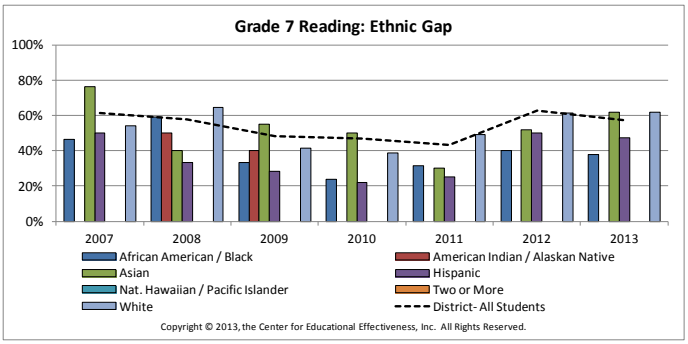
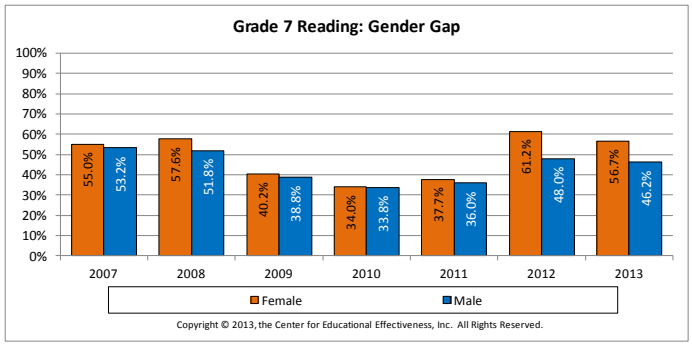
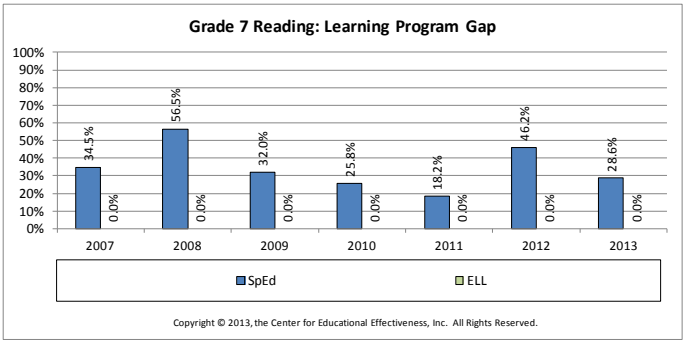
Reading Grade 7

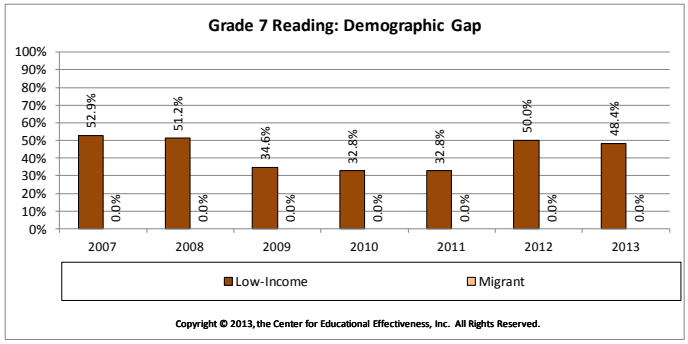












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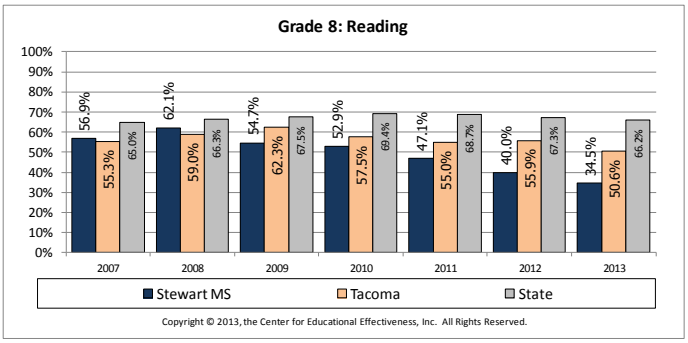
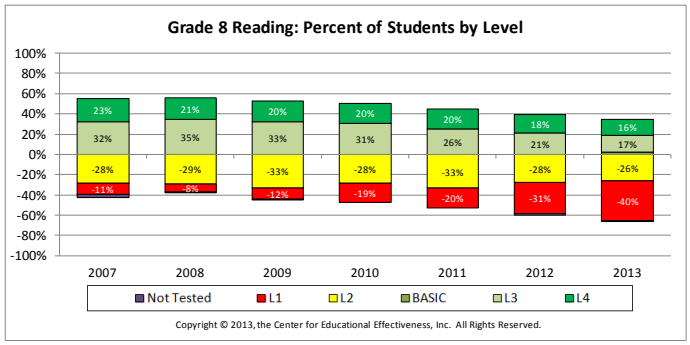
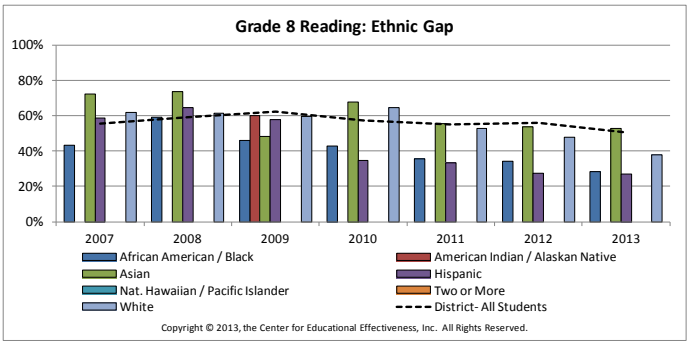
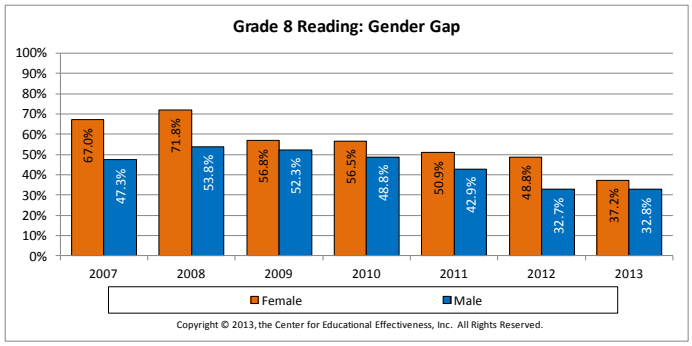
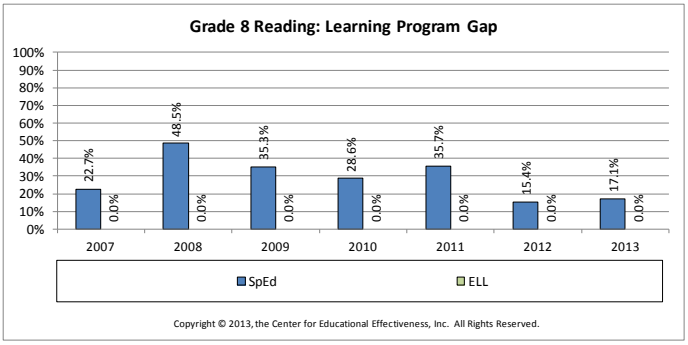
Reading Grade 8

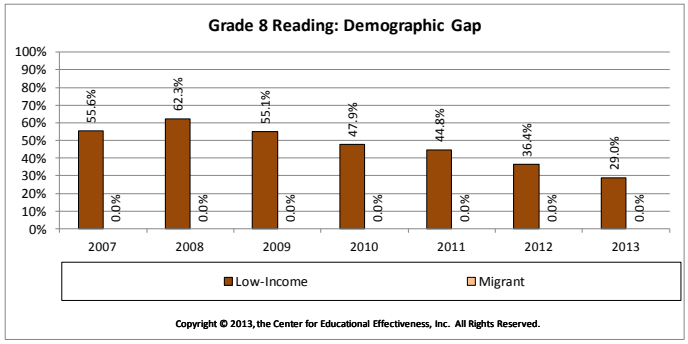












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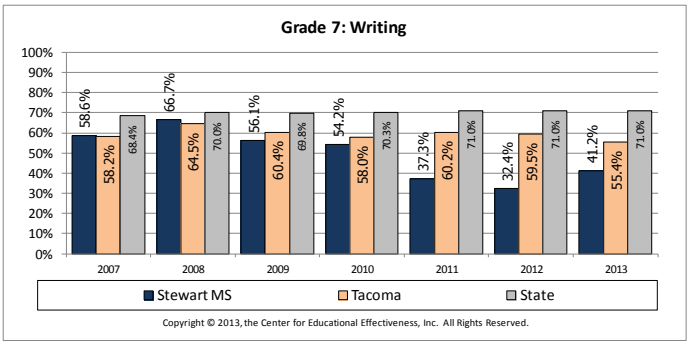
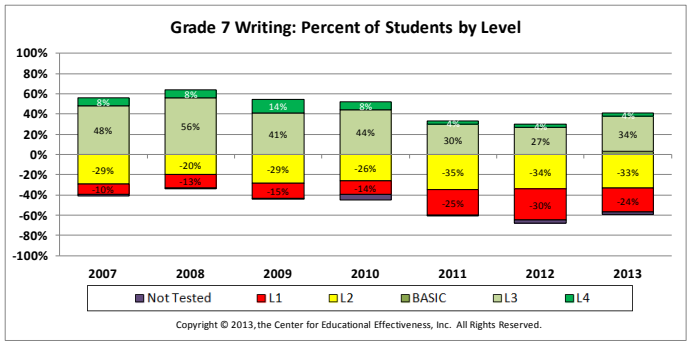
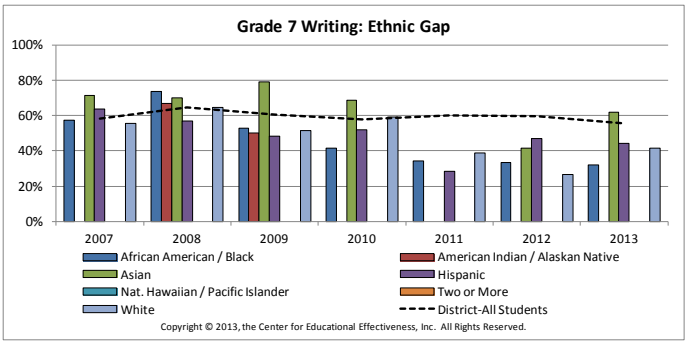
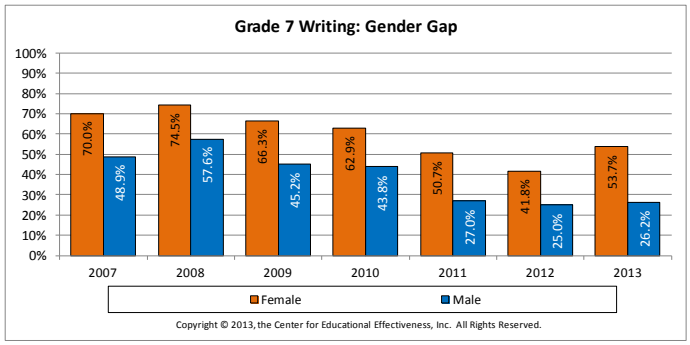
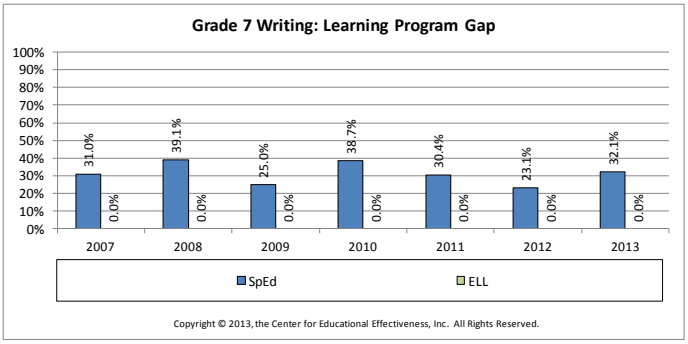
Writing Grade 7

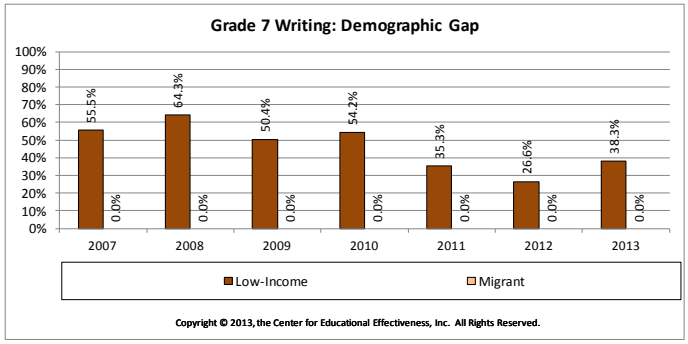












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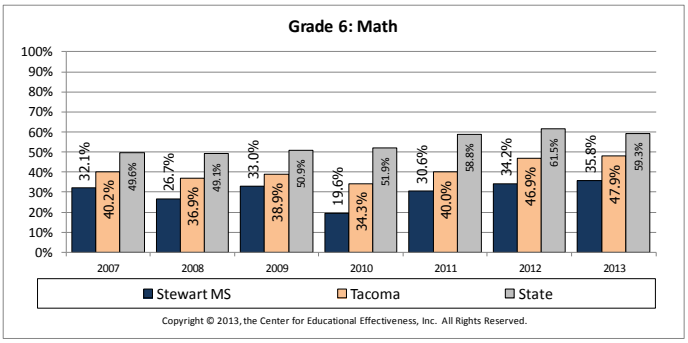
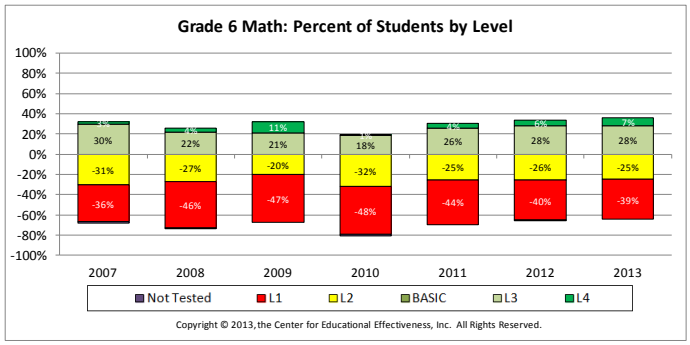
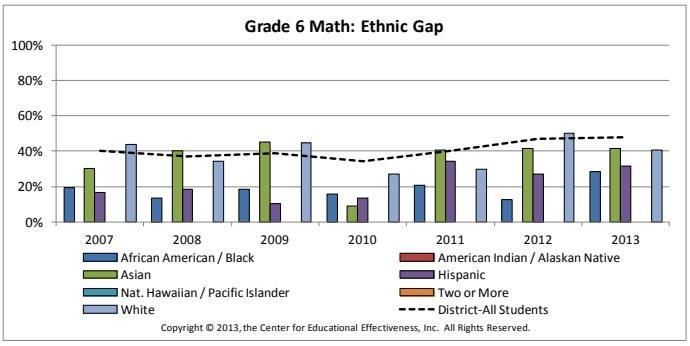
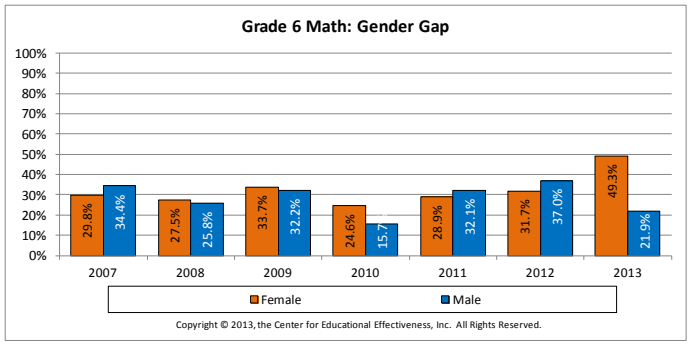
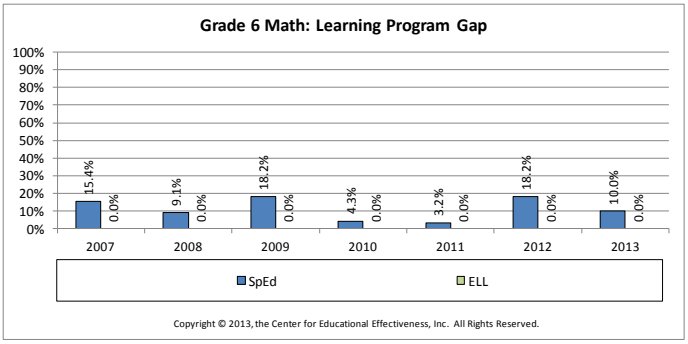
Math Grade 6

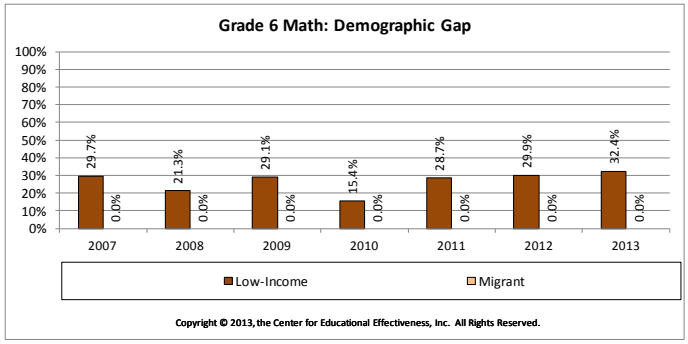












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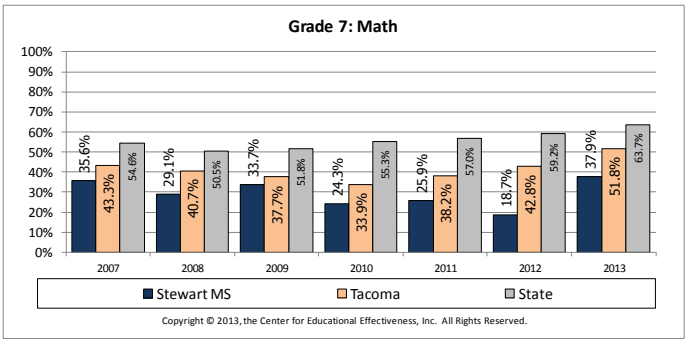
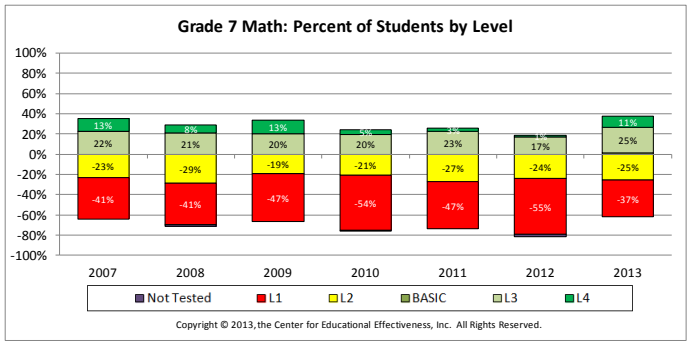
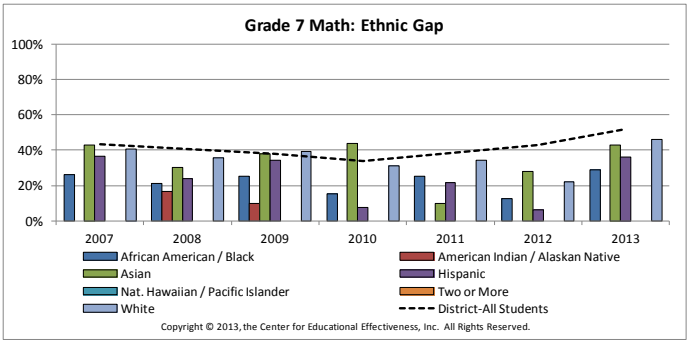
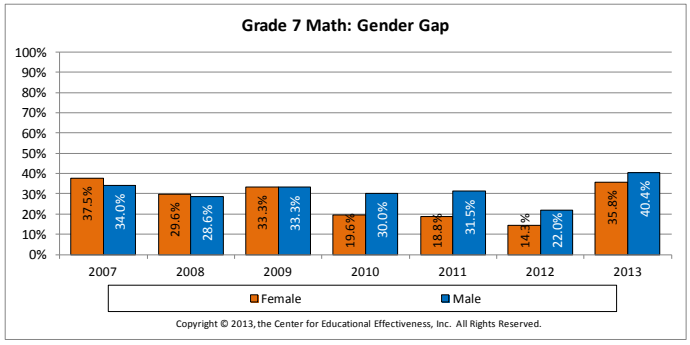
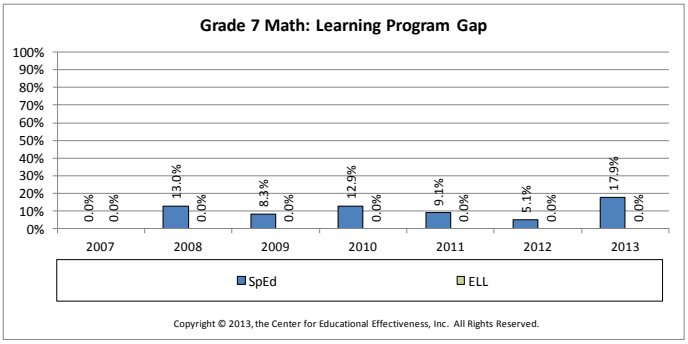
Math Grade 7

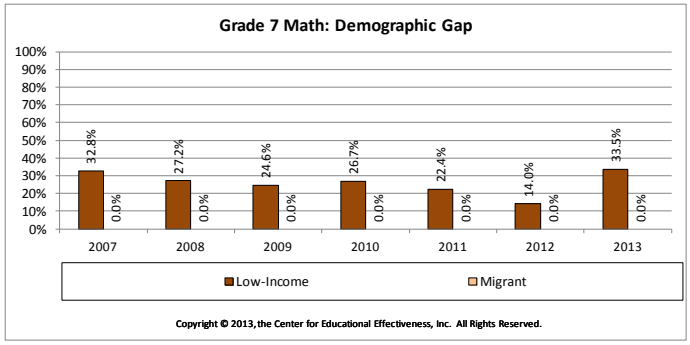












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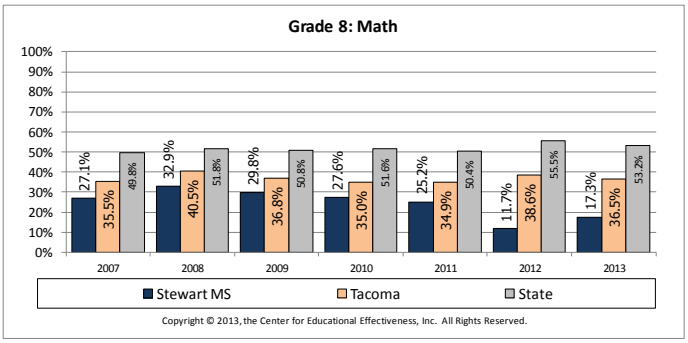
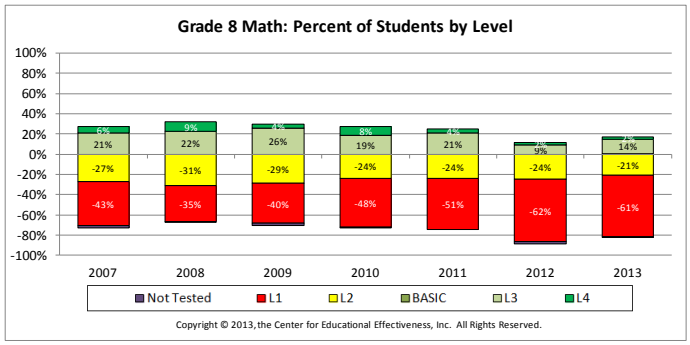
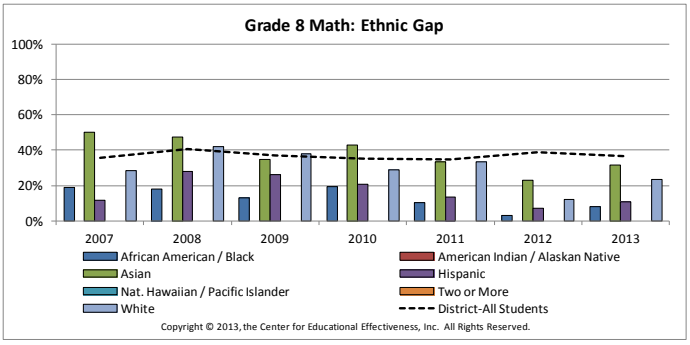
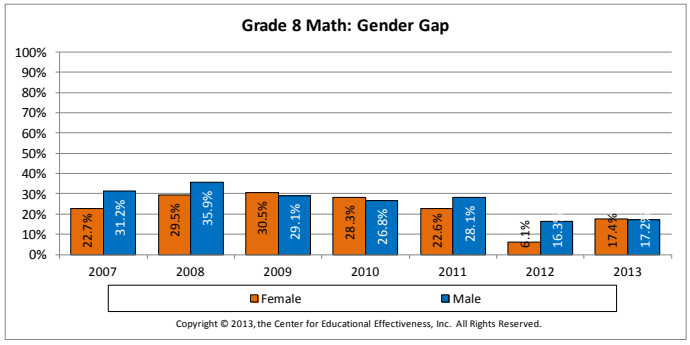
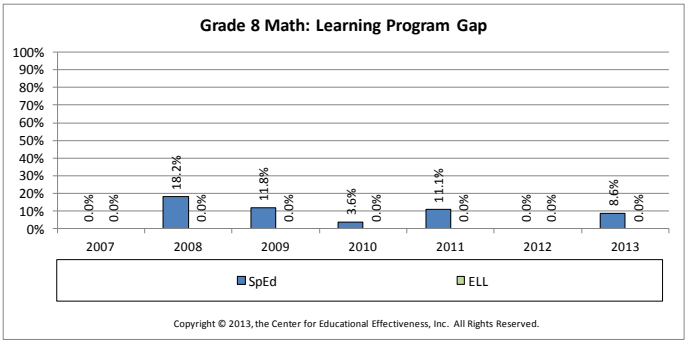
Math Grade 8

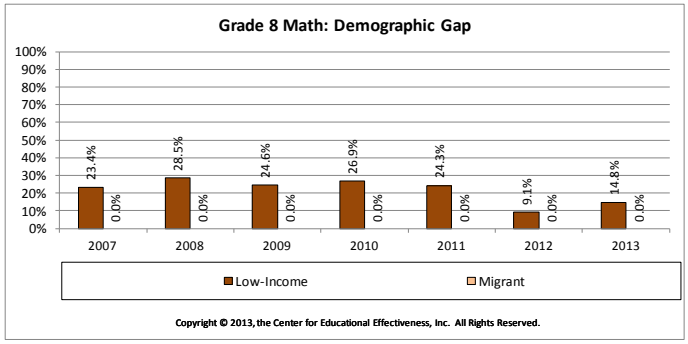












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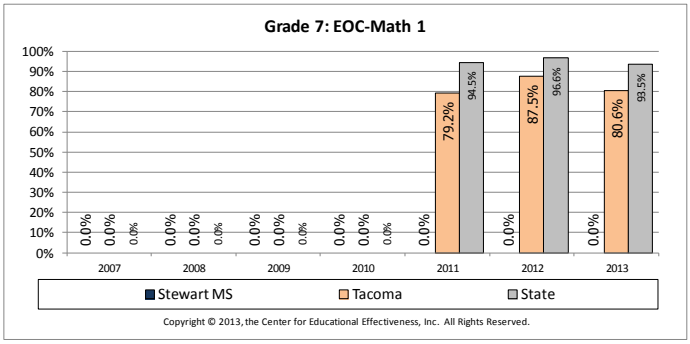
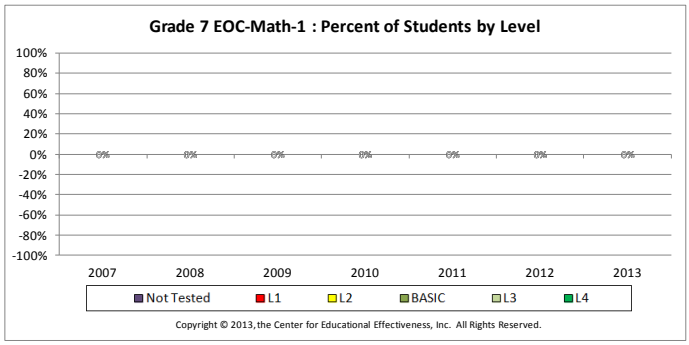
End-of-Course Math-1 Grade 7

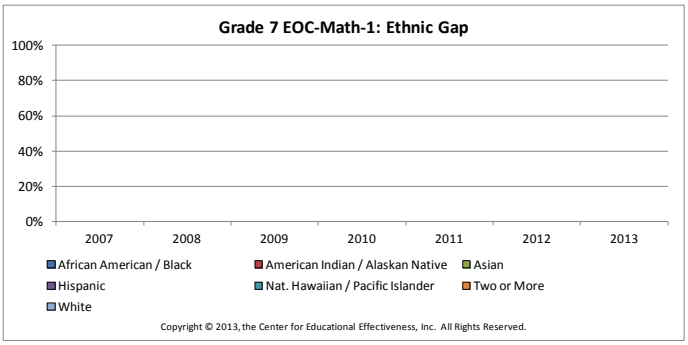
NOTE: End-of-Course assessments are not taken by all students at this grade level

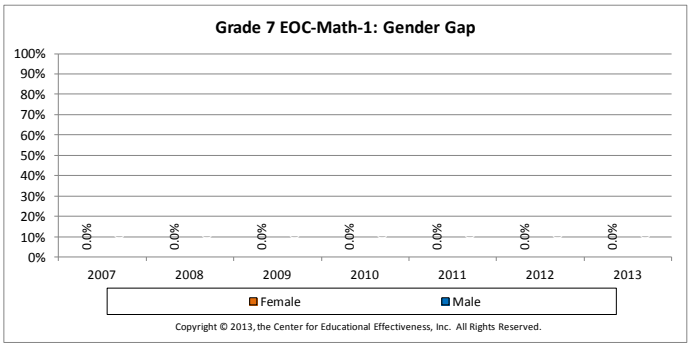
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

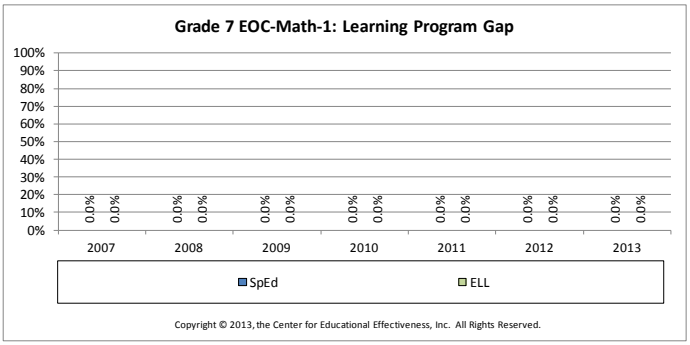


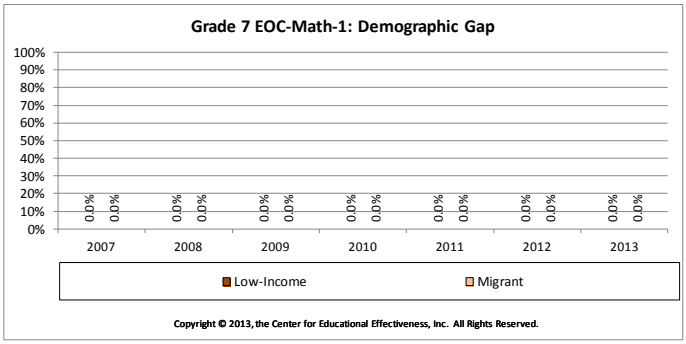
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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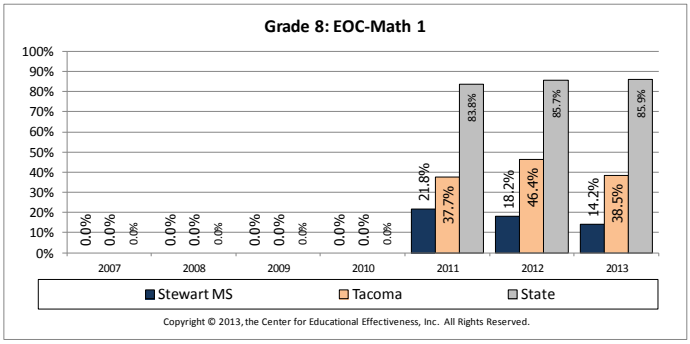
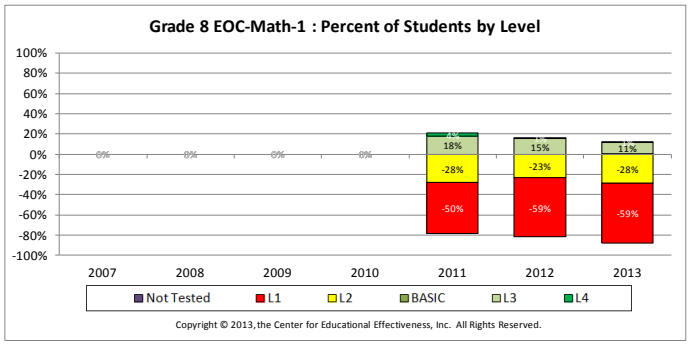
End-of-Course Math-1 Grade 8

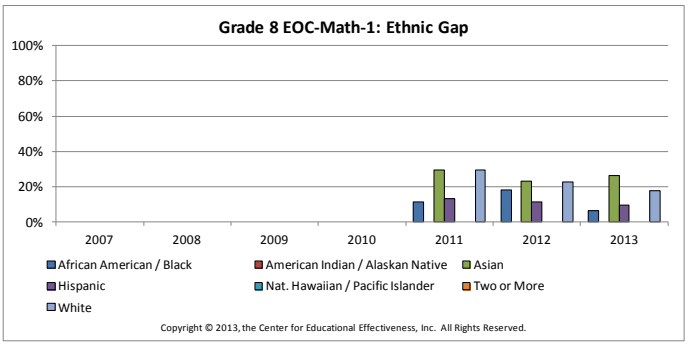
NOTE: End-of-Course assessments are not taken by all students at this grade level

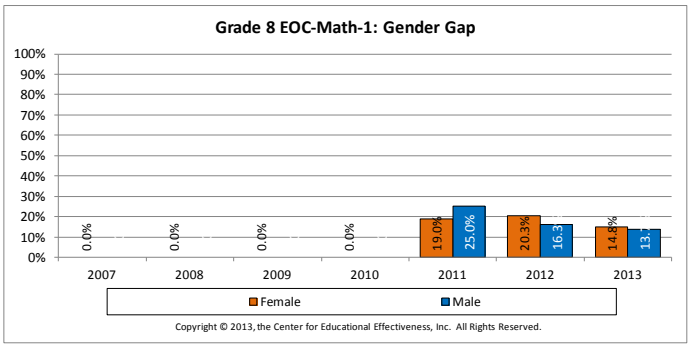
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

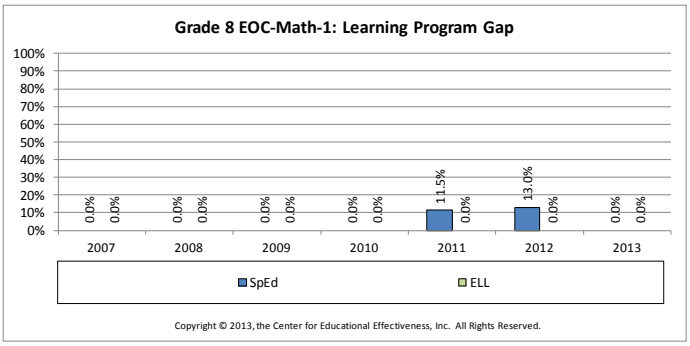


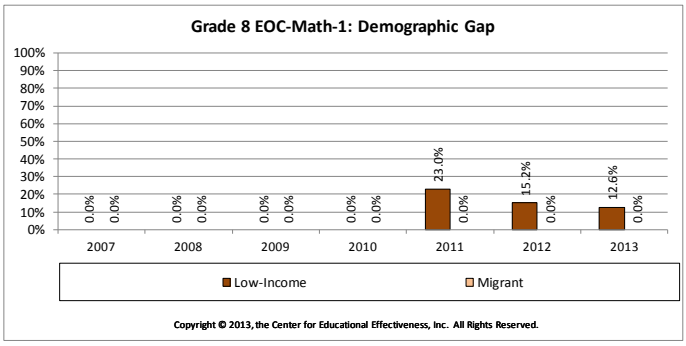
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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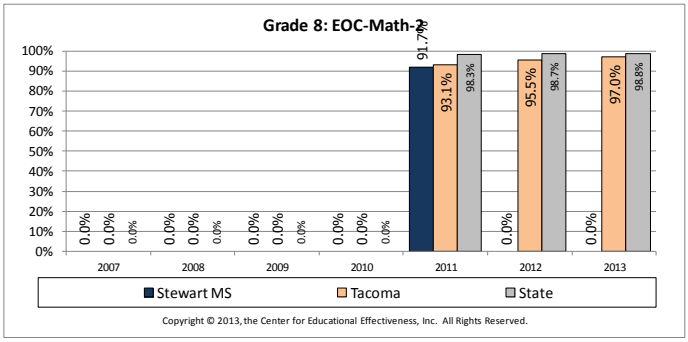
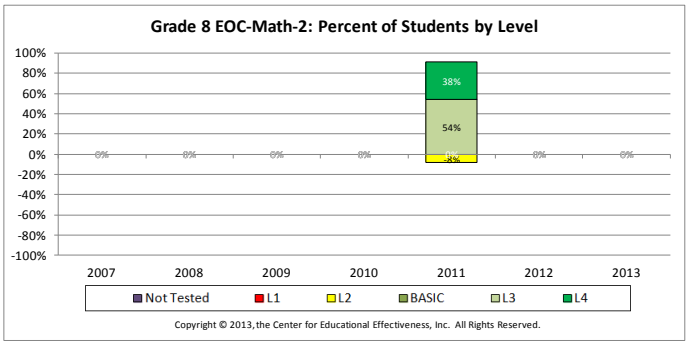
End-of-Course Math-2 Grade 8

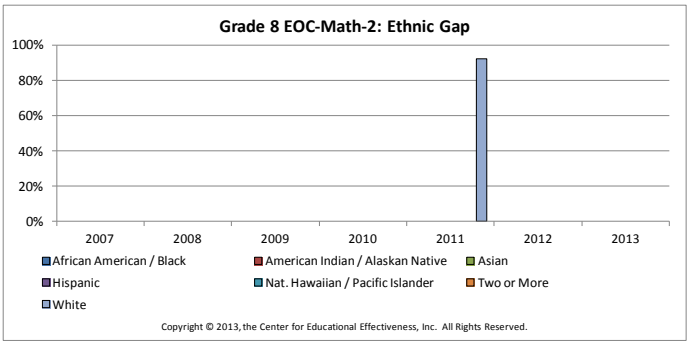
NOTE: End-of-Course assessments are not taken by all students at this grade level

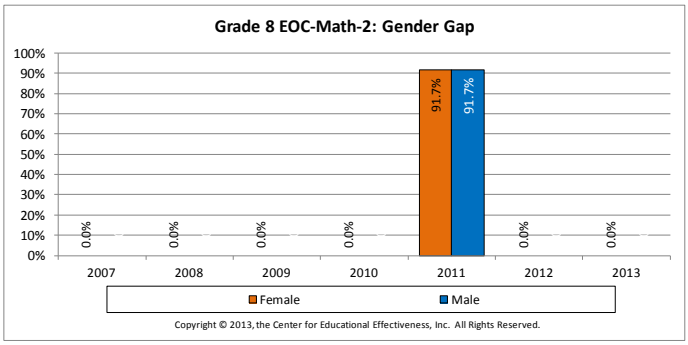
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

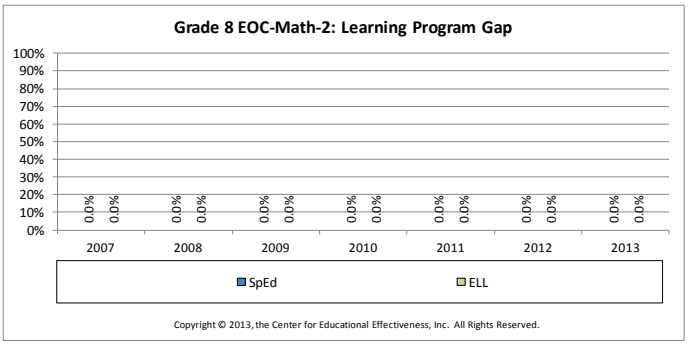


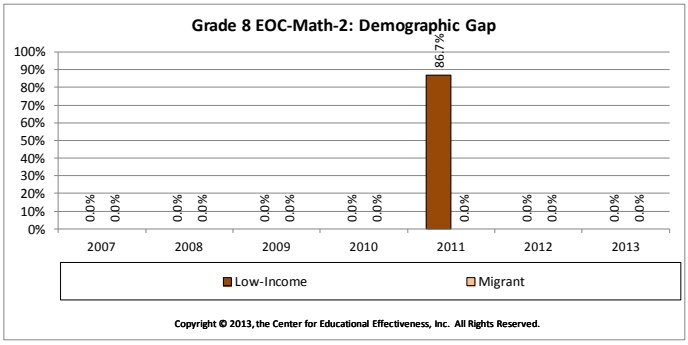
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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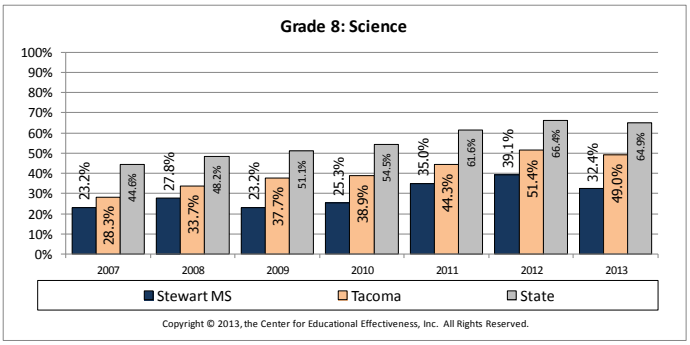
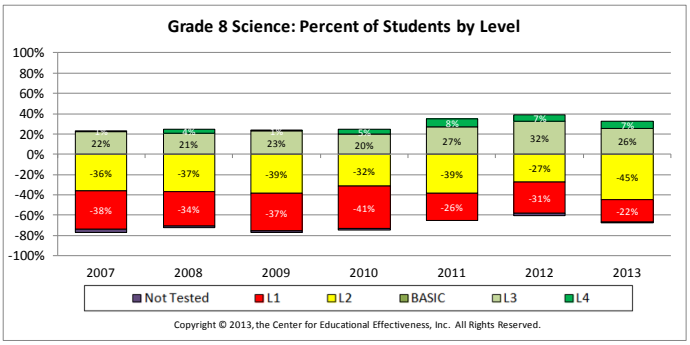
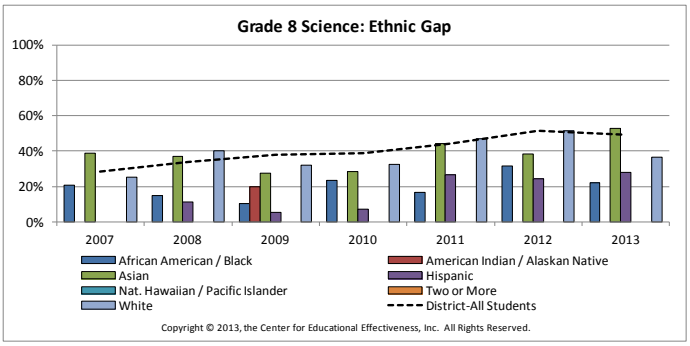
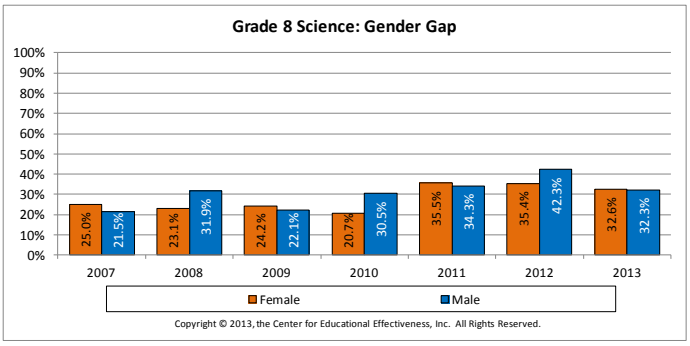
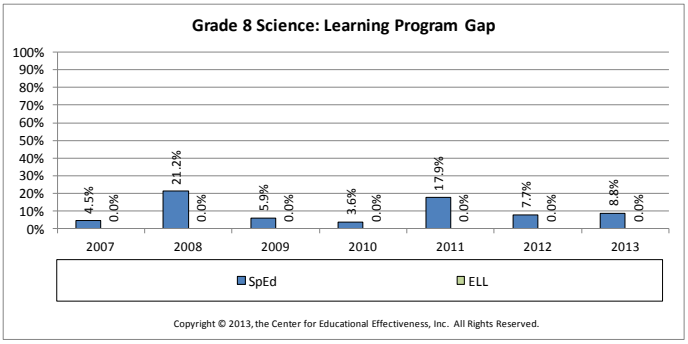
Science Grade 8

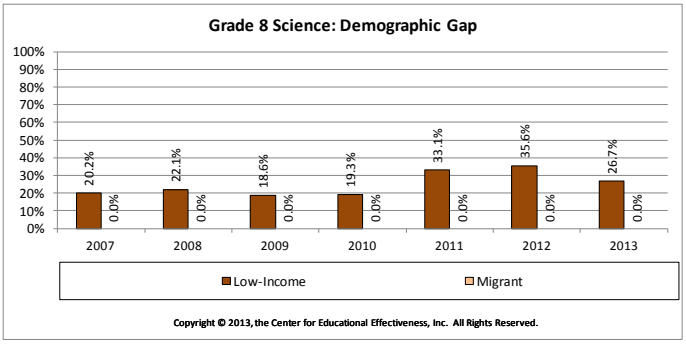












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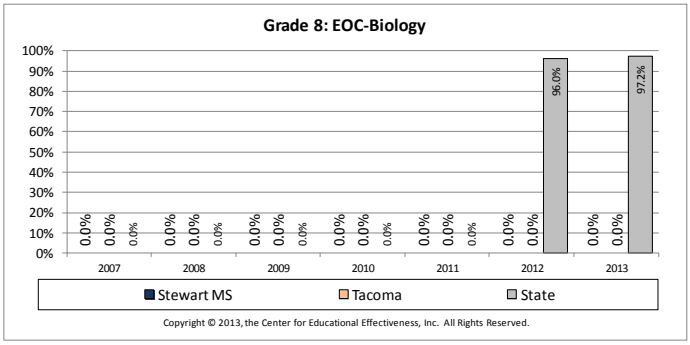
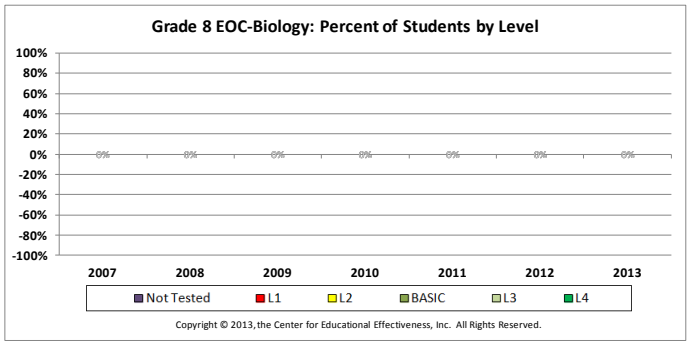
End-of-Course Biology Grade 8

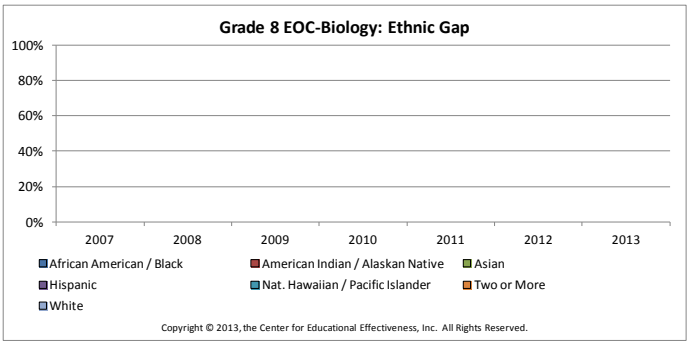
NOTE: End-of-Course assessments are not taken by all students at this grade level

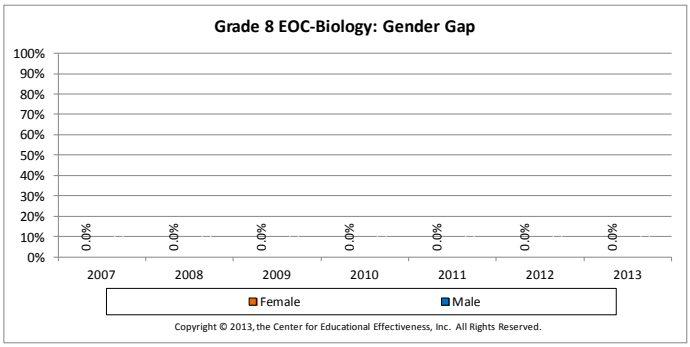
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

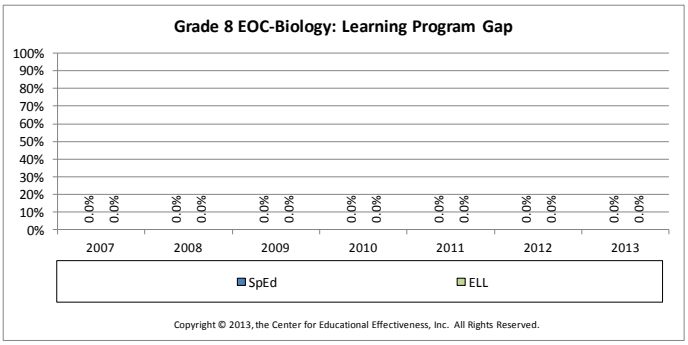


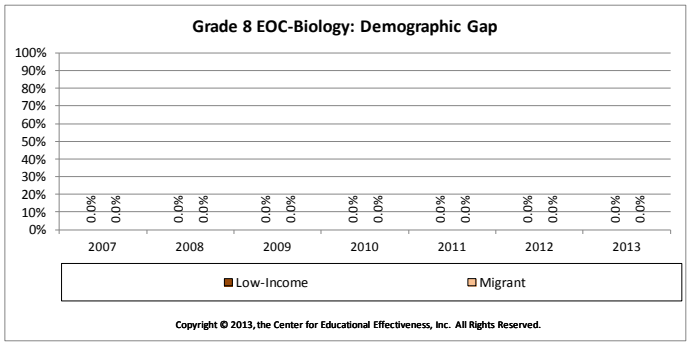
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

District	TACOMA
School	STEWART MS

Special NOTE

The charts on the following pages contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!

2013 UPDATE NOTES

This report provides graphs of the All-Students and subgroup views showing both your 2010-2011-2012 three-year view (used in spring-2013 for Flexibility Waiver designation) and the 2011-2012-**2013** UPDATED view.

Interpreting the two data points on each chart:

◆ 2010, 2011, 2012 Results

▲ 2011, 2012, 2013 Results

Better Data. Better Decisions. Better Schools.

Questions? Info@effectiveness.org or www.effectiveness.org

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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

The Center for Educational Effectiveness

It is important to understand the key points in the calculations used to identify Priority, Focus, and Emerging Schools.

Points to consider:

- The data includes only continuously enrolled students.
- No margin of error is applied.
- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	482
American Indian	9
Asian/Pacific Islander	46
Black/African American	124
Hispanic	74
Limited English	11
Low Income	361
Special Education	64
White	205

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

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All Students View

STEWART MS

Special NOTE

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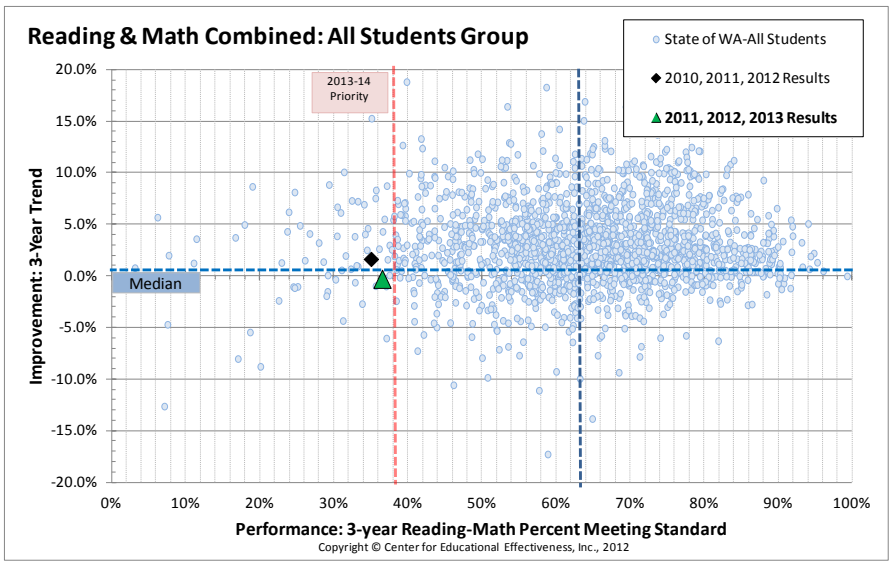
These thresholds have NOT been updated for 2013 results!



