



THE WASHINGTON STATE BOARD OF EDUCATION

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

Educational Service District 112, Clark and Pacific Rooms
2500 N. 65th Avenue, Vancouver, WA 98661

November 13–14, 2014

AGENDA

Thursday, November 13

8:00-8:30 a.m.

Call to Order

- Pledge of Allegiance
- Announcements
- Welcome from Mr. Tim Merlino, Superintendent, Educational Service District 112
- Board Updates from Chair Muñoz-Colón

Consent Agenda

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

- Approval of Minutes from the September 9–11, 2014 Board Meeting (**Action Item**)

8:30-9:30

Strategic Plan Dashboard & Discussion

Mr. Ben Rarick, Executive Director

9:30-10:15

Required Action Districts – Status & Next Steps

Ms. Linda Drake, Research Director

Mr. Andy Kelly, Assistant Superintendent, OSPI

- Update on implementation of Action Plan by Current RADs
- Consideration of New Required Action Districts
- Consideration of Exit Criteria Pertaining to Current RADs

10:15-12:00 p.m.

Discussion of Educational System Health Indicators Report and Evidence-based Reforms Needed to Achieve System Goals

Conversation with Peer Agencies Facilitated by Chair Muñoz-Colón

Ms. Linda Drake, Research Director

Dr. Andrew Parr, Senior Policy Analyst

Ms. Julia Suliman, Senior Research Analyst

Representatives of Partner Agencies – OSPI, WSAC, DEL, SBCTC, and PESB

12:00-12:15

Public Comment

12:15-1:00	Lunch
1:00-2:00	Update on Former English Language Learner Data Analysis Dr. Andrew Parr, Senior Policy Analyst Mr. Greg Lobdell, Consultant, Center for Educational Effectiveness Dr. Jason Motamedi, Senior Researcher, Education Northwest
2:00-2:45	SBE Bylaws Review Committee Update Dr. Kristina Mayer, Immediate Past-Chair Mr. Bob Hughes, Board Member
2:45-3:00	Break
3:00-3:30	Review of Washington Administrative Code Mr. Jack Archer, Director of Basic Education Compliance
3:30-5:00	Board Discussion
5:00	Adjourn

Friday, November 14

8:00-8:30 a.m.	Student Presentation Ms. Mara Childs, Student Board Member
8:30-9:30	Update on Legislative Priorities Mr. Jack Archer, Director of Basic Education Compliance Ms. Julia Suliman, Senior Research Analyst Mr. Doug Kernutt, Consultant <ul style="list-style-type: none"> • Briefing on Initiative 1351 Results and Implications • Update on Legislative Priorities of Peer Agencies • Consideration of Revised Statement on Phasing-out Biology EOC Graduation Requirement • Streamlining Alternative Assessments
9:30-10:15	Presentation of Budget Outlook for 2015-2017 Biennium Mr. David Schumacher, Director of the Office of Financial Management
10:15-10:30	Break
10:30-11:45	Establishing a High School Graduation Achievement Level — Considerations and Assessment Transition. Ms. Linda Drake, Research Director Dr. Robin Munson, Assistant Superintendent, Assessment and Student Information, OSPI
11:45-12:00 p.m.	Public Comment
12:00-12:30	Lunch
12:30-2:00	Board Discussion

2:00-3:00

Business Items

- Approval of 2017–2018 Board Meeting Dates and Locations (**Action Item**)
- Approval of Preliminary Educational System Health Indicators Report and Authorization to Complete and Submit the Report Following Guidance Provided by the Board in November Board Discussion (**Action Item**)
- Approval to Direct Staff to Develop Timelines and Measurement Indicators Associated with the Strategic Plan Vision, Mission, Goals, Strategies and Action Steps Presented at the November Meeting for Board Consideration at the January 2015 Meeting (**Action Item**)
- Approval of Position Statement on Establishment of a Cut Score for High School Graduation on the High School SBAC Assessment (**Action Item**)
- Approval of Position Statement on Need for Funding for Professional Learning in Washington State (**Action Item**)
- Adoption of 2014 School District BEA Compliance Report (**Action Item**)
- Approval of Waiver of Career and College-Ready Graduation Requirements for Longview School District (**Action Item**)
- Approval of Waiver of Career and College-Ready Graduation Requirements for Snohomish School District (**Action Item**)
- Approval of Legislative Priority Statement Concerning Biology End-of-Course Graduation Requirement Phase-Out (**Action Item**)
- Approval of the High School and Beyond Plan Letter of Agreement (**Action Item**)
- Approval of the Score on the Science Portion of the ACT That Meets Standard for Use as an Alternative to the Biology End-of-Course Assessment (**Action Item**)

3:00

Adjourn



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Strategic Plan	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This section of the packet contains a summary of steps that the staff and Board have gone through during the strategic plan development process and the draft Strategic Plan that includes the proposed vision and mission statements, goals, strategies and action steps. The board will consider approval of the Strategic Plan action steps at the November 2014 board meeting and consider the entire plan for approval at the January 2015 meeting.</p> <p style="text-align: center;">Summary of the SBE Strategic Plan Process</p> <p>Board members will remember that the strategic planning process began with a staff retreat where ideas for goals, objectives and strategies were brainstormed. The Executive Committee reviewed a summary of staff suggestions at their own strategic plan retreat. A memo of the committee's discussion was included in the materials for the July board meeting. (http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/03StrategicPlan.pdf page 7)</p> <p>At the July meeting, the Board had small-group discussions about the mission, vision and strategic plan. Staff solicited input on the strategic plan from the public through an online survey.</p> <p>At the September meeting, the materials included a summary report of the Board's small group discussions from the July meeting, a summary report of the public input survey responses, and a skeleton strategic plan. (http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/01StrategicPlan2.pdf)</p> <p>In early October, staff solicited feedback from the Board on the Vision, Mission and Goals; and sent a strategic plan matrix http://www.sbe.wa.gov/documents/StratPlan/Matrix.docx, a glossary of strategic plan terms http://www.sbe.wa.gov/documents/StratPlan/Glossary.docx, and a summary of board discussion from the September meeting. http://www.sbe.wa.gov/documents/StratPlan/DiscussionSummary.docx</p> <p>In mid-October, staff solicited feedback from the Board on the Strategies.</p> <p>The strategic plan action steps were emailed to the Board for review.</p>	



Strategic Plan Terms

In response to challenges in using diverse strategic planning terms, staff have developed a set of definitions so that members and staff have a common understanding.

**Broader scope, higher-level,
visionary, strategic on a system-
wide level**

Vision: An aspiration of where you want the educational system or Board to be at the end of the Strategic Plan; what success would look like.

Mission: The work that the Board is charged with doing; the means of reaching the vision.

Goal: The result of the effort of the Board that advances the educational system towards the vision; an aim; an outcome. The goal falls within the means described in the mission statement.

Strategy: How the goal will be reached; an intentional method for reaching the goal.

Action Step: An accomplishment that is done in furtherance of the strategy; an achievable step in the strategic direction towards achieving the goal.

**Narrow scope, project-level,
detailed, tactical on a SBE
action-level**

Educational Terms

Opportunity Gap: Inputs – the unequal or inequitable distribution of resources and opportunities.¹

Achievement Gap: Outputs – the unequal or inequitable distribution of educational results or benefits.¹

¹The Glossary of Education Reform. (2013). *For journalists, parents, and community members*. Retrieved from: <http://edglossary.org/>



DRAFT SBE Strategic Plan

Vision

A quality education system that prepares all students for college, career, and life.

Mission

The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

Strategic Plan

Goal 1: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

Strategies:

- **Establish, monitor, and report on ambitious student achievement goals for the K-12 system.**
 - Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.
 - Publicly report on the Indicators of Educational System Health through an enhanced website.
 - Publicly report the Achievement Index results through a user-friendly website that enables summary and disaggregated profiles.
 - Update the school improvement goal regulations established in WAC 180-105-020 to ensure consistency with Washington's federal ESEA flexibility application and other goals established in state law.
 - Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.
- **Develop and implement an aligned statewide system of school recognition and accountability.**
 - Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.
 - Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state's aligned accountability framework.
 - Monitor and evaluate Required Action District schools for exit from Required Action status or assignment to Required Action level II status.
 - Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.
 - Explore the inclusion of additional indicators into the state's accountability framework that reflect student social and emotional well-being and readiness for academic success.
 - Partner with OSPI to advocate for the the provision of adequate supports for Challenged Schools in Need of Improvement.

Goal 2: Develop and support policies to close the achievement and opportunity gaps.

Strategies:

- **Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.**
 - Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.
 - Research and promote policies to close opportunity gaps in advanced course-taking.
 - Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.
 - Advocate for increased access to early learning opportunities.
 - Advocate for expanded learning opportunities.
 - Study ELL student performance data to inform policymaking for ELL accountability and goals-setting regulations.
- **Develop policies to promote equity in postsecondary readiness and access.**
 - Advocate for expanded programs that provide career and college experiences for underrepresented students.
 - Work with partner agencies and stakeholders to expand access for all students to secondary and higher education transitions.
 - Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.
 - Collect and analyze data on the use of basic education waivers, including those pertaining to student course-taking and instructional calendar modifications.
- **Explore research and data to promote strategies to strengthen key transition points in a student's education.**
 - With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.
 - Identify key transition points in a student's academic career that present challenges.
 - Research strategies to address the needs of students at key transition points.

Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.

Strategies:

- **Support district implementation of the 24-credit high school diploma framework.**
 - Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.
 - Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.
- **Promote expansion and use of flexible crediting and course-taking options.**
 - Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency standards.
 - Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.

- Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.
- **Strengthen student academic planning processes and enhance access to planning experiences.**
 - Develop tools and resources for use by students, families, schools, and districts to engage in the High School and Beyond Plan process.
 - Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.
 - Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.
- **Support the implementation of career and college ready standards and an aligned assessment system.**
 - Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment.
 - Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.
 - Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.
 - Establish the scores needed for students to demonstrate proficiency on state assessments.

Goal 4: Provide effective oversight of the K-12 system.

Strategies:

- **Ensure compliance with all requirements for the instructional program of basic education.**
 - Implement timely and full reporting of compliance by school districts with basic education requirements.
 - Provide clear guidance to districts on compliance with instructional hour requirements.
 - Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.
 - Provide clarification and guidance to private schools on the private school approval process.
- **Conduct thorough evaluations of requests for waivers of BEA requirements.**
 - Conduct ongoing review of board rules and procedures for evaluation of 180-day waiver requests, and refine as found needed to ensure rigor, equity and consistency.
- **Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.**
 - Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.
 - Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.

- Establish tools and procedures for ongoing communication with district authorizers and information-gathering that ensures the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.
- **Issue high-quality annual reports on the state's charter schools.**
 - Collaborate with the Washington Charter Schools Commission, district authorizers, and OSPI to ensure accurate and reliable data collection and reporting processes are developed.
 - Collaborate with the Washington Charter Schools Commission to develop the annual report.
 - Research practices to address areas of the charter law that are found in need of strengthening as a result of analysis of the authorizer annual reports.
- **Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.**
 - Research practices and reforms that address areas where the state is not meeting targets.
 - Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.
 - Continually revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.



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Title:	Required Action Districts—Status and Next Steps	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education will receive an update from the Office of the Superintendent of Public Instruction (OSPI) on current required action districts, in accordance with RCW 28A.657.100. No Board action is required.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	The Board will receive an update on districts that were designated for required action in January 2011 (RAD Cohort 1) and districts that were designated for required action in March 2014 (RAD Cohort 2). The memo in the section summarizes possible next steps for RAD Cohort 1, once the Office of Superintendent of Public Instruction has analyzed the data in 2015. Likely next steps include release from RAD or assignment to remain in RAD 1. Also possible is assignment to RAD II. The Board will consider these next steps, following OSPI recommendations for release from required action status or not at the March 2015 meeting.	



REQUIRED ACTION DISTRICTS—STATUS AND NEXT STEPS

Policy Considerations

The Board will receive an update from the Office of the Superintendent of Public Instruction staff on both the first and second cohorts of required action districts (RAD). The Board will also have the opportunity to discuss and ask questions about:

- Considerations of the recommendation to exit districts from required action status, which may occur at the March 2015 Board meeting for the first cohort of RADs.
- The impact of the changing assessment system on the accountability system.

Update on RAD Cohorts

[RCW 28A.657.100](#) directs the Superintendent of Public Instruction to provide a report twice per year to the SBE on progress made by school districts designated as RAD. The update the Board receives at this meeting will fulfill this legislative responsibility.

At the January 2011 Board meeting, the Board designated four districts for required action (RAD Cohort 1):

- Lakeridge Elementary School, Renton School District
- Morton Junior-Senior High School, Morton School District
- Onalaska Middle School, Onalaska School District
- Soap Lake Middle and High School, Soap Lake School District

At the March 2014 Board meeting, the Board designated an additional four districts for required action (RAD Cohort 2):

- Stewart Middle School, Tacoma School District
- Wellpinit Elementary School, Wellpinit School District
- Tulalip Elementary School, Marysville School District
- Washington Middle School, Yakima School District

The required action plans for RAD Cohort 2 were approved by the SBE at the July 2014 Board meeting. OPSI will report on site visits, progress, and plan refinements of these districts.

RAD Cohort 1 implemented their required action plans for three years, and are now in their fourth year since entering RAD status. The statute states that OSPI may recommend a district to the SBE for release from RAD after three years of implementing a required action plan and meeting certain criteria.

OSPI plans on creating the Priority and Focus schools list (Priority schools are considered persistently lowest-achieving) by February 2015. Based on the list, as well as other data relevant to the criteria, OSPI will consider making a recommendation of exiting RAD status of Cohort 1 districts. If OSPI decides not to recommend a district for release based on the data, the SBE must decide if the district should remain in required action level I (RAD I) status or be assigned to required action level II (RAD II).

Possible Next Steps

Once the data have been analyzed for each of the RAD Cohort 1 districts, the next step would be one of the following:

1. Release from RAD, based on a recommendation from OSPI

- a. If it is confirmed that the district has met the requirement for release and OSPI recommends a district for release from RAD status, SBE shall release the district from RAD status.
 - b. The criteria for release from RAD ([RCW 28A.657.100](#), [WAC 392-501-740](#), and [WAC 392-501-720](#)) include:
 - i. The district no longer has a school that is persistently lowest-achieving
 - ii. The district has shown progress in closing the opportunity gap
 - iii. The school (or schools) that were on the persistently lowest-achieving list have had a positive improvement trend in reading and math on state assessments in the “all students” category for the past three years.
2. SBE consideration of assignment to remain in RAD I.
- a. If a district does not meet the requirements for release, the findings must be submitted to the Education Accountability System Oversight Committee. The Committee is composed of:
 - i. Two members from each of the largest House caucuses, appointed by the Speaker of the House.
 - ii. Two members from each of the largest Senate caucuses, appointed by the President of the Senate.
 - iii. Two members appointed by the Governor.
 - iv. One non-legislative member of the Educational Opportunity Gap Oversight and Accountability Committee.
 - b. The Committee would review the findings and provide comment.
 - c. Taking into consideration the Committee’s comments, the SBE would make a determination on assigning the district to remain in RAD I.
 - d. The district would submit a new or revised required action plan.
3. SBE consideration of assignment to RAD II.
- a. The criteria to be designated for RAD II is that the district has failed to make recent and significant progress ([WAC 180-17-060](#)):
 - i. Progress occurring within the two most recently completed school years, substantial enough to put the required action school (or schools) on track to exit the list of persistently lowest-achieving schools list if the rate of progress is sustained for an additional three school years
 - b. Findings would need to be submitted to the Educational Opportunity Gap Oversight and Accountability Committee for review and comment.
 - c. Taking into consideration the Committee’s comments, the SBE would make a determination on assigning the district to RAD II. The RAD II process (including the Level II needs assessment and revised required action plan) would commence.

Action

No Board action at the November meeting.

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.



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Title:	Indicators of Educational System Health Discussion and Draft Report	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ul style="list-style-type: none"> • Is the educational system meeting targets on the specified indicators? • What reforms should be recommended to improve performance? • How can partner agencies collaborate to implement reforms and improve performance? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Report	
Synopsis:	<p>The draft report reviews the status of the indicators recommended in the 2013 report, proposes new indicators and two indicator revisions, and recommends evidence-based reforms to improve performance on the Indicators of Educational System Health.</p> <p>The four reforms recommended are:</p> <ul style="list-style-type: none"> • Expand access to high-quality early childhood education • Expand and fully fund high-quality professional learning • Increase access to high-quality expanded learning opportunities • Expand supports and services that prepare students for postsecondary opportunities <p>The Board will discuss the draft report, recommended reforms, and aligning efforts with partner agencies at the meeting. The Board will also direct staff to update and complete the report based on the input received in the meeting.</p>	

Alignment of Partner Agency Strategic Plan Goals with ESSB 5491 Recommended Reforms

Recommended Reform (Intervention)	Partner Agency Goals or Recommendations
Expand access to high quality early childhood education.	Department of Early Learning Goal: Provide voluntary, high-quality early learning opportunities for children and families in Washington.
	Results Washington Outcome Measure 1.1: Increase the percentage of children enrolled in high quality early learning programs from 2013 baseline to targets per program.
	Office of Superintendent of Public Instruction & Results Washington Draft Performance. Indicator Goal: Increase by 2 percentage points students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS) as measured by the 2013 -14 cohort. Decrease disproportionality of each targeted subgroup by 2 points.
	Quality Education Council Continue investments in early learning, specifically through its commitment to the Early Childhood Education Assistance Program (ECEAP) for at-risk 3- and 4-year olds.
Expand and fully fund high quality professional learning.	Equal Opportunity Gap Oversight and Accountability Committee 2014 recommendations: Enhance the cultural competence of current and future educators and classified staff at pre-service, induction and through ongoing professional learning. Endorse all educators in English Language Learner / Second Language Acquisition. Under recommendation 6, the EOGOAC supports professional development and a career ladder for paraeducators to work more effectively with students and to provide an articulated pathway to become a certificated teacher.
	Results Washington Goal 1.2.h.: Increase the percentage of first-year teachers with active, qualified mentor by 10% per year.
	Office of Superintendent of Public Instruction Due to the broad impacts of professional learning on the education system, this reform aligns with many OSPI draft performance indicator goals for assessments, credits, and dropout prevention and graduation.
	Quality Education Council 2013 Report to the Legislature recommended the state to invest in up to 10 days of content-specific professional development outside of the 180-day school calendar.
Increase access to high quality expanded learning opportunities.	Office of Superintendent of Public Instruction Due to the broad impacts of expanded learning opportunities on the education system, this reform aligns with many OSPI draft performance indicator goals for assessments, credits, and dropout prevention and graduation.
Expand High School and Beyond planning for high school students.	Workforce Training and Education Coordinating Board Goal: Multiple pathways for first careers, Objective 1: Improve availability and quality of career and education guidance for students in middle school, high school, and postsecondary institutions. Objective 2 – Identify, assess, and certify skills for successful careers. Objective 3: Expand Programs of Study that bring together a sequence of career-focused courses that start in high school and extend through college. Objective 4: Increase work-integrated learning. Objective 5: Improve student access and retention. Objective 6: Job search and placement for people into first careers.
	State Board of Community and Technical Colleges Goal: Student success, Objective: Provide smooth transitions from K-12 to colleges and universities.
	Results Washington Goal 1.3.d.: Increase the percentage of eligible students who sign up for College Bound program from 80% to 92% by 2017. Goal 2.2.g.: Increase the number of students who take high school courses to prepare them for STEM fields.
	Washington Student Achievement Council Draft Recommendations: Provide greater access to work-based learning opportunities; Build bridges from high school to college and careers through dual-credit programs. Provide support in middle school, high school, and college to increase high school graduation and postsecondary completion rates for under-represented students.
	Office of Superintendent of Public Instruction Draft Performance Indicator Goals: Increase by 2 percentage points and decrease disproportionality of each targeted subgroup: students attending post-secondary education institutions within one year of graduating high school; applying for the College Bound Scholarship; filing a FAFSA by February 1



[COVER LETTER]

[EXECUTIVE SUMMARY]

STATEWIDE INDICATORS OF EDUCATIONAL SYSTEM HEALTH

1. Legislative Mandate

This report is in response to the requirement of RCW 28A.150.550 that the State Board of Education, with assistance from the Office of the Superintendent of Public Instruction (OSPI), the Workforce Training and Education Coordinating Board (WTECB), the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), and the Student Achievement Council (WSAC), will report on the statewide indicators of educational system health by December 1 of each even-numbered year.

(5)(a) The state board of education, with assistance from the office of the superintendent of public instruction, the workforce training and education coordinating board, the educational opportunity gap oversight and accountability committee, and the student achievement council, shall submit a report on the status of each indicator in subsection (1) of this section and recommend revised performance goals and measurements, if necessary, by December 1st of each even-numbered year, except that the initial report establishing baseline values and initial goals shall be delivered to the education committees of the legislature by December 1, 2013.

2. Introduction

Requirements of the Law

ESSB 5491 codified as RCW 28A.150.550, directed SBE to lead the effort in identifying system-wide performance measurements and goals for the six statewide indicators specified in the legislation. The legislation also requires that the SBE:

- Submit an initial and biennial reports beginning on December 1, 2013,
- Recommend revised performance goals and measurements, if necessary,
- Recommend evidence-based reforms as needed, and
- Compare Washington student achievement results to national data and “peer states.”

RCW 28A.150.550 identifies specific responsibilities of the SBE in the statewide indicators of educational system health. The statute directs the SBE to:

- Work with state agencies and other entities to identify realistic but challenging system-wide performance goals and measurements.
 - The law specifies SBE will work with OSPI, the Workforce Training and Education Coordinating Board, the Educational Opportunity Gap Oversight and Accountability Committee, and the Washington Student Achievement Council (WSAC).
 - The SBE has engaged and is working with other agencies and organizations through the Achievement and Accountability Workgroup.

- The SBE, OSPI, and the WSAC are directed to align their strategic plans and education reform efforts with the statewide indicators and performance goals.
- The SBE, with assistance from OSPI, the Workforce Training and Education Coordinating Board (WTECB), the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), and the WSAC have the responsibility to submit a biennial report on the status of each indicator and recommend revised performance goals and measurements. The first biennial status report is due in December 2014.
 - The report must recommend evidence-based reforms intended to improve student achievement in the area of any indicator if:
 - Educational system is not on target to meet the performance goals for that indicator; or
 - Washington students are falling behind students in peer states; or,
 - Washington is not within the top 10 percent nationally.
 - To the extent data is available, the performance goals for each indicator must be compared with national data to identify whether Washington student achievement results are:
 - Within the top 10 percent nationally; or
 - Are comparable to results in peer states with similar characteristics as Washington.

Relationship to McCleary

In order for Washington to perform well in each indicator, the resources provided must align with the goals of the system. At a time when our system is inadequately funded, it cannot be expected that the system will perform to its potential, or compare as well as it could to other states. Our investments must align with our aspirations. The Supreme Court's *McCleary* ruling, and the action to be taken by the Legislature towards full funding in the next biennium, will impact the system's performance on these health indicators and, ultimately, outcomes for students. These indicators will also serve as an important tool in monitoring the impacts of this new funding to ensure it is being invested in the most effective ways.

Process of working with other agencies and organizations

The SBE worked with the Achievement and Accountability Workgroup (AAW) on the development of additional indicators at the September AAW meeting. In October, the AAW and other partner agency invitees reviewed the draft report and discussed the reform recommendations.

At the November State Board of Education meeting, Superintendent Dorn and representatives from the WTECB, WSAC, the Department of Early Learning (DEL), the Professional Educator Standards Board, and the State Board of Community and Technical Colleges participated in a joint discussion of the draft report and reform recommendations. The EOGOAC was unable to attend the November meeting and offered comments in an individual meeting.

Previous work

The Initial Report on the Indicators of Educational System Health was delivered on December 1, 2013 to the Educational Committees of the Legislature. A copy of the report can be found at <http://www.sbe.wa.gov/documents/legislative/2013/5491report1.pdf>.

3. Indicators

Six indicators were specified in ESSB 5491 for measuring system health:

- Kindergarten Readiness, as measured on the WaKIDS assessment
- Fourth Grade Reading Proficiency
- Eighth Grade Math Proficiency
- Four-year Graduation Rate
- Postsecondary Education and Workforce, as measured by enrollment and employment rates
- Quality of the High School Diploma, as measured by postsecondary remediation enrollment

In the 2013 report, the SBE and partner agencies recommended revisions to these indicators, including recommendations for secondary indicators within the above categories. A seventh indicator was also recommended, Quality of Schools, which measures the percentage of students who attend schools ranked “Good” or better on the Achievement Index. Table 1 below outlines the proposed revisions.

Table 1: 2013 Indicator Revisions

ESSB 5491 Indicator	2013 Recommended Indicator
Kindergarten Readiness: Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains.	No Change to Kindergarten Readiness Indicator.
4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4 th Grade Reading MSP.	3rd Grade Literacy: Percentage of students Meeting or Exceeding standard on the 3 rd Grade Reading MSP. Adds: 3 rd Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment.
8th Grade Math: Percentage of students Meeting or Exceeding standard on the 8 th Grade Math MSP.	8th Grade High School Readiness: Percentage of students Meeting or Exceeding standard on the 8 th Grade Reading, Math, and Science MSP. Adds: 8 th Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment. Adds: Growth Gap Indicator: The percentage decrease in student growth gap in reading and math between the All Students group and Targeted Subgroup.
High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the 4-Year graduation rate.	No Change to High School Graduation Rate (4-Year Cohort) . Adds: High School Graduation Rate (5-Year Cohort): The percentage of students graduating using the 5-Year graduation rate.
Quality of High School Diploma: Percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	No Change to Quality of High School Diploma Indicator. Adds: Percentage of students meeting or exceeding standard on the 11 th Grade SBAC College and Career Readiness Assessment.
Post-Secondary Engagement: Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2 nd and 4 th quarters after graduation.	Post-Secondary Attainment: Percentage of high school graduates attaining credentials, certificates, or completing an apprenticeship prior to age 26. Percentage of high school graduates employed in the 2 nd and 4 th quarters after graduation.
New Indicator	Access to Quality Schools: The percentage of students at schools at or above the Good Tier of the Washington Achievement Index.

Goals

Realistic but challenging annual targets were created for the All Students group and all ESEA subgroups (race/ethnicity and special program status) for each of the specified and revised indicators. The guiding principles for Educational System Health are (1) the meeting of all performance goals by 2027 and (2) College and Career Readiness for all students. This will be accomplished in two stages:

- Stage 1 proposes to eliminate 50 percent of the gap between current performance and the 2027 performance goal (the “performance gap”) by the end of the 2019-20 school year.
- Stage 2 proposes to eliminate the remaining performance gap by the 2026-27 school year.

For each indicator, a baseline or starting point is established and is calculated as a simple average of two recent years of data. Once the baseline is established, annual increases or targets are computed for each ESEA subgroup for each indicator following the guiding principles specified above. Since each subgroup starts out with a different baseline value, some subgroups have greater annual targets than other groups for any given indicator. The performance and targets for all student groups for all indicators are found in Appendix A.

Status

For the purpose of determining whether the system is on-track to meet targets, the performance of the All Students group is compared to the target for the corresponding year (Table 2). A narrative for each of the recommended indicators and ESSB 5491 specified indicators are found in Appendix A. However, see that four of the seven Educational System Health Indicators are not on-track to meet performance gap reduction targets and system goals.

Table 2: Summary of the status of the recommended Educational System Health Indicators.

Indicator	Most Recent Year	Measure (%)	Target (%)	On Track to Meet Gap Reduction Targets?
Kindergarten Readiness	2014	40.8	43.1	NO
3 rd Grade Literacy	2014	72.0	73.0	NO
8 th Grade High School Readiness	2014	43.8	48.7	NO
High School Graduation	2013	76.0	78.6	NO
Quality of High School Diploma	2012	TBD	84.8	TBD
Post-Secondary Attainment and Workforce	2012	TBD	TBD	TBD
Access to Quality Schools	2013	TBD	59.8	TBD

Note: TBD = to be determined on account of data availability.

ESSB 5491 requires that the Board compare the academic performance of Washington students to those nationally and in the Peer States (Colorado, Connecticut, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, Virginia). Table 3 summarizes the student performance and the comparisons, while supporting charts and data are included in Appendix A.

For purposes here, the determination as to whether a target was met was made based on the performance of the All Students group for the recommended indicators from the Initial Report from December 2013. The subgroup performance and target attainment determinations are included in Appendix A.

Table 3: Summary of the national and Peer State comparisons of Educational System Health Indicators.

Indicator	On Track to Meet Gap Reduction Targets?	Ranked in the Top 10 Percent Nationally	Comparable to Peer States
Kindergarten Readiness	NO	NO	NO
3 rd Grade Literacy	NO	NO*	NO*
8 th Grade High School Readiness	NO	NO	YES
High School Graduation	NO	NO	NO
Quality of High School Diploma	TBD	YES	YES
Post-Secondary Education and Workforce	TBD	TBD	TBD
Quality of Schools	TBD	TBD	TBD

*Note: the 4th Grade NAEP Reading was used for comparison.

In summary, four Educational System Health Indicators are not on-track to meet targets, are not ranked in the top ten percent nationally, and are not comparable to Peer States. Data and comparative analyses are pending for three of the indicators.

2014 Indicator Recommendations

Revised Indicator Refinements

As the revised indicators proposed in the 2013 report were used to generate the baselines, targets, and goals for this report and the SBE and partner agencies continued conversations regarding system health, the need for additional refinements became apparent. Revisions to two areas in particular are proposed: student growth and language acquisition.

Adequate Growth. In the December 2013 initial report to the education committees of the Legislature, the SBE recommended the inclusion of a Growth Gap measure to the High School Readiness Indicator. The recommended measure was to be the percentage decrease in student growth gap (combined reading and math between the All Students and Targeted Subgroup). Upon further study, the SBE staff determined that a gap computation based on median percentiles derived from large population sizes would be poorly suited as a System Health Indicator.

The meaningfulness of the median Student Growth Percentile (SGP) is sometimes reduced because the SGP is a wholly normative or comparative measure. The use of an Adequate Growth Percentile (AGP) is often preferred over the SGP because the AGP provides information about student growth in relation to the rates necessary to reach proficiency.

We are proposing to use the percentage of 4th and 6th grade students meeting their individual adequate growth targets in reading and math as a secondary measure of the High School Readiness indicator. This measure is preferred for several reasons:

1. To increase transparency for the general public,
2. To enhance the meaningfulness of the growth model component, and
3. To align the state Educational System Health Indicators to the Office of the Superintendent of Public Instruction (OSPI) strategic planning performance indicators,

This revised statewide measure is amenable to disaggregation by subgroup and for annual target-setting. This measure is viewed as a leading indicator of high school readiness and a predictor of middle school academic performance. Growth to a proficiency target is more important than growth alone.

The Office of the Superintendent of Public Instruction (OSPI) will not be computing AGPs from the 2013-14 assessment results because a substantial percentage of students across the state sat for the SBAC Field Test instead of the regular MSP assessments. Since the assessed population differs substantially from one year to the next, it would be misleading to publicly report the findings. The OSPI expects to produce AGPs from the 2015-16 assessment results, which will be ready for inclusion in the 2016 Biennial Report on the Educational System Health Indicators.

Language Acquisition. In the current recommended indicators, language acquisition is included in the third grade and eighth grade indicators as the percentage of K-3 or K-8 students that score proficient in English on the Washington English Language Proficiency Assessment (WELPA). Staff have further explored the topic of language acquisition and considered alternate ways to include an indicator that provides a measure of how well our bilingual education programs are serving our students not only in acquiring English, but in acquiring academic proficiency as well. Because students requiring ELL services may enter the system at different points in their academic career, a measure at the time of graduation would capture students' transition out of ELL services and their academic attainment. The Board recommends revision of the third and eighth grade indicators to remove WELPA proficiency and add a 5-Year Graduation Rate goal for Former ELL students to the High School Graduation rate as a secondary indicator.

The SBE staff engaged the Accountability and Achievement Workgroup (AAW) in multiple discussions regarding the academic performance of ELL students and received considerable input from the AAW members as to the difficulty of developing robust accountability measures for this dynamic subgroup. In particular, the AAW notes that the Bilingual program participants form part of a unique group for several reasons:

- We know that the highest performing ELL group members (10 to 20 percent per year) are reclassified as Former ELL students each year and we know that 10 to 20 percent of ELL students are never reclassified,
- ELL students double test each year, as they sit for the Washington English Language Proficiency Exam (WELPA) and the MSPs, HSPEs, or the EOCs depending on grade level,
- Performance on all of the assessments from above are related in one way or another to native language, age of entry into the Bilingual program, years in program, and the design of the Bilingual Program, for example.

For use as a secondary measure of Bilingual program success and with mixed feelings, the AAW acknowledged that the transition point measure of high school graduation of the program

participants (Former ELL students) would be a meaningful (albeit imperfect) measure of program success.

The Board staff are exploring a potentially more robust indicator of Bilingual Program success—the percentage of students making adequate progress toward transitioning out of Bilingual Program services. However, an indicator such as this would not be ready for inclusion in the Educational System Health Indicators for at least two years and goal setting for two additional years after that. This overly simple timeline is complicated by Washington’s transition to the ELPA 21 in the 2015-16 school year. While the Board staff explores the feasibility of including and transitioning to this new measure, we recommend including the 5-Year Graduation rate for Former ELL students as a secondary indicator of the High School Graduation rate to temporarily serve as a measure of Bilingual Program effectiveness.

Additional Indicators

In addition to the revisions above, the Board recommends to the Legislature that additional Educational System Health Indicators be included for future reports.

The current Educational System Health Indicators focus on proficiency and attainment—the outputs of the system. However, the health of the educational system also depends on the inputs that impact student outcomes—and understanding these inputs will help to inform targeted reforms that address not only the achievement gap, but also the opportunity gap.

