

# The Washington State Board of Education

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

Old Capitol Building, Room 253  
P.O. Box 47206  
600 Washington St. SE  
Olympia, Washington 98504

April 29, 2013

Dear Board Members:

The staff sends its regards from sunny Olympia. The past two weeks have presented some of the most remarkable blue-sky weather we've seen for nearly a year! Between meetings we've made an effort to catch our breath and soak in some of the beautiful sunshine with walks at lunch or, in my case, walks up to the capitol.

Speaking of which, the weather is not the only thing presenting "blue sky." We remain optimistic about the legislature's path. So far, it has seen fit to pass two important pieces of accountability legislation pertaining to our strategic plan, and we remain optimistic about the third (and most important): HB 2051, which would set us on a course to full funding and strengthened graduation requirements in this state. Dr. Deborah Wilds and Connie Fletcher visited the capitol last week and spoke eloquently and passionately to the bill on behalf of the Board.

This particular Board meeting (May 8 and 9 in Federal Way) poses key decision points on charter schools and the achievement index. Our work on the Index, in particular, is coming to a point of initial completion and submission to the federal government. We have structured the entire morning of the first day as a work session, so board members can become familiar with student growth data, and interact in a discussion format with each other and our expert consultant, Richard Wenning.

In an effort to break up the structure of our meetings, and introduce some on-the-ground experiences to our policy discussions, we have also scheduled a school visit for the morning of the second day. We will visit the TAF Academy in Federal Way, which is a project-based STEM academy with a focus on addressing achievement and opportunity gaps in relation to STEM program rigor. Superintendent Rob Neu will host the visit, and engage us in a discussion after the tour. We will then return to the Federal Way Public Schools headquarters and resume our meeting at 10:15 am.

We look forward to seeing you in Federal Way, where we will celebrate Matthew's last board meeting with us! What an outstanding young leader he has been. We look forward to recognizing Matthew for his work and hearing about his future plans for success.

See you in Federal Way.



Ben Rarick

**May 8-9, 2013**

## **AGENDA**

### **Wednesday, May 8, 2013**

**8:30 a.m.**

#### **Call to Order**

- Pledge of Allegiance
- Announcements
- Administration of the oath of office for Deborah Wilds, Ph.D.
- Welcome from Mayor Skip Priest, City of Federal Way

Agenda Overview

#### **Consent Agenda**

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

- Approval of Minutes from the March 13-14, 2013 Meeting (**Action Item**)
- Approval of Minutes from the March 29, 2013 Special Meeting (**Action Item**)

**8:45-9:00**

#### **Strategic Plan Dashboard**

Ms. Emily Persky, Research Analyst

**9:00-12:00**

#### **Work Session – AAW Feedback and Recommendations on Achievement Index Revisions**

Ms. Sarah Rich, Policy Director

Mr. Richard Wenning, RJW Advisors

**12:00 p.m.**

#### **Public Comment**

**12:15-1:00**

#### **Lunch**

**1:00-1:45**

#### **Revision of Annual Measurable Achievement Objectives (AMAO) for English Language Learners (ELL)**

Mr. Gil Mendoza, OSPI

**1:45-2:15**

#### **Next Generations Science Standards – Adoption Considerations**

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

Ms. Linda Drake, Senior Policy Analyst

- 2:15-3:00 Charter School Authorizer Review and Approval Process**  
Mr. Jack Archer, Senior Policy Analyst  
Mr. William Haft, Vice President of Authorizer Development (NACSA)
- 3:00-3:30 Public Hearing on Proposed Rules for Charter Schools**  
RCW 28A.710.110 (Authorizer oversight fee)  
RCW 28A.710.140 (Charter applications – Timeline)  
RCW 28A.710.150 (Maximum number of charter schools – Lottery)  
Mr. Jack Archer, Senior Policy Analyst  
Ms. JoLynn Berge, Director of Agency Financial Services, OSPI
- 3:30-3:45 Break**
- 3:45-4:00 BEA Waivers**  
Mr. Jack Archer, Senior Policy Analyst
- 4:00-5:00 Board Discussion**
- Charter Schools Evaluation Rubrics & Process
  - Achievement Index Revisions
- 5 p.m. Adjourn**

**Thursday, May 9, 2013**

- 8:00 a.m. School Visit at Technology Access Foundation (TAF Academy)**  
Host: Mr. Robert Neu, Superintendent of the Federal Way Public Schools  
  
Note: Drive Directly to Site Location (directions in packet)
- 9:50-10:15 Drive to Federal Way Public Schools for Duration of Meeting**  
*(25 minute window of travel)*
- 10:15-10:30 Student Presentation**  
Mr. Matthew Spencer
- 10:30-11:15 CTE Course Equivalency – A Practitioner’s Perspective**  
Ms. Linda Drake, Senior Policy Analyst
- 11:15-12:00 Achievement and Accountability Workgroup (AAW) – Phase II**
- Development of an Accountability Framework Per the Requirements of Senate Bills 5329 and 5491
- Mr. Ben Rarick, Executive Director  
Ms. Linda Drake, Senior Policy Analyst
- 12:00 p.m. Public Comment**
- 12:15-1:00 Lunch**  
Recognition of Mr. Matthew Spencer
- 1:00-2:00 Index Discussion – Preparation for June Special Meeting**  
Ms. Sarah Rich, Policy Director

**2:00-3:00**

**Business Items**

- Letter to AAW on Revised Index – Part V (***Action Item***)
- Revised Index Motion (***Action Item***)
- Charter School Rules Adoption (***Action Item***)
- Charter School Evaluation Rubric (***Action Item***)
- June 19 Special Board Meeting date (***Action Item***)
- BEA waivers (***Action Item***)
- CR 101 for Graduation Requirements—if needed (***Action Item***)

**3 p.m.**

**Adjourn**

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

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 P.O. Box 47206  
 600 Washington St. SE  
 Olympia, Washington 98504

If there are questions or concerns with directions, please call Denise Ross at 360.556.0404.

Location	Name	Address
Board Meeting	Federal Way Public Schools	33330 8 <sup>th</sup> Ave South, Federal Way, WA 98003
Hotel	Hampton Inn Suites	31720 Gateway Center Blvd S Federal Way, WA 98003
Airport	Seattle Tacoma International Airport	17801 International Blvd SeaTac, WA 98158

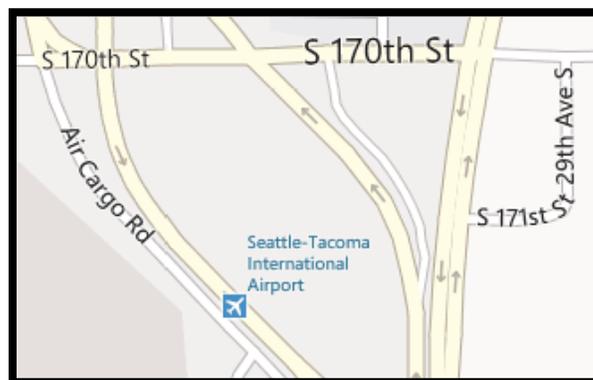
## Federal Way Public Schools



## Hampton Inn Suites



## Seattle Tacoma International Airport



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

(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

# **Technology Access Foundation Academy**

26720 40th Avenue South

Kent, WA 98032

253-945-5187

- From I-5 Take the S 272<sup>nd</sup> ST exit (EXIT # 147). Turn east onto S 272<sup>nd</sup> ST.
- Go to 40<sup>th</sup> AV S and turn left (north) onto 40<sup>th</sup> AV S.
- TAFA is four blocks on the right, on the Totem Middle School Campus (you will pass Star Lake Elementary before coming to TAFA).

March 13 – 14, 2013  
ESD 113  
Tumwater, Washington

## State Board of Education (SBE) Board Meeting Minutes

### March 13, 2013

Members Attending: Vice-chair Mary Jean Ryan, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Lavery, Dr. Kris Mayer, Tre' Maxie, Isabel Munoz-Colon (10)

Members Excused: Chair Jeff Vincent, Mr. Eli Ulmer, Ms. Judy Jennings, Dr. Deborah Wilds

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Emily Persky, Ms. Colleen Warren (7)

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

Ms. Isabel Munoz-Colon was given the Oath of Office for her gubernatorial appointment to the Board in Position Three. Ms. Isabel Munoz-Colon's appointment began on March 12, 2013.

### Consent Agenda

**Motion** was made to approve the Consent Agenda as presented:

- January 9-10, 2013 Board Meeting Minutes
- February 26, 2013 Board Meeting Minutes

**Motion** seconded.

**Motion** carried.

### THE 2013-2014 STRATEGIC PLAN

Board members reviewed progress on the 2013-2014 strategic plan. This update complements the extensive strategic plan review that happens annually during the Board retreat.

The following goals and progress of the SBE strategic plan is as follows:

- Effective and accountable P-13 governance
  - Work progress with OSPI to designate schools with reward priority, focus and emerging lists of schools, including identifying schools for the Washington Achievement Awards.
- Comprehensive Statewide K-12 Recognition and Accountability
  - Related to the work with stakeholders of the AAW Group.

- Closing the Achievement Gap
  - Working with the Education Opportunity Gap of Achievement Oversight Committee on identifying the achievement gaps for the Washington Achievement Awards.
- Strategic Oversight of the K-12 System
  - Drafting rules for implementation of approving charter school authorizers.
- Career and College Readiness
  - Flexibility in the 24 credits for graduation requirements and legislative advocacy for full funding.

### **DATA SPOTLIGHT- STATE FUNDING OF K-12**

Ms. Emily Persky, Research Analyst

Staff's presentation focused on changes to the funding of specific programs between 1993 and 2013. Key takeaways included:

- Certificated instructional staffing ratios are the same as they were 20 years ago.
- General apportionment funding has not kept pace with student enrollments and inflation.
- Spending on categorical programs and provisos has increased dramatically.

Board discussion followed.

### **AN ANALYSIS OF CURRENT DISTRICT GRADUATION REQUIREMENTS**

Ms. Linda Drake, Senior Policy Analyst

This agenda item was moved to Thursday.

### **THE ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) AND SBE STAFF RECOMMENDATIONS FOR A REVISED ACHIEVEMENT INDEX.**

Ms. Sarah Rich, Policy Director

Board members reviewed the recommendations of the Achievement and Accountability Workgroup (AAW) in regards to the following questions. Note: The recommendations of the AAW are outlined in detail in the February 13 Feedback Report.

- Given that the federal Elementary Secondary Education Act (ESEA) flexibility waiver requires Washington to identify schools for recognition (Reward) as well as schools in need of improvement (Priority, Focus, and Emerging), what are the implications for the structure and function of the revised Index in order to establish a coherent system?
- How should the revised Index be used to establish Annual Measurable Objectives (AMOs) for schools, and would this be preferable to the current AMOs?
- What relative weight should be assigned to each performance indicator for elementary, middle, high, and district level calculations?

Board members discussed the changes of the Revised Index to include how students will be assessed around Common Core College and College Readiness standards.

Staff recommendations are to maintain current AMOs through the 2013 Index as separate from the Index. Using the 2013 index data, simulate growth-based AMOS. Staff also recommended using the Index performance indicators to determine Reward, Priority, Focus, and Emerging schools.

Board discussion followed regarding creating expectations in each tier of the Index system in 2014. This includes AMO targets for individual schools and a system goal for all schools. This discussion will be scheduled at a later date for continuing discussion. The board approved the following questions for the stakeholders at the April 10, 2013 AAW meeting:

1. Does the model Index data strike the right balance in scoring student growth, student proficiency, and career and college-readiness? In other words, is the “weighting” of each performance indicator appropriate? Are the cut points for each of the seven points and tier labels appropriate?
2. How should the data be rolled up to a district-level rating?
3. What additional data sources should the state invest in to improve future Index measures, and how?

Members were asked to take action on the staff recommendations on the revised Achievement Index presented for approval during Business Items on Thursday.

### **TITLE III ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVE FOR ENGLISH LANGUAGE LEARNERS**

Mr. Gil Mendoza, Assistant Superintendent, OSPI

Mr. Paul McCold, Administrative Program Specialist, OSPI

At the Board’s request, Mr. Mendoza and Mr. McCold presented requirements of the Federal Title III Accountability and State TBIP Accountability as well as options for modifying AMAOs. OSPI determines what constitutes making progress for AMAO-1. Language acquisition goals are increased each year to hold school districts accountable for reaching the targets. Last year districts meeting the AMAO-1 target and students making progress in English Proficiency increased. Developing improvement plans for districts not meeting AMAO targets were discussed. OSPI recommendations to the Board were using the program length of stay for students who had previously achieved English language proficiency to inform expectations for “adequate” progress.

Board discussion followed.

### **BASIC EDUCATION WAIVERS**

Mr. Jack Archer, Senior Policy Analyst

Puyallup school district requested a waiver of two days for the next three school years for professional development of certificated staff. The district states that the waiver would enable it to replace the 34 school days currently scheduled as early-release elementary days and late-start secondary days with nine half days in secondary schools and ten in elementary, together with two full days for professional development.

The waiver would be used to improve instructional practice and increase student achievement in mathematics and reading based on data from the Washington State Measurements of Student Progress, the High School Proficiency Exam, reading DIBELS, and the district’s own elementary math assessment.

Board discussion followed.

Members will be asked to take action on the waiver request presented for approval during Business Items on Thursday.

## **PROPOSAL FOR RULE MAKING CR102 REGARDING CHARTER SCHOOLS**

Mr. Jack Archer, Senior Policy Analyst

RCW 28A.710.110 requires the State Board of Education (SBE) to establish a statewide formula for an authorizer oversight fee. The fee is calculated as a percentage of the state operating funding allocated to each charter school under the jurisdiction of the authorizer. The fee may not exceed 4 percent of each school's annual state funding, and may be used solely to carry out the duties of an authorizer under the law.

The proposed rules provide for a 4 percent authorizer oversight fee, the maximum allowed by law, and a 3 percent fee after an authorizer has authorized ten schools.

RCW 28A.710.140 requires the SBE to establish a statewide timeline for charter application submission and approval or denial, which must be followed by all authorizers. The timeline includes dates set by the SBE in other sections of the law.

Following the rules adopted in February on authorizer approval, the proposed rules include two timelines, one for charter applications in 2013 only, and a second for applications in 2014 and subsequent years. The proposed timelines are as follows:

<b>Action</b>	<b>Applications in 2013 Only</b>	<b>Applications in 2014 and Ongoing</b>
Last date for all authorizers to issue RFPs (28A.710.130)	September 22, 2013 (10 days)	April 15, 2014 (15 days)
Closing date for charter application submissions to all authorizers	November 22, 2013 (60 days)	July 15, 2014 (90 days)
Closing date for authorizer approval or denial of charter applications	January 22, 2014 (60 days)	October 15, 2014 (90 days)
Last date for authorizers to submit report of action to approve or deny charter application (28A.710.150)	February 1, 2014 (10 days, per law)	October 25, 2014 (10 days, per law)

RCW 28A.710.150 requires the SBE to use a lottery to select approved charter schools for implementation when the number of charter approvals would cause the maximum number of schools to be exceeded. Proposed rules establish procedures for the lottery.

Board discussion of the proposed rules followed.

### **March 14, 2013**

Members Attending: Vice-chair Mary Jean Ryan, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Ms. Cindy McMullen, Mr. Kevin Lavery, Ms. Judy Jennings, Dr. Kris Mayer, Mr. Tre' Maxine, Ms. Isabel Munoz-Conon (11)

Members Excused: Chair Jeff Vincent, Mr. Eli Ulmer, Mr. Matthew Spencer, and Dr. Deborah Wilds

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Emily Persky, Ms. Colleen Warren (7)

The meeting was called to order at 8:30 a.m. by Vice-chair Mary Jean Ryan.

### **STUDENT PRESENTATION**

Mr. Eli Ulmer, Student Board Member

Student Presentation was removed from the agenda.

### **AN ANALYSIS OF CURRENT DISTRICT GRADUATION REQUIREMENTS**

Ms. Linda Drake, Senior Analyst

An analysis of current district graduation requirements for the Class of 2013 was presented. The data are based on results of a graduation requirement survey that districts responded to with their basic education compliance form in fall, 2012.

Three credits of mathematics were adopted as a statewide graduation requirement for the Class of 2013 (WAC 180-51-066). All districts have increased graduation requirements in mathematics to 3 credits.

With the adoption of WAC 180-51-067, the SBE made modifications within the existing 20 credit framework to increase credits required for graduation in English and social studies. These changes are part of the 24-credit Career- and College-Ready Graduation Requirements that were determined to have no fiscal impact on districts.

Most districts (84%) have already implemented these changes in English and social studies for the Class of 2013, according to the 2012 basic education compliance survey. The SBE will check on the progress of these districts in the 2013 graduation requirement survey.

Additional changes that would fully implement the 24-credit framework await Legislative funding and approval. Changes include increasing the science requirement from two credits to three credits. Currently 51 districts (20% of districts) require three credits or more for graduation.

### **LEGISLATIVE UPDATE**

Mr. Ben Rarick, Executive Director

Ms. Emily Persky, Research Analyst

Board members reviewed bills related to the SBE legislative priorities as adopted by the Board in January 2013.

Graduation requirements: HB 1692  
School improvement: HB 1177, SB 5329  
School days and hours: SB 5588, HB 1492, HB 1369  
Compulsory school attendance: HB 1283  
ALE: SB 5794  
Assessment: SB 5587  
Basic education funding: SB 5570, HB 1692, SB 5738

Members were briefed on SB 5491, which tasks SBE with establishing a process for identifying realistic, but challenging system-wide performance goals and measurements for statewide

indicators of educational system health.

Regarding graduation requirements, members discussed what role the Board might play in developing and communicating best practice models for Career and Technical Education (CTE) course equivalencies. Certain board members volunteered to participate in these efforts.

Regarding school improvement, members discussed the different accountability bills and expressed a desire to work toward a more collaborative school improvement model.

Regarding HB 1283: members discussed a provision to exempt students between the ages of six and eight years of age from Becca Bill requirements. Board members spoke to the impacts of this exemption on principals and parents and noted that principals may appreciate the option to use the Becca Bill as a tool for six through eight year-olds, but it should not be a requirement.

The Board discussed, and expressed support for, exploring ways of reinforcing the work of developing Career and Technical Education (CTE) course equivalencies. Within a 24-credit graduation framework, CTE course equivalencies in science would be particularly important to ensure that increased requirements are not at the expense of CTE programs of study.

### **STATE BOARD OF EDUCATION AND SCHOOL ACCOUNTABILITY**

Ms. Linda Drake, Senior Policy Analyst

Washington established the Commission on Student Learning in 1993 to begin the work of constructing a statewide accountability system. The Commission expired in 1999 without creating a system. In 1999, the Legislature established the Academic Achievement and Accountability Commission (A+ Commission) which was given the responsibility for the same task. The A+ Commission recommended an accountability system to the Legislature, but it was not passed into legislation, although funds were made available for a voluntary assistance and school improvement program. When the SBE was reconstituted in 2005, the A+ Commission was abolished and the responsibility of the A+ Commission was passed onto the SBE.

In 2010, ESSB 6696 created an initial state accountability framework and defined collaborative roles for the Superintendent of Public Instruction (SPI) and the SBE. SBE also created an Accountability Index (now called the Washington Achievement Index) and recognized schools using the Index through the Washington Achievement Awards.

In 2012, the SBE began the work of revising the Index, and held the first Achievement and Accountability Workgroup meeting.

### **OSPI SCHOOL IMPROVEMENT INITIATIVES – MOVING TOWARD TO A UNIFIED SYSTEM OF SUPPORT FOR ALL STUDENTS**

Mr. Andrew Kelly, Assistant Superintendent for School Success, OSPI

Mr. Travis Campbell, Director of K-12 Learning and Leadership, OSPI

Ms. Maria Flores, Associate Director of Policy, Research and Innovation, OSPI

OSPI's school improvement's mission is to ensure equality of outcomes for Washington State's 1.1 million students. Mr. Kelly presented on the student and school success indicators, Student Improvement Grant (SIG) schools, and the pilot program for schools for innovation and success approved by the 2012 Legislature (ESHB 2799). A proposal for an aligned system of school support, including both Title 1 and non-Title 1 schools was offered, with increasing support tied to increasing need.

The Board discussed alternate steps for persistently low achieving schools, aside from school closure or take-over, and the role of the Achievement Index in identifying priority, focus and emerging schools, and required action districts (RAD).

### **ALTERNATIVE LEARNING EXPERIENCE, ONLINE LEARNING AND CONSIDERATIONS FOR A COMPETENCY-BASED SYSTEM**

Mr. Karl Nelson, Director of Digital Learning, OSPI

The State Board of Education has a responsibility for ensuring compliance of basic education programs delivered under RCW.150.220, as well as a responsibility to collaborate with the Superintendent in the implementation of approval criteria for online education providers pursuant to RCW 28A.250.020.

The discussion focused on the Board's role in insuring quality educational programming for ALE providers, as well as exploring how online resources can advance SBE's work in competency-based crediting.

Core ALE requirements are as follows:

1. Written student learning plan
2. Weekly contact between certificated teacher and student
3. Monthly evaluation of student progress.

Mr. Nelson summarized the growth and decline in ALE FTEs from 10-11 to 11-12, operating costs, accountability, instructional models, and how Charter Schools would affect ALE programs.

Board discussion followed.

### **Public Comment**

No public comment made.

### **Business Items**

#### **Letter to AAW on Revised Achievement Index – Part IV**

Motion was made to approve the Board's letter to the Achievement and Accountability Workgroup.

**Motion** carried.

**Motion** seconded.

#### **CR 102 for the Proposed Charter School Rules Implementing:**

Motion was made to approve for filing with the Code Reviser the CR 102 with the proposed charter school rules implementing RCW 28A.710.110 (authorizer oversight fee), RCW 28A.710.140 (Charter School Applications), and RCW 28A.710.150 (Lottery Process).

- **RCW 28A.710.110 (Authorizer oversight fee);**

- **RCW 28A.710.140 (Charter Applications); and**
- **RCW 28A.710.150 (Lottery Process)**

**Motion** carried.

**Motion** seconded.

#### Revised Achievement Index

Motion was made to approve the following regarding the Revised Achievement Index Indicators: (1) Staff are directed to build and test at least two options for performance indicator weighting. Staff will provide options to ensure that Exemplary schools meet a high bar. (2) Approval of phase-in plan for the Revised Index; (3) Staff are directed to simulate growth-based Annual Measurable Objectives using 2013 Index data; and (4) Revised Index will be used to determine awards for high performing schools and identification of lower performing schools for support and intervention

**Motion** carried

**Motion** seconded.

#### 180 Day School Year Waiver for the Puyallup School District

Motion was made to approve Puyallup School District's waiver request from the 180 day school year requirement in RCW 28A.150.220 for the number of days and school years requested in their application to the State Board. The motion passed. Board Member Isabel Munoz-Colon abstained from voting.

**Motion** carried.

**Motion** seconded.

#### NACSA Letter of Agreement

Motion was made to authorize the signing of the NACSA Letter of Agreement by the Executive Director.

**Motion** carried.

**Motion** seconded.

The meeting adjourned at 1:55 p.m.

March 29, 2013 Special Board Meeting  
Charter Schools  
Office of Superintendent of Public Instruction  
Olympia, Washington

## MEETING MINUTES

Members Attending: Ms. Connie Fletcher (via telephone), Mr. Bob Hughes (via telephone), Ms. Judy Jennings, Mr. Kevin Lavery (via telephone), Mr. Tre' Maxie (via telephone), Ms. Cindy McMullen (via telephone), Ms. Phyllis Bunker Frank (via telephone), Ms. Isabel Munoz-Colon (via telephone), Ms. Deborah Wilds (via telephone) (9)

Members Excused: Chair Jeff Vincent, Ms. Kris Mayer, Ms. Mary Jean Ryan, Mr. Randy Dorn (4)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Ms. Denise Ross, Ms. Linda Drake, Ms. Colleen Warren (5)

The meeting was called to order at 1:03 p.m. by Judy Jennings.

### **Standard Setting for Year 1 and Year 2 Mathematics Collections of Evidence**

Dr. Robin Munson, Assistant Superintendent, OSPI

Ms. Cinda Parton, Assessment and Development, OSPI

Dr. Tom Hirsch, Assessment and Evaluation Services, OSPI

The Office of the Superintendent of Public Instruction (OSPI) presented cut scores to be used for the Mathematics Year 1 and Mathematics Year 2 Collections of Evidence.

RCW 28A.655.066 adds additional requirements for graduation. Washington high school students graduating in 2013 and 2014 will need to pass one mathematics End of Course Exam (EOC). The class of 2015 and beyond will need to pass two mathematics EOCs.

As EOCs become part of graduation requirements, legislatively approved alternatives to the EOCs will be implemented to provide options for student (RCW 28A.655.061 and RCW 28A.655.065). The Collection of Evidence (COE) is an approved alternative to state assessments. It is an evaluation of a set of work samples based on classroom work prepared by the student with instructional support from a teacher. The COE must be comparable to the EOC in terms of content and rigor.

The State Board of Education (SBE) is required under RCW 28A.305.130(4)(b) to identify the scores high school students must achieve to meet standard in statewide

student assessments. SBE sets performance standards and levels in consultation with OSPI.

The process for the standard setting employed a 'Body of Work' method, similar to the Washington Alternate Assessment System (WAAS) Portfolio standard setting and cut scores that the SBE approved in August, 2012. In addition, the standard setting used Ordered Item Book and Performance Level Descriptors for the EOCs to link the content and level of rigor of the COE to the EOCs.

Standard setting took place March 25-27, with two standard-setting panels, one for Year 1 and one for Year 2. The panel recommendations were reviewed by an articulation panel that finalized the recommended cut scores.

### **Public Comment**

No public comment.

### **Business Items**

#### **Motion**

**Motion was made to adopt, as recommended by the Superintendent of Public Instruction, a score of 24 to meet standard on the Mathematics Year 1 Collection of Evidence; and a score of 14 to meet standard on the Mathematics Year 2 Collection of Evidence.**

**Motion:** seconded.

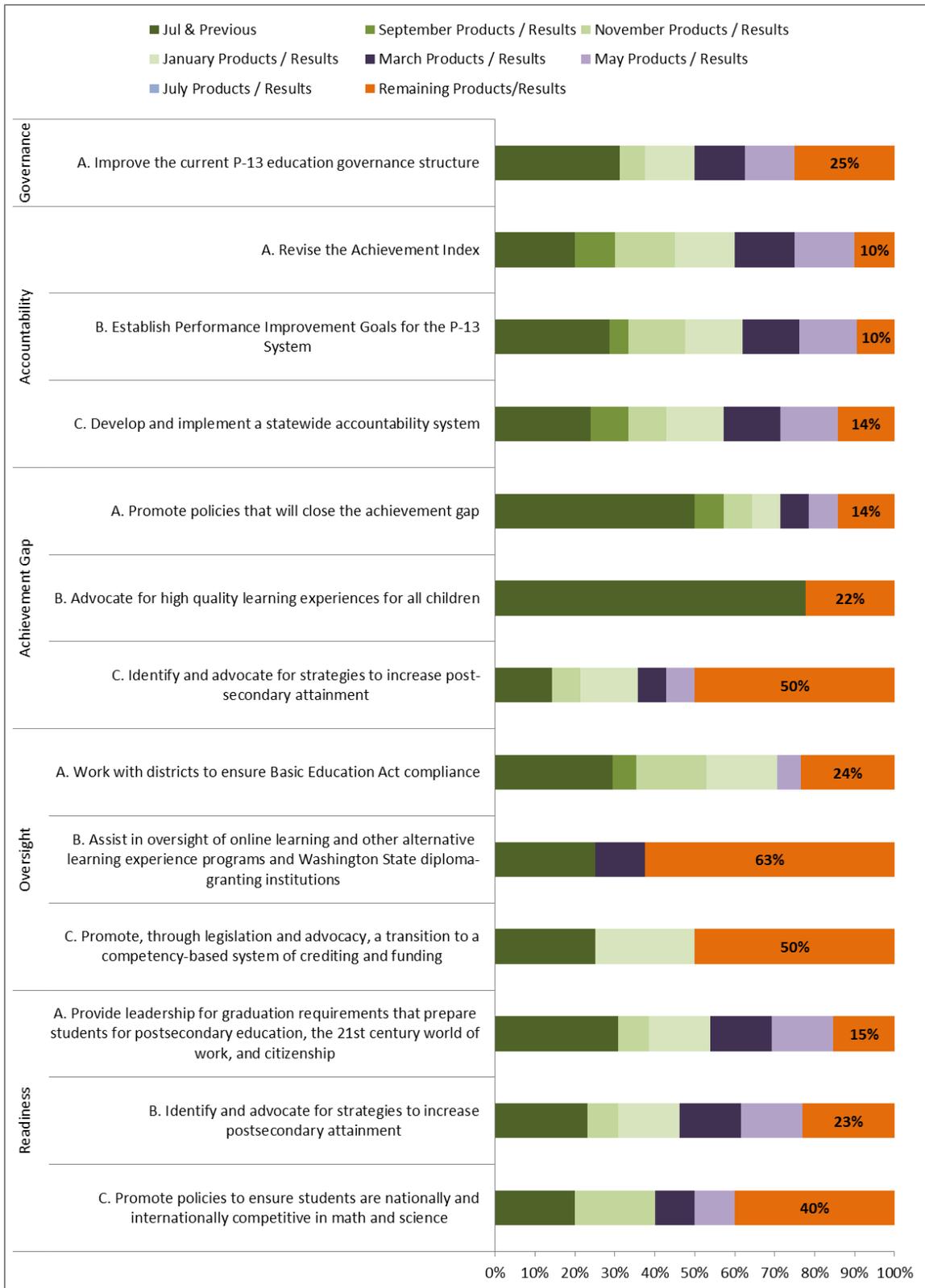
**Motion:** unanimously approved.

The meeting was adjourned at 2:05 p.m. by Judy Jennings.

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## Annual Chart



# The Washington State Board of Education

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

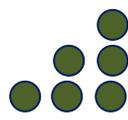
## Dashboard Two-Month Executive Summary

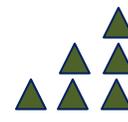
Goal	Recent Work
Effective and accountable P-13 governance	<ul style="list-style-type: none"> <li>• Presented to the Charter Schools Commission on SBE duties and rule-making on 4/4.</li> <li>• Worked with the Washington Student Achievement Council on the 10 year Roadmap on 3/22 and 4/23.</li> <li>• Passage of 5491 – Establishing statewide indicators of educational system health.</li> </ul>
Comprehensive statewide K-12 recognition and accountability	<ul style="list-style-type: none"> <li>• Staff conducted the 4/10 AAW meeting. Work included preparation, meetings with technical advisory committee, steering committee, and feedback report.</li> <li>• Staff teleconferenced with U.S. Department of Education on Index revisions.</li> <li>• Staff and Board members attended the Washington Achievement Awards on 4/30.</li> <li>• Staff presented to ESD 113 and 114 superintendents on Index revision.</li> <li>• Passage of 5329 – Assisting persistently lowest-achieving schools to become more accountable.</li> </ul>
Closing the achievement gap	<ul style="list-style-type: none"> <li>• SBE staff worked with legislative staff to improve 5327 – Establishing accountability for student performance in reading. The most recent version of the bill gave SBE oversight authority to monitor and report trends on 3<sup>rd</sup> – 8<sup>th</sup> grade reading scores.</li> </ul>
Strategic oversight of the K-12 system	<ul style="list-style-type: none"> <li>• Staff led charter schools implementation retreat with NACSA on 3/21.</li> <li>• Charter authorizer application posted 4/1.</li> <li>• Approved rules on charters schools for public hearing.</li> <li>• Developed, in consultation with NACSA, draft rubrics for evaluation of charter authorizer applications by school districts.</li> <li>• Explored a future role for SBE in competency based education systems – conference call with Achieve on 4/16.</li> </ul>
Career and college readiness for all students	<ul style="list-style-type: none"> <li>• Staff led a meeting to discuss CTE equivalency policies on 4/3.</li> <li>• Legislative advocacy for the 24 credit high school graduation framework specified in HB 2051 – Implementing basic education expenditures.</li> <li>• Staff met with OSPI on Next Generation Science Standards on 4/16.</li> </ul>

## Strategic Plan Products and Assignments

Goal One: P-13 Governance				
A.	Improve the current P-13 education governance structure. <i>Commitment:</i> ●	Staff	Due	Progress
I.	Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	Ben / Aaron	Ongoing	▲▲▲
II.	Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben	Ongoing	▲▲▲

Goal Two: Accountability				
A.	Revise the Achievement Index. <i>Commitment:</i> ●●●	Staff	Due	Progress
I.	Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Aaron / Sarah / Emily	2013.06	▲▲▲
II.	Develop an Achievement Index that includes student growth data and meets with approval by the USED.	Sarah / Ben	2013.09	▲▲▲
B.	Establish performance improvement goals for the P-13 system. <i>Commitment:</i> ●●			
I.	Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.	Sarah / Ben	2013.09	▲▲▲
II.	Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.	Emily / Ben	Ongoing	▲▲▲
C.	Develop and implement a statewide accountability system. <i>Commitment:</i> ●●			
I.	Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.	Aaron / Sarah	Ongoing	▲▲▲
II.	Advocate for legislation and funding to support a robust and student-focused accountability system.	Ben / Jack	Ongoing	▲▲▲


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


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

Goal Three: Achievement Gap			
A. Promote policies that will close the achievement gap. <i>Commitment:</i> ●	Staff	Due	Progress
I. Promote and support best practices that will close the achievement gap.	Linda / Ben	Ongoing	▲▲△
II. Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.	Emily / Linda	Ongoing	▲▲△
B. Advocate for high quality early learning experiences for all children. <i>Commitment:</i> ●			
I. Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.	Ben / Jack	2013.01	▲▲△
II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.	Ben	Ongoing	▲▲△
C. Promote policies for an effective teacher workforce. <i>Commitment:</i> ●			
I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.	Linda / Ben	November (annually)	▲▲△
II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance.	Ben / Jack	Ongoing	△△△

Goal Four: Oversight			
A. Work with districts to ensure Basic Education Act Compliance <i>Commitment:</i> ●	Staff	Due	Progress
I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.	Jack / Staff	2013.06	▲▲△
II. Put into rule clear and effective criteria for waivers from the 180-day school year.	Jack / Staff	2013.11	▲▲▲
B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions. <i>Commitment:</i> ●			
I. Examine policy issues related to the oversight of online learning for high school credits.	Linda	2013.02	▲▲△
II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.	Linda	2014.01	▲▲△
C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding. <i>Commitment:</i> ●			
I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.	Ben / Jack	2013.02	▲▲△

Goal Five: Career and College Readiness			
A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21 <sup>st</sup> century world of work, and citizenship. <i>Commitment:</i> ●●	Staff	Due	Progress
I. Advocate for the implementation of Washington career and college-ready graduation requirements.	Linda / Jack	2013.06.01	▲▲△
II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.	Ben	Ongoing	▲▲△
B. Identify and advocate for strategies to increase postsecondary attainment and citizenship. <i>Commitment:</i> ●			
I. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies.	Linda	Ongoing	▲▲△
II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.	Ben / Linda		▲▲△
C. Promote policies to ensure students are nationally and internationally competitive in math and science. <i>Commitment:</i> ●			
I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement.	Linda	2013.06	▲△△
II. Develop phase in plan of science graduation requirements for Legislature's consideration.	Ben / Jack		▲▲△

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

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

# The Washington State Board of Education

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

<b>Title:</b>	<b>REVISED ACHIEVEMENT INDEX – ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) INPUT AND STAFF RECOMMENDATIONS</b>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	<p>Taking into consideration the input of the AAW, the Board will consider a motion approving the following:</p> <ul style="list-style-type: none"> <li>• The model Index including performance indicators, scoring, and subgroup disaggregation;</li> <li>• Weighting of performance indicators, and</li> <li>• Cut points for Exemplary, Very Good, Good, Fair, and Struggling tiers.</li> </ul> <p>At its June 12, 2013 meeting the AAW will review the Revised Index as a whole and produce a report summarizing their recommendations. The SBE will hold a special meeting on June 19, 2013, for approval of the Revised Achievement Index for submission to the US Department of Education.</p>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The April 10 AAW meeting focused on analyzing the proposed Index and the question of whether growth should be weighted the same as or more than proficiency for grades K-8. The AAW's strong but not unanimous recommendation was that weighting growth more heavily is appropriate for elementary and junior high/middle schools. This memorandum presents a staff recommendation that aligns with AAW input.</p> <p>The AAW input is summarized in the April AAW Feedback Report. Staff recommendations are also provided and will be discussed in detail at the Board meeting.</p>	

## REVISED ACHIEVEMENT INDEX – ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP INPUT AND STAFF RECOMMENDATIONS

### Policy Consideration

The Board will consider a motion to provisionally approve the following:

1. Revised Index model as described in this memorandum
2. Weighting of performance indicators: 75 percent growth, 25 percent proficiency for non-high schools; 33 percent growth, 33 percent proficiency, 33 percent career and college readiness for high schools
3. Cut points for Tiers (Exemplary – Struggling)

The Achievement and Accountability Workgroup will, at its next meeting on June 12, 2013, review the proposed Revised Index model and produce a report summarizing their recommendations. The SBE will hold a special meeting on June 19, 2013, for approval of the Revised Achievement Index for submission to the US Department of Education (USED). Over the summer of 2013, SBE and OSPI staff will engage in an iterative review process working toward federal approval, culminating in a targeted September adoption of the Revised Index by SBE. In late fall OSPI and SBE will release the 2013 Revised Index which will be used to designate Priority, Focus, Emerging, and Reward schools for the 2014-15 school year. The end result will be a robust, transparent, aligned state and federal accountability system.

### Summary

With input and guidance from the Achievement and Accountability Workgroup (AAW), SBE and OSPI have been engaged in a process to revise the current Achievement Index and incorporate federally required elements to result in a tool that can serve to align and unite state and federal accountability systems.

During this Board meeting discussion, members will review AAW input and staff recommendations on key decision points facing the SBE between now and the June special meeting.

### Background

Beginning in July 2013, the SBE passed a series of motions to culminate in the Revised Index model that is displayed in this memorandum. This model includes the performance indicators and scoring system and will be outlined in detail.

Key SBE decisions to date:

Date	Topic/Decision
July 2012	<ul style="list-style-type: none"><li>• Accountability Resolution</li><li>• Achievement and Accountability Workgroup Charter</li></ul>
September 2012	<ul style="list-style-type: none"><li>• Theory of Action</li></ul>
November 2012	<ul style="list-style-type: none"><li>• Performance Indicators:<ul style="list-style-type: none"><li>○ Proficiency</li><li>○ Student Growth Percentiles</li><li>○ College and Career Readiness (CCR)</li></ul></li></ul>

January 2013	<ul style="list-style-type: none"> <li>• Prototype Index, including CCR sub-indicators</li> <li>• Subgroup disaggregation</li> </ul>
March 2013	<ul style="list-style-type: none"> <li>• Phase In Plan for CCR sub-indicators</li> <li>• Using the Index to determine Priority, Focus, Emerging, and Reward designations</li> </ul>
<b>Future Planning:</b>	
May 2013	Targeted: Approval of Model Index, weighting performance indicators, and cut points for tiers
June 2013	Approval to submit Revised Index to USED
September 2013	Revised Index Adoption

**Policy Question One: Revised Index Model**

The SBE will be asked to consider a motion to support the Revised Index Model as described in this memorandum. The model includes performance indicators, scoring, and disaggregated subgroup data.

*Performance Indicators*

There are three performance indicators that will be included in the Index:

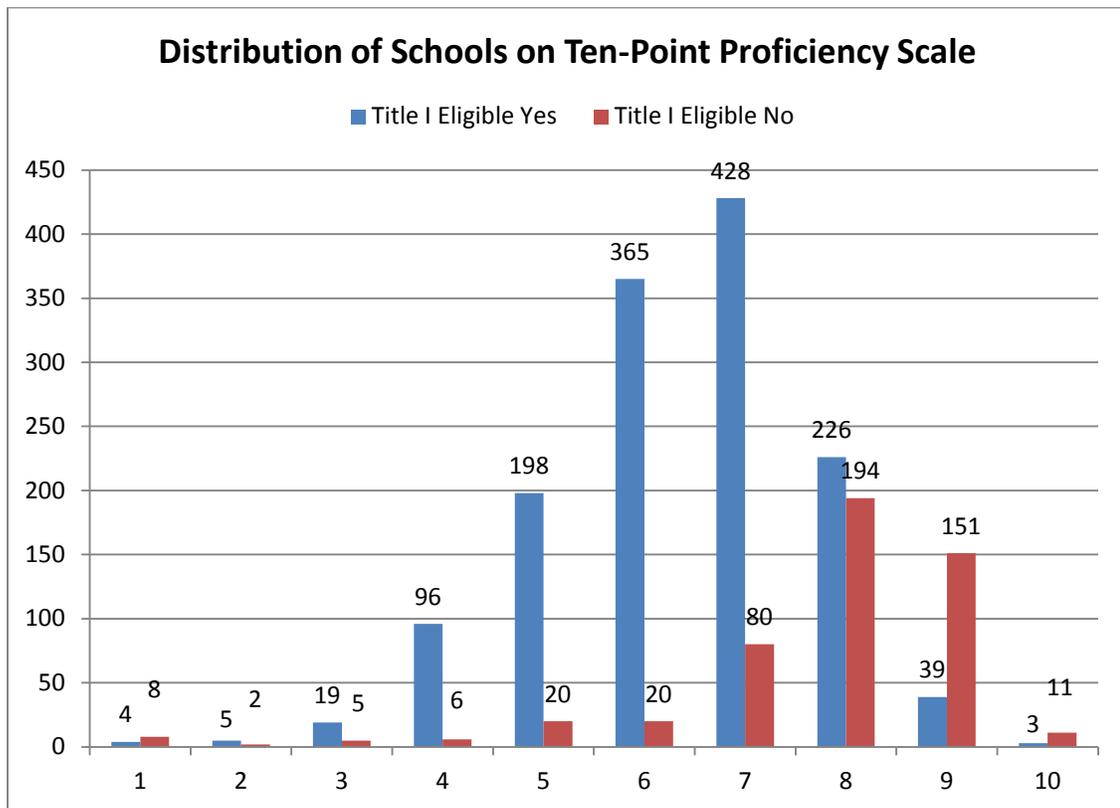
1. Proficiency. This indicator includes the percent of students meeting or exceeding state standards in Reading, Writing, Mathematics, and Science using the Washington State assessment system data. This indicator will include performance by all students and subgroups (see subgroup disaggregation below).

*Proficiency Scoring:*

The current Achievement Index used a 1-7 scale for scoring proficiency. The Index model presented here uses a 10-point scale. This decision does not fundamentally alter the original intent of the scoring system, does not alter the range for each point on the Index rating scale (10 percentage points) and serves primarily to further differentiate at the lower end of the scale. It also lends itself better to combining with the five-point scoring system proposed for Student Growth Percentile (SGP) scoring. To combine a seven-point scale with a five-point scale would not be as readily understood by the field.

% Met or Exceeded Standard	Original Index Rating	% Met or Exceeded Standard	Revised Index Rating
90-100	7	90-100	10
80-89.9	6	80-89.9	9
70-79.9	5	70-79.9	8
60-69.9	4	60-69.9	7
50-59.9	3	50-59.9	6
40-49.9	2	40-49.9	5
<40	1	30-39.9	4
		20-29.9	3
		10-19.9	2
		1-9.9	1

The graph below displays the number of schools that received a one through ten for proficiency for the 'all students' category using the 2012 model Index. The percent of students meeting standard on Reading, Writing, Mathematics, and Science state assessments are combined. The blue bars represent schools that are eligible for Title I, based on the percent of students who are eligible for free and reduced price meals. The higher on the ten-point scale, the lower the percentage of schools appear that are Title I eligible. This is due to the correlation between the percent of low income students and lower rates of proficiency. However, there are both Title I eligible and non-Title I eligible schools at each of the ten points. For example, there are 11 non-Title I eligible schools that received the highest possible rating of a ten. There are also 3 Title I eligible schools that attained that same rating.



2. Growth. This indicator is derived from median student growth percentiles (SGPs) using the methodology employed in the Colorado Growth Model as developed by Damian Betebenner of the National Center for the Improvement of Educational Assessment and as selected by OSPI. Growth in Reading and Mathematics will be included for all students and subgroups in grades four through eight and high school.

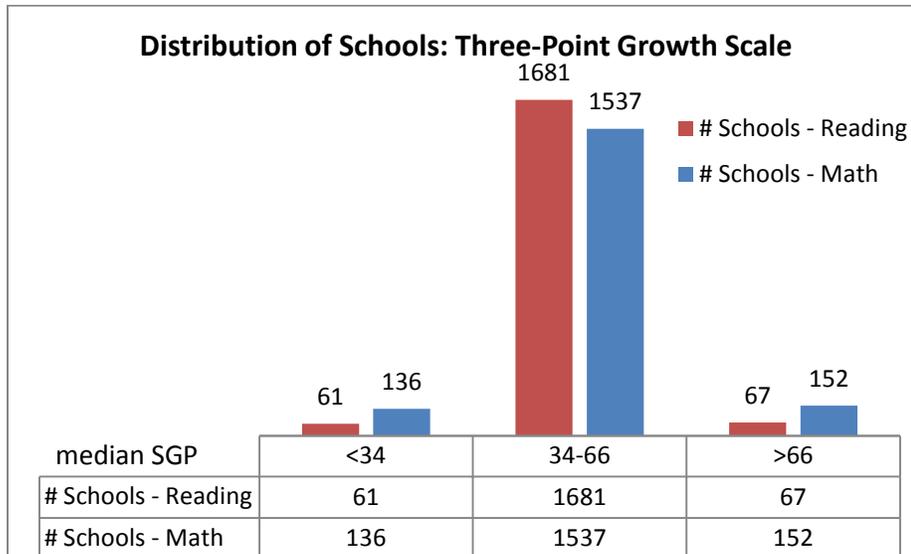
**Growth Scoring:**

A variety of scoring options were explored for SGPs, particularly given that this is a new element for Washington's accountability system and also because in the long term the Board's clear intent has been to include the concept of adequate growth – that is, to

what degree are students on track to either reach proficiency or maintain proficiency within the next three years? Once adequate growth data are available, scoring will be shifted accordingly. This model therefore scores median SGP. The following graphs display the scoring options that staff explored.

**Option One: Three-Point Scale.**

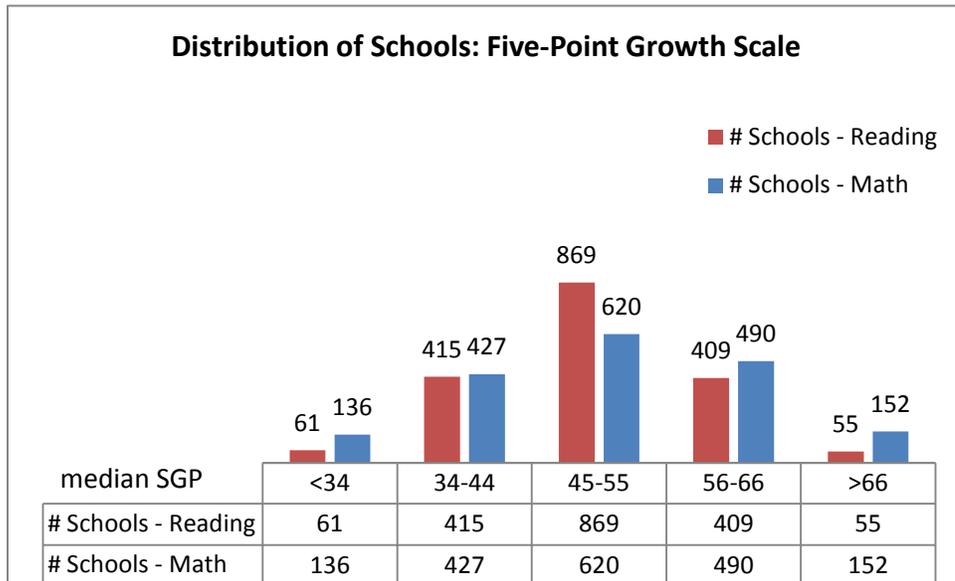
This option was explored because it offers a direct parallel with student level reports. Students' growth is characterized as low, typical, or high. Therefore one option was to score schools this way based on their median student. However, the end result is that because this represents the median student in each school and is normed data, the vast majority of schools ended up in the middle, with very little differentiation. However, this method did identify a relatively small number of schools with either very high or very low growth. This option was not selected due to the lack of differentiation in the middle. However, the next option builds upon this idea by further differentiating these schools into three additional ranges.



**Option Two: Five-Point Scale (Recommended).**

This option, upon which the Index data presented at this meeting is calculated, uses a five-point scale that parallels the student level definition of low and high growth, yielding a small number of schools that have truly exceptional growth on both ends of the spectrum, but also differentiates the middle schools into three different performance levels. This scale would not need to change each year but could be recalibrated as necessary.

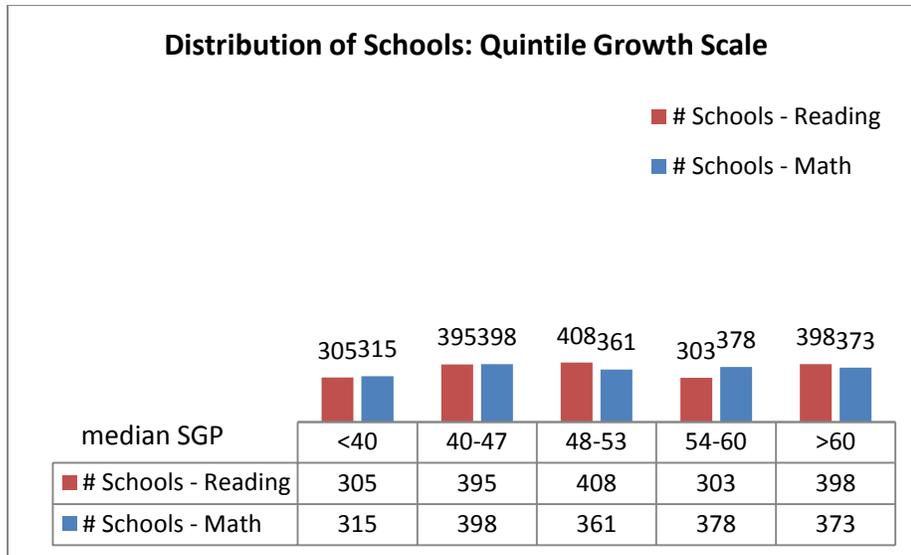
### Distribution of Schools: Five-Point Growth Scale



Median SGP	Revised Index
>66	5
56-66	4
45-55	3
34-44	2
<34	1

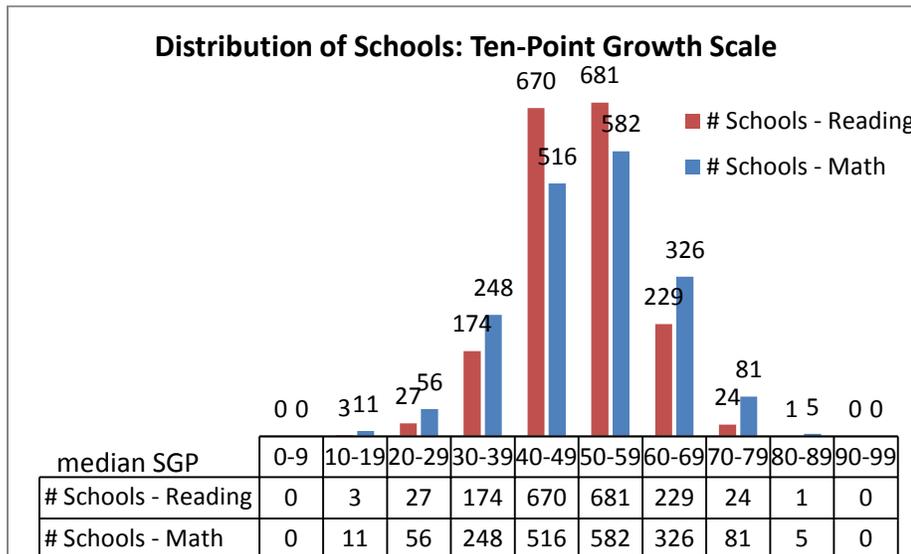
#### Option Three: Quintile Growth Scale.

Another option that was explored was scoring growth based on a quintile analysis. That is, the lowest 20 percent of schools would receive a one, the next twenty percent a two, the middle 20 percent a three, the next twenty percent a four, and the top twenty percent a five. The logic to this approach is that since growth is normed data that it might be best to look at ranges for scoring growth that are relative to all other growth in the state. Additionally, absent a specific basis for establishing scoring criteria, normative methods can be useful interim solutions. The disadvantage from a school perspective is that from one year to the next the scoring would shift and what is required to get a particular score would be unknown for several months while the Index is calculated. The more the Index is transparent and consistent from one year to the next, the more schools and districts can use it for goal setting. Additionally, it may not be desired to consistently assign 20 percent of schools to the lowest possible score by definition, outside of whether or not those schools had low, typical, or high growth.



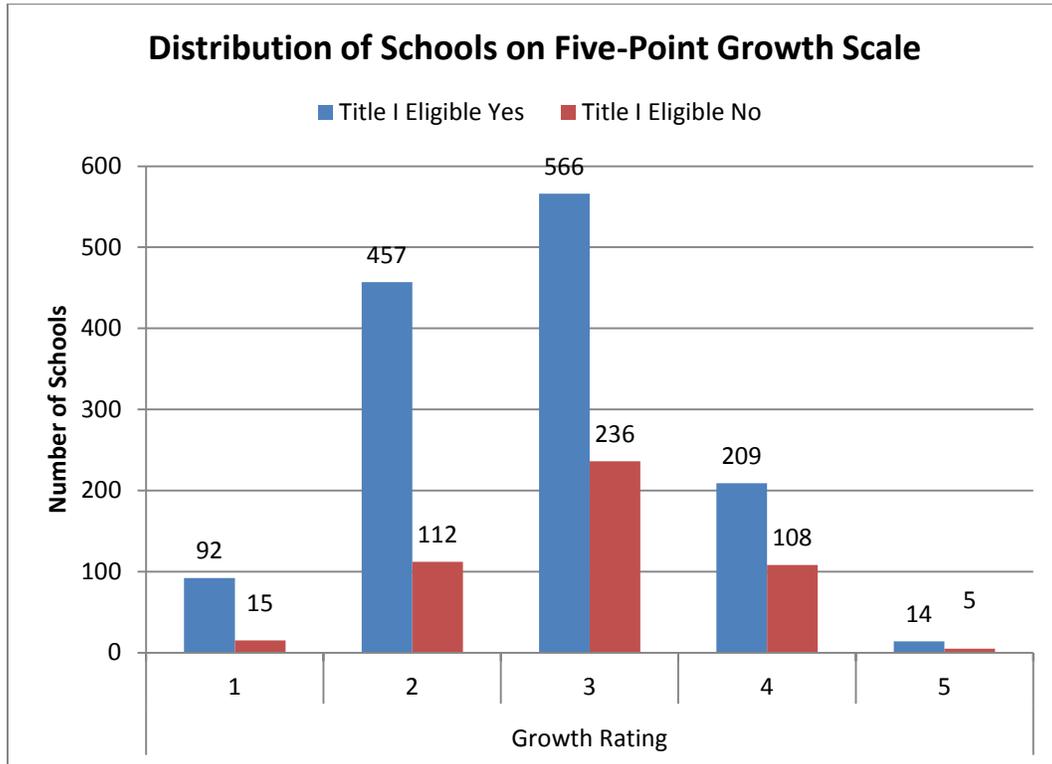
#### Option Four: Ten-Point Scale.

A final option for scoring SGP that staff explored was using a ten-point scale that corresponds directly to the median SGP, similar to the way proficiency is scored. For example, a school with a median SGP of less than ten would receive a one; a school with a median SGP of between 40 and 49 would receive a five; and a school with a median SGP of between 90 and 99 would receive a ten. This approach yielded no schools in the one or ten range for either Reading or Mathematics or both combined, and no subgroups were ever scored at these extreme ends of the scale either. Very few schools received a two or a nine.



The graph below displays the number of schools that received a one through five for SGP for the 'all students' category using the 2012 model Index (see Option Two above). The growth for Reading and Mathematics has been combined. The blue bars represent schools that are eligible for Title I, based on the percent of students who are eligible for

free and reduced price meals. There are both Title I eligible and non-Title I eligible schools at each of the five levels. For example, there are five non-Title I eligible schools that received the highest possible rating of a five. There are also 14 Title I eligible schools that attained that same rating.



3. Career and College Readiness (CCR). This indicator will include three sub-indicators:
  - a. 4- and 5-year adjusted cohort graduation rates, for all students and subgroups.
  - b. The percent of students earning high school credit in a dual credit program<sup>1</sup> or earning a state or nationally recognized industry certification, for all students and subgroups, to be phased in for school year 2013-14. SBE agreed to begin to display these data in 2012-13 and model some scoring options based on a normative scale (below average, average, above average).
  - c. The percent of students performing at or above a college- and career-ready cut score on the 11<sup>th</sup> grade assessment of Common Core State Standards, first administered in 2014-15, for all students and subgroups. It may be advisable to include these data in the Proficiency performance indicator, but for now SBE has conceived of this as more of a CCR performance indicator.

<sup>1</sup> Dual credit includes Advanced Placement, International Baccalaureate, Running Start, College in the High School, Tech Prep, and other courses intended to give students advanced credit toward career pathways or degrees.

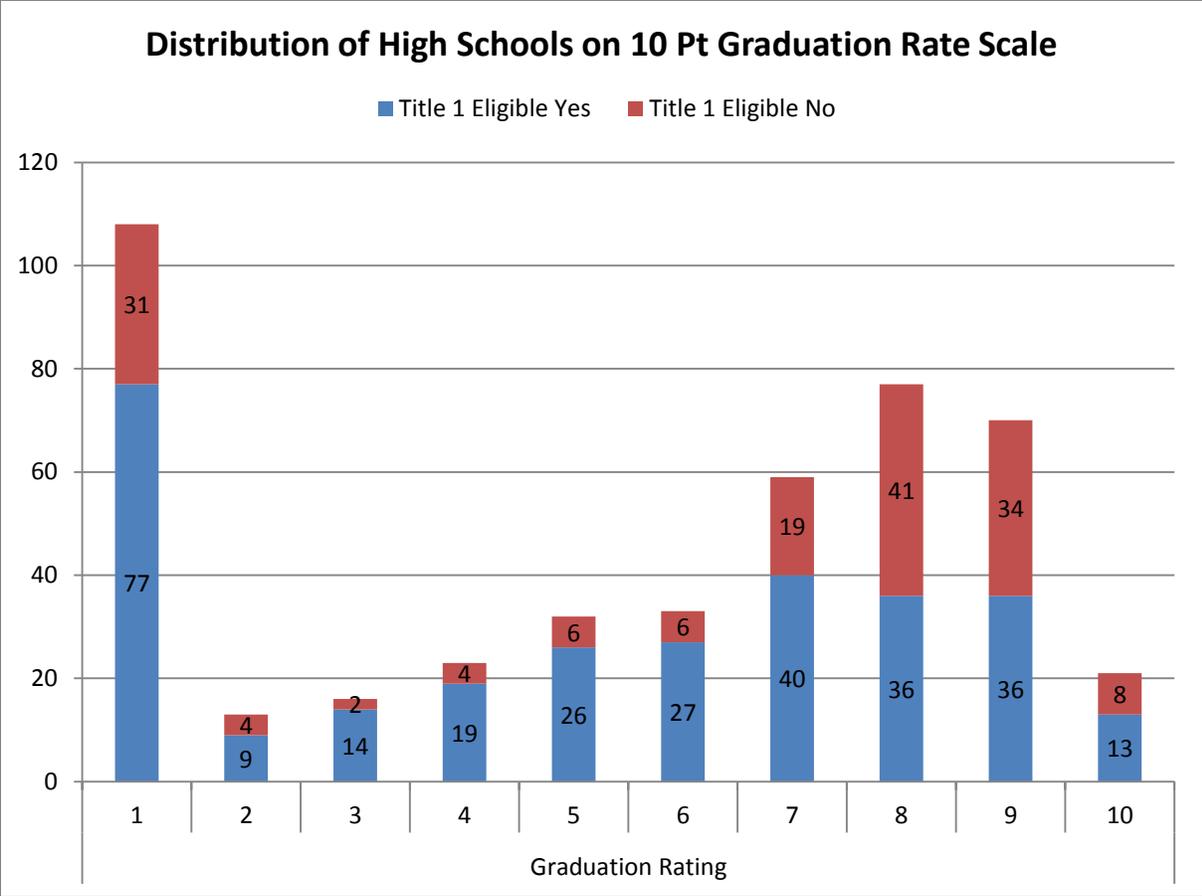
**CCR Scoring:**

The current Achievement Index used a 1-7 scale for graduation rates. The Index model presented here uses a 10-point scale. This decision does not fundamentally alter the original intent of the scoring system, does not alter the range for each point on the Index rating scale (5 percentage points), and serves primarily to further differentiate at the lower end of the scale. Similar to the adjustment in scoring for proficiency, it also lends itself better to combining with the five-point scoring system proposed for Student Growth Percentile (SGP) scoring.

<b>Graduation Rate</b>	<b>Original Index</b>
95-100	7
90-94.9	6
85-89.9	5
80-84.9	4
75-79.9	3
70-74.9	2
<70	1

<b>Graduation Rate</b>	<b>Revised Index</b>
95-100	10
90-94.9	9
85-89.9	8
80-84.9	7
75-79.9	6
70-74.9	5
65-73.9	4
60-64.9	3
55-59.9	2
<55	1

The graph below displays the number of schools that received a one through ten for graduation rates for the 'all students' category using the 2012 model Index. The blue bars represent schools that are eligible for Title I, based on the percent of students who are eligible for free and reduced price meals. The higher on the ten-point scale, the lower the percentage of schools that are Title I eligible. This is due to the correlation between low income and lower graduation rates. However, there are both Title I eligible and non-Title I eligible schools at each of the ten points. For example, there are eight non-Title I eligible schools that received the highest possible rating of a ten. There are also 13 Title I eligible schools that attained that same rating. On the lower end of the spectrum, there are 108 schools (77 Title I eligible, 31 non-Title I eligible) that received a rating of one. That means in these schools, fewer than 55 percent of students graduated in either four or five years. These 108 schools are alternative schools, on-line schools, dropout recovery schools, and some traditional comprehensive high schools.



**Subgroup disaggregation:**

Every performance indicator will be disaggregated by the same subgroups currently used in our state for federal accountability: All, American Indian, Asian, Pacific Islander, Black, Hispanic, White, Two or More Races, Limited English, Special Education, and Low Income. Note. We will continue to use an N of 20 for reporting subgroup performance.

Each of the three performance indicators will be scored once for the All Students group and again for an Opportunity Gap score. The Opportunity Gap score is the performance of all subgroups with the exception of All, White, and Asian. The American Indian, Pacific Islander, Black, Hispanic, Two or More Races, Limited English, Special Education, and Low Income subgroups will have their proficiency, growth, and graduation rate data displayed, scored, and then combined into a simple average. This average Opportunity Gap score will be combined with the All Students score for an overall performance indicator score.

Model Index Summary Level – Three Performance Indicators with Opportunity Gaps Ratings

Example School:

		Reading	Writing	Math	Science	Average
Proficiency (10 possible points)	All Students	7.0	8.0	7.0	6.0	7.0
	Opportunity Gaps	5.0	5.0	5.0	4.3	4.8

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 possible points)	All Students	4.0	3.0	3.5	7.0
	Opportunity Gaps	3.0	3.2	3.1	6.2

		Grad Rates	Dual/Ind Cert	11th Grade Assessments	CCR Overall
College and Career Readiness (10 possible points)	All Students	6.0			6.0
	Opportunity Gaps	3.5			3.5

<b>Overall Index Rating (10 possible points)</b>	<b>5.75</b>
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Model Index Proficiency Level – Reading, Writing, Mathematics, Science by All Students and by Opportunity Gaps

Proficiency					
Student Groups	Reading	Writing	Math	Science	Average
<b>All</b>	7	8	7	6	7.0
Asian					
White	8	8	8	6	7.5
American Indian/Alaska Native					
Pacific Islander/Native Hawaiian					
Black/African American					
Hispanic	8	8	7	6	7.0
Two or more Races					
Limited English	1	1	2	1	1.3
Special Education	5	4	4	4	4.3
Low Income	7	7	7	6	6.8
<b>Opportunity Gaps (simple average)</b>	5.0	5.0	5.0	4.3	4.8

Model Index Growth Level – Reading, Mathematics by All Students and by Opportunity Gap

Median Student Growth Percentiles				
Student Groups	Median SGP-Reading	Reading Rating	Median SGP - Math	Math Rating
<b>All</b>	61	4	47	3
Asian	64	4	60	4
White	57	4	51	3
American Indian/Alaska Native				
Pacific Islander/Native Hawaiian				
Black/African American	42	2	52	3
Hispanic	53	3	37	2
Two or more Races				
Limited English			71	6
Special Education	56	4	40	2
Low Income	48	3	48	3
<b>Opportunity Gaps</b>		3.0		3.2

Other Indicators:

As required by USED, the Revised Index will also need to incorporate assessment participation rates, as well as unexcused absences. Staff recommend addressing this by excluding a school from Exemplary status if the school does not meet the assessment participation rate of 95 percent or if there are a high number of unexcused absences, and requiring that for a school to exit Priority, Focus, or Emerging status it must meet both participation rates and unexcused absence rates.

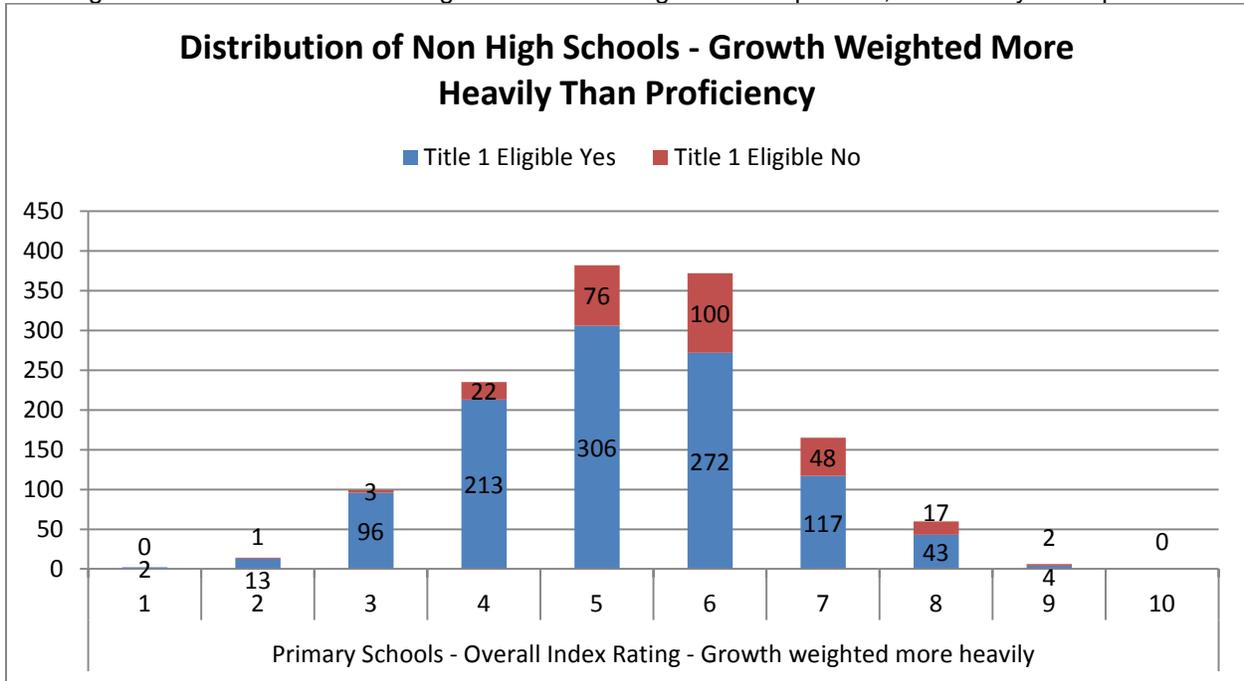
Overall Index Rating:

One issue that the AAW spent the majority of time on at the April meeting was the question of whether or not to weight growth more heavily in the scoring of non-high schools. The AAW recommendation and the staff recommendation are the same: to weight growth more heavily than proficiency in non-high schools. The policy rationale is that the selection of performance indicators and the emphasis placed on them will likely garner attention and motivate schools to meet targets. Emphasizing growth in elementary and junior high/middle schools puts the focus where it belongs, early in the educational pipeline. The Index Model derives an overall Index score from 75 percent growth and 25 percent proficiency. With enough focus on growth most students will have accelerated to the point that they are meeting state standards and high schools can focus on graduation and postsecondary readiness such as dual credit and industry certification opportunities rather than remediation or intervention strategies. At high school, the Index model has growth equally weighted with graduation rates and proficiency. The AAW strongly weighed in, with only a few exceptions, in favor of the idea of heavily weighting growth prior to high school.

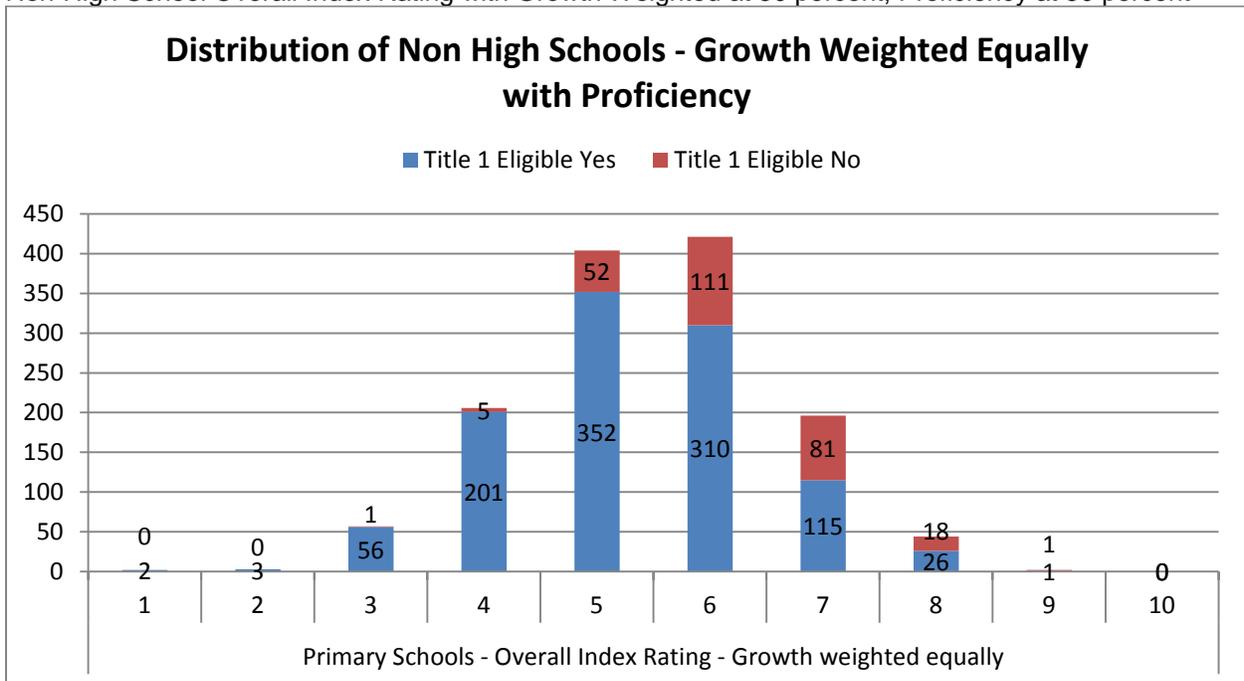
The graphs below display both weighted and unweighted growth for non-high schools. Weighting growth more heavily provides a more even distribution of Title I eligible schools

across all ten ratings. Equally weighting growth results in more schools that are Title I eligible performing at lower levels. Weighting growth more heavily begins to decouple the correlation between low income and low Index scores.

Non-High School Overall Index Rating with Growth Weighted at 75 percent, Proficiency at 25 percent



Non-High School Overall Index Rating with Growth Weighted at 50 percent, Proficiency at 50 percent



## Rating System

The current Index assigns schools to one of five tiers: Exemplary, Very Good, Good, Fair, or Struggling. The SBE has expressed no intention to meaningfully alter this system; however there are currently bills making their way through the Legislature which would require OSPI and SBE to use an A-F grading system instead of the current tiers.

A proposed set of cut scores for these tiers mapped onto the new ten-point Index will be reviewed at the meeting.

## School Designations

The identification of schools as Reward, Priority, Focus, or Emerging will be based on data in the Index and will align with federal guidance provided by USED<sup>2</sup>. The cut score for Priority schools will set at a score to include five percent of Title I-participating schools based on the “All Students” group across the three performance indicators and Title I-participating and Title I-eligible secondary schools with graduation rates less than 60 percent. Focus schools will be set to include the lowest 10 percent of Title I schools based on achievement gaps in subgroup performance across the three performance indicators. Emerging schools will be the next 5 percent and 10 percent from the Priority and Focus lists respectively.

While the requirement for ESEA flexibility is tied to Title I status, this system will rate every school in the state regardless of Title I status. Per USED requirements, the cut scores for these performance bands will be set to as to include the minimum numbers of Title I schools. The Washington State Legislature is currently considering bills that would require state-supported intervention for low-performing schools regardless of Title I status.

Proficiency	Growth	College and Career Readiness	School Designations <sup>2</sup>
Percent of students proficient on Reading, Writing, Mathematics, and Science assessments grades 3-8 (Measurements of Student Progress) and 10 (End-of-Course, High School Proficiency Exam)	Median Student Growth Percentile in Reading, Mathematics	<ul style="list-style-type: none"> <li>4- and 5-year cohort graduation rates</li> <li>percent of students earning dual credit and industry certification</li> <li>percent of students career- and college-ready on 11th grade Math and English/Language Arts assessments</li> </ul>	<p><i>All Students:</i></p> <p>Reward: Highest performing and highest improving Title I schools that do not have significant achievement gaps that are not closing.</p> <p>Priority: Lowest 5 percent of Title I schools based on “All Students” across the three performance indicators and Title I-participating school and Title I-eligible high schools with graduation rates &lt;60 percent.</p> <p>Emerging: Next 5 percent of Title I schools from Priority list.</p>
			<p><i>Opportunity Gap:</i></p>

<sup>2</sup> In alignment with USED guidance: *Demonstrating that an SEA’s Lists of Reward, Priority, and Focus Schools Meet ESEA Flexibility Definitions*

			<p>Focus: Lowest 10 percent of Title I schools based on subgroup performance across the three performance indicators</p> <p>Emerging: Next 10 percent of Title I schools from Focus list.</p>
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**Next Steps**

SBE has signaled that in the long term, scoring growth must shift from scoring median growth to adequate growth; that is, students who are on target to either reach grade level or stay at grade level within three years. SBE has also opted to report but not score English Language acquisition data in the Achievement Index. District-level Achievement Index data will also be calculated.

**Background**

By June of 2013, SBE and OSPI will develop a revised Achievement Index for submission to USED. To better inform this work, the AAW, comprised of 22 representatives from a wide variety of stakeholders, will be meeting multiple times in 2013 to provide feedback to SBE on Index principles and design. The fourth in-person AAW meeting was held in Renton, Washington, on April 10.

Workgroup members’ discussions focused primarily on Achievement Index design options related to the following:

1. Does the model Index data, as presented by SBE staff, reflect the appropriate performance indicator weighting?
2. How will the Index data be combined into a district and state level Index?
3. How should alternative schools be considered in regards to Index calculations?

For each AAW meeting, SBE staff will produce a feedback report summarizing AAW member’s discussions. Available on the SBE website shortly after the AAW meeting, the feedback report will assist the Board as they progress to the final approval and adoption of the revised Index.

**Action**

Consider a motion to approve the staff recommendations regarding the model Index, weighting of performance indicators, and cut points for tiers.

## Achievement & Accountability Workgroup (AAW) Recommendations to the State Board of Education Feedback Report from the April 10, 2013 Meeting

### Overview

Upon completion of each AAW meeting, SBE staff will generate a report of the members' discussions. Each member had the opportunity to review and contribute to this report prior to publication.

### Executive Summary

AAW members provided input on the following Index questions:

Discussion Questions	Feedback
Do you think growth should be weighted equally or more heavily in the scoring of primary schools (K-8)?	Most of the AAW supports weighting growth more heavily for primary schools.
Does the model Index data strike the right balance in scoring student growth, proficiency, and career and college-readiness (secondary only)?	AAW members provided less feedback on weighting of indicators for secondary schools. Most agreed that growth should not be weighted more heavily than graduation rates or proficiency.
What should the criteria be for exemplary schools?	AAW members tended to value high growth, high proficiency, and closing opportunity gaps (or no opportunity gap).
What additional data sources should the state invest in to improve future Index measures, and how?	Recurring suggestions included 21 <sup>st</sup> century "soft" skills as well as parent/teacher/student surveys to assess school climate.

### Question 1: Do you think growth should be weighted equally or more heavily in the scoring of primary schools (K-8)?

Options:

- A. Weight growth equally.
- B. Weight growth more heavily.

### Recommendation:

While a few AAW members preferred to wait and see how growth data impacts school ratings, the majority of the workgroup voiced a strong preference for weighting growth more heavily. These members see growth data as the most accurate measure of the work schools do and believe that weighting growth more heavily will lead to meaningful policy discussions about closing the achievement. Members also believe that growth will rate schools more

equitably – particularly schools with large numbers of low income, ELL, special education and historically disadvantaged minority students.

## Additional Considerations & Questions:

- Fundamentally, growth should be weighted more heavily. However, I need to see more data on the impact this would have.
- Growth should be weighted more heavily to minimize the effects of student demographics and to measure what schools do.
- We need some experience with the data compared to the real world before assigning weights.
- Weight growth more heavily, proficiency will take care of itself. If there is disproportionality it has to be corrected through efforts resulting in growth.
- Weight growth more heavily. It is the only way to make progress on the achievement gap, and it also changes culture at schools.
- Weight growth more heavily. It focuses schools on growth, which is measuring how much students are learning, which is the goal of schooling and what the school has the most impact on. I would feel more strongly this if it was adequate growth, which eliminates the potential shift of focus away from proficiency.
- Weighting growth more heavily will allow schools with high numbers of ELL and low socio-economic status to be acknowledged for the growth of their students. Parents of higher socio-economic status may be upset that schools of poverty are being acknowledged for their growth. Higher socio-economic communities may also be upset that communities of high poverty with large numbers of minority and ELL students would be acknowledged as “rewarded.”
- Growth should be weighted more heavily than proficiency.
- Weight growth more heavily – we need to shine the light on the opportunity gap so that more interventions can be targeted to those students.

## **Question 2: Does the model Index data strike the right balance in scoring student growth, proficiency, and career and college-readiness (secondary only)?**

### Recommendation:

AAW members provided less feedback on weighting of indicators for secondary schools. Most agreed that growth should not be weighted more heavily than graduation rates or proficiency, although some members preferred to weight growth more heavily at the secondary level as well.

### Considerations & Questions:

- Still have questions – what does career and college-readiness look like?
- Growth and graduation rates should be rated heavily.
- Still prefer to weight growth 50, graduation rates 25, and career/college-ready 25.
- The old tier descriptions don't fit with graduation rates. Demographics should be considered when looking at growth rate and graduation.

- I would be comfortable weighting growth more heavily if it was adequate growth. I understand the need to weight it less here to give space for focus on the end goal, proficiency at graduation.
- I have some concern that we aren't actually measuring the comparative size of growth gaps and judging a school on that gap size or the amount the gap is closed. Instead we are mostly double counting students we assume will experience a gap.

### **Question 3: What should the criteria be for exemplary schools?**

#### Recommendation:

AAW members tended to value high growth, high proficiency, and closing opportunity gaps (or no opportunity gap). Some members provided very detailed feedback on cut points in their handouts that has since been addressed by the technical advisory committee.

#### Considerations & Questions:

- School 1 and School 2 belong in the same tier.<sup>1</sup>
- All subgroups and data points should be in the exemplary range.
- Prefer just publishing the scores and not labeling schools.
- High growth.
- Please get rid of "cut" as a verb in this conversation. We cut budgets, positions, etc. - but not people or their learning.
- Weight growth more heavily. Growth equals achievement.
- Both high growth and achievement. I think the harder question is where to draw the line and how to differentiate the large middle.
- More weight on growth for primary schools and a realistic expectation for meeting standard (it's harder for students who come in with less to meet standard at the same rate). For secondary schools they should meet the graduation requirement in five years.
- Exemplary is high growth and high proficiency. Very good is high growth, medium proficiency. Good is high proficiency, average growth. Fair is average growth and average proficiency. Struggling is no or low growth and low proficiency.
- We should keep proficiency and growth scores separate. It provides a misleading number or score that will be difficult for the community and parents to understand. All of this information is great, but we still don't have a simple way to adequately/accurately provide it to the community without a lot of explanation. It is challenging to create a model that provides appropriate feedback to schools, yet is still understandable to the public – understandably, they will only read the biased view printed by the paper.
- No opportunity gap, high proficiency, high growth.

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<sup>1</sup> References Primary Schools 1 and 2 from data exercise. A school with approximately 90 percent of students proficient and a median student growth percentile of approximately 50 percent should not be rated lower than a school with 75 percent of students proficient and a median student growth percentile of 72 percent.

## **Question 4: What additional data sources should the state invest in to improve future Index measures, and how?**

### Recommendations:

Many AAW members support investing in assessing for 21<sup>st</sup> century “soft” skills as well as parent, teacher, and student surveys to assess school climate. Members discussed at some length the validity of these surveys and whether or not they are an effective outreach tool for parents.

### Considerations & Questions:

- Extracurricular offerings.
- Attendance.
- College/career acceptance rates.
- SAT/ACT performance.
- Work readiness assessment for secondary.
- Post high school measure of employment and/or postsecondary.
- 21<sup>st</sup> century skills test.
- Student engagement survey (Renton).
- Robust data, sufficient to compare to U.S. census.
- Quality survey related to Maslow’s hierarchy (parents & students).
- Parent and student surveys.
- College Board sign-up.
- Is there a way to reward a broad curriculum (e.g. broad elective choices) that doesn’t punish small schools?
- School climate surveys.
- WorkKeys.
- Teacher evaluations.

## Accountability System Resolution - Washington State Board of Education

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Washington State Legislature has established as the primary goal of our educational system the provision of instruction of sufficient quality and quantity to prepare students to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship; and

WHEREAS, the Washington State Legislature assigned the State Board of Education responsibility and oversight for creating an accountability framework that provides a unified system of support for challenged schools, increases the level of support based upon the magnitude of need, and uses data for decisions; and

WHEREAS, the Achievement Index developed by the State Board of Education in 2009 was intended to be the foundation of the new accountability system and has since been used for school recognition purposes only due to constraints contained within the federal No Child Left Behind legislation; and

WHEREAS, the Elementary and Secondary Education Act flexibility waiver process presents the opportunity to reform Washington's accountability framework to utilize one unified methodology for recognizing schools and identifying schools in need of assistance; and

WHEREAS, the State Board of Education recognizes the persistent achievement and opportunity gaps among English Language Learners, students of color, students with disabilities, and students in poverty; and

WHEREAS, the incorporation of student growth data into the Index will support a fair and equitable approach to measuring the state's progress toward the paramount goal of the educational system; and

THEREFORE, BE IT RESOLVED that the State Board of Education will begin development and implementation of "Phase II" of the accountability system established under RCW 28A.657, will focus on revising the Achievement Index to incorporate student growth, and will establish a unified system for evaluating school and district performance in Washington State; and

FURTHER, BE IT RESOLVED that the State Board of Education is hereby adopting the following principles and statements of belief to guide its revision of the Index:

- The key performance indicators utilized in the revised Index will be aligned with the goals of preparing students for postsecondary education, gainful employment, and citizenship.
- The incorporation of student growth data will establish a fair and equitable means of evaluating school and district performance over time.
- Aggregate assessment results mask large achievement and growth gaps impacting our most vulnerable student populations. Disaggregation by subgroup is a necessary feature of any revised Index.

- The revised Index will be transparent and will support both external accountability and internal improvement purposes.
- The revised Index will incorporate both school and district level achievement data in recognition of the unique roles of each in an accountability framework.

FURTHER, BE IT RESOLVED that the State Board of Education hereby establishes a stakeholder workgroup with broad-based representation to provide focused and constructive input relating to the key design features of a revised Index, and system changes necessary to implement "Phase II" of the accountability system envisioned under RCW 28A.657; and

FURTHER, BE IT RESOLVED that the State Board of Education establishes a goal of developing a revised Achievement Index prototype by February of 2013, and a final Achievement Index for the beginning of the 2013-14 school year.



## SUPERINTENDENT OF PUBLIC INSTRUCTION

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## STATE BOARD OF EDUCATION

*Jeff Vincent, Chair*

Old Capitol Building • PO Box 47206 • Olympia, WA 98504 • [www.sbe.wa.gov](http://www.sbe.wa.gov)

### Theory of Action for the Washington Achievement Index

#### **Background:**

Washington currently calculates an Achievement Index of school performance for the purposes of recognizing high-performing schools and to provide schools and districts an opportunity to self-reflect on their own performance trends. At the same time, Washington has operated under the accountability requirements of No Child Left Behind. The opportunity to substitute a state-developed accountability system through the ESEA flexibility process makes this an opportune time to revise the existing Index. This theory of action articulates the rationale behind the revised Index.

The State Board of Education is charged with developing an accountability framework that “provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support...” (RCW 28A.657.005)

This theory of action will guide the revision of the Index, as well as its implementation as a tool in an overall accountability framework that provides support to struggling schools and districts over the next three to five years. The Index will be revisited as needed.

#### **Improving Student Achievement:**

The revised Index is a central component of an accountability framework. It is aligned with the primary goal of the educational system - to ensure that all students are prepared for post-secondary education, gainful employment, and citizenship. The revised Index will drive improved student achievement in the following ways:

- **Informs school decision-making** -- School and district performance on key indicators will be calculated and reported through the Index. This likely will include aggregated information on individual student growth across years. The Index data will allow schools and districts the ability to analyze their own data, compared to other schools and districts, to inform curricular and instructional decision making.
- **Aligns incentives with goals** -- The incentive structures created through the revised Index will be aligned with goals that emphasize proficiency, as well as rates of growth necessary to get each child to standard. For the first time, ‘high-growth’ schools will be recognized for their efforts, even if achieving ‘proficiency’ is still a work-in-progress. By measuring and recognizing the right things, the Index incentivizes the right system behaviors and improves morale and productivity.
- **Values multiple content areas** -- The revised Index will include student proficiency and rates of growth in multiple content areas (at a minimum, reading, writing, math, and science) to provide a broad-based and equitable evaluation of school and district performance over time.
- **Drives resources and supports through an accountability framework** -- At the state level, the Index will identify high-performing schools for recognition and reward. The Index will also identify lower performing schools, including schools with low rates of student growth, for supports and interventions augmented with adequate expertise and resources at the state level.

### **Assumptions:**

- The current Achievement Index has served as a helpful and informative look at school performance and is a strong basis from which to build a revised Index.
- State and federally funded interventions and supports will be allocated through a process that utilizes the Index in decision making. The effectiveness of the Index as a tool relies on a robust accountability system that includes state supports and technical assistance to schools in need of assistance.
- The goal is to prepare all students for post-secondary education and training, gainful employment, and citizenship. To that end, both student growth and proficiency serve as critical benchmarks. However, the Index must uphold growth measurements as a means to an end, not an end itself. All students deserve to achieve college and career readiness.
- To ensure all students have equal access to a high-quality education, data disaggregated by subgroups (e.g., racial/ethnic, students with disabilities, English Learners, and low-income students) will be included in the school and district performance calculations. Disaggregated data help schools identify and plan for the instructional needs of particular student groups that might not be apparent from aggregate data.