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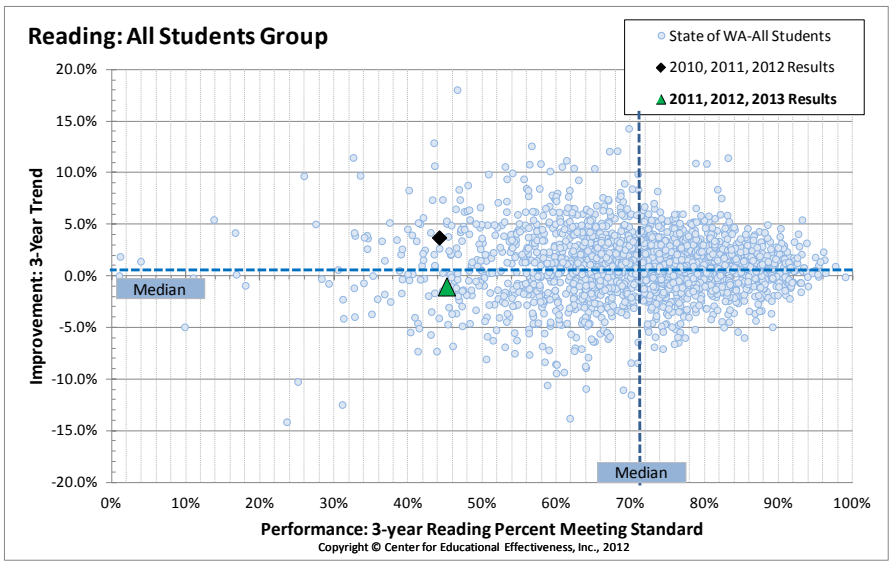

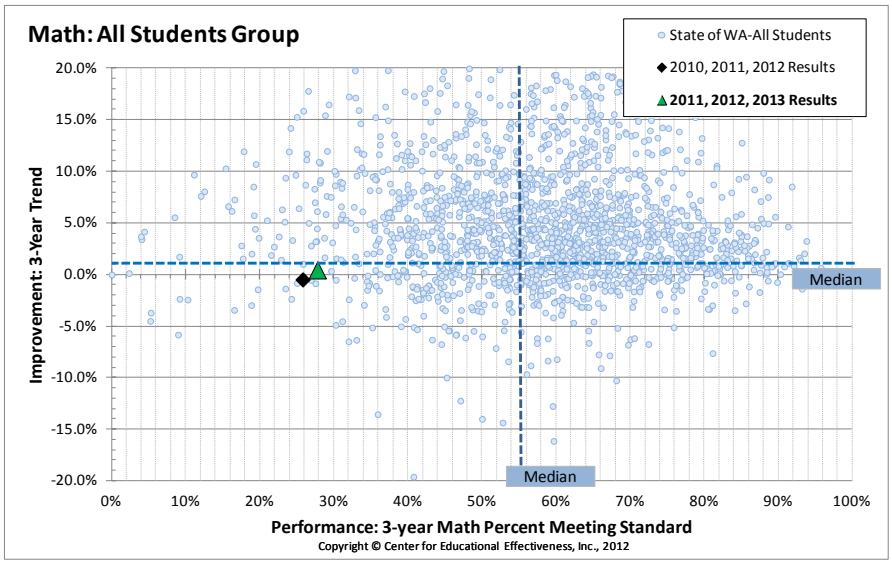

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Students with Disabilities (Special Education)

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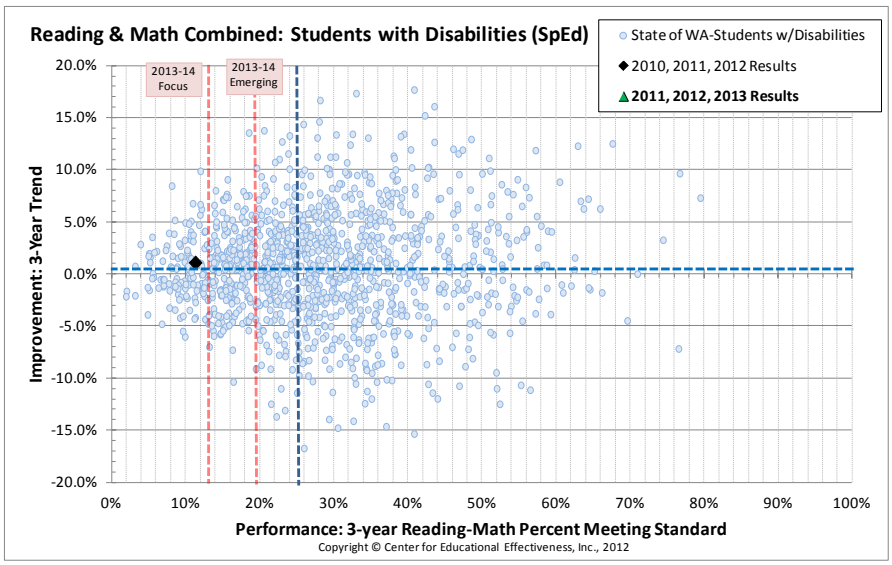

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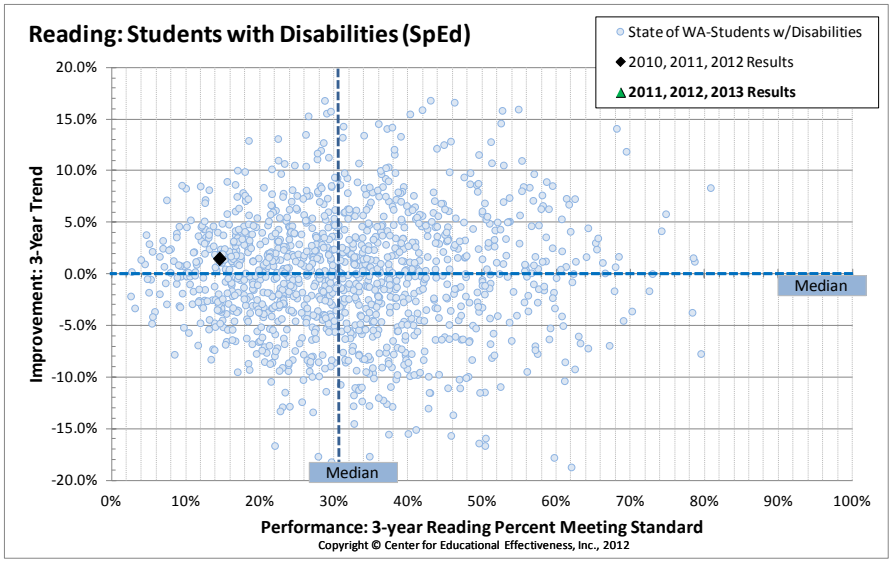

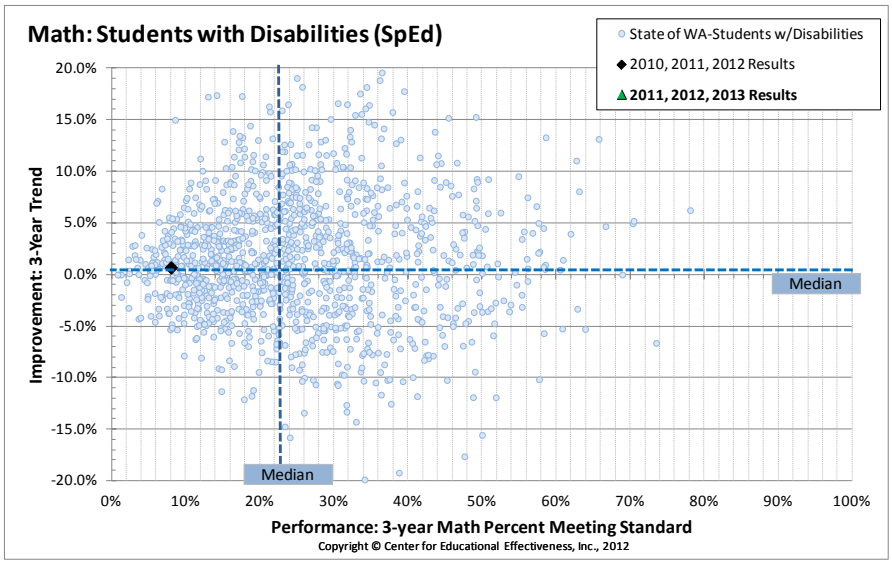

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Low-Income

STEWART MS

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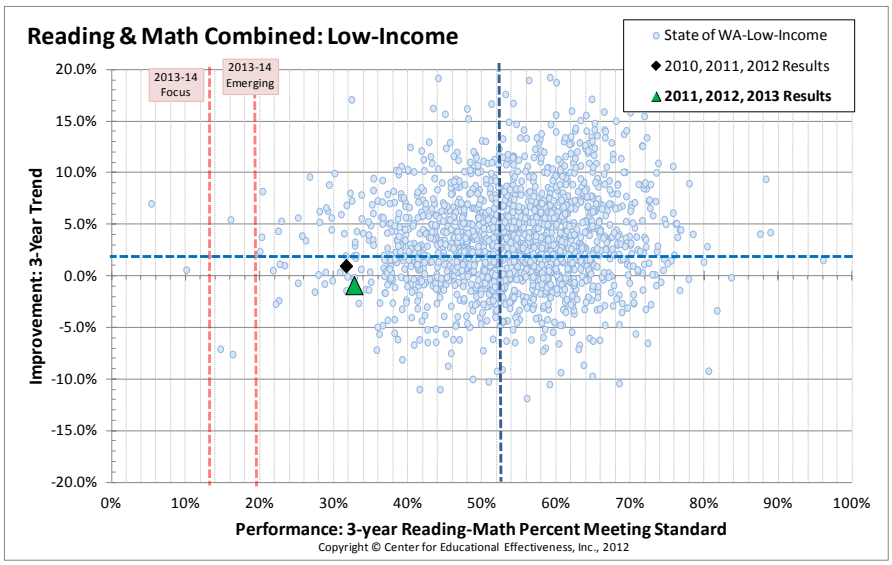

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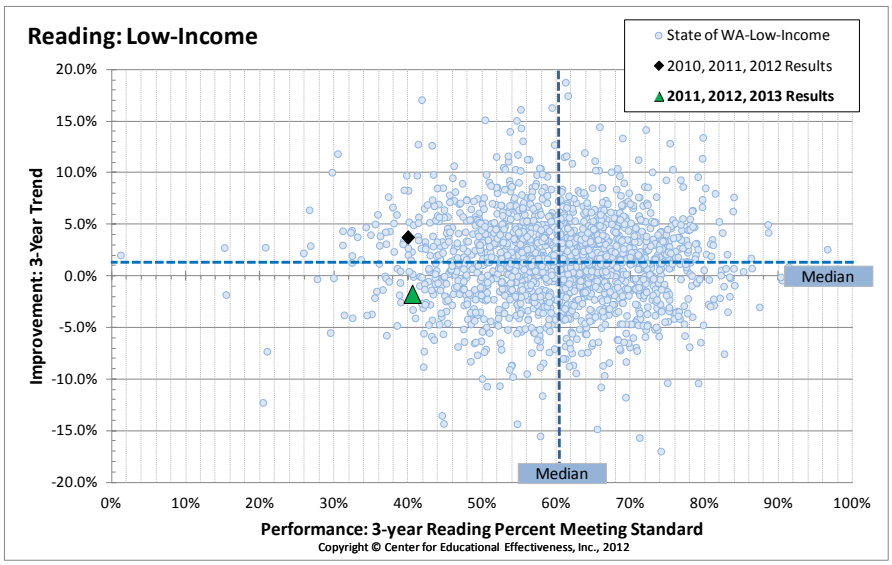

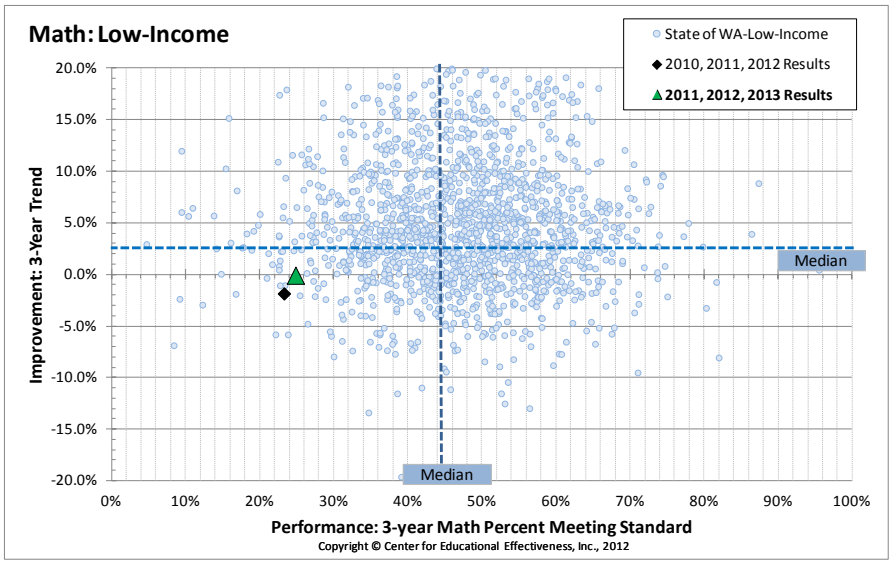

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Asian / Pacific Islander

STEWART MS

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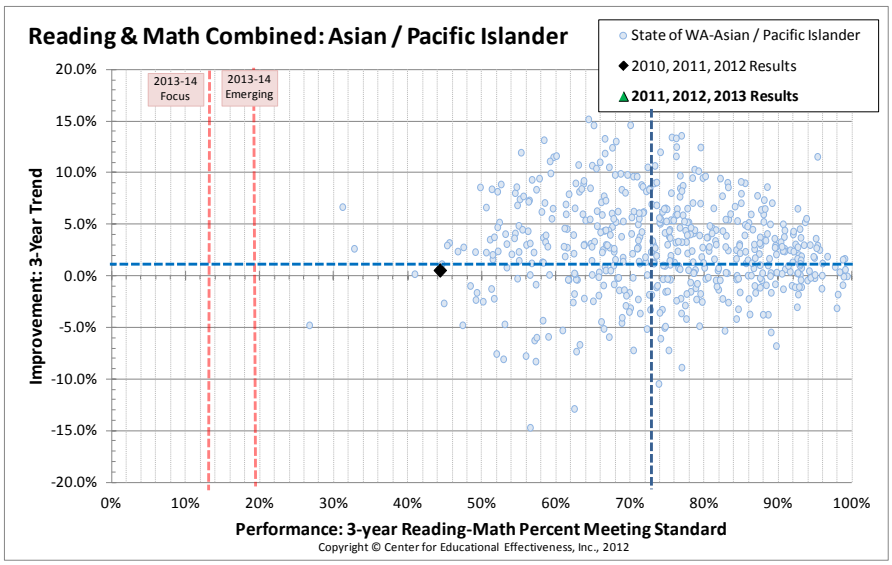

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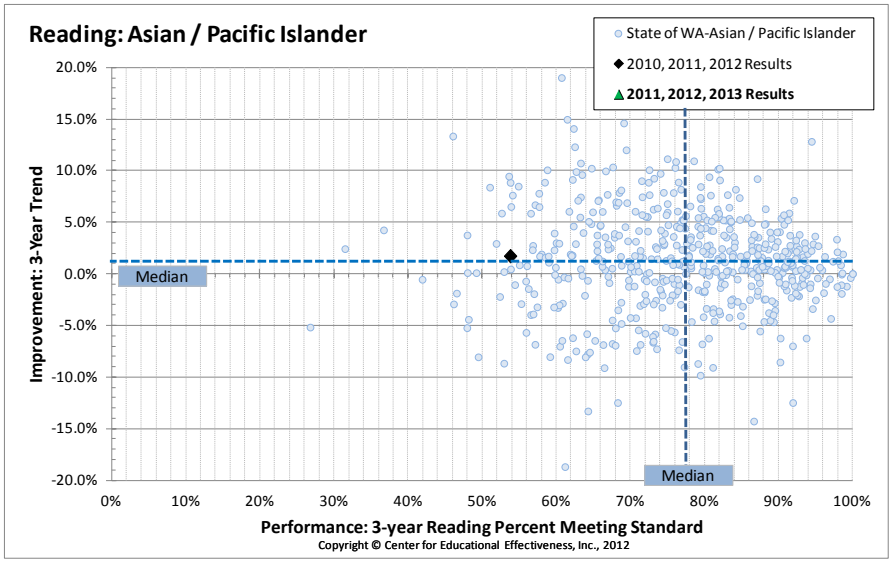

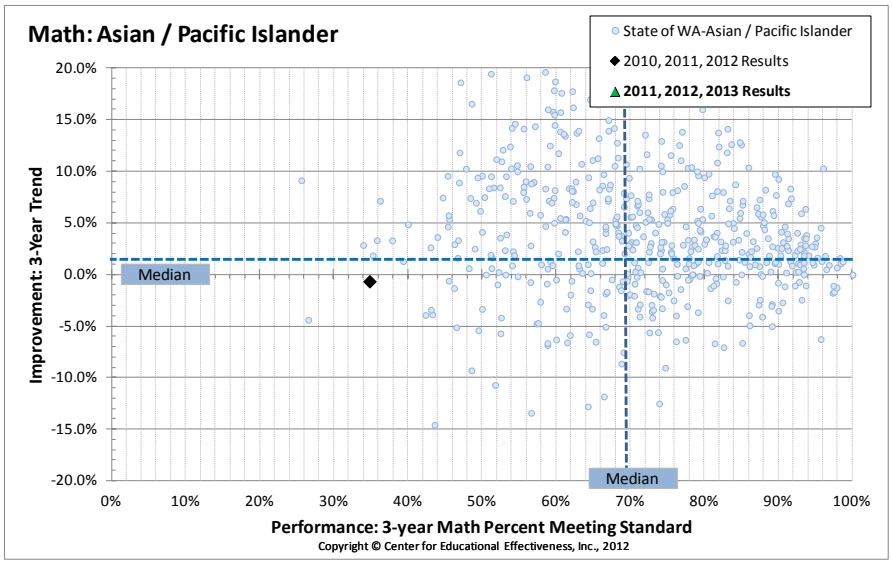

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Black / African American

STEWART MS

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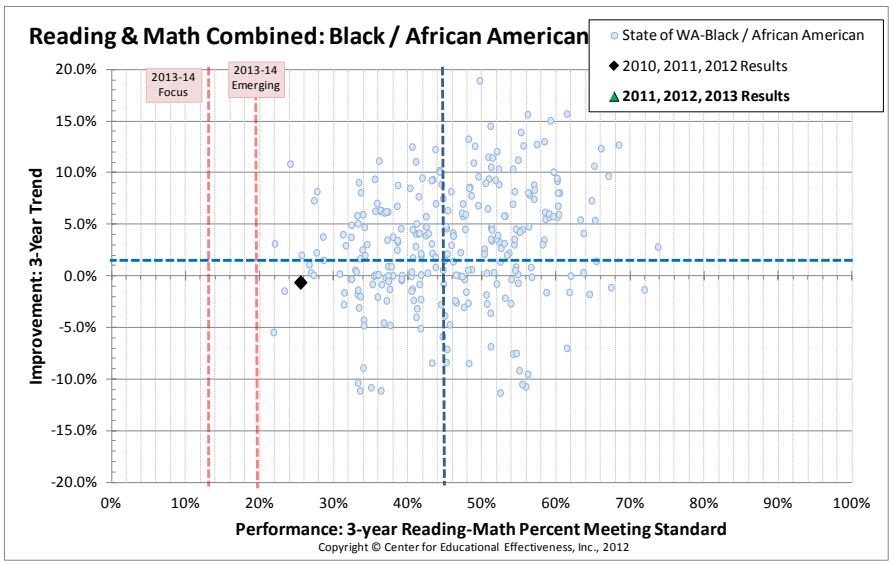

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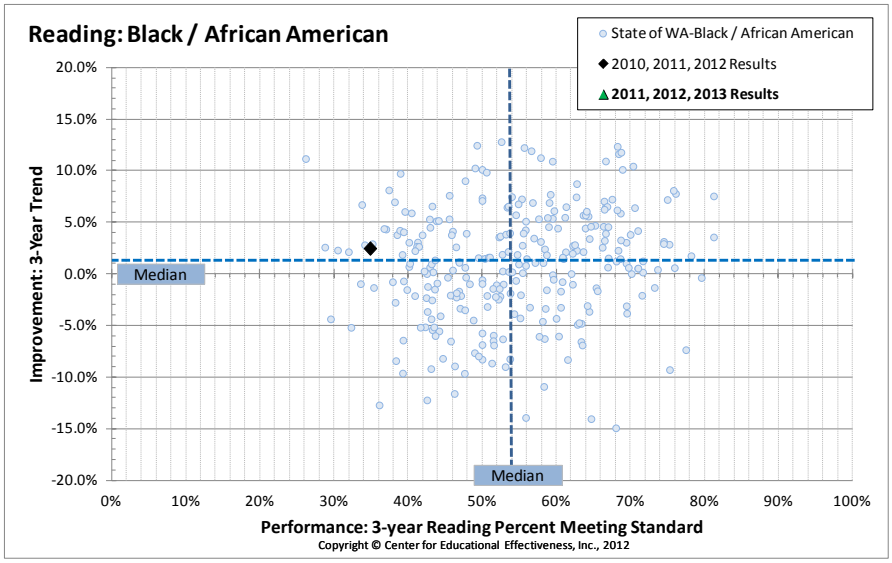

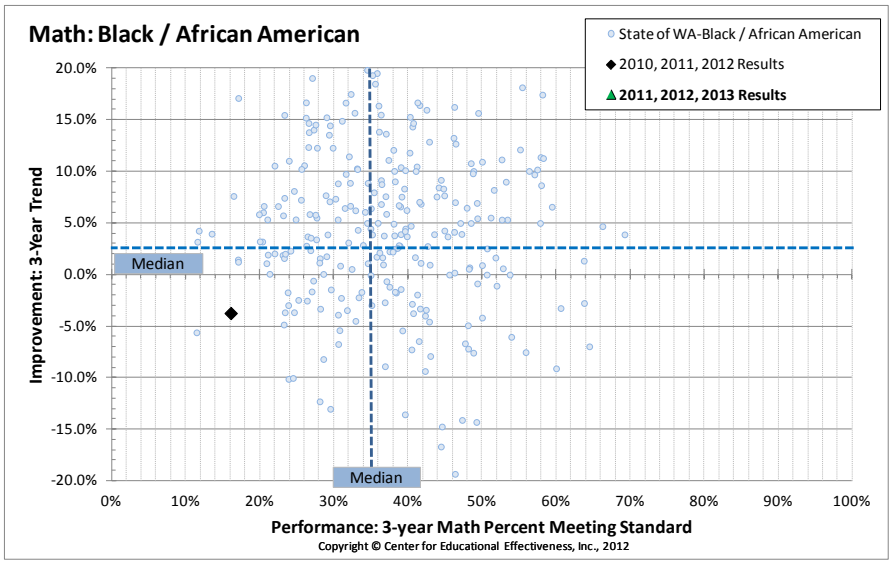

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Hispanic

STEWART MS

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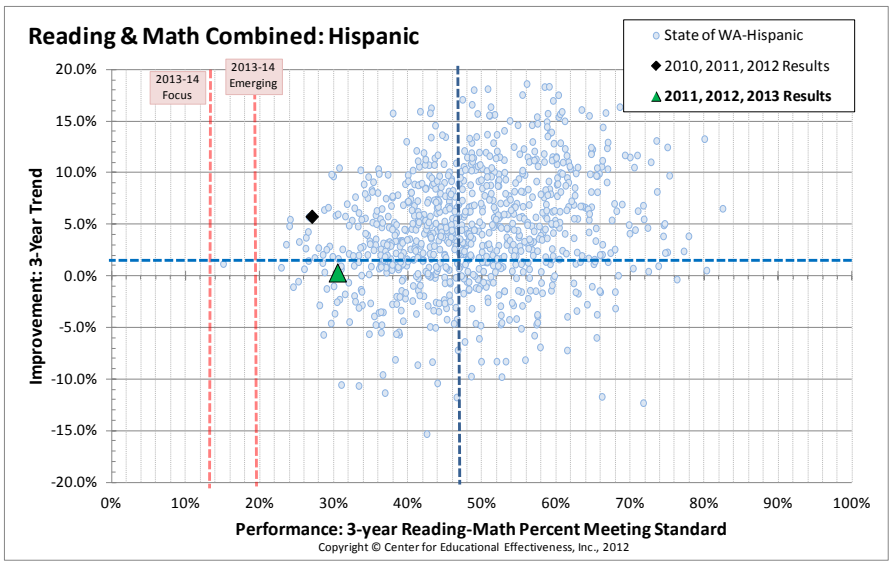

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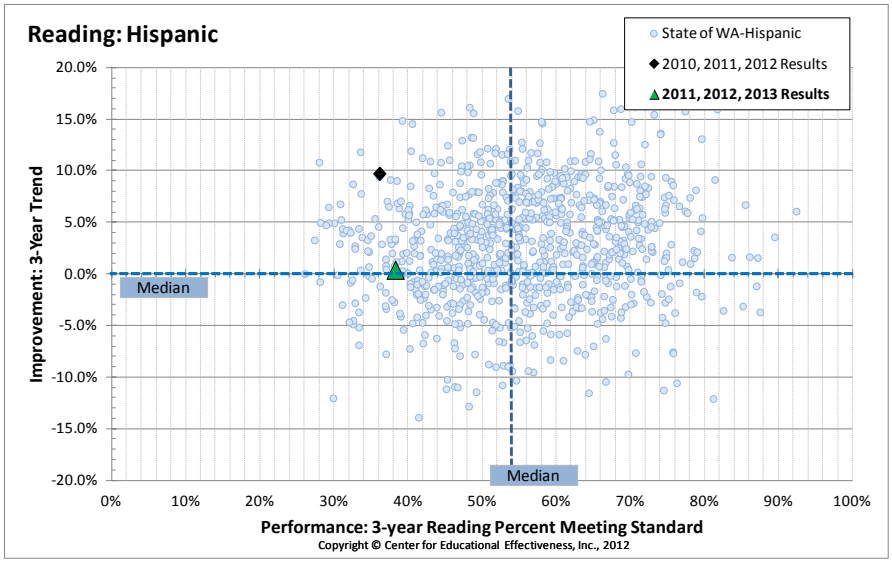

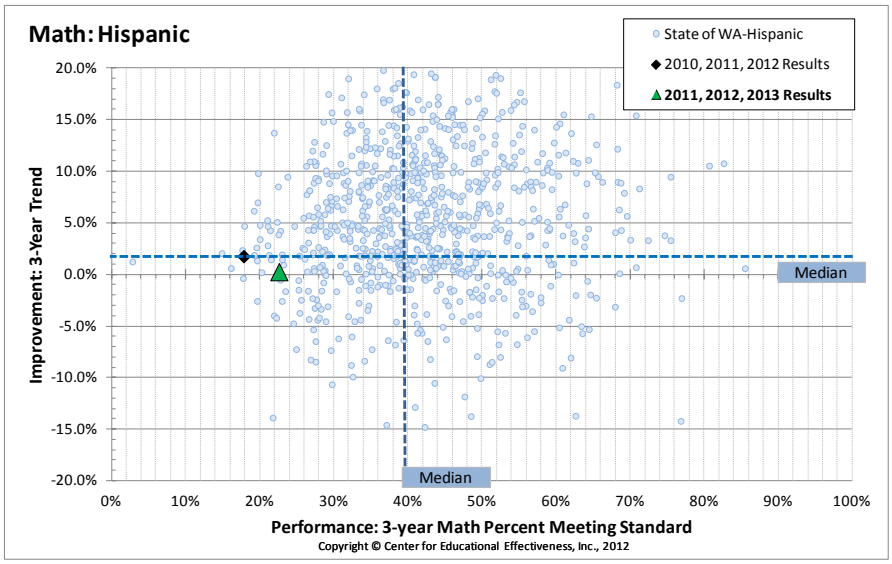

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White

STEWART MS

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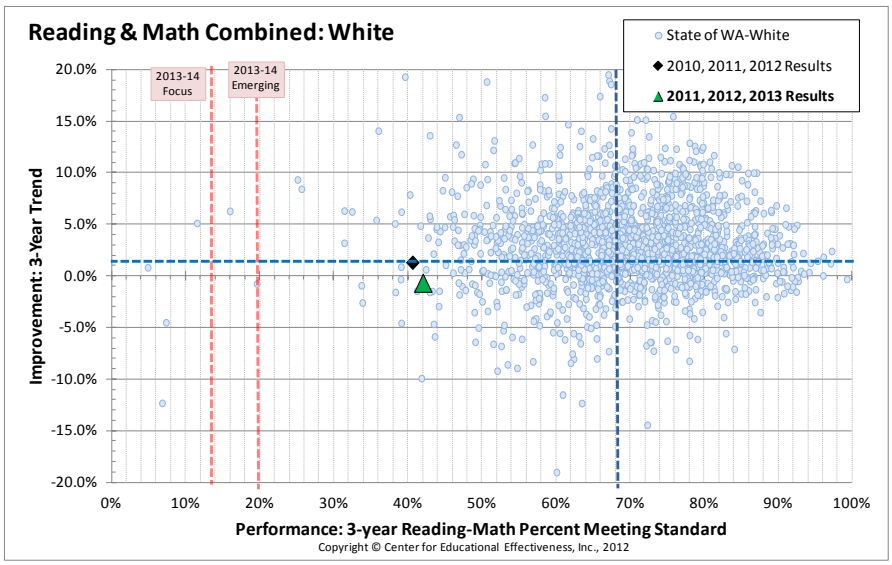

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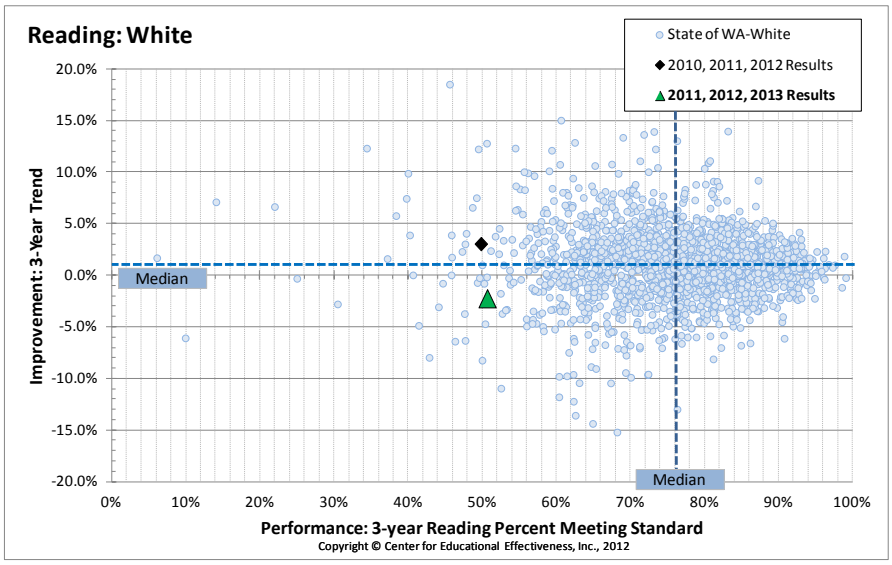

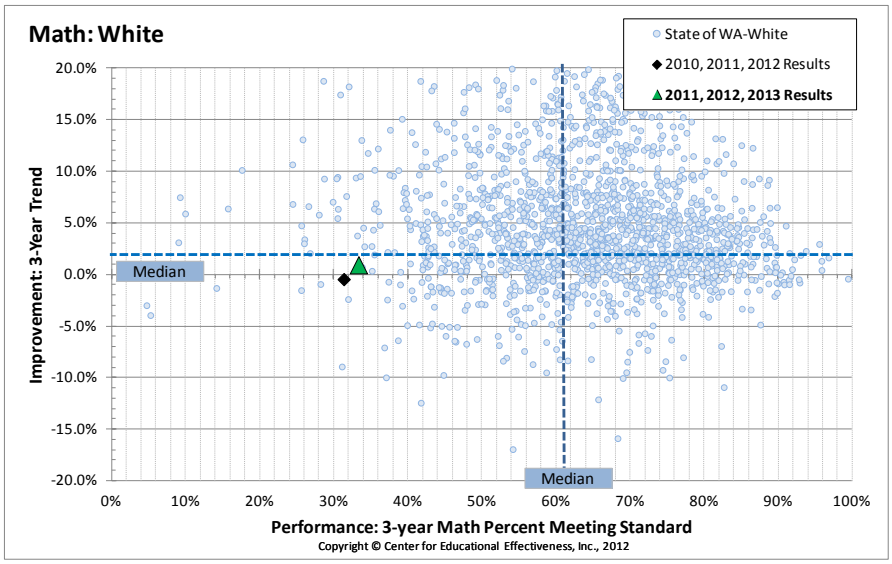

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Wellpinit Elementary School Summary – Wellpinit School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		161
May 2013 Student Count		163
Gender (October 2012)		
Male	91	56.5%
Female	70	43.5%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	127	78.9%
Hispanic / Latino of any race(s)	15	9.3%
White	3	1.9%
Two or More Races	15	9.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	141	86.5%
Special Education (May 2013)	26	16.0%

Student Achievement

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time; and cells with no shade represent minimal change (less than 2%).**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Wellpinit Elementary	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	41.40%	40.60%	32.00%	16.70%	-24.70%
Reading grade 4	34.60%	32.00%	25.00%	64.00%	29.40%
Reading grade 5	21.10%	27.30%	40.90%	19.20%	-1.90%
Math grade 3	44.80%	34.40%	60.00%	5.60%	-39.20%
Math grade 4	15.40%	16.00%	29.60%	52.00%	36.60%
Math grade 5	0.00%	13.60%	27.30%	11.50%	11.50%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

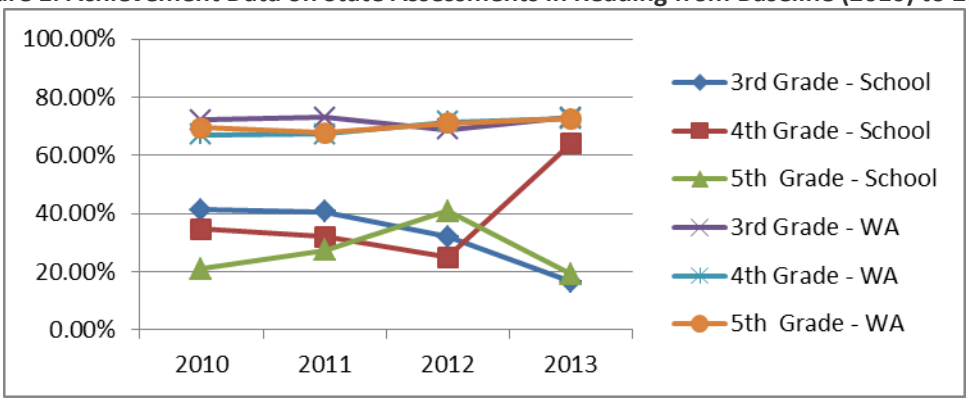
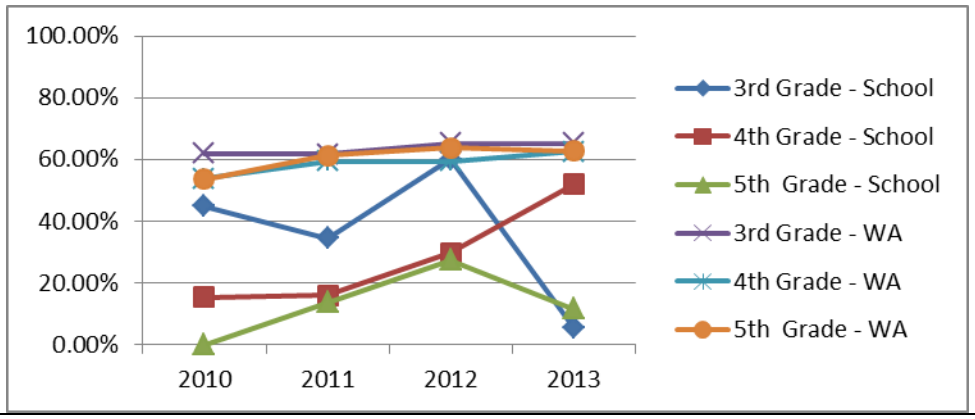


Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

Source: OSPI State Report Card

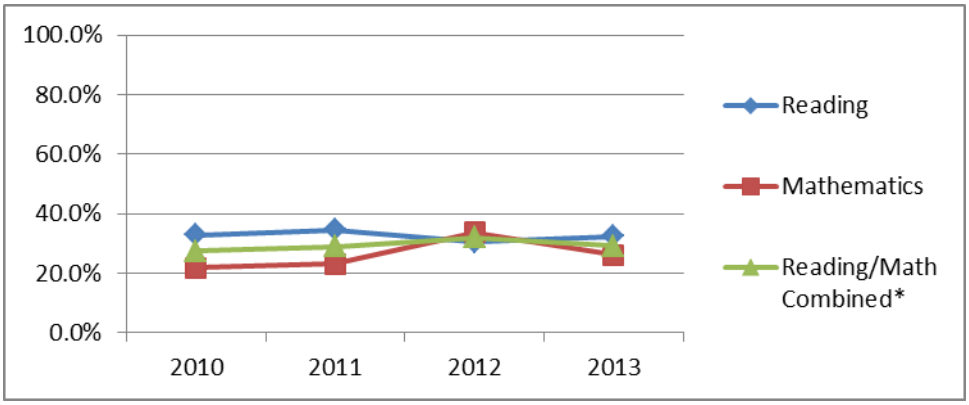
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading represent minimal change over time (less than 2%).**

Percents are rounded to the nearest tenth.

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Wellpinit	2010	2011	2012	2013	Change Baseline to 2013
Reading	32.8%	34.6%	30.4%	32.3%	-0.5%
Mathematics	21.9%	23.1%	33.7%	26.2%	4.3%
Reading/Math Combined*	27.3%	28.8%	32.1%	29.3%	1.9%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

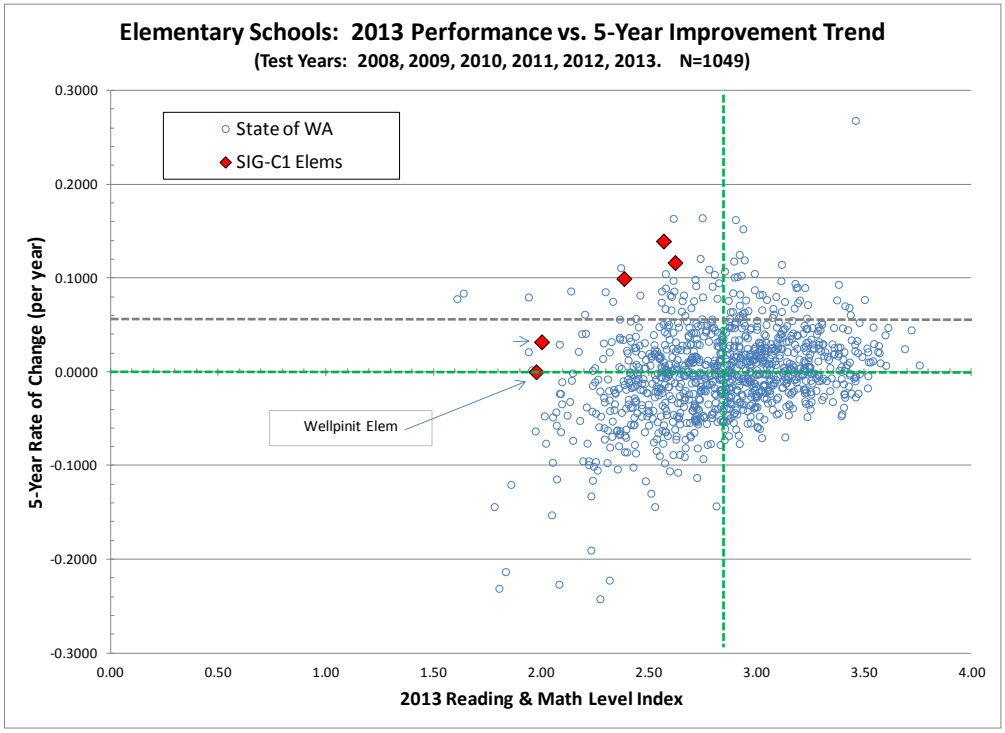
Student Achievement-

Subgroup Data

Source: OSPI State Report Card
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading**

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Wellpinit	2010	2011	2012	2013	Change Baseline to 2013
All	27.3%	28.8%	35.0%	29.3%	1.9%
American Indian	27.1%	27.3%	33.9%	27.3%	0.1%
Low Income	22.6%	27.8%	33.1%	24.6%	1.9%

represent little change over time (less than 2%). **Percents are rounded to the nearest tenth.**	**Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined**
Student Achievement- ***Whole School*** *Source: Center for Educational Effectiveness and OSPI State Report Card*	**Figure 5. Five-Year Improvement Trend from 2009 to 2013** 

2013 School Data Dashboard

Site:	Wellpinit Elem
District:	Wellpinit

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	16.7%	32.0%	↓	-15.3%	Equal
Grade 4	64.0%	25.0%	↑	39.0%	Equal
Grade 5	19.2%	40.9%	↓	-21.7%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-6.7%	-6.7%
Grade 4		1.8%	1.8%
Grade 5		-0.8%	-0.8%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	5.6%	60.0%	↓	-54.4%	Equal
Grade 4	52.0%	29.6%	↑	22.4%	Equal
Grade 5	11.5%	27.3%	↓	-15.8%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-6.5%	-6.5%
Grade 4		11.8%	11.8%
Grade 5		2.4%	2.4%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 4	60.0%	25.0%	↑	35.0%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 4		2.3%	2.3%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 5	7.7%	9.1%	→	-1.4%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 5		2.5%	2.5%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the school's 2013 results to the district's to determine whether they are above or below (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Wellpinit Elem
District:	Wellpinit

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	27.8%	24.0%		3.8%		Equal		Grade 3	0.6%	0.6%
Grade 4	12.0%	32.1%		-20.1%		Equal		Grade 4	-1.6%	-1.6%
Grade 5	26.9%	27.3%		-0.4%		Equal		Grade 5	-2.0%	-2.0%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	66.7%	24.0%		42.7%		Equal		Grade 3	4.9%	4.9%
Grade 4	28.0%	55.6%		-27.6%		Equal		Grade 4	-12.5%	-12.5%
Grade 5	50.0%	36.4%		13.6%		Equal		Grade 5	-10.8%	-10.8%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of interventions for struggling students. For Change, we want the percentage of students at Level-1 to decline– so negative values are best. The 5-year Trend looks at whether the school is shrinking the percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students at Level-1.

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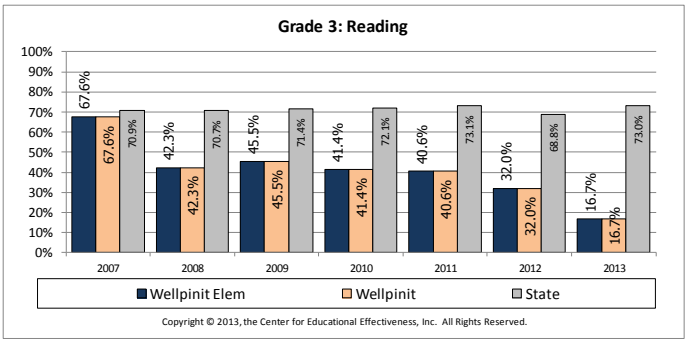
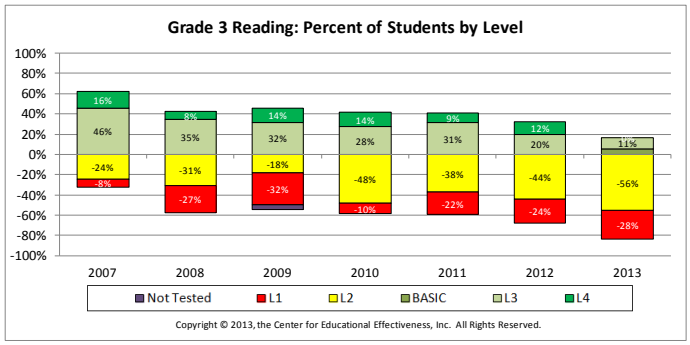
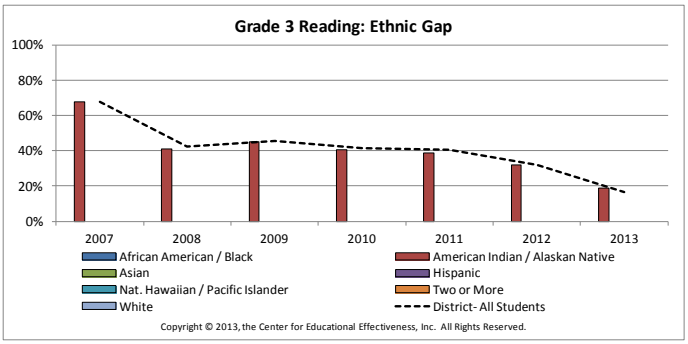
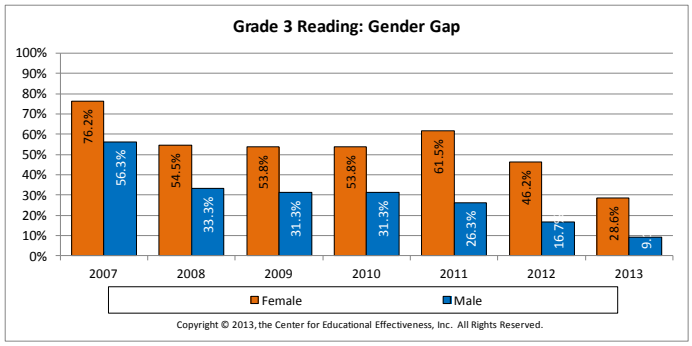
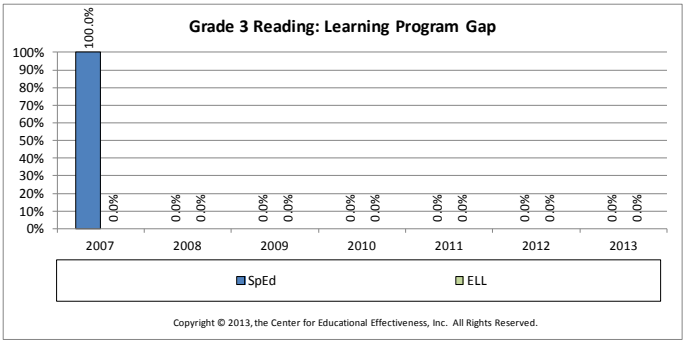
Reading Grade 3

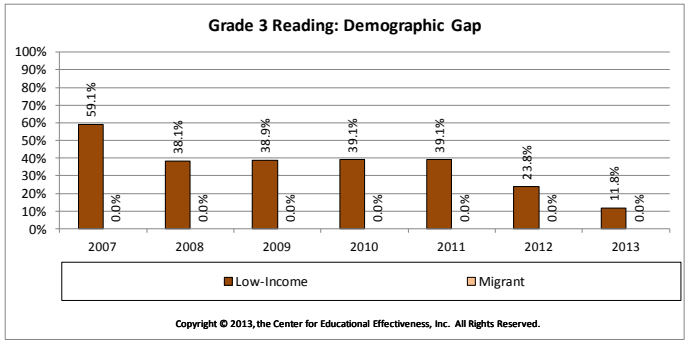












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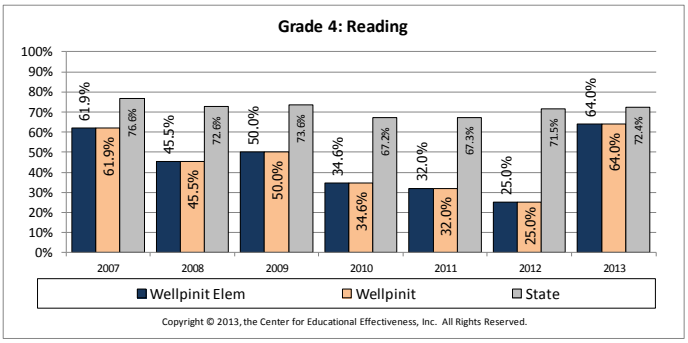
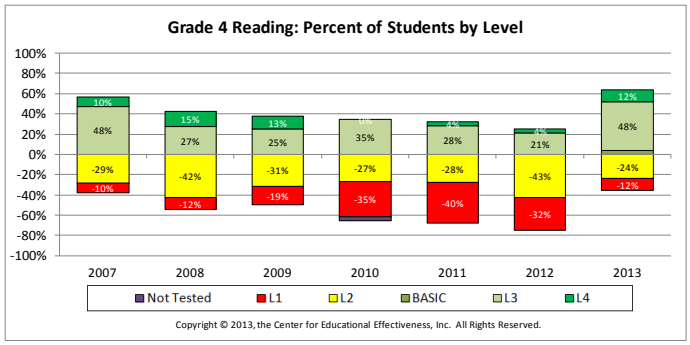
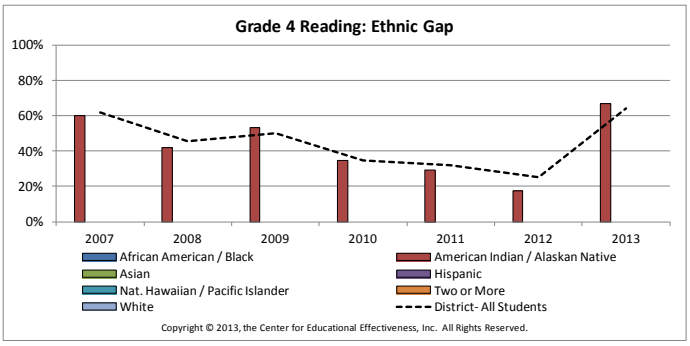
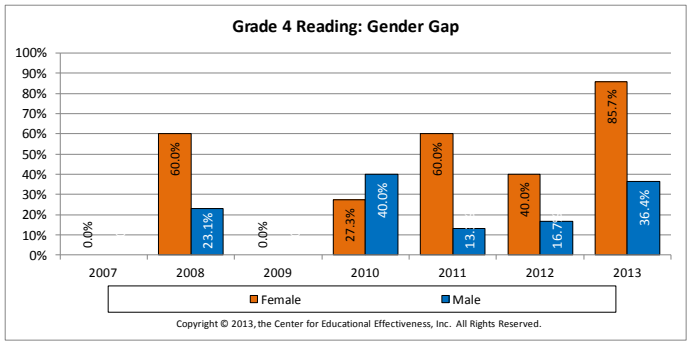
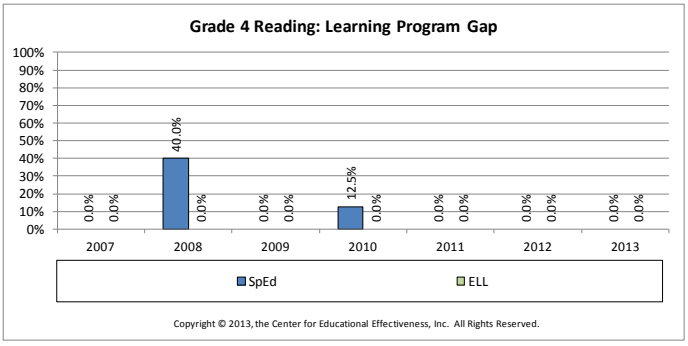
Reading Grade 4

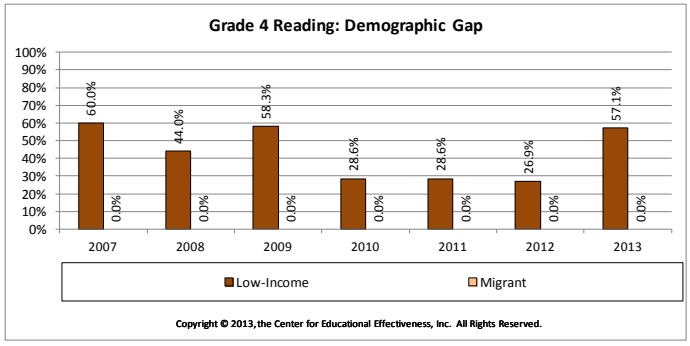












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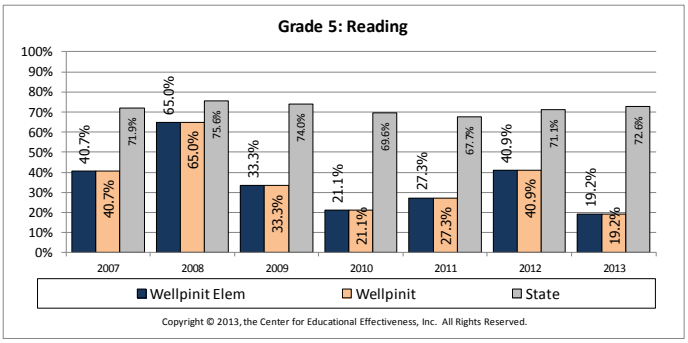
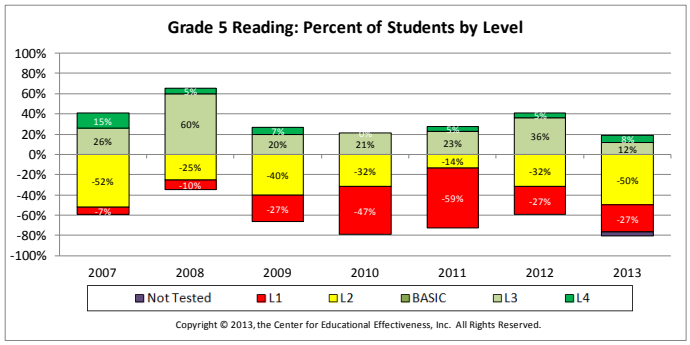
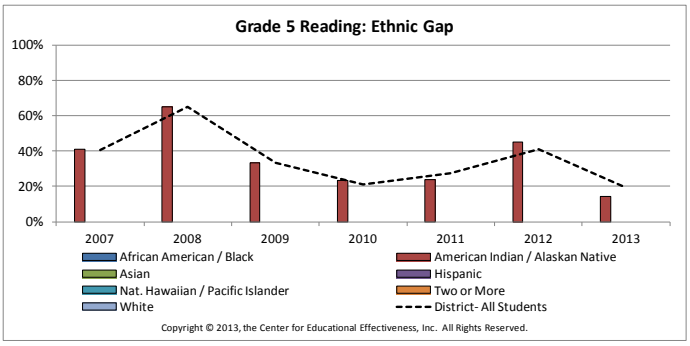
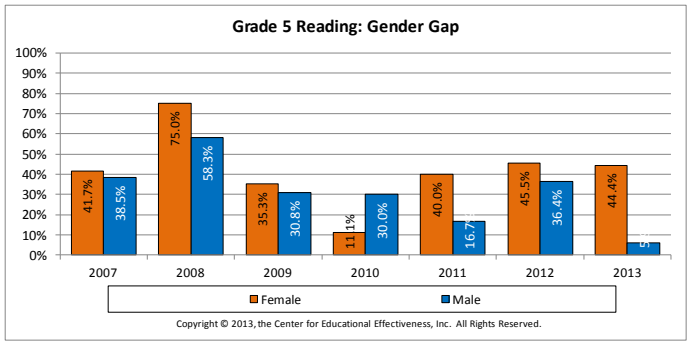
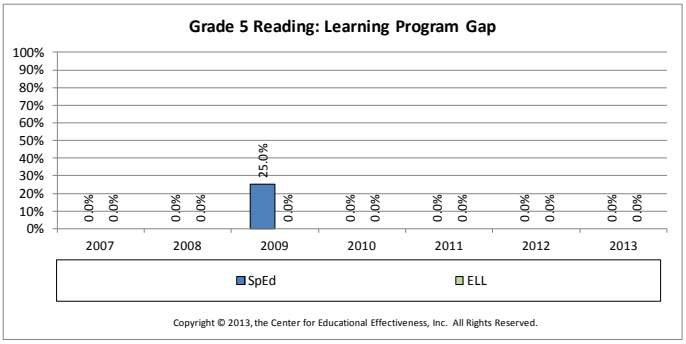
Reading Grade 5