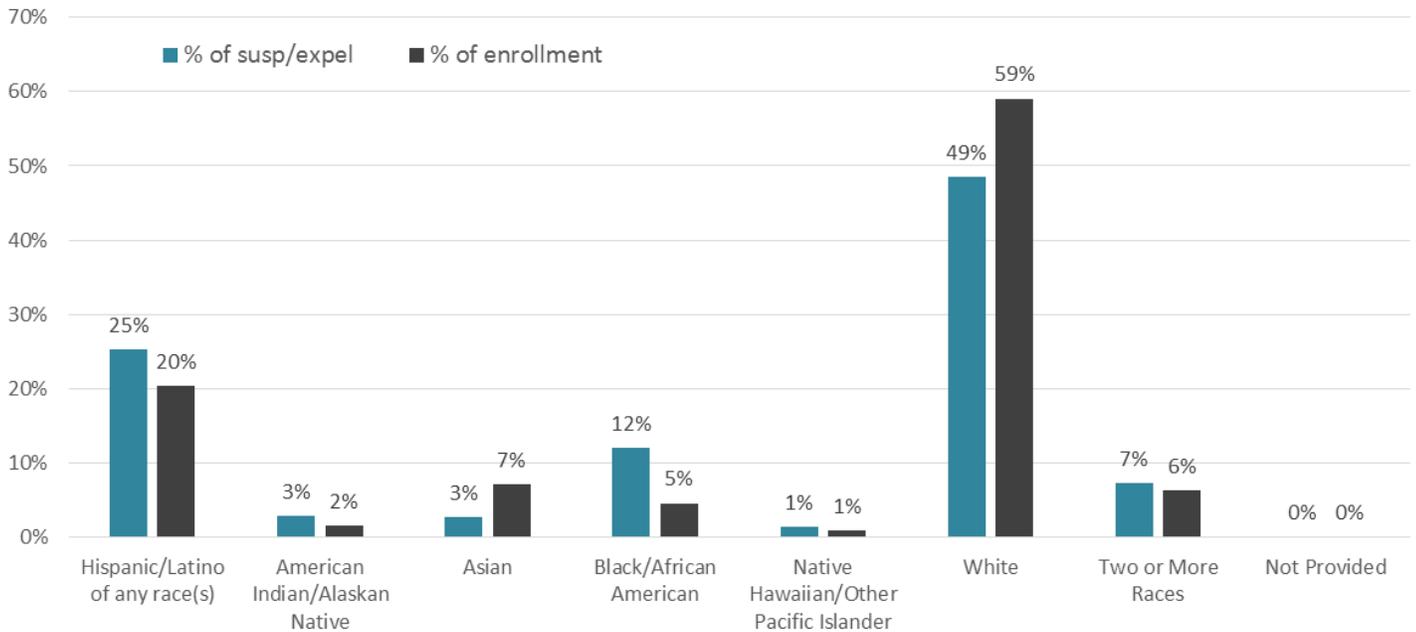
The SBE and partner agencies have discussed potential additional indicators that may provide a more holistic understanding of the system’s health and compliment the current indicators. Among others, these indicators included discipline and access to pre-kindergarten. SBE staff surveyed the available research in these areas and the available Washington state data to craft recommendations on how potential indicators may be structured. The first indicators recommended for inclusion are a student discipline indicator and the addition of early childhood education access to the Kindergarten Readiness indicator. These indicators may be refined and other “opportunity input” indicators may be explored in future reports.

Student Discipline. The issue of student discipline is multi-faceted and an indicator could address various aspects. Due to current data availability and quality, the recommended indicator addresses the issue of disproportionality in discipline practices and the lost educational opportunity caused by exclusionary discipline practices, which may contribute to the opportunity and achievement gaps. In the future, additional data regarding student behaviors that resulted in disciplinary action, alternative interventions, and the ability to crosstabulate multiple student groups (e.g. Hispanic students receiving special education services) will be available. These developments will provide rich information for crafting policy reform recommendations, though, as mentioned by AAW participants, may present concerns around reporting consistency.

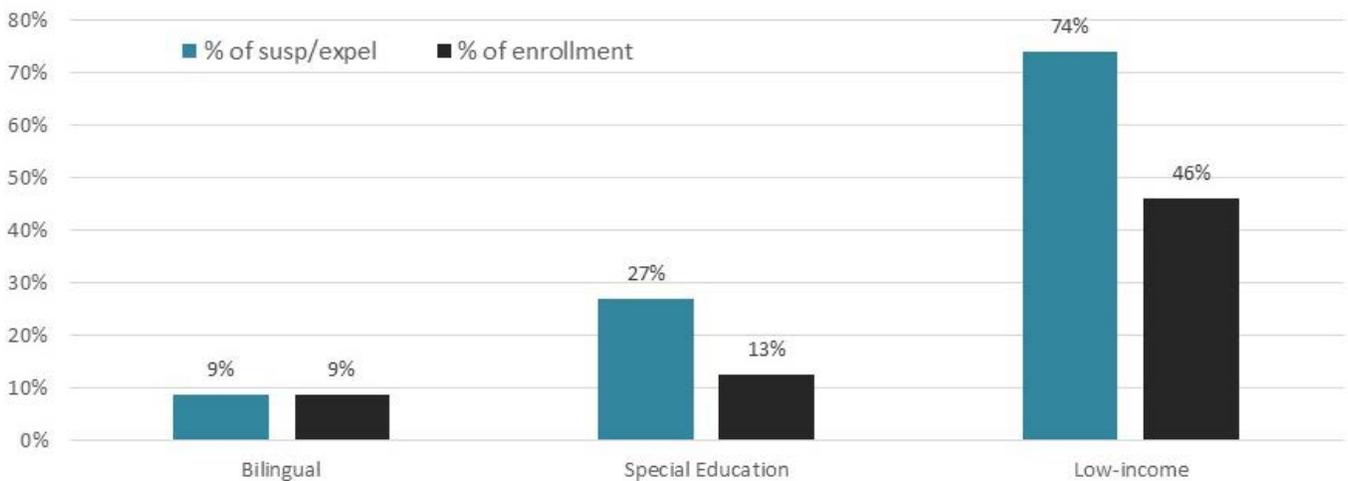
Proportionality of Discipline Rates to Enrollment Rates

The following charts show the proportionality of discipline rates (suspension and expulsion) to enrollment rates for each student group for the 2012-2013 school year. This data is newly collected and available at the student level, making this type of analysis possible for the first time with the 2012-2013 school year.

% of Total Students Suspended or Expelled Compared to % of Total Enrollment



% of Total Students Suspended or Expelled Compared to % of Total Enrollment



Because baseline, target, and goal value setting for the indicators requires multiple years of data, these will be established in the 2016 report. No goal and target will be set for the All Student group, as has been done with other indicators since this indicator is designed to monitor disproportionality, not overall performance. In general, the goal for this indicator is the alignment of discipline and enrollment rates for each student group.

Length of Exclusion

The length of time a student is removed from the educational environment represents lost education opportunity. In the future, we will be able to examine the length of time students are excluded by behavior type. We will also be able to assess the cumulative effect that multiple suspensions for an individual student may have. For example, in the current data, if a student is suspended for 5 days three times, it is represented as three 5 day suspensions, but in the future it could be represented as 15 days of lost instructional time.

At this time, this secondary indicator is more descriptive to help understand the scope of the lost educational opportunity, and will become more meaningful as more data becomes available.

Concerns about lost educational opportunity through student absence and disengagement were also raised by the AAW. The potential for a cumulative time lost indicator that includes suspension and expulsion data with absence data was suggested.

Access to Early Childhood Education. Enrolling in pre-kindergarten has been shown to have a significant impact on a student's readiness to enter school and success in her academic career (Kay & Pennucci, 2014). Increasing access to early childhood educational (ECE) opportunities has the potential to improve the health of the educational system by increasing kindergarten readiness (the WaKIDS indicator) as well as addressing one of the earliest gaps in the educational system that persists throughout a student's career. The Board recommends the inclusion of an Early Childhood Education indicator of the percentage of three and four year old children attending preschool as a secondary measure of the Kindergarten Readiness indicator.

Until a suitable data collection mechanism is available, the Board recommends utilizing data from the American Community Survey (ACS) produced by the U.S. Census Bureau. The data can be disaggregated by race/ethnicity and income level, but is not currently disaggregated by English Language Learner or students receiving special education services. The ACS takes early childhood education to mean any group, class, or institution providing educational experiences for children during the years preceding kindergarten. Places where instruction is an integral part of the program are included, but private homes that primarily provide custodial care are not included. Children enrolled in programs sponsored by federal, state or local agencies to provide preschool education to young children (including Head Start programs) are considered as enrolled in an ECE opportunity.

Voluntary full-day kindergarten is expected to be fully implemented in the 2017-18 school year under RCW 28A.150.315 and the WaKIDS assessment is limited to those students attending full-day kindergarten. This means that we do not really know the percentage of children who are kindergarten-ready and will not know for certain until the 2017-18 WaKIDS assessment is reported.

Table 4 summarizes the recommended revisions and additions to the indicators of Educational System Health.

Table 4: 2014 Indicator Revisions

ESSB 5491 Indicator	2014 Recommended Indicator
WaKIDS: Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains.	No Change to WaKIDS Indicator. Adds: Percentage of 3 and 4-year olds attending preschool as a secondary measure.

<p>4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4th Grade Reading MSP.</p>	<p>3rd Grade Literacy: Percentage of students Meeting or Exceeding standard on the 3rd Grade Reading MSP.</p> <p>Removes: 3rd Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment.</p>
<p>8th Grade Math: Percentage of students Meeting or Exceeding standard on the 8th Grade Math MSP.</p>	<p>8th Grade High School Readiness: Percentage of students Meeting or Exceeding standard on the 8th Grade Reading, Math, and Science MSP.</p> <p>Removes: 8th Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment.</p> <p>Removes: Growth Gap Indicator: The percentage decrease in student growth gap in reading and math between the All Students group and Targeted Subgroup.</p> <p>Adds: The percentage of 4th and 6th grade students who meet reading and math adequate growth percentiles.</p>
<p>High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the 4-Year graduation rate.</p>	<p>No Change to High School Graduation Rate (4-Year Cohort).</p> <p>Adds: High School Graduation Rate (5-Year Cohort): The percentage of students graduating using the 5-Year graduation rate.</p> <p>Adds: The percentage of Former ELL students graduating using the 5-Year graduation rate as a measure of Bilingual Program success.</p>
<p>Quality of High School Diploma: Percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.</p>	<p>No Change to Quality of High School Diploma Indicator.</p> <p>Adds: Percentage of students meeting or exceeding standard on the 11th Grade SBAC College and Career Readiness Assessment.</p>
<p>Post-Secondary Engagement: Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd and 4th quarters after graduation.</p>	<p>Post-Secondary Attainment: Percentage of high school graduates attaining credentials, certificates, or completing an apprenticeship prior to age 26.</p> <p>No Change to Post-Secondary Engagement Indicator</p>
<p>New Indicator</p>	<p>Access to Quality Schools: The percentage of students at schools at or above the Good Tier of the Washington Achievement Index.</p>

4. Discussion of Evidence Based Reforms

Current Statewide Alignment

Massachusetts and New Jersey (Peer States) are consistently ranked among the highest in the United States on many educational indicators. Both states overhauled their respective

educational systems in the 1990s. Some actions were in response to state Supreme Court decisions and directives. Both states:

- Overhauled school funding mechanisms and enhanced the funding to high poverty schools and districts,
- Implemented new standards, assessments, and curriculum,
- Strengthened educator licensing requirements and overhauled teacher preparation programs to meet the needs of an increasingly diverse student population,
- Expanded access and funding for high quality early childhood education,
- Set out a plan to provide full-day kindergarten to all students, and
- Increased professional learning and standards for PreK-12 educators.

The level of success attained by Massachusetts and New Jersey is evidence of the transformative power of systemic reform implemented with fidelity on a statewide system of education.

The ESSB 5491 legislation clearly demonstrates the intent of the Washington Legislature: to ensure that the Washington educational system is among the best in the country. Just as was the case for the states cited above, the Washington legislature is faced with overhauling the state funding of education to comply with the *McCleary* decision. Unlike Massachusetts and New Jersey, Washington is in the midst of an aggressive reform agenda that already includes a plan to implement new standards and assessments, a plan to expand access and funding for early childhood education, and a plan to fund full-day kindergarten for all students. The systemic reform recommended by the Board is in no way meant to undermine the work currently underway to elevate the Washington educational system to the desired levels, but is intended to augment the reform work that is underway and planned.

Evidence-Based Reforms

Each of the Educational System Health Indicators could be viewed as a distinct “test” for the educational health “check-up” to ascertain whether the system is functioning at the optimum level. The Educational System Health check-up shows that the Kindergarten Readiness, 3rd Grade Literacy, 8th Grade High School Readiness, and High School Graduation Indicators are not on-track to meet targets. As required in ESSB 5491, the Board and partner agencies are required to recommend evidence-based reforms intended to improve the respective measure.

First, we think it important to provide a few statements about what these recommended reforms are NOT. The recommended reforms are:

- NOT meant to reduce or strip away local control of staffing decisions, budgeting, curriculum, and other district/school management responsibilities,
- NOT a mandate to require early childhood education at a licensed facility,
- NOT a directive to implement any specific professional learning program,
- NOT meant to add unfunded mandates or tasks to district and school staff,
- NOT a requirement to replace any successful expanded learning opportunity currently in operation,
- NOT meant to be an endorsement or critique of current programs

The reforms:

- ARE meant to guide and align statewide educational reform,
- ARE meant to focus the efforts of agencies as they develop strategic plans, and

- ARE meant to inform state policy-makers about areas of reform that could yield significant benefit to the state's children.

To this end, the Board recommends the approach of Isabel Sawhill and Quentin Karpilow (2014) as explained in their recent work titled, *How much could we improve children's life chances by intervening early and often?* In this work, the researchers theorize that evidence-based reforms or interventions have an additive effect and show how higher levels of academic achievement can be attained and sustained over time. In short, the researcher's approach is to **intervene early and intervene often** to bring about the desired outcomes.

Their research (Sawhill and Karpilow, 2014) identifies and characterizes educational or academic success at critical stages of life in a manner similar to that of the ESSB 5491 indicators. The researchers contend that success at each critical stage of life greatly enhances the chances of success at the next stage. In other words, a child who is kindergarten ready is far more likely to meet or exceed the 3rd grade reading standards, and those who meet 3rd grade literacy standards are more likely to complete middle school with the academic skills required for high school and to graduate on time.

5. Recommendations

Recommendation 1 – Expand access to high-quality early childhood education. This reform is intended to improve student achievement in kindergarten readiness and 3rd grade literacy.

The lasting effect of early childhood education on later academic performance is a well-researched topic and the findings are largely in agreement. The positive effects of early childhood education can be substantial depending on the quality of the program but the effects are reduced in later years. Solid analyses by Barnett (2008) show that “less advantaged” children stand to benefit the most from additional resources directed toward early childhood education (Darling-Hammond, 2013). In other words, the effects of a high quality early childhood education program substantially reduce the Kindergarten Readiness performance gap based on poverty, but the gap reduction is not sustained over time.

Washington's commitment to high quality early childhood education is evident through the actions taken and accomplishments made over recent years.

- In 2011, legislation was signed into law making high quality early childhood education an entitlement for children living in poverty by the 2018-19 school year.
- Also in 2011, a legislative task force developed a set of recommendations for expanding voluntary high quality early childhood education opportunities for all children.
- The Washington Department of Early Learning (DEL) again increased the number of slots for the Early Childhood Education and Assistance Program (ECEAP) meaning that the state is offering preschool to approximately 10,000 children in the 2014-15 school year.
- Beginning in the 2014-15 school year, some ECEAP providers receive funding for full-day preschool services.

Washington's actions are well aligned to the recommendations advocated for by early childhood education national experts and researchers (Barnett, 2008; Barnett and Lamy, 2013; Darling-Hammond, 2013), some of which include the following:

- Support early childhood educational models utilizing small class sizes and professional educators who receive professional development, a high degree of supervision and coaching, and are involved in a continuous improvement process for teaching and learning.
- Require early childhood education programs to regularly assess children's learning and development.
- Expand access to early childhood education and prioritize disadvantaged children who are likely to benefit the most.
- Support increasing early childhood education quality through the DEL's Early Achievers (Washington's Quality Rating and Improvement System) program.
- Support a plan whereby all children would be served by a public education system that begins at age 3.

The final recommendation is not meant to require all children to attend a formal early learning center program but would honor parents' right to opt out of formal early childhood education in favor of home-based early childhood education where the parent or another adult figure can serve as the child's first teacher. For these families, a support model of providing home instruction consisting of biweekly home visits and group meetings to instruct and equip parents to be effective teachers for their children has been shown to have positive effects in preparing children for kindergarten (Sawhill and Karpilaw, 2013).

The Legislature may opt to define early learning as part of basic education as was proposed in 2009 through House Bill 2261. The legislation was passed in both houses of the Legislature but was vetoed by the Governor. In this case, early childhood education would have been provided to at-risk three and four year old children as an element of basic education and would have been funded on a per pupil basis in the same manner K-12 education is funded.

While Washington's commitment to high quality early childhood education is noteworthy, substantial challenges remain to be overcome.

- Currently, only approximately 40 percent of children in Washington are kindergarten ready and a substantial performance gap based on poverty status is evident.
- Washington's ECEAP serves only the most impoverished of children and only 19 percent of eligible four year olds are enrolled in state early childhood education programs.
- Many early education programs, like ECEAP, are half-day when research shows that full-day programs have the greatest effects on the most at-risk children.
- The creation of a credentialed and professional workforce that is supported by professional salaries is limited by resources and pathway hurdles.

Washington's Preschool Expansion and Development Grant will be submitted to the federal government in the near future to provide the funding to carry out an ambitious and achievable expansion to and enhancement of ECEAP. In the event the grant funding is not awarded, the legislature should consider funding the ECEAP expansion (as specified in the grant) of high quality, full-day, early childhood services to serve nearly 25,000 children by the start of the

2018-19 school year while ensuring that prioritization is given to high need communities and populations that include tribal and rural communities.

Recommendation 2: Expand and fully fund high-quality professional learning. This reform is intended to improve student achievement in kindergarten readiness, 3rd grade literacy, 8th grade high school readiness, and high school graduation.

The impact of professional development or professional learning is more difficult to quantify than one might expect due to the general lack of randomized experimental studies (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). When this is the case, researchers turn to meta-analyses of other research to quantify effect sizes. In a synthesis of over 800 meta-analyses, nearly 140 influences on student achievement were identified and professional development yielded an effect size of 0.68 on student achievement (Hattie, 2009). The effect size for professional development exceeds that of socioeconomic status, parental involvement, preschool programs, teacher effects, and class size (Hattie, 2009). In other words, professional learning has the potential to bring about substantial increases in student achievement. This assertion is supported by myriad qualitative reports from educators who experience quality professional learning, as having an immediate and significant impact on student learning and performance.

Because of the importance of professional learning, the Board has made it a priority to urge the Legislature to establish and fund a statewide program of effective professional learning for educators of ten days (or the equivalent, as embedded professional learning) as part of the basic education allocations guaranteed to all school districts. Professional learning opportunities apart from the 180 day school calendar are necessary for educators to improve their instructional practice in a manner that brings about greater academic achievement.

An example of how professional learning for educators might be defined was included in HB 2358, a bill that was introduced in the 2014 session, but did not pass:

“The term “professional learning” means a comprehensive, sustained and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement...Professional learning shall have as its primary focus the improvement of teachers’ and school leaders’ effectiveness in assisting all students to meet the state learning goals.”

The Board recognizes that districts, schools, and teachers have different needs with respect to the professional learning required to bring about the higher quality instruction needed to increase student learning. For this reason, the Board believes it would be inappropriate to prescribe one professional development program over another. However, the Board believes that the professional learning opportunities should be aligned with best practices built on standards such as those of Learning Forward (<http://learningforward.org/standards-for-professional-learning#.VFgcejbTmos>) Minimally, professional learning in Washington should have the attributes outlined below (Grossman, 2009; Center for Public Education, 2012; Kang, Cha, & Ha, 2013).

- Duration – contact time of 35 to 100 hours is optimal (5 to 15 days yielded the greatest positive effect on student achievement)
- Active Learning – should be ongoing, provide teachers with time to implement their learning, and receive feedback on their improved practice.
- Coherence – should be explicitly connected to school and district goals for student learning.

- Content – should be focused on both pedagogy and content knowledge, and
- Individualized – professional learning decisions should be data driven and based on the needs of each educator

When professional learning is defined as an element of basic education and fully funded by the state, districts or ESDs would be expected to be held accountable for ensuring that the professional learning supported the desired outcomes. In this event, a state agency, commission, or board should be tasked with developing policy to improve the quality and impact of professional development that (at a minimum) should include:

- Collect and use student achievement data to assess the effectiveness of professional learning,
- Create individualized professional development plans for teachers based on student achievement data and teacher evaluations, and
- Create an incentive-based professional development initiative for teachers to acquire advanced skills.
- Align with a school or district's improvement plan.

Recommendation 3: Increase access to high-quality expanded learning opportunities. This reform is intended to improve student achievement in 3rd grade literacy, 8th grade high school readiness, and high school graduation.

Afterschool and Youth Development (AYD) provides young people with a variety of educational, cultural, and social developmental programs, and other activities promoting the development of the whole child. Expanded Learning Opportunity (ELO) is a term increasingly used to represent a structured learning opportunity outside the traditional school day.

In June 2014, the governor signed into law Second Substitute Senate Bill 6163 creating the Expanded Learning Opportunities Council for the purpose of advising the Governor, the Legislature, and the Office of the Superintendent of Public Instruction regarding a comprehensive ELO system. The bill defines ELOs as:

1. Culturally responsive enrichment and learning activities, which may focus on academic and nonacademic areas; the arts; civic engagement; service-learning; science, technology, engineering, and mathematics; and competencies for college and career readiness;
2. School-based programs that provide extended learning and enrichment for students beyond the traditional school day, week, or calendar; and
3. Structured, intentional, and creative learning environments outside the traditional school day that are provided by community-based organizations in partnership with schools and align in-school and out-of-school learning through activities that complement classroom-based instruction.

ELOs include before- and after-school programs, weekend programs, summer programs, and extended day, -week, or -year programs where the outcomes include increased academic performance of the participants. ELOs are a subset of the AYD field with a specific focus on improving academic outcomes for youth who are less successful in the regular school setting.

High-quality ELOs engage participants through innovative practices and diverse learning methods that enhance what students learn during the school day. High quality ELOs align or link

in-school and out-of-school learning by coordinating with schools to create enriching experiences with activities that complement the day-to-day classroom based instruction. ELOs offer academic support to those who are struggling in school and promote deeper learning for those who are demonstrating success. Finally, high quality ELO's engage with community, schools, and families to support children's learning and development.

The effects of ELOs on academic achievement vary considerably from program to program depending on program quality. A high quality ELO would include:

- A clear programmatic mission, focused and challenging goals, and frequent evaluation that supports ongoing improvement.
- An array of content-rich programming that engages participants and builds their academic and nonacademic skills.
- Positive, constructive relationships between staff and participants.
- Strong connections with schools, families, and communities.
- Qualified, well-supported, and stable program staff.
- A low participant-to-staff ratio and an appropriate total enrollment.
- Sufficient program resources and the ability to sustain funding over the long term (CCSSO, 2011).

The Expanded Learning Opportunities Council will provide the framework from which to develop a statewide and comprehensive ELO system for the purpose of reducing summer learning loss and increasing student achievement. Find the council's work at <http://www.k12.wa.us/WorkGroups/ELOC.aspx>.

Recommendation 4: Expand supports and services that prepare students for postsecondary opportunities

This reform is intended to improve high school graduation and post-secondary readiness and attainment.

A critical piece of supporting students to success in high school and post-secondary is goal-setting and connecting students with programs and information to help them achieve those goals. Practices such as creating individualized learning plans, like Washington's High School and Beyond Plan, provide students with the opportunity to set goals and access information and programs, when implemented well. Individualized learning plans also help to increase the relevance of students' coursework and activities to their lives and goals, which in turn increases engagement and persistence (Rennie Center, 2011; Solberg, 2012). Students who engage in individualized learning plan processes have been found to take more rigorous coursework (Baker, et al. 2013) and are more knowledgeable about diverse career opportunities (Rennie Center, 2011; Williams & Morgan, 2014).

While Washington students are already required to complete a High School and Beyond Plan, the structure of this plan and the planning process vary greatly across the state. Many districts begin the plans in the ninth grade, though some reportedly start the process later in a student's high school experience. Students who engage in individualized planning activities beginning in the middle school years may experience greater benefits (Rennie Center, 2011, Solberg 2012). In Washington, districts that participated in the Navigation 101 program and included middle school planning activities saw an increase in the number of middle school students signing up for College Bound Scholarships (Baker, et al. 2013), indicating increased knowledge of and access to programs that support postsecondary opportunities.

Washington is not unique in some of the challenges faced in implementing high-quality planning processes statewide. Time, staff buy-in, family engagement, and access to resources were identified by practitioners in Colorado (Colorado Department of Education, 2014) and in nationwide research (Rennie Center, 2011; Solberg, 2012), as well as Washington (Baker, et al. 2013), as barriers to implementation.

Develop resources to help schools and districts make high school and beyond planning meaningful for students:

- Continue work on Career Guidance Washington – OSPI has developed rich curricula to guide student planning activities beginning in the seventh grade, a great resource that should continue to be enhanced and widely distributed.
- Explore the development of an online tool – One means for providing greater access to the Career Guidance WA content, as well as increasing student and parent engagement is an online platform.
- Develop guidance to emphasize the student benefits of the HSBP – Informing teachers, counselors, principals, parents, and students of the importance and benefits of student plans will help increase participation in this highly effective process.
- Provide outreach and support to staff and leadership – Another means of encouraging best practice and implementation of high-quality planning processes is to distribute information about successful examples and resources.
- Encourage beginning planning activities in middle school.

The AAW participants also emphasized the need for dedicated staff with the necessary expertise to guide students through the planning, career exploration, and application processes. Family engagement and other support services modeled after GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) practices were also suggested and the importance of universal access for students receiving special education services, English language services, and other special programs.

In addition to developing resources to enhance the HSBP process for students, Washington can increase career and college success by increasing access to additional programs already underway. Many of these opportunities should be communicated to students as part of the HSBP, but also stand alone as important means of preventing students from dropping out and reengaging students that have already dropped out.

Increase access to programs that connect students with career and college opportunities

- Jobs for Washington's Graduates
- GEAR UP
- Microsoft ITA
- Building Bridges
- Graduation Reality and Dual-role Skills (GRADS)

These programs often yield participant graduation rates higher than the state average and dropout rates lower than the state average, thereby imparting a positive effect on the High School Graduation Indicator. They also provide unique opportunities for career and college experiences while in high school and additional supports.

6. Appendices

APPENDIX A
Status of Indicators

Washington Kindergarten Inventory Developmental Survey (WaKIDS)

The WaKIDS indicator is the percentage of children who are kindergarten-ready in the fall of a given year. In this case kindergarten-ready means that the students meet the standards on all six WaKIDS kindergarten-ready domains.

Table A1: Performance on the WaKIDS indicator by ESEA subgroup.

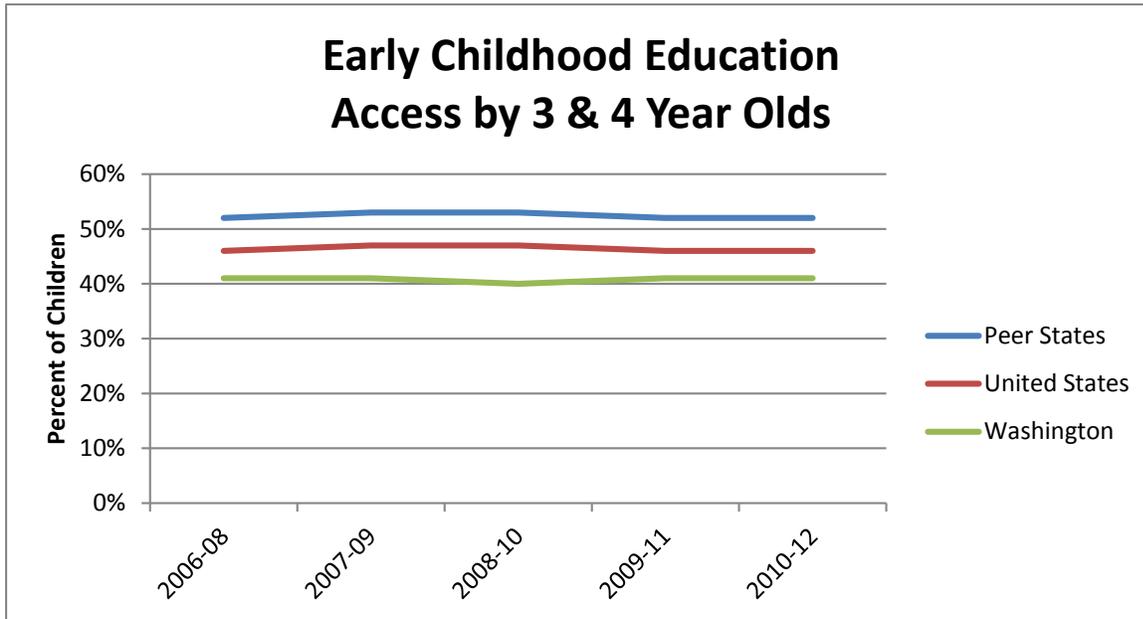
	2011-12	2012-13	2013-14	2013-14 Goal	Difference 2013-14
All Students	40.2%	37.2%	40.8%	43.1%	-2.3
Black / African American	34.9%	41.3%	38.7%	42.5%	-3.8
American Indian / Alaskan Native	33.8%	30.2%	36.0%	36.9%	-0.9
Asian	40.9%	42.1%	45.0%	45.7%	-0.7
Hispanic / Latino	29.9%	23.9%	25.4%	32.1%	-6.7
Pacific Islander / Native Hawaiian		30.4%	30.4%	35.4%	-5.0
White	46.9%	50.3%	51.7%	52.3%	-0.6
Two or More		45.3%	47.6%	49.2%	-1.6
Students with Disabilities	19.6%	16.2%	18.7%	23.8%	-5.1
Limited English	26.1%	19.0%	20.3%	28.1%	-7.8
Low-Income	33.5%	30.1%	32.3%	36.7%	-4.4

For the WaKIDS indicator, the 2011-12 and 2012-13 results were averaged to provide the baseline value of 38.7 percent from which to derive the yearly step increase of 4.4 percentage points for the All Students group. For the All Students group, the 2013-14 performance increase was not sufficient to meet the gap reduction target of 43.1 percent (38.7 percent [baseline] plus 4.4 percent [annual step]). The highlighted cells in the far right column indicate that no subgroup met their individual gap reduction targets and by how much the target was missed.

High quality early childhood educational experiences allow children to develop the skills that are required for them to be independent learners when they start school. While the WaKIDS is not comparable on a national or peer state level, comparisons of access to early childhood educational opportunities are possible. Data from the KIDS COUNT Data Center developed by the Anne E. Casey Foundation (Figure A1) shows that access to early childhood education by Washington three and four year-olds is lower than the national average and lower than the Peer State average.

For the WaKIDS Educational System Health Indicator (Table A1) shows that the indicator is not on-track to meet gap reduction goals. Figure A1 shows that the percentage of three and four year olds accessing early childhood educational opportunities is lower than the national and Peer State averages.

Figure A1: Shows the percentage of 3 and 4 Year-Old Children Accessing Early Childhood Education Opportunities.



3rd Grade Literacy

The percentage of 3rd grade students meeting or exceeding standards on the 3rd grade MSP Reading Assessment was recommended as an indicator in the December 2013 Initial Report. For the 3rd Grade Literacy indicator (All Students), the 2011-12 and 2012-13 MSP results served as the baseline (71.0 percent) and the annual step increase was computed at 2.1 percentage points. The highlighted cells in the far right column identify the subgroups failing to meet their individual gap reduction targets and by how much the target were missed. See that the Asian, Hispanic/Latino, and Limited English (English Language Learners) met their individual gap reduction targets.

Table A2: Performance on the 3rd Grade Literacy Indicator by ESEA subgroup.

	2011-12	2012-13	2013-14	2013-14	Difference 2013-14
All Students	68.8%	73.1%	72.0%	73.0%	-1.0
Black / African American	54.9%	59.1%	57.3%	60.1%	-2.8
American Indian / Alaskan Native	52.1%	52.8%	49.7%	55.8%	-6.1
Asian	78.9%	83.1%	84.6%	82.4%	2.2
Hispanic / Latino	52.1%	57.2%	57.9%	57.9%	0.0
Pacific Islander / Native Hawaiian	53.3%	62.9%	56.8%	61.1%	-4.3
White	75.0%	79.4%	77.8%	78.8%	-1.0
Two or More	71.7%	75.9%	73.7%	75.7%	-2.0
Students with Disabilities	37.7%	37.4%	37.8%	42.0%	-4.2
Limited English	28.7%	41.4%	44.6%	39.7%	4.9
Low-Income	56.6%	61.4%	59.6%	61.9%	-2.3

4th Grade Reading

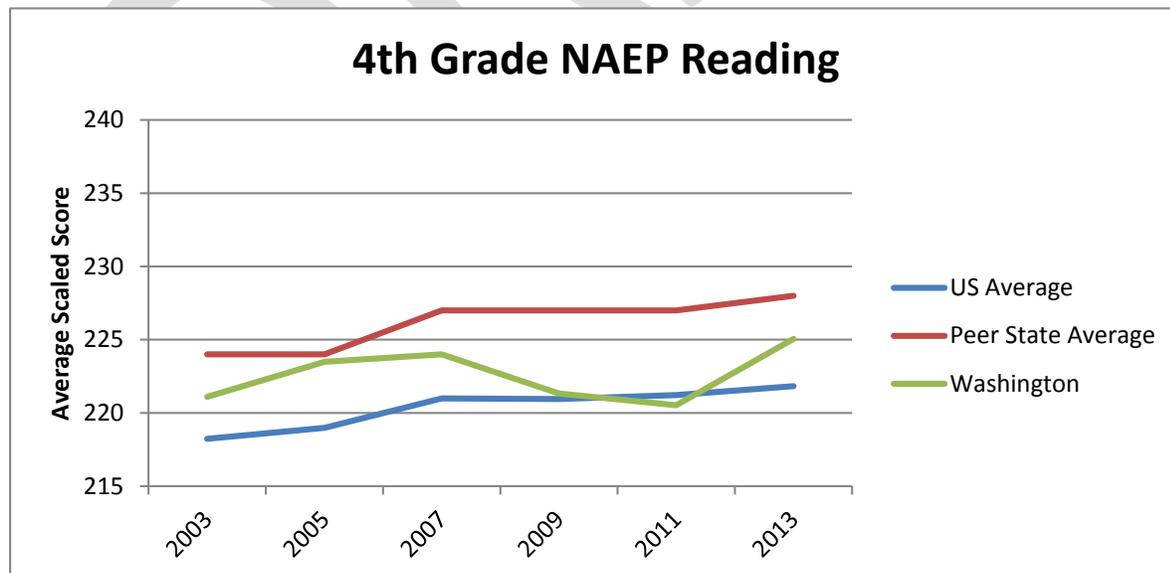
The indicator is the percentage of 4th grade students meeting or exceeding standards on the 4th grade MSP Reading Assessment. The indicator was specifically named and described in the ESSB 5491 legislation but the 2013 Initial Report recommended that the 4th Grade Reading Indicator be replaced with the 3rd Grade Literacy Indicator.