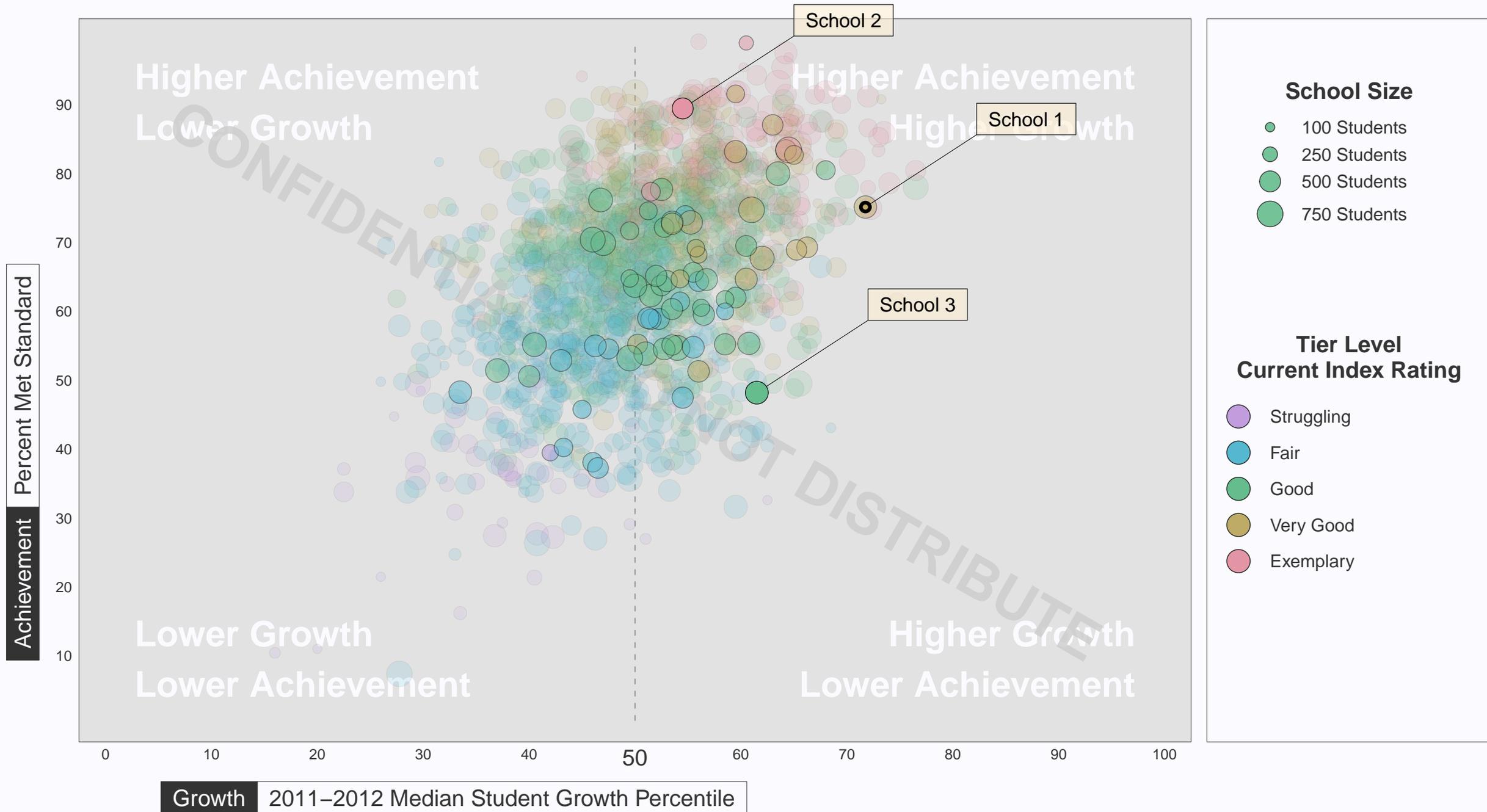
# The Washington State Board of Education

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

<b>Title:</b>	<b>Appendix to REVISED ACHIEVEMENT INDEX – ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) INPUT AND STAFF RECOMMENDATIONS</b>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	These charts are provided for discussion purposes.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	These charts display the relationships between various school factors and revised Index scores.	

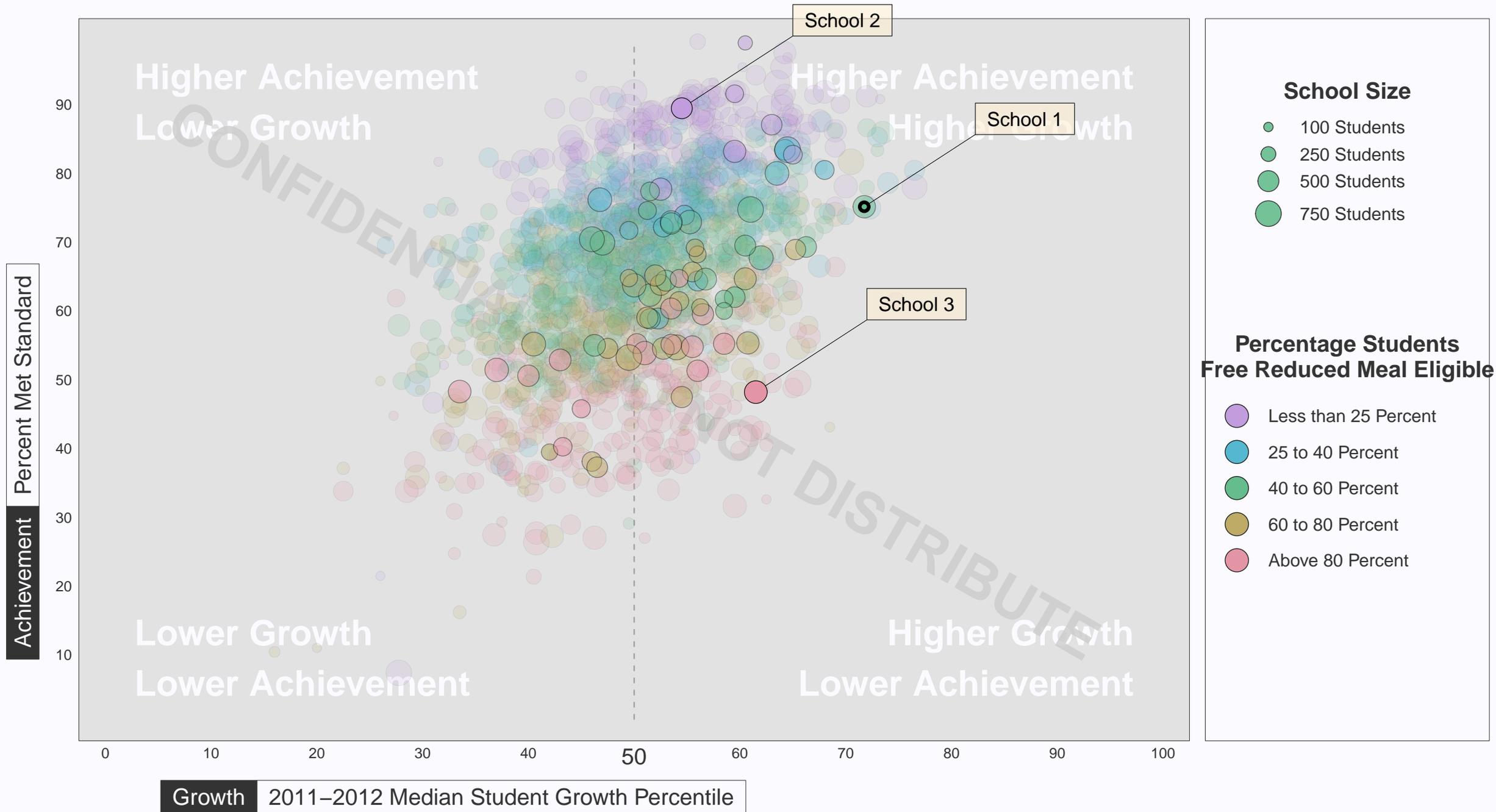
# Growth and Achievement

Primary Schools Performance  
Index Performance Indicators



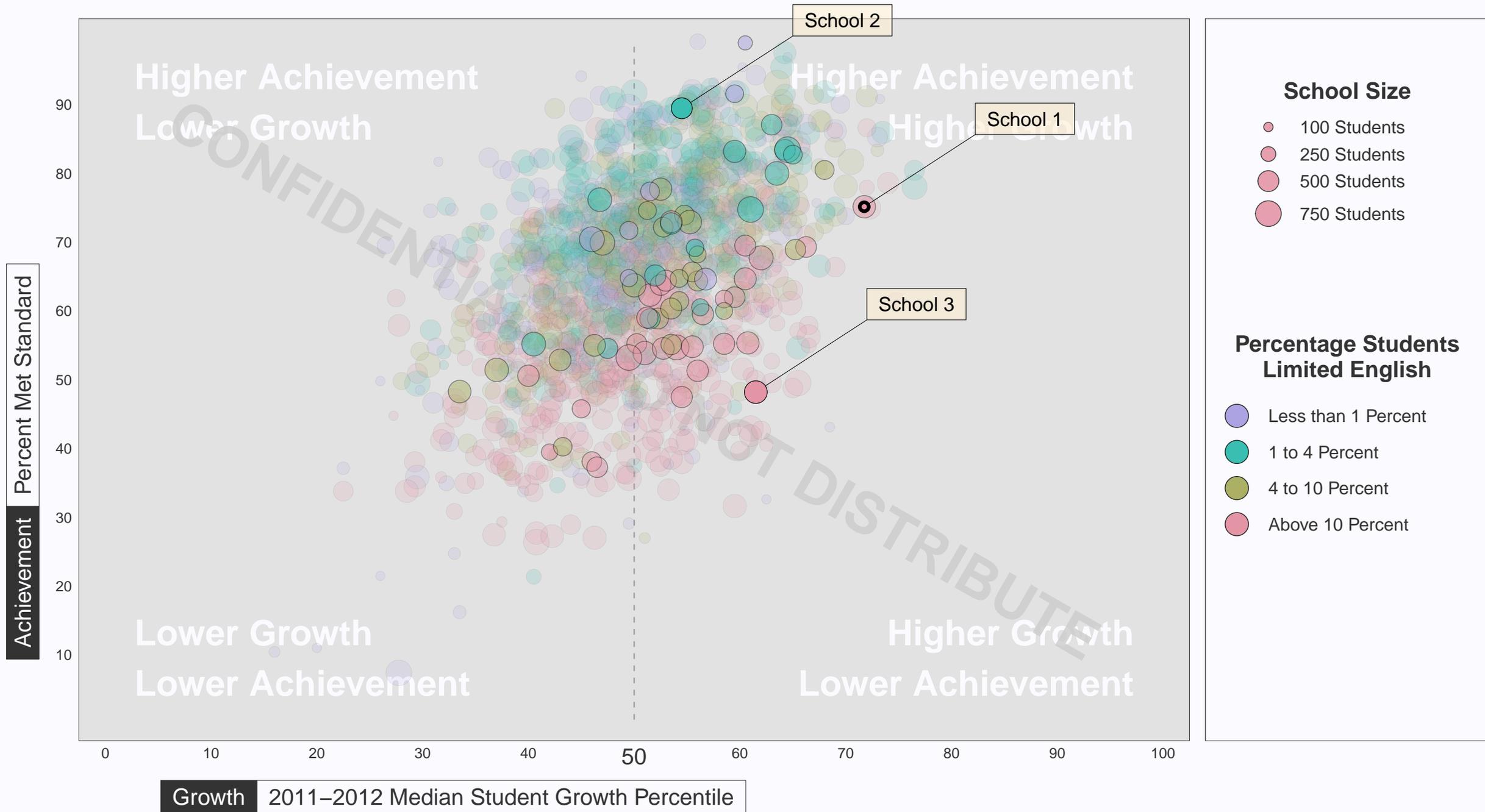
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Index Performance Indicators



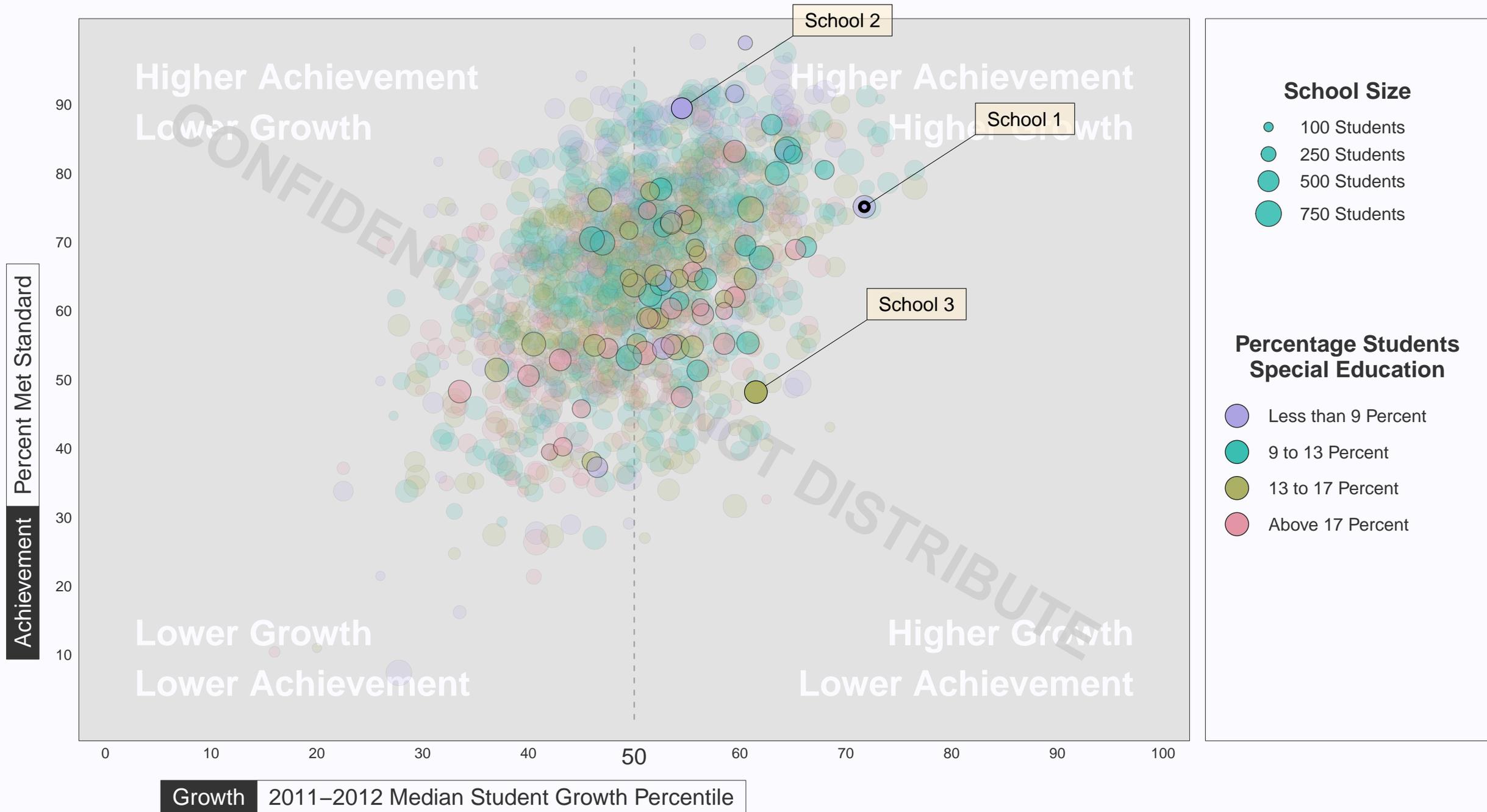
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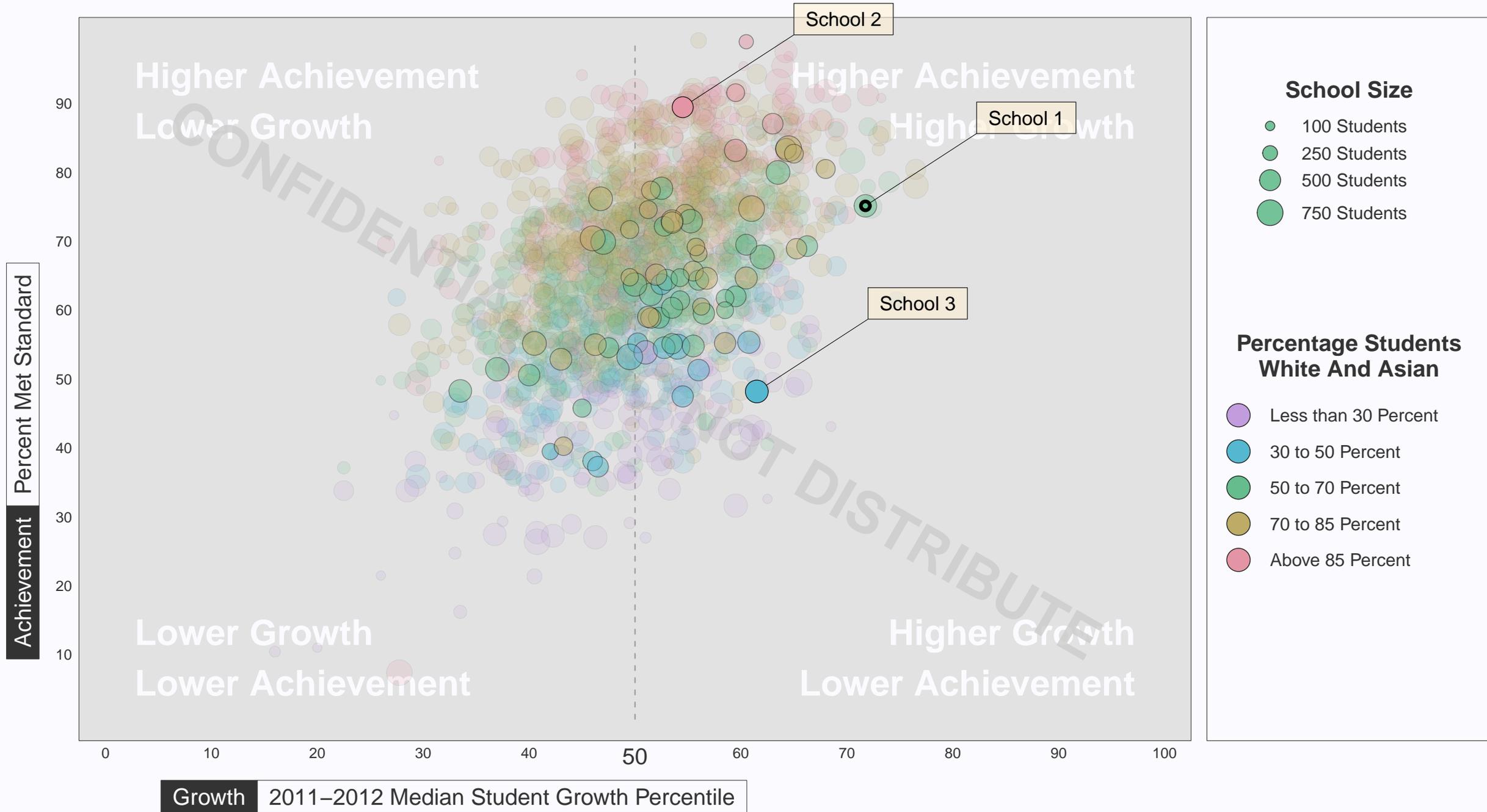
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Index Performance Indicators



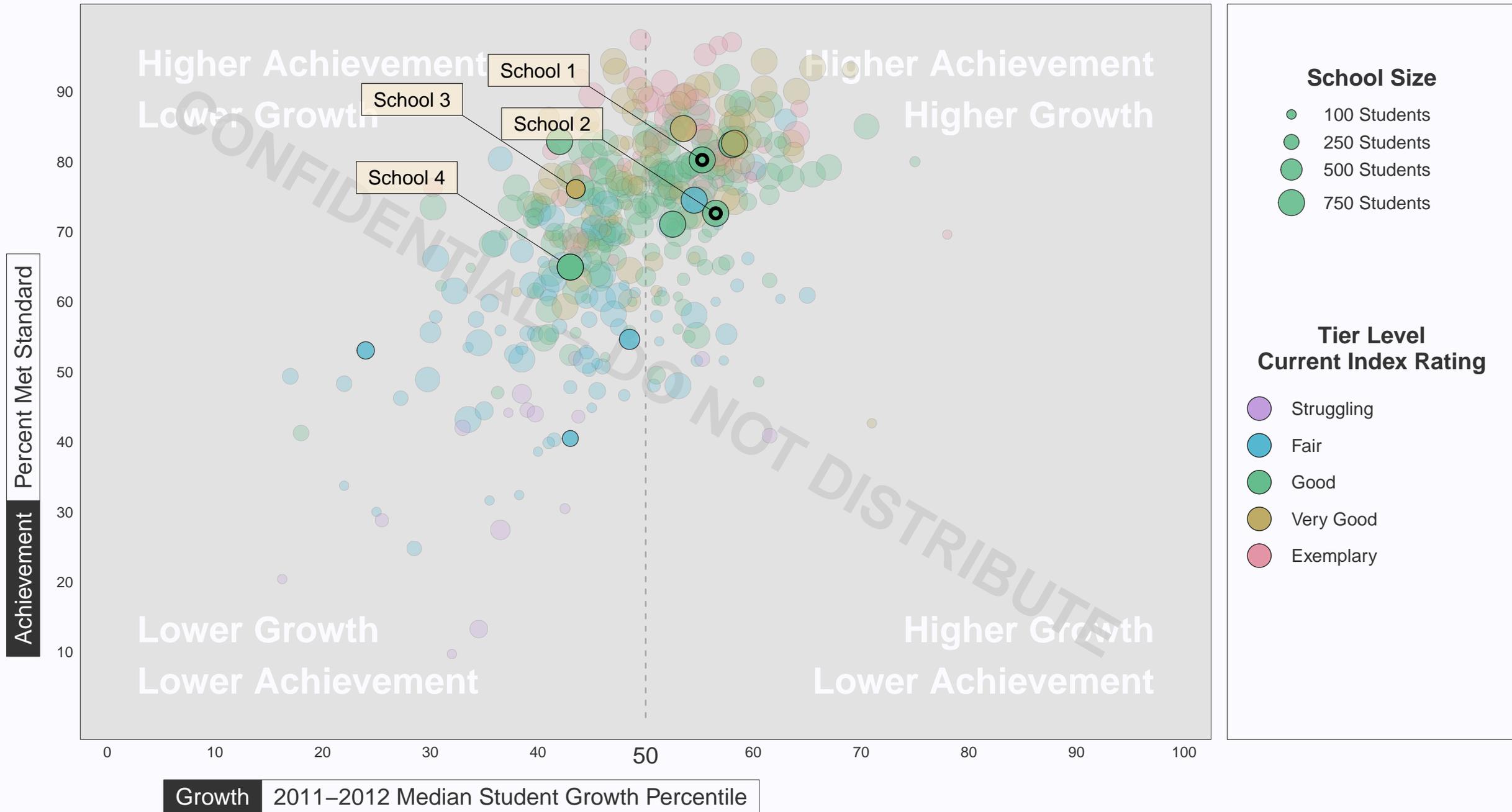
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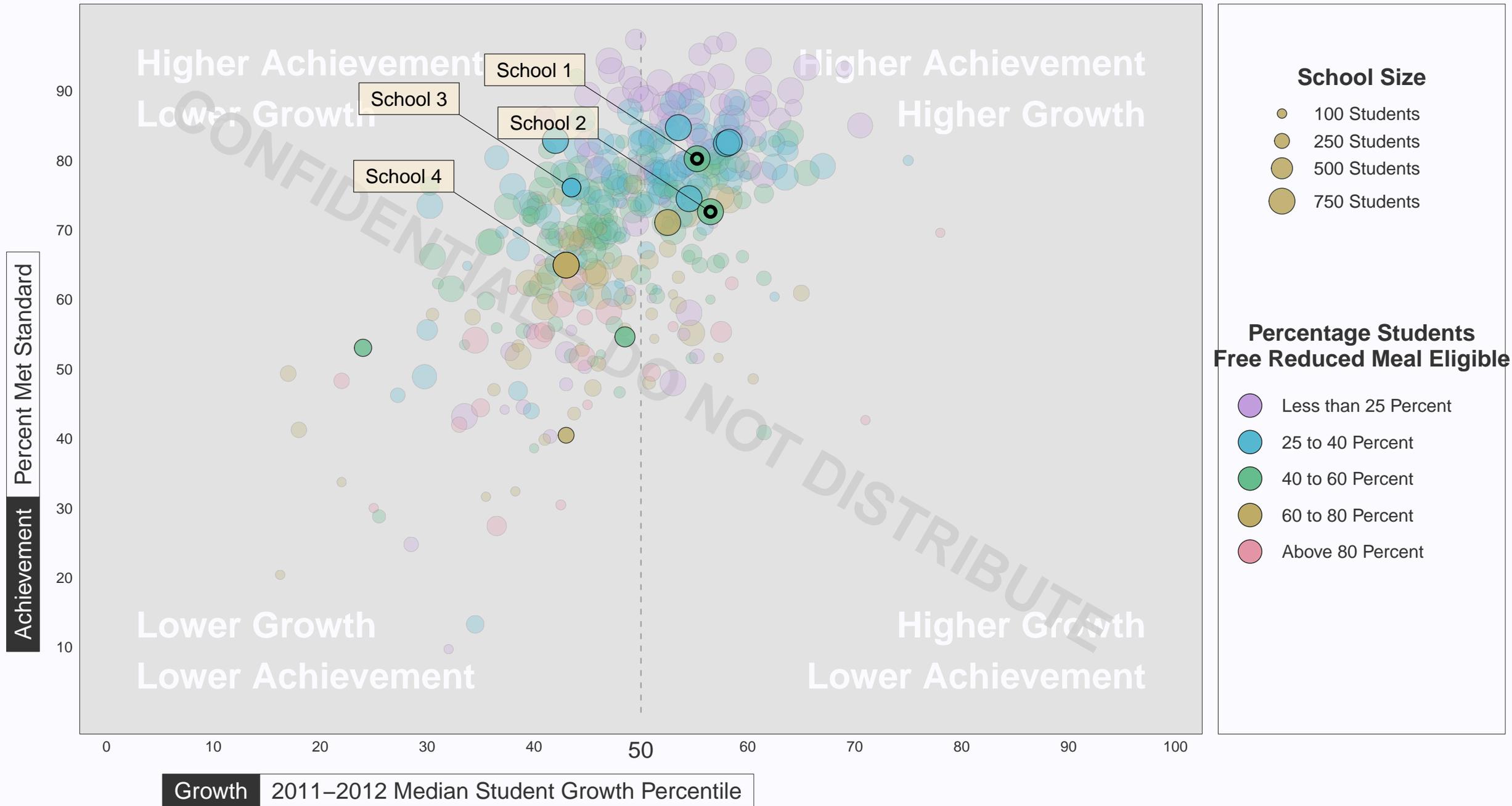
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Index Performance Indicators



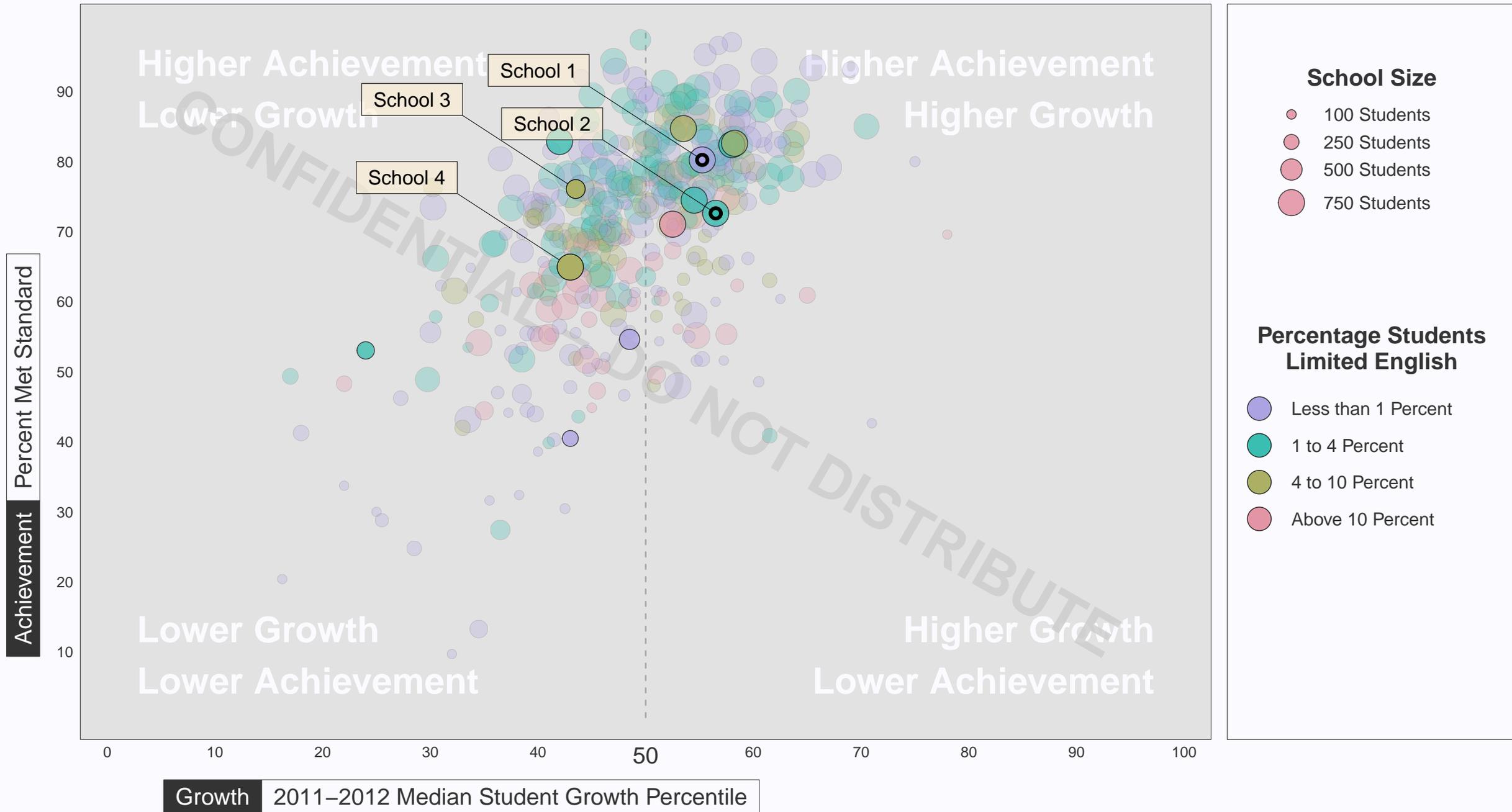
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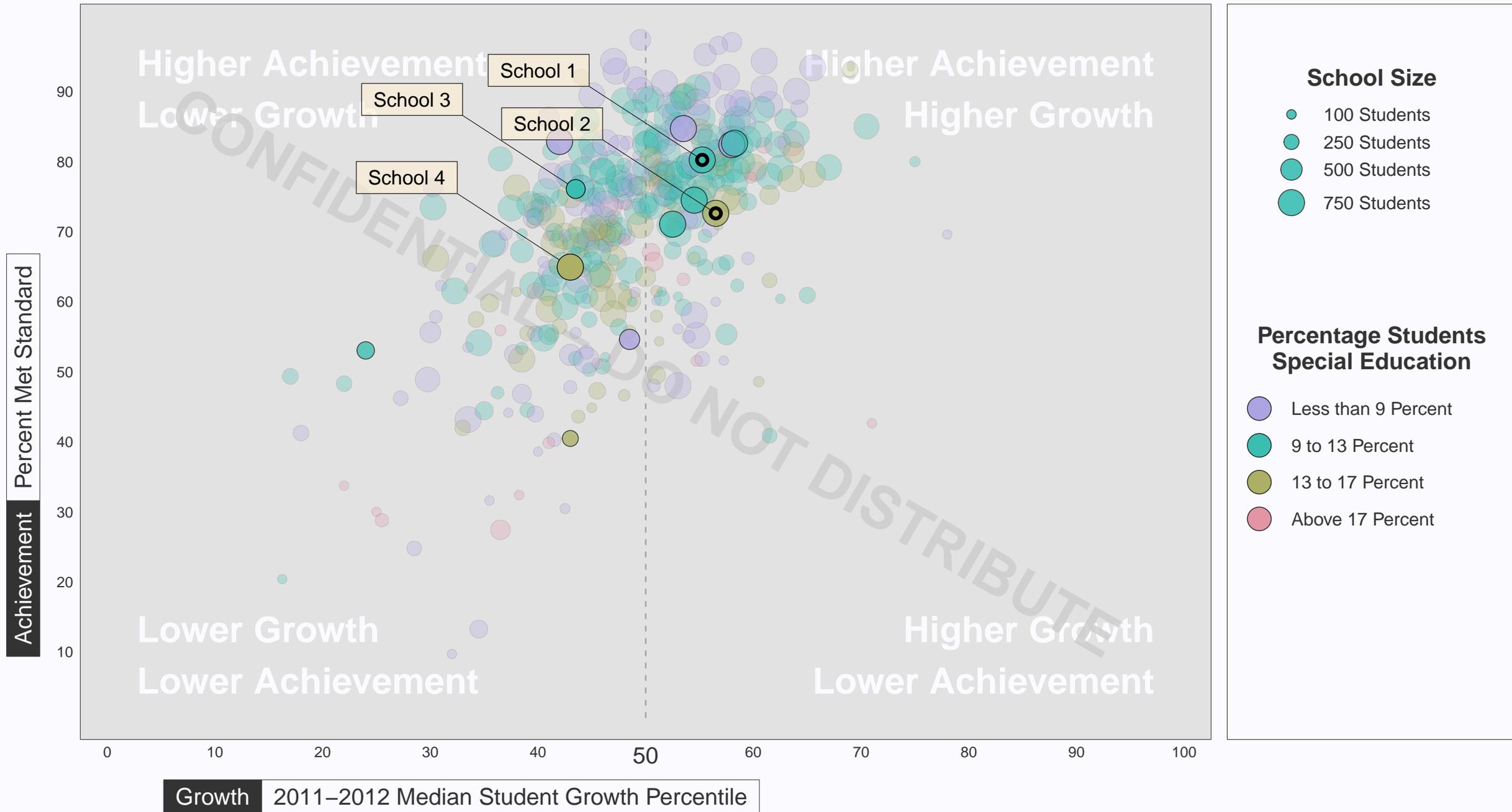
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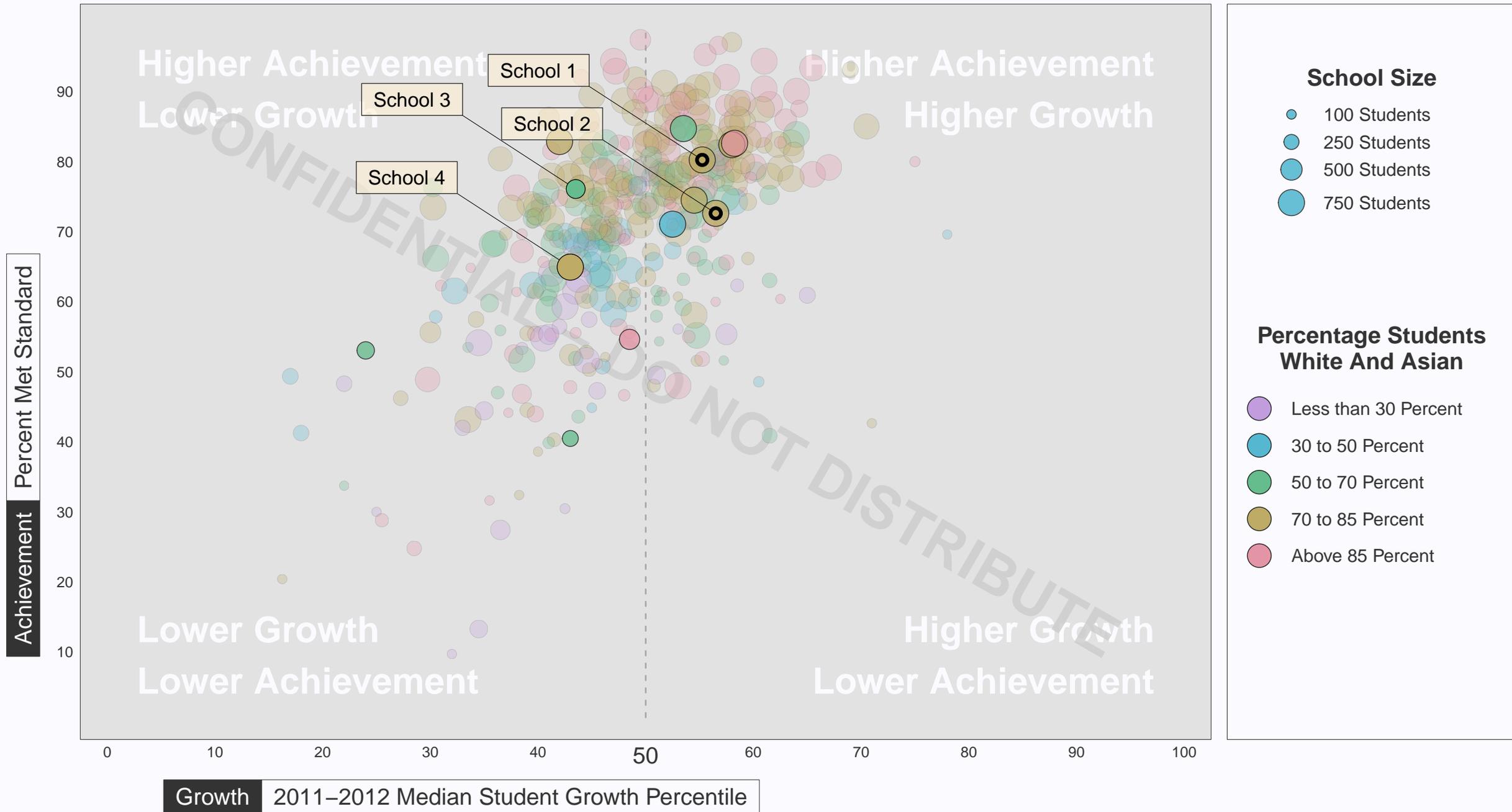
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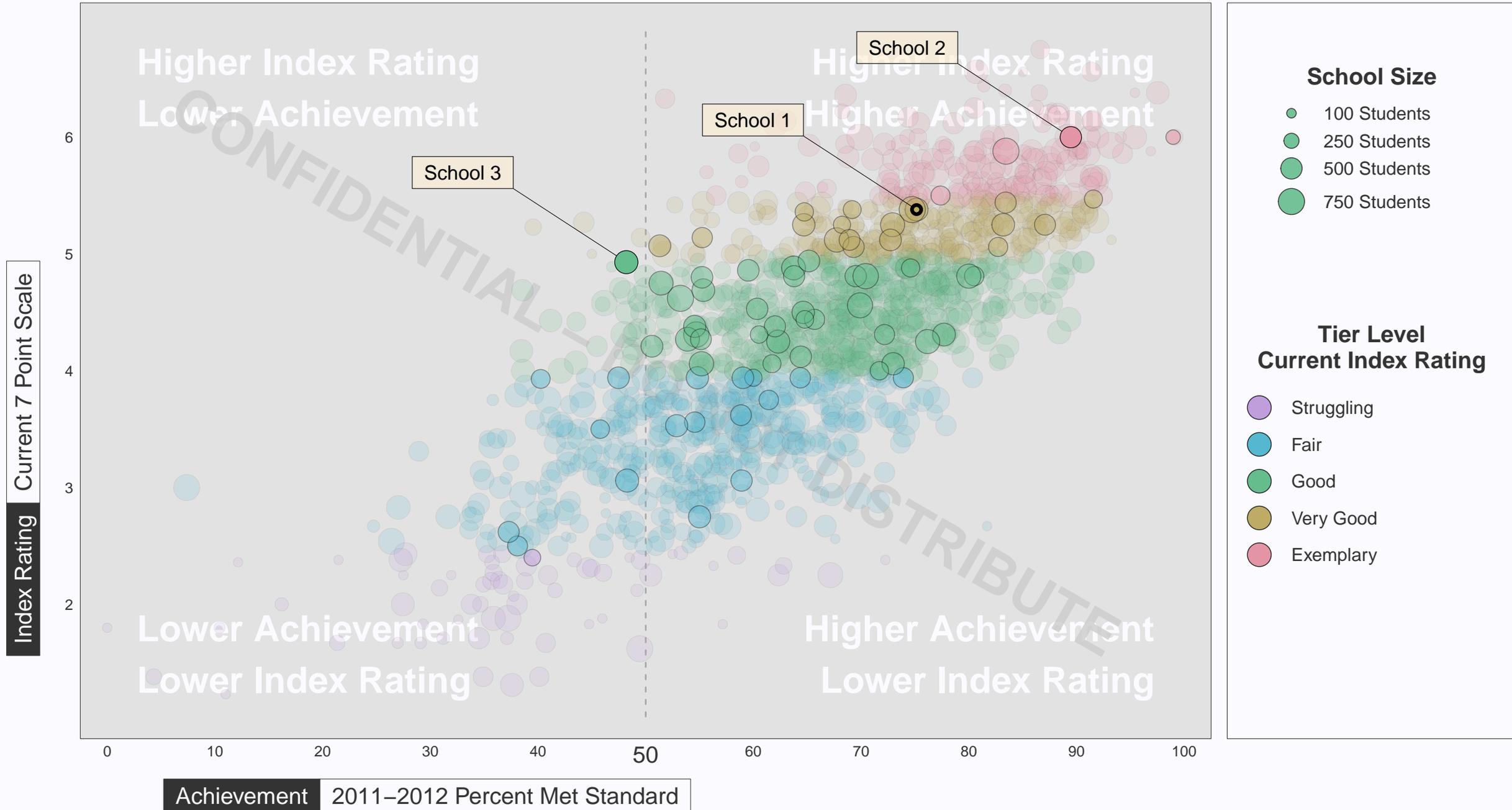
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Index Performance Indicators



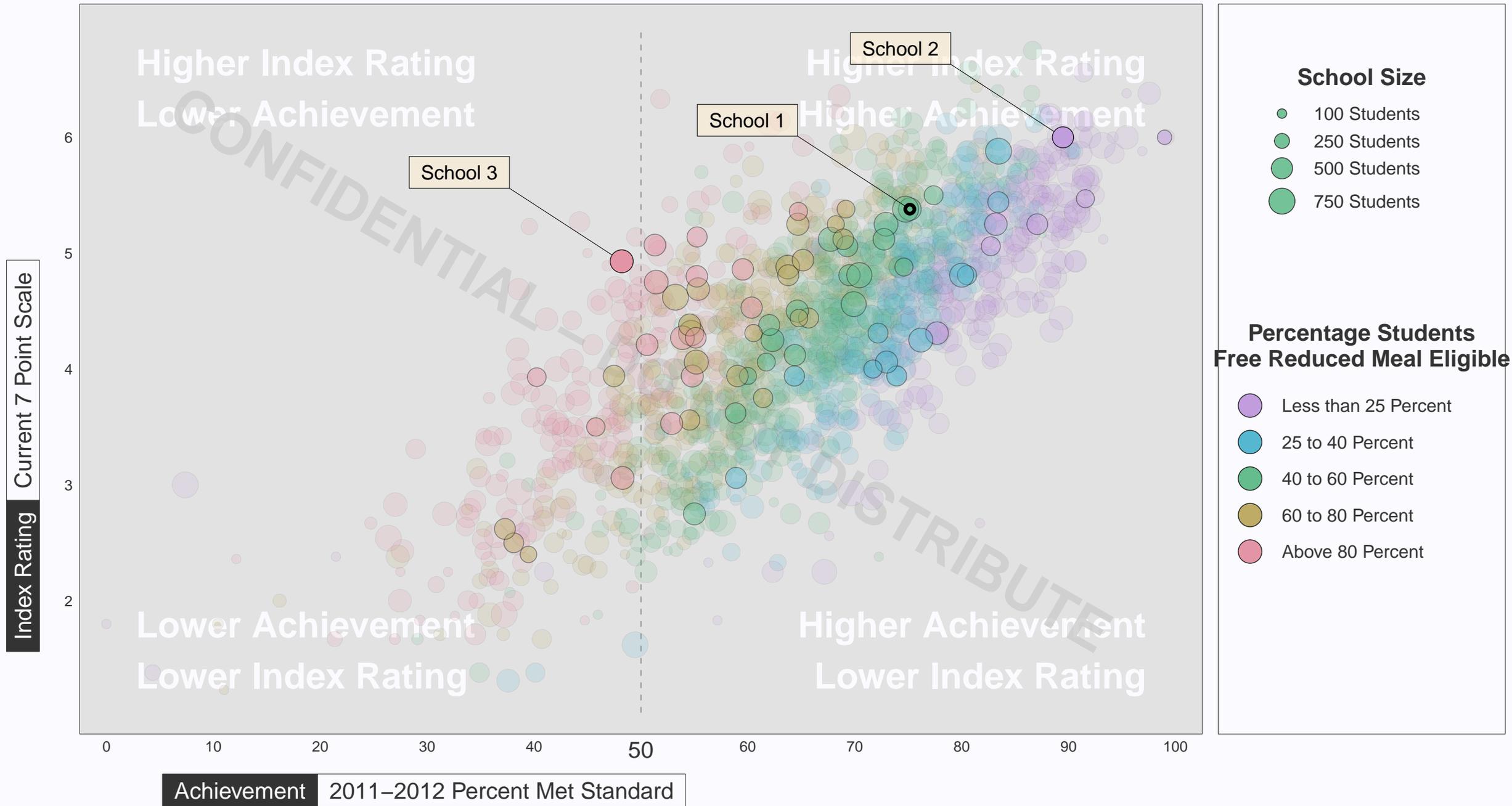
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Current Index Rating



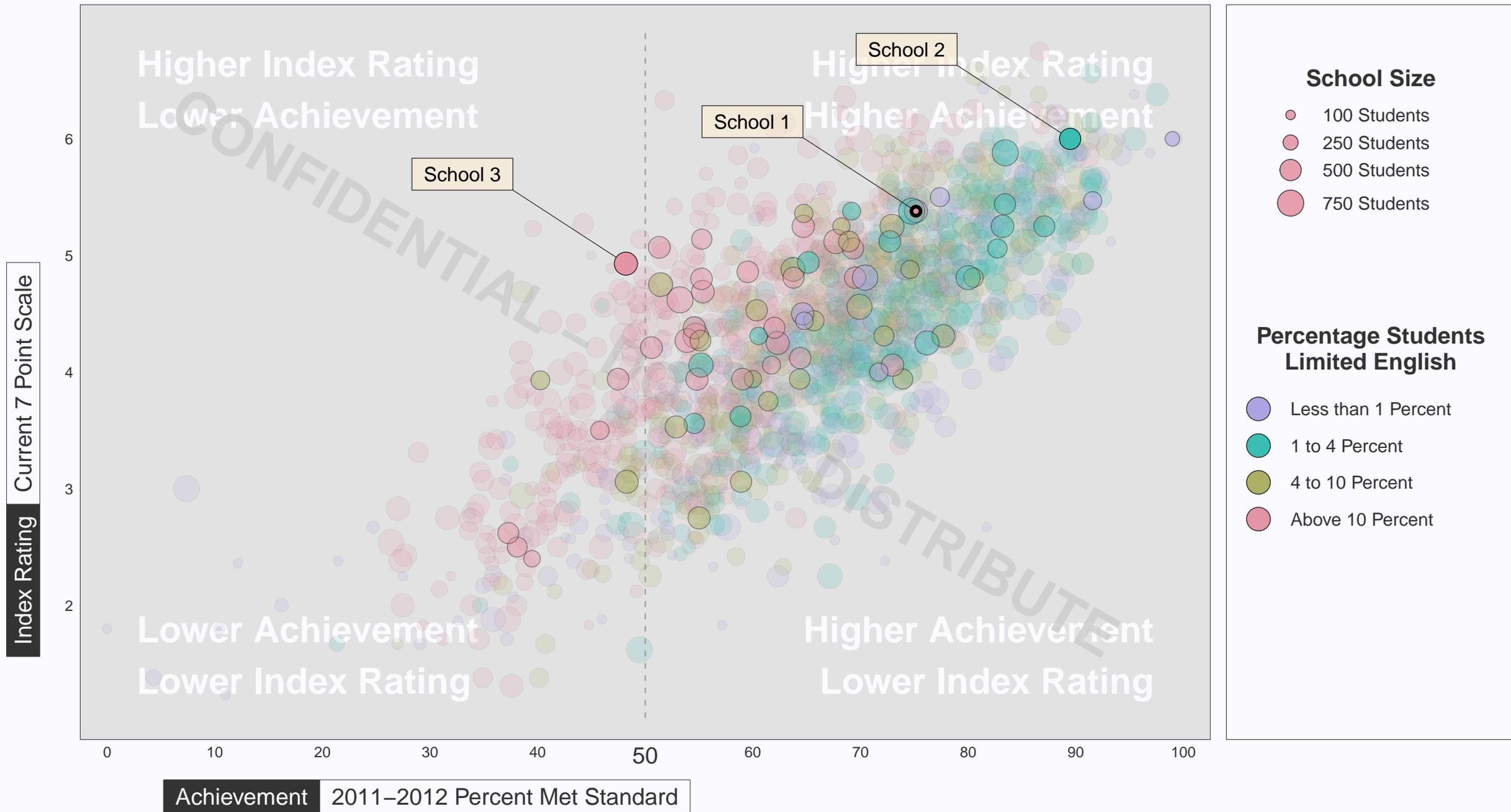
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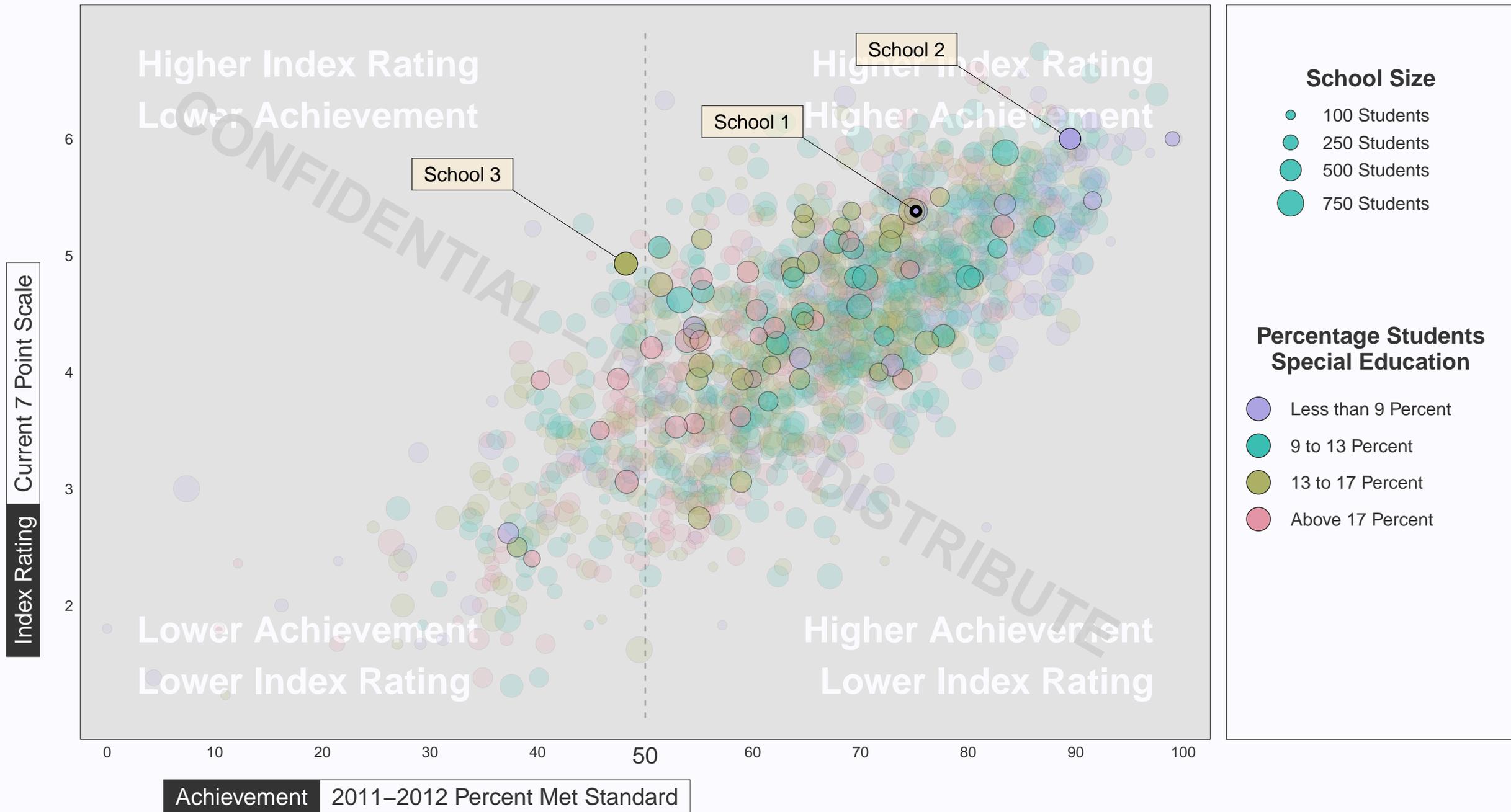
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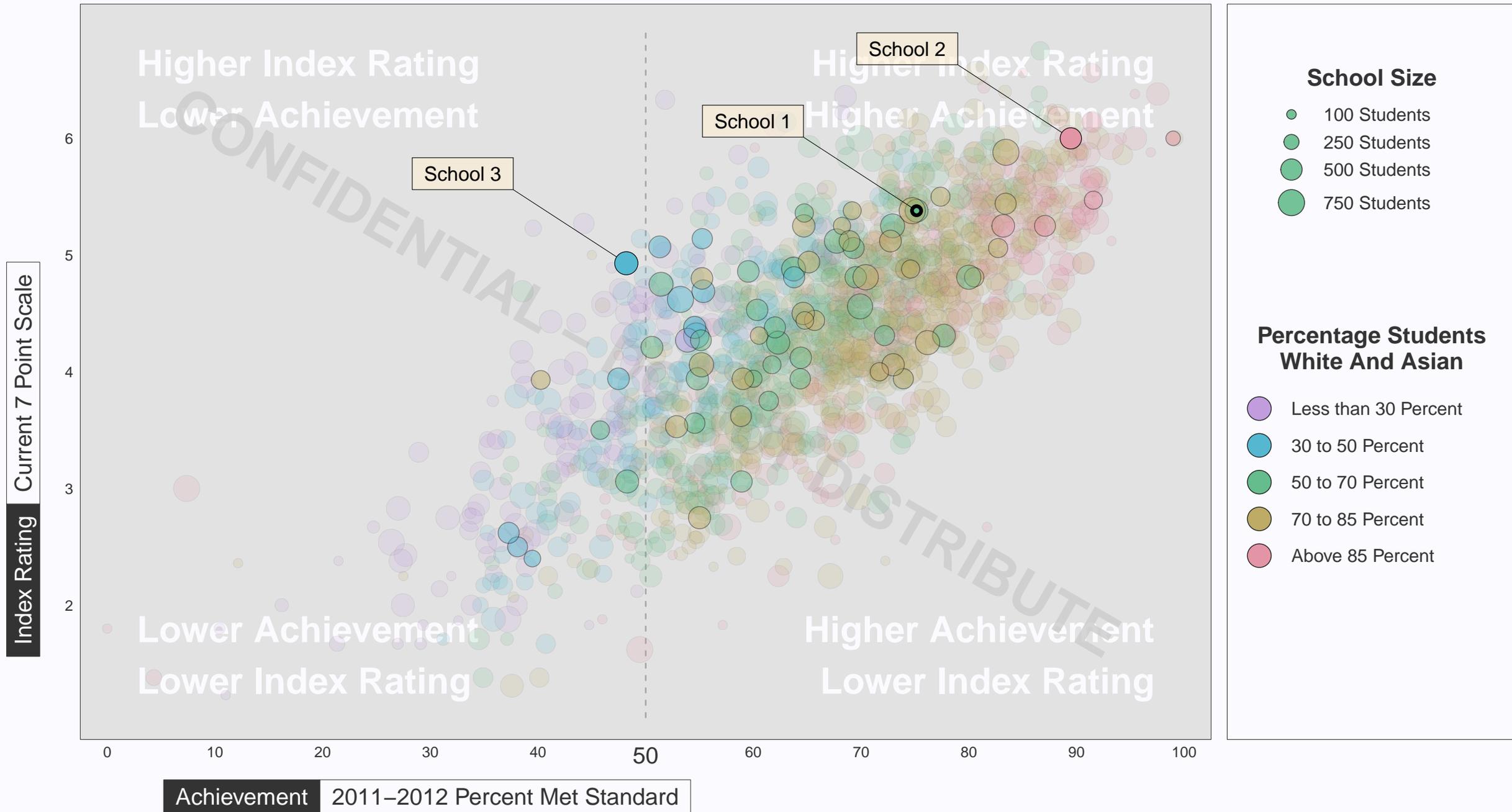
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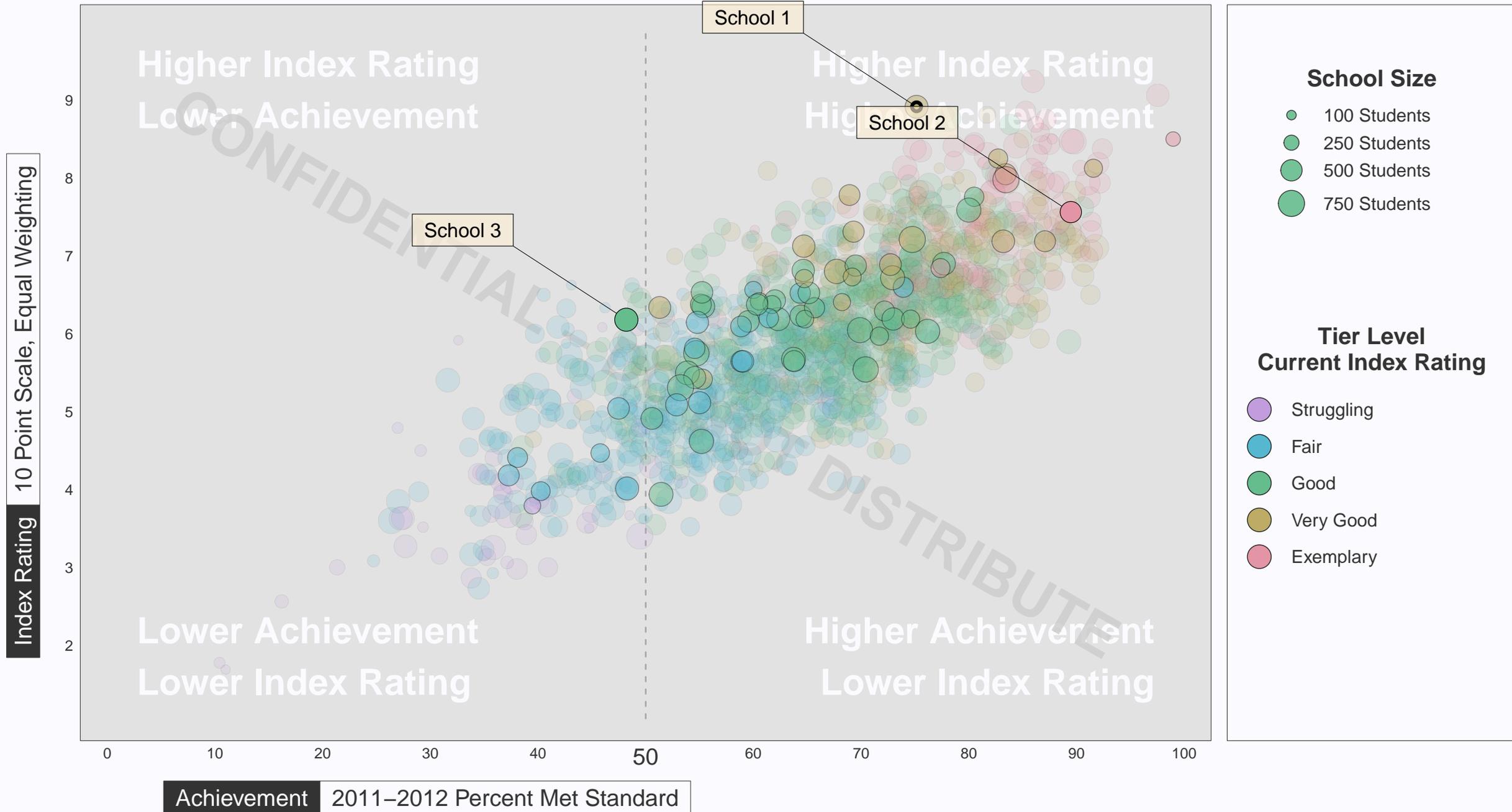
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Current Index Rating



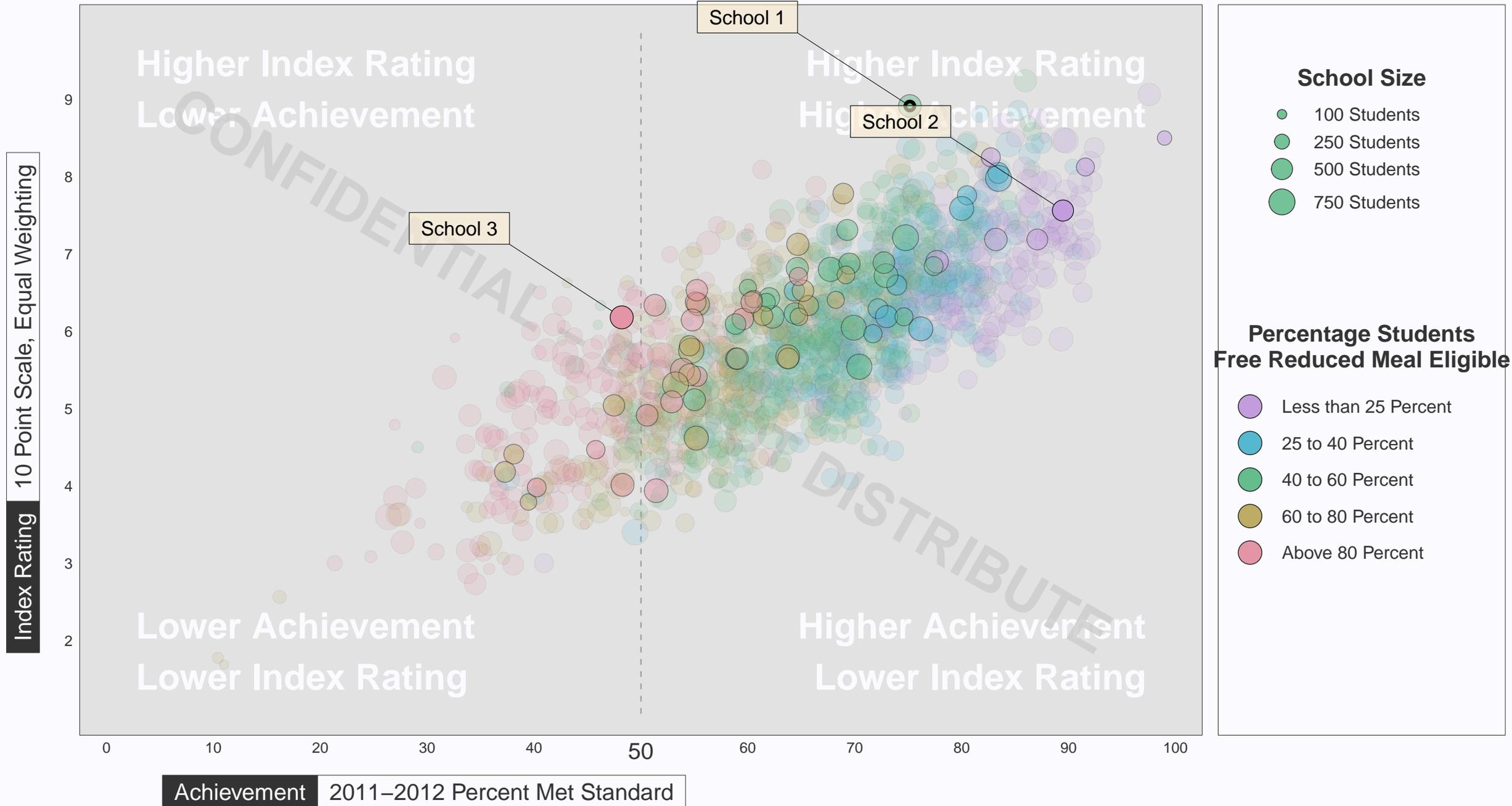
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Primary Schools Performance  
Equal Weight Index Rating



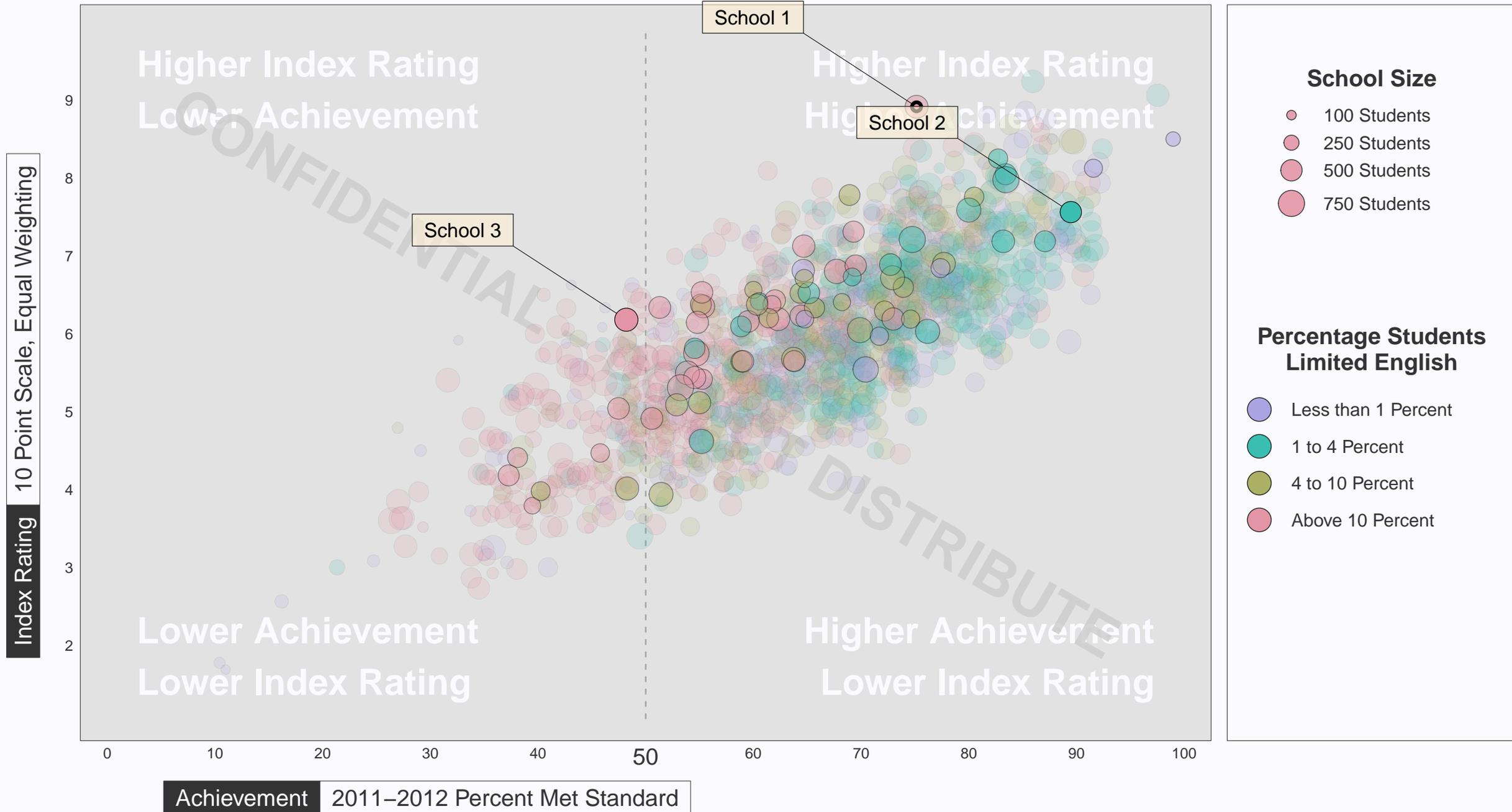
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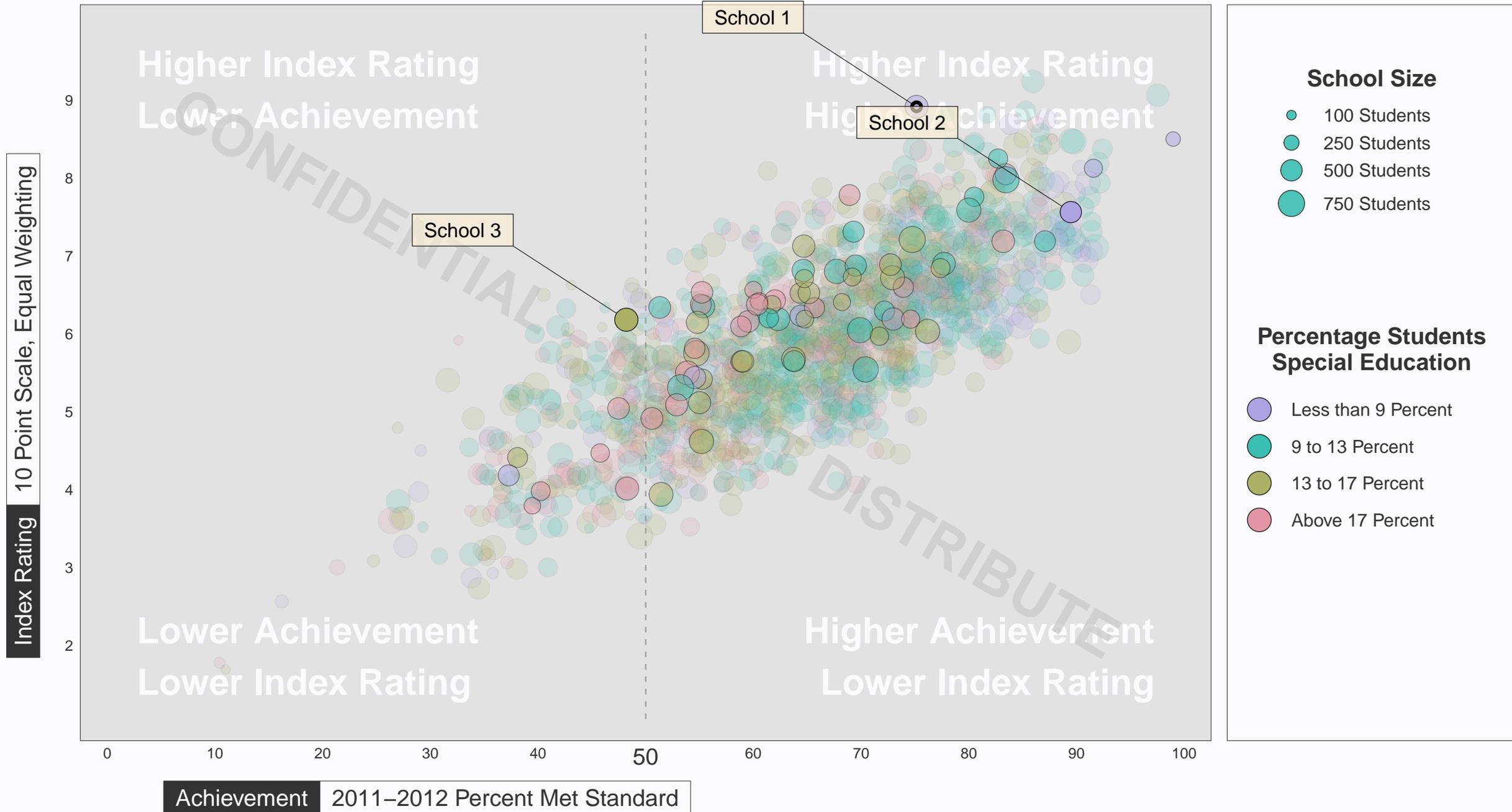
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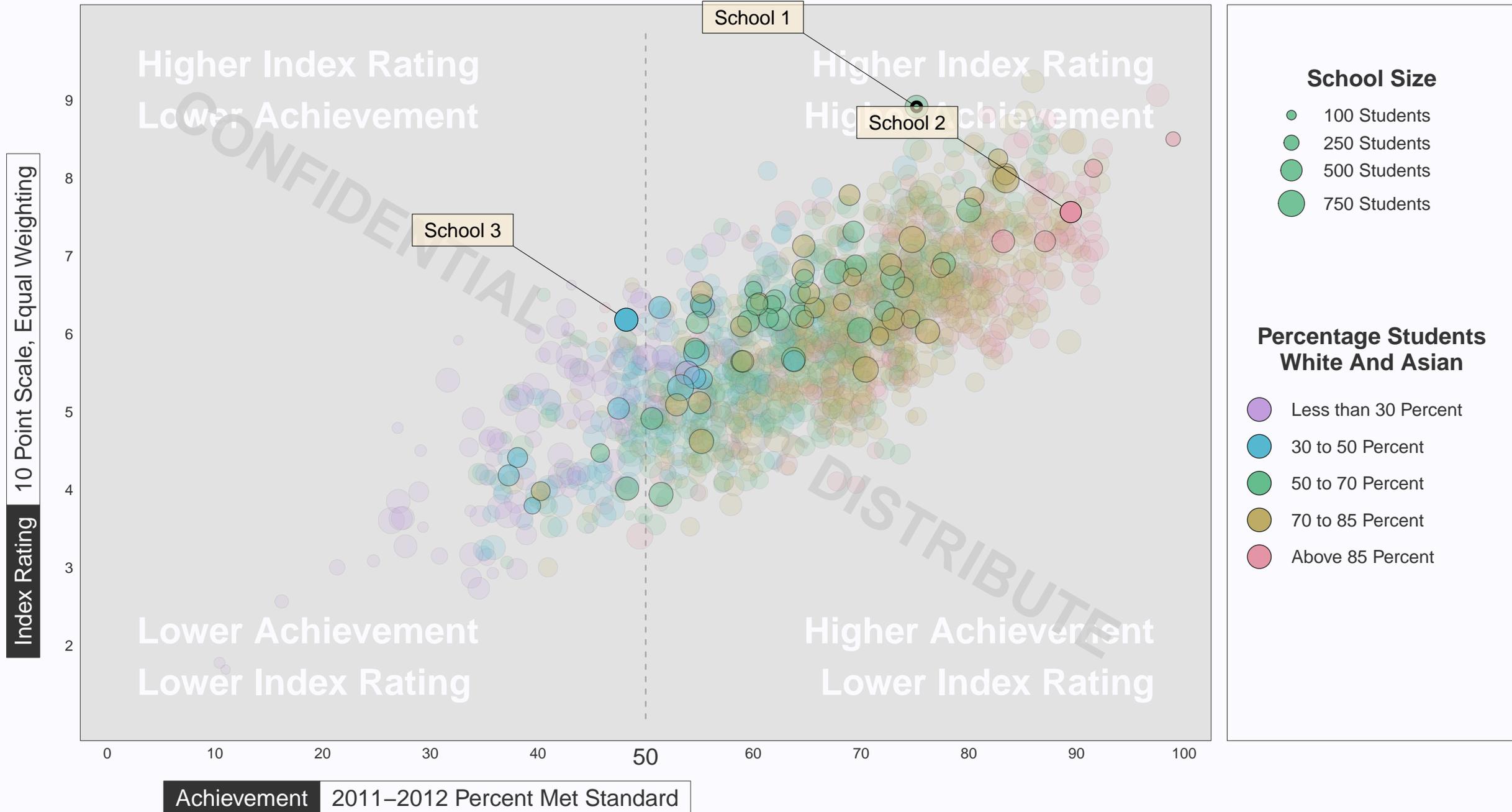
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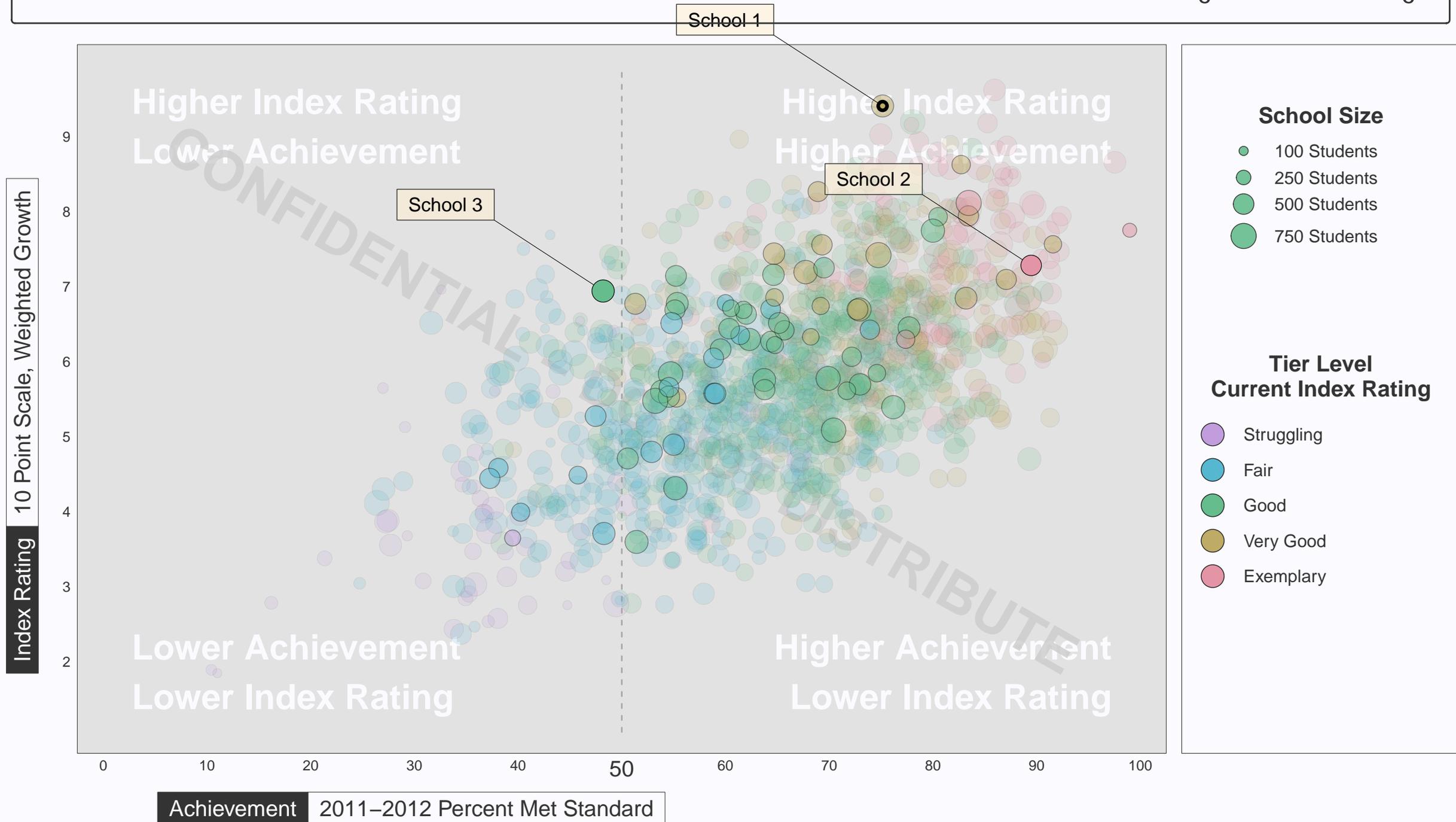
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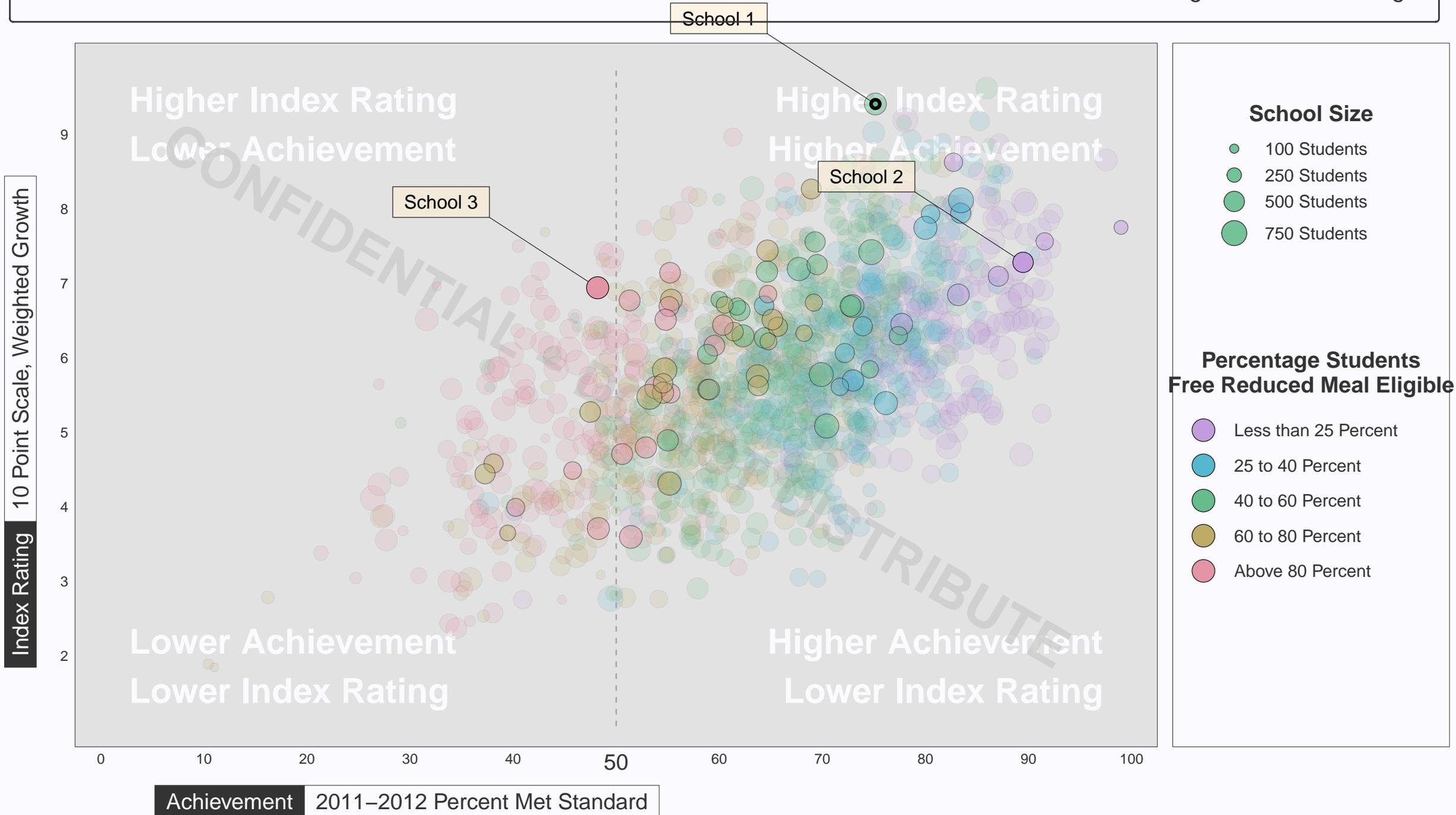
# Achievement and Index Rating

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Weighted Index Rating



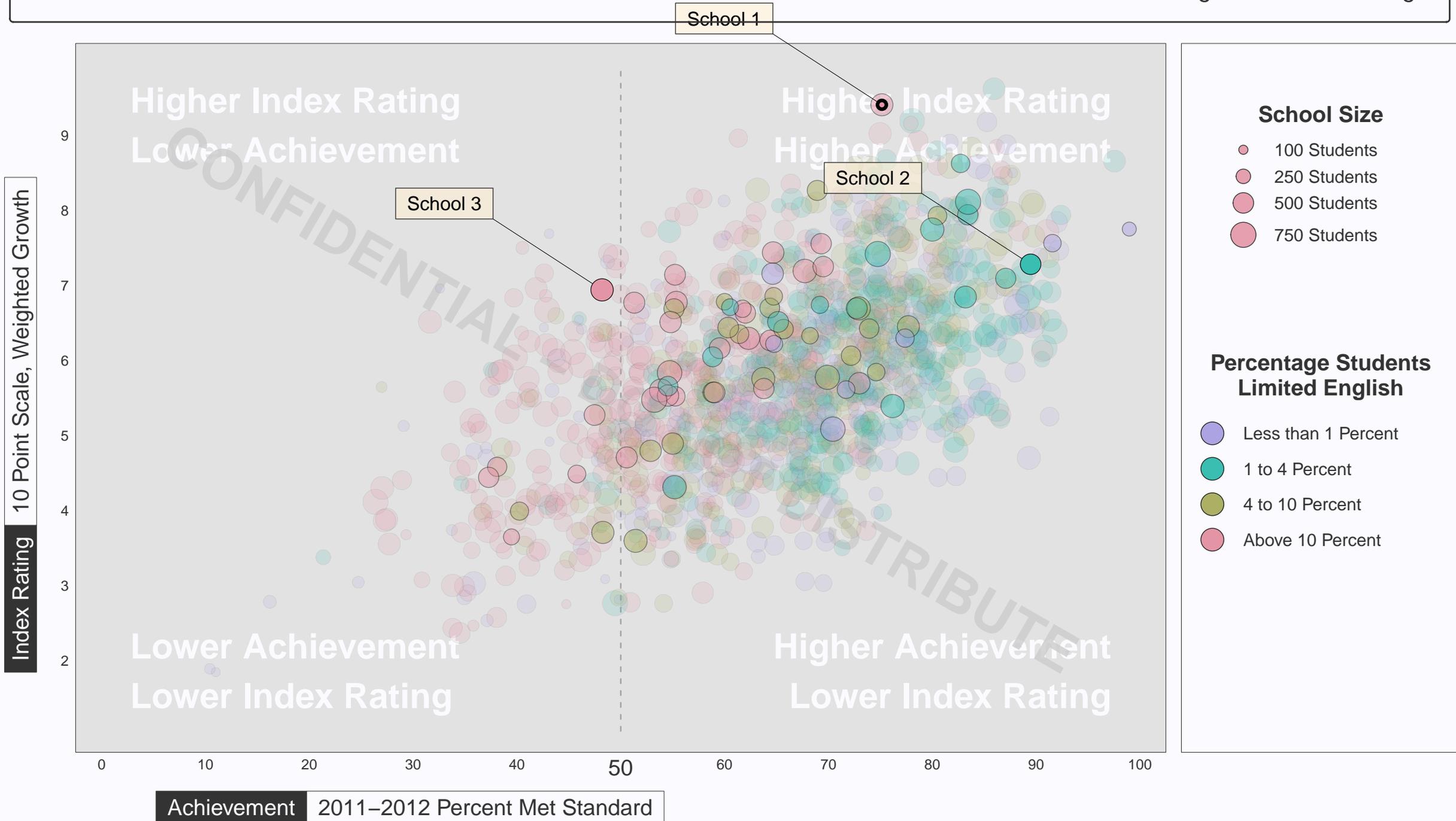
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Weighted Index Rating