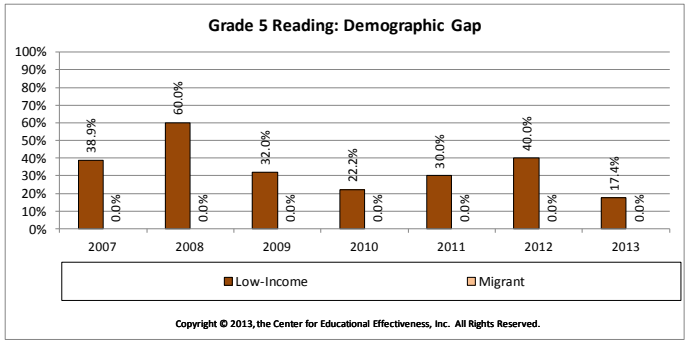












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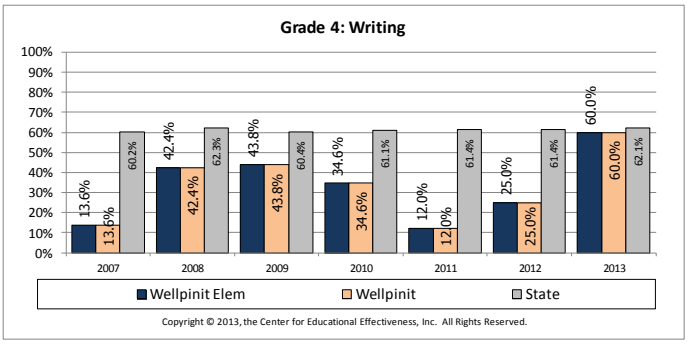
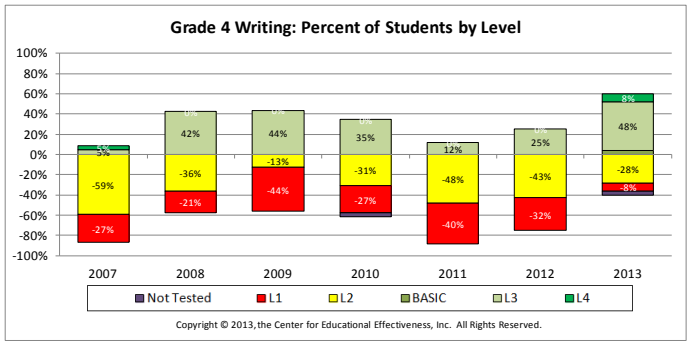
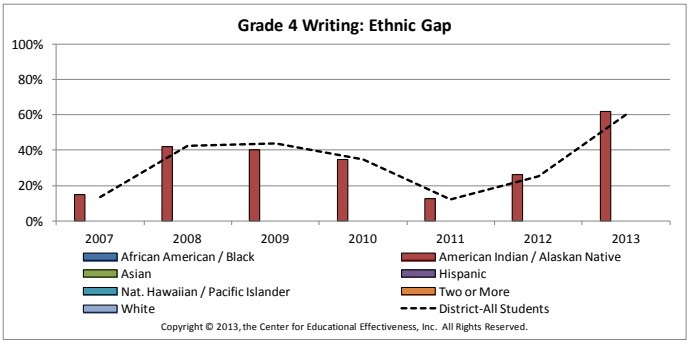
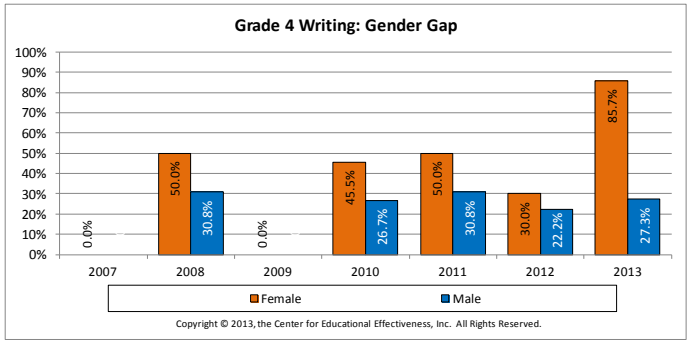
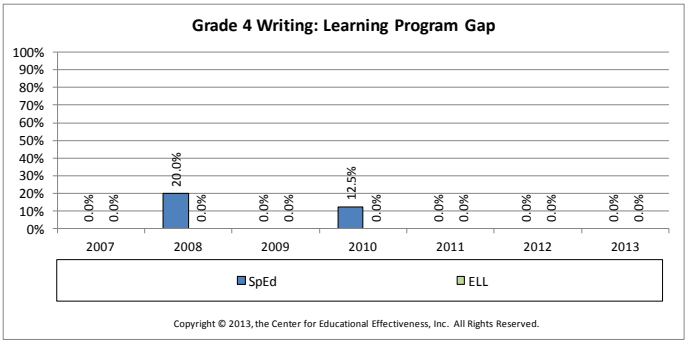
Writing Grade 4

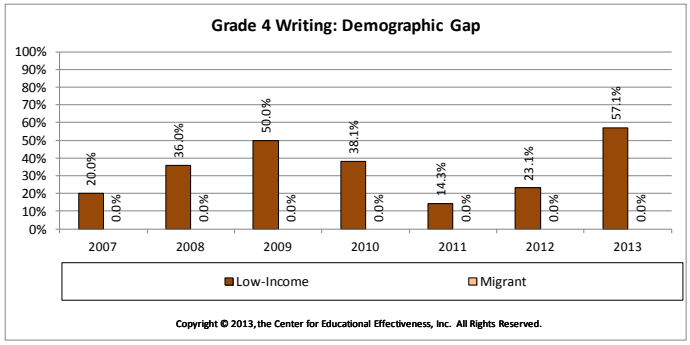












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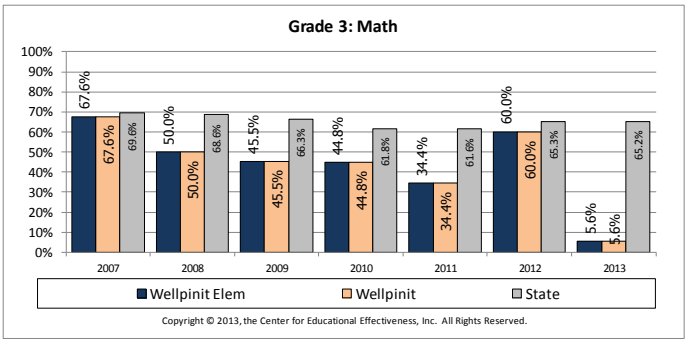
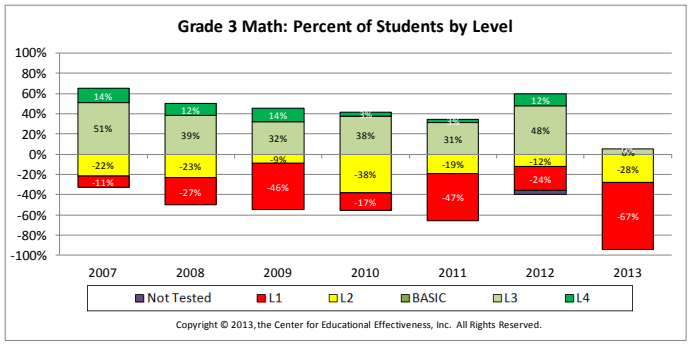
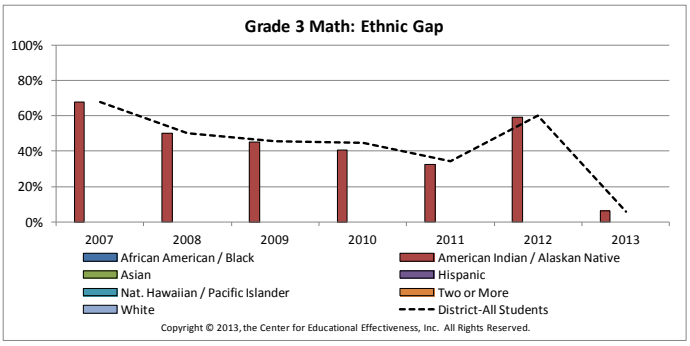
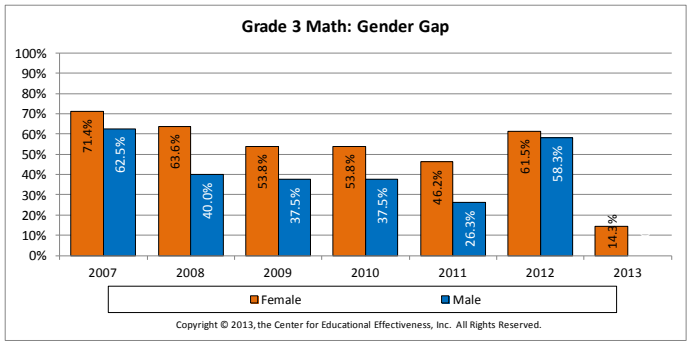
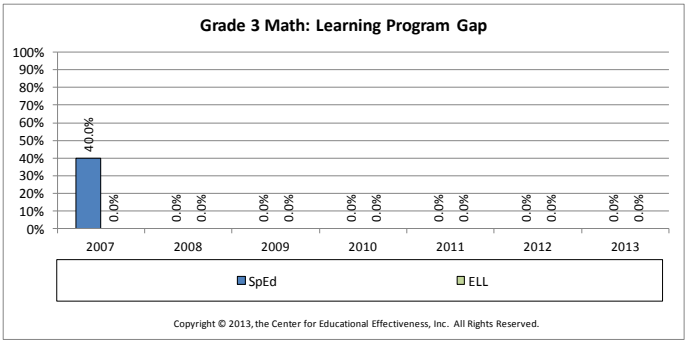
Math Grade 3

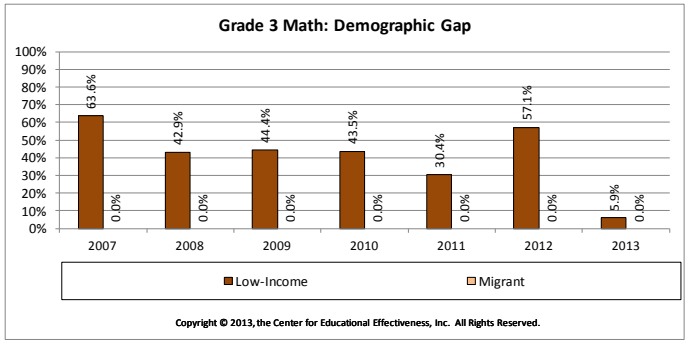












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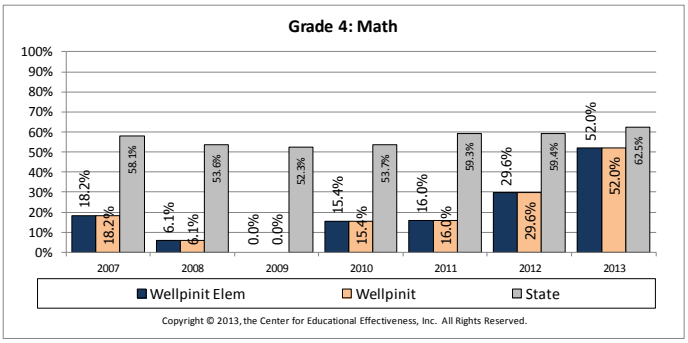
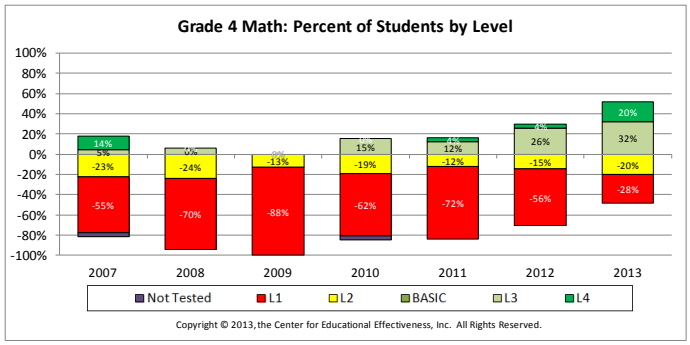
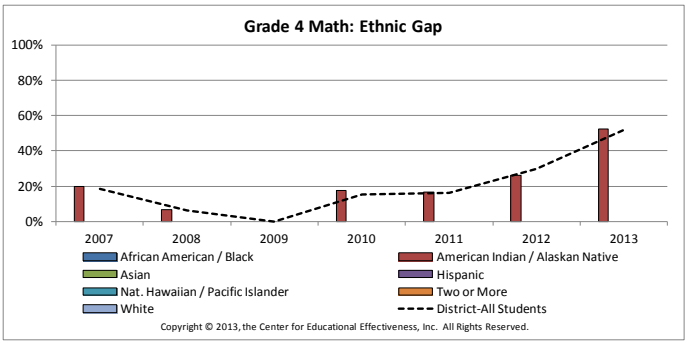
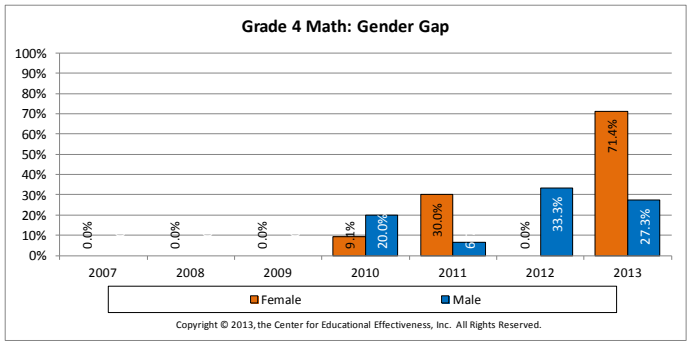
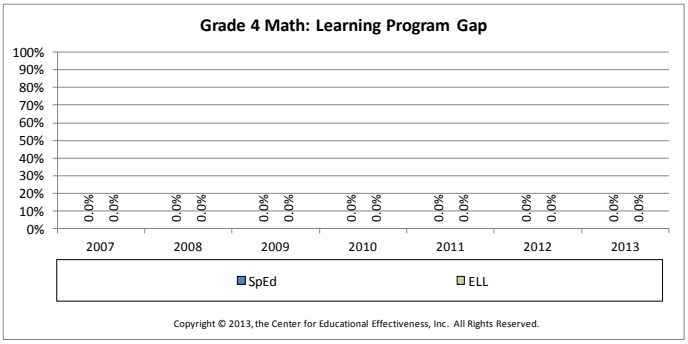
Math Grade 4

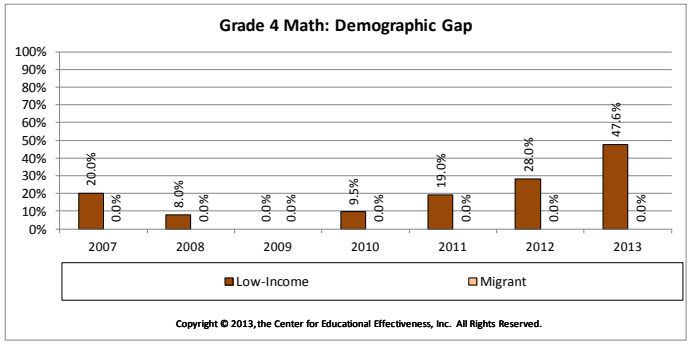












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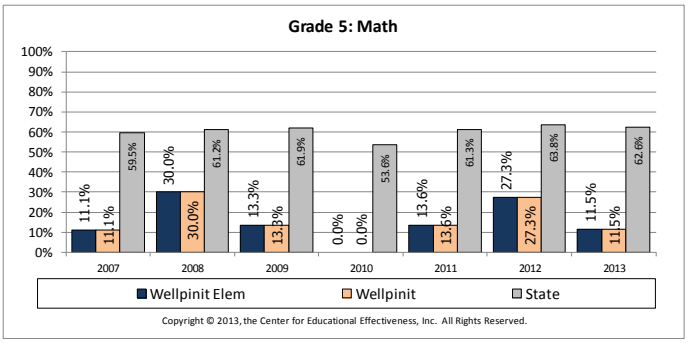
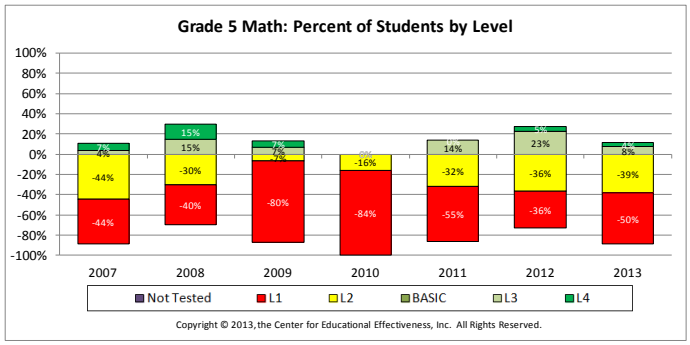
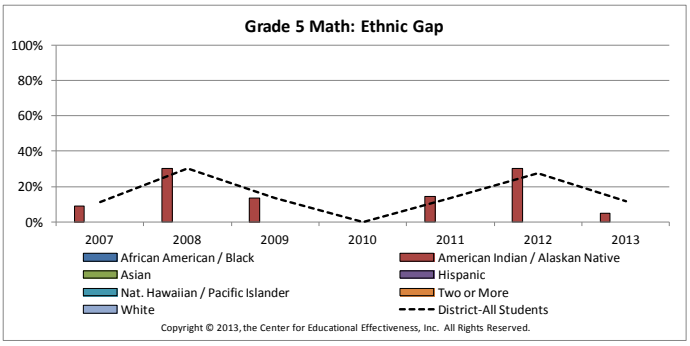
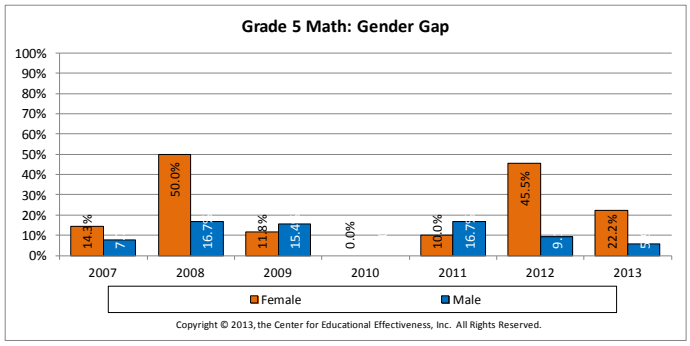
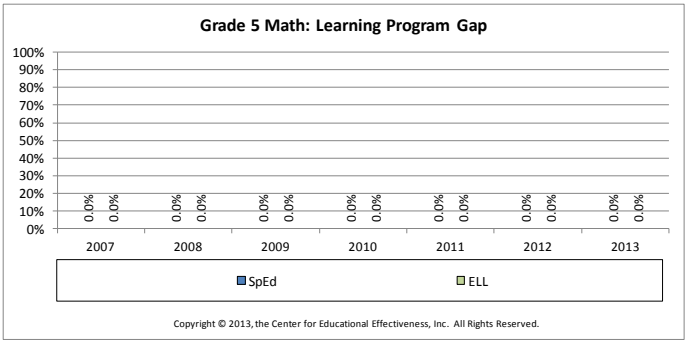
Math Grade 5

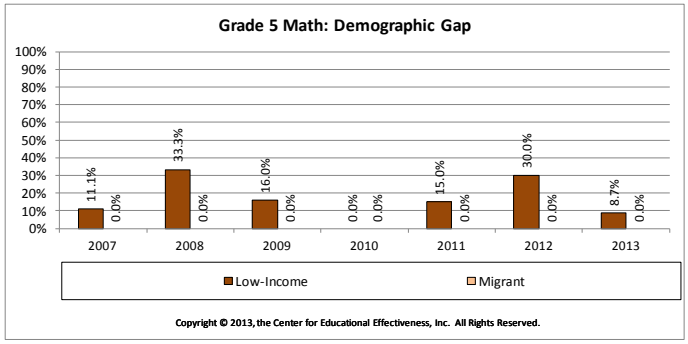












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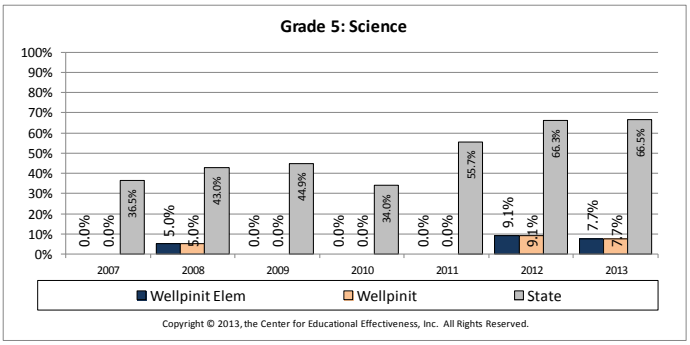
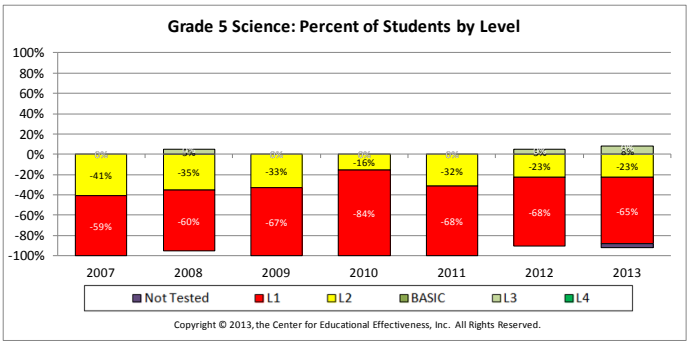
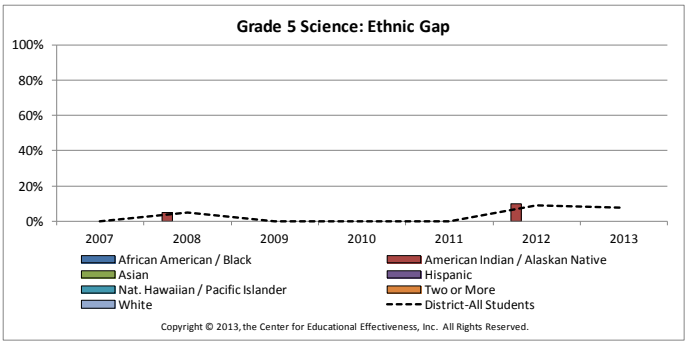
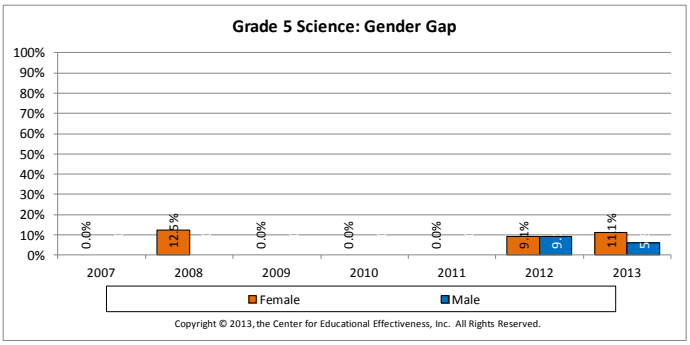
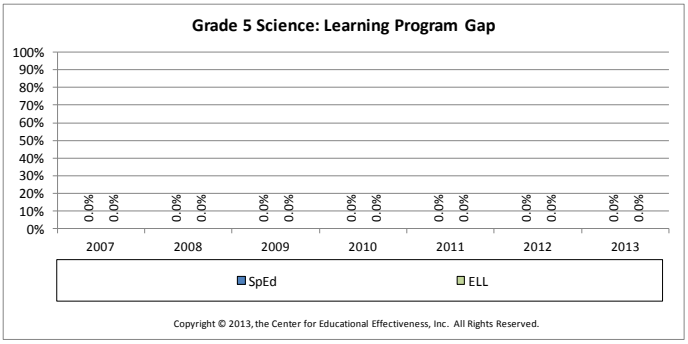
Science Grade 5

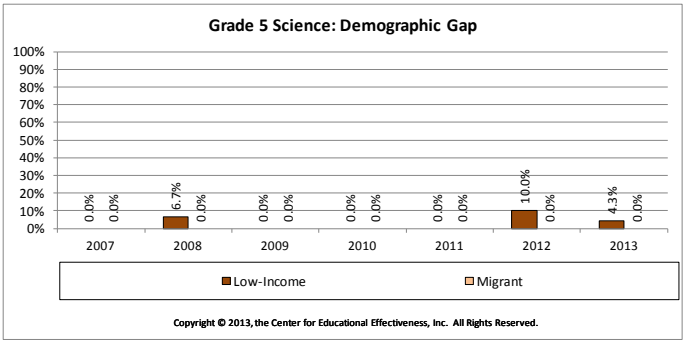












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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

District	WELLPINIT
School	WELLPINIT ELEM

Special NOTE

The charts on the following pages contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!

2013 UPDATE NOTES

This report provides graphs of the All-Students and subgroup views showing both your 2010-2011-2012 three-year view (used in spring-2013 for Flexibility Waiver designation) and the 2011-2012-**2013** UPDATED view.

Interpreting the two data points on each chart:

◆ 2010, 2011, 2012 Results

▲ 2011, 2012, 2013 Results

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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

The Center for Educational Effectiveness

It is important to understand the key points in the calculations used to identify Priority, Focus, and Emerging Schools.

Points to consider:

- The data includes only continuously enrolled students.
- No margin of error is applied.
- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	61
American Indian	53
Asian/Pacific Islander	0
Black/African American	0
Hispanic	3
Limited English	0
Low Income	52
Special Education	7
White	2

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

Usage Hint:

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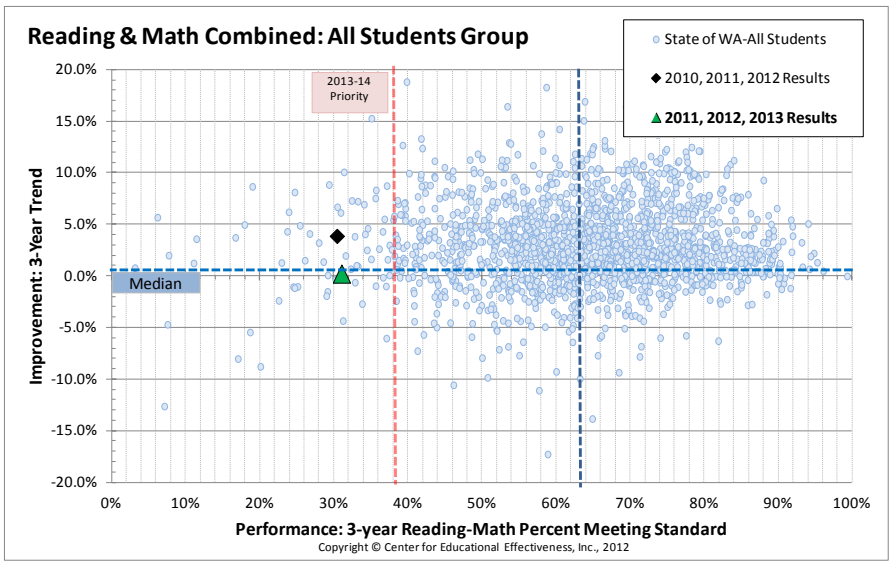
All Students View

WELLPINIT ELEM

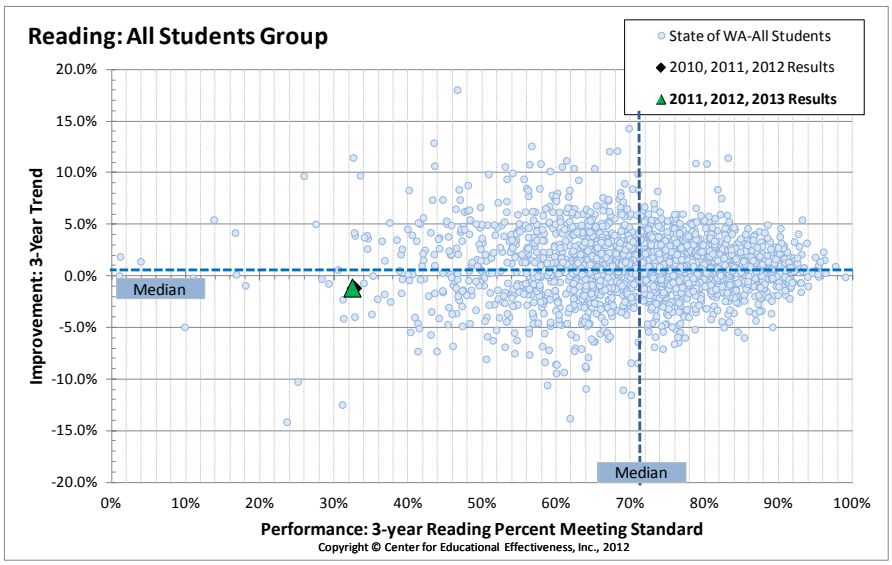
Special NOTE

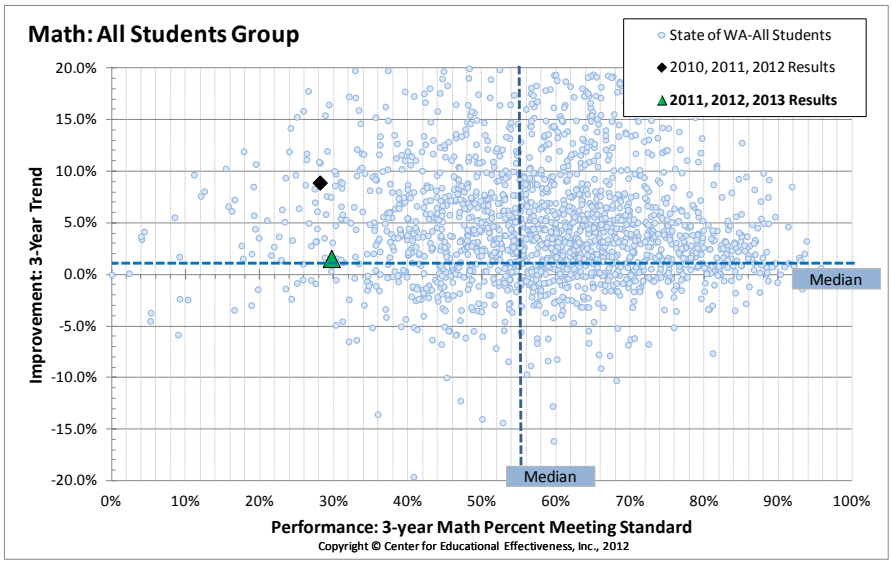
The chart at right contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!



Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Low-Income

WELLPINIT ELEM

Special NOTE

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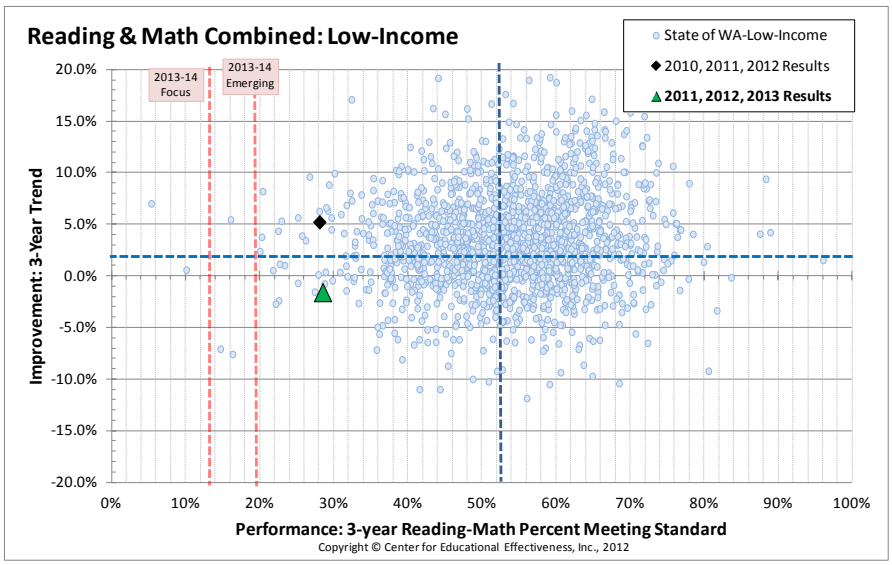

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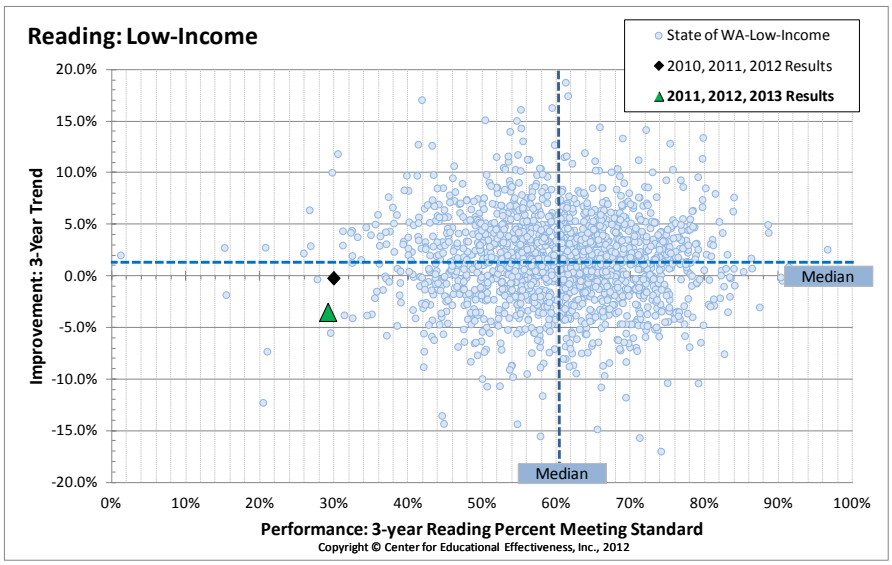

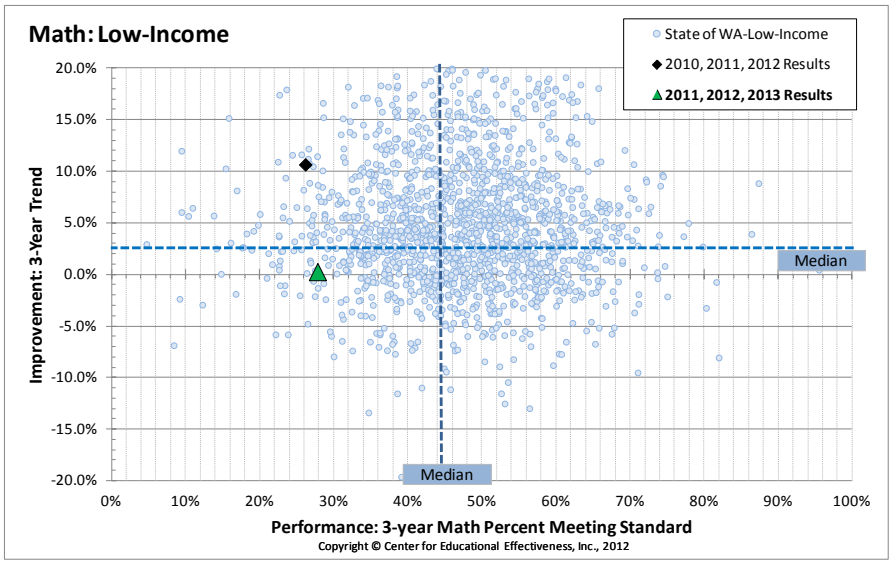

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American Indian / Alaskan Native

WELLPINIT ELEM

Special NOTE

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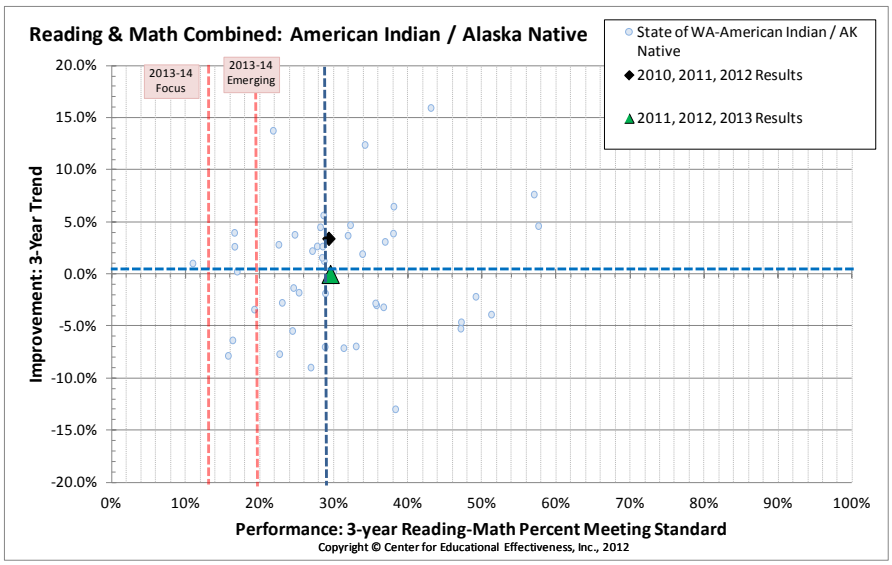
These thresholds have NOT been updated for 2013 results!



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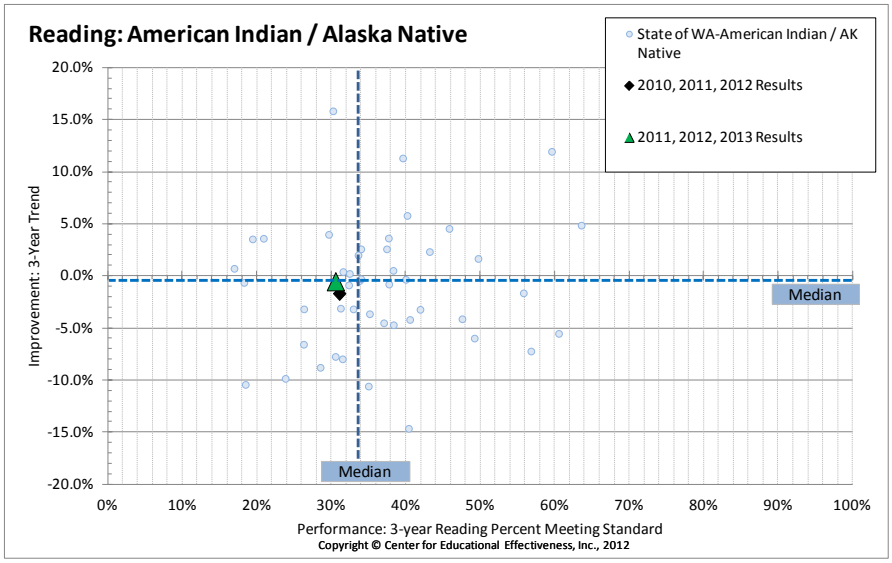

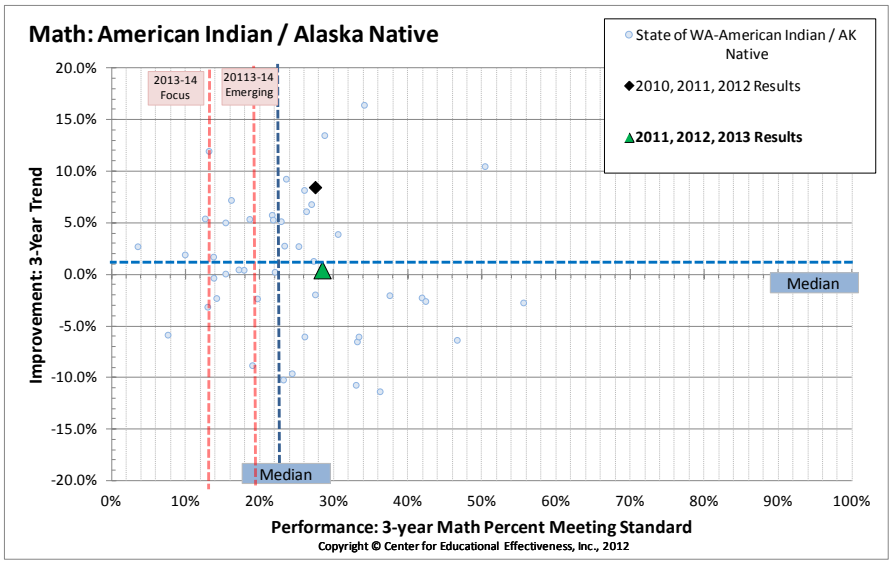

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Washington Middle School Summary – Yakima School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		694
May 2013 Student Count		692
Gender (October 2012)		
Male	352	50.7%
Female	342	49.3%
Race/Ethnicity (October 2012)		
Black	9	1.3%
Hispanic	637	91.8%
White	40	5.8%
Special Programs		
Free or Reduced-Price Meals (May 2013)	673	97.3%
Special Education (May 2013)	60	8.7%
Transitional Bilingual (May 2013)	261	37.7%
Migrant (May 2013)	197	28.5%

Student Achievement-

Grade Level

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 2. Grade-Level Achievement Data on State Assessments from Baseline (2010) to 2013

Washington Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	30.70%	23.40%	28.90%	23.80%	-6.90%
Reading grade 7	35.00%	26.20%	36.20%	31.40%	-3.60%
Reading grade 8	56.10%	42.20%	46.20%	34.10%	-22.00%
Math grade 6	14.10%	19.00%	21.90%	18.00%	3.90%
Math grade 7	17.90%	15.30%	34.40%	44.50%	26.60%
Math grade 8	20.00%	20.70%	15.40%	22.30%	2.30%

Figure 1. Grade-Level Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

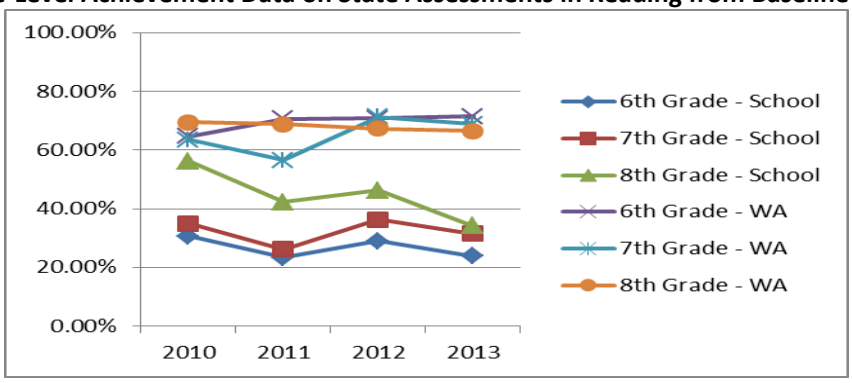
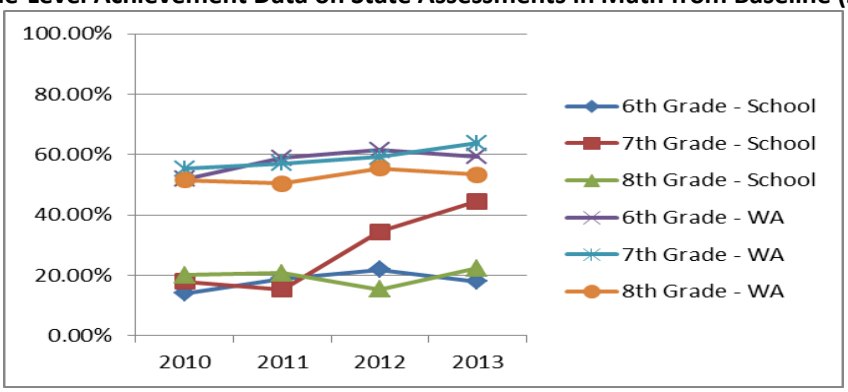


Figure 2. Grade-Level Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

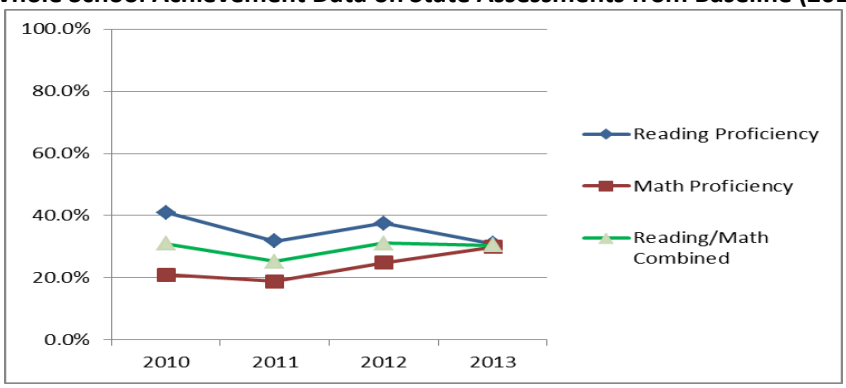
Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Washington Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading	41.0%	31.8%	37.5%	31.0%	-10.0%
Mathematics	21.0%	18.8%	24.8%	29.9%	8.9%
Reading/Math Combined*	31.0%	25.3%	31.1%	30.5%	-.5%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

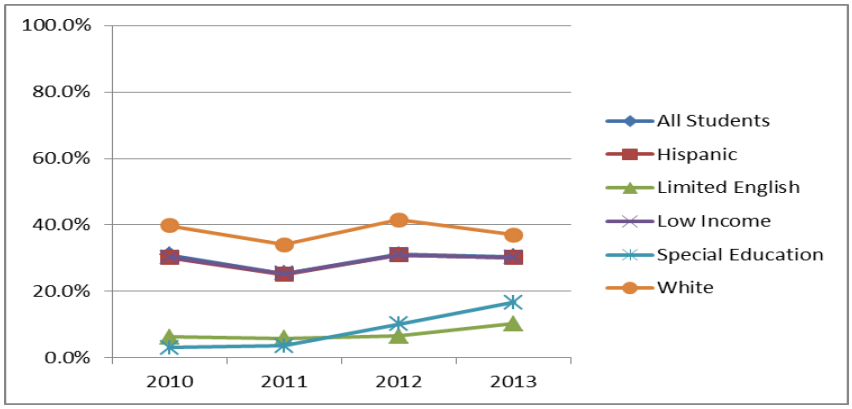
Subgroup Data

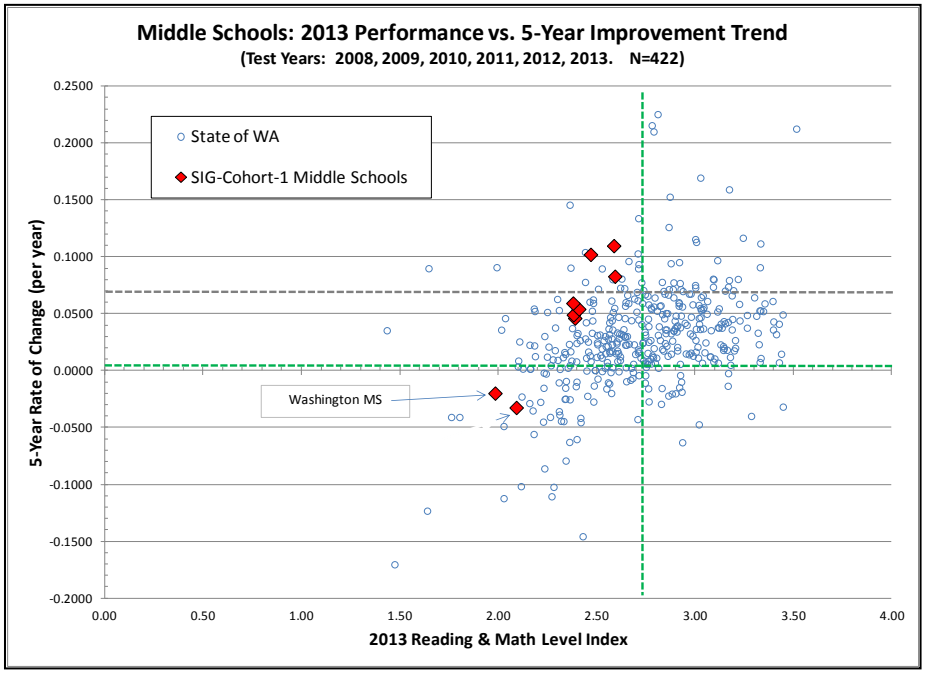
Source: OSPI State Report Card

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Washington Middle School	2010	2011	2012	2013
All Students	31.0%	25.3%	31.1%	30.5%
Hispanic	30.2%	25.1%	30.9%	30.2%
Limited English	6.2%	5.9%	6.6%	10.3%
Low Income	30.3%	25.4%	31.0%	30.2%
Special Education	3.1%	3.6%	10.2%	16.7%
White	39.7%	34.0%	41.5%	37.0%

Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined



Student Achievement- ***Whole School*** *Source: Center for Educational Effectiveness and OSPI State Report Card*	**Figure 5. Five-Year Improvement Trend from 2009 to 2013** 

2013 School Data Dashboard

Site:	Washington MS
District:	Yakima

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Reading 2013	Reading 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	23.8%	28.9%	↓	-5.1%		Below	Grade 6		-4.9%	-4.9%
Grade 7	31.4%	36.2%	↓	-4.8%		Below	Grade 7		-1.7%	0.5%
Grade 8	34.1%	46.2%	↓	-12.1%		Below	Grade 8		-3.5%	-3.8%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Math 2013	Math 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	18.0%	21.9%	↓	-3.9%		Below	Grade 6		1.6%	1.6%
Grade 7	44.5%	34.4%	↑	10.1%		Below	Grade 7		4.3%	4.5%
Gr. 8 (MSP)	22.3%	15.4%	↑	6.9%		Below	Gr. 8 (MSP)		-1.4%	0.7%

WRITING

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Writing 2013	Writing 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 7	40.2%	47.7%	↓	-7.5%		Below	Grade 7		-2.5%	-0.4%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Science 2013	Science 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Gr 8. (MSP)	20.5%	30.8%	↓	-10.3%		Below	Gr 8. (MSP)		3.4%	3.7%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the School's 2013 results to the District's to determine whether the school is above or below the district (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Washington MS
District:	Yakima

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?			School Trend vs. District	School	District
Grade 6	30.8%	26.0%		4.8%		Larger		Grade 6		2.6%	2.0%
Grade 7	18.6%	23.1%		-4.5%		Larger		Grade 7		0.0%	-0.1%
Grade 8	35.5%	24.9%		10.6%		Larger		Grade 8		3.4%	2.3%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?			School Trend vs. District	School	District
Grade 6	58.6%	50.0%		8.6%		Larger		Grade 6		-1.5%	-1.0%
Grade 7	28.6%	40.3%		-11.7%		Larger		Grade 7		-5.9%	-5.2%
Grade 8	47.9%	54.8%		-6.9%		Larger		Grade 8		1.3%	-0.8%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of programs for struggling students. For Change, we want the percentage of students at Level-1 to decline– i.e., negative values are best. The 5-year Trend looks at whether the school is shrinking it's percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students performing at Level-1.