Table A3: Performance on the 4th Grade Reading Indicator by ESEA subgroup.

	2011-12	2012-13	2013-14	2013-14 Goal	Difference 2013-14
All Students	71.5%	72.4%	69.9%	74.0%	-4.1
Black / African American	56.5%	59.9%	55.9%	61.2%	-5.3
American Indian / Alaskan Native	52.3%	53.9%	46.5%	56.5%	-10.0
Asian	81.0%	82.7%	81.2%	83.1%	-1.9
Hispanic / Latino	56.3%	57.7%	54.7%	60.1%	-5.4
Pacific Islander / Native Hawaiian	56.1%	55.5%	55.2%	59.0%	-3.8
White	77.5%	78.1%	76.0%	79.4%	-3.4
Two or More	73.4%	75.0%	72.6%	76.0%	-3.4
Students with Disabilities	41.9%	42.1%	42.4%	46.1%	-3.7
Limited English	31.4%	33.8%	35.7%	37.4%	-1.7
Low-Income	59.7%	60.9%	57.3%	63.1%	-5.8

The 2011-12 and 2012-13 assessment results were used to establish the All Students baseline of 72.0 percent and the calculated annual step increase is 2.0 percentage points. The All Student performance dropped in 2013-14 to the lowest point in the three most recent years and did not meet the gap reduction target. The highlighted cells in the far right column indicate that no subgroup met their individual gap reduction targets and by how much the target was missed.

Figure A2: Shows the Average Scaled Scores for the 4th Grade NAEP Reading Results.



For the 4th Grade Reading indicator specified in the ESSB 5491 legislation, the 4th Grade NAEP Reading (Figure A2) can be utilized for national and Peer State comparisons. In 2013

Washington 4th graders posted an average scaled score of 225, which was the 15th highest in the nation placing the Washington at the 70th percentile of all states. The Peer State scaled score average for the 4th Grade NAEP Reading was 228, a full three points higher than Washington.

The 4th Grade Reading Indicator of the Educational System Health is not on-track to meet gap reduction targets as shown in Table A3. When using the 4th Grade NAEP Reading as a comparison, Washington is not ranked in the top ten percent nationally and is not comparable to the Peer States.

8th Grade Math

The indicator is the percentage of 8th grade students meeting or exceeding standards on the 8th grade MSP Math Assessment. The indicator was specifically named and described in the ESSB 5491 legislation but the 2013 Initial Report recommended that the 8th Grade Math Indicator be replaced with the 8th Grade High School Readiness Indicator.

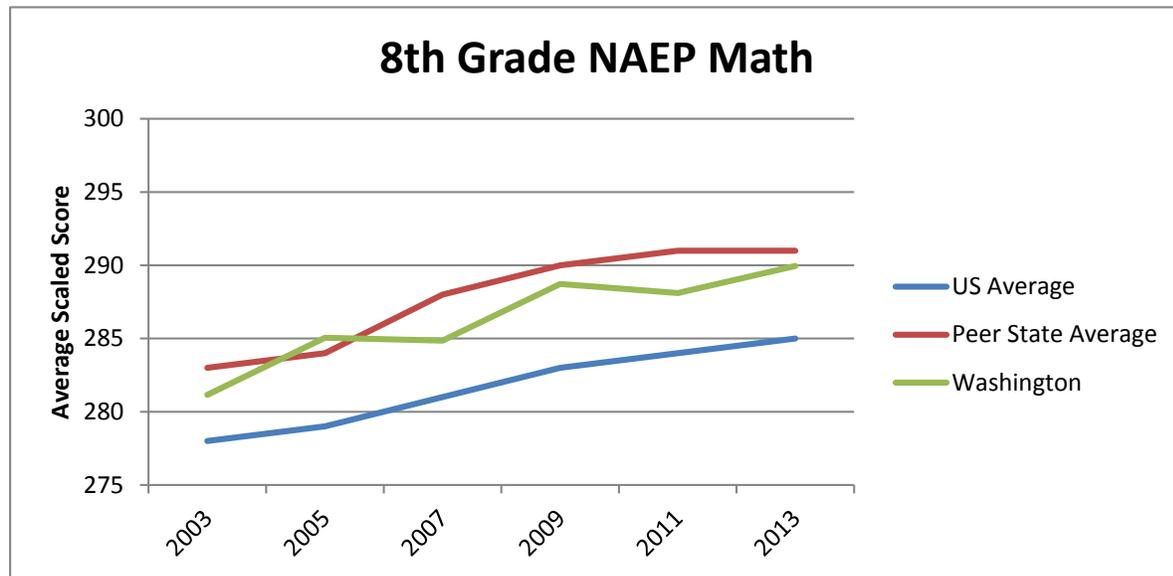
Table A4: Performance on the 8th Grade Math Indicator by ESEA subgroup

	2011-12	2012-13	2013-14	2013-14 Goal	Difference 2013-14
All Students	55.5%	53.2%	55.8%	57.6%	-1.8
Black / African American	32.3%	32.1%	33.7%	37.0%	-3.3
American Indian / Alaskan Native	30.3%	29.3%	26.4%	34.8%	-8.4
Asian	75.0%	75.4%	78.6%	77.0%	1.6
Hispanic/Latino	39.7%	37.2%	40.0%	42.8%	-2.8
Pacific Islander/Native Hawaiian	36.8%	34.4%	41.3%	40.2%	1.1
White	61.1%	58.5%	60.8%	62.7%	-1.9
Two or More	56.8%	55.4%	58.0%	59.2%	-1.2
Students with Disabilities	13.4%	12.4%	14.3%	19.1%	-4.8
Limited English	16.6%	17.4%	18.0%	22.9%	-4.9
Low-Income	40.9%	39.0%	40.9%	44.2%	-3.3

An All Students baseline value of 54.4 percent was computed for the 2011-12 and 2012-13 assessment results which also resulted in a 3.3 percentage point annual step increase. See that the higher performance in 2013-14 was not sufficient to meet the gap reduction target. Only the Asian and Pacific Islander/Native Hawaiian subgroups met their targets.

The 8th Grade NAEP Math was used for the national and Peer State comparisons. On the 2013 NAEP Math, Washington 8th graders posted an average scaled score of 290, placing the state at the 86th percentile nationally. Washington's scaled score was higher than the U.S. average of 285 but lower than the Peer State average scaled score of 291 (Figure A3).

Figure A3: Shows the Average Scaled Scores for the 8th Grade NAEP Math Results.



Overall, the Table A4 and Figure A3 show that the 8th Grade Math indicator specified in the ESSB 5491 legislation is:

- not on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- not comparable to the Peer States.

8th Grade High School Readiness

The indicator is the percentage of 8th grade students who pass all of the 8th Grade MSP content area assessments in reading, math, and science. The 2013 Initial Report recommended that this 8th Grade High School Readiness Indicator replace the 8th grade math indicator.

A baseline value of 44.8 percent was computed based on the 2011-12 and 2012-13 assessment results and this resulted in an annual step increase of 3.9 percentage points. The All Students group posted a modest performance increase in 2013-14 from the previous year, but the increase was insufficient to meet the annual gap reduction target. The highlighted cells in the far right column indicate by how much the gap reduction target was missed. The Asian subgroup was the only group to meet the annual target.

The 8th Grade NAEP Reading can be utilized for the national and Peer State comparisons in combination with the 8th Grade NAEP Math. On the 2013 NAEP Reading (Figure A4), Washington 8th graders posted an average scaled score of 272, which was the 8th highest in the country and this scaled score placed Washington at the 84th percentile of all states. The Washington average scaled score was higher than the U.S. average of 268 and equaled the Peer State average.

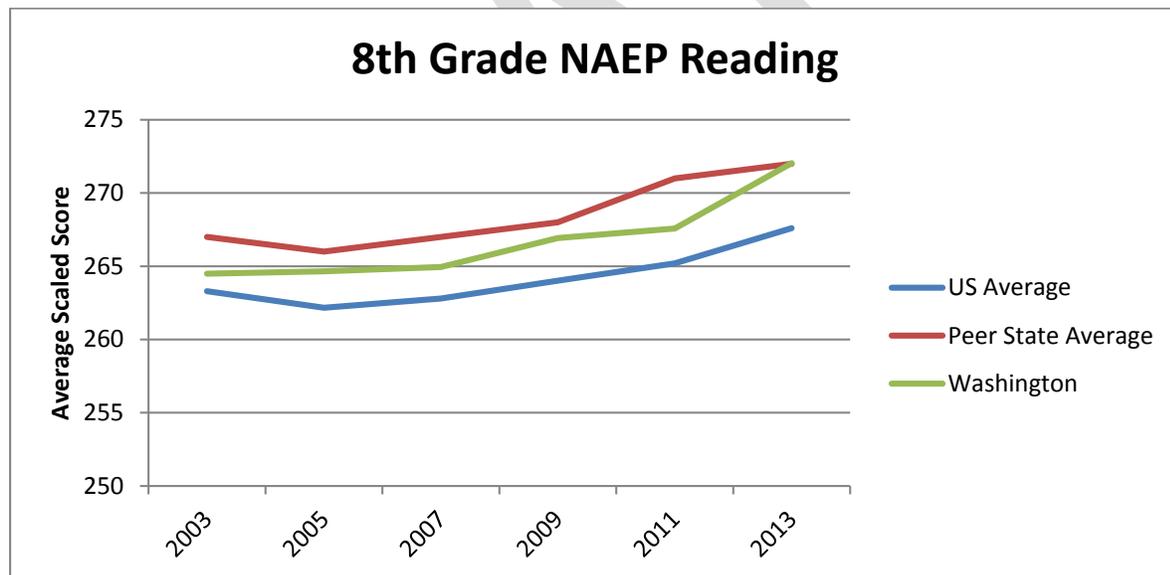
Overall, the Table A5 and Figure A4 show that the 8th Grade High School Readiness indicator recommended in the 2013 Initial Report is:

- not on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- partially comparable (reading yes – math not) to the Peer States.

Table A5: Performance on the 8th Grade High School Readiness Indicator by ESEA subgroup.

	2011-12	2012-13	2013-14	2013-14 Goal	Difference 2013-14
All Students	45.8%	43.8%	46.9%	48.7%	-1.8
Black / African American	23.5%	22.3%	22.7%	28.4%	-5.7
American Indian / Alaskan Native	21.4%	20.7%	19.1%	26.7%	-7.6
Asian	64.3%	63.4%	69.7%	66.4%	3.3
Hispanic / Latino	27.1%	25.6%	28.7%	31.6%	-3.0
Pacific Islander / Native Hawaiian	23.4%	23.0%	26.4%	28.7%	-2.3
White	52.0%	50.1%	53.0%	54.5%	-1.5
Two or More	47.5%	45.7%	48.8%	50.4%	-1.6
Students with Disabilities	5.7%	5.2%	6.9%	12.2%	-5.3
Limited English	4.4%	4.5%	5.9%	11.3%	-5.4
Low-Income	29.6%	27.9%	30.1%	33.8%	-3.7

Figure A4: Shows the Average Scaled Scores for the 8th Grade NAEP Reading Results.



4-Year Adjusted Cohort Graduation Rate (ACGR)

The indicator is the official on-time graduation rate following the Adjusted Cohort methodology utilized by most of the United States. The 2010-11 and 2011-12 ACGR results were utilized to compute the baseline value of 76.9 percent and the annual step increase of 1.7 percentage points. The 4-Year ACGR fell in 2013 to 76.0 percent (Table A6), so the All Students group did not meet the annual gap reduction target. The highlighted cells in the far right column indicate that no subgroup met their individual gap reduction targets and shows by how much the target was missed by each group.

Table A6: 4-Year Adjusted Cohort Graduation Rate by ESEA Subgroup.

	2010-11	2011-12	2012-13	Goal 2012-13	Difference 2012-13
All Students	76.6%	77.2%	76.0%	78.6%	-2.6
Black / African American	68.9%	66.9%	65.4%	70.2%	-4.8
American Indian / Alaskan Native	62.2%	56.4%	52.5%	62.2%	-9.7
Asian	84.9%	84.4%	84.1%	85.7%	-1.6
Hispanic / Latino	67.6%	66.5%	65.6%	69.4%	-3.8
Pacific Islander / Native Hawaiian	66.9%	64.4%	62.3%	68.1%	-5.8
White	81.9%	80.2%	79.4%	82.4%	-3.0
Two or More	73.6%	78.1%	76.2%	77.6%	-1.4
Students with Disabilities	59.6%	57.4%	54.4%	61.5%	-7.1
Limited English	54.5%	53.8%	50.4%	57.4%	-7.0
Low-Income	68.5%	66.0%	64.6%	69.6%	-5.0

The methodology to compute the Adjusted Cohort Graduation Rate is uniform across the country, so it is possible to compare the ACGR for Washington to other states. For the graduation class of 2010-11, Washington's 76 percent graduation rate was the 12th lowest in the country placing the state at the 24th percentile. In 2011-12, the Washington ACGR of 77.2 percent was the 17th lowest in the nation placing the state at the 34th percentile. The US Department of Education has not yet released the 2012-13 ACGRs for all 50 states, so the 2013 national ranking remains unknown.

As for the Peer State comparison, Washington's 2011 ACGR of 76 percent was the second lowest of the Peer States that averaged 80.4 percent. The 2012 ACGR of 77.2 percent for Washington was approximately 5 percentage points lower than the Peer State average and was the second lowest of the Peer States. Finally, the Peer State ACGR average increased to nearly 84 percent while the 2013 Washington ACGR fell to 76 percent.

To summarize these results, Table A6 and the data presented above show that the 4-Year Graduation Rate indicator specified in the ESSB 5491 legislation is:

- not on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- not comparable to the Peer State averages.

Access to Quality Schools

This indicator is a measure of the percentage of students attending schools rated as Good, Very Good, or Exemplary through the Washington Achievement Index. This indicator was recommended for inclusion in the Educational System Health Indicators in the 2013 Initial Report.

The 2011-12 and 2012-13 Index results were used to compute the baseline value of 56.8 percent and the annual step increase of 3.1 percentage points. The analysis of the gap reduction cannot be made until the 2013-14 Achievement Index is computed, which is expected to be in early January.

Table A7: Shows the Percentage of Students Attending Good or Better Rated Schools.

	2010-11	2011-12	2012-13	Goal 2013-14	Difference 2013-14
Good or Better Schools	50.9%	55.6%	57.9%	59.8%	TBD

Quality of High School Diploma

The indicator is the percentage of high school graduates who bypass remedial courses in college during the year immediately following graduation. The 2011-12 data displayed below describes students who graduated high school as part of the class of 2009-10 and enrolled in a public 2- or 4-year institution of higher learning during the 2010-11 school year. Table A8 shows that approximately 85 percent of students enrolled in and successfully completed credit-bearing college coursework immediately after graduation.

Table A8: Shows the Percentage of High School Graduates Bypassing Remedial Courses in College.

	2009-10	2010-11	2011-12	2012-13 Goal	Difference 2012-13
All Students	ND	81.9%	85.3%	84.8%	TBD
Black / African American	ND	77.4%	80.7%	80.6%	TBD
American Indian / Alaskan Native	ND	83.1%	85.3%	85.3%	TBD
Asian	ND	82.1%	84.5%	84.5%	TBD
Hispanic / Latino	ND	76.2%	80.4%	79.9%	TBD
Pacific Islander / Native Hawaiian	ND	83.9%	88.5%	87.2%	TBD
White	ND	83.2%	86.7%	86.0%	TBD
Students with Disabilities	ND	83.7%	86.9%	86.4%	TBD
Limited English	ND	72.6%	76.1%	76.2%	TBD
Low-Income	ND	80.0%	83.0%	82.8%	TBD

The 2010-11 and 2011-12 results provided by the Educational Research and Data Center (ERDC) and the Washington State Board for Community and Technical Colleges (SBCTC) yielded a baseline value of 83.6 percent and an annual step increase of 1.2 percentage points. According to the SBCTC staff, the report was temporarily discontinued but is set to resume in the near future. Until the next report, the analysis or attainment of the gap reduction target cannot be completed.

As for national and Peer State comparisons, one analysis (*Remediation: Higher Education's Bridge to Nowhere*, conducted by Complete College America in 2012) provided summary data separately for two- and four-year higher institutional remediation rates. Washington's two- and four-year institution remediation rates were lower than the Peer State average and substantially lower than the national rates.

In summary, we cannot say one way or another whether Washington met the gap reduction targets, but we can report that Washington ranks high nationally on this indicator and outperforms the Peer States.

Post-Secondary Attainment

This measure is the percentage of high school graduates attaining certificates, credentials, and completing apprenticeships prior to age 26. This indicator was recommended for inclusion in the Educational System Health Indicators in the 2013 Initial Report. This indicator is prominent in both the Results Washington work on the “World Class Education Goal” (www.results.wa.gov/whatWeDo/measureResults/education.aspx), the Community Center for Education Results Road Map Project (www.roadmapproject.org), and the SBCTC Achievement Index (www.sbctc.ctc.edu/college/e_studentachievement.aspx).

The data necessary to assess the performance on this indicator has been requested from the Educational Research and Data Center (ERDC).

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OSPI is updating Strategic Plan Goals – Indicators are shown below.

ESSB 5491 Indicators	SBE Indicators	OSPI Indicators
WaKIDS: Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains.	WaKIDS: Same as ESSB 5491	WaKIDS: Same as ESSB 5491
4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4 th Grade Reading MSP.	3rd Grade Literacy: Percentage of students Meeting or Exceeding standard on the 3 rd Grade Reading MSP.	3rd Grade Achievement: Percentage of students Meeting or Exceeding standard on the 3 rd Grade Reading and Math MSPs.
8th Grade Math: Percentage of students Meeting or Exceeding standard on the 8 th Grade Math MSP.	8th Grade High School Readiness: Percentage of students Meeting or Exceeding standard on all three of the 8 th Grade content area MSPs (Reading, Math, and Science).. Adds: Adequate Growth Indicator: The of 4 th and 6 th grade students meeting adequate growth targets in reading and math.	8th Grade Achievement: Percentage of students Meeting or Exceeding standard on the 8 th Grade Reading, Math, and Science MSPs. Adequate Growth Indicator: The of 4 th and 6 th grade students meeting adequate growth targets in reading and math.
		High School Achievement: The percentage of students enrolled and who pass Algebra 1/Integrated Math I assessment by the end of the 8 th and 9 th grade. The percentage of students meeting or exceeding standards on all state assessments required for graduation by the end of the 10 th grade. The percentage of ELA, math, and science course failures in 9 th grade.
High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the	No Change to High School Graduation Rate (4-Year Cohort).	High School Graduation: 4- and 5-Year Graduation rates.

4-Year graduation rate.	Adds: High School Graduation Rate (5-Year Cohort): The 5-Year graduation rate.	The percentage of students who took the SAT & ACT and the average score for the SAT & ACT.
<u>Quality of High School Diploma:</u> Percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	No Change to <u>Quality of High School Diploma</u> Indicator. Adds: Percentage of students meeting or exceeding standard on the 11 th Grade SBAC College and Career Readiness Assessment.	The percentage of students meeting or exceeding standard on the 11 th Grade Reading and Math Assessments (SBAC?) The percentage of students enrolled in DC and the percentage of students earning DC and certs. The percentage of students who were academically prepared for and attended college within one year of HS graduation.
<u>Post-Secondary Engagement:</u> Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2 nd and 4 th quarters after graduation.	<u>Post-Secondary Attainment:</u> Percentage of high school graduates attaining credentials, certificates, or completing an apprenticeship prior to age 26. No Change to Post-Secondary Engagement Indicator	The percentage of students who accessed financial aid for college. The percentage of students who completed certificates and degrees.
	<u>Access to Quality Schools:</u> The percentage of students at schools at or above the Good Tier of the Washington Achievement Index.	
		<u>"Suspensions and Expulsions"</u> <u>Attendance and Chronic Absenteeism</u>



Achievement and Accountability Workgroup (AAW) Feedback Report from the October 23, 2014 Meeting

Background on the Indicators of Educational System Health

The October 23, 2014 Achievement and Accountability Workgroup meeting focused on the Indicators of Educational System Health and the recommended reforms to address indicators that have not met performance goals. ESSB 5491, codified as RCW 28A.150.550, directed SBE to lead the effort in identifying system-wide performance goals and measurements for the six statewide indicators specified in the legislation. The legislation also requires that the SBE:

- Submit an initial and biennial reports beginning on December 1, 2013,
- Recommend revised performance goals and measurements, if necessary,
- Recommend evidence-based reforms as needed, and
- Compare Washington student achievement results with national data and to “peer states.”

Feedback on Additional and Revised Indicators of Educational System Health

SBE staff presented on the following additional and revised indicators. AAW members provided the following feedback during a large group discussion:

- Student discipline indicator
 - A combined analysis of length of suspension, type, and subgroup would be important to understanding the issue because some students experience multiple interventions.
 - The proposed data does not include in-school suspensions that cause students to lose instructional time.
 - Members noted that the quality of the reform needs to be matched by the quality of the data. SBE staff responded by stating that including it as an indicator raises the importance of the issue and that importance will cause an improvement in data quality.
 - Cautioned that there is a balance between the safety and conduct of the classroom and the needs of the individual student who may lose instructional time from a disciplinary action.
 - Suggested delving into data on students who are in multiple subgroup and special program categories. This addresses the issue of students of color being placed into special education or ELL to get them out of the classroom.
 - Suggested disaggregating the special education category.
 - Suggested that there be an indicator about attendance. Further suggested a cumulative measure that combined discipline and attendance to understand the total loss of instructional time.
- Access to Pre-K
 - Members discussed whether the access to Pre-K indicator should be part of the WaKIDS indicator or whether they should be separate indicators. They noted the balance between having too many indicators and having a clear vision through fewer indicators. However, there was no agreement. One member noted the importance of triangulation of multiple measures as part of one indicator, thus

- allowing for fewer snapshots but providing increased precision, accuracy, and understanding.
- This indicator should include parent, family, friend, and neighbor care. Furthermore, a recommended reform could include support and training for those caregivers.
- Members inquired about the survey methodology and how localized the data could get. While there was no strong objection to using survey data, members suggested using other data sources to compare to the survey data to ensure the accuracy of indicator findings. One member noted that certain subgroups may be less responsive to surveys. Staff noted that the survey data is useful because it is comparable across states.
- A member noted that enrollment is less important than the quality of the program.
- Language acquisition
 - A member cautioned that this indicator would be a measure of academic English and that is not necessarily reflective of the student's acquisition of English.
 - A member cautioned that students who are Former-ELL do very well and this indicator may not point out the issues for Current-ELL students.
 - Members discussed the graduation rate of Former-ELL students as a long-term measure of program success versus the use of 3rd and 8th grade math as a snapshot of health earlier on. Some members supported the idea of the use of graduation rate as a transitional measure. However, other members felt that graduation rate hides some important issues.
 - Suggested that the data should examine the length of time that students are at Level-II and their success. This suggestion focused on following students' length of time in the program and their outcomes.
- Adequate growth
 - Members asked questions about how Adequate Growth Percentiles work, but did not provide feedback due to limited time for discussion.

One member recommended revising the indicator of students taking remedial courses to align with a State Board of Community Technical Colleges indicator of students completing college-level math immediately after high school.

Feedback on Recommended Reforms

SBE staff presented on the indicators that have not met benchmarks towards goals and the reforms that are being recommended to improve performance on each of those indicators. After the presentation, AAW members broke into small groups to discuss each of the four reforms, then reported out as a large group. At each small group, staff wrote major takeaways on flipcharts, took notes on issues of agreement, and received feedback forms with written comments from AAW members.

Expand access to high quality early childhood education

Concern with capacity. Members noted that, in the event of expansion of early education, there will be a need for more physical space.

No agreement: Advocate for early childhood education as part of the program of Basic Education. Members raised the idea of entitling children to early education as part of the program of Basic Education, but did not agree that it should be part of the report to the Legislature on the Indicators of Educational System Health.

Concern with a culturally competent expansion of early childhood education. Members voiced concern with expanding early education to families of diverse cultural backgrounds, noting that some families may not be receptive to enrolling their children in state-offered Pre-K. A member noted that some families may mistrust the state and may prefer community-based early childhood offerings. A member stated that early education programs should be provided in the same language of the child's family so that early learning does not mean the loss of the child's home language. A member stated that the reform should incentivize dual language early learning programs.

Agreement: Scale up implementation across the state; serve the neediest first. Members noted that state-funded early education should be expanded to serve the neediest students first and expand to all students at the end of the implementation schedule.

Agreement: Choice of half-day, full-day, or opt-out. Members stated that families should be given a choice in the early learning.

Concern with breaking down family, friend, and neighbor care that already work. A member voiced concern that state-mandated early education could take children out of family and community care situations that are already working. This member stated that the reform should not jeopardize already successful community-based early education from family, friends, and neighbors.

Agreement: Need high quality early childhood professionals. Members stated that the providers of early childhood education need to be of high quality and should be afforded professional development.

Agreement: Outreach, partnerships, transitions, and district and school relationships with early learning providers are very important. Members stated that the partnerships and transitions between early learning and primary school are key to the success of this reform. Members also stated that outreach to families is important to implementation.

Concern with reinventing the wheel of what the Department of Early Learning has done. Members cautioned that the work of DEL should be expanded upon, but not reinvented.

Members provided the following written comments in response to whether they liked the reform or improvement is needed:

- "Target the neediest"
- 'Part of the reform is to build two-way communication of expectations between schools and "less successful" communities – build the relationships.'
- "Half-day, full day choice. Losing their language does not equal learning: Maintain dignity of the child's primary language. When possible, provide ECE in child's language, and English language development."

Increase access to high quality expanded learning opportunities

Agreement: Local control of ELO funding; don't let the Legislature limit the list. Members discussed whether or not the Legislature could cause major problems in the way that they fund expanded learning opportunities. Multiple members noted that there should be local control of what expanded learning opportunities are chosen instead of a list of programs approved by the Legislature. This was due to regional diversity of community organizations and the variety of types of expanded learning opportunities that could be used based on student need. One

member suggested that supplemental funding mechanisms be changed from allowing the funding within the school day to being flexible to use the funding throughout the day.

Agreement: Consistently support community-based organizations; variety of ELOs is good. Members noted the importance of a variety of academic and non-academic expanded learning opportunities. When asked a guiding question on whether it should focus on extended time in school or on non-academic opportunities, members stated that they are not mutually exclusive and that supporting variety is important to the reform. Members cautioned that more of the same instruction is not the answer.

Agreement: Extend time in school for students who need it. Members were generally supportive of extending the school day and the school year to improve student outcomes, but they noted that other non-academic expanded learning opportunities were very important. However, one member stated that this reform should not be based on extended time in school and, instead, should be based on relationships between schools and community-based organization. This member noted the work of the Expanded Learning Opportunities Council with community-based organizations. In regards to an extended school year, a member suggested that the additional time be put at the beginning of school rather than the end of school to be most effective at improving student outcomes.

No agreement: A right, an opportunity, or an expectation? Members discussed whether expanded learning is a right, an opportunity, or an expectation. Although there was not agreement on which it should be, there was a repeated belief that it should be an expectation for students who need the additional support (i.e. are not meeting standard). A member noted that, in some districts, children are offered expanded learning opportunities based on assessment data, but cautioned that it should not be tied too heavily to assessment due to time and capacity concerns.

Concern with access. Members noted potential issues with access, particularly for special education students and families with transportation challenges.

Concern with accountability. The draft report on the Indicators of Educational System Health states that the districts should be accountable for providing the expanded learning opportunities. Members voiced concern with how districts would be held accountable and whether there was any means of accountability for expanded learning opportunities.

Suggestion: Not only for remediation, also for acceleration. Members noted that the Expanded Learning Opportunities are commonly thought of as a remediation practice, but they can also be used to accelerate children.

Members provided the following written comments in response to whether they liked the reform or improvement is needed:

- “Yes!”
- “Extra year for all is better than extra day. Any extra day is more effective with smaller groups”
- “Ramp up method [of implementation]. Could be work experience in High School. Extended year for elementary. Extended day for high poverty Middle School age – keeping students occupied with grate activities such as extracurricular activities (i.e. chess club, soccer, basketball, debate club, science club, et cetera).”

Expand and fully fund high quality professional development

Suggestion: Approach the professional development issue as 70 hours instead of 10 days. A member noted that the hours would send a message of more flexibility for districts.

Suggestion: Use the sales pitch of doing away with waivers in exchange for the professional development. A member noted that an issue of importance for providing professional development is to do away with waivers used for that purpose.

Suggestion: Time to integrate the professional learning is as important as the lessons. A sabbatical approach to the professional development might be the most useful to teachers.

Concern that the state's role in professional development in teacher contracts is a challenging issue. A member noted that the funding for the reform is one issue, but the details of the state's involvement in professional development in teacher contracts is a large and challenging issue.

Concern that professional development with a certain list of programs from the Legislature is not useful. Members noted that the professional development funding could backfire if there is a restrictive list from the Legislature that excludes local programs that are effective. A member cautioned against providing any sort of prescription for the types of professional development.

Members provided the following written comments in response to whether they liked the reform or improvement is needed:

- “Ramp up. Definition and high expectation for “quality professional development.”
- “Does this mean sabbatical? Is that possible money wise? High quality to me as a teacher means time to process and time to implement.”
- “Not extra days for the sake of extra days. There should be a district plan (school improvement plan) that specifies how the extra professional development will support student achievement.”

Expand High School and Beyond planning for high school students

Agreement: Offer an online tool. Members agreed that having an online tool for high school and beyond planning is an important part of the implementation.

Concern that the reform title is HSBP for “high school students” instead of “all students.” A member noted that the title of the reform should be changed to all students because the HSBP should extend to lower grades than high school.

Agreement: Start early. Members agreed that the High School and Beyond planning will be most successful if it starts at an early age.

Concern that middle school staff need expertise in High School and Beyond planning. Members voiced concern that the talent at postsecondary planning is in the high schools, not the middle schools. Members stated that the middle schools should be afforded additional advising or counseling support to be successful in High School and Beyond planning.

Concern that additional staff at the high school level are needed. Members voiced concern that capacity needs to increase in order to increase the quality of High School and Beyond planning.

Agreement: Family engagement is integral to the HSBP. Members noted that outreach and engagement are an important part of implementation.

Concern with universal access, particularly for ELL and Special Education students.

Members voiced concern that students with language and special education needs may have access issues with High School and Beyond planning.

Agreement: College visits are important for kids. Members noted that students will benefit from High School and Beyond planning if they visit college campuses.

Suggestion: Transition HSBP and Positive Behavioral and Interventions work from middle school to high school. Members noted that PBIS and HSBP information is important to transition for every student from middle school to high school.

Suggestion: Have Grade-Level Expectations for the HSBP as a benchmark of progress. A member suggested that Grade-Level Expectations for the HSBP would allow educators to understand if they are on track in helping students to plan for postsecondary opportunities.

Agreement: Connect K-12 with Higher Education through the HSBP. Members noted the importance of establishing strong relationships between K-12 and postsecondary institutions through the implementation of the HSBP.

Members provided the following written comments in response to whether they liked the reform or improvement is needed:

- Change “high school students” to “all students.”
- “Needs to be systemic”
- “Cost of college tuition for in-state schools (four-year universities) should be an indicator of overall health – maybe in comparison to household incomes. Why get a kid college ready if the college is cost prohibitive?”

Suggestion of an Additional Reform to be Recommended in the Indicators of Educational System Health Report

Staff received the following emailed suggestion of an additional reform from an AAW member who participated in the October 23 meeting:

I would like to see my proposal for a needs based funding system included in addition to the existing four recommended reforms in the AAW Feedback Report since it is fundamentally different from anything that I see being considered by the SBE.

What I am advocating for is not the same as “a reliable and sustainable” funding source of public education. That whole discussion revolves around McCleary which is not about reforming the existing funding system to provide a needs based funding system. 2261 and 2776 and McCleary are about having the state provide more funding for all students in the K-12 system. It is about how big the education funding pie is and not about how the pie is divided up. I am talking about how the pie is divided up in order to address the achievement gap which would be in addition to “a reliable and sustainable” funding source.

In the SBE’s Strategic Plan, Goal Three talks about the Achievement Gap. In section B.1 it talks about 2776, but I don’t see anywhere where it talks about reforming the existing

funding allocation system to provide a needs based funding system (sometimes referred to as student weighted formulae).

There is one other general reform that I think is needed and that is to change the inequities in the education funding formulas and provide a much more needs based funding system. Here is a non-exhaustive list of some of them:

1. State should pay for transportation costs getting homeless students to school that are not on regular bus routes.
2. State should pay the cost of social workers for schools with significant percentage of homeless students.
3. TBIP funding should be based on student need not staff mix.
4. State should pay for the cost of social workers for schools with high free and reduced price meal percentages.
5. TBIP funding should include more per student funding for secondary ELL students.
6. LAP funding should be based on student need not staff mix.
7. State funding formulas should be adjusted so that overall state funding per student is significantly higher for districts with a higher percentage of ELL and F&R price meal students (student weighted formulas).