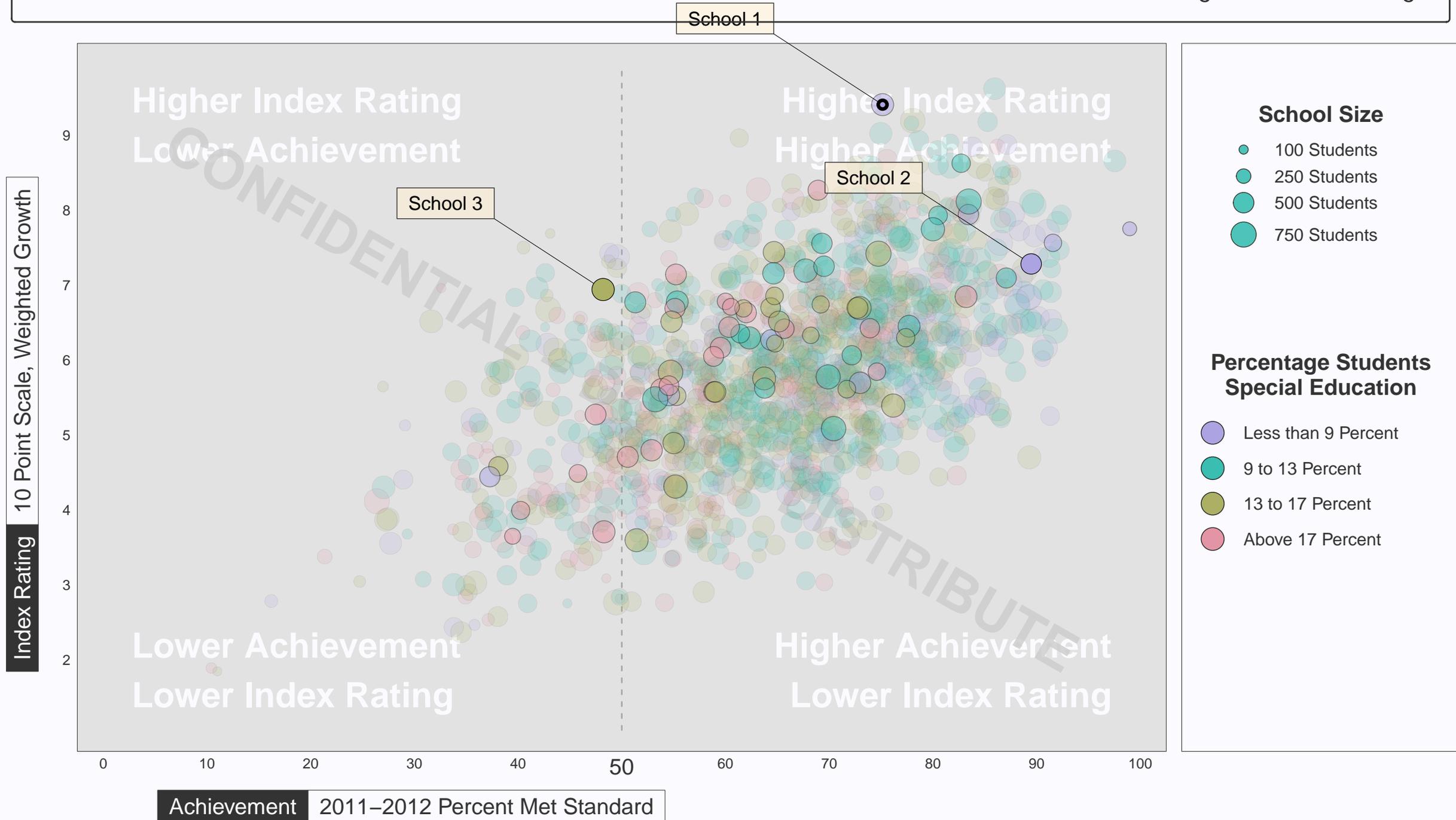
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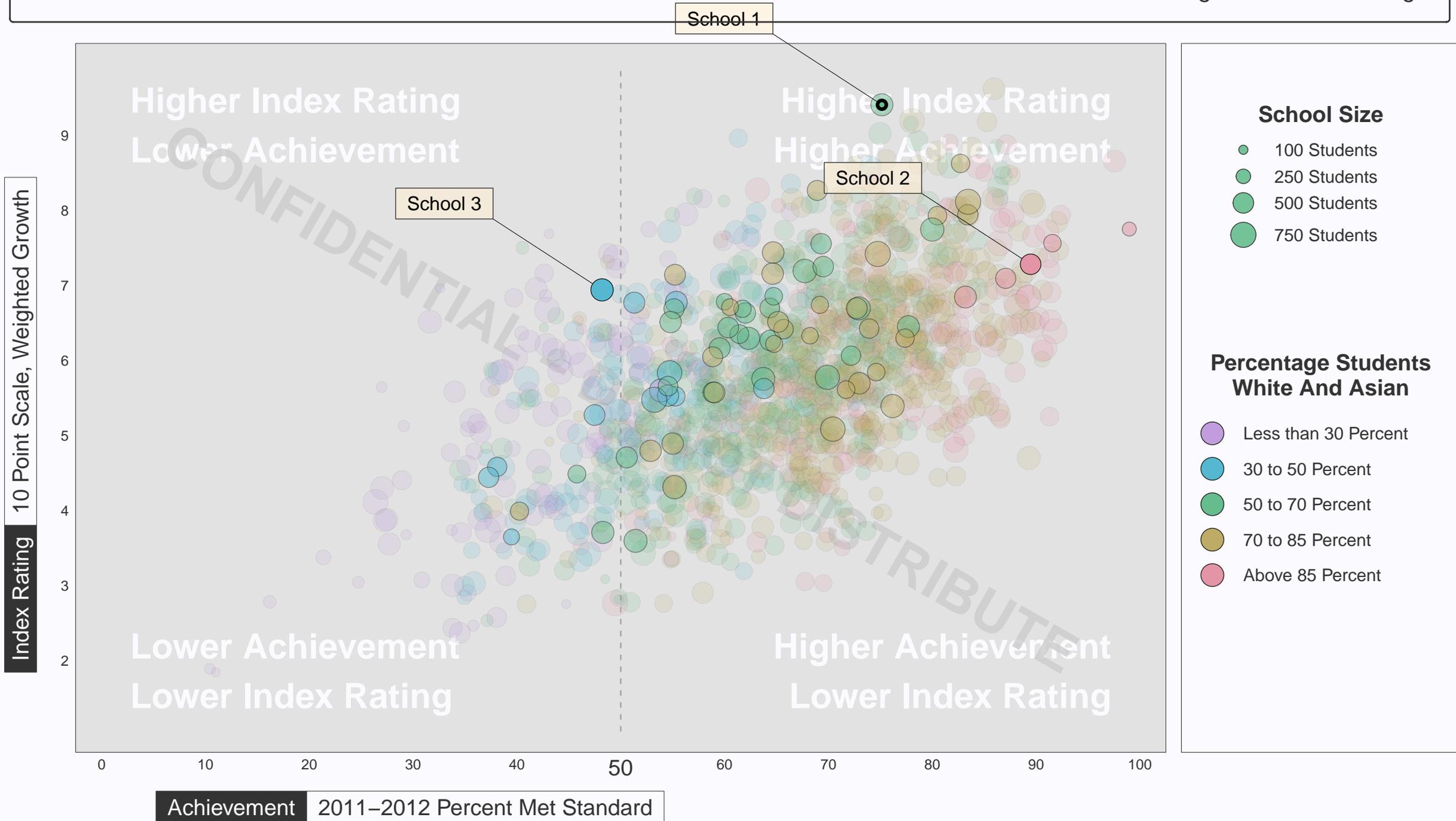
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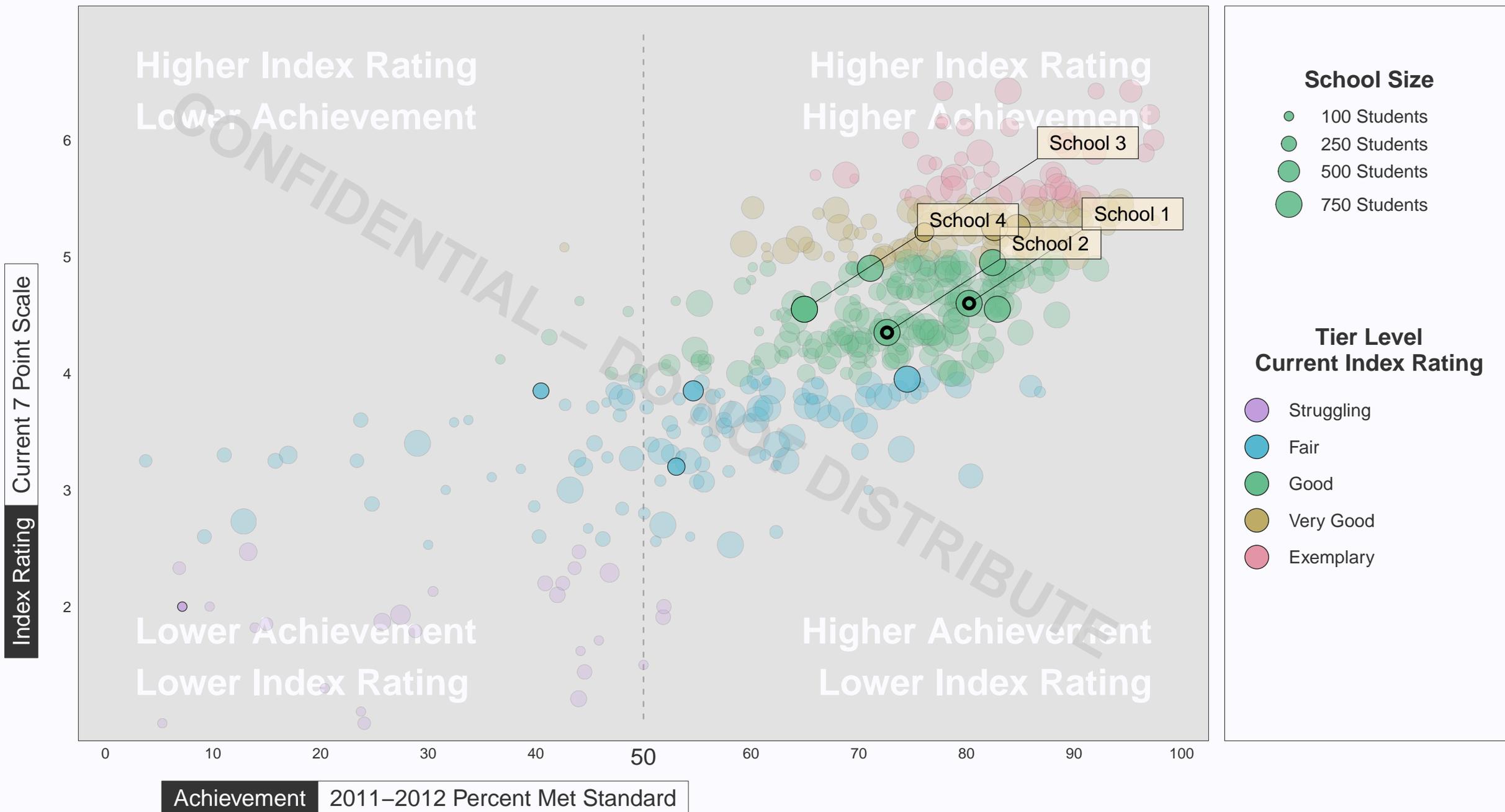
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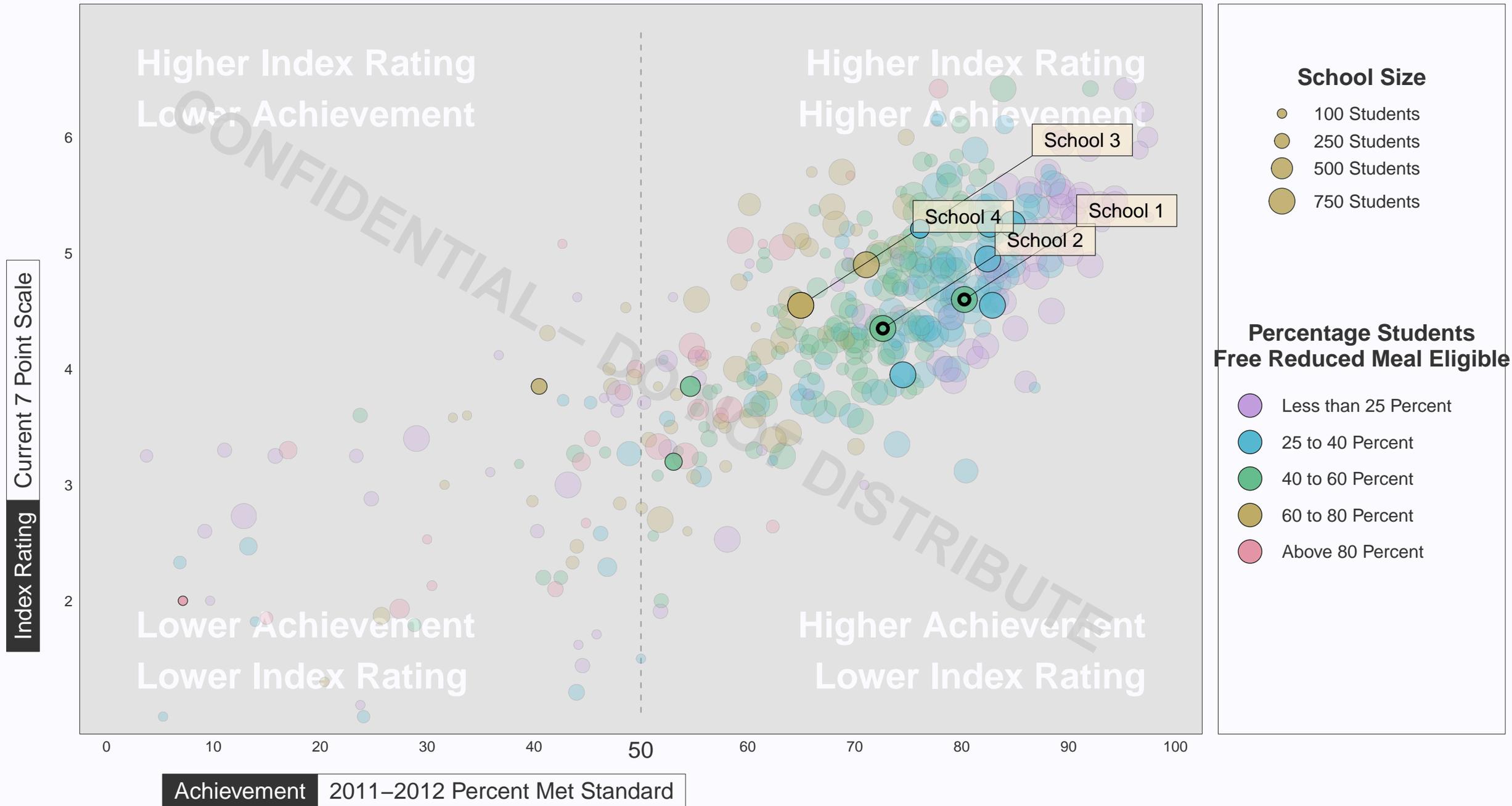
# Achievement and Index Rating

Secondary Schools Performance  
Current Index Rating



# Achievement and Index Rating

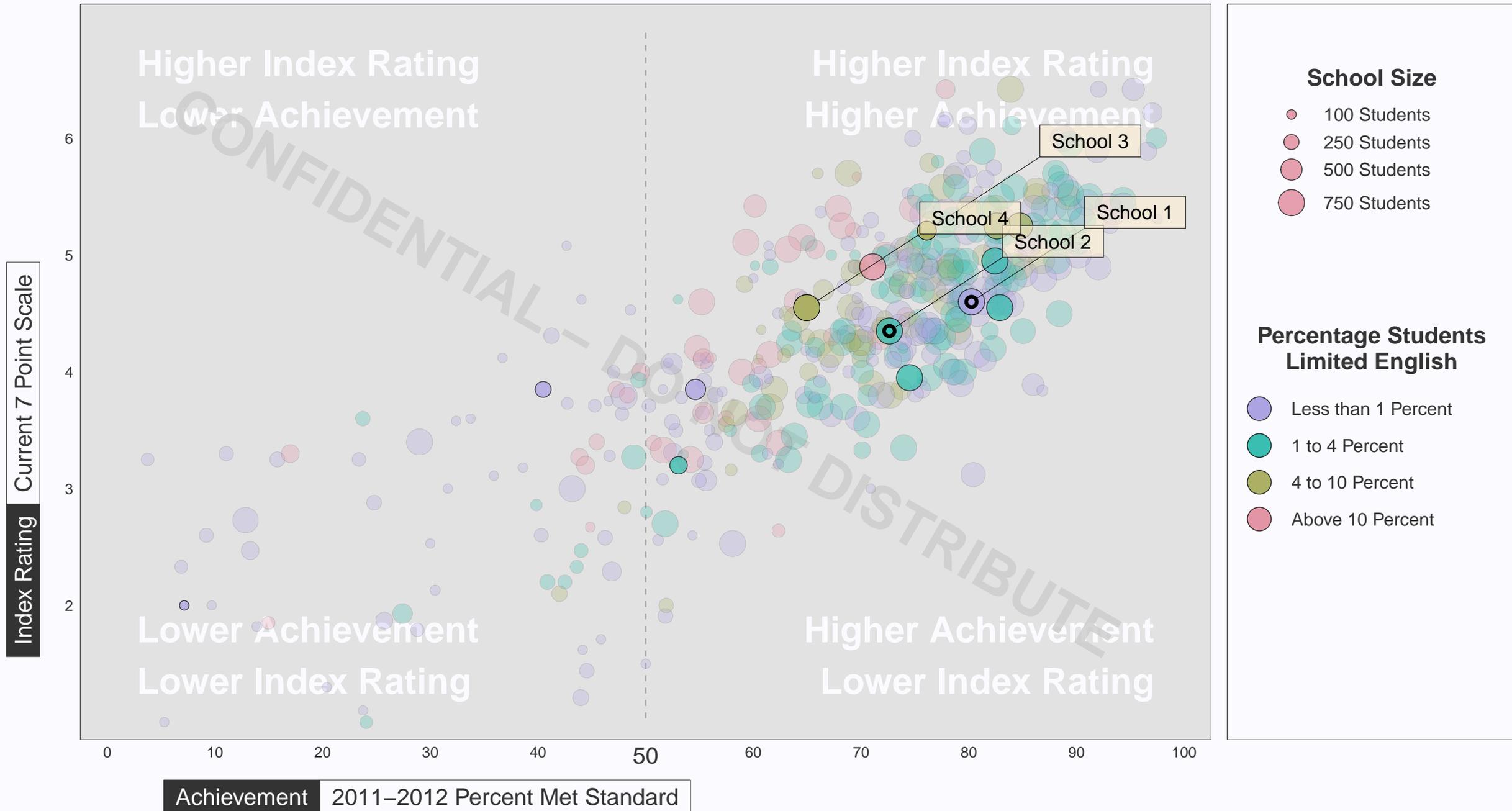
Secondary Schools Performance  
Current Index Rating



# Achievement and Index Rating

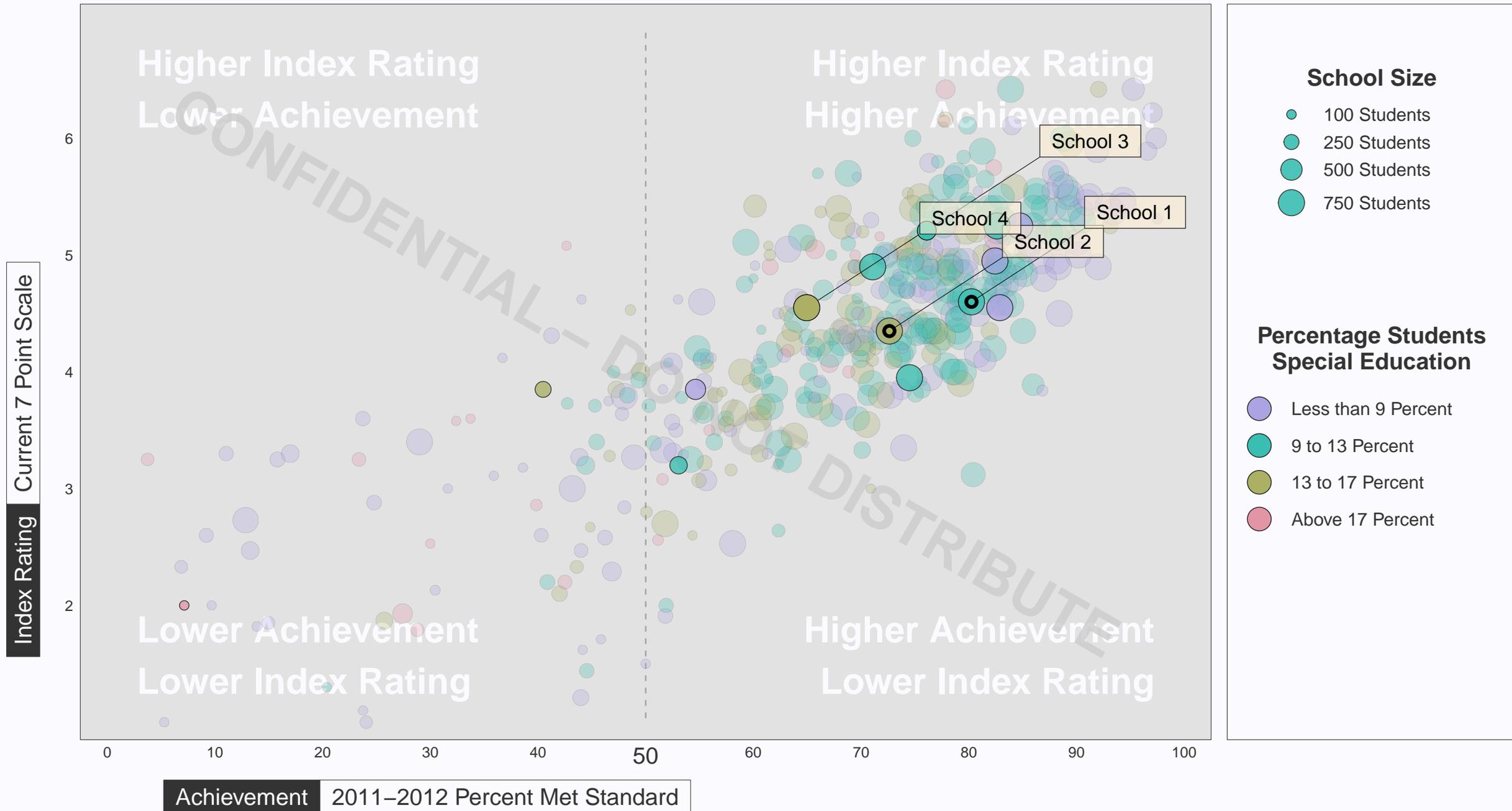
Secondary Schools Performance

Current Index Rating



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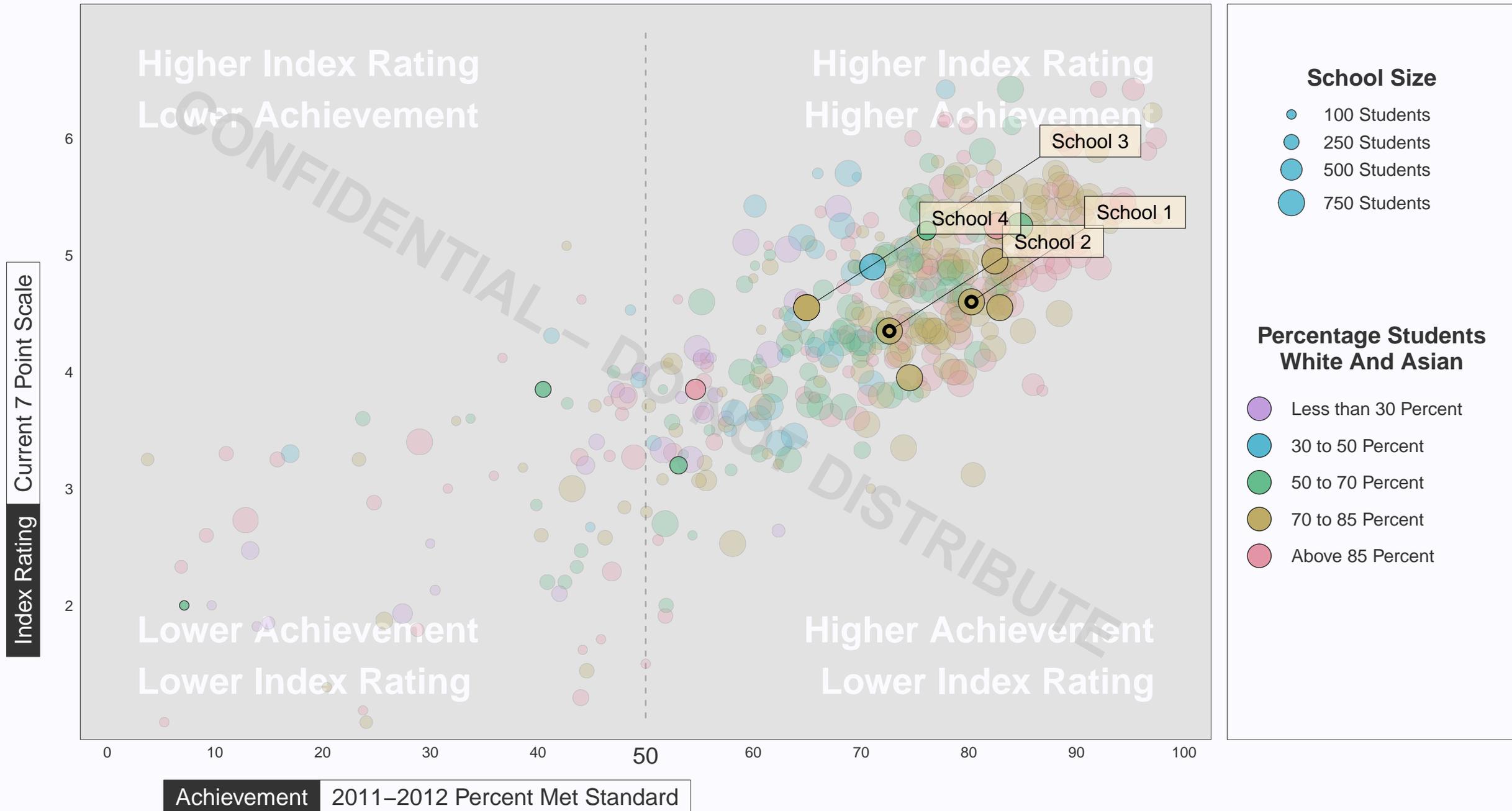
Secondary Schools Performance  
Current Index Rating



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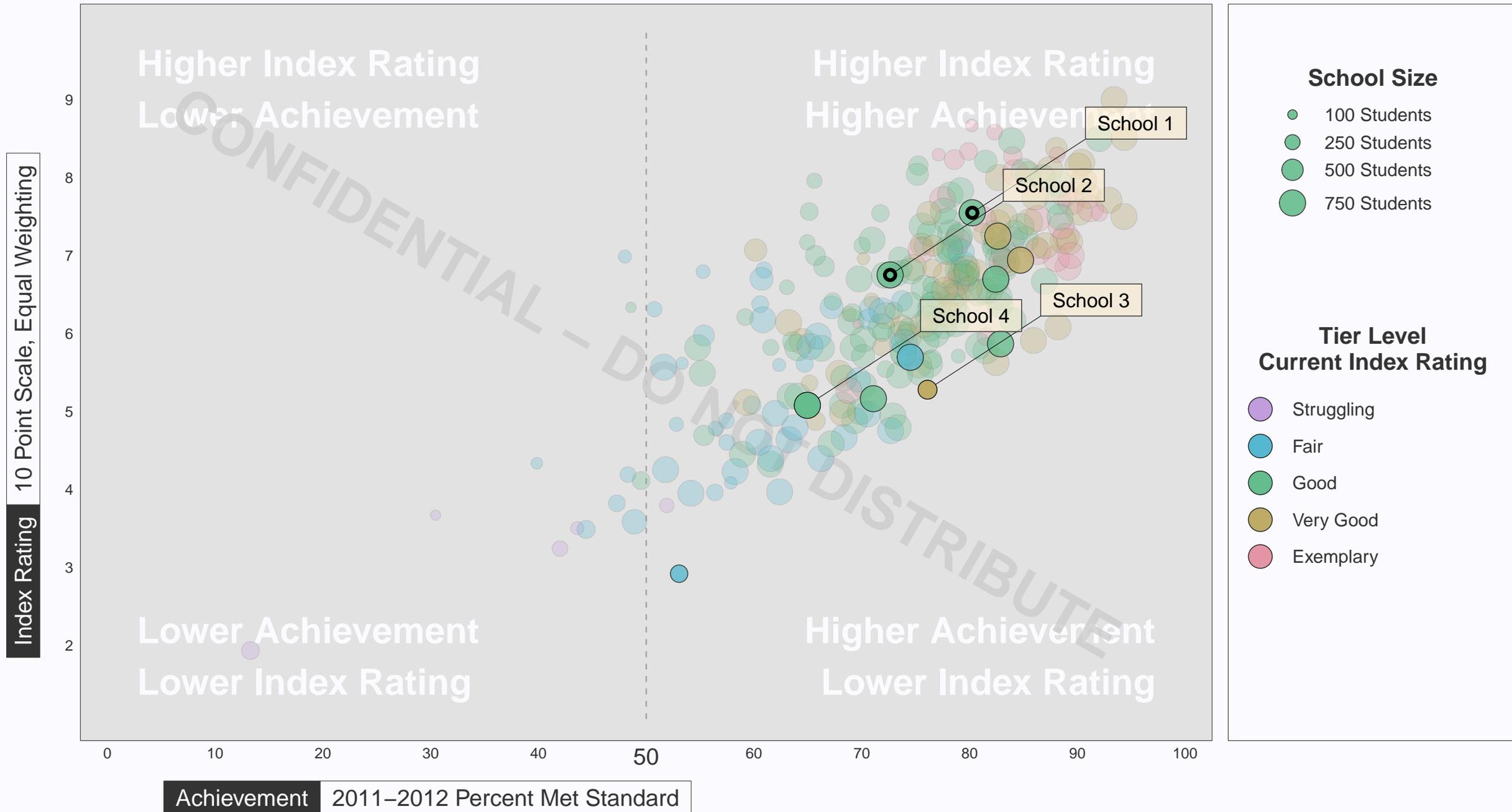
Secondary Schools Performance

Current Index Rating



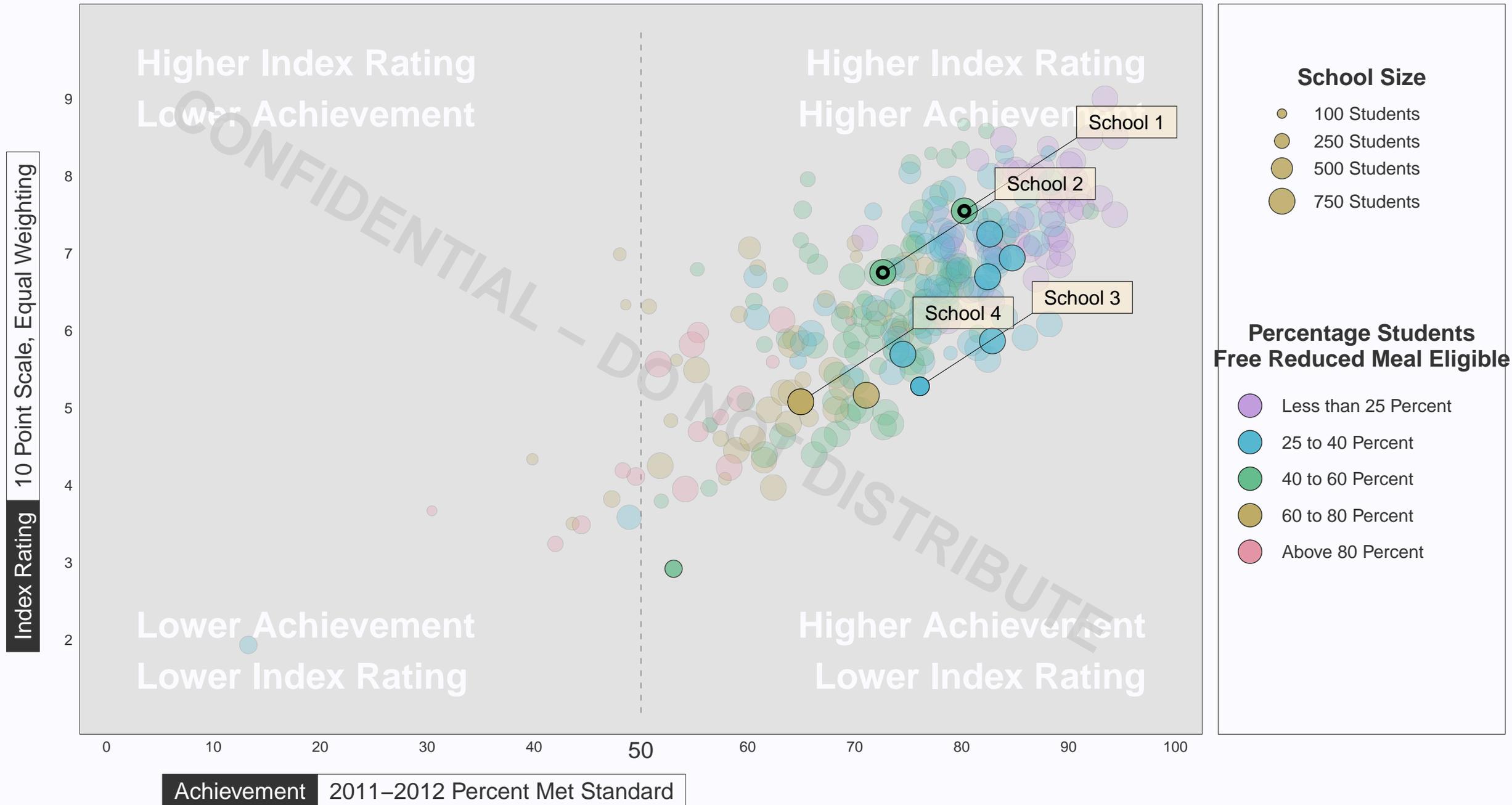
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Secondary Schools Performance  
Equal Weight Index Rating



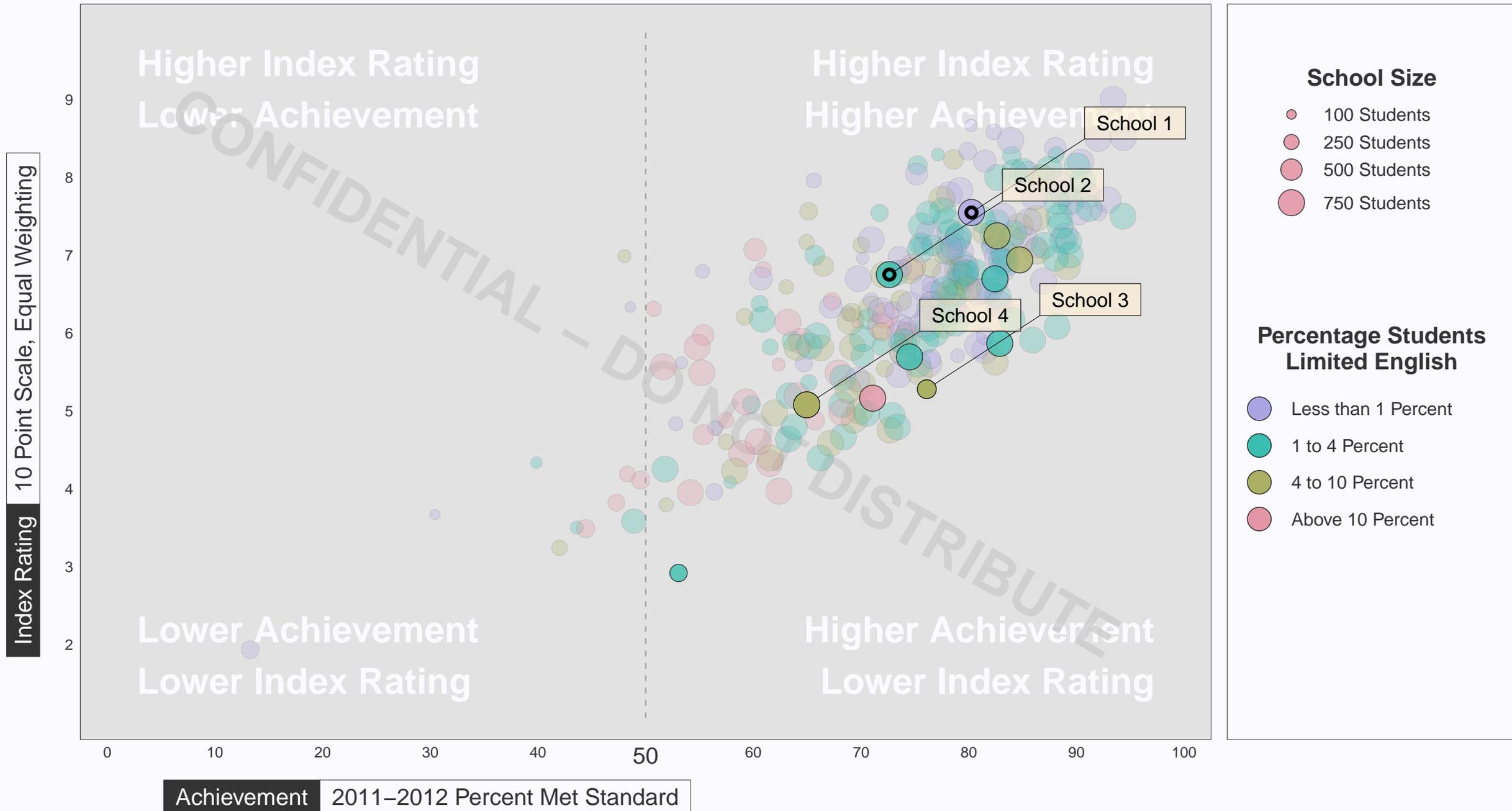
# Achievement and Index Rating

Secondary Schools Performance  
Equal Weight Index Rating



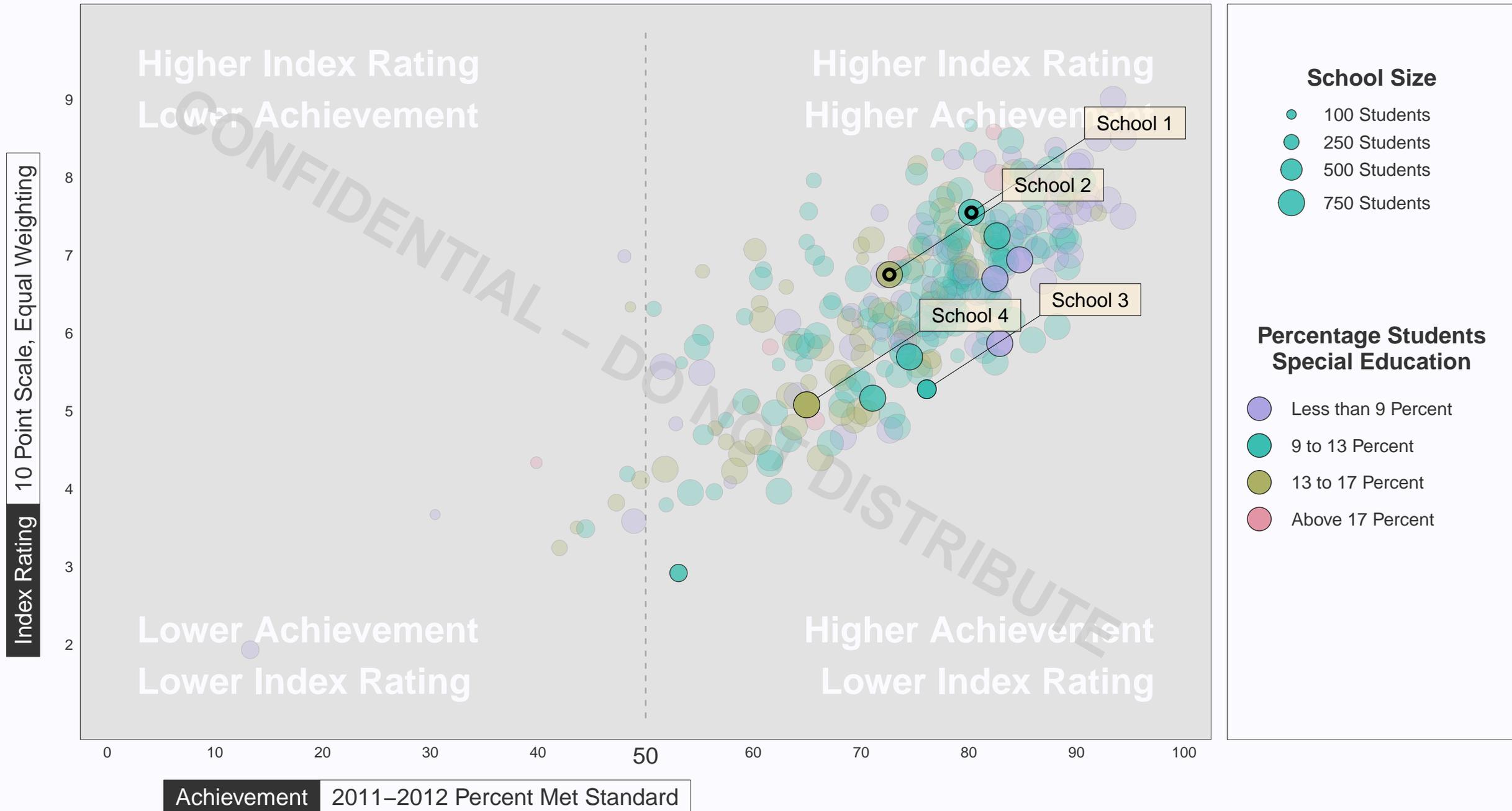
# Achievement and Index Rating

Secondary Schools Performance  
Equal Weight Index Rating



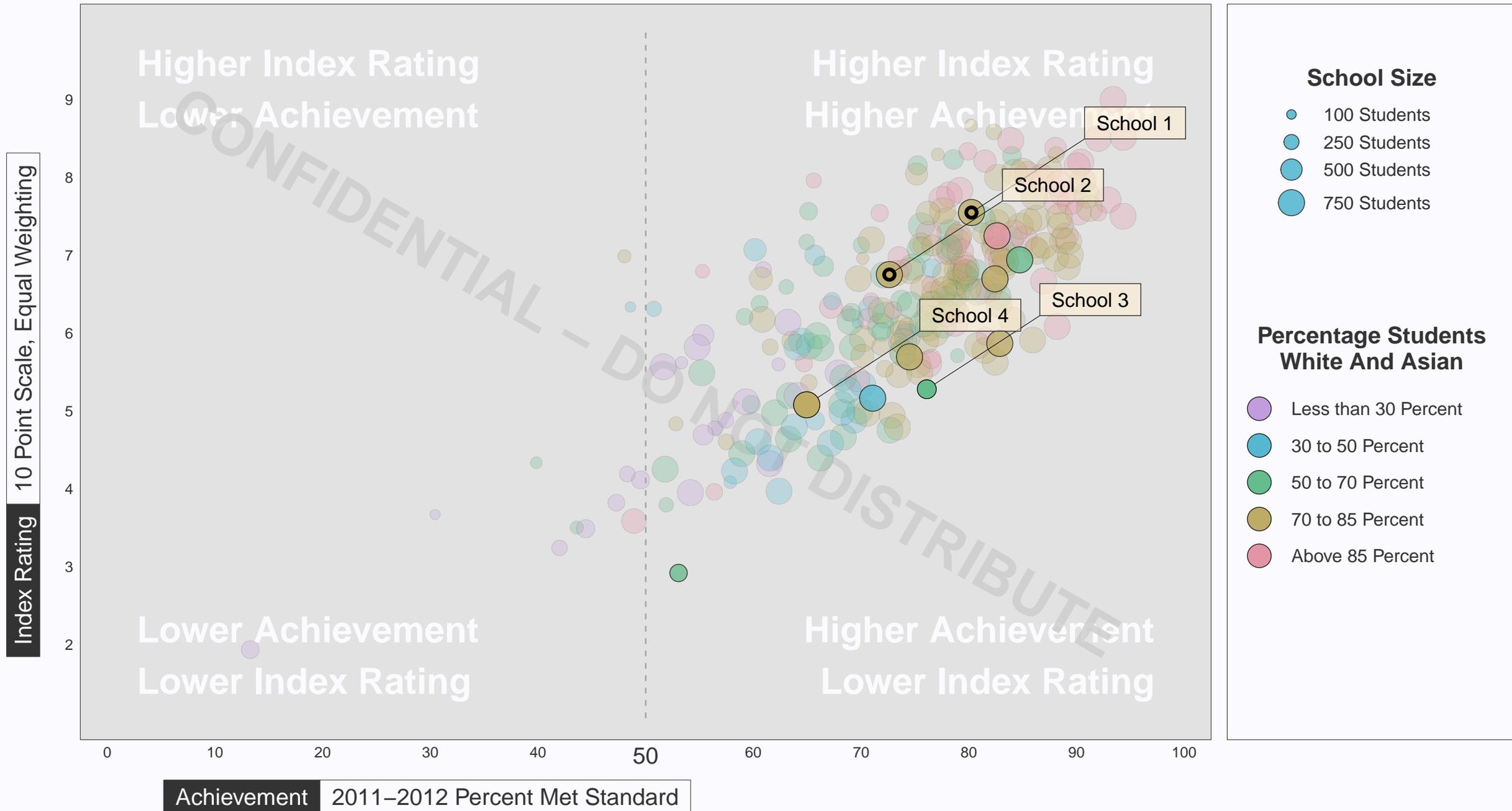
# Achievement and Index Rating

Secondary Schools Performance  
Equal Weight Index Rating



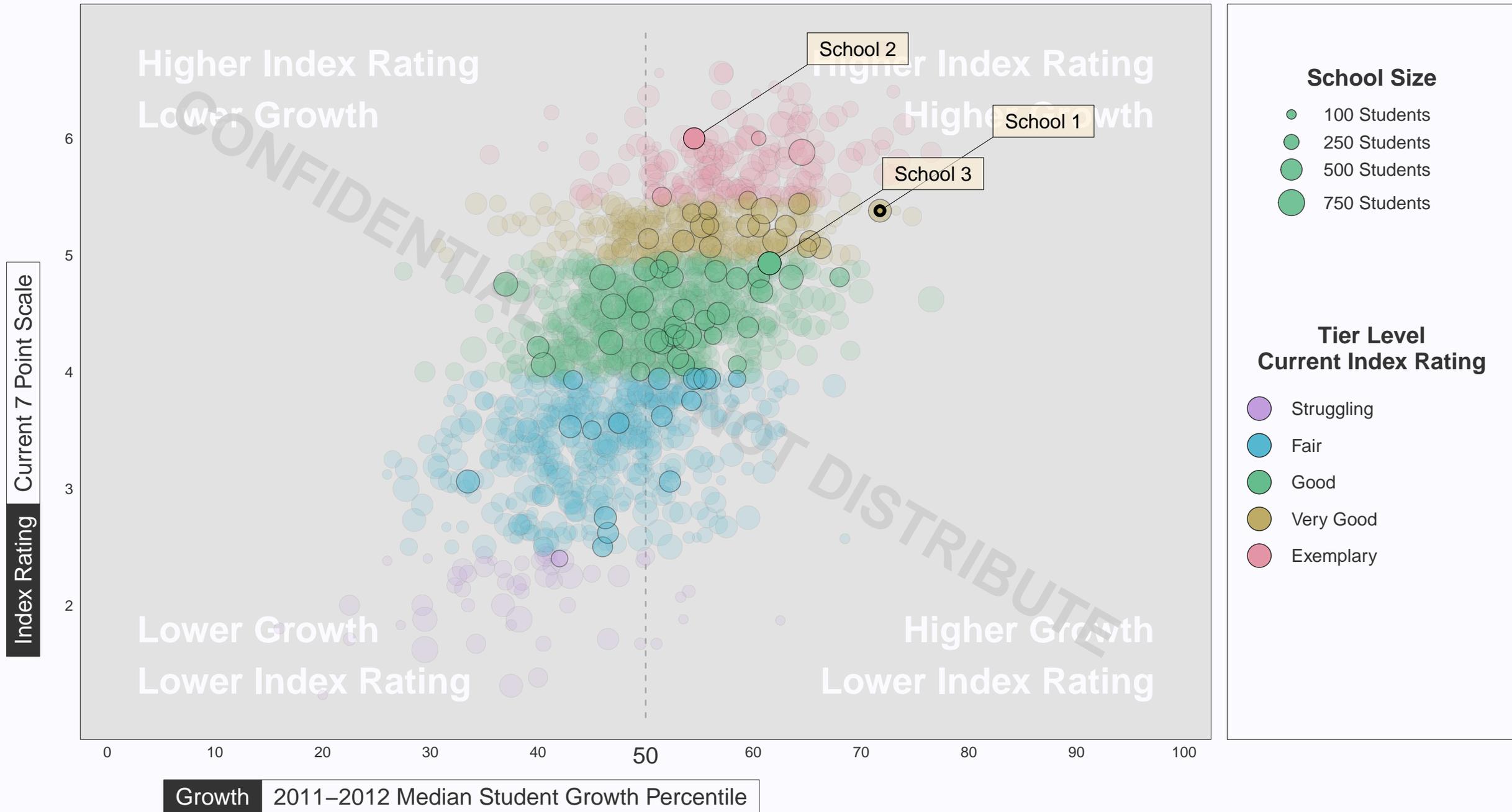
# Achievement and Index Rating

Secondary Schools Performance  
Equal Weight Index Rating



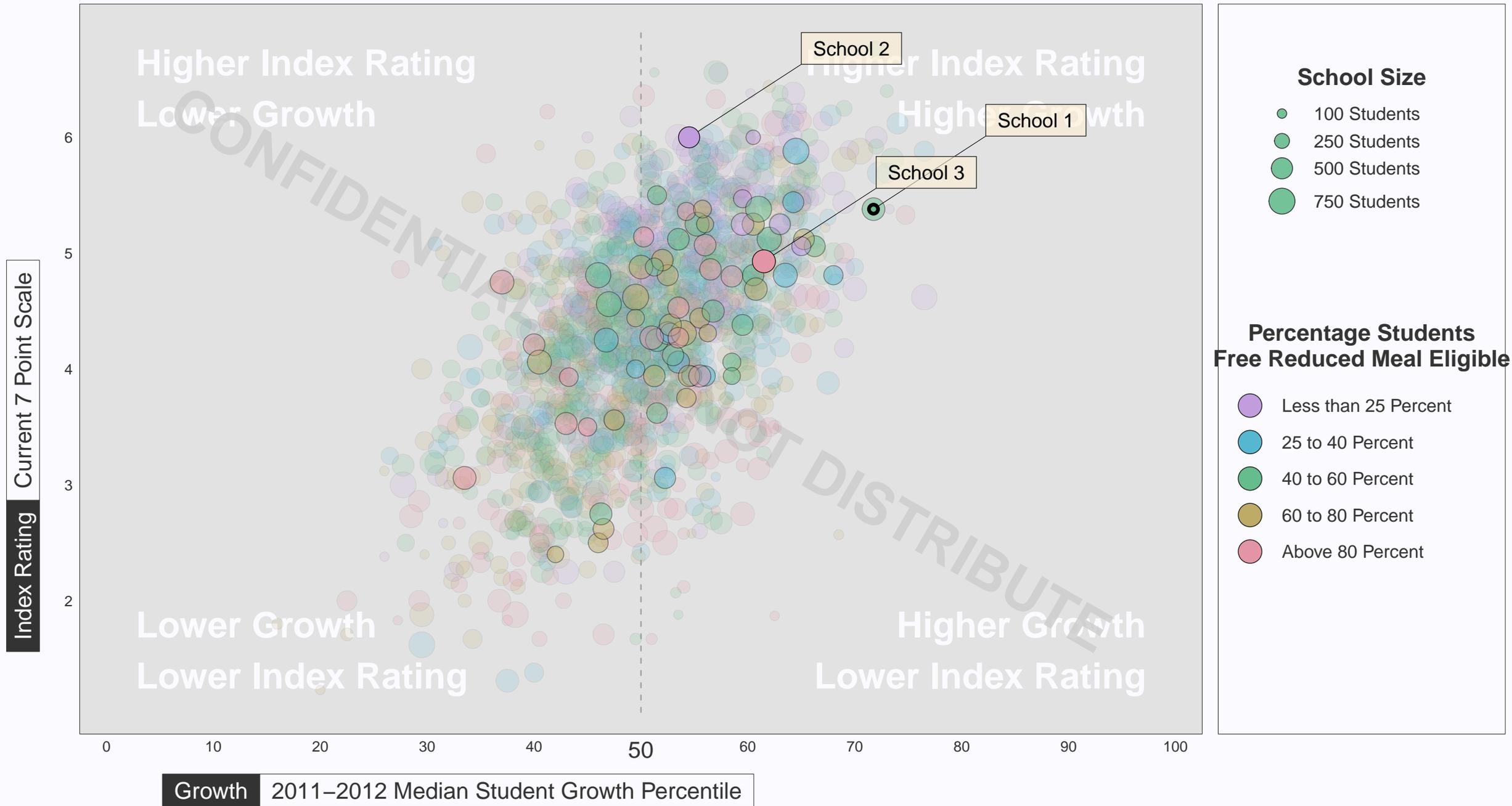
# Growth and Index Rating

Primary Schools Performance  
Current Index Rating



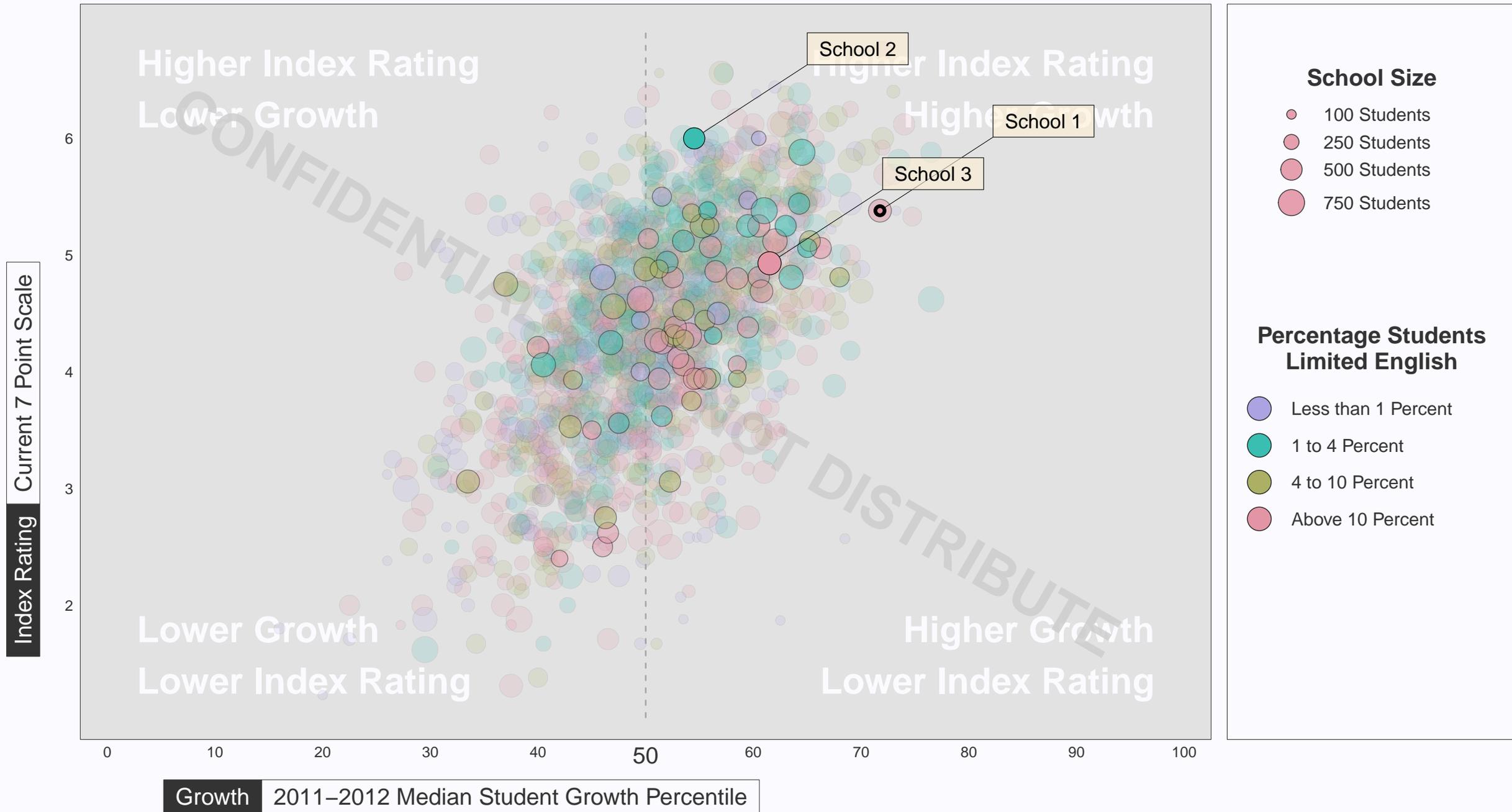
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Primary Schools Performance  
Current Index Rating



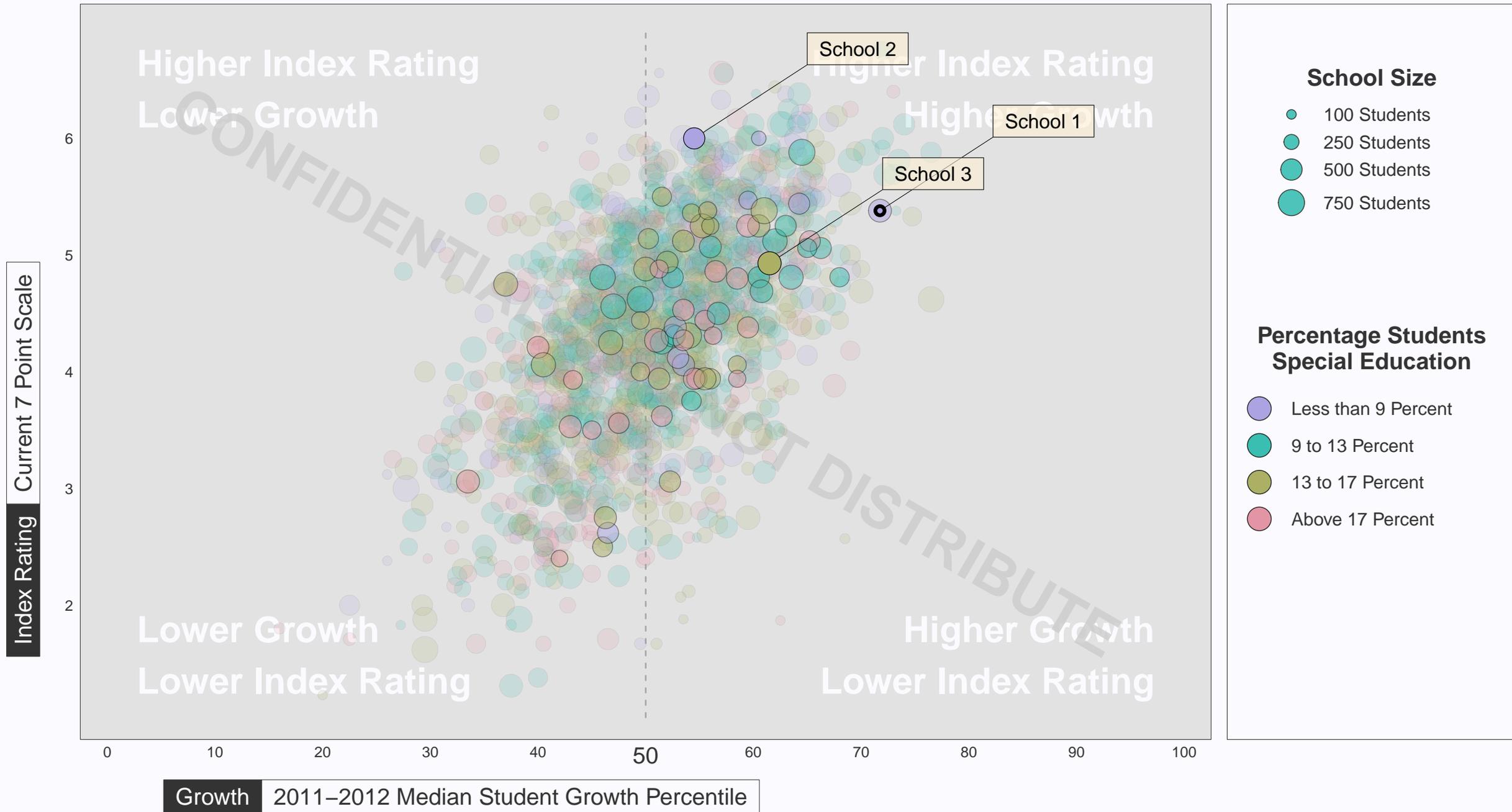
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Primary Schools Performance  
Current Index Rating



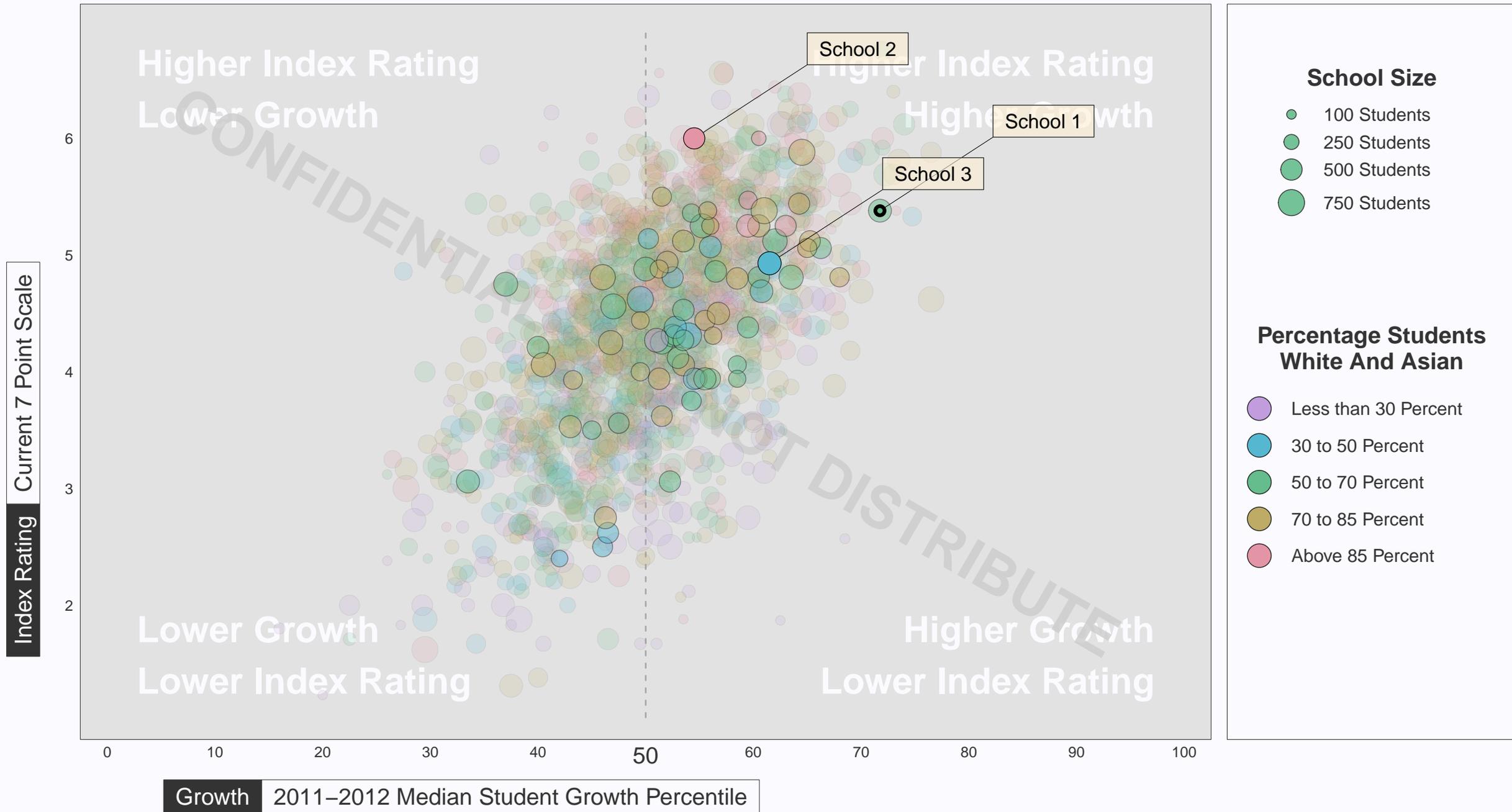
# Growth and Index Rating

Primary Schools Performance  
Current Index Rating



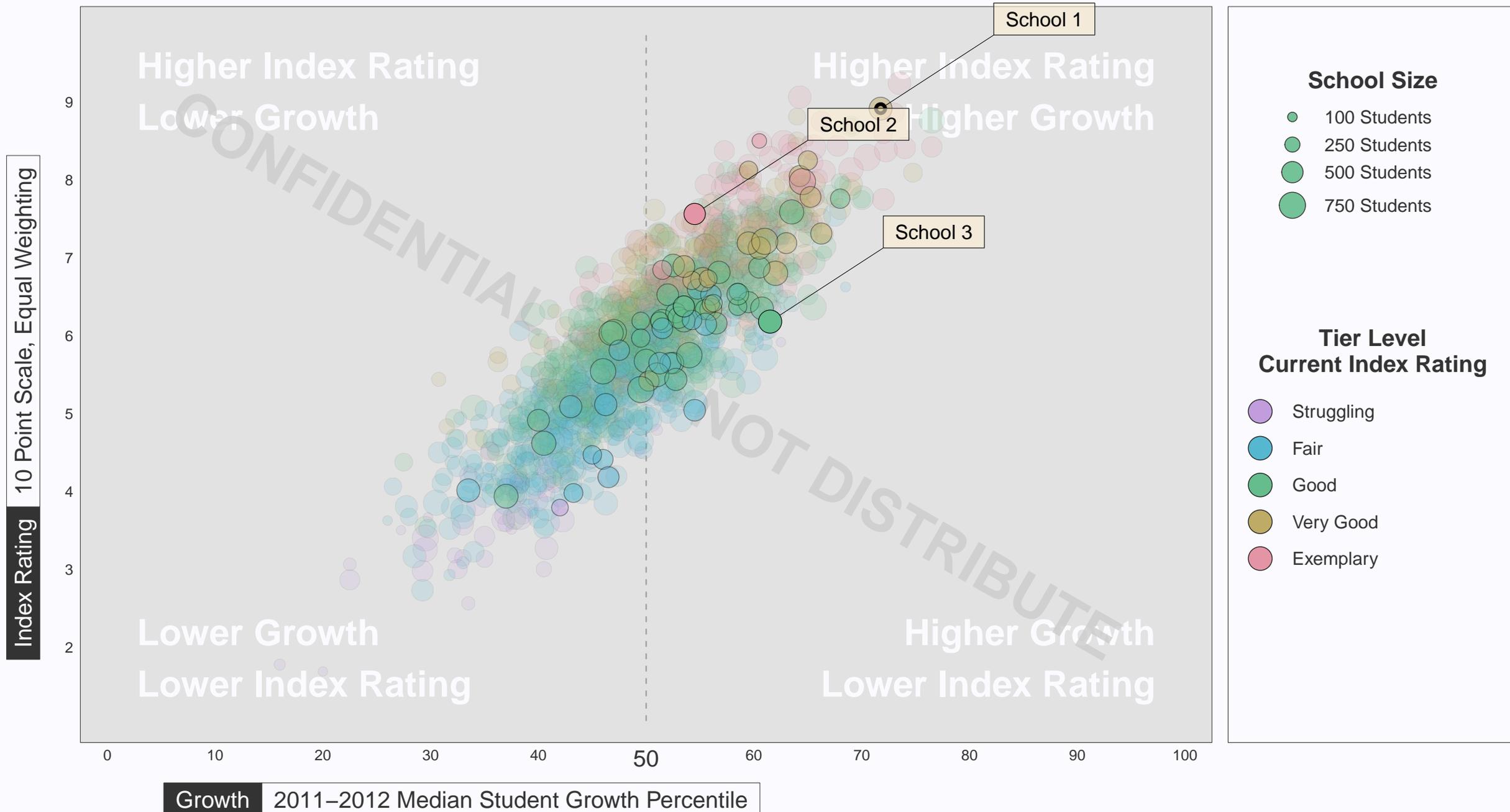
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Primary Schools Performance  
Current Index Rating



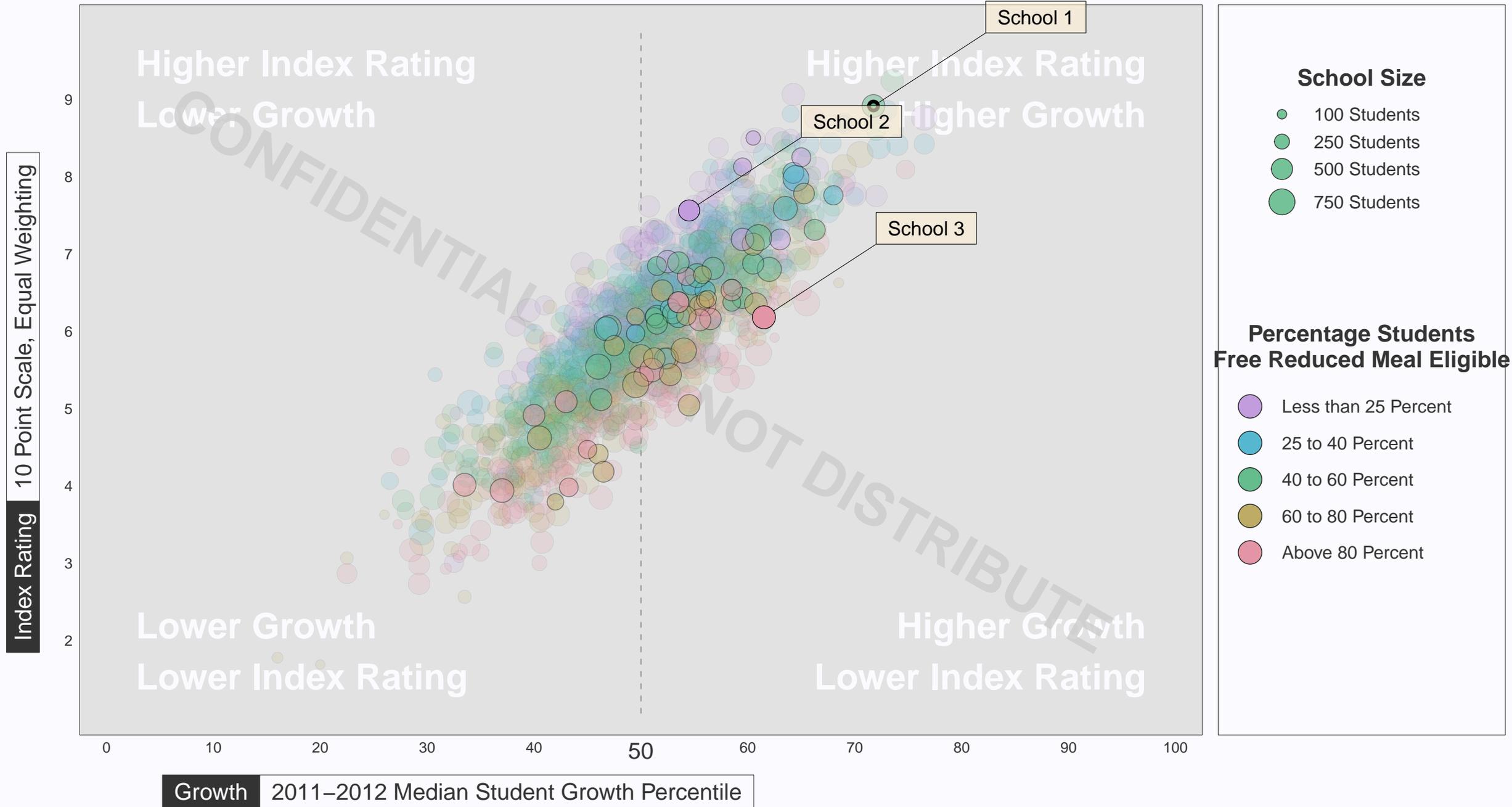
# Growth and Index Rating

Primary Schools Performance  
Equal Weight Index Rating



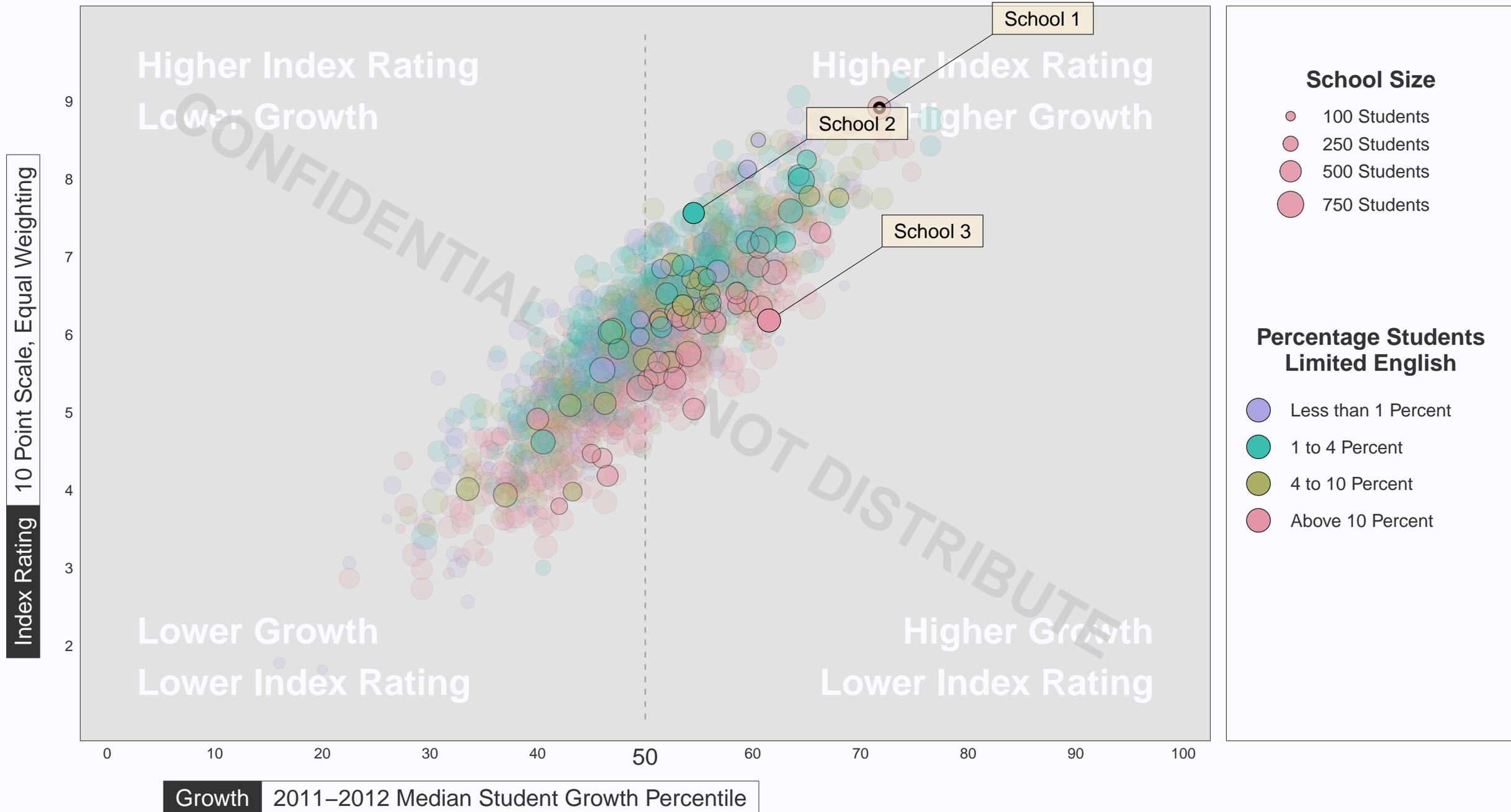
# Growth and Index Rating

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Equal Weight Index Rating



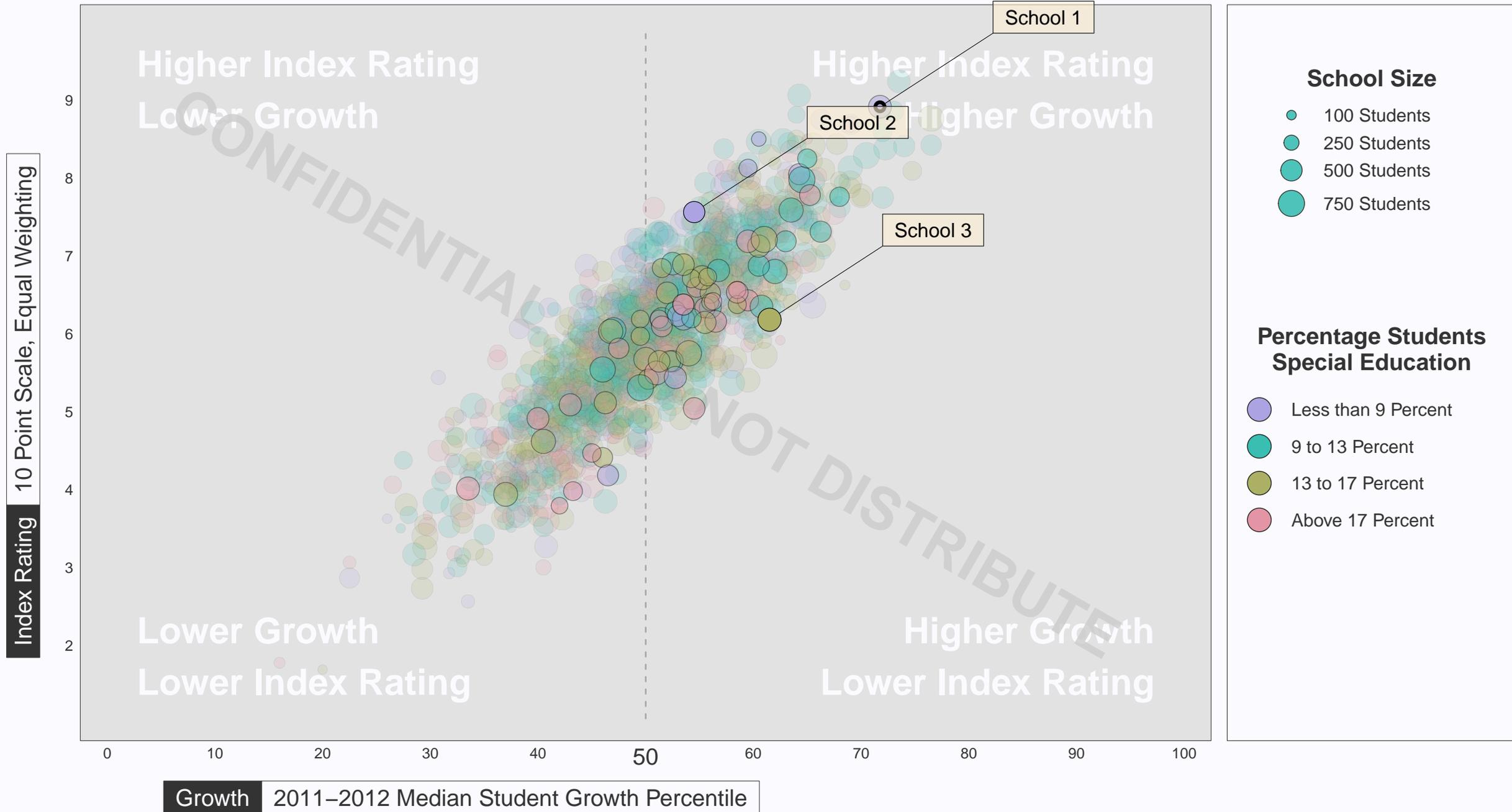
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Equal Weight Index Rating



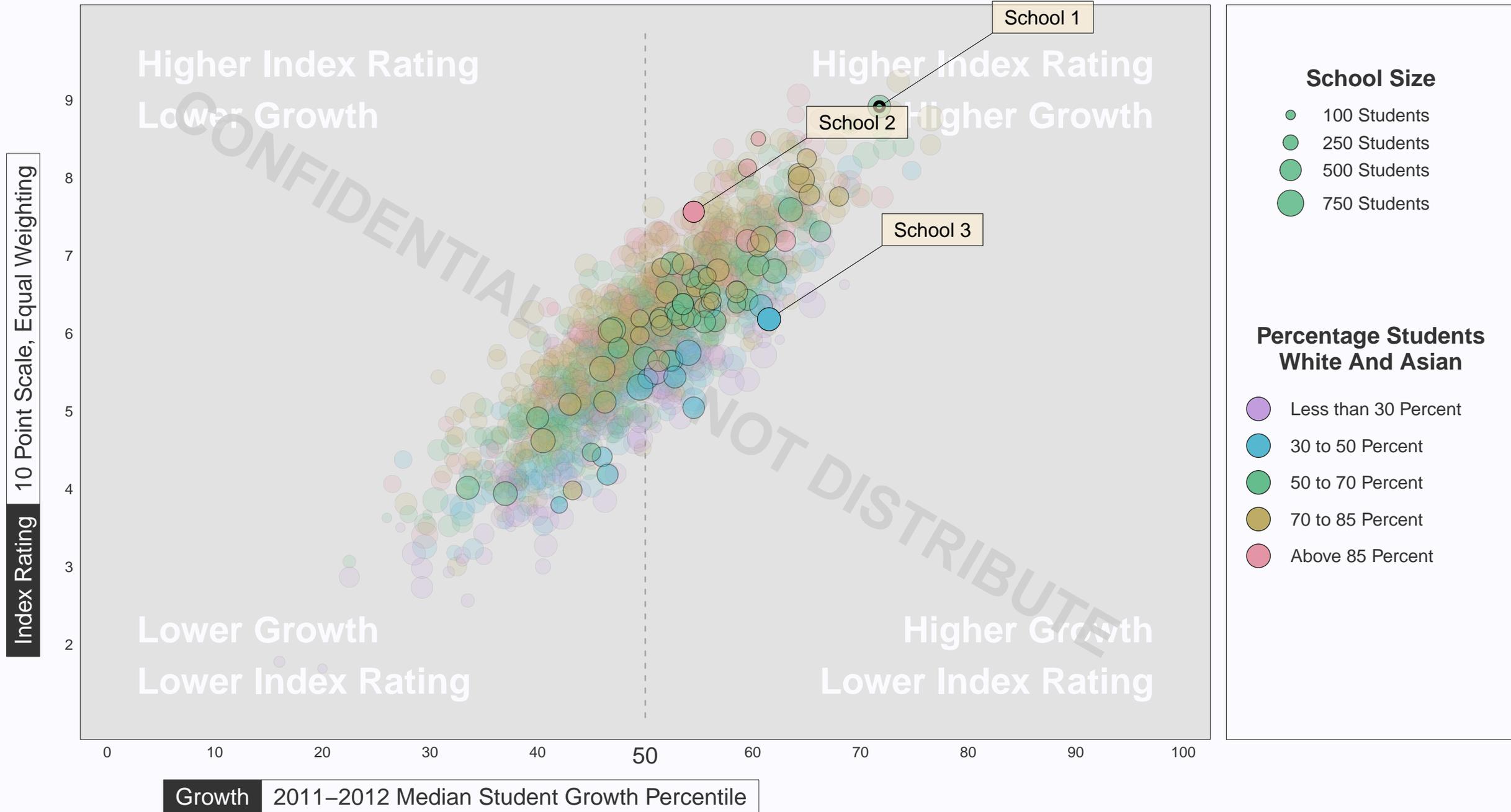
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Equal Weight Index Rating



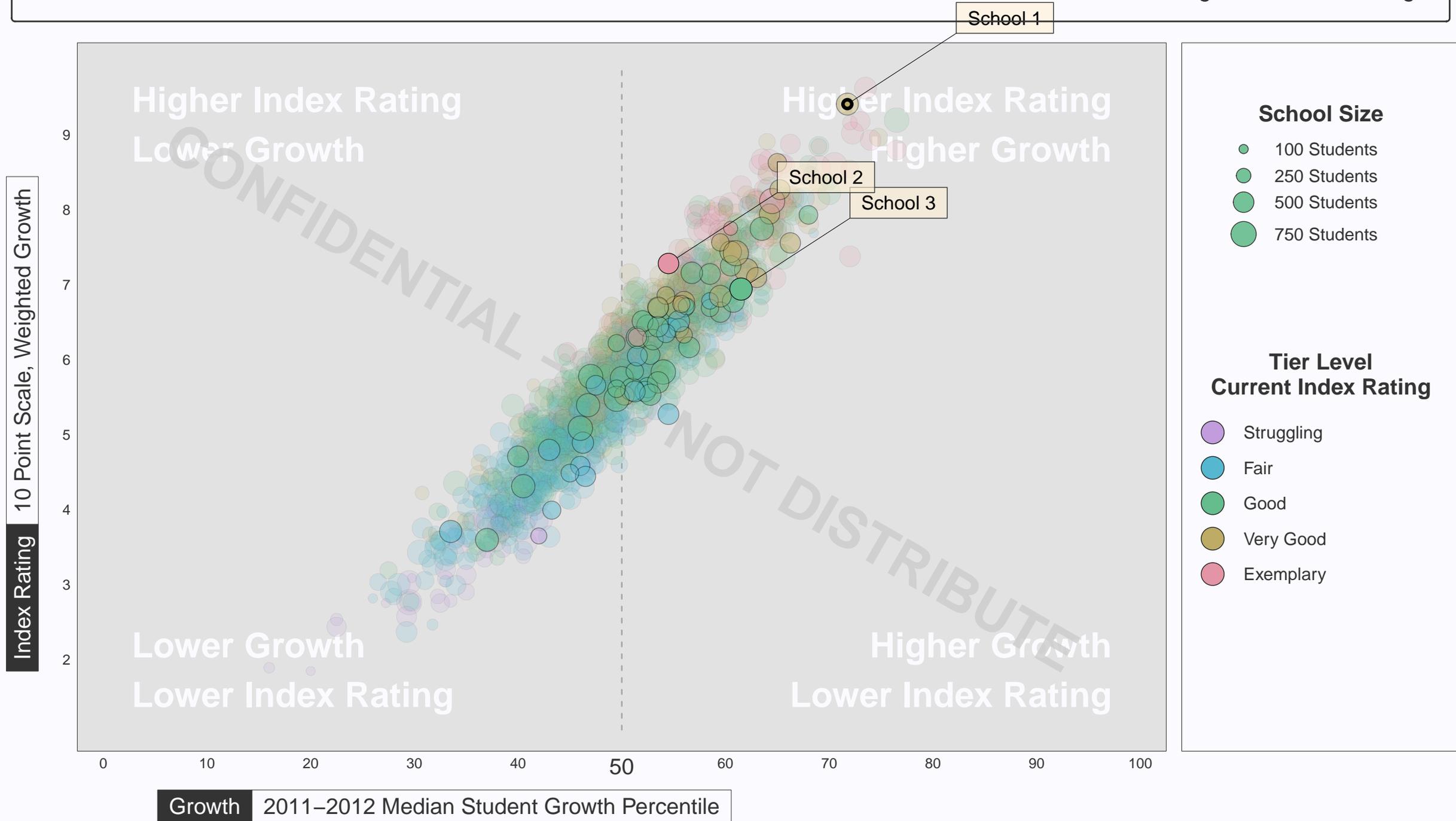
# Growth and Index Rating

Primary Schools Performance  
Equal Weight Index Rating



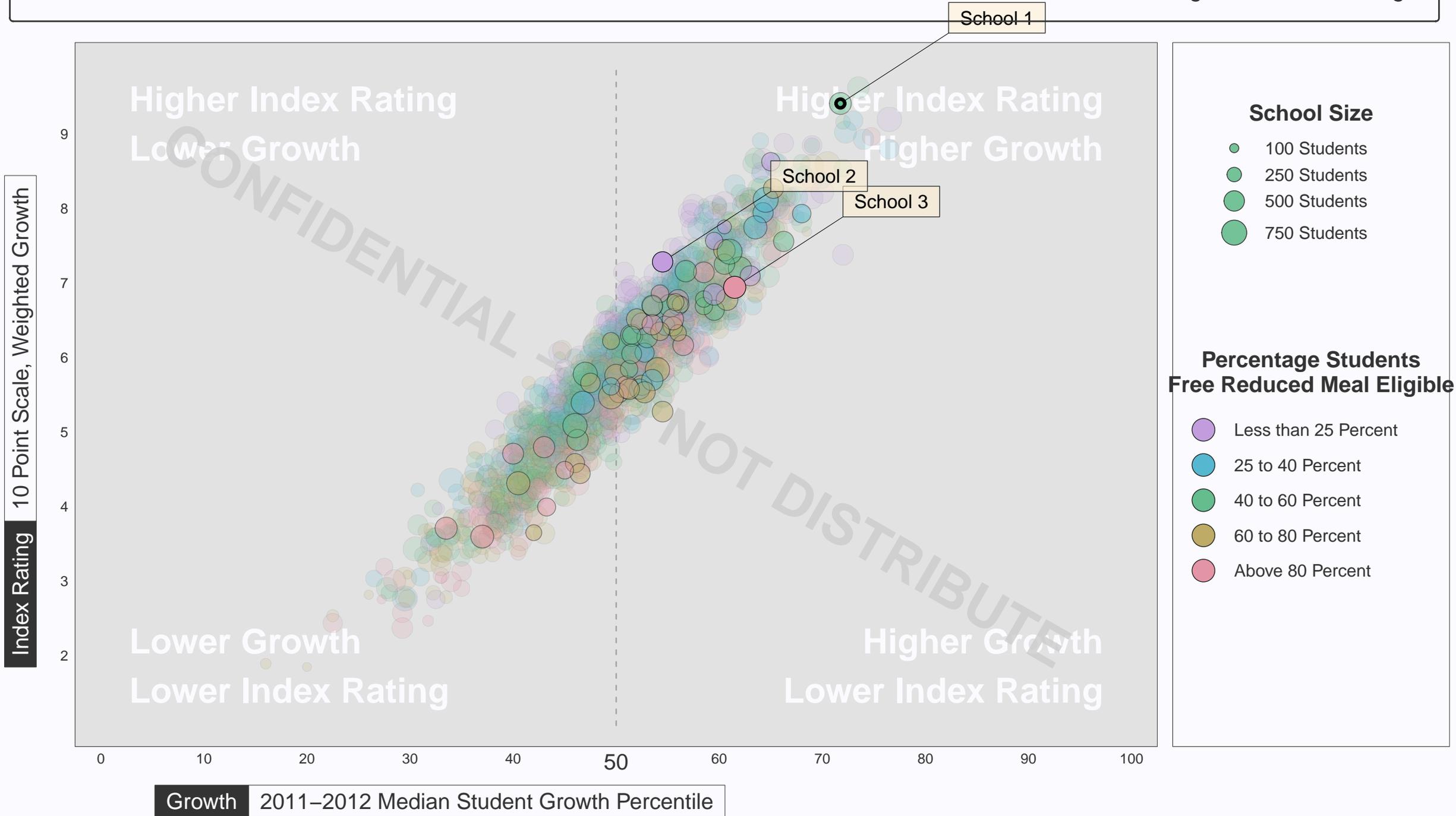
# Growth and Index Rating

Primary Schools Performance  
Weighted Index Rating



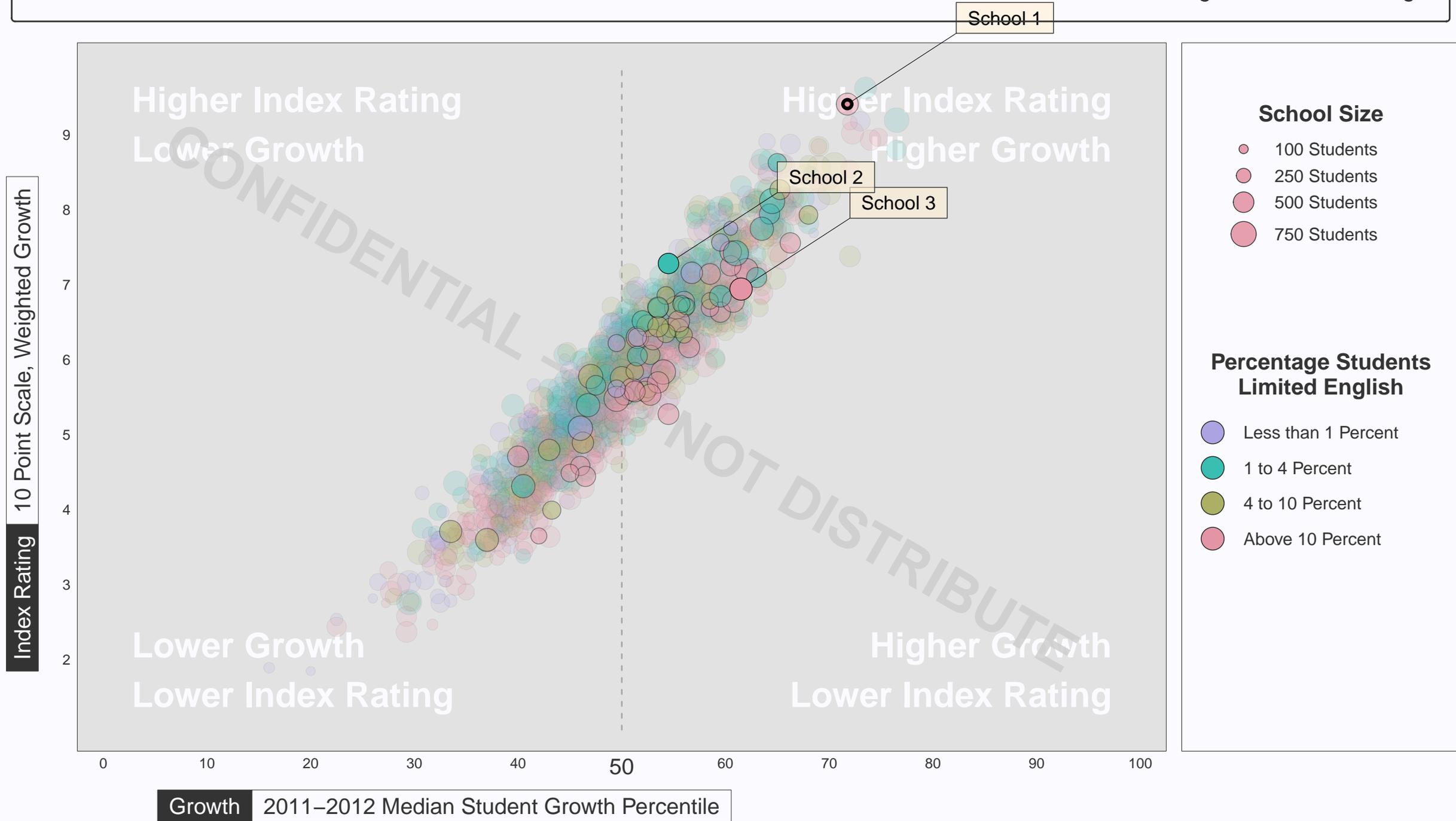
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Weighted Index Rating