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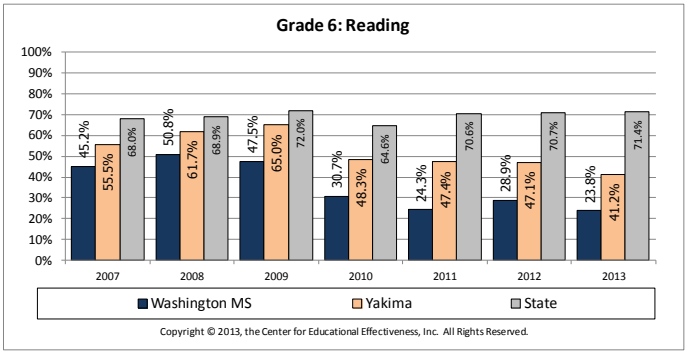
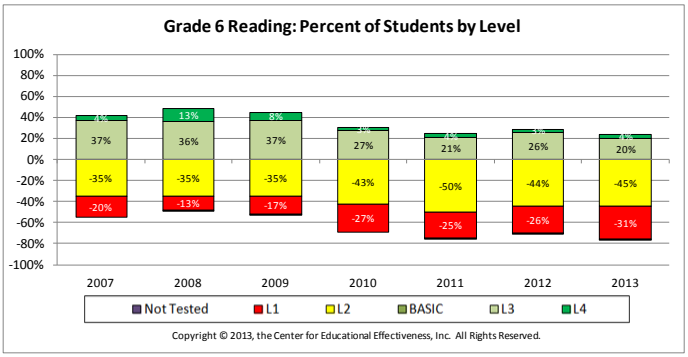
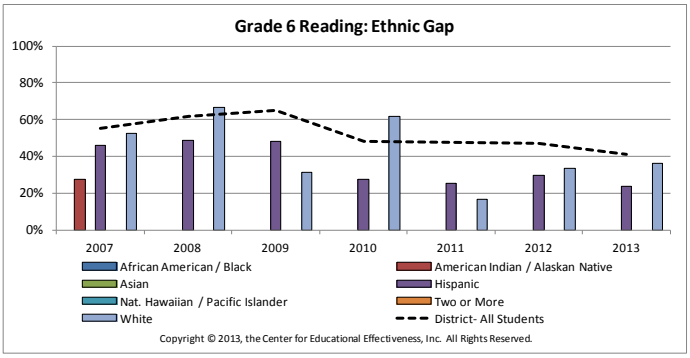
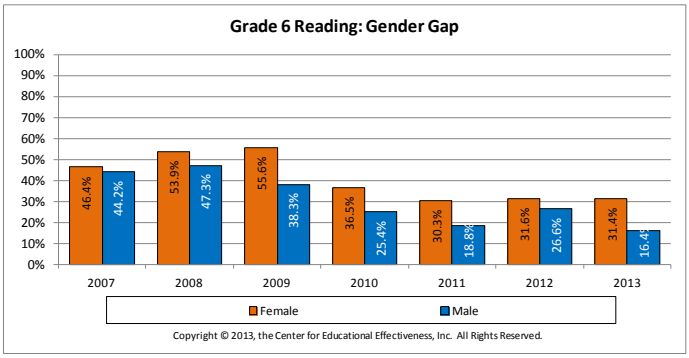
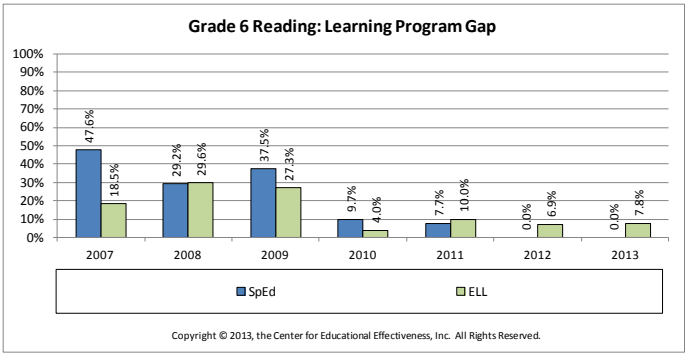
Reading Grade 6

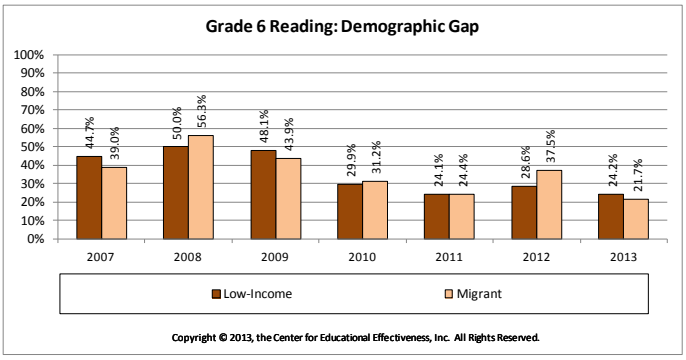












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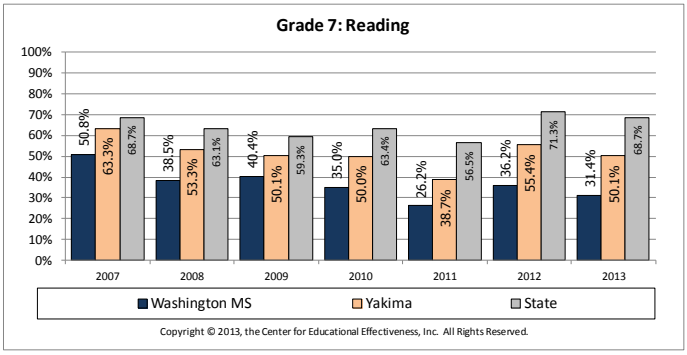
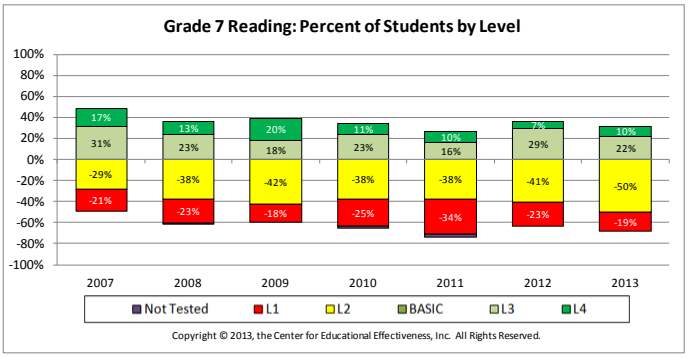
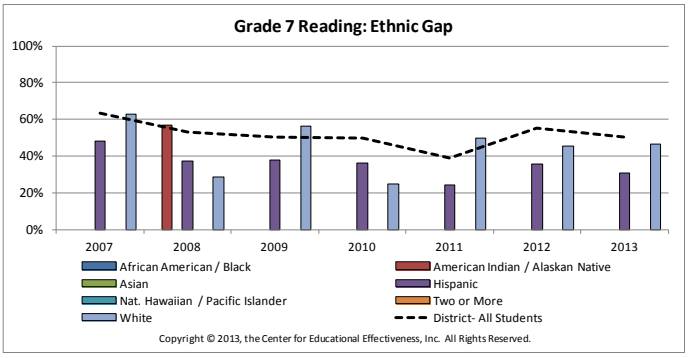
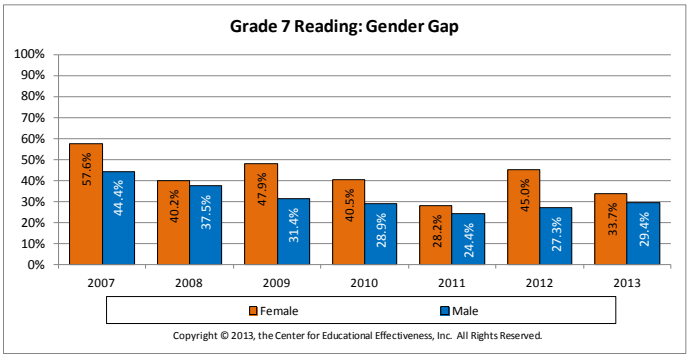
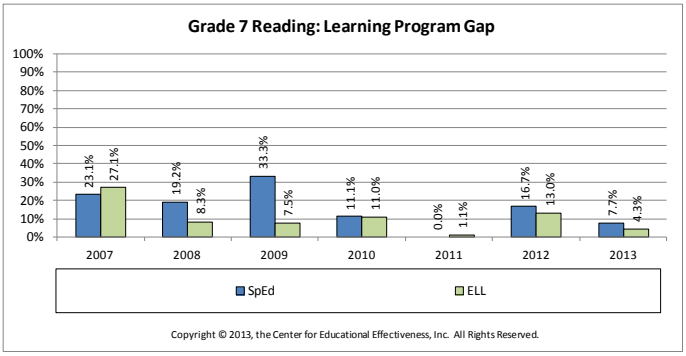
Reading Grade 7

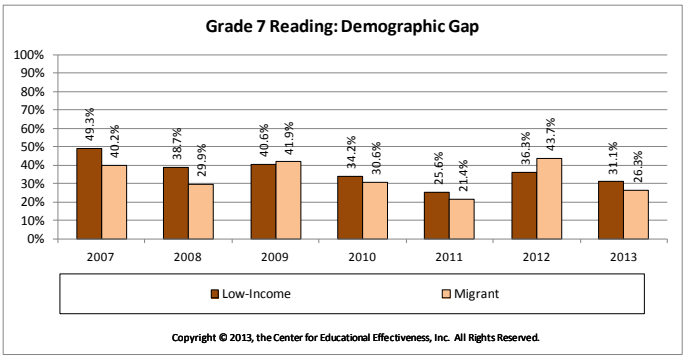












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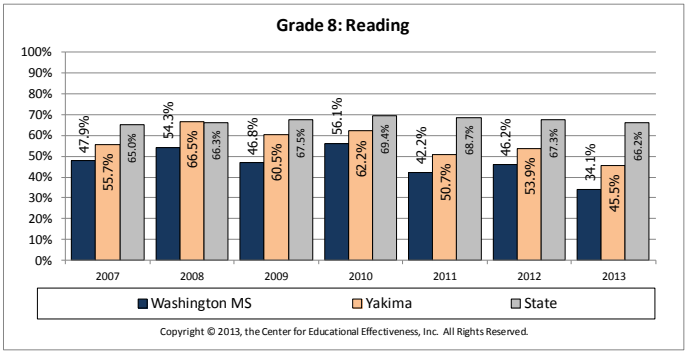
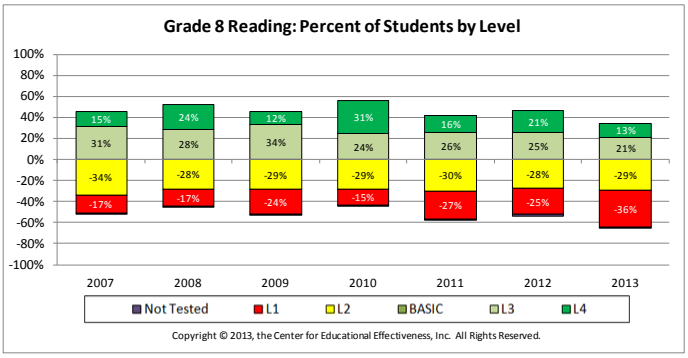
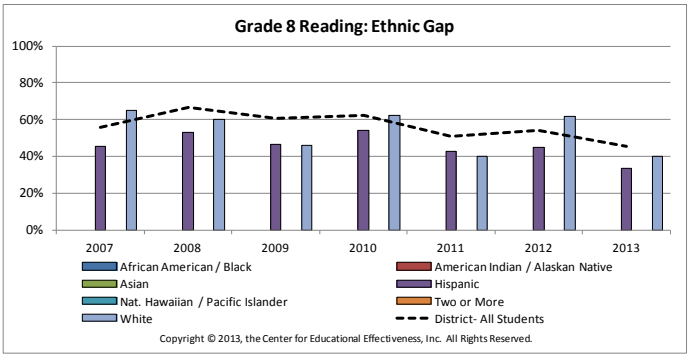
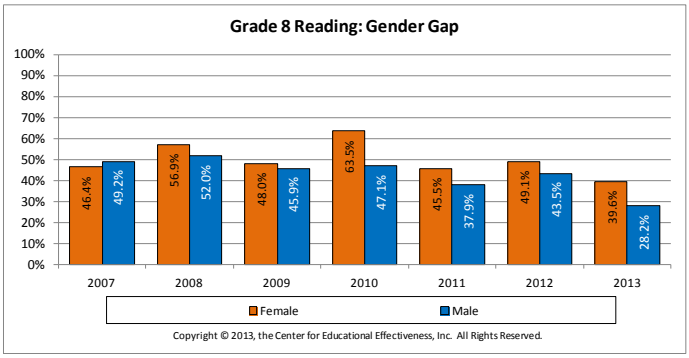
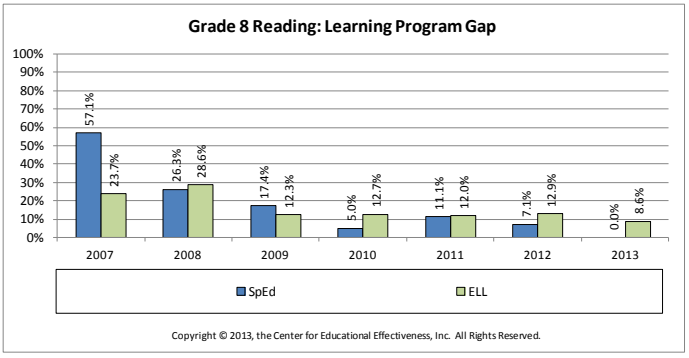
Reading Grade 8

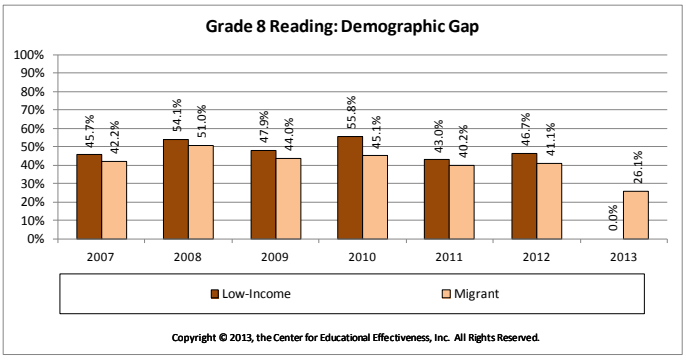












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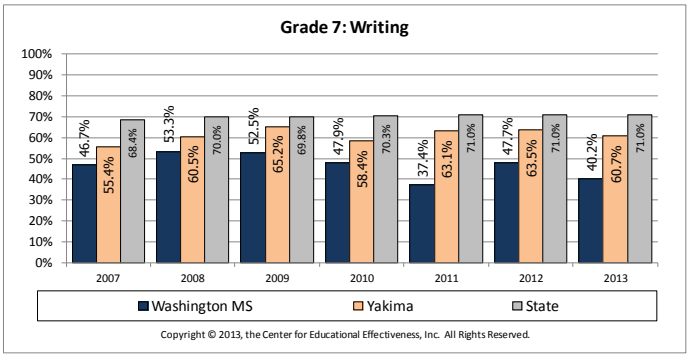
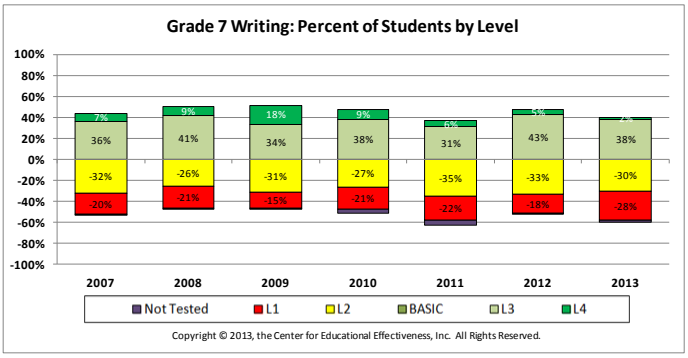
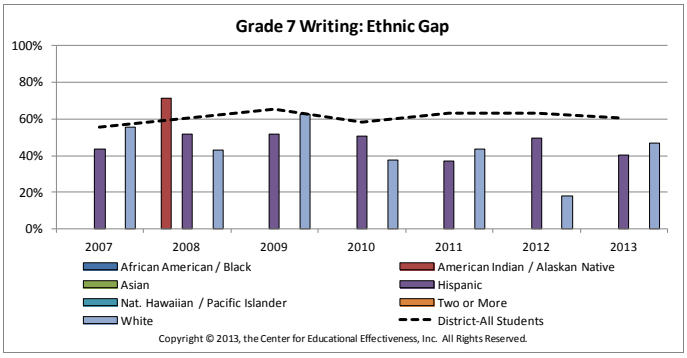
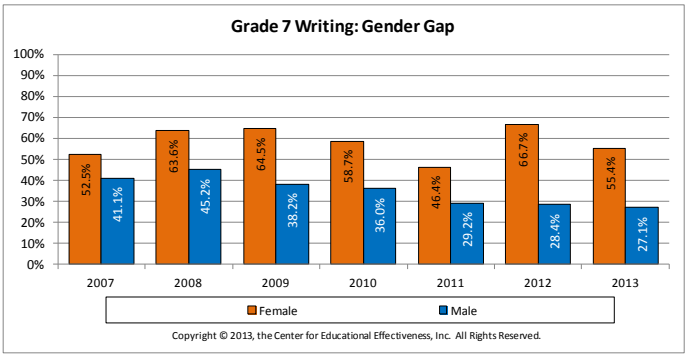
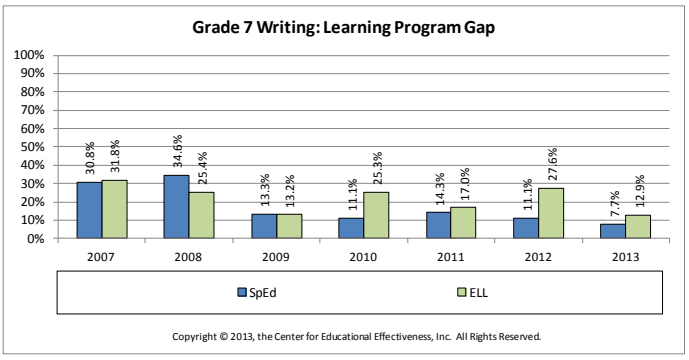
Writing Grade 7

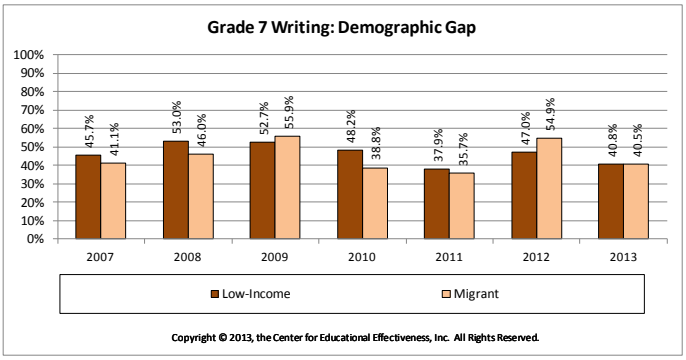












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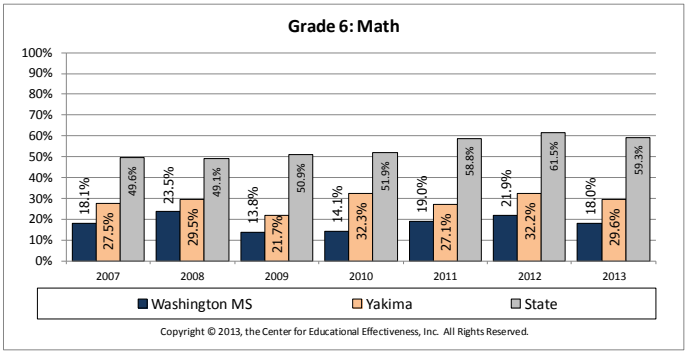
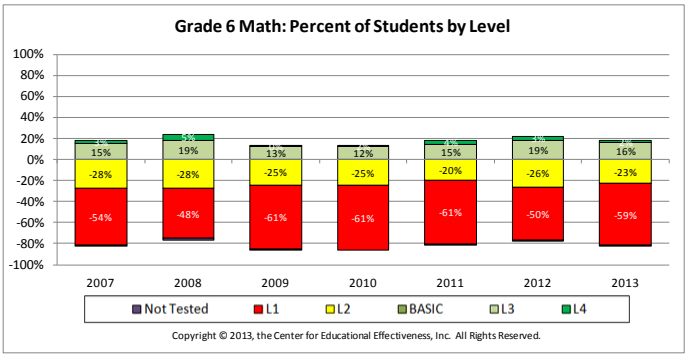
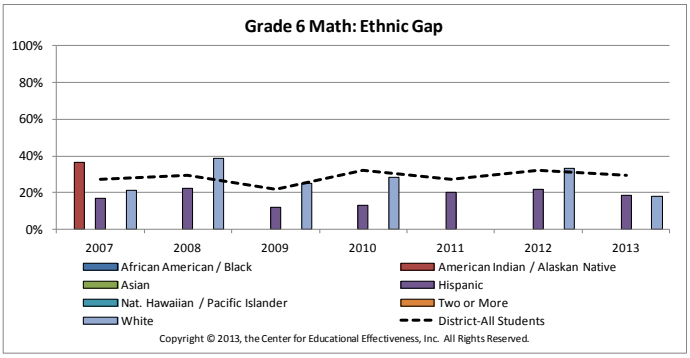
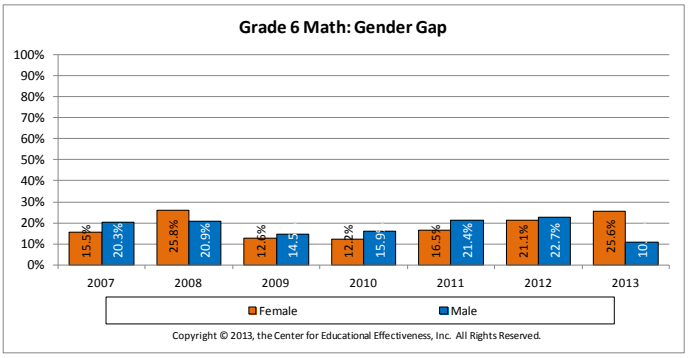
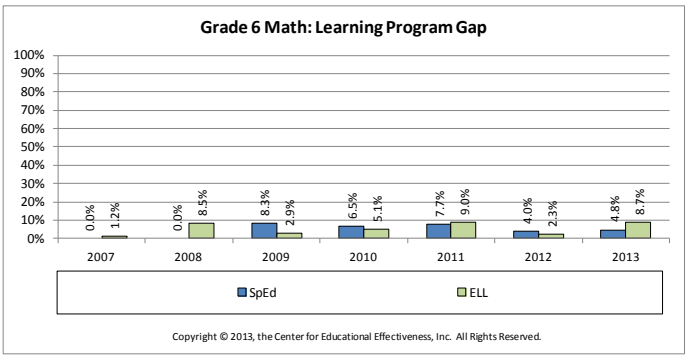
Math Grade 6

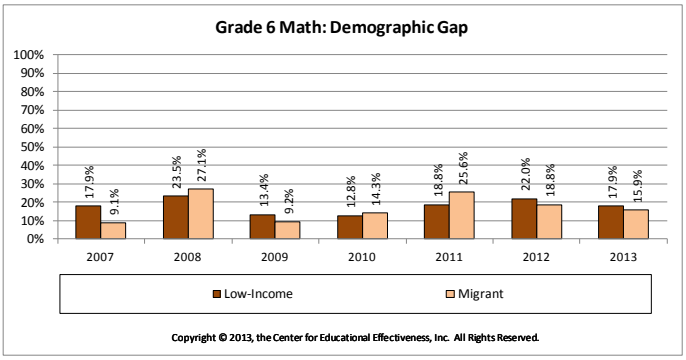












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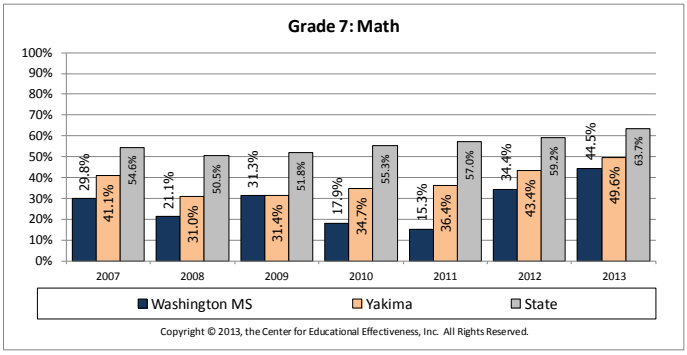
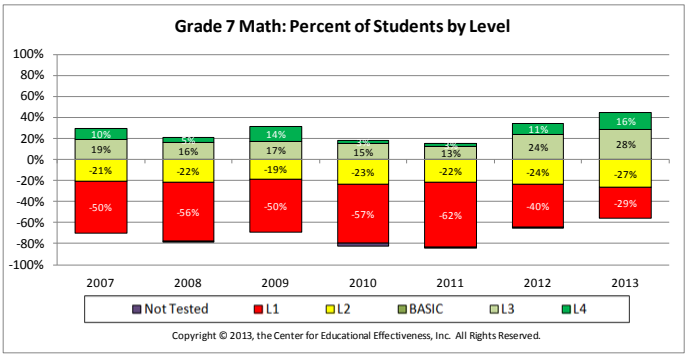
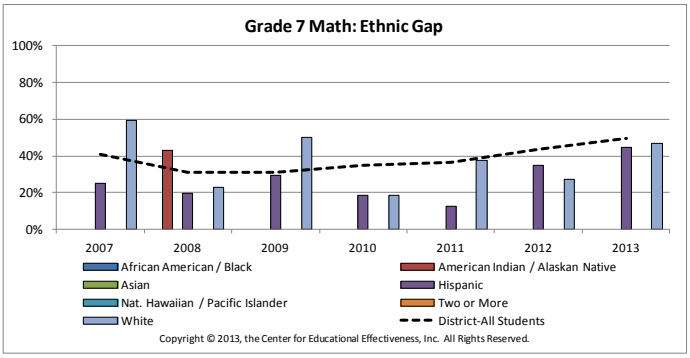
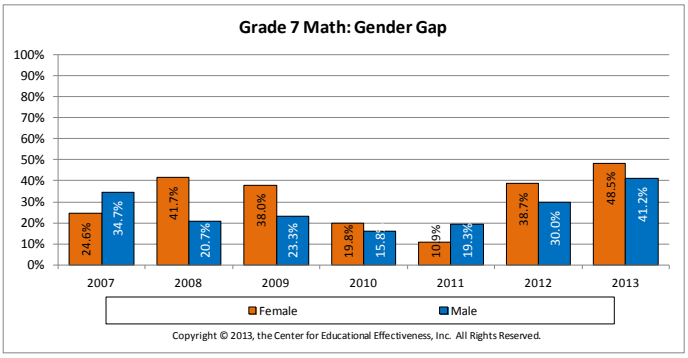
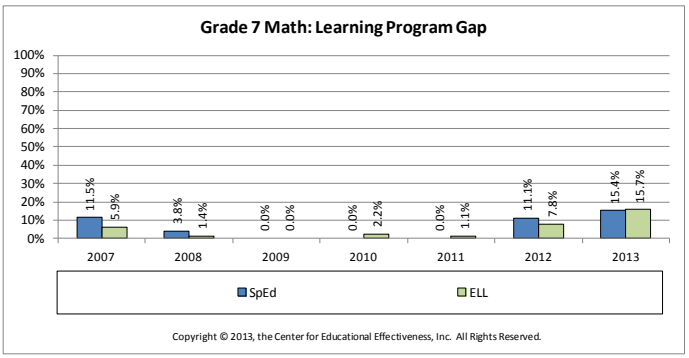
Math Grade 7

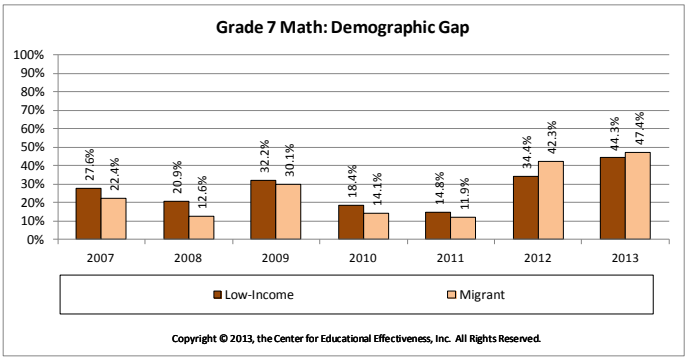












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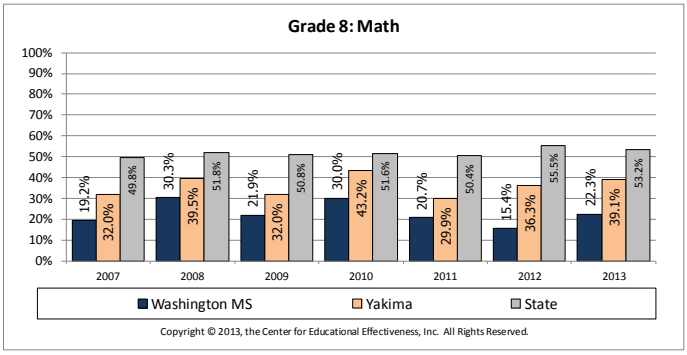
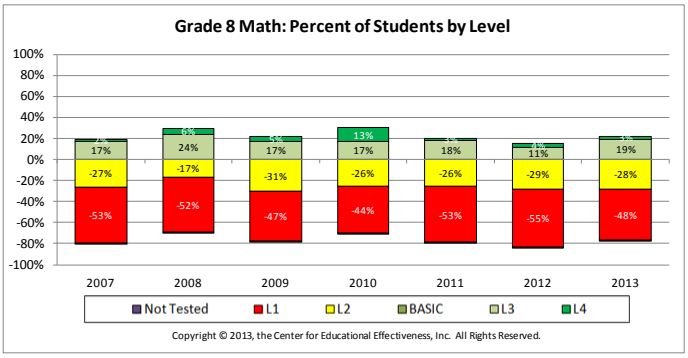
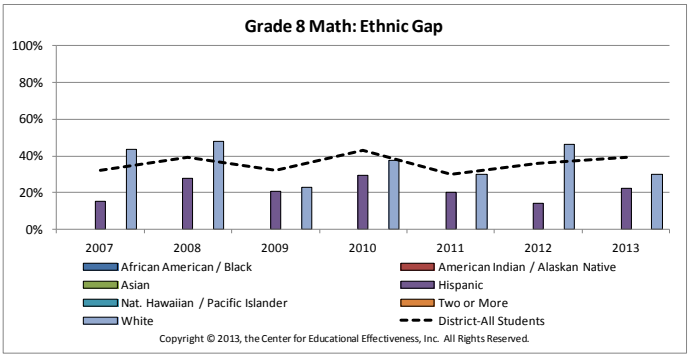
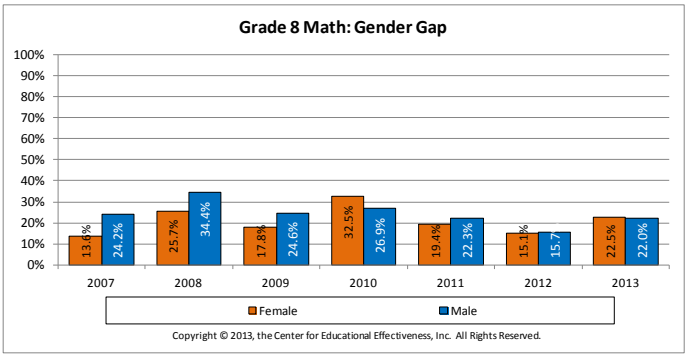
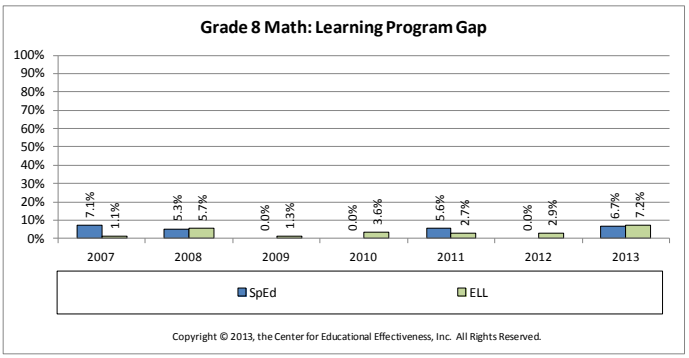
Math Grade 8

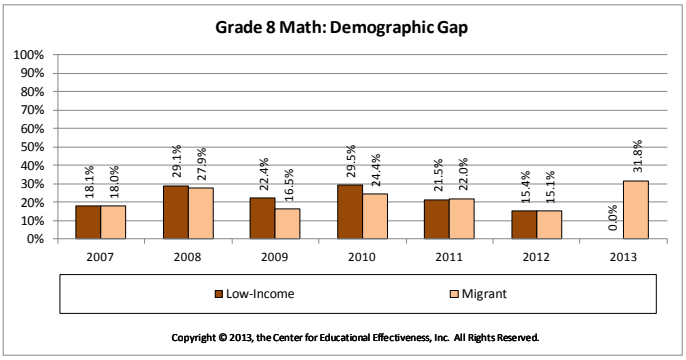












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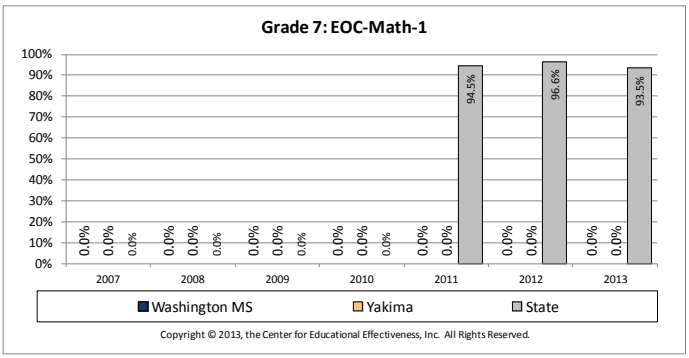
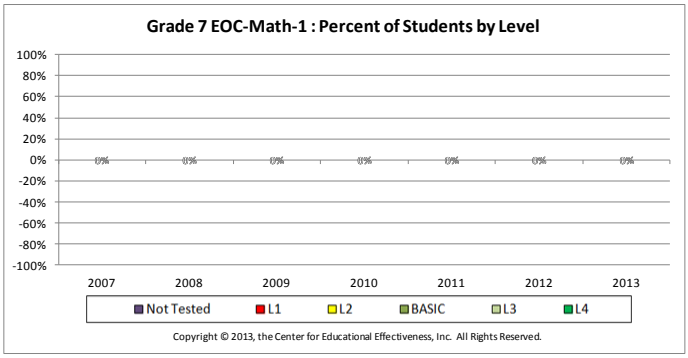
End-of-Course Math-1 Grade 7

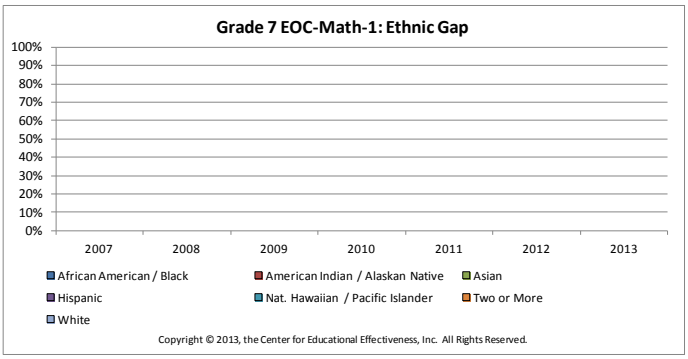
NOTE: End-of-Course assessments are not taken by all students at this grade level

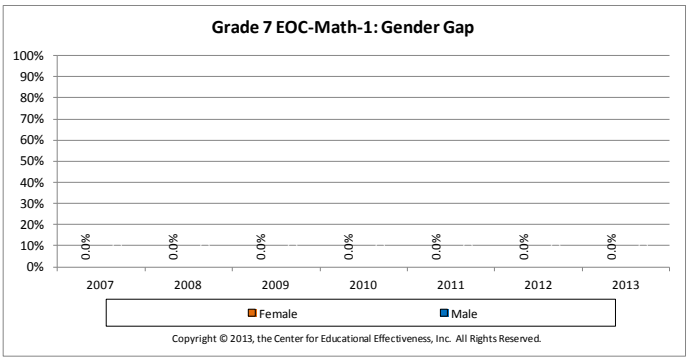
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

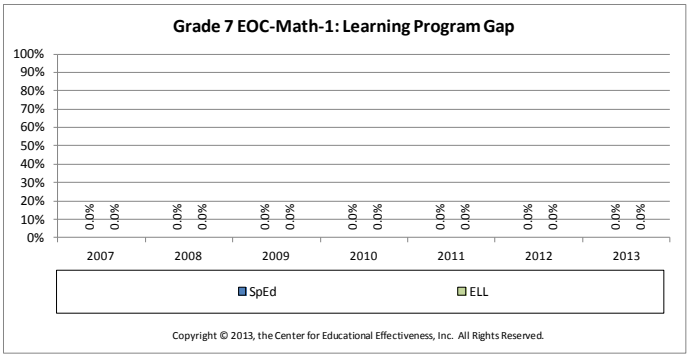


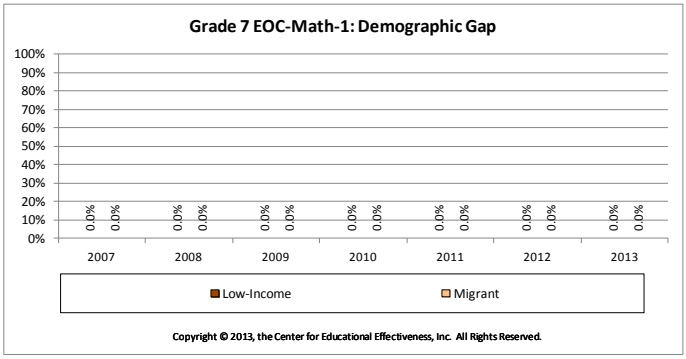
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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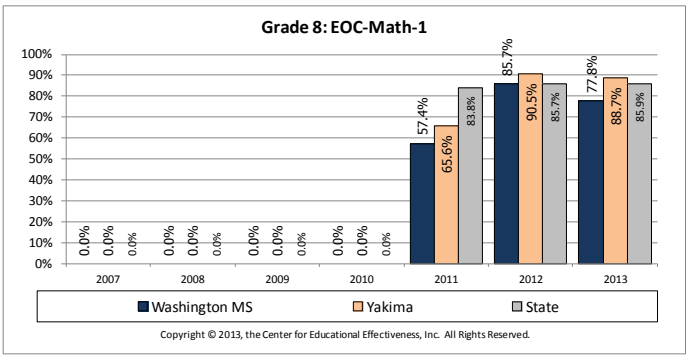
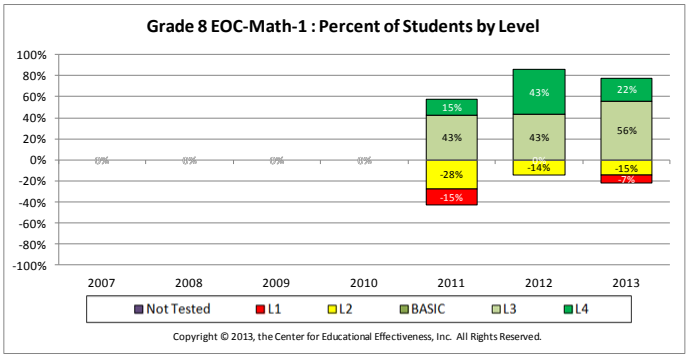
End-of-Course Math-1 Grade 8

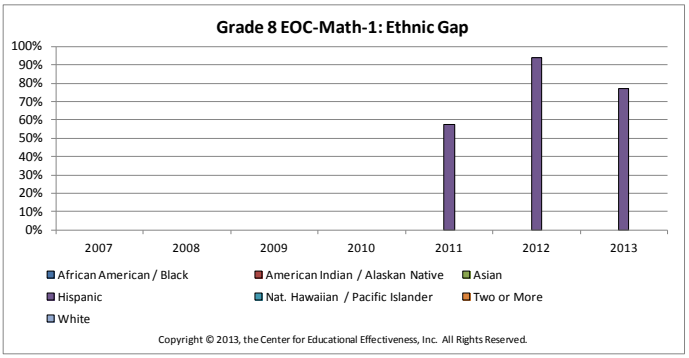
NOTE: End-of-Course assessments are not taken by all students at this grade level

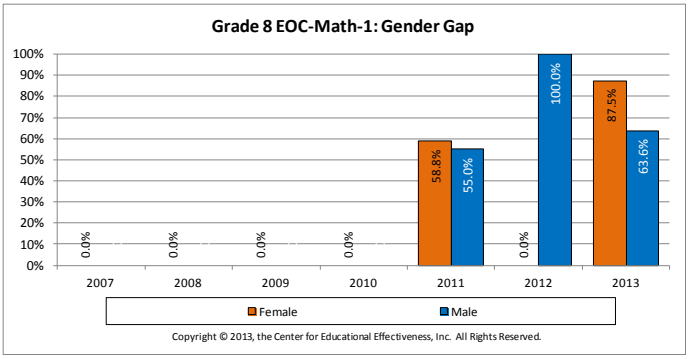
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

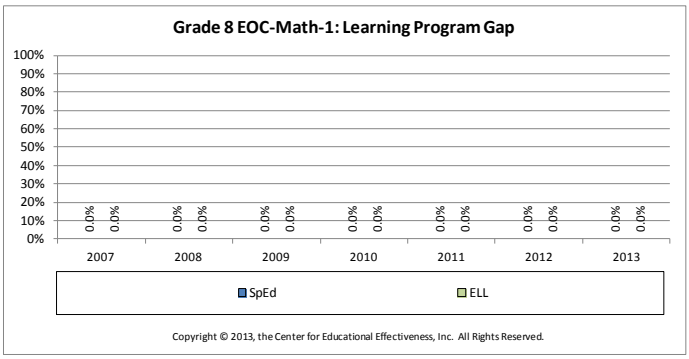


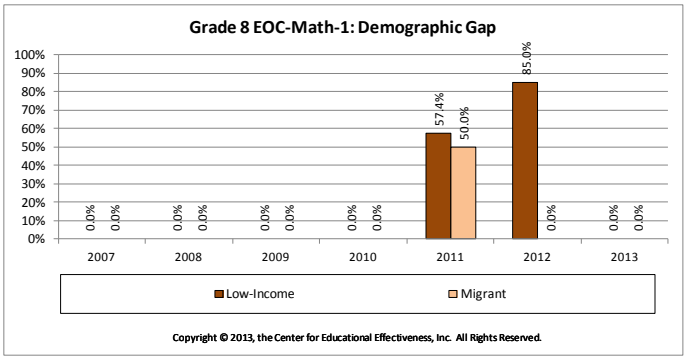
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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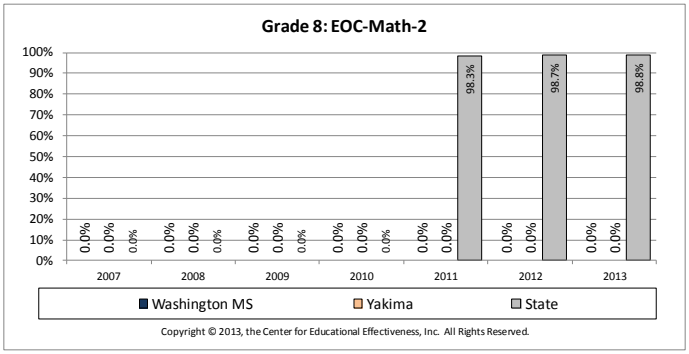
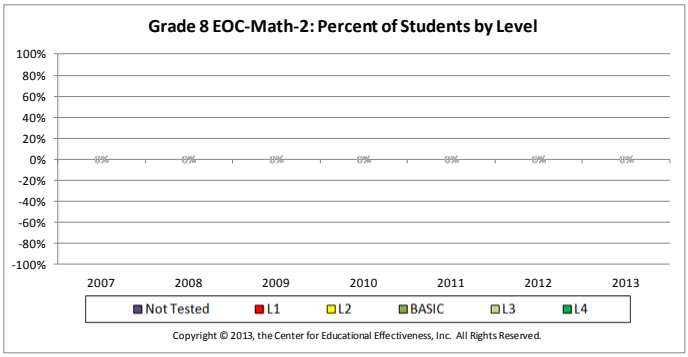
End-of-Course Math-2 Grade 8

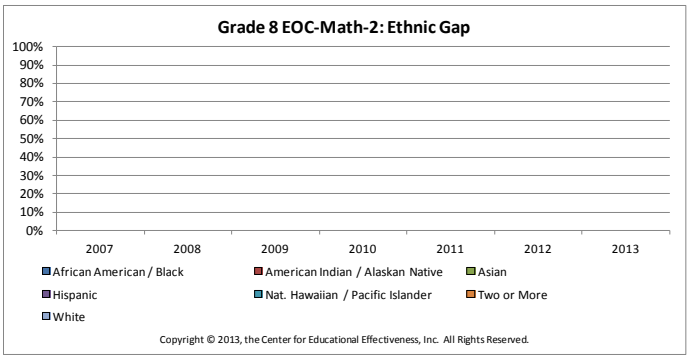
NOTE: End-of-Course assessments are not taken by all students at this grade level

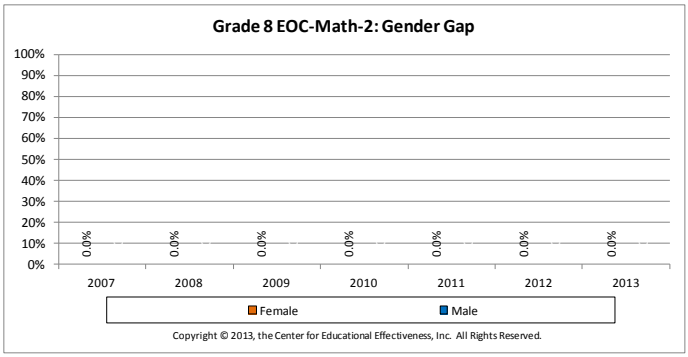
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

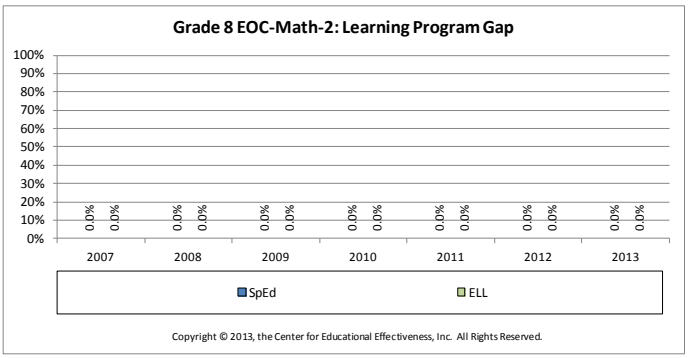


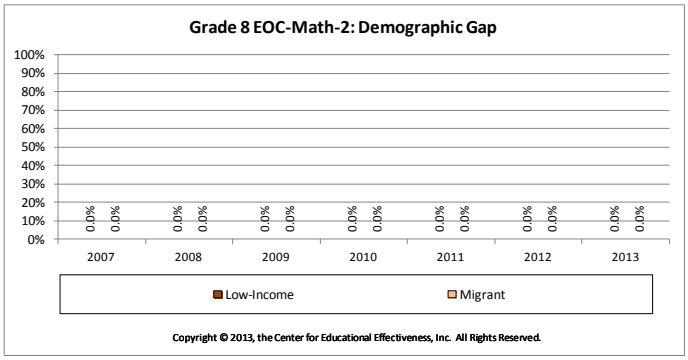
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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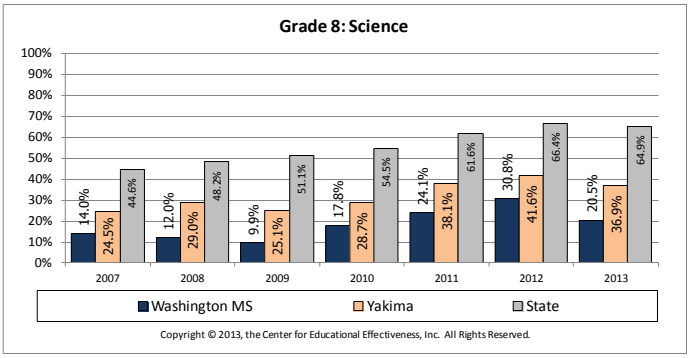
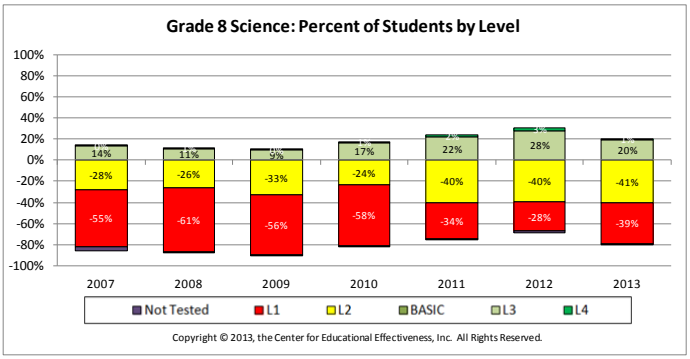
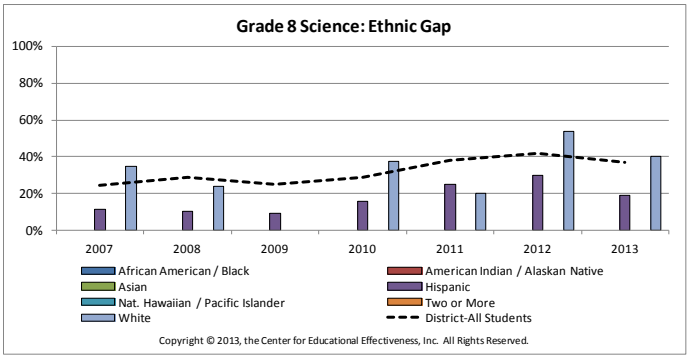
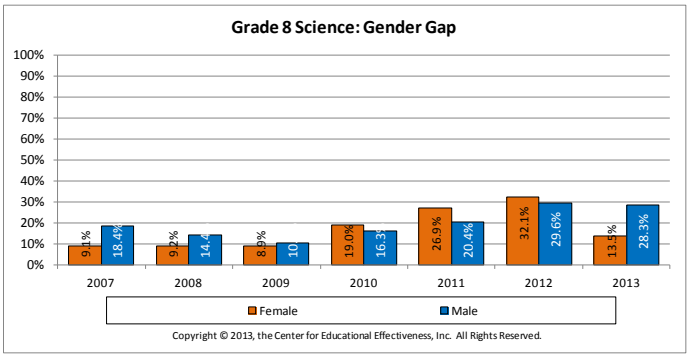
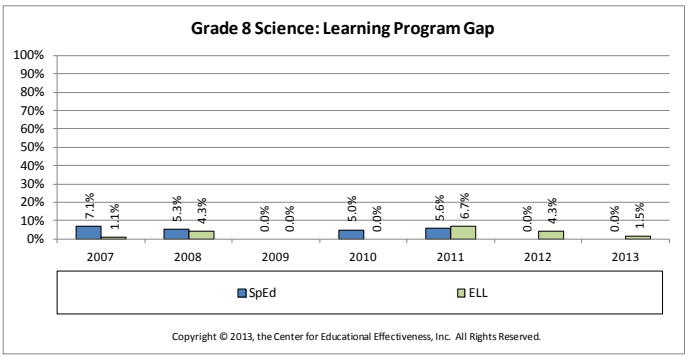
Science Grade 8

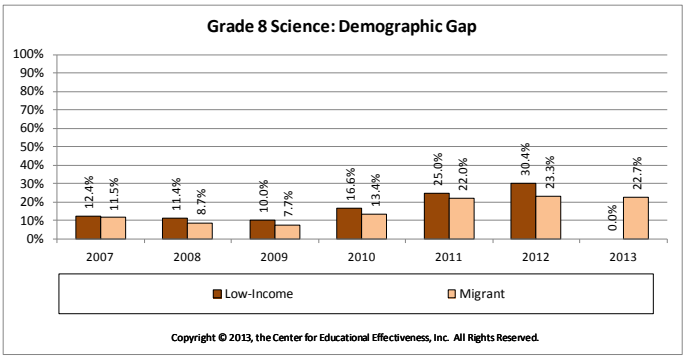












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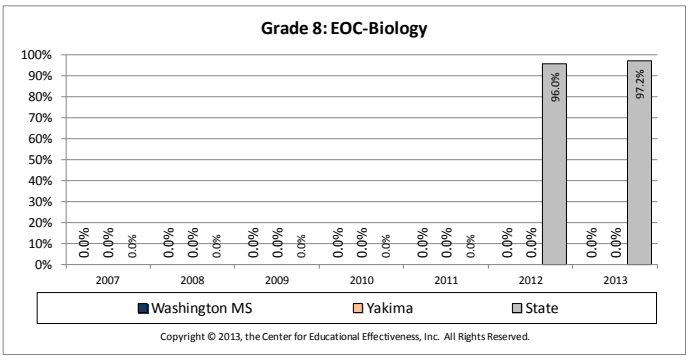
End-of-Course Biology Grade 8

NOTE: End-of-Course assessments are not taken by all students at this grade level

% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.



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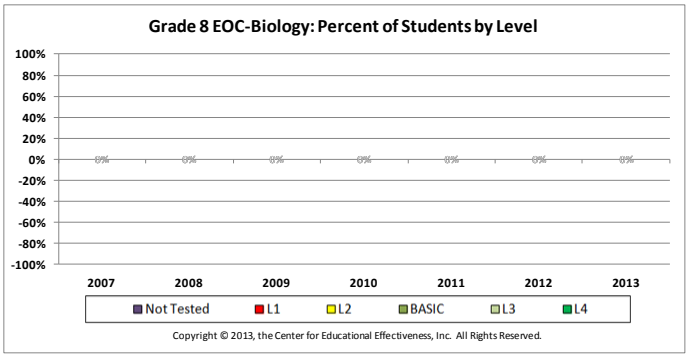

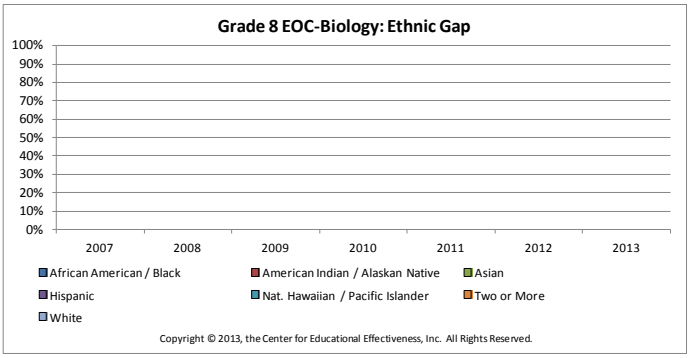

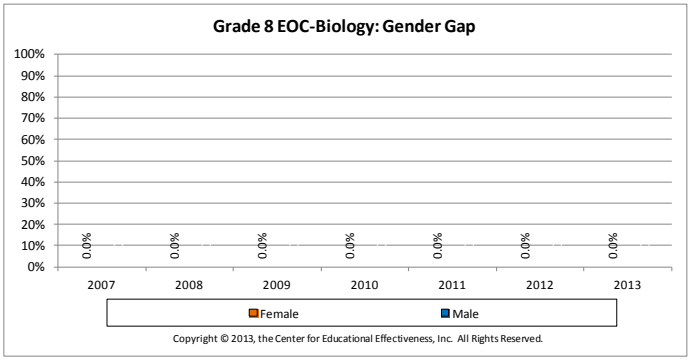

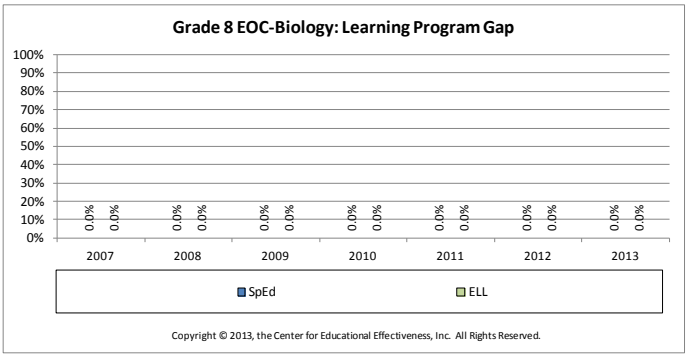

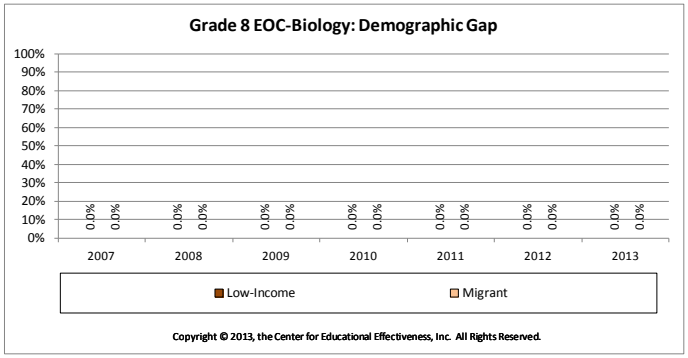

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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

District	YAKIMA
School	WASHINGTON MS

Special NOTE

The charts on the following pages contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!