If you have questions regarding this feedback report, please contact Parker Teed at parker.teed@k12.wa.us



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Former ELL Academic Achievement and the Index	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The memo raises questions as to the validity and reliability of assessing ELL students in something other than their primary language, which has implications as to the fairness of state and federal Accountability systems. But most importantly, the memo starts to answer the question, "what does the academic performance of Former ELL students really look like? Also, this work starts to get at another question that is, "is there a better way to measure the academic performance of ELL students for accountability and for program effectiveness?"</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>After engaging with a number of stakeholder groups, the Board approved the inclusion of the Former ELL student group in the Targeted Subgroup Index calculations. Before publishing the 2012-13 Index, there existed little systematic information available regarding the academic performance of Former ELL students.</p> <p>The memo describes three important findings:</p> <ol style="list-style-type: none"> 1. The academic performance of the Former ELL subgroup exceeds the performance for the All Students group. 2. The impact of the addition of the Former ELL subgroup in the school Achievement Index calculations was a positive one for most schools. 3. The schools with reportable Former ELL subgroups are substantially different (demographically) than schools without reportable Former ELL groups. <p>Just as is intended with this report, the Roadmap ELL Work Group is examining the academic performance of ELL students and seeking out ways in which to create more equitable outcomes for ELL students. Through the ELL Task Force, work from analyses like these are being used to determine better measures of Transitional Bilingual Instructional Program (TBIP) effectiveness that might be more appropriate for accountability purposes.</p> <p>This work has raised more questions that it has answered. More work is needed and more is proposed. We plan to expand this study to analyze the academic performance of Former ELL students based on student characteristics, primary language, and years in (and out) of TBIP, and through the analysis of assessment data for Former ELL and Never ELL groups.</p>	



FORMER ENGLISH LANGUAGE LEARNERS AND THE INDEX

Summary

An analysis of the academic performance of Former English Language Learner (ELL) students was jointly conducted by the Center for Educational Effectiveness (CEE) and the State Board of Education (SBE) staff. The report identifies three important findings:

1. The academic performance of the Former ELL subgroup exceeds the performance for the All Students group.
2. The impact of the addition of the Former ELL subgroup in the school Achievement Index calculations was a positive one for most schools.
3. The schools with reportable Former ELL subgroups are substantially different demographically than schools without reportable Former ELL groups.

Background

The ELL subgroup is the fastest growing ESEA subgroup in Washington, having increased by over 72 percent since the fall of 2000-01 school year. In the 2013-14 school year, there were approximately 102,000 ELL students in Washington public schools, comprising approximately 9.7 percent of the total public school enrollment. From 2000 to 2010, the number of ELL students enrolling in Bilingual programs in Washington increased by 2000 to 4500 students per year. However, the number of ELL students increased by nearly 8000 in each of the two most recent years, attesting to the rapid growth of this group.

Approximately 14 percent of ELL students transitioned out of Bilingual programs in the 2012-13 school year, which means that approximately 14,000 new students were reclassified as Former ELL students. These data show that the Former ELL subgroup is expanding more rapidly than the ELL subgroup. Aligned with stakeholder input and for the first time, the revised Washington School Achievement Index included the Former ELL students as a separate subgroup in the Targeted Subgroup Index calculations.

As part of a larger effort to improve educational outcomes for all children, the Roadmap ELL Work Group is seeking ways in which to build a more equitable educational system for ELL students with the Roadmap districts and across Washington. The work group was a force behind the passage of ESSB 5034 that provided funding in the 2013-14 school year for Transitional Bilingual Instructional Program (TBIP) students that were reclassified based on the spring 2013 WELPA. A reclassified TBIP student is one who scored a Level 4 on the WELPA.

In the summer 2014, the CEE was contracted to conduct a study on the academic performance of Former ELL students in coordination with and for the State Board of Education (SBE). This evaluation was not at all meant to examine the effectiveness of any program or service provided as a result of the ESSB 5034 funding. The purpose of the research was to:

- Report on the academic performance of the Former ELL subgroup as measured in the Washington Achievement Index,
- Report on the impact of the Former ELL subgroup on the Index, and
- Identify policy implications associated with the Former ELL subgroup as manifested in the school Index calculations.

The findings here are based on three years of assessment data included in the Index data file. The assessment results are for the Washington Measurements of Student Progress (MSPs) that are best characterized as English-only assessments. Language accommodations are provided for on the Math and Science MSPs but not so much for the Reading or Writing MSPs.

The unit of measurement in this study was the Former ELL subgroup aggregated to the school level following Index business rules. This means that academic measures were computed only when 20 assessment records for continuously enrolled Former ELL students were evident for a given school. Although these analyses were constrained or limited by this “sample of convenience,” this work provides a solid base upon which to build.

Discussion

The preliminary report is included in this board packet. Some of the findings include:

The academic performance of the Former ELL subgroup exceeds that for the All Students group.

- Percent Meeting/Exceeding Standards (Proficiency Rates)
 - For elementary schools, the reading and math proficiency rates for the Former ELL group are higher than that for the All Students group.
 - For middle schools, the reading and math proficiency rates for the Former ELL group are about the same as that for the All Students group.
 - For high schools, the reading and math proficiency rates for the Former ELL group are lower than that for the All Students group.
- Student Growth Percentiles (SGPs)
 - For elementary and middle schools, the reading and math median SGPs for the Former ELL group are higher than that for the All Students group.
 - For high schools, the reading median SGP for the Former ELL group is lower than that for the All Students group but the math median SGP for the two groups does not differ.
- 5-Year Adjusted Cohort Graduation Rate (ACGR)
 - When all high schools are considered, the 5-Year ACGR for the Former ELL group does not differ from the All Students group.
 - When a subset* is considered, the 5-Year ACGR for the Former ELL group is five percentage points higher than the All Students group.

*Note: Subset is the 156 high schools with a reportable Former ELL subgroup in any indicator.

The impact of the addition of the Former ELL subgroup in the Index calculations was a positive one for most schools.

- The number of schools reporting on a Former ELL subgroup increased 48 percent from the 2010-11 to the 2012-13 school year but reportable ELL subgroups are evident in fewer than 50 percent of the rated schools.
- For the 866 schools with a reportable Former ELL subgroup
 - 826 schools (95.5 percent) had a higher Composite Index rating when the Former ELL subgroup was included in the Targeted Subgroup and the average gain was 0.137 rating points
 - 24 schools (2.8 percent) had a lower Composite Index rating when the Former ELL subgroup was included in the Targeted Subgroup and the average loss was 0.022 rating points.

The analyses conducted demonstrate that schools with a reportable Former ELL subgroup differ from schools lacking reportable Former ELL subgroups. Schools with a reportable Former ELL subgroup have a:

- Higher percentage of migrant students,
- Higher percentage of ELL students,
- Lower percentage of students with disabilities,
- Higher percentage of students qualifying for the Free and Reduced Price Lunch Program, and
- Larger school enrollment.

The findings from this work indicate the value of a more robust investigation into understanding the academic performance of Former ELL students, to include:

- Conduct an analysis using mutually exclusive comparison groups. In other words, compare Former ELL students to Never ELL students after controlling for other student characteristics.
- Analyze the academic performance of Former ELL students based on student characteristics, native language, and years in (and out) of bilingual program.

Although preliminary in nature, the SBE staff believes it important to expand this research and communicate these findings to a broader audience. To this end, the SBE staff:

- Requested student-level data from the OSPI from which to conduct a more detailed analysis of the academic achievement of Former ELL students,
- Received approval to present these findings to the Washington Educational Research Association (WERA) in Seattle in December 2014.

- Submitted a presentation proposal with Education Northwest to the CCSSO National Conference on Student Assessment (NSCA) in San Diego in June 2015.

This work has raised more questions than answered, a direct result of relying on the “sample of convenience” generated through the publication of the Achievement Index.

Key Questions or Ideas

Assessment in Native Language: Current (MSP) and new (SBAC) assessments are best characterized as “English-only” with limited language accommodations. A growing body of research (including this work) contributes to the idea that assessing ELL students on English-only assessments yields invalid and unreliable results, and that using these results for high-stakes accountability decisions is unfair. A key question the Board may wish to consider discussing is, “for the assessments used for accountability, should ELL students be tested in their native language?” Such a change would be expected to produce valid and reliable assessment results that would elevate the fairness of high-stakes accountability. This is particularly important in cases where student assessment results factor into educator evaluation systems.

Professional Learning: With full state funding of professional learning on the SBE Legislative Priority list, the Board may wish to discuss ways in which to hold districts accountable for providing “high quality” professional learning. One of those requirements might be to provide analyses of disaggregated student achievement data showing that the professional learning activities enhanced classroom instruction that led to increased student learning. In this case, the disaggregation of student achievement data should include Former ELL and Never ELL subgroups.

Action

No Board action anticipated.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

Performance of Former-ELL Students on Washington High Stakes Assessments

Research into performance of Former-ELL students on Washington's English-only assessments and implications for policy.

Center for Educational Effectiveness



Better Data. Better Decisions. Better Schools.

*Research into performance of Former-ELL students on
Washington's English-only assessments and implications
for policy*

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The Center for Educational Effectiveness

Acronyms and Jargon

Acronyms and jargon are an intimate part of the educational landscape and this type of analysis. CEE takes a common-sense approach to the use of jargon and acronyms based on the needs of the target audience or the research report. Given that this report is designed for educational leaders within the state of Washington, common acronyms and jargon are used within the body of this report, but are also defined in the [Glossary](#) at the end of the work.

Background and Purpose

The development of the revised Washington State Achievement Index (AI) was guided by policy of the Washington State Board of Education and the Washington legislature's call to action to create a single aligned accountability system serving both state and federal accountability needs (RCW 28A.657.110).

One of the critical issues faced by the design team of the revised index was the issues of validity in assessing non-English speaking students on an English only assessment. One out of every ten students in Washington has English language skills low enough to qualify to be served in ELL development programs and the ELL subgroup is the fastest growing subgroup in Washington State (<http://reportcard.ospi.k12.wa.us/summary>).

Based on strong support from the Accountability and Achievement Workgroup (AAW) (<http://www.sbe.wa.gov/aaw.Rs>), the design of the revised AI included "Former-ELL" as one of the targeted at-risk subgroups. This subgroup is made up of any student who, at any point in their K-12 educational career was in the English Language Learner (ELL) program and exited that program by achieving language proficiency¹ as measure by the state-wide assessment of English proficiency (footnote details on WLPT/WELPA).

With the inclusion of the Former-ELL subgroup in the revised AI, for the first time the state had a readily accessible data set including detailed educational outcome (performance) information on proficiency, student growth, and graduation rates for Former-ELL students.

This research was initiated by State Board of Education staff to serve three overarching purposes.

- What are the performance characteristics of the Former-ELL subgroup in proficiency? What do we see in proficiency, student growth, and graduation rates?
- Policy Implications. What are the state and federal policy implications regarding accountability and assessment of ELL and Former-ELL students?
- What are areas indicated for further research? The unit-of-analysis for this project is, at its most granular, the building level. These findings suggest additional research questions which can only be answered by further analysis, particularly through disaggregation of student-level data.

¹ Proficiency is defined as the percentage of students meeting or exceeding standard on the state's high stakes assessment.

Executive Summary and Policy Implications

We report on the academic performance of the two most rapidly growing subgroups in Washington; English Language Learners (ELLs) and Former ELLs, but the emphasis here is on the latter. These two student groups have some unique qualities that pose some serious challenges to accountability systems.

1. The ELL students are required to be assessed in a language other than their home or primary language. No other subgroup is required to do the same.
2. As ELL students become more fluent in the English language, they tend to perform better on the state assessments and are then reclassified as Former ELLs. In other words, the higher performing students who are just becoming proficient on the assessments are removed from the group.
3. Once reclassified as Former ELLs, students possess the language skills necessary to speak, read, and write in English, but often have not mastered the content-specific vocabulary required to engage in the content area assessments in a meaningful way, especially in the upper grades.
4. After being reclassified as a Former ELL student, it typically takes a couple of years to demonstrate proficiency on the content area assessments and this time period may be considerably longer or shorter depending on the grade level at the time of exiting, the primary language, the type of Bilingual program exited, and other factors.

Examining the academic performance of Former-ELLs through the Achievement Index is complicated by another important factor, that being the number of years as a Former ELL. Evidence exists to show that Former ELL students who have been out of a Bilingual program for five years (for example) are more likely to be proficient than a Former ELL out of a Bilingual program for only one year. In other words, the years out of program are positively correlated with proficiency rate. The work we present here does not take this into account, which certainly is a limiting factor that can only be overcome by examining student-level data with years as a Former ELL as a student variable.

Student Performance Indicators

Even with the data shortcomings and limitations cited above, we can make some important observations about the academic performance of Former ELL students. Generally speaking, the Former ELL subgroup performs at impressive levels, but when you disaggregate by school level and grade levels, different performance levels become evident.

Proficiency

- Former-ELL students are performing higher than the All-Students group, particularly at the Elementary level. That is, the percent of students meeting standard for Former-ELL students is above the All-Students performance.
- The out-performance of the Former-ELL students is largest at Elementary grades. At middle school, the performance of Former-ELL students is almost the same as the All-students group, and at

high school (grade 10) Former-ELL students slightly underperform the All-students group.

- The differences in performance between the Former ELL students and the All Students group systematically change from the
 - 3rd, 4th, and 5th grades where the Former ELL subgroup outperforms the All Students group to the,
 - 6th and 7th grades where the groups' performance is about the same, and the
 - 8th grade and up where the Former ELL subgroup performs below that of the All Students group.

Student Growth

- Former-ELL students demonstrate higher median student growth percentiles than the All-students group.
- At elementary and middle levels for reading and math, the median SGP of Former-ELLs is approximately 3 percentiles higher than the all-students group. This over-performance by the Former ELLs is not evident at the high school level.
- For both reading and math, the median SGPs systematically decline as the school level increases. The median SGPs for elementary schools are the highest, middle school median SGPs are a little lower, and high school median SGPs are a little lower yet. This is true for the All Students group and the Former ELL subgroup.

Graduation Rate

- Former-ELL students demonstrate approximately the same Graduation Rate as the All-Students group.
- When we subset the view and look at Former-ELLs in high-ELL districts, Former-ELL graduation rates are 5 percentage points above the All-Students group.

Policy Implications

One criticism of Washington's assessments that are used for state and federal accountability is that the assessments are administered in English-only versions. On the reading assessment, ELL students do not have the opportunity to use some of the language accommodations that are available on the math assessment. This means that the reading assessment is measuring a student's ability to read, comprehend, and decode **in English** when their primary language is something other than English. On the other hand, ELL students have translation materials at their disposal, while sitting for the math assessment, which means that the ELL students are being assessed on their math proficiency in a combination of their primary language and English. On this basis, you might expect ELL students to perform at higher levels on the math assessment as compared to the reading assessment, but this is not borne out in the analyses. The performance of the ELL students on the reading assessment is approximately the same or even a little higher than their performance on the math assessment.

Evidence is presented to show that the assessment results used in Federal and State accountability systems is not providing valid and reliable information about the content knowledge of English Language Learners. The new tests being delivered by the Smarter Balanced Assessment Consortia (SBAC) should assess the content knowledge of all students in their primary language as is advocated for in the APA/AERA Standards for Educational Measurement.

Schools with reportable Former ELL populations are demographically distinct from other schools and the All Students performance differs considerably between the two types of schools. State policy makers currently provide an enhanced school funding allocation that takes into account the number and percentage of ELL and Former ELL students. However, the funding enhancement is modest and a more robust infusion of supports might be expected to reap even greater benefits for these student subgroups.

In order to provide an equal opportunity for ELL and Former ELL students to learn at a level commensurate with native English speakers, a better prepared and more highly skilled staff may be necessary. A better prepared staff could be accomplished through incentive funding, targets and individualized professional learning, and strategic staffing policies.

Areas for Further Investigation

Much of this analysis was constrained by the “sample of convenience” from the Achievement Index data set. Specifically, the fact that the data set uses the school building as the unit of analysis.

In reviewing this data with the members of the Accountability and Achievement Workgroup (AAW- see <http://www.sbe.wa.gov/aaw.php>), many of the questions and “wonderings” raised by this knowledgeable team centered on issues that can only be answered via research with student-level data.

The findings from this work indicate the value of deeper investigation into understanding the performance of Former-ELL students, including:

- Analysis with mutually exclusive comparison groups. Specifically, being able to compare the performance of Former-ELLs to a “Never-ELL” subgroup. This would make the interpretation of demographic, geographic/district views of the performance of these groups more meaningful.
- Performance of Former-ELLs based on language spoken, poverty status, disability status, ethnicity/race, and gender. In this case, performance should include all three indicators—proficiency, student growth, and graduation rate. The interplay of these variables should be understood vis-à-vis the changes in performance we see in the middle and high school grades.
- Impact of dropouts within the ELL, Former-ELL, and Never-ELL populations.

Context of English Language Learners in Washington

The ELL subgroup is the fastest growing ESEA subgroup in Washington State showing 52% growth over the last 12 years. ELL students represent 1 in every 11 students served in Washington's public schools. However, when we consider the transition rate of ELL students to Former ELL students, it is safe to say that the Former ELL subgroup is expanding by greater numbers.

Table 1: 12-year Enrollment data for Washington State

	2002	2013	Change
K-12 Enrollment	1,010,424	1,049,901	39,477
<i>12-Year Change</i>			3.9%
ELL Program Enrollment	62,061	94,176	32,115
<i>12-Year Change</i>			51.7%
<i>Source: OSPI Report Card</i>			

Methodology

Data Sources

The primary data source for this analysis is the Washington 2013 Achievement Index data file, as published on the OSPI / State Board web at <https://eds.ospi.k12.wa.us/WAI>. The AI data released in the spring of 2014 used assessment results from 2010-11, 2011-12, and 2012-13 spring testing windows.

The assessments used in the Achievement Index include what is collectively known as the Washington Comprehensive Assessment Program (WCAP): Measure of Student Progress (MSP) for grades 3-8 in reading, writing, mathematics, and science; High School Proficiency Exam (HSPE) for grade 10 reading, and writing; and End-of-Course (EOC) examinations in grade 10 mathematics and science. These are the same assessments used for accountability under the Federal No Child Left Behind Act (NCLB).

The sizes of the three primary groups analyzed in this work are shown below in Figure 2.

Table 2: Group enrollment used in this analysis

3-Year Average Size	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Former-ELL Subgroup	5,497	7,069	7,559	7,832	7,730	7,646	6,472
ELL Subgroup	8,578	6,947	6,030	5,026	3,978	3,477	2,875
ALL	61,116	61,481	62,170	62,642	62,654	62,298	59,693
<i>Source: OSPI MSP and HSPE Reading raw data for Achievement Index. Continuously Enrolled Students only.</i>							

It is important to note that the unit of analysis for this report is the school level. The students noted above are served in 295 school districts (Local Educational Agencies or LEAs).

In order for any group to be analyzed (based on the data source) in the Achievement Index, the group must have at least 20 continuously enrolled students in the school by subject area.

For example, at an elementary school which serves grades K-5 will assess students in grades 3, 4, and 5. If that school's ELL group assessed 8 students at 3rd grade, 7 students at 4th grade, and 6 students at 5th grade in reading, the total assessed in reading would be 21 students (8 + 7 + 6 = 21). Thus, the ELL group for this school would be N>=20 and the data would be used in this analysis.

Table 3: Count of schools with subgroups above the minimum threshold of 20 students per content area in both reading and math

Count of Schools	All-Students	ELL	Former-ELL
Elementary	1025	319	373
Middle Schools	346	131	214
High Schools	266	34	97
Totals	1637	484	684

Performance Indicators

There are three performance indicators which are used in the Achievement Index and are thus used in this analysis. The Achievement Index data file contains building-level aggregated data for:

- **Proficiency:** Percent of students meeting or exceeding standard on the WCAP assessments in reading, writing, math, and science.
- **Median Student Growth Percentile (MSGP).** The median student growth percentile for the building in reading and math.
- **Graduation Rate (Grad Rate).** 5-year Adjusted Cohort graduation rate.

Note: to increase the validity of the results and to protect student confidentiality, a minimum of 20 students per school per content area is required for data to be present in this analysis.

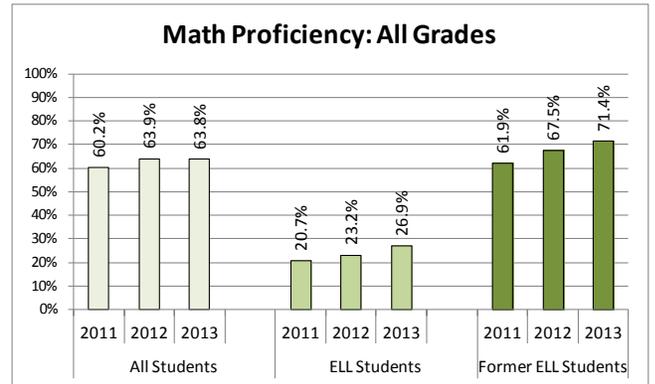
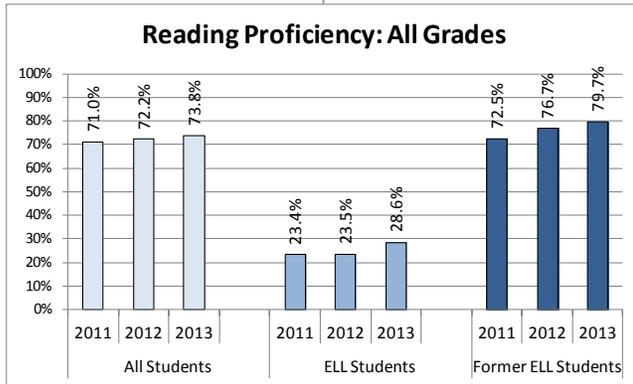
This analysis is bound, and limited by, the data as used to create the Washington Achievement Index. Specifically, the data used in this analysis has the following caveats:

- Proficiency data was provided at the building level for each grade served in that building. Only data for continuously enrolled (CE) students is utilized in the Achievement Index proficiency calculations.
- Median Student Growth Percentile data was provided only at the building level per content area and for the CE students. That is, grade by grade MSGP data was not provided.
- Graduation Rate. Graduation rate data was provided only for the 5-year Adjusted Cohort Method.

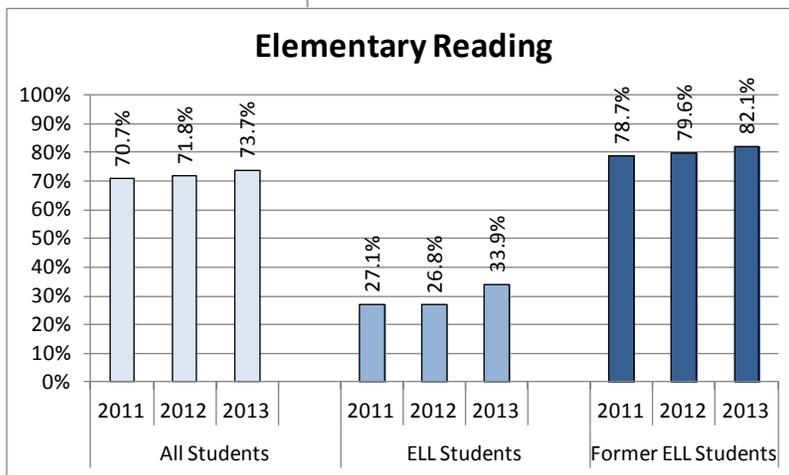
Findings

Proficiency

For the state of Washington, at the summary level for grades 3-8 and 10, Former-ELL students outperform the ELL subgroup and the All Students group in both reading and math.

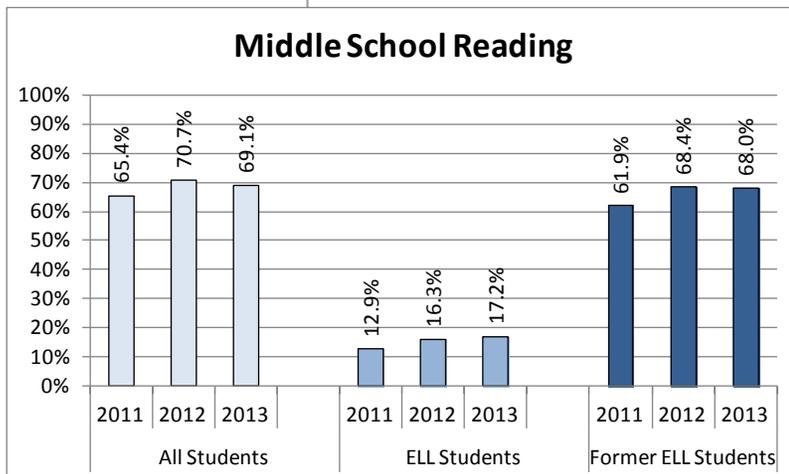


Reading by Grade Level Bands



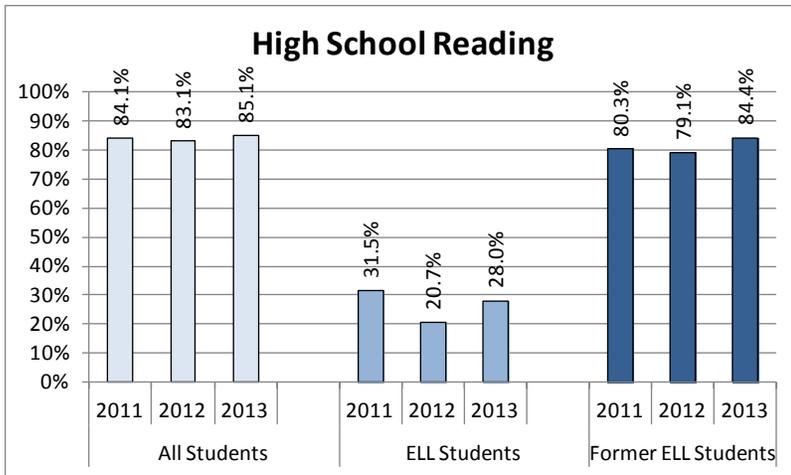
Elementary reading shows the largest area where Former-ELL students outperform the All Students group.

Former-ELLs perform 7 to 9 percentage points above the All Students group.



For grades 6, 7, and 8, the scores show slightly lower performance between Former-ELL students and the All Students group.

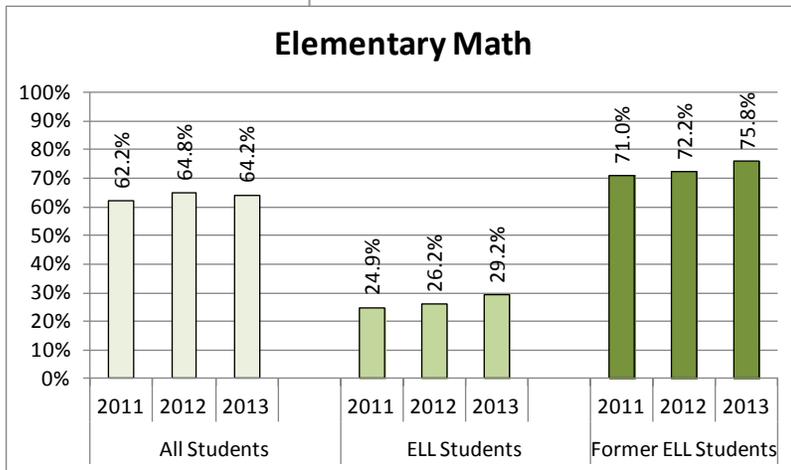
For these three years, the difference ranges from -3.5 to -1 percentage point.



At grade 10 (the only grade tested in High School), Former-ELL students perform -4 to -1 percentage points below the All Students group.

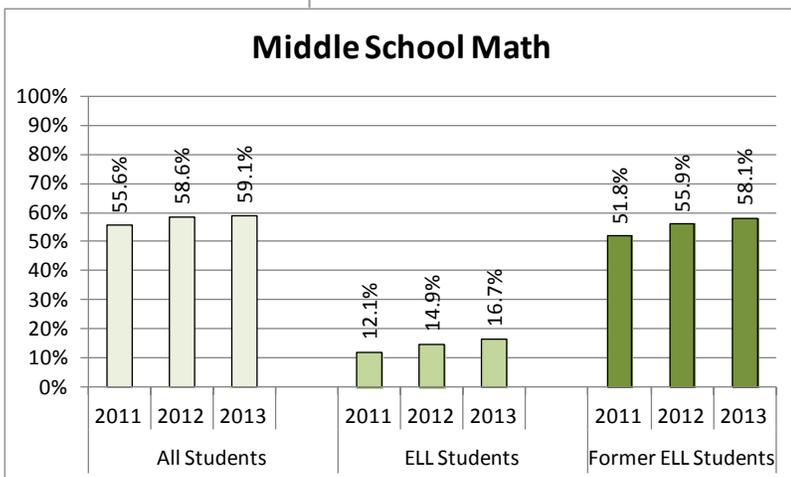
It may be that recently transitioned students have not yet acquired the nuanced language skills necessary to demonstrate proficiency at this higher level.

Mathematics by Grade Level Bands



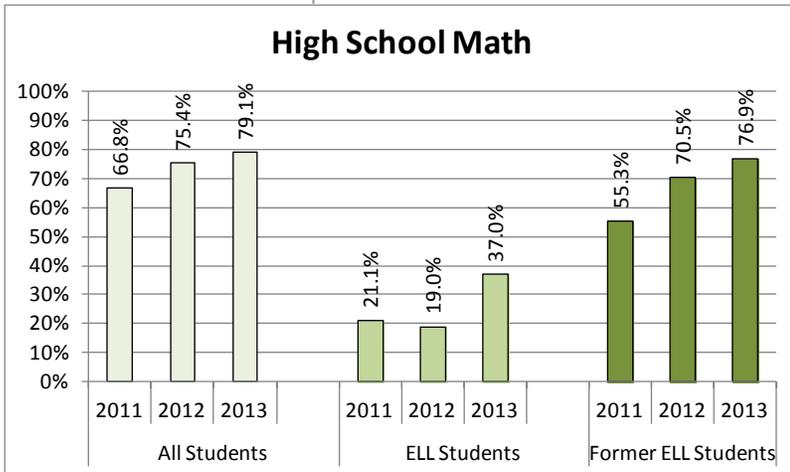
Similar to the findings for reading, the Elementary band for math shows the largest over-performance by Former-ELL students.

Former-ELL students outperform the All Students group by between 8 and 11 percentage points.



Middle level grades show a similar impact as in reading with Former-ELL students performing between -4 and -1 percentage point below the All Students group.

It is also interesting to note that the relative gap between Former-ELL and ELL students is similar to the Elementary grades; the performance of the ELL students is below 20% proficiency.

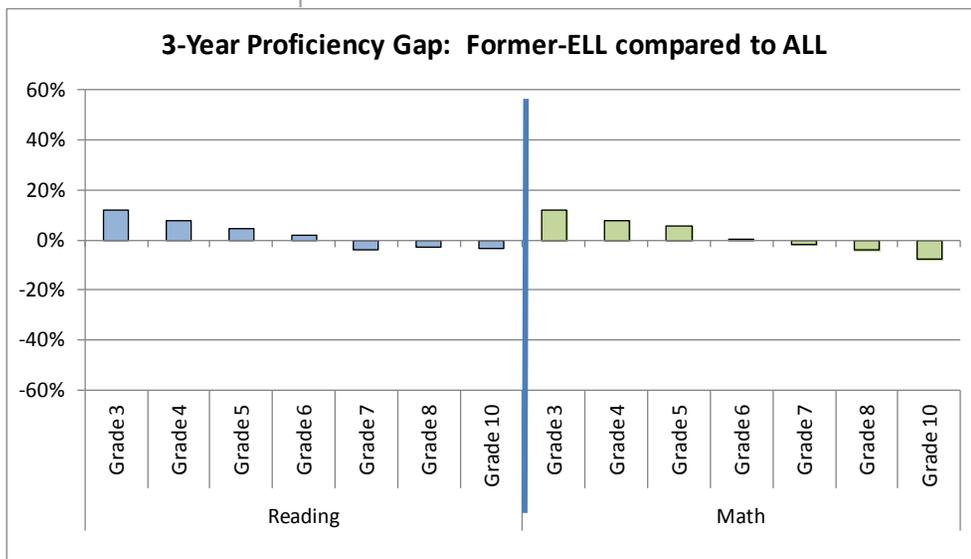


High School math shows a range of -11 to -3 percentage points lower performance for Former-ELL students. It is interesting to note the gap closure over the last 3 years.

An alternative way of looking at the data is to compare the Former-ELL students to the All Students group. In the graph below, a positive value means the Former-ELL students performed above the All Students group.

This chart summarizes the detailed information found in Appendix A.

As you can see in this chart, the positive effect for Former-ELL students declines consistently as students progress through the grades.



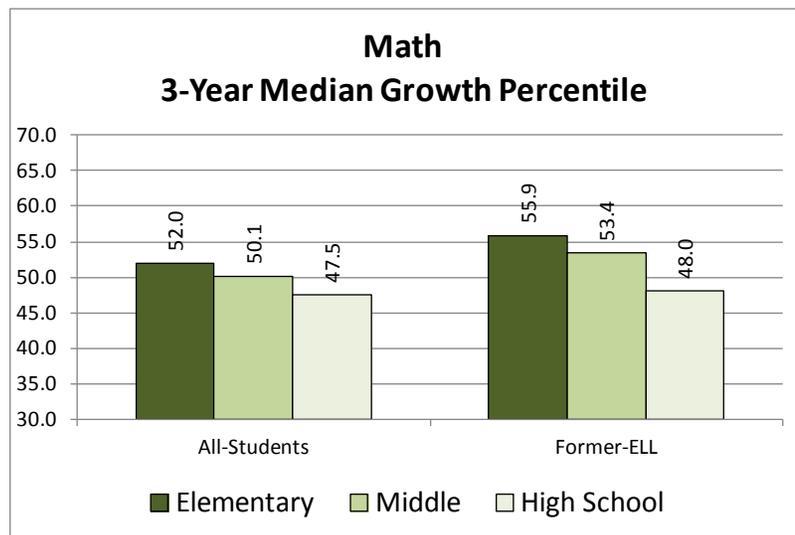
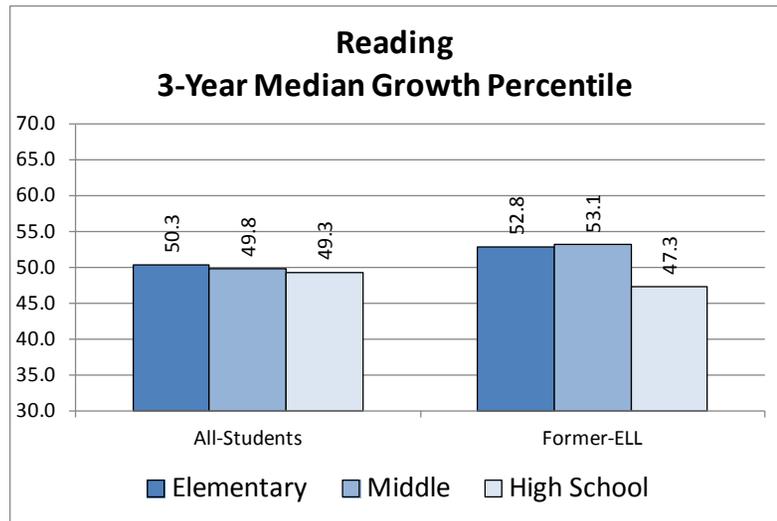
When considered in concert, the proficiency results for the ELL students and the Former ELL students leads one to speculate that the MSP administration

in English-only may not be providing valid results. The results provide evidence that, once English language fluency is acquired, the group proficiency rates become comparable to the All-Students group.