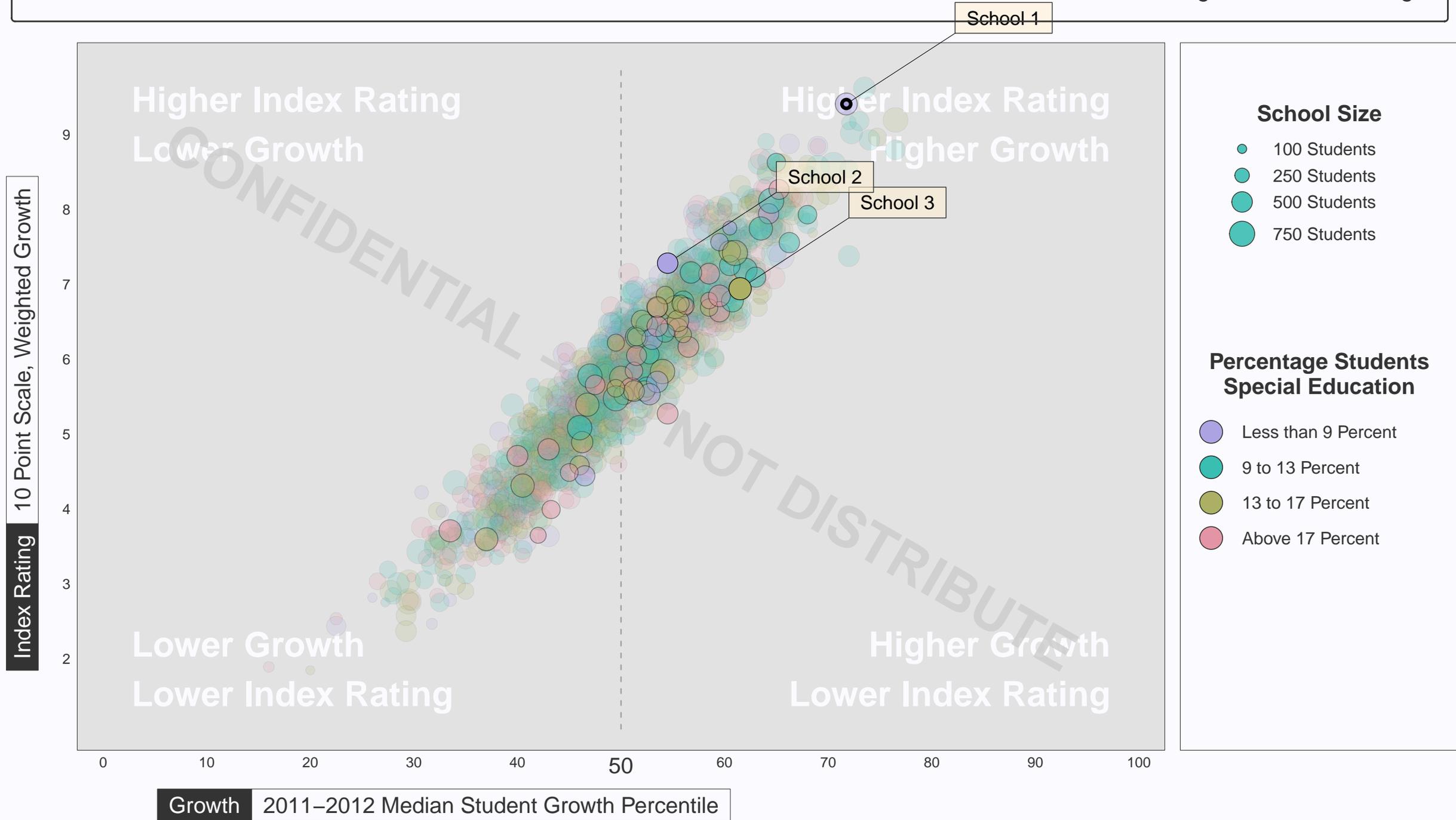
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Weighted Index Rating



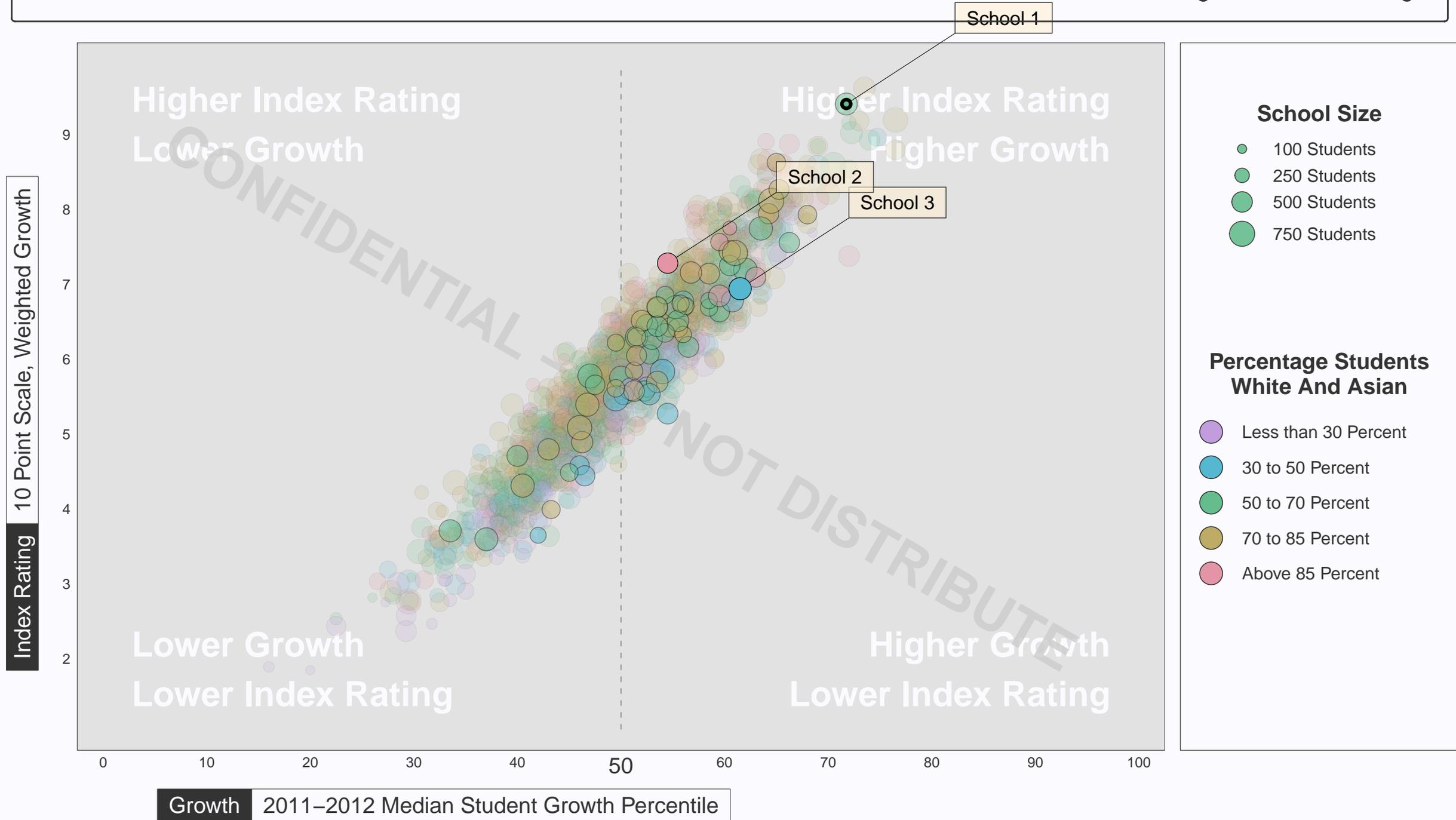
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Primary Schools Performance  
Weighted Index Rating



# Growth and Index Rating

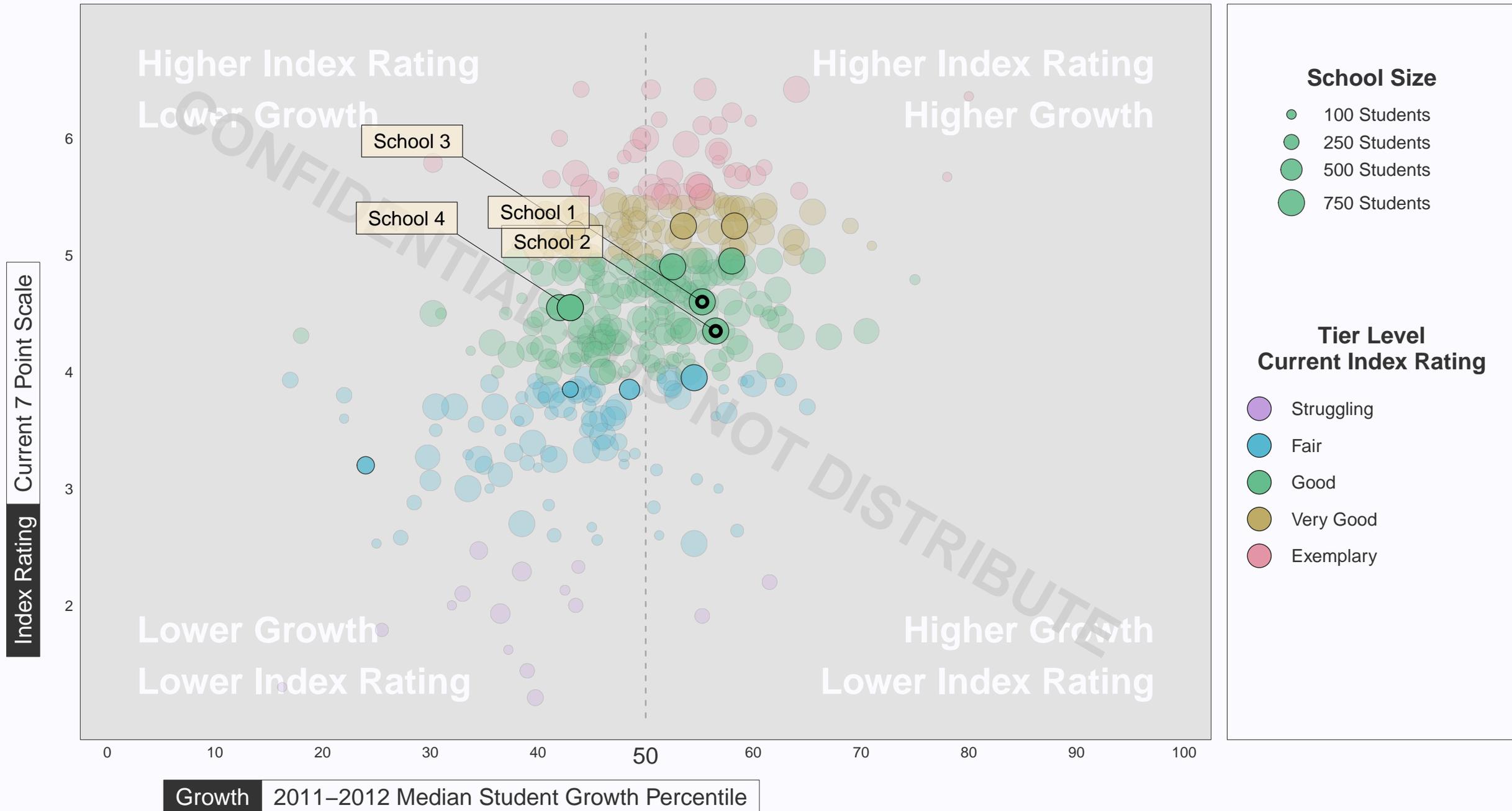
Primary Schools Performance  
Weighted Index Rating



# Growth and Index Rating

Secondary Schools Performance

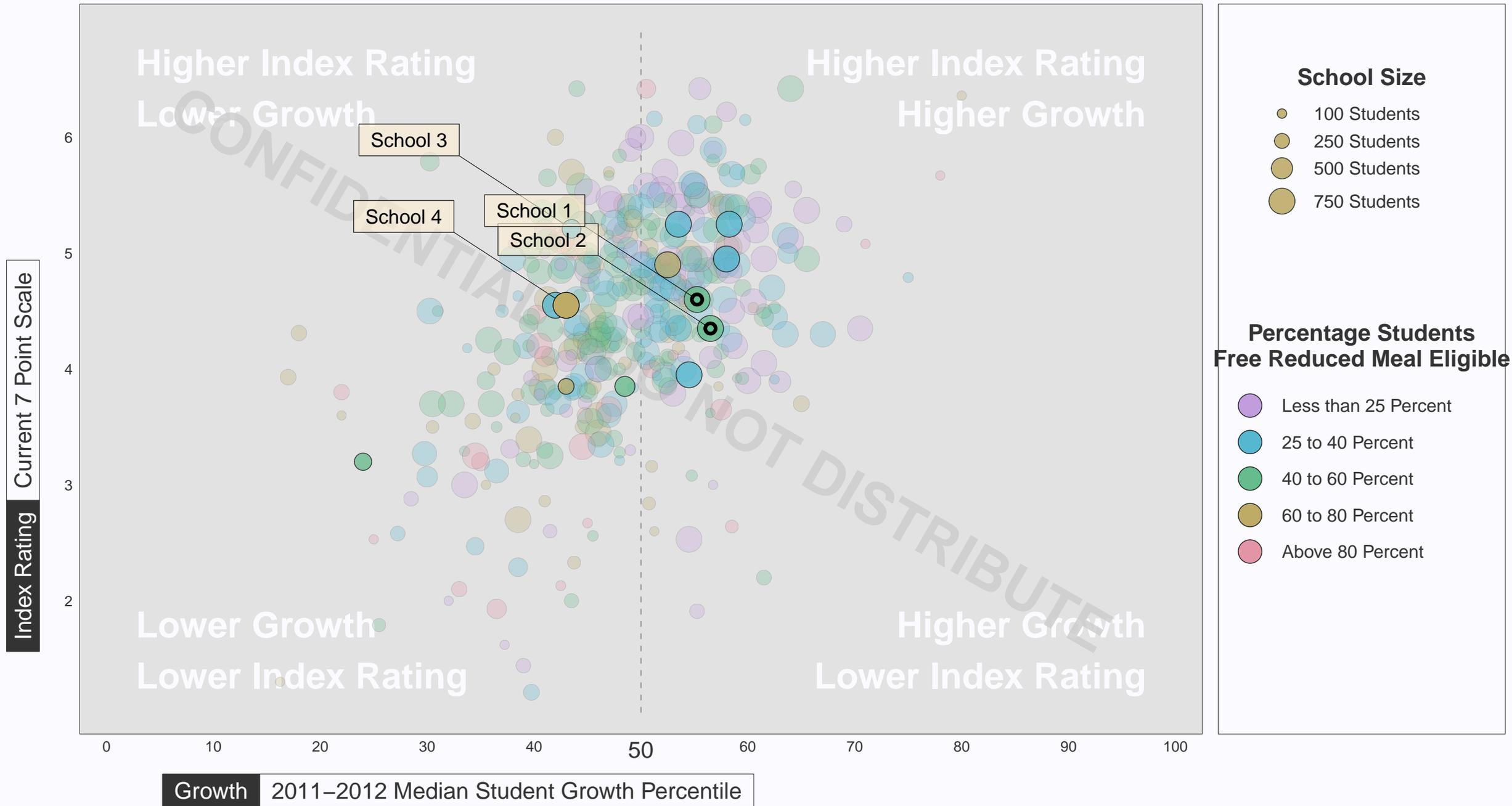
Current Index Rating



# Growth and Index Rating

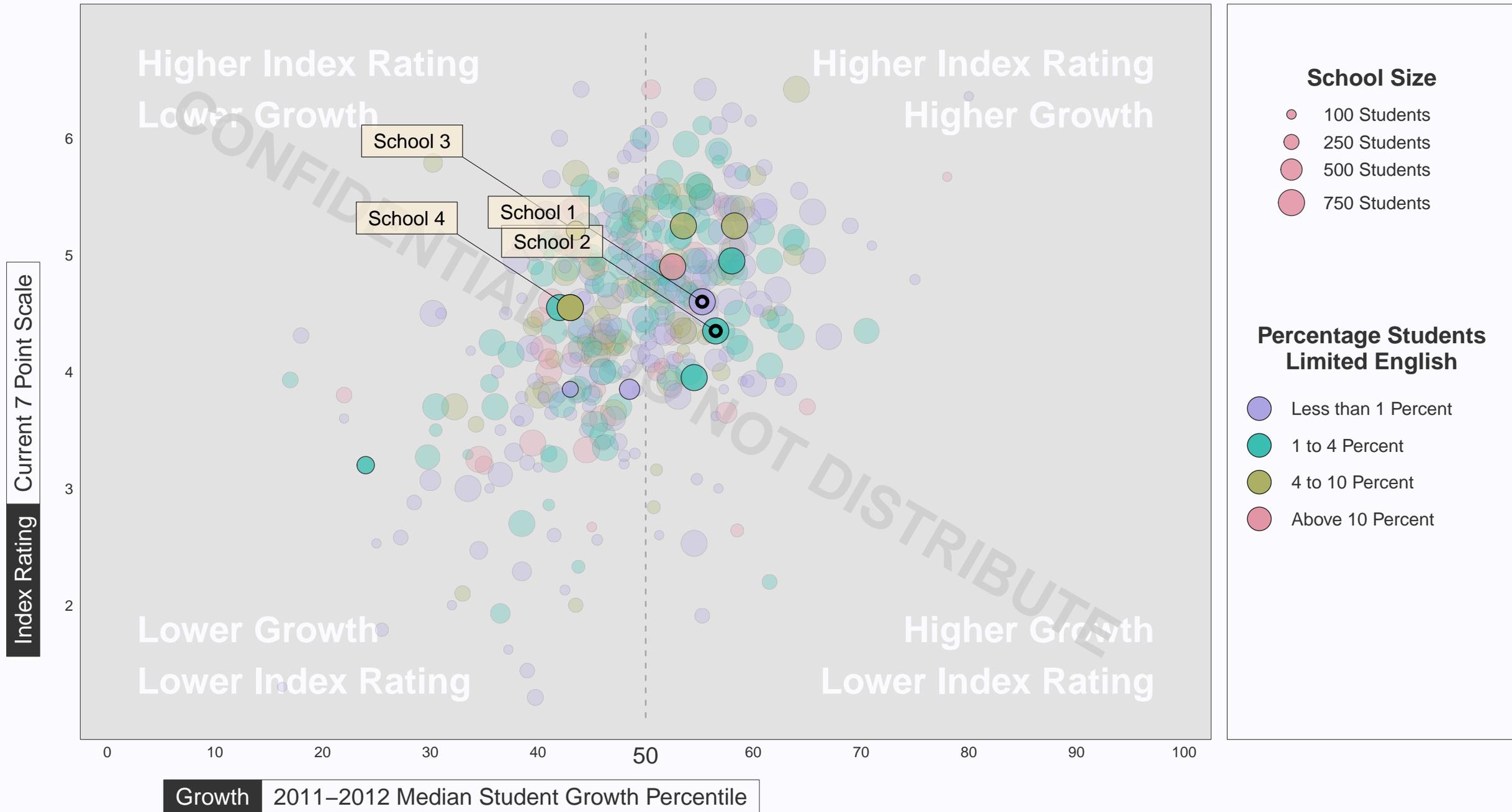
Secondary Schools Performance

Current Index Rating



# Growth and Index Rating

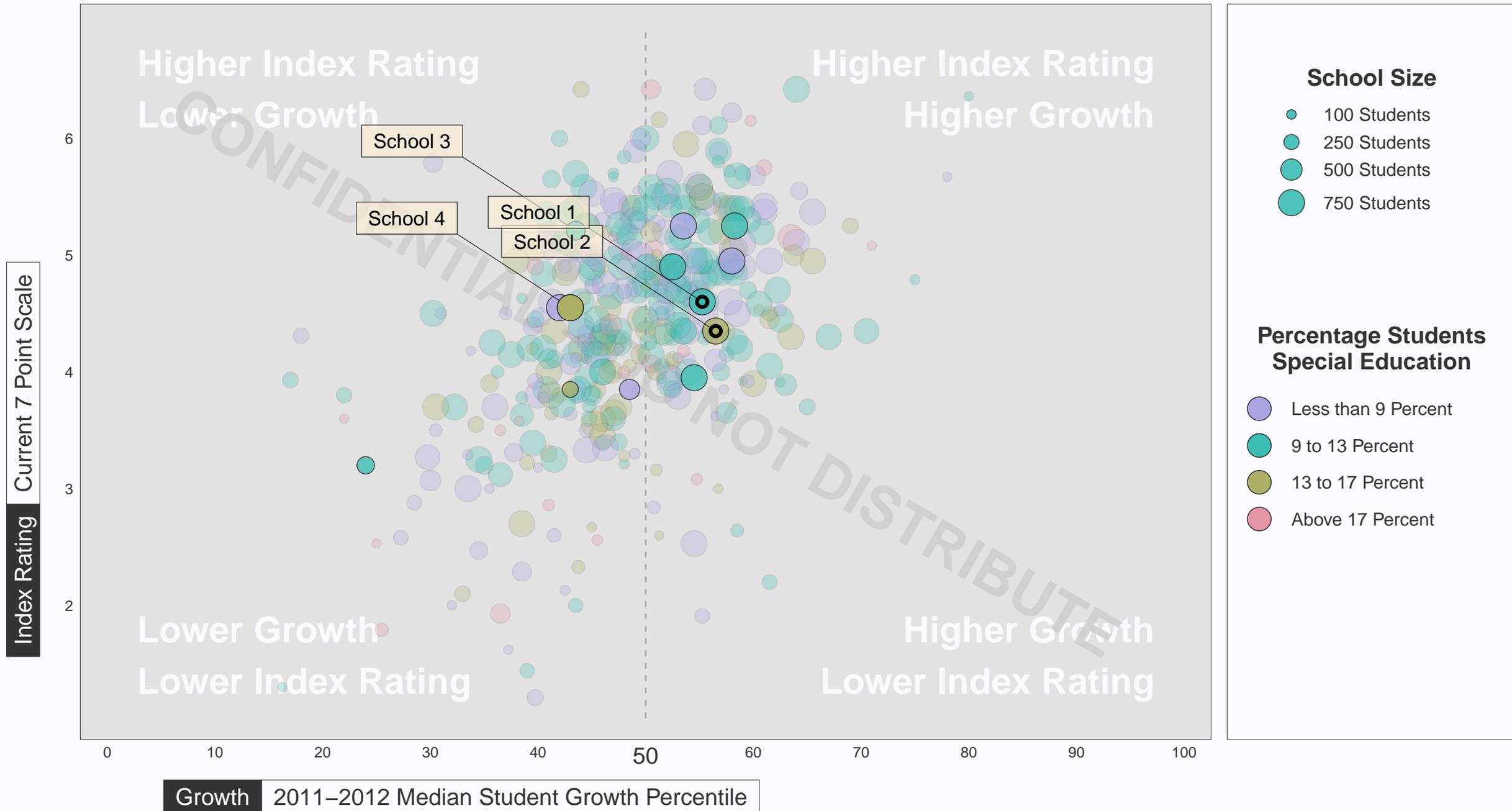
Secondary Schools Performance  
Current Index Rating



# Growth and Index Rating

Secondary Schools Performance

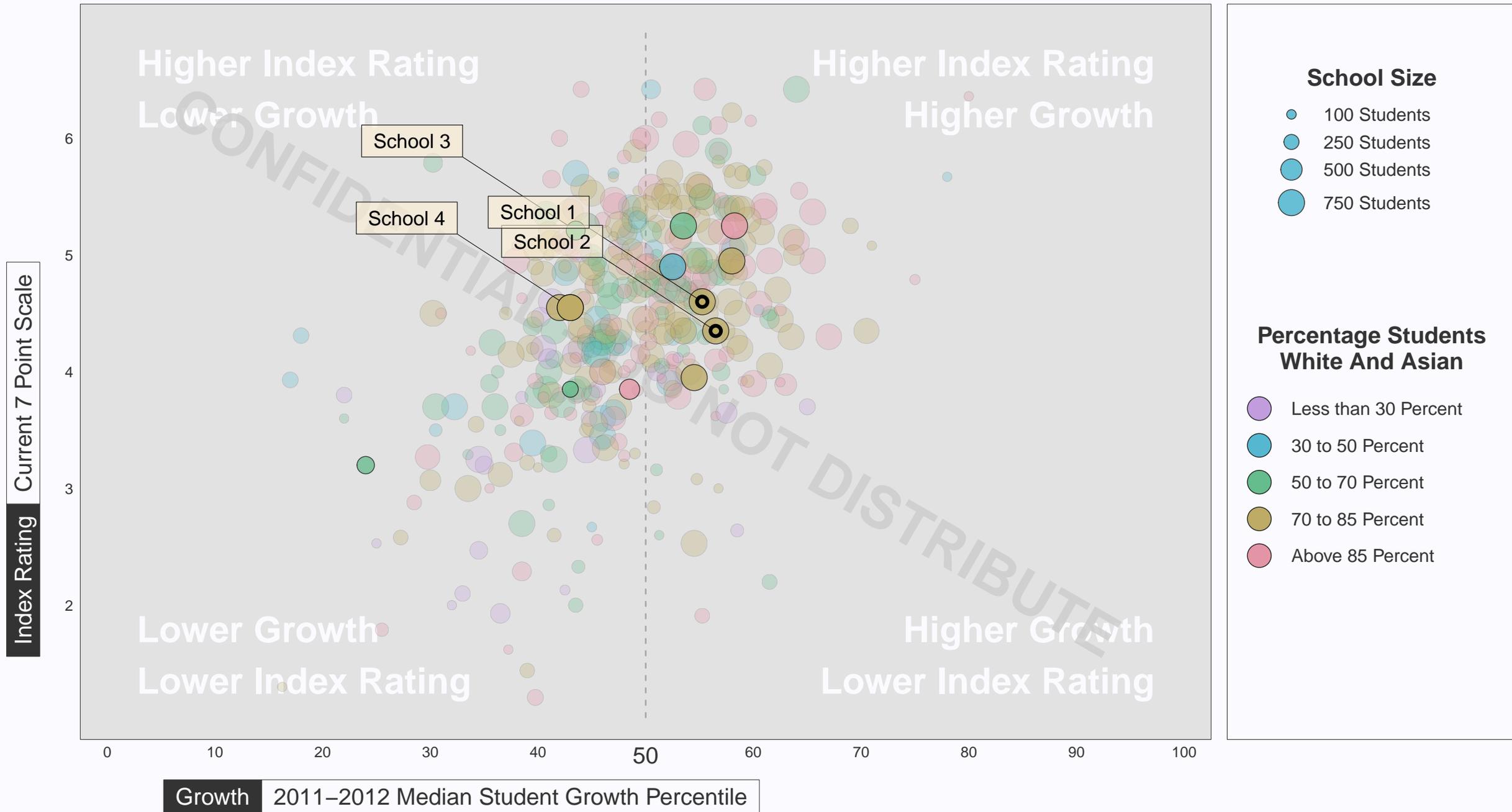
Current Index Rating



# Growth and Index Rating

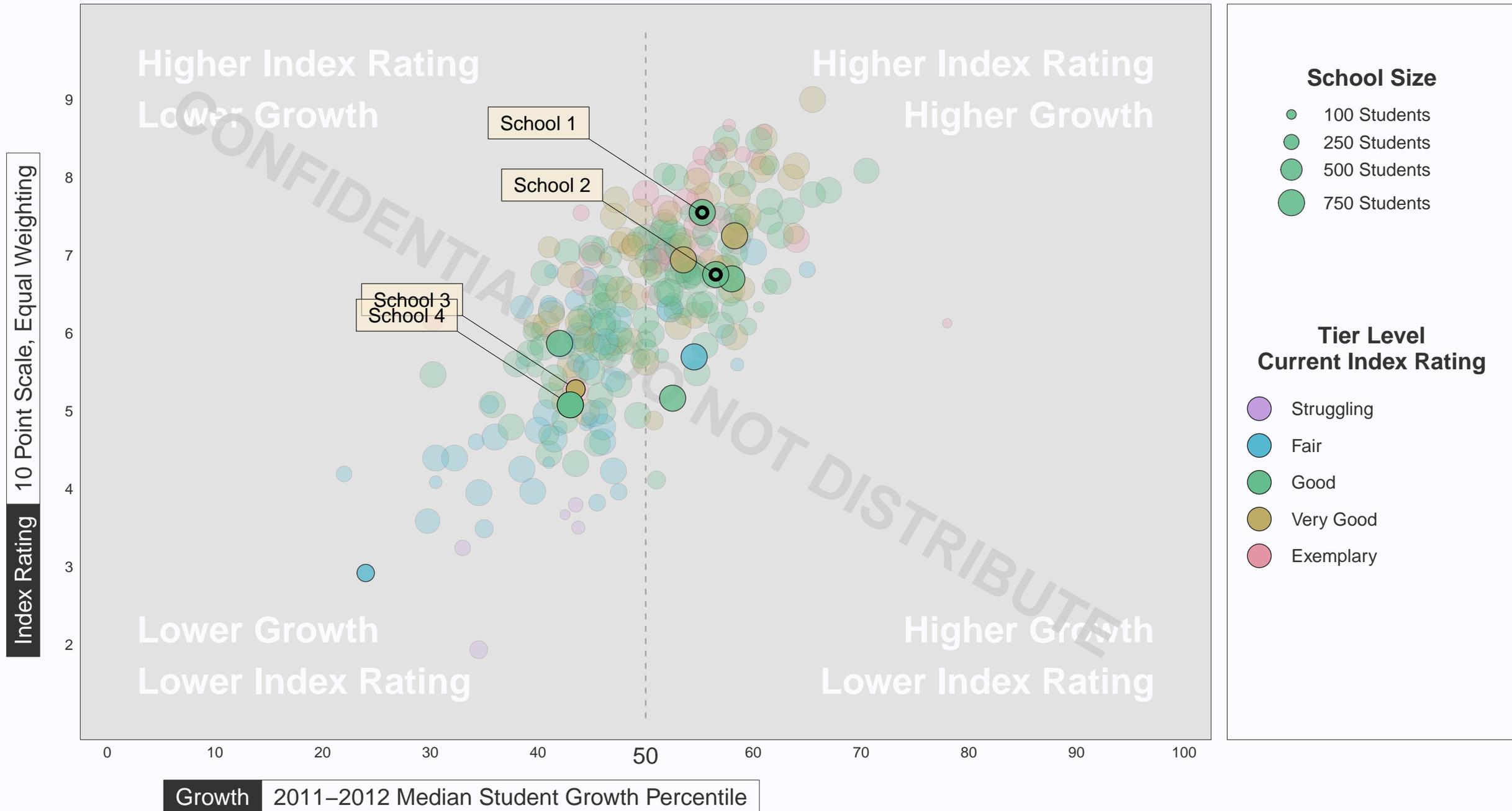
Secondary Schools Performance

Current Index Rating



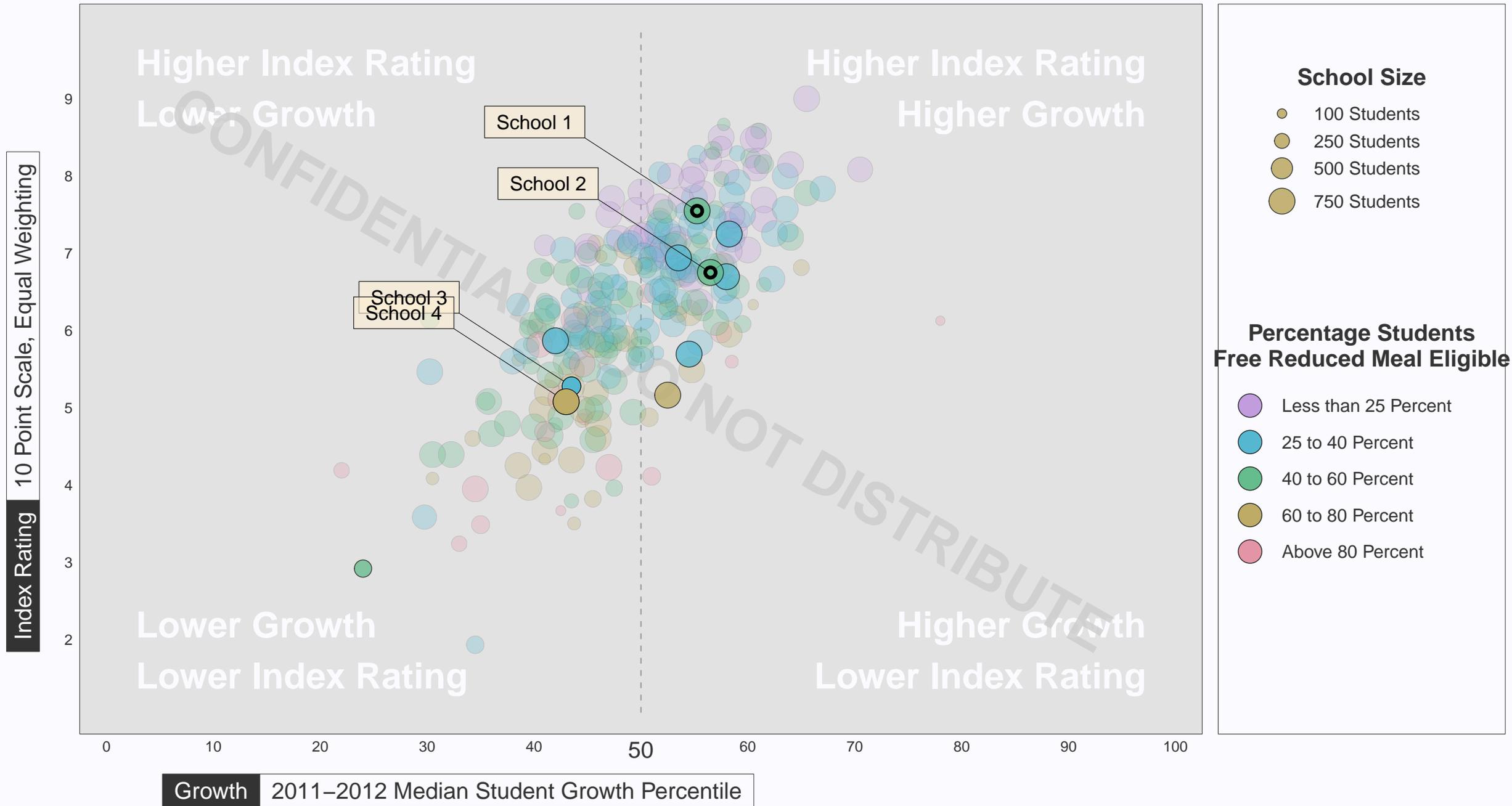
# Growth and Index Rating

Secondary Schools Performance  
Equal Weight Index Rating



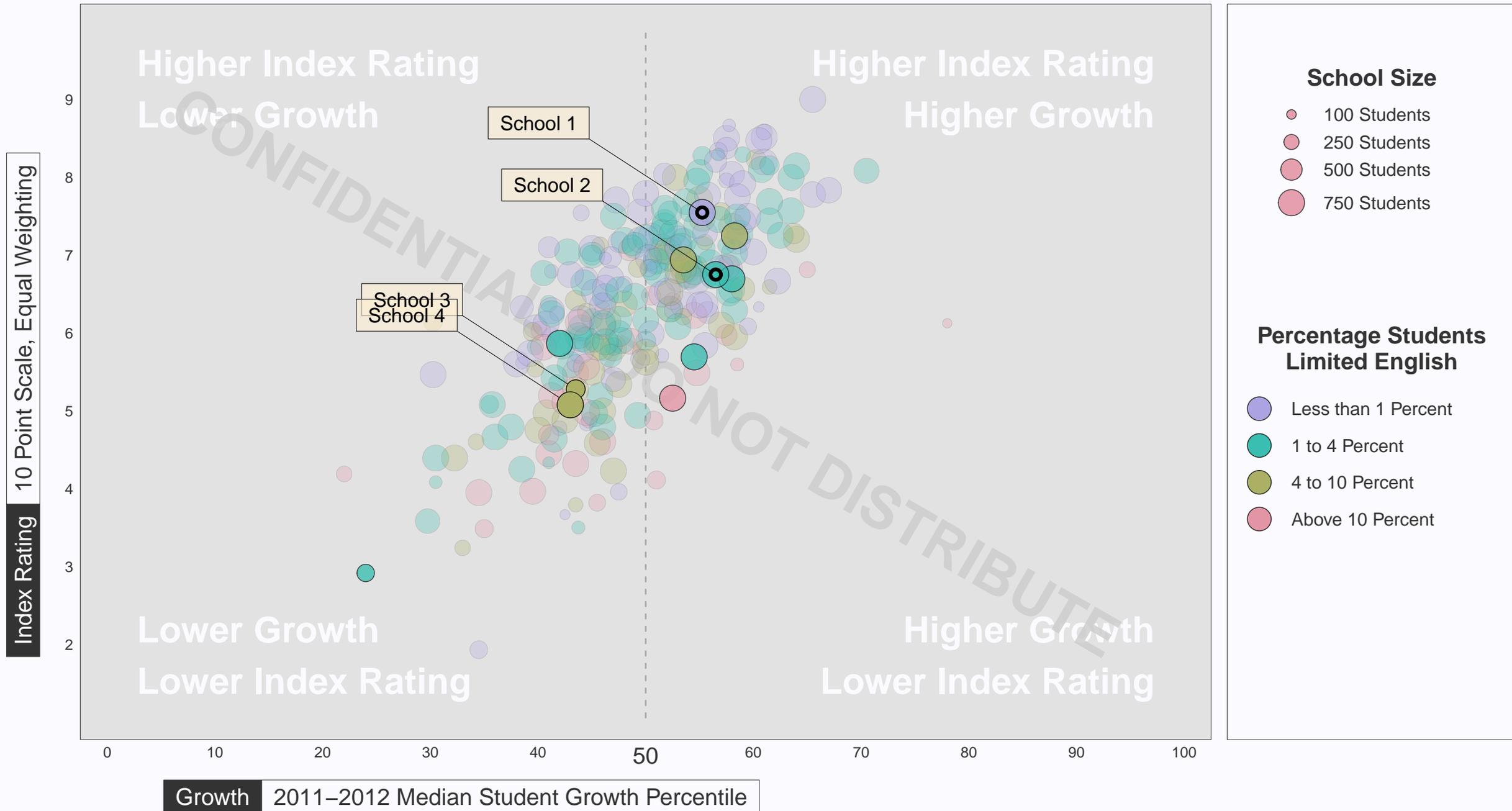
# Growth and Index Rating

Secondary Schools Performance  
Equal Weight Index Rating



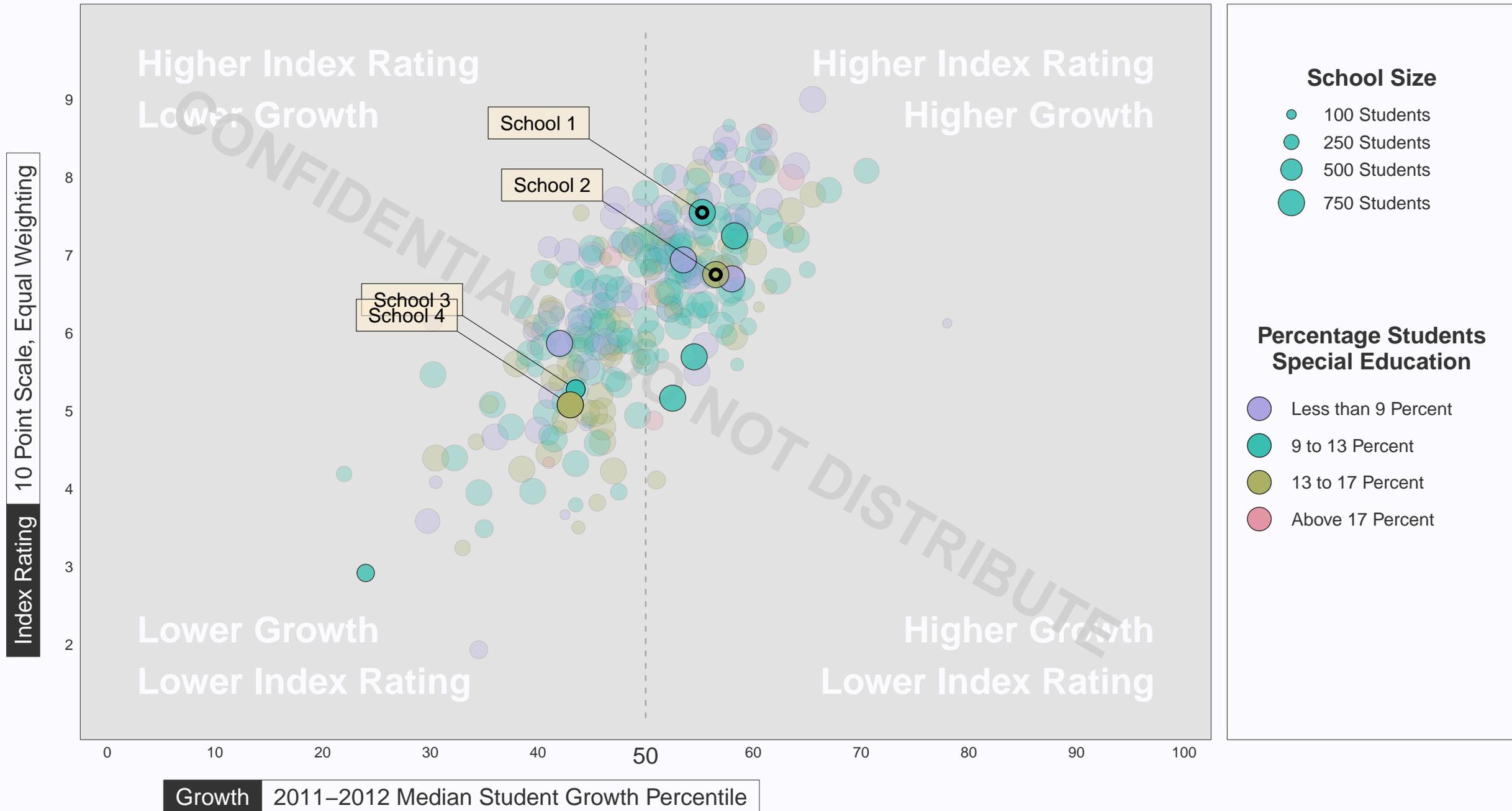
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Equal Weight Index Rating



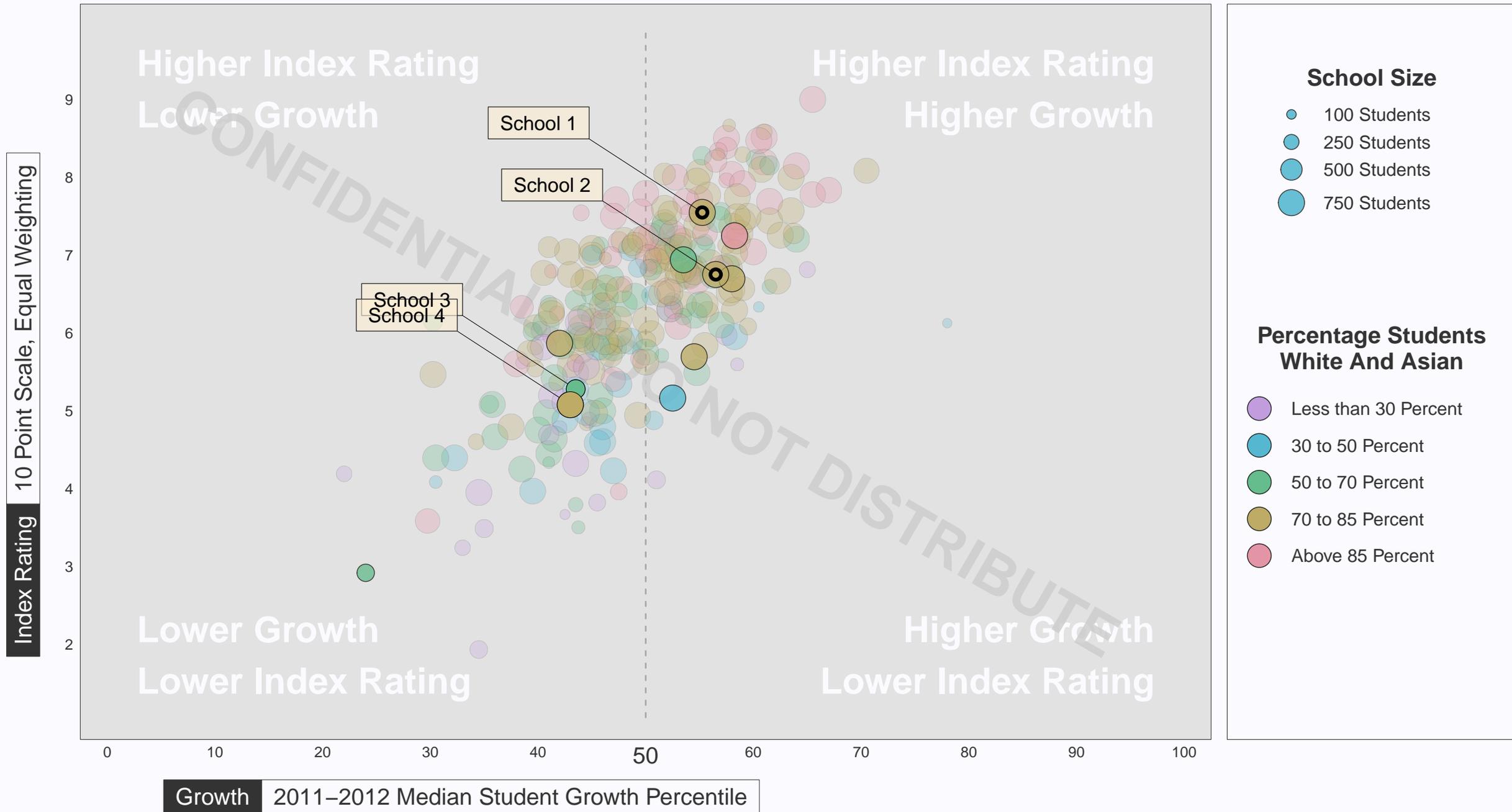
# Growth and Index Rating

Secondary Schools Performance  
Equal Weight Index Rating



# Growth and Index Rating

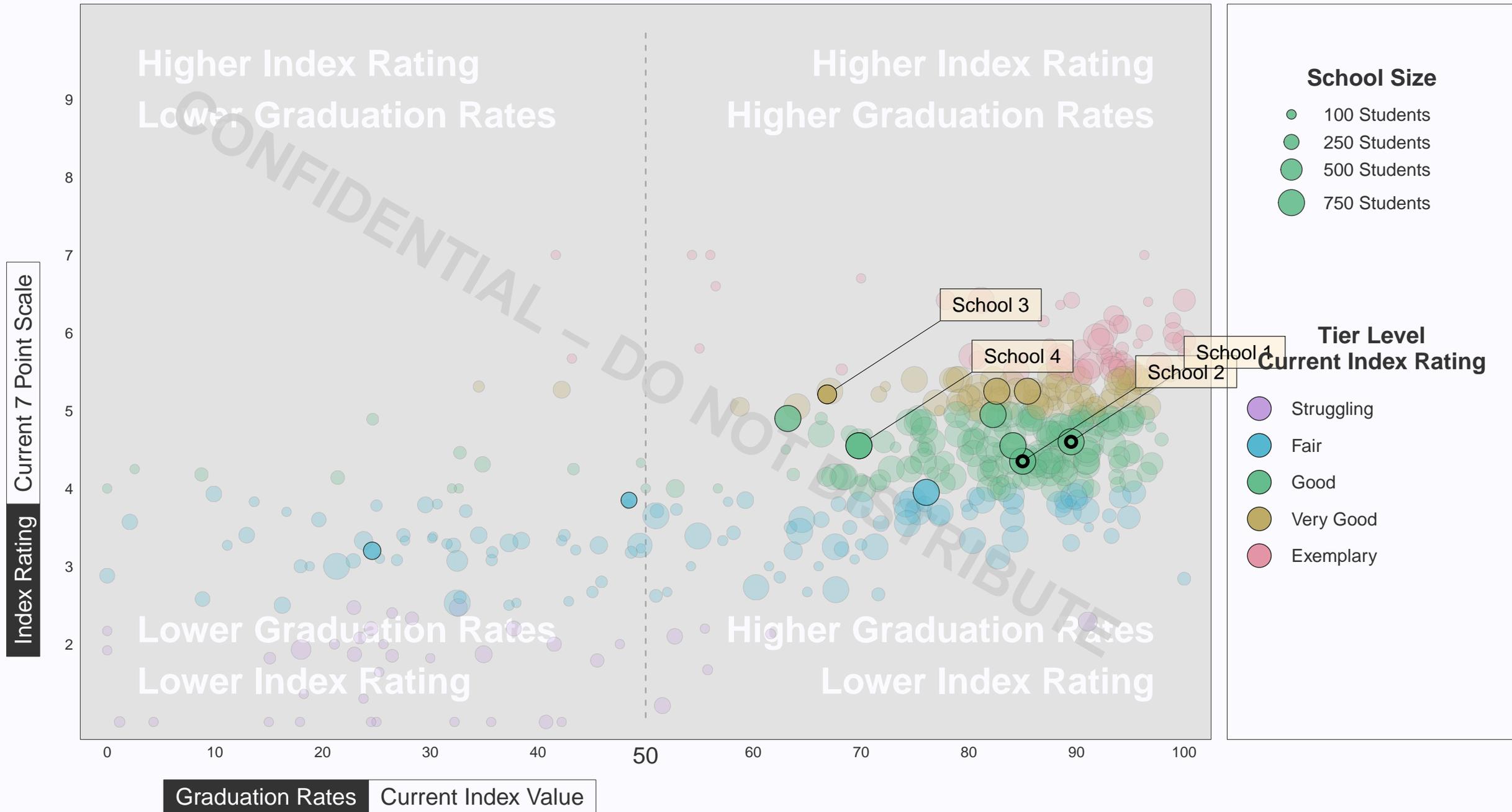
Secondary Schools Performance  
Equal Weight Index Rating



# Graduation Rates and Index

Secondary Schools Performance

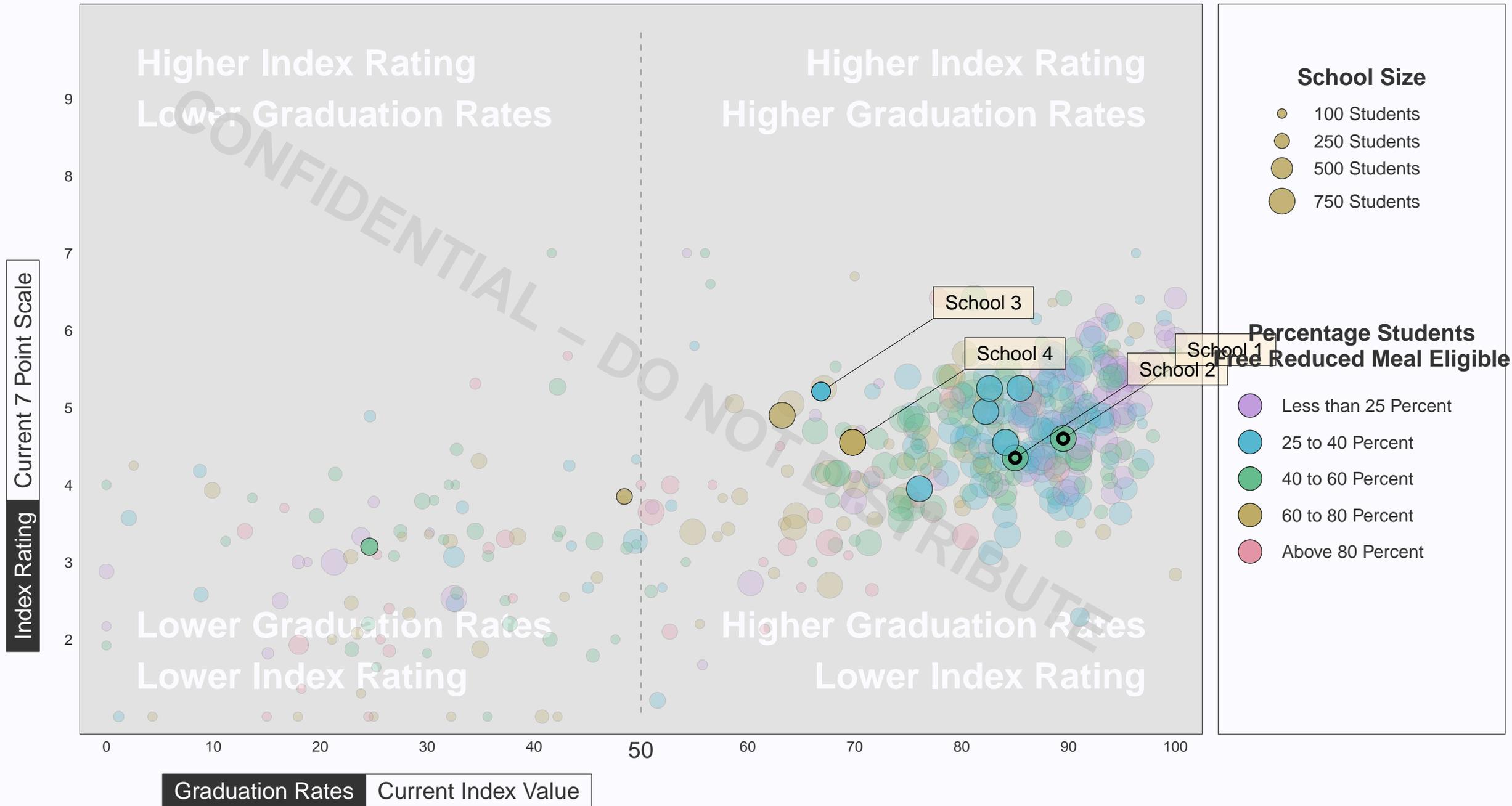
Current Index Rating



# Graduation Rates and Index

Secondary Schools Performance

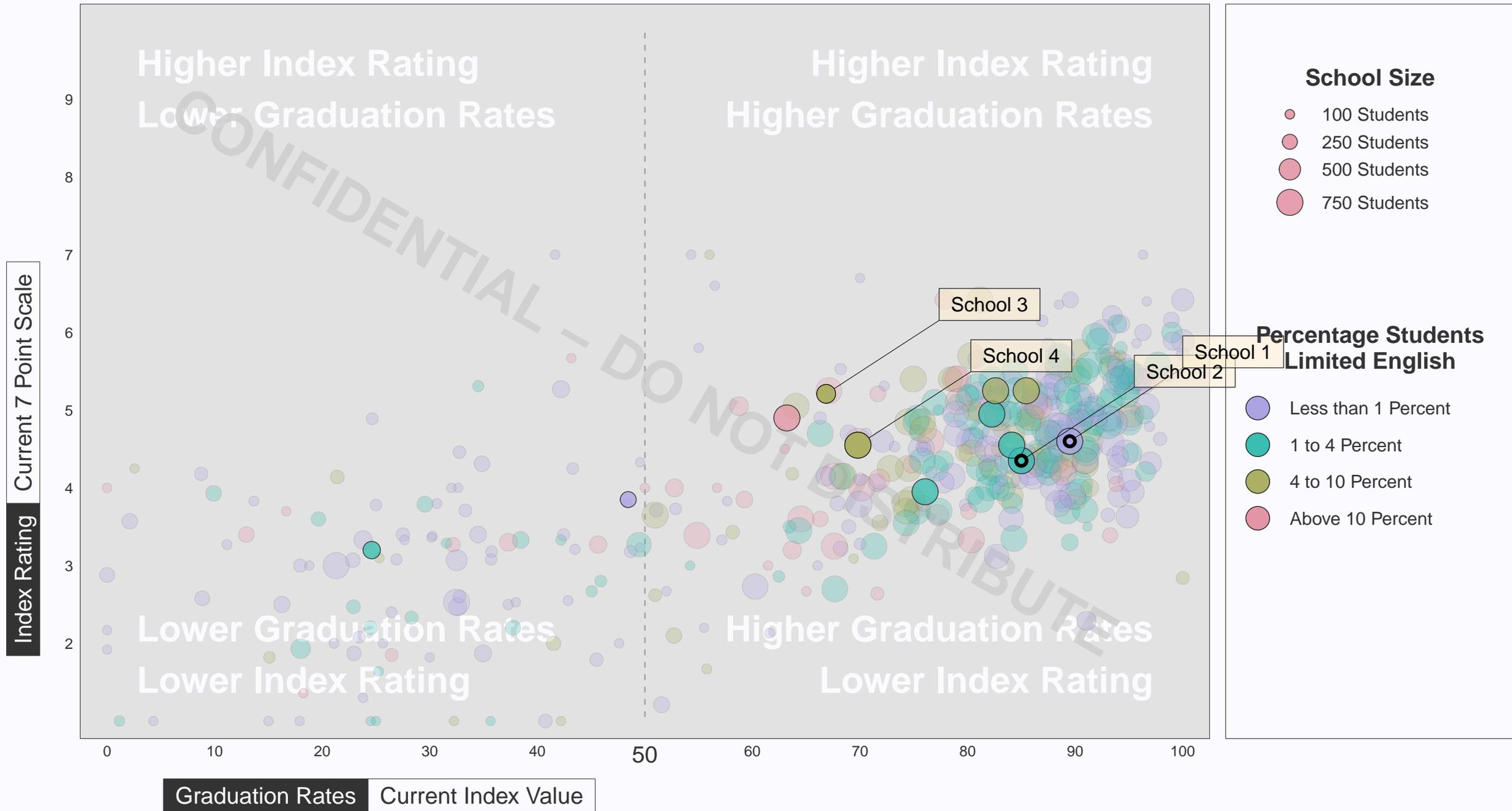
Current Index Rating



# Graduation Rates and Index

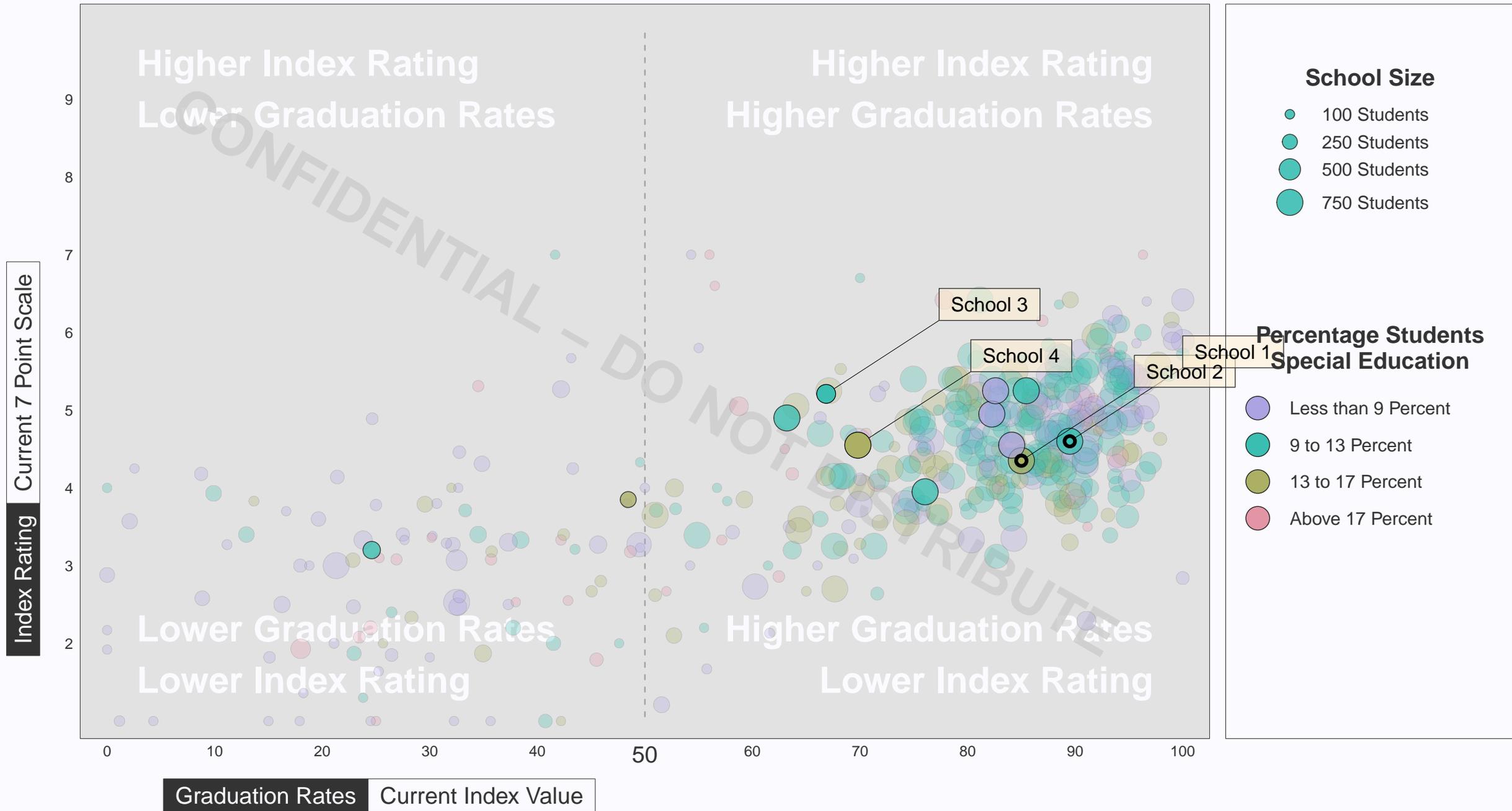
Secondary Schools Performance

Current Index Rating



# Graduation Rates and Index

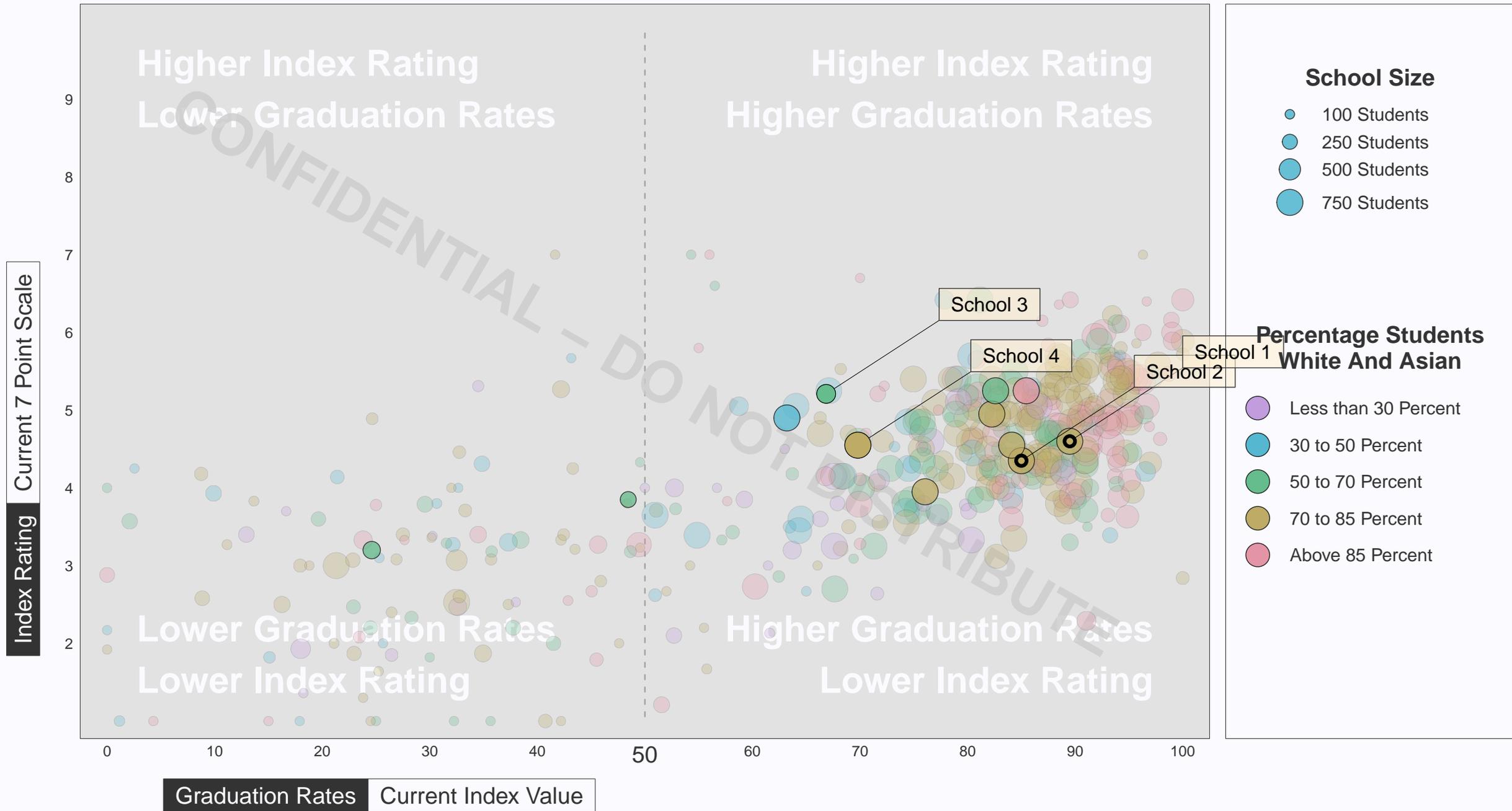
Secondary Schools Performance  
Current Index Rating



# Graduation Rates and Index

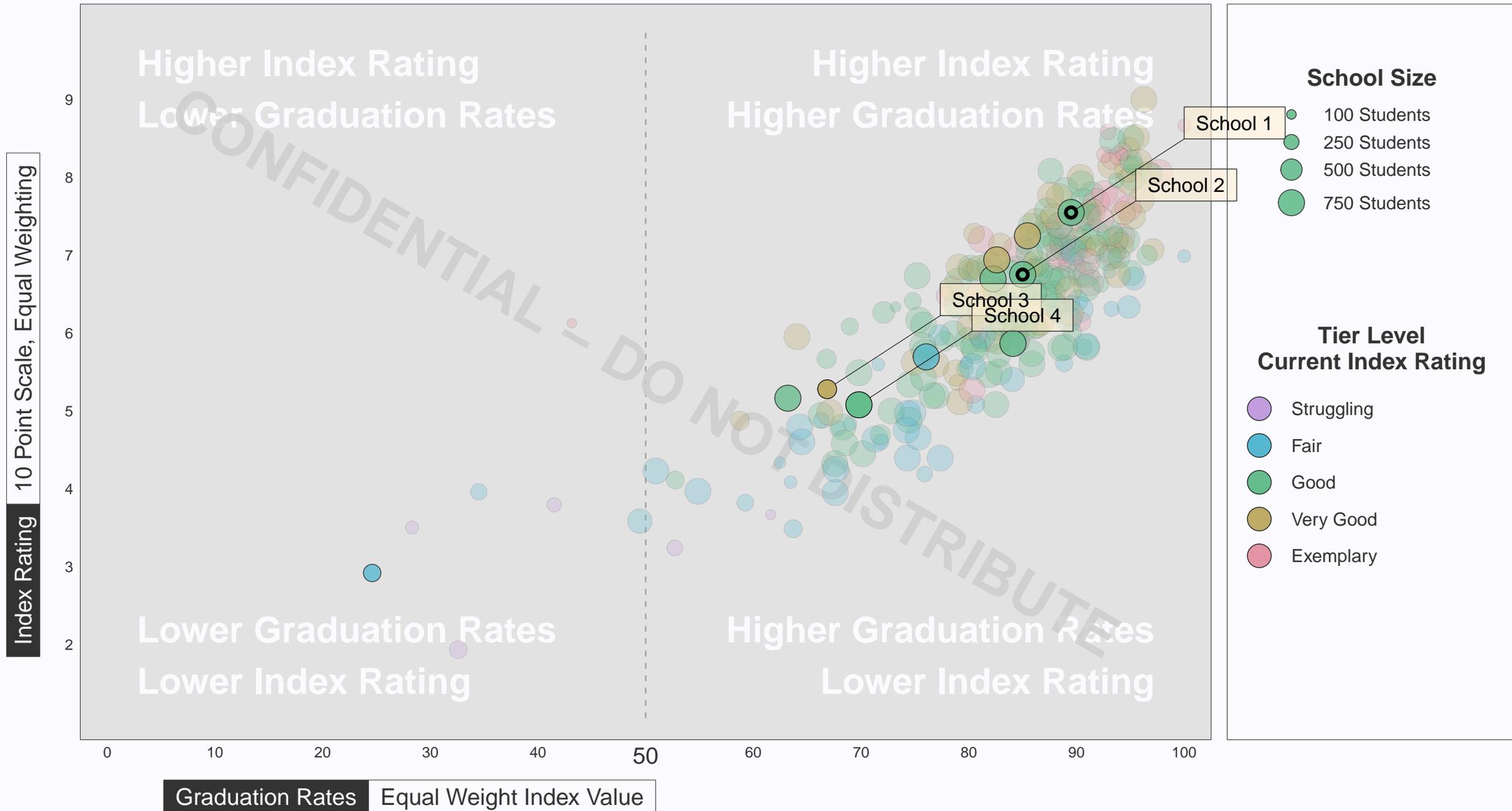
Secondary Schools Performance

Current Index Rating



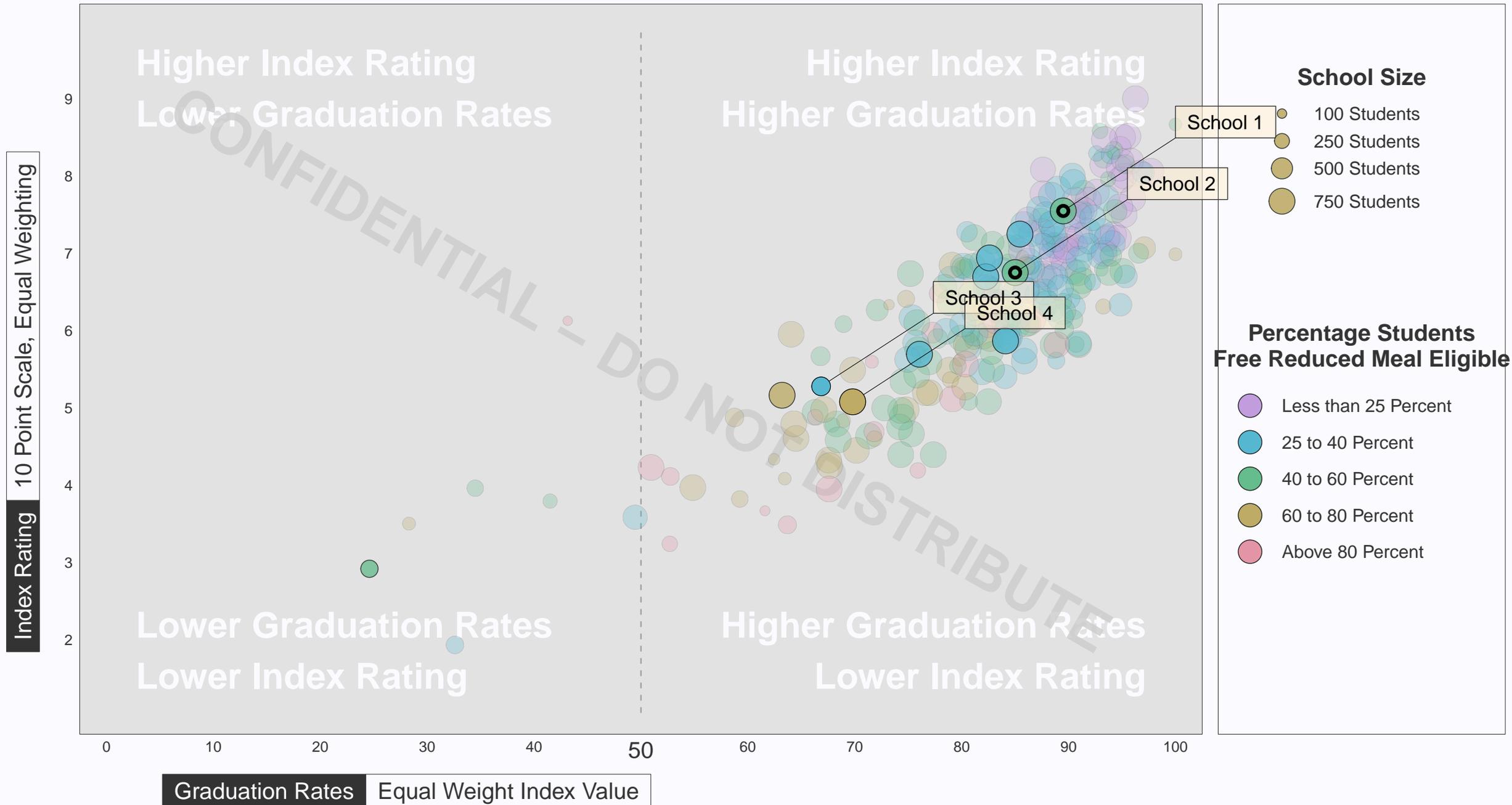
# Graduation Rates and Index

Secondary Schools Performance  
Equal Weight Index Rating



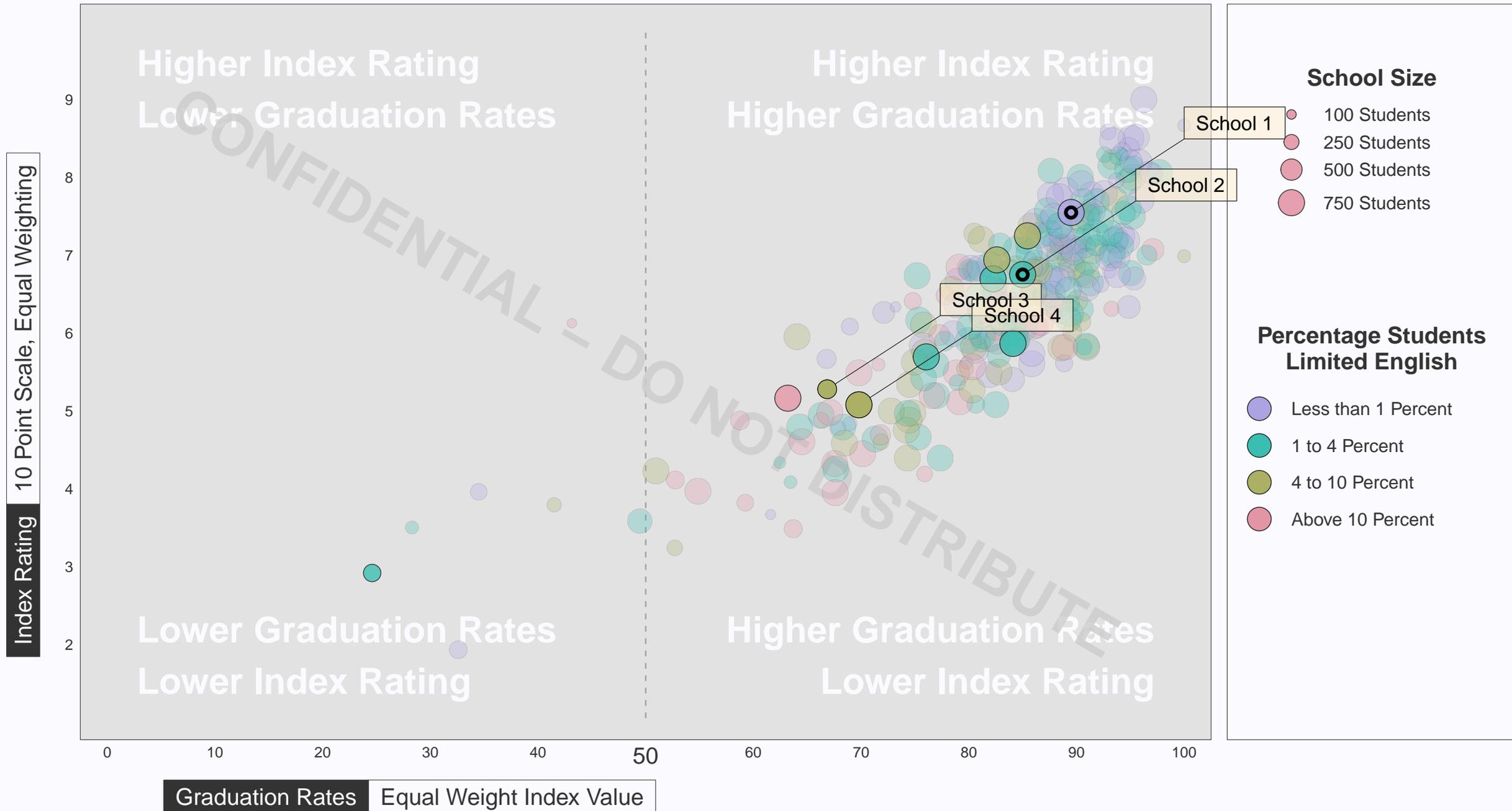
# Graduation Rates and Index

Secondary Schools Performance  
Equal Weight Index Rating



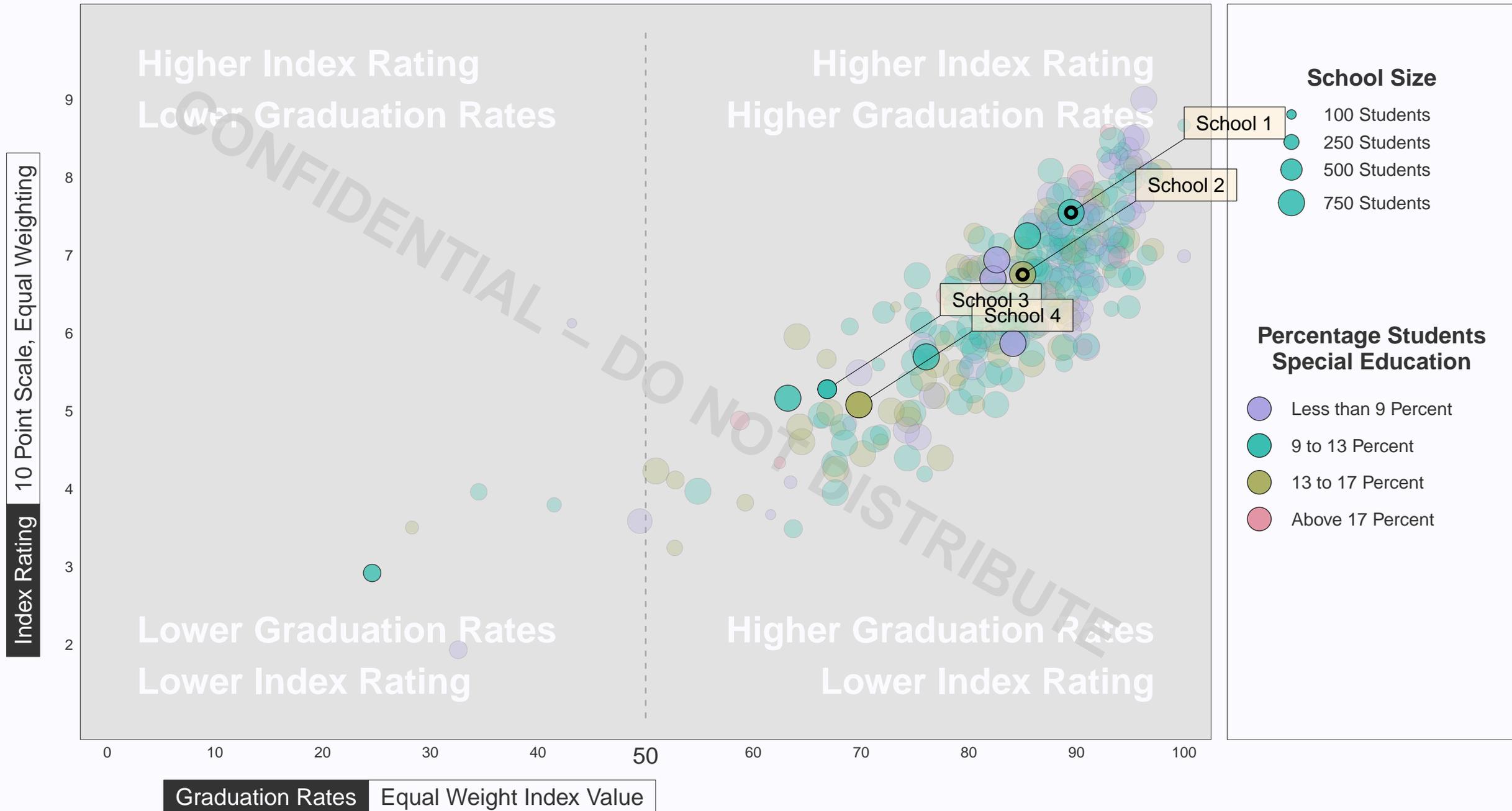
# Graduation Rates and Index

Secondary Schools Performance  
Equal Weight Index Rating



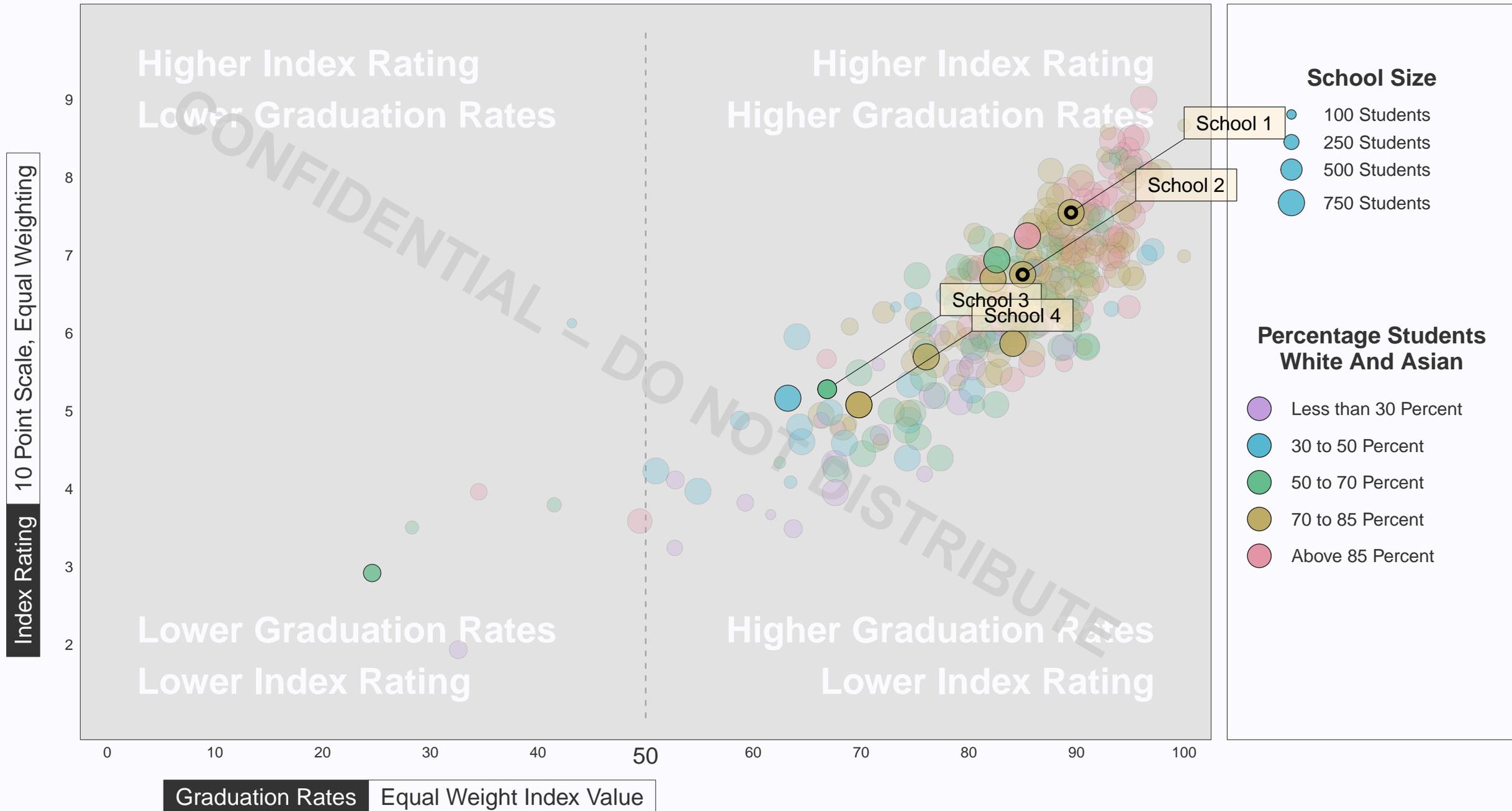
# Graduation Rates and Index

Secondary Schools Performance  
Equal Weight Index Rating



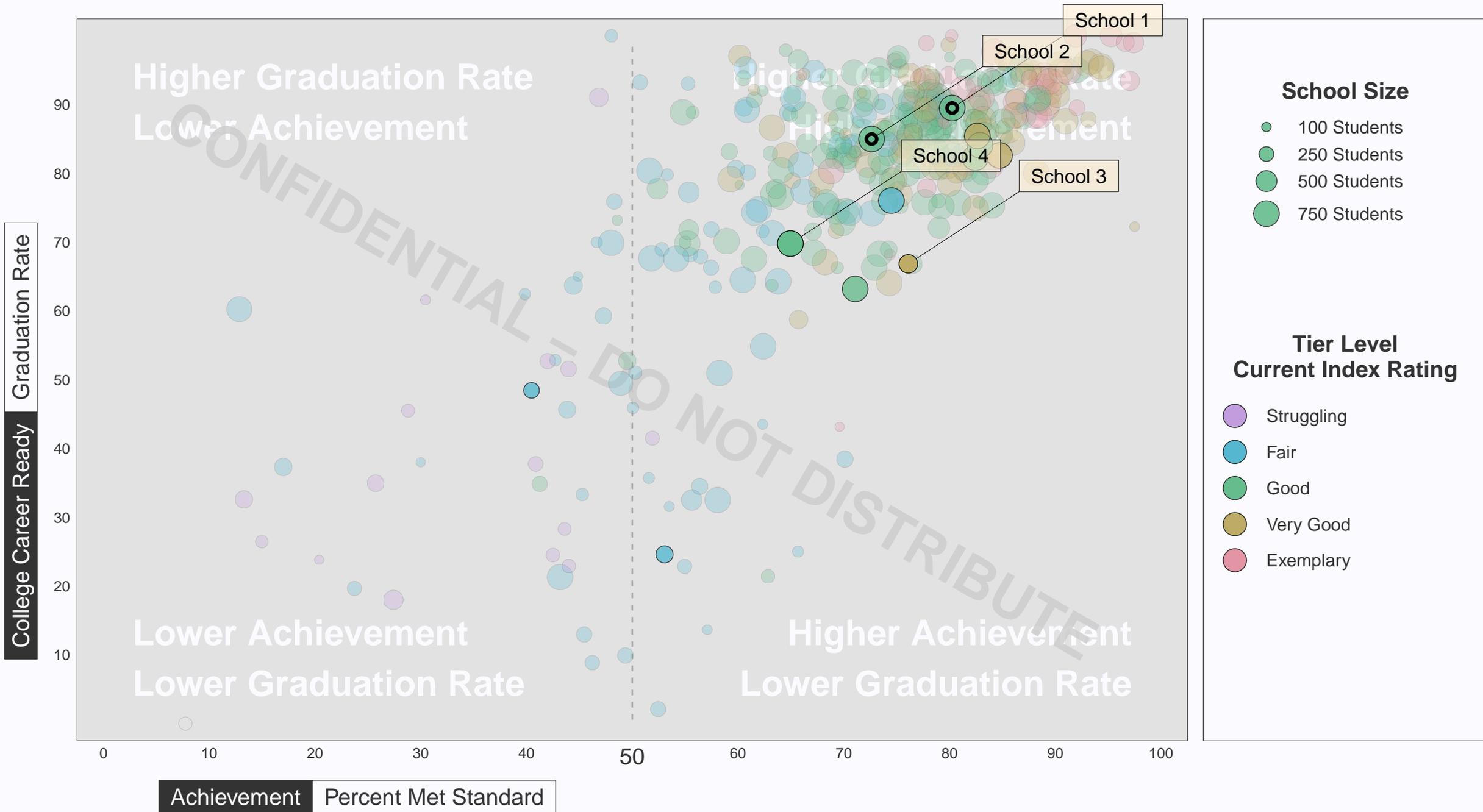
# Graduation Rates and Index

Secondary Schools Performance  
Equal Weight Index Rating



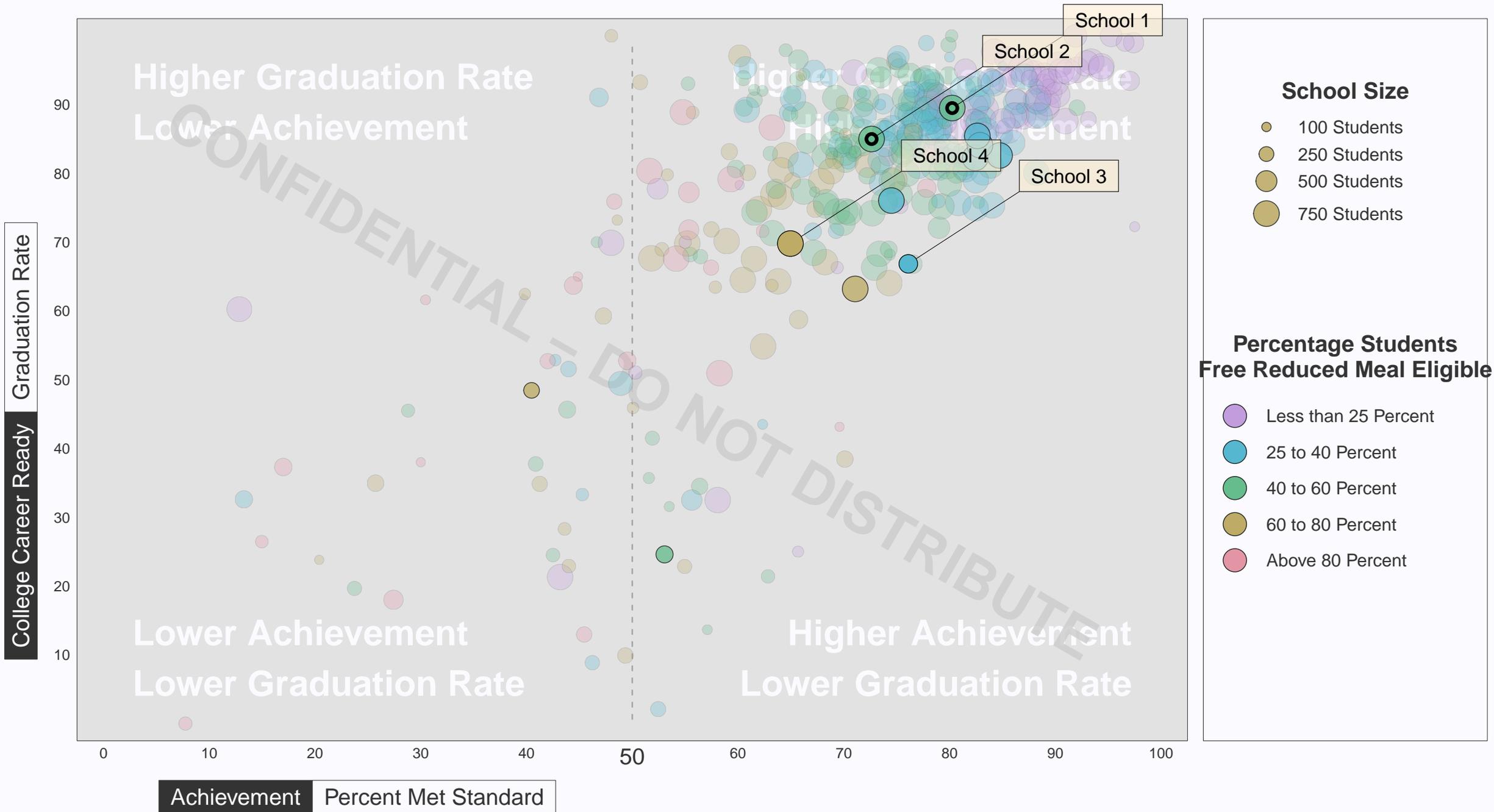
# Achievement and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