2013 UPDATE NOTES

This report provides graphs of the All-Students and subgroup views showing both your 2010-2011-2012 three-year view (used in spring-2013 for Flexibility Waiver designation) and the 2011-2012-**2013** UPDATED view.

Interpreting the two data points on each chart:

◆ 2010, 2011, 2012 Results

▲ 2011, 2012, 2013 Results

Better Data. Better Decisions. Better Schools.

Questions? Info@effectiveness.org or www.effectiveness.org

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Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

The Center for Educational Effectiveness

It is important to understand the key points in the calculations used to identify Priority, Focus, and Emerging Schools.

Points to consider:

- The data includes only continuously enrolled students.
- No margin of error is applied.
- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	572
American Indian	5
Asian/Pacific Islander	0
Black/African American	6
Hispanic	529
Limited English	205
Low Income	557
Special Education	46
White	28

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

Usage Hint:

- *All tables and graphs in this report can be easily copied from this PowerPoint and pasted into any other document or presentation.*

Simply right-click on the graph, select "copy", and then paste into your favorite PowerPoint or Word document.

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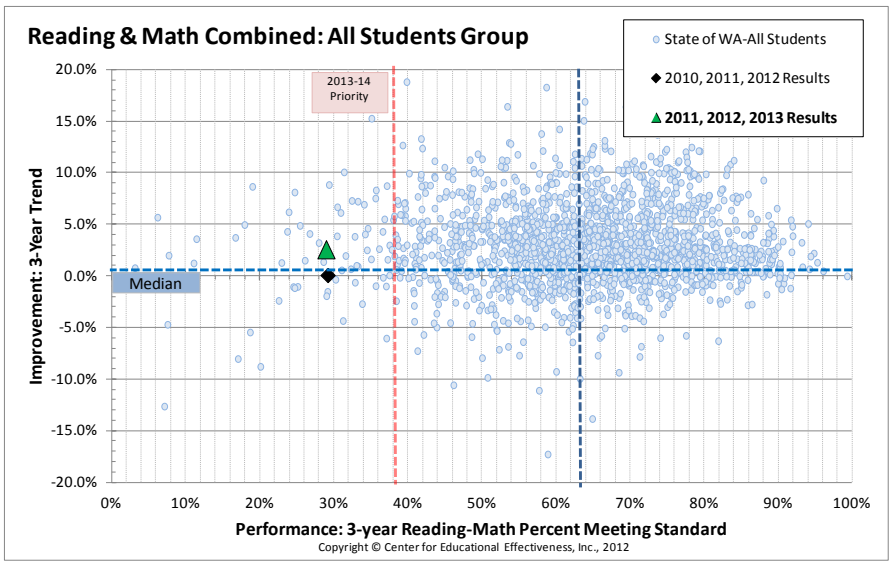
All Students View

WASHINGTON MS

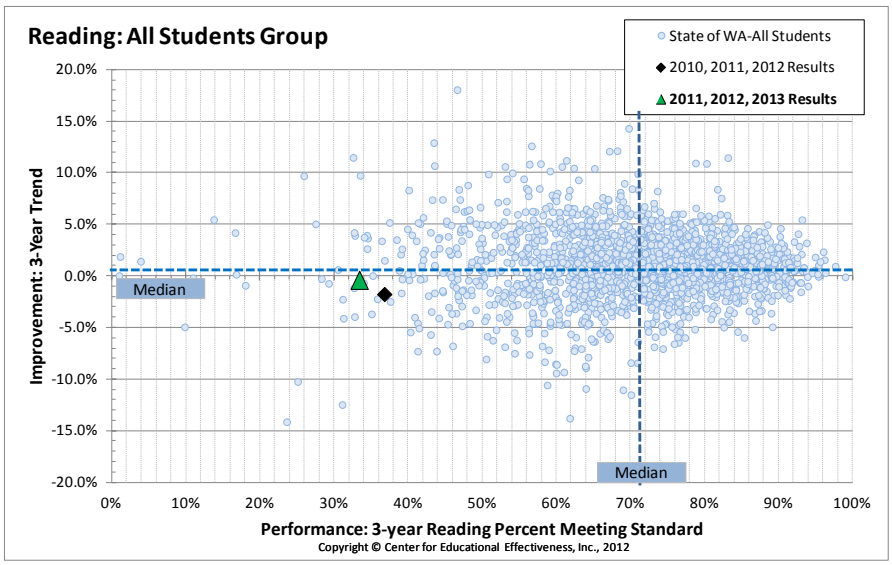
Special NOTE

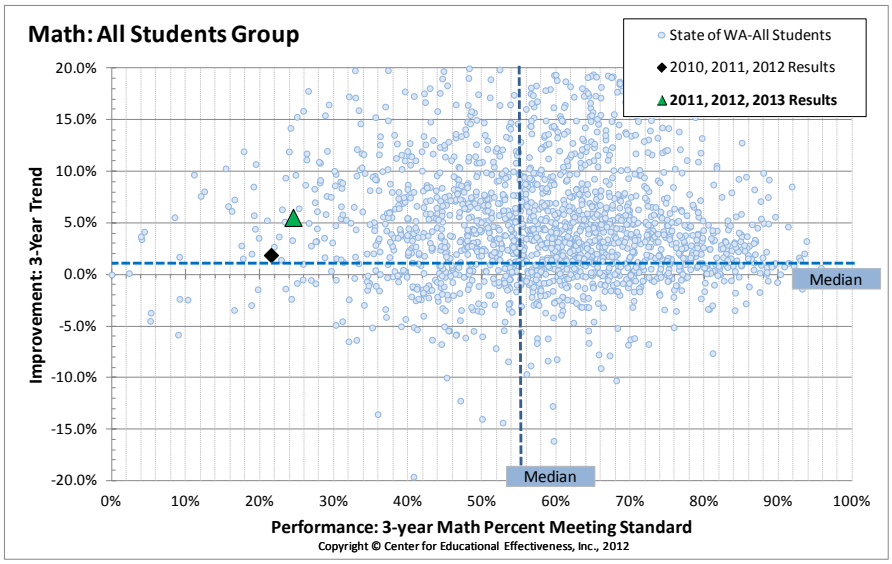
The chart at right contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!



Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Limited English

WASHINGTON MS

Special NOTE

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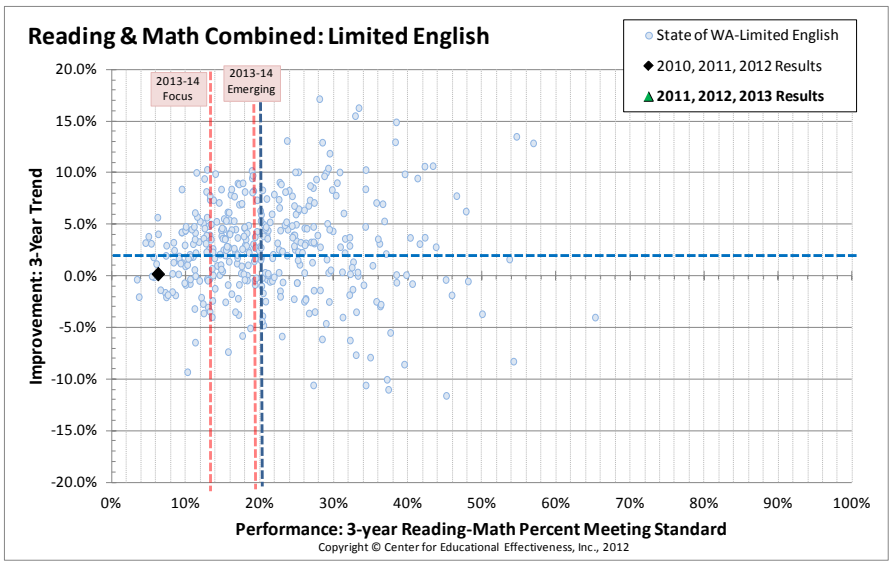

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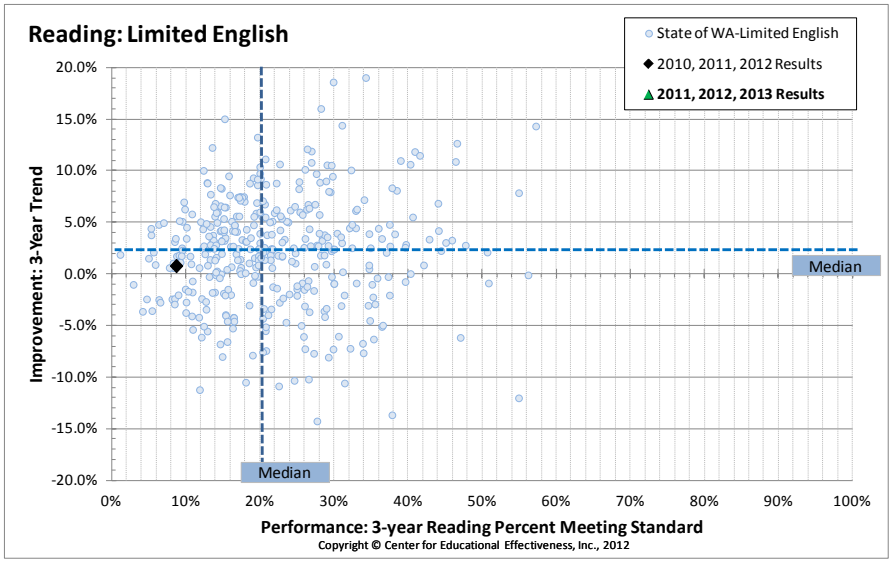

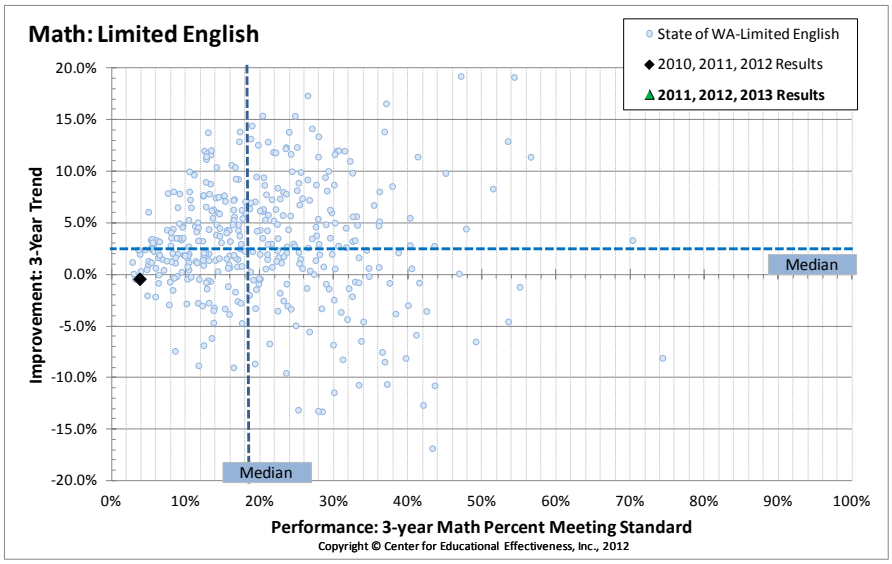

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Students with Disabilities (Special Education)

WASHINGTON MS

Special NOTE

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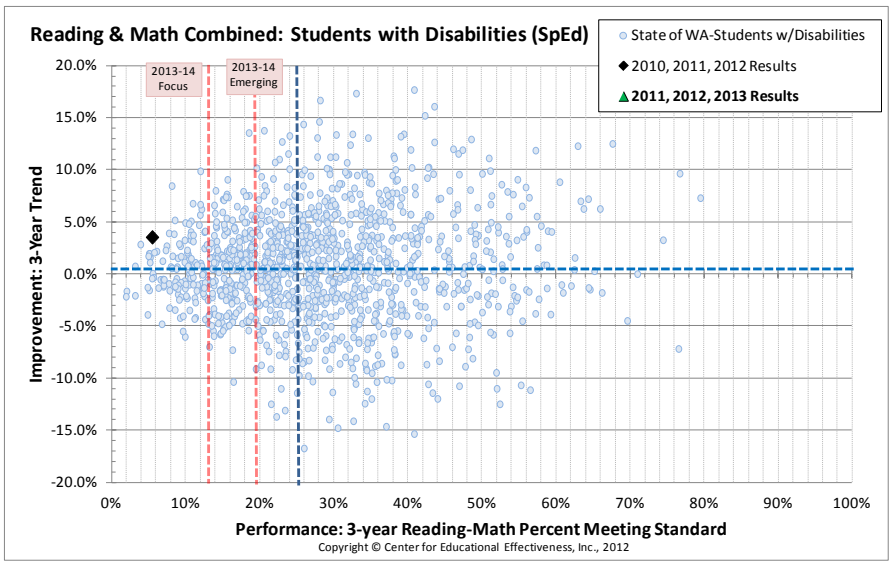
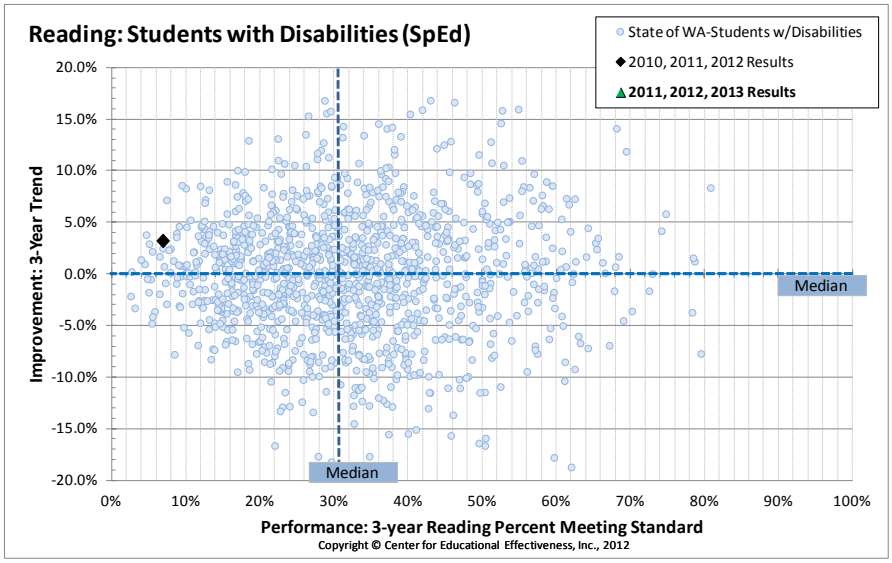
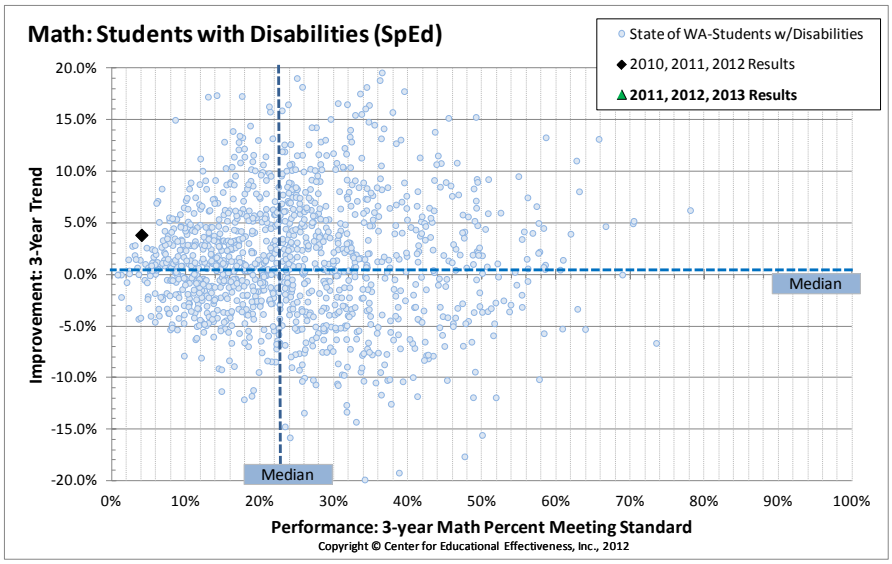
These thresholds have NOT been updated for 2013 results!



Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Low-Income

WASHINGTON MS

Special NOTE

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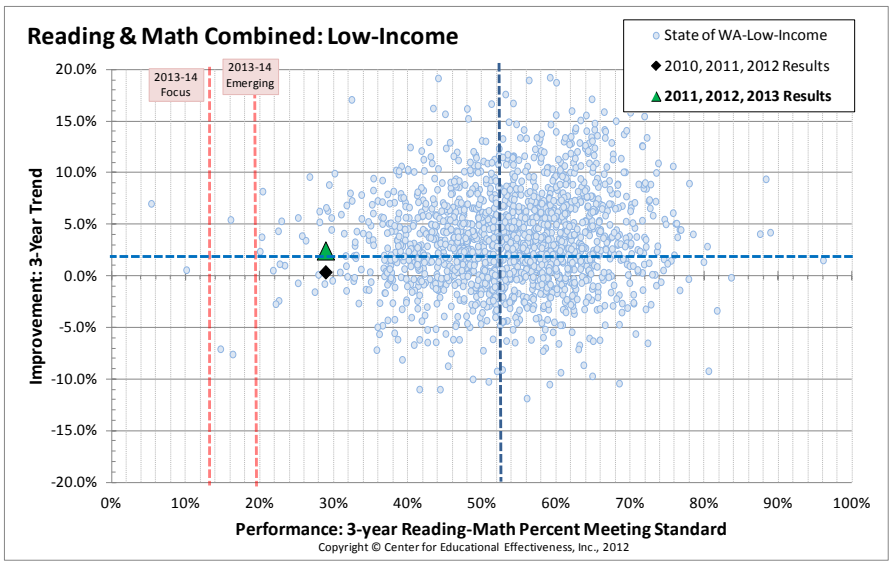
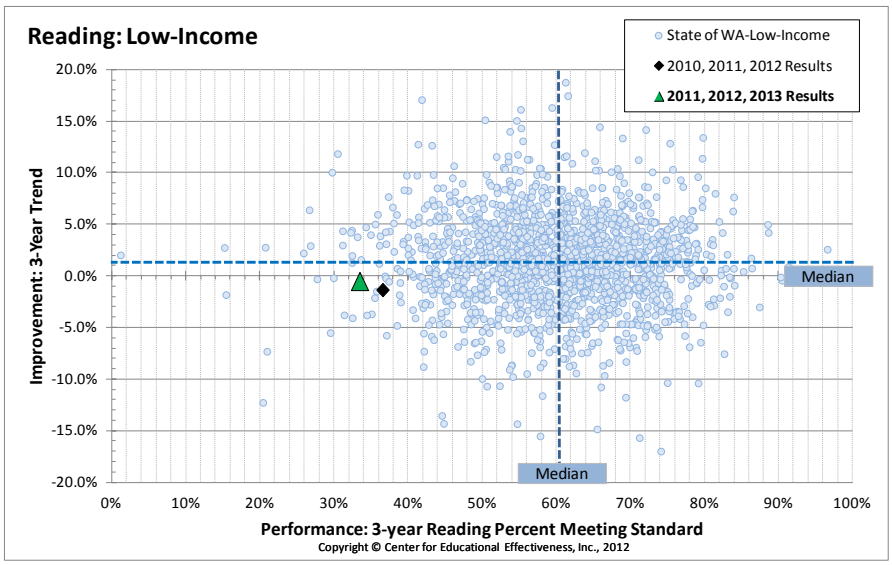
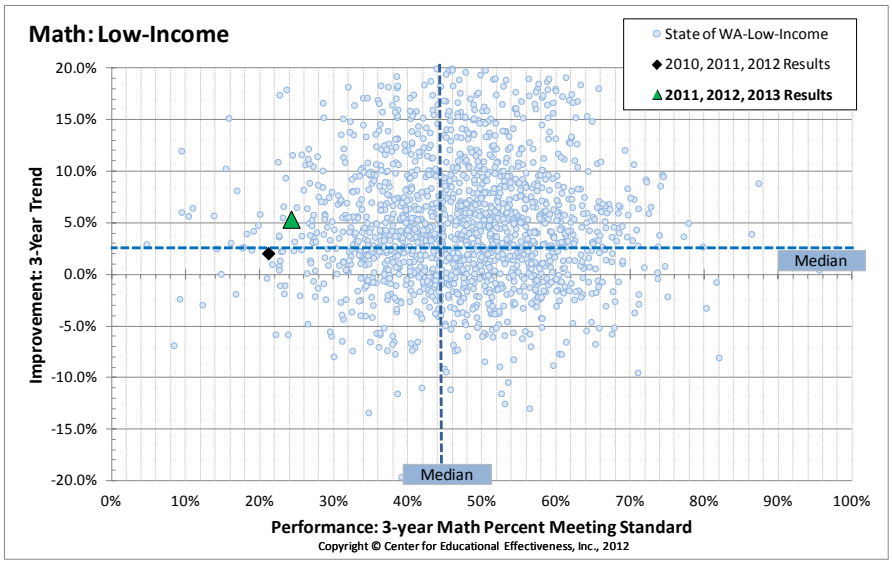
These thresholds have NOT been updated for 2013 results!



Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Special NOTE

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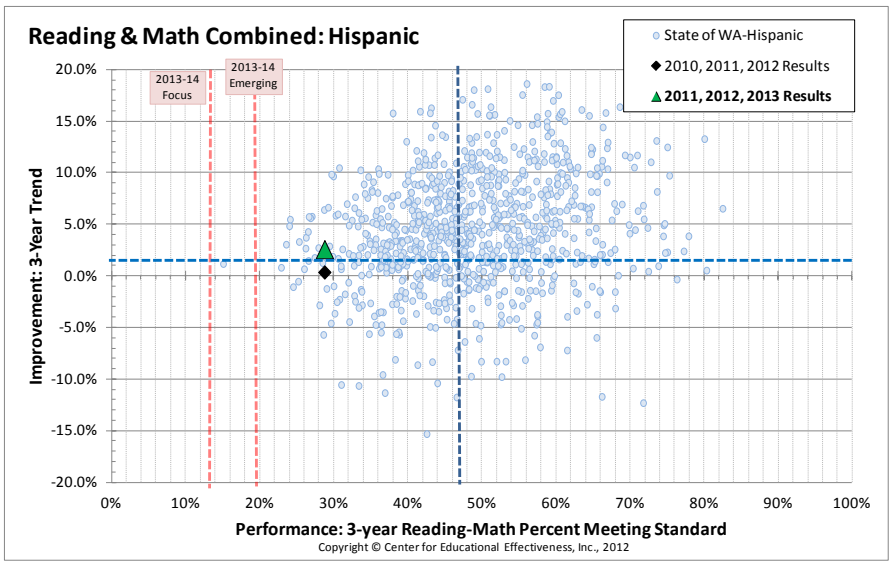
These thresholds have NOT been updated for 2013 results!



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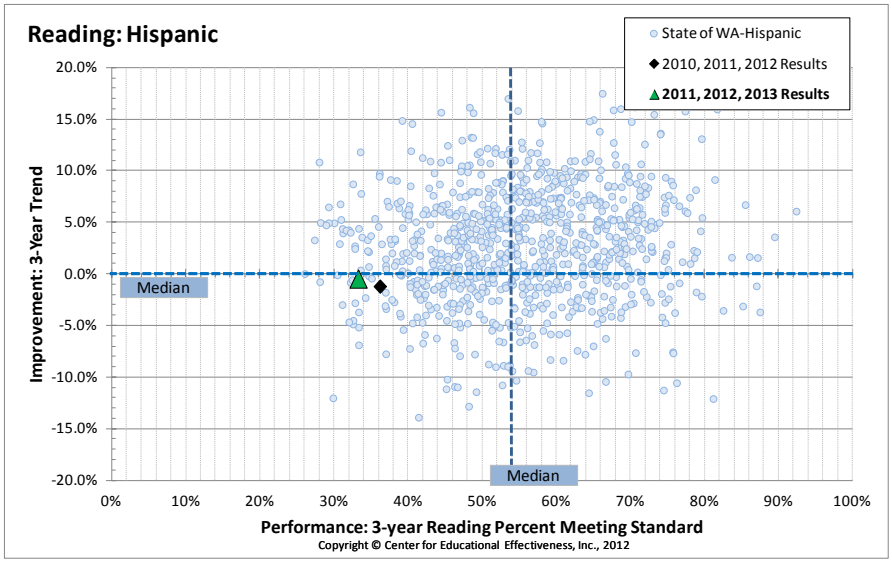

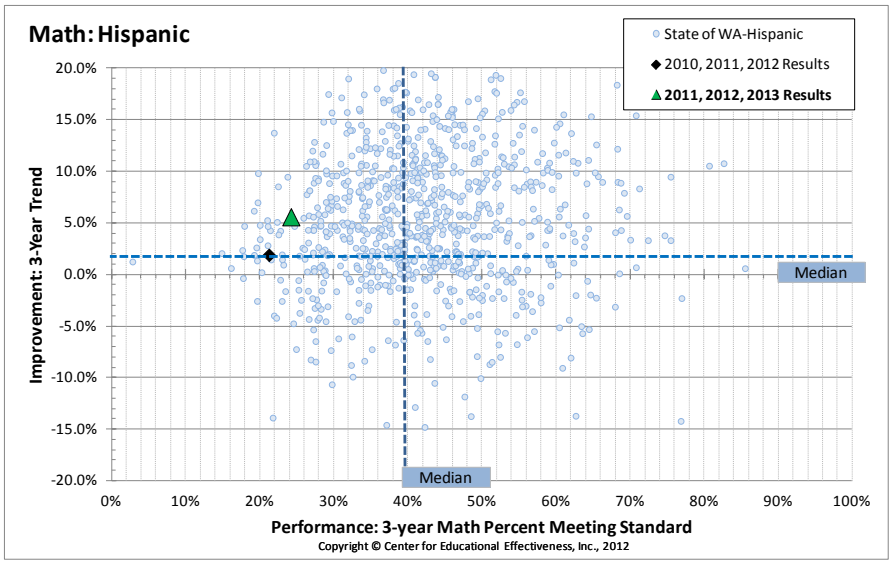

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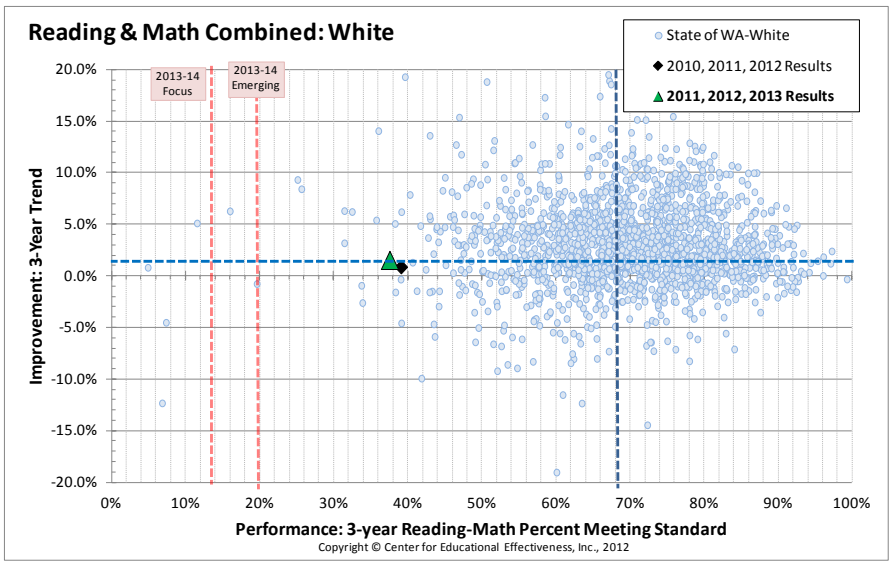

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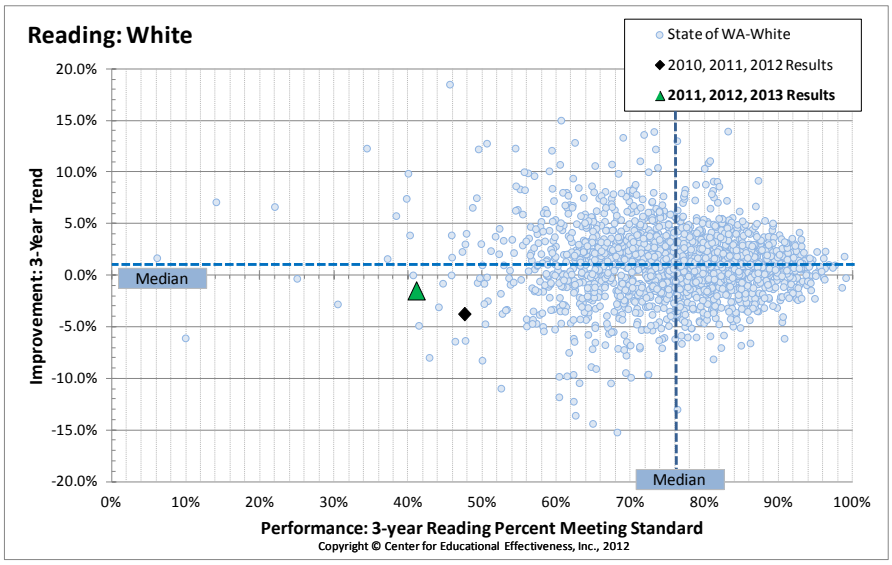

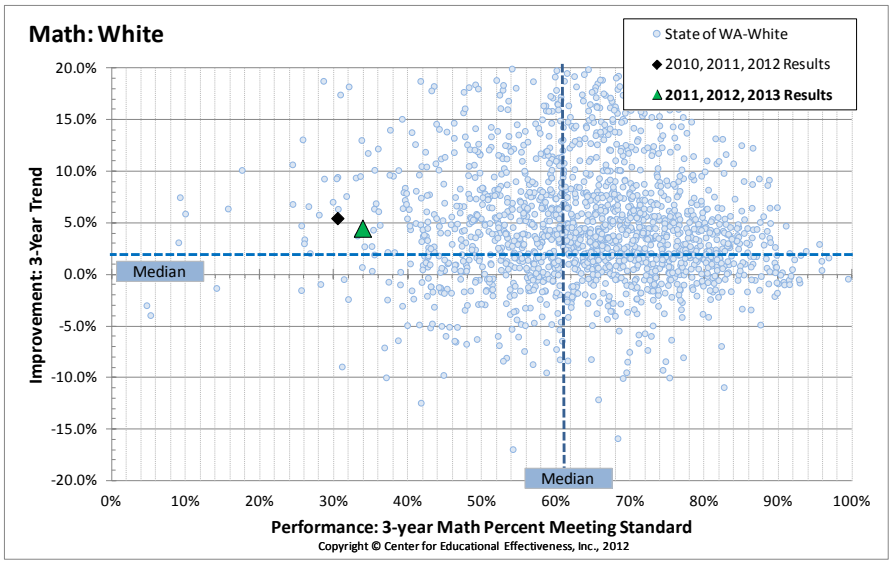

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THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Achievement Index Update and Awards**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The SBE staff engaged with numerous stakeholder groups to create the Revised Achievement Index in a manner that thoughtfully includes student growth model data and a Targeted Subgroup calculation. The SBE staff found the Index to provide valid and reliable school ratings which can be utilized for recognition and differentiated supports.
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The Achievement Index Update memo presents results of the descriptive analyses conducted on the 3-Year Composite Index. The analyses address issues such as the relationship of the Revised Index to the old Index, the relationship of Revised Index rating to school characteristics and some analyses about school improvement over time. The memo also provides descriptions and proposed criteria for the Washington Achievement Awards and updated criteria for the English Language Acquisition Awards.

ACHIEVEMENT INDEX UPDATE AND AWARDS

Policy Consideration

The Washington State Board of Education was delegated the authority to redesign the Achievement Index for the purpose of meeting state and federal accountability requirements. The SBE engaged with numerous stakeholder groups to create the Revised Achievement Index in a manner that thoughtfully includes student growth model data and a Targeted Subgroup calculation. The SBE found the Index to provide valid and reliable school ratings which can be utilized for recognition and differentiated supports.

The Board will consider whether to adopt the Revised Achievement Index for use in State and Federal accountability, including the identification of schools in need of differentiated support. This also includes the use of the Revised Index as the basis from which to identify recipients of the Washington Achievement Awards.

Summary

Four major findings for the 3-Year Composite Index school ratings are summarized below. The findings include:

1. The distribution of the highest and lowest performing schools by grade level configuration is similar to the statewide distribution. This means that there is no analytical bias based on the grade configuration of schools.
2. School characteristics (including grade level configuration, number of students assessed, percentage of FRL program participants, and percentage of gifted students) are not good predictors of the 3-Year Composite Index rating, indicating a lack of analytical bias.
3. The proficiency rates for reading, math, and science for most schools are increasing and the improvements are evident in both high and low performing schools, indicating that academic growth is not limited to low performing schools.
4. The median increase in graduation rate for high schools is less than one percent over the three most recent years, which may be lower than one would expect.

The SBE and the OSPI agree that a Transitional Plan should be enacted to facilitate the identification of Priority and Focus Schools for the purpose of providing school districts with ample planning time for newly identified schools. The proposed Transitional Plan meets both federal and state accountability requirements.

Background

Revised Achievement Index

The Washington State Board of Education (SBE) has expended considerable resources on the development and implementation of the Revised Achievement Index, a school

accountability system to differentiate recognition and support for schools. At the previous SBE meeting (January 2014), the SBE staff presented on the validity of the Revised Index based on two years of achievement data. Since that time, the SBE staff received Index computations for the Composite Index based on three full years of achievement data. As the Board was tasked with creating a new school accountability system for state and federal reporting, the Board should be certain that the Revised Index accurately identifies schools for recognition and supports in a fair, unbiased, and accurate manner.

Relationship to the Old Index

We use correlation coefficients to numerically describe the relationship between two variables. A correlation is characterized as positive when high scores on one variable associate with high scores on the other variable and low scores on the first variable associate with low scores on the second variable. A negative correlation results when high scores from one variable are associated to low scores on the other variable. Correlation coefficients range from +1.00 to -1.00. Correlation coefficients near zero indicate no consistent relationship among the measured variables. Depending on the variables analyzed, a high correlation may be desirable or a negative correlation may be desirable.

At the previous SBE meeting (January 2014), the SBE were presented with a graphic and a statistical analysis indicating a correlation coefficient of approximately 0.650. This means that schools rated high on the old Index would be predicted to score generally high on the Revised Index but that some differences would be expected. As was discussed, the Board should be concerned if the correlation of the old and Revised Index were too similar or too dissimilar. If the correlations are too high, the Revised Index might be criticized as being essentially “the same” as the old Index. If the correlations are too low, the Revised Index might be criticized as being far too different from the old Index. A nice balance appears to have been achieved, as the Revised Index is sufficiently different from the old Index, values growth, and remains credible because the Revised Index is not too different from the old Index.

Relationship to School Characteristics

School Grade Level Configuration

To characterize the Index as being fair for all schools, the school grade level configuration (elementary, middle, and high schools) should not be a determining factor of school rating. One way to assess this relationship is to compare the percentage of elementary, middle, and high schools in the highest and lowest performing tiers to the percentage of schools at each grade level configuration across the state.

Table 1: Shows the distribution of highest and lowest performing schools by school-level configuration.

	Highest and Lowest Performing Schools		State
	#	%	%
Elementary Schools	129	56	57
Middle Schools	34	15	19
High Schools	37	17	15
Combined	32	13	9

The table shows that the percentages of the highest and lowest performing schools by grade level configuration are very similar to the percentages of elementary and middle schools across the state, and this is what we would hope for in this simple examination. Overall, the distribution of the highest and lowest performing schools by grade level configuration is very close to that which would be predicted. As a stakeholder in this analysis, the SBE wants to be sure that the highest and lowest performing schools are in fact being identified, and nothing observed here leads one to any other conclusion; the analysis is identifying the highest and lowest performing schools as intended.

School Size

For the Index analyses to be considered fair and unbiased with respect to school size, we would hope to see a very low correlation between the Index score and school size. In this analysis, we use the number of continuously enrolled (CE) assessed students as a proxy for school size. The correlation coefficient was computed comparing the 3-Year Composite Index rating to the number of CE students in 2012-13. The correlation coefficient ($r = 0.064$, $n = 1800$) is very weak and positive. This indicates that there is virtually no relationship between the variables. The low correlation means that the number of assessed students (proxy for school size) is a very poor predictor of Composite Index rating. As we would hope, the analysis shows that the Revised Index is fair and unbiased with respect to school enrollment or school size.

Poverty

Under NCLB, the old AYP analyses relied exclusively on proficiency rates and resulted in very strong correlations (-0.800 and higher) between school identifications and poverty. The Revised Index includes measures of student academic growth as indicators which would be expected to lower the relationship between the Index and poverty, which is most desirable. For this analysis, we use the percentage of students at the school who participated in the Free and Reduced Price Lunch (FRL) Program in 2012 as a proxy for school poverty. The correlation coefficient ($r = -0.468$, $n = 1795$) was computed comparing the 3-Year Composite Revised Index rating to school poverty. Just as was the case for the 2-Year Composite Index, the relatively low correlation means that the analysis is only mildly biased with respect to school poverty. The bias here is not excessive as I would be concerned if this correlation were to be greater than -0.700.

Percent English Language Learners

The SBE engaged stakeholders in robust discussion around the potential impacts of English Language Learners (ELLs) on the Composite Index rating. The SBE would seek to ensure that the correlation between the percentage of ELLs at a school and the Composite Index rating is low. The correlation coefficient ($r = -0.262$, $n = 1576$) was computed comparing the 3-Year Composite Revised Index rating to ELL program participation at a school. This indicates that there is weak relationship between the variables. The low correlation means that the percentage of ELL students at a school) is a poor predictor of Composite Index rating. As we would hope, the analysis shows that the Revised Index is fair and unbiased with respect to the percent of ELL students at a school.

Percent Gifted

If the Revised Index is fair to all schools, there should be no bias toward schools with high percentages of gifted students as compared to schools with low percentages of gifted students. The correlation coefficient ($r = 0.078$, $n = 1800$) was computed for the percentage of gifted students at a school and the 3-Year Composite Index rating. This indicates that there is virtually no relationship between the variables. The low correlation means that the percentage of gifted students at a school is a very poor predictor of Composite Index rating. As we would

hope, the analysis shows that the Revised Index is fair and unbiased with respect to the gifted population at a school.

Because the State Board of Education was tasked with school accountability, the Board should be concerned if the school index score is too closely related to school characteristics, such as school enrollment, percentage of FRL students, percentage of gifted students, percentage of ELL, students, and percentage of students with a disability. A very close relationship or high correlation may imply that the Revised Index is unfair to a school for one reason or another. The analyses conducted and presented here do not indicate any serious analytical bias, meaning that the Index is fair for all schools.

There are some limitations in the data available. To better assess the relationships of the Index to school characteristics future work should include:

- the percentage of FRL program participants assessed at the school should be used in place of the total FRL population because the school FRL percentage can differ substantially from the assessed population,
- an analysis demonstrating the relationship between the percentage of students with a disability participating in the state assessments and the 3-Year Composite Index rating.

Based on the data available, it is safe to say that neither school size, nor percentage of FRL participants, nor the percentage of gifted students at a school are good predictors of the 3-Year Composite Index rating. This is exactly what we would hope to see.

Improvement in Proficiency/Growth/Graduation and the Revised Index

Previous paragraphs demonstrate that the school ratings computed through the Composite Index are statistically similar to the school ratings computed through the old Index methodology and that the analysis is for the most part unbiased with respect to school characteristics.

One of the strengths of the Revised Index is the use of averages to compute the annual school rating and three years of data to compute the Composite rating. The SBE would hope that the averaging would reduce the little year-to-year wobble or variation while not masking actual improvement made by the students at schools. Some of the questions the Board might be concerned with or asking are:

1. Are proficiency, median SGP, and graduation rates for schools improving over time?
2. Are increases in reading and math proficiency rates associated with increases in median SGPs?
3. Are indicator increases associated with higher or lower Index ratings?

Based on three full years of data, the discussion of changes over time (improvement) is only beginning. For the purpose of discussing improvement, the 2011 value (median SGP, proficiency rate, or graduation rate) is subtracted from the corresponding 2013 rate, and three results are possible:

1. A negative number results which means the 2013 value was less than the 2011 value (the rate went down).
2. A positive number results which means the 2013 rate was greater than the 2011 rate (the value went up).
3. The result is zero which means the rate is unchanged from 2011 to 2013.

Are proficiency, median SGP, and graduation rates for schools improving over time? For reading, math, writing, and science proficiency rates, the answer is mostly yes but to different

degrees. From 2011 to 2013 the median proficiency rates increased 2.7 percentage points for reading, 3.7 percentage points for math, 7.9 percentage points for science, but declined 0.1 percentage points for writing. For reading and math school median SGPs, the median change is zero for both measures. For the change in extended (5-Year) graduation rate, the median improvement is 0.8 percentage points. The statewide improvement in reading, math, and science would be expected but the slight decline in writing over the three years is somewhat troubling and worthy of a deeper look. We would not necessarily expect to see any significant change in median SGPs over time, as the SGPs are normative measures. An improvement in graduation rate would be expected, but the magnitude of change (less than one percent over three years) is lower that might be expected.

Are increases in reading and math proficiency rates associated with increases in median SGPs? For reading, a weak to moderate correlation ($r = 0.436$, $n = 1766$) is indicated for the improvement in reading proficiency rate and the improvement in median SGP. The relationship for math is the same as the reading, a weak to moderate correlation ($r = 0.469$, $n = 1763$) is indicted for the improvement in math proficiency rate and the improvement in median SGP in math. This means that (in general), schools in which students improved median SGPs also were subject to increased proficiency rates for the corresponding content area measure, which is what we would expect and hope to see.

Are the indicator increases (or decreases) associated with higher or lower Index ratings? When the correlation coefficient is computed for each improvement indicator and the 3-Year Composite Index rating, a negligible R-value (mostly ± 0.050) is reported which means that the magnitude of the improvement for any of the indicators is essentially unrelated to school rating. This means that improvements (and declines) are occurring at both high and low performing schools, which provides more evidence that the Revised Index is working as designed in a fair and unbiased manner. As a stakeholder in this system, the Board will want to ensure that measurable improvement is possible at all schools irrespective of current rating or status and this is exactly what we are seeing.

As a policy making agency, the SBE will want to be sure that the Revised Index accurately represents the academic performance of the students at schools. Further, the Board should be certain that the analyses are unbiased with respect to school characteristics making it possible for all schools to be favorably portrayed. Neither the preliminary analyses conducted on the 2-Year Composite Index nor those conducted on the 3-Year Composite Index indicate any serious analytical bias. Nothing in this work indicates that the Index ratings are mischaracterizing the academic performance of students at schools.

Next Steps for Validation

The SBE has initiated a process by which outside groups can conduct various investigations to confirm the reliability and validity of the Revised Index. What follows is a short description of the start of that process.

1. Descriptive and other statistical analyses by the Center for Educational Effectiveness (Greg Lobdell).
2. Descriptive and other statistical analyses conducted by external stakeholders with a de-identified school file.
3. Review and analysis by school district assessment and accountability coordinators or directors. A select group will be provided with a partially de-identified school file from which to conduct the analyses.

School district personnel previously validated the underlying or source data for their respective schools through the OSPI's assessment validation process, growth model validation process, and the Cohort graduation validation process. It is expected that school district personnel will use the data set to learn more about the calculations for use in school improvement and for internal professional development opportunities.

Next Steps for the Revised Index

Several key tasks are right on the horizon regarding the Revised Index and some of these include:

1. Addressing questions and potential concerns from external evaluators regarding the Index. The SBE does not expect challenges to the Index, rather a myriad of questions.
2. Develop web-based support and instructional materials regarding the Revised Index for use by school personnel.
3. Begin to address the role and possible inclusion of "adequate growth" in the Revised Index.
4. Begin to address the inclusion of Dual Credit Attainment (CCR Indicator) in the Revised Index.

Priority and Focus School Identification

As a Board responsible for the design and implementation of a school accountability system, you want to be sure that schools identified for support are in fact the lowest performing across the state. You also want to be sure that the OSPI provides lists of schools to the USED that are in need of supports and that which conform to the methodology delineated in the approved ESEA Waiver. The Board must also be assured that the identification of schools for supports is aligned with Washington Statute and Administrative Code.

To this end, Washington's approved ESEA Waiver specifies that the State will identify the bottom five percent of Title I schools based on low performance and low progress as Priority Schools and provide differentiated supports to those schools. The State must also identify the bottom ten percent of Title I schools based on low subgroup performance as Focus Schools. In all, the State must identify at least 46 Priority Schools and 92 Focus schools. As an additional consideration, the OSPI and SBE must identify and provide similar supports to Non-Title I schools in accordance with state legislation.

The SBE staff and the OSPI agree that Washington is in a transitional year in which both Title I and Non-Title I schools must be identified for support. Both the SBE staff and the OSPI agree that a Transitional School Identification plan is warranted and believe a Transitional plan would be viewed favorably by school district personnel and the USED. Both agencies agree that all future school identification should be accomplished through the AI methodology.

<u>Priority Schools – Transitional Plan</u>

For Priority School identification, the following Transitional plan is proposed;

1. Provide the USED with a list of 46 Title I Priority Schools following the methodology in the approved ESEA Waiver.
2. Create a list of Title I and Non-Title I Priority Schools following the Transitional plan outlined below:
    a. Identify schools with a 3-Year reading and math (combined) average proficiency rate that is less than 40 percent proficient.
    b. Identify different schools with the lowest 3-Year Composite Index rating based on the Revised Index methodology.

c. Identify high schools with an extended graduation rate of less than 60 percent over the previous three years.
d. Steps a., b., and c. results in the identification of 90 Priority Schools.
e. Identify additional schools from the Priority Continuing and Priority New list.
f. Identify additional schools that place in the bottom five percent of schools in reading or math in each of the previous three years.
g. The most recent school identification list shows that the OSPI would be serving 108 Priority Schools, the list of 46 provided to USED and an additional 62 schools not on the USED list derived from the AI methodology and other business rules.

Focus Schools – Transitional Plan

The SBE staff and the OSPI are developing the methodology for the Focus School Transitional Plan at the time this document is due. The agencies do agree that the Focus School Transitional methodology should mimic the plan for Priority School identification. To that end, the following Transitional Plan for Focus School identification is proposed:

1. Provide the USED with a list of 92 Title I Focus Schools following the methodology in the approved ESEA Waiver.
2. Create a list of Title I and Non-Title I Focus Schools following the Transitional plan outlined below:
    a. Identify the lowest Title I schools with a minimum subgroup, 3-Year average, reading and math (combined) proficiency rate less than 15 percent.
    b. Identify Title I-eligible high schools with a 3-Year average extended graduation rate less than 60 percent.
    c. Identify additional schools on the basis of lowest subgroup AI 3-Yrear rating.
    d. Steps a, b, and c result in the identification of 180 Focus Schools.
    e. The most recent school identification list shows that the OSPI will be serving 180 Focus Schools, the list of 92 provided to USED and an additional 88 schools not on the USED list derived from the AI methodology and other business rules.

Underperforming Schools – Transitional Plan

The SBE staff and the OSPI tentatively agree that the list of Underperforming Schools should be comprised of:

1. All remaining schools with a minimum subgroup, 3-Year average, reading and math (combined) proficiency rate less than 15 percent..
2. All remaining High schools with a 3-Year average extended graduation rate less than 60 percent.
3. Remaining schools with a the lowest 3-Year AI rating
4. Steps 1, 2, and 3. result in the identification of 120 Underperforming Schools.

Reward School Identification

The approved ESEA Waiver requires the identification of Reward Schools based on high performance and high progress. Washington will continue to identify the Highest Performing and High Progress schools for the USED per the approved ESEA Waiver. The SBE expects that a Transitional Plan will be developed following the methodological process utilized for the Priority, Focus, and Underperforming Schools, and will present that plan at the March SBE meeting in Renton.

Washington Achievement Awards

The ESEA Waiver approved by the USED specifically requires the State to recognize and reward schools demonstrating high progress, high performance, and high graduation rates. Even before this requirement, the State Board of Education supported the recognition of high performing schools through the Washington Achievement Awards. It is important that the SBE develop and apply recognition criteria that is commensurate with that currently in place to identify a similar number of schools for a similar number of awards. The award or recognition criteria for the new Washington Achievement Awards should be at least as rigorous as those used in previous years.

In prior years, measures used for the Washington Achievement Awards were derived from the old Achievement Index. In 2013, the Washington State Board of Education introduced the Revised Achievement Index, a database that provides a clear and comprehensive analysis of Washington schools' performance. The SBE and the Office of the Superintendent of Public Instruction (OSPI) propose to utilize the Revised Achievement Index to identify and celebrate our state's top-performing schools through the Washington Achievement Awards. Schools are recognized for Overall Excellence and or Special recognition.

Overall Excellence

The Overall Excellence Awards honor the top five percent of Title I and Non-Title I elementary, middle/junior, high, and comprehensive schools based on the highest 3-Year Composite AI rating. The top 10 percent of elementary, middle/junior, high, and comprehensive schools that are Title I-eligible or served in 2012-13 also qualify for the Overall Excellence Award based on the highest 3-Year Composite AI rating. Only schools with a total opportunity gap of less than or equal to 1.50 are eligible. For purposes here, the Opportunity Gap is defined as the All Students 3-Year AI rating minus the Targeted Subgroup 3-Year AI rating. Negative opportunity gaps are possible where the Targeted Subgroup outperforms the All Students group. Schools that have more than 10 percent gifted student population also receive recognition.

The criteria specified above is quite similar to the award criteria applied in previous years in that only the highest rated schools as identified by the Index with minimal opportunity gaps qualify for the recognition. In Table 2, see that the number of schools qualifying for the Overall Excellence Award based on the 2012-1 Revised Index (140 schools) is comparable to the previous year and that the distribution (by grade configuration) of proposed Overall Excellence awards is also comparable to the previous year.

Table 2: Shows the distribution of Washington Achievement Awards by award type and school level configuration under the old Index and new (Revised) Index.

	ES		MS		HS		Com.		Total	
	Old	New	Old	New	Old	New	Old	New	Old	New
Overall Excellence	65	84	21	21	22	19	18	16	126	140
Special Recognition	239	164	36	51	96	122	43	57	414	424
Total	**304**	**248**	**57**	**72**	**118**	**141**	**61**	**73**	**540**	**564**

Special Recognition Awards

The Special Recognition Awards are criterion-based as compared to the normative-based Overall Excellence Awards and are awarded on high performance in English Language Arts (ELA), math, and or science. High schools may also receive the recognition for high extended (5-Year) graduation rates. Schools may also qualify for Special Recognition Awards for closing Opportunity Gaps based on total gap reduction and or growth gap reduction. These awards are irrespective of Title I status. The specific criteria for each award are described below.

- Language Arts (ELA) – school must have a 3-Year AI average rating ≥ 9.5 for ELA and have 3-Year AI average ratings > 9 in reading and writing in each of the three most recent years.
- Math - school must have a 3-Year AI average rating ≥ 9.5 for math.
- Science - school must have a 3-Year AI average rating ≥ 9.5 for science.
- Extended Graduation Rate - school must have a 3-Year AI average rating > 9 for the extended graduation rate.

The Special Recognition – Gap Reduction can be awarded on the basis of Total Gap Reduction or Growth Gap Reduction. The Total Gap reduction is the combination of low proficiency gaps (all content areas), low growth gaps (reading and math), and low graduation gaps (for high schools). Schools qualify for the award if the Total Gap is less than or equal to zero meaning that the Targeted Subgroup outperformed the All Students group. The Growth Gap reduction is a measure of low growth gaps in combined reading and math. Schools qualify for the award if the Growth Gap between the Targeted Subgroup and the All Students group is less than or equal to zero and the Targeted Subgroup, 3-Year AI average, for growth is ≥ 6.0.

The Special Recognition – High Progress Awards recognize Title I schools that have improved their reading and math proficiency rates (separately) by at least ten percentage points over the previous three years and have a minimum school proficiency rate (3-Year average) of at least 40 percent in combined reading and math.

The SBE is considering a Growth Award under the Special Recognition category of the Washington Achievement Awards. Schools would be recognized under the following criteria:

1. Be among the highest five percent of MGPs (3-Year Avg. – whole school) in reading.
2. Be among the highest five percent of MGPs (3-Year Avg. – whole school) in math
3. A school would be recognized for Exemplary Growth if it meets the thresholds of steps 1 and 2.