One might speculate further that the challenges of increasingly difficult content and complex vocabulary required to meet standards in the middle school and high school grades are difficult to overcome for some Former ELL students who have not fully mastered the English language.

Student Growth

The data set created for the Achievement Index did not include grade by grade median student growth percentiles but rather school-level medians. The result is that, unlike proficiency, the best we can do is to segment the schools into elementary, middle, and high school configurations and view the relative performance based on the school configuration.



It is also important to remember that these growth calculations are normative, rather than absolute growth. In a normative growth calculation, larger groups will tend to “regress toward the mean” which implies that larger groups will tend toward a MSGP of 50 (growth at the 50th percentile).

For the figures above and in a general sense, you will note that growth in the Former-ELL group is greater than the growth of the All Students group in all cases except High School reading.

For the math chart, see how the average growth declines as the school level increases for both the All and Former-ELL groups and that the systematic decline is greater for the Former-ELL group as compared to the All Students group. Without further disaggregation of the data, all we can really say is that by the 10th grade, academic growth for the Former-ELL group is nearly identical to that for the All Students group.

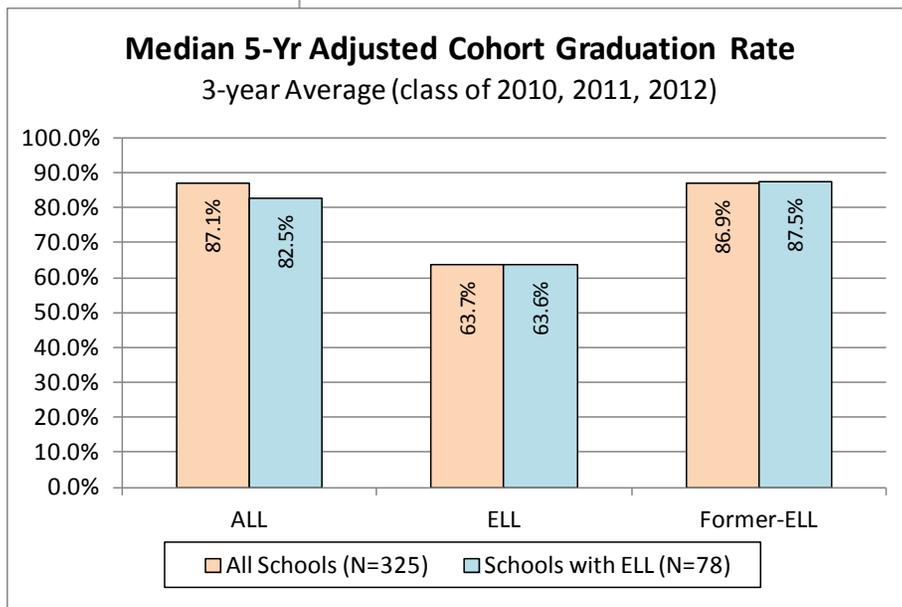
The reading chart differs from the math chart in at least several ways. First, the systemic decline in growth by advancing school level is much more subtle for the All Students group and disrupted for the Former-ELL group. Second, see how the Former-ELL growth for middle schools exceeds that for both elementary and high schools. And finally, see that the Former-ELL reading growth in high school is substantially lower than that for the All Students group.

These differences are not readily explainable given the nature of the Achievement Index data set. However, we might speculate that the design or usage intent contributes to the reading differences:

- MSP is a summative grade-level assessment whereas the HSPE is a high school exit exam and the high school math growth is based on end of course assessments.
- The high school HSPE represents a two-year growth measure whereas the elementary and middle school MSP represents one-year growth measures.

Graduation Rate

The Washington Office of the Superintendent of Public Instruction (OSPI) calculates graduation rates using both a 4-year adjusted cohort and 5-year adjusted cohort method.



In both methods, the beginning cohort is the group of 9th graders (freshmen). In both cases, the cohorts are “adjusted” for students who transfer in and out, as well as for dropouts. The difference is that in the 5-year method, students who require a 5th year of high school to graduate are counted in the graduation rate calculation.

This is an important accommodation, particularly for students with disabilities (SWD) and English Language Learners. The primary

rationale in using the 5-year adjusted cohort method in the revised Washington State Achievement Index was to obtain a more accurate view of high school attainment for these two student populations.

In the figure at left, you will see that graduation rates are depicted for two sets of schools.

As noted in Table 3 above, there are relatively few schools with high ELL populations at the high school level. As such, comparing the Former-ELL performance with this larger group provides a biased view of relative performance.

To augment the view of Former-ELL graduation rates, we chose to also report the data for Former-ELL graduation rates relative to the High Schools which have at least 20 ELL students at 10th grade (those schools with the ELL cell active in the revised AI data set). With reasonable certainty, we can assume that schools which have the ELL cell active at 10th grade are higher-ELL enrollments throughout the K-12 system in their districts.

Recall that the Former-ELL subgroup grows as the grade level increases as more students exit after each grade in the system. This causes districts with no reportable ELL at elementary schools to have Former-ELL data as these students aggregate in the middle and high school levels.

In viewing the “ALL” performance above, as one would expect there to be a gap between the graduation rates for All-students when comparing these two sets of schools (a view of the “opportunity gap”). However, when you view the graduation rates of the Former-ELL students, you will note that the graduation rate in these higher ELL environments is actually higher than when viewing all schools. The implication (worth further investigation) is that higher ELL systems have found ways to increase the graduation rates for Former-ELLs.

Impact of the Former ELL Subgroup on the Index Ratings

The Washington Achievement Index computes an annual school rating based on proficiency rates, median SGPs, and College and Career (CCR) indicators. Schools are rated on a scale from one to ten following the methodology at <http://www.sbe.wa.gov/documents/AchievementIndex/IndexMethodology.pdf>.

After thoughtful discussion, the AAW and other stakeholder groups supported the idea of including the Former ELL students as a separate subgroup within the Targeted Subgroup. The policy shift to report separately on the academic performance of the Former ELL subgroup was based on the idea that Former ELL students continue to be potentially “at-risk” due to the language barriers from earlier in their academic careers. Stakeholders held that it was important to monitor the progress of this rapidly expanding group through the AI.

We have the opportunity here to directly quantify the impact of the Former ELL subgroup on the annual AI calculations, the Composite AI, and the individual measures of proficiency, growth, and graduation rate for each of the first three years of AI computations. To assess the impacts of the Former ELL students on the AI, school-level AI calculations were made separately for each of the indicators with Former ELL students included and then excluded. The rating values could then be compared.

The number of schools with a reportable Former ELL population for one or more indicators (defined as a Former ELL school) increased in each of the three most recent years:

- 2010-11 showed 553 Former ELL schools
- 2011-12 showed 753 Former ELL schools
- 2012-13 showed 819 Former ELL schools

As you might expect, as the number and percentage of ELL students increases in Washington, the number and percentage of Former ELL students also increases.

In each of the three previous years, approximately 1800 to 1900 schools earned an AI rating, meaning that only 30 to 45 percent of rated schools are potentially impacted by Former ELL. The following paragraphs describe impacts from the Former ELL students to only those schools with a reportable Former ELL population.

Annual Index Ratings

2010-11 AI Ratings

When collectively considered, the inclusion of the Former ELL subgroup in the Targeted Subgroup resulted in an average increase of 0.159 rating points when compared to the same analysis with the Former ELL Subgroup excluded. When the Former ELL subgroup is included in the AI calculation:

- The 2011 rating for 8 schools was unchanged
- The 2011 rating for 32 schools was lowered by an average of 0.043 rating points
- The 2011 rating for the 513 schools increased by an average of 0.175 rating points.

This means that more than 98 percent of all 2011 rated schools are not impacted or are mildly positively impacted by the inclusion of Former ELL students in the Targeted Subgroup.

2011-12 AI Ratings

The inclusion of the Former ELL subgroup resulted in an average increase of 0.163 rating points as compared to the analysis that excluded the Former ELL subgroup. When the Former ELL subgroup is included in the AI calculation:

- The 2012 rating for 6 schools was unchanged
- The 2012 rating for 30 schools was lowered by an average of 0.072 rating points
- The 2012 rating for 717 schools was increased by an average of 0.174 rating points.

This means that over 98 percent of all 2012 rated schools were not impacted or were positively impacted by the inclusion of Former ELL students in the Targeted Subgroup.

2012-13 AI Ratings

When collectively considered, the inclusion of the Former ELL subgroup in the Targeted Subgroup resulted in an average increase of 0.157 rating points when compared to the same analysis with the Former ELL Subgroup excluded. When the Former ELL subgroup is included in the AI calculation:

- The 2013 rating for 9 schools was unchanged
- The 2013 rating for 37 schools was lowered by an average of 0.048 rating points
- The 2013 rating for 770 schools was increased by an average of 0.169 rating points.

Once again, over 98 percent of all 2013 rated schools were not impacted or were positively impacted by the inclusion of Former ELL students in the Targeted Subgroup.

In summary, it is evident that the inclusion of the Former ELL subgroup in the Targeted Subgroup resulted in higher school ratings or no change to over 98 percent of all rated schools. Further, the negative impacts to the other two

Nearly 99 percent of all schools earning a Composite AI rating in 2013 were not impacted or were mildly positively impacted by the inclusion of Former ELL students in the Targeted Subgroup.

percent of schools are average annual rating reductions of 0.04 to 0.07 rating points.

Composite Index Rating

A total of 1801 schools earned a Composite Index rating in 2013 based on the annual index ratings for the previous three years and, of these, 866 schools were identified as Former ELL schools. The percentage of Former ELL schools by school level are close to the state average but the middle schools are somewhat over-represented and the elementary schools mildly under-represented.

As a group, the inclusion of the Former ELL subgroup in the Targeted Subgroup resulted in an average increase of 0.132 rating points when compared to the same analysis with the Former ELL Subgroup excluded. When the Former ELL subgroup is included in the AI calculation:

- The Composite AI rating for 4 schools was unchanged
- The Composite AI rating for 24 schools was lowered by an average of 0.022 rating points
- The Composite AI rating for 826 schools was increased by an average of 0.137 rating points.

The inclusion of the Former ELL subgroup in the Targeted Subgroup resulted in higher school Composite AI ratings or no change to nearly 99 percent of all rated schools and the average increase was small (approximately 0.132 rating points). Further, the negative impacts to the other one percent of schools are an average Composite AI rating reduction of only 0.022 rating points.

Impacts to Indicator Index Ratings from Former ELLs

The proficiency index rating is derived from the simple average of reading, math, science, and writing. In the 2012-13 AI, 817 schools had a reportable Former ELL population for the proficiency indicator. When the Former ELL subgroup is included in the AI calculation:

- The 2013 proficiency index rating for 44 schools was unchanged
- The 2013 proficiency index rating for 5 schools was lowered by an average of 0.079 rating points
- The 2013 proficiency index rating for 768 schools was increased by an average of 0.228 rating points.

The growth index rating is derived from the simple average of reading and math median SGPs for the school. In the 2012-13 AI, 813 schools had a reportable Former ELL population for the growth indicator. When the Former ELL subgroup is included in the AI calculation:

- The 2013 growth index rating for 127 schools was unchanged
- The 2013 growth index rating for 109 schools was lowered by an average of 0.087 rating points
- The 2013 growth index rating for 577 schools was increased by an average of 0.183 rating points.

The CCR (graduation rate) index rating is derived from the Extended or 5-Year ACGR graduation rate. In the 2012-13 AI, 156 schools had a reportable Former ELL population for the CCR indicator. When the Former ELL subgroup is included in the AI calculation:

- The 2013 CCR index rating for 102 schools was unchanged
- The 2013 CCR index rating for 5 schools was lowered by an average of 0.102 rating points
- The 2013 CCR index rating for 49 schools was increased by an average of 0.278 rating points.

In addition to the small and positive impact of the Former ELL subgroup on the Achievement Index, stakeholders can readily monitor the academic progress of this expanding subgroup.

Summary of Impacts to the Index Ratings from Former ELLs

The foregoing measures of central tendency are meant to illustrate several points. The inclusion of the Former ELL subgroup in the Targeted Subgroup calculation:

- potentially impacts less than one-half of schools with a Composite AI but this percentage is expected to increase in future years as the population of Former ELL students increases,
- negatively impacted fewer than two percent of all rated schools and those negative impacts were small, averaging approximately 0.020 rating points, and
- resulted in a small average rating increase (approximately 0.139 rating points) for impacted schools.

We would conclude that the widespread increases brought about by the inclusion of Former ELL students in the Targeted Subgroup outweigh the small negative impacts to a small number of schools. More importantly, is the ability to monitor the academic performance of this potentially “at-risk” subgroup through the Achievement Index.

Policy Implications for this Work

Former ELL Schools are Demographically Different

The statistical analyses found in Appendix B (Table 1) clearly show that schools with reportable Former ELL populations differ from schools lacking reportable Former ELL populations. When schools are collectively considered, schools with reportable Former ELL populations have a:

- higher percentage of Migrant students,
- higher percentage of ELL students,
- lower percentage of students with disabilities,
- higher percentage of students qualifying for the Free and Reduced Price Lunch program, and
- larger school enrollment.

Because of these differences, districts would be ill-advised to provide “one size fits all” professional development for their educator workforce. The district may wish to implement policy that provides for targeted professional learning for educators at Former ELL schools that differs from that for Non-Former ELL schools.

Also due to the school differences, the district may wish to implement policy providing for “strategic staffing” for schools with reportable Former ELL populations. The strategic staffing policy should be flexible enough to allow the building administrator to hire supplemental staff to meet the needs of this different student population.

The Academic Performance at Former ELL Schools is Different

The statistical analyses (Appendix B, Table 5) show that the All Students proficiency rates for reading and math differ for Former ELL schools as compared to Non-Former ELL schools, and that the performance is lower at the Former ELL schools. This is true for all school levels. The analyses also show that the average reading and math growth rates do not differ by school type, that being Former ELL school versus Non-Former ELL school.

The demography of the Former ELL schools is considerably different from that of the schools that do not have a reportable Former ELL population.

Policies that support the ideas of strategic staffing, individualized professional learning should be considered for schools and districts where reportable Former ELL populations are evident.

Under this scenario, a district would seek to accelerate the growth for students at Former ELL schools so that the proficiency rates at the Former ELL schools were at least as high as those rates of the Non-Former ELL schools. To bring about greater student growth at Former ELL schools, the district may wish to implement policy to provide financial incentives to lure the most effective educators to the classrooms where they are needed the most.

Appendix A: Detailed Tabular Results

READING Proficiency	All Students			ELL Students			Former ELL Students		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
3rd Grade	72.7%	68.6%	74.0%	38.3%	28.4%	41.5%	85.6%	77.8%	88.2%
4th Grade	67.2%	70.6%	72.5%	22.8%	28.9%	32.0%	75.0%	79.1%	80.1%
5th Grade	67.7%	71.0%	72.7%	23.0%	25.1%	25.8%	70.3%	76.1%	79.1%
6th Grade	70.1%	70.3%	71.9%	20.1%	22.4%	20.1%	70.1%	73.9%	73.7%
7th Grade	57.1%	70.7%	69.1%	8.2%	15.9%	17.5%	51.2%	67.5%	66.7%
8th Grade	69.4%	68.0%	67.5%	16.7%	12.2%	14.6%	68.2%	64.7%	63.5%
10th Grade	83.0%	81.6%	85.0%	27.1%	21.5%	30.1%	79.6%	77.4%	83.0%
MATH Proficiency	All Students			ELL Students			Former ELL Students		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
3rd Grade	62.2%	66.0%	66.6%	30.4%	33.3%	36.4%	75.7%	74.7%	80.2%
4th Grade	60.4%	60.1%	64.1%	24.3%	22.4%	21.9%	67.2%	67.1%	72.9%
5th Grade	62.4%	65.0%	64.2%	23.9%	24.3%	27.3%	66.0%	70.2%	72.0%
6th Grade	59.7%	62.4%	60.9%	19.9%	21.3%	18.1%	59.3%	63.0%	61.5%
7th Grade	58.1%	60.0%	65.6%	14.0%	17.9%	21.6%	53.8%	59.5%	65.0%
8th Grade	52.1%	57.1%	55.7%	13.2%	16.3%	17.8%	47.4%	53.0%	52.1%
10th Grade	66.6%	74.4%	79.2%	27.1%	30.1%	39.5%	54.6%	67.9%	75.0%

Appendix B:

Group Differences Supported by t-Tests

Andrew Parr, Washington State Board of Education

Reminders about t-tests

A value for $p \leq 0.050$ indicates a significant t-test. A significant result provides evidence that the mean of one group differs from the mean of the other group and we can make that determination with 95 percent confidence. The significant test allows us to say, "We are 95 percent confident that the difference observed in the means of the two groups is real and that the difference is due to something other than chance."

Once the difference meets the significance test, we can begin to make inferences as to the causality but causality can be established only through experimental studies. All the work we do here will be inferential and based on relationships.

Question 1

Are schools with reportable Former ELL populations different from schools without Former ELL populations with respect to student demographics? If so, is the pattern of differences consistent across school levels?

This analysis uses a dichotomous coding for whether or not a school is categorized as a Former ELL school or not based on the following business rules:

- If $\text{Grad}_{2012_FormerELL} \geq 0$, then $\text{Former_ELL} = 1$ (yes a Former ELL school)
- If $\text{R_MetPcnt}_{2013_FormELL} \geq 0$ and $\text{M_MetPcnt}_{2013_FormELL} \geq 0$, then $\text{Former_ELL} = 1$
- If $\text{R_MGP}_{2013_FormerELL} \geq 1$ and $\text{M_MGP}_{2013_FormerELL_A} \geq 1$ then $\text{Former_ELL} = 1$
- All other schools coded as $\text{Former_ELL} = 0$ (not a Former ELL school)

The business rules specified above would identify Former ELL schools for the 2012-13 school year and identical rules were established to identify Former ELL schools for the 2010-11 and 2011-12 school years.

Table 1 shows that statistically significant differences (with respect to school demographics) are indicated for Former ELL *versus* Non-Former ELL schools. When all schools are collectively considered, schools with reportable Former ELL populations tend to be characterized by:

- a higher percentage of migrant students,
- a higher percentage of ELL students,
- a lower percentage of SWDs
- a higher percentage of FRL students,
- a lower percentage of students in foster care, and
- larger schools.

Table 1. Group statistics for Former ELL and Non-Former ELL schools (all schools in Washington).

School Measure	Former ELL Group	Mean	Standard Deviation	Standard Error of the Mean	t-Test Result
PCT_MIGRANT	0	.69	3.399	.091	$p < 0.001$
	1	3.45	7.175	.256	
PCT_ELL	0	3.68	6.736	.1813	$p < 0.001$
	1	16.71	15.665	.5591	
PCT_SWD	0	15.81	16.409	.44170	$p < 0.001$
	1	12.26	4.035	.14400	
PCT_FRL	0	44.42	23.036	.62011	$p < 0.001$
	1	55.65	25.718	.91790	
PCT_504	0	2.07	3.012	.0813	$p = 0.113$
	1	2.25	2.055	.0733	
PCT_FOSTER	0	.21	.715	.019	$p < 0.001$
	1	.14	.273	.010	
TOTAL_N	0	363.19	313.803	8.447	$p < 0.001$
	1	683.30	292.040	13.993	

Note: 2012-13 data based on 785 schools with a reportable Former ELL subgroup (1) and 1380 schools with a non-reportable Former ELL subgroup (0).

From Table 1, we have evidence that schools are different based on demography and this comes as no surprise because students are not randomly assigned to schools – they attend schools from a zone that is geographically defined and differ by income level and often by language, culture, and race/ethnicity.

Table 2. Group statistics for Former ELL and Non-Former ELL schools (all elementary schools in Washington).

School Measure	Former ELL Group	Mean	Standard Deviation	Standard Error of the Mean	t-Test Result
PCT_MIGRANT	0	.57	2.585	.100	$p < 0.001$
	1	3.74	7.662	.385	
PCT_ELL	0	5.82	7.788	.301	$p < 0.001$
	1	25.23	16.426	.825	
PCT_SWD	0	14.99	7.583	.293	$p < 0.001$
	1	12.82	4.338	.218	
PCT_FRL	0	45.77	22.160	.855	$p < 0.001$
	1	60.48	27.069	1.360	
PCT_504	0	1.40	1.562	.060	$p = 0.002$
	1	1.77	2.040	.103	
PCT_FOSTER	0	.23	.532	.021	$p < 0.001$
	1	.14	.279	.014	
Total_N	0	397.51	163.206	6.300	$p < 0.001$
	1	510.87	123.857	6.224	

Note: 2012-13 data based on 396 elementary schools with a reportable Former ELL subgroup (1) and 671 elementary schools with a non-reportable Former ELL subgroup (0).

Table 3. Group statistics for Former ELL and Non-Former ELL schools (all middle schools in Washington).

School Measure	Former ELL Group	Mean	Standard Deviation	Standard Error of the Mean	t-Test Result
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PCT_MIGRANT	0	.38	2.245	.208	$p < 0.001$
	1	2.86	6.434	.416	
PCT_ELL	0	1.24	1.705	.158	$p < 0.001$
	1	7.95	8.493	.549	
PCT_SWD	0	12.15	4.792	.443	$p = 0.634$
	1	12.39	3.260	.211	
PCT_FRL	0	41.73	19.028	1.759	$p < 0.001$
	1	51.30	22.814	1.476	
PCT_504	0	3.25	2.469	.228	$p = 0.056$
	1	2.75	1.917	.124	
PCT_FOSTER	0	.11	.286	.026	$p = 0.423$
	1	.14	.298	.019	
Total_N	0	387.49	240.200	22.206	$p < 0.001$
	1	676.16	228.944	14.809	

Note: 2012-13 data based on 239 middle schools with a reportable Former ELL subgroup (1) and 117 middle schools with a non-reportable Former ELL subgroup (0).

Table 4. Group statistics for Former ELL and Non-Former ELL schools (all high schools in Washington).

School Measure	Former ELL Group	Mean	Standard Deviation	Standard Error of the Mean	t-Test Result
PCT_MIGRANT	0	1.12	4.987	.309	$p < 0.001$
	1	3.88	7.145	.663	
PCT_ELL	0	2.63	6.700	.416	$p < 0.001$
	1	7.42	6.738	.626	
PCT_SWD	0	11.33	6.845	.425	$p = 0.286$
	1	10.78	3.226	.300	
PCT_FRL	0	45.23	21.214	1.316	$p = 0.094$
	1	49.56	23.870	2.216	
PCT_504	0	3.49	4.257	.264	$p = 0.161$
	1	3.03	2.009	.187	
PCT_FOSTER	0	.19	.612	.038	$p = 0.306$
	1	.14	.207	.019	
Total_N	0	537.85	550.704	34.153	$p < 0.001$
	1	1358.37	544.289	50.536	

Note: based on 115 high schools with a reportable Former ELL subgroup (1) and 151 high schools with a non-reportable Former ELL subgroup (0) and composite AI > 1.

The tables show that the Former ELL schools and the Non-Former ELL schools differ across grade span and differ with respect to school demographics that are correlated to student academic achievement. Based on assessment results over time, schools with higher percentages of students considered to be potentially “at risk” for failure (FRLs, SWDs, ELLs, and migrant) would generally be expected to perform lower on assessments.

Question 2

Is the academic performance of the All Students group different at Former ELL schools as compared to Non-Former ELL schools? If so, is the pattern of differences consistent across school levels?

Table 5. Group statistics for Former ELL and Non-Former ELL schools (all schools in Washington).

School Measure	Former ELL Group	N	Mean	Standard Deviation	Standard Error of the Mean	t-Test Result
Reading_3-Yr_Percent_Met	0	1042	72.63	13.611	.422	$p < 0.001$
	1	777	68.64	13.981	.502	
Math_3-Yr_Percent_Met	0	1034	63.11	15.577	.484	$p = 0.001$
	1	776	60.72	15.456	.559	
RandM_3YR_AVG_PRO	0	1034	67.89	14.257	.443	$p < 0.001$
	1	776	64.70	14.408	.517	
Reading_3Yr_MSGP	0	997	49.55	7.402	.234	$p = 0.231$
	1	773	49.96	6.997	.252	
Math_3Yr_MSGP	0	995	50.16	9.370	.297	$p = 0.291$
	1	772	50.64	9.433	.340	
RandM_3YR_AVG_MGP	0	992	49.85	7.470	.237	$p = 0.214$
	1	772	50.29	7.302	.263	

Table 5 provides evidence that proficiency rates (3-year average) at Former ELL schools are different from the proficiency rates at Non-Former ELL schools and that the rates are lower at the Former ELL schools. On the other hand, there are no mean differences for the growth measures between the Former ELL schools and the Non-Former ELL schools

Table 6. Group statistics for Former ELL and Non-Former ELL schools (all elementary schools in Washington).

School Measure	Former ELL Group	N	Mean	Standard Deviation	Standard Error of the Mean	t-Test Result
Reading_3Yr_Pct_Met	0	632	73.02	11.091	.4412	$p < 0.001$
	1	393	66.84	14.292	.7209	
Math_3Yr_Percent_Met	0	632	64.93	12.827	.5102	$p < 0.001$
	1	393	60.31	15.462	.7799	
RandM_3YR_AVG_PRO	0	632	68.97	11.704	.4655	$p < 0.001$
	1	393	63.57	14.640	.7384	
Reading_3Yr_MSGP	0	611	49.73	7.210	.2917	$p = 0.253$
	1	391	50.28	7.452	.3769	
Math_3Yr_MSGP	0	611	50.71	9.371	.3791	$p = 0.034$
	1	391	51.99	9.089	.4597	
RandM_3YR_AVG_MGP	0	611	50.22	7.627	.3085	$p = 0.065$
	1	391	51.13	7.558	.3822	

Table 6 provides evidence that the means differ for four of the six school academic measures at the elementary school level; the 3-Year Average Reading MGP and the Combined Reading and Math MGP did not differ. For the proficiency measures, the Non-Former ELL schools are higher but for growth, the Non-Former ELL schools are lower. Mean differences exist for the proficiency measures but not so much for the growth measures.

Table 7. Group statistics for Former ELL and Non-Former ELL schools (all middle schools in Washington).

School Measure	Former ELL Group	N	Mean	Standard Deviation	Standard Error of the Mean	t-Test Result
Reading_3Yr_Pct_Met	0	108	69.75	12.341	1.188	$p = 0.012$
	1	238	66.15	12.197	.791	
Math_3Yr_Percent_Met	0	108	59.50	14.269	1.373	$p = 0.126$
	1	238	56.94	14.440	.936	
RandM_3YR_AVG_PRO	0	108	64.62	12.981	1.249	$p = 0.042$
	1	238	61.55	13.022	.844	
Reading_3Yr_MSGP	0	108	48.41	7.296	.702	$p = 0.069$
	1	238	49.80	6.206	.402	
Math_3Yr_MSGP	0	108	48.25	8.806	.847	$p = 0.081$
	1	238	50.07	9.084	.589	
RandM_3YR_AVG_MGP	0	108	48.33	6.938	.668	$p = 0.043$
	1	238	49.94	6.768	.439	

Table 7 indicates a difference for the reading proficiency rates of Former ELL and Non-Former ELL middle schools but not for math proficiency. A difference is also indicated for the Combined Reading and Math proficiency rates. Neither the reading growth rates nor the math growth rates differ by school type but the combined reading and math growth rate differs by ELL school type. Where growth differences are noted, the performance of the Former ELL schools is higher than that of the Non-Former ELL schools.

Table 8. Group statistics for Former ELL and Non-Former ELL schools (all high schools in Washington).

School Measure	Former ELL Group	N	Mean	Standard Deviation	Standard Error of the Mean	t-Test Result
Reading_3Yr_Pct_Met	0	155	83.40	8.741	.702	$p = 0.003$
	1	116	80.03	9.482	.880	
Math_3Yr_Percent_Met	0	149	72.81	12.384	1.015	$p = 0.137$
	1	115	70.51	12.513	1.167	
RandM_3YR_AVG_PRO	0	149	78.30	10.028	.822	$p = 0.023$
	1	115	75.45	10.323	.963	
Reading_3Yr_MSGP	0	147	52.01	7.483	.617	$p = 0.003$
	1	115	49.32	7.164	.668	
Math_3Yr_MSGP	0	146	51.52	9.313	.771	$p = 0.001$
	1	114	47.53	10.448	.979	
RandM_3YR_AVG_MGP	0	145	51.74	6.818	.566	$p < 0.001$
	1	114	48.36	7.214	.676	
3Yr Average Grad Rate	0	146	86.09	10.291	.852	$p = 0.046$
	1	114	83.52	10.270	.962	

The t-tests for high schools yielded significant results for seven of the eight tests conducted as only the math proficiency rate did not differ. For the proficiency rates and the growth rates, the Non-Former ELL schools were higher. The findings thus far are mixed. Significant t-tests mostly result from the comparison of the proficiency rates of the All Students group for the Former ELL schools to the rates of the Non-Former ELL schools and in these cases, the rates for the Non-Former ELL schools are greater. The t-tests comparing the growth rates of the Former ELL schools to those of the Non-Former ELL schools are less predictable:

- for the elementary schools, only the 3-Year Math MGP differed (statistically) and the math MGP average for the Former ELL schools exceeded that of the Non-Former ELL schools,
- for the middle schools, only the only the 3-Year Combined Reading and Math MGP differed and MGP average for the Former ELL schools exceeded that of the Non-Former ELL schools, and
- for the high schools, significant t-tests were reported for all three growth measures but the growth rates for the Non-ELL schools exceeded the rates for the Former ELL schools.

Thus far, it is evident that schools with reportable Former ELL achievement data perform differently than schools without reportable Former ELL data when the All Students group is the unit of analysis. One might infer that the differences are attributable to the presence of the Former ELL population. However, the differences may also be attributed to other demographic subgroups (ELL, SWD, and FRL, for example) which differ significantly between schools.

Question 3

For schools with reportable Former ELL populations, how do the academic measures for the Former ELL students compare to the academic measures for the All Students group? How do the measures vary by content area and by school level?

Table 9. Descriptive statistics for the All Students group at schools with reportable Former ELL populations.

School Measure	N	Minimum	Maximum	Mean	Std. Deviation
Reading_3Yr_Percent_Met	777	8.0	99.4	68.6	13.98
Math_3Yr_Percent_Met	776	5.2	99.7	60.7	15.46
RandM_3YR_AVG_PRO	776	6.6	99.5	64.7	14.41
Reading_3Yr_MSGP	773	29.2	70.7	50.0	7.00
Math_3Yr_MSGP	772	19.5	77.7	50.6	9.43
RandM_3YR_AVG_MGP	772	27.8	71.8	50.3	7.30

Table 10. Descriptive statistics for the Former ELL Students group at schools with reportable Former ELL populations.

School Measure	N	Minimum	Maximum	Mean	Std. Deviation
FELL_R_PRO_3YR_AVG	455	36.2	98.0	74.5	11.70
FELL_M_PRO_3YR_AVG	450	17.1	97.9	65.5	15.45
FELL_RandM_PRO_3YR_AVG	450	27.4	97.0	69.9	13.11
FELL_R_MGP_3YR_AVG	505	28.3	76.8	52.2	8.48
FELL_M_MGP_3YR_AVG	504	26.7	82.0	53.9	10.62
FELL_RandM_GRO_3YR_AVG	503	30.6	77.0	53.1	8.419

The following statements can be made based on Tables 9 and 10.

- For proficiency rates, the Former ELL group outperforms the All Students group.
- The minimum values for the Former ELL students is substantially greater than the minimum values for the ALL Students group
- The maximum values for the Former ELL students is comparable to the maximum values for the ALL Students group

- For growth rates, the Former ELL group outperforms the All Students group.
- The minimum values for the Former ELL students are comparable to the minimum values for the ALL Students group
- The maximum values for the Former ELL students is greater than the maximum values for the ALL Students group

Table 11. Descriptive statistics for the All Students group at elementary schools with reportable Former ELL populations.

School Measure	N	Minimum	Maximum	Mean	Std. Deviation
Reading_3Yr_Percent_Met	393	29.2	99.4	66.8	14.29
Math_3Yr_Percent_Met	393	20.9	99.7	60.3	15.46
RandM_3YR_AVG_PRO	393	25.1	99.5	63.6	14.64
Reading_3Yr_MSGP	391	29.2	70.7	50.3	7.45
Math_3Yr_MSGP	391	29.2	75.7	52.0	9.09
RandM_3YR_AVG_MGP	391	32.6	71.8	51.1	7.56

Table 12. Descriptive statistics for the Former ELL Students group at elementary schools with reportable Former ELL populations.

School Measure	N	Minimum	Maximum	Mean	Std. Deviation
FELL_R_PRO_3YR_AVG	231	36.2	98.0	78.9	9.98
FELL_M_PRO_3YR_AVG	231	31.7	97.9	71.8	13.78
FELL_RandM_PRO_3YR_AVG	231	34.0	97.0	75.3	11.37
FELL_R_MGP_3YR_AVG	229	30.7	76.8	52.8	8.83
FELL_M_MGP_3YR_AVG	230	27.2	79.7	55.9	10.25
FELL_RandM_GRO_3YR_AVG	229	33.5	77.0	54.3	8.51

The following statements (based on Tables 11 and 12) are the same as for those based on the previous two tables.