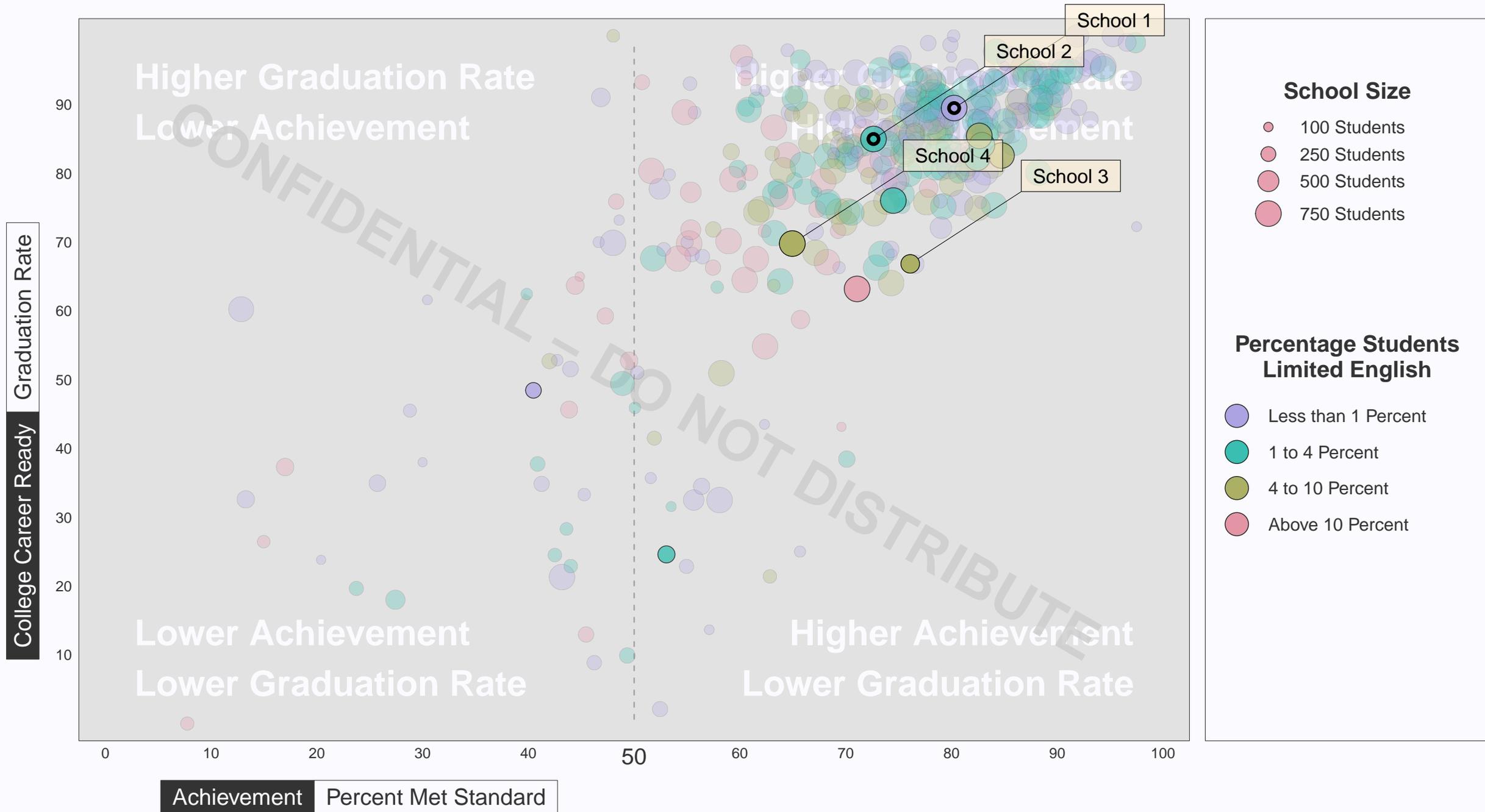
# Achievement and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



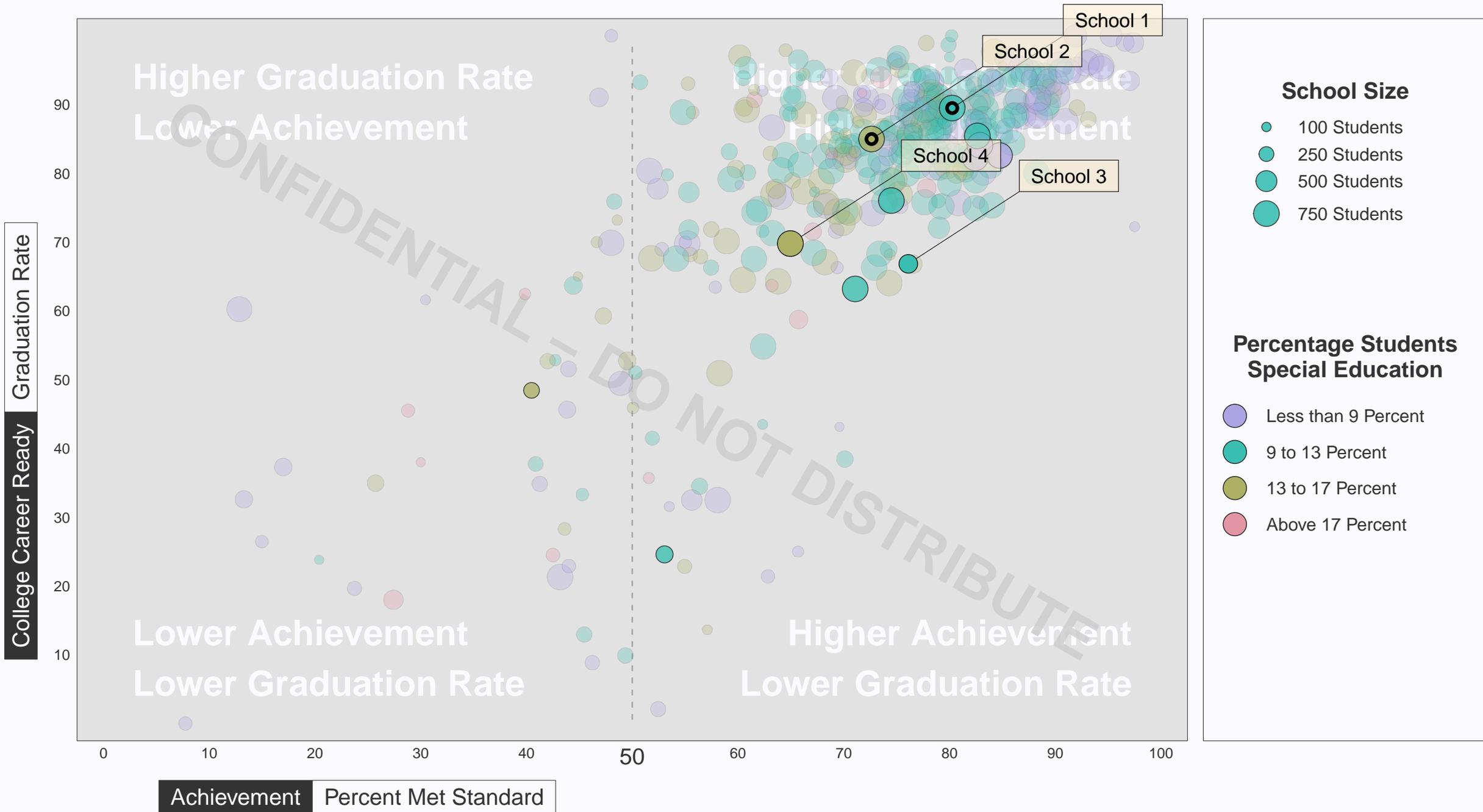
# Achievement and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



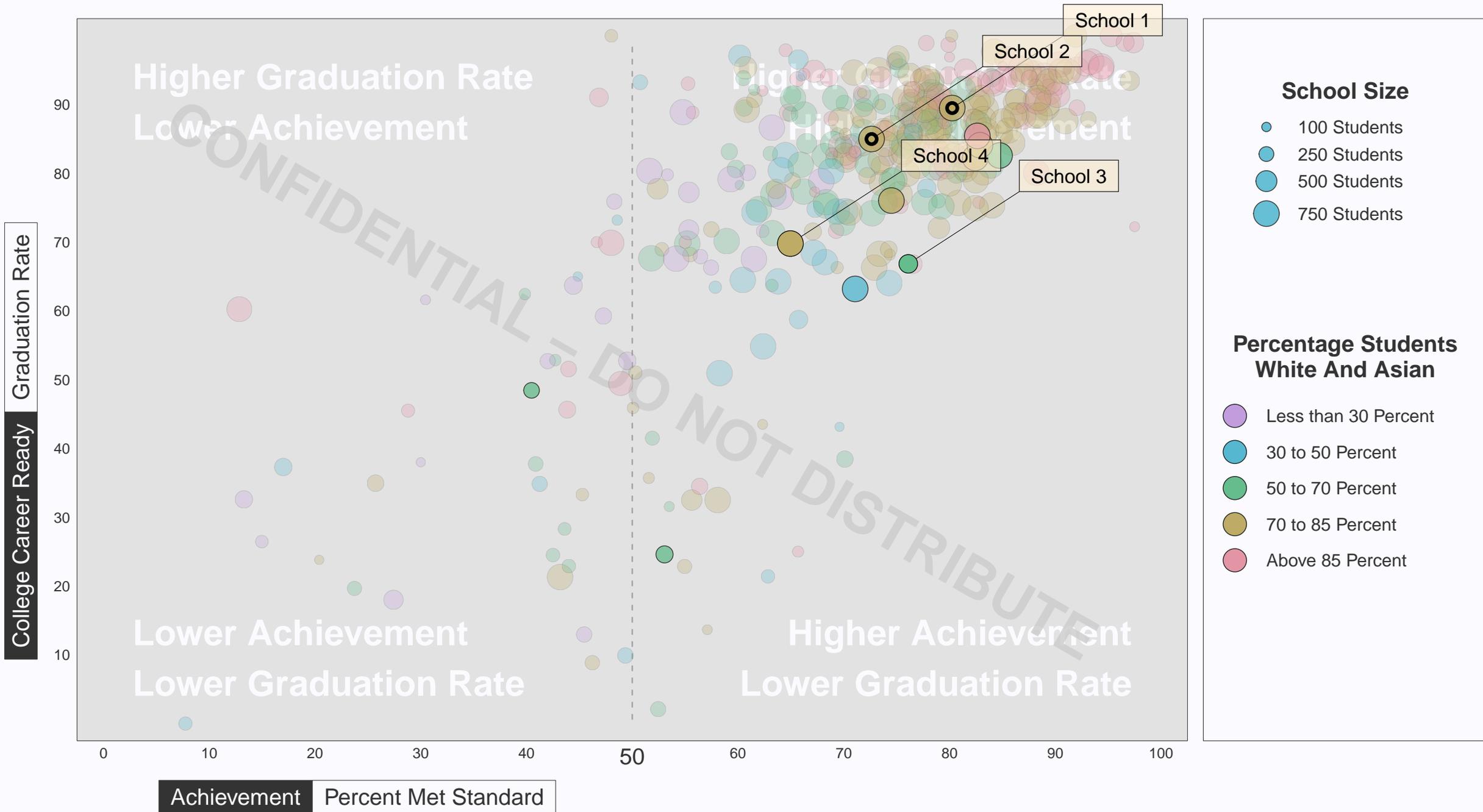
# Achievement and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



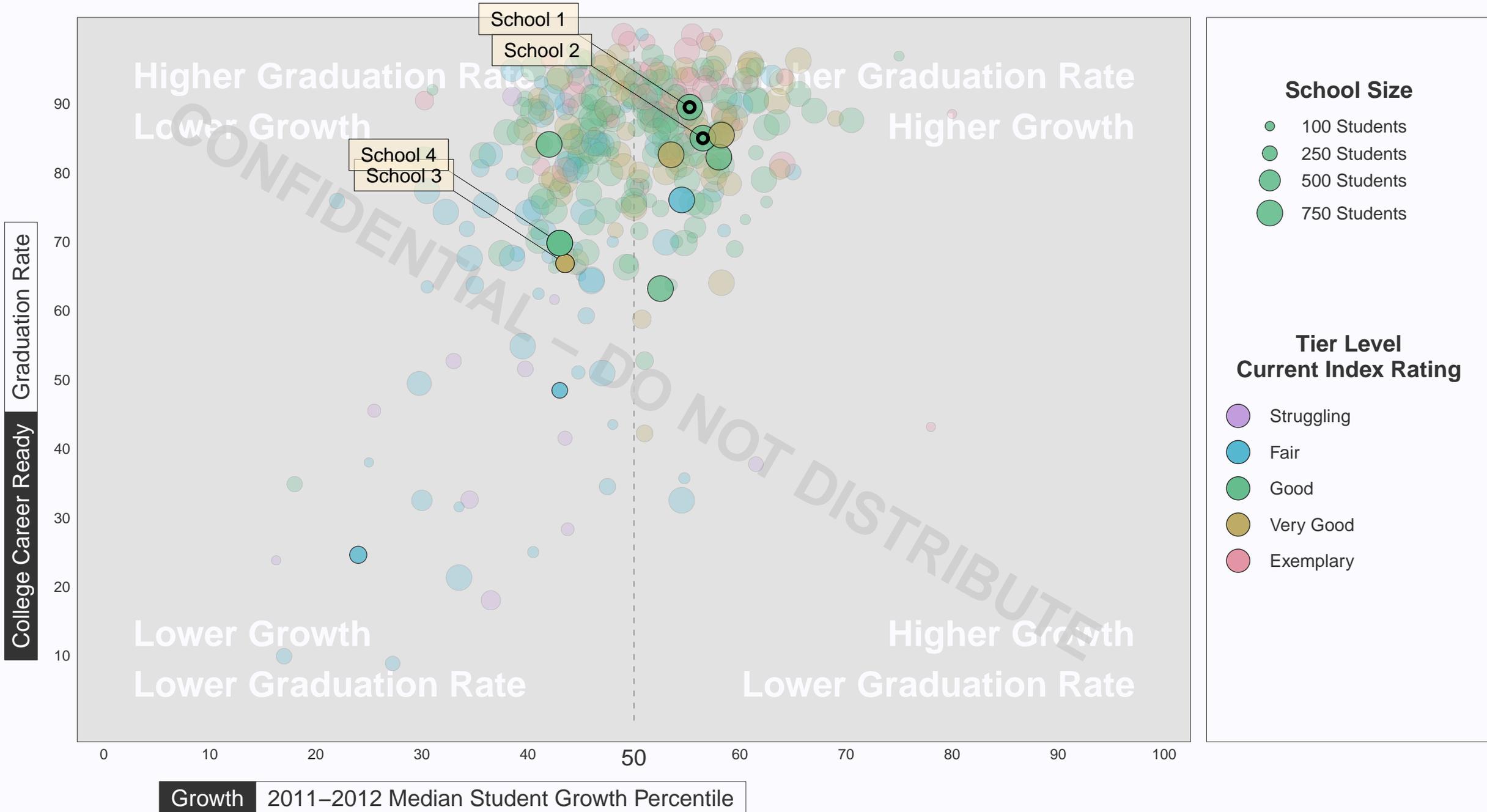
# Achievement and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



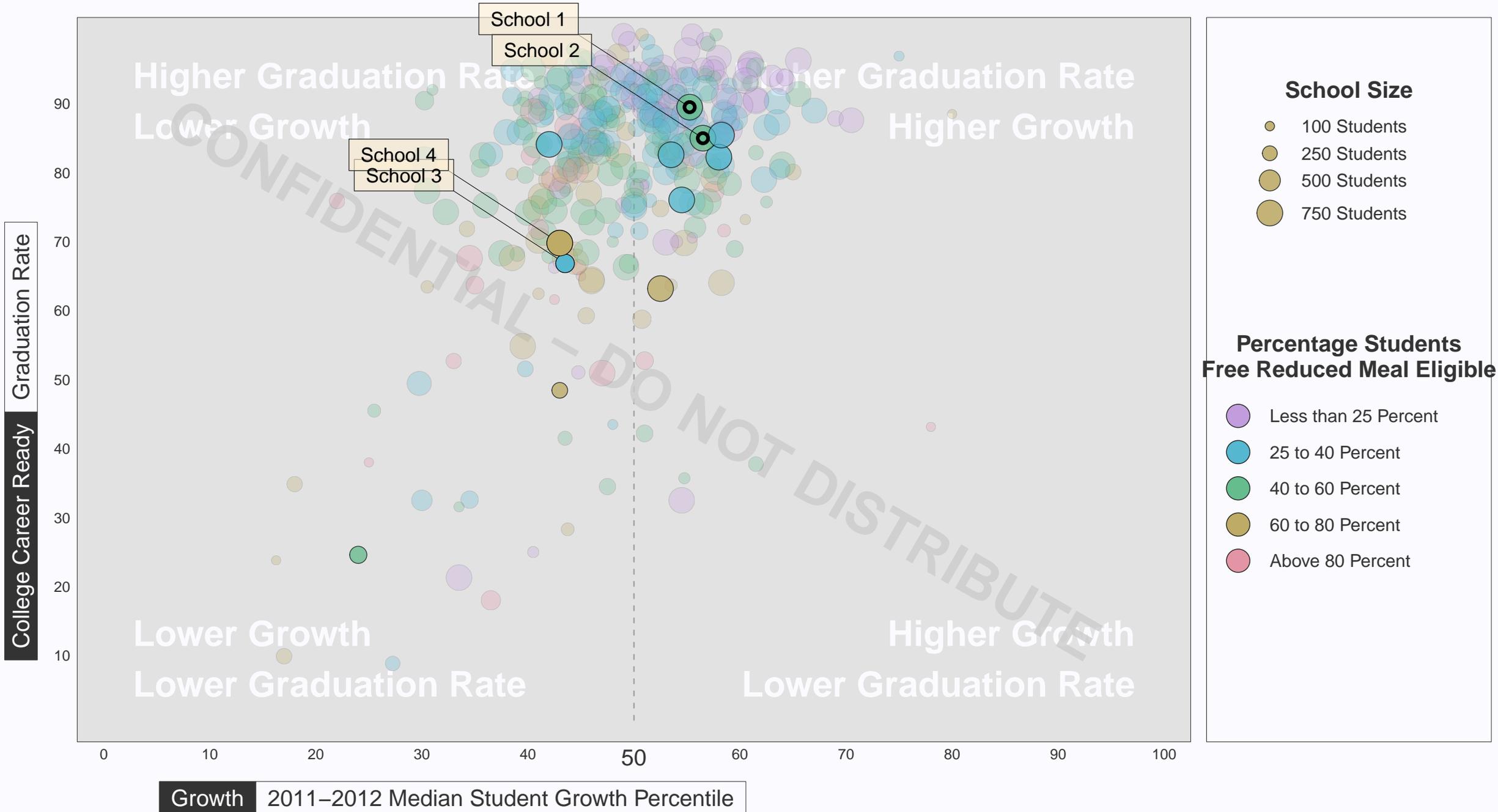
# Growth and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



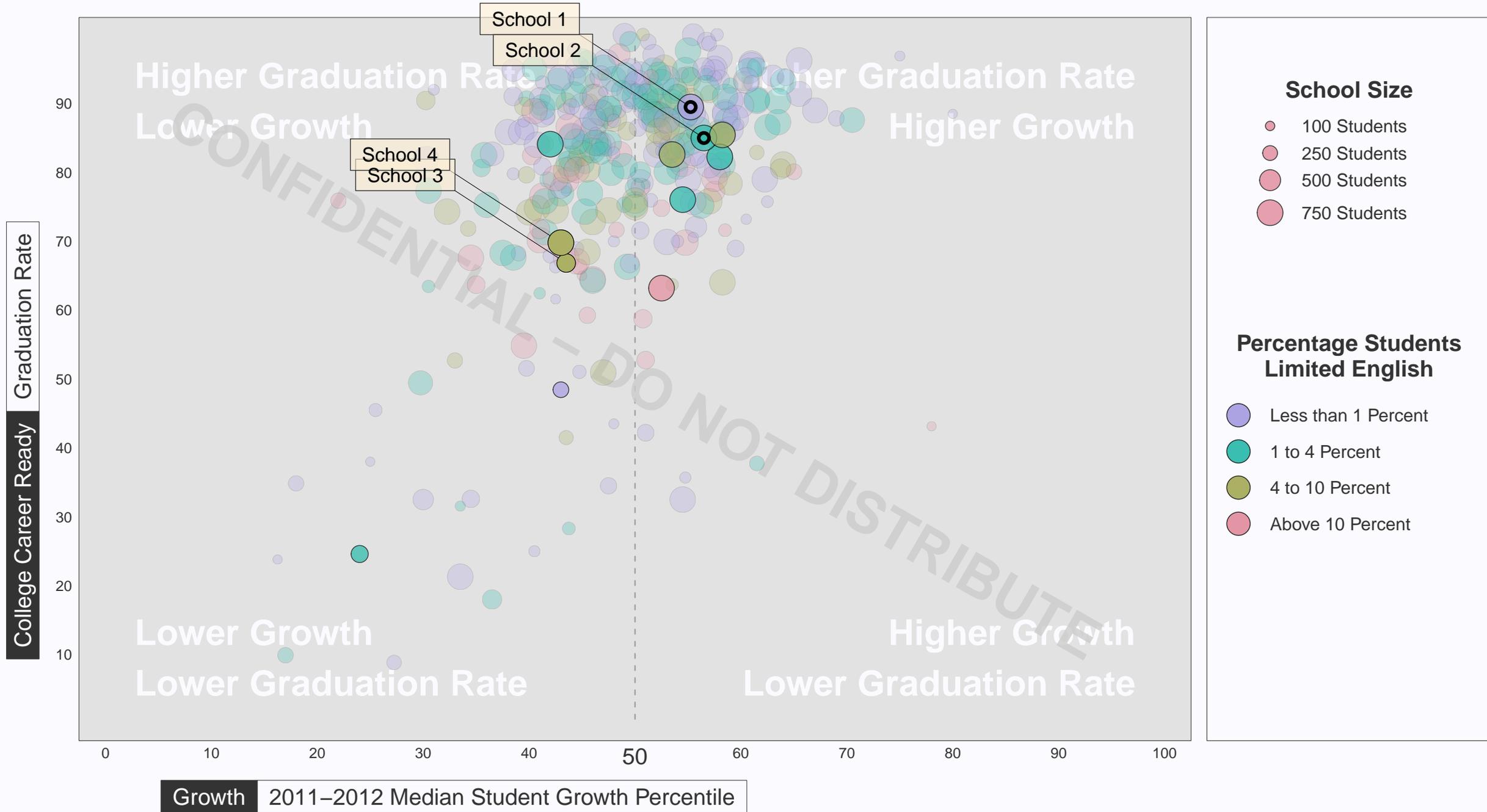
# Growth and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



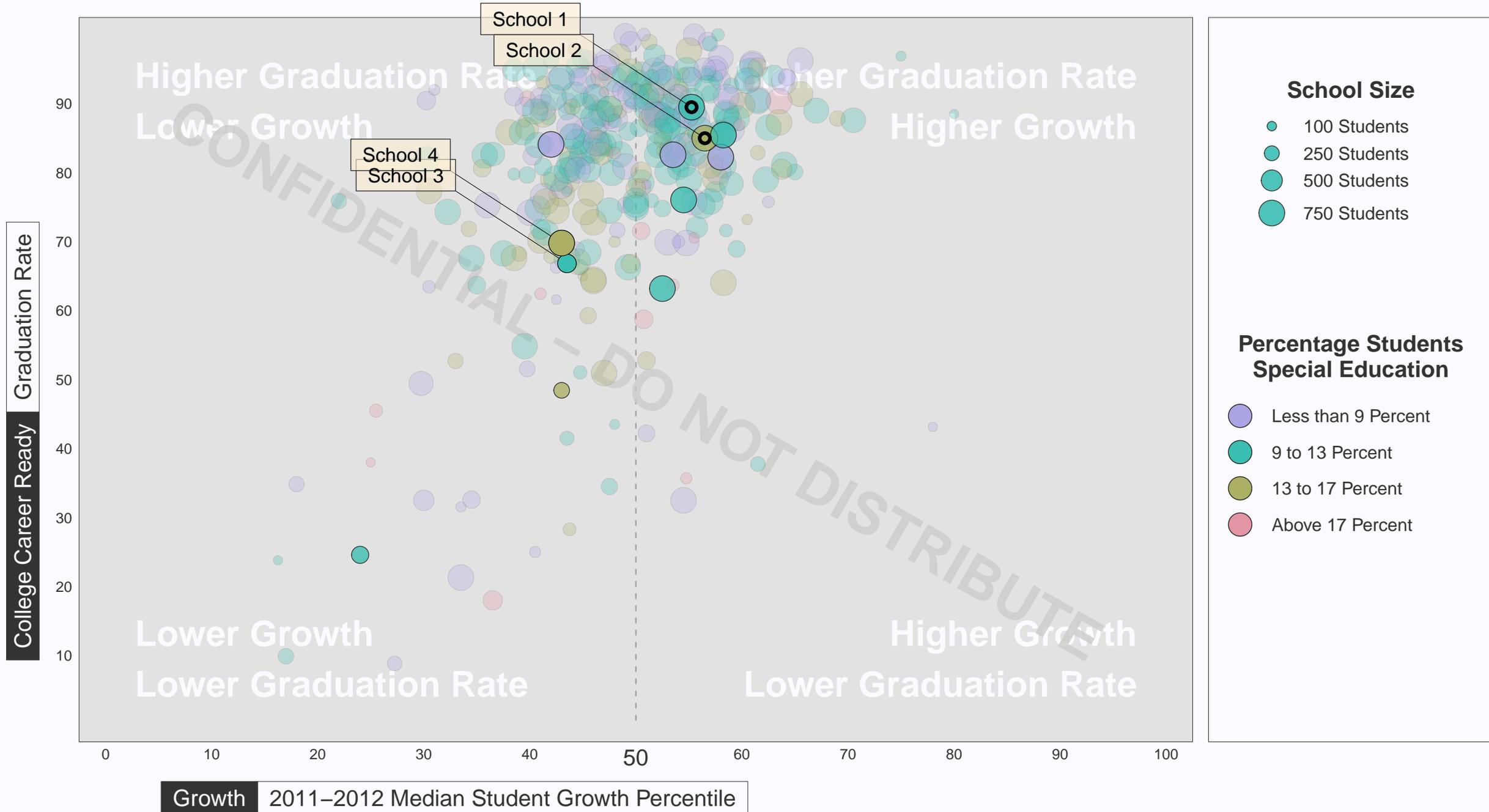
# Growth and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



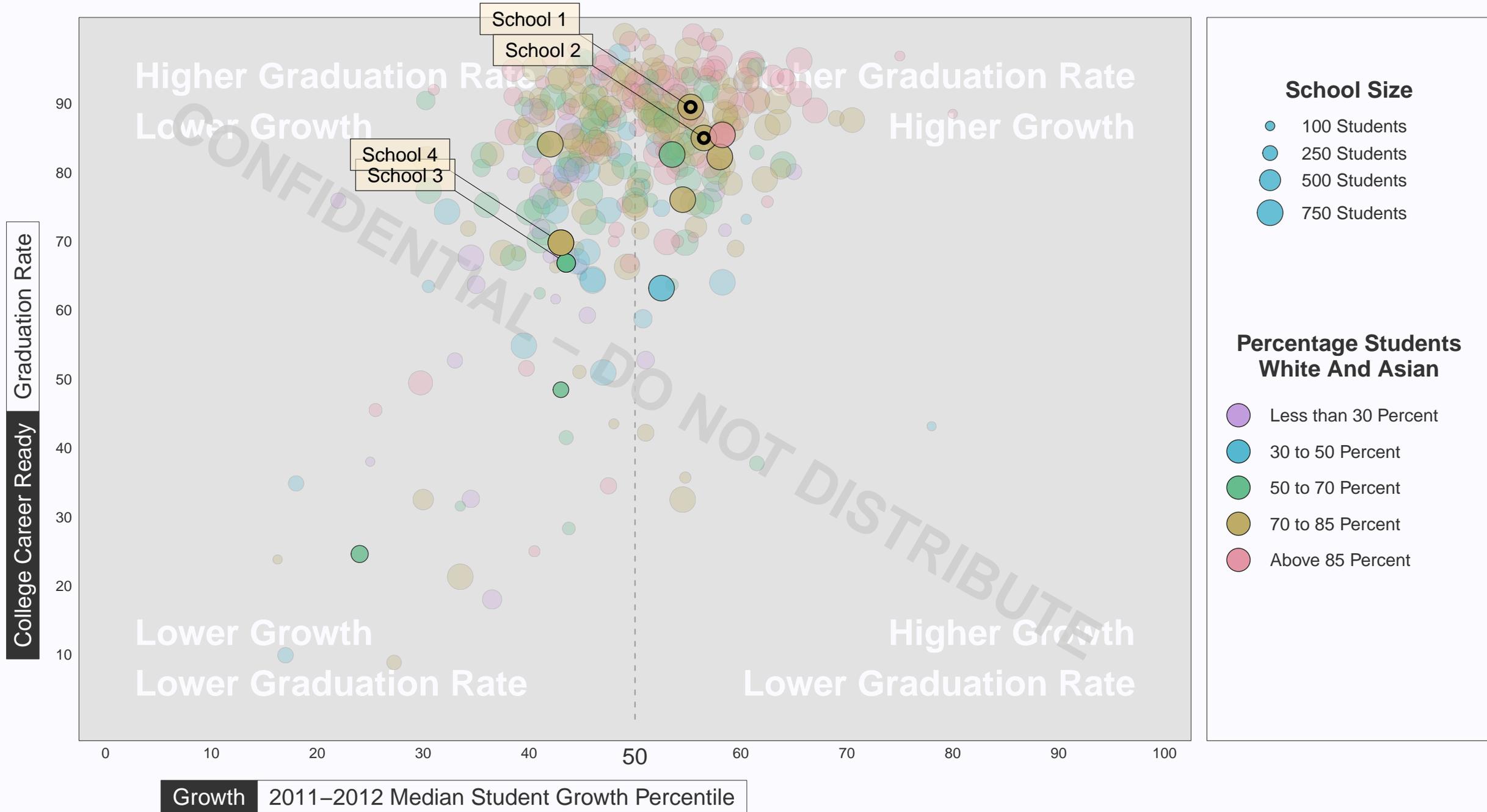
# Growth and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



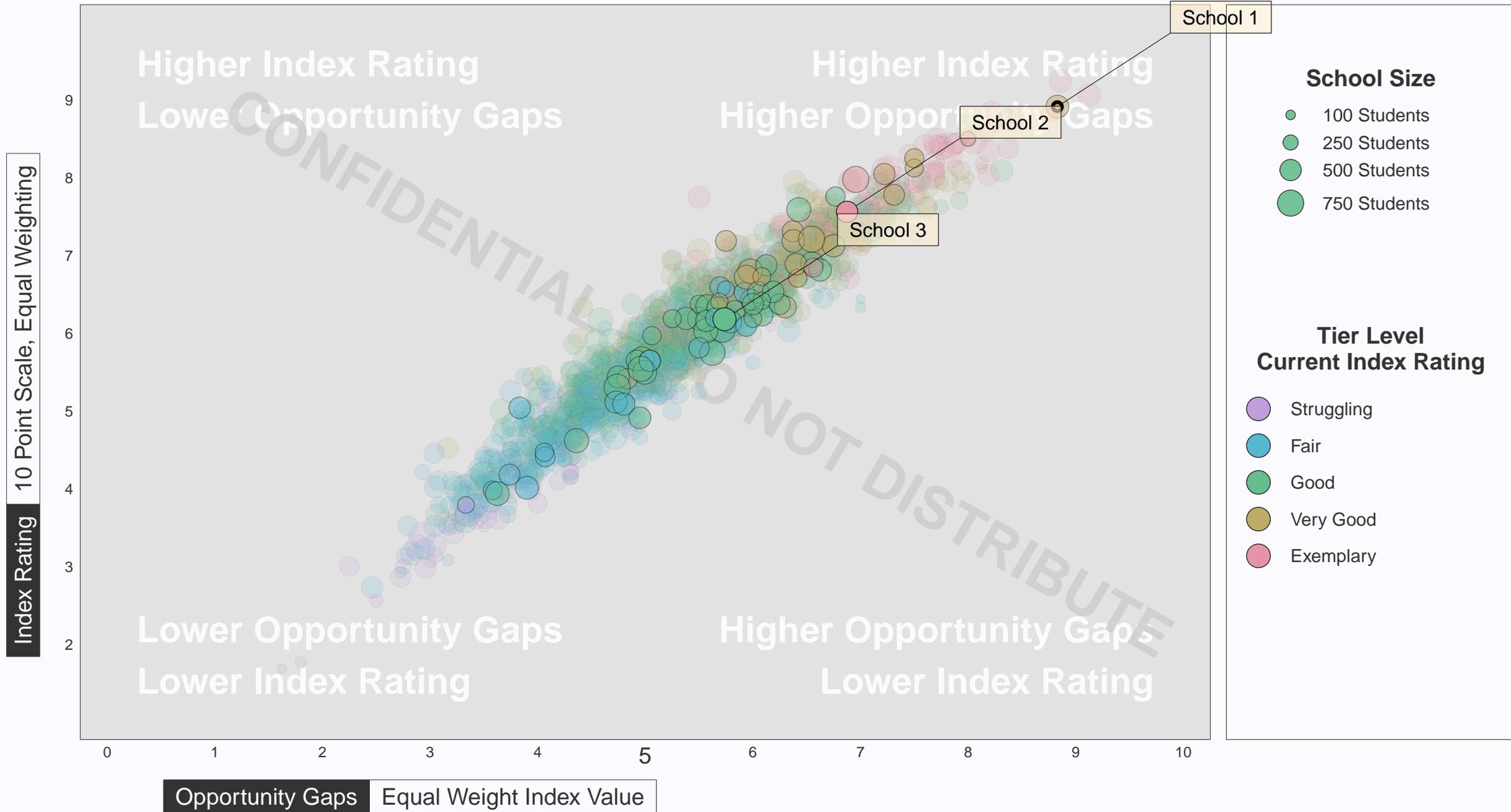
# Growth and Graduation Rate

Secondary Schools Performance  
Index Performance Indicators



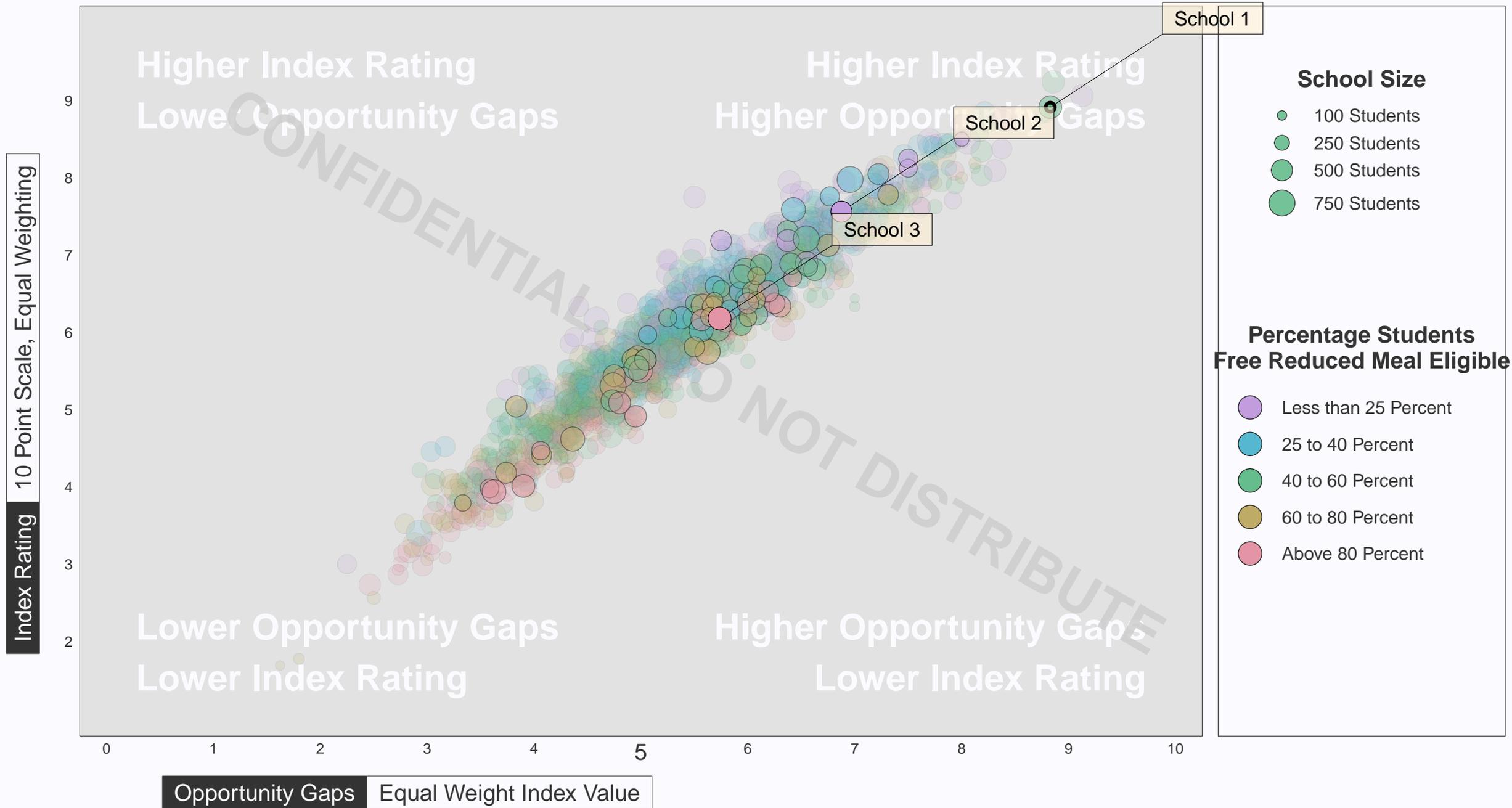
# Opportunity Gaps and Index

Primary Schools Performance  
Equal Weight Index Rating



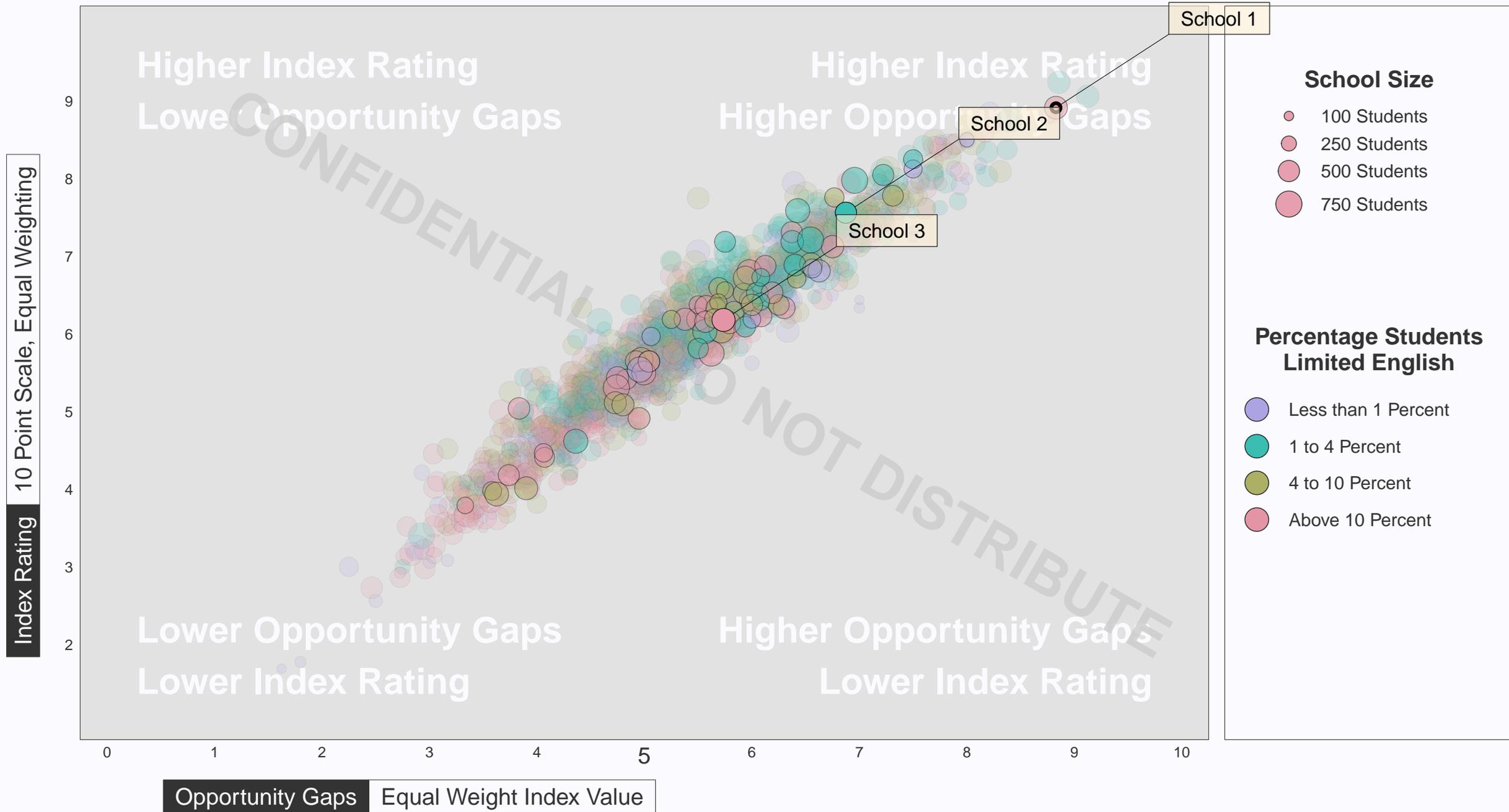
# Opportunity Gaps and Index

Primary Schools Performance  
Equal Weight Index Rating



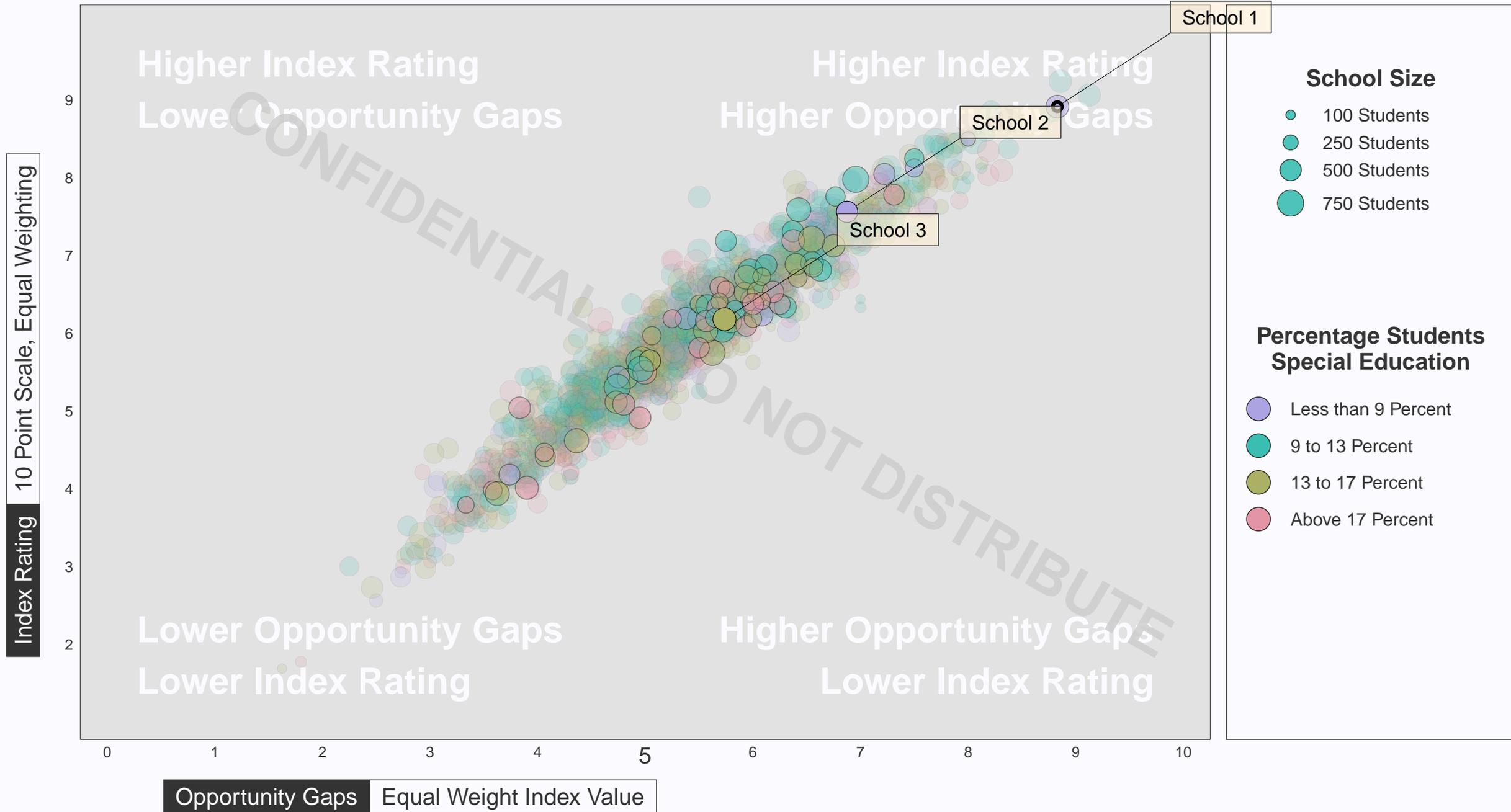
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Primary Schools Performance  
Equal Weight Index Rating



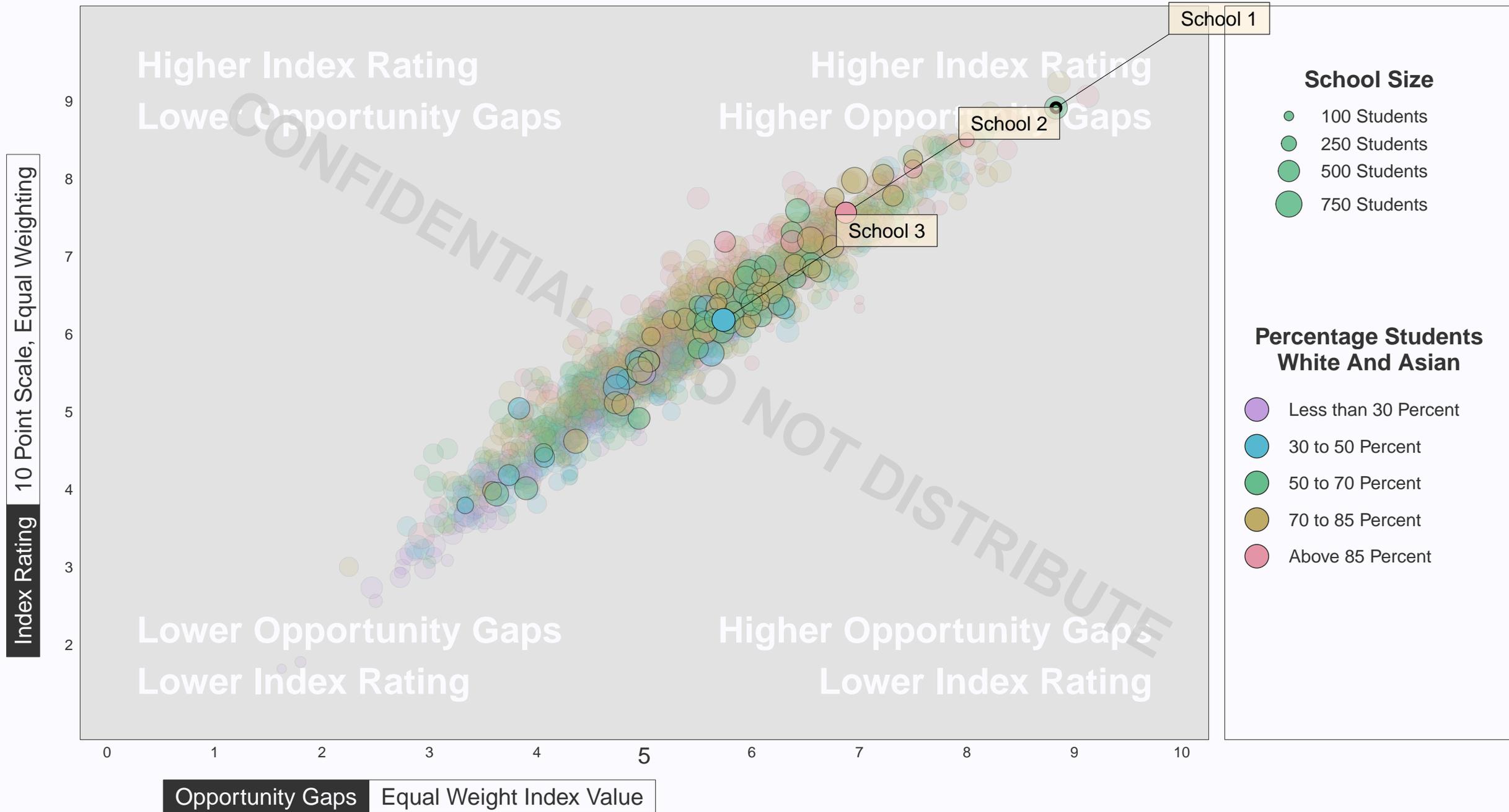
# Opportunity Gaps and Index

Primary Schools Performance  
Equal Weight Index Rating



# Opportunity Gaps and Index

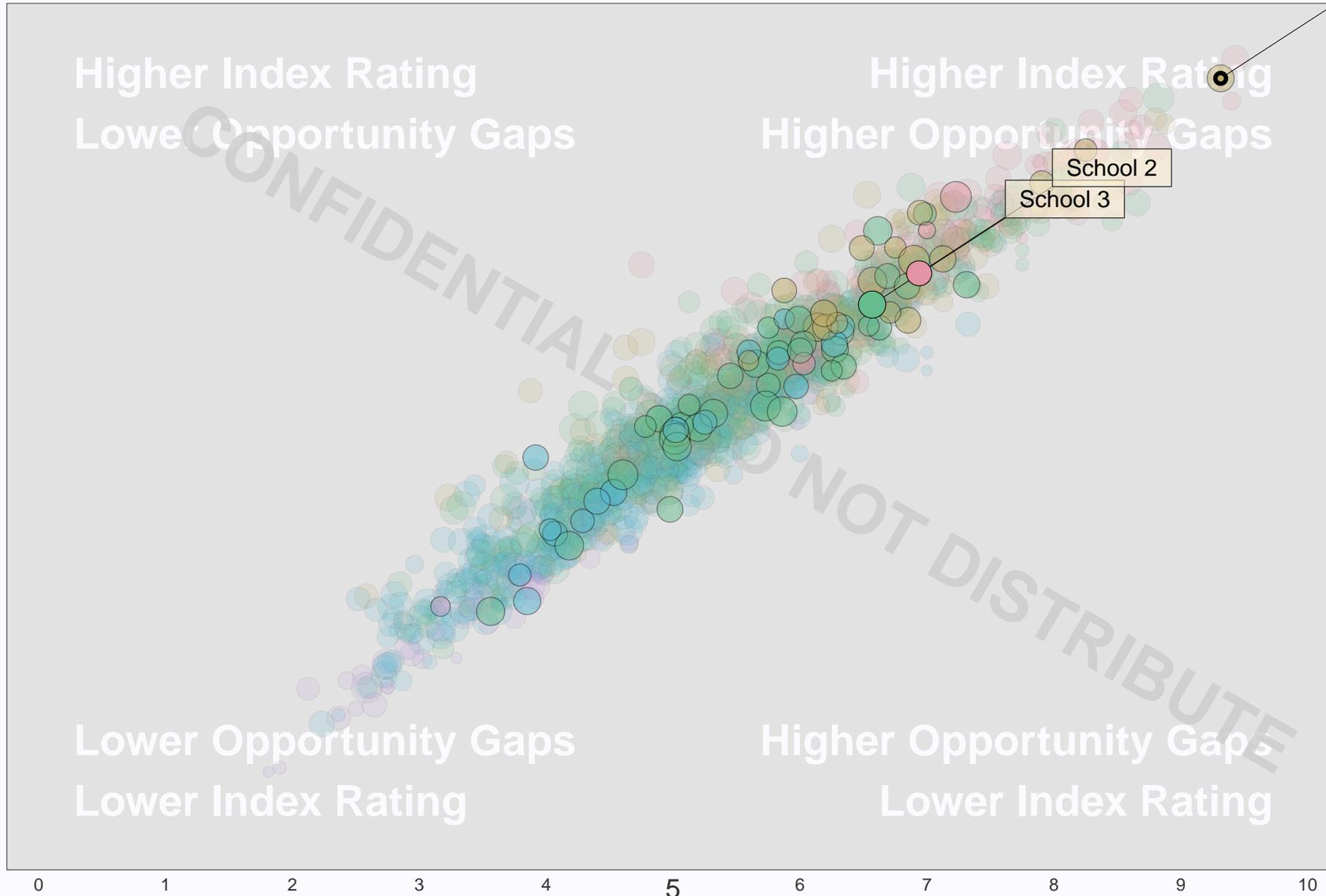
Primary Schools Performance  
Equal Weight Index Rating



# Opportunity Gaps and Index

Primary Schools Performance  
Weighted Index Rating

Index Rating 10 Point Scale, Weighted Growth



**School Size**

- 100 Students
- 250 Students
- 500 Students
- 750 Students

**Tier Level**  
**Current Index Rating**

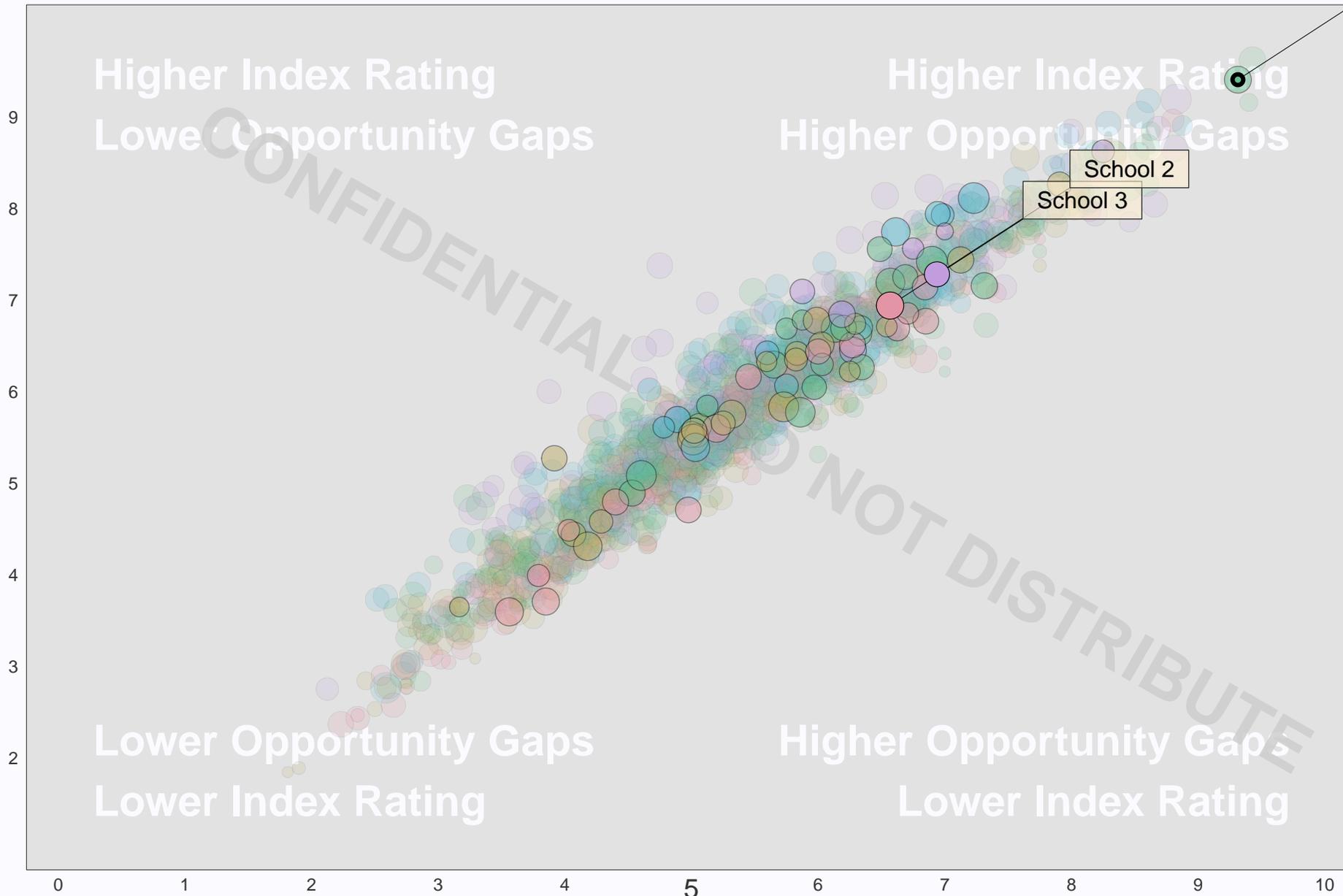
- Struggling
- Fair
- Good
- Very Good
- Exemplary

Opportunity Gaps Weighted Index Value

# Opportunity Gaps and Index

Primary Schools Performance  
Weighted Index Rating

Index Rating 10 Point Scale, Weighted Growth



**School Size**

- 100 Students
- 250 Students
- 500 Students
- 750 Students

**Percentage Students Free Reduced Meal Eligible**

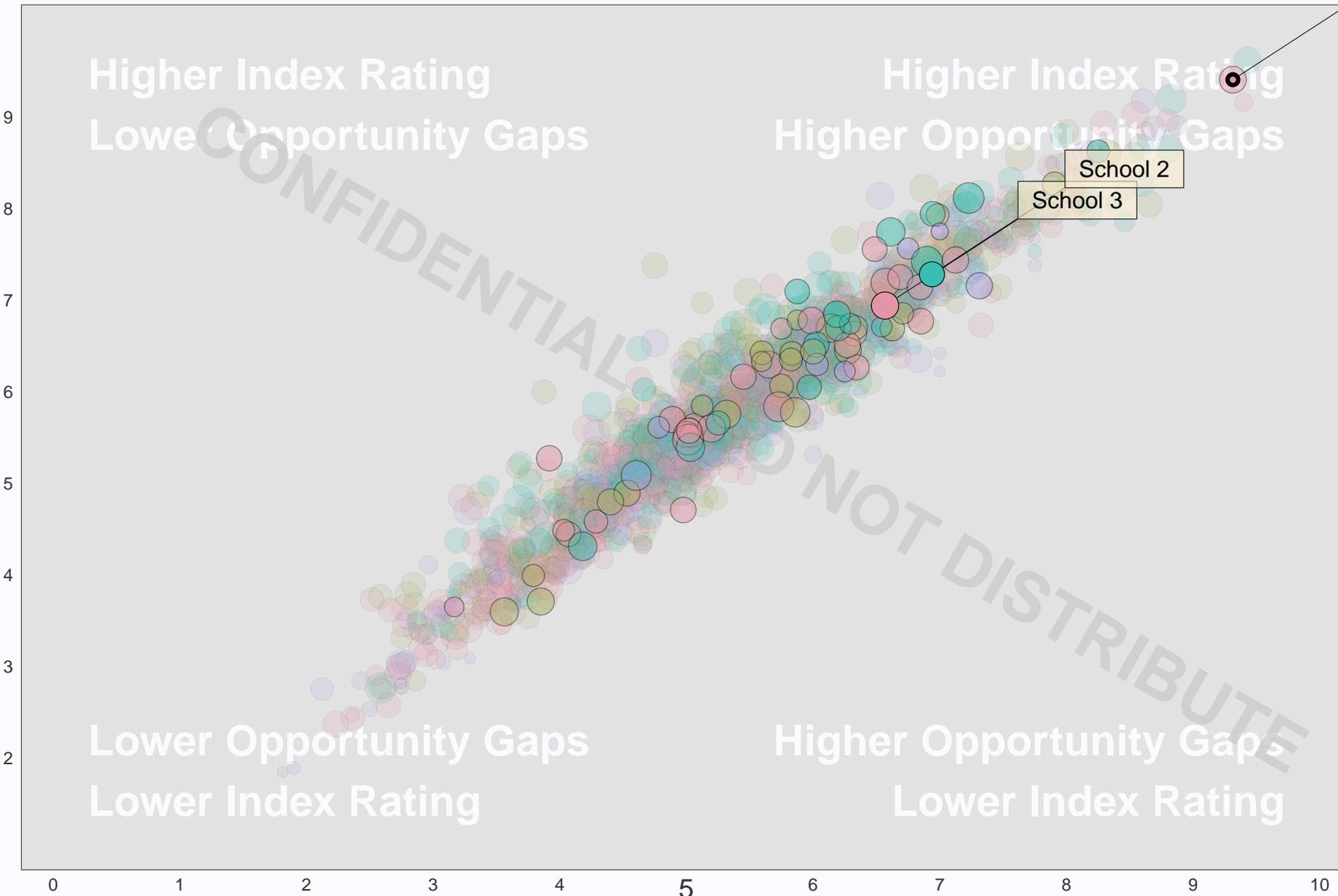
- Less than 25 Percent
- 25 to 40 Percent
- 40 to 60 Percent
- 60 to 80 Percent
- Above 80 Percent

Opportunity Gaps Weighted Index Value

# Opportunity Gaps and Index

Primary Schools Performance  
Weighted Index Rating

Index Rating 10 Point Scale, Weighted Growth



School 1

## School Size

- 100 Students
- 250 Students
- 500 Students
- 750 Students

## Percentage Students Limited English

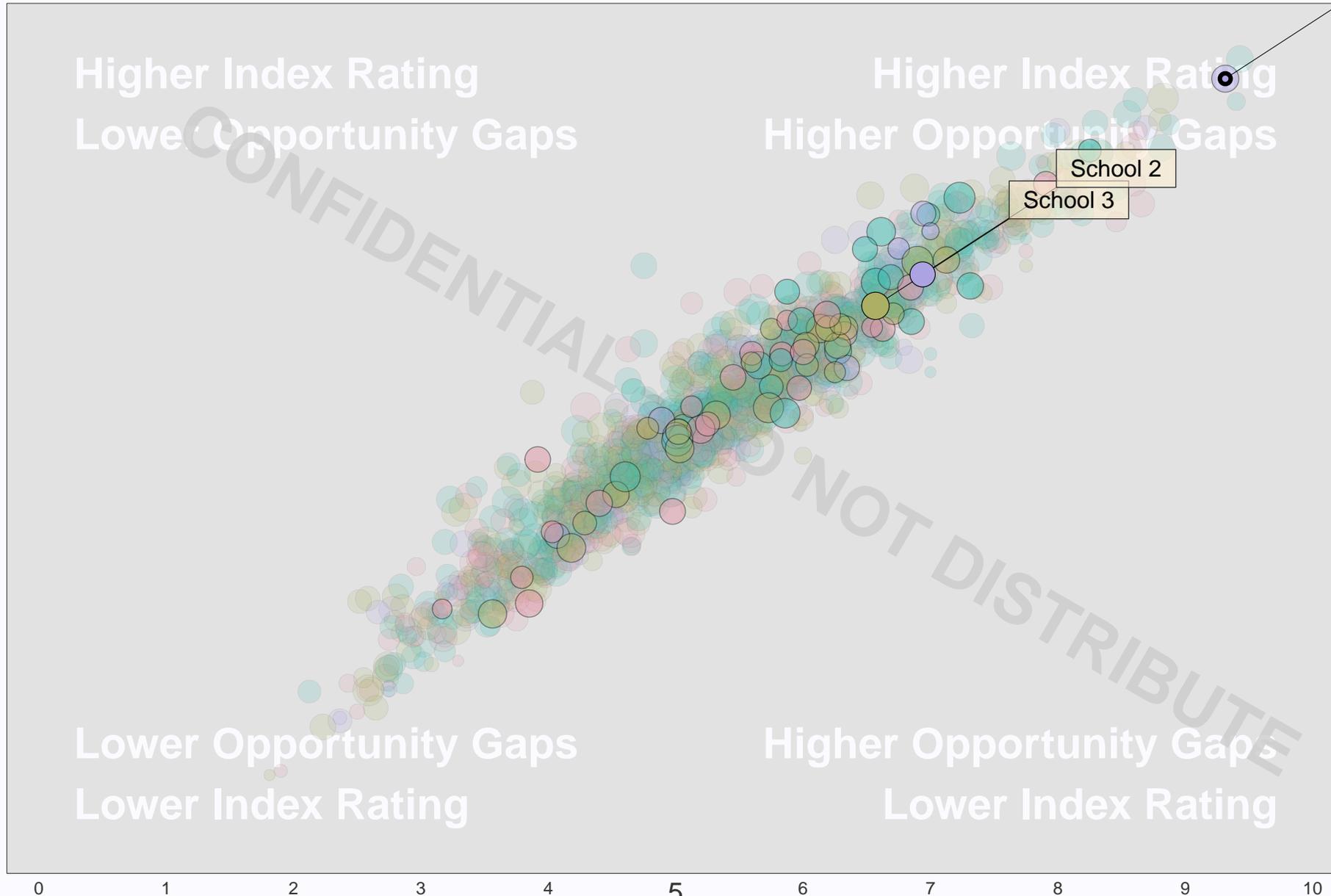
- Less than 1 Percent
- 1 to 4 Percent
- 4 to 10 Percent
- Above 10 Percent

Opportunity Gaps Weighted Index Value

# Opportunity Gaps and Index

Primary Schools Performance  
Weighted Index Rating

Index Rating 10 Point Scale, Weighted Growth



Opportunity Gaps Weighted Index Value

**School Size**

- 100 Students
- 250 Students
- 500 Students
- 750 Students

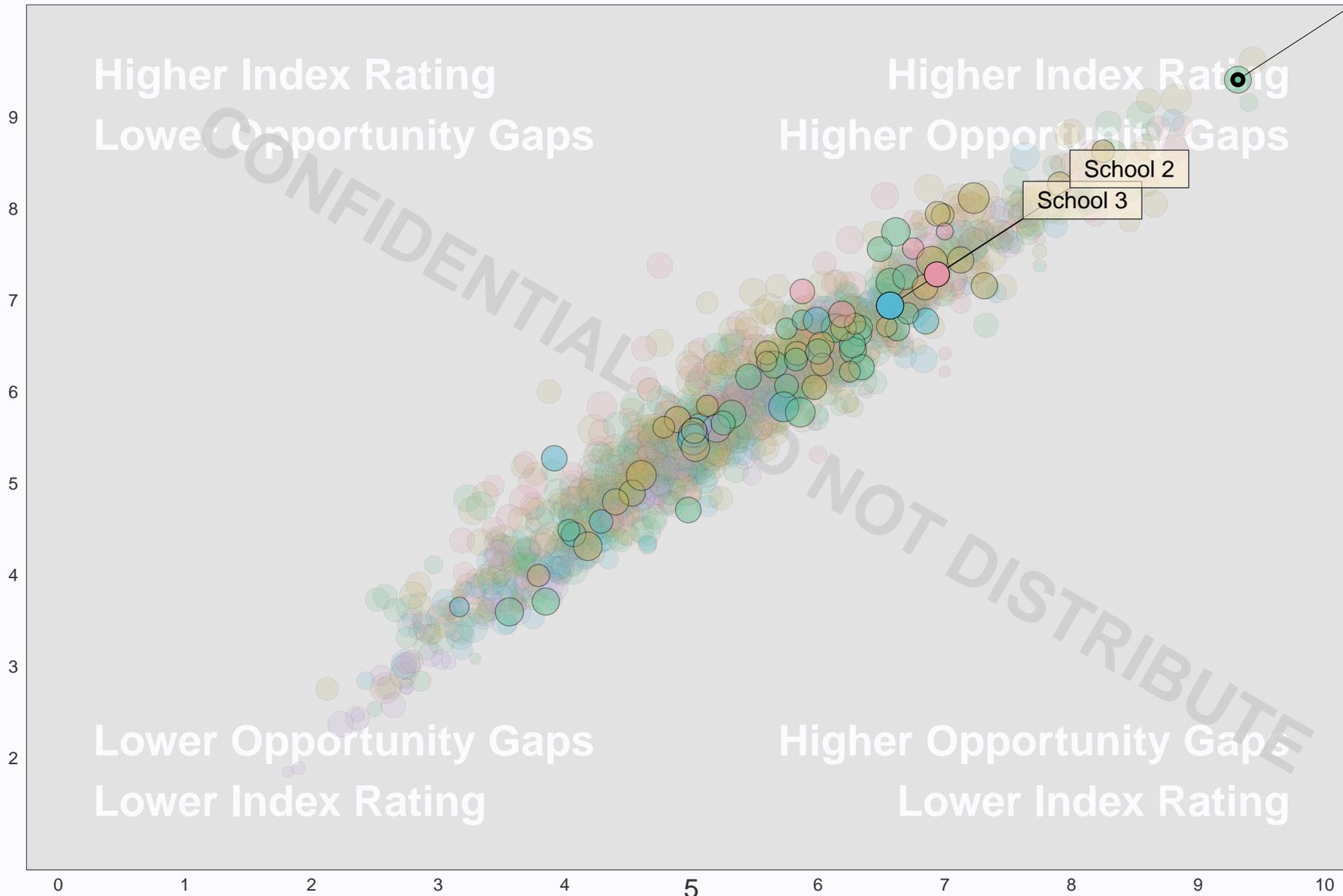
**Percentage Students Special Education**

- Less than 9 Percent
- 9 to 13 Percent
- 13 to 17 Percent
- Above 17 Percent

# Opportunity Gaps and Index

Primary Schools Performance  
Weighted Index Rating

Index Rating 10 Point Scale, Weighted Growth



**School Size**

- 100 Students
- 250 Students
- 500 Students
- 750 Students

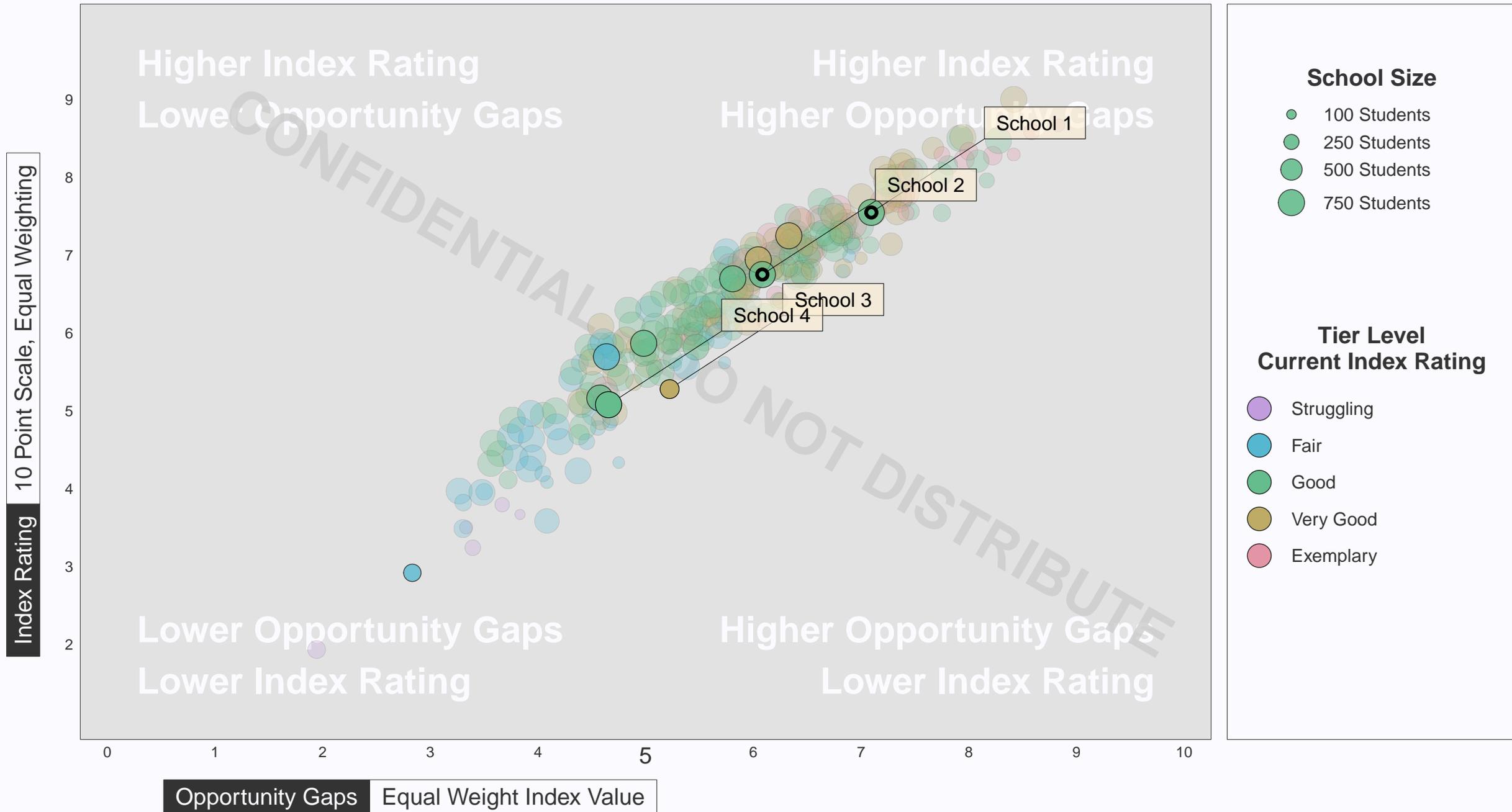
**Percentage Students White And Asian**

- Less than 30 Percent
- 30 to 50 Percent
- 50 to 70 Percent
- 70 to 85 Percent
- Above 85 Percent

Opportunity Gaps Weighted Index Value

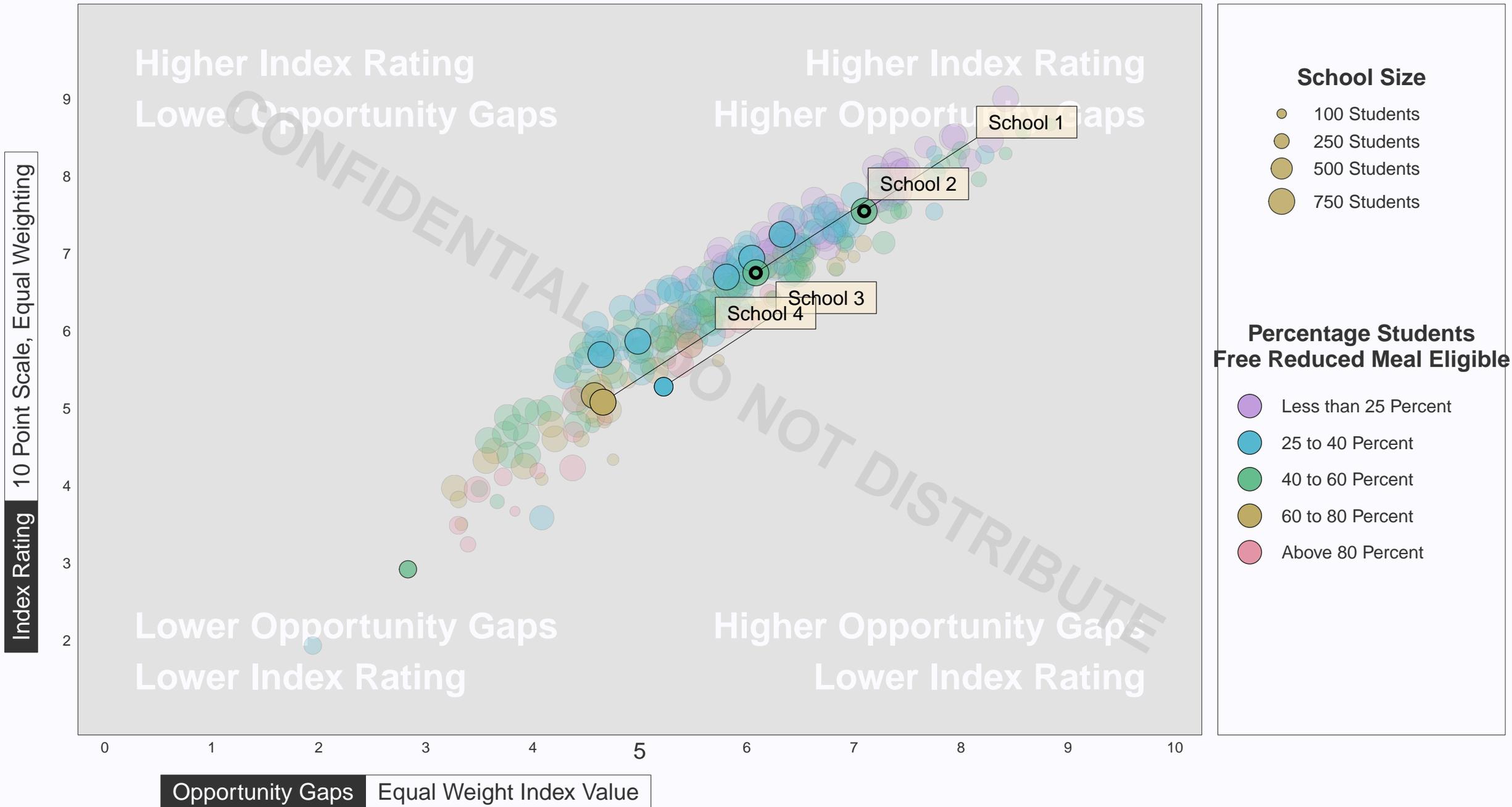
# Opportunity Gaps and Index

Secondary Schools Performance  
Equal Weight Index Rating



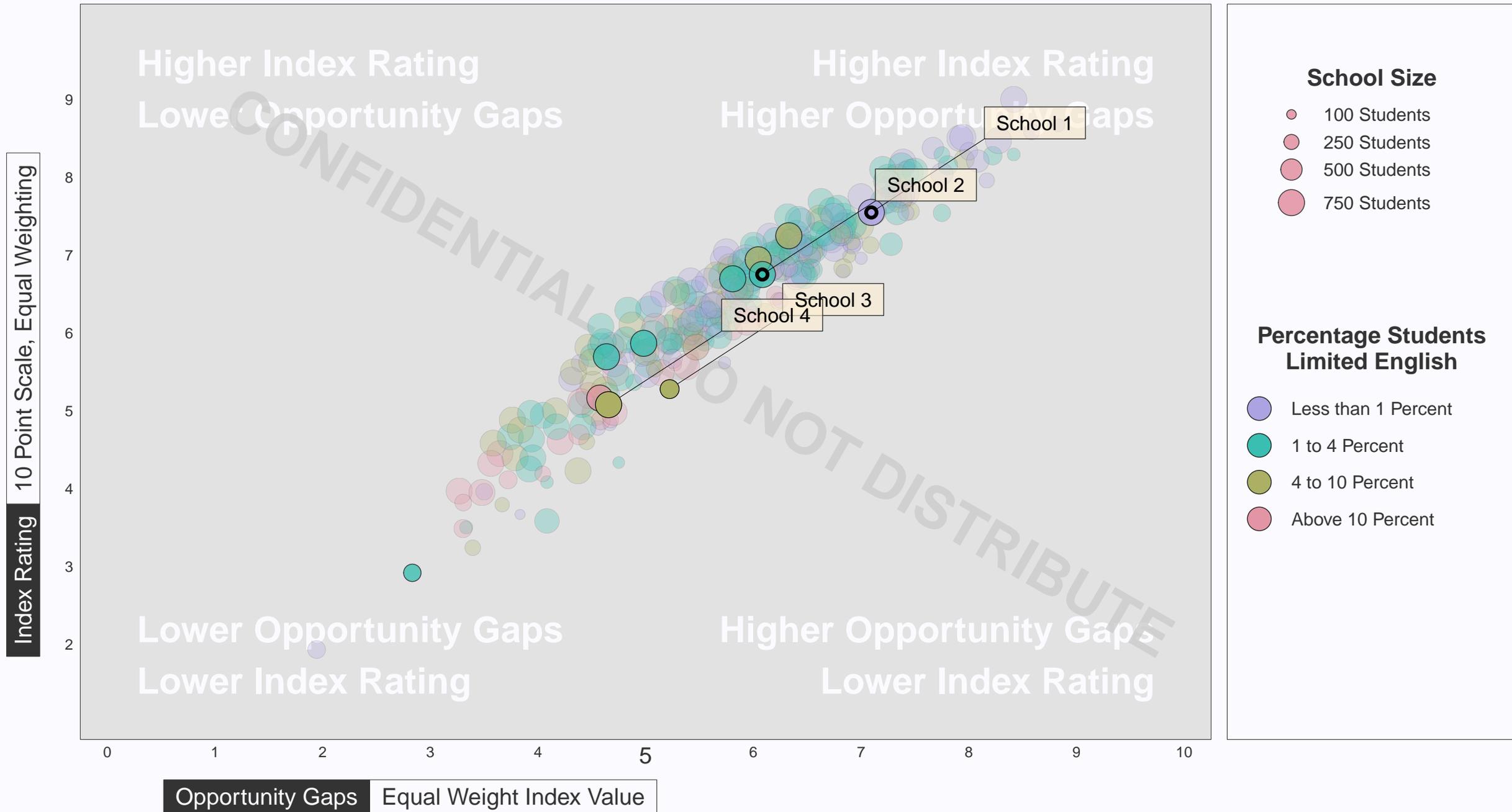
# Opportunity Gaps and Index

Secondary Schools Performance  
Equal Weight Index Rating



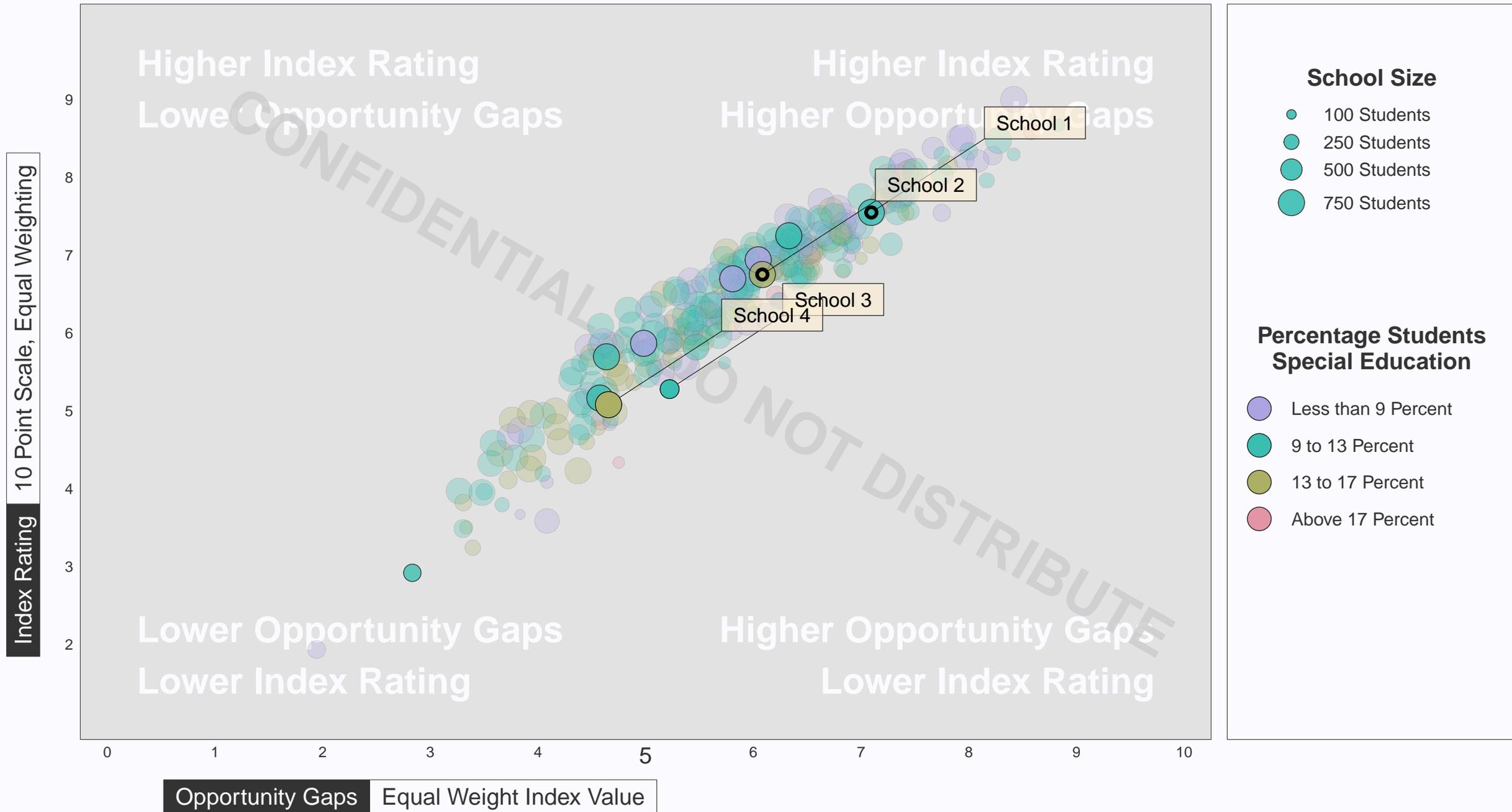
# Opportunity Gaps and Index

Secondary Schools Performance  
Equal Weight Index Rating



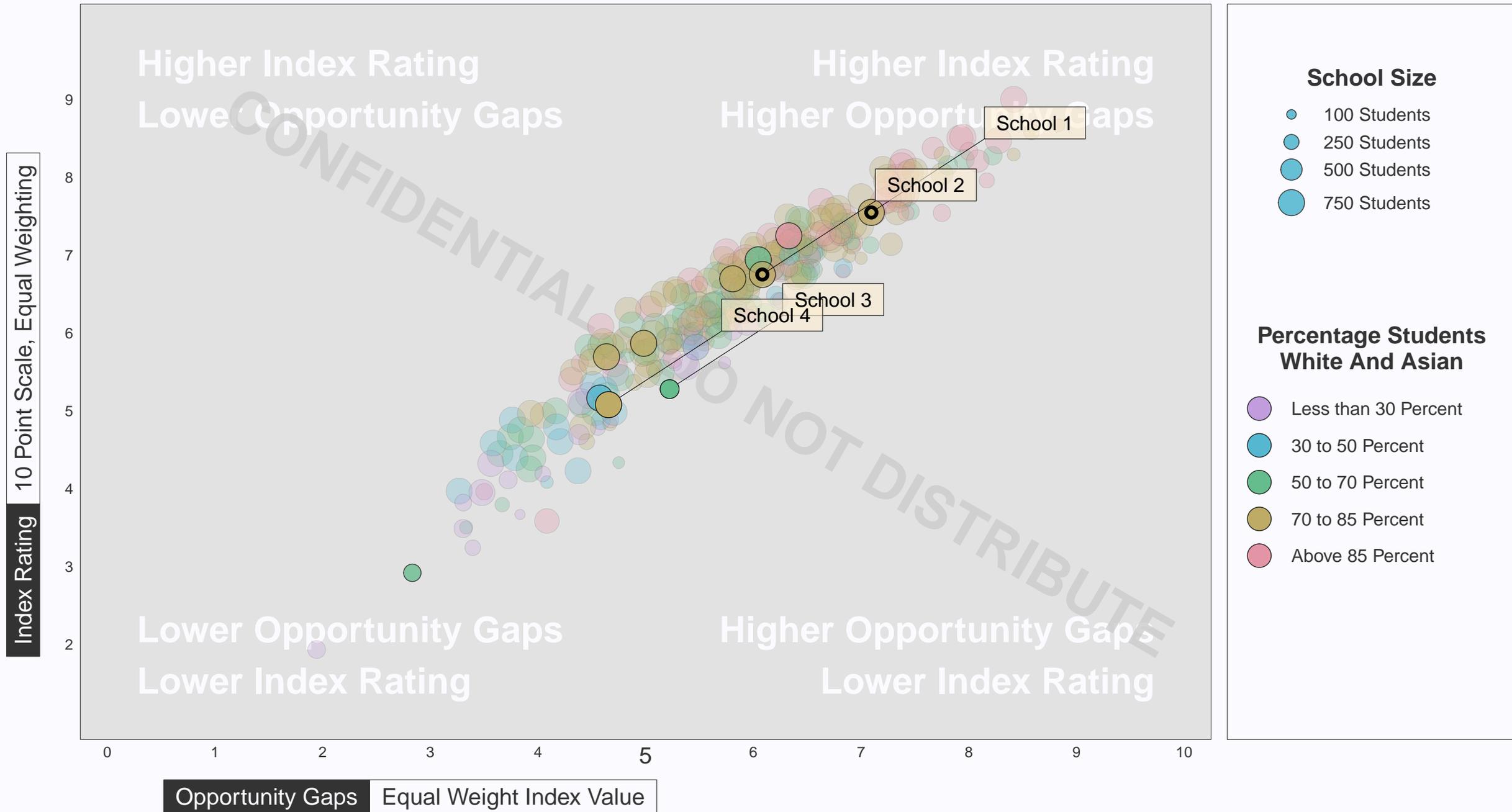
# Opportunity Gaps and Index

Secondary Schools Performance  
Equal Weight Index Rating



# Opportunity Gaps and Index

Secondary Schools Performance  
Equal Weight Index Rating



# The Washington State Board of Education

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

<b>Title:</b>	<b>Title III Annual Measurable Achievement Objectives for English Language Learners</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input 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 type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	1. How might the current Annual Measurable Achievement Objectives (AMAOs) be revised to promote better outcomes for English Language Learners (ELLs) in their progress towards and attainment of English language acquisition in the Transitional Bilingual Instructional Program (TBIP)? 2. In what ways might SBE advocate for more ambitious progress and language acquisition goals?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Gil Mendoza, Director of the OSPI's Title III Migrant/Bilingual Office, will update the Board on their progress toward revising AMAOs.</p> <p>Mr. Mendoza's office had not completed their revised proposal in time for the publication of the packet. SBE staff will make the meeting materials available in the Additional Materials folder.</p>	

# The Washington State Board of Education

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

<b>Title:</b>	<b>Next Generation Science Standards—Adoption Considerations</b>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	What are the key questions that need to be addressed prior to the Superintendent of Public Instruction's consideration of adoption of the Next Generation Science Standards?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>SBE will have the opportunity to ask questions and discuss the Next Generation Science Standards with OSPI staff. The SBE will identify key questions that will inform the discussion of the Next Generation Science Standards at the July 2013 Board Meeting.</p> <p>The role of the SBE is to provide consultation to the Superintendent of Public Instruction, who will consider adoption of the standards for the state in July 2013.</p>	

## NEXT GENERATION SCIENCE STANDARDS

### Policy Consideration

The Next Generation Science Standards (NGSS) were released on April 9, 2013. The State Board of Education (SBE) may consider endorsing the standards at the July 10-11, 2013 meeting. SBE discussion and deliberation may inform the consideration of the Superintendent of Public Instruction to adopt the standards for the state in summer, 2013.