The recognition criteria specified above is similar to that which was utilized in prior years. Table 2 shows the distribution of different awards by grade level configuration as proposed for 2013 and for the prior year. The award criteria for the new Washington Achievement Awards is at least as rigorous as those used in previous years and identified a similar number of schools for a similar listing of awards.

English Language Acquisition Award

At the January SBE meeting at the Tumwater ESD, the SBE heard a presentation and discussed the creation of an English Language Acquisition Award. The SBE was asked to do some additional work on the potential recognition criteria to ensure that only the highest

performing schools are recognized through this award. To this end, the English Language Acquisition Award requires that a school:

English Language Acquisition – Progress

1. Must meet AMAO 1 with at least 20 CE students assessed on the WELPA
2. Median point gain for the school must be ≥ 16 points
3. Reading and math MGP for ELL students must be ≥ 50 (optional)
4. 32 schools meet this criteria

English Language Acquisition - Performance:

1. Must meet AMAO 2 target with at least 20 CE students assessed on the WELPA
2. Rate of transitioning students must be ≥ 15 percent
3. Reading and math MGP for ELL students must be ≥ 50 (optional)
4. 35 schools meet this criteria

English Language Acquisition – Exemplary

1. Must meet AMAO 1 and 2 targets with at least 20 CE students assessed on the WELPA
2. Median point gain for the school must be ≥ 25 points
3. Rate of transitioning students must be ≥ 25 percent
4. Or be identified as English Language Acquisition – Progress and English Language Acquisition - Performance
5. 39 schools meet these criteria through steps 1, 2, and 3 while two additional schools meet the criteria through step 4.

Action

The Board will consider whether to adopt the Revised Achievement Index for use in State and Federal accountability, including the identification of schools in need of differentiated support, and whether to use of the Revised Index as the basis from which to identify recipients of the Washington Achievement Awards.

Action

The Board will consider whether to adopt criteria for the English Language Acquisition Award.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Transfer of Charter Contracts: Rules to RCW 28A.710.210(3)**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	• How prescriptive should the SBE be in rules to the provision of the charter school on petitions to the Board for transfers of charter contracts? • What specific issues need to be addressed in rule-making? • How can the Board ensure transparency and accountability in reviews and decisions on transfers of charter contracts? • How much guidance can be taken from laws, rules and practices of other states on transfer of charter contracts? • What should be the timetable for drafting, hearing and adoption of rules to this section?
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☒ PowerPoint
Synopsis:	RCW 28A.710.210(3) provides that a charter authorizer, charter school, or nonprofit applicant may petition the State Board of Education for transfer of a charter contract to another authorizer or another applicant. The SBE must review such petitions on a case-by-case basis, and may grant transfer requests in response to "special circumstances" and evidence that the transfer "would serve the best interests of the charter school's students. In the memo that follows, staff discuss the requirements of this provision of the charter school law, outline issues for implementation that are likely to require rule-making, and provide background on the reasons for this provision in Washington's law and the prevalence and nature of such provisions in other states' laws. The purpose of the presentation is to familiarize members with RCW 28A.710.210(3) and initiate Board discussion of rules to implement its duties under this section. In your packet you will find a memo and a copy of RCW 28A.710.210.

RULES TO RCW 28A.710.210(3)
TRANSFERS OF CHARTER CONTRACTS

Policy Consideration

The Board will review RCW 28A.710.210(3) and offer initial direction to staff on the development of rules to implement this section of Washington's charter school law.

Summary

RCW 28A.710.210 stipulates measures that must be taken in the event of a decision by an authorizer not to renew or to revoke a charter contract, and in the event of dissolution of the nonprofit corporation that operates the school. Subsection (3) addresses the transfer of a charter contract during the term of the contract, and sets out specific duties for the State Board of Education for such transfers. It provides that

> ***(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.***

Notably the section refers to two kinds of transfers: (1) From one authorizer to another, as between a school district and the Charter School Commission, and (2) From one charter school applicant to another, with "applicant" defined in the statute as a nonprofit corporation that has submitted an application to an authorizer.

As with RCW 28A.710.120, on oversight of district authorizers, the duties assigned to the SBE are quite broad, leaving a great deal to rule-making. Considerations for implementation to be addressed in rule may include but are not limited to the following.

- The content and format of the petition to the Board. The petition or petitions would need to satisfy the requirements of:
  (1) An authorizer wishing to transfer a charter contract to another authorizer;
  (2) A charter school wishing to transfer its charter contract to another authorizer;
  (3) An authorizer wishing to transfer a charter contract from one applicant to another;
  (4) A charter school wishing to transfer a charter from one applicant to another.

- The timeline for review and decisions by the Board on a petition for transfer.

- The process to be followed by the Board in reviewing the petition, including, for example, provision for public notice and comment.

- The criteria for making a decision whether to approve or deny the transfer, including determination of what would constitute "special circumstances" and "evidence that such a transfer would serve the best interests of the charter school's students."

- The due process to be accorded an authorizer when a charter school petitions for transfer to another authorizer.

- The manner in which authorizers should be involved in a decision by the SBE whether to transfer a charter contract they hold from one applicant to another.

- Disposition of funds, property and assets when a charter contract is transferred to another applicant.

- The use of consultants or expert panels to support the SBE in decisions whether to approve charter transfers.

- The data that should be reported and reviewed to inform the Board's decision.

- Whether a charter contract could or should be amended in the transfer from one authorizer to another, or from one applicant to another.

Next steps in rule-making to RCW 28A.710.210(3) are:

1. Continued research by staff, with consulting support from NACSA.
2. Solicitation of public comment.
3. Initial draft of rules by staff and counsel, in coordination with member leads.
4. Establishment of a schedule for public hearing and adoption.

Background

Initiative 1240 and the legislative bills it's descended from lean heavily on the "New Model Law for Supporting the Growth of High-Quality Public Charter Schools," developed by a working group of experts convened by the National Alliance for Public Charter Schools, and published by the National Alliance in 2009. The provision in RCW 28A.710.210 on charter transfers appears in the Model Law.

In the narrative explaining the rationale for each component of the model law, the National Alliance says that "In some situations, it makes sense for a public charter school to transfer its contract from one authorizer to another before the expiration of its term, especially when its current authorizer has decided it no longer has the commitment or capacity to effectively perform its duties." However, the authors add, "There are other situations in which it should be impermissible – for example a low-performing charter school facing probation or closure from a high-quality authorizer seeks to transfer its charter to a less-exacting one authorizer that will not place it on probation or close the school." (p. 18.)

In other words, a charter transfer should not be a way for a low-performing school to dodge revocation or non-renewal by moving its contract to another, less-demanding authorizer.

Such a result would be inimical to the purposes of Washington's charter school law, and contrary to the responsibility of the State Board for strategic oversight of public schools.

"Understanding that it is difficult to make hard-and-fast rules about when transfers should be allowed," the model law leaves specific procedures for implementation to state rule and policy-making.

As always, we look to other charter states for guidance, and as so often, there is little to be found. Few states have provisions like our own, and none identified so far have rules to them.

Hawaii has nearly the same language in its 2012 charter school law as ours, with the difference that it does not reference transfers of contracts from one applicant to another. It's adopted no rules to this provision (Haw. Rev. Statutes 302B.)

Maine's law, enacted in 2011, provides that "A charter school law and its oversight may not be transferred from one authorizer to another before the expiration of the charter contract term except by mutual agreement of all parties. (MRS 20A, C 112, S 2411(9).) But it's adopted no rules governing how that would happen.

Minnesota law provides, in similar vein, that "If the authorizer and the charter school board mutually agree to terminate or not renew a contract, a change in authorizers is allowed if the commissioner [of the Department of Education] approves the change to a different eligible authorizer to authorize the charter school." (Minnesota Statutes 124D.10. 23(4)(d).) Major differences from our law are that charter contracts may only be transferred between authorizers when the contract is up for renewal, not during a contract term, and there is no provision for transfers between applicants. MDOE has instructions for transfer of contracts under this section, but no rule.

Colorado has detailed rules on charter transfers tailored to the purposes of its Charter School Institute (CSI), created in 2004 as an independent agency of the state Department of Education to operate public charter schools as a sort of statewide school district. Part of CSI's mission is to work with charter schools interested in transferring from their original school district authorizer to the state agency. While the circumstances may be quite different from those behind our RCW 28A.710.210, there nevertheless may be provisions in Colorado rule to be considered for emulation, for example the letter of intent to transfer from the charter school's board, the transfer application (analogous to our petition), specific steps in the transfer review process, the CSI Board hearing procedure, and the timeline for decisions. (22-30.5 -510 C.R.S.)

Staff has held one telephone meeting with staff to an education agency in another state, and will seek more such opportunities in the following weeks.

Action

None.

RCW 28A.710.210
Charter school termination protocol — Dissolution of nonprofit corporation applicant — Transfer of charter contract.

(1) Before making a decision to not renew or to revoke a charter contract, authorizers must develop a charter school termination protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, as necessary, and proper disposition of public school funds, property, and assets. The protocol must specify tasks, timelines, and responsible parties, including delineating the respective duties of the charter school and the authorizer.

(2) In the event that the nonprofit corporation applicant of a charter school should dissolve for any reason including, without limitation, because of the termination of the charter contract, the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 must be returned to the state or local account from which the public funds originated. If the charter school has comingled the funds, the funds must be returned in proportion to the proportion of those funds received by the charter school from the public accounts in the last year preceding the dissolution. The dissolution of an applicant nonprofit corporation shall otherwise proceed as provided by law.

(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.

[2013 c 2 § 221 (Initiative Measure No. 1240, approved November 6, 2012).]

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Option One BEA Waivers**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Should the requests presented be approved, based on the criteria for evaluation of waiver requests in WAC 180-18-040(2) and (3)?
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Five school districts request waiver under RCW 28A.305.140 and WACs 180-18-140 and 180-18-050 of the basic education requirement of a minimum 180-day school year. The districts are Bethel, Lynden, Methow Valley, and Zillah. Two of the requests are for new waivers and three for renewal of existing waivers. All requests are for the next three school years. The purpose of the request in each case is professional development of staff, with emphasis on alignment with Common Core standards, TPEP implementation, curriculum development, analysis of student performance data, and instructional strategies to reduce achievement gaps. Zillah's application is for seven days, including three days for professional development and four for parent-teacher conferences. The district subsequently submitted an application for a parent-teacher conference waiver through the expedited process in WAC 180-18-050(3). Its Option One request to the Board is therefore for three days only for the professional development activities described in the application. In your packet is a memo summarizing the waiver requests, the districts' waiver applications, a letter from Superintendent McKay of Zillah S.D., a copy of WAC 180-18-040, and a worksheet for use by members in evaluating the requests for consideration of approval.

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Considerations

Does each of the district requests for waiver of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the rule, for denial of the request? If denied, what deficiencies in the application are there that the district might correct for possible re-submittal for approval at a subsequent meeting, per WAC 180-18-050?

Summary

The State Board of Education has received requests for 180-day waivers from five school districts. Two are requests for new waivers. Three are requests for continuation of existing waivers for additional years. All are for purposes of devoting days to professional development, and all are at least in part to train staff in transition to Common Core State Standards. All requests are for the next three years.

Bethel requests waiver of two days for the 2014-15, 2015-16 and 2016-17 school years. The request is for renewal of a waiver granted in March 2011.

The purpose of the waiver is to facilitate improvement in instruction through the Danielson Framework for Teaching, implement Common Core standards, and analyze student achievement data to inform goals for student growth. The district says it has not met annual measureable objectives (AMOs), and needs teacher professional development time to improve areas needing growth. It sets standards for meeting the goals of the waiver in terms of MAP and MSP/SBAC scores for each year. Evidence of progress is defined as student growth and proficiency rates in reading and math as measured by state and local assessments, as well as by graduation rates.

Bethel says the waiver supports district and school improvement plans by providing time to staff to implement specific strategies to improve student achievement and incorporate the Teacher and Principal Evaluation Program (TPEP) and Common Core into instruction. Each school has submitted an agenda as to how time would be used in support of the waiver.

In advocating for renewal of its waiver, Bethel says, “Professional development for teachers is imperative to the implementation of the new Common Core State Standards, Smarter Balanced Assessments, Danielson Teaching Framework, and student growth goals. . . . Without the needed time this will not happen systemically throughout our school district.”

Lynden requests waiver of four days for the 2014-15, 2015-16 and 2016-17 school years. This is a new request. The four waiver days would replace nine early release days on the present calendar.

The purpose of the waiver is "to provide time for staff to engage in school improvement work to implement Professional Learning Communities, align instruction to the Common Core State Standards, and fully implement our instructional framework." The district says the request is motivated in particular by the need to improve student achievement among certain subgroups, including students in ELL and special education. The district has developed a performance monitoring that tracks both state and local assessments, and uses it to set goals at the classroom level and identify specific student needs at the school and grade level. Both state and local measures are used to monitor progress against goals aligned with Common Core standards. The district describes a continuous improvement model at each school to monitor student performance, identify needs, and implement initiatives for improvement. It says the proposed waiver directly supports district and school improvement plans by providing collaboration time for staff, and leverages other professional development time in the form of early releases and extended time.

Lynden has two contracted teacher work days without students. "The two days we currently have that are in addition to the 180 state-provided days," the district says, "[are] not nearly enough to provide the job-embedded training and professional development to improve instruction, . . . confer with colleagues about curriculum, assessment and instruction, or engage in the complex work of identifying specific student needs and the interventions necessary . . . for all students to be successful."

Methow Valley requests waiver of six days for the 2014-15, 2015-16 and 2016-17 school years. The request is for renewal of a waiver granted in March 2011. The renewed waiver would reduce the number of half-days at Methow Valley from a current 10 to nine.

The district sets out 10 purposes of the waiver for professional development and student achievement, including, for example:

- Engaging all staff in the development of a district-wide strategic vision, using the Harvard Public Education Leadership Project Coherence Framework .
- Increasing district-wide alignment of instructional practice through the development of units of structured inquiry aligned to Common Core State Standards.
- Refining formative and summative assessments in each core subject, and using the information gathered to measure achievement against the outcomes, with an emphasis on writing.
- Eliminating the achievement gap through establishment of a Pre-K through Grade 3 Literacy Alignment Partnership Program.
- Eliminating the achievement gap through refinement of a tiered set of academic and behavioral interventions that can be monitored and measured.
- Increasing family and community engagement in support of student learning.
- Integrating technology across all content areas and coursework.

The district says the waiver request is motivated by discrepancies in student performance by subgroup, linked to income group and poverty, and by a downward trend in performance on writing. It outlines a set of "strategic anchors" chosen to reduce achievement gaps, with "actionable items" for each. Measures and standards that will be used to identify benchmarks and determine success include summative and formative assessments, collection of data on individual student exhibitions of learning at each grade level, use of WaKIDS data to measure Kindergarten readiness, and surveys on school climate and staff knowledge, skill and use of technology. It will use multiple measures, including state, district and classroom-based assessments and student exhibitions, to show whether waiver goals are attained.

Waiver day activities will be designed and facilitated by the district's Teaching and Learning Committee. Each day will include time spent in district-level collaboration, with participation by classified staff, administrators and board members, and in small group PLCs defined by grade level or content area.

The district lists a series of accomplishments it associates with the prior waiver plan, while pointing to a continued need for improvement in writing.

"As a relatively small, isolated rural school district with limited access to resources, the need for six waiver days in support of professional development for all staff is paramount to our ability to realize our goals," the district says.

Valley school district (Stevens County) requests waiver of three days for the 2014-15, 2015-16 and 2016-17 school years. It is a new request.

Valley lists two main purposes of the waiver:

- Continued curriculum development to ensure student mastery of EALRs and successful performance on MSP, HSPE and EOC state assessments.
- Preparing certificated staff for transition to Common Core State Standards, implementation of the Marzano Teacher Evaluation Model, and use of Smarter Balanced Assessments.

The district says that while overall student achievement is improving, it continues to struggle with achievement gaps. The waiver days will allow staff to analyze assessment data and collaborate to develop the interventions and instructional strategies needed to support increased student achievement levels. The standards that will be used to identify expected results and determine whether goals have been attained are OSPI's AMO baseline and annual targets, as well as longitudinal MAP scores and classroom-based assessments.

Professional development will focus on integrating Common Core into instructional models, analyzing state assessment data, and using the data to develop interventions for each student testing below grade level. Marzano training will be ongoing. Valley will contract for coaching services. It says that changes in state assessments and evaluation systems demand that these trainings be a multi-year process.

The district would continue to have two half-days for parent-teacher conferences. There is one teacher work day without students. It is the day before school starts, used for classroom preparation. Valley has no collective bargaining contracts in place.

Zillah submitted an application in December 2013 for renewal of the waiver of seven days granted it in May 2011, with the purposes split between professional development and parent-teacher conferences. It has since applied for a waiver of four days for parent-teacher conferences under the expedited process in WAC 180-18-050(3), and addressed a letter to the Board, enclosed in your packet, clarifying that its request at this meeting is for three days only for professional development of staff.

Zillah says that the goals of the waiver for professional development include analysis of student achievement data to meet individual student needs, TPEP implementation, and transition to Common Core State Standards, research-based instructional practices, and integration of technology into instruction. It states, in general terms, that it is seeking to improve achievement of those students who are neediest, including ELL, students living in poverty, students with behavior issues, and special education students. It says that MSP

results, classroom-based assessments, benchmark and progress monitoring data, and graduation rates will be used to determine success, with success defined as closing the achievement gap and seeing all students meet grade-level standards and graduate with a high school diploma.

The district describes in detail the strategies to be used to meet the goals of the waiver. They center on the use of School Improvement Teams to identify needs at each school, using data, determine an action plan for addressing them, present the plan to the District Improvement Team (DIT) for approval, and after implementation evaluate the plan and present the evidence to the DIT. The exact type of professional development to be offered, it says, will be determined by the needs of its students and the strengths and weaknesses of its staff.

Zillah states, without elaboration, that the current three waiver days have been used for professional development of staff as planned. In comments on the district's success in meeting the goals of the prior waiver, it says that a very high percentage of its students graduate from high school on time. It regards graduation rates as the most important data in identifying success, with all other data as "simply benchmark/grade level data."

It asserts that with changing student demographics, increasing student needs, and new state standards, it is imperative that the district continues its work to increase student achievement by providing professional development to the teaching staff.

The district says that parents are supportive of the waiver because it has enabled elimination of half-days from the school calendar.

Summary of Option One Waiver Applications

District	Number of Days Requested	Number of Years Requested	Purpose	Student Instructional Days	Additional Teacher Days without Students	Total Teacher Days with Waiver	New or Renewal
Bethel	2	3	Professional Development	180	1	183	R
Lynden	4	3	Professional Development	176	2	182	N
Methow Valley	6	3	Professional Development	174	3	183	R
Valley	3	3	Professional Development	177	1	181	N
Zillah	3	3	Professional Development	177	8	188	R

Background

Option One is the regular 180-day waiver available to districts under RCW 28A.305.140. The statute authorizes the State Board of Education to grant waivers to school districts from the minimum 10-day school year requirement of RCW 28A.150.220(5) "on the basis that such waivers are necessary to implement successfully a local plan to provide for all students in the

district an effective education system that is designed to enhance the educational program for each student."

WAC 180-18-040, adopted in November 2012, establishes criteria to be used by the Board in evaluating the need for a waiver. WAC 180-18-050 sets the procedures that must be followed to obtain a waiver. A district requesting a waiver must provide, together with the waiver application and a school board resolution, a proposed school calendar and a summary of the collective bargaining agreement with the local education association. The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Districts granted 180-day waivers must still meet the minimum instructional hour requirements for basic education set out in RCW 28A.150.220(2).

Sixty-four districts (about 22 percent of all districts) currently have Option One waivers. Thirty-five of the current waivers expire in the 2013-14 school year. In rules adopted in 2012 the Board created an expedited process to obtain waivers solely for the purpose of full-day parent-teacher conferences. Fourteen districts have been granted those waivers.

Action

The Board will consider whether to approve the district requests summarized in this memorandum.

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement.

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 while offering the equivalent in annual minimum instructional hours as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said waiver requests for up to three school years.

(2) The state board of education, pursuant to RCW 28A.305.140(2), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

Option One Waiver Application Worksheet

District: **Days requested:**
Date: **Years requested:**

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Meets criterion Y/N						
Comments						

Renewals: “In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:”

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan’s goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Bethel School District
Superintendent	Thomas Seigel
County	Pierce
Phone	253-683-6010
Mailing Address	516 176th Street East Spanaway, WA 98387-8335
Contact Person Information	
Name	Ann Varkados
Title	Assistant Superintendent Teaching & Learning
Phone	253-683-6017
Email	avarkados@bethelsd.org
Application type:	
New Application or Renewal Application	Renewal application
Is the request for all schools in the district?	
Yes or No	yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2014-2017
Will the waiver days result in a school calendar with fewer half-days? no	
Number of half-days before any reduction	14
Reduction	
Remaining number of half days in calendar	
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	yes

1. What are the purpose and goals of the Waiver?
   The purpose and goals include:

   Schools, departments, and individual teachers need time within the 180 day school year to continue implementation of the following initiatives:
   - Facilitate improvement in instruction by focusing on the Danielson's Framework for Teaching.
   - Learn and implement Common Core State Standards
   - Analyze student achievement data to inform student growth goal

   These initiatives support Bethel's 2013-2018 strategic plan.

2. What are the student achievement data motivating the purpose and goals of the waiver?

   The student achievement data used included DIBELS, MAP, MSP, HSPE, and graduation rates. We did not meet our annual measurement objectives and want teacher professional development timetime to improve areas needing growth.

   Click here to access Bethel School Districts results for the 2012-2013 school year.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Given the transition to new Common Core State Standards and a new assessment system in Smarter Balanced, the measure and standards for success will be different for each year and baseline data is not yet available.

   Spring 2014: We will see an improvement in proficiency and growth for grades 3-8 in reading and math MAP testing. In addition, we will see improved graduation rate and percent of students meeting assessment graduation test requirements in the high school grades. For non state tested grades we will monitor growth in the percent of students that are at grade level on OSPI RBA and MBAs.

   Spring 2015: We will see growth throughout the year on grades 3-8, and 11 on Smarter Balanced Interim test culminating in the spring Smarter Balanced summative test for both math and ELA. If MSP-SBAC equating is available, will show improvement in the percent of students passing state tests. In addition, we will see improved graduation rate and percent of students meeting assessment graduation test requirements in high school grades. For non state tested grades we will monitor growth in the percent of students that are at grade level on OSPI RBA and MBAs.

   Spring 2016: We will show improvement in math and ELA for grades 3-8 and 11 on the spring Smarter Balanced summative assessment when compared with spring 2015. In addition, we will see improved graduation rate and percent of students meeting assessment graduation test requirements in high school grades. For non state tested grades we will monitor growth in the percent of students that are at grade level on OSPI RBA and MBAs.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   - Percent of students meeting MAP growth target in math and reading

- Percent at L3 or higher in MAP reading and math
- Percent at L3 or higher in Smarter Balanced math and ELA
- Graduation rates
- Percent of students meeting math, reading/writing/ELA, and science assessment graduation in the 10th, 11th, and 12th grade.
- Percent of students at grade level on OSPI RBA and MBA in K-2.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   School leadership teams will meet and analyze school specific data to determine the content of the professional learning for each waiver day. Each school will focus on areas of improvement needed from previous years as well as areas needing specific urgent attention. Staff will meet in grade level bands and specific subject areas to work on improvement goals to support our work as we move forward on the CCSS and TPEP initiatives.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   Each building will be responsible for gathering ongoing formative and summative data to support decisions for activities surrounding future waiver days. Waiver day content will be adjusted to support continued implementation of TPEP and CCSS. This will require much additional work well beyond the two waiver days each school year. Focused time for staffs to collaborate around these new initiatives will allow for deeper understanding for teachers. This deeper understanding between the connection of the CCSS and new teacher evaluation system will allow teachers to engage students consistently at higher levels resulting in a more quality use of instructional time.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   Providing time and resources to staff to implement strategies to improve student achievement and to incorporate TPEP and CCSS is the primary way that waiver days will support our school improvement plans.

   Our district improvement plan centered on four major premises: Culture of Learning, Exceptional Teaching and Learning, Effective Community Relations, and Preparing All Students to Meet the Challenges of the Future. Each school developed site-specific plans supporting and actualizing these goals.

   Click here to access District Strategic Plan
   Click here to access Elementary SIP Plans
   Click here to access Secondary SIP Plans

   Our FUTURESCHOOLS committee (district site-council), made up of parents, community, and staff members from throughout the schools in our district are involved in an on-going review of school improvement plans and accomplishments. We have also included FUTURESCHOOLS school visits to see classroom-based evidence of success of our waiver days and the implementation of systemic learning improvement initiatives. At the culmination of eash school

visit site council members and guests provide principals with specific feedback about observed practices. This information is then shared with staff.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   As stated above, Bethel has a very active site council (FUTURESCHOOLS) comprised of administrators, teachers, district staff, parents, and community. This group provides on-going input regarding strategies to enhance learning and academic success. This group was given the opportunity to vote in support of this application. Unanimous support was received from those participating.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   Our collective bargaining agreement provides 2 Core Training professional development (optional) Tri-days that occur outside of 180 days. Additionally we bargained a back–to-school day that teacher attendance is optional, 8 late-starts for PLC work, and 14 one hour sessions that occur outside of teacher contracted day.

   Link to Collective Bargaining Agreement

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	180
Waiver days (as requested in application)	2
Additional teacher work days without students	1
Total	183

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1	
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

Please note: Our teachers have 8 optional self-directed TRI days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   We have been fortunate to have received two prior three year waivers. Each of our schools submitted an agenda as to how the time would be used in support of the waiver. The district provided school leadership teams with training on suggested strategies for teams to use as they analyze student data, develop common formative assessments, and interventions for at-risk learners. The ensuing work resulted in increased opportunities for growth and development of professional learning communities and specifically, teacher leaders taking a direct role in the responsibility for building-wide improvement goals.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   BSD has shown improvement in the last 3 years in the elementary school composite MSP score (sum of all percent meeting standard in all 10 elementary tests).

   BSD has shown improvement in the last 3 years in the middle grades composite MSP score (sum of all percent meeting standard in all 7 middle grades tests).

   BSD has shown improvement in the percent meeting standard in Reading, EOC Algebra, and EOC Science high school state testing results.

   Over the last 3 years, the graduation rate has remained mostly stable with increased requirements.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

   Given the transition to new Common Core State Standards, Danielson Framework, and a new assessment system in Smarter Balance, we have modified our plan to provide additional time for teachers to learn, discuss, and implement these important initiatives.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

   Professional development for teachers is imperative to the implementation of the new Common Core State Standards, Smarter Balance Assessments, Danielson Teaching Framework, and most importantly the development and implementation of student growth goals. Time to learn and grow will support teachers in these important initiatives. Without the needed time this will not happen systemically throughout our school district.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   Parents and community were kept informed about the use and impact of the previous waiver through district and building site council meetings, parent newsletters, and our district's Bethel Pride which is distributed to our community four to six times a year.

   Our FUTURESCHOOLS committee (district site-council), made up of parents, community, and staff members from throughout the schools in our district are involved in an on-going review of school improvement plans and accomplishments. We have also included FUTURESCHOOLS school visits to see classroom-based evidence of success of our waiver days and the implementation of systemic learning improvement initiatives. At the culmination of eash school visit site council members and guests provide principals with specific feedback about observed practices. This information is then shared with staff.

   As previously stated , Bethel has a very active site council (FUTURESCHOOLS) comprised of administrators, teachers, district staff, parents, and community. This group provides on-going input regarding strategies to enhance learning and academic success. This group was given the opportunity to vote in support of this application. Unanimous support was received from those participating.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Lynden #504
Superintendent	Jim Frey
County	Whatcom
Phone	360.354.4443
Mailing Address	1203 Bradley Rd. Lynden, WA 98264
Contact Person Information	
Name	Jim Frey
Title	Superintendent
Phone	360.354.4443
Email	freyj@lynden.wednet.edu
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	3 (2014-15, 2015-16, 2016-17)
Will the waiver days result in a school calendar with fewer half-days? yes	
Number of half-days before any reduction	21 half days for K-8 and 17 half days for 9-12
Reduction	Reduction of 9 half days
Remaining number of half days in calendar	12 half days for K-8 and 8 half days for 9-12
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

   The purpose of the waiver is to provide time for staff to engage in school improvement work to implement Professional Learning Communities (PLC), align instruction to the Common Core State Standards, and fully implement our instructional framework to ensure quality instruction in every classroom, every day, for all students in the Lynden School District. The Lynden School District cannot provide sufficient extended contracts for teachers to do the collaborative work necessary for data driven school improvement planning and implementation. The goals of the waiver days overlap with the goals of each school's improvement plan; to provide the time needed for formal PLC work. Each PLC establishes student performance goals that articulate with subject and grade level goals in the school improvement plan. Waiver days will be used to provide time for teacher teams to meet to review student performance data, align current grade level and subject level work to the school improvement plan, and adjust instructional strategies to maximize student learning and to plan for and implement professional development and training.

2. What is the student achievement data motivating the purpose and goals of the waiver?

   In general, our students as a whole are achieving above the state's average on state tests, however certain sub-populations are not performing at the expected standards. Our ELL population achieves at a lower level, as does our students served in special education programs. In addition our math performance over all is not as strong as our reading and writing scores. We have recently adopted new math and literacy curriculum materials in our K-5 elementary schools and are developing a system wide approach to providing ELL services throughout our K-12 system. We have developed a performance monitoring system that tracks both state and local assessments and each school improvement plan utilizes smart goals at the classroom level to identify the specific student learning needs at each school and grade level. Formative and summative data are used in whole staff professional development as well as smaller grade level and subject level teams and individual teacher planning. Incremental progress is monitored closely and PLCs make frequent instructional adjustments based on performance data.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Lynden School District has developed and implemented its curriculum and performance goals based on the Common Core State Standards and is currently aligning all classes, subjects, and grade level learning targets to these new expectations. We utilize both state (MSP, HSP, EOC) and local measures (DRA, MAP, Trimester assessments, etc.) to monitor progress.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   Lynden schools monitor two categories of evidence; evidence of process fidelity to ensure research based improvement techniques are employed, and evidence of value added in terms of increases in student performance on common and standardized assessments. Student performance data is monitored on a short-term basis by grade level and school level teams and long term basis through the school improvement planning process. In addition, teachers are developing cycles of inquiry based on student growth indicators as a component of our new teacher evaluation system. We are utilizing a variety of local assessments, state assessment, and student growth percentiles to monitor progress and determine whether student are reaching intended performance criteria.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Lynden School District staff follows a continuous improvement model to collect data, establish goals, develop an action plan, and evaluate progress to inform the cycle. Each school uses the continuous improvement process to identify unique needs at the individual school and to implement

the system level initiatives of improving instruction, ensuring a guaranteed and viable curriculum, and supporting a collaborative culture. The engine of this process is the leadership teams at each school, and the grade level/subject level team working to monitor student performance at the classroom level and adjust instruction based on classroom formative assessments aligned to learning targets.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   Over the past 3 years Lynden staff has developed a continuous improvement culture that is based on an aligned plan and dependent upon implementing strategies and reaching performance goals. The school improvement plan provides a multi-year look at the initiatives and professional development necessary for successful engagement. The multi-year plan includes a specific action plan developed by staff for to address the next steps in the process. Schools are not bound by the school year calendar to start and stop planning and implementation. This has allowed staff to develop expertise in the processes and to make research-based improvement to instruction as an ongoing process, not one that needs to be recreated at the start of each school year. Our staff has developed common understanding of PLC processes as part of the continuous improvement cycles. Our improvement efforts over the next three years will build on the foundation we have set to improve instruction, align curriculum and provide more time and support for students who are not achieving at expected rates as well as those who reach mastery more quickly.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   Four waiver days will directly support the District and schools' improvement efforts by providing critical collaboration time for staff to engage in dialogue, planning, and implementing continuous school improvement and professional learning community work. The time provided by 4 waiver days will leverage other professional development training and time provided in the form of release time and extended time (paid time beyond the school day). The waiver time will be utilized as group or all school staff training and planning, grade level and subject level collaboration time, and individual planning to support curriculum alignment, use of assessments to inform instruction, and planning for instruction and student intervention support. School Improvement plans are posted to each schools website.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   The district Educational Leadership Team (all administrators and directors), school leadership teams (classified staff, certificated staff, and parents), work to develop school improvement plans. The Board of Directors along with the superintendent develop the goals and priorities for the district through feedback from stakeholders. Each principal shares their school improvement plan with parent groups, asking for feedback and input. Each school administers a parent, student, and staff survey to gather information and feedback. District level professional development teams (literacy, math, science) work to create clarity and coherence, providing input and direction.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   Currently the Lynden School District has 180 student instructional days. Grades K-8 have 21 early release half days which provides 7 professional learning time half days, 6 early release half days for

report card preparation and grade level and subject level planning, 4 early release half days for parent teacher conferences, 3 early release half days in exchange for evening conferences, open house/curriculum night, and an evening commitment for concerts. The last day of school is also an early release half day. Grades 9-12 have 180 student instructional days which include 17 early release half days. The 17 days include 7 early release half days for professional learning time, 5 early release half days for report card preparation and grade level and subject level planning, 2 early release half days for seniors to present their senor projects and 13 year plan, and 2 days in exchange for evening conferences. The last day of school is also an early release half day. If a waiver is granted the number of early release half days will be reduced by 9 days.

Our current CBA includes 2 days outside the 180 day state funded student calendar. Principals and school staff use these days to do all work that is required prior to the students first day. Staff prepare their classrooms, review school improvement plans, and complete essential trainings that must be covered prior to the start of school. These two days also include an open house time where parents bring students into the school to meet teachers. In addition, teachers have "deemed done" time, otherwise known as "Professional Responsibility" time that is part of their contract, but is not scheduled as district work time. This time is provided at per-diem for work outside of the school day and is not included as additional teacher work days without students. Currently the stipend for "Professional Responsibility" time is calculated at 12.1%

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	2
Total	182

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X	X	
2	100%			X
3				
4				
5				
6				
7				
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

School improvement is complex work and requires significant time and effort. It is imperative that time is provided for school staff to engage in this work in a meaningful way. Some of the additional time teachers are paid for is considered to be "deemed done" for the many hours teachers spend each evening reviewing student work, preparing lessons, attending school events, and communicating with parents. Much of the additional time is used by teachers to work with their colleagues on an ongoing basis. The two days we currently have that are in addition to the 180 state provided days is not nearly enough to provide the job embedded training and professional development to improve instruction, meet and confer with colleagues about curriculum, assessment, and instruction, or engage in the complex work of identifying specific student needs and the interventions necessary to provide the time and support for all students to be successful. The waiver days will provide Lynden the time to support this work. Our success is dependent upon teachers working together to improve their instructional capacity and deliver a guaranteed and viable curriculum.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Lynden School District #504

Ensure that all students graduate college, career, and citizenship ready

December 19, 2013
School Board Special Meeting
Minutes
Lynden High School
6:30 P.M.

1. Call to Order, Welcome, Pledge of Allegiance and Roll Call
Meeting called to order at 6:30 P.M. Director Shiu absent and excused, all others members present.

2. Approval of Resolution 06-13 – 180 Day Waiver
School board members reviewed Resolution 06-13 to authorize the 180 Day Waiver Grades K-12. Brian Johnson motioned to approve Resolution 06-13, seconded by Mike Haveman. Motion carried by voice vote.

3. Meeting Adjourned
Meeting adjourned at 6:35 P.M.

Jim Frey
Superintendent

Stephan Jilk
President

RESOLUTION 06-13

LYNDEN SCHOOL DISTRICT #504
1203 Bradley Road
Lynden, WA 98264

AUTHORIZATION OF 180 Day Waiver Grades K-12

WHEREAS, Lynden School District is committed to the improvement of student learning; and

WHEREAS, School Improvement Plans and training activities are in place in each of the district's schools; and

WHEREAS, the School Improvement Plans and activities are designed to facilitate implementation of the State's and school district's goals; and

WHEREAS, each school's leadership team and parent advisory committee, which are composed of staff members, parents, and community members, has participated in the development of the School Improvement Plans; and

WHEREAS, the Board of Directors of Lynden School District No. 504 recognizes that planning and training time is needed for staff members to implement identified goals, to align various curricula with Common Core State Standards, to develop and implement aligned curricula, and to implement the District's Strategic Plan and individual schools' Improvement Plans, and

WHEREAS, the Lynden School District No. 504 currently utilizes early release time to provide staff members with professional learning time for learning improvement planning and training; and

WHEREAS, the Board of Directors believes 4 "Waiver Days" used to replace 9 early release half days are a better way to organize time and are critical for planning and training and would be more conducive for staff professional development and provide better learning opportunities for students; and

WHEREAS, the 176-day school year for students will have total program hour offerings that meet or exceed the minimum requirements prescribed in RCW 28A.150.220(3).

WHEREAS, WAC 180-18-040 allows a school district to apply to the State Board of Education for a waiver from the provisions of the minimum one hundred eighty day school year requirement;

NOW THEREFORE BE IT RESOLVED that the Board of Directors of the Lynden School District hereby request the Washington State Board of Education to waive the 180 school day requirement for the 2014-15, 2015-16, and 2016-17 school years so that four days each year may be devoted to planning and training that is linked to improvement of learning and

BE IT FURTHER RESOLVED that the district will use the following means to determine if learning improvement occurs:

- The percentage of students meeting standard on Washington State assessments in reading, writing, math, and science will continue to increase each year over the next three years

BE IT FINALLY RESOLVED that the Board of Directors is committed to provide continuing opportunities for staff members, parents and community members to work together to improve student learning through such means that include but are not necessarily limited to the schools' leadership teams, strategic planning process, curriculum committees, and other meetings in which parents and community members may offer input about learning programs, and committees that may be established to facilitate achievement of the goals described herein.

ADOPTED by the Board of Directors of Lynden School District #504 at their special meeting held on the 19th of December 2013.

BOARD OF DIRECTORS

_____ _____

President

_____ _____

_____

Attest:

_____

Superintendent and Secretary to the Board of Directors

Lynden School District
2014/2015

Mon.	Tues.	Wed.	Thur.	Fri.		T	S1
AUGUST/SEPTEMBER							
25	26	27	28	29			
1	2	3	4	5	4		
8	9	10	11	12	5		
15	16	17	18	19	5		
22	23	24	25	26	5		
29	30				2	21	
OCTOBER							
		1	2	3	3		
6	7	8	9	10	5		
13	14	15	16	17	5		
20	21	22	23	24	5		
27	28	29	30	31	5	23	44
NOVEMBER							
3	4	5	6	7	5		
10	11	12	13	14	4		
17	18	19	20	21	5		
24	25	26	27	28	4		
30					1	19	63
DECEMBER							
1	2	3	4	5	5		
8	9	10	11	12	5		
15	16	17	18	19	5		
22	23	24	25	26			
29	30	31				15	78
JANUARY							
			1	2			
5	6	7	8	9	5		
12	13	14	15	16	5		
19	20	21	22	23	4		
26	27	28	29	30	5	19	97

Mon.	Tues.	Wed.	Thur.	Fri.		T	S2
FEBRUARY							
2	3	4	5	6	5		
9	10	11	12	13	5		
16	17	18	19	20	4		
23	24	25	26	27	5	19	116
MARCH							
2	3	4	5	6	5		
9	10	11	12	13	5		
16	17	18	19	20	5		
23	24	25	26	27	5	20	136
30	31						
APRIL							
		1	2	3			
6	7	8	9	10	5		
13	14	15	16	17	5		
20	21	22	23	24	5		
27	28	29	30		4	19	155
MAY							
				1	1		
4	5	6	7	8	5		
11	12	13	14	15	5		
18	19	20	21	22	5		
25	26	27	28	29	4	20	175
JUNE							
1	2	3	4	5	5	3	180
8	9	10	11	12			
15	16	17	18	19			
22	23	24	25	26			
29	30						

Aug 28-29	PRS Days
Sep 1	Holiday - Labor Day
Sep 2	First Day of School
Sep 18	Waiver Day 1
Oct 30	Waiver Day 2
Nov 11	Holiday - Veterans Day
Nov 14	P-12 Early Release
Nov 19-25	P-8 Early Release / Conferences
Nov 26	P-12 Early Release
Nov 27	Holiday - Thanksgiving Day
Nov 28	No School - Thanksgiving Break (Holiday 260 day)
Dec 22-23	No School - Christmas Break Begins
Dec 24	No School - Christmas Break (Holiday 260 day)
Dec 25	Holiday - Christmas Day
Dec 26-31	No School - Christmas Break
Jan 1	Holiday - New Year's Day
Jan 2	No School - Christmas Break
Jan 16	P-12 Early Release
Jan 19	Holiday - Martin Luther King Day
Feb 16	Holiday - Presidents' Day
Feb 17	Waiver Day 3
Mar 27	P-12 Early Release
Mar 30-31	No School - Spring Break
Apr 1-3	No School - Spring Break
Apr 21	Waiver Day 4
May 19-20	P-12 Early Release
May 25	Holiday - Memorial Day
June 5	Last Day of School - Early Release

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Methow Valley School District
Superintendent	Thomas Venable
County	Okanogan
Phone	(509) 996-9205
Mailing Address	18 Twin Lakes Rd. Winthrop, WA 98856
Contact Person Information	
Name	Thomas Venable
Title	Superintendent
Phone	(509) 996-9205
Email	tvenable@methow.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	6
School Years	2014-15; 2015-16; 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	10

Reduction	1
Remaining number of half days in calendar	9
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

A. Engage all staff in the development of a district-wide strategic vision (Plan). Using the Harvard Public Education Leadership Project Coherence Framework, promote clarity through the development of a district-wide mission, vision (Ends 1), set of core beliefs, clearly articulated outcomes (Ends 2- Academic Competencies and Ends 3 - Attributes, Attitudes, and Skills), and measures to support the monitoring of our progress in relation to the outcomes.

B. Promote clarity of outcomes and increase district-wide alignment of instructional practice horizontally and vertically through the development of units of structured inquiry that are aligned to the Common Core State Standards.

C. Design and implement common formative and summative assessments within each unit of inquiry that provides students with the opportunity to exhibit their learning. Use the information gathered to measure student progress and achievement against the outcomes (Ends 2 and Ends 3).

D. Refine common formative and summative assessments in each core subject area. Use the information gathered to measure student progress and achievement against the outcomes (Ends 2), with an emphasis in the area of writing.

E. Establish a district-wide Learner Profile, highlighting the Attributes, Attitudes, and Skills (Ends 3) and measure student progress and performance against the outcomes set forth within the district's strategic vision.

F. Eliminate the achievement gap through the establishment of a Pre-K through Grade 3 Literacy Alignment Partnership Program that includes the Methow Valley Primary Teachers (K-3), Head Start, and private pre-school providers in our community.

G. Eliminate the achievement gap through the continued refinement of a tiered set of academic and behavioral interventions that can be monitored and measured over time.

H. Increase family and community engagement in support of increased student learning and achievement.

I. Engage in a comprehensive feasibility study associated with competency-based models of instruction, resulting in increased on-time and extended graduation rates.

J. Promote the development of skilled users of technology and information through integration of technology across all content areas and coursework.

2. What are the student achievement data motivating the purpose and goals of the waiver?

Using multiple measures that include student performance on state assessments, the student achievement index, district-level assessments, and common formative assessments generated by content-based and grade level teams, many of our students are achieving at relatively high levels in comparison to other high achieving comparable districts. Yet, upon closer examination of our student performance by subgroups, we notice a discrepancy in performance between our non low-income students and their same-age low-income peers using state, district, and classroom-based assessments. Further, we notice a downward trend in student progress and performance in the area of writing.

Given 54% of our families qualify for free or reduced meal services, we are motivated to address the achievement gap associated with income levels and poverty using the following strategies (Strategic Anchors embedded within our District-wide Strategic Vision):

- Early Childhood Education: Develop an Early Learning Partnership focused on creating a shared set of literacy-based outcomes and engaging in collaborative professional development that promotes the alignment of literacy-based instructional practices that are shared by all early learning providers in our community, resulting in an increased academic readiness level of incoming Kindergarters.
- Equity and Excellence for All: Engage Liberty Bell Jr./Sr. High School staff in the process of 'detracking' to ensure all students are engaged in a rigorous program of study.
- High Quality Teaching and Learning: Engaging all staff in the refinement of our tiered list of academic and behavioral interventions in support of struggling learners throughout our schools.
- Family and Community Engagement: Engaging families in their child's learning using a differentiated set of strategies.
- Innovation and Flexibility: Design and implement a competency-based model of instruction in grades 7-12 that builds upon each student's passion and interests to promote higher levels of engagement.

3. **Describe the measures and standards used to determine success and identification of expected benchmarks and results.**
   A. Develop and implement a district-wide strategic vision (Ends 1) that promotes clarity and cohesion within the schools and throughout the community and is characterized by a clearly aligned set of measurable outcomes (E2 and E3).
   B. Design and implement units of structured inquiry in grades Pre-K through 12 that include the following elements: A central theme, alignment to the Common Core State Standards, lines of inquiry, common formative assessments, and a summative assessment.
   C. Design and implement individual student exhibitions of learning at each grade level. Collect quantitative and qualitative data demonstrating how students are applying their knowledge and skills in service to their community.
   D. Design and implement a well-defined Learner Profile that describes the Attributes, Attitudes, and Skills (Ends 3) displayed by every learner, resulting in the development of well-rounded responsible citizens as measured by their contributions to their school community and community at-large.
   E. Develop a Pre-K through Grade 3 Literacy Alignment Partnership Program resulting in the development of increased Kindergarten readiness and transition skills both academically and behaviorally as measured by the WA Kids data.
   F. Design and implement a Pre-K through Grade 3 Literacy Alignment Partnership Program aimed at reducing the number of students requiring tier II and tier III interventions academically and behaviorally in grades K-3, resulting in an increased capacity to allocate existing resources in support of innovative programs district-wide.
   G. Facilitate Annual School Climate and Perception Survey displaying an increased level of knowledge, skill, and confidence in their ability to support their child's learning, resulting in increased student achievement academically and behaviorally,
   H. Facilitate Annual Staff Technology Survey displaying increased knowledge, skill, and use of technology, resulting in the development of skilled users of technology and information.
   I. Design and implement a competency-based instructional model in grades 7-12, resulting in increased graduation rates and inspired graduates prepared for a wide array of vocational and educational options.
   J. Increase the percentage of low-income students enrolled in rigorous (Honors and/or AP) coursework in grades 9-12.

4. **Describe the evidence the district and/or schools will collect to show whether the goals were attained.**

   The Methow Valley School District will use multiple measures (state, district, classroom-based assessments, and student exhibitions) to monitor student progress and performance aligned to the district vision (Ends 1) and outcomes (Ends 2 and 3) as compared to other high performing schools and districts in the state, nationally, and internationally. The superintendent will provide the Methow Valley School Board with an Annual Monitoring Report associated for each Ends Statement (1,2 and 3), reflecting the district's progress and performance using both quantitative and qualitative data and analysis.

5. **Describe the content and process of the strategies to be used to meet the goals of the waiver.**

   The design of the Professional Development Days (Waiver Days) will be facilitated by the district's Teaching and Learning Committee. The TLC consists of administrators and staff representation from each of our three schools. The design of each day will include time spent engaged in district level collaboration and small group professional learning communities as defined by grade level and/or content-based teams. Given our district-wide goals include promoting clarity and cohesion as reflected in Ends 1, 2, and 3, all certificated staff, classified staff, exempt staff, and board members participate in district-level collaboration on our Professional Development Days.

6. **Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?**

   The superintendent has been charged by the Methow Valley School District Board of Directors to facilitate the development of a new district-wide strategic vision that is characterized by a clearly defined vision, mission, core beliefs, set of measurable outcomes, strategies, and actions.

   Using the Public Education Leadership Project Coherence Framework Model developed within the Harvard Graduate School of Education, the superintendent will work closely with students, staff, families, community members, and the school board to ensure that we are an instructionally focused school district. Further, the instructional core is closely aligned to mission, vision, core beliefs, a set of measureable outcomes, strategies, and actions.

   Some of emerging themes that have surfaced through the current Entry Plan process that will be shared with the community include: Early Childhood Education, Family and Community Engagement, Equity and Excellence for All, Innovation and Flexibility, High Quality Teaching and Learning, and Character Development. They will serve as the 'strategic anchors' that align our instructional practices with our measureable outcomes and vision.

   Our continued work over the course of the next three years will include the development and implementation of a prioritized list of 'actionable items' associated with each strategic anchor.

   An example within the area of High Quality Teaching and Learning includes the development of structured units of inquiry-based instruction that align to the Common Core Standards, include both formative and summative assessments, and provide students with an opportunity to exhibit their learning.

   This example, along with the design and implementation of the other actionable items aligned to the six strategic anchors are fundamental to the ability of staff to develop students and graduates that resemble our identified outcomes. This important work will require time for teachers to engage in on-going, job-embedded professional development.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The Professional Development Days support the ability of our staff and community to engage in the development of our strategic vision (Ends 1) and outcomes (Ends 2 and 3), Further, the Professional Development Days allow staff to engage in the collaborative, on-going monitoring of student progress and achievement in comparison to the Academic Competencies (Ends 2) and the Attributes, Attitudes, and Skills (Ends 3). We encourage you to follow our progress on our district's website at www.methow.org.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

Shortly following my appointment as the new superintendent of the Methow Valley School District, I notified our students, staff, families and community that I would be spending my first six months actively listening and learning more about our schools and our community using an 'Entry Plan' approach designed by Barry Jentz.

The process has served as an opportunity for our community and staff to pause and reflect upon where it's been, where it's at, and where it wishes to be moving forward. The process of listening, learning and data collection has included: classroom observations, literature reviews, research and analysis of our student performance, participation at school-based and community events, community listening sessions, and individual interviews of every staff member and interested community members.

Six months later, having engaged in 170 classroom visits, 80 individual staff interviews, multiple community listening sessions, literature reviews, data analysis, and numerous school-based and community events, it is evident that the six Professional Development Days (Waiver days are commonly referred to as Professional Development Days within the community.) are considered essential by staff and are well-supported by our community.

Our community understands the most important factor that influences student achievement in the classroom is the quality of the teacher in the classroom. They also recognize that in spite of decrease in the total number of instructional days from 180 to 174 days, our district exceeds the minimum number of instructional hours (RCW 28A.150.220) by a significant margin. Given the length of our instructional day is just shy of 7 hours (6 hours and 56 minutes to be exact), our students in grades 1-6 and 7-12 exceed the 1,000 and 1,080 hours of instructional time as required at each grade level. Most notably, we exceed the number of instructional hours in grades 7-12 by 39.4 hours in grades 7-12 using a 174-day school calendar.

In support of our request to the State Board of Education, the Methow Valley Education Association has expressed a willingness to forgo another Early Release as necessary to maintain the six Professional Development Days in support of their continued growth and development. The reduction of one additional Early Release day within this renewal proposal would serve as a net reduction of 5 Early Release Days over the course of the past three years.

In addition to having community members serve on the Teaching and Learning Committee that designs the Professional Development Days, the district regularly communicates the value of these days with the community through the use of district publications and other forms of media.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

With the exception of one additional Teacher Workday designated prior to the beginning of the school year and the equivalent of two additional Technology Professional Development Days, there are no Professional Development Days over and above the 180 school days designated within the current CBA.

During the past six years, we have successfully utilized the six waiver days (Professional Development Days) in support of staff development while exceeding the state requirement of a minimum 1,000 hours of instructional time across all grade levels.

Looking forward - In spite of the changes adopted in the new legislation requiring 1,080 hours of instruction at each grade level in grades 7-12, we continue to exceed the requirements by providing 1,119.4 hours of instructional time. Thus, the highlights of our current schedule include:

- 174 day student calendar
- 6 hour, 56 minute student day in grades 1-12
- 6 Professional Development Days scheduled within the school calendar (Waiver Days)
- 7 Early Release Days for Parent-Teacher Conferencing (Fall and Spring Combined)
- 3 Early Release Days for Grading and Reporting

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	174
Waiver days (as requested in application)	6
Additional teacher work days without students	3
Total	183

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100			x
2	100	x		
3	100	x		
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

Aside from the one Teacher Workday directed by the teachers and the two Technology Professional Development Days funded by a Capital Improvements Technology Levy focused on developing skilled users of technology and information, we do not have any on-going, job-embedded Professional Development Days available in support of the critical work previously described in response to questions 3,4, 6 and 7. In addition, any additional revenue received in the 2014-15 budget will continue to be encumbered as we attempt backfill the deep cuts to our budget during the past six years.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. **Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.**

   The waiver day previously submitted focused on the following goals:
   - Review school improvement plan and implementation effort
   - Align curriculum across the system
   - Develop a shared vocabulary around character development
   - Develop common assessments in core areas
   - Develop appropriate instructional interventions and enhancements by examining student work and assessment data
   - Develop cross-curricular techniques

2. **How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.**

Accomplishments associated with the purposes and goals of the previous waiver include:

- Development of common formative assessments by content area aligned to the standards.
- Rubrics developed to support evaluation and promote student reflection of performance in relation to the standards.
- Systems of academic intervention for students not yet performing at standard in the area mathematics.
- Increased staff engagement in the use of student work to accurately describe present levels of student performance, monitor progress, and adjust instructional approach.
- While writing remains an area needing continued attention, student achievement data using state, district, and classroom-based assessments across all other core subject areas reflect increases in student progress.
- Many of the goal areas were integrated into the adoption of the University of Washington's Center for Educational Leadership 5 Dimensions.
- All Methow Valley School District administrators have successfully completed the rater-reliability training.
- Nearly two-thirds of the certificated staff is being evaluated using the new system of teacher evaluation.
- All administrative staff is being evaluated using the AWSP Leadership Framework.
- Recent acknowledgments and honors include:
  - Liberty Bell Jr./Sr. High School:
    - 2012 – Ranked 12th in the Nation by U.S. News
    - 2010-11 – Overall Excellence and Extended Graduation, OSPI
    - 2010-09 – Overall Excellence and Extended Graduation, OSPI
    - 2008-09 – Overall Excellence, OSPI

3. **Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.**

   I believe the proposed changes to the previous waiver plan are accurately reflected in the responses to questions 1-12. We are deeply engaged and committed to the work of developing system's level clarity and cohesion that results in increased student achievement for all learners.