- For proficiency rates, the Former ELL group outperforms the All Students group.
- The minimum values for the Former ELL students is substantially greater than the minimum values for the ALL Students group
- The maximum values for the Former ELL students is comparable to the maximum values for the ALL Students group
- For growth rates, the Former ELL group outperforms the All Students group.
- The minimum values for the Former ELL students are comparable to the minimum values for the ALL Students group
- The maximum values for the Former ELL students is greater than the maximum values for the ALL Students group

Table 13. Descriptive statistics for the All Students group at middle schools with reportable Former ELL populations.

	N	Minimum	Maximum	Mean	Std. Deviation
Reading_3_Yr_Percent_Met	238	28.7	90.0	66.2	12.20
Math_3_Yr_Percent_Met	238	23.6	87.8	56.9	14.44
RandM_3YR_AVG_PRO	238	26.2	88.4	61.5	13.02
Reading_3_Yr_MSGP	238	36.2	69.5	49.8	6.21
Math_3_Yr_MSGP	238	26.7	75.0	50.1	9.08
RandM_3YR_AVG_MGP	238	32.0	71.7	49.9	6.77

Table 14. Descriptive statistics for the Former ELL Students group at middle schools with reportable Former ELL populations.

	N	Minimum	Maximum	Mean	Std. Deviation
FELL_R_PRO_3YR_AVG	159	37.8	90.6	66.0	10.55
FELL_M_PRO_3YR_AVG	159	17.1	90.7	56.0	14.05
FELL_RandM_PRO_3YR_AVG	159	27.4	90.6	61.0	11.86
FELL_R_MGP_3YR_AVG	200	36.0	74.3	53.1	7.34
FELL_M_MGP_3YR_AVG	200	30.3	76.7	53.4	10.03
FELL_RandM_GRO_3YR_AVG	200	33.7	72.8	53.3	7.59

See that for middle schools, the academic performance of the Former ELL students looks very similar to the performance of the All Students group for proficiency. The mean growth measures for the Former ELL students are greater than for the All Students group.

Table 15. Descriptive statistics for the All Students group at high schools with reportable Former ELL populations.

	N	Minimum	Maximum	Mean	Std. Deviation
Reading_3Yr_Percent_Met	116	37.6	95.9	80.0	9.48
Math_3Yr_Percent_Met	115	34.8	94.5	70.5	12.51
RandM_3YR_AVG_PRO	115	47.8	95.2	75.5	10.32
Reading_3Yr_MSGP	115	32.0	70.2	49.3	7.16
Math_3Yr_MSGP	114	21.7	77.7	47.5	10.45
RandM_3YR_AVG_MGP	114	27.8	63.2	48.4	7.21
3YR Average Grad Rate	115	24.0	97.6	83.0	11.61

Table 16. Descriptive statistics for the Former ELL Students group at high schools with reportable Former ELL populations.

	N	Minimum	Maximum	Mean	Std. Deviation
FELL_R_PRO_3YR_AVG	55	64.8	95.2	80.8	7.40
FELL_M_PRO_3YR_AVG	50	44.7	94.8	66.6	12.08
FELL_RandM_PRO_3YR_AVG	50	56.0	95.0	73.7	9.20
FELL_R_MGP_3YR_AVG	64	28.3	72.8	47.3	9.018
FELL_M_MGP_3YR_AVG	62	26.7	82.0	48.0	11.99
FELL_RandM_GRO_3YR_AVG	62	30.6	66.3	47.7	8.73
FELL_GRAD_3YR_AVG	15	15.8	91.2	76.7	20.68

The following statements can be made for high schools based on Tables 15 and 16.

- For proficiency rates, the performance of the Former ELL subgroup approximates those for the All Students group.
- The minimum values for the Former ELL students are substantially greater than the minimum values for the ALL Students group
- The maximum values for the Former ELL students are comparable to the maximum values for the ALL Students group
- For the average growth rates, the Former ELL group performs at about the same level as the All Students group.
- The minimum values for the Former ELL students are mostly higher than the minimum values for the ALL Students group
- The maximum values for the Former ELL students is greater than the maximum values for the ALL Students group
- The graduation rates are slightly higher for the All Students group as compared to the Former ELL students.

Question 4

For each of the academic performance indicators and school level, which schools have the greatest demonstrable success with their respective Former ELL students?

An analysis was conducted to determine whether the highest performing Former ELL schools differed by demography from lower performing Former ELL schools. Schools (by ES, MS, and HS) that performed at or above the 95th percentile on any measure were coded with a 1 and other schools coded as 0.

Group statistics for high performing (1) and lower performing (0) Former ELL schools.

	FELL_HI_Group	N	Mean	Std. Deviation	Std. Error Mean	t-test Result
PCT_MIGRANT	0	717	3.59	7.283	.272	$p = 0.032$
	1	68	1.96	5.742	.696	
PCT_ELL	0	717	16.982	15.8028	.5902	$p = 0.111$
	1	68	13.815	13.9180	1.6878	
PCT_SWD	0	717	12.3992	4.05859	.15157	$p = 0.002$
	1	68	10.8122	3.48078	.42211	
PCT_FRL	0	717	57.0244	25.08276	.93673	$p < 0.001$
	1	68	41.1322	27.96010	3.39066	
PCT_504	0	717	2.198	2.0497	.0765	$p = 0.031$
	1	68	2.760	2.0521	.2489	
PCT_FOSTER	0	717	.14	.279	.010	$p = 0.043$
	1	68	.09	.193	.023	
TOTAL_N	0	717	674.54	384.862	14.373	$p = 0.042$
	1	68	775.62	454.001	55.056	

Significant t-test results were returned for five of the 6 tests conducted, indicating different school demography. Higher performing Former ELL schools are characterized by:

- lower percentage of migrant students,
- no difference in the percentage of ELLs,
- lower percentage of SWDs,
- lower percentage of FRLs,
- higher percentage of students with 504 accommodations,
- lower percentage of students in foster care, and
- have a larger school enrollment.

Glossary & Acronyms

- **AAW:** Accountability and Achievement Workgroup. NN member panel comprised of ... for the purpose of ...
- **AMAO / Annual Measurable Achievement Objective.** Three Federal accountability measures related to the effectiveness of bilingual programs.
- **Basic-level proficiency.** State policies allow students with disabilities whose IEPs notes proficiency at WCAP Level-2 to be considered as proficient. Federal accountability and the Achievement Index do not allow this. These students are not considered as proficient.
- **ELL:** English Language Learner. A student who is actively enrolled in a Transitional Bilingual Instructional Program.
- **EOC:** End of Course Exam. The 10th grade measures for math and science within the WCAP.
- **ESEA.** Elementary and Secondary Education Act of 1965.
- **Former-ELL:** A student who was ELL in the past but has exited from that program by achieving English language proficiency (see WELPA).
- **HSPE:** High School Proficiency Exam. The 10th grade measure for reading and writing within the WCAP.
- **IEP:** Individualized Education Plan. The plan for each student with a disability that is created by the school with student and parent/guardian input. This plan defines the services provided and the expected outcomes for that student.
- **MSGP:** Median student growth percentile. Calculated independently for reading and math student growth. This represents the school wide median student growth percentile value.
- **MSP:** Measure of Student Progress.
- **NCLB:** No Child Left Behind. The 2001 reauthorization of the Elementary and Secondary Education Act (ESEA).
- **OSPI:** Office of the Superintendent of Public Instruction. Oversees the processes for public education in Washington State.
- **SBE:** State Board of Education. The governing body for K-12 public education in Washington State.
- **SGP:** Student Growth Percentile. A normative view of student growth based on the performance of students from year to year. For more information see: <http://www.k12.wa.us/assessment/StudentGrowth.aspx>
- **SWD:** Students with disabilities. Formerly referred to as the SpEd subgroup or Special Education subgroup.
- **WCAP:** Washington Comprehensive Assessment Program. The umbrella term for state wide assessments used to monitor student achievement. For the Achievement Index, this represents the MSP, HSPE, and EOC assessments.
- **WELPA:** Washington English Language Proficiency Assessment. The state assessment, given to all ELL students in late February or early March of each year to measure progress toward English proficiency. Scores are reported in 4 performance level. A student scoring a Level-4 exits the ELL program at the end of that academic year.
- **WLPT:** Washington Language Proficiency Test. Replaced by the WELPA in 2012 as an assessment to measure progress toward language proficiency.

For More Information

Washington State Board of Education (SBE) provides advocacy and strategic oversight of public education in Washington. The SBE is responsible for implementing a standards-based accountability system to improve student academic achievement and promotes achievement of the Basic Education Act goals. The SBE provides leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles. See www.sbe.wa.gov.

Center for Educational Effectiveness (CEE) provides data-centric tools, services, consulting, and research and is dedicated to the mission of partnering with K-12 schools, districts, and state agencies to increase student learning by improving the effectiveness of educational institutions. CEE is actively involved in assisting schools and districts in the western United States with research and tools to enhance school improvement efforts. CEE's tools and services are currently being used by over 450 schools and districts in the western U.S. For more information about CEE data-centered solutions for your school or district, see www.effectiveness.org



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Presentation of Budget Outlook for 2015-17 Biennium	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	NA	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Mr. David Schumacher, Director of the Office of Financial Management, will present to the Board on the four-year outlook for the state's operating budget, discuss the impacts of the <i>McCleary</i> mandates on the budget outlook, and take questions from Board members.</p>	



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Review of Washington Administrative Code	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the Board approve the filing of a CR 101 to enable the repeal or amendment of each of the rules cited in this review? Are there any sections of WAC listed in the document that should not be included in the CR 101? Are there sections omitted from the document that should be added to the CR 101, or considered for an additional filing?	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other Approve for filing of a CR 101 with the Code Reviser	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>WAC 180-08-015, adopted by the Board in 1999, provides that the SBE “shall review all board rules not less than three years.” The purpose of this agenda item is to meet that requirement. In your packet you will find:</p> <ul style="list-style-type: none"> • A listing of the chapters in Title 180 Washington Administrative Code, State Board of Education. • WAC 180-08-015, requiring the periodic review of SBE rules. • A memo discussing WAC 180-105-020, Performance Improvement Goals. Reading and mathematics. • A memo in table form listing, summarizing, and commenting on SBE rules for possible inclusion in a CR 101. <p>The CR-101, Proposal Statement of Inquiry, is a Code Reviser document that is the initial filing. It informs the public of a possible agency intent to initiate rule-making. Inclusion of a specific rule or subject in a CR-101 does not commit the agency to engaging in rule-making on those matters, but the agency may not engage in rule-making without first having filed a CR 101. According to the Code Reviser, “By filing this form, the public is invited to participate with the agency to discuss a subject of possible rule-making before any formal notice or action is taken on the part of the agency.”</p>	



WAC 180-105-020 – PERFORMANCE AND IMPROVEMENT GOALS

Policy Considerations

Under Title 180, WAC 180-105-020, each school district board of directors shall by December 15, 2003:

- Adopt district-wide performance improvement goals using the federal requirements to determine the increase in the percentage of students who meet or exceed the standard on the Washington Assessment of Student Learning (WASL) for reading and mathematics in grades four, seven, and ten, and
- Direct each school in the district that administers the Washington Assessment of Student Learning for grade four, seven, or ten to adopt performance improvement goals using the federal requirements to determine the increase in the percentage of students meeting the standard for its fourth, seventh, or tenth grade students in reading and mathematics.
- The performance improvement goals for assessments administered in the spring of 2014 shall be that all students eligible to be assessed meet standard on the Washington Assessment of Student Learning.

Background

The rule appears to be outdated and no longer relevant to Washington school district boards of directors. Since this legislation was enacted, a number of changes have been implemented rendering the current requirements in the legislation meaningless:

1. Washington no longer administers the Washington Assessment of Student Learning.
2. The Washington assessment program currently assesses students:
 - a. In 3rd to 8th grade on the Washington Measurements of Student Progress (MSP),
 - b. In 10th grade on the Washington High School Proficiency Exam (HSPE), and
 - c. Through End-of-Course assessments in mathematics and biology.
3. Washington is transitioning to assessments aligned to the Common Core of State Standards (CCSS) and developed by the Smarter Balanced Assessment Consortium (SBAC) while continuing to administer MSP science assessments, End-of-Course exams, and HSPEs through the assessment transition period.
4. The federal accountability requirements Washington operates under (Adequate Yearly Progress under the No Child Left Behind Act) requires that 100 percent of students meet or exceed the standards on the state assessments.

The development and implementation of annual performance and improvement goals was an integral element of the NCLB and AYP federal accountability system. In July of 2012, the U.S. Department of Education (USED) granted Washington a waiver allowing the state to sidestep

the many of the numerous and onerous ESEA requirements in favor of an approved state system of accountability that was closely aligned to USED school accountability initiatives.

Under the ESEA Waiver, rigorous but achievable annual measurable objectives (AMOs) were developed. AMOs are unique yearly targets in reading and mathematics for each subgroup, school and district, as described in Washington's ESEA Flexibility Request. The AMOs replaced the state uniform bar utilized under AYP. Washington's ESEA Flexibility Request did not include penalties for schools that did not meet their AMO targets for a specific year.

In April of 2014, the USED did not approve Washington's request to continue to operate under the ESEA Flexibility Waiver. Washington was required to resume implementing the mandates of Title I of the ESEA (NCLB and AYP) for the 2014-15 school year. Under the ESEA and NCLB, Washington is not permitted to use the AMOs for federal accountability, but the use of AMOs in a state accountability system would presumably be allowed. As provided for in WAC-17-100, the OSPI is expected to reset baselines and re-establish achievable AMOs because the anticipated student performance levels on the new SBAC assessments are not expected to reflect current performance levels.

Discussion

A literal interpretation of Title 180 WAC (180--105-020) would likely render the legislation obsolete on account of the referenced assessment program. A more liberal interpretation of Title 180 WAC (180--105-020) would be that school district boards must adopt improvement goals (projected to all students meeting standards) based on state assessments and aligned with state and or federal accountability thresholds. This means that the Board could consider several options regarding the WAC in question.

Option 1: Repeal Title 180 WAC (180--105-020) which would eliminate the need for school district boards of directors to adopt annual performance and improvement goals.

Option 2: Revise Title 180 WAC (180--105-020) to include the updated assessment program and assessed grades, and

- a. The requirement that districts adopt the performance goal of all students eligible to be assessed meet standard on the state assessments, or
- b. The requirement that districts adopt (align) the performance and improvement goals to the OSPI developed AMOs.

Moving to repeal Title 180 WAC (180--105-020) might send the unintended message to some that the Board is not in support of school and district accountability and system improvement.

Revising the WAC (Option 2.a.) would send the message that the Board supports a comprehensive accountability system and school improvement, but the Board must understand that the goal of 100 percent proficient is unrealistic in the short term.

Revising the WAC (Option 2.b.) would also send the message that the Board supports a comprehensive accountability system and school improvement, and that the Board understands the need to continue to measure school success against the challenging and achievable goals developed through the AMOs.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

EDUCATION, STATE BOARD OF

Chapters

<u>180-08</u>	Practice, procedure, and access to public records.
<u>180-16</u>	State support of public schools.
<u>180-17</u>	Accountability.
<u>180-18</u>	Waivers for restructuring purposes.
<u>180-19</u>	Charter Schools.
<u>180-22</u>	Educational service districts.
<u>180-38</u>	Private school pupil immunization requirement.
<u>180-44</u>	Teachers' responsibilities.
<u>180-51</u>	High school graduation requirements.
<u>180-52</u>	Tests for students receiving home-based instruction.
<u>180-55</u>	Private school accreditation.
<u>180-72</u>	Adult education.
<u>180-90</u>	Private schools.
<u>180-96</u>	General educational development (GED) test.
<u>180-105</u>	Performance improvement goals.

WAC 180-08-015

No agency filings affecting this section since 2003

Scheduled review of state board rules.

The state board of education shall review all board rules not less than every three years.

[Statutory Authority: RCW [34.05.220](#). WSR 99-10-092, § 180-08-015, filed 5/4/99, effective 6/4/99.]



THE WASHINGTON STATE BOARD OF EDUCATION

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Review of State Board of Education Rules, Title 180 Washington Administrative Code

WAC	Title	Initial Filing	Last Filing	Comment
180-16-002	State support of public schools – Purpose and authority	5/17/84	8/28/02	Statutory citation is out of date.
180-16-162	Strike defined – Presumption of approved program operation	9/6/73	8/28/02	It is unclear whether this and the following two sections are necessary under current law. Staff are seeking advice from AGO.
180-16-163	Strike defined	9/6/73	11/16/10	Same.
180-16-164	Work stoppages and maintenance of approved programs for less than 180 days not condoned	9/6/73	11/16/10	Same.
180-16-195	Annual reporting and review process	6/5/78	8/11/11	Sets out detailed procedures for staff review of district reports on compliance with basic education requirements and for board certification of compliance or noncompliance, including district appeals of board decisions of noncompliance. The Board may wish to consider whether all the provisions of this section are necessary.
180-16-200	Total instructional hour requirement	6/5/78	9/8/14	<p>WAC 180-16-200 was amended in 2014 to implement the provisions of E2SSB 6552 concerning instructional hour requirements under RCW 28A.150.220(2). Various questions arose about compliance with this BEA requirement when the Legislature implemented the instructional hour requirement of SHB 2261 in 2013, and then revised the requirement in 2014. The SBE, with advice from counsel, has provided guidance to districts through an FAQ document. The Board may wish to consider clarifying requirements for compliance through rule-making by amending WAC 180-16-200. Questions that may be addressed in rule include:</p> <ul style="list-style-type: none">• The method for calculation of district-wide average instructional hours.• The calculation of instructional hours for online schools operated by school districts.• How skill centers should be treated for purposes of compliance with this statute.

WAC	Title	Initial Filing	Last Filing	Comment
180-16-225	Waiver – Substantial lack of classroom space	6/5/78	2/3/04	Authorizes and sets procedures for the SBE to waive WAC 180-16-200 (Instructional hour requirement) and a portion of WAC 180-16-220 (Supplemental basis education program approval requirements) for reason of a lack of classroom space. The policy basis for this rule is unclear. Staff has no record of the waiver ever having been used. Staff are consulting with OSPI Facilities.
180-18-030	Waiver from total instructional hour requirements	10/2/95	9/24/07	Authorizes the SBE to grant waivers from instructional hour requirements, pursuant to the wide waiver authority in RCW 28A.305.140, for up to three years. Does not set criteria for evaluation of such waiver requests. Staff have no record of requests ever having been made or granted for waivers under this WAC.
180-18-040	Waivers from minimum one hundred eighty-day school year requirement	10/2/95	11/30/12	The rule for “Option One” waiver of 180-day requirement. The SBE adopted criteria for evaluation of waiver requests under this section in November 2012. The Board may wish to review for possible amendment.
180-18-050	Procedure to obtain waiver	10/2/95	11/30/12	Sets forth procedures for applications for Option One waivers and board action on the requests. Subsection (3), added by amendment in November 2012, establishes application requirements and board procedures for 180-day waivers requested solely for the purpose of parent-teacher conferences. The Board may wish to review this WAC for possible amendment as well.
180-18-090	Alternative option to WAC	2/3/04	2/3/04	Concerns competency-based credits. The WAC referenced in this section, 180-18-055, has since been repealed. The current WAC on competency-based credits is 180-51-050.
180-44-005 – 180-44-060	Teachers’ Responsibilities 010 – Related to instruction 040 – Classroom – Physical environment 060 – Drugs and alcohol – Use of as cause for dismissal.	3/29/65	8/6/90	Sets forth teachers’ responsibilities for instruction, maintaining order and discipline, the physical environment of the classroom, and drug and alcohol use. This chapter does not appear to belong in Title 180. The statutory authority cited in 180-44-005 (Purpose and authority) is RCW 28A.305.130(6) and RCW 28A.600.010. The first of these provides at best marginal authority for these rules; SBE is not mentioned in the other. Staff are consulting with OSPI and PESB. WAC 180-44-060 is covered by a PESB rule.

WAC	Title	Initial Filing	Last Filing	Comment
180-51-001	High school graduation requirements -- Education reform vision	9/20/00	9/20/00	It is unclear whether the aspirational language of this rule, adopted in 2000, represents the current vision of the Board. Is it consistent with the SBE Strategic Plan? With the Board's legislative positions?
180-105-020	Performance improvement goals – Reading and mathematics.	5/12/05	5/12/05	Requires each district to adopt district-wide performance goals, using federal requirements, for the percentage of students meeting or exceeding standard on the Washington Assessment of Student Learning (WASL). Directs each school that administers the WASL to adopt performance improvement goals. Specifies that the performance improvement goals for the spring of 2014 are that all students meet standard on the WASL. This rule appears to be outdated because of changes in both state and federal requirements that have taken place since its adoption in 2005. Please see the staff memo on WAC 180-105-205 in your board packet.

Action

Approve for filing of a CR-101, Preproposal Statement of Inquiry, with the Code Reviser. A CR-01 must be filed before any action may be taken by an agency to engage in rule-making on any matter. The inclusion of a WAC in a CR-101 does not require the agency to initiate rule-making on that WAC; it only permits it. "By filing this form," the Code Reviser states, "the public is invited to participate with the agency to discuss a subject of possible rule-making before any formal notice or action is taken on the part of the agency. RCW 34.05.310 [Prenotice inquiry] and WAC 1-21-010."

If you have questions regarding this memo, please contact Jack Archer at @k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	Considerations in Establishing a Graduation Achievement Level on the High School Smarter Balanced Assessment	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The Board will consider approving a position statement on setting a score that meets the standard for high school graduation on the high school Smarter Balanced Assessment. Key questions could include:</p> <ul style="list-style-type: none"> • What is the relationship between minimum proficiency and career and college ready? • How should a graduation cut-score on the high school SBAC relate to the Washington state High School Proficiency Exams (HSPE) and Math End-of-Course (EOC) exams? • Should the Board consider building in a timetable for revisiting the graduation cut score? • Should setting the graduation cut-score affect graduation rates? <p>In addition, at the November meeting the Board will consider a legislative priority concerning reducing the assessment required for graduation by eliminating the Biology EOC as an assessment required for graduation (students would still take the assessment for federal accountability, but it would not be a graduation requirement and therefore would not require alternative assessments).</p> <p>The Board will also consider approval of a cut score on the science portion of the ACT as equivalent to the Biology EOC.</p>	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>At the meeting, the Board will receive an update on implementation of the Smarter Balanced Assessments and an overview of methods for setting an achievement level for high school graduation. This memo includes an overview of:</p> <ol style="list-style-type: none"> 1. SBAC Consortium Cut scores and Achievement Levels. 2. Legislative Direction for Setting a Graduation Cut score and Achievement Level. 3. Transition Assessments. 4. Update on Smarter Balanced. 5. How are Other States with Exit Exams Planning on Transitioning to Common Core Assessments? 	



CONSIDERATIONS IN ESTABLISHING A GRADUATION ACHIEVEMENT LEVEL ON THE HIGH SCHOOL SMARTER BALANCED ASSESSMENT

Policy Considerations

At the November 2014 SBE meeting, the State Board of Education (SBE) will:

- Consider approving a position statement on setting a score that meets the standard for high school graduation on the high school Smarter Balanced Assessment. A draft position statement is included in the business items section of this packet.
- The SBE will also consider a legislative priority concerning streamlining the assessment system as a follow-up to the Board discussion in September. The legislative priority may include reducing the assessments required for graduation by eliminating the Biology end-of-course assessment as an exit exam. Students would still take the assessment for federal accountability, but it would not require alternative assessments. Information on alternative assessments is provided by Dr. Doug Kernutt, and included in the Legislative Priorities section of this Board packet.
- The Board will consider approving a cut score on the ACT test that is equivalent to the Biology end-of-course (EOC) test. The science portion of the ACT test is an approved alternative for the biology assessment, and [RCW 28A.655.061](#) directs that the SBE may establish an equivalent score as soon as there is sufficient data available to make a reliable equivalent score. The Superintendent of Public Instruction will make a recommendation to the SBE of an equivalent score.
 - This option is important to some community colleges with high school programs. Access to the Biology EOC is a challenge to students, such as international students, seeking a diploma through a community college program who do not have a home school district.
 - RCW 28A.655.061 authorizes the SBE to establish the equivalent score on the ACT and the SAT. There is not yet enough data to establish an SAT equivalency. The statute also stipulates that once the equivalent score is established it may be revised upward, but not downward.

The Board will receive an update from Office of the Superintendent of Public Instruction (OSPI) staff on implementation of the Smarter Balanced (SBAC) Common Core State Standard assessments (the assessment developed by the Smarter Balanced consortium of states) and an overview of methods for setting a graduation achievement level. Key questions may include:

- What is the relationship between minimum proficiency and career and college ready?
- How should a graduation cut score on the high school SBAC relate to the Washington state High School Proficiency Exams (HSPE) and Math End-of-Course (EOC) exams?
- Should the Board consider building in a timetable for revisiting the graduation cut score?
- Should setting the graduation cut score affect graduation rates?

This memo is intended to provide background information for the Board's discussion on establishing a graduation achievement level on the SBAC by setting a graduation cut score. It contains an overview of:

1. SBAC Consortium Cut scores and Achievement Levels.

2. Legislative Direction for Setting a Graduation Cut score and Achievement Level.
3. Transition Assessments.
4. Update on Smarter Balanced.
5. How are Other States with Exit Exams Planning on Transitioning to Common Core Assessments?

1. SBAC Consortium Cut scores and Achievement Levels

In spring 2015, the SBAC will be administered to Washington students. To interpret raw student scores, the Smarter Balanced consortium has been conducting achievement level-setting during fall 2014. The achievement level-setting process identified three cut scores associated with four achievement levels. The cut scores define the partitions between Level 1 and 2, between Level 2 and 3, and between Level 3 and 4. Table 1 describes the student performance at each of the four achievement levels. The descriptions of what student can do at each level are called 'Achievement Level Descriptors. The Achievement Level Descriptors in Table 1 are the highest, policy-level Descriptors. More detailed, content and grade-level descriptors were developed for the actual cut score setting).

Table 1: Policy Achievement Level Descriptors. From Smarter Balanced *Initial Achievement Level Descriptors and College Content-Readiness Policy*, April 26, 2013

Level	Policy Achievement Level Descriptor (ADL)	Implications for Grade 12
4	Student demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content-readiness.	Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials may jointly determine appropriate courses and performance standards). Students are encouraged to take appropriate advanced credit courses leading to college credit while still in high school.
3	Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college content-readiness.	Within each state, higher education and K–12 officials may jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios). Students are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.
2	Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content-readiness.	States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following fall).
1	Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content-readiness.	States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12.

Students who attain a Level 3 or 4 on the SBAC will be considered on-track to be career and college ready when they graduate high school. For the consortium-determined achievement levels to be applied in Washington, the cut score will be approved first by Washington's Superintendent of Public Instruction at a meeting of the governing states of the Smarter

Balanced Consortium, and then recommended to the State Board of Education (SBE) for approval. By statute, the SBE shall “identify the scores students must achieve in order to meet the standard on the statewide student assessment and, for high school students, to obtain a certificate of academic achievement¹.” (RCW.28A.305.130(b)(i)). Therefore, for the SBAC achievement levels to indicate meeting standard for students in Washington, the SBE must approve them.

The consortium-determined cut scores defining the achievement levels will include scores for English language arts (ELA) and mathematics, for grades three through eight, and for the high school assessment administered in grade eleven for federal accountability. Consideration of approval of the use of the SBAC achievement levels and cut scores in Washington will occur at the January 2015 SBE meeting. Figure 1 shows the timeline of Smarter Balance Consortium achievement level-setting steps and approval for Washington state.

Figure 1: Timeline of Achievement Level Setting



2. Legislative Direction for Setting a Graduation Cut score and Achievement Level

In addition to approving the consortium-determined achievement levels for use in Washington, the SBE has the responsibility to establish the achievement level students need for high school graduation. The Washington high school graduation achievement level need not be the same as the career- and college-ready achievement level determined by the Smarter Balanced consortium. This responsibility was articulated in EHB 1450, passed in 2013:

The legislature further intends that the eleventh grade consortium-developed assessments have two different student performance standards: One for the purposes of high school graduation that will be established by the state board of education and one that is intended to demonstrate a student's career and college readiness.

The legislation also directed the SBE to establish the scores students must achieve for graduation by the end of the 2014-2015 school year. To determine the score, the bill directs the SBE to 1) review the experience of students taking the SBAC, 2) review the experience of students in other states taking the SBAC, and 3) review the scores used in other states that have exit exams taken by students in the eleventh grade:

¹ In Washington, students who pass all assessments required for high school graduation are said to have earned a Certificate of Academic Achievement. The state no longer sends students actual certificates, although some districts may do so. The Certificate of Academic Achievement is noted on a student's transcript.

By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the high school English language arts assessment and the comprehensive mathematics assessment developed with a multistate consortium in accordance with RCW 28A.655.070. To determine the appropriate score, the state board shall review the transition experience of Washington students to the consortium-developed assessments, examine the student scores used in other states that are administering the consortium-developed assessments, and review the scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement. The scores established by the state board of education for the purposes of earning a certificate of academic achievement and graduation from high school may be different from the scores used for the purpose of determining a student's career and college readiness.

The Board has expressed intention in rule ([WAC 180-17-100](#)) that graduation requirements should ultimately align with career and college readiness, but during the transition to new content standards and assessments, the graduation level should be a minimum proficiency standard rather than career and college readiness:

(e) The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college-readiness for all students.

The graduation cut score-setting process will occur in summer 2015, once the results of the spring high school SBAC test administration are available.

3. Transition Assessments

During the transition to Common Core assessments additional options will be available to students to meet the assessment graduation requirements. The transition period extends from the Class of 2015 to the Class of 2018. By the Class of 2019, the state will fully transition to the new assessments for ELA and math, and the high school SBAC in these subjects will be required for high school graduation.

In 2015 and 2016, the Reading and Writing HSPE will be available to eleventh and twelfth graders who have not yet passed the assessment required for graduation. Otherwise, the HSPE will no longer be administered to students.

For the Class of 2015 to 2018 additional assessments will be available for meeting high school graduation requirements. The additional assessments are:

- Transition math assessments: Math Year 1 and Math Year 2 End of Course (EOC) Exit Exams. These assessments will be created with items from the SBAC, and will assess Common Core standards.
- Transition ELA assessment: EHB 1450 called for a "tenth grade English Language Arts assessment developed by the Superintendent of Public Instruction using resources from the multi-state consortium." OSPI has decided the best way to fulfill this directive is simply to use the high school ELA SBAC itself and make it available to tenth graders to meet the assessment graduation requirement.

The SBE will approve the scores for high school graduation on the two math EOC exit exams to be used during the transition period, in addition to setting the graduation cut score on the high school SBAC assessment.

4. Update on Smarter Balanced

While the summative end-of-year SBAC assessments will be used for school and state accountability, and the high school SBAC will be used for graduation, other features and components of Smarter Balanced have the potential for significant impact on classroom teaching and learning. Taken together, the components and features are intended to help create a classroom-to-state level system of assessment.

Interim Assessments

SBAC Interim Assessments will be available in January 2015. These optional assessments have the potential to be an extremely useful tool for teachers, allowing teachers timely information that predicts how well students are likely to do on the summative test, and enabling teachers to quickly identify student needs. Items on the Interim Assessments will be the same type of questions, and will be administered and scored similarly to the Summative Assessments. Items will be mostly machine scored, allowing for instant results. Any items requiring hand scoring will be done locally. Rubrics and training will be provided online as part of the system.

Digital Library

The SBAC Digital Library has recently become available. The Digital Library is a repository of information and resources that address Common Core State Standards and the SBAC assessments, including formative assessment materials, instructional materials, and professional learning materials. It is populated now, but will grow over time, as more content is developed and submitted. Material can be submitted by state networks of educators, and by state leadership teams. All submittals will be vetted and reviewed for quality and alignment with standards before they enter the Digital Library. The Digital Library will help teachers plan classroom instruction and activities that directly support teaching and learning the standards.

Agreement by Washington Community and Technical College and Public Universities to Use the Smarter Balanced Assessment

Washington state has taken a pioneering role in K-12 to higher education alignment through an agreement by Washington public institutions of higher education to use the Smarter Balanced Assessment for college and university course placement decisions. The agreement creates an incentive for high school students to score at a career- and college-ready level (a Level 3 or 4) on the high school SBAC assessment. These students will not need to take a college placement test to access college level courses. Students who score with a Level 2, but who pass a college-developed transition course (currently being piloted) with a 'B' grade or better will also bypass a placement test.

Other Features of the SBAC

Additional features of the SBAC assessments should provide enhancements to the Washington state system of assessments. These include:

- Computer-adaptive testing with many items in a wide range of difficulty, so it should better assess students in the higher and lower achievement levels, as well as more accurately assess students in the middle ranges.
- A menu of accommodations including:
 - Color contrasts and zoom.
 - Glossaries in 11 languages.
 - Text-to-Speech items.
- Scores more quickly available (weeks rather than months).
- Test items that are more varied and designed to assess higher-order thinking skills.

- Data comparability across other states in the consortium.

5. How are Other States with Exit Exams Planning on Transitioning to Common Core Assessments?

To set a graduation cut score, the direction to the SBE provided by the Legislature requires that the SBE review the scores of students in other states that are using the SBAC, and the scores of students in other states that require passage of an eleventh grade assessment as a high school graduation requirement. Table 2 includes members of the two Common Core assessment consortia, PARCC (Partnership for the Assessment of Readiness for College and Careers) and the Smarter Balanced consortia. Table 2 lists states that use comprehensive tests and states that use end-of-course (EOC) exams. Members of PARCC tend to use EOC exit exams, and members of Smarter Balanced tend to use comprehensive exit exams. Washington state uses a combination, but is transitioning to comprehensive exams, with the transition to using the high school Smarter Balanced assessment as exit exams for the Class of 2019.

Most states are in the midst of planning for the transition to Common Core-aligned assessments. Washington appears to be somewhat ‘ahead of the pack’ in planning and communications about the transition. As Washington and other states implement new assessments, further information on these states will be collected to help inform the Board’s decision on setting the graduation cut score, as required by the legislation.

Table 2: States that are Members of Common Core Assessment Consortia that also have Exit Exams. “P”—PARCC, Partnership for the Assessment of Readiness for College and Careers; “SB”—Smarter Balanced. (Much of the information on this table was graciously provided by Achieve staff.)