According to RCW 28A.655.068 (3) the Superintendent of Public Instruction may modify state learning standards and assessments in science in consultation with the SBE:

(3) The superintendent of public instruction may participate with consortia of multiple states as common student learning standards and assessments in science are developed. The superintendent of public instruction, in consultation with the state board of education, may modify the essential academic learning requirements and statewide student assessments in science, including the high school assessment, according to the multistate common student learning standards and assessments as long as the education committees of the legislature have opportunities for review before the modifications are adopted, as provided under RCW [28A.655.070](#).

### Summary

Please review this TVW video of House Education Committee Work Session April 11, 2013, update on the Next Generation Science Standards: [http://twv.org/index.php?option=com\\_twvplayer&eventID=2013041051](http://twv.org/index.php?option=com_twvplayer&eventID=2013041051)

The PowerPoint presentation for this video is included in this section of the meeting packet, and also may be found here: <http://app.leg.wa.gov/m/cmd/Handler.ashx?MethodName=getdocumentcontent&documentId=qeWOag55Pvl&att=false>

### Background

The SBE received an update on preparation for NGSS at the March 14-15, 2012 meeting.

One of the Board's five strategic goals is to promote career and college readiness for all students. The Board's work in the area of science since 2006 has included:

- Reviewing the state's science essential academic learning requirements and grade level expectations and recommending revisions to those standards (2007-2008).
- Analyzing science course taking patterns as part of the Board's transcript study of 2008.

- Providing official comment and recommendations to the Superintendent of Public Instruction regarding the recommended science curricula (2009).
- Commissioning a review of science end-of-course assessments as exit exams (2008).
- Approving cut scores for the state science assessments (2011; August 2012).
- Approving 3 credits of science (not yet in rule) as part of the Career- and College-Ready Graduation Requirements.

## **Action**

SBE will discuss the NGSS; members Deborah Wilds and Connie Fletcher will lead the discussion. SBE may identify key questions to be answered or discussed at the July meeting, where the SBE may consider endorsing the NGSS.

# Next Generation Science Standards Work Session

Background Information for SBE Meeting May 9, 2013

**Presentation to  
House Education Committee  
April 11, 2013**



**Jessica Vavrus, MPA  
Asst. Superintendent  
OSPI Teaching and Learning**

**Robin Munson, Ph.D.  
Asst. Superintendent  
OSPI Assessment & Student  
Information**

**Ellen Ebert, Ph.D.  
Science Director  
Teaching and Learning**

# Thank you!



We respectfully thank you for inviting us to present an update on the Next Generation Science Standards.



Student reviewers – Neah Bay HS

The opportunity is most appreciated.



# Our time today...



## ***25 Minutes***

- Background and state context
  - Common Core State Standards and Next Generation Science Standards (NGSS)
- Where we have been in science and the move to NGSS
- Next Steps: Timeframes for adoption and implementation
- Science assessment system considerations

## ***15 Minutes***

- “So What?” – Voices from the Field

## ***10 Minutes***

- Committee questions



Student reviewers – Tacoma MESA



# Our directive for developing and revising academic learning standards...



**RCW 28A.655.070** : Essential academic learning requirements and assessments – Duties of the Superintendent

(1) The superintendent of public instruction shall develop essential academic learning requirements that identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals in RCW 28A.150.210.

In addition, OSPI shall...

- ***Periodically revise*** the essential academic learning requirements, as needed, based on the student learning goals in **RCW 28A.150.210**.



# Definitions



- ***Learning Standards*** represent a body of content, skills, and concepts and are articulated across multiple grade levels related to what all students should know and be able to do throughout grades K-12.
  - The *Next Generation Science Standards* (NGSS) are distinct from prior science standards in that they integrate three dimensions (disciplinary core ideas, science and engineering practices, and crosscutting concepts) within each standard and have intentional connections across standards.
- ***Performance Standards*** represent scores students must meet to earn each level of achievement.
  - While we will talk about assessments today, we won't be discussing performance standards.





# Additional Authority since 2009

- **RCW 28A.655.071: Common Core State Standards (ELA and Math)** (from ESSB 6696, Section 601)
  - Two reports to the Legislature (January and December 2011)
- **RCW 28A.655.068: Science** (from 2010 ESHB 1410, Section 3, (3))
  - Participation in the development of science standards with a state consortia...

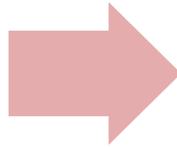


# Washington's K-12 Learning Standards Landscape

(CCSS-M, CCSS-ELA, EALRS, GLEs, PEs,)



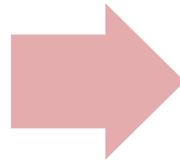
**Washington's  
Reading (2005), Writing (2005)  
and Math (2008) Standards**



**Common Core State Standards for  
English Language Arts and Mathematics**

**Adopted July, 2011  
Assessed 2014-15**

**Washington's Science Standards  
(2009)**



**Current Standards Continue as WA  
Considers the Next Generation Science  
Standards (NGSS)**

**NGSS Final Spring 2013  
Adoption may occur in Summer 2013  
Assessment of NGSS 2016-17,  
more likely 2017-18.**

**Learning Standards/Guidelines in:**

Social Studies

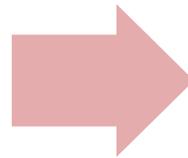
The Arts

Health and Fitness

World Languages

Ed Tech

Early Learning and Development, B-Gr.3

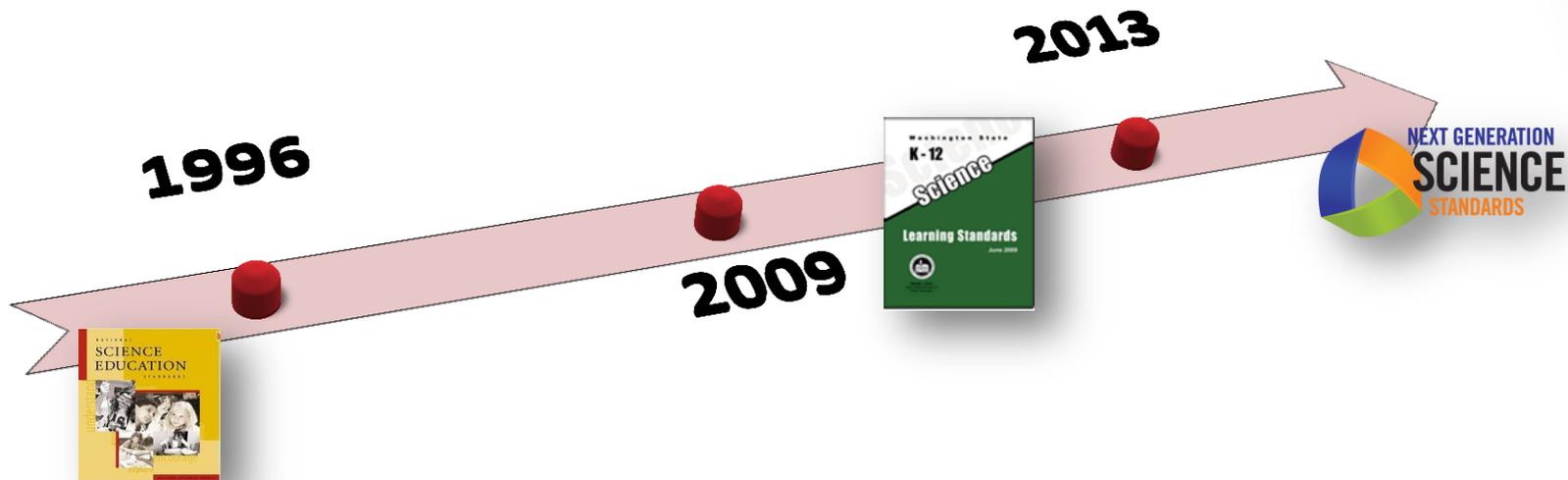


**Current Standards Continue**

**Intentional connections will be made across  
subjects focused on building literacy skills  
across content areas**



# Where we have been in science...



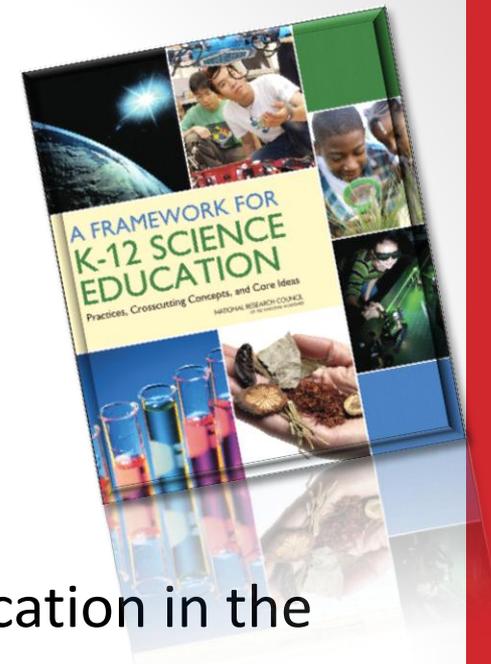
As State Learning Standards change, so does the content of...

- Assessments
- Instructional materials
- Courses and credit requirements
- Educator professional learning





# A New Vision for Science Education



## *A Framework for K-12 Science Education*

is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in science and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.

*A Framework for K-12 Science Education p. 1-2*





# Principles of the Framework

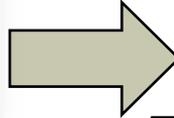
- Children are born investigators
- Understanding builds over time
- Science and Engineering require both knowledge and practice
- Connecting to students' interests and experiences is essential
- Focusing on core ideas and practices
- Promoting equity



# NGSS and WA Standards Comparison



## Washington (2009)



## NGSS (2013)



- **Four Essential Academic Learning Requirements**

1. Systems
2. Inquiry
3. Application
4. Domains
  - Life Science
  - Physical Science
  - Earth and Space Science



- **Three Dimensions**

1. Science and Engineering Practices
  - Subsumes WA Inquiry
2. Disciplinary Core Ideas
  - Life Science
  - Physical Science
  - Earth and Space Science
  - **Engineering and Technology (new)**
    - Subsumes WA Application
3. Crosscutting Concepts
  - Adds 7 crosscutting concepts
  - Subsumes WA Systems and Application

- **Intentional learning progression starting at Kindergarten**

- **Increased STEM opportunities**



# NGSS Addresses Equity: “All Standards, All Students”



- **NGSS Diversity and Equity Group**

- Ensures representation of diverse groups of students, avoid unnecessarily difficult language, and avoid bias and stereotypes
- Conducts detailed analysis of NGSS drafts – adjustments made based on bias and sensitivity review
- Writes a stand-alone chapter on how to make NGSS accessible to diverse of students
- Identifies student diversity by beginning with accountability groups defined in No Child Left Behind Act of 2001



Tacoma MESA Students





# Kindergarten NGSS Earth Science Example

## K-ESS2 Earth's Systems

### K-ESS2 Earth's Systems

Students who demonstrate understanding can:

**K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.**

**K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Analyzing and Interpreting Data</b> Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)</li> </ul> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in K-2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> <li>Construct an argument with evidence to support a claim. (K-ESS2-2)</li> </ul> <hr/> <p><i>Connections to Nature of Science</i></p> <p><b>Science Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>Scientists look for patterns and order when making observations about the world. (K-ESS2-1)</li> </ul>	<p><b>ESS2.D: Weather and Climate</b></p> <ul style="list-style-type: none"> <li>Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)</li> </ul> <p><b>ESS2.E: Biogeology</b></p> <ul style="list-style-type: none"> <li>Plants and animals can change their environment. (K-ESS2-2)</li> </ul> <p><b>ESS3.C: Human Impacts on Earth Systems</b></p> <ul style="list-style-type: none"> <li>Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>Systems in the natural and designed world have parts that work together. (K-ESS2-2)</li> </ul>

*Connections to other DCIs in this grade-level: will be available on or before April 26, 2013.*

*Articulation of DCIs across grade-levels: will be available on or before April 26, 2013.*

*Common Core State Standards Connections: will be available on or before April 26, 2013.*

*ELA/Literacy –*

*Mathematics –*



# Middle School Earth Science Example

## MS-ESS2 Earth's Systems

Note Learning Progression from kindergarten

### MS-ESS2 Earth's Systems

Students who demonstrate understanding can:

- MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and how they interact to change this process.
- MS-ESS2-2. Construct an explanation based on evidence for how geologic processes have changed Earth's surface at varying time and spatial scales.
- MS-ESS2-3. Analyze and interpret data on the distribution of tectonic plates, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

### Science and Engineering Practices

#### Developing and Using Models

Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

### Disciplinary Core Ideas

#### ESS1.C: The History of Planet Earth

- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (*MS-ESS1.C GBE*) (*secondary to MS-ESS2-3*)

### Crosscutting Concepts

#### Patterns

- Patterns in rates of change and other numerical relationships can provide information about natural and



# High School Earth Science Example

## HS-ESS2 Earth's Systems

HS-ESS2 Earth's Systems	
Students who demonstrate understanding can:	
HS-ESS2-1.	Develop a model to illustrate how Earth's internal and surface processes, operating over different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-2.	Analyze geoscience data to make the claim that changes in one Earth system can create feedbacks that cause changes to other Earth's systems.*
HS-ESS2-3.	Develop a model based on evidence of Earth's internal and surface processes to describe the cycling of matter by thermal convection.*
HS-ESS2-4.	Use a model to describe how the variations in the flow of energy into and out of Earth's systems results in changes in climate.
HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2-6.	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS2-7.	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

Note Learning Progression from middle school

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<b>Developing and Using Models</b> Modeling in 9-12 builds on K-8 and progresses to using	<b>ESS1.B: Earth and the Solar System</b> • Cyclical changes in the shape of Earth's orbit around the sun	<b>Cause and Effect</b> • Empirical evidence is required to



# NGSS Appendix J: Possible Course Maps for Secondary Science (each model assumes 3 years of science)

Three model course maps for states to consider:

1. **Conceptual Progressions Model** (6-8 and 9-12) — the 6-8 and 9-12 grade band PEs are organized so that student understanding of concepts is built progressively throughout the course sequence. This is an integrated course model.
2. **Science Domains Model** (6-8 and 9-12) — the 6-8 and 9-12 grade band PEs are organized into content-specific courses that match the three science domains of the Framework: Physical Science, Life Science, and Earth Science with engineering integrated into the courses.
3. **Modified Science Domains Model** (9-12) — the 9-12 grade band performance expectations are organized into content-specific courses that match a common high school course sequence of biology, chemistry, and physics. Earth science is integrated into these courses.



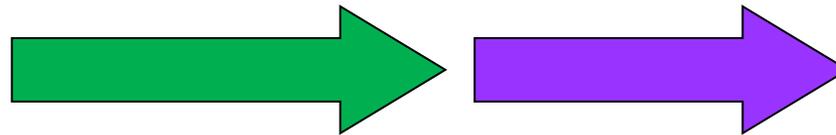
# Washington's CCSS and NGSS Timeline & Activities

2011-12    2012-13    2013-14    2014-15    2015-16    2016-17

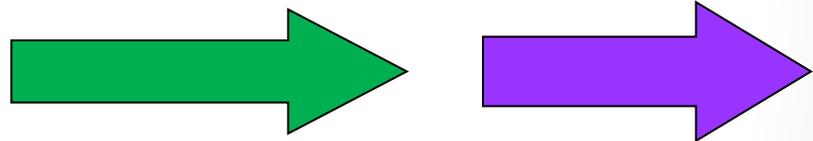
**Phase 1:** CCSS and NGSS  
Exploration



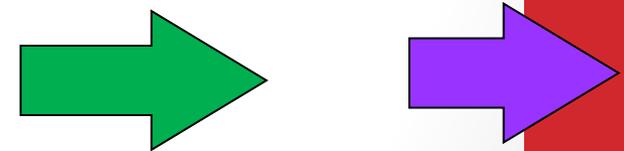
**Phase 2:** Build Awareness  
& Begin Building  
Statewide Capacity



**Phase 3:** Build Statewide  
Capacity and Classroom  
Transitions



**Phase 4:** Statewide  
Application and  
Assessment

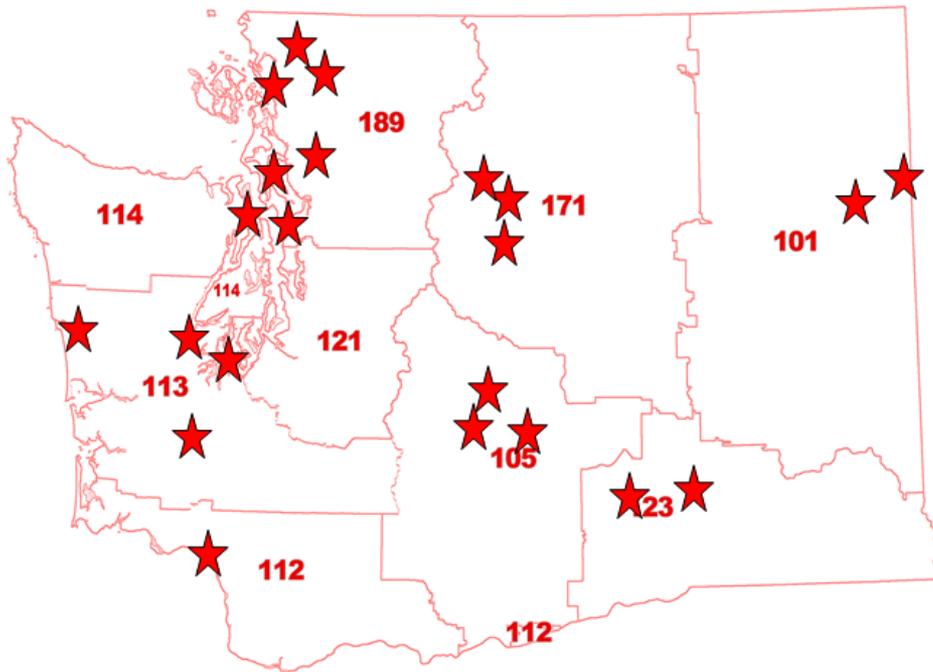


**Ongoing:** Statewide  
Coordination and  
Collaboration to Support



# Ongoing: Statewide Coordination and Collaboration to Support Implementation

(Professional Learning Providers and Partners Across WA )



## Including:

- School Districts
- Higher Education
- Education and Educator Content Associations
- Business Partners



# Washington's NGSS Involvement & Process

## Summer 2011 to Present



### DEVELOPMENT

K-12 Framework for Science Education  
NGSS Drafting Process  
Confidential Drafts

**Summer 2011**

#### **WA INVOLVEMENT:**

- WA Selected as NGSS Lead State – Fall 2011
- Drafting Process – Fall 2011 – Spring 2012
- Statewide educator, stakeholder input

### REVIEW/INPUT

Public Review  
Revision Process

#### **WA INVOLVEMENT:**

- Statewide educator, stakeholder input
- Student input
- National input
- Comments on Final Drafts

### ADOPTION

States have discretion to voluntarily adopt NGSS

**Final Standards  
Anticipated late March  
2013**

#### **WA STATUS:**

### BUILD AWARENESS & CAPACITY

**State Collaboration and Sharing**

#### **WA STATUS:**

### TRANSITION & APPLICATION

- Intentional transition plans
- Alignment of instructional materials and resources
- Assessment system adjustments

***We are  
here***



# Key Next Steps Once NGSS are Finalized



- Comparative Analysis (WA and NGSS)
- Bias and Sensitivity process
  - In light of NGSS development process
- Involve / Update key stakeholders – seek support and buy-in
  - Ed. Opportunity Gap Oversight and Accountability Commission
  - Legislative Committees
  - State Board of Education
  - CCSS Steering Committee
  - State Curriculum Advisory and Review Committee
  - Education Associations
- NGSS adoption: Superintendent Dorn

# Key Next Steps *Leading to and Following* Adoption



- Transition Planning
  - In context and in conjunction with CCSS 3-year transition plans and partnerships
  - In light of NGSS shifts
    - Current Science Test Map
  - In light of the foundations we have to build on
    - Regional science and STEM activities and supports
    - Math Science Partnerships and other professional development resources
      - Seattle/Renton MSP focuses on NGSS
- State Assessment System Adjustments



# Assessment System Transitions

- What effect will NGSS have on assessments (including assessment graduation requirements)?
- How does End-of-Course play into this? Does a Biology EOC even make sense with new standards?
- What is the current thinking about timeframes for implementation, etc.?
- What are the latest discussions about whether there will be consortia-developed assessments?



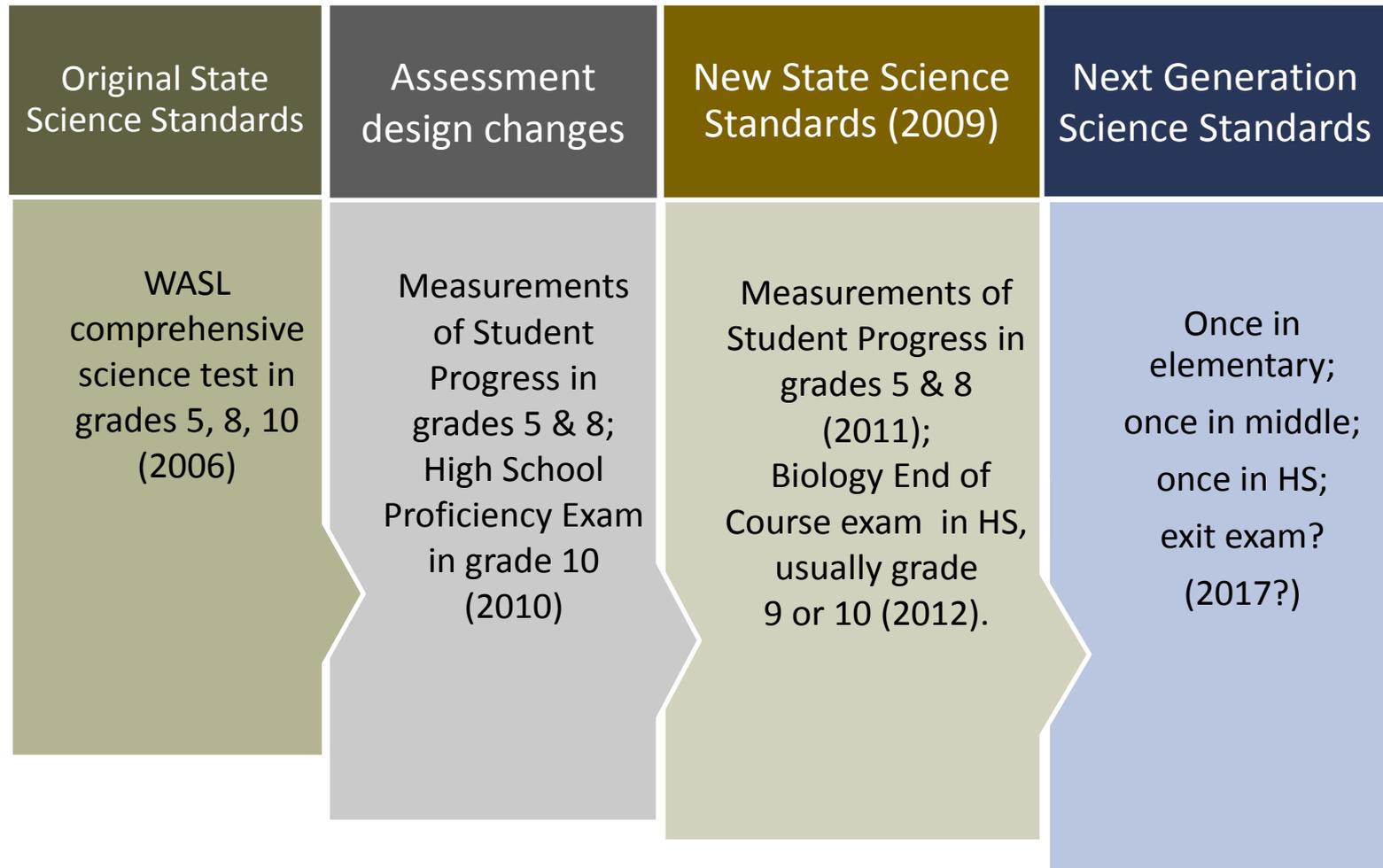
# Federal Assessment Requirements

- No Child Left Behind (NCLB) requires that our state's science standards must be assessed:
  - **Once in elementary school** (we give Measurements of Student Progress in 5<sup>th</sup> grade)
  - **Once in middle school** (we give MSP in 8<sup>th</sup> grade)
  - **Once in high school** (we give Biology End-of-Course exam)
- When we change our state standards in science we need to change assessments ([RCW 28A.655.070](#)).

# State Assessment Requirements

- Additionally, Washington has chosen to add an exit exam requirement for graduation:
  - Students in the Class of 2015 and beyond must pass the Biology EOC, or legislatively approved alternative
  - About half of the states do not have exit exams
- When we change to new standards you will have to decide:
  - If you still want an exit exam
  - If that should be in an end-of-course format
  - If it should just be about biology

# Science Assessment Evolution



# Assessment Transition for NGSS

- Washington joined a consortium (Smarter Balanced) to minimize the cost of transitioning to new assessments for Common Core:
  - Common Core subjects - only English Language Arts and Mathematics
  - Smarter Balanced assessments - grades 3-8 and 11, beginning in 2014-15.
  - Exit exams for graduation in ELA and Math – pending legislative decision



# Assessment Transition, Cont'

- For the NGSS, Washington would like to join a multi-state consortium to minimize the cost of transitioning to new assessments....
- But it is too early to know:
  - What consortia will be available
  - When the assessments would be ready (likely no sooner than 2016-17)
  - What the legislature will decide to do about an exit exam for graduation in Science

# Considerations for Exit Exam

- Teachers and students generally like End of Course format.
- But having just one subject (Biology) narrows curriculum.
- Perhaps reduced assessment costs for accountability testing will leave funds for additional content areas (Physical Science, Chemistry, Physics) from which students could choose an exit exam.





# Committee Questions

(5 min.)



Student reviewers from Olympia and Thurston County



# “So What?”

## Why NGSS... the National Perspective



In 2007, a Carnegie Foundation commission of distinguished researchers and public and private leaders concluded that "the nation's capacity to innovate for economic growth and the ability of American workers to thrive in the modern workforce depend on a broad foundation of math and science learning, as do our hopes for preserving a vibrant democracy and the promise of social mobility that lie at the heart of the American dream"<sup>1</sup>. However, the U.S. system of science and mathematics education is performing far below par and, if left unattended, will leave millions of young Americans unprepared to succeed in a global economy.

- **Reduction of the United States' competitive economic edge**
- **Lagging achievement of U.S. students**
- **Essential preparation for all careers in the modern workforce**
- **Scientific and technological literacy for an educated society**





# “So What?”

## Why NGSS...the student perspective... Spokane 6<sup>th</sup> grader

I reviewed standard: MS Space systems MS-ESS1-A

I really liked/didn't like I liked that it has you make a chart  
because you will use models in your career,

I think you should keep the way it is

because I like it.

# “So What?”

## Why NGSS...the student perspective...Neah Bay HS and MESA HS Students



- I like the standard about the big bang theory, really makes me think. I have always wondered how the universe was created. I like to argue to try to prove my point, everyone likes to argue.
- You get to design and conduct a investigation to generate mathematical comparisons of factors. You get to find the similar ecosystems at different scales.
- Knowing the basic reasoning for production of elements could help me tremendously as I take chemistry based classes in college. Knowing a little more about elements would be very helpful to get me "college ready". Meaning that knowing what stars are made up of and how they are made would be helpful in understanding chemistry at college level.
- It would be cool to design an investigation. You get to observe and find similar ecosystems at difference scales.



# “So What?”

## Why NGSS...the teacher perspective...opportunities and challenges



### *Introducing Our Panel Guests*

**Cheryl Lydon**

Science Coordinator, Puget Sound Educational Service District



**Maren Johnson**

Biology Teacher, Chimacum School District



**Roy Tatlonghari**

Elementary Instructional Coach  
Birney Elementary, Tacoma School District





# Committee Questions

(5 min)



Student reviewers from Olympia and Thurston County



# Thank you for your time today.



For more information, please contact

NGSS Content Standards: Ellen Ebert

[Ellen.Ebert@k12.wa.us](mailto:Ellen.Ebert@k12.wa.us)

NGSS Assessments: Cinda Parton

[Cinda.Parton@k12.wa.us](mailto:Cinda.Parton@k12.wa.us)



# The Washington State Board of Education

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

<b>Title:</b>	<b>Charter Authorizer Approval Process</b>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<ol style="list-style-type: none"> <li>1. Do the draft rubrics provide a valid, fair, transparent and rigorous basis for Board decisions that promote the goal of quality authorizing of charter schools? Are they consistent with the letter and intent of the law?</li> <li>2. Is the use of external review panels and personal interviews likely to raise the quality of evaluations of authorizer applications and result in better decisions by the Board?</li> <li>3. What specific roles and duties should Board members and staff most appropriately have in reviewing and evaluating authorizer applications?</li> <li>4. Does the process recommended retain clear Board accountability for decisions to approve or deny charter applications?</li> </ol>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>RCW 28A.710.090 requires the SBE requires to establish an annual application and approval process for school district applications to be charter school authorizers, and to consider the merits of each application and make its decision whether to approve or deny within the timelines set by the Board. WAC 180-19-040, adopted by the Board in February 2013, establishes criteria for approval or denial of applications. SBE staff, with assistance from the National Association of Charter School Authorizers, have developed draft rubrics to guide evaluators in determining whether each part of the applications submitted meet criteria for approval, and assigning an overall rating to the application. Criteria and rubrics are linked closely to the statute, SBE rules, and NACSA Principles &amp; Standards for Quality Charter School Authorizing as called out in law. The memo in your packet also recommends Board procedures for review and evaluation of authorizer applications, including external review panels and personal interviews with district staff to review, discuss and gain additional information to inform Board decisions.</p>	

## CHARTER AUTHORIZER APPROVAL PROCESS

### Policy Consideration

Members will review and approve a process for review and evaluation of applications submitted by school districts seeking to be charter school authorizers. Members will consider whether proposed rubrics for evaluation meet the intent of the law and conduce to quality authorizing of charter schools. Members will also consider for approval recommended procedures for review and evaluation of applications, including the use of external review panels and personal interviews with district personnel.

### Application, Criteria and Rubrics

The state's new charter schools law directs the State Board of Education to establish an annual application and approval process for school districts seeking approval to be charter school authorizers. This section of law, RCW 28A.710.090, further directs the State Board to "consider the merits of each application and make its decision within the timelines established by the Board."

On February 26 the SBE adopted rules to implement this section. The rules established a timeline for authorizer applications and Board action as follows:

Action	2013 Approvals Only	2014 Approvals And Ongoing
District notice of intent to submit authorizer application to SBE.	April 1, 2013	October 1, 2013
SBE posts authorizer application.	April 1, 2013	October 1, 2013
Closing date for authorizer applications to SBE.	July 1, 2013	December 31, 2013
Closing date for SBE to approve or deny authorizer applications	September 12, 2013	April 1, 2014

Thirteen school districts submitted notice of intent to submit applications. The authorizer application was posted on the SBE web site on April 1, and is included in your packet. Each part of the application links directly to a component of the application as required in RCW 28A.710.090(2) and detailed in adopted WAC 180-19-030. The application includes criteria for evaluation of each part of the application, tied closely again to the statute and the rules.

The next step in fulfilling the SBE's charge is to develop a Board process for determining whether an application meets the criteria for approval, consistent with the letter and intent of the law. The rule, WAC 180-19-040, sets a two-part test for approval or denial of authorizer applications. For an application to be approved, the rule states:

- 1) “The state board must find it to be satisfactory in providing all of the information required to be set forth in the application,” and
- 2) “The board will also consider whether the district’s proposed policies and practices are consistent with the principles and standards for quality charter school authorizing developed by the National Association of Charter School Authorizers, as required by RCW 28A.710.100(3), in at least the following areas:
  - a. Organizational capacity: . . .
  - b. Solicitation and evaluation of charter applications: . . .
  - c. Performance contracting: . . .
  - d. Ongoing charter school oversight and evaluation: . . .
  - e. Charter renewal and revocation processes: . . . “

The criteria in the application document provide valid and transparent means of evaluating whether the application passes these two tests in each component, and so merits approval by the Board.

The rule further provides, “A determination that an application does not provide the required information, or does not meet standards of quality authorizing in any component, shall constitute grounds for disapproval.”

Since the posting of the authorizer application on April 1, the SBE has worked with the National Association of Charter School Authorizers (NACSA) to develop scoring rubrics to provide a clear and consistent basis for measuring the performance [evaluating the quality] of the applications against the criteria. The rubrics are then converted to a rating scale to inform Board decisions. This collaborative work is in accordance with the letter of agreement with NACSA approved by the Board in March. The rubrics are included, in draft form, in your packet.

For each evaluation criterion, the rubrics guide evaluators to look for evidence of specific attributes or descriptors, each of them drawn from the statute, rules or NACSA standards. For example, a criterion for evaluation of the part of the application in which the authorizer applicant submits its draft request for proposals is:

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

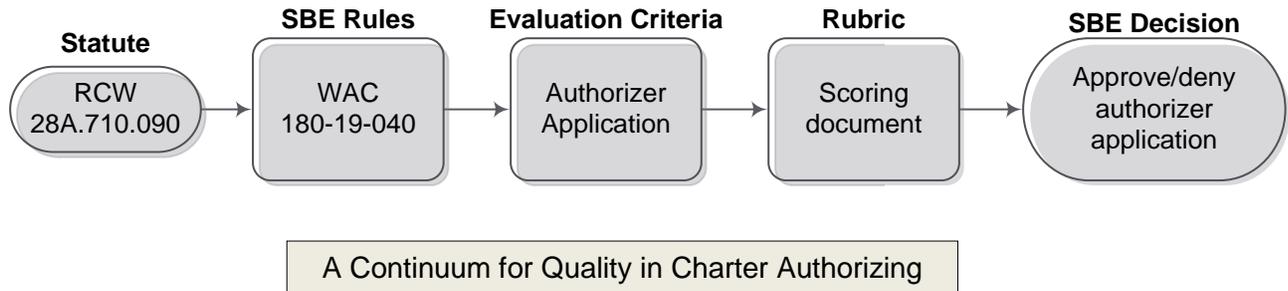
In proposed rubrics, evaluators would look for evidence of these and other descriptors:

- The RFP process will be open, well-publicized and transparent.
- The RFP includes a strategy for communicating and disseminating information regarding the application process, approval criteria, and decisions to the public.
- The RFP includes a clear and realistic timeline that outlines key milestones and explains how each stage of the process is conducted and evaluated.
- The RFP outlines applicant rights and responsibilities and outlines procedures for promptly notifying applicants of approval or denial, and the factors that determined the decision.

By developing, refining and posting the rubrics, the SBE makes the effort incumbent on it to create a fair, rigorous and transparent process for decision-making on authorizer evaluations. It enables school districts preparing authorizer applications to know not just what information

they're expected to include in the applications, but how that information will be evaluated by the SBE in determining whether to approve.

By maintaining close linkage in each stage of the process to the requirements and standards set in law, the SBE takes a critical step in ensuring quality authorizing – the first requisite for quality charter schools.



The next task is to develop a rating scale for authorizer applications, based on evaluation of each section against the criteria and rubrics. Staff recommend the following rating scale:

Exemplary (E)	Commendable in that the response meets or exceeds the expectations established in law by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> , and worthy of emulation by other applicants.
Well Developed (WD)	Fundamentally sound in that the response satisfies expectations established in law by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> in material respects.
Partially Developed (PD)	Incomplete in that the response contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of satisfying the expectations established in law by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> .
Undeveloped (UD)	Wholly inadequate in that the applicant has not considered or anticipated the practice at all, or intends to carry it out in a way that is not recognizably connected to the expectations in law established by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> .

The ratings would be the sum of the evaluation of each subsection of the application. Based on the summary of the subsection, evaluators will assign an overall rating to each of the five sections of the application. An applicant receiving an overall rating of Well Developed will be recommended to the Board for approval.

In adherence to WAC 180-19-040, an applicant receiving a rating lower than Well-Developed for any section of the application will not be recommended for approval. That applicant, after notice, would have the opportunity to improve and resubmit its application for 2014 approval, assisted by the written explanation of the specific reasons for the disapproval that is required in rule.

## Review and Evaluation Process

The establishment of sound criteria, rubrics and a rating scale is just the beginning of the process. After that, procedures must be set in place for applying them in a way that promotes the highest-quality outcomes. Staff recommend that the review and evaluation process include at least the following steps.

**External Review Panels.** WAC 180-19-040(1) provides, “The state board may utilize the services of external reviewers with expertise in educational, organizational and financial matters in evaluating applications.” Such external reviewers, properly chosen, bring both technical expertise to this work that is not yet available within the agency, and independence that increases confidence in the results. (NACSA staff would not participate in review of applications, as this is outside the scope of work in the letter of agreement.) The procedure would not be unlike those used previously by SBE and OSPI for duties such as standards reviews and item writing for assessments. Staff have identified state requirements for solicitation of potential contractors through a public process. Once selected, external reviewers will be familiarized with the state’s charter school law, SBE rules, and the criteria and rubrics before beginning their work. The role of the panels would be to evaluate and score authorizer applications in the approved manner and make recommendations to the Board. Decisions whether to approve or deny are wholly the Board’s, for which it is, by law, wholly responsible.

**Personal Interviews.** WAC 180-19-040(1) also provides that “The state board may, at its discretion, require personal interviews with district personnel for the purpose of reviewing an application.” Staff recommend that the Board exercise this discretion. The section of Washington’s charters law dealing with approval or denial of charter applications, RCW 28A.710.140, specifies that “The application review process must include . . . an in-person interview with the applicant group.” NACSA *Principles & Standards* states that a quality charter application and decision-making process includes “a substantive in-person interview with the applicant group . . . conducted by knowledgeable and competent evaluators.” This should be no less true of the authorizer approval process, given all that’s at stake for school districts, the SBE, parents and children. A personal interview with district staff presenting the application can clarify responses, solicit additional information, identify deficiencies, and assess both capacity and commitment in a way that may not be achievable through a written document alone. Among questions are who would be on interview panels, how information gained would be used in evaluation of applications, and how they would fit into the schedule for SBE decision-making, given the tight timeline in the first year.

## Action

The Board will consider approval of a process for review and evaluation of authorizer applications by school districts, as described in this memo.

# The Washington State Board of Education

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

## CHARTER SCHOOL AUTHORIZER APPLICATION

APRIL 2013

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School District: \_\_\_\_\_

District Contact: \_\_\_\_\_ Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. The person named as the contact person for the application is authorized to serve as the primary contact for this application on behalf of the school district.

\_\_\_\_\_  
*Signature* *Title*

\_\_\_\_\_  
*Printed Name* *Date*

**Both the original hard copy of the application and a complete electronic application must be received by SBE no later than July 1, 2013 (as specified in WAC 180-19-130). Direct your questions to [sbe@k12.wa.us](mailto:sbe@k12.wa.us) or (360) 725 – 6025.**

## I. AUTHORIZER STRATEGIC VISION FOR CHARTERING

### Requirement

*"The applicant's strategic vision for chartering."* -- RCW 28A.710.090(2)(a)

### Guiding Question

Does the applicant school district present a clear and compelling vision for chartering, aligned with the purposes of Washington's charter school law?

### Instructions (target length 2,500 words)

The district must state:

- The district's purposes for wishing to be a charter school authorizer. These include both the statutory purposes the district expects to fulfill under RCW 28A.710.005 and any district-specific purposes it may have.
- The educational goals the district wishes to achieve.
- The characteristics of the schools the district is most interested in authorizing.
- How the charter schools the district wishes to authorize might differ from the schools it currently operates with respect to such features as staffing, schedule, curriculum, community engagement, or other significant characteristics.
- How the district will give priority to charter schools that will serve at-risk students as defined in RCW 28A.710.010(2).
- How the district will respect and protect charter school autonomy.
- How the district intends to promote and ensure charter school accountability.

**Criteria for Evaluation: Strategic vision for chartering**

- The vision clearly aligns with the statutory intent and purposes for charter schools. The vision need not address every statutory purpose; however, it should align clearly with at least one of those purposes.
- The district clearly articulates any additional purposes it may have for chartering that are particular priorities for the district. Any additional purposes address clearly identified educational needs of the district, and are supported by specific evidence and examples that illustrate the identified needs.
- The district's response describes with specificity the desired characteristics of the schools it will charter, such as types of schools, student populations to be served, and geographic areas to be served, along with the demographic data and instructional research it will use to evaluate needs.
- The response reflects a commitment to providing flexibility for charter schools in day-to-day operations, including respecting the autonomy of the charter school board.
- The response demonstrates a sound understanding of and commitment to performance-based accountability.

**II. AUTHORIZER CAPACITY AND COMMITMENT****Requirement**

*“A plan to support the vision presented, including explanations and evidence of the applicant’s budget and personnel capacity and commitment to execute the responsibilities of quality charter school authorizing.” -- RCW 28A.710.090*

**Guiding Question**

Does the district demonstrate the capacity and commitment to carry out the duties of a quality charter school authorizer?

**Instructions (target length of 2500 words or fewer excluding organizational chart)**

- Provide a detailed description of the staff resources to be devoted to charter authorizing and oversight.
- Define the roles and responsibilities of authorizing staff or staff positions. Provide an organizational chart showing where primary authorizing responsibilities lie within the district.
- List the qualifications of district personnel expected to have principal authorizing responsibilities. Provide brief bios or resumes of staff expected to have principal authorizing responsibilities.
- Describe any external resources on which the district intends to rely in the execution of its authorizing responsibilities.
- Provide estimates of the district’s projected financial needs and financial resources, supported by the authorizer oversight fee and any other anticipated resources, for carrying out the responsibilities of a quality charter school authorizer.

**Criteria for Evaluation: Authorizer Capacity and Commitment**

- The description of capacity conveys a clear and accurate understanding of the district's duties and responsibilities as a charter school authorizer, in accordance with Washington's charter school law and the *Principles and Standards for Quality Charter School Authorizing* developed by the National Association of Charter School Authorizers.
- Staff resources to be devoted to charter authorizing and oversight are appropriate to fulfill the district's authorizing responsibilities in accordance with the Principles and Standards of Quality Charter School Authorizing developed by the National Association of Charter School Authorizers and the provisions of chapter 28A.210 RCW.
- The district clearly defines the roles and responsibilities of its chartering staff, and provides thorough and clear job descriptions. The organizational chart shows clear lines of reporting and authority for decision-making.
- The district demonstrates that it has or will secure access, through staff, contractual relationships or interagency collaboration, to expertise in all areas essential to charter school authorizing and oversight, including school leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management; law, finance, and facilities.
- The estimates of the financial needs of the authorizer and projected resources for authorizing are reasonable and supported, to the extent possible, by verifiable data, including such data about the district's overall financial condition as will demonstrate capacity for the new task.

### III. REQUEST FOR PROPOSALS

#### **Requirement**

*“A draft or preliminary outline of the request for proposals that the applicant would, if approved as an authorizer, issue to solicit charter school applicants.” – RCW 28A.710.190(2)(c).*

#### **Guiding Question**

Does the district propose decision-making standards, policies and procedures for approval or denial of charter school applications based on applicants’ demonstrated preparation and capacity to operate a quality charter school?

#### **Instructions**

- Provide as an attachment to this application a draft or outline of the district’s proposed request for proposals (RFP) to solicit applications to establish charter schools.
- The draft or outline RFP must meet all the requirements for RFPs set forth in RCW 28A.710.130(1).
- Identify any key outstanding issues the district needs to resolve with respect to the RFP. Discuss the district’s current assessment and direction with respect to these outstanding issues.

**Criteria for Evaluation: Request for Proposals**

- The draft or outline of the RFP includes all components of RFPs required by RCW 28A.710.130(1)(b).
- The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington's charter school law.
- The RFP has clearly articulated criteria for evaluating the charter applicant's proposed mission and vision that are aligned with the purposes of Washington's charter school law.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's proposed educational program, including but not limited to:
  - The academic program aligned with state standards;
  - The proposed instructional design, including the type of learning environment, class size and structure;
  - Curriculum and teaching methods;
  - Teaching skills and experience;
  - Assessments to measure student progress;
  - School calendar and sample daily schedule;
  - Discipline policies, and plans for serving students with special needs.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's organizational plan, including but not limited to:
  - The legal status of the applicant as specified in RCW 28A.710010(1);
  - The proposed organizational structure of the school;
  - The roles and responsibilities of the school's proposed governing board, leadership, management team, and any external organizations; staffing plan;
  - Employment policies, including performance evaluation plans;
  - Student enrollment and recruitment plan, and the plan for parent and community involvement.
- The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's proposed business plan, including but not limited to start-up plan, financial plan and policies, budget and cash-flow projections, and facilities plan.
- The RFP has clear and rigorous requirements for demonstrating, and criteria for evaluating, the applicant's capacity to implement the proposed program effectively, with particular focus on the capacity of the proposed governing board and school leadership. The evaluation of capacity includes a personal interview with applicants being considered for approval.
- For applicants that operate one or more charter schools in any state or nation, the RFP provides for review of evidence of the applicant's past performance.

**IV. PERFORMANCE FRAMEWORK****Requirement**

*“A draft of the performance framework that the district would, if approved as an authorizer, use to guide the establishment of a charter contract and for ongoing oversight and evaluation of charter schools.” -- RCW 28A.710.090(2)(d)*

**Guiding Question**

Does the district’s draft performance framework provide a clear and effective guide for charter school contracting and for ongoing oversight and evaluation of charter schools?

**Instructions**

Provide as an attachment to this application a draft of the district’s proposed performance framework. The draft performance framework must, at a minimum:

- Meet each of the requirements of RCW 28A.710.170.
- Include measures and metrics for each of the indicators enumerated in RCW 28A.710.170(2).
- Provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and career and college readiness are measured and reported in conformance with the Achievement Index developed by the State Board of Education.
- Identify any key issues that require resolution in order to finalize the performance framework. Discuss the district’s current assessment and direction with respect to these issues.

**Criteria for Evaluation: Performance Framework**

- The draft performance framework meets the requirements for performance frameworks in Washington's charter schools law, including indicators, measures and metrics for each component enumerated in the law.
- The district clearly states any additional, district-selected indicators, measures and metrics of student and school performance it may include in its draft performance framework.
- Any district-selected indicators, measures and metrics are rigorous, valid and reliable.
- The district identifies the sources of all data supporting the indicators, measures and metrics included in its draft performance framework.
- The draft performance framework requires the disaggregation of all student performance data by major student subgroup as specified in RCW 28A.710.170.
- The draft performance framework includes clear, valid and objective criteria for evaluating the financial performance and sustainability of the charter school.
- The draft performance framework includes clear, valid and objective criteria for evaluating the organizational performance of the charter school, including governance, management and administration, and student and family engagement. The criteria should hold schools accountable for compliance with all applicable law and the terms of the charter contract, while respecting their primary responsibility and authority to manage their day-to-day operations.

**V. RENEWAL, REVOCATION, AND NONRENEWAL PROCESSES****Requirement**

*“A draft of the applicant’s proposed renewal, revocation, and nonrenewal processes, consistent with RCW 28A.710.190 and 28A.710.200.” – RCW 28A.710.090(2)(e)*

**Guiding Question**

Does the district have proposed processes for renewal, revocation, and nonrenewal of charter contracts that base decisions on clear, measurable and transparent standards, and meet the requirements of RCW 28A.710.190 and RCW 28A.710.200?

**Instructions**

Submit as an attachment to this application a draft of the district’s proposed charter renewal, revocation and nonrenewal processes. The proposed renewal, revocation and nonrenewal plans must, at a minimum, provide for transparent and rigorous processes that:

- Establish clear standards for renewal, nonrenewal and revocation of charters that meet the requirements set forth in RCW 28A.710.190 and RCW 28A.710.200.
- Describe how academic, financial and operational data will drive decisions to renew, revoke or decline to renew a charter contract.
- Outline a plan to take appropriate actions in response to identified deficiencies in a charter school’s performance or legal compliance with applicable state and federal laws and the terms of the charter contract.

**Criteria for Evaluation: Renewal, Revocation and Nonrenewal Processes**

- The plan illustrates how academic, organizational and financial data, based on the performance framework, will drive decisions whether to renew, revoke, or decline to renew a charter contract.
- The plan articulates a process for ongoing monitoring, oversight and reporting on school performance consistent with the expectations set forth in the charter contract and performance framework.
- The plan sets reasonable and effective timelines for actions to renew, revoke or decline to renew a charter contract, including for notification of the charter school board of the prospect of and reasons for revocation or nonrenewal.
- The plan identifies interventions, short of revocation, in response to identified deficiencies in a charter school's performance, based on the charter contract and the performance framework set forth in the charter contract.
- There are sound plans for communicating the standards for decisions on renewal, revocation and nonrenewal of charters to the charter school board and leadership during the term of the charter contract, and for providing guidance on the criteria for renewal in the renewal application.
- The plan clearly sets forth how opportunity will be provided for the charter school board to present evidence and submit testimony challenging the stated reasons for revocation or nonrenewal of a charter contract.
- The plan considers under what exceptional circumstances a charter contract might be considered for renewal if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the Achievement Index developed by the State Board of Education.

# The Washington State Board of Education

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

<b>Title:</b>	<b>Public Hearing, Proposed WAC 180-19-060 -200, Charter Schools</b>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<ol style="list-style-type: none"> <li>1. Are the provisions on the authorizer oversight fee appropriate to both school district authorizers and the Washington Charter School Commission? Does it provide for adjustments to the fee based on experience and data on authorizing costs?</li> <li>2. Is the proposed timeline for charter applications in 2013 manageable for authorizers, the SBE, and charter applicants in the first year of the law's implementation? Does the timeline for charter applications in 2013 and thereafter represent best practices for quality charter schools?</li> <li>3. Do the proposed lottery procedures for certification of approved charters follow the intent of the law?</li> </ol>	
<b>Possible Board Action:</b>	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other Hear and consider public testimony on the proposed rules.	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>At its March 14 meeting the SBE approved for publication in the State Register and scheduling for public hearing proposed rules to three sections of Chapter 28A.710 (Charter Schools). The sections are RCW 28A.710.110 (Authorizer oversight fee), RCW 28A.710.140 (Charter applications – Submission – Approval or denial), and RCW 28A.710.150 (Maximum number of charter schools – Certification – Lottery). The proposed rules:</p> <ul style="list-style-type: none"> <li>• Establish a four percent authorizer oversight fee, the maximum allowed by law.</li> <li>• Reduce the oversight fee to three percent after an authorizer has authorized ten charter schools.</li> <li>• Provide for periodic review of the adequacy and efficiency of the authorizer oversight fee.</li> <li>• Establish two timelines for charter applications and approval of denial:             <ul style="list-style-type: none"> <li>○ A temporary timeline for charter applications received in 2013 only, for potential school openings in fall 2014.</li> <li>○ A second, ongoing timeline, starting earlier, for charter applications in 2014 and thereafter, for potential school openings in fall 2015 and succeeding falls.</li> </ul> </li> <li>• Set procedures for the use of a lottery to certify approved charters for implementation when the number of charter approvals exceeds the limits on the number of charter schools that may be established under the law.</li> </ul> <p>The SBE has solicited public comment on the proposed rule through its web site, a presentation to the Washington Charter School Commission, and communications to interested parties.</p>	

Chapter 180-19 WAC

CHARTER SCHOOLS

NEW SECTION

**WAC 180-19-060 Authorizer oversight fee.** (1) The statewide formula for the authorizer oversight fee transmitted to an authorizer by the superintendent of public instruction, as provided for in RCW 28A.710.110, shall be calculated at four percent of the state operating funding allocated under RCW 28A.710.220, with the fee decreasing to three percent of the state operating funding after an authorizer has authorized ten charter schools.

(2) The board shall periodically review the adequacy and efficiency of the authorizer oversight fee for the purpose of determining whether the formula should be adjusted in order to ensure fulfilling the purposes of chapter 28A.710 RCW. In conducting the review, the board shall utilize the information on authorizers' operating costs and expenses included in the annual report submitted to the board by each authorizer as set forth in RCW 28A.710.100(4).

NEW SECTION

**WAC 180-19-070 Charter school--Request for proposals.** Each authorizer shall annually issue requests for proposals for charter schools. For the year 2013, a request for proposal must be issued by no later than September 22, 2013. Requests for proposals in all subsequent years must be issued no later than April 15th.

NEW SECTION

**WAC 180-19-080 Charter school applications--Submission, approval, or denial.** (1) An applicant, as defined in RCW 28A.710.010, seeking approval must submit an application for a

proposed charter school to an authorizer by no later than July 15th of the year in which the applicant seeks approval. Provided, however, that an applicant seeking approval to operate a charter school in 2014 must submit an application to an authorizer by no later than November 22, 2013.

(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than October 15th of the year in which the application is received; Provided, however, that for applications received in 2013, the authorizer must approve or deny the proposal by no later than January 22, 2014.

(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action, but no later than October 25th, whichever is sooner. Provided, however, that for proposals for charter schools received in 2013, the report must be received within ten days of the action, but no later than February 1, 2014, whichever is sooner. The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k-12.wa.us.

#### NEW SECTION

**WAC 180-19-090 Board certification of charter schools--  
Lottery.** (1) Upon receipt of notice from an authorizer that a charter school has been approved, the chair of the state board of education shall certify whether the approval is in compliance with the limits on the maximum number of charters in RCW 28A.710.150. Certification from the state board of education must be obtained before final authorization of a charter school. The certification of a charter school shall be posted on the board's web site.

(2) If the board receives notification of charter approvals under this section on the same day, and the total number of approvals exceeds the limits in RCW 28A.710.150(1), the board will select approved charters for certification through a lottery process as follows:

(a) The board shall notify the authorizer that the approved charter school has not been certified by the board for operation and must be selected for certification through a lottery.

(b) Within thirty days after determining that the limit for charter schools has been exceeded, the board shall conduct a lottery, as required by RCW 28A.710.150(3), at a publicly noticed meeting to select and certify approved charters for implementation. The board shall randomly draw the names of charter schools from the available pool of approved charter schools that have not been certified until the maximum allowable total number of charter schools has been selected.

(i) A charter school shall be certified by the board for operation commencing in the following school year so long as the total number of charter schools that may be established in any single year under RCW 28A.710.150 is not exceeded.

(ii) Once the total number of charter schools that may be established in any single year under RCW 28A.710.150 is exceeded, the board shall certify a charter school for operation in a subsequent year based upon the charter's selection in the lottery.

#### NEW SECTION

**WAC 180-19-200 Computation of time.** (1) "Days" means calendar day whenever used in this chapter, unless otherwise specified. The period of time for performing an act governed by this chapter is determined by excluding the first day and including the last day, unless the last day is an official state holiday, Saturday, or Sunday, in which event the period runs until the end of the next business day.

(2) If a specific due date is established under this chapter, and that date falls on a Saturday, Sunday, or official state holiday, such period is automatically extended to the end of the next business day.

## RCW 28A.710 Timelines for Rules

### Rules to RCW 28A.710.090. Charter school authorizers – Approval process Adopted February 26, 2013.

Action	2013 Approvals Only	2014 Approvals And Ongoing
District notice of intent to submit authorizer application	April 1, 2013	October 1, 2013
SBE posts district authorizer application	April 1, 2013	October 1, 2013
Closing date for authorizer applications to SBE	July 1, 2013 (90 days)	December 31, 2013 (90 days)
Closing date for SBE decisions on authorizer applications	September 12, 2013 (72 days)	April 1, 2014 (90 days)

### Rules to RCW 28A.710.140. Charter applications – Submission – Approval or denial Approved March 14, 2013 for public hearing on May 8, 2013.

Action	Applications in 2013 Only	Applications in 2014 and Ongoing
Last date for all authorizers to issue RFPs (28A.710.130)	September 22, 2013 (10 days)	April 15, 2014 (15 days)
Closing date for charter application submissions to all authorizers	November 22, 2013 (60 days)	July 15, 2014 (90 days)
Closing date for authorizer approval or denial of charter applications	January 22, 2014 (60 days)	October 15, 2014 (90 days)
Last date for authorizers to submit report of action to approve or deny charter application (28A.710.150)	February 1, 2014 (10 days, per law)	October 25, 2014 (10 days, per law)



# PROPOSED RULE MAKING

## CR-102 (June 2012)

(Implements RCW 34.05.320)

Do NOT use for expedited rule making

Agency: State Board of Education

<input checked="" type="checkbox"/> Preproposal Statement of Inquiry was filed as WSR 12-24-053 ; or	<input checked="" type="checkbox"/> Original Notice
<input type="checkbox"/> Expedited Rule Making--Proposed notice was filed as WSR _____; or	<input type="checkbox"/> Supplemental Notice to WSR _____
<input type="checkbox"/> Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1).	<input type="checkbox"/> Continuance of WSR _____

Title of rule and other identifying information: (Describe Subject)

CHARTER SCHOOLS. Authorizer oversight fee. Charter school applications – Timeline. Board certification of charter schools – Lottery. Computation of time.

### Hearing location(s):

Federal Way School District  
33330 8<sup>th</sup> Ave. S.  
Federal Way, WA 98003

Date: May 8, 2013 Time: 3:00 P.M.

### Submit written comments to:

Name: Jack Archer, Senior Policy Analyst  
Address: Washington State Board of Education  
Old Capitol Building, Room 253  
P.O. Box 47206  
Olympia, WA 98504  
e-mail [jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)  
fax (360)586-2357 by (date) May 1, 2013

Assistance for persons with disabilities: Contact

Jack Archer by May 6, 2013

TTY (360) 725-6025 or (360) 725-6035

Date of intended adoption: May 9, 2013

(Note: This is NOT the effective date)

**Purpose of the proposal and its anticipated effects, including any changes in existing rules:** The purpose of the proposal is to receive public testimony on proposed rules to RCW 28A.710.110 (Authorizer oversight fee – Establishment – Use), RCW 28A.710.140 (Charter applications – Submission – Approval or denial), and RCW 28A.710.150 (Maximum number of charter schools – Process – Certification – Lottery – Notice.) The anticipated effects of the rules are as follows:

1. Establish a statewide formula for an authorizer oversight fee under RCW 28A.710.110 of four percent of each charter school’s annual state operating funding, and of three percent after an authorizer has authorized ten charter schools.
2. Establish an annual statewide timeline for charter application submission and approval or denial that must be followed by all authorizers under RCW 28A.710.140(1), which timeline includes the annual date by which an authorizer must issue and publicize a request for proposals for charter school applications under RCW 28A.710.130(1), the date by which an authorizer receiving an application for a charter school must either approve or deny the proposal, and the date by which an authorizer must submit a report to the SBE under RCW 28A.710.150 (2) on actions to approve or deny a charter application.
3. Establish a procedure for a lottery process under RCW 28A.710.150(3) to select approved charters for implementation, when the number of charter approvals reported to the SBE exceeds the number that may be certified within the limits on the maximum number of charter schools allowed under this statute.
4. Define “days” for the purpose of rules to RCW 28A.710.

**Statutory authority for adoption:** RCW 28A.710.110; RCW 28A.710.140; and RCW 28A.710.150

**Statute being implemented:** RCW 28A.710.110; RCW 28A.710.140; and RCW 28A.710.150

### Is rule necessary because of a:

Federal Law?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Federal Court Decision?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
State Court Decision?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

If yes, CITATION:

### CODE REVISER USE ONLY

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STATE OF WASHINGTON  
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DATE: **April 03, 2013**

TIME: **10:44 AM**

WSR **13-08-085**

DATE  
April 3, 2013

NAME (type or print)  
Ben Rarick

SIGNATURE

TITLE  
Executive Director

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:  
None

Name of proponent: (person or organization) State Board of Education

- Private
- Public
- Governmental

Name of agency personnel responsible for:

Name	Office Location	Phone
Drafting..... Jack Archer	Old Capitol Building, 600 Washington Street S.E. Olympia, WA	(360) 725-6035
Implementation.... Ben Rarick	Old Capitol Building, 600 Washington Street S.E. Olympia, WA	(360) 725-6025
Enforcement..... Ben Rarick	Old Capitol Building, 600 Washington Street S.E. Olympia, WA	(360) 725-6025

Has a small business economic impact statement been prepared under chapter 19.85 RCW or has a school district fiscal impact statement been prepared under section 1, chapter 210, Laws of 2012?

Yes. Attach copy of small business economic impact statement or school district fiscal impact statement.

A copy of the statement may be obtained by contacting:

Name: JoLynn Berge

Address: Old Capitol Building, 600 Washington Street S.E. Olympia, WA

phone (360) 725-6292

fax ( ) \_\_\_\_\_

e-mail [jolynn.berge@k12.wa.us](mailto:jolynn.berge@k12.wa.us)

No. Explain why no statement was prepared.

Is a cost-benefit analysis required under RCW 34.05.328?

Yes A preliminary cost-benefit analysis may be obtained by contacting:

Name:

Address:

phone ( ) \_\_\_\_\_

fax ( ) \_\_\_\_\_

e-mail \_\_\_\_\_

No: Please explain: None Required

# The Washington State Board of Education

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

<b>Title:</b>	<b>Basic Education Waiver requests</b>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	Do the 180-day waiver requests submitted for consideration meet the criteria adopted in rule for evaluation of the need for waivers? Is the information provided complete, clear and sufficiently detailed to support approval of each application?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Eight school districts have submitted requests for Option One waivers of the basic education requirement of a minimum 180-day school year. The districts are Columbia (Walla Walla), Curlew, Lyle, Mukilteo, Nespelem, Ocean Beach, Riverside, and Seattle.</p> <p>All requests are for three years except for that of Ocean Beach, which is for two years. Three are requests for new waivers, and five for renewals. Ocean Beach's Option One request replaces an Option Three waiver that has expired. All requests are for the purpose of professional development of staff except for those of Curlew and Seattle, which are for purposes of professional development and parent-teacher conferences.</p> <p>Rules adopted by the State Board in November 2012 created an expedited process for requests for waivers solely for parent-teacher conferences. This eliminates the need to request waivers for this purpose through the regular Option One process.</p>	

## **BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS**

### **Policy Consideration**

The State Board of Education has requests from eight school districts for Option One waivers of the basic education requirement to make accessible to all students a minimum of 180 days per school year. Staff have reviewed the waiver applications and provided them to the Board for consideration. The applications are included in your packets.

### **Summary of Waiver Applications**

**Columbia (Walla Walla)** requests a waiver of two days for school years 2013-14, 2014-15 and 2015-16 for professional development of staff. The district states that the goals of the waiver are (1) Maximize district dollars by conducting two instructional staff development days within the 180-day calendar; (2) Develop web-based teaching resources for use by instructional staff; (3) Review and modify content frameworks in each subject area, and embed Common Core state standards, and (4) Apply specific instructional strategies to improving student performance in reading, mathematics and writing.

This request is for a renewal of a waiver granted for school years 2010-11, 2011-12 and 2012-13. The SBE granted Columbia a waiver of three days for three years for parent-teacher conferences in August 2012. It documents that under renewal of the present waiver it will continue to meet the annual instructional hour requirement.

**Curlew**, a district of about 200 enrollment in Ferry County, requests four waiver days for three years. Two of the days requested are for continued participation in the PREP consortium, a group of nine small schools that collaborate for grant writing, professional development, and sharing of expertise to prepare more students for post-secondary education. The other two days requested are for parent-teacher conferences. These waiver days would enable the district to reduce the number of half days in its calendar from six to two.

**Lyle** requests a waiver of four days for school years 2013-14, 2014-15 and 2015-16 for the purpose of professional development. This is a renewal of a waiver granted in September 2012 for 2012-13 only. The district's elementary and middle schools have been identified as priority schools because of a lack of progress in closing the achievement gap. Through the waiver granted last year, the district says, it was able to provide training to staff in common core and state standards. It states the need to continue the training in these areas as well as others that are critical. The current plan is a continuation of efforts begun last year to align curriculum and train staff to improve student achievement.

**Mukilteo** requests a waiver of two days for school years 2013-14, 2014-15 and 2015-16. The district would use the waiver to provide a longer block of instructional time to train teachers in the Common Core State Standards and the teacher evaluation system. A staff survey earlier this year indicated that the top professional development needs was training in the Common Core. It notes that state assessment results have plateaued in recent years, and that it did not meet AMO's in four student subgroups in the most recent year.

**Nespelem**, a one-school district in Colville County, requests a waiver of six days for professional development. The waiver implements a professional development plan that emphasizes the use of data and technology, with support from the North Central ESD, to raise student achievement. The district will schedule data, Common Core and teacher evaluation training in the six days, while continuing to implement its OSPI-approved School Improvement Plan. The six waiver days would be distributed across the school calendar from August through April. The number of half days would be reduced from four to two.

**Ocean Beach** requests a waiver of two days for school years 2013-14 and 2014-15. The waiver would provide two days in August, before school begins, for professional development focused on alignment of curricula with Common Core standards and training in the teacher-principal evaluation system. School leaders and staff will also examine newly available state assessment scores to identify deficiencies, refine instructional techniques, and agree on interventions. Ocean Beach submits the application as a renewal, but it is instead a new application for an Option One waiver. The district has an Option Three waiver through the current year. It cannot be renewed because the State Board eliminated that option last year.

**Riverside** requests a waiver of two days for 2013-14, 2014-15 and 2015-16 for professional development. The first would be scheduled the day before school opening and will be used to familiarize staff with district goals, including work on the teacher evaluation system. The second day, at the semester break, will be devoted to discussion of incorporation of the Marzano Instructional Framework into the teacher evaluation system and alignment of district curriculum and grade level expectations with Common Core standards.

Riverside has separately requested a waiver of four days for parent-teacher conferences under the expedited process created last year under WAC 180-18-050(3). The district currently has an Option One waiver of five days – one for staff professional development and four for parent-teacher conferences. It expires at the end of this school year.

**Seattle** requests a total of six waiver days for three years for the purposes of professional development and parent-teacher conferences. The district submitted separate requests for each purpose: one request for three days for professional development, and a second request for four days for parent-teacher conferences. As two of the requested days overlap on the district calendar, this represents, under the statutory definition of “school day,” a net request for waiver of six days from the 180-day BEA requirement. The three professional development days would be used to support the Strategic Plan adopted by the School Board in June 2008 and currently being revised for June 2013. The district’s Strategic Plan is summarized in the application. Three days are scheduled for parent-teacher conferences in elementary and K-8 schools, and one day for middle and high schools. The request does not result in a reduction in half days, as it enables continuation of a calendar adopted through approval of a waiver by the SBE in March 2011.

**Table A: Summary of Option One Waiver Applications**

District	School Years	Waiver Days Requested	Student Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Columbia (Walla Walla)	2013-14 2014-15 2015-16	2	178	2	182	0	R
Curlew	2013-14 2014-15 2015-16	4	176	3	183	2	N
Lyle	2013-14 2014-15 2015-16	4	176	0	180	2	R
Mukilteo	2013-14 2014-15 2015-16	2	178	3	183	0	N
Nespelem	2013-14 2014-15 2015-16	6	174	1	181	2	R
Ocean Beach	2013-14 2014-15	2	178	0	180	0	N
Riverside	2013-14 2014-15 2015-16	2	175	10	190	0	R
Seattle	2013-14 2014-15 2015-16	6	174	3	183	0	R

**Background**

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement in RCW 28A.150.220 on the basis that such waivers are necessary to “implement successfully a local plan to provide for all students in the district an effective educational system that is designed to enhance the educational program for each student.”

Districts may propose the number of days to be waived and the activities deemed necessary under the waiver to enhance the educational program. The State Board may grant waiver requests for up to three years. Districts granted 180-day waivers must still meet the requirement of 28A.150.220 to make available instructional offerings of at least a district-wide average of 1,000 hours.

Rules adopted in November 2012 require the applicant district to provide, together with the application and school board resolution, a proposed school calendar and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and amount of other non-instruction time. WAC 180-18-040 as amended establishes criteria for evaluation of the need for a waiver and of a request for renewal of an existing waiver. A link to the rule can be found here <http://apps.leg.wa.gov/wac/default.aspx?cite=180-18-040>, and is included in your packet.

### **Action**

Consider whether to approve the district applications summarized in this memorandum.

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

**Columbia School District #400 (Walla Walla County)**

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

Before the state ended its support, three Learning Improvement Days (LID) provided time for our instructional staff to collaboratively design teaching-learning-content goals and strategies to better meet the needs of our students. Our District requests that the Washington State Board of Education approve two waiver days to replace the lost LID days. We developed a robust model of teaching and learning, The *Unified Instructional Core* (UIC), which provides (1) a clear vision and mission for student engagement, (2) a teaching framework, (3) a content framework, and (4/5) two support frameworks requiring time to plan and live our vision. Below we describe purposes of the District as they relate to our waiver request; each statement is followed by a specific goal or goals.

**Budget Purpose/Goals:** Our overarching purpose is to leverage dollars by conducting two staff development days within the 180 student-day calendar. This will afford valuable in-service days for our instructional staff. Specifically, the cost of one additional day for teachers in our district is approximately \$16,000. Multiplied by two days, the savings represents about 50% of the average salary and benefits for one teacher, a costly expenditure for a district just under 1000 students.

*Goal: To maximize district dollars by conducting two collaborative instructional staff development days within the 180 student-day calendar.*

**Teaching Framework/Goals:** Upon approval, the waiver will provide time to purposefully meet our vision, mission and goals for student engagement. These begin with a teaching framework that includes three primary elements—Plan, Teach, Increase Effectiveness—each of these are divided into specific subcategories. The subcategories, in turn, reference web-based, practical instructional resources that we termed *Fingertip Resources*; these provide practical resources for veteran teachers, newly hired teachers and teachers transferred to new grade level or subject assignments. The waiver days provide time to collaboratively review and implement these resources and to refine our goals.

*Goal: To utilize and develop additional web-based, practical teaching resources for use by all instructional staff.*

**Content Framework/Goals:** We also developed a content framework that includes three learning parameters—(1) *Basic Learning* (see details under reading, math fact and writing automaticity on pages 2/3), (2) *Subject Learning*, and (3) *Integrated Learning*. Over the past year, our District organized the seven subjects that we

teach into seven major areas—(1) **C**areer and technical education, (2) **L**anguage arts, (3) the **A**rts, (4) **S**cience, (5) **S**ocial science, and (6) **M**ath, and **P**hysical education/health that we dubbed with the acronym CLASSMaPs. Within these broad subjects, the teachers will continue to use the waiver days to focus on Marzano's third commitment—vocabulary. From reviewing the Common Core State Standards (CCSS), the textbook terms, and terms drawn from different courses within the subject areas, the instructional staff developed up to 30 core terms—labeled Columbia's Content terms or simply C-terms. These terms help to vertically and horizontally align the subject areas. The third part of the content framework blends *Basic* and *Subject Learning* into *Integrated Learning*. Ultimately, student engaged *Integrated Learning* is the goal of all of our teaching and learning. The waiver days will be used to continue to review and modify the C-Terms as well as to develop teaching strategies to improve student learning. In addition, the waiver days will be used to help embed CCSS.

**Goals:** *To review and modify the C-Terms; to develop teaching strategies to improve student learning; and to embed the Common Core State Standards.*

**Reading Automaticity Purpose/Goals:** Reading, with little argument, is the most essential gateway skill to formal learning. The National Reading Panel identified five broad areas of reading skills: phonemic awareness, phonics, fluency (this is bifurcated into *fluency* and *prosody*), vocabulary and comprehension. To understand the world of print students must automatically break the code. The district implemented a program, *Phonugage*, which promotes automaticity—the superintendent and elementary principal describe this program in an article in the February 2011 issue of *The Reading Teacher*. The application of Phonugage shows promise. For example, last spring our fifth and sixth grade students scored the second highest and highest on the MSP in comparison with other districts within the Columbia region. We also recognize that reading automaticity is only the first step, but a crucial one, to reading comprehension and to subject and integrated learning.

**Goal:** *To teach students to automatically break the reading code.*

**Math Fact Automaticity Purpose/Goals:** Recent research (D. Ansari, 2013. *The Journal of Neuroscience* (<http://www.jneurosci.org/content/33/1.abstract.pdf>)) shows that students who know math facts score better in the PSAT math section. The elementary and middle schools, in particular, are developing strategies and efficiencies to insure that our students master automaticity of the basic addition and multiplication facts. The elementary school adopted MOBY Math; the middle school adopted FASTT Math, an acronym for Fluency and Automaticity through Systemic Teaching with Technology, which is a research and computer-based program that provides ten-minutes of daily intervention designed to teach math basic facts and fluency. Math teachers at the middle school will discuss how to use information from this FASTT Math to design and implement math strategies and to guide instruction that will meet the needs of students who lack number sense and fluency that FASTT

math helps build.

The waiver days will also provide time for staff to identify preferred algorithms for a four-by-three grid representing addition, subtraction, multiplication and division on a vertical axis and whole numbers, fractions and decimals on a horizontal axis. Clearly, to develop quality applications of these math initiatives requires collaborative time. As with reading, our staff acknowledges that learning math automaticity and algorithms, though critically important, is but an initial step toward applying math concepts and ideas as laid out, for example, in the CCSS.

**Goal:** *To develop strategies and efficiencies which help insure that our students master automaticity of the basic addition and multiplication facts; and to help our students learn the algorithms within the four-by-three math grid.*

**Writing Automaticity Purpose/Goals:** Some years ago, the District adopted writing rubrics and writing expectations for our senior high school. These will be continued and modified to reflect goals within the High School Proficiency Exam (HSPE) and, when it becomes available, the Smarter Balance Exam (SBE). Last year sophomores within our District passed the HSPE writing seven points ahead of the nearest district within our region. While one cohort's scores should not be interpreted as a trend, the indicators suggest successes in writing. Encouraged, we defined two writing automaticity essentials. We defined the first essential as automatically writing coherent sentences that begin with a capital letter and end with a period, question mark, or exclamation point; we defined the second automaticity essential as writing five-part paragraphs and essays. The waiver days will provide time to purposefully continue to design and apply our writing automaticity essentials district-wide.

**Goal:** *To teach students to automatically write coherent sentences that begin with a capital letter and end with proper punctuation; and to teach students to automatically write five-part paragraphs or essays when prompted or as relevant.*

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

As is briefly described above, HSPE, MSP and other data suggest that our District automaticity efforts are showing results that lead to improvement in the subject learning—a desired outcome. Specifically, while we are tracking more closely the three automaticity skills, our target is to see results in improved subject learning, such as we are seeing in the following:

- All but two students within the eighth grade of cohorts enrolled in algebra passed the End of Course (EOC) within the past two years.
- Our fifth grade and eighth grade students led the region in science.
- Our sophomores received the highest scores in writing in comparison to other districts within our region.

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

Also noted above, our District uses the three automaticity skill measures and standards. In addition, we use the benchmarks and results from DIBELS for reading at the elementary school, recently adopted MAPs measures and standards at the middle school, and began to pilot the Home Room Data Dashboard at all levels. Deeper, we are currently working with Informational Technology personnel in ESD 105 to post the completions of subcategories of the three automaticity gateway skills—reading, math fact and writing. We also envision using measurements and standards from the CCSS frameworks and have discussed the possibility of benchmarking our results on the Homeroom Data Dashboard. By tracking fundamentals—automaticity and common core—we hypothesize that our subject learning and integrated learning will show improvement, particularly improvement in engaged student learning and student-initiated learning.

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

As alluded to in the preceding answers, our District collects benchmarks with a variety of indicators that include information that we glean from the following:

- Measuring reading automaticity trends using Phonage, MAPS and DIBELS tools;
- Tracking reading comprehension using DIBELS, MAPS, MSP, and HSPE;
- Determining math fact automaticity using the Essential 28, MOBY and FASTT Math;
- Measuring math content using DIBELS, STAR, MAPS, MSP and EOC;
- Tracking writing automaticity using teacher reports and writing rubrics; and
- Piloting data dashboard for tracking all of the preceding.

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

Both the content and the process that the District used to meet the goals of the waiver are succinctly described within the article, *Building Instructional Coherence from Theory to Practice*, which is under review for possible publication by Kappan. We wrote this to describe our application of the student-teacher-content core developed by Richard Elmore from Harvard University. Specifically, in this paper we (1) present our *Student Vision and Mission*, (2) describe our *Teaching Framework* that we truncated from Washington DC Public Schools; (3) present the *Content Framework* that we minted and which includes *Basic Learning* (automaticity), *Subject Learning* (CLASSMaPs), and *Integrated Learning*; (4) develop a *Support Framework for Personnel and Other Resources*; and (5) identify *Community Resources*. Deeper, we also describe in the article how we developed practical

web-based *Fingertip Resources* to meet our teaching and content frameworks. These provide our teachers and instructional staff with instant resources. All-in-all, our *Unified Instructional Core* brings unity; our *Teaching and Content Frameworks* add substance; and our *Fingertip Resources* breathe life to our engaged student vision. (A draft of this article is available upon request; however, while it is under review, it is not found on our webpage per request of the editors of *Kappan*. We included our model of the Unified Instructional Core at the end of this waiver request.)

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

We believe that holding to our *Unified Instructional Core* model and applying with fidelity the activities and goals that we developed will bring success to our vision and mission for deep student engagement. Thus, we will use the second and third year of our waiver to provide the essential and ongoing consistency to meet our goals. With modest modification of our goals, we will move toward realizing our student vision. In addition, we used the UIC framework to design our strategic plan, which is framed within the five parts of our UIC. Thus, coupling the UIC and strategic plan brought coherence to the direction and goals of our District and will help build the connections between the first year and the next two years for which we are requesting a waiver.