4. **Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan.**

   As described by Patrick Lencioni in the book titled, The Advantage, successful organizations are built on a foundation of trust, engage all stakeholders in healthy conflict and dialogue, develop high levels of commitment associated with the organization's vision and outcomes, believe in the capacity of one another to improve and thus, hold one another accountable, and are results-oriented.

   The Methow Valley School District is developing a strategic vision that promotes clarity and cohesion within our schools and throughout our community as reflected within this proposal. Administration, students, staff, families, and community members are working together to build a framework that supports our ability to develop innovative, creative, knowledgeable, principled, disciplined, and compassionate learners who are prepared to graduate with a wide array of options and positively contribute to their community.

   The important work associated with improving the quality of teaching and learning, partnering with families and community members, increasing access to high quality early learning programs for all children, developing innovative and rigorous programs of study, and ensuring equity and excellence for all students requires time for all staff to engage in on-going, job-embedded professional development.

   As a relatively small, isolated rural school district with limited access to resources, the need for six waiver days in support of professional development for all staff is paramount to our ability to realize our goals.

5. **How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.**

The superintendent communicated the importance of the waiver days in support of professional development regularly using district publications and the local media.

Similarly, the current request has been developed with the involvement of all staff, families, community members, the Methow Valley Education Association and school board members. Appreciation for the community's continued support has been communicated to the community using district publications and local media.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Valley School District
Superintendent	Dennis Killmer
County	Stevens
Phone	509-937-2780
Mailing Address	3030 Huffman Road Valley, WA 99181
Contact Person Information	
Name	Dennis Killmer
Title	Superintendent
Phone	509-937-2780
Email	Dennis.killmer@valleysd.org
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Three
School Years	14/15, 15/16, 16/17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	no
Reduction	0
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

   Continued curriculum development to enhance the District philosophy and ensure student mastery of Washington State Essential Learning Requirements and successful performance on Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE) and End Of Course (EOC) state assessments.

   Prepare certificated staff for the transition to the Common Core State Standards, implementation of the Marzano Teacher Evaluation system and future use of Smarter Balanced Assessments.

2. What are the student achievement data motivating the purpose and goals of the waiver?

   The District currently uses data from the MSP, HSPE, EOC, MAP and Classroom Based Assessments to determine student achievement.

   From these assessments we have determined that while overall student achievement is improving we continue to struggle with achievement gaps. We are concerned about proficiency gaps for all students.

   The waiver days will allow staff to analyze the assessment data and collaborate to develop the necessary interventions and instructional strategies to support increased student achievement levels.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   The standards used to determine success will be OSPI's AMO baseline and annual MAP scores. We will analyze the student scores against the Annual Target Schedule and the Math, Reading and Language Usage MAP RIT scale to determine growth.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   The measures and standards we will use to determine success will be the AMO baseline and Annual Target Schedule as posted on the OSPI website as well as longitudinal MAP scores and Classroom Based Assessments. For the MAP scores we will determine success as one year's growth in RIT score.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Professional Development trainings will focus on integrating CCSS into instruction models and analyzing data from the state assessment tests and using it to develop interventions for each student achieving below grade level. Marzano training continues throughout weekly staff meetings. We will contract coaching services through ESD 101 and other available sources

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   We will continue to build on using the analysis of data to drive instruction as we strive for continuous improvement. Changes in state assessments and the evaluation systems will also require continued professional development. Implementing both of these systems and integrating the CCSS is a multi-year process.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   The goals stated in #1 of this application are aligned with our Schoolwide Improvement Plans. The Schoolwide Improvement Plans are available on the Valley School District website at www.valleysd.org.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   The waiver topic has been discussed in staff meetings, parent meetings, administrative meetings and school board meetings with feedback collected at all meetings. Positive support has been shown to support student achievement through professional development days of training.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   Valley School District has no collective bargaining agreements in place.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	1
Total	181

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			1
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			

Check those that apply

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

    The one day listed in row three of the above table is the day before school and is used as a classroom prep day.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Zillah School District #205
Superintendent	Kevin McKay
County	Yakima
Phone	509-829-5911
Mailing Address	213 4th Ave Zillah, WA 98953
Contact Person Information	
Name	Kevin McKay
Title	Superintendent
Phone	509-829-5911
Email	Kevin.mckay@zillahschools.org
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	7=4 parent/student conference days, 3 profesional development days
School Years	2014-15, 15-16, 16-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The purpose of the waiver is to provide 3 full days of professional development training for certified and classified staff and four full days of parent conferences. The goal of the professional development training is to provide the staff with skills and knowledge that will directly benefit our students and increase their academic achievement. The professional development inlcudes meeting individual student needs, student achievement data analysis, TPEP, CCSS, researched based instructional practices, technology integration into instruction. The goal for four full days of parent conferences is to provide the opportunity for all parents to communicate with teachers about their child's academic progress and better engage parent's in their child's education. An additional purpose of the wavier is to increase instructional time. By elimination ½ days and going to a 173 full day calendar we have increased the amount of instructional time for our students.

2. What is the student achievement data motivating the purpose and goals of the waiver?

Zillah School District student achievement data continues to show a need to meet the academic needs of all students. Specifically, we are attempting to better educate those students who are the neediest; ELL, Special Education, students living in poverty, students with behavior issues, special education students, students not at grade level, etc.

An additional focus on improving student achievement in math at the middle and secondary levels is greatly needed.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Grade level MSP results, classroom based assessments, benchmark and progress monitoring data, graduation rates and long term student academic progress will be used to determine success. Success will be achieved when we close the achievement gap and all students meet grade level standards and graduate with a high school diploma.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

- Student academic data and data on the number of students meeting grade level expectations and moving to the next grade.
- Benchmark and progress monitoring data to show student growth over the course of a school year.
- High school graduation rate data to show system level improvements.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The School Improvement Team (SIT) within each school determines the needs of the children within the school using data. The SIT then determines an action plan on how to address the needs of the students based on the data. The SIT presents to the District Improvement Team (DIT) for approval. The SIT then presents the data and action plan to the school staff for further approval and by in. A timeline is developed and the action plan is implemented. Specifics within the action plans are implemented throughout the course of the school year using the three days provided by the waiver. The final stage is an evaluation at the end of the school year or when new data is available to determine if progress was made in meeting the goal. The evidence is then presented to the DIT.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

Waivers in the subsequent years were also for professional development purposes. The focus of the professional development has been and will continue to center on student achievement. How the Zillah School District determines the exact type of professional development will be determined by the needs of our students and the strengths and weaknesses of our staff. We are currently working on RTI, GLAD, SIOP, TPEP, CCSS and research based instructional practices that line up with the Five Dimensions of Teaching and Learning framework from the University of Washington.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

School Board Goals, District Vission and Mission, IndiStar Plans, District Improvement Plan and School Improvement Plans
www.zillahschools.org

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

The development and implementation of the waiver is done by the Zillah School District Improvement Team. The DIT is responsible for developing the district calendar and professional development at the district level and within each school. The DIT is made up of all people listed within the question. Input is also gathered at building level and district level parent meetings and community forums.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

3 District Directed Optional Days (District determines agenda for the day)
5 Teacher Directed Optional Days (individual teacher choice with approval from principal)
173 Full Instructional Days
4 Student/Parent Conference Days
3 Required contract days (district-wide, District determines agenda for the day)
0 Half Days
0 Late Start Days
0 Early Release Days

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	8
Total	188

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X	X	
2	Optional	X	X	
3	Optional	X	X	
4	Optional			X
5	Optional			X
6	Optional			X
7	Optional			X
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

Days were used as planned. Days were used for the professional development of the Zillah School District staff.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

We have accomplished what we set out to do many years ago and we continue to do so each and every year. The waiver has allowed our staff to gain professional development during the school year and allows us to collaborate on our instructional strategies as well as focus on individual student achievement. As for the data: A very high percentage (95%) of our student graduate from high school on time and with the skills to pursue their interests in furthering their education or a career. We look at high school graduation as the most important data and that all other data is simply benchmark/grade level data.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

NA

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

It is imperative that we continue our work with regards to increasing student achievement by providing professional development to our teaching staff. The demographics of our students continue to change and with the change the needs of our students continue to increase. In addition to the needs of our students our staff also needs professional development with the new teacher evaluation system and the implementation of the Common Core State Standards. The need for the waiver is greater than ever if we are going to improve student achievement and teacher quality.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

We publish our district calendar and information about the wavier on our district website. Students, adminsitrators, teachers, classified employees, parents and community members all support our current schedule and the waiver. Specifically, the parents of the Zillah School District are supportive of the waiver due to the elimination of ½ days of school and the need to day care. Parents like to know that everyday their child goes to school it is a full school day. It would be very difficult for the Zillah School District to go back to a school calendar with ½ days, early release and/or late start days.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

ZILLAH SCHOOL DISTRICT No. 205

213 Fourth Avenue, Zillah, WA 98953-9533
(509) 829-5911 Fax # (509) 829-6290
http://www.zillahschools.org/
"Educational Excellence for Everyone"

Board of Directors

- Sandra Adams, Chair
- Jeff Brady, Vice Chair
- Dennis Jones, Legislative Rep.
- Darrin Belton, Member
- Chris Van Antwerp, Member

Administrative Office

- Kevin McKay, Superintendent mckay_k@zsd.wednet.edu
- Dave Fortin, Director of Finance and Operations
- Cecily Widner, Supt. Secretary and Food Service Accounting
- Cindy Gamache, Central Registrar and Assessment Coordinator
- Jane Yerges, Human Resource and Payroll Manager
- Debbie Ekstrand, Accounts Payable and Transportation Coordinator

February 4, 2014

Washington State Board of Education
600 Washington Street SE
P.O. Box 47206
Olympia, Washington 98504

Re: Zillah School District 180 Waiver-Revised Request

Dear Washington State Board of Education Members,

The Zillah School District is requesting a waiver of three (3) school days for professional development purposes only. Our original waiver application requested seven (7) school days; three (3) days for professional development and four (4) days for parent conferences. We have submitted an application for waiver of four (4) school days for the purpose of parent conferences as outlined in WAC 180-18-050. We are sorry for any confusion that this request may create and would be happy to speak in more detail about our revised request.

Sincerely,

Kevin McKay, Superintendent

Sandra Adams, Board Chair

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Discipline Discussion and Resolution**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What are the State Board of Educations priorities in addressing the issue of discipline? Do the federal guidelines align with the SBE goals for addressing the issue of discipline? What are the Board's next steps?
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☒ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board will engage in a discussion about its goals around the issue of discipline and its potential role and next steps in impacting discipline policies and practices in Washington State. The Board will also hear about the recently released federal guidelines on discipline policies and practices and consider the adoption of a resolution affirming the Board's commitment to engaging the issue of discipline and encouraging districts to evaluate their policies in light of the federal guidelines.

DISCIPLINE RESOLUTION AND FEDERAL GUIDANCE

Policy Consideration

1. Does the federal discipline guidance align with the Board's goals for engaging the issue of discipline?

Background

On January 8, 2014 the U.S. Department of Education and the U.S. Department of Justice released guidance for student discipline policies. This guidance is intended to help districts, schools, and policymakers create effective discipline policies that are equitably administered across student groups. The guidance cites research that has found disparities in discipline rates based on race, income, and special education status, similar to what we have seen in Washington state. The Departments have engaged in investigations of districts and schools suspected of violating Title IV and Title VI, which require that discipline policies be applied without discrimination on the basis of race. Currently in Washington, Seattle Public Schools is being reviewed for discipline related issues. The guidance issued by the Departments is intended to notify stakeholders and districts of the concerns and provide solutions for creating safe and effective discipline policies that do not disproportionally impact particular student groups, either through design or implementation.

Summary

Concerns

The concerns of the Departments are outlined in the "Dear Colleague Letter." The letter cites research that correlates suspension and expulsion with decreased academic achievement, higher dropout rates, school avoidance and disengagement, increased behavioral problems, substance abuse, and juvenile justice involvement. In terms of racial disparity, the Departments are concerned with the different treatment of students under seemingly neutral policies and the disparate impact that policies may have on students of a particular group. Different treatment can manifest as:

- The inconsistent enforcement of a policy with a particular student group,
- The inconsistent and more severe punishment of a particular student group, or
- A policy that targets a particular students group, such as a dress code that prohibits a style of clothing officials believe a particular student group would be likely to wear.

Disparate impact of policies is commonly seen in policies that impose mandatory interventions and exclusions for offenses.

The "Dear Colleague Letter" also asks districts and schools to examine their discipline policies in terms of the educational goals the policy may support.

Solutions

The Departments also issued a “Guiding Principles” document that provides strategies for creating a safe and welcoming environment for all students. The three guiding principles are:

1. “Create positive climates and focus on prevention;”
2. “Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and”
3. “Ensure fairness, equity, and continuous improvement.”

Under each guiding principle, the Departments outline actions and strategies. Under guiding principle 1, there are strategies such as using a positive behavior and intervention system, promoting social and emotional learning, and increasing staff training on engaging in positive behavior. For guiding principle 2, strategies include setting high expectations for student behavior, engaging the entire school community and families in developing discipline policies, and removing students from the classroom as a last resort. Under guiding principle 3, strategies focus on the use of data to track the fair use of discipline practices and areas for improvement.

Alignment with State Board of Education Goals

The guidelines and supporting actions and strategies were developed with the intention of reducing disproportionality in discipline practices and improving the school environment for all students. This aligns with the Board’s strategic plan goal of reducing the achievement and opportunity gaps and promoting equity, and the Board’s mission to advance the academic achievement of all students.

The attached resolution asserts the Board’s intent to continue to engage the issue of discipline, potentially through a system health indicator, and improve discipline practices. The federal guidelines may serve as a means for the SBE to communicate to districts what it considers to be best practices in ensuring fair treatment of all students and the creation of safe and welcoming schools. The resolution, therefore, encourage districts to use the federal guidelines to examine their discipline policies and practices.

Action

Approval of a school discipline resolution encouraging districts to examine their policies in light of the federal guidelines.

2014 School Discipline Resolution on Federal Guidance

Whereas, schools in Washington state removed over 47,000 students in 2012-13.

Whereas, similar to national trends, the majority of suspensions and expulsions in Washington state are for non-violent behavior;

Whereas, in Washington state students of color, low-income students, and special education students are suspended and expelled at disproportionate rates;

Whereas, being suspended or expelled has been found to impact a student's academic success;

Whereas, the State Board of Education affirms its commitment to improving school discipline practices;

Whereas, the State Board of Education recognizes that data in new categories developed by the Discipline Data Task Force will be collected in the future and will allow for better understanding and measurement of current practices and discipline's impact on students;

Whereas, the State Board of Education intends to continue to explore the potential incorporation of discipline into the State's Healthy Schools indicators framework;

Whereas, on January 8, 2014 the United States Departments of Education and Justice issued school discipline guidance that calls for improving school climate and discipline policies with the goal of reducing disproportionality in discipline practices;

Whereas, the guidance draws on emerging research and best practices to help guide state and local efforts to improve school climate and school discipline;

Whereas, the guidance encourages schools to develop safe, inclusive, and positive school climates that provide students with supports such as evidence-based tiered supports and social and emotional learning;

Whereas, the guidance encourages schools to develop clear, consistent, and appropriate expectations and consequences regarding student behavior;

Whereas the guidance encourages schools to ensure equity in their discipline practices and monitor their discipline data to facilitate continuous improvement of practice and policy;

Whereas, the guidance encourages schools to only remove students from the classroom as a last resort and return students to class as soon as possible; and

Whereas, the guidance asserts that if students are removed from class they should receive comparable academic instruction and educational services as those received in the classroom.

Therefore, be it resolved that the Washington State Board of Education encourages schools and school districts to review their discipline policies and practices in light of the federal guidance issued on January 8, 2014.

DRAFT

DISCIPLINE DISCUSSION QUESTIONS

1. What are the State Board of Education's priorities in addressing the issue of discipline?
    a. Impact on student achievement
    b. Disproportionality of discipline practices
    c. Impact on opportunity and achievement gaps
    d. Others?

2. What aspects of the discipline issue are most important for the Board to measure?
    a. How would these translate into an indicator?
    b. When and how would they be measured? In what system?

3. What are the Board's next steps in addressing this issue?
    a. Information gathering
    b. Raising awareness
    c. Others?

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Student Presentation**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Board Member Elias Ulmer will speak on the following topic: “How the Board’s Work on Graduation Requirements has Impacted, or Will Impact, K-12.”

STUDENT PRESENTATION

Policy Consideration

None

Summary

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
2014.01.09	Mara	2
2014.03.06	Eli	3
2014.05.08	Eli	5
2014.07.10	Mara	4
2014.09.11	Student B	1
2014.11.14	Mara	3
2015.01.08	Student B	2

Background

None

Action

None

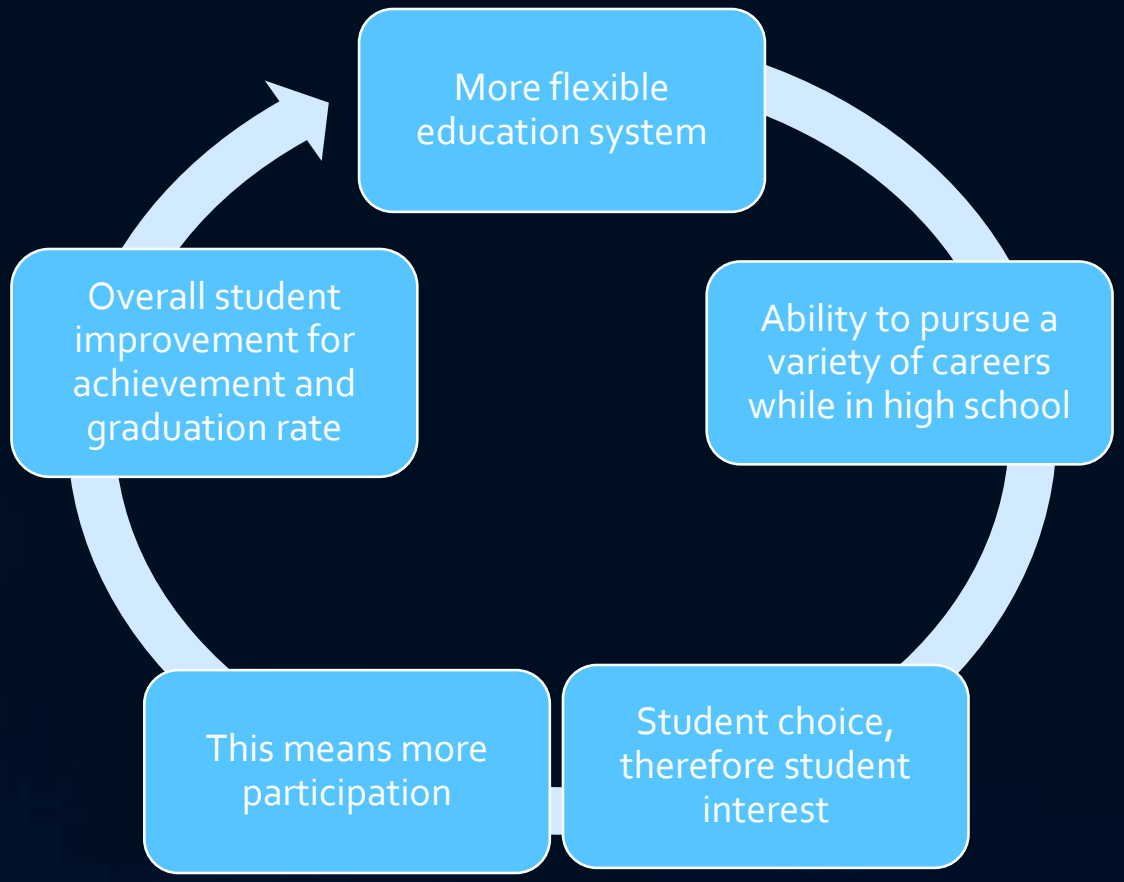
Washington State Board of Ed. Impact on Graduation Requirements and the Students of Washington State

BY ELI ULMER

Providing Opportunity

- Encouraging career- and college-ready graduation requirement infrastructure
- Allows for enhanced high school and beyond plan
- Potentially increasing attendance

The potential of choice in course taking



Consistent Support of 24-Credit Requirements

- The State Board has been committed to developing a more flexible system
- Will take effect on the Class of 2019

2006	2010	2011	2014
Define the high school diploma	Approved 24-credit requirements	WAC 180-51-067 Improving infrastructure of requirements	Adopted resolution to encourage flexibility

Direct Impact on Students

Personalization

- Actively take part in an occupation of interest
- Ability to modify this plan

Development

- The student will be able to modify their goals throughout their high school career

Preparation

- These requirements allow your education plan you grow with you, and prepare you for what you want to do ahead in life

Real life impacts, not just words on paper

ACTION

- Postsecondary path encouraging an advanced educational focus
- Ability to pursue Career and Technical Education credit

REACTION

- Confident career choices while in high school
- This will make it easier for aspiring future leaders to begin working and learning what they want and receive credit

My Vision of a Better Education System

- Current system is to constrictive, new requirements open up more possibilities
- A future of education, and an understanding of its importance
- Better performance and higher engagement among students

Our education system should be designed so that the student can evolve the human desire to learn and grow in a way that is comfortable and tangible so that we may build a world of individuals willing to take on the future and innovate for tomorrow.

"THE TASK OF THE MODERN EDUCATOR IS NOT TO CUT DOWN JUNGLES, BUT TO IRRIGATE DESERTS." -C.S. LEWIS

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Legislative Update**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	• What will next steps be if the 24 credit framework is authorized? • How will legislative outcomes impact the Board's work for the rest of the year and frame the Board's legislative priorities for the 2015 session?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	This section includes an overview of the legislative conversations and progress around our legislative priorities, as well as other bills that impact the SBE's work. The packet includes a copy of E2SSB 6552 and the accompanying bill report. Copies of the other priority bills that are still alive and working their way through the opposite house at the time of this drafting are included in the online version. Also included is a summary of the recent McCleary court order asserting that the Legislature did not make adequate progress towards fully funding basic education. Please Note: These materials will change as the events of the Legislature unfold leading to our March meeting and will be updated in additional materials. At the meeting we hope to be able to review budget proposal information and updated bill status.

LEGISLATIVE PRIORITY POLICY DISCUSSION: 2014 LEGISLATIVE SESSION

Ample Provision

Priority: Make ample provision for K-12 education programs.

Budget negotiations had not taken place at the time of this drafting. The Governor's proposed 2014 supplemental budget appropriates an additional $200 million for basic education.

The issue of full funding was discussed frequently in testimony on graduation requirements and the reinstatement of teacher salary cost-of-living adjustments. Much of the testimony asserted that program reforms should be deferred until the educational system is fully funded, though no definition or measurement of full funding was offered.

The Legislature proposed a few bills addressing local funding, including altering how federal forest land revenues are accounted for in a district's basic education allocation, and creating a task force to examine local levy funding.

Career and College Ready

Priority: Authorization of a 24-credit career and college ready graduation requirement framework.

There were six bills that addressed graduation requirements this session, four of which referenced the SBE framework.

Much of the testimony on 24 credits included comments on funding, preparing students for postsecondary opportunities, flexibility for students that wish to take CTE courses, and support for underserved students to meet the requirements. There was significant support for the work that the SBE has done during the last year to increase the flexibility of the framework and emphasize all postsecondary pathways, rather than creating a default, four-year degree pathway.

- HB 1656, which differed significantly from the SBE framework, was reworked to align with the SBE framework, but was not reported out of committee.
- HB 2242 and SB 6337 both implemented recommendations from the Quality Education Council, including the authorization of the SBE framework, but neither were reported out of committee.
- HB 2181 aligned with the SBE framework, but was not reported out of committee.
- SB 6092 authorized 24 credits, but did not reference the SBE framework and was not reported out of committee.
- SB 6552 combined the authorization of the SBE 24-credit framework with course-equivalency standardization in math and science, changes to the instructional hour increase, and a redistribution of the funding allocated for instructional hours to other uses in support of 24 credits. This bill was the result of a bipartisan, bicameral effort and

addressed legislation and concerns heard in the education committees of both chambers. This bill passed the Senate scheduled for a hearing in the House Education Committee on February 24 at the time of drafting.

Math and Science Equivalencies

Priority: Expansion of math and science course equivalencies for vocational programs.

There were three bills that addressed the expansion of course equivalencies in math and science. All three required OSPI to develop the equivalencies and curricula for the equivalent courses and for SBE to hold public hearings on and approve the list of equivalencies.

This legislation received resounding support from legislators, the governor, and stakeholders. Comments of support centered on the flexibility this afforded students who wished to pursue CTE coursework to still meet graduation requirements and the benefits of streamlining equivalencies across the state so that all students have access.

- HB 2540 initially included an ambiguous section on districts providing access to course equivalencies and a waiver provision for districts under 2,000 students. The bill was amended to clarify that districts must provide access to at least one math and one science course equivalency. The bill passed the House and was awaiting a hearing in the Senate at the time of this drafting.
- SB 6044 also included the ambiguous section on districts providing access to equivalencies and the waiver provision. It was not reported out of committee.
- SB 6552 includes a provision on establishing course equivalencies, but clarifies that the equivalencies are only required if a district already offers the course, and that a district is not required to offer new courses as a result of the legislation. There is also no waiver provision. This bill passed the Senate and was scheduled for a hearing in the House Education Committee on February 24 at the time of drafting.

Professional Development

Priority: Support restoration of professional learning improvement days.

There were four bills addressing state funded professional development days, none of which received public hearings in committee. One bill made professional learning part of the definition of basic education, while another explicitly stated that it was not. Three of the bills allowed the state to determine the content of the state funded days, such as Common Core and TPEP.

There was a fifth bill, HB 2358, that put into statute a definition of professional learning, but did not address state funded professional learning days. It was not reported out of committee.

Summer Learning Loss

Priority: Support efforts to combat summer learning loss.

There were three bills that addressed the issue of summer learning loss through expanded learning opportunities and one that provided for an extended school year. All four of the bills received significant support during public testimony, particularly as a way to address the opportunity gap.

- HB 2317 created a grant program to support partnerships between districts and community-based organizations. The bill was reported out of the Education Committee, but not out of Appropriations.
- SB 6209 created an expanded learning council to determine best practices in creating expanded learning opportunities to support learning loss. It was amended to include the SBE as a council member. This bill was ultimately incorporated in SB 6163.
- SB 6336 was the companion to HB 2317 and created a grant program for expanded learning opportunity partnerships. It was reported out of Senate Early Learning & K12 Education, but not out of Senate Ways and Means.
- SB 6163 created a pilot program to extend the school year by 20 days to address summer learning loss. It was amended to remove the pilot program and incorporate the expanded learning council from SB 6209. The expanded learning council is now charged with developing an action plan for a pilot program to extend the school year and examine other calendar modifications, such as a balanced calendar. SB 6163 was passed by the Senate and was heard the House Education Committee on February 19, and scheduled for executive session on February 26.

Other Legislation that Impacts the State Board

Option 2 Waivers

There were two bills, one in the House, one in the Senate, that addressed the Economy and Efficiency Waivers (Option 2). The House version expanded the program to all districts with no limit, but was amended to apply to districts with fewer than 2,000 students. The Senate version kept that cap at five schools, but removed the split between schools with enrollments of under 150 and those with 150-500 students, so that any district under 500 may be eligible for one of the five waivers. Public testimony was supportive of both of these bills. The Senate version passed and is scheduled for a hearing in the House Education Committee.

Instructional Hours

There were multiple bills that addressed the increase in instructional hours. Every bill delayed its implementation. None of the bills that addressed only instructional hours made it out of their respective policy committees. SB 6552 includes provisions on instructional hours, including changing the requirements to an average of 1000 hours for grades 1-8 and 1080 for grades 9-12, allowing averaging across grades in the district, resulting in a districtwide average 1027 hour requirement. It also allows non-instructional activities for seniors in the final five days of the school year to count as instructional time. SB 6552 passed the Senate and is awaiting a hearing in the House. Stakeholders have been overwhelmingly supportive of changes to the instructional hours requirements, with many saying they would prefer to use the funds to implement 24 credits, and that an increase of a few minutes in class will not impact student achievement.

High School and Beyond Plan

HB 2383 asks the State Board to examine the High School and Beyond plan as part of a larger report on career and college readiness being convened by the Washington Student Achievement Council. The SBE would make recommendation on how it could be made more rigorous and meaningful for students.

Teacher Evaluations

There were three bills in the Senate that would have required state assessments to be used in student growth calculations for teacher evaluations. Two of the bills did not get reported out of

committee. The third, SSB 5246 was voted down on the Senate floor with 19 yeas and 28 nays. All except one of the yea votes are members of the Majority Coalition Caucus (MCC). The nay votes included all but one of the members of the Democratic caucus and six members of the MCC. This potentially impacts the state's eligibility for a waiver from the federal Elementary and Secondary Education Act.

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552

State of Washington 63rd Legislature 2014 Regular Session

By Senate Ways & Means (originally sponsored by Senators Rolfes, Dammeier, Litzow, Rivers, Tom, Fain, Hill, Kohl-Welles, Mullet, McAuliffe, and Cleveland)

READ FIRST TIME 02/11/14.

AN ACT Relating to improving student success by modifying instructional hour and graduation requirements; amending RCW 28A.700.070, 28A.230.097, 28A.150.220, 28A.230.090, and 28A.150.260; and creating a new section.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1** The legislature recognizes that preparing students to be successful in postsecondary education, gainful employment, and citizenship requires increased rigor and achievement, including attaining a meaningful high school diploma with the opportunity to earn twenty-four credits. The legislature finds that an investment was made in the 2013-2015 omnibus appropriations act to implement an increase in instructional hours in the 201420-15 school year. School districts informed the legislature that the funding as provided in the 2013-2015 omnibus appropriations act would result in only a few minutes being added onto each class period and would not result in a meaningful increase in instruction that would have the positive impact on student learning that the legislature expects. The school districts suggested that it would be a better educational policy to use the funds to implement the requirement of twenty-four credits for high school graduation, which will result in a meaningful increase of instructional hours. Based on input from school districts across the state, the legislature recognizes the need to provide flexibility for school districts to implement the increase in instructional hours while still moving towards an increase in the high school graduation requirements. Therefore, the legislature intends to shift the focus and intent of the investments from compliance with the minimum instructional hours offering to assisting school districts to provide an opportunity for students to earn twenty-four credits for high school graduation and obtain a meaningful diploma, beginning with the graduating class of 2019.

PART I
CAREER AND TECHNICAL EQUIVALENCIES

Sec. 101 RCW 28A.700.070 and 2008 c 170 s 201 are each amended to read as follows:
(1) The office of the superintendent of public instruction shall support school district efforts under RCW 28A.230.097 to adopt course equivalencies for career and technical courses by:
(a) Recommending career and technical curriculum suitable for course equivalencies;

(b) Publicizing best practices for high schools and school districts in developing and adopting course equivalencies; and
(c) In consultation with the Washington association for career and technical education, providing professional development, technical assistance, and guidance for school districts seeking to expand their lists of equivalent courses.
(2) The office of the superintendent of public instruction shall provide professional development, technical assistance, and guidance for school districts to develop career and technical course equivalencies that also qualify as advanced placement courses.
(3) The office of the superintendent of public instruction, in consultation with one or more technical working groups convened for this purpose, shall develop curriculum frameworks for a selected list of career and technical courses that may be offered by high schools or skill centers whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements. The content of the courses must be aligned with state essential academic learning requirements in mathematics as adopted by the superintendent of public instruction in July 2011 and the essential academic learning requirements in science as adopted in October 2013, and industry standards. The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval. The first list of courses under this subsection must be developed and approved before the 2015-16 school year. Thereafter, the office may periodically update or revise the list of courses using the process in this subsection.
(4) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall allocate grant funds to school districts to increase the integration and rigor of academic instruction in career and technical courses. Grant recipients are encouraged to use grant funds to support teams of academic and technical teachers using a research-based professional development model supported by the national research center for career and technical education. The office of the superintendent of public instruction may require that grant recipients provide matching resources using federal Carl Perkins funds or other fund sources.

Sec. 102 RCW 28A.230.097 and 2013 c 241 s 2 are each amended to read as follows:
(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II. Beginning no later than the 2015-16 school year, a school district board of directors must, at a minimum, grant academic course equivalency in mathematics or science for a high school career and technical course, if the course is offered, from the list of courses approved by the state board of education under RCW 28A.700.070, but is not limited to the courses on the list. If the list of courses is revised after the 2015-16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be either part of the student's high school and beyond plan or the student's culminating project, as determined by the student. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

PART II
INSTRUCTIONAL HOURS AND HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

Sec. 201 RCW 28A.150.220 and 2013 2nd sp.s. c 9 s 2 are each amended to read as follows:
(1) In order for students to have the opportunity to develop the basic education knowledge and skills under RCW 28A.150.210, school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The program established under this section shall be the minimum instructional program of basic education offered by school districts.
(2) Each school district shall make available to students the following minimum instructional offering each school year:
(a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in ((~~each of~~)) grades ((~~seven~~)) nine through twelve and at least one thousand instructional hours for students in ((~~each of~~)) grades one through ((~~six according to an implementation schedule adopted by the legislature, but not before the 2014-15 school year~~)) eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and
(b) For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.
(3) The instructional program of basic education provided by each school district shall include:
(a) Instruction in the essential academic learning requirements under RCW 28A.655.070;
(b) Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, ((~~subject to a phased-in implementation of the twenty-four credits as established by the legislature~~)) beginning with the graduating class of 2019. Course distribution requirements may be established by the state board of education under RCW 28A.230.090;
(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages;
(d) Supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

(e) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;
(f) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020; and
(g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.
(4) Nothing contained in this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.
(5)(a) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten, to be increased to a minimum of one hundred eighty school days per school year according to the implementation schedule under RCW 28A.150.315. ((~~However,~~))
(b) Schools administering the Washington kindergarten inventory of developing skills may use up to three school days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory. ((~~In addition, effective May 1, 1979,~~))
(c) In the case of students who are graduating from high school, a school district may schedule the last five school days of the one hundred ((~~and~~)) eighty day school year for noninstructional purposes ((~~in the case of students who are graduating from high school,~~)) including, but not limited to, the observance of graduation and early release from school upon the request of a student((~~, and~~)). All such students may be claimed as a full-time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260. Any hours scheduled by a school district for noninstructional purposes during the last five school days for such students shall count toward the instructional hours requirement in subsection (2)(a) of this section.
(6) Nothing in this section precludes a school district from enriching the instructional program of basic education, such as offering additional instruction or providing additional services, programs, or activities that the school district determines to be appropriate for the education of the school district's students.
(7) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

Sec. 202 RCW 28A.230.090 and 2011 c 203 s 2 are each amended to read as follows:
(1) The state board of education shall establish high school graduation requirements or equivalencies for students, except as provided in RCW 28A.230.122 and except those equivalencies established by local high schools or school districts under RCW 28A.230.097. The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.
(a) Any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

(b) The certificate of academic achievement requirements under RCW 28A.655.061 or the certificate of individual achievement requirements under RCW 28A.155.045 are required for graduation from a public high school but are not the only requirements for graduation.
(c) Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level.
(d) The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, which includes authorization for a school district to waive up to two credits on an individual student basis in accordance with the rules established by the state board of education to take effect beginning with the graduating class of 2019.
(2)(a) In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.
(b) The state board shall reevaluate the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have sufficient opportunity to earn a certificate of academic achievement, complete the program and earn the program's certificate or credential, and complete other state and local graduation requirements.
(c) The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW 28A.290.010. The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.
(3) Pursuant to any requirement for instruction in languages other than English established by the state board of education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be considered to have satisfied the state or local school district graduation requirement for instruction in one or more languages other than English.
(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:
(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.
(5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional

competency examination or perform any other additional assignment to receive credit.
(6) At the college or university level, five quarter or three semester hours equals one high school credit.

Sec. 203 RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each amended to read as follows:
The purpose of this section is to provide for the allocation of state funding that the legislature deems necessary to support school districts in offering the minimum instructional program of basic education under RCW 28A.150.220. The allocation shall be determined as follows:
(1) The governor shall and the superintendent of public instruction may recommend to the legislature a formula for the distribution of a basic education instructional allocation for each common school district.
(2) The distribution formula under this section shall be for allocation purposes only. Except as may be required under chapter 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in this section requires school districts to use basic education instructional funds to implement a particular instructional approach or service. Nothing in this section requires school districts to maintain a particular classroom teacher-to-student ratio or other staff-to-student ratio or to use allocated funds to pay for particular types or classifications of staff. Nothing in this section entitles an individual teacher to a particular teacher planning period.
(3)(a) To the extent the technical details of the formula have been adopted by the legislature and except when specifically provided as a school district allocation, the distribution formula for the basic education instructional allocation shall be based on minimum staffing and nonstaff costs the legislature deems necessary to support instruction and operations in prototypical schools serving high, middle, and elementary school students as provided in this section. The use of prototypical schools for the distribution formula does not constitute legislative intent that schools should be operated or structured in a similar fashion as the prototypes. Prototypical schools illustrate the level of resources needed to operate a school of a particular size with particular types and grade levels of students using commonly understood terms and inputs, such as class size, hours of instruction, and various categories of school staff. It is the intent that the funding allocations to school districts be adjusted from the school prototypes based on the actual number of annual average full-time equivalent students in each grade level at each school in the district and not based on the grade-level configuration of the school to the extent that data is available. The allocations shall be further adjusted from the school prototypes with minimum allocations for small schools and to reflect other factors identified in the omnibus appropriations act.
(b) For the purposes of this section, prototypical schools are defined as follows:
(i) A prototypical high school has six hundred average annual full-time equivalent students in grades nine through twelve;
(ii) A prototypical middle school has four hundred thirty-two average annual full-time equivalent students in grades seven and eight; and
(iii) A prototypical elementary school has four hundred average annual full-time equivalent students in grades kindergarten through six.
(4)(a)(i) The minimum allocation for each level of prototypical school shall be based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220 and provide at least one teacher planning period per school day, and based on the following general education average class size of full-time equivalent students per teacher:

General education
average class size
Grades K-3 . . . . . 25.23
Grade 4 . . . . . 27.00
Grades 5-6 . . . . . 27.00
Grades 7-8 . . . . . 28.53
Grades 9-12 . . . . . 28.74
(ii) The minimum class size allocation for each prototypical high school shall be enhanced to provide funding for two laboratory science courses per full-time equivalent student to be completed within grades nine through twelve, calculated as follows: The number of total full-time equivalent students enrolled in grades nine through twelve multiplied by the laboratory science course factor of 0.0833, by the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220, providing at least one teacher planning period per school day, and based on the laboratory science average class size of 19.98 full-time equivalent students per teacher.

Laboratory science
average class size
Grades 9-12 . . . . . 19.98

(b) During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year.
(c) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

Career and technical
education average
class size
Approved career and technical education offered at
the middle school and high school level 26.57
Skill center programs meeting the standards established
by the office of the superintendent of public
instruction 22.76

(d) In addition, the omnibus appropriations act shall at a minimum specify:
(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and
(ii) A specialty average class size for ((~~laboratory science,~~)) advanced placement((~~,~~)) and international baccalaureate courses.
(5) The minimum allocation for each level of prototypical school shall include allocations for the

following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators	1.253	1.353	1.880
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs	0.663	0.519	0.523
Health and social services:			
School nurses	0.076	0.060	0.096
Social workers	0.042	0.006	0.015
Psychologists	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising	0.493	1.116	((~~1.909~~)) 2.539
Teaching assistance, including any aspect of educational instructional services provided by classified employees	0.936	0.700	0.652
Office support and other noninstructional aides	2.012	2.325	3.269
Custodians	1.657	1.942	2.965
Classified staff providing student and staff safety	0.079	0.092	0.141
Parent involvement coordinators	0.00	0.00	0.00

(6)(a) The minimum staffing allocation for each school district to provide district-wide support services shall be allocated per one thousand annual average full-time equivalent students in grades K-12 as follows:

Staff per 1,000
K-12 students
Technology 0.628
Facilities, maintenance, and grounds 1.813
Warehouse, laborers, and mechanics 0.332

(b) The minimum allocation of staff units for each school district to support certificated and classified staffing of central administration shall be 5.30 percent of the staff units generated under subsections (4)(a) and (b) and (5) of this section and (a) of this subsection.
(7) The distribution formula shall include staffing allocations to school districts for career and technical education and skill center administrative and other school-level certificated staff, as

specified in the omnibus appropriations act.
(8)(a) Except as provided in (b) and (c) of this subsection, the minimum allocation for each school district shall include allocations per annual average full-time equivalent student for the following materials, supplies, and operating costs, to be adjusted for inflation from the 2008-09 school year:

Per annual average
full-time equivalent student
in grades K-12
Technology $54.43
Utilities and insurance $147.90
Curriculum and textbooks $58.44
Other supplies and library materials $124.07
Instructional professional development for certified and
classified staff $9.04
Facilities maintenance $73.27
Security and central office $50.76

(b) During the 2011-2013 biennium, the minimum allocation for maintenance, supplies, and operating costs shall be increased as specified in the omnibus appropriations act. The following allocations, adjusted for inflation from the 2007-08 school year, are provided in the 2015-16 school year, after which the allocations shall be adjusted annually for inflation as specified in the omnibus appropriations act:

Per annual average
full-time equivalent student
in grades K-12
Technology $113.80
Utilities and insurance $309.21
Curriculum and textbooks $122.17
Other supplies and library materials $259.39
Instructional professional development for certificated and
classified staff $18.89
Facilities maintenance $153.18
Security and central office administration $106.12

(c) In addition to the amounts provided in (a) and (b) of this subsection, beginning in the 2014-15 school year, the omnibus appropriations act shall provide the following minimum allocation for each annual average full-time equivalent student in grades nine through twelve for the following materials, supplies, and operating costs, to be adjusted annually for inflation:

Per annual average
full-time equivalent student
in grades 9-12
Technology $36.35
Curriculum and textbooks $39.02

Other supplies and library materials $82.84
Instructional professional development for certificated and classified staff $6.04

(9) In addition to the amounts provided in subsection (8) of this section, the omnibus appropriations act shall provide an amount based on full-time equivalent student enrollment in each of the following:
(a) Exploratory career and technical education courses for students in grades seven through twelve;
(b) ((~~Laboratory science courses for students in grades nine through twelve;~~
~~(c)~~)) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and
((~~(d)~~)) (c) Preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.
(10) In addition to the allocations otherwise provided under this section, amounts shall be provided to support the following programs and services:
(a) To provide supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the district percentage of students in grades K-12 who were eligible for free or reduced-price meals in the prior school year. The minimum allocation for the program shall provide for each level of prototypical school resources to provide, on a statewide average, 1.5156 hours per week in extra instruction with a class size of fifteen learning assistance program students per teacher.
(b) To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the head count number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation for each level of prototypical school shall provide resources to provide, on a statewide average, 4.7780 hours per week in extra instruction with fifteen transitional bilingual instruction program students per teacher. Notwithstanding other provisions of this subsection (10), the actual per-student allocation may be scaled to provide a larger allocation for students needing more intensive intervention and a commensurate reduced allocation for students needing less intensive intervention, as detailed in the omnibus appropriations act.
(c) To provide additional allocations to support programs for highly capable students under RCW 28A.185.010 through 28A.185.030, allocations shall be based on two and three hundred fourteen one-thousandths percent of each school district's full-time equivalent basic education enrollment. The minimum allocation for the programs shall provide resources to provide, on a statewide average, 2.1590 hours per week in extra instruction with fifteen highly capable program students per teacher.
(11) The allocations under subsections (4)(a) and (b), (5), (6), and (8) of this section shall be enhanced as provided under RCW 28A.150.390 on an excess cost basis to provide supplemental instructional resources for students with disabilities.
(12)(a) For the purposes of allocations for prototypical high schools and middle schools under subsections (4) and (10) of this section that are based on the percent of students in the school who are eligible for free and reduced-price meals, the actual percent of such students in a school shall be adjusted by a factor identified in the omnibus appropriations act to reflect underreporting

of free and reduced-price meal eligibility among middle and high school students.
(b) Allocations or enhancements provided under subsections (4), (7), and (9) of this section for exploratory and preparatory career and technical education courses shall be provided only for courses approved by the office of the superintendent of public instruction under chapter 28A.700 RCW.
(13)(a) This formula for distribution of basic education funds shall be reviewed biennially by the superintendent and governor. The recommended formula shall be subject to approval, amendment or rejection by the legislature.
(b) In the event the legislature rejects the distribution formula recommended by the governor, without adopting a new distribution formula, the distribution formula for the previous school year shall remain in effect.
(c) The enrollment of any district shall be the annual average number of full-time equivalent students and part-time students as provided in RCW 28A.150.350, enrolled on the first school day of each month, including students who are in attendance pursuant to RCW 28A.335.160 and 28A.225.250 who do not reside within the servicing school district. The definition of full-time equivalent student shall be determined by rules of the superintendent of public instruction and shall be included as part of the superintendent's biennial budget request. The definition shall be based on the minimum instructional hour offerings required under RCW 28A.150.220. Any revision of the present definition shall not take effect until approved by the house ways and means committee and the senate ways and means committee.
(d) The office of financial management shall make a monthly review of the superintendent's reported full-time equivalent students in the common schools in conjunction with RCW 43.62.050.

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SENATE BILL REPORT
E2SSB 6552

As Passed Senate, February 13, 2014

Title: An act relating to improving student success by modifying instructional hour and graduation requirements.

Brief Description: Improving student success by modifying instructional hour and graduation requirements.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Rolfes, Dammeier, Litzow, Rivers, Tom, Fain, Hill, Kohl-Welles, Mullet, McAuliffe and Cleveland).

Brief History:
Committee Activity: Early Learning & K-12 Education: 2/05/14, 2/06/14 [DPS-WM].
Ways & Means: 2/10/14, 2/11/14 [DP2S, DNP].
Passed Senate: 2/13/14, 45-4.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: That Substitute Senate Bill No. 6552 be substituted therefor, and the substitute bill do pass and be referred to Committee on Ways & Means.

Signed by Senators Litzow, Chair; Dammeier, Vice Chair; McAuliffe, Ranking Member; Rolfes, Assistant Ranking Member; Billig, Brown, Cleveland, Fain, Hill, Mullet and Rivers.

Staff: Susan Mielke (786-7422)

SENATE COMMITTEE ON WAYS & MEANS

Majority Report: That Second Substitute Senate Bill No. 6552 be substituted therefor, and the second substitute bill do pass.

Signed by Senators Hill, Chair; Baumgartner, Vice Chair; Honeyford, Capital Budget Chair; Hargrove, Ranking Member; Keiser, Assistant Ranking Member on the Capital Budget; Ranker, Assistant Ranking Member on the Operating Budget; Bailey, Becker, Billig, Braun, Conway, Dammeier, Frockt, Hatfield, Hewitt, Kohl-Welles, Padden, Parlette, Rivers, Schoesler and Tom.

Minority Report: Do not pass.

Signed by Senator Hasegawa.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Staff: Lorrell Noahr (786-7708)

Background: Career and Technical Education (CTE) Equivalencies. Under current law, school districts are directed to examine their credit-granting policies and award academic credit for CTE courses that they determine to be equivalent to an academic course. If a student is granted equivalency credit, the student's transcript reflects the academic course number and description.

The Office of Superintendent of Public Instruction (OSPI) is directed to provide professional development, technical assistance, and guidance for school districts to accomplish this equivalency crediting. OSPI developed a Course Equivalency Toolkit to assist districts in making these determinations. Although OSPI has a list of CTE courses that school districts consider equivalent, there is no data about the number of such credits actually granted. All decisions about granting equivalency credit are made by local school districts.

Instructional Hours. Revisions to the legislative definition of the Program of Basic Education adopted in 2009 require school districts to provide students with an increase in minimum instructional hours from a district-wide average of 1000 hours across all grades, to 1000 hours in each of grades one through six and 1080 hours in each of grades seven through 12. Initially this increase was to be implemented according to a schedule adopted by the Legislature. In 2011 the Legislature specified that the increase would not occur before the 2014-15 school year.

School districts may schedule the last five school days of the 180-day school year for non-instructional purposes for students graduating from high school.

High School Graduation Requirements. The State Board of Education (SBE) is statutorily authorized to establish the state minimum requirements for high school graduation through administrative rules. The current state requirements are to earn a minimum of 20 high school course credits; pass the state assessments or approved alternative assessments; complete a culminating project; and complete a high school and beyond plan (HSBP). The current credit requirements for the class of 2014 are three credits in English and mathematics, two and one-half credits in social studies, two credits in science with one of the credits a lab science, two credits in health and fitness, one credit in the arts and occupational education, and five and one-half credits in electives.

In 2009 the Legislature redefined the Program of Basic Education to provide students with the opportunity to complete 24 credits for high school graduation, subject to a phase-in implementation established by the Legislature. The course distribution requirements may be established by SBE. Changes in graduation requirements proposed by SBE must be submitted to the legislative education committees and the Quality Education Council for review before they are adopted. Changes that are found to have a fiscal impact on school districts take effect only if formally authorized and funded by the Legislature.

In 2010 SBE approved, but did not implement, a 24-credit high school graduation framework. In 2011 SBE implemented a phase-in of changes within the existing required 20 credits that were estimated to have no cost to school districts to take effect with the graduating class of 2016, although districts may seek a two-year extension to implement the

requirements. The changes require an additional credit in English for a total of four, an additional one-half credit in social studies for a total of three, and one and one-half fewer credits in elective courses for a total of four. Additionally, SBE adopted a two-for-one policy that enables students taking a CTE course that is equivalent to an academic course to satisfy two graduation requirements while earning one credit.

In 2014 SBE adopted revisions to its 24-credit graduation requirement framework originally adopted in 2010. The current proposal differs from the requirements for the class of 2016 by requiring an additional credit in lab science and the arts, and two additional credits in world languages. One of the arts credits and both world languages credits may be substituted with personal pathway requirements. Personalized pathway requirements are credits that can be substituted if associated with a student's post-secondary pathway, as provided in the student's HSBP.

While the issue has not been addressed in the Washington State courts, federal and other state courts have generally found that when high school graduation requirements are increased, sufficient notice must be provided to entering students so the students know what is required to earn a diploma and graduate from high school. Freshman students entering high school next year in the 2014-15 school year will be in the graduating class of 2018 if they graduate in four years.

2013-15 Omnibus Appropriation Act. The 2013-15 Omnibus Appropriations Act provides $97 million to implement the increase in instructional hours for students enrolled in grades seven through 12, beginning with the 2014-15 school year. The amount provided is calculated based on the cost of 2.222 additional hours of instruction per week. Additional funding is also provided to increase the allocation of guidance counselors from 1.909 to 2.009 for each prototypical high school in the 2013-15 Omnibus Appropriations Act.

Summary of Engrossed Second Substitute Bill: The Legislature intends to address flexibility for increasing instructional hours and implementing 24 credits for high school graduation. The intent includes the educational policy reason for shifting the focus and intent of the funding provided for the 2014-15 school year, from compliance with the minimum instructional hours offering to assisting school districts to provide an opportunity for students to earn 24 credits for high school graduation and obtain a meaningful diploma.

CTE Equivalencies. OSPI, in consultation with one or more technical working groups, must develop curriculum frameworks for a selected list of CTE courses whose content in science, technology, engineering, and mathematics is considered equivalent, in full or in part, to science or mathematics courses that meet high school graduation requirements. The course content must be aligned with the state essential academic learning requirements and industry standards. OSPI must submit the course list and curriculum frameworks to SBE for review, public comment, and approval before the 2015-16 school year. The list may be periodically updated thereafter.

Beginning no later than the 2015-16 school year, if the course is offered, school districts must grant academic credit in science or mathematics for the CTE courses on the OSPI list; however, they are not limited to the courses on the list.

Instructional Hours. Beginning with the 2015-16 school year, school districts must offer the minimum of 1000 hours for grades one through eight and 1080 hours for grades nine through 12. Current law allowing districts to use a district-wide average to meet the instructional hours requirement is maintained instead of changing to requiring the minimum number of hours to be provided in each grade level.

Hours scheduled for non-instructional purposes during the last five days of the school year for graduating seniors must count toward the minimum instructional hour requirement.

High School Graduation Requirements. SBE must adopt rules to implement the 24-credit requirement for high school graduation based on the career and college framework to take effect beginning with the graduating class of 2019. School districts must provide students instruction that provides the opportunity to complete 24 credits for high school graduation, beginning with the graduating class of 2019.

Prototypical Funding Formula. A minimum lab science class size enhancement is provided to fund two laboratory science courses per full-time equivalent student to be completed within grades nine through 12. The enhancement is provided at an average class size of 19.98 full-time equivalent students. An additional allocation of $164.25 for maintenance, supplies, and operating costs are provided to students in grades nine through 12 above the current allocation. High school guidance counselors are increased from 1.909 to 2.539 for each prototypical high school.

Appropriation: None.

Fiscal Note: Available.

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony on Proposed Substitute as Heard in Committee (Early Learning & K-12 Education): PRO: These are complicated issues that need to be addressed. We are pleased with the progress that has been made on these issues. We like the time to prepare and phase in these new requirements and the flexibility provided in the bill to delay and restructure the increase in instructional hours, including the five-day senior fix, allowing for a district-wide average. We think SBE's framework is very flexible for the 24 credits, and the CTE equivalency provisions in this bill help with that flexibility. We are taking a leap of faith regarding how the instructional hour appropriation will be repurposed for the 24-credit requirement since that is not specified in the bill. By defining a meaningful diploma with the 24 credits, it provides structure and conditions that will allow schools to implement the requirements well because of the flexibility. The Legislature first directed SBE to start looking at the diploma requirements in 2006 and half a million students have graduated since then, so it is time to ramp up to 24 credits. Our students are in an increasingly competitive environment for jobs, so having a meaningful diploma will assist Washington students to be better prepared. We suggest that the requirement for 24 credits be implemented beginning with the class of 2021, after basic education is fully funded. We request a fix for an unintended consequence by being clear that the district only grants

equivalencies if the course is offered. We ask that you clearly specify the SBE framework on 24 credits to be used is the one adopted on January 2014, and we encourage a default enrollment in courses that meet the college entrance requirements and the high school diploma requirements but allow students to opt out if they have a parent signature.