State	P/SB	Notes
AR	P	Algebra I and English II (PARCC) exams are required for graduation, but it is unclear at this time whether the state will set a particular cut score that students must reach.
ID	SB	<p>The state has proposed an assessment transition plan—Smarter Balanced assessments will be used for ELA and math.</p> <p>d. Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)</p> <p>e. Students who graduate in 2017 are required to complete the ISAT in grade eleven (11) in mathematics and English language usage.</p> <p>f. Students who graduate in 2018 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a grade nine (9) proficiency level.</p> <p>g. Students who graduate in 2019 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a grade ten (10) proficiency level.</p> <p>h. Students who graduate in 2020 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a college and career level proficiency of grade eleven (11).</p> <p>i. Beginning with the class of 2018, any student who passes the ISAT in mathematics and English language usage at a grade eleven (11) proficiency level while in grade nine (9) or grade ten (10) shall not be required to take the ISAT again.</p> <p>http://www.sde.idaho.gov/site/publiccomments/aug2014/TAB%2010%20Grad%20Req%20Prop.pdf http://educationidaho.blogspot.com/2014/03/fact-sheet-what-is-smarter-balanced.html</p>
MD	P	<p>The state has a multi-year transition plan from the Maryland State Assessments (MSAs) to PARCC. Students will need to pass PARCC 10 English and PARCC Algebra I, but options are dependent upon cohort. In 2014-15, PARCC exams become mandatory for incoming 9th graders. More detail can be found here: http://marylandpublicschools.org/stateboard/boardagenda/02252014/Tabs_J1_J2_J3_J4_MemoBoardTransitionfromHSA_to_PARCC.pdf</p>

MA	P	The state has not yet decided whether to transition fully to PARCC or stay with MCAS. For 2014-15, districts have the option of administering PARCC or MCAS (high school students must continue to take MCAS for graduation), with a final decision by the state to be made in 2015. Districts that choose PARCC for 2014-15 cannot have their accountability rating lowered.
NJ	P	The governor has proposed, for the classes of 2016, 2017, and 2018, requiring students to “achieve a passing score” on PARCC in ELA 9, 10, or 11, and Algebra I, Geometry, or Algebra II, OR achieve a passing competency on a Substitute Competency Test (SAT, ACT, ASVAB, Accuplacer – Write Placer, Accuplacer Math – Elementary Algebra), OR “meet the criteria of the NJDOE Portfolio Appeal.” Requirements for subsequent graduating classes have not yet been determined. http://education.state.nj.us/broadcasts/2014/SEP/30/12043/Graduation%20Requirements%20Class%20of%202016,%202017%20and%202018.pdf .
OH	P	The current OH Graduation Tests (OGT) are in five subjects - reading, writing, math, science and social studies. Students must pass all five tests as one of the requirements to earn an OH high school diploma. The Class of 2016 is the last required to pass OGTs for a diploma. The class of 2017 and beyond must earn 20 course credits based on OH's new learning standards as one of their graduation requirements. Instead of the OGT, students will take 10 EOCs (several are presumed to be PARCC). In addition, 10th grade students will take a nationally-standardized test of college and career readiness. http://education.ohio.gov/getattachment/baf2876c-403d-460f-8d78-cdbdc7471f49/New-Generation-Tests-on-Template.pdf.aspx
OR	SB	The state proposes identifying a Smarter Balanced cut score comparable with the current OAKS achievement standard that will be used for students in the 2011-2012 through 2014-2015 cohorts. ODE will identify these achievement standards by conducting an alignment study based on results from the 2013-14 Smarter Balanced field test, which the state argues satisfied the adequate notice requirement. http://www.ode.state.or.us/wma/teachlearn/commoncore/essential-skills-oaks-to-sbac-transition.pdf
RI	P	The test-based requirement for high school graduation has been delayed until 2020. More information can be found here: http://www.providencejournal.com/news/education/20140825-r.i.-education-commissioner-gist-recommends-delay-in-test-based-graduation-requirement-poll.ece
NM	P	For the classes of 2016 and 2017, <u>NM has stated</u> that students can either achieve a score of 3 (out of 5) on PARCC in reading and math, or a “composite score of 2273 on the New Mexico Standards Based Assessment (SBA), with neither individual score below nearing proficient.” There is also a requirement to pass “PARCC writing” at a level of 3 (out of 5), but it is not entirely clear if this indicates the state will use the writing sub-score of the broader PARCC ELA. It is also unclear at this point what NM means by “math” and “reading,” as PARCC assessments are designed as EOCs. It is probable that students will be assessed on the Algebra I and English 10 assessments, but that is not yet confirmed. Additionally, students <u>must take</u> “all available administrations of the PARCC assessments before using an ADC [Alternative Demonstration of Competency],” which include other (non-PARCC) EOCs, AP, PSAT, SAT, PLAN, ACT, Accuplacer, COMPASS, or IB exams. http://ped.state.nm.us/ped/Graduation_FAQ.html . http://ped.state.nm.us/ped/NMPARCCIndex.html
MS	P	The state school board approved an assessment transition plan from SATP2 to SATP3 (PARCC) exams, which can be found <u>here</u> . Students will need to pass SATP3 exams in Algebra I and English 10. The board explains that “standard setting committees will recommend cut scores as in the past for SATP3 (PARCC) tests. It is anticipated that final scores and student pass/fail statuses will not be finalized until late September 2015. It is expected that almost all impacted students will still have 4-6 retest opportunities depending upon their grade classification.” http://www.mde.k12.ms.us/student-assessment/student-assessment-satp2
CT	SB	In 2011, <u>Public Act No. 11-135</u> stipulated that, beginning with the class of 2020, students would need to pass exams in Algebra I, geometry, biology, American history, and grade 10 English to graduate from high school. However, there has been little discussion of this requirement publicly, and if/how Smarter Balanced would be used for that purpose.

		Recently, Governor Malloy floated the idea of substituting the SAT exam at the 11 th grade level instead of the SBAC 11 th grade assessment. http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&Q=334726
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Action

At the November 2014 SBE meeting, the State Board of Education (SBE) will:

- Consider approval of a position statement on setting a score that meets the standard for high school graduation on the high school Smarter Balanced Assessment.
- Consider approval of a legislative priority on streamlining the assessment system by eliminating the Biology EOC as an assessment system required for graduation.
- Consider approval of a cut score on the science portion of the ACT that is equivalent to the biology EOC.

If you have questions regarding this memo, please contact Linda Drake at Linda.drake@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Update on Legislative Priorities	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>What are similarities and differences between the legislative priorities of the SBE and those of peer agencies? On what issues can the SBE collaborate with peer agencies in the pursuit of common goals for the 2015 legislative session? To what extent are the strategic plans of stated education agencies, as reflected in legislative priorities, in alignment as required by ESHB 5491?</p> <p>Does the Board wish to reconsider the legislative priority on modification of career- and college-ready exam requirements that it adopted at the September 2014 meeting? If so, how?</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>This part of your agenda provides updates on legislative issues previously discussed by the Board. In your packet you will find:</p> <ul style="list-style-type: none"> • A PowerPoint reviewing the 2015 legislative priorities of peer education agencies, including those of: <ul style="list-style-type: none"> ○ The Superintendent of Public Instruction ○ The Professional Educators Standards Board ○ The Washington State Charter School Commission ○ The Washington Student Achievement Council ○ The Workforce Training and Education Coordinating Board ○ The Department of Early Learning ○ The Washington State School Directors Association • A memo by Dr. Doug Kernutt on streamlining of alternative assessments for high school graduation. • The SBE Legislative Priority, "Modify Career- & College-Ready Exam Requirements," as originally proposed for the September 2014 Board meeting. 	



ALTERNATIVE ASSESSMENTS FOR HIGH SCHOOL GRADUATION

1. Background

- a. At the September, 2014 meeting the reviewed the:
 1. Statutory roles of the SBE in the assessment system
 2. Actions of the SBE and the state concerning the assessment system in recent years
 3. The current state assessment system and the transition to common core assessments
 4. Implications for school districts in Washington as the state transitions to the new system
- b. The board also received an update from OSPI on “High School Assessments” that included:
 1. A brief history of high school assessment
 2. The impact of assessment requirements on graduation rates
 3. Assessment graduation requirements by cohort
 4. General assessments and alternatives
 5. Issues faced as we transition to Smarter Balanced
 6. A review of Superintendent Dorn’s Plan A and Plan B proposals.

2. Current Alternative Assessments Include:

- a. Collection of evidence
- b. College entrance scores in math, reading and/or writing (SAT,ACT,IB,AP)
- c. Out of state tests
- d. GPA comparison
- e. Recent transfer waiver
- f. Special, unavoidable circumstance appeal
- g. Special education alternatives for the Certificate of Individual achievement.

*Options for the Certificate of Academic Achievement are available to students who attempt the state assessment at least once.

**Options for the Certificate of Individual Achievement (spec ed) are available for students with IEP’s.

3. Alternative Assessment data

A review of the data for the class of 2014 – 12th graders shows that between 79 to 88% of our students met standard in reading, writing, or mathematics by passing the proficiency or end of course exam. Students with IEP’s made up between 4 – 6.5% of students meeting the standards utilizing the special education alternatives. Finally, between 1 – 5% of our students met standards using the Certificate of Academic Achievement Options. The collection of evidence, out of state waivers, and PSAT/SAT/ACT/AP passage were most commonly utilized as alternatives to meet state standards.



How Assessment Requirements were met – All Students: Class of 2014-12th Graders* (as of Aug 20, 2014 CEDARS)**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

	Reading		Writing		Mathematics	
	#	%	#	%	#	%
Total Met Standard	65,835	94.5%	65,830	94.5%	64,109	92.1%
Via HS Proficiency Exam/End of Course	59,719	85.8%	61,037	87.6%	55,268	79.4%
Via Washington Alternative Assessments (Special Education)	3,505	5.0%	3,066	4.4%	4,499	6.5%
HSPE/EOC-Basic	1,264	1.8%	1,440	2.1%	1,025	1.5%
WAAS Developmentally Appropriate Proficiency Exam	1,483	2.1%	691	1.0%	2,365	3.4%
WAAS Portfolio	595	0.9%	595	0.9%	606	0.9%
Locally Determined Assessments	163	0.2%	340	0.5%	503	0.7%
Collection of Evidence - Basic	0	0%	0	0%	0	0%
Via Certificate of Academic Achievement Options	1,743	2.5%	930	1.3%	3,404	4.9%
Collection of Evidence	1,200	1.7%	605	0.9%	2,372	3.4%
PSAT/SAT/ACT/AP	539	0.8%	324	0.5%	1,006	1.4%
Grades Comparison	4	0%	1	0%	26	0%
Via Special Waiver	868	1.2%	797	1.1%	938	1.3%
Out-of-State Waivers	857	1.2%	788	1.1%	925	1.3%
Awareness Level Waivers (Special Education)	9	0%	7	0%	8	0%
Special Circumstance Appeals	2	0%	2	0%	5	0%
Tested: Not Met Standard	1,243	1.8%	1,266	1.8%	3,146	4.5%
No score	2,563	3.7%	2,545	3.7%	2,386	3.4%
TOTAL	69,641	100%	69,641	100%	69,641	100%

* Math Year 2 Collection of Evidence had not been scored at the time of this report. This would increase meeting standard only by up to 79 students or approximately one tenth of one percent maximum.

**High School Graduation Requirement for students in the class of 2014 is to meet standard on the Reading and Writing Assessments and at least one Math Assessment.



According to OSPI the alternative assessment process costs \$14.9 million per biennium with most all of the costs paying for the COE process. This does not include costs paid for by local districts across the state to staff, coordinate, manage, and publicize the various alternatives



4. Collection of Evidence (COE)

The COE is the most time consuming, and costly, alternative assessment utilized by students to meet the state standards for graduation. Students must attempt an exit exam at least once before attempting this option.

The COE is a collection of a set of work samples prepared by the student in a classroom environment with instructional support from a teacher. The collection contains 6-8 work samples designed to show what a student can do over time rather than in a single, high stakes test environment. There are specific requirements for each content area to be sure that students are demonstrating mastery of a variety of learning targets.

While the COE is designed to be completed over time students must show samples of their work in the subject and must also submit at least two samples of work done in an on-demand setting to help assure that they have solid knowledge of the material.

The time required to complete the COE process varies by school and subject area. Most students, however, participate in a semester long class that culminates in the submission of the COE. Class time is divided between instruction and collecting evidence that show the students understand the material. According to ESD 113, and local district staff, the reading and writing COE's normally require less time for completion, while more time is spent in math in remediation intervention before administering the COE work. The science COE, while new, appears to take considerably more time to complete. This may be because it is new and staff are still working through a complete understanding of the process.

Teachers and building principals review, and approve, the COE collection and send them for scoring once they feel they should meet the standards. The COE's are then scored centrally (ESD 113 manages this process under contract with OSPI). Validity and reliability issues are addressed throughout the entire process to assure that the final results are meaningful and defensible. Scorers are trained, and monitored regularly to ensure the reliability of their scoring. The entire process is sophisticated and time consuming but does ensure the validity of the process and the reliability of the scoring.

5. Challenges in the Alternative Assessment process include:

- a. Students graduating between 2015 and 2018 have a variety of ways to meet graduation standards that are complicated and difficult for students, parents, and staff to understand. The current alternatives are available to students but are costly (COE) to complete.
- b. Students graduating in 2019 and beyond will, under current legislation and rules, only have one year to complete an alternative method of meeting the standards. They will be required to take the assessment at the end of their 11th grade year where prior years' graduates could take the exit exams in their 10th grade year and thus have two years to meet standard.
- c. Costs of the current alternative assessment (COE) model are significant.

6. Options for consideration include:

- a. Superintendent Dorn's Plan B
 - 1. COE in Math – reduce to year one only
 - 2. Out of state test – must be used for accountability for exit exam
 - 3. Grade comparison – eliminate the GPA requirement
 - 4. Additional HS credit (1.0) in content area (new)
 - 5. College credit in the content area (new)
 - 6. Change transfer waiver dates
- b. Additional options for consideration include:
 - 1. Allow students, beginning with the class of 2019, to take the exit exam in the 10th grade thus allowing students to have time to retake the exam or utilize the assessment alternatives.
 - 2. Utilize the “Transition class” model (fits with Superintendent Dorn's Plan B additional high school credit) that has been developed, and is currently being piloted, under agreements with the State Board of Community and Technical Colleges. Transition courses are currently being developed by OSPI, the State Board for Community and Technical Colleges, and participating universities. They are being designed in math and English language arts to get high school juniors up-to-speed if they don't pass the Smarter Balanced Assessment in the spring of their junior year. These would be full year classes and students passing the classes with a B or above will be able to bypass placement testing at many colleges (in the same manner as students who pass the Smarter Balance Assessment with a score of 3 or better). The state could also then allow passage of the transition class to count as meeting standard for graduation purposes.
 - 3. Allow ACT and SAT science scores as an alternative as is currently allowed for reading, writing, and math (in progress).
 - 4. Modification of the COE scoring process, and related costs, could be pursued in further depth to address the high costs associated with the COE process.

Options could include:

 - a. Consideration of scoring the COE's at the local level.
 - b. Consideration of allowing the COE process to begin before the senior year (if the SBAC is not allowed to be given before the end of the junior year in order to allow students more time to begin the process. This could be helpful for students who are test phobic for example).

➤ **Note that new legislation may be required for the above options.**

7. Additional thoughts

- a. The COE process is the primary alternative utilized and normally takes a semester, or less to complete. If the alternatives can only be addressed in the senior year (2019 graduates and beyond) students will be stressed to complete whichever alternative they select. If the choice is between taking a full year course per Superintendent Dorn's new alternative (or the Transition class), or a semester COE class, the assumption is that many students will select the COE.

- b. Consideration of changes to the COE process that include moving the scoring, or other activities to the local level could well be perceived as adding stress, and costs, to local districts. Even if costs could be reduced, the ability to maintain the validity and reliability of the process will be more difficult to sustain.
- c. The current exit exam process, including the alternatives, is complicated and frustrating for students, staff, and parents to understand. Numerous pleas were received from staff across the state to simplify the process so it is understandable.
- d. Assuring the validity of alternative assessments is an important, if little discussed, issue. If new options (above) are considered, the validity question should be addressed with our psychometric experts.
- e. As we discussed in the September board meeting a key question continues to be pertinent for consideration in our deliberations. That is **“how can we best increase the rigor of a high school diploma and the number of students graduating at the same time?”**

8. Summary Conclusions and Recommendations

- a. OSPI’s recent decision to allow 10th graders to take the SBAC high school assessment during the transition provides more time to complete an alternative assessment (like a COE). However, for the class of 2019 and beyond, legislative action would be required to continue this practice.
- b. Support the “Transition class” as an alternative option (1.0 credit). However there are legitimate questions re: student motivation to use this option if the COE process can be completed in one semester (.5 credit).
 - a. Allowing additional other HS credit classes (1.0 credit) are also worth continued consideration, if the parameters of course content can be determined. (Originally proposed by OSPI).
- c. If the EOC for science is eliminated as a graduation requirement (it would need to be kept for federal accountability purposes) the COE for science would be eliminated. This would reduce impact on students who may be involved in multiple COE’s. It would also reduce the impact on staff and the costs involved in the COE process.
- d. College credit in the content area (originally proposed by OSPI).
- e. Technical corrections/changes including:
 - 1. Modify out of state usage to assure the test is used for accountability or as an exit exam (originally proposed by OSPI).
 - 2. Eliminate the minimum GPA requirement in math (originally proposed by OSPI).
 - 3. Change the date for the transfer waiver from March 1 to January 1 of the senior year (originally proposed by OSPI).

Report Completed by Doug Kernutt, Consultant

Legislative Priorities of Peer Agencies



JACK ARCHER
DIRECTOR OF BASIC EDUCATION OVERSIGHT

NOVEMBER 14, 2014



OSPI – Basic Education



- Fully Fund Basic Education – *McCleary*
 - Make linear increases in allocations in 2015-17 biennium to fund *McCleary* in full in SY 2017-18.
 - Fund class size reductions in early elementary and later grades, increased allocations for support staff, and increased program hours in categorical programs.
 - Fund the recommendations of the Compensation Technical Working Group of the QEC.
 - Fund professional development days for certificated instructional staff, ramping up to 10 days in SY 2017-18.



OSPI – Basic Education



- Fully Fund Basic Education – *McCleary*

Expenditure Category	*Est. Cost (\$000s)
Class size reduction – Early elementary	\$660,943
Class size reduction – Later grades	\$416,708
School/District support staff	\$1,073,386
Program hours for categorical programs	\$347,207
Professional development	\$449,985
Compensation	\$5,356,963
TOTAL	\$7,200,000

* Combined SY 2015-16 and SY 2016-17.



OSPI – Basic Education



- **Fully Fund Basic Education – CTE**
 - Phase in QEC-discussed class sizes for CTE and skill centers.
 - Increase other staffing ratios for CTE and skill centers.
 - Increase CTE principal and director allocations.
 - Revise CTE and Skill Center MSOCs.
 - Fund start-up of new CTE or Skill Center programs.
 - Estimated total cost -- *\$169.8 million*



OSPI: Other Policy



- Eliminate assessment requirements for high school graduation – (*\$29.4 million*)
- Increase access to technology -- *\$139.0 million*
- Dropout prevention and student support -- *\$19.8 million*
- Professional learning support system -- *\$11.0 million*
- CTE course equivalency -- *\$250,000*
- Data privacy -- *\$442,000*



Washington Student Achievement Council



- Fund caseloads for the College Bound Scholarship program -- *\$25 million*
- Increase focused support services for students under-represented in postsecondary education -- *\$10 million*
- Expand dual credit opportunities -- *\$31 million*



Washington State Charter School Commission



- Authority to receive gifts, grants and endowments.
- Authority to spend moneys deposited in the Charter School Oversight Account.
- Authority to hire 2 FTE staff as oversight managers.
- Legislation to ensure that charter school employees are held to same standard of professional conduct as other public school employees.



Professional Educator Standards Board



Pending approval by OFM:

- Revise the Alternate Route program for teacher certification to create flexibility and improve accountability.
- Expand eligibility for the math and science conditional scholarship program.
- Designate PESB as an educational agency for purposes of FERPA.



Workforce Training and Education Coordinating Board



Under discussion by Workforce Board:

- Increase state support for career guidance and counseling.
- Increase work-related learning opportunities.
- Support structured and supported High School and Beyond Plan and Personalized Pathway plans.
- Fund professional development time for teachers for directed purposes.
- Expand dropout prevention and retrieval activities.



Department of Early Learning



- Expand the Early Childhood and Assistance Program (ECEAP) toward a statutory entitlement by SY 2018-19 -- *\$79.9 million.*
- Shift the Quality Rating and Improvement System (QRIS) from federal grant support to the state general fund -- *\$70.5 million.*



Washington State School Directors Association



- Fully fund and implement state's redefined program of basic education per ESHB 2261. (Priority 1)
- Implement sustainable revenue for education funding (2).
- Fully fund up to 80 hrs. of state or district-directed professional development for classroom teachers.(7)
- Fully fund class size reductions, including facilities and other ancillary costs. (12)
- Fund kindergarten for all districts that chose to offer full-day K. (13)



Washington State School Directors Association



- Ensure full funding for TPEP and preparation time for the evaluation and documentation process. (14)
- Ensure full state funding for the transition and implementation of new assessments required by the Common Core standards. (16)
- Provide that charter schools may only be authorized by local school boards. (24)



Washington State School Directors Association



- Require that all mandated corrective action for school restructuring be negotiated with and implemented by local school boards. (25)
- Remove state-mandated assessments as a graduation requirement. (33)
- Remove SBE authority to set high school graduation requirements and transfer to OSPI. (44)
- Change the composition of the SBE so that the majority is elected by school board directors. (89)



Resources



- Website: www.SBE.wa.gov
- Blog: washingtonSBE.wordpress.com
- Facebook: www.facebook.com/washingtonSBE
- Twitter: www.twitter.com/wa_SBE
- Email: sbe@sbe.wa.gov
- Phone: 360-725-6025





THE WASHINGTON STATE BOARD OF EDUCATION

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MODIFY CAREER & COLLEGE-READY EXAM REQUIREMENTS

As Adopted September 10, 2014

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019.

MODIFY CAREER & COLLEGE-READY EXAM REQUIREMENTS

Proposed November 14, 2014

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019. Additionally, the Board recommends that the Legislature phase out the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards.



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Title:	Supplemental Materials	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	NA	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This section of your packet is for timely materials provided for the information and use of the Board that are not directly related to agenda items or business items. Included are:</p> <ul style="list-style-type: none"> The annual reports required of each charter authorizer by RCW 28A.710.100 and WAC 180-19-210, for: <ol style="list-style-type: none"> Spokane Public Schools The Washington State Charter School Commission. 	

2014 Charter Authorizer Annual Report

Please complete the following report and submit via electronic mail to sbe@k12.wa.us. If the information requested for any part of the report is not available, please enter NA in the space provided. Please identify by item number below any attachments provided for purposes of this report.

Authorizer Name:

Spokane Public Schools

Authorizer Address:

200 North Bernard, Spokane, WA 99201

Contact for Additional Information:

Name: Dr. Steven Gering

Telephone Number: 509.354.7396

Email Address: steveng@spokaneschools.org

Mailing Address: 200 North Bernard, Spokane, WA 99201

1. If a school district, date of approval as an authorizer by the SBE.

9/11/2013

2. Names and job titles of personnel having principal authorizing responsibilities, with contact information for each.

Name: Jeannette Vaughn, Department of Innovation

Telephone Number: 509.354.7353

Email Address: jeannettev@spokaneschools.org

Mailing Address: 200 North Bernard, Spokane, WA 99201

3. Names and job titles of any employees or contractors to whom the district has delegated responsibility for the duties of an authorizer as set forth in RCW 28A.710.100, with contact information for each.

Name: N/A

Telephone Number:

Email Address:

Mailing Address:

4. Please provide as an attachment an executive summary of authorizing activity over the last year, including but not limited to the status and performance of the charter schools since becoming an authorizer.

Please title the attachment: Name of Authorizer.Q4

For example: State Board of Education.Q4

5. Please provide as an attachment your strategic vision for chartering, and an assessment of the progress made in achieving that vision since becoming an authorizer.

Please title the attachment: Name of Authorizer.Q5

6. Please provide as an attachment information on the status of your charter school portfolio, identifying each charter school authorized in each of the following categories:

Please title the attachment: Name of Authorizer.Q6

- a) Approved but not yet operating, including, for each for each school:

- i. The targeted student population and the community the school proposes to serve.
- ii. The proposed location of the school or geographic area in which it will be located.
- iii. The projected enrollment at capacity.
- iv. The grades to be operated in each year of the charter contract.
- v. Names and contact information for each member of the governing board.
- vi. Date approved for opening.

- b) Operating, including, for each school:

- i. Location (street address if available).
- ii. Grades operated.
- iii. Enrollment, total and by grade.
- iv. Enrollment, by grade, for each student subgroup as defined in RCW 28A.300.042, in totals and as percentages of enrollment.
- v. If charter has been renewed during the last year, please indicate, with date of renewal.
- vi. If charter has been transferred to another authorizer within the last year, please indicate, with date of transfer.
- vii. If charter was revoked during the last year, please indicate, with date and reasons for revocation.
- viii. If the school delayed its opening by more than one year by a grant of extension by the authorizer, please indicate, with date of approval of request for extension.
- ix. If the school voluntarily closed, please indicate, with date of closing.
- x. If the school never opened, with no planned date for opening, please indicate.

7. As **Exhibit A**, please provide information on the academic performance of each school operated in the prior school year. The information must include:
- a) Student achievement, as applicable by grade, on each of the required indicators enumerated in **RCW 28A.710.100**, as applicable by grade:
 - i. Academic proficiency, for continuously enrolled students, as reported in the Washington Achievement Index.
 - ii. Academic growth, for continuously enrolled students, as reported in the Washington Achievement Index.
 - iii. Achievement gaps, for continuously enrolled students, as reported in the Washington Achievement Index.
 - iv. Attendance
 - v. Recurrent enrollment from the prior school year to the year before.
 - vi. Graduation rates, as reported in the Washington Achievement Index.
 - vii. Postsecondary readiness, at such time as it is reported in the Washington Achievement Index.
 - b) Student achievement, as applicable by grade, on each additional indicator, if any, the authorizer has included in its academic performance framework.
 - For each indicator of academic performance, data must be reported as:
 - 1) Absolute values, and
 - 2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).
 - For each indicator of academic performance, data must be disaggregated by major student subgroup as enumerated in RCW 28A.710.170(5).

If this information is not yet available, please enter "Not Available" in the box below:

N/A

8. As **Exhibit B**, please provide information on the financial performance over the last year of each charter school operated. The information must include performance on each of the indicators and measures of financial performance and sustainability included in the authorizer's performance framework under RCW 28A.710.170(2)(g).
- For each indicator of financial performance, data must be reported as:
 - (1) Absolute values, and
 - (2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).

If this information is not yet available, please enter "Not Available" in the box below:

N/A

9. In the table in **Exhibit C**, please provide information on the organizational performance over the last year of the governing board of each school operated. Performance reported must be based on the indicators and measures of organizational performance in the authorizer's performance framework, including but not limited to compliance with all applicable laws, rules and terms of the charter contract.

- Where applicable, please compute and report the differences between actual performance on the indicators and the annual targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).

If this information is not yet available, please enter "Not Available" in the box below:

N/A

10. Please provide as an attachment a presentation of operating costs incurred and expenditures made in the prior fiscal year that are specifically attributable to fulfilling the responsibilities of a charter authorizer under RCW 28A.710.100, as reported in annual financial statements that conform with Generally Accepted Accounting Principles and under any applicable reporting and accounting requirements of the Office of the Superintendent of Public Instruction.

Please label the attachment: Name of Authorizer.Q10

11. Please provide as an attachment a list of any contracted, fee-based services purchased in the prior year by the charter schools in the authorizer's portfolio. Please include for each:

- a) An itemized accounting of the revenue received from the schools from the services provided;
- b) An estimate of the actual costs to the provider of providing these services.

Please label the attachment: Name of Authorizer.Q11

If this information is not yet available, please enter "Not Available" in the box below:

N/A

Spokane Public Schools. Q4

Date	Tasks, Events & Milestones
Dec. 2012	Spokane Board resolution to explore becoming a district authorizer
April 2013	Visit to Spring Branch, TX to visit how their district partners with the charter schools they authorize
June 2013	Application to become a district authorizer
Sept. 2013	Approval of application
Sept. 2013	Issuance of first RFP
Oct. 2013	Hiring of department staff – 2 fulltime staff (most duties related to work in district schools, approximate 25% spent on charter authorization)
Oct. 2013	Staff attendance at NACSA Annual Leadership Conference
Nov./Dec. 2013	Review of (3) applications
Dec. 2013	Visitation to Denver Public Schools
Jan. 2014	Charter applicant interviews, public forum, recommendation reports
Jan. 2014	Board approval of PRIDE Prep
March 2014	Finalization of charter collaboration compact
April 2014	Signing of charter contract with PRIDE Prep
April 2014	Issuance of second RFP
July 2014	Review of (3) applications
Aug./Sept. 2014	Charter applicant interviews, public forum, recommendation reports
Sept. 2014	Board action to approve Spokane International Academy
Oct. 2014	Staff attendance at NACSA Annual Leadership Conference
Dec. 2014	Signing of charter contract with Spokane International Academy

Spokane Public School. Q5

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

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

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

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

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

Towards this end, we have examined a range of data from across our school system to track school progress and performance. For example, using the Washington State Achievement Index, it is possible to see a number of schools that are underperforming and are falling short in one or more areas of academic performance. It is clear that there are particular region(s) of our city in which underserved students reside. Consequently, we will have worked diligently to recruit charter schools that meet our academic and citizenship goals and that are targeted towards at-risk students, particularly in the Northeast and Northwest sections of the school district.

In addition to our comprehensive review of our data, we also conducted a large number of surveys and focus groups as part of our strategic planning initiatives. The community feedback showed that they want additional choice and options for their students. We have been researching, proposing and implementing new school program options within our district schools, and have been thoughtful about authorizing charters that fit with community demand and that add to our currently portfolio of options.

Serving At-Risk Students

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

Secondly, we have published specific request for proposals and applications that

Spokane Public Schools Charter School Authorizer Application Overview 20

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

Respecting and Protecting Charter School Autonomy

Spokane Public Schools is committed to following the charter school renewal, revocation, and non-renewal process. Successful charter school applicants enter into a five year agreement with Spokane Public Schools to run the school as outlined in their charter application. As the charter authorizer, we engage with charter operators in our regular review and evaluation process. In all other respects, the charter will have autonomy unless specific agreements have been established in the charter contract.

Since charter schools authorization is part of our strategic plan and vision, Spokane Public Schools is interested in a number of unique ways such as facilities and/or other fee-based services. However, Spokane Public Schools does not require this and for any fee-based services we may agree to provide schools are voluntary for schools.

Promoting and Ensuring Charter School Accountability

Along with a commitment to ensuring charter school accountability, we also have a plan for ensuring that charter schools authorized by Spokane Public Schools will be held accountable for their performance. Spokane will follow all of the criteria outlined in RCW28A.710.170. We are in the process of refining our performance framework now that we have two authorized schools and we have gained more knowledge about our charter oversight responsibilities. In addition, we are investing in a web-based tool which will assist both our district and the charter schools that we authorize in meeting targeted benchmarks and compliance deadlines.

Spokane views charters as one potential tool to assist us with our overall academic mission. Consequently, if a charter school is underperforming and is not meeting expectations as outlined in our performance agreements, then it will be imperative that we use the

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

Progress Made Toward Achieving the Vision

As far as creating additional education choices, we have added a handful of new programs (dedicated Montessori school, school expansion to include K-8 and 7-12 school models, potential International Baccalaureate and immersion programs and inclusion of two charter schools) to offer a portfolio of options to the families of Spokane. We've strengthened our understanding of quality charter authorizing by participating in professional development trainings, and by partnering with NACSA and WA Charters to create a collaborative spirit with charter operators. We are investing in Charter Tools management system as a method for monitoring the progress of each of our charter schools. Our district has utilized grant and district funds to support the authorization process and will continue to do so as we begin our responsibilities for oversight once the charters become operational. One future goal is to recruit a high-quality Charter Management Organization (CMO) to Spokane to expand our range of charter school options.

In summary, we believe that we have made great process toward our goals in a relatively short period of time. While we still have much to learn about high quality charter authorizing, we are committed to learning and leading the state as a district authorizer. We are committed to only authorizing schools which we believe will uphold our vision for excellence and have every intention of following proven and best practices for quality authorizing.

Spokane Public Schools. Q6



Pride Prep Schools

Targeted student population and the community they propose to serve	Pride Prep will serve students in grades 6-12 who seek a personalized educational environment. They plan to attract students who will be the first in their family to college, who will benefit from mentors and internships, and who accept the challenge of a rigorous and supportive environment to help them achieve post-secondary success.
Location of the school	811 E Sprague Avenue, Suite B Spokane, WA 99202
Projected enrollment at capacity	540
Grades to be operated in each year of the charter contract	2015/16 grades 6,7 2016/17 grades 6,7,8 2017/18 grades 6,7,8,9 2018/19 grades 6,7,8,9,10 2019/2020 grades 6,7,8,9,10,11
Names and contact information for each member of the governing board	Bob McNeil- bobscoaching@gmail.com (509) 220-2607 Christine Varela- christinev@desautelhege.com (509) 444-2350 Brian Coddington- bcoddington@spokanecity.org (509) 625-6740 Emilia Espinoza- eespinoza@zagmail.gonzaga.edu (509) 714-7358 Ryan Yahne- ryan@pyklawyers.com (509) 321-5930 Lu Eagle- lu@empirehealthfoundation.org (509) 218-1164
Date approved for opening	January 22, 2014

Spokane International Academy



Targeted student population and the community they propose to serve	Spokane International Academy will serve students in grades K-8 who seek a school with an internationally-focused curriculum and learning environment that is supported by strong university and community partnerships, and provides learning to prepare them for advanced high school classes. An intentional recruitment effort is made to the refugee families of Spokane.
Location of the school	5021 N Nelson Street, Spokane, WA 99217
Projected enrollment at capacity	480
Grades to be operated in each year of the charter contract	2015/16 grades K,1,6 2016/17 grades K,1,2,6,7 2017/18 grades K,1,2,3,6,7,8 2018/19 grades K,1,2,3,4,6,7,8 2019/2020 grades K-8
Names and contact information for each member of the governing board	Travis Franklin - (509) 993-6892 Stacy Hill - (509) 465-4494 Vincent Alfonso - (509) 474-9022 Joe Poss - (509) 879-2181 Andrea Simpson - (208) 640-6230 Deborah Tully - (509) 954-7761 Kammi Mencke Smith - (509) 838-6131
Date approved for opening	September 24, 2014

Spokane Public Schools. Q10

It must be noted that Spokane Public Schools was fortunate to receive a grant from the Bill and Melinda Gates Foundation to conduct the work of authorizing charters and adopting the Portfolio Strategy model for district/charter collaboration. The grant has supported much of our work and will continue to do so into the next round of charter authorization. One FTE is covered in the grant, and the Director of Innovative Programs is paid for within the district's budget. For the purposes of this budget, only one FTE will be counted toward charter authorization.