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

The district used previous waivers to help give the focus upon the Unified Instructional Core and Strategic Plan, as noted throughout this request. The direct correlation is that the waiver provided think time and action planning time. In addition, the School Improvement Plans (SIP) for each building directly references the UIC; the middle school, for example, models the format of both the SIP and the strategic plan. The links to the district and school improvement plans are found within the following:

- <http://www.csd400.org/CSD/elem/docs/SIPElem2013.pdf>
- <http://www.csd400.org/CSD/middle/docs/SIPPlanMS2013.pdf>
- <http://www.csd400.org/CSD/high/docs/SIPPlanHS2013.pdf>
- <http://www.csd400.org/CSD/district/docs/StrategicPlan.pdf>
- [http://www.csd400.org/CSD/DO\\_Newsletter.php](http://www.csd400.org/CSD/DO_Newsletter.php)

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

Our administrators, teachers, other district staff, parents and the community have been involved in a number of ways in the development of this waiver, as the following suggests:

- Our school board provides input and remains informed regarding our waiver days and to their purposes and specific activities. Furthermore, the overall waiver plan was presented and adopted by the board March 25, 2013.
  - Our school administrators have been involved with the development of the waiver through collaborative discussions—we meet weekly and often discuss the waiver or attendant issues, the UIC, and the accompanying goals.
  - Our teachers, administrators and a school board representative meet as a *Guiding Coalition* and provide input regarding the waiver and its related issues. In addition, the teachers association meets with the superintendent and discusses topics and ideas that directly relate to the waiver days.
  - Other staff, particularly the paraprofessional staff, is invited to help develop the agendas and to participate in a number of the waiver days; all staff are introduced to the vision, mission and purpose of the UIC.
  - Parents and the community are informed about different topics for the waiver day through the monthly district newsletter. In addition, the community offers input to the waiver days through School Board meetings, Parent Teacher Organization (PTO), and Coffee Talk—a monthly community meeting with the superintendent.
9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Based on the 2012-13 school year, the District provides the following days/year:

- We had 139 full instructional days;
- We added 2 professional days beyond the 180 days—one day before school starts and one that provides elementary/middle school in-service and a high school day for senior projects;
- We held 32 Monday morning one hour delayed start days for collaboration;
- We had 6 early release days; and
- We scheduled 2.5 days for elementary and middle school parent-teacher conferences.
- See the attachment titled Computation of Total Program Hour Offerings

The link to the CBA is:

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

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students	2
Total	182

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	All Required	Yes	No	
2	All Required	No	Yes	

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

We designed the two District per diem days that are in addition to the 180 days. On the first of these additional days we welcome back all staff and provide an array of activities, such as time (a) to work and plan with each principal or department head, (b) to set up classrooms, (c) to plan in job-alike teacher assignments, and (d) to prepare the kitchens and the busses. The second day we used for the elementary and middle school staff to plan student transitions while the high school staff scheduled senior projects.

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

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

CSD used the waiver days as planned and reported in our prior request. Specifically, the District supported the following activities:

- February 15, 2013 – Homeroom Training, Common Core Writing and RTI with Dr. Craig Bailey and others

- October 12, 2012 – Washington DCPS Frameworks with Carolyn Lint
- May 18, 2012 – Response to Intervention School Sites
- October 14, 2011 – Focus upon CCSS, DCPS Frameworks, UIC, and student learning
- August 29, 2011 – DCPS Frameworks with Carolyn Lint
- January 3, 2011 – RTI with Dr. Bob Smart, Beth Harrington and Erich Bolz
- October 9, 2010 – Vocabulary with Diane Paynter from Marzano & Associates
- August 30, 2010 – RTI with Dr. Bob Smart and Erich Bolz

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

Since the test changed from the WASL to the MSP/EOC/HSPE, it is difficult to make comparisons that satisfy psychometricians. Furthermore, we anticipate a *wobble effect* with smaller groups. With this in mind, the following compares results between cohorts within districts in our region with the following focus:

- Reading scores at the 5<sup>th</sup> and 6<sup>th</sup> grades reflects our District’s reading automaticity and comprehension efforts.
- Writing at the 10<sup>th</sup> grade reflects a long-held focus on writing exits at the high school.
- Elementary and middle school science reflects a new science focus and a connection with Washington State LASER.
- EOC Math 1 (Algebra) reflects successes in teaching algebra that we also offer to students in the eighth grade.

### Spring Assessments 2012

Grade Level	Columbia	Finley	Kennewick	Kiona-Benton	N. Franklin	Pasco	Richland
Reading 5 <sup>th</sup>	**74.6	42.6	*67.1	43.0	57.3	57.9	***77.6
Reading 6 <sup>th</sup>	***75.0	51.2	66.5	50.4	*67.3	59.3	**73.0
Writing 10 <sup>th</sup>	***92.1	81.2	*84.2	75.5	84.1	73.0	**84.6
Science 5 <sup>th</sup>	*63.4	43.9	**65.1	37.7	45.2	49.3	***77.2
Science 8 <sup>th</sup>	***73.6	29.9	*57.0	45.2	42.4	44.7	**69.9
EOC Math 1	**70.1	60.0	*69.1	56.7	62.4	45.0	***71.5

- \*\*\* Highest score
- \*\* 2<sup>nd</sup> highest score
- \* 3<sup>rd</sup> highest score

Reflecting upon these scores, the trends suggest that our goals are being realized in reading and writing automaticity, science education and algebra. These trends also support the notions that (1) our goals should be met for writing and math automaticity with additional interventions; and (2) additional planning and implementation for all CCSS subjects will show results, much like the gains we see in science and algebra. The evidence suggests that our District is on the right track; the waiver will help pave the way to the success of these initiatives.

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

We propose the following change or targeted focus for the following reasons:

- Change: Emphasize math fact automaticity and algorithms at the elementary and middle school as needed.  
Reason: We hypothesize that teaching math fact automaticity and the algorithms will improve work within the CCSS for mathematics
- Change: Focus upon writing automaticity at the elementary and middle schools.  
Reason: We hypothesize that teaching this writing gateway skill will improve our assessments in writing and, more importantly, our writing within the CLASS MaPs and *Integrated Learning*.
- Change: Provide more focus upon integrating the CCSS within our curriculum.  
Reason: The CCSS, which were approved since our last waiver request, will require staff time to align with our UIC and to implement.

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

We see what appears to be significant change in targeted areas of instruction—elementary reading automaticity, science at the elementary and middle schools, and writing at the high school—and these results suggest that similar targeting with the items enumerated under the preceding description will yield similar positive gains.

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

We use a number of forums and means to keep our parents informed about the use and impacts of our waivers, including through the following:

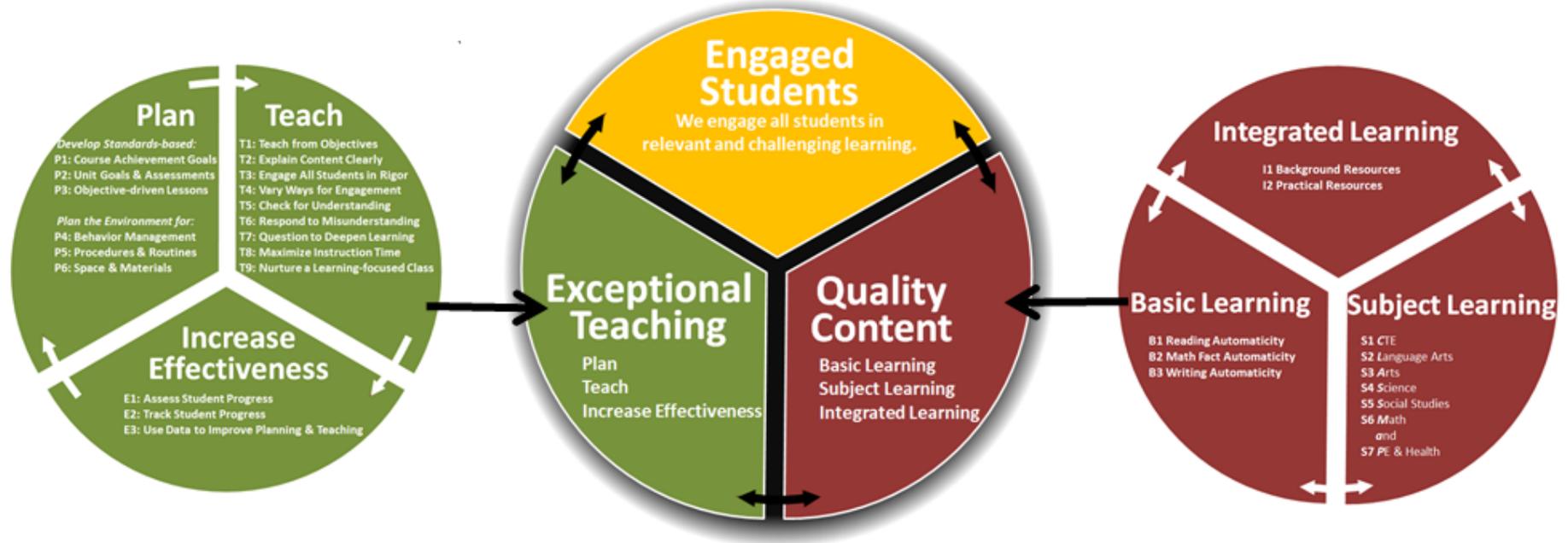
- Weekly web logs of our collaboration and other meetings;
- Coffee Talk where the superintendent meets with community members;
- Board Meetings where teachers, staff and the public are welcome to meet and discuss;
- Informal conversations with many patrons;
- Parent Teacher Conferences;
- PAC (Title I) Meetings;
- Monthly Newsletters from the District Office;
- The District webpage;
- The High School Facebook;

- PTO meetings; and
- Booster meetings.

A number of groups or forums offered input relating to the development of the renewal of our waiver, including the following:

- Coffee Talk discussions with the superintendent;
- Board Meetings;
- Information Conversations;
- Parent Teacher Conferences;
- PAC Meetings;
- PTO; and
- Boosters.

**COLUMBIA SCHOOL DISTRICT**  
**UNIFIED INSTRUCTIONAL CORE**



Core Support, Personnel & Other Resources			Core Support, Community		
<b>Staff &amp; Board</b> SB1: School Board SB2: Administration SB3: Certified Staff SB4: Classified Staff SB5: Extracurricular Staff	<b>Budget &amp; Finance</b> BF1: General Funds BF2: Capital Projects BF3: Debt Service BF4: Assoc. Student Body (ASB) BF5: Transportation	<b>Facilities &amp; Equipment</b> FE1: Buildings/Grounds FE2: Assets FE3: Supplies	<b>Parents &amp; Families</b> PF1: Parents PF2: Students' Families	<b>Community Volunteers</b> CV1: Student Volunteers CV2: Classroom Volunteers CV3: Extracurricular Volunteers CV4: PTO & Boosters	<b>Community Connections</b> CC1: Local Community CC2: Greater Communities CC3: Businesses & Services

**COMPUTATION OF TOTAL PROGRAM HOUR OFFERINGS**

**COLUMBIA SCHOOL DISTRICT #400**

		1	2	3	4	5	6	7	8	9	10	11	12
A.	Total minutes from start to end of school day:	390	390	390	390	390	395	395	395	405	405	405	405
B.	Minutes actually spent for eating lunch time meals: From Step 2	20	20	20	20	20	20	20	20	31	31	31	31
C.	Net minutes in "Total Program Offering" per day: Line A - Line B =	370	370	370	370	370	375	375	375	374	374	374	374
D.	"Total Program Offering" per year: Line C x (180) days = _____	66,600	66,600	66,600	66,600	66,600	67,500	67,500	67,500	67,320	67,320	67,320	67,320
E.	Annual minutes lost to noncountable release time per year:												
	*Collaboration -Late Start (60 min x 32 wks. =)	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920
	*Early Release (6 x _____ = _____)	1380	1380	1380	1380	1380	1410	1410	1410	1470	1470	1470	1470
	*Conference Early Release - Not Counted (RCW 28A.150.205)	0	0	0	0	0	0	0	0	0	0	0	0
	*High School Testing Early Release - 4 Days Counted	0	0	0	0	0	0	0	0	980	980	980	980
	*Staff Development Waiver Days (2 Days )	740	740	740	740	740	750	750	750	748	748	748	748
	<b>*Requested Parent/Teacher Waiver Days (3 Days)</b>	<b>1110</b>	<b>1110</b>	<b>1110</b>	<b>1110</b>	<b>1110</b>	<b>1125</b>	<b>1125</b>	<b>1125</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
F.	Net minutes in "Total Program Offering" per year:	61,450	61,450	61,450	61,450	61,450	62,295	62,295	62,295	62,202	62,202	62,202	62,202
	Indicate N/A (not applicable) for any grade(s) not offered at this school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Totals by grade level groupings:												
	<b>Total Hours</b>	<b>1,024</b>	<b>1,024</b>	<b>1,024</b>	<b>1,024</b>	<b>1,024</b>	<b>1,038</b>	<b>1,038</b>	<b>1,038</b>	<b>1,037</b>	<b>1,037</b>	<b>1,037</b>	<b>1,037</b>
	<b>AVERAGE ANNUAL HOURS BY DISTRICT</b>	<b>1,032</b>											

# Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

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The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide “exceptional opportunities” for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

## **Directions:**

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

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

**Part A: For all new and renewal applications:**

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

<i>1. School District Information</i>	
District	<u>Curlew School District #50</u>
Superintendent	<u>Steve McCullough</u>
County	<u>Ferry</u>
Phone	<u>509-779-4931</u>
Mailing Address	<u>PO Box 370</u> <u>Curlew, WA 99118</u>

<i>2. Contact Person Information</i>	
Name	<u>Steve McCullough</u>
Title	<u>Superintendent</u>
Phone	<u>509-779-4931</u>
Email	<u>stemccullough@curlew.wednet.edu</u>

<i>3. Application type:</i>	
New Application or Renewal Application	<u>New</u>

<i>4. Is the request is for all schools in the district?</i>	
Yes or No	<u>Yes</u>
If no, then which schools or grades is the request for?	

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	<u>Four per year</u>
School Years	<u>2013 - 2016</u>

<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	<u>6</u>
Reduction	<u>2</u>
Remaining number of half days in calendar	<u>4</u>

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No

Yes

8. What are the purpose and goals of the waiver?

The first purpose of the waiver is to allow Curlew School District teachers to continue to participate in two professional development days coordinated by the PREP Consortium, a group of 9 small schools who have banded together for grant writing, professional development, and to share expertise in order to improve our academic rigor and prepare more students for post secondary experiences. For the past five years we have planned and participated in this joint professional development. We have brought in speakers to motivate; worked in grade level teams to align curriculum, design common assessments, share successful strategies; engaged in content specific professional development ; and built relationships between teachers from different districts (often our teachers have no other on site colleagues who teach the same subject/grade i.e.: only one first grade teacher). We are continuing with this consortium for the foreseeable future. Through this partnership we have been able to get grants to fund the time, materials, and training to increase our number of AP classes, increase rigor K-12, and build a stronger school system for our rural, remote students. We recently received a grant from College Spark to expand our consortium and bring in more community and higher education partners. We met last month with representatives from 30 small, rural schools in Eastern Washington, along with representatives from several higher education institutions to plan for this expansion in order to better prepare our students for post high school opportunities. A major focus of our consortium has been to improve the preparation of our students and their support systems so that they find more success in post secondary opportunities.

The second purpose of this waiver is to allow for two additional days for student led conferences. One conference day will be in the fall and one in the spring. In the past we have had two half days in the spring and two in the fall with conferences after the school day. This waiver would allow us to only have one interrupted day per semester and would retain the current hours of instruction provided with two half days. The students are responsible for maintaining an academic portfolio which they then present and explain to parents during the scheduled conference.

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

The data motivating the purpose and goals of this plan are our WASL/MSP/HSPE scores, running record scores, post high school student data, conference participation rates, and AP test scores.

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

For the PREP training days we will be comparing the teacher feedback to previous year's feedback and comparing student achievement to previous years and to state averages.

For the conference days we will look at the participation rates from previous years and compare

comments from feedback forms to determine success.

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

For the PREP training days, the number of teachers attending the LID days and the feedback from participants will be used to show success. For student conferences the percentage of parents participating and staff/parent/student feedback will determine success.

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

The following strategies will be used during the waived days: elementary staff will work in grade level groups (from multiple consortium schools) to develop comprehensive instructional strategies in reading and writing and math; secondary staff will work in subject area groups (from multiple consortium schools) to develop comprehensive instructional strategies and also to implement a new instructional program (AVID). K-12 staff will also be working to build the skill necessary to implement RTI programs, implement TPEP, and adopt the common core.

Conferences will be based on a student led model and will incorporate NAV 101 materials and concepts at the appropriate grade levels.

*13. Describe the innovative nature of the proposed strategies.*

There is nothing that is really innovative about the proposed strategies – they are strategies with a long track record of success. For the PREP days we are gathering teachers from the region to share best practices and to join resources in order to have high quality training. For the conference days we are asking to adjust our schedule from two half days per semester to one full day without students in order to better serve our parents and increase our conference participation rates. This is done in districts throughout the state with a high level of success.

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

We are currently in the process of working with the PREP consortium and common LID days for the past 5 years. These waiver days will allow us to continue this activity for the foreseeable future.

We have been using student led conferences in K-12 for the past 4 years and this waiver request will help us to improve this practice.

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

The Curlew School Improvement Plan includes the following goals:

**Goal: All students will graduate ready for college/career.**

**Academic Goals:**

1. As measured by MBA, Classroom Based Assessments, and/or DIBELS, students will make at least one year of growth in math, reading, writing, and science for every year in school.
2. Implement remediation system in grades K-12 for math, reading and writing.
3. Teachers in grades 3-12 will use AVID strategies and teach AVID skills in their classrooms including Cornell notes and instructional strategies.
4. Teachers in grades 6-12 will implement NAV 101 via advisories.

**Culture Goals:**

1. Improve student self discipline and reduce student bullying and harassment.
2. Staff will hold each other accountable to the social contract as measured by yearly surveys.
3. Implement the new teacher and principal evaluation protocol.

**Communication Goals:**

1. Expand our parent and community involvement opportunities by more emphasis on our volunteer program.
2. Implement a yearly survey to measure staff, student and community attitudes concerning key school issues.

**Financial/Operations Goals:**

1. Build our cash reserve to a level that will cover three months of operating expenses by 8/2015.
2. Update the Classified Salary Schedule to bring it closer to regional levels by 8/2014.

*16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.*

Public input was sought during the February 2013 regular school board meeting, we have two student representatives on our school board to give input, and staff was consulted through regular staff meetings.

*17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

Teachers are provided two paid professional development days in the contract, but only if the district is not in financial crisis – these days were removed in the 2012-13 school year. These days require administration approval of the activities. No other requirements are mentioned in the contract. The calendar is decided by the school board with staff input only. Our current calendar has 2 early release days, four half days for student led conferences, and an early release every Friday (1.5 hours) for teacher professional development. We continue to meet all state day

and hour requirements with this schedule.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	3
Total	183

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

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

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

Research is very clear that the more skilled the teacher, the more student growth is achieved. If we want skilled teachers we need to train them and there is almost no time provided by the state in order to accomplish this objective. Schools have to be creative within their limited budget in order to carve out this time. Even with this request Curlew School falls very short of the amount of training time provided by many urban districts across the state, and our small school teachers consistently have 6 different preps at the secondary level while urban teachers rarely reach that level. A strong case can be made that we need more training time than other districts with the wide variety of classes that our teachers teach but we struggle even getting a couple of days a year.

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

Part B: For Renewal Applications.

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

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

*20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?*

### Last Steps:

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

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

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

### Instructions:

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

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

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

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

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

**Part A: For all new and renewal applications:**

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

School District Information	
District	Lyle
Superintendent	Dr. Glenys Hill
County	Klickitat
Phone	509-365-2191
Mailing Address	PO Box 368 Lyle, WA 98635
Contact Person Information	
Name	Glenys Hill
Title	Superintendent
Phone	509-365-2191
Email	ghill@lyle.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	2013-2014, 2014-2015, 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

Dallesport Elementary and Lyle Middle School are identified as “priority” schools due to lack of progress in closing the achievement gap. This year we have been able to provide training to our staff in common core and state standards. However, we need to continue the training in these areas as well as target others that are critical. We need training to address the needs of our high numbers of students in poverty as well as our special education population. In short, the waiver goals are:

- Improve student achievement in the areas of language and mathematics
- Provide a program to students with tighter alignment with state common core standards
- Increase interventions strategies to better target areas of student deficit

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

As noted above, our elementary and middle schools have been identified as “priority” schools due to lack of progress in closing the achievement gap. This is reflected in state achievement scores, on the State Board Achievement Index and on local measures of reading and mathematics.

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

- State assessments
- Local assessments in reading, writing and mathematics
- Annual staff and parent surveys
- The State Board of Education Achievement Index
- OSPI calculations of MAO

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

- Student progress in closing the achievement gap (AMO, State Board Accountability Index)

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

- Training in Common core standards by ESD112 staff (Math and English/Language Arts)
- Training in poverty utilizing ASCD Materials
- Training in the new TPEP 5D's evaluation system
- Training in PLC's to allow teachers to provide collaborative support to one another
- Revision of systems for interventions in mathematics at Dallesport Elementary

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

These trainings, and others that arise related to student growth, will continue annually. A group of staff members will work with the superintendent to do this planning. Staff will evaluate each session on effectiveness and we will continue to modify and refine to insure professional development is responding to teacher needs.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).
- Each of our three schools has a school improvement plan that addresses the need to close the achievement gap. Each speaks to the need to improve curriculum alignment with the common core standards. This is also addressed in the district's Indistar plan. These also address the issue of poverty (our free and reduced lunch rate is over 77%). Each speaks to the need for PLC's.
  - Our Indistar improvement plans are included with this application
8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.
- A committee of staff meet with the superintendent to plan for district trainings
  - A staff survey is completed annually
  - A parent survey is completed annually
  - District leadership teams which include staff and community and parents meet monthly to review district progress and provide input into staff trainings and related issues pertinent to closing the achievement gap

9.

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

The Lyle school district CBA is based on 180 day work year. Other than the four waiver days in this request, there is no additional professional development time in the Lyle contract. Teachers are not paid for more than 180 days unless the state were to provide additional funding for mandatory training. Professional development (L ID) days in the Lyle CBA are mandatory. There are two half days (one in the fall and one in the spring) following parent-teacher conferences to compensate teachers for an extended workday on conference day.  
(REFERENCE Lyle CBA Pages 23 – 24)

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

Student instructional days (as requested in application)	<b>180</b>
Waiver days (as requested in application)	<b>4</b>
Additional teacher work days without students	<b>0</b>
<b>Total</b>	<b>176</b>

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

- N/A

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

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

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

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

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.
  - Day #1: All staff: Review of district assessment data in teacher teams and district goal setting for improved academic student success; review of individual personality profiles in preparation for creating PLC teams
  - Day #2: All staff: ESD112 presenter on Language Arts Common Core Standards
  - Day #3: All staff: Review of TPEP 5D's teacher evaluation instrument to be implemented in 2012-2014; Introduction to Poverty training (ASCD Teaching with Poverty in Mind)
  - Day #4: Elementary: Common Core Math Standards (work with ESD112 experts to align curriculum with state standards); Secondary: Working effectively with Special Education Students in a mainstreamed setting (Director of Special Education for ESD112 will facilitate)

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

As a district with two schools identified as "priority" this time has been critical for staff training and staff realignment of curriculum. However, with only three of the four days "under our belt" it is obvious to us that we have much more work to do to be fully aligned with common core state standards. We are also in need of time to work with the district TPEP team to insure teachers have had an opportunity to calibrate the new CEL 5D's teacher evaluation tool.

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

This year's plan builds on that from last year. It is a continuation of the efforts begun in the work of aligning curriculum, training staff and calibrating the new TPEP instrument. Our work this year as been excellent, however, there is much more to be done in order to insure maximum student achievement for Lyle students.

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

Lyle students made academic progress last spring as evidenced by state assessments. We expect to see similar trends when test results are released this August. We are honing our curriculum, training our staff and modifying interventions to maximize student success in Lyle. This cannot be done without time. As a district with two levy failures last year, we are operating on a very limited budget. Although we hope to be out of binding conditions this spring, we do not have the means to pay teachers to receive this training outside of the school year. Without time for staff to increase their skill levels and collaborate regarding curriculum realignment, we will be unable to improve student learning in Lyle. With this training and these collaboration opportunities, we expect our increased trends in academic achievement in Mathematics and English/Language Arts to continue.

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

Parents and community have been kept informed through our monthly Leadership Team meetings held at both Dallesport Elementary and Lyle Secondary. Additionally, reports are made at public board meetings following each LID (release day) to keep the board and the public informed trainings teachers are receiving. Finally, the waiver request was presented at a public board meeting where patrons were present.

Our community supports their schools and wants the best for their students. In general, they are supportive of our staff and understand the need to increase the expertise and tools our teachers have available to meet the needs of our students.

### Last Steps:

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

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

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

### Instructions:

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

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

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

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

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

**Part A: For all new and renewal applications:**

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

School District Information	
District	Mukilteo School District
Superintendent	Dr. Marci Larsen
County	Snohomish
Phone	425-356-1220
Mailing Address	9401 Sharon Drive Everett WA 98204
Contact Person Information	
Name	Amy Nelson
Title	Executive Director, Teaching and Learning
Phone	425-356-1353
Email	nelsonak@mukilteo.wednet.edu
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-2014, 2014-2015, 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	16 days K-12 plus 5 additional ½ days for elementary conferences
Reduction	0
Remaining number of half days in calendar	16 days K-12 plus 5 additional days for elementary conferences
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

Mukilteo School District is requesting a waiver in order to provide a longer block of instructional time to train our teachers in two recent state initiatives –the Common Core State Standards(CCSS) and the teacher evaluation system. The goals for the two days in which we are requesting a waiver are:

- Students will have access to the CCSS standards through high quality instruction aligned with the standards; and that all instructional staff are prepared and receive the support they need to implement the standards in their classrooms every day.
- Instructional staff will have the skills and support necessary to deliver effective research-based instructional practices to their students with an emphasis on the Five Dimensions of Teaching and Learning Framework (5D).

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

- Mukilteo School District's state assessment results have plateaued in most areas in recent years. (See attached results)
- Mukilteo School District did not meet its annual measureable objectives for the 2011-12 school year in four subgroups. American Indian (reading & math), Two or More Races (reading and math), Black (math), and Hispanic (math). (See attached results)
- While our Student Achievement Index shows growth over five years, our goal is to have our schools move up to the next tier of achievement. (See attached results)
- Both the CCSS and the teacher evaluation system are new to our instructional staff. For most educators working in schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs (The National Staff Development Council: Learning forward)
- Our most recent professional development survey (2013) indicated that the top professional development need of our staff was further training in the Common Core State Standards. Additional training in the Five Dimensions of Teaching and Learning was also chosen as a high need.

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

Measure	Benchmarks for Success
*State Assessments (MSP, HSPE, EOC)	<ul style="list-style-type: none"> <li>• Meet district annual measureable objectives in all categories</li> </ul>
*School Achievement Index	<ul style="list-style-type: none"> <li>• Continued growth in our district-wide average</li> </ul>
Staff Development Survey	<ul style="list-style-type: none"> <li>• We will see less need for professional development in the areas of CCSS and the 5 Dimensions as evidenced by the survey results.</li> </ul>

\* While we are using these existing measures, we understand that they are currently being revised. We will make adjustments as appropriate.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.
- State Assessment Results – MSP, HSPE, EOC. Data will be collected by sub-categories in reading and mathematics to show whether or not the district met its annual measureable objectives.
  - School Achievement Index. The State Board of Education website will be accessed to determine district-level average growth. School level data from the website will be analyzed to determine which schools moved into the next tier of achievement.
  - Staff Development Survey. All certificated staff members will be surveyed in the next three years to evaluate staff development needs. The data from the survey will be analyzed by grade bands to determine if the need for professional development in the area of CCSS and Five Dimensions of Teaching and Learning has been reduced.

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

We will utilize a trainer-of-trainer approach to guide our staff through the content. Trainers will be comprised of 3 to 4 members from each building's staff and a building administrator. Prior to each waiver day, the trainers will meet to develop their own capacity regarding the content and to plan the waiver day with their team. Trainers will then guide the professional development activities in their schools on the waiver day.

General content for the waiver days will be:

- Understanding the Standards for Mathematical Practice and the major shifts of English/Language Arts (CCSS)
  - Speaking and Listening (CCSS)
  - Lesson design and intentional unit planning (CCSS and 5D)
  - Tier II vocabulary instruction (CCSS)
  - Research and technology (CCSS)
  - Student engagement through discourse and intellectual work (5D)
  - Assessment for learning (5D)
6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

We will use the same trainer-of-trainer model to expand our staff development into year two and three. It is our intent to keep the trainers the same over the three year period. Content for subsequent years will deepen staff knowledge in the above areas. Specific content needs will be determined based on staff feedback, but will include a closer look at evidence-based learning, dealing with complex text, and interpretation of the new Smarter Balance assessment results. Since full implementation of the standards and the Five Dimensions will be expected by the third year of the waiver, continued support will be critical to success.

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

The waiver is in direct support of our district goal of Ensuring success for every student by:

- Recruiting and retaining highly effective staff
- Providing professional development to enhance staff effectiveness
- Ensuring that each student has equitable access to effective instructional strategies and rigorous standards-based curriculum
- Using standards-based assessments to make on-going modifications in teaching and learning
- Preparing students for success in college and careers.

This goal was written with the CCSS and Five Dimension Framework in mind. Both reform initiatives expect teachers to use highly effective instructional strategies. The Five Dimensions focus on student engagement, assessment for learning, classroom environment and culture, purpose, and strong curriculum and instructional approaches. The CCSS expect students to achieve at higher, rigorous standards that prepare them for success in college and careers. School and District Improvement Plans are aligned to these district goals.

We are just concluding our three-year cycle with school improvement plans. Beginning in 2013-14, schools and district departments will create new school improvement plans that will be aligned to the above district goals. These will remain in effect for the 3 years of the waiver. The waiver days as well as the half-day release days will support the schools and district in implementing their plans.

Link to School Improvement Plans:

[http://www.mukilteo.wednet.edu/board/BrdPacket/2012\\_13/12\\_11\\_26Packet/SIP\\_BriefingPaper.html](http://www.mukilteo.wednet.edu/board/BrdPacket/2012_13/12_11_26Packet/SIP_BriefingPaper.html)

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

The following groups of individuals were involved in the development of this waiver through attendance in various meetings:

- Teaching and Learning Department (Assessment, Curriculum and Professional Development, Career and Technical Education, Categorical Programs, Special Education, Student Services)
- Instructional Materials Committee (administrators, teachers, parents/community members)
- Staff Development Survey Committee (administrators, union leader, teachers)
- Superintendent's Cabinet (Superintendent; Deputy Superintendent; Communication Specialist; Executive Directors of Business, Facilities, Secondary Education, Elementary Education, Human Resources and Teaching and Learning)
- Secondary and Elementary School Principals

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

We have full openers with our teacher's union this year. Negotiations have not yet begun, but we anticipate a similar calendar to what we have had over the past several years which is listed below:

- # of professional development days in the teacher calendar: 2.5 days for district-directed staff development; 1 day for building-directed activities
- 162 full days of instruction (Elementary has 157 due to conferences)
- 16 early release days (four of which are building directed)
- 5 Elementary conference days
- Other non-instruction time: Teachers have 30 min. before and after the student day and a 30 min. lunch.

Collective Bargaining Agreement Link:

<http://www.mukilteo.wednet.edu/departments/hr/pdfs/MEA-CollectiveBargainingAgreement.pdf>

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

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students*	3
Total	183

\* New Teachers receive two additional days for orientation purposes.

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Required			100%
2	Required		100%	
3	Optional	50%		50%
4	Optional			
5	Optional			
6	Optional			
7	Optional			

Check those that apply
------------------------

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

The three additional days listed above are all prior to the start of school. The equivalent of one day is teacher directed and is not considered professional development. This day occurs before school begins so generally teachers are preparing their classrooms and getting ready for students. Another day is building directed. On this day, building administrators usually provide required training on the school handbook, discipline procedures, sexual harassment and bullying, introduction of new staff, etc. This second day is typically a “nuts and bolts” type of day that is necessary for the smooth operation of the opening of a school, although a part of the day may be used for school improvement planning work. Half of the third day is the only day that is allowed for district-directed professional development. This is not enough time for the district to provide quality training on the two new state initiatives outlined in this proposal.

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

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

### Instructions:

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

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

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

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

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

**Part A: For all new and renewal applications:**

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

School District Information	
District	Nespelem School District #14
Superintendent	John M. Adkins
County	Okanogan
Phone	509.634.4541
Mailing Address	PO Box 291 Nespelem, WA 99155
Contact Person Information	
Name	Jenny Hare
Title	Programs Facilitator
Phone	509.634.4541
Email	<a href="mailto:jhare@nsdeagles.org">jhare@nsdeagles.org</a>
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes – one building district
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Six days
School Years	2013-2014, 2014-2015, 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	Four
Reduction	Two
Remaining number of half days in calendar	Two
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

We are committed to increasing the achievement of all of the students in our District. Our Superintendent is providing the consistent and transformational leadership necessary to maintain and sustain this focus. Our Professional Learning Communities stress building relationships with parents and students to increase student motivation to achieve. Teachers focus on the use of specific interventions from our curriculums to create differentiated instructional groups based on data derived from multiple assessments. Teachers identify the intentions of their lessons, measure the success of their teaching, and know where to go next in the curriculum. We are now implementing the new Common Core State Standards (CCSS), which must be addressed across grade levels. We are increasing our use of technology as a student motivator. This requires our staff to understand how to carefully analyze and use data, to create and monitor differentiated groupings within their classrooms, to effectively utilize new technology and motivate their students to higher achievement. To accomplish these tasks our Superintendent has carefully thought out the needs of our staff and students, and has come up with a professional development plan, which incorporates the use of data experts and reading/math/science coaches from NCESD as we analyze MSP, MBAs, Dibels and NWEA data. Technology experts from NCESD comprise a sequential, methodical, and comprehensive program for improvement. We schedule expert data, CCSS, and teacher evaluation training for our proposed waiver days in advance to improve and plan for the individual needs of students. We will follow up with additional consultation and training after each MAP testing window with further data analysis and alterations and modifications suggested by student growth in the new CCSS. Teachers will be provided the assistance they need to create relevant CCSS lessons and to create CCSS rubrics to assess the efficacy of their efforts. **We'll continue to implement our OSPI approved School Improvement Plan with emphasis on TPEP with the Marzano framework, pacing calendars with CCSS/Vocab and assessments, progress monitoring of students, interventions and RTI. The smarter balanced assessment will be added in the future.**

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

We recognize the need for change based on the results of MSP, MBA, Dibels, NWEA (Maps) and CBA data. **We'll also need this waiver time as we prep for the change to the smarter balanced assessment system**

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

All of the achievement data above will be used, but here is a specific example... The NWEA assessment is aligned to the new Common Core State Standards. Reading and Math RIT scores are broken down into the strands identified in CCSS. We will use student scores on the different strands to target specific academic weaknesses, strategically targeting instruction in differentiated classroom groups, before and after school tutoring, and in pull-out interventions. Success will be measured by increasing to 60% the students meeting standard on the MSP in reading and math, and increasing RIT scores to nationally normed levels on the MBA.

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

On proposed waiver days, the teaching staff will carefully monitor growth based on the MSP, MBA, Dibels, NWEA, (administered three times per year) and classroom-based assessments, to measure student scores and adjust interventions as appropriate.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver. **These are outlined in the Indistar Tool from our OSPI approved School Improvement Plan.**

**Strategy 1:** The use of assessment data to target interventions for struggling students.

**Content:** Identification of students scoring below standard on specific strands in reading and math, science and language usage.

**Processes:** Differentiated grouping based on identified needs of students. Movement of students through curriculum levels with intentional teaching and careful assessment of meaningful learning. Additional intervention, in the form of before and after school programs for those students requiring additional assistance.

**Strategy 2:** Intentional, differentiated teaching methods

**Content:** Teacher awareness of student knowledge, development of intentional lessons and corresponding rubrics to measure student mastery, and differentiated learning models.

**Processes:** Use of the NWEA learning continuum, OSPI resources, curriculum guides, supplemental materials, and experts in curriculum to create lesson plans and rubrics.

**Strategy 3:** Development of an actively engaged, success-oriented, staff with high expectations for all students.

**Content:** Support for shared leadership and decision-making, development of a collective vision for the school, a sharing of ideas and wisdom, and cooperation and support among colleagues.

**Processes:** Professional Learning Communities

**Strategy 4:** Technology as a supplemental and motivational tool

**Content:** Teachers need to view technology as adding diversity to the classroom, allowing students to learn by doing.

**Process:** Teachers will be exposed to a variety of techniques to integrate technology in the classroom through specific training by technology experts.

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

We know that the second-order changes implemented by our Superintendent and staff will not result in immediately dramatic improvement in student achievement. On proposed waiver days, we will continue to emphasize the acquisition of a thorough knowledge of our students' academic progress through analysis of data in conjunction with expert help, and will plan and model (with guidance from NWEA (a learning continuum aligned to CCSS), OSPI, Math Connects consultants, and NCESD Reading, Math, and Science specialists) relevant, experiential lessons targeted to student learning levels.

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

All of the goals, objectives and activities outlined in this application are in our OSPI approved improvement plans which are available in our supporting documents.

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

We are supported in our request for this waiver by all stake holders because we are all in agreement that student achievement is our #1 priority. Annual needs assessments support this position. The methods we are proposing to achieve our goal are supported by the most current educational research, and have proved successful in other schools. We all recognize that the efforts required to achieve this success require considerable time and effort beyond the school day and the assistance of experts to help with analysis of data, creation of differentiated learning models,

development of rubrics measure effective teaching, and the latest technology to motivate and engage students. For these reasons, our community fully endorses this effort.

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

The Collective Bargaining Unit has four half-days to prepare report cards, 50 minutes to plan and organize each day, two early-release days on Thanksgiving and Christmas and 1 day of staff orientation and preparation before school begins.

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

Student instructional days (as requested in application)	174
Waiver days (as requested in application)	6
Additional teacher work days without students	1
<b>Total</b>	<b>181</b>

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

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

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

Additional waiver days are needed because one day at the beginning of the year does not entail the needs of teachers to plan for the needs of students.

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

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

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

We used two waiver days to receive more NWEA training in the many resources and CCSS alignment, with emphasis on a thorough understanding of the relationship between the CCSS and the data gathered, which is inherent in the activities in the curriculum. We analyzed the assessments and interventions available in the program to determine their usefulness. Those faculty not involved in the math curriculum worked on analysis of reading and science data to target student needs. We used two waiver days to get extensive all-staff training from NWEA experts on data analysis and interventions using MAP reports. Two other waiver days were devoted to statistics experts from the NCESD to analyze MAP and MSP data to target interventions for individual students. Another ½ day was used for the analysis of reading assessment data to pinpoint necessary interventions based on student scores. Because we had a change in administration and in strategic planning, direction and educational philosophy, our planned waiver days strictly adhered to our application request. **Our focus now has shifted to our improvement plans with OSPI.**

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

Nespelem School is located on the Colville Indian Reservation, has an almost 80% Free and Reduced Lunch rate, is 99% Native American, and almost without exception, our students have scored well below grade level from Kindergarten through 8<sup>th</sup> grade for many years. Due to our relationship with NWEA, we have started to view our student progress in terms of growth in RIT scores between the Fall and Spring of the school year. The testing process was new to both the staff and the students so we were cautioned not to draw too many conclusions from our first year. Additionally, we had to schedule MAP testing and MSP testing on consecutive weeks in May which probably affected scores, especially for the older students. **Our recent needs assessment from OSPI, the BERC Group and OSPI showed that we are doing the right practices for future progress.**

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

Please see our OSPI approved improvement plans in our supporting documents.

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

Please see our OSPI approved improvement plans in our supporting documents.

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

We have frequent contact with families in this small community. They are often in the building and involved in the Parent Education Committee. We explain our process and procedure for improving academic success through activities on Waiver Days in letters home, at parent/teacher/student conferences, and on our school website.

### Last Steps:

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



MAILING PO Box 778, Long Beach, WA 98631 | OFFICE 500 Washington Avenue South  
P 360 642 3739 | F 360 642 1298 | WEB [www.ocean.k12.wa.us](http://www.ocean.k12.wa.us)

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

RE: **Application for Waiver From 180-day School Year Requirement**

February 25, 2013

Dear Mr. Archer:

Please find attached materials requesting a waiver from the 180-day school year requirement under RCW 28A.305.140. The materials include:

1. 180 day Waiver Application (includes Part B for renewal of waiver for additional years). Please note that question number #9 under Part A has no question attached. If there is a question, please advise and I will amend this application.
2. Ocean Beach School District Board of Directors Resolution No. 2 - 2012-2013 requesting the waiver.
3. Proposed school district calendar for 2013-2014 including waiver days (August 29 and 30).
4. Summary of collective bargaining agreement with local education association providing information specified in WAC 180-18-050 (1).

Instructions for the application process specify the application must be received by the "State Board of Education at least forty days prior to the SBE meeting at which consideration of the waiver will occur." I don't know if the days are calendar or business days. I have reviewed the website for upcoming meetings. If the days are business days, I would assume our application will be reviewed at the May 8-9 meeting in the Federal Way School District. If, on the other hand, the days are calendar, I would hope the application will be discussed at the March 13-14 meeting in Tumwater.

If I can include additional information that will be helpful in consideration, please call me at 360-642-3739 or I can be reached by email: [mark.hottowe@oceanbeachschools.org](mailto:mark.hottowe@oceanbeachschools.org).

Thank you for your consideration.

Sincerely,

Mark Hottowe  
Superintendent

**Part A: For all new and renewal applications:**

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

School District Information	
District	Ocean Beach School District
Superintendent	Mark Hottowe
County	Pacific
Phone	360-642-3739
Mailing Address	PO Box 778 Long Beach WA 98631
Contact Person Information	
Name	Mark Hottowe
Title	Superintendent
Phone	360-642-3739
Email	mark.hottowe@oceanbeachschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in these district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-14 and 2014-15
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

The purpose of the waiver request is to provide two days before school begins for focused professional development. Staff will engage in peer conversations around the Common Core Standards and alignment of curricula with the standards in literacy, and math. Additionally, staff will engage in focused conversations on the Teacher Principal Evaluation Project. As staff begin the new evaluation system, these two days allow for focused inservice on use of the evidence collection tool, review/familiarity of the criteria (especially 3,6 and 8 for teachers and 3,5, and 8 for Principals- as these most directly relate to student learning).

Finally, our State assessment scores will be available by the end of August and the results will be analyzed. Staff will discuss areas of strength and deficiency. Where there are systemic issues, staff will refine instructional techniques and agree on common interventions. The needs of individual students will be discussed and instructional programs developed to address the student's needs.

The goal of the two days of inservice is to create an instructional focus for the school year with agreement on how we will provide clear and consistent instruction to our students and how we will utilize both summative and formative assessment to inform our instruction. The desired end result is continued improvement of student learning

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

Our State assessment results show we have made progress in several areas, particularly secondary math. However, we have been inconsistent in other areas and grades. Continued analysis of assessment data, both summative and formative, will guide staff to understand where we need to refine our instructional practices and identify students for targeted intervention.

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

We will continue to analyze our state assessment results, as well as formative assessment results (e.g. MAP and Renaissance-STAR) to determine our continued progress toward meeting state requirements and showing continued growth.

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

Evidence to determine whether our goals are achieved are our state assessment scores (MSP and HSPE) as well as the formative assessments we use throughout our system to monitor growth during the school year. As Smarter-Balanced assessments replace current summative assessments, we will increase our attention to these tests and the evidence they provide for improvement of teacher instruction and student learning.

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

We will provide two full days of professional development for staff and principals. Analysis of assessment data by peers will illuminate instructional areas in need of attention. Staff will discuss modifications of instructional strategies and curricular focus to address identified areas. Additionally, staff will utilize the assessment analysis as a vehicle to discuss and understand how the Common Core Standards will be aligned with State assessment and how the new evaluation system will both assist in continuing to improve student learning and hold educators more accountable for student learning growth as measured by both state assessments and agreed upon internal assessments.

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

Assessments, both formative and summative offer continuing opportunities to understand and “drill down” to learn how to further utilize the full extent of the tools to provide focused instruction for individual students. Additionally, Smarter-Balanced state assessments are under development and will replace current State assessments. Our work to efficiently analyze these new assessments will be made possible by use of the waiver days. The new teacher-principal evaluation system is a dramatic change from the current system that has been in effect for over 30 years. Focused time to collaborate as school staffs on the new system will allow for a deeper understanding of participating in the system and a more enhanced product. Finally, developing an understanding of the Common Core Standards, as well as congruent instructional activities is an ongoing process where teachers and students will benefit from the collaboration and conversations in which they will engage during the two full days before school begins.

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

Our district staff has agreed upon a focus that has a fundamental understanding that teacher/principal conversations around learning will be defined as either improvement of teacher instruction or improvement of student learning. We have implemented a Professional Learning Communities (PLC) model that is collaboratively based. The waiver days will be focused on teacher instruction and student learning. Our Title 1 Student Learning Plan is available on our district website.

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

Members of the Ocean Beach Education Association, as well as all Principals and a School Board representative have met to discuss the value of waiver days, how they are used, their benefit to student learning, and where to place them in the school calendar to be most effective. Our School Board, representing the community, voted unanimously to approve the request (see Resolution No. 2-2012-2013 attached).

9.

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

The attached summary, under "Work Year," stipulates the contract will be for 180 days. In section 'B' the contract provides for one half TRI day to be used by the Principal for professional development. Finally, under "Calendar" a three hour early release is granted for Thanksgiving break. The bargaining agreement is silent with regard to other stipulations in WAC 180-18-050 (1).

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

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students	0
Total	180

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

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

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

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

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

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

The waiver days were used as per our application to provide professional development and collaborative opportunities for staff to analyze state assessments to provide focused instruction, learn about and develop instructional strategies and lessons aligned to the Common Core Standards, and begin the process of understanding the new evaluation system, select a framework and begin defining terms and agreeing upon what defines "unsatisfactory," "basic," "proficient," and "distinguished."

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

We saw some growth in several areas of the MSP and HSPE this past fall, particularly in secondary math. Our 8<sup>th</sup> grade scores, which were abysmal, nearly doubled and our EOC scores in geometry were above the state standards. In some areas of the MSP, we fell off from the previous year. Our attention to formative assessment led to a pilot at the middle school with the use of both MAP and Renaissance STAR to gather data on which assessment provides the more relevant and useful information to provide individualized instruction. The elementary schools are using an expanded version of the Renaissance STAR protocol and are finding that it provides enhanced student information to provide for more individualization. We made substantial progress in the new evaluation system. We quickly came to agreement of the selected framework, defined terms and have spent considerable time throughout the year ensuring staff have the tools they need to provide evidence for their evaluation. Finally, Common Core Standards are more often than not, the basis for lesson design in classrooms, largely because we have had time to meet in grade level teams, as well as vertically in disciplinary teams to develop learning targets, lessons, and in class assessments.

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

Our professional growth goals will remain the same as this past year (TPEP, Common Core Standards, and data analysis). What is more clarified is how we arrive at an agenda, what conversation will look like, and a more "flattened" leadership paradigm. Our work with PLC this year has had a profound effect on how we design meetings. As mentioned, we are all in agreement that professional growth opportunities are grounded in collaborative conversations on improvement of teacher instruction and/or improvement of student learning. Our agendas are now established by teams of administrators and teachers and facilitation of meetings is more frequently done by teacher than in the past.

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

Our district lacks the resources to provide for additional paid time for teachers and principals to come together for any sustained amount of time to collaborate and provide professional growth opportunities. We have utilized this time in a judicious manner this year. With our PLC focus, we see more effective, focused, and collaborative use of time together. Renewal of the waiver allows

our district the opportunity to continue with the work we believe has had and will continue to have a substantial impact on teacher instruction and student learning.

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

Our website (e.g. Superintendent message) often contains information on how district staff are using release time to improve student learning. We also provide information in school newsletters and parent conferences.

### Last Steps:

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

OCEAN BEACH SCHOOL DISTRICT NO. 101

RESOLUTION NO. 2 - 2012-2013

WAIVER REQUEST FOR 180 STUDENT DAY CALENDAR

A RESOLUTION OF THE BOARD OF DIRECTORS of the Ocean Beach School District No. 101, Pacific County, Washington, to request a waiver for students in grades K-12 from the minimum 180-day school year (WAC 180-18-040, 180-18-050) to 178 days, for the 2013-2014 and 2014-2015 school years;

WHEREAS, Ocean Beach School District #101 Board of Directors recognizes that:

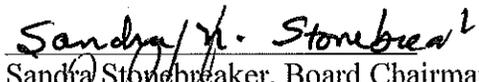
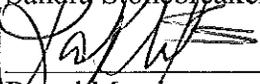
1. Planning time is needed for staff to meet the district's curricular goals and to align the goals with state guidelines for instruction and assessment; and
2. Staff training is necessary for assessment strategies focusing on reading, math and science, the Teacher/Principal Evaluation Project (TPEP) and the new Common Core Learning Standards; and
3. Parent and staff support has been clearly shown for the whole day planning and training through personal contacts and written surveys; and
4. The district meets the required contact time based on the 2012-2013 SPI 1497 Entitlement for Basic Education Allocation; and
5. Full days designated for curriculum development and staff training at the start of the school year are more productive than providing half day early release during the school; and
6. The student contact hours and program offerings exceed state requirements and they will continue to do so with a 178-day school year.

WHEREAS, The Washington State Board of Education has recognized the importance of staff development and has established waivers for restructuring purposes (WAC 180-18-050);

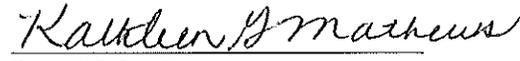
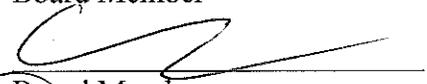
NOW, THEREFORE BE IT HEREBY RESOLVED, by the Board of Directors of Ocean Beach School District No. 101, Pacific County, Washington State, request the Washington State Board of Education to waive the minimum 180-day school year requirement District-wide so that up to 2 full days may be dedicated to staff development; and, that the dates for these days be determined by the Ocean Beach School Board.

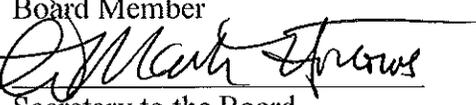
ADOPTED at a Regular Meeting of the Board of Directors of the Ocean Beach School District No. 101 on the 25<sup>th</sup> day of February, 2013.

ATTESTED:

  
Sandra Stonebreaker, Board Chairman  
  
Board Member

Board Member

  
Kathleen D. Mathews  
Board Member  
  
Board Member

  
Secretary to the Board

# OCEAN BEACH SCHOOL DISTRICT 2013-2014

**AUGUST 2013**

S	M	T	W	T	F	S
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**FEBRUARY 2014**

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**SEPTEMBER 2013**

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**MARCH 2014**

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**OCTOBER 2013**

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**APRIL 2014**

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**NOVEMBER 2013**

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**MAY 2014**

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**DECEMBER 2013**

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**JUNE 2014**

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**JANUARY 2014**

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**JULY 2014**

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30	31					

- Non-Student Waiver Days Aug 29 & 30
- Labor Day September 2
- First Student Day September 3
- Veterans Day November 11
- Thanksgiving Early Release Nov. 27
- Thanksgiving Break Nov. 28 & 29
- Winter Break Early Release Dec. 18
- Winter Break Dec. 19 - Jan. 5
- First Day Back January 6
- Martin L Kings B'Day January 20
- No School Feb. 13-14
- Presidents Day February 17
- Spring Vacation Mar. 31 - Apr. 4
- Memorial Day May 26
- Graduation Day June 7
- Last Student Day Early Release June 12
- Last Teacher Day June 12

Conferences - Early Release  
for students

LBE  
OPE  
IMHS

**Contact Information:**

- District Office: 642-3739
- Long Beach Elementary: 642-3242
- Ocean Park Elementary: 665-4815
- Ilwaco Middle/High School: 642-3731
- Early Childhood Center: 642-4089

[www.ocean.k12.wa.us](http://www.ocean.k12.wa.us)

For additional questions, concerns or comments email Superintendent Mark Hottowe at [mark.hottowe@oceanbeachschools.org](mailto:mark.hottowe@oceanbeachschools.org)

*The OCEAN BEACH SCHOOL DISTRICT is a safe, respectful and inviting place, where we set high standards and celebrate our achievements, where learning is challenging and engaging, and where we prepare students to lead successful lives as stewards of their world.*

**ECEAP**

First Student Day September \_\_\_\_\_  
Last Student Day May \_\_\_\_\_

**Developmental Preschool**

First Student Day September \_\_\_\_\_  
Last Student Day June \_\_\_\_\_

PART A, Question #10

(WAC 180-18-050) Summary of the Collective Bargaining Agreement with the Local Education Association:

XXII. **Work Year**

- A. The length of a regular educator's contract shall be one hundred eighty (180) days plus any legislatively approved learning improvement days.
- B. The district will provide six and one half (6 ½) TRI days per educator per year...One-half day (former Superintendent's day) will be directed by the principal for professional development activities related to building staff and curricular needs.

XXIII. **Calendar**

- B. Thanksgiving observance for students and staff will begin with a 3-hour early release the Wednesday before and include the Friday following Thanksgiving.

Old Capitol Building, Room 253

P.O. Box 47206

600 Washington St. SE

Olympia, Washington 98504

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

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

**Instructions:**

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

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

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

Jack Archer

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

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

**Part A: For all new and renewal applications:**

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

School District Information

District

Superintendent

County

Phone

Mailing Address

Riverside #416

Roberta Kramer

Spokane

(509) 464-8203

34515 North Newport Highway

Chattaroy, WA 99003

- Contact Person Information

Name	Roberta Kramer
Title	Superintendent
Phone	(509) 464-8203
Email	<a href="mailto:roberta.kramer@rsdmail.org">roberta.kramer@rsdmail.org</a>

- Application type:

New Application or Renewal Application	Renewal
---	---------

- Is the request for all schools in the district?

Yes or No	Yes
-----------	-----

If no, then which schools or grades is the request for?

- How many days are being requested to be waived, and for which school years?

Number of Days	2
School Years	2013-14, 2014-15, and 2015-16

- Will the waiver days result in a school calendar with fewer half-days? NO

Number of half-days before any reduction	4
--	---

Reduction	0
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Remaining number of half days in calendar	4
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- Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?

Yes or No	YES
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1. What are the purpose and goals of the Waiver?

The purpose of the first Waiver Day (day prior to the first student day) is to provide training and dialogue for all district staff. It is a once a year time when all staff convene in a large group setting and are presented with the yearly school board and district goals, introduction of new staff, building changes, health and safety protocol, etc. A district goal will be that all staff understands the yearly goals, safety and health protocols and how they relate to their position and responsibilities. Because our district will be a pilot program for the new teacher evaluation system next year (TPEP), the goal will be for the district TPEP leadership team to introduce the pilot program and work towards an understanding for all staff of the scope of the system. Because Washington state is changing to the Common Core State Standards (CCSS), there will be information and dialogue on the timeline and work involved for this implementation.

The second Waiver Day (at semester break time) purpose will be to have all teachers work together in a large group setting as well as have dialogue in subject or grade level groups towards the goals for the day. The goals will be for all certificated staff to understand how the Marzano Instructional Framework will be incorporated into the pilot teacher evaluation system and how the Common Core State Standards will integrate with the current curriculum and modify the grade level expectations used in district. Since the introduction at the first Waiver Day, the focus will be on using large group instruction to provide a deeper understanding of the 42 criterion that are part of the evaluation system. At this time, the pilot program will continue to move forward and staff will help integrate evidence related to the instructional framework. Staff will be also be examining evidence that is collected throughout the year. There will also be time for grade level and subject level staff to examine and compare the Common Core State Standards to what is currently being used. The Common Core Standards affect how you teach, more than what you teach, so the Common Core Standards are woven within the instructional framework. Through the Waiver Day activities, the overlying goal will be that teacher effectiveness and student achievement will be improved. Further, as a result of the Waiver Days, staff will be equipped to move seamlessly between the Instructional Framework and Common Core State Standards. This will be critical as we move ahead so that they see the CCSS as the “what” and TPEP as the “how” related to instruction and assessment.

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

- A. 2010, 2011 and 2012 state disaggregated test scores
  - B. State Board of Education Achievement Index, 2012
  - C. District level assessments, fall and spring, 2012 and 2013
3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Riverside continues to use standards-based district assessments that provide more in depth information about student learning and teacher effectiveness. Dialogue based on the examination of the current assessment data will continue to be tracked and compared to the previous school year. Each school Improvement plan is the work of building level staff who intensely examines the data available at their level and subject on a student-by-student basis. Measurement of growth, as set by the SIP teams, will be identified. Reading and Math assessments continue to be refined to define points of progress throughout the school year. Riverside took part in the national level Smarter Based online testing pilot and gained valuable information regarding the format and impact of online assessment and related impacts to instructional delivery and embedded assessments.

Staff participation in book studies continues to grow and has been focused on using books that will improve understanding as the district moves into the Marzano Instructional Framework as well as the Common Core State Standards.

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

Each school annually reports student academic achievement to the Board of Directors. Within this report will be the review of collected data at the state and district assessment levels. The work done on the two Waiver Days will also be reflected in these reports. Each school will be able to present their progress towards a working understanding of the new teacher evaluation system as well as the work started in changing to the Common Core State

Standards. Principals will be able to provide evidence of the usage of the new Marzano Instructional Framework by all teachers. Administrators will be able to observe staff during instruction to note the depth of understanding of this teaching tool. Staff meetings will center on implementing this tool for teaching effectiveness and growth. The pilot study (TPEP) teachers will provide an abundance of information as the administrators move into the new evaluation system. There will be data collected along the way as the TPEP is implemented. Each school's grade level and subject level teams will be required to report progress and reflection as they move towards the implementation of the Common Core State Standards. In addition, principals will openly share their evaluation process and evidence with their staffs to offer transparency and demonstrate the inter-related nature of TPEP.

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

The two main focuses of the Waiver Days will involve the TPEP pilot evaluation system and the move towards the Common Core State Standards. The first Waiver Day will include a presentation by the TPEP pilot team in large group instruction. There will be group activities as each staff member is able to look at the criterion that will be part of the new evaluation system. At length discussion of these components will include all staff, as para professionals will be a support in the classroom. New methodology of instruction will evolve. The Common Core Standards implementation is a several year process. The introduction of new grade level expectations will involve study by staff in subject or grade level meetings. Determining the time needed to teach the new standards and whether the current curriculum will suffice, will be a lengthy process. Our district is fortunate that we will have a Marzano Instructional Framework Specialist among our staff that will be available to support and extend our work.

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

The TPEP program is a pilot program for 2013-14 and the district has already identified staff that will be placed on the new system in the subsequent years. The TPEP training and dialogue will be a continuing process for several years

as the level of understanding becomes more fluent and manageable. The switch to the Common Core Standards will also be a multi-year process, as there will be multiple tasks to complete in order to manage this new system.

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

A link to the school improvement plans is included: \_\_\_\_\_ The district continues to develop and refine the culture of learning, the professional learning community, the instructional framework and all the components supporting increased student achievement. The District Strategic Plan and the building level School Improvement Plans work together to improve teacher effectiveness and improve student achievement; especially as we move towards a new teacher evaluation system and we move towards the rigorous Common Core Standards.

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

A. The district-wide Calendar Committee, consisting of certificated, classified and administrative staff, parents and students met and supported the Waiver Day application and the activities that would be implemented.

B. Labor Management meetings have involved discussions on the benefit of the Waiver Days and support the process as evidenced by the support letters from classified and certificated union leaders

---

C. The district Leadership Team recognizes the need for the Waiver Days, and the opportunities they provide for achieving the unfunded state mandates. Through the Washington Leadership Academy, the identified Problem of Practice has helped the district and schools focus more intensely on teaching effectiveness and student achievement.

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

Professional Development days include only 1.5 at the school level. There are 10 late start days. There are 7 early release days, which include two for parent-teacher conferences. There are 158 full instruction days.

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	10
Total	190

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1.5	8.5
2	Optional			
3	Optional			
4	Optional			

- 5 Optional
- 6 Optional
- 7 Optional

Check those that apply

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

The Collective Bargaining Agreement does not allow for time that is district-directed, which would include the School Board and district goals implementation, the district directed Common Core State Standards and the district-wide TPEP pilot program. As the district looks at the implementation of the TPEP and the Common Core State Standards, the need for time with staff from all grade levels is essential.

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

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

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

The four conference days used in the fall and the spring were carried through as planned. As discussed in the administrative meetings, the school board meetings and Calendar Committee meeting, participation level was impressive and encouraging for continuance of this format. Parents enjoyed the schedule flexibility and teachers liked being able to have longer conferences if needed.

The other Waiver Day (day before students started school) met the goals as planned. Being able to have all district staff together in a large group setting

was instrumental for all staff to understand the district level goals, the district-wide logo, the health protocol and responsibilities and the introduction of the instructional framework. The introduction of the instructional framework and the problem of practice as identified through the Washington State Leadership Academy provided training and dialogue in a large group setting. With everyone working in groups, the activities of the day also supported the Professional Learning Community goals.

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

Riverside continues to use standards based district assessments that provide more in depth information about student learning. Dialogue based on the examination of the current assessment data was tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, was identified.

Large group instruction was successful in communicating the goals of the district. Staff was assigned to tables with mixed grade and subject levels. A variety of assignments were given out and staff shared their responses. The district's new logo, "Inspiring the Next Generation to Greatness", was introduced, along with an activity that all staff participated in. A new district policy was presented to the staff. ESD 101 presented training on the instructional framework. Staff was able to get clock hours for their participation. Feedback after the Waiver Day provided information and enthusiasm, as the staff responded positively regarding the activities and information that was presented.

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

Changes are being made to focus on the T-Pep state evaluation system, since Riverside will be piloting the program this upcoming school year. The beginning stages of implementing the Common Core Standards will also begin next fall. These two systems will require all the time and effort available for staff to progress and become fully engaged and understand their responsibilities. Because of the immensity of understanding these systems, two Waiver Days are requested, instead of one.

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

It is absolutely essential that teachers and staff have time to fully understand the changes that are taking place in education and how they will impact them as teachers and how they will improve student achievement. The introduction of two important systems—T-Pep and Common Core Standards, will require a large effort on the district and schools' part to be successfully implemented.

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

The district website continues to provide timely information about staff development and student achievement. Each school provides a weekly newsletter to parents relating to student achievement and activities. Parent/Teacher conferences are very successful in communicating each student's individual success and needs. Presentations to the School Board also provide information to the public on each school's academic progress. The creation of this Waiver Day request involved administrators, teachers, classified staff, parents and students to create a plan and then present it to the School Board.

## Last Steps:

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

**Seattle School District No. 1**  
**Addendum to Professional Development Waiver Application**

Part A

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

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

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

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

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

Seattle Public Schools Teaching and Learning Department has developed a cross-departmental, multi-year professional development plan designed to support principals, teachers and instructional assistants in the integration of standards, high quality instruction and assessment toward the goal of achieving equity for all students. This plan outlines focused, collaborative supports that provide a roadmap to further the implementation of the four Seattle Public School initiatives: Common Core

State Standards (CCSS), Equitable Access Framework, Professional Growth and Evaluation (PG & E), and Multi-Tiered System of Supports (MTSS). Integration is a major emphasis of the plan both vertically, pre-K – 12, and horizontally across disciplines, specialties and departments. Seattle Public Schools is focused on professional development as a way of working to eliminate the opportunity gap. PD sessions are scheduled to address the above four initiatives as well as the diverse needs of individual schools. The proposal is to provide professional development at the district level on the three waiver days and school based PD during the three additional contract days. The additional PD days are needed to ensure that both the district and building initiatives can be targeted with consistency and fidelity.

#### Part B

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

Seattle Public Schools has created a multi-year professional development plan that supports the implementation of the four SPS initiatives, Multi-Tiered Support Systems, Professional Growth and Evaluation, Race and Equity Framework and Common Core State Standards. The plan promotes sustainability by identifying the unifying themes among the initiatives as district-wide priorities for professional development. The proposed PD plan builds internal capacity through leveraging current resources and investments and building multiple levels of leadership at the district and building level. In the past the professional development waiver days have been left up to each building's discretion. Under the current plan, the 3 waiver days are at the discretion of the district for the purpose of assisting schools in meeting the district initiatives and the three contract days are maintained for building-based professional development.

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

The SPS professional development plan integrates all of the four initiatives and implements job embedded practices, but there still remains a great deal of PD necessary to meet the needs of a diverse student population. The three waiver days provide both district and building level opportunities to share professional practices and ongoing growth opportunities that are needed to effectively integrate PG and E with the implementation MTSS and Common Core State Standards. These days will ensure equitable access and equity for all students while still allowing days for schools to individualize their PD to their communities. With the shift of the PD waiver days to district focused work, the level of accountability increases by ensuring the fidelity and consistency of professional development content across the district.

## Part A: For all new and renewal applications

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

<b>1. School District Information</b>	
District	Seattle School District No. 1 ("SPS")
Superintendent	Jose Banda
County	King
Phone	(206) 252-0167
Mailing Address	PO Box 34165 Mail Stop: MS 32-150 Seattle, WA 98124-1165

<b>2. Contact Person Information</b>	
Name	Michael Tolley
Title	Interim Assistant Superintendent for Teaching and Learning
Phone	(206) 252-0150
Email	mftolley@seattleschools.org

<b>3. Application Type</b>	
New Application or Renewal Application	Renewal. Prior application for parent/teacher conference waivers approved by the State Board of Education for 2 years on March 10, 2011.

<b>4. Is the request for all schools in the District?</b>	
Yes or No	Yes
If no, then which schools or grades is the request for?	Elementary Schools and K-8s are seeking 3 waiver days for parent/teacher conferences. Middle School and High Schools are seeking 1 waiver day for parent/teacher conferences.

<b>5. How many days are being requested to be waived and for which school years?</b>	
Number of Days	3 – Elementary Schools and K-8s 1 – Middle Schools and High Schools
School Years	2013-2014, 2014-2015, and 2015-16.

<b>6. Will the waiver days result in a school calendar with fewer half-days? Yes</b>	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education

	Association (the Certificated Non-Supervisory Employees Unit), contains five ½ day early releases.
Reduction	Utilizing full days for parent teacher conferences reduces the need for additional half days. Prior to requesting full-day conferences, elementary schools utilized 7 additional half early dismissals days to hold conferences. If this waiver request is not granted, SPS would be required to add seven additional half-day schedules to the school year calendar. For a middle or high school that has utilized a parent/teacher conference day the waiver will eliminate two half-days.
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year. The collective bargaining agreement for days beyond the 2012-13 school year has not yet been negotiated.

<i>7. Will the District be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes. The District satisfied the 1,000 annual average hours of instruction during the past waiver period. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2013-2014, 2014-2015, and 2015-16 school years.

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The purpose and goals of this waiver is to:</p> <ul style="list-style-type: none"> <li>• Authentically engage families as partners in student learning while at the same time <ul style="list-style-type: none"> <li>– Protect instructional time.</li> </ul> </li> <li>• Eliminate schedule changes and disruption (e.g., changes in PCP and specialist schedules) for teachers and students.</li> <li>• Allow teachers to focus on teaching when teaching and conferencing when conferencing.</li> <li>• Maintain the focus on teaching and learning for an additional week each year.</li> <li>• Allows for more meaningful parent/teacher dialogue with more time available for longer conferences.</li> <li>• Reduces the burden on families to provide alternative childcare arrangements in odd</li> </ul>	

increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, reduces absences, and improves behavior.

A link to the District's Strategic Plan is below. The District is in the process of revising the Strategic Plan and hopes to have this completed by July 2013.

[Strategic Plan](#)

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

The District reviews multiple test scores/measures over a period of time to assess student achievement. In addition, schools are using Measures of Academic Progress ("MAP") testing to benchmark student knowledge and skills. MAP data is being shared and discussed with most families in parent/teacher conferences, in addition to a variety of other individual student achievement data. This data allows the teacher and the parent/guardian to immediately focus on areas for improvement or recognition.

The student achievement data can be found at this link: [Data & Reports Page](#)

A link to the District's web site on MAP follows: [SPS MAP Information](#)

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

The measure for success is that SPS wants to increase family participation in parent/teacher conferences when conferences are offered. The District has set a goal of 90% participation. Moving forward, the District will collect aggregate data from schools to calculate the number of families that participated in parent/teacher conferences.

The District will utilize an upward trend in parent/teacher conferences to benchmark success toward meeting that goal.

(Please see responses to questions 16 and 19)

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

The District will collect the following data to assess whether parent/teacher conferences support academic achievement:

- Documentation of the number of families that participate in conferences;
- MSP/HSPE Data (District and School level data);

- MAP Data;
- Individual School Reports;
- Five Year District Scorecard; and
- School Climate Survey.

A link to individual school reports: [School Reports](#)

The student achievement data utilized by the District can be found at this link: [Data Site](#)

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

The District seeks strong family involvement in the education of its students. Parent/teacher conferences are one strategy for family engagement in that they provide time for detailed discussions of academic issues. Conferences bring educators and families together to jointly promote a student's academic success.

*13. Describe the innovative nature of the proposed strategies.*

Parent/teacher conferences are an established tool to increase parental involvement in a meaningful way. Full days for conferences, versus seven half days allows schools to maintain routines and structures that can be critical for students' academic success. Half days can be disruptive to school routines and therefore to student learning. This waiver is an effort to limit the number of half days SPS uses.

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

A positive initial conference experience perpetuates additional family involvement in the education of their child. We propose to provide a positive experience with three full days of parent/teacher conferences, rather than seven early release days for conferences. Full day conferences produce a more uniform academic environment, which is better for student learning. Predictable routines are essential for students, particularly for at-risk students. The 3-day plan provides families with broader options for child care, release from work, and family time.

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

The parent/teacher waiver request directly supports the family engagement goal in the District's Excellence for All strategic plan.

A link to the District's Strategic Plan is below: [Strategic Plan](#)

Individual schools also include family engagement in their Continuous Family Plans.

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

A working group of District administrators met to develop the waiver request. The unions that represent the teachers, paraprofessionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted. In addition, the District adopted the “Excellence for All” strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders, which included a component for family engagement. Lastly, District staff conducted a parent survey on whether they preferred the three full-day or seven one-half day conference schedule for parent/teacher conferences. The survey closed on January 11, 2013. 3550 parents/guardians participated in the survey. 93.5% of those who participated indicated that they preferred the three full-day conferences model over the seven one-half day conference model.

17. *Provide details about the collective bargaining agreements, including the number of professional development days (District-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development and a requirement for 5 half days for school-wide professional development. Under the supplemental responsibility contract for 2010-13, five additional TRI days were provided to staff, to be used in part for classroom preparation, building business, and District/school based professional development. [CBA Language](#)

New 180-Day Applications – Stop here and skip to the “Last Steps” section.

## Part B: For Renewal Applications.

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

Yes, SPS used the waiver days as previously requested for parent/teacher conferences.

19. *How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the District’s success at meeting each of the expected benchmarks and results of the previous waiver.*

87.3% of Elementary/K-8 school principals who responded to a survey reported a 90% or higher parent participation rate in the waiver day parent/teacher conferences, with 36.2% of schools having a 100% participation rate. In the same survey, 97.9% of principals stated they would prefer to continue using the 3 full waiver days for parent/teacher conferences.

69.1% of the elementary and K-8 principals responded to the survey.

*20. How were the parents and the community kept informed on an ongoing basis about the use and impact of the waiver?*

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the parent/teacher conference days. In addition, school reports provide documentation specific to each school site.

Last Steps:

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

## Part A: For all new and renewal applications

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

<i>1. School District Information</i>	
District	Seattle School District No. 1 ("SPS")
Superintendent	Jose Banda
County	King
Phone	(206) 252-0150
Mailing Address	PO Box 34165 Mail Stop: MS 32-150 Seattle, WA 98124-1165

<i>2. Contact Person Information</i>	
Name	Michael Tolley
Title	Interim Assistant Superintendent of Teaching and Learning
Phone	(206) 252-0150
Email	mftolley@seattleschools.org

<i>3. Application Type</i>	
New Application or Renewal Application	Renewal. Prior application approved by the State Board of Education for 2 years on March 10, 2011.

<i>4. Is the request for all schools in the District?</i>	
Yes or No	Yes
If no, then which schools or grades is the request for?	

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	3
School Years	2013-2014, 2014-2015, and 2015-16.

<i>6. Will the waiver days result in a school calendar with fewer half-days? Yes</i>	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association (the Certificated Non-Supervisory Employees Unit), contains five half day early releases.

Reduction	Utilizing full days for professional development reduces the need for additional half-days. The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development. If this waiver request is not granted, SPS would likely be required to add additional half-day schedules to the school year calendar. Thus, granting the waiver request would prevent the addition of six additional half days. A link to the employee calendar: <a href="#">Employee Calendar</a>
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year. A link to the employee calendar: <a href="#">Employee Calendar</a>

<i>7. Will the District be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes. Most recently, SPS was granted a 3-day waiver for professional development for 2 years. The District satisfied the 1,000 annual average hours of instruction during the most recent 2-year waiver period. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/guardian/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2013-2014, 2014-2015, and 2015-16 school years.

<p><i>8. What are the purpose and goals of the waiver?</i></p> <p>The purpose of this waiver is to support the District's strategic plan, "Excellence for All" (hereinafter "Strategic Plan") by providing District staff with 3 professional development days. The Strategic Plan was adopted by the District's School Board in June 2008 and is currently being revised to be implemented in June 2013. In the Strategic Plan, the District holds itself accountable for achievement and growth at all levels from Pre-Kindergarten (Head Start) through 12th grade. Success will be judged by both closing the achievement gap and</p>
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accelerating learning for all students. The District's work is aimed at creating a system that supports 100% of our students in meeting or exceeding expectations and where 100% of our students graduate prepared for college and career readiness.

It is the goal of the Strategic Plan to ensure excellence in every classroom including:

- Development of teaching & learning framework
- Overhaul of student discipline structures
- Implementation of Common Core Standards
- Development of equitable access framework: Phase I
- Evaluation of Special Education Service Delivery Model
- Bringing teacher and principal professional growth & evaluations (PG&E) to scale
- Development & implementation of student support strategies/MTSS
- Implementation of IB at Rainer Beach
- Development of technology strategic plan
- Expansion of Skills Center (CTE)

The goal of professional development is to improve student achievement by enabling every staff member to develop the knowledge, skills and behaviors for improving instruction. While educators can, should, and do continually improve their skills through self-improvement efforts, systematic change requires collective and sustained efforts. A comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing Professional Development aligned with the major standards, SPS and building goals. This alignment focuses efforts to provide systemic improvement. Staff participation in professional development increases the probability that SPS will develop the capacity to prepare every student for college and career readiness.

### **Essential Elements of Professional Development**

All professional development provided for SPS employees will incorporate Essential Elements, practices and tools intended to build teacher capacity in improving student achievement. Essential Elements identified by SPS are:

- Equity and Access
- Charlotte Danielson Framework for Teaching
- Common instructional vocabulary
- Family and community engagement
- Technology integration
- Classroom management
- Differentiation strategies to support the range of learning needs in our schools
- English Language Learner (ELL)
- Special Education
- Early Learning
- Advanced Learning
- Interventions/Accelerations (MTSS)

**Attributes of Successful Professional Development, as defined by Learning Forward (formerly National Staff Development Council)**

- Comprehensive, sustained and intensive approach
- Fosters collective responsibility
- Aligned with rigorous state student academic achievement standards
- Conducted among educators at the school and facilitated by well prepared professionals
- Occurs several times per week among established teams
- Evaluates need based on a review of data-progress monitoring
- Defines a clear set of educator learning goals based data analysis
- Achieves educator learning goals by implementing coherent, sustained, and evidence-based learning strategies
- Provides job-embedded learning
- Regular assessment of the effectiveness of the professional development
- Informs ongoing improvement

A link to the District's Strategic Plan is below: [Strategic Plan](#)

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

The District reviews multiple test scores/measures over a period of time to assess student achievement. After reviewing student academic trends, the purpose of professional development is to differentiate training sessions to target instruction to areas that are necessary and appropriate for particular staff and student populations. The District's Joint Professional Development Steering Committee ("JPDSC") will monitor professional development activity. This committee will review data to appropriately plan courses for the following school year.

Summary of 2012 district test scores:

In 2012, Seattle students met or exceeded standard on the state exams at a higher rate than the statewide average in every tested subject in grades 3-8. Significant gains were made, for example, in upper elementary reading with a 4.6 percentage point increase in 4th grade and a 2.4 percentage point increase in 5th grade. Strong gains were achieved in mathematics with increases ranging from 1.8 to 4.4 percentage points in grades 3 through 8. Pass rates for Algebra and Geometry EOC exams also increased over the previous year. Nonetheless, overall proficiency rates in most cases remain well below targets established in the district strategic plan. The District wants to utilize professional development to systematically address these gaps.

The professional development calendar is adjusted annually based on academic trends.

The Instructional Services Department is in the process of developing a system for determining the effectiveness of professional development as it relates to a change in instructional practice and increases student achievement outcomes.

The student achievement data can be found at this link: [Data & Reports Page](#)

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

The student achievement data utilized by the District can be found at this link:

[Data & Reports Page](#)

In addition to the data described above, the District also uses the Measures of Academic Progress (“MAP”) as a tool to assess student progress in math and reading.

A link to the District’s web site on MAP follows: [SPS MAP Information](#)

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

The District will collect the following data to assess whether academic goals were attained:

- MSP/HSPE Data (District and School level data);
- MAP Data;
- Individual School Reports;
- Professional Growth and Evaluation (PG&E) Implementation; and
- Five Year District Scorecard.

A link to individual school reports: [School Reports Page](#)

The student achievement data utilized by the District can be found at this link:

[District Scorecard](#)

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

The District has a teacher professional development plan. The comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing PD aligned with the major state, SPS, and school based goals. The content for this plan and for approved professional development is determined by student and teacher needs. For more details please see the response to Question No. 8.

A link to the District’s professional development plan is below:

[District's Professional Development Plan](#)

13. *Describe the innovative nature of the proposed strategies.*

The SPS professional development plan supports the District's innovative teacher collective bargaining agreement where student academic achievement and teacher goals are tied together. Implementation of the District's Professional Growth and Evaluation system is ground breaking. This evaluation system relies on a structure of professional development for staff through professional learning communities that support teacher growth through reflective practice with peers.

An important component of this evaluation system is strategic and intentional professional development; obtaining this waiver is key to the success of professional development and new evaluation system.

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

The District's Professional Development Plan is reviewed at least annually to ensure professional development offerings are necessary, appropriate and aligned to the needs of the staff and student population. Student performance data is reviewed to identify any new needs and to help assess the success of the professional development activities is informed by student performance data. A Joint Professional Development Steering Committee (JPDSC) monitors professional development activity. A committee will conduct an evaluation at the end of the academic year in order to appropriately plan courses for the following school year.

A link to the District's professional development plan is below:

[District's Professional Development Plan](#)

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

The waiver request directly supports the ability to offer professional development that is aligned to District and school improvement plans.

A link to individual school reports: [School Reports Page](#)

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

A working group of District administrators met to develop the waiver request. The unions that represent the teacher, paraprofessionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted about this waiver request.

In addition, the District adopted the “Excellence for All” strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders; Excellence for All includes a component for professional development. Professional development days are included in the 2010-2013 collective bargaining agreement between SPS and its teachers, which was approved by the Board of Directors. The Board of Directors is working on a new strategic plan that should be completed by July 2013.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (District-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development and a requirement for 5 half days for school-wide professional development. Under the supplemental responsibility contract for 2010-11, five additional TRI days were provided to staff, to be used in part for classroom preparation, building business, and District/school based professional development. [CBA Language](#)

New 180-Day Applications – Stop here and skip to the “Last Steps” section.

## Part B: For Renewal Applications.

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

Yes, SPS used the waiver days as previously requested for professional development.

Waiver days were used as follows:

- Curriculum alignment – Schools pair up to review content areas and alignment for proper academic progression;
- Professional development classes – Staff have received instruction in classroom management, culturally relevant practices, a writer’s workshop, IEP plans, and content area refreshers (e.g., math for non-math majors, particularly in the elementary levels);
- Cultural competency training;
- Group or department examination of student work for instructional planning purposes;
- Home visits where teachers go to the homes of families;
- Student assessments by teachers; and
- School development of instructional strategies.

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

The District had a goal of using professional development in target areas, such as classroom management, culturally relevant training, home visits, student assessment, and developmental instructional strategies, with an overall goal of changing instructional practices for the purpose of increasing student academic achievement. The District acted on each of the professional development goals listed in the answer to Question No. 18. It is challenging to make a sole connection between professional development and increases in student achievement, such as the positive outcomes shown in middle school performance overall. However, best practices and research demonstrate that importance of professional development in student achievement.

20. *How were the parents and the community kept informed on an ongoing basis about the use and impact of the waiver?*

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the professional development days. In addition, school reports provide documentation specific to each school site.

Last Steps:

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

## **WAC 180-18-040**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# The Washington State Board of Education

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

<b>Title:</b>	<b>Legislative Update – Legislation on School Improvement and Accountability</b>	
<b>As Related To:</b>	<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 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
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Two pieces of legislation have passed the Legislature and are before the Governor for signature that have implications for SBE work product over the next calendar year. What are the next steps in implementation of these important pieces of legislation, and what is SBE's role in particular?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Executive Director Ben Rarick will discuss next steps in implementing two pieces of legislation with requirements pertaining to the SBE. Although this is not an action item for the Board at this meeting, the Board will review a possible timeline of next steps on these projects leading up to the 2014 Legislative Session.</p> <p>The relevant pieces of legislation are:</p> <ul style="list-style-type: none"> <li>• Senate Bill 5329 – Transforming persistently failing schools</li> <li>• Senate Bill 5491 – Establishing statewide indicators of educational health.</li> </ul>	

## SCHOOL IMPROVEMENT AND ACCOUNTABILITY LEGISLATION – NEXT STEPS

### Policy Consideration

Two bills have advanced through the legislature during the 2013 Session and are awaiting the Governor's signature. The Governor has the option of signing the bill or vetoing sections of the bill. Once the Governor signs these bills, they would take the effect of law 90 days later.

Each bill in question – Senate Bill 5329 (Transforming persistently failing schools) and Senate Bill 5491 (Establishing statewide indicators of educational health) – relates to our system of school accountability, and creates specific duties for the State Board of Education, as well as associated timelines. The purpose of this memorandum is to discuss considerations and next steps in implementation under the presumption that the Governor does sign the bills and does not veto material sections relating to SBE's role. In the event of a material veto, the Board would need to revisit this topic; however, completion timelines embedded in the bill warrant pre-planning and anticipation of workload by the Board and its staff.

### Summary of the Bills and SBE's Potential Role

Key paragraphs in each bill help frame SBE's role in implementation and raise issues of interpretation:

#### Senate Bill 5329

- Section 12 (see page 21 of the bill) requires the SBE, by November 1, 2013, to:

*"...propose rules for adoption establishing an accountability framework that creates a unified system of support for challenged schools in need of assistance that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions."*

The aforementioned "framework" becomes the basis for the Superintendent of Public Instruction to implement a comprehensive system of recognition, support, assistance, and, as necessary, intervention in the 2014-15 school year. The legislation provides some flexibility to the SBE in defining what is meant by a "framework." Establishing clarity in this term will shape the Board's work on this subject leading up to next November.

Other sections of this bill arguably already establish the most important elements of this "framework." Major components include:

- **Eliminating Title-eligibility as the state criterion for services.** Establishment of congruency in services for Title 1-eligible and non-Title 1 eligible schools. This also allows consistency in state and federal terminology relating to school improvement.
- **Establishment of a separate tier of low-performing schools called Challenged Schools in Need of Improvement.** This tier of schools is not struggling to the extent of PLA (persistently low achieving) schools. It establishes an interim phase before schools reach the stage of PLA and consideration for Required Action. Schools meeting the

current definition of priority, focus, and emerging, but not qualifying as persistently low achieving, under the current federal requirements, would fit into this tier of the accountability framework.

- **Extending school improvement models beyond the required federal models.** The requirement that a Required Action District must implement one of the four federal intervention models is removed. Instead, districts must implement models approved by OSPI and which are consistent with federal turnaround principles. OSPI is charged with adopting rules establishing guidelines for required action plans.
- **Establishment of a Level II in the Required Action process when a school does not improve.** If a RAD has not demonstrated sufficient improvement after at least three years of implementing a required action plan, SBE may either require development of a new plan or assign the district to a new Level II RAD process. Before designating a school to Level II RAD status, SBE must submit its findings to an Education Accountability System Oversight Committee (Oversight Committee) for review and comment.
- **Establishing authority for the Superintendent of Public Instruction to intercede in Level II.** Under Level II, a new needs assessment must be performed to identify the reasons why the previous required action plan did not succeed. OSPI must then work with the school board to develop a Level II Plan that addresses the findings of the needs assessment and specifies the interventions that must be implemented. The Level II plan may include directives relating to reallocation of resources, reassignment of personnel, use of specified intervention models, or other conditions that OSPI determines are necessary for the Level II plan to succeed. These are “binding conditions” on the school district. The Level II plan must also specify the assistance to be provided from OSPI, which may include onsite specialists. Level II plans must be submitted to SBE for approval.
- **Establish appeal process to SBE for Superintendent of Public Instruction when agreement is not reached with a local school board on revised Phase II plan.** If the Superintendent of Public Instruction and the local school board cannot agree on a revised Level II plan, then the Superintendent must submit the Level II Plan to SBE directly. The school board may request a reconsideration, but the SBE's decision concerning the revised Required Action Plan is final.

Next steps:

Although most of the accountability “framework” is established by these components of the bill, several provisions require the establishment of specific parameters to implement. Accordingly, staff is initially considering the following elements as part of the “framework” to be adopted into rule:

- Establishment of **unified terminology** to describe performance levels in the Achievement Index and school designations and services associated with Senate Bill 5329.
- Establishment of **performance tiers** to clearly define the relationship between Challenged Schools in Need of Improvement and Required Action districts in both Phase I and Phase II.
- Establishment of a **visual crosswalk of the Achievement Index** to show how the results of the Achievement Index will determine the schools in each performance tier in the new framework.

- Establishment of methodology for determining whether a Required Action District has demonstrated “**recent and significant improvement or progress** toward exiting persistently lowest-achieving status.”

Staff will assemble an implementation team in May to discuss next steps and coordinate activities with affected agencies. To propose a rule in November, we would need to dedicate much of the September Board meeting to the substantive policy of the proposed rule. The September meeting may include an extensive work session component to work through these issues as a Board. Staff analytical work will become intensive during May through August. This aligns with the next phase of deliberations with our Achievement and Accountability Workgroup, which would be well positioned to provide guidance on these rules, given its robust involvement in the revision of the Achievement Index.

### Senate Bill 5491

Senate Bill 5491 pertains to the establishment of goals for our educational system. The bill uses the term “statewide indicators of educational health” to describe the metrics upon which system goals will be set.

- Section 2 (see page 3 of the bill) establishes responsibilities for SBE which must be met by December 1, 2013:

*“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 establish a process for identifying realistic but challenging system-wide performance goals and measurements**, if necessary, for each of the indicators established in subsection (1)... the initial report establishing baseline values and initial goals shall be delivered to the education committees of the legislature by **December 1, 2013.**”*

If further states that:

*“If the educational system is not on target to meet the performance goals on any individual indicator, the report must recommend evidence-based reforms intended to improve student achievement in that area.”*

In effect, the bill would require the Board to establish initial system goals by December of 2013 (eight months from now), and issue a report every other year (even-number years) on the status of those goals. The requirement to make recommendations on evidence-based reforms is not an insignificant detail – done well, this task will take full board deliberation and significant staff resources to complete a high quality report that advises the legislature.

The bill already sets the system indicators in the law. They include:

1. **WaKIDS** -- The percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington Kindergarten Inventory of Developing Skills administered in accordance with RCW 28A.655.080;

2. **4<sup>th</sup> Grade Reading** -- The percentage of students meeting the standard on the fourth grade statewide reading assessment administered in accordance with RCW 28A.655.070;
3. **8th Grade Math** -- The percentage of students meeting the standard on the eighth grade statewide mathematics assessment administered in accordance with RCW 28A.655.070;
4. **Graduation Rate** -- The four-year cohort high school graduation rate;
5. **Post-secondary Education, Training, or Employment** -- The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed; and
6. **Remediation** -- The percentage of students enrolled in precollege or remedial courses in college.

Next steps:

A way to approach the tasks embedded in SB 5491 is to complete them in tandem with the accountability framework responsibilities of SB 5329, such that both are subject to inclusion in the rule proposal to be produced by November. Regardless, in order to produce system goals by December 1, 2013, the Board will need to dedicate significant discussion to this item at the September and November meetings. One way to organize the work is to dedicate the September meeting to the components of the accountability framework, and the November meeting to the system goals required under SB 5491.

In both cases, it would appear the Achievement and Accountability Workgroup is well positioned to provide technical and policy guidance on the completion of these two tasks.

**Action**

No action required at this time.

CERTIFICATION OF ENROLLMENT  
ENGROSSED SECOND SUBSTITUTE SENATE BILL 5329

63rd Legislature  
2013 Regular Session

Passed by the Senate April 19, 2013  
YEAS 44 NAYS 3

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**President of the Senate**

Passed by the House April 15, 2013  
YEAS 68 NAYS 29

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**Speaker of the House of Representatives**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 5329** as passed by the Senate and the House of Representatives on the dates hereon set forth.

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**Secretary**

FILED

**Secretary of State  
State of Washington**

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ENGROSSED SECOND SUBSTITUTE SENATE BILL 5329

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AS AMENDED BY THE HOUSE

Passed Legislature - 2013 Regular Session

State of Washington                      63rd Legislature                      2013 Regular Session

By Senate Ways & Means (originally sponsored by Senators Litzow, Hobbs, Fain, Hatfield, Tom, Frockt, and Roach)

READ FIRST TIME 03/01/13.

1            AN ACT Relating to transforming persistently failing schools;  
2 amending RCW 28A.657.005, 28A.657.010, 28A.657.020, 28A.657.030,  
3 28A.657.050, 28A.657.050, 28A.657.060, 28A.657.070, 28A.657.090,  
4 28A.657.100, and 28A.657.110; adding new sections to chapter 28A.657  
5 RCW; repealing RCW 28A.657.125; providing an effective date; and  
6 providing an expiration date.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

8            **Sec. 1.** RCW 28A.657.005 and 2010 c 235 s 101 are each amended to  
9 read as follows:

10            (1) The legislature finds that an effective educational  
11 accountability system is premised on creating and maintaining  
12 partnerships between the state and local school district boards of  
13 directors. The legislature also recognizes it takes time to make  
14 significant changes that are sustainable over the long term in an  
15 educational system that serves more than one million students from  
16 diverse communities.

17            (2) The legislature further finds that it is the state's  
18 responsibility to create a coherent and effective accountability  
19 framework for the continuous improvement (~~for~~) of all schools and

1 school districts. This system must provide an excellent and equitable  
2 education for all students ~~((+))~~, an aligned ~~((federal/state))~~ federal  
3 and state accountability system ~~((+))~~, and the tools necessary for  
4 schools and school districts to be accountable. These tools include  
5 ~~((the necessary))~~ accounting and data reporting systems, assessment  
6 systems to monitor student achievement, and a comprehensive system of  
7 ~~((general))~~ differentiated support, targeted assistance, and, if  
8 necessary, intervention.

9 (3) The office of the superintendent of public instruction is  
10 responsible for developing and implementing the accountability tools to  
11 build district capacity and working within federal and state  
12 guidelines. The legislature assigned the state board of education  
13 responsibility and oversight for creating an accountability framework.  
14 This framework provides a unified system of support for challenged  
15 schools that aligns with basic education, increases the level of  
16 support based upon the magnitude of need, and uses data for decisions.  
17 Such a system will identify schools and their districts for recognition  
18 as well as for additional state support.

19 (4) For a specific group of ~~((challenged schools, defined as))~~  
20 persistently lowest-achieving schools ~~((7))~~ and their districts, it is  
21 necessary to provide a required action process that creates a  
22 partnership between the state and local district to target funds and  
23 assistance to turn around the identified ~~((lowest-achieving))~~ schools.  
24 The legislature finds that state takeover of persistently lowest-  
25 achieving schools is unlikely to produce long-term improvement in  
26 student achievement because takeover is an unsustainable approach to  
27 school governance and an inadequate response to addressing the  
28 underlying barriers to improved outcomes for all students. However, in  
29 the rare case of a persistently lowest-achieving school that continues  
30 to fail to improve even after required action and supplemental  
31 assistance, it is appropriate and necessary to assign the  
32 superintendent of public instruction the responsibility to intercede,  
33 provide robust technical assistance, and direct the necessary  
34 interventions. Even though the superintendent of public instruction  
35 continues to work in partnership with the local school board, the  
36 superintendent of public instruction is accountable for assuring that  
37 adequate steps are taken to improve student achievement in these  
38 schools

1       (5) Phase I of this accountability system will recognize schools  
2 that have done an exemplary job of raising student achievement and  
3 closing the achievement gaps using the ~~((state board of education's  
4 accountability))~~ Washington achievement index adopted by the state  
5 board of education. The state board of education shall have ongoing  
6 collaboration with the ~~((achievement))~~ educational opportunity gap  
7 oversight and accountability committee regarding the measures used to  
8 measure the closing of the achievement gaps and ~~((the))~~ recognition  
9 provided to the school districts for closing the achievement gaps.  
10 Phase I will also target the lowest five percent of persistently  
11 lowest-achieving schools defined under federal guidelines to provide  
12 federal funds and federal intervention models through a voluntary  
13 option in 2010, and for those who do not volunteer and have not  
14 improved student achievement, a required action process beginning in  
15 2011.

16       (6) Phase II of this accountability system will work toward  
17 implementing the ~~((state board of education's accountability))~~  
18 Washington achievement index for identification of challenged schools  
19 in need of improvement, including those that are not Title I schools,  
20 and the use of state and local intervention models and federal and  
21 state funds through a ~~((required action process))~~ comprehensive system  
22 of differentiated support, targeted assistance, and intervention  
23 beginning in ~~((2013, in addition to the federal program))~~ the 2014-15  
24 school year. If federal approval of the ~~((state board of education's  
25 accountability))~~ Washington achievement index ~~((must be))~~ is not  
26 obtained ~~((or else))~~, the federal guidelines for ~~((persistently lowest-  
27 achieving))~~ identifying schools will continue to be used. If it ever  
28 becomes necessary, a process is established to assign responsibility to  
29 the superintendent of public instruction to intervene in persistently  
30 lowest-achieving schools that have failed to improve despite required  
31 action.

32       (7) The expectation from implementation of this accountability  
33 system is the improvement of student achievement for all students to  
34 prepare them for postsecondary education, work, and global citizenship  
35 in the twenty-first century.

36       **Sec. 2.** RCW 28A.657.010 and 2010 c 235 s 112 are each amended to  
37 read as follows:

1 The definitions in this section apply throughout this chapter  
2 unless the context clearly requires otherwise.

3 (1) "All students group" means those students in grades three  
4 through eight and high school who take the state's assessment in  
5 reading or English language arts and mathematics required under 20  
6 U.S.C. Sec. 6311(b)(3).

7 (2) "Title I" means Title I, part A of the federal elementary and  
8 secondary education act of 1965 (ESEA) (20 U.S.C. Secs. 6311-6322).

9 (3) "Turnaround principles" include but are not limited to the  
10 following:

11 (a) Providing strong leadership;

12 (b) Ensuring teachers are effective and able to improve  
13 instruction;

14 (c) Increasing learning time;

15 (d) Strengthening the school's instructional program;

16 (e) Using data to inform instruction;

17 (f) Establishing a safe and supportive school environment; and

18 (g) Engaging families and communities.

19 **Sec. 3.** RCW 28A.657.020 and 2010 c 235 s 102 are each amended to  
20 read as follows:

21 (1) Beginning in 2010, and each year thereafter(~~(, by)~~) through  
22 December ((1st)) 1, 2012, the superintendent of public instruction  
23 shall annually identify schools as one of the state's persistently  
24 lowest-achieving schools if the school is a Title I school, or a school  
25 that is eligible for but does not receive Title I funds, that is among  
26 the lowest-achieving five percent of Title I or Title I eligible  
27 schools in the state.

28 (2) The criteria for determining whether a school is among the  
29 persistently lowest-achieving five percent of Title I schools, or Title  
30 I eligible schools, under subsection (1) of this section shall be  
31 established by the superintendent of public instruction. The criteria  
32 must meet all applicable requirements for the receipt of a federal  
33 school improvement grant under the American recovery and reinvestment  
34 act of 2009 and Title I of the elementary and secondary education act  
35 of 1965, and take into account both:

36 (a) The academic achievement of the "all students" group in a

1 school in terms of proficiency on the state's assessment, and any  
2 alternative assessments, in reading and mathematics combined; and

3 (b) The school's lack of progress on the mathematics and reading  
4 assessments over a number of years in the "all students" group.

5 (3)(a) Beginning December 1, 2013, and each December thereafter,  
6 the superintendent of public instruction shall annually identify  
7 challenged schools in need of improvement and a subset of such schools  
8 that are the persistently lowest-achieving schools in the state.

9 (b) The criteria for determining whether a school is a challenged  
10 school in need of improvement shall be adopted by the superintendent of  
11 public instruction in rule. The criteria must meet all applicable  
12 federal requirements under Title I of the elementary and secondary  
13 education act of 1965 and other federal rules or guidance, including  
14 applicable requirements for the receipt of federal school improvement  
15 funds if available, but shall apply equally to Title I, Title I-  
16 eligible, and non-Title I schools in the state. The criteria must take  
17 into account the academic achievement of the "all students" group and  
18 subgroups of students in a school in terms of proficiency on the state  
19 assessments in reading or English language arts and mathematics and a  
20 high school's graduation rate for all students and subgroups of  
21 students. The superintendent may establish tiered categories of  
22 challenged schools based on the relative performance of all students,  
23 subgroups of students, and other factors.

24 (c) The superintendent of public instruction shall also adopt  
25 criteria in rule for determining whether a challenged school in need of  
26 improvement is also a persistently lowest-achieving school for purposes  
27 of the required action district process under this chapter, which shall  
28 include the school's lack of progress for all students and subgroups of  
29 students over a number of years. The criteria for identifying  
30 persistently lowest-achieving schools shall also take into account the  
31 level of state or federal resources available to implement a required  
32 action plan.

33 (d) If the Washington achievement index is approved by the United  
34 States department of education for use in identifying schools for  
35 federal purposes, the superintendent of public instruction shall use  
36 the approved index to identify schools under (b) and (c) of this  
37 subsection.

1       **Sec. 4.** RCW 28A.657.030 and 2010 c 235 s 103 are each amended to  
2 read as follows:

3       (1) Beginning in January 2011, the superintendent of public  
4 instruction shall annually recommend to the state board of education  
5 school districts for designation as required action districts. A  
6 district with at least one school identified as a persistently lowest-  
7 achieving school according to the criteria established by the  
8 superintendent of public instruction under RCW 28A.657.020 shall be  
9 designated as a required action district (~~((if it meets the criteria~~  
10 ~~developed by the superintendent of public instruction))~~). However, a  
11 school district shall not be recommended for designation as a required  
12 action district if the district was awarded a federal school  
13 improvement grant by the superintendent in 2010 or 2011 and for three  
14 consecutive years following receipt of the grant implemented a federal  
15 school intervention model at each school identified for improvement.  
16 The state board of education may designate a district that received a  
17 school improvement grant in 2010 or 2011 as a required action district  
18 if after three years of voluntarily implementing a plan the district  
19 continues to have a school identified as persistently lowest-achieving  
20 and meets the criteria for designation established by the  
21 superintendent of public instruction.

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

32       (3) The state board of education shall annually designate those  
33 districts recommended by the superintendent in subsection (1) of this  
34 section as required action districts. A district designated as a  
35 required action district shall be required to notify all parents of  
36 students attending a school identified as a persistently lowest-  
37 achieving school in the district of the state board of education's

1 designation of the district as a required action district and the  
2 process for complying with the requirements set forth in RCW  
3 28A.657.040 through 28A.657.100.

4 **Sec. 5.** RCW 28A.657.050 and 2012 c 53 s 10 are each amended to  
5 read as follows:

6 (1)(a) The local district superintendent and local school board of  
7 a school district designated as a required action district must submit  
8 a required action plan to the state board of education for approval.  
9 Unless otherwise required by subsection (3) of this section, the plan  
10 must be submitted under a schedule as required by the state board. A  
11 required action plan must be developed in collaboration with  
12 administrators, teachers, and other staff, parents, unions representing  
13 any employees within the district, students, and other representatives  
14 of the local community.

15 (b) The superintendent of public instruction shall provide a  
16 district with assistance in developing its plan if requested, and shall  
17 develop and publish guidelines for the development of required action  
18 plans. The superintendent of public instruction, in consultation with  
19 the state board of education, shall also publish a list of research and  
20 evidence-based school improvement models, consistent with turnaround  
21 principles, that are approved for use in required action plans.

22 (c) The school board must conduct a public hearing to allow for  
23 comment on a proposed required action plan. The local school district  
24 shall submit the plan first to the office of the superintendent of  
25 public instruction to review and approve that the plan is consistent  
26 with federal and state guidelines, as applicable. After the office of  
27 the superintendent of public instruction has approved that the plan is  
28 consistent with federal and state guidelines, the local school district  
29 must submit its required action plan to the state board of education  
30 for approval.

31 (2) A required action plan must include all of the following:

32 (a) Implementation of ~~((one of the four federal intervention))~~ an  
33 approved school improvement model~~((s))~~ required for the receipt of  
34 ~~((a))~~ federal or state funds for school improvement ~~((grant,))~~ for  
35 those persistently lowest-achieving schools that the district will be  
36 focusing on for required action. ~~((However, a district may not~~  
37 ~~establish a charter school under a federal intervention model without~~

1 ~~express legislative authority. The intervention models are the~~  
2 ~~turnaround, restart, school closure, and transformation models.))~~ The  
3 ~~((intervention))~~ approved school improvement model selected must  
4 address the concerns raised in the academic performance audit and be  
5 intended to improve student performance to allow a school district to  
6 be removed from the list of districts designated as a required action  
7 district by the state board of education within three years of  
8 implementation of the plan. The required action plan for districts  
9 with multiple persistently lowest-achieving schools must include  
10 separate plans for each school as well as a plan for how the school  
11 district will support the schools collectively;

12 (b) Submission of an application for ~~((a federal school improvement~~  
13 ~~grant or a grant from other))~~ federal or state funds for school  
14 improvement to the superintendent of public instruction;

15 (c) A budget that provides for adequate resources to implement the  
16 ~~((federal))~~ model selected and any other requirements of the plan;

17 (d) A description of the changes in the district's or school's  
18 existing policies, structures, agreements, processes, and practices  
19 that are intended to attain significant achievement gains for all  
20 students enrolled in the school and how the district intends to address  
21 the findings of the academic performance audit; and

22 (e) Identification of the measures that the school district will  
23 use in assessing student achievement at a school identified as a  
24 persistently lowest-achieving school, which include closing the  
25 educational opportunity gap, improving mathematics and reading or  
26 English language arts student achievement, and improving graduation  
27 rates as defined by the office of the superintendent of public  
28 instruction that enable the school to no longer be identified as a  
29 persistently lowest-achieving school.

30 (3)(a) For any district designated for required action, the parties  
31 to any collective bargaining agreement negotiated, renewed, or extended  
32 under chapter 41.59 or 41.56 RCW after June 10, 2010, must reopen the  
33 agreement, or negotiate an addendum, if needed, to make changes to  
34 terms and conditions of employment that are necessary to implement a  
35 required action plan. For any district applying to participate in a  
36 collaborative schools for innovation and success pilot project under  
37 RCW 28A.630.104, the parties to any collective bargaining agreement  
38 negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after

1 June 7, 2012, must reopen the agreement, or negotiate an addendum, if  
2 needed, to make changes to terms and conditions of employment that are  
3 necessary to implement an innovation and success plan.

4 (b) If the school district and the employee organizations are  
5 unable to agree on the terms of an addendum or modification to an  
6 existing collective bargaining agreement, the parties, including all  
7 labor organizations affected under the required action plan, shall  
8 request the public employment relations commission to, and the  
9 commission shall, appoint an employee of the commission to act as a  
10 mediator to assist in the resolution of a dispute between the school  
11 district and the employee organizations. Beginning in 2011, and each  
12 year thereafter, mediation shall commence no later than April 15th.  
13 All mediations held under this section shall include the employer and  
14 representatives of all affected bargaining units.

15 (c) If the executive director of the public employment relations  
16 commission, upon the recommendation of the assigned mediator, finds  
17 that the employer and any affected bargaining unit are unable to reach  
18 agreement following a reasonable period of negotiations and mediation,  
19 but by no later than May 15th of the year in which mediation occurred,  
20 the executive director shall certify any disputed issues for a decision  
21 by the superior court in the county where the school district is  
22 located. The issues for determination by the superior court must be  
23 limited to the issues certified by the executive director.

24 (d) The process for filing with the court in this subsection (3)(d)  
25 must be used in the case where the executive director certifies issues  
26 for a decision by the superior court.

27 (i) The school district shall file a petition with the superior  
28 court, by no later than May 20th of the same year in which the issues  
29 were certified, setting forth the following:

30 (A) The name, address, and telephone number of the school district  
31 and its principal representative;

32 (B) The name, address, and telephone number of the employee  
33 organizations and their principal representatives;

34 (C) A description of the bargaining units involved;

35 (D) A copy of the unresolved issues certified by the executive  
36 director for a final and binding decision by the court; and

37 (E) The academic performance audit that the office of the  
38 superintendent of public instruction completed for the school district

1 in the case of a required action district, or the comprehensive needs  
2 assessment in the case of a collaborative schools for innovation and  
3 success pilot project.

4 (ii) Within seven days after the filing of the petition, each party  
5 shall file with the court the proposal it is asking the court to order  
6 be implemented in a required action plan or innovation and success plan  
7 for the district for each issue certified by the executive director.  
8 Contemporaneously with the filing of the proposal, a party must file a  
9 brief with the court setting forth the reasons why the court should  
10 order implementation of its proposal in the final plan.

11 (iii) Following receipt of the proposals and briefs of the parties,  
12 the court must schedule a date and time for a hearing on the petition.  
13 The hearing must be limited to argument of the parties or their counsel  
14 regarding the proposals submitted for the court's consideration. The  
15 parties may waive a hearing by written agreement.

16 (iv) The court must enter an order selecting the proposal for  
17 inclusion in a required action plan that best responds to the issues  
18 raised in the school district's academic performance audit, and allows  
19 for the award of (~~a federal school improvement grant or a grant from~~  
20 ~~other~~) federal or state funds for school improvement to the district  
21 from the office of the superintendent of public instruction to  
22 implement (~~one of the four federal intervention~~) an approved school  
23 improvement model(~~s~~). In the case of an innovation and success plan,  
24 the court must enter an order selecting the proposal for inclusion in  
25 the plan that best responds to the issues raised in the school's  
26 comprehensive needs assessment. The court's decision must be issued no  
27 later than June 15th of the year in which the petition is filed and is  
28 final and binding on the parties; however the court's decision is  
29 subject to appeal only in the case where it does not allow the school  
30 district to implement a required action plan consistent with the  
31 requirements for the award of (~~a federal school improvement grant or~~  
32 ~~other~~) federal or state funds for school improvement by the  
33 superintendent of public instruction.

34 (e) Each party shall bear its own costs and attorneys' fees  
35 incurred under this statute.

36 (f) Any party that proceeds with the process in this section after  
37 knowledge that any provision of this section has not been complied with

1 and who fails to state its objection in writing is deemed to have  
2 waived its right to object.

3 (4) All contracts entered into between a school district and an  
4 employee must be consistent with this section and allow school  
5 districts designated as required action districts to implement (~~one of~~  
6 ~~the four federal~~) an approved school improvement model(~~s~~) in a  
7 required action plan.

8 **Sec. 6.** RCW 28A.657.050 and 2010 c 235 s 105 are each amended to  
9 read as follows:

10 (1)(a) The local district superintendent and local school board of  
11 a school district designated as a required action district must submit  
12 a required action plan to the state board of education for approval.  
13 Unless otherwise required by subsection (3) of this section, the plan  
14 must be submitted under a schedule as required by the state board. A  
15 required action plan must be developed in collaboration with  
16 administrators, teachers, and other staff, parents, unions representing  
17 any employees within the district, students, and other representatives  
18 of the local community.

19 (b) The superintendent of public instruction shall provide a  
20 district with assistance in developing its plan if requested, and shall  
21 develop and publish guidelines for the development of required action  
22 plans. The superintendent of public instruction, in consultation with  
23 the state board of education, shall also publish a list of research and  
24 evidence-based school improvement models, consistent with turnaround  
25 principles, that are approved for use in required action plans.

26 (c) The school board must conduct a public hearing to allow for  
27 comment on a proposed required action plan. The local school district  
28 shall submit the plan first to the office of the superintendent of  
29 public instruction to review and approve that the plan is consistent  
30 with federal and state guidelines, as applicable. After the office of  
31 the superintendent of public instruction has approved that the plan is  
32 consistent with federal and state guidelines, the local school district  
33 must submit its required action plan to the state board of education  
34 for approval.

35 (2) A required action plan must include all of the following:

36 (a) Implementation of (~~one of the four federal intervention~~) an  
37 approved school improvement model(~~s~~) required for the receipt o

1 ((a)) federal or state funds for school improvement (~~grant,~~) for  
2 those persistently lowest-achieving schools that the district will be  
3 focusing on for required action. (~~However, a district may not~~  
4 ~~establish a charter school under a federal intervention model without~~  
5 ~~express legislative authority. The intervention models are the~~  
6 ~~turnaround, restart, school closure, and transformation models.)) The  
7 (~~intervention~~) approved school improvement model selected must  
8 address the concerns raised in the academic performance audit and be  
9 intended to improve student performance to allow a school district to  
10 be removed from the list of districts designated as a required action  
11 district by the state board of education within three years of  
12 implementation of the plan. The required action plan for districts  
13 with multiple persistently lowest-achieving schools must include  
14 separate plans for each school as well as a plan for how the school  
15 district will support the schools collectively;~~

16 (b) Submission of an application for (~~a federal school improvement~~  
17 ~~grant or a grant from other~~) federal or state funds for school  
18 improvement to the superintendent of public instruction;

19 (c) A budget that provides for adequate resources to implement the  
20 (~~federal~~) model selected and any other requirements of the plan;

21 (d) A description of the changes in the district's or school's  
22 existing policies, structures, agreements, processes, and practices  
23 that are intended to attain significant achievement gains for all  
24 students enrolled in the school and how the district intends to address  
25 the findings of the academic performance audit; and

26 (e) Identification of the measures that the school district will  
27 use in assessing student achievement at a school identified as a  
28 persistently lowest-achieving school, which include closing the  
29 educational opportunity gap, improving mathematics and reading or  
30 English language arts student achievement, and improving graduation  
31 rates as defined by the office of the superintendent of public  
32 instruction that enable the school to no longer be identified as a  
33 persistently lowest-achieving school.

34 (3)(a) For any district designated for required action, the parties  
35 to any collective bargaining agreement negotiated, renewed, or extended  
36 under chapter 41.59 or 41.56 RCW after June 10, 2010, must reopen the  
37 agreement, or negotiate an addendum, if needed, to make changes to

1 terms and conditions of employment that are necessary to implement a  
2 required action plan.

3 (b) If the school district and the employee organizations are  
4 unable to agree on the terms of an addendum or modification to an  
5 existing collective bargaining agreement, the parties, including all  
6 labor organizations affected under the required action plan, shall  
7 request the public employment relations commission to, and the  
8 commission shall, appoint an employee of the commission to act as a  
9 mediator to assist in the resolution of a dispute between the school  
10 district and the employee organizations. Beginning in 2011, and each  
11 year thereafter, mediation shall commence no later than April 15th.  
12 All mediations held under this section shall include the employer and  
13 representatives of all affected bargaining units.

14 (c) If the executive director of the public employment relations  
15 commission, upon the recommendation of the assigned mediator, finds  
16 that the employer and any affected bargaining unit are unable to reach  
17 agreement following a reasonable period of negotiations and mediation,  
18 but by no later than May 15th of the year in which mediation occurred,  
19 the executive director shall certify any disputed issues for a decision  
20 by the superior court in the county where the school district is  
21 located. The issues for determination by the superior court must be  
22 limited to the issues certified by the executive director.

23 (d) The process for filing with the court in this subsection (3)(d)  
24 must be used in the case where the executive director certifies issues  
25 for a decision by the superior court.

26 (i) The school district shall file a petition with the superior  
27 court, by no later than May 20th of the same year in which the issues  
28 were certified, setting forth the following:

29 (A) The name, address, and telephone number of the school district  
30 and its principal representative;

31 (B) The name, address, and telephone number of the employee  
32 organizations and their principal representatives;

33 (C) A description of the bargaining units involved;

34 (D) A copy of the unresolved issues certified by the executive  
35 director for a final and binding decision by the court; and

36 (E) The academic performance audit that the office of the  
37 superintendent of public instruction completed for the school district.

1 (ii) Within seven days after the filing of the petition, each party  
2 shall file with the court the proposal it is asking the court to order  
3 be implemented in a required action plan for the district for each  
4 issue certified by the executive director. Contemporaneously with the  
5 filing of the proposal, a party must file a brief with the court  
6 setting forth the reasons why the court should order implementation of  
7 its proposal in the final plan.

8 (iii) Following receipt of the proposals and briefs of the parties,  
9 the court must schedule a date and time for a hearing on the petition.  
10 The hearing must be limited to argument of the parties or their counsel  
11 regarding the proposals submitted for the court's consideration. The  
12 parties may waive a hearing by written agreement.

13 (iv) The court must enter an order selecting the proposal for  
14 inclusion in a required action plan that best responds to the issues  
15 raised in the school district's academic performance audit, and allows  
16 for the award of (~~a federal school improvement grant or a grant from~~  
17 ~~other~~) federal or state funds for school improvement to the district  
18 from the office of the superintendent of public instruction to  
19 implement (~~one of the four federal intervention~~) an approved school  
20 improvement model(~~s~~). The court's decision must be issued no later  
21 than June 15th of the year in which the petition is filed and is final  
22 and binding on the parties; however the court's decision is subject to  
23 appeal only in the case where it does not allow the school district to  
24 implement a required action plan consistent with the requirements for  
25 the award of (~~a federal school improvement grant or other~~) federal or  
26 state funds for school improvement by the superintendent of public  
27 instruction.

28 (e) Each party shall bear its own costs and attorneys' fees  
29 incurred under this statute.

30 (f) Any party that proceeds with the process in this section after  
31 knowledge that any provision of this section has not been complied with  
32 and who fails to state its objection in writing is deemed to have  
33 waived its right to object.

34 (4) All contracts entered into between a school district and an  
35 employee must be consistent with this section and allow school  
36 districts designated as required action districts to implement (~~one of~~  
37 ~~the four federal~~) an approved school improvement model(~~s~~) in a  
38 required action plan.

1       **Sec. 7.** RCW 28A.657.060 and 2010 c 235 s 106 are each amended to  
2 read as follows:

3       A required action plan developed by a district's school board and  
4 superintendent must be submitted to the state board of education for  
5 approval. The state board must accept for inclusion in any required  
6 action plan the final decision by the superior court on any issue  
7 certified by the executive director of the public employment relations  
8 commission under the process in RCW 28A.657.050. The state board of  
9 education shall approve a plan proposed by a school district only if  
10 the plan meets the requirements in RCW 28A.657.050 and provides  
11 sufficient remedies to address the findings in the academic performance  
12 audit to improve student achievement. Any addendum or modification to  
13 an existing collective bargaining agreement, negotiated under RCW  
14 28A.657.050 or by agreement of the district and the exclusive  
15 bargaining unit, related to student achievement or school improvement  
16 shall not go into effect until approval of a required action plan by  
17 the state board of education. If the state board does not approve a  
18 proposed plan, it must notify the local school board and local  
19 district's superintendent in writing with an explicit rationale for why  
20 the plan was not approved. Nonapproval by the state board of education  
21 of the local school district's initial required action plan submitted  
22 is not intended to trigger any actions under RCW 28A.657.080. With the  
23 assistance of the office of the superintendent of public instruction,  
24 the superintendent and school board of the required action district  
25 shall either: (~~(a)-(1)~~) (1) Submit a new plan to the state board  
26 of education for approval within forty days of notification that its  
27 plan was rejected, or (~~(b)-(2)~~) (2) submit a request to the  
28 required action plan review panel established under RCW 28A.657.070 for  
29 reconsideration of the state board's rejection within ten days of the  
30 notification that the plan was rejected. If federal or state funds for  
31 school improvement are not available, the plan is not required to be  
32 implemented until such funding becomes available. If federal or state  
33 funds for this purpose are available, a required action plan must be  
34 implemented in the immediate school year following the district's  
35 designation as a required action district.

36       **Sec. 8.** RCW 28A.657.070 and 2010 c 235 s 107 are each amended to  
37 read as follows:

1 (1) A required action plan review panel shall be established to  
2 offer an objective, external review of a request from a school district  
3 for reconsideration of the state board of education's rejection of the  
4 district's required action plan or reconsideration of a level two  
5 required action plan developed only by the superintendent of public  
6 instruction as provided under section 11 of this act. The review and  
7 reconsideration by the panel shall be based on whether the state board  
8 of education or the superintendent of public instruction gave  
9 appropriate consideration to the unique circumstances and  
10 characteristics identified in the academic performance audit or level  
11 two needs assessment and review of the local school district ((~~whose~~  
12 ~~required action plan was rejected~~)).

13 (2)(a) The panel shall be composed of five individuals with  
14 expertise in school improvement, school and school district  
15 restructuring, or parent and community involvement in schools. Two of  
16 the panel members shall be appointed by the speaker of the house of  
17 representatives; two shall be appointed by the president of the senate;  
18 and one shall be appointed by the governor.

19 (b) The speaker of the house of representatives, president of the  
20 senate, and governor shall solicit recommendations for possible panel  
21 members from the Washington association of school administrators, the  
22 Washington state school directors' association, the association of  
23 Washington school principals, the ((~~achievement~~)) educational  
24 opportunity gap oversight and accountability committee, and  
25 associations representing certificated teachers, classified school  
26 employees, and parents.

27 (c) Members of the panel shall be appointed no later than December  
28 1, 2010, but the superintendent of public instruction shall convene the  
29 panel only as needed to consider a school district's request for  
30 reconsideration. Appointments shall be for a four-year term, with  
31 opportunity for reappointment. Reappointments in the case of a vacancy  
32 shall be made expeditiously so that all requests are considered in a  
33 timely manner.

34 (3)(a) In the case of a rejection of a required action plan, the  
35 required action plan review panel may reaffirm the decision of the  
36 state board of education, recommend that the state board reconsider the  
37 rejection, or recommend changes to the required action plan that should  
38 be considered by the district and the state board of education to

1 secure approval of the plan. The state board of education shall  
2 consider the recommendations of the panel and issue a decision in  
3 writing to the local school district and the panel. If the school  
4 district must submit a new required action plan to the state board of  
5 education, the district must submit the plan within forty days of the  
6 board's decision.

7 (b) In the case of a level two required action plan where the local  
8 school district and the superintendent of public instruction have not  
9 come to agreement, the required action plan review panel may reaffirm  
10 the level two required action plan submitted by the superintendent of  
11 public instruction or recommend changes to the plan that should be  
12 considered by the state board of education, the superintendent of  
13 public instruction, and the local school district. The state board of  
14 education shall consider the recommendations of the panel and issue a  
15 decision in writing to the local school district, the superintendent of  
16 public instruction, and the panel.

17 (4) The state board of education and superintendent of public  
18 instruction must develop timelines and procedures for the deliberations  
19 under this section so that school districts can implement a required  
20 action plan within the time frame required under RCW 28A.657.060.

21 **Sec. 9.** RCW 28A.657.090 and 2010 c 235 s 109 are each amended to  
22 read as follows:

23 A school district must implement a required action plan upon  
24 approval by the state board of education. The office of (~~{the}~~) the  
25 superintendent of public instruction must provide the required action  
26 district with technical assistance and (~~{federal school improvement~~  
27 ~~grant funds or other}~~) federal or state funds for school improvement,  
28 if available, to implement an approved plan. The district must submit  
29 a report to the superintendent of public instruction that provides the  
30 progress the district is making in meeting the student achievement  
31 goals based on the state's assessments, identifying strategies and  
32 assets used to solve audit findings, and establishing evidence of  
33 meeting plan implementation benchmarks as set forth in the required  
34 action plan.

35 **Sec. 10.** RCW 28A.657.100 and 2010 c 235 s 110 are each amended to  
36 read as follows:

1 (1) The superintendent of public instruction must provide a report  
2 twice per year to the state board of education regarding the progress  
3 made by all school districts designated as required action districts.

4 (2) The superintendent of public instruction must recommend to the  
5 state board of education that a school district be released from the  
6 designation as a required action district after the district implements  
7 a required action plan for a period of three years; has made progress,  
8 as defined by the superintendent of public instruction(~~(, in reading~~  
9 ~~and mathematics on the state's assessment over the past three~~  
10 ~~consecutive years)) using the criteria adopted under RCW 28A.657.020  
11 including progress in closing the educational opportunity gap; and no  
12 longer has a school within the district identified as persistently  
13 lowest-achieving. The state board shall release a school district from  
14 the designation as a required action district upon confirmation that  
15 the district has met the requirements for a release.~~

16 (3) If the state board of education determines that the required  
17 action district has not met the requirements for release(~~(7))~~ after at  
18 least three years of implementing a required action plan, the board may  
19 recommend that the district remain(~~(8))~~ in required action and (~~(must))~~  
20 submit a new or revised plan under the process in RCW 28A.657.050, or  
21 the board may direct that the school district be assigned to level two  
22 of the required action process as provided in section 11 of this act.  
23 If the required action district received a federal school improvement  
24 grant for the same persistently lowest-achieving school in 2010 or  
25 2011, the board may direct that the school district be assigned to  
26 level two of the required action process after one year of implementing  
27 a required action plan under this chapter if the district is not making  
28 progress. Before making a determination of whether to recommend that  
29 a school district that is not making progress remain in required action  
30 or be assigned to level two of the required action process, the state  
31 board of education must submit its findings to the education  
32 accountability system oversight committee under section 13 of this act  
33 and provide an opportunity for the oversight committee to review and  
34 comment.

35 NEW SECTION. Sec. 11. A new section is added to chapter 28A.657  
36 RCW to read as follows:

37 (1) School districts assigned by the state board of education to

1 level two of the required action process under this chapter are those  
2 with one or more schools that have remained as persistently lowest-  
3 achieving for more than three years and have not demonstrated recent  
4 and significant improvement or progress toward exiting persistently  
5 lowest-achieving status, despite implementation of a required action  
6 plan.

7 (2) Within ninety days following assignment of a school district to  
8 level two of the required action process, the superintendent of public  
9 instruction shall direct that a needs assessment and review be  
10 conducted to determine the reasons why the previous required action  
11 plan did not succeed in improving student achievement.

12 (3)(a) Based on the results of the needs assessment and review, the  
13 superintendent of public instruction shall work collaboratively with  
14 the school district board of directors to develop a revised required  
15 action plan for level two.

16 (b) The level two required action plan must explicitly address the  
17 reasons why the previous plan did not succeed and must specify the  
18 interventions that the school district must implement, which may  
19 include assignment or reassignment of personnel, reallocation of  
20 resources, use of specified curriculum or instructional strategies, use  
21 of a specified school improvement model, or any other conditions  
22 determined by the superintendent of public instruction to be necessary  
23 for the level two required action plan to succeed, which conditions  
24 shall be binding on the school district. The level two required action  
25 plan shall also include the specific technical assistance and support  
26 to be provided by the office of the superintendent of public  
27 instruction, which may include assignment of school improvement  
28 specialists to have a regular on-site presence in the school and  
29 technical assistance provided through the educational service district.  
30 Individuals assigned as on-site school improvement specialists must  
31 have demonstrated experience in school turnaround and cultural  
32 competence.

33 (c) The level two required action plan must be submitted to the  
34 state board of education for approval.

35 (4) If the superintendent of public instruction and the school  
36 district board of directors are unable to come to an agreement on a  
37 level two required action plan within ninety days of the completion of  
38 the needs assessment and review conducted under subsection (2) of this

1 section, the superintendent of public instruction shall complete and  
2 submit a level two required action plan directly to the state board of  
3 education for approval. The school district board of directors may  
4 submit a request to the required action plan review panel established  
5 under RCW 28A.657.070 for reconsideration of the superintendent's level  
6 two required action plan within ten days of the submission of the plan  
7 to the state board of education. After the state board of education  
8 considers the recommendations of the required action plan review panel,  
9 the decision of the board regarding the level two required action plan  
10 is final and not subject to further reconsideration.

11 (5) If changes to a collective bargaining agreement are necessary  
12 to implement a level two required action plan, the parties must reopen  
13 the agreement, or negotiate an addendum, using the process outlined  
14 under RCW 28A.657.050. If the level two required action plan is  
15 developed by the superintendent of public instruction under subsection  
16 (4) of this section, a designee of the superintendent shall participate  
17 in the discussions among the parties to the collective bargaining  
18 agreement.

19 (6) While a school district is assigned to level two of the  
20 required action process under this chapter, the superintendent of  
21 public instruction is responsible and accountable for assuring that the  
22 level two required action plan is implemented with fidelity. The  
23 superintendent of public instruction shall defer to the school district  
24 board of directors as the governing authority of the school district  
25 and continue to work in partnership with the school district to  
26 implement the level two required action plan. However, if the  
27 superintendent of public instruction finds that the level two required  
28 action plan is not being implemented as specified, including the  
29 implementation of any binding conditions within the plan, the  
30 superintendent may direct actions that must be taken by school district  
31 personnel to implement the level two required action plan or the  
32 binding conditions. If necessary, the superintendent of public  
33 instruction may exercise authority under RCW 28A.505.120 regarding  
34 allocation of funds.

35 (7) The superintendent of public instruction shall include in the  
36 budget estimates and information submitted to the governor under RCW  
37 28A.300.170 a request for sufficient funds to support implementation of  
38 the level two required action plans established under this section.

1 (8) The superintendent of public instruction must recommend to the  
2 state board of education that a school district be released from  
3 assignment to level two of the required action process after the  
4 district implements the level two required action plan for a period of  
5 three years; has made progress, as defined by the superintendent of  
6 public instruction using the criteria established under RCW  
7 28A.657.020; and no longer has a school within the district identified  
8 as persistently lowest-achieving. The state board of education shall  
9 release a school district from the level two assignment upon  
10 confirmation that the school district has met the requirements for a  
11 release.

12 **Sec. 12.** RCW 28A.657.110 and 2010 c 235 s 111 are each amended to  
13 read as follows:

14 (1) By November 1, 2013, the state board of education shall  
15 ((continue to refine the development of)) propose rules for adoption  
16 establishing an accountability framework that creates a unified system  
17 of support for challenged schools((7)) that aligns with basic  
18 education, increases the level of support based upon the magnitude of  
19 need, and uses data for decisions. The board must seek input from the  
20 public and interested groups in developing the framework. Based on the  
21 framework, the superintendent of public instruction shall design a  
22 comprehensive system of specific strategies for recognition, provision  
23 of differentiated support and targeted assistance, and, if necessary,  
24 requiring intervention in schools and school districts. The  
25 superintendent shall submit the system design to the state board of  
26 education for review. The state board of education shall recommend  
27 approval or modification of the system design to the superintendent no  
28 later than January 1, 2014, and the system must be implemented  
29 statewide no later than the 2014-15 school year. To the extent state  
30 funds are appropriated for this purpose, the system must apply equally  
31 to Title I, Title I-eligible, and non-Title I schools in the state.

32 (2) The state board of education shall develop ((an  
33 accountability)) a Washington achievement index to identify schools and  
34 school districts for recognition, for continuous improvement, and for  
35 additional state support. The index shall be based on criteria that  
36 are fair, consistent, and transparent. Performance shall be measured  
37 using multiple outcomes and indicators including, but not limited to,

1 graduation rates and results from statewide assessments. The index  
2 shall be developed in such a way as to be easily understood by both  
3 employees within the schools and school districts, as well as parents  
4 and community members. It is the legislature's intent that the index  
5 provide feedback to schools and school districts to self-assess their  
6 progress, and enable the identification of schools with exemplary  
7 ((~~student~~)) performance and those that need assistance to overcome  
8 challenges in order to achieve exemplary ((~~student~~)) performance.

9 (3) The state board of education, in cooperation with the office of  
10 the superintendent of public instruction, shall annually recognize  
11 schools for exemplary performance as measured on the ((~~state board of~~  
12 ~~education accountability~~)) Washington achievement index. The state  
13 board of education shall have ongoing collaboration with the  
14 ((~~achievement~~)) educational opportunity gap oversight and  
15 accountability committee regarding the measures used to measure the  
16 closing of the achievement gaps and the recognition provided to the  
17 school districts for closing the achievement gaps.

18 (4) In coordination with the superintendent of public instruction,  
19 the state board of education shall seek approval from the United States  
20 department of education for use of the ((~~accountability~~)) Washington  
21 achievement index and the state system of differentiated support,  
22 assistance, and intervention((~~7~~)) to replace the federal accountability  
23 system under P.L. 107-110, the no child left behind act of 2001.

24 (5) The state board of education shall work with the education data  
25 center established within the office of financial management and the  
26 technical working group established in ((~~section 112, chapter 548, Laws~~  
27 ~~of 2009~~)) RCW 28A.290.020 to determine the feasibility of using the  
28 prototypical funding allocation model as not only a tool for allocating  
29 resources to schools and school districts but also as a tool for  
30 schools and school districts to report to the state legislature and the  
31 state board of education on how the state resources received are being  
32 used.

33 NEW SECTION. Sec. 13. A new section is added to chapter 28A.657  
34 RCW to read as follows:

35 (1) The education accountability system oversight committee is  
36 established to provide ongoing monitoring of the outcomes of the

1 comprehensive system of recognition, support, and intervention for  
2 schools and school districts established under this chapter.

3 (2) The oversight committee shall be composed of the following  
4 members:

5 (a) Two members from each of the largest caucuses of the house of  
6 representatives, to be appointed by the speaker of the house of  
7 representatives;

8 (b) Two members from each of the largest caucuses of the senate, to  
9 be appointed by the president of the senate;

10 (c) Two members appointed by the governor; and

11 (d) One nonlegislative member of the educational opportunity gap  
12 oversight and accountability committee.

13 (3) The oversight committee shall choose a chair from among its  
14 membership who shall serve as chair for no more than one consecutive  
15 year.

16 (4) The committee shall:

17 (a) Monitor the progress and outcomes of the education  
18 accountability system established under this chapter, including but not  
19 limited to the effectiveness in improving student achievement of the  
20 tiered system of assistance and intervention provided to challenged  
21 schools in need of improvement, persistently lowest-achieving schools  
22 in required action districts, and level two required action districts;

23 (b) Review and make recommendations to the state board of education  
24 regarding the proposed assignment of a required action district to  
25 level two of the required action process under section 11 of this act;

26 (c) Make recommendations to the state board of education, the  
27 superintendent of public instruction, the governor, and the legislature  
28 as necessary if the oversight committee finds that changes to the  
29 accountability system should be made; and

30 (d) Report biennially to the education committees of the  
31 legislature.

32 (5) Staff support for the oversight committee must be provided by  
33 the senate committee services and the house of representatives office  
34 of program research.

35 (6) Legislative members of the oversight committee may be  
36 reimbursed for travel expenses in accordance with RCW 44.04.120.  
37 Nonlegislative members are entitled to be reimbursed for travel  
38 expenses in accordance with RCW 43.03.050 and 43.03.060.

1        NEW SECTION.   **Sec. 14.**   RCW 28A.657.125 (Joint select committee on  
2        education accountability--Reports) and 2010 c 235 s 114 are each  
3        repealed.

4        NEW SECTION.   **Sec. 15.**   Section 5 of this act expires June 30,  
5        2019.

6        NEW SECTION.   **Sec. 16.**   Section 6 of this act takes effect June 30,  
7        2019.

--- END ---

CERTIFICATION OF ENROLLMENT  
**ENGROSSED SUBSTITUTE SENATE BILL 5491**

63rd Legislature  
2013 Regular Session

Passed by the Senate April 22, 2013  
YEAS 48 NAYS 0

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**President of the Senate**

Passed by the House April 15, 2013  
YEAS 93 NAYS 4

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**Speaker of the House of Representatives**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 5491** as passed by the Senate and the House of Representatives on the dates hereon set forth.

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**Secretary**

FILED

**Secretary of State  
State of Washington**

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**ENGROSSED SUBSTITUTE SENATE BILL 5491**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2013 Regular Session

**State of Washington**

**63rd Legislature**

**2013 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators McAuliffe, Litzow, Kohl-Welles, Dammeier, Frockt, Nelson, Rolfes, Chase, Eide, Cleveland, Rivers, Hobbs, Fain, Hewitt, Murray, Kline, Billig, and Conway)

READ FIRST TIME 02/22/13.

1       AN ACT Relating to statewide indicators of educational health;  
2 adding a new section to chapter 28A.150 RCW; and creating a new  
3 section.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5       NEW SECTION.   **Sec. 1.**   (1) The legislature acknowledges that  
6 multiple entities, including the state board of education, the office  
7 of the superintendent of public instruction, the workforce training and  
8 education coordinating board, the quality education council, and the  
9 student achievement council, are actively working on efforts to  
10 identify measurable goals and priorities, road maps, and strategic  
11 plans for the entire educational system. It is not the legislature's  
12 intent to undermine or curtail the ongoing work of these groups.  
13 However, the legislature believes that a coordinated single set of  
14 statewide goals would help focus these efforts.

15       (2) It is, therefore, the intent of the legislature to establish a  
16 discrete set of statewide data points that will serve as snapshots of  
17 the overall health of the educational system and as a means for  
18 evaluating progress in achieving the outcomes set for the system and  
19 the students it serves. By monitoring these statewide indicators over

1 time, it is the intent of the legislature to understand whether reform  
2 efforts and investments are making positive progress in the overall  
3 education of students and whether adjustments are necessary. Finally,  
4 it is the intent of the legislature to align the education reform  
5 efforts of each state education agency in order to hold each part of  
6 the system - statewide leaders, school personnel, and students -  
7 accountable to the same definitions of success.

8 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.150  
9 RCW to read as follows:

10 (1) The following statewide indicators of educational system health  
11 are established:

12 (a) The percentage of students demonstrating the characteristics of  
13 entering kindergartners in all six areas identified by the Washington  
14 kindergarten inventory of developing skills administered in accordance  
15 with RCW 28A.655.080;

16 (b) The percentage of students meeting the standard on the fourth  
17 grade statewide reading assessment administered in accordance with RCW  
18 28A.655.070;

19 (c) The percentage of students meeting the standard on the eighth  
20 grade statewide mathematics assessment administered in accordance with  
21 RCW 28A.655.070;

22 (d) The four-year cohort high school graduation rate;

23 (e) The percentage of high school graduates who during the second  
24 quarter after graduation are either enrolled in postsecondary education  
25 or training or are employed, and the percentage during the fourth  
26 quarter after graduation who are either enrolled in postsecondary  
27 education or training or are employed; and

28 (f) The percentage of students enrolled in precollege or remedial  
29 courses in college.

30 (2) The statewide indicators established in subsection (1) of this  
31 section shall be disaggregated as provided under RCW 28A.300.042.

32 (3) The state board of education, with assistance from the office  
33 of the superintendent of public instruction, the workforce training and  
34 education coordinating board, the educational opportunity gap oversight  
35 and accountability committee, and the student achievement council,  
36 shall establish a process for identifying realistic but challenging  
37 system-wide performance goals and measurements, if necessary, for each

1 of the indicators established in subsection (1) of this section,  
2 including for subcategories of students as provided under subsection  
3 (2) of this section. The performance goal for each indicator must be  
4 set on a biennial basis, and may only be adjusted upward.

5 (4) The state board of education, the office of the superintendent  
6 of public instruction, and the student achievement council shall each  
7 align their strategic planning and education reform efforts with the  
8 statewide indicators and performance goals established under this  
9 section.

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

20 (b) If the educational system is not on target to meet the  
21 performance goals on any individual indicator, the report must  
22 recommend evidence-based reforms intended to improve student  
23 achievement in that area.

24 (c) To the extent data is available, the performance goals for each  
25 indicator must be compared with national data in order to identify  
26 whether Washington student achievement results are within the top ten  
27 percent nationally or are comparable to results in peer states with  
28 similar characteristics as Washington. If comparison data show that  
29 Washington students are falling behind national peers on any indicator,  
30 the report must recommend evidence-based reforms targeted at addressing  
31 the indicator in question.

--- END ---

# The Washington State Board of Education

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

<b>Title:</b>	<b>Site Visit – TAF Academy</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input 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 checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	What strategies is the TAF academy employing to eliminate the achievement gap in STEM education? What methods does TAF utilize to introduce rigor through project-based learning and applied coursework?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The TAF Academy in the Federal Way School District is designed to eliminate gaps in access to high quality STEM education, and prepare all students for career and/or college-readiness. The Board will visit the Academy on Thursday morning, May 9<sup>th</sup>. Superintendent Rob Neu of the FWPS will greet the Board and discuss issues of significance to the school and SBE strategic plan, including:</p> <ul style="list-style-type: none"> <li>• Addressing the Skills Gap through STEM education</li> <li>• Reaching Underserved Populations in STEM education</li> <li>• Utilizing Applied, Project-based Curriculum, and CTE Course Equivalencies in Science</li> <li>• Different Strategies for Satisfying Lab Science Requirements</li> </ul>	

## VISIT TO THE TAF ACADEMY - AGENDA AND LOGISTICS

<b>TAF Academic Visit – Federal Way</b>	
<b>Thursday, May 9th, 2013</b>	
8:15 – 8:30 AM	Members Drive Directly to TAF (directions included in the packet) <a href="#">Driving Directions</a> Reception/Continental Breakfast
8:30 – 8:50 AM	Brief orientation/introduction to TAF – School Staff Rob Neu, Superintendent Paul Tytler, Principal  Roundtable Discussion of Issues: <ul style="list-style-type: none"><li>• Addressing the Skills Gap through STEM education</li><li>• Reaching underserved populations in STEM education</li><li>• CTE Course Equivalencies in Science</li><li>• Different Ways to Satisfy Lab Science Requirements</li></ul>
8:50 – 9:30 AM	School Tour
9:30 – 9:50	Debrief & Questions  (25 minutes to return to Federal Way School District Facility – Next Agenda Item is 10:15 AM)

**Profile:**

*TAF Academy is a 6-12<sup>th</sup> grade public school of choice with a mission to prepare every student for college and for life through a science, technology, engineering and math (STEM) focused curriculum. Our goal is to enlist students as active participants in their education and help them cultivate a keen awareness of their important role in the world.*

**School info:**

<http://schools.fwps.org/taf/>  
<http://www.techaccess.org/about/>

**Address:**

TAF Academy  
26720 40th Ave South  
Kent, WA 98032  
(253) 945-5187



## TAF ACADEMY (Technology Access Foundation) 6-12

### Profile 2012-2013

#### What Is Special About Our School?

TAF Academy@ FWPS is a 6<sup>th</sup> – 12<sup>th</sup> grade school with a mission to prepare every student for college and for life through a rigorous and relevant Science, Technology, Engineering, and Math (STEM) focused curriculum. Our goal is to enlist students as active participants in their education and to cultivate a keen awareness of their important role within the world. TAF Academy strives to create reflective students who envision a world of their own making by becoming self-empowered agents who work for local, national, and global change and equity. We rely on teachers, administrators, parents, and community members to commit to each other and to TAF Academy students to facilitate learning, with a shared goal for all students to succeed.

TAF Academy’s curriculum is thoughtfully designed to help teachers educate and develop the whole student. Our small school model caps classes at 25 students, with each grade level having less than 100 students. This dynamic allows teachers to provide students more personalized attention, to work more collaboratively, and to correlate with higher teacher and student satisfaction and better academic outcomes. Our teachers use Project Based Learning (PBL) and direct instruction when appropriate. They adapt their behaviors and practices in an effort to seamlessly integrate technology and best-demonstrated practices for teaching and learning in the 21<sup>st</sup> century.

Technology plays a significant role in our students’ education. TAF Academy students fully utilize Microsoft Office applications on state of the art laptops for writing and presentations, Qwizdom as a tool for assessment, and Catalyst as the backbone for sharing files and information. Classrooms are equipped with document cameras to quickly capture real world images for display and insertion into lessons and activities, and SmartBoards to make every lesson interactive.

Our school provides students with a unique component known as ‘Period 7’. This after-school academic support and enrichment program starts immediately after the traditional school day ends. In Period 7 students gain valuable knowledge through programs taught by community members, become active participants in their communities through service learning, and participate in career path courses that involve paid summer internships at the high school level.

At TAF Academy our principal, teachers, parents, and students work together to build a culture of success. The TAF Academy culture instills college awareness in every student. As a part of college preparation, TAF Academy provides each student with an educational plan, college admission test preparation and application support, parent/student workshops, college visits, and college mentors. Our goal is to ensure that every student is college aware, college eligible, college prepared, and thus college ready.

TAF Academy serves a diverse student population and is located on a brand new facility between the campuses of Totem Middle School and Star Lake Elementary school.

26720 40<sup>th</sup> Avenue South  
Kent, WA 98032

[www.fwps.org/taf/](http://www.fwps.org/taf/)  
(253) 945-5187

Principal: Paul Tytler

School Built: 2008

Number of Classrooms: 8

#### Academic and Student Programs

Advanced Placement	P.E./P.E. Alternatives
Breakfast & Lunch	Read Right
Chess Club	Real Math
Chinese (Mandarin)	Service Learning
French	Spoken Word
Digital Learning Commons (DLC)	TechStart
Digital Music	USA Mathematical Talent Search (USAMTS)
Lego Robotics	Video Production
Math Counts	Washington State Olympiad
MESA	Yearbook/Annual

\*\*Programs will grow based on student interest and need in year one of TAF Academy @ FWPS.

#### No Child Left Behind Report Card

The No Child Left Behind Act requires all schools and school districts in the United States to prepare annual reports for parents and the public detailing their academic achievement. The State Superintendent of Public Instruction’s web site makes this information available on-line at <http://reportcard.ospi.k12.wa.us/>. Click on Federal Way in the “Summary” box, then choose your school from the list. You may also request a paper copy of the report card at your school’s office. For more information about the NCLB Act, go to <http://www.nclb.gov/index.html>.

## Student Characteristics

### Distribution of Student Ethnicity (percentage)

	2010	2011	2012
African American	17.56	15.55	15.7
Asian	13.17	14.29	13.6
Hispanic	21.95	21.01	20.7
Native American	.49	.84	0.8
White	37.07	36.55	36.8
Pac Islander	.00	.00	.00
Multi-Racial	9.76	11.76	12.4

### Other Student Characteristics

	2010	2011	2012
Number of Students	203	240	242
Free/Reduced Meals	52.22%	49.17%	51.7%

## How Are We Using Our Financial Resources?

### Our District

#### "Per Pupil" Expenditures for 2011-12

Total Expenditure	\$9,463.59
Supplies & Instructional Materials	\$447.31
Equipment	\$117.20

### Our School Funding

Operating Budget	\$53,997.00
Resale	\$11,170.00
Gifts & Donations	\$774.00
Loss of Planning	\$699.00
Building Expenditures	\$66,641.00
ASB (Associated Student Body) Expenditures	\$10,749.00

## High School Graduation Requirements for the Class of 2008 and beyond

Because student learning is the critical product of education, the Federal Way Public Schools Board of Education has established grade level expectations for students to receive a high school diploma.

With the Class of 2000 and beyond, students shall achieve 23.5 high school graduation credits to be eligible to receive a high school diploma. The equivalent of 90 class periods of 50 minutes each equals 0.5 credits toward graduation.

To qualify for high school graduation in Federal Way Public Schools, students must receive at least a "C-" grade in each of the required courses. For information on specific course requirements, see the following web site: [www.fwps.org/info/policies/2000/2410.htm](http://www.fwps.org/info/policies/2000/2410.htm)

## How Are Our Students Doing on Required Tests?

### Measure of Student Progress (MSP)

Beginning in the spring of 2010, the state of Washington required that the MSP be given in third through eighth grade.

### High School Proficiency Exam (HSPE)

Beginning in the spring of 2010, the state of Washington required the HSPE be given in tenth and eleventh grade. The WASL was replaced in 2010 with the HSPE and MSP.

### Percentage Meeting Standard:

Grade 6	WASL	*MSP		
Math	2009	2010	2011	2012
School	35	48	78	74
District	51	56	57	52.7
Reading	2009	2010	2011	2012
School	85	65	78	82
District	73	65	68	67.9

Grade 7	WASL	*MSP		
Math	2009	2010	2011	2012
School	45	49	78	60.9
District	51	57	52	56.1
Reading	2009	2010	2011	2012
School	.62	62	67	71.7
District	60	65	59	67.3
Writing	2009	2010	2011	2012
School	.55	69	89	54.3
District	69	71	72	65.9

Grade 8	WASL	*MSP		
Math	2009	2010	2011	2012
School	-	38	44	77.6
District	55	58	51	52.1
Reading	2009	2010	2011	2012
School	-	79	80	77.6
District	71	74	72	68.1
Science	2009	2010	2011	2012
School	-	47	40	71.4
District	48	45	55	60.1

Grade 10	WASL	*HSPE		
Math	2009	2010	2011	2012
School	-	30	80	See EOC
District	49	45	63	See EOC
EOC 1	-	-	50	84.5
District	-	-	67	64.6
EOC 2	-	-	50	73.5
District	-	-	52	71.6
Reading	2009	2010	2011	2012
School	-	68	55	68.4
District	88	79	82	76.9
Writing	2009	2010	2011	2012
School	-	96	69	78.9
District	91	86	85	80
Science	2009	2010	2011	2012
School	-	19	24	35
District	39	42	43	49.6

# The Washington State Board of Education

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

<b>Title:</b>	<b>Student Presentation</b>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues. In his final presentation to the Board, student Board Member Matthew Spencer will speak on the following topic: "Past, present and future: where I started, where I am, and where I'm going."</p>	

## STUDENT PRESENTATION

### Policy Consideration

None

### Summary

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

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

The presentation schedule and topic assignments are listed below.

### **Presentation Topics** (rotating schedule)

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

Date	Presenter	Topic
2013.03.14	Eli	2
2013.05.9	Matthew	5
2013.07.11	Eli	3
2013.11.15	Student A	1
2014.01.XX	Eli	4
2014.03.xx	Student A	2
2014.05.XX	Eli	5
2014.07.XX	Student A	3
2014.11.XX	Student B	1

### Background

None

### Action

None

# The Washington State Board of Education

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

<b>Title:</b>	<b>CTE Equivalency Credit—A Practitioner’s Perspective</b>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<input 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
<b>Policy Considerations / Key Questions:</b>	What role should the SBE play in supporting CTE equivalency credit? What other actions could the SBE consider to support career and college readiness through CTE?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	SBE will hear from a panel of CTE directors on equivalency credits in their district. The SBE will have the opportunity to ask questions and discuss issues.	

## CTE EQUIVALENCY CREDIT

### Policy Consideration

RCW 28A.230.097 requires that each high school or school district board shall adopt course equivalencies for Career and Technical Education (CTE) classes. These are CTE courses that meet, academic requirements including state and district graduation requirements. Implementation of the Common Core State Standards, and the Next Generation Science Standards that may be adopted this summer, provides an occasion to reexamine the CTE equivalency credit process.

CTE equivalency credit is critical to implementation of the 24-credit Career- and College-Ready Graduation Requirements. The Career- and College-Ready requirements are intended to enhance students' preparation for careers and post-secondary education, and not impede students from pursuing a rigorous CTE Program of Study.

The SBE may consider approving action that would support the development of CTE equivalency credits, and other activities that could help students fulfill graduation requirements through CTE. Activities could include:

- Working with OSPI on a taskforce to update the *Equivalency Credit Toolkit: An Implementation Guide for Local School Districts*; the Toolkit provides guidance to districts in developing a policy and procedure for equivalency credit.
- Working with school boards to establish and maintain an equivalency credit policy and process.
- Opening a discussion on converting the occupational education graduation requirement to a CTE graduation requirement.
- Working with the Washington Student Achievement Council to recognize some CTE courses as meeting academic distribution requirements for college admission

Current proposed legislation may affect CTE equivalency credit. HB 2051 establishes a task force to identify strategies to improve the integration of career education into secondary education, including maximizing statewide use of a list of recommended CTE equivalencies recommended by the Office of the Superintendent of Public Instruction.

### Summary

All CTE programs must meet standards established by the Office of the Superintendent of Public Instruction (OSPI). CTE programs are characterized by:

- A close alignment of coursework to the needs of industry
  - Programs must meet a proven workforce need.
  - Course content must be aligned with industry standards.
  - CTE programs must be informed by advisory committees of industry representatives.

- Educators with substantial work experience in the industry associated with their teaching assignment
- A mix of funding sources including state and local funds and, in most cases, federal Perkins funds.

RCW 28A.230.097 (complete section is in Background below) requires schools or district to adopt career and technical high school course equivalencies. In summary, the law requires that districts:

1. Adopt district-approved course equivalencies for CTE courses
2. Develop school board policy and procedures for approving course equivalencies
3. Transcribe CTE courses approved for equivalency by the equivalent academic course and title
4. Retain records of completion of the CTE course and issue certificates of completion to the student to be kept in their High School and Beyond Plan or their Culminating Project

CTE courses offered for equivalency credit are transcribed by their corresponding academic course credit and title so they will be recognized by higher education as meeting the College Academic Distribution Requirements (CADRs) required for admission to state universities. CTE courses transcribed with the CTE course title are rarely accepted as meeting CADRs.

In 2007, the legislature established the CTE Curriculum Advisory Committee, a task force representing CTE Directors, OSPI, legislators and members of the Workforce Training and Education Coordinating Board. Among their charges was to support districts in implementing policies and procedures which establish core academic credit equivalencies for CTE courses in accordance with state statutory requirements. A product of the Taskforce was the *Equivalency Credit Toolkit: An Implementation Guide for Local School Districts*. The Toolkit outlines a well-developed process for districts to initiate and implement policies and procedures for establishing core academic credit equivalencies for CTE; however, the latest version of the Toolkit is dated June 2010, and some sections are out of date.

In practice, the application of CTE equivalency credit policy is uneven around the state, and students do not have equal access to opportunities created by credit equivalency.

Some SBE members and staff met with OSPI staff, CTE directors and teachers, WA-ACTE, Workforce Training and Education Coordinating Board, and Washington STEM representatives on April 3, 2013, to discuss CTE equivalency credit best practices, challenges, opportunities, and ways of supporting the policy. Some highlights from that meeting are included below.

### **CTE Equivalency Credit Meeting Highlights—April 3, 2013 OSPI Office Building, Olympia, WA**

**Attending:** Betty Klanttenhoff, OSPI; Caroline King, WA STEM; Tim Knue, WA-ACTE; Shep Seigel, WA-ACTE; Marianna Goheen, OSPI; Teri Pablo, Yelm SD and WAVA; Ellen Ebert, OSPI; Tamara Whitcomb, Mount Baker SD; Tre' Maxie, SBE Member; Cindy McMullen, SBE Member; Justin Montermini, WTECB; Linda Drake, SBE; and, Ben Rarick, SBE.

#### **Highlights of best practices:**

- Some districts have teachers who are highly qualified in both science and CTE.
- CTE funding may help with the extra cost of laboratory classes.
- Well-developed partnerships between departments are important
- OSPI developed and promoted a math/financial literacy class as a math/CTE equivalency course.
- The Equivalency Credit Toolkit provides a well-developed process.

### **Challenges:**

- Some districts do not address standards, both academic and technical; there are both perceived and sometimes real rigor issues.
- Skill centers face extra challenges, including varied policies of feeder districts and uneven access to skill centers across the state.
- The student records system is currently not set up to be able to handle flexible credits.
- 'Two for one' policy is not well-understood.

### **Opportunities:**

- New standards (NGSS and CC) offer a timely opportunity for re-examining and re-energizing equivalencies.
- NGSS engineering components means that science faculty will have to collaborate with CTE engineering faculty.
- Engineering/science and Human Biology/science are underutilized potential equivalencies—we may look at expanding the definition of science beyond biology, chemistry, physics and get higher education onboard with recognizing new science classes.

### **What can be done to support CTE equivalency credits?:**

- Spread the word on model best practices, elevating and shining a light on the process.
- Train school boards in the equivalency process
- Creating a new FAQ on equivalency
- Update the Tool kit
- Marketing to parents
- Work with OSPI to explore the possibility of statewide equivalencies

## **Background**

The SBE's role in evaluating graduation requirements for CTE students is stated in:

RCW 28A.230.090 (2)

(b) The state board shall reevaluate the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have sufficient opportunity to earn a certificate of academic achievement, complete the program and earn the program's certificate or credential, and complete other state and local graduation requirements.

*High School Graduation and Career-Technical Education Program Completion: A Status Report to the State Board of Education*, January 2008, was created in response to an assignment by the legislature, associated with RCW 28A.230.090, to report findings and recommendations for additional flexibility in graduation requirements if necessary, to the legislature by December 1, 2007.

The requirement for schools or districts to establish CTE course equivalencies is in:

RCW 28A.230.097 Career and technical high school course equivalencies

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be either part of the student's high school and beyond plan or the student's culminating project, as determined by the student. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

CTE resources:

[Report to the Legislature: Statewide Strategic Plan for Secondary Career and Technical Education. December 2012.](#)

(<http://www.k12.wa.us/LegisGov/2012documents/StrategicePlanforCTE2012.pdf>)

[Equivalency Credit Toolkit 3.2. June 2010.](#)

(<http://www.k12.wa.us/CareerTechEd/Forms/EquivalencyCreditToolkit.pdf>)

[High School Graduation and Career-Technical Education Program Completion: A Status Report to the State Board of education, January 2008.](#)

(<http://www.sbe.wa.gov/documents/2013.04.25%2011%20Career%20and%20Technical%20Education%20Study.pdf>)

## **Action**

The SBE may consider approving action that would support the development of CTE equivalency credits, and other activities that could help students fulfill graduation requirements through CTE.

## EXCERPT FROM THE EQUIVALENCY CREDIT TOOLKIT 3.2, JUNE 2010

### Appendix D: Model Equivalency Procedures and Flowchart

The following written equivalency procedures and flowchart address the key questions of an effective equivalency procedure, and are designed to serve as a model which may be modified to best support individual district needs.

#### **The Equivalency Committee**

The Equivalency Committee will be responsible for evaluating and making decisions regarding course equivalencies for Career and Technical Education and core academic courses, and will be comprised of:

- Director of Secondary Education
- Director of Career and Technical Education
- Director of Curriculum
- Principal or Assistant Principal
- High School Counselor
- Content Specialist(s) (will vary)

#### **Procedures and Timeline for Submitting an Initial Course Equivalency Request**

1. Teacher(s) and department head will submit the appropriate completed Equivalency Request Form from the OSPI Equivalency Toolkit along with their course Curriculum Framework, sample assessments, and other supporting documents to their building principal for signature and comments.
2. The building principal will submit the requests and required materials to the Equivalency Committee in either the fall or spring according to specified deadlines. The fall submission deadline is October 31<sup>st</sup>. The spring deadline is June 15<sup>th</sup>.
3. Teachers should submit their requests and required materials to their department heads and building principals at least one week prior to the specified deadlines to allow time for review prior to submission to the Equivalency Committee.

#### **Procedures and Timeline for Evaluating Requests and Determining Course Equivalencies**

1. The Equivalency Committee will convene during the first week of November and last week of June to review submitted equivalency requests.
2. For all equivalency requests, the Equivalency Committee will:
  - a. Review the course curriculum framework to determine if required standards for equivalency from the appropriate Equivalency Request Form in Appendix B are evident throughout the course.
  - b. Review the course assessments to determine if students are demonstrating the required standards for equivalency from the appropriate Equivalency Request Form in Appendix B.
3. The committee will make determinations on fall submissions by November 9<sup>th</sup> and June 30<sup>th</sup> for submissions made in the spring. The committee will make one of the following decisions during the Initial Evaluation regarding the equivalency request:
  - a. Meets Standard for Equivalency – the course meets the standards required for equivalency and will be listed as an equivalency in the course guide for the following school year.
  - b. Does Not Meet Standard for Equivalency – the course does not adequately meet the standards required for equivalency. Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again.

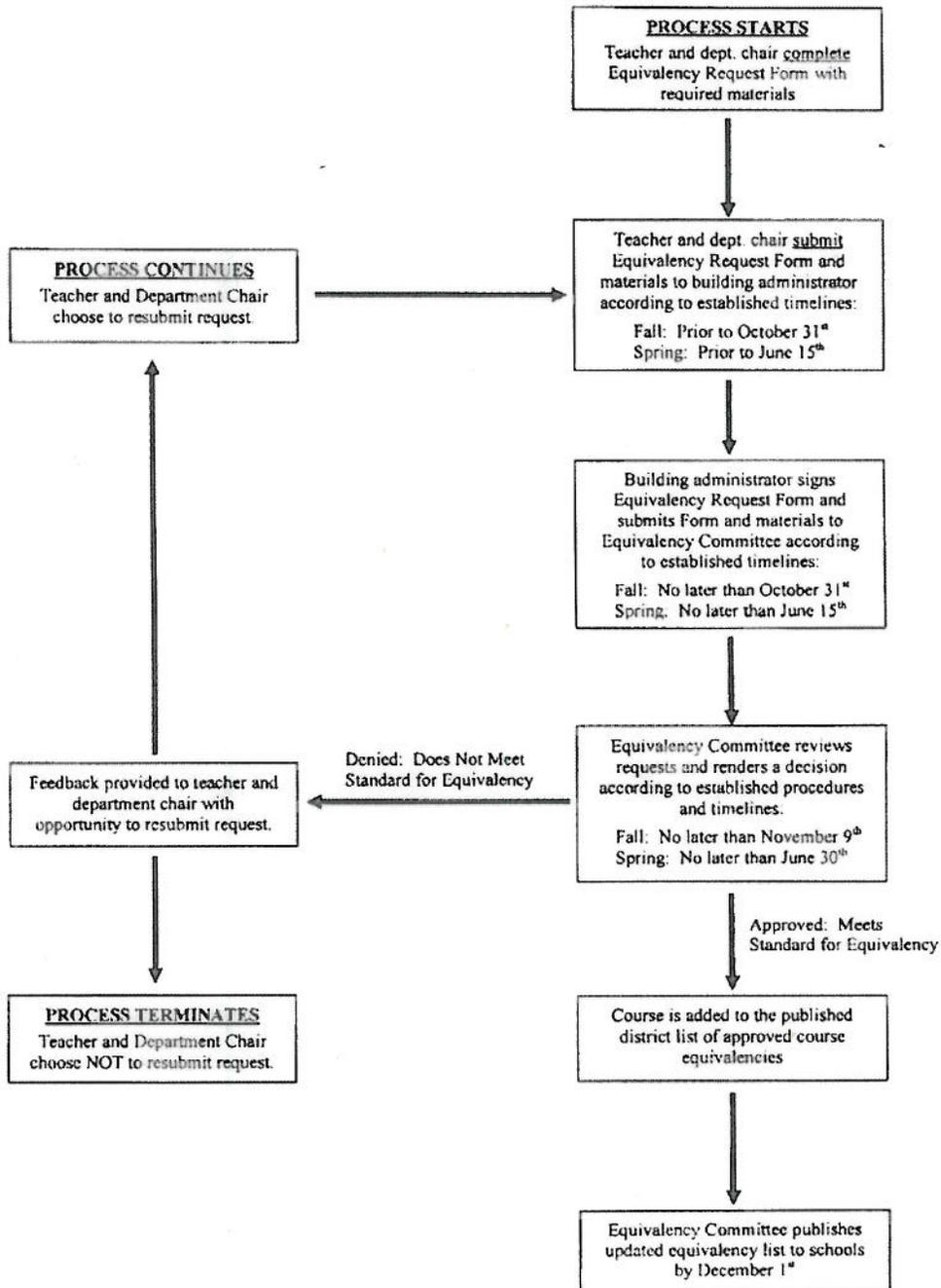
#### **Procedures and Timeline for Resubmitting a denied Equivalency Request**

1. If an equivalency request is denied upon initial review, a teacher may address identified gaps and resubmit their request by the next scheduled deadline – either October 31<sup>st</sup> or June 15<sup>th</sup>.
2. The resubmission of an equivalency request will follow the same procedural requirements as an initial equivalency request outlined in these procedures.

#### **Publishing District Approved Equivalencies**

1. The Equivalency Committee will annually publish a list of approved course equivalencies no later than December 1<sup>st</sup> of the school year for inclusion in each high school's course catalog.
2. Additions to the published equivalency list will apply to all students the following school year.
3. Deletion of equivalencies from the existing equivalency list will apply only to the following year's freshman students. Students who will be sophomores, juniors and seniors that following year will be allowed to use the previously published equivalencies.

## Model Equivalency Procedures Flowchart



## Request for Life Science Equivalency

### Recommended Standards and Requirements for Life Science Equivalency

It is recommended that CTE courses be considered equivalent with Life Science courses that prepare students for the state assessment in Science, and/or remediation/skill building courses offered in the upper grades for students who failed to meet standard in Science on their initial attempt at the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Life Science EALRs/Big Ideas and Content Standards that are measured by the state assessment.
2. Life Science EALRs/Big Ideas and Content Standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 is demonstrated through the course framework/curriculum map and assessments.

**Excerpt from Science Instructional Materials Review Report:** Evaluating your program in light of the parameters below would provide a measure of program coherence that supports conceptual development vital to true learning in the sciences. The Program Coherence scale measures how well the materials present content in an organized and deliberate sequence designed to develop conceptual understanding. It also evaluates how well the materials make explicit the big ideas of science and ground learning in a larger framework. The following items measure Program Coherence. The scale uses a four point response, with a Likert pattern of *Not Evident*, *Somewhat Evident*, *Mostly Evident*, or *Strongly Evident*.

7. Program presents content in an organized and deliberate sequence designed to develop conceptual understanding. Facts and concepts are linked and developed in ways that facilitate retrieval and application, and engages student thinking about phenomena, experiences, and knowledge.
8. Program meets and makes explicit the big ideas of science.
9. Program is organized into units, modules or other structures, focused on student learning experiences that provide sufficient time to develop deep understanding of a few concepts.
10. Program provides opportunities for students to apply understanding to new situations, to relate material to real-world experiences and situations, and to draw connections between personal and classroom experiences.
11. Program promotes interdisciplinary and cross-curricular connections.
12. Program contains little or no extraneous material outside of expected grade level standards.

**REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 1 of 6**

To Be Completed by Person(s) submitting Equivalency Request	
<b>CTE Course Code and Title:</b>	School(s) where course is offered:
<b>Person(s) requesting equivalency:</b>	<b>Date of Initial Equivalency Request:</b>
<p>CTE courses will be considered equivalent with a) Life Science courses that prepare students for the Science state assessment, and/or b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in Science on their initial attempt at the state assessment, when the CTE course meets the following criteria:</p> <ol style="list-style-type: none"> <li>Standards within the CTE course are aligned to those Life Science EARLs/GLE's measured by the state assessment.</li> <li>Life Science EARLs/GLEs are integrated throughout the scope of the course.</li> <li>Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and course assessments.</li> </ol>	
<b>Assurance of Criteria:</b>	
<p><b>1. Do the course standards align to those Life Science EARLs/GLEs measured by the state assessment?</b>      Yes ___ No ___</p> <p><b>1. Are the Life Science EARLs/GLEs integrated throughout the scope of the course?</b>      Yes ___ No ___</p> <p><b>2. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above?</b>      Yes ___ No ___</p>	
To Be Completed by Department Head and Building Administrator	
<b>Signature of Requesting Teacher's Department Head:</b>	<b>Signature of Building Administrator:</b>
To Be Completed by Equivalency Committee Only	
<input type="checkbox"/> <b>Meets Standard for Equivalency.</b> Course will be listed as an equivalency in the course guide	
<input type="checkbox"/> <b>Does Not Meet Standard for Equivalency.</b> Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again	
<p><b>If request meets standard for equivalency, list the Life Science Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:</b></p>	

**REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 2 of 6**

LIFE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
<p><b>EALR 1: SYSTEMS (Predictability and Feedback)</b></p> <p><b>9-12 SYSA: Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</b></p> <ul style="list-style-type: none"> <li>Give examples of a positive feedback system and explain its regulatory mechanism (e.g., global warming causes Earth's ice caps to melt, reflecting less energy to space, increasing temperatures).</li> <li>Give examples of a negative feedback system and explain its regulatory mechanism (e.g., when a human body overheats, it produces sweat that cools the body by evaporation).</li> </ul>	
<p><b>9-12 SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</b></p> <ul style="list-style-type: none"> <li>Determine if a systems approach will be helpful in answering a question or solving a problem.</li> <li>Represent the system with a diagram specifying components, boundaries, flows, and feedbacks.</li> <li>Describe relevant subsystems and the larger system that contains the system being analyzed.</li> <li>Determine how the system functions with respect to other systems.</li> </ul>	
<p><b>9-12 SYSC: In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.</b></p> <ul style="list-style-type: none"> <li>Create a simplified model of a complex system. Trace the possible consequences of a change in one part of the system and explain how the simplified model may not be adequate to reliably predict consequences.</li> </ul>	
<p><b>9-12 SYSD: Systems can be changing or in equilibrium.</b></p> <ul style="list-style-type: none"> <li>Analyze whether or not a system (e.g., population) is changing or in equilibrium.</li> <li>Determine whether a state of equilibrium is static or dynamic (e.g., inflows equal outflows).</li> </ul>	
<p><b>EALR 2: INQUIRY (Conducting Analysis and Thinking Logically)</b></p>	
<p><b>9-12 INQA: Scientists generate and evaluate questions to investigate the natural world.</b></p> <ul style="list-style-type: none"> <li>Generate and evaluate a question that can be answered through a scientific investigation. Critique questions generated by others and explain whether or not the questions are scientific.</li> </ul>	
<p><b>9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</b></p> <ul style="list-style-type: none"> <li>Plan and conduct a scientific investigation, choosing a method appropriate to the question being asked.</li> <li>Collect, analyze, and display data using calculators, computers, or other technical devices when available.</li> </ul>	
<p><b>9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</b></p> <ul style="list-style-type: none"> <li>Draw conclusions supported by evidence from the investigation and consistent with established scientific knowledge.</li> <li>Analyze alternative explanations and decide which best fits the data and evidence.</li> </ul>	
<p><b>9-12 INQD: The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</b></p> <ul style="list-style-type: none"> <li>Write a detailed laboratory report that includes: the question that motivated the study, a justification for the kind of investigation chosen, hypotheses (if any), a description of what was done, a summary of data in tables and graphs, and a conclusion, based on the evidence, that responds to the question.</li> </ul>	

**REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 3 of 6**

LIFE SCIENCE EARL'S AND GLE'S	Where Taught And How Assessed
<p><b>EARL 2:</b> INQUIRY (Conducting Analysis and Thinking Logically)</p> <p><b>9-12 INQI:</b> The essence of scientific <i>investigation</i> involves the development of a <i>theory</i> or conceptual <i>model</i> that can <i>generate</i> testable predictions.</p> <ul style="list-style-type: none"> <li>Formulate one or more <i>hypotheses</i> based on a <i>model</i> or <i>theory</i> of a causal <i>relationship</i>. Demonstrate creativity and critical thinking to formulate and <i>evaluate</i> the <i>hypotheses</i>.</li> </ul>	
<p><b>9-12 INQF:</b> <i>Science</i> is a human endeavor that involves logical reasoning and creativity and entails the <i>testing, revision, and occasional discarding</i> of theories as <i>new evidence</i> comes to light.</p> <ul style="list-style-type: none"> <li><i>Evaluate</i> an <i>investigation</i> to determine if it was a <i>valid</i> means of answering the <i>question</i>, and whether or not the results were <i>reliable</i>.</li> <li><i>Describe</i> the development of a scientific <i>theory</i> that illustrates logical reasoning, creativity, testing, revision, and replacement of prior <i>ideas</i> in light of <i>new evidence</i>.</li> </ul>	
<p><b>9-12 INQG:</b> <i>Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.</i></p> <ul style="list-style-type: none"> <li>Participate in a scientific discussion about one's own investigations and those performed by others.</li> <li>Respond to questions and criticisms, and if appropriate, revise explanations based on these discussions.</li> </ul>	
<p><b>9-12 INQH:</b> <i>Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.</i></p> <ul style="list-style-type: none"> <li>Provide appropriate citations for all ideas, findings, and information used in any and all written reports.</li> <li>Explain the consequences for failure to provide appropriate citations.</li> </ul>	
<p><b>EARL 3:</b> APPLICATION (Science, Technology, and Society)</p>	
<p><b>9-12 APPA:</b> <i>Science</i> affects society and cultures by influencing the way many people think about themselves, others, and the <i>environment</i>. Society also affects <i>science</i> by its prevailing views about what is important to study and by deciding what research will be funded.</p> <ul style="list-style-type: none"> <li><i>Describe</i> ways that scientific <i>ideas</i> have influenced society or the development of differing cultures.</li> <li>List <i>questions</i> that scientists <i>investigate</i> that are stimulated by the needs of society (e.g., medical research, <i>global climate</i> change).</li> </ul>	
<p><b>9-12 APPB:</b> <i>The technological design process</i> begins by defining a problem in terms of <i>criteria</i> and <i>constraints</i>, conducting research, and generating several different <i>solutions</i>.</p> <ul style="list-style-type: none"> <li>Work collaboratively with other students to <i>generate ideas</i> for solving a problem. Identify <i>criteria</i> and <i>constraints</i>, research the problem, and generate several possible <i>solutions</i>.</li> </ul>	
<p><b>9-12 APPC:</b> Choosing the best <i>solution</i> involves comparing alternatives with respect to <i>criteria</i> and <i>constraints</i>, then building and testing a <i>model</i> or other representation of the final design.</p> <ul style="list-style-type: none"> <li>Choose the best <i>solution</i> for a problem, create a model or drawing of the final design, and devise a way to test it. Redesign the <i>solution</i>, if necessary, then present it to peers.</li> </ul>	
<p><b>9-12 APPD:</b> The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> <ul style="list-style-type: none"> <li>Use proportional reasoning, functions, graphing, and estimation to solve problems.</li> <li>Use computers, probes, and software when available to collect, display, and analyze data.</li> </ul>	

## REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 4 of 6

LIFE SCIENCE EARL'S AND GLE'S	Where Taught And How Assessed
<p><b>EARL 3: APPLICATION</b> (Science, Technology, and Society)</p> <p>9-12 APPE: Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not.</p> <ul style="list-style-type: none"> <li>Analyze a societal issue that may be addressed through science and/or technology. Compare alternative solutions by considering trade-offs and unintended consequences (e.g., removing dams to increase salmon spawning).</li> </ul> <p>9-12 APPF: It is important for all citizens to apply science and technology to critical issues that influence society.</p> <ul style="list-style-type: none"> <li>Critically analyze scientific information in current events to make personal choices or to understand public-policy decisions.</li> </ul>	
<p><b>EARL 4: LIFE SCIENCE – STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS</b> (Processes within Cells)</p> <p>9-II LSIA: Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy-rich compounds that contain carbon (food) and release oxygen.</p> <ul style="list-style-type: none"> <li>Explain how plant cells use photosynthesis to produce their own food. Use the following equation to illustrate how plants rearrange atoms during photosynthesis: <math>6\text{CO}_2 + 6\text{H}_2\text{O} + \text{light energy} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2</math></li> <li>Explain the importance of photosynthesis for both plants and animals, including humans.</li> </ul> <p>9-II LSIB: The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of fossil fuels provides the primary energy source for most of modern society.</p> <ul style="list-style-type: none"> <li>Explain how the process of cellular respiration is similar to the burning of fossil fuels (e.g., both processes involve combustion of carbon-containing compounds to transform chemical energy to a different form of energy).</li> </ul> <p>9-II LSiC: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.</p> <ul style="list-style-type: none"> <li>Draw, label, and describe the functions of components of essential structures within cells (e.g., cellular membrane, nucleus, chromosome, chloroplast, mitochondrion, ribosome)</li> </ul>	
<p>9-11 LSID: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.</p> <ul style="list-style-type: none"> <li>Describe the structure of the cell and how the membrane regulates the flow of materials into and out of the cell.</li> </ul> <p>9-11 LSIE: The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A, T, C, G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function.</p> <ul style="list-style-type: none"> <li>Describe how DNA molecules are long chains linking four subunits (smaller molecules) whose sequence encodes genetic information.</li> <li>Illustrate the process by which gene sequences are copied to produce proteins.</li> </ul>	
<p>9-11 LSIF: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes.</p> <ul style="list-style-type: none"> <li>Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.</li> <li>Explain how cells break down food molecules and use the constituents to synthesize proteins, sugars, fats, DNA and many other molecules that cells require.</li> <li>Describe the role that enzymes play in the breakdown of food molecules and synthesis of the many different molecules needed for cell structure and function.</li> <li>Explain how cells extract and store energy from food molecules.</li> </ul>	

**REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 5 of 6**

Where Taught And How Assessed	LIFE SCIENCE EARL'S AND GLE'S
<p><b>EARL 4: LIFE SCIENCE – STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS (Processes within Cells)</b></p>	<p><b>9-11 LS1G:</b> Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.</p> <ul style="list-style-type: none"> <li>Explain that regulation of cell functions can occur by changing the activity of proteins within cells and/or by changing whether and how often particular genes are expressed.</li> </ul>
	<p><b>9-11 LS1H:</b> Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.</p> <ul style="list-style-type: none"> <li>Describe and model the process of mitosis, in which one cell divides, producing two cells, each with copies of both chromosomes from each pair in the original cell.</li> </ul>
	<p><b>9-11 LS1I:</b> Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring.</p> <ul style="list-style-type: none"> <li>Describe and model the process of meiosis in which egg and sperm cells are formed with only one set of chromosomes from each parent.</li> <li>Model and explain the process of genetic recombination that may occur during meiosis and how this then results in differing characteristics in offspring.</li> <li>Describe the process of fertilization that restores the original chromosome number while reshuffling the genetic information, allowing for variation among offspring.</li> <li>Predict the outcome of specific genetic crosses involving two characteristics</li> </ul>
	<p><b>EARL 4: LIFE SCIENCE – ECOSYSTEMS (Maintenance and Stability of Populations)</b></p>
	<p><b>9-11 LS2A:</b> Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem.</p> <ul style="list-style-type: none"> <li>Explain how plants and animals cycle carbon and nitrogen within an ecosystem.</li> <li>Explain how matter cycles and energy flows in ecosystems, resulting in the formation of differing chemical compounds and heat.</li> </ul>
	<p><b>9-11 LS2B:</b> Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space.</p> <ul style="list-style-type: none"> <li>Evaluate the conditions necessary for rapid population growth (e.g., given adequate living and nonliving resources and no disease or predators, populations of an organism increase at rapid rates).</li> <li>Given ecosystem data, calculate the population density of an organism.</li> </ul>
	<p><b>9-11 LS2C:</b> Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms.</p> <ul style="list-style-type: none"> <li>Explain factors, including matter and energy, in the environment that limit the growth of plant and animal populations in natural ecosystems.</li> </ul>
	<p><b>9-11 LS2D:</b> Scientists represent ecosystems in the natural world using mathematical models.</p> <ul style="list-style-type: none"> <li>Draw a systems diagram to illustrate and explain why introduced (nonnative) species often do poorly and have a tendency to die out, as well as why they sometimes do very well and force out native species.</li> </ul>

# The Washington State Board of Education

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

Old Capitol Building, Room 253  
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Olympia, Washington 98504

May 9, 2013

**TO:** Members of the Achievement and Accountability Workgroup  
**FROM:** The Washington State Board of Education  
**RE:** Input on the Revision of the Achievement Index: June Meeting

Thank you for your ongoing commitment to the Achievement and Accountability Workgroup (AAW). Your feedback has been taken into consideration prior to every major decision that SBE has made about performance indicators, weighting, subgroup disaggregation, and more. The amount of time and expertise you have devoted to this process has been instrumental in ensuring that the SBE hears a broad range of input on these important issues.

At the June 12, 2013 AAW meeting we will revisit the draft Index to enable the AAW to provide a final, summative set of recommendations to SBE. Staff will collect your input and draft a final report to reflect your cumulative input.

This fifth in-person meeting will be the final meeting which we devote solely to Index revision. Future meetings will focus on the statewide accountability framework; specifically, what should be the state system of supports and interventions for lowest achieving schools?

Focusing questions for June AAW meeting:

- a) Does the AAW recommend approval of the Index as presented by staff? What are its relative strengths? What should be taken into consideration before final approval?
- b) What types of communication and outreach does the AAW advise as we move toward releasing a 2013 Index?