OTHER: We support the 24-credit requirement but we are concerned that it will be implemented unfairly, especially for students who want to take CTE courses at a skill center. A key point of flexibility is the CTE equivalencies for the 24 credits and putting both in the same bill connects the 24-credit requirement in a meaningful way. We do not agree that the 24 credits should not be based on the SBE framework. There needs to be additional flexibility to implement the increased credit requirements for students who want to attend a skill center for a block of time. Additionally, the flexibility in the 24-credit framework is difficult to understand and to be navigated by some students. There is a difference between moving toward flexibility and a redefinition of basic education. We do not understand the direction of requiring hours by grade and then averaging across the district or how that would be enforced by SBE.

Persons Testifying (Early Learning & K-12 Education): PRO: Senator Rolfes, prime sponsor; Dan Steele, WA Assn. of School Administrators; Frank Ordway, League of Education Voters; Jerry Bender, Assn. of WA School Principals; Dave Powell, Stand for Children, Executive Director; Charlie Brown, School Alliance; Anne Heavey, WA Roundtable & Partnership for Learning, Policy Manager; Marie Sullivan, WA State School Directors Assn.

OTHER: Wendy Rader-Konofalski, WA Education Assn.; Justin Montermini, Workforce Board; Tim Knue, WA Assn. of CTE; Ben Rarick, SBE.

Staff Summary of Public Testimony on Substitute as Passed Early Learning & K-12 Education (Ways & Means): PRO: The 24-credit diploma would put our state on par with the other global challenge states, and ensure that students are graduating with a meaningful high school diploma. Washington has some of the highest remediation rates for students attending community colleges in the country. This bill assures that all students are given an equal and fair opportunity to attain the promise of the paramount duty.

Many students applying for jobs out of high school do not meet basic skills in mathematics and English. Students coming out of high school should be career and college ready.

This bill provides a fair solution. It provides flexibility for the calculation of instructional hours, while still preserving the outcome of improved post-secondary preparation and a meaningful high school diploma. Students need some form of post-secondary education to access for living-wage jobs. The 24-credit diploma prepares students for these opportunities. This should not be delayed past the graduation class of 2019.

OTHER: The repurposing of funding is supported, but it may not be enough. There is concern that the implementation date for the 24-credit high school diploma may be too soon. If full funding of basic education does occur on the *McCleary* timeline, then the first graduation class under 24 credits should be 2021.

Persons Testifying (Ways & Means): PRO: Frank Ordway, League of Education Voters; Neil Strege, WA Roundtable; Julia Suliman, SBE; Mitch Denning, Alliance of Educational Assns.

OTHER: Wendy Rader-Konofalski, WA Education Assn.

BILL REQ. #: S-4373.3

SECOND SUBSTITUTE SENATE BILL 6163

State of Washington 63rd Legislature 2014 Regular Session

By Senate Ways & Means (originally sponsored by Senators Billig, Litzow, Frockt, Dammeier, McAuliffe, Rolfes, King, Tom, Kohl-Welles, and Keiser)

READ FIRST TIME 02/11/14.

AN ACT Relating to expanded learning opportunities; adding a new chapter to Title 28A RCW; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1** (1) The legislature finds that studies have documented that many students experience learning losses when they do not engage in educational activities during the summer. The legislature further finds that research shows that summer learning loss contributes to the educational opportunity gaps between students in Washington's schools and that falling behind in academics can be a predictor of whether a student will drop out of school. The legislature recognizes that such academic regression has a disproportionate impact on low-income students. The legislature acknowledges that access to quality expanded learning opportunities during the school year and summer helps mitigate summer learning loss and improves academic performance, attendance, on-time grade advancement, and classroom behaviors.
(2) The legislature intends to increase expanded learning opportunities by identifying ten schools to participate in a pilot program to combat summer learning loss and provide an opportunity to evaluate the effectiveness of an extended school year to improve student achievement, close the educational opportunity gap, and provide successful models for other districts to follow. The pilot schools may participate with a community-based organization to provide the expanded learning opportunities. The legislature further intends to build capacity, identify best practices, leverage local resources, and promote a sustainable expanded learning opportunities system for students in early elementary through secondary schools by providing an ongoing work group and infrastructure that helps coordinate expanded learning opportunity efforts throughout the state.

NEW SECTION. **Sec. 2** As used in this chapter, "expanded learning opportunities" means:
(1) Culturally responsive enrichment and learning activities, which may focus on academic and nonacademic areas; arts; civic engagement; service-learning and science; technology, engineering, and mathematics; and competencies for college and career readiness;
(2) School-based programs that provide extended learning and enriching experiences for students

beyond the traditional school day, week, or calendar; and
(3) Structured, intentional, and creative learning environments outside the traditional school day that build partnerships with schools, align in-school and out-of-school learning, and create enriching experiences for youth using activities that complement classroom-based instruction. The opportunities may be provided before or after school, during the summer, or as extended day, week, or year programs.

NEW SECTION. **Sec. 3** (1) The expanded learning opportunities council is established to advise the governor, state legislature, and the superintendent of public instruction regarding an expanded learning opportunities system with particular attention paid to solutions to summer learning loss.
(2) The council shall also provide a vision, guidance, assistance, and advice related to potential improvement and expansion of summer learning opportunities, school-year calendar modifications that will help reduce summer learning loss, and support of an expanded learning opportunities system, as well as other current or proposed programs and initiatives across the spectrum of early elementary through secondary education so that the needs and demands for a statewide coordinated system of expanded learning opportunities are identified and an expanded learning opportunities system is developed.
(3) The council shall identify fiscal, resource, and partnership opportunities, coordinate policy development, set quality standards, and develop a comprehensive expanded learning opportunities action plan designed to implement expanded learning opportunities, address summer learning loss, provide academic supports, build strong school-community-based organization partnerships, and track performance of expanded learning opportunities in closing the opportunity gap, so that students receive maximum and direct benefit.
(4) When making recommendations regarding best practices, the council shall consider the best practices on the state menus developed in accordance with RCW 28A.165.035 and 28A.655.235.
(5) The governor's office, in consultation with the superintendent of public instruction, shall convene the expanded learning opportunities council. The members of the council must have experience in expanded learning opportunities, and include groups and agencies representing diverse student interests and geographical locations across the state. Up to fifteen participants, agencies, organizations, or individuals may be invited to participate in the expanded learning opportunities council but the membership shall include the following:
(a) Three representatives from nonprofit community-based organizations;
(b) One representative from regional work force development councils;
(c) One representative from each of the following organizations or agencies:
(i) The Washington state school directors' association;
(ii) The state-level association of school administrators;
(iii) The state-level association of school principals;
(iv) The state board of education;
(v) The statewide association representing certificated classroom teachers and educational staff associates;
(vi) The office of the superintendent of public instruction;
(vii) The state-level parent–teacher association;
(viii) Higher education; and
(ix) A nonprofit organization with statewide experience in expanded learning opportunities frameworks.

(6) Staff support for the expanded learning opportunity council shall be provided by the superintendent of public instruction and other state agencies as necessary. Appointees of the council shall be selected by May 30, 2014. The council shall hold its first meeting before August 1, 2014. At the first meeting, the council shall determine regularly scheduled meeting times and locations. The council shall provide a report to the governor and the legislature by December 1, 2014, and by December 1st annually thereafter.

(7) The first report submitted by December 1, 2014, shall include recommendations for a framework and action plan for a pilot program, including identification of ten potential pilot schools, for the legislature to consider implementing in the 2015-2017 biennium. The pilot program shall provide state funding for three years for twenty additional student learning days for up to ten schools. The intent of the pilot program is to combat summer learning loss; provide an opportunity to evaluate the effectiveness of additional time outside the regular school calendar to improve student achievement and close educational opportunity gaps; and provide successful models for other districts to follow. An eligible school is one that includes at least any two grade levels within kindergarten through grade five, and where seventy-five percent or more of the students qualify for the free and reduced-price lunch program. School districts must solicit input on the design of the plan from staff at the school, parents, and the community, including at an open meeting, and may subsequently adopt a plan for the additional twenty days at a public hearing. The pilot schools may participate with a community-based organization to provide the expanded learning opportunities. The pilot program must include an evaluation of the effectiveness of the program, an examination of student academic progress, and a recommendation of whether twenty days is the optimal number of days to be provided as additional support.

(8) The council shall encourage any school district, including one identified in subsection (7) of this section, to implement a pilot program such as the one described in subsection (7) of this section on a faster timeline using local or grant funds.

NEW SECTION. **Sec. 4** Sections 1 through 3 of this act constitute a new chapter in Title 28A RCW.

NEW SECTION. **Sec. 5** This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately.

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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2540

State of Washington 63rd Legislature 2014 Regular Session

By House Appropriations Subcommittee on Education (originally sponsored by Representatives Stonier, Morrell, Magendanz, Fey, Bergquist, Haigh, Freeman, and Lytton; by request of Governor Inslee)

READ FIRST TIME 02/11/14.

AN ACT Relating to establishing career and technical course equivalencies in science and mathematics; amending RCW 28A.700.070, 28A.230.097, and 28A.230.010; adding a new section to chapter 28A.305 RCW; creating new sections; and providing an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1** (1) The legislature finds that an increasing number of career opportunities in high-demand fields will require solid knowledge and skills in science, technology, engineering, and mathematics, including opportunities at all levels of postsecondary education from apprenticeship to industry certification to postbaccalaureate degrees.
(2) The legislature further finds that career and technical courses can be designed to offer rigorous academic content through applied learning that is relevant and engaging for students. However, although there is a requirement that school districts adopt policies regarding granting academic credit for equivalent career and technical courses, in practice these policies are not applied in a consistent fashion across the state.
(3) Therefore, in order to offer high school students increased flexibility and expanded opportunities to gain critical knowledge and skills and meet high school graduation requirements in mathematics and science, the legislature intends to require establishment of a standardized set of career and technical course equivalents through a process that assures the courses are both rigorous and relevant for students. Further, the legislature intends to offer high school students the opportunity to access career and technical education course equivalencies for mathematics and science.

Sec. 2 RCW 28A.700.070 and 2008 c 170 s 201 are each amended to read as follows:
(1) The office of the superintendent of public instruction shall support school district efforts under RCW 28A.230.097 to adopt course equivalencies for career and technical courses by:
(a) Recommending career and technical curriculum suitable for course equivalencies;
(b) Publicizing best practices for high schools and school districts in developing and adopting course equivalencies; and
(c) In consultation with the Washington association for career and technical education, providing professional development, technical assistance, and guidance for school districts seeking to

expand their lists of equivalent courses.
(2) The office of the superintendent of public instruction shall provide professional development, technical assistance, and guidance for school districts to develop career and technical course equivalencies that also qualify as advanced placement courses.
(3) The office of the superintendent of public instruction, in consultation with one or more technical working groups convened for this purpose, shall develop curriculum frameworks for a selected list of career and technical courses that may be offered by high schools or skill centers whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements. The content of the courses must be aligned with state essential academic learning requirements to reflect the common core state standards in mathematics and the next generation science standards and industry standards. The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval. The first list of courses under this subsection must be developed and approved before the 2015-16 school year. Thereafter, the office may periodically update or revise the list of courses using the process in this subsection.
(4) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall allocate grant funds to school districts to increase the integration and rigor of academic instruction in career and technical courses. Grant recipients are encouraged to use grant funds to support teams of academic and technical teachers using a research-based professional development model supported by the national research center for career and technical education. The office of the superintendent of public instruction may require that grant recipients provide matching resources using federal Carl Perkins funds or other fund sources.

Sec. 3 RCW 28A.230.097 and 2013 c 241 s 2 are each amended to read as follows:
(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II. Beginning no later than the 2015-16 school year, a school district board of directors must, at a minimum, grant academic course equivalency in mathematics or science for a high school career and technical course from the list of courses approved by the state board of education under RCW 28A.700.070, but is not limited to the courses on the list. If the list of courses is revised after the 2015-16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.
(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were

successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be either part of the student's high school and beyond plan or the student's culminating project, as determined by the student. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

Sec. 4 RCW 28A.230.010 and 2003 c 49 s 1 are each amended to read as follows:
(1) School district boards of directors shall identify and offer courses with content that meet or exceed: ((~~(1)~~)) (a) The basic education skills identified in RCW 28A.150.210; ((~~(2)~~)) (b) the graduation requirements under RCW 28A.230.090; ((~~(3)~~)) (c) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130; and ((~~(4)~~)) (d) the course options for career development under RCW 28A.230.130. Such courses may be applied or theoretical, academic, or vocational.
(2) School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW 28A.700.070. Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.
(3) School district boards of directors of school districts with fewer than two thousand students may apply to the state board of education for a waiver from the provisions of subsection (2) of this section.

NEW SECTION. **Sec. 5** A new section is added to chapter 28A.305 RCW to read as follows: The state board of education may grant a waiver from the provisions of RCW 28A.230.010(2) based on an application from a board of directors of a school district with fewer than two thousand students.

NEW SECTION. **Sec. 6** Sections 4 and 5 of this act take effect September 1, 2015.

NEW SECTION. **Sec. 7** If specific funding for the purposes of this act, referencing this act by bill or chapter number, is not provided by June 30, 2014, in the omnibus appropriations act, this act is null and void.

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ENGROSSED SUBSTITUTE SENATE BILL 6242

State of Washington 63rd Legislature 2014 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators King, Rolfes, Litzow, Billig, Fain, Chase, and McAuliffe)

READ FIRST TIME 02/07/14.

AN ACT Relating to waivers from the one hundred eighty-day school year requirement; and amending RCW 28A.305.141.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

Sec. 1 RCW 28A.305.141 and 2009 c 543 s 2 are each amended to read as follows:
(1) In addition to waivers authorized under RCW 28A.305.140 and 28A.655.180, the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW 28A.150.220 ((~~and 28A.150.250~~)) to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering ((~~of at least one thousand hours~~)) shall not be waived.
(2) A school district seeking a waiver under this section must submit an application that includes:
(a) A proposed calendar for the school day and school year that demonstrates how the 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 one hundred eighty days;
(c) An explanation of how monetary savings from the proposal 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 the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;
(f) An explanation of the impact on the ability to recruit and retain employees in education support positions;
(g) An explanation of the impact on students whose parents work during the missed school day; and
(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.
(3) The state board of education shall adopt criteria to evaluate waiver requests. No more than five <u>school</u> districts <u>with fewer than five hundred full-time equivalent students on October 1st of</u>

the school year in which the request is made may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. ((~~All waivers expire August 31, 2014.~~
~~(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.~~
~~(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.~~))
(4) The state board of education shall examine the waivers granted under this section and make a recommendation to the education committees of the legislature by December 15, 2013, regarding whether the waiver program should be continued, modified, or allowed to terminate. 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~~)) statewide student assessment ((~~of student learning~~)), results of the dynamic indicators of basic early literacy skills, student grades, and attendance.
((~~(5) This section expires August 31, 2014.~~))

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OVERVIEW OF SUPREME COURT ORDER ON *McCLEARY ET AL. v. STATE OF WASHINGTON*

The *McCleary* Ruling:

In January 2012, the Supreme Court ruled in the case *McCleary et al. v. State of Washington* that the state was not meeting its constitutional obligation to fully fund the program of basic education. The Court ordered that the Legislature fully fund basic education by 2018, according to the program of basic education established by ESHB 2261 and SHB 2776. The Court retained jurisdiction in the case, and the Legislature must submit annual reports to the Court demonstrating measurable progress made during each legislative session.

The *McCleary* Order:

On January 9, 2014 the Supreme Court of Washington issued an order to the Legislature stating that the actions taken during the 2013 legislative session were not sufficient progress towards meeting the Court's requirement of full-funding by 2018. The court order references the Joint Task Force on Education Funding (JTFEF) report and the Quality Education Council (QEC) recommendations as the measures the Legislature, and thus the Court, is using to assess funding progress. The Court finds that the Legislature did not fund components of basic education, such as transportation and materials, supplies, and other costs (MSOC) at the rates outlined in the JTFEF report. The Court also finds that the restoration of previous salary cuts did not offset the state's lack of a cost-of-living increase for teachers, and that no consideration was made for the capital needs and costs resulting from reductions in class-size and increases in full-day kindergarten enrollment. It should be noted that neither cost-of-living increases nor capital costs are part of the current definition of basic education. However, the Court asserts that they are necessary components for the delivery of the program of basic education[1].

Comparison of JTFEF Final Report and 2013-2015 Budget Passed by Legislature in 2013
(as cited in court order)

	JTFEF 2013-2015 (millions)	Budget 2013-2015 (millions)
Transportation	$141.6	$131.7
MSOC	$597.1	$374
Full-day K	$89.3	$89.8
K-3 Class Size	$219.2	$103.6

As a result of its finding that sufficient progress was not made during the most recent budget cycle, and the Legislature is not on track, based on the JTFEF and QEC recommendations, to

[1] Teacher salaries are part of the funding formula (through a staff mix factor) that determines each district's allocations. In the original *McCleary* ruling, the Court found that the current salary schedule did not reflect actual costs and was insufficient.

fully funding basic education by 2018, the Court is requiring a plan and timetable to be submitted by the Legislature by April 30, 2014.

The *McCleary* Order Dissent:

Justice Johnson wrote a dissenting opinion to the January 2014 court order, arguing that the Court does not have the mechanisms, nor the authority, to address budgetary matters, and thus cannot make a determination of whether the Legislature's progress is "adequate." The state budget is the responsibility of the Legislature. The dissent also asserts that the Court cannot bind elected officials that were not in office at the time of the original court ruling and calls into question how the Court could constitutionally enforce its ruling.

THE SUPREME COURT OF WASHINGTON

FILED
BY RONALD R. CARPENTER
CLERK

MATHEW and STEPHANIE McCLEARY, et al.,	)	**ORDER**
Respondents/Cross-Appellants,	)	Supreme Court No. 84362-7
v.	)	
STATE OF WASHINGTON,	)	King County No. 07-2-02323-2 SEA
Appellant/Cross-Respondent.	)	

"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders." WASH. CONST. art. IX, § 1. This is the only "paramount duty" our founders inscribed in our constitution. ROBERT F. UTTER & HUGH D. SPITZER, THE WASHINGTON STATE CONSTITUTION, A REFERENCE GUIDE 169 (2d ed. 2013). Two years ago, this court held unanimously that the State is not meeting its paramount duty. *McCleary v. State*, 173 Wn.2d 477, 269 P.3d 227 (2012). Recognizing that the legislature had enacted a promising set of reforms, the court deferred to its efforts but retained jurisdiction over this case to ensure timely and full compliance with the mandate to amply fund education. Last year, we recognized that the 2013 legislative session would provide the first full opportunity for the State to "lay out a detailed plan and then adhere to it." Order, *McCleary v. State*, No. 84362-7, at 2 (Wash. Dec. 20, 2012). Our order dated December 20, 2012 directed the State to set out its plan for implementing education reforms in "sufficient detail to allow progress to be measured according to periodic benchmarks

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between now and 2018" and reiterated that "[y]ear 2018 remains a firm deadline for constitutional compliance." *Id.*

Today, this matter is before the court following the State's filing of the 2013 "Report to the Washington State Supreme Court by the Joint Select Committee on Article IX Litigation" (hereinafter Report) and the plaintiffs' response. The Report summarizes steps taken in 2013, using the 2012 flat level of basic education funding as the baseline for measurement. Report at 5.[1] The Report also continues to rely on the reports of the Quality Education Council (QEC) and the Joint Task Force on Education Funding (JTFEF), which made recommendations to the legislature on how to implement the reforms enacted in 2009 in ESHB 2261 and 2010 in SHB 2776. Report at 7. By the State's calculation, the 2013-15 operating budget achieves an 11.4 percent increase in basic education funding over 2011-13 estimated expenditures. Report at 2. Measured against maintenance level funding, the $982 million allocated to K-12 basic education for the 2013-15 biennium translates into a 6.7 percent increase over the constitutionally inadequate level of funding. *Id.* The State also indicates that it has enhanced funding for programs beyond the elements specified in SHB 2776 and continues to "review, revise, and enhance other components within the basic education formulas." Report at 3.

One thing is obvious from the State's Report: unlike in 2012, meaningful steps were taken in the 2013 legislative session to address the constitutional imperative of amply providing for basic

[1] The Report acknowledges that the legislature made no changes to basic education funding during the 2012 session. Report at 5. Thus, it describes its 2012 report as establishing a "baseline description of the K-12 budget" and offering information about legislative activities in order to "provide context for future reports." *Id.*

education. Recognizing there is debate over whether the State can claim a total of $982 million in enhancements to the program of basic education,[2] the 2013-15 operating budget is undeniably an improvement over the last biennial budget. Moreover, implementing education reform has become a higher priority for the State, as even a casual observer of the 2013 legislative session could not fail to appreciate.

What is not clear, however, is how the State is measuring success when it asks us to "find that the State is making progress toward implementing the reforms initiated in ESHB 2261 and achieving full compliance with article IX, section 1 by 2018." State of Washington's Resp. to the Court's Orders dated July 18, 2012 and December 20, 2012: The Legislature's 2013 Post-Budget Report at 5. Looking at the gross numbers, the overall increased investment in basic education is only a modest 6.7 percent above current funding levels that violate the constitution, and there are not even two full budget cycles left to make up the sizable gap before the school year ending in 2018. The Report confirms that the State remains committed to ESHB 2261 and SHB 2776 and intends to fully fund its reforms, consistent with the reports of the QEC and JTFEF. At the same time, the Report claims substantial progress and even "full implementation" of transportation funding by relying on cost figures that are lower than the projections of its own committee and task force, as well as the Office of the Superintendent of Public Instruction (OSPI). *See* Report at 12-13.

Transportation, for example, is funded at $131.7 million for the 2013-15 biennium, with a phase in plan that leaves $109.7 million for the 2014-15 school year. Report at 12-13, 21. As we

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[2] The plaintiffs identify education funding shifts and cuts, such as striking K-12 staff cost-of-living increases in the amount of $295.5 million, and claim the actual biennial education budget increase was only $649 million. Pls./Resp'ts' 2013 Post-Budget Filing (Pls.' Resp.) at 14 & n.41.

noted in our opinion in this case, the 2010 QEC report estimated that state funding of transportation would *fall short* by nearly this amount during the 2009-10 school year. *McCleary*, 173 Wn.2d at 509. Moreover, the December 2012 JTFEF Final Report indicated that $141.6 million would be needed in 2013-15 to stay on target toward full transportation funding, with substantial increases again in 2015-17. JTFEF Final Report at 3. The plaintiffs' rightly complain that the State appears to have revised the cost estimates based on a formula that its own analysis shows falls short. Pls./Resp'ts' 2013 Post-Budget Filing (Pls.' Resp.) at 23-24 & nn.74, 75 (discussing RCW 28A.160.192 and 2013 OSPI Transportation Update). We cautioned in 2012 that revised funding formulas cannot be used to declare "full funding," when the actual costs of meeting the education rights of Washington students remain unfunded. *See McCleary*, 173 Wn.2d at 532.

Even more troubling is the apparent lack of progress toward fully funding essential materials, supplies and operation costs (MSOCs). The JTFEF identified MSOCs as the area requiring the greatest increase in state funding, estimating a need for $597.1 million in 2013-15, followed by $1.410.9 billion in 2015-17 and $1.554.7 billion in 2017-19. JTFEF Final Report at 3. The State's 2013-15 operating budget includes $374 million for MSOCs. Report at 12. By its own estimates, this leaves a gap of about $857 million to make up in the 2015-17 biennium, *id.*, and the JTFEF figures suggest the gap is even wider, JTFEF Final Report at 3. We agree with the plaintiffs that "[e]stimating the size of the shortfall in the next biennium is not a plan." Pls.' Resp. at 28 n.85. Underfunding MSOCs places an unsustainable burden on school districts. That burden is exacerbated when at the same time nonemployee related costs are underfunded, the State funds instructional and class-size reduction programs that incur additional costs to local districts. Consider,

for example, full-day kindergarten and early elementary class-size reduction. The 2013-15 education budget invests $89.8 million in full-day kindergarten, anticipating an increase in enrollment from 22 percent to 43.75 percent. Report at 2, 14. It also provides $103.6 million for K-3 class-size reduction in high poverty schools, with a goal of reducing class size to about 20 students in the 2014-15 school year. *Id.* at 13-14.[3] The plaintiffs cite OSPI's 2013 Facilities Capacity Report to note that school districts are strapped for the physical space to meet these goals. Pls.' Resp. at 32, 36. OSPI estimates that additional capital expenditures are required of approximately $105 million for full-day kindergarten and $599 million for K-3 class-size reduction by 2017-18. *Id.* Make no mistake, enhanced funding for full-day kindergarten and class-size reduction is essential, but the State must account for the actual cost to schools of providing these components of basic education. We recognized long ago that the paramount duty to amply fund education under article IX, section 1 must be borne by the State, not local school districts. *See generally Seattle Sch. Dist. No. 1 v. State*, 90 Wn.2d 476, 536-37, 585 P.2d 71 (1978).

Another area in which the State's Report falls short concerns personnel costs. Quality educators and administrators are the heart of Washington's education system. The Report outlines increased state funding for instructional hours, the learning assistance program, and some counseling programs. Report at 15-16. But it skims over the fact that state funding of educator

[3] The State acknowledges that the estimated cost of reaching full implementation of the reduced class-size law by the 2017-18 school year is $1.096 billion for the 2017-19 biennium. Report at 14. The JTFEF had recommended spending $219.2 million in the 2013-15 biennium to stay on target to reaching this goal. JTFEF Final Report at 3. A minority alternative proposal to the JTFEF Final Report would have put an immediate priority on K-3 class-size reduction, investing $575 million to fund the first half in 2013-15 and another $576 million in 2015-17. *Id.* at App. E-3.

and administrative staff salaries remains constitutionally inadequate. Our decision in this case identified salaries as a significant area of underfunding by the State, noting OSPI data suggesting that sizable salary gaps remain to be filled at the district level. *McCleary*, 173 Wn.2d at 536; *see also Fed. Way Sch. Dist. No. 210 v. State*, 167 Wn.2d 514, 522 & n.11, 219 P.3d 941 (2009) (noting with respect to state pay for administrator salaries that "[t]hese figures have no correlation to the real cost of hiring administrators"). The State notes that its 2013-15 budget restores previous temporary salary reductions (1.9 percent for certificated instructional and classified staff and 3 percent for administrators), but at the same time it suspends the cost-of-living increases imposed by Initiative 732, which totaled $295.5 million. Report at 10, 17. The Report identifies this salary cut as part of "savings and reductions in non-basic education," Report at 10, but nothing could be more basic than adequate pay. The inescapable fact is that salaries for educators in Washington are no better now than when this case went to trial. This despite the report of the ESHB 2261 compensation work group concluding that the State needs to invest at least a billion dollars a year—above inflationary adjustments—to bring salary funding in line with actual costs. *See* 2012 Compensation Technical Working Group Final Report (June 30, 2012) at 47. It is deeply troubling that the State's Report does not address this component of ESHB 2261 or offer any plan for meeting its goals.

Overall, the State's Report demonstrates that it understands what progress looks like, and unlike in 2012, it has taken some steps toward fulfilling its constitutional mandate. But, it cannot realistically claim to have made significant progress when its own analysis shows that it is not on target to implement ESHB 2261 and SHB 2776 by the 2017-18 school year. A rough comparison

of the funding levels for core areas identified in the JTFEF Final Report and provided in the 2013-15 biennial budget suggests the need for a greater immediate investment. Broken down by category, the JTFEF Final Report proposed a spending plan for implementing SHB 2776 that would require the 2013-15 budget to include $141.6 million for transportation, $597.1 million for MSOCs, $219.2 million for K-3 class-size reduction, and $89.3 million for full-day kindergarten. The 2013-15 biennial budget provides $131.7 million for transportation, $374 million for MSOCs, $103.6 million for class-size reduction, and $89.8 million for full-day kindergarten.[4] Thus, the current level of funding falls short of the JTFEF plan in every category except full-day kindergarten, and, as noted, the funding for that category does not account for the additional capital investment needed to implement full-day kindergarten. Moreover, the JTFEF spending plan projects a steep upward curve in funding levels in the next two biennia, requiring $3.35 billion in 2015-17 and $4.48 billion in 2017-19. In order for the court to find the legislature is making progress toward full compliance with its constitutional responsibility, the State must address each of these core areas of basic education and provide a timetable for funding its plan.

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[4] The JTFEF spending plan also includes $66.5 million for accountability, evaluation and common core, and $169.8 million for classified and administrative salary allocations, neither of which is specifically identified as an enhancement in ESHB 2261 or SHB 2776, as well as $140.4 million for the career and college ready plan. And, the 2013-15 budget includes funding for several other enhancement programs. Our comparison of the core categories identified in the *McCleary* decision and our 2012 order should not be interpreted as suggesting that funding in these other areas is unimportant to fulfilling the State's constitutional mandate. Nor does our reference to the funding recommendations in the JTFEF Final Report suggest that it provides the only constitutionally viable plan. Rather, these figures illustrate at a minimum the budgeting priorities that would demonstrate real and measurable progress designed to achieve full compliance with article IX, section 1 by 2018.

One reason we retained jurisdiction over this case is to foster dialogue and cooperation in reaching a goal shared by all Washingtonians. The legislature is embarking on a short session in 2014, where it has an opportunity to take a significant step forward. We are aware that OSPI has submitted a supplemental budget request of approximately $544 million, with $461 million addressing basic education funding. The need for immediate action could not be more apparent. Conversely, failing to act would send a strong message about the State's good faith commitment toward fulfilling its constitutional promise. This court also made a promise to the school children of Washington: We will not "idly stand by as the legislature makes unfulfilled promises for reform." *McCleary*, 173 Wn.2d at 545. Our decision in this case remains fully subject to judicial enforcement.

We have no wish to be forced into entering specific funding directives to the State, or, as some state high courts have done, holding the legislature in contempt of court. But, it is incumbent upon the State to demonstrate, through immediate, concrete action, that it is making real and measurable progress, not simply promises. Toward that end, it is hereby ordered: the State shall submit, no later than April 30, 2014, a complete plan for fully implementing its program of basic education for each school year between now and the 2017-18 school year. This plan must address each of the areas of K-12 education identified in ESHB 2261, as well as the implementation plan called for by SHB 2776, and must include a phase-in schedule for fully funding each of the components of basic education. We recognize that the April 30, 2014 deadline shortens the time for the State's report, but it is clear that the pace of progress must quicken. In order to facilitate

judicial oversight, this court may also require more periodic reports detailing the State's strategy for fully meeting the mandate of article IX, section 1.

IT IS SO ORDERED.

DATED at Olympia, Washington this 9th day of January, 2014.

Madsen, C.J.
CHIEF JUSTICE

WE CONCUR:

C. Johnson, J.

Stephens, J.

Owens, J.

Wiggins, J.

Fairhurst, J.

González, J.

Gordon McCloud, J.

Dissent to Order: Under the constitution, only the legislature is empowered to define and fund basic education.

No. 84362-7

J.M. JOHNSON, J. (dissenting)—It is the sworn duty of each member of this court to "take and subscribe an oath that he will support the Constitution of the United States and the Constitution of the State of Washington." WASH. CONST. art. IV, § 28. Although not specifically required by state statutory or constitutional provisions, legislators take a similar oath. *See* RCW 43.01.020. Pursuant to this oath, the legislature holds a constitutionally delegated duty specific to the funding of education. The judiciary does not.

I write separately to express concern over the impropriety—indeed unconstitutionality—of the court's expanding exercise of continuing jurisdiction over the school system, which requires control of both the legislative and executive branches.

Such unwarranted extension of judicial authority violates both the constitutional separation of powers and the explicit delegation of definitions and funding for education to the legislature. That delegation is set forth in such explicit

language of Washington Constitution article IX, section 2, that one need not be a lawyer to understand[1]:

> The legislature shall provide for a general and uniform system of public schools. The public school system shall include common schools, and such high schools, normal schools, and technical schools as may hereafter be established. But the entire revenue derived from the common school fund and the state tax for common schools shall be exclusively applied to the support of the common schools.

I earlier noted in my dissent to this court's previous December 2012 order that "'[t]he spirit of reciprocity and interdependence [in our constitution] requires that if checks by one branch undermine the operation of another branch or undermine the rule of law which all branches are committed to maintain, those checks are improper and destructive exercises of the authority.'" Order, *McCleary v. State*, No. 84362-7, at 3-4 (Wash. Dec. 20, 1012) (J.M. Johnson, J., dissenting) (first alteration in original) (quoting *In re Salary of Juvenile Director*, 87 Wn.2d 232, 243, 552 P.2d 163 (1976)).

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[1] Indeed, less than one-third of the Washington Constitution delegates were lawyers. Only 23 delegates out of 75 were lawyers. *See* Charles K. Wiggins, *The Twenty-Three Lawyer-Delegates to the Constitutional Convention*, WASH. ST. B. NEWS, Nov. 1989, at 9-14; WASH. SEC'Y OF STATE, WASHINGTON HISTORY: THE WASHINGTON STATE CONSTITUTION—1889, http://www.sos.wa.gov/history/constitution.aspx (last visited Jan. 10, 2014). Twice as many of these lawyer-delegates received their legal education by reading law in a law office as by attending law school. Wiggins, *supra,* at 9. Not one delegate ever suggested that the constitution's educational funding mechanism would be insufficient, requiring courts to step in and oversee this legislative function.

This court's expanding control of the legislature's funding of education continues to be a violation of the state's constitution. I, once again, direct this court to article IX, section 2 of our state constitution, which requires that "*[t]he legislature* shall provide for a general and uniform system of public schools." (Emphasis added.) This court's exercise of continuing jurisdiction in this case usurps what is intended to be and what expressly is a legislative function and duty. It is particularly illogical that the court purports to bind legislators—and a governor—who were not even elected at the time of the earlier order. This January 2014 order was specifically chosen to predate the newest terms of office. Order, *McCleary v. State*, No. 84362-7 (Wash. Jan. 9, 2014).

The legislature—not any court—is the body capable of gathering relevant information regarding competing state budget interests and funding each according to available resources provided from the economy and tax resources. Given this court's total lack of record concerning such other budgetary matters, it is improper that a court would retain jurisdiction in this case to control this one portion. Budgetary matters are the province of the legislature, which is equipped with mechanisms for gathering public input through elected representation and may even raise or lower funding sources. This court is not constitutionally delegated to perform such information-gathering process.

Such exercise of continuing jurisdiction would be of grave concern to the authors of the constitution given that this court's decision-making procedures are not nearly as transparent as those of the legislature. In these ongoing proceedings, there will be no public trial with an easily accessible record.[2] We have held, for example, that the Public Records Act, chapter 42.56 RCW, does not generally apply to the judiciary. *City of Federal Way v. Koenig*, 167 Wn.2d 341, 343, 217 P.3d 1172 (2009); *accord Nast v. Michels*, 107 Wn.2d 300, 730 P.2d 54 (1986). Today's order undermines our state's separation of powers doctrine, which exists "to ensure that the fundamental functions of each branch remain inviolate." *Carrick v. Locke*, 125 Wn.2d 129, 135, 882 P.2d 173 (1994).

That today's actions are a violation of the separation of powers is further illustrated by the majority's difficulty in evaluating the progress made by the legislature. We simply do not have enough information to know whether the legislature's outlined progress is adequate. The workings of a state involve many interconnected parts. It is unhelpful to view one piece in isolation, when other state matters have evolved. Washington's economy is an ever-changing entity, with new

[2] Article I, section 10 of the Washington State Constitution requires that justice be administered openly. However, this court often conducts its affairs behind closed doors, not subject to the eyes of public scrutiny.

issues (such as Boeing's recently concluded union contract) transforming our economic calculus near daily. The state of plaintiffs' schools has undoubtedly vastly changed since the case went to trial in August 2009. Several cycles of budgets and test scores have likewise come and gone.

For example, when this case went to trial, Carter McCleary was a 10-year-old 5th grader at Chimacum Elementary School. Clerk's Papers at 2651. During the 2009-2010 school year, 84% of 5th graders at Chimacum Elementary met the standard in reading, 42% met the standard in math, and 30.9% met the standard in science.[3] During the 2012-2013 school year, 65.6% of 5th graders at Chimacum Elementary met the standard in reading, 65.6% met the standard in math, and 76.6% met the standard in science.[4] Clearly these scores have changed dramatically, both for better and for worse. This illustrates two points. First, the state of educational opportunities in various areas is ever-changing, comprising many moving parts. The legislature is best-suited to conduct hearings to understand and analyze the changes in such budgetary matters over time. Second, the legislature, with its committee

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[3] OFFICE OF SUPERINTENDENT OF PUB. INSTRUCTION, WASHINGTON STATE REPORT CARD, http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=934&reportLevel=School&orgLinkId=934&yrs=2009-10&year=2009-10 (last visited Jan. 10, 2014).
[4] OFFICE OF SUPERINTENDENT OF PUB. INSTRUCTION, WASHINGTON STATE REPORT CARD, http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=934&reportLevel=School&orgLinkId=934&yrs=2012-13&year=2012-13 (last visited Jan. 10, 2014).

process, is best-suited to consider such fluctuations in test scores and determine if its new funding model is resulting in better educational opportunities and outcomes.[5]

Even if we were to determine that the legislature is in temporary violation of full funding, the founders presciently left us without a tool to punish such a short term violation. It has been suggested in filings that we may hold the legislature in contempt for taking too few steps toward full funding. Such action would be untenable. Because we would be fashioning a tool that has not been constitutionally delegated to us, we are left with far too many unanswered questions concerning this makeshift authority. It is unclear if we should hold specific legislators in contempt or the legislative body as a whole. The governor, who prepares the entire budget, and the superintendent of public instruction, who administers education, are other suggested targets. Because the body of legislators changes over time, and indeed has changed since the first opinion, it is uncertain which legislators and which time frame should be held accountable. Finally, it is unclear what the appropriate punishment would be for elected officials working in good faith to discharge their constitutional duty. Should we fine or imprison them?

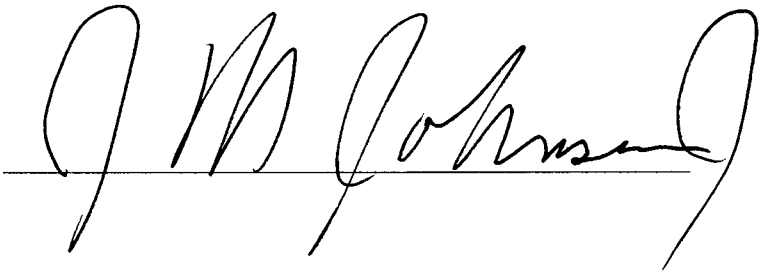
[5] I continue to object to the idea that more money thrown at a potentially broken system will result in better student opportunities and outcomes. *See* Order, *supra*, at 4 n.4 (J.M. Johnson, J., dissenting).

It has also been suggested that we could order the legislature to withhold all educational funding (or all funding) until the system is fully funded. This severe remedy would be inimical to the legislature fulfilling its paramount duty. Washingtonians would starve and go without necessary services. The children (and schools) with the fewest resources would be hurt the most by such an aggressive approach. Like holding the legislature in contempt, ordering the withholding of funds is clearly impossible as an enforcement mechanism. These uncertainties undoubtedly indicate that we are in territory far unsuitable for the judicial hand as defined in our constitution under article IV.

As a wiser court did in *Seattle School Dist. No. 1 of King County v. State*, 90 Wn.2d 476, 484, 585 P.2d 71 (1978), we should have declined to retain jurisdiction in this case. In *Seattle School District*, we did so because we were "confident the Legislature [would] comply fully with its constitutionally mandated duty." *Id.* at 484. I continue to be confident in both the good faith of the legislators and our system of separation of powers.

I also agree with Chief Justice Madsen's expression in this case that "[w]e have done our job; now we must defer to the legislature for implementation." *McCleary v. State*, 173 Wn.2d 477, 548, 269 P.3d 227 (2012) (Madsen, C.J., concurring/dissenting). Today's order illustrates that continuing jurisdiction is an

ill-fitting method of managing this state's educational funding. Even in light of the legislature's improved educational funding, we are unqualified to assess the progress made or the legislature's chances of achieving full funding by 2018. Put simply, the founders did not intend for this court to act in such a role and, more importantly, prohibited exercise of such self-granted power. With zero information regarding other financial constraints and plans for future budgets, it is impossible for us to evaluate the legislature's progress. We are not—and should not be acting as—managers of the state coffers.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Spokane Charter School Update**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Did Spokane school district apply rigorous standards to evaluation to its first set of charter school applications, and base decisions on documented evidence collected through the application review process? 2. In approving the application of PRIDE Prep and denying others, has the district given priority to charter schools that will serve at-risk students, particularly in certain parts of the district? 3. How will the district carry out its duties for monitoring and oversight of the charter school it has approved for opening in fall 2015?
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Spokane Public Schools was approved by the SBE as an authorizer of charter schools in September 2013, and announced its first charter school approval in January 2014. Steven Gering, Chief Academic Officer, and Jeannette Vaughn, Director of Innovative Programs and Charter Schools, will provide a presentation to the Board on the district's process for evaluation of charter applications and decisions on approval or denial of the applications received. The district representatives will discuss its approval of PRIDE Prep charter school for opening in fall of 2015, and its plan for oversight and monitoring of school performance. Dr. Gering and Ms. Vaughan will also discuss the role of charter schools in the overall strategic plan of the district. The presenters will engage in discussion with Board members on matters related to the district's charter-related activities.

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State Board of Education Presentation Outline
Spokane Public Schools
Dr. Steven Gering and Ms. Jeannette Vaughn
March 6, 2014

Authorizer Process

- Application to become a district authorizer
- Community relations related to authorization

Charter School Application Process

- Request for Proposals – how needs were determined
- Support from National Association of Charter School Authorizers (NACSA)
- Process of authorization
- Next steps now that we've authorized a charter school

Related Items

- College Ready District/Charter Compact
- Collaboration with WA Charters and SPS Fellow
- Funding support and internal budget dedication
- Innovative program work within SPS

Q&A with the Board

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Steven Gering
Chief Academic Officer, Spokane Public Schools

Steven Gering has been involved in education for the past 20 years. He has his B.S. in Biology from the University of Puget Sound, his Master's degree in Education from Harvard, and his doctorate in Education from the University of Washington. He has been a teacher for his first four years and a school and district administrator for the past sixteen years in a number of school districts. In his most recent role as Chief Academic Officer, Steven has responsibility for improving student achievement in Spokane Public Schools and serves as a member of the Superintendent's Staff. This leadership position works with building administrators, central office instructional, staff and members of the assessment department to monitor programs, materials, and professional development in order to boost achievement for each child in Spokane Public Schools. He currently lives in Spokane, Washington with his wife and three children.

Jeannette Vaughn
Director of Innovative Programs, Spokane Public Schools

Jeannette Vaughn is the Director of Innovative Programs for Spokane Public Schools, responsible for both charter authorization/oversight and development of the district's Portfolio of Options. Spokane is the first, and currently only, district authorizer in Washington. Prior to joining Spokane Public Schools in October 2013, she was a charter operator and served as Executive Director of Albert Einstein Academies Charter School in San Diego, California. During her career she has mentored International Baccalaureate school leaders across North America, as well as new charter school leaders through the Charter Schools Development Center's yearly Leadership Intensive Training. She holds her Bachelor's degree in Liberal Studies from San Diego State University and her Master's in Educational Technology from National University.

SCHOOL DISTRICT CHARTER AUTHORIZER CONTRACT
Between
THE WASHINGTON STATE BOARD OF EDUCATION
And
SPOKANE SCHOOL DISTRICT No. 81

This School District Charter Authorizer Contract (Contract) is entered by and between the Washington State Board of Education (SBE) and Spokane School District No. 81 Board of Directors (District) (collectively the parties) under the authority set forth in the Charter Schools Act, RCW 28A.710.090.

I. RECITALS

On November 6, 2012, the voters of the State of Washington (State) passed Initiative 1240, codified at Chapter 28A.710 RCW (Act), providing for the establishment of public charter schools. The Act provides in RCW 28A.710.080 for school district boards of directors, approved by the SBE under RCW 28A.710.090, to be Authorizers of charter schools located within the school district's own boundaries.

On June 28, 2013, the District submitted a Charter School Authorizer application to the SBE under the authority set forth in RCW 28A.710.090 and WAC 180-19-030. SBE approved the District's application to be an Authorizer at its meeting on September 11, 2013.

The SBE authorized its Executive Director to enter into a Contract with the Board of Directors as provided in RCW 28A.710.090. Therefore, in consideration of the mutual promises and other consideration recited in this Contract, the Parties agree to the following terms set forth in this Contract.

II. DISTRICT'S BOARD OF DIRECTORS APPROVAL AS CHARTER SCHOOL AUTHORIZER

A. The SBE approves the District as a Charter School Authorizer (Authorizer) under the authority set forth in RCW 28A.710.090 and under the terms and conditions as set forth in this Contract. As an Authorizer, the District is responsible for authorizing high quality public charter schools within Spokane School District ensuring the highest standards of accountability and oversight for these schools. The District shall receive an authorizer oversight fee for each school that it authorizes in accordance with RCW 28A.710.110 and WAC 180-19-060.

B. The District's Board of Directors, through its management, supervision, and enforcement of a charter contract, agrees to serve as an Authorizer in accordance with the expectations of this Contract and shall administer the charter schools it authorizes in compliance with all applicable requirements of the Act, and SBE's rules governing charter schools (WAC 180-19) as the Act and rules exist now, or may be amended from time to time, and any applicable state or federal laws and regulations. The District agrees to serve as an Authorizer consistent with WAC 180-19-050 and the proposal and plan set forth in the District's application, including compliance with the Statement of Assurances signed by Susan Chapin, Vice-President on June 28, 2013, Attachment A, which is incorporated by reference as if fully set forth in this Contract; and to comply with the following additional performance terms:

1. Give priority to charter schools that serve at-risk students as defined in RCW 28A.710.010 and work diligently to recruit high-quality charter schools that are targeted toward at-risk students, particularly in the northeast and northwest sections of the District, and document the

demographic data and instructional research it has, or will use, to evaluate educational needs in the District and identify charter options with the potential for meeting those needs.

2. Establish and maintain a clear focus on college and career readiness in its chartering authorizing practices.

3. Solicit and prioritize, consistent with the District's budget and personnel capacity as described in WAC 180-19-030(b), Charter applications that promote the following: (1) Innovations in Curriculum, such as but not limited to Core Knowledge, Cambridge Curriculum, and International Baccalaureate; (2) Innovations in Pedagogy such as but not limited to dual language, project-based learning and blended learning; and (3) Proven Practices such as but not limited to Early College in the High School and operation of schools by charter management organizations with a demonstrated record of success in raising the academic performance of the at-risk students targeted for priority by the district.

4. Establish, empower, and effectively support a Department or Office within the District with organizational responsibility for management of the District's legal duties as a charter Authorizer, including but not limited to development of the public request for proposal, solicitation and evaluation of charter applications, compliance with the authorizing contract, charter contracts, and applicable laws, and ongoing charter school oversight and evaluation.

5. Annually issue a Request for Proposal that meets the requirements of RCW 28A.710.130 including criteria that will guide the decision to approve or deny a charter application.

6. Establish and make public the process by which the District will implement its plan for ongoing monitoring, oversight and reporting on a charter school's performance consistent with the performance framework in the charter contract or contracts.

III. STATE BOARD OF EDUCATION RESPONSIBILITIES

The SBE is charged with the responsibility to oversee the District's compliance with the Contract, its authorizer's duties under the Act, including RCW 28A.710.100, and the District's performance and effectiveness as an Authorizer pursuant to RCW 28A.710.120. This includes the SBE taking action in response to performance deficiencies by the District as an authorizer as provided in RCW 28A.710.120, and subject to any applicable rules lawfully adopted by the SBE.

IV. TERM

This Contract shall be effective upon signatures of all of the parties, shall be for a six year term commencing on October __, 2013 and ending on October __, 2019, subject to renewal upon mutual written agreement of the parties.

V. REVOCATION

The grounds and procedures for revocation of this Contract shall be as provided in RCW 28A.710.120 as it exists now, or as later amended, and as provided in applicable rules lawfully adopted by SBE governing revocation of an authorizer contract. The District agrees to be bound by these rules when lawfully adopted, and as lawfully amended from time to time, by the SBE.

VI. REPORTING REQUIREMENTS

The District shall submit an annual report to the State Board of Education as required by RCW 28A.710.100(4) and according to the timeline, content, and format specified by the Board's rules when adopted, or thereafter amended. The District will provide data and reports to the SBE on charter school enrollment and academic performance as are reasonably necessary for the SBE to submit the SBE's annual report to the governor, legislature and general public under RCW 28A.710.250.

VII. NO JOINT VENTURE, PARTNERSHIP OR OTHER ARRANGEMENT

The relationship between the District and SBE is based on applicable law, including provisions of the Charter Schools Act and the terms of this Contract. It is not intended by this Contract to, and nothing contained in this Contract shall, create any partnership, joint venture, or other arrangement between the State of Washington acting through the SBE and the District. An employee hired by the District shall be an employee of the District for all purposes and not an employee of the State of Washington for any purpose. Any contract or other instrument of indebtedness entered into by the District and any third party shall not in any way constitute an obligation of the State. Likewise, any contract or other instrument of indebtedness entered into by the SBE and any third party shall not in any way constitute an obligation of the District. The District will not pledge the full fair and credit of the State for the payment of any district contract, loan or other instrument of indebtedness.

VIII. AMENDMENT

No modification or amendment of this Contract shall be made except by written agreement signed by the parties. If, after the effective date of this Contract, there is a change in applicable law which alters or amends the responsibilities and obligations, rights, or remedies of either the District or the SBE, this Contract shall be amended in writing to reflect the change in existing law as of the effective date of such change.

IX. RECORDS RETENTION

All documents in the possession of the District regarding a Charter School for which it is an Authorizer shall be maintained in accordance with all applicable state and federal document and record retentions requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

All documents in the possession of the SBE regarding its obligations under this Contract and the Act shall be maintained in accordance with all applicable state and federal document and record retentions requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

X. WAIVER

No failure by either party to insist upon the strict performance of any condition of this Contract or to exercise any right or remedy shall constitute a waiver of any such breach of this Contract. No waiver shall affect or alter this Contract, and each and every condition of this Contract shall continue in full force and effect.

XI. GOVERNING LAW

This Contract shall be governed by, and construed in accordance with, the Laws of the State of Washington and the venue of any action brought under this Contract shall be in Thurston County Superior Court.

XII. SEVERABILITY

In case any one or more of the provisions contained in this Contract shall for any reason be held by a court of law to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision of this Contract, and this Contract shall be construed as if such provisions had not been contained herein.

XIII. CONTRACT REPRESENTATIVES

All written communications regarding this Contract shall be sent to the designated representatives at the addresses listed below unless notified in writing of any change. All notices, demands, requests, and approvals that may or are required to be given by any party to any other party shall be in writing and shall be deemed to have been duly given if delivered personally, sent by a nationally recognized overnight delivery service, electronically transmitted, or if mailed or deposited in the United States mail and sent by registered or certified mail, return receipt requested, postage prepaid to the contact persons below:

Jack Archer
Director, Basic Education Oversight
Washington State Board of Education
600 Washington Street SE
P.O. Box 47206
Olympia, WA 98504

Steven Gering
Chief Academic Officer
Spokane School District #81
Spokane Public Schools
200 N. Bernard
Spokane, WA 99201

XIV. TITLES OF PARAGRAPHS

The various titles to the paragraphs in this Contract are used solely for convenience and shall not be used for the purpose of interpreting or construing any word, clause, paragraph, or subparagraph of this contract.

XV. COUNTERPARTS

This Contract may be executed in counterparts, each of which shall be deemed an original, and all of such counterparts together shall constitute one and the same instrument. In addition, the parties hereto agree that this Contract may be delivered either by a party or its counsel to the other party or its counsel personally, by a nationally recognized overnight delivery service, electronically transmitted, or if mailed or deposited in the United States mail and sent by registered or certified mail and signatures so transmitted constitute original signatures and are binding on the party so signing. Upon request, the parties shall further deliver between themselves actual originally signed copies or counterparts, but such further delivery, or failure therefor, shall not affect the validity or timing of the Contract.

XVI. FORCE MAJEURE

In the event that either party is unable to perform its obligations under this Agreement as a result of a force majeure, neither party shall be liable to the other for direct or consequential damages resulting from lack of performance. "Force Majeure" shall mean fire, earthquake, flood, act of God, strikes, work stoppages, or other labor disturbances, riots or civil commotions, litigation, court rulings, war or other act of any foreign nation, power of government, or governmental agency or authority, or any other cause like or unlike any cause above mentioned which is beyond the control of either party.

XVII. DISPUTE RESOLUTION

The parties agree to make best efforts to resolve any disputes arising out of this Contract at the lowest level. Both parties shall have the right to require mediation as a condition precedent to the other party filing any action arising out of the Contract in a court of law. Each party shall split the expenses of the mediator and the facility for the mediation. Each party shall otherwise pay its own expenses. Provided, the dispute resolution described in this section shall not apply to SBE oversight and enforcement duties, activities, and procedures developed pursuant to RCW 28A.710.120.

Washington State Board of Education

Ben Rarick
Executive Director
Washington State Board of Education
Date: 10/10/2013

Spokane School District No. 81

Robert Douthitt
President, Board of Directors
Spokane School District #81
Date: 10/9/13

THE WASHINGTON STATE BOARD OF EDUCATION

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

CHARTER SCHOOL
CERTIFICATION OF COMPLIANCE
RCW 28A.710.150

Pursuant to RCW 28A.710.150(2), the Washington State Board of Education is required to certify that an Authorizer approved public charter school meets the limits for establishing new charter schools set forth in RCW 28A.710.150(1). This certification is required to be done before final authorization of the charter school.

On January 22, 2014, the Board of Directors of Spokane Public School District approved PRIDE Prep Schools Charter School as a Washington Public Charter School for opening in the 2015-16 school year. The school district submitted a timely report of the action taken to the SBE on January 30, 2014 as required by RCW 28A.710.150(2).

The State Board of Education, as required by RCW 28A.710.150(2) and under the process prescribed in RCW 28A.710.150(3) and WAC 180-19-090, now certifies that Spokane Public School District's approval of PRIDE Prep Schools Charter School as a Public Charter School for opening in 2015 is in compliance with the limits on the maximum number of charters allowed under RCW 28A.710.150(1).

DATED this 3rd day of February, 2014.

Kristina L. Mayer

Dr. Kristina Mayer, Chair
Washington State Board of Education