Expenditure	Approximate Cost	Notes
Two FTE to work in the Dept. of Innovation on both charter authorizing and assisting district school development	\$115,000	Approximately 25% of each person's work load is related to charter authorizing, as opposed to working with district schools. This percentage will increase as our charter schools open.
Professional development to learn about charter authorizing practices	\$5,000	Attendance at two NACSA conferences, one Portfolio Networking meeting, and one national charter school conference.
Travel costs	\$10,000	Travel to both conferences and other districts for one-on-one coaching.
Materials (brochures, videos, etc.)	\$2,500	Created a video with FAQ on charter schools and SPS' commitment to authorizing.
Total expenditures	\$132,500	



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Authorizer:

RCW 28A.710.100 provided that each charter authorizer must submit annual report to the State Board of Education, according to a timeline, content and format specified by the Board, and states the information that must be included in the report. WAC 180-19-210 provides that each authorizer must, no later than November 1 of each year beginning in 2014, submit an annual report meeting the requirements of RCW 28A.710.100, and requires SBE to post a standard form for the report its public web site no later than September 1.

Attached is the standard form for submission of the authorizer annual report for 2014, with instructions for completing and submitting the form. For any questions concerning the annual authorizer report, please contact:

Jack Archer
Director of Basic Education Oversight
State Board of Education
360-725-6035
jackarcher@comcast.net

2014 Charter Authorizer Annual Report

Please complete the following report and submit via electronic mail to sbe@k12.wa.us. If the information requested for any part of the report is not available, please enter NA in the space provided. Please identify by item number below any attachments provided for purposes of this report.

Authorizer Name:

Washington State Charter School Commission

Authorizer Address:

1068 Washington St SE

PO Box 40996

Olympia WA 98501-0996

Contact for Additional Information:

Name: Joshua Halsey

Telephone Number: 360 584 9272

Email Address: joshua.halsey@charterschool.wa.gov

Mailing Address: Same as Authorizer address

1. If a school district, date of approval as an authorizer by the SBE.

N/A

2. Names and job titles of personnel having principal authorizing responsibilities, with contact information for each.

Name: Joshua Halsey

Telephone Number: 360 584 9272

Email Address: joshua.halsey@charterschool.wa.gov

Mailing Address: Same as Authorizer address

3. Names and job titles of any employees or contractors to whom the authorizer has delegated responsibility for the duties of an authorizer as set forth in RCW 28A.710.100, with contact information for each.

Per RCW 28A.710.100 (1)(a) Evaluating charter school applications, the Washington State Charter School Commission was supported by the National Association of Charter School Authorizers concerning the inaugural RFP. A list of the individuals that worked on behalf of NACSA is provided.

Name: Patricia L. Maas
Name: David J. Hruby
Name: Kenneth A. Young
Name: Daniel Zavala
Name: Steven Carney
Name: Sarah Yatsko
Name: Judith Billings
Name: Michael Silver
Name: Craig Bowman
Name: Barbara Waxman
Name: Beverly Luster
Name: Joe Pope
Name: Nancy Iverson
Name: Kathryn Mullen Upton
Name: Cynthia Grace
Name: Carolyn Bridges
Name: Cynthia Searcy
Name: Beth Heaton Seling
Name: Penelope Varnava
Name: Rachel Ksenyak
Name: Amy Ruck
Name: Ben Aase

For the second RFP, Commission staff managed the majority of the evaluation process and hired four contractors to provide the Commission with a non-binding recommendation concerning approval or denial of charter school applications reviewed. Below is the four contracts name and contact information.

Name: Patricia L. Maas
Telephone Number: 716 725 1155
Email Address: tmaas@uw.edu
Mailing Address: 1006 E Prospect St., Apt C, Seattle, WA 98102

Name: David J. Hruby
Telephone Number: 518 421 3899
Email Address: dhruby26@yahoo.com
Mailing Address: 41 Patterson Drive, Glenmont, NY 12077

Name: Kenneth A. Young
Telephone Number: 425 357 3583
Email Address: ken.loy.young@gmail.com
Mailing Address: 118-164 Ave SE, Bellevue, WA 98008

Name: Daniel Zavala
Telephone Number: 206 214 5497
Email Address: dnzaval@uw.edu
Mailing Address: 1454 Zinnia Way, Roseville, CA 95747

4. Please provide as an attachment an executive summary of authorizing activity over the last year, including but not limited to the status and performance of the charter schools since becoming an authorizer.

Please title the attachment: Name of Authorizer.Q4

For example: State Board of Education.Q4

5. Please provide as an attachment your strategic vision for chartering, and an assessment of the progress made in achieving that vision since becoming an authorizer.

Please title the attachment: Name of Authorizer.Q5

6. Please provide as an attachment information on the status of your charter school portfolio, identifying each charter school authorized in each of the following categories:

Please title the attachment: Name of Authorizer.Q6

- a) Approved but not yet operating, including, for each for each school:
- i. The targeted student population and the community the school proposes to serve.
 - ii. The proposed location of the school or geographic area in which it will be located.
 - iii. The projected enrollment at capacity.
 - iv. The grades to be operated in each year of the charter contract.
 - v. Names and contact information for each member of the governing board.
 - vi. Date approved for opening.
- b) Operating, including, for each school:
- i. Location (street address if available).
 - ii. Grades operated.
 - iii. Enrollment, total and by grade.
 - iv. Enrollment, by grade, for each student subgroup as defined in RCW 28A.300.042, in totals and as percentages of enrollment.
 - v. If charter has been renewed during the last year, please indicate, with date of renewal.
 - vi. If charter has been transferred to another authorizer within the last year, please indicate, with date of transfer.
 - vii. If charter was revoked during the last year, please indicate, with date and reasons for revocation.
 - viii. If the school delayed its opening by more than one year by a grant of extension by the authorizer, please indicate, with date of approval of request for extension.
 - ix. If the school voluntarily closed, please indicate, with date of closing.
 - x. If the school never opened, with no planned date for opening, please indicate.

7. As **Exhibit A**, please provide information on the academic performance of each school operated in the prior school year, The information must include:
- a) Student achievement, as applicable by grade, on each of the required indicators enumerated in **RCW 28A.710.100**, as applicable by grade:
 - i. Academic proficiency, for continuously enrolled students, as reported in the Washington Achievement Index.
 - ii. Academic growth, for continuously enrolled students, as reported in the Washington Achievement Index.
 - iii. Achievement gaps, for continuously enrolled students, as reported in the Washington Achievement Index.
 - iv. Attendance
 - v. Recurrent enrollment from the prior school year to the year before.
 - vi. Graduation rates, as reported in the Washington Achievement Index.
 - vii. Postsecondary readiness, at such time as it is reported in the Washington Achievement Index.
 - b) Student achievement, as applicable by grade, on each additional indicator, if any, the authorizer has included in its academic performance framework.
 - For each indicator of academic performance, data must be reported as:
 - 1) Absolute values, and
 - 2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).
 - For each indicator of academic performance, data must be disaggregated by major student subgroup as enumerated in RCW 28A.710.170(5).

If this information is not yet available, please enter "Not Available" in the box below:

Not Available

8. As **Exhibit B**, please provide information on the financial performance over the last year of each charter school operated. The information must include performance on each of the indicators and measures of financial performance and sustainability included in the authorizer's performance framework under RCW 28A.710.170(2)(g).
- For each indicator of financial performance, data must be reported as:
 - (1) Absolute values, and
 - (2) The computed differences between actual performance and the annual performance targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).

If this information is not yet available, please enter "Not Available" in the box below:

Not Available

9. In the table in **Exhibit C**, please provide information on the organizational performance over the last year of the governing board of each school operated. Performance reported must be based on the indicators and measures of organizational performance in the authorizer’s performance framework, including but not limited to compliance with all applicable laws, rules and terms of the charter contract.

- Where applicable, please compute and report the differences between actual performance on the indicators and the annual targets set by the charter school in conjunction with the authorizer under RCW 28A.710.170(3).

If this information is not yet available, please enter “Not Available” in the box below:

Not Available

10. Please provide as an attachment a presentation of operating costs incurred and expenditures made in the prior fiscal year that are specifically attributable to fulfilling the responsibilities of a charter authorizer under RCW 28A.710.100, as reported in annual financial statements that conform with Generally Accepted Accounting Principles and under any applicable reporting and accounting requirements of the Office of the Superintendent of Public Instruction.

Please label the attachment: Name of Authorizer.Q10

11. Please provide as an attachment a list of any contracted, fee-based services purchased in the prior year by the charter schools in the authorizer’s portfolio. Please include for each:

- a) An itemized accounting of the revenue received from the schools from the services provided;
- b) An estimate of the actual costs to the provider of providing these services.

Please label the attachment: Name of Authorizer.Q11

If this information is not yet available, please enter “Not Available” in the box below:

Not Available

Washington State Charter School Commission Q4

The Washington State Charter School Commission (the Commission) has engaged in two solicitation processes in the past twelve months designed to solicit proposals from charter school operators seeking to open a high quality charter school in Washington state.

- On January 30, 2014, the Commission authorized seven charter schools to open. One school opened on September 3, 2014 and the remaining six schools will open in the late summer/fall of 2015.
- On October 9, 2014, the Commission authorized one charter school to open. This school is scheduled to open in the fall of 2016.

On April 7, 2014, the Commission initiated the development of a Performance Framework. The goal is to have the Performance Framework adopted at the December 11, 2014 monthly Commission meeting.

At the May 22, 2014 meeting, the Washington State Charter School Commission (the Commission) approved WAC 108-40, Charter School Oversight and Corrective Action Policy, Renewal and Nonrenewal Policy, Revocation Policy, and Termination Protocol.

On September 3, 2014, the Commission's first authorized charter school, First Place Scholars, opened its doors to serve students.

On September 23, 2014, the Commission adopted a three year strategic plan. The plan identifies the mission for the agency, core values and vision. Five strategic goals were also identified.

Washington State Charter School Commission Q5

Please provide as an attachment your strategic vision for chartering, and an assessment of the progress made in achieving that vision since becoming an authorizer.

The Washington State Charter School Commission seeks to authorize high quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.

The Commission seeks to build a diverse portfolio of school delivery models that expands the authority of teachers and school leaders and encourages and accelerates the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative, new ideas that can be replicated in other Washington schools.

The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity, responsiveness to all students and their families, and effective, engaged governance boards.

With the amount of work and limited staff capacity, the Commission continues to develop a process to assess the progress being made towards achieving the vision.

Washington State Charter School Commission Q6

Approved but not yet operating, including, for each for each school:

Excel Public Charter School

Target Population: At-Risk students

Location: Kent, WA

Project Enrollment at Capacity: 525

Grades Operated Each Year:

2015: Grade 6 and 7

2016: Grade 6-8

2017: Grade 6-9

2018: Grade 6-10

2019: Grade 6-11

2020: Grade 6-12

Governing Board Members:

Katherine Binder

Angela Fidler S.

Edgar Gonzalez

Paul Graves

Jim Karambelas

Mark Klebanoff

Brooke Valentine

Gillian Williams

Date Approved for Opening:

August 20, 2015

Green Dot Tacoma

Target Population: At-Risk students

Location: Tacoma, WA

Project Enrollment at Capacity: 495-600

Grades Operated Each Year:

2015: Grade 6

2016: Grade 6-7

2017: Grade 6-8

2018: Grade 6-8

2019: Grade 6-8

2020: Grade 6-8

Governing Board Members:

Kimberly Mitchell

Marguerite Kondracke

Kaaren Andrews

Andrew Buhayar

Date Approved for Opening:

August 12, 2015

Green Dot Seattle

Target Population: At-Risk students

Location: Seattle, WA

Project Enrollment at Capacity: 1,190

Grades Operated Each Year:

2016: Grade 6

2017: Grade 6, 7, 9

2018: Grade 6-10

2019: Grade 6-11

2020: Grade 6-12

Governing Board Members:

Kimberly Mitchell

Marguerite Kondracke

Kaaren Andrews

Andrew Buhayar

Date Approved for Opening:

August 15, 2016

Rainier Prep Charter School

Target Population: At-Risk students

Location: South King County, WA

Project Enrollment at Capacity: 400

Grades Operated Each Year:

2015: Grades 5-6

2016: Grades 5-7

2017: Grades 5-8

2018: Grades 5-8

2019: Grades 5-8

2020: Grades 5-8

Governing Board Members:

Ed Taylor

Andrew Jassy

Joan Hsiao

Max Silverman

Date Approved for Opening:

August 18, 2015

SOAR Academy Charter School

Target Population: At-Risk students

Location: Tacoma, WA

Project Enrollment at Capacity: 450

Grades Operated Each Year:

2015: Grades K-1

2016: Grades K-2

2017: Grades K-3

2018: Grades K-4

2019: Grades K-5

2020: Grades K-6

Governing Board Members:

Amy Barnes
Carmela Dellino
Lauren Guzauskas
Dr. Thelma Jackson
George Meng

Date Approved for Opening:

August 17, 2015

Summit Charter School: Olympus

Target Population: At-Risk students

Location: Tacoma, WA

Project Enrollment at Capacity: 456

Grades Operated Each Year:

2015: Grade 9

2016: Grades 9-10

2017: Grades 9-11

2018: Grades 9-12

2019: Grades 9-12

Governing Board Members:

Jimmy Zuniga
Gordon Empey
Michael Galgon
Michael Orbino

Date Approved for Opening:

August 17, 2015

Summit Charter School: Sierra

Target Population: At-Risk students

Location: South Seattle, WA

Project Enrollment at Capacity: 456

Grades Operated Each Year:

2015: Grade 9

2016: Grades 9-10

2017: Grades 9-11

2018: Grades 9-12

2019: Grades 9-12

Governing Board Members:

Jimmy Zuniga

Gordon Empey

Michael Galgon

Michael Orbino

Date Approved for Opening:

August 17, 2015

Operating, including, for each school:

First Place Scholars Charter School

172 20th Street

Seattle, WA 98112

Grades Operating: K-5

Enrollment: K:, 1:, 2:, 3:, 4:, 5: **DATA PENDING**

Enrollment (RCW 28A.300.042): K:, 1:, 2:, 3:, 4:, 5: **DATA PENDING**

3590 - Washington Charter School Commission

Allotment Expenditure FYTD Flexible

Report Number: AEF01

Date Run: Oct 23, 2014 11:51AM

Biennium: 2015

As of Fiscal Month: Adj FY1

Transactions Through: Oct 22, 2014 8:00PM

	FY	FYTD	FYTD	FYTD	FYTD	FYTD	FYTD	FY
	Allotment	Allotment	Disbursement	Accrual	Encumbrance	Total Expenditures	Variance	Variance
By Account/Expenditure Authority								
001 - General Fund								
011 - Gf-S Salaries & Expenses	340,000	340,000	282,625.35	19,120.40	0.00	301,745.75	38,254.25	38,254.25
031 - League of Women Voters Vs State of WA	125,000	125,000	103,720.60	3,392.07	0.00	107,112.67	17,887.33	17,887.33
001 - General Fund	465,000	465,000	386,345.95	22,512.47	0.00	408,858.42	56,141.58	56,141.58
Total for Agency	465,000	465,000	386,345.95	22,512.47	0.00	408,858.42	56,141.58	56,141.58
By Account/Expenditure Authority								
By Object								
A - Salaries and Wages	99,357	99,357	93,276.62	6,083.34	0.00	99,359.96	(2.96)	(2.96)
B - Employee Benefits	28,322	28,322	27,019.05	1,055.84	0.00	28,074.89	247.11	247.11
C - Professional Service Contracts	0	0	1,575.00	900.00	0.00	2,475.00	(2,475.00)	(2,475.00)
E - Goods and Other Services	280,814	280,814	222,323.57	12,384.47	0.00	234,708.04	46,105.96	46,105.96
G - Travel	52,707	52,707	37,945.73	892.04	0.00	38,837.77	13,869.23	13,869.23
J - Capital Outlays	3,800	3,800	4,205.98	1,196.78	0.00	5,402.76	(1,602.76)	(1,602.76)
Total for Agency	465,000	465,000	386,345.95	22,512.47	0.00	408,858.42	56,141.58	56,141.58
By Object								
By Staff								
	FY	FYTD	FYTD	FYTD	FYTD	FYTD	FY	FY
	Allotment	Allotment	Disbursements	Accruals	Total	Variance	FY Variance	FY Variance
Staff Months	24.00	24.00	5.00	1.00	6.00	18.00	18.00	18.00
Months	12.00	12.00	12.00	12.00	12.00	12.00	0.00	0.00
FTE	2.00	2.00	0.42	0.08	0.50	1.50	1.50	1.50

Allotment Expenditure FYTD Flexible

Report Number: AEF01
Biennium: 2015

As of Fiscal Month: Adj FY1

Date Run: Oct 23, 2014 11:51AM
Transactions Through: Oct 22, 2014 8:00PM

Input Parameters:	Entered As	Interpreted As
User ID:	dlsa179	
Agency:	359	359
Fiscal Month:	12A-Adj FY1	12A-Adj FY1
Account:	*	All
Expenditure Authority:	*	All
Expenditure Authority Index:	*	All
Expenditure Authority Type:	*	All
Program:	*	All
Subprogram:	*	All
Activity:	*	All
Subactivity:	*	All
Task:	*	All
Program Index:	*	All
Object:	*	All
Subobject:	*	All
Sub-subobject:	*	All
Objects to Expand:	*	All
Division:	*	All
Branch:	*	All
Section:	*	All
Unit:	*	All
Cost Center:	*	All
Organization Index:	*	All
Budget Unit:	*	All
Project:	*	All
Subproject:	*	All
Project Phase:	*	All
Allotment Content:	Approved & Adjusted	Approved & Adjusted
Expenditure Content:	Cash, Accr(all)	Cash, Accr(all)

Allotment Expenditure FYTD Flexible

Report Number: AEF01

Date Run: Oct 23, 2014 11:51AM

Biennium: 2015

As of Fiscal Month: Adj FY1

Transactions Through: Oct 22, 2014 8:00PM

Program Function Content:	*	All
Report Group 1:	None	None
Report Group 2:	None	None
Report Group 3:	None	None
Report Group 4:	None	None
Report Group 5:	None	None
Account / Expenditure Authority Section:	Account/Expenditure Authority	Account/Expenditure Authority
Expenditure Authority Type Section:	None	None
Organization Structure Section:	None	None
Project Structure Section:	None	None
Custom Section 1 Group 1:	None	None
Custom Section 1 Group 2:	None	None
Custom Section 1 Group 3:	None	None
Custom Section 1 Group 4:	None	None
Custom Section 2 Group 1:	None	None
Custom Section 2 Group 2:	None	None
Custom Section 2 Group 3:	None	None
Custom Section 2 Group 4:	None	None
Object Structure Section:	Object	Object
Staff Section:	Yes	Yes



THE WASHINGTON STATE BOARD OF EDUCATION

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

Washington State Board of Education Meeting Dates and Locations for 2017-2018

Dates for 2017	Dates for 2018
January 11-12 Olympia	January 10-11 Olympia
March 8-9 Gig Harbor	March 14-15 Mount Vernon
May 10-11 Walla Walla	May 9-10 Yakima
July 12-13 Spokane	July 11-12 Spokane
September 12-14 Anacortes	September 11-13 Kennewick
November 8-9 Vancouver	November 7-8 Vancouver



DRAFT State Board of Education Position Statement:

Cut Score for Graduation on the High School Smarter Balanced Assessment

Having discussed the issue at its November 2014 meeting, the State Board of Education hereby adopts the following position on the identification of a second cut score for graduation on the high school assessment developed by the Smarter Balanced Consortium.

Chapter 22, Laws of 2013 establishes legislative intent with regards to the application of two scores on the high school Smarter Balanced assessment: a score associated with 'career and college readiness' and a lower, minimum proficiency score initially required for high school graduation.

State law gives the state board of education the responsibility of establishing the minimum scores necessary on the high school assessment developed by the Smarter-balanced consortium. The law reads as follows:

(iii) By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the high school English language arts assessment and the comprehensive mathematics assessment developed with a multistate consortium in accordance with RCW 28A.655.070. To determine the appropriate score, the state board shall review the transition experience of Washington students to the consortium-developed assessments, examine the student scores used in other states that are administering the consortium-developed assessments, and review the scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement. The scores established by the state board of education for the purposes of earning a certificate of academic achievement and graduation from high school may be different from the scores used for the purpose of determining a student's career and college readiness.

A separate section of law addresses the same topic and reads:

"The legislature further intends that the eleventh grade consortium-developed assessments have two different student performance standards: One for the purposes of high school graduation that will be established by the state board of education and one that is intended to demonstrate a student's career and college readiness." [\[2013 2nd sp.s. c 22 § 1.\]](#)

The State Board of Education recognizes that our education system is in a state of transition in implementing college- and career-ready standards. While the Board remains committed to college and career readiness as a goal for all students, we also recognize that Washington's educators and students are each acclimating to the new standards. Indeed, there are no students in our system today who have experienced instruction under the new standards for the full duration of their education, leading up to graduation.

Accordingly, the Board hereby affirms that for an interim period it is appropriate to establish a performance level required for graduation on the state's high school Smarter Balanced Consortium assessment that is different than what we would ultimately expect for cohorts of students who have had exposure to consistent college- and career-ready standards throughout their educational career, beginning in kindergarten.

As directed by the Legislature, with the assistance of the Superintendent of Public Instruction, the Board hereby intends to adopt a performance level requirement for high school graduation that is statistically equivalent to the current high school minimum proficiency standard, and intends to periodically review this standard over time. The Board's ultimate vision is that the high school diploma will eventually discontinue the use of two cut scores, in favor of one score requirement that merges the concepts high school graduation and career and college-readiness.



DRAFT State Board of Education Position Statement: Educator Professional Development

Having discussed the issue at its November 2014 meeting, the Washington State Board of Education adopted the following position statement concerning the need for state-funded professional learning programs for educators in Washington State.

A primary goal of the State Board of Education is to prepare all students for career and college.

Achieving this objective requires a portfolio of bold reforms. One essential component of that portfolio is a statewide program of educator professional learning, which supports job-embedded professional development activities as an essential, built-in component of the school year calendar.

Rather than increasing state support for educator professional development as the demands on educator learning have increased, the opposite has happened. Dedicated state support for Learning Improvement Days (LIDs) was eliminated at precisely the time they became most critical to the implementation of new standards, assessments, and systems of evaluation. Educator development needs will only intensify as the system goes through the transition to fully implementing the Common Core standards, Next Generational Science standards, and aligned assessments.

Currently, systematic professional development for teachers is treated by our funding system as a local enhancement; a non-essential add-on that practitioners must live without if their district lacks a local levy, or has a levy constrained by other costs. Yet, this flies in the face of what the research tells us, and practitioners know to be true: it is impossible to deliver high quality system-wide instruction without embedded opportunities for reflection, collaboration, inquiry, and planning for teachers.

Local school district leaders understand this need. Unfortunately, to accommodate these needs, they are unfairly forced to compromise one essential resource for another. The only way they can offer professional development is often by offering half school days, or shortening the school year calendar. Our goal as a state should be to protect instructional time for students by making the necessary investment in professional development statewide.

The board affirms that quality education programming cannot be offered to all students without high quality professional learning opportunities for teachers. Therefore, the Board recommends that the legislature incorporate 80 hours of professional development funding into its program of basic education. This will allow districts to restructure their calendar to build-in professional development opportunities into their instructional calendar, but without compromising a full 180 instructional calendar for students.



2014-2015 MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

RCW 28A.150.220 (Basic Education – Minimum instructional requirements – Program accessibility) requires the SBE to adopt rules to implement and ensure compliance with the program requirements imposed by this section and related laws on basic education allocations.

RCW 28A.150.250 directs that if a school district's basic education program fails to meet the basic education requirements enumerated in these sections of law, the SBE shall require the Superintendent of Public Instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured.

The SBE carries out this duty through required, annual reporting by school districts on compliance with the minimum basic education requirements set in law. These include:

1. Kindergarten minimum 180-day school year.
2. Kindergarten total instructional hour offering.
3. Grades 1-12 minimum 180-day school year.
4. Grades 1-12 total instructional hour offering.
5. State high school graduation minimum requirements.

District graduation requirements are reported on page two of the compliance report so that SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and OSPI. These questions were updated for the 2014-15 school year to collect data on Career Technical Education course equivalencies and other credit and non-credit district graduation requirements. The other credit and non-credit district graduation requirements include the High School and Beyond Plan, culminating project, computers and digital technology, community service, and personal finance.

On July 30, 2014 the SBE launched the basic education compliance reports through OSPI's I-Grants system. On July 31, 2014 the SBE notified all districts that they must complete and submit the online report by September 15, 2014. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports. As of October 29, 2014 compliance reports had been submitted by all 295 districts and approved by SBE staff.

STATE BOARD OF EDUCATION

2014-2015 — Minimum Basic Education Requirement Compliance

Please Check One		
In Compliance	NOT in Compliance	
<input type="radio"/>	<input type="radio"/>	Kindergarten Minimum 180-Day School Year (RCW 28A.150.220. RCW 28A.150.203) The kindergarten program consists of no less than 180 half days or equivalent (450 hours) per school year.
<input type="radio"/>	<input type="radio"/>	Kindergarten Total Instructional Hour Offering (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in kindergarten at least a total instructional offering of 450 hours.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Minimum 180-Day School Year (RCW 28A.150.220. RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
<input type="radio"/>	<input type="radio"/>	Grades 1-12 Total Instructional Hour Offering (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in grades 1-12 at least a district-wide, annual average total instructional hour offering of 1,000 hours.

K-12 Districts Only
State High School Graduation Minimum Requirements
 (RCW 28A.230.090. WAC 180-51-066, WAC 180-51-067)

<input type="radio"/>	<input type="radio"/>	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.
-----------------------	-----------------------	---

If your district is NOT in compliance, please explain why.

NOTE: A district that has been granted a waiver of the minimum 180-day school year requirement is in compliance with RCW 28A.150.220.

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that **Office of Superintendent of Public Instruction** meets the basic education program requirements contained in RCW 28A.150.220 and the minimum high school graduation requirements set forth in WAC 180-51-066 for students entering the ninth grade on or after July 1, 2009 through June 30, 2012 and WAC 180-51-067 for students entering the ninth grade on or after July 1, 2012.

The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

School District Superintendent	Date
Board President or Chair	Date

District Graduation Credit Requirements

Districts are also asked to provide the following information, so that the SBE may respond accurately to questions about district requirements from other school districts, the Legislature, and OSPI.

<i>K-12 Districts Only</i>	
Indicate your district's graduation requirements in the table below.	
S U B J E C T	District Graduation Credit Requirements for Class of 2015
English	<input type="text"/>
Math	<input type="text"/>
Social Studies	<input type="text"/>
Science (at least one lab)	<input type="text"/>
Arts	<input type="text"/>
Occupational Education/CTE	<input type="text"/>
Health and Fitness	<input type="text"/>
World Languages	<input type="text"/>
High School and Beyond Plan*	<input type="text"/>
Electives	<input type="text"/>
Other District Requirement for Credit (select all that apply):	
<input type="checkbox"/> High School and Beyond Plan	<input type="checkbox"/> Culminating Project
<input type="checkbox"/> Community Service	<input type="checkbox"/> Computers and Digital Technology
<input type="checkbox"/> Personal Finance	<input type="checkbox"/> Other (specify):
TOTAL	0.0

* The High School and Beyond Plan is a non-credit state requirements. Some districts may choose to award credit for this experience.

What non-credit district graduation requirements do you have? (Select all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> High School and Beyond Plan | <input type="checkbox"/> Culminating Project |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Computers and Digital Technology |
| <input type="checkbox"/> Personal Finance | <input type="checkbox"/> Other (specify): |

Does your district award competency-based credit?

If Yes, in what subjects?

Does your district have Career and Technical Education course equivalencies; that is, Career and Technical Education courses that your high school(s) or district have determined to be equivalent to academic core courses and are accepted as meeting core graduation requirements?

- Yes No



APPLICATION

Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the district superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

For questions or assistance with this application, please contact:

Jack Archer
Director, Basic Education Oversight
State Board of Education
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Longview School District

2. Contact information
Name and title: Gregory Kirsch
Telephone: 360-575-7016
E-mail address: Gkirsch@longview.k12.wa.us

3. Date of application: 10/28/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Our district is in a state of leadership change. We currently have an interim Superintendent and will be in the hiring process for a replacement this winter. With a leadership change the programming of high schools may take a different focus. Our teachers have been engaged in on going discussions and working through scheduling and staffing challenges that all schools face. Specialized programs and opportunities need to be given more thought. Process time with the new superintendent on board will be critical to our mission. The waiver will allow us to complete our internal process for substantial change and the possible staffing and financial obligations that may follow should come with superintendent guidance.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
 - Master schedules to be built to allow participation in AVID program
 - Sharing students at 3 high schools via shuttle bus and impact on learning time
 - Adding an extra period and shortening the individual contact time in each class
 - No superintendent has been hired to support/direct change and implementation
 - Inability to attract and hire teachers to area to meet new requirements in foreign language and sciences
 - Agreement on master schedule and any additional requirements for Longview students to meet local graduation requirements if we move to an expanded day
 - Board approval on graduation requirements

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

- Leadership meeting with principal team, human resources, curriculum director and new superintendent to define parameters for scheduling. Budget, master schedules, stand alone high schools (shuttle), highly qualified, building hours, flexible staffing configuration, etc
- District level team looking at best matching student need, state requirements, and district support for implementation of our programs
- Human resources review, contractual obligations

Next Steps:

Analyze Science Facility and Course needs

Analyze Foreign Language Needs

Develop Personal Pathway Plans

Develop Plan for loss of Culminating Project

Determine additional staffing needs for high schools

Develop coordinated master schedule to provide opportunities for all students while keeping student choice and current programs alive

Develop counseling plan for Middle to High School transition

Develop new course requirements for course equivalencies

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



APPLICATION

Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the district superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

For questions or assistance with this application, please contact:

Jack Archer
Director, Basic Education Oversight
State Board of Education
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
State Board of Education
360-725-6028
linda.drake@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Snohomish School District #201

2. Contact information
Name and title: Scott M. Peacock, Executive Director of Teaching and Learning Services
Telephone: 360-563-7266
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3. Date of application: 10/22/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Our school district is requesting a waiver to delay implementation of the career and college ready graduation requirements in WAC 180-51-068 for the graduation classes of 2019 and 2020. We are requesting this waiver for three reasons:

1. We need two years to plan how we will provide the additional counseling and academic supports that will be required, beginning with our current 8th graders, to ensure that they remain on the path to on-time graduation. The current number of credits required for graduation in our district (22) allow students the flexibility to still graduate on time if, for some reason, they earn all but two credits during their four-year high school career.
2. Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond plans.
3. The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budget impact which we have not had the time to fully analyze and address starting next year. This includes the need to expand and develop equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. Finally, we have to communicate, starting with our current 8th graders, the options available under the Personalized Pathway.
4. We need to fully plan how we will address new facility, curricular and equipment needs that come with adding a third year of science.

In order for the new college and career ready graduation requirements to be meaningful and attainable to students, our school district is committed to planning how we bring this to scale. We must be able to communicate real options to incoming freshman who are starting to build their High School and Beyond plans as 8th graders. We anticipate that we will be able to bring these changes to a reality by the time our graduation class of 2021 enters high school in the fall of 2017.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The impediments that prevent implementation of the career and college ready graduation requirements are:

1. Current counseling, monitoring tools and academic supports are built to ensure students meet our district requirement to earn 22 credits for on-time graduation. We will need to expand counseling resources, evaluate graduation monitoring tools and expand academic supports that begin with 8th graders.
2. We have not yet had the opportunity to expand equivalencies, address the need to offer additional courses and sections of courses that are now required to meet the 24-credit graduation requirement. These will require resources in budget, staffing and professional development in order to map out the options available to students as they plan their high school careers.
3. Because we have not had the opportunity to address the needs outlined above, we have not been able to communicate with parents how our district will meet the new 24-credit requirement and provide the supports available to students that will enable them to graduate on-time.
4. Our district does not have the facilities, curriculum materials or equipment needed to meet the additional requirements, particularly in equipment/lab-driven courses such as science.

We will need two years to address the impediments outlined above and bring implementation up to scale in both regular high schools and in our alternative programs.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

- Class of 2020
 Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We will work over the next two years to implement the career and college ready graduation requirements at all of our high schools through the following activities:

1. Review graduation monitoring tools/procedures and implement those that better support planning in 8th grade and follow-up as students enact their High School and Beyond plans
2. Expand assessment and academic supports that identify student needs quickly and provide timely support. (This already includes implementation of the new Star Enterprise assessment system in our district for freshman.)
3. Review and expand equivalencies available to students taking CTE courses. This may include the expansion of course offerings that are automatically equivalent under

OSPI-developed frameworks. Provide professional development to teachers of newly identified equivalencies to ensure those courses are addressing state standards.

4. Review and identify new course offerings and the increased number of sections required in lab/equipment-heavy courses, so that we are allocating the staffing, budget and facilities necessary for these courses to be meaningful to students.
5. Scale up the allocation of resources that meet the needs discussed above, including purchasing additional curriculum material.
6. Communicate the course offerings, counseling and academic supports available to students and families as they work toward on-time graduation.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



THE WASHINGTON STATE BOARD OF EDUCATION

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

MODIFY CAREER & COLLEGE-READY EXAM REQUIREMENTS

As Adopted September 10, 2014

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019.

MODIFY CAREER & COLLEGE-READY EXAM REQUIREMENTS

Proposed November 14, 2014

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019. Additionally, the Board recommends that the Legislature phase out the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